

ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration	2. Award Identification Number 04-42-B10001	3. DUNS Number 360861509
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4. Recipient Organization

Arizona State Library Archives and Public Records 1700 W. Washington St. Ste. 200, Phoenix, AZ 85007

5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2012	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"><input checked="" type="radio"/> Yes <input type="radio"/> No</p>
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7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.

7a. Typed or Printed Name and Title of Certifying Official Laura Stone	7c. Telephone (area code, number and extension)
	7d. Email Address lstone@azlibrary.gov

7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-27-2013
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PROJECT INDICATORS

1. Are you establishing new Public Computer Centers (PCCs) or improving existing PCCs?

New Improved Both

2. How many PCCs were established or improved, and what type of institution(s) were they associated with? Please provide actual total numbers to date. Figures should be reported cumulatively from award inception to the end of the most recent calendar year. Recipients should only count the PCCs that were fully established or in which improvements have been fully completed in that year (that is, partial improvements should not be counted).

Institutions	Established	Improved	Total
Schools (K-12)	0	0	0
Libraries	0	95	95
Community Colleges	0	0	0
Universities / Colleges	0	0	0
Medical / Health care Facilities	0	0	0
Public Safety Entities	0	0	0
Job-Training and/or Economic Development Institution	0	0	0
Other Community Support-Governmental (please specify):	0	0	0
Other Community Support-Non-Governmental (please specify):	0	0	0

3. Please complete the following chart for each PCC established or improved using BTOP funds. Please provide actual total numbers to date.

3.a. New PCCs

New PCC Address	Number of Workstations Available to the Public	Total Hours of Operation per 120-hour Business Week	Total Hours of Operation per 48-hour Weekend	Speed of Broadband Access to Facility (Mbps)	Average Number of Users per Week
N/A	0	0	0	0	0

Add New PCC

Remove New PCC

3.b. Improved PCCs

New PCC Address	Number of Workstations Available to the Public	Total Hours of Operation per 120-hour Business Week	Total Hours of Operation per 48-hour Weekend	Speed of Broadband Access to Facility (Mbps)	Average Number of Users per Week
Prior to Improvement					
Submitted via attachment	0	0	0	0	0

Add New PCC

Remove New PCC

After Improvement

Submitted via attachment	0	0	0	0	0
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Add New PCC

Remove New PCC

4.a. Please check the primary uses of the PCCs funded by this award. (Check all that apply.)

Open Lab Time Other Training

4.b. If "other," please specify the primary use of the PCCs:

N/A

5. Please list all of the PCC broadband equipment and/or supplies you have purchased during the past year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of

equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (600 words or less).

Manufacturer	Items	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
N/A	N/A	0	0	N/A
Totals:		0	0	

Add Equipment

Remove Equipment

6. For PCC access and training provided with BTOP grant funds, please provide the information below. Figures should be reported cumulatively from award inception to the end of the most recent calendar year.

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Hours of Training Offered
Open Lab Access	0	0	0
Multimedia	0	0	0
Office skills	0	0	0
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	0	0	0
Certified Training Programs	0	0	0
Other (please specify):	0	0	0
Total	0	0	0

7. Please describe how your Public Computer Center(s) promotes economic recovery in your area, such as through providing job training, access to job searches, online course offerings, certifications and the like (600 words or less).
 The Public Computer Centers, located within our participating libraries, have provided patrons with increased access to computers, especially to patrons in traditionally neglected or under-served communities. Because many people in these communities have suffered in the economic downturn, the libraries' computers are often the only access they have to broadband-supported internet and the 21st century tools that the public-access computers facilitate. The computers are used by patrons for creating and revising resumes, filling out on-line applications for school programs-- often continuing education and vocational certification programs-- or for applying to jobs, and searching for jobs using internet sites. The librarians managing the Public Computer Centers also promote economic recovery by using the computers for job-training educational workshops. Examples of some innovative programs at participating libraries are: resume basics; preparing for your GED; basic computer literacy and job searching. A librarian at Glendale Public Library writes: "The BTOP 1 laptops made a big difference in providing additional computers for patrons to use that were not timed. They were also used in job searching labs where patrons could get one-on-one help with job related functions. Due to the mobility of the laptops, patrons could check them out and take them anywhere in the library. If they had a child in the youth department, they could do job searching while near their child. The laptops also took the time pressure away as they were not timed and could be checked out for two hour blocks of time and renew for another two hours."
 In addition to helping adults find jobs and access job-training, the computers allow students to conduct educational research using the many online e-resources and databases provided through the libraries' websites. Students can freely use these databases and sites such as Tutor.com, as well as practice exams and tutorials for the GED, SAT and GRE, among other standardized tests. The increased number of computer workstations in the libraries have reduced wait times experienced by patrons and facilitated increased usage. The librarian at the Venito Garcia Tribal Library on the Tohono O'Odham Indian Reservation, wrote: "In the remote areas of the State, it's quite important to customers to have regular and free access to the internet and the computer which they don't have in their homes. The service the library provides to the Nation is beyond measure and invaluable. Customers are able to browse through the web at their leisure and access their email five days per week. If we did not have computers for the public, customers would not have this service unless they went to the public libraries located an hour's drive from Sells, Arizona."

8. To the extent that you have made any subcontracts or sub grants, please provided the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities (150 words or less).

N/A

9. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).

As this project was designed, the participating libraries were surveyed to determine the needs of their communities and the equipment they needed. Based on these responses, a timeline to rollout equipment was determined. Once the project was underway, BTOP staff realized that although libraries needed and wanted the equipment, they were often understaffed and facing. These factors delayed setup of the computers, and in some cases, necessitated moving the computers to different library location.

We also learned that our initial usage projections were unrealistic. The projections were based on a formula that made sense – increasing the number of computers would proportionately increase the number of users. While that assumption works for a library that almost always has a waiting period for computers, it didn't work for smaller libraries with fewer patrons. In addition, we were unable to anticipate many changes that the libraries experienced which affected their user numbers, such as cuts to public service hours, changed time-limits for computer sessions, the need to replace older computers with the new computers, and an increase in personal laptop usage. However, most libraries have reported significant reduction in wait times for their public access computers. Patrons are able to come in and access a computer without the long waits they had previously experienced prior to the addition of BTOP-funded workstations.

An Apache Junction Public Library staff member wrote: "We used to have wait times, especially January through March. Some people could not wait around for a computer to become available. Those wait times have been virtually eliminated. In many instances people need computers to receive government assistance, gain employment, improve their education, and communicate with others that are important to them or look up health, financial or legal information. Our computer services are essential public services. We help bridge the digital divide for the public. Thank you for helping us serve the public."