

ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS

General Information

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| 1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration | 2. Award Identification Number 08-42-B10596 | 3. DUNS Number 187406538 |
| 4. Recipient Organization Colorado Board of Education 201 E Colfax Ave, Director of Library Development, Denver, CO 802031704 | | |
| 5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2011 | 6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input type="radio"/> Yes <input checked="" type="radio"/> No </p> | |
| 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 Susan Burkholder | 7c. Telephone (area code, number and extension) _____ | |
| | 7d. Email Address Burkholder_s@cde.state.co.us | |
| 7b. Signature of Certifying Official Submitted Electronically | 7e. Date Report Submitted (MM/DD/YYYY): 02-27-2012 | |

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 | 5 | 5 |
| Libraries | 0 | 57 | 57 |
| 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): town halls, 1 tribal | 6 | 2 | 8 |
| Other Community Support-Non-Governmental (please specify): nonprofits | 6 | 1 | 7 |

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 | | | | | |
| N/A | 0 | 0 | 0 | 0 | 0 |

Add New PCC

Remove New PCC

After Improvement

| | | | | | |
|-----|---|---|---|---|---|
| N/A | 0 | 0 | 0 | 0 | 0 |
|-----|---|---|---|---|---|

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 | No expenditures had over a \$5,000 purchase price. |
| 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 | 40,708 | 327,659 | 0 |
| Multimedia | 2,008 | 638 | 1,253 |
| Office skills | 1,124 | 480 | 1,052 |
| ESL | 326 | 180 | 5,268 |
| GED | 80 | 72 | 650 |
| College Preparatory Training | 0 | 0 | 0 |
| Basic Internet and Computer Use | 4,818 | 2,488 | 9,471 |
| Certified Training Programs | 3 | 3 | 9 |
| Other (please specify): We tracked job seeking classes separately, so of these listed as Other, job seeking classes had 1354 targeted, 313 participants and 1207 hours. Other types of classes include language learning, genealogy, and library resources | 3,297 | 1,255 | 18,855 |
| Total | 52,364 | 332,775 | 36,558 |

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).

Our most significant statewide initiative related to economic recovery is "Virtual Workforce at your Library," a partnership between the State Library, Colorado Rural Workforce, and remote public libraries. Through this partnership, we have arranged for forty (40) libraries to receive additional computer workstations dedicated to workforce. These computers are linked to the Colorado workforce website and other job resources and serve as a virtual workforce site for those who live far from regional workforce offices. The local libraries and regional workforce staff are meeting regularly, planning training for staff as well as for the public, and strategically working to meet the needs of the unemployed and businesses seeking workers. They are setting up the capacity for the case worker and the job seeker at the library to meet virtually to get the support they need. Along with computers, libraries provide computer training, printers and scanners, and ability to apply online for jobs as well as workforce services. This project is an extension of the initial BTOP partnership between Colorado Dept. of Labor and the State Library.

Additionally, we are connecting PCCs with the Small Business Development Centers and the Office of Economic Development to provide more support and training for business owners. The Colorado First and Existing Industry grants, for example, provide training for transferrable job skills. However, this training is more high level and many times the basic skills need to be bolstered before they can move into the training provided by Colorado First. Therefore, many companies are working with the PCCs to deliver training to meet basic digital literacy skills in order to expand lifelong learning for their employees.

At a local level, some PCCs not involved in the Virtual Workforce Center project partner with regional workforce centers to provide job skills classes in the PCC. Libraries report heavy usage of the PCC for job searches and business development. Users write resumes and cover letters, perform online job searches, use scanners and printers for interview materials, and complete applications online. Many PCCs have classes that help job searchers create email accounts, write resumes, and improve computer skills. Business people are using Reference USA through the libraries to research business trends and resources. One PCC reserves a small meeting room twice a week for patrons to enroll in training or apply for jobs.

One PCC helped with the transition of the wind farm technicians who are finished in the area by providing Internet access for jobs searches and relocation information. They even offered printing of resumes. Other rural PCC users work on online college classes and

get certificates.

PCCs report that people seek help with starting businesses including the requirements for owning a business. The Colorado Secretary of State's Business Express staff trained our BTOP trainers on their online site for business registration requirements. Many PCCs partner with local Chambers of Commerce and Rotary Clubs to provide trainings for businesses and employees. Self-employed and new business people often come in to PCCs for help to create flyers or websites. In one town, the library provided training for businesses on the development of websites in order to expand their business prospects.

Several PCCs reported that successful job seekers have returned to thank the library for the tools and resources available through the PCC. "If it weren't for the free classes and appointments, I never would have gotten my new job." Another woman who used the PCC for her job search landed a job in Washington DC and the day before leaving she stopped by to give a \$50 donation to the library and say thank you.

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. On a related topic, before grant close out we do plan to see how much of the PCC purchases were made in Colorado versus out of state retailers.

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

Train the Trainer. Rather than just hand out equipment to PCCs, we built into our program model an extensive training program to increase confidence and training skills at PCCs. We have three full time trainers who developed a set of competencies for library staff who are conducting technology training and assistance both informally and formally. These competencies were then used to develop a Train the Technology Trainer program for PCC staff. This year, the trainers provided 127 classes over 469 hours to 2,883 participants. A grant from the Bill and Melinda Gates Foundation allowed us to have a technology and broadband planning conference. We leverage webinar software to conduct other training for library staff as the need arises. For example, based on inquires by PCCs, we provided a session on security measures for computer hardware and software. We became aware of the need for basic technology training for library staff and developed boot camps. In some ways this year was about building the capacity of local PCC staff to carry out the local training.

Partnerships. Many statewide agencies are recognizing the anchor institution role that libraries play in the community and how PCCs can help them fulfill their missions. This is beneficial to PCCs as well through the increased resources and tools available to PCC users and the in-kind training provided. It also helps promote project sustainability by establishing relationships that will outlast the grant period and demonstrating to partners the central role of PCCs in libraries. When working with partners, it is important to get all agreements in writing so there is common understanding of the goals, responsibilities, and activities of each party and the project in general. Our project coordinator works with partner organizations to manage deliverables and scope, as well as establishes a memorandum of understanding for our major partnerships. We suggest the same practices of each of the libraries.

Reporting and Dissemination. We established an online data collection site for PCCs to report program numbers and stories monthly. We aligned the data collection with the reporting elements required by NTIA to ensure comprehensive and accurate reporting. We also added additional questions of interest to the State Library and participating PCCs, such as the number of people receiving assistance on the computers outside of scheduled classes and class participant feedback forms. We also promote the use of reporting and evaluation for improvement and advocacy efforts, and we model this by disseminating monthly updates to a wide group of stakeholders, quarterly updates to participating PCCs, and quarterly infographics.

Marketing and Outreach. Working with marketing specialists at libraries and a marketing firm, we developed a statewide campaign with marketing kits sent to all locations, including buttons, sticky notes, temporary tattoos, posters, yard signs, banners, and window clings. We also provide access to electronic versions of all the materials in the kits plus templates for more materials, radio scripts and Spanish materials. Libraries used these marketing kits for their launch events which were celebrations of the new PCCs. These launch events ranged from open houses to formal events to speakers, raising awareness for the PCC, the grant, and the training at each center. Libraries sent press releases to local news and television outlets and received great coverage of the events. In one small town the mayor cooked hotdogs at the event; in another a rap artist performed prior to the mayor's speech. Some locations found the launch events were a challenge for them as they had not conducted this type of public relations campaign. However, even in small towns, the library staff circulated flyers to businesses, mailed invitations, and contacted press to promote the computer centers.

We have been sending monthly project updates and keeping in touch with partners so that they are aware of the accomplishments for the project. Thanks to this communication, we have had many organizations share about our project with their contact list, including Senator Michael Bennet, Eagle-Net, College in Colorado, etc. Thanks to these outreach efforts, we are being contacted more and more by agencies and organizations that have heard about our project and want to be involved or have ideas for other projects that will utilize the PCCs moving forward.

PCC-level best practices. When libraries dedicate staff to training in the computer labs, this has been the biggest success. In a few

libraries, they hired new staff specifically for PCC training both in the facility and out in other areas of the community. These have seen large numbers of people attending workshops. In addition, some PCCs loan out the laptops to other agencies and organizations that wish to use the computers to offer training in remote areas. Bringing the computers to where the people already are has also been a very successful way to engage communities. We have utilized this idea through establishing PCCs in town halls, community centers, and general stores as well as utilizing mobile labs to have a broader community footprint.

Some best practices and tips that the PCCs have shared through their monthly reporting and the blog and forum on our project website include offering classes consistently and sequentially, and using sign-up sheets for upcoming classes at current classes.

PCC-level lessons learned. So far, the lessons learned that PCCs have shared with us and each other include the importance of planning for more bandwidth commiserate with the projected increased demands, and the need for security measures, both physical and online.