

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 21-42-B10535 | 3. DUNS Number 050950989 |
| 4. Recipient Organization Kentucky Arts, Education & Humanities Cabinet P.O. Box 537, Frankfort, KY 406020537 | | |
| 5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2012 | 6. Is this the last Annual Report of the Award Period? <div style="text-align: center;"> <input checked="" type="radio"/> Yes <input type="radio"/> No </div> | |
| 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 Nicole Bryan | 7c. Telephone (area code, number and extension) _____ | |
| | 7d. Email Address nicole.bryan@ky.gov | |
| 7b. Signature of Certifying Official Submitted Electronically | 7e. Date Report Submitted (MM/DD/YYYY): 01-29-2013 | |

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 | 46 | 46 |
| 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): N/A | 0 | 0 | 0 |
| Other Community Support-Non-Governmental (please specify): N/A | 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 |

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 |
| <input type="button" value="Add New PCC"/> <input type="button" value="Remove New PCC"/> | | | | | |
| After Improvement | | | | | |
| Submitted via attachment | 0 | 0 | 0 | 0 | 0 |
| <input type="button" value="Add New PCC"/> <input type="button" value="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 |
|----------------|--------|--------------------|-----------------|---|
| Dell | Server | 5,516 | 1 | Server custom made and shipped from manufacturer to library |
| Dell | Server | 5,131 | 1 | Server custom made and shipped from manufacturer to library |
| Dell | Server | 5,117 | 1 | Server custom made and shipped from manufacturer to library |
| Dell | Server | 5,546 | 1 | Server custom made and shipped from manufacturer to library |
| Totals: | | 21,310 | 4 | |

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 | 84,741 | 2,962,711 | 0 |
| Multimedia | 1,150 | 1,028 | 7,904 |
| Office skills | 4,300 | 3,374 | 81,294 |
| ESL | 175 | 47 | 146 |
| GED | 0 | 0 | 0 |
| College Preparatory Training | 30 | 3 | 6 |
| Basic Internet and Computer Use | 6,300 | 5,599 | 442,252 |
| Certified Training Programs | 0 | 0 | 0 |
| Other (please specify): Workforce | 4,000 | 13,378 | 64,574 |
| Total | 100,696 | 2,986,140 | 596,176 |

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).

All public library PCCs provide expanded computing capacity and broadband access to the citizens in their communities. These libraries are helping job seekers and job holders alike by offering courses and resources that will allow them to gain and build on skills that make them more attractive to employers through their regions. They develop and deploy formal face to face training classes that will assist citizens in moving toward higher paying jobs and away from simple service positions. They provide individual assistance at the point of need.

They accomplish these things by using trainers from community partners, contracted professional trainers, and skilled in house and volunteer trainers to develop and deploy face to face formal training opportunities in the areas related to technology such as basic computer skills, MS Office Suite, Introduction to the Internet, Email, Keyboarding, Computer Maintenance, Basic Webpage Design, Digitization Fundamentals, Windows 7, Quickbooks, eBay, Skype, Google Docs, Online Job Searching and areas related to job seeking skills: Career Readiness, Employment Resources, Cover Letters, Resume Writing, and Interview Skills. In support of small business development, Bootcamp for Inventors, KY Teleworks, Small Business, and MicroEnterprise Pre-Business classes were taught.

They provide highly skilled and trained library staff who deliver individual assistance in the form of immediate help and informal training to customers when they need it. These customized sessions cover all technology and jobs related topics mentioned above and provide assistance with completing unemployment applications and accessing benefit accounts, applying for VA benefits, scanning documents and attaching them to applications, navigating jobs and test databases, completing college applications, registering for college classes, applying for student loans, assisting with all aspects of online courses ranging from GED classes to college courses and proctoring all types of tests.

Libraries have worked with local businesses in several ways. One library is working with Adecco which is used by the main employer in that county as well as other areas of the state by providing them with a room and laptops two times a week for 3 hours each time to help potential employees complete the process. Library staff assist and provide information about library resources and classes. Many libraries have reported that a number of employers rely on them to assist potential employees with the completion of online job

applications including a county school system. One County Court System approached the library with specific training needs for their employees. The library scheduled 30-45 minute help sessions with each employee to address their specific training needs. At another library, a local business negotiated help sessions for an employee as part of her paid workday because they had no one on staff that could help her. More libraries hosted KY Teleworks which brings legitimate work at home opportunities to remote depressed areas. Several libraries generate weekly lists of jobs available in their areas. One library was contacted by a small business which had heard of these efforts and asked them to help find a part time employee for them. The library sent several people who had attended their classes to the business which hired one of them. One library partnered with the KCTCS WorkKey Program to help temporary workers gain permanent positions. Another library reported being a part of a countywide Benefits Fair which was sponsored by a local agency. A total of 28 federal, local and school agencies along with banks helped those who had recently lost their jobs or faced other income hardships apply for benefits and other programs that would help them. The library brought laptops and highlighted the Career Transitions database and handed out brochures about their classes.

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).

Collaboration is good. The sharing cooperative spirit of librarians has helped us be more successful in this project. The webinars that have been coordinated by NTIA to feature projects and best practices have been extremely helpful and inspiring. This format was so successful that our monthly conference calls were migrated to monthly best practices webinars in May starring our own project managers discussing their own good ideas. Many other project managers reported that these webinars inspired them to adopt these ideas locally. We have a much stronger program because of it.

Partnerships make you stronger. Libraries in this project have reached out to every conceivable community organization including governmental, non-profit and service; educational institution; and elected officials to not only spread the work about the access, training and services available at the libraries but to work together to provide training and support to the unemployed and underemployed in their communities. Many libraries have been working with Adult Education Offices in their counties by providing classes. One Adult Education director was so committed to this partnership that she provided transportation for her clients to the library to attend classes and then provided them with lunch after the classes. With the transition of GED to online these partnerships are expanding. One library is providing Adult Ed staff with a classroom and laptops. The libraries are taking laptop labs out into the community to help students complete the test and they are helping many individuals in the libraries get on track to complete it. Many libraries have partnered with public school systems and universities with one library reporting training teachers about technology and another teaching university and college students on a regular basis on how to create a resume. Another library met with the school districts technology coordinator to discuss ways they could partner on community projects. One library was asked to be the trainer for the Job Corps. One library partnered with their regional Community Action agency to assist their clients applying for the heating assistance program in their region. The process required that each applicant have a current resume and proof that they were actively looking for employment. Unfortunately, many of the applicants had little or no computer skills. The library was inundated with applicants seeking assistance. Numerous problems arose that necessitated library staff act as intermediaries between the applicants and other governmental agencies. Many applicants told the library staff that they never could have completed the process on their own. Another library reported that as part of their school partnership, they were asked to participate in the College Career Night at the local high school. The library director showcased the library databases including the Career Transitions. Quite a number of the parents who were out of work learned how to use this database to look for employment and develop resumes and learned about the classes that were being taught at the library. There were also some interesting marketing partnerships developed this year. One library had their local McDonalds and Subway restaurants stuff the training flyer into the bags of food. Another received help from the local Highway Department which permitted them to use one of their electronic road repair signs to advertise their classes. Several libraries advertised their classes on the checkout receipts. A local bank loaned the library their digital sign to advertise their classes. Another library purchased a side walk sign for that purpose.

Flexibility is paramount. When libraries heard that transportation was a problem for potential participants, they moved the training events out of the library and into the community. Four libraries taught classes at a community center, Senior Citizens Centers, Housing Authority, Adult Education Center, Salvation Army and numerous churches. In order to have classes when participants could attend, thirteen libraries taught classes outside of their normal business hours