OMB CONTROL NUMBER: 0660-0037
EXPIRATION DATE: 12-31-2013

ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Award Identification Number	3. DUNS Number
Department of Commerce, National Telecommunications and Information Administration	29-42-B10563	780871158

4. Recipient Organization

HIGHER EDUCATION, MISSOURI DEPARTMENT OF 205 Jefferson Street, P.O. Box 1469, Jefferson City, MO 65102

5. Current Reporting Period End Date (MM/DD/YYYY)	6. Is this the last Annual Report of the Award Period?
12-31-2012	◯ Yes ◉ No

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	7c. Telephone (area code, number and extension)
Rusty Monhollon	573-751-5221
Interim Assistant Commissioner	7d. Email Address: rusty.monhollon@dhe.mo.gov
7b. Signature of Certifying Official: Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 01-31-2013

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	0	0
Community Colleges	13	10	23
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
Submitted via attachment	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

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:

Metropolitan Community College indicated that two of the campuses are allowing the PCCs to use other existing computers in adjoining rooms for open lab overflow.

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	0	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	62,400	284,035	0
Multimedia	1,250	580	1,532
Office skills	1,960	4,188	10,008
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	4,662	5,789	14,899
Certified Training Programs	210	625	11,250
Other (please specify): Job Skills/Resume/Career Planning	1,324	760	1,855
Total	71,806	295,977	39,544

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).

Metropolitan Community College's open lab acccess provides access to online job searches and teh lab specialists provide users a list of various job search websites. In the training module on "Career Opportunities" lessons cover such topics as job searching, resume writing, cover letters, job applications, interviewing,k job success, etc. They also offer access and training on "Optimal Resume" software through which users actually build professional resumes. They offer basic training on MS Office applications such as Word, Excel, PowerPoint, and Access in which most employers require at least basic skills. They also provide training that qualifies participants to sit for and attain professional certifications such as Microsoft Office Specialist and CompTIA A+ and Net+. In addition they promote the PCCs to local and state workforce development organizations, Chambers of Commerce, economic development organizations, and other community groups.

Three Rivers College provides job search skills and access to local communities. They provide specific computer skills training at a basic level of members of the public and provide broadband and high speed computer access to the general public for research and predominately the completion of course work towards a degree or certificate. Of the users in the PCCs during the past 12 months, the vast majority have used the computer lab to complete K-12 or postsecondary school work.

Jefferson College classes and open lab access has provided area residents opportunities to upgrade skills. The training provides participants with job skills useful in a broad range of occupational areas. From testimonials provided by participants they know that many have objectives to find work, obtain ongoing training for an existing position or upgrade skills to obtain better employment. This training was well received as indicated on comments on end of training surveys.

St. Louis Community College opened two PCCs that were open in vulnerable areas of Saint Louis City and County. By pursuing partnerships with SLATE/Missouri Career Centers and other city agencies they are continually improving the Online Employment Applications Courses and Missouri Online Job Assistant that are being offered to the public as well as resume courses. In working with retirement residential facilities they are able to expose retired citizens to the computer world and all that it offers. Through these classes, retirement facilities arrange for vans to bring in their residence at specific times each week to take thee Basic Computer I and II classes. Through community outreach they are offering to get facilities. In partnering with The Fathers Support Center members of

the center attended courses weekly at both the PCC sites. In partnering with the MOHealthWINs grant team, the digital literacy curriculum will be sustained through the program. The MOHealthWINs grant also targets the vulnerable populations, low income, under employed and unemployed.

Moberly Area Community College is able to provide training for community members, enabling them to more successfully search for jobs online as well as prepare them for using technology during their employment. The PCCs also provide the means for community members to complete their job searches andn prepare employment documents such as resumes. The digital literacy courses also offer community members a way to prepare for the new technology demands needed to attend college for further job training, if they so desire.
Mineral Area College provides free digital literacy courses for rural populations.

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).

-Development of a simple database to track open lab participants, hours of use and purpose for using
-Develop a formal marketing plan in place immediately as the project is started; having a formal one set in place has greatly aided our numbers of people served this past year
-Create a shared drive where all BTOP course information can be found; including:
*monthly course schedules
*lab assistant schedules for both sites
*instructor notes/schedules for both sites
*make this available to all employees associated with the BTOP program as well as the managers of both sites where the PCC are located
-Monthly staff meetings
*brainstorming new marketing ideas
*community outreach ideas
*classes that are working and those that don't get attended
*build better team relationships
*discuss any issues/problems that have occurred
-Establish a website for the BTOP program
*insure that the site is updated monthly with current course schedules
*contact information is given for both locations
*insuring that staff at both locations have BTOP schedule available to them
-Meeting weekly with each instructor and lab assistants
-Building relationships with as many community organizations as possible is key to getting people who need digital literacy adn computer-related employability skills into the PCCs. Best way to develop those relationships is to do face-to-face follow-up of all leads from community gatherings, referrals, inquiries, and other prospecting activities. Word-of-mouth recommendation of PCC services is one of the best ways to get new participants and organizations interested in the PCCs.
-Labs should have clearly posted times of operations
-An email list of users creates a very good marketing list for the training programs
-Having the lab set up as part of an overall, interconnected system allows us to utilize unique log ijn information by individual or by group. This in turn has automated the counting of users for each PCC which has improved reporting ease and accuracy.
-Each and every lab MUST have a set of conduct/behavioral rules that have to be enforced. Early in the process we began to experience behavior issues with lab users, with a significant peak when the K-12 school system let out for summer. As a result we created acceptable behavior rules for the PCCs that the employees can enforce.
-Our experience has been that hte most demand for training is in basic computer classes. We have also had the most success, based on end of course evaluations, with marketing courses through local newspaper ads and through direct mailings. Through observation the majority of training participants are 50+, economically disadvantaged and do not have postsecondary education.
-We have learned that it is very important to make calls immediately before a training session reminding students of the training. This practice is very beneficial in participation levels.