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	31-42-B10530	878045806

4. Recipient Organization

NEBRASKA, STATE OF 1445 K ST, LINCOLN, NE 685082731

5. Current Reporting Period End Date (MM/DD/YYYY)	6. Is this the last Annual Report of the Award Period?
12-31-2013	⦿ **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)
Jo Ann McManus	402-471-4870
	7d. Email Address joann.mcmanus@nebraska.gov

7b. Signature of Certifying Official	7e. Date Report Submitted (MM/DD/YYYY):
Submitted Electronically	12-20-2013

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	147	147
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
NA	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					
See Form Addendum	1,275	4,680	721	574	21,495

Add New PCC	Remove New PCC

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
After Improvement					
See Form Addendum	2,137	4,618	670	2,904	28,121

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:

Not applicable

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
NONE	NA	0	0	No equipment was purchased with a unit cost of mroe than $5,000.
Totals:		0	0	

<div style="text-align:center">[Add Equipment] [Remove Equipment]</div>

6. For PCC access and training provided with BTOP grant funds, please provide the information below. Figures should be reported <u>cumulatively</u> 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	3,441,409	4,075,614	0
Multimedia	10,068	3,965	10,910
Office skills	15,132	4,108	11,231
ESL	51	50	59
GED	0	0	0
College Preparatory Training	1,215	472	1,148
Basic Internet and Computer Use	37,307	14,634	28,164
Certified Training Programs	8,041	3,759	16,046
Other (please specify): Homework Help, Health Information, Employment & Job Search, Accessing Government Information	10,906	5,494	16,211
Total	3,524,129	4,108,096	83,769

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).

Training provided by project partners, upgraded broadband, and equipment improvements continued to positively impact our economic recovery in Nebraska.

Faster broadband service, including 34 new fiber services, gave customers access to applications not previously available locally. "Bringing fiber to the Library was BIG. One businessman regularly comes into the library to use our computers and internet to upload client files. He said it would take him hours and hours to upload from his business, but he can do it here in a fraction of the time."

As a project partner, Nebraska Department of Labor (NDOL) connected with library staff and provided job market opportunities. The agency kicked off partnerships at select public computing centers, which provided excellent outreach opportunities in communities beyond NDOL office locations. NDOL's community outreach staff continues to work with libraries to offer training at PCCs. When working with a library, NDOL first trains staff and then job seekers and businesses. Training topics include how to: register on NEworks, create resumes and cover letters, conduct job searches, and research employers. Training for businesses include: posting jobs, searching online resumes, and attracting quality candidates. At select sites NDOL also meets with clients online. NDOL provided these libraries the necessary equipment, such as signature pads, so their clients can be served at convenient locations. "Our library is working with the Workforce Coordinator/Youth Specialist. Our library will be a center for young people to find assistance in job opportunities."

Our partnership with Nebraska's Community Colleges had many positive outcomes. The Community Colleges held 484 computer application classes reaching 3,220 students. Classes included Excel, PowerPoint, Word, Introduction to E-mail, Beginning Computers, Beginning Internet, Basic Publisher, QuickBooks, and other computer applications. Classes were offered for English, Spanish, Dinka, Arabic, and Nuir speakers. Our wrap-up survey revealed that nearly 27% of the libraries have already scheduled or discussed future training opportunities with BTOP training partners, and another 59% plan to pursue future project partner training. "Because the library partnered with other entities throughout the grant, we have become more open to other partnerships in training and educating our community."

Participating libraries spoke to a variety of economic recovery indicators:

"With the added computers we were able to offer training and helped participants learn from Internet Basics to the use of Microsoft Office Suites. The classes helped a couple people obtain office jobs because of their added knowledge."

"If not for BTOP we would not have computers for patrons to work on."

"This was a wonderful program. It helped many people learn computer skills and apply for jobs on-line."

"The computers and the wireless access have helped several patrons with their college courses and homework and some even found a job by using the computers."

"With our new technology we had two people find work, and people have been able to access public assistance."

"Our mobile lab has been used by community groups to great effect ... especially in the aftermath of the recent tornado that struck our community. The Department of Labor has also been using our computers to assist workers displaced by the tornado damage.

"We have college students taking online classes and we are proctoring tests. We are offering computer classes and customers don't have to drive 60 miles or more for this opportunity. Patrons are applying for permits and licenses online. It has impacted their lives."

Thanks to the BTOP grant, we are now able to offer free technology classes. The twenty grant laptops provided us the needed equipment for our "Technology Tuesday" classes which provides hands-on instruction on technology literacy topics."

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).

Not applicable. There are no subcontracts or sub grants.

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

The project overcame logistical challenges associated with the procurement and delivery of equipment and furniture for 147 libraries spread over more than 77,000 square miles. Nearly 13,500 individual pieces of equipment, accessories, software, and furniture were delivered and installed.

Project staff also worked with libraries, broadband providers, electricians, and computer technicians who upgraded broadband service and installed new wiring, electrical outlets, and equipment. Fourteen project partners offered programming and training at participating libraries. Successfully dealing with so many libraries and so many related complexities was accomplished by employing several best practices including:

Written processes and order forms. Clearly and consistently communicating work processes was essential. For example, a written process was developed to explain how to request a quote from a broadband provider, including required documentation, and how to determine which charges grant funds would support and which would be the library's responsibility. While BTOP staff often reviewed the processes verbally with library staff, the written process was a valuable resource for all parties. It reminded the library of the required steps so that upgrades could be approved and paid expeditiously. There were also written processes for electrical/wiring upgrades, computer technician installations, and monthly report submissions.

Order forms were used to collect information about library interest in receiving equipment accessories such as projector screens, external hard drives, multi-card readers, or laptop locking cables. An order form introduced the product and described its purpose and potential uses. Libraries indicated their interest and product selection by completing and returning the form. This insured that libraries needed the product and helped us track requests.

Warehouse partner. Most equipment was purchased through a single vendor with a warehouse partner we could use at no cost. Most equipment - even items purchased from other vendors - was shipped to the warehouse where software was imaged onto computers, and the entire shipment was packaged for single-day delivery to a recipient library. Receiving all of the items necessary for installation on a single day helped the library keep track of everything needed on installation day. Use of the warehouse partner also meant that a computer technician could be scheduled to install equipment soon after the shipment arrived, knowing that all necessary items were on site. Without a warehouse partner, the project office and the libraries would have had product storage issues prior to installation.

Tracking spreadsheets, lists and systems. Tracking nearly 13,500 items was challenging. Equipment was shipped to the partner warehouse, to the project office, and directly to libraries. Spreadsheets tracked the order and delivery of every item. Packing slips were carefully collected to verify that equipment and furniture actually reached its final destination. Spreadsheets were also employed to track broadband upgrades and monthly payments, furniture orders, monthly report submissions, installations, training partner contracts,

and other facets of the project.

Blue Binder proceeds first shipment of grant equipment. To ensure proper use of equipment, every library received a "blue binder," a collection of useful information about the equipment: license numbers, serial numbers, warranty information, specifications, troubleshooting information, value sheets for marketing and insurance purchases, and other information to help the library keep the equipment in good working order. When a library received a new model or category of equipment, new pages were provided for the binder. When library staff calls about an equipment issue, project staff offer advice and tips to resolve the matter. The caller is also directed to applicable pages in the binder, which reminds them that the "blue binder" is a primary troubleshooting resource.

Communication between public computer centers, grant staff and programming partners. The Library Broadband Builds Nebraska Communities blog was launched in early 2012 to provide a venue for participating libraries, grant staff, and program partners to share tips, calendar events, links to webinars and other information. This blog is a vehicle for sustainability now that the grant has ended. It is a place where libraries can turn to each other and to the program partners for assistance to sustain and promote their public computing centers. The blog can be found at: http://lbbnc.nebraska.gov.

Lessons Learned: Beyond the best practices there were lessons learned about managing a large project. Purchasing 13,500 pieces of equipment and accessories and writing broadband, electrical and IT vendors contracts translated into hundreds of purchase orders and invoices, and thousands of payments to post and reconcile. Because we had two funding sources, federal funds and foundation match, we usually coded orders and payments with a percentage split. This percentage split increased the time required to code each purchase order and each payment, and to reconcile accounts. Vendors were sometimes confused as to what was being paid as our payment showed up as two smaller payments rather than a single payment that matched the amount due. The split did not cause significant issues, but time and energy would have been saved if we coded some invoices to one source and some invoices to the other source.

Payments were tracked in 48 budget subcategories (including 16 for computers, software, and peripherals). The intent was to track all categories laid out in the original application budget. However, none of the reports required this level of detail. To be fully compliant, expenditures could have been tracked in large categories, rather than 48 subcategories. Using only the required categories would have also significantly streamlined both bill payment and reconciliation.