

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 36-42-B10016	3. DUNS Number 806782173
4. Recipient Organization New York State Education Department 89 Washington Avenue, Albany, NY 12234		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2012	6. Is this the last Annual Report of the Award Period? <input type="radio"/> Yes <input checked="" type="radio"/> 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 Mary L Todd Library Development Specialist	7c. Telephone (area code, number and extension) (518) 486-4858	
	7d. Email Address mtodd@mail.nysed.gov	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 01-28-2013	

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	34	0	34
Community Colleges	1	0	1
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
See Addendum	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
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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
Polycom	Teleconferencing Unit HDX-7000-720 HD	17,815	1	Teleconferencing Capabilities for PCC (Baldwinsville)
LifeSize	Team 200 Videoconferencing Equipment	8,049	1	Teleconferencing Capabilities for E-Mobile
LifeSize	Passport Videoconferencing Equipment	9,200	1	Teleconferencing Capabilities for E-Mobile
Polycom	HDX 6000 Codex: Camera, Cables, remote	5,971	1	Teleconferencing Capabilities for PCC (Dunkirk)
LifeSize	LifeSize Team 220 Videoconferencing Equipment	18,286	1	Teleconferencing Capabilities for PCC (George F. Johnson)
Ford Motors	Ford Transit Van	21,165	1	E-Mobile Services Vehicle (Jefferson Community College) - Note of Error: This purchase should have been reported on the 2011 Annual Report
LifeSize	Life Size Teleconferencing Equipment	9,413	1	Teleconferencing Capabilities for PCC (North Country) Note of Error: This purchase should have been reported on the 2011 Annual Report
LifeSize	LifeSize Team 200-Dual MicPod	12,720	1	Teleconferencing Capabilities for PCC (New Rochelle)
Polycom	Polycom HDX 7000 Videoconferencing Equipment	7,499	1	Teleconferencing Capabilities for PCC (Olean)
LifeSize	LifeSize Video Center 2200	5,114	1	Teleconferencing Capabilities for PCC (Poughkeepsie)
Polycom	Polycom HDX 7000 Videoconferencing equipment	12,211	1	Teleconferencing Capabilities for PCC (Prendergast)
Chevrolet	Chevy Cargo Van	24,083	1	E-Mobile Services Vehicle (Southern Tier) Note of Error: This purchase should have been reported on the 2011 Annual Report
Polycom	Polycom HDX 7000 Videoconferencing Equipment	7,410	1	Teleconferencing Capabilities for PCC (Utica)
Totals:		158,936	13	

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	297,091	545,691	543,832
Multimedia	20,808	13,644	14,310
Office skills	37,208	23,015	14,670
ESL	10,382	13,146	19,475
GED	5,083	7,346	8,524
College Preparatory Training	350	304	372
Basic Internet and Computer Use	91,478	75,394	96,845
Certified Training Programs	528	1,608	3,198

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Hours of Training Offered
Other (please specify): Workforce Development	58,179	35,009	69,545
Total	521,107	715,157	770,771

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 Broadbandexpress@yourlibrary project has promoted economic recovery in a number of ways as listed below:

- 1) The result of PCC training and assistance for the underserved, unemployed and underemployed has been the improvement of the available workforce: people are better equipped for 21st century employment opportunities. A better trained workforce will encourage business expansion, thus increasing the economic base and business environment within communities.
- 2) The PCCs have promoted economic recovery by providing practical support and technological tools to enable participants to locate and attain jobs, as well as providing a better grasp of technology to help them advance in the jobs they currently have.
- 3) As the job market has shifted to electronic format, there is the potential for many people to be denied job opportunities. By providing job-related training and access to high speed Internet, PCCs provide people with the skills and access they need to search for and apply for a job that matches their skills and abilities.
- 4) The PCCs each provided both a 24/7 online tool- JobNow-, local online resources and personalized instruction on how to use technology to search for jobs, fill out employment applications online, communicate with potential employers via e-mail, create electronic versions of resumes and cover letters, and basic interview strategies. Beyond formal classes, a very important part of PCCs have been the availability of employment specialists who provide individual consultation on a regular schedule in multiple community locations.
- 5) Job related instruction also includes basic digital literacy, experience with the most up-to-date software and office products that are commonly used by potential employers, plus access to online testing tools for educational exams and civil service/licensing exams. PCCs are organized to optimize individuals' ability to take advantage of all these benefits.
- 6) PCCs work at bringing relevant, quality programming for small business owners and entrepreneurs including topical training, technical expertise and soft skills business training for both employers and employees. Some of the more popular courses have been "Electronic Media and Your Marketing Plan," "Record Keeping for Small Business," "Quicken/QuickBooks for Business," Additionally, many PCCs have partnered with Chambers of Commerce to reach area small businesses and to develop and offer programming and courses for entrepreneurs and business people.
- 7) In most communities at least 30% of adults do not have access to the standard means of gaining basic digital literacy skills without external help. Considering the necessity of these kinds of skills for success in today's society, PCCs directly address the challenge of access to the Internet (either monetary barriers or geographic) and of experience and practice using computers through a well-staffed open lab that is accessible at various times of the day and evening coupled with the availability of an adequate number of public access computers.
- 8) PCCs have matched people with necessary services by offering guided access to local, state and federal services (from tax information through social service agencies) thereby enabling more people to benefit from their local infrastructure.
- 9) As necessary, PCCs help equip people whose first language is other than English by offering services and instruction designed to improve both the quality of life and employability. Assistance in citizenship examination preparation is also available through PCCs.
- 10) PCCs have provided educational opportunities including GED and certification classes, thereby raising the skill level of potential employees.

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).

- 1) Skilled instructors are important, kindness is essential. Patience and a positive attitude when dealing with patrons is very important. Many of those accessing services are frustrated and stressed. It is important that the trainers are helpful, supportive and upbeat. In the current economy, finding a job can be difficult, and many patrons have commented that the trainers' kindness and support have kept them coming back and kept them from becoming too discouraged in the process.
- 2) Be flexible. It is critical to use multiple instructional strategies: digital literacy and development of essential workplace skills can be acquired along many paths. Whatever motivates the patron to learn is what works. Make sure your schedule includes time for a lot of one-on-one training and support. More often than not it is simply the best, if not the only, way to help the patrons and to satisfy their needs.
- 3) Partnerships are crucial to PCC programming. While parties who have similar missions or goals are ideal, unlikely partnerships will develop with time and patience. Being well-equipped, staffed with knowledgeable trainers and able to offer free services is attractive to every partnering agency. Flexibility to follow the priorities, time needs and constraints of the partner are a vital factor.
- 4) Don't overload the learner! Technology is intimidating and confusing. Similar to learning a foreign language, technological skill is

acquired over time with practice—not with one or two exposures. Be realistic about the amount of information/instruction that can be covered per session. Schedule time for hands-on practice; patrons learn best when given the opportunity to exclaim and share their discoveries and masteries.

5) Advertise your program in any medium available. The local PennySaver may reach more people than the largest local newspaper. Likewise, establish active e-mail lists and notify your patrons of new offerings and schedules. Flyers at local business and organizations are still very effective.

6) Be organized: begin day one by setting up systems to guide decisions, measure and monitor success and to track preferences and needs. For example: create a time-tracker page with an embedded spreadsheet where individual and class data is input daily and thus complete for end of month reports; generate templates for forms and signage, “branding”, brochures, online surveys etc... Have a clear, written plan at the outset of the project that encompasses a) the kinds of programs and services that will be provided and how, b) who will be responsible for providing them, c) various documentation and resources for those programs/services and d) a staff training plan.

7) Plan for the end (at the beginning): If the PCC is only funded for a period of time, not a permanent addition to services, have an end plan. While it is well and good to pursue sustainability, it is also good to have a back-up plan that will help you transition to a locally funded program.

8) Use Technology! Demonstrate its uses. Create an interactive website with links to other applications. For example, create a website that allows people to register for classes online; maintain links to actively updated Pinterest, Twitter, Tumblr and Facebook accounts; establish and update links to small business sites and ‘how-to’ videos. Generate an e-mail list and send a monthly e-newsletter. As importantly, stay abreast of technological developments and trends. For example, Pinterest debuted and quickly became the third largest online social website; E-readers and android/iphones have quickly become commonly used devices.

9) Understand and plan for potential problems. Obstacles which face a number of PCCs include: low population density combined with the somewhat low levels of aspiration that are found in chronically economically depressed areas; lack of incentives to become digitally literate and lack of time to invest in education. Frustration with limited employment opportunities often cause lack of participation in classes. Research and create strategies to overcome these barriers.

10) Celebrate success- of your patrons, of PCC instructors and of your PCC as a whole. Celebrations can range from certificates of accomplishment, letters of appreciation and celebratory snacks to a full-blown public event. Not only are such events good for morale, but also they create great publicity opportunities.