

RECIPIENT NAME:NEW YORK, CITY OF

AWARD NUMBER: 36-42-B10567

DATE: 02/27/2014

OMB CONTROL NUMBER: 0660-0037

EXPIRATION DATE: 6/30/2015

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-B10567	3. DUNS Number 884226288
4. Recipient Organization NEW YORK, CITY OF 75 PARK PL, NEW YORK, NY 10007-2549		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2013	6. Is this the last Annual Report of the Award Period? <input checked="" type="radio"/> Yes <input 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 Susmitha Kapoor	7c. Telephone (area code, number and extension)	
	7d. Email Address skapoor@doitt.nyc.gov	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-27-2014	

PROJECT INDICATORS					
1. Are you establishing new Public Computer Centers (PCCs) or improving existing PCCs? <input type="radio"/> New <input type="radio"/> Improved <input checked="" type="radio"/> 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	2	52	54		
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): NYCHA Community Centers; Parks Computer Resource Centers, DFTA/OATS Senior Centers.	10	38	48		
Other Community Support-Non-Governmental					
(please specify): DFTA/OATS Senior Centers	1	2	3		
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
<input type="button" value="Add New PCC"/>		<input type="button" value="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
<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.) <input checked="" type="checkbox"/> Open Lab Time <input type="checkbox"/> Other <input checked="" type="checkbox"/> 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
Presentation Products	Smart Boards	8,780	4	Smart Boards to be used at BTOP PCCs for training courses. 50% of funds allocated were federal and 50% allocated were match dollars. Please note that these smart boards were purchased in 2012, but mistakenly left off the 2012 annual report.
Presentation Products	Smart Boards	5,232	5	Smart Boards to be used at BTOP PCCs for training courses. These purchases were paid in 100% match funds. Please note that these smart boards were purchased in 2012, but mistakenly left off the 2012 annual report.
Totals:		14,012	9	

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	43,855	4,767,459	0
Multimedia	1,393	2,443	39,058
Office skills	5,062	10,840	48,599
ESL	170	30	300
GED	536	1,470	13,781
College Preparatory Training	286	1,307	5,140
Basic Internet and Computer Use	13,408	28,499	101,865
Certified Training Programs	1,500	3,478	240,776
Other (please specify): Various programs by all partners, including particularly Job Readiness, Employment Support Programs, Small Business Training and Social Media. Please see individual 2013 Quarterly Performance Reports for detailed descriptions of all courses offered.	7,875	31,886	87,448
Total	74,085	4,847,412	536,967

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).

Please note: Since the inception of the grant, the libraries were counting all training, but not cumulative open lab access numbers. Specifically, NYPL upgraded its equipment at its 32 PCC locations gradually over the grant period as part of its technology refresh project. NYPL has now reported the cumulative open lab access numbers at all its BTOP sites.

Additionally, BPL and NYPL ended all programmatic activity by September 30, 2013 causing a decrease in the average number of users per week. Other partners also started winding down programmatic activity in Quarter 4 2013 which also resulted in lower numbers.

The City and its partners feel that the investments being made through the New York City (NYC) Connected Communities program make a strong and vital contribution to economic recovery in NYC, and particularly the low-income communities that need these supports the most.

The program has resulted in numerous new staff positions for the Recipient, Sub-recipients, and Vendors. In the City's third quarter, 2013 1512 reports, we reported 51.87 Full Time Equivalent (FTE) jobs created or retained with Federal dollars. In quarter 4 we reported 18.11 FTE jobs created or retained with Federal dollars. The decrease is due to some of these FTE positions being shifted to be covered by Match dollars as well as the grant coming to an end. A significant number of additional jobs were created or retained by

partners paid in Match dollars. The program also broadly targets the three highest-poverty "Public Use Microdata Areas" (a Census unit) in each of the City's five boroughs - a strategy intended to flood our highest-need communities with resources for computer access, digital literacy training, and employment support services.

Our individual program partners have provided the following individual explanations of how their programs promote economic recovery in New York City:

Brooklyn Public Library (BPL): BPL has focused the vast majority of their programs and resources on helping patrons prepare for the workplace and apply for jobs. BPL specifically:

- Helps bridge the digital divide.
- Hires staff members to provide services and training.
- Launched the Information Commons, housed within the Central Library equipped with new desktops, meeting rooms and offers the public various training classes and resources.

New York Public Library (NYPL): NYPL's PCCs provide New Yorkers with regular access to quick, reliable broadband connection. NYPL PCCs specifically:

- Serve as training venues for residents who lack digital literacy skills or an understanding of connectivity's value.
- Link residents to broadband connections.
- Provide residents assistance in accessing employment services, social services, and computer skills training.

Queens Borough Public Library (QBPL): QBPL's PCCs provide patrons with various training resources and skills. QBPL specifically:

- Conducted trainings in job readiness and computer training which has been helping library patrons to apply for jobs, prepare for interviews and acquire jobs.
- Partnered with the New York City Supported Training and Employment Preparation Services (STEPS) program. The program provides web-based training in workplace and computer skills to help survivors of domestic violence gain entry-level jobs in the technology industry.

Department for the Aging (DFTA)/Older Adults Technology Services (OATS): The creation of 24 Public Computer Centers located in low-income or high-need areas of New York City greatly increased older adults' access to broadband technology. DFTA/OATS specifically:

- Enabled seniors to take advantage of career guidance resources, seek employment through job search websites, and develop professional skills through online course offerings.
- Launched the Senior Exploration Center in December 2013 which is housed with new equipment and offers various training classes.
- Offered trainings and resources in computer use, workforce development, accessing healthcare information, online banking and online bullying.
- Expects to serve over 10,000 New Yorkers annually.

New York City Housing Authority (NYCHA): The Community Center labs and Mobile Computer Lab continued to provide technology training as well as General Educational Development (GED) training to all NYCHA BTOP centers served by the project. NYCHA specifically:

- Facilitated various employment events, having appropriate training and resources at the PCCs for NYCHA residents.
- Operated the NYCHA Digital Van which provides online access to the Internet for job applications, resume-writing assistance, employment assistance, and educational programs for youth and teens.

Parks Computer Resource Center (CRC): Computer labs and training programs continue to offer multiple resources to support economic recovery on the part of City residents. Parks specifically:

- Expanded open access hours, one-on-one sessions and programming to accommodate additional Workforce Development Courses and Job Seekers.
- Offered training classes in digital literacy, technology and media skills training, and job readiness/workforce development programs.
- Facilitated certification programs which are career-oriented enabling participants to compete in the 21st century economy.

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).

Our program partners suggest the following best practices / lessons learned for other PCC BTOP recipients:

Brooklyn Public Library (BPL):

- Laptops are an effective and relatively affordable approach to creating technology classrooms out of pre-existing meeting rooms in libraries. They can allow a single space to function as a meeting room, classroom, computer lab, or a collaborative space, depending on the library's needs.
- Drop-in labs provide an extremely effective learning environment for addressing the individual needs and objectives of adult patrons.
- Library Technology Specialists (LTs), traditionally responsible for maintaining and troubleshooting technology issues, can offer much more utility as instructors.
- A one-on-one approach to job readiness is very effective in engaging adult patrons.
- Investment in broadband for fast and reliable wireless networks, and installation of additional electrical outlets, is an excellent way to reposition libraries as workspaces for laptop-owning freelancers, job seekers and students.

New York Public Library (NYPL):

- Designate a Project Manager to handle reporting, data gathering, and all other grant requirements.
- The need for technology training is high across all library locations - there is a high demand for basic classes such as Introduction to Microsoft Word, Creating Resumes and Job-search Functions.
- A standardized institutional curriculum ensures that patrons are able to move seamlessly from one location to another without disruption of their training, and NYPL highly recommends other institutions implement this type of curricula.

Queens Borough Public Library (QBPL):

- Establish set, yet flexible outcomes and measurement tools from the inception of the program.
- Always plan at least 3 months in advance and anticipate growth in the number and capacity of customers to move onto the next level of training.
- Commit to individual tracking when dealing with job search training and implement the tools and policies to do so.
- If using laptops rather than desktops, implement a maintenance schedule with the IT department.

Department for the Aging (DFTA)/Older Adults Technology Services (OATS):

- The most effective approach to encouraging seniors to access computers is a combination of structured classes and open access. The most successful programs are those that both provide multiple classes to develop seniors' capabilities and maximize daily open access.
- All the centers had to adjust their approach to classes in order to allow for two levels of "beginners": (a) those who need instruction on how to make use of the internet and available software; and (b) those who have never even touched a mouse.
- Beyond the beginner stage, PCCs accommodate a wide range of seniors' interests, and this capacity for widely divergent approaches to integrating computers into the active lives of seniors is one of the great strengths of DFTA's BTOP program.
- Computer training with multiple sessions that takes place over a period of weeks provides reinforcement of learning and allows the trainer to build on seniors' experiences in actual usage.
- Broadband speed makes a difference. Seniors use computers much more when higher speeds are available.
- Seniors cite many and varied reasons for seeking computer literacy. Probably the most common one is keeping in touch with family. Email, sharing photos, and software such as Skype are all attractive because they help seniors stay connected. Finding health-related information is also a motivator, and in particular being able to find out more about the medications they have been prescribed. Another reason often cited is to pay bills and make purchases online. A common motif in the objectives seniors have for computer access is independence. The appreciation that seniors consistently express for DFTA's BTOP program reflects the value they place on opportunities that enhance their self-expression and dignity.

New York Housing Authority (NYCHA):

- The City College of New York (CCNY) was a critical partner in the success of NYCHA's BTOP program because their staff had experience with teaching computer literacy skills, coupled with job readiness and job search strategy experience.
- These components worked in tandem to properly prepare students to meet the challenges of the technology driven job market and workforce.

Parks Computer Resource Center (CRC):

- The BTOP CRCs were successful because Parks was able to match coordinators' expertise and ability in the key areas of digital literacy, workforce development, and youth academic/career enrichment with the specific needs of the community.
- Consistency with the above-mentioned attributes along with recurring community outreach and personal connections made with constituents led to great improvements in the program.
- The focused programming in direct response to specific community needs has also led to exciting new partnerships with community based organizations in and around the communities Parks serves.