

**ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS**

**General Information**

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b>  Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b>  02-42-B10560	<b>3. DUNS Number</b>  809386824
--	---	--

**4. Recipient Organization**  
  
 Education & Early Development, Alaska Department of 801 W 10TH ST STE 200, Juneau, AK 998011878

<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b>  12-31-2014	<b>6. Is this the last Annual Report of the Award Period?</b>  <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.**

<b>7a. Typed or Printed Name and Title of Certifying Official</b>  Alex Pock	<b>7c. Telephone (area code, number and extension)</b>  (Empty)
	<b>7d. Email Address</b>  alex.pock@alaska.gov

<b>7b. Signature of Certifying Official</b>  Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b>  02-25-2015
---	--

(Empty space for additional comments or notes)

**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	96	0	96
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
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
<b>Prior to Improvement</b>					
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:

Library electronic services.

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
<b>Totals:</b>		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	2,842,521	636,978	0
Multimedia	935	935	5,263
Office skills	299	299	1,546
ESL	0	0	0
GED	0	0	0
College Preparatory Training	67	67	376
Basic Internet and Computer Use	3,280	3,280	5,507
Certified Training Programs	588	588	5,617
Other (please specify): Project Presentations, Videoconference	4,431	4,431	13,205
<b>Total</b>	<b>2,852,121</b>	<b>646,578</b>	<b>31,514</b>

**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).**

"We used the pc and the laptop for people who are taking mandated trainings and people who are taking distance classes, ... especially for the community who don't have computers and internet at home." Akiachak Community School Library

"The OWL laptops have provided a means for librarians to teach job skills and resume classes.... OWL has provided up-to-date machines with current software .... Essential tools for managing job searches, housing searches, and activities." Z.J. Loussac Library, Anchorage Public Library

"A number of businesses use [OWL videoconferencing] as a tool for skill building as they are able to work with other communities with similar businesses and like concerns." Haines Borough Public Library

Improved bandwidth, even at the basic level of 1.5 Mbps symmetrical, has allowed Alaskans a variety of means of accessing education and training opportunities, job searches, and similar opportunities. 67 remote libraries, most accessible only by boat or plane, received a combination of Alaska OWL (Online With Libraries) and E-Rate funding to improve computing capabilities and to introduce videoconferencing. In spite of the high costs of bandwidth in Alaska and its challenging terrain with widely scattered populations, this effort has allowed economic and personal development. Here are some examples:

- Food handlers' training and testing for the certification required to work in school kitchens
- Applications for hunting licenses, an important but costly process if one has to fly to Anchorage Fairbanks or Juneau to apply
- Job interviews with in-state, out-of-state, and even international employers via OWL videoconferencing
- High school and college classes to complete high school, associate degree, master degree classes
- Tutorials and online courses to learn to use basic and advanced productivity tools
- Online banking, particularly important in the many communities that have no banking agency at all
- Job searches in communities where job counseling offices do not exist or have closed due to budget cuts
- Alaska Native artisans utilizing the improved bandwidth to post their art objects online for sale
- Introduction of high school students in a remote Aleutian village to skilled trades apprentice programs.

A partnership with the AVTEC (Alaska Vocational and Technical Center) allowed the project to train OWL-funded Internet Technology aides in 30 remote villages with online tutorials designed and administered by AVTEC. One aide used this experience to apply successfully for a job at the local school. Another was named Citizen of the Year in her small community for her work in using the OWL network to bring the benefits of broadband to her community. Librarians report that the online OWL KnOWledge Center helps them and their patrons learn independently and allow them to take better advantage of their library's new equipment and bandwidth.

The life impact of an OWL PCC is clear in the words of the Kotzebue librarian:  
 "Our attendance in the library has skyrocketed since OWL has been providing us with expanded computing capabilities. There's no more waiting to fill out job applications, or tax forms, or to do employment searches. Our library is very small and in a very small community. We know everyone that comes to the library. SO when someone comes in to fill out a job application, we know them and know their situation. When they get a job using one of the library computers, it's very exciting and validates what we do here."  
 The community impact was powerful in Lake Minchumina when the OWL PCC allowed the fire service to recruit firefighters needed when wildfires threatened the whole village.

**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

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

Lack of transparency in broadband prices has been a challenge throughout, but, nevertheless, we negotiated a meaningful price break in the monthly charges for libraries where the costs were initially highest.  
 We benefited from the ability to consult with state and national experts in bandwidth procurement and E-Rate policy and practice. Even with an expert E-rate coordinator at the State Library, it was valuable to have foundation support for added expertise and assistance. In-person training that allowed maximum hands-on participation rather than straight lecture yielded best results. Videoconferences are better suited to follow-up training after initial in-person contact.  
 Phased bandwidth implementation meant that it was hard tracking all libraries as the proposed implementation schedules of project staff and bandwidth vendors were overly optimistic.  
 High turnover amongst staff in libraries of all sizes means training and re-training was necessary.  
 At the initial launch, participation forms were distributed to and collected from library representatives, in most cases library directors. This did not translate to follow-up communication to city clerks, officials outside of the libraries who might handle e-rate paperwork, or line staff and volunteers in the library. Widening the network of communication became vital.  
 In a place where many libraries operate with no nearby library and where sometimes the director has not ever visited another library, the idea of being able to connect with and collaborate with other libraries has grown to have strong appeal for some OWL locations. Because of the relatively limited home subscription in some areas, OWL added early childhood learning stations to the PCC equipment list. The intention was to grow a new population of digital natives in communities where children's first exposure to computing equipment might be at school.  
 Because most OWL-developed training was aimed at library staff, we are pleased to have this feedback:  
 • "The programs and trainings offered on the Alaska OWL Knowledge Center ...are extremely valuable. With the OWL program support only a phone call way it has taken away the "scariness" of not knowing everything!!" Glennallen  
 • "OWL is bringing together different age ranges of staff, as young and old, techies and novices work together on behalf of the patron to create tips for locating online resources, being internet safe, and delving into electronic book formats." Kodiak  
 • Library staff has become more proficient in the use of various technologies and are proud to be able to assist patrons in answering their questions or handling tasks such as scanning and emailing." Chiniak  
 • "We've received staff development training through the video conference equipment...The video conference equipment, in particular, has raised community awareness of the library as a community resource." Homer  
 • "It encouraged staff who were not particularly computer savvy to step beyond their limitations and learn more." Cooper Landing  
 • The OWL program was able to give us the opportunity to step closer to one another statewide. We have been given training, and learning to step up more to the 21st century, we are able to give a better service to our communities." Sand Point  
 Although some library staff were initially skeptical that their library would truly become a public computing center, the Nenana librarian writes:  
 "...someone came in today so that the librarian could show them how to clean out their cookies, defrage their computer, and deleted unwanted programs. Ever since the OWL grant paid for IT support at our library, it is now widely known that the library will help you with your technology. Patrons come in with their phones, laptops, E-Readers, and ... printer to get assistance. ... We are filling roles that we never filled before OWL." The report from this library is echoed by others and has taught the State Library staff that despite all the roles that small librarians are expected to fill, their flexibility and energy in serving their communities warrants more recognition and praise.  
 The BTOP project allowed the State Library to forge new partnerships in the course of developing and implementing the program, and has also worked that way at the local level:  
 "The Alaska OWL program has opened our eyes to the vastness of our state, and how important it is to have a way to connect. It is rare that we can send more than one person to [the state library conference], so having the opportunity to receive training via videoconference is extremely valuable. It has also opened up a new avenue for us to collaborate with other organizations in our community." Valdez

Not only is there a change of skills amongst library staff in remote libraries, but it has also changed attitudes:  
 • "We feel fortunate to be a part of the program and it has made us look at our library in a new way." Metlakatla

- "We have moved rapidly from being a consumer of videoconferencing to being a creator of content." Craig
- "...OWL came along and with its training we all inched along to higher and higher levels, and now we are not resisting technology, but realizing how much time and money it saves. OWL is a nice safety net for our community, keeping us secure in our continuation of a rural lifestyle." Lake Minchumina
- "When I would go to [OWL] training, it was a challenge to get up and speak in front of a crowd, but it has helped me make it easier." Klukwan