

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

**General Information**

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|--|---|--|
| <b>1. Federal Agency and Organizational Element to Which Report is Submitted</b><br><br>Department of Commerce, National Telecommunications and Information Administration | <b>2. Award Identification Number</b><br><br>08-42-B10596 | <b>3. DUNS Number</b><br><br>187406538 |
|--|---|--|

**4. Recipient Organization**  
  
 Colorado Board of Education 201 E Colfax Ave, Director of Library Development, Denver, CO 802031704

|  |  |
|--|--|
| <b>5. Current Reporting Period End Date (MM/DD/YYYY)</b><br><br>12-31-2012 | <b>6. Is this the last Annual Report of the Award Period?</b><br><br><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.**

|   |   |
|---|---|
| <b>7a. Typed or Printed Name and Title of Certifying Official</b><br><br>Susan Burkholder | <b>7c. Telephone (area code, number and extension)</b><br><br>_____ |
|   | <b>7d. Email Address</b><br><br>Burkholder_s@cde.state.co.us        |

|   |  |
|---|--|
| <b>7b. Signature of Certifying Official</b><br><br>Submitted Electronically | <b>7e. Date Report Submitted (MM/DD/YYYY):</b><br><br>02-21-2013 |
|---|--|

**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           | 5        | 5     |
| Libraries   | 1           | 67       | 68    |
| 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<br>(please specify): town halls, tribal museum             | 6           | 0        | 6     |
| Other Community Support-Non-Governmental<br>(please specify): nonprofit community organizations | 7           | 2        | 9     |

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                                |

  

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                                |

  

**After Improvement**

|                          |   |   |   |   |   |
|--------------------------|---|---|---|---|---|
| Submitted via Attachment | 0 | 0 | 0 | 0 | 0 |
|--------------------------|---|---|---|---|---|

  

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 |
|----------------|-------|--------------------|-----------------|---|
| n/a            | 0     | 0                  | 0               | No expenditures had over a \$5,000 purchase price.                    |
| <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  | 67,416                    | 1,087,694                      | 0                               |
| Multimedia   | 5,985                     | 2,263                          | 4,816                           |
| Office skills  | 3,448                     | 1,622                          | 3,179                           |
| ESL  | 726                       | 580                            | 10,420                          |
| GED  | 265                       | 257                            | 3,532                           |
| College Preparatory Training   | 73                        | 69                             | 130                             |
| Basic Internet and Computer Use  | 15,275                    | 8,215                          | 25,588                          |
| Certified Training Programs  | 14                        | 14                             | 20                              |
| Other (please specify): We also track "job seeking" classes, and of these "other" classes, job seeking classes totaled 3,173 targeted, 691 participants, and 2,135 training hours. Other "other" classes include genealogy, library databases, e-readers, health, language learning. | 9,221                     | 3,892                          | 69,050                          |
| <b>Total</b>   | 102,423                   | 1,104,606                      | 116,735                         |

**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).**

A significant statewide economic recovery initiative is "Virtual Workforce at your Library," a partnership between the State Library, Colorado Rural Workforce, and remote public libraries. 60 libraries received additional computer workstations dedicated to workforce that are linked to the Colorado workforce website and other job resources and serve as a virtual workforce site for those who live far from regional workforce offices. One participating library reports increased usage as a result of the partnership: "We really advertised the Workforce computer, with no charge for printing cover letters and resumes, which brought more area people into the library and almost constant use of the workforce computer."

Many of the classes offered at PCCs provide job-seeking assistance or provide skills needed to gain employment. To date, Colorado BTOP PCCs offered job-seeking classes to 691 people over 2,135 hours. Office skills classes had an additional 1,622 participants over 3,179 hours of training. Some stories of training participants include:

"One of the women I talked to in class has been looking for work for a year and finding that every place she talked to requires an online application, but she had never used a computer before. Our class was the first time she'd successfully navigated from one web page to another, and she's excited about the Word class, because she's never had a digital version of a resume and she can't find work without one."

"I am so thankful for these computer classes, I have learned so much that my boss gave a nice compliment to me today, these classes are amazing!"

In addition, many of the 342,000 individual tutoring sessions provided to date are related to job seeking. Examples include:

"Yesterday alone I helped three people format and upload resumes. Without the PCC, where would these people get assistance?"

"A patron who used the lab to print off materials for her job interview said "you don't know how convenient this is, because last year I would have had to drive to Greeley" (almost 20 miles round trip, and this patron is a single mom of two kids). The patron received and

accepted a job offer after this interview!"

"I've held four one-on-one resume and job search sessions with an individual seeking employment. She has expressed that she's learned a lot about how to search online databases and write up skill and position descriptions through these help sessions."

Libraries report heavy usage of the PCC for job searches and business development. Users write resumes and cover letters, perform online job searches, use scanners and printers for interview materials, and complete applications online. Businesses and the self-employed often come in for help creating flyers or websites. Other rural PCC users work on online college classes and get certificates. For example, one PCC has collaborated with University Centers of the San Miguel to offer in person and video-conference classes. Colorado BTOP workforce efforts are presented in a Fast Facts publication by Library Research Service at [http://www.lrs.org/documents/fastfacts/313\\_Workforce\\_Efforts\\_Partnership.pdf](http://www.lrs.org/documents/fastfacts/313_Workforce_Efforts_Partnership.pdf).

These findings reported by libraries were confirmed through surveys administered to more than 7,300 adults in 2012. Class participants and open access users at Colorado BTOP PCCs were surveyed to understand who is benefiting—and in what ways—from open access and computer classes at PCCs. The most popular uses reported by open access users were to communicate with someone (52%), to look for employment (38%), and to use a printer, scanner, or fax (33%). Those who reported using the PCC to look for employment tended to be users below age 55, men, urban dwellers, and those without alternative computer access.

**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).**

None to date.

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

EGovernment Partnerships. Through the BTOP project, many statewide agencies are recognizing the anchor institution role that libraries play in the community and how PCCs can help them fulfill their missions. As noted above, Workforce partnership leveraged the PCCs to provide workforce development resources in rural areas. Because of that successful project, another partnership with Colorado PEAK (Program Eligibility and Application Kit) began. The PEAK Laptops for Libraries project provided laptops and training to 22 library districts around the state to help residents access an online website for self-sufficiency benefit programs information and application. The regional Social Security office also provided training via webinar to library staff to help them better assist PCC users interested in social security benefits. That pilot training program will be replicated in other regions of the country.

Policy. The Colorado BTOP projects formed a "Broadband Knights of the Roundtable" group that meets regularly to update each other on the various infrastructure, broadband mapping, and digital literacy projects. The group also drafted the statewide broadband plan presented to the Governor. Because of involvement in this influential group, our BTOP PCC project was asked to be a part of various statewide and national efforts, such as the Colorado Blueprint for Economic Development, Connect to Compete, etc.

Project Encompass. We piloted some digital literacy community planning meetings in two locations that are now being incorporated into the ongoing work of the Colorado Office of Information Technology. Project Encompass is a community initiative hosted by the local library to identify and seize opportunities for businesses, non-profits, and governmental entities to partner to more efficiently and effectively help community members be successful in an increasingly online and mobile world. We discuss digital literacy using a continuum we created and an infographic that demonstrates the impact of digital literacy on community development. The discussion raises awareness within the communities of the issues and ways for increasing digital literacy and broadband adoption.

Training and Presence. Training library staff to be confident and competent technology trainers was a large emphasis of the project. We had three regionally based trainers who provided 207 training classes over 641 hours to 3813 participants. Most of these classes were held on-site at the individual PCC locations, but BTOP staff were actively involved in sharing with the field through statewide and national webinars, conferences, and publications. As a platform to collect and continue the training developed through the project, we launched the Tech Training in Libraries website at <http://www.coloradovirtuallibrary.org/techtraining/> which received almost 4,000 visits from across the country and overseas. The site provides train the technology trainer resources as well as lesson plans, outlines, handouts, etc. for common public training topics. With its Creative Commons share-alike license, the site is being used extensively by other State Library systems and BTOP grantees.

Colorado State Library (CSL) staff met to discuss how to incorporate digital literacy and the beneficial professional practices of the BTOP team into the ongoing work of the State Library. The physical presence of the trainers and the high-touch approach to working with libraries was mentioned as a valuable contribution. BTOP staff reported over 1000 phone calls, 6000 emails, and 500 in person individual contacts with libraries, and 270 meetings with more than one PCC and/or partner. The trainers were based regionally and visited libraries for trainings, launches, meetings, and other assistance. And as a mid-term survey of participants indicated, the libraries preferred the individualized level of contact to mass communication. This high level of personal interaction helped build relationships and trust, as well as provided encouragement and customized assistance as libraries implemented the PCCs.

Strategic Planning. The BTOP team incorporated several opportunities to review and reflect on the project and make adjustments. Two examples include the mid-term survey and the CSL meeting to discuss how to incorporate the work of BTOP into future State Library work. At both a CSL and PCC level, we try to focus on work that builds capacity, raises awareness of the utility, importance and outcomes of libraries providing digital literacy resources, and increases local support for continued investment. Another opportunity to apply this focus was the Beyond BTOP conference held in November 2012 when 55 PCC representatives gathered to imagine our work Beyond BTOP. We covered topics like 3D printers, Edge Benchmarks, and elevator speeches, intended to develop connections, share ideas and build local capacity for future programming and investment. Participants also did a future mapping exercise and developed goals around training, advocacy, technology, and digital literacy meetings.

PCC-level. With \$400 mini-grants from the BTOP project, PCCs marketed their services locally. Some mailed newsletters, some advertised in newspapers, others stuffed brochures in utility bills. Many reported good response, sometimes having to create waiting lists for classes. Other best practices include developing local partnerships, such as the Town of Cedaredge that borrows PCC laptops and uses the projector and other PCC resources for all town council meetings. Others have local groups provide training classes, or use schools to market ADA services. Another successful practice was an emphasis on outreach, which meant taking the technology to where the people are that need it, including in-home visits, homeless shelters, and coffee shops.

One of the biggest lessons learned by PCCs was that individual appointments for tech help may be more helpful and easier to manage than classes. Also, PCCs learned the importance of using data for advocacy, and of technology planning.