

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 44-42-B10011	3. DUNS Number 025488169
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4. Recipient Organization

 OSHEAN Inc. 6946 Post Road, Suite 402, North Kingstown, RI 02852

5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2010	6. Is this the last Annual Report of the Award Period? <input type="radio"/> Yes <input checked="" type="radio"/> No
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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 Alison Ferreira	7c. Telephone (area code, number and extension) 401 886088 X203
	7d. Email Address alison@oshean.org

7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-15-2011
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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	72	72
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
N/A	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
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Prior to Improvement

See attached PCCs Hours and Access spreadsheet	0	0	0	0	0
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Add New PCC

Remove New PCC

After Improvement

See attached PCCs Hours and Access spreadsheet	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:

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
No equipment as defined by the federal guidelines have been purchased with BTOP funds or matching funds for this grant.	0	0	0	No equipment as defined by the federal guidelines have been purchased with BTOP funds or matching funds for this grant.
Totals:		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	8,941	9,483	0
Multimedia	0	0	0
Office skills	0	0	0
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	0	0	0
Certified Training Programs	0	0	0
Other (please specify):	0	0	0
Total	8,941	9,483	0

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 Ocean State Libraries PCC's promote economic recovery in Rhode Island in countless ways. Some libraries hire career counselors who conduct multi-session small-room training sessions on creating résumés, writing cover letters and practicing interviewing skills. Others have created instructions to provide non-English speaking patrons the assistance in making appointments with the Immigration Office. Those appointments are made only through an online request. As a consortium, OSL updates a Featured List on its online catalog page, on a weekly basis. This list highlights and promotes newly added library materials covering myriad job searching and job training topics, including cover letter-writing, résumé-writing, career changes for people who come from specific previous careers, identifying new career opportunities, and more. The list makes it a one-click option to then request these materials. Nearly all library staff are aware that the first step for most job applicants requires their having an email address. So libraries assist some patrons with how to create an email address so they can apply for a job they've found. Some libraries have created finding aids for jobs in the Rhode Island area as well and OSL's databases and Rhode Island Office of Library and Information Services' AskRI's databases offer resources to a patron researching a particular industry or company when considering making an application to a company. Finally, libraries offer on-the-spot assistance and also planned appointments to patrons who need help with word processing software, spreadsheets, scanning, creating PDF's and similar Office-type skills.

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).

No subcontracts or sub-grants have been issued.

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

Much of the first year of our grant involved purchasing equipment and upgrading PCCs in a behind-the-scenes way. Our libraries will all now have the capacity to handle significant bandwidth as it becomes available to them. We are hiring our part-time multi-lingual trainers beginning in the first quarter of Year 2. Our libraries are eager to have the trainers participate in training programs in their libraries and to expand the reach of these sessions to Italian-, Spanish- and Portuguese-speaking patrons. Organization and documentation of every step of the grant process is critical both for reporting in an accurate and timely manner but also for evaluating the success of the program throughout the grant timeline. If there are evaluative tools, such as reports and statistics from databases and subscriptions that can capture a baseline snapshot of the use of these types of resources, it will be one factor in identifying the sustained adoption and use of these resources as the trainers work with staff and patrons at libraries. Already, the tremendous interest to sign up to have these trainers working in OSL libraries is enough to suggest that we would have done well to have planned for full-time trainers. When we interviewed trainers, we found it was very important to identify candidates that would commit to the two-year timeline of the project, which can be a lot to ask someone who might find full-time work during that time period.