ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Award Identification Number	3. DUNS Number
Department of Commerce, National Telecommunications and Information Administration	15-42-B10561	965088057

4. Recipient Organization

University of Hawaii Systems 2530 Dole Street, SAK D-200, Honolulu, HI 96822

5. Current Reporting Period End Date (MM/DD/YYYY)	6. Is this the last Annual Report of the Award Period?
12-31-2013	◉ Yes ○ 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	7c. Telephone (area code, number and extension)
Yaa-Yin Fong	(808) 956-7800
	7d. Email Address
Director	yaayin@hawaii.edu

7b. Signature of Certifying Official	7e. Date Report Submitted (MM/DD/YYYY):
Submitted Electronically	11-25-2013

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	50	0	50
Community Colleges	0	6	6
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):** Other Institutions of Higher Education	4	4	8
Other Community Support-*Non-Governmental* **(please specify):** Other Community Support Organization	3	0	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

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					
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:

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 and/or supplies with unit cost over $5,000 have been purchased	n/a	0	0	n/a
Totals:		0	0	

<div style="text-align:center">Add Equipment   Remove Equipment</div>

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	12,867,935	1,026,231	0
Multimedia	963	59	127
Office skills	963	108	533
ESL	0	0	0
GED	963	38	426
College Preparatory Training	963	471	1,317
Basic Internet and Computer Use	963	1,176	2,316
Certified Training Programs	963	908	2,859
Other (please specify): Workforce Skills/ Download e-Bookrs/On-line Job Searching/On-line Databases/ Tutoring/Professional Development/Cultural/ Publishing/Robotics/Computer Programming/Grantwriting	963	451	2,321
Total	12,874,676	1,029,442	9,899

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).

Through the Access for All grant, the Hawaii State Public Library System (HSPLS) and the University of Hawaii System (UH) has established their role as critical anchor institutions in communities across the state. By offering free wireless Internet access, public access computers and life-long learning resources, HSPLS and UH are now prepared to help the people of Hawaii take full advantage of the 21st century technology opportunities enabled by broadband Internet access to lead more engaged, successful lives. PCC locations offer Americans with Disabilities Act (ADA) compliant workstations and visual assistive software to provide magnification and/or reading of text as well as navigational options to ensure all patrons, including those with physical and/or visual impairments, can fully utilize the broadband services.

The PCC locations provided public access to many job and education resources. Residents have used the public computers to search on-line for jobs on sites such as the State of Hawaii's Department of Labor and Industrial Relations website and submit electronic or printed applications to local area businesses. The community has benefited by utilizing the computer resources to search for jobs, creating resumes, learning Microsoft skills, and updating their knowledge by reading up on current events and news around the world. Residents are also able to reference interviewing tips via the Internet or review PowerPoint presentations used in professional employment preparatory courses. In addition to job searches and job prep, many users used the workstation to do emails, word processing, and other Internet searches that ultimately supported the candidate's job search and thereby stimulated economic recovery.

During the grant period, there was an increase in student enrollment as people saw education as a way to increase their employment potential. The computers enabled potential students to explore course offerings, register for school and apply for financial aid. Students could also connect to the campus wi-fi to facilitate access to all of the college's online resources including enrollment services

and participation in online courses.

Students were given access to new computers with software that allowed them to write papers, do spreadsheets and create power point presentations for their classes. Even at sites that already some computers prior to the grant benefited from the Access for All project. Many existing sites did not have the software which was compatible with the software the students had at home or used in the campus computer lab. Through BTOP funds, all sites were able to offer the same standardize suite of software for all users. Additional computers also gave sites the availability to continue to have open access time and still have enough computers for prescheduled computer classes.

The public computers have also provided high speed Internet access to community members not currently enrolled at the college. Access to the Internet, especially in rural island communities, is a great benefit for all residents who took advantage of the service. It was also noted that the PCC computer usage increased with the closures or reduction of hours at other public access locations during the economic downturn.

Additionally, the computers were used to access public records and to Hawaii court records and online forms. The workstations were available for those needing to complete applications for state and federal programs requiring Internet 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).

There are no subcontracts or sub grants for this award.

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

While HSPLS' Access for All grant experience did not roll out in as logical manner as had been hoped, all parties agree that working relationships that have established between the University of Hawaii, the Hawaii State Library System and the State Department of Education have been well worth the efforts of all involved. Hawaii's Access for All grant provided state of the art technology and unprecedented public access computing opportunities for our communities statewide. Patrons now experience faster, more reliable and more secure access to the Internet as well as access to library materials and collections.

Best practices / lessons learned from this project shared by PCC sites include:

- Respect the missions, goals, and expectations of partnering agencies.

- BTOP team should have members representing Administration, Fiscal, Electronic Support Services, Marketing/promotions and Project Coordination from all partners to ensure project plans roll out in a well-coordinated, logical manner.

- As procurement processes may differ, establish an acquisition/procurement model and procedures that satisfies each participating agencies' requirements.

- Communicate regularly through phone conferences, email, and face-to-face meetings to ensure that the project stays on track.

- Avoid confusion by creating Memorandum of Agreements between partners.

- Set regular reporting deadlines to collect project statistics and updates.

- Care should be taken in the procurement of tangible goods or services to avoid later confusion and difficulties created by transferring inventory, extending warranties, and renewing services.

- Be flexible, make accommodations whenever possible, and make allowances for unforeseen incidents that may arise and hamper the progress of the project.

- Continue to publicize the resources as the people who could benefit does turn over.

- Supporting the community lab with equipment is only effective if you have the adequate staff to support the hardware and the influx of people demanding services and assistance.

- Smaller site have learned that public computer users visit in randomly and are not likely to attend a formal training. Therefore, it was more effective to offer tools that can be used by individuals at their own pace.

- Maximum usage of the BTOP equipment was realized when the PCC location was opened for multi-use. Initial attempts to segregate equipment for user type (students vs. general community resulted in less overall usage. Students are given priority over the general community when the demand exceeded available capacity at school based sites.

- Many sites appreciated the opportunity to "test drive" the new computers and software. As a result of their experience, several sites have indicated plans to purchase similar computer models and software in the future.

- Be courteous, offer assistance with a smile so that the user does not feel that you are forced to offer help. It works!