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** 15-42-B10561	**3. DUNS Number** 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) 12-31-2012	**6. Is this the last Annual Report of the Award Period?** ◯ 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 Yaa-Yin Fong Director	**7c. Telephone (area code, number and extension)** (808) 956-7800
	7d. Email Address yaayin@hawaii.edu
7b. Signature of Certifying Official Submitted Electronically	**7e. Date Report Submitted (MM/DD/YYYY):** 01-30-2013

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	5	5
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	3	4	7
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
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	

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		10,769,801	728,007	0
Multimedia		855	52	97
Office skills		855	61	486
ESL		0	0	0
GED		0	0	0
College Preparatory Training		855	373	1,161
Basic Internet and Computer Use		855	633	1,026
Certified Training Programs		855	492	1,759
Other (please specify):	Workforce Skills/ Download e-Bookrs/On-line Job Searching/On-line Databases/ Tutoring/Professional Development/Cultural	855	315	1,686
Total		10,774,931	729,933	6,215

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).

Many sites have reported individuals taking advantage of on-line job search and resume building websites. Additionally, the computers are used to create/edit resumes, email resumes to employers, get information on companies for job interviews, fill out online job applications or print out completed resumes and other employment related documents. Many residents in rural communities still do not have Internet access in their home so the PCC locations provide much needed access to on-line resources. Additionally, sites provide computer-based classes and testing in a variety of subject areas. This helps students increase their skills so they can advance within the workplace or make themselves more marketable in the job search process.

Training sessions are open to all so community members wishing to learn more about Internet usage or wishing to improve life skills such as interpersonal communication, time management or finding balance in life are able to participate in these sessions. Current students use the computers to register for classes, do library research, write papers, create presentations using PowerPoint, to obtain a degree or credits to transfer to another institution, all in the pursuit of getting a job. Some community users have used the computers to complete applications to attend school as well as apply for financial aid.

Community College PCC locations provide academic support for transfer programs and for credit and non-credit vocational programs in the form of information resources, services and instruction. Resources include access to program-related career information accessible to students while enrolled and beyond. These resources range from the Career and Vocational Collection database to career and employment training videos through the Films on Demand database.

PCC locations have also formed strong partnerships with continuing education, workforce development and employment resource programs. These programs offer quality employment training sessions such as Job Search Skills, Interviewing for Success, and Self Discovery for Job Search and Retention for both youth and adult learners. Daytime, evening and weekend classes, tuition assistance, and occasional internship opportunities are available, along with customized training for businesses, organizations and educational

groups. Some participants receive lifelong job placement assistance as a result. Monthly training calendars are also posted on the applicable PCC locations' community bulletin board.

Since launching the Microsoft IT Academy through the Hawaii State Public Library System (HSPLS) website in November 2011, more than 8,000 courses have been taken. HI Tech Academy offers free access to Microsoft IT Academy online courses ranging from basic digital literacy to systems architecture and design. In partnership with the State Department of Human Resources Development, the IT Academy resources are now made available to state employees, which significantly reduced DHRD IT training costs.

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).

Perhaps one of the hardest lessons learned is that no matter how good a training course or program is, there are many factors that can have an impact on that offering being successful at site. Prospective students often have day or time conflicts with classes. There is never a right day or right time to schedule classes or programs as no one time slot fits everyone's schedules perfectly. Partnerships and collaboration with other community organizations have been essential in an attempt to maximize the reach of the program offerings. Several small sites have indicated scheduled training classes are not as practical as developing simple "how to" handouts and a list of often used Internet website bookmarks.

One PCC location encouraged faculty to attend a training workshop series and as result, several instructors requested a repeat of the workshop to be given during their regularly scheduled credit class sessions.

One site mentioned making extraordinary efforts to make sure workforce development participants are welcome at the PCC locations and extend them every courtesy with computer use. Their skills and comfort level will be quite variable, but all of them can benefit from sharpened job and research skills.

Prior to the BTOP project, there were a number of locations that did not have facilities or equipment to make available for general public use. The project has enabled these locations to open our doors to the public and encourage community residents and visitors to feel welcomed at the facility.

Another site which had computers prior to the BTOP funded computers have noticed that users appreciated having access to computers with the Microsoft programs for word processing, spread sheets and powerpoint presentation installed. As a result, sites purchased additional Microsoft Office software so it would be available on all their public use computers.

Location of the public access computer has often posed a challenge to PCC sites. Integration within an area with other existing computers that may have had different functional purpose often alleviated space issues. However, sites needed to balance any programmatic difference for the computers primarily designated for public access versus those primarily used as student lab computers. Overall, sites preferred having all computers in one area as long as they were cognizant of issues such as mitigating noise or being able to monitor Internet usage for BTOP reporting metrics.

Administratively, regular scheduled meetings between the University and Hawaii State Library System BTOP grant team members have proven effective to communicate, clarify, and provide grant activity updates or issues especially pertaining to fiscal, procurement and reporting issues. An email list is also used regularly to alert all PCC locations about upcoming BTOP informational webinars as well as due dates for reporting metrics.