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	06-42-B10579	022319342

4. Recipient Organization

Youth Policy Institute, Inc. 634 S Spring St STE 818, Los Angeles, CA 90014

5. Current Reporting Period End Date (MM/DD/YYYY)	6. Is this the last Annual Report of the Award Period?
12-31-2012	○ 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)
Dixon Slingerland	(213) 688-2802
	7d. Email Address
Executive Director	dslingerland@ypiusa.org

7b. Signature of Certifying Official	7e. Date Report Submitted (MM/DD/YYYY):
Submitted Electronically	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)	46	0	46
Libraries	0	0	0
Community Colleges	0	1	1
Universities / Colleges	0	0	0
Medical / Health care Facilities	1	0	1
Public Safety Entities	0	0	0
Job-Training and/or Economic Development Institution	0	0	0
Other Community Support-*Governmental* **(please specify):** City of Los Angeles Recreation & Parks Facilities (9), Housing Projects (3), and Community Development Department Family Source Centers (2)	14	1	15
Other Community Support-*Non-Governmental* **(please specify):** Community Based Organizations	16	1	17

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:

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
Apple	Computers	1,199	179	iMac computers purchased to be installed and used at our sites
Apple	VGA Adapters	28	10	VGA Adapters for our computers to interface with projectors
Kensington	Notebook Locks	36	300	Notebook locks used for our computers
Netgear	Wireless Routers	113	7	Wireless Routers to be used at PCCs
HP	Printers	394	15	Printers to be used at PCCs
Hon	Chairs	184	4	Chairs to be used at PCCs
Alera	Chairs	92	10	Chairs to be used at PCCs
New Egg	Memory	56	116	RAM Memory to be used at PCCs
New Egg	Wireless Cards	25	178	Wireless Cards to be used at PCCs
New Egg	Keyboards	7	60	Keyboards to be used at PCCs
New Egg	Mice	9	60	Mice to be used at PCCs
Hon	Tables	547	21	Tables to be used at PCCs
Totals:		2,690	960	

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	1,994,202	989,580	0
Multimedia	33,532	110,505	136,581
Office skills	33,530	9,046	12,106
ESL	0	1,448	1,954
GED	8,383	1,648	3,199
College Preparatory Training	25,147	4,781	7,678
Basic Internet and Computer Use	67,060	65,687	89,791
Certified Training Programs	0	26	106
Other (please specify): Language lab, Credit Recovery, Digital Citizenship, Employment Search, History, Math Lab, Professional Development, Reading, Science, Standardized Testing	0	192,783	236,616
Total	2,161,854	1,375,504	488,031

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 Youth Policy Institute's (YPI) eighty Public Computer Centers promote economic recovery through a combination of methods.

First, the installation of eighty Public Computers Centers throughout Los Angeles has significantly contributed to bridging the digital divide in one of the largest metropolitan cities in the United States. Our Public Computer Centers are embedded in working class communities that have limited access to technology. These limitations come from economic struggles and a lack of awareness regarding the importance of having internet access at home. Our Public Computer Centers provide community members with free access to computers, broadband internet, printing and computer literacy classes. By providing access and training, YPI's Public Computer Centers empower community members and provide them with skills needed to succeed in the 21st century. In addition to equipping our communities with vital skill sets, our Public Computer Centers promote economic recovery through the curriculum and services they offer. As one of our clients noted, "The computer classes are very good for me and very important because the world is changing and adults need to learn about the changes especially when it comes to technology." This past year, our Public Computer Centers continued to offer open lab hours where community members could come and work on resumes, search for jobs online, submit online employment applications, and complete certification courses, among other activities. Having access to computers, broadband internet and knowledgeable individuals, who can answer questions, has enabled our clients to take an active role in their financial welfare. Additionally, this past year, YPI's Public Computer Centers continued to provide classes related to basic office skills training. These classes included, Introduction to Word, Excel, PowerPoint and typing. Recently, one of clients commented, "[I became aware of] how much being able to use the computer was necessary when I became unemployed. Coming to this class has helped me to gain the knowledge of using the computer [so] that I can look up information necessary for research on things that have new information in the field of nursing in which I am working." Several of our Public Computer Centers also offered workshops on the topic of using social media and online tools to run a business. A few individuals have even begun to run their businesses out of our Public Computer Centers because they do not have the equipment or broadband access at home. Lastly, YPI's Public Computer Centers promote economic recovery by offering annual workshops related to topics that individuals might not be very comfortable with. These workshops include tax preparation, college admissions and financial aid. This year, YPI also partnered with CITI Bank to deploy the Families Save Program. This program enables community members to enroll for a match savings account after attending a financial literacy workshop at one of our Public Computer Centers. By attending the financial literacy workshops, clients not only receive training on how to create budgets and the importance of doing so, they are also provided with a tool, the savings account, and an incentive to save (matching funds)! Although economic recovery has become a looming discussion topic nationwide, YPI's Public Computer Centers have provided our communities with tangible tools and resources with which to begin tackling this problem at a local and personalized level.

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).

N/A

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

Although the Youth Policy Institute's (YPI) Public Computer Centers are continuously evolving to meet the needs of their clients, we have developed best practices that can be adopted by organizations that wish to offer the same type of service in other communities. Beginning with the installation process, YPI has been able to develop a system which allowed us to install eighty Public Computer Centers in less than two years. Our installations go beyond delivering equipment, they require the coordination of many moving parts and our technicians have developed a system that tracks everything from equipment needed, developing custom computer images per site, PCC layout design, etc. The installation process has been modified and developed so that installations can take place in less than four hours. Additionally, on the back end, our data tracking system runs on Google Docs, a cloud-based document solution that allows seamless, remote data tracking for 80 PCCs and all for free. As a non-profit, YPI is always looking for innovative and, more importantly, cost-affordable solutions. Using Google Docs required much planning and testing, but the up-front work has paid off. The ability to manage data tracking for 80 sites remotely, via a free resource has saved our agency both money and time. Cloud-based solutions, however, go beyond the administration and data tracking of our Public Computer Center project. Most individuals in our communities have limited financial resources and thus purchasing proprietary software is not always a feasible option. Thus, our instructors try to offer courses using free web-based software whenever possible. For example, when teaching digital photo editing, we use www.pixlr.com versus Photoshop; to teach basic web design, we use www.weebly.com versus Dreamweaver. Additionally, instructors look for and use digital literacy curriculum already available online, such as www.gcflearnfree.org. This allows them to focus more time on providing students personalized instruction and less time on building curriculum from scratch. Although YPI's Public Computer Centers have become a staple within the communities they serve, several challenges had to be overcome at the beginning of the project. First, the community was not familiar with the concept of free public computer centers. When we told them that our services were free, they couldn't believe it. Another challenge was attracting those individuals most intimidated by technology, individuals who lacked mouse and keyboard skills and who did not speak English. By hiring bilingual instructors (English/Spanish), conducting door-to-door outreach and connecting to existing community based organizations and schools, we built relationships that have created visible change in the communities we serve.