

RECIPIENT NAME: Youth Policy Institute, Inc.

AWARD NUMBER: 06-42-B10579

DATE: 10/25/2013

OMB CONTROL NUMBER: 0660-0037

EXPIRATION DATE: 6/30/2015

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 06-42-B10579	3. DUNS Number 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) 12-31-2013	6. Is this the last Annual Report of the Award Period? <input checked="" type="radio"/> Yes <input 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.		
7a. Typed or Printed Name and Title of Certifying Official Dixon Slingerland Executive Director	7c. Telephone (area code, number and extension) (213) 688-2802	
	7d. Email Address dslingerland@ypiusa.org	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 10-25-2013	

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)	48	0	48
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	17	1	18

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
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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:

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	none	0	0	none
Totals:		0	0	

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	2,806,284	1,099,577	0
Multimedia	33,532	159,725	196,691
Office skills	55,530	16,949	21,284
ESL	0	2,125	3,200
GED	8,383	2,976	7,098
College Preparatory Training	25,147	6,673	10,270
Basic Internet and Computer Use	67,060	112,292	168,487
Certified Training Programs	0	26	106
Other (please specify): Blended Learning, Credit Recovery, Digital Citizenship, Employment, History, Language, Leadership, Math, Professional Development, Reading, Science, Standardized Testing	0	362,943	441,377
Total	2,995,936	1,763,286	848,513

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 three Public Computer Centers promote economic recovery through a combination of methods. First, the installation of eighty three 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. 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. Our centers also hosted GED classes, SAT preparation courses, college application and admissions workshops, and self-guided financial aid courses to assist students in the process of applying and preparing for college. Additionally, YPI's Public Computer Centers continued to provide classes related to basic office skills training. These classes included, Introduction to MS Word, Excel, PowerPoint, typing, and creating an online presence using social media and online tools. A few individuals have even begun to run their businesses out of our Public Computer Centers because they do not have the computer equipment or broadband access at home. Lastly, YPI's Public Computer Centers promote economic recovery by offering workshops related to topics that individuals might not be comfortable or familiar with. These workshops include tax preparation and financial planning. Through a partnership with CITI Bank's Families Save Program, community members are able to enroll for a match savings account after attending a financial literacy workshop at one of our Public Computer

Centers.

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).

Not applicable.

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 three Public Computer Centers over a 16 month period. 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- whereas they had originally taken more than eight. 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 83 PCCs. Using Google Docs required much planning and testing, but the up-front work has paid off. The ability to manage data tracking for 83 sites remotely, via a free resource has proved to be very efficient.

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. To combat this issue, we made it a point to hire staff knowledgeable of the community surrounding each center. This was an essential component in building confidence, trust, and rapport. Without the ability to relate to community members, it would be difficult to communicate and conduct outreach. We also learned the importance of establishing solid relationships with local organizations in order to publicize the center, bring in new programs/ curricula, and obtain critical feedback about how to improve accessibility and functionality of the center.

Another challenge was attracting those individuals most intimidated by technology, individuals who lacked mouse and keyboard skills or 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.