

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-B10508	3. DUNS Number 166382085
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4. Recipient Organization

 Mission Economic Development Agency 2301 Mission Street, Suite 301, San Francisco, CA 94110

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
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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 Richard Abisla BTOP Project Manager	7c. Telephone (area code, number and extension) 415-282-3334 X137
	7d. Email Address rabisla@medasf.org

7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 01-10-2014
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PROJECT INDICATORS					
1. Are you establishing new Public Computer Centers (PCCs) or improving existing PCCs? <input type="radio"/> New <input type="radio"/> Improved <input checked="" type="radio"/> 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	0	0		
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	16	5	21		
Other Community Support-Governmental (please specify): N/A	0	0	0		
Other Community Support-Non-Governmental (please specify): N/A	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
<input type="button" value="Add New PCC"/>		<input type="button" value="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
<input type="button" value="Add New PCC"/>		<input type="button" value="Remove New PCC"/>			
After Improvement					
Submitted via attachment	0	0	0	0	0
<input type="button" value="Add New PCC"/>		<input type="button" value="Remove New PCC"/>			
4.a. Please check the primary uses of the PCCs funded by this award. (Check all that apply.) <input checked="" type="checkbox"/> Open Lab Time <input type="checkbox"/> Other <input checked="" type="checkbox"/> 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	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	81,260	40,291	0
Multimedia	2,154	1,304	73,594
Office skills	5,729	2,409	106,546
ESL	256	147	3,752
GED	320	207	5,522
College Preparatory Training	943	686	8,161
Basic Internet and Computer Use	9,824	4,537	118,055
Certified Training Programs	22	14	14
Other (please specify): Workforce Development (eg Resume, Job Search, etc.), Entrepreneurship, Small Business Marketing, Tax Preparation, Online Tools, Financial Education, Community Resources	6,131	3,940	33,204
Total	106,639	53,535	348,848

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 Latino Tech Net promoted economic recovery in target areas by providing high-quality opportunities for people to attain and upgrade their technology and Internet skills, which are essential to success in today's economy. All sub-recipient sites focus on asset-development in Latino communities, which includes small business development and entrepreneurship; these organizations were chosen to be part of the network based upon their work developing small businesses, providing workforce development services, and having an asset-building lens. Sites worked with small business owners at all phases, including pre-startup, startup, microenterprise, small business, and mid-career to provide tools that will make those businesses more efficient, more profitable, and will help them hire more people. As well, nearly all sites engaged in some form of workforce development, helping people to attain and develop computer skills for their careers. These sites engaged in resume building, job searches, and tech skills development, which are all key to those in transition. Over the course of the grant, we have realized that not all participants are ready to start a businesses or have that goal, so the centers help people to achieve their particular goals, whether they be GED attainment, learning basic digital literacy, or learning how to use social media. Additionally, many sub-recipients of the LTN have integrated financial education into their service delivery, ensuring that those people who are out of work, underemployed, or looking to upgrade skills have access to financial education around debt, savings, and credit.

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).

The LTN had the opportunity to share best practices among our network over the course of the grant. Several best practices have emerged. For outreach, the importance of reaching Latinos where they are is an important practice. Many groups have found radio to

be a particularly effective outreach method, and since one site has highlighted their radio show to the group, two other sub-recipient groups have begun to use radio in their outreach. As well, advertising in church bulletins and speaking at the end of mass or during coffee hours have helped drive traffic to sites in certain markets. As far as training, some of our sub-recipients did not keep trainers on permanent staff, but rather hired subject matter experts from the community to instruct. This helped them to offer high-quality training. Also, developing ancillary materials that focus on small projects was key to cementing new skills. Additionally, the network found that in order for small business owners to integrate their learnings into their businesses, training alone is not enough. Rather, many small business owners obtained better outcomes when program staff are able to coach them one-on-one on the adoption of technology as it relates to their business. As far as sustainability is concerned, we advocated that sub-recipient groups integrate the PCC into their other fundraising efforts in order to sustain the labs. This also promoted technology integration into all service delivery, and was a successful strategy in ensuring that participants used technology, whether their initial participation in services was for computer classes, financial education, homeownership counseling, or small business development.