

**ANNUAL PERFORMANCE PROGRESS REPORT FOR PUBLIC COMPUTER CENTERS**

**General Information**

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b>  Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b>  27-42-B10003	<b>3. DUNS Number</b>  555917996
--	---	--

**4. Recipient Organization**  
  
 Regents of the University of Minnesota 200 Oak St., SE, 450 McNamara Alumni Center, Minneapolis, MN 55455-2009

<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b>  12-31-2012	<b>6. Is this the last Annual Report of the Award Period?</b>  <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.**

<b>7a. Typed or Printed Name and Title of Certifying Official</b>  D. Craig Taylor	<b>7c. Telephone (area code, number and extension)</b>  (Empty)
	<b>7d. Email Address</b>  taylo103@umn.edu

<b>7b. Signature of Certifying Official</b>  Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b>  03-29-2013
---	--

(Empty space for additional comments or notes)

**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	0	0	0
Community Colleges	0	0	0
Universities / Colleges	0	1	1
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	0	0	0
(please specify): 0			
Other Community Support-Non-Governmental	2	8	10
(please specify): not-for-profit organizations, public housing			

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
Minneapolis Public Housing - Glendale 91 SE St. Mary's Minneapolis 55414	6	40	0	22	22
Project For Pride in Living 4046 Lyndale Avenue North. Minneapolis, MN 55412	14	15	0	22	8
NorthPoint Health & Wellness Center, Inc. 1315 Penn Avenue North Minneapolis MN 55411-3047	20	40	0	22	108

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
<b>Prior to Improvement</b>					
Asian Community Technology Center, 417 University Ave, St Paul 55103	10	40	0	3	80

<b>Prior to Improvement</b>					
Centro 1915 Chicago Ave, Minneapolis 55404	4	9	0	3	25
Hmong American Partnership 1075 Arcade Street, St Paul, MN	6	0	0	1	25
Lifetrack Resources 709 University Ave W, St Paul 55104	10	0	0	3	0
Patchwork Quilt, Kwanzaa Community Church, 3700 Bryant Ave N, Minneapolis, 55412	12	10	0	1	65
Phyllis Wheatley Community Center 1301 10th Ave N, Minneapolis 55411	8	0	0	3	200
Sabathani Community Center, Room 324 310 E 38th St S, Minneapolis 55409	18	15	0	10	120
YWCA of St. Paul 375 Selby Ave, St. Paul 55102	10	20	0	10	120
UROC B-Tech Center 2001 Plymouth Avenue N. Minneapolis MN 55411	14	10	0	65	0
<input type="button" value="Add New PCC"/>		<input type="button" value="Remove New PCC"/>			
<b>After Improvement</b>					
Asian Community Technology Center, 417 University Ave, St Paul 55103	10	40	0	22	55
Centro 1915 Chicago Ave, Minneapolis 55404	10	40	0	22	50
Hmong American Partnership 1075 Arcade Street, St Paul, MN	12	40	0	22	49
Lifetrack Resources 709 University Ave W, St Paul 55104	15	40	0	22	70
Patchwork Quilt, Kwanzaa Community Church, 3700 Bryant Ave N, Minneapolis, 55412	15	21	0	22	97
Phyllis Wheatley Community Center 1301 10th Ave N, Minneapolis 55411	10	40	0	22	59
Sabathani Community Center, Room 324 310 E 38th St S, Minneapolis 55409	15	55	8	22	163

YWCA of St. Paul 375 Selby Ave, St. Paul 55102	15	20	0	22	128
UROC B-Tech Center 2001 Plymouth Avenue N. Minneapolis MN 55411	14	10	0	65	25

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
N/A		0	0	
<b>Totals:</b>		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	9,586	87,236	0
Multimedia	0	287	602
Office skills	184	1,908	2,482
ESL	0	0	0
GED	0	0	0
College Preparatory Training	0	0	0
Basic Internet and Computer Use	147	1,574	3,031
Certified Training Programs	0	102	2,180
Other (please specify):	111	993	7,992
<b>Total</b>	10,028	92,100	16,287

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).  
Training

The Broadband Access Project and its partners provided a wide variety of trainings for groups and individuals that fall under Job Search and Job Readiness, including: resume writing, cover letters, career assessment, on-line job search; and job-search strategies. Customized trainings for specific groups were developed, such as: Job Search with a Criminal Background; How to Apply for a Job at the University of Minnesota; and QuickBooks for Public Housing Treasurers.

Lifetrack Resources provided customer-service trainings, which resulted in certificates of completion for participants. The YWCA of

Saint Paul participated in the Commercial Driver's License Training Project, a new initiative designed to help people train for and obtain a Class B Commercial Driver's License (CDL) - a powerful credential that allows people to access well-paying jobs in industries such as public works, construction, and transportation. The Minnesota Multicultural Media Consortium offered two trainings focused on Minority Media and a series of customized trainings was developed with African Immigrant Services.

**Broadband Access Project Apprentices and Interns**

Two cohorts of Broadband Access Project Apprentices (24 individuals) were hired from the community to both provide staffing at the community centers and to learn technology and customer-service skills. BAP staff and PCC partners worked closely with the apprentices to define professional goals and create paths to success. They learned how to conduct trainings for individuals and groups, how to set up computer labs and provide basic technical support, perform outreach activities, participate in program evaluation, and review and write curriculum.

During the summer of 2011, three PCC partner sites hosted interns through Transitional Work Express, a Minnesota Family Investment Program (MFIP) for participants who are ready to get back to work. MFIP participants are selected to enter the program based on their ability to learn new skills, dependability, and benefit from a 12-week internship. Lifetrack Resources provided the interns with initial training, background checks, and ongoing support and training. The three interns' experiences included training, daily supervision, and meaningful work assignments, leading to skills development. Two of the three interns found employment through their experiences with the BAP. A second group of interns from TWE and YouthLEAD staffed the PCCs during the fourth quarter. Of these ten interns, eight applied for apprenticeships, six were hired (with one choosing to go to school full-time instead). All of these former interns successfully completed the BAP Apprenticeship Program.

Staff from the University of Minnesota's Human Resources Department and the Office of Organizational Effectiveness assisted with career-path development, interest assessments, and interviewing skills, as well as provided trainings in areas such as working with people with disabilities.

**Youth Programs**

The Broadband Access Project's youth-serving PCC partners added career assessment trainings and trainings for parents in using school-district portals to access their children's records in order to support them in school, as well as College Prep and Financial Literacy trainings. Specialty programs such as the Hmong American Partnership's Digital Connectors Program and the YWCA of Saint Paul's Parent Partners utilize the BAP computer centers.

**Northstar Digital Literacy Project**

The BAP collaborated with the Northstar Digital Literacy Project, which has defined the basic skills needed to perform tasks on computers and online. The ability of adults to perform these tasks can be assessed through online, self-guided module, which can be found at: <http://www.digitalliteracyassessment.org/sponsoringsites.php> Five PCC partners became DLA proctoring sites. Through the BAP, the Northstar Digital Literacy Assessment curriculum was translated into Spanish, Somali, and Hmong.

**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).**

The Broadband Access Project has one subaward to Minnesota Multicultural Media Consortium, a not-for-profit consortium of for-profit minority-owned media, seven of which are partners in the BAP: Asian American Press, Insight News, Latino Midwest News, African News Journal, The Circle, Mshale, and Marco Polo Advertising.

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

**Breaking Down Barriers**

**Access is More Than Hardware and Software: Human Connections**

The Broadband Access Project demonstrated that public computer centers conveniently co-located in community-based organizations, and staffed with apprentices from diverse cultural backgrounds and languages, can result in a narrowing of the digital divide in four federally designated poverty zones in Minneapolis and Saint Paul. The key is creating a welcoming environment through Apprentices who are representative of the communities served, and receive the necessary training to provide one-on-one support. Physical access alone is not sufficient to close the digital divide, but when combined with the proper investment in human capital, access can become adoption.

The premise that access being more than just physical was underscored during the fourth quarter of 2011 when the BAP was

transitioning between cohorts of apprentices, and staffing of the computer centers was done mostly through intern programs. The computer centers, which had been steadily building usage since their opening in 2010, saw marked drop-off in usage during that period. The second cohort of apprentices was able to more quickly develop the needed relationships to increase and maintain usage.

#### Relationships and Institutions

##### The Importance of Partnership and Collaboration

An important lesson for the University of Minnesota was about shared decision making. An unexpected closure of the building housing the Broadband Access Project's largest public computer center (20 workstations) allowed for the creation of an intentional process and request for proposal (RFP) for the selection of a new partner. The RFP process involved BAP partners, other providers and community members, and UMN staff, and resulted in the selection of the NorthPoint Health & Wellness Center, Inc. The selection of this multi-service community-based agency both ensured a supportive home for the new lab and created a unique opportunity to establish a training hub in the North Minneapolis community by leveraging the resources of the U of M Urban Research and Outreach-Engagement Center directly across the street.

#### Relationships and Outreach

Broadband Access Project staff were innovative in their outreach to new users, participating in community opportunities, from the Minneapolis Urban League's Family Day to Saint Paul Homeless Connect to DigiDaze and Best Academy's Parent Night.

BAP staff regularly attended community meetings to promote the project and to hear about unmet needs and how the BAP could partner with the community. Outreach methods included door-knocking, booths at local grocery stores, speaking to community groups and religious organizations, and other activities tailored to the needs of the targeted populations. However, this type of outreach is no substitute for the development of ongoing relationship (project-centered vs. relationship-centered).

The role of the sub-awardee, the Minnesota Multicultural Media Consortium, was integral to the success of the project. A "superwebsite," awareness advertisements, cultural events, and radio advertisements and programs were essential to build awareness in the BAP's targeted communities. The African News Journal, Asian American Press, The Circle, Insight News, Mshale, and Latino News Midwest all featured stories and awareness advertisements on the BAP. The web presence works to advance awareness of project-related technology and cultural issues in targeted urban communities at <http://multiculturallife.org/>. Broadband Access Project staff were featured on a local radio program, "Conversations with AI," and in Minnesota Multicultural Media Consortium press. Marco Polo Advertising developed informational story-videos on each of the public computer centers.

#### Customized Trainings

The Broadband Access Project experienced particular success with offering customized trainings for the staff of not-for-profit organizations so that they can better serve their clients. Rather than just offering training in QuickBooks, for example, BAP staff created a customized training for Saint Paul Public Housing Resident Council treasurers on how to use QuickBooks to meet their specific needs.

A tool was developed to assess the skills and needs of not-for-profit organizations and community groups so that trainings could be customized for each partner organization. A targeted brochure also was developed for this audience, describing customized training opportunities for not-for-profit organizations to help them work more efficiently through technology and the use of Broadband. Similar strategies were developed for small, disadvantaged, minority-, women-, and veteran-owned businesses.

The BAP offered a wide-range of individual and group training appropriate to differing ages and cultures. There were over 16,000 hours of group trainings; ongoing feedback was collected from training participants so that trainers could enhance delivery and content. Trainings were customized to meet the needs of community members and local organizations.

#### Connecting/Communicating

A public website hosted by the University of Minnesota – [www.bap.umn.edu](http://www.bap.umn.edu) – was designed to enable groups to schedule trainings and for providers to make referrals. The University of Minnesota also featured BAP as part of its external relations efforts, with feature stories about the project placed in community publications including the Twin Cities Daily Planet and Southside Pride, as well as on the website for the Urban Research and Outreach-Engagement Center. In addition, communications and outreach materials were developed, including a general project brochure, targeted brochures for small businesses and not-for-profit organizations, promotional pieces featuring training opportunities, and signs, sandwich boards, and flier templates for use by PCCs.

### Project Management

An internal BAP Google site was used to connect community partners and share resources. A Google website was developed to coordinate the project, including site maintenance, curriculum, and evaluation. A Moodle site was used to coordinate BAP staff across the project. Data-driven decision making was used throughout the project, with the Leadership Team reviewing and responding to current data as part of the developmental evaluation process.