



Annual Report

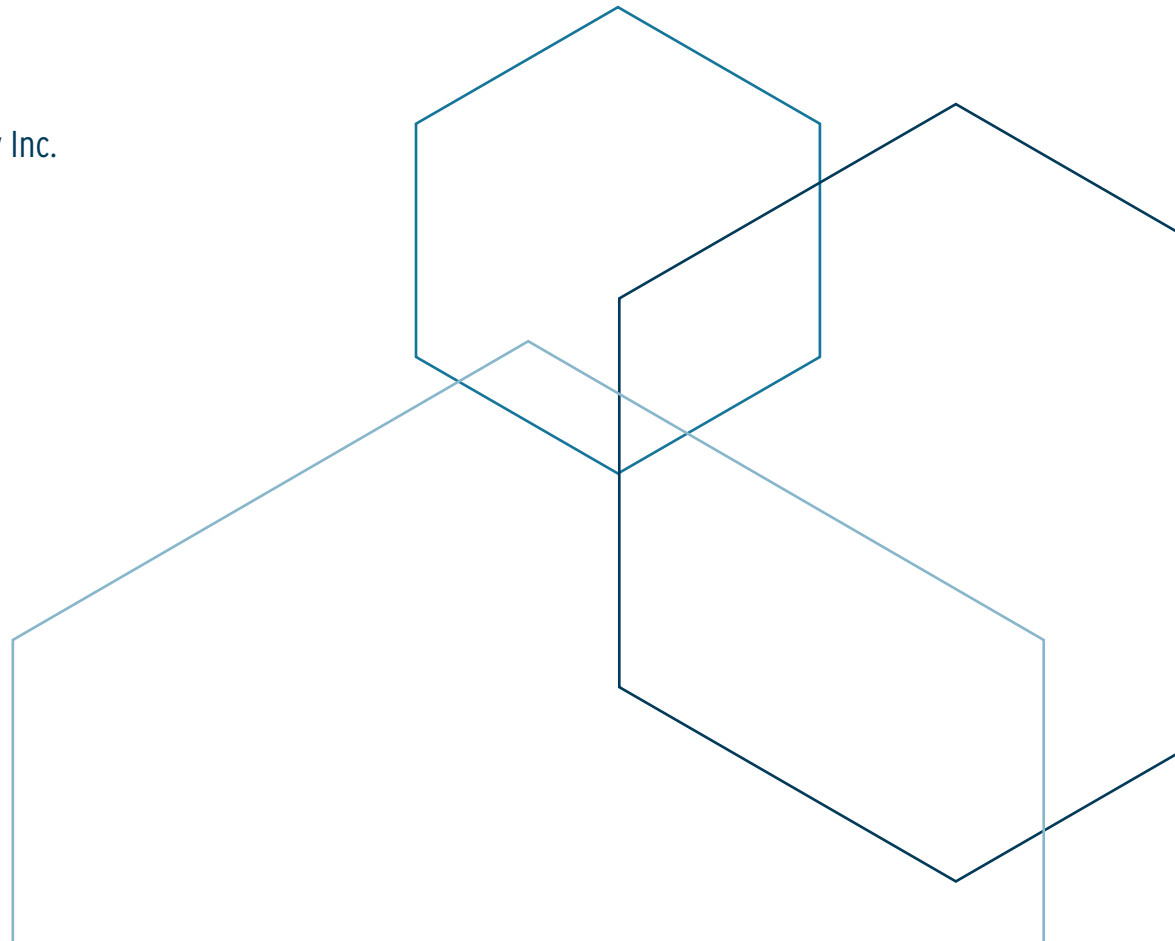
Fiscal Year 2018



OFFICE OF
TELECOMMUNICATIONS &
REGULATORY AFFAIRS

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Officer's Message



Thank you for taking time to review the FY 2018 Grant for Technology Opportunities Program (GTOPs) Annual Report, a matching grant program managed by the Office of Telecommunications & Regulatory Affairs. This report provides information about organizations that received GTOPs funding for projects operating from July 1, 2018 to June 30, 2019.

The GTOPs program supports projects that create digital opportunities and promote digital equity in innovative ways. Through the \$200,000 grant funding awarded in FY 18, awardees were able to leverage \$453,546 in matching funds made up of \$20,468 of in-kind donations and \$433,078 in cash contributions. Organizations reported that 80.91% of their surveyed clients increased their digital skills, demonstrating the continued positive impact of GTOPs on participants quality of life.

You may refer to the GTOPs website at gtops.org for more detailed information on prior year's grant programs and information about current grantees and their projects.

Thank you for reading this report, and continued support of this exceptional program offered by the City of Austin.

Regards,

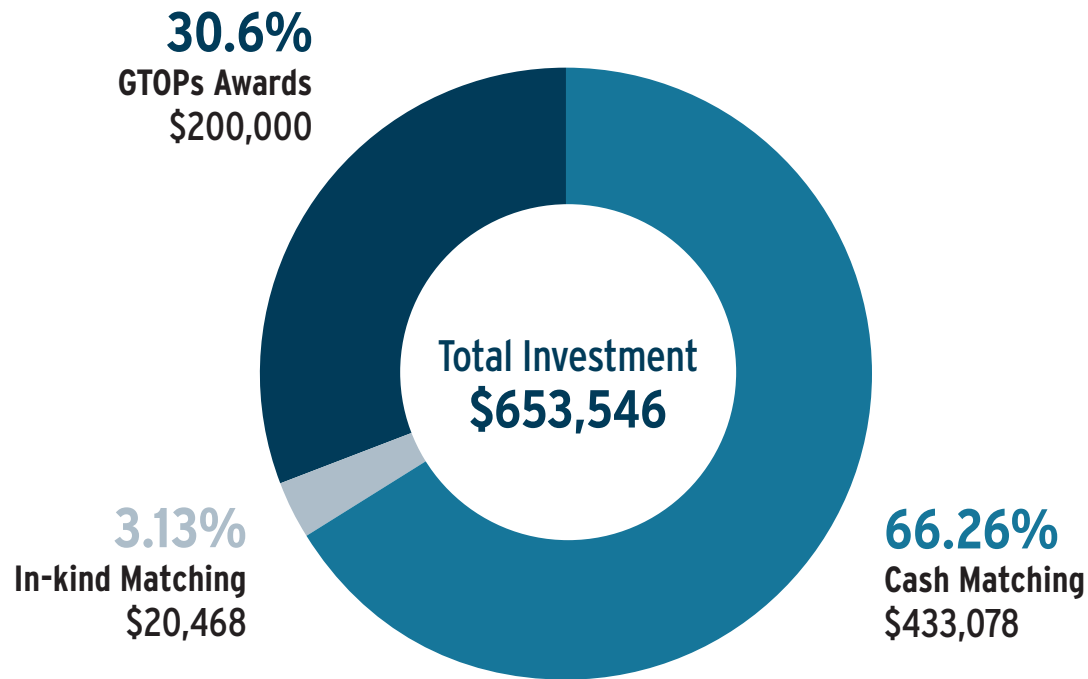
A handwritten signature in black ink that reads "Rondella M. Hawkins". The script is fluid and cursive.

Rondella M. Hawkins

Officer, Telecommunications & Regulatory Affairs
City of Austin

GTOPs Topline Summary Statistics

FY 2018



1,400 Unduplicated
AUSTINITES SERVED

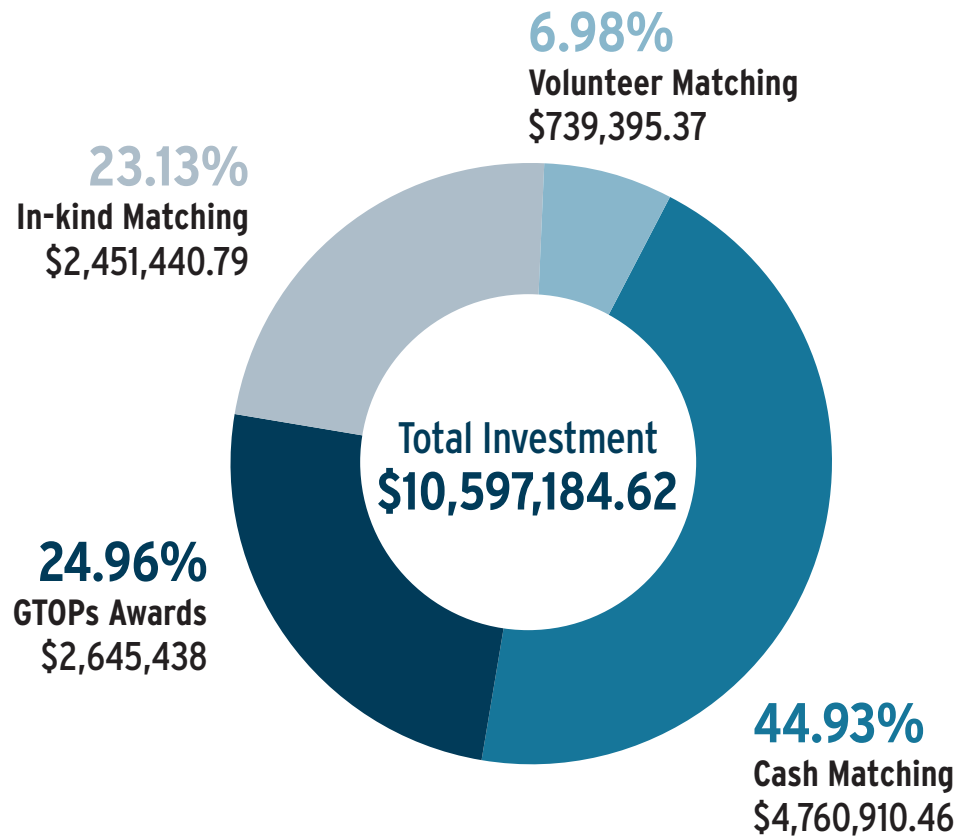
80.91% of Surveyed Clients reported
DIGITAL SKILLS INCREASED
through GTOPs organizations in FY 2018

GTOPs Topline Summary Statistics

2001-2018

38,905 Unduplicated
AUSTINITES SERVED

43,221 **VOLUNTEER HOURS**
contributed to support programming



GTOPs Overview

VISION

A community where all citizens have access to the internet, devices, and knowledge needed to fully participate in digital society.

MISSION

To provide matching grant funds to Austin organizations for projects that create digital opportunities and promote digital equity in innovative ways.

GOALS

- Increase use of digital and communications technology devices
- Increase knowledge and skills of digital and communications technology
- Increase access to and usage of the Internet

2018 GRANT SELECTION PROCESS

GTOPs has one application cycle per year and offers individual grants of \$10,000 to \$25,000. Grant applications are reviewed and scored by a panel of qualified community representatives appointed by the Austin Community Technology and Telecommunications Commission, which has final approval over recipient selection. In FY 2018, GTOPs grants were awarded to nine organizations.

ELIGIBILITY

- Applicants must be incorporated, tax exempt organizations residing in Austin or its Extra Territorial Jurisdiction
 - Another organization may apply through a qualified 501(c)(3) organization if the 501(c)(3) acts as the fiscal agent and can directly meet all the other eligibility requirements
- Program must align with at least one of the GTOPs goals;
- Applicant must have the ability to agree to the [standard GTOPs terms and conditions](#), with no exceptions;
- An organization can submit a maximum of three letters of interest for GTOPs per grant cycle;
- An organization may apply for no more than one program per grant cycle;
- An organization can only receive GTOPs funding three times within a consecutive five-year period;
- Applicant must be able to provide or secure matching resources (in-kind, cash, and/or volunteer; hours) equal to or greater than the requested funding amount.

Who We Served

AGE OF CLIENTS SERVED IN 2018											
AGE	Under 5	5 to 11	12 to 17	18 to 24	25 to 39	40 to 54	55 to 64	65 To 74	75 And Older	Not Specified	TOTAL
TOTAL	1	1207	452	455	576	506	272	62	28	31	3590
% TOTAL	0.03%	33.62%	12.59%	12.67%	16.04%	14.09%	7.58%	1.73%	0.78%	0.86%	100%

INCOME OF CLIENTS SERVED							
INCOME	Less than 50% FPIL	50% to 100% FPIL	101% to 150% FPIL	151% to 200% FPIL	More than 200% FPIL	Income Not Specified	TOTAL
TOTAL	860	242	153	126	88	2121	3590
% TOTAL	23.96%	6.74%	4.26%	3.51%	2.45%	59.08%	100%

*FPIL: Federal Poverty Income Limit

GENDER OF CLIENTS SERVED					
GENDER	Female	Male	Transgender	Not Specified	TOTAL
TOTAL	1413	1222	5	950	3590
% TOTAL	39.36%	34.04%	1.39%	26.46%	100%

Who We Served

RACE OF CLIENTS SERVED									
RACE	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Some Other Race	Two or More Races	Race Not Specified	TOTAL
TOTAL	30	68	774	1	1234	86	418	979	3590
% TOTAL	0.84%	1.89%	21.56%	0.03%	34.37%	2.40%	11.64%	27.27%	100%

ETHNICITY OF CLIENTS SERVED				
ETHNICITY	Hispanic or Latino	Not Hispanic or Latino	Not Specified	TOTAL
TOTAL	1292	1307	991	3590
% TOTAL	35.99%	36.41%	27.60%	100%

American YouthWorks

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: YouthBuild IT Pathways Initiative

SUCCESSSES

The YouthBuild IT Pathways Initiative exceeded its target with 23 eligible young adults enrolling. The highlight of the program was the partnership with the City of Austin to refurbish and prepare 300 retired City computers for distribution to eligible organizations. Working to install and network refurbished computers at public access computer labs provided hands-on training while meeting a real community need. Students also refurbished 10 phones and 40 computers through American YouthWorks' internal donation and repair program.

Students also participated in a distance-learning course in a classroom where they received coaching and assistance from American YouthWorks instructors. The course is a required first step for all of Austin Community College's (ACC) IT certificate and degree programs. Four students completed ACC's 3-credit Intro to Computing while enrolled in the program. Seven students were placed in employment, post-secondary education, or paid internships through the program. An additional six students graduated and are working on college and career applications.

American Youthworks also developed a number of funding sources to continue the YouthBuild IT Pathways Initiative after the GTOPs year ended. Thus, there will be more student certifications and placements.

CHALLENGES

The overall certification rate was low, with no completions of the A+ certification exam. Several participants attempted but did not pass the 901 portion of the exam. While disappointing, this fact helped to refine program design with appropriate certifications that will enable American YouthWorks to balance all components of a pre-apprenticeship program. Adjusting to the partnership with the City also took time, though it was very rewarding and will benefit many program students and computer recipients in the future.

A one-year grant cycle falls short of the time required by many Opportunity Youth to meet their needs, especially those interested in tech careers. Approximately one-third of students enrolled during GTOPs' funding will return in the fall to complete their pre-apprenticeship training and receive support connecting to employment and post-secondary education.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Total Number of Unduplicated Clients Served	28	16
Number of participants successfully completing CompTIA A+ Certification	0	3
Number of participants successfully completing other IT-related Certifications	2	3
Number of computers refurbished and distributed to low income families and local non-profits	350	40

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percentage of participants in digital inclusion program that improved their basic digital skills	34.78%	68.75%
Percentage of participants in digital inclusion program placed in IT-related internships	95.65%	68.75%
Percentage of program participants placed in employment and/or post-secondary education after program completion	30.43%	68.75%
Percentage of program participants successfully completing IT-related Certifications	34.78%	68.75%

The Arc of the Capital Area

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: Digital Media Arts Education Lab

SUCCESSSES

The Digital Media Arts Education Lab successfully fostered a positive and impactful experience for students with intellectual/developmental disabilities by removing obstacles for accessibility to technology and the digital world. Instructors guided students through the curriculum and watched participants grow in overall achievement, comfort, and familiarity when using a computer and/or iPad. The Arc of the Capital Area's partnership with the local, corporate Facebook office made a valuable impact as well. Facebook developers were able to witness people with different abilities using their software. This firsthand interaction allowed developers to realize the need to increase user-ability and inclusivity in their software programming.

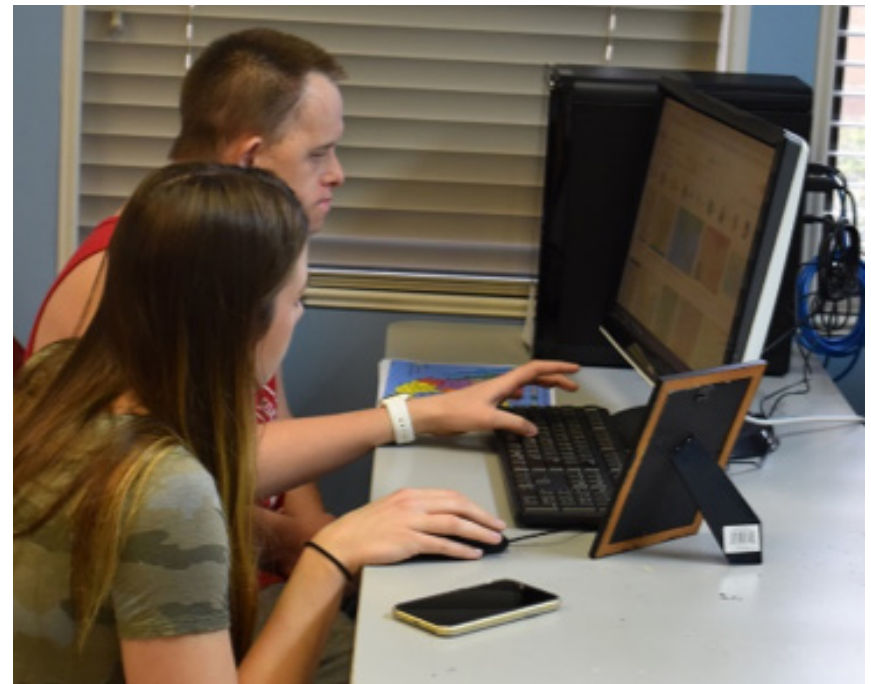
One unintended success was students who increased their reading proficiency using digital media. Students who began the program as low readers, or without reading skills, started to recognize and read words and increased their literacy. Students also felt empowered as new options and the ability to access information on a larger scale were taught to them.

Seventy-eight percent of students participated in group settings, with seventy-three percent initiating conversations with a teacher and sixty-seven percent making suggestions on proposed ideas. One hundred percent of students and caregivers agreed with the statement, "I have benefitted from the services provided by the Arc."

CHALLENGES

Fluctuations and limits in funding for the Arc affect student attendance rates. This limited classroom participation with some students unable to participate in the program all year or forced to take breaks. Some students also required one-on-one support while learning computer-based programs or additional non-technology education. It was a challenge to ensure there were enough volunteers

with technology-based knowledge to support students and instructors. The Arc addressed this challenge by providing alternative lesson plans and the ability to switch up instruction based on the immediate support available to the students in attendance. Due to funding constraints, class instruction in the Digital Media Arts Education Lab is offered only one day a week. The Arc also sought diverse funding sources in order to provide uninterrupted service for all clients in the future.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Number of unduplicated clients served in The Arc of the Arts courses	28	27
Number of unduplicated clients served in Digital Media Arts intensive courses	9	5
Total number of hours computer lab is open for student and case management client access	573	506
Total number of commissions secured and completed by the Digital Media Arts Studio	3	2

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percent of program participants who demonstrated a 20% or more increase in digital skills	89.33%	69.41%
Percent of unduplicated students who enrolled in the Digital Media Arts Intensive Classes for at least one year who passed a basic digital literacy test on a computer and a portable computing device	85.19%	80%
Percent of unduplicated students who enrolled in the Digital Media Arts Intensive Classes for at least one year who passed a technical skills test after learning an industry-standard software	70.37%	80%
Percent of unduplicated students who are enrolled in The Arc of the Arts fine arts day program who passed a basic computer literacy test after at least one year of classes	89.33%	70.59%

Austin Speech Labs

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: Intensive Communication Therapy (ICT) through Technology for Stroke Survivors

SUCCESSSES

By using technology to deliver intensive therapy, Austin Speech Labs was able to provide enhanced services to clients and their caregivers. Client/caregiver pairs were trained in using interactive speech therapy and cognitive exercises on their home putters, iPads, and phones. Volunteers used computer programs to provide repetition drills to clients, repeating skills initially taught by professional therapists. The program saw a noticeable increase in the number of clients served, rising from 132 in 2017 to 168 in 2018. 114 of the clients in 2018 were City of Austin residents.

Approximately 40 percent of working-age adults who receive therapy at Austin Speech Labs return to work or living independently afterward. Nationwide, only eight other centers offer similar programs, and none are in Texas. All clients and caregivers who participated in the program expressed appreciation for these services.

CHALLENGES

In January 2018, Austin Speech Labs revised its fee structure to improve sustainability. Increasing hourly rates for clients from \$20 to \$30 an hour put an additional financial strain on low-income, working, and middle-class families to afford therapy following a stroke. The \$30 cost was already discounted and did not reflect the total cost of services provided. Grants and fundraising helped to reduce the program costs to make therapy affordable for as many clients as possible. The increase in hourly rate prevented some clients from returning for treatment and limited the number of therapy hours others obtained, diminishing and lengthening their recovery time. As an example of this trend, the average number of therapy hours per client dropped from 40.58 in 2017 to 39.58 in 2018.

To address the financial challenges for clients, Austin Speech Labs doubled down on their model of using student and community volunteers to enhance services under the supervision of professional therapists. The GTOPs grant allowed for additional discounts to be offered to Austin residents who are stroke survivors. There were eight clients on the waitlist for therapy in 2018, as Austin Speech Labs' capacity was limited by the number of professional staff employed and office space rented.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Total number of unduplicated clients served	28	40
Total number of unduplicated clients that increase STEM skills (Pretest, Midterm, Final Assessment)	296	131
Total number of unduplicated clients that increase knowledge of STEM fields	7756	5385
Total number of unduplicated clients promoted to the next grade level	3911	1231

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percent of Unduplicated Clients who Improve in language each Bootcamp using technology	79.73%	80.00%
Percent Student Volunteers trained to use technology with Intensive Communication Therapy (ICT)	86.36%	80.00%
Percent of additional clients able to be served due to incorporation of technology	54.89%	55.76%

Boys & Girls Clubs of Austin & Travis County, Inc.

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: Double A CODE Academy

SUCCESSSES

The Double A CODE Academy was able to serv significantly more Club Members than the Boys & Girls Clubs of Austin & Travis County, Inc. (BGCAA) originally anticipated. BGCAA increased access to technology for 67 percent of participants in the program, and a survey showed that 82 percent of involved Club Members enjoyed coding.

63 percent of participants demonstrated improved digital skills. 60 percent were also able to identify how STEM skills can be utilized to positively contribute to society. By the end of the program, 62 percent of participating Club Members said they were more interested in pursuing STEM careers.

CHALLENGES

Initially, BGCAA struggled with inconsistent attendance at Code Academy by Club Members. This was partially due to scheduling conflicts. As the year progressed, and participants became more familiar with the program, consistent attendance increased. BGCAA will coordinate with other program areas for the next academic year to ensure there are no scheduling conflicts.

BGCAA was unable to demonstrate the link between coding skills and how they can positively contribute to society as well as intended. The organization began establishing relationships with industry partners in STEM sectors throughout the year. The goal for the next academic year is to provide one subject-related field trip or volunteer event to each group of Club Members.

At the current funding level, the Double A Code Academy can only serve 16 of 33 Clubs. With additional funding, the program could serve another 400 Club Members. Another challenge is that, in 2018, there was no consistent and coordinated program to progressively build STEM skills in students from kindergarten through 12th grade. BGCAA planned to address that issue in the next school year by developing curricula for each age group that they serve which align with Computer Science Teachers Association (CSTA) standards. They will also utilize those newly forged ties with industry partners to support wider, non-technical programmatic goals, such as workforce exposure, showcasing, and demonstrating work.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Number of unduplicated clients	150	74
Total number of 1-hour CODE Academy sessions offered during the school year	197	124
Number of unduplicated clients who complete 51% of all sessions offered	66	54
Number of low-income clients who complete 51% of all sessions offered	55	43

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percent of program participants who demonstrate an increase in digital skills	62.98%	72.92%
Percent of program participants who show an increased awareness of how utilizing STEM skills can positively contribute to society	59.90%	72.92%
Percent of program participants who show an increased interest in STEM career fields	61.95%	72.92%
Percent of program participants who report an increase in access to digital technology	67.10%	72.92%

Creative Action

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: Expanding Technology and Arts

SUCCESSSES

Creative Action continues to develop and refine its arts-integrated digital media units/curricula and design within the Expanding Technology and Arts program. Based on lessons learned from previous years, the program has simplified projects for early elementary youth and implemented more standardized lesson and unit plans. These changes in the GTOPs funding year led to improvements in Kindergarten ELA, 4th grade writing, and 5th grade science scores.

Students who participated in the program also showed improvement in expressing themselves, working with others, using technology, and learning core content. Students agreed that the program makes learning fun and that they looked forward to going to school more when they knew Creative Action would be there.

One parent attributes her child's academic success in the magnet program at Kealing Middle School to his time attending the specialized arts program at Campbell Elementary. She was further impressed by the program's use of the same film equipment and software that her daughter has access to through film school at the University of Texas Austin.

CHALLENGES

Achieving four arts-based units in each grade level throughout the year continued to be a challenge for Creative Action. This is caused by the need to work around time for teaching artists and teachers to plan and prep, project reflection and debriefing, curriculum documentation, and test prep and standardized testing time for some grade levels. Many teachers also continued to struggle with developing comprehensive, fully academically-integrated projects while also feeling pressured to conduct testing prep during some units. However, several teachers, who were early "skeptics" of the

program, fully embraced the model in the funded year and attributed their students' academic success in large part to the program.

The biggest unmet need for Creative Action was general funding for the Expanding Technology and Arts program. As Austin ISD continues to see enrollment decline, the district is unable to invest funds into specialized campus (digital media) programs. Despite fundraising, the program will be implemented in a scaled-back manner in the next school year. Creative Action also continues to have conversations with the school district regarding the use of Campbell Elementary as a demonstration site for professional development for teachers and potential program expansion as a strategy to support student enrollment.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Total number of unduplicated clients served	158	138
Total # of youth participating in technology & arts education programming	101	86
Number of hours of digital media lessons delivered to youth	500	60
Number of training hours delivered to classroom teachers	41	21

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percent of program participants who demonstrate an increase in digital skills	99%	75%
Percentage of youth who demonstrate increased confidence working with technology equipment	85%	75%
Percentage of youth who demonstrate increased soft skills related to technology use, such as critical thinking, problem solving, perspective taking, and communication skills	64%	75%
Percentage of teachers who report increased skill development or confidence with technology and arts integration in the classroom	91%	75.00%

Foundation Communities

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: Digital Literacy Program

SUCCESSSES

The program regularly helps students create or regain access to email accounts, which can have a surprisingly dramatic effect on their daily lives. The overall impact of the program was often seen in small instances, such as helping a student who had recently moved to Austin download the Capital Metro app on their phone. This simple phone application allowed them to find employment and travel around the city. The program helps students find the information they need and takes away a large component of confusion, or even fear, when operating computers.

There are also more specific cases of program success. One student's computer skills were quite low at the beginning of the year. However, through the course she became more confident and skilled, and she was even accepted into the Free Minds program. Free Minds is a partnership with UT and ACC to allow individuals with limited income to take university humanities courses for college credit.

Another student was a non-native English speaker who came from a country that had a large degree of internet censorship. Through the Digital Literacy Program, the student became more familiar with the American internet, and they are now able to obtain the critical information they need.

CHALLENGES

Scheduling proved to be a challenge throughout the year. Classes had to be scheduled around classroom availability at four affordable housing properties, plus After-School Program locations. While program staff regularly checked in with properties to select times that worked best for students, it was impossible to be everywhere at once. Also, due to resource availability, Foundation Communities was only able to involve 4 of 20 affordable housing properties in this program. Though they hoped to expand, this left a large portion of locations without digital literacy services.

Student knowledge of digital security was also an issue. Some students used the same password for multiple websites, while others forgot their login information for vital websites and services. Digital security was covered in class, but it was sometimes hard to make students take the threat seriously. As a further preventive against hacking and identity theft online, the program provided students with applications that helped to organize their digital security measures.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Total Number of Unduplicated Clients Served	45	39
Hours of computer usage	712	605
Number of GED students passing the practice test	4	13

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percent of participants in digital inclusion programs that improved their basic digital skills	94.42%	80.11%
Percent of unduplicated clients who attend 80% or more of their classes	99.49%	80.11%
Percent of unduplicated clients who take the computer-based section of the GED class	100.00%	71.43%
Percent of unduplicated clients who report an increase in confidence in computer and/or internet skills	98.02%	80.11%

Goodwill Industries of Central Texas

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: Careers in Technology

SUCSESSES

Goodwill Industries of Central Texas' (GICT) Careers in Technology program served nearly triple the number of individuals seeking digital skills training compared to the previous year. GICT focused on the digital literacy gap because almost all employment opportunities now require some level of technological skill. The clients served by this program were in extreme poverty (less than 50% Federal Poverty Level). The skills attained through the program not only help individuals attain employment but are multi-purposeful, providing value across their lifespan but contributing to independence and life stability.

CHALLENGES

Due to the prioritization of digital skills training, some clients did not receive intensive case management services. This made it difficult to track 90-day retention. GICT planned to improve its processes to better track employment and retention data in the future.

Austin being a top tech city within the US also posed a unique challenge. More technologically educated and skilled individuals have migrated to the area making the job market more competitive. The need for basic information technology employees has also decreased, meaning that fewer employers value the CompTIA A+ skillset. The demand is now for the higher Network+ certification. However, the Goodwill Career and Technical Academy currently only offers CompTIA A+ training. GICT planned to provide a class that combines CompTIA A+ and Network+ training in the next year.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Total Number of Unduplicated Clients Served	162	57
Number of unduplicated clients who completed basic digital literacy training (e.g. online job searching, keyboarding, internet, email, Windows, etc.)	161	45
Number of unduplicated clients who completed an advanced digital literacy training, including software skills (Microsoft Suite, Google Suite, A+/Network+, etc.)	18	11
Number of Digital Literacy courses offered	51	6

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percent of program participants who demonstrate an increase in digital skills	72.49%	80.00%
Percent of unduplicated clients placed in employment who achieve 90-day job retention	21.78%	50.00%
Percent of unduplicated clients who complete PC Tech training	90%	62.50%
Percent of PC Tech graduates who are placed into employment	27.50%	66.67%

Latinitas

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: VR Chica

SUCSESSES

The Latinitas VR Chica program connected students to experts in the technology sector to foster exploration of virtual reality. This program was an opportunity to further the interest and innovation of students attending title I schools and residing in low-socioeconomic communities. Giving students the opportunity to practice using 360 filmmaking equipment and applying VR concepts through hands on activities planted a seed of curiosity and creativity. Students created original projects relevant to their identity, culture, and gender in their communities.

Approximately 89 percent of students demonstrated an increased level of skill in using 360 cameras to tell their stories and convey their perspective as both a student and an Austinite. 82 percent of students also expressed an interest in working in the technology industry. While Latinitas staff and technology professionals were present to facilitate discussions and oversee projects, the students were at the helm of creation from brainstorming and filming to editing and publishing.

CHALLENGES

The overall number of projects completed by participating students was less than Latinitas projected for the year. 10 projects were omitted as they were created during the VR Chica Conference in San Francisco. The after-school program also faced a challenged in keeping all sites up-to-speed on completing projects. Certain campuses did not complete a virtual reality assignment in a timely manner and had to move on to the next activity. Moving forward, Latinitas will see that virtual reality projects are created and published over the course of at least two program meetings, instead of setting the unrealistic expectation of having a virtual reality project finished in one session.

Latinitas also failed to reach its goal of having after-school program participants learn about 2-3 jobs in virtual reality. It proved challenging to schedule professionals to visit, as they couldn't find time to attend in person. In the future, the program will offer a virtual option to professionals to improve engagement in the classroom and personalized recruitment and orientation, to ensure they feel supported and valued as volunteers.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Total Number of Unduplicated Clients Served	141	61
Number of class sessions focused on VR Chica	78	61
Number of projects generated as a result of VR Chica	51	61

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percent of unduplicated clients who demonstrated an increased level of skill in using 360 storytelling to convey personal experiences and challenges of Latina adolescence in Austin	88.89%	84.86%
Percent of students in Latinitas' digital inclusion programs who received access to the latest in virtual reality techniques and equipment	100%	100%
Percent of students in Latinitas after school digital inclusion programs who learned about 2-3 jobs that apply skills in virtual reality	41.52%	84.86%
Percent of students in Latinitas' digital inclusion programs who expressed increased interest working in technology	82.16%	84.86%

Texas Folklife

Contract Start Date: 7/1/2018

Contract End Date: 6/30/2019

Program Name: Stories from Deep in the Heart

SUCSESSES

Texas Folklife's Stories from Deep in the Heart program served 665 unduplicated clients in 2018, more than double their original goal. The program introduced every participant to hard/technical skills related to the audio production process. In addition to learning about concepts like folklore, participants were also able to come away from the program with practical skills translatable to other fields. Individuals became familiar with the equipment used for recording, interviewing, transcribing, and editing. Texas Folklife has developed a complete approach to technology education with Stories from Deep in the Heart.

For many students, being interviewed for the program was the first time anyone had taken a genuine interest in their family stories and heritage. Students whose stories were routinely dismissed as uninteresting developed an understanding of the importance and art of storytelling. There was an especially strong interest and participation in the program from students at Doss Elementary and Highland Park Elementary. A total of 120 Highland Park students created approximately 25 stories throughout the year.

CHALLENGES

There were a few setbacks this year during the transition period between program directors. Additionally, the Spanish-language podcasting workshop, Cuentos y relatos de familia, was not heavily attended. In the future, Texas Folklife will better promote the workshop to reach a wider audience and conduct more focused community outreach.

The program also struggled to meet the demand for its services. Texas Folklife does not have enough resources to develop long-term working relationships with all

the teachers who participate in their Summer Institute and want to incorporate Stories from Deep in the Heart into their classrooms. Typically, Texas Folklife limits classroom partnerships to 2-3 teachers per year, with shorter Podcasting Techniques classes available on request.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal
Total Number of Unduplicated Clients Served	665	112
Number of unduplicated teachers and community members provided technology and audio training information	70	19
Number of students instructed in audio documentary and podcasting skills	112	93
Number of listeners for listening party, online streaming, and radio broadcast of podcasts developed in the program	9166	3731

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal
Percent of program participants who demonstrate an increase in digital skills	96.05%	97.33%
Percent of students who produce an audio documentary or podcast during the program	78.50%	80%
Percent of community members who produce an audio documentary during the program	79.25%	75%
Percentage of teachers who increased their digital skills as a result of the program	82.76%	83.33%

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