GTOPS
GRANT FOR TECHNOLOGY OPPORTUNITIES

Annual Report

Fiscal Year 2015

OFFICE OF
TELECOMMUNICATIONS &
REGULATORY AFFAIRS

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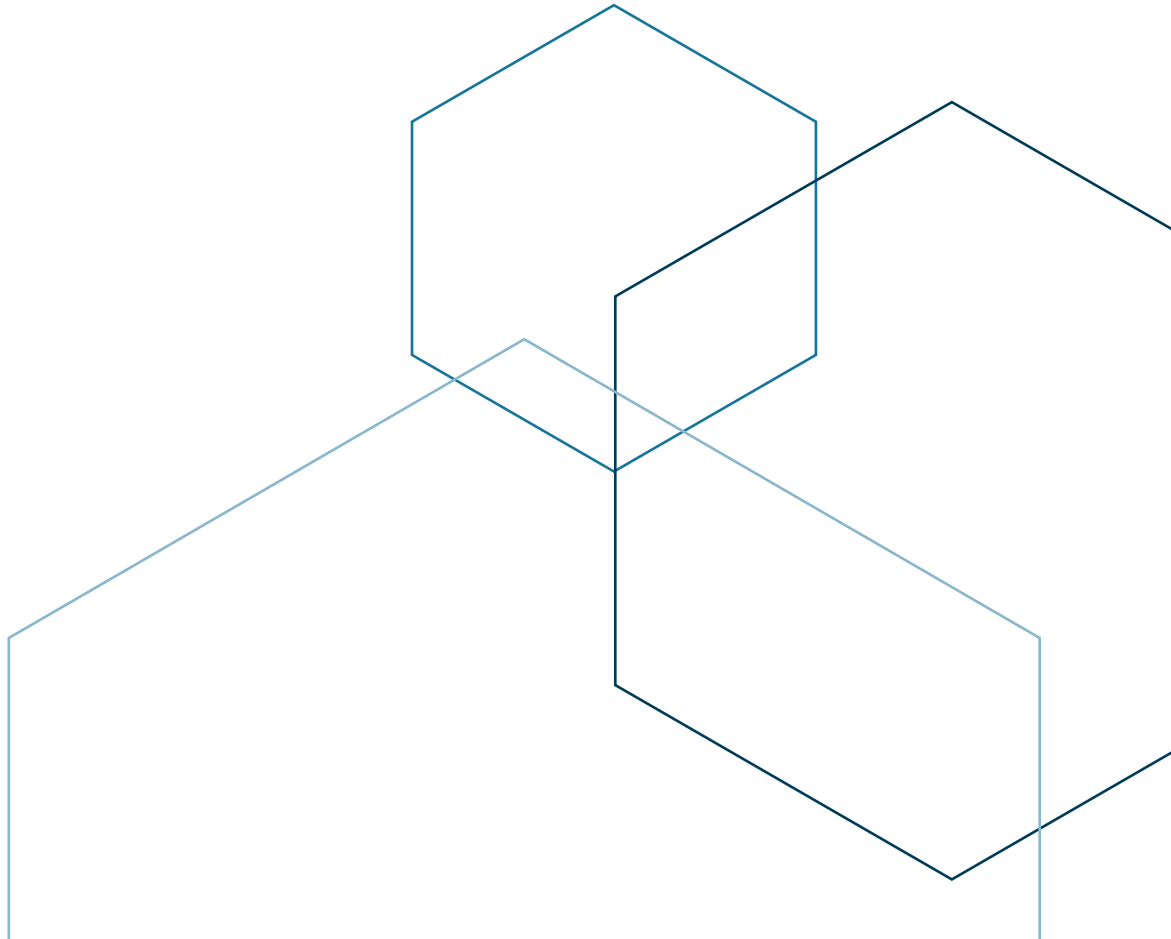


Officer's Message

Thank you for taking time to review the FY 2015 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 summer of 2015 to fall of 2016.

I think you will be pleased to note that our success rate has continued to exceed expectations. Through the $200,000 grant funding awarded in FY 15, awardees were able to raise $1,291,716 in matching funds made up of 1,490 volunteer hours ($34,842 labor value), $545,724 of in-kind donations and $511,150 in cash contributions. In FY 2015, $1,291,716 was invested through this program in the Austin community, and the nine funded programs served over 3,371 unduplicated clients. Organizations reported that digital skills increased for 94% of surveyed clients, demonstrating the continued positive impact of the Grant for Technology Opportunities Program on participants quality of life. The total financial investment through this program into Austin since 2001 is $10,390,078.

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

Thank you for your continued support of this exceptional program offered by the City of Austin.

Regards,

Rondella M. Hawkins

Rondella M. Hawkins
TARA Officer | Telecommunications & Regulatory Affairs

Office of Telecommunications and Regulatory Affairs

The City of Austin's Office of Telecommunications & Regulatory Affairs - Community Technology Initiative provides information and communications technology for the community through public access, provide training to enhance knowledge and skills, and promote relevancy and adoption of emerging technology. The Community Technology Initiative fulfills goals of the City's Digital Inclusion Strategic Plan, accessible at: http://austintexas.gov/page/digital-inclusion-strategic-plan

DIGITAL INCLUSION STRATEGIC PLAN

In 2014, the City of Austin published a Digital Inclusion Strategy to use community assets to overcome digital barriers facing Austin residents. The goal of the document is to provide the tools to ensure that all residents have access to the devices and skills necessary to engage in our digital society. City Council adopted the plan on November 20, 2014, making the City of Austin a pioneer in advocating for digital inclusion. GTOPs is one method in which the City of Austin can help ensure that all residents have access to technology.

AUSTIN DIGITAL ASSESSMENT

The Austin Digital Assessment was a residential technology survey conducted in 2014 to evaluate and assess residents' access to technology resources and literacy and training programs and to identify unmet needs and barriers.

COMMUNITY TECHNOLOGY ACCESS LABS AND DIGITAL LITERACY SKILLS TRAINING

The objective to ensure all Austin residents have access to technology and online information and services through public access facilities and to provide delivery of digital literacy skills training services. The current contract is provided by Austin Free-Net.

COMMUNITY CONNECTIONS PROGRAM OFFERED BY GOOGLE FIBER

The City partnered with Google Fiber for Community Connections and selected 100 social good locations to receive a free gigabit Internet connection that will spark social innovation. The nonprofit and public facilities selected for Community Connections represent diverse community needs including arts & culture, education & workforce, public entities, and social, health & well-being.

Office of Telecommunications and Regulatory Affairs

COMMUNITY MEDIA AND PUBLIC ACCESS TELEVISION

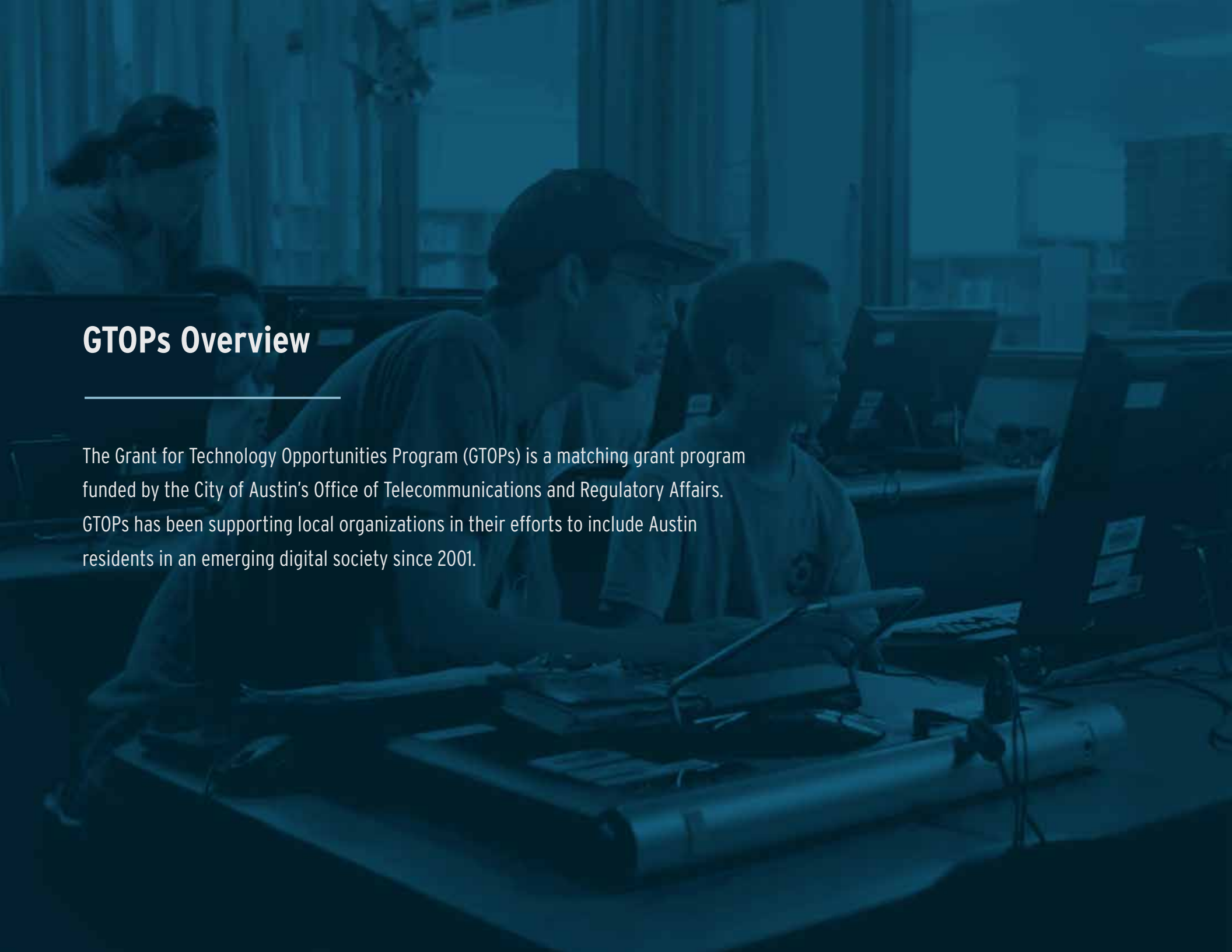
Austin Film Society (dba as AustinPublic) manages the resources, facilities, three channels for Public Access Television. It promotes community dialogue and freedom of artistic expression, builds the capacity of producers and staff, encouraging excellence through innovation and comprehensive training. It also fosters community support and participation to keep Public Access strong in Austin.

COMMUNITY TECHNOLOGY AND TELECOMMUNICATIONS COMMISSION

The Community Technology and Telecommunications Commission advises City Council on new sources of funding for access television projects and community technology projects, the allocation of funding, and performance evaluations of franchise holders. It also advises City Council on telecommunications services, community technology, and community technology contractors, including Access Television. Furthermore, it develops criteria used for evaluations, and promotes access to community technologies and telecommunications services.

From 2015 through 2016, the commission was composed of the following commissioner members:

- **Lemuel Williams, Jr., Chair**
- **Chelsea McCullough, Vice Chair**
- **Wendell Ramsey**
- **Melvin White**
- **Elizabeth Quintanilla**
- **David Holmes**
- **Tracy LaQuey Parker**



GTOPs Overview

The Grant for Technology Opportunities Program (GTOPs) is a matching grant program funded by the City of Austin's Office of Telecommunications and Regulatory Affairs. GTOPs has been supporting local organizations in their efforts to include Austin residents in an emerging digital society since 2001.

GTOPs Overview

VISION

A community where all citizens have access to the facilities and the necessary skills to participate in an emerging digital society.

MISSION

To provide matching grant funds to Austin organizations for projects that create digital opportunities and foster digital inclusion.

GOALS

- **Support programs that provide public access to computers and information technology, especially among underserved segments of our community.**
- **Support programs that provide information technology literacy, education, and training.**
- **Use information and communication technologies in innovative ways to serve the Austin community.**
- **Support programs that provide seed funding for Austin community and nonprofit organizations for their technological outreach efforts.**
- **Support programs that address the 2014 Digital Inclusion Strategic Plan Goals.**

2015 GRANT SELECTION PROCESS

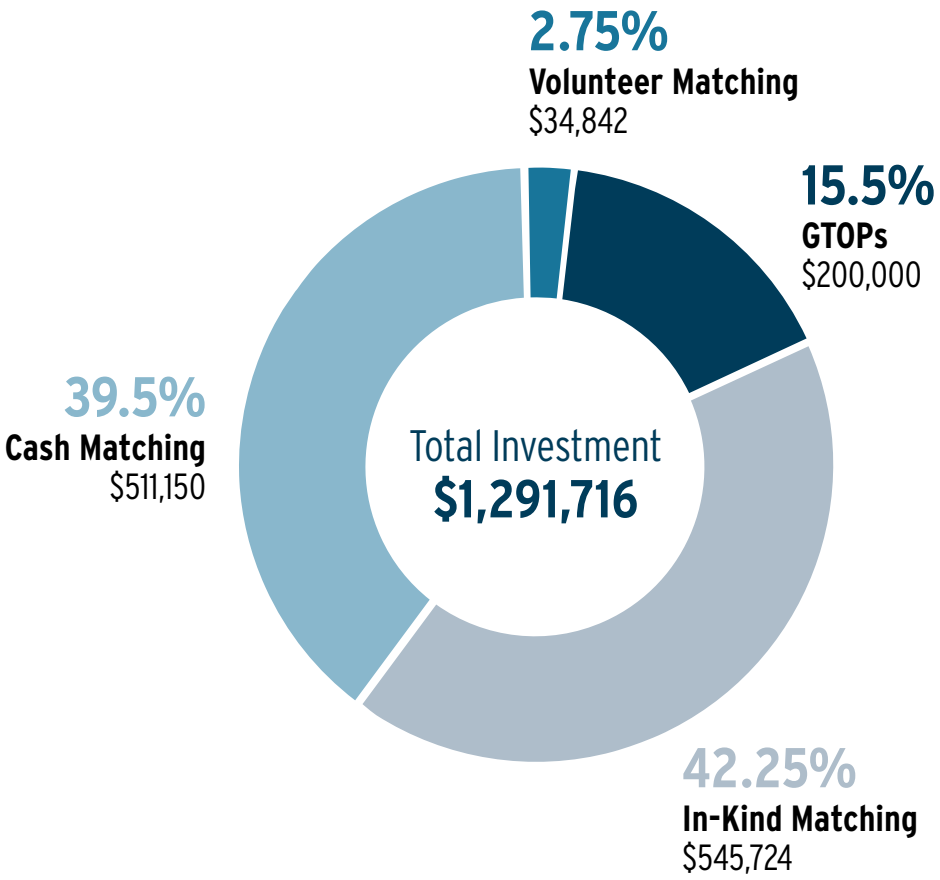
GTOPs has one application cycle per year and offers individual grants of $10,000 to $25,000. Grant applications are reviewed and scored by a panel of qualified community representatives appointed by the Austin Community Technology and Telecommunications Commission, which has final approval over recipient selection. In FY 2015, GTOPs grants were awarded to nine organizations.

ELIGIBILITY

Applicants must be incorporated, tax exempt organizations residing in Austin or its Extraterritorial Jurisdiction for projects that create digital opportunities and foster digital inclusion. Other organizations and individuals residing in Austin or its Extraterritorial Jurisdiction may apply under the umbrella of a 501(c) organization.

GTOPs Funding

FY 2015



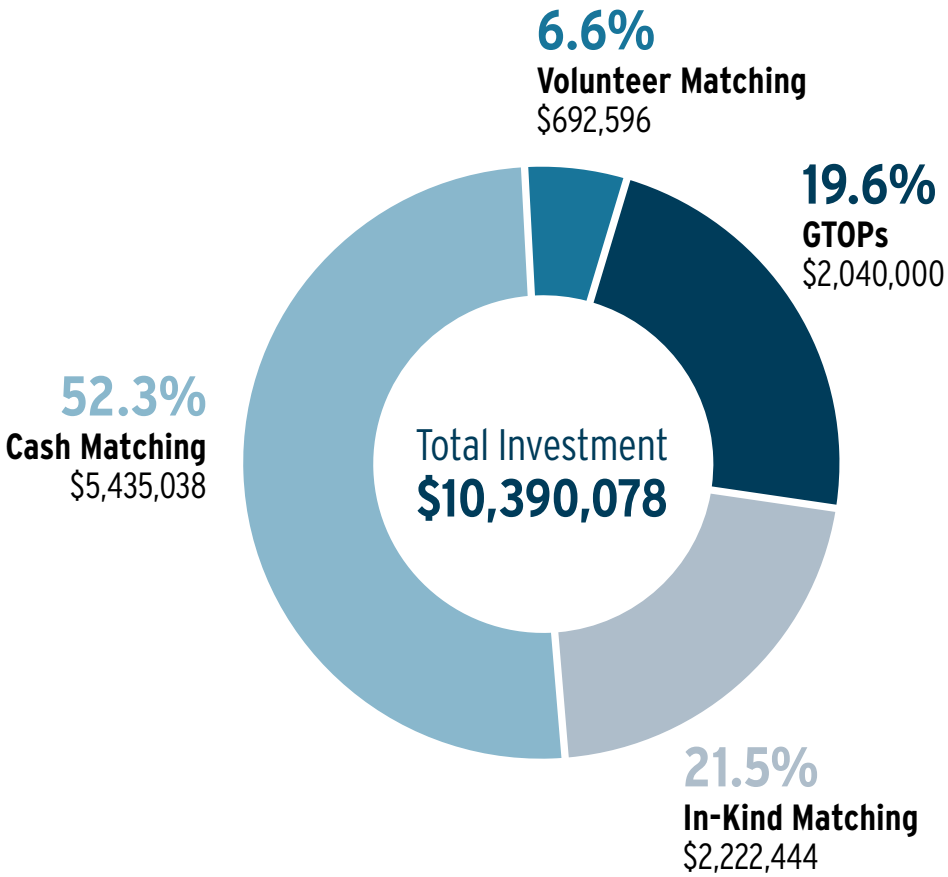
3,371 Unduplicated **AUSTINITES SERVED**

1,490 **VOLUNTEER HOURS** contributed to support programming

94% **of Surveyed Clients reported DIGITAL SKILLS INCREASED** through GTOPs organizations in FY 2015

GTOPs Funding

2001-2015



34,357 Unduplicated
AUSTINITES SERVED

40,073 **VOLUNTEER HOURS**
contributed to support programming

ARC of the Capital Area

In 2015 The Arc of the Capital Area received $25,000 in GTOPs funding for its Arc of the Arts Program: a professional artist training program that works to generate occupational and creative opportunities for citizens with disabilities. The program provides access to computers, digital media software and appropriate training for individuals with intellectual and developmental disabilities: a population that has historically had limited access to technology.

ARC of the Capital Area trainers have a developed a curriculum that has not only allowed their clients to develop their technical skills but also teaches them about safe interactions on social media, posting personal information and being aware of the threat of malware. This curriculum was created through research on best practices for innovative training approaches on engaging clients who are on the autism spectrum with technology.

Most of the clients in the program were already engaged with digital media, technology and popular culture before entering the program. ARC staff used that as an entry point to engage them in learning about how productions are made and how they could use animation software to create their own projects. Due to the high levels of client engagement the Digital Media Arts Program has led to improvements in the social interactions in clients as well as increased engagement from parents.

Through the Digital Media Arts Program, the ARC of the Capital Area has been able to illuminate strengths in their clients that they may not have been previously aware of, especially for those on the Autism spectrum.

SUCCESSES

Through the first year of the Digital Media Arts program's contract with GTOPs more than 73 students with Intellectual and Developmental Disabilities have been served with training in basic computer and internet literacy, graphic design, filmmaking and animation, resume and portfolio building as well as many other topics. One of the greatest successes was found in the students' improved ability to "conceptualize and actualize" designs for clients' commissioned work. This allows the ARC of the Capital Area to begin exploring a results-based "supported employment model" to allow clients to eventually find work in the Digital Media space.

CHALLENGES

Two of the biggest challenges faced for the Digital Media Arts Program were space and time. The space in the ARC of the Capital Area studio limited the number of clients that they can serve, how much artwork they are able to store, as well as how they are able to teach the class itself. Class time limits the amount of one-on-one time instructors are able to have with their clients, making it difficult to give detailed feedback to students. Another challenge has been developing or locating an assessment tool to track performance of students throughout the class. The last challenge identified was simply locating additional funding to be able to purchase the most up to date software for the class. The organization was forced to use the license of one of the volunteers for Photoshop when he was not using it.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served	58.44	50	**16.88%**
Total number of individuals with intellectual and developmental disabilities (I/DD) receiving digital media arts training	218	50	**336%**
Total number of public access computer lab hours made available to I/DD clients	1776	1600	**11%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percentage of I/DD clients that demonstrate at least a 50% increase in their technology skills	150.62	80.88	**86.23%**
Percentage of I/DD clients that receive at least 16 hours of digital media arts training over the training period	22.13	80.88	-72.64%
Percentage of goal reached in providing Central Texans with I/DD access to a dedicated computer lab	59.67	100	-40.33%

Austin Achieve Public Schools

The Austin Achieve Public School was awarded $17,500 in 2015 for its Digital Inclusion Program. The aim of The Austin Achieve Digital Inclusion Program is to provide a neighborhood-centric education and social service program with the goal of increasing digital literacy in East Austin. Austin Achieve strives to ensure that the East Austin Community has the technological fluency to begin to bridge the digital divide that prevents low income students and their families from being successful in STEM fields.

The program looks to achieve its goals by providing computer literacy and training programs to students during school hours, providing public access to computer labs during the evening and on Saturdays as well as computer literacy classes for adults. Due to support from GTOPs and other grant-funding Austin Achieve high school students are able to take daily computer science class as a part of the school's core curriculum to ensure that they are college ready.

Adult digital literacy classes at Austin Achieve were offered to parents and community members in the East Austin area. These courses were provided through an in-kind partnership with Skillpoint Alliance. These classes saw an increase in demand throughout the year which was attributed to both a heightened need for guided instruction/participation as well as the free childcare provided by Austin Achieve during classes.

SUCCESSES

GTOPs funding has had a profound impact on Austin Achieve Digital Inclusion programming. During the 2015-2016 school year nearly 300 students completed at least two hours of computer science coursework each week. The program was featured in the Austin American Statesman and according to their research Austin Achieve is the only school in Central Texas offering comprehensive computer science classes for all students. The successes were not limited to Austin Achieve students but also included improved services for parents and adults in the community. Twenty parents completed a basic digital literacy course through a partner-driven program with Skillpoint Alliance. Due to the lessons learned throughout the program implementation during the 15-16 school year, Austin Achieve will now offer expanded laptop access to middle and high school students while also implementing a new six week computer literacy unit for all middle school students.

CHALLENGES

Many of the challenges faced by Austin Achieve throughout the year centered around their adult digital literacy programming. Due to a number of reasons community participation in the public computer lab access hours lagged behind expectations. To address this challenge, staff disseminated flyers to Austin Achieve parents, visited local businesses and non-profits to spread the word about the program. Feedback from these activities indicated that childcare may be a barrier for adults looking to use the public access labs so Austin Achieve began offering free childcare to adults using the lab or taking one of their computer literacy classes. Another challenge faced by the program was that, due to budgetary constraints, Austin Achieve was not able to offer their adult classes to all parents in the program.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served	496	400	**24.00%**
Total number of students receiving computer literacy and STEM training during school hours	423	450	-6.00%
Total number of public access hours made available for the computer lab during Saturday and evening hours	68	160	-57.50%
Total number of adults receiving computer classes	46	100	-54.00%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	100	61.54	**62.50%**
Percentage of students that increase their skills in computer literacy and STEM-related fields	100	90	**11.11%**
Percentage of goal reached in providing hours of public access to a computer lab	68	100	-32.00%
Percentage of adults that increase their digital literacy skills through computer classes	46	66.67	-31.00%

Austin Children's Museum

Thinkery was awarded $18,000 in 2015 for its Digital Inclusion Program. Since 2013, Thinkery (Austin Children's Museum) has been an educational edifice where children and families, creative thinking, technology, and learning come together. Getting young students interested and excited about science through hands on experience, team working exercises, and technology based projects is the platform for which Thinkery builds upon. EdExchange is a program started by Thinkery which expands this type of learning into a classroom setting.

EdExchange empowers teachers to use innovative projects with technological practice in diverse learning environments that inspire students' interest in STEAM fields. Educators, whose applications are accepted, collaborate with Thinkery staff and subject matter experts for 5 hands-on, professional development workshops. Following these workshops are 6 to 8 weeks of on site collaboration with Thinkery staff to support and implement technology based activities. Every year there is a spring showcase where EdExchange participants share their experiences and projects.

Educators serving Title I schools or low-income communities are given preference, but any teacher working with 2nd through 6th graders is welcome to apply.

SUCCESSES

Technology and classroom integration has helped sustain and improve the EdExchange program and current and future learning opportunities for students. The program's recent efforts went into projects involving design thinking, team work, creativity, animation, and technology. 2nd and 4th grade students participated in these mixed media activities, learning important 21st century skills and engaging in digital literacy practices. Participating educators reported an increase in students' confidence in using technology and showed a heightened interest in working with technology and design thinking in the classroom. Of the 336 students that were surveyed, 100% successfully used technology to complete a project and 91% thought it would be fun to one day have a job that uses technology. The program also received over 100 applications for 20 EdExchange positions.

CHALLENGES

Due to the success of the program and an increase in interested educators, EdExchange has received applications for positions beyond their constrained capacity. Thinkery has made efforts to expand their services outside of their GTOPs contract by means of additional funding and EdExchange sessions but limitations still exist. Clientele have also voiced struggles with shifting class sizes and changing school structures. For example, one of the campuses EdExchange had supported saw a change in staff make up after switching to a Montessori model. Most of these challenges are being addressed by Thinkery on an individual basis to the best of their abilities by remaining flexible with their partners' needs.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served	436	420	3.81%
Total number of educators served in EdExchange	22	20	10.00%
The Total Number of Professional Development Hours delivered to educators	318	300	6.00%
Total number of youth served in EdExchange	414	400	3.50%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	76	80	-5.00%
Percentage of students that increase their skills in computer literacy and STEM-related fields	100	85	17.64%
Percentage of goal reached in providing hours of public access to a computer lab	68	75	-9.33%
Percentage of adults that increase their digital literacy skills through computer classes	70	75	-6.66%

Breakthrough

Breakthrough Austin was awarded $25,000 in 2015 for its Connected Classroom Program. This program provided more than 500 middle school and high school students with information technology, resources and college readiness curriculum that they need to successfully prepare for college. Breakthrough works with low income students who will be first-generation college graduates. The program combines access to computers and IT with college readiness programming and individualized, long-term case management to help students overcome the many barriers they face along the path to higher education.

Most of Breakthrough's students cannot afford a computer or home internet technology is integrated into every aspect of the Connected Classroom Program. Most students rely entirely on the program for access to technology and by the time they complete the program they are proficient users of computers. Breakthrough also provides access to technology and training to parents of the students that they serve. Parents are educated on the logistics of finishing financial aid applications (Which are only available online) and given coaching throughout their completion of the program.

Thanks to GTOPs funding the Connected Classroom Program was able to connect hundreds of middle school and high school low income students in Austin with the technology access and instruction that they desperately need to be successful. Many received training in completing college applications as well as preparation for the SAT and ACT.

SUCCESSES

The program has a long-lasting impact on its students. 99% of Breakthrough high school seniors graduated from high school in four years compared to 82% of their low-income Texas peers and 87% of Breakthrough seniors enrolled in college in the fall of 2016 compared to just 45% of low income Texas students. Not only are Breakthrough's students entering college at a higher rate but are also four times more likely to graduate from college when compared with other low-income Texas students. 126 10th, 11th and 12th grade students participated in Breakthrough's summer institute where they worked to build confidence, communication and self-advocacy skills through team projects, professional presentation and other skill building workshops.

CHALLENGES

Every year Breakthrough is faced with increasing community need and demand beyond the organization's limited capacity. In order to overcome this challenge Breakthrough is continuously seeking partnerships with organizations that work in their space. These partnerships provide the opportunity for Breakthrough to extend their capacity while still providing high quality services to their students. Breakthrough Austin's 2016-2018 Strategic Plan calls for the organization to look for new areas of growth in Texas so that they are able to expand their impact in the community.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served in entire General Program	516	510	1.18%
Total Number of Unduplicated Clients Served in Connected Classroom Program	410	380	7.89%
Total Number of Students attending Summer High School Institutes (rising 10th 11th, 12th grade students and rising college freshmen)	126	110	14.55%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	68.67	80	-14.16
Percent of high school seniors complete college and financial aid applications	100	90.38	10.64%
Percent of participants in program who were successful in high school	83.38	80	4.22%
Percent of students surveyed who report that technology access at Breakthrough was key to their completing college or scholarship applications	96.88	80	21.10%

Boy Scouts of America – Capitol Area Council

$22,000 was awarded to the Boy Scouts of America Capitol Area Council in 2015 for the creation of the state-of-the-art Science, Technology, Engineering, Art and Math (STEAM) Camp. The camp was created in collaboration with Austin ISD Anderson High School and the Central Texas Girl Scouts. The program seeks to provide students with the opportunity to learn about STEAM fields using digital technologies. As access to technology in the Austin area expands, the Boy Scouts program seeks to ensure that students from low income schools are given an equal chance to use these programs and devices.

Grant for Technology Opportunities funding covered 75% of the cost of tuition for 100 students from Title 1 schools. Students were given the opportunity to have hands on learning in robotics, robotics, 3D printing, programming, digital media and photography. The camp itself was a pilot program for the Boy Scouts and partners and was a departure from the traditional hiking, camping and canoeing offered at camps. The STEAM camp was one of the first of its kind for the Boy Scouts who actually have no national training or program assessment guidelines and as a result many of the documents that were created in planning for and at the camp itself will be provided to Boy Scout camps across the country for their own use.

Once the camp ended, the Boy Scouts organization began work on a new project that would allow them to bring the equipment used at the camp to schools that would not have otherwise access to the technology. This project would be done with the hope that it would increase enrollment from disadvantaged youth at the next iteration of the STEAM camp.

SUCCESSES

Campers were given surveys before and after completion of the camp to measure their interest in different STEAM fields. Once the camp ended many reported an increase an interest in STEAM fields across the board with subjects such as digital media and biology seeing the highest increases. The organization received calls from parents asking to receive scholarships for the 2016 camp immediately after the 2015 program had ended illustrating an interest from both the students and their campers to continue their STEAM education.

CHALLENGES

Many of the low income families that had children attending the camp struggled with attendance. The Boy Scouts staff did their best to contact the parents or guardians and often found that there were situations beyond the control of the youth that were preventing them from attending. Additionally, staff would speak with parents during pick up and drop off to see how they could overcome any barriers that were preventing the youth from attending. An additional challenge was that some of the youth staff were finding difficulty in teaching STEAM and collaboration behavior. To address this, staff has provided an additional day of training on how to teach collaboration and how to deal with behavior issues.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served	84	47	**78.72%**
Number of clients supplied lunch and snacks	57	80	-28.75%
Total number of days buses carry students to and from camp	20	14	**42.86%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	97.62	Not Given	
Percent of scholarship students who are exposed to STEAM fields promoting creativity in technology and science	100	90	-11.11%
Percent of scholarship students who report an increase in creative technology and science	76.19	70	**8.84%**

HACA Scholarship Foundation

The HACA Scholarship Foundation was awarded $25,000 in 2015 for its Digital Inclusion Program. The Housing Authority City of Austin has made great progress in promoting digital literacy and inclusion for underserved populations. After receiving a GTOPS grant of $25,000, HACA used the funding to support the Lab Apprenticeship Program (LAP) in three of its public housing communities' computer labs (Meadowbrook, Booker T. Washington, and North Loop). The purpose for the program is to promote technology, education, professional development, and apprenticeship training for roughly 15 residents at HACA's low income housing properties to provide up to 500 residents with access to technology support and digital literacy training. The apprentices serve as instructors in the designated labs to teach residents how to utilize technology for social, financial, and educational resources as well as gaining job skills.

The LAP program has coupled with Austin Pathways, a non-profit owned and operated by HACA to promote education and general welfare of low-income residents who live in the 18 public housing communities. Their partnership with Skillpoint Alliance aided in providing 14 residents with foundational and pointed training in computer technology and literacy, communication skills, critical thinking, problem solving, workplace competency, job readiness, presentation skills, outreach skills, and more. Learning all of these skills alone has improved the quality of life of the trainees.

Do to the success, Austin Pathways is continuing to expand these efforts to the other 15 HACA properties. Seniors and individuals with disabilities are experiencing an especially large gap when it comes to technology access and often have to travel elsewhere which can be a tough feat in and of itself. Austin Pathway's 2016 GTOPS application purposed to expand the LAP program to all of HACA's elderly/disabled designated properties.

SUCCESSES

The Laboratory Apprenticeship Program experienced a number of successes, exceeding their original expectations, through the implementation and participation of the program during the grant term. The targeted number of clients served by LAP Apprentices in the three HACA computer labs was exceeded from 315 to 411. The targeted number of clients receiving hands-on training by apprentices was exceeded from 335 to 365. Through a focus group conducted at the final training of the year, apprentices shared thoughts and experiences about the program with many indicating the approached their apprenticeship as a job, showing commitment, integrity, and desire to provide customer service. Apprentices also shared a sense of ownership for the program, and felt this experience improved job skills, like computer literacy, public speaking/presenting, and problem solving skills. Statement were also made on the positive impact this will have in their ability to find a job. Expanding the program based on this success is being considered and apprentices were excited to further help their peers.

CHALLENGES

Minor but manageable challenges were faced during the training program year. During the application process, 16 apprentices were accepted into the LAP program, but only 14 completed the training. The other 2 apprentices were ultimately terminated do to missing shifts and lack of commitment to the program. Another challenge that arose during the program year was scheduling shifts at the three labs. Those serving as apprentices experienced conflicts scheduling around family commitments and health needs. This required more time for scheduling and additional training than the program's Workforce Development Coordinator had anticipated.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served	411	315	**30.48%**
Total Number of Unduplicated Clients trained as apprentices	14	15	-6.67%
Total Number of low-income clients trained by apprentices	365	300	**21.67%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percentage of apprenticeship participants completing training	93.3	80	**16.63%**
Percentage of apprenticeship participants that increased professional technology skills	93.3	73.33	**27.23%**
Percentage of low-income residents that increased their knowledge and skills after receiving training from a lab apprentice	94.2	70	**34.57%**

Knowbility, Inc.

In 2015 Knowbility Inc received $23,000 for a program that sought to upgrades to technology training for students and teachers with disabilities at Austin ISD. ATSTAR (Assistive Technology Strategies, Tools, Accommodation and Resources) is a web-based online professional development training course for educators, taught over the course of eight weeks. Implementation of ATSTAR training allows students with disabilities to have the tools they need to stay on grade level and succeed at school. The program focuses on underserve segments of the community in Austin by providing public school teachers and students with access to computers and other information technologies.

The professional development area of Knowbility's program is an innovative approach for using computer and ICT's to advance education, literacy and academic success for students and teachers with disabilities. The ATSTAR program provides teachers with the requisite information, structure, and methods to successfully serve the needs of students who may benefit from the use of assistive technology. The training allows for teachers to understand what assistive technology is, and which assistive technology devices are most likely to benefit the needs of each student. Due to this approach students are given the chance to have more confidence and success in school.

Built into the ATSTAR program was a mentor program which assigned ten mentors to assist with ATSTAR implementation at AISD schools. The organization also intends to reach out to universities across the nation to offer ATSTAR as a textbook for courses related to elementary education. In the next year, Knowbility plans on expanding its ATSTAR program outside of Austin and Central Texas to offer it globally.

SUCCESSES

During the grant year the trained teachers were able to effectively train nearly 350 AISD teachers on ATSTAR. Many of those teachers had never been given the tools to use assistive technologies in their classrooms before. In May of 2016, Austin ISD agreed to offer ATSTAR on its Learning Management System, thus allowing all students the opportunity to easily access the program at any time. These teachers were also incentivized to use the tool for professional education hours. In the coming year the program will expand to include ISD's in Del Valle, Round Rock, Cedar Park and Georgetown.

CHALLENGES

Scheduling was initially the greatest challenge for the program considering time constraints for the teachers and due to the fact that it was a voluntary commitment. Initially, AISD teachers were not allowed to use ATSTAR for professional development hours however the school district is now acknowledging them as such. Knowbility developed a webinar as one offering for training to overcome the scheduling challenges. An additional challenge was finding an effective way to measure the impact of the program. Adding mentors who are able to observe program implementation as helped overcome this challenge.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of unduplicated students with disabilities (served) benefiting from ATSTAR technology	250	220	13.64%
Total Number of AISD Classrooms benefiting from ATSTAR technology	34	22	54.55%
Total Number of unduplicated teachers trained on ATSTAR technology	66	60	10.00%

OUTCOMES

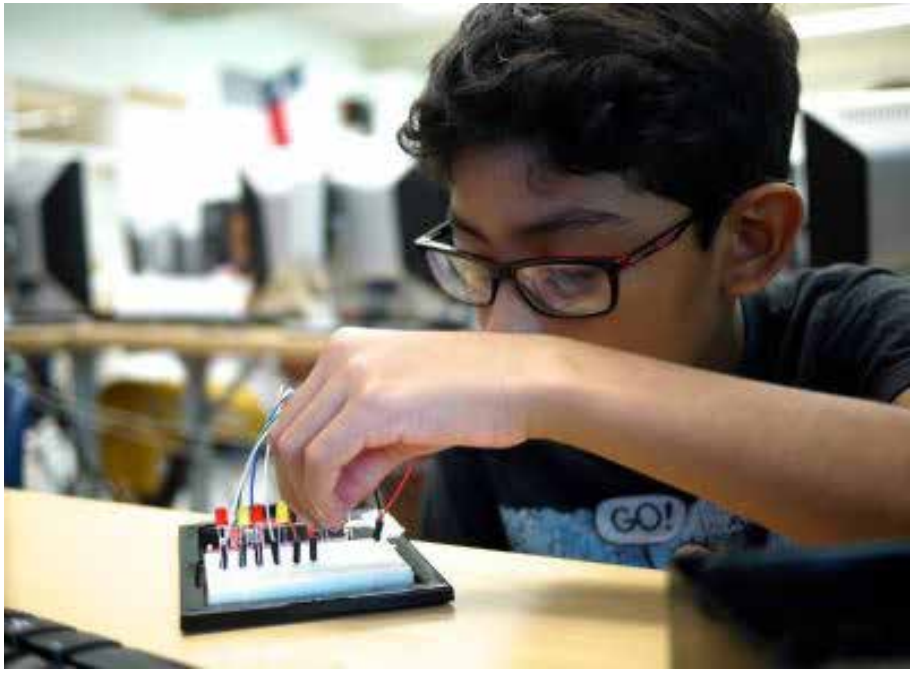
MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of teachers that increase skills in using assistive technology to support students with disabilities in the classroom	71.74	60	19.57%
Percent of parents/guardians that are engaged with ATSTAR usage in the classroom	38.11	80	-52.36%

Skillpoint Alliance

In 2015, Skillpoint Alliance was awarded $24,000 to provide multi-generational programming focusing on serving single parents that would normally be limited in their ability to attend workforce training due to childcare needs. The Empower Program funded by the Grant for Technology Opportunities, is an innovative model for delivering technology training for parents while also allowing students to take part in Science, Technology, Engineering and Math (STEM) summer camps at the same time.

The Empower Program itself has been active for the last 15 years, providing no-to-low cost computer literacy and proficiency training to low income adults. The program covers elementary use, navigating the internet, workforce training and preparation as well as advanced problem solving. In a tech city like Austin, digital literacy is crucial for job opportunities even at the most basic level for any and all jobs.

For the pilot, Skillpoint Alliance sought to narrow the focus of the Empower Program from all low income adults to single parents with unique challenges. This program focuses on improving the life outcomes of the adults themselves but also seeks to improve the outcomes of their children as well. This aligns with the goal of GTOPs to provide access to technology to those who need it the most. Unfortunately there were challenges capturing long-term outcomes of those clients who exit the program which will be discussed later in the report.



SUCCESSES

Skillpoint's Multigenerational program was piloted in July 2015 and focused on parents and their students learning STEM and digital literacy practices in the same space. The team engaged with these classes saw many successes including watching parents and students able to eat lunch together and share what they were learning as well as the ability to showcase parents and children's accomplishments simultaneously. Skillpoint Alliance served over 50 family members from the Johnston-Terrace neighborhood in East Austin and was spotlighted in a story by Time Warner News (Spectrum) in 2015.

CHALLENGES

Skillpoint Alliance had difficulty securing funding for the Multigenerational program in order to address the individuals that are subjected to the digital divide. Another challenge was finding a facility that has proper daycare accommodations considering that most of the program's participants had children under the age of 5. Digital literacy efforts are not evaluated like workforce programs, so they were not able to follow up with participants post completion.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served	133	156	-14.74%
Number of Unduplicated Adult Clients Served in the Multi-Generational Programs	13	20	-35.00%
Number of Unduplicated Youth Clients Served in the Multi-Generational Programs	30	36	-16.67%
Number of Unduplicated Clients Served in the Traditional 10 Week Empower Series and specific skill workshops	90	100	-10.00%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	82.52	80.13	**2.98%**
Percent of Seats Filled	66.17	84.64	-21.82%
Percent of Multi-Gen adults who improved their computer confidence	92.31	80	**15.39%**
Percent of Multi-Gen youth who increased their understanding of STEM concepts	70	80.56	-13.11%

Texas Folklife Resources

Texas Folklife Resources was awarded $20,500 in 2015 for an audio documentation and radio production program at Austin area schools. "Stories From Deep in the Heart" is a joint project of Texas Folklife with the Austin ISD and KUT Austin. The program provides in-depth communication technology and audio documentary training to students and teachers at AISD high school in low- income communities. Participants create broadcast-quality documentaries on local or family traditions.

Stories from Deep in the Heart addresses the GTOPs mission of creating digital opportunities and fostering digital inclusion in a number of ways. We are offering access to the primary tools needed for students, including those who are low-income or disadvantaged, to achieve success in the 21st century through a creative and innovative arts program. They were able to build student technical, social and communication capabilities and offering real-world work and college readiness. Students collaborate with one another and a variety of professionals to realize their visions. This process requires a high level of team work, creative problem solving and critical thinking.

Students went far beyond technological literacy to actually using these tools creatively to make portraits of their communities and positive relationships between schools and their surrounding neighborhoods.

SUCCESSES

Texas Folklife succeeded in producing 25 broadcast quality audio documentaries with students, teachers, and other participants of the Stories program. This was achieved using a combination of new and existing education initiatives for the program. The Podcasting Techniques initiative, which began as a professional development, has facilitated the production of high-quality cultural journalism and enabled us to expand our digital literacy program to more Austin classrooms.

The introductory presentations were also successful for recruitment into the program. The program refocused these efforts toward teachers and administrators, and continued to reach out to students during the podcasting and semester-long youth education programs. Recruitment for summer programs increased this year over the previous year. The program received 20 applications to the summer program. Introductions to the program have were successful enough that planning for a second summer program next year was initiated.

The classroom projects at O Henry Middle School, Grisham Middle School, Kealing Middle School, and Martin Middle School successfully generated even more quality content. The semester-long O Henry project led to more outreach in the community as they premiered the pieces for the public and made contact with new artists. As with the summer programs, planning more semester-long programs than previously directed was initiated.

CHALLENGES

PlaceTexas Folklife Resources had some difficulty reaching Title I schools in 2015. This was due to the enrollment in the Summer Institute. The program works with teachers based on summer participant enrollment, which means that if enrollment does not include many teachers from Title I schools, the options for classroom programs can be limited to previously existing connections. The program did work with existing relationships at Martin Middle School in 2015. Moving forward, plans to work again with new teachers/students at Martin, as well as several other local Title I schools were initiated. Because of the work in spring 2016, the program now has a much better network of Austin-based teachers to partner with.

During the long-term partnerships, the program ran into some difficulties staying on schedule with education and production of pieces. This was largely due to file sharing issues. This required some teacher education on file sharing during the school year, which is normally reserved for the Summer Institute training. It also required a rescheduling of the traditional end-of-year listening event to later in the school year. Nonetheless, with extra time and assistance from producers, the program was able to complete the original September-December residency, as well as host a public listening event.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served	987	1090	-9.45%
Number of unduplicated student participants provided technology and audio training information	260	270	-3.70%
Number of unduplicated adult participants provided technology and audio training information	122	70	74.29%
Number of family members and general public introduced to Stories from Deep in the Heart	764	750	1.87%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of student participants who will increase their broadcasting technology knowledge and skills	96.82	90	7.58%
Percent of teacher participants who will increase their broadcasting technology knowledge and skills	94.95	90	5.50%
Percent of student and teacher participants that achieve a 100% achievement rate in their broadcasting technology knowledge and skills	95.61	85	12.48%
Percent of student participants who report building a positive relationship with their school and/or surrounding neighborhood	89.3	80	11.63%

15 YEARS OF SUCCESS

2001

Any Baby Can Child & Family Resource Center
Tech Tots Early Childhood Initiative

Austin Eastside Story Foundation
Digital Workforce Academy

The Austin Project
Intergenerational Film Project

Casa Marianella
Computer Lab

Community Web, Inc.
Mobile Computer Lab

Girlstart
Girlstart Technology Program

Hispanic-Connect
Cyber-Community Collaboration Program

Sweet Home Missionary Baptist Church
Computer Lab

TexasNewMedia.org
Texas New Media Program

2002

Cine Las Americas
CineByte

Computers for Learning
Mendez Middle School

Girlstart
Saturday Camp

Greater Austin Hispanic Chamber of Commerce-
Partnerships in Technology Development

Housing Authority of the City of Austin
Star Tech Labs

Metropolitan Austin Interactive Network
MAIN Program

River City Youth Foundation
Computer Lab/Centro de Technologia

Texas New Media
Texas Mew Media Program

2003

American YouthWorks
Computer Corps

The Austin Academy
Workforce Training Program

Cine Las Americas
CineByte

Foundation Communities, Inc.
Learning Center Computer Lab

Girl Scouts - Lone Star Council
The Edge

Girlstart
Camp Girlstart Summer Camps

Katapultz, Inc.
National Technology Coordinator Corps

Knowbility, Inc.
Accessibility Internet Rally

2004

BiGAUSTIN
Micro-Tech Project

Cine Las Americas
CineByte

Computers for Learning
Mendez Middle School

Girlstart
Camp Girlstart Summer Camp

Greater Austin Hispanic Chamber of Commerce-
Partnerships in Technology Development

Knowbility, Inc.
Accessibility Internet Rally

River City Youth Foundation
Computer Lab/Centro de Technologia

2005

Austin Groups for the Elderly
Cyber Seniors Training Program

BiGAUSTIN
Micro-Tech Project

Computers for Learning
Mendez Middle School

Hispanic Technology Institute
HTIA Program

Knowbility
Accessibility Internet Rally

LifeChangers
Music Recording Camp

River City Youth Foundation
Youth Television (YTV) Dove Springs

2006

Austin Groups for the Elderly
Cyber Seniors Training Program

BiGAUSTIN
Micro-Tech Project

Girl Scouts - Lone Star Council
Groovy Games for Girls

Girlstart
Girlstart Summer Camps

River City Youth Foundation
Youth Television (YTV) Dove Springs

Youth & Family Alliance, dba LifeWorks
Computer Lab

2007

Austin Children's Museum
LEGO MINDSTORMS NXT After-School
Programs

Austin Groups for the Elderly
Cyber Seniors Training Program

Austin YMBL Sunshine Camps
Computer Center

American YouthWorks
Computer Corps

El Buen Samaritano
Computer Education Program

Girlstart
Summer Camps

Skillpoint Alliance
Computer Technology Training Centers

Veteran Tutors
After-School Program

15 YEARS OF SUCCESS

2008

American YouthWorks
Computer Corps Program

The Austin Academy
Computer/Workplace Competency Program

Austin Children's Museum
TECLab Multimedia After School Program

Austin Groups for the Elderly
Senior Tech Inclusion Program

El Buen Samaritano
Computer Education Program

GirlStart
STEM Summer Camp

Goodwill Industries of Central Texas
Technology 101 Program

Latinitas
STEM Program

Multicultural Refugee Coalition
Computer Literacy Program

2009

Austin Children's Shelter
Building Tomorrow's Program

Austin Film Society
Film Club

Austin Groups for the Elderly (AGE)
Seminars for Seniors

Austin Partners in Education
Partners in Technology

Easter Seals Central Texas
Liberation Station

El Buen Samaritano
Family Computer Literacy Program

Goodwill Industries of Central Texas
Community Center Computer Lab

Heart House of Austin
Tech Tribe AfterSchool Program

Knowbility
Accessible Internet Rally for Austin
(AIR-Austin)

2010

American YouthWorks
Computer Corps Program

The Austin Academy
Computer/Workplace Competency Program

Austin Children's Museum
TECLab Multimedia After School Program

Austin Groups for the Elderly
Senior Tech Inclusion Program

El Buen Samaritano
Computer Education Program

GirlStart
STEM Summer Camp

Goodwill Industries of Central Texas
Technology 101 Program

Latinitas
STEM Program

Multicultural Refugee Coalition
Computer Literacy Program

2011

Austin Children's Museum
TecLab

Austin Learning Academy
Distance Learning Project

Austin Speech Labs
Intensive Speech Language Therapy

Breakthrough
Technology Access for School Success Initiative

Goodwill Industries of Central Texas
Technology 101

Knowbility
AIR (Accessibility Internet Rally) Austin

Latinitas
STEM Campaign, Part Dos

Skillpoint Alliance
Mobile Computer Training Center

Austin Voices for Education and YOUTH
Webb MS Family Resource Center

2012

Austin Children's Museum
Tech Reach

Austin Film Society
AFS Film Club

Austin Free-Net
Getting It Done

Austin Speech Labs
Intensive Speech Language Therapy

GirlStart
STEM Summer Camp

Literacy Coalition of Central Texas
Learner Web Project

Skillpoint Alliance
Mobile Computer Training Center

Texas Folklife Resources
Stories from Deep in the Heart

2013

Austin Free-Net
Getting It Done

Austin Habitat for Humanity
Housing Counseling

Austin Speech Labs
Intensive Speech Language Therapy

Boys and Girls Club of Austin
HOT SPOT (Hands on Technology)

Easter Seals Central Texas
Digital Literacy for People with Disabilities

Film Society of Austin
AFS Film Club

Literacy Coalition of Central Texas
Learner Web Project

River City Youth Foundation
TechCommunidad

Skillpoint Alliance
Mobile Computer Training Center

2014

American YouthWorks
Youth Media Corps

Austin Children's Museum
Tech Reach Expansion

Boys and Girls Club of Austin
Hands on Technology (HOT) Spot

Breakthrough Austin
Connected Classroom

Easter Seals Central Texas
Next Chapter Book Club

GirlStart
Summer Camps

Housing Authority of the City of Austin
Project Reboot

Literacy Coalition of Central Texas
Learner Web Project

River City Youth Foundation
TechCommunidad Dove Springs

Skillpoint Alliance
Esquina de la Tecnología/Technology Corner

2015

ARC of the Capital Area

Austin Achieve Public Schools

Austin Children's Museum

Breakthrough

Boy Scouts of America

Capitol Area Council

HACA Scholarship Foundation

Knowbility, Inc

Skillpoint Alliance

Texas Folklife Resources

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