



Annual Report

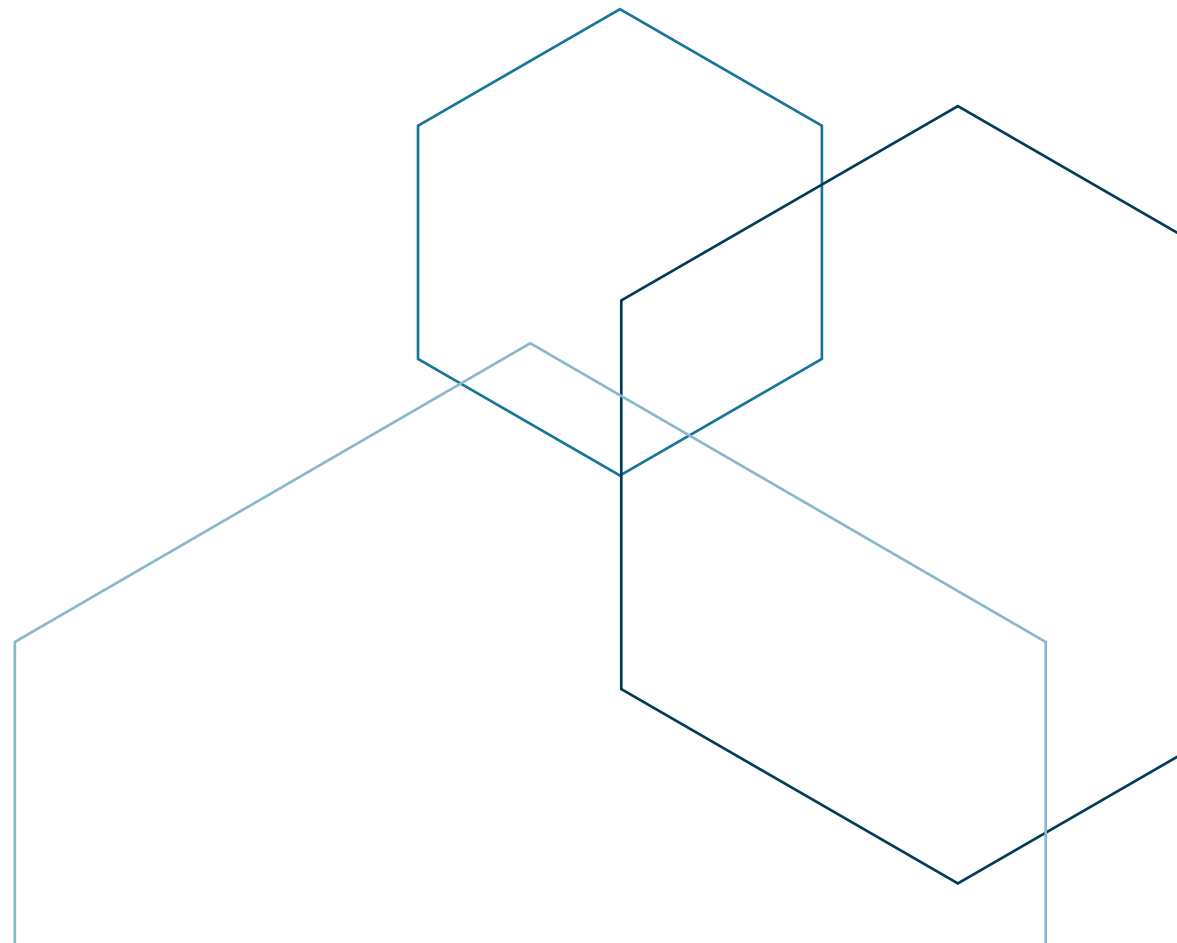
Fiscal Year 2016



OFFICE OF
TELECOMMUNICATIONS &
REGULATORY AFFAIRS

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Officer's Message



Thank you for taking time to review the FY 2016 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 2016 to fall of 2017.

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 16, awardees were able to leverage \$388,815 in matching funds made up of 1,581 volunteer hours (\$36,994 labor value @23.40 per hour), \$201,554 of in-kind donations and \$150,267 in cash contributions. In FY 2016, \$588,815 was invested through this program serving the Austin community, and the nine funded programs served over 1,857 unduplicated clients. Organizations reported that digital skills increased by 93.89% for 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 \$10,979,343.

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,

A handwritten signature in black ink that reads "Rondella M. Hawkins". The signature is written in a cursive, flowing style.

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, provides training to enhance knowledge and skills, and promotes relevancy and adoption of emerging technology. The Community Technology Initiative fulfills goals of the City's Digital Inclusion Strategic Plan, accessible at: 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

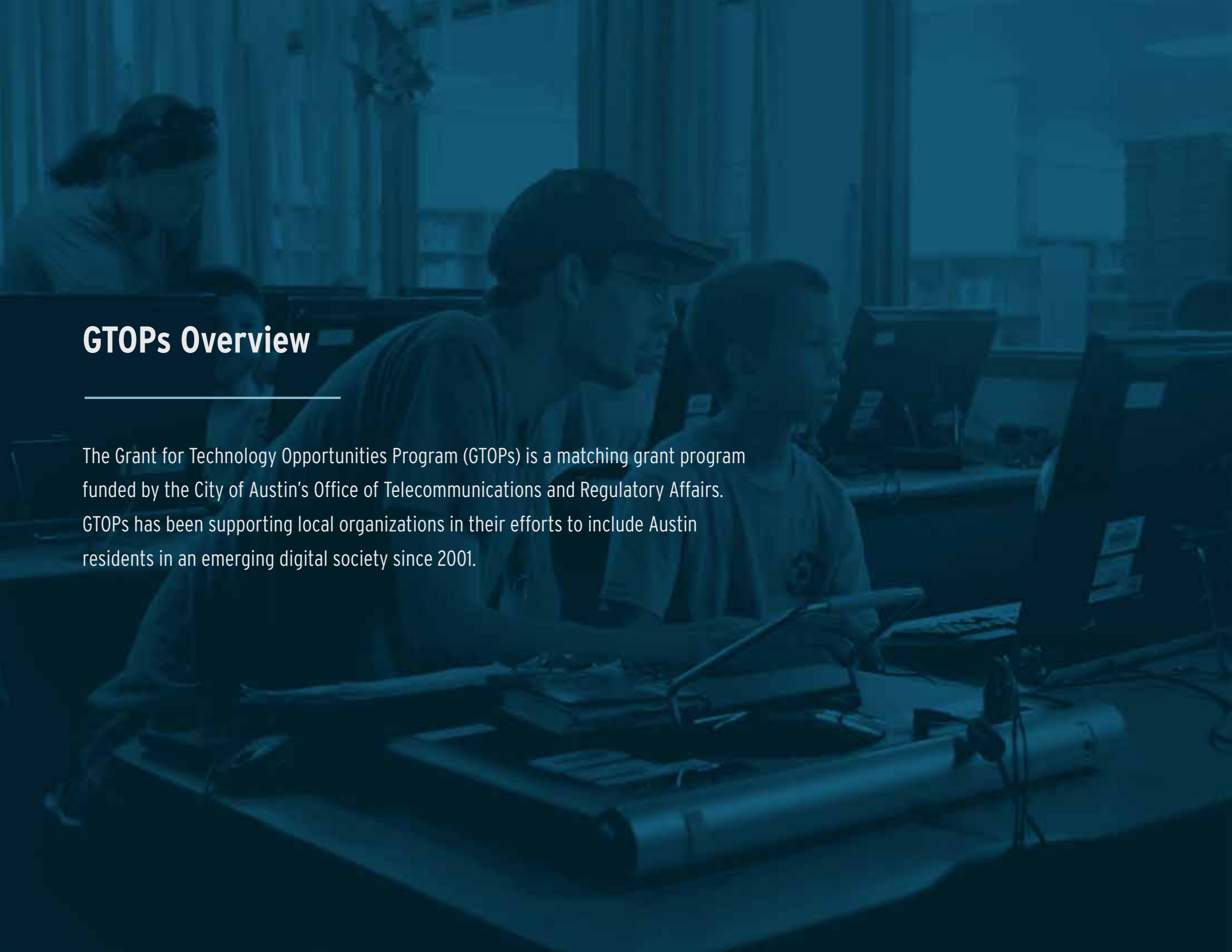
Austin Film Society (dba as AustinPublic) manages the resources, facilities, and three channels for Public Access Television. It promotes community dialogue and freedom of artistic expression, builds the capacity of producers and staff, encouraging excellence through innovation and comprehensive training.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

COMMUNITY TECHNOLOGY AND TELECOMMUNICATIONS COMMISSION

The Community Technology & 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.

2016 commissioner members:

- **Virgilia Singh**
- **Pinaki Ghosh**
- **Narissa Johnson**
- **Malcolm Yeatts**
- **Dave Floyd**
- **Lemuel Williams**
- **Mateo Clarke**
- **Tanner Vaughan**
- **Angela Newell**
- **Sumit DasGupta**



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.

2016 GRANT SELECTION PROCESS

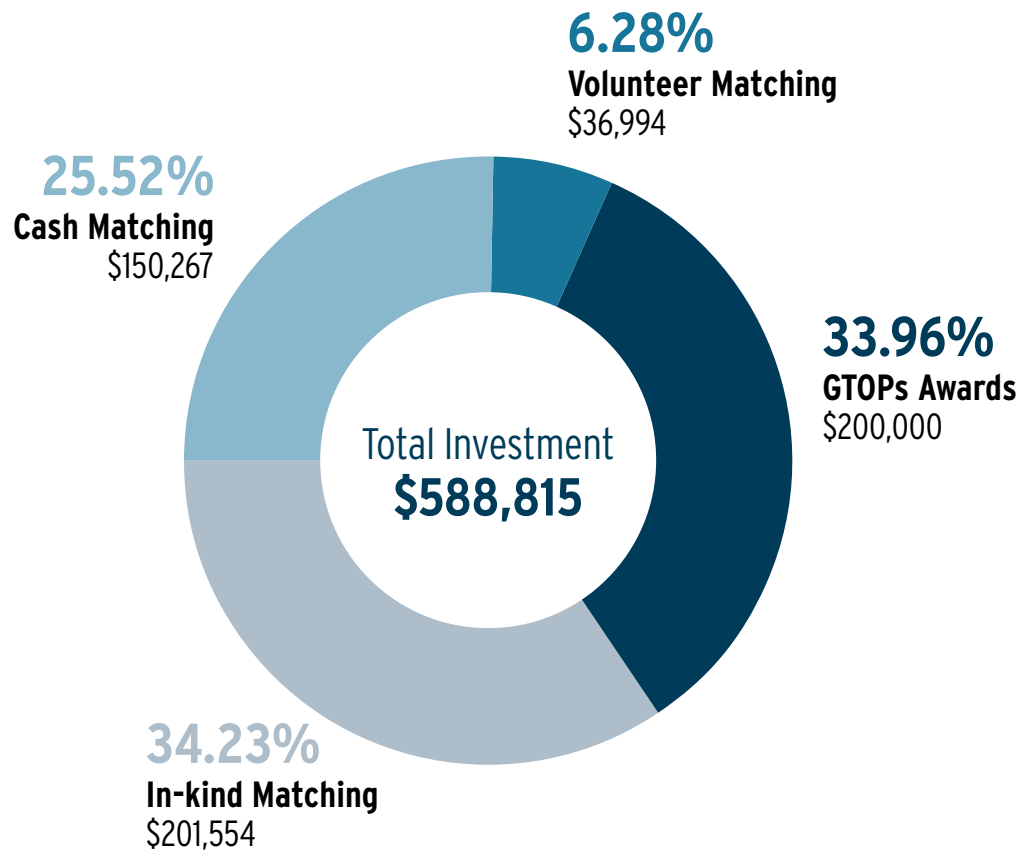
GTOPs has one application cycle per year and offers individual grants of \$10,000 to \$25,000. Applications for the 2016 grant were accepted from September 14, 2016 through December 6, 2016. The Community Technology & Telecommunications Commission appointed a volunteer Grant Review Committee comprised of six (6) qualified community representatives. The City received a total of thirty-one (31) applications for GTOPs 2016. The Committee eliminated eleven (11) applications in the first round of scoring. The review board scored the remaining twenty (20) applicants based on the selection criteria outlined by the Commission including: the ability of the project to reduce disparities and increase technology access and/or literacy, program feasibility, community involvement, community benefit, and a clear plan for success. The applicants were given the opportunity to give a short oral presentation to the review committee, followed by a question and answer session. After the final scores were tallied and discussed, the Committee voted on their final recommendations for full and partial awards.

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 2016



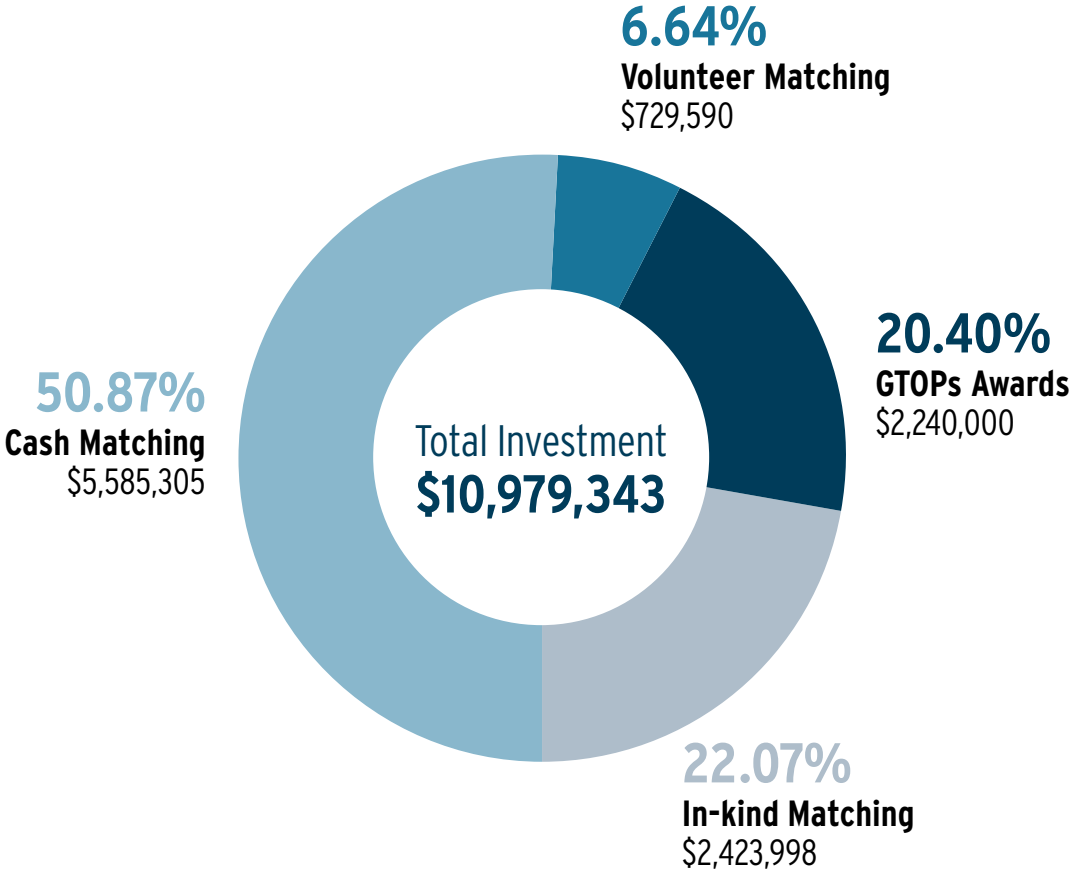
1,857 Unduplicated
AUSTINITES SERVED

1,581 **VOLUNTEER HOURS**
contributed to support Austin's economy

93.89% of Surveyed Clients reported
DIGITAL SKILLS INCREASED
through GTOPs organizations in FY 2016

GTOPs Funding

2001-2016



36,214 Unduplicated
AUSTINITES SERVED

41,654 **VOLUNTEER HOURS**
contributed to support programming

Demographics of Clients Served (This is an aggregate of quarterly zip code and demographics reporting)

AGE OF CLIENTS SERVED												
AGE	Under 5	5 to 11	12 to 14	15 to 17	18 to 24	25 to 39	40 to 54	55 to 64	65 To 74	75 And Older	Not Specified	TOTAL
TOTAL	21	663	441	32	85	198	207	152	364	12	124	2299
% TOTAL	0.91%	28.84%	19.18%	1.39%	3.70%	8.61%	9.00%	6.61%	15.83%	0.52%	5.39%	100%

AGE OF CLIENTS SERVED (OMITTING NOT SPECIFIED)											
AGE	Under 5	5 to 11	12 to 14	15 to 17	18 to 24	25 to 39	40 to 54	55 to 64	65 To 74	75 And Older	TOTAL
TOTAL	21	663	441	32	85	198	207	152	364	12	2299
% TOTAL	0.97%	30.48%	20.28%	1.47%	3.91%	9.10%	9.52%	6.99%	16.74%	0.55%	100%

ETHNICITY OF CLIENTS SERVED				
	Hispanic or Latino	Not Hispanic or Latino	Not Specified	TOTAL
TOTAL	618	853	859	2299
% TOTAL	26.52%	36.61%	36.87%	100%

ETHNICITY OF CLIENTS SERVED (OMITTING NOT SPECIFIED)			
	Hispanic or Latino	Not Hispanic or Latino	TOTAL
TOTAL	618	853	1471
% TOTAL	42.0%	58.0%	1.47%

Demographics of Clients Served (This is an aggregate of quarterly zip code and demographics reporting)

GENDER OF CLIENTS SERVED						
	Female	Male	Transgender - Male to Female	Transgender - Female to Male	Not Specified	TOTAL
TOTAL	931	827	0	0	541	2299
% TOTAL	40.50%	35.97%	0%	0%	23.53%	100%

GENDER OF CLIENTS SERVED (OMITTING NOT SPECIFIED)					
	Female	Male	Transgender - Male to Female	Transgender - Female to Male	TOTAL
TOTAL	931	827	0	0	1758
% TOTAL	52.96%	47.04%	0%	0%	100%

INCOME OF CLIENTS SERVED							
	Less than 50% FPIL	50% to 100% FPIL	101% to 150% FPIL	151% to 200% FPIL	More than 200% FPIL	Not Specified	TOTAL
TOTAL	641	449	33	176	10	990	2299
% TOTAL	27.88%	19.53%	1.44%	7.66%	0.43%	43.06%	100%

INCOME OF CLIENTS SERVED (OMITTING NOT SPECIFIED)						
	Less than 50% FPIL	50% to 100% FPIL	101% to 150% FPIL	151% to 200% FPIL	More than 200% FPIL	TOTAL
TOTAL	641	449	33	176	10	1309
% TOTAL	48.97%	34.30%	2.52%	13.45%	0.76%	100%

Demographics of Clients Served (This is an aggregate of quarterly zip code and demographics reporting)

RACE OF CLIENTS SERVED									
	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	Some Other Race	Two or More Races	White	Balance -Not Specified	TOTAL
TOTAL	2	21	204	541	477	3	333	1259	2299
% TOTAL	0.09%	0.91%	8.87%	0%	20.75%	0.13%	14.48%	54.76%	100%

RACE OF CLIENTS SERVED (OMITTING NOT SPECIFIED)								
	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	Some Other Race	Two or More Races	White	TOTAL
TOTAL	2	21	204	541	477	3	333	2299
% TOTAL	0.19%	2.02%	19.62%	0%	45.87%	0.29%	32.02%	100%

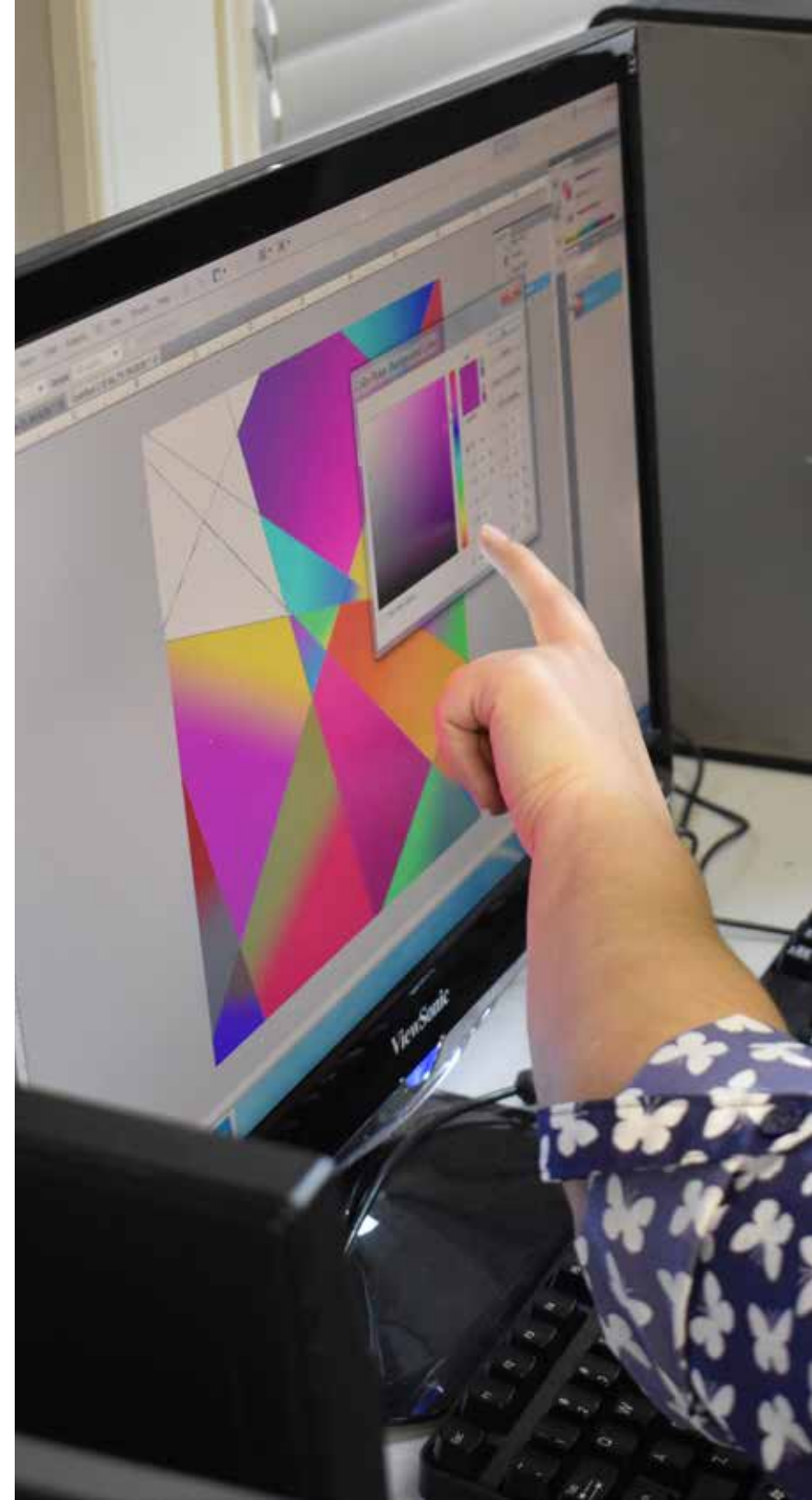
ARC of the Capital Area

In 2016 The Arc of the Capital Area received \$23,500 in GTOPs funding for its Digital Media Arts Education Lab. Students (ages 14+) with Intellectual and Developmental Disabilities received student-centered technology training in both an intensive lab setting and through a professional artist program, enabling them to master digital and pre-employment skills. Class topics focused on the development of creative visual products, such as animation and digital photography. Through this framework, students learned both basic technology literacy and digital art skills using industry-standard software (e.g. Adobe Photoshop).

Classes were structured according to Universal Design for Learning (UDL) guidelines, which ensures all students are provided multiple means of engagement, representation, and expression. In order to engage as many students as possible and at a variety of levels, the Digital Media Arts Program consisted of four components: Digital Media Arts Intensive Classes, Digital Education integrated into fine arts class instruction, regular unstructured open access to the computer lab, and collaborative development of commission projects in the Digital Media Art Studio.

This program has led to student growth in soft-skill areas including time management, level of engagement, and creative problem solving. DMA students showed a need for increased lab time to learn and relearn the software they were not able to access at home, however, staff saw an increase in students purchasing their own Ipad or mobile technology after learning how to use it through their experience in the program.

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.





SUCCESSSES

Through the second year of the Digital Media Arts Program contract with GTOP's, 206 students with intellectual and/or Developmental Disabilities were served and trained a cohort of 17 students in Digital Media Arts skills. The student's experience as digital artists and while working as a team allowed ARC's studio to produce contracted work for organizations such as The Coleman Institute and Texas Advocates. Students receiving DMA training wrote and produced their own 18 minute short films and were responsible for all aspects of pre and post production including acting in their own films and meeting deadlines throughout the process. Collected data concluded that 85% of students receiving digital training saw gains in both their Level of Engagement and Time Management.

CHALLENGES

Two of the biggest challenges faced by students were retention and consistency of the previous years' technical skills that were taught through class projects. Finding personalized ways to represent material and re-engage students were also difficult. Project areas that suffered included self-directedness, levels of engagement, and interest which varied from project to project. To address these challenges, additional projects were added to the curriculum to provide repetition of key concepts. These challenges were expected due to the diverse learning styles and abilities within ARC's target population, and the fact that this was year two of training. Additional challenges to the program included computer lab space and time for 1:1 instruction between instructor and student. To combat these problems they incorporated more mobile computing (iPads and laptops) and actively recruited volunteers with technical skills in the Adobe Creative suite to assist instructors in the lab with students.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	59	60	-1.67%
Total number of individuals with intellectual and developmental disabilities (I/DD) receiving digital media arts training	59	60	-1.67%
Total number of public access computer lab hours made available to I/DD clients	1696	1600	6%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percentage of I/DD clients that receive at least 16 hours of digital media arts training over the training period	42.48%	80%	-46.90%
Percentage of I/DD clients that demonstrate at least a 51% increase in their technology skills	62.03%	80%	-22.47%
Percentage of goal reached in providing Central Texans with I/DD access to a dedicated computer lab	170%	100%	70%

Austin Children's Museum (Thinkery)

Thinkery was awarded \$22,000 in 2016 for its continuing EdExchange Program. The main goal of the EdExchange program is to empower educators with confidence and skills to integrate technology into their classroom lessons and to give students an opportunity to explore technology by creating projects. 20, 2nd - 6th grade educators collaborated with Thinkery staff and subject matter experts for 5 hands-on, professional development workshops. Following these workshops were 6 to 8 weeks of on-site collaboration with Thinkery staff to support and implement technology based activities to 300+ low-income, culturally diverse students. These experiences and activities strengthened students' knowledge of tech skills by learning coding, digital fabrication, 3D printing, circuitry, robotics and more to advance their academic and professional futures.

Additionally, EdExchange highlighted affordable and accessible tools and technologies during training and pointed educators to resources available to them through district offices. Many of the teachers trained this year were surprised to learn that they could check out a classroom set of Ozobots (small programmable robots). Once they were introduced to the technology by Thinkery, several teachers borrowed a set from the district and used them in their classes without Thinkery assistance. The biggest indicator of program impact was seeing teachers using technology available to them and seeking out additional resources to engage their students.





SUCCESSSES

Expected outcomes were met and a few were exceeded due to new projects that were implemented alongside Austin ISD educators. There were three campuses that especially stood out. At Overton Elementary, third graders were challenged to create a landform explorer that accomplished a specific task, such as checking a mountain for damage after an avalanche. Students used recycled materials to build their explorer, then filmed their explorer at work using HUE Cameras, animation software, and laptops. In central east Austin, second grade students at Metz Elementary used the design process to harness empathy as a tool to create math games that helped other students practice place values up to 1,200. Students first defined the problem that not all second-graders can successfully use place values. They then gathered information about math games through play and reflection, brainstormed their own games, and then created physical prototypes. Finally, second grade students at Travis Heights Elementary created stop motion animation videos featuring the process of metamorphosis. What made this project unique was the combination of natural and human made props with cameras and laptops. Students were tasked with collecting items from outdoors to use for their film. Additionally, all three of these teachers had English Language Learner students, so some projects in each class were designed and filmed in Spanish.



CHALLENGES

EdExchange continued to experience challenges with shifting class sizes and timing in the classrooms. The minimum time requirement of 60 minutes (90 minutes top) was challenging for educators, depending on their daily structure or campus role. Some of the strategies that librarians used included partnering with a specific class to work with each week, bringing in groups from multiple grade levels, or starting an after-school program. Similarly, for classroom teachers, navigating school day schedules to determine what time worked best for a weekly Thinkery visit was tough. As Thinkery continues to have more school-based experiences with educators, incoming teachers are increasingly able to look to past program participants as models for how to structure successful site visits.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients Served	318	312	1.92%
Total number of educators served in EdExchange	15	12	25%
The Total Number of Professional Development Hours delivered to educators	207	180	15%
Total number of youth served in EdExchange	303	300	1%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	83.83%	90.00%	-6.86%
Percentage of educators who increase their confidence to use technology with their students	100%	86.00%	16.28%
Percentage of students who increase their awareness and knowledge of technology and related skills (e.g., 3D modeling and printing, circuitry and electronics, coding animation and robotics)	83.17%	75.00%	10.89%
Percentage of participating students using 21st century skills like communication, creative problem solving, and critical thinking in technology integrated learning	85.81%	75.00%	14.41%

Austin Free-Net

In 2016, Austin Free-Net received \$24,500 For their Getting It Done program which provided critically needed adult basic education (ABE) support and digital literacy training for the homeless and transient population at Front Step's Austin Resource Center for the Homeless (ARCH). Literacy agenda topics included applying for benefits, computer basics, employment, connecting with friends and family, adult education, and internet access.

AFN utilized a learner centered approach to teaching digital literacy which allowed them to ensure a personalized training responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs. Training staff who implemented the program came from educational backgrounds in language, curriculum development and social services, each bringing different skills and strengths to the program. Specific accommodations were made for individuals who were hearing impaired, with low literacy levels, and/or spanish speaking enabling AFN to reach a wider audience.





SUCCESSSES

AFN was able to serve 221 individuals at the ARCH, making up 47% of total population staying in shelters.

In an effort to attract new students in a fun, educational setting Austin Free-Net hosted a screening of the 2010 documentary, *Catfish*. It involves a young man, Nev, being filmed by his brother and friend, co-directors Ariel and Henry, as he builds a romantic relationship with a young woman on the social networking website, Facebook. The event sought to shed light on the phenomenon and start a discussion about precautions that can be made when using social media. By the end of the program, Facebook was the fourth most popular learning module.

In an additional effort to educate clients on online resources, AFN assisted clients in navigating the Housing Authority of the City of Austin's (HACA's) online pre-application for their Public Housing and Project-Based Rental Assistance programs. The assistance was greatly appreciated by Front Steps staff and collocated agencies at the ARCH as no one anticipated the man power it would take to ensure the homeless community were educated on the process, as well as able to successfully navigate the application and their status. Other successful efforts included identifying eligible clients to apply for Operation Blue Santa and helping an ARCH client find employment with the Downtown Austin Alliance.

CHALLENGES

Student Retention was AFN's main challenge. Conducting needs assessments, targeting their promotional materials to the market segments, and planning their 'Getting it Done' program were just the preliminary steps to developing their adult basic education program. Making sure students remained in the program until they reached their goal(s) is what determined the effectiveness and success of their efforts. AFN realized that a Student Retention Team (SRT) should have been written into the grant, and a commitment to collaborating for success should have been formalized between all the collocated agencies at the ARCH.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated Digital Literacy students	191	175	9.14%
Total number of Adult Basic Education students	43	25	72%
Total Number of Digital Literacy Class Hours	258.5	150	72.33%
Total Number of Adult Basic Education Class Hours	157	150	4.67%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	83%	85.71%	-3.16%
Percentage of participants in the Digital Literacy program who obtained employment related training	48%	60%	-20%
Percentage of participants in Adult Basic Education who demonstrated improved TABE scores	2.33%	80%	-97.09%
Percentage of participants in the Digital Literacy program who demonstrate, understand, and create skills	57%	80%	-28.75%

Boy Scouts of America – Capitol Area Council

\$25,000 was awarded to the Boy Scouts of America Capitol Area Council in 2016 for their recurring Science, Technology, Engineering, Art and Math (STEAM) Scout Camp. The camp is a collaboration with the Capitol Area Council, Boy Scouts of America, the Girl Scouts of Central Texas, and Anderson High School. The program provided students the opportunity to learn about STEAM fields using digital technologies. As access to technology in the Austin area expands, the Boy Scouts Program sought to ensure that students from low income schools were given an equal chance to use these programs and devices.

Funding from GTOPs primarily went towards scholarships for low income youth coming to the camp as part of their year round STEM Scouts program and have been able to offer scholarships to all families that requested one for the last three years. These scholarships were available for at least 30% of the participants, and covered \$250 of the \$325 total cost. 45% of the youth participating in the camp were not from the BSA program, an increase from the first two years, which showed success in advertising outside of their key demographic, BSA members. Additionally, 25-30% of the camp population were female.





SUCCESSSES

This year, nearly twice the number of low income or underrepresented youth attended the camp. 8 of those specific campers were or had been previously homeless and, with the grant funding, were provided a camp opportunity they wouldn't have had otherwise. All the camp participants who received grant funding came to the camp for most or for all of the days of the camp, allowing for maximum learning opportunities. Being able to scholarship such a large number of students allowed for a high level of diversity in the camp. Teachers were prepared for this and worked to increase inclusion and cooperation lessons and projects.

CHALLENGES

Discount codes provided a way for the scholarship awarded youth to register and a very simple code system was used. Some parents figured out the code system and registered for all five weeks. For many youth, two weeks at camp covered most of the material and maxed out the benefit of coming to more than one week of camp, five weeks was too much. Additionally, the bus service provided by Austin ISD was varied in times and ability to help. There was one week the buses could only pick up youth after 11am and drop-off before 2pm, meaning they would only be at the camp for 3 hours at the most. During three of the 5 weeks of camp, the camp director and staff advisor provided the bus service out of their personal vehicles.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Clients Served	82	48	70.83%
Total number of individuals who received training	82	48	70.83%
Total number of training hours made available in public access computer lab	220	100	120%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	99.23%	80%	24.04%
Percentage of clients that completed at least 50% of lesson requirements to increase their technology skills	110.60%	83.33%	32.72%
Percentage of clients that showed an increased and continued high level of interest in STEM and technology education	95.12%	83.33%	14.14%
Percentage of clients that showed a positive approval rating to the STEAM and Technology based camp (average of total completed surveys demonstrating either "Yes, A Lot" or "Yes" when asked, "Do you enjoy Techlab?").	93.83%	95.83%	-2.09%

Easter Seals - Central Texas, Inc.

Easter Seals Central Texas (ESCT) was awarded \$23,000 in 2016 for their TBRA Digital Inclusion Program. ESCT partnered with Austin Free-Net to provide computers, internet access, and computer training to economically disadvantaged and low income people with disabilities. These services were provided as part of the self sufficiency package received by each household enrolled in ESCT's Tenant Based Rental Assistance Program (TBRA).

Due to the accessibility challenges many of the clients face, the partnering organization Austin Free-Net, worked with Easter Seals clients at home to better understand their technology needs. That feedback was then used to structure the computer class curriculum to better serve clients. A large percentage of program participants expressed using the computer for communicating with friends, family, and other members of the community. Computer classes became a venue for not only technical training, but also relationship building and a means for avoiding isolation.





SUCCESSSES

Easter seals was able to meet all goals, and even exceeded them on three of the four project outcomes, meaning they were able to connect more individuals with disabilities and their families with digital access than what was originally proposed. Relationships formed between clients when they met each other at computer class, which highlighted just how important it is for people with disabilities to avoid isolation. Easter Seals received positive feedback from many clients. For example, a deaf client who had not previously been able to afford the technology to communicate effectively with the community is now able to reach out to friends, family and online communities and chat via video in her preferred mode of communication (American Sign Language).

CHALLENGES

A major challenge for the project team was finding convenient, accessible locations and times for the in-person computer classes. Each client had a different schedule, lived in a different part of the city, and may or may not have had reliable access to transportation. In addition, because many clients dealt with significant disabilities or health conditions, not everyone was healthy enough to complete the in-person classes offered through Austin Free Net and take full advantage of the digital access provided to them. Finally, the team experienced some initial difficulty in engaging clients to take full advantage of the classes, but an in-home survey by partner organization, Austin Free Net, helped identify client needs and barriers to help assist with engagement.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total Number of Unduplicated Digital Literacy Students	48	40	20.00%
Total Number of Digital Literacy Class Hours	110	72	52.78%
Total Number of Households Served	29	18	61.11%
Total Number of Cohorts	4	4	0%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	95.83%	64.29%	49.07%
Percentage of participants in the Digital Literacy Program who demonstrate "understand" and "create" skills	89.58%	64.29%	39.35%
Percentage of participants in the Digital Literacy Program who are referred to local services	81.25%	82.14%	-1.09%
Percentage of participants in the Digital Literacy Program who obtain social or life skills related training	66.67%	75%	-11.11%

HACA Scholarship Foundation

The Housing Authority of the City of Austin Scholarship Foundation was awarded \$24,000 in 2016 for its Lab Apprenticeship Program. The program implemented a train-the-trainer model that provided 17 public housing residents with training in computer lab management and facilitation. Program participants applied these skills by assisting public housing residents utilizing community-based computer labs located on HACA properties including Booker T. Washington.

The Lab Apprentice Program (LAP) helped combat the digital divide and social isolation experienced by HACA residents. It addressed social isolation by providing a common space (computer lab) where individuals of all ages and technology skill levels could ask questions, engage with others, and learn new skills in a safe and supportive environment. For individual apprentices, several shared that participation in the program resulted in increased confidence, self-awareness, and community engagement. For example, several Lab Apprentices pursued elected leadership positions on their property's Resident Council Board. Another impact of LAP is that residents had access to continuous learning of new skills that kept skills relevant and improved their quality of life. GTOPs offered a very important learning opportunity for HACA residents' who might have been reluctant to participate in more formal training off-site and/or had limited opportunities for such training.





SUCCESSSES

As desired, all apprentices indicated they learned and/or increased their knowledge in the use of different computer software applications (Microsoft Office, Google Suite) needed for today's digital workforce. Apprentices also expressed increased self-confidence in their newly acquired knowledge to support their fellow HACA residents' digital learning; as well as "feeling good" about helping others. One apprentice expressed how good she felt helping a 75 year old lady learn how to use the internet, establish an email address, and how to attach pictures to an email. Another apprentice stated how good she felt helping a client learn how to attach her collection of poems as an email attachment for a contest, resulting in a timely submission and a gold medal. And a third apprentice received training on how to create a budget, inventory, and marketing materials which were extremely helpful as he prepared to open a beauty salon. To successfully launch and sustain a growing business a person needs an ever-increasing range of tech skills to help them sell, market, communicate, analyze, share, plan, and organize online.

CHALLENGES

HACA faced some unique challenges when working with adult learners as they acquire their knowledge very differently and not all can successfully acquire technology skills in the same way or at the same speed. Lab Apprentices not only needed to be patient, they also needed to have an understanding of the principles of adult learning styles. Apprentices had to receive training on how to train others within a lab setting comprised of clients at different levels of technology competency. Lab Apprentices' attendance and participation also caused some challenges. In the future, all apprentices will sign a contract which clearly outlines professional development /training expectations. In addition, each apprentice working with AP staff and partners will create an individualized career pathway plan. The skills identified within these career plans will help guide trainings to increase technology skills and seek alignment with apprentices' career goals.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	418	417	0.24%
Total number of unduplicated clients trained as apprentices	19	17	11.76%
Total number of low-income clients trained by apprentices	412	400	3%
Total number of devices awarded to clients	15	25	-72%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percentage of apprentices completing the 24-hour initial training	100%	88.24%	13.33%
Percentage of apprentices increasing their technology skills after 24 hour-workshop	100%	64.71%	54.54%
Percent of residents who increased their knowledge and skills after receiving training from an apprentice	98.09%	70%	40.12%

Knowbility Inc.

In 2016, Knowbility was awarded \$24,450 for its ATSTAR (Assistive Technology: Strategies, Tools, Accommodations & Resources) program, an online professional development training course for educators. Its purpose is to improve educational and social outcomes for students with disabilities. ATSTAR uses a student-centered professional development model, created to improve educational, social, and vocational outcomes for students with disabilities. ATSTAR teaches multi-disciplinary school-based teams to make evidence-based decisions about assistive technologies solutions for their students.

Teachers that incorporated ATSTAR into their classroom technology programs indicated increased understanding and confidence in how to use assistive technology and demonstrated improved learning outcomes for their students with disabilities.

Assistive technology is an important and critical tool to level the playing field for students with disabilities. ATSTAR increases inclusivity of these technologies, helping to support maximum success and involvement for all students.





SUCCESSSES

During the grant year, Knowbility's goal number of unduplicated teachers trained on ATSTAR was 80. They exceeded their goal and trained a total of 174 teachers. Their goal for the number of classrooms to benefit from ATSTAR technology was 42, which they also exceeded having a total of 45 classrooms benefiting from ATSTAR technology during the grant year.

CHALLENGES

Knowbility set a goal of 420 for their total number of unduplicated students benefiting from ATSTAR Technology. They faced the challenge of falling 4 shy of the goal by reaching 416 unduplicated students benefiting from ATSTAR Technology.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated students benefiting from ATSTAR Technology	416	420	-0.95%
Total number of AISD Classrooms benefiting from ATSTAR Technology	45	42	7.14%
Total number of unduplicated teachers trained on ATSTAR	174	80	117.50%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	100%	76.19%	31.25%
Percent of parents/guardians that are engaged with ATSTAR usage in the classroom	100%	80%	25%
Percent of students with disabilities whose measured aspirations changed as a result of ATSTAR technology	23.44%	76.19%	-69.23%
Percent of teachers that increase skills in using assistive technology to support students with disabilities in the classroom	32.91%	75%	-56.12%

Meals on Wheels & More, Inc.

\$15,050 was awarded to Meals on Wheel & More Inc. (MOWAM) for their pilot program, Connecting Seniors with Technology in 2016. This program allowed for homebound elderly adults to feel more connected to the outside world through the internet. A number of MOWAM clients already had access to a computer, often given to them by younger family members, but lacked the knowledge of how to use it. Eligible and interested clients were provided tablets, internet sign up, tech support, and basic technological skill training. Extended one-on-one sessions with the volunteer trainers and learning how to video conference with long distance family alleviated feelings of isolation and improved quality of life through technology use.

The value of this program is evident as the aging population in Central Texas continues to increase. Newer generations have begun aging into MOWAM's target demographic, many of which have had exposure to technology in the workplace but cannot afford computer or internet services.





SUCCESSSES

Meals on Wheels Central Texas successfully met their client goal outlined in their initial proposal, and saw an improvement in their clients' quality of life. The extended social interaction with volunteers that took place during the training sessions contributed to this improvement in quality of life and helped negate feelings of loneliness and social isolation. Technology for Seniors had moved out of the pilot phase of program implementation and Meals on Wheels is currently reevaluating program goals and directions while preparing to move forward to the next step. Moving from the pilot phase allowed for further integration with Client Services to ensure that their clients' needs were being met.

CHALLENGES

The most challenging aspect of the program was finding a sufficient number of eligible clients. Few of the many referrals received are able to meet the restrictive requirements to qualify for low cost internet. Additionally, the program's time-intensive enrollment period, which can take up to six weeks if a client does not already have a SNAP enrollment letter, can be deterring for many clients. The combination of these two challenges has hindered the program's ability to expand. Additionally, this program's target population can prove challenging at times, as chronic illnesses and extended hospital stays can disrupt the continuity of learning.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated active clients served	25	14	78.57%
Total number of clients signed up on interest list (or signed up for Google Fiber's Enrollment List)	61	50	22.00%
Total number of unduplicated volunteers recruited to serve active clients	10	10	0.00%
Total Number of case manager & MOWAM staff interactions with clients (Goal: 2 interactions per client per month, including online means of communication)	686	600	14.33%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	64%	68%	-5.88%
Percent of participants in digital inclusion program that report at least 10 hours on their online device per month by the end of the pilot program	60%	68%	-11.76%
Percent of participants who report that their quality of life has improved because of participation in this project offered by MOWAM	64%	68%	-5.88%

Texas Folklife Resources

Texas Folklife Resources was awarded \$22,500 in 2016 for its continuing audio documentation and radio production program at Austin area schools. "Stories From Deep in the Heart" is a joint project of Texas Folklife with Austin ISD and KUT 90.5FM 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 and family traditions.

Stories from Deep in the Heart addressed the GTOPs mission of creating digital opportunities and fostering digital inclusion in a number of ways. The program offered 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. The Stories program is not just a podcasting education program. It imparts skills in file-sharing, project organization, communication, creative problem solving, critical thinking, and teamwork that the students will use for the rest of their lives. Students went far beyond technological literacy to actually use these tools creatively to make portraits of their communities and positive relationships between schools and their surrounding neighborhoods.





SUCCESSSES

Texas Folklife succeeded in formalizing their offerings throughout the Austin area. In previous years, they had found themselves reinventing the wheel with school partnerships. This year, they were able to finalize plans for a two-week course and one-day course, which meant they could spend less time planning classes and more time in the classroom. They worked with more students than ever before on a great variety of podcast and radio projects. They also renewed their commitment to working with students from underserved populations by focusing on Title I schools. Students at Fulmore Middle School, most of whom were refugees and/or immigrants, produced podcasts about their lives and families that were some of the most compelling stories to date.

CHALLENGES

Texas Folklife found themselves adapting to several challenging environments that brought new issues to the forefront. Their program at Fulmore Middle School took place in an ESOL class, where many languages were represented and a translator wasn't always available. Some stories were produced in the students' native languages, including Spanish, Kinyarwanda and Arabic, and were later translated. This took additional work with the recording technology since the instruction could not always be provided in students' languages. More of the teaching was done by rote and extra recording practice was needed. However, this was still an effective way to provide instruction to students. Martin Middle School also provided unexpected challenges. They faced a shortage of teaching assistants which led to difficulties providing hands-on recorder instruction. Fortunately, they had additional time to work with these students and were able to record a story with each group.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated students served	300	250	20%
Number of unduplicated teachers provided technology and audio training information	59	50	18%
Total number of family members, artists, community members, teachers, administrators, students, and the general public introduced to "Stories from Deep in the Heart"	631	700	-9.86%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	96.41%	89.85%	7.30%
Percent of students who produce an audio documentary during the Stories program	89.58%	80.00%	11.97%
Percent of community members who produce an audio documentary during the Stories program	73.08%	80.00%	-8.65%

16 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

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

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

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

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 Tecnologia

Texas New Media
Texas New Media Program

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 Tecnologia

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

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

16 YEARS OF SUCCESS

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)

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

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
TechComunidad

Skillpoint Alliance
Mobile Computer Training Center

2015

ARC of the Capital Area
ARC of the Arts

Austin Achieve Public Schools
Digital Inclusion

Austin Children's Museum
Digital Inclusion

Boy Scouts of America-
Capitol Area Council
STEM Camp

Breakthrough
Connected Classroom

HACA Scholarship Foundation
Lab Apprenticeship Program (LAP)

Knowbility, Inc
ATSTAR

Skillpoint Alliance
Empower

Texas Folklife Resources
Stories from Deep in the Heart

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

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

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
TechComunidad Dove Springs

Skillpoint Alliance
Esquina de la Tecnología/Technology
Corner

2016

ARC of the Capital Area
Digital Media Arts Education Lab

Austin Children's Museum
EdExchange

Austin Free-Net
Getting it Done

Boy Scouts of America -
Capitol Area Council
Austin STEAM Scout Camp

Easter Seals Central Texas
Digital Inclusion

HACA Scholarship Foundation
Lab Apprenticeship Program (LAP)

Knowbility, Inc.,
Digital Inclusion ATSTAR

Meals on Wheels & More, Inc.
Technology for Seniors

Texas Folklife Resources
Stories from Deep in the Heart

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