Amendment No. 2
of
Contract No. MA 7300 NN180000009
for
Community Technology Access Lab Mgmt Services
between
Austin Free-Net
and the
City of Austin

1.0 The City hereby amends the contract as follows:

1.1 The total Contract amount is increased by $36,000. The total Contract authorization is recapped below

Term	Action Amount	Total Contract Amount
Initial Term: 07/20/2018-07/19/2021	n/a	$594,000.00
Amendment No. 1: Add Exhibits A.1, A.2, E.1, and H.1 Replace Exhibits B, E, F.	$0.00	$594,000.00
Amendment No. 2: Administrative Increase	$36,000.00	$630,000.00

4.0 MBE/WBE goals were not established for this contract.

5.0 By signing this Amendment the Contractor certifies that the Contractor and its principals are not currently suspended or debarred from doing business with the Federal Government, as indicated by the General Services Administration (GSA) List of Parties Excluded from Federal Procurement and Non-Procurement Programs, the State of Texas, or the City of Austin.

6.0 All other terms and conditions remain the same.

BY THE SIGNATURES affixed below, this Amendment is hereby incorporated into and made a part of the above-referenced contract.

Signature & Date: 8/12/2019
Juanita Budd, Executive Director
Austin Free-Net
6633 Hwy. 290, Suite 100
Austin, TX 78723

Signature & Date: 08/12/19
John Hilbun, Contract Mgmt Specialist IV
City of Austin
Purchasing Office

Amendment No. 1
to
Contract No. MA 7300 NN180000009
for
Community Technology Access Lab Mgmt Srvs
between
Austin Free-Net
and the
City of Austin

1.0 The City hereby amends the above referenced Contract as follows:

Term	Additional Contract Funding Amount for the Term	Total Contract Amount
Initial Term: 07/20/2018-07/19/2021	n/a	$594,000.00
Amendment No. 1: Add Exhibits A.1, A.2, E.1, and H.1, Replace Exhibits B, E, F.	$0.00	$594,000.00

1.1 The attached Exhibit A.1 - Changes to the Operational Model is hereby added to the Contract.
1.2 The attached Exhibit A.2 - Changes to the Operational Model is hereby added to the Contract.
1.3 The attached Exhibit E.1 - Delegated Authority for Issuing Criminal Trespass Notices is hereby added to the Contract.
1.4 The attached Exhibit H.1 - IT Equipment Available for Use is hereby added to the Contract.
1.5 Exhibit B - Performance Measures is hereby deleted and replaced with the attached Exhibit B - Performance Measures.
1.6 Exhibit E - Staffing Plan is hereby deleted and replaced with the attached Exhibit E - Staffing Plan.
1.7 Exhibit F - Program Budget and Narrative is hereby deleted and replaced with the attached Exhibit F - Program Budget and Narrative.

2.0 MBE/WBE goals were not established for this contract.

3.0 By signing this Amendment the Contractor certifies that the Contractor and its principals are not currently suspended or debarred from doing business with the Federal Government, as indicated by the General Services Administration (GSA) List of Parties Excluded from Federal Procurement and Non-Procurement Programs, the State of Texas, or the City of Austin.

4.0 All other terms and conditions remain the same.

BY THE SIGNATURES affixed below, this Amendment is hereby incorporated into and made a part of the above-referenced contract.

Signature & Date:
Printed Name: Juanita Budd, Executive Director
Austin Free Net
6633 Hwy 290, Suite 100
Austin TX 78723

Signature & Date: 03/05/19
John Hilbun, Contract Mgmt Specialist IV
City of Austin
Purchasing Office

Changes to the Operational Model

The facilities represented in Exhibit A may be adjusted at any time to reasonably attain the goals of this agreement, as mutually agreed upon by the City and Austin Free-Net as represented by a report submitted to the City by Austin Free-Net consistent to the form as represented in Exhibit A.2.

With the change at Austin Public Health Sites away from fixed computer labs (at SANC, SJCC, and RZNC), Austin Free Net will modify its operational model for digital literacy training services at these sites. Specifically, we plan to make use of the new flexible classroom arrangement and technology resources (laptops) to set up periodic workshops and structured curriculum trainings (i.e., classes) at these sites.

South Austin Neighborhood Center
St. John Community Center
Rosewood Zaragosa Neighborhood Center
Blackland Neighborhood Center

Frequency and schedule
When the new space is established, and technology is available, we will work with each site to establish a start date. Initially, we will schedule workshops and classes on a once weekly basis. Service at SANC will not be established until Phase 2 of the contract in January 2019. Sessions will have a 1-2 hour duration.

Sample workshops

- Signing Up for Services and Benefits Online
    - Your Texas Benefits (SNAP, TANF, etc.)
    - Blue Santa
    - Discounted Transportation Programs
    - Affordable Housing
- Smartphone Basics
    - Email Apps
    - Calendar Apps
    - Google Translate
- Transportation Apps on Smartphones
    - Capital Metro
    - Ridesharing services
    - Bikesharing and other alternative transportation

Sample structured curriculum training

- Computer and Internet Basics: introduction to using computing devices, internet, email, basic word processing
- Computer Skills for the Workplace: focused attention on Microsoft Office (Word and Excel) and other productivity software, typing skills
- Job Readiness and Search: developing a career path, resume development, using job search engines and industry-specific sites to apply for jobs

Exhibit A.2

Branch/Lab Name	City Facility	Organization	Facility Manager	Escalation Manager	Contact Phone	Lab Mgmt Required?	AFN Training Type	Phase	AFN Proposed Implementation Timeline	IT Contact	Access Level	Connection Type	# of Printers	# of Desktop Comps	# of Laptops	PLNI to Campus Switch	Current Location?	Facility Operating Hours	Program Operating Hours	Street Address	Zip Code
Alamo Recreation Center	Yes	Parks & Recreation Dept	Ben Rustenhaven <benjamin.rustenhaven@austintexas.gov>	Lucas Massie	512-974-5680	No	Workshop		2	Unknown	Public	Unknown		0	5	0 unknown	no	M-F 9 AM - 6 PM	Bimonthly, 1 hr session	2100 Alamo St	78722

Austin Free-Net *TARA FY19 - Community Tech Access Mgmt Srvcs*

Program Performance Measures

Contract Start	Contract End	Period Performance Start	Period Performance End
7/23/2018	7/22/2021	10/1/2018	9/30/2019

Outputs

OP #	Output Measure Description	Period Goal City	Period Goal Other	Period Goal Total
1	Number of unduplicated training clients served	495	90	585
2	Number of lab computer hours made available to the public	2845	515	3360
3	Number of clients served at public access computer labs	10159	1841	12000
4	Number of community digital literacy trainer trainings held	3		3

Created: 10/23/2018 11:47:00 AM *Last Modified, If Applicable:*

Program Performance Measures

Contract Start	Contract End	Period Performance Start	Period Performance End
7/23/2018	7/22/2021	10/1/2018	9/30/2019

Outcomes

OC Item	Outcome Measure Description	Total Program Goal
1 Num	Number of clients who are satisfied with their workshop and structured curriculum training experience	140
1 Den	Number of workshop and structured curriculum training clients	200
1 Rate	Percent of clients who are satisfied with their workshop and structured curriculum training experience	70
2 Num	Number of unduplicated training clients who increase their confidence in utilizing technology	497
2 Den	Number of unduplicated training clients	584
2 Rate	Percent of unduplicated training clients who increase their confidence in utilizing technology	85.1
3 Num	Number of unduplicated workshop and structured curriculum training clients who increase their digital skills	140
3 Den	Number of unduplicated workshop and structured curriculum training clients	200
3 Rate	Percent of unduplicated workshop and structured curriculum training clients who increase their digital skills	70
4 Num	Number of training recipients who are satisfied with train-the-trainer sessions	17
4 Den	Number of training recipients	20
4 Rate	Percent of training recipients who are satisfied with train-the-trainer sessions	85

Supplemental Metrics submitted via monthly emailed report to City email @ digital.inclusion@austintexas.gov:

- Number of volunteer hours
- Number of unduplicated volunteers
- Breakout of all CTK performance measures by type of service (1:1, workshop, classroom)

Created: 10/23/2018 11:47:00 AM *Last Modified, If Applicable:*

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Exhibit E

AFN Staffing Plan
for the
Digital Literacy Program

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Staff Scheduling & Contingency Plan

AFN shall email the staffing schedule no later than Monday end of business for the following week. Once this schedule becomes standard and mutually agreed upon, AFN may then report staffing exceptions to the standard staffing schedule.

The facilities represented in this list may be adjusted at any time to reasonably attain the goals of this agreement, as mutually agreed upon by the City and Austin Free-Net as represented by a weekly report submitted to the City by Austin Free-Net.

Blackland Neighborhood Center - Waiting area computers in the lobby (no lab management, 1:1 coaching) are staffed 1 hr/week by the program specialist. The AmeriCorps digital literacy instructor will serve as the primary backup trainer. Other staff available at DeWitty (program manager) may also fill in as needed for training duties.

ARCH - Upstairs computer lab is staffed by an AFN Accelerate intern(s) during access lab hours (lab management, 1:1 coaching). The program specialist will serve as the primary backup. The program specialist is also responsible for training hours in the lab (workshops, SCT). Other staff available at DeWitty (AmeriCorps digital literacy instructor, program manager) may also fill in as needed for access and training duties.

DeWitty Center - Room 209 (lab management, 1:1 coaching) is staffed by volunteers. The volunteer coordinator housed at DeWitty will serve as the primary backup lab monitor for Room 209. Room 212 (training lab for workshops, SCT) is staffed by the program specialist. The primary backup trainer is the AmeriCorps digital literacy instructor. Other staff available at DeWitty (AmeriCorps digital literacy instructor, program specialist, program manager) may fill in as needed in both rooms.

Rosewood Zaragosa Neighborhood Center – Waiting area computers in the lobby and laptops available for pop up workshops (no lab management, 1:1 coaching) is staffed by the AmeriCorps digital literacy instructor. The program specialist will serve as primary backup. Other staff available at DeWitty (program manager) may also fill in as needed.

Conley-Guerrero Senior Activity Center - The computer lab (lab management, 1:1 coaching, workshops, SCT) is staffed 6 hrs/week by an AFN program specialist. The DL program specialist will serve as primary backup trainer. Other staff available at DeWitty (AmeriCorps digital literacy instructor, program manager) may also fill in as needed.

austinfree.net Trinity Center - The computer lab (no lab management, 1:1 coaching) is staffed 1 hr/week by the program specialist. The AmeriCorps digital literacy instructor will serve as the primary backup trainer. Other staff available at DeWitty (program manager) may also fill in as needed.

South Austin Neighborhood Center - Waiting area computers in the lobby and laptops available for pop up workshops (1:1 coaching) staffed by assigned personnel. In Phase I of the contract, backup support may be provided by the volunteer coordinator as availability permits. At minimum, deviations from the volunteer staffing schedule will be communicated to the site manager and COA-TARA program manager.

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Conflict Management Procedure for AFN Management

If a staff member or volunteer reports an incident of conflict with a client:

1. **Record information about the incident.**
   a. Make a note of the name of the staff member or volunteer who reported the incident, the date, the client's name, what happened in the incident, if the police or other authorities were involved, and any other pertinent information.
2. **Advise the person who reported the incident about what the next steps are.**
   a. Thank the staff member or volunteer for following the Conflict Management Procedure. Ask if they would like to talk further about the incident or improvements AFN can make so that everyone feels safe and comfortable.
   b. Provide written notice to the COA-TARA program manager about the ban.
   c. Notify all volunteers who serve the site of the ban about the person has received a properly executed Criminal Trespass Notice (CTN) client.

   d. Post a notice at the lab about the ban so that staff and volunteers may easily determine if a person has received a properly executed Criminal Trespass Notice (CTN) client enters the lab. Remind staff and volunteers that if a person has received a properly executed Criminal Trespass Notice (CTN) client enters the lab, they should inform a City employee that a person has received a properly executed Criminal Trespass Notice (CTN) client has entered the lab.

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Conflict Management Procedure for

Community Technology Access Labs

Purpose: AFN has a responsibility to ensure that all individuals, including staff, volunteers, and clients, feel safe and comfortable in our computer labs and other training spaces. To ensure everyone's safety and comfort, we post and enforce lab rules. As a contractor for the City of Austin, Austin Free-Net shall adhere to City administered guidance for handling disruptions of City business or other activities on City property by members of the public.

The City has also adopted separate administrative rules that apply to members of the public describing the steps the City will take if management believes it necessary to direct a member of the public to leave a City facility due to the individual's conduct. This Bulletin should be read in conjunction with those administrative rules.

BACKGROUND

The City recognizes its duty to the citizens of Austin to be a responsible steward of the public buildings and lands under Its ownership or control, to maintain these public buildings and lands in a manner that promotes public safety and health, and to provide City-owned facilities where the City and the public can conduct business and other approved activities free from unlawful and disruptive interference.

The City also recognizes the right of its citizens to engage in legitimate activities protected by the First Amendment to the U.S. Constitution that may occur in or on public buildings and lands owned by the City.

Under the City's Charter, the City Manager has the authority and responsibility to control and maintain the City's public buildings and lands in accord with these Interests.

The City has adopted administrative rules under Chapter 1-2 of the City Code concerning disruptions occurring on all City properties as specified in those rules. Some City departments have also adopted additional rules under Chapter 2-1 specific to the City properties under their control. This Bulletin should be read and applied in conjunction with these rules, and such rules should govern in the event of any conflict.

DEFINITIONS

"City property" means a building or parcel of real property over which the City has control, including the entrance ways and adjacent lawns, landscaping, and parking areas.

“AFN” means Austin Free-Net, an independent 501(c)3 contractor of the City of Austin

"Employee" means a City employee, (Austin Free-Net) staff acting as a contractor, or volunteer in the conduct of City duties, and includes security personnel;

"Designee" means an assistant director or other manager to whom a director has made a written delegation of authority to deny physical access to a city property for which the director has responsibility.

"Administrative rule" means the "Rules for Public Use of City Properties" adopted by the City under Cha pter 1-2 of the City Code, including any amendments.

"Criminal trespass notice" means a written communication to a person that the person must leave a specific City property and cannot return to that City property for a period longer than the remainder of that day.

A. Removing a Person from City Property for the Remainder of the Current Day

The following standards apply to situations where a member of the public is directed to leave a City property for the remainder of the current day.

If a person violates the City's standards for public use of City property (as described in the Administrative rule), a City employee who is responsible for the property or work area shall orally warn the person to stop the behavior. If the person fails to stop the behavior, the employee should ask the person to leave the property immediately and not return for the remainder of the current day.

If the employee determines that the person's misconduct is so serious that the person's remaining on the City property creates a danger to City staff or to other members of the public, or interferes with the use and enjoyment of the pro perty by others, the em ployee may ask the person to leave without an initial oral warning.

B. Removing a Person from City Property for longer than the Remainder of the

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Current Day

If a person should be denied access to a City property for more than the remainder of the current day based on the Administrative rule, an employee to whom authority is delegated by this bulletin or delegated in writing by the City Manager or a department director, should provide a written criminal trespass notice to the person using the approved criminal trespass forms for this purpose. Only the Building Services – Security Manager, security coordinators, security supervisors, Building Services Department Building Managers, the Building Services Department Deputy Building Services Officers and Director or designated director, and/or their designee, assigned as steward department of a facility can issue a Criminal Trespass Notice (CTN). If a CTN is issued for a facility, the designated City staff will provide this information in writing so there is no mistake or confusion on who has been issued a CTN for that specific facility.

The Administrative rule specifies the steps the City must take in order to remove a person from a City property for a longer time period than the remainder to the current day. The employee issuing a criminal trespass notice is responsible for documenting that each procedural step established in the Administrative rule has been followed.

As the situation permits, notify an AFN staff member about the incident by calling the office (512-236-8225).

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Staff Training and Criminal Background Investigation

To ensure the safety for all staff, clients, other patrons of facilities, the City will require a background check for all employees who have a direct client role working on behalf of the contractor, this includes volunteers, contractors and full staff working in a part time or full time capacity. The method to conduct, administer and address a criminal background check is as follows.

- The general guidance is that criminal history should not contradict the terms of employment.
- Title 40 of the Texas Administrative Code provides further detail by reference to the Health and Safety Code, Chapter 250.
- The Texas Department of Public Safety offers a Crime Records Service for Employment Review.

The contractor shall only consider individuals for direct client roles who do not have any felony convictions. Misdemeanor convictions for violence shall be considered ineligible for direct client service roles. The contractor shall provide a report, concurrent with the completion of a criminal background investigation for each direct client staff.

AFN shall provide First Aide Mental Health for Distressed Populations Training or a similar Conflict Management training, and Global Threat Awareness Training or similar training to all volunteer and staff performing access lab or training services.

Any AFN staff assigned to the client interface job responsibility for Community Technology Access Lab Management & Digital Literacy Skills Training Services shall be provided “Handling Inappropriate Conduct by the Public on City Property” training by City of Austin – Building Services Security staff prior to assignment for any direct client service role. The contractor shall submit a list of staff assigned to direct client services to BSDBADGINGACCESS@austintexas.gov requesting training no more than once per month. The City will provide the training at no more than once per month for any AFN staff, volunteer, contractor with assignment to direct client services.

Reference:

Exhibit E.1 Criminal Trespass Notice –Standard Operating Procedure (Building Services Department)

Memorandum

To: **Building Services Department Employees**

From: **Eric Stockton, Building Services Officer**

Date: **August 8, 2016**

Subject: **Delegated Authority for Issuing Criminal Trespass Notices**

This memorandum serves as delegation of authority to issue Criminal Trespass Notices (CTN) at City of Austin properties managed by the Building Services Department. Delegated authority will be effective beginning October 1, 2016. This delegation of authority is in accordance with Administrative Bulletin 11-04.

BSD employees to receive this delegated authority will be either members of the BSD executive team, certain members of BSD Security, or employees in the job description of Building Services Manager. All employees who receive this delegated authority must receive training from BSD Security prior to issuing any CTN.

AUTHORITY TO ISSUE CTN:
I delegate authority to issue CTNs specifically for the following job descriptions within BSD:

- Deputy Building Services Officers,
- Security Manager,
- Security Coordinator,
- Security Supervisor, and
- Building Services Managers.

AUTHORITY TO CONDUCT CTN HEARINGS:
To accommodate hearings for final determination of CTNs (if requested by Citizen), I delegate authority to any one of the Building Services Managers to act as hearing examiner with the exception that the CTN was issued at another facility and by another manager.

AUTHORITY TO CONDUCT REVIEW CTN HEARINGS:
In the event that the Citizen requests a review of any hearing for final determination, I delegate authority to review such requests to the Deputy Building Services Officer for Business Systems.

This memorandum supersedes any earlier Delegations of Authority in relation to Criminal Trespass Notices.

Eric Stockton, Building Services Officer

8-11-2016
DATE

REFERENCES:
BSD Standard Operating Procedure "SECURITY 2016-001" dated 8 August 2016

Identifier:	Revision:	Effective Date:	Building Services Department
SECURITY 2016-001	Initial	8 August 2016	
Description: to provide guidance in issuing CTN's and the process for hearings and reviews			
Author: Security Manager, Building Services Department			

Building Services Department
Standard Operating Procedure

for:

Issuing Criminal Trespass Notice (CTN) to include Hearings and Reviews

REVIEWED:

Deputy Building Services Officer/Operations — Date 8-11-16

Deputy Building Services Officer/Business Systems — Date 8 AUG 2016

AUTHORIZED:

Building Services Officer — Date 8-11-2016

Revision Log

Revision No.	*Operating Board Approval Date*	*Effective Date*	*Prepared By*	*Description of Changes*	*Affected Pages*
Enter revision number (A-Z for drafts or 0-99 for approved documents)	Enter the date approved (e.g., (01/01/01)	Enter the effective date (e.g., 07/20/01)	Enter author's name	Enter description of changes	All or number(s) of affected pages
00	10 AUG 2016	1 OCT 2016	D. Lothery	Initial SOP	N/A

Criminal Trespass Notice Process

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Criminal Trespass Notice Process

1.0 PURPOSE

This Standard Operating Procedure (SOP) provides guidance to BSD employees who have responsibility for handling disruptions of City business or other activities on City property by members of the public for facilities under the direct management of BSD. This SOP establishes the process for issuing Criminal Trespass Notices (CTN) and for hearings and reviews to ensure that each procedural step established in the Administrative rule has been followed.

2.0 SCOPE

All designated BSD employees who have the authority to issue CTN's for facilities under direct BSD management.

3.0 TRAINING

3.1 All BSD employees who have been given in writing by the Building Services Officer (director) the authority to issue CTN's must complete the "Handling Inappropriate Conduct by the Public on City Property", training (CTN) prior to being authorized to issue any CTNs.

4.0 DEFINITIONS

4.1 "City Property" means a building or parcel of real property over which the City has control, including the entrance ways and adjacent lawns, landscaping, and parking areas.

4.2 "Administrative rule" means the "Rules for Public Use of City Properties" adopted by the City under Chapter 1-2 of the City Code, including any amendments.

4.3 "Criminal trespass notice" means a written communication to a person that the person must leave a specific City property and cannot return to that City property for a period longer than remainder of that day.

4.4 "Director" means a department director responsible for a City property.

4.5 "Designee" means an assistant director or other manager to whom the director has made a written delegation of authority to deny physical access to a city property for which the director has responsibility.

4.6 "Employee" means a City employee, contractor, or volunteer in the conduct of City duties, and includes security personnel.

4.7 "Person" means a person who is present on city property, other than an on-duty City employee.

4.8 "Criminal Trespass Notice (CTN) form A", means individual was denied access to a specific city facility effective on sixth business day from issuance.

4.9 "Criminal Trespass Notice (CTN) form B", means individual was denied access to a specific city facility effective immediately.

5.0 RESPONSIBLE PERSONNEL

5.1 The department director with respect to City property under the control or responsibility of that director's department.

5.2 Any person with delegated authority in writing by department director to issue, conduct hearings and reviews of CTN's (see attached policy memo).

5.3 A sworn member of the Austin Police Department

6.0 EQUIPMENT

6.1 Criminal trespass notice for City of Austin Property, Minor Offenses (Form A – Effective on Sixth Business Day From Issuance).

6.2 Criminal trespass notice for City of Austin Property, Major Offenses (Form B – Effective Immediately).

6.3 An audio recording device to conduct hearings.

7.0 PROCEDURE

The policy of the City of Austin is to prevent unreasonable disruption of:

- City business
- Unreasonable disruption of approved activities occurring on City property
- Danger to City employees, members of the public, and City property

By directly, tactfully, and safely removing a person whose behavior has created one or more of these conditions at a City property, with the primary goal of safety for all concerned. The following procedures will be utilized when removing a person from City Property for the Remainder of the Current Day and when removing a person from City property for longer than the Remainder of the Current Day.

7.1 Removing a Person from City property for the Remainder of the Current Day

7.1.1 If a person violates the City standards for public use of City property (as described in the administrative rule, paragraph 4 (A), a City employee who is responsible for the property or work area shall orally warn the person to stop the behavior. If the person fails to stop the behavior, the employee should ask the person to leave the property immediately and not return for the remainder of the current day.

7.1.2 If the employee determines that the person's misconduct is so serious that the person remaining on the City property creates a danger to City staff or to other members of the public, or interferes with the use and enjoyment of the property by others, the employee may ask the person to leave without an initial oral warning

7.1.3 If the person refuses a request to leave, the employee should immediately seek the assistance of security or law enforcement personnel. If the call for police assistance relates to a person who appears to have a mental health issue, the employee or security should notify APD of the mental health concern so that the appropriate APD unit can be dispatched. . A BSD Security Investigations and Incident Report will be completed by the employee or security staff for all incidents of this type.

7.2 Removing a Person from City Property for Longer than the Remainder of the Current Day

7.2.1 If a person should be denied access to a City property for more than the remainder of the current day based on the Administrative rule (violation of paragraph 4 (B)), employee to whom authority is delegated by Building Services Officer, should provide a written criminal trespass notice to the person.

7.2.2 The Administrative rule specifies the steps the City must take in order to remove a person from a City property for a longer time period than the remainder of the current day. The employee issuing a criminal trespass notice is responsible for documenting that each procedural step established in the Adminstrative rule has been followed. These steps will be covered in this SOP.

7.2.3 A delegation of authority by Building Services Officer expires on the reassignment of the employee, the separation of the employee from the City, or the revocation of the delegation.

7.3 Conduct (Violations)

7.3.1 (A) Minor (form A) - A person may not:

(1) Enter an area of a city property that is not open to the public without the permission of a person authorized to permit such entry.

(2) Block access to an entrance or passageway at a city property, or a resource on a city property; or

(3) Disrupt the normal provision of City services to the public, disrupt the use or enjoyment of a city property by the public or other persons, disrupt a public meeting, or disrupt the conduct of business in a City workplace.

7.3.2 (B) Major (form B) - While at a city property, a person may not:

(1) Harass, sexually harass, abuse, threaten, assault, or fight with a person;

(2) Threaten to damage the city property;

(3) Incite a breach of peace;

(4) Carry or display a weapon, except as expressly permitted by the City Code, or by state or federal law;

(5) Violate any local, state, or federal criminal law; or

(6) Vandalize, steal or recklessly or intentionally damage city propety or city owned personal property at that city property.

7.4 Denial of physical access to a city propety (issuance of CTN)

7.4.1 A director or designee shall deny physical access to a city property to a person who has committed a violation of the Administrative rule, paragraph 4 (A), Conduct, if the person is asked to leave the city property for any violation of this section three times in a six month period. CTN Form A, Criminal Trespass Notice for City of Ausitn Property, will be used with the effective date being the Sixth Business Day from Issuance.

7.4.2 A director or designee may deny physical access to a city property for a person who has committed a violation of the Administrative rule, paragraph 4 (B), Conduct, that involves actual damage to a City property, physical injury to any person, the theft of City-owned or personal property, or an actual breach of the peace at city property. CTN Form B, Criminal Trespass Notice for City of Austin Property, will have an Immediate effective date of Issuance.

7.4.3 The period for which a person is denied physical access to a city property under the Administrative Rule is one year, beginning on the effective date of the denial.

7.5 The Hearing and Review Process

7.5.1 Before a person is denied physical access to a city property, the director or designee must give written notice to the person of denial, the specific city property to which access is denied, the reason for the denial, and the opportunity for a hearing on the denial. Both CTN Forms A and B provides this information.

7.5.2 The person may request a hearing in writing no later than the fifth business day after the date the person receives the written notice.

7.5.3 If a person requests a hearing, in writing, the director or designee shall promptly schedule a hearing. The hearing may be before the director or designee, or before an external hearing examiner at the discretion of the director or designee. The person conducting the hearing shall provide for an audio recording of the hearing. The Building Services Officer has designated the BSD Building Manager's as appeal oficers. Appeal officer's will not conduct a hearing for their specific assigned facilities.

7.5.4 If, after the hearing, the director or designee finds that grounds in paragraph 7.4.1, that three violations in the past six months **are met**, the director or designee shall make the denial of access final, and notify the person in writing.

7.5.5 If, after the hearing, the director or designee finds that the grounds in paragraph 7.4.1, that three violations in the past six months **are not met,** the director or designee shall recind the denial of access, and notify the person in writing.

7.5.6 Except in the case of an alleged violation of paragraph 7.4.2 of this SOP and section 4(B) of Administrative Rules, a denial of physical access is not effective until the earlier of :

- The sixth business day after the person is provided written notice of the denial; or
- In the case of a person who requests a hearing, the date the denial is made final by director or designee.

7.5.7 A person who is alleged to have violated conditions of paragraph 7.4.2 of this SOP and section 4(B) of Administrative Rules is entitled to a hearing in the manner provided by this SOP. However, because violation of Section 4(B) demonstrates an immediate danger to the safety of staff, other people, or City propety, in the case of a person who is alleged to have violated Section 4(B), Administrative Rules a denial of physical access is efffective when the written notice is provided to the person (CTN Form B), and remains in effect until a final decision in any hearing requested under of this SOP and section 6(C) in the Administrative Rules. The director shall make a reasonable effort to hold any requested hearing promptly.

7.5.8 A person who requests a hearing and attends as provided in part (E), Administrative Rules may make a written request for review of a final determination by a director or designee denying access to a city property. If the final determination of hearing conducted was by a designee, the request for review shall be made to the director of that department. Any such request shall be made with two business days of the receipt by the person of notice that the denial of access is made final. The review shall be based on the audio recording from the hearing and other materials from that hearing, and no new information

or material may be considered. A decision on the request for review shall be made within seven business days. A request for review as provided in violation of section 4(B), does not suspend the operation of a final decision denying access to a city property.

7.5.9 A person who is denied physical access to a city property may continue to access City services and programs at the city property in ways that do not require physical access to the city property, so long as the person meets other requirements for access to the services and programs. The director shall provide a reasonable accommodaton under applicable law in the case of any person with disability.

8.0 CONTINUOUS REVIEW PLAN

Standard Operating Procedures should be reviewed regularly. The frequency of review is driven by external and internal changes that affect these procedures, including:

- Change in department mission
- Change in organizational structure
- Change in employee title, department name or function
- Change in a form or record
- Change in process or policy or change in a related SOP.

9.0 RECORDS/ADMINISTRATIVE PROCEDURES

- All incidents of conduct violations where person was asked to leave City property for the remainder of the day will be reported to the onsite security staff or to Building Services Manager (BSM) where there is no security staff. The BSM is responsible for recording each incident on BSD tracking incident sheet in order to determine when a violation of this rule has occurred three times in six months.
- Copy of issued CTN's with supporting statements and Security Investigations and Incident Reports will be forwarded to designated BSD staff employee NLT 2 working days after issuance of CTN.
- All documents will be maintained in accordance with existing City record policies.
- APD CTN copy (white) will be sent in pdf format to the designated point of contact according to Attachment G.

10.0 ATTACHMENTS

A. CTN Hearing and Review Process Map

B. City of Austin Administrative Bulletin, 11-04, dated September 21, 2015, Handling Inappropriate Conduct by the Public on City Property

C. Notice of Adoption of Administrative Rules

D. Criminal Trespass Notice for City of Austin Property (Form A – Effective on Sixth Business Day From Issuance)

E. Criminal Trespass Notice for City of Austin Property (Form B – Effective Immediately)

F. BSD Security Investigations and Incident Report

G. BSD Tracking Sheet – Removal from City property

H. APD CTN Guidance Memorandum

Building Services Department

Standard Operating Procedures

For Issuing

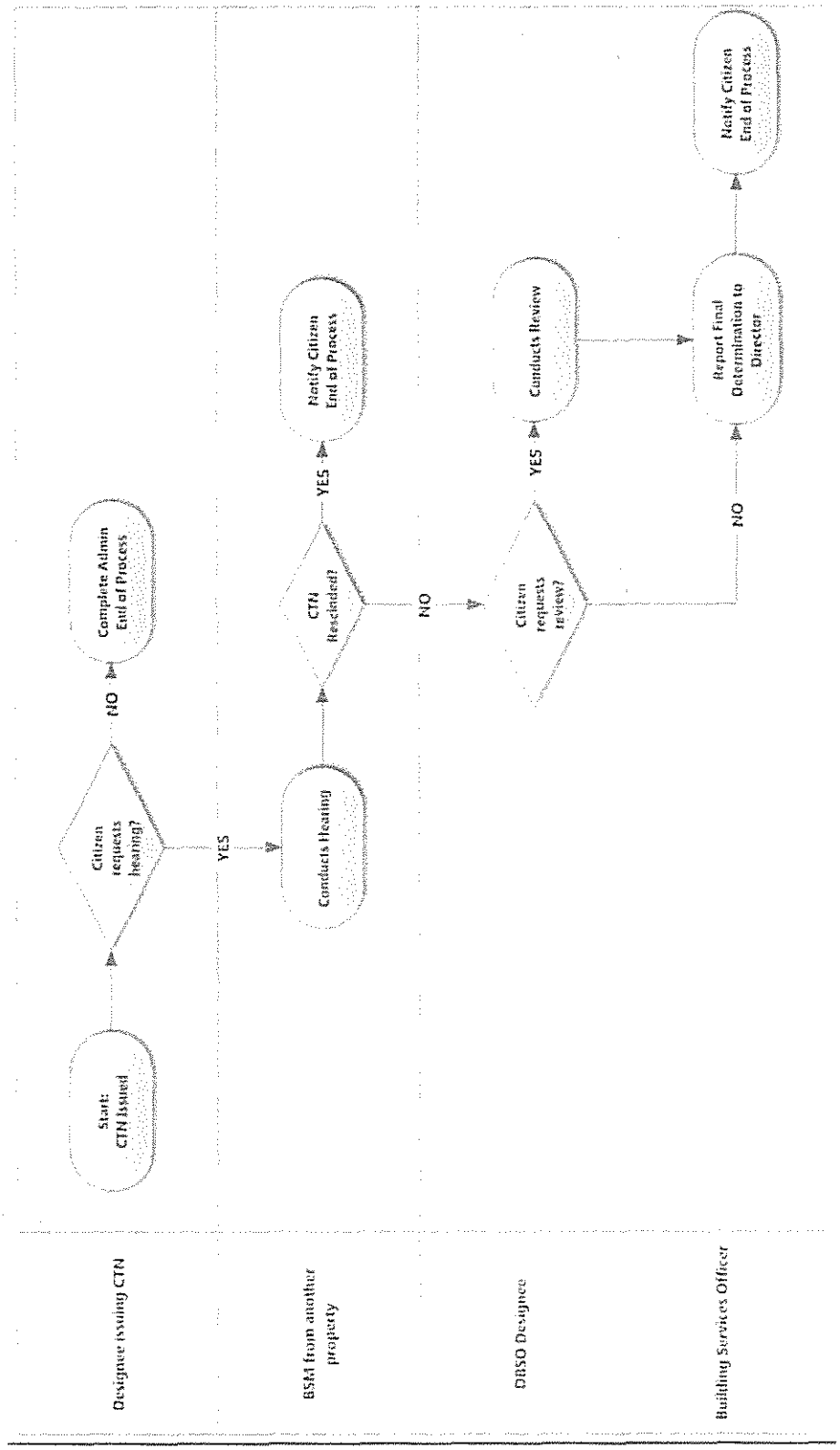
Criminal Trespass Notices

ATTACHMENT A

SOP Security 2016-001

Attachment A

Process Map for CTN Hearing s and Reviews



Building Services Department

Standard Operating Procedures

For Issuing

Criminal Trespass Notices

ATTACHMENT B

CITY of AUSTIN Administrative Bulletin

Title **Handling Inappropriate Conduct by the Public on City Property**

Administrative Bulletin Number 11-04

Effective Date September 21, 2015

Revised _____ Annually __X__ As Needed

Prepared by Management Services

Original Date November 1, 2011 **Revised** September 21, 2015

City Manager's Approval

PURPOSE

The purpose of this Bulletin is to provide guidance to City employees who have responsibility for handling disruptions of City business or other activities on City property by members of the public.

The City has also adopted separate administrative rules that apply to members of the public describing the steps the City will take if management believes it necessary to direct a member of the public to leave a City facility due to the individual's conduct. This Bulletin should be read in conjunction with those administrative rules.

BACKGROUND

The City recognizes its duty to the citizens of Austin to be a responsible steward of the public buildings and lands under its ownership or control, to maintain these public buildings and lands in a manner that promotes public safety and health, and to provide City-owned facilities where the City and the public can conduct business and other approved activities free from unlawful and disruptive interference.

The City also recognizes the right of its citizens to engage in legitimate activities protected by the First Amendment to the U.S. Constitution that may occur in or on public buildings and lands owned by the City.

Under the City's Charter, the City Manager has the authority and responsibility to control and maintain the City's public buildings and lands in accord with these interests.

The City has adopted administrative rules under Chapter 1-2 of the City Code concerning disruptions occurring on all City properties as specified in those rules. Some City departments have also adopted

additional rules under Chapter 2-1 specific to the City properties under their control. This Bulletin should be read and applied in conjunction with these rules, and such rules should govern in the event of any conflict.

This Bulletin does not apply to disruptions occurring in meetings of the Austin City Council, which are governed by separate provisions of the City Code and the City Council's meeting rules.

DEFINITIONS

"City property" means a building or parcel of real property over which the City has control, including the entrance ways and adjacent lawns, landscaping, and parking areas.

"Administrative rule" means the "Rules for Public Use of City Properties" adopted by the City under Chapter 1-2 of the City Code, including any amendments.

"Criminal trespass notice" means a written communication to a person that the person must leave a specific City property and cannot return to that City property for a period longer than the remainder of that day.

POLICY

The policy of the City of Austin is to prevent unreasonable disruption of City business, unreasonable disruption of approved activities occurring on City property, and danger to City employees, members of the public, and City property by directly, tactfully, and safely removing a person whose behavior has created one or more of these conditions at a City property. The primary goal is the safety of all concerned.

ROLES AND RESPONSIBILITIES

A. Removing a Person from City Property for the Remainder of the Current Day

The following standards apply to situations where a member of the public is directed to leave a City property for the remainder of the current day.

1. If a person violates the City's standards for public use of City property (as described in the Administrative rule), a City employee who is responsible for the property or work area shall orally warn the person to stop the behavior. If the person fails to stop the behavior, the employee should ask the person to leave the property immediately and not return for the remainder of the current day.

2. If the employee determines that the person's misconduct is so serious that the person's remaining on the City property creates a danger to City staff or to other members of the public, or interferes with the use and enjoyment of the property by others, the employee may ask the person to leave without an initial oral warning.

3. If the person refuses a request to leave, the employee should immediately seek the assistance of security or law enforcement personnel. If the call for police assistance relates to a person who appears to have a mental health issue, the employee should notify APD of the mental health concern so that the appropriate APD unit can be dispatched.

B. Removing a Person from City Property for Longer than the Remainder of the Current Day

If a person should be denied access to a City property for more than the remainder of the current day based on the Administrative rule, an employee to whom authority is delegated by this bulletin, or delegated in writing by the City Manager or a department director, should provide a written criminal trespass notice to the person. The City Manager will provide approved criminal trespass forms for this purpose.

The Administrative rule specifies the steps the City must take in order to remove a person from a City property for a longer time period than the remainder to the current day. The employee issuing a criminal trespass notice is responsible for documenting that each procedural step established in the Administrative rule has been followed.

The City Manager delegates the authority to issue a criminal trespass notice to:

1. an assistant city manager;
2. the City Manager's Chief of Staff;
3. a department director with respect to City property under the control or responsibility of that director's department;
4. a park ranger with respect to City park property; and
5. a sworn member of the Austin Police Department.

A department director may make a written delegation of the director's authority to issue a criminal trespass notice to a building security employee with authority for the City property under the director's control.

The City Manager may make a written delegation of authority to issue a criminal trespass notice to any other City employee.

A delegation of authority under this bulletin expires on the reassignment of the employee, the separation of the employee from the City, or the revocation of the delegation.

C. Training

Employees responsible for City property and workplaces should be trained in appropriate and safe ways to manage inappropriate conduct, including effective ways to contact and enlist the assistance of law enforcement and the Austin Police Department Crisis Intervention Team. Each department director is responsible for providing appropriate training in the director's department.

FORMS

The City Manager will provide an approved Criminal Trespass Notice form for use by management in the administration of this Bulletin.

Building Services Department

Standard Operating Procedures

For Issuing

Criminal Trespass Notices

ATTACHMENT C

Notice of Adoption of Administrative Rules

In accord with Chapter 1-2 of the City Code, the Management Services Department (the "Department") hereby adopts the attached "Rules for Public Use of City Properties" (the "Rules"). In accord with Sections 1-2-7 and 1-2-8 of the City Code, the Department provides the following information:

1. The Rules are hereby adopted, effective September 21, 2015.

2. The full text of the Rules is attached to this Notice. Copies of the Rules may be obtained from the Office of the City Clerk during normal business hours.

3. On August 5, 2015, the City Clerk posted a notice of the Department's intent to adopt proposed administrative rules for public use of City buildings (the "Proposed Rules"), in accord with City Code Section 1-2-4. The Proposed Rules were posted for a minimum of 31 days. There were no written comments received from the public in response to the posting of the Proposed Rules. The Rules adopted by this Notice are the same as the Proposed Rules, and the Rules contain no changes from the text of the Proposed Rules.

4. The Rules are adopted under the authority of the City Manager as provided in the City Charter.

5. Adoption of the Rules may be appealed in accord with the provisions of City Code Chapter 1-2. A person may appeal the adoption of the Rules by written notice filed with the City Clerk within 30 days after the date this Notice is posted by the City Clerk. The written notice shall specify the person's name and contact information, identify the part(s) of the Rules being appealed, and state the specific reason(s) why the Rules should be modified or withdrawn. Other requirements for an appeal are set out in City Code Sections 1-2-10 through 1-2-16.

Marc A. Ott, City Manager

2015 OCT 20 PM 12:2
AUSTIN CITY CLERK
RECEIVED

CERTIFICATION

In accord with City Code Section 1-2-8(5), the City Attorney has reviewed the Rules and certifies that the Rules are within the authority of the Management Services Department to adopt.

B. Lee Crawford, City Law Department

City of Austin
Rules for Public Use of City Properties
(Effective September 21, 2015)

1. Purpose.

(A) The City recognizes its duty to the citizens of Austin to be a responsible steward of the public properties and lands under its ownership or control, to maintain these public properties and lands in a manner that promotes public safety and health, and to provide City-owned facilities where the City and the public can conduct business and other approved activities free from unlawful and disruptive interference.

(B) The City also recognizes the right of its citizens to engage in legitimate activities protected by the First Amendment to the U.S. Constitution that may occur in or on public Properties and lands owned by the City.

(C) Under the City's Charter, the City Manager has the authority and responsibility to control and maintain the City's public properties and lands in accord with these interests.

(D) Except as provided, these rules apply to all City properties. A City department may adopt more stringent rules under Chapter 1-2 of the City Code for City property under the department's control. Rules adopted by a department under Chapter 1-2 are cumulative of these rules.

(E) These rules do not apply to conduct that occurs during meetings of the Austin City Council, which is addressed separately in the Austin City Code and rules adopted by the Council.

2. Definitions.

(A) Except as provided, in these rules words and phrases mean what the words and phrases mean in the City Code.

(B) In these rules:

(1) "director" means a department director responsible for a City property;

(2) "designee" means an assistant director or other manager to whom a director has made a written delegation of authority to deny physical access to a city property for which the director has responsibility.

(3) "employee" means a City employee, contractor, or volunteer in the conduct of City duties, and includes security personnel;

(4) "person" means a person who is present on a city property, other than an on-duty City employee; and

(5) "city property" means a property or part of a property which the City owns or controls, including the entrance ways and adjacent lawns, landscaping, and parking areas.

3. Not a Public Forum. Except for areas that are traditional public forums, such as parks and sidewalks, and areas specifically designated in writing as limited or full-purpose public forums, city properties and workplaces are not public forums.

4. Conduct.

(A) A person may not:

(1) enter an area of a city property that is not open to the public without the permission of a person authorized to permit such entry;

(2) block access to an entrance or passageway at a city property, or a resource on a city property; or

(3) disrupt the normal provision of City services to the public, disrupt the use or enjoyment of a city property by the public or other persons, disrupt a public meeting, or disrupt the conduct of business in a City workplace.

(B) While at a city property, a person may not:

(1) harass, sexually harass, abuse, threaten, assault, or fight with a person;

(2) threaten to damage the city property;

(3) incite a breach of the peace;

(4) carry or display a weapon, except as expressly permitted by the City Code, or by state or federal law;

(5) violate any local, state, or federal criminal law; or

(6) vandalize, steal, or recklessly or intentionally damage city property or City-owned personal property at that city property.

5. Violations.

(A) If a person violates these rules, an employee responsible for the city property shall orally warn the person to stop the behavior. If the person fails to stop the prohibited behavior, the employee shall ask the person to leave the city property for the remainder of the current day.

(B) If an employee determines that a person's violation of these rules is so serious that the person remaining on the city property creates an immediate danger to the city property, employees, or to other persons, or interferes with the use and enjoyment of the city property by other persons, the employee may ask the person to leave without an initial oral warning.

(C) If a person refuses a request to leave the city property, the employee should immediately seek the assistance of security or law enforcement personnel.

6. Denial of physical access to a city property.

(A) This section does not apply to a limited or full-purpose public forum.

(B) A director or designee shall deny physical access to a city property to a person as provided in this section if the person is asked to leave the city property for any violation of Section 4 three times in a six month period.

(C) A director or designee may deny physical access to a city property for any violation of Section 4(B) that involves actual damage to a City property, physical injury to any person, the theft of City-owned personal property, or an actual breach of the peace at a city property.

(D) The period for which a person is denied physical access to a city property under this section is one year, beginning on the effective date of the denial.

(E) Before a person is denied physical access to a city property, the director or designee must give written notice to the person of the denial, the specific city property to which access is denied, the reason for the denial, and the opportunity for a hearing on the denial.

(1) The person may request a hearing in writing no later than the fifth business day after the date the person receives the written notice.

(2) If a person requests a hearing in writing, the director or designee shall promptly schedule a hearing. The hearing may be before the director or designee, or before a hearing examiner at the discretion of the director or

designee. The person conducting the hearing shall provide for an audio recording of the hearing.

(3) If, after the hearing, the director or designee finds that the grounds in Subsection (B) of this section are met, the director or designee shall make the denial of access final, and notify the person in writing.

(4) If, after the hearing, the director or designee finds that the grounds in Subsection (B) of this section are not met, the director or designee shall rescind the denial of access, and notify the person in writing.

(F) Except in the case of an alleged violation of Section 4(B), a denial of physical access is not effective until the earlier of :

(1) the sixth business day after the person is provided written notice of the denial; or

(2) in the case of a person who requests a hearing, the date the denial is made final by the director or designee.

(G) A person who is alleged to have violated Section 4(B) is entitled to a hearing in the manner provided by this rule. However, because a violation of Section 4(B) demonstrates an immediate danger to the safety of staff, other people, or City property, in the case of a person who is alleged to have violated Section 4(B) a denial of physical access is effective when the written notice is provided to the person, and remains in effect until a final decision in any hearing requested under Section 4(C). The director shall make a reasonable effort to hold any requested hearing ~~promptly.~~ 6.2

(H) A person who requests and attends a hearing as provided in part (E), above, may make a written request for review of a final determination by a director or designee denying access to a city property. If the final determination denying access was made by a director, the request shall be made to the Assistant City Manager over that department. If the final determination was by a designee, the request shall be made to the director of that department. Any such request shall be made within two business days of the receipt by the person of notice that the denial of access is made final. The review shall be based on the audio recording from the hearing and any other materials from that hearing, and no new information or material may be considered. A decision on the request for review shall be made within seven business days. A request for review as provided in this part does not suspend the operation of a final decision denying access to a city property.

(I) A person who is denied physical access to a city property may continue to access City services and programs at the city property in ways that do not require physical access to the city property, so long as the person meets other requirements for access to the services and programs. The director shall provide a reasonable accommodation under applicable law in the case of any person with a disability.

(J) The City Manager (or designee) may enforce the denial of physical access by a criminal trespass notice, and may provide further direction to staff by an administrative bulletin.

Building Services Department

Standard Operating Procedures

For Issuing

Criminal Trespass Notices

ATTACHMENT D

CRIMINAL TRESPASS NOTICE FOR CITY OF AUSTIN PROPERTY
(FORM A – Effective on Sixth Business Day From Issuance)

CURRENT DATE	TIME	
		AM PM

TRESPASS LOCATION	NAME OF CITY BUILDING OR PROPERTY (IF NAMED)

SUBJECT INFORMATION: (INCLUDE ALL AVAILABLE INFORMATION)

LAST NAME	FIRST NAME	MIDDLE NAME	DATE OF BIRTH

RACE / SEX	HEIGHT	WEIGHT	HAIR	EYES	IDENTIFICATION NUMBER	STATE	TYPE

HOME ADDRESS	CITY	STATE	ZIP CODE

EMPLOYER OR WORK ADDRESS	WORK PHONE	CELL PHONE / PAGER	HOME PHONE

VEHICLE INFORMATION: (IF APPLICABLE AND AVAILABLE)

YEAR	COLOR	MAKE	MODEL	STYLE	STATE	LICENSE NUMBER OR V.I.N.

YOU, _____, ARE HEREBY NOTIFIED TO IMMEDIATELY LEAVE THESE PREMISES. YOU ARE PROHIBITED FROM COMING ON THE PROPERTY OR PREMISES OF THE CITY OF AUSTIN LOCATED AT:_____
FROM (6 BUSINESS DAYS FROM DAY OF NOTICE) ___/___/___, UNTIL: (ONE YEAR FROM PREVIOUS DATE) ___/___/___, FOR ANY REASON AT ALL.

THIS NOTICE TO LEAVE THE PROPERTY IS BASED ON YOUR CONDUCT INVOLVING (LIST AT LEAST THREE INFRACTIONS IN THE LAST SIX MONTHS FOR WHICH THE PERSON HAS BEEN ASKED TO LEAVE THE PROPERTY): _____
_____

IF YOU ARE FOUND ON THE PROPERTY DURING THE PERIOD LISTED ABOVE, YOU WILL BE ARRESTED FOR THE OFFENSE OF CRIMINAL TRESPASS.

I, _____, THE UNDERSIGNED, UNDERSTAND THIS NOTICE IS EFFECTIVE IMMEDIATELY. I FURTHER UNDERSTAND THAT THE ABOVE NOTICE MAY BE RESCINDED ONLY BY WRITTEN NOTIFICATION. I ALSO UNDERSTAND THAT IF I REFUSE TO SIGN THIS NOTICE IT IS STILL EFFECTIVE.

X_____.
SIGNATURE OF INDIVIDUAL RECEIVING NOTICE TO LEAVE

You may request a hearing on the City's denial of your access to the property listed above. If you request a hearing, you must make that request no later than the fifth business day after you received the notice. Your request must be in writing and sent to:

[name]_____ Department Director, _____ Department, City of Austin, P.O. Box 1088, Austin, Texas 78767-1088

If you do request a hearing, you will have the opportunity to show why you should not be denied access to the property listed above. If you request a hearing, the date on which you will be denied access to the property listed above will be delayed until a determination is made by the hearing official. The matter will be reviewed, and a decision will be sent to you in writing. The City official conducting the review will determine (1) whether the issuance of a criminal trespass notice to you was proper, and (2) whether the area (the listed city property) of the criminal trespass notice were proper. The City official will have the authority to rescind, modify, or leave intact this Notice. The City policy regarding criminal trespass notices on City property is available on the back of this page.

CITY EMPLOYEE ISSUING NOTICE: LAST NAME _____ FIRST NAME _____ CITY ID NO. _____

WITNESS (IF ANY): LAST NAME _____ FIRST NAME _____ CITY ID NO. _____

WHITE PAGE = A.P.D. DATA ENTRY YELLOW PAGE = CITY DEPARTMENT FOR INVOLVED PROPERTY PINK PAGE = INDIVIDUAL

Building Services Department

Standard Operating Procedures

For Issuing

Criminal Trespass Notices

ATTACHMENT E

Exhibit E.1

CRIMINAL TRESPASS NOTICE FOR CITY OF AUSTIN PROPERTY
(FORM B – Effective Immediately)

CURRENT DATE	TIME	AM PM

TRESPASS LOCATION	NAME OF CITY BUILDING OR PROPERTY (IF NAMED)

SUBJECT INFORMATION: (INCLUDE ALL AVAILABLE INFORMATION)

LAST NAME	FIRST NAME	MIDDLE NAME	DATE OF BIRTH

RACE / SEX	HEIGHT	WEIGHT	HAIR	EYES	IDENTIFICATION NUMBER	STATE	TYPE

HOME ADDRESS	CITY	STATE	ZIP CODE

EMPLOYER OR WORK ADDRESS	WORK PHONE	CELL PHONE / PAGER	HOME PHONE

VEHICLE INFORMATION: (IF APPLICABLE AND AVAILABLE)

YEAR	COLOR	MAKE	MODEL	STYLE	STATE	LICENSE NUMBER OR V.I.N.

YOU, _____, ARE HEREBY NOTIFIED TO IMMEDIATELY LEAVE THESE PREMISES. YOU ARE PROHIBITED FROM COMING ON THE PROPERTY OR PREMISES OF THE CITY OF AUSTIN LOCATED AT: _____
UNTIL: ___/___/___, FOR ANY REASON AT ALL.

THIS NOTICE TO LEAVE THE PROPERTY IS BASED ON YOUR CONDUCT INVOLVING: _____
_____

IF YOU ARE FOUND ON THE PROPERTY DURING THE PERIOD LISTED ABOVE, YOU WILL BE ARRESTED FOR THE OFFENSE OF CRIMINAL TRESPASS.

I, _____, THE UNDERSIGNED, UNDERSTAND THIS NOTICE IS EFFECTIVE IMMEDIATELY. I FURTHER UNDERSTAND THAT THE ABOVE NOTICE MAY BE RESCINDED ONLY BY WRITTEN NOTIFICATION. I ALSO UNDERSTAND THAT IF I REFUSE TO SIGN THIS NOTICE IT IS STILL EFFECTIVE.

X_____.
SIGNATURE OF INDIVIDUAL RECEIVING NOTICE TO LEAVE

You may request a hearing on the City's denial of your access to the property listed above. If you request a hearing, you must make that request no later than the fifth business day after you received the notice. Your request must be in writing and sent to:

[name]_____Department Director, _____ Department, City of Austin, P.O. Box 1088, Austin, Texas 78767-1088

If you do request a hearing, you will have the opportunity to show why you should not be denied access to the property listed above. The matter will be reviewed, and a decision will be sent to you in writing. The City official conducting the review will determine (1) whether the issuance of a criminal trespass notice to you was proper, and (2) whether the area (the listed city property) of the criminal trespass notice were proper. The City official will have the authority to rescind, modify, or leave intact this Notice. The City policy regarding criminal trespass notices on City property is available on the back of this page.

CITY EMPLOYEE ISSUING NOTICE: LAST NAME _____ FIRST NAME _____ CITY ID NO. _____

WITNESS (IF ANY): LAST NAME _____ FIRST NAME _____ CITY ID NO. _____

WHITE PAGE = A.P.D. DATA ENTRY YELLOW PAGE = CITY DEPARTMENT FOR INVOLVED PROPERTY PINK PAGE = INDIVIDUAL

Building Services Department

Standard Operating Procedures

For Issuing

Criminal Trespass Notices

ATTACHMENT F

Exhibit E.1

Official Disclaimer: The information contained in this report is considered the property of the City of Austin. Disclosure is upon a need to know basis and only through proper authorities and policies.

For Official Use Only

Date: _____

Report No: _____

Austin City Hall
301 W. 2nd ST.
Austin, TX. 78701

Security Investigations and Incident Report

Type of Incident:
(i.e., Property Damage, Medical, Fire, Equipment Malfunction, etc.)

_____

Time of Incident: (Reported to Security) _____

Location of Incident: (i.e., 2nd Floor Mechanical RM)

_____

Official Respondents (only the responding/initial Officer's name is needed, the one who is filing the report)

Police: _____

Fire: _____

EMS: _____

- ❑ Are there any witnesses? Yes_____ No _____
- ❑ Are there any injuries? Yes _____ No _____ Medical Assistance: Refused _____ Accepted _____
- ❑ Was there any property damage? Yes _____ No _____ If so, estimate damage: _____
- ❑ Was there theft? Yes _____ No _____

Please list all the people involved in the incident: Witnesses, Subjects, Respondents and others. Witnesses have 1st hand knowledge of the incident. Subjects are those who are directly involved in the incident. Respondents are those who responded to the incident, i.e., Security Officer, Police, Fire, EMS, Electricians, Plumbers, etc. Others are those who are indirectly involved in the incident.

Type	Name (first and last)	Address	Phone or extension

Report Submitted by: _____ Reviewed by: _____

Building Services Department

Standard Operating Procedures

For Issuing

Criminal Trespass Notices

ATTACHMENT G

Criminal Tresspass Notice Log City Hall

Subject Last Name	First Name and Middle Initial	Date	Time (24hr)	Offense (If multiple items, "Other", or Person Crime, use notes to supplement)	Arrest (Y/N)	APD Incident No.	CTN Issued (Y/N)	Length of CTN	Supervisor/ Manager consulted prior to Issuance?	Written Report signed by Supervisor	BSD Security Officer	CTN Review Requested?	CTN Modified/ Rescinded?	Date of Modification or Rescission	Notes

Building Services Department

Standard Operating Procedures

For Issuing

Criminal Trespass Notices

ATTACHMENT H

Guide for Criminal Trespass Notices on City Property

Who may issue a CTN on City property

1. An Assistant City Manager
2. City Manager's Chief of Staff
3. A City Department Director
4. A Park Ranger with respect to City Park Property
5. **A sworn member of the Austin Police Department**

Officers can now:

- Issue CTNs for city property
- Assist City staff who have the authority to issue CTNs for city property
- Enforce a CTN that was previously issued under the new policies and procedures

There are 2 CTN forms depending upon the circumstances:

1. FORM A

Subject has been asked to leave that specific city property **3 times in the past 6 months** and city personnel have documented those infractions. The city department has full responsibility to issue this CTN without police presence. APD should not be called during these instances. That city department will complete the FORM A and handle any appeals/hearing. When the city department issuing the CTN has determined that the CTN is upheld and now in effect, they will make a CTN report with APD through

311 or Coplogic. They will email/scan the CTN form to APD Central Records Department. The APD Central Records Department will attach the CTN form to the report. A CTN given by a city department is considered a valid warning for one year.

2. FORM B

An immediate CTN - this form is used when the subject has damaged city property, caused physical injury to another, stolen city-owned property, or caused a breach of the peace. **APD will most likely be dispatched to these types of incidents**. The CTN will be in effect immediately. Any appeals/hearings will be handled by the city department where the incident occurred. If the CTN is later rescinded, it is the responsibility of that city department to notify APD Central Records Department.

Send completed CTN forms via interoffice mail to APD Central Records Department. **If an arrest is made for any offense (such as criminal mischief, PI, theft, etc) a separate CTN report needs to be made so that the Central Records Department can scan the CTN form into the report titled CTN. Scanned copies of CTNs can be sent to Brandon.Gilstrap@austintexas.gov. He will forward them to the appropriate people to attach in Versadex.

Exhibit E.1
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Austin Free-Net

Community Tech Access Mgmt Srvcs - Program Staff Positions and Time

Program Period: 10/1/2018 through 9/30/2019.

Program Staff Position Titles

List all positions stated in the total budgeted personnel costs

				FTE
1	Digital Literacy Program Manager			1.00
2	Program Specialist (Trainer)			1.00
3	Part-Time (Trainers)	Pipeline for ACCELERATE (3-5 students); 35 hr. week @15.00 hr.		0.75
4	AmeriCorps		removed	0.00
5	Volunteer & Outreach Coordinator			1.00
6	Marketing			0.20
7	ED			0.10
8	subtotal			
9	Benefits	25%		
10				
	Total			**4.05**

Description / Job Duties for Positions Allocated to this Contract for Services

Provide a list of staff positions, including duties and time allocation, supporting the services of this contract.

Trainers: Provide instruction and direction on a digital skills curriculum for clients enrolled in our Training Program, including Microsoft Office Suite, email, internet skills and other digital literacy skills.

Digital Literacy Program Manager: is responsible for ensuring that all program, training, public access, lab, and volunteer management systems are developed and implemented to promote and achieve targeted goals, and meet Austin Free-Net objectives. Also responsible for partner relations, curriculum development and program coordination.

Volunteer & Outreach Coordinator: is responsible for the recruitment, retention, and training of AFN volunteers, developing sound, responsive, and contemporary volunteer training to meet the needs of clients, as well as developing and maintaining a comprehensive volunteer management and recognition system. The coordinator will also conduct outreach to potential clients.

Marketing Specialist: Assists the team with daily tasks in the areas of writing, media, social media, public relations, and events. Also conduct market research to find answers about consumer requirements, habits and trends.

ED: Oversee all elements of the digital literacy program

Austin Free-Net *TARA FY19 - Community Tech Access Mgmt Srvcs*

Program Budget and Narrative

Program Start	*10/1/2018*
Program End	*9/30/2019*

	City Share	Other	Total
Salary plus Benefits	**$194,939.00**	**$35,210.00**	**$230,149.00**
General Operations Expenses	$1,500.00	$26,500.00	$28,000.00
Program Subgrantees	$0.00	$0.00	$0.00
Staff Travel	$300.00	$1,000.00	$1,300.00
Conferences	$0.00	$100.00	$100.00
Operations SubTotal	**$1,800.00**	**$27,600.00**	**$29,400.00**
Food and Beverages for Clients	$150.00	$100.00	$250.00
Financial Direct Assistance to Clients	$111.00	$189.00	$300.00
Other Assistance	Please Specify	Please Specify	Please Specify
Other Assistance Amount	$1,000.00	$0.00	$1,000.00
Direct Assistance SubTotal	**$1,261.00**	**$289.00**	**$1,550.00**
Capital Outlay Amount	**$0.00**	**$0.00**	**$0.00**
Total	**$198,000.00**	**$63,099.00**	**$261,099.00**

Detailed Budget Narrative

Salaries plus Benefits

*The total personnel budget for this project includes 4.05 FTE for activity. Salaries + benefits total $194,939. 100 % Manager/Director ($25/hr + 25% fringe); 100% Program Specialist /Trainer ($18.27 hr.+ 25% fringe); 75% Volunteer Coordinator ($19.23/hr+ 25% fringe); 10% ED + 25% fringe; 100% 75% various contract labor@ ($15/hr-1400 hrs); 20% Marketing @ ($15.38/hr.); Other sources-Volunteer in-kind services; Marketing cost may vary****Contractor will leverage other digital literacy funds to meet budget requirements.*

General Op Expenses

The total cost of the City of Austin Digital Literacy Program is $261,099, of which $35,210 is the cost of volunteer in kind services; $28,389 is to support the current operating budget; and $198,000 is the TCAL grant. Operating expenses included copier lease, supplies, phones, mileage, client services, etc. Leveraged funds for operating expenses come from external grants made to AFN for other digital literacy programs.

Program Subgrantees

Staff Travel

Conferences

Food and Beverage

Food/Beverages for clients to encourage attendance

Financial Assistance

Assistance to include bus passes or gift cards to provide incentives for participation in training.

Other Assistance

$1,000 for IT Equipment and supplies including toner, paper, and cartridges for city printers. Funds may also be used for any related services or items pertaining to the Digital Literacy Program i.e., IT Labor costs, camera supplies,small equipment, USB drives, and

Created *2/22/2019 11:24:00 AM* ***Last Modified, If Applicable*** *2/25/2019 8:39:00 AM*

Austin Free-Net
Community Tech Access Mgmt Srvcs - Program Funding Summary

For each revenue source include the following information:

Funding Source:	Identify the source per drop down list: contribution, program fees, etc. For match funds include the calculation for volunteer time and other resources listed.
Name of Grant/Contract	The name of the revenue source
Funding Period	List the start and end date of funding
Funding Amount	List the $ amount

Funding Source	Name of Grant/Contract	Funding Period Start Date	Funding Period End Date	Funding Amount
TOTAL - CITY OF AUSTIN CONTRACT		**7/1/2018**	**6/30/2019**	**198,000.00**
Program Income/Fees				0.00
Other	Spectrum	8/1/2018	8/1/2019	23,000.00
	Lola Wright		12/30/2018	3,389.00
	unrestrited funds	7/1/2018	6/30/2019	1,500.00
				0.00
				0.00
TOTAL CASH MATCH				**27,889.00**
Volunteer Match*	AFN Volunteer Hours	10/1/2018	9/30/2019	35,210.00
Other				0.00
TOTAL OTHER MATCH				**35,210.00**
TOTAL FUNDING - ALL SOURCES				**261,099.00**

**The current rate for volunteer hours is $25.15 per hour, as set by Independent Sector. Please provide detail of calculation below.*

Description / Additional Information

We intend to leverage funds from Spectrum (Charter Communications). Volunteer support- DeWitty 35 hrs./wk. +Connely G. 8 hrs. wk.; RZ- 2 hrs./wk.+ 2 SANC hrs./wk.+ St John's 2 hrs./wk.; Blkland 2-: + 51 hrs. for 40 weeks = 2040 hours @ 25.15 hr. = $35,210 in kind contribution from 7-2018 / 7-2019.

Exhibit H.1

Model Type	Description	Serial Number/ Asset Tag	Use Type
VRkit-GameLaptop	Dell Alienware 15 R3 with power supply	2wdsjm2 / COA45437	Workshop
VRkit-VRstation	Vive VR system (not Pro series)	COA45438 / sn's in notes	Workshop
VRkit-Oculus 1 of 2	Oculus GO Standalone VR headgear, 32gb	1KWVRG10U08205	Workshop
VRkit-Oculus 2 of 2	Oculus GO Standalone VR headgear, 32gb	1KWVRG13JS8184	Workshop
VRkit-MergeGoggles 1 of 6	Merge VR goggles	none	Workshop
VRkit-MergeGoggles 2 of 6	Merge VR goggles	none	Workshop
VRkit-MergeGoggles 3 of 6	Merge VR goggles	none	Workshop
VRkit-MergeGoggles 4 of 6	Merge VR goggles	none	Workshop
VRkit-MergeGoggles 5 of 6	Merge VR goggles	none	Workshop
VRkit-MergeGoggles 6 of 6	Merge VR goggles	none	Workshop
VRkit-Holographic cube 1 of 3	Merge Cube, model ARC-01, holographic hand-held foam cube	none	Workshop
VRkit-Holographic cube 2 of 3	Merge Cube, model ARC-01, holographic hand-held foam cube	none	Workshop
VRkit-Holographic cube 3 of 3	Merge Cube, model ARC-01, holographic hand-held foam cube	none	Workshop
Apple	IPAD A1395	DMPJH2T6DFHW	1:1, Workshop, Structured
Apple	IPAD A1395	DMPJH3JCDFHW	1:1, Workshop, Structured
Apple	IPAD A1395	DN6H65MSDFHW	1:1, Workshop, Structured
Apple	IPAD A1395	DYTHRHLNDFHW	1:1, Workshop, Structured
Apple	IPAD A1395	DYTHRJGEDFHW	1:1, Workshop, Structured
Apple	IPAD A1395 (EMC 2415)	DVPH795MDFHW	1:1, Workshop, Structured

The items represented in this list may be adjusted at any time to reasonably attain the goals of this agreement, as mutually agreed upon by the City and Austin Free-Net as represented by a loan of systems document.

Apple	IPAD A1396	DLXFR7U2DFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DLXFR8G8DFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DLXFR8J8DFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DLXFR8YLDFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DMRJGK6JDFHW	1:1, Workshop, Structured
Apple	IPAD A1396	DN6J50QVJDFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DN6J5388DFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DN6J53C|DFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DN6J53E3DFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DN6J53HRDFJ1	1:1, Workshop, Structured
Apple	IPAD A1396	DN6J53K2DFJ1	1:1, Workshop, Structured
Apple	IPAD A1454	F4KK68DCF199	1:1, Workshop, Structured
Apple	IPAD A1454	F4KK6A99F199	1:1, Workshop, Structured
Apple	IPAD A1454	F4KKHAP8F199	1:1, Workshop, Structured

Community Technology Access Management Services
IT Equipment Available for Use

Apple	IPAD A1454	F4KKK0WKF199	1:1, Workshop, Structured
Apple	IPAD A1474	DMPN8DMKFK11	1:1, Workshop, Structured
Apple	IPAD A1474	DMQN77EQFK11	1:1, Workshop, Structured
Apple	IPAD A1475	DMPNM06FF4YF	1:1, Workshop, Structured
Projector	Sharp XR-30X	U 705914989	1:1, Workshop, Structured
Printer	HP LaserJet P3015	VNBCC3H2GG	Contract Term
Printer	HP LaserJet P3015	VNBCC130KM	Contract Term
Printer	HP LaserJet P3015	VNBCC2J1ZB	Contract Term
Printer	HP LaserJet P3015	VNBCC130B1	Contract Term

City of Austin Purchasing Office
Note to File

MA 7300 NN180000009 Community Technology Access Lab Management & Digital Literacy Skills Training Services – **Austin Free-Net**

- The solicitation RFP 7300 JRH0104 was issued on May 1, 2017 and due on May 25, 2017. The City evaluation panel recommended award to Community Technology Network (CTN). The second bidder Austin Free-Net (AFN) protested this decision, and the protest hearing was held before an independent hearings officer on October 2, 2017. The hearings officer rendered a decision on October 11, 2017 to overrule this protest. The recommendation stood and an RCA was scheduled to recommend award to CTN.

- On December 5, 2017, the Purchasing Office disqualified AFN due to an apparent violation of the Anti-Lobbying Ordinance. AFN protested this decision and this protest hearing was held before an independent hearings officer on January 18, 2018. The hearings officer rendered a decision on January 24, 2018 to overturn the decision to disqualify AFN.

- The RCA to recommend CTN was re-scheduled to March 1, 2018 now that the protest was resolved.

- At the March 1st meeting, City Council recommended award to AFN against the recommendation of the Purchasing Office to award to CTN.

    - The Purchasing Office entered into an interim contract MA 7300 NN180000007 with AFN to provide services until the long-term contract could be executed.

- On July 20, 2018, a long-term contract was executed with AFN based upon the authorization from Council on March 1, 2018. Council did not discuss the difference in contract amounts proposed between the two vendors. AFN's contract amount was higher than the $860,000 total provided in the RCA for CTN. On July 21, 2018, Purchasing staff consulted with City Attorney Brandon Carr, who recommended including the higher contract amount negotiated with AFN in the contract, regardless of whether it was higher than the amount that appeared in the RCA for CTN. Because Council authorized negotiation with AFN, Mr. Carr ruled that they implicitly approved negotiation of the contract amount as well.

City of Austin

Purchasing Office, Financial Services Department
P.O. Box 1088, Austin, TX 78767

July 20, 2018

Austin Free-Net
Juanita Budd
Executive Director
2209 Rosewood Avenue
Austin, TX 78702

Dear Ms. Budd:

The City of Austin approved the execution of a contract with your company for Community Technology Access Lab Management & Digital Literacy Skills Training Services in accordance with the referenced solicitation.

Responsible Department:	Telecommunications & Regulatory Affairs (TARA)
Department Contact Person:	John Speirs
Department Contact Email Addr:	john.speirs@austintexas.gov
Department Contact Telephone:	512-974-3510
Project Name:	Community Technology Access Lab Management & Digital Literacy Skills Training Services
Contractor Name:	Austin Free-Net
Contract Number:	MA 7300 NN180000009
Contract Period:	36 months
Dollar Amount	$593,322 for the initial term
Extension Options:	Two 12-month options
Solicitation Type:	RFP

Thank you for your interest in doing business with the City of Austin. If you have any questions regarding this contract, please contact the person referenced under Department Contact Person.

Sincerely,

John Hilbun
Contract Mgmt Specialist IV
City of Austin
Purchasing Office

cc: John Speirs, TARA

CONTRACT BETWEEN THE CITY OF AUSTIN ("City")
AND
Austin Free-Net ("Contractor")
for
Community Technology Access Lab Management & Digital Literacy Skills Training Services
MA 7300 NN180000009

The City accepts the Contractor's Offer (as referenced in Section 1.1.3 below) for the above requirement and enters into the following Contract.

This Contract is between Austin Free-Net having offices at 6633 Hwy 290, Suite 100, Austin, TX 78723 and the City, a home-rule municipality incorporated by the State of Texas, and is effective as of the date executed by the City ("Effective Date").

Capitalized terms used but not defined herein have the meanings given them in Solicitation Number RFP 7300 JRH0104.

1.1 **This Contract is composed of the following documents:**

1.1.1 This document and attached exhibits

1.1.2 The City's Solicitation, Request for Proposals (RFP) 7300 JRH0104 including all documents incorporated by reference

1.1.3 Austin Free-Net Offer, dated May 25, 2017, including subsequent clarifications

1.2 **Order of Precedence.** Any inconsistency or conflict in the Contract documents shall be resolved by giving precedence in the following order:

1.2.1 This document and attached exhibits

1.2.2 The City's Solicitation as referenced in Section 1.1.2, including all documents incorporated by reference

1.2.3 The Contractor's Offer as referenced in Section 1.1.3, including subsequent clarifications.

1.3 **Term of Contract.** The Contract shall commence upon execution and shall remain in effect for an initial term of 36 months. The Contract may be extended beyond the initial term for up to two (2) additional twelve (12) month periods at the City's sole option.

1.3.1 If the City exercises any extension option, all terms, conditions, and provisions of the Contract shall remain in effect for that extension period.

1.3.2 Upon expiration of the initial term or any period of extension, the Contractor agrees to hold over under the terms and conditions of this Contract for such a period of time as is reasonably necessary for the City to re-solicit and/or complete the deliverables due under the Contract (not to exceed 120 calendar days unless mutually agreed to in writing).

1.4 **Compensation.** The Contractor shall be paid a total Not-to-Exceed amount of $516,000 for the initial Contract term and $172,000 for each extension option for a total Not-to-Exceed $860,000. Payment shall be made upon successful completion of services or delivery of goods as outlined in each individual Delivery Order.

1.5 **Quantity of Work.** There is no guaranteed quantity of work for the period of the Contract and there are no minimum order quantities. Work will be on an as needed basis as specified by the City for each Delivery Order

1.6 **Clarifications and Additional Agreements.** The following are incorporated into the Contract.

1.6.1 The City will conduct weekly Performance and Feedback meetings with the Contractor during the first six (6) months of the Contract and then conduct Performance and Feedback meetings on a monthly basis during the remaining term of the contract. Additional meetings may be added throughout the Contract as mutually agreed between the Contractor and the City.

1.6.2 The Contractor shall provide training clients a Certificate of Completion based upon Digital Empowerment Community of Austin (DECA) standards when these clients successfully complete a workshop or structured training.

1.6.3 The Contractor shall develop assessments based on DECA standards, that, upon completion of their development, shall be given to DECA at no additional cost for other organizations to utilize.

1.6.4 The Contractor shall implement the following phasing of facilities, as described in Exhibit A - Program Operating Model:

1.6.4.1 Phase 1: July-December 2018
1.6.4.2 Phase 2: January-June 2019
1.6.4.3 Phase 3: July-December 2019

1.6.5 The Contractor shall gather zip code data and system information to provide suggestions or modifications to Phase 2 and 3 facilities. Phase 2 and 3 facilities may be modified by Amendment as mutually acceptable by the Contractor and the City, as defined in Exhibit A - Program Operating Model.

1.6.6 The Contractor and the City shall evaluate the budget, performance measures, training model, and general operations on an annual basis to modify and approve as mutually agreed between the parties.

1.6.7 The Contractor's staffing allocation shall include one-half hour of administrative time for every hour of training provided under the Contract.

1.6.8 The Contractor shall provide copies of the computer lab sign-in sheets and training intake forms to the designated service provider at Austin Resource Center for the Homeless (ARCH) for Health Management Information Systems (HMIS) reporting. The Contractor shall coordinate with the designated service provider at the ARCH for implementation of this process.

1.6.9 The City will provide Amendment #1 to this Contract. Amendment #1 adds an administrative increase to the Contract to allow for the additional budget amount needed to fulfill the requirements agreed upon for Phase 1 of the implementation.

This Contract (including any Exhibits) constitutes the entire agreement of the parties regarding the subject matter of this Contract and supersedes all prior and contemporaneous agreements and understandings, whether written or oral, relating to such subject matter. This Contract may be altered, amended, or modified only by a written instrument signed by the duly authorized representatives of both parties.

In witness whereof, the parties have caused a duly authorized representative to execute this Contract on the date set forth below.

AUSTIN FREE-NET	CITY OF AUSTIN
Juanita Budd	JOHN HILBUN
Printed Name of Authorized Person	Printed Name of Authorized Person
Juanita Budd	
Signature	Signature
Executive Director	CONTRACT MGMT SPECIALIST IV
Title:	Title:
7/20/2018	07/20/18
Date:	Date:

List of Exhibits

Exhibit A	Program Operating Model
Exhibit B	Performance Measures
Exhibit C	Definitions
Exhibit D	Client Assessment Model & Goals
Exhibit E	Staffing Plan
Exhibit F	Program Budget - Phase 1
Exhibit G	Billing Guidance
Exhibit H	IT Service Level Agreement
Exhibit I	Outward Referral Process
Exhibit J	Mandatory Publicity Statement

Exhibit A - Program Operating Model

Branch/Lab Name	City Facility	Organization	Facility Manager	Escalation Manager	Contact Phone	Lab Mgmt Required?	AFN Training Type	Phase	AFN Proposed Implementation Timeline	IT Contact	Access Level	Connection Type	# of Printers	# of Desktop Comps	# of Laptops	PLNI to Campus Switch	Current Location?	Facility Operating Hours	Program Operating Hours	Street Address	Zip Code
Blackland Neighborhood Center	Yes	Austin Public Health	Shameka.Hodge-Holland@austintexas.gov	Maria.Allen@austintexas.gov	512.974.4117	NO	1:1 Client Assessment	1	no later than 30 days after contract execution	DITechHelp@austintexas.gov, 512-777-1633	Public	Wireless	1 -HP P3011 (AFN)	2	-	Autonomous - Cisco WAPs	Yes	M-TH (8am to 6pm), Fri (8am to 12pm)	Tuesday (10-11am)	2005 Salina St	78722
Austin Resource Center for the Homeless	Yes	Front Steps - 501(c)(3)	Lisa Fisher <LFisher@frontsteps.org>	Greg McCormack <GMcCormack@frontsteps.org>	512.305.4108	YES	Structured Curriculum Training , Workshop, 1:1 Client Assessment	1	immediate, continuous	DITechHelp@austintexas.gov, 512-777-1633	Homeless	Wired	1 - HP P3011 (AFN)	7	-	Unknown	Yes	M-Sun (6am to 11:30am, 12pm - 5pm) , Tue (2:30pm to 5pm)	M-F (7-10am & noon-4pm) Except Tues close at 2pm. Noon-4pm Sat.	500 E. 7th Street	78701
DeWitty Job Training and Employment Center	Yes	Teleom & Reg Affairs, Human Resources Dept	Laura.Haufler@austintexas.gov	John.Speirs@austintexas.gov	512.974.7741	YES	Structured Curriculum Training , Workshop, 1:1 Client Assessment	1	immediate, continuous	DITechHelp@austintexas.gov, 512-777-1634	Open to Public	Wired	2 -HP P3011 (AFN)	11 currently	8	Autonomous - Cisco WAPs	Yes	M-Fri (8am to 4pm)	M-Fri (9am to 4pm), adding night structured training 5:30-9pm by 6 months	2209 Rosewood Avenue	78702
Rosewood Zaragosa Neighborhood Center	Yes	Austin Public Health	Angel.Zambrano@austintexas.gov	Maria.Allen@austintexas.gov	512.972.6750	YES	1:1 Client Assessment, revisit Workshop at a later date	1	no later than 30 days after contract execution	DITechHelp@austintexas.gov, 512-777-1635	Open to Public	Wired	1 -HP P3011 (AFN)	6	-	Autonomous - Cisco WAPs	Yes	M-TH (8am to 6pm), Fri (8am to 12pm)	Mon & Wed (2-6pm)	2800 Webberville Rd.	78702
Conley-Guerrero Senior Activity Center	Yes	Parks & Recreation Dept	Gladys.Runnels@austintexas.gov	David.Crabb@austintexas.gov	512.478.7695	YES	Structured Curriculum Training , Workshop, 1:1 Client Assessment	1	30 days for lab monitoring / 90 days until structured & workshop	DITechHelp@austintexas.gov, 512-777-1638	Seniors	Wired	1 -HP P3011 (AFN)	11	-	Autonomous - Cisco WAPs	Yes	M, W, F (8am to 5pm), Tu & Thur (8am to 8pm)	Tues & Thurs (1-4pm)	808 Nile Street	78702
Trinity Center	No	Trinity Center - 501(c)(3)	(Irit Umani) irit@trinitycenteraustin.org	(Irit Umani) irit@trinitycenteraustin.org	512.610.3559	NO	1:1 Client Assessment	1	no later than 30 days after contract execution	NO	Vulnerable Clients	Wired	1 -HP P3011 (AFN)	4 (AFN)	-	Autonomous - Cisco WAPs	Yes	Sun-Fri (9:30am to 12pm)	Fri 12:30-1:30pm	304 E 7th Street	78701
St. John Community Center	Yes	Austin Public Health	Mona.Allen@austintexas.gov (APH)	Maria.Allen@austintexas.gov (APH)	512.972.5431 (APH)	YES	1:1 Client Assessment	1	no later than 90 days after contract execution	APL, DITechHelp@austintexas.gov, 512-777-1637	Open to Public	Wired	1 - Brother Laserjet (AFN)	4	-	Autonomous - Cisco WAPs	Yes	M-TH (8am to 6pm), Fri (8am to 12pm)	Tues & Thurs (4-6pm)	7500 Blessing Avenue	78752
South Austin Neighborhood Center	Yes	Austin Public Health	Yvonne.Meyer@austintexas.gov	Maria.Allen@austintexas.gov	512.972.6860	YES		2		DITechHelp@austintexas.gov, 512-777-1636	Open to Public	Wired	1 -HP P3011 (AFN)	9	-	Autonomous - Cisco WAPs	Yes	M-TH (8am to 6pm), Fri (8am to 12pm)		2508 Durwood	78704
St. John's Branch - Austin Public Library	Yes	Austin Public Library	Vivien.Addison@austintexas.gov (APL)	Patti.Fowler@austintexas.gov (APL)	512.974.7567(APL)	NO	Workshop, 1:1 Client Assessment	2		aplalishelpdesk@austintexas.gov	Open to Public	Wireless	Various Printers available	10	-	Cloud - Meraki	No	M-Th (10am to 9pm), Fri (10am to 6pm), Sat (10am to 4pm), Sun (Closed)		7500 Blessing Avenue	78752
Lamar Senior Activity Center	Yes	Parks & Recreation Dept	Jerilyn.Rainosek@austintexas.gov	David.Crabb@austintexas.gov	512.978.2480	NO		2		https://cityofaustin.seamlessdocs.com/f/service_desk	Seniors/Public	Wired	Various Printers available	9-12	-	Autonomous - Cisco WAPs	No	M & W (8:30am to 8:30pm), Tu & Thur (8:30am to 4:30pm), Fri (8:30am to 1:30pm)		2874 Shoal Crest Ave	78705
Terrazas Branch Library	Yes	Austin Public Library	Danny.Walker@austintexas.gov	Patti.Fowler@austintexas.gov	512.974.3636	NO		3		aplalishelpdesk@austintexas.gov	Open to Public	Wireless	Various Printers available	21	150	Cloud - Meraki	No	M-Th (10am to 9pm), Fri (10am to 6pm), Sat (10am to 5pm), Sun (Closed)		1105 E. Cesar Chavez Street	78702
Central Library	Yes	Austin Public Library	Karen.Baker@austintexas.gov	Patti.Fowler@austintexas.gov	512.974.7459	NO		3		aplalishelpdesk@austintexas.gov	Open to Public	Wireless	Various Printers available	157	-	Cloud - Meraki	No	M-Th (10am to 9pm), Fri & Sat (10am to 6pm), Sun (12pm to 6pm)		701 W Cesar Chavez	78701
Southeast Branch Library	Yes	Austin Public Library		Patti.Fowler@austintexas.gov	?	NO		2		aplalishelpdesk@austintexas.gov	Open to Public	Wireless	Various Printers available	20	-	Cloud - Meraki	No	?		5803 Nuckols Crossing Rd	78744
Ruiz Branch Library	Yes	Austin Public Library	Carlos.Pin@austintexas.gov	Patti.Fowler@austintexas.gov	512.974.7487	NO		3		aplalishelpdesk@austintexas.gov	Public	Wireless	Various Printers available	32	5	Cloud - Meraki	No	M-Th (10am to 9pm), Fri (10am to 6pm), Sat (10am to 5pm), Sun (2pm to 6pm)		1600 Grove Blvd	78741
Little Walnut Creek Branch Library	Yes	Austin Public Library	Amanda.Williams@austintexas.gov	Patti.Fowler@austintexas.gov	512.836.8976	NO		3		aplalishelpdesk@austintexas.gov	Public	Wireless	Various Printers available	24	-	Cloud - Meraki	No	M-Th (10am to 9pm), Fri (10am to 6pm), Sat (10am to 5pm), Sun (2pm to 6pm)		835 W Rundberg Ln	78758

Phasing Key: Phase 1 = July-December 2018 Phase 2 = January-June 2019 Phase 3 = July-December 2019

Exhibit B - Performance Measures

Phase	Value	Service	Goal	Success Target/Annually	City's Measure/Annually	Measure Type	Existing or Desired	Data Source & Reporting Model	Responsible Entity	Process of Collection	Dashboard Measure?
1	Increase access to the internet and technology devices in Austin	Public Access Lab Services	Provide public access to technology and the internet via public access computer labs	3,680 hours over 40 full operational weeks	Number of lab computer hours made available to the public	Output	Desired	Number of labs, number of computers, Lab open hours (or staff available hours)	Austin Free-Net	Collection by grantee and contractor and aggregation by us	Dashboard
1	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public	70% for a series of questions	Total portfolio of clients who are satisfied with their **workshop and structured training** experience	Outcome	Desired	Quarterly performance reporting	Austin Free-Net	Surveys	Dashboard & Operational
1	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public	85% for two or less questions	Percent of unduplicated **training** clients who increase their confidence in utilizing technology	Outcome	Desired	Contract performance measures	Austin Free-Net	Client Self-Assessment by grantee and aggration by us	Dashboard
1	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public	585 over 40 weeks	Number of unduplicated **training** clients served	Output	Existing	Contract performance measures	Austin Free-Net	Collection by grantee and contractor and aggregation by us	Dashboard
1	Increase digital literacy in Austin	Digital Literacy Training Services	Provide information and referral services to digital literacy training clients	Informational Purposes Only, no Successs Target-Summary of Results Reported	Number of unduplicated **access and training** clients who are referred to other service providers (referring out)	Output	Desired	Quarterly performance reporting	Austin Free-Net	Aggregating performance results	Operational
1	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public	Leveraged outside funds that meet the obligations under the Contract.	Outside funding leveraged for digital inclusion programing	Input	Existing	Monthly matching funds statement, program budget narrative, and revenue summary	Austin Free-Net	Aggregating the monthly matching fund statements	Operational
1	Other	Public Access Lab Services	Provide public access to technology and the internet via public access computer labs	35 hours per week	Number of volunteer hours generated at a public access lab	Output	Desired	Contract reporting metrics	Austin Free-Net	Mannual entry into digital resource	Operational
2	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public	A combined total for workshop and structured training of 585	Number of unduplicated clients who attended a **workshop training**	Output	Desired	Contract performance measures	Austin Free-Net	Collection by grantee and contractor and aggregation by us	Dashboard
2	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public		Number of unduplicated clients who completed a **structured** training (receiving credentials)	Output	Desired	Contract performance measures	Austin Free-Net	Collection by grantee and contractor and aggregation by us	Dashboard
2	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public		Number of unduplicated clients who received **one on one coaching**	Output	Desired	Contract performance measures	Austin Free-Net	Collection by grantee and contractor and aggregation by us	Dashboard
2	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public	Informational Purposes Only, no Successs Target-Summary of Results Reported	Number of clients that attended more than one training	Outcome	Desired	Contract performance measures	Austin Free-Net	Collection by grantee and contractor and aggregation by us	Operational
2	Increase access to the internet and technology devices in Austin	Public Access Lab Services	Provide public access to technology and the internet via public access computer labs	Informational Purposes Only, no Successs Target-Summary of Results Reported	Total portfolio of clients who are satisfied with their **public access lab** experience	Outcome	Desired	Quarterly performance reporting	Austin Free-Net	Focus Groups	Operational
2 or 3	Increase digital literacy in Austin	Digital Literacy Training Services	Provide digital literacy training to the public	Exploratory; AFN and COA to define when sufficient data is collected	Percent of unduplicated **structured training** clients meeting self sufiiciency goals (client successfully demonstrated the ability to apply the skills learned in structured training to be more self sufficient)	Outcome	Exploratory	Quarterly performance reporting and closeout reporting	Austin Free-Net	Collection by trainer through an End of Program Project	Operational

Key Terms:

Output: City portion of program only, unduplicated is the count for a single client over the whole contract period, not each quarter.
Outcome: Outcomes are all outcomes of the total clients served in the program, not a city portion calculation.
Input: Monitor the amount of resources being used to develop, maintain, or deliver a program activity.
Efficiency: Used to monitor the relationship between the program activity generated and the resources used.
Dashboard: Key performance Indicator for program activity posted to public website concurrent with reporting schedule.
Operational: Internal measure used to define the variable of the program activity in a specific way.

Unduplicated Clients: Unduplicated clients (for all funding sources) For example, unduplicated clients served may include a person who only spent one day in a digital literacy skills workshop, or it may include a person who spent four years in continuing structured training programs working towards an associate's degree. **Unduplicated clients (with City funds) for a contract period Participants can receive multiple digital literacy skills training services from the contractor, and those services should be counted separately in reporting "unduplicated clients served".**

*** Performance Measures may be modified as Phasing of facilities are completed and may be re-evaluated every contract year as deemed necessary and mutually agreeable.**

Exhibit C - Definitions

Program Definitions

1. **Target Populations:** Low-income families, disconnected households, Adults over 55, immigrants and refugees, Returning prisoners, adult with developmental disabilities, adults with food service or manufacturing careers, young parents with school-age children, and unemployed adults.

2. **Self-sufficiency Goals:**

    a. **Safety Net/Infrastructure Services**: Ensure that no person is without such basic necessities as food, clothing, health, shelter, behavioral health care, or constitutionally-guaranteed legal rights.

    b. **Transition Out of Poverty:** Ensure developmental, educational, employment, and other special opportunities for disadvantaged persons to further self-reliance.

    c. **Problem Prevention:** Deter the growth of problem conditions at the individual and community level through education, preventive physical and behavioral health programs, crime prevention and other preventive programs

    d. **Universal Support Services:**
    Provide family and societal support services in response to long-term issues such as poverty and new problems created by urbanization and technological advances. These include education, child care, counseling and assistance for the aging, youth, homeless, and unemployed, rehabilitation services and other support rehabilitation services

    e. **Enrichment:**
    Encourage personal development and community enrichment through cultural and educational programs

3. **Life Continuum Categories:**

    a. **Adults and Families:** Focuses on assisting adults and families with meeting their essential needs and improving or maintaining their quality of life by providing basic needs, housing and homeless services, behavioral health, workforce development and other social services.
    b. **Seniors & Persons with Disabilities:** With a rapidly growing number of seniors, defined as individuals of 55 years of age or older, and a

significant population of people with disabilities, including both physical and mental disabilities, services to these individuals are intended to help them maintain dignity, independent living, housing stability, and to assist with basic needs.

4. **Learning Plan Fundamentals:**

   a. **First step, Assessment of Learning Needs:** Identify the need (or want) of the learner. What is it that the individual wants or needs to be able to do, think, or feel with or about technology? Focus on one specific need or want of the learner, and think about their outcome. Here, we might first point to the technology itself, identifying that the learner needs to use email. That's good, but let's make it better. Why do they need to use email? In order to stay connected to family, get in touch with friends, email a potential (or even a current) employer, communicate with a teacher (either for their own education, or for their child's), to conduct business online, or to participate in online discussion groups. These are all valid needs and wants of learners related to using email, and help us focus more on how we will teach them.

   b. **Second step, Identification of Learning Goals:** Identify a specific skill (or set of skills) that will help the learner to meet their need (or want). Again, here we commonly might say, "The learner needs to use email" but that doesn't really help us focus our instruction. To make it "better," we can focus on exactly what skills need to be attained to be successful at helping the learner meet their need. A few specific skills that might be most relevant are logging into their email account, sending and receiving email, reading email messages and identifying spam, scam, or junk email messages, and deleting unwanted messages.

   c. **Third step, Identification of Learning Resources, Supports and Strategies:** Once a learner's need is identified AND a specific skill identified, then we are ready to write a "better" learning objective. Again, we might commonly see a simple learning objective such as "Teach learner how to use email." But if we get more specific, and include reference to the learner's *need* and to specific *skills* to meet that need, then we can speak to the *outcome* of how they will change their behavior, their attitudes, and their beliefs. In this example, we say we will "Help the learner become more *confident* /communicating with family and friends/ online by *using email* to send and receive messages, read messages, identify spam messages, and delete unwanted email.

      This learning objective outlines our priorities for instruction, so when we design instructional materials we can focus explicitly on these areas. When

we deliver training, we can bring that same focus to our instruction in both individual and group environments. And when we go to evaluate the success of our instruction and our outcomes for learners, we know what it is we are trying to evaluate.

**By writing better learning objectives, we lead to better instructional design, better training delivery, and better measurement of outcomes for learners.*

d. **Fourth step, Develop an Evidence-Based Learning Model:**

Examples:
TechBoomers: www.techboomers.com
GCF LearnFree.org: www.gcflearnfree.org
LearnMyWay: www.learnmyway.com
DigitalUnite: digitalunite.com
Northstar: DigitalLiteracyAssessment.org
Byteback: byteback.org/typing/
Intel Education: easystepsonline.intel.com/modules-preview
Microsoft: www.microsoft/com/en-us/DigitalLiteracy/curriculum4
Digitallearn.org: DigitalLearn.org
NDIA: ndia.relatedworks.io

e. **Fifth step, Specify Timeframes and Mode of Contact for each client (Workshop, Structured and 1:1) method:**

i. Includes timeframes for:
   - Informal contact (e.g. if the client has an issue advancing skills)
   - Review of skills development/progress
   - Assessment model examples:
     - COA PARD Enrollment Form/Waiver;
     - New Gen System which provides case management tool for social workers;
     - Neighborhood Services Unit Assessment;
     - Household Application for USDA Foods;
     - Goodwill Case Management Assessment.

ii. Finalizing module requirements: https://drive.google.com/file/d/131T_tSKwWmK-jk8g9eqeqTTdlc-TiIS2/view

iii. Mode of contact could include:
   - Telephone call
   - E-mail

- Group workshop (e.g. with other learners)
- 1:1 client time

f. **Sixth Step, Identify learning resources, supports and strategies - includes availability and confidence to access:**
   i. People
   ii. Resources
   iii. Technology

Learning is part of a cyclical process and the development and implementation of the learning plan will form the basis of analysis, reflection and further planning.

<u>Training Model Definitions</u>

Literacy:

1. **Credentialed Digital Literacy Skills (DLS) Training** is designed to impart a set of technical skills that allow individuals to collect, process, analyze, and communicate data through technological tools. Technological tools can include laptops, tablets, and cell phones. DLS training builds the digital, information, internet, and mobile literacy of the client, as appropriate, to achieve goals that are a necessary pathway to digital inclusion, and to enhance self-sufficiency and enrich quality of life. DLS training must be replicable and scalable to meet community needs. Individuals who participate in DLS training and demonstrate sufficient skills and knowledge will receive a credential that certifies their fulfillment of training requirements.

2. **Digital literacy** is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. It includes the abilities to appropriately address harmful and illegal content and to protect the user's privacy and security. Achieving digital literacy requires that individuals have (1) access to a device, (2) the ability to connect to the internet, and (3) training about safety and security to use the device while connected to the internet. Following this definition, internet literacy is a critical part of digital literacy.

3. **Information literacy** is the ability to recognize when information is needed and to locate, evaluate, and use effectively the needed information.

4. **Mobile literacy** is a combination of digital, internet, and information literacies critical for smartphone-first and smartphone-centric populations.

Training:

1. **Structured Curriculum Training**: This type of training has a clearly defined curriculum, schedule, outline of activities, and assignment of responsibilities for the instructor and the trainees. It has well-defined learning objectives and outcomes. Structured training occurs over multiple training sessions with set start and end dates.

2. **Workshop Training**: Workshops are training events that occur during a single session. Like structured curriculum training, workshops have a clearly defined curriculum, schedule, outline of activities, and assignment of responsibilities, as well as well-defined learning objectives and outcomes. Unlike structured curriculum training, workshops are one-time events that do not require trainees to attend multiple sessions to achieve learning objectives and outcomes.

3. **1:1 (one-on-one) Client Coaching**: This type of training includes
    a. assessing client needs, interests, and motivations
    b. building rapport
    c. providing individualized coaching in technology use to resolve client needs
    d. providing referral to outside service providers if appropriate
    e. providing referral to additional training if appropriate

4. **Train-the Trainer-Model**: Enables experienced personnel to show less-experienced instructors how to deliver structured curriculum training and workshops. A train-the-trainer model can build a pool of competent instructors who can then teach the material to other people to effectively replicate and scale structured curriculum training and workshops.

5. **Specialized Volunteers**: Skilled volunteers that are available at public computer locations to conduct one-on-one coaching, direct clients to training resources, and make referrals to outside services. Specialized volunteers may also conduct workshop training and assist in delivery of structured curriculum training. These volunteers have the appropriate background, knowledge, and skills to assist local residents and to record data to support measurement of outputs and outcomes.

6. **Computer Supplies:** The Contractor shall allocate 5% of the total budget toward computer, hardware and network resources for any sites with Austin Free-Net issued computers and tools including printer toner and paper as it relates to the contract.

Exhibit D - Client Assessment Model & Goals

AFN staff and volunteers perform client assessment based upon the type of training they provide. The following information describes our processes by type of training.

Training type	Characteristics of assessment	Methods for assessment
One-on-one coaching	Comprehensive, personalized	Interview, training intake form
Structured curriculum training	Targeted/specific and ongoing/flexible	Pre-test, conversations over the duration of training, training intake form
Workshop	Limited, focused on follow-up	Group elicitation of needs and interests, training intake form

One-on-One Coaching:

The most comprehensive and personalized assessment occurs for the clients that we train one-on-one. We assess client needs in two ways, through an interview and with a training intake form. The interview occurs first -- clients typically come to us with specific and immediate needs that require resolution and our first priority is to understand and resolve these needs.

The interviews we conduct with clients are semistructured. We seek to build rapport during interviews and so the questions we ask follow naturally from conversation and in a way that matches the client's communication style. The line of questioning helps us better understand the client's life experiences and the context in which they will be using digital tools so we can recommend training that they will find relevant and useful.

In any interview, we ask questions to understand:

- Does the client have an immediate, specific need to be resolved?
- How can we best resolve an immediate, specific need, based upon the context from which it arises?
    - If we cannot resolve the need, we make a referral to an outside service
- Does the client have a general interest in digital literacy beyond the immediate, specific need?

- What type of training will best support the client for both an immediate, specific need and/or a general interest in digital literacy? This determination is based upon:
    - Client's prior skill and experience with digital tools
    - Client's access to digital tools at home, work, and in public access labs
    - Client's life situation, including daily schedule, access to transportation, and any other barriers to attending training
    - Client's interests in and preferences for learning

We also request that one-on-one training clients fill out a training intake form. The intake form includes questions about the client's other interests in training topics and needs. We do not require clients to fill out our intake form or to respond to all items on the form; however, we clients are generally willing to fill the form out. The completed form allows us to continue conversation with clients about additional training resources and outside service referrals that they might find helpful. If we obtain contact information, we are also able to notify clients about future scheduled training opportunities (structured curriculum training and workshops).

We also may receive supplemental information that aids us in assessment at the ARCH from case managers. ARCH case managers have access to a referral form that they can use to send a client to one-on-one coaching with notes about the client's specific and general needs.

Structured Curriculum Training:

With structured curriculum training, we are most interested in assessing clients' needs and skills related to the topic of training. To understand prior skill level and particular interests and applications for new skill development, we utilize pre-tests during the first session of structured curriculum training. The content of pre-tests depends on training topic. At present, we design pre-tests based on the items in DECA curriculum standards that we intend to teach during the training. The completed pre-tests allow the instructor to understand what skills students already possess and the nature of their interest in the training topic. Based upon the pre-test results, the instructor may tailor material to emphasize or de-emphasize particular skills, as well as provide targeted instruction to specific clients and groups of clients in the training class.

In addition to the topic-specific targeted assessment that we conduct in structured curriculum training, instructors provide information to clients about where to obtain additional training, including referral to our one-on-one training services and public access computer labs. Clients' needs outside of the structured curriculum training topic

often emerge over the duration of training as instructors build rapport with students. As such, assessment is ongoing and flexible; it typically results in directing clients to additional training resources.

We also utilize training intake forms to identify additional client needs and follow up with them when we have contact information.

Workshops:

Our most limited assessment takes place in workshops. Like structured curriculum training, we want to understand workshop clients' previous skills and specific needs, but because of the limited timeframe of workshops, instructors have far less time and flexibility to tailor material to client needs than they do with structured curriculum training. Instructors begin workshops by making clear the learning objectives and then asking the entire group about specific needs and interests. Depending on needs and interests, the instructor encourages clients to utilize the training intake form for future follow-up.

If clients provide contact information through the training intake form, we are able to follow up with them individually to provide outside service referrals and information about additional training resources. We also inform clients as a group during workshops about additional training resources. Our goal is to reach workshop clients with additional assessment by engaging them in other types of training that are either personalized (one-on-one) or prolonged (structured curriculum training).

Example of training intake form:

Attachments 1 offers an example of an intake form. Attachment 1 is for one-on-one coaching. We modify intake forms depending on setting (e.g., we don't request an address for clients at ARCH). The general purposes of intake forms for one-on-one coaching are we want to (1) understand what clients want help with, (2) know what technology resources and routines they may already have, and (3) be able to contact them in the future (if they desire). Intake forms for structured curriculum request less information because the pre-test captures specific information about their needs, interests, and experiences related to the course topic.

Example of pre-test:

Attachment 2 offers an example of a pre-test for an Excel for Beginners class. We ask clients to self-report about their previous use of Excel and specific skills, based on the

items from curriculum standards. We also request information about clients' interests in learning Excel to better understand how and what to teach.

Example of referral form (ARCH only):

Attachment 3 offers an example of our referral form at ARCH. Case managers use this form to refer clients into AFN one-on-one coaching. We ask that case managers provide highly specific information so that we can best fulfill client needs.

Attachment 1: Example of Intake Form (ARCH)

ARCH

Date: _____

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First and Last Name:

Service Point #:

Phone:

Email:

Gender:
- ❑ Female
- ❑ Male
- ❑ Other

Date of Birth:

Race: (You may check more than one)

- ❑ American Indian or Alaska Native
- ❑ Asian
- ❑ Black or African American
- ❑ Native Hawaiian or other Pacific Islander
- ❑ White
- ❑ Other

Hispanic/Latino:

- ❑ Yes
- ❑ No

How often do you use a computer?
- ❑ Daily
- ❑ Weekly
- ❑ Sometimes
- ❑ Never

Are you interested in …
- ❑ Communicating with friends and family online?
- ❑ Accessing information about local resources?
- ❑ Staying up to date with news?
- ❑ Learning computer skills for job readiness?
- ❑ Managing finances online?
- ❑ Accessing medical information online?
- ❑ Accessing online education programs?
- ❑ Searching and applying for jobs online?
- ❑ Other?

Do you own any of these devices?
- ❑ Smartphone
- ❑ Laptop
- ❑ Tablet
- ❑ PC

Do you have any of these accounts?
- ❑ Gmail
- ❑ Yahoo
- ❑ Other email
- ❑ Facebook
- ❑ Other

Where do you normally access the Internet?
- ❑ Front Steps – guest WiFi on your device
- ❑ Front Steps – computer lab
- ❑ Public library – guest WiFi on your device
- ❑ Public library – computer lab
- ❑ Other computer lab

Do you need help with …
- ❑ Writing a resume?
- ❑ Searching and applying for jobs?
- ❑ Setting up or using email?
- ❑ Setting up or using social media accounts?
- ❑ Applying for benefits or housing online?
- ❑ Finding information on the internet?
- ❑ Learning how to use the computer?
- ❑ Using Microsoft Office applications?
- ❑ Other?

Attachment 2: Example of pre-test, Microsoft Excel Structured Curriculum Training

Interest and previous experience with Microsoft Excel

Name: _____

Have you used Microsoft Excel or another spreadsheet program (for example, Google Sheets) before?

Yes ☐ No ☐

If your answer is yes, please indicate if you know how to:

Describe what spreadsheet programs are used for	Yes ☐ No ☐
Identify differences between spreadsheet programs like Google Sheets and Excel	Yes ☐ No ☐
Identify the components of a spreadsheet	Yes ☐ No ☐
Enter data into a spreadsheet	Yes ☐ No ☐
Perform basic mathematical tasks in a spreadsheet	Yes ☐ No ☐
Identify sheet tabs, create a new tab, and rearrange tabs	Yes ☐ No ☐
Name worksheets	Yes ☐ No ☐
Create headings and freeze them	Yes ☐ No ☐
Format cells: bold, underline, size, merge and center, wrap text, number (currency, date, percentage)	Yes ☐ No ☐
Adjust rows and columns	Yes ☐ No ☐
Copy and move cell entries	Yes ☐ No ☐
Choose page orientation	Yes ☐ No ☐
Select a print area and print	Yes ☐ No ☐
Insert and delete rows and columns	Yes ☐ No ☐
Write a formula in the formula bar	Yes ☐ No ☐

Use AutoSum	Yes ☐ No ☐
Select a range	Yes ☐ No ☐
Sort data	Yes ☐ No ☐
Create a graph using data	Yes ☐ No ☐

Are you interested in learning to use Excel for use at work (your current job or a job you are seeking)?

Yes ☐ No ☐

If your answer is yes, please describe the work that you do or want to do with Excel:

_____

Are there any particular skills or uses of Excel you would like to learn about in this class?

_____

Please let us know of any other needs or interests you may have in learning to use Excel:

_____

Attachment 3: Example of referral form (ARCH only, referral is into AFN)

Client Referral to Austin Free-Net at ARCH

Use this form to schedule a client appointment with an Austin Free-Net staff member. Please note that we are in the upstairs lab!

* Required

Client's name *

Your answer

HMIS Number *

Your answer

Scheduling the appointment

Please select a date in the future that corresponds to our schedule (Monday - Saturday) and a time within our hours of operation. The form will not restrict your response to match our schedule, so please review the days and times we are available:

Monday, 7-10 AM (Bryson), 12-4 PM (TBD)
Tuesday, 7-10 AM (Bryson), 12-2 PM (TBD)
Wednesday, 7-10 AM, 12-4 PM (Mariano)
Thursday, 7-10 AM (Bryson), 12-4 PM (TBD)
Friday, 7-10 AM, 12-4 PM (Mariano)
Saturday, 7-10 AM, 12-4 PM (Mariano)

Requested appointment date and time *

Date

mm/dd/yyyy

Time

: AM

What does your client need help with? *

- [ ] Email for professional and personal correspondence
- [ ] Writing or updating a resume
- [ ] Searching and applying for jobs
- [ ] Using social media or other services to communicate with family/friends
- [ ] Applying for benefits online
- [ ] Applying for housing online
- [ ] Account/password retrieval for an online service or platform
- [ ] Accessing information about local resources
- [ ] Computer skills for job readiness
- [ ] Other: _____

Notes for AFN staff - please provide specific information about client needs and how we can help: *

Your answer

If you would like for us to send any documents or confirmations back to you from the session, please provide your email address:

Your answer

SUBMIT

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Exhibit E

AFN Staffing Plan
for the
Digital Literacy Program

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Staff Scheduling & Contingency Plan

AFN shall email the staffing schedule no later than Monday end of business for the following week. Once this schedule becomes standard and mutually agreed upon, AFN may then report staffing exceptions to the standard staffing schedule.

Blackland Neighborhood Center - Waiting area computers (no lab management, 1:1 coaching) are staffed 1 hr/week by the program specialist. The AmeriCorps digital literacy instructor will serve as the primary backup trainer. Other staff available at DeWitty (program manager) may also fill in as needed for training duties.

ARCH - Upstairs computer lab is staffed by an AFN Accelerate intern during access lab hours (lab management, 1:1 coaching). The program specialist will serve as the primary backup. The program specialist is also responsible for training hours in the lab (workshops, SCT). Other staff available at DeWitty (AmeriCorps digital literacy instructor, program manager) may also fill in as needed for access and training duties.

DeWitty Center - Room 209 (lab management, 1:1 coaching) is staffed by volunteers. The volunteer coordinator housed at DeWitty will serve as the primary backup lab monitor for Room 209. Room 212 (training lab for workshops, SCT) is staffed by the program specialist. The primary backup trainer is the AmeriCorps digital literacy instructor. Other staff available at DeWitty (AmeriCorps digital literacy instructor, program specialist, program manager) may fill in as needed in both rooms.

Rosewood Zaragosa Neighborhood Center - The computer lab (lab management, 1:1 coaching) is staffed 8 hrs/week by the AmeriCorps digital literacy instructor. The program specialist will serve as primary backup. Other staff available at DeWitty (program manager) may also fill in as needed.

Conley-Guerrero Senior Activity Center - The computer lab (lab management, 1:1 coaching, workshops, SCT) is staffed 6 hrs/week by an AFN program specialist. The DL program specialist will serve as primary backup trainer. Other staff available at DeWitty (AmeriCorps digital literacy instructor, program manager) may also fill in as needed.

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Trinity Center - The computer lab (no lab management, 1:1 coaching) is staffed 1 hr/week by the program specialist. The AmeriCorps digital literacy instructor will serve as the primary backup trainer. Other staff available at DeWitty (program manager) may also fill in as needed.

St. John Community Center - The computer lab (lab management, 1:1 coaching) is staffed 4 hrs/week by the program specialist. The primary backup trainer is the AmeriCorps digital literacy instructor. Other staff available at DeWitty (program manager) may also fill in as needed.

South Austin Neighborhood Center - The computer lab is staffed by a volunteer for an estimated 10 hrs/week (1:1 coaching). In Phase I of the contract, backup support may be provided by the volunteer coordinator as availability permits. At minimum, deviations from the volunteer staffing schedule will be communicated to the site manager and COA-TARA program manager.

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Phase 1: AFN STAFFING PLAN	Scope of work	Hrs. per week	Times	Days	% of time allocated to COA
FTE's					
1	D.L. Program Manager				
1.75	Trainers				
1	AmeriCorps				
0.75	Volunteer & Outreach Coordinator				
0.2	Marketing				
0.08	ED				
4.78	Total				
	Digital Literacy Program Manager				**100%**
	Curriculum Development	16	9 AM - 6 PM	M-F	
	Management	8			
	Program Coordination & support	4			
	Partner Relations	5			
	Reporting	3			
	DECA	2			
	Meetings, etc.	1			
	Other	1			
	Total	**40**			
Trainer 1	**Contract Labor (experience for Accelerate students)**				**75%**
	ARCH lab monitoring and 1:1 training	30	7 AM - 10 AM	Tu-F	
			12 PM - 2 PM	T	
			12 PM - 4 PM	M, Th-Sa	
	Total	**30**			
Trainer 2	**Program Specialist**				**100%**
	BLK Land	1.5	10 AM - 11 AM	Tu	
	Rosewood	12	2 PM - 6 PM	M/W	
	Trinity	1.5	12:30 PM - 1:30 PM	F	
	St John	6	4 PM - 6 PM	Tu/Th	
	ARCH	7	7 AM - 10 AM, 12 PM - 4 PM	M (AM), W (PM)	
	Other/Meeting/etc.	2			
	Reporting	3			
	Curriculum design	5			

	Administrative hours	2			
	Total	**40**			
Trainer 3	**AmeriCorps**				**100%**
	Backup trainer & support for all DL functions other than administrative	35	9 AM - 6 PM	M-F	
	Meetings	5			
	Total	**40**			
Volunteer & Outreach Coordinator					**75%**
	supports the vol. function, vol. orientations, coordination, logistics; reports, create vol. opportunities for corporate; seek vol. opp. w/ partner agencies; events to support AFN work, programs, etc.	20			
	Community meetings	3			
	Outreach to potential clients	5			
	AFN meetings	2			
	Total	**30**			
Marketing					**20%**
(see RFP Plan)	social media/ FB, etc.	2			
	newsletters/ COA stories	2			
	DL Program Marketing support	2			
	program materials, fliers, bookmarks, etc.	2			
	Total	**8**			
ED					**8%**
	Program oversight/Review	2			
	Public Awareness of Digital Literacy	1.2			
	Total	**3.2**			

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Staff Training

AFN shall provide First Aide Mental Health for Distressed Populations Training or a similar Conflict Management training, and Global Threat Awareness Training or similar training to all volunteer and staff performing access lab or training services.

Austin Free-Net
Community Tech Access Mgmt Srvcs - Program Budget & Narrative
Phase 1

Contract Services Line Item Budget	CITY OF AUSTIN Amount	Leveraged Funds Amount	TOTAL Budget (ALL Funding Sources)
A. PERSONNEL			
1. [A] Salaries plus Benefits	**151,710.00**		**151,710.00**
B. OPERATING EXP			
2. [A] General Operating Exp	0.00	34,176.20	34,176.20
3. [A] Consultants / Contractual	40,750.00		40,750.00
4. [A] Staff Travel - Mileage Reimbursement		1,500.00	1,500.00
5. [A] Conf / Smnr / Training		0.00	0.00
[A] B. Subtotal: Operating Exp	**40,750.00**	**35,676.20**	**71,352.40**
C. DIRECT ASSISTANCE			
6. [A] Food / Beverage for Clients	184.00	100.00	284.00
7. [A] Fin. Assist to Clients	100.00	100.00	200.00
9. [A] Other - Amount	5,000.00		5,000.00
[A] C. Subtotal: Direct Assistance	**5,284.00**	**200.00**	**5,484.00**
D. CAPITAL OUTLAY (over $5000 / unit)			
11. [A] Capital Outlay Amount	0.00	0.00	0.00
12. [A] Total (A+B+C+D)	**197,744.00**	**35,876.20**	**228,546.40**

Description of Personnel Request ***(*** *For each position detail allocation of time % or hours by funding sources: 1) COA Contract funds and 2)total matching funds* ***)***

Salaries + benefits total $151,710 + contract labor cost = $192,460.00. Contractor will leverage other digital literacy funds to provide direct services. Contractor will also provide assistance cost for clients. The total personnel budget for this project includes 4.78 FTE for activity. 100 % Manager/Director ($25/hr + 25% fringe); 100% Program Specialist /Trainer ($16.83 hr.+ 25% fringe); 75% Volunteer Coordinator ($19.23/hr+ 25% fringe); 8% ED + 25% fringe; 100% AmeriCorps @ $6,500; 75% various contract labor @ ($15/hr); 20% Marketing @ ($15.38/hr.) ***Contract labor + Marketing cost may vary****

Description of General Operating Request *(Include detail of the cost allocation between COA Contract and any leveraged funds.)*

AFN's total general operating budget excluding salary & benefits is $341,762. AFN will contribute 10% of the current operating budget to the Digital Literacy program during Phases 1 and 2 for a total of ($34,176.20). These expenses include copier lease, supplies, phones, mileage, etc. The budget will be reviewed in one year. Leveraged funds for operating expenses come from external grants made to AFN for other programs.

Description of Direct Assistance Request *(Include detail of the cost allocation between COA Contract Funds and total leveraged funds.)*

$5,000 for IT Equipment and supplies including toner, paper, and cartridges for city printers. Funds may also be used for any related services or items pertaining to the Digital Literacy Program i.e., camera supplies, IT labor cost, small equipment, USB drives, and projectors. AFN will purchase food/beverage for clients to encourage attendance, as well as incentivize and reward participation in training. Financial assistance to clients will take the form of gift cards or bus passes used as incentives or rewards.

Description of Capital Outlay Request *(Include detail of the cost allocation between GTOPS and total matching funds.)*

N/A

Austin Free-Net
Community Tech Access Mgmt Srvcs - Program Funding Summary
Phase 1

For each revenue source include the following information: **Exhibit F**

Funding Source:	Identify the source per drop down list: contribution, program fees, etc. For match funds include the calculation for volunteer time and other resources listed.
Name of Grant/Contract	The name of the revenue source
Funding Period	List the start and end date of funding
Funding Amount	List the $ amount

Funding Source	Name of Grant/Contract	Funding Period Start Date	Funding Period End Date	Funding Amount
TOTAL - CITY OF AUSTIN CONTRACT		**7/1/2018**	**6/30/2019**	**197,744.00**
Program Income/Fees				0.00
Other	Spectrum	8/1/2018	8/1/2019	25,000.00
Other	Lola Wright	6/5/2017	12/31/2018	10,876.20
				0.00
				0.00
				0.00
TOTAL CASH MATCH				**35,876.20**
Volunteer Match*	AFN Volunteer Hours	7/22/2018	7/22/2019	69,414.00
Other				0.00
TOTAL OTHER MATCH				**69,414.00**
TOTAL FUNDING - ALL SOURCES				**303,034.20**

**The current rate for volunteer hours is $25.15 per hour, as set by Independent Sector. Please provide detail of calculation below.*

Description / Additional Information

We intend to leverage funds from Spectrum, & Lola Wright Foundation. Volunteer support- DeWitty 35 hrs/wk + RZ 10 hrs/wk+ SANC 10hrs/wk+ St John's 4 hrs/wk+ Lamar SAC 10 hrs/week for 40 weeks = 2760 hours @ 25.15 hr = $69,414.00 in kind contribution from 7-2018 / 7-2019.

Austin Free-Net

Community Tech Access Mgmt Srvcs - Program Staff Positions and Time

Phase 1

Contract Start Date: **7/22/2018** **Exhibit F**

Contract End Date: **7/22/2019**

	Program Staff Position Titles *List all positions stated in the total budgeted personnel costs*			**FTE**	Salaries & benefits	Contract Labor / No Benefits	
1	Digital Literacy Program Manager			1.00	$ 50,000.00		
2	Program Specialist (Trainer)			1.00	$ 35,000.00		
3	Contract Labor (Trainers)	Pipeline for ACCELERATE (3-5 students)		0.75		$ 26,250.00	
4	AmeriCorps			1.00		$ 6,500.00	
5	Volunteer & Outreach Coordinator			0.75	$ 30,000.00		
6	Marketing			0.20		$ 8,000.00	
7	ED			0.08	$ 6,368.00		
8	subtotal				$ 121,368.00		
9	Benefits	25%			$ 30,342.00		
10							
	Total			**4.78**	$ 151,710.00	$ 40,750.00	$ 192,460.00

Description / Job Duties for Positions Allocated to this Contract for Services

Provide a list of staff positions, including duties and time allocation, supporting the services of this contract.
Trainer: Provide instruction and direction on a digital skills curriculum for clients enrolled in our Training Program, including Microsoft Office Suite, email, internet skills and other digital literacy skills.
Digital Literacy Program Manager: is responsible for ensuring that all program, training, public access, lab, and volunteer management systems are developed and implemented to promote and achieve targeted goals, and meet Austin Free-Net objectives. Also responsible for partner relations, curriculum development and program coordination.
Volunteer & Outreach Coordinator: is responsible for the recruitment, retention, and training of AFN volunteers, developing sound, responsive, and contemporary volunteer training to meet the needs of clients, as well as developing and maintaining a comprehensive volunteer management and recognition system. The coordinator will also conduct outreach to potential clients.
Marketing Specialist: Assists the team with daily tasks in the areas of writing, media, social media, public relations, and events. Also conduct market research to find answers about consumer requirements, habits and trends.
ED: Oversees all management, operations, communication, planning, and implementation of the digital literacy program. Responsible for overseeing the strategic focus/alignment and successful delivery of program outcomes in order to achieve the objectives and goals of the program.

Exhibit G - Billing Guidance

Expenses and/or expenditures shall be considered reimbursable if incurred directly and specifically in the performance of this Contract and are in conformance with the Program Work Statement. Contractor agrees that, unless otherwise specifically provided for in this Contract, payment by the City under the terms of this Contract is made on a reimbursement basis only; Contractor must have incurred and paid costs prior to those costs being invoiced and considered allowable under this Contract and subject to payment by the City.

To be allowable under this Contract, a cost must meet all of the following general criteria:

1. Be reasonable for the performance of the activity under the Contract.
2. Conform to any limitations or exclusions set forth in this Contract.
3. Be consistent with policies and procedures that apply uniformly to both government- financed and other activities of the organization.
4. Be determined and accounted in accordance with generally accepted accounting principles (GAAP).
5. Be adequately documented.

The City's prior written authorization is required in order for the following to be considered allowable costs. Inclusion in the budget within this Contract constitutes "written authorization."

1. Alteration, construction, or relocation of facilities
2. Contingency provisions (funds). (Excludes self-insurance reserves and pension funds)
3. Depreciation.
4. Entertainment costs
5. Equipment and other capital expenditures.
6. Fundraising, development, and investment management costs
7. Idle facilities and idle capacity.
8. Interest, other than mortgage interest as part of a pre-approved budget under this Contract
9. Organization costs (costs in connection with the establishment or reorganization of an organization)
10. Public relations costs, except reasonable, pre-approved marketing/advertising costs related directly to services provided under this Contract
11. Purchases of tangible, nonexpendable property, including fax machines, stereo systems, cameras, video recorders/players, microcomputers, software, printers, microscopes, oscilloscopes, centrifuges, balances and incubator, or any other item having a useful life of more than one year and an acquisition cost, including freight, of over one thousand dollars ($1,000)
12. Selling of any services related directly to services provided under this Contract

13. Travel/training outside Travis County

The following types of expenses are specifically not allowable with City funds under this Contract:

1. Alcoholic beverages
2. Bad debts
3. Compensation of trustees, directors, officers, or advisory board members, other than those acting in an executive capacity.
4. Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringement
5. Deferred costs
6. Donations and contributions including donated goods or space
7. Fines and penalties (including late fees)
8. Goods or services for officers' or employees' personal use (including technology used by staff only)
9. Housing and personal living expenses for organization's officers or employees
10. Litigation-related expenses (including personnel costs) in action(s) naming the City as a defendant
11. Lobbying or other expenses related to political activity
12. Losses on other agreements or contracts or casualty losses
13. Taxes, other than payroll and other personnel-related levies
14. City of Austin except utilities (as an administrative expense)
15. Liability insurance for the organization including any coverage needed in order to comply with City requirements (the City will pay for that portion of personnel overhead related to benefits such as an employee's health insurance)
16. Property maintenance expenses such as lawn care, maid service, security system monitoring or pest control
17. Attorney's fees
18. Auditor's fees
19. General operational expenses not related to your program
20. Expenses made before the program start date

Exhibit H

IT Service Level Agreement

IT Support, Configuration and Maintenance of Network and Servers

This scope of work details support and maintenance process workflow of computers under the responsibility of the COA IT Network Administrator (COANA) assigned to the labs. The goal of this scope of work is to provide details that describe necessary deployment and maintenance tasks.

The City's role is to provide computer equipment, software, and IT personnel as detailed below to the contractor for the Community Technology Access Lab

- Ensure that surge protection is installed so that components run in a safe manner.
- Provide a Computer Lab Manual including, at minimum: a copy of this agreement, technology partner contacts, troubleshooting tips, training materials/software (if needed) and helpful forms.
- Provide training for staff and volunteers in basic troubleshooting of the equipment, software, and Internet connection.
- Provide connectivity of the computers to the printers.

Communication practices and requests for service

- The industry-standard practice of delivering computer support begins with a call for help from the user or site manager. To facilitate that call, the Contractor must maintain strong partner relationships that include information on how to reach out for technical support (as per the Agreement).

- By utilizing a centralized management and monitoring solution, timely computer support can be delivered more efficiently, and provides for a quick return to a stable and safe user environment. Two strategies are employed to deliver this solution:
    - Procedures for rapid deployment, delivery and recovery
    - Centralized Management of support

Metrics for this level of service are established in the SSPR for the COANA as follows:

- An email confirmation of receipt provided for service requests within 30 minutes 95% of the time
- Identification of issue, designation to IT staff, and initiation of resolution within 4 hours 95% of the time
- Non-repairable equipment replaced or workaround provided within 3 days when allowed by budget
- Maintain machine and patron security with software and monitoring at all times
- Internet connectivity to CTAL site computers is up 95% of time exclusive of power failure or ISP downtime for sites managed by the City of Austin
- Update and Maintain CTAL computer core configuration to 75% of CTAL sites, as needed
- Not more than 1 viral/hack attack incident causing loss of services for more than four hours per six-month period

- Data restoration from backup current to previous 2 days exclusive of server rebuild
- Data restoration current to 5 days in event of server rebuild
- Emergency closure contingency for hack attack/virus
- The Contractor shall provide ink cartridges and paper for printers. The Contractor shall not be responsible for the maintenance or repairs of printers other than changing ink cartridges and clearing paper jams.

Rapid Deployment, Delivery and Recovery

- Currently, the City uses a process of creating a "clean" Windows 10 installation on a local computer at Dewitty, and stores an image of it on a local repository. This image contains all of the software currently required on all partner site computers, and can be used to quickly build a new or replacement computer.

- Part of the software package is an application called Drive Vaccine (DV). While the computer is running, DV provides a way for returning the computer to a "clean" state after the public uses it, thus removing any user-specific data. Additionally, any changes that a user attempts to make to the computer's OS or other applications will be removed and the computer is restored to its original, healthy state.

- If you suspect that a user may have left a "digital fingerprint" (saved a document or worked on personal info through a browser), you can simply log off the user account and log back in – no password is needed and no reboot is required. After logging back in, you (or the user) will see a window open briefly on the desktop to run the script, then close. This is the indicator that the digital fingerprint has been removed.
    - The script that cleans all temp files, browser cache, and user-created documents, runs not only at boot up, but also if the user account is logged in.
    - The computers are rebooted every morning.

Communication Protocol

- Minimum notification period of two (2) weeks for routine maintenance that creates any computer unavailability. Notification sent via email to Digital Literacy Program Manager
    - This includes the update the public machines every 6 months. The updates include MS and non-MS software.
- Minimum notification period of 48 hours for scheduled (requested) maintenance that creates any computer unavailability. Notification sent via email to Digital Literacy Program Manager)
- Minimum notification period of one (1) hour for emergency closure that creates any computer unavailability. Notification via phone call to Digital Literacy Program Manager.

Support and maintenance work flow

Understanding the status of computer operability, along with requests for technical assistance, makes up the bulk of providing timely support to all public-use labs and computer environments. To achieve this,

the COA IT Network Administrator (COANA) maintains a view of the DITechHelpdesk inbox and monitors it on a cell phone. This view is maintained and observed every working day during business hours.

The continuing analysis of this information constitutes a reactive approach to maintaining computer operability. When a change in condition is noted for a single or group of machines, action may be taken in the form of remotely connecting with computers in question and corrective action is applied.

1. When a request for service is sent via the DITechHelpdesk email address, the issue is assessed and communication with the requestor may be initiated. In any case, a remote connection to the computer(s) in question will be attempted and corrective action applied.
2. In the case that network connectivity has failed for an individual machine (preventing network visibility or domain management access), the COANA will attempt to connect to the affected computer through another accessible computer on site to determine the cause and provide corrective action. This is also known as an "end-around" approach to connectivity, and is often successful in helping to apply a fix.

Although most technical resolutions can be accomplished remotely, there are situations that may require the COANA to make an onsite visit. These occurrences, though rare in nature, include:

1. A failure of network connectivity that cannot be resolved through an end-around approach
    a. This would include replacing failed computer hardware,
    b. This does not include network-down scenarios. The organization who administers the site is responsible for maintaining their network, and internet, hardware and service
2. Improvements in technology that significantly improve the user experience (for example, changing the version of operating system),
3. Improvements in technology that enhances remote management capability,
4. An increase or decrease of hardware as requested by the contractor; or
5. Modifications to the lab environment initiated by the site manager/facility adminstrator (i.e. remodeling the room)

- **The Site Program Manager is encouraged to send a request for technical assistance in advance of any modifications, so that plans can be made to minimize down-time and reduce the likelihood of physical damage to the computers.**
- Document processes in a standard operating procedure manual for the following:
    - PCCLP computer configuration
    - PLNI domain server operations and configuration
- Assist with the update and development of I/T policies and procedures for the organization

COA IT Network Administrator Assigned Facilities and Scope

Location	**Number of Computers**	**Wall Ports**	**Printer**	**Switch**	**Internet Source**
Dewitty Center	43	4	3	4 (14 port switches (Cisco	Google Fiber* (currently

				Model Catalyst 3560- CX Series)	COA Enterprise - Firewall)
Rosewood Zaragosa Neighborhood Center	6	1	1	1 (8 port switch Netgear G308P SOHO Series)	COA Enterprise - Firewall
Conley-Guerrero Senior Activity Center	11	1	1	2 (daisy chained 8 port switch Netgear G308P SOHO Series)	Spectrum - COA Account (60*5 with 10*1 & 1 Static IP)
St. John Community Center	4	1	1	1 (8 port switch Netgear G308P SOHO Series)	COA Enterprise - Firewall
Blackland Neighborhood Center	2 (Potential for 8-10 in future)	1	1	1 (8 port switch Netgear G308P SOHO Series)	(Wireless) COA Enterprise - Firewall
South Austin Neighborhood Center	9	1	1	2 (daisy chained 8 port switch Netgear G308P SOHO Series)	COA Enterprise - Firewall
ARCH	8	1	1	2 (daisy chained 8 port switch Netgear G308P SOHO Series)	Spectrum - Contractor Account (60*5 with 10*1 & 1 Static IP)

The COA IT Network Administrator (not including other departments) locations that require technical oversight includes:

- 83 desktops available for public use,
- 8 locations in Austin (including the affiliated “Trinity Center” not referenced above),
- 8 laptops used in remote training locations by AFN staff,
- 2 computers available for 1:1 client coaching in Room 201 at Dewitty Center,
- 2 servers that provide domain management services to public-use computer sites, and
- 1 server used to collect data on public computer use.

Reference:

IT Standard Operating Procedures for informational purposes

Exhibit I – Outward Referral Process

Many of the clients who utilize Community Technology Access Labs can benefit from referral to other services in the community beyond the Digital Literacy Skills Training offered by Austin Free-Net. There is a wealth of services that might be applicable and useful to clients depending on their needs, for example, food assistance, housing assistance, health care, transportation assistance, and so on.

Trainers and lab monitors identify opportunities for outward referral through training client assessment. The assessment methods used in one-on-one coaching, workshops, and structured curriculum training allow trainers and lab monitors to understand a client's needs and motivations, as well as to get a sense for a client's life situation and opportunities for outward referral.

Many of the sites we serve feature collocated services, such as those services offered at the ARCH and COA neighborhood centers. At these sites, we refer clients to collocated services as appropriate.

We also encourage trainers and lab monitors to use Aunt Bertha (www.auntbertha.com), a site that lists services and programs by zip code and category of assistance, to look up services that are applicable and convenient to refer clients outward. Trainers and lab monitors are welcome to utilize their own knowledge of services in the community and additional online resources and search to make referrals. When we identify a service of use that is appropriate for a client, we provide the client with written information about where, when, and how to access the service, including contact information. At sites where a public phone is available to clients, we encourage them to call the service. We also aid clients in initiating requests for services online.

To capture data about outward referrals, we note on intake forms if we referred the client to any additional services and the general category of the service (food assistance, housing assistance, transportation assistance, health care, financial assistance, education, workforce development, legal).

City of Austin, Telecommunications & Regulatory Affairs
Digital Inclusion Initiative Program

Mandatory Publicity Statement

Exhibit J

The following statement must be prominently included in / on all printed materials relating to the City of Austin Digital Inclusion Initiative Program materials disseminated by the Contractor, including promotions for events. For further information or clarification, please contact your Contract Administrator:

Digital Inclusion
City of Austin

The following line must be included in all promotional materials along with the logo above:

This program is funded and supported in part by the City of Austin through the Digital Inclusion Initiative.

CITY OF AUSTIN, TEXAS

Purchasing Office

REQUEST FOR PROPOSAL (RFP)

OFFER SHEET

SOLICITATION NO: RFP 7300 JRH0104

DATE ISSUED: May 1, 2017

COMMODITY/SERVICE DESCRIPTION: Community Technology Access Lab Management & Digital Literacy Skills Training Services

REQUISITION NO.: 17022800315

COMMODITY CODE: 95290, 92047

PRE-PROPOSAL CONFERENCE TIME AND DATE: Thursday, May 11, 2017 at 10:30-11:30am

LOCATION: Arthur B. DeWitty Job Training and Employment Center - 2209 Rosewood Ave. Austin, TX 78702

FOR CONTRACTUAL AND TECHNICAL ISSUES CONTACT THE FOLLOWING AUTHORIZED CONTACT PERSON:

Primary Contact:
Claudia Rodriquez
Procurement Specialist III
Phone: (512) 974-3092
E-Mail: ClaudiaR.Rodriquez@austintexas.gov

Secondary Contact:
John Hilbun
Contract Management Specialist IV
Phone: (512) 974-1054
E-Mail: John.Hilbun@austintexas.gov

PROPOSAL DUE PRIOR TO: Thursday, May 25, 2017 at 2:00pm

PROPOSAL CLOSING TIME AND DATE: Thursday, May 25, 2017 at 3:00pm

LOCATION: MUNICIPAL BUILDING, 124 W 8th STREET RM 308, AUSTIN, TEXAS 78701

LIVE SOLICITATION CLOSING ONLINE: For RFP's, only the names of respondents will be read aloud

For information on how to attend the Solicitation Closing online, please select this link:

http://www.austintexas.gov/department/bid-opening-webinars

When submitting a sealed Offer and/or Compliance Plan, use the proper address for the type of service desired, as shown below:

Address for US Mail (Only)	**Address for FedEx, UPS, Hand Delivery or Courier Service**
City of Austin	City of Austin, Municipal Building
Purchasing Office-Response Enclosed for Solicitation # JRH0104	Purchasing Office-Response Enclosed for Solicitation # JRH0104
P.O. Box 1088	124 W 8th Street, Rm 308
Austin, Texas 78767-8845	Austin, Texas 78701
	Reception Phone: (512) 974-2500

NOTE: Offers must be received and time stamped in the Purchasing Office prior to the Due Date and Time. It is the responsibility of the Offeror to ensure that their Offer arrives at the receptionist's desk in the Purchasing Office prior to the time and date indicated. Arrival at the City's mailroom, mail terminal, or post office box will not constitute the Offer arriving on time. See Section 0200 for additional solicitation instructions.

All Offers (including Compliance Plans) that are not submitted in a sealed envelope or container will not be considered.

SUBMIT 1 ORIGINAL AND 3 ELECTRONIC COPIES (on flash drive or cd) OF YOUR RESPONSE

*****SIGNATURE FOR SUBMITTAL REQUIRED ON PAGE 3 OF THIS DOCUMENT*****

This solicitation is comprised of the following required sections. Please ensure to carefully read each section including those incorporated by reference. By signing this document, you are agreeing to all the items contained herein and will be bound to all terms.

SECTION NO.	TITLE	PAGES
0100	STANDARD PURCHASE DEFINITIONS	*
0200	STANDARD SOLICITATION INSTRUCTIONS	*
0300	STANDARD PURCHASE TERMS AND CONDITIONS	*
0400	SUPPLEMENTAL PURCHASE PROVISIONS	5
0500	SCOPE OF WORK	8
0600	PROPOSAL PREPARATION INSTRUCTIONS & EVALUATION FACTORS	6
0605	LOCAL BUSINESS PRESENCE IDENTIFICATION FORM – Complete and return	2
0615	DIGITIAL INCLUSION CONNECTION TO SELF SUFFICIENCY GOALS-Complete and return	3
0620	CLIENT ELIGIBLITY REQUIREMENTS	3
0640	PRGRAM PERFORMANCE MEASURES AND GOALS-Complete and return	2
0650	PROGRAM BUDGET AND NARRATIVE- Complete and return	5
0655	LEVERAGED PROGRAM FUNDING SUMMARY-Complete and return	1
0700	REFERENCE SHEET – Complete and return	2
0800	NON-DISCRIMINATION AND NON-RETALIATION CERTIFICATION–Complete and return	2
0805	NON-SUSPENSION OR DEBARMENT CERTIFICATION	*
0810	NON-COLLUSION, NON-CONFLICT OF INTEREST, AND ANTI-LOBBYING CERTIFICATION	*
0815	LIVING WAGES CONTRACTOR CERTIFICATION–Complete and return	1
0835	NONRESIDENT BIDDER PROVISIONS – Complete and return	1
0900	SUBCONTRACTING/SUB-CONSULTING UTILIZATION FORM – Complete & return	1
0905	SUBCONTRACTING/SUB-CONSULTING UTILIZATION PLAN – Complete and return if applicable	3
Exhibit A	CITY OF AUSTIN DISTRIBUTION CHANNELS AND ASSETS	1

*** Documents are hereby incorporated into this Solicitation by reference, with the same force and effect as if they were incorporated in full text. The full text versions of the * Sections are available on the Internet at the following online address:**

http://www.austintexas.gov/financeonline/vendor_connection/index.cfm#STANDARDBIDDOCUMENTS

If you do not have access to the Internet, you may obtain a copy of these Sections from the City of Austin Purchasing Office located in the Municipal Building, 124 West 8th Street, Room #308 Austin, Texas 78701; phone (512) 974-2500. Please have the Solicitation number available so that the staff can select the proper documents. These documents can be mailed, expressed mailed, or faxed to you.

INTERESTED PARTIES DISCLOSURE

In addition, Section 2252.908 of the Texas Government Code requires the successful offeror to complete a Form 1295 "Certificate of Interested Parties" that is signed and notarized for a contract award requiring council authorization. The "Certificate of Interested Parties" form must be completed on the Texas Ethics Commission website, printed, signed and submitted to the City by the authorized agent of the Business Entity with acknowledgment that disclosure is made under oath and under penalty of perjury prior to final contract execution.

https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm

The undersigned, by his/her signature, represents that he/she is submitting a binding offer and is authorized to bind the respondent to fully comply with the solicitation document contained herein. The Respondent, by submitting and signing below, acknowledges that he/she has received and read the entire document packet sections defined above including all documents incorporated by reference, and agrees to be bound by the terms therein.

Company Name: _____

Company Address: _____

City, State, Zip: _____

Federal Tax ID No. _____

Printed Name of Officer or Authorized Representative: _____

Title: _____

Signature of Officer or Authorized Representative: _____

Date: _____

Email Address: _____

Phone Number: _____

*** Proposal response must be submitted with this Offer sheet to be considered for award**

CITY OF AUSTIN - PURCHASING OFFICE
SECTION 0400: SUPPLEMENTAL PURCHASE PROVISIONS
RFP 7300 JRH0104

The following Supplemental Purchasing Provisions apply to this solicitation:

1. **EXPLANATIONS OR CLARIFICATIONS:** (reference paragraph 5 in Section 0200)

   All requests for explanations or clarifications must be submitted in writing to the Purchasing Office at least five (5) business days prior to the Solicitation Due Date.

2. **INSURANCE:** Insurance is required for this solicitation.

   A. **General Requirements:** See Section 0300, Standard Purchase Terms and Conditions, paragraph 32, entitled Insurance, for general insurance requirements.

      i. The Contractor shall provide a Certificate of Insurance as verification of coverages required below to the City at the below address prior to contract execution and within 14 calendar days after written request from the City. Failure to provide the required Certificate of Insurance may subject the Offer to disqualification from consideration for award
      ii. The Contractor shall not commence work until the required insurance is obtained and until such insurance has been reviewed by the City. Approval of insurance by the City shall not relieve or decrease the liability of the Contractor hereunder and shall not be construed to be a limitation of liability on the part of the Contractor.
      iii. The Contractor must also forward a Certificate of Insurance to the City whenever a previously identified policy period has expired, or an extension option or holdover period is exercised, as verification of continuing coverage.
      iv. The Certificate of Insurance, and updates, shall be mailed to the following address:

         City of Austin Purchasing Office
         P. O. Box 1088
         Austin, Texas 78767

   B. **Specific Coverage Requirements:** The Contractor shall at a minimum carry insurance in the types and amounts indicated below for the duration of the Contract, including extension options and hold over periods, and during any warranty period. These insurance coverages are required minimums and are not intended to limit the responsibility or liability of the Contractor.

      i. **Worker's Compensation and Employers' Liability Insurance:** Coverage shall be consistent with statutory benefits outlined in the Texas Worker's Compensation Act (Section 401). The minimum policy limits for Employer's Liability are $100,000 bodily injury each accident, $500,000 bodily injury by disease policy limit and $100,000 bodily injury by disease each employee.
         (1) The Contractor's policy shall apply to the State of Texas and include these endorsements in favor of the City of Austin:
            (a) Waiver of Subrogation, Form WC420304, or equivalent coverage
            (b) Thirty (30) days Notice of Cancellation, Form WC420601, or equivalent coverage
      ii. **Commercial General Liability Insurance:** The minimum bodily injury and property damage per occurrence are $500,000 for coverages A (Bodily Injury and Property Damage) and B (Personal and Advertising Injury).
         (1) The policy shall contain the following provisions:
            (a) Contractual liability coverage for liability assumed under the Contract and all other Contracts related to the project.
            (b) Contractor/Subcontracted Work.
            (c) Products/Completed Operations Liability for the duration of the warranty period.
            (d) If the project involves digging or drilling provisions must be included that provide Explosion, Collapse, and/or Underground Coverage.
         (2) The policy shall also include these endorsements in favor of the City of Austin:

(a) Waiver of Subrogation, Endorsement CG 2404, or equivalent coverage
(b) Thirty (30) days Notice of Cancellation, Endorsement CG 0205, or equivalent coverage
(c) The City of Austin listed as an additional insured, Endorsement CG 2010, or equivalent coverage

iii. **Business Automobile Liability Insurance:** The Contractor shall provide coverage for all owned, non-owned and hired vehicles with a minimum combined single limit of $500,000 per occurrence for bodily injury and property damage. Alternate acceptable limits are $250,000 bodily injury per person, $500,000 bodily injury per occurrence and at least $100,000 property damage liability per accident.

(1) The policy shall include these endorsements in favor of the City of Austin:
(a) Waiver of Subrogation, Endorsement CA0444, or equivalent coverage
(b) Thirty (30) days Notice of Cancellation, Endorsement CA0244, or equivalent coverage
(c) The City of Austin listed as an additional insured, Endorsement CA2048, or equivalent coverage.

C. **Endorsements:** The specific insurance coverage endorsements specified above, or their equivalents must be provided. In the event that endorsements, which are the equivalent of the required coverage, are proposed to be substituted for the required coverage, copies of the equivalent endorsements must be provided for the City's review and approval.

3. **TERM OF CONTRACT:**

A. The Contract shall be in effect for an initial term of 36 months and may be extended thereafter for up to two additional 12-month periods, subject to the approval of the Contractor and the City Purchasing Officer or his designee.

B. Upon expiration of the initial term or period of extension, the Contractor agrees to hold over under the terms and conditions of this agreement for such a period of time as is reasonably necessary to re-solicit and/or complete the project (not to exceed 120 days unless mutually agreed on in writing).

4. **QUANTITIES:** The quantities listed herein are estimates for the period of the Contract. The City reserves the right to purchase more or less of these quantities as may be required during the Contract term. Quantities will be as needed and specified by the City for each order. Unless specified in the solicitation, there are no minimum order quantities.

5. **INVOICES and PAYMENT:** (reference paragraphs 12 and 13 in Section 0300)

A. Invoices shall contain a unique invoice number and the information required in Section 0300, paragraph 12, entitled "Invoices." Invoices received without all required information cannot be processed and will be returned to the vendor.

Invoices shall be mailed to the below address:

	City of Austin
Department	Telecommunication and Regulatory Affairs
Attn:	Melanie Kroll
Address	124 W. 8th Street, Suite 210
City, State Zip Code	Austin, TX 78701

B. The Contractor agrees to accept payment by either credit card, check or Electronic Funds Transfer (EFT) for all goods and/or services provided under the Contract. The Contractor shall factor the cost of processing credit card payments into the Offer. There shall be no additional charges, surcharges, or penalties to the City for payments made by credit card.

6. **LIVING WAGES:**

A. The minimum wage required for any Contractor employee directly assigned to this City Contract is $13.50 per hour, unless Published Wage Rates are included in this solicitation. In addition, the City may stipulate higher wage rates in certain solicitations in order to assure quality and continuity of service.

B. The City requires Contractors submitting Offers on this Contract to provide a certification **(see the Living Wages Contractor Certification included in the Solicitation**) with their Offer certifying that all employees directly assigned to this City Contract will be paid a minimum living wage equal to or greater than $13.50 per hour. The certification shall include a list of all employees directly assigned to providing services under the resultant contract including their name and job title. The list shall be updated and provided to the City as necessary throughout the term of the Contract.

C. The Contractor shall maintain throughout the term of the resultant contract basic employment and wage information for each employee as required by the Fair Labor Standards Act (FLSA).

D. The Contractor shall provide to the Department's Contract Manager with the first invoice, individual Employee Certifications for all employees directly assigned to the contract. The City reserves the right to request individual Employee Certifications at any time during the contract term. Employee Certifications shall be signed by each employee directly assigned to the contract. The Employee Certification form is available on-line at https://www.austintexas.gov/financeonline/vendor_connection/index.cfm.

E. Contractor shall submit employee certifications annually on the anniversary date of contract award with the respective invoice to verify that employees are paid the Living Wage throughout the term of the contract. The Employee Certification Forms shall be submitted for employees added to the contract and/or to report any employee changes as they occur.

F. The Department's Contract Manager will periodically review the employee data submitted by the Contractor to verify compliance with this Living Wage provision. The City retains the right to review employee records required in paragraph C above to verify compliance with this provision.

7. **NON-COLLUSION, NON-CONFLICT OF INTEREST, AND ANTI-LOBBYING:**

A. On November 10, 2011, the Austin City Council adopted Ordinance No. 20111110-052 amending Chapter 2.7, Article 6 of the City Code relating to Anti-Lobbying and Procurement. The policy defined in this Code applies to Solicitations for goods and/or services requiring City Council approval under City Charter Article VII, Section 15 (Purchase Procedures). During the No-Contact Period, Offerors or potential Offerors are prohibited from making a representation to anyone other than the Authorized Contact Person in the Solicitation as the contact for questions and comments regarding the Solicitation.

B. If during the No-Contact Period an Offeror makes a representation to anyone other than the Authorized Contact Person for the Solicitation, the Offeror's Offer is disqualified from further consideration except as permitted in the Ordinance.

C. If an Offeror has been disqualified under this article more than two times in a sixty (60) month period, the Purchasing Officer shall debar the Offeror from doing business with the City for a period not to exceed three (3) years, provided the Offeror is given written notice and a hearing in advance of the debarment.

D. The City requires Offerors submitting Offers on this Solicitation to certify that the Offeror has not in any way directly or indirectly made representations to anyone other than the Authorized Contact Person during the No-Contact Period as defined in the Ordinance. The text of the City Ordinance is posted on the Internet at: http://www.ci.austin.tx.us/edims/document.cfm?id=161145

8. **NON-SOLICITATION:**

A. During the term of the Contract, and for a period of six (6) months following termination of the Contract, the Contractor, its affiliate, or its agent shall not hire, employ, or solicit for employment or consulting services, a City employee employed in a technical job classification in a City department that engages or uses the services of a Contractor employee.

B. In the event that a breach of Paragraph A occurs the Contractor shall pay liquidated damages to the City in an amount equal to the greater of: (i) one (1) year of the employee's annual compensation; or (ii) 10 percent of the employee's annual compensation while employed by the City. The Contractor shall reimburse the City for any fees and expenses incurred in the enforcement of this provision.

C. During the term of the Contract, and for a period of six (6) months following termination of the Contract, a department that engages the services of the Contractor or uses the services of a Contractor employee will not hire a Contractor employee while the employee is performing work under a Contract with the City unless the City first obtains the Contractor's approval.

D. In the event that a breach of Paragraph C occurs, the City shall pay liquidated damages to the Contractor in an amount equal to the greater of: (i) one (1) year of the employee's annual compensation or (ii) 10 percent of the employee's annual compensation while employed by the Contractor.

9. **WORKFORCE SECURITY CLEARANCE AND IDENTIFICATION (ID):**

A. Contractors are required to obtain a certified criminal background report with fingerprinting (referred to as the "report") for all persons performing on the contract, including all Contractor, Subcontractor, and Supplier personnel (for convenience referred to as "Contractor's personnel").

B. The report may be obtained by reporting to one of the below governmental entities, submitting to fingerprinting and requesting the report [requestors may anticipate a two-week delay for State reports and up to a four to six week delay for receipt of a Federal report.

i. Texas Department of Public Safety for any person currently residing in the State of Texas and having a valid Texas driver's license or photo ID card;
ii. The appropriate governmental agency from either the U.S. state or foreign nation in which the person resides and holds either a valid U.S. state-issued or foreign national driver's license or photo ID card; or
iii. A Federal Agency. A current Federal security clearance obtained from and certified by a Federal agency may be substituted.

C. Contractor shall obtain the reports at least 30 days prior to any onsite work commencement. Contractor also shall attach to each report the project name, Contractor's personnel name(s), current address(es), and a copy of the U.S. state-issued or foreign national driver's license or photo ID card.

D. Contractor shall provide the City a Certified Criminal Background Report affirming that Contractor has conducted required security screening of Contractor's personnel to determine those appropriate for execution of the work and for presence on the City's property. A list of all Contractor Personnel requiring access to the City's site shall be attached to the affidavit.

E. Upon receipt by the City of Contractor's affidavit described in (D) above and the list of the Contractor's personnel, the City will provide each of Contractor's personnel a contractor ID badge that is required for access to City property that shall be worn at all times by Contractor's personnel during the execution of the work.

F. The City reserves the right to deny an ID badge to any Contractor personnel for reasonable cause, including failure of a Criminal History background check. The City will notify the Contractor of any such denial no more than twenty (20) days after receipt of the Contractor's reports. Where denial of access by a particular person may cause the Contractor to be unable to perform any portion of the work of the contract, the Contractor shall so notify the City's Contract Manager, in writing, within ten (10) calendar days of the receipt of notification of denial.

G. Contractor's personnel will be required to wear the ID badge at all times while on the work site. Failure to wear or produce the ID badge may be cause for removal of an individual from the work site, without regard to Contractor's schedule. Lost ID badges shall be reported to the City's Contract Manager. Contractor shall reimburse the City for all costs incurred in providing additional ID badges to Contractor Personnel.

H. ID badges to enter and/or work on the City property may be revoked by the City at any time. ID badges must be returned to the City at the time of project completion and acceptance or upon removal of an individual from the work site.

I. Contractor is not required to obtain reports for delivery personnel, including but not limited to FedEx, UPS, Roadway, or other materials delivery persons, however all delivery personnel must present company/employer-issued photo ID and be accompanied by at least one of Contractor's personnel at all times while at the work site.

J. The Contractor shall retain the reports and make them available for audit by the City during regular business hours (reference paragraph 17 in Section 0300, entitled Right to Audit).

10. **OWNERSHIP AND USE OF DELIVERABLES:** The City shall own all rights, titles, and interests throughout the world in and to the Deliverables.

A. **Patents:** As to any patentable subject matter contained in the Deliverables, the Contractor agrees to disclose such patentable subject matter to the City. Further, if requested by the City, the Contractor agrees to assign and, if necessary, cause each of its employees to assign the entire right, title, and interest to specific inventions under such patentable subject matter to the City and to execute, acknowledge, and deliver and, if necessary, cause each of its employees to execute, acknowledge, and deliver an assignment of letters patent, in a form to be reasonably approved by the City, to the City upon request by the City.

B. **Copyrights:** As to any Deliverable containing copyrighted subject matter, the Contractor agrees that upon their creation, such Deliverables shall be considered as work made-for-hire by the Contractor for the City and the City shall own all copyrights in and to such Deliverables, provided however, that nothing in this Paragraph 36 shall negate the City's sole or joint ownership of any such Deliverables arising by virtue of the City's sole or joint authorship of such Deliverables. Should by operation of law, such Deliverables not be considered work made-for-hire, the Contractor hereby assigns to the City (and agrees to cause each of its employees providing services to the City hereunder to execute, acknowledge, and deliver an assignment to the City of Austin) all worldwide right, title, and interest in

and to such Deliverables. With respect to such work made-for-hire, the Contractor agrees to execute, acknowledge and deliver and cause each of its employees providing services to the City hereunder to execute, acknowledge, and deliver a work-for-hire agreement, in a form to be reasonably approved by the City, to the City upon delivery of such Deliverables to the City or at such other time as the City may request.

C. **Additional Assignments:** The Contractor further agrees to, and if applicable, cause each of its employees to execute, acknowledge, and deliver all applications, specifications, oaths, assignments, and all other instruments which the City might reasonably deem necessary in order to apply for and obtain copyright protection, mask work registration, trademark registration and/or protection, letters patent, or any similar rights in any and all countries and in order to assign and convey to the City, its successors, assigns, and nominees, the sole and exclusive right, title, and interest in and to the Deliverables, The Contractor's obligations to execute acknowledge, and deliver (or cause to be executed, acknowledged, and delivered) instruments or papers such as those described in this Paragraph 36 A., B., and C. shall continue after the termination of this Contract with respect to such Deliverables. In the event the City should not seek to obtain copyright protection, mask work registration or patent protection for any of the Deliverables, but should arise to keep the same secret, the Contractor agrees to treat the same as Confidential Information under the terms of Paragraph above.

11. **CONTRACT MANAGER:** The following person is designated as Contract Manager, and will act as the contact point between the City and the Contractor during the term of the Contract:

John Speirs

City of Austin – TARA

2209 Rosewood Ave, Suite 202

Austin, TX 78702

*Note: The above listed Contract Manager is not the authorized Contact Person for purposes of the **NON-COLLUSION, NON-CONFLICT OF INTEREST, AND ANTI-LOBBYING Provision** of this Section; and therefore, contact with the Contract Manager is prohibited during the no contact period.

Scope of Work (Section 0500)

SOLICITATION NO. RFP 7300 JRH0104

Community Technology Access Lab Management & Digital Literacy Skills Training Services

1.0 Introduction and Purpose

The overall objective for this competitive solicitation is to establish a contract with a qualified nonprofit organization for the management of City of Austin ("City") public access computer and technology labs and the delivery of digital literacy skills training services. *The City of Austin ("City"), through this Request for Proposals ("RFP"), is seeking proposals from experienced and qualified nonprofit organizations ("Contractor(s)") in the focus areas of:*

A. **Manage the Community Technology Access Lab ("CTAL") facilities and computer equipment to enable residents connectivity to the internet and devices;**
B. **Train residents on credentialed digital literacy skills ("DLS") necessary to participate in a digital society;**
C. **Support the City's Digital Empowerment Community of Austin (DECA) to convene, facilitate and develop open source guidelines, processes and tools**

The current City contract will expire on September 30, 2017. The City seeks a nonprofit entity with the experience and ability to manage and operate the facilities and develop digital literacy skills trainings under a new contract beginning on October 1, 2017.

The contract entered into under this Request for Proposal (RFP) will be for an initial three year period, beginning October 1, 2017, with two one-year renewal options for a total contract period not-to-exceed five (5) years. The City Council has directed that final contract decisions be consistent with the goals of the Imagine Austin Comprehensive Plan. The annual estimated budget is $197,774 for each 12-month period for a total five-year amount not-to-exceed $988,870.

The initiatives of the City's Office of Telecommunications & Regulatory Affairs (TARA) Digital Inclusion Program include every Austin resident having an opportunity to be fully engaged in digital society, accessing and using digital and communications technology. Through the resulting contract of this solicitation, TARA seeks to assist individuals identified by the City's residential technology survey or other indicators as technology non-adopters including those experiencing barriers such as language, disabilities, and those that require training to increase their digital literacy and skills to become self-sufficient and enrich their quality of life. The digital literacy skills training services will align with the social services' self-sufficiency goals for training clients listed above including referrals to other service providers (as referenced in **Exhibit F**).

These digital literacy skills training services will be provided at City of Austin Community Technology labs, and include the management and oversight of lab operations at prescribed City facilities. The City reserves the right to add or remove locations or adjust facility operating hours, as needed.

An objective of this solicitation is to develop sustainable partnerships with service providers located within the DECA community to convene, facilitate and develop open source guidelines, processes, and tools. These partnerships shall be centered on plan that shall engage these partners for their expertise in reaching and serving the needs of a diverse set of services offered within the CTAL facilities, as well

as a diverse audience of potential target participants (as referenced in **Exhibit F**).

2.0 **Background**

2.1. **Digital Inclusion in Austin**

Austin has strong assets that enable and empower the digital community. But certain local challenges exist that should be considered when developing strategic initiatives to improve digital access and literacy. Austin has the resources, knowledge and expertise to address many of the challenges we face in bridging the digital divide. The most significant challenge is that we must connect what's available to what's needed, and determine how partners and organizations can work together to best address the digital divide.

The Austin Business Journal reported in 2014 that nearly 160 people move to Austin every day. This is causing rapid and profound demographic shifts that make it difficult to identify residents in need of specific services. This also makes it difficult for program providers to focus and define their efforts in providing services to residents in need.

Providers also face challenges in securing adequate funding for necessary and beneficial programs, and experience difficulty in effectively evaluating their current programs to identify opportunities for improvement and the gaps to be filled. These challenges may limit the capacity and scale to which providers can support their clients. New ideas for overcoming these barriers are essential for Austin program providers to effectively provide services that improve lives.

The Austin landscape is one in which most residents are well connected. The City of Austin conducted the 2014 Austin Digital Assessment in partnership with the Technology and Information Policy Institute at The University of Texas at Austin to understand residential technology usage and identify unmet needs. Preliminary data from this study suggests that approximately 8 percent of Austinites do not use the Internet, and approximately the same amount do not have a broadband connection in the home. Although 8 percent is better than the national average, it means approximately 55,000 adults in Austin are currently being excluded from our increasingly digital society (U.S. Census Bureau's 2013 American Community Survey estimated the 2013 adult population to be 691,509). Of these 55,000 adults, two-thirds are of working age (under 65 years old) and 84 percent have only a high school education or less. This is a group of traditionally underserved Austinites who suffer significant barriers to obtaining stable employment and maintaining a comfortable standard of living. The City's goal is to update the 2014 survey to obtain more current data on non-users, barriers and geographical areas of need and addressing needs based on the most current information. This would allow the City to measure improvements made since 2014. Ideally another survey would be conducted in late 2017 or early 2018 if funding becomes available.

Internet non-users are defined as residents who do not use the Internet at all, on any device. Forty percent of non-users in this survey agreed with the statement that they were not interested in using the Internet. This means that tens of thousands of Austinites do not realize the benefits digital technology can provide, from online banking to electronic health portals or even social media. Technology provides people with more tools to apply to work and play, and facilitates communication.

Residents also face challenges in accessing reliable and affordable devices, and resident non-users identified the expense associated with technology as one of the top reasons for not using the Internet. Action can be taken to make technology relevant for all residents.

2.2. **Digital Inclusion Strategic Plan**

The City of Austin's 2014 Digital Inclusion Strategy is a dynamic plan to utilize community assets to overcome barriers, ensuring all residents have access to the skills and devices necessary to engage in our digital society. The process to create this strategy began on March 20, 2014 when the City Council adopted a resolution that calls for the development of a Digital Inclusion Strategic Plan that addresses access and adoption of digital technology within Austin. City staff immediately began developing this strategic plan by convening a Steering Committee to establish priorities for taking action. The Steering Committee process began in May and continued throughout the summer to learn more about the digital realities within various sectors of Austin. Membership on the Steering Committee included representatives from nonprofits, community-based providers, Austin Public Library, K-12 education, higher education, public healthcare, business and entrepreneurship, the City of Austin, and the community-at-large. The members of the Steering Committee, who have hands-on experience within each sector, spoke to their sectors' challenges, assets, and opportunities regarding technology and digital inclusion.

This Strategy first explores the Austin Landscape to identify current trends in residential technology usage and highlight challenges related to digital inclusion. The data presented in this section represent findings from the 2014 Austin Digital Assessment, a citywide survey that asks Austinites about their technology and Internet usage. The Austin Digital Assessment was conducted by the City of Austin in partnership with the Technology and Information Policy Institute at The University of Texas at Austin.

The Strategy also discusses the seven principles outlined by the International City/County Management Association and adopted within the City Council resolution: Availability, Affordability, and Design for Inclusion, Public Access, Digital Literacy, and Consumer Safety. Specifically, this discussion outlines the truths and proposals within Austin for each principle.

To support efforts to take action to promote digital inclusion, the Strategy outlines some key community assets that can be built upon to help overcome barriers and challenges that make it difficult for specific groups to fully engage in our digital society (as referenced in **Exhibits C,D & H**).

2.3. **Public Access in Austin**

Eight percent of Austinites do not have Internet access within their home. This may occur for a host of reasons, such as cost or lack of interest. But even for those who only have a home connection, the digital world is always on, so consistent access is becoming essential both at home and away from home. Therefore, even when out and about in the community, individuals need access to the Internet.

Uninterrupted technology and connectivity available through free public access, especially for those who have little or no communication technology available in the home, is essential for digital inclusion.

Austin has a long history of funding and promoting public access facilities. Austin Free-Net, a nonprofit organization that provides free public computer labs and training, began operations in 1995 and serves approximately 5,000 unique users per month across all of its facilities. Austin Public, serving the community since 1985, provides digital media technology access and training to Austinites, and hosts and streams local video content. Additionally, the City of Austin provides access and training through its Austin Public Libraries and other community partners. Many Austinites use these public access facilities as their gateway to the Internet and digital world.

Yet, with ongoing unmet needs within Austin, much more can be done to ensure that Austinites are able to utilize free public access facilities and networks.

2.4. **Digital Literacy in Austin**

Digital literacy skills, including the ability to find, evaluate, and use information to achieve goals, are a necessary pathway to digital inclusion. These skills may be imparted through professionally-administered classes, dialogues with public access lab instructors, or through informal conversations. All of these interactions are important to move individuals along the spectrum of digital literacy and ensure they attain the level of skills necessary to fully participate in the digital world.

Digital literacy relates to a spectrum of technological skills - from the use of a mouse to the coding of a website. Institutions and programs currently exist within Austin to address digital literacy needs. Available programs range from introductory computer education to advanced programming classes. Yet we still see individuals lacking digital literacy who do not seek out or request skills training. More than one-third of these Internet non-users surveyed in the citywide study said they were interested in participating in free training through a local organization. In particular, non-users were interested in receiving training on how to edit and create their own work, use email, and operate software.

3.0 Contractor Qualifications

3.1. Non-profit or governmental agency that can legally contract with the City (as verified by the City Purchasing Office) is eligible to submit a proposal.

3.2. Proposer's two most recent audit years:

- 3.2.1. Shall reflect an unmodified opinion as evaluated by an independent third-party auditor
- 3.2.2. Shall not reflect a "Going Concern Uncertainty"
- 3.2.3. Shall not reflect financial management issues unless Proposer can provide evidence that necessary changes have been implemented.
- 3.2.4 Shall provide documentation to specify the organizational operating reserves that will be leveraged under this proposal.

3.3. Proposer's Board of Directors shall:

- 3.4.1. Have specific terms with beginning and ending dates
- 3.4.2. Meet in person a minimum of three times per fiscal year
- 3.4.3. Have a process to review program performance, approve budgets, and review financial performance.

3.4 Within the last five years, the Proposer shall have a minimum of two years of successful experience working with similar target populations where identified and providing proposed services to clients.

3.5 The Proposer shall submit a proposal with threshold of 80% allocated to program activities and no more than 20% allocated to administration/fund development activities.

4.0 Principal Objectives & Goals

4.1 **Manage the Community Technology Access Lab ("CTAL") facilities and computer equipment to enable resident's connectivity to the internet and devices;**

The Contractor shall:

- 4.1.1 Provide oversight of facilities and training and public access services; maintain multiple schedules, including setting public access hours and training hours and times.
- 4.1.2 Conduct ongoing monitoring and reports on client needs, performance (output and outcome metrics), and service gaps during monthly, annual, and quarterly reporting.
- 4.1.3 Develop a process to evaluate locations of new public access facilities and propose locations for a location to provide services to Southeast Austin.
- 4.1.4 Develop a marketing plan and conduct market research to include and provide collateral

production, branding, culturally relevant, multi-lingual community outreach in order to bring awareness of services offered through the resulting contract.

4.1.5 Develop operational policies and procedures for the CTAL facilities and applicable equipment.

4.2 **Train residents on credentialed digital literacy skills ("DLS") necessary to participate in a digital society**.

The Contractor shall:

4.2.1 Provide digital literacy skills training to clients in CTAL facilities.

4.2.2 Develop relationships with non-profits in CTAL facilities and the broader non-profit community in order to allow for regular input regarding digital literacy skills training needs, concerns, and feedback related to overall performance of the training programs developed and deployed for their respective client segment:

4.2.2.1 Participate in planning sessions with other service providers and non-profits to determine their expectations/needs for digital literacy skills training services.

4.2.2.2 Work with existing non-profits and other service providers to develop and implement digital literacy skills trainings and offer public access hours to CTAL facilities.

4.2.2.3 Manage and coordinate digital literacy skills training and public access activities at CTAL facilities.

4.2.2.4 Coordinate trainings and activities with other non-profits and service providers to answer questions regarding project activities, goals and outcomes.

4.2.3 Perform primary and secondary data collection and use this data to conduct an analysis of services provided at CTAL facilities to support development of relevant curriculum serving residents' needs. This information shall align to the underserved populations as identified by the City's 2014 residential technology survey.

4.3 **Support the City's Digital Empowerment Community of Austin (DECA) to convene, facilitate and develop open source guidelines, processes and tools.**

The Contractor shall:

4.3.1 Develop sustainable partnerships with service providers located within DECA community to convene, facilitate and develop open source guidelines, processes and tools. These partnerships shall be centered on plan that shall engage these partners for their expertise in reaching and serving the needs of a diverse set of services offered within the CTAL facilities, as well as a diverse audience of potential target participants.

4.3.2 Design, develop, and implement digital literacy skills training (train the trainer) programs, including managing external partners who assist in delivering learning experiences. Work with external partners to customize programs to client needs including the development of specific client segment trainings, barrier accommodations, relevancy and value as determined by the DECA community.

4.3.3 Develop, revise, and implement standard operating guidelines, processes, tools and resources governing a (train the trainer) program model.

4.3.4 Facilitate change management to support a diverse set of values and client segments.

4.3.5 Assess organizational and leadership effectiveness and drive the development and adoption of strategic systems, processes, tools, and plans.

4.3.6 Collaborate with the DECA community to determine training requirements and to

identify appropriate solutions for performance gaps.

4.3.7 Research emerging trends, new technologies, concepts, and techniques to enhance programs.

4.3.8 Develop and implement strategies for collecting information from the DECA community to identify potential development and training needs.

4.3.9 Collect and analyze data from surveys, historical learning data and other assessments to identify critical learning and community development issues and root causes.

4.3.10 Develop key metrics to measure effectiveness of this initiative.

5.0 Reporting

5.1 The Contractor shall include the following high-level outcomes in quarterly and annual proposal (as referenced in Section 0640).

- Percent of programs' participants that improved their basic digital skills
- Percent of programs' participants that demonstrate greater self-sufficiency
- Percent of programs' participants who indicate overall satisfaction of services provided
- Additional outcomes may also be proposed, if applicable.
- Marketing and outreach work performed

5.2 The Contractor shall include all of the following outputs in their proposal (as referenced in Section 0640). Additional outputs may also be proposed.

- Total Number of Unduplicated Clients Served at City Community Technology Access & Digital Learning Labs
- Number of Referrals Made to Other Service Providers
- Number of City of Austin Self-Sufficiency Outcomes Enhanced through Services Trainings Offered
- Number of Devices Used
- Total Number of Clients Served
- Total Cost Per Client
- Total Number of Clients in Training Programs

5.3 The Contractor shall include all of the following budget format in their proposal (as referenced in Section 0650). Additional reporting may also be proposed.

- The contract(s) under this solicitation will be based on a monthly cost-reimbursement model, with the fund amount based on the proposed annual budget. The City may exercise the option to pay-ahead for services within the first 90-days of the contract for startup costs. All costs directly or indirectly related to preparation of a response to the RFP or any oral presentation required to supplement and/or clarify a proposal which may be required by the City shall be the sole responsibility of the proposer.
- The Contractor shall allocate 5% of the total budget toward computer, hardware and network resources and tools.
- The City of Austin reserves the right to adjust the contract amount or scope of work over the contract period based on community needs, applicant's ability to expend funds in a timely manner or any other factor. When the City determines adjustments need to be made, the City will provide at least 90-day notice to the contractor.

6.0 Digital Inclusion Connection to Self-Sufficiency Goals and Life Continuum Categories, Digital

Inclusion Strategic Plan Goals and Imagine Austin

The proposer shall demonstrate the Digital Inclusion Connection to Self-Sufficiency Goals and Life Continuum Categories, Digital Inclusion Strategic Plan Goals and Imagine Austin Goals that your Proposal narrative will describe (as referenced in Section 0615).

7.0 Independent Evaluation and Research

The Contractor may participate in a City-supported independent evaluation and research project related to performance measurements of the programming and participation in the contract. The Contractor is encouraged to refer to studies regarding the outcomes and impacts for participants in community-based digital literacy skills training programs. The Contractor is also encouraged to collaborate with an independent evaluation or research organization(s) to demonstrate the value of digital inclusion.

8.0 Recognition of City Contribution

When the Contractor speaks to the digital literacy skills training programs funded by through the resulting contract, Contractor shall recognize the City of Austin at the highest sponsor- level category assigned to the value of the City contract. With City approval, the Contractor shall use the City of Austin logo and confer upon the department all benefits given to other sponsors in this sponsor level. This recognition includes events, presentations, marketing materials, newsletters, multimedia, print materials, or any other form of communication.

9.0 Client Eligibility Guidelines

Client eligibility guidelines are aligned with the City's vision which includes every Austin resident having an opportunity to be fully engaged in digital society, accessing and using digital and communications technology. Therefore, all Austin residents facing barriers to digital inclusion are eligible for all services funded through the resulting contract.

Proposers may generate alternate eligibility criteria for the proposed target population(s). If applicable, the proposer shall clearly define the proposed alternate eligibility criteria and make a case for the need for alternate criteria.

The proposer shall describe how Client Eligibility Requirements or the proposed alternate eligibility criteria will be documented for the target population(s) identified in the application (as referenced in Section 0620).

10.0 City's Responsibilities

The City will be responsible for exercising general oversight of the Contractor's activities in completing the services rendered under the contract. Specifically, the Contract Manager will represent the City's interests in resolving day-to-day issues that may arise during the term of the resulting contract, shall participate regularly in conference calls or meetings for status reporting, shall promptly review any written reports submitted by the Contractor, and shall approve all requests for payment, as appropriate. The City's Contract Manager shall give the Contractor timely feedback on the acceptability of progress and task reports.

10.1 The City will review monthly programmatic reporting documentation submitted by the Contractor and will determine whether reports comply with the terms as set forth under

this scope of work. The City will request revisions as needed.

10.2 The City has the right to review and approve any expenses before they occur.

10.3 The City will issue payment to the Contractor on a reimbursement basis only. The City will inspect sites on a semi-quarterly basis.

10.4 The City will provide the Contractor the primary City point of contact for the duration of the contract.

10.5 The City will provide access to facilities, staff and assets as outlined in **Exhibit B: Facilities, Program Channels & Support.**

11.0 **Appendices/Exhibits**

Exhibit A: Glossary of Terms

Exhibit B: City of Austin – Facilities, Program Channels & Support

Exhibit C: City of Austin – Digital Empowerment Community of Austin: Listening Campaign

Exhibit D: City of Austin – Digital Inclusion Business Plan & Digital Empowerment Community of Austin Phase I: Roadmap Report

Exhibit E: City of Austin – Digital Inclusion in Austin (2014 Residential Technology Survey: Academic Report)

Exhibit F: City of Austin – Digital Inclusion: Citywide Relevancy & Advocacy Report

Exhibit G: City of Austin – Digital Inclusion Strategic Plan

CITY OF AUSTIN
PROPOSAL PREPARATION INSTRUCTIONS AND EVALUATION FACTORS
SMALL BUSINESS NEEDS ASSESSMENT STUDY UPDATE
SOLICITATION NUMBER: RFP 7300-JRH0104

I. PROPOSAL FORMAT

All Proposers shall submit one (1) original paper copy and one (1) flash drive with an electronic copy of the proposal.

The original copy shall be submitted on 8.5 x 11 inch paper, bound or in a 3-ring binder, shall be clearly labeled as "**ORIGINAL**" and shall include the original signature of the person authorized to sign on behalf of the Proposer. Use tabs to divide each part of your Proposal and include a Table of Contents with page numbers linking the content of the Proposal.

The electronic copy shall be an exact replica of the original paper copy. The electronic proposal shall be saved as a single PDF file copy of the original submitted paper proposal.

Proposers shall provide all details in the Proposal described below and any additional information you deem necessary to evaluate your Proposal such as pictures, graphs, examples, etc.

The proposal itself shall be organized in the following format and informational sequence with tabs designating and separating each part:

TAB 1 – Business Organization: State full name and address of your organization and identify parent organization if you are a subsidiary. Specify the branch office or other subordinate element which will perform, or assist in performing, work herein. Also provide:

1. Current Board of Directors by-laws and a list of board of directors, officers, and committees.
2. Documentation of your organization's non-profit status.
3. Approved Board of Directors minutes during the previous fiscal year reflecting the Board has a process to:
   a. review program performance
   b. approve budgets
   c. review financial performance

TAB 2 – Financial Viability:

1. Provide two (2) copies of your complete set of the previous two (2) years' audited financial statements to include the auditor's opinion and any management letters in a separate sealed envelope in the same package as your original copy of your Proposal. Financial Viability will be scored on a pass/fail criteria rather than points. If your organization fails the Financial Viability criteria, the City may not evaluate or consider your organization's Proposal.

TAB 3 – City of Austin Purchasing Documents: Complete and submit the following documents:

1. Offer Sheet (With Original Signature)
2. Section 0605 – Local Presence Identification.
3. Section 0615 – Connection to Self Sufficiency Goals and Life Continuum Categories

4. Section 0620 – Client Eligibility Requirements and Homeless Management Information System (HMIS) Reporting Requirement
5. Section 0640 – Program Performance Measures and Goals
6. Section 0650 – Program Budget and Narrative
7. Section 0655 – Leveraged Program Funding Summary
8. Section 0700 – Reference Sheet
9. Section 0800 – Non-Discrimination And Non-Retaliation Certification
10. Section 0815 – Living Wages Contractor Certification
11. Section 0835 – Non-Resident Bidder Provisions
12. Section 0900 – MBE/WBE Procurement Package/No Goals Forms
13. Published Addendums (if applicable)

TAB 4 – Authorized Negotiator: Include the name, address, and telephone number of the person in your organization authorized to negotiate contract terms and render binding business decisions on contract matters.

TAB 5 – Proposed Solution: State your understanding of the requirement presented in the Scope of Work of this RFP and describe in detail your proposed solution.

1. Describe your plan to make Community Technology Access Lab ("CTAL") facilities and computer equipment ready for use and manage the facilities and equipment to enable resident's connectivity to the internet and devices.

2. Recommend three to five strategies that can be used to train residents on credentialed digital literacy skills ("DLS") necessary to participate in a digital society.
    a. Incorporate your understanding of barriers and challenges faced by the target population(s), and your plan to mitigate those barriers/challenges.
    b. Incorporate your plan to serve various cultures and to provide services in various languages.

3. Recommend methods to support the City's Digital Empowerment Community of Austin (DECA) to convene, facilitate and develop open source guidelines, processes and tools.

4. Describe your reporting capability and how the Client Eligibility Requirements (Section 0620) will be documented for the target population(s) identified.

5. Describe your marketing plan/efforts to bring awareness of services offered.

    a. **Leveraging**: Provide an overview of the organization's capacity and experience for leveraging public dollars to generate additional investment from employers, philanthropic individuals and/or organizations, and state and/or federal agencies for digital literacy skills training programs. Provide detail via Section 0655 Leveraged Program Funding Summary. In addition to the above, please provide the following information if applicable:
        i. Describe how your agency may coordinate services with other agencies that are relevant to clients.
        ii. Describe how you will coordinate services with other agencies if you are not currently doing so.
        iii. If applicable, attach any Memoranda of Understanding (MOU) and explain how the arrangements may improve service delivery to clients.

6. **Service Coordination**: Describe your plan to coordinate serveries with those being provided by other agencies relevant to the proposed strategies.

7. **Healthy Service Environment**: Describe your plan for implementing a healthy service environment.

TAB 6 – Prior Experience and Personnel: The City will evaluate the Proposer based on the level of experience in administering similar programs, as demonstrated in the proposal. Do not include experience unless personnel assigned to this project actively participated. Do not include experience prior to 2007.

1. Include names, titles, and qualifications of all professional personnel including the Project Manager who will be assigned to this project. Provide a brief explanation of each proposed staff's experience and qualifications including years of experience in their current position, educational background, certifications/accreditations they hold, etc. Identify the percentage of time personnel will be assigned to this project.

2. List three (3) comparable projects that the Proposer has conducted, and include a brief description of:

   a. Project Name
   b. The client and the project's purpose
   c. Budget of each project and final cost invoiced for each project
   d. Timeframe for the project
   e. List the contact information for the three (3) references in Section 0700 -Reference Sheet which can verify experience in working with your firm and substantiate your success in conducting the study and completing all deliverables within budget and schedule.

3. Describe the organization's experience in providing client-centered training(s) on a short-term and/or long-term basis. ;

4. Provide a detailed description of courses and services it has previously offered which relate to the goals of this RFP;

5. Submit an organizational chart that:

   a. Shows the supervisory and reporting structure for management personnel, administrative personnel and instructors.

   b. Identifies assigned staff for this project.

   c. Demonstrates that the loss or absence of key personnel will not compromise service delivery.

TAB 7 - Cost Proposal: The City has established a budget of $197,774 per 12-month period for a total five-year not-to-exceed amount of $988,870 for this project. Cost will be evaluated based upon lowest price. The lowest overall cost Proposer will be awarded 20 points, and the other Proposers will be awarded points based upon a ratio of their cost compared to the lowest cost. The City will also verify that administrative and fund development costs do not exceed percentages as described in the Scope of Work. Cost will be evaluated based upon information provided in the following forms:

1. Section 0650 – Program Budget and Narrative
2. Section 0655 – Program Funding Summary

TAB 8 - Exceptions: List out any exceptions being taken to the City's Terms and Conditions. Be advised that exceptions to any portion of the Solicitation may jeopardize acceptance of the Proposal.

II. **Non-Collusion, Non-Conflict of Interest, and Anti-Lobbying**:

A. On November 10, 2011, the Austin City Council adopted Ordinance No. 20111110-052 amending Chapter 2-7, Article 6 of the City Code relating to Anti-Lobbying and Procurement. The policy defined in this Code applies to Solicitations for goods and/or services requiring City Council approval under City Charter Article VII, Section 15 (Purchase Procedures). During the No-Contact Period, Offerors or potential Offerors are prohibited from making a representation to anyone other than the Authorized Contact Person in the Solicitation as the contact for questions and comments regarding the Solicitation.

B. If during the No-Contact Period an Offeror makes a representation to anyone other than the Authorized Contact Person for the Solicitation, the Offeror's Offer is disqualified from further consideration except as permitted in the Ordinance.

C. If a Respondent has been disqualified under this article more than two times in a sixty (60) month period, the Purchasing Officer shall debar the Offeror from doing business with the City for a period not to exceed three (3) years, provided the Respondent is given written notice and a hearing in advance of the debarment.

The City requires Offerors submitting Offers on this Solicitation to provide a signed Section 0810, Non-Collusion, Non-Conflict of Interest, and Anti-Lobbying Affidavit certifying that the Offeror has not in any way directly or indirectly made representations to anyone other than the Authorized Contact Person during the No-Contact Period as defined in the Ordinance The text of the City Ordinance is posted on the Internet at: http://www.ci.austin.tx.us/edims/document.cfm?id=161145

III. **Proposal Acceptance Period**: All proposals are valid for a period of one hundred and twenty (120) calendar days subsequent to the RFP closing date unless a longer acceptance period is offered in the proposal.

IV. **Proprietary Information**: All material submitted to the City becomes public property and is subject to the Texas Open Records Act upon receipt. If a Proposer does not desire proprietary information in the proposal to be disclosed, each page must be identified and marked

proprietary at time of submittal. The City will, to the extent allowed by law, endeavor to protect such information from disclosure. The final decision as to what information must be disclosed, however, lies with the Texas Attorney General. Failure to identify proprietary information will result in all unmarked sections being deemed non-proprietary and available upon public request.

V. PROPOSAL PREPARATION COSTS:

All costs directly or indirectly related to preparation of a response to the RFP or any oral presentation required to supplement and/or clarify a proposal which may be required by the City shall be the sole responsibility of the Proposer.

VI. EVALUATION FACTORS AND AWARD

A. **Competitive Selection**: This procurement will comply with applicable City of Austin Policy. The successful Proposer will be selected by the City on a rational basis. Evaluation factors outlined in Paragraph B below shall be applied to all eligible, responsive Proposers in comparing proposals and selecting the successful Proposer. Award of a contract may be made without discussion with Proposers after proposals are received. Proposals should, therefore, be submitted on the most favorable terms.

B. **Evaluation Factors**: 100 points total will be awarded based on six (6) major criteria:

(1) Proposed Solution (Tab 5) **40 points**

(2) Prior Experience and Personnel (Tab 6) **30 points**

(3) Cost (Tab 7) **20 points**

(4) Local Business Presence Maximum **10 points**

Team's Local Business Presence	Points Awarded
Local business presence of 90% to 100%	10
Local business presence of 75% to 89%	8
Local business presence of 50% to 74%	6
Local business presence of 25% to 49%	4
Local presence of between 1 and 24%	2
No local presence	0

Presentations, Demonstrations Optional. The City will score proposals on the basis of the criteria listed above. The City may select a "short list" of Proposers based on those scores. "Short-listed" Proposers may be invited for presentations, or demonstrations with the City. The City reserves the right to re-score "short-listed" proposals as a result, and to make award recommendations on that basis.

Section 0615
Digital Inclusion Connection to Self-Sufficiency Goals and Life Continuum Categories, Digital Inclusion Strategic Plan Goals and Imagine Austin

Select the Digital Inclusion Connection to Self-Sufficiency Goals and Life Continuum Categories, Digital Inclusion Strategic Plan Goals and Imagine Austin Goals that your Proposal narrative will describe.

Demonstrate the Connection to Self-Sufficiency Goals and Life Continuum Categories

For a detailed description of the Self-Sufficiency Goals and Life Continuum Categories, see detail referenced below.

Please check all Self-Sufficiency Goals and Life Continuum Categories are addressed by this Proposal, please identify each goal in the table provided below:

Self-Sufficiency Goals:	Life Continuum Categories:
☐ Safety Net Infrastructure ☐ Transition Out of Poverty ☐ Problem Prevention ☐ Universal Support Services ☐ Enrichment	☐ Adults and Families ☐ Seniors & Persons with Disabilities

Demonstrate the value of Digital Inclusion

Proposers shall demonstrate their interaction and program development for targeted participant/client segments, targeted trainings, and the targeted self-sufficiency outcomes. Please check the Goals of the Digital Strategic Plan addressed by this Proposal, which meet goals of the Digital Inclusion Strategic Plan:

- ☐ Goals of Digital Inclusion Strategic Plan
- ☐ Understand and Increase Usage of Digital and Communications Technology
- ☐ Address Potential Barriers to Digital Inclusion
- ☐ Develop programs to address need for Digital Literacy Training
- ☐ Develop programs to address need for Access via Reliable & Affordable Devices
- ☐ Develop programs to address Need for Language & Disability Accommodations
- ☐ Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations

For a detailed description of the Digital Inclusion Strategic Plan Goals, see detail referenced in the attached Digital Inclusion Strategic Plan,

Connection to Imagine Austin
A successful proposer shall indicate how proposed strategy/strategies correspond to the Imagine Austin Comprehensive Plan complete vision statement and one or more of its core vision components. Imagine Austin identifies a host of policies that it terms "building blocks" and then groups them under "priority programs" to narrow a path toward implementation. Proposers shall benefit from understanding that with Resolution Number 20140320-056, City Council initiated the effort to develop the Digital Inclusion Strategic Plan to address access to digital technology. Council then passed Resolution 20140501-043, which directs the City Manager to incorporate digital inclusion into Imagine Austin Comprehensive Plan as part of the 2014 annual report.

The Imagine Austin Comprehensive Plan Vision Statement
Austin is a beacon of sustainability, social equity, and economic opportunity; where diversity and creativity are celebrated; where community needs and values are recognized; where leadership comes from its citizens, and where the necessities of life are affordable and accessible to all.

Core Components of the Imagine Austin Comprehensive Plan Vision
Several core vision components of the Imagine Austin plan specifically relate to investments in digital inclusion. These key vision components and supporting points may be viewed at http://www.austintexas.gov/page/imagine-austin-vision. Particularly relevant are (note these are in a redacted form:

"Provide ongoing and coordinated digital services to meet the needs of the community by ensuring that all residents have access to internet connectivity, hardware availability, digital literacy training, and access to relevant information."

The following Imagine Austin Priorities include the Digital Inclusion Strategic Plan under the Related City Initiatives. Proposers shall demonstrate their interaction and program alignment to Imagine Austin Priority Program Goals. Please check the Priority Program Goals of the Imagine Austin Comprehensive Plan addressed by this Proposal, which meet goals of the Digital Inclusion Strategic Plan:

- ☐ Priority Program #1: Invest in Compact and Connected Austin, p. 178
- ☐ Priority Program #3: Economic Development, p. 194
- ☐ Priority Program #5: Creative Economy, p. 200
- ☐ Priority Program #7: Healthy Austin, p. 206

Reference:

1.1 Self-sufficiency Goals:

a. Safety Net/Infrastructure Services: Ensure that no person is without such basic necessities as food, clothing, health, shelter, and behavioral health care, or constitutionally-guaranteed legal rights
b. Transition Out of Poverty: Ensure developmental, educational, employment and other special opportunities for disadvantaged persons to further self-reliance
c. Problem Prevention: Deter the growth of problem conditions at the individual and community level through education, preventive physical and behavioral health programs, crime prevention and other preventive programs
d. Universal Support Services: Provide family and societal support services in response to long-term issues such as poverty and new problems created by urbanization and technological advances. These include education, child care, counseling and assistance for the aging, youth, homeless, and unemployed, rehabilitation services and other support rehabilitation services
e. Enrichment: Encourage personal development and community enrichment through cultural and educational programs

1.2 Life Continuum Categories:

a. Adults and Families: Focuses on assisting adults and families with meeting theirs essential needs and improving or maintaining their quality of life by providing basic needs, housing and homeless services, behavioral health, workforce development and other social services.

b. Seniors & Persons with Disabilities: With a rapidly growing number of seniors, defined as individuals of 55 years of age or older, and a significant population of people with disabilities, including both physical and mental disabilities, services to these individuals are intended to help them maintain dignity, independent living, housing stability, and to assist with basic needs.

This RFP is not intended to serve **Early Childhood or Youth** (Life Continuum Categories).

Section 0620
Client Eligibility Requirements

Unless otherwise stated in the contract work statement, these requirements apply to all clients served with section *b. to train residents on credentialed digital literacy skills ("DLS") necessary to participate in a digital society*.

General

Eligibility requirements for clients served under grant contracts will be determined by the grantor.

The eligibility guidelines for proposers responding to this RFP are aligned with the City's vision for Digital Inclusion that every Austin resident has an opportunity to be fully engaged in digital society, accessing and using digital and communications technology. Therefore, all Austin residents facing barriers to digital inclusion are eligible for all services funded through this contract.

Proposers may propose alternate eligibility criteria for the proposed target population(s). If applicable, the proposers shall clearly define the proposed alternate eligibility criteria and make a case for the need for alternate criteria.

Proposers shall describe how Client Eligibility Requirements or the proposed alternate eligibility criteria will be documented for the target population(s) identified in the proposal.

Homeless clients:

If the program eligibility requires homeless status, the residency requirements and income requirements do not apply

Homeless status must be documented by a signed (1) Homeless Eligibility Form or Homeless Self-Declaration Form and (2) entry into Homeless Management Information System (HMIS) database. These forms must be developed by the agency and be approved by the City contract manager.

Other Client populations:

Clients in programs specifically designed for and targeted to victims of violence are not subject to identity, residency or income requirements

Eligibility exceptions for any other type of clients and/or documentation requirements must be described in the Contract Work Statement

Date client eligibility was established by agency must be indicated in client file

Identity

Client must provide proof of identity in order to receive City-funded services, documented by:

A government –issued identification; or

A signed Self-Declaration of Identity supported by client residency documentation

Section 0620
Client Eligibility Requirements

Residency

City-funded clients must be a resident of the City of Austin (Full Purpose Jurisdiction) and/or Travis County

Residence must be documented by proof of address that includes client name (e.g. City utility bill, lease, letter from landlord, etc.)

Residency eligibility must be verified by one or more of the following sources:

- Austin GIS Jurisdictions Web Map (http://www.austintexas.gov/gis/JurisdictionsWebMap/)
- Travis County Appraisal District website (http://www.traviscad.org)
- U.S. Postal Service website (verification of County only) (www.usps.com)

Section 0620
Homeless Management Information System
(HMIS) Reporting Requirements

Unless otherwise stated in the contract work statement, these requirements apply to all clients served at the Austin Resource Center for the Homeless: ***500 E 7th (Upstairs Classroom Lab: 7 computers; Downstairs Open Lab: 8 computers)***

Organizations receiving funding from the City of Austin for homelessness prevention and homeless intervention services are required to utilize the local Homeless Management Information System (HMIS) to track and report client information for individuals who are at risk of homelessness or who are homeless. A high level of data quality is required. The Ending Community Homelessness Coalition (ECHO) currently serves as the local HMIS administrator.

Requirements Include:

All settings for client records will be in accordance with HMIS policy in order to reduce duplication of records and improve service coordination

HMIS user licenses must be purchased for staff entering data into City-funded programs (may use City funds for licenses)

Organizations must have an ECHO HMIS Memorandum of Understanding

Data quality report(s) submitted monthly with a rating of “Excellent” or “Acceptable”

Participation in Annual Point-in-Time Count, Annual Homeless Assessment Report (AHAR), and other required HUD reporting

Participation in the required annual training for each licensed user as well as attendance at required City-sponsored training(s) regarding HMIS and CTK ODM System

Periodic reporting to the City will include levels of compliance with all requirements listed above as well as any feedback regarding the HMIS system.

If data quality reports fall below minimum standards, payments may be withheld until reports improve to “Excellent” or “Acceptable” ratings.

These requirements also pertain to all Subcontractors serving people who are homeless under this agreement.

Section 0640
Program Performance Measures and Goals

OUTPUT MEASURES

Provide proposed goal amounts for your program in the City of Austin column, the All Other Funding Sources column and the TOTAL (City + All Other) column.

OUTPUT # **1** (Required)	City of Austin Annual Goal	All Other Funding Sources Annual Goal	**TOTAL** (City. + All Other) Annual Goal
Number of Unduplicated Clients enrolled in DLS training at City Community Technology Access & Digital Learning Labs			

OUTPUT # **2** (Required)	City of Austin Goal	All Other Funding Sources Goal	**TOTAL** (City + All Other) Goal
Number of Referrals Made to Other Service Providers			

OUTPUT # **3** (Proposed)	City of Austin Annual Goal	All Other Funding Sources Annual Goal	**TOTAL** (City + All Other) Annual Goal
(Measure name)			

OUTPUT # **4** (Proposed)	City of Austin Annual Goal	All Other Funding Sources Annual Goal	**TOTAL** (City + All Other) Annual Goal
(Measure name)			

OUTCOME (RESULTS) MEASURES

Replace the blue text in the left column of this section with the actual wording of your measures' numerators, denominators, and outcome rates (by %). Also in the right column's shaded blocks, include the corresponding goal amounts and percentages for each line.

Total Program Performance – OUTCOME # **1 (Required)**	**Total Program Annual Goal**
Number of participants in digital inclusion programs that improved their basic digital skills (numerator)	
Number of participants in digital inclusion programs (denominator)	
Percent of participants in digital inclusion programs that improved their basic digital skills (outcome rate)	**%**

Total Program Performance – OUTCOME # **2 (Required)**	**Total Program Annual Goal**
Number of programs' participants that demonstrate greater self-sufficiency (numerator)	
Number of participants in digital inclusion training programs (denominator)	
Percent of programs' participants that demonstrate greater self-sufficiency (outcome rate)	**%**

Section 0640
Program Performance Measures and Goals

Total Program Performance – OUTCOME # **3 (Proposed)**	**Total Program Annual Goal**
Number of programs' participants who demonstrated a need for Access via Reliable & Affordable Devices (numerator)	
Number of Public Access Clients (denominator)	
Percent of programs' participants who demonstrated a need for Access via Reliable & Affordable Devices (outcome rate)	**%**

(For additional Output or Outcome measures, copy and paste the blocks above and re-number accordingly

Section 0650
Program Budget and Narrative

Program Budget

Proposer must input all proposed budget line items per the Community Technology Access Lab Mgmt Srvs.

- **ALL LINE ITEM AMOUNTS MUST BE WHOLE DOLLARS ONLY**.
- The dollar amount requested in your Application's Program Budget and Narrative must reflect a twelve (12) month amount of funding.
- The dollar amount requested in your Application's Program Budget and Narrative must be budgeted under **Community Technology Access Lab Mgmt Srvs Amount.**
- The Personnel line item includes Salaries plus Benefits (combined).
- General Operating Expenses: <u>Include for this line item all operating expenses which are NOT included in any other line item).</u> Examples are any Travel/ Training/ Conferences WITHIN Travis County, equipment costing $5,000 or less, general office supplies, rent; utilities, telecommunications, postage, etc.
- Consultants/Contractuals: Proposers shall combine all proposed amounts into one line item, but shall provide separate details for each relevant item in the Program Subcontractors form. Only consultant/contractual expenses for direct client services are to be included here; other consultant/contractual services should be included in General Operating Expenses.
- "Amount Funded by ALL OTHER Sources" is the balance of funding from all sources other than the City of Austin.
- "Total Budget" is the sum of all funding sources, which is the entire cost of the program.
- Calculate and check all subtotals and totals, including the percentages by funding source at the bottom, and ensure all line item amounts, subtotals, and totals are in WHOLE DOLLARS.

Section 0650
Program Budget and Narrative

Program's Line Item Budget	**COMMUNITY TECHNOLOGY ACCESS LAB MGMT SRVS AMOUNT**	**Amount Funded by ALL OTHER Sources**	**TOTAL Budget (ALL funding sources)**
PERSONNEL			
1. Salaries plus Benefits			
A. Subtotals: PERSONNEL			
OPERATING EXPENSES			
2. General Operating Expenses			
3. Consultants/ Contractuals			
4. Staff Travel - **Out** of Travis County			
5. Conferences/Seminars - **Out** of Travis County			
B. Subtotals: OPERATING EXPENSES			
DIRECT ASSISTANCE for PROGRAM CLIENTS			
6. Food/Beverage for Clients			
7. Financial Assistance for Clients			
8. Other *(specify)*			
C. Subtotals: DIRECT ASSISTANCE			
CAPITAL OUTLAY (with per Unit Cost over $5,000/unit)			
9. Capital Outlay			
D. Subtotals: CAPITAL OUTLAY			
TOTALS			
GRAND TOTALS (A + B + C + D)			
PERCENT SHARE of Total for Funding Sources:	**%**	**%**	**100%**

Section 0650
Program Budget and Narrative

Program Subcontractors

SUBCONTRACTOR #1		
Name of Subcontractor		
Term of Subcontract (*mm/dd/yyyy)*	Start date:	End date:
Services to be Subcontracted		
Number of Clients to be Served *(if applicable)*		
Dollar Amounts by Funding Source:		
CITY of AUSTIN amount **$**	ALL OTHER Sources amount **$**	**TOTAL** **$**

SUBCONTRACTOR #2		
Name of Subcontractor		
Term of Subcontract (*mm/dd/yyyy)*	Start date:	End date:
Services to be Subcontracted		
Number of Clients to be Served *(if applicable)*		
Dollar Amounts by Funding Source:		
CITY of AUSTIN amount **$**	ALL OTHER Sources amount **$**	**TOTAL** **$**

SUBCONTRACTOR #3		
Name of Subcontractor		
Term of Subcontract (*mm/dd/yyyy)*	Start date:	End date:
Services to be Subcontracted		
Number of Clients to be Served *(if applicable)*		
Dollar Amounts by Funding Source:		
CITY of AUSTIN amount **$**	ALL OTHER Sources amount **$**	**TOTAL** **$**

(If needed for additional subcontracts, copy blocks above to a new page and re-number them accordingly)

Section 0650
Program Budget and Narrative

Program Budget Narrative

Add details to describe the proposed City expenses from your Program Budget form. Explanations for the "Other Sources" line items are not required.

PERSONNEL	NARRATIVE/ Descriptions
1. Salaries and Benefits	
OPERATING EXPENSES	
2. General Operating Expenses	
3. Consultants/ Contractuals	
4. Staff Travel - OUT of Travis County	
5. Conferences/Seminars/ Training - OUT of Travis County	
DIRECT ASSISTANCE	
6. Food/Beverage for Clients	
7. Financial Assistance for Clients	
8. Other Direct Assistance *(must specify)*	
CAPITAL OUTLAY	
9. Capital Outlay *(must specify)*	

Section 0655
Leveraged Program Funding Summary

In *last column*, insert the twelve (12) month leveraged funding amount for your proposed program into the corresponding cell. Next clearly list all of your other leveraged funding sources for this program, with their corresponding program periods and amounts. Also ensure that the Total Leveraged Program Funding in the bottom right cell is calculated correctly.

Funding Sources	**Grant/Contract Name**	**Funding Period Start** *(mm/dd/yyy)*	**Funding Period End** *(mm/dd/yyy)*	**Funding Amount**
City of Austin	Community Technology Access Lab Mgmt Srv	10/01/2017	09/30/2018	$
FUNDING AMOUNT TOTAL:				**$**

Section 0700: Reference Sheet

Responding Company Name _____

The City at its discretion may check references in order to determine the Offeror's experience and ability to provide the products and/or services described in this Solicitation. The Offeror shall furnish at least 3 complete and verifiable references. References shall consist of customers to whom the offeror has provided the same or similar services within the last 5 years. References shall indicate a record of positive past performance.

1. Company's Name _____

   Name and Title of Contact _____

   Project Name _____

   Present Address _____

   City, State, Zip Code _____

   Telephone Number (_____)_____ Fax Number (_____)_____

   Email Address _____

2. Company's Name _____

   Name and Title of Contact _____

   Project Name _____

   Present Address _____

   City, State, Zip Code _____

   Telephone Number (_____)_____ Fax Number (_____)_____

   Email Address _____

3. Company's Name _____

   Name and Title of Contact _____

   Project Name _____

   Present Address _____

   City, State, Zip Code _____

   Telephone Number (_____)_____ Fax Number (_____)_____

   Email Address _____

City of Austin, Texas
Section 0800
NON-DISCRIMINATION AND NON-RETALIATION CERTIFICATION

City of Austin, Texas

Equal Employment/Fair Housing Office

To: City of Austin, Texas,

I hereby certify that our firm complies with the Code of the City of Austin, Section 5-4-2 as reiterated below, and agrees:

(1) Not to engage in any discriminatory employment practice defined in this chapter.

(2) To take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without discrimination being practiced against them as defined in this chapter, including affirmative action relative to employment, promotion, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rate of pay or other forms of compensation, and selection for training or any other terms, conditions or privileges of employment.

(3) To post in conspicuous places, available to employees and applicants for employment, notices to be provided by the Equal Employment/Fair Housing Office setting forth the provisions of this chapter.

(4) To state in all solicitations or advertisements for employees placed by or on behalf of the Contractor, that all qualified applicants will receive consideration for employment without regard to race, creed, color, religion, national origin, sexual orientation, gender identity, disability, sex or age.

(5) To obtain a written statement from any labor union or labor organization furnishing labor or service to Contractors in which said union or organization has agreed not to engage in any discriminatory employment practices as defined in this chapter and to take affirmative action to implement policies and provisions of this chapter.

(6) To cooperate fully with City and the Equal Employment/Fair Housing Office in connection with any investigation or conciliation effort of the Equal Employment/Fair Housing Office to ensure that the purpose of the provisions against discriminatory employment practices are being carried out.

(7) To require of all subcontractors having 15 or more employees who hold any subcontract providing for the expenditure of $2,000 or more in connection with any contract with the City subject to the terms of this chapter that they do not engage in any discriminatory employment practice as defined in this chapter

For the purposes of this Offer and any resulting Contract, Contractor adopts the provisions of the City's Minimum Standard Non-Discrimination and Non-Retaliation Policy set forth below.

City of Austin
Minimum Standard Non-Discrimination and Non-Retaliation in Employment Policy

As an Equal Employment Opportunity (EEO) employer, the Contractor will conduct its personnel activities in accordance with established federal, state and local EEO laws and regulations.

The Contractor will not discriminate against any applicant or employee based on race, creed, color, national origin, sex, age, religion, veteran status, gender identity, disability, or sexual orientation. This policy covers all aspects of employment, including hiring, placement, upgrading, transfer, demotion, recruitment, recruitment advertising, selection for training and apprenticeship, rates of pay or other forms of compensation, and layoff or termination.

The Contractor agrees to prohibit retaliation, discharge or otherwise discrimination against any employee or applicant for employment who has inquired about, discussed or disclosed their compensation.

Further, employees who experience discrimination, sexual harassment, or another form of harassment should immediately report it to their supervisor. If this is not a suitable avenue for addressing their compliant, employees are advised to contact another member of management or their human resources representative. No employee shall be discriminated against, harassed, intimidated, nor suffer any reprisal as a result of reporting a violation of

this policy. Furthermore, any employee, supervisor, or manager who becomes aware of any such discrimination or harassment should immediately report it to executive management or the human resources office to ensure that such conduct does not continue.

Contractor agrees that to the extent of any inconsistency, omission, or conflict with its current non-discrimination and non-retaliation employment policy, the Contractor has expressly adopted the provisions of the City's Minimum Non-Discrimination Policy contained in Section 5-4-2 of the City Code and set forth above, as the Contractor's Non-Discrimination Policy or as an amendment to such Policy and such provisions are intended to not only supplement the Contractor's policy, but will also supersede the Contractor's policy to the extent of any conflict.

UPON CONTRACT AWARD, THE CONTRACTOR SHALL PROVIDE THE CITY A COPY OF THE CONTRACTOR'S NON-DISCRIMINATION AND NON-RETALIATION POLICIES ON COMPANY LETTERHEAD, WHICH CONFORMS IN FORM, SCOPE, AND CONTENT TO THE CITY'S MINIMUM NON-DISCRIMINATION AND NON-RETALIATION POLICIES, AS SET FORTH HEREIN, **OR** THIS NON-DISCRIMINATION AND NON-RETALIATION POLICY, WHICH HAS BEEN ADOPTED BY THE CONTRACTOR FOR ALL PURPOSES WILL BE CONSIDERED THE CONTRACTOR'S NON-DISCRIMINATION AND NON-RETALIATION POLICY WITHOUT THE REQUIREMENT OF A SEPARATE SUBMITTAL.

Sanctions:

Our firm understands that non-compliance with Chapter 5-4 and the City's Non-Retaliation Policy may result in sanctions, including termination of the contract and suspension or debarment from participation in future City contracts until deemed compliant with the requirements of Chapter 5-4 and the Non-Retaliation Policy.

Term:

The Contractor agrees that this Section 0800 Non-Discrimination and Non-Retaliation Certificate of the Contractor's separate conforming policy, which the Contractor has executed and filed with the City, will remain in force and effect for one year from the date of filling. The Contractor further agrees that, in consideration of the receipt of continued Contract payment, the Contractor's Non-Discrimination and Non-Retaliation Policy will automatically renew from year-to-year for the term of the underlying Contract.

Dated this _____ day of _____, _____

CONTRACTOR _____

Authorized Signature _____

Title _____

Section 0815: Living Wages Contractor Certification

Company Name _____

Pursuant to the Living Wages provision (reference Section 0400, Supplemental Purchase Provisions) the Contractor is required to pay to all employees directly assigned to this City contract a minimum Living Wage equal to or greater than $13.50 per hour.

The below listed employees of the Contractor who are directly assigned to this contract are compensated at wage rates equal to or greater than $13.50 per hour.

Employee Name	Employee Job Title

USE ADDITIONAL PAGES AS NECESSARY

(1) All future employees assigned to this Contract will be paid a minimum Living Wage equal to or greater than $13.50 per hour.

(2) Our firm will not retaliate against any employee claiming non-compliance with the Living Wage provision.

A Contractor who violates this Living Wage provision shall pay each affected employee the amount of the deficiency for each day the violation continues. Willful or repeated violations of the provision or fraudulent statements made on this certification may result in termination of this Contract for Cause and subject the firm to possible suspension or debarment, or result in legal action.

Section 0835: Non-Resident Bidder Provisions

Company Name _____

A. Bidder must answer the following questions in accordance with Vernon's Texas Statues and Codes Annotated Government Code 2252.002, as amended:

   Is the Bidder that is making and submitting this Bid a "Resident Bidder" or a "non-resident Bidder"?

   Answer: _____

   (1) Texas Resident Bidder- A Bidder whose principle place of business is in Texas and includes a Contractor whose ultimate parent company or majority owner has its principal place of business in Texas.
   (2) Nonresident Bidder- A Bidder who is not a Texas Resident Bidder.

B. If the Bidder id a "Nonresident Bidder" does the state, in which the Nonresident Bidder's principal place of business is located, have a law requiring a Nonresident Bidder of that state to bid a certain amount or percentage under the Bid of a Resident Bidder of that state in order for the nonresident Bidder of that state to be awarded a Contract on such bid in said state?

   Answer: _____ Which State: _____

C. If the answer to Question B is "yes", then what amount or percentage must a Texas Resident Bidder bid under the bid price of a Resident Bidder of that state in order to be awarded a Contract on such bid in said state?

   Answer: _____

Section 0900: SUBCONTRACTING/SUB-CONSULTING UTILIZATION FORM

MINORITY- AND WOMEN-OWNED BUSINESS ENTERPRISE (MBE/WBE)
PROCUREMENT PROGRAM
Subcontracting/Sub-Consulting ("Subcontractor") Utilization Form

SOLICITATION NUMBER: RFP JRH0104
SOLICITATION TITLE: Community Technology Access Lab Management & Digital Literacy Skills Training Services

In accordance with the City of Austin's Minority and Women-Owned Business Enterprises (M/WBE) Procurement Program (Program), Chapters 2-9A/B/C/D of the City Code and M/WBE Program Rules, this Solicitation was reviewed by the Small and Minority Business Resources Department (SMBR) to determine if M/WBE Subcontractor/Sub-Consultant ("Subcontractor") Goals could be applied. Due to insufficient subcontracting/subconsultant opportunities and/or insufficient availability of M/WBE certified firms, SMBR has assigned no subcontracting goals for this Solicitation. However, Offerors who choose to use Subcontractors must comply with the City's M/WBE Procurement Program as described below. Additionally, if the Contractor seeks to add Subcontractors after the Contract is awarded, the Program requirements shall apply to any Contract(s) resulting from this Solicitation.

Instructions:
a.) Offerors who do not intend to use Subcontractors shall check the "NO" box and follow the corresponding instructions.
b.)Offerors who intend to use Subcontractors shall check the applicable "YES" box and follow the instructions. **Offers that do not include the following required documents shall be deemed non-compliant or nonresponsive as applicable, and the Offeror's submission may not be considered for award.**

☐ **NO, I DO NOT intend to use Subcontractors/Sub-consultants.**
Instructions: Offerors that do not intend to use Subcontractors shall complete and sign this form below (Subcontracting/Sub-Consulting ("Subcontractor") Utilization Form) and include it with their sealed Offer.

☐ **YES, I DO intend to use Subcontractors /Sub-consultants.**
Instructions: Offerors that do intend to use Subcontractors shall complete and sign this form below (Subcontracting/Sub-Consulting ("Subcontractor") Utilization Form), and follow the additional Instructions in the (Subcontracting/Sub-Consulting ("Subcontractor") Utilization Plan). Contact SMBR if there are any questions about submitting these forms.

Offeror Information			
Company Name			
City Vendor ID Code			
Physical Address			
City, State Zip			
Phone Number		Email Address	
Is the Offeror City of Austin M/WBE certified?	☐ NO ☐ YES Indicate one: ☐ MBE ☐ WBE ☐ MBE/WBE Joint Venture		

Offeror Certification: I understand that even though SMBR did not assign subcontract goals to this Solicitation, I will comply with the City's M/WBE Procurement Program if I intend to include Subcontractors in my Offer. I further agree that this completed **Subcontracting/Sub-Consulting Utilization Form,** and if applicable my completed **Subcontracting/Sub-Consulting Utilization Plan**, shall become a part of any Contract I may be awarded as the result of this Solicitation. Further, if I am awarded a Contract and I am not using Subcontractor(s) but later intend to add Subcontractor(s), before the Subcontractor(s) is hired or begins work, I will comply with the City's M/WBE Procurement Program and submit the **Request For Change** form to add any Subcontractor(s) to the Project Manager or the Contract Manager for prior authorization by the City and perform Good Faith Efforts (GFE), if applicable. I understand that, if a Subcontractor is not listed in my **Subcontracting/Sub-Consulting Utilization Plan,** it is a violation of the City's M/WBE Procurement Program for me to hire the Subcontractor or allow the Subcontractor to begin work, unless I first obtain City approval of my **Request for Change** form. I understand that, if a Subcontractor is not listed in my **Subcontracting/Sub-Consulting Utilization Plan,** it is a violation of the City's M/WBE Procurement Program for me to hire the Subcontractor or allow the Subcontractor to begin work, unless I first obtain City approval of my **Request for Change** form.

_____ _____

Name and Title of Authorized Representative (Print or Type) Signature/Date

Section 0905: SUBCONTRACTING/SUB-CONSULTING UTILIZATION PLAN

MINORITY- AND WOMEN-OWNED BUSINESS ENTERPRISE (MBE/WBE)
PROCUREMENT PROGRAM
Subcontracting/Sub-Consulting ("Subcontractor") Utilization Plan

SOLICITATION NUMBER: RFP JRH0104
SOLICITATION TITLE: Community Technology Access Lab Management & Digital Literacy Skills Training Services

INSTRUCTIONS: Offerors who DO intend to use Subcontractors may utilize M/WBE Subcontractor(s) or perform Good Faith efforts when retaining Non-certified Subcontractor(s). Offerors must determine which type of Subcontractor(s) they are anticipating to use (CERTIFIED OR NON-CERTIFIED), check the box of their applicable decision, and comply with the additional instructions associated with that particular selection.

☐ I intend to use City of Austin CERTIFIED M/WBE Subcontractor/Sub-consultant(s).

Instructions: Offerors may use Subcontractor(s) that ARE City of Austin certified M/WBE firms. Offerors shall contact SMBR (512-974-7600 or SMBRComplianceDocuments@austintexas.gov) to confirm if the Offeror's intended Subcontractor(s) are City of Austin certified M/WBE and if these firm(s) are certified to provide the goods and services the Offeror intends to subcontract. If the Offeror's Subcontractor(s) are current valid certified City of Austin M/WBE firms, the Offeror shall insert the name(s) of their Subcontractor(s) into the table below and must include the following documents in their sealed Offer:

- Subcontracting/Sub-Consulting Utilization Form (completed and signed)
- Subcontracting/Sub-Consulting Utilization Plan (completed)

☐ **I intend to use NON-CERTIFIED Subcontractor/Sub-Consultant(s) after performing Good Faith Efforts.**

Instructions: Offerors may use Subcontractors that ARE NOT City of Austin certified M/WBE firms ONLY after Offerors have first demonstrated Good Faith Efforts to provide subcontracting opportunities to City of Austin M/WBE firms.

STEP ONE: Contact SMBR for an availability list for the scope(s) of work you wish to subcontract;
STEP TWO: Perform Good Faith Efforts (Check List provided below);
STEP THREE: Offerors shall insert the name(s) of their certified or non-certified Subcontractor(s) into the table below and must include the following documents in their sealed Offer:

- Subcontracting/Sub-Consulting Utilization Form (completed and signed)
- Subcontracting/Sub-Consulting Utilization Plan (completed)
- All required documentation demonstrating the Offeror's performance of Good Faith Efforts (see Check List below)

GOOD FAITH EFFORTS CHECK LIST –

When using NON-CERTIFIED Subcontractor/Sub-consultants(s), **ALL of the following CHECK BOXES MUST be completed in order to meet and comply with the Good Faith Effort requirements and all documentation must be included in your sealed Offer. Documentation CANNOT be added or changed after submission of the bid.**

☐ **Contact SMBR.** Offerors shall contact SMBR (512-974-7600 or SMBRComplianceDocuments@austintexas.gov) to obtain a list of City of Austin certified M/WBE firms that are certified to provide the goods and services the Offeror intends to subcontract out. (Availability List). Offerors shall document their contact(s) with SMBR in the "SMBR Contact Information" table on the following page.

☐ **Contact M/WBE firms.** Offerors shall contact all of the M/WBE firms on the Availability List with a Significant Local Business Presence which is the Austin Metropolitan Statistical Area, to provide information on the proposed goods and services proposed to be subcontracted and give the Subcontractor the opportunity to respond on their interest to bid on the proposed scope of work. When making the contacts, Offerors shall use at least two (2) of the following communication methods: email, fax, US mail or phone. Offerors shall give the contacted M/WBE firms at least seven days to respond with their interest. Offerors shall document all evidence of their contact(s) including: emails, fax confirmations, proof of mail delivery, and/or phone logs. These documents shall show the date(s) of contact, company contacted, phone number, and contact person.

MINORITY- AND WOMEN-OWNED BUSINESS ENTERPRISE (MBE/WBE)
PROCUREMENT PROGRAM
Subcontracting/Sub-Consulting ("Subcontractor") Utilization Plan

SOLICITATION NUMBER:	RFP JRH0104
SOLICITATION TITLE:	Community Technology Access Lab Management & Digital Literacy Skills Training Services

☐ **Follow up with responding M/WBE firms.** Offeror shall follow up with all M/WBE firms that respond to the Offeror's request. Offerors shall provide written evidence of their contact(s): emails, fax confirmations, proof of mail delivery, and/or phone logs. These documents shall show the date(s) of contact, company contacted, phone number, and contact person.

☐ **Advertise**. Offerors shall place an advertisement of the subcontracting opportunity in a local publication (i.e. newspaper, minority or women organizations, or electronic/social media). Offerors shall include a copy of their advertisement, including the name of the local publication and the date the advertisement was published.

☐ **Use a Community Organization.** Offerors shall solicit the services of a community organization(s); minority persons/women contractors'/trade group(s); local, state, and federal minority persons/women business assistance office(s); and other organizations to help solicit M/WBE firms. Offerors shall provide written evidence of their Proof of contact(s) include: emails, fax confirmations, proof of mail delivery, and/or phone logs. These documents shall show the date(s) of contact, organization contacted, phone number, email address and contact person.

MINORITY- AND WOMEN-OWNED BUSINESS ENTERPRISE (MBE/WBE)
PROCUREMENT PROGRAM
Subcontracting/Sub-Consulting ("Subcontractor") Utilization Plan

SOLICITATION NUMBER: RFP JRH0104
SOLICITATION TITLE: Community Technology Access Lab Management & Digital Literacy Skills Training Services

(Offerors may duplicate this page to add additional Subcontractors as needed)

Subcontractor/Sub-consultant	
City of Austin Certified	☐ MBE ☐ WBE Ethnic/Gender Code: ☐ NON-CERTIFIED
Vendor ID Code	
Contact Person	Phone Number:
Additional Contact Info	Fax Number: E-mail:
Amount of Subcontract	$
List commodity codes & description of services	
Justification for not utilizing a certified MBE/WBE	

Subcontractor/Sub-consultant	
City of Austin Certified	☐ MBE ☐ WBE Ethnic/Gender Code: ☐ NON-CERTIFIED
Vendor ID Code	
Contact Person	Phone Number:
Additional Contact Info	Fax Number: E-mail:
Amount of Subcontract	$
List commodity codes & description of services	
Justification for not utilizing a certified MBE/WBE	

SMBR Contact Information			
SMBR Contact Name	**Contact Date**	**Means of Contact**	**Reason for Contact**
		☐ Phone **OR** ☐ Email	

FOR SMALL AND MINORITY BUSINESS RESOURCES DEPARTMENT USE ONLY:

Having reviewed this plan, I acknowledge that the Offeror ☐ HAS or ☐ HAS NOT complied with these instructions and City Code Chapters 2-9A/B/C/D, as amended.

_____ _____

Reviewing Counselor Date

I have reviewed the completing the Subcontracting/Sub-Consultant Utilization Plan and ☐ Concur ☐ Do Not Concur with the Reviewing Counselor's recommendation.

_____ _____

Director/Assistant Director or Designee Date

Exhibit A

Glossary of Terms

Public Access: Uninterrupted technology and connectivity available through free public access, especially for those who have little or no communication technology available in the home, is essential for digital inclusion.

Credentialed Digital Literacy Skills (DLS) Training: Digital literacy skills including the ability to find, evaluate, and use information to achieve goals, are a necessary pathway to digital inclusion. The proposer may recommend any evidence-based performance research to validate the (DLS) skills and knowledge necessary to improve digital inclusion programs' participant's basic digital skills

Leveraged Computer, Hardware and Network Availability: The City will provide access to facilities, staff and assets as outlined in Exhibit B: Facilities, Program Channels & Support. The Contractor shall allocate 5% of the total budget toward computer, hardware and network resources and tools.

Open source: Guidelines, processes and tools for which the original source model is made freely available and may be redistributed and modified.

Train the Trainer Model: Enables experienced personnel to show a less-experienced instructor how to deliver courses, workshops and seminars. A train-the-trainer workshop can build a pool of competent instructors who can then teach the material to other people.

Exhibit B

City of Austin Facilities, Program Channels & Support

City of Austin - Community Technology Access Lab ("CTAL") Facilities	
City Facilities	1. **Austin Resource Center for the Homeless:** *500 E 7th (Upstairs Classroom Lab: 7 computers; Downstairs Open Lab: 8 computers)* 2. **Arthur B. DeWitty Jobs and Employment Training Center:** *2209 Rosewood Ave (Room 209: 16 computers; Room 212: 11 computers; Room 213: 9 computers; (4) Administrative Offices including front office for program staff and client services)* 3. **Blackland Neighborhood Center:** *2005 Salina St (2 computers)* 4. **Rosewood-Zaragosa Neighborhood Center:** *2800 Webberville (6 computers)* 5. **St. John Community Center:** *7500 Blessing (4 computers)* 6. **South Austin Neighborhood Center:** *2508 Durwood St (9 computers)* 7. **Conley-Guerrero Senior Activity Center:** *808 Nile (11 computers)*
City of Austin - Program Distribution Channels	
Engagement Channels	On The Digital Inclusion Horizon Newsletter, Digital Empowerment Community of Austin (DECA)
Cultural and Organizational Channels	Residential Technology Survey Data Available to Organization Serving Client Trainings & Relevant Outcomes
Communication Channels	Cooperative Opportunities with Austin Public Production and Equipment Services (Public Access Television currently managed by Austin Public: *Austin Film Society*)
City of Austin – Information Systems, Staff Support & Contract Funding	
Information Systems	Leveraged Computer, Hardware and Network Availability
City Staff	(1 FTE) IT Network Administrator reporting to the COA – Digital Inclusion Program Manager is provided to coordinate maintenance and support of leveraged Computer, Hardware and Network Resources at (CTAL) facilities.
Funding	$197,774 per year

Disclaimer:
This description is intended to indicate the kinds of assets provided by the City to support this contract for services and shall not be construed as declaring what the specific services and responsibilities of any future contractor shall be. It is not intended to limit or in any way modify the right of City management to assign, direct and monitor the work of the services provided under this contract. The listing of assets shall not be held to exclude other assets not mentioned that are of similar kind.

Exhibit C

Digital Empowerment Community of Austin: Listening Campaign

September 2016

DIGITAL EMPOWERMENT COMMUNITY OF AUSTIN

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Connecting Service Providers and Clients with Digital Devices

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Executive Summary

In 2014, the Austin City Council adopted a **Digital Inclusion Strategic Plan** that called on the City and its partners in the Digital Inclusion space to take action. The foundation for this strategy is an ever-evolving set of initiatives designed to give every Austin resident an opportunity to be fully engaged in digital society by accessing and using digital and communications technology. The Strategic Plan categorizes these efforts into five key priority areas:

1. **CONNECT** – Austin has the resources, knowledge and expertise to address the challenges we face in bridging the digital divide. The real problem is that **we must *connect* what's available to what's needed**. The City and its partners should embrace the opportunity to help connect residents to programs and services.
2. **ENGAGE** – Many residents who have not engaged in our digital world either are not aware of the many programs and services available to them or they do not feel that they can benefit from technology. The City and its partners recognize that **ongoing community engagement is essential to emphasizing the importance of having everyone connected**.
3. **INCLUDE** – As residential technology needs and tools change, we must continue to provide the adequate resources to address **access** and **adoption** of digital technology so that all residents can be included in our digitally evolving society.
4. **INTEGRATE** – The success of this strategy depends on its adoption within City government and among its many community partners. The City should work with its partners to integrate the Digital Inclusion Strategy with community planning initiatives across sectors.
5. **COORDINATE** – This strategy calls for significant added time, resources and dedication among the City and its partners to effectively take action. To coordinate these efforts and increase the scale of digital inclusion

initiatives, we should raise additional private and public sector funds and **plan for efficient implementation of programs and services**.

Building up to the October 21, 2016 launch of Phase II, the City's Digital Inclusion program conducted a **Listening Campaign**, beginning on August 12, 2016 to gain a better understanding of how the City and the many service providers in the Digital Inclusion space, who the city convenes through the **Digital Empowerment Community of Austin (DECA)**, are doing in their efforts. The goals of this campaign aligned most strongly with the priorities for:

(1) **Connecting** – One of our chief objectives was to understand organization's needs and leveraged resources so we could better connect what's available to what's needed.

(4) **Integrating** – By integrating service-providers into the DECA community and its objectives, those organizations will be able to frame their efforts within the Strategic Plan's goals and objectives.

(5) **Coordinating** – Perhaps the most important priority for the purposes of the Listening Campaign was to better coordinate efforts across organizations and sectors in concert with the community's common objectives.

In 2014 DECA began mapping out the community's digital inclusion needs and to plot a path to address those challenges. **DECA Phase I** resulted in a **Concept Catalog** of action items to improve Digital Inclusion in Austin. The City of Austin, in conjunction with Austin Free-Net, began **DECA Phase II** with this Listening Campaign, where we met with and interviewed many organizations working in the digital inclusion space. We learned about their needs, successes and plans moving forward and discussed opportunities for collaboration on Strategic Plan initiatives found in the Concept Catalog.

The campaign conducted 32 interviews with 31 organizations, including direct service providers, digital literacy organizations, government entities, and other connecting organizations. The interviews fell into four categories:

1. **Programming;**
2. **Client and inter-organizational outreach (Connecting);**
3. **Employees and staffing;**
4. **Capacity and resources desired.**

Recommendations:

1) Create a shared digital literacy curriculum and standardized skills-based training;

2) Continue building the DECA community;

3) Develop a community resource list and client referral process;

4) Pursue strategies to connect service providers with their low-income clients with digital devices.

Findings

1. Programming

What Was Learned

Digital inclusion programs in Austin are successfully reaching residents who most often lack access to information and communication technologies (ICTs), or an understanding of how these resources can be leveraged to improve their quality of life. The DECA community at large offers a range of digital inclusion programming from 'basic computer and internet training' to online media production courses. DECA providers offer these programs at little to no-cost for Austin residents. In our conversations, most organizations recognized a need for a digitally inclusive city where all people benefit from advances in technology. Many program providers were motivated to offer these services because digital literacy is a path to better client outcomes in addition to the role that ICTs are expected to play in the future well-being of connected societies.

> *"Initially, I felt overwhelmed because the digital training lessons required a lot of thought and time to create. Then my manager pointed out this curriculum and I was so happy. I no longer needed to develop the lessons. I simply log into the website, read the materials, and extract information to use with our clients."*
>
> *-Jorge Zarate*
> *Trainer, El Buen Samaritano*

The focal distinction between programs was services tailored to children or adult learners. Most adult-focused digital inclusion programs centered on task-oriented goals that aim to teach participants how to become self-sufficient computer and internet users, or how to accomplish a specific computer-based goal such as applying for jobs online. Conversely, child-centered digital inclusion

providers reported a wider breadth of programming and desired learning outcomes. This distinction was noted for several programs designed to expose young learners to the creative and entrepreneurial possibilities of emerging technologies. Providers shared that the programs make a positive impact for clients with outcomes that ranged from improved social cohesion (through supportive classroom learning) to employment in a STEM career as a result of program participation. This section presents key findings on digital inclusion program structure, best practices for program implementation, and identified needs to support future programming.

Topics

Most providers designed their digital inclusion programming to address the needs of adults or children. Only a handful of organizations cater to both populations. The most common training topics are basic computer and internet skills, Microsoft Office, online language learning, media production, and computer programming (i.e. coding). The programs are taught by organizational staff and volunteers, often in partnership with other organizations to leverage space, equipment, or clientele. There is a roughly even split between providers who develop their own curriculum and those who use curriculum provided by other local and national organizations.

Hardware and Software

A variety of hardware and software is being used to support digital inclusion programming in Austin. The majority of programs that occur in computer labs at community centers or public libraries for instance, use desktop computers with Microsoft operating systems. A few programs provide clients with Chromebook laptops that they are allowed to keep at the conclusion of the program. Similarly, only a select group of providers used tablet devices (Android or iOS) to facilitate digital learning, primarily through programs. However, most DECA providers are unable to provide hardware and software to clients beyond

the terms of the program. Several providers recognized the importance of personal technology devices to sustain client learning outcomes, but stated that providing the equipment would limit their ability to serve future clients because of the expense per participant. Several organizations noted that some clients had access to existing devices at home but lacked the digital knowledge or internet connectivity to use the equipment, while others were limited in functionally because the device is a smartphone.

Goals and Evaluation

Overall, providers stated that digital inclusion programming was offered to: 1) increase awareness about ICTs, 2) achieve short-term client-driven goals, and 3) promote equitable access to the resources driving social and economic opportunities of the future. Success is captured quantitatively and qualitatively through surveys, skill assessments, instructor observation, and client feedback. Program instructors sought to build individual relationships with learners to better facilitate learning and monitor progress. The feedback obtained by program instructors was overwhelmingly positive and many shared anecdotal stories of success about client learning. Many providers measured participants' outcomes by administering pre- and post-test skills assessments which largely showed significant skill attainment by clients and an opportunity for continued learning along the digital literacy spectrum. Some providers obtained client survey feedback about the value and structure of the program. Others were in the process of creating or revising program evaluation tools.

Learning Environment

It was discovered that digital inclusion programs are offered at training spaces within the organization or at anchor institutions in the community which are easily accessible to clients such as schools or community centers. The length of digital inclusion programs varied from four weeks to four months based on the complexity of the skills being taught and desired learning outcome. For instance,

a digital inclusion program preparing clients for job readiness may work on building a resume in Microsoft Office and conducting job searches online in just a few weeks while program designed to teach children how to code for website development will require significantly more meeting time. Programs were most often offered 1-3 times per a week in the mornings and/or afternoons for approximately two hours per session. Summer digital inclusion programs for children typically met more frequently and for longer periods of time. Class sizes varied by program with many providers stating a preferred enrollment of 10–20 participants. Providers with computer and internet access labs were found to accommodate 10-15 learners at a time.

Best Practices

The following list of best practices for digital inclusion programming was shared by providers across learning goals and target populations:

- Make digital learning relevant. Many providers noted that program participants responded best to basic computer and internet training when the material was grounded in topics that appealed to their interests rather than simply explained the technology. For example, instead of teaching participants how to generally use an internet browser, try to shape instruction around specific tasks like searching for bus schedules through Google.
- Build trust. Providers emphasized the importance of fostering trust with clients for a positive learning environment. Many organizations noted that clients attended digital inclusion programming because of an existing trust built with the organization through other program offerings. Furthermore, trust enabled clients to seek out digital literacy programs despite significant fears about online safety and security, or other factors that deter individuals from seeking support from social service organizations.

- Recruit classroom support. Many programs are offered in classroom environments with a one on-one approach based on the spectrum of digital literacy learning opportunities. The majority of instructors relied on classroom support by volunteers and staff to support individual student learning.
- Offer flexible curriculum. Program participants, particularly adults and those learning English as a second language, present with varying levels of literacy and learning goals. Curriculum that can be modified to individual learning goals will improve program participation and goal attainment.

Ongoing Needs

The following list of needs to support digital inclusion programming was shared by providers across learning goals and target populations:

- Standardized measures. Many providers reported a desire to strengthen how they capture baseline client skills and learning aptitude, as well as an instrument to measure skills or goals achieved through the program. Several organizations also noted a further desire to create a digital certification that would validate client knowledge for organizations and employers in the community.
- Curriculum and assessment tools. Approximately half of all providers we spoke with identified a need for revised or expanded curriculum. Organizations reported limited internal capacity to develop the curriculum or cost prohibitive barriers to securing licensed digital literacy curriculum from national providers.
- Additional volunteer support. There was a significant stated need for more volunteers by providers. Some providers reported a desire to formalize their volunteer program to be able to better support existing programs. Others expressed a desired to recruit volunteers from the technology sector to train program participants in high-level skills areas such as

Google's suite of products. Lastly, several providers referenced a need for Spanish-speaking volunteer support to facilitate class learning with bilingual participants.

- Sustainable program funding. By far, providers shared a need for sustainable funding to support future digital inclusion programs. The programs' reach is directly impacted by the availability of an affordable high-speed broadband connection and functional devices.

2. Connecting

Many organizations were also concerned with being able to connect with other organizations, with the community, and with their clients.

Connecting with Other Organizations

These organizations tended to network and connect with each other around client base or service focus. For example, many of the organizations were members of the Workforce and Education Readiness Continuum (WERC), a group focused on job readiness training. WERC organizations benefit from connecting with each other in many ways, including coordination on curriculum development, easy access to client referral, and shared capacity. Other organizations organize around client base. For example, the Southeast Health and Wellness Clinic has a large natural base of clients (patients). However, their clients often need services other than health services. This forms the basis for many partnerships between the Clinic and many other organization service providers to provide wrap-around services to the community.

Connecting with the Community

The organizations working in the digital inclusion and digital literacy space also expressed that their ability to connect with the community was an imperative, and many of them thought that this was a particular strength they had. Culturally focused organizations such as Latinitas and the African

American Youth Harvest Foundation found that their ability to understand and relate to their clients fostered a deep trust between their organizations and their client base.

Connecting with Clients

Many organizations also expressed many deficiencies when it comes to connecting to clients. Since funding needs to be stretched so far in the non-profit world, many service providers do not have the capacity to sufficiently market themselves or their services to the community. Many organizations also lack multi-lingual capacity, making it difficult for them to connect with many underserved parts of the community. Finally, transportation is also a consistent need. Many members of the community lack transportation. Many organizations need more capacity to bring their services to where their clients are to reduce these transportation barriers.

Core Findings

- Organizations tend to connect with each other based either on client base or service focus
- Organizations think their connection to specific parts of the community is a particular success
- Organizations have a need for more/better marketing and outreach

3. Employees and Staffing

Organizations in the digital inclusion/literacy space also spoke of employees and staffing. While many organizations have pools of volunteers that can potentially be tapped (such as the Boy Scouts and Girl Scouts), many other organizations spoke of a need for more volunteers. However, volunteers alone

do not solve staffing barriers, because volunteers still need to be trained and supervised. Additional permanent staff was also a consistent concern. Most of the organizations experienced much higher demand for their services than they had the staffing capacity to handle. A specific staffing need discussed was more staff (volunteer or otherwise) with STEM skills, whether it be for training capacity or for IT capacity.

Connected to these issues was a need for professional development for their staff, especially trainers. There was a strong desire to remain well-educated in current best practices, standards, and methodologies.

Core Findings

- Service providers need more volunteers and permanent staff (especially in STEM), and the resources to support them
- Service providers need more professional development

4. Capacity

Capacity was another over-arching theme. While some organizations have sufficient or excess space, many others are in need of more physical space to either provide services or store equipment. Many of them also need more parking space to accommodate their customer base.

Funding capacity is also a consistent concern. Many organizations are experiencing cuts in outside funding due to either changes in policy direction or the perceived affluence of Austin as a whole. Other organizations, while not

experiencing funding cuts, need more funding to fully meet the demand they see.

Resources Needed

During our conversations, one of the most common themes was the resources needed by organizations. The resource most-needed from organizations and service providers was funding to support more staff, to create new programs or expand existing ones and to sustain the long-term viability of organizations. Though there may be opportunities for DECA to distribute information on funding opportunities and to advocate for funding on behalf of DECA members by convening funders, the conversations focused on non-monetary resources that are already readily available in the community. These assets include connectivity devices (Laptops, tablets, mobile devices), curriculum, and space for classes as well as instructors.

Core Findings

- Organizations are in need of class, storage, and parking space
- Universally, more funding is needed

Recommendations

The insights gained from this campaign present many opportunities that can be implemented through DECA, using the Digital Inclusion Strategic Plan and Concept Catalog to support these recommendations. There are four recommendations that result from the Listening Campaign: 1) create standards and collect best practices, 2) develop and strengthen the DECA community, 3) generate a resource list and referral process, and 4) pursue strategies to get devices to the low-income population.

Recommendation 1: Create a recommended digital literacy curriculum, set recommendations for skills based certifications, and identify and share best practices

Organizations want to do what they do in the best way possible. They are always looking for information on what works and what doesn't. For that reason, they often mention that it would be useful to have standards created by an organization with a wider view. Digital Inclusion is in a unique place to provide that wider view. As found in DECA Phase I through the creation of the Concept Catalog, standards set by the City and its partners would be a huge benefit to Austin residents.

- **Create a recommended digital literacy curriculum:** There are many different organizations teaching digital literacy, and they are currently using many different curricula. Different populations are interested in the digital world for different reasons. Young kids might be more interested in learning through games like Minecraft, while older populations might be more interested in connecting with friends and family through a social network or filing their taxes online. A recommendation includes creation of a versatile, modular curriculum that can be effective with varied populations.

- **Provide standards for skills certifications:** Many different organizations provide skills based certifications on things such as resume building or utilizing Microsoft Office Suite. However, the certifications are all organized differently. This means that clients from two different organizations, taking the same class, might leave with significantly different skills. This is neither ideal for the client, nor for the organizations hiring people with those certifications. Therefore, it is recommended that standards be set for skill based certifications.

- **Identify and share best practices:** All of the organizations interviewed expressed interest in knowing best practices. Therefore, it is vital to support an ongoing effort to discern best practices and share them with DECA.

Related Strategic Plan Items

- **Initiative 4.3.2:** Develop online consumer safety curriculum for use throughout Austin
- **Initiative 4.3.3:** Promote usage of digital badges to visualize and reward learning

Related Concept Catalog Items

- **1.7:** Develop cross program certification
- **2.3:** Create a digital handbook
- **2.4:** Create a standardized client survey

Recommendation 2: Develop and strengthen the DECA community

Over the course of the Listening Campaign, it became clear that the digital inclusion/digital literacy space was well connected in some places, but not in others. Most of the organizations interviewed expressed interest in either remaining or becoming more connected with the broader DECA community to discover new partnership possibilities and learn from each other.

- **Allow for networking opportunities at DECA events:** When organizations were asked about what they wanted to see implemented through the DECA strategy, the most frequent answer was networking opportunities. Indeed, the best way to strengthen a community is to encourage enhanced communications.

- **Create an online touch point for the DECA community (info repository and community forum)**: Another way to strengthen the DECA community is to create an online touch point where everybody goes for digital inclusion related information. Just like a community meeting draws people into the same physical space to encourage the exchange of ideas, it is recommended the creation of a website that can draw people into the same digital space and encourage the exchange of ideas (similar to digitalatx.org). To do this, the website would have to 1) be able to draw an audience and 2) allow for (and encourage) communication among users. The audience draw could be ensured by providing community information such as a recommended curriculum, a community resource list, and a "best practices" repository. The communication can be facilitated through user forums, shared contact information, and/or the ability to post public questions.

Related Strategic Plan Items

- **Initiative 4.2.1:** Conduct community forums and events
- **Initiative 4.3.1:** Integrate Digital inclusion programs into online digital portals

Related Concept Catalog Items

- **2.2:** Develop an online content clearinghouse
- **4.2:** Convene digital service providers

Recommendation 3: Generate a resource list and a referral process

Another concern highlighted during the Listening Campaign was a desire to be able to refer clients to relevant resources. Therefore, it is recommend that the participants create a community digital literacy resource list that contains the names, locations, and website links to service providers and physical resources, such as computer labs.

Related Strategic Plan Items

- **Initiative 4.1.1:** Expand existing inventory and mapping resource capabilities
- **Initiative 4.1.2:** Develop a system for keeping the inventory and map robust and up-to-date
- **Initiative 4.1.3:** Promote the inventory and map

Recommendation 4: Pursue strategies to connect service providers with devices

A consistent and common need heard from the organizations was a need for devices. Many organizations are using old equipment to perform their work and are in need of replacements, while others are trying to connect their clients with digital resources. Therefore, it is recommended that the participants develop strategies to connect service providers with digital devices.

Related Strategic Plan Items

- **Initiative 4.3.4:** Promote device refurbishment to provide inexpensive devices to low-income residents
- **Initiative 4.5.1:** Explore grant opportunities to keep devices

Related Concept Catalog Items

- **1.2:** Create a public device checkout program
- **1.6:** Develop public technology kiosks

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The City of Austin, Digital Inclusion Program conducted the Listening Campaign in partnership with Austin Free-Net, serving as the contracted lead agency to the Digital Empowerment Community of Austin.

Appendix A

Qualitative Research

Age/Demographic	Hispanic Adults	Hispanic Youth	Youth	Youth	Youth	Healthcare	Healthcare	All ages
Digital Inclusion Team Present	Tianca, Jesse, and WIll	Will, Jesse, Tianca	Tianca and Jesse	Tianca and WIll	Robert, Will and Jesse	Tianca, Jesse, and Will	Tianca, Jesse, and Will	Will, Jesse, and Tianca (arrived late)
Resources Needed	>Standards about digital literacy learning >Bilingual trainers for English learners that speak Spanish, Burmese, or languages by African immigrants >Devices >Cell phone education curriculum (Everyone On is what they would like, but they can't afford)	>Relationships across Texas	>Money >Low cost STEM trainers	>Funding	> Curriculum	>Programs (Digital Inclusion) >Curricula >Trainers	>Any literacy services needed to be bilingual (Spanish) and suitable for mobile phone access >Who provides what services	>need to know more about affordable broadband options for clients >Need a location in Dove Springs >Need to know what families need most in regards to Digital Inclusion >Curriculum on protecting privacy/digital security
Resources Available	>Trainers	>Latina Client Base interested in technology >Place for publishing media >Able to cater to population or partner needs	>Clients	>Curriculum	> Instructors / Volunteers (G.S.)	>Meeting Space >Client Base	> Huge number of clients	
How does your organization currently support digital inclusion?		Video, photography, podcasting, and web-design reaching 2500 clients in Austin and 1500 in El Paso	>$500K program serving 2,300 kids. Dell is the largest funder. Other funders include KDK Harmon, National instruments, Time Warner Cable, City of Austin	>Bridge the gap between creative youth and creative careers >Wholistic approach to education. >Hope to grow fee-for-service (Eco-Rise as a model)		Health-related iniaitives for underserved communites	>Patient portal (Bridge) >Electronic medical records (NextGen) >telemedicine	
What activities or programs do you engage in?	>Semester long Digital Inclusion model >Cell phone module w/ Global Shapers >Social media class	>Summer camp (4-6 weeks) >Workshops >Training for Latinitas in coding, computer use and access >13 AISD-based clubs per semester to focus on culture and technology	>Stem Programs at 24 sites >Minecraft education through Microsoft >Makey Makey for coding >Basic computer training (password, login, mouse, etc.)	>Building soft skills through individualized approach that seeks to gauge interests and incentivizes achievement through credit-based system (20-45min classes)	>Tech-girls >Coder-girls >Digital Literacy and Inclusion badge >Online hate-speach, basic computer, google app, and teaching others education	>Implementing "Patient Portal". An online tool for patient check-in and appt information. Patient Portal will also be available at in-facility kiosk >Telemedicine psychiatric services on-site. They provide the quiet space and secure connection over Skype. Interested in expanding in the future. >Interest in on-site workstations and previous talks with AFN. Stalled on security & liability concerns, but could be a great benefit for their clients interested in applying for benefits online (currently use staff computer which is a HIPAA violation, connecting to workforce opportunities, and financial literacy >Electronic medical records (see more below)	>Wraparound health services using a social determinants of health and patient-centered medical home model >	
Who performs those activities?	Self	>3 program leaders plus volunteers	>8 trainers >UT STEM (and other) bachelors and masters students	>Teachers > College students >Young professionals >Alumni	>2 trainers	>Range of partners (see below)	>All practioners have some role in integration. Patients only learn about the patient portal opportunity through a flyer provided by front line workers at appt. check-in and appt. setting	
When and where do these activities take place (schedule and facilities)?	>In the El Buen Samaritano computer lab (1 main lab w/ 12 computers and instructor station)	>Libraries >Recreation Centers (i.e. PanAm) >Cultural Centers >HACA (Meadowbrook and Bouldin Oaks) >AISD	>2 hours each day, 2 days per week >Prefer no more than 12 kids per STEM Educator >Location rotation varies every 8wks in the Fall and every 10wks in the Spring >Mobile Labs >Trainers cycle through cites >3 HACA sites (Meadowbrook(also bus over Bouldin Oaks kids), Chalmers Courts, Thurman Heights	After school @ school itself	>Middle and High-schools >Central Texas Region >Once per month >6 hours total to completion	>Throughout the facility in various meeting places. Nonprofits are allowed to secure space online to offer on-site services at no cost.	>25 health centers located throughout Austin	
How do you perform these activities (curriculum)	>3 semesters (Fall & Spring[4hrs], Summer [2hrs] with registration periods) >Basic, intermediate, and advanced-level classes >3 main curriculum guides by Labyrinth Learning (http://www.lablearning.com/) Intro to Office, Basic Computer Skills, ESL for Computers >Curriculum comes w/ pre/post test and class evaluation >Certificate of participation (silver star) and Certificate of completion and advancement (gold star) >Class style: Mondays (ESL), Wednesday (self-guided learning)	>Self-developed >250 Activities >[Observation] Curriculum needs to be flexible and adaptable, because people come to the curriculum from different starting points	STEM focused with key components of interactive and game-based >Dimensions of Success >Pre-Post Tests >Minecraft education through Microsoft >Model on Ace;s 4 Es (TEA afterschool programs)	>Use employability curriculum developed by E4Youth >Content --> Design --> Creation (using Bloom's taxonomy)	>Curriculum is of in-house design		N/A	>Play to Learn Curriculum
How are you working with other agencies (with regard to digital inclusion)?	>Shares curriculum with Manos de Christos >Looking forward to DECA Phase II	>AISD >Charter Schools >Cultural Centers >Library System >Girl Scouts >Con Mi Madre >Gen Austin >Girls who Code >Women who Code >[corporate partners] Dell, GM, Facebook, Google >E4 >Creative Action >Opportunity Youth >Tesas STEM >Psygirls	>HACA for their sites >KLRU (they train BCGA and provide curriculum for their programs and BGCA provide the kids) >AFN >Dell >AMD >Silicon Labs	>Partnering with Latinitas and Creative Action for a St. David's grant on innovation in health to develop a referral process and standardized measures	>Partner with Boyscouts	Electronic Medical Record using NextGen Healthcare with El Buen Samaritano and Lonestar Circle of Care		KLRU for Play to Learn curriculum

Age/Demographic	Hispanic Adults	Hispanic Youth	Youth	Youth	Youth	Healthcare	Healthcare	All ages
What is going well with your participation in digital inclusion related efforts?	>Being Passionate >No pressure environment >Speak slow and calm >1 on 1 help	>Variety of interaction methods >Connecting with the community >Knowledge of background information and connectedness >leveraging public space >bilingual component naturally built into all programming >large volunteer base >partnering with other organizations	>Excitement, engagement >Carrots: game room, food, technology	>Building business partnerships like SXSW (40-60 badges), student-driven EP developed with Fantasma, Microsoft >Earning revenue through curriculum leasing model (secured 1st client recently)	>Helping others >Project completion >Interactive / hands on	>Wraparound approach to care >Great location >Client trust >Very successful VITA site	>Above industry average (3%) adoption for patient portal (8-9%= 8500 enrolled and 3500 active) >Client trust and timing of cheaper smartphone adoption driving portal adoption >Most clients are connected through cheap smartphones (despite function patient portal site limitiations and unsustained client connectivity)	>Clients report feeling more confident in their tech skills >Cerebri AI app developed by UT Austin students and fully launched independently
What do you think could be better in regard to your involvement in digital inclusion related efforts?	>Fast change in the organization has been difficult to keep up with >Standards that don't change with staff turnover >Increase training for teachers >Want digital literacy training in al El Buen programming >Building a repository of tech equipment for refurbishing and disbursement to clients >Having all classes filled >Would like to partner with College Forward	>Funding >Partners bring them to the table during program planning instead of just implementation	>Don't know if kids have access to computers, but even if they do, computers are for parents >Financial capacity is a problem(STEM Educators are the highest wage part-time employees at BGCA, also they just expanded service to Bastrop). The kids are there. >Typical challenges for this work are transportation for kids, access to devices, and funding	>Need $ for staff. Currently Carl is the only paid staffer. >Also need staffer for day-to-day program management >Lack of infastructure (some tracking in the learning	>Curriculum is lacking. They are interested in a broader, better one.	>metal roof that limits wi-fi signal >patients struggle with language >Need to grow pediatrics	>Would like to advocate for the patient portal by all staff (nurses, social workers) instead of with frontline staff only >Would like to connect those without digital skills to on staff social workers for training on using the portal or setting up an email address (although this might overburden already taxed staff) >In the future hope to offer remote monitoring (i.e. blood pressue mointoring with trigger alerts to staff) for clients without easy access to a health center >Hope to eventually offer 24hr a day care management through smartphones and computers	>$$ >Had to cut 6 months of data for clients after graduation once the program grew >So many levels of tech competance is a difficulty >Access to data on the provided devices can be challenging
Do you know of additional Austin-based organizations engaged in digital inclusion work that have yet to participate in the DECA conversation?	>Manos de Christos >Foundation Communities >Literacy Coalition	>Poder	>Texas Girls Collaborative >Girlstart >Girls Scout >Women in Engineering (UT Austin) >UT Austin Engineering Council (Sci Girls) >TXPost >4-H		>Girl Start >Society of Women Engineers >Boy Scouts	>SNAP >WIC (on-site) >Sendero (on-site) >Seton (on-site) >UT Dell (on-site, 1st yr residents starting in Jan) >Food Bank >Texas Rio Grande Legal Aid >Mama Sana >Sustainable Food Center >YMCA >Austin/Travis County Health and Human Services >Play to Learn >NAMI >MAPP		
Who are your target clients for these programs?	>Spanish First Language >Hispanic >Documented & undocumented immigrants >50% have computers and/or smartphones	>Latinitas >10% of girls not Latina >Parents included from time-to-time based on familial culture	>Children visiting BGCA	>Youth age 16-22 but don't have a practice of turning away clients outside this group	>5-18 year old girls	>Medically underserved populations of all ages in southeast Austin	>MAPP clientele and persons without healthcare up to a percentage of the FPL >Currently serve 85,000 clients with an additional 200K eligible in the community	>Low-income primary care givers and their children age 2-4 years of age >targeted 1st time parents
How do you currently recruit clients for your digital literacy training?	>Word of mouth >Radio and Internet >Basic classes always full, intermediate and advanced approx half full. >Significant attrition across class levels (30-50%)	>Site contacts at schools >Lunchtime recruitment at AISD >PTA meetings >Back to school events	>Recruitment not really needed for STEM programs. Very active clubs when resources are available. Club Directors responsible for recruitment and supervision over all.	>Target underserved communities that are left out the "creative class" >Open to all student learning though so classes are mixed by socioeconomic status >Recruit the handful of teachers with key connections to underserved youth that are already engaged in supplemental education and train them (hope to eventually incorporate into the professional development requirements for teachers)	>Word of mouth >Flyers >Schools >Having tables at community events	Clients are recruited from within the existing healthcare programs	>Appt scheduling and check-in	>Market research and advertising campaign to begin in Oct through St. David's Foundation grant >Outreach staffer goes to community events. Also partner with HACA, El Buen, and Central Health
How do you measure success?	>Pre-Post Tests >Class evaluation	>Pre and post testing	>Content (pre/post test) >Attendance (105 days or more attendance associated with better academic outcomes, also use to measure interest over time) >Dimension of Success model for observation. Harvard resource that Ariana will soon be trained on. >Study of academic performance of kids involved in BGCA	>Grant parameters determine measures of success				
Do you utilize pre or post training assessments or surveys? If not, why not (i.e. staffing, dissemination, privacy, etc.)?		>Pre and post testing	>Yes, pre/post test developed in-house but planning to expand current measures	>Not currently. Planning to use DHAP and GAP survey instruments by the Search Institute. There is some process related measure (i.e. attendance, topics) in their management tracking system	>Pre test if it is a series >Post test always			>Pre/post tests along with general questions about the program on the post-test >No long-term follow up with clients but they are invited to a private Facebook group to connect with other graduates
Do you have logic models or outcome chains developed?	>No, but is interested >Overarching approach is a blended learning environment	>Yes	>See airtable for overall program logic model >Mark "everything is interest-based. Do your homework first and do your play"	>Yes, see Impact Model attached in Airtable	>Yes, if there is a grant			>Have process models

Age/Demographic	Hispanic Adults	Hispanic Youth	Youth	Youth	Youth	Healthcare	Healthcare	All ages
Would you be willing to participate in other initiatives to support implementation of relevant Concept Catalogue items of interest?	Yes	>Yes	Definitely interested. Team player					
What do you need to be successful in participating in DECA Phase II?	We need true leaders in this space	>Logic model activity could be useful >Ample networking opportunity	>Advance notice (as much as possible) >Favor virtual DECA meetings instead of in-person >Staff stretched pretty thin >Encourage partners to use a data dashboard			Yes	>Need to know what services are out there and the target clientele	
The first DECA Phase II meeting is on October 21st. Are you interested in attending this or any follow-up meetings?	Yes		>Arianna will attend DECA kickoff on Oct 21st	>Yes	Yes	Yes	Yes	Yes

Age/Demographic	Healthcare	Elderly	Adults	Young Adults	All ages	Elderly	Youth	Youth	Youth	All ages
Digital Inclusion Team Present	Jesse and Will	Jesse, Will, and Tianca	Jesse and Will	Tianca and Will	Will & Tianca	Will	Will	Jesse	Jesse and Will	Tianca, Will, Jesse
Resources Needed	>Vital document electronic storage >Multi-lingual translation	>insight on developing a volunteer program >More broadband access options for clients >Info on Chromebooks with large touchscreen >Voice-based technology >Streamlined verification process for subsidized access	> IT Expertise (AFN had provided services but raised rates	>Volunteers with tech skills >Assessment tools >software updates >equipment maintinance for processing heavy applications >curriculum development	>Funding for staff and laptops (preferably Chromebooks) > Volunteer trainers or higher-level tech training	>Parking	> Gigabit internet > Funding > Equipment		>Locations >Devices >Clients >Curriculum >Funding >Volunteers >Board Member(s)	>Community lab with various opening hours >IT support Ipad card? (online efficiency for data collection)
Resources Available	>Huge client base	>Insight on elderly population >	> Resources for stroke victims for other service providers		>Space for training	>Engaged volunteers > Clients	> Clients > Curriculum	>Meeting Space	>Trainers and training	
How does your organization currently support digital inclusion?	>Patient portal for needy clients	>Pilot tech program, empirical research	> Provide therapy for stroke victims >Skype>Teletherapy >Pen Pal program to engage patients	>Provide post-secondary digital media training >Also have a open access lab with 8 computer stations (Microsoft and 1 Mac)for Arc clientele	>Two main programs: Children Home Initiative (CHI) and Computer learning centers at select sites	> Computer lab >Computer classes for clients	> Classes at AISD schools to create and produce radio programming		> Computer literacy and coding classes for high schoolers	>Michelle is 1 of 4 program coordinators at SW Keys. 1 of 2 that focuses on adult services and the only working on adult education
What activities or programs do you engage in?	>Patient portal >Would like to do some sort of digital literacy course for onboarding new clients	>[Pilot Program] Connecting tech and digital literacy training to Senior Citizens >Previous NIH grant to provide telehealth services for clients with depression	> Teletherapy > Therapy using digital technology and devices to increase cognitive and language abilities > Sometimes new skills are taught as well >Boot camps are 8 weeks each/ 80 clients / 50-60 per day	>Digital media training for up to 14 students on various media production topics	>CHI provides Chromebooks to learners. 4-5 month program. Spanish language option. To train parents on AISD parent cloud. >The learning labs are offered at select properties in southwest and south central Austin. Class is based on the learning interests of the student (i.e. job readiness, Office online, resumes)	> Computer literacy classes > Digital media classes > Microsoft office class > Social media classes	> Stories From Deep in the Heart (GTOPS) is a program where High School students and teachers are taught how to produce and create broadast - quality radio programs documenting their cultural traditions	>EdExchange program: teach educators how to use technology in class >Staff follows up with the class	>Coding, Microsoft Office, and Web development training	>General computer lab >Contract tech class through Del Valle HS and Si Se Puede (taught by Astrid from AFN) >Specific tech training classes based on client needs and in partnership with various orgs (i.e. WhatApp, Skype, Kindle for parents that were provided the devices w/o training, Facebook marketing) >Global Laureate (i.e. kids learning to design video games)
Who performs those activities?	>Central Health Portal	>Joe Sirrianni (sole instructor) >Visit 6-7 clients once/wk	> 8 Speech therapists > 300-500 volunteers	Jerry is the lead trainer and Rachel Cohen provides PT training support	Rob is the key trainer who started in January of 2016	> Volunteers	> TFL staff > teachers	>2.75 FTE trainers >Katie does some on-site training as well	>2 Trainers	>Contracted trainers
When and where do these activities take place (schedule and facilities)?	N/A	>In client home	>At ASL >Teletherapy is done remotely from ASL	Arc's digital media studio on Mondays from 9am-2:30pm. The classes are yearlong with 7-8 units taught (i.e. basic computer skills, photoshop, stop motion animation) >Also soft skills like retaining focus and file management	>Lab classes aer offered 11am to 2pm when classes are in session	> @ AGE facilities > Adult learning center	> @ High schools > After school and during class	>Semester based >15 Hours >6 Weeks of Classroom vissits	>At partner organization offices	>At partner sites and at the main office
How do you perform these activities (curriculum)	>Through the portal/app	>Start with trying to get client interested and invested, build on basic skills from there >Formal structure does not work, each client is different >MoW buys hardware and broadband connection for seniors.	> No concrete curriculum > Bootcamps are individualized	>Classroom learning with significant support from volunteers	Curriculum is developed in-house by trainer	> Volunteer generated curriculum	> TFL curriculum	>Makey Makey >Minecraft >Lego Robotics	>Scratch for homework and practice	>Through AFN trainers or other partners as needed
How are you working with other agencies (with regard to digital inclusion)?	>Central Health >People's Community clinic >Lonestar circle of health >SEHWC	>AGE >Anticipated work with UT Ausitn Nursing & Dell Medical	>Universities for recruitment of volunteers >Provide services for clients from meals on wheels and AGE	>MOU with Easter Seals (teach a short class for their clients on Wed. and used equipment is gifted to Arc) >Adopted the Coleman Institute for Cognitive Disabilities's Declaration of the Rights of People with Cognitive Disabilities to Technology and Information Access >Community First >The Gathering	>El Buen (Rob plans to start training there 1/week >Manos de Cristo >Austin Free-Net computers at Spring and M Station	> Working with Meals on Wheels to serve homebound clients		>4 H Capitol >Gen_____ >KLRU/PBS	>Literacy Coalition >African American Youth Harvest	>Skillpoint Alliance to offer industry specific training (i.e. nursing) >The Hispanic Alliance (i.e. 10-session Facebook marketing course)

Age/Demographic	Healthcare	Elderly	Adults	Young Adults	All ages	Elderly	Youth	Youth	Youth	All ages
What is going well with your participation in digital inclusion related efforts?		>Touchscreens >Large screens >[future] voice based tech >Extremely engaged client base	>Volunteer training program >Care giver program and research >Long term therapy	>Client socialization and communication (verbal and non-verbal) >Clients finding commonality between other clients through technology	>Ability to obtain devices >Increased usability of web-enabled devices >Program flexibility to meet shifting client learning goals	>Volunteer engagement >Continued interest of clients	> Continued teacher and student engagement >national broadcast of TFL radio docs	>Interest is high >Results are good	> Organizations appear to be interested	>First org in Austin to offer free GED training classes and pay for the test >Clients receiving preferred 'dosage' of 4 hours of computer training engagement >Manage classroom learning with various levels of client educational attainment >Ability to attract new clients
What do you think could be better in regard to your involvement in digital inclusion related efforts?		>Struggling with changes in chromebook (market targeted to education so screens are getting smaller, plus the keyboard is lowercase which is a problem for sight-limited clients) >Internet access >Apps that don't require a credit card to access >Goal is the scale pilot to 25 clients (of a current client bae of 5,000) >Northstar curriculum didn't work so they focus on 5-6 basic connection themes to find 1 that 'sticks' with a particular client (i.e. Facebook, finding replacement parts for items, etc.) >Clients are homebound. Training >Subsidized broadband that exceeds $15/mo per client becomes cost prohibitive to the organization. Initially planned to follow Google Fiber build out and spread installation cost ($300) over the 7 years but eventually had to move to other options with buildout delays. TWC	>Volunteer management >Scaling to increased demand >Marketing	>Hope to be a pathway for employment >Concerns about client payment for services and SSI eligibility >How to determine intellectual property owners on collaborative work	>Retaining students in the computer lab classes (they tend to drop out once they learn the item that propelled them to sign up) >How to address learners using phones and recommendations on connection (i.e. give up data in favor of broadband) >Plan to shift training focus to kids for the best 'bang for the buck' on program outcome returns	>Parking >Space	> Funding >Gigabit not online	>Having defined learning outcomes would be good >Best practices would be good	More clients	>Want to offer training during the day in a dedicated space >Need more skills-based training programming >Class hiccups training a different educational/literacy levels >Attrition from one class to the next >Performing classes in English and Spanish is a destraction for students and uproots the class flow
Do you know of additional Austin-based organizations engaged in digital inclusion work that have yet to participate in the DECA conversation?		>Coming of age >Austin Groups for the Elderly	>Universities	>IDACT (a new working group of IDD providers in Austin with similiar missions as DECA) >Nobility >Goodwill	N/A			>ISPs >App Developers >Tech Startups/other creaters in that space >Ed Tech Meetups	No	No
Who are your target clients for these programs?		>Elderly, low income with health issues >Clients without severe vision, cognitive, or stress-related health conditions	>Victims of Stroke	18-22 years of age on the autisim spectrum	>Foundation Communities property residents for the computer lab class >CHI participants are referred by a case manager	>Elderly clients who are interested in learning about computers	> High schoolers at title 1 schools	>Children grades 2-6 and their teachers	>Low-Income Middle School students	
How do you currently recruit clients for your digital literacy training?		>Clients are recruited from larger meals on wheels pool of clients	>Word of Mouth >Part timers go to physicians offices to give materials >Community marketing >Social Media	>word of mouth >Rosedale location >Parents in AISD	>CHI referrals >Flyers on properties	>Marketing is done in concert with other distributed AGE materials	>Through teachers	>They send things out through educations circles AISD and such) >School Libraries	>Via partnering with organizations	>Advertise in English in Spanish through local newspapers, Facebook, post card mailers by address
How do you measure success?		>No assessments yet as progress varies so greatly and digital experiences are so different >Qualitiative feedback on general benefits of connectedness and surveys that include life satisfaction through tech >"Homework" exercises to keep clients using the technology outside of 1-1 instruction (see airtable)	>Client recovery >Dedicated data analyst to look at data >Pre-post testing >Many performance measures		>Are they better connected and finding some utility from the Internet	>Clients take pre/post tests	> Qualitative measures > GTOPS measures	>Pre and Post testing >6 Month Followup >Survey of students	>Not yet developed	
Do you utilize pre or post training assessments or surveys? If not, why not (i.e. staffing, dissemination, privacy, etc.)?				>Basic computer literacy pre-test >Tracking tool to measure success per unit >Initial assessment of skills and resources from parents (recently implemented)	>conduct a pre-test but no post-test	>Yes	>No	>Yes, do pre/post testing for trainers >6 month followups >Survey of students		>GED course uses pre/post test >Other classes use a general survey
Do you have logic models or outcome chains developed?			>No >Do have strategic plan		No		No	Yes, in flux due to program changes		No

Age/Demographic	Healthcare	Elderly	Adults	Young Adults	All ages	Elderly	Youth	Youth	Youth	All ages
Would you be willing to participate in other initiatives to support implementation of relevant Concept Catalogue items of interest?		Yes >Particular interest in Tech Assistance Hotline, Clearinghouse, convening of digital service providers			?	Maybe	Probably not	>Trainers who can train trainers >Space >Instruments to share		
What do you need to be successful in participating in DECA Phase II?	>Resource list of people and orgs. present, and what they do	>Advocacy component to ISPs on needs >DECA meetings that feature area-specific as well as cross-collab opportunities to engage with DECA partners		>Continuing to connect resources between organization	>curriculum >standards for learning evaluation			>Visual representation of who is involved in the Digital Inclusion Space >Networking opportunities		
The first DECA Phase II meeting is on October 21st. Are you interested in attending this or any follow-up meetings?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes

Age/Demographic	Youth	Adults (Workforce)	Adults (Workforce)	Youth	All ages
Digital Inclusion Team Present	Tianca, Jesse, Will, Robert	Tianca, Will, and Jesse	Tianca and Jesse	Will and Jesse	Tianca, Jesse, Will
Resources Needed	>Transportation for kids to site >Funding to support technological professional development of teachers >Funding for staff lost to budget cuts >Access to academic outcomes for students that participate with AAYHF (AISD)	>More security and safety for the services offered to clients (i.e. secure network) >New computer equipment and connectiosn to support client online activity >$$ >More internet bandwidth	>Funding for child care services		>New computer equipment and devices for education >Long-term planning for programs
Resources Available	>They are one of the few CBO working with minority (primarily male) youth at educational and behavioral risk in school	>Consulting for clients free-of-charge >Volunteers >Space for leasing to other orgs >Good community reputation	>Referral capacity >Computer labs (limited)	>Ability to teach kids >Volunteers	>Dedicated volunteers >Curriculum
How does your organization currently support digital inclusion?	>Offer after school programming and at-risk diversion programs for youth in middle and high school	>Through services offered to Austinites with entreprenuerial ideas that want support to start a business	>Tech as a tool to support career advancement	>STEM Camp >Wifi on camp sites >Merit badges	>Component of education classes >Partner in WERC collaboration with other DL providers (Foundation Communities, El Buen Samaritano, WFS)
What activities or programs do you engage in?	>Code Avengers (boys) and Sugar Coders (girls) code training courses offered several times in the Fall and Spring. Use of Raspberry Pi as incentive for completion? >Krew12 after school program features a digital media creation component. Short films have been featured internationally (Cannes) and locally in Austin at film festivals >Computer lab at the office open at various points throughout the week >Sugar Coders get training in robotics and 3d printing as well. Drone mapping is possibly coming in the future >Code Avengers get video game creation skills as well	>IT basic tech training classes (i.e. Quickbooks, Adobe online, Bid Estimator) >Business classes for small business developers (i.e. Smart Start which is 40 hours of training) >1:1 consulting >Moving to workforce skills development through HACA partnership >Business finance 101 >Soft skills training (dressing and speaking, resume building and sending) >Microlending	>Client choice (i.e. list of skills client would like to learn) >3 WFS sites (North, at Goodwill and ACC in South Austin) to support job readiness with dozens >Training center where clients can take employment tests (i.e. typing)		>3-level adult training for computer skills >Level 1- basic computer skils (i.e. mouse, typing, file management) >Level 2- intermediate (i.e. Microsoft Word, Google Drive) >Level 3- advanced (i.e Microsoft Excel, cont. Google Drive) >All classes taught in English with bilingual support staff and/or volunteers
Who performs those activities?	>Patrick McCarver teaches Code Avengers and Sugar Coders	>Daniel and other consultant trainers		>2 STEM coordinators	>Maria and volunteers?
When and where do these activities take place (schedule and facilities)?	>after school and during school for suspended youth in the diverson program >Programs free-of-charge to participants	>At the primary office >At partner sites like HACA >Through online courses with certification	>Workshops done on site, mostly act as a referral org though	> AISD schools > Camps	>8 week computer training program. Meet 2x a week for 2 hrs. >2 computer lab spaces
How do you perform these activities (curriculum)	>Coding classes are curriculum-based	>Use "Education To Go" with online courses >All other training curriculum is developed on-site as needed	>No curriculum for Computer 101 workshop	>STEM has set curriculum, others do not	Curriculum developed in house and managed through Google Drive program documents.
How are you working with other agencies (with regard to digital inclusion)?	>Skillpoint Alliance for training >Goodwill partnership to offer GED classes in the computer lab >Austin Free-Net >Community Village (tiny home community with the goal of ending homelessness. not necessarily a digital component at the moment) >Urban League	>HACA >AISD >SBA >Texas Rio Grande Legal Aid >	>Goodwill does youth training >Youthworks >Life Works >ACC	>Girlscouts >AISD >Parks and Recreation >State Parks	>WERC

Age/Demographic	Youth	Adults (Workforce)	Adults (Workforce)	Youth	All ages
What is going well with your participation in digital inclusion related efforts?	>Shift Ascension partnership with AISD. The first program to offer an alternative to out of school suspension. Students are attend AAYHF programming in lieu of suspension.Fee-for-service partnership in 5 schools presently. >Connection with families and community >Cultural connection	>Volunteer support from Dell employees >Consistent annual growth >Start Smart w/ business plan development is the most successful program		>Programs are having good results >Leadership training is going well	>Strong curriculum >Connectedness of clients during and after training >Ability to continue practicing English if they took an ESL class at Manos
What do you think could be better in regard to your involvement in digital inclusion related efforts?	>Need more resources to work out in the community to provide services when space is lacking at schools or clients are unable to travel to the AAYHF office	>Would like to use Google Drive with clients and internally >Would like to improve their advertising channels >Currently re-branding their work with the community to be fee-for-service for greater org revenue to provide services >Accessibility >Getting the word out		>Space for doing and storing thing are needed >Partners w/ devices and computers >Manpower	>Want to offer more content-specific training classes >Strategy to support the tech learning needs of students in the dental program >Better equipment and updates (currently use Mindshift for IT support, so far positive service) >More time efficient process for setting learnings during class intake
Do you know of additional Austin-based organizations engaged in digital inclusion work that have yet to participate in the DECA conversation?	>Philip Eglin >Carl Settles >Urban League	>Glimmer of Hope >Previous partnership with Ebay and PayPal >Travis Cty >GoodWill >United Way			>Workers Defense formerly supported DI work but no longer
Who are your target clients for these programs?	>Youth at-risk of truancy or in need of community support to deter negative behaviors	>Anyone with a business idea			Mainly ESL clients who have been Austin residents 8-10yrs. Many immigrants from Mexico and Central American and the majority are low-income but not all.
How do you currently recruit clients for your digital literacy training?	Word of mouth. Deep community ties and with AISD (referral)		>No specific advertising for Digital Inclusion	>Social media	>WOM >Spanish language TV >Facebook page (similar to Craigslist) >Library to advertise free classes
How do you measure success?	>Goal to decrease truancy and improve behavior >Currently not able to conduct long-term follow-up with clients	>Clients leave with a solid business plan >Complete training class >Loan qualification >Loan repayment >Bad ideas are left behind	>They track success rates in terms of clients who achieve employment, enrollment in training, and acquisition of credentials	>Post testing >GTOPS items get pre- and post-testing >Surveys, but response is only 10%	>Students are assessed each semester (student response and observer feedback) >65% student retention >Also a general survey about the learning experience
Do you utilize pre or post training assessments or surveys? If not, why not (i.e. staffing, dissemination, privacy, etc.)?	>Current use a pre/post test for coding classes	>? >Better at tracking clients that use org's lending services	N/A		>Assessment (see above)
Do you have logic models or outcome chains developed?		>some loosely used models	N/A	>Yes for STEM and conservation, not otherwise	No

Age/Demographic	Youth	Adults (Workforce)	Adults (Workforce)	Youth	All ages
Would you be willing to participate in other initiatives to support implementation of relevant Concept Catalogue items of interest?					
What do you need to be successful in participating in DECA Phase II?					
The first DECA Phase II meeting is on October 21st. Are you interested in attending this or any follow-up meetings?	Yes	Yes	Yes		Yes

Appendix B

List of Organizations Interviewed

Count	List of Organizations
1	211
2	AAYHF
3	AGE of Central
4	AISD
5	Arc of the Capital Area
6	Aunt Bertha
7	Austin Speech Labs
8	BGCA
9	BiGAUSTIN
10	Boyscouts
11	Capital Idea
12	Central Health
13	Child Inc
14	Community Care Collaborative
15	CommUnityCare
16	Dell Medical School
17	E4 Youth
18	El Buen Samaritano
19	Foundation Communities
20	Girl Scouts
21	Kiwi Compute
22	Latinitas
23	Manos De Cristo
24	Meals on Wheels of Central Texas
25	Southeast Health and Wellness Center
26	SW Keys
27	Texas Folklife
28	The Thinkery
29	United Way
30	Workforce Solutions

Exhibit D

DIGITAL EMPOWERMENT COMMUNITY OF AUSTIN

DECA Phase I: Roadmap Report

City of Austin
Office of Telecommunications & Regulatory Affairs
June 27, 2016

This roadmap report, built using strategic co-creation methodology, is draft until reviewed and approved by the City of Austin Digital Inclusion Steering Committee.

*The Digital Empowerment Community of Austin (DECA) is a cohesive network of organizations and stakeholders managed by the City of Austin's Digital Inclusion Program and led by Austin Free-Net to address access and adoption of digital technology within Austin. 2015 saw the kickoff of Phase **I** of the DECA Working Group Co-Creation process, primarily directed toward organizations and entities providing direct client services, to aid in implementation of the Digital Inclusion Strategic Plan.*

- ✓ *Recognize the **independent nature and unique contributions** of digital literacy service providers.*
- *Improve the **quality of computer skills instruction** across digital literacy providers to better serve vulnerable populations.*
- *Develop **common objectives** across the digital empowerment community that address the target client segments.*
- ✓ ***Assess and inventory community assets** that can be leveraged in meeting stated objectives.*
- *Leverage blogging and other communication platforms including **DigitalATX.org** to tell **the story of digital inclusion in Austin.***

This process was intended to utilize the community's insights and experience to articulate the common objectives, identify assets, explore program value propositions and develop actionable strategies to achieve the goals set forth in the City's Digital Inclusion Strategic Plan.

As the City begins to frame Phase II of DECA's Working Group this fall we take a look back at Phase I and examine what was accomplished and the processes that got us to where we are.

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December 11th, 2015
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January 22nd, 2016
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February 26th, 2016
Focus and Improve Client Outcomes……Page 7
April 1st, 2016
Strategies for 2016 and Beyond……Page 8
May 6th, 2016

DECA Phase I: Roadmap Report

DECA Meeting Overviews

Meeting I
Program Introduction / Capacity Building
October 29th, 2015

The first DECA Meeting convened more than 80 community stakeholders from nonprofits, government, private companies, the academic community and more convened at the Asian American Resource Center to collaborate and brainstorm challenges. The objective of the meeting was to introduce DECA through storytelling, program inventory and mapping as well as knowledge sharing.

The meeting included a Capacity-Building Workshop to give DECA members new tools and opportunities to collaborate on how to build successful digital inclusion programs. This activity was designed to foster collaboration and problem-solving among diverse members of DECA using case studies and business planning tools. The desired outcome of this activity was for DECA members to develop organizational digital inclusion capacity using a business model canvas be able to successfully apply for the City's Grants for Technology Opportunities Program (GTOPs). The stakeholders engaged in a workshop to gather insights from the morning sessions, combined with ideas from GTOPs anonymized case studies to diverge on three prompts:

- What considerations to be more sustainable and appealing to funders?
- What might we evaluate?
- What are the opportunities to strengthen the program and provide maximum client benefits?

The meeting stakeholders selected the most important or salient facts/insights to carry forward into their Program Planning Canvas (using a Business Model Canvas). At the end of the meeting the Digital Inclusion

office called on community members to establish a working group to be convened at the next DECA meeting that could identify common goals and opportunities to implement digital inclusion learning models.

Meeting II
DECA Goals / Value Proposition
December 11th, 2015

The second DECA meeting was the first convening of the Working Group and included the establishment of the group's goals and the creation of value proposition's for the different community organizations. These goals as mentioned above are as follows:

- Develop common objectives across the digital empowerment community that address the target client segments
- Assess and inventory community assets that can be leveraged in meeting stated objectives
- Utilize a web based tool, DigitalATX.org, to maintain and develop asset inventory
- Recognize the independent nature and unique contributions of digital literacy service providers
- Improve the quality of computer skills instruction across digital literacy providers to better serve vulnerable populations
- Leverage blogging and other communication platforms including DigitalATX.org to tell the story of digital inclusion in Austin

The meeting's main activity, a value proposition exercise, asked each member to answer five questions about their organizations programs, clients and service delivery. The goal of the activity was to determine the fit between the needs identified by client profiles and the programs or services each organization provides to meet those needs. An overview of this activity can be seen here.

Meeting III
Program Dimensions Scope
January 22nd, 2016

The third DECA meeting and the first of 2016 was intended to focus on a Program Dimensions scoping exercise after an overview of group goals and summary of the Working Group's progress to this point. The goals for the Program Dimensions Scope was for the Digital Inclusion programs that are convened in the working group to be able to understand the distinct differences that exist between the many programs in Austin. Some of the *domains* and *dimensions* of the model used in this exercise have been borrowed from the Dimensions of Success (DoS) observation tool which was developed and studied with funding from the National Science Foundation (NSF) by the Program in Education, Afterschool and Resiliency (PEAR).

The meeting was framed around the components of a Digital Inclusion program, as defined by the Benton Foundation's 2016 report "Digital Inclusion and Meaningful Broadband Adoption Initiatives":

1. Providing low cost broadband.
2. Making low cost computers or devices available.
3. Operating public access computer centers.
4. Connecting digital literacy training with relevant content and services.

The group was led through a facilitated workshop to explore dimensions that define a Digital Inclusion program, as listed below:

1. Audience
   - E.g.: Age, employment, language, transportation, client location, disabled clientele.
2. Learning Environment
   - E.g.: Trainers, languages offered, hours, closed door vs. open door, calendar.
3. Learning Engagement and Activities
   - E.g.: Attendance tracking, formal vs. informal instruction, directed vs. self-directed work.
4. Content and Relevancy
   - E.g.: Client feedback, internal assessments, program certifications, formal curriculum.

The group developed insights and feedback of the program dimensions taking into account the unique needs of Austin's diverse populations. The working group prioritized the dimensions and insights generated at the meeting to focus and define objectives served.

Meeting IV
Engagement Opportunities and Outcomes
February 26th, 2016

One of the core challenges of organizations supporting programs in Digital Inclusion is community engagement. With that in mind, the fourth meeting was dedicated identifying community engagement opportunities and outcomes. Before the meeting we had gathered unanswered questions DECA affiliated programs had identified as inhibiting their community engagement outcomes. These questions were organized into four broad categories and would become the building blocks for the meeting's workshops:

1. Clients
    - Who are our participants?
    - Why are participants in our programs?
2. Curriculum
    - What should we be teaching?
    - How do we know if our clients are truly benefiting?
3. Learning Environment
    - Who are our instructors?
    - How should we be training the instructors?
    - How could our instructors effectively connect with clients?
4. Learning Community
    - How do people advance after completing a program?
    - How do these programs fir into the overall service environment?

Participants broke off into groups and tackled these challenges together and discussed the different tools that might facilitate positive engagement outcomes. These tools are listed below:

- Data Collection
- Facilitated Client Discussion
- Trainings
- Program Tools (E.g.: Assessments, Surveys, Checklists)

The meeting concluded with a feedback carousel where participants critically engaged with and prioritized the tools listed above.

Meeting V
Focus and Improve Client Outcomes
April 1st, 2016

For any Digital Inclusion program, success largely depends upon achieving positive client outcomes. The fifth DECA meeting gave our members an opportunity to focus and frame what positive outcomes would look like for a client through a series of "How Might We" questions:

1. How might we assess what services clients can benefit from?
2. How might we understand client outcomes from all organizations/programs to enable cross-relevancy of certificates between organizations and programs?
3. How might we better reach clients who are offline?

This framing brought us to a pivotal juncture in the moving from scanning and clarifying into challenge formulation. These facilitated exercises unlocked barriers to frame target client segment objectives. At this facilitated workshop, the Working Group, in part, drilled down current priorities by Digital Inclusion partners to build client segment objectives, while identifying necessary variables in supporting working group goals.

These objectives were then broken into smaller sub-challenges through an altitude framing exercise. This deliberate, visual ordering of challenges from broad to narrow helps to unbundle complex challenges into smaller sub challenges creating visual road map. Once these systems and elements are understood and illustrated, new options emerge for framing challenges and teams can begin to make strategic decisions regarding which challenges are most important to begin tackling. Once participants were able to select these challenges they began to *conceive* the selected challenges into more fully fleshed out concepts. This activity allowed teams to generate possible solution ideas for the challenges and possible answers to the "How Might We" questions mentioned earlier.

Meeting VI
Strategies for 2016 and Beyond
May 6th, 2016

The final DECA meeting for Phase I of the Working Group was designed with the hope that it would generate actionable initiatives from the insights we'd received in previous DECA meetings. These initiatives had been generated from priority goals developed in Meeting V. These priority goals are listed below:

1. Provide Creative Opportunities, Skills, and Services that Benefit Clients
2. Standardize Digital Curriculum & Client Needs Assessments
3. Provide Training Resources for Program Trainers
4. Conduct a Gaps Analysis on Available Community Services
5. Develop a Client Outreach Plan That Achieves Greater Diversity

The seventeen initiatives within these priority goals were separated through a sequencing exercise and each initiative was marked as either Short Term (By the End of 2017), Medium Term (By the End of 2019) or Long Term (2-4 year cycle beginning in 2019). Once the initiatives had been separated into these three categories we asked DECA members to prioritize them and determine which initiatives were of a greatest need. The initiatives receiving the highest number of votes are as follows:

- Create a Pool of Program Instructors
- Leverage Existing Alternative Transportation Outreach Programs
- Develop City-Wide Wi-Fi
- Create a Technical Assistance Hotline

With these insights now integrated into fully developed initiative goals, DECA has built a foundation in Phase I of the Working Group that will allow us to further enhance Digital Inclusion programs and enable the City's programs to continue to break down the digital barriers in Austin in Phase II.

Digital Inclusion

Business Plan

DIGITAL
INCLUSION
City of Austin

May 2016

DECA serves as the community of practice to ensure every Austin resident has an opportunity to be fully engaged in digital society, accessing and using digital and communications technology. On May 6, 2016, the final DECA meeting for Phase I of the Working Group was designed with a goal to generate actionable initiatives from the insights we'd received in previous DECA meetings. These initiatives were generated from priority goals developed in Meeting V. These priority goals are:

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With these insights now integrated into fully developed initiative goals, DECA has built a foundation in Phase I of the Working Group that will allow us to further enhance Digital Inclusion programs and enable the City's programs to continue to break down the digital barriers in Austin in Phase II.

The goal was to move from a clarifying/scanning process (Phase I) into a challenge formation process that would yield actionable goals and initiatives for DECA members to support (Phase II). Through the various exercises from Phase I, the common goal of ensuring that all Austin residents are provided with the opportunity to fully engage in the digital society helped us develop 18 prioritized initiatives that could be supported by DECA members.

Source: DECA Prioritized Projects

Table of Contents

1. **Provide creative opportunities, skills, and services that benefit clients**
   1.1 Develop Citywide Wi-Fi
   1.2 Create a Public Device Checkout Program
   1.3 Develop a Wireless Bus Program
   1.4 Advance Mobile Training
   1.5 Implement a Technical Assistance Hotline
   1.6 Develop Public Technology Kiosks
   1.7 Develop Cross Program Certification
   1.8 Offer Skills-Based Workshops
2. **Standardize digital curriculum**
   2.1 Convene a National Digital Consortium
   2.2 Develop an Online Content Clearinghouse
   2.3 Create a Digital Handbook
   2.4 Create a Standardized Client Survey
3. **Provide training resources for program trainers**
   3.1 Create a Pool of Program Instructors
   3.2 Provide Periodic Training Sessions
4. **Conduct a gaps analysis on available community services**
   4.1 Convene a Forum
   4.2 Convene Digital Service Providers
5. **Develop a client outreach plan that achieves greater diversity**
   5.1 Advertise using different media
   5.2 Leverage Existing Alternative Transportation Outreach Programs

Source: DECA Prioritized Projects

Initiative Timeline

Short Term By the end of 2017

1.5 Implement a Technical Assistance Hotline
1.7 Develop Cross Program Certification
1.8 Offer Skills-Based Workshops
2.1 Convene a National Digital Consortium
2.2 Develop an Online Content Clearinghouse
2.4 Create a Standardized Client Survey
3.2 Provide Periodic Training Sessions
4.1 Convene a Forum
4.2 Convene Digital Service Providers
5.1 Advertise using different media

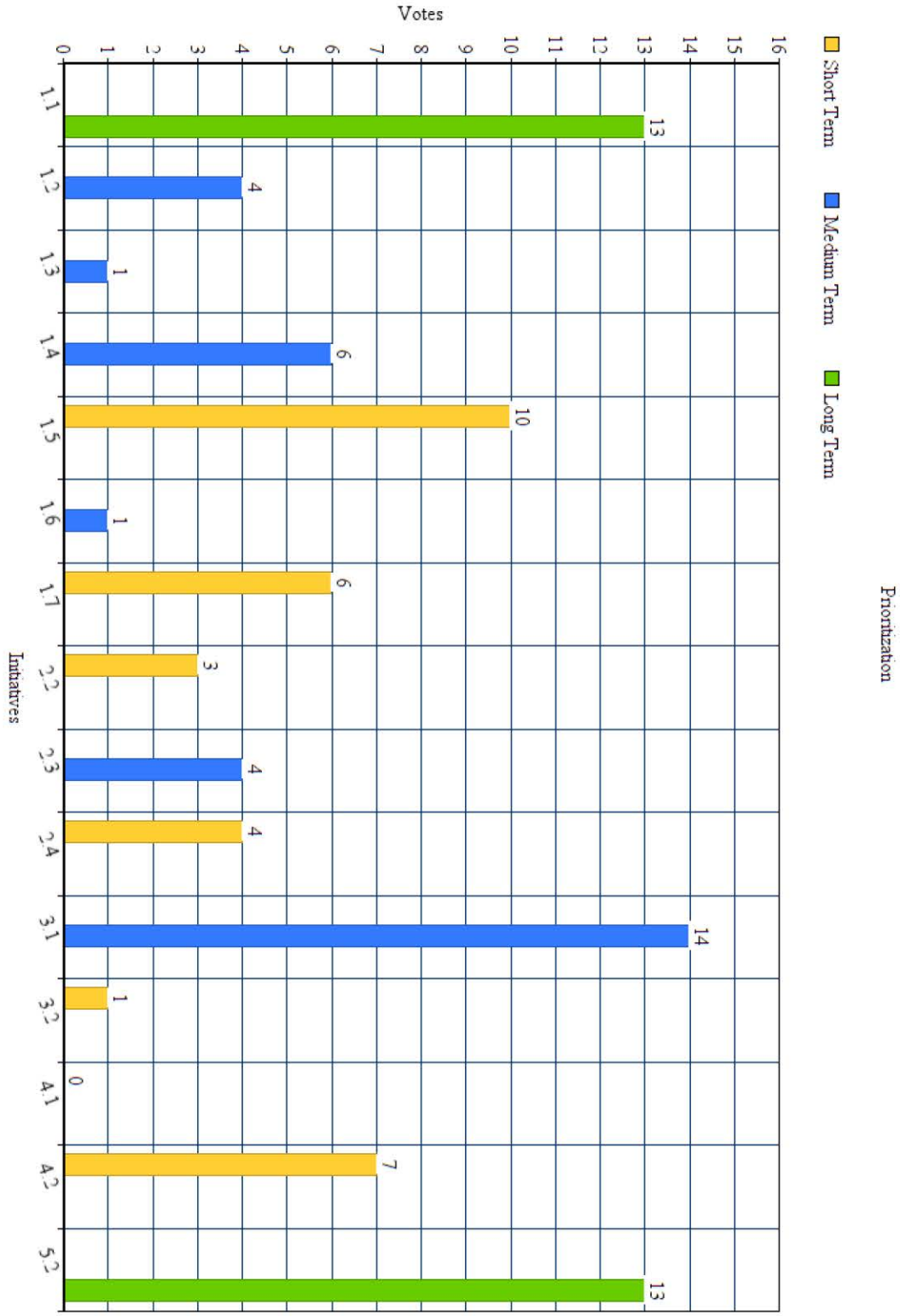
Medium Term – By the end of 2019

1.2 Create a Public Device Checkout Program
1.3 Develop a Wireless Bus Program
1.4 Advance Mobile Training
1.6 Develop Public Technology Kiosks
2.3 Create a Digital Handbook
3.1 Create a Pool of Program Instructors

Long Term – 2-4 year cycle starting in 2019

1.1 Develop Citywide Wi-Fi
5.2 Leverage Existing Alternative Transportation Outreach Programs

Source: DECA Prioritized Projects



Source: [DECA Prioritized Projects]

1. Provide creative opportunities, skills, and services that benefit clients

Digital organizations across Austin serve diverse clients with different needs. To adequately meet their needs, it is important to provide creative opportunities, skills, and services that appeal to clients' varying interests and goals.

Source: DECA Prioritized Projects

1.1 Develop Citywide Wi-Fi

Long Term – 2-4 year cycle starting in 2019

What it is (goal)
A citywide complimentary Wi-Fi mesh network service providing internet access to all.

What it does (Objectives served/achieved)
Grants people access to the internet anywhere in Austin. (See email with maps sent to you 8/8/16) With the exception of Wi-Fi provided at libraries or public computer labs, people are usually asked to pay for a good or service in order to access a business's Wi-Fi. This tends to exclude low-income residents who may not have access to the internet at home. Limited complimentary Wi-Fi is currently available in limited areas in central Austin as shown here.

Services Offered
internet & potential for Voice over IP

Extension
This service will connect digitally disconnected individuals to the internet, thereby making a basic need in this digitally connected age readily accessible. This aligns with the Digital Inclusion Strategic Plan's goals in which every Austin resident has an opportunity to be fully engaged in our digital society.

Challenges
Funding and coordinating this service may prove challenging.

Opportunities
Wi-Fi Task Force

Source: DECA Prioritized Projects

1.2 Create a Public Device Checkout Program

Medium Term – By the end of 2019

What it is
A program in which Austin residents can check out digital devices, including laptops, tablets, cameras, etc.

What it does
Grants residents access to digital devices they may not be able to afford. This allows residents to practice and apply digital skills.

Service
Public library of digital devices

Extension
This service will connect digitally disconnected individuals to the internet, thereby making a basic need in this digitally connected age readily accessible. This aligns with the Digital Inclusion Strategic Plan's goals in which every Austin resident has an opportunity to be fully engaged in our digital society.

Challenges
Maintaining the devices and ensuring their security may be difficult with a large public device checkout program. Some users may also require education on how to use and care for the devices--the program may not have the capacity to provide such education. Acquiring funding may also be difficult.

Source: DECA Prioritized Projects

1.3 Develop a Wireless Bus Program

Medium Term – By the end of 2019

What it is
A citywide service providing internet Wi-Fi on all public buses. While Wi-Fi currently exists on MetroRail and MetroRapid, it does not yet exist on MetroBus.

What it does
Grants public transit rider's access to the internet during their commute. Most public transit riders are low-income individuals who may or may not have internet at home. Offering free internet on a service they use allows those individuals who do not have internet at home to access it during their travels. This also benefits other public transit riders who may need Wi-Fi to navigate to their next destination or complete business or homework assignments.

Service
Internet

Extension
This service will connect digitally disconnected individuals to the internet, thereby making a basic need in this digitally connected age readily accessible. This aligns with the Digital Inclusion Strategic Plan's goals in which every Austin resident has an opportunity to be fully engaged in our digital society.

Challenges
Funding and coordinating this service may prove challenging.

Source: DECA Prioritized Projects

1.4 Advance Mobile Training

Medium Term – By the end of 2019

What it is
A mobile venue in which residents can receive digital training.

What it does
Provides technology training around the city.

Service
Digital education for mobile devices

Extension
This service will connect digitally disconnected individuals to the internet, thereby making a basic need in this digitally connected age readily accessible. This aligns with the Digital Inclusion Strategic Plan's goals in which every Austin resident has an opportunity to be fully engaged in our digital society.

Challenges
Funding and coordinating this service may prove challenging. This might also require multilingual trainers.

Source: DECA Prioritized Projects

1.5 Implement a Technical Assistance Hotline

Short Term – By the end of 2017

What it is
A hotline number people can call if they are experiencing technical difficulties.

What it does
Provides technical assistance to those who may not have the resources to resolve a technical issue. It may also be a more affordable option for those who may seek services from an IT specialist.

Service
Digital customer service

Extension
This aligns with the Digital Inclusion Strategic Plan's goals in which every Austin resident has an opportunity to be fully engaged in our digital society.

Challenges
This would require multilingual individuals with IT skills.

Source: DECA Prioritized Projects

1.6 Develop Public Technology Kiosks

Medium Term – By the end of 2019

What it is
A technology station in a public location that people frequent, such as a shopping center.

What it does
Provides technology devices, assistance, or information for the public.

Service
Technology access

Extension
This aligns with the Digital Inclusion Strategic Plan's goals in which every Austin resident has an opportunity to be fully engaged in our digital society.

Source: DECA Prioritized Projects

1.7 Develop Cross Program Certification

Short Term – By the end of 2017

What it is
A collaborative system to streamline professional certification programs.

What it does
Creates a standardized certification program across digital organizations. Organizations that train individuals on how to use certain software can offer a certificate indicating that individual's level of skill in programs like Excel, Adobe Suite, or GCF. Those certificates will be recognized at other organizations looking for those skills. Furthermore, organizations that offer currently professional certification programs collaborate and develop professional development tracks for clients. If an individual begins the professional certification process at one program, he or she can continue their education at another organization.

Service
Professional development, digital education

Extension
This aligns with the Digital Inclusion Strategic Plan's goals in which every Austin resident has an opportunity to be fully engaged in our digital society.

Source: DECA Prioritized Projects

1.8 Offer Skills-Based Workshops

Short Term – By the end of 2017

What it is
A collection of workshops that teach clients various skills

What it does
Teaches clients skills that are desirable in the workplace or helpful for personal knowledge. Such workshops can inform clients on online identities or consumer education resources such as financial aid and how to conduct online research. They can also teach clients the value of soft skills in the workplace using best practices.

Service
Professional development, digital education

Extension
This can address the needs of Austin residents who are unemployed or underemployed, teaching residents the skills required to fill the high-skill, high-demand jobs that are being created in Austin.

Source: DECA Prioritized Projects

2. Standardize digital curriculum and client needs assessments

Though numerous organizations working in the Digital Inclusion sphere in Austin have developed curricula, it would be useful to develop standardized assessments and certifications bringing additional value of the programs to clients.

Source: DECA Prioritized Projects

2.1 Convene a National Digital Consortium

Short Term – By the end of 2017

What it is
A national digital consortium for service providers and non-clients to share insights, discuss challenges and learn best practices.

What it does
Helps standardize curricula, performance measurement and client support.

Service
Capacity building, training and coordination of service delivery

Source: DECA Prioritized Projects

2.2 Develop an Online Content Clearinghouse

Short Term – By the end of 2017

What it is
Forum and message board for people to request and share curriculum ideas and resources.

What it does
Creates an online portal of information based on client needs

Service
Capacity building, training and coordination of service delivery

Evaluate curriculum within DECA orgs
- Create **multilingual** content for people who speak Spanish, Vietnamese, sign language (people with hearing disabilities)
- Create review exercises

Tags could be attached to curricula to ease the finding of a curriculum specific to their needs

Artificial Intelligence customization to help determine needed curriculum -- a responsive curriculum like what Educational Technology organizations use for standardized exams

Encourage standardization by helping people adopt this curriculum.

Extension

Source: DECA Prioritized Projects

2.3 Create a Digital Handbook

Medium Term – By the end of 2019

What it is

A unified data collection/Handbook use of information (with privacy issues)

A centralized collection of data housed online

What it does

Finds service provider or vehicle for online curriculum delivery

Provides materials that can be accessed from anywhere with internet connectivity

Offers mentoring opportunities

Service

Capacity building, training and coordination of service delivery

Source: DECA Prioritized Projects

2.4 Create a Standardized Client Survey

Short Term – By the end of 2017

What it is
A survey to be distributed by service providers to determine client needs.

What it does
Helps providers make determinations about client needs, demographics, and logistics. Having a standardized format for all service providers would enable providers to collect and analyze and understand common challenges for their clients served.

Service
Organizational resource

Extension
Insights drawn from data related to the survey could help directly improve the provided services as well as help the Digital Empowerment Community better understand our clients and their needs.

Challenges
Cooperation could prove difficult if other organizations do not adopt survey.

Source: DECA Prioritized Projects

3. Provide training resources for program trainers

Train-the-trainer processes can be enhanced by providing the instructors with additional resources such as periodic training sessions to update training with new techniques, insights and technologies.

Source: DECA Prioritized Projects

3.1 Create a Pool of Program Instructors

Medium Term – By the end of 2019

What it is
A pool of instructors for service providers that are organized by skills, age and availability.

What it does
Allows organizations to find the right fit for their programs, clients, and instructors themselves. This tool could be used by all groups and be curated in a way that ensures a diverse pool of volunteers. Austin Free-Net already offers a tool similar to this.

Service
Organizational Resource

Challenges
Cooperation among service providers that have already developed their own pools of instructors.

Source: DECA Prioritized Projects

3.2 Provide Periodic Training Sessions

Short Term – By the end of 2017

What it is
Periodic training sessions that aim to train trainers

What it does
Connects trainers with new techniques, insights and technologies that can help them in training their clients on digital literacy.

Service
Capacity Building; Professional Development

Challenges
Time and other resources dedicated to constructing and implementing training programs

Source: DECA Prioritized Projects

4. Conduct a gaps analysis on available community services

We can gain valuable knowledge to enhance our services through the creation of a gap analysis of available community services which would be provided by the Digital Empowerment Community. The analysis would be based on insights from clients as well as the service providers themselves.

Source: DECA Prioritized Projects

4.1 Convene a Forum

Short Term – By the end of 2017

What it is
A community forum for clients and non-clients to assist in gaps analysis for available community services.

What it does
Allows service providers to get client and non-client feedback on issues like ensuring diversity, logistics and ownership as well as transportation. Keeping the line of communication open between service providers and the client-base is crucial to understanding barriers and collecting knowledge to implement gaps analyses.

Service
Community Outreach

Extension
By engaging with clients as well as non-clients, the City and other service providers will gain crucial insights into barriers related to transportation, language and age. This aligns with the Strategic Plan's goal of addressing potential barriers to Digital Inclusion as well as the goal of understanding the need for digital literacy training.

Challenges
If attendance is limited it will be difficult to gain credible insights to implement from gaps analysis.

Source: DECA Prioritized Projects

4.2 Convene Digital Service Providers

Short Term – By the end of 2017

What it is
A forum for service providers to meet and define organizational goals to avoid overlaps and coordinate efforts.

What it does
Allows for organizations avoid gaps and overlaps in community services while also developing and facilitating strategic partnerships. It will also ask organizations to provide 2-3 specific goals they aim to achieve.

Service
Inter-Organizational Coordination and Networking

Extension
Through a coordinated effort between like-minded organizations this forum would aid in the Strategic Plan's vision for ensuring all Austin residents' inclusion in digital society.

Challenges
Affecting organizational change through this format following gaps analysis may prove difficult due to existing initiatives and goals.

Source: DECA Prioritized Projects

5. Develop a client outreach plan that achieves greater diversity

To expand the client-base who receive our services, it is crucial to develop an outreach plan that can be implemented across different media. To further broaden our base, it is important to leverage alternative transportation outreach programs and overcome barriers of mobility and geography.

Source: DECA Prioritized Projects

5.1 Advertise using different media

Short Term – By the end of 2017

What it is
Targeted marketing campaign using diverse media.

What it does
Allows Digital Inclusion service providers to more effectively reach interested individuals with different goals and interests. By utilizing old and new media as well as existing public resources (I.E. Libraries and City facilities) and various community events (I.E. Job fairs) we can develop a marketing strategy that can connect clients who need training to appropriate programming and available facilities.

Service
Digital Education Outreach

Extension
By better targeting clients we can create an inclusive outreach program that matches client needs and interests with relevant programming thus expanding the base for all Digital Inclusion initiatives. This aligns with the Digital Inclusion Strategic Plan's goals in which every Austin resident has an opportunity to be fully engaged in our digital society.

Challenges
Development, distribution, and coordination of marketing will require significant allocation of time and resources from Digital Inclusion office.

Source: DECA Prioritized Projects

5.2 Leverage Existing Alternative Transportation Outreach Programs

Long Term – 2-4 year cycle starting in 2019

What it is
Partnership-based program to utilize alternative transportation outreach programs to address transportation barriers for clients.

What it does
Coordinates efforts between alternative transportation outreach service providers and digital inclusion providers to provide free or low cost transportation options for clients.

Service
Transportation

Extension
This aligns with the Digital Inclusion Strategic Plan's identification of Transportation as a Community Asset and its recommendation that addressing transportation convenience is essential in solving issues of digital access.

Challenges
Alternative transportation services and infrastructure are limited in many areas and efforts to leverage existing programs could be limited until barriers are reduced.

Source: DECA Prioritized Projects

Digital Inclusion

City of Austin

The Digital Inclusion Strategic Plan is developed, implemented and managed by the City of Austin, Office of Telecommunications & Regulatory Affairs, Digital Inclusion Program

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Source: DECA Prioritized Projects

Exhibit E

Digital Inclusion in Austin

Results from a Citywide Survey

The University of Texas at Austin, Technology and Information Policy Institute, 2015

Sharon Strover, Joe Straubhaar, Karen Gustafson, Wenhong Chen, Alexis Schrubbe, Paul Popiel

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1 Executive Summary

The City of Austin and its institutional and social services communities have a long history of dedication to the goals of digital inclusion. In the 21st century, the City faces new challenges associated with rapid growth, income inequality, and population migrations that alter neighborhoods and cultural communities. At the same time, computers and the Internet, and the services they offer - and a host of access devices such as smartphones and tablets - also change the way people work, play, learn and engage in citizenship. As Internet access and digital fluency become more essential to make intelligent education, health, social and work choices, availing oneself of digitally-based resources is becoming mandatory. Indeed, the economic base of the region has embraced technology, and a local workforce and citizenry that possesses digital capabilities is often taken for granted.

This environment puts digital inclusion efforts high on the list of social and government concerns. The results of a 2014 survey on digital inclusion dynamics are profiled in this report. They underscore that Austin is a city in which people are habituated to digital technologies and who use the Internet and its services widely. Our basic broadband use statistics show that the local population exceeds national averages in terms of home broadband and Internet use. About 92% of the households surveyed have a home Internet connection, and about the same percentage report actually using the Internet. This is higher than comparable national statistics that suggest about 72% of the U.S. households have some type of broadband service at home.

However, digital exclusion still exists. Over 50,000 Austinites do not use the Internet, which may translate into lost opportunities for education, social and health services, and local participation.

This report explores some of the access, use, and attitudes that provide some insight into the dynamics of digital capabilities. Its findings should lead to improving efforts at expanding digital fluency and ensuring that everyone has equitable access and abilities to make use of the expanding resources of the Internet.

Access and Devices: Austinites use many devices to access the Internet; rates exceed national averages

1. About 92% of Austin households have a home Internet connection, and about the same percentage report actually using the Internet. This is higher than comparable national statistics reporting that 72% of the U.S. households have some type of broadband service at home.

2. The Austin population's use of mobile devices exceeds national averages. The rates of having cell phones and home-based Internet subscriptions in Austin are very high, exceeding national averages. Of the 95.6% with cell phones, 83% have a smartphone which can be used to access the Internet.

3. The majority of respondents also have laptops, and over half have tablets. About 37% have their game consoles connected to the Internet.

4. Among Internet users, the personal computer is most often used to access the Internet, closely followed by using a smartphone to connect. Tablets are used less frequently.

5. While the overall rates of using cellphones to access the Internet are somewhat lower among Hispanics and African Americans, they are still high (89.7% and 87% respectively). Among those who have no home broadband connection, a higher percentage of the African American population uses cellphones frequently to access the Internet.

Race, Ethnicity and the Internet: Minority groups are less "connected"

1. When we examine aspects of the Internet by race and ethnicity, we find that the African American population is less "connected:" 80% of that group has a home Internet connection, compared to the Hispanic population at 91.9% and the White, non-Hispanic population at 94.5%. They also are the least likely to report using the Internet (81%), compared to the Hispanic population's figure of 88% and the non-Hispanic White population's figure of 96%.

2. Among lower income groups, having a home broadband subscription and using the Internet is far less common among African Americans than among other groups.

3. Although in general most of the Internet users report feeling capable of executing basic Internet tasks, the African American and Hispanic populations report themselves somewhat less capable of doing things such as uploading content, blocking spam, and bookmarking a website.

Non-users: expense, privacy and lack of interest are reasons for not using the Internet; non-users are older, less well educated, and female.

1. People who do not have home-based Internet access share the same opinions about Internet services that are reflected in national statistics: 61% agree or strongly agree that access is too expensive (down from a previous Austin survey); 55% agree or strongly agree that they have safety and privacy concerns about using the Internet; and 41% are simply not interested in using the Internet.

2. Non-users are far less aware of city locations with free public Wi-Fi than is the case for people who already have Internet connections at home; nevertheless, they believe it is *less important* for the City and its partners to provide various Internet-related services including library access, training, and bus access.

3. Non-users tend to be older, less well educated, and more female. There are more White non-Hispanic and Hispanic non-users compared to other racial/ethnic groups (reflecting overall population numbers). Compared to available national statistics, the Austin non-users are more likely to be Hispanic than African American. They also are more likely to not have completed high school. A significant number of non-users are in the 45-54 age group.

4. Forty percent of the people who say they do not use the Internet actually do have a home Internet connection, suggesting that someone else in the household actually uses that connection.

5. The majority of non-users are concentrated in South Austin.

6. About 36% of the "unconnected" say that they would be interested in free training sessions.

7. Among people who do not have home-based Internet access, 76% say that they do not know enough to go online themselves or that they would need some help. About 23% say they simply do not want to start using the Internet.

Places of Access: Home and work are important sites; city-sponsored locations especially important for minority populations

1. Work represents the most significant place for Internet use, followed closely by home. Work – like school – is a place where people learn skills that they cannot necessarily learn at home. Schools, coffee shops or similar places, and a family or friend's home are less significant, although they do show up as access sites for older people. Work is a more significant site for access for non-Hispanic Whites and for Asians than for African Americans, and a more important site of access for men than for women.

2. City-provided sites, such as the library, community centers, and public Wi-Fi places, figure less prominently as common access sites, but they still retain importance for African Americans, the older population and the disabled. Community Centers and libraries are more heavily used by African Americans, possibly as an alternative place to learn skills, as our qualitative observations of the DeWitty Job Training and Employment Center tend to show. Public Wi-Fi appears to be more important for them as well, compared to other racial/ethnic groups. People at lower income levels do not report exceptionally frequent use of public access points.

3. There is broad awareness of the many publicly-sponsored access sites in Austin, and broad support for computer and Internet access in libraries and for training programs.

4. When asked about upgrade plans regarding ultra-high speed broadband services, respondents indicated some price sensitivity: 44% indicated their upgrade would depend on the price of the service. However, a full 26.6% said they would upgrade when new services are available. Only 13% indicated little interest in upgrading, i.e., that they would keep their current service.

Online Activities and Information Sources: phones are increasingly important for email; personal contacts are important for job and health information sources

1. Indicative of the onset of a smart phone era, people use phones more than PCs for some online activities, including email and games.

2. For information about places like Austin or their neighborhood, new online sources like websites and social media are used, but not as much as traditional sources yet. People in Austin still tend to get their information about the city and other places of interest from friends, family, and television. However, online sites are more frequently used than radio and newspapers. Facebook is widely used for some kinds of information.

3. For job information:
    - Most people turn to personal contacts, followed by current employers or colleagues, with online job sites as a distant second and third.
    - More than a quarter of workers aged 18-24 got information about their current job through social networking sites, which is significantly higher than that among older age groups.
    - African Americans and Hispanics relied less on personal contacts for job information than other ethnic groups.
    - Females rely on digital channels for job information more than males do; however, males are more likely to be contacted by headhunters and / or recruiters.

4. For health information, most people turn to close friends, health professionals and relatives.

5. For educational information, most people turn to family members, mobile apps and education professionals.

2 Introduction and Background on the Project

The 2014 Austin Digital Assessment Project was supported by the Telecommunications & Regulatory Affairs Office of the City of Austin, the Technology and Information Policy Institute at the University of Texas, and faculty and graduate students from the Department of Radio, Television, and Film at the University of Texas. This study on Internet and technology use surveyed a core sample of 12,000 randomly selected addresses and an additional oversample of 3,000 households in geographic areas with lower median incomes located throughout Austin. The goal of the survey was to examine Internet access and use characteristics across the City. Many of the items replicate those used in national surveys, allowing comparisons between Austin and the U.S.

The sample of 15,000 randomly selected addresses was ordered from the US Data Corporation. Potential respondents had opportunities to complete the questionnaire either online or on a hard copy questionnaire that was mailed to them with a postage-paid return envelope. The questionnaire was available in both English and Spanish.

A mailed survey was returned by 80% of the African American respondents and by 82% of the Hispanic respondents, while non-Hispanic White and Asian respondents used the mail version less often (63% and 47%, respectively). In other words, having a mailed survey appears to be important for reaching minority populations.

The survey was self-administered, and received Institutional Research Board approval at the University of Texas at Austin. A total of **1338** paper surveys and **570** online surveys were received totaling **1908 returned surveys**. Both the offices of the Telecommunications and Regulatory Authority and the University's Technology and Information Policy Institute initiated public relations efforts to encourage people to complete the questionnaire. These endeavors including posting flyers at community centers and churches around the city and especially in the east side of town, developing a radio spot, and releasing press notices about the survey that were published in local papers.

The American Association for Public Opinion Research (AAPOR) has standardized definitions for calculating response rates based on conservative measures of eligibility within a sample. According to methods for mail and internet surveys as defined by the AAPOR Standard Definitions Report (2011), the 2014 Austin Digital Assessment Project had a response rate of **12.9%**. This response rate is acceptable for self-administered, mail-based surveys.

Details on weighting procedures, respondent demographics, and analyses can be found in the Appendix A of this report, Respondent Demographics. The appendices contain more detail on the questionnaire and sampling.

3 Using the Internet: Devices, Places, Activities

3.1 Devices

The great majority of this sample, 92%, has a home Internet connection, and most people in a household with home broadband do use the Internet.[1] The City's home broadband and Internet use rates are above the national average (roughly 70% for home broadband as of 2013, and 87% for using the Internet through some device as of 2014, according to the Pew Research Center[2]). The average length of time people have been using the Internet is reported as 20 years: Austin has an experienced population of computer and Internet users.

Among the remaining small percentage that does not have a home Internet connection, about one third (34.6%) actually *does* use the Internet at some other place.

Members of the sample own several Internet-capable electronic devices. As the table below illustrates, even more people have cell phones than a home-based Internet subscription, and of the 95.6% with cell phones, 83% have a smartphone. This is significant because smartphones can be used to access the Internet, among other things.

Table 1 Device Ownership

Device	Usage (%)
TV	96.4
Cell Phone	95.6
Home Internet	92
Laptop	83.4
Tablet	59.8
Cable TV	57.2
Desktop	56.8
Game Console	51.6
Landline Phone	39
Satellite TV	9.3

The majority of respondents also have a laptop, and over half have tablets. The Austin population's use of electronic, mobile devices exceeds national averages.

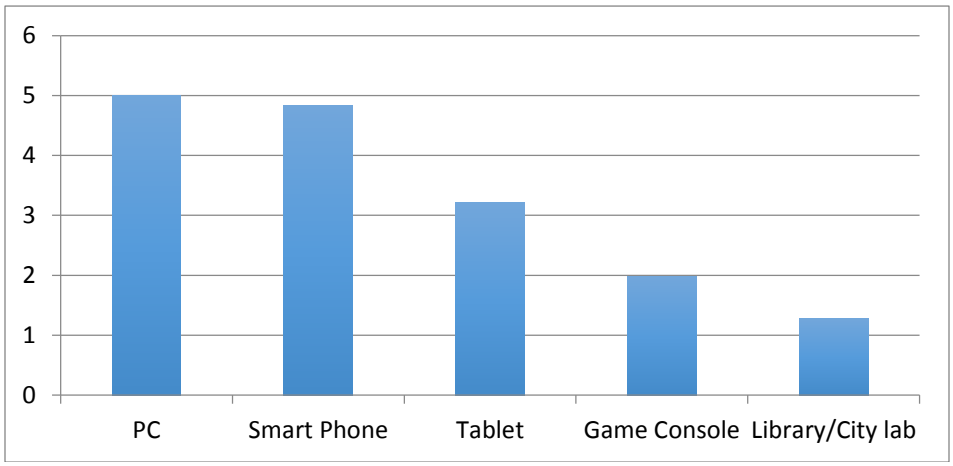
Several of these devices are used to access the Internet. For example, 37.3% have their game consoles (owned by 52% the sample) connected to the Internet. Figure 1 illustrates how frequently, on average, respondents reported using particular devices to access the Internet.

[1] A very small percentage (3.5%) of people said they themselves do not use the Internet even though their home has a connection.

[2] See http://www.pewinternet.org/data-trend/internet-use/latest-stats/ and http://www.pewinternet.org/three-technology-revolutions/.

On a 1-6 scale of frequency of use, where 1 is "never" and 6 is "multiple times a day," a personal computer is most often used to access the Internet, but it is followed closely by a smartphone.

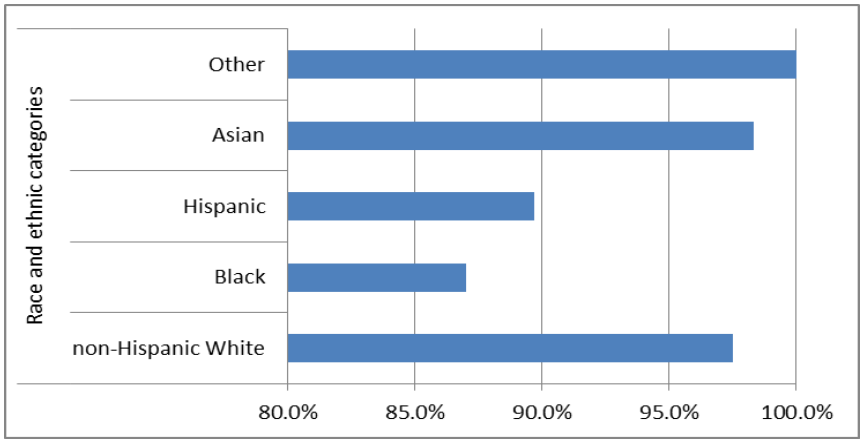
Figure 1 Devices Used for Access: Average Frequency of Use*



*Respondents were asked to report how often they used various devices to go online, ranking frequency of use on a scale of 1 to 6, with 1=Never and 6=Multiple times/day.

Some people have suggested that lower income or minority groups may use smartphones to access the Internet in lieu of maintaining a home broadband subscription. We find some evidence to support this. First, everyone appears to use cellphones to access the Internet, at least *somewhat frequently*. While the overall rates of using cellphones to access the Internet are lower among Hispanics and African Americans, they are still high (89.7% and 87% respectively).

Figure 2 Percent Using Cellphone to Access the Internet by Race/Ethnicity



However, among those *who have no home broadband* connection, a higher percentage of the African American population uses the cellphone *frequently* to access the Internet. That said,

among the small group of people without a home broadband connection, 70% of them report being rather light users of the cellphone to access the Internet in any case.[3]

Table 2 Among those with no home broadband, frequently using a cellphone to access the Internet, by race/ethnicity * (N=140)

Race/Ethnicity*	Cellphone Access
Non-Hispanic Whites	31%
Afr American	45%
Hispanic	21%
Other	33%

*"Frequently" defined as using cellphone for Internet access "daily" or "multiple times per day."
**No Asians reported not having home broadband.

Respondents without home broadband who reported less than $10,000 in annual income were the most likely among different income groups to report frequent use of cell phones to access the Internet, along with their opposites – people in the highest income category. (The pool of respondents is smaller than in Table 2 because fewer people reported their income.)

Table 3 Among those with no home broadband, using a cellphone frequently to access the Internet, by income* (N=122)

Income	Cellphone Access
>$10,000	44%
$10,000-$29,999	14%
$30,000-$49,999	38%
$50,000-$74,999	33%
$75,0000+	50%

*Using cellphone for Internet access "daily" or "multiple times per day"

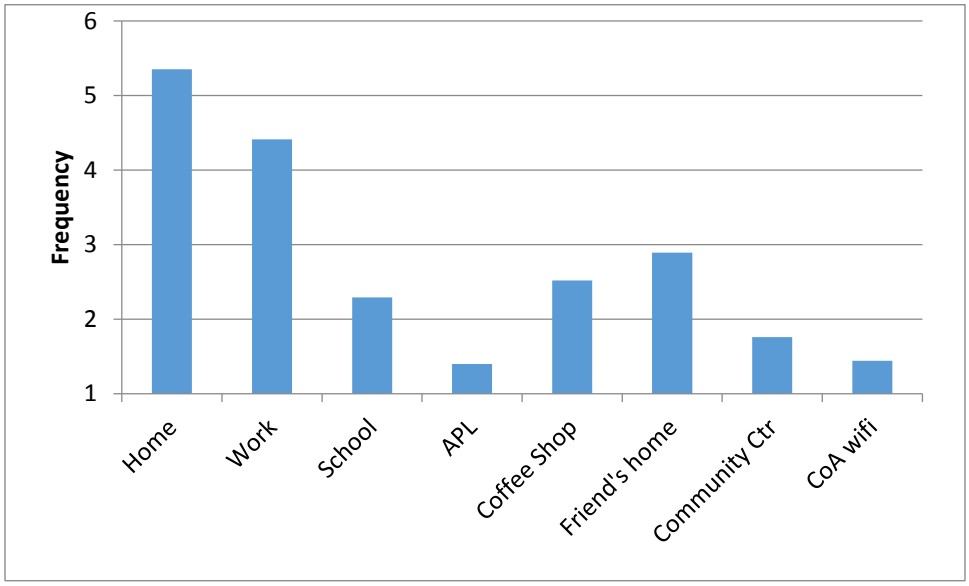
3.2 Places

The *place* of Internet usage also may indicate a great deal about use patterns and expertise, as well as the social opportunities that might enhance learning skills and sharing expertise. Work closely followed home as primary places to use the Internet. Schools, coffee shops or similar places, and a family or friend's home were used occasionally (the scale term was "less often" than monthly). All represent places where one can ask questions of other people or observe other users, and learn more about the Internet in the process. In this, the role of

[3] "Light" is defined as those reporting using the cellphone to access the Internet with a frequency of less than monthly.

work (and home, where family members may be available to help) cannot be underestimated. Some of the City-provided sites (the library, community centers, public Wi-Fi places) figure less prominently as common access sites. Our analyses suggest that different types of people (or users) utilize different access sites.

Figure 3 Sites for Access – Mean Frequency of Use*



- Respondents were asked to report how often they go online at particular sites, ranking frequency of use on a scale of 1 to 6, with 1=Never and 6=Multiple times/day.

Figure 4 provides snapshots of how different groups of individuals access the Internet. (The higher the number, the more often people use that site; the range is from "never" to "multiple times per day.") It seems clear that work is a more significant site for access for non-Hispanic Whites and for Asians than for African Americans, and the reverse is true for Community Centers, which are somewhat more heavily used by African Americans. Public Wi-Fi appears to be more important for them as well, compared to other racial/ethnic groups. Community Centers and public places of access such as coffee shops also are more important access points for the disabled.

The largest difference between men and women in terms of access occurs in the work environment (Figure 5) which is a more prominent access site for men than for women. People at lower income levels (Figure 6) do not report exceptionally frequent use of public access points, but the disabled population appears to benefit from them. The reported use of *public* access sites is most significant for the disabled and for African Americans. Using the Internet at a friend or family member's house also appears to be common even if it is not a daily occurrence.

Figure 4 Mean use of access sites by Race/Ethnicity

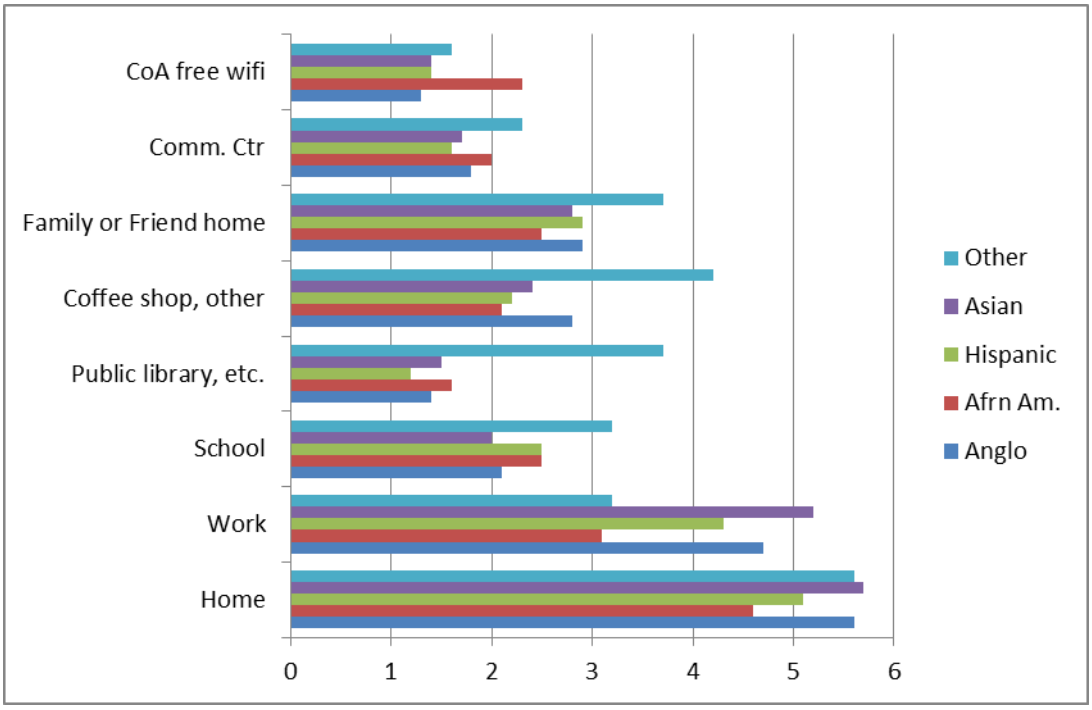


Figure 5 Mean use of access sites by Sex

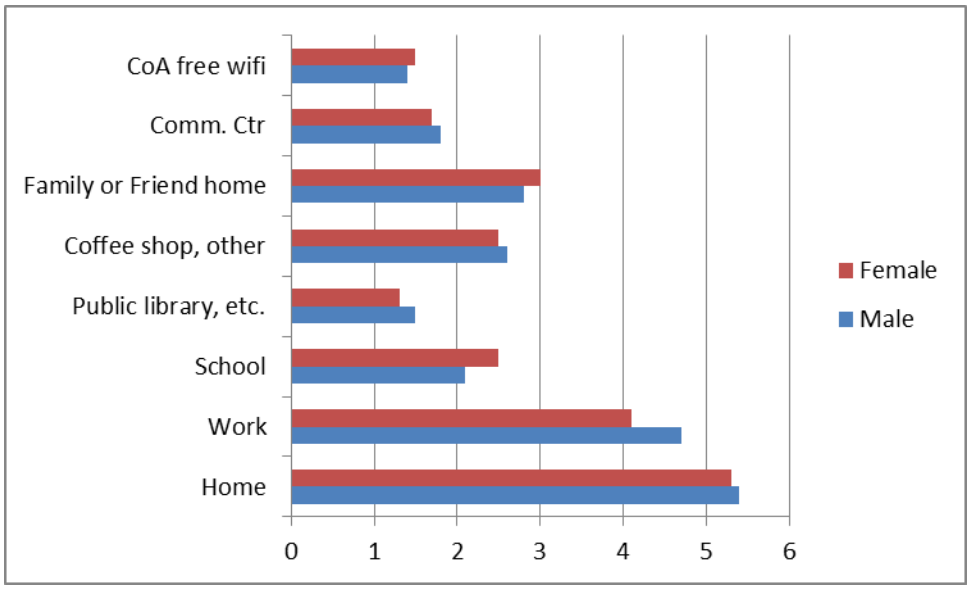
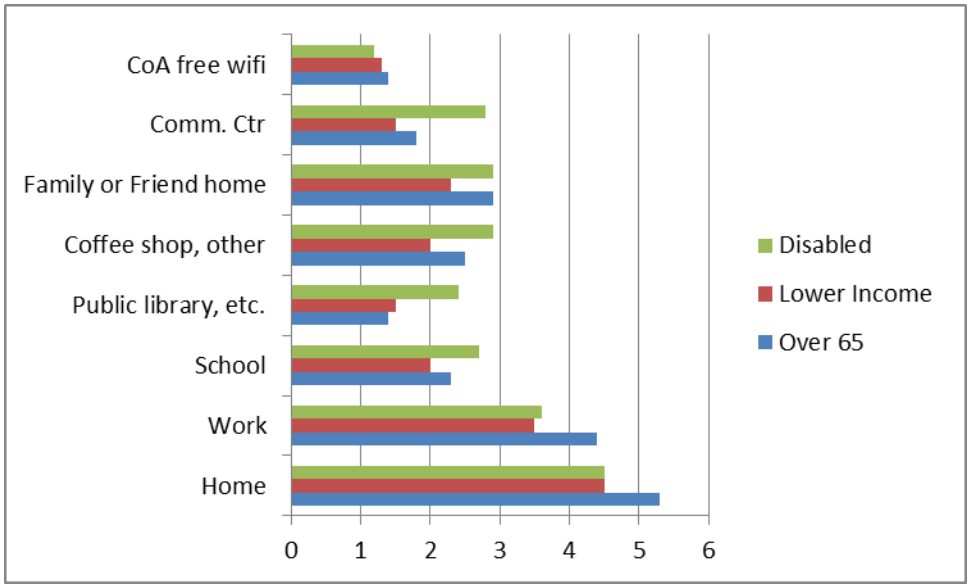


Figure 6 Mean use of access sites by Disability, Older, Lower Income*



*Lower income is defined here as below $30,000

Geographically, Austin's survey respondents who use the Internet are more densely clustered in certain parts of the city, particularly west of I-35. Figure 7 shows the Internet users by region of the City in which they live, and the subsequent maps illustrate where people live who use City-sponsored Community Centers and public Wi-Fi offerings. Zip codes with more users of the Internet are most likely to be west of MoPac as well as in one area in the central-eastern portion of the City (darker colors in the map).

When we examine where people live who report using library or city facilities for access, the maps illustrate almost the opposite pattern: people who use library facilities for Internet access are also from the parts of Austin that seem to show fewer Internet users overall when we visually compare the maps in the two figures. Actual library locations are also plotted (Figure 8). That map illustrates that some of the sections of the city with respondents who report making use of public Internet access do not have local libraries; in other words, people have to make an effort to seek out libraries that are not nearby in order to access the Internet.

Figure 7 Internet User Percentages by Zip Code

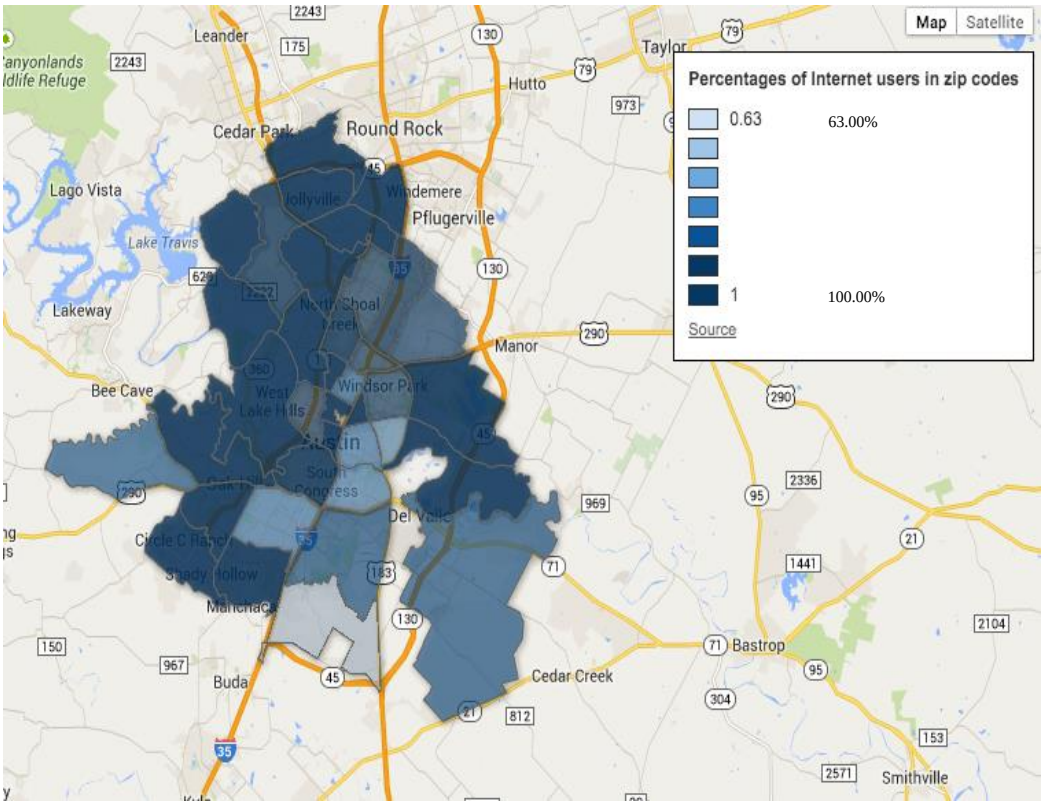
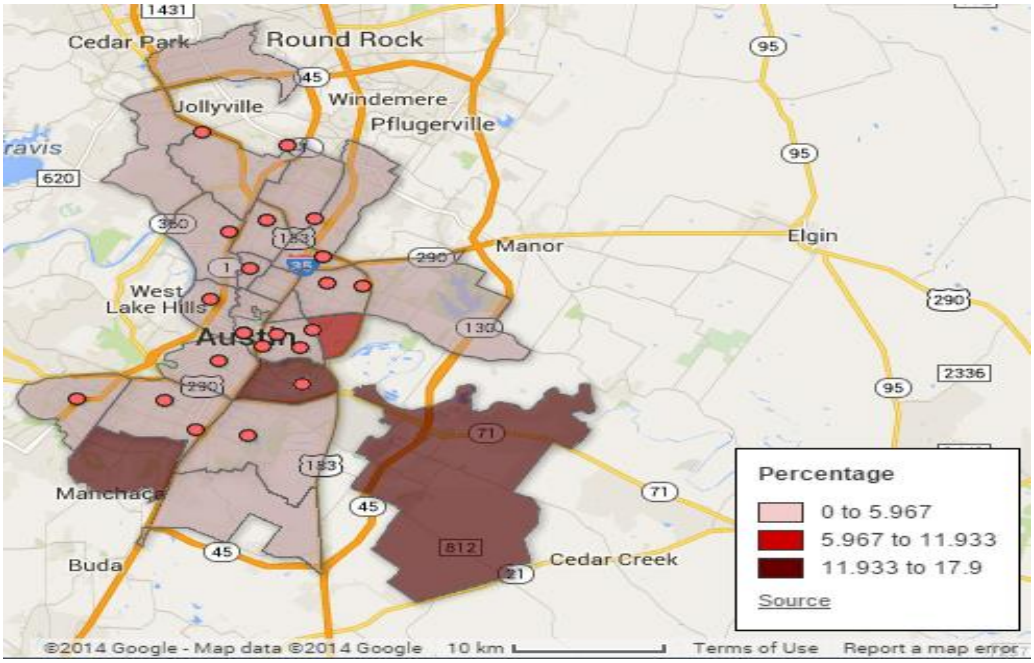


Figure 8 Library Internet User Percentage Responses by Zip Code*



*Approximate library locations also represented.

Figure 9 Public Wi-Fi User Percentages by Zip Code

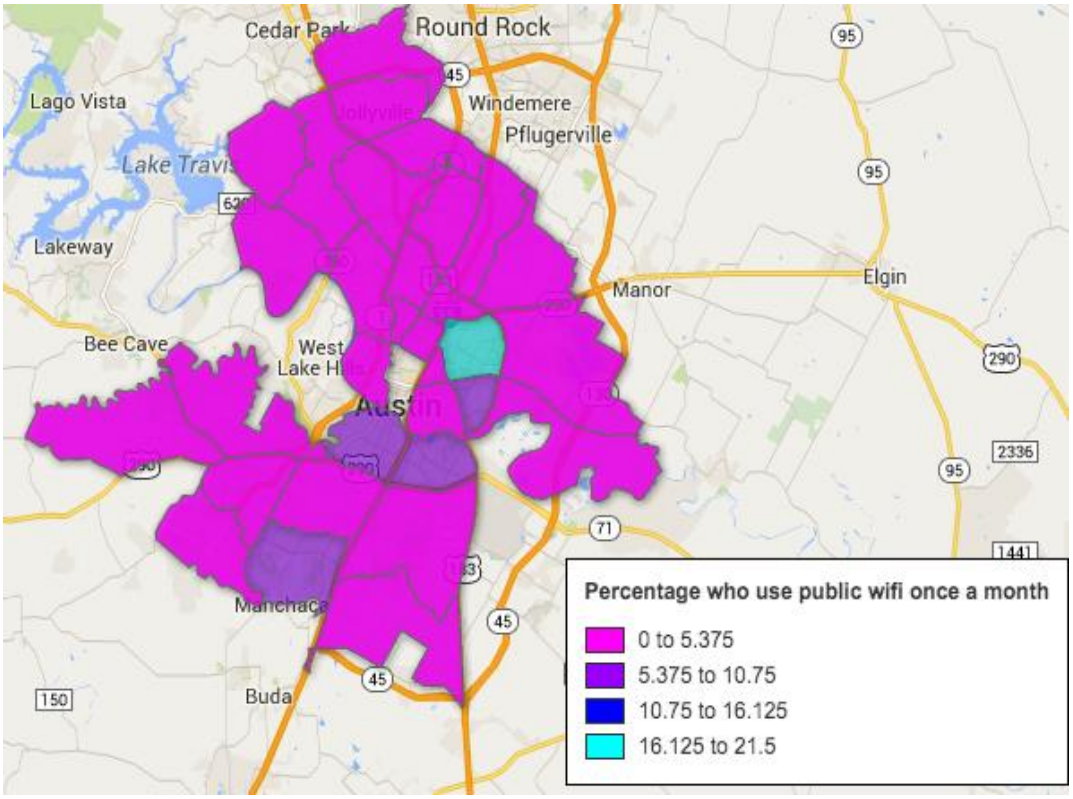


Figure 9 maps the population percentages of city regions where people most often use public Wi-Fi, illustrating heavier use in the south central and some east central portions of the city as well as the area in the far south part of the city just west of I-35.

3.3 Activities

Understanding *how* people use the Internet, i.e., what they actually *do* with their connections, provides some insight into what we might call digital fluency or digital capability. Table 4 shows what people do with different devices or forms of access at least daily ("daily" or "multiple times per day"). This shows that certain kinds of online activity, such as email, are actually now more common on smart phones than on PCs. Many of these findings reflect similar national trends. For example, with respect to mobile phone uses, a 2014 Census Bureau survey reports

- 32% of the population downloads mobile apps
- 42% browse the web (Austin's "access" rate is 75%),
- 43% check email (Austin's rate is 67%), and
- 30% check social networks (Austin's rate is 50.5%).[4]

[4] See http://www.ntia.doc.gov/press-release/2014/digital-nation-report-shows-rapid-adoption-mobile-internet-use for a summary. The Census data were gathered in 2012.

The Austin results for these and most activities show much higher rates compared to national data. The PC still remains popular for reading online, but use of mobile devices has taken off.

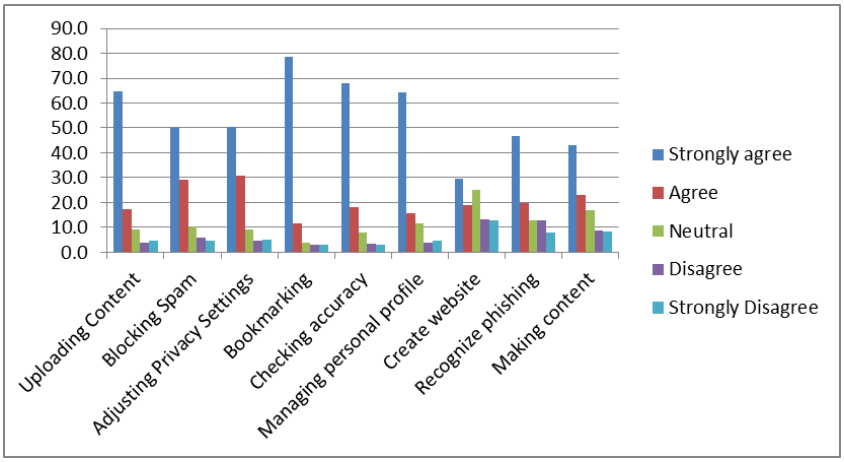
Table 4 Online Activity by Device

Devices	Internet access (%)	Email (%)	Games (%)	Social Network (%)	Banking (%)	Listen to Music (%)	Read Online (%)
PC	78.1	66.8	13.4	46.4	13.2	47.7	29.3
Smart phone	75.1	67.1	19.9	50.5	18.1	43.5	22.3
Tablet	34.9	25.9	10.8	20.0	4.5	12.2	18.5
Game console	11.7	0.2	6.8	0.5	6.1	1.3	6.1
Library / PCC	1.0	1.0	0.7	0.1	0.1	0.7	0.5

Note: The table shows what people do with different devices or forms of access at least daily ("daily" or "multiple times per day").

Whether using a computer, tablet or a smartphone, when it comes to digital capabilities - not the same as digital skills, which imply an assessment of efficiency and ability - most of Austin's Internet-using population reports being able to engage in several common tasks. When asked if they *feel capable* of doing the common actions listed in Figure 10, the respondents rated themselves as proficient in most: high percentages of people "strongly agree" or "agree" that they feel capable of performing these actions. Creating a website, making content and recognizing phishing registered the *lowest* capability self-ratings.

Figure 10 Agree or Strongly agree they feel capable (%)



These activities, taken together, might be considered indicators of digital fluency: familiarity and overall capability with typical Internet tasks. We combined these into a "Fluency" scale and investigated how different demographic factors might be related to Digital Fluency, with higher ratings associated with greater fluency.

The mean ratings on Digital Fluency in the following figures (Figure 11 through Figure 15) indicate strong associations with educational level, age, race and ethnicity, and income and even smartphone use. People with higher incomes and educational levels and who are younger rate themselves more fluent when it comes to these aggregated capabilities. Ratings differ across ethnic and racial groups as well, with the African American population rating itself as relatively less fluent with digital tasks. That using a smartphone is accompanied by greater general digital fluency signals this technology's role within the digital arena, whether we consider it a gateway to acquiring more digital skills, or a reflection of peoples' pre-existing familiarity with how to execute these tasks.

Figure 11 Digital Fluency by Education

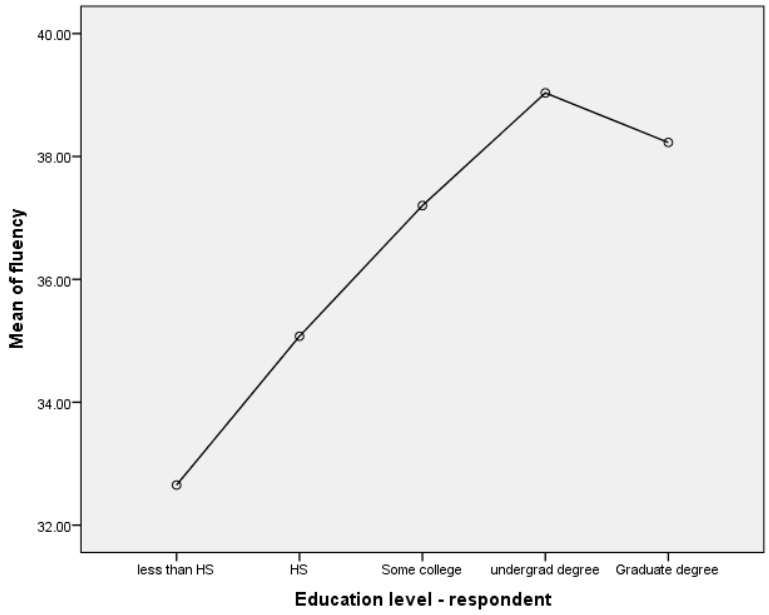


Figure 12 Digital Fluency by Age

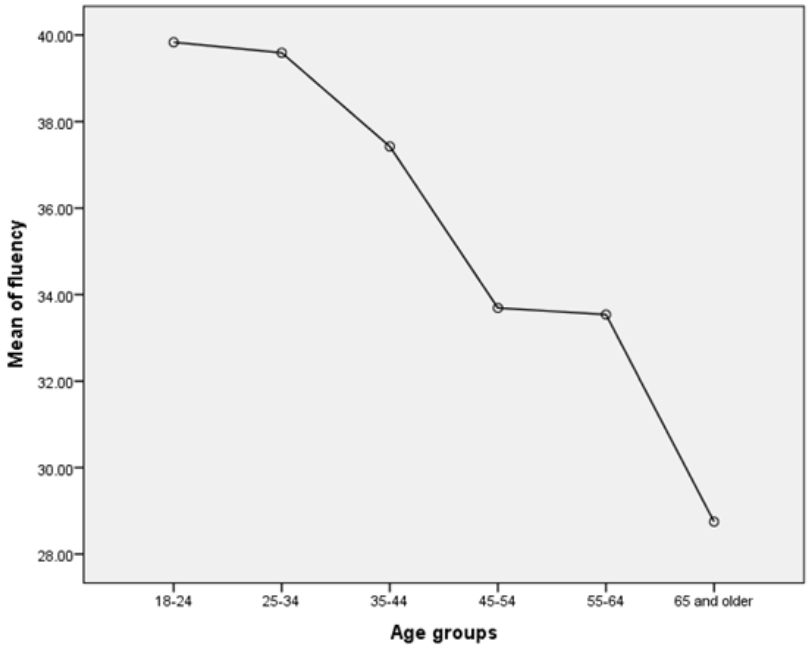


Figure 13 Digital Fluency by Income

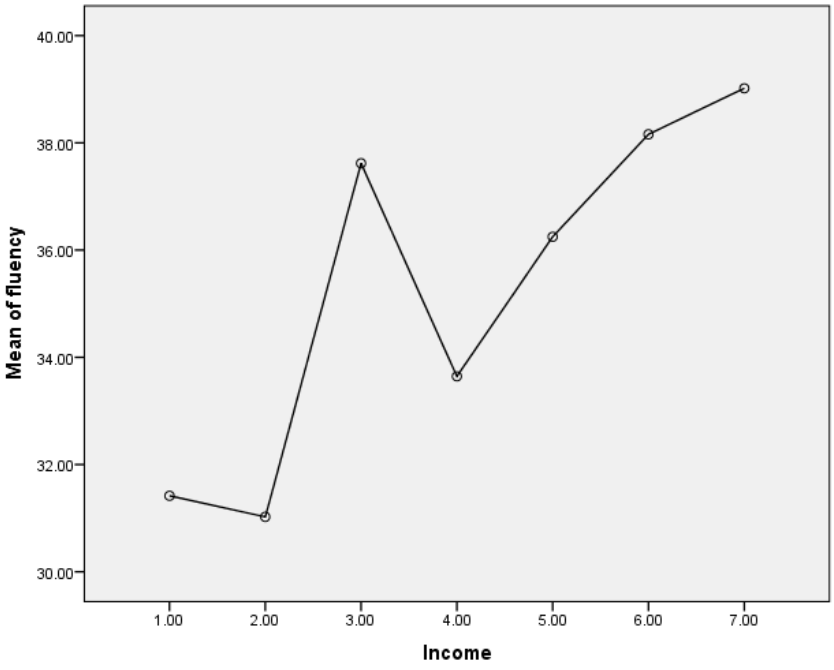


Figure 14 Digital Fluency by Smartphone Use

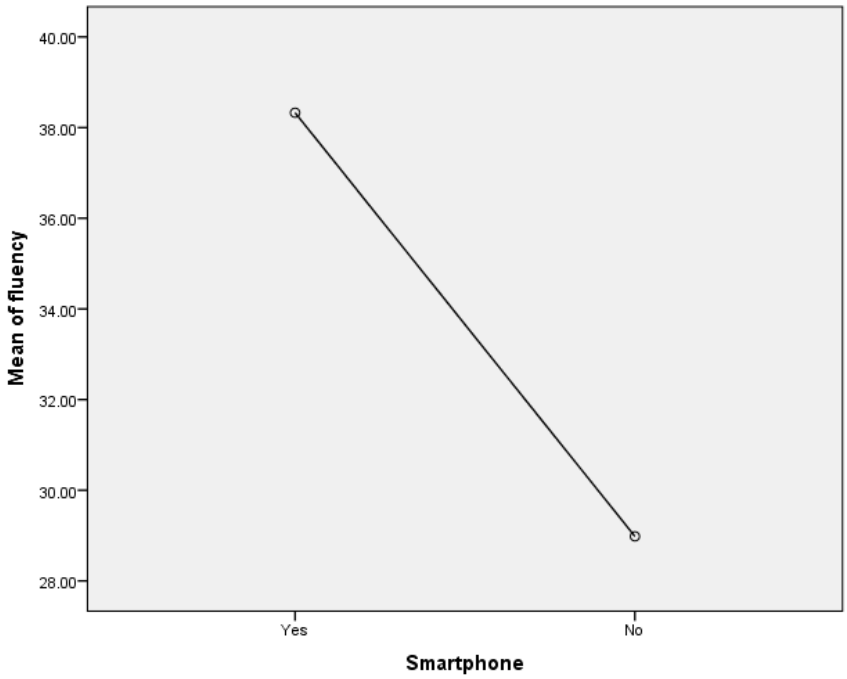
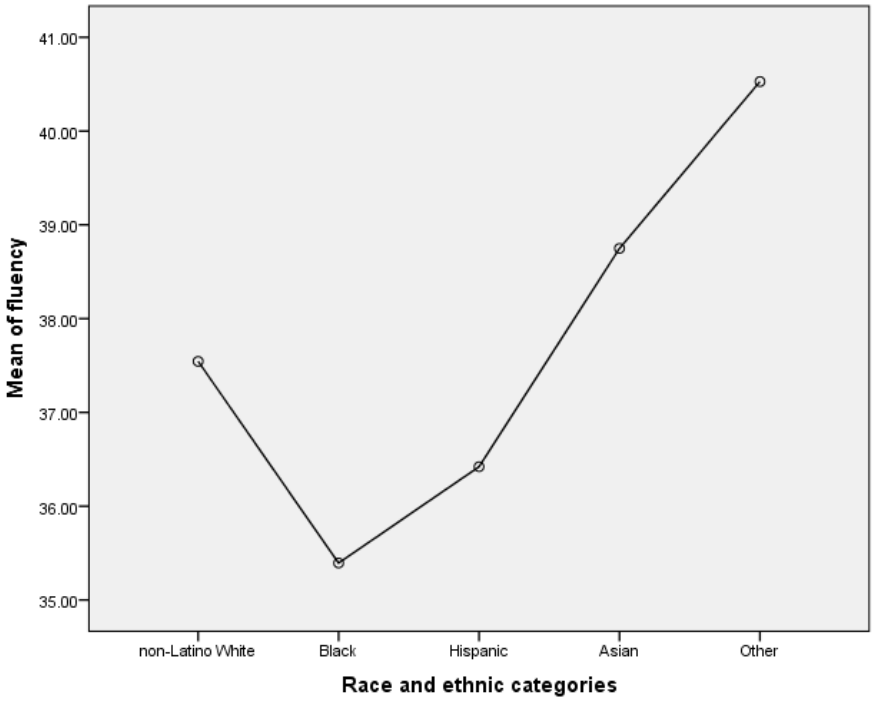


Figure 15 Digital Fluency by Race & Ethnicity



All in all, the Austin population's self-reported capabilities suggest strong competencies in the digital world, but these findings are mitigated by the fact that such capabilities are not distributed equally throughout the citizenry.

3.4 Intentions to upgrade

With Austin's high percentage of Internet users, interest in the recent and future network upgrades is logical. Ever since Google Fiber announced its imminent availability in Austin, competitors have increased their local advertising and promised to improve their network speeds. When asked about upgrade plans, respondents indicated some price sensitivity: 44% indicated their upgrade would depend on the price of the service. However, a full 26.6% said they would upgrade when new services are available. Only 13% indicated little interest in upgrading, i.e., that they would keep their current service (see Table 5).

Table 5 Intentions to upgrade

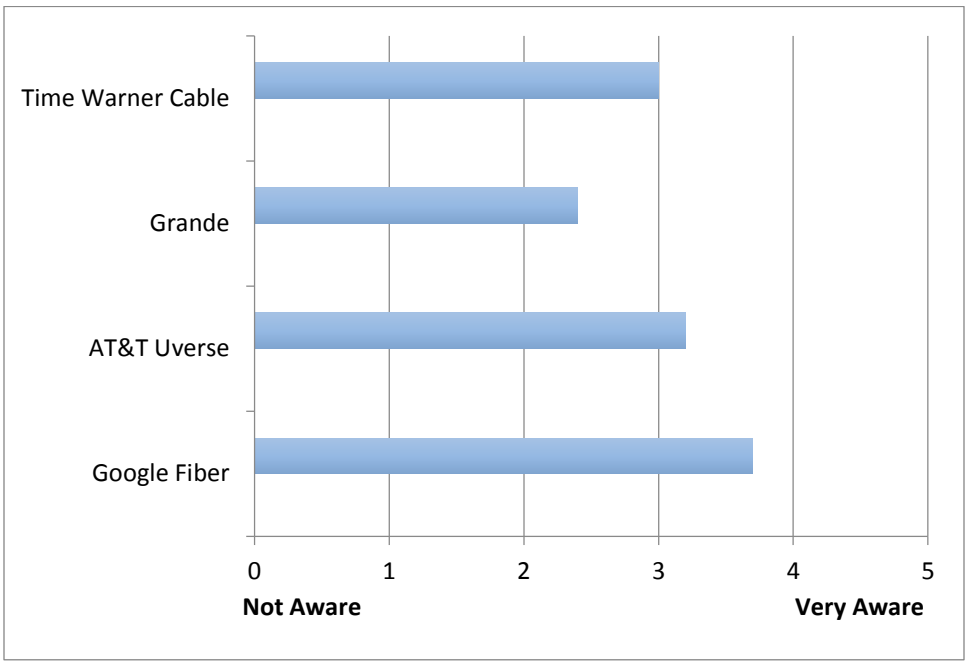
Intentions	%
Will upgrade when available	27
Will upgrade but not immediately	8
Depends on price	44
No, will keep current service	13
DK	8
Total	100.0

There is, however, awareness that ultra-high-speed services are coming, as Figure 16 indicates. Respondents were asked to rank their awareness of different services on a scale of 1 to 5, with 1 meaning "not aware" and 5 meaning "very aware."

As well, there is a great deal of optimism regarding high-speed Internet services. Most people thought it would improve many services "a lot:"

- 60% felt it would improve home entertainment
- 53% felt it would improve the chance to start businesses
- 57% thought it would help innovation
- 67% thought it would help working from home
- 59% agreed it would improve online learning, and
- 48% thought it would improve Internet pricing.

Figure 16 Awareness of Ultra-high-speed services*



*1=Not aware, 5=very aware

These statistics hint at how Austinites are thinking about their futures, and how network connectivity can figure into their plans and aspirations.

The next sections in this report examine Internet nonusers, followed by a more detailed look at how minority populations use the Internet.

4 Profile of the Nonuser

The relatively few people in the sample (8%, or 153) who do not use the Internet tend to be older, less well educated, and somewhat more female. There are higher percentages of Hispanics (53.6%) and White non-Hispanics (26%) than other racial/ethnic groups who are not using the Internet. The 8% represents about 52,805 people within Austin's adult population (estimated by the 2012 American Community Survey to be 660,065).

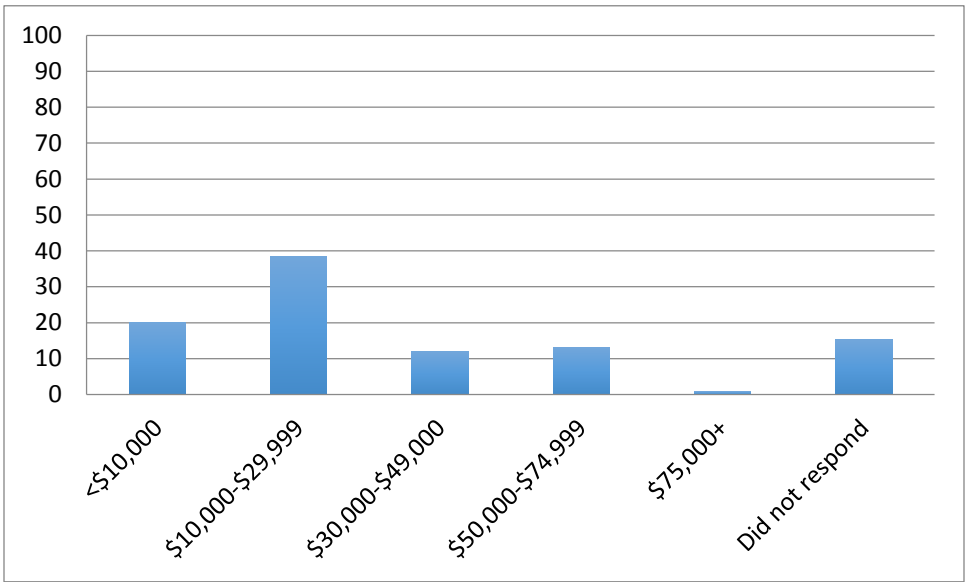
Table 6 Nonuser Status by Race/Ethnicity, Gender, Education and Age, Austin

Demographic	Austin Weighted Sample (N=153)
Race and Ethnicity (adults)	
Non-Hispanic White	26.1%
African American	18.3%
Hispanic	53.6%
Asian	1.3%
Other	0.7%
Gender	
Male	46.4%
Female	53.6%
Educational Attainment	
Less than high school	70.4%
High school	13.8%
Some college	10.5%
BA	4.6%
Postgraduate	0.7%
Age 18 plus	
18-24	0%
25-34	1.3%
35-44	15.1%
45-54	34.2%
55-64	15.1%
65+	34.2%

Compared to available national statistics, the Austin nonusers are less likely to be African American and more likely to be Hispanic. They also are more likely to not have completed high school, although one surprising finding is the number of people in the 45-54 age group (equivalent to the number of seniors) who do not use the Internet. However, the nonuser

population overall is fairly small. As noted earlier, Austin's rate of Internet use at 92% is still higher than the 87% average Internet use reported by the Pew Research Center in 2014.[5]

Figure 17 % Nonuser Status by Income (n=130)

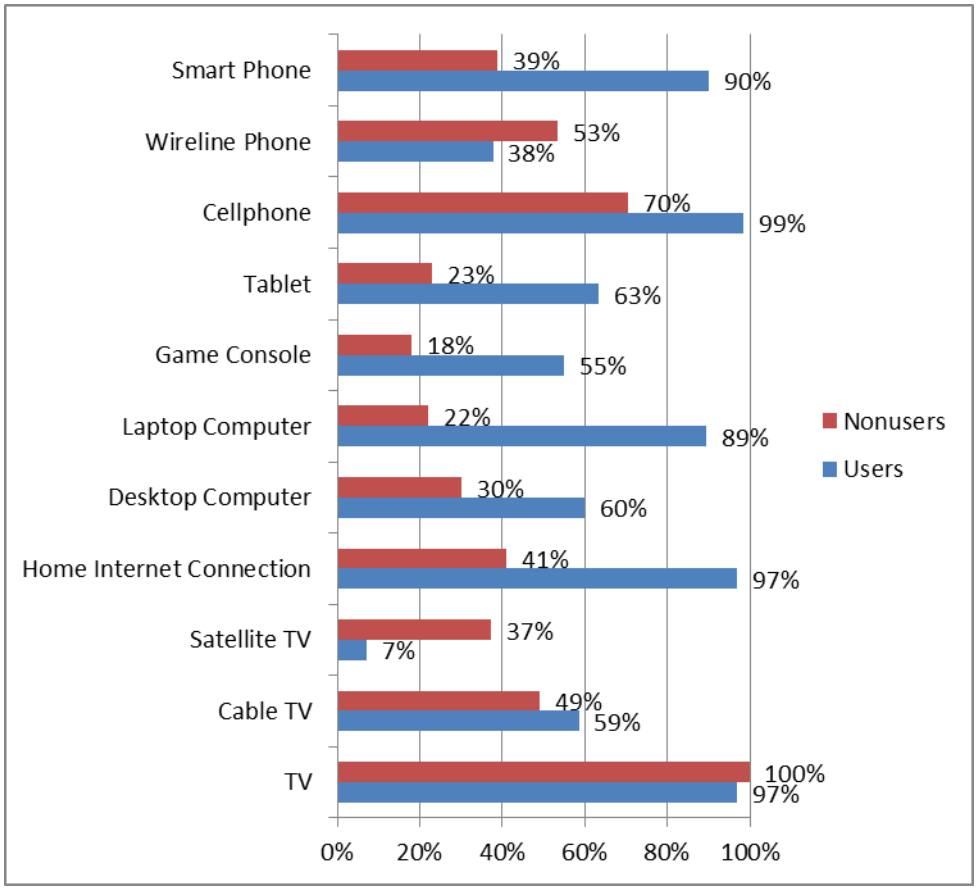


In terms of income, respondents most likely to be nonusers report between $10,000 and $29,999 a year. This percentage is significantly above those of the other income categories—20% of nonuser respondents reported incomes below $10,000, and only 1% of nonusers reported income of $75,000 and above. Over 15% of respondents in the nonuser category declined to provide income information.

These results demonstrate that nonusers do use some digital technology, but in lower numbers compared to users. Compared to people using the Internet, nonusers are far less likely to use tablets, or laptops or desktop computers. When it comes to cellphones, 70% of nonusers do use a cellphone, but even *more* Internet users report having cellphone. It is also striking that 41% of the people who say they do not use the Internet actually *do* have a home Internet connection, suggesting that someone else in the household actually uses that connection.

[5] Pew Research Center (2014), How the Internet has woven itself into American life. http://www.pewinternet.org/2014/02/27/part-1-how-the-internet-has-woven-itself-into-american-life/.

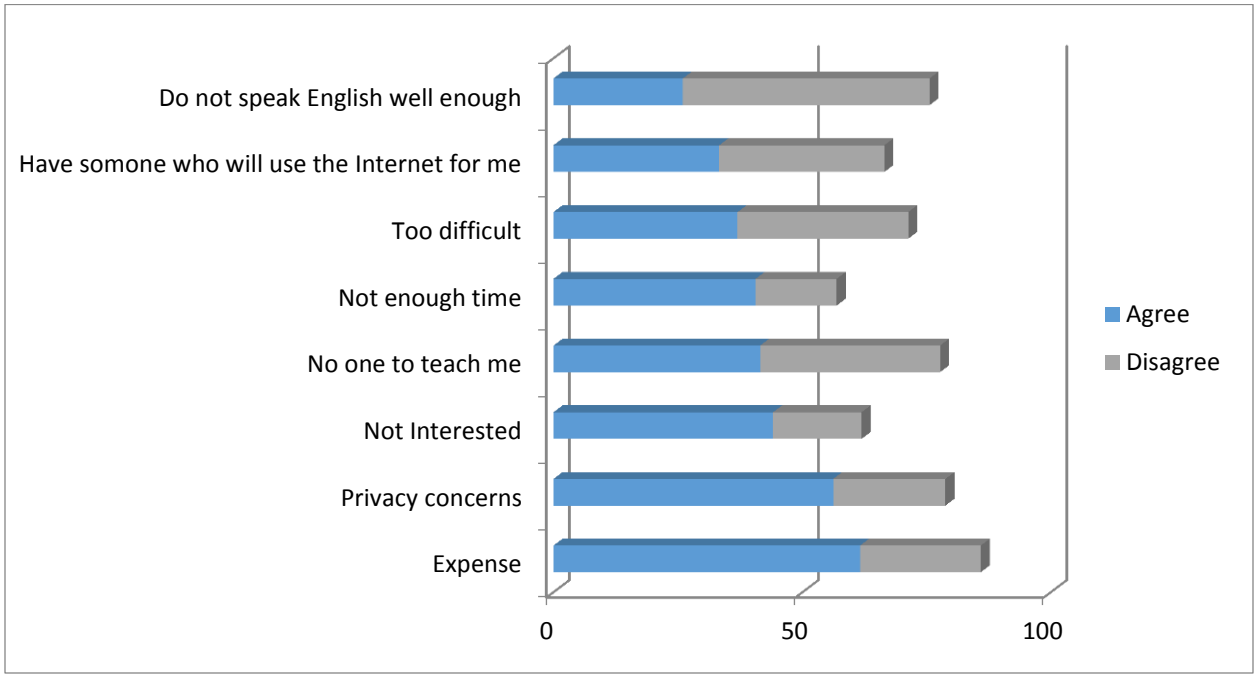
Figure 18 Users' and Nonusers' home media (%)



When asked why they do not use the Internet, respondents agreed or disagreed with the factors as illustrated in Figure 19. The results parallel many national findings with respect to the importance of cost. However, typically most people say they are simply *not interested* in using the Internet, and while 40% of this sample agrees with that notion – the third most often cited reason for not using the Internet - expense and privacy concerns are even more important in our sample. Language difficulties are the least cited factor.

When we asked nonusers "If you wanted to start using the Internet, do you feel that you know enough about computers and technology to be able to do that on your own, or would you need someone to help you?" 42% said they would need someone to help them. (People had to choose just one response from our response options.)

Figure 19 Reasons for not using the Internet (%)



One third said they could do it on their own, and another 24% simply reiterated that they were not interested in using the Internet. In other words, there may be some room to work with professed nonusers by providing some help, or by encouraging them by emphasizing how useful it might be for them to actually use online resources.

Table 7 Help with technology (%)

Knowledge Level	Percent
I know enough to go online on my own	33.5
I would need someone to help me	42.1
I would not want to start using the Internet	24.4
Total	100

When asked if they would be interested in participating in free training through a local organization, 36% of the nonusers indicated they would be interested. Among these nonusers who desired to get training, the following indicates their interests:

Table 8 Training interests among nonusers

Training Interest	Percentage
Social media	23%
Email	59%
Job Searching	31%
Software	46%
Learning to edit/create my own work	88%

Age is a major factor in predicting nonusers' interest in free computer training. The vast majority of those expressing interest in free computer training are over 45 years old (which is, after all, two thirds of the group of non-users); only 5% of those interested in free training are under age 45. Race and ethnicity are less significant factors, but respondents identifying as Hispanic are by far the largest single race and ethnic category expressing interest; over 68% of respondents expressing interest in training are Hispanic. In terms of income, over 64% of nonusers interested in computer training make less than $30,000 a year. Gender is not a significant factor, with only a slightly higher percentage of females than males reporting interest.

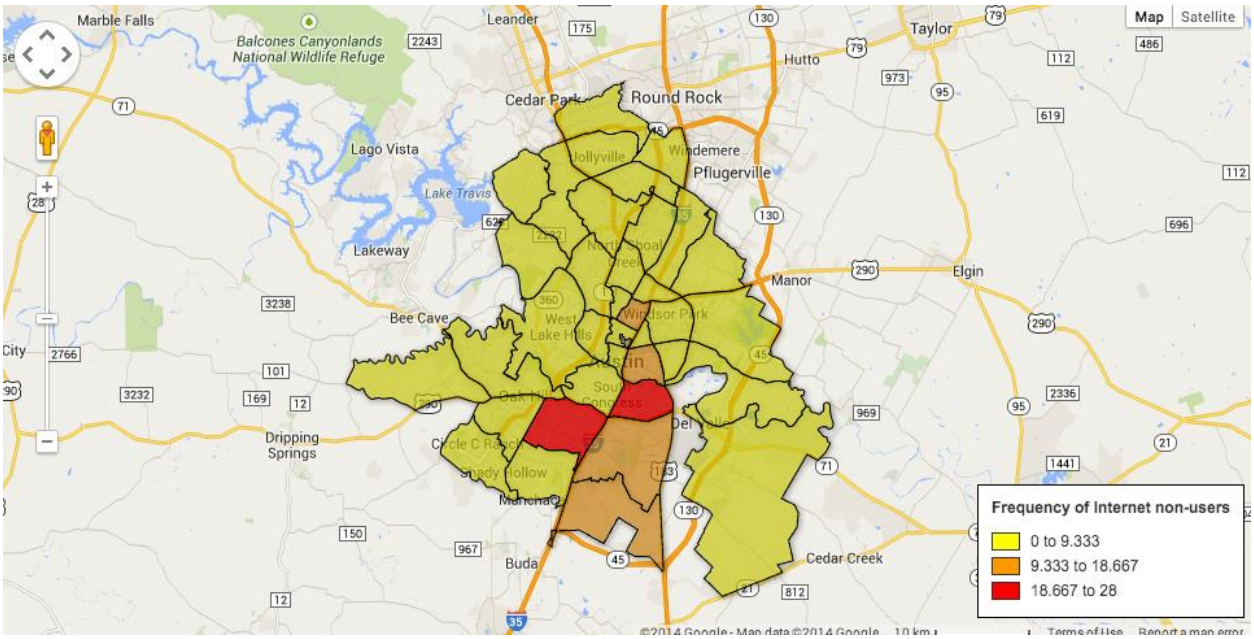
When asked "if you could subscribe to a home broadband service at a price you considered acceptable, would you do so?" fully 63% of the nonusers responded "Yes." This underscores the role of prices in depressing the use of the Internet and home Internet subscriptions. The price points people indicated are shown below. It is not too surprising that a very low price is preferred, but a significant number also chose a price range of $46-60, suggesting a high value for the service.

Table 9 Monthly price preferences for home broadband (nonusers, in %)

Prices	Percentage of Nonusers
$10-$15	36.6%
$16-$25	4.5%
$26-$35	12.2%
$36-$45	8.8%
$46-$60	30.7%
$61-$75	7.3%

Finally, when we examined the zip code distribution of the small number of nonusers, we found some areas of the City that appear to house more people in that category – most notably on the South side of Austin. This information may be helpful in terms of targeting services in the future (see Figure 20).

Figure 20 Nonuser locations (zip codes)



5 African American and Hispanic Populations and the Internet

Throughout this report we are offering snapshots of how different population groups use the Internet. Many of our results characterize these groups by sex, age, income and racial/ethnic status. This section specifically highlights the African American and Hispanic populations in Austin.

As noted earlier, these population groups illustrate lower home broadband subscription rates, and *numerically* the nonusers of the Internet are predominantly Hispanic, in line with their comparatively greater presence in Austin. However, when we look at the dynamics of Internet use and acquiring digital abilities within these two minority populations, some findings stand out.

Several results suggest less overall digital familiarity within these populations, compared to the Asian and non-Hispanic White population. Having an appropriate device as well as knowing how to use it for purposes such as completing forms, emailing or accessing the Internet both figure into the investigation. For example, in terms of how people completed the survey, markedly fewer African American and Hispanic respondents used the online site: 20% and 19% respectively, compared to 37% and 53% of the non-Hispanic White and Asian populations using the online site. Might device ownership and digital "fluency" explain this result?

When we look at the population groups' ownership of various devices (Figure 21), the African American and Hispanic populations demonstrate lower rates of home Internet connections and lower possession of laptop computers, tablets, and smartphones. Indeed, the rates for the African American population using versatile tools such as laptop computers, tablets, and desktop computers are markedly lower than for other groups. Their 80% rate of both having a home broadband subscription and using the Internet is lower than that of the Hispanic population. While the percentages of all groups having a cellphone are roughly equivalent, the African American population has much lower rates of smartphone access – and smartphones are typically more capable in terms of Internet access compared to cellphones (or feature phones). Device ownership patterns show important differences.

On the other hand, the use of game consoles is the highest among the African American population group, and it appears this is one way that population accesses the Internet. The data also show comparable ownership of cellphones, a gateway technology to the more expensive smartphones.

Do people have the interest, skills or abilities to use their devices to access the Internet? Here the data also show that the African American population uses desktops, tablets, and smartphones less often than others do. Where "1" means "never" and "4" means "daily or multiple times per day," this population's use of those devices is lower than that of other

groups. However, as noted earlier, using game consoles for Internet access and going to the library for access are both higher for African Americans (Figure 22).

Figure 21 Devices & Services by Population Group

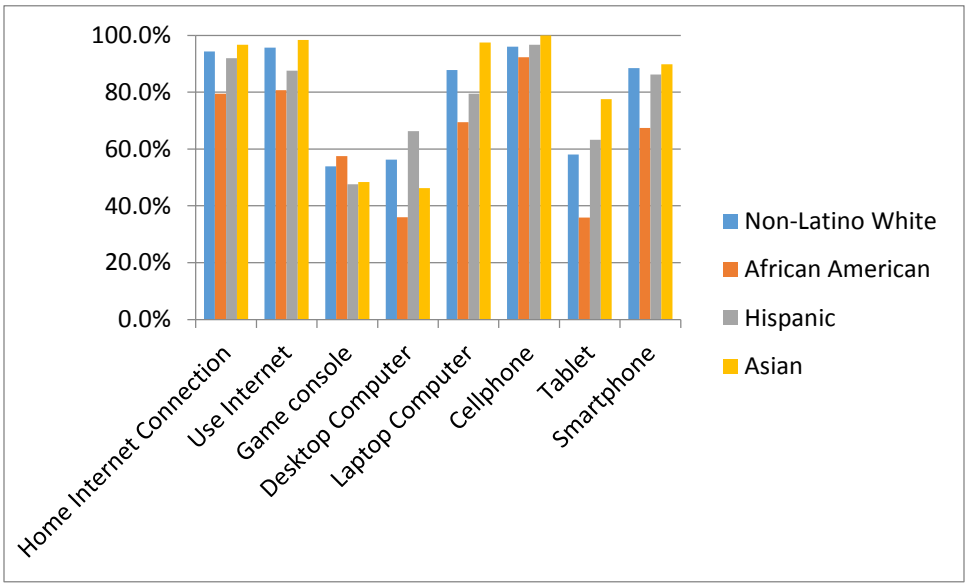
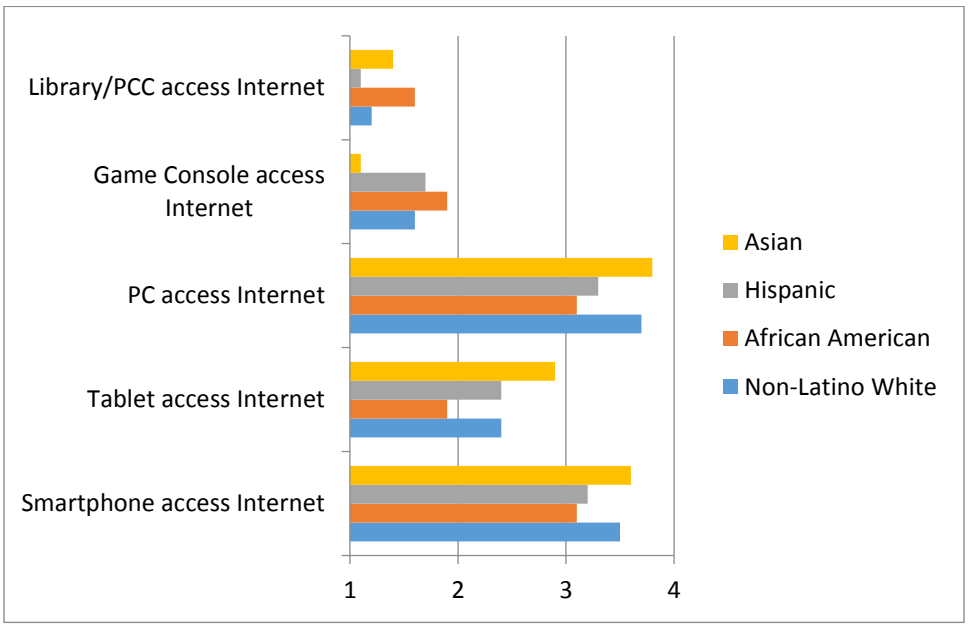


Figure 22 Means of Accessing the Internet by Population Group



If we look at a few common activities that use digital devices such as sending email, playing music or engaging social networking sites, similar patterns emerge. For example, Figure 23 and Figure 24 show that the library or Public Computing Center are the more popular places for emailing and listening to music among African Americans than is the case for other subgroups (although overall use rates are still fairly low). Using devices such as tablets, PCs and smartphones is comparatively less popular for them for email compared to the rates for

other groups; the Hispanic population uses these devices more for email than do African Americans, but here too the comparisons with Asians and non-Hispanic Whites are telling. Listening to music using a smartphone is a common practice for everyone, with rates for African Americans again being somewhat higher.

Figure 23 Email site by Subgroup

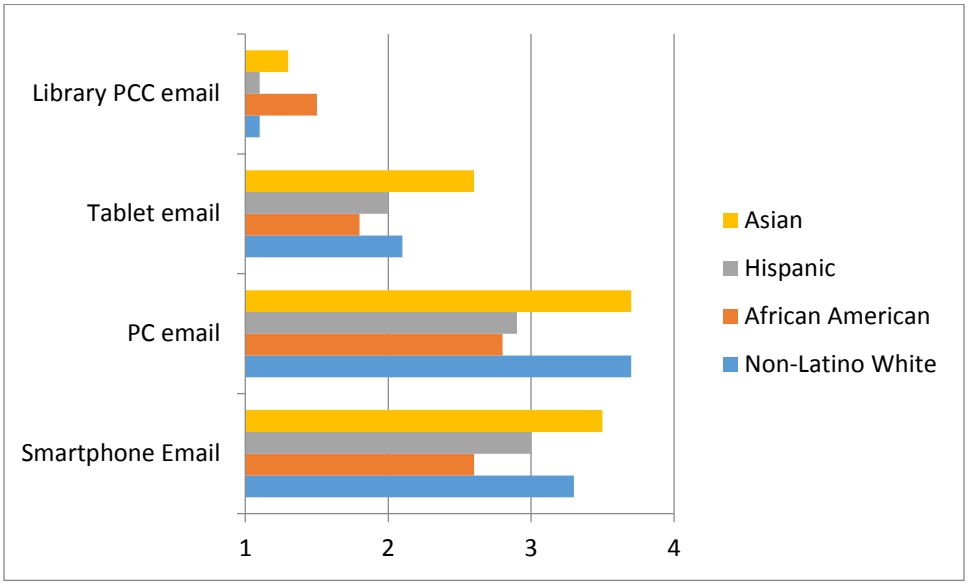


Figure 24 Music Source by Subgroup

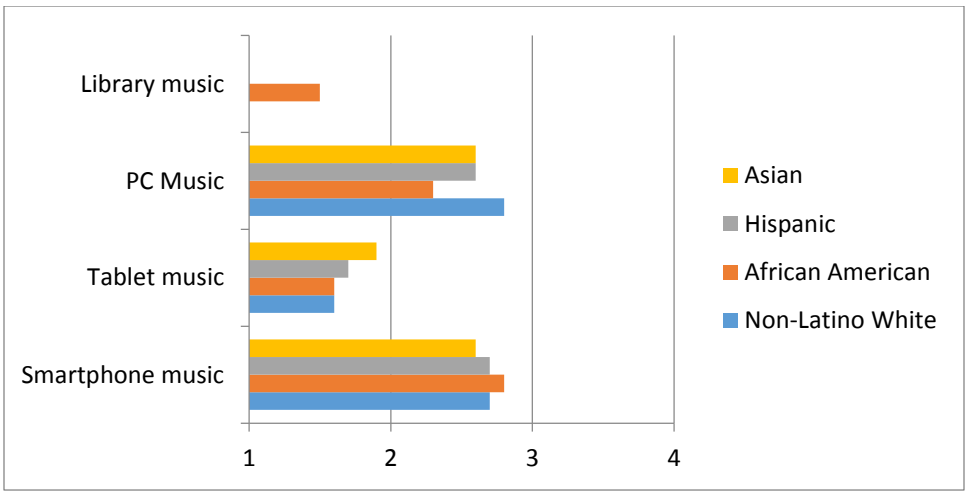
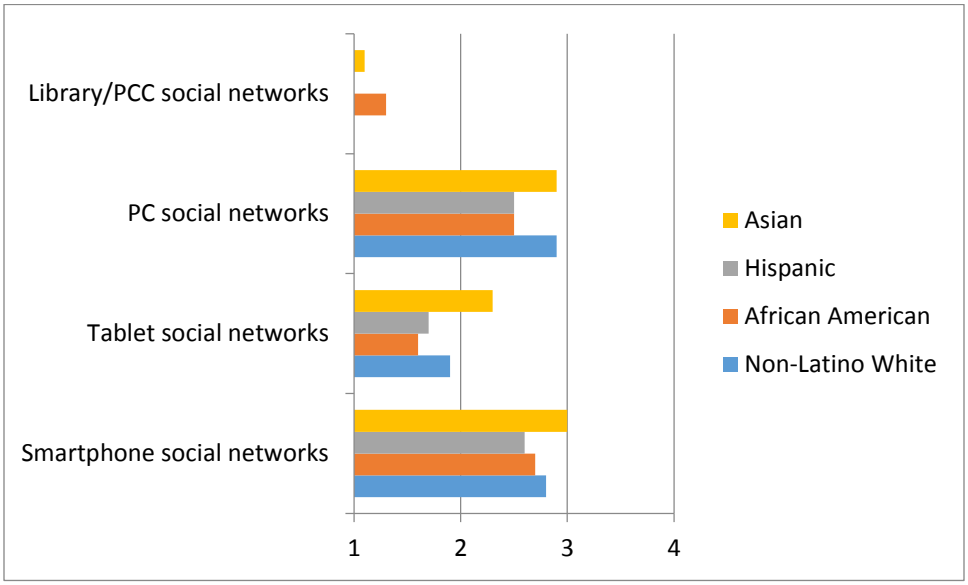


Figure 25 Social Networking Source by Subgroup

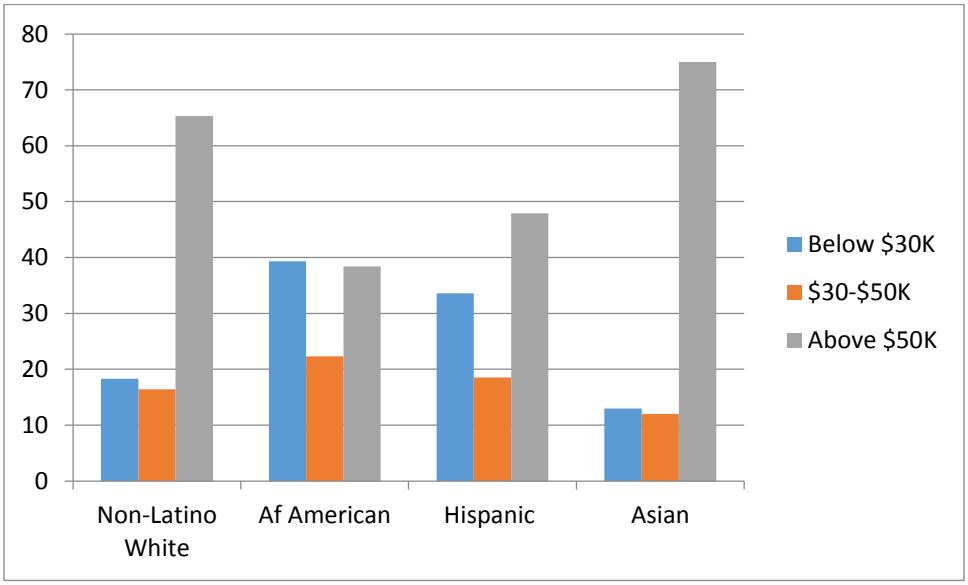


Our final comparison looking at devices and common digital activities across populations examines social networking, another very common activity - and one many smartphones are designed to optimize. Here, it is clear that the Asian and White non-Hispanic populations are accessing social networks via PCs and tablets more frequently than are other groups. The figures for using smartphones for these purposes, however, are more similar. Once again, the African American population uses library or PCC facilities for this purpose too – at a fairly low rate, but more often than is the case for other groups.

Thus, in terms of technologies such as laptop or desktop PCs or tablets, minority populations demonstrate lower ownership levels and consequently less use for various purposes. Game console ownership and use for Internet access, however, are higher among the African American population. As noted above, library or PCC facilities are more important for various functions for African Americans than for other groups. Phone-based technologies facilitate entertainment such as listening to music or social networking across all groups.

If device ownership and ease of use for information purposes (e.g., email) illustrate different patterns, what might be behind them? Do some groups not own PCs because they are expensive? Because they are more complicated to use? Income is one possible answer. While more complex analyses will quantify the role of income, it is the case that the African American and Hispanic populations reported lower levels of income compared to the other groups (Figure 26). This clearly can affect device ownership and costly items such as Internet subscriptions.

Figure 26 Race/Ethnicity by Income



If we look at people making less than $30,000 in annual income and how that might be associated with using the Internet or having a home broadband subscription, the data are striking:

Table 10 Among $30K* or less income, % reporting...

	Non-Latino White	Af American	Hispanic	Asian
Use Internet	83	44	80	85
Home BB	77	41	85	69

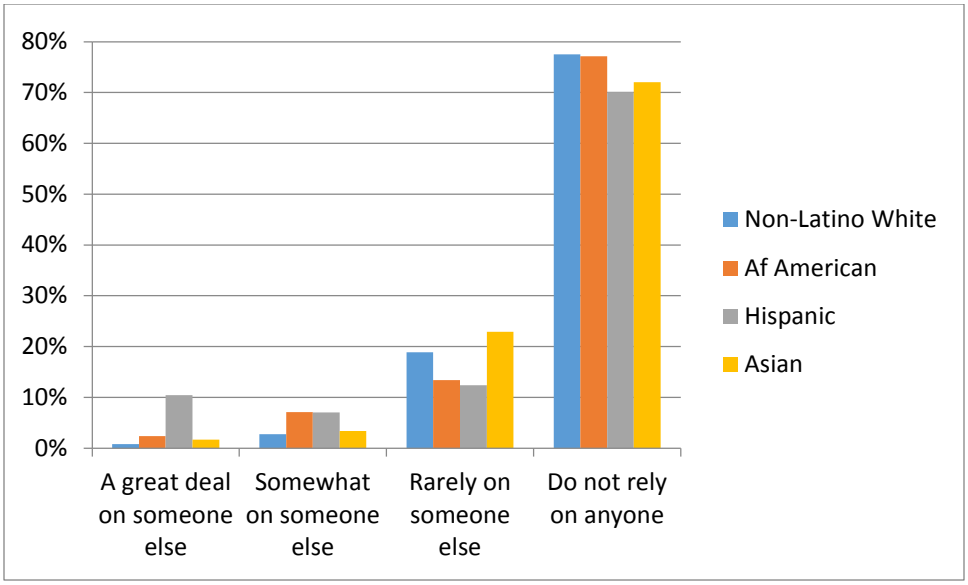
*N of <$30K =401

The African American population at this income level is *the least likely* to invest in a home broadband subscription, and also far less likely to use the Internet. If the utility of the Internet is not apparent, there would be no reason to spend the money on a home subscription. This finding suggests that the Internet is far less valued for that subgroup compared to all of the other population groups.

Moreover, we know that nearly everyone working full-time reports using the Internet, but among people *not* working full-time, there are racial/ethnic differences: while 93% and 92% of the Asian and Non-Latino White populations respectively report using the Internet and not working full-time, those figures are lower for African Americans (73%) and Hispanics (81%).

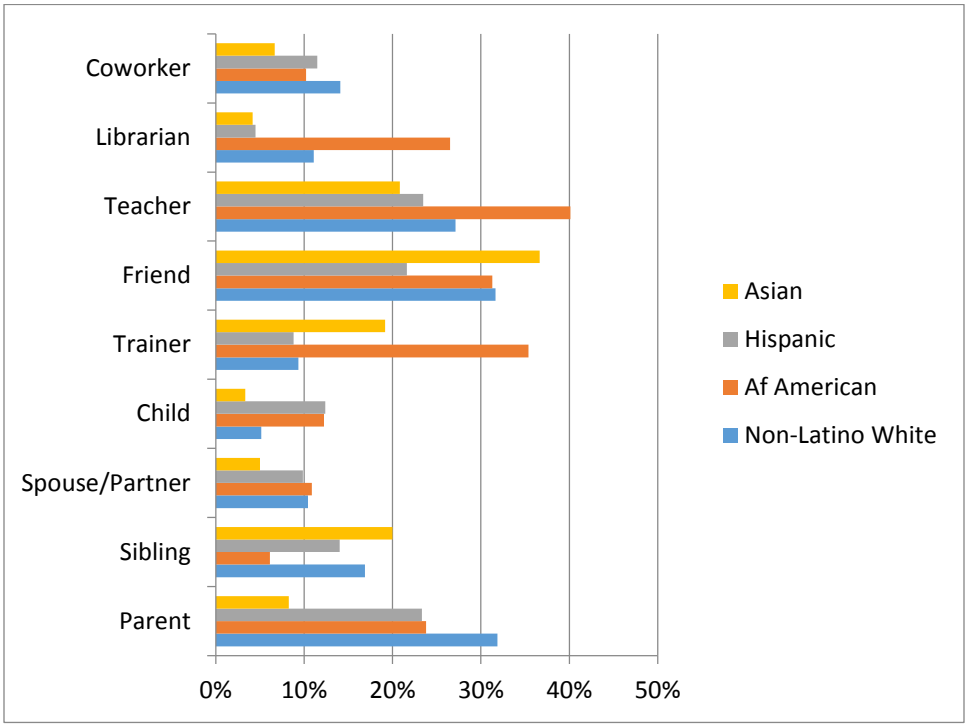
Beyond income, there also are some differences in how people learn to use the Internet and acquire digital fluency. When it comes to seeking assistance, a higher percentage of the Hispanic population reports relying "on someone else a great deal" for Internet help (11%); it is tied with the African American population in reporting "relying somewhat on someone else" (7%). Nevertheless, most people do not rely on anyone for Internet help (70% and above) (Figure 27).

Figure 27 For help with the Internet, I rely...



What strategies do these results suggest for helping people to use the Internet? The questionnaire listed a variety of family members as well as institutionally-based instructors (librarians, teachers, trainers) and asked people to indicate who taught them to use the Internet. As Figure 28 suggests, the African American subgroup significantly more often reported relying on institutionally based people – teachers, librarians, trainers – for learning to use the Internet, compared to other groups. It, along with the Hispanic population, also more often reported relying on a son or daughter to teach them in contrast to the low percentages reported by other groups. The important role of parents is also apparent, particularly for non-Hispanic Whites. Informal help from friends also is evident.

Figure 28 Who taught you to use the Internet?



There is evidence across the survey results that the library is not a preferred or frequently used source of information or training for the Hispanic population. This may hint at a need to think about how the library system can reach that population. However, the African American population seems to use libraries and other public institutions at far greater rates. Underscoring this finding, the next section, which examines information sources for jobs, likewise illustrates that the African American population more heavily relies on a job center or agency for information about jobs, whereas the non-Hispanic White and Asian populations rely more heavily on personal contacts.

6 Information Sources

People in Austin still tend to get their information about places of interest from traditional sources, such as friends and family, and television. Online sites tended to be next, followed by radio, then newspapers. Facebook was the next source, overall, showing that it has become an importance source of information, followed by mobile apps and Twitter. New online sources of information are used, but not as much as traditional sources yet. For neighborhood information, within Austin, primary information sources are friends and family, television, newspapers, online sites, radio and Facebook. For Austin information, overall, primary information sources are similar except that newspapers fell to fifth place, behind radio, just ahead of Facebook.

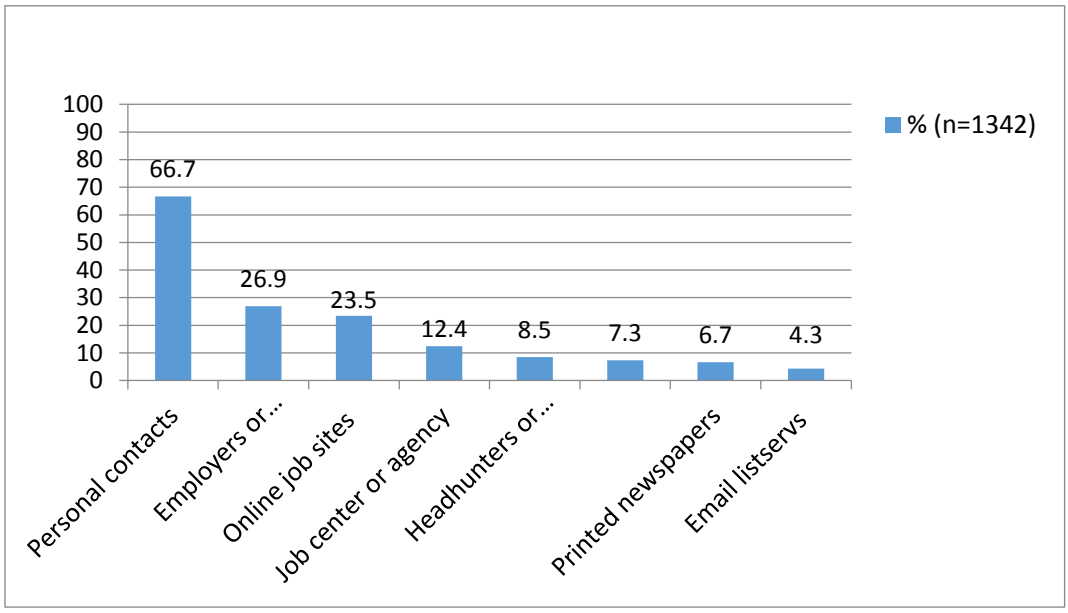
Table 11 Sources for Information about Places

Info sources	Neighborhood Info (%)	Austin Info (%)	Texas Info (%)	USA Info (%)	Other Countries Info (%)	Immigrant Country Info (%)
Friends & Family	57.5	64.9	60.9	52.9	41.5	15.6
TV (offline)	35.1	61.8	61.0	62.2	58.1	13.4
Newspapers (offline)	31.0	39.5	33.7	36.1	33.2	3.5
Online Site	28.4	56.5	54.3	56.7	50.8	9.5
Radio (offline)	25.9	50.4	41.8	41.8	38.8	7.9
Facebook	22.1	38.8	32.1	34.2	30.9	7.7
Mobile App	11	23.7	18.3	20.5	19.7	2.0
Twitter	3.9	13.0	9.7	13.5	12.2	1.1

The more prevalent source of job information is personal contacts, followed by current employers or colleagues, with online job sites as a distant second and third. Two-thirds of respondents get information about their current job from personal contacts, 26.9% from current employers or colleagues, while 23.5% from online job sites such as Monster, LinkedIn, and Craigslist. In comparison, only a small proportion of the respondents get job information from email listservs (4.3%), print media (6.7%), or social networking sites

(7.3%). In addition, 8.5% of the respondents get information about their current job from headhunters or recruiters and 12.4% from job centers or job agencies.

Figure 29 Current Job Information Sources



Across all age groups, the most frequently used source of current job information is personal contacts. The youngest cohort, respondents aged 18-24, are particularly reliant on this information source and are also the most likely group to rely on online tools such as job websites like LinkedIn and Monster. The youngest group is also by far the most likely to use social networking sites including Twitter and Facebook and are more likely than other age groups to report using employers and colleagues as information resources. No respondent in the youngest category reported use of job agencies or print media. The next age category of 25-34 year olds are just slightly less likely than their juniors to use job websites, but much less likely to rely on social networking platforms for current job information; whereas just over a quarter of the youngest respondents use social networking sites, under 5% of those 25-34 years old do. This 25-34 year old group is also the most likely age category to get job information from headhunters and recruiters and from email listservs.

Respondents aged 35-44 are significantly more likely than other age groups to report using job centers and agencies, and are the least likely to use personal contacts in seeking job information. Whereas about a third of respondents in the two youngest age categories report using job websites, this proportion drops precipitously among those 35 and older. Those who are 55 to 64 report the highest reliance on print media, followed by respondents aged 65 and older. Members of this oldest group are the most likely to use personal contacts as job information sources.

Table 12 Current Job Information Sources by Age

Current job information sources	18-24	25-34	35-44	45-54	55-64	65+	n
From personal contacts	70.2[1]	68.0	57.9	67.7	71.8	80.5	1342
From current employers or colleagues	30.2	26.7	27.1	26.3	25.4	20.0	1342
From online job sites such as Monster, LinkedIn, and Craigslist	34.7	33.3	17.8	10.5	11.9	7.3	1344
From a job center or agency	0.0	13.6	18.1	12.6	14.1	9.8	1343
Contacted by headhunters or recruiters	4.5	13.1	9.0	6.3	2.8	7.3	1343
From social networking sites such as Facebook, Twitter, Pinterest, and Meetup	25.1	4.9	5.0	2.6	2.8	0.0	1342
From printed newspapers, magazines, or journals	0.0	4.2	7.5	11.6	14.1	12.5	1342
From email listservs	4.0	6.0	1.9	4.2	4.9	2.4	1343

Table 13 Current Job Information Sources by Ethnicity

Current job information sources	Non-Hispanic White	African American	Hispanic	Asian	Other	n
From personal contacts	73.1[1]	43.2	59.3	65.7	82.9	1342
From current employers or colleagues	31.8	24.7	21.8	21.8	8.6	1342
From online job sites such as Monster, LinkedIn, and Craigslist	22.2	30.9	25.4	21.6	14.3	1343
From a job center or agency	9.3	28.4	13.6	18.8	2.9	1342
Contacted by headhunters or recruiters	9.3	2.5	8.9	6.9	8.6	1342
From social networking sites such as Facebook, Twitter, Pinterest, and Meetup	5.8	6.2	11.0	2.0	11.4	1342
From printed newspapers, magazines, or journals	5.5	16.0	7.4	6.9	2.9	1343
From email listservs	5.1	2.5	2.6	5.9	2.9	1341

[1]Percentage (%) within ethnicity category

Personal contacts are the most popular information resource for current job information across ethnic groups, and respondents in the categories of non-Hispanic White and Other are the most likely to use personal contacts for this purpose. Those identifying as non-Hispanic White are also the most likely to rely on current employers and colleagues, with nearly 32% reporting use of this information channel. Non-Hispanic White respondents are much less likely than Asian, African American, and Hispanic respondents to utilize job centers and agencies. Over 30% of African Americans report using job websites, followed by just over a quarter of Hispanics. African Americans are also significantly more likely to rely on print media such as magazines and newspapers, and job centers. Respondents identifying as Hispanic or Other are most likely to employ social media as a source of job information, and Asians are the least likely, with only 2% using social media tools for seeking job information. Asians are the most likely to report using email listservs for this purpose but across all of the ethnic groups, listservs were infrequently reported as a resource for job information.

Table 14 Current Job Information Sources by Gender

Current job information sources	Male	Female	n
From personal contacts	66.0[1]	67.5	1342
From current employers or colleagues	24.8	29.4	1342
From online job sites such as Monster, LinkedIn, and Craigslist	20.8	26.7	1343
From a job center or agency	12.7	12.1	1343
Contacted by headhunters or recruiters	11.8	4.7	1341
From social networking sites such as Facebook, Twitter, Pinterest, and Meetup	3.9	11.3	1343
From printed newspapers, magazines, or journals	7.9	5.3	1342
From email listservs	3.5	5.2	1342

[1]Percentage (%) within gender category

Table 15 Current Job Information Sources by Education

Current job information sources	Less than high school	High school	Some college	Under-graduate degree	Graduate degree	n
From personal contacts	73.1[1]	43.2	59.3	65.7	82.9	1342
From current employers or colleagues	11.6	23.8	21.5	30.5	36.4	1341
From online job sites such as Monster, LinkedIn, and Craigslist	26.3	18.0	24.5	25.0	22.1	1343
From a job center or agency	10.4	7.6	13.1	13.9	13.0	1343
Contacted by headhunters or recruiters	0.0	1.2	8.1	13.0	9.5	1341
From social networking sites such as Facebook, Twitter, Pinterest, and Meetup	0.0	1.7	14.4	6.2	4.7	1341
From printed newspapers, magazines, or journals	3.1	7.6	7.0	6.6	7.5	1344
From email listservs	0.0	1.7	2.4	3.2	12.3	1341

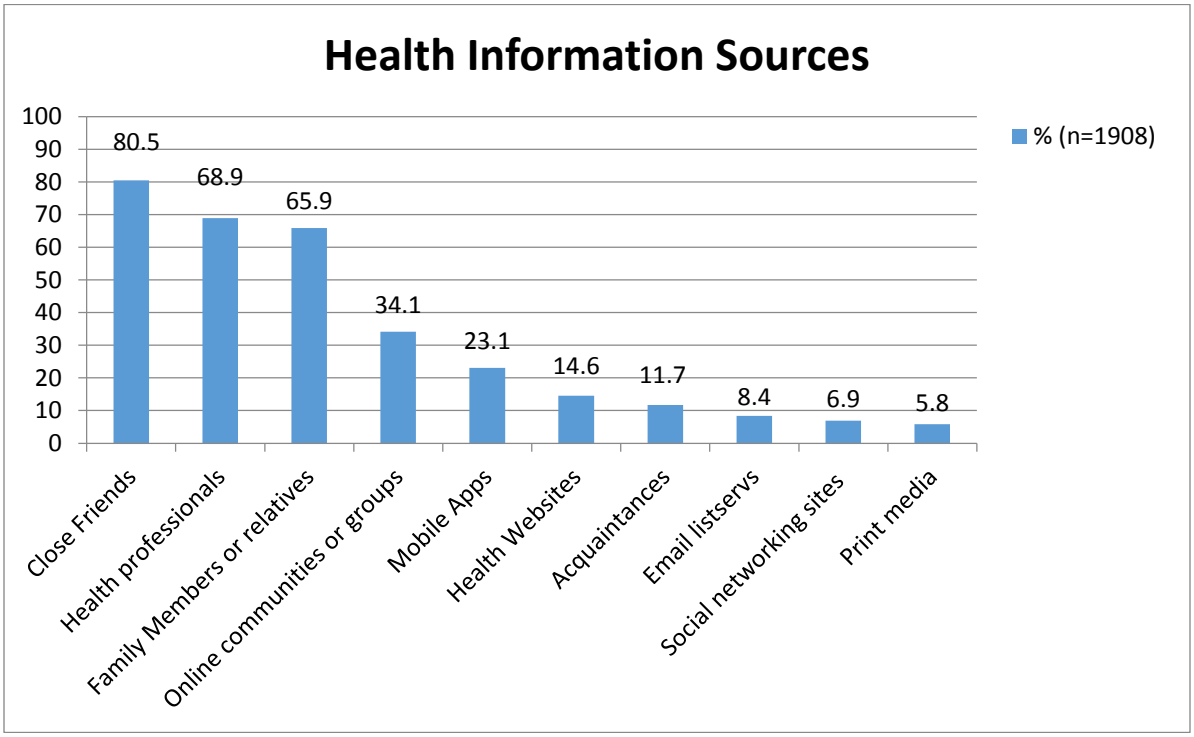
[1]Percentage (%) within gender category

Both men and women are most reliant on personal contacts for job information, followed by sources like current employers or colleagues, online job sites, and then job centers or agencies. Yet, female respondents use digital channels to get information about their current jobs significantly more than do male respondents, both in terms of going to online job sites and seeking information on social networking platforms. However, male respondents (11.8%) are more likely to be contacted by headhunters or recruiters than are female respondents (4.7%). There is no significant gender gap in terms of getting job information from personal contacts, current employers or colleagues, job centers or agencies, print media, as well as email listservs.

Across all education groups, the most frequently used job information source is personal contacts. Interestingly, people who have lowest levels of education and who have the highest levels of education are significantly more reliant on personal contacts. Significantly lower percentages of respondents with high school and undergraduate college education get information this way, and those with high school education were the least likely to report using personal contacts. People reporting at least some college are much more likely to be contacted by headhunters or recruiters than those who have high school or less education. Respondents who have completed college are more likely to get job information through current employees or colleagues. Respondents with some college education—but without undergraduate degrees--are more likely to get current job information through social networking sites such as Facebook, Twitter, Pinterest, and Meetup than people with other levels of education. Those with a graduate degree are the most likely to get job information through email listservs. There are no significant educational gaps in terms of getting job information through job centers or agencies as well as print media such as newspapers, magazines or journals.

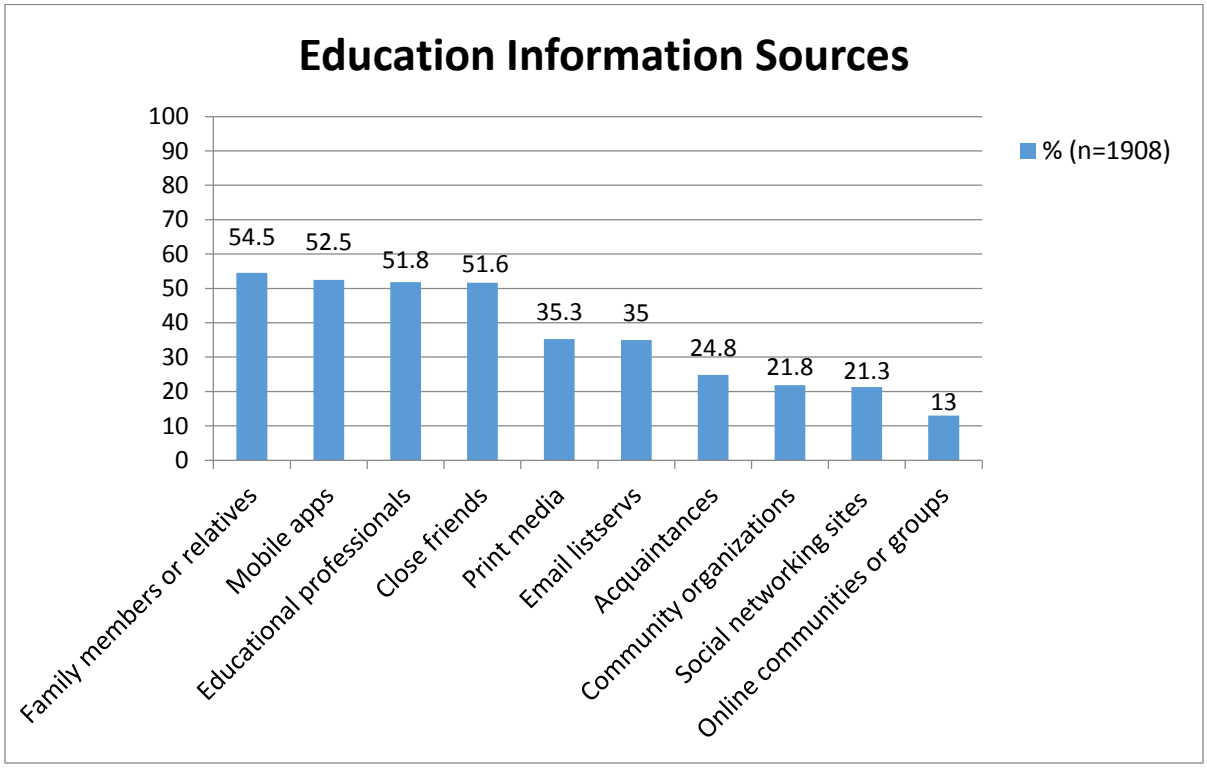
The most prevalent source of health information is close friends, followed by doctors, nurses or public health professionals and family members or relatives. For example, 80.5% of respondents get health information from personal contacts, 68.9% from doctors, nurses or public health professionals, while 65.9% get this information from family members or relatives. By contrast, only a small proportion of respondents get health information from print media (5.8%), social networking sites (6.9%), and email listservs (8.4%). In addition, 11.7% of respondents get health information from acquaintances, 14.6% from health websites, 23.1% from mobile apps, and 34.1% from online communities or groups.

Figure 30 Health Information Sources



Family members or relatives (54.5%), teachers or other educational professionals (52.5%), and close friends (51.6%) are primary sources for education information. It is noteworthy that another main source people use to get education information is mobile apps (52.5%). By contrast, much smaller percentages of people rely on acquaintances (24.8%), community organizations (21.8%), social networking sites (21.3%), and online communities or groups (13%) to get educational information. Furthermore, 35.3% of respondents use printed newspapers, magazines, or journals and 35% use email listservs to get educational information.

Figure 31 Education Information Sources



7 City Services

Using Technology to Access Online City Services

Respondents frequently use digital technology to pay bills and access city services. In terms of technology, PCs are the most popular choice of technology, with 17% of respondents employing PCs on at least a weekly basis. Nearly 75% report using a PC at least once for paying utility bills or for getting city information. Smart phones are the next most popular mode of access, with nearly 11% of respondents using them at least weekly to access city information or pay utility bills. Just over 41% of respondents have used a smart phone at least once to access these services. Tablets, which rank as the third most frequently reported technology, are considerably less common, with just 16.8% of people surveyed using them at least monthly for bills or for finding city information.

Computers in city libraries or labs and game consoles are rarely used for these purposes. Only about 3% of respondents (out of N=1521) report ever using a computer at a city library or lab.

Figure 32 Device Frequency of Use for Paying Utility Bills or Accessing City Information

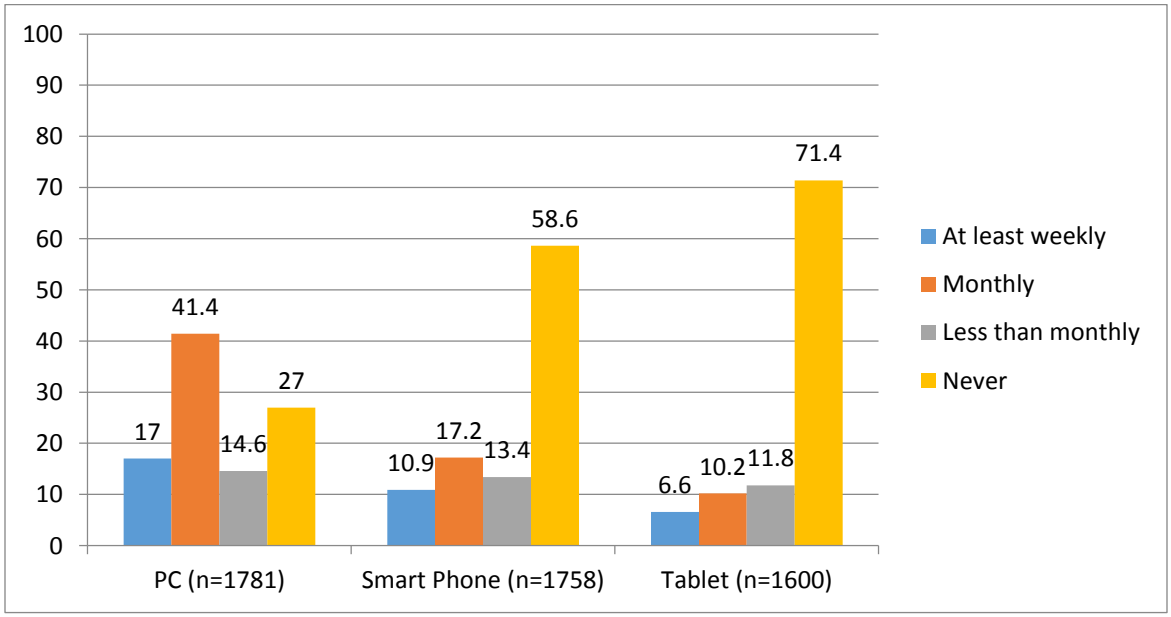


Table 16 Accessing City Information and Paying Utility Bills at Least Monthly

Race/Ethnicity	PC	Smart Phone	Tablet
Non-Latino White	68.1	26	15.6
African American	40.5	18	9.1
Hispanic	43.9	31.1	14.3
Asian	88.7	44.4	30.5
Other	36.6	7.7	60

Table 17 Accessing City Information and Paying Utility Bills at Least Monthly %

Income	PC	Smart Phone	Tablet
<$19,999	46.1	27.2	15.3
$20,000-$39,000	57.5	47.8	8
$40,000-$74,999	62.8	30.7	14.8
$75,000 +	70.3	28	21.5

Table 18 Accessing City Information and Paying Utility Bills at Least Monthly %

Education	PC	Smart Phone	Tablet
<High School	44.3	45.1	14.9
High School	30.2	17.5	15.8
Some College	55.3	25	10
Undergrad Degree	70	29.1	19.5
Graduate Degree	77.6	31.6	24.5

Those using PCs to access online city information and bill services are likely to be of non-Hispanic White or Asian backgrounds, with a high income and education level. Asian and Hispanic users are more likely than other ethnic groups to use smart phones for this purpose.

Respondents without high school diplomas are also more likely to employ smart phones in this manner. Tablet users are generally fewer, and tend to hold college degrees and have high incomes.

Awareness and Perception of City Services

The City of Austin offers a variety of free services to support residents' access to computers and online technologies. These include computer and Internet access at Austin Public Library branches, public Wi-Fi service in downtown Austin, computer training in public libraries and city-affiliated venues, and Wi-Fi access on Capital MetroRapid buses. Awareness of these services varies widely by race and ethnicity, income, and education. Overall, respondents are most familiar with the computer and Internet access services offered at Austin Public Library branches, with nearly 95% reporting awareness. The great majority of respondents were aware of other public services, although these programs were not quite as well-known as the Library's computer and Internet access facilities. Respondents were least likely to know about Wi-Fi access on city busses, with nearly 14% of respondents reporting they are unaware of this service.

Table 19 Respondents' Awareness of City Services

Service	% Aware
Computer and Internet Access at Public Libraries	94.9
Free Public Wi-Fi Downtown	86.7
Public Computer Training	88.1
Wi-Fi on Capital MetroRapid	86.1

While it is encouraging that many Austin residents are aware of the services offered by the City – at least 80% of every population group reports being aware of these services - awareness varies considerably by race and ethnicity, income, and education level, and this may indicate the need for greater outreach among certain populations. African American residents were among the respondents least likely to report awareness of City of Austin digital inclusion efforts, particularly the downtown area Wi-Fi service and computer training programs. Additionally, over 10% of African American respondents are not familiar with the free computer and Internet access offered at Austin Public Library branches. Generally, the Library programs were the most widely recognized across the categories of Race and Ethnicity, Education, and Income.

Disparities in knowledge among different education levels were among the most dramatic. Whereas nearly most people with at least a high school education knew about free public computer training, nearly 30% of respondents without a high school diploma reported being unaware of these programs. Those at the lowest end of the education spectrum were also least likely to be aware of Wi-Fi service on Capital MetroRapid buses and in Austin's downtown.

Respondents annually earning from $20,000-$39,999 demonstrate the lowest awareness among the different income groups. Those reporting the lowest incomes, below $19,999, were significantly more aware of City services including CapMetro Wi-Fi and public computer training than those in the tier above them. Respondents reporting incomes over $40,000 consistently showed greater familiarity with public programs than those survey participants in lower income categories.

Figure 33 Percentage Reporting Awareness of City Services, by Race/Ethnicity

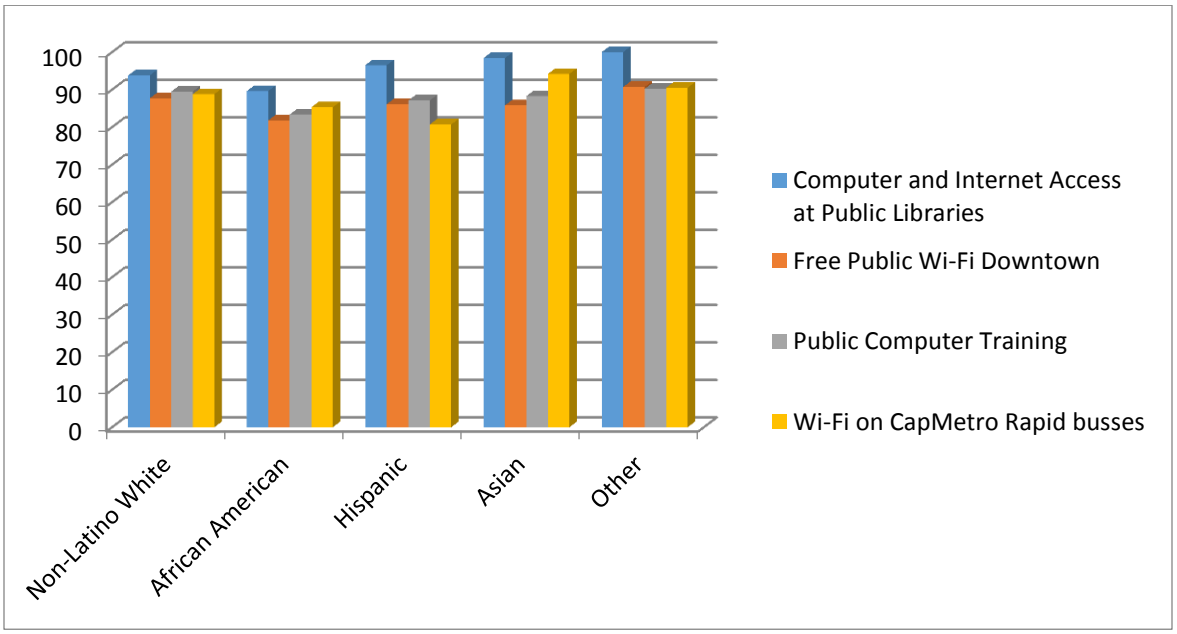


Figure 34 Percentage Reporting Awareness of City Services, by Education

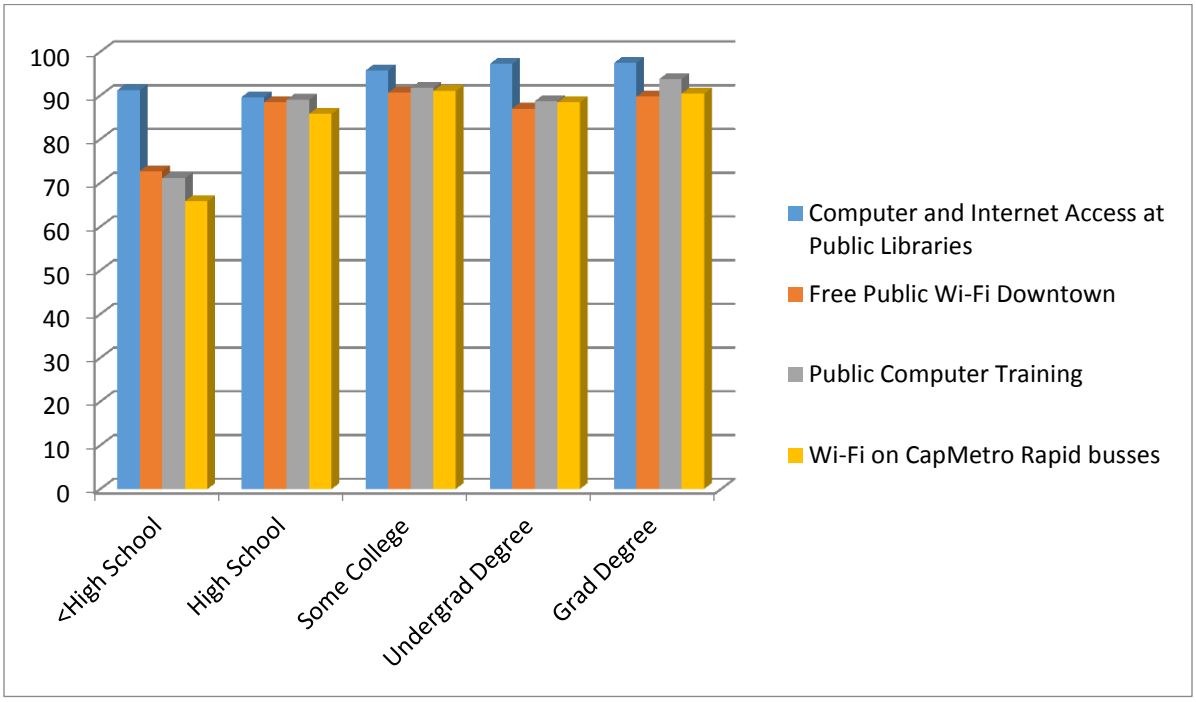
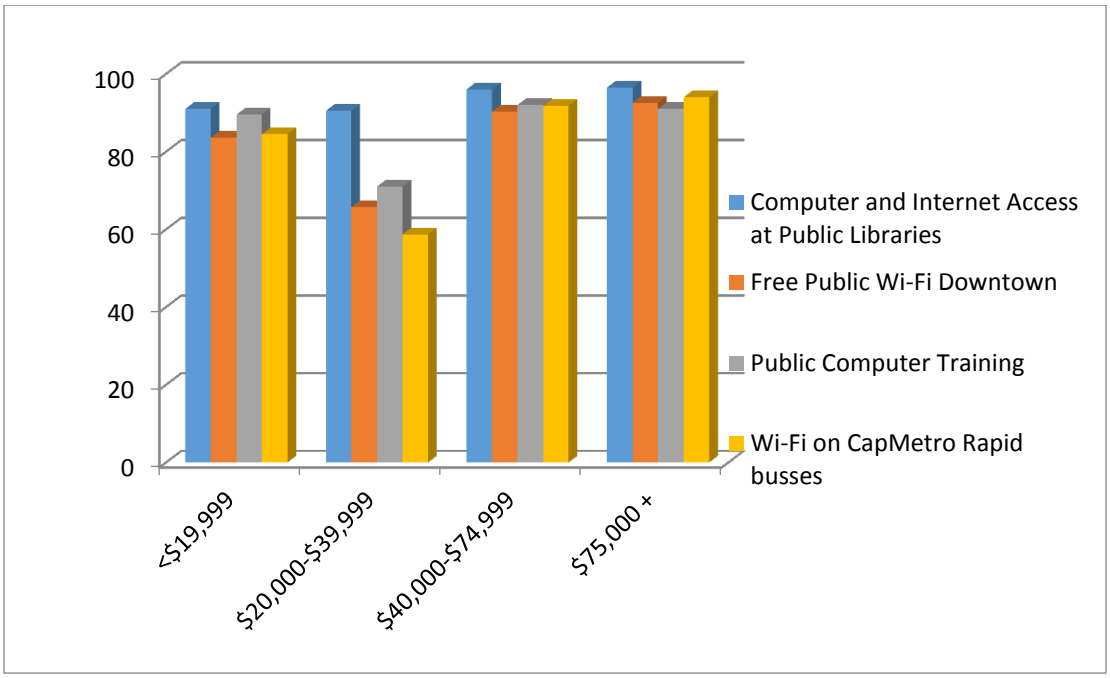


Figure 35 Percentage Awareness of City Services, by Income



As expected, non-Internet users are also significantly less likely to be aware of these City services. Nearly a third of non-user respondents are unaware of Wi-Fi on the MetroRapid buses, while over 20% are not familiar with free computer training programs or the free

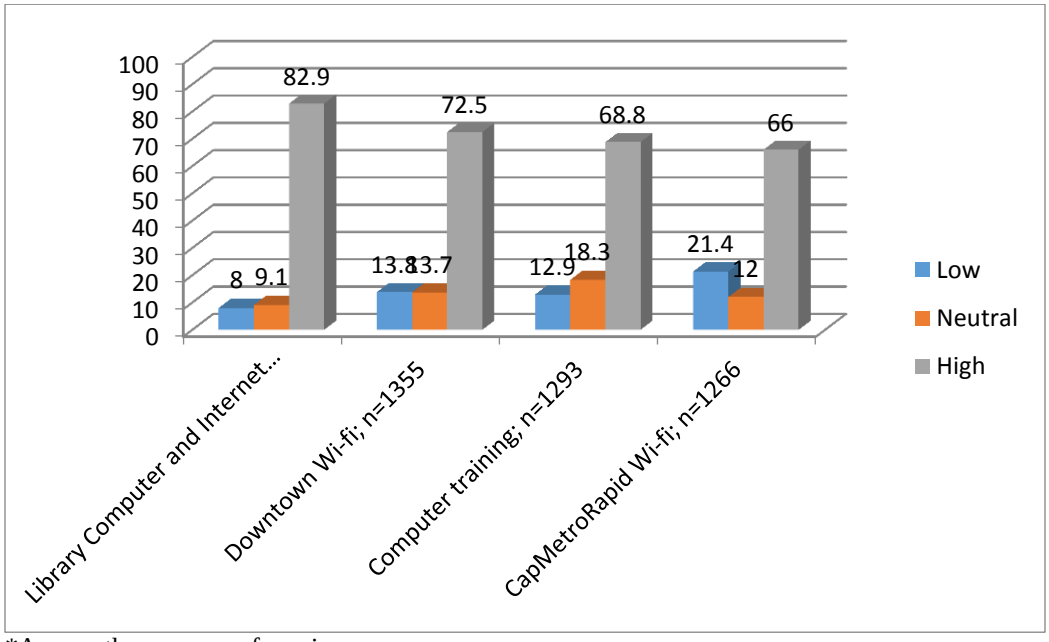
downtown Wi-Fi network. Austin Public Library services are the most likely of the programs to be familiar to non-users, with just 16.4% reporting they are unaware of them.

Public Service Priorities

For survey participants who are aware of the City's free computer and Internet services, the Austin Public Library's programs rank the highest in importance, followed at a distance by the free downtown Wi-Fi service, computer training, and Capital MetroRapid bus Wi-Fi (Figure 36).

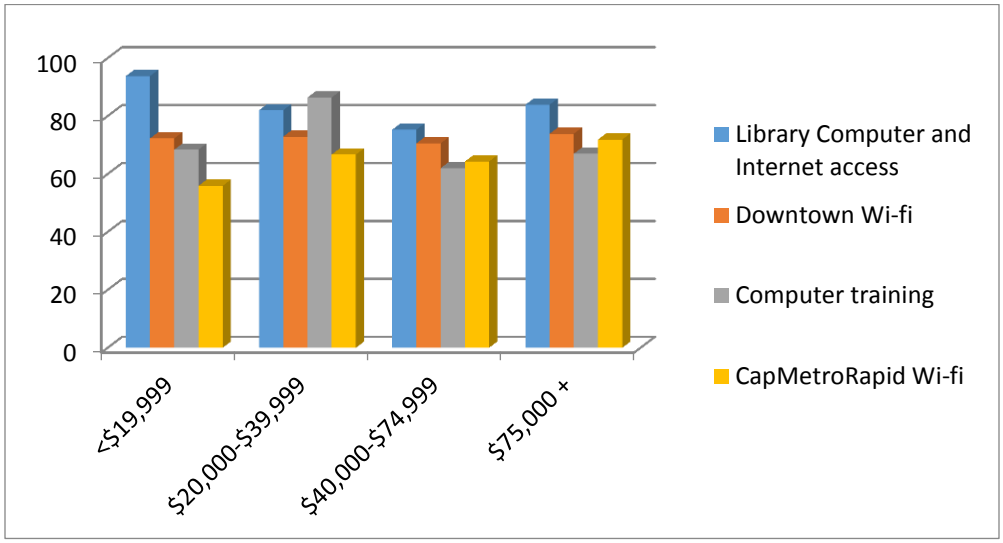
Income is associated with the value of these services. Respondents in the lowest income category, African Americans, and those with at least 16 years of Internet experience are most likely to identify Austin Public Library services as high priority. These same groups all tend to show the least interest in Capital Metro bus Wi-Fi service. Respondents identifying as Hispanic and those without high school diplomas show the greatest interest in this service. Hispanics, respondents without high school diplomas, and those reporting annual incomes of $20,000-$39,999 were among the most likely to prioritize computer training (Figure 37 through Figure 39).

Figure 36 Public service importance ratings (in %)*



*Among those aware of services

Figure 37 Agree Services Ranked are Important, by Income



Generally, survey participants with less education were more likely to show support for Wi-Fi service downtown and on city buses, as well as computer training, while those with at least undergraduate degrees demonstrated less interest in these programs. That said, over 60% of the sample rated all of the services as important (Figure 39).

Figure 38 Agree Services are Important, by Race/Ethnicity (%)

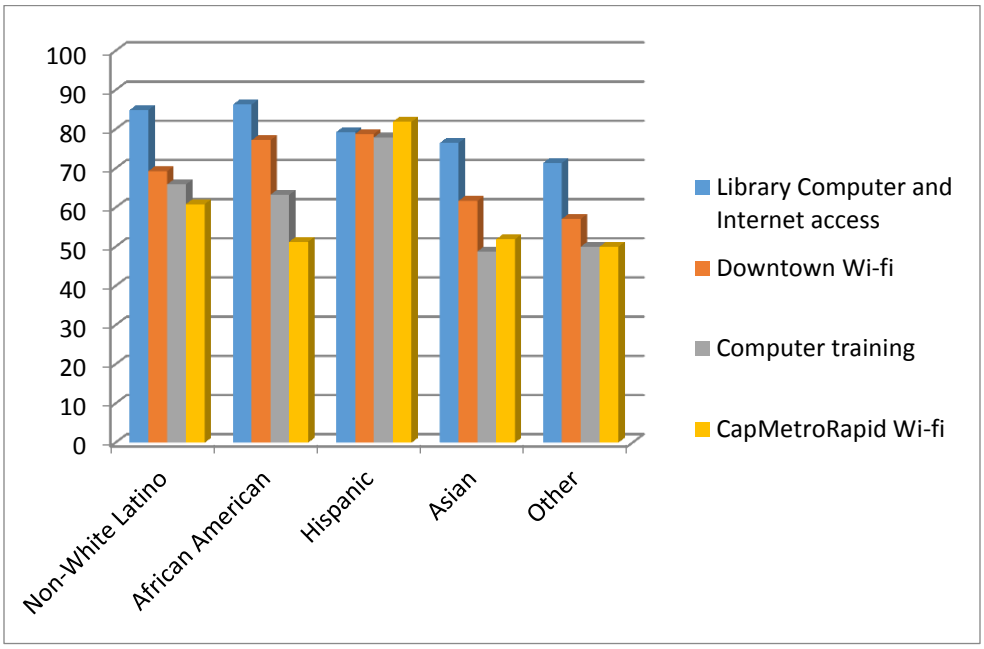
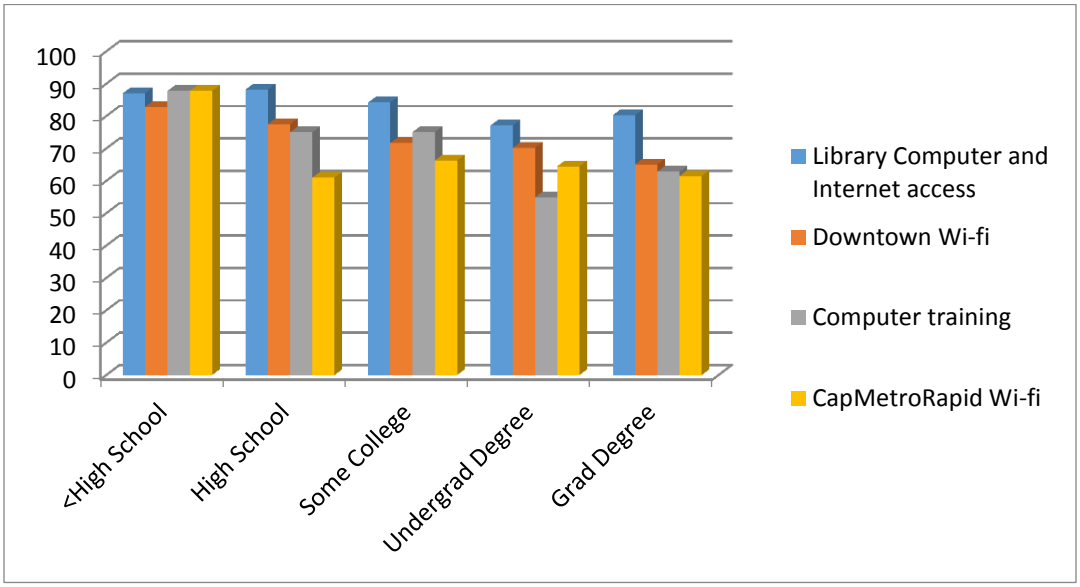


Figure 39 Agree Services are Important, by Education (%)



8 Qualitative Observations

Bases of qualitative information

The qualitative portion of this report is based on complementary sources of information gathered over time from 1999 to 2014. They include observations by University of Texas undergraduate and graduate students made at six libraries and public access or training centers of what kinds of people, in terms of age groups, ethnicity, and gender, were using public access. Where possible the students also observed what kinds of things people were working on and what kinds of help they asked from the librarians, staff or other users. The second is based on in-depth qualitative interviews that examined peoples' life history with media and technology interviews with 35 people in 2014, plus other interviews conducted since 1999—with major waves in 1999-2000, 2004-06, 2009, 2012 and 2014. In some interviews, we put emphasis on interviewing three generations of the same families to better observe trajectories within families over time. In 2014, to get a better sense of low income, first generation immigrant Latino families, we concentrated about a third of our interviewing in Dove Springs, about half of that with people associated with River City Youth Foundation. The rest of the interviews were with a variety of people in Central and East Austin.

Public access still necessary

The 2014 City of Austin/UT Digital Competencies survey shows that most have home access (93%), but a significant minority among the African American and Latino minorities, older people, the poor and the least educated, does not. We note that many people use public facilities because they lack either a home computer or a home-based connection to the Internet. For example, a number of parents interviewed in Dove Springs in 2014 noted that their kids used computers and Internet at multiple locations: at home if they had them (only a minority of those interviewed had computers and home, not all of those connected to the Internet), at school (but effective access at school was limited), at libraries, and at River City Youth Foundation (RCYF) and other community centers.

Austin Public Library for access to computers and Wi-Fi

Observations from libraries concentrated in East Austin show that many people come to the Austin Public Library (APL) to use public access computers and, increasingly, many also come to use free public Wi-Fi on their own devices. Both kids and adults frequently use Wi-Fi at the Austin Public Library on their own computers and devices. For example, when we asked one adult professional immigrant from Mexico in 2014, "Have you ever been to a library in Austin? What did you use there?" He said, "Yes, but it was mainly because I didn't have Internet at the time and I needed to do research for work. Therefore, I would go to the library primarily for the Wi-Fi."

Schools are also crucial for both access and skills learning. In-depth interviews conducted by students over the years, from 1999 to 2014, show that many lower income and minority youth first got access to a computer in school, usually in a keyboarding or similar class in the second to fifth grade. In 2014, the teenage son of one adult interviewed at River City Youth Foundation still commented that, "I didn't know what a computer was up until about 5th grade."

Internet continues to be too expensive for some

For many of the poorest people in Austin, having home Internet is still too expensive. For example when an interviewer asked a first generation immigrant from rural Mexico in 2014, "Do you have Internet?" They replied, "Now, no. We had it for a while but we got rid of it because it was so expensive."

Access devices like cell phones and tablets seem to broaden who uses Internet

The survey and in-depth interviewees both show that older adults, less educated adults, and those with little computer experience may find both smartphones and tablets easier points of access to the Internet than a laptop or a PC. For example, one second generation immigrant, in his late teens, said of his parents, "No, my mom doesn't know how to use a computer. We bought her an iPad for Christmas and she's barely learning how to use it. My dad, he has an iPod but just for music. He doesn't have apps or nothing like that. My mom, neither of them know how to use a computer."

River City Youth Foundation (RCYF) has started giving graduates of its adult computer course a tablet. One of the UT interviewers asked an adult participant, a first generation immigrant mother in Dove Springs, "So [RCYF] gave y'all a tablet right? What do you use the tablet for?" She said, "Well to communicate with them and also to help out my kid, when he needs to write about something we look it up there, if he wants to know about a planet we search about it and find the one that is more credible and more understandable, that's how it's helped…"

Computers frequently first acquired for kids school work

A variety of studies since the late 1990s have noted that lower income, lower education, African American and Latino families often thought of computers primarily as something that was good for their kids, and usually bought them for that reason. This still seems to be largely true for these groups. A UT student originally from Guanajuato noted, "We did have TV and radio most of my life but we didn't have a computer until I was in middle school so all of my homework that I had to do I would have to go to the public library or stay after school so that I could type up my work because I knew I didn't have any of that stuff at home. Eventually we did get a computer but that was mainly just to type things. It wasn't until a year after we got that computer that we added the Internet which made things a lot

more simple because, just doing homework at home was easier than staying at school for so many hours or having to get there super early."

A number of programs through schools and non-profits have tried to get computers into homes, particularly those of families with school age children. For example, some kids in Dove Springs first got computers through a middle school 'computers for kids' program. A University of Texas student from that neighborhood noted that, "… in middle school there was this program where we got the big computers, and we would stay after school and we would learn how to use them, and take care of them, and then we would get to take it home… we would have to go to meetings, and our grades had to be good… It was when I was in 8th grade. It was like 2006."

Many lower income and minority kids do have game systems

Some also first get Internet access devices, computers, smart phones and, recently, tablets, to play games. This is more common for boys, but includes girls as well. Girls are more likely to say they were drawn into the Internet to use Facebook, but some boys also say that.

Observation of several Wired for Youth centers at East Austin public libraries showed that a number of children and youth, particularly boys, used the centers to play games, but a number of youth also did homework, used social networks, sought information, watched videos, etc. The relative openness of the Wired for Youth centers to let kids do a variety of activities, and the availability of youth librarians to help kids with homework searches, etc., have definitely helped bring youth into the library and into computer and Internet use. In contrast, the first UT observation study of East Austin libraries in 1999 showed that minority boys were very under-represented in their use of public access at the libraries. That changed dramatically by 2009 and 2014. Minority youth are now strongly motivated to use the Internet and flock to libraries to do that. In fact, boys have been using public access more than girls since 2009, perhaps motivated by the popularity of playing computer games, watching videos, doing searches and the increasing requirement by schools to type papers and use searches.

Technology empowering in various ways

Access to technology is empowering in a variety of ways. A graduate of the River City Youth Foundation program and the mother of a son in their youth program said she is not only able to use her tablet that was given to her by River City Youth Foundation but she finds it empowering. Having a son with Downs Syndrome, she says she is able to use her tablet to research the function of the new prescribed medicine they give to her son; she also volunteered that the tablet "has helped because since he runs, he likes to watch kid songs and videos and it's the way he stays calm."

Public access is necessary but not sufficient

We have found in in-depth interviews with a variety of people that most of them, except perhaps those under 30, have needed help from someone to learn how to use computers or the Internet. Many children in the middle class learn from parents at home. They tend to have an advantage that lasts, visible in both survey results and qualitative interviews. Many others learned at school. The 2014 survey showed that teachers taught over a quarter of those in the survey. Others learned from colleagues or friends at school or work. Qualitative interviews bear this out.

Technology access is increasingly required for a variety of tasks that everyone has to perform, no matter their level of Internet access or skill: access to government services, signing up for health care, filling out forms for university admission, and so forth. However, just having access to a computer and the Internet, as at most libraries, is not necessarily enough.

Many disadvantaged people also need extensive coaching or classes to learn how to do those necessary tasks online. For example, UT students' observations at libraries and at the DeWitty Center, as well as DeWitty's own internal research, tends to show that many people, particularly working class African American men, go there to learn to do very basic, but required tasks and forms, for unemployment insurance, to apply for jobs, to create resumes, and beyond.

DeWitty has staff available and trained to help and coach people individually, but most libraries and other public access centers, such as those in the Housing Authority of the City of Austin (HACA), do not. One Austin Public Library location, the Willie Mae Kirk Branch, has a part time staff person to help people with individual tasks and learning; her experience, as related at a briefing for the City of Austin Telecommunications and Regulatory Affairs digital inclusion advisory committee in 2014, shows that there is considerable demand for this kind of service. University of Texas students' observation of the kinds of computer and Internet help patrons seek at East side Austin Public Library branches tends to confirm that people need more individual help than the existing librarian staffing pattern is able to supply.

Older generations particularly need help with skills, overcoming fear of technology

A number of older teenagers and college students interviewed in the qualitative interviews said they had helped parents, grandparents or other older relatives learn how to use computers, tablets, even smart phones, to use the Internet, since it was hard for them to learn on their own. A University of Texas student from Mexico noted in 2014, "I taught both my parents how to text. It's a lot more convenient. I try to call them or text them at least once a day."

In an interview, one middle-aged immigrant from rural Mexico was asked, "And why don't you want a Facebook?" She said, "I don't know how to use it. They [her children] try to teach me, but I can't… I can look at it just fine but I can't type well." Observations at several libraries as well as DeWitty and River City Youth Foundation (RCYF) confirmed that many disadvantaged would-be users lack typing or even literacy skills, as well as confidence to try to develop skills.

River City Youth Foundation has also begun to concentrate more on teaching adults in the last three years, including a number of confidence building measures, including learning how to do the same skills, such as sending email, on computers, tablets and smart phones. This also raises a question of multiplatform literacy, helping people learn how to use the technologies they already own; similar to some school programs that let students bring their own devices and learn how to use them for school work.

We find that confidence, skills and multiplatform literacy are important to teach the maximum number of disadvantaged users. In an earlier round of observation at both libraries and public access centers in 2009, University of Texas students observed a program for seniors at Conley-Guerrero Senior Center, which had very specific programs for building both confidence and capacity to use technology. One example in 2009 was a computer class segment called "Mouse Aerobics," focused on just getting seniors comfortable with moving the mouse and use it to do things onscreen.

Losing fears of computers

One need is to help older, less educated and more disadvantaged users lose their fear of computers. One first generation immigrant Mom in Dove Springs was asked by an interviewer, "How did you learn (to use computers)?" She said, "Here (River City Youth Foundation), here was where I lost the fear." But the same interviewee noted that she preferred to use a tablet or phone for Internet now because they are easier to use.

Lower income parents want to use tech to help their kids in school

One of the problems highlighted to us in an interview with one of the directors of River City is the lack of contextual knowledge for many immigrant parents. They do not know what the work and education demands on their children will be. So River City Youth Foundation has started working more contextual information into their digital inclusion classes, focusing for example on what parents need to know and then teaching them tools that can help. For example, the first email assignment in the parents' class is to email their child's teacher. One of the first Web assignments is to learn how to use AISD Parent Connect. An upcoming program planned by Housing Authority of the City of Austin will also incorporate this idea, teaching parents about AISD Parent Connect. We think it shows the need to contextualize digital inclusion instruction, connecting it to solving problems people have with work, health information, and parent information.

One woman in Dove Springs commented about the River City Youth Foundation parent education and technology class she took: "[I am] very excited because, can you imagine… for me it's a blessing having come across Tech Comunidad and their teachers because they're always making sure that we learn. And I'd say, you normally pay for computer classes and here it's all free and plus we're going to get a tablet at the end, so yeah I'd say it's such a blessing." After having a laptop only three months, she is delighted to be able follow her son's grades in school more closely. (The River City Youth Foundation parents' class taught her to use AISD Parent Connect.)

Getting tech to keep in touch with families in US and across borders

Among poorer residents, including recent immigrants, there is an increasing use of Internet devices, starting with computers, but increasingly focusing on smart phones and tablets, for communication with family and others. For older adults, using Skype is one of the main attractions of computers and tablets, since it is a lot like talking on the phone. The same is true for first generation immigrants to communicate with family back "home." Many like Skype, particularly, since they can see each other, as well as talk. A Mexican student at University of Texas noted, "So my grandma likes to talk on the phone. With my dad, it's phone and emails… And so with my mom, I communicate via Skype. With my sister, I use Skype and Facebook. I also use Whatsapp to communicate with all of them but not my grandmother. She wants to learn how to text but she can't."

Trends in Austin's disadvantaged population's use of digital media

In addition to the above, we note that there are several large social trends that are relevant:

First, there is a long-term process in the formation across generations of the educational or cultural capital needed for empowering digital media use. What do grandparents and parents try to pass along? Where does education for their children fit in their priorities?

Second, what are overall family trajectories toward computer and Internet use at home, which is very helpful for letting younger children learn computer and Internet skills early in life? As noted above, many disadvantaged children only learn computer skills at school, so their skills and knowledge already lag those who learned at home.

Relatedly, do both parents and youth have access to the kinds of schools and work where they learn how to use computers and the Internet for empowering, educational or work uses, as opposed to simply learning how to consume entertainment through digital media? Do they become digital media creators or consumers?

Finally, we have evidence from the 2010 and 2014 surveys, as well as from qualitative interviews that the oldest generation and parent generation are sometimes now learning technology from their children, or grandchildren, although our quantitative results did not

signal children as more important sources than libraries or schools or parents. Can training be stimulated or helped along by programs through schools or non-profits?

9 Conclusions

Austin is a community that is very aware of and in love with technology. Home broadband subscriptions and Internet use, at 92% each, exceed national averages, and there is keen interest in the upgrades currently promised by many local service providers including Time Warner, Google Fiber and AT&T U-Verse. People use a variety of digital devices for various purposes, and the Austin population provides evidence of growing use of, or even dependence on, the smart phone for many purposes. Mobile devices are widely used, and have supplanted or are supplementing conventional computers in many regards. The local population's use of some digital technologies exceeds national averages. With a growing technology workforce, prominent universities recognized for their degrees in engineering and sciences, a videogame developer industry and the internationally known SXSW Interactive Festival that showcases all things digital, Austin takes its place at the front ranks of cities with digital technology users.

Does this mean the digital divide is gone? We titled this study "digital inclusion" because while simple access may have receded as an issue, both the cost of access to a high quality or high speed network and the interest and expertise levels in using digital resources vary across the population. Disparities in income, education and minority status still are associated with peoples' status as "digital competents." Older people also comprise some of the least connected. In a world where information services - indeed all services – are migrating toward digital platforms in some fashion, this is worrisome. Our study suggests the 8% of people (52,805 adult Austinites) who are not using the Internet are predominantly Hispanic or non-Hispanic White, have not completed high school, and are somewhat older; they also report that price, privacy concerns, followed by disinterest, are the main factors in their not using the Internet. Even among Internet users, however, we see different levels of digital fluency; enhancing skills and capabilities remains an important issue.

As more people migrate to various devices that are cheaper, mobile, and easier to use, some critics believe that digital inequality issues disappear. This study finds wide use of mobile technologies such as smartphones, and hints that some populations may be substituting spectrum-based smartphone access to the Internet for home broadband subscriptions to a fixed line source of bandwidth. However, inasmuch as reading and creating content on a mobile phone platform remains more difficult than in a PC-based environment, this substitution may be problematic. As well, we still see issues of cost and digital fluency mixed in with the many positive signs of digital inclusion.

Many city-sponsored and non-profit services have long track records in remediating the disparities associated with using computers and the Internet. We observe anecdotally that for a certain population, children can be a gateway toward using technology, both in terms of (1) parents being sufficiently interested in their children's education that they acquire the skills to interact with their schools, and (2) becoming more technologically savvy with help from their children. It is encouraging that City-sponsored programs such as computer access and help in libraries appear to be widely appreciated among the citizens, and that other city-sponsored access locations are indeed used by segments of the population, particularly African Americans and the disabled.

There does seem to be some evidence, however, that older people in particular are not aware of or engaged in programs designed to train people. The services exist, and 42% of our sample indicated they would need training to use the Internet, but there may be a disconnect between the nonuser population and the services: is it an issue of motivating or engaging people? Is it an issue of matching services to the locations of the users, to their time constraints, or to their interest levels? Are the environments where training services exist perceived as friendly or welcoming to would-be clients? Several possible explanations are available.

The City has unique opportunities to tailor the many training services that do exist to the populations that could benefit from becoming more digitally proficient.

Appendix A Respondent Demographics

Respondent demographics mirror some of the same biases present in many population surveys: the sample was older, more educated, more female and skewed to the non-Hispanic White population. Consequently, a weighting procedure developed by Dr. Strover was used to compensate for the unrepresentativeness of the randomly sampled respondents. Using criterion data supplied by the 2010 Census and the 2012 American Community Survey, SPSS 22's raking procedure generated a weight used in subsequent analyses.[6] The four weighting variables included sex of the respondent, educational level, race and ethnicity, and age group. With the weighting procedures, the survey results are generalizable to the Austin population. The following tables illustrate the results for basic demographic characteristics of the city. We provide comparisons of the unweighted and weighted frequencies.

Table 20 Race and Ethnicity, Age, Education Level and Gender: Weighted and Non-weighted Sample Results and Census Results for Austin (N=1908)

	2010 Census Parameter	Unweighted	Weighted
Race and Ethnicity 18 Plus			
White, non-Hispanic	48.7%	72.6%	48.7%
African American	7.7%	5.0%	7.7%
Hispanic	35.1%	14.8%	35.1%
Asian	6.3%	3.7%	6.3%
Other	2.2%	4.6%	2.2%
Gender			
Male	50.6%	42.0%	50.60%
Female	49.4%	57.0%	49.4%
Educational Attainment 25+			
Less than high school	13.2%	2.3%	13.2%
High school	16.7%	9.3%	16.7%
Some college	24.6%	17.9%	24.6%
BA	29.5%	38.5%	29.5%
Postgraduate	15.9%	31.9%	15.9%
Age[7]			
18-24	18.6%	1.00%	18.6%
25-34	26.6%	13.8%	26.6%
35-44	19.0%	18.7%	19.0%
45-54	15.5%	16.2%	15.6%
55-64	11.2%	22.0%	11.2%
65+	8.9%	28.4%	8.9%

[6] The relevant comparative data are reproduced at http://www.austintexas.gov/page/demographic-data.
[7] Computed on the basis of 2010 Census figures for 18 and older only; total adult population base=614,923

The mean size of the sample households is 2.1 (compared to the 2010 Census reported household size in Austin of 2.37), and roughly one fifth of the sample (21%) lived alone, with another 47% living with one other adult. Two thirds of the households had no children living with them; about 9% lived with one child and another 15% lived with two children.

Table 21 Children in Household (n=1908)

Number of children	Percent of Households
None	70.8
1	9.1
2	15.7
3	3.7
4 or more	.8

As highlighted earlier, the weighted sample racial and ethnicity composition includes 48.7% non-Hispanic Whites, 35% Hispanic, 7.7% African American and 6.3% Asian. Overall, even with the weighting, over 45% of the population has completed a college degree (Bachelor's level or higher). This statistic matches a national Census-based survey (the American Community Survey 2012 figures). Finally, with regard to income, the median income level in the sample is in the $50,000-$74,000 category, compared to the 2010 Census-reported median household income of $50,132. We conclude the sample is a good representation of the Austin population on these dimensions.

In terms of employment, just over half the sample reports working full time, and 13.7% report working part-time. The 2012 American Community Survey Profile Report notes that among people 16 years and older, 73% were in the labor force, either employed or actively searching for employment. In a city with many universities and opportunities to extend one's education, it may not be too surprising that 17.2% report being students. The adult population reporting a disability that affects their use of the Internet is 6.1% (compared to the American Community Survey results for Austin of 8.3% "with a disability.") The median age of the weighted sample is 37.

Table 22 Sample Demographics (Weighted)

	In Percentages (N=1908)
Gender	
Male	50.6
Female	49.4
Ethnicity/Race	
White (non-Hispanic)	48.7
African American	7.7
Hispanic	35.1
Asian	6.3
Other[8]	2.2
Age Categories	
18-24	18.6
25-34	26.6
35-44	19.0
45-54	15.6
55-64	11.2
65+	8.9
Education	
Less than high school	13.2
High School	16.7
Some college	24.6
B.A. or B.S.	29.5
Post-graduate	15.9
Income	
Less than $10,000	5.6
10,000 – 19,000	6.2
20,000 – 29,000	9.3
30,000 - 39,000	7.3
40,000 – 49,000	7.3

[8] Native American, mixed race, among others

50,000 – 74,000	16.5
75,000 or more	32.7
No answer	15.0
Disabled	6.1
Employment*	(N=1908)
Full-time	51.4
Part-Time	13.7
Self-Employed FT	7.2
Student	17.2
Homemaker	3.2
Unemployed	7.1
Retired	10.2
Other	1.6
Work Type	
Professional	27.3
Manager	11.3
Business Owner	9.1
Clerical	10.0
Service	5.6
Skilled	4.9
Semi-Skilled	4.4
Other	15.1
Self Employed or Small Business	14.6
"High Tech"	3.6
"Cultural"	4.5

*Percentages may not add to 100% because of multiple responses and subsamples

The following tables illustrate some of the relationships within the sample regarding education, race and age. It is worth highlighting that younger people in the 18-24 age bracket, typically thought of as technologically sophisticated, have lower educational accomplishments - primarily because education takes time. Non-Hispanic White and Asians have higher levels of education overall.

Table 23 Education by Race

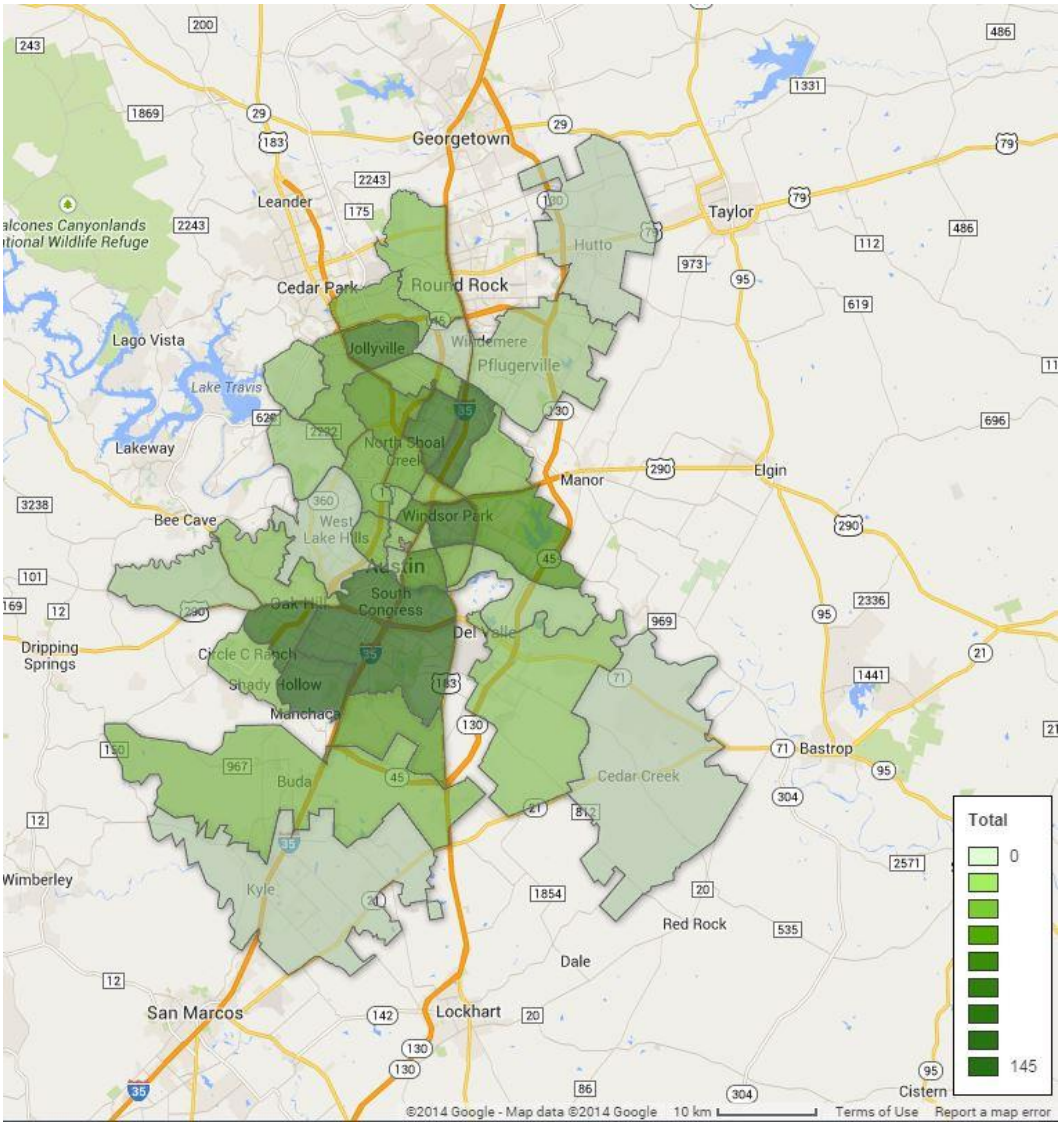
Education level - respondent	Race and ethnic categories					Total
	non-Hispanic White	Af Amer	Hispanic	Asian	Other	
Less than HS	4.1%	17.7%	27.5%		9.5%	13.2%
HS	14.7%	28.6%	16.6%	5.0%	52.4%	16.7%
Some college	25.1%	27.9%	24.8%	17.5%	21.4%	24.6%
Undergrad degree	36.1%	15.0%	23.6%	37.5%	7.1%	29.5%
Graduate degree	20.0%	10.9%	7.5%	40.0%	9.5%	15.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 24 Education by Age

Education	Age Categories						Total
	18-24	25-34	35-44	45-54	55-64	65 and older	
Less than HS		11.8%	10.5%	22.7%	14.5%	32.7%	13.2%
HS	42.3%	6.3%	12.2%	14.0%	13.6%	12.9%	16.7%
Some college	29.9%	21.2%	21.3%	23.1%	35.0%	21.1%	24.7%
Undergrad degree	25.9%	40.5%	32.6%	24.1%	22.4%	15.8%	29.5%
Graduate degree	2.0%	20.2%	23.5%	16.1%	14.5%	17.5%	15.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Finally, the Austin sample draws from zip codes the City of Austin identified as those bounding its geography; the sampled zip codes are reproduced in Appendix B. Figure 40 illustrates the Austin region zip codes and their associated survey response rates. The deeper colors indicate more survey responses, with a minimum response rate of (0) to a maximum response rate (145). Mailed surveys came from a broader area of Austin than was the case for the electronic surveys, which were heavily concentrated west of I-35 and in the southern portion of the City.

Figure 40 Zip Codes by Survey Responses



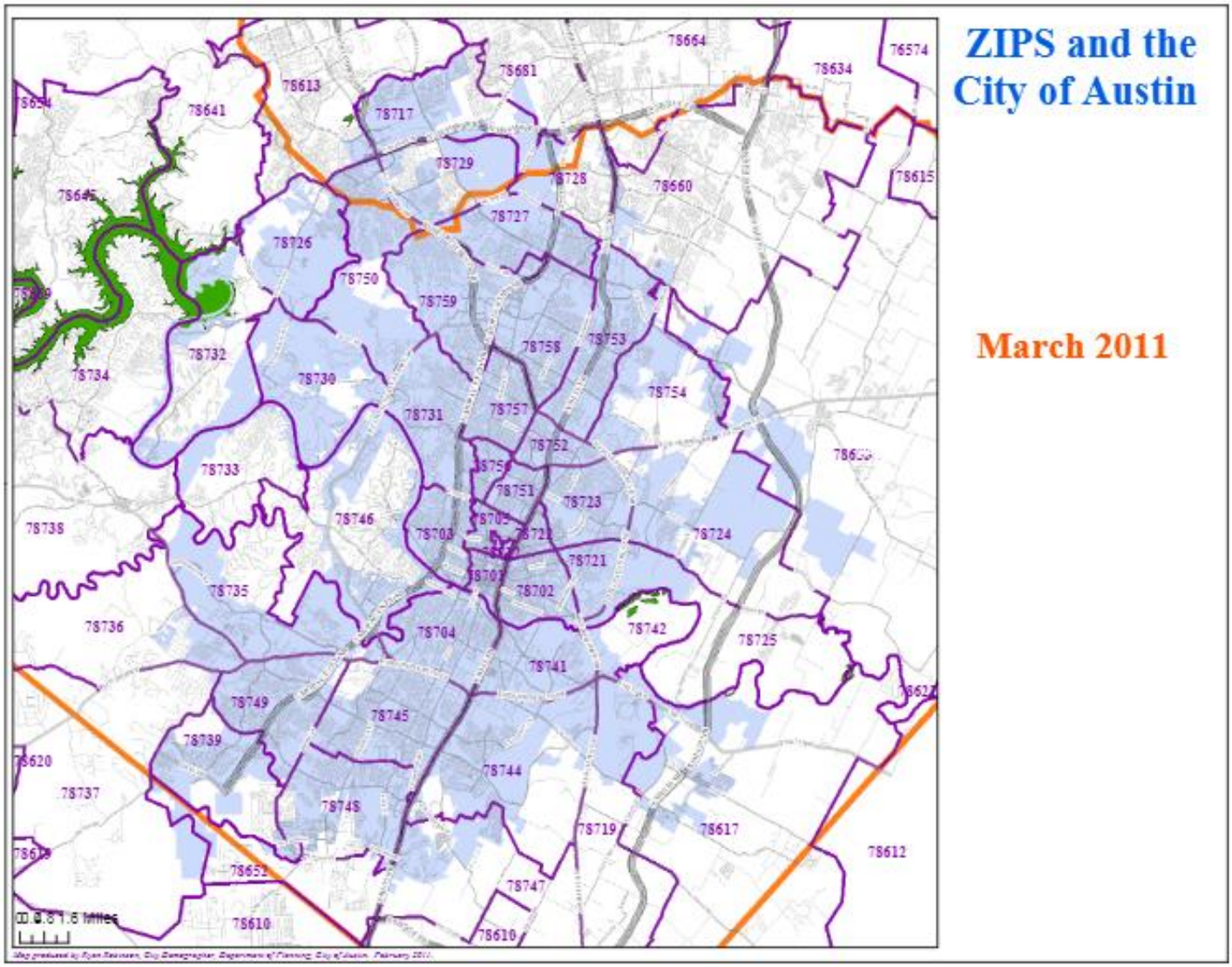
Appendix B Sampled Zip Codes

Sampled Zip Codes in Austin (N=15000)

78617*	78736
78701	78739
78702*	78741*
78703	78742*
78704	78744*
78705	78745
78717	78747
78721*	78748
78722	78749
78723*	78750
78724*	78751*
78725	78752*
78726	78753*
78727	78754
78729	78756
78730	78757
78731	78758*
78735	78759

* Denotes zip codes with oversampled addresses

Appendix C: Austin Zip Code Map



Appendix D: The Questionnaire and Weighted Percentage Responses

Dear Austin Resident,

You have been selected from a random list of Austin residents to participate in a research survey, entitled the Austin Digital Assessment and conducted by the City of Austin in partnership with the University of Texas at Austin (UT). If you are a current resident of this address and are age 18 or older, we request that you complete the following survey. If there are multiple adults in your home, please have the person with the most recent birthday complete the survey. Completing the survey may take up to 20-30 minutes of your time.

This survey asks about your use of communications technology and your access to it. Even if you believe you don't use communication technology, your response is important to us. Your participation in this study will help both the City and UT to understand the needs of the community and how to include all of Austin in the new digital media environment. Your participation is entirely voluntary and you may decline to answer any question. If you choose to participate, your personal information will not in any way be associated with your responses. All responses you provide will be kept private and used for the purposes of this study only. Risks to participants are considered minimal. There will be no cost or direct benefit to you for participating in this study.

If you have any questions, please call Dr. Sharon Strover at (512) 471-5826. This study has been reviewed and approved by The UT Institutional Review Board (IRB). If you have questions about your rights as a study participant, or are dissatisfied with any aspect of this study, you may contact – anonymously, if you wish – the IRB by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu. Thank you in advance for your participation.

To protect your privacy, survey responses will only be identified through an access number rather than identifiable personal information. Please enter the access number found on your postcard at the top of your survey below.

If you prefer to take the survey online, you may do so by visiting the website
http://www.atxdigitalassessment.com

We greatly value your help with this important project, and thank you for participating.

Sincerely,

University of Texas at Austin, Telecommunications and Information Policy Institute and

City of Austin, Office of Telecommunications and Regulatory Affairs

Questionnaire and weighted percentages by response categories

THE AUSTIN DIGITAL ASSESSMENT

PLEASE ENTER YOUR ACCESS NUMBER: _____

Q1. HOUSEHOLD: We would like to begin by asking you some questions about your household.

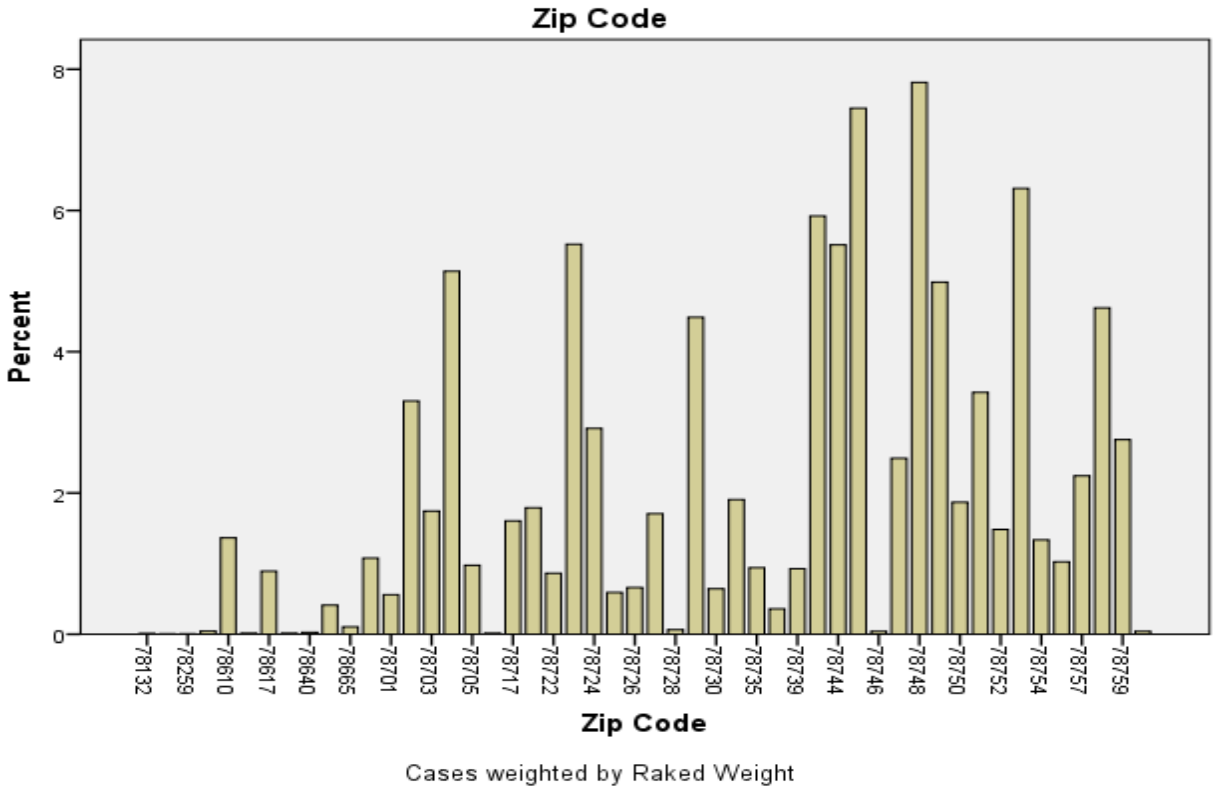
A. Including yourself, how many adults (age 18 or older) live in the place you currently live?
_____

1 Adult = 22.5%
2 Adults = 49.9%
3 Adults = 19.4%
4 Adults = 5.8%
5 Adults = 2.3%
6 Adults = 0.0%
19 Adults = 0.1%

B. How many children (under the age of 18) live with you in the place you currently live?
_____

0 Children = 70.8%
1 Child = 9.1%
2 Children = 15.7%
3 Children = 3.7%
4 Children = 0.4%
5 Children = 0.4%

C. What is your zip code? _____



Q2. HOME MEDIA: The following questions ask about the media that you have access to at the place you currently live. Please check ☑ your answer.

	Yes	N
Do you have a home Internet connection?	92.5%	7
Do you have a TV in your current residence?	97.0%	3
Do you subscribe to cable TV (ex. Time Warner, Grande, UVerse)?	57.6%	4
Do you subscribe to satellite TV (ex. DIRECTV, DISH)?	9.6%	9
Is there a game console in your current residence (ex. PlayStation, Wii, Xbox)?	52.0%	4
If **YES**, is the game console connected to the Internet?	63.4%	3
Is there a desktop computer you can use in your current residence?	57.0%	4
Do you have a laptop or notebook computer?	83.8%	1
Do you have a home phone line (wired, landline)?	39.2%	6
Do you have a cell phone?	96.6%	3
If YES, Do you have a smart phone (like iPhone, Blackberry, Android phones)?	86.0%	1
Do you have a tablet (iPad, Kindle Fire, Surface, etc.)	60.1%	3

Q3. INTERNET: We would now like to ask about your use of the Internet.

A. Do you use the Internet at all on any device at any location? (ex. surf the web, chat, email)?

Yes = 91.9% No = 8.1%

↳ **If YES please move to question H on page 3.**

↳ **If NO please continue answering below**

B. If you wanted to start using the Internet, do you feel that you know enough about computers and technology to be able to do that on your own, or would you need someone to help you? (CHECK ONE)

- ☐ I know enough to go online on my own. 33.5%
- ☐ I would need someone to help me. 42.1%
- ☐ I would not want to start using the Internet. 24.4%

C. Thinking about the reasons why you do NOT use the Internet, please indicate how much you agree or disagree with the following statements. (CHECK ONE for each row)

	S. Agree	**Agree**	**Neutral**	**Disagree**	**S. Disagree**
An Internet connection is too expensive.	43.3%	18.3%	14.1%	21.8%	
I am concerned about my safety and privacy.	36.5%	19.7%	21.3%	15.3%	
I do not have enough time.	11.5%	29.1%	43.2%	9.7%	
I am not interested.	23.8%	20.3%	38.1%	11.0%	
I don't need to go online because I have someone who will do it for me	13.4%	19.9%	33.5%	17.9%	
I have no one to teach me how to go online	10.2%	31.3%	22.3%	14.7%	
I do not speak English well enough to use the Internet	20.4%	5.6%	24.4%	21.4%	
Using the Internet is too difficult	20.8%	16.1%	28.8%	15.8%	

D. There is currently free public computer training at various locations around Austin. Would you be interested in participating in free training through a local organization?

Yes = 36.1% No = 63.9%

↳ **If no, please skip to question F**

E. If you were to attend free computer training, what would you be interested in learning about? *****

- ☐ Social Media 1.0%
- ☐ Email 2.4%
- ☐ Job Searching and online job applications 1.3%
- ☐ Software (learning Microsoft Office, for example) 1.9%
- ☐ Learning to create or edit my own work (writing, photos, videos, website, etc.) 3.6%

***percentages for this question include all survey respondents in the total**

F. If you could subscribe to a home broadband service at a price you considered acceptable, would you do so?

Yes = 62.9% No = 37.1%

G. At what monthly price would you consider a home broadband Internet subscription to be "too expensive to consider"?

☐ $10-15	36.6%
☐ $16-25	4.5%
☐ $26-35	12.2%
☐ $36-45	8.8%
☐ $61-75	30.7%
☐ Over $75	7.3%

If you do NOT use the Internet, please continue to Section Q5 on page 8.

H. How many years have you been using the Internet? Mean = 14.88 years.

I. Other than yourself, who taught you to use the Internet? (CHECK ALL THAT APPLY)

☐ My father or mother	26.3%
☐ My brother or sister	15.1%
☐ My spouse or partner	9.8%
☐ My son or daughter	8.0%
☐ Another relative	5.6%
☐ Computer course trainer	11.9%
☐ A friend	27.9%
☐ A Teacher	27.1%
☐ A Librarian	9.3%
☐ A Coworker	12.4%
☐ Just myself, No one else	29.8%
☐ Other:_____	3.8%

J. To what extent do you rely on a family member or friend in order to look things up on the Internet?

Rely a great deal on someone else:	4.2%
Rely somewhat on someone else:	4.6%
Rely rarely on someone else:	16.3%
Don't rely on anyone:	74.9%

K. Do you plan to upgrade to Ultra-high speed Internet service (such as that promised by AT&T, Google, Grande, Time Warner) when it becomes available? This service is as much as 100 times faster than cable broadband.

Will upgrade when available:	26.6%
Will upgrade but not immediately:	8.2%
Depends on price:	44.4%
No, will keep current service:	12.9%
Don't know:	8.0%

L. How aware are you of the following ultra-high speed services (1 = not aware, 5 = very aware)

	Not Aware	**2**	**3**	**4**	**Strongly Aware**
Time Warner Cable	31.7%	11.2%	14.1%	15.7%	27.3%
Grande	48.0%	12.6%	12.4%	7.4%	19.7%
AT&T Uverse	24.0%	8.7%	19.2%	18.6%	29.6%
Google Fiber	17.8%	5.9%	14.2%	17.2%	44.9%

M. Please indicate how much you agree or disagree with the following statements regarding how you feel about your Internet skills. (CHECK ONE for each row)

I feel **capable of**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree** **Strongly Disagree**
Uploading content (Ex. Videos, photos, music) to a website	64.8%	17.3%	9.1%	4.0%
Blocking spam or unwanted content	50.1%	29.2%	10.2%	5.8%
Adjusting my privacy settings online	50.3%	30.9%	9.2%	4.6%
Bookmarking a website or adding a website to my list of favorites	78.7%	11.6%	4.0%	2.8%
Comparing different sites to check the accuracy of information	67.8%	18.2%	7.8%	3.3%
Creating and managing my own personal profile on a social network site	64.4%	15.5%	11.5%	3.8%
Creating and managing my own personal website	29.5%	19.1%	25.0%	13.3%
Recognizing a phishing request	46.9%	19.7%	12.7%	12.8%
Making my own content (Ex. Videos, photos, music)	43.1%	23.2%	16.7%	8.7%

N. How often do you access the Internet in the following places? (CHECK ONE for each row)

Often	Multiple times per day	Daily	Weekly	Monthly	Less Never
At home (where you currently live)	79.5%	12.7%	3.2%	0.9%	2.1%
At work	67.8%	8.6%	3.8%	0.3%	3.1%
At school/university	22.8%	4.9%	1.1%	0.5%	6.3%
At an Austin Public Library	1.8%	1.1%	3.0%	3.1%	14.9%
Coffee Shop or other private business	6.4%	4.9%	19.7%	14.7%	24.1%
At the home of a friend/family member	11.2%	6.9%	18.1%	20.2%	24.8%
At a community center or other public place like a city bus	4.0%	2.1%	3.2%	11.5%	20.8%
City of Austin Free Public Wi-Fi	1.2%	1.0%	4.1%	3.8%	17.8%

Q4. DEVICE USAGE: We would now like to ask about the devices you use to access the Internet. How often do you:

A. **Access the Internet** on the following devices?

(CHECK ONE for each row)

Often	Multiple times per day	Daily	Weekly	Monthly	Less Never
Smart Phone	75.2%	7.1%	4.1%	0.7%	1.7%
Tablet	28.7%	13.0%	16.2%	7.2%	5.4%
Personal Computer	67.1%	16.5%	7.9%	1.0%	2.4%
Computer at a city library/lab	0.3%	0.9%	1.7%	1.9%	21.6%
A Game Console	8.3%	6.9%	11.9%	4.4%	14.1%

B. **Read or send email**?

	Multiple times per day	Daily	Weekly	Monthly	Less Often
	Never				
Smart Phone	62.1%	10.8%	4.8%	2.4%	3.7%
Tablet	17.6%	13.2%	13.3%	3.3%	12.2%
Personal Computer	54.2%	17.2%	11.9%	6.4%	4.2%
Computer at a city library/lab	0.4%	0.9%	1.5%	1.0%	13.3%
A Game Console	0.3%	0.1%	0.2%	0.3%	5.6%

C. **Play online games**?

	Multiple times per day	Daily	Weekly	Monthly	Less Often
	Never				
Smart Phone	10.8%	10.9%	13.6%	4.7%	13.5%
Tablet	5.2%	7.5%	12.3%	6.6%	13.5%
Personal Computer	7.6%	6.7%	9.4%	6.9%	17.8%
Computer at a city library/lab	0.1%	0.8%	0.3%	0.1%	4.4%
A Game Console	2.6%	6.2%	9.2%	7.9%	9.7%

D. **Buy a product online**?

	Multiple times per day	Daily	Weekly	Monthly	Less Often
	Never				
Smart Phone	1.2%	0.3%	10.1%	23.0%	30.3%
Tablet	0.8%	0.3%	8.1%	15.6%	20.0%
Personal Computer	1.4%	0.9%	20.4%	45.2%	21.2%
Computer at a city library/lab	0.1%	0.1%	0%	0.1%	2.2%
A Game Console	0.4%	0.1%	0.1%	3.6%	6.4%

E. **Use online banking services or pay bills online**?

	Multiple times per day	Daily	Weekly	Monthly	Less Often
	Never				
Smart Phone	9.2%	10.7%	16.6%	11.2%	15.4%
Tablet	1.7%	3.7%	9.0%	7.6%	12.6%
Personal Computer	3.9%	10.2%	37.0%	25.8%	5.3%
Computer at a city library/lab	0.2%	0%	0%	0.4%	2.4%
A Game Console	0.1%	0%	0%	0.2%	1.1%

F. **Create and post original media (writing, art, music, videos)**?

	Multiple times per day	Daily	Weekly	Monthly	Less Often	Never
Smart Phone	6.1%	4.1%	12.7%	7.2%	16.2%	
Tablet	1.7%	1.2%	4.2%	6.0%	16.1%	
Personal Computer	3.1%	4.1%	12.5%	13.7%	23.9%	
Computer at a city library/lab	0.2%	0%	0.1%	0.2%	3.3%	
A Game Console	0.2%	0.1%	0%	0.4%	1.3%	

G. **Listen to music or radio**?

	Multiple times per day	Daily	Weekly	Monthly	Less Often	Never
Smart Phone	27.9%	19.6%	14.8%	5.5%	8.2%	
Tablet	7.0%	7.5%	10.8%	6.1%	14.4%	
Personal Computer	17.2%	20.6%	21.8%	8.1%	11.7%	
Computer at a city library/lab	0.3%	0.6%	0%	0.1%	3.8%	
A Game Console	0.9%	0.8%	4.9%	2.5%	7.6%	

H. **Participate in a discussion forum**?

	Multiple times per day	Daily	Weekly	Monthly	Less Often	Never
Smart Phone	9.2%	3.2%	5.8%	4.7%	16.3%	
Tablet	3.9%	3.0%	3.3%	3.2%	13.1%	
Personal Computer	9.5%	5.3%	7.8%	8.8%	18.2%	
Computer at a city library/lab	0%	0.6%	0.1%	0%	2.7%	
A Game Console	0%	0.2%	0.1%	0.1%	1.5%	

I. **Use social networking sites? (Myspace, Facebook, LinkedIn, Twitter)**

	Multiple times per day	Daily	Weekly	Monthly	Less Often	Never
Smart Phone	41.0%	14.0%	8.8%	3.9%	4.0%	
Tablet	12.5%	11.3%	8.8%	6.0%	9.1%	
Personal Computer	32.4%	17.4%	11.4%	5.8%	9.6%	
Computer at a city library/lab	0.1%	0.1%	0.2%	1.3%	7.1%	
A Game Console	0.4%	0.3%	0%	0.5%	3.1%	

J. **Read e-books, online magazines, or online newspapers**?

	Multiple times per day	**Daily**	**Weekly**	**Monthly**	**Less**
Often	**Never**				
Smart Phone	13.7%	10.6%	16.6%	9.0%	11.0%
Tablet	8.8%	13.3%	10.9%	10.8%	7.6%
Personal Computer	14.5%	17.0%	14.5%	6.1%	11.8%
Computer at a city library/lab	0.2%	0.4%	0.3%	0.5%	4.3%
A Game Console	0.1%	0%	0%	0.1%	1.2%

K. **Comment on TV content while watching TV**?

	Multiple times per day	**Daily**	**Weekly**	**Monthly**	**Less**
Often	**Never**				
Smart Phone	1.0%	2.5%	5.5%	2.8%	8.6%
Tablet	0.5%	0.4%	1.2%	2.2%	6.8%
Personal Computer	0.4%	0.6%	3.5%	2.9%	8.7%
Computer at a city library/lab	0%	0%	0.2%	0.1%	0.5%
A Game Console	0.1%	0.6%	0%	0%	0.7%

L. **Pay utility bills or check city information**?

	Multiple times per day	**Daily**	**Weekly**	**Monthly**	**Less**
Often	**Never**				
Smart Phone	3.6%	2.0%	5.3%	17.2%	13.4%
Tablet	0.9%	1.7%	4.1%	10.2%	11.8%
Personal Computer	1.4%	3.7%	11.8%	41.4%	14.6%
Computer at a city library/lab	0.1%	0.1%	0%	0.2%	2.6%
A Game Console	0.2%	0%	0%	0%	0.9%

Q5. GENERAL MEDIA: Here we have some more specific questions about your use of media.

A. Which of the following services or devices do you use to regularly use to view films, television and other entertainment?

	Multiple times per day	**Daily**	**Weekly**	**Monthly**	**Less Often**	**Never**
Cable or satellite TV	33.7%	30.2%	8.3%	0.6%	5.0%	
A device to stream media such as Roku or Apple TV	6.8%	10.8%	7.5%	2.1%	5.0%	
DVD Player	1.8%	7.7%	23.5%	22.0%	18.8%	
Hulu or Hulu plus	1.4%	2.8%	7.5%	5.2%	17.1%	
Netflix	10.2%	20.4%	24.0%	6.5%	7.1%	
Amazon Prime	3.6%	5.4%	10.6%	6.6%	10.6%	

B. From which sources do you get information about each of the following? (CHECK ALL THAT APPLY)

	Friends & Family	**Newspapers**	**Mobile App**	**Radio**	**Online Site**	**Email**	**Facebook**	**Twitter**	**TV**
Your Neighborhood	57.5%	31.0%	11.0%	25.9%	28.4%	15.4%	22.1%	3.9%	35.1%
Austin	64.9%	39.5%	23.7%	50.4%	56.5%	14.8%	38.8%	13.0%	61.8%
Texas	60.9%	33.7%	18.3%	41.8%	54.3%	8.3%	32.1%	9.7%	61.0%
USA	52.9%	36.1%	20.5%	41.8%	56.7%	9.0%	34.2%	13.5%	62.2%
Other countries	41.5%	33.2%	19.7%	38.8%	50.8%	7.2%	30.9%	12.2%	58.1%
If applicable, country your family immigrated from	15.6%	3.5%	2.0%	7.9%	9.5%	2.1%	7.7%	1.1%	13.4%

C. Most people get information from many different sources. Where do you get **health-related** information? (CHECK ALL THAT APPLY)

☐ Family members or relatives	67.4%
☐ Radio (offline)	43.3%
☐ TV (offline)	5.1%
☐ Close Friends	78.8%
☐ Acquaintances	11.4%
☐ Doctors, nurses, or public health professionals	68.4%
☐ Health websites	18.7%
☐ Printed newspapers, magazines, or journals	8.4%
☐ Email listservs	8.2%
☐ Social networking sites such as Facebook, Twitter, and Pinterest	7.0%
☐ Online communities or groups	32.9%
☐ Mobile apps	23.9%
☐ Other: _____	13.4%

D. Most people get information from many different sources. Where do you get **education or training related** information? (CHECK ALL THAT APPLY)

	Yourself	**If applicable, your school-aged children**
Family Members or relatives	53.6%	11.4%
Close Friends	51.5%	6.8%
Acquaintances	32.6%	5.1%
Teachers or educational professionals	51.0%	15.5%
Community or neighborhood organizations	24.4%	4.8%
Printed newspapers, magazines, or journals	50.0%	5.1%
Email listservs	21.2%	2.5%
Social networking sites such as Facebook, Twitter, and Pinterest	33.3%	3.9%
Online communities or groups	34.9%	4.0%
Mobile apps	21.7%	2.8%
Other: _____	12.0%	1.6%

E. How important do you think it is for the City of Austin and its partners to provide the following services on a scale of 1-5 where 1 is the **least** important and 5 is **very** important. All services listed are currently available.

(CHECK ONE for each row)

	1 (least)	**2**	**3**	**4**	**5 (most)**	**Not aware of this service**
Free computer and Internet access at public libraries	5.3%	2.3%	8.4%	13.4%	65.6%	
Free public Wi-Fi downtown	6.3%	5.0%	14.6%	18.1%	42.6%	
Free public computer training (Skillpoint Alliance, public libraries, etc…)	5.9%	5.4%	14.5%	14.9%	47.5%	
Free public Wi-Fi on Capital Metro Rapid buses	10.3%	8.1%	11.7%	19.8%	36.1%	

F. To what extent do you think ultra-high speed Internet (such as Google Fiber or AT&T GigaPower, etc.) would improve the following aspects in Austin?

	A Lot	**Some**	**Only a little**	**Not at all**
Home Entertainment	60.0%	27.2%	6.8%	6.0%
Starting Businesses	52.7%	32.1%	9.1%	6.0%
Innovation	56.7%	27.9%	9.5%	5.9%
Working from home	66.5%	21.3%	6.0%	6.3%
Online learning/education	58.7%	26.0%	8.8%	6.5%
Internet pricing options	48.1%	25.3%	14.4%	12.2%

Q8. WORK: Next, we would like to learn about your work and employment.

A. We would like to ask about the jobs held by people you may know. These people include your friends, relatives, and acquaintances (acquaintances are people who know each other by face and name). Is there anyone you know who is…? (CHECK ALL THAT APPLY)

☐ a nurse	67.9%
☐ a farmer	20.0%
☐ a lawyer	57.4%
☐ a middle school teacher	40.8%
☐ a full-time babysitter	18.1%
☐ a janitor	18.1%
☐ a personnel manager	31.4%
☐ a hair dresser	54.5%
☐ a bookkeeper	34.8%
☐ a production manager	26.5%
☐ an operator in a factory	19.0%
☐ a computer programmer	61.8%
☐ a taxi driver	6.3%
☐ a professor	46.7%
☐ a policeman	27.6%
☐ a Chief Executive Officer (CEO) of a large company	20.5%

B. What is your current employment status? CHECK ALL THAT APPLY

☐ Employed full time	51.4%
☐ Employed part time	13.7%
☐ Self-employed full time	7.2%
☐ Self-employed part time	5.2%
☐ Student	17.2%
☐ Disabled	3.2%
☐ Full time homemaker	3.2%
☐ Unemployed	7.1%
☐ Retired	10.2%
☐ Other:_____	1.6%

↳ **If you are <u>not employed at all</u>, move forward to question 9 on page 13, "Personal Information"**

C. What kind of work do you do? (CHECK ALL THAT APPLY)*****

☐ Professional: lawyer, doctor, nurse, teacher, accountant	27.3%
☐ Manager, executive, or official: store manager, business executive	11.3%
☐ Business Owner	9.1%
☐ Clerical/Office/Sales: secretary, receptionist, sales clerk	10.0%
☐ Service work: waiter/waitress, hairstylist, police or fireman, janitor, nurses' aide	5.6%
☐ Skilled trades: electrician, plumber, carpenter	4.9%
☐ Semi-skilled: assembly line worker, truck driver, bus driver	4.4%
☐ Other	15.1%

***Percentages in responses to questions 8C to 8H include "Unemployed" and "Retired" in total**

D. In which year did you start your most current job? Mean: 2007

E. Most people get job information from many different sources. Where did you get information about your **CURRENT job**? (CHECK ALL THAT APPLY)

☐ From personal contacts	45.1%
☐ From a job/employment center or agency	8.7%
☐ From current employers or colleagues	18.6%
☐ Contacted by headhunters or recruiters	5.6%
☐ From online job sites such as Monster, LinkedIn, and Craigslist	15.5%
☐ From in printed newspapers, magazines, or journals	4.8%
☐ From email listservs	3.0%
☐ From social networking sites such as Facebook, Twitter, Pinterest, and Meetup	4.8%
☐ Other	3.4%

F. If you got your **CURRENT job** information from **personal contacts**, was it from (CHECK ALL THAT APPLY)

☐ Family members or relatives	13.3%
☐ Close friends	22.5%
☐ Acquaintances	15.2%
☐ Headhunters or recruiters	2.3%
☐ Current employers or colleagues	15.4%
☐ Other: _____	2.0%

G. How often, if ever, do you work from home?

☐ Everyday	16.9%
☐ A few times a week	13.4%
☐ A few times a month	12.6%
☐ Less often	17.6%
☐ Never	39.5%

H. When you work from home or other places, do you use telecommunications media to remotely access resources from the office?

Yes = 59.4% No = 40.6%

I. Do you consider yourself to be self-employed or a small business owner?

☐ Yes. ► **If YES, please fill section Q8** ☐ No ► **If NO, please continue on to Section Q9, skipping section Q8**

Yes = 18.9% No = 81.1%

Q8A: Small Business Questions

A. Does the business or organization belong to the high-tech sector?

Yes = 20.3% No = 79.7%

B. Does the business or organization belong to a cultural industry sector (ex., film, music, media, publishing etc.)?

Yes = 26.0% No = 74.0%

C. How many years has your CURRENT business been operating? Mean: 9.83 years

D. How many people does your CURRENT business employ? Range 0-100,000

E. Does your business have the following?

	Yes	**No**
A website	59.8%	40.2%
A blog	25.4%	74.6%
Facebook presence	45.4%	54.6%
Twitter presence	31.0%	69.0%
A mobile app	11.0%	89.0%
Presence on other social media platforms	31.6%	68.4%

F. How frequently does your business use **social media** for the following activities?

Often	**Daily or more often**	**A few times a week**	**A few times a month**	**Less Never**
Advertising, marketing, and promotion	15.4%	9.7%	14.9%	12.6%
Building professional business networks or communities	8.9%	14.1%	19.6%	8.3%
Crowdfunding (ex. Raising funds for projects or ideas)	3.0%	3.3%	2.2%	12.8%
Crowdsourcing	2.5%	1.9%	12.9%	6.4%
Tracking and analyzing social media	5.6%	4.7%	13.4%	11.8%
Using social media management tools such as HootSuite	4.1%	2.3%	10.2%	10.2%
Recruiting Employees	2.1%	4.3%	2.9%	15.9%

Q9. PERSONAL INFORMATION: In this final section, please answer some questions about yourself.

A. Are you male or female?

Male = 50.6% Female = 49.4%

B. Are you, yourself, of Hispanic, Latino, or Spanish origin or descent?

Yes = 37.0% No = 63.0%

C. Which race (or races) do you consider yourself to be? (CHECK ALL THAT APPLY)

☐ White	74.6%
☐ Black or African American	10.2%
☐ Asian or Pacific Islander	6.3%
☐ American Indian, Eskimo, or Alaska Native	3.5%
☐ Other	2.4%

D. Do you have a medical condition or disability that makes it harder for you to use the Internet?

Yes = 6.1% No = 93.9%

E. How fluent do you consider yourself to be in the following languages?

	Completely	**Fairly**	**Somewhat**	**Not Very**	**Not At All**
English	89.0%	6.0%	2.9%	1.6%	0.6%
Spanish	18.8%	8.1%	16.6%	29.8%	26.7%

F. What year were you born? Mean: 41.08

G. About how long have you lived in Austin? Mean: 20.16 years

H. What is your current civil or relationship status? (CHECK ONE)

☐ Married	38.6%
☐ Living with a partner	14.4%
☐ Single	42.3%
☐ Other: _____	4.7%

I. What is/was the highest degree or level of school completed by the following people?

	Less than high school	**Graduate / prof. degree**	**High school**	**Tech / 2 yr college, Some college**	**4-year undergraduate degree**
Yourself	13.2%		16.7%	24.6%	29.5%
Your mother	18.7%		26.2%	15.8%	24.8%
Your father	23.2%		18.3%	17.8%	23.2%

J. Last year, in 2013, what was your total family income?

- ☐ Less than $10,000 5.6%
- ☐ $10,000-$19,999 6.3%
- ☐ $20,000-$29,999 9.4%
- ☐ $30,000-$39,000 7.4%
- ☐ $40,000 to $49,000 7.4%
- ☐ $50,000 to $74,999 16.7%
- ☐ $75,000 or above 33.2%
- ☐ Prefer not to answer 14.0%

K. Please indicate the places you and your family members were born. (CHECK ALL THAT APPLY)

	Born in the USA	**Born outside the USA**	**Don't know**
Yourself	81.2%	17.9%	0%
Mother	71.3%	27.4%	0.2%
Father	71.5%	26.5%	0.7%
Any of your Grandparents	64.7%	36.4%	2.6%

H. Are you willing to be contacted for a follow-up to further help the City of Austin? If yes, please leave your contact information below. It will be kept strictly confidential.

Yes = 48.7% No = 51.3%

Contact information:

_____

_____

_____

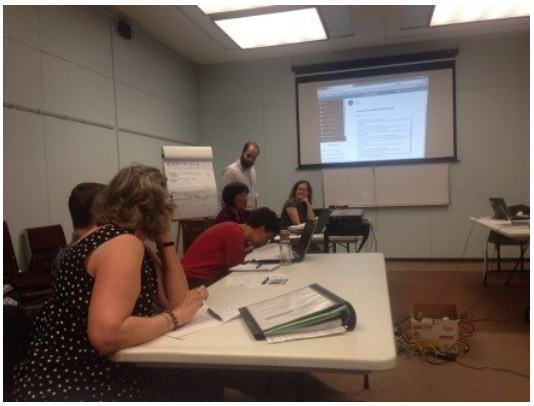
THANK YOU FOR YOUR IMPORTANT FEEDBACK!

Please use the self-addressed, stamped envelope to return your survey.

Exhibit F

Digital Inclusion

City of Austin



Relevancy & Advocacy Report

Digital Inclusion

City of Austin

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Digital Inclusion

City of Austin

Statement of Purpose: Serving the Community

The 2014 Digital Inclusion Strategic Plan lays out the City Council's resolution calling for a roadmap that addresses access and adoption of digital technology within Austin. The foundation of the Austin Digital Inclusion Strategy is an evolving set of Taking Action: Initiatives centered on objectives that can help overcome identified challenges. The Digital Inclusion Strategy is based upon the outcomes of the Austin Digital Assessment, a residential technology usage study conducted every three years, that evaluates and assesses residents' access to technology resources and literacy and training programs.

The Austin Digital Inclusion Strategy highlights five broad initiatives that together will realize Austin's vision for digital inclusion. Three of these are foundational strategies that enable Austin's residents and relevant sectors to be digitally-connected and engaged. Two growth strategies build on this foundation of technological strength to ensure coordinated service delivery. Together, these five initiatives provide the path to ensure every Austin resident has an opportunity to be fully engaged in digital society.

Connect: The City and its partners in digital inclusion should embrace technological innovation to help connect residents to programs and services.

Engage: The City and its partners recognize ongoing community engagement is essential to emphasize the importance of having everyone connected.

Include: The City and its partners endeavor to enhance the ability of digital inclusion program providers to serve local residents, and explore new ways of advancing digital inclusion directly to residents.

Integrate: The City should work with its partners to integrate the Digital Inclusion Strategy with community planning initiatives across all sectors.

Coordinate: To coordinate these efforts and increase the scale of digital inclusion initiatives, the City and its partners should raise additional funds and plan for efficient implementation of important programs and services.

The Digital Inclusion Strategic Plan's 25 initiatives will drive many specific benefits for Austin, city residents, and engaged sectors. These benefits fall into six goal areas, which are displayed throughout the Plan to indicate progress on the digital inclusion indicators.

Goals	2014 Baseline Indicators
To Understand and Increase Usage of Digital and Communications Technology	8% of adults do not use the Internet on any device
To Address Potential Barriers to Digital Inclusion	Relevancy is a barrier to non-users; 40% are not interested in using the Internet
To Understand the Need for Digital Literacy Training	42% of non-users would need someone to help them to get online
To Understand the Need for Access via Reliable & Affordable Devices	Nearly all adults own cell phones, and 83% own smart phones
To Understand the Need for Language & Disability Accommodations	1 in 4 non-users feel they do not speak English well enough to use the Internet
To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations	Internet non-users primarily live in Southeast Austin

Digital Inclusion
City of Austin

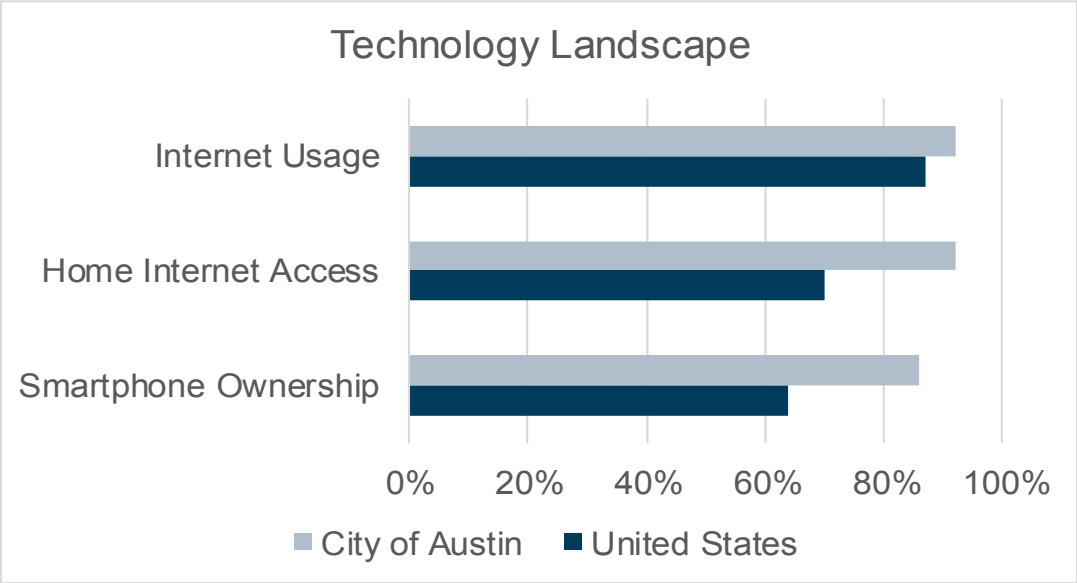
Digital Inclusion in Austin

Austin residents demonstrate every day what amazing and creative possibilities can come from creating and using digital and communications technology. But 55,000 adult residents living in our city today are disconnected from this increasingly connected world, with most living in under-served communities.

Willie Mae Kirk Library is a key Austin institution where residents can access computers and receive one-one-one technology training assistance.

Vision for Digital Inclusion

The City of Austin's vision is for every resident to have access to the knowledge and resources needed to participate in our emerging digital society. We need affordable and available devices for all residents. And it is critical that all Austinites understand technology and its relevancy to their daily lives, whether for helping with their kids' homework, looking for jobs, getting access to health information, or accessing online government information.



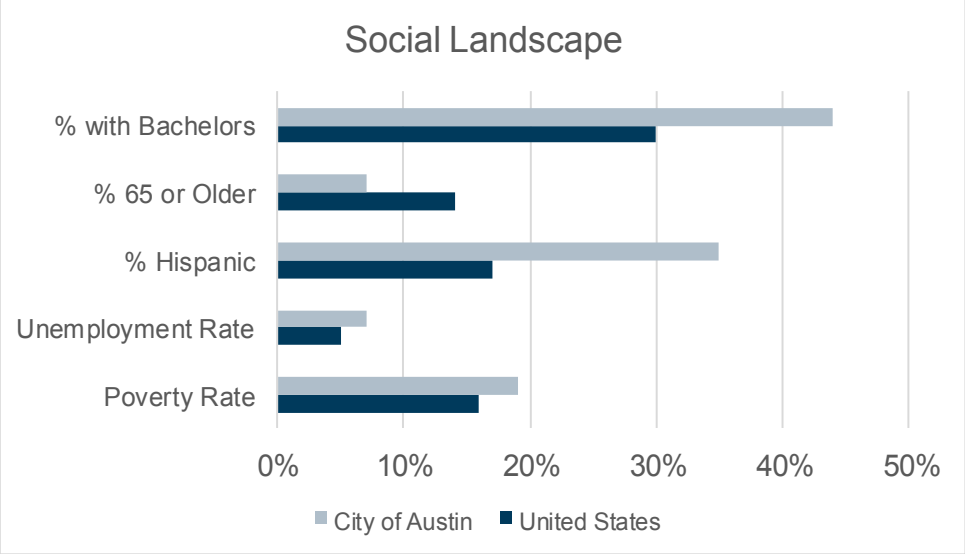
Austin Overview

Austin is known for live music, technological innovation, and a strong sense of community. It is home to 23 public libraries including a history center, numerous recreation and neighborhood centers, multiple universities, and thousands of nonprofit organizations. Austin as a whole benefits from having greater access to and knowledge of technology, and it exceeds the national average in Internet usage, home Internet access, and smartphone ownership. But within Austin, some residents, particularly those in underserved areas, are falling behind the increasingly advanced citywide norms of technology access and adoption.

Digital Inclusion

City of Austin

Barriers to Using the Internet and Social Landscape



Internet Usage Disparities

92 percent of Austin residents identified as Internet users in a City of Austin / UT survey conducted in 2014, compared to 87 percent nationwide. The rate of home Internet access is much higher in Austin (92 percent) than in the rest of the country (70 percent). And 86 percent of Austin residents own smartphones compared to 64 percent nationwide.

Non-Users: Barriers to Using the Internet & Interest in Training Opportunities

Internet non-users in Austin face some major challenges in accessing and using technology. The high cost of the Internet was the most commonly reported barrier when non-users were asked why they do not use the Internet. Privacy and security concerns were also highly rated concerns. Relevancy continues to be a challenge in Austin, with more than two in five Internet non-users reporting that they simply are not interested in using the Internet. At the same time, many non-users did express an interest in participating in free technology training. Non-users were asked which skills they would most like to learn. Learning to create and edit their own content was the top-rated skill, followed by email and professional software like Microsoft office.

Barriers to Using the Internet	
Listed in Rank Order	
#1	Too expensive
#2	Privacy & security concerns
#3	Not interested in using the Internet
#4	No one to teach them
#5	Not enough time
#6	Using the Internet is too difficult
#7	Someone else uses the Internet for them
#8	Do not speak English well enough

Training Opportunities: Computer Skills of Interest to Non-Users	
Listed in Rank Order	
#1	Learning to create or edit my own work (writing, photos, videos, website, etc.)
#2	Email
#3	Software (learning Microsoft Office, etc.)
#4	Job Searching and online job applications
#5	Social Media

Social Landscape

Certain social factors may contribute to some disparities in technology skills. Although 44 percent of Austin residents have a Bachelor's Degree or higher, there is significant variation across different regions of the city. When comparing educational attainment across Austin's ten Districts, the rate of earning at least a Bachelor's degree ranges from 18 percent in District 2 to 74 percent in District 10. Seven percent of Austin residents are unemployed, and 19 percent live in poverty. Many programs in Austin are dedicated to teaching residents how to use technology to improve their quality of life.

Digital Inclusion
City of Austin

Digital Inclusion Partners & Resources

Residents receive computer training at an Austin Free-Net computer lab in the Austin Resource Center for the Homeless.

Digital Inclusion Community Partners

Austin is fortunate to have a robust system of nonprofit, community, and City organizations committed to digital inclusion. The City has a long history of supporting front-line programs that help residents overcome technological barriers. Austin Free-Net is a City-funded nonprofit that provides free computer training throughout the city and operates public access computer labs at 17 locations. All of Austin Public Libraries have computers available for public use, and some libraries offer free one-on-one training. The City's Digital Inclusion Community Engagement Strategy involves working with neighborhood associations and other community organizations to connect with residents with technology resources.

Competitive Broadband Marketplace

Austin also benefits from a competitive broadband market represented by four Internet providers: AT&T, Google Fiber, Grande Communications and Time Warner Cable. All four providers contribute to ensuring Austin residents, businesses and organizations have access to reliable and affordable Internet. Google Fiber partnered with the City of Austin for the Community Connections Program to award 100 nonprofit and public facilities a free gigabit-speed Internet connection to spark social innovation.

Representatives from Texas Time Warner Cable, Google Fiber, Grande Communications and AT&T speaking at Austin's Broadband Providers Forum about how they connect Austin.

Digital Inclusion Strategic Plan

The City of Austin's Digital Inclusion Strategic Plan calls on the City to leverage these community assets to promote digital inclusion in Austin. We can empower Austin residents through increased digital skills that contribute to improved education, job preparedness, health resources, social connections and more.

DIGITAL INCLUSION STRATEGY 2014

Community Assets

Public Access Computer Labs and Computer Training Facilities

Public Access was identified as a fundamental **principle of digital inclusion** in the International City/County Management Association's *Building Digital Communities: A Framework for Action* (2011). *Public Access* and other principles have been integrated into the City of Austin's Digital Inclusion Strategic Plan as guiding elements around which the City and its partners should dedicate programmatic time, resources, strategic development and more. Ensuring that all residents have access to safe and reliable spaces for digital access is a top priority for Austin's digital inclusion strategy.

Public access computer labs and computer training facilities are some of Austin's most highly utilized facilities for digital inclusion programming. While public computer labs are available in all 10 Council Districts, there is ongoing demand for increased locations, longer public access hours and more one-on-one training.

Community Connections Sites

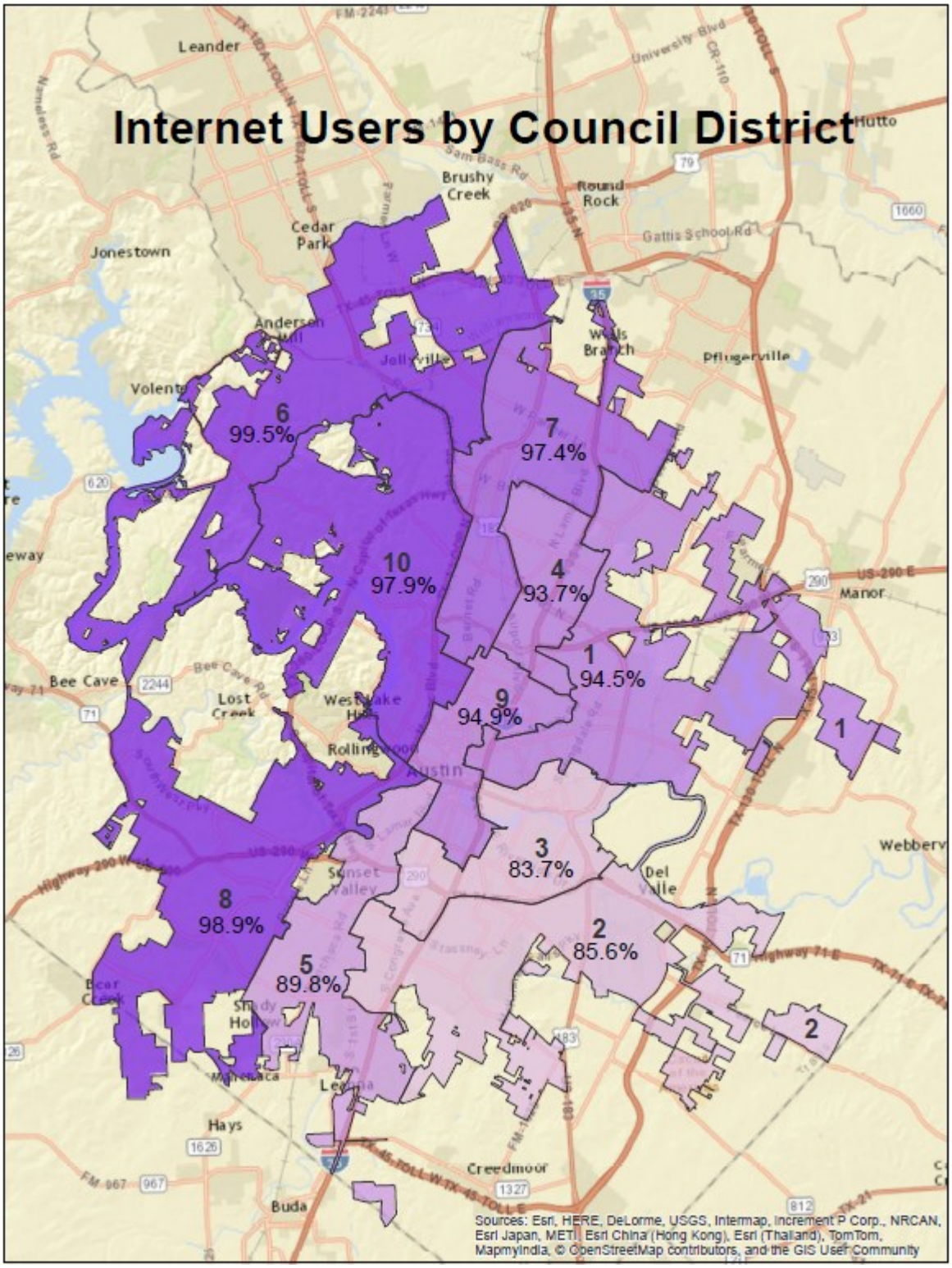
Availability was also identified as a fundamental **principle of digital inclusion** in *Building Digital Communities: A Framework for Action* (2011). *Availability* needs to become more ubiquitous both in individual households and in multi-user environments that can empower local communities to stay connected.

Google Fiber partnered with the City of Austin for the Community Connections program. Community Connections awarded a free gigabit-speed Internet connection for ten years to 100 nonprofit and public facilities in fiberhoods that qualify for Google Fiber service. Community Connections sites include 23 libraries, 16 public schools, three institutions of higher education, a public housing computer lab, public health organizations, and numerous nonprofits providing resources in the arts, community-building, education, workforce development, youth services, LGBTQ (Lesbian, Gay, Bisexual, and Transgender) support, legal aid, media training and equipment, aging resources and more.

Neighborhood Organizations and Associations & Planning Contact Teams

Relevance was also identified as a fundamental **principle of digital inclusion** in *Building Digital Communities: A Framework for Action* (2011). *Relevancy* is an ongoing challenge for those residents who do perceive Internet access to be an unnecessary or unaffordable luxury, as opposed to a critical utility to meet daily living needs in our increasingly digital world. Neighborhood-based groups are tuned into their residents' needs and can be great assets in communicating the importance of digital literacy.

It is important to engage with neighborhood and planning organizations to develop grassroots campaigns for digital inclusion, as these community leaders connect us to local communities. One example of how the City of Austin Digital Inclusion program has engaged with these organizations is our work with East Town Lake Citizens Neighborhood Organization. In collaboration with Austin Free-Net, the three entities are organizing a block walk and neighborhood survey, in order to identify whether the residents of the neighborhood would want and benefit from the creation of a public access computer lab with computer training.


Internet Users by Council District
6
99.5%
7
97.4%
10
97.9%
4
93.7%
1
94.5%
9
94.9%
3
83.7%
8
98.9%
2
85.6%
5
89.8%
1
2
Leander
Brushy Creek
Round Rock
Cedar Park
Jonestown
Volente
Pflugerville
Manor
Bee Cave
Lost Creek
Rollingwood
Austin
Sunset Valley
Del Valle
Hays
Buda
Creedmoor
Sources: Esri, HERE, DeLorme, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom, MapmyIndia, © OpenStreetMap contributors, and the GIS User Community

Acknowledgements & Data Sources

Staff from the City of Austin's Digital Inclusion Program compiled this report on technology usage, challenges and assets in Austin. The City thanks its Digital Inclusion partners across the city that provide front-line service delivery to residents in need. Please contact the Digital Inclusion program for more information or to learn about partnership opportunities at digital.inclusion@austintexas.gov or (512) 974-3510.

Data Sources: Technology Landscape
Austin Digital Assessment (2014)
Pew Research Center Internet Project Survey (2014)

Data Sources: Social Landscape
Decennial Census, U.S. Census Bureau (2010)
American Community Survey, U.S. Census Bureau (2013)

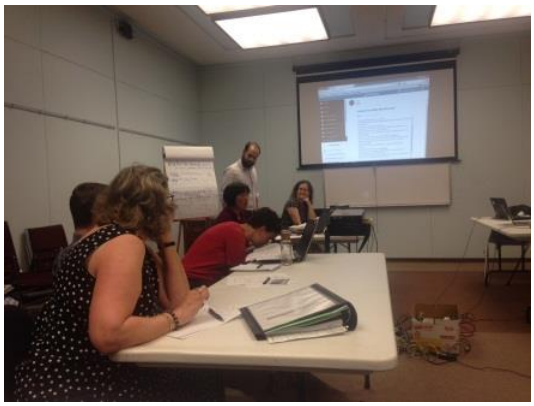
Data Sources: Barriers to Using the Internet
Austin Digital Assessment (2014)

Data Sources: Training Opportunities: Computer Skills of Interest to Non-Users
Austin Digital Assessment (2014)

Exhibit G

DIGITAL INCLUSION STRATEGY

CITY OF AUSTIN



Vision

The City of Austin vision includes every Austin resident having an opportunity to be fully engaged in digital society, accessing and using digital and communications technology.

Purpose

The purpose is to address access and adoption of digital technology, to serve as a guiding document for providing digital inclusion opportunities in effecting the City's goals to ensure all Austin residents are served.

Goals

To Understand and Increase Usage of Digital and Communications Technology
- 8% of adults do not use the Internet on any device
- Initiatives: Include 4.3.3, Integrate 4.4.1, 4.4.2, 4.4.3 , Coordinate 4.5.3, 4.5.4 & 4.5.6 will help to achieve this goal

To Address Potential Barriers to Digital Inclusion
- Relevancy is a barrier to non-users, 40% of whom are not interested in using the Internet
- Initiatives: Engage 4.2.6, Include 4.3.1 & 4.3.2 will help to achieve this goal

To Understand the Need for Digital Literacy Training
- 42% of non-users would need someone to help them to get online
- Initiatives: Engage 4.2.5, Coordinate 4.5.1 & 4.5.2 will help to achieve this goal

To Understand the Need for Access via Reliable & Affordable Devices
- Nearly all adults own cell phones, and 83% own smart phones
- Initiatives: Include 4.3.4, Coordinate 4.5.1 & 4.5.2 will help to achieve this goal

To Understand the Need for Language & Disability Accommodations
- 1 in 4 non-users feel they do not speak English well enough to use the Internet
- Initiatives: Include 4.3.5 & 4.3.6 will help to achieve this goal

To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
- Internet non-users primarily live in Southeast Austin
- Initiatives: Connect 4.1.1, 4.1.2, 4.1.3, 4.1.4, Engage 4.2.1, 4.2.2, 4.2.3, 4.2.4, & Coordinate 4.5.5 will help to achieve this goal

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Chapter 1 | Introduction

1.1 | Acknowledgments

The Digital Inclusion Strategy was prepared by the City of Austin's Office of Telecommunications and Regulatory Affairs (TARA) within its Digital Inclusion Program according to directives from the Austin City Council and the Community Technology & Telecommunications Commission. This effort was met with tremendous enthusiasm and ideas from nonprofit volunteers and staff, community leaders, academics, City staff, Austin City Council members and local residents. The City's Chief Innovation Officer, Kerry O'Connor, was instrumental in the design and facilitation of the strategic process. TARA would like to thank the following individuals and organizations for their ongoing support and dedication to the strategic planning process.

The Austin City Council unanimously adopted the Digital Inclusion Strategic Plan on November 20, 2014.

City of Austin 2014 Digital Inclusion Steering Committee Membership

Steering Committee	Category	Entity
Grover Bynum	Business & Entrepreneur	Austin Tech Council
Sarah Churchill Llamas	Public Health	Health IT Fellow by the Office of National Coordinator for Health IT
David Colligan	Economic & Workforce Development	City of Austin
Joe Faulk & Sue Soy	Library	Austin Public Library, City of Austin
Rebecca Frost Davis	Higher Education	St. Edwards University
Jim Lax & Angela Woods	K-12 Education	Austin Independent School District
Kerry O'Connor	Innovation	City of Austin
Teri Pennington	Public Telecom Infrastructure	City of Austin
Robert Pinhero	Nonprofit	Texas Association of Nonprofit Organizations
Chair Gilbert Rivera	Community	Community Development Commission
Vanessa Sarria & Kevin Paris	Community-based providers	Community Advancement Network

Tech & Telecom Commission	(Ex-Officio)
Commissioner Marcy Hoen	Appointed Policy
Commissioner Chelsea McCullough	Appointed Policy
Commissioner Elizabeth Quintanilla	Appointed Policy

Austin Digital Assessment Team		**(Ex-Officio)**
Dr. Wenhong Chen	Research Partner	UT Austin - Radio, Television and Film Department
Dr. Joseph Straubhaar	Research Partner	UT Austin - Radio, Television and Film Department
Dr. Sharon Strover	Research Partner	UT Austin - Radio, Television and Film Department

City of Austin, Office of Telecommunications & Regulatory Affairs and other staff support

Sharla Chamberlain, Digital Inclusion Associate
Zach Greene, Director of Communication, Office of the Mayor
Rondella Hawkins, Telecommunications & Regulatory Affairs Officer
Will Livesley-O'Neill, Capacity Building Coordinator, AmeriCorps VISTA Member, Office of the Mayor
John Speirs, Digital Inclusion Program Coordinator

1.2 | Council Directive: Resolution No. 20141120-074

RESOLUTION NO. 20141120-074

WHEREAS, the City Manager was directed in Resolution No. 20140320-056 to present a Digital Inclusion Strategic Plan ("Plan") to the Community Technology and Telecommunications Commission (CTTC), the Emerging Technology and Telecommunications Council Committee and the City Council for consideration; and

WHEREAS, the CTTC appointed a Steering Committee composed of diverse sector-based community representatives; and

WHEREAS, the City Manager has worked with the CTTC and other relevant Commissions, community organizations, and stakeholders to develop a "Plan" to address access and adoption of digital technology and to serve as a guiding document for providing digital inclusion opportunities in achieving the City's goals to ensure all residents are served; and

WHEREAS, the City of Austin vision includes every Austin resident having an opportunity to be fully engaged in digital society, accessing and using digital and communications technology; and

WHEREAS, the CTTC adopted the plan at its meeting on October 8, 2014; and

WHEREAS, the Office of Telecommunications & Regulatory Affairs is the lead office for implementation, will work with other City departments and community organizations, and will conduct an annual review to inform the public of the progress and make a report to the CTTC and relevant community groups.

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF AUSTIN:

Council approves the Digital Inclusion Strategic Plan, attached as "Exhibit A" to this resolution, as policy guidance for management of City programs and services. Council further directs that the City Manager continue leveraging assets to deploy and support community digital inclusion programs and services in the most needed communities in partnership with other agencies, nonprofits, and the private sector by making all reasonable efforts to implement the following 25 recommended initiatives as set out in the Digital Inclusion Strategic Plan:

- Initiative 1: Expand existing digital inclusion inventory and mapping resource capabilities
- Initiative 2: Develop a system for keeping the inventory and map robust and up-to-date
- Initiative 3: Promote the inventory and map
- Initiative 4: Facilitate ongoing innovation techniques using this open data
- Initiative 5: Conduct community forums & events
- Initiative 6: Host a "Day of Digital Inclusion"
- Initiative 7: Marketing campaign on digital inclusion programs
- Initiative 8: Leverage digital inclusion partners' networks to promote digital inclusion
- Initiative 9: Recruit knowledgeable individuals within the community to provide small group or one-on-one sessions of training
- Initiative 10: Identify target communities to understand their unique digital literacy needs
- Initiative 11: Integrate digital inclusion programs into on-line digital portals

- Initiative 12: Develop online consumer safety curriculum for use throughout Austin
- Initiative 13: Promote usage of digital badges to visualize and reward learning
- Initiative 14: Promote device refurbishment programs to provide inexpensive devices to low-income residents
- Initiative 15: Provide diverse language offerings for digital literacy training
- Initiative 16: Design accessible programs for people with disabilities
- Initiative 17: Advance digital inclusion as a Community Advancement Network goal that can be measured on the Community Dashboard
- Initiative 18: Encourage community program and service providers to update their institutional goals to reflect Digital Inclusion Strategy priorities
- Initiative 19: Collaborate and brainstorm with other cities' Digital Inclusion efforts
- Initiative 20: Explore grant opportunities to keep devices and trainings up-to-date
- Initiative 21: Recruit private sponsorships and donors
- Initiative 22: Facilitate ongoing program evaluation for program and service providers
- Initiative 23: Manage Digital Inclusion Strategy implementation
- Initiative 24: Create a representative accountability group to oversee and advise on programming
- Initiative 25: Conduct Digital Inclusion Strategy Implementation Workshop

ADOPTED: November 20 , 2014 **ATTEST:** Jannette S. Goodall

Jannette S. Goodall
City Clerk

1.3 | Statement of Purpose: Serving the Community

The Austin Digital Inclusion Strategy lays out the City Council's resolution calling for a roadmap that addresses access and adoption of digital technology within Austin. It is critical that every one of our residents has access to digital and communications technology and understands technology and its relevancy to their daily lives, whether for helping with their kids' homework, or looking for jobs, getting access to health information, or accessing on-line government information.

The foundation of the Austin Digital Inclusion Strategy is an evolving set of *Taking Action: Initiatives* centered on objectives that can help overcome identified challenges. This vision includes every Austin resident having an opportunity to be fully engaged in digital society and is measured using the Austin Digital Assessment administered every three years. The Digital Inclusion Strategy is based upon the outcomes of the Austin Digital Assessment that evaluates and assesses residents' access to technology resources and literacy and training programs.

The Austin Digital Inclusion Strategy highlights five broad initiatives that together will realize Austin's vision to include every Austin resident having an opportunity to be fully engaged in digital society, accessing and using digital and communications technology. Three of these are foundational strategies that enable Austin's residents and relevant sectors to be digitally-connected and engaged. Two growth strategies build on this foundation of technological strength to ensure coordinated service delivery. Together, these five initiatives provide the path to ensure every Austin resident has an opportunity to be fully engaged in digital society.

Connect
The City and its partners in digital inclusion should embrace technological innovation to help connect residents to programs and services.

Engage
The City and its partners recognize ongoing community engagement is essential to emphasize the importance of having everyone connected.

Include
The City and its partners endeavor to enhance the ability of digital inclusion program providers to serve local residents, and explore new ways of advancing digital inclusion directly to residents.

Integrate
The City should work with its partners to integrate the Digital Inclusion Strategy with community planning initiatives across all sectors.

Coordinate
To coordinate these efforts and increase the scale of digital inclusion initiatives, the City and its partners should raise additional funds and plan for efficient implementation of important programs and services.

The Plan's 25 initiatives will drive many specific benefits for Austin, city residents, and engaged sectors. These benefits fall into six goal areas, which are displayed throughout the Plan to indicate progress on the digital inclusion indicators.

Goals	2014 Baseline Indicators
To Understand and Increase Usage of Digital and Communications Technology	8% of adults do not use the Internet on any device
To Address Potential Barriers to Digital Inclusion	Relevancy is a barrier to non-users; 40% are not interested in using the Internet
To Understand the Need for Digital Literacy Training	42% of non-users would need someone to help them to get online
To Understand the Need for Access via Reliable & Affordable Devices	Nearly all adults own cell phones, and 83% own smart phones
To Understand the Need for Language & Disability Accommodations	1 in 4 non-users feel they do not speak English well enough to use the Internet
To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations	Internet non-users primarily live in Southeast Austin

1.4 | Imagine Austin

Background: With Resolution Number 20140320-056, Council initiated the effort to develop the Digital Inclusion Strategic Plan to address access to digital technology. Council followed with the passage of Resolution 20140501-043 which directs the City Manager to incorporate digital inclusion into Imagine Austin Comprehensive Plan as part of the 2014 annual report. Staff from the City's Office of Telecommunication and Regulatory Affairs, Planning and Development Review Department, Technology and Telecommunications Commission members worked together on the following amendments.

Along with the Annual Review report, amendments to the comprehensive plan are proposed.

CPA-2014-0001: Digital Inclusion Strategic Plan

1. Add new policy E P19: "Provide ongoing and coordinated digital services to meet the needs of the community by ensuring that all residents have access to internet connectivity, hardware availability, digital literacy training, and access to relevant information."
2. Add new action E A22: "Initiate the development of the Digital Inclusion Strategic Plan."
3. Amend the following Priority Programs by adding Digital Inclusion Strategic Plan under the Related City Initiatives
    a. Priority Program #1: Invest in Compact and Connected Austin, p. 178
    b. Priority Program #3: Economic Development, p. 194
    c. Priority Program #5: Creative Economy, p. 200
    d. Priority Program #7: Healthy Austin, p. 206

Rationale: These amendments are needed to meet the requirements of both Council resolutions and to help this initiative achieve its goals.

1.5 | Executive Summary

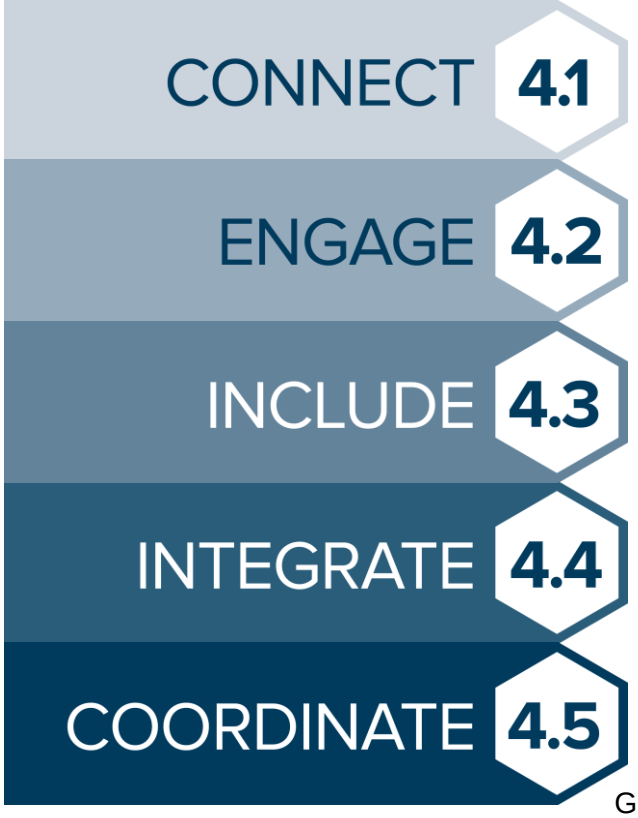
The City of Austin's Digital Inclusion Strategy is a dynamic plan to utilize community assets to overcome barriers, ensuring all residents have access to the skills and devices necessary to engage in our digital society. The process to create this strategy began on March 20, 2014 when the City Council adopted a resolution that calls for the development of a Digital Inclusion Strategic Plan that addresses access and adoption of digital technology within Austin. City staff immediately began developing this strategic plan by convening a Steering Committee to establish priorities for taking action.

The Steering Committee process began in May and continued throughout the summer to learn more about the digital realities within various sectors of Austin. Membership on the Steering Committee included representatives from nonprofits, community-based providers, Austin Public Library, K-12 education, higher education, public healthcare, business and entrepreneurship, the City of Austin, and the community-at-large. The members of the Steering Committee, who have hands-on experience within each sector, spoke to their sectors' challenges, assets, and opportunities regarding technology and digital inclusion.

This Strategy first explores the Austin Landscape to identify current trends in residential technology usage and highlight challenges related to digital inclusion. The data presented in this section represent findings from the 2014 Austin Digital Assessment, a citywide survey that asks Austinites about their technology and Internet usage. The Austin Digital Assessment was conducted by the City of Austin in partnership with the Technology and Information Policy Institute at The University of Texas at Austin.

The Strategy also discusses the seven principles outlined by the International City/County Management Association and adopted within the City Council resolution: Availability, Affordability, Design for Inclusion, Public Access, Digital Literacy, and Consumer Safety. Specifically, this discussion outlines the truths and applications within Austin for each principle.

To support efforts to take action to promote digital inclusion, the Strategy outlines some key community assets that can be built upon to help overcome barriers and challenges that make it difficult for specific groups to fully engage in our digital society.



The most direct benefit to Austin and residents will be felt through *Taking Action: Initiatives* chapter of this Strategy. This section presents 25 action items, their primary audiences and objectives to maintain accountability across five action categories: Connect, Engage, Include, Integrate, and Coordinate. Upon adoption of this Strategy, the City will begin working with its partner organizations and individuals across all sectors to execute the action items outlined in this section. This list of initiatives represents the top priorities from ongoing brainstorming and strategy sessions, but it is by no means complete. The Digital Inclusion Strategy remains a dynamic document, always open to new ideas for civic and social innovation.

Going forward, this Strategy will be applied throughout the community in support of the City's vision in which every Austin resident has an opportunity to be fully engaged in our digital society. To this end, the Strategy calls for an Action Agenda to monitor the implementation status of specific initiatives, and an official annual update to this Strategy to inform the public on progress. Members of the Steering Committee will continue to play key roles in the digital inclusion effort. They and other community leaders and residents will act as ambassadors of the initiative and further the digital inclusion dialogue within their sectors.

1.6 | The Austin Landscape

Austin has strong assets that enable and empower the digital community. But certain local challenges exist that should be considered when developing strategic initiatives to improve digital access and literacy. Austin has the resources, knowledge and expertise to address many of the challenges we face in bridging the digital divide. The most significant challenge is that we must **connect what's available to what's needed**, and determine how partners and organizations can work together to best address the digital divide.

The *Austin Business Journal* reported in 2014 that nearly 160 people move to Austin every day. This is causing rapid and profound **demographic shifts** that make it difficult to identify residents in need of specific services. This also makes it difficult for program providers to **focus and define their efforts** in providing services to residents in need.

Providers also face challenges in **securing adequate funding** for necessary and beneficial programs, and experience difficulty in effectively **evaluating their current programs** to identify opportunities for improvement and the gaps to be filled. These challenges may **limit the capacity and scale** to which providers can support their clients. New ideas for overcoming these barriers are essential for Austin program providers to effectively provide services that improve lives.

The Austin landscape is one in which most residents are well connected. The City of Austin conducted the 2014 Austin Digital Assessment in partnership with the Technology and Information Policy Institute at The University of Texas at Austin to understand residential technology usage and identify unmet needs. Preliminary data from this study suggests that **approximately 8 percent of Austinites do not use the Internet**, and approximately the same amount do not have a broadband connection in the home. Although 8 percent is better than the national average, it means approximately 55,000 adults in Austin are currently being excluded from our increasingly digital society (U.S. Census Bureau's 2013 American Community Survey estimated the 2013 adult population to be 691,509). Of these 55,000 adults, two-thirds are of working age (under 65 years old) and 84 percent have only a high school education or less. This is a group of traditionally underserved Austinites who suffer significant barriers to obtaining stable employment and maintaining a comfortable standard of living.

Internet non-users are defined as residents who do not use the Internet at all, on any device. Forty percent of these non-users in this survey agreed with the statement that they were **not interested in using the Internet**.

This means that tens of thousands of Austinites do not realize the benefits digital technology can provide, from online banking to electronic health portals or even social media. Technology provides people with more tools to apply to work and play, and facilitates communication. Efforts can be taken to make technology relevant for all residents. Residents also face challenges in accessing **reliable and affordable devices**, and resident non-users identified the expense associated with technology as one of the top reasons for not using the Internet.

1.7 | Digital Inclusion Principles

The International City/County Management Association's *Building Digital Communities: A Framework for Action* (2011) defines digital inclusion as, "the ability of individuals and groups to access and use information and communications technology." In Austin, it is our mission to ensure all residents have access to the skills, knowledge, and devices needed to empower their lives through digital technology. In this spirit, the ICMA also outlines seven principles that serve as the foundations for digital inclusion. This section explains each foundational principle and its connection to the Austin community.

1.7.1 | Availability

Without access to the Internet, Austinites do not have the opportunity to engage in the digital world, and the other digital inclusion principles referenced within this framework cannot be achieved. Availability needs to arise within two segments of society: multi-user environments and individual households.

Public multi-user environments, such as libraries, educational institutions, public access **computer labs, and other community-serving entities, provide essential services, access, and** programming to Austinites. These institutions require sufficient bandwidth and staffing to fully address the needs of clients. Additionally, the availability of faster Internet speeds can revolutionize how these institutions function and can enhance their ability to address needs within the community.

Households also need availability to ensure that individuals can have consistent and reliable access to and engagement in the digital world. An Internet connection in the home allows for more convenient and effective use of online tools to search for jobs, complete schoolwork, pay bills, fill out necessary documents, and much more. Reliable and sufficient bandwidth allows families to take advantage of more Internet features and opportunities relevant to daily living needs.

Currently, 92% of Austinites are connected to the Internet through some device and, to some extent, take advantage of Internet availability within the city. Yet, that leaves 8% who currently do not access the digital world and many more who have limited or inconsistent access. Therefore, the availability of an appropriate internet connection remains an issue in Austin.

Although multiple different Internet providers offer a wide variety of access packages, consumers are often not aware of their options or may be excluded from some options based on cost, location, or other factors. Additionally, Austinites and local institutions may not know how to obtain or upgrade their access.

Based on observations from the community, we know that opportunities exist within Austin to enhance availability.

1.7.2 | Affordability

To access the digital space, institutions and individuals need the necessary hardware and software. However, the cost of devices and connectivity is a significant barrier to access for many Austinites. Pricing structures and support systems to enable businesses, institutions, and households to afford access to broadband and digital technologies are essential.

Austinites access the Internet through many different means and devices. Smartphones are increasingly used as an Internet access point. In 2014, 83 percent of Austinites own smartphones, which is a dramatic increase from 2010 when a similar citywide survey was conducted and found that only 51% of Austinites had smartphones. Tablets, another new and popular device, are now owned by nearly 60 percent of Austinites. Laptops and desktop computers are still widely used, with the majority of Austinites stating in the current survey that they access the Internet through personal computers at least daily.

But not every individual or institution can afford the hardware, IT-related services, or broadband connection necessary to ensure continued access to the Internet. More than half of Internet non-users agree that cost is a reason why they do not use the Internet. Additionally, many community-servicing institutions have limited resources to maintain or expand their current technology infrastructure. Affordability represents an issue that Austin must address to ensure digital inclusion.

Based on observations from the community, we know that opportunities currently exist within Austin to unlock this affordability principle.

1.7.3 | Public Access

8% of Austinites do not have Internet access within their home. This may occur for a host of reasons, such as cost or lack of interest. But even for those who only have a home connection, the digital world is always on, so consistent access is becoming essential both at home and away from home. Therefore, even when out and about in the community, individuals need access to the Internet.

Uninterrupted technology and connectivity available through free public access, especially for those who have little or no communication technology available in the home, is essential for digital inclusion.

Austin has a long history of funding and promoting public access facilities. Austin Free-Net, a nonprofit organization that provides free public computer labs and training, began operations in 1995 and serves approximately 5,000 unique users per month across all of its facilities. channelAustin, serving the community since 2005, provides digital media technology access and training to Austinites, and hosts and streams local video content. Additionally, the City of Austin provides access and training through its Austin Public Libraries, other public facilities like City Hall, and other community partners. Many Austinites use these public access facilities as their gateway to the Internet and digital world.

Yet, with ongoing unmet needs within Austin, much more can be done to ensure that Austinites utilize free public access facilities and networks.

1.7.4 | Design for Inclusion

To be truly inclusive, digital services in Austin must strive to erase the boundaries in language, culture, mobility, literacy, and other dividers in our city that keep some from using technology to its full potential. Reducing the obstacles to utilizing technology through principles of effective design must be a main objective of the digital inclusion plan.

Austin is home to people of all ages, races, and income levels. Austinites also have a wide range of abilities related to the use of technology, running the gamut from high-level executives at technology firms to those without any knowledge of how to use a mouse or keyboard. To ensure that *all* Austinites have the ability to access and utilize the Internet, digital inclusion efforts must be tailored to all demographics. This includes programming and outreach that can incorporate differences in language, culture, physical abilities, age, literacy, and other aspects of life.

1.7.5 | Relevance

Some Austinites may perceive Internet access to be a luxury that they don't need or isn't worth the cost, as opposed to a crucial utility to meet daily living needs in our increasingly digital world. Such attitudes stem from a lack of exposure to the Internet due to issues of affordability, access, or otherwise. These issues create the perception that the Internet is irrelevant to the lives of some of our city's residents – a perception which has real economic and social costs for non-users. And unfortunately, as attitudes become ingrained, this perception could prevent some non-users from trying to participate in increased digital inclusion services.

The Internet is becoming an increasingly essential piece of our lives - today, it is almost impossible to live without. In Austin, the Internet is essential if you want to apply for most jobs, access governmental services, or just stay current with news and social responsibilities. Additionally, expanded technological skills can lead to better jobs and an improved life. Yet structural and perceived barriers make some feel as though the digital world is not for them. To fully realize digital inclusion, we need to ensure that everyone recognizes the potential benefits related to the use of technology and the Internet, and is able to integrate those benefits into their own life. It falls on institutions promoting digital inclusion to demonstrate the relevance and benefits of adopting technology.

Based on observations from the community, we know that there are many individuals, organizations and programs that do seek to demonstrate the relevance of digital technology.

1.7.6 | Digital Literacy

Digital literacy skills, including the ability to find, evaluate, and use information to achieve goals, are a necessary pathway to digital inclusion. These skills may be imparted through professionally-administered classes, dialogues with public access lab instructors, or just informal conversations with a friend, family member, or neighbor. All of these interactions are important to move individuals along the spectrum of digital literacy and ensure that they attain the level of skills necessary to fully participate in the digital world.

Digital literacy relates to a spectrum of technological skills - from the use of a mouse to the coding of a website. Institutions and programs currently exist within Austin to address digital literacy needs. Available programs range from introductory computer to advanced programming classes. Yet we still see that individuals lacking digital literacy do not seek out or request skills training. More than one-third of these Internet non-users surveyed in our citywide study said they were interested in participating in free training through a local organization. In particular, non-users were interested in receiving training on how to edit and create their own work, use email, and operate software.

1.7.7 | Online Consumer Safety

Consumers — both individual and institutional — need accurate, unbiased information on how to safely navigate the digital world.

Through the efforts of digital inclusion, we hope to have all Austinites online and taking advantage of the opportunities presented by the Internet. Currently, Austinites use the Internet to buy goods, manage personal finances, health care, and other costs, and to stay connected. All of these activities involve sharing sensitive information, which puts personal information at risk of being compromised. The vast amount of information available online can also be confusing for new users, who may be unsure which sites to trust as accurate or legitimate and which to avoid. These risks dissuade many people from using the Internet and may make others wary of continued use. In fact, more than half of Internet non-users in the Austin Digital Assessment cited privacy concerns as a reason they do not use the Internet. Therefore, we need to address consumer safety so that Austinites may access the Internet with the knowledge and understanding necessary to protect personal information.

Chapter 2 | Community Sectors

In preparation for the Digital Inclusion Strategy development process, the City recognized the immense need for ideas and support across community sectors. To gain diverse input from across sectors and ensure all residents' interests are represented, the City engaged community leaders to be a part of the Digital Inclusion Steering Committee. The assets, barriers and opportunities associated with each sector have been captured throughout this plan's action agenda, *Taking Action: Initiatives*.

2.1 | Community

The Digital Inclusion Steering Committee had, above all else, an obligation to the Austin community at large, ensuring that the voices of Austin residents were heard and the needs and wants of the public were addressed in the Digital Inclusion Strategy. Gilberto Rivera, the chair of Austin's Community Development Commission as well as a local business owner and neighborhood activist, represented the Community sector of the committee. Chair Rivera ensured that the needs of neighborhoods, community groups and underserved residents in particular, will be met through this plan.

2.2 | Community-Based Providers

Organizations that work on the ground level with Austin residents, known as community-based providers, also provide valuable insight into the challenges that the digital divide presents to Austinites. Community Advancement Network, or CAN, is one of Austin's most prominent community organizations, convening meetings and forums aimed at coordinated solutions to issues of inequality in our city. CAN Executive Director Vanessa Sarria and Assistant Director Mary Dodd represented the perspective of community-based providers on the Steering Committee. Their experience and expertise ensured that opportunities to convene diverse stakeholders in the promotion of connecting what's available to what's needed were incorporated into the strategy.

2.3 | Nonprofit Organizations

Austin's robust non-profit sector, the largest collection of registered non-profit agencies in any city in the nation, is well equipped to tackle the challenges of digital inclusion and other community needs. The Texas Association of Nonprofit Organizations, an Austin-based agency dedicated to harnessing the power of non-profit initiatives, was represented on the Steering Committee by Robert Pinhero. Philanthropic organizations are essential to directly serve citizens in this need. This plan will utilize nonprofit organizations that are key resources for programs and services, and to give them the tools and strategies they need to succeed.

2.4 | Education & Higher Ed

As home to several large public school districts as well as renowned institutions of higher learning, education is Austin's bedrock. Educational institutions have a vital role to play in digital inclusion, particularly in technological training and advancing digital literacy. The Austin Independent School District (AISD) was represented on the committee by Jim Lax and Angela Woods who ensured that the educational needs of Austin's youth will be met through this plan's initiatives. AISD has been a leader in bringing new technology into classrooms to empower students; this plan endeavors to capture and build on AISD's existing innovations. The higher education community in Austin is also a valuable resource that was represented by Rebecca Frost Davis of St. Edward's University. St. Edward's university is known for its commitment to social good, and it hosts the annual ATX Hack for Change event to spur civic innovation in Austin. Academic institutions in Austin are able to provide many necessary services to promote digital inclusion through their large network of researchers and students.

2.5 | Business & Entrepreneurs

One of the fastest-growing economies in the nation, Austin's business sector represents an expansive range of industries, including a significant number of entrepreneurs and start-up ventures. This variety in business offers many opportunities for innovation and for Austin's business community to take a leading role in the hardware and software elements needed to close the digital divide. Austin entrepreneurs were represented on the Steering Committee by Grover Bynum of the Austin Technology Council. Grover brought insights into the technical capabilities different technologies could provide to advance digital inclusion programs and services and how to engage with this community.

2.6 | Public Health

A highly important but less often recognized element of the digital divide is the role that access to technology plays in public health, from individuals managing their own health care, to organizational approaches to reaching the public. Austin's public health community, which includes a large network of hospitals, nonprofit agencies and health care providers, had its perspectives represented on the Steering Committee by Sarah Churchill, a Health IT Fellow at the Office of the National Coordinator for Health IT. Sarah is highly knowledgeable on how technology can realistically and effectively be applied to public health settings to meet unmet healthcare needs for patients and providers.

2.7 | City Government

Finally, as the driving force behind the Digital Inclusion Strategic Plan, the City of Austin plays a multifaceted role in implementing initiatives of digital inclusion. Community service provision, offered by City libraries and community centers, was represented on the Steering Committee by Joe Faulk and Sue Soy of the Austin Public Library system. The work of the City to spur economic and workforce development was represented by David Colligan. Teri Pennington represented the City's Communications & Technology Management office to provide insight into the public telecommunications infrastructure, while Kerry O'Connor of the Innovation office offered perspective on how the City of Austin can convene and inspire original solutions to issues of digital inclusion. The City recognizes the need for inter-departmental dialogue and shared goals to truly impact positive change in Austin. Each of these City representatives' perspectives was and will continue to be essential in executing the initiatives outlined in this plan.

Chapter 3 | Building Blocks: Community Assets

3.1 | Transportation

Transportation is essential in solving issues of digital access, availability and affordability, as it allows Austinites to more conveniently and reliably reach libraries, educational institutions, public access computer labs and other facilities, as well as connect in person with Internet providers. Without Internet access at home *and* without reliable transportation, non-users are isolated from access to available and affordable connectivity services.

In strategizing on how to capitalize on Austin's existing transportation assets, we should continue to take into account public transit, street and parking access for automobiles, shuttle and transportation service options, and alternate transit options such as bicycles. New or expanded public access computer labs and digital programs should, whenever possible, be located near existing bus and/or rail stops, with simple street access and ample parking. Because Austin has an established and expanding bike infrastructure, proximity to bike lanes or safe biking streets would also capitalize on transportation convenience.

3.2 | Language

Austin's language resources provide an opportunity to expand digital inclusion. In a city with a high number of multilingual residents, existing foreign language education programs and translation services can aid in efforts to make digital literacy curriculum, marketing and other materials more accessible to a wider audience. Additionally, the proliferation of foreign language expertise in Austin makes for a service provider talent pool that is well-equipped to bridge differences in language.

Austinites must continue to be able to participate in public access technology, as well as take part in the civic conversation about the importance of connectivity in a language in which they feel comfortable. Otherwise, the digital divide is perpetuated by intractable divisions in communication.

3.3 | Physical Space

To grow Austin's digital inclusion programming, space is required to house public access events, centers, provider offices, and more. Without the infrastructure to host and expand digital connectivity services, cities risk isolating services in certain areas or rendering them inaccessible altogether. Creating and sustaining numerous physical spaces to connect more of the population with digital resources is essential to solve issues of accessibility, availability, and affordability.

There are already many physical centers of digital connectivity in Austin, including public access labs, educational facilities, and public facilities such as libraries and recreation centers interspersed throughout the city. In addition, Austin's lack of density relative to other cities means that there is still a large amount of unused physical space, which could potentially house both public access facilities and technology development and storage space. The availability of space in Austin for digital connectivity services gives residents a chance to find accessible and affordable resources.

3.4 | Connectivity

A strong network of connectivity is required as a baseline to make digital services available and affordable to all. Such a network gives residents more options for services, including in-home and public services, and also strengthens access to wireless internet in a more diverse range of locations.

As one of the earliest cities in the United States to be selected for Google Fiber's Community Connections program, Austin has the connectivity base needed to grow digital inclusion. Service providers all around the city, including many public and non-profit facilities used by a large section of the public, will provide greatly increased bandwidth and corresponding technology that will allow for expanded and more reliable services. Public-use computers are located around the city at libraries, labs, schools, non-profits, and elsewhere, and Austin's limited Wi-Fi network footprint allows for connectivity on mobile devices away from wired computer facilities, meaning that Internet access is readily available for no cost or on personal devices. These resources give Austin a strong base on which to build a larger and even more inclusive connectivity network.

3.5 | Training

Digital literacy is a bedrock principle of digital inclusion, and efforts to increase literacy among non-users or those without much technological experience cannot occur without sufficient training and individuals trained to assist. To navigate the digital world successfully and safely, newly included users must have guidance, the right tools and the skills to utilize them.

Austin's core of digital training services includes training programs and certificate courses offered by several local non-profit agencies and educational institutions.

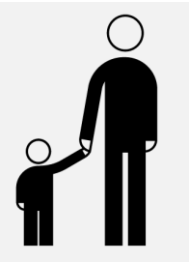
These programs already serve members of the community hoping to gain job skills, learn basic programming, or simply navigate the Internet for personal use. Additionally, for those able to connect to the Internet, a number of online guides and tutorials can increase digital knowledge. Some of these online tools are freely available from the public library. By capitalizing on these resources, more Austinites can increase their own digital literacy and join the digital world more fully.

3.6 | Human Capital

The human capital that our city already possesses in the digital sphere is a critical factor in creating a design for inclusion that allows for more available and affordable connectivity. Taking advantage of our community's expertise will maximize our inclusion plan's chances for success, and leverage the best use of Austin's talents.

Between staff of public institutions, technological firms, community agencies, and faculty and staff of educational institutions, Austin possesses the capacity to design and implement an inclusion plan that will enhance partnerships, evaluate programs and results, and enable an effective push for greater connectivity. Keeping the principles of digital inclusion in mind, these players will be key in leveraging what already exists to provide more access and affordability for our community.

3.7 | Age-Specific Resources



To make the digital world feel relevant to all members of our city, it is important to recognize that just as differences in language, income level, race, and ethnicity create different perceptions and barriers to digital inclusion, so too does age. Austinites in various age groups will have differing concerns about their involvement with the Internet and communications technology, and tailoring programming to address those varying concerns will ensure that all demographics feel comfortable and included.

To that end, Austin is already home to diverse digital programs for students, parents and mid-career adults, and seniors. Youth mentoring opportunities introduce technology to students, who may have grown up around technology but have not had the opportunity to use many digital tools. Training parents to use student portals and other tools to manage their child's education both builds skills and serves as a practical benefit to parenting, just as job skills classes train adults to utilize technology as well as in-person help to gain employment. Classes targeting seniors address the concerns that many older people feel about using technology which may feel new or foreign or raise privacy concerns, and help integrate seniors into digital life. By addressing the digital divide in stages, age-specific programming makes technology feel more relevant and relatable for Austinites.

3.8 | Hardware

The Austin area is home to one of the top computer hardware manufacturers, in addition to numerous technology companies with rotating inventories of high quality digital technology. One of the greatest challenges to addressing digital affordability is the question of hardware – many non-users are unable to participate in the digital world because they cannot afford a personal Internet access device. Others who can afford a device may not be able to pay for the connection required to utilize the device to its maximum capability. While public access facilities can mitigate some of the disadvantages of those without hardware, having personal access to the Internet and digital technology is the surest, most convenient way to be included digitally.

While the cost of new hardware is prohibitive both for many individuals and many service providers, Austin does possess a number of resources to address the hardware gap through repair facilities and refurbishing and/or wiping of old, unused and used computers. Building on programs that already exist to repurpose these devices, and get the repaired devices into the hands of those who need them, compromise the principle concern to address affordability and access. Expanding partnerships and making hardware a centerpiece of the design for inclusion will go a long way toward addressing the digital divide.

3.9 | Awareness

To help raise the level of public access by increasing awareness, service providers in Austin can continue to work together to advertise programs and opportunities in appropriate languages and places. Many forums exist to get the word out about access opportunities, hardware and connectivity suppliers, educational programs, community newsletters, congregation areas, classes and gatherings, as well as contact and distribution lists of agencies, institutions, and providers. By collaborating and sharing the task of awareness, Austin's resources can be maximized and reach a wider audience.

One of the central missions of the digital inclusion plan is to connect what's available in Austin with what Austinites need. Raising public awareness of digital resources is crucial to this task. Increasing awareness of resources and the needs they can address will also help foster partnerships between existing service providers, making services more widely available and used by more people.

3.10 | Security

Addressing digital literacy, as well as ways to make both hardware and software more affordable, must take user security into account. Online safety is a paramount concern for all users, but especially for those who are new to the Internet and may not have learned the tools to navigate the digital world without making themselves or their personal information vulnerable.

In teaching digital literacy, and in finding low-cost ways to provide devices and connectivity, keeping personal security in mind is essential to ensure that the digital divide does not also pose a divide in safety.

Through portals, privacy policies, and secure log-ins, both at public access centers and in new user homes, Austin can continue to ensure that digital inclusion efforts take care to keep users secure. Taking advantage of these tools, Austin's service providers build security and safety into their definitions of what it means to be digitally literate.

3.11 | Financial

Like any large-scale project, a plan for digital inclusion must address how efforts will be financed, expanded to meet needs, and sustained. Increasing availability of digital technology and addressing the issues of affordability that the digital divide presents requires tapping into a range of funding options and financial resources.

Fortunately, Austin already has several grants and incentives for digital technology expansion, in both the public and private sectors. These funding sources encourage programs aimed at the digital divide, and provide an opportunity to expand funding sources through partnership. Collaboration can also create opportunities to generate and efficiently use shared funds to promote digital inclusion efforts and supplement costs to raise the level of affordability and increase access.

3.12 | Partnership

Austin is fortunate to have so many actors in the public, private, educational, and nonprofit sectors that work to promote the values of digital inclusion through funding, provision of hardware and software, training, and much more. However, a wealth of options also runs the risk of creating silos or unnecessary and inefficient overlaps. By working together, service providers can ensure that needs are being met and that programs can be expanded and utilized by more Austinites who need them.

Connections between providers and government entities and between providers and national corporations and foundations are already taking place, as evidenced through funding and shared initiatives. Austin can build on these existing partnerships through application of a cohesive plan for digital inclusion that unites all actors in a strategy to tackle the digital divide from every angle across sectors. Connections in the local community help define how partners can attach available resources to needs and collaborate to push those resources even further.

3.13 | Demographic Insight

A digital inclusion strategy for Austin must be Austin-focused: relevant to the concerns of Austinites and cognizant of the challenges and advantages within our city. To that end, accurate, in-depth information about Austin as a whole and the character of its residents must inform the strategy for digital inclusion moving forward.

Through demographic insight, into clients served by digital technology and programs and into Austin's residents currently unserved by the digital world, the strategic plan can tackle challenges in a way that will make the greatest and most effective impact in Austin. Using demographic information gleaned from studies, surveys, and other tools, digital inclusion programs and efforts can lead to a design that is relevant to diverse communities within the city, raise awareness of Austin's challenges and how they might be overcome, and, most importantly, meet the needs and desires of the residents of our city navigating the digital world. The Austin Digital Assessment was designed as a critical asset to provide data crucial to understanding Austinites and their preferences. Regular updates to this research will continue to give service providers an accurate and reliable depiction of the digital landscape in Austin.

Chapter 4 | Taking Action: Initiatives

The Digital Inclusion Strategy calls on the City and its partners in digital inclusion to **take action**. The foundation of this Strategy is an evolving set of strategic initiatives centered on objectives to help overcome identified challenges. These initiatives can be implemented in key communities and sectors across Austin to advance digital inclusion and connect all residents to our digital world. To this end, the Strategy incorporates an Action Plan to monitor the implementation status of specific initiatives. Official updates to the Strategy will inform the public on progress and incorporate new ideas for civic and social innovation. These initiatives have been categorized into five key priority areas: **Connect**, **Engage**, **Include**, **Integrate** and **Coordinate**.

CONNECT 4.1

Austin has the resources, knowledge and expertise to address the challenges we face in bridging the digital divide. The real problem is that we must **connect what's available to what's needed.** The City and its partners in digital inclusion should embrace technological innovation to help connect residents to programs and services.

- **Initiative 4.1.1: Expand existing inventory and mapping resource capabilities**
    - Residents need to be able to access a robust and accurate inventory of public computer labs and digital literacy training opportunities. AustinConnects.net is an example of an existing catalog with geographic filtering capabilities by program type. But this map could be strengthened by incorporating data indicating where programming and public technology access is most needed as identified in the Austin Digital Assessment. This could be visualized as a heat map useful to providers to identify where further program development could be maximized.

      The City should work to make sure that Austin Digital Assessment data and AustinConnect.net's program inventory are publically available through Austin's Open Data initiative. This effort can be guided by advice and input from the City's Communications & Technology Management Department.

Next, the City should work with local programmers and hackers to build upon AustinConnects.net to improve its existing mapping capabilities and incorporate technology usage data as a tool for providers. Once completed, the City should alert social service partners like Texas Connector and 2-1-1 to these mapping tools so they can be incorporated into these existing services.

- Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
- Objective: Schedule a presentation at an Open Austin (or equivalent community organization) event to garner technical support for this initiative within the local civic hacking community. Create a timeline for hacking to occur.
- Primary Audiences: All residents seeking digital inclusion programming & local community providers
- Key Players: City, Business & Entrepreneurs

- **Initiative 4.1.2: Develop a system for keeping the inventory and map robust and up-to-date**
    - Keeping information up-to-date is a major challenge for any community inventory effort. A system must be developed to engage local providers in providing information about programs as programs change, expand, or new programs are added. 2-1-1 and Texas Connector may be valuable partners in this effort, as they both provide public information on community programs of all types, including community computer labs and digital literacy programs. An effort should also be made to expand the types of programs included in the digital inclusion inventory to reflect the interdisciplinary nature of this issue. For example, relevant public health locations should be included to the extent that access to computer hardware and online patient and caregiver portals are available.

      2-1-1 annually asks community providers to update information about their programs and sees a very high response rate to this effort. The City and its partners in digital inclusion should work to promote this 2-1-1 outreach to local program providers to ensure the highest response rate possible, creating a reliable information resource. After the 2-1-1 inventory has been updated, this information can be annually incorporated into the digital inclusion inventory and map as outlined in Initiative 1. Texas Connector, which draws data from 2-1-1, can tag and map these resources.

- Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
- Objective: Create a calendar for updating the catalog based on the 2-1-1, and any other relevant inventory catalog, annual update timeline. Coordinate with others who use these data in mapping tools distributed across Austin such as the Texas Connector.
- Primary Audiences: Digital inclusion program and service providers
- Key Players: City, Community-Based Providers, Nonprofits

- **Initiative 4.1.3: Promote the inventory and map**
  - Upon the launch of the updated inventory and map, the City and its partners should promote the map to the community to ensure the public and community providers are aware of it. Links to the inventory and maps should be made available and promoted through literature available at the public libraries, public computer labs, public schools, recreation facilities and public health facilities. Organizations that provide social services support should encourage their clients to use this as a resource to identify available access or training resources.

    - Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
    - Objective: Identify key channels and strategies to promote the inventory and mapping tools
    - Primary Audiences: Digital inclusion program and service providers
    - Key Players: Business & Entrepreneurs, Community-Based Providers, Community, Nonprofits, Public Health, Education & Higher Ed, City

- **Initiative 4.1.4: Facilitate ongoing innovation using this open data**
  - The local civic hacking community can be a strong resource to the Digital Inclusion effort. We should engage with this community on an ongoing basis at Open Austin and similar meetups in addition to civic hack-a-thons like the ATX Hack for Change to seek advice and technical support when needed on how to spark social innovation.

For example, we should encourage a volunteer from within the civic hacking community to bring to Austin an application like LocalFreeWeb.org, a text-based application that can locate public computer locations near specific bus stops. The LocalFreeWeb API is publically available on Github.

- Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
- Objective: Attend an upcoming Open Austin meeting to promote development of this application and ongoing innovation
- Primary Audiences: Civic hackers
- Key Players: Business & Entrepreneurs, City

ENGAGE 4.2

Many residents who have not engaged in our digital world either are not aware of the many programs and services available to them, or they do not feel that they can benefit from technology. The City and its partners recognize that **ongoing community engagement** is essential to emphasize the importance of having everyone connected.

- **4.2.1: Conduct community forums & events**
    - Many organizations like the Community Advancement Network, Skillpoint Alliance and Austin Public Libraries host and attend community events and forums to engage directly with the community on a range of issues. The City should work with these and other community organizations to advocate for digital inclusion as a component of larger community development events, in addition to participating in or hosting digital inclusion-specific events. The City's presence should include a technology display to show community members resources like AustinConnects.net and the virtual public library e-books and databases, and should also provide informational one-pagers in English and in Spanish. While the City already participates in some local events, it needs a more consistent and engaging physical presence to fully communicate the importance of having everyone connected. The City therefore should aim to participate in and promote regular community events and provide staffing to do so.

- Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
- Objective: To plan and host City events and participate regularly in events held in the community
- Primary Audiences: Internet non-users
- Key Players: Community-Based Providers, City, Nonprofits

- **Initiative 4.2.2: Host a "Day of Digital Inclusion"**
  - Working toward a digitally engaged society is an exciting process that should be celebrated by the Austin community. The City and its many partners across all sectors should host an annual "Day of Digital Inclusion". This exciting event is an opportunity to inform the community about work being done, create a fun and engaging environment for residents to learn about programs and services, while it engages residents from all backgrounds and neighborhoods. The City should seek sponsors to help fund this event and work with local digital inclusion program providers to plan and execute the event.

    - Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
    - Objective: Schedule and plan an annual "Day of Digital Inclusion" celebration
    - Primary Audiences: All residents
    - Key Players: Community-Based Providers, City, Nonprofits, Education & Higher Ed

- **Initiative 4.2.3: Marketing campaign on digital inclusion programs**
  - Relevance continues to be an issue for the 8% of Austinites who do not use the internet. A marketing campaign should be designed to produce public messages that promote digital inclusion. The campaign should be multi-sectorial in nature, with different messages crafted to appeal to different motivations. For example, a public health message could communicate the benefits of online health resources like the Livestrong Foundation's website and free databases related to health and wellness at the Austin Public Library. The campaign should use local

media resources including but not limited to public service announcements, City bus advertisements, utility mail-outs, and public posters. Digital literacy associations and experts should be contacted for professional advice for building effective marketing campaigns and metrics to measure the success of the campaign.

- Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
- Objective: Create a successful targeted marketing campaign based on standard metrics of success
- Primary Audiences: Internet non-users
- Sectors: Community-Based Providers, Community, Nonprofits, City, Public Health, Education & Higher Ed

- **Initiative 4.2.4: Leverage digital inclusion partners' networks to promote digital inclusion**
  - Our partners in all sectors have robust and engaged networks. This is an opportunity to promote digital inclusion efforts to a broad audience. Partners in diverse sectors—including public health, community, public library, nonprofit, and more—should make their networks available for outreach, promotions, and social media pieces. Information divulged to these sector-based networks should inform residents about public access computer locations and digital literacy programs in a way that is relevant to the interests of the partner organization or entity. For example, White Crane Day provides an opportunity to focus on individuals with limited sight and their digital literacy opportunities.

    - Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
    - Objective: All sectors should work with partner organizations to incorporate relevant digital inclusion information into their communications
    - Primary Audiences: Audiences engaged in specific sectors
    - Key Players: Community-Based Providers, Community, Nonprofits, Public Health, Education & Higher Ed, Business & Entrepreneur

- **Initiative 4.2.5: Recruit knowledgeable individuals within the community to provide small group or one-on-one sessions**
    - Austin is known for its volunteerism. Small groups and one-on-one sessions can be very effective at helping individuals build digital skills, particularly if they want to learn a skill like creating a resume or using email. There is an opportunity to leverage technologically skilled Austinites who want to "give back" to the community. Organizations like Austin Free-Net host volunteers who work directly with residents, but there are additional opportunities to expand and localize these direct services. An effort should be made to recruit more skilled volunteers at all public computer locations to create more opportunities for small groups and one-on-one sessions. Organizations that already host these volunteers like Austin Free-Net and Austin Public Libraries can help create job descriptions, and identify and recruit volunteers with the appropriate background, knowledge, and skills assist local residents and measure outcomes.

        - Goal: To Understand the Need for Digital Literacy Training
        - Objective: Identify the skill levels and talents required and develop job descriptions that can be used to recruit volunteers. Reduce turnover for volunteers by matching them well with client needs and measure outcomes.
        - Primary Audiences: Residents interested in digital literacy training
        - Key Players: City, Community, Community-Based Providers, Community

- **Initiative 4.2.6: Identify target communities to understand their unique digital literacy needs**
    - Data from the Austin Digital Assessment should be used in combination with guidance from community leaders and local residents to identify key communities to prioritize for programming and service development. The Austin Digital Assessment includes a geographic analysis by zip code of key digital inclusion indicators like Internet usage and home broadband connection. These data should be supported by guidance from leaders within local communities who can also promote programs and their relevance. We should develop a systematic, ongoing, and consistent method for asking members in key communities about their digital inclusion needs. Public libraries and other community spaces can be used to engage directly with residents and can provide geographic dispersion to further data collection. We should ensure that all relevant sectors are

represented in this analysis and that sufficient staffing is provided to gather and analyze data.

- Goal: To Address Potential Barriers to Digital Inclusion
- Objective: Utilize Austin Digital Assessment to identify key communities. Reach out to community leaders in those areas for input on literacy needs. Develop methodology to engage directly with residents in community spaces
- Primary Audiences: Residents in underserved areas
- Key Players: City, Community

INCLUDE 4.3

As residential technology needs and tools change, we must continue to provide the adequate resources to **address access and adoption** of digital technology so that **all residents can be included in our digitally evolving society.** The City and its partners endeavor to enhance the ability of digital inclusion program providers to serve local residents, and explore new ways to advance digital inclusion directly to residents.

- **Initiative 4.3.1: Integrate digital inclusion programs into online digital portals**
    - For many individuals, digital access or training is just one of many needs. We should work to ensure online digital inclusion programming is offered at all community locations that provide social supports like public housing facilities, the Asian American Resource Center, the DeWitty Center, etc. We should also promote further development of one-stop service shops. The Community Advancement Network has stated that one-stop service shops are best positioned to support individuals and families with diverse needs. This initiative echoes this sentiment and acknowledges the role that digital inclusion can play in empowering and helping all Austinites in need.

- Goal: To Address Potential Barriers to Digital Inclusion
- Objective: Compile list of all existing one-stop service shops, and integrate their locations into digital inclusion mapping initiatives. Efforts should be made to provide programming at any locations with no current digital inclusion program offering
- Primary Audiences: Individuals or families with multiple needs
- Key Players: City, Community-Based Providers, Nonprofits, Community

- **Initiative 4.3.2: Develop online consumer safety curriculum for use throughout Austin**
  - As our community becomes more technologically engaged and independent, we need to continue to prepare curriculum that teaches online consumer safety to protect the privacy and personal information for all Austinites. Online consumer safety should be incorporated into AISD's educational programs for adults and youth, "No Place For Hate" curriculum, Parent Involvement policies, and Learning Support Services. Online safety resources related to healthcare could also be made available through patient portals and on health provider's online resources. The public libraries can include consumer safety in their basic digital literacy courses.

    - Goal: To Address Potential Barriers to Digital Inclusion
    - Objective: Issue curriculum evaluations to users to gauge impact
    - Primary Audiences: New Internet users
    - Key Players: City, Community-Based Providers, Community, Public Health

- **Initiative 4.3.3: Promote usage of digital badges to visualize and reward learning**
  - Digital Badges, like those offered for faculty training at Austin Community College and to public school students in New York and Chicago, can serve as a new and powerful tool to empower digital learning.

Digital badges are awarded when a training or learning task has been completed; recipients manage their badges online and can use them to validate learning in social and professional online environments.

Digital badges can be developed for all kinds of learning including math, science, nature, and more. With increased focus on online learning and training, digital badges can help residents visualize and receive validation of new skills. Educational programs in all sectors should consider offering digital badges to help Austinites—youths and adults—manage their skills development over time.

- Goal: To Understand and Increase Usage of Digital and Communications Technology
- Objective: Work with educational programs across all sectors to offer digital badges for program completion
- Primary Audiences: Youths & Adults learning new skills
- Key Players: City, Education & Higher Ed, Nonprofits, Community-Based Providers

- **Initiative 4.3.4: Promote device refurbishment to provide inexpensive devices to low-income residents**

Having access to digital technology at home is a valuable resource for individuals to build technology skills. Low-income residents need access to more reliable home devices at affordable prices. The City and its partners in digital inclusion should promote donation of used devices to organizations like Goodwill of Central Texas and American Youthworks that can refurbish these computers and make them available to low-income residents at reasonable and affordable prices.

- Goal: To Understand the Need for Access via Reliable & Affordable Devices
- Objective: Increase the number of used devices donated locally for refurbishment and sale at affordable prices
- Primary Audiences: Low-income residents
- Key Players: City, Business & Entrepreneurs, Education & Higher Ed, Nonprofits, Community-Based Providers

- **Initiative 4.3.5: Provide diverse language offerings for digital literacy training**
    - Austin is a highly diverse community that is home to numerous languages and cultural backgrounds. Language barriers can be a significant deterrent for individuals seeking digital literacy training.

      Many digital inclusion program providers like the Austin Public Library, Skillpoint Alliance, Austin Free-Net and several others offer training in both Spanish and in English. As we continue to create program and service offerings throughout the community, we should ensure that language barriers do not prevent residents from accessing helpful training opportunities. New and existing programs should be analyzed for language inclusiveness and, if necessary, more language services should be offered and more staffing provided to do so.

      - Goal: To Understand the Need for Language & Disability Accommodations
      - Objective: Evaluate all digital training programs for language offerings and determine gaps and needs
      - Primary Audiences: Non-English speakers
      - Key Players: City, Nonprofits, Community

- **Initiative 4.3.6: Design accessible programs for people with disabilities**
    - Many of the Austin residents with disabilities could benefit from public computer access and digital literacy training, but they may face accessibility barriers if opportunities are not designed to make reasonable accommodations. People with mobility disabilities especially may have difficulty accessing sites while people with learning disabilities or speech impediments may find it difficult to communicate with trainers. Digital training programs and public access sites should be evaluated to ensure that all Austin residents are able to access programs and services, including individuals with disabilities.

      - Goal: To Understand the Need for Language & Disability Accommodations
      - Objective: Evaluate all digital training programs and public access sites for accessibility for people with disabilities and staffing to meet training needs
      - Primary Audiences: People with Disabilities
      - Key Players: City, Nonprofits, Community

INTEGRATE 4.4

The success of this Strategy depends on in its adoption both within City government and among its many community partners. The City should work with its partners to **integrate the Digital Inclusion Strategy with community planning initiatives** across all sectors.

- **Initiative 4.4.1: Advance digital inclusion as a Community Advancement Network (CAN) goal that can be measured on the Community Dashboard**
    - CAN is a partnership between key community sectors including government, nonprofit, enterprise, and faith-based institutions that shares ideas and resources to make positive changes in our community. CAN maintains a dashboard of key indicators to help track progress overcoming specific local and regional challenges. Digital inclusion should be added to the CAN dashboard to identify mutually shared goals and work with the CAN strategic framework. Other opportunities to create accountability for improving the digital community through this strategic plan should also be pursued.
        - Goal: To Understand and Increase Usage of Digital and Communications Technology
        - Objective: Identify key metrics to be included on the CAN dashboard
        - Primary Audiences: Digital inclusion program and service providers
        - Key Players: Community-Based Providers

- **Initiative 4.4.2: Encourage community program and service providers to update their institutional goals to reflect Digital Inclusion Strategy priorities**
    - Providers should be encouraged to conduct annual update reviews of their internal strategies and goals to include digital services throughout their areas of responsibility. All sectors have a capacity to benefit from digital inclusion programs and services. Providers should work with the City and its partners to identify ways to incorporate initiatives outlined in this plan into their program and service offerings.

- Goal: To Understand and Increase Usage of Digital and Communications Technology
- Objective: Develop an annual reporting mechanism to evaluate organizational progress
- Primary Audiences: All community organizations
- Key Players: City, Community-Based Providers, Nonprofits, Education & Higher Ed, Public Health

- **Initiative 4.4.3: Collaborate and brainstorm with other cities' Digital Inclusion efforts**
  - For the Digital Inclusion Strategy to achieve maximum benefit in Austin, digital inclusion needs to continue to be a national conversation, open to strategic partnerships and new ideas. The City of Austin has connected with digital inclusion programs in other cities like Seattle and Chicago to discuss priorities and strategies. These conversations should be expanded to include more cities and to include digital inclusion program and service providers. Bringing more ideas and perspectives together will help Austin implement the initiatives outlined in this plan and annually re-evaluate the need for different or new initiatives.

    - Goal: To Understand and Increase Usage of Digital and Communications Technology
    - Objective: Maintain regular conversation with external cities, incorporating key service providers
    - Primary Audiences: National digital inclusion network
    - Key Players: City, Nonprofits, Community-Based Providers, Other Cities

COORDINATE 4.5

This Strategy calls for significant added time, resources, and dedication among the City and its partners to effectively take action. To **coordinate these efforts and increase the scale of digital inclusion initiatives**, we should raise additional funds and plan for efficient implementation of important programs and services.

- **Initiative 4.5.1: Explore grant opportunities to keep devices and trainings up-to-date**
    - Digital inclusion program providers should continue to seek funding sources for digital inclusion. The City currently offers financial support to qualified program and service providers through the Grant for Technology Opportunities Program, but more and diverse resources are needed to stay relevant and continue to provide access to up-to-date trainings and technology. Public libraries are recognized nation-wide as key access points for community digital technology use and learning. Austin is fortunate to have a robust and well-connected public library system. Austin Public Libraries should explore grant opportunities to continue to improve upon their digital infrastructure and literacy training programs. The library system also has a unique opportunity to access funds that may be restricted to library-specific usage. Similar to libraries, the public health community has access to a large pool of health-specific funding that could be used to support strategic initiatives. The public health community should identify grants and partners, such as the St. David's Foundation, that could partner on this initiative to incent providers through targeted grant programs. The Library, public health, and other sectors should work with the City and local digital literacy providers to identify potential grants and build successful collaborations and applications. Fund recipients should also develop processes for measuring the impact of these funds on outcomes for organizations and the residents they serve.

    - Goal: To Understand the Need for Digital Literacy Training and Access via Reliable & Affordable Devices
    - Objective: Produce a report to identify grants that are obtained to improve customer access and experience and measure impact outcomes.
    - Primary Audiences: Program and service providers
    - Key Players: City, Community-Based Providers, Public Health

- **Initiative 4.5.2: Recruit private sponsorships and donors**
    - All Austin residents, institutions, and businesses stand to benefit from a community that invests in the skills, staff and tools to fully engage the entire community in our digital society. Digital inclusion empowers people to participate in conversations, events, and marketplaces that cannot be accessed without technology. Because of this, there is an opportunity to recruit financial support from the private donor community in Austin. Providers should work with the City and its partners to facilitate ongoing conversations with local businesses and institutions that may have an interest in publically supporting digital inclusion programs and services in libraries and elsewhere in the community. Increased funding expands the capacity for providers to provide high-quality services to all residents who need free training or access to devices.

        - Goal: To Understand the Need for Digital Literacy Training and Access via Reliable & Affordable Devices
        - Objective: Set a realistic fundraising goal with specific program and implementation plans associated with funds
        - Primary Audiences: Program and service providers
        - Key Players: City, Community-Based Providers, Nonprofits, Business & Entrepreneur

- **Initiative 4.5.3: Facilitate ongoing program evaluation for program and service providers**
    - Organizations that provide digital inclusion programming need regular and high-quality evaluation of digital inclusion program success. While most programs are designed with certain performance metrics in mind, there is opportunity to maximize the potential benefit to program participants by obtaining third party evaluation and recommendations for improvements. Austin has several local consultancy groups that provide program evaluation, in addition to one of the top MBA programs in the country. Digital inclusion service providers, with the support of the City, should seek pro bono program evaluation services from local consulting organizations or MBA students from local higher education institutions. Existing data collection and evaluation procedures and tools from top digital inclusion providers, like Austin Public Library, should be considered when recommending program evaluation processes. Those programs with the most successful evaluation processes should be strongly utilized and promoted to other organizations.

- Goal: To Understand and Increase Usage of Digital and Communications Technology
- Objective: Ensure every digital inclusion program has a plan and partner for program evaluation
- Primary Audiences: Digital inclusion program and service providers
- Key Players: City, Nonprofit, Community-Based Providers, Education & Higher Ed

- **Initiative 4.5.4: Manage Digital Inclusion Strategy implementation**
  - The City of Austin is dedicating new staff resources to support the implementation of the initiatives outlined in this plan. This staff member will track progress on each initiative outlined in this plan, in addition to pursuing any new opportunities that may become available. The staff member should report to key stakeholders on progress quarterly in preparation for an annual update. The staff member should also regularly update the Action Plan (see Supplementary Materials: Action Plan), which will be made publically available on the City's website to create accountability in the Digital Inclusion Strategy implementation process. The City's key partners may also need to explore options for recruiting additional staff, volunteers, technical support and funding to advance digital inclusion efforts through increased promotion, training, and evaluation.

    - Goal: To Understand and Increase Usage of Digital and Communications Technology
    - Objective: Quarterly progress reviews, annual update & ongoing Action Plan
    - Primary Audiences: All residents and community organizations
    - Key Players: City

- **Initiative 4.5.5: Create a representative accountability group to oversee and advise on programming**
  - As demonstrated throughout this plan, digital inclusion is a broad topic that touches diverse community areas and sectors. Therefore, it is essential that an interdisciplinary board be created as a knowledge base and advisory resource for digital inclusion strategic implementation.

- The board should include representation from all sectors, including the City, across all geographic regions to ensure the entire community is represented.

  - Goal: To Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations
  - Objective: Identify community leaders willing to participate on this board and develop specific expectations for its contribution to digital inclusion
  - Primary Audiences: All local geographic and service sectors
  - Key Players: City, Community-Based Providers, Community, Education & Higher Ed, Nonprofit, Business & Entrepreneur

- **Initiative 4.5.6: Conduct Digital Inclusion Strategy Implementation Workshop**
  - The Digital Inclusion Strategy is a dynamic document that benefits from innovative ideas to create a digitally engaged society for all residents. The City and its sector-based partners should participate in an implementation workshop to brainstorm and plan for implementation of the initiatives outlined in this document. The ideas sparked from these sessions should be reflected in the Digital Inclusion Action Plan.

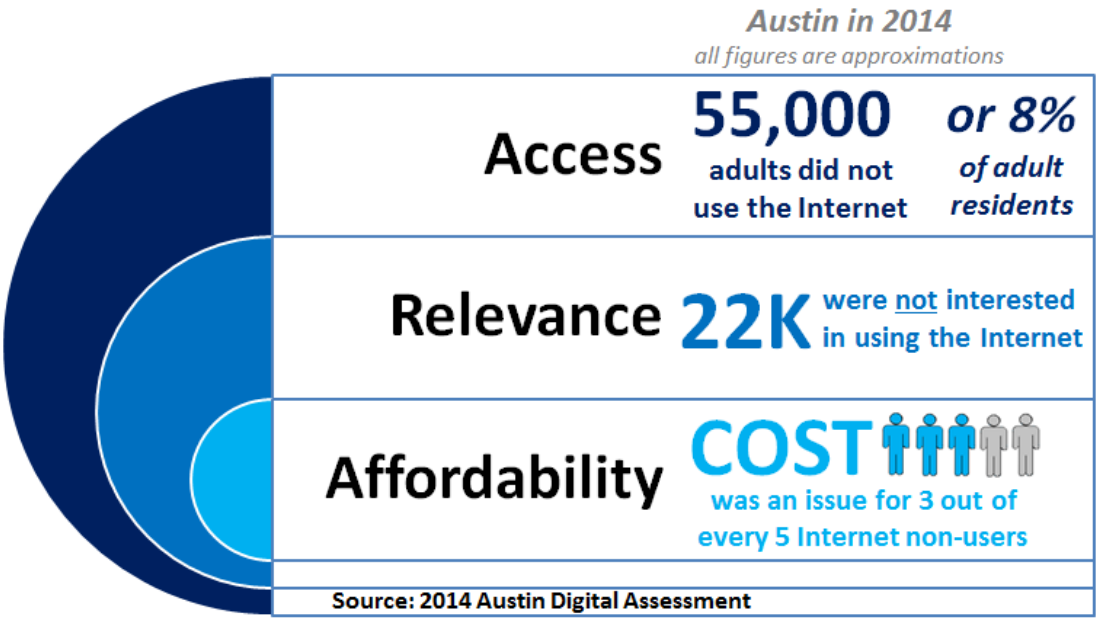
    - Goal: To Understand and Increase Usage of Digital and Communications Technology
    - Objective: Host a strategy implementation workshop to create implementation plans for initiatives identified in this document, and update the Action Plan accordingly
    - Primary Audiences: The City and its partners in digital inclusion
    - Key Players: City, Nonprofit, Community, Community-Based Providers

Chapter 5 | On the Horizon

Austin residents demonstrate every day what amazing, innovative, and creative possibilities can come from accessing and using digital and communications technology. This strategy envisions every Austin resident having an opportunity to be fully engaged in digital society.

The City of Austin is committed to digital inclusion for all of our residents by providing services such as technology literacy training and access for the community. These important opportunities foster the skills that enable people to succeed in a digital age through a variety of community technology programs.

And that's where you can take action.



This document lays out the City Council's resolution calling for a roadmap that addresses access and adoption of digital technology within Austin. It's critical that every one of our residents has access to digital and communications technology and understands technology and how it is relevant to their daily lives, whether to help their kids with their homework, look for jobs, access health information, or access online government information.

Austin has the resources, knowledge and expertise to address the challenges we face in bridging the digital divide. The real challenge is that we must connect what's available to what's needed, and determine how partners and organizations can work together to best address this digital divide. This plan will deploy and support community digital inclusion programs and services in partnership with other agencies, nonprofits, and the private sector.

The foundation of the Digital Inclusion Strategy is an evolving set of Taking Action: Initiatives centered on objectives to help overcome identified challenges. This vision includes every Austin resident having an opportunity to be fully engaged in digital society and is measured using the Austin Digital Assessment administered every three years. The Digital Inclusion Strategy is based upon the outcomes of a periodic residential technology survey that will evaluate and assess residents' access to technology resources and literacy and training programs

We all benefit from a connected Austin in which every citizen is able to use the available digital and communications technology to improve their lives. Both the public and private sectors now presented have a tremendous opportunity to enhance the way we operate and serve our communities through technological innovations. It is our connection to technology, creativity and collaboration that will allow Austin to continue to be the most livable city in the country.

Chapter 6 | Appendix

The City Council Resolution directed development of the Strategy to serve as a roadmap to address access and adoption of digital technology. Austin looks forward to continuing to work with the sectors identified in the plan across five action categories: Connect, Engage, Include, Integrate, and Coordinate for every resident to have access to the knowledge and resources needed to participate in our emerging digital society. The City is now working with its digital inclusion partner organizations and individuals across all sectors to execute these Initiatives. The following Digital Inclusion Action Plan is organized by Initiative and may be considered in monitoring and assessing success of each of the Strategy's initiatives over time:

6.1 | Digital Inclusion Action Plan Indicators

The City will provide updates to the implementation status of the Digital Inclusion Strategic Plan through:

- Annual Updates to the Community Technology & Telecommunications Commission austintexas.gov/cttc
- The Digital Empowerment Community of Austin (DECA)
- Updates to austintexas.gov/digitalinclusion
- The *On The Digital Inclusion Horizon* Email Newsletter
- Presentations to Boards and Commissions and other community groups

Connect	Engage	Include	Integrate	Coordinate
Initiatives • 4.1.1 • 4.1.2 • 4.1.3 • 4.1.4	**Initiatives** • 4.2.4 • 4.2.5 • 4.2.6	**Initiatives** • 4.3.1 • 4.3.4 • 4.3.5	**Initiatives** • 4.4.2	**Initiatives** • 4.5.2 • 4.5.3
The City and its partners in digital inclusion should embrace technological innovation to help connect residents to programs and services.	The City and its partners recognize that ongoing community engagement is essential to emphasize the importance of having everyone connected.	The City and its partners endeavor to enhance the ability of digital inclusion program providers to serve local residents, and explore new ways to advance digital inclusion directly to residents.	The City should work with its partners to integrate the Digital Inclusion Strategy with community planning initiatives across all sectors.	To coordinate these efforts and increase the scale of digital inclusion initiatives, we should raise additional funds and plan for efficient implementation of important programs and services.

6.2 | Council Resolution No. 20140320-056

RESOLUTION NO. 20140320-056

WHEREAS, the City of Austin vision includes every Austin resident having an opportunity to be fully engaged in digital society, accessing and using digital and communications technology; and

WHEREAS, increasingly, digital engagement is a requirement to fully participate in many elements of society including education, health care, civic engagement, job opportunities and social connections; and

WHEREAS, "Building Digital Communities – Getting Started", developed by the International City/County Management Association, the W Technology and Social Change Group, and the Institute of Museum and Library Services with input from over 100 organizations and individuals, outlines a framework to foster digital inclusion including:

- Access Principles of Availability, Affordability, Design for Inclusion
- Adoption Principles of Public Access, Relevance, Digital Literacy, Consumer Safety; and

WHEREAS, Austin has several city and community resources that help to achieve a vision of digital inclusion, including support by the City of Austin through the Grant for Technology Opportunities (GTOPS), the newly created Innovation Office, and partnerships with local non-profits; and

WHEREAS, the City of Austin is currently undertaking a residential technology survey to evaluate and assess residents' access to technology resources and literacy and training programs and to identify unmet needs and barriers; and

WHEREAS, a Digital Inclusion Strategic Plan based upon the outcomes of the residential technology survey will allow the city and community to set goals, inventory resources, identify gaps in services and develop a roadmap to reach the adopted goals; and

WHEREAS, the City can leverage assets, such as fiber networks, to deploy/support community digital inclusion programs and services in the most needed communities in partnership with other agencies, nonprofits, and the private sector; and

WHEREAS, the City works with the University of Texas at Austin in a joint effort to examine the digital divide in Austin communities, in which UT performs the data collection and analysis while the City sets research goals and oversees implementation; and

WHEREAS, on February 12, 2014, the Austin Community Technology and Telecommunications Commission (CTTC) created a working group on the residential technology survey and would be a key participant in developing a Digital Inclusion Strategic Plan; **NOW, THEREFORE,**

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF AUSTIN:

The City Manager is directed to work with CTTC and other relevant Commissions, community organizations and stakeholders to develop a Digital Inclusion Strategic Plan to address access and adoption of digital technology, to serve as a guiding document for providing digital inclusion opportunities in effecting the City's goals to ensure all Austin residents are served; and

BE IT FURTHER RESOLVED:

The City Manager is directed to present the recommended Digital Inclusion Strategic Plan to the CTTC, the Emerging Technology and Telecommunications Council Committee and the City Council for consideration by October 23, 2014.

ADOPTED: March 20, 2014 **ATTEST:**

Jannette S. Goodall
City Clerk

Digital Inclusion

City of Austin

The Digital Inclusion Strategic Plan is developed, implemented and managed by the City of Austin, Office of Telecommunications & Regulatory Affairs, Digital Inclusion Program

austintexas.gov/digitalinclusion

@COADigInclusion

digital.inclusion@austintexas.gov

512.974.2999

DIGITAL INCLUSION STRATEGY

CITY OF AUSTIN

Digital Inclusion Strategic Plan
Adopted November 20, 2014
Revised October 1, 2016

City of Austin

Solicitation Number: RFP 7300-JRH0104

Austin Free-Net

2209 Rosewood Ave
Austin, TX

512-236-8225

www.austinfree.net

COA SOLICITATION NUMBER: RFP 7300-JRH0104

austinfree.net

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TAB 1 – BUSINESS ORGANIZATION

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3. Approved Board of Directors Minutes

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Austin Free-Net Board of Directors
(as of 5/1/17)

Officers: (Currently serving a three-year term which will end September 2017)

President – Kevin Enders
Vice President – Beth Tracy -2019

Officers (Currently serving a three year-term which will end September 2019)

John Sirman – Treasurer & Secretary

Members-At-Large

Wilhelmina Delco – Honorary
Belinda Matingou- (2017-2020)
Elizabeth Quintanilla – (2017-2020)

Advisory Board Members (Terms serving)

Sherri Greenberg- (2015-2018)
Hugh Forrest – (2017-2020)
Barbara Kelso – (2017-2020)
Susan Engelking - (2017-2020)

AUSTIN FREE-NET

EIN: 74-2743446

ATTACHMENT III

BY-LAWS

BYLAWS

OF

AUSTIN FREE-NET

BYLAWS OF

AUSTIN FREE-NET

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BYLAWS

OF

AUSTIN FREE-NET

ARTICLE I

OFFICES

1.01 Principal Office. The principal office of the corporation shall be located in Austin, Texas.

1.02 Other Offices. The corporation may have such other offices, either within or without the State of Texas, as the Board of Directors may determine or as the affairs of the corporation may require from time to time.

1.03 Registered Office and Registered Agent. The corporation shall have and continuously maintain in the State of Texas a registered office, and a registered agent whose office is identical with such registered office, as required by the Texas Non-Profit Corporation Act. The registered office may be, but need not be, identical with the principal office of the corporation in the State of Texas, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE II

BOARD OF DIRECTORS

2.01 General Powers. The affairs of the corporation shall be managed by its Board of Directors. Directors need not be residents of Texas or members of the corporation.

2.02 Number, Tenure and Qualifications. The number of Directors shall be at least three (3). Each Director shall hold office until the next annual meeting of directors and until his successor shall have been elected and qualified.

2.03 Regular Meetings. A regular annual meeting of the Board of Directors shall be held without other notice than this bylaw, at a time and place to be determined by resolution of the Board of Directors. The time of the first annual meeting shall take place no later than one (1) year following the date that the Articles of Incorporation are filed with the Secretary of State. The Board of Directors may provide by resolution the time and place, either within or without the State of Texas, for the holding of additional regular meetings of the Board without other notice than such resolution.

2.04 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place, either within or without the State of Texas, as the place for holding any special meetings of the Board called by them.

2.05 Notice. Notice of any special meeting of the Board of Directors shall be given at least two days previously thereto by written notice delivered personally or sent by mail, electronic mail on the Internet, or telegram to each Director at his address as shown by the records of the corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed with postage thereon prepaid. If notice be given by electronic mail or telegram, such notice shall be deemed to be delivered when the message is sent via the Internet, or the telegram is delivered to the telegraph company. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

2.06 Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

2.07 Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these bylaws.

2.08 Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of Directors, shall be filled by the Board of Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

2.09 Compensation. Directors as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board. Directors shall also be entitled to reimbursement of any reasonable and documented expenses they incur on behalf of the corporation.

2.10 Informal Action by Directors. Any action required by law to be taken at a meeting of Directors, or any action which may be taken at a meeting of Directors, may be taken without a meeting if a consent in writing setting forth the action so taken shall be signed by all of the Directors.

2.11 Election of Directors. At the annual meetings of the board of directors described in Article 2.03 of these bylaws, a new Director may be elected to replace any current member of the board of directors by the affirmative vote of two-thirds (2/3) of the current board.

ARTICLE III

OFFICERS

3.01 Officers. The officers of the corporation shall be a President, one or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary, a Treasurer, and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the office of President.

3.02 Election and Term of Office. The officers of the corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified.

3.03 Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

3.04 Vacancies. A vacancy in any office because of death, resignation, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

3.05 President. The President shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation. He or she shall preside at all meetings of the Board of Directors. He or she may sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these bylaws or by statute to some other officer or agent of the corporation; and in general he or she shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

3.06 Vice President. In the absence of the President or in the event of his or her inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Vice Presidents in order of their election) shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties as from time to time may be assigned to him or her by the President or Board of Directors.

3.07 Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for monies due and payable to the corporation from any source whatsoever, and deposit all such monies in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article 5 of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

3.08 Secretary. The Secretary shall keep the minutes of the Board of Directors in one or more books provided for that purpose; give all notices in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation, and affix the seal of the corporation to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws; and, in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

3.09 Assistant Treasurers and Assistant Secretaries. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries in general shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors.

ARTICLE IV

COMMITTEES

4.01 Committees of Directors. The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of one or more Directors, which committees, to the extent provided in said resolution shall have and exercise the authority of the Board of Directors in the management of the corporation. However, no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the bylaws; electing, appointing or removing any member of any such committee or any Director

or officer of the corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the corporation; authorizing the voluntary dissolution of the corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director of any responsibility imposed on it or him or her by law.

4.02 Other Committees. Other committees not having and exercising the authority of the Board of Directors in the management of the corporation may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, the Board shall appoint the members thereof. Any members thereof need not be members of the Board. Any members thereof may be removed by the Board or persons authorized to appoint such member whenever in their judgment the best interest of the corporation shall be served by such removal.

4.03 Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of the corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

4.04 Chairperson. One member of each committee shall be appointed chairperson by the person or persons authorized to appoint the members thereof.

4.05 Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

4.06 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

4.07 Rules. Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Board of Directors.

ARTICLE V

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

5.01 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws,

to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances.

5.02 Checks and Drafts. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President or a Vice President of the corporation.

5.03 Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositaries as the Board of Directors may select.

5.04 Gifts. The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the corporation.

ARTICLE VI

BOOKS AND RECORDS AND OTHER MATTERS

6.01 Books and Records. The corporation shall keep correct and complete books and records of account and shall also keep minutes of the Board of Directors and committees having any of the authority of the Board of Directors.

6.02 Fiscal Year. The fiscal year of the corporation shall begin on the first day of October and end on the last day in September in each year.

6.03 Waiver of Notice. Whenever any notice is required to be given under the provisions of the Texas Non-Profit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

6.04 Amendment to Bylaws. These bylaws may be altered, amended or repealed and new bylaws may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given or an intention to alter, amend or repeal these bylaws or to adopt new bylaws at such meeting.

6.05 Non-Discrimination. The Corporation does not discriminate in its policies or procedures with regard to race, color, religion, age, sex, sexual orientation, national origin, or sensory or physical handicap.

6.06 Loans to Directors and Officers Prohibited. No loans shall be made by a corporation to its directors of officers.

6.07 Interested Directors. Notwithstanding any other provision of these Bylaws, no person serving on the Board may be Corporate staff or an interested person. For the purposes of this section, "interested person" means either: (a) any person currently being compensated directly or indirectly by the corporation for current services of for services rendered it within the previous twelve (12) months; or (b) any relative within the first degree of affinity or blood relationship to such an "interested person."

ARTICLE VII

INDEMNIFICATION OF OFFICERS, DIRECTORS AND EMPLOYEES

7.01 Indemnification. The corporation shall indemnify any director or officer or former director or officer of the corporation and any person who, while a director or officer of the corporation, is or was serving at the request of the corporation as a director, officer, partner, venturer, proprietor, trustee, employee, agent or similar functionary of another foreign or domestic corporation, partnership, joint venture, sole proprietorship, trust, employee benefit plan or other enterprise against reasonable expenses incurred by him or her in connection with any action, suit or proceeding in which he or she is a named defendant or respondent if he or she has been wholly successful, on the merits or otherwise, in the defense of such action, suit or proceeding. The corporation may indemnify any director or officer or former director or officer of the corporation, and any person who, while a director or officer of the corporation, is or was serving at the request of the corporation as a director, officer, partner, venturer, proprietor, trustee, employee, agent or similar functionary of another foreign or domestic corporation, partnership, joint venture, sole proprietorship, trust, employee benefit plan or other enterprise who was, or is, threatened to be named a defendant or respondent in an action, suit or proceeding against judgments, penalties (including excise and similar taxes), fines, settlements and reasonable expenses actually incurred by him or her in connection with an action, suit or proceeding to the full extent permitted by Article 2.22A of the Texas Non-Profit Corporation Act.

7.02 Advancement of Expenses. The corporation may pay in advance any reasonable expenses which may become subject to indemnification subject to the provisions of Article 2.22A of the Texas Non-Profit Corporation Act.

7.03 Insurance. The corporation may purchase and maintain insurance on behalf of any person who is or was a director, or officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, partner, venturer, proprietor, trustee, employee, agent, or similar functionary of another foreign or domestic corporation, partnership, joint venture, sole proprietorship, trust, employee benefit plan or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the corporation would have the power to indemnify him or her against such liability under these Bylaws or the laws of the state of Texas.

7.04 Other Indemnification. The protection and indemnification provided hereunder shall not be deemed exclusive of any other rights to which a director or officer or former director or officer, or present or former employee or agent of the corporation, may be entitled, under any agreement, insurance policy, or otherwise.

As Approved By the Board of Directors on: April 18, 1995.

DIRECTORS:

JEFF EVANS

JULIE GOMOLL

KEN LINDSAY

RACHEL MATTHEWS

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AMENDMENT TO BYLAWS OF AUSTIN FREE-NET

The following amendment to Article Two of the bylaws of Austin Free-Net was adopted at a meeting of the board of directors held on March 28, 2006, and received a vote of a majority of the directors:

2.10 **Informal Action by Directors.** Any action required or permitted to be taken by the Board of Directors under the Texas Nonprofit Corporation Act may be taken without a meeting if a majority of Directors consent in writing setting forth the action to be taken, or by e-mail approval if consent is received from a recognized e-mail address or has a signature line on a copy of the e-mail and is faxed to the business office of the corporation.

Date: 3/28/06

AUSTIN FREE-NET

By: Kathryn Robinson

Title: President, Board of Director

MEETING OF
AUSTIN FREE-NET
BOARD OF DIRECTORS
DATE: July 29, 1998

The undersigned, being a quorum of the members of the Board of Directors of Austin Free-Net (the "Corporation"), hereby consent to the adoption of the following resolutions as of the effective date of this consent:

Authorize Ana Sisnett and Sue Beckwith to execute and deliver agreements, reports and other instruments necessary in the day to day business of Austin Free-Net:

RESOLVED, that Ana Sisnett and Sue Beckwith be authorized to execute and deliver agreements, reports and other instruments necessary in the day to day business of Austin Free-Net during the transition from the retiring Executive Director to the new Executive Director. Either of these authorized persons may execute and deliver such documents effective July 1, 1998 through October 30, 1998, at which time Sue Beckwith will be relieved of such duties entirely.

Change signers on bank accounts:

RESOLVED, that Ana Sisnett and Rachel Matthews be added as signers and that Sue Beckwith and Susan Price be deleted as signers from the following bank accounts, effective immediately:

Bank of America, account #7337800785
Chase Bank of Texas, account #09922278212

These banks may allow each authorized person, acting alone, to conduct any and all bank business concerning these accounts.

DIRECTORS:

Julie Gomoll

Julie Gomoll

Susan Price

Susan Price

Rachel Matthews

Rachel Matthews

MEETING OF
AUSTIN FREE-NET
BOARD OF DIRECTORS
DATE: October 2, 2000

The undersigned, being a quorum of the members of the Board of Directors of Austin Free-Net (the "Corporation"), hereby consent to the adoption of the following resolution as of the effective date of this consent:

Add signers on bank accounts:

RESOLVED, that Julie Gomoll and Maria Poarch be added as signers to the following bank accounts, effective immediately:

Chase Bank of Texas, account #09922278212
Chase Bank of Texas, account #09922818678

Chase Bank of Texas may allow each authorized person, acting alone, to conduct any and all bank business concerning these accounts.

DIRECTORS:

Julie Gomoll

Julie Gomoll

Susan Price

Susan Price

Rachel Matthews

Rachel Matthews

Maria Poarch

Maria Poarch

MEETING OF
AUSTIN FREE-NET
BOARD OF DIRECTORS
DATE: January 27, 1999

The undersigned, being a quorum of the members of the Board of Directors of Austin Free-Net (the "Corporation"), hereby consent to the adoption of the following resolutions as of the effective date of this consent:

Authorize the closing of Austin Free-Net's checking account at Bank of America:

RESOLVED, that checking account at Bank of America be closed.
Bank of America, account #7337800785

Authorize the changing of checking account type at Chase Bank of Texas:

RESOLVED, that the "flat fee" checking account at Chase Bank of Texas be changed to a "business" checking account.
Chase Bank of Texas, account #09922278212

Effective date: January 27, 1999

DIRECTORS:

Julie Gomoll

Julie Gomoll

Susan Price

Susan Price

Rachel Matthews

Rachel Matthews

Lynn Robinson

Eunice F. Stanfield

WRITTEN CONSENT IN LIEU OF
MEETING OF
AUSTIN FREE-NET

Pursuant to Article Ten of the Articles of Incorporation of Austin Free-Net, the undersigned, being a quorum of the members of the Board of Directors of Austin Free-Net (the "Corporation"), hereby consent to the adoption of the following resolution as of the effective date of this consent:

Open money market checking account:

RESOLVED, that a money market checking account be opened at Chase Bank of Texas in Austin, Texas and that Ana Sisnett and Rachel Matthews be authorized as signers on the account effective immediately.

Effective Date: November 18, 1998

DIRECTORS:

Susan Price

Susan Price

Rachel Matthews

Rachel Matthews

WRITTEN CONSENT IN LIEU OF
MEETING OF
AUSTIN FREE-NET, INC.

Article 1396-9.10 of the Texas Non-Profit Corporation Act provides that unless otherwise restricted by the Articles of Incorporation or Bylaws, any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting of the Board of Directors if a consent, in writing, setting forth the action so taken is signed by all members of the Board of Directors. Accordingly, pursuant to such statutory authority, the undersigned, being all members of the Board of Directors of AUSTIN FREE-NET (the "Corporation"), hereby consent to the adoption of the following resolution by consent of all members of the Board of Directors as of the effective date of this unanimous consent:

Join Another Way Texas Shares

RESOLVED, that Austin Free-Net, Inc. join Another Way Texas Shares which is a non-profit corporation.

DATED: May 22, 1997

DIRECTORS:

Julie Gomoll

Jeff Evans

Susan Price

Rachel Matthews

WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF
AUSTIN FREE-NET

Article 1396-9.10 of the Texas Non-Profit Corporation Act provides that unless otherwise restricted by the Articles of Incorporation or Bylaws, any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting of the Board of Directors if a consent, in writing, setting forth the action so taken is signed by all members of the Board of Directors. Accordingly, pursuant to such statutory authority, the undersigned, being all of the members of the Board of Directors of AUSTIN FREE-NET (the "Corporation"), hereby consent to the adoption of the following resolution by consent of all members of the Board of Directors as of the effective date of this unanimous consent:

Amendment of Bylaws

RESOLVED, that Section 6.02 of the Bylaws be amended to adopt a fiscal yearend of September 30.

DATED: June 30, 1995.

DIRECTORS:

JEFF EVANS

JULIE GOMOLL

KEN LINDSAY

RACHEL MATTHEWS

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Bylaws Term Limits

Term Limits apply to both current and new Board members, according to the bylaws. Current and new Board members may serve two 3-year terms, for a total of six years, beginning October 1, 2014.

In addition to filling the following 4 positions, the AFN bank account needs one more Board member who is willing to become a signee at Chase Bank.

One Board member will nominate another person to hold an office, another Board member will second it, and the motion carried must be unanimous.

3.02 Election and Term of Office. The officers of the corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified.

3.05 President. The President shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation. He or she shall preside at all meetings of the Board of Directors. He or she may sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these bylaws or by statute to some other officer or agent of the corporation; and in general he or she shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

3.06 Vice President. In the absence of the President or in the event of his or her inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Vice Presidents in order of their election) shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties as from time to time may be assigned to him or her by the President or Board of Directors.

3.07 Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for monies due and payable to the corporation from any source whatsoever, and deposit all such monies in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article 5 of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

3.08 Secretary. The Secretary shall keep the minutes of the Board of Directors in one or more books provided for that purpose; give all notices in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation, and affix the seal of the corporation to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws; and, in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

3.09 Assistant Treasurers and Assistant Secretaries. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries in general shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors.

FILED
In the Office of the
Secretary of State of Tex
APR 04 2006
Corporations Sectio

ARTICLES OF AMENDMENT

Pursuant to the Texas Non-Profit Corporation Act, the undersigned corporation adopts the following articles of amendment:

ARTICLE ONE

The name of the corporation is Austin Free-Net. This corporation has no members.

ARTICLE TWO

The following amendment to the articles of incorporation were adopted on March 28, 2006:

Article Nine of the Articles of Incorporation are hereby amended so as to read as follows:

None of the Board of Directors of the corporation shall be liable to the corporation for monetary damages for an act or omission in such individual's capacity as a director or trustee, except to the extent such individual is found to be liable for:

(a) a breach of the director's duty of loyalty to the corporation;
(b) an act or omission not in good faith that constitutes a breach of duty of the director to the corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
(c) a transaction from which the individual received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
(d) an act or omission for which the liability of a director is expressly provided for by an applicable statues.

Article Ten of the Articles of Incorporation are hereby amended so as to read as follows:

Any action required or permitted to be taken by the Board of Directors under the Texas Nonprofit Corporation Act or of a committee may be taken without a meeting if a majority of Directors or committee members consent in writing setting forth the action to be taken, or by e-mail approval if consent is received from a recognized e-mail address or has a signature line on a copy of the e-mail and is faxed to the business office of the corporation.

ARTICLE THREE

The amendments were adopted in the following manner:

The amendment was adopted at a meeting of the board of directors held on March 28, 2006, and received the vote of a majority of the directors.

Dated 3/28/06

AUSTIN FREE-NET
By: Kathryn Robinson
Title: President, Board of Directors

austinfree.net

Austin Free-Net
Board of Directors
Meeting

MONTHLY BOARD MEETING MINUTES

Date:	October 26, 2015
Location:	IBM
Board Directors Present:	Kevin Enders and Beth Tracy
Directors Absent:	John Sirman, Llays Salahud-Din
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler CoA
Others Present:	Sharla Chamberlain , CoA, Daniel Lucio, NTEN/Google Fiber Fellow

Call to Order
Monthly Board Meeting called to order at 11:15 a.m. (CST) by Kevin Enders, Board President

Welcome **Kevin Enders**
A quorum was present, City of Austin Digital Inclusion staff member Charla Chambers also present.

Finance Report **Laura Haufler**
The financial statements for September 30, 2015 were presented by Laura Haufler. At year-end is a net loss of $50,620. Funds totaling $85,020 are carried over from FY 2014 to offset the FY 2015 loss. The FY 2016 review included a monthly cash flow projection with a beginning cash balance of $14,275. For FY2016, the projected fundraising goal is $24,820.

Motion made by Kevin Enders to accept the September 30, 2015 financial statements, seconded by Beth Tracy and passed.

Questions:
"Are there any concerns about contract payments by funders?" –Beth Tracy
Laura H. responded that we are working with the different payment timelines of the organizations and we feel confident about payment.

"Do we have pending grants?"—Beth Tracy
Juanita reported:
Refuge Services of Texas - $16,000/ Talking with Interfaith Services of Austin as a potential partner to increase the size of grant.

- Community Care Clinic – grant denied but they are still interested in future partnership.
- Southwest Key – asked us to develop another grant proposal which could incorporate GED program
- Glimmer of Hope – ED David Porter is interested in working with AFN but we are looking for another organization that services seniors

- Connect Home San Antonio – Meeting with Mayor of San Antonio and Housing Authority to initiate Connect Home program in San Antonio similar to HACA
- Tech Hire – Working with COA and ACC to create AFN grant opportunity from ACC's new federally funded program
- GTOPS --$25,000/ AFN researching partner to apply for new COA funding.

Motion made by Beth Tracy to accept the September financial statements, and the 2015-2016 budget seconded by Kevin Enders and passed.

Corporate Funding G Strategies **Juanita Budd**
Executive Director Juanita Budd updated the board on AFN Corporate Funding Strategy. Board reviewed corporate contact list. Beth Tracy is going to pursue contact at Edward Jones.

Digital Inclusion **Daniel Lucio**
Google Fiber/NTen Fellow Daniel Lucio presented nine month project overview of Digital Inclusion Fellowship. Lucio's projects responsibilities: 1) Train the Trainer, 2) Tell our Story with Data, and 3) Broadband Adoption Campaigns. He is working with UT Community Leaders team to create a data dashboard tool to tell AFN's story. This digital project is sponsored by Google Fiber. Lucio piloted a door-to-door Outreach campaign on October 10 with second on October 31 in Dove Springs.

Program Updates **Juanita Budd**
Program Update: Juanita Budd reported on AFN program activities August-September. Highlights include participation in Whitehouse Connect Home Summit and Benton Foundation national study. Discussed new AFN speaker series—Digital Bytes which launches Nov. 4. COA staff member Sharla Chamberlain asked us to provide flyers for DECA conference.
Board Chair requested that ED present a plan for an AFN staff and board community service project by the next meeting. Project can be implemented in 2016.

Strategic Plan **Juanita Budd**
Executive Director Juanita Budd updated the board on implemented initiatives from the 2015-2016 Strategic Plan. Board Member Beth Tracy commented that she would like to see more details in report similar to the Initiatives for Program on pg. 8 of the report.

New Business **Juanita Budd**
Juanita Budd is meeting with City of Austin Councilmembers. Councilmember Garza is very interested in establishing a computer lab in Southeast Austin. A new VISTA Development Intern starts at the beginning of November. An AmeriCorps Intern has started working with our program department.

Board Business **Kevin Enders**
Board Chair Kevin Anders discussed whether or not they will need a June meeting. Beth Tracy commented that in near future they may not need to meet every month. The next board meeting will be at IBM, November 30 and the lunch will be sponsored by Kevin Enders.

Meeting Adjournment

A motion was made to adjourn the meeting by Kevin Enders. A quorum was present.
Meeting adjourned at 1:26 PM.CST

Recorded by Leslie Hay

austinfree.net

Austin Free-Net
Board of Directors
Meeting

MONTHLY BOARD MEETING MINUTES

Date:	November 30, 2015
Location:	IBM
Board Directors Present:	Kevin Enders, Beth Tracy, Elizabeth Quintanilla and John Sirman (via phone)
Directors Absent:	Llays Salahud-Din
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler CoA
Others Present:	John Speirs, CoA,

Call to Order
Monthly Board Meeting called to order at 11:03 a.m. (CST) by Kevin Enders, Board President

Welcome **Kevin Enders**
A quorum was present, City of Austin Digital Inclusion staff member John Speirs also present. Board approved the October 2015 Board Meeting Minutes. The Board wants the minutes posted on the AFN website within a password protected portal.

Finance Report **Laura Haufler**
The financial statements for October 31, 2015 were presented by Laura Haufler. For the first month of the fiscal year, is a net loss of $20,118, mainly due to IT mobile lab equipment purchases of $ 14,324. The equipment purchases are supported by a grant award of $15,000 received in FY2015. The first month's revenues of $37,062 are in line with budget, and the operating expenses are above monthly average due to the upfront costs of $6,250 for Americorp/VISTA volunteers.

The October 31st ending cash balance of $18,158 is lower than expected due to some delayed program contract payments. The program contracts are paid up to date as of November 19th. Motion made by Beth Tracy to accept the October 31, 2015 financial statements, seconded by Elizabeth Quintanilla and passed.

Discussion about fundraising:
Laura H. voiced concern about the $24,000 fundraising goal and the impact on cash flow.

Juanita reported on potential funding and suggested that the Board move toward the G fundraising strategy :

- Refuge Services of Texas - $16,000/ Talking with Interfaith Services of Austin as a potential partner to increase the size of grant.
- Co-authoring grant with Easter Seals -- $25,000. Grant application due December 9

- Southwest Key – waiting to hear back on grant to support GED program
- Google Fiber -- $10,000 for TechnoWomen program funding

Welcome New Board Member **Kevin Enders**

Elizabeth Quintanilla was officially welcomed and shared information about her background.

Program Update **Juanita Budd**

Juanita Budd reported on the Strategic Goals and tasks completed in October 2015. AFN program activities August-September. Highlights include $10,000 sponsorship by Google Fiber for the Techno Women grant. AFN is partnering with AARP and Dress for Success to recruit students for the new program.

City of Austin **John Speirs**

John Speirs updated the board on City of Austin's scope of work with Austin Free-Net. The Data Working group is making a lot of progress and the City is pleased with AFN's new Apricot reporting process. The next Digital Empowerment Community Meeting is December 9, 2015.

New Business **Juanita Budd**

Leslie Hay discussed our involvement with Austin Police Operation Blue Santa as an Administrative site. Thus far, 50 people have visited the DeWitty Center to register for the program. Many of the people have limited computer skills and need to establish e-mail accounts. Juanita stated that this was Austin Free-Net's community service project.

Meeting Adjournment

A motion was made to adjourn the meeting by Kevin Enders. A quorum was present.
Meeting adjourned at 1:00 PM.CST

Recorded by Leslie Hay

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Austin Free-Net
Board of Directors
Meeting

MONTHLY BOARD MEETING MINUTES

Date:	January 25, 2016
Location:	IBM
Board Directors Present:	Kevin Enders, Beth Tracy, Elizabeth Quintanilla and John Sirman
Directors Absent:	Llays Salahud-Din
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler CoA
Others Present:	John Speirs, CoA,

Call to Order
Monthly Board Meeting called to order at 11:22 a.m. (CST) by Kevin Enders, Board President

Welcome **Kevin Enders**
A quorum was present, City of Austin Digital Inclusion staff member John Speirs also present. Board agreed to approve the minutes via e-mail since they weren't included in the packet.

Finance Report **Laura Haufler**
The financial statements for December 31, 2015 were presented by Laura Haufler. The net income year-to-date is $8,565 and the revenues and expenses are within budget for the first quarter. The revenues of $130,366 include the new program, Techno-Women, revenues of $20,000. Excluding the Techno-Women program, year-to-date revenues total 27% of budgeted revenues. The year-to-date operating expenses, excluding the equipment purchases of $14,666, are at 26% of the annual budgeted expenses. Fundraising estimates are approximately $25,000 for FY2016.

Amplify Austin **Elizabeth Quintanilla**

Elizabeth is serving as the board coordinator for the Amplify Austin event on March 8, 2016. She offered to help board members set up fundraising campaign pages. Leslie Hay, AFN Communications Manager shared info about finding a matching donor and the importance fundraiser pages.

Digital Empowerment Community of Austin (DECA) **John Speirs**

John Speirs shared the goals of DECA and updated the board on the outcomes of the recent meetings. He also stated that AFN is the lead agency in the city's effort and we are helping to organize and facilitate the meetings. On average 40 organizations have attended the December and January meetings.

Audit Report **Catherine Avenson**

Katy Avenson of Avenson Hamann, CPAs presented the FY 2015 Review Report and tax return Forms 990 and 990T. With year-end adjustments, including in-kind donations totaling $345,480, revenues were $780,926 and expenses totaled $819,648, for a net loss of $38,722. Ms. Avenson noted that new IRS requirements related to revenue reporting by each obligation will be in effect at the start of FY2019 for Austin Free-Net. She reviewed the governance responsibilities of the board of directors and the utilization of the Form 990 by funding entities and the public. Mr. Enders requested any recommendations for improvement, and Ms. Avenson supported implementing a records retention and destruction policy.

Program Update **Juanita Budd**

Juanita Budd updated the board on four programs launched in FY2015: Tech Starters II, SSVF, Southwest Key Digital Literacy program and the Digital Inclusion Fellowship. She also noted new or expanded programs: Techno-Women, CLP-AFN dashboard, NTEN, Southwest Key GED, Refugee Services of Texas, Padron Elementary School Parent Cloud training. The revenue generated from all these programs is $172,920. A December Google Fiber Employee giving campaign also generated $5,000 and new funders. Staff is working on a digital literacy proposal with Austin Voices for Education and Youth.

New Business **Juanita Budd**

Juanita Budd mentioned the National Day of Digital Inclusion, a project supported by several nonprofits that will highlight digital literacy. The event will take place in May or September 2016. Juanita also mentioned that a draft of the Strategic Plan with Initiatives on a page was completed for each goal. The board agreed that they just want a monthly report on work being done on the goals.

Meeting Adjournment

A motion was made to adjourn the meeting by Kevin Enders. A quorum was present.
Meeting adjourned at 12:55PM.CST

****November Minutes****

The board approved the November 2016 meeting minutes via e-mail on 1/27/16 at 10:19 PM

Recorded by Leslie Hay

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Austin Free-Net
Board of Directors
Meeting

MONTHLY BOARD MEETING MINUTES

Date:	February 29, 2016
Location:	IBM
Board Directors Present:	Kevin Enders, Beth Tracy, Elizabeth Quintanilla and John Sirman
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler CoA
Others Present:	John Speirs, CoA,

Call to Order
Monthly Board Meeting called to order at 11:08 a.m. (CST) by Kevin Enders, Board President

Consent Agenda Action **Kevin Enders**
A quorum was present, City of Austin Digital Inclusion staff member John Speirs also present. Board agreed to approve the January minutes. The Board Chair wants to make a revision to the minutes to reflect Llyas Salahud-Din's current status – removed from board. Vice Chair Beth Tracy agreed to serve as a temporary Fund Raising Chair until the position is filled with a new board member with fundraising experience. She offered strategic planning assistance to the board. The board approved Elizabeth Quintanilla as Marketing Chair and Beth Tracy as temporary Fundraising Chair.

AFN Board and Operation Action and Updates **Laura Haufler/Juanita Budd**
The financial statements for January 31, 2016 were presented by Laura Haufler. The net income year-to-date of $22,758, is greater than expected due to the revenues of $30,000 for the new Techno-Women program. Revenues for the established program are in line with the budget at 34%. Total operating expenses year-to-date of $142,722 (total expenses less the IT equipment purchases of $14,915) are in line at 35% of budgeted expenses. Maintaining the fundraising goal of $24,280, the Cash Flow Projections estimate a year-end cash balance of $21,015 for the start of FY2017.

Juanita Budd presented the final draft of the Strategic Plan Goals and Initiatives. The board approved the Strategic Plan. The Board Chair wants to view timelines for the Initiatives at an upcoming board meeting. Beth Tracy suggested that the goals be shown on the AFN website. The board members would like a separate web page for this and other pertinent board documents.

During lunch, John Speirs gave a summary update about the DECA Working group and AFN's involvement. Based on the feedback from the attendees at the four DECA meetings, the following topics surfaced:

- Need to understand what defines digital literacy programs
- Need for more coordination between programs

- Need for partnerships and collaborations to strengthen programs
- Ability to assess common interests between programs
- Need to work and engage with employers

The next DECA meeting is scheduled for March 25. (The date was changed to April 1 due to the Holiday)

In 2017, the COA digital inclusion contract will be open to the public to bid. Juanita and John are meeting to create a design brief for the next COA contract. Juanita also mentioned that AFN was recently recognized by the Mayor for the Unlocking the Connection program. The Mayor read a proclamation at the City Council meeting and each of the founding partners were awarded.

Executive Director's Progress Report **Juanita Budd**

Juanita Budd shared with the board a program summary spreadsheet and status of grants. She mentioned a new public event in May AFN is spearheading, the National Day of Digital Inclusion. We are working with the Mayor's office to create a proclamation for the event. The Board Chair wanted to know if there were any possible plans in place to support the election in November, i.e. voter registration.

The board was reminded about the Amplify Austin events on March 8, 2016 including Assembly Austin sponsored by Austin Access.

Board Chair Report and New Business **Kevin Enders**

Regarding fund development, Juanita asked the board members to report back to her by March 15 the names of people to contact for donations. She also relayed the challenge with getting funding from Impact Austin and asked if anyone has contacts with the organization.

Meeting Adjournment

A motion was made to adjourn the meeting by Kevin Enders. A quorum was present.
Meeting adjourned at 12:55PM.CST

Recorded by Leslie Hay

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Austin Free-Net
Board of Directors
Meeting

MONTHLY BOARD MEETING MINUTES

Date:	March 28, 2016
Location:	IBM
Board Directors Present:	Kevin Enders, Beth Tracy, Elizabeth Quintanilla and John Sirman
Director on Leave:	Llyas Salahud-Din
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler CoA
Others Present:	John Speirs, CoA,

Call to Order
Monthly Board Meeting called to order at 11:05 a.m. (CST) by Kevin Enders, Board President

Consent Agenda Action **Kevin Enders**
A quorum was present, City of Austin Digital Inclusion staff member John Speirs also present. Board agreed to approve the February minutes.

AFN Board and Operation Action and Updates **Laura Haufler/Juanita Budd**

The financial statements for February 29, 2016 were presented by Laura Haufler. The net income year-to-date of $30,279, is greater than expected due to the revenues of $30,000 for the new TechnoWomen program. Revenues for the established program are in line with the budget at 43% year-to-date. Total operating expenses year-to-date of $176,099 (total expenses less the IT equipment purchases of $14,915) are in line at 43% of budgeted expenses. Maintaining the fundraising goal of $24,280, the estimated cash balance to start FY2017 is $6,260. Motion made by Elizabeth Q. to accept the September 30, 2015 financial statements, seconded by John Sirman and passed.

Questions: Based on info presented, Beth Tracy wanted to know if there was an income shortfall for the Techno-Women program. The ED responded that we are waiting to hear back from HACA for the $3,000- $4,000 sponsorship of resident students. When can we establish a reserve fund? Laura Haufler responsded that we would need to have $20,000-$30,000 for approximately four months of operating expenses. This would require a 3- 4 development year plan to establish.

Juanita Budd presented the Strategic Plan progress updates with metrics. The Board Chair suggested that at the next month we share high priority goals and what is needed from the board to support them.

John Speirs (COA) gave an update about the City of Austin Digital Inclusion Contract. He also discussed the COA Design Brief – How might we increase Outcomes at Austin public access facilities?

In spring 2017, the COA digital inclusion contract will be open to the public to bid. John Speirs is working with AFN to prepare the organization for a new contract proposal that addresses expected outcomes.

Executive Director's Progress Report **Juanita Budd**

Juanita Budd shared with the board a program summary spreadsheet and status of grants. She highlighted the two grants Awarded by GTOPs. She mentioned a new public event in May AFN is spearheading, the National Day of Digital Inclusion and Digital Resource Fair. AFN is partnering with Skillpoint Alliance, Austin Community College and the City of Austin. Juanita is working on securing an event sponsor by April. Elizabeth Quintanilla gave a final report about Amplify Austin which raised $3700. Leslie Hay presented a PDF of the 2014-2015 Annual Report. The report will be posted on AFN's website.

Board Chair Report and New Business **Kevin Enders**

The board discussed the calendar for upcoming meetings. The focus for the next two meetings will be on fundraising.

Meeting Adjournment

A motion was made to adjourn the meeting by Kevin Enders. A quorum was present.
Meeting adjourned at 12:30PM.CST

Recorded by Leslie Hay

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Austin Free-Net
Board of Directors
Meeting

MONTHLY BOARD MEETING MINUTES

Date:	June 2, 2016
Location:	IBM
Board Directors Present:	Kevin Enders, Beth Tracy, Elizabeth Quintanilla and John Sirman
Director On Leave:	Llyas Salahud-Din
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler CoA
	(John Speirs, CoA could not attend meeting)
Others Present:	Maya Hay

Call to Order
Monthly Board Meeting called to order at 11:41 a.m. (CST) by Kevin Enders, Board President

Consent Agenda Action **Beth Tracy**
A quorum was present. Board agreed to approve the March minutes.

Financials **Laura Haufler/Juanita Budd.**
The financial statements for March and April 2016 were presented by Laura Haufler. Year-to-date revenues exceed expenses by $32,600. Revenues at $290,073 and expenses at $255,058 are slightly ahead of budget at 61% and 62 % respectively. These increases are due to 8 new contracts added during the year totaling $60,147. Based on meeting the fundraising goal of $24,280, the September 30 cash balance is projected to be $15,213. Motion to approve financials by John Sirman, second by Beth Tracy. Motion carried.

Beth Tracy mentioned that she is working on acquiring a $10,000 IBM discretionary grant to support AFN.

Question: Beth wanted to know if there was a cost analysis process in place to evaluate programs. Are the costs to run programs supported by grants more than the number we initially budgeted. Juanita responded that she and Laura are analyzing the budget for each program and looking at possibly eliminating programs for the new fiscal year.

Fundraising Plan Review & Updates **Juanita Budd**

Juanita shared with the board the names of community leaders who want to support the organization in an advisory capacity, the AFN Fund Plan for the remaining 5 months of the 2015-16 fiscal year and a possible new project with the San Antonio Housing Authority. The SA Housing authority, which is a

recipient of the Connect Home White House initiative, is interested in creating a satellite AFN organization. The board agreed that this partnership could possibly open funding doors to corporations in San Antonio such as Rackspace and HEB. Elizabeth Quintanilla has already purchased possible domain names to use when we move forward with the project.

While discussing the Fund Plan, the board discussed whether or not AFN had the staffing in place manage the plan.

Question: Beth Tracy wanted to know if we could discuss with the COA the possibility of hiring a Program Manager under the current COA budget. Juanita responded that we could have this conversation, but we would need to eliminate a position to cover the Program Manager's salary.

Kevin Enders mentioned that he is working on connecting with Robert Smith, a local millionaire entrepreneur who is also a fraternity member. He also mentioned that Greg Vincent, vice president for diversity and community engagement at The University of Texas at Austin wants to organize an event to support AFN.

Report and New business **Juanita Budd**

The board discussed at length setting up an "Advisory Board" that would help support AFN's urgent strategic goals. Beth Tracy expressed concern about managing the committee and the leadership team not being aware of what the volunteers would be doing. The board approved a motion that the group should be called "Advisory Council," not affiliated with the board. The Executive Director will manage the group, a checkpoint will established before projects are initiated, and members should be part of the October board planning session. Juanita will work with John Sirman to edit the Advisory Committee application and requirements. Once the members are approved, they will be added to the AFN Stationary and website.

Board Chair Report and New Business **Kevin Enders**

Kevin mentioned that we need to coordinate a panel discussion for either the 2017 SXSW Interactive or Edu events. Michael Dell should be part of this panel group.

Meeting Adjournment

A motion was made to adjourn the meeting by Kevin Enders. A quorum was present.
Meeting adjourned at 12:30PM.CST

Recorded by Leslie Hay

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Austin Free-Net
Board of Directors
Meeting

MONTHLY BOARD MEETING MINUTES

Date:	July 25, 2016
Location:	IBM
Board Directors Present:	Kevin Enders, Beth Tracy, Elizabeth Quintanilla
Board Director Absent:	John Sirman
Director On Leave:	Llyas Salahud-Din
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler CoA, John Speirs COA

Call to Order
Monthly Board Meeting called to order at 11:40 a.m. (CST) by Kevin Enders, Board President

Consent Agenda Action **Kevin Enders**
A quorum was not present. The Board President decided to table approving June Meeting minutes until quorum present. City of Austin Contract discussion moved up on the agenda.

City of Austin Contract & Design Briefing **John Speirs**

John Speirs reviewed the City of Austin's Contract Review Results with the board. He discussed in detail the three COA Recommendations that are a priority for the upcoming year's contract:

1) Establish operating reserves of one month
2) Lower Fundraising and Administrative percent of total budge
3) Establish business continuity plan

He also mentioned three objectives that the COA wants AFN to achieve in the upcoming year: 1) Paid Trainers for public labs, 2) AFN Program Administrator and 3) Ongoing capacity of the Train the Trainer program. These items are consistent with the goals of AFN's Strategic Plan.

Question:

Kevin Enders asked, regarding item D1 on COA Recommendation letter, "What % would AFN need to lower Fundraising and Administrative costs from the total budget" "What budget are you referring to, COA or AFN." Kevin stated that the information was vague in the COA. All of the board members agreed that this needs to clarified and stated in the formal letter.

John Speirs commented that the % of AFN's budget should be 16-25%. The target amount should be under 20%.

John also reviewed a detailed chart of AFN's deliverables which indicated AFN's self-evaluation and the COA Responses. The Board Members had more questions about the outcomes, particularly on AFN's

strategic fundraising. John said that he would follow-up at the next board meeting with more specific outcomes and goals.

Quorum at 12:26 p.m.

Consent Agenda Action

June minutes were approved with the following correction by Kevin Enders:

Kevin Enders mentioned that he is working on connecting with Robert Smith, a local ***billionaire*** *entrepreneur who is also a fraternity member.*

Financials **Laura Haufler/Juanita Budd.**

The financial statements for June 2016 were presented by Laura Haufler. The financial statements for June 30, 2016 were presented by Laura Haufler. Revenues of $368,129 are at 89% of budget due to multiple new program and funding contracts obtained during the year. After expenses year-to-date of $350,857, net income totals $17,272. The cash balance at fiscal year-end is projected to be $37,806. In the Financial Review by Program, the summary of year-to-date revenue and expenses for 11 AFN programs reflect the financial viability of the contracted services. Motion to approve financials by Elizabeth, second by Beth Tracy, motion carried.

Beth Tracy mentioned that she is working on acquiring a $10,000 IBM discretionary grant to support AFN.

Report and New Business **Juanita Budd**

Juanita shared with the board background information about AFN's new Google Fiber Fellow, Tianca Croker who will continue the work of Daniel Lucio. The ED also presented a slate of potential new Board Members. Kevin Enders and Beth Tracy suggested that we move forward on processing Wendolyn Washington since they both know her professionally. Three potential Advisory Board Members submitted applications, including Hugh Forrest, SXSW Interactive Director.

On August 18, a Speaking event will be held at Google Fiber to help build brand awareness and cultivate potential donors. A draft topic is "Technology Equity to Spear Innovation" and will be finalized by the end of July. The following professionals have agreed to participate and help promote the event:

Dr. Colette Burnette, Huston-Tillotson University, President
Preston L. James, Angel Investor, former Dell VP
Belinda Matingou, President
Parisa Fatehi-Weeks, Google Fiber
Beth Tracy, IBM

Kevin asked how the event will be marketed to organizations outside of our usual network. Juanita responded that participants have been asked to invite people within their network and AFN will post information with different media sources.

Regarding Board Member Llyas Salahud-Din, a motion was approved to remove him from the board.

A motion was made to adjourn the meeting by Kevin Enders. A quorum was present.
Meeting adjourned at 1:15PM.CST

Recorded by Leslie Hay

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Austin Free-Net
Board of Directors
Meeting

MONTHLY BOARD MEETING MINUTES

Date:	August 29, 2016
Location:	IBM
Board Directors Present:	Kevin Enders, Beth Tracy, Elizabeth Quintanilla
Board Director Absent:	John Sirman
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler CoA

Call to Order
Monthly Board Meeting called to order at 11:23 a.m. (CST) by Kevin Enders, Board President. Elizabeth indicated that she would be 5-10 minutes late to the meeting.

Consent Agenda Action **Kevin Enders**
A quorum was present. Two items on the July Board Minutes were discussed. (1) A correction should be made to indicate that Robert Smith is a potential donor. The board chair is trying to connect with Smith. (2) Beth Tracy wanted to know if former board member Llayus Salahud responded to ED's e-mail letter. (a motion was approved at the July 25, 2016 meeting to remove him from the board). Juanita said that the e-mail bounced and we didn't have additional contact info. Beth said that she would try to contact Mr. Salahud.

Financial Report **Laura Haufler**

The financial statements for July 31, 2016 were presented by Laura Haufler. Revenues of $429,899 are at 105% of budget due to multiple new program and funding contracts obtained during the year. After expenses year-to-date of $379,332, (including equipment purchases of $14,915) year-to-date net income totals $50,567. The fiscal year-end cash balance is projected to be $42,487. Approximately $20,000 of that balance is restricted funding to be used in FY2017.

City of Austin Contract & Design Briefing Update **Juanita Budd**

John Speirs could not attend today's board meeting. AFN Executive Director presented the information to the board. Juanita met extensively with John Speirs to discuss the questions that were brought up at the July board meeting. She delivered to the board a letter from the City of Austin dated 8/29/16 that indicates the COA Revised recommendations. There was a lot of discussion by the board members about the one month expenditure ($33,000) to be eligible for the COA contract in 2017. "How is this number derived, is the one month expenditure standard for nonprofits, is it negotiable. " There were three issues the board wanted reflected in these meeting minutes:

(1) COA Revised Recommendation (D1): the previous COA recommendation to lower the Fundraising and Administrative percent of total budget (19.49%) was inadvertently flagged in error for non-compliance, this communication serves to rescind the recommendation D1. (This is noted in letter to AFN on 8/29/16)

(2) Beth Tracy noted that on page 2 of the COA letter, the COA mentions a program work statement that is not attached to the letter. She wants the board to review the program work statement to make sure we understand the potential contract with COA.

Fundraising **Juanita Budd**

Juanita noted that $12,000 still needed to be raised by September 30, 2016. Over the course of the fiscal year 2015-2016, $14,000 in unrestricted funds has been raised. The Speaker Forum on August 18 was a successful marketing event which also garnered financial support. Barbara Kelso helped raise $500 and panelist Hugh Forrest with SXSW donated $450. All of the board members participated in the event and thought it was well executed.

Elizabeth Quintanilla suggested that we contact former AFN supporters and founders to help financially support the organization. She agreed to take on this "campaign" by contacting Dave Evans and ? Worley.

Due to Beth Tracy's support, IBM contributed $12,000 this fiscal year.

The board discussed fine tuning AFN's message to present to potential donors. "How can we best articulate our message". The work we do addresses many key topics: Income equality, technology self-sufficiency, training a workforce to address the technology needs in the city.

AFN puts people on the bridge to digital inclusion

Annual Board Meeting **Directors**

The board discussed dates and narrowed it down to Friday, September 30 or Saturday, October 1. Depending on the day, the meeting may be at IBM.

New Business **Juanita Budd**

Juanita Budd met with a representative from TX Workforce Commission to discuss a million dollar self-sufficiency grant. AFN would need to partner with another agency to execute the grant. She updated the board on our work space opportunity with Capital Factory. Elizabeth indicated she has already signed up for one of the benefits, meetings with business & industry mentors.

AFN recently received funding from several organizations:
$2,000 Allergan Foundation for our Connecting Seniors program funded by A Glimmer of Hope Foundation
$900- WellMed (unrestricted)
$3000 – HACA. They want us to provide one additional computer literacy class before October

Regarding staffing, interviews are set for Sept. 1-2 to meet Program Director applicants. There is still a need to hire a P/T receptionist for the front office.

Juanita is following up with potential new board members.

Beth Tracy suggested that we schedule time for the ED evaluation. Juanita indicated that she is working on the paperwork to prepare for the meeting.

A motion was made to adjourn the meeting by Kevin Enders. A quorum was present.
Meeting adjourned at 12:55PM.CST

Recorded by Leslie Hay

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Austin Free-Net
Board of Directors
Meeting

ANNUAL BOARD MEETING MINUTES

Date:	October 13, 2016
Location:	IBM Executive Briefing Center, 11501 Burnet Road
Board Directors Present:	Kevin Enders, Beth Tracy, Elizabeth Quintanilla, John Sirman, Belinda Matingou
Advisory Committee:	Barbara Kelso
AFN Staff Present:	Juanita Budd, Leslie Hay, Laura Haufler, Emily Plunkett, Astrid Duenas, Nancy Green, Tianca Crocker (NTEN Fellow)
Absent:	Advisory Board Members: Sherry Greenberg, Hugh Forrest, Susan Engelking

Call to Order
Annual Board Meeting called to order at 4:30 p.m. (CST) by Kevin Enders

Consent Agenda Action **Kevin Enders**
A quorum was present. The Executive Director presented the Slate of Officers and Openings. Kevin Enders and Beth Tracy committed to finishing their terms as President and Vice President. Belinda Matingou agreed to serve as a Board Member instead of an Advisory Board Member.

The following Slate of Officers, Board Members and Advisory Board Members were elected:

Currently serving a three-year term which will end in September, 2017:

OFFICERS:
President – Kevin Enders
Vice President – Beth Tracy

MEMBER-AT-LARGE
Wilhelmina Delco, Member AT Large

Elected to a three-year term which will start October 2016, and September 2019:

OFFICERS:
Treasurer – John Sirman
Secretary – Elizabeth Quintanilla

MEMBER-AT-LARGE
Belinda Matingou

ADVISORY BOARD MEMBERS 2016-2017
Sherry Greenberg
Hugh Forrest
Barbara Kelso
Susan Engelking

MEMBERS LEAVING BOARD 2015-2016
Llyas Salahud-din

New Advisory Board Member 2016-2017
Evan Smith
The new slate of Officers, Board Members and Advisory Board Members was approved by the board.

Beth Tracy asked about the term limit of the Advisory Board Members. Kevin Enders responded that the members needed to review and revise the AFN, By-Laws to determine the term of the Advisory Members. Beth also indicated that she would continue to serve as temporary Fundraising Chair until a new Board Member takes on this role.

The September 2016, Board Meeting Minutes were approved by the new Board Members.

Financial Report **Laura Haufler**

The October 2016-September 2017 Budget was presented by Laura Haufler. Based on the September 2016, Board Meeting, the members agreed on a projected operating budget of $520, 104 for the year. The fundraising goal is $72,714.00. The Board Chair asked Laura for feedback about the budget. Laura indicated that we are looking closely at staffing to fit the needs of the organization. Our biggest challenge will be fundraising.

4:44 PM Belinda Matingou and Beth Kelso arrived at the meeting.

The 2016-2017 Budget in the amount of $520, 104 was approved by the Board.

Organizational Structure **Juanita Budd**

Juanita Budd reviewed AFN Strategic plans and 2016-2017, Proposed Organizational Chart. She stated that 80% of her focus will be on fundraising this year. Regarding AFN staffing, a new part-time employee was hired to manage the office at the DeWitty Center, manage Pearson VUE testing and provide administrative assistance to the ED. The position is now named Central Coordinator. The ED is still searching for a Director of Programs & Operations Candidate.

The ED asked all of the staff members to introduce themselves and talk about their role within the organization. This was followed by the Board Members and Advisory Committee Member introducing them.

6:00 PM, AFN Staff was dismissed from the meeting. **Recorded by Leslie Hay**

Board & Advisory Community Annual Orientation & Training was provided. The board completed the annual documents: Conflict of Interest statement, pledge forms, & annual board meeting schedule

Meeting Adjourned 7:32 p.m. Recorded by Juanita Budd

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TAB 2 – FINANCIAL VIABILITY

1. Two Years' audited financial statements (Brown Envelope Enclosed)

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TAB 3 – CITY OF AUSTIN PURCHASING DOCUMENTS

1. **Offer Sheet**
2. **Section 0605** – Local Presence Identification
3. **Section 0615** – Connection to Self Sufficiency Goals and Life Continuum Strategies
4. **Section 0620** – Client Eligibility Requirements and Homeless Management Information System Reporting requirement
5. **Section 0640** – Program Performance Measures and Goals
6. **Section 0650** – Program Budget and Narrative
7. **Section 0655** – Leveraged Program Funding Summary
8. **Section 0700** – Reference Sheet
9. **Section 0800** – Non-Discrimination and Non-Retaliation Certification
10. **Section 0815**—Living Wages Contractor Certification
11. **Section 0835** – Non-Resident Bidder Provisions
12. **Section 0900** – MBE/WBE Procurement Package/No Goals Forms
13. **Published Addendums**

CITY OF AUSTIN, TEXAS

Purchasing Office

REQUEST FOR PROPOSAL (RFP)

OFFER SHEET

SOLICITATION NO: RFP 7300 JRH0104

DATE ISSUED: May 1, 2017

COMMODITY/SERVICE DESCRIPTION: Community Technology Access Lab Management & Digital Literacy Skills Training Services

REQUISITION NO.: 17022800315

COMMODITY CODE: 95290, 92047

PRE-PROPOSAL CONFERENCE TIME AND DATE: Thursday, May 11, 2017 at 10:30-11:30am

LOCATION: Arthur B. DeWitty Job Training and Employment Center - 2209 Rosewood Ave. Austin, TX 78702

FOR CONTRACTUAL AND TECHNICAL ISSUES CONTACT THE FOLLOWING AUTHORIZED CONTACT PERSON:

Primary Contact:
Claudia Rodriquez
Procurement Specialist III
Phone: (512) 974-3092
E-Mail: ClaudiaR.Rodriquez@austintexas.gov

Secondary Contact:
John Hilbun
Contract Management Specialist IV
Phone: (512) 974-1054
E-Mail: John.Hilbun@austintexas.gov

PROPOSAL DUE PRIOR TO: Thursday, May 25, 2017 at 2:00pm

PROPOSAL CLOSING TIME AND DATE: Thursday, May 25, 2017 at 3:00pm

LOCATION: MUNICIPAL BUILDING, 124 W 8th STREET RM 308, AUSTIN, TEXAS 78701

LIVE SOLICITATION CLOSING ONLINE: For RFP's, only the names of respondents will be read aloud

For information on how to attend the Solicitation Closing online, please select this link:

http://www.austintexas.gov/department/bid-opening-webinars

When submitting a sealed Offer and/or Compliance Plan, use the proper address for the type of service desired, as shown below:

Address for US Mail (Only)	Address for FedEx, UPS, Hand Delivery or Courier Service
City of Austin	City of Austin, Municipal Building
Purchasing Office-Response Enclosed for Solicitation # JRH0104	Purchasing Office-Response Enclosed for Solicitation # JRH0104
P.O. Box 1088	124 W 8th Street, Rm 308
Austin, Texas 78767-8845	Austin, Texas 78701
	Reception Phone: (512) 974-2500

NOTE: Offers must be received and time stamped in the Purchasing Office prior to the Due Date and Time. It is the responsibility of the Offeror to ensure that their Offer arrives at the receptionist's desk in the Purchasing Office prior to the time and date indicated. Arrival at the City's mailroom, mail terminal, or post office box will not constitute the Offer arriving on time. See Section 0200 for additional solicitation instructions.

All Offers (including Compliance Plans) that are not submitted in a sealed envelope or container will not be considered.

SUBMIT 1 ORIGINAL AND 3 ELECTRONIC COPIES (on flash drive or cd) OF YOUR RESPONSE

*****SIGNATURE FOR SUBMITTAL REQUIRED ON PAGE 3 OF THIS DOCUMENT*****

This solicitation is comprised of the following required sections. Please ensure to carefully read each section including those incorporated by reference. By signing this document, you are agreeing to all the items contained herein and will be bound to all terms.

SECTION NO.	TITLE	PAGES
0100	STANDARD PURCHASE DEFINITIONS	*
0200	STANDARD SOLICITATION INSTRUCTIONS	*
0300	STANDARD PURCHASE TERMS AND CONDITIONS	*
0400	SUPPLEMENTAL PURCHASE PROVISIONS	5
0500	SCOPE OF WORK	8
0600	PROPOSAL PREPARATION INSTRUCTIONS & EVALUATION FACTORS	6
0605	LOCAL BUSINESS PRESENCE IDENTIFICATION FORM – Complete and return	2
0615	DIGITIAL INCLUSION CONNECTION TO SELF SUFFICIENCY GOALS-Complete and return	3
0620	CLIENT ELIGIBLITY REQUIREMENTS	3
0640	PRGRAM PERFORMANCE MEASURES AND GOALS-Complete and return	2
0650	PROGRAM BUDGET AND NARRATIVE- Complete and return	5
0655	LEVERAGED PROGRAM FUNDING SUMMARY-Complete and return	1
0700	REFERENCE SHEET – Complete and return	2
0800	NON-DISCRIMINATION AND NON-RETALIATION CERTIFICATION–Complete and return	2
0805	NON-SUSPENSION OR DEBARMENT CERTIFICATION	*
0810	NON-COLLUSION, NON-CONFLICT OF INTEREST, AND ANTI-LOBBYING CERTIFICATION	*
0815	LIVING WAGES CONTRACTOR CERTIFICATION–Complete and return	1
0835	NONRESIDENT BIDDER PROVISIONS – Complete and return	1
0900	SUBCONTRACTING/SUB-CONSULTING UTILIZATION FORM – Complete & return	1
0905	SUBCONTRACTING/SUB-CONSULTING UTILIZATION PLAN – Complete and return if applicable	3
Exhibit A	CITY OF AUSTIN DISTRIBUTION CHANNELS AND ASSETS	1

*** Documents are hereby incorporated into this Solicitation by reference, with the same force and effect as if they were incorporated in full text. The full text versions of the * Sections are available on the Internet at the following online address:**

http://www.austintexas.gov/financeonline/vendor_connection/index.cfm#STANDARDBIDDOCUMENTS

If you do not have access to the Internet, you may obtain a copy of these Sections from the City of Austin Purchasing Office located in the Municipal Building, 124 West 8th Street, Room #308 Austin, Texas 78701; phone (512) 974-2500. Please have the Solicitation number available so that the staff can select the proper documents. These documents can be mailed, expressed mailed, or faxed to you.

INTERESTED PARTIES DISCLOSURE

In addition, Section 2252.908 of the Texas Government Code requires the successful offeror to complete a Form 1295 "Certificate of Interested Parties" that is signed and notarized for a contract award requiring council authorization. The "Certificate of Interested Parties" form must be completed on the Texas Ethics Commission website, printed, signed and submitted to the City by the authorized agent of the Business Entity with acknowledgment that disclosure is made under oath and under penalty of perjury prior to final contract execution.

https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm

The undersigned, by his/her signature, represents that he/she is submitting a binding offer and is authorized to bind the respondent to fully comply with the solicitation document contained herein. The Respondent, by submitting and signing below, acknowledges that he/she has received and read the entire document packet sections defined above including all documents incorporated by reference, and agrees to be bound by the terms therein.

Company Name: AUSTIN FREE-NET

Company Address: 2209 ROSE WOOD AVE

City, State, Zip: AUSTIN, TX 78702

Federal Tax ID No

Printed Name of Officer or Authorized Representative: JUANITA BUDD

Title: EXECUTIVE DIRECTOR

Signature of Officer or Authorized Representative: Juanita Budd

Date: 5-15-17

Email Address: JUANITA.BUDD@austinfree.net

Phone Number: 512-236-8225 X 121

*** Proposal response must be submitted with this Offer sheet to be considered for award**

Section 0605: Local Business Presence Identification

A firm (Offeror or Subcontractor) is considered to have a Local Business Presence if the firm is headquartered in the Austin Corporate City Limits, or has a branch office located in the Austin Corporate City Limits in operation for the last five (5) years, currently employs residents of the City of Austin, Texas, and will use employees that reside in the City of Austin, Texas, to support this Contract. The City defines headquarters as the administrative center where most of the important functions and full responsibility for managing and coordinating the business activities of the firm are located. The City defines branch office as a smaller, remotely located office that is separate from a firm's headquarters that offers the services requested and required under this solicitation.

OFFEROR MUST SUBMIT THE FOLLOWING INFORMATION FOR EACH LOCAL BUSINESS (INCLUDING THE OFFEROR, IF APPLICABLE) TO BE CONSIDERED FOR LOCAL PRESENCE.

NOTE: ALL FIRMS MUST BE IDENTIFIED ON THE MBE/WBE COMPLIANCE PLAN OR NO GOALS UTILIZATION PLAN (REFERENCE SECTION 0900).

USE ADDITIONAL PAGES AS NECESSARY

OFFEROR:

Name of Local Firm	AUSTIN FREE-NET	
Physical Address		
Is your headquarters located in the Corporate City Limits? (circle one)	Yes	No
or		
Has your branch office been located in the Corporate City Limits for the last 5 years?	Yes	No
Will your business be providing additional economic development opportunities created by the contract award? (e.g., hiring, or employing residents of the City of Austin or increasing tax revenue?)	Yes	No

SUBCONTRACTOR(S):

Name of Local Firm		
Physical Address		
Is your headquarters located in the Corporate City Limits? (circle one)	Yes	No
or		
Has your branch office been located in the Corporate City Limits for the last 5 years	Yes	No

Will your business be providing additional economic development opportunities created by the contract award? (e.g., hiring, or employing residents of the City of Austin or increasing tax revenue?)	Yes	No

SUBCONTRACTOR(S):

Name of Local Firm		
Physical Address		
Is your headquarters located in the Corporate City Limits? (circle one)	Yes	No
or		
Has your branch office been located in the Corporate City Limits for the last 5 years	Yes	No
Will your business be providing additional economic development opportunities created by the contract award? (e.g., hiring, or employing residents of the City of Austin or increasing tax revenue?)	Yes	No

Section 0615
Digital Inclusion Connection to Self-Sufficiency Goals and Life Continuum Categories, Digital Inclusion Strategic Plan Goals and Imagine Austin

Select the Digital Inclusion Connection to Self-Sufficiency Goals and Life Continuum Categories, Digital Inclusion Strategic Plan Goals and Imagine Austin Goals that your Proposal narrative will describe.

Demonstrate the Connection to Self-Sufficiency Goals and Life Continuum Categories
For a detailed description of the Self-Sufficiency Goals and Life Continuum Categories, see detail referenced below.

Please check all Self-Sufficiency Goals and Life Continuum Categories are addressed by this Proposal, please identify each goal in the table provided below:

Self-Sufficiency Goals:	Life Continuum Categories:
☒ Safety Net Infrastructure ☐ Transition Out of Poverty ☐ Problem Prevention ☒ Universal Support Services ☐ Enrichment	☒ Adults and Families ☒ Seniors & Persons with Disabilities

Demonstrate the value of Digital Inclusion
Proposers shall demonstrate their interaction and program development for targeted participant/client segments, targeted trainings, and the targeted self-sufficiency outcomes. Please check the Goals of the Digital Strategic Plan addressed by this Proposal, which meet goals of the Digital Inclusion Strategic Plan:

- ☐ Goals of Digital Inclusion Strategic Plan
- ☒ Understand and Increase Usage of Digital and Communications Technology
- ☒ Address Potential Barriers to Digital Inclusion
- ☒ Develop programs to address need for Digital Literacy Training
- ☐ Develop programs to address need for Access via Reliable & Affordable Devices
- ☒ Develop programs to address Need for Language & Disability Accommodations
- ☒ Develop Relevancy & Advocacy Campaigns Within Specific Communities & Populations

For a detailed description of the Digital Inclusion Strategic Plan Goals, see detail referenced in the attached Digital Inclusion Strategic Plan,

Connection to Imagine Austin
A successful proposer shall indicate how proposed strategy/strategies correspond to the Imagine Austin Comprehensive Plan complete vision statement and one or more of its core vision components. Imagine Austin identifies a host of policies that it terms "building blocks" and then groups them under "priority programs" to narrow a path toward implementation. Proposers shall benefit from understanding that with Resolution Number 20140320-056, City Council initiated the effort to develop the Digital Inclusion Strategic Plan to address access to digital technology. Council then passed Resolution 20140501-043, which directs the City Manager to incorporate digital inclusion into Imagine Austin Comprehensive Plan as part of the 2014 annual report.

The Imagine Austin Comprehensive Plan Vision Statement
Austin is a beacon of sustainability, social equity, and economic opportunity; where diversity and creativity are celebrated; where community needs and values are recognized; where leadership comes from its citizens, and where the necessities of life are affordable and accessible to all.

Core Components of the Imagine Austin Comprehensive Plan Vision
Several core vision components of the Imagine Austin plan specifically relate to investments in digital inclusion. These key vision components and supporting points may be viewed at http://www.austintexas.gov/page/imagine-austin-vision. Particularly relevant are (note these are in a redacted form:

"Provide ongoing and coordinated digital services to meet the needs of the community by ensuring that all residents have access to internet connectivity, hardware availability, digital literacy training, and access to relevant information."

The following Imagine Austin Priorities include the Digital Inclusion Strategic Plan under the Related City Initiatives. Proposers shall demonstrate their interaction and program alignment to Imagine Austin Priority Program Goals. Please check the Priority Program Goals of the Imagine Austin Comprehensive Plan addressed by this Proposal, which meet goals of the Digital Inclusion Strategic Plan:

- ☒ Priority Program #1: Invest in Compact and Connected Austin, p. 178
- ☒ Priority Program #3: Economic Development, p. 194
- ☒ Priority Program #5: Creative Economy, p. 200
- ☒ Priority Program #7: Healthy Austin, p. 206

Section 0620 - Client Eligibility Requirements and Homeless Management Information System Reporting requirement

Note: AFN's response to this requirement is captured in Tab 5, Question #4

Section 0640

Program Performance Measures and Goals

OUTPUT # 1 (Required)	City of Austin Annual Goal	All Other Funding Sources Annual Goal	TOTAL (City. + All Other) Annual Goal
Number of Unduplicated Clients enrolled in DLS training at City Community Technology Access & Digital Learning Labs	500	120	620

OUTPUT # 2 (Required)	City of Austin Annual Goal	All Other Funding Sources Annual Goal	TOTAL (City. + All Other) Annual Goal
Number of Referrals Made to Other Service Providers	350	84	434

OUTPUT # 3	City of Austin Annual Goal	All Other Funding Sources Annual Goal	TOTAL (City. + All Other) Annual Goal
Number of Access and Training Hours at CTAL Sites	10,080	0	10,080

OUTPUT # 4	City of Austin Annual Goal	All Other Funding Sources Annual Goal	TOTAL (City. + All Other) Annual Goal
Number of Client Visits to CTAL Sites	16,400	0	16,400

Total Program Performance – OUTCOME # 1 (Required)	Total Program Annual Goal
Number of participants in digital inclusion programs that improved their basic digital skills (numerator)	400
Number of participants in digital inclusion programs (denominator)	500
Percent of participants in digital inclusion programs that improved their basic digital skills (outcome rate)	80%

Total Program Performance – OUTCOME # 2 (Required)	Total Program Annual Goal
Number of programs' participants that demonstrate greater self-sufficiency (numerator)	350
Number of participants in digital inclusion training programs (denominator)	500
Percent of programs' participants that demonstrate greater self-sufficiency (outcome rate)	70%

Total Program Performance – OUTCOME # 3	Total Program Annual Goal
Number of programs' participants that demonstrate "understand" and "create" skills (numerator)	350
Number of participants in digital inclusion training programs (denominator)	500
Percent of programs' participants that demonstrate "understand" and "create" skills (outcome rate)	70%

Section 0650
Program Budget and Narrative

Program's Line Item Budget	Community Technology Access Lab Mgmt Servs Amount	Amount Funded by ALL OTHER Sources	TOTAL Budget (ALL funding sources)
	PERSONNEL		
1. Salaries plus Benefits	187,763	248,980	436,743
A. Subtotals: PERSONNEL	187,763	248,980	**436,743**
	OPERATING EXPENSES		
2. General Operating Expenses	10,011	47,309	57,320
3. Consultants/Contractuals	-	-	-
4. Staff Travel-Out of Travis County			
5. Conferences/Seminars - Out of Travis County			
B. Subtotals: OPERATING EXPENSE	10,011	47,309	**57,320**
	DIRECT ASSISTANCE for PROGRAM CLIENTS		
6. Food/Beverage for Clients			
7. Financial Assistance for Clients			
8. Other (specify)			
C. Subtotals: DIRECT ASSISTANCE	0	0	-
	CAPITAL OUTLAY (with per Unit Cost over $5,000/unit)		
9. Capital Outlay			
D. Subtotals: CAPITAL OUTLAY	0	0	-
	TOTALS		
GRAND TOTALS (A+B+C+D)	**197,774**	**296,289**	**494,063**
PERCENT SHARE of Total for Funding Sources:	40%	60%	

Section 0650
Program Budget and Narrative

PERSONNEL	NARRATIVE/Description
1. Salaries and Benefits	Executive Director FTE 0.25 Director-Programs & Operations FTE 0.23 Volunteer & Outreach Manager FTE 0.60 Trainers & Program Reporting FTE 1.75 Communications Specialist FTE 0.30 Admin/Finance FTE 0.23 To limit the funding allocations for administrative and fund development costs, the FTE allocations to the CoA funding above do not exceed program cost allocation for each position.
OPERATING EXPENSES	
2. General Operating Expenses	Expenses for operations include supplies, telecommunications, mileage (local), meetings and professional development for staff at $5,011, 15% of $32,820 budgeted. Also included is $5,000 for computer network resources of the total $24,500 budgeted. At 20% of budget, the majority of IT equipment purchases would be for program support.
3. Consultants/Contractuals	
4. Staff Travel - Out of Travis Co.	
5. Conferences/ Seminars/ Training-Out of Travis Co.	
DIRECT ASSISTANCE	
6. Food/Beverage for Clients	
7. Financial Assistance for Clients	
8. Other Direct Assistance	
CAPITAL OUTLAY	
9. Capital Outlay	

Section 0655
Leveraged Program Funding Summary

Funding Sources	Grant/Contract Name	Funding Period Start	Funding Period End	Funding Amount
City of Austin	Community Technology Access Lab Mgmt Srv	10/1/2017	9/30/2018	$ 197,774
Glimmer of Hope	Connecting Srs	10/1/2017	12/31/2017	10,000
AARP	Connecting Srs	10/1/2017	9/30/2018	2,500
AISD	Parent Cloud	10/1/2017	9/30/2018	7,500
Southwest Key	El Sueno - Digital Literacy	10/1/2017	9/30/2018	10,000
IBM	Discretionary	10/1/2017	9/30/2018	10,000
PearsonVUE		10/1/2017	9/30/2018	6,000
In discussions with the following organizations				
Caritas	Digital Literacy			1,500
Google Fiber	Digital Literacy .- workshops			10,000
Silicon Labs	Digital Literacy			5,000
Apple	Digital Literacy			5,000
Samsung	Digital Literacy			1,500
AMD	Digital Literacy			1,500
American Campus	Digital Literacy			5,000
HACA	Digital Literacy			5,000
Meals on Wheels	Digital Literacy - Elderly			10,000
New programs	various DECA & nonprofit partners			110,000
Fundraising				95,789
In-Kind-Volunteers in CTALs	7,080 hrs @ $23.40	10/1/2017	9/30/2018	165,672
FUNDING AMOUNT TOTAL				$ 659,735

Section 0700: Reference Sheet

Responding Company Name Austin Free-Net

The City at its discretion may check references in order to determine the Offeror's experience and ability to provide the products and/or services described in this Solicitation. The Offeror shall furnish at least 3 complete and verifiable references. References shall consist of customers to whom the offeror has provided the same or similar services within the last 5 years. References shall indicate a record of positive past performance.

1. Company's Name: Southwest Key Programs
   Name and Title of Contact: Michelle Holobetz
   Project Name: Various Programs - El Sueno
   Present Address: 6002 Jain Lane
   City, State, Zip Code: Austin, TX 78721
   Telephone Number: (512) 462-2181 Fax Number (512) 462-2028
   Email Address: Mholubetz@swkey.org

2. Company's Name: Technology for All
   Name and Title of Contact: Dr. Will Reed
   Project Name: BTOP - Broadband Opportunity Grant
   Present Address: 2220 Broadway Street
   City, State, Zip Code: Houston, TX 77012
   Telephone Number: (713) 454-6483 Fax Number (713) 645-0291
   Email Address: will.reed@@techforall.org

3. Company's Name: Austin Pathways-Housing Authority of the City of Austin
   Name and Title of Contact: Catherine Crago
   Project Name: Tech Starters
   Present Address: 1124 S. IH 35
   City, State, Zip Code: Austin, TX 78704
   Telephone Number: (512) 740-6385 Fax Number (____)
   Email Address: catherine@hacanet.org

Housing Authority of the City of Austin

Established in 1937

Board of Commissioners,
Carl S. Richie, Jr., Chairman
Charles Bailey
Edwina Carrington
Tyra Duncan-Hall
Isaac Robinson

President & CEO
Michael G. Gerber

May 23, 2017

Ms. Claudia Rodriguez
Procurement Specialist III
City of Austin
Austin, Texas

RE: RFP 7300 JRH0104 - Letter of Support for Austin Free-Net Proposal for Community Technology Access Lab Management and Digital Literacy Skills Services

Dear Ms. Rodriguez,

The Housing Authority of the City of Austin (HACA) and its non-profit subsidiary, *Austin Pathways,* enthusiastically support Austin Free-Net (AFN) in its proposal for the Community Technology Access Lab Management and Digital Literacy Skills Services proposal to the City of Austin. AFN is an innovative and collaborative organization that will promote inclusion in the digital economy for Austin's lowest-income residents.

Founded in 1937, HACA seeks to cultivate sustainable affordable housing communities and partnerships that inspire self reliance, growth, and optimism. HACA ensures quality housing and supportive services exist for low-income individuals and families in the Austin area to break the poverty cycle and serve as a catalyst for residents to become economically self-sufficient. HACA owns and operates 1,838 units of conventional public housing at 18 properties throughout Austin and manages the Housing Choice Voucher/Section 8 Program that provides rental subsidy vouchers for more than 5,900 families renting in Austin's private rental market. In addition, HACA offers a number of support programs that focus on the unique needs of its residents from young children to older adults.

Austin Free-Net has served as a digital literacy education services provider to HACA's *Unlocking the Connection* program, a ground-breaking effort to connect every public housing authority resident with internet, digital literacy and an earned device. Austin Free-Net provided training that helped more than 188 HACA residents earn a refurbished computer. HACA's well-known Digital Ambassador program began when Austin Free-Net staff offered to work alongside HACA-paid "classroom assistants." The Austin Free-Net model emphasizes self- and peer-led learning; instructors are attuned to the needs of HACA residents.

HACA shares AFN's commitment to helping people on the margins of Austin's economy participate fully in the vitality and prosperity of the City.

If you need additional information, please feel free to contact Catherine Crago, Strategic Initiatives and Resource Development, at (512) 767-7691 or catherinec@hacanet.org.

Sincerely,

Michael G. Gerber
President and CEO

City of Austin, Texas
Section 0800
NON-DISCRIMINATION AND NON-RETALIATION CERTIFICATION

City of Austin, Texas

Equal Employment/Fair Housing Office

To: City of Austin, Texas,

I hereby certify that our firm complies with the Code of the City of Austin, Section 5-4-2 as reiterated below, and agrees:

(1) Not to engage in any discriminatory employment practice defined in this chapter.

(2) To take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without discrimination being practiced against them as defined in this chapter, including affirmative action relative to employment, promotion, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rate of pay or other forms of compensation, and selection for training or any other terms, conditions or privileges of employment.

(3) To post in conspicuous places, available to employees and applicants for employment, notices to be provided by the Equal Employment/Fair Housing Office setting forth the provisions of this chapter.

(4) To state in all solicitations or advertisements for employees placed by or on behalf of the Contractor, that all qualified applicants will receive consideration for employment without regard to race, creed, color, religion, national origin, sexual orientation, gender identity, disability, sex or age.

(5) To obtain a written statement from any labor union or labor organization furnishing labor or service to Contractors in which said union or organization has agreed not to engage in any discriminatory employment practices as defined in this chapter and to take affirmative action to implement policies and provisions of this chapter.

(6) To cooperate fully with City and the Equal Employment/Fair Housing Office in connection with any investigation or conciliation effort of the Equal Employment/Fair Housing Office to ensure that the purpose of the provisions against discriminatory employment practices are being carried out.

(7) To require of all subcontractors having 15 or more employees who hold any subcontract providing for the expenditure of $2,000 or more in connection with any contract with the City subject to the terms of this chapter that they do not engage in any discriminatory employment practice as defined in this chapter

For the purposes of this Offer and any resulting Contract, Contractor adopts the provisions of the City's Minimum Standard Non-Discrimination and Non-Retaliation Policy set forth below.

City of Austin
Minimum Standard Non-Discrimination and Non-Retaliation in Employment Policy

As an Equal Employment Opportunity (EEO) employer, the Contractor will conduct its personnel activities in accordance with established federal, state and local EEO laws and regulations.

The Contractor will not discriminate against any applicant or employee based on race, creed, color, national origin, sex, age, religion, veteran status, gender identity, disability, or sexual orientation. This policy covers all aspects of employment, including hiring, placement, upgrading, transfer, demotion, recruitment, recruitment advertising, selection for training and apprenticeship, rates of pay or other forms of compensation, and layoff or termination.

The Contractor agrees to prohibit retaliation, discharge or otherwise discrimination against any employee or applicant for employment who has inquired about, discussed or disclosed their compensation.

Further, employees who experience discrimination, sexual harassment, or another form of harassment should immediately report it to their supervisor. If this is not a suitable avenue for addressing their compliant, employees are advised to contact another member of management or their human resources representative. No employee shall be discriminated against, harassed, intimidated, nor suffer any reprisal as a result of reporting a violation of

Section 0815: Living Wages Contractor Certification

Company Name Austin Free-Net

Pursuant to the Living Wages provision (reference Section 0400, Supplemental Purchase Provisions) the Contractor is required to pay to all employees directly assigned to this City contract a minimum Living Wage equal to or greater than $13.50 per hour.

The below listed employees of the Contractor who are directly assigned to this contract are compensated at wage rates equal to or greater than $13.50 per hour.

Employee Name	Employee Job Title
Juanita Budd Cassondra Taylor	Executive Director Director of Programs & Operations
Astrid Duenas	Bilingual Program Specialist
Nancy Green	Volunteer and Outreach Manager
Emily Plunkett	Quality Assurance & Program Coordinator
Nancy Green	Volunteer and Outreach Manager
Leslie Hay	Communications Manager

USE ADDITIONAL PAGES AS NECESSARY

(1) All future employees assigned to this Contract will be paid a minimum Living Wage equal to or greater than $13.50 per hour.

(2) Our firm will not retaliate against any employee claiming non-compliance with the Living Wage provision.

A Contractor who violates this Living Wage provision shall pay each affected employee the amount of the deficiency for each day the violation continues. Willful or repeated violations of the provision or fraudulent statements made on this certification may result in termination of this Contract for Cause and subject the firm to possible suspension or debarment, or result in legal action.

Section 0835: Non-Resident Bidder Provisions

Company Name Austin Free-Net

A. Bidder must answer the following questions in accordance with Vernon's Texas Statues and Codes Annotated Government Code 2252.002, as amended:

Is the Bidder that is making and submitting this Bid a "Resident Bidder" or a "non-resident Bidder"?

Answer: Texas Resident Bidder

(1) Texas Resident Bidder- A Bidder whose principle place of business is in Texas and includes a Contractor whose ultimate parent company or majority owner has its principal place of business in Texas.
(2) Nonresident Bidder- A Bidder who is not a Texas Resident Bidder.

B. If the Bidder id a "Nonresident Bidder" does the state, in which the Nonresident Bidder's principal place of business is located, have a law requiring a Nonresident Bidder of that state to bid a certain amount or percentage under the Bid of a Resident Bidder of that state in order for the nonresident Bidder of that state to be awarded a Contract on such bid in said state?

Answer: N/A Which State: N/A

C. If the answer to Question B is "yes", then what amount or percentage must a Texas Resident Bidder bid under the bid price of a Resident Bidder of that state in order to be awarded a Contract on such bid in said state?

Answer: N/A

this policy. Furthermore, any employee, supervisor, or manager who becomes aware of any such discrimination or harassment should immediately report it to executive management or the human resources office to ensure that such conduct does not continue.

Contractor agrees that to the extent of any inconsistency, omission, or conflict with its current non-discrimination and non-retaliation employment policy, the Contractor has expressly adopted the provisions of the City's Minimum Non-Discrimination Policy contained in Section 5-4-2 of the City Code and set forth above, as the Contractor's Non-Discrimination Policy or as an amendment to such Policy and such provisions are intended to not only supplement the Contractor's policy, but will also supersede the Contractor's policy to the extent of any conflict.

UPON CONTRACT AWARD, THE CONTRACTOR SHALL PROVIDE THE CITY A COPY OF THE CONTRACTOR'S NON-DISCRIMINATION AND NON-RETALIATION POLICIES ON COMPANY LETTERHEAD, WHICH CONFORMS IN FORM, SCOPE, AND CONTENT TO THE CITY'S MINIMUM NON-DISCRIMINATION AND NON-RETALIATION POLICIES, AS SET FORTH HEREIN, **OR** THIS NON-DISCRIMINATION AND NON-RETALIATION POLICY, WHICH HAS BEEN ADOPTED BY THE CONTRACTOR FOR ALL PURPOSES WILL BE CONSIDERED THE CONTRACTOR'S NON-DISCRIMINATION AND NON-RETALIATION POLICY WITHOUT THE REQUIREMENT OF A SEPARATE SUBMITTAL.

Sanctions:

Our firm understands that non-compliance with Chapter 5-4 and the City's Non-Retaliation Policy may result in sanctions, including termination of the contract and suspension or debarment from participation in future City contracts until deemed compliant with the requirements of Chapter 5-4 and the Non-Retaliation Policy.

Term:

The Contractor agrees that this Section 0800 Non-Discrimination and Non-Retaliation Certificate of the Contractor's separate conforming policy, which the Contractor has executed and filed with the City, will remain in force and effect for one year from the date of filling. The Contractor further agrees that, in consideration of the receipt of continued Contract payment, the Contractor's Non-Discrimination and Non-Retaliation Policy will automatically renew from year-to-year for the term of the underlying Contract.

Dated this 20 day of May 2017

CONTRACTOR Austin Free-Net

Authorized Signature [signature]

Title Executive Director

MINORITY- AND WOMEN-OWNED BUSINESS ENTERPRISE (MBE/WBE)
PROCUREMENT PROGRAM
Subcontracting/Sub-Consulting ("Subcontractor") Utilization Form

SOLICITATION NUMBER:	RFP JRH0104
SOLICITATION TITLE:	Community Technology Access Lab Management & Digital Literacy Skills Training Services

In accordance with the City of Austin's Minority and Women-Owned Business Enterprises (M/WBE) Procurement Program (Program), Chapters 2-9A/B/C/D of the City Code and M/WBE Program Rules, this Solicitation was reviewed by the Small and Minority Business Resources Department (SMBR) to determine if M/WBE Subcontractor/Sub-Consultant ("Subcontractor") Goals could be applied. Due to insufficient subcontracting/subconsultant opportunities and/or insufficient availability of M/WBE certified firms, SMBR has assigned no subcontracting goals for this Solicitation. However, Offerors who choose to use Subcontractors must comply with the City's M/WBE Procurement Program as described below. Additionally, if the Contractor seeks to add Subcontractors after the Contract is awarded, the Program requirements shall apply to any Contract(s) resulting from this Solicitation.

Instructions:
a.) Offerors who do not intend to use Subcontractors shall check the "NO" box and follow the corresponding instructions.
b.)Offerors who intend to use Subcontractors shall check the applicable "YES" box and follow the instructions. **Offers that do not include the following required documents shall be deemed non-compliant or nonresponsive as applicable, and the Offeror's submission may not be considered for award.**

☑ **NO, I DO NOT intend to use Subcontractors/Sub-consultants.**
Instructions: Offerors that do not intend to use Subcontractors shall complete and sign this form below (Subcontracting/Sub-Consulting ("Subcontractor") Utilization Form) and include it with their sealed Offer.

☐ **YES, I DO intend to use Subcontractors /Sub-consultants.**
Instructions: Offerors that do intend to use Subcontractors shall complete and sign this form below (Subcontracting/Sub-Consulting ("Subcontractor") Utilization Form), and follow the additional Instructions in the (Subcontracting/Sub-Consulting ("Subcontractor") Utilization Plan). Contact SMBR if there are any questions about submitting these forms.

Offeror Information			
Company Name			
City Vendor ID Code			
Physical Address			
City, State Zip			
Phone Number		Email Address	
Is the Offeror City of Austin M/WBE certified?	☐ NO ☐ YES Indicate one: ☐ MBE ☐ WBE ☐ MBE/WBE Joint Venture		

Offeror Certification: I understand that even though SMBR did not assign subcontract goals to this Solicitation, I will comply with the City's M/WBE Procurement Program if I intend to include Subcontractors in my Offer. I further agree that this completed **Subcontracting/Sub-Consulting Utilization Form,** and if applicable my completed **Subcontracting/Sub-Consulting Utilization Plan,** shall become a part of any Contract I may be awarded as the result of this Solicitation. Further, if I am awarded a Contract and I am not using Subcontractor(s) but later intend to add Subcontractor(s), before the Subcontractor(s) is hired or begins work, I will comply with the City's M/WBE Procurement Program and submit the **Request For Change** form to add any Subcontractor(s) to the Project Manager or the Contract Manager for prior authorization by the City and perform Good Faith Efforts (GFE), if applicable. I understand that, if a Subcontractor is not listed in my **Subcontracting/Sub-Consulting Utilization Plan,** it is a violation of the City's M/WBE Procurement Program for me to hire the Subcontractor or allow the Subcontractor to begin work, unless I first obtain City approval of my **Request for Change** form. I understand that, if a Subcontractor is not listed in my **Subcontracting/Sub-Consulting Utilization Plan,** it is a violation of the City's M/WBE Procurement Program for me to hire the Subcontractor or allow the Subcontractor to begin work, unless I first obtain City approval of my **Request for Change** form.

Executive Director — Juanita Budd — 5/11/2017

Name and Title of Authorized Representative (Print or Type) — Signature/Date

ADDENDUM
CITY OF AUSTIN, TEXAS

Solicitation: JRH0104 **Addendum No: 1** **Date of Addendum: May 12, 2017**

This addendum is to incorporate the following changes to the above referenced solicitation:

I. **Clarifications:** Add Exhibit H – Arthur B. Dewitty Center Map and Exhibit I – Computer Equipment Contribution Program, attached.

II. **Questions:**

Q: Is this RFP for existing Community Technology Access Labs (CTAL), and if so, how many of them are there and is it possible to add new ones under this contract?

A: Yes, this contract will be for seven (7) City of Austin - Community Technology Access Lab ("CTAL") Facilities. Yes, it is possible to add new locations as referenced in Scope of Work, Para. 4.1.3: "Develop a process to evaluate locations of new public access facilities and propose locations for a location to provide services to Southeast Austin."

Q: Is there is a map of or list of the CTAL sites?

A: As referenced in Exhibit B, the CTAL facilities are also included in the 2016 Community Digital Training Resources Map: https://data.austintexas.gov/dataset/2016-Community-Digital-Training-Resources-Map/9ben-tsij

Q: COA will move into the refurbishing space with selected partners: HACA, Child Inc., etc. which will require the resources of the designated contractor's assigned technical staffer. Is refurbishing of equipment one of the focuses of the new digital inclusion contract?

A: As indicated in Exhibit D, the refurbishing of the computer equipment is a skill that aligns with the Principal Goal identified in Scope of Work, Para. 4.2: "Train residents on credentialed digital literacy skills ("DLS") necessary to participate in a digital society."

Q: If the refurbishing pilot is something in addition to the contract, will the organization that wins the Digital Inclusion contract be provided a COA technical staffer to assist with public access & training needs?

A: As indicated in Exhibit B, "(1) IT Network Administrator under direction of the Digital Inclusion Program Manager is provided to coordinate maintenance and support of leveraged Computer, Hardware and Network Resources at (CTAL) facilities."

Q: If refurbishing is not a part of the contract, will the winning agency receive a COA technical staffer?

A: See previous answer.

Q: When will the refurbishing start, as the current contractor must move all of its resources out of the space?

A: As indicated in Exhibit C, The City will locate refurbished computer equipment into vacant space 101-D with the intention to expand into 101-B. The City will process an amendment to the lease as follows: The City will begin utilizing 101-D commencing 5/1/17 with availability to the incumbent contractor for storage purposes. Room 101-B will not be fully utilized until 10/1/17, however an amendment to the lease will enable the City to utilize the space as a functional technical services space for computer equipment refurbishing. The incumbent contractor may continue to utilize the space as necessary, precluding client training services commencing on 5/1/17.

Q: Is there another CTAL location the City can provide?

A: It is the responsibility of the contractor to locate and secure space for services not within the current scope of work.

Q: Do we also include the flash drive in the sealed envelope?

A: Yes, the sealed envelope should include your original signed proposal and a PDF copy on the flash drive enclosed in one envelope.

Q: The City facilities that the IT person will support, are those only the locations listed in the document?

A: Yes, that is correct.

Q: In Section 0600, Tab 1, do you want a whole years' worth of minutes or just a sample?

A: We are requesting all minutes for the past 12 months.

Q: We do not have audited financial statements but we have financial statements reviewed by a CPA which includes a letter. Is this allowable?

A: If your organization does not have audited financial statements, please provide any supporting documentation to support the agency's financial viability.

Q: Would the 0620 require a memo submitted by the agency to show client eligibility requirements?

A: The proposal should include a document stating how your agency plans to incorporate the 0620 requirements.

Q: What does the 0900 require the offeror to submit?

A: If you plan to subcontract any of the work, you would need to select "Yes" on the form and then follow the instructions, including contacting SMBR in order to obtain a list of authorized sub-contractors and then perform the Good Faith Effort. If you do not plan to subcontract any services, you can select "No" on the form and then fill in your required agency information.

Q: In Tab 6, Section C, what is required? These seem like the same things.

A: We want to see the initial budget and what was the final cost invoiced to the organization for which the services were provided.

Q: Is the proposal for the budget to be submitted for all of our costs?

A: No, the overall budget for this project is $197K annually, so the proposed budget should not exceed this amount.

Q: Is using volunteers considered Leveraging on Tab 5?

A: Yes, the utilization of using volunteers is encouraged and it would be appropriate to list this under the leveraging section. This would be reflected as a cost savings in the Section 0655.

Q: In the reporting piece it is asking for total cost per client?

A: Yes, the two primary goals of the contract are to provide public access availability and direct client training of the digital literacy skills described in the proposal. The cost per client can be in aggregate based on the cost with regard to public access management and the segment of the clients receiving training services. We are asking that these are not duplicated, so we are looking for the proposer to generate what these outputs may look like.

Q: If we have had other programs that may impact the cost per client, you are just looking for the COA portion, correct?

A: Yes, that is correct. If your agency provides external services not directly associated with this contract, then those numbers shall reflect accordingly.

Q: The proposal asks that we allocate 5% towards equipment. If we don't use the 5% for equipment does that get re-allocated?

A: The goal of the 5% funding is to provide a contingency for core IT resources and equipment.

Q: Do we have to ask for identification or credentials for each client? What about clients who are refugees?

A: Yes, identification is requested for client training services only. Public Access services do not require identification. The agency is allowed to create other criteria for homeless clients and other clients with special circumstances.

III. ALL OTHER TERMS AND CONDITIONS REMAIN THE SAME.

APPROVED BY: _____ 05/12/17
John Hilbun, Contract Mgmt Specialist IV
Purchasing Office
(512) 974-1054
Date

ACKNOWLEDGED BY:

Juanita Budd _____ _____ 5/12/17
Name Authorized Signature Date

RETURN ONE COPY OF THIS ADDENDUM TO THE PURCHASING OFFICE, CITY OF AUSTIN, WITH YOUR RESPONSE OR PRIOR TO THE SOLICIATION CLOSING DATE. FAILURE TO DO SO MAY CONSTITUTE GROUNDS FOR REJECTION.

austinfree.net

TAB 4 – AUTHORIZED NEGOTIATOR

Juanita Budd
Executive Director
Austin Free-Net
2209 Rosewood Ave, Austin TX 78702
512-236-8225 x121
Email: Juanita.Budd@austinfree.net

austinfree.net

TAB 5 – PROPOSED SOLUTION

1) Proposed Solution to Scope of Work
2) Appendix

TAB 5 – Proposed Solution

1. Describe your plan to make Community Technology Access Lab ("CTAL") facilities and computer equipment ready for use and manage the facilities and equipment to enable resident's connectivity to the internet and devices

History and Experience

Since 1995, Austin Free-Net (AFN), a non-profit corporation established to provide technology training and access for the Austin community, has worked with the City of Austin and other clients to facilitate public access to the Internet and technology training at various City locations.

AFN's experience in maintaining more than 180 networked systems dispersed through - at times - more than 35 access labs across the City has built the expertise needed to maintain the readiness of the City's Community Technology Access Lab ("CTAL") facilities and computer equipment. Our organization has a long track record of maintaining the technology and systems necessary to support the labs, with best practices and processes thoroughly documented in standard operating procedure manuals. Austin Free-Net reviews lab and equipment processes and updates operational policies and procedures to identify ways to streamline or render services more efficiently. IT interns and volunteers will be trained and deployed to service systems at our non-CTAL sites.

Current Community Labs

As the incumbent CTAL provider, AFN has relationships with each of the labs, where we provide both access and training along with facility oversight. AFN's existing systems help maintain multiple lab access and training schedules. For example, we have developed a system to advertise our schedules on an interactive map. This enhances outreach and allows clients to retrieve specific access and training details for each of our CTAL sites.

Austin Free-Net currently has public access and training labs in the following locations:

ARCH (Austin Resource Center for the Homeless) Access Lab (78701)
ARCH (Austin Resource Center for the Homeless) Training Lab (78701)
Blackland Neighborhood Center (78722)
Casa Marianella (78702)
City of Austin Employment Lobby (78702)
Conley-Guerrero Senior Activity Center (78702)
DeWitty Center Public Lab (78702)
DeWitty Center Training Lab (78702)
Foundation Communities – M Station (78702)

Foundation Communities – Spring Terrance (78752)
Goodwill Industries of Central Texas – Rosewood (78702)
Lyons Gardens (78702)
Oak Springs Villas (78702)
Rosewood Zaragosa Neighborhood Center (78702)
South Austin Neighborhood Center (78704)
St. John's Neighborhood Center (78752)
Trinity Center (78701)

Connecting Residents with Opportunity

AFN has a long track record of working to remediate economic disparities and inequality of opportunity among Austin residents through basic technology skills training. The AFN service model incorporates background information about our clients, including known predictors of non-inclusion such as economic status and educational level. We recognize that our target population may not be comfortable in a formal class environment, that they may be embarrassed by their lack of access or knowledge, and that their time is limited and inflexible. Perhaps most importantly, we do not assume that they know anything at all about computers or the Internet. We have developed nationally-acclaimed curricula based on these factors that enables us to address the unique needs of the diverse clients we serve.

AFN's Plan for the CTALs

In the coming months, AFN plans to enhance the CTAL facilities and computer equipment and manage the facilities and equipment to enable clients connectivity to the Internet and devices by focusing on the following four (4) strategies, discussed in detail later in this proposal, that have been validated by research, AFN experience, and the work of the Digital Empowerment Community of Austin (DECA):

1. Public Access - Relevant One-on-one Training in Co-located Community Resource Centers
2. Targeted Workshops for Various Client Segments
3. Smartphone Workshops
4. Enrichment through employment-specific technology training

The City of Austin's 2014 Digital Inclusion Survey uncovered that most Internet non-users primarily live in Southeast Austin. Zip code analysis of training clients at Austin Free-Net in recent years has corroborated this finding and we are committed to developing a process to evaluate the most desirable locations for new public access facilities and propose locations in order to serve the clients who need our help the most.

In refining our current access service model to also include strategies for training clients on credentialed digital literacy skills, as contemplated by this RFP, we will strive to realize Imagine Austin's vision to *"Provide ongoing and coordinated digital services to meet the needs of the community by ensuring that all residents have access to internet connectivity, hardware availability, digital literacy training, and access to relevant information."* As we work to support this vision, results will be realized in the Community Technology Access Labs, where Austin Free-Net will continue to improve service to residents as it aligns and strengthens partnerships with local service providers. AFN's dedication to understanding the digital divide and the long-term issues facing Austin informs our work towards a world without digital barriers and less segregation.

2. Recommend three to five strategies that can be used to train residents on credentialed digital literacy skills ("DLS") necessary to participate in a digital society.
    a. Incorporate your understanding of barriers and challenges faced by the target population(s), and your plan to mitigate those barriers/challenges.
    b. Incorporate your plan to serve various cultures and to provide services in various languages

A Focus on Digital Readiness

"Since the late 1990s, inequalities in tech adoption have been characterized as the "digital divide," and the focus has been mainly on the binary "haves versus have nots." However, there has recently been a pivot in the technology adoption discussion that looks at people's preparedness, such as their digital skills and their trust in technology, which may influence their use of digital tools, separate and apart from their access to them. The term often used to capture these factors is 'digital readiness.'" - The meaning of digital readiness, John B. Horrigan Pew Research Center, Internet and Technology, Sep 20, 2016

Austin Free-Net is committed to ensuring that the residents of Austin are prepared to succeed in our ever-developing digital world. Our longstanding dedication to bridging the digital divide by providing access to tools and technology has placed us at the forefront of understanding and addressing the need for *"digital readiness,"* which requires us to be ready to meet the unique needs of people who visit our computer labs and participate in our programs.

The scope of *"digital readiness"* is wide and factors such as age, culture, and income play a huge role in how one learns and relates to technology. Our strategies have evolved to help us engage and address the needs of varied individuals, from non- computer users and mobile device-dependent people to those who need focused training and workforce IT skills.

Strategies to Support Credentialed Digital Literacy Skills for All

A desire for cultural, economic, and age inclusiveness among our clients underlies each of the following strategies, which align with Digital Inclusion Strategic Plan goals, including the need to develop programs to address the need for language and disability accommodations. We believe these strategies offer the solution to the City's immediate and future digital inclusion needs.

In keeping with our vision of "a world without digital barriers," Austin Free-Net is particularly proud of its ability to accommodate the unique needs of all Austin residents, including those whose barriers are both digital and physical. Informed by best practices in Universal Design, our CTAL sites accommodate people with a broad range of abilities and disabilities. Universal Design refers to broad-spectrum ideas meant to produce buildings, products, and environments that are inherently accessible to older people, and people with disabilities. Building on relationships with community partners who specialize in working with seniors and people with disabilities, our staff is trained to recognize and adapt to disability issues, and the following practices are followed our labs:

- Large print key labels to assist patrons with low vision.
- Software to enlarge screen images to assist patrons with low vision and learning disabilities.
- Large monitors of at least 17 inches to assist patrons with low vision and learning disabilities.
- A speech output system for patrons with low vision, blindness, and learning disabilities.
- Trackballs to assist those who have difficulty controlling a mouse.

Austin Free-Net has long been adept at training multilingual classrooms. As the state's demographics shift, the number of languages spoken in Texas households is growing — up to 164 in the last U.S. Census count. This introduces new challenges for serving an increasingly diverse state population. We have leveraged partnerships with Refugee Services of Texas in order to secure translators for our classes. When volunteer translators are not available, our trainers teach with nonlinguistic representations and make use of free translating software.

Accounting for 24% of Travis County residents, Spanish speakers may participate in all levels of training at Austin Free-Net. With paid AFN staff who are fluent in the language, classes and tutoring are made available in both bilingual/English and strictly Spanish.

The strategies below highlight our core values and approaches to digital inclusion and cultivating digital readiness:

Strategy 1

Relevant One-on-one Training in Co-located Community Resource Centers

In the Federal Communications Commission (FCC) 2017 "Strategies and Recommendations for Promoting Digital Inclusion" report, Austin Free-Net was highlighted for its innovative approach to ensuring that digital literacy is easily accessible to communities through providing classes at co-located sites with services that complement broadband. The FCC references our work at the Austin Resource Center for the Homeless (ARCH) as an example of a program model that encourages participation, as it seeks to "*meet students where they are*"—in settings that are familiar and comfortable. AFN uses the same co-located approach at other CTAL sites across Travis County. The foundation of our service model is to provide services in multipurpose community centers where individuals can obtain various social benefits alongside digital training.

Responding to the specific needs of community members in these locations, Austin Free-Net trainers and volunteers provide client-centered, one-on-one training. Each client comes to us with unique and specific barriers that are preventing them from achieving their goals. We have learned that providing drop-in style, outcome-specific training is crucial to many individuals' ability to urgently access basic necessities and solve problems. This approach speaks to how self-sufficiency can be addressed through our services.

"Training that is responsive to individual needs should also be structured in a manner that is as least restrictive as possible. For instance, programs should not be so strict that attendance is mandatory and students should not be expected to meet certain benchmarks within a given timeframe" - (FCC) 2017 Strategies and Recommendations for Promoting Digital Inclusion.

While clients make no commitment to continued participation, our trainers nonetheless conduct intake and track learning as it relates to credentialed digital literacy skills. We have found that meeting students where they are and customizing training to achieve an individual's critical goals establish respect and result in repeat visits and improved achievement.

In collaboration with a network of nonprofits, educational institutions, and other stakeholders, industry professionals from Austin Free-Net are working to create a set of Curriculum Standards within a specially formed DECA working group. The standards developed and recommended by this group will be used to establish lists of credentialed digital literacy skills. While our drop-in style of one-on-one training focuses specifically on urgent barriers to self-sufficiency, a client participating in this style of training will work towards achieving credentials within the related principle. For example, an individual experiencing homelessness will work to achieve the core skills required to access and navigate online housing resources.

This dedication to addressing individual barriers to digital inclusion aligns with our self-sufficiency goal of safeguarding that no person is without such basic necessities as food, clothing, health, shelter, and behavioral health care, or constitutionally-guaranteed legal rights.

In responding to the vital needs of clients in one-on-one training, our staff and volunteers help ensure that necessary referrals are made to community partners.

Our training sessions cover skills that connect individuals to community and health services such as the Medical Access Program and Your Texas Benefits. Individuals in need of assistance with food are taught to access online resources such as Mobile Loaves and Fishes, for their map detailing truck schedules. Those who need legal help are directed to resources like TexasLawHelp.org and ProBonoTexas.org. The enthusiasm that our staff and volunteers have for staying informed with Safety Net Infrastructure organizations and applications supports Imagine Austin's Healthy Austin priority.

In order to best promote our one-on-one training at our CTAL sites and other co-located community locations, Austin Free-Net worked with UT computer science students to develop a live map on our dashboard that provides real time schedules for each of our locations. Feeding from staff and volunteer calendars, the resource ensures that potential clients view the most up-to-date information regarding locations and hours and types of services available. Guaranteeing that clients receive relevant training, our schedule advertises the specific skills of each staff member and volunteer. This means that if an individual is in need of urgent assistance in submitting a job application or accessing a health portal, they can view which of our locations currently have staff with skill training they need.

Austin Free-Net will continue to develop relationships with non-profits in CTAL facilities and the broader non-profit community in order to allow for regular input. This will safeguard accountability in our services and allow for the development of relevant training programs various clients segments.

Strategy 2

Targeted Workshops for Various Client Segments

Traditionally, digital literacy training has taken the form of structured group classes that teach basic skills like word processing, using email, and web surfing. More recently, practitioners have recognized that successful initiatives tie digital literacy training to content and services that are relevant to students' lives and respective cultures and reflect their interests, often called "meaningful use." In addition to providing relevant one-on-one training, Austin Free-Net provides focused workshops to both of the Life Continuum Categories outlined in the proposal. These workshops are customized to respond to the specific needs of various client segments.

Informed by research and proven practices, trainers at Austin Free-Net follow an andragogy (self-directed adult learning) model that understands that:

- Adults have the need to know why they are learning something;
- Adults commit to learning when the goals and objectives are considered realistic and important;
- Adults have a need to be self-directed;

- Adults enter into a learning experience with a problem-centered approach to learning; and
- Adults need concrete experiences to apply learning in real work.

As leaders in the field of digital literacy education, we recognize that the list of digital tools never ends. New advances in technology and digital interfaces make something that was new yesterday, old today. Austin Free-Net commits to anticipating the development of new technology tools and the skills required to comfortably live in our current digital world. Our expert staff will personalize training workshops to relate to the specific and evolving needs of the diverse client segments that require our services. Providing targeted digital literacy training, as well as promoting the need for such workshops to the community, supports several goals of the City's Digital Inclusion Plan.

Our current workshops are developed in response to self-sufficiency needs addressed in collaboration with community partners. Using a custom-made Client Needs Assessment Survey, trainers at Austin Free-Net are able to identify holes in a client's digital literacy, and develop learning plans and schedule workshops to suit the needs and objectives of a specific cohort. Upon completion of the DECA curriculum standards, our workshops will be informed by client segment-specific recommendations.

The diverse client segments Austin Free-Net serves include: the elderly, the homeless, immigrants/ESL, veterans, the physically and mentally disabled, the under-employed and unemployed, and ex-offenders. Focused workshops include, but are not limited to: Computer Basics, Email, Internet Navigation, Online Health Resources, Online Housing Resources, Online Government Resources, Communicating Online, Social Media, Transportation, Computer Security & Privacy, Online Financial Literacy, Productivity Programs, Creative Applications, Web Development and Workforce Development. (TAB 6: Appendix A – AFN Curriculum)

Eager to respond to the development of new and innovative technology tools, Austin Free-Net is committed to support the Imagine Austin's Creative Economy priority. Not limited to our current set of tutorials, we constantly anticipate and adapt the application and relevancy of new technologies to the community. As new productivity programs and creative applications are developed, staff relate these tools to different client segments. An example of this is our introduction of various peer-to-peer e-commerce workshops. Individuals who have taken part in these workshops have gone on to develop Etsy and eBay sites to sell their craft wares. This approach to adapting to client needs reinforces our self-sufficiency goal of providing universal support services, and further supports entrepreneurship and economic participation by our clients

Strategy 3

<u>Smartphone Workshops</u>

Austin Free-Net's workshops and one-on-one training respond to the Digital Inclusion Strategic Plan to understand and increase usage of digital and communications technology. However, we realize that this isn't restricted to the adoption of desktop and laptop devices.

According to the Pew Research Center's "U.S. Smartphone Use in 2015" report, 13% of U.S. adults with an annual household income of less than $30,000 are smartphone-dependent, compared with 1% of those whose family household income is $75,000 or more. This makes a lot of sense, says Cathie Norris, professor in the Department of Learning Technologies at the University of Northern Texas. By opting for a phone rather than a computer, "*you get the most access for the least amount of money,*" she says. The phone is often subsidized, can go anywhere, and isn't as costly as a computer.

Of Americans who lean heavily on their smartphones for online access, individuals with relatively low levels of educational attainment tend to rank highest. The Pew survey found that African Americans and Latinos rely on smartphones for health information, educational content, and job seeking. Black and Hispanic smartphone owners are especially likely to use their phone for job-related activities: more than half (55%) used their phones in the past year to find job information. Several studies have shown that the homeless are also now more likely to own a smartphone, and that by using public Wi-Fi, they are able to access resources for basic necessities such as food and shelter.

"*Roughly six-in-ten (62%) smartphone owners have used their phone to get information about a health condition in the past year, similar to the percentages who say they've used their smartphone for online banking. Americans are not only using their smartphone to find information about jobs, but they're also using their phones to apply. Fully 18% of smartphone owners overall have submitted a job application via their mobile device, and among those whose household income is less than $30,000, that share is substantially higher, at 32%.*" - Pew Research Center's "U.S. Smartphone Use in 2015".

Government agencies have responded to this trend by optimizing their websites for mobile access; examples include sites for Your Texas Benefits, StudentAid.gov, and AISD Parent Self-Serve. Several agencies have gone so far as to develop apps, such as the Internal Revenue Service's IRS2Go, compatible with both Apple and Android devices. Responding to the surge in smartphone job search, employment websites such as Monster and Careerbuilder have developed apps. With more than 100,000,000 downloads, the Indeed app allows users access to the #1 job site while they're on the go. According to the Indeed Press Room, more than 50% of worldwide traffic to Indeed comes from a mobile device.

However, Pew and other researchers report that remaining smartphone-dependent has its challenges: "*Many mobile job seekers often encounter difficulties like accessing and reading content, as well as trouble submitting files and documents.*" Austin Free-Net plans to help bridge this digital divide by providing smartphone training workshops. Leveraging the partner relationships developed through our targeted workshops for various client segments, we will host smartphone workshops at various locations. Open to the public, these workshops will train individuals on various employment and government resources available on mobile platforms, as well as teach them vital troubleshooting techniques and cloud storage solutions like Google Docs or Dropbox for storing resumes.

Addressing transportation concerns will also be a focus of our smartphone workshop sessions. Pew research asserts in "The smartphone: An essential travel guide," April 2005, that "*Minority*

and immigrant workers tend to rely more heavily on public transportation for commuting to their jobs than other groups do" In promoting Impact Austin's Priority Program Goal to Invest in Compact and Connected Austin, our transportation workshops will train clients on the capabilities of applications such as Capital Metro Trip Planner and Google Maps, as well as the opportunity for them to make use of or facilitate ridesharing.

In addition to training clients on smartphone resources and navigation skills, these workshops also will strive to advocate for home broadband adoption by educating individuals on affordability matters. The affordability of fixed broadband is frequently cited as an impediment to home-based Internet services. Considering that the Federal Communications Commission reported in 2014 that the average monthly price of a basic cable service was $64.41, supporting home broadband and using over-the-top (Internet-broadcast) technologies for video content and other services could save households considerable money. In other words, a low-income household switching to Google Fiber's $15 a month plan, for example, could result in an annual $600 savings - allowing customers to re-allocate this money to other basic necessities. Other service providers such as Charter also are offering low-cost broadband services for qualified subscribers. By introducing clients to the Everyone On website and showcasing free or cheaper alternatives to video content such as Pluto, Hulu, and YouTube, AFN trainers can respond to the specific concerns and needs of each individual and address the most often cited impediment to routine Internet use. This strategy will expand on our current broadband advocacy programs and strengthen our relationship with Google Fiber.

Strategy 4

Enrichment through Employment-Specific Technology Training

The Pew Research Center's 2016 survey, "The State of American Jobs," found that 87% of workers believe it will be essential for them to get training and develop new job skills throughout their work lives in order to keep up with changes in the workplace. This survey noted that employment is much higher among jobs that require an average or above-average level of preparation. It noted that technology skills are imperative.

In today's technologically oriented economy, it's no surprise that employees with strong computer skills fare better in the job market than their tech-challenged counterparts. This trend influences hiring for virtually all jobs, not just technology-centered positions. Austin Free-Net recognizes this trend. Consequently, in addition to relevant one-on-one training in co-located community resource centers and targeted workshops for various client segments, we provide enrichment through employment-specific technology training.

Informed by the Department of Labor's Occupational Information Network (O*NET) - a database covering more than 950 occupations - our robust case management database fully integrates O*NET's over 43,000 examples of tools and technology. More than 50% of our clients who come to us for digital literacy training are motivated to improve their job skills. With the capacity to identify the industries and specific positions an individual wants to obtain, Austin Free-Net has the potential to pinpoint the exact tools and technologies people must know to be successful. By tracking these skills in our case management database, trainers can tailor learning

plans to meet these needs. Aggregate reports run on this data will provide insight into employment trends and allow us to develop targeted workshops to ensure that our training programs remain current and in line with the economic needs of greater Austin.

In addition to responding to the identified needs of enrolled clients, Austin Free-Net will expand its relationship with the City's Human Resources Department by tailoring workshops to prepare individuals for pre-employment tests that assess an applicant's aptitude using various information technology tools. Screening processes are in place for a multitude of City of Austin positions and applicants frequently request specialized training prior to completing their exams. While applicants currently make use of our one-on-one training, the need for focused training is in such high demand that Austin Free-Net hopes to collaborate with the city's Employment Specialists in providing targeted workshops. Pamela Holt, a 19-year veteran of the department, asserts that "*applicants need personalized training to prepare for these tests. While I can set them up on online tutorials, they really need someone to help explain concepts and tailor the training to suit them personally.*"

The most common IT requirement tested in the City's primary testing facility, co-located in the DeWitty Job Training & Employment Center, is Microsoft Office. In preparing applicants for these required skills, regular workshops will cover the skills required for the following programs; Microsoft Word, Microsoft Excel, Microsoft Outlook, Microsoft PowerPoint and Internet Explorer. Additional programs may be added based on client needs. Supplementary workshops covering the requirements of the following IBM screening tests will also be provided: Basic Computer Terminology, Internet Basics, Email Etiquette, Basic Office Skills, Typing, and Data Entry 10 Key.

Committed to developing a widely skilled workforce, our employment-specific technology training will include workshops that uncover the wide variety of gig-economy opportunities that are available. Austin Free-Net understands that traditional 9-to-5 employment is not an option for some individuals, due to barriers such as physical disabilities and childcare. The flexibility and diverse skill requirements of the gig-economy potentially provides opportunities for all Austin residents and encourages an entrepreneurial spirit. Through ensuring that our employment-specific technology training is comprehensive and accommodating to everyone, Austin Free-Net authentically supports Impact Austin's Priority Program Goal of Economic Development.

3. Recommend methods to support the City's Digital Empowerment Community of Austin (DECA) to convene, facilitate and develop open source guidelines, processes and tools.

Austin Free-Net will continue to work with and advance the impact of the Digital Empowerment Community of Austin (DECA). AFN is currently leading two working groups and with all staff participating in at least one, we plan to engage and lead discussions that reveal emerging trends, new technologies, concepts, and techniques to enhance programs. Implementing the tools developed in DECA Phase 2 and moving into Phase 3, Austin Free-Net will allocate staff hours in order to facilitate the adoption of appropriate open source strategic systems, processes, tools, and plans. We plan to measure effectiveness of initiatives developed thus far by reviewing their

implementation within the DECA community. Austin Free-Net is committed to lead the way by ensuring that the work completed by each of the working groups is folded into our processes moving forward.

For example, we are leading the DECA working group in the development of a core set of clear digital literacy curriculum standards that incorporate additional standards that focus on specific client segments. Austin Free-Net will implement these standards as credentialed digital literacy skills and insure that curricula and standard-setting processes are open to others. These standards will be applicable to one-on-one training in CTAL facilities as well as our Targeted Workshops for Various Client Segments.

Principles designed into the curriculum standards - and their related credentialed digital literacy skills - will govern the practicums developed in the Train the Trainer workshops. We will work with external partners to customize programs that address the specific client needs of the audiences defined in the curriculum standards working group. Continued research and working group facilitation will ensure that these training requirements remain current. The standard operating guidelines, processes, tools, and resources developed will be endorsed by Austin Free-Net through our implementation of this model into our volunteer training program.

The standard client survey is currently lead by Austin Free-Net staff and the valuable data generated as a result of the survey tool will be used to inform our programming. Through participating in the implementation of this tool, programming staff will make use of this open source information in order to understand client needs and gaps in service. Collaborating with the DECA community, we plan to analyze data from the surveys to identify critical learning and community development issues and root causes. Each of our five strategies to train clients on credentialed digital literacy skills will adapt to the needs identified through the use of this invaluable tool.

4. Describe your reporting capability and how the Client Eligibility Requirements (Section 0620) will be documented for the target population(s) identified.

Austin Free-Net exists to provide technology training and access to all Austin residents. Using a robust and customized case management software database - developed by Social Solutions (formerly Apricot), leaders in the field - our training staff have a proven track record of capturing client demographic and residency information. Having administered numerous City of Austin contracts, our reporting capability has been developed and adapted to fulfill required CTK performance and demographic/zip code reporting protocol.

Proposed outputs and outcomes will be reported by using data captured via customized fields in our database. Credentialed digital literacy skills will be informed by the Curriculum Standards developed by the Digital Empowerment Community of Austin (DECA) working group. These skills will be tracked within the learning management component of our database, and clients will receive formative feedback on their progress. Quality assurance staff will conduct ongoing

monitoring and create reports on client needs, performance (output and outcome metrics), and service gaps during monthly, annual, and quarterly reporting.

Austin Free-Net is committed to capturing quality data that provides an authentic insight into the support that we provide to the community. Satisfied with our capacity to capture unduplicated clients who participate in our credentialed digital literacy skills training, we are dedicated to designing a system to capture device use so that we can better illustrate the impact that we have in this capacity.

In accordance with proposed identity and residency requirements, Austin Free-Net will ensure that the following measures are taken in capturing client data:

- Client eligibility status will be established, verified, and captured during initial client intake by training staff in our case management database.
- Residency eligibility will be verified by customized zip code lookup within our database - this list will be informed by the Austin GIS Jurisdictions Web Map and Travis County Appraisal District website.
- Clients experiencing homelessness at the time of intake will digitally sign a Homeless Self-Declaration Form within their client folder on our case management database.
- Clients unable to present government issued identification will digitally sign a Self-Declaration of Identity form within their client folder on our case management database.
- The establishment of client eligibility by training staff will be dated and indicated within their client folder on our case management database.

All clients participating in credentialed digital literacy training will be required to fulfill identity, residency, and income requirements, with the exception of victims of violence, undocumented immigrants, and refugees. In the event that a client does not feel safe providing required eligibility information, the client's exemption from the requirement will be documented in their client folder on our case management database.

Austin Free-Net has commenced plans to collaborate with The Ending Community Homelessness Coalition (ECHO), as a homelessness prevention service. In doing, AFN will utilize the local Homeless Management Information System (HMIS) for clients receiving services at the Austin Resource Center for the Homeless (ARCH).

Participating as a service provider in the ECHO Continuum of Care – implemented through Coordinated Assessment - will allow community partners to refer clients to our one-on-one training and workshops. Clients receiving training at the ARCH will also have their outgoing referrals tracked in HMIS. Through collaboration, we offer more services to benefit our clients and strengthen the community.

5. Describe your marketing plan/efforts to bring awareness of services offered.

a. Leveraging: Provide an overview of the organization's capacity and experience for leveraging public dollars to generate additional investment from employers, philanthropic individuals and/or organizations, and state and/or federal agencies for digital literacy skills training programs. Provide detail via Section 0655

Leveraged Program Funding Summary. In addition to the above, please provide the following information if applicable:

i. Describe how your agency may coordinate services with other agencies that are relevant to clients.
ii. Describe how you will coordinate services with other agencies if you are not currently doing so.
iii. If applicable, attach any Memoranda of Understanding (MOU) and explain how the arrangements may improve service delivery to clients.

Austin Free-Net has a comprehensive communications plan with an emphasis on maximizing the community awareness of services offered, coordinating services, and leveraging public dollars.

The objectives of our marketing efforts are to:

- Increase awareness of available services at our CTAL sites, including one-on-one training in co-located Community Resource Centers, targeted workshops for various client segments, smartphone workshops, and enrichment through employment-specific technology training program;
- Increase support and collaboration with DECA;
- Increase individual and corporate involvement and donations;
- Establish viable and mutually beneficial working partnerships with businesses, faith-based, and charitable organizations through MOUs;
- Increase positive recognition, enthusiasm, and support for AFN as a leader in digital inclusion.

Our core messages are:
Empowerment through Technology
Digital Inclusion

Our Vision:
A world without digital barriers

Communications Goal:
Increase users by offering workshops relevant to their needs, increase program enrollment in paid and unpaid programs, increase individual and corporate donations, heighten public awareness and enlist active moral and financial support for Austin Free-Net.

Marketing Tactic Examples:

Tactic: Mailing Lists
Advertise our one-on-one training and workshops on ctosh@utlists.utexas.edu. The mailing list – with over 800 subscribers – is comprised of non-profit management and direct service staff of Travis County social service agencies. We plan to leverage this tool to call upon experts in the field for participation of our client segment focus groups. We will also develop and maintain a client mailing list to send out a quarterly newsletter and updates about AFN events and workshops.

Tactic: Collaboration Newsletter
Promote the collaborative work we undergo with our community partners in a biannual newsletter that showcases our impact to a range of audiences including; community partners, potential partner organizations, donors and clients.

Tactic: Mission Presentations
Host regular presentations that describe our services and impact to community partners, potential partner organizations, and their clients. Plan and schedule these sessions to ensure that a wide range of client segments and geographical areas are being served.

Tactic: The Ending Community Homelessness Coalition (ECHO) Continuum of Care
Austin Free-Net will join 14 Community Service Providers as a Prevention Service in the ECHO Continuum of Care. Participating as a service provider in Coordinated Assessment will allow community partners to refer clients to our one-on-one training and workshops.

Tactic: Blog Stories
Research, write and publish blog entries developed to reach potential supporters, ensuring our core messages are reflected in each communication. Ensure that programs and site profiles are incorporated regularly into stories with an emphasis on student success stories.

Tactic: Social Media
Cross-post story links to Facebook and Twitter that reflect collaborations with other organizations, DECA activities and client accomplishments.

Tactic: Electronic Communications
Research, write, produce and distribute email communications to subscriber list including a Holiday giving campaign letter. Focus on contribution of AFN to the educational, economic and social welfare of the community and include features on organizational success stories, programs, articles that position AFN as a significant contributing force to the community.

Tactic: Website
Update website to reflect brand image of organization and impact in the community. Revise content on Training and Volunteer sections of the website. Incorporate images that reflect the clients we serve and the services we offer. AFN will direct potential clients to a live scheduling map that allows them to access real time tutoring and workshop availability at our various sites as well as the specific skills of the volunteers and trainers at each location.

Tactic: Collateral
- Descriptive, multilingual brochure
- Targeted, multilingual workshop posters at relevant service provider locations
- Detailed, multilingual flyers of services offered at CTAL sites

Tactic: Appearances/Award Application Submissions
In order to promote AFN's services and maintain our community involvement, AFN will identify at least five opportunities for AFN Training, Communications and Volunteer Management staff to man exhibit booths at community events.

Tactic: Media Relations
The Communications Manager will act as a liaison, working with newspapers, magazines, radio, TV, cable outlets on a year-round basis to develop good press relations, with the goal of obtaining at least three instances of coverage about digital literacy and/or digital inclusion. AFN staff will also ensure that promotions are multi-lingual whenever possible.

Tactic: Austin Public Access TV

Work with Austin Film Society to produce recorded YouTube segments to discuss digital literacy topics including partner relationships and provide short tutorials.

a) Leveraging Public Dollars

AFN has both the capacity and experience in leveraging public dollars to generate additional investments from employers, individuals and organizations. AFN has partnered with the following organizations to leverage public dollars: Southwest Key, Goodwill, Child Inc. HACA-Program Pathways, IBM, Google Fiber, Mozilla Foundation, Capital Factory, Technology For All, Main, the Broadband Technology Opportunity Grant (Federal Government), Benton Foundation, University of Mexico, Skillpoint Alliance, Austin Public Library, Refugee Services of Texas and a host of others.

Despite the fact that AFN has been in existence since 1995, the organization was without an executive director for 8 years, thus it had not focused on donor cultivation. In 2011, one of the primary goals for the organization was to create a culture of giving and identify new donors. To date AFN has begun the cultivation of more than 200 new donors supporting the annual work of the agency. AFN has also developed a "fee-for-service" model providing basic digital literacy skills to partner agencies that generates approximately 51% of its operating budget. AFN also identified and applied for new Foundation grants and non-profit contracts resulting in a partnership with A Glimmer of Hope Foundation ($20,000) and Easter Seals ($7500).

This strategy leverages the organization's funds to expand its services beyond the City of Austin's digital inclusion sites and to reach Austinites with limited or no access to computers and or training. Austin Free-Net is coordinating efforts with nonprofit organizations who are forced into the digital space by default, because the government, corporations, banking, health and all other industries are o line. This poses barriers for organizations who are not typically in the digital inclusion space to work in this new venue. Many partners reach out to AFN to serve as the model to support their efforts to provide core mission services. AFN leverages those needs with reasonable fee for service support.

Funding Received 2014-2015
City of Austin, $197,774
Austin Pathways - Housing Authority of the City of Austin, $53,500
Boys & Girls Clubs of the Austin Area, $13,575
Front Steps, $25,000
Google Fiber, $52,000
IBM, $12,468
Lola Wright Foundation, $15,000
NTEN Nonprofit Technology Network, $41,250
Shield-Ayres Foundation, $10,000
Southwest Key, $10,000
The Mitte Foundation, $10,000

Funding 2015-2016
Austin Independent School District, $1,920
Austin Public Library, $1,250
Austin Public Health, $11,332
Austin Voices for Education, $6,250
A Glimmer of Hope, $20,000
Easter Seals, $7500

Front Steps, $23,882
Google Fiber, $70,000
City of Austin, Digital Inclusion, $198,274
City of Austin, GTOPs, $3,309
Housing Authority of the City of Austin, $88,375
IBM Grant, $12,000
Mitte Foundation, $10,000
NTEN, $ 44,495
Refugee Services of Texas, $11,878
Shields-Ayres Foundation, $10,000
Southwest Key, $ 20,241
The Allergan Foundation, $2,000
Donations, $13,133
PearsonVue , AFN Testing Site Income $6,000

Coordinated Services

i) Rectifying the digital divide, according to President Bill Clinton, "is the greatest opportunity the U.S. has ever had to lift its people out of poverty and ignorance." Austin Free-Net is passionate about educating its community partners on the benefits of promoting digital literacy to their clients. Our program staff understand the needs of our various client segments and constantly work to establish and build relationships with relevant client-serving agencies. In connecting with various service providers, Austin Free-Net is not only able to promote these services in their training but also to leverage these relationships for outreach and program development.

Understanding that there are unique barriers faced by our various client segments - and that one-on-one training and workshops need to respect these differences and cater to each segment's particular priorities - Austin Free-Net has devised a plan to ensure that appropriate collaborations and services are provided to different groups. (TAB 6: Appendix B – Service Coordination Plan)

ii) By leveraging current relationships with DECA, the Housing Authority of Austin, Parks and Recreation, and Austin Public Libraries, AFN will increase services to areas identified by the 2014 Digital Inclusion Survey as those most in need. Through educating service providers on the ramifications of digital exclusion and the benefits to their clients of collaboration, we will illustrate our community impact by showcasing the merits of our current coordinated services.

Our experience has shown that minorities, individuals earning lower incomes, individuals with lower education, and the unemployed - the exact groups affected most by the digital divide - are the primary users of community access centers. We will increase efforts to highlight to partner agencies the additional services available at our CTAL sites in an effort to better promote the "one stop shop" capacity of our sites. An example of this can be seen in our Rosewood Zaragosa Health Center flyer which is given to staff at nearby Lifeworks. The flyer not only includes

details about our digital literacy programming at that location but it also includes details on the following other services available at that site:

- Food pantry
- Notary services; assistance filling out forms and applications
- Employment information and referrals
- Information and referrals to community resources and case management
- Community distribution events
- Quarterly clothing distribution
- Child Safety Seats

In continued collaboration with the City of Austin's Employment Assistance Center, Austin Free-Net will receive information regarding the most common technology aptitude tests administered by Employment Services Specialist staff. Training staff will conduct workshops based on the skills required within each test and schedules will be informed by client needs and agreed upon between both agencies.

iii) Our service model relies heavily on our collaborations with our community partners. In addition to formal agreements for project based services, Austin Free-Net has informally entered outreach and collaborative service partnerships with each of the organizations listed in our Service Coordination Plan (TAB 6: Appendix B). In preparing for more formal commitment with specific agencies and locations where we plan to provide training and/or develop a CTAL facility, Austin Free-Net sees benefit in creating a model Memorandum of Understanding (MOU) that may be modified for each community partner to enhance and clarify mutually beneficial terms. This formal commitment will allow both parties to articulate and be equally responsible for tangible outcomes for clients.

Current Memoranda of Understanding – TAB 5: Page 23, 24, 25 & 26

- Austin Public Library
- The Ending Community Homelessness Coalition (ECHO)

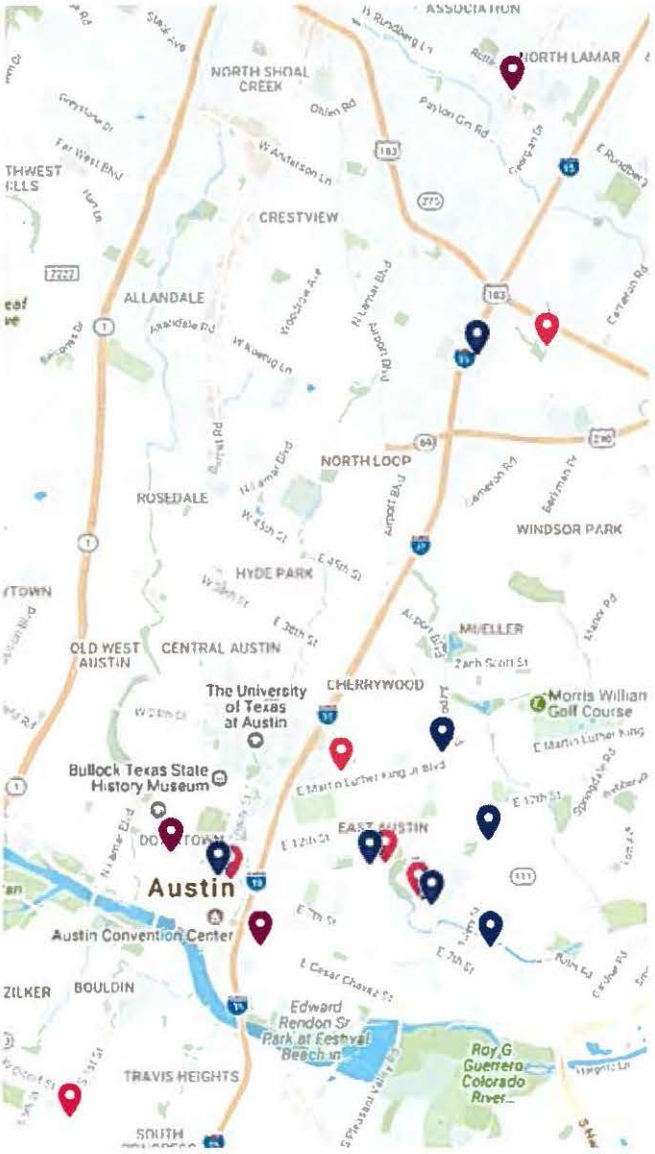
6. Service Coordination: Describe your plan to coordinate serveries with those being provided by other agencies relevant to the proposed strategies

Strategy 1 - Relevant One-on-one Training in Co-located Community Resource Centers

Austin Free-Net will provide one-on-one training at each of the CTAL sites. In addition to this, staff and volunteers will continue to respond to the needs of the community at large and foster relationships with partners in areas that require this style of drop-n tutoring. Our relationship with the Austin Public Library, for example, has us place staff in three popular libraries. We would like to strengthen this relationship and respond to the specific needs of library patrons who make use of the various locations. We also seek to provide more one-on-one training at senior and ESL locations. These training sessions will take place at some of our existing access labs, including Casa Marianella and Lyons Gardens.

- Austin Resource Center for th..
- Blackland Neighborhood Cen...
- Rosewood-Zaragosa Neighbo..
- DeWitty Job Training and Em...
- Conley-Guerrero Senior Activi...
- South Austin Neighborhood C..
- St Johns WIC clinic
- Faulk Central Library, Austin ...
- Little Walnut Creek Branch, A...
- Terrazas Branch, Austin Publ...
- Casa Marianella
- Lyons Gardens
- Oak Springs Villas Apartments
- St. David's Episcopal Church
- M Station Apartments
- Spring Terrace Apartments
- Goodwill - Rosewood Job Hel...
- Goodwill - Georgetown
- Goodwill - Round Rock

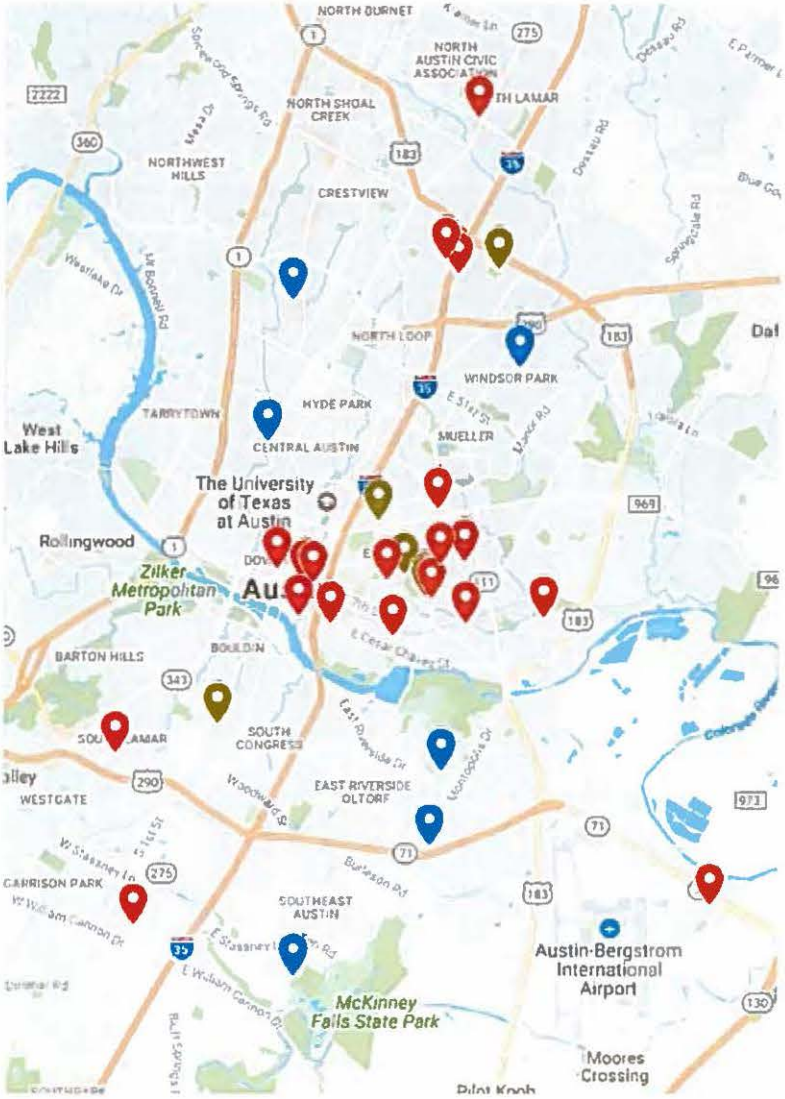
- CTAL Training Site
- Staff Led One-on-one Training
- Access Site



Strategies 2 & 3 – Smartphone and Targeted Workshops for Various Client Segments

Austin Free-Net is prepared to expand on our existing locations for focused workshops to ensure that as many client segments as possible are being served and that areas most in need of our services have more options available to them. We will prioritize adding workshops in Southeast Austin Public Libraries as well as Northside locations. Targeting ESL and senior clients at these locations, digital health training will be a focus at these sites. As resources permit we will continue to add new workshop locations and leverage our DECA relationships by responding to emerging needs unearthed in our regular DECA meetings.

- Austin Resource Center for th...
- Blackland Neighborhood Cen...
- DeWitty Job Training and Em...
- Conley-Guerrero Senior Activi...
- Rosewood-Zaragosa Neighbo...
- South Austin Neighborhood C...
- St Johns WIC clinic
- Casa Marianella
- Lyons Gardens
- Oak Springs Villas Apartments
- Trinity Center
- M Station Apartments
- Spring Terrace Apartments
- Faulk Central Library, Austin ...
- Little Walnut Creek Branch, A...
- Terrazas Branch, Austin Publ...
- The Salvation Army Center
- Austin Transitional Center
- South Austin Senior Activity ...
- Lakeside Apartments
- Booker T Washington Terrace
- Salina Elderly Courts
- Shadow Bend Apartments
- Santa Rita Courts
- Refugee Services of Texas-A...
- Southwest Key Programs
- Southeast Branch, Austin Pu
- Ruiz Branch, Austin Public Li...
- Central Health Southeast He...
- Lamar Senior Activity Center
- North Loop Apartments
- Gaston Place

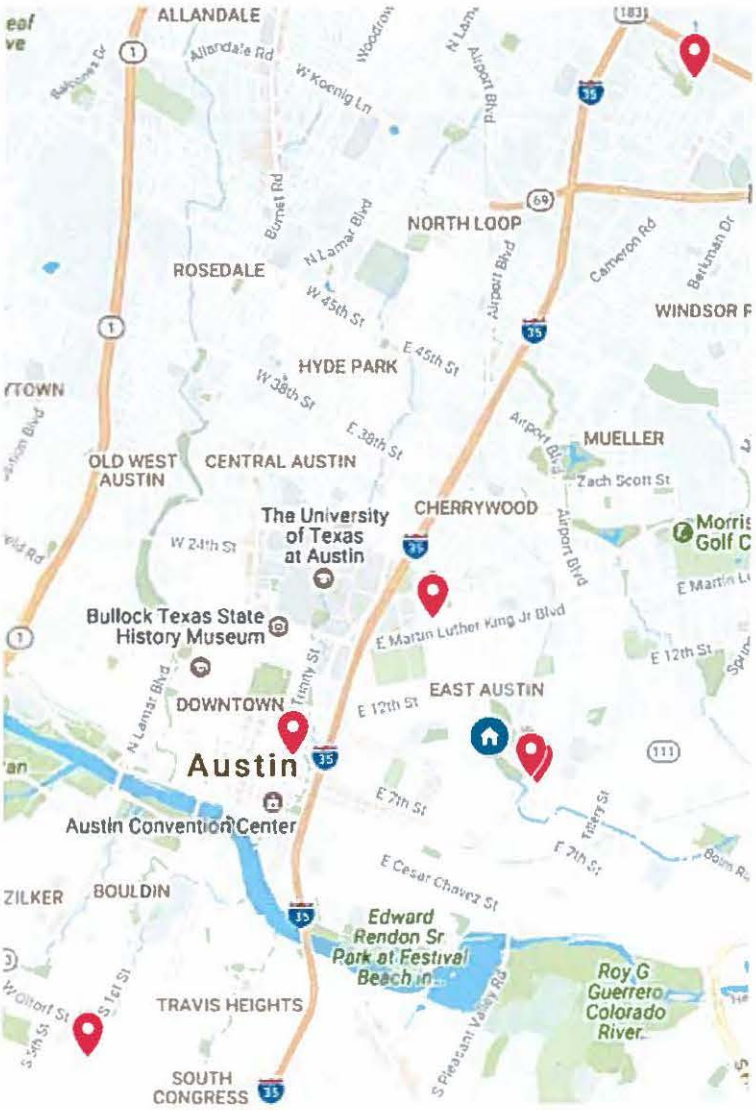


- CTAL Training Site
- Existing Targeted Workshop Location
- New Targeted Workshop Location

Strategy 4 - Enrichment through employment specific technology training

Austin Free-Net will focus on providing employment specific training at our CTAL sites. We plan to coordinate services with the co-located workforce agencies at each of the locations including Goodwill Industries of Central Texas and the Texas Workforce Commission. The Enrichment through employment specific technology training workshops will be based out of the DeWitty Job Training and Employment Center, and this will allow us to best coordinate services with the City of Austin's Employment Services Specialist staff. Workshops, while targeted to City of Austin applicants, will also be made available to everyone, and schedules will be promoted at every CTAL site and advertised to our community partners including those from the DECA community.

- Austin Resource Center for th...
- Blackland Neighborhood Cen...
- Rosewood-Zaragosa Neighbo...
- DeWitty Job Training and Em...
- Conley-Guerrero Senior Activi...
- South Austin Neighborhood C...
- St Johns WIC clinic



7. **Healthy Service Environment**: Describe your plan for implementing a healthy service environment.

Technology provides the opportunity for productive interventions in individuals' lives. Free and accessible technology education has the capacity to raise a community's health consciousness and literacy, ultimately creating a significant impact on their collective health.

Addressed as a priority in the Cities Imagine Austin plan for the future, health begins where we live, learn, work, and play. Austin Free-Net has played a pivotal role in working to achieve the city's goal of creating a connected and informed community. Targeting at risk populations, our partnerships with Front Steps, Easter Seals, Austin Pathways, Southwest Keys and Austin Public Libraries - My Library Keeps Me Healthy initiative, have established us as leaders in the provision of digital literacy training that recognizes the barriers and challenges faced by the target populations and empowers and enables individuals to act on their own behalf.

Our plan for implementing a healthy service environment will involve programming that focuses on promoting technology adoption among Austin's most vulnerable. Fostering new collaborations and continuing with our above mentioned partnerships, training will incorporate new health information technologies, such as wearables, patient portals, and mobile apps. According to a new study from The University of Texas at Austin, "Health Literacy and Health Information Technology Adoption: The Potential for a New Digital Divide," Oct 2016, nearly half of the country is skeptical of the benefits of these technologies. Health information technologies have seen widespread adoption in recent years, and the pace of development and capabilities of such tools will only increase in the future. This emerging "digital divide" among health consumers requires thoughtful outreach on our behalf and strategic collaborations.

Not limited to the implementation of health technology training, Austin Free-Net plans to engender a supportive environment by continuing to respond to the digital exclusion and resulting health ramifications faced by the following at risk populations:

The Elderly:

Studies have shown that older adults who master a new technology gain increased independence in old age and improved life quality. The American Association of Retired Persons has reported that seniors who keep up-to-date with the internet can produce a positive impact on key areas of life, including; personal fulfillment, health preservation, social connectedness, functional capability and caregiver support.

Over the next several decades, the 65+ population is expected to continue to grow rapidly both in number and as a share of the population— by 2040 more than half a million (517,772) older adults 65+ will live in the 5-county Austin-Round Rock and comprise nearly one-fifth (18%) of the Central Texas population.

In response to the growing population of seniors in the community, Austin Free-Net will continue their existing relationships with leading senior service providers: Family Eldercare, HACA, and Parks and Recreation by developing and implementing focused training that is informed by best practices in teaching seniors to learn and adopt new technologies identified in the Cities Imagine Austin plan.

The Homeless:

The homeless are among the least likely to use, or to know how to use, technology and the Internet according the Pew Research Center. In 2016 a total of 7,101 individuals - classified as "literally homeless" - were served by the Ending Homelessness Continuum (ECHO). According to recent studies, city officials warn that up to 50 percent of chronically homeless people are at risk of premature death. In Austin, that means around 300 people live with that increased risk every day.

Our *Getting it Done* program at the Austin Resource Center for the Homeless was credited in the Federal Communications Commission's, "Strategies and Recommendations for Promoting Digital Inclusion (2017)," Austin Free-Net will continue to lead the way in digital literacy training by responding to the changing needs of the homeless community in Austin. We agree that using digital resources can help homeless people connect with others and investigate and receive services. As one scholar wrote, "*Overall technology provides the opportunity for productive interventions in homeless individuals' lives. Social support networks result in a better life and health for people experiencing homelessness.*" (The Invisible Become Visible: An Analysis of How People Experiencing Homelessness Use Social Media, Mary Yost 2012)

Through partnering as a service provider in ECHO, Austin Free-Net will join the following agencies as a prevention service provider: United Way Capital Area, AIDS Services of Austin, Any Baby Can, ARC of the Capital Area, Austin Tenants Council, Austin Travis County Integral Care, Caritas of Austin, Family Eldercare, Front Steps, Goodwill Industries of Central Texas, Mobile Loaves & Fishes, SafePlace, The Salvation Army, and Texas Rio Grande Legal Aid.

The Disabled:

Americans with disabilities are less than half as likely as their non-disabled counterparts to own a computer, and they are about one-quarter as likely to use the Internet, writes Stephen Kaye, Ph.D. of the Disability Statistics Center. In 2013, there were 110,447 people with disabilities residing in non-institutional settings in Travis County.

Computer technology and the Internet have tremendous potential to broaden the lives and increase the independence of people with disabilities. Through providing tools to accommodate physical disabilities at our access locations and by providing focused training sessions to individuals referred by our special needs service provider partners, Austin Free-Net will implement the healthy service environment proposed in the Cities Imagine Austin plan.

Immigrants/ESL:

According to "Strategies for Engaging Immigrant and Refugee Families 2011 Education Development Center," "Immigrant families are much less likely to have health insurance, and they may not understand public health insurance programs, their eligibility, or how to use the U.S. healthcare system."

The digital divide among refugee migrant groups includes inequalities in physical access to and use of digital technology, the skills necessary to use the different technologies effectively and the ability to pay for the services. Opportunities to use digital technology could support the social inclusion of refugee migrant groups in the broader Austin community.

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Memorandum of Understanding

Between

Austin Public Library
Austin, Texas

And

Austin-Free Net
2209 Rosewood Avenue
Austin, Texas 78702

This Memorandum of Understanding (MOU) sets forward the terms and understanding between Austin Public Library (APL) and Austin Free-Net (AFN) to fulfill intermittent targeted workshop training sessions at various APL locations.

Background
Austin Public Library and AFN began discussions and entered into an informal partnership to secure to provide focused digital literacy workshops sessions as various APL locations, with an emphasis on the following locations;

Austin Public Library Ruiz Branch
1600 Grove Blvd, Austin, TX 78741

Southeast Branch, Austin Public Library
5803 Nuckols Crossing Rd, Austin, TX 78744

Summary
Informed by research and proven practices, trainers at Austin Free-Net follow an andragogy model that understands that:

- Adults have the need to know why they are learning something.
- Adults commit to learning when the goals and objectives are considered realistic and important.
- Adults have a need to be self-directed.
- Adults enter into a learning experience with a problem-centered approach to learning.
- Adults need concrete experiences to apply learning to their real work.

Our focused workshops include, but are not limited to: Computer Basics, Email, Internet Navigation, Online Health Resources, Online Housing Resources, Online Government Resources, Communicating Online, Social Media, Transportation, Computer Security & Privacy, Online Financial Literacy, Productivity Programs, Creative Applications, Web Development and Workforce Development.

As leaders in the field of digital literacy education, AFN recognizes that the list of digital tools is never ending. New advances in technology and digital interfaces make something that was new yesterday, old today. We commit to anticipating the development of new technology tools and the skills required to

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comfortably live in our current digital world. Our expert staff will personalize training workshops to relate to the specific needs of the diverse client segments that require our services.

Purpose
AFN will provide scheduled digital literacy training workshops at APL locations. These workshops will respond to the specific technology needs of the clients at each library location.

Duration
This MOU is at-will and may be modified by mutual consent of authorized officials from Austin Public Library and AFN and will remain in effect until September 30, 2018.

Contact Information
Toni Lambert
Austin Public Library
PO Box 2287
Austin, TX 78768

Toni Lambert
Signature
5/20/2017
Date

Juanita Budd
Austin Free-Net
2209 Rosewood Avenue
Austin, TX. 78702

Juanita Budd
Signature
5/19/2017
Date

Memorandum of Understanding
Austin/Travis County Homeless Management Information System (HMIS)

This AGREEMENT is entered into and renewable annually by mutual consent of both parties, Ending Community Homelessness Coalition (ECHO) located at 100 North IH35, Suite 1000, Austin, TX 78701 and Austin Free-Net (AGENCY) located at 2209 Rosewood Avenue, Austin, TX 78702.

ECHO is the lead agency responsible for the management of public homeless services in Austin/Travis County. In accordance with the US Department of Housing and Urban Development data collection mandates, ECHO implements and operates a Homeless Management Information System (HMIS) called ServicePoint by Bowman Systems for client tracking throughout the Austin/Travis County Continuum of Care.

ECHO and [AGENCY] mutually agree to the following:

- ECHO will allow the AGENCY to utilize ServicePoint (the system), an Internet-based HMIS developed by Bowman Systems, LLC (BOWMAN), a company based in Shreveport, Louisiana, for the purposes of client tracking and case management for HUD and non-HUD funded services provided through the agency.
- The AGENCY will purchase licenses for their users at the price outlined in ECHO's HMIS License Policy.
- ECHO will contract with BOWMAN for the hardware and software services for the HMIS system.
- The AGENCY may not contact BOWMAN directly and/or request changes from BOWMAN to the software. All contact and/or requests will be made through ECHO.
- ECHO will maintain control of all data entered into the system and will manage and secure this data in accordance with ECHO's HMIS Privacy Policy.
- The AGENCY will comply with the ECHO HMIS Policies and Procedures Manual, the HMIS Privacy Policy and the ECHO HMIS Data Quality Assurance Plan for the use of the system and will designate an Agency Administrator to monitor users for adherence to said policies.
- The AGENCY will be entering into an Inter-Agency Data Sharing Agreement with all active Participating Agencies in HMIS. The policy is contained within the ECHO HMIS Policies and Procedures Manual.
- Both ECHO and the AGENCY will operate in accordance with HUD's currently published HMIS Data and Technical Standards except in cases where the Standards conflict with Texas law. In such cases, Texas law supersedes the Standards.
- ECHO has the right to terminate this agreement at any time if the ECHO HMIS Policies and Procedures Manual is not followed.
- ECHO is responsible for ensuring that the contract terms of the agreement with BOWMAN continue to be satisfied so that all agency data remains secure. This responsibility extends to the provision of disaster recovery services, daily backup of data, system maintenance, database level and secure socket layer encryption, and regularly scheduled product upgrades.
- The AGENCY agrees to ensure the designated Agency Administrator's attendance to all HMIS meetings exceeds 50%.
- For each HUD funded program, the AGENCY agrees to generate and forward a copy to ECHO from e-SNAPS, according to the contract requirements, of the HUD Annual Progress Report (APR). The demographic data in this report should be accurate according to the time period of the direct grant with HUD. This report should be submitted to ECHO's Executive Director on the 15th day of the month following the end of the reporting period. Additionally, if information contained in the HMIS generated report is inaccurate, the AGENCY agrees to highlight these discrepancies in writing and agrees to work to resolve these inconsistencies to ensure future accurate reporting and data integrity.

ECHO

Memorandum of Understanding
Austin/Travis County Homeless Management Information System (HMIS)

The signing of this Memorandum of Understanding certifies concurrence with the terms and conditions agreed upon by both parties hereto; no other agreement, oral or otherwise shall be deemed to exist or be binding.

AGENCY:

Signature of Agency Representative: **Date**

Jeanette Field 2/6/13

Title: Executive Director

Ending Community Homelessness Coalition: **Date**

2/7/2013

HMIS Director
Ending Community Homelessness Coalition (ECHO)

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TAB 6 – PRIOR EXPERIENCE AND PERSONNEL

1) Experience

2) Appendix

TAB 6 – Prior Experience and Personnel:

1. Include names, titles, and qualifications of all professional personnel including the Project Manager who will be assigned to this project. Provide a brief explanation of each proposed staff's experience and qualifications including years of experience in their current position, educational background, certifications/accreditations they hold, etc. Identify the percentage of time personnel will be assigned to this project.

Juanita Budd – Executive Director

Juanita Budd has more than 20 years of nonprofit experience in a plethora of roles including strategic planning, volunteer and staff management, and board membership. Since 2011, Juanita has led the strategic direction of Austin Free-Net while ensuring the organization stays relevant with technology as it continuously changes. Under Juanita's leadership, Free-Net managed $4.3 million of a multi-year $9.3 million federal grant from the Broadband Technologies Opportunities Program (BTOP) of the U.S. Department of Commerce, used to expand technology training and access in the community. As part of this effort, AFN partnered with the Texas Connects Coalition, the Metropolitan Austin Interactive Network and Technology for All. Through the grant, the key partners supported and enhanced 70 public computer center sites in Austin, Houston, San Antonio, and across rural Texas. During her tenure, Juanita has collaborated with over 30 organizations to educate and improve broadband adoption and digital literacy programs. ,

Recently, AFN partnered with the Housing Authority of the City of Austin, Google Fiber, and Austin Community College to bring digital literacy classes to public housing residents as part of Unlocking the Connection, a homegrown Austin initiative to help close the digital divide for thousands of people. AFN has successfully completed our pilot year course, graduating 122 HACA students from AFN's Tech Starters program. This program now serves as a national model for digital literacy training through the White House's 2016 technology initiative -- ConnectHome.

Previously, Ms. Budd served as a Human Resources Director, Administrative and Operations Director, Chief Operations Officer, and Vice President of Programs for Girl Scouts of Central Texas, an organization which served 46 Texas counties. She implemented the strategic vision and leadership for the direct delivery of services and programs to adults and volunteers through the region, managing staff across five locations.

She also served on the Campus Advisory Council for National American University, as a Board Member for The Austin School for the Performing & Visual Arts, as a Member of One Voice Central Texas, as a panelist for the Austin Human Resources Management Association (AHRMA), and was invited to speak at the iConference, 2014 in Berlin Germany.

Ms. Budd holds a BA in Political Science from Bucknell University; HR Management Certification from the University of Texas at Austin; is a certified Mediator through the Dispute Resolution Center; and received her Certificate in Texas Nonprofit Leadership & Management Program in 2008. She served as a member on the Texas Statewide Task Force on "Improving

Relations with Nonprofits" recommended by the 83rd Texas Legislature. She served as one of the lead speakers in the Digital Inclusion Conference in Texas ("A Conference & Colloquium" at the University of Texas).

In 2014, Juanita spoke at South by Southwest Interactive on Digital Inclusion and Gigabit speed coming to Austin through Google. She spoke on a Net Neutrality panel discussion at the Brookings Institute in Washington D.C. The Benton Foundation invited Austin Free-Net to participate in a nationwide study of digital inclusion programs in 2015. Recently, Austin Free-Net hosted a community speaker forum to discuss the emerging technology skills gap in Austin. Panelists included leaders from the business, education, and corporate sectors. Juanita currently serves as Community Leadership Council Member for Austin Community College's Center for Nonprofit Studies. In 2016, Austin Free-Net, under Juanita Budd's leadership, was awarded Austin Woman magazine's Philanthropic Business of the Year. In 2017, the Austin Black Chamber Commerce named Juanita one of 10 "Hidden Figures of Austin" in an effort to promote achievements by local Black women in Science, Technology, Engineering, and Mathematics. Her latest achievement includes being selected for inclusion in the inaugural edition of "Achievements in Black Austin".

The Executive Director will spend 25% of her time on this project.

Cassondra Taylor- Director of Programs & Operations

Cassondra joined AFN in 2016 as the Director of Program & Operations (DP&O). The DP&O is responsible for ensuring that all program, training, public access, labs, facilities, front office, and volunteer management systems are developed and implemented to promote and achieve targeted goals and meet Austin Free-Net objectives. The DP&O is also accountable for ensuring that all program and training staff and operational volunteers are recruited, screened, and trained for their positions; for ensuring compliance reporting is accurate and timely to meet funder specifications; and for partner relations and collaboration with various community groups and other related agencies.

Cassondra holds a BS in Engineering and English, an MBA in Marketing and International Business, and a Project Management Professional certification.

The Director of Programs & Operations will spend 23% of her time on this project.

Emily Plunkett – Training & Development Specialist

Emily joined Austin Free-Net as a Programs Specialist and Curriculum Developer in March of 2012. Prior to joining Austin Free-Net, Emily worked in a variety of social services in both research and teaching positions. A native Australian, Emily holds an M.A. in Education specializing in Curriculum and Instruction. Emily has provided her expertise to Austin Free-Net in a variety of capacities including curriculum development, program management, AmeriCorps supervision, grant writing, contract compliance, database administration (including HMIS Service Point), and City of Austin performance measure and demographics reporting in CTK.

A certified Offender Employment Specialist, Emily has years of experience working with vulnerable populations in the Travis Country area. Her connections among service providers in the community and experience in developing relevant and customized digital literacy training make Emily an in-demand expert in field of Digital Inclusion. Recent efforts include her facilitation of the Digital Empowerment Community of Austin's working group to create curriculum standards as well as her role as a committee member for Employ and Empower, a collaborative endeavor hosted by five nonprofit organizations committed to supporting and empowering the local homeless community in gaining stability and self-sufficiency in a variety of ways.

The Training Development Specialist will spend 65% of her time on this project.

Astrid Duenas – Bilingual Program Specialist

Astrid is a native Spanish speaker from Colombia who has been working with Austin Free-Net for two and a half years. She is a Bilingual Program Specialist in charge of AFN's Grants with South West Key Programs, Refugee Services of Texas, and COA (specifically the St. Johns Neighborhood Center - Chip office and the St. Johns Library and Seniors Program). As a Trainer she supports AFN's grant programs with the City of Austin Public Library including "My Library Keeps Me Healthy" at Little Walnut Creek Branch, Glimmer of Hope Connecting Seniors, and Easter Seals' digital literacy program. Astrid has a Bachelor's Degree in Business Administration. She is certified as an ISO 9000 specialist and has eight years of experience with Project Management, Quality Control, and as a Trainer of Trainers. In addition, she has experience with Early Education Development and Special Education K-12 since 2008 with Leander ISD and Hill Country Bible Church.

The Bilingual Program Specialist will spend 55% of her time on this project.

Alix Potter – Program Specialist

Alix has served as an AmeriCorps Intern with Austin Free-Net for two years. As a Program Specialist, she has worked on several client programs and projects. Alix's background in education includes a B.A. in Psychology with minors in Sociology and Business Administration from the University of Texas at San Antonio. She started working with AFN in 2015 as a Program Specialist with the Tech Starters II program funded by the City of Austin Housing Authority. Her responsibilities included grant compliance, curriculum development, and training. After the Tech Starters II program ended, she transitioned to teaching seniors under Austin Free-Net's Glimmer of Hope - Connecting Seniors program. Her role in this program is grant compliance, curriculum development, and training.

In April 2017, Austin Free-Net selected Alix to attend Mozilla Foundation's 'Gig 101' workshop. Through the two-day workshop, she learned about Kansas City's successful digital inclusion program. Alix also is an active member of the City of Austin's DECA meetings and Phase 2 curriculum standards sub-group. Her group is tasked with developing a curriculum standard for the City of Austin.

The Program Specialist will spend 55% of her time on this project.

Nancy Green - Outreach and Volunteer Manager

Nancy Green joined Austin Free-Net in 2011. She started her career at AFN as a Trainer at the Rosewood Zaragosa Neighborhood Center. She started doing community outreach in 2012 and secured Austin Free-Net's first digital literacy training contract with the Boys and Girls Club of Austin. During the last five years, she has participated in numerous community events as a vendor to build relationships, strengthen the AFN brand, recruit clients, and assist in acquiring paid programs.

Nancy started managing the volunteer program from the ground up in July 2012. She developed a volunteer orientation manual, strategies for recruitment and retention, and reporting practices. AFN averages 25 - 30 adult volunteers per month who give AFN their time and talent. The volunteers train clients in the public labs and also help our Staff trainers teach with our paid programs. Several of our volunteers have been with AFN for three to four years. Our pool of volunteers is very diverse, educated, and multi-lingual, including the legally blind clients from Criss Cole Rehabilitation Center.

Nancy is OES certified and participates in re-entry fairs/conferences to promote AFN's digital literacy services to potential clients. She is certified in Mental Health First Aid USA from the National Council of Behavioral Health. Nancy is also a Certified Pearson Vue Test Administrator and manages the test center at the DeWitty Center

Prior to working at AFN, Nancy worked in the pharmaceutical industry as a Project Manager for a Clinical Research Organization and Quality Assurance/Materials Manager at a Pharma Company for over 17 years. She holds a Certification for "Quality Assurance for the Bio-Sciences" received from Austin Community College. Nancy also served as a subject matter expert for ACC to assist in the curriculum development of a 2 year certification program there to the position of lab technician. Service Coordination between partner agencies and volunteers will be included in this scope of work.

The Volunteer and Outreach Manager will spend 60% of her time on this project.

Leslie Hay – Communications and Grants Manager

Leslie Hay is responsible for designing and implementing AFN's communications and marketing strategy using electronic, broadcast, print media, and social media; she also develops executive and expert communications. She works in concert with the Training team and Volunteer Manager to develop collateral to promote Austin Free-Net's digital literacy services to potential clients and partner agencies. Targeted messages about client success and programs are communicated through Facebook, Twitter, Instagram, and the organization's newsletter, Right Click News. Leslie served on the City of Austin's Digital Empowerment Community working group during the first phase. She has more than fifteen years' experience in the Communications field. Prior to working for Austin Free-Net, Leslie was the Director of Communications for the Girl Scouts of Central Texas and was a Communications Specialist for 3M Austin in the Electro Communications Business Division. She is a 2002 graduate of the Austin Chamber of

Commerce's Leadership Austin community program. Leslie has a B.A. in Communications from the University of Virginia and started working for Austin Free-Net in April 2013. As an active Girl Scout leader, she has a current CPR/First Aid Certification.

The Communications Manager will spend 30% of her time on this project.

2. List three (3) comparable projects that the Proposer has conducted, and include a brief description of:
   a. Project Name
   b. The client and the project's purpose
   c. Budget of each project and final cost invoiced for each project
   d. Timeframe for the project
   e. List the contact information for the three (3) references in Section 0700 -Reference Sheet which can verify experience in working with your firm and substantiate your success in conducting the study and completing all deliverables within budget and schedule.

a) Broadband Technology Opportunity Grant

b) The Broadband Technology Opportunities Program (BTOP) was intended to facilitate the deployment of broadband infrastructure in the United States, enhance broadband capacity at public computer centers, and promote sustainable broadband adoption projects. Section 6001 of the American Recovery and Reinvestment Act of 2009 (ARRA) directed the National Telecommunications and Information Administration (NTIA) within the Department of Commerce (DOC) to establish a grant program to provide access to broadband service to consumers residing in unserved or underserved areas, support community anchor institutions in expanding broadband access and awareness, assist eligible entities to implement broadband initiatives that spur job creation, stimulate long-term economic growth and opportunity, narrow gaps in broadband deployment and adoption, and support public safety agencies.

BTOP funds were awarded in three categories of eligible projects: (1) Broadband Infrastructure (known as Comprehensive Community Infrastructure in Round 2); (2) Public Computer Centers; and (3) Sustainable Broadband Adoption. The Public Computer Centers (PCC) category funded projects that provide broadband access to the general public or a specific vulnerable population group, such as low-income, unemployed, aged, children, minorities, and people with disabilities, and this was the grant category in which Free-Net participated.

Austin Free-Net and Technology for All joined forces with other nonprofits in 2009 to create a collaborative plan of action to provide technology tools and computer literacy training to underserved communities across Texas. Together we formed the Texas Connect Coalition TXC2. Our federal Broadband Technology Opportunity Program grant impacted the lives of more than 1,000,000 Texans at 94 public computer centers across 17 counties.

The Public Computer Centers have served some of Texas' most vulnerable populations. As education, employment, and empowerment become increasingly digital, these under-resourced communities are left even further behind.

When we provide education, training, and access, we provide more than a computer and education – we provide opportunities to Texans. Through the government grant, the coalition provided support for:

Number of Public Computer Centers: **94**

Number of workstations: **1,675**

Total number of lab users: **1,771,045**

Total number of training participants: **214,583**

Total training hours: **3,105,518** (end August 2013)

c) The budget for the three-year TXC2 Project was $9.6 million; AFN received $2.3 million.

d) The timeframe for the implementation of the grant was 2010-2013.

e) (See TAB 3: 8. Section 0700)

a) **Digital Literacy with Southwest Key (SW Key)**

b) The purpose of the project is to develop and deliver a series of computer literacy classes for parents and adults held at the SW Key and /or MLK campus and other partner sites. Digital Literacy programs included content that coincided with family engagement activities, including parental involvement, parent leadership, digital literacy, and parent education programs, including but not limited to adult education supporting English as a second language.

- El Sueno classes focused on training parents to use the online parent portal as the primary communications tool for information, communications, posting grades, scheduling conferences, etc. between the school, parents, and teachers. Developed and delivered series of 5-6 week Computer Literacy classes to parents and adults, held at SW Key campuses and other partner sites.

- GED Tech Support provided GED participants with technology skills to enable them to complete the new online GED test required by the state.

- Summer Fun was a class designed for children and adults to learn basic computer literacy technology side by side. Classes were held at the SW Key, Jain Lane campus for three weeks, four hours per week.

- The Seniors program was designed to teach seniors how to navigate technology through I-Pads. AFN developed and delivered 10 hours of computer literacy classes to the members of the Neighborhood United for Progress, held at SW Key, Jain Lane campus.

- Basic Computer training provided the underserved community with basic computer literacy classes in six-week increments for five weeks of classes per year.

c) Client is billed on an hourly rate. To date, billings are $40,509 with related costs of $34,700.

- El Sueno - 2014 – 2019- Budget $50,000 (invoiced $30,000)
- GED Tech, Support- 12/2015- 9/2016 Contract amount invoiced $10,000
- Summer Fun- 4/2016- 9/2016 Contract amount invoiced $7,500
- Seniors- 6/2016- 7/2016 Contract amount invoiced $1,500
- Basic Computers- 10/2016-9/2017- Contract amount invoiced $14,300

d) 2014 to present, with contracts through 2017
e) (See TAB 3: 8. Section 0700)

a) Unlocking the Connections, Tech Starters I

b) The project purpose was to embark on a long-term digital inclusion initiative to improve housing resident quality of life by providing free internet access, access to digital devices, and access to quality technology training.

The Tech Starters curriculum was divided into 10 project-based Subject Clusters that allowed students to customize their education by selecting Self-Paced Learning Modules from within a Subject Cluster. The Learning Modules were organized around questions that drove students to encounter fundamental technology concepts. This direct learning technique gave students the real world experience they needed to become comfortable using technology. Self-Efficacy was reported by students in learning journal responses such as Jan Morgan's entry detailing; *"Today I was truly challenged, I had to make a Menu for 7 days using a spreadsheet. This was extremely exciting for me because I've never known how to use a spreadsheet at all. It looked like it would be difficult to do but thanks to God having given me good teachers I completed my task."* The non-linear design of Tech Starters appealed to adult learners by giving them control over their education.

AFN was able to deploy 1,200 hours of training with a total of over 200 students. The goal was to develop independent computer users of 85% of the participants. AFN exceeded this goal with 94% of the participants becoming independent computer users. Critical thinking is an important skill, and our client participants particularly allowed barriers to stop them from achieving their goals. During the program 98% of our students were able to demonstrate critical thinking skills in their learning.

As a result of the completion of Tech Starters I, AFN was awarded a secondary contract for Tech Starters II

c) Budget - Program proposal $128,879 (invoiced $$103,500 ($53,500- HACA))

The original proposal was $128,000 for 1,440 hours of training. In negotiations with HACA, we agreed to $130,500 for 1,200 hours of training. HACA provided $53,500 of the budget and Google Fiber provided $50,000 to meet the program cost. In executing the program, AFN exhausted the $53,500 from HACA, but was able to leverage an AmeriCorps student to support the work, reducing the cost of the program to $72,500.

AFN was awarded a second contract with HACA, utilizing additional Google funds in the next fiscal year.

d) Jan, 2015- Jan, 2016
e) (See TAB 3: 8. Section 0700)

3. Describe the organization's experience in providing client-centered training(s) on a short- term and/or long-term basis.

Over the past six years, Austin Free-Net has created strategic partnerships with local non-profits and public entities to provide short-term and long-term client centered trainings. The following is a list of organizations we have worked with and the services we provided:

Long-term

Austin Resource Center for the Homeless (established in 2011 and ongoing) – AFN has provided digital literacy classes to people experiencing homelessness in a self-paced education program that teaches computer proficiency through one-on-one instruction and independent study exercises while following a student-developed curriculum plan.

City of Austin Housing Authority (established in 2015 and ongoing) – Embarking on a long-term digital inclusion initiative to improve public housing residents' quality of life through the provision of free Internet access, access to digital media devices, and access to quality technology training.

Southwest Key (established in 2013 and ongoing) – AFN has a contract with SW Key to provide bilingual basic computer skills training and SW Key parent portal instruction to parents through the Parent Support Specialist program.

Austin Independent School District (established 2012 and ongoing) – AFN has a contract with AISD to provide bilingual basic computer skills training and Parent Cloud instruction to parents through the Parent Support Specialist program. Each cohort trains for six weeks.

Austin Voices for Education (2014-2016) – AFN contracted with the organization to provide parents with bilingual basic digital literacy training in six week cohorts.

Boys and Girls Club of Austin (2012-2015) – AFN provided bilingual digital literacy classes to the parents of Club members in six week cohorts.

AARP (2015-2017) – AFN has provided job-readiness and basic digital literacy training to seniors who want to be competitive in the work place. Currently, we are offering two week long sessions.

Refugee Services of Texas (2015-2017) – AFN offered several three week basic digital literacy classes to adult refugees seeking asylum. The majority of classes were multi-lingual, led by our Bilingual Trainer and volunteer translators.

Austin Public Library (2016-2017) – My Library Keeps Me Healthy provides learner-centered computer literacy training to build health literacy to enable customers to use computers and libraries as resources to meet daily life needs. AFN provides three hours per week of one-to-one computer literacy training at three Austin Public libraries (Little Walnut Creek, Central Library, and Terrazas Branch Library).

Glimmer of Hope (2016 – 2017) – AFN was awarded a grant by the Glimmer of Hope Foundation that has us focus on providing targeted training to seniors at various locations. Students can access regular one-on-one training as well as participate in tailored workshops.

Short-term

Any Baby Can (2012-2013) – The project was designed to help young, single bi-lingual parents learn basic computer skills so they could more independently address and advocate for the needs of themselves and their young children. The program was five weeks. We are currently in conversation about a long-term strategic plan to provide training to young mothers.

City of Austin Home Equity Unit - formerly the African-American Quality of Life Unit (established 2015 and ongoing) – AFN supports quarterly job fairs by providing one-on-one resume writing assistance and job readiness training.

Employ & Empower: Job Fair for the Homeless (2014 & 2015) - Austin's Employ & Empower Job Fair was an annual collaborative event hosted by 5 nonprofit organizations committed to supporting and empowering the local homeless community in gaining stability and self-sufficiency in a variety of ways. Austin Free-Net hosted the events in partnership with Front Steps, Goodwill Industries of Central Texas, Back on my Feet and Trinity Center.

Austin Police Operation Blue Santa (established 2015 and ongoing) – Austin Free-Net supports the mission of the community based corporation, organized by the Austin Police Department by providing assistance with online application submissions and verification of personal details. AFN has been an advertised service location for the program two years running and plan to continue to serve the community in this capacity.

4. Provide a detailed description of courses and services it has previously offered which relate to the goals of this RFP

Austin Free-Net offers strong and integrated training and support mechanisms to assist a wide variety of people. First, AFN's approach and premise is based on our experience that a customized and client-centered learning model works best. Second, we believe that language and ability accommodations are essential to assisting the most vulnerable populations in the Austin region. Our training and resources are specifically geared to the linguistic and skills needs of populations who speak Spanish and other languages as well as those with disabilities. Third, we focus on building self-sufficiency, and that means that our training and resources are integrated with support systems and agencies that can assist people with job and life skills. Our case management system is germane to integrating computer and Internet training with all the other needs and service offices that can assist people.

Between 1991 and 1996, the number of personal computers in the United States jumped from 300,000 to more than ten million. The City of Austin created its first informal website in 1995. That same year, the Telecommunication and Regulatory Affairs Office of the City - along with community activists, private donors, and council-appointed citizens - recognized the increased usage of digital and communications technology and realized the need for public access and training facilities. Austin Free-Net was established in response. Since then, Austin Free-Net has expanded to provide computer and "throughout Austin but especially targeting areas of the city where unemployment is higher and access to resources is needed".

While providing the community with over 200 computer systems and 20- I-Pad and Android device systems initially gave the city's residents access to computers and the Internet, several other barriers to digital inclusion needed to be and have been addressed during our twenty-plus years of service. For many years, concerns about "digital divides" centered primarily on whether people had access to digital technologies. In providing the city's residents access, Austin Free-Net soon learned that its clients - most of whom were from vulnerable populations - struggled to navigate the various new digital tools.

Recognizing that "digital readiness" was a major barrier to digital inclusion, Austin Free-Net launched training programs across the city. Ranging from traditional open enrollment classes to drop-in style tutoring sessions, trainers and volunteers adopt best practices and follow the principles of Andragogy. Our curriculum responds to the interests of students, rather than focusing on a narrow, or calendar-driven topic, a practice that has been recognized nationally as highly practical and successful. The premise is that once students master a set of skills, they are able to move on to the next set of skills that are relevant to their needs. As their list of skills grows, so does their social and economic power. Recommendations are identified when teaching specific client segments. Our customized learning management tool tracks the completion of modules and individual progress within our case management database. (Appendix A – AFN Curriculum)

Addressing the need for access via reliable and affordable devices, in 2015 Austin Free-Net helped to create a new national model for digital inclusion through a partnership with Google Fiber and Housing Authority of the City of Austin. This model consisted of three core elements to support digital inclusion efforts in communities: a device; access to the Internet; and training. This model became a national example for digital literacy through the White House's digital literacy initiative ConnectHome.

Additional collaboration with Google Fiber developed in spring of 2017 linked Austin Free-Net with Foundation Communities, foster care agencies, and other local social service groups. The program delivered 10 two-hour workshops to the community that combined smartphone, basic computer, and Internet education with information regarding low cost Internet services. The effort sought to teach individuals how to access and navigate useful Internet-based services as well as to educate them on the financial of benefits of cord-cutting in favor of over-the-top Internet-broadcast content (OTT).

Recognizing the barriers to digital inclusion felt by the Hispanic population and aware that 24% of Travis County residents speak Spanish at home, Austin Free-Net provides bilingual and

Spanish speaking classes and tuition by paid teaching professionals. Throughout our years of delivering free access and training to the community, Austin Free-Net has constantly endeavored to provide an inclusive environment that offers accommodations for different languages. Our Spanish speaking programs have included service partnerships with Boys & Girls Club, Austin Voices, Southwest Keys, Multicultural Resource Center, and Texas Health and Human Services (HHS).

In addition to accommodations made for Spanish speakers, Austin Free-Net is responsive to the presence of refugees in the community and has leveraged partnerships and volunteers to remove barriers to digital inclusion for the 12,000 refugees living in Travis County. Our classes have been translated in multilingual classrooms into languages including Arabic, Dari, French, Burmese, Persian, Nepali, Thai, and Chinese.

Our computer labs have been designed to accommodate people with a broad range of abilities and disabilities. Staff and volunteers are trained to identify and adapt teaching to individuals with learning disabilities and visual, speech, hearing, and mobility impairments. Disabled Americans are about three times as likely as those without a disability to say they never go online (23% vs. 8%), according to a Pew Research Center survey conducted in the fall of 2016. Responding to this barrier to digital inclusion, Austin Free-Net has partnered with Easter Seals in order to identify and serve isolated individuals in need of digital literacy skills in order to improve their self-sufficiency.

The benefits of learning digital literacy skills toward the goal of self-sufficiency is promoted daily by our volunteers and every member of the Austin Free-Net staff. Strategic relevancy and advocacy campaigns are developed through partnerships, and are focused on specific client segments including: The Elderly, The Homeless, Immigrants/ESL, Veterans, The Physically and Mentally Disabled, The Underemployed and Unemployed, and Ex-Offenders. We understand that the specific barriers and urgent needs of these client segments vary drastically. To accommodate for this, we provide focused training services for these populations (Appendix B - Service Coordination Plan)

Our customized and client-centered approach to training improves self-sufficiency. Austin Free-Net trainers recognize that each student comes to us with unique and specific barriers that are preventing them from achieving their goals. A major barrier for most of our clients is being unable to access online assistance for basic necessities such as food, clothing, and shelter. Although digital technologies are seen as a means of transforming access to information, and help and support services, research has shown that many people remain excluded from their transformational potential. Unfortunately that means that those most in need of assistance often find themselves excluded from the very digital services that are designed to inform and support them.

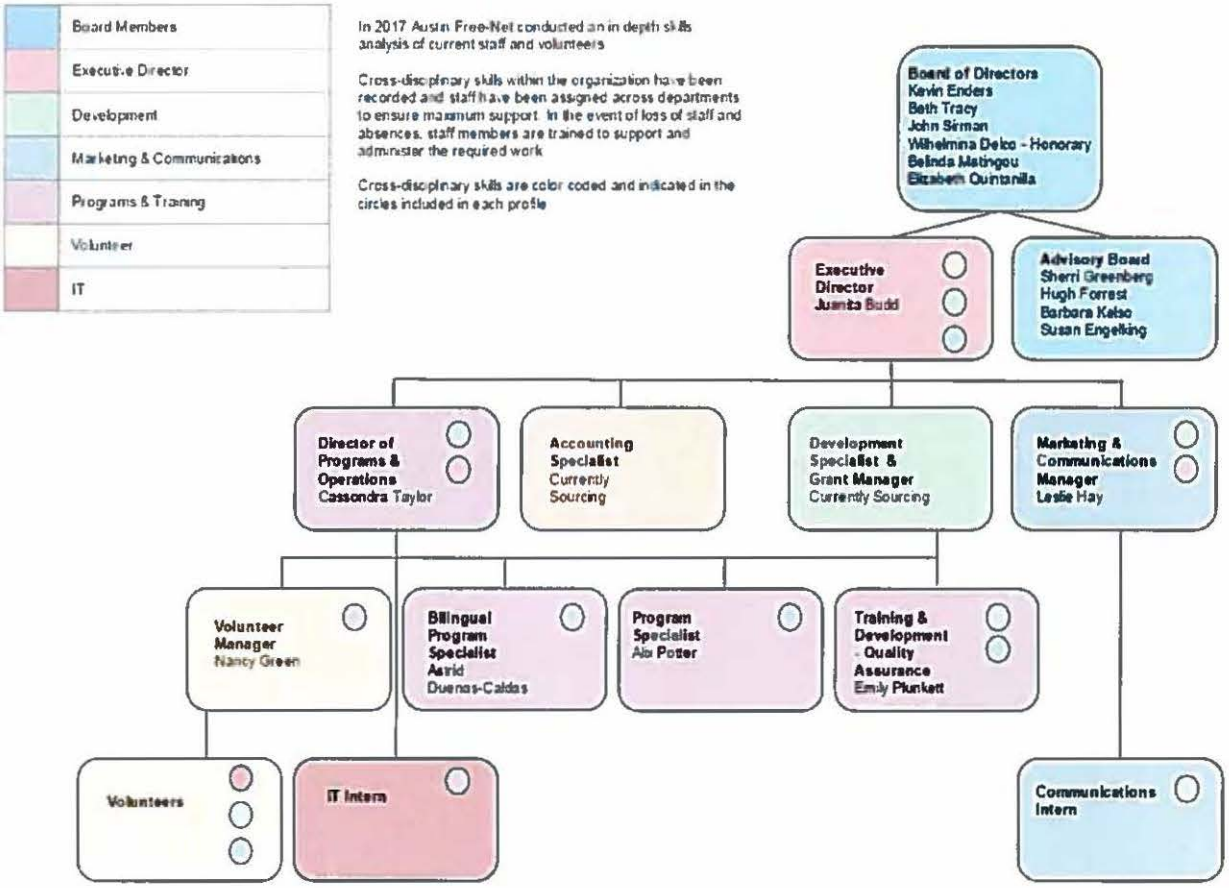
Austin Free-Net trainers are not only trained on the skills required to access local resource information and apply for various benefits, but also they are also educated on various support agencies and programs available to Travis County residents. Our case management database allows staff to track outgoing referrals made to clients, allowing us to establish that trainers have made over 600 referrals to Safety Net/Infrastructure services since 2015. The robust capabilities

of our learning management system also allows us to show that we have taught more than 200 individuals how to navigate and apply for basic necessities such as housing via the online Housing Authority of Austin website, or food stamps via the SNAP application on Your Texas Benefits.

In addition to providing the skills needed to access supportive services, our programming is also designed to remove barriers caused by long-term issues such as poverty, and new problems created by urbanization and technological advances. – With many of our clients attending classes that focus on job skills, we incorporate case management practices in an effort to advance clients' social and economic power. Austin has the highest average rent in the state of Texas, and Austinites trying to afford housing on minimum wage need to work close to three full-time jobs. Participation in our *enrichment through employment*-specific training sessions arms clients with the specific technical skills needed for a desirable position. Informed by data published by the Federal Department of Labor, our customizable and client-centered approach to workforce digital literacy training has the potential to encourage personal development and transition individuals into a more comfortable income bracket.

Referral tracking in our case management database shows we have made 1,400 referrals since 2015 to local Employment, Job Training, and Education resources. Agencies with the highest numbers of outgoing referrals in this category include Capital IDEA, Excel Learning Center, Goodwill Industries Job Source Programs, Foundation Communities, Workforce Solutions and Austin M.O.V.E. In addition to Employment, Job Training, and Education resources, trainers are also educated on and able to track outgoing referrals to 35 Mental Health and Substance Abuse programs available to Travis County residents.

5. Submit an organizational chart that:
   a. Shows the supervisory and reporting structure for management personnel, administrative personnel and instructors.
   b. Identifies assigned staff for this project.
   c. Demonstrates that the loss or absence of key personnel will not compromise service delivery



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Principle	Tutorials	
Computer Basics	• Computer Hardware • Keyboard Skills • Mouse Skills • Free Software • Installing and Uninstalling Software • Updating Software • Downloading and Uploading • Understanding Operating Systems • Basic Troubleshooting Techniques • Navigating Windows	• Working with Files • Finding Files on Your Computer • Common Computer Tasks • Adjusting Your Settings • Understanding User Accounts • Keyboard Shortcuts in Windows • Common Applications in Windows • Opening Files with Different Applications • Working with Flash Drives

Principle	Tutorials	
Internet	• Connecting to the Internet • Understanding the Cloud • Using a Web Browser • Understanding Hyperlinks • Using Search Engines • Understanding URLs • All About Online Search • Google Search Tips • How to Read a Webpage	• Judging Online Information • Accessing the Information you Need • Wikipedia • Copyright and Fair Use • Bookmarks • Customizing your Browser • How to Block Ads in Your Web Browser • How to Clear Your Web Browser's Cache

Principle	Tutorials	
Email	• Introduction to Email • Sending Email • Responding to Email • Managing Email • Common Email Features	• Contacts and Calendars • Canned Responses • Email Etiquette • Google Alerts

Principle	Tutorials	
Communicating Online	• Skype • Google Hangout • Google Voice • What's App	• Chat and Instant Messaging • Online Phone Calls • Video Chat and Group Calls • Sharing Content

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Principle	Tutorials	
Social Media	• Facebook • Pinterest • Social Posts • Status Updates • Google+ • Twitter	• Reddit • Snapchat • Nextdoor • Dating Apps • Instagram • Tumblr

Principle	Tutorials	
Computer Security & Privacy	• Creating Strong Passwords • Browser's Security Features • Avoiding Spam and Phishing • How to Avoid Malware • Safe Online Shopping	• Protecting Your Online Privacy • Understanding Browser Tracking • Social Media Privacy Basics • Installing and Updating Browser Plug-ins

Principle	Tutorials	
Productivity Programs	• Google Doc • Google Drive • Google Slides • Google Spreadsheets • Google Draw • Microsoft Excel • Microsoft Word • Microsoft PowerPoint	• Dropbox • Prezi • Evernote • One Drive • Introduction to Database Systems • Digital Photography • Quickbook Resources

Principle	Tutorials	
Transportation	• Capital Area Metro • Google Maps	• Ridesharing Apps • Flight Search Engines

Principle	Tutorials	
Web Design	• HTML & CSS • Weebly • WordPress	• Google Sites • Intro to Graphic Design • Image Editing

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Principle	Tutorials	
Job Skills	• Resumes and Cover Letters • Craigslist for Employment • Online Jobs Search Skills • Public Sector Employment • Online Food Handlers & TABC Certification • Texas Workforce Commission – Portal Navigation • Texas Workforce Commission - Apply for Unemployment • Texas Workforce Commission – Resume Builder	• Task Rabbit • LinkedIn • Career Cruising • Make Money Online - Info & Referrals • Instacart • Favor • LetGo & OfferUp • Career One Stop • O-NET Online • Facebook Marketplace

Principle	Tutorials	
Mobile Devices	• Android • Gmail for Mobile Devices • Syncing • Care and Protection • Turning on and off • Accessing Wi-Fi • Bluetooth Capabilities • Privacy and Security • Device and Accessories • How to Find your Device	• iOS • Understanding Apps • Control Center • Siri • Cortana • Voice Dictation • Personalization • Answering and Declining calls • Data Management

Principle	Tutorials	
Government Resources	• Your Texas Benefits - Apply for SNAP • eBenefits - Apply for Veteran Benefits • Texas RioGrande Legal Aid (TRLA) - Online Application • Lifeline Program - Online Application • My Social Security - Create an Online Account • SOAR - Info & Referrals	• Travis County Reentry Success Guide - Info & Referrals • Parent Cloud • FASFA • Texas Department of Motor Vehicles – Payments and Appointments • Blue Santa

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Principle	Tutorials	
Health Resources	• Appointment Scheduling- Provider Portals • Web MD • Weight Loss & Calorie Counting Apps • Pedometer Apps • Sleep Cycle Apps	• Microsoft HealthVault • Red Cross First Aid app • Lumosity • Heart Rate Apps • Pharmacy Apps • Pregnancy Apps

Principle	Tutorials	
Housing Resources	• Housing Authority of Austin - Apply for Housing • Craigslist • Tenant Based Rental Assistance (TBRA) Program • Homefinder.com	• Travis County Reentry Success Guide - Info & Referrals • Austin Tenant's Council - Affordable Housing in the Greater Austin Area Guide

Principle	Tutorials	
Financial Literacy	• Online Banking Basics • Mint.com • BillGuard	• Sharing Economy • Venmo • Voxer

Principle	Tutorials	
Online Selling & Shopping	• PayPal • Etsy • eBay • Craigslist	• Google Wallet • Venmo • Money Smart • Chatbooks

Principle	Tutorials	
Online Entertainment	• Netflix & Hulu • Spotify & Pandora • Words With Friends • AllRecipes	• YouTube • Online Games & Quizzes • NPR • The Weather Channel

Client Segment	Community Partners	Coordinated Services
General	CTAL Collocated Agencies • WIC • Child Inc. • CommUnityCare • Texas Health and Human Services • Capital Area Food Bank AT&T Aunt Bertha Austin Area Urban League Austin Community College Austin Independent School District Austin Police Department - Blue Santa Austin Public Library Austin Voices for Education Boys & Girls Club Foundation Communities Google Fiber Housing Authority of Austin IBM ITT Tech Literacy Coalition of Central TX Mozilla Foundation Spectrum University of Texas	As the list in digital tools grows, so do the gaps in knowledge for every Austin resident. Austin Free-Net is committed to coordinating services with organizations that allow us to recognize new barriers and coordinate services to address these needs. **Relevant One-on-one Training** The collocated nature of our CTAL sites allows us to outreach and adapt services to individuals in need of basic necessities who are unaware that they can access and receive assistance online. Our staff and volunteers collaborate closely with staff from collocated agencies to promote the powerful connection between digital literacy and self-sufficiency. As a result, clients are frequently referred to AFN for our expertise in assisting with applications such as SNAP and with the Austin Drivers License Office. **Focused Workshops** Austin Free-Net plans to respond to the needs identified by DECA and leverage our relationships with low-income service providers and ISP's such as Google Fiber. We will continue to develop and offer focused workshops to address the needs of the general public. Initiatives such as our Blue Santa workshops and AISD Parent Cloud classes provide us with an opportunity to access and assist individuals who may otherwise not realize or address their needs for digital literacy training.
The Elderly	Austin Parks and Recreation Department • Conley-Guerrero Senior Activity Center (CGSAC) • South Austin Senior Activity Center (SASAC) Family Eldercare • Lyons Garden Housing Authority of Austin • Lakeside • Northloop • Salina • Gaston AARP Meals on Wheels Central Texas Rebekah Baines Johnson Center A.G.E	Austin Free-Net has a long history of tailoring training to suit the unique needs of Austin's senior residents. As resources permit we will leverage our current relationships with Family Eldercare, Austin Parks and Recreation Department, AARP, and the Housing Authority of Austin in order to expand our locations for targeted senior workshops. **Relevant One-on-one Training** Austin Free-Net will continue to provide drop-in tutoring to seniors at all CTALs with targeted services available at Conley-Guerrero Senior Activity Center (CGSAC). Our tutoring sessions are held directly after lunch so as to attract the largest number of participants. Staff at the facility are knowledgeable about the variety of personalized training sessions that our trained staff provide and the refer clients to AFN's labs on a daily basis. **Focused Workshops** We continue to host outreach events and focused workshops at a number of senior activity centers and residential facilities. Our outreach events are designed to engage seniors in the benefits of learning technology and have thus far taken the shape of educational movie days. Collaborating across several senior service providers, our workshops are promoted at various locations and through popular publications. Scheduling is designed to cater to the needs of seniors and leverages popular events such as bingo and lunch, by running our workshops directly after the popular activities finish.

The Homeless	Austin Resource Center for the Homeless • Front Steps • Austin Travis County Integral Care • Foundation Communities • Back on My Feet • Keep Austin Housed Ending Community Homelessness Organization (ECHO) • United Way Capital Area • AIDS Services of Austin • Any Baby Can • Arc of the Capital Area • Austin Tenants Council • Austin Travis County Integral Care • Caritas of Austin • Family Eldercare • Front Steps • Goodwill Industries of Central Texas • Mobile Loaves & Fishes • SafePlace • The Salvation Army • Texas Rio Grande Legal Aid Caritas of Austin Trinity Center All Saints Episcopal Church Casa Marianella	Austin Free-Net has been highlighted for our innovative approach to providing classes at the Austin Resource Center for the Homeless (ARCH) as an example of a program model that encourages participation, as it seeks to "meet students where they are"—in settings that are familiar and comfortable. As we continue to provide one-on-one training and focused workshops, we will strengthen our relationships with the collocated agencies at the ARCH. In collaborating with ECHO, we will participate as a Prevention Service Provider. We hope to work together with ECHO to design a referral system in the HMIS system that will allow case managers to assign clients to our workshops. **Relevant One-on-one Training** Austin Free-Net will continue to provide drop-in tutoring to the Austin Resource for the Homeless (ARCH). Our tutoring sessions are held early in the morning so as to attract the largest number of participants before the building closes for cleaning. Staff and volunteers at the facility are knowledgeable about the variety of benefits that can be applied for online and refer clients on a daily basis. AFN volunteers and staff continually receive training on how to respond to the unique needs of the vulnerable homeless population, specifically when it comes to employment and housing. **Focused Workshops** We continue to host outreach events and focused workshops at the ARCH. In an effort to best serve the population, AFN hopes to expand our reach by offering targeted workshops at our CTAL sites. These workshops will respond to the urgent needs of the homeless population and will be promoted using CTOSH (which is a mailing list that is subscribed to by direct service providers - most of whom work directly with individuals experiencing homelessness). Programing staff will conduct surveys and host focus groups with our community partners in order for us to better understand the unique barriers encountered by homeless populations.
Immigrants/ESL	Refugee Services of Texas Southwest Key Caritas of Austin El Buen Samaritano Multicultural Refugee Coalition AISD - Family Resource Centers Manos De Cristo AVANCE	Accounting for 24% of Travis County residents, Spanish speakers are able to participate in all levels of training at Austin Free-Net. With paid staff and volunteers that are fluent in the language, one-on-one training and workshops are made available in both bilingual/English and strictly Spanish. **Relevant One-on-one Training** Austin Free-Net will continue to provide drop-in tutoring that accommodates for different languages. Our real time schedule tool will allow individuals to access availability of staff and volunteers who are fluent in languages other than English. We currently attract referrals from all our community partners for ESL tutoring and we plan to continue to strengthen these relationships. In the event that translators are not available our volunteers and staff are trained to adopt nonlinguistic representation and make use of free translating software such as that donated through our strong partnership with IBM. **Focused Workshops** In addition to offering Spanish speaking classes - facilitated through our partnerships with Southwest Key and Austin Voices - Austin Free-Net has a long history of providing training to multilingual classrooms. Partnering with the Refugee Services of Texas and the Multicultural Resource Center, we have leveraged these relationships in order to provide translators in our classes. We plan continue to develop our relationships with community service partners and extend workshops to areas in Austin that have the highest non-English speaking populations.

Veterans	Supportive Services for Veteran Families (SSVF) Program (Front Steps) Veterans Administration Health Care for Homeless Veterans Program Texas Veterans Commission Veterans' Employment and Training Service (VETS)	Austin Free-net has provided veteran-focused one-on-one and workshops training to participants of the Supportive Services for Veteran Families (SSVF) program managed by Front Steps. Our experience in providing this targeted training exposed our training and development staff to the various opportunities and benefits available to eligible veterans. Our training staff are experienced in navigating eBenefits and other veteran-specific government portals such as VA.gov **Relevant One-on-one Training** Relevant resources and information specific to the needs of veterans is made available to all staff and volunteers. We plan to continue to attend Veteran Resource fairs and collaborate with our community partners to promote the services available to veterans at our CTAL sites. **Focused Workshops** We will host focus groups with our community partners to identify the digital literacy training needs of the clients that they work with. Having hosted blog and resume workshops targeted to this population in the past we will continue to respond to the specific needs of the population.
The Physically & Mentally Ill or Disabled	Easter Seals Housing Authority of Austin • Lakeside • Northloop • Salina • Gaston Austin Travis County Integral Care (ATCIC) Texas Department of Assistive and Rehabilitative Services (DARS) Criss Cole Rehabilitation Center ARCIL, Inc Autism Society Of Texas Communities of Recovery Austin Recovery Austin Speech Labs (DECA) The Arc of the Capital Area (DECA)	Austin Free-Net recognizes that computer technology and the Internet have a tremendous potential to broaden the lives and increase the independence of people with disabilities. Our CTAL sites and Mobile Training Labs incorporate tools to accommodate for various physical disabilities and our staff are trained to adapt to the specific needs of each client. Austin Free-Net direct service staff are all required to undergo Mental Health First Aid training and are experienced in identifying and responding to various situations. **Relevant One-on-one Training** Austin Free-Net will continue to provide drop-in tutoring that is inclusive to everyone. Because we are so familiar with the potential for individuals with disabilities to succeed in the digital world, Austin Free-Net has successfully trained and placed volunteers with disabilities to serve our clients - such as individuals with vision impairment and autism - at several CTAL locations. Our real-time schedule tool will allow individuals to access availability of volunteers who know American Sign Language. **Focused Workshops** Having worked with Easter Seals on a Grant for Technology Opportunities Program grant, our training and program development staff are experienced in delivering focused training to individuals with disabilities. In the past we have also collaborated with Austin Travis County Integral Care to provide digital literacy training that promotes health and safety initiatives. Our experience with these programs and relationships with additional specialized service providers through DECA will allow us collaborate to lead the way in defining the best practices for teaching digital literacy skills to this diverse population.

The Underemployed and Unemployed	City of Austin Human Resources Department Texas Workforce Commission Travis County Human Resources Department Goodwill Industries of Central Texas BiGAUSTIN Skillpoint Alliance Capital IDEA Dress for Success Launchpad African American Youth Harvest Foundation	Austin Free-Net is a leader in providing the digital literacy skills training needed for workforce professional development. We have established relationships with Austin's leading workforce agencies and plan to continue to leverage these relationships to expand our outreach and program development. We have achieved recognition in the community for our innovative approach to teaching efficient job search skills, through our participation in frequent job fairs, and through our role in creating the Employ & Empower Job Fair. **Relevant One-on-one Training** Austin Free-Net will continue to provide drop-in tutoring that incorporates best practices in teaching the digital skills needed for workforce professional development. Relevant resources and tools are made available to not only AFN trainers but also direct service staff from our community partners. Our proven online resume writing process is frequently used by employment case managers and noted for its ease of use and inclusiveness to individuals with low literacy and word processing aptitude. We will continue to refine the process and attend various job fairs and collaborate with our community partners to promote the services available to job seekers at our CTAL sites. **Focused Workshops** We will continue to host resume rallies and focused workshops at all of our CTAL sites. We also plan to collaborate with other employment service providers in developing workshops that incorporate the strengths of each agency. In the past we have achieved success from teaming with staff from Goodwill in presenting workshops that teach soft skills while we teach online job search skills. These efforts will be planned on during focus groups that will help us define best practices as well as roles and responsibilities. We are committed to identifying new tools and subsequent barriers to employment and will strive to develop relevant training that addresses these emerging barriers.
Ex-Offenders	National Institute of Corrections Downtown Austin Community Court (DACC) Resource Fairs • The Pathway to Employment Resource Fair at Travis State Jail • FCI Bastrop Resource/Job Fair • 2nd Chance Resource/Job Fair at the Del Valle Correctional Institute Coalitions • Statewide Reentry Conference • Travis County Reentry Roundtable • ECHO Reentry Meetings • Community Relations Board Meeting at Del Valle Federal Transition Center	Austin Free-Net is recognized for our success with assisting ex-offenders and our passion to help formerly incarcerated individuals with re-entry through technology. Invited on a monthly and annual basis to various outreach events at prisons, our one-on-one training and workshops are informed by feedback from these events and tailored to the identified needs of the population. Thanks to AFN's commitment to building partner relationships, our outreach staff are called on for their expertise in the field and asked to participate in a number of re-entry groups. This has resulted in Austin Free-Net being listed as a preferred service provider in the Travis County Reentry Guide. **Relevant One-on-one Training** Our regular participation in ex-offender resource fairs continues to attract new clients to our CTAL sites. In our experience we have recognized that individuals are more comfortable working with organizations that attend these events, as they get a chance to meet direct service staff and "don't want to hit anymore brick walls." Relevant resources and information specific to the needs of ex-offenders is made available to all staff and volunteers. **Focused Workshops** Austin Free-Net direct service staff are enrolled in annual training provided by the National Institute of Corrections, Office of Correctional Job Training and Placement (OCJTP). This training allows staff to be certified as Offender Employment Specialists. The expertise gained during this certification has allowed AFN to provide targeted workforce development training to ex-offenders. We will continue to provide these workshops and promote them to our community partners.

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TAB 7 – COST PROPOSAL

1. Section 0650 – Program Budget and Narrative
2. Section 0655- Program Funding Summary

Section 0650
Program Budget and Narrative

Program's Line Item Budget	Community Technology Access Lab Mgmt Servs Amount	Amount Funded by ALL OTHER Sources	TOTAL Budget (ALL funding sources)
	PERSONNEL		
1. Salaries plus Benefits	187,763	248,980	436,743
A. Subtotals: PERSONNEL	187,763	248,980	**436,743**
	OPERATING EXPENSES		
2. General Operating Expenses	10,011	47,309	57,320
3. Consultants/Contractuals	-	-	-
4. Staff Travel-Out of Travis County			
5. Conferences/Seminars - Out of Travis County			
B. Subtotals: OPERATING EXPENSE	10,011	47,309	**57,320**
	DIRECT ASSISTANCE for PROGRAM CLIENTS		
6. Food/Beverage for Clients			
7. Financial Assistance for Clients			
8. Other (specify)			
C. Subtotals: DIRECT ASSISTANCE	0	0	-
	CAPITAL OUTLAY (with per Unit Cost over $5,000/unit)		
9. Capital Outlay			
D. Subtotals: CAPITAL OUTLAY	0	0	-
	TOTALS		
GRAND TOTALS (A+B+C+D)	**197,774**	**296,289**	**494,063**
PERCENT SHARE of Total for Funding Sources:	40%	60%	

Section 0650
Program Budget and Narrative

PERSONNEL	NARRATIVE/Description
1. Salaries and Benefits	Executive Director FTE 0.25 Director-Programs & Operations FTE 0.23 Volunteer & Outreach Manager FTE 0.60 Trainers & Program Reporting FTE 1.75 Communications Specialist FTE 0.30 Admin/Finance FTE 0.23 To limit the funding allocations for administrative and fund development costs, the FTE allocations to the CoA funding above do not exceed program cost allocation for each position.
OPERATING EXPENSES	
2. General Operating Expenses	Expenses for operations include supplies, telecommunications, mileage (local), meetings and professional development for staff at $5,011, 15% of $32,820 budgeted. Also included is $5,000 for computer network resources of the total $24,500 budgeted. At 20% of budget, the majority of IT equipment purchases would be for program support.
3. Consultants/Contractuals	
4. Staff Travel - Out of Travis Co.	
5. Conferences/ Seminars/ Training-Out of Travis Co.	
DIRECT ASSISTANCE	
6. Food/Beverage for Clients	
7. Financial Assistance for Clients	
8. Other Direct Assistance	
CAPITAL OUTLAY	
9. Capital Outlay	

Section 0655
Leveraged Program Funding Summary

Funding Sources	Grant/Contract Name	Funding Period Start	Funding Period End	Funding Amount
City of Austin	Community Technology Access Lab Mgmt Srv	10/1/2017	9/30/2018	$ 197,774
Glimmer of Hope	Connecting Srs	10/1/2017	12/31/2017	10,000
AARP	Connecting Srs	10/1/2017	9/30/2018	2,500
AISD	Parent Cloud	10/1/2017	9/30/2018	7,500
Southwest Key	El Sueno - Digital Literacy	10/1/2017	9/30/2018	10,000
IBM	Discretionary	10/1/2017	9/30/2018	10,000
PearsonVUE		10/1/2017	9/30/2018	6,000
In discussions with the following organizations				
Caritas	Digital Literacy			1,500
Google Fiber	Digital Literacy .- workshops			10,000
Silicon Labs	Digital Literacy			5,000
Apple	Digital Literacy			5,000
Samsung	Digital Literacy			1,500
AMD	Digital Literacy			1,500
American Campus	Digital Literacy			5,000
HACA	Digital Literacy			5,000
Meals on Wheels	Digital Literacy - Elderly			10,000
New programs	various DECA & nonprofit partners			110,000
Fundraising				95,789
In-Kind-Volunteers in CTALs	7,080 hrs @ $23.40	10/1/2017	9/30/2018	165,672
FUNDING AMOUNT TOTAL				$ 659,735

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TAB 8 – EXCEPTIONS

No Exceptions submitted by Austin Free-Net