GTOPS
GRANT FOR TECHNOLOGY OPPORTUNITIES

Annual Report

Fiscal Year 2017

OFFICE OF
TELECOMMUNICATIONS &
REGULATORY AFFAIRS

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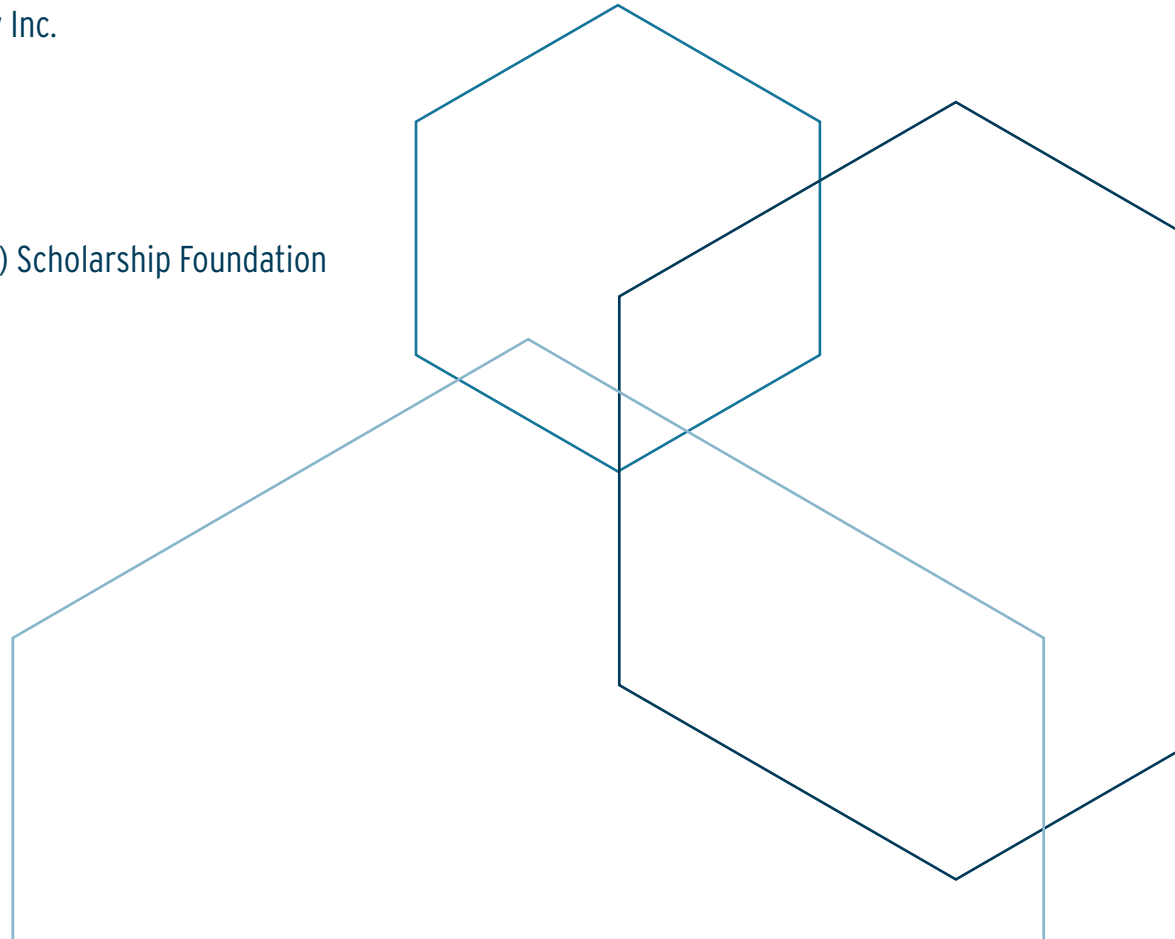


Officer's Message

Thank you for taking time to review the FY 2017 Grant for Technology Opportunities Program (GTOPs) Annual Report, a matching grant program managed by the Office of Telecommunications & Regulatory Affairs.

The GTOPs program supports projects that create digital opportunities and promote digital equity in innovative ways. Through the $200,000 grant funding awarded in FY 17, awardees were able to leverage $731,993 in matching funds made up of 390.5 volunteer hours ($9,805 labor value @25.11 per hour), $2,675 of in-kind donations and $715,213 in cash contributions. Organizations reported that 79% of their surveyed clients increased their digital skills, demonstrating the continued positive impact of GTOPs on participants quality of life.

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

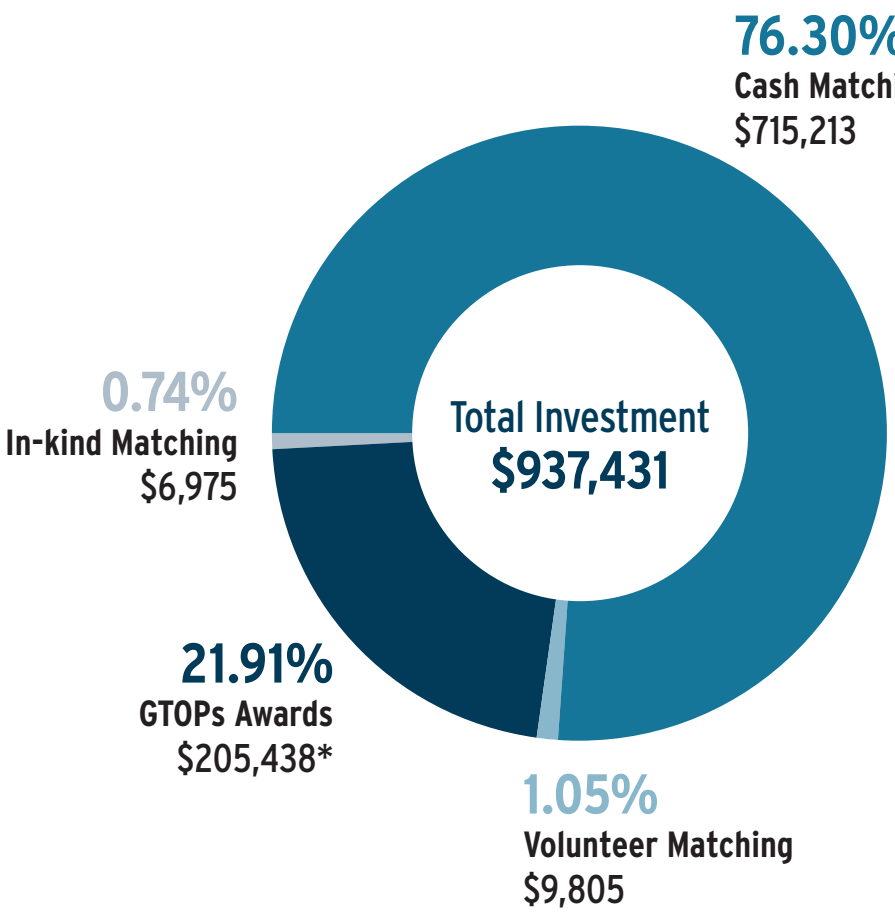
Regards,

Rondella M. Hawkins

Rondella M. Hawkins
Officer, Telecommunications & Regulatory Affairs
City of Austin

GTOPs Topline Summary Statistics

FY 2017



1,291 Unduplicated **AUSTINITES SERVED**

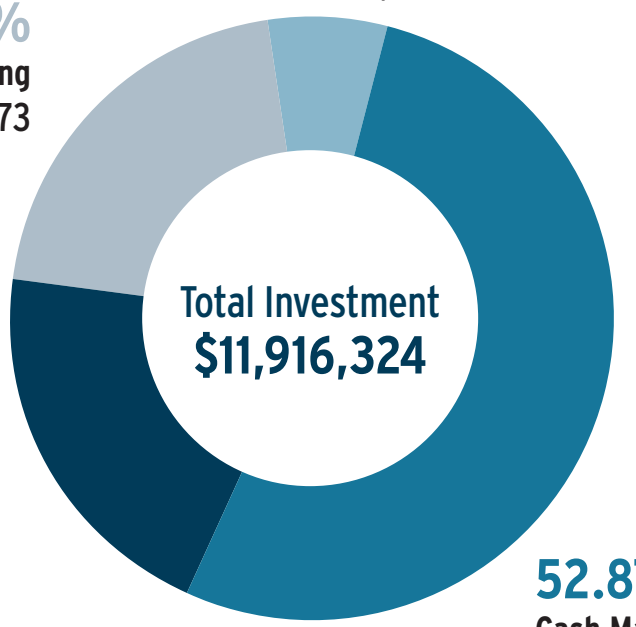
391 **VOLUNTEER HOURS** contributed to support Austin's economy

79.08% **of Surveyed Clients reported DIGITAL SKILLS INCREASED** through GTOPs organizations in FY 2017

*Total funding varies from original award to account for administrative increase to Housing Authority of the City of Austin for staffing support to public access computer labs during this grant term.

GTOPs Topline Summary Statistics

2001-2017



6.20%
Volunteer Matching
$739,395

20.40%
In-kind Matching
$2,430,973

20.52%
GTOPs Awards
$2,445,438

52.87%
Cash Matching
$6,300,518

37,505 Unduplicated **AUSTINITES SERVED**

42,045 **VOLUNTEER HOURS** contributed to support programming

GTOPs Overview

VISION

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

MISSION

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

GOALS

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

2017 GRANT SELECTION PROCESS

GTOPs has one application cycle per year and offers individual grants of $10,000 to $25,000. Grant applications are reviewed and scored by a panel of qualified community representatives appointed by the Austin Community Technology and Telecommunications Commission, which has final approval over recipient selection. In FY 2017, GTOPs grants were awarded to nine organizations.

ELIGIBILITY

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

Who We Served

AGE OF CLIENTS SERVED												
AGE	Under 5	5 to 11	12 to 14	15 to 17	18 to 24	25 to 39	40 to 54	55 to 64	65 To 74	75 And Older	Not Specified	TOTAL
TOTAL	28	1656	610	448	128	87	79	61	36	26	245	3404
% TOTAL	0.82%	48.65%	17.92%	13.16%	3.76%	2.56%	2.32%	1.79%	1.06%	0.76%	7.20%	**100%**

INCOME OF CLIENTS SERVED							
INCOME	Less than 50% FPIL	50% to 100% FPIL	101% to 150% FPIL	151% to 200% FPIL	More than 200% FPIL	Income Not Specified	TOTAL
TOTAL	118	189	58	422	4	2613	3404
% TOTAL	3.47%	5.55%	1.70%	12.40%	0.12%	76.76%	100%

*FPIL: Federal Poverty Income Limit

GENDER OF CLIENTS SERVED					
GENDER	Female	Male	Transgender	Not Specified	TOTAL
TOTAL	1823	1410	0	171	3404
% TOTAL	53.55%	41.42%	0%	5.02%	100%

Who We Served

RACE OF CLIENTS SERVED									
RACE	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Some Other Race	Two or More Races	Race Not Specified	TOTAL
TOTAL	5	31	702	0	756	1308	139	463	3404
% TOTAL	0.15%	0.91%	20.62%	0%	22.21%	38.43%	4.08%	13.60%	100%

ETHNICITY OF CLIENTS SERVED				
ETHNICITY	Hispanic or Latino	Not Hispanic or Latino	Not Specified	TOTAL
TOTAL	2183	1006	215	3404
% TOTAL	64.13%	29.55%	6.32%	100%

American YouthWorks

Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: YouthBuild IT Pathways Initiative

SUCCESSES

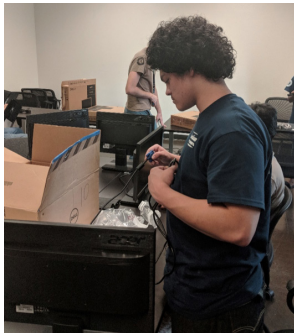
American Youthworks saw significant increases in Computing Technology Industry Association (CompTIA) Certification Fundamentals and Adobe Certified Associate (Illustrator, Photoshop, Premiere Pro) completions during the contract year.
To address increased enrollment, the organization also partnered with the Community Technology Services Division to offer a team-based, group internship at the DeWitty Center in which students refurbished used City computers. This partnership enabled the organization to create a practical, job-like training experience for the organization's participants and repurposed over 300 used COA computers which were installed and networked in digital-access computer labs at 6 community centers across the city.

CHALLENGES

Student participants in the project struggled in their pursuit of the CompTIA A+ Certification this year. Though they studied hard, students had trouble grasping the vocabulary of the 901 exam, the first of 2 required A+ Certification tests. Due to this comprehension challenge and the students' low test confidence, American YouthWorks did not have any members complete the second test before the summer ended. However, several students did complete the IT Fundamentals and Adobe Certified Associate tests this year.

To achieve better results in the next grant cycle, the organization has planned the following measures:

- Receiving technical assistance from curriculum consultants who are working with YouthBuild USA's IT Pathways Initiatives to develop youth-specific lesson plans and activities that boost retention & reduce testing anxiety.
- Work with other GTOPS/TechHire training providers to learn practices that are effective in certificate attainment. The organization will also work to develop stronger relationships with employers (including COA) who specifically value the A+ Certification, to advertise concrete employment opportunities that can help to motivate students to put in the hard work needed to complete the certification.
- The organization will also improve training-based placements, establishing more relationships with employers looking to hire students completing the A+ Certification. The organization's job developer is actively working to recruit more students.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	7	4	**75.00%**
Number of participants successfully completing CompTIA A+ Certification	0	3	-100.00%
Number of new IT-related internship sites developed	2	3	-33.33%
Number of computers refurbished and distributed to low income families and local non-profits	95	10	**850.00%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	50.00%	68.75%	-27.27%
Percent of participants in digital inclusion programs placed in IT-related internships	84.62%	68.75%	**23.08%**
Percent of individuals obtaining employment	50.00%	68.75%	-27.27%

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

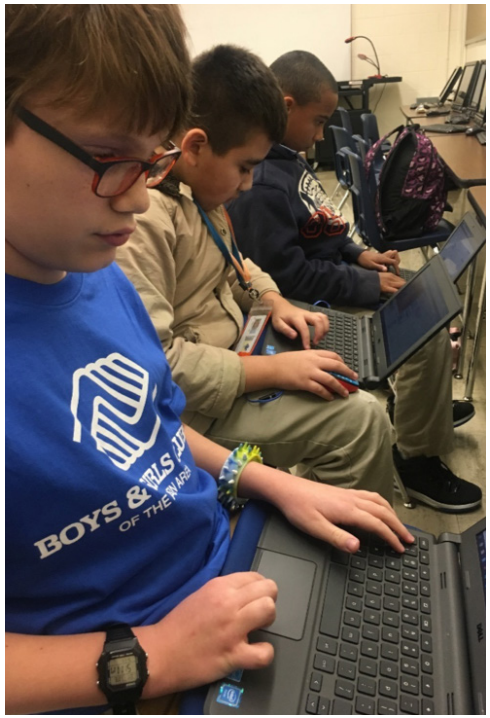
Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: Expanded Technology/STEM Program

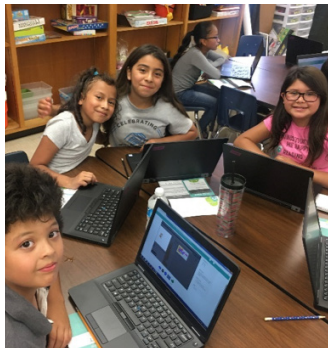
SUCCESSES

Thanks to support and buy-in across Boys & Girls Club of Austin & Travis County (BGCAA), the organization was able to exceed the target for 'Total Number of Unduplicated Clients Served' (256) reaching more kids (347). Because of this increased exposure a larger number of members than anticipated were able to increase their Science Technology Engineering and Math (STEM) skills and increase their knowledge of STEM fields.

CHALLENGES

One method BCCAA used to evaluate the success and impact of the organization's programs is to conduct pre- and post- testing. A challenge of this approach was the participating Club Members were reluctant to complete tests, especially during afterschool hours. The organization addressed this challenge by using technology-based games to review content such as (Kahoot) and by keeping the organization's tests concise and tablet-based to reduce writing time.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	347	256	**35.55%**
Total number of unduplicated clients that increase STEM skills (Pretest, Midterm, Final Assessment)	287	192	**49.48%**
Total number of unduplicated clients that increase knowledge of STEM fields	237	192	**23.44%**
Total number of unduplicated clients promoted to the next grade level	340	254	**33.86%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	82.74%	74.97%	**10.36%**
Percent of participants that increase STEM skills	82.74%	74.97%	**10.36%**
Percent of participants that increase knowledge of STEM fields	78.03%	74.97%	**4.08%**
Percent of clients being promoted to the next grade level	97.98%	99.02%	-1.04%

Breakthrough Austin

Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: Connected Classroom

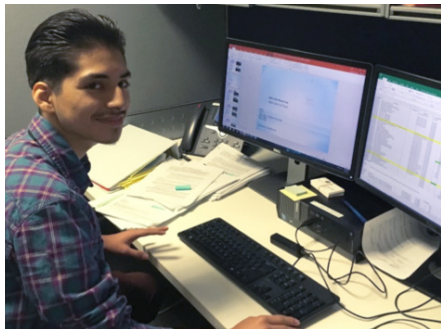
SUCCESSES

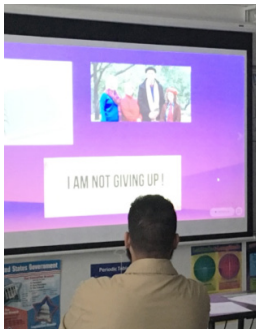
Thanks to the success of Breakthrough Austin's Connected Classroom Program, middle school and high school students throughout Austin received the critical technology access, resources, and instruction they need to be successful in school and advance on the path to becoming first-generation college graduates. Students participated in college application workshops, received tutoring and homework help after school, and attended SAT/ACT preparation classes, all using Breakthrough Austin's updated technology library.

A significant success of this program is the remarkable work of the organization's high school students, particularly the seniors. Nearly every one of the participating seniors in the Class of 2018 completed the FAFSA or TASFA, an important college readiness milestone. Only 44% of their low-income peers completed this step. Nearly all the participating high school students took the ACT or SAT, compared to 50% of their low-income peers. These seniors are currently preparing to attend schools across Texas and the United States, including University of Texas at Austin, Texas State University, St. Edward's University, Rose-Hulman Institute of Technology, Texas A&M University, and Texas Tech University.

CHALLENGES

This past year, Breakthrough Austin's senior class nearly doubled in size, with 37 students joining the program. In 2019, it will grow by 50 more students as the oldest participants in the Northeast Austin program reach their final year of high school. The organization continues to pursue partnerships that extend its capacity, while maintaining high-quality services for current students who are working hard to advance on the path to college.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	580	580	**0.00%**
Total number of college applications submitted	317	120	**164.17%**
Total number of students who graduate from high school within 6 years	46	52	-11.54%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	80.39%	75.86%	**5.97%**
Percent of participating students who pass all classes during the 2017-18 school year	86.38%	80.00%	**7.97%**
Percent of high school seniors who complete college and financial aid applications	94.03%	94.83%	-0.84%
Percent of high school seniors who report that technology access at Breakthrough was key to their completing college or scholarship applications	74.51%	75.86%	-1.78%

Creative Action

Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: Expanding Technology and Arts

SUCCESSES

Creative Action developed standardized, arts-integrated, digital media units that can be repeated year after year, making their programming easier to sustain and grow. The organization created an effective format for early elementary (PreK-1st grades) digital media work consisting of digital stories with core content that students are already learning, told through a "scavenger hunt" type process where students journey around the classroom/school searching for examples of what they're learning. This year, PreK did a "Shape Quest," Kindergarten did "Letter Quest," and 1st Grade did "Verb Quest." Everyone thoroughly enjoyed the activity, and it was an effective learning tool.

The 2nd graders made successful animations of word problems and solutions that they wrote themselves. They also recorded videos explaining how animation works and what they learned from the project. Their videos demonstrated growth in their math and animation skills and that the students were extremely proud of their work. Third grade, repeated the "Kuleshov Effect" (a visual storytelling effect) video curriculum that was created last year. The teachers, teaching artist, and students all really enjoyed it. 4th graders animated math concepts and problem-solving strategies in action. Students used multiplication and division to create cue sheets which helped them determined how many frames per second were necessary for each moment. They also practiced Social Emotional Learning (SEL) skills, like discipline and persistence.

Staff mentioned that persistence was something students really struggled with, and they were excited to see the students practicing perseverance through digital media.

CHALLENGES

Achieving four arts-based units in each grade level throughout the year continued to be a challenge, as the organization had to work around: time for teaching

artists and teachers to plan and prep, project reflection and debriefing, curriculum documentation, and test prep and standardized testing time for some grade levels. Many teachers continued to struggle with developing comprehensive, fully academically-integrated projects while also feeling pressured to do testing prep during some units.

This upcoming school year, the organization is making the longer digital media unit during the year broader - just digital media in general - so that Teaching Artists with a broad digital media skillset can be more responsive to what the teachers and students need from them to support the academic content.

The organization faced unexpected challenges this year in coordinating equipment and scheduling with fine arts specialists. The organization has developed clearer roles and responsibilities, and its special media/performing arts programs will happen during different times of day so that the specialists have access to all tech equipment without having to coordinate or negotiate sharing items.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	62	54	**14.81%**
Total number of unduplicated youth participating in technology and arts education programming	39	40	-2.50%
Total number of hours of digital media lessons delivered to youth	99	42	**135.71%**
Total number of hours of professional development in digital media delivered to teachers	54	15	**260.00%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	63.64%	75.00%	-15.15%
Percentage of youth who demonstrate increased confidence working with technology equipment	61.00%	75.00%	-18.67%
Percentage of youth who demonstrate increased soft skills related to technology use, such as critical thinking, problem solving, perspective taking, and communication skills	85.00%	75.00%	**13.33%**
Percentage of teachers who report increased skill development or confidence with technology and arts integration in the classroom	90.00%	75.00%	**20.00%**

Goodwill Central Texas

Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: Careers In Technology

SUCCESSES

Eighty-eight participants engaged in the program over the course of the funding period, with 76 of those increasing their digital literacy skills and 14 earning a credential. Goodwill Central Texas was able to use GTOPS funding to attract and leverage additional investments from the General Motors Foundation and Google for program enhancements and expansion in 2018-2020.

CHALLENGES

2017 represented the organization's first full year of operation, and it experienced challenges during the startup phase. Goodwill Central Texas did not anticipate that many of those seeking to participate in the program would need to master foundational technology skills—the CompTIA certification is quite rigorous and was challenging even for those who did possess basic tech knowledge/skills. The recruitment and enrollment of people with existing knowledge was challenging and the organization continue to enhance its outreach and recruitment strategies as well as offer options for basic digital literacy skills development.

Many of Goodwill Central Texas' participants also struggled with passing the CompTIA A+ exams to achieve certification; some clients are the first in their family to pursue postsecondary education and/or have lived in intergenerational poverty. They may need assistance with developing solid study skills and making time to complete test preparation while juggling personal and family responsibilities. Using these lessons learned, the organization added additional classroom hours, as well as tutoring and supplemental materials, including test preparation materials. The organization also pursued alternative means of engaging students, such as using two successful former students as tutors; the course instructor offering one-on-one assistance outside regular classroom hours; and incentives for passing the exam and employment retention.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Number of students who enroll in and complete an IT related training through the GCTA	4	8	-50.00%
Number of unduplicated clients served	5	8	-37.50%
Number of students who earn a credential in an IT training (Microsoft Office, Linux, A+, Network+)	0	6	-100.00%
Hours of training provided during the program year	110	47	**134.04%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	86.36%	75.00%	**15.15%**
Percent of those who earn a certification with a median wage of $14 or higher	35.71%	80.00%	-55.36%
Percent of those who earn a certification upon completing training	20.59%	75.00%	-72.55%
Percent who complete training	77.27%	100.00%	-22.73%

Housing Authority of the City of Austin (HACA) Scholarship Foundation

Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: Lab Apprenticeship Program (LAP)

SUCCESSES

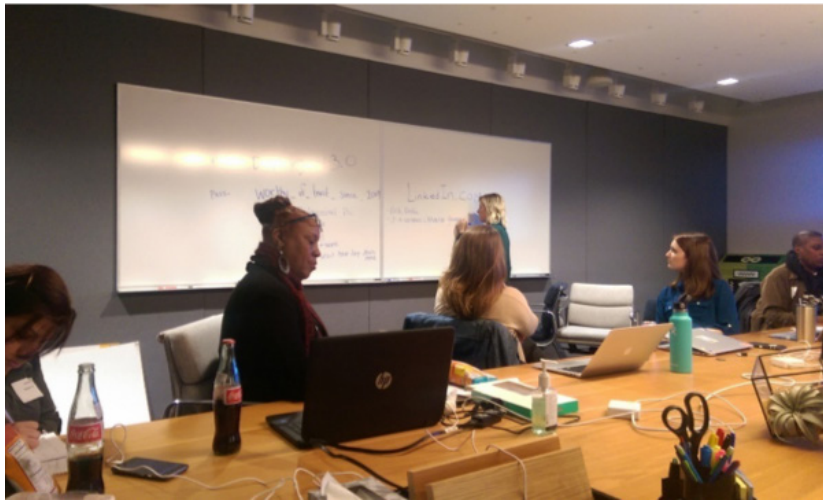
The Lab Apprenticeship Program played a critical role in addressing the digital divide in a low-income and often underserved community. Many residents in HACA communities, for example, initially resisted using computers and the Internet or believed that traveling to a computer lab was not worth their time. LAP became an intervention that adapted and innovated to best meet the needs of the organization's clients. Through the program, Lab Apprentices also conducted contests, developed relationships with residents who had not been in a HACA computer lab before, provided tech support, and demonstrated how the Internet and computer device usage were relevant to residents. The program also evolved to meet the needs and reach linguistically diverse residents. Lab Apprentices agreed to support an Arabic language computer class design and deployment during irregular hours.

The program was able to leverage private partnerships and secure additional trainings for the organization's Lab Apprentices. Dropbox, for example, provided 12 hours of cloud management and smartphone app training. Similarly, Microsoft delivered 8 hours of training on their suite of office products. Lab Apprentices earned 54 Technology certificates, including Basic Parts, Understanding Operating Systems, Smart Phones, etc. Due to this training, the pay of HACA Lab Apprentices increased from a $200 monthly stipend to earning $18-20 per hour for approximately three weeks. Additionally, two HACA Lab Apprentices applied for full-time AmeriCorps Vista positions.

CHALLENGES

Residents who recently immigrated from the Middle East proved difficult to identify and engage. Yet, the organization found that these individuals and families

were often well educated and striving to integrate. To reach this population, the organization relied upon the leadership of Mahdi Sahib - a Section 8 resident & Digital Ambassador who speaks Arabic. Mr. Sahib led outreach efforts, provided transportation, and coached Lab Apprentices on how to use translation tools such as Google Translate and how to change the language on the GCFLearnFree.com website. Mahdi also provided insight and coaching to apprentices on culturally appropriate standards for Middle Eastern-origin adult learners.



OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	174	55	**216.36%**
Total number of HACA residents that successfully complete the initial Lab Apprentice kick-off and program training	9	11	-18.18%
Total number of apprentices that demonstrate through observations intermediate or advance technology and computer lab management skills	11	6	**83.33%**
Total number of HACA residents who report training and/or assistance received from a lab apprentice increased their technology knowledge and skills	102	48	**112.50%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percentage of apprentices completing the organization's initial training	96.32%	70.85%	**35.95%**
Percent of residents who increased their knowledge and skills after receiving training	63.04%	90.00%	-29.95%
Percent of residents who increased their knowledge and skills after receiving training from an apprentice	96.27%	70.00%	**37.53%**
Percent of apprentices completing the initial kick-off and program training	85.48%	100.00%	-14.52%

Latinitas

Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: Gigabit Girls

SUCCESSES

Students connected with experts in the technology sector to foster exploration of traditional STEM careers and non-traditional paths, such as virtual reality, augmented reality and gaming, that need more representation of women and women of color, specifically. After-school programs and STEM/Virtual Reality-focused camps that provided students the opportunity to practice using high tech, 360 film-making equipment and applying VR concepts planted seeds of curiosity and creativity. More than 50 percent of students improved their basic set of digital skills by building confidence in and knowledge of the virtual reality production process. A high percentage of students - 84 percent - expressed interest in working in the technology industry.

CHALLENGES

The overall number of projects reported is low in comparison to the annual goal. Scheduling logistics delayed the start of the program at certain sites while other sites were on track in generating projects. Moving forward, virtual reality projects generated will have established expectations and deadlines across program sites rather than following a free form structure that allowed time to create, explore, and understand the basics but not enough time to generate more content and get in depth on more sophisticated concepts within virtual reality.

Professionals attended programs and engaged with students but in lower numbers than expected due to scheduling conflicts, as their timeframes were often not flexible enough to allow for more than the bare minimum in visiting one camp or only once throughout the length of the program.

In the future, the approach to scheduling and preparing professional volunteers to engage with students will be much more organized with an orientation, digital resources, interactive calendar, and post survey to gauge impact and value of participating.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	75	269	-72.12%
Number of workshop sessions provided	90	18	**400.00%**
Number of virtual reality projects generated	98	140	-30.00%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	51.87%	88.54%	-41.42%
Percent of participants in Latinitas digital inclusion programs that will get access to the latest in virtual reality production and viewing equipment	55.22%	88.54%	-37.63%
Percent of participants in Latinitas digital inclusion programs that will get exposed to 2-3 professionals from the virtual reality industry	14.93%	88.54%	-83.14%
Percent of participants in Latinitas digital inclusion programs that will express interest in working in technology	52.61%	62.50%	-15.82%

Meals on Wheels & More, Inc.

Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: Technology for Seniors

SUCCESSES

Meals on Wheels Central Texas (MOWCTX) reported several successes experienced by the Connecting Seniors with Technology program during the 2017-2018 contract period. First, the organization successfully met its unduplicated client goal, serving 35 active clients by Quarter 4, and the organization has seen a significant improvement in participants' quality of life. Clients formed meaningful relationships with MOWCTX volunteers, with one volunteer now accompanying his client to church every Sunday in addition to training sessions, and relieving feelings of isolation by communicating with loved ones via Internet resources.

Additionally, MOWCTX has found involvement with this program to be a very rewarding and meaningful experience for its volunteers. The program has experienced high volunteer-retention, and many volunteers have taken on multiple clients to deepen their involvement in the program. Volunteer enthusiasm is deeply beneficial as it can affect a client's experience during the one-on-one training sessions.

CHALLENGES

The program has experienced a few significant challenges over the past year as well. Perhaps most challenging is the process of finding a sufficient number of eligible clients to meet MOWCTX's New Client goal, as few of the many referrals received met the restrictive requirements to qualify for low cost Internet. The organization is aware that there is a high demand for its services, but many of the interested individuals either do not qualify or do not wish to enroll in SNAP, as the amount of benefits received each month is not worth the time and effort to apply. The program's time-intensive enrollment period, which can take up to six weeks if a client does not already have a SNAP enrollment letter, can be deterring for many clients. The combination of these two challenges has hindered the program's ability to expand.

Secondly, this program's target population can prove challenging at times, as chronic illnesses and extended hospital stays can disrupt the continuity of learning.

Earlier in the grant period, MOWCTX had difficulty matching volunteers with clients in nearby areas, because its limited client pool had a very scattered geographic range. As the organization recruited more volunteers, it was able to emphasize the need for volunteers in specific geographic areas to solve the problem.

OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of unduplicated clients served	11	10	**10.00%**
Total number of new clients served during the grant term	6.9	7	-1.43%
Total number of new volunteers recruited	12	2	**500.00%**
Total number of participants who report that their quality of life has improved because of participation in the MOWCTX Technology for Seniors Program	10	3	**233.33%**

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	60.00%	67.57%	-11.20%
Percent of participants in digital inclusion program who report that their quality of life has improved because of participation in the MOWCTX Technology for Seniors program	84.00%	65.00%	**29.23%**
Percent of participants who report that they are satisfied with the MOWCTX Technology for Seniors Program	84.00%	65.00%	**29.23%**

University of Texas Foundation

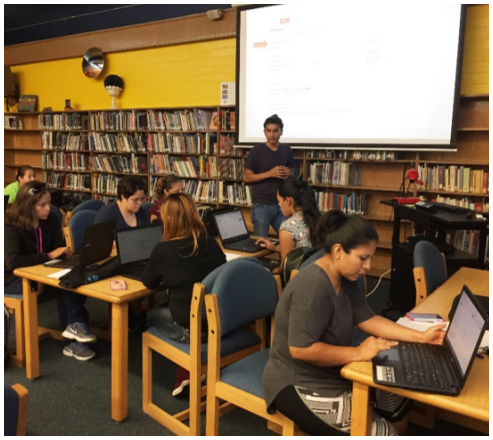
Contract Start Date: 7/1/2017
Contract End Date: 6/30/2018
Program Name: UTeach Outreach UT PREP STEM Pathway

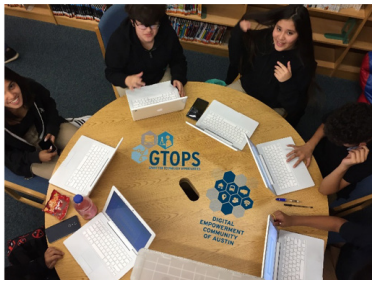
SUCCESSES

The most notable successes were the amount of technology contact hours and device usage that both students and their families had. Another notable success is that all families are still using their computers and the students are using their Arduino Technology, an open source electronics platform.

CHALLENGES

One of the challenges was acquiring Internet access for families working with the University of Texas Foundation. The transition when grant services were expended was difficult to do with certain internet service providers, especially for low-income Spanish-speaking families, but the transition with Grande Services was seamless. Another challenge was that some of the families had trouble attending program meetings, so the University of Texas Foundation created more meeting times on the weekends to ensure that all families were receiving the same amount of care and computer skills.





OUTPUTS

MEASURE DESCRIPTION	Actual	Goal	Variance
Total number of families who will receive laptop computers and assistance with internet connections and service in their place of residence	15	15	0.00%
Total number of unduplicated student participants receiving at least 60 hours of computer and technology training	15	15	0.00%
Total number of unduplicated parents or guardian participants receiving at least 24 hours of computer technology training	15	15	0.00%
Number of student and parent participants who increase their confidence in computer usage by at least 20%	30	30	0.00%

OUTCOMES

MEASURE DESCRIPTION	Actual	Goal	Variance
Percent of participants in digital inclusion programs that improved their basic digital skills	100.00%	100.00%	0.00%
Percentage of unduplicated student participants receiving at least 60 hours of computer technology training	100.00%	100.00%	0.00%
Percentage of unduplicated parent or guardian participants receiving at least 24 hours of computer technology training	100.00%	100.00%	0.00%
Percentage of unduplicated program participants who increase their confidence in computer and internet usage	100.00%	100.00%	0.00%

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