

## NDIA Trailblazer Application Question 5: Direct Funding for Digital Inclusion Programming

### Support of Digital Literacy Training Services

#### **Digital Literacy Training Services, Computer Lab Locations, and Train the Trainer Programs**

Financial Service Department (FSD) currently maintains a contract with Austin Free-Net (<https://www.austinfreenet.net>) valued at \$198,000 annually to:

- Provide digital literacy training: 674 clients served in FY 2021 during the pandemic.
- Maintain public access computer labs - in FY 2021, 2,962 clients served at two locations: DeWitty Center and Austin Resource Center for the Homeless (DeWitty was the only public computer lab open in Austin during the pandemic).
- Provide train-the-trainer services to key nodes in the community to build digital inclusion capacity - in FY 2021, 38 trainers were trained.

FSD is collaborating with the Austin Public Library and Austin Free-Net to build out the Digital Navigator program. The Digital Navigators are trained staff and/or volunteers who help guide individuals and families with their digital needs. The Digital Navigators assist their clients to meet their individual goals of finding affordable and reliable connection to the internet, learning the skills they need to adopt and use their devices, and learn how to navigate online resources safely and easily for work, study, workforce development, financial services, and telehealth, etc.

#### **Grant for Technology Opportunities Program (GTOPS) - ([www.gtops.org](http://www.gtops.org))**

The City supports and builds the capacity of community-based organizations that advance the work of digital equity in Austin through the community investment known as Grant for Technology Opportunities Program (GTOPS), which celebrated its 20th anniversary in 2021. This matching-fund grant is currently funded at \$400,000 annually with funds divided among various funding opportunities:

- **GTOPS Mini** - \$50,000 in project-based funding is available with awards up to \$10,000 made available to organizations with budgets under \$1,000,000 per year.
- **GTOPS Core** - \$275,000 in service delivery funding available with awards up to \$35,000

### Support to residents acquiring home computing devices

#### **Devices - Computer Refurbishment and Distribution**

Since 2019, FSD has worked with Communications and Technology Management and other City departments to divert retired computers from the landfill, refurbish them in-house within FSD using interns, and make those devices available for public benefit. FSD built the refurbishment program from a pilot project into a permanent program. Distributions are made to non-profits in the community, who then provide their clients with the needed devices. To date, 1,743 devices have been refurbished and disbursed, with 375 devices in FY 2021. Devices are sourced primarily from the City of Austin; however, we are actively seeking private sector partners with computer refresh cycles like the City to increase our inventory and output.

### Supports assistance to residents acquiring home internet access

#### **Grant for Technology Opportunities Program (GTOPS) - ([www.gtops.org](http://www.gtops.org))**

This year, the City is launching a new branch of GTOPS: GTOPS Connect. This pathway will be a single \$50,000 grant that will fund an organization to:

- Sign eligible residents up for the Affordable Connectivity Program (ACP)

- Provide funding and resources to bridge any remaining internet price barriers
- Provide funding and resources to fully connect the household with needed devices
- Generate community capacity building by collecting data during this process around ACP successes and challenges, and generating/sharing tools, toolkits, insights, etc.



# 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:	<a href="mailto:john.speirs@austintexas.gov">john.speirs@austintexas.gov</a>
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	\$594,000 for the initial 36 month 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 Hilburn  
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 NN18000009**

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 \$594,000 for the initial Contract term and \$198,000 for each extension option for a total Not-to-Exceed \$990,000. 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  
Printed Name of Authorized Person

JOHN HILBUN  
Printed Name of Authorized Person

Juanita Budd  
Signature

[Signature]  
Signature

EXECUTIVE DIRECTOR  
Title:

CONTRACT MGMT SPECIALIST IV  
Title:

7/20/2018  
Date:

07/20/18  
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		<a href="https://cityofaustin.seamlessdocs.com/f/service_desk">https://cityofaustin.seamlessdocs.com/f/service_desk</a>	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 <b>workshop and structured training</b> 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 <b>training</b> clients who increase their confidence in utilizing technology	Outcome	Desired	Contract performance measures	Austin Free-Net	Client Self-Assessment by grantee and aggregation 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 <b>training</b> 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 <b>access and training</b> 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	Manual 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 <b>workshop training</b>	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 <b>structured training</b> (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 <b>one on one coaching</b>	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 <b>public access lab</b> 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 <b>structured training</b> clients meeting self sufficiency 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](http://www.techboomers.com)

GCF LearnFree.org: [www.gcflearnfree.org](http://www.gcflearnfree.org)

LearnMyWay: [www.learnmyway.com](http://www.learnmyway.com)

DigitalUnite: [digitalunite.com](http://digitalunite.com)

Northstar: [DigitalLiteracyAssessment.org](http://DigitalLiteracyAssessment.org)

Byteback: [byteback.org/typing/](http://byteback.org/typing/)

Intel Education: [easystepsonline.intel.com/modules-preview](http://easystepsonline.intel.com/modules-preview)

Microsoft: [www.microsoft.com/en-us/DigitalLiteracy/curriculum4](http://www.microsoft.com/en-us/DigitalLiteracy/curriculum4)

Digitallearn.org: DigitalLearn.org

NDIA: [ndia.relatedworks.io](http://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:
  - o Informal contact (e.g. if the client has an issue advancing skills)
  - o Review of skills development/progress
  - o 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-jk8g9e9eqqTTdlc-TiIS2/view](https://drive.google.com/file/d/131T_tSKwWmK-jk8g9e9eqqTTdlc-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.*

### **Training Model Definitions**

#### **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:**

Attachment 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: \_\_\_\_\_

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

\_\_\_\_\_

Do you own any of these devices?

- Smartphone
- Laptop
- Tablet
- PC

Do you have any of these accounts?

- Gmail
- Yahoo
- Other email
- Facebook
- Other

\_\_\_\_\_

Hispanic/Latino:

- Yes
- No

How often do you use a computer?

- Daily
- Weekly
- Sometimes
- Never

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

\_\_\_\_\_

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

Use AutoSum	Yes <input type="checkbox"/> No <input type="checkbox"/>
Select a range	Yes <input type="checkbox"/> No <input type="checkbox"/>
Sort data	Yes <input type="checkbox"/> No <input type="checkbox"/>
Create a graph using data	Yes <input type="checkbox"/> No <input type="checkbox"/>

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**



## **Exhibit E**

# **AFN Staffing Plan for the Digital Literacy Program**



## 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.



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.



Phase 1: AFN STAFFING PLAN		Scope of work	Hrs. per week	Times	Days	% of time allocated to COA
<b>FTE's</b>						
1	D.L. Program Manager					
1.75	Trainers					
1	AmeriCorps					
0.75	Volunteer & Outreach Coordinator					
0.2	Marketing					
0.08	ED					
<b>4.78</b>	<b>Total</b>					
<b>Digital Literacy Program Manager</b>						<b>100%</b>
	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				
	<b>Total</b>	<b>40</b>				
<b>Trainer 1</b>	<b>Contract Labor (experience for Accelerate students)</b>					<b>75%</b>
	ARCH lab monitoring and 1:1 training	30		7 AM - 10 AM 12 PM - 2 PM 12 PM - 4 PM	Tu-F T M, Th-Sa	
	<b>Total</b>	<b>30</b>				
<b>Trainer 2</b>	<b>Program Specialist</b>					<b>100%</b>
	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 M	
	ARCH	7		7 AM - 10 AM, 12 PM - 4 PM	(AM), W (PM)	
	Other/Meeting/etc.	2				
	Reporting	3				
	Curriculum design	5				



	Administrative hours	2		
	<b>Total</b>	<b>40</b>		
<b>Trainer 3</b>	<b>AmeriCorps</b>			<b>100%</b>
	Backup trainer & support for all DL functions other than administrative	35	9 AM - 6 PM	M-F
	Meetings	5		
	<b>Total</b>	<b>40</b>		
<b>Volunteer &amp; Outreach Coordinator</b>				<b>75%</b>
	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		
	<b>Total</b>	<b>30</b>		
<b>Marketing</b>				<b>20%</b>
(see RFP Plan)	social media/ FB, etc.	2		
	newsletters/ COA stories	2		
	DL Program Marketing support	2		
	program materials, fliers, bookmarks, etc.	2		
	<b>Total</b>	<b>8</b>		
<b>ED</b>				<b>8%</b>
	Program oversight/Review	2		
	Public Awareness of Digital Literacy	1.2		
	<b>Total</b>	<b>3.2</b>		



## **Staff Training**

AFN shall provide First Aid 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 Svcs - Program Budget & Narrative**

Phase 1

Contract Services Line Item Budget	CITY OF AUSTIN Amount	Leveraged Funds Amount	TOTAL Budget (ALL Funding Sources)
<b>A. PERSONNEL</b>			
1. [A] Salaries plus Benefits	151,710.00		151,710.00
<b>B. OPERATING EXP</b>			
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
<b>[A] B. Subtotal: Operating Exp</b>	<b>40,750.00</b>	<b>35,676.20</b>	<b>71,352.40</b>
<b>C. DIRECT ASSISTANCE</b>			
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
<b>[A] C. Subtotal: Direct Assistance</b>	<b>5,284.00</b>	<b>200.00</b>	<b>5,484.00</b>
<b>D. CAPITAL OUTLAY (over \$5000 / unit)</b>			
11. [A] Capital Outlay Amount	0.00	0.00	0.00
<b>12. [A] Total (A+B+C+D)</b>	<b>197,744.00</b>	<b>35,876.20</b>	<b>228,546.40</b>

**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 Svcs - 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
<b>TOTAL - CITY OF AUSTIN CONTRACT</b>		<b>7/1/2018</b>	<b>6/30/2019</b>	<b>197,744.00</b>
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
<b>TOTAL CASH MATCH</b>				<b>35,876.20</b>
Volunteer Match*	AFN Volunteer Hours	7/22/2018	7/22/2019	69,414.00
Other				0.00
<b>TOTAL OTHER MATCH</b>				<b>69,414.00</b>
<b>TOTAL FUNDING - ALL SOURCES</b>				<b>303,034.20</b>

*\*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 Svcs - 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					
<b>Total</b>			<b>4.78</b>	\$ 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 administrator (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](http://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).

**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:



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.*