

## Questions and Answers

This document contains MOHCD response to the questions submitted regarding MOHCD SF Bridge Digital Equity RFP from January 29 through February 12, 2024. The questions were collected during the webinar as well as those submitted via email. MOHCD may have modified or adjusted the questions for clarity.

	Question	MOHCD Response
1	For the Community Media Grant, can you elaborate on what MOHCD would consider “video content that is suitable to cablecast on a public or government access channel?”	<p>When considering video content suitable for cablecast on a public or government access channel through the Community Media Grant, focus on the following recommendations:</p> <p><b>Educational Workshops and Seminars:</b> Create content that educates the community on various topics, such as financial literacy, health and wellness, and environmental sustainability. These can include workshops, seminars, or documentary-style segments that provide valuable information to the audience.</p> <p><b>Cultural and Artistic Showcases:</b> Highlight the cultural diversity and artistic talents within the community. This could involve showcasing local artists, musicians, dancers, and cultural festivals that celebrate the community's heritage and diversity.</p> <p><b>Community Forums and Discussions:</b> Facilitate forums or roundtable discussions on pressing local issues, such as housing, safety, and community development. These forums can offer a platform for different community voices to be heard, fostering dialogue and understanding.</p> <p><b>Youth and Education Programming:</b> Develop programs focused on youth, including educational content, stories of successful students, or features on local schools and educational initiatives. These programs can inspire and inform both students and parents.</p> <p><b>Public Service Announcements (PSAs):</b> Produce PSAs that address community wellness, promote cohesiveness, and support the greater good. These should focus on topics like public health, safety, voting awareness, and community service opportunities.</p> <p><b>Local Government and Civic Engagement:</b> Offer insights into local government processes, including coverage of town hall meetings, interviews with local officials, and explanations of local policies and how they affect the community. This can increase civic engagement and transparency.</p> <p><b>Environmental Awareness and Sustainability:</b> Create content that encourages environmental stewardship, such as recycling initiatives, conservation efforts, and sustainable living practices. Highlight local environmental challenges and what residents can do to help.</p> <p><b>Historical Documentaries:</b> Tell the stories of the community's history, significant events, and notable figures. This can strengthen community identity and pride.</p> <p>Each of these content types not only serves to inform and educate but also to engage and unite the community around common interests and issues, fostering a sense of belonging and collective action towards the greater good.</p>
2	For the digital literacy program funding is this specific to affordable housing residents or can it also include community members that have applied for affordable housing?	The DL program funding can go to support individuals who are considered extremely low to low income and can include community members that have applied for affordable housing with the consideration that program shall be offered in spaces that are in affordable housing or affordable housing adjacent (walking distance)
3	Is the funding range the same for both opportunities?	The range we provided in the RFP states that "...a typical proposal would request funds in the range of \$50,000 to \$75,000, although agencies may request more or less than this range."
4	If we are not located in the neighborhoods you have indicated in the RFP, are we still able to apply for the digital literacy grant if we can exhibit need in our area?	Yes, you may apply. Even though your agency may not be headquartered in the specified target neighborhoods, agencies can still operate programming inside the target neighborhoods specified in the RFP. It would be helpful to highlight the work you've done in those highlighted target neighborhoods

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5	For the affordable housing grant, can we use a portion of the funding to purchase laptops for low income residents.	Yes, equipment purchase is an allowable expense.
6	Can an organization apply for both grants within one proposal?	Please submit one proposal for each funding opportunity as instructed in the RFP.
7	For opportunity 1, can you elaborate on how the reporting and compliance would look like? Would we report on number of people trained, equipment loaned out? PSA's created?	<p>Opportunity 1, which I'm deducing means the <b>Community Media Grant</b>, would typically involve several key metrics to measure the impact and success of the funded projects. While the specific reporting requirements would be detailed in the RFP documents, and the activities and outcomes of a grant are negotiated and agreed upon during the contracting process once grantees have been identified; common elements might include:</p> <p><b>Number of People Trained:</b> Reporting on the number of participants who have completed the training sessions. This could include details on the demographic breakdown, skill levels at entry and completion, and any certifications or qualifications attained through the program.</p> <p><b>Equipment Loaned Out:</b> Documenting the distribution, utilization, and impact of equipment loaned to participants or used in the program. This might involve tracking the types of equipment, the duration of loans, and feedback on the equipment's effectiveness in supporting learning and content creation.</p> <p><b>PSAs Created:</b> For projects focusing on producing Public Service Announcements, reporting could involve listing the number and topics of PSAs created, their distribution channels (including airtime on public or government access channels), and any audience reach or feedback metrics.</p> <p><b>Content Produced:</b> Beyond PSAs, detailed reports on the variety and scope of digital content produced through the grant, including documentaries, educational workshops, cultural showcases, and more, showcasing the diversity and community impact of the programming.</p> <p><b>Community Impact and Engagement:</b> Insights into how the project has influenced community engagement and digital equity. This might include success stories, participant testimonials, community feedback, and ways in which the project has addressed digital divides.</p> <p><b>Partnerships and Collaborations:</b> Information on partnerships with local organizations, government bodies, or other stakeholders that have contributed to the program's success and expanded its reach and impact.</p>
8	For clarification, for the digital literacy program opportunity, you want to see the actual computer skill building classes located in the affordable housing sites?	Yes, for the Digital Literacy Program opportunity, it is desired to locate computer skill-building classes not only directly at affordable housing sites but also at community-adjacent sites and local trusted safe spaces frequented by affordable housing community members. This inclusive approach aims to expand accessibility, ensuring that the training is readily available in environments that are comfortable and convenient for residents, thereby enhancing participation and the effectiveness of the digital literacy efforts.
9	Do all of the same eligible expenses listed in the community media grant also pertain to the digital literacy program?	The eligible expenses for the Digital Literacy Program doesn't entirely mirror those of the Community Media Grant, as each program has specific objectives and requirements tailored to its goals. The Community Media Grant focuses on capital or facilities-related expenses for producing digital media content, including hardware, software, equipment, and related tech support. On the other hand, the Digital Literacy Program is geared towards enhancing digital literacy among affordable housing residents, which may involve a different set of eligible expenses centered around educational programming, training, and access to technology.
11	We have 2 Executive Co-Directors. Should they both sign the cover sheet?	One signature on the cover sheet is acceptable.

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12	I read that the grant funding starts on 6/1/24 and ends on 6/30/25. Are there any instances where it would be appropriate to ask for funding for a second year or is that just a standard request on the MOHCD cover sheet?	At this time, we are not expecting funding for a second year. Please leave it blank on the cover sheet.
13	What is the margin format that you expect for the narrative section?	We have no specific requirements on the margin of the documents submitted provided that contents are fully legible/readable. Please note that your proposal must be fully legible to be deemed responsive. Your proposal might not be considered for award if required elements of the proposal are partially or fully missing from the proposal.
14	Is MOHCD hoping to contract with an agency that can serve all the neighborhoods listed on page 5 of the RFP?	Its not necessary to serve all neighborhoods
15	Will there be one award or multiple award for the Digital Literacy Program for Affordable Housing Residents opportunity?	the Digital Literacy Program for Affordable Housing Residents opportunity is likely to offer multiple awards. This approach is intended to support a range of projects that can address the varied needs of affordable housing residents, ensuring a broader impact across different communities.
16	I was registered to attend the above workshop but missed the majority of it due to an unexpected conflict and only was able to attend the last 10 minutes. Is there a recording of the workshop or any presentation materials, etc. that were shared with attendees that I might be able to access?	We do not have a recording of the webinar. We are accepting submission of written questions from January 29 through February 12, 2024.
17	How is affordable housing defined	Affordable housing encompasses residences that are economically feasible for individuals and families with incomes at or below the Area Median Income (AMI), as determined by national or local government through recognized housing affordability indices. In the United States, it typically refers to deed-restricted units designated for Low-Income (80% of AMI), Very Low-Income (50% of AMI), and Extremely Low-Income (30% of AMI) households. These units are often developed by non-profit organizations with a mix of private funding and government subsidies, though for-profit developers may also contribute affordable units to market-rate projects as mandated by city inclusionary zoning laws. Additionally, the concept of affordable housing extends to cater to diverse and specific target populations, emphasizing the provision of housing stability, anti-displacement efforts, and economic self-sufficiency. These groups include culturally specific demographics, very low-income households (including homeowners and non-homeless populations), people experiencing homelessness, individuals with low educational attainment or digital literacy, limited English proficient households, immigrants (including undocumented immigrants and refugees), public housing residents, disconnected youth, persons living with HIV/AIDS, seniors and those with disabilities, LGBTQ and transgender residents, veterans, survivors of domestic violence, individuals experiencing violence, the re-entry population, and residents of designated "Opportunity Neighborhoods." This inclusive approach underscores a commitment to serving the most vulnerable and marginalized communities, ensuring that affordable housing efforts are broad and multifaceted to address the needs of a wide array of individuals and families seeking housing stability and opportunity.
18	Do all clients served under this funding have to live in affordable housing? If not, what percent are required to meet the threshold?	While the focus is on enhancing digital equity for vulnerable and underserved populations, proposals can include participants from various backgrounds, not limited solely to those living in affordable housing. However, it's crucial to ensure that the proposal aligns with the overall goals of the funding opportunity—advancing opportunities for the target populations listed, which include very low-income households, people experiencing homelessness, and those with low digital literacy, among others.

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19	Do the services need to be provided inside of affordable housing?	Yes, it is desired to locate services not only directly at affordable housing sites but also at community-adjacent sites and local trusted safe spaces frequented by affordable housing community members. This inclusive approach aims to expand accessibility, ensuring that the training is readily available in environments that are comfortable and convenient for residents, thereby enhancing participation and the effectiveness of the digital literacy efforts.
20	What expectations does MOHCD have for the sustainability of the programs after the grant period ends? Are applicants expected to demonstrate a plan for long-term impact and program continuation?	<p>Given the acknowledgment that <b>both grants are for one-year terms, covering the fiscal year from June 1, 2024, to June 30, 2025</b>, MOHCD likely expects applicants to address sustainability in their proposals, despite the finite grant period. Applicants are expected to demonstrate a plan for long-term impact and program continuation that considers the limited duration of funding. This planning should articulate strategies to ensure the program's goals are sustained beyond the grant's expiration, emphasizing the following aspects:</p> <p><b>Sustainability Strategies:</b> Detailed plans for sustaining the program after the one-year grant term, highlighting potential funding sources, partnerships, and community support mechanisms that can be leveraged to continue program activities.</p> <p><b>Community and Stakeholder Engagement:</b> Evidence of strong engagement strategies that ensure the program remains embedded within the community and supported by key stakeholders, including local organizations, businesses, and government entities, beyond the grant period.</p> <p><b>Capacity Building and Training:</b> Initiatives aimed at building long-term capacity within the community, ensuring that individuals, organizations, and partners are equipped with the skills and resources to maintain and expand program activities in the future.</p> <p><b>Evaluation and Iterative Planning:</b> Incorporation of evaluation frameworks that allow for ongoing assessment of program effectiveness, facilitating adjustments and improvements to ensure relevance and impact over time, even after the initial funding has concluded.</p> <p><b>Leveraging Initial Success:</b> Plans to use the successes and outcomes achieved within the grant period to attract additional support, funding, and recognition, helping to solidify the program's value and ensure its continuation.</p>

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<p>21. If an applicant plans to use the grant to expand an existing program, how detailed should the description of the expansion be in the proposal? What information is needed to distinguish between current operations and proposed expansions?</p>	<p>When an applicant plans to use the grant to expand an existing program, the proposal should provide a detailed description of the expansion to effectively communicate the scope, objectives, and impact of the proposed changes. <b><u>To distinguish between current operations and proposed expansions, the proposal should include:</u></b></p> <p><b>Current Program Overview:</b> A clear summary of the existing program, including its goals, activities, outcomes to date, and the population it serves. This sets the baseline from which the expansion will grow.</p> <p><b>Expansion Details:</b></p> <p><b>Objectives:</b> Specific goals of the expansion, explaining how it builds upon or diverges from the current program to meet additional needs or opportunities.</p> <p><b>Activities:</b> Detailed description of new or enhanced activities, services, or content that the expansion will introduce, including how these additions complement or enhance the existing program structure.</p> <p><b>Target Population:</b> Information on any new target audiences or communities the expansion aims to serve, including how these groups were identified and why they are being targeted now.</p> <p><b>Rationale for Expansion:</b> Explanation of the need for the expansion, including any data or community feedback that supports the decision to expand. This might include gaps in current services, emerging community needs, or opportunities to leverage new technologies or partnerships.</p> <p><b>Expected Impact:</b> Detailed projections of the expansion's impact, including quantitative and qualitative outcomes. How will the expansion improve or extend the program's effectiveness and reach?</p> <p><b>Implementation Plan:</b> A timeline and strategy for integrating the expansion into the current program, including any necessary training, staffing adjustments, or infrastructure upgrades.</p> <p><b>Budget Details:</b> A breakdown of how the grant funds will be allocated between current operations and expansion activities, including justifications for the proposed expenditures.</p> <p><b>Sustainability Plan:</b> How the expanded program will be sustained beyond the grant period, particularly any new elements introduced by the expansion.</p> <p><b>Evaluation Metrics:</b> Specific indicators and methods for assessing the success of the expansion, separate from the ongoing evaluation of the current program.</p>
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<p>22 How does MOHCD view the expansion of existing digital literacy programs versus the creation of new programs? Should applicants focus on scaling up successful initiatives?</p>	<p>While the specific preferences of MOHCD regarding this matter might not be explicitly outlined in the provided information, we can infer some guiding principles:</p> <p><b>Value of Expansion:</b> MOHCD likely recognizes the value in expanding existing, successful digital literacy programs. Scaling up proven initiatives can be a highly effective way to extend impact, leveraging established infrastructure, relationships, and knowledge. Applicants with successful programs are encouraged to demonstrate how expansion can reach more participants, enhance services, or address additional needs within the community.</p> <p><b>Innovation through New Programs:</b> At the same time, the creation of new programs is essential for innovation and addressing gaps in service coverage. New programs can target underserved populations, explore innovative teaching methods, or respond to emerging digital trends and community needs.</p> <p>Guidance for Applicants:</p> <p><b>Demonstrate Impact and Scalability:</b> For expansions, clearly articulate the success of the existing program, including impact metrics and testimonials. Show how the expansion will build on this success, including detailed plans for scaling and sustainability.</p> <p><b>Address Unmet Needs with New Programs:</b> For new initiatives, identify specific community needs that are currently unmet and explain how the new program will address these. Include evidence of community demand, potential impact, and a robust plan for implementation and growth.</p> <p><b>Innovation and Adaptation:</b> Whether proposing an expansion or a new program, highlight innovative aspects and how the program adapts to the evolving digital landscape. Show understanding of digital equity challenges and propose creative solutions.</p> <p><b>Strategic Alignment:</b> Align proposals with MOHCD’s goals and priorities, demonstrating how the program (existing or new) contributes to broader objectives of enhancing digital literacy and equity.</p> <p><b>Sustainability and Partnership:</b> Outline strategies for sustainability beyond the grant period, including partnerships, funding strategies, and program integration into community structures.</p> <p>In summary, MOHCD values both the expansion of successful programs and the creation of new ones, with the decision to focus on one or the other depending on the specific needs of the community, the innovative potential of the program, and alignment with MOHCD's strategic goals. Applicants should consider where their proposal can make the most significant impact, supported by a clear rationale, evidence of success (for expansions), or identified need (for new programs), and a detailed plan for implementation and sustainability.</p>
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23	<p>Given the unique challenges faced by specific target populations (i.e. justice-impacted, unhoused, etc.), how flexible are the grant's program delivery requirements? For instance, can programs be designed to accommodate varying levels of access to the internet or digital devices among participants?</p>	<p>Programs designed under these grants are expected to consider and address the varying needs and circumstances of their target populations, including:</p> <p><b>Varied Levels of Digital Access:</b> Recognizing that participants may have different levels of access to the internet and digital devices, programs can be designed to include alternative delivery methods, such as offline learning materials, loaner devices, or mobile access points.</p> <p><b>Adaptive Learning Environments:</b> Tailoring program environments and instructional methods to suit the needs of specific groups, such as providing support services for the unhoused or creating safe and inclusive spaces for justice-impacted individuals.</p> <p><b>Flexible Scheduling:</b> Offering classes or resources at various times or in various formats to accommodate participants' schedules and access capabilities, ensuring that those with irregular work hours or caregiving responsibilities can still participate.</p> <p><b>Community-Centric Approaches:</b> Engaging directly with target communities to understand their specific needs and preferences, thereby designing programs that are culturally relevant and responsive to the challenges they face.</p> <p><b>Supportive Services:</b> Incorporating or linking to supportive services that address barriers to participation, such as transportation assistance, child care, or mental health support, to ensure a holistic approach to digital literacy.</p> <p>The real ephasis is addressing digital equity, hence MOHCD encourages proposals that demonstrate innovative and flexible approaches to program delivery. Applicants should clearly articulate how their program design considers and addresses the unique needs of their target populations, including detailed plans for accommodating varying levels of digital access. Demonstrating an understanding of these challenges and proposing thoughtful solutions will be critical in aligning with the goals of the grant and the broader mission of promoting digital inclusion.</p>
24	<p>Are there restrictions on combining MOHCD funding with other grants or financial resources? How should applicants report or account for additional funding sources in their budget proposals?</p>	<p>Applicants are encourage to demonstrate their financial resources by including other funding sources in the project budget worksheet. You may use additional columns titled "Secured Funding from Other Sources" and include additional detailed in the budget narrative document.</p>
25	<p>How flexible is the budget allocation once a project has been funded? If unforeseen costs arise or project needs change, what is the process for requesting budget adjustments?</p>	<p>Budget revisions are allowed on a case by case basis and must be approved by MOHCD. MOHCD staff will work with you to adjust project budget on our Grants Management System.</p>

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<p>26 How should proposals address the anticipated impact on the specific target populations identified in the RFP, such as low-income households, seniors, and immigrants? Are there any preferred methodologies for assessing and demonstrating this impact?</p>	<p>Proposals submitted for the MOHCD's Digital Equity Programs should address the anticipated impact on specific target populations, such as low-income households, seniors, and immigrants, with clear, measurable outcomes and methodologies for assessing and demonstrating this impact. While the RFP documents may not specify preferred methodologies, based on common practices in community development and digital literacy programs, <b>the following approaches can be considered:</b></p> <p><b>Baseline Assessments:</b> Before program implementation, conduct baseline assessments to understand the initial digital literacy levels, access to technology, and specific needs of the target populations. This will help in measuring the change or impact post-program.</p> <p><b>SMART Objectives:</b> Define Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) objectives that directly relate to the needs of the target populations. For example, increasing digital literacy scores among seniors by 25% within six months or ensuring 90% of low-income households in the program gain reliable access to digital devices.</p> <p><b>Mixed-Methods Evaluation:</b> Employ both quantitative and qualitative methods to assess impact. Quantitative data could include pre- and post-program surveys, attendance records, and digital literacy assessment scores. Qualitative data could be gathered through focus groups, interviews, and participant testimonials to capture the personal experiences and perceived benefits of the program.</p> <p><b>Cultural Competence and Sensitivity:</b> Ensure that assessment methodologies are culturally sensitive and appropriate for the target populations. This might involve providing materials in multiple languages, respecting cultural nuances, and employing bilingual and culturally competent staff to conduct evaluations.</p> <p><b>Regular Monitoring and Reporting:</b> Establish a system for regular monitoring and reporting of program activities and outcomes. This could involve monthly or quarterly reports that track progress against the defined objectives and include both quantitative metrics and qualitative insights.</p> <p><b>Community Feedback Mechanisms:</b> Implement mechanisms to gather ongoing feedback from participants and community stakeholders. This feedback can inform real-time adjustments to the program and contribute to the evaluation of its overall impact.</p> <p><b>Long-term Impact Assessment:</b> Plan for assessing the long-term impact of the program, beyond the immediate post-program outcomes. Consider how the program will contribute to lasting changes in the community, such as improved employment opportunities for immigrants or increased online safety for seniors.</p> <p>Applicants should clearly articulate their chosen methodologies in their proposals, demonstrating how these approaches will effectively measure the program's impact on the target populations. Additionally, showcasing an understanding of the specific challenges and needs of these populations will strengthen the proposal's alignment with MOHCD's objectives.</p>
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<p>27 Beyond providing technology and training, what strategies are encouraged or required to address deeper systemic barriers to digital equity, such as language barriers, trust in technology, and physical access issues?</p>	<p>Addressing deeper systemic barriers to digital equity involves a multi-faceted approach that goes beyond merely providing technology and training. While specific strategies encouraged or required by MOHCD's Digital Equity Programs may not be detailed in the information retrieved, drawing on best practices and principles of digital inclusion, the following strategies can be integral to tackling these barriers:</p> <p><b>Cultural and Linguistic Inclusivity:</b> Develop and deliver content in multiple languages relevant to the community's demographics. Employ bilingual instructors and culturally competent staff to make the programs more accessible and ensure that language barriers do not hinder participation.</p> <p><b>Building Trust in Technology:</b> Engage community leaders and trusted local organizations in program design and delivery to help build trust among participants. Offer workshops on online privacy, cybersecurity, and digital rights to educate participants about safe and responsible technology use.</p> <p><b>Physical Access and Mobility Support:</b> For individuals facing physical access issues, including the disabled and elderly, ensure program sites are accessible and consider mobile units or home visits for those unable to travel. Incorporate adaptive technologies and training tailored to the needs of participants with disabilities.</p> <p><b>Community-Centered Design:</b> Involve community members in the planning and implementation phases to ensure programs are designed with their needs and preferences in mind. This participatory approach can help identify unique barriers and develop more effective solutions.</p> <p><b>Partnerships for Broader Reach:</b> Collaborate with local organizations, libraries, schools, and businesses to extend the reach of digital literacy programs and leverage existing community resources and networks for support and advocacy.</p> <p><b>Socio-Economic Support Services:</b> Integrate digital literacy programs with other socio-economic support services to address underlying issues of poverty, unemployment, and education that contribute to digital inequity. This holistic approach can help remove multiple barriers faced by underserved communities.</p> <p><b>Policy Advocacy and Systemic Change:</b> Engage in advocacy efforts to influence policies and practices at the local, state, and national levels that promote digital equity. This includes advocating for affordable broadband access, equitable technology distribution, and digital literacy as a fundamental right.</p> <p>By integrating these strategies into digital literacy and inclusion programs, applicants can demonstrate a comprehensive approach to addressing systemic barriers to digital equity</p>
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<p>28 Considering the diverse needs of San Francisco's population, how does MOHCD plan to ensure that the programs funded by these grants are inclusive and accessible to all, including non-English speakers, people with disabilities, and other marginalized groups? What best practices or guidelines does MOHCD recommend to applicants to address inclusivity in their program design?</p>	<p>To ensure that programs funded by these grants are inclusive and accessible to all, including non-English speakers, people living with a disability, and other marginalized groups, MOHCD emphasizes the importance of designing programs with a strong focus on equity, diversity, access and inclusion. While specific recommendations from MOHCD may not be detailed in the available information, drawing on common best practices and principles, the following guidelines can be applied to address inclusivity in program design:</p> <p><b>Multilingual Access:</b> Provide program materials, training, and support services in multiple languages prevalent within the community. Employing multilingual instructors and using translation services can help ensure that non-English speakers can fully participate.</p> <p><b>Accessibility Features:</b> Design program facilities and digital content to be accessible to people living with a disability, incorporating principles of universal design. This includes offering assistive technologies, ensuring physical spaces are ADA compliant, and creating digital materials that are accessible to those with visual or hearing impairments.</p> <p><b>Cultural Competency:</b> Train staff and volunteers on cultural competency to ensure they can effectively engage with and support participants from diverse backgrounds. Understanding cultural nuances and demonstrating respect for all participants can foster an inclusive environment.</p> <p><b>Community Engagement:</b> Involve community members in the planning and implementation of programs to ensure their needs and preferences are considered. Collaborating with community organizations can also help reach and serve marginalized groups more effectively.</p> <p><b>Targeted Outreach:</b> Employ targeted outreach strategies to engage underrepresented groups, including partnerships with community organizations that serve these populations. This ensures that information about the programs reaches those who can benefit most.</p> <p><b>Flexible Program Design:</b> Offer flexible scheduling, multiple program locations, and remote access options to accommodate the diverse circumstances of participants, including those with caregiving responsibilities, irregular work hours, or limited transportation options.</p> <p><b>Evaluation and Feedback:</b> Implement mechanisms for ongoing evaluation and feedback from participants to continually assess and improve program accessibility and inclusivity. This should include specific efforts to understand the experiences of marginalized groups within the program.</p> <p>By adhering to these guidelines and best practices, applicants can design programs that are inclusive and accessible to all members of San Francisco's diverse population. MOHCD encourages applicants to demonstrate a clear commitment to inclusivity in their program proposals, detailing specific strategies and practices they will employ to ensure equity and access for all participants.</p>
<p>29 Can MOHCD provide more detailed guidelines on how indirect costs and administrative overhead should be calculated and included in the budget proposal? What is the maximum allowable percentage for these costs?</p>	<p>Indirect costs are those costs that cannot be readily identified with a particular program. They are expenses of a general nature which do not relate solely to any particular program. Examples of indirect costs include Executive Director and fiscal team salaries/wages for time not directly related to any program, accounting and legal services, the cost of your annual audit, and general training as these expenses are typically harder to allocate to a specific program with a high degree of accuracy.</p> <p>The maximum indirect rate for General Fund and Housing Trust Fund grants is 15% of the total grant award. Cost allocation procedures and plan for indirect costs must be documented in a written narrative or in the footnotes of the current approved agency-wide budget.</p>

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<p>30 On page 7 of the RFP: "Recommendation 5.5: Bridge the digital divide with affordable connectivity and internet service Issue. Just as San Franciscans need access to computers, they also need connectivity to the internet to weather and recover from the COVID-19 crisis. Numerous barriers exist that reinforce the digital divide, including affordability, digital literacy, and program accessibility. Many households that do not currently have broadband access would pursue access if provided with a price that was deemed as reasonable or feasible. As noted above, shared computer labs normally available to public are not available for use, and those without connectivity are disproportionately low income residents, seniors, people with disabilities, and limited English proficiency."</p> <p>On page 9 of the RFP is the following excerpt: "Grantees must also use equipment to produce video content that is suitable to cablecast on a public or government access channel. There will be opportunities to partner with City departments to create such content to develop culturally competent public service announcements (PSAs) for hard-to-count communities. Grantees will work with the City and its partners to distribute media content on public or government access channels and other formats."</p> <p>If funded through only funding opportunity 1, assuming our program aims to provide affordable connectivity through Wi-Fi services as mentioned in page 5 of the RFP in what way can we expect to contribute to the excerpt as listed on page 9?</p>	<p>If your program is funded through Funding Opportunity 1 and aims to provide affordable connectivity through Wi-Fi services, as mentioned in the RFP, your contribution to the objectives outlined on page 9 can be exhibited in several impactful ways:</p> <p><b>Enhancing Digital Access:</b> By providing affordable Wi-Fi services, your program directly addresses the digital divide, ensuring more residents, especially those from low-income households, seniors, people with disabilities, and limited English proficiency, can access the internet. This foundational step enables broader participation in digital life and access to essential services, thereby supporting overall digital equity goals.</p> <p><b>Content Creation and Distribution:</b> With increased connectivity, participants in your program will have the opportunity to engage more fully with digital content creation and distribution initiatives. Affordable Wi-Fi access can empower these individuals to contribute their voices and stories, creating diverse and representative content for cablecast on public or government access channels.</p> <p><b>Supporting Culturally Competent PSAs:</b> Your program can facilitate the production of culturally competent Public Service Announcements (PSAs) by providing the necessary connectivity for research, collaboration, and content sharing. These PSAs can focus on issues relevant to hard-to-count communities, leveraging the improved digital access to gather input, disseminate information, and engage with broader audiences.</p> <p><b>Partnerships with City Departments:</b> Affordable Wi-Fi services can enable more effective partnerships with City departments and other stakeholders by facilitating communication and collaboration online. This connectivity supports the joint creation of content that addresses community needs and priorities, enhancing the reach and impact of these efforts.</p> <p><b>Expanding Program Accessibility:</b> By eliminating the barrier of internet affordability, your program contributes to expanding the accessibility of digital literacy and content creation programs. This ensures that more residents can participate in training, access online resources, and contribute to community media projects, regardless of their economic status.</p> <p>In summary, providing affordable Wi-Fi services through your program creates a foundation upon which broader digital inclusion efforts can be built. It not only addresses direct access issues but also enhances the capacity of individuals and communities to engage in meaningful content creation and distribution, aligning with and contributing to the goals outlined on page 9 of the RFP.</p>
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## Questions and Answers

31	<p>The title of the RFP is Digital Literacy Program for Affordable Housing Residents. Does this mean that training must take place at Affordable Housing sites and/or be provided to Affordable Housing residents only?</p>	<p>Given the title "Digital Literacy Program for Affordable Housing Residents," the primary focus of the RFP suggests that the program is intended to benefit residents of affordable housing. This implies that the training and resources provided by the grant are aimed at enhancing digital literacy among this specific population group. Here's how this focus may influence program delivery:</p> <p><b>Training Location:</b> While the title indicates a clear intention to serve affordable housing residents, it does not necessarily restrict training to take place exclusively at affordable housing sites. However, conducting training sessions directly at these sites or adjacent to these sites (within walking distance) could significantly increase accessibility and participation for the target population. Offering training within affordable housing communities ensures that the program is readily accessible to residents, minimizing barriers related to transportation and scheduling.</p> <p><b>Program Participants:</b> The emphasis on affordable housing residents suggests that these individuals are the primary beneficiaries of the program. However, this focus does not preclude the possibility of including participants from the broader community, especially if their inclusion would support the overall goals of digital literacy and inclusion. Programs could be designed to primarily serve affordable housing residents while remaining open to others who could benefit from the training, particularly if it enhances the program's impact or fosters community-wide digital inclusion.</p> <p><b>Expanding Accessibility and Impact:</b> To fully address the needs of affordable housing residents, programs could also explore partnerships with local community centers, libraries, or other accessible venues that could host additional training sessions. This approach would allow for greater flexibility in meeting the needs of the target population, especially in cases where space limitations or other constraints at affordable housing sites might limit the scale of on-site training.</p>
32	<p>Is the vendor expected to provide training in all of the training content categories listed in the RFP: Basic Computer and Internet Skills; Online Safety and Security; Digital Communication Tools; Accessing Government and Health Services Online; Online Financial Literacy; Job Search and Employment Skills; Educational Resources for Children and Adults; Content Creation and Digital Expression; Navigating Artificial Intelligence and Emerging Technologies; and Community Building and Networking Online? If the answer to the above is no, are there specific training categories which are higher priority to the city?</p>	<p>The Digital Literacy Program for Affordable Housing Residents section outlines a comprehensive range of training content categories, The purpose of this section is to cover a broad spectrum of digital literacy skills to share the various approaches and content that can be encompassed in a comprehensive approach to digital inclusion.</p> <p>For the section in the RFP where it lists multiple training content categories, the expectation is for applicants to prioritize areas where they can make the most significant impact, considering the needs of the community they serve. While the RFP might not explicitly rank the training categories in order of priority, applicants are encouraged to assess community needs and align their program focus accordingly.</p>
33	<p>Can citizens who have been previously served through MOHCD funding with digital literacy training be served with funding from this RFP?</p>	<p>Yes, citizens who have been previously served through MOHCD funding with digital literacy training may be served with funding from this RFP if awarded</p>

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<p>34 Is the city prioritizing any specific neighborhoods over the others defined in the RFP as training recipients due to being underserved by previous digital equity programs: Tenderloin, Bayview-Hunters Point; Mission District; Visitacion Valley; Western Addition/Fillmore District?</p>	<p>The mention of neighborhoods such as Tenderloin, Bayview-Hunters Point, Mission District, Visitacion Valley, and Western Addition/Fillmore District suggests a recognition of the need to focus on areas that may have historically been marginalized or received less attention in digital equity efforts. While the RFP may not explicitly prioritize certain neighborhoods over others, applicants are encouraged to demonstrate how their programs will effectively serve populations in areas identified as having significant digital equity needs with an emphasis on centralizing the training and resource offering around/adjacent or inside affordable housing sites. Highlighting a commitment to inclusivity, accessibility, and community engagement in these neighborhoods can strengthen a proposal's alignment with the city's digital equity objectives.</p>
<p>35 Is the city prioritizing any specific citizen demographics as outlined in the RFP over the others as training recipients due to being underserved by previous digital equity programs: low-income households, seniors, immigrants and non-English speakers, people with disabilities, youth and students from low-income families, small business owners in economically disadvantaged areas?</p>	<p>Although the RFP may not explicitly prioritize one demographic over another, the focus on underserved groups is a strategic intent to ensure digital literacy programs are accessible to those most in need. Applicants are encouraged to detail how their programs will effectively serve and impact these populations, aligning with the broader goals of digital inclusion and equity within the city</p>
<p>36 Is digital device purchase and distribution allowable within the proposed budget?</p>	<p>Examples of allowable expenses for each respective funding opportunity are as follows:</p> <p><b>1. Community Media Grant:</b> allowable expenses include those related to capital or facilities necessary for producing digital media content. This can encompass:</p> <ul style="list-style-type: none"> <li>-Computer hardware and software</li> <li>-Video and digital media equipment</li> <li>-Furniture for the production facilities</li> <li>-Technical support and maintenance costs for equipment</li> <li>-Internet service costs for connecting the equipment. .</li> </ul> <p><b>2. Digital Literacy Program for Affordable Housing Residents:</b></p> <ul style="list-style-type: none"> <li>-Educational materials and software for digital literacy training</li> <li>-Equipment necessary for training participants, possibly including computers, tablets, or other digital devices</li> <li>-Costs associated with internet access for program participants to facilitate online learning</li> <li>-Instructor fees and costs for developing training curricula</li> <li>-Expenses related to program administration and coordination</li> </ul>