DIGITAL LITERACY PROPOSAL YOUTH IMPACT ASSESSMENT SUMMARY

GOAL: Increase digital access and create a digital infrastructure for urban and rural areas in Fresno by providing culturally and linguistically responsive adoption outreach, digital literacy training, and technical assistance.

Impact on Youth?	Positive	Neutral/Unsure	Negative
Yes	X		
Disproportionate impact on BIPOC youth?			
Yes	X		
Impact on LGBTQ+, youth in foster care, or low-income?			
Yes, low-income	X		
Needs of youth in rural areas adequately addressed?			
Yes	X		
Impact parents' ability to support their children's well-being? (i.e. employment opportunities, transportation, childcare)	Positive	Neutral/Unsure	Negative
Yes	X		
Specific impact on BIPOC parents?			
Yes	X		
Impact on institutions affecting children, such as schools, parks, housing, transportation, especially for marginalized groups?			
Yes	X		
Affected youth provided input into proposal or assessment?	Positive	Unclear	Negative
Yes, somewhat. Process for input continues.	X		
Is mitigation necessary for youth impact for this proposal?	Yes	Unclear X	No
Unclear; infrastructure priorities are important			
When implemented, will it be assessed over time for actual impact on youth, including marginalized groups?	Yes X	Unclear	No
Yes, although outcome metrics need improvement			

CHILD/YOUTH IMPACT ASSESSMENT

Name of Proposal: Advancing Digital Equity and Literacy in Fresno County

Increase digital access and create a digital infrastructure for urban and rural areas in Fresno by providing culturally and linguistically responsive adoption outreach, digital literacy training, and technical assistance.

1. **What are the goals of the proposed policy, practice, or program?**

   The goal of this proposal is to close the digital divide seen throughout the County of Fresno by increasing digital access and creating a digital infrastructure to bridge both the rural and urban areas in Fresno. Through the partnership of 12 CBOs, community members will be understanding the importance of digital literacy, receive technical assistance and direct training on basic functions for obtaining digital literacy in ways that are most culturally appropriate.

2. **Is the proposal likely to have an impact on children and youth—either positive or negative?**

   Yes

   If yes, explain how?

   This proposal has the potential to have a significant positive impact on children and youth. During the pandemic "shelter in place" many families found themselves in internet deserts. May 2020, Parent Institute for Quality Education (PIQE) community assessment found that 21% surveyed in the Central Valley had no internet at home and 54% had no email address, 25% of Fresno County households were completely isolated and had top concerns that included access to food, losing a job, educating their children, and access to healthcare. They had no access to these resources due to having zero internet availability.

3. **Does the proposal have a disproportionate impact on children and youth who are Black, Latinx, Asian-American, Indigenous, or identify with other racial or ethnic groups?**
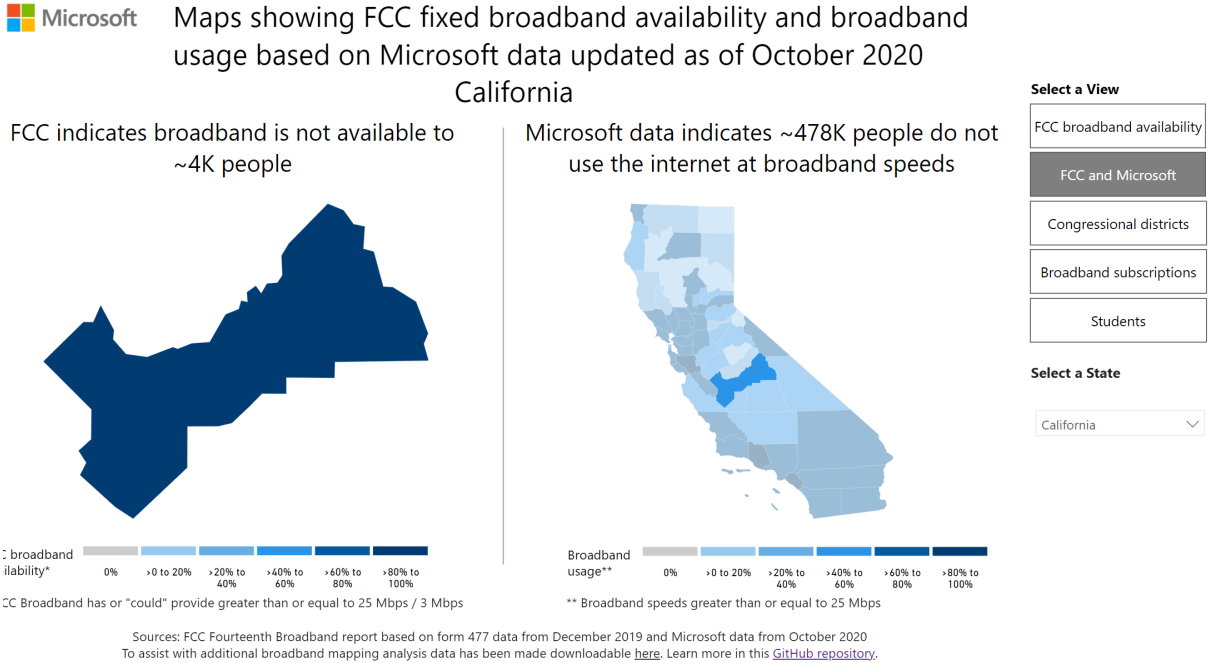
   Yes

   If yes, which groups and how?

   If targeted to where the need is greatest, this proposal could significantly improve digital equity (broadband) for children and youth of color in Fresno County. Most census tracts where BIPOC residents are high in density report to have slow or no connections to

broadband. Our local research shows122 out of 225 (54%) of the census tracts with less than 80% speed at 25/3 mbps are BIPOC households.

The Children's Movement Residents Council Digital Access and Literacy Issue Caucus indicates they are interested first in access infrastructure rather than digital literacy. The California Public Utilities Commission says that about 4,000 households do not have internet access. Microsoft data indicates that 478,000 people do not use data at broadband speeds.

Maps showing FCC fixed broadband availability and broadband usage based on Microsoft data updated as of October 2020 California

FCC indicates broadband is not available to ~4K people

Microsoft data indicates ~478K people do not use the internet at broadband speeds

Select a View

FCC broadband availability

FCC and Microsoft

Congressional districts

Broadband subscriptions

Students

Select a State

California

broadband availability* 0% >0 to 20% >20% to 40% >40% to 60% >60% to 80% >80% to 100%

FCC Broadband has or "could" provide greater than or equal to 25 Mbps / 3 Mbps

Broadband usage** 0% >0 to 20% >20% to 40% >40% to 60% >60% to 80% >80% to 100%

** Broadband speeds greater than or equal to 25 Mbps

Sources: FCC Fourteenth Broadband report based on form 477 data from December 2019 and Microsoft data from October 2020
To assist with additional broadband mapping analysis data has been made downloadable here. Learn more in this GitHub repository.

4. **Does the proposal affect other groups of children and youth in particular, such as low-income children, youth with disabilities, LGBTQ+ individuals, or youth in foster care?**

Yes

If yes, which groups and how?

Low-income children have more to gain from the proposal. There is sometimes a correlation to Fresno County households' financial means to purchase high-speed internet based on their poverty level. Census Tract 69 (Fowler and Parlier) reflect households that are within 32.1-56.3% below poverty level. Census Tract 15 (Malaga area) exhibits households that lie from 79.4-100% below poverty levels with 20-40% of broadband speed of 25/3 mbps. Slow connections are defined as 25 mbps (megabytes per second) or slower.   Sometimes low-income urban dwellers can access the internet if they are close enough to a strong internet provider. However, we know that just because a person has a good internet connection, they may not know how to use the internet, especially if they speak another language. In Fresno County, those with second languages are more likely

to be low-income as they may have immigrated to the U.S. as a refugee, as first generation, be an indigenous Mexican group such as Oaxacan that is not translated, or initially have arrived as or are currently a migrant farmworker.

5. **Are the needs of children and youth living in rural areas adequately addressed?**

Yes

Explain:

Data shows that both census tract numbers 65.01 and 65.02 (Orange Cove) depict that only 20-40% of those households have adequate broadband speed. Along with tract number 78.02 (Huron), these are Qualified Census Tracts in rural parts of Fresno County that will be served by this proposal through services by CBOs in the proposal, among other low-income census tracts. Prior to receiving the services CBOs will have met with or collected surveys to properly solicit specific services. Also, FCSS is currently building an app that will be deployed on school district Chromebooks that are distributed to or loaned out to students. The app is designed to conduct regular broadband speed tests while students are at home and at school. This information will be critical to understand where more infrastructure needs to be built to improve quality broadband access for all.

6. **Does the proposal affect parents' ability to support their children's health and well-being? For example, does it impact employment opportunities, access to affordable transportation, quality childcare, etc.?**

Yes

Explain:

With trainings offered through trusted community-based organizations focus on digital literacy and support, parents will be able to participate in essential online activities to support children's wellbeing in their workplaces, education, and hospitals (i.e., online school portals and telehealth communications). These trainings will be held in multiple languages to help ensure the promotion of digital adoption and literacy. The objectives of the 12 CBOs are to: a.) offer digital literacy and adoption b.) increase digital access and c.) coordinate with the Fresno Coalition for Digital Inclusion to collaborate on digital infrastructure work that is happening across both urban and rural Fresno.

Please identify particular impacts on the parents of children of color and other marginalized groups.

Through this proposal the 12 CBOs will work to enhance digital literacy in our communities. These communities include a.) essential workers including undocumented residents, b.) farmworkers, c.) speak English as a second language, and d.) don't own a

computer or smart phone. These specific populations are seen all throughout Fresno County in rural areas, high poverty areas, and where there is poor internet connectivity.

7. **Does the proposal affect the institutions that are part of everyday life for children— for example, schools, local parks, transportation, or housing— especially for marginalized groups?**

Yes

If yes, which institutions and how?

With United Way partnering with local based community organizations, these CBOs act as catalyst by providing supportive services that will affect children's' success in their schools, libraries, and households. Different institutions now there to provide support will be better utilized and accessible due to the teachings, trainings, and guidance of the already trusted CBOs. In addition, these organizations are members of the Fresno Coalition for Digital Inclusion of Fresno County that is concurrently working build infrastructure to support improved access and connectivity. With connectivity and improved access, children and their families will have better participation in their online learning, employment development (applying for jobs) and linking to other online supportive services. This is especially important for Fresno County residents as DSS moves to digital applications via kiosks, along with more employment medical benefit applications and reports requiring electronic access.

8. **Did young people most affected by this proposal provide input into the proposal and/or this assessment?**

Yes, somewhat

If yes, how?
While this proposal intends to affect the youth, there is no explicit mention of any input from the youth directly. Thus, it is unclear if their direct input has been included from the proposal itself. However, the Youth Leadership Institute, a partner in the coalition, included youth perspective in their planning and intend to develop youth as trainers for the coalition. This information was gleaned from conversations with those involved with the Coalition. Most of the other partners did not include youth in the planning of their involvement. In general, the coalition could increase their input from youth overall.

A survey is now underway directly with youth to discern their perceptions of need, what they encountered during 2020- 2021, and their observations of difficulties their parents experienced with internet access during the pandemic. This survey is intended to be sent out to all the community-based organizations included in the Digital Inclusion Coalition that have direct access to youth and are partners with United Way in this proposal. Results will be added in the future.

Prior to work beginning, it is recommended that as the curriculum is fully developed that youth be presented with the outlines and provide input based on their home experiences. At the same time, they could be asked how or if they would like to participate with their parents in the training for their own needs.

If no, why not?

9. **If applicable, what are ways to prevent or minimize negative impacts on children and youth resulting from the proposed policy or program?**

   Please include ways to prevent or minimize negative impacts of the proposal that disproportionately affect children and youth of color and other marginalized groups.

   The benefits of this proposal could bypass large numbers of Fresno County, especially those with language barriers or due to lack of broadband access available at the present time. A way to minimize these potential negative impacts would be to have children serve as translators for the parents during training if classes are not bilingual. This could result in a reliance on their children, however, rather than learning and practicing themselves. In addition, language barriers remain as not all languages are yet able to be covered. As a result, more funding may need to be allocated to reach the number of people needing training, greater collaboration with existing sources/school sites may be needed, and more youth needs may need to be addressed. While computer skills are taught in school, not all types of skill needed for employment may be taught. The latter is being included as a question in the survey to youth now underway.

10. **Once implemented, will the policy be assessed over time for its actual impacts on children and youth, including marginalized groups?**

    Yes.

    If yes, how?

    United Way Fresno and Madera Counties (UWFMC) will create and monitor projection models for outreach, technical assistance, and training. As the lead organization, UWFMC will track digital literacy training competencies and develop shared tracking and impact reporting. They will track and report on process and outcomes metrics, while being responsible for collecting data including surveys and the collection system for reporting and evaluating.

15 Process Metrics (Who is being served?)	A. # of residents reached (race/ethnicity, gender, primary language, age, zip code) B. # of residents trained (race/ethnicity, gender, primary language, age, zip code) C. # of low income

	D. # of rural E. # of English as a second language F. # of those with low or no digital accessibility G. # of training lessons developed H. # of residents referred for broadband enrollment I. # of residents trained to become trainers J. # of parents trained by schools K. # of post-training technical support calls/sessions L. # and type of alternative services provided to residents M. type of training a resident receives N. type of primary technical device used (smart phone, tablet, laptop, computer) O. ISPs utilized by trainees
9 Outcome Metrics (What is the effect of our program?) *Note: these metrics are what are currently in the proposal. We will work with the team to suggest other metrics that better reflect outcomes. This has already been discussed with one partner, PIQE, to incorporate into their annual survey.*	A. Quality of overall services B. Quality of specific training (email use, school portal access, zoom, etc.) C. Quality of alternative services provided D. Quality of delivery by a particular CBO E. Quality of services to lives of residents F. Quality of our non-English language delivery G. Quality of our culturally appropriate service delivery H. Quality of our post-training services I. Overall quality of our impact in the lives of residents

Date completed: <u>3-22-23, revised 4/13/2022</u>

Name and affiliation of person who completed the assessment:
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