

Digital Skills & Experiences

Legislative Report

Washington State Library used a **co-creation process** to develop a statewide digital assessment tool and protocol, the **Digital Equity Co-Creation Toolkit**. The tool will be used to learn more about Washingtonians' digital skills and digital experiences.



“Internet Nostalgia,” a poem by Jessie Z

*Misinformation runs rampant,
ChatGPT spreads everywhere,
I wonder what is true,
The world’s chaotic, I fear.*

*Tech companies are a-okay
With bots running amok.
They’re encouraging AI
To be the beholder of one’s eye.*

*Still, the Internet holds charm
Of the promised days of equity,
Barring any language barrier,
Ripe with information and opportunity.*

*In those days, the World Wide Web was the Wild West,
Un beholden to the algorithms of modern times,
With boundless freedom of self-expression
Came a startling lack of safeguards for crimes.*

*Addicting games, bonus.com,
Webkinz, Neopets, Club Penguin,
The early frontiers of the Internet,
When it was all games and fun.*

*You must be at least 13 years old to access the forums.
So my sister and I lied about our age back in the day.
Who’d read the Terms and Conditions at a young age?
We were too young to read legalese; we wanted to play.*

*Growing up in a functionally single-parent household,
My sister and I navigated the Internet on a computer,
From reviewing fanfiction to watching AMVs,
We made online friends and chatted together.*

*Then the connection would stop whenever our mother called.
In those days, the broadband Internet was finicky.
We stopped sharing our screen when we got new PCs,
Marking the beginning of our separate lives.*

*I had a lonely time in school, and the Internet saved me.
It’s not easy being mainstreamed as the only deaf student.*

 @beanpastes

About the poet: Based in Seattle, WA, Jessie (she/her) is a d/Deaf and hard of hearing Chinese American creative who draws inspiration from nature, food, stories, and lived experiences. Jessie is also a 2024 BIPOC Deaf Arts Grant Recipient and contributed this piece as part of this legislative report.

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Executive Summary

Digital access is no longer optional—it is a prerequisite for full participation in modern life. From employment and education to healthcare, safety, and civic engagement, digital connectivity increasingly determines who has access to opportunity. Yet, digital inclusion remains fragmented, insufficient, or out of reach for many communities across Washington. Like other structural determinants of well-being, digital access reflects and reinforces existing systems of social and economic disparity. This means the digital divide is not only technical—it is relational, cultural, linguistic, and political.

The Washington State Library (WSL), with funding from the Washington State Legislature, developed the Digital Equity Co-Creation Toolkit to assess digital skills and experiences across communities disproportionately affected by digital inequities. This initiative responds directly to SB 5611 and E2SHB 1541—the “Nothing About Us Without Us” Act—by ensuring that digital equity strategies are informed by the lived experiences and leadership of those closest to the issues.

The Digital Equity Co-Creation Toolkit is a participatory research resource built through collaboration with communities across the state. Organized around five iterative phases—**Plan, Connect, Collect, Analyze, and Act**—it supports organizations in designing culturally rooted assessments that reflect local contexts and aspirations. It centers research practices that are ethical and non-extractive and prioritizes community-defined metrics, data sovereignty, and cultural responsiveness.

This report documents the co-creation process and its implementation across diverse partner organizations, including those serving Tribal, Black, Indigenous, people of color (BIPOC), rural, DeafBlind, justice-impacted, youth, immigrant, elder, and refugee communities. These community partners shaped the toolkit’s content, designed prototype assessments, and shared feedback to inform ongoing improvement. The Digital Equity Co-Creation Toolkit supports communities in naming their challenges, surfacing their solutions, and leading efforts that reflect their lived realities. The people closest to the problem are closest to the solution—co-creation is one way to invest in their wisdom, leadership, and creativity.

Key findings from this work emphasize that digital equity is not only a technical issue but also a relational, cultural, and structural one. Successful digital inclusion requires:

- Sustained investment in infrastructure, including broadband, devices, and accessible platforms
- Support for culturally grounded, community-led education, especially in response to digital trauma, systemic exclusion, and language barriers
- Recognition of community wisdom and leadership through equitable compensation, inclusive design, and representation in policymaking and implementation

Executive Summary

Legislative recommendations emerging from this work underscore the need for policy to directly address urgent needs, especially with the recent reduction in federal and local funding. Specifically, communities engaged in this work expressed strong support for the following policy recommendations:

- Flexible, upfront funding models;
- Investments in both physical and social infrastructure;
- Robust language access and interpretation services;
- Trauma-informed design; and
- Long-term support for community-based organizations.

Created collaboratively with community members described in federal and state Digital Equity Act legislation as “covered populations,” this report and the accompanying toolkit (the Digital Equity Co-Creation Toolkit) provide a scalable model for digital skills and experiences assessment that prioritizes justice, inclusion, and local leadership. By investing in communities’ capacity to define, measure, and address digital equity, Washington State is taking a significant step toward ensuring that all residents can fully participate in civic, economic, and social life.

The accompanying appendix includes detailed information about each partner organization and their projects, assessment instruments, and toolkit resources created for this report. Additional artistic contributions, including from BIPOC Deaf and DeafBlind artists, are also included to support the work and showcase the expressions and lived experiences that informed this project.

With deep appreciation to the many communities, agencies, and organizations that supported and stewarded this work, the authors submit this report to the Washington State Legislature.

The authors’ most profound hope is that this report inspires the readers to collaborate with those closest to inequities to create assessments and solutions that can close the digital divide for now and forever.

Introduction

Legislative Mandate

The Washington State Library requested and was granted \$250,000 from the Washington State Legislature for the 24-25 biennium for the purpose of assessing the digital skills and digital equity experiences of people residing in Washington State.

This funding request came with further instructions from the legislature per SB 5611 (21):

\$125,000 of the general fund—state appropriation for fiscal year 2024 and \$125,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the office to continue developing a statewide digital assessment tool and protocol for the tool's usage.

Nothing About Us Without Us

*Led by the communities
served.*

*Built from developing
relationships at the speed
of trust.*

Designed for impact.

With the legislature's funding dedicated to developing a statewide digital assessment tool and protocol, **WSL envisioned a resource rooted in community experience, leadership, and autonomy.** In January 2024, WSL contracted and awarded \$40,000 to Inclusive Data (ID) to lead the initial development of the toolkit. After a competitive Request for Proposal process, ID was awarded \$200,000 in July 2024 to pilot the toolkit implementation within communities and write this report.

Washington's "Nothing About Us Without Us" act, driven by the disability rights community, addresses the crucial need for including individuals with direct lived experience in shaping policies that directly impact them. Task forces, work groups, and advisory committees tackling issues must include at least three individuals with direct lived experience of that issue. Regular reports must assess the effectiveness of these inclusion efforts so that projects can lead to continuous improvement.

The ultimate result of this project has been the creation of the **Digital Equity Co-Creation Toolkit**, a living resource of step-by-step guides, templates, and tools designed to make creating culturally-rooted assessments and evaluations accessible and effective for Washington state communities and agencies. As part of this effort, community partners have also agreed to anonymize and share actionable data from

their projects to inform the forthcoming **Digital Equity Forum** report, contributing to a broader understanding of digital inclusion across the state.

Background

This mandate builds upon earlier efforts in 2023, where the legislature awarded WSL \$100,000 to design and carry out a statewide baseline assessment of Washingtonians' digital literacy. In partnership with the Equity in Education Coalition, WSL engaged in a small-scale, qualitative study that set the foundation for a data-gathering initiative to **reach historically underserved communities most impacted by digital inequities**.

This study helped shape the foundation of the current Digital Equity Co-Creation Toolkit, which serves as a working prototype for the statewide digital assessment tool. This initiative was designed to evaluate digital skills, identify barriers to access, and ensure that historically marginalized and underserved communities have the necessary technological capacity for full participation in society, democracy, and the economy.

Context of Broadband Challenges and Investments

The 2021 Digital Equity Act, part of the Infrastructure Investment and Jobs Act (or Bipartisan Infrastructure Law), passed as the largest-ever investment in broadband deployment (\$65 billion) and represented the first time the federal government assigned funding for digital inclusion at the state and local level. Congressionally authorized, the \$2.75 billion Digital Equity Act was designed to close digital divides in each state and territory by establishing grants to support broadband access and digital skills training for underserved communities. The Digital Equity Act is administered by the National Telecommunications and Information Administration (NTIA). This background is important context that the Washington State Legislature was responding to when issuing the legislative mandate.

From 2022 - 2023, the federal Broadband Data Collection process allowed Washingtonians, Tribes, governments, providers, and other stakeholders to continually improve and refine the accuracy of the broadband availability and speed data through two challenge processes: one for the locations represented in the dataset and another for the availability and speed data submitted by service providers.

This project occurred alongside several shifts in planning and funding decisions about internet infrastructure and digital skills training, including **uncertainty and cancellations of several grants and programs**. At the time of this writing, the federal government is in the process of canceling over \$1 billion in funding for the Digital Equity Act.



Covered Populations Recruited

- Aging Individuals
- Incarcerated Individuals
- Low-Income Households
- Individuals with Language Barriers
- Individuals with Disabilities
- Racial and Ethnic Minorities
- Rural Inhabitants
- Veterans
- Youth in Foster Care
- Individuals Experiencing Housing Instability

This project was able to successfully engage all of the above communities.

Government Staff Engaged

- Office of Equity
- Health and Human Services
- Public Health
- Educational Institutions
- Tribal Governments

Tangible Project Outcomes So Far

- Engaged 1000's of Washingtonians about digital skills and experiences
- Presented at a national conference and statewide and local forums
- Supported partners in developing their own tech tools for reentry
- Connected partners started to exchange tech resources

Toolkit Overview and Objectives

Overview of the Digital Equity Co-Creation Toolkit

The "Nothing About Us Without Us" Act

On January 2nd, 2025, E2SHB 1541, commonly known as the "Nothing About Us Without Us" Act, established requirements for the inclusion of at least three individuals with direct lived experience in any statutorily created task force, work group, or advisory committee that addresses issues affecting these communities.

The Digital Equity Co-Creation Toolkit is a research and engagement tool developed **with and for communities** disproportionately affected by digital inequities. It provides guidance, activities, and assessment methods to help communities document their digital challenges, develop locally driven solutions, and contribute to a statewide digital equity strategy.

Developed in partnership between WSL and ID, this toolkit embodies the principle of "Nothing About Us Without Us." By centering community voices, the toolkit ensures that **digital equity solutions are shaped by those who**

experience the greatest barriers to digital access rather than being dictated by external entities. The toolkit is designed for community organizations, state agencies, tribal members, policymakers, educators, and other stakeholders who are dedicated to advancing digital equity and digital justice. Its purpose is to help organizations and government agencies recognize disparities in broadband access, availability of devices, and digital literacy while also considering the broader systemic challenges communities face daily. Its module design makes it easy to pick it up and use, even without access to robust internet or with advanced tech skill.

https://washstatelib.libguides.com/Digital_Equity_Co_Creation_Toolkit



The Digital Equity Co-Creation Toolkit is structured around five key phases that guide communities through the process of identifying digital equity challenges, gathering meaningful data, and turning findings into actionable solutions. These phases—**Plan, Connect, Collect, Analyze, and Act**—form a participatory research framework that ensures digital equity efforts (including assessments and evaluations) are **community-driven and directly tied to real-world needs**.

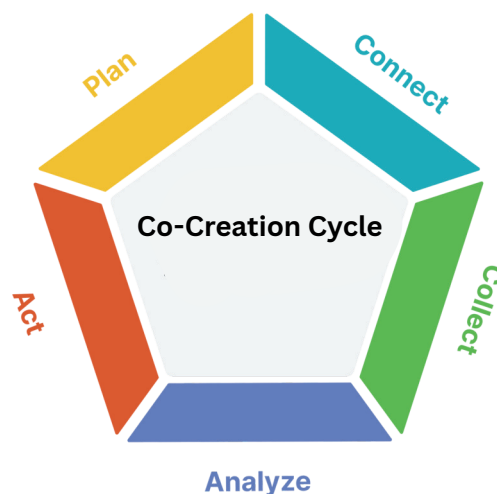


Figure 1: A diagram depicting the five-part Co-Creation Cycle

Each phase of the toolkit provides step-by-step guidance on **participatory research methods**, ensuring communities have a structured way to assess digital equity issues while shaping their own solutions. It also includes practical examples from community partners, illustrating real projects developed using this framework, customizable assessment tools, and tested engagement strategies to support organizations at every step. By following this structured approach, communities and organizations can develop digital equity strategies **rooted in local knowledge, informed by lived experience, and designed for long-term impact**—building a more connected future for all Washingtonians.



Figure 2: A mock-up of the Digital Equity Co-Creation Toolkit featuring two boxes, an open booklet outlining contents and purpose, and four colorful cards for each key step in the process.

Scan this QR code to see Co-Creation Cycle in Movement, a choreographic interpretation by Brandy “Unique the Deaf Dancer” Mimms that brings the each step of the Co-Creation Cycle to life through African dance, symbolic gestures, and shared rhythm. Her work as a Black DeafBlind artist and educator helps those new to co-creation and dance to connect with each other. Check it out!



Toolkit Objectives

The Digital Equity Co-Creation Toolkit was developed to fulfill Washington State's legislative mandate to create a statewide digital assessment tool and protocol while ensuring the process remains community-driven, ethical, and action-oriented. The toolkit is built on three key principles:



Data Sovereignty



Relevant Co-Creation
Cycle phases



Plan



Analyze



Collect



Act

In digital equity research, best practice requires that research be conducted with—not on—communities. This means that communities own and control the data collected about them, ensuring that digital equity assessments do not simply extract information but actively support local advocacy, policymaking, and funding efforts. The toolkit provides resources and frameworks that prioritize informed consent, data transparency, and community-led analysis.



Community Representation



Relevant Co-Creation
Cycle phases



Plan



Analyze



Connect

Traditional research often collects data on communities but fails to meaningfully include them in defining priorities, shaping solutions, or leading decision-making. The Digital Equity Co-Creation Toolkit challenges this model by ensuring that those who have been historically excluded from digital equity research and policy decisions lead the process. The toolkit identifies key areas of measurement, while community defines the questions, shapes the assessments, and ensures that the statewide digital equity strategy is informed by diverse, real-world lived experiences rather than external assumptions.



Non-Extractive Research



Relevant Co-Creation
Cycle phases



Plan



Connect



Collect



Act

The Digital Equity Co-Creation Toolkit also shifts away from traditional research models that extract community knowledge without reinvesting in the people and places that provide it. Research is not framed as an endpoint but as a tool for advocacy, policy change, and sustained investment. The final phase of the toolkit, **Act**, ensures that research findings are not just collected and stored, but actively used to share findings, inform decision-makers, and push for meaningful change. In this way, the toolkit moves beyond documentation and toward creating systems of capacity-building and ongoing community leadership.

Non-Extractive Research Builds Pathways to Opportunity

This toolkit doesn't just gather data—it sparks change.

Before the Digital Equity Co-Creation Toolkit, some participants viewed the idea of developing their own digital tools or assessments as exciting but ultimately unattainable. Now, thanks to their hands-on experience with the co-creation process, they are exploring careers and pursuing training in technology as tangible opportunities for their futures—and have already begun taking steps in that direction.

Before beginning the development of the Digital Equity Co-Creation Toolkit, WSL and ID met with groups across Washington State and expressed their intention to ensure the project's approach aligned with community involvement and leadership.

Throughout the project, all parties worked together to support WSL, ID, and the communities in co-creating the Digital Equity Co-Creation Toolkit and its related resources.

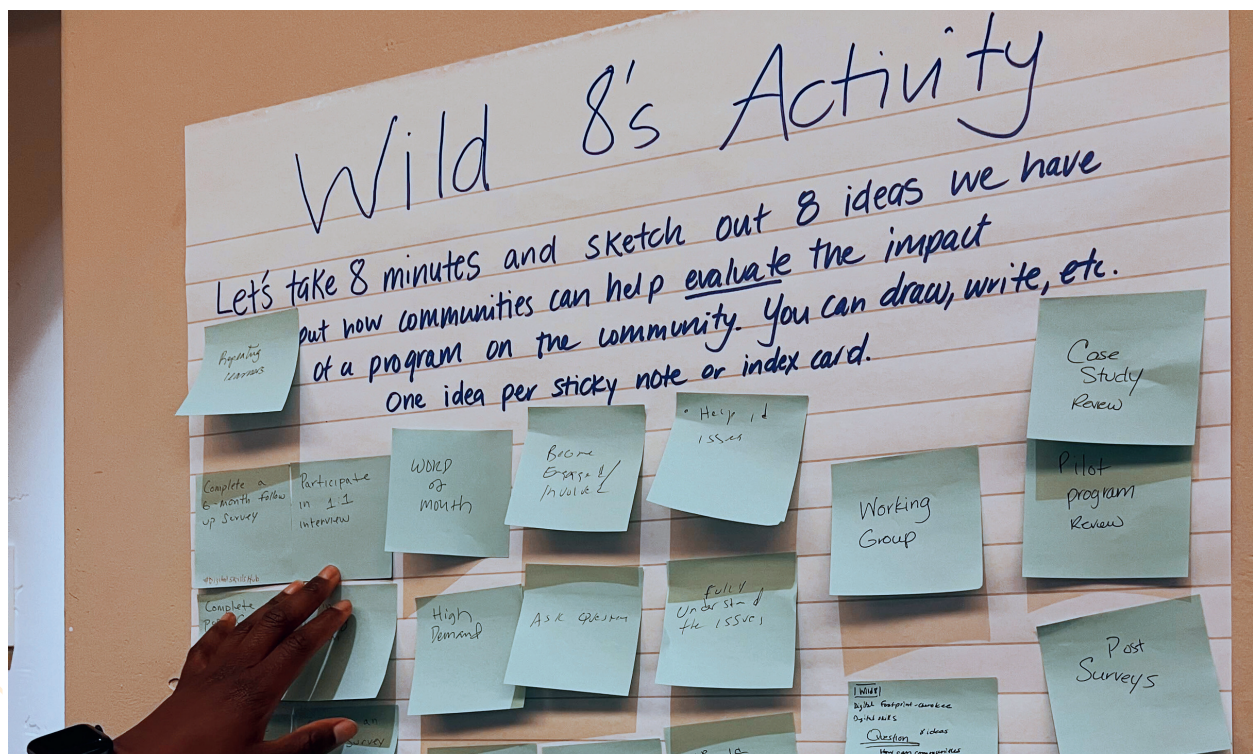


Figure 3: A demonstration of the “Wild 8’s Activity,” featuring blue Post-it notes with handwritten ideas on how communities can help evaluate program impact.

Community Engagement



Figures 4-7: Community members engaged at various community events.

Importance of Centering People with Lived Experience

This project reflects the Washington State Library's core commitment to the principle: "Nothing About Us Without Us." This statement is the foundational belief that no policy or decision should be made without the full and direct participation of community members affected by that policy or decision. By following this approach for this project, WSL can **share power** and ensure that the toolkit and the recommendations presented in this report are **inclusive, representative, and reflective** of the diverse voices across Washington State.

WSL and other state agencies like the Washington State Department of Commerce and the Washington State Office of Equity have shifted to prioritizing insights from individuals who have direct and lived experience with a problem rather than those who have only studied or heard about a problem. While social or community problems affect many people, those who traditionally hold power—such as government officials and interest groups—often define and solve these problems without actively engaging those directly affected.

Two ways to involve impacted communities include active listening and participation. Active listening **deepens understanding** of a problem's causes, barriers, and solutions. **Participation** in community-direct activities (e.g., events, advocacy) supports individuals as they tackle problems in their lives. Embedding meaningful participation early in the partnership strengthens the quality of information available to policymakers. It brings forward context that might otherwise be overlooked—details shaped by lived experience and grounded in the daily realities of impacted communities.

If community members decline or cannot participate in a given activity, using active listening to hear their perspectives can still **build rapport** and help bring communities closer to public agencies and each other.

By honoring lived experience and embracing co-creation, WSL reaffirms that people are the experts of their own lives and recognizes communities' leadership in the government decisions that affect them. WSL and other state agencies must **establish, maintain, and grow relational partnerships to create and sustain equity** in this process. Moving from a transactional culture to a relational culture is critical to developing **trust** with communities to meaningfully and comfortably share their lived experience. This approach emphasizes making decisions “with” people instead of “for” people, a key prerequisite for **deep community engagement**.

Community Engagement Requires Hard Work and Trust

Before community engagement efforts for the project could start, WSL needed approval from the Washington State Institutional Review Board (WSIRB) to ensure the research for the project adhered to **ethical standards**. This process included preparing the necessary documentation and materials detailing the proposed activities, the project's purpose, potential benefits, risks for communities participating, compensation, and recruitment. Initial engagement with the WSIRB began in January 2024, and approval was received in April 2024. This allowed WSL and ID to proceed with community outreach for the project.

WSL and ID initiated outreach efforts by identifying different communities, colleagues, organizations, and state agencies currently involved in digital equity work. Through current connections and networks, including personal and professional relationships, WSL and ID were able to identify which organizations and agencies to reach out to initially. Outreach was especially focused on entities that serve and/or represent communities most impacted by digital inequalities, including those who are BIPOC, immigrants and refugees, DeafBlind, justice-impacted, youth, seniors, and those living in rural areas.

Initial outreach was conducted with partners such as the Confederated Tribes of the Colville Reservation, EQUITY, the Congolese Integration Network, AARP, Washington State Council of the Blind, Libraries of Stevens County, and Northwest Credible Messengers. Engaging organizations and state agencies fostered a **comprehensive and diverse understanding** of digital equity challenges faced by communities.

AARP informed and helped WSL's outreach approach with communities and state agencies. WSL and ID created a video describing the project and presented an example of an older woman of color who needed help navigating technology. The story depicted was loosely based on the lived experience of an AARP staff member.



Outreach activities were in-person and online, including personal phone calls, zoom meetings, targeted emails, community gatherings, informational meetings, and presentations. When discussing with potential partners, the following topics were covered: the background and current state of digital equity in Washington, current and future funding, project scope and goals, and the benefits of participation. Over 20 targeted emails and around 15 presentations were delivered to potential partners. Reactions from community organizations and state agencies were overwhelmingly positive. Many expressed enthusiasm about the project's focus and were eager to collaborate and/or share it with their networks.

Follow-Up is Key

One of the most important indicators of meaningful engagement is follow-up. This was brought up by many partners, especially the Puget Sound Education Service District (PSESD) Youth Wisdom Council. When talking with them, youth participants stated that they don't see a point in engaging if what they say is ignored. When adults or organizations fail to check in or **provide updates** on how youth input is being used, trust is broken. Providing a summary of discussions, checking in to **ensure accurate representation**, and clearly outlining the next steps are essential practices. When youth see tangible action resulting from their participation, they feel heard and respected. Without follow-up, engagement risks becoming performative rather than impactful. (See Appendix page B14 for more on the Youth Wisdom Council's work and recommendations.)

List of Partner Organizations Involved

WSL identified potential partners based on each organization's reach and representation within underserved communities. These include community organizations and state agencies serving communities that are BIPOC, justice-impacted, immigrants and refugees, English language learners, low-income, DeafBlind, youth, seniors, and rural. Partners included several key organizations and agencies committed to addressing digital equity for the communities they serve.

Community partners involved in this project include:

Congolese Integration Network (CIN): This South Seattle non-profit organization aids Congolese immigrants and refugees, facilitating their **social, economic, cultural, and spiritual integration** into the community and advocating for their health and well-being. Some of its work and programs focus on housing support, workforce development, immigration and legal referrals, academic support and education development, behavioral support, and early learning.

Creating Pathways: Creating Pathways is a Native led 501(c)(3), striving to establish accessible and inclusive pathways for individuals, households, and communities. It does this by working with Native Veterans, 2S/LGBT Veterans of Color, Tribal Elders and Seniors, and members of their households. Programs are focused on establishing pathways to safe and sustainable housing, language learning and sharing, digital literacy, and financial security. Digital literacy services are specifically intended for workforce development, general skills, safety, and self-stabilization. Creating Pathways holds true to its **cultural teachings, learning, and protocol**, thus providing these in a **culturally sensitive manner**.

Grid Specialized Services (GSS): Grid Specialized Services (GSS): Grid Specialized Services (GSS) is dedicated to supporting the DeafBlind community by **providing high-quality assistive technology training, reducing barriers, and fostering autonomy**. Since 2018, GSS has delivered expert-led training, including **Train-the-Trainer programs**, event logistics support, and data collection services. Serving DeafBlind adults across Washington State, GSS primarily focuses on supporting individuals who have experienced communication deprivation—a broad term describing the lack of opportunities for meaningful interaction due to barriers in accessible communication methods, even in individuals with language proficiency. Their work ensures accessibility across all skill levels and communication modalities. To a lesser extent, GSS also addresses language deprivation, which occurs when individuals—especially in early childhood—do not have consistent, full access to a natural language during critical periods of development. As a disability-led organization, GSS is committed to creating employment opportunities for Deaf and disabled individuals while embracing innovation and problem-solving in technology and accessibility.

Islamic Center of Olympia - Masjid Al-Nur: Masjid Al-Nur is the center of religious, educational, and social activities for the Muslim community in Olympia, Washington. It is dedicated to **serving immigrants, refugees, and English language learners**, helping them integrate and thrive in the community while fostering mutual respect and understanding amongst all.

Leveled Up Re-Entry: This organization supports individuals transitioning from incarceration back into the community by offering **resources, guidance, and support to help them reintegrate and succeed**. It provides various services, including pre- and post-prison readiness, advocacy and society readiness, health and recovery, job readiness, mentorship, and wraparound services.

Restoration Community Impact: This organization, based in Kennewick, Washington, focuses on community development and support. It provides various services and programs to improve the well-being of individuals and families in low-income, rural communities. It also supports communities through its Restoration Market and other programs focused on community engagement, defeating food insecurity, education, and outreach.

https://washstatelib.libguides.com/Digital_Equity_Co_Creation_Toolkit



Puget Sound Educational Service District (PSESD) Youth Wisdom Council: The Youth Wisdom Council is a youth-led internship opportunity created for BIPOC youth to further the goal of racial equity in the school districts and colleges within PSESD's service area. The Youth Wisdom Council aims to (1) elevate youth voice and leadership across the region; (2) increase youth voice and engagement across decision-making tables; (3) build institutional capacity for valuing the time, space, and opportunity for youth; and (4) strengthen and sustain connections with BIPOC youth-centered communities.

The Black Rose Collective: This collective creates a safe and supportive community for Black, Brown, Indigenous, and people of the global majority who are incarcerated, impacted by gun violence, or facing ongoing barriers in the reintegration process after being legally liberated from the carceral system. It focuses on healing, empowerment, and social justice through healing workshops, reintegration support, advocacy, and gun violence intervention.

Cascadia Deaf Nation: This BIPOC-led cooperatively owned social enterprise in Bellingham, WA, was created in response to the monocultural practices of reproducing cycles of harm, including racism, employment discrimination, and hearing supremacy (reframed from the critical analysis of audism), which are continually impacting BIPOC Deaf, DeafBlind, and Hard-of-Hearing communities in the Pacific Northwest as part of the Coast Salish Territories.

Government partners who helped with outreach and other activities include:

Washington State Office of Equity (EQUITY): This office promotes equity and justice within Washington State's government. It works to identify and dismantle systemic barriers to equitable opportunities and outcomes, focusing on policies and practices to ensure fairness and inclusivity. WSL consulted with EQUITY about community compensation guidelines and demographic data collection elements. WSL regularly consults with the Shared Power Team about different project elements and topics.

Washington State Department of Social and Health Services (DSHS): DSHS provides a wide range of social and health services to Washington residents, including assistance with food, cash, medical needs, housing, child support, mental health, disability support, and services for seniors and individuals with disabilities. Staff at DSHS are helping WSL connect with other state agencies and teams doing digital equity work.

Co-Creation is Both Effective and Iterative

Co-creation, or co-design, is an approach that emphasizes researchers, communities, and other relevant stakeholders actively working together to create solutions and improve community outcomes. This means involving the community and participants in the design and decision-making processes beyond interviewing and data collection. This active process engages the community and participants to help design the right solutions for themselves.

This approach directly informed how WSL and ID approached community engagement and co-creation with partner organizations:

- From June 2024 to August 2024, ID hosted a series of co-creation meetings to develop partner projects with the following organizations: Congolese Integration Network, the Islamic Center of Olympia, Leveled Up Re-Entry, Restoration Community Impact, and the Black Rose Collective.
- Participating community partners committed to at least three meetings with WSL and ID: (1) kick-off, (2) brainstorming, and (3) wrap-up.
- Co-creation meetings were collaborative sessions in which participants actively designed their projects related to digital equity, ensuring their needs, perspectives, and ideas shaped the project's development and implementation.

Partners not involved in the initial co-creation meetings were recruited after August 2024 and include: Creating Pathways, Grid Specialized Services, and the PSESD Youth Wisdom Council. These partner projects were also developed through a series of in-person and online meetings, phone calls, and emails.

For example, with the Youth Wisdom Council, ID held initial online meetings with staff from August to September 2024 to discuss the project and secure buy-in. In October, ID attended an in-person meeting to introduce the project to council members and gauge their interest in participating. Subsequent meetings, both in-person and online, focused on refining the project plan, conducting prototyping, and launching data collection activities.

Co-creation typically results in products and services that look and feel different, particularly with regard to practical and sustainable solutions. To do co-creation well, facilitators must:

- Commit to shared decision-making through clear communication of roles, resources, and outcomes
- Navigate power dynamics and honor histories of exclusion, cultural context, and differing definitions of success
- Balance divergent needs, expectations, and access points—especially when participants bring unequal risks, resources, and lived experiences to the table

Compensation Honors Community Expertise

Compensation was provided to **honor the time, expertise, and knowledge** of the community participants as well as the organization, based on the Office of Equity Community Compensation Guidelines.

Organizations and individuals participating in co-creation meetings received the following compensation:

- Organizations received a stipend of \$100 for each meeting, totaling \$300 for participating in all three preliminary design meetings.
- Up to four individuals per organization received a stipend of \$75 per meeting, totaling \$225 for participating in all three meetings.
- To receive compensation, individuals were required to attend the entire meeting, actively participate, and review any materials sent beforehand.

All partner organizations received compensation to support the development and implementation of their projects within their respective communities. This funding was provided not only to acknowledge the invaluable lived experience and contributions of these organizations, but also to eliminate barriers that might otherwise prevent their full participation in assessment activities.

Partner organizations were eligible to receive funding for the following:

- Childcare staffing at community events
- Transportation support
- Food, refreshments, and printed materials
- Space rentals for community events
- Stipends for staff and community members (known as community researchers)
- Organizational stipends to support data collection
- Compensation for individuals participating in assessment activities

Project budgets varied depending on the specific needs of each partner, including the scope of their initiative and the anticipated number of participants.

"Why give an incentive? But for me, I feel like it's going to take us a long time to adapt to the American culture when it comes to surveys until it becomes natural to [community members] to show up in spaces like that and share their opinion. Until they start seeing that their opinion actually matters, they won't show up [without being incentivized]." - Community partner

In addition to compensation for research participants, community partners recommended public agencies and legislators consider the impact of **reimbursement-only contracts** and how they **create challenging constraints for smaller organizations** who do not have the capacity to wait months for payments.

https://washstatelib.libguides.com/Digital_Equity_Co_Creation_Toolkit



Community Partner Projects

Organizational partners were actively involved through informational and co-creation meetings, providing invaluable insights into their specific challenges and resource needs. Below are brief overviews of projects created by each partner:

Congolese Integration Network (CIN): Participants expressed that the majority of low-income communities, especially refugees and immigrants, lack access to technology, access to knowledge, and access to better-paying jobs to increase self-sufficiency. In the future, CIN plans to create a technology center that provides access to devices, the internet, and other services for its community. As part of this project, they assessed the community's digital literacy skills and gathered feedback about what they would want in a technology center.

Creating Pathways: The leadership team expressed that many Tribal members and Indigenous individuals have benefited from digital skills workshops and training; however, these stories aren't talked about enough. In this project, Creating Pathways used art and visual prompts during Discovery Technology fairs and other community events to understand where community members saw pathways to their goals related to digital skills and experiences. This work is laying the groundwork for future efforts to gather and share real stories and examples from various Tribal and senior communities across the state, highlighting their struggles, challenges, and successes in navigating digital equity.

Grid Specialized Services: Andy Granda (Founder), Rogelio Perez (Co-Founder), and Bruce Visser (Consultant) expressed the importance of collecting data on the digital experience of individuals who are DeafBlind. This includes assessing what assistive technology individuals are using, as well as the experience, solutions, and barriers related to digital equity for this community. It is essential to collect data on the digital experiences of adults who are DeafBlind, including those who are employed, unemployed, or not in the labor force. This population often falls outside the scope of research focused on academic or family-centered settings, yet they face unique challenges in accessing digital tools and services. Understanding their experiences is critical to shaping inclusive policies, improving access to technology, and supporting independent living.

Islamic Center of Olympia - Masjid Al-Nur: Participants expressed that many people in their community lack the digital and language skills to use technology and the internet. This issue was especially pronounced among elder community members, who often did not have a laptop of their own and relied on the younger generation for help with digital tasks. In collaboration with the Thurston County Chamber of Commerce, they delivered digital literacy workshops through NorthStar and provided free laptops to individuals aged 55 and older.

Leveled Up Re-Entry: Participants expressed that justice-impacted individuals trying to reintegrate into society have a shortage of resources, disparities in accessing basic digital tools, and a lack of digital skills. To address this, Leveled Up Re-Entry began designing an AI Chat Assistant tailored for justice-impacted individuals to help them access government services, create a resumé, download a mobile app, and more. As part of this work, they also offered digital skills training within a workforce development pilot cohort and conducted community feedback sessions to better understand digital skill levels and interests.

Restoration Community Impact: Participants expressed that their community faces significant digital inequity, with low-income youth, young adults, elders, and people with disabilities lacking safe internet access and the necessary technology skills for education and employment. For this project, they hosted a large Discovering Technology fair with over 50 participants in the Tri-Cities area. This event reached people experiencing different digital skills and resource gaps. They also captured videos and photos during this event, including prototypes for the co-creation activities based on the **Collect** and **Analyze** phases of the Co-Creation Toolkit.

Puget Sound Educational Service District (PSESD) Youth Wisdom Council:

Participants expressed wanting more digital skills lessons for students, the lack of which poses barriers to cultivating important skills for continuing higher education and workforce opportunities. They surveyed students, parents, and school district leaders to assess the current state of digital equity and digital capacity in schools. Moving forward, the Youth Wisdom Council wants to use this information to create a series of digital skills workshops for middle and high school students.

The Black Rose Collective: Many justice-impacted individuals carry layered trauma related to technology. This technology trauma arises not only from a lack of access and support but also from repeated experiences of exclusion and surveillance while engaging with technology during reintegration. The Black Rose Collective developed storytelling materials and an AI assistant named “Rose,” grounded in community insights and lived experiences. These conversations informed a curriculum embedded within Rose, rooted in the evidence-based Credible Messengers model to support digital skills education in a way that centers trust, healing, and lived expertise.

Development of the Toolkit

Communities were eager to contribute beyond just a survey, working instead to develop a comprehensive set of tools, templates, and resources that could be used for more holistic and culturally-appropriate assessments—the Digital Equity Co-Creation Toolkit. This toolkit was co-designed to help evaluate and tackle digital equity issues in Washington State by supporting collaborations with the people who are directly impacted by digital inequities and the community organizations, state agencies, tribal members, policymakers, educators, and other stakeholders who are dedicated to advancing digital equity and digital justice alongside them.

First Iteration

The development process of the Digital Equity Co-Creation Toolkit was iterative and collaborative. The first toolkit draft initially started with a basic framework of outreach strategies, participatory data collection activities (e.g., Wild 8's, How Might We, Journey Mapping), and digital equity assessments from existing toolkits. These were all gathered from January 2024 to June 2024 and presented as part of a 24-page document.

Community feedback (especially from communities affected by digital inequities) significantly influenced the development of each iteration of the toolkit. Specific activities and assessments were tested during co-creation meetings to ensure they met the real-world needs of its users. The toolkit was then expanded and refined based on feedback from the co-creation meetings with partners, meetings with community organizations and state agencies, and other digital equity toolkits and resources.



Figure 8: A mock-up of the first draft of the Digital Equity Co-Creation Toolkit.

Second Iteration

From July 2024 to November 2024, ID took feedback from the co-creation meetings and started drafting the second iteration of what the Digital Equity Co-Creation Toolkit would look like. This included adding icons and pictures, as well as expanding the toolkit into five different workbooks. The workbooks were as follows:

- **Workbook 1 (Introduction):** Provided an overview of the Digital Equity Co-Creation Toolkit project, outlining its purpose and scope. It introduced both WSL and ID, and acknowledged the community partners who contributed to its development. Additionally, it detailed the funding sources that supported the toolkit. The workbook also explained how to navigate the toolkit and its accompanying workbooks and included a glossary for clarity and consistency.
- **Workbook 2 (Understanding the Research Process):** Designed to teach readers about the research process, what research is, best practices, and templates to help readers get started with their own research projects.
- **Workbook 3 (Building the Co-Creation Team, Communication, and Outreach Plan):** Focused on helping readers build out their own co-creation team with community and government partners, how to communicate to others about their project, and strategies and best practices to reach their target audience most effectively.
- **Workbook 4 (Toolkit Research Resources):** Provided adaptable tools and guidance to help readers plan, collaborate, and conduct ethical research, specifically focusing on research preparation and implementation.
- **Workbook 5 (Digital Equity Assessments):** Provided templates to help readers collect digital equity data, including needs assessments, literacy and skills assessments, and audits and planning. The workbook ended with a section introducing the ID team, describing closing remarks, and listing references used throughout the toolkit.



Figure 9: Mock-ups of the second iteration of the Digital Equity Co-Creation Toolkit.

These workbooks were designed to be presented together inside the **Digital Equity Co-Creation Toolkit Box** (pictured below), which was introduced to keep materials organized and easy to navigate. The box includes a structured layout with numbered sections, helping users move through the toolkit step by step. This design reflected feedback from users who wanted to engage with the content in a way that felt structured yet flexible, allowing them to focus on the most relevant topics as they progressed through their project.



Figure 10: Mock-ups of the Digital Equity Co-Creation Toolkit Box along with workbooks and other materials.

Focus Group Feedback Sessions

On November 26, 2024, and December 10, 2024, ID hosted two one-hour focus group sessions with eight staff from community partner organizations. These partners included Leveled Up Re-Entry, the PSED Youth Wisdom Council, Creating Pathways, and Restoration Community Impact.

These sessions were focused on gathering community feedback around the toolkit to inform future iterations. Partners specifically engaged with Workbook 4 (Toolkit Research Resources) prior to the meeting and provided their thoughts on first impressions, structural and content suggestions, potential barriers, and alignment with their needs. All participants received \$50 for their participation.

Overall, partners found the toolkit and its activities helpful and valuable for promoting ideas and preventing common project challenges. Though they found it to be very comprehensive, they stated that the toolkit felt overwhelming due to the number of pages present in the workbooks. Participants' suggestions and feedback were combined into three main categories: (1) usability, (2) structure, and (3) content.

Usability Suggestions

Usability suggestions included the following:

- Provide activities and templates that are editable and customizable resources to adapt to different types of people who might use the toolkit.
- Tailor parent/guardian consent forms to include more language that resonates with youth not living with parents (e.g., youth experiencing homelessness and youth in foster care).
- Prioritize toolkit materials that are easy to navigate on smaller devices, like mobile devices, or that are in formats that are easy to print and can be handheld.

Structure Suggestions

Structure suggestions included the following:

- Prioritize cohesive visual design (e.g., consistent and vibrant color scheme, strategic use of space).
- Make it easy to find the community activities separately from the description about co-creation.
- Consider reorganizing the toolkit based on the needs of different end users (e.g., administrative staff vs. research staff).

Content Suggestions

Content suggestions included the following:

- Introduce different ways people can use the toolkit effectively and provide guidance for how each resource can build on other resources or activities.
- Condense the amount of information to make it easier to read and engage with the toolkit. Use short and plain language that makes it easier to understand.
- Simplify the language to make translation and interpretation easier.

Participants expressed the need for the toolkit to be accessible across different formats—print, digital, especially mobile—and adaptable for diverse audiences. These suggestions were all used to design the third iteration of the toolkit.



Figure 11: Will Booth from Creating Pathways speaking with community members.

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Third Iteration

Beginning in January 2025, ID initiated a comprehensive revision of the Digital Equity Co-Creation Toolkit to integrate partner feedback and enhance its accessibility for communities and stakeholders. This effort aimed to transform the toolkit into a practical, user-friendly resource that can be effectively utilized by community members, government workers, and any other interested parties. Key improvements included a more visually engaging design with additional icons and graphics, as well as a deconstruction of the toolkit's organization.

Previously structured around thematic workbooks, the third iteration of the toolkit follows a phased cycle approach that aligns with the natural progression of assessment development and implementation. Put simply, the third iteration of the toolkit was redesigned to make it easy for readers to understand the different phases of co-creation, and that co-creation happens in a cycle.

The Co-Creation Cycle framework is divided into five interconnected phases:

- **Plan.** Define project goals and create a clear roadmap for research and evaluation, incorporating key components such as research questions, project goals, planning tools, and resource allocation.
- **Connect.** Develop partnerships, build trust with communities, and establish a foundation for co-creation through stakeholder mapping, team building, outreach strategies, consent, and memoranda of understanding.
- **Collect.** Ensure ethical, inclusive, and effective data collection using diverse methods, including surveys, digital equity assessments, and data management tools.
- **Analyze.** Revisit and think deeply about collected data to uncover actionable insights and better understand equity gaps by applying data cleaning, analysis techniques, equity-focused frameworks, and visualization tools. This phase was initially "Interpret" but was changed to avoid confusion related to language interpretation.
- **Act.** Share findings and translate them into actionable steps through reporting strategies, action planning, advocacy, and impact measurement.

To illustrate the interconnected nature of these phases, ID developed a visual representation known as the Co-Creation Cycle (see picture below). This model demonstrates how each phase builds upon the others, reinforcing a continuous cycle of research, learning, and action.



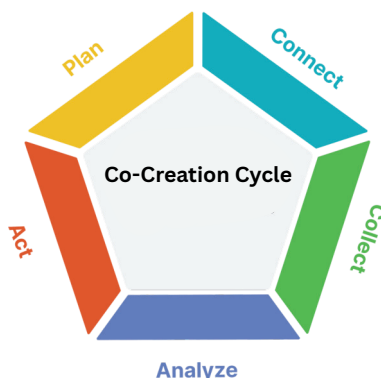
Plan

Focus on defining research goals and creating a clear roadmap for the project (Research questions, project goals, planning tools)



Connect

Develop partnerships, build trust with communities, and establish a foundation for co-creation (Stakeholder mapping, team building, outreach, consent, MOUs)



Act

Share findings and consider next steps (Data reporting, action planning, advocacy, measuring results)



Collect

Gather and manage data effectively, ethically, and inclusively (Data collection methods, surveys, assessments, data management)



Analyze

Analyze the findings to uncover actionable insights and better understand equity gaps (Data cleaning, analysis techniques, visualization tools)

Figure 12: A diagram depicting the five-part Co-Creation Cycle

Instructional Design

Instructional designers with lived experience with the covered populations helped refine the next phases of the project. Together with communities, they worked to make the toolkit more interactive, visually engaging, and accessible so that it could effectively support diverse learners and stakeholders.

This process involved meeting with community members during prototyping and co-design meetings, reviewing effective best practices from instructional design experiences and literature, and providing guidance to designers and researchers about how to best approach the process of organizing the deliverables.



Figure 13: Dr. Glaze presenting a prototype of the Digital Equity Co-Creation Toolkit at Net Inclusion 2025

Storytelling

An Accessible Approach to Assessment

Communities Rarely Connect Over Surveys By Choice

One of the biggest shifts for community partners was the freedom to create assessments and supporting resources that did not necessarily need to be delivered in survey format. In many cases, community organizations were tired or wary of the survey approach because they are already required to use them for funding, even if the surveys themselves aren't useful for the work they do with their communities.

"Wait...don't HAVE TO do it as a survey? Wow, that makes a huge difference. That means we can find out what we really want to know."

Funders may require surveys

When partners were asked why they use surveys to collect assessment data and do evaluations, compliance with funder priorities was the most common reason.

Storytelling is typically preferred

When asked what kinds of assessments they prefer to use to assess and close digital skills and experience gaps, nearly all preferred storytelling approaches.

Survey avoidance is common

Many participants, when asked about their preferences for data collection expressed that they preferred to avoid surveys, even when they were paid.

A multi-pronged approach is key

Incentives, relational outreach, and convenience sampling were common strategies partners used to secure higher response rates. Still, it was a hard sell.



Figure 14: At a Discovering Technology Fair, Dr. Shaun Glaze collaborates with a local Digital Steward and Joyce Abbott to share co-design activities.

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Comics as an Assessment Tool

For this project, comics and coloring books were used to engage with communities about digital skills and experiences.

On the right is a page from a coloring book that was available at community events like the Discovering Technology fairs held in Tacoma, Tri-Cities, and Spokane. Over three hundred participants engaged with these materials as part of their participation in the community events.

Below is a comic prompt based on the Coast Salish Story, "Little Rabbit," a story that sparked imagination and discussion about how digital skills and experiences may connect to the needs and priorities of Native communities. Support for how to use resources like these is included in the **Collect**, **Analyze**, and **Act** phases of the Digital Equity Co-Creation Toolkit.

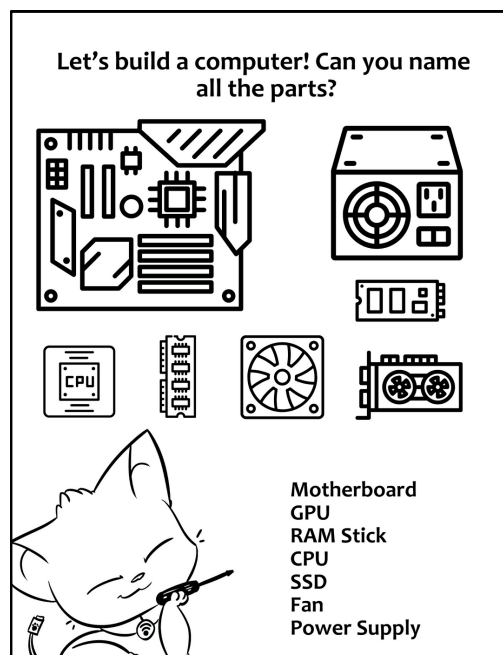


Figure 15: Event coloring book page requesting the reader to label computer hardware



Figure 16: This comic strip is based on the Coast Salish Story "Little Rabbit." Participants are prompted to draw a picture in the blank spaces to continue the story according to their perspective and unique lived experiences.

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The Digital Equity Co-Creation Toolkit Centers Local Expertise

The Digital Equity Co-Creation Toolkit was developed in collaboration with communities directly affected by digital inequities. It's designed to be accessible, engaging, and practical for everyday use, and its approach weaves together communities' relational and interpretive strengths. The toolkit centers connection, creative expression, and shared sense-making at every step—from defining challenges to prototyping solutions. This approach amplifies local wisdom, allowing each community to co-create its own digital skills assessments, experiences, and solutions. It's a living resource—meant to be adapted, updated, and expanded by communities in alignment with their evolving priorities.

The toolkit helps support the following:

COLLABORATIVE PLANNING AT ANY STAGE



The toolkit's modular template book offers visual prompts and guides to support any stage of the participatory process. It's designed for the iterative nature of community work—allowing people to join where they are and shape plans alongside each other.

TOOLS FOR SHARED UNDERSTANDING



Multiple partners underscored the importance of making communication easy, joyful, and accessible. Whether due to cultural, age, or language considerations, people wanted more assistive technology (e.g., tools, captions, cards).

BUILDING FOR BELONGING



Community partners made clear that accessibility is a core—requirement. Their input directly shaped the toolkit's availability in Braille, audio, video, and translated print formats, ensuring everyone has a seat at the table.

EMBODIED ENGAGEMENT



Food. Music. Interactive games (including participatory design activities). These were some of the key priorities partners emphasized, especially in the **Plan**, **Connect**, and **Collect** phases of any digital skills or experience project.

PATHWAYS TO COLLECTIVE ACTION



The toolkit's **Act** resources support communities in translating findings into action. The case studies in the report appendix highlight tools created by partners and offer direct invitations for future collaboration and continued investment in local leadership.

Moving from Stories to Action to Build Capacity

This work built individual and collective capacities to reach thousands of people with limited resources. WSL and ID supported each partner in achieving the specific outcomes they valued for their communities. With sufficient trust and support, partners started prototyping quickly and creating the solutions with their communities. In many cases, these timelines would not have been feasible if not for the time and expertise invested in developing the trust, templates, and administrative support to make this process authentically accessible.

The co-creation process helped partners test ideas, see if the assessments were effective at collecting the information they wanted to learn, and even pilot solutions with their community to help create an impact with their lessons learned.

- Keep projects relevant and impactful to communities' daily lives and experiences.
- Connect the dots between the project and partners' own goals, including reducing burnout and/or increasing sustainability.
- Share resources and identify concrete steps collaborators can take to support each other (e.g., a partner has surplus devices and donated them to another).



Figures 17-18: (Top) Leveled Up Reentry showcasing computer hardware at a training workshop, assembling tech kits with tools, wires, and components. (Bottom) Dr. Shaun Glaze is engaging with community members at the Tri-Cities Discovering Technology Fair alongside partners from Restoration Community Impact in Kennewick WA.

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Hands-On Approaches Build Trust and Better Data

The most impactful assessments go beyond surveys—they invite people to touch, move, play, and reflect. Involving participants in shaping questions, analyzing results, and co-creating action plans deepens buy-in, builds local capacity for ongoing data collection and analysis, and anchors insights in real-world contexts. The result is a more meaningful impact and lasting change.

Here's how hands-on approaches took shape in practice:

GAMIFYING DEEPENS PARTICIPATION



Games and activities—including a flexible, card-based format—were central to toolkit design. By easing feelings of intimidation or shame that can come with discussing digital access, these approaches helped lower barriers to participation. For both facilitators and participants, gamifying assessments made the work easier to fit into everyday life.

INTERACTIVE WORKSHOPS



The word “workshops” may make people imagine sterile lectures, but partners showcased alternatives. Participant workshops that met them where they're at—centering conversation, hands-on activities, and flexible sessions where they felt comfortable showing what they did not know.

LEVERAGING MULTI-MODAL REPRESENTATIONS



Communities appreciated a mix of live, pre-recorded, and virtual reality training and skills assessments (videos, pictures, stories). Many shared their experiences around work and education. Hosts provided both real-time and on-demand multilingual help (e.g., Spanish, French, ASL, and tactile sign languages).

Live interpretation by culturally-rooted interpreters was irreplaceable.

While tools like AI-generated captions and translation software sometimes helped, they could not replace the depth of in-person communication—especially for DeafBlind communities rooted in ProTactile practice.

ProTactile is a practice, philosophy, and language that DeafBlind communities created from their own intuition and expertise about effective tactile communication. For so many communities affected by digital inequities, accessibility is not just functional—it is cultural, relational, and grounded in physical presence.

Communities Want to Make Sure No One is Left Behind

In planning and community-building meetings, one of the most common goals that community partners expressed was the desire to **create assessments and tools that would help them reach community members** who have been left behind by advances in digital technology.

Even if the organizers themselves were not directly impacted by a specific barrier, such as a lack of a laptop or high-speed internet, they were often directly related to someone who was and for whom they provided digital navigation, human services, case management, or digital stewardship support. This included helping their community members apply for social services, jobs, healthcare, and educational programs. They were familiar with helping people manage the frustration of interfacing with systems that required email access or other digital resources that were unavailable in-person or offline.

This project prioritized leadership by those with direct lived experience and helped them share their insights in ways that were aligned with their strengths, needs, and priorities. Additionally, Washington State Library and Inclusive Data sought the perspectives of multiple people who could speak to any specific lived experience. This created more opportunities to hear how to fill as many insight gaps as possible.

Intergenerational Planning Bridges Generational Divides

Many communities designed workshops and activities that brought elders, youth, and children together for teaching-learning experiences. In many cases, this required thinking about accessibility, food, and scheduling to make it easier to incorporate other community priorities (e.g., cultural preservation, workforce development goals, small business development).

- Many communities have grandparents raising their grandchildren or caregiving for their neighbors.
- Skillshare and cultural exchanges were commonly desired strategies, though partners pointed out that funding such exchanges was a common challenge
- Partners considered how unaccompanied youth and homeless youth could be supported by caring adults



Figures 19-20: (Left) A child hard at work, coloring pages in an activity book at a community event. (Right) Nearby, two older participants engage in an activity.

Some of the key takeaways from co-designing assessments across projects, especially when working with intergenerational projects:

- Plan early and re-check the plan often.
- Invest time in coming up with shared understandings of digital equity together
- Expect things to change—including capacity, interest, and funding.
- Revisit lessons learned before and after each phase of a project.
- Sometimes, the best lessons were learned elsewhere.
- Shame or embarrassment may limit the number of people who participate, especially for those who need the most support.
- Creating skills-testing practice classes or activities can help people be more comfortable with trying something new, even if they may not pass the assessment.
- Use a strengths-based approach that identifies strengths for each participant.
- Recognize achievements publicly in a culturally-appropriate way.
- Involve family members, peers, classmates, facilitators, and case managers in the assessment process to try to get a clearer picture of each person's digital skills and experiences (in context).



Figures 21-22: Washington State Library, Inclusive Data, and partners reflect together.

Reflections From the Field

Through written, in-person, and virtual outreach, the partners met and reflected on the project and its impact on multigenerational communities. “Digital equity touches everything” was a common theme in multiple conversations from partners.

The best assessments, research, and evaluations allowed partners the **freedom to imagine what solutions they might want to create together**, especially ones that allowed them to work as closely as possible in their own contexts.

Community members preferred a holistic and comprehensive approach to learning, assessing, and evaluating digital skills and experiences. Participants created plans to get more feedback from people who have faced digital struggles within a specific context. For example, families only reported school-related technology challenges when they were asked directly about school-related challenges. When asked to speak directly about each context, participants spoke about several recurring challenges constraining their access to health, education, government services, and more.

Surveying

A Familiar Approach to Assessment

Surveys Can Be Designed To Boost Impact & Sustainability

Just because community members were excited to use different assessment tools does not mean that surveys were dismissed as a tool for exploring digital skills and experiences in communities. Surveys, especially short ones, remained popular when partners wanted to hear from many people that they could not meet in person.

“[Surveying] doesn’t really come naturally. Now I do it because I work. So if a survey is coming through work, then I feel like I have to do it. But if it wasn’t through work, I personally do not know if I would have built that skill in me to participate. Because I come from a country where your voice does not matter. And that’s the case for all of us in that room.” - Partner Executive Director

Participant Privacy Mattered

Especially for communities that may be vulnerable to legal or immigration enforcement, collecting data anonymously in safe locations was valued over research methods that required people to disclose their location to people they did not already know, like, and trust.



Figure 23: Participants from the Islamic Center of Olympia – Masjid Al-Nur attending a digital skills training. Dr. Shaun Glaze of Inclusive Data and Joyce Abbott of the Washington State Library stand with facilitators on the right.

Surveys Were Often Already Required

Communities receiving financial or operational support through grants noted that they were often already required to use surveys. Many such partners decided they could learn more by simply adding a few questions to existing forms. Partners were generally used to surveys, even if they did not prefer to use them.



Figure 24: Bruce and Andy of Grid Specialized Services talking about their digital equity, skills, and experiences survey in ProTactile.

Communities See More Than One North Star

One of the biggest reflections from this work is the insight that **many popular tools do not work well with the communities most impacted by digital inequities.**

One such tool is Literacy Minnesota's Northstar Digital Literacy Assessment, also called Northstar. There are many use cases for Northstar where it works well—but as a beginner-friendly tool for the people most impacted by digital inequities, Northstar should not be the default approach to digital skills and digital experience assessment. It may work in some cases, and has been shown to be actively harmful in others (communities with communication barriers, people exiting incarceration, and elders all reported specific challenges to using this tool).

Northstar is not a one-size-fits-all tool. In many cases, it might not even be a one-size-fits-most tool.

After working with hundreds of community members and asking them about what kinds of tools and resources make the most sense for them, **the vast majority preferred assessments that had a strong cultural or in-person component.** This speaks to the unique impact of in-person engagement, like the kind of support found through Digital Navigators, Digital Stewards, case managers, and human and social service providers.



Figures 25-28: In-person activities and engagements in Western, Central, and Eastern Washington as part of this work.

It is clear that online-only, self-guided assessments designed to measure basic skills in over a dozen areas remain an incomplete approach that misses the critical digital skills and experiences of many of those most impacted by digital inequities. The best solution is working alongside and robustly supporting the communities themselves to ask critical questions and to design specific activities that work best for them. As paraphrased from a community partner at a digital inclusion event, **those who know the best solutions for underserved communities tend to be the same people who call those communities home.** This toolkit is designed to make this work engaging, effective, and useful for communities impacted by digital inequities and those who support their critical work.

Recommendations at a Glance

Recognize that the people closest to inequities are also the ones closest to sustainable solutions.

Supporting solutions requires trusting those most impacted to lead solutions

- Establish clear, supported pathways for people with lived experience of incarceration to lead the design, implementation, and ongoing stewardship of digital equity strategies that support reentry.
- Fund youth-led digital equity programs and participatory research that center underrepresented and rural youth and prioritize youth-defined digital skill-building goals (including incorporating these goals into state-wide curricula).
- Ensure DeafBlind individuals are in leadership roles within policy development, program design, and implementation processes.
- Create and fund paid peer support roles to assist elders and linguistically diverse learners with culturally grounded, ongoing digital learning and support.
- Support local leadership development through train-the-trainer programs and increase recognition of informal leadership pathways.
 - Invest in DeafBlind-led training and technical assistance programs that are designed to train the trainer.
 - Invest in peer-led, culturally grounded digital education that addresses the specific barriers and harms experienced by justice-impacted communities.
- Provide compensation for community participation in all state-supported digital equity projects, including stipends, childcare, and transportation support.
- Place impacted individuals in positions with meaningful authority and decision-making power to ensure meaningful implementation of the Nothing About Us Without Us Act.

Treat digital equity as a structural determinant of health and overall well-being.

Access to devices, infrastructure, tech support, and digital literacy directly shapes outcomes in health, education, employment, and civic life.

- Recognize infrastructure—not training—as the foundational barrier to digital equity in many Indigenous communities, and prioritize sustained investment in broadband and digital infrastructure.
- Invest in rural internet infrastructure and community-led outreach to raise awareness about digital tools, services, and career pathways.
- Expand access to free and secure public Wi-Fi in high-need neighborhoods (this could include hotspots, but higher bandwidth solutions are also needed).
- Fund credentialed, community-embedded training programs that offer job-aligned digital certifications—especially as public library offerings face funding cuts and reallocations of resources.

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Treat digital equity as a structural determinant of health and overall well-being. (Continued from previous page)

Access to devices, infrastructure, and digital literacy directly shapes outcomes in health, education, employment, and civic life.

- Fund immersive, hands-on digital equity events in community spaces such as schools, churches, and cultural centers. These events should be multigenerational, culturally responsive, and designed to reflect local priorities and assets.
- Require that technology creators embed accessibility requirements into technology design from the very beginning, rather than retrofitting after release.
- Improve transportation, healthcare access, and emergency response systems to meet the needs of DeafBlind people who use digital services and applications.
- Expand culturally responsive services, particularly for BIPOC DeafBlind individuals.

Develop policies that meet people where they are at because context shapes outcomes.

Effective digital equity policy must be rooted in cultural, geographic, and systemic realities—designed with flexibility and shaped by community knowledge.

- Develop policies that allow for non-linear processes: recognize that defining success, building trust, and assessing needs are ongoing, not one-time steps.
- Provide interpretation in formats that reflect community needs—such as ProTactile, in-person, and relational approaches—not just automated translation tools. Follow up to determine if any interpretation services provided met the needs.
- Support multilingual and culturally-rooted facilitation, especially for immigrant and refugee communities.
- Translate essential digital systems and public services into trusted languages and culturally relevant formats.
- Require and fund robust language access across all public digital services and training programs, including translation and interpretation in underrepresented languages like Cham and newer Braille formats.
- Require digital systems—especially in reentry and public services—to be designed using technology trauma-responsive principles, including plain-language guidance and processes that do not penalize users for limited tech fluency.
- Ensure digital inclusion strategies address income-based and geography-based disparities in youth access to devices and the internet, with targeted investments in rural and low-income communities.

Support communities to define what matters.

Assessments must start with the community's own questions, align with their own priorities, and support their goals

- Adopt the Co-Creation Toolkit as a statewide model for culturally-rooted research in digital equity, supporting community-led methods beyond traditional surveys and enabling communities to design their own solutions.
- Ensure assessments are not extractive and reflect relational, co-created approaches rooted in community values.
- Mandate the correction of misclassification in state demographic data to prevent the erasure of Indigenous communities—including systems that collapse Native identity into “Other” or exclude multiracial Native respondents.
- Uphold tribal sovereignty in all processes that collect, analyze, and report Indigenous identity in state datasets.
- Require transparent, sustained, and meaningful youth engagement in policy development. This includes meeting youth where they are (including in school settings during school hours) and mandating follow-up that shows how communities’ input shaped policy decisions.

Sustain community capacity.

Communities are already building solutions—policy must fund the time, flexibility, and long-term support they need to keep going.

- Increase funding for by-and-for organizations through non-competitive grants that avoid reimbursement-based models and support long-term sustainability and resilience. When reimbursement-based models are required, support communities by introducing them to funding, capacity-building, and assistance that can help bridge funding gaps.
- Structure funding timelines and reporting requirements to align with each tribe’s unique approval processes and governance protocols—and ensure sustained investments that respect tribal sovereignty.
- Sustain investment in tribal digital equity efforts beyond grant cycles to ensure meaningful outcomes and long-term impact.
- Invest in the planning, needs assessment, and curriculum adaptation phases that make digital equity programs culturally responsive and effective.
- Provide sustained, flexible funding for rural community-based organizations—particularly those led by and serving communities of color—to lead digital equity efforts.
- Fund the relational and organizational infrastructure communities need to sustain and grow digital equity work over time.

A Day at the Washington State Capitol



Figure 29: This photo collage captures a powerful moment of collaboration and advocacy, showcasing representatives from several partner organizations during a meaningful visit to the Washington State Capitol. Together, they celebrated their shared commitment to digital equity and community innovation, amplifying voices from across the state in a united front for policy change and investment. The members are holding signs in support of the Digital Equity Co-Creation Toolkit.

https://washstatelib.libguides.com/Digital_Equity_Co_Creation_Toolkit





APPENDIX

APPENDIX

Partner Snapshots



What You'll Find

The following section begins with a chart that offers a collective snapshot of all community partners, highlighting the contexts each contributed to the co-creation process. This is followed by individual community partner snapshots, that surface the lived expertise and strategic approaches each partner brought. Each snapshot includes a word collage that visually represents a snapshot of shared work across multiple projects. The full word cloud reflects contexts used across different co-creation efforts, only a subset of those contexts are highlighted for each particular partner.

Highlighted words represent the specific skills, contextual insights, and lived experiences that this individual community partner applied in their work. These terms describe this partner's context and highlights their unique contributions and lens within the broader initiative.

Greyed-out words represent skills or experiences that, while common among other partners, were not emphasized or utilized by this specific partner in this work. The greyscale treatment serves to contrast the broader work with this partner's distinct application.

This visual thus emphasizes both collective and individual contributions, creating an opportunity to see how each partner draws from lived and professional expertise but applies it in ways informed by their personal or organizational context.

Partner Snapshot

Below is an at-a-glance representation emphasizing the core work each partner completed as part of the Digital Equity Co-Creation Toolkit design process. Columns represent each partner, and the rows highlight the relevant context for the work completed.

		Congolese Integration Network	Creating Pathways	Grid Specialized Services	Islamic Center of Olympia	Leveled Up Re-Entry	Restoration Community Impact	PSESD Youth Wisdom Council	The Black Rose Collective
COMMUNITY FOCUS	DeafBlind			✓					
	People with Language Barriers	✓		✓	✓		✓		
	Elders	✓	✓	✓	✓	✓	✓		✓
	Low Income	✓	✓	✓	✓	✓	✓	✓	✓
	Rural		✓				✓		✓
	Reentry					✓	✓		✓
	BIPOC	✓	✓		✓	✓	✓	✓	✓
	Veterans		✓				✓		
CO-CREATION CYCLE	Plan	✓	✓	✓	✓	✓	✓	✓	✓
	Connect	✓	✓	✓	✓	✓	✓	✓	✓
	Collect	✓		✓	✓	✓		✓	✓
	Analyze	✓	✓	✓	✓	✓	✓	✓	✓
	Act				✓	✓			✓
ESTIMATED REACH	# of People Invited	>300	>400	>400	>200	>200	>400	>500	>200
	# of People Screened	200+	200+	50+	150+	100+	150+	110+	50+
	# of Participants	55	50+	38	34	50+	52	83	24

Partners chose a variety of approaches in their work

One of the remarkable features of this work was the range of approaches the partner organizations took to reach their communities, engage in co-creation, and explore the digital skills and experiences of covered populations across Washington.

Where possible, the figure above estimates the most conservative number of people reached via each of the partner organizations. In many cases e-mails and flyers were used to invite community members to participate. Both of these methods make estimating the overall reach difficult, since sometimes supporters forwarded emails to thousands of recipients via their email lists. Additionally, flyers were distributed in public spaces where hundreds of participants may have frequented in a given week.

Partner Snapshot

Black Rose Collective

This snapshot highlights the contributions of Black Rose Collective in the co-creation process. Their word collage reflects a focus on Advocacy, AI Chat Assistant, Arts-Based, By-and-For, and Childcare/Child Activities—underscoring how they integrated technology, care, and cultural work in community transformation. Greyed-out terms represent areas emphasized by others, but not central to their approach.



Figures 30-31: (Left) Members of the Black Rose Collective, and the project team posing for a photo at a Spokane DiscoTech (Discovering Technology Fair). (Top) The Black Rose Collective logo.



Figure X: Highlighted terms reflect this partner's specific skills, context, and lived experiences. Greyed-out words reflect the work of others but were not emphasized in this partner's work during the co-creation process.

Partner Snapshot

Congolese Integration Network

This snapshot highlights the contributions of Congolese Integration Network in the co-creation process. Their word collage reflects a focus on Advocacy, Arts-Based, Arts-Based Discovery Events, By-and-For, and Childcare/Child Activities—showcasing how they centered cultural expression and community-rooted support in their work. Greyed-out terms represent areas emphasized by others, but not central to their approach.



Figures 32-33: (Left) Angela Ngiangi, Senior Program Director & Data Manager of Congolese Integration Network discussing Co-creation activities with other partners at the Capital. (Top) Congolese Integration Network logo.

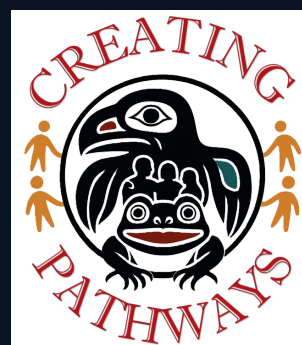


Figure X: Highlighted terms reflect this partner's specific skills, context, and lived experiences. Greyed-out words reflect the work of others but were not emphasized in this partner's work during the co-creation process.

Partner Snapshot

Creating Pathways

This snapshot highlights the contributions of Creating Pathways in the co-creation process. Their word collage reflects a focus on Advocacy, Arts-Based, By-and-For, Community Feedback, and Consultations—illustrating how they prioritized participatory practices and culturally grounded engagement. Greyed-out terms represent areas emphasized by others, but not central to their approach.



Figures 34-35: (Left) Will Booth of Creating Pathways tabling at a Discovering Technology Fair in Tacoma, WA. (Top) Creating Pathways logo.

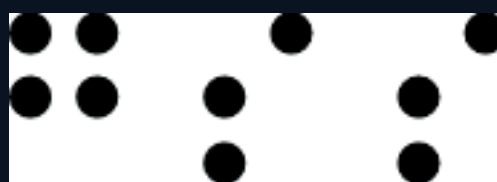


Figure X: Highlighted terms reflect this partner's specific skills, context, and lived experiences. Greyed-out words reflect the work of others but were not emphasized in this partner's work during the co-creation process.

Partner Snapshot

Grid Specialized Services

This snapshot highlights the contributions of Grid Specialized Services in the co-creation process. Their word collage reflects a focus on Advocacy, Assistive Technology, By-and-For, Community Feedback, and Consultations—demonstrating their commitment to accessibility, inclusivity, and centering community voice. Greyed-out terms represent areas emphasized by others, but not central to their approach.



Figures 36-37: (Left) Bruce and Andy of Grid Specialized Services talking about their digital equity, skills, and experiences survey in ProTactile. (Top) Grid Specialized Services logo.

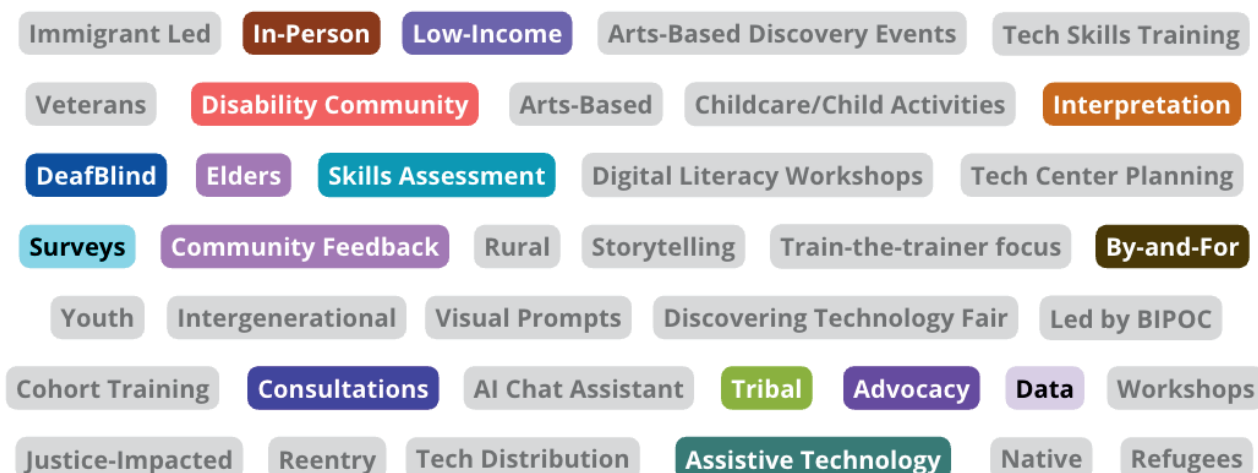


Figure X: Highlighted terms reflect this partner's specific skills, context, and lived experiences. Greyed-out words reflect the work of others but were not emphasized in this partner's work during the co-creation process.

Partner Snapshot

Islamic Center of Olympia

This snapshot highlights the contributions of Islamic Center of Olympia in the co-creation process. Their word collage reflects a focus on Advocacy, Assistive Technology, By-and-For, Cohort Training, and Community Feedback—emphasizing their investment in collective learning and community-informed solutions. Greyed-out terms represent areas emphasized by others, but not central to their approach.



Figures 38-39: (Left) Participants from the Islamic Center of Olympia – Masjid Al-Nur attending a digital skills training. Dr. Shaun Glaze of Inclusive Data and Joyce Abbott of the Washington State Library stand with facilitators on the right. (Top) Islamic Center of Olympia logo.

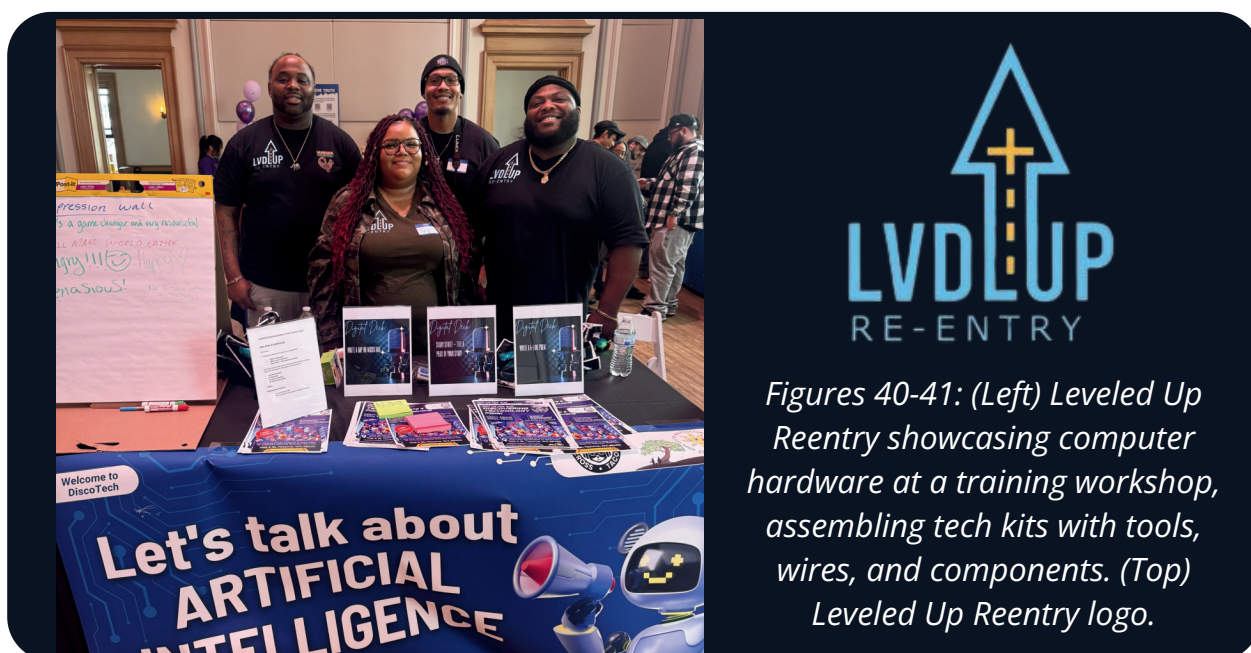


Figure X: Highlighted terms reflect this partner's specific skills, context, and lived experiences. Greyed-out words reflect the work of others but were not emphasized in this partner's work during the co-creation process.

Partner Snapshot

Leveled Up Reentry

This snapshot highlights the contributions of Leveled Up Re-Entry in the co-creation process. Their word collage reflects a focus on Advocacy, AI Chat Assistant, Arts-Based, Arts-Based Discovery Events, and By-and-For—capturing how they blended technology, creativity, and lived experience to support reentry. Greyed-out terms represent areas emphasized by others, but not central to their approach.



Figures 40-41: (Left) Leveled Up Reentry showcasing computer hardware at a training workshop, assembling tech kits with tools, wires, and components. (Top) Leveled Up Reentry logo.



Figure X: Highlighted terms reflect this partner's specific skills, context, and lived experiences. Greyed-out words reflect the work of others but were not emphasized in this partner's work during the co-creation process.

Partner Snapshot

Restoration Community Impact

This snapshot highlights the contributions of Restoration Community Impact in the co-creation process. Their word collage reflects a focus on Advocacy, Arts-Based, By-and-For, Childcare/Child Activities, and Community Feedback—demonstrating a family-centered, holistic approach to community restoration. Greyed-out terms represent areas emphasized by others, but not central to their approach.



Figures 42-43: (Left) Several diverse participants from Restoration Community Impact sit smiling around tables at a Tri-Cities Discovering Technology Fair, engaged a variety of Co-Creation activities. (Top) Restoration Community Impact logo.



Figure X: Highlighted terms reflect this partner's specific skills, context, and lived experiences. Greyed-out words reflect the work of others but were not emphasized in this partner's work during the co-creation process.

Partner Snapshot

PSESD Youth Wisdom Council

This snapshot highlights the contributions of PSESD Youth Wisdom Council in the co-creation process. Their word collage reflects a focus on Advocacy, By-and-For, Community Feedback, Consultations, and Data—showing how they centered youth voice, participatory leadership, and evidence-informed insight. Greyed-out terms represent areas emphasized by others, but not central to their approach.



Figures 44-45: (Left) Four youth participants from the PSESD Youth Wisdom Council sit around a table engaged in discussion and note-taking with a large blank poster, sticky notes, and snacks. (Top) PSESD Youth Wisdom Council logo.

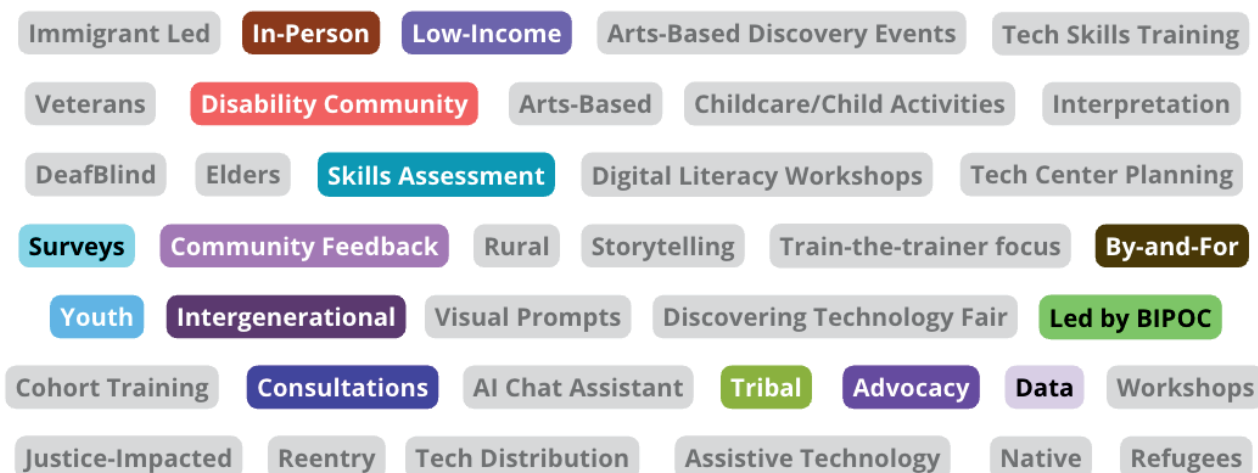


Figure X: Highlighted terms reflect this partner's specific skills, context, and lived experiences. Greyed-out words reflect the work of others but were not emphasized in this partner's work during the co-creation process.

Case Studies



Case Study: Congolese Integration Network

Designing a Digital Hub with Refugee and Immigrant Communities

In response to the deep and widening digital divide facing newly arriving communities, the Congolese Integration Network (CIN) led a co-creative process to design a community technology center. Over 60 people gathered to shape the layout, location, and offerings of the future center. Using hands-on materials like paper and small craft items, participants built models of what they wanted to see: sewing rooms, youth spaces, libraries, access to safe and reliable Wi-Fi, and public-use computers. The design process was accompanied by a facilitated survey, with table captains guiding groups in their own languages and offering one-on-one support when needed. This approach made it possible for participants of all ages and language backgrounds to share their priorities.

Incentives were a key part of what made this co-creation process possible. For many participants, surveys are not a familiar or widely used way of sharing input, and past experiences may not have shown how feedback translates into meaningful change. Providing gift cards acknowledged the value of participants' time, helped build trust, and reinforced that their perspectives were not only being heard—but would directly shape decisions. When paired with clear communication, community leadership, and culturally grounded facilitation, incentives supported a deeper kind of participation—rooted not just in showing up, but in being taken seriously.

How Digital Exclusion Reinforces Barriers to Safety, Work, and Belonging

To close the digital divide for refugee and immigrant communities, community members recommend that public systems must act on what communities like CIN's have named. Digital exclusion is not just about devices—it's about access to opportunity, safety, and participation. Many community members rely on their children to navigate digital systems, and without technical skills, far too many people from refugee and immigrant communities are left unable to apply for jobs, respond to employers, or complete online assessments. In this way, digital exclusion contributes directly to cycles of poverty. Inconsistent internet access makes it even harder: some people do not have internet at home, others do have internet but it is too expensive, slow, or intermittent for their needs. People may have reduced-cost Wi-Fi at home, but remain disconnected in public spaces, missing critical

Case Study: Congolese Integration Network (cont.)

appointments or time-sensitive communication. Scams and impersonation—especially through platforms like WhatsApp—have also reportedly made many community members feel unsafe online.

A Call for Systems to Follow Community Leadership

These experiences create barriers that are both structural and emotional, and cannot be solved by infrastructure alone. Legislative action must include support for community-led digital education, credentialed training, public Wi-Fi and hotspot access, plain-language tools, and the translation of essential systems into trusted platforms. Community members also emphasized the importance of certificate programs that offer tangible, job-aligned recognition. These certifications can expand access to higher-paying, tech-related work, especially for those currently locked out of formal employment pathways. By offering credentialed training—paired with community-led instruction and wraparound support—public systems can help open real pathways out of poverty. Refugee and immigrant communities already hold the solutions—they just need systems and support that recognize and resource their leadership.

Case Study: Creating Pathways

Centering Native Voices: Honoring Story, Sovereignty, and Digital Connection

Creating Pathways is a Native-led organization dedicated to building inclusive, accessible, and culturally grounded pathways to housing, language, digital literacy, and financial security. Its work centers Native Veterans, 2S/LGBTQIA+ Veterans of Color, Tribal Elders and Seniors, individuals and members of their households—offering services that prioritize stability, safety, and cultural teachings. Creating Pathways' leadership team also serves on the board of several digital equity stakeholder groups, including the Digital Equity Forum and the Digital Equity Learning Network.

When Infrastructure, Trust, and Time Are the Barriers

In this project, Creating Pathways set out to gather stories that are often overlooked: the experiences of Indigenous community members navigating digital access. At Discovery Technology Fairs and other community events, Creating Pathways shared personal stories while using art prompts, visual prompts, and storytelling to spark conversations around digital tools, barriers, and aspirations. Participants were invited to reflect on how digital skills connected to their goals and where they saw barriers to achieving those goals. These events created space for insight but also surfaced a clear material reality: without infrastructure, devices, broadband, electricity, and affordability, training alone cannot close the digital divide.

Creating Pathways emphasized that this work is not just about skill-building. It's about representation, sovereignty, and long-term investment. Each tribal government has its own protocols, timelines, and governance structures. Receiving approval to work with a single tribe can take many months—or years. These are sovereign nations, and engagement must be based on trust, respect, and a commitment to stay beyond the grant cycle. Since co-creation requires meeting people where they are to authentically collaborate on creating solutions, this approach was well-received compared to a more top-down approach or an approach that came with specific predetermined demands of time or resources. One must also understand that when working with one Tribe, you are working with One Tribe. No two tribal governments or communities have the same protocols or processes, so there is no “one way.” The information does not change; however, the path taken must be as fluid as the communities.

Case Study: Creating Pathways (cont.)

Investing in Tribal Infrastructure Through Collaboration, Not Control

One approach organizations may consider when working with Native communities is partnering directly with tribal members and programs—often for expediency. Partnering with individual tribal members can mean more immediate timelines, but it's not a replacement for working with a tribal government. Through this process, creating pathways worked with multiple tribal members and programs while also going through government protocols to support tribal government programs. This work requires careful consideration and respect for the varied timelines of tribal governments. Responsible planning for Indigenous digital equity work requires understanding both Native community members and the tribal governments and governance involved. It also requires attention to the ways in which funding timelines and reporting periods align - or fail to align - with Native priorities.

When reflecting on the work, Creating Pathways echoed the work of Native leaders like Dr. Abigail Echo-Hawk in lifting the complexities of Indigenous identity and invisibility in data (Echo-Hawk et al., 2025). By default, many non-Native government datasets, including the Census and other sources, structurally erase Native respondents due to data reporting conventions. For example, when multiracial Indigenous people report that they have additional heritages, many traditional datasets reclassify these respondents as "Other" or "One or more races" instead of retaining their Native heritage. When people are flattened into "non-Native" categories, entire communities are erased from the datasets that drive funding and policy. That invisibility is systemic—and digital equity strategies must include intentional, community-led approaches to representation in research and reporting.

Ultimately, the lesson learned from this project is both simple and urgent: "The main takeaway from these events and stories was the lack of funds to cover the costs for needed or wanted technology and broadband access." Without material investment in infrastructure, teaching digital skills is insufficient. People cannot practice what they cannot access. When communities are still without electricity months after a storm, or broadband is out of reach, the barriers are not abstract or theoretical—they are both physical and tangible. Closing the digital divide for Tribal governments and Indigenous communities requires more than workshops. It requires sustained investment in the infrastructure that makes digital connection possible.

Case Study: Creating Pathways (cont.)

References

Echo-Hawk A, Locklear S, McNally S, Baker L, Gurule S. *How Should Epidemiologists Respond to Data Genocide?* AMA J Ethics. 2025;27(1):E44-50.
doi:10.1001/amajethics.2025.44



Case Study: Islamic Center of Olympia - Masjid Al-Nur

Responding to Community Need: Building Digital Skills Workshops

The Islamic Center of Olympia set out to support older members of their community by offering a series of workshops aimed at building core digital skills. Thirteen elders from diverse cultural and linguistic backgrounds took part in weekly workshops for about five months. Each participant was given a personal laptop as part of the training. Instruction was structured around NorthStar, a widely used digital skills assessment tool from Literacy Minnesota that is often considered the gold standard for evaluating digital skills, including digital readiness and software fluency. When asked about their goals, many participants expressed wanting to learn how to connect with family and also to learn about how to generate revenue through small business or related strategies.

When Standard Tools Fall Short of Community Goals

Facilitators quickly found that delivering a set curriculum using NorthStar was not meeting the goals articulated by the community participants beforehand. While NorthStar offered a possible starting point, it frequently failed to meet participants' current skills. As an assessment with pre-set goals and scoring set outside of the communities taking the assessment, it provided minimal to no help with assessing abilities based on what the communities themselves wanted to achieve. For example, some participants were using a mouse or keyboard for the first time. For these participants, their goals for learning technology may have been more about learning these skills to connect with their family abroad without needing help from others. A success metric in this case might be how many independent steps they could take to connect with family abroad. Other participants needed translation to follow instructions. NorthStar could not provide this support. While language support was already planned, the actual need for individualized, multilingual guidance was much greater than anticipated. The reasons are multi-faceted and will be discussed more below.

English is the dominant language of technology—but digital skills programs must be designed to support people with limited English proficiency. There is an opportunity for legislation to mandate more materials be provided in additional languages, especially for technology that communities need for public services. Islamic Center of Olympia's experience made clear that providing meaningful language access,

Case Study: Islamic Center of Olympia - Masjid Al-Nur (cont.)

including interpretation in languages like Cham, was not optional—it was essential for full participation. Additionally, in real-world settings, there are constant tradeoffs between making something accessible, private, or secure. Elders were more successful when tools were simplified, but simplification sometimes came at the cost of reduced personal data protection. For example, it is simpler for elders to have only one password to remember when they are getting started, but doing this without a password manager may mean that instructors or anyone else who gains access to that password are also gaining access to all of that participant's data. Some participants were most interested in practical skills like using smartphones and managing cloud storage—topics that facilitators added in response to community needs, even though they fell outside the scope of the NorthStar assessment.

When training is grounded in each participant's personal motivations and tailored to their current skill levels, facilitators are better equipped to minimize unproductive frustration—the friction that can make progress feel out of reach or provoke feelings of shame. While this is a risk for any digital skill learner, it's imperative to consider for participants navigating layered barriers related to age, disability, language, migration, or systemic exclusion. Repeated experiences of unproductive frustration can calcify into a deeper sense of discouragement that ultimately prevents continued engagement.

Reimagining Support: Designing With Community, Not Just For It

Reflecting on their experience, facilitators from the Islamic Center of Olympia emphasized that future workshop leaders need to design training and standard operating procedures with these tensions in mind, so that they can offer flexible solutions rather than rigid standards. **A potential solution lies in recognizing and resourcing participants' community members as part of the learning infrastructure.** Facilitators recommend encouraging and incentivizing each participant to be accompanied by a tech-savvy family member or community partner. These “digital buddies” can assist with both interpretation and continued support at home, helping reinforce learning beyond the classroom. To ensure content is aligned with participants' goals, programs should begin with more comprehensive needs assessments; digital buddies can offer valuable input to help tailor curricula before sessions begin. This kind of relational support helps participants stay engaged and foster a stronger sense of ownership as they move through the course. Importantly, these supporters should be compensated for their

Case Study: Islamic Center of Olympia - Masjid Al-Nur (cont.)

time—otherwise, the structure becomes unsustainable by relying on unpaid labor and placing additional strain on community members already navigating complex demands.

A suitable organizational structure for successful training might look like this:

- One trainer for up to two groups of 6-8 participants
- One bi- or multilingual facilitator for each group from within the community
- One tech-savvy family member or community member supporting up to two participants
- One independent trainer assessing performance at the end of each module, gathering feedback from the trainer and facilitators, and collaboratively identifying course corrections, if needed

A chief recommendation from this project is to support communities as they create the tailored curriculum, policies, and procedures they need to facilitate a comprehensive and effective program. This could look like providing them with robust tools so they do not have to start from scratch, but also helping to make it easier for aligned service providers to share insights with trainers in ways that can help with the tailoring process. The Digital Equity Co-Creation Toolkit's Plan phase includes activities and guidance that may support with this process. Additional resources and support, such as having agencies adopt the toolkit and providing financial support to help pay for planning sessions and pre-assessments would be a recommended way to implement the findings from this work.

Case Study: Grid Specialized Services

This document presents reflections regarding the DeafBlind community through engagements with Grid Specialized Services. These reflections do not fully capture the experience of every DeafBlind person, as there is a lot of diversity within the community.

Key Issues Impacting the DeafBlind Communities We Heard From

Conversation with members of DeafBlind communities revealed consistent themes around systematic inaccessibility across multiple areas of everyday life (e.g., entertainment, healthcare, transportation). Community members emphasized that the primary barriers experienced by DeafBlind people are not rooted in individual disabilities but rather in systems, environments, and technologies that are designed without meaningful input from DeafBlind communities. These barriers result from choices—often unconscious or systemic—that prioritize normative access needs and exclude others. Even when technologies are marked as ADA-compliant, members of these communities often still find these technologies to be inaccessible. These observations align with disability justice frameworks, which understand inaccessibility not as a natural consequence of disability but as a failure of planning, design, and policy.

Technology Is Both an Opportunity and a Challenge

Many DeafBlind people are skilled and frequent users of technology. However, this expertise often develops despite systems not being designed with their needs in mind. Most mainstream devices and applications are not accessible by default, and using them effectively often requires adaptations, individualized instruction, and workarounds developed through shared community knowledge. Andy Granda and Bruce Visser of Grid Specialized Services shared a story about teaching a DeafBlind individual to use an iPhone—a process that took more than 100 hours of one-on-one instruction just to learn how to navigate among apps and send/read messages. **This story is a testament to the mutual support and deep collective labor that must be put forward (often by communities already facing structural oppression) to create access for one another when systems fall short.**

Additionally, they noted that frequent software updates and device changes make it difficult for DeafBlind individuals to keep up without additional training. This dynamic can contribute to social isolation, reduced autonomy, and increased reliance on

Case Study: Grid Specialized Services (cont.)

individual expertise or support networks to access basic services. When inaccessible technology cuts people off from connection, it contributes to a phenomenon DeafBlind advocates describe as communication deprivation—the systemic denial of opportunities to engage in meaningful communication with others.

The Importance of One-on-One Training

Members of DeafBlind communities emphasized how essential one-on-one training with qualified instructors is for DeafBlind individuals learning to navigate technology. There are unique and irreplaceable lived experiences that are more important than other ways of learning about teaching and instructing with DeafBlind individuals and communities. While interpreters or generalized resources might play an important role, they cannot provide the individualized, hands-on support required to build technology skills.

Direct communication between DeafBlind individuals and experienced trainers allows for a personalized approach that can address each person's unique communication style, pace, and learning needs. This approach can help increase independence and reduce isolation.

However, access to qualified trainers and coaches who understand both technology and DeafBlind communication methods is currently limited. Expanding the availability of DeafBlind-centered one-on-one training was identified as a key strategy for improving technology access and ensuring DeafBlind communities are not left behind as systems continue to evolve.

Recommendations: Advocating for Accessibility in Technology and Policy

The DeafBlind community should not have to work harder than communities that are not DeafBlind just to access the same technology. Community members shared that creating accessible systems for these communities requires intentional design, investment, and leadership at every stage of development.

Specific recommendations include:

- Building accessibility requirements into technology design from the very beginning, rather than retrofitting after release.
- Investing in DeafBlind-led training and technical assistance programs meant to train the trainer.
- Expanding culturally responsive services, particularly for BIPOC DeafBlind individuals.

Case Study: Grid Specialized Services (cont.)

- Improving transportation, healthcare access, and emergency response systems to meet the needs of DeafBlind users.
- Ensuring DeafBlind individuals are in leadership roles within policy development, program design, and implementation processes.

Access, equity, and inclusion for the DeafBlind community will not be achieved through isolated efforts. These outcomes require systemic change centered on the expertise and leadership of DeafBlind people and organizations.



Case Study: Leveled Up Reentry

Rooted in Experience: Shaping Programs Around Real Lives

Leveled Up Reentry is a by-and-for organization serving community members who have lived experience with incarceration, especially in Western Washington. It focuses on building civic skills and providing tools that support personal and collective liberation. Motivated by firsthand experiences with digital access and skills gaps among family and friends, several leaders from Leveled Up Reentry joined this project to more meaningfully examine digital skills and engagement in their Pierce County community.

Innovation in Action: Addressing the Digital Needs of Reentry

While basic technology skills were an initial interest, Leveled Up Reentry became increasingly focused on artificial intelligence (AI) and cybersecurity. Many community members were becoming curious about these topics and even hopeful about pursuing them as a pathway to employment, especially given the limited job opportunities elsewhere. When Leveled Up Reentry learned that it could pursue assessment methods that were not surveys, or even substitute surveys with something that would work better for its community, the project's pacing increased considerably and grew in a new direction.

Leveled Up Reentry's team became interested in training and learning new digital skills and working together to develop an application prototype to help others. That prototype, called LIBBI (short for liberation), is an AI tool designed to support individuals experiencing reentry by addressing the rifts in everyday skills and personal relationships that incarceration can create. They also created and launched a workforce development pilot program that included digital and soft skills preparation as core activities. The team developed partnerships with several organizations and agencies, including working with partners to provide interview preparation, devices, and training to their participants. Leveled Up Reentry also presented its work at Discovering Technology Fairs during the project and heard directly from participants about the features that mattered to them the most when assessing and supporting digital skills and experiences. These features include support for finding and utilizing mental health resources, culturally relevant agencies, and direct contacts to improve access to wellness and digital literacy support for individuals returning from incarceration. In response to the urgent financial, personal, and social reintegration needs many returning from incarceration face, Leveled Up Reentry has invested in providing business startup and entrepreneurship support as a pathway to generating sustainable, non-competitive resources for both short- and long-term stability.

Case Study: Leveled Up Reentry (cont.)

Reflecting on community feedback, Leveled Up Reentry started refining its application, LIBBI, to help address these needs. Instead of one tool, LIBBI is a suite of solutions that is accessible via texting LIBBI questions. LIBBI helps users build foundational life skills—like cooking or changing a tire—that are often denied to people impacted by the criminal legal system, which systematically strips away opportunities for everyday learning and self-reliance. LIBBI also supports creative expression as a means of self-healing and connection. Users can engage with tools to write music, poetry, or craft messages that help rebuild relationships with loved ones

For example, LIBBI can offer guidance on writing apology letters or reconnecting with children they may have lost touch with during incarceration. According to community members participating in feedback sessions, young people often communicate using images, short videos, emojis, or abbreviations—forms that can feel unfamiliar or difficult to interpret. LIBBI can help users better understand these communication styles and respond in ways that feel authentic and more likely to be understood. By helping people reconnect across generational and emotional divides, community members imagined LIBBI supporting relationship-building and mental wellness—an intention deeply embedded in its design.

Support What Works: Resourcing Community-Led Solutions

From start to finish, Leveled Up Reentry highlighted the importance of supporting those with lived experience in designing solutions that can be integrated into the reentry process. To do this work, this community's strongest recommendations were to increase access to non-competitive funding to support organizations, particularly using models that do not require that organizations expend funds before they can be reimbursed. This is important because funding shortfalls resulting from cuts to government contracts or other funding sources can devastate by-and-for organizations. These organizations are encouraged to keep spending money on programs and hope to be reimbursed, which is not sustainable. With more budget cuts, in some cases, organizations are learning later that they will not be reimbursed after all. Needs do not go away at the same pace as funding cuts; they often multiply as multiple cuts lead to ripple effects in funding across service areas. The most effective support for communities of color returning from incarceration is sustained investment in the solutions they are already building.

Case Study: PSESD Youth Wisdom Council

Youth Leading the Way: Reimagining Digital Equity Through Lived Experience

Members of the Youth Wisdom Council were clear: things can't stay the same. Youth are closest to both the inequities they face and the solutions needed in a rapidly changing school environment, yet they are often left out of the decision-making process. Current ways of involving youth, especially in public decision-making, often leave them out of the process entirely. Public meetings and youth advisory roles are meant to help, but they don't always work the way they should. Youth emphasized the need to be engaged early, directly, and meaningfully—in the places they already are, like schools, assemblies, and peer-led discussions.

When Engagement Falls Short: Tokenization, Mistrust, and Missed Opportunities

To authentically reflect youth realities and needs around digital skills, the Youth Wisdom Council conducted a statewide survey of students, parents, and educators. The survey looked at how students are taught digital skills, what's missing, and what youth feel like they need most. Most survey respondents highlighted core digital skills as priorities, including online research, productivity tools, and typing. One important result showed that not everyone agrees on how prepared students are to use technology. In college or future jobs: out of 59 who responded to the question, 42% agreed they were prepared, 27% were unsure, and 31% disagreed to some extent, highlighting uncertainty about how well current efforts support students' success with technology long-term.

Many youths described experiences of being dismissed, tokenized, or passed from adult to adult without seeing results. Trust, they said, comes from transparency, accountability, and shared power. When feedback is ignored, misrepresented, or distorted to fit pre-set narratives, trust is broken. Instead, youth called for co-creation rooted in honest dialogue, follow-up, and a clear explanation of what will or won't be acted on. This includes summaries of what was heard, what actions were taken, and how decisions were shaped by youth input.

Case Study: PSESD Youth Wisdom Council (cont.)

Co-Creation with Accountability: Centering Youth in Design, Decisions, and Follow-Up

One of the most important signs of meaningful engagement is follow-up. Youth want to know that their time and insights matter. When organizations check-in, provide updates, and invite youth to take action alongside adults, participation becomes real—and respectful. Without follow-up, engagement feels empty. This work also made clear the need to reach youth beyond the most connected or well-resourced communities. Survey results showed that households averaged six devices, with “5+” being the most common—but this level of access was closely linked to income, reinforcing the need to center rural, low-income, and underrepresented youth in any co-creation strategy. If digital equity efforts are to succeed, they must be built with—not just for—young people.

Case Study: Restoration Community Impact

Restoration Community Impact's Vision for Rural Digital Inclusion

In response to community needs for critical resources, including food, technology, and resource navigation, Restoration Community Impact (RCI) created a community market that meets communities in Eastern Washington, where they are using a dignity-forward approach to care and connection. Instead of a food pantry, RCI's market has fresh and packaged foods in a layout that feels more like a community store or bodega. Its church transforms into a space to exchange ideas about how to support community healing and technology exploration. This approach brings together youth, elders, and individuals across the lifespan into a space that is supportive and restorative. When deciding to get a Discovering Technology (DiscoTech) Fair in rural Central Washington, RCI committed to spreading its mission of advancing hope, compassion, curiosity, and support. Local businesses were centered in the event, including a local face painter, local balloon artists, and community workers. One of the primary strengths of this work was a personal relationship-centered approach built on trust and a shared commitment to addressing the needs of historically underserved rural communities, especially rural communities of color. Grounded in mutual trust, this partnership allowed RCI to focus its time and resources on priorities identified by these communities. This was particularly important for the communities of color in rural spaces, which are often overlooked in political decisions about what rural communities need most.

Hands-On Exploration Reveals Community Needs and Future Pathways

RCI served as one of the anchor communities that prototyped the Digital Equity Co-Creation Toolkit's games and activities at a DiscoTech. Over 50 people tested the games and activities, including children, elders, people with disabilities, and communities of color. Some of the feedback initially provided was that games like Family Frenzy (a twist on Family Feud) can bring out a competitive energy that can be fun and generative for conversations. Additionally, the drawing and arts-based approaches were popular with people who said they would typically not take surveys about digital skills or experiences. Virtual reality headsets were a popular technology; it was challenging to keep the devices charged enough due to the strong demand. Lastly, the 3D printing booth and fiber optics booth were of interest to many people who had never seen such technology before. The live demonstrations helped people understand what the technology could do and what kinds of jobs may be possible

Case Study: Restoration Community Impact (cont.)

with this technology. When reflecting on the feedback shared with researchers, the participants' insights suggest that participatory activities such as these may provide a valuable approach to learning more about community needs and experiences.

To close the digital divide for rural communities, community members recommended leaning into supporting their greatest assets, namely, their close-knit community. Participants wanted more events like this in the future. Instead of lecture-based digital skills workshops, community members expressed a desire for hands-on, immersive events—offered in familiar community spaces. Content-wise, there was interest in opportunities to practice new digital skills, explore potential career pathways, and be exposed to new technologies. Without consistent, affordable internet access, many residents noted it can be challenging to know what tools or opportunities are available, let alone how to access them. In this context, assessments paired with hands-on demonstrations may be efficient, as this simultaneously identifies gaps and also provides immediate, practical value to participants.

Toward Sustained Belonging: Co-Creating Multigenerational, Hands-On Pathways for Digital Equity and Healing

Additionally, community members spoke to the importance of creating multigenerational spaces. Having fun and engaging activities for children makes it easier for adults, especially grandparents and neighbors who often serve as caregivers, to participate fully. Several participants suggested bringing these kinds of events into schools, where families can explore and learn together.

Finally, there is a need for deeper, long-term partnerships that recognize both the shared and unique challenges faced by rural communities of color in regions like Eastern Washington. These rural communities are eager to direct investments through sustained, collaborative approaches that build on local expertise and strengths. To meet the recommendations of rural communities, legislators will need to address the layered impacts of rural disinvestment, poverty, and racial inequity—conditions that digital inequities often reflect and reinforce. Investing in the priorities identified by rural communities of color helps dismantle intersecting inequities—and strengthens the broader systems that all rural communities rely on. The resources in the Plan and Connect phases reflect on how to expand and grow in ways that can



Case Study: Restoration Community Impact (cont.)

create sustainable solutions for assessing digital skills and experiences. Investing in community-led resources can support the critical work already driven by organizations like RCI and beyond.



Case Study: The Black Rose Collective

Building Connection and Healing After Incarceration

The Black Rose Collective (BRC) is a statewide community-led organization rooted in healing, relationships, and lived experience. Its work supports Black, Brown, Indigenous, and global majority individuals impacted by incarceration, gun violence, and structural barriers to reentry. With a vision grounded in dignity, self-determination, and abolitionist futures, BRC creates spaces for resource access, community connection, and self-directed healing.

When Digital Systems Harm: The Reality of Tech Trauma

Informed by what its community has long known and navigated, BRC focused this project on addressing an often overlooked reality: many justice-impacted individuals carry trauma related to technology. This technology trauma stems not only from disrupted access but also from repeated experiences of exclusion, surveillance, and confusion while navigating digital systems not designed for their realities. These harms are not isolated—they build on each other in mutually reinforcing ways, making reentry more difficult and isolating. Addressing this trauma means recognizing that digital harm is systemic, not personal.

BRC hosted a multigenerational Discovery Technology Fair, where community members explored Virtual Reality (VR) and Artificial Intelligence (AI) tools, shared feedback, and completed surveys. Participants—many of whom are peer leaders and trusted information brokers in their communities—expressed interest in how emerging tools could support soft skill development, job discovery, and social connection. During interviews at planning meetings and in community conversations at the Discovering Technology Fair, researchers heard about how technology trauma can manifest as people avoiding social service providers, missing emails and appointments, and even feelings of shame, embarrassment, avoidance, or alienation. Many community members highlighted a need for private, handheld ways to get answers to sensitive questions. Black Rose Collective heard this need and decided to explore how to document technology trauma and test ideas to help heal it, especially given the echoing community interest in a culturally-rooted AI assistant that Black Rose Collective was developing, Rose. For this project, BRC developed an early-stage curriculum and poster-based prototypes that support community education around digital trauma. These tools are part of an ongoing, community-informed effort to create trauma-responsive pathways to digital access, skill-building,

Case Study: The Black Rose Collective (cont.)

and support. In creating Rose and working alongside impacted community members for feedback, Black Rose Collective is bringing solutions to technology trauma using the first tool that many exiting incarceration receive as they reintegrate: a cell phone.

Let Communities Lead: Supporting Peer-Based Digital Healing

When working with communities impacted by incarceration and many intersecting systems of harm, community members recommend that public systems design solutions with lived experiences in mind—especially the compounded digital barriers created by incarceration, poverty, and surveillance—or else lack of access becomes just another form of exclusion. Legislative and public digital inclusion strategies must recognize the realities of technology trauma and invest in community-developed responses to this trauma and tools to heal it. These investments include resourcing culturally grounded, peer-led digital education, offering plain language guidance and live support, and shifting away from punitive or overly complex digital systems. Digital equity for justice-impacted communities must be trauma-informed, relationship-centered, and led by those most affected.

Survey Instruments





The Black Rose Collective: Digital Equity Assessment

The Washington State Library and Inclusive Data are conducting a Digital Equity Assessment to gather comprehensive data and personal stories from diverse communities across Washington. The purpose is to improve digital access, literacy, and inclusion throughout the state. Your privacy and confidentiality are of utmost importance, and all responses will be handled with care to protect your identity. The data will be anonymized, and participation is voluntary. Your input will directly inform the development of policies, funding allocation, and the creation of programs tailored to meet the specific needs of communities. This will lead to tangible improvements in digital equity for all Washingtonians.

Before continuing, please review and acknowledge that your participation in this study is voluntary and that your responses will be kept confidential. If you have any questions please email research@inclusivedatasolutions.com.

Do you consent to participate in this survey?

* Yes

No



Demographic Questions

What is your race or ethnicity? (Select all that apply and provide additional details)

American Indian, Alaska Native, or Indigenous
Asian or Asian American
Black, African, or African American
Hispanic or Latine
Middle Eastern or North African
Native Hawaiian or Pacific Islander
White/Caucasian
Prefer not to say
Other

What is your gender?

What is your age?

Under 18 18- 24
25- 34 35- 44
45- 54
55- 64
65 and over
Prefer not to say

What is your highest level of education?

Less than high school High
school diploma or GED
Some college
Associate degree
Bachelor's degree
Graduate degree
Prefer not to say



What is your annual household income?

- Less than \$25,000
- \$25,000–\$49,999
- \$50,000–\$74,999
- \$75,000–\$99,999
- \$100,000–
- \$149,999
- \$150,000 or more
- Prefer not to say

Do you have a disability or a chronic health condition?

- Yes
- No
- Prefer not to say

Employment Status

- Student
- Homemaker
- Unemployed
- Retired
- Employed part-time
- Self-employed
- Employed full-time
- Prefer not to say
- Other

Are you currently a member of The Black Rose Collective?

- Yes
- No

Who is your circle of support?

What is their relationship with technology?



Have you been impacted by incarceration?

Yes

No

Where are you from? Where were you raised?

What school did you go to? Was it resourced with technology?

How old were you when you were introduced to technology?

Internet Access

Does your household have a way to access the internet where you currently live?

Yes

No

Do you or does anyone in your household have a way to access the internet on the go? This could be a cell phone with data or a hotspot from your internet service provider.

Mobile internet plan with limited data

Mobile internet plan with unlimited data



- Pay as you go (mobile internet/no subscription)
- Don't know
- Do not have mobile internet service

1

At any point in the past year, has the place where you live been without internet for one month or longer?

- Yes, went without internet for one month or longer
- No, had continuous internet
- Don't know/Not Sure

How many devices do you have in your household and do you own or borrow them?

Ow ne d

On loan from school, work or elsewhere

Desktop Computer

Laptop computer

S m a rt phone

How adequate is the internet connection and speed where you live when it comes to your ability to do the tasks you want and need to do on the internet?

- Completely Adequate
- Mostly Adequate
- Not Adequate
- Sometimes Adequate
- Rarely Adequate
- Not Applicable

How often is your internet service interrupted or too slow?

- Daily
- Weekly
- Mo nthl y
- Less Often Than Once a Month
- Never
- I do not use the internet

What's one thing that would improve your internet service in the place where you live?

- Better customer service from provider
- Better reliability / reduced downtime
- Faster speeds
- Lower price
- I do not have internet where I live
- Nothing
- Other



Attitudes Towards the Internet and Technology

How important is technology and the internet to your daily life? Please check one.

- Extremely Important
- Very Important
- Important
- Not Important
- Not Very Important

How much do you agree or disagree with each of the following statements? Please check one box for each statement.

Strongly Agree Somewhat Agree Agree Neutral Disagree Somewhat Disagree Strongly Disagree

I am very confident using computers, smartphones, and other technology devices to access the internet

I am very good with technology and the internet

I do not feel confident doing business with a place that can only be reached on the internet

I find it hard to know whether I can trust information I find on the internet

I have a hard time learning how to use new technology devices and software programs

I worry about being able to afford new computing devices as technology changes and improves

I worry about privacy and that information I send over the internet will be seen by other people

Technology gives me more control over my daily life

When it comes to technology, I prefer the most basic model over one with a lot of extra features

What impact do you believe internet and technology has on society? Please check one.

- Totally Beneficial or Positive
- Mostly Beneficial or Positive
- Both Beneficial and Harmful
- Mostly Harmful
- Totally Harmful



CONGOLESE INTEGRATION NETWORK TECHNOLOGY CENTER DIGITAL EQUITY ASSESSMENT

The Washington State Library and Inclusive Data are conducting a Digital Equity Assessment to gather comprehensive data and personal stories from diverse communities across Washington. The purpose is to improve digital access, literacy, and inclusion throughout the state. Your privacy and confidentiality are of utmost importance, and all responses will be handled with care to protect your identity. The data will be anonymized, and participation is voluntary. Your input will directly inform the development of policies, funding allocation, and the creation of programs tailored to meet the specific needs of communities. This will lead to tangible improvements in digital equity for all Washingtonians. Before continuing, please review and acknowledge that your participation in this study is voluntary and that your responses will be kept confidential.

Do you consent to participate in this survey?

☐ Yes

☐ No

Demographic Questions

1. What is your race or ethnicity? *(Select all that apply and provide additional details)*

☐ American Indian, Alaska Native, or Indigenous (please specify tribe or nation): _____

☐ Asian or Asian American:

☐ Chinese

☐ Korean

☐ Filipino

☐ Japanese

☐ Asian Indian

☐ Other (please specify): _____

☐ Vietnamese

☐ Black, African, or African American:

☐ African American

☐ Nigerian

☐ Angolan

☐ Ethiopian

☐ Congolese

☐ Somali

☐ Haitian

☐ Other (please specify): _____

☐ Hispanic or Latine:

☐ Mexican or Mexican American

☐ Dominican

☐ Puerto Rican

☐ Colombian

☐ Cuban

☐ Other (please specify): _____

☐ Salvadoran

☐ Middle Eastern or North African:

☐ Lebanese

☐ Moroccan

☐ Iranian

☐ Palestinian

☐ Egyptian

☐ Other (please specify): _____

☐ Syrian



☐ Native Hawaiian or Pacific Islander:

☐ Native Hawaiian

☐ Samoan

☐ Chamorro

☐ Tongan

☐ Fijian

☐ Marshallese

☐ Other (please specify): _____

☐ White/Caucasian:

☐ German

☐ Irish

☐ English

☐ Italian

☐ Polish

☐ French

☐ Other (please specify): _____

☐ Prefer not to say

☐ Other (please specify): _____

2. What is your gender?

☐ Man

☐ Woman

☐ Trans or Transgender

☐ Non-Binary

☐ Two-Spirit

☐ Prefer not to say

☐ Other (please specify): _____

3. What is your age?

☐ Under 18

☐ 18-24

☐ 25-34

☐ 35-44

☐ 45-54 55-64

☐ 65 and over

☐ Prefer not to say

☐

4. What is your highest level of education?

☐ Less than high school

☐ High school diploma or GED

☐ Some college

☐ Associate degree

☐ Bachelor's degree

☐ Graduate degree

☐ Prefer not to say

5. What is your annual household income?

☐ Less than \$25,000

☐ \$25,000-\$49,999

☐ \$50,000-\$74,999

☐ \$75,000-\$99,999

☐ \$100,000-\$149,999

☐ \$150,000 or more

☐ Prefer not to say



6. Are you a veteran?

- ☐ Yes ☐ Prefer not to say
- ☐ No

7. Are you currently a participant or member of our organization?

- ☐ Yes ☐ No

8. What is your sexual orientation? (Select all that apply)

- ☐ Straight or Heterosexual ☐ Pansexual
- ☐ Gay or Lesbian ☐ Prefer not to say
- ☐ Bisexual ☐ Other (please specify): _____
- ☐ Asexual

9. Do you have a disability or a chronic health condition?

- ☐ Yes (please specify): _____
- ☐ No
- ☐ Prefer not to say

10. Household Size

- ☐ 1 ☐ 4
- ☐ 2 ☐ 5 or more
- ☐ 3 ☐ Prefer not to say

11. Housing Situation

- ☐ Own ☐ Prefer not to say
- ☐ Rent ☐ Other (please specify): _____
- ☐ Live with family/friends
- ☐ Temporary housing

12. What is your residency status? (Select all that apply)

- ☐ Immigrant ☐ Asylum Seeker
- ☐ Refugee ☐ None of the above

Internet Access

1. Does your household have a way to access the internet where you currently live?

☐ Yes

2. Do you or does anyone in your household have a way to access the internet on the go? This could be a cell phone with data or a hotspot from your internet service provider.

☐ Mobile internet plan with limited data ☐ Don't know

☐ Mobile internet plan with unlimited data

☐ Do not have mobile internet service

☐ Pay as you go (mobile internet/no subscription)

3. At any point in the past year, has the place where you live been without internet for one month or longer?

☐ Yes, went without internet for one month or longer

☐ No, had continuous internet☐ Don't know/Not Sure

4. How many devices do you have in your household and do you own or borrow them?

	Owned	On loan from school, work or elsewhere
Desktop Computer	# _____	# _____
Laptop computer	# _____	# _____
Tablet (including internet enabled e-readers)	# _____	# _____
Smartphone	# _____	# _____

5. How adequate is the internet connection and speed where you live when it comes to your ability to do the tasks you want and need to do on the internet? Please check one.

[illegible]



6. How often is your internet service interrupted or too slow? Please check one.

Daily	Weekly	Monthly	Less Often Than Once a Month	Never	I do not use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What one thing would improve your internet service in the place where you live? Please check one.

- | | |
|--|---|
| <input type="checkbox"/> Faster speeds | <input type="checkbox"/> Other (<i>please specify</i>): _____ |
| <input type="checkbox"/> Lower price | <input type="checkbox"/> Nothing |
| <input type="checkbox"/> Better customer service from provider | <input type="checkbox"/> I do not have internet where I live |
| <input type="checkbox"/> Better reliability / reduced downtime | |



Technology/Device Usage

1. Please tell us where you have used the internet in the past three months. Please check all that apply.

	Used Internet At
Home	<input type="checkbox"/>
Work	<input type="checkbox"/>
School/college/university	<input type="checkbox"/>
Library	<input type="checkbox"/>
Community or recreation center	<input type="checkbox"/>
Non-profit, religious or cultural center	<input type="checkbox"/>
Friend's or relative's home	<input type="checkbox"/>
Public or free internet area (<i>airport, public plaza</i>)	<input type="checkbox"/>
At a local business (<i>coffee shop or restaurant</i>)	<input type="checkbox"/>
Apartment/condo building computer center/room	<input type="checkbox"/>
Other places	<input type="checkbox"/>
Do not use the internet	<input type="checkbox"/>

2. Why do you not use the internet more? Please check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> I don't know how to use the internet | <input type="checkbox"/> I have no time to learn about it or how to use it |
| <input type="checkbox"/> Not interested or don't need / want to use it | <input type="checkbox"/> Service plans from internet providers are confusing |
| <input type="checkbox"/> Internet service is too expensive | <input type="checkbox"/> I don't like what I would see or read on the internet |
| <input type="checkbox"/> I don't have a device (computer, tablet, smartphone) to access the internet | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> It's too slow / frustrating / internet doesn't work well | <input type="checkbox"/> No reason – I already use the internet to a great extent |

3. If you do not have internet in the place where you live, please tell us why. Please check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> I don't know how to get internet where I live | <input type="checkbox"/> Internet costs too much |
| <input type="checkbox"/> I don't need or want internet where I live | <input type="checkbox"/> I don't have a device to access the internet |
| <input type="checkbox"/> I don't trust technology or internet companies | <input type="checkbox"/> The internet service is too slow / unreliable |
| <input type="checkbox"/> I don't have the credit or the deposit requirements are too high | <input type="checkbox"/> Other (please specify): _____ |
| | <input type="checkbox"/> I have internet where I live |



Using the Internet and Ability to Use the Internet

1. Which of the following activities have you done online at least occasionally during the past six months? Please check all that apply.

Activity	Yes, I have done this online
Use email online	<input type="checkbox"/>
Text or use instant messaging online	<input type="checkbox"/>
Use social media online (Facebook, Instagram, Twitter, Tik Tok, etc.)	<input type="checkbox"/>
Play video games online	<input type="checkbox"/>
Watch or listen to videos, music, radio programs, or podcasts online	<input type="checkbox"/>
Create and post original media (photos, graphics, video, audio, podcasts, etc.)	<input type="checkbox"/>
Do schoolwork or conduct online research for school	<input type="checkbox"/>
Participate in or attend school or job training online	<input type="checkbox"/>
Telecommute or work online while away from a central workplace, such as working from home	<input type="checkbox"/>
Use the internet to search or apply for a job online	<input type="checkbox"/>
Access government services online (registering to vote, renewing your driver's license, applying for government benefits, etc.)	<input type="checkbox"/>
Use the internet for online shopping, travel reservations, or other consumer services such as rideshare (Uber, Lyft, etc.)	<input type="checkbox"/>
Use the internet to sell goods (eBay, Etsy, Craigslist, Facebook Marketplace, etc.)	<input type="checkbox"/>
Use the internet to offer your own services for sale such as driving for Uber or Lyft, offering rentals on Airbnb, consulting/professional services, etc.	<input type="checkbox"/>
Find legal or consumer rights information online	<input type="checkbox"/>
Use the internet for financial services such as banking, investing, paying bills online, or sending money to other people	<input type="checkbox"/>
Access health records or health insurance records online	<input type="checkbox"/>
Participate in a health appointment with a doctor or other health professional online	<input type="checkbox"/>
Research health information online (WebMD, etc.)	<input type="checkbox"/>
Searching for immigration information or resources	<input type="checkbox"/>
Talking to family or friends abroad	<input type="checkbox"/>
	<input type="checkbox"/>

2. Do you have access to a device with a screen large enough to do all the tasks you need to do (e.g. homework, write documents, fill out forms)?

☐ Yes

☐ No

3. How much do you rely on others to help you with the skills needed to access and navigate the internet? Please check one.

☐ Rely a great deal on someone else

☐ Don't rely on anyone

☐ Rely somewhat on someone else

☐ I never use the internet

☐ Rely rarely on someone else



4. How comfortable are you in performing the following activities online? Please check one box per row.

Activity	Completely comfortable doing this	Can do but sometimes need help	Do not know how to do this
Open an internet browser to find and use websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change settings to make my device easier to use (e.g. change the font size to make it easier to read)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect a device to a Wi-Fi network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measure the speed of your internet connection (speed test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up an email account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share documents with others by attaching them to an email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in video conferences, calls, or meetings over the internet (e.g. Teams, Zoom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share and collaborate using online documents (e.g. Google docs, Dropbox)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access and share information across different devices (e.g. manage a calendar or appointment system across your smartphone and laptop)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use search engines to find the information you are looking for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use credit/debit cards or other forms of online payment (e.g. PayPal, Venmo) to buy goods/services online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading and installing a new app on our smartphone, tablet or laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use webchat to get customer service or solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the internet to find information that helps you solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize what information or content may, or may not, be trustworthy on websites/apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up and changing passwords to help keep your information and accounts secure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and avoid suspicious links in email, websites, social media, and text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please rate how interested you or anyone in your household would be in each of the following technology training topics. Please check one for each row.

Interest in technology training on the following topics:	Very Interested	Possibly Interested	Not Interested
Setting up / Using social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up / Using email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job searching and online job applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using basic software (e.g. word processing, spreadsheet applications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to code software and applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning to create, edit, and publish my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer hardware or mobile device troubleshooting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protecting yourself and your data online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selling products or services online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating a copy or back-up of your files (on a drive or online/cloud)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (write in your training topics): _____			



Attitudes Towards the Internet and Technology

1. How important is technology and the internet to your daily life? Please check one.

Extremely Important	Very Important	Important	Not Very Important	Not Important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How much do you agree or disagree with each of the following statements? Please check one box for each statement.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I am very confident using computers, smartphones, and other technology devices to access the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it hard to know whether I can trust information I find on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very good with technology and the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a hard time learning how to use new technology devices and software programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology gives me more control over my daily life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not feel confident doing business with a place that can only be reached on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about privacy and that information I send over the internet will be seen by other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When it comes to technology, I prefer the most basic model over one with a lot of extra features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about being able to afford new computing devices as technology changes and improves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Technology Center Needs

1. What types of resources would you like to see available at a community technology center? *(Select all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Computers with internet access | <input type="checkbox"/> Educational workshops (e.g., coding, digital literacy) |
| <input type="checkbox"/> Printing and scanning services (i.e., equipment, paper, ink) | <input type="checkbox"/> Access to software (e.g., graphic design, office applications) |
| <input type="checkbox"/> Tech support and troubleshooting | <input type="checkbox"/> Language translation services |
| <input type="checkbox"/> Job search assistance | <input type="checkbox"/> Other: _____ |

2. Which of the following educational programs would you be interested in? *(Select all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Basic computer skills | <input type="checkbox"/> Digital literacy workshops |
| <input type="checkbox"/> Internet navigation and email | <input type="checkbox"/> Online safety and security training |
| <input type="checkbox"/> Social media management | <input type="checkbox"/> Job readiness and resume building |
| <input type="checkbox"/> Data analysis and spreadsheets | <input type="checkbox"/> Graphic design and multimedia creation |
| <input type="checkbox"/> Video editing and production | <input type="checkbox"/> Language learning (e.g., ESL and Duolingo) |
| <input type="checkbox"/> Coding and programming classes | <input type="checkbox"/> Other: _____ |

3. What types of professional development resources would you like to see at the technology center? *(Select all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Resume writing assistance | <input type="checkbox"/> Personal finance management |
| <input type="checkbox"/> Interview preparation workshops | <input type="checkbox"/> Time management and productivity |
| <input type="checkbox"/> Career counseling | <input type="checkbox"/> Health and wellness programs |
| <input type="checkbox"/> Networking opportunities with local businesses | <input type="checkbox"/> Career and life navigation (i.e., job references) |
| <input type="checkbox"/> Online job application assistance | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Internship hours | |



Support Services

1. What additional support services would you find beneficial? *(Select all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Housing and social services support | <input type="checkbox"/> Financial literacy and budgeting |
| <input type="checkbox"/> Mental health resources | <input type="checkbox"/> Language translation and interpretation |
| <input type="checkbox"/> Substance use counseling | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Resource navigation | |

2. Would you need childcare services while using the technology center?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

3. If yes, what age group(s) would the childcare need to accommodate? *(Select all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Infants (0-2 years) | <input type="checkbox"/> Young children (6-12 years) |
| <input type="checkbox"/> Toddlers (3-5 years) | <input type="checkbox"/> Teenagers (13-17 years) |



Accessibility and Additional Services

1. What hours of operation would be most convenient for you? *(Select all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Weekdays (morning) | <input type="checkbox"/> Weekends (afternoon) |
| <input type="checkbox"/> Weekdays (afternoon) | <input type="checkbox"/> Weekends (evening) |
| <input type="checkbox"/> Weekdays (evening) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Weekends (morning) | |

2. Do you require any special accommodations to use the technology center? *(Select all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Wheelchair accessibility | <input type="checkbox"/> Language assistance |
| <input type="checkbox"/> Assistive technology (e.g., screen readers, magnifiers) | <input type="checkbox"/> Other: _____ |

3. What additional services or resources would you like to see offered at the technology center?



Class and Workshop Preferences

1. What topics for workshops would you be most interested in attending *(Select all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Cybersecurity and online privacy | <input type="checkbox"/> Digital art and design |
| <input type="checkbox"/> E-commerce and online business | <input type="checkbox"/> Microsoft Office |
| <input type="checkbox"/> Digital marketing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Software development | |

2. How frequently would you like to attend classes or workshops at the technology center?

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Bi-weekly |
| <input type="checkbox"/> Several times a week | <input type="checkbox"/> Monthly |
| <input type="checkbox"/> Weekly | |

3. Would you be interested in any of the following special programs or events? *(Select all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Guest speaker series | <input type="checkbox"/> Youth programs and coding camps |
| <input type="checkbox"/> Technology fairs and expos | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Certification courses (e.g., IT certifications) | |



Additional Feedback

1. What other features or services would make the technology center more useful to you (i.e., maternity room, family restrooms, kitchen, diaper changing space)?

2. Are there any barriers that currently prevent you from accessing technology and digital resources? If so, please explain.

3. What specific outcomes or goals would you like to achieve by using the technology center?

4. Do you have any other suggestions or ideas for making the technology center a valuable resource for the community?

Thank you for your thoughtful responses.



MASJID AL-NUR



ISLAMIC CENTER OF OLYMPIA DIGITAL EQUITY ASSESSMENT

The Washington State Library and Inclusive Data are conducting a Digital Equity Assessment to gather comprehensive data and personal stories from diverse communities across Washington. The purpose is to improve digital access, literacy, and inclusion throughout the state. Your privacy and confidentiality are of utmost importance, and all responses will be handled with care to protect your identity. The data will be anonymized, and participation is voluntary. Your input will directly inform the development of policies, funding allocation, and the creation of programs tailored to meet the specific needs of communities. This will lead to tangible improvements in digital equity for all Washingtonians. Before continuing, please review and acknowledge that your participation in this study is voluntary and that your responses will be kept confidential.

Do you consent to participate in this survey?

☐ Yes

☐ No

Demographic Questions

1. What is your race or ethnicity? *(Select all that apply and provide additional details)*

☐ American Indian, Alaska Native, or Indigenous (please specify tribe or nation): _____

☐ Asian or Asian American:

☐ Chinese

☐ Korean

☐ Filipino

☐ Japanese

☐ Asian Indian

☐ Other (please specify): _____

☐ Vietnamese

☐ Black, African, or African American:

☐ African American

☐ Ethiopian

☐ Angolan

☐ Somali

☐ Haitian

☐ Other (please specify): _____

☐ Nigerian

☐ Hispanic or Latine:

☐ Mexican or Mexican American

☐ Dominican

☐ Puerto Rican

☐ Colombian

☐ Cuban

☐ Other (please specify): _____

☐ Salvadoran

☐ Middle Eastern or North African:

☐ Lebanese

☐ Moroccan

☐ Iranian

☐ Palestinian

☐ Egyptian

☐ Other (please specify): _____

☐ Syrian



☐ Native Hawaiian or Pacific Islander:

☐ Native Hawaiian

☐ Samoan

☐ Chamorro

☐ Tongan

☐ Fijian

☐ Marshallese

☐ Other (please specify): _____

☐ White/Caucasian:

☐ German

☐ Irish

☐ English

☐ Italian

☐ Polish

☐ French

☐ Other (please specify): _____

☐ Prefer not to say

☐ Other (please specify): _____

2. What is your gender?

☐ Man

☐ Woman

☐ Trans or Transgender

☐ Non-Binary

☐ Two-Spirit

☐ Prefer not to say

☐ Other (please specify): _____

3. What is your age?

☐ Under 18

☐ 18-24

☐ 25-34

☐ 35-44

☐ 45-54 55-64

☐ 65 and over

☐ Prefer not to say

☐

4. What is your highest level of education?

☐ Less than high school

☐ High school diploma or GED

☐ Some college

☐ Associate degree

☐ Bachelor's degree

☐ Graduate degree

☐ Prefer not to say

5. What is your annual household income?

☐ Less than \$25,000

☐ \$25,000-\$49,999

☐ \$50,000-\$74,999

☐ \$75,000-\$99,999

☐ \$100,000-\$149,999

☐ \$150,000 or more

☐ Prefer not to say



6. Are you a veteran?

- ☐ Yes ☐ Prefer not to say
- ☐ No

7. Are you currently a participant or member of our organization?

- ☐ Yes ☐ No

8. What is your sexual orientation? *(Select all that apply)*

- ☐ Pansexual ☐ Prefer not to say
- ☐ Straight or Heterosexual ☐
- ☐ Gay or Lesbian ☐
- ☐ Bisexual ☐ Other *(please specify)*: _____
- ☐ Asexual

9. Do you have a disability or a chronic health condition?

- ☐ Yes *(please specify)*: _____
- ☐ No
- ☐ Prefer not to say

10. Household Size

- ☐ 1 ☐ 4
- ☐ 2 ☐ 5 or more
- ☐ 3 ☐ Prefer not to say

11. Housing Situation

- ☐ Own Rent ☐ Prefer not to say
- ☐ Live with family/friends ☐ Other *(please specify)*: _____
- ☐ Temporary housing
- ☐

12. What is your residency status? *(Select all that apply)*

- ☐ Immigrant ☐ Asylum Seeker
- ☐ Refugee ☐ None of the above



Internet Access

1. Does your household have a way to access the internet where you currently live?

☐ No

2. How many devices do you have in your household and do you own or borrow them?

	Owned	On loan from school, work or elsewhere
Desktop Computer	# _____	# _____
Laptop computer	# _____	# _____
Tablet (including internet enabled e-readers)	# _____	# _____
Smartphone	# _____	# _____

3. How adequate is the internet connection and speed where you live when it comes to your ability to do the tasks you want and need to do on the internet? Please check one.

Completely Adequate	Mostly Adequate	Sometimes Adequate	Rarely Adequate	Not Adequate	Not Applicable
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Technology/Device Usage

1. Please tell us where you have used the internet in the past three months. Please check all that apply.

Place	Used Internet At
Home	<input type="checkbox"/>
Work	<input type="checkbox"/>
School/college/university	<input type="checkbox"/>
Library	<input type="checkbox"/>
Community or recreation center	<input type="checkbox"/>
Non-profit, religious or cultural center	<input type="checkbox"/>
Friend's or relative's home	<input type="checkbox"/>
Public or free internet area (<i>airport, public plaza</i>)	<input type="checkbox"/>
At a local business (<i>coffee shop or restaurant</i>)	<input type="checkbox"/>
Apartment/condo building computer center/room	<input type="checkbox"/>
Other places	<input type="checkbox"/>
Do not use the internet	<input type="checkbox"/>



Using the Internet and Ability to Use the Internet

1. Which of the following activities have you done online at least occasionally during the past six months? Please check all that apply.

Activity	Yes, I have done this online
Use email online Text or use instant messaging online	<input type="checkbox"/>
Use social media online (Facebook, Instagram, Twitter, Tik Tok, etc.)	<input type="checkbox"/>
Play video games online	<input type="checkbox"/>
Watch or listen to videos, music, radio programs, or podcasts online	<input type="checkbox"/>
Create and post original media (photos, graphics, video, audio, podcasts, etc.)	<input type="checkbox"/>
Do schoolwork or conduct online research for school	<input type="checkbox"/>
Participate in or attend school or job training online	<input type="checkbox"/>
Telecommute or work online while away from a central workplace, such as working from home	<input type="checkbox"/>
Use the internet to search or apply for a job online	<input type="checkbox"/>
Access government services online (registering to vote, renewing your driver's license, applying for government benefits, etc.)	<input type="checkbox"/>
Use the internet for online shopping, travel reservations, or other consumer services such as rideshare (Uber, Lyft, etc.)	<input type="checkbox"/>
Use the internet to sell goods (eBay, Etsy, Craigslist, Facebook Marketplace, etc.)	<input type="checkbox"/>
Use the internet to offer your own services for sale such as driving for Uber or Lyft, offering rentals on Airbnb, consulting/professional services, etc.	<input type="checkbox"/>
Find legal or consumer rights information online	<input type="checkbox"/>
Use the internet for financial services such as banking, investing, paying bills online, or sending money to other people	<input type="checkbox"/>
Access health records or health insurance records online	<input type="checkbox"/>
Participate in a health appointment with a doctor or other health professional online	<input type="checkbox"/>
Research health information online (WebMD, etc.)	<input type="checkbox"/>

2. Do you have access to a device with a screen large enough to do all the tasks you need to do (e.g. homework, write documents, fill out forms)?

☐ Yes

☐ No

3. How much do you rely on others to help you with the skills needed to access and navigate the internet? Please check one.

☐ Rely a great deal on someone else

☐ Don't rely on anyone

☐ Rely somewhat on someone else

☐ I never use the internet

☐ Rely rarely on someone else



4. How comfortable are you in performing the following activities online? Please check one box per row.

Activity	Completely comfortable doing this	Can do but sometimes need help	Do not know how to do this
Open an internet browser to find and use websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change settings to make my device easier to use (e.g. change the font size to make it easier to read)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect a device to a Wi-Fi network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measure the speed of your internet connection (speed test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up an email account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share documents with others by attaching them to an email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in video conferences, calls, or meetings over the internet (e.g. Teams, Zoom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share and collaborate using online documents (e.g. Google docs, Dropbox)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access and share information across different devices (e.g. manage a calendar or appointment system across your smartphone and laptop)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use search engines to find the information you are looking for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use credit/debit cards or other forms of online payment (e.g. PayPal, Venmo) to buy goods/services online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading and installing a new app on our smartphone, tablet or laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use webchat to get customer service or solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the internet to find information that helps you solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize what information or content may, or may not, be trustworthy on websites/apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up and changing passwords to help keep your information and accounts secure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and avoid suspicious links in email, websites, social media, and text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please rate how interested you or anyone in your household would be in each of the following technology training topics. Please check one for each row.

Interest in technology training on the following topics:	Very Interested	Possibly Interested	Not Interested
Setting up / Using social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up / Using email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job searching and online job applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using basic software (e.g. word processing, spreadsheet applications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to code software and applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning to create, edit, and publish my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer hardware or mobile device troubleshooting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selling products or services online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protecting yourself and your data online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating a copy or back-up of your files (on a drive or online/cloud)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (write in your training topics): _____			



Attitudes Towards the Internet and Technology

1. How important is technology and the internet to your daily life? Please check one.

Extremely Important	Very Important	Important	Not Very Important	Not Important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How much do you agree or disagree with each of the following statements? Please check one box for each statement.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I am very confident using computers, smartphones, and other technology devices to access the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it hard to know whether I can trust information I find on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very good with technology and the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a hard time learning how to use new technology devices and software programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology gives me more control over my daily life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not feel confident doing business with a place that can only be reached on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about privacy and that information I send over the internet will be seen by other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When it comes to technology, I prefer the most basic model over one with a lot of extra features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about being able to afford new computing devices as technology changes and improves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your thoughtful responses.



LEVELED UP RE-ENTRY DIGITAL EQUITY ASSESSMENT

The Washington State Library and Inclusive Data are conducting a Digital Equity Assessment to gather comprehensive data and personal stories from diverse communities across Washington. The purpose is to improve digital access, literacy, and inclusion throughout the state. Your privacy and confidentiality are of utmost importance, and all responses will be handled with care to protect your identity. The data will be anonymized, and participation is voluntary. Your input will directly inform the development of policies, funding allocation, and the creation of programs tailored to meet the specific needs of communities. This will lead to tangible improvements in digital equity for all Washingtonians. Before continuing, please review and acknowledge that your participation in this study is voluntary and that your responses will be kept confidential.

Do you consent to participate in this survey?

☐ Yes

☐ No

Demographic Questions

1. What is your race or ethnicity? *(Select all that apply and provide additional details)*

☐ American Indian, Alaska Native, or Indigenous (please specify tribe or nation): _____

☐ Asian or Asian American:

☐ Chinese

☐ Korean

☐ Filipino

☐ Japanese

☐ Asian Indian

☐ Other (please specify): _____

☐ Vietnamese

☐ Black, African, or African American:

☐ African American

☐ Ethiopian

☐ Jamaican

☐ Somali

☐ Haitian

☐ Other (please specify): _____

☐ Nigerian

☐ Hispanic or Latine:

☐ Mexican or Mexican American

☐ Dominican

☐ Puerto Rican

☐ Colombian

☐ Cuban

☐ Other (please specify): _____

☐ Salvadoran

☐ Middle Eastern or North African:

☐ Lebanese

☐ Moroccan

☐ Iranian

☐ Palestinian

☐ Egyptian

☐ Other (please specify): _____

☐ Syrian



☐ Native Hawaiian or Pacific Islander:

☐ Native Hawaiian

☐ Samoan

☐ Chamorro

☐ Tongan

☐ Fijian

☐ Marshallese

☐ Other (please specify): _____

☐ White/Caucasian:

☐ German

☐ Irish

☐ English

☐ Italian

☐ Polish

☐ French

☐ Other (please specify): _____

☐ Prefer not to say

☐ Other (please specify): _____

2. What is your gender?

☐ Man

☐ Woman

☐ Trans or Transgender

☐ Non-Binary

☐ Two-Spirit

☐ Prefer not to say

☐ Other (please specify): _____

3. What is your age?

☐ Under 18

☐ 18-24

☐ 25-34

☐ 35-44

☐ 45-54 55-64

☐ 65 and over

☐ Prefer not to say

☐

4. What is your highest level of education?

☐ Less than high school

☐ High school diploma or GED

☐ Some college

☐ Associate degree

☐ Bachelor's degree

☐ Graduate degree

☐ Prefer not to say

5. What is your annual household income?

☐ Less than \$25,000

☐ \$25,000-\$49,999

☐ \$50,000-\$74,999

☐ \$75,000-\$99,999

☐ \$100,000-\$149,999

☐ \$150,000 or more

☐ Prefer not to say



6. Are you a veteran?

- ☐ Yes ☐ Prefer not to say
☐ No

7. Are you currently a participant of Leveled Up Re-Entry?

- ☐ Yes ☐ No

8. What is your sexual orientation? (Select all that apply) Pansexual Prefer not to say

- ☐ Straight or Heterosexual ☐ Pansexual
☐ Gay or Lesbian ☐ Prefer not to say
☐ Bisexual ☐ Other (please specify): _____
☐ Asexual

9. Do you have a disability or a chronic health condition?

- ☐ Yes (please specify): _____
☐ No
☐ Prefer not to say

10. Household Size

- ☐ 1 ☐ 4
☐ 2 ☐ 5 or more
☐ 3 ☐ Prefer not to say

11. Housing Situation

- ☐ Own Rent ☐ Prefer not to say
☐ Live with family/friends ☐ Other (please specify): _____
☐ Temporary housing
☐

12. Have you been impacted by the War on Drugs or mass incarceration?

- ☐ Yes (please provide a brief description) ☐ No



About Your Household

1. How many children and adults are in your household? A household is a group of people who live together and share money even if they are not related to each other.

Number of children (under 18) in your household	#_____
Number of adults (age 18-59) in your household	#_____
Number of adults age 60 or older in your household	#_____

2. How many children (*under 18*) in your household are in each of the following age or grade groups? Please also tell us where each of the children attend school (if children are in school). Please write the number of children in each category and check school type for each.

		Please indicate school type for each age/grade level:		
	# of Children	Pierce County Public Schools	Other Public, Private, or Homeschool	No Schooling at This Time
Birth to 3 years old	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-K or kindergarten	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1st grade to 5th grade	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6th grade to 8th grade	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9th grade to 12th grade	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College / post-secondary	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Reentry and Technology Questions

1. What barriers do you face when using technology for resources and support? *(Select all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Lack of access to devices | <input type="checkbox"/> Complexity of tools |
| <input type="checkbox"/> Lack of internet access | <input type="checkbox"/> Lack of technical support |
| <input type="checkbox"/> Limited digital literacy | <input type="checkbox"/> Lack of access to resources |
| <input type="checkbox"/> Privacy concerns | <input type="checkbox"/> Other <i>(please specify)</i> : _____ |

2. What are some of the challenges you face during your reentry phase? *(Select all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Finding employment | <input type="checkbox"/> Financial literacy |
| <input type="checkbox"/> Job readiness <i>(interview preparation, resumes, work/interview attire, etc.)</i> | <input type="checkbox"/> Accessing mental health services |
| <input type="checkbox"/> Accessing housing | <input type="checkbox"/> Building a support network |
| <input type="checkbox"/> Applying for government services | <input type="checkbox"/> Other <i>(please specify)</i> : _____ |

3. Which of the following services would be most beneficial to you? *(Select all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Writing a resume | <input type="checkbox"/> Financial literacy |
| <input type="checkbox"/> Preparing for job interviews | <input type="checkbox"/> Accessing mental health/recovery support |
| <input type="checkbox"/> Finding job opportunities | <input type="checkbox"/> Accessing community resources |
| <input type="checkbox"/> Applying for government assistance | <input type="checkbox"/> Building and maintaining relationships |
| <input type="checkbox"/> Learning digital literacy skills | <input type="checkbox"/> Learning civic life skills (e.g., how to change a tire) |
| <input type="checkbox"/> Understanding legal rights and services | <input type="checkbox"/> Other <i>(please specify)</i> : _____ |
| <input type="checkbox"/> Finding housing | |

4. What are the top three skills you would like to improve to help with your reentry phase?

1. _____
2. _____
3. _____



Internet Access

1. Does your household have a way to access the internet where you currently live?

☐ Yes

☐ No

2. At any point in the past year, has the place where you live been without internet for one month or longer?

☐ Yes, went without internet for one month or longer

☐ No, had continuous internet

☐ Don't know/Not Sure

3. How adequate is the internet connection and speed where you live when it comes to your ability to do the tasks you want and need to do on the internet? Please check one.

Completely Adequate	Mostly Adequate	Sometimes Adequate	Rarely Adequate	Not Adequate	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How often is your internet service interrupted or too slow? Please check one.

Daily	Weekly	Monthly	Less Often Than Once a Month	Never	I do not use the internet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What one thing would improve your internet service in the place where you live? Please check one.

☐ Faster speeds

☐ Lower price

☐ Better customer service from provider

☐ Better reliability / reduced downtime

☐ Other (please specify): _____

☐ Nothing

☐ I do not have internet where I live



Technology/Device Usage

- 1. Please tell us where you have used the internet in the past three months.
Please check all that apply.**

	Used Internet At
Home	<input type="checkbox"/>
Work	<input type="checkbox"/>
School/college/university	<input type="checkbox"/>
Library	<input type="checkbox"/>
Community or recreation center	<input type="checkbox"/>
Non-profit, religious or cultural center	<input type="checkbox"/>
Friend's or relative's home	<input type="checkbox"/>
Public or free internet area (<i>airport, public plaza</i>)	<input type="checkbox"/>
At a local business (<i>coffee shop or restaurant</i>)	<input type="checkbox"/>
Apartment/condo building computer center/room	<input type="checkbox"/>
Other places	<input type="checkbox"/>
Do not use the internet	<input type="checkbox"/>

- 2. Why do you not use the internet more? Please check all that apply.**

- | | |
|--|---|
| <input type="checkbox"/> I don't know how to use the internet | <input type="checkbox"/> I have no time to learn about it or how to use it |
| <input type="checkbox"/> Not interested or don't need / want to use it | <input type="checkbox"/> Service plans from internet providers are confusing |
| <input type="checkbox"/> Internet service is too expensive | <input type="checkbox"/> I don't like what I would see or read on the internet |
| <input type="checkbox"/> I don't have a device (computer, tablet, smartphone) to access the internet | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> It's too slow / frustrating / internet doesn't work well | <input type="checkbox"/> No reason – I already use the internet to a great extent |

- 3. If you do not have internet in the place where you live, please tell us why.
Please check all that apply.**

- | | |
|---|--|
| <input type="checkbox"/> I don't know how to get internet where I live | <input type="checkbox"/> Internet costs too much |
| <input type="checkbox"/> I don't need or want internet where I live | <input type="checkbox"/> I don't have a device to access the internet |
| <input type="checkbox"/> I don't trust technology or internet companies | <input type="checkbox"/> The internet service is too slow / unreliable |
| <input type="checkbox"/> I don't have the credit or the deposit requirements are too high | <input type="checkbox"/> Other (please specify): _____ |
| | <input type="checkbox"/> I have internet where I live |



Using the Internet and Ability to Use the Internet

- 1. Which of the following activities have you done online at least occasionally during the past six months? Please check all that apply.**

Activity	Yes, I have done this online
Use email online	<input type="checkbox"/>
Text or use instant messaging online	<input type="checkbox"/>
Use social media online (Facebook, Instagram, Twitter, Tik Tok, etc.)	<input type="checkbox"/>
Play video games online	<input type="checkbox"/>
Watch or listen to videos, music, radio programs, or podcasts online	<input type="checkbox"/>
Create and post original media (photos, graphics, video, audio, podcasts, etc.)	<input type="checkbox"/>
Do schoolwork or conduct online research for school	<input type="checkbox"/>
Participate in or attend school or job training online	<input type="checkbox"/>
Telecommute or work online while away from a central workplace, such as working from home	<input type="checkbox"/>
Use the internet to search or apply for a job online	<input type="checkbox"/>
Access government services online (registering to vote, renewing your driver's license, applying for government benefits, etc.)	<input type="checkbox"/>
Use the internet for online shopping, travel reservations, or other consumer services such as rideshare (Uber, Lyft, etc.)	<input type="checkbox"/>
Use the internet to sell goods (eBay, Etsy, Craigslist, Facebook Marketplace, etc.)	<input type="checkbox"/>
Use the internet to offer your own services for sale such as driving for Uber or Lyft, offering rentals on Airbnb, consulting/professional services, etc.	<input type="checkbox"/>
Find legal or consumer rights information online	<input type="checkbox"/>
Use the internet for financial services such as banking, investing, paying bills online, or sending money to other people	<input type="checkbox"/>
Access health records or health insurance records online	<input type="checkbox"/>
Participate in a health appointment with a doctor or other health professional online	<input type="checkbox"/>
Research health information online (WebMD, etc.)	<input type="checkbox"/>
	<input type="checkbox"/>

- 2. Do you have access to a device with a screen large enough to do all the tasks you need to do (e.g. homework, write documents, fill out forms)?**

☐ Yes ☐ No

- 3. How much do you rely on others to help you with the skills needed to access and navigate the internet? Please check one.**

☐ Rely a great deal on someone else
 ☐ Don't rely on anyone
☐ Rely somewhat on someone else
 ☐ I never use the internet
☐ Rely rarely on someone else



4. How comfortable are you in performing the following activities online?
Please check one box per row.

Activity	Completely comfortable doing this	Can do but sometimes need help	Do not know how to do this
Open an internet browser to find and use websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change settings to make my device easier to use (e.g. change the font size to make it easier to read)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect a device to a Wi-Fi network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measure the speed of your internet connection (speed test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up an email account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share documents with others by attaching them to an email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in video conferences, calls, or meetings over the internet (e.g. Teams, Zoom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share and collaborate using online documents (e.g. Google docs, Dropbox)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access and share information across different devices (e.g. manage a calendar or appointment system across your smartphone and laptop)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use search engines to find the information you are looking for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use credit/debit cards or other forms of online payment (e.g. PayPal, Venmo) to buy goods/services online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading and installing a new app on our smartphone, tablet or laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use webchat to get customer service or solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the internet to find information that helps you solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize what information or content may, or may not, be trustworthy on websites/apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up and changing passwords to help keep your information and accounts secure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and avoid suspicious links in email, websites, social media, and text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please rate how interested you or anyone in your household would be in each of the following technology training topics. Please check one for each row.

Interest in technology training on the following topics:	Very Interested	Possibly Interested	Not Interested
Setting up / Using social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up / Using email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job searching and online job applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using basic software (e.g. word processing, spreadsheet applications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to code software and applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning to create, edit, and publish my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer hardware or mobile device troubleshooting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protecting yourself and your data online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selling products or services online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating a copy or back-up of your files (on a drive or online/cloud)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (write in your training topics): _____			



Attitudes Towards the Internet and Technology

1. How important is technology and the internet to your daily life? Please check one.

Extremely Important	Very Important	Important	Not Very Important	Not Important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How much do you agree or disagree with each of the following statements?
Please check one box for each statement.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I am very confident using computers, smartphones, and other technology devices to access the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it hard to know whether I can trust information I find on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very good with technology and the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a hard time learning how to use new technology devices and software programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology gives me more control over my daily life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not feel confident doing business with a place that can only be reached on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about privacy and that information I send over the internet will be seen by other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When it comes to technology, I prefer the most basic model over one with a lot of extra features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about being able to afford new computing devices as technology changes and improves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What impact do you believe internet and technology has on society? Please check one.

Totally Beneficial or Positive	Mostly Beneficial or Positive	Both Beneficial and Harmful	Mostly Harmful	Totally Harmful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



AI Tool Features

1. How often would you use an AI tool?

- | | |
|----------------------------------|---|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Only when needed |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Monthly | |

2. What type of AI assistance would you find most helpful? *(Select all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Step-by-step guides | <input type="checkbox"/> Chatbot for Q&A |
| <input type="checkbox"/> Video tutorials | <input type="checkbox"/> Personalized recommendations |
| <input type="checkbox"/> Interactive simulations | <input type="checkbox"/> Other (please specify): _____ |

3. How important is it for the AI tool to offer personalized support based on your specific needs?

- | | |
|---|---|
| <input type="checkbox"/> Extremely important | <input type="checkbox"/> Slightly important |
| <input type="checkbox"/> Very important | <input type="checkbox"/> Not important at all |
| <input type="checkbox"/> Moderately important | |

4. What type of support do you find most beneficial when using a digital tool? *(Select all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Easy-to-understand instructions | <input type="checkbox"/> Personalized feedback |
| <input type="checkbox"/> Visual aids <i>(images or videos)</i> | <input type="checkbox"/> Access to live help or support |
| <input type="checkbox"/> Interactive elements <i>(quizzes, simulations)</i> | <input type="checkbox"/> Other (please specify): _____ |

5. What additional features or support would you like to see in the AI tool?

6. Do you have any concerns or reservations about using an AI tool for reentry assistance?



AI Tool Features

7. Is there anything else you would like to share about your experience or how an AI tool could support you in your journey?

Thank you for your thoughtful responses.

Facilitator Guides





Digital Equity Co-Creation Toolkit Feedback Focus Group Questions

1. What was your first impression of the workbook? Was it easy or hard to navigate? Why?
2. Did the flow of content feel logical and straightforward? Were there any sections that felt challenging or out of place?
3. Were there any barriers that made the workbook hard to use (e.g., language, format, visual design)?
4. What are eight ideas you would add to the toolkit to make it more useful, engaging, interactive, and easier to read?
5. How well does this workbook support you in designing and planning your own research project? Were there any concepts, ideas, or resources that stood out as particularly helpful or unhelpful?
6. Think of this workbook as a sample of a larger body of work. How do you imagine yourself using this resource? Would it be a resource you'd return to over time, or do you see it as something best suited for one-time use?



Black Rose Collective

Interview/Focus Group Guide

Section	Overview	Estimated Time
Introduction	<p>Introduction <i>“Welcome, and thank you for joining us today. We appreciate your time and participation.”</i> <i>[All facilitators introduce themselves, their pronouns, organization, and role in the meeting.]</i></p> <p>Purpose of the Meeting <i>“We deeply appreciate you taking the time to be part of this [interview or focus group]. The purpose of this meeting is to collect data on the technology trauma and how to heal from it. This data will be used to help the Black Rose Collective design a curriculum focused on this topic. This is a part of a statewide digital equity effort with the Washington State Library. Thank you for your willingness to share your thoughts.”</i></p> <p>Explain Compensation <i>“As a token of our appreciation for your time and for sharing your insights, you will receive \$50/\$75 [\$50 for focus groups and \$75 for interviews] sent to you via CashApp, Venmo, Zelle, or a different platform of your choosing. This will be sent to you within 2 weeks.</i></p> <p>Preparing for the Discussion <i>“Our conversation will be free-flowing, so feel free to speak whenever you have something to say, just be mindful of not interrupting others. There are no right or wrong answers!”</i></p>	~2-3 minutes
Consent and Clarifying Questions	<p>Confidentiality <i>“As a reminder, today’s session is being recorded. The recording will be kept confidential by the project team, and any identifying information in our reports will be anonymized. If you no longer consent to participate in the recorded focus group today, please raise your hand now.”</i></p> <ul style="list-style-type: none"> ● <i>[If consent isn’t given, remind participants that the recording will be deleted after the groups</i> 	~2-3 minutes



	<p><i>are transcribed. If they still don't give consent (unlikely) excuse the participant(s) and thank them for their time.]</i></p> <p>Voluntary Participation <i>"Participation today is entirely voluntary—you can skip any question you feel uncomfortable answering or leave at any time. There are no right or wrong answers, and we're excited to hear your perspectives and experiences."</i></p> <p>Clarifying Questions <i>Before we continue, does anyone have any questions or need further clarification about today's discussion? We want to ensure you all feel fully informed and comfortable as we discuss the topic."</i></p>	
Discussion	<p>Question 1 To get us started, I'd like to go around and have everyone introduce themselves by sharing your name, pronouns, and describe what your experience with technology was like before incarceration, and how it has changed since your release.</p> <p>Question 2 In what ways do you think technology has impacted your daily life, both positively and negatively? Can you describe those experiences?</p>	~10-15 minutes
Wild 8's Activity: Introduction	<p>Introduction to Activity <i>[Pass out pieces of paper and pens to participants]</i></p> <p><i>"Imagine you're asked to design a curriculum to help justice-impacted people understand and heal from technology trauma. What kind of training, support, topics, and messaging would you include in this curriculum?"</i></p> <p><i>We'll take the next 8 minutes to come up with 8 ideas. Before we begin, are there any questions?"</i></p>	~2-5 minutes
Wild 8's Activity and Shareout	<p>[Set the timer for 8 minutes and have participants start writing their ideas]</p> <p>[Start the timer]</p> <p>[After the timer is over, have participants go around and share 3 things]</p>	~15-20 minutes



Discussion	Question 3 What does “healing” from your experiences with technology look like to you?	~10 minutes
Closing	Thank the Participants for Their Insights <i>“Thanks so much for sharing your valuable insights with us today. Your feedback is critical to helping us design a curriculum that aligns with your needs.”</i> Explain Next Steps <i>“Next, we will analyze the feedback from today’s discussion.”</i> Final Questions <i>“Before we wrap up, does anyone have any final questions or comments they would like to share?”</i> Closing Statements <i>“Thank you again for your thoughts and time. We will keep you updated on the progress of the project.”</i> <i>“If you think of anything later or have more questions, please feel free to reach out. You can contact us at [insert email and/or phone number]”</i>	~5 minutes



Congolese Integration Network's Listen-And-Sketch Session Guide

Section	Overview	Estimated Time
Introduction	<p>Introduction <i>"Welcome, and thank you for joining us today. We appreciate your time and participation."</i></p> <p><i>[All facilitators introduce themselves, their pronouns, their organization, and their role in the meeting. They should also make sure the agenda is in the front of the room and that the ground rules are at the front of the room, too, on a different piece of paper]</i></p> <p>Purpose of the Meeting <i>"We deeply appreciate you taking the time to be part of this community design session."</i></p> <p><i>This meeting's purpose is to learn about your experiences with technology and get ideas from the community to shape the design of a technology center—something that you or people in your community could actually use.</i></p> <p><i>This is a part of a statewide digital equity effort with the Washington State Library. Thank you for your willingness to share your thoughts."</i></p> <p>Explain Compensation <i>"As a token of our appreciation for your time and for sharing your insights, you will receive \$50 sent to you via CashApp, Venmo, Zelle, or a different platform of your choosing. This will be sent to you within 2 weeks."</i></p> <p>Preparing for the Discussion (and ground rules) <i>"Our conversation will be free-flowing, so feel free to speak whenever you have something to say, just be mindful of not interrupting others. There are no right or wrong answers! Every voice is important. When possible, try to explain 'why' you think something should be included just in case we come up with multiple options. This will help us better understand what's important to you."</i></p>	~2-3 minutes



Consent and Clarifying Questions	<p>Confidentiality <i>“As a reminder, today’s session is being recorded. The recording will be kept confidential by the project team, and any identifying information in our reports will be anonymized. You don’t have to say your name if you don’t want to - and we’ll delete the recordings after we’ve written everything down. If you no longer consent to participate in the recorded session today, please raise your hand now.”</i></p> <ul style="list-style-type: none">● <i>[If consent isn’t given, remind the participants that the recording will be deleted after the focus groups are transcribed. If they still don’t give consent (unlikely) excuse the participant(s) and thank them for their time.]</i> <p>Voluntary Participation <i>“Participation today is entirely voluntary—you can skip anything you feel uncomfortable answering or leave at any time. There are no right or wrong answers, and we’re excited to hear your perspectives and experiences. If you DO want us to use your name or nickname, just write it on the back of your drawings and we’ll use whatever name you write there.”</i></p> <p>Clarifying Questions <i>Before we continue, does anyone have any questions or need further clarification about today’s discussion? We want to ensure you all feel fully informed and comfortable as we discuss the topic.”</i></p>	~2-3 minutes
Discussion	<p>Question 1 To get us started, I’d like everyone to introduce themselves and describe what the best community technology center would allow them to do. You don’t have to give your name if you don’t want to.</p> <ul style="list-style-type: none">● Example: “I’m a 45-year-old artist. An ideal tech center would give me space to record music, make podcasts, and allow me and my friends to practice digital mural-making.” <p>Question 2 How do you think a technology center could address technology-related challenges or barriers that you or others in the community face?</p> <p>Question 3</p>	~15-20 minutes



	<p>What kinds of tools, activities, or services would you like to see offered at the technology center?</p> <ul style="list-style-type: none"> ● If they ask for examples or say they are not sure, that's okay, we'll be digging in more later. Just keep going forward. 	
Draw Your Vision Activity	<p>Introduction to Sketching/Visioning Activity <i>[Pass out large pieces of paper, pencils, pens, markers, etc. to participants. Also, make sure there is a tray with little compartments that have miniature cutouts or stickers of items people can use to add to their drawing (be sure to include things that may seem uncommon to spark creativity):</i></p> <ul style="list-style-type: none"> ● Items inside rooms - computers, phones, displays, internet, bins, 3d printers, laser printers, cutting machines, toolboxes, kiln, loom, virtual reality, plants, drums, paint, music notes, sewing machines, benches, desks, notebooks, food, drinks, windows, tables, chairs, toilets, showers, sinks, doors, bikes, scooters, cleaning supplies, internet cables, charging stations, solar power, printers, bicycle racks, water fountains, microphones, stages, games, vending ● labels for rooms - 'entrance' 'lobby' 'kitchen' 'library' 'music room' 'dance room' 'health clinic' 'worship' 'sports' 'grow food' 'theatre' 'repair' 'language' 'food bank' 'class' 'business room' 'cafe' 'stairs' 'elevator' 'ramp' 'wheelchair lift' 'museum' 'closet' 'storage' 'trash' 'recycling' 'science' 'technology' 'engineering' 'math' 'programming' 'AI' 'learning' 'arts' 'training' 'jobs' 'play' 'video game' 'simulation' 'TV' 'radio' 'WiFi' 'recording booth' 'janitor' 'fill in the blank' ● types of patrons - 'babies' 'children' 'teens' 'adults' 'women' 'men' 'elders', 'many generations', 'natural light' ● animals - fish, goats, sheep, chicken, pigs, dogs, cats, fish, birds, ants, lizards <p><i>"Now, we'd like you to create your vision of what an ideal technology center would look like. Don't worry about being an artist—we're just looking for ideas. We even brought stickers/cutouts to make it easier. We're going to give this to an architect, so focus on drawing your dream tech center for now, without worrying about</i></p>	~2-5 minutes



	<p><i>funding or what is available right now. Add lots of details.</i></p> <p><i>You can include anything you think would make the space functional and inviting. How big should it be? How many floors? What kinds of spaces would it have? These are the kinds of things we'll be hoping to hear. We'll give you 20 minutes to do this on your own, then we'll share our ideas and put a star next to our favorites."</i></p> <p>Prompts</p> <p><i>[Potentially call out some or all of these prompts to help participants get warmed up:</i></p> <ul style="list-style-type: none"> ● <i>What kinds of spaces should the center have (e.g., co-working stations, classrooms, lounging areas, lactation room, computer lab, bathroom, kitchen)?</i> ● <i>Where would you place technology like computers, printers, or other tools?</i> ● <i>What colors, furniture, or designs would make the space feel inviting?</i> ● <i>Would you include areas for specific activities, like job training, creative projects, or community gatherings?</i> ● <i>What kinds of support or resources are outside the center? If you look out the windows, what do you see? If you're walking to the center, what do you notice?</i> 	
Draw Your Vision Activity and Shareout	<p>[Set the timer for 30 minutes and have participants start drawing their visions] [Start the timer]</p> <p>[After the timer is over, have participants go around and share their drawings. You can do this by having everyone put their drawings together on a table or on a wall.] [</p> <p>Have participants put a star next to their three favorite parts of their own drawings - and write down any new ideas they heard that they'd want to make sure are in the next sketch we send over. Be sure you ask WHY these items are important to them.]</p> <p>Thank the Participants for Their Insights</p>	~45 minutes
Closing	<p><i>"Thank you so much for sharing your valuable ideas with us</i></p>	~5 minutes

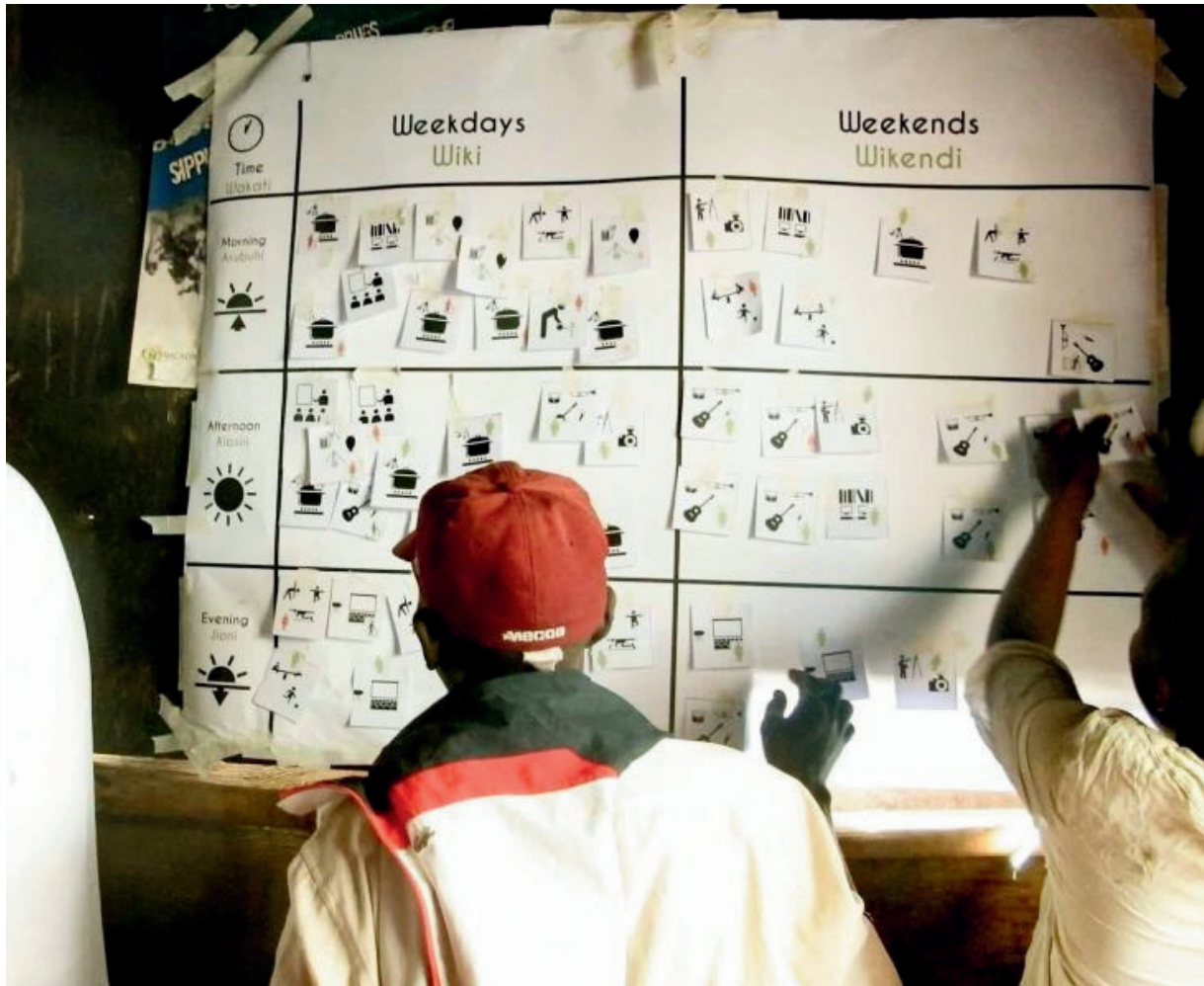


	<p><i>today. This will really help us design something that lines up with your vision. It also helps us learn a lot about the digital skills and experiences you want to prioritize and how to go about assessing those.”</i></p> <p>Explain Next Steps <i>“Next, our teams will look carefully at what you and everyone else said and drew and see if we can make a little model from today’s discussion.”</i></p> <p>Final Questions <i>“Before we wrap up, does anyone have any final questions or comments they would like to share?”</i></p> <p>Closing Statements <i>“Thank you again for your thoughts and time. We will keep you updated on the progress of the project. Don’t forget to write your name on the back of your sketch if you want us to name you in the report anywhere.”</i></p> <p><i>“If you think of anything later or have more questions, please feel free to reach out. You can contact us at research@inclusivedatasolutions.com”</i></p>	
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Note for facilitation and design team :

Below is a picture that showcases an example of how people from a Kenyan community have done collaborative projects like this in the past - they focused on how the center would be used during the week and during different times of day.



Inset images: video courtesy of [Roadmap to Mathare](#); a participatory design session in Mathare 3A (Ana Gatóo); the design for the new community centre (Maximilian Bock, Ana Gatóo, Elizabeth Wagemann, Department of Architecture); Mathare 3A (Ana Gatóo). You can learn more about this project at

<https://www.cam.ac.uk/research/features/building-from-the-ground-up-participatory-design-in-kenyas-oldest-slum>



Another great example:

The Side By Side card game using room cards from the participatory design kit - especially pages 28 - 29 from

<https://www.greencommunitiesonline.org/sites/default/files/participatory-design-toolkit.pdf>

PARTICIPATORY DESIGN TOOLKIT



45 MINS



ROOM CARDS (P. 29-30 OF THIS
TOOLKIT)
PENS
CHART PAPER

SIDE BY SIDE

The goal of the exercise is to understand the relationship between programs and how to effectively organize the building functions based on programmatic adjacencies.

1. Divide the large group into smaller groups of 3-4 people. Provide each group with multiple sheets of chart paper and a pack of building rooms.
2. Have each group place 2-4 rooms next to each other on chart paper. On the chart paper, have them write out why it is important for the two rooms to be connected or close to each other. Be sure to emphasize that this is based on how they wish the spaces related to each other and not only on how they are usually placed in relationship to each other.
3. Have each group present their room relationships.



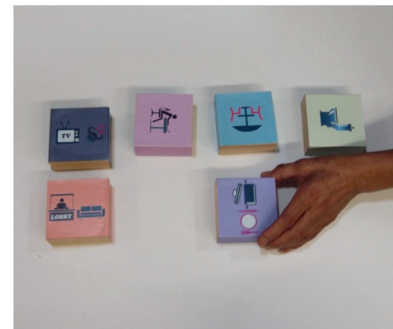
20 MINS



15 MINS



10 MINS





Creating Pathways

Interview Guide

Section	Overview	Estimated Time
Introduction	<p>Introduction <i>“Welcome, and thank you for joining us today. We appreciate your time and participation.”</i></p> <p><i>[All facilitators should introduce themselves, their pronouns, their organization, and their role in the meeting.]</i></p> <p>Purpose of the Meeting <i>“We deeply appreciate you taking the time to be part of this interview. The purpose of this meeting is to collect data on tribal members’ experience around digital equity. This is part of a statewide digital equity effort with the Washington State Library. Thank you for your willingness to share your thoughts.”</i></p> <p>Explain Compensation <i>“As a token of our appreciation for your time and for sharing your insights, you will receive \$75 sent to you via CashApp, Venmo, Zelle, or a different platform of your choosing. This will be sent to you within 2 weeks.”</i></p>	~2-3 minutes
Consent and Clarifying Questions	<p>Confidentiality <i>“As a reminder, today’s session is being recorded. The recording will be kept confidential by the project team, and any identifying information in our reports will be anonymized. If you no longer consent to participate in the recorded focus group today, please raise your hand now.”</i></p> <p>● <i>[If consent isn’t given, remind the participants that the recording will be deleted after the focus groups are transcribed. If they still don’t give consent (unlikely) excuse the participant(s) and thank them for their time.]</i></p> <p>Voluntary Participation <i>“Participation today is entirely voluntary—you can skip any question you feel uncomfortable answering or leave at any</i></p>	~2-3 minutes



	<p><i>time. There are no right or wrong answers, and we're excited to hear your perspectives and experiences."</i></p> <p>Clarifying Questions <i>Before we continue, do you have any questions or need further clarification about today's discussion? We want to make sure you feel fully informed and comfortable as we discuss the topic."</i> Question 1</p>	
Discussion	<p>What technology challenges or barriers are unique to your tribal community?</p> <ul style="list-style-type: none">● Follow-Up: What about other communities are you a part of? What do those barriers look like? <p>Question 2</p> <p>Can you share a story about a time when you overcame a digital challenge? What was the challenge and what helped you overcome that challenge?</p> <p>Question 3</p> <p>Have you participated in community/government efforts to improve your digital access or skills? Can you tell us about them and what worked or didn't work?</p> <p>Question 4</p> <p>Has technology played in preserving or sharing cultural traditions in your community?</p> <ul style="list-style-type: none">● Follow-Up: Are there specific tools or platforms that have been particularly useful? <p>Question 5</p> <p>What changes or innovations would you like to see to make technology more accessible and beneficial for your community?</p> <p>Question 6</p> <p>How can government agencies or organizations outside of your community better support you and/or your community in achieving digital equity?</p> <ul style="list-style-type: none">● Follow-Up: Are there specific programs, opportunities, or policies you think would be most impactful?	~30-50 minutes



	Question 7 What are your hopes and dreams for future generations?	
Closing	Thank the Participants for Their Insights <i>“Thanks so much for sharing your valuable insights with us today. Your feedback is critical to helping us design a curriculum that aligns with your needs.”</i> Explain Next Steps <i>“Next, we will analyze the feedback from today’s discussion.”</i> Final Questions <i>“Before we wrap up, does anyone have any final questions or comments they would like to share?”</i> Closing Statements <i>“Thank you again for your thoughts and time. We will keep you updated on the progress of the project.”</i> <i>“If you think of anything later or have more questions, please feel free to reach out. You can contact us at [insert email and/or phone number]”</i>	~5 minutes



Leveled Up Re-Entry Interview/Focus Group Guide

Introducing Design

Section	Overview	Estimated Time
Introduction	<p>Introduction <i>"Welcome, and thank you for joining us today. We appreciate your time and participation. Let's dive right in. We'll have the facilitators introduce ourselves and then we'll review the purpose and logistics for today."</i> <i>[All facilitators introduce themselves, their pronouns, their organization, and their role in the meeting.]</i></p> <p>Purpose of the Meeting <i>"We deeply appreciate you taking the time to be part of this [interview or focus group]. The purpose of this meeting is to collect data on our communities' technology experiences and how to best assess their digital experiences using community-driven tools. It's also to help your project team as you work to design an AI chat assistant to help with reentry. An AI chat assistant is a computer program that can talk with you, answer questions, and help you find information, just like a real person would in a chat. It's designed to make it easier to get the help you need quickly. This project and the activities today is part of a statewide digital equity effort with the Washington State Library. Thank you for your willingness to share your thoughts."</i></p> <p>Explain Compensation <i>"As a token of our appreciation for your time and for sharing your insights, you will receive \$50/\$75 [\$50 for focus groups and \$75 for interviews] sent to you via CashApp, Venmo, Zelle, or a different platform of your choosing. This will be sent to you within 2 weeks."</i></p> <p>Preparing for the Discussion</p>	~2-3 minutes



	<i>“Our conversation will be free-flowing, so feel free to speak whenever you have something to say, just be mindful of not interrupting others.”</i>	
Consent and Clarifying Questions	<p>Confidentiality <i>“As a reminder, today’s session is being recorded. The recording will be kept confidential by the project team, and any identifying information in our reports will be anonymized. If you no longer consent to participate in the recorded focus group today, please raise your hand now.”</i></p> <p>● <i>[If consent isn’t given, remind the participants that the recording will be deleted after the focus groups are transcribed. If they still don’t give consent (unlikely) excuse the participant(s) and thank them for their time.]</i></p> <p>Voluntary Participation <i>“Participation today is entirely voluntary—you can skip any question you feel uncomfortable answering or leave at any time. There are no right or wrong answers, and we’re excited to hear your perspectives and experiences.”</i></p> <p>Clarifying Questions <i>Before we continue, does anyone have any questions or need further clarification about today’s discussion? We want to ensure you all feel fully informed and comfortable as we discuss the topic.”</i></p>	~2-3 minutes
Discussion	<p>Question 1</p> <p>To get us started, I’d like to go around and have everyone introduce themselves by sharing your name, pronouns, and describe what’s been your biggest challenge during the reintegration process?</p> <p>Question 2</p> <p>How have you used technology, online tools, or apps to help with reintegration? What has worked well and what hasn’t?</p> <p>● Optional Follow-Up: Do you have any worries or concerns about using technology for your reintegration process?</p>	~10-15 minutes



Wild 8's Activity: Introduction	Introduction to Activity <i>[Pass out pieces of paper and pens to participants]</i> <i>"Imagine you're asked to design an AI Chatbot Assistant to help justice-impacted with their reintegration process.</i> <i>What kind of questions should the chatbot answer and what features should it have?</i> <i>We'll take the next 8 minutes to come up with 8 ideas. Before we begin, are there any questions"</i>	~2-5 minutes
Wild 8's Activity and Shareout	[Set the timer for 8 minutes and have participants start writing their ideas] [Start the timer] [After the timer is over, have participants go around and share 3 things]	~15-20 minutes
Discussion	Question 3 How would you want the chatbot to handle sensitive topics, like discussing your criminal record or finding legal aid? <ul style="list-style-type: none">● Optional Follow-Up: Would you prefer it to provide links, explain resources step-by-step, or connect you directly to a human or expert? Question 4 What goals are you currently working towards, and how could the chatbot support those goals?	~10-15 minutes
Closing	Thank the Participants for Their Insights <i>"Thank you so much for sharing your valuable insights with us. Your feedback is critical to helping us design a curriculum that aligns with your needs."</i> Explain Next Steps <i>"Next, we will analyze the feedback from today's discussion."</i> Final Questions <i>"Before we wrap up, does anyone have any final questions or comments they would like to share?"</i> Closing Statements <i>"Thank you again for your thoughts and time. We will keep you updated on the progress of the project."</i>	~5 minutes



	<i>"If you think of anything later or have more questions, please feel free to reach out. You can contact us at [insert email and/or phone number]"</i>	
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Showing Prototypes

Section	Overview	Estimated Time
Introduction	<p>Introduction <i>"Welcome, and thank you for joining us today. We appreciate your time and participation. Let's dive right in. We'll have the facilitators introduce ourselves and then we'll review the purpose and logistics for today."</i></p> <p><i>[All facilitators introduce themselves, their pronouns, their organization, and their role in the meeting.]</i></p> <p>Purpose of the Meeting <i>"We deeply appreciate you taking the time to be part of this focus group. The purpose of this meeting is to collect data on our communities' technology experiences and how to best assess their digital experiences using community-driven tools. It's also to help your project team as you work to design an AI chat assistant to help with reentry. An AI chat assistant is a computer program that can talk with you, answer questions, and help you find information, just like a real person would in a chat. It's designed to make it easier to get the help you need quickly."</i></p> <p><i>This is part of a statewide digital equity effort with the Washington State Library. Thank you for your willingness to share your thoughts."</i></p> <p>Explain Compensation <i>"As a token of our appreciation for your time and for sharing your insights, you will receive \$50/\$75 [\$50 for focus groups and \$75 for interviews] sent to you via CashApp, Venmo, Zelle, or a different platform of your choosing. This will be sent to you within 2 weeks."</i></p>	~5 minutes



	Preparing for the Discussion <i>“Our conversation will be free-flowing, so feel free to speak whenever you have something to say, just be mindful of not interrupting others. There are no right or wrong answers!”</i>	
Consent and Clarifying Questions	Confidentiality Reminders <i>“As a reminder, today’s session is being recorded. The recording will be kept confidential by the project team, and any identifying information in our reports will be anonymized. If you no longer consent to participate in the recorded focus group today, please raise your hand now.”</i> ● <i>[If consent isn’t given, remind the participants that the recording will be deleted after the focus groups are transcribed. If they still don’t give consent (unlikely) excuse the participant(s) and thank them for their time.]</i> Voluntary Participation <i>“Participation today is entirely voluntary—you can skip any question you feel uncomfortable answering or leave at any time. There are no right or wrong answers, and we’re excited to hear your perspectives and experiences.”</i> Clarifying Questions <i>Before we continue, does anyone have any questions or need further clarification about today’s discussion? We want to ensure you all feel fully informed and comfortable as we discuss the topic.”</i>	~2-3 minutes
Discussion	Question 1 To get us started, I’d like to go around and have everyone introduce themselves. Share your name and pronouns, and tell us what kind of device(s) you use. This will help us understand which prototypes to prioritize. Question 2 How have you used mobile apps to help with reintegration/reentry in the past? What has worked well and what hasn’t? ● Optional Follow-Up: Do you personally have any worries or concerns about using a phone app for reentry?	~10-15 minutes



First Draft [Poster] Reflection Activity: Introduction	Introduction to Short Reflection Activity <i>[Present prototype to participants on posters. Pass out pieces of sticky notes and pens/markers to participants. It helps if you give everyone a different color pen/marker.]</i> <i>“A lot of apps start out by doing a first draft, second draft, and a bunch more drafts before they turn into the real thing.</i> <i>Today, we’re going to show the first draft. It’s based on your feedback from your sessions earlier with Devin - and also from what you all have shared and what we’ve heard from other folks who are reintegrating. We’ll take the next 10 minutes or so to learn more about how well this draft works and doesn’t work. You can write on the poster or on the stickies. If you see someone writing another idea you like, put a checkmark next to it.</i> <i>Before we begin, are there any questions?”</i>	~2~3 minutes
First Draft [Poster] Reflection Activity and Shareout	[Set the timer for 10 minutes and have participants start writing their ideas. Play music in the background] [Start the timer] [After the timer is over, stop the music. Have participants go around and share something that stands out to them that we need to keep in mind when designing a tool like this]	~15 minutes
Prepare Phone Mockup	Prepare for Phone Mockup “Thanks! Now, we’re going to show you the digital mockup of the app. It’s not the final version and it’s a lot like the posters we just saw, just on an actual phone. You can click through the screens as they’ll appear on the phone itself. Today, we loaded these posters onto a few iPhones, but you can do it on your own phone, too. The goal today is to understand what changes need to be made to improve the look and feel of the app, not to test the function of the app. Remember, for this project, we’re not making the app, we’re making the design and learning about what kinds of things are important for us to keep in mind when collaborating with communities around technology.	~5 minutes



	<p>LeveledUp Reentry can certainly make the app, if y'all want, you'll have all the designs and anything else that this team makes which will save you a ton of time and money.</p> <p>We'll give you the link to today's mockup."</p> <p>[Give the Figma link to the participants]</p>	
Phone Mockup Reflection Activity and Shareout	<p>Review Phone Mockup</p> <p>[Set the timer for 5 minutes and have participants start reviewing the mockup on the phones they are using. Play music in the background]</p> <p>[Start the 5:00 timer]</p> <p>[After the timer is over, stop the music. Have participants go around and share something that stands out to them that we need to keep in mind when designing a tool like this]</p> <p>Write down what they're sharing on large pieces of butcher paper. Once the ideas have started to slow down, proceed to the Discussion Activity.</p>	~20 minutes
Group Discussion	<p>Question 3</p> <p>How would you want the chatbot to handle sensitive topics, like discussing your criminal record or finding legal aid?</p> <p>● Optional Follow-Up: Would you prefer it to provide links, explain resources step-by-step, or connect you directly to a human or expert?</p> <p>Question 4</p> <p>What goals are you currently working towards, and how could the chatbot support those goals?</p>	~10 minutes
Closing	<p>Thank the Participants for Their Insights</p> <p><i>"Thank you so much for sharing your valuable insights with us today. Your feedback is critical to helping us design a curriculum that aligns with your needs."</i></p> <p>Explain Next Steps</p> <p><i>"Next, we will analyze the feedback from today's discussion."</i></p>	~5 minutes



	<p>Final Questions <i>“Before we wrap up, does anyone have any final questions or comments they would like to share?”</i></p> <p>Closing Statements <i>“Thank you again for your thoughts and time. We will keep you updated on the progress of the project.”</i></p> <p><i>“If you think of anything later or have more questions, please feel free to reach out. You can contact us at [insert email and/or phone number]”</i></p>	
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Finalizing Prototypes Hand-Written Notes Below



PSESD Youth Wisdom Council Interview Guide

Section	Overview	Estimated Time
Introduction	<p>Introduction <i>“Welcome, and thank you for joining us today. We appreciate your time and participation.”</i> <i>[All facilitators introduce themselves, pronouns, their organization, and role in the meeting.]</i></p> <p>Purpose of the Meeting <i>“We deeply appreciate you taking the time to be part of this focus group. The purpose of this meeting is to collect data to understand the digital experience of students. This is part of a statewide digital equity effort with the Washington State Library. Thank you for your willingness to share your thoughts.”</i></p> <p>Explain Compensation <i>“As a token of our appreciation for your time and for sharing your insights, you will receive \$50 sent to you via CashApp, Venmo, Zelle, or a different platform of your choosing. This will be sent to you within 2 weeks.”</i></p>	~2-3 minutes
Consent and Clarifying Questions	<p>Confidentiality <i>“As a reminder, today’s session is being recorded. The recording will be kept confidential by the project team, and any identifying information in our reports will be anonymized. If you no longer consent to participate in the recorded focus group today, please raise your hand now.”</i></p> <ul style="list-style-type: none">● <i>[If consent not given, remind the participants that the recording will be deleted after the focus groups are transcribed. If they still don’t give consent (unlikely) excuse the participant(s) and thank them for their time.]</i> <p>Voluntary Participation <i>“Participation today is entirely voluntary—you can skip any question you feel uncomfortable answering or leave at any</i></p>	~2-3 minutes



	<p><i>time. There are no right or wrong answers, and we're excited to hear your perspectives and experiences."</i></p> <p>Clarifying Questions <i>Before we continue, do you have any questions or need further clarification about today's discussion? We want to make sure you feel fully informed and comfortable as we discuss the topic."</i> Question 1</p>	
Discussion	<p>What does "digital literacy" mean to you?</p> <p>Question 2 What are the most important digital skills you think students will need to achieve their goals in school and prepare for their future careers?"</p> <p>Question 3 Do you think your school has prepared you to use technology responsibly and effectively? Why or why not?</p> <p>Question 4 What concerns you the most about using technology or the internet (e.g., screen time, online safety, access to inappropriate content)?</p>	~25-30 minutes
Wild 8's Activity	<p>If you were tasked to design a workshop for middle and high school students around digital equity, what key skills or topics would you prioritize?</p>	
Closing	<p>Thank the Participants for Their Insights <i>"Thanks so much for sharing your valuable insights with us today. Your feedback is critical to helping us design a curriculum that aligns with your needs."</i></p> <p>Explain Next Steps <i>"Next, we will analyze the feedback from today's discussion."</i></p> <p>Final Questions <i>"Before we wrap up, does anyone have any final questions or comments they would like to share?"</i></p> <p>Closing Statements <i>"Thank you again for your thoughts and time. We will keep you updated on the progress of the project."</i></p>	~5 minutes



	<p><i>“If you think of anything later or have more questions, please feel free to reach out. You can contact us at [insert email and/or phone number]”</i></p>	
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Restoration Community Impact Focus Group Guide

Section	Overview	Estimated Time
Introduction	<p>Introduction</p> <p><i>“Welcome, and thank you for joining us today. We appreciate your time and participation.”</i></p> <p><i>[All facilitators introduce themselves, their pronouns, their organization, and their role in the meeting.]</i></p> <p>Purpose of the Meeting</p> <p><i>“We deeply appreciate you taking the time to be part of this focus group. The purpose of this meeting is to collect data about you and your community’s digital equity experience. This data will be used to help Restoration Community Impact better serve the community. This is part of a statewide digital equity effort with the Washington State Library. Thank you for your willingness to share your thoughts.”</i></p> <p>Explain Compensation</p> <p><i>“As a token of our appreciation for your time and for sharing your insights, you will receive \$50 sent to you via CashApp, Venmo, Zelle, or a different platform of your choosing. This will be sent to you within 2 weeks.”</i></p>	~2-3 minutes
Consent and Clarifying Questions	<p>Confidentiality <i>“As a reminder, today’s session is being recorded. The recording will be kept confidential by the project team, and any identifying information in our reports will be anonymized. If you no longer consent to participate in the recorded focus group today, please raise your hand now.”</i></p> <p>● <i>[If consent isn’t given, remind the participants that the recording will be deleted after the focus groups are transcribed. If they still don’t give consent (unlikely) excuse the participant(s) and thank them for their time.]</i></p> <p>Voluntary Participation</p>	~2-3 minutes



	<p><i>“Participation today is entirely voluntary—you can skip any question you feel uncomfortable answering or leave at any time. There are no right or wrong answers, and we’re excited to hear your perspectives and experiences.”</i></p> <p><i>Clarifying Questions Before we continue, does anyone have any questions or need further clarification about today’s discussion? We want to ensure you all feel fully informed and comfortable as we discuss the topic.”</i></p>	
Case Study	<p><i>Introduce Case Study “We’d like to introduce Michael. Michael is 35 years old and lives with his family of four. He works part-time and relies on technology for job applications, paying bills, and helping his children with schoolwork. However, Michael often faces challenges accessing and using technology. Sometimes he doesn’t understand how to use certain features on his laptop or smartphone. He also has a hard time connecting to the internet or his internet connection is too slow”</i></p> <p><i>Discussion Prompt</i></p> <p><i>“Thinking about Michael’s situation and your own experiences, let’s explore what challenges and opportunities exist in the community when it comes to using technology.”</i></p>	~5 minutes
Journey Mapping Exercise	<p><i>Activity Instructions:</i></p> <p><i>“Let’s imagine Michael’s journey in trying to use technology for his daily needs. We’ll identify challenges, emotions, and potential solutions at each stage.”</i> Tasks</p> <p>[Provide participants with a large piece of paper or visual template with the following stages:</p> <ul style="list-style-type: none">● Daily technology use● Access to technology● Impact of barriers● Skills development● Community support	~30 minutes



	Divide participants into groups of 2 and have them write out challenges, emotions, and potential solutions Michael might face at each stage.]	
Identifying Digital Equity Needs	Activity Instructions: <i>“Based on Michael’s journey and your own experiences, let’s discuss what types of digital equity initiatives, services, or programs could be most impactful.”</i> Prompts to guide discussion: <ul style="list-style-type: none">● What programs or services would improve digital equity in your community?● How could these initiatives address the specific challenges we’ve discussed?● What role should local organizations or government agencies play in supporting these efforts?	~15 minutes
Reflection	Group Reflection Questions [Have participants reflect on the activities and what was discussed] <ul style="list-style-type: none">● “Thinking about Michael’s journey, what parts feel similar to your own experiences? What parts feel different?”● “Are there any additional challenges or solutions we haven’t discussed?”● “What’s one key takeaway or idea you’d like to emphasize before we wrap up?”	~15 minutes
Closing	Thank the Participants for Their Insights <i>“Thank you so much for sharing your valuable insights with us today.”</i> Explain Next Steps <i>“Next, we will analyze the feedback from today’s discussion.”</i> Final Questions <i>“Before we wrap up, does anyone have any final questions or comments they would like to share?”</i> Closing Statements <i>“Thank you again for your thoughts and time. We will keep you updated on the progress of the project.”</i>	~5 minutes



	<p><i>“If you think of anything later or have more questions, please feel free to reach out. You can contact us at [insert email and/or phone number]”</i></p>	
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Consent Forms





Standard Consent Form

We would like to invite you to participate in a research study led by Devin Noel-Harrison, who is the Regional Research Director at Inclusive Data, as part of the "Digital Equity Co-Creation Toolkit" project. Below, you will find details about the study and your rights as a participant.

What is this study about?

This research aims to explore individuals' digital access and digital skills, and whether they perceive these opportunities being fairly distributed within their communities. The goal of the study is to gather information that will help guide efforts to improve digital access and skill development in Washington State, ensuring these efforts are fair, inclusive, and meet the needs of local communities. Your participation will provide valuable insights that can help inform policy recommendations and programs focused on improving digital access for everyone.

What will happen during the study?

You will be asked to answer questions about topics like digital resources, access challenges, and potential solutions through surveys, interviews, or group discussions. These activities will be recorded and transcribed to ensure that your thoughts are accurately captured. Your responses will remain confidential, and no one outside the research team will know it's you speaking. The recordings will be securely stored and deleted once they have been transcribed and analyzed.

What about privacy?

Your responses will be anonymous and not linked to your name. Instead, you will be assigned an identification number on all data collection materials. Any audio or video



recordings of your participation will be deleted after they have been transcribed and analyzed. No one but the researchers will have access to your answers, and if any results are ever published, nothing that could identify you will be included.

What are the risks?

The risks involved in your participation in this study are minimal. You may experience some discomfort when discussing personal experiences or challenges related to digital access or feel self-conscious during interviews or group discussions. However, these activities are designed to be respectful and non-intrusive. You are welcome to skip any questions you prefer not to answer. Some of the questions you may be asked are how comfortable are you using technology and what barriers do you experience trying to access technology.

What are the benefits?

By participating in this study, you will contribute to a project that aims to enhance digital equity in your community. This may lead to improved access to digital resources and services. Additionally, you may gain a deeper understanding of community issues and feel empowered by sharing your opinions to help drive positive change.

Can I stop participating if I want to?

Yes! You can stop participating at any time without any penalties or consequences. You may also choose not to answer any questions if you feel uncomfortable. Study participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of services/benefits to which you are otherwise entitled.

What if I have questions or concerns?

If you have any questions about the study, you are encouraged to ask the researcher at any time. If you have concerns about the study, you can anonymously share them with the Human Subjects Institutional Review Board, which reviews and monitors studies like this



one. You may call the Washington State Institutional Review Board at 360.902.8075 if you have questions, concerns, complaints or to offer input about your rights as a research subject.

Keeping a Copy of This Form

You will get a copy of this consent form to keep for your records. You can choose to have a paper copy or an electronic version, whichever you prefer. If you need another copy or have questions at any time, please contact the research team.

Principal Investigator: Devin Noel-Harrison, Research, Inclusive Data.

Investigator Supervisor: Dr. Shaun Glaze, Chief Consulting Officer, 202-930-2117.



Informed Consent Statement



I, _____, voluntarily agree to participate in the research project titled “[Project Name].” The purpose and procedures of the study have been explained to me, and all of my questions have been answered to my satisfaction. I understand that I have the right to withdraw from the study or refuse to participate at any time without any consequences. I also understand that my responses and identity will be kept strictly confidential. I provide this consent voluntarily, fully aware of the potential risks and benefits associated with participation.

Participant Signature:

Signature

Date

Investigator Signature:

Signature

Date

Adapted from: Hampshire College [Internet]. Sample informed parental consent form. [cited 2024 Aug 28]. Available from: [Hampshire College's website](#)

Parent/Guardian Consent Form

We would like to invite you and your child to participate in a research study led by Devin Noel-Harrison, who is the Regional Research Director at Inclusive Data, as part of the "Digital Equity Co-Creation Toolkit" project. Below, you will find details about the study and your rights as a participant.

Description: This research study aims to understand how children perceive and experience digital access and equity in their communities. If you give your permission, and your child agrees to participate, your child will be asked to take part in surveys, interviews, or focus groups to share their thoughts on digital resources, access challenges, and potential solutions. The goal is to create a Digital Equity Co-Creation Toolkit to help communities in Washington State address digital equity in an inclusive, culturally appropriate, and locally relevant way. Your child's participation will provide valuable data for policy recommendations and community programs.

Confidentiality: Children's responses will be anonymized and not linked to their names. Instead, each child will be given an identification number on all data collection materials. The investigator may ask your child to record a video or audio of the interview to ensure their thoughts are captured accurately. Any audio or video recordings of your child's participation will be deleted after they have been transcribed and analyzed. **We will keep your child's answers and any audio or video recordings of them safe by storing them in a secure, encrypted, with physical copies being kept in a locked and secure location. Access to this information will be strictly limited to the research team who are involved in the project.**

Who will know that your child has been in the research study? If any results are ever published, nothing that could identify your child will be included.

Risks & Benefits: The risks involved in your child's participation in this study are minimal. These may include minor discomfort when discussing personal experiences or challenges related to digital access or feeling self-conscious during interviews or focus groups. However, these activities are designed to be respectful and non-intrusive, and your child has the option to skip any questions they do not wish to answer. Some examples of questions your child may be asked are how comfortable they are using technology and what barriers they experience trying to access technology.

While participation in the study is unlikely to directly benefit you or your child, their perspective will contribute to a project that aims to enhance digital equity in their community, potentially leading to improved access to digital resources and services. Also, your child might learn more about community problems and feel supported when they get to share their opinions to help make things better.

Freedom to Withdraw or Refuse Participation: I understand that my child may refuse to participate or withdraw at any time without penalty or loss of any services or benefits to which they or your family are otherwise entitled.

Grievance Procedure: You may call the Washington State Institutional Review Board if you have questions about your rights as a research subject, or questions, concerns, or complaints about the research. The WSIRB oversees this study to make sure that the rights of people who take part are protected. You can call 1.800.583.8488 or email wsirb@dshs.wa.gov. You don't have to give your name.

Questions? Please feel free to ask the investigator any questions before signing the consent form or at any time during or after the study.

Payment: We would like to provide your child/youth with a \$25 gift card as a token of our appreciation for them participating in either a survey, interview, or focus group for this project.

Keeping a Copy of This Form: You will get a copy of this consent form to keep for your records. You can choose to have a paper copy or an electronic version, whichever you prefer. If you need another copy or have questions at any time, please contact the research team.

Principal Investigator: Devin Noel-Harrison, Regional Research Director, Inclusive Data;

Investigator Supervisor: Dr. Shaun Glaze, Chief Consulting Officer & CEO, 800 5th Ave Suite 101 #704, Seattle WA 98104, 206-202-7013.

Informed Consent Statement

I, _____, give permission for my child, _____, to participate in the research project titled "Digital Equity Co-Creation Toolkit." The purpose and procedures of the study have been explained to me, and all of my questions have been answered to my satisfaction. I understand that my child has the right to withdraw from participating or refuse to participate at any time without any consequences. I also understand that my child's responses and identity will be kept strictly confidential. I provide this consent voluntarily, fully aware of the potential risks and benefits associated with participation.

Parent/Guardian Signature:

Signature

Date

Investigator Signature:

Signature

Date

Digital Equity Co-Creation Toolkit

Devin Noel-Harrison

My name is Devin Noel-Harrison. I am a Regional Research Director at Inclusive Data. We are conducting a research study called the “Digital Equity Co-Creation Toolkit,” and I would like to ask if you would be interested in participating in it.

What is a research study?

A research study involves gathering a lot of information about a specific topic to gain a better understanding of it.

This letter is designed to explain our study so you can decide whether you would like to participate. Before making a decision, you are encouraged to discuss it with your parents or anyone else you trust. If you have any questions about the study, please feel free to ask me.

Why are we doing this study?

We are conducting a study to understand how youth use digital tools, such as computers and the Internet, and to find out about any difficulties they might face while using them. Our goal is to gather information that can help improve everyone’s access to these digital resources. This study is separate from your schoolwork, and you won’t receive any grades for participating.

What will happen if you are in this study?

We would like to invite youth like you to help us understand more about digital access and its impact on them. You have been chosen to participate because you reside in a community where we are conducting this research, and your insights are extremely valuable to us.

If you agree to be in the study and your parents say it’s okay, you may be asked to complete some of the following activities:

● **Surveys**

You will complete a short survey about your experiences and opinions related to the study topic, specifically topics that focus on various aspects of technology and internet services. This includes questions about your access to and usage of these services, any barriers or challenges you face, and the types of support or resources

needed to ensure equal opportunities for everyone. This survey will take approximately 30 minutes to finish.

● Interviews

You may participate in a one-on-one interview with a researcher. Questions asked will be centered around your experiences and opinions related to digital literacy, technology access and barriers, and types of support or resources needed to ensure equal opportunities for everyone. This will give you a chance to share your thoughts and feelings about the subject in more detail. The interview will last about 1 hour.

● Group Discussions

You will take part in a group discussion with other participants. This activity allows you to share your views and hear from others. Each discussion will last about 1 hour.

● Feedback Sessions

At the end of the study, you will have an opportunity to provide feedback on the activities and share your overall experience. This session will take about 30 minutes.

Your answers will be kept private, and your name won't be used. Instead, you'll get a special identification number. The person asking you questions might ask to record a video or audio of you to make sure they capture what you're saying as accurately as possible. If you don't feel comfortable being recorded, you can say no. Any recordings will be erased after they write down and study what you shared. If you don't feel comfortable being recorded

What Are My Options for Participation?

Your participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty or loss of any services or benefits to which you or your family are otherwise entitled.

Will good things happen as a result of participating in this study?

Even if you don't see immediate benefits from joining this study, the information we collect may help improve access to digital tools like computers and the Internet for future generations of young people. Your participation will help make it easier for everyone to access digital resources.

Are there things you might not like about being in the study?

- Some of the activities, such as answering questions or talking about your experiences, might make you feel bored or tired.
- You might feel uncomfortable sharing your thoughts in a group or with the researcher.

If you ever feel this way and want to stop, just let us know, and you can take a break or stop participating altogether.

Who will know that you are in the study?

Only you, your parents, and the research team will be aware of your involvement in this study. If we share the findings through reports or presentations, we won't use your real name or any identifying details. We'll only talk about the general results gathered from all participants.

Will you get paid for being in the study?

You will receive a \$25 gift card of a specified value as a token of appreciation for your time and effort in this study. This means the payment will not go to your parent or guardian, unless you are unable to give your own consent or do not fully understand what participating in the study means.

Do you have to be in this study?

You are not required to participate in this study if you don't want to. The decision is completely yours, and nothing negative will happen if you choose not to take part. Your decision will not have any impact on other aspects of your life. If you are not interested, simply let us know, and that's perfectly okay. Furthermore, if you decide to participate but later choose to stop, you can do so at any time without any problems.

Do you have any questions?

If you have any questions about this study, you can ask them at any time—before, during, or after you participate. Feel free to talk to me, your parents, or anyone else you trust.

Your Copy of This Form

You will get a copy of this form to keep. You can choose a paper copy or one sent to you electronically. If you have any questions or need another copy later, just ask us!

If you'd like to reach out to me directly, you can email me at devin@inclusivedatasolutions.com.



You may call the Washington State Institutional Review Board if you have questions about your rights as a research subject, or questions, concerns, or complaints about the research. The WSIRB oversees this study to make sure that the rights of people who take part are protected. You can call 360.902.8075 or email wsirb@dshs.wa.gov. You don't have to give your name.

ASSENT OF YOUTH (Ages 15-17)

I understand that my parent(s) have given permission for me to take part in a study about digital equity and its challenges if I choose to. My participation is completely voluntary, and I've been told that I can stop at any time. If I decide not to participate, it won't affect my grades (or treatment/care, depending on the situation) in any way.

Name _____ Date _____



Washington State Institutional Review Board (WSIRB)
Consent: Sample Format

Researcher Contacts

PI or Study Coordinator name, complete address, phone number, and email address.

Name: Dr. Shaun Glaze

Address: 800 5th Ave S Suite 101 #704, Seattle WA, 98108

Phone number: 202-930-2117

Email address: Shaun@inclusivedatasolutions.com

Key Information in Beginning of Consent Form

This project will use a collaborative (also called participatory) design process to create and evaluate community co-creation resources that provide diverse communities with the research and/or digital skills they need to assess and navigate digital equity gaps. One of the anticipated goals is to create a co-creation toolkit that can help people create their own solutions together or in partnership with others. We also might learn things that will be useful for community-based organizations to help their communities get online or participate in a digital society.

You might want to consider participating if you want to help your communities develop collaborative solutions together, especially as it relates to helping people get online and participate in an increasingly digital society.

You might not want to participate if you do not want to do activities like virtual (e.g., Zoom) calls, in-person conversations, or activities with other people about getting online. You might also not want to participate if you don't want to help the research team create a toolkit.

You must be an adult (age 18+) to participate. We'll remove your personal information from the data we report unless you tell us otherwise. You may have the option to join the research team, if you'd like (and budget allows). Let us know if you would like to be invited to join the research team before you agree to participate in the research, so we can make sure we can add you and tell you more about how it would work.

Why is the research taking place?

This study is a research initiative, primarily designed to explore and understand the diverse digital experiences of individuals within our community - and how collaborative approaches like co-creation can help to support communities in creating solutions. The essence of this research is to gather insights on how digital interactions shape our daily lives, with a particular focus on the experiences of Washington State residents. Your eligibility for this study is based on your residency in Washington State, as we aim



to involve approximately 500 participants to ensure a broad and representative understanding. This research is funded by Washington State, ensuring that we have the resources necessary to conduct this study thoroughly and ethically.

What would I be asked to do?

As a participant in this research study, you will be engaged in a variety of activities designed to understand the impact of digital experiences on individuals. These activities may include participating in focus groups, interviews, photovoice sessions, engaging in the 'Theatre of the Oppressed' exercises, story mapping, and filling out questionnaires. It is important to note that these activities are conducted solely for research purposes and program improvement purposes and are distinct from any routine or standard services you might receive.

The study does not involve randomization, and all participants will have access to the same research procedures. These activities will be conducted by trained researchers who are part of our team. The research can take place either in-person at designated locations within Washington State or online, providing flexibility to accommodate your preference.

The time commitment for each activity will vary, but you can expect each session to last approximately one hour. We respect and value your time, and as such, you will be compensated fairly for your participation, at a rate of approximately \$45 per hour, with prorating for shorter or longer durations. We are following the Office of Equity guidelines on community compensation. Detailed compensation guidelines can be found on the Office of Equity at <https://equity.wa.gov/resources/community-compensation-guidelines>

While participating in surveys and interviews, you may encounter personal and sensitive questions. We assure you that your responses will be treated with the utmost confidentiality. No confidential records will be requested for this research. All information collected will be used solely for the purpose of this study and will be stored securely, adhering to the highest standards of data security and privacy.

Delineating Future Plans

In compliance with the Revised Common Rule, we want to explain our future plans regarding the use of the data collected during this research. We want to assure you that your participation in this study is



valued not just for its immediate impact but also for the potential long-term contributions to scientific understanding.

For this research, the data collected will include identifiable private information (like your name). We plan to de-identify this data, which means removing any information that could directly identify you. This de-identified data may be used for future research purposes or might be shared with other investigators for their research. This future use is crucial for the advancement of knowledge in our field and helps in maximizing the value of your contributions. However, once the data is de-identified, it will be used without specifically informing you or seeking additional consent.

It's important to clarify that this future use of data will be restricted to research purposes and program improvement purposes only unless you request otherwise. The scope of this future research will be carefully conscribed, ensuring that it aligns with ethical research standards and contributes meaningfully to the field. Our commitment is to maintain the confidentiality and integrity of your data at all times, in both current and future research endeavors.

What are the possible risks or harms if I take part?

Participation in this research carries minimal risk, primarily related to the psychological and social aspects of sharing your digital experiences. You might experience discomfort while discussing certain topics or recalling specific events. The probability and magnitude of such discomfort are expected to be low, and any such feelings should be temporary. Additionally, there is a minimal risk of a breach of privacy. However, we have implemented stringent measures to safeguard your personal information and maintain confidentiality.

To minimize these risks, all personal data will be anonymized or de-identified. Our researchers are trained to handle sensitive information with the utmost care and discretion. In the unlikely event of any adverse experiences or discomfort during the study, you will have immediate access to our support team. You can contact Dr. Shaun Glaze at atshaun@inclusivedatasolutions.com for any concerns or to report adverse events. We have protocols in place to address any issues promptly and effectively.

While we do not anticipate any unforeseen risks, it is important to acknowledge that some aspects of research may involve unknown risks. We are committed to monitoring and addressing any such risks should they arise.

If you choose to participate and at any point feel uncomfortable, you have the full right to withdraw from the study without any impact on your access to benefits. Our primary goal is to ensure your comfort and safety throughout the research process.

What are the possible benefits?

The primary benefit of participating in this research is the contribution to a broader understanding of digital experiences - and co-creation as a tool to generating solutions. This research also aims to better understand co-creation's impact on individuals and society in our increasingly digital society. While there may not be direct personal benefits to you as an individual participant, your involvement plays a crucial role in advancing our knowledge in this area. The insights gained from this study could lead to improved digital interactions and better support systems for individuals navigating the digital world.

For residents of Washington State, this research offers an opportunity to voice their experiences and concerns regarding digital life and work towards helping people create solutions together. This collective contribution is invaluable in shaping policies, educational programs, and community initiatives that are more attuned to the needs and challenges faced by individuals in our increasingly digital society.

On a societal level, the research aims to foster a deeper understanding of how digital interactions influence daily life, mental health, and community engagement. This understanding could guide future research, inform policy decisions, and contribute to the development of more inclusive and empathetic digital environments.

It's important to note that while you will be compensated for your time, this payment is not considered a benefit of the research. The real value lies in the potential impact your participation could have on enhancing digital experiences for yourself and others.

What are my choices if I don't take part?

- Participation is voluntary. You may refuse to participate or withdraw from the study at any time without penalty or losing any services or benefits to which you are otherwise entitled.
- There are no consequences if you decide to withdraw from the research. You can let us know at any time.

Participation in this research is entirely voluntary, and you have the full right to choose not to participate. If you decide not to take part or to withdraw from the study at any point, there will be no penalty or loss of benefits or services to which you are otherwise entitled. Your decision will be respected without any negative consequences.

As this study focuses on understanding digital experiences, there are no direct alternative procedures or standard care that apply. This research is designed to gather insights and is not a treatment or service, so opting out simply means not engaging in research activities like focus groups, interviews, and questionnaires.



If you choose to withdraw from the study, there will be no impact on your current or future relations with Inclusive Data. Should you decide to withdraw, we will handle your data according to the ethical guidelines, ensuring your privacy and confidentiality are maintained. Any data collected up to the point of withdrawal will be treated with the same level of confidentiality and respect as that of participating subjects.

Who would see study information about me?

- Only the research team will have access to identifiable study information.
- Unless you tell us otherwise, we will separate your name from your responses to protect your confidentiality. We'll also save your data separately from your contact information.
- Data will be stored on encrypted virtual folders. Identifiers and/or identifiable data will be destroyed upon project completion, unless you request otherwise.
- Study data without identifiers could be given to other researchers if you give us permission to do so. If the results of the research are published, your identity will remain confidential.



Would I be paid for my time? Will the study cost me anything?

- Yes, you will be paid for your time for participating in the research after the completion of the research activity. If you do not participate in all study procedures, you will receive a pro-rated amount based on your participation.

What else do I need to know?

- You are not required to answer all questions or complete all study procedures.
- You may call the Washington State Institutional Review Board if you have questions about your rights as a research subject, or questions, concerns, or complaints about the research. The WSIRB oversees this study to make sure that the rights of people who take part are protected. You can call 360.902.8075 or email wsirb@dshs.wa.gov. You don't have to give your name.

Printed Name of Subject

Subject Signature

Date

Printed Name of Person Obtaining Consent

Signature of Person Obtaining Consent

Date

Copies to: Participant
 Investigator's File



Resources

MOU Templates

What You'll Find

The following section begins with a template for MOUs and collaborator agreements from the Communities of Opportunity Learning Community. It precedes the toolkit materials because it was used for the first phase of this work, and communities found it helpful.





Memorandum of Understanding

A Memorandum of Understanding (MOU) is a simple agreement between two or more parties that outlines how they will work together toward a common goal. It's not a formal contract, but it helps everyone involved understand their roles, responsibilities, and how they plan to collaborate. It provides a neutral starting point to address potential power imbalances or unclear expectations—supporting clear communication, preventing misunderstandings, and ensuring accountability across all parties involved in a collaborative project.

The Community Agreement Template

The Community Agreement Template is part of the [Community Collaboration Toolkit](#), an excellent resource developed by Communities of Opportunity in partnership with Sama Praxis and Communities Rise. This toolkit provides organizations with practical tools and guidance for building equitable and effective collaborations.

The Community Agreement Template serves as a comprehensive starting point for formalizing partnerships. It outlines key components of successful collaboration, such as roles and responsibilities, resource sharing and financial management, decision-making structures, and conflict resolution.

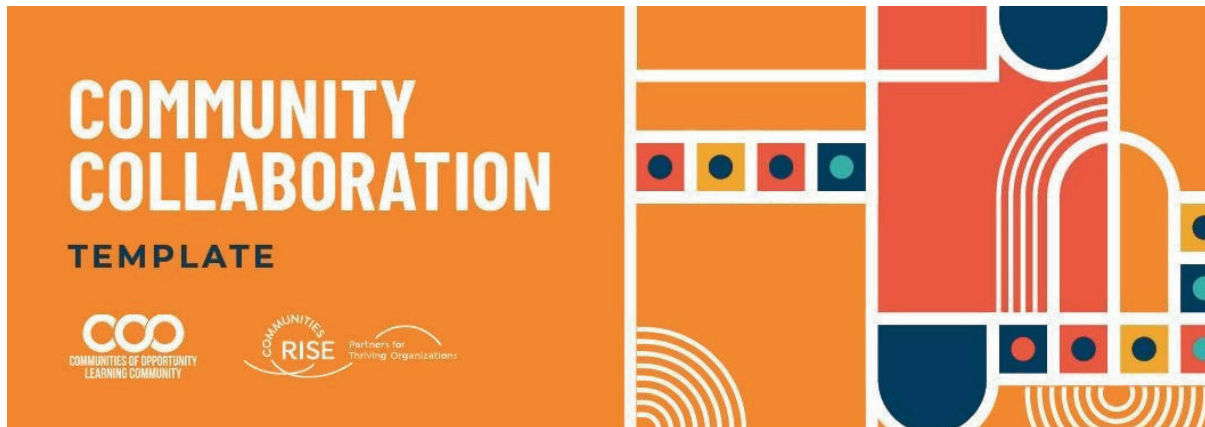
The Community Agreement Template is designed to be adapted to your specific context. To further support your efforts, we have included a **Memorandum of Understanding (MOU)** adapted from this template specifically for the digital equity context. This MOU can serve as both an example of how the template might be customized and a practical starting point for your own collaboration.

How to Use the MOU Section



1. Review the provided overview of MOUs and the Community Collaboration Agreement Template to understand their role in collaborative projects
2. Modify the template to align with your project's goals, roles, and expectations
3. Share the draft with your collaborators, discuss any changes, and ensure mutual understanding and agreement
4. Finalize the MOU by obtaining signatures and keeping copies for your records to ensure accountability and clarity moving forward





Instructions To Use Community Collaboration Agreement Template

Communities of Opportunity Learning Community designed the following Community Collaboration Agreement template for nonprofits and their community collaboration work. The Communities of Opportunity Learning Community also created a Community Collaboration Checklist to be used alongside the Community Collaboration Agreement Template. These templates provide a basic contract (written agreement) for the nonprofit participants who are collaborating on a project to achieve a common goal. It is important to have a written agreement, also known as a “contract”, so that all the participating parties have something to refer to and everything is clear and agreed upon. Relying on people’s memory is not reliable and can change over time. These templates are used with permission by the Communities of Opportunity Learning Community, visit this site to learn more: <https://www.coopartnerships.org/comm-collab-toolkit>

The Template can be used as follows:

- All **yellow highlighted** text is to be filled out with customized information for the particular parties and collaboration.
- All **grey, green or blue** highlighted text are bracketed and provides different alternatives or options to choose from and customize. When an option is chosen and customized, **please remember to delete brackets**.
- All **pink** highlighted and bracketed text are comments or notes to assist in completing that particular section. **Please delete the entire bracketed pink text after reading comments/notes.**

[IMPORTANT NOTE: This is a template that is intended to provide the basic terms of a collaboration agreement. Every community collaboration project will need to customize this document, which may require deleting some of the provisions included here or adding provisions that are not included. Please think carefully about what is important to the parties to the agreement and the goals of the collaboration, to make sure that the important aspects of your collaboration are included in your agreement.]

[DISCLAIMER: This Agreement Template is for educational purposes only. This is not meant to be comprehensive, and in no way will this content be considered legal or any other form of professional advice or counsel. For legal or professional advice, please contact the relevant professional for your needs licensed in your jurisdiction.]



COMMUNITY COLLABORATION AGREEMENT [Template]

This Community Collaboration Agreement (the “Agreement”) is entered into as of _____ [Month day, 20XX] (the “Effective Date”) by and between [Name of org 1], a Washington nonprofit corporation (“XXX”), [Name of Org 2], a Washington nonprofit corporation (“YYY”), [Name of Org 3], a Washington nonprofit corporation (“ZZZ”), and [Name of Org 4], a Washington nonprofit corporation (“AAA”) (XXX, YYY, ZZZ, and AAA each may be referred to as a “Party” and collectively, may be referred to as the “Parties”).

1. CONTEXT and BACKGROUND [Also referred to as Recitals].

1.1 The Parties intend to raise funds for [Brief description of purpose of collaboration] (the “Community Collaboration”).

1.2 [Prior to the Effective Date, the Parties have collectively raised [Amount] DOLLARS (\$XXX,000.00) in funds for the Community Collaboration (the “Total Raised Funds”).] [The Parties intend to work collaboratively to raise funds (the “Total Raised Funds”) and develop the Community Collaboration.] [Prior to the Effective Date, the Parties have collectively raised [Amount] DOLLARS (\$XXX,000.00) in funds for the Community Collaboration, and intend to work collaboratively to continue raising funds and develop the Community Collaboration] (collectively, the “Total Raised Funds”).]

1.3 The Parties hired [name of consultants] (the “Consultants”) to be consultants to the Community Collaboration and carry out the [list consultant/staffing activities such as: facilitation of community meetings, research gathering and analysis, writing of articles, blog posts and the final report.]

2. AGREEMENT. In consideration of the recitals set forth in §1 above, and for valuable consideration, each of the Parties therefore agrees as follows.

3. PURPOSE. The purpose of the Agreement is to: (a) [list activities that Community Collaboration is doing]; (b) (c) ...] according to the terms and conditions of the Agreement.

4. ROLES AND RESPONSIBILITIES.

4.1

Collaborator Responsibilities. Over the course of the Agreement’s term, each Party will perform the responsibilities and services described in the General Statement of Work, attached here as Exhibit A (the “General SOW”).

4.4 Fiscal Sponsor. The Parties designate [one Party to be named as fiscal sponsor] as the fiscal sponsor under the Agreement (the “Fiscal Sponsor”). The Fiscal Sponsor will perform the responsibilities and services described in the Fiscal Sponsor Statement of Work, attached here as Exhibit B (the “Fiscal Sponsor SOW”) (at times, the General SOW and the Fiscal Sponsor SOW are referred to together as the “SOWs”).

4.5 Final Report. The Parties will use the feedback and other work product resulting from the actions described in the SOWs to create a single, cohesive report on the Community Collaboration to be shared with the [description of report recipients] (the “Final Report”). [This section may not be necessary if the collaboration does not have a Final Report. It’s included in here because final reports are common to community collaborations]

5. FINANCIALS. The Fiscal Sponsor is tasked with holding, managing and disbursing the Total Raised Funds according to the budgets and other actions described in Fiscal Sponsor SOW. In general, the Total Raised Funds will be used (a) to pay for outreach to the Community



Organizations; (b) to pay each Party for performing its roles and responsibilities under the Agreement; and (c) for overhead and related administrative costs under the Agreement. The Community Collaboration budget(s) is/are attached here as Exhibit C (the "Community Collaboration Budget(s)").

6. TERM AND TERMINATION.

6.1 Term. The term of the Agreement will be for [spell out number (#) year(s)/months], beginning on the Effective Date. There are no automatic renewal rights under the Agreement.

6.2 Termination.

6.2.1 Terminating Participation or Cause. In the event any Party breaches the Agreement, the non-breaching Parties may terminate the breaching Party's participation under this Agreement, upon written consent by all non-breaching Parties. Any such termination must be provided to the breaching Party on [spell out number of days (##)] days' prior written notice.

6.2.2 Terminating Participation for Convenience. Any Party may terminate its participation under this Agreement for convenience upon [spell out number of days (##)] days' prior written notice.

6.2.3 Terminating the Agreement. The Parties may terminate the Agreement upon a majority vote of Parties.

6.2.4 Obligations upon Termination. In the event of an Agreement termination under §§6.2.1 or 6.2.2, the breaching Party or Party terminating for convenience must return any and all funds disbursed to it under the Agreement back to the Fiscal Sponsor. In the event of a termination under §6.2.3, each Party must return any and all funds disbursed to it under the Agreement back to the Fiscal Sponsor which will, in turn, work with the Parties towards dealing with such funds in accordance with the corresponding grant arrangements with the funders. [This green section is a potential option. How the group will manage funds of an organization that is leaving must be discussed by the group and stated clearly here.]

7. MISCELLANEOUS.

7.1 Limitation of Liability.

None of the Parties will be liable to any or all other Parties for any indirect, incidental, consequential, punitive, reliance or special damages, including without limitation, damages for lost profits, advantage, savings or revenues or for increased cost of operations arising in connection with this Agreement in any way. This §7.1 will apply (i) regardless of the form of action, whether in contract, warranty, strict liability, tort (including, without limitation, negligence of any kind, whether active or passive) or otherwise, and (ii) whether or not damages were foreseeable.

7.2 Intellectual Property. The Parties acknowledge that the Parties will [own an undivided interest in any and all right, title and interest in and to the following intellectual property created or resulting from the Agreement including, without limitation: (a) any and all data created by an individual Party in the course of the Community Collaboration; (b) inventions, improvements, developments or innovations resulting or derived from that are made, conceived or devised in connection with the Agreement, including all rights to patents, copyrights, trademarks and trade secrets related thereto; (c) all research, preliminary drafts, final documentation, and all other property and materials which are produced by any of the Parties, The Parties acknowledge that all Intellectual Property is not a joint work or co-authorship. There is no obligation for the Parties to account for any proceeds that might flow from using the



Intellectual Property.][There are other options regarding intellectual property, see Checklist for more explanation]]

7.3 Insurance. Each Party expressly understands and agrees that it will obtain its own new or, if applicable, maintain existing appropriate insurance protection for the actions anticipated by the Agreement. [If there will be in-person events with food, you may want to require parties to have general liability insurance, see Checklist for more explanation]

7.4 Confidentiality. The Parties acknowledge and agree that any and all conversations, email exchanges, and other communications they conduct among each other in connection with the Community Collaboration are confidential. [If health, education, employment or legal services or outcomes are part of the collaboration, please see Checklist for more explanation]

7.5 Publicity. The Parties will cooperate in good faith with respect to (a) any joint press releases; (b) marketing; (c) case studies; and/or (d) other publicity related to the Agreement (collectively, the “Publicity”). No Party will use the name or logo of another Party in any Publicity without the express written consent of the other Party.

7.6 Assignment. No Party may assign or transfer or attempt to assign or transfer any part or all of this Agreement, or any of its rights or obligations, without the prior written consent of the other Parties.

7.7 Choice of Law. The Agreement will be governed by and construed according to the laws of the State of Washington.

7.8 Dispute Resolution. [You can choose to resolve disputes other than going directly to a court of law. This is often done to save the costs associated with going to court. Common choices are mediation and arbitration. The latter is far more formal and can be binding like a court judgement. There may be alternative dispute resolution methods that parties to a contract may select as well, such as using tribal law, or agreeing to a private judge. Below are two examples of mediation clauses. One simple and the other more specific. Just choose “will” or “may” depending on whether you want to make meditation mandatory. If you choose an alternative method of dispute resolution then your attorney can help you craft the more customized language.]

Option 1: “May” resort to Mediation

“If any material dispute, claim, or other matter arises out of or relates to this

Agreement (a “Dispute”), then the Parties will first negotiate in good faith towards resolving the Dispute. If the Dispute cannot be resolved through such good faith negotiations, then the Parties may in good faith to settle the Dispute by mediation lasting at least one day before resorting to arbitration, litigation, or some other dispute resolution procedure. The Parties will share equally all costs, fees, and other charges related to mediation.”

Option 2: “Will use Mediation” , and if meditation doesn’t work, can move to other processes

“If any material dispute, claim, or other matter arises out of or relates to this Agreement (a “Dispute”), then the Parties will first negotiate in good faith towards resolving the Dispute. If the Dispute cannot be resolved through such good faith negotiations, then the Parties will in good faith to attempt to settle the Dispute by mediation lasting at least one



day before resorting to arbitration, litigation, or some other dispute resolution procedure(pick one). The Parties will share equally all costs, fees, and other charges related to mediation.”

Option 2A: Specific additional Arbitration language: If you would like to include arbitration as a dispute resolution option, there are specific rules on how the arbitration process is managed. It can be “binding” or “non-binding”. Binding means the parties are bound and must accept what the arbitrator decides. The language below is optional formal contract language for arbitration. Please see the Checklist for more information on arbitration.

“Arbitration. The parties agree to exercise their best efforts to settle any dispute arising out of or related to the Agreement through good faith negotiation. Any dispute arising out of or related to this Agreement that cannot be resolved by negotiation shall be resolved by binding/non-binding[See Toolkit for more information on whether arbitration should be binding or not binding] arbitration administered by the American Arbitration Association (“AAA”) under its Commercial Arbitration Rules in effect at the time that a dispute is submitted for resolution (the “Rules”), as modified by the Agreement. Judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction of the dispute. Such arbitration shall be held in Washington state. The parties shall, within (twenty) 20 days of the issuance of a written notice of intent to arbitrate, as provided by the Rules, jointly select one (1) independent 9 arbitrator licensed to practice law. If the parties cannot agree on an arbitrator within the specified 20-day period, then the selection shall promptly be made by the AAA in accordance with the Rules and the criteria set forth above. In no event shall the arbitrator have the authority to make any award that is in excess of or contrary to what the Agreement provides. THE PARTIES AGREE THAT EACH MAY BRING CLAIMS AGAINST THE OTHER ONLY IN ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING. THE PARTIES AGREE THAT EACH IS WAIVING THE RIGHT TO A TRIAL BY JURY, TO PARTICIPATE IN A CLASS ACTION, OR TO SEEK REMEDIES BEYOND THE EXTENT NECESSARY TO PROVIDE INDIVIDUALIZED RELIEF. THE PARTIES AGREE NOT TO ACT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED OR DE FACTO CLASS OR REPRESENTATIVE PROCEEDING, OR AS A PRIVATE ATTORNEY GENERAL OR ON BEHALF OF THE GENERAL PUBLIC. Except for matters relating to arbitrability or to the scope and enforceability of the arbitration provision or the interpretation of the limitations on class, representative, private attorney general, and non-individualized relief, all issues are for the arbitrator to decide. Furthermore, unless both parties agree otherwise, the arbitrator may not consolidate more than one person’s claims and may not otherwise preside over any form of a representative or class proceeding. If this specific proviso is found to be unenforceable, then the entirety of this arbitration provision shall be null and void.”

Option 3: Use a culturally specific dispute resolution alternative This option will vary depending on the cultural group. It would be best to have an attorney help you draft this language, since there is no “template” language due to the variability of this option. See the Checklist for more considerations. Suggested language for a culturally specific dispute resolution provision might say:
“If any material dispute, claim, or other matter arises out of or relates to this Agreement (a “Dispute”), then the Parties will first negotiate in good faith towards resolving the Dispute. If



the Dispute cannot be resolved through such good faith negotiations, then the Parties will in good faith to attempt to settle the Dispute by [enter description of culturally specific resolution process]. The Parties will share equally all costs, fees, and other charges related to [name of the process].”

7.9 Entire Agreement and Amendments. This Community Collaboration Agreement and its attachments contain the entire understanding between the parties. The parties can amend the Assignment only by a written document signed by all parties.

WHEREAS, the Parties have executed this Agreement as of the Effective Date.



[Name of partner org 1]

BY: _____

NAME: [Name of Exec. Dir]

TITLE: [Executive Director]

DATE: _____

[Name of partner org 3]

BY: _____

NAME: [Name of ED]

TITLE: [Executive Director]

DATE: _____

[Name of partner org 2]

BY: _____

NAME: [Name of Exec. Dir]

TITLE: [Executive Director]

DATE: _____

[Name of partner org 4]

BY: _____

NAME: [Name of ED]

TITLE: [Executive Director]

DATE: _____



EXHIBIT A

GENERAL STATEMENT OF WORK (“GENERAL SOW”)

[Name of org 1], a Washington nonprofit corporation (“XXX”), [Name of Org 2], a Washington nonprofit corporation (“YYY”), [Name of Org 3], a Washington nonprofit corporation (“ZZZ”), and [Name of Org 4], a Washington nonprofit corporation (“AAA”) (XXX, YYY, ZZZ, and AAA each may be referred to as a “Party”, and all collectively, may be referred to as the “Parties”). The Community Collaboration [brief description of purpose]. [Name of Fiscal Sponsor] is the Fiscal Sponsor for the Community Collaboration.

1. Parties Responsibilities

The Parties’ Responsibilities, under this Statement of Work referred to as “Party Responsibilities”, include:

- o [List all Party responsibilities here in bullet points, examples are listed below.]
- o The Parties will hire the Consultant
- o Attend most community meetings
- o Attend all retreats
- o Attend most planning collaborative entity meetings
- o Provide timely feedback to Consultant on all drafts of models and other requests for input.
- o Provide assistance in staffing community meetings and retreats, including planning, facilitation, set-up, take-down, and other needed support
- o Approve budget overruns in accordance with the Community Collaboration Agreement



FISCAL SPONSOR STATEMENT OF WORK ("FISCAL SPONSOR SOW")

[Name of org 1], a Washington nonprofit corporation ("XXX"), [Name of Org 2], a Washington nonprofit corporation ("YYY"), [Name of Org 3], a Washington nonprofit corporation ("ZZZ"), and [Name of Org 4], a Washington nonprofit corporation ("AAA") (XXX, YYY, ZZZ, and AAA may be referred to as a "Party", and collectively, may be referred to as the "Parties"). Together the Parties are working on the Community Collaboration described in this Agreement.

[Name of Fiscal Sponsor] is a Washington nonprofit corporation with IRS section 501(c)(3) tax-exempt status and is the "Fiscal Sponsor" for the Community Collaboration, also referred to as the "sponsor."

The Fiscal Sponsor will retain control and discretion over the use of the funds. This means that the sponsor must make disbursements for the sponsored project as if the sponsor is undertaking the project as part of its own operations and is solely legally and financially responsible. The Fiscal Sponsor has discretion to refuse to disburse funds if the sponsored project engages in any activities that would be prohibited for the sponsor as a 501(c)(3) tax-exempt organization. In addition, to [Name of Fiscal Sponsor] responsibilities as a Party, as described in Exhibit A General Scope of Work, [Name of Fiscal Sponsor] will also have the following responsibilities as Fiscal Sponsor:

~~Fiscal Sponsor Responsibilities~~ [Note that the following list of responsibilities should be customized for the particular collaboration, and the items listed below are examples of typical fiscal sponsor responsibilities] [Name of Fiscal Sponsor]'s responsibilities as Fiscal Sponsor under this Fiscal Sponsor SOW (collectively, the "Fiscal Sponsor Responsibilities" are as follows:

- o Receiving all monies from funders
- o Disbursing all monies to Parties as described in Budgets, as described in Exhibit C BUDGETS and Payment Schedule below and remain in compliance with Section 501(c)(3) of the IRS Code.
- o Disburse all unspent monies at the end of the project, to the Parties equally.
- o Disbursing all monies to cover all expenses incurred for the Community
- o Collaboration, as described in EXHIBIT C BUDGETS and Payment Schedule below. Obtain written (email is acceptable) approval for cost overruns in excess of \$1000 above the Budget amounts listed in EXHIBIT C BUDGETS, from at least two of the Parties.
- o Obtain written (email is acceptable) approval for modifications to attached Budgets,
- o as described in EXHIBIT C BUDGETS, below by all of the Parties. The Reserve amounts in the Budgets, as described in EXHIBIT C BUDGETS, may be spent at Fiscal Sponsor's discretion to further the purpose of the Community Collaboration.
- o Providing periodic financial reporting to Parties
- o Complying with all funder reporting requirements
- o Fiscal Sponsor's Employer Responsibilities:
 - Supervising and housing of Consultant. Consultant responsibilities are described below.

[Name of Fiscal Sponsor] will be the employer and contractor, and as such, will be responsible for payroll, including paying all payroll taxes, and issuing appropriate tax documents (W-2 and Form 1099) at the end of the tax years 2017 and 2018 as necessary under U.S. Federal Tax Law.



Consultant will have the following responsibilities and will be supervised by [Name of Fiscal Sponsor]

- o [List Consultant or staffing responsibilities, examples listed below]
- o Logistical duties of scheduling and hosting community meetings and retreats
- o Documenting of process
- o Note taking of community meetings
- o Staff all community meetings
- o Staff all Community Collaborative meetings
- o Conduct outreach to community members to accomplish [Name of Community Collaboration] Purpose and outcomes.
- o Be the main point of information and communication for the [Name of Community Collaboration].

Payment Schedule

Organization	Responsibilities	Amount	Payment Dates
[Name of Fiscal Sponsor]	Fiscal Sponsorship Responsibilities (as defined above)	X% of total funding amount received + "Employer Services as defined in EXHIBIT C BUDGETS	<ul style="list-style-type: none"> ● X% Upon receipt of grant from funders ● Employer Services –fee paid [Date of payment]
Participating Entities or "Parties"	Party Services (as defined above)	\$XX – Party Fee amount defined in EXHIBIT C BUDGETS	\$XX/each– [Date of payment] [plus equal share of unspent monies at end of project, depending on Total Funds Raised] –[Date of payment]



EXHIBIT C

BUDGETS

[to be added when Budgets are approved and final]



WASHINGTON STATE LIBRARY COMMUNITY COLLABORATION AGREEMENT

This Community Collaboration Agreement (the “Agreement”) is entered into as of (the “Effective Date”) by and between, a Washington community-based organization (CBO), Washington State Library, a Washington government agency (WSL), and Inclusive Data, a Washington State licensed single member LLC (ID). CBO, WSL, and ID each may be referred to as a “Party” and collectively, may be referred to as the “Parties.”

1. CONTEXT and BACKGROUND [Also referred to as Recitals].

1.1 The Parties intend to use and review the “Digital Equity Co-Creation Toolkit” to create projects to assess and understand the digital equity needs of underserved and historically marginalized communities not properly represented in Washington State digital equity data. This is a part of a broader collaboration between WSL and ID to (1) design a digital equity toolkit and (2) submit a report to the Washington State Legislature highlighting lessons learned while developing the toolkit, and data showcasing how centering community voice in the process results in more authentic, actionable information.

1.2 Prior to the Effective Date, the Parties have discussed the scope of work for this project, as well as participated in up to three (3) co-creation meetings to design CBO’s digital equity project.

2. AGREEMENT.

In consideration of the recitals set forth in §1 above, and for valuable consideration, each of the Parties therefore agrees as follows.

3. PURPOSE.

According to the terms and conditions of the Agreement, the purpose of the Agreement is to:

- A. Assist in the creation of a toolkit that provides a structured approach and practical resources to facilitate ethical, inclusive, and effective community-led projects on digital equity;
- B. Demonstrate a proof of concept that shows community co-creation is a strong approach that produces actionable data, enabling the allocation of resources to have the greatest impact on those we serve;



- C. Support policy, funding, and programming that provides the kind of support wanted, and make those programs more accessible, culturally appropriate, and diverse.

4. ROLES AND RESPONSIBILITIES.

4.1 Collaborator Responsibilities. Over the course of the Agreement's term, each Party will perform the responsibilities and services described below:

- CBO will be responsible for implementing digital equity assessments to collect data, ensuring thorough and accurate data gathering that reflects community needs and digital equity challenges. CBO will also analyze data to identify key trends, insights, and actionable information that can inform future projects and policy decisions.
- WSL and ID will assist with the activities mentioned above and will provide the necessary and agreed-upon training, resources, and compensation to support their success.
- CBO may choose to ask ID for help with research activities such as design, collection, analysis, and/or reporting. ID will confirm whether or not it has the capacity to assist with these activities and support their success.
- ID will be the primary author of the report about the co-creation toolkit on behalf of WSL. WSL, CBO, ID and WSL stakeholders may contribute information for this report. Information may also be added from external sources.
- WSL will provide overall project direction and ensure that deliverables are satisfactory for WSL goals and objectives.

4.4 Fiscal Sponsor. ID will serve as the fiscal sponsor under the Agreement (the "Fiscal Sponsor"). The Fiscal Sponsor will perform the responsibilities and services described in the Financials section.

5. FINANCIALS.

The Fiscal Sponsor is tasked with holding, managing, and disbursing the project funds according to the budgets and other actions described in the contract. In general, the funds will be used to pay (a) for subcontracting with community researchers; (b) for community compensation for individuals who participate in assessment activities; (c) for organizations to complete data collection; (d) for space rentals for community events; (e) for support cost full participation (food, refreshments, printing materials, etc.); (f) transportation support; (g) child care staffing at community events, and (h) translation services.



6. TERM AND TERMINATION.

6.1 Term. The term of the Agreement will end July 1, 2025, beginning on the Effective Date. There are no automatic renewal rights under the Agreement.

6.2 Termination.

6.2.1 Terminating Participation or Cause. In the event any Party breaches the Agreement, the non-breaching Parties may terminate the breaching Party's participation under this Agreement, upon written consent by all non-breaching Parties. Any such termination must be provided to the breaching Party 2 days prior written notice.

6.2.2 Terminating Participation for Convenience. Any Party may terminate its participation under this Agreement for convenience upon 2 days' prior written notice.

6.2.3 Terminating the Agreement. The Parties may terminate the Agreement upon a majority vote of the Parties.

7. INTELLECTUAL PROPERTY AND DATA SOVEREIGNTY.

7.1 Intellectual Property Ownership. Each CBO involved in this project will retain full ownership of any and all intellectual property it created or resulting from this project. This includes, without limitation: (a) any and all data created or collected by the organization in the course of the project; (b) inventions, improvements, developments, or innovations resulting or derived from that are made, conceived, or devised in connection with the project, including all rights to patents, copyrights, trademarks, and trade secrets related thereto; (c) all research, preliminary drafts, final documentation, and all other property and materials produced by the CBO.

7.2 Data Sovereignty. Each CBO will retain full ownership and sovereignty over any data they collect during the project. This includes, but is not limited to, qualitative data, quantitative data, research findings, survey results, and any other information gathered. Each organization has the exclusive right to use, give permission, share, publish, and disseminate their collected data as they see fit. By signing this agreement, the CBO agrees to grant WSL permission to use, store, and disseminate anonymized data collected by the CBO related to digital equity.

7.3 Non-Joint Work. All intellectual property and data are owned solely by the respective organization and are not considered joint work or co-authorship.



There is no obligation for the organization to account for any proceeds that might flow from using the intellectual property or data.

7.4 Data Protection and Privacy. Each CBO is responsible for implementing appropriate security measures to protect the data it collects. Any data sharing between Parties must comply with agreed-upon data protection standards and applicable privacy laws.

7.5 Data Access and Control. Each CBO will have complete control over who has access to their data. They will manage access permissions and have the right to revoke access at any time, ensuring that data is handled in a manner consistent with the CBO's values and objectives.

7.6 Data Retention and Destruction. Each CBO is responsible for retaining and destroying its data according to its internal policies and applicable laws.

7.7 Legislative Report. All data collected by the CBOs during the Community Collaboration will be compiled and used in a legislative report. This report aims to inform and influence legislative decisions pertinent to the Community Collaboration's goals. The data will be presented in a manner that respects the confidentiality and ownership rights of the CBOs.

8. MISCELLANEOUS.

8.1 Limitation of Liability. None of the Parties will be liable to any or all other Parties for any indirect, incidental, consequential, punitive, reliance, or special damages, including without limitation, damages for lost profits, advantage, savings, or revenues or for increased cost of operations arising in connection with this Agreement in any way. This §7.1 will apply (i) regardless of the form of action, whether in contract, warranty, strict liability, tort (including, without limitation, negligence of any kind, whether active or passive) or otherwise, and (ii) whether or not damages were foreseeable.

8.2 Insurance. Each Party expressly understands and agrees that it will obtain its own new or, if applicable, maintain existing appropriate insurance protection for the actions anticipated by the Agreement.

8.3 Confidentiality. The Parties acknowledge and agree that any and all conversations, email exchanges, and other communications they conduct among each other in connection with the Community Collaboration are confidential. Emails with WSL staff however are public record and can be subjected to public record requests.



8.4 Publicity. The Parties will cooperate in good faith with respect to (a) any joint press releases; (b) marketing; (c) case studies; and/or (d) other publicity related to the Agreement (collectively, the “Publicity”). No Party will use the name or logo of another Party in any Publicity without the express written consent of the other Party.

8.5 Assignment. No Party may assign or transfer or attempt to assign or transfer any part or all of this Agreement, or any of its rights or obligations, without the prior written consent of the other Parties.

8.6 Choice of Law. The Agreement will be governed by and construed according to the laws of the State of Washington.

8.7 Dispute Resolution. If any material dispute, claim, or other matter arises out of or relates to this Agreement (a “Dispute”), then the Parties will first negotiate in good faith towards resolving the Dispute. If the Dispute cannot be resolved through such good faith negotiations, then the Parties may in good faith to settle the Dispute by mediation lasting at least one day before resorting to arbitration, litigation, or some other dispute resolution procedure.

SIGNATURES

NAME OF ORG 1

Joyce Abbott

Name

Signature

Title

Date

NAME OF ORG 2

Name

Signature

Title

Date

ADDITIONAL ORGANIZATION NAME

Name

Signature

Title

Date



Endnotes

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Digital Equity Co-Creation Toolkit

