DIGITAL EQUITY CO-CREATION TEMPLATES

HOW TO USE THIS TEMPLATES BOOK

How to Use This Templates Book

1 Make It Yours

- Many facilitators recreate templates or make copies for their projects.
- Add, remove, or change anything to match your style or community.
- List all handouts, slide decks, or snacks under What You Need.

2 Share and Practice

- Send templates to everyone on your team before meetings so they can come prepared. The more time you give your team to practice, the smoother the experience.
- Use templates for practice sessions to check times and test links.
- Print a copy or open the file on a tablet for easy reference.

3 Keep It Handy During the Event

- Assign someone to watch the clock and give gentle reminders or time checks to keep everyone on track.
- Jot down any changes or notes in the margins for next time.

4 Debrief with Roses, Thorns & Buds

Right after the event, meet with your team to share:

- Roses (what went well)
- Thorns (challenges or surprises)
- Buds (ideas for next time)

PLAN ACTIVITY

Templates

Use these to prepare to co-create

PROJECT PLAN

PLAN ACTIVITIES

Project Plan Template 1 of 3

Use case: This template helps your team set clear goals, map out activities, assign the team, define funding priorities, and build a timeline.

Instructions: Complete the project plan by defining goals, mapping activities to your team, and scheduling milestones to build a clear roadmap.

Reminder: All goals should be Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated, and Reviewed (SMARTER).

1 Sample Goals

Sample Goals

By the end of a 6-week course, 90% of seniors will be able to send an email with an attachment and join a Zoom call on their own, as measured by a final hands-on skills demo, with progress checked weekly and results reviewed to improve future sessions.

1 Goals

2 Sample Activities

- **Wild 8's** - Brainstorm ideas.
- **How Might We -** Turn challenges into open-ended questions you can use for conversations or assessments.

2 Activities

Note: See Connect templates for more team building activity ideas and Collect templates for more data collection ideas.

PLAN ACTIVITIES

Project Plan Template 2 of 3

3 Sample Team

- Executive Director
- Project Manager
- Team Lead
- Team Members

3 Team

4 Sample Funding Priorities

Current:
- Staff & Facilitation
- Materials & Supplies
- Community Stipends

Future:
- Technology Upgrades
- Program Evaluation
- Sustainability & Scaling

4 Funding Priorities

Current:

Future:

PLAN ACTIVITIES

Project Plan Template 3 of 3

5 Sample Timeline

Project Kickoff
Learn and discuss priorities and the high-level plan for the work together. Invite participation.

01 **Planning Jam**
Two planning meetings to determine priorities and partners. Finish MOU.

02 **Data Planning**
Three meetings to finish the data plan, create the initial codebook, and test the tools.

03 **Team Building**
Add partners. Update MOU. Train and practice data activities.

04 **Data Collection with games & surveys**
Give pre-tests. Train seniors. Give post-tests. Clean and organize data.

05 **Data Analysis**
Analyze the data. Create one simple poster for each question.

Project Finish
Make a poster persona for each pattern found in the data. Showcase it to seniors and their families. Update the course training based on what we learn.

5 Timeline

Project Kickoff

Project Finish

PLAN ACTIVITIES

Project Plan 'How Might We' Activity Guide

Use case: This activity turns challenges into open-ended questions that spark creative solutions and tackle real community needs. You can also use this activity to create research questions.

Instructions: Set a timer for at least five minutes and write down QUESTIONS related to the idea, "How Might We Figure Out The Most Important Digital Skills People Need In Their Daily Life?" (or another topic of your choice). If you're doing this activity with others, each person should jot down questions related to the same "How Might We" topic.

Note: You're coming up with QUESTIONS to discuss, not solutions, at first.

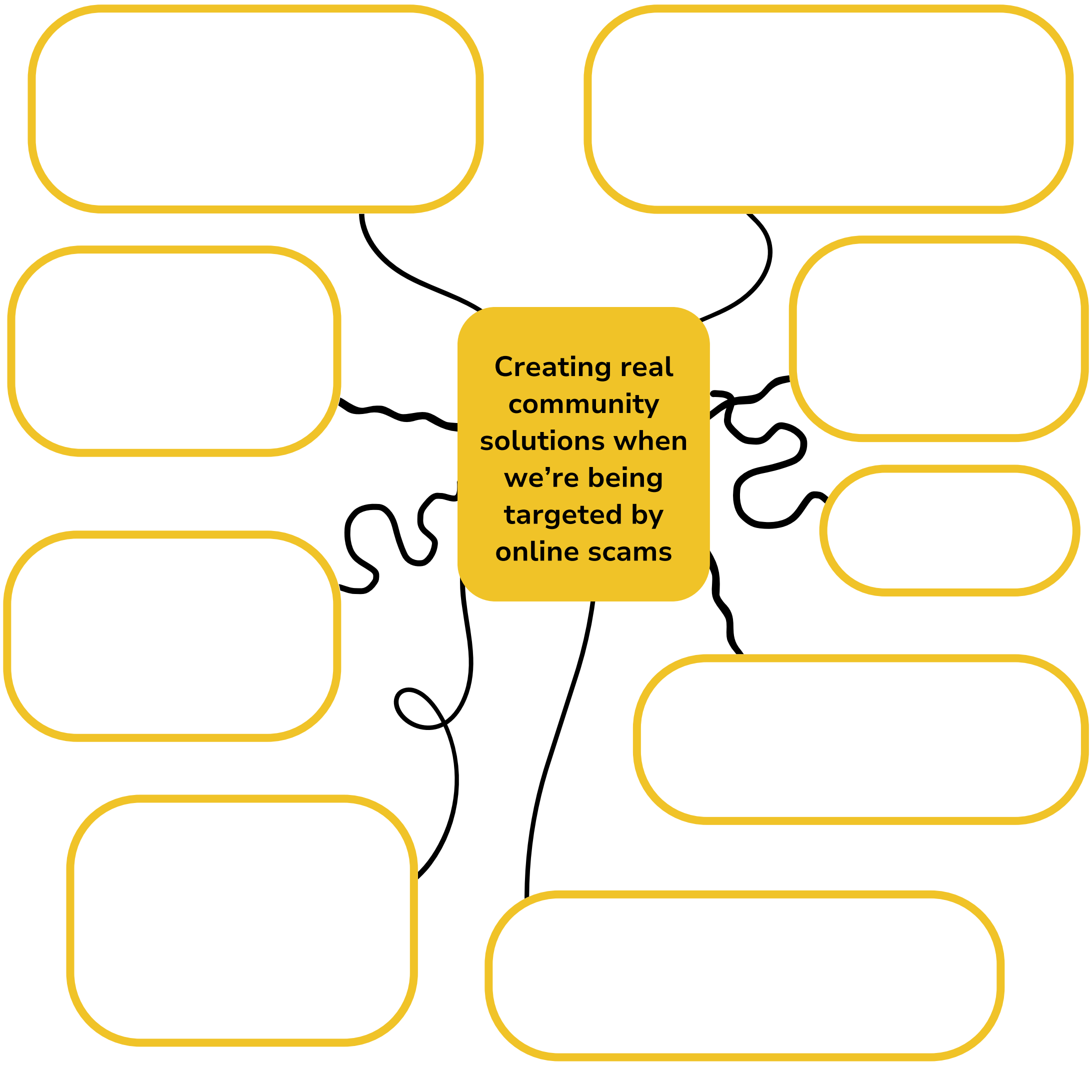
If you're stuck on the next steps, you may choose to have people go around and "star", "like" or "thumbs up" three questions that should be revisited with the Empathy Map, Journey Map, or other collaborative activity to help you come up with more ideas. This can be done at the next meeting or opportunity.

PLAN ACTIVITIES

Project Plan Group Discussion Guide

Use case: Use this bubble-mapping activity when you need to brainstorm and organize community-driven ideas. Your group will be able to see all suggestions at once, compare options, and choose clear, practical next steps.

Instructions: Ask participants, “What does it look like to create REAL community solutions to protect people from online scams?” Put each idea in its own bubble. Compare and share before discussing next steps.



Note: If you have not already created one, create a project charter to summarize the plan (See Project Charter Template).

PROJECT CHARTER

PLAN ACTIVITIES

Project Charter Template 1 of 3

Use case: Use this when kicking off a new project to align your team. By quickly defining the purpose, goals, partners, and scope, everyone understands what you'll do, why it matters, and who is responsible.

Instructions: Encourage each person who is part of the planning team to read the prompts and fill out each row to the best of their ability. Once complete, compare and share the project charter in a meeting together. Then, create a single charter that documents the collective understanding of the project.

Project Name ______________________ **Date** ______________________

Prepared By ____

1 Purpose & Vision

Briefly describe why this project exists and what it hopes to accomplish.

2 Goals

What are the top 2–3 things this project aims to achieve?

PLAN ACTIVITIES

Project Charter Template 2 of 3

3 Core Team & Partners

List the organizations, roles, or individuals involved. Will you need to make or update an MOU?

4 Community Involvement

How will communities be included in planning, doing, and sharing? Do you have consent forms ready?

5 Activities & Boundaries

What's included in the project? What's not?

Note: A project charter is usually shorter than a project plan and can be shared to update partners and stakeholders quickly.

PLAN ACTIVITIES

Project Charter Template 3 of 3

6 Success Looks Like...

What will make us proud at the end of this project? What would make potential funders proud?

7 Action

What's included in the project? What's not?

Reminder: This charter should be updated when there are new partners or other big changes to the project. This makes it easy to keep everyone on the same page. On the line below, write down the next date you will review the plan and make any project charter updates.

Next Review ______________________________

DATA PLAN

PLAN ACTIVITIES

Detailed Data Planning Overview Template 1 of 4

Use case: Use this template when you need everyone on your team to agree to your data strategy before you begin. This will enable you to have a clear, ethical plan rather than scrambling as you go.

Instructions: Fill out each section with your project's data requirements, methods, roles, and privacy measures, then review it with your team for feedback and sign-off before you start collecting data.

Reminder: Send worksheets like this before the relevant kickoff meeting so people can prepare to how they want to approach data for the project.

Focus Area	What to Write
Project Name	
Date of Kickoff Meeting	
Facilitator(s)	
Team Members Present	

Note: If you are planning alone, you can still post these questions somewhere or have an event and ask people for their ideas about this project. It is important to hear from other people, even if they cannot plan with you simultaneously, to make the data plan.

1 What question(s) are we trying to answer with data?

Each person in the meeting should write (or come up with) 1–3 plain-language questions your project hopes to answer. Number each question based on its priority - "If we run out of time, we want to make sure these questions definitely get answers for the questions with the highest priority."

1 ______________________________

2 ______________________________

PLAN ACTIVITIES

Detailed Data Planning Overview Template 2 of 4

2 What data do we need?

Think about types of data—not exact files yet. Include any relevant categories (e.g. survey results, public records, photos, maps, stories).

Type of Data Needed	Source (if known)	Already Have? (Y/N)

3 Who are our data partners or sources?

List organizations, individuals, or systems we might collaborate with to get or interpret data.

4 How will we handle privacy and consent?

Who owns the data? Who can use it? Any sensitive info?

PLAN ACTIVITIES

Detailed Data Planning Overview Template 3 of 4

5 How will we collect or access the data?

Check or note any methods you'll use:

○ Surveys	○ Public records request / FOIA	○ How Might We's activity	○ Family Frenzy (inspired by Family Feud)
○ Interviews	○ Comics	○ Sticky notes and paper	○ Quiz Quest (inspired by Jeopardy)
○ Public datasets	○ Storytelling tools	○ Data dance jam	○ Data Blocks (inspired by Jenga)
○ Focus Groups	○ Wild 8's activities	○ Brainstorming	○ Storymapping
○ Observation	○ Sensors/Apps	○ Digital Equity Co-Creation Toolkit games	Other ____________
○ Ballots	○ NorthStar Assessment	○ Class quiz	

6 How will we share what we learn?

Ideas for reports, maps, events, posters, briefings, or online posts:

PLAN ACTIVITIES

Detailed Data Planning Overview Template 4 of 4

7 What's our timeline?

Rough start/end dates for collecting, analyzing, and sharing data.

Phase	Start Date	End Date
Data Planning		
Finding Inspiration From Similar Projects		
Data Collection		
Data Analysis		
Sharing Findings		
Doing Something Different Based on Findings		

Reminder: Data plans should be updated when there are big changes to the project. If there's a review board watching the project, update them at the same time. This makes it easy to keep everyone on the same page.

On the line below, write down the next date you will review the plan and make any updates.

Next Review ______________________________

PLAN ACTIVITIES

Empathy Map Activity Template

EMPATHY MAP. An empathy map helps teams to imagine together what participants might be experiencing. It can be particularly helpful to use if a project will have games, interviews, storytelling, or similar approaches to learning directly from participants. Empathy maps help teams to understand participants' needs, wants, and priorities. This template is part of the data plan.

THINK AND DO. Sort the data into any of the four categories, below. Try to pick the best category for each piece of data. It is rare, but possible, for data to be in multiple categories. The left side (quotes, actions) are usually things that someone said or did directly.
The right side (thoughts, emotions) usually highlight interpretations. Both sides are important to consider when trying to get a sense of who is participating and what they might be experiencing.

SAYS	THINKS
PARTICIPANT	
DOES	FEELS

Empathy Map designs were inspired by Beausoleil (2022)

PLAN ACTIVITIES

Sift Think & Do Activity Template

Use case: Sift-Sort-Label is a technique used to sort data. Project teams sift through data they have collected, sort the data into groups or categories, then label each group with a “big picture” theme. This template is for the SIFT step and is only included for illustration purposes. You do not need to complete this template during the PLAN stage, but you may use this template for planning data collection or training activities.

Instructions: Imagine that you have already collected data for this project about participant’s digital skills or experience, and now need to make a codebook, analyze the data completely, and keep track of what happened to all the data.

Take up to ten (10) minutes to discuss the following questions:

- Who is going to be on the SIFT team. This team discards low-quality data.
- How will we keep track of any decisions to delete or discard data BEFORE the data gets deleted?
- Who will be responsible for making sure we track these decisions?
- Will we need help with deciding what data is important? If yes, let’s discuss who the decision-maker should be before we finalize the plan.

SIFT Sift out or discard the least useful data. Create a list or make one sticky-note for each important data point. Sift through facts and interpretations, and check for bias.

Sift-Sort-Label designs were inspired by Beausoleil (2022)

PLAN ACTIVITIES

Sort Think & Do Activity Template

Use case: Sift-Sort-Label is a technique used to sort data. Project teams sift through data they have collected, sort the data into groups or categories, then label each group with a “big picture” theme. This template is for the SORT step and is only included for illustration purposes. You do not need to complete this template during the PLAN stage, but you may use this template for planning data collection or training activities.

Instructions: Imagine that you have already collected data for this project about participant’s digital skills or experience, and now need to make a codebook and complete activities to analyze the data.

Take up to ten (10) minutes to discuss the following questions:

- Who is going to be on the SORT team. This team groups data together.
- Who will be responsible for reviewing what themes or categories matter?
- Will we need help with deciding how data should be grouped? If yes, let’s discuss who the decision-maker should be before we finalize the plan.

SORT. Sort similar data into a group together. Repeat until all data is grouped. Try to use as few groups as possible while still capturing everything you feel is important.

Sift-Sort-Label designs were inspired by Beausoleil (2022)

PLAN ACTIVITIES

Label Think & Do Activity Template

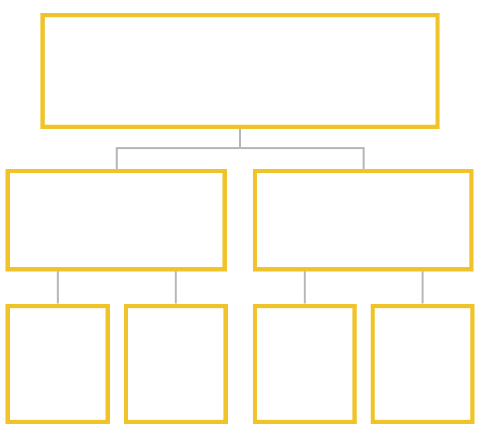
Use case: Sift-Sort-Label is a technique used to sort data. Project teams sift through the data they have collected, sort the data into groups or categories, then label each group with a “big picture” theme. This template is for the LABEL step and is only included for illustration purposes. You do not need to complete this template during the PLAN stage, but you may use this template to plan data collection or training activities.

Instructions: Imagine that you have already collected data about participant’s digital skills or experience for this project, and now want to organize your findings into clear, big-picture categories or themes. Imagine you want to make it easier to see and share the main patterns you’ve discovered.

Take up to ten (10) minutes to discuss the following questions:

- Who is going to be on the LABEL team. This team find data patterns.
- Who will be responsible for reviewing the final themes?
- Will we need help with deciding what patterns or themes matter? If yes, let’s discuss who that should be before we finalize the plan.

LABEL Label each group based on a common theme or shared meaning. Labels synthesize the patterns you see or sense into one word or phrase.



DISCUSS In teams, reflect on data, patterns, and themes. Discuss and iterate on the labels, rank the themes relative to the problem or hypothesis, and package them as the project’s dataset.

Sift-Sort-Label designs were inspired by Beausoleil (2022)

PLAN ACTIVITIES

Tally Activity Template

Use case: Use this template to count what participants said. Project teams use templates like this to count activities like Sift-Sort-Label and others manually.

Instructions: Use this template to track the number of participants who chose each option from the survey, discussion, or activity. You may also use it for co-creation games or activities or even to keep track of ice breaker answers.

If you prefer to keep track without using tally marks, you may use computers or other tools.

What people chose	Tally Marks	Total

Reminder: Before you collect any data, imagine how people might answer each question and if there are enough choices for them to select.

PROJECT KICKOFF OR LAUNCH PLAN

PLAN ACTIVITIES

Project Kickoff Template 1 of 3

Use case: Use this when starting a new initiative to bring your team and partners together. Define project purpose, roles, timelines, and communication so everyone begins with a shared vision and clear next steps.

Instructions: Complete the following details about your project with your team. If you're stuck, use the bullet points as discussion or ideas for reflection.

Introduction

1. Project Purpose & Vision

- Why are you doing this project?
- What change do you want to see in your community?

Notes

Notes

2. Community Goals & Hopes

- What are the main goals of this project?
- What does success look like to your community?

Notes

Notes

3. Who's Involved

- Who are your core team members?
- Who are your partners, supporters, or collaborators?
- How will community members be included?

Notes

Notes

PLAN ACTIVITIES

Project Kickoff Template 2 of 3

Instructions: Complete the following details about your project. If you're stuck, use the bullet points as discussion or ideas for reflection.

Planning

4. Community Strengths & Resources

- What skills, knowledge, or resources already exist in your community that you can build on?
- What additional support or resources do you need?

Notes	Notes

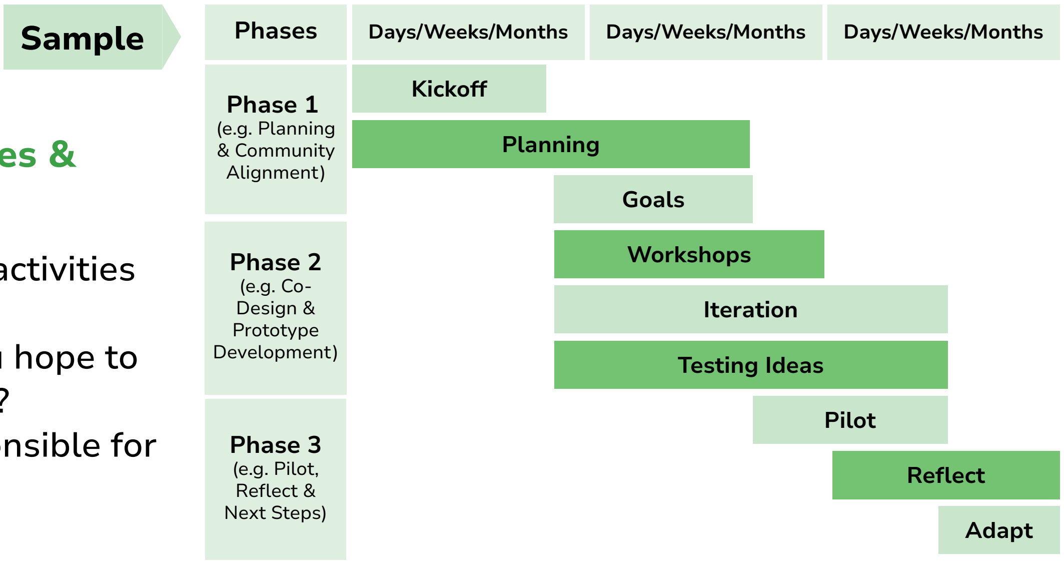
5. Communication & Check-Ins

- How will you keep each other informed?
- How will you invite feedback and ideas from the community?

Notes	Notes

6. Key Activities & Timeline

- What major activities will happen?
- When do you hope to do each step?
- Who is responsible for each piece?



PLAN ACTIVITIES

Project Kickoff Template 3 of 3

Instructions: Complete the following details about your project. If you're stuck, use the bullet points as discussion or ideas for reflection.

Future Planning

7. Possible Challenges & Support Plans

- What challenges might come up?
- How can you support each other or adjust if things change?

Notes	Notes
Notes	Notes

8. Next Steps

- What needs to happen first to get started?
- What are the immediate actions for the next few weeks?

Notes	Notes
Notes	Notes
Notes	Notes

RUN OF SHOW

PLAN ACTIVITIES

About the Run of Show

A run of show helps teams work together to prepare for an event like a community discussion, data sharing activity, or anything that starts and ends at a predicted time.

It can be helpful to create a template that clarifies what is needed for the event or experience to be successful. This could include the necessary materials and links to any available files.

A run of show has a detailed agenda that explains how long each part of the experience will last and who is responsible for doing each part of the experience. Partners (including interpreters, videographers, and facilitators) may find this helpful.

RUN OF SHOW BASIC DETAILS

- Event Name (e.g., “Community Story Hour”)
- Date & Time (e.g., June 14, 3:00–5:00 PM)
- Location/Link (e.g., Community Center Room A or Zoom link)
- Session Name (if part of a series)
- Who’s Coming (e.g., “Youth Council,” “Seniors Group”)

Focus Area	What to Write
Time	Start–end (e.g., 3:00–3:15 PM)
Length	Minutes long (e.g., 15 min)
What’s happening	Short title and a quick note (e.g., “Welcome & Tech Check: greet everyone and test audio”)
Who’s in charge	Name and role (e.g., Host: Maria; Interpreter: Jose)
What you need	Items or links (e.g., “Agenda PDF,” “Name tags,” “Zoom link”)

PLAN ACTIVITIES

How to Use the Run of Show Template

Reminder: The Run of Show is a playbook for any time-bound event—whether a discussion, data share, workshop, or celebration. It describes what happens, when, who does it, and what is needed to be successful.

1 Fill in Your Event Info

At the top, write down:

- Event Name (e.g., “Community Story Hour”)
- Date & Time (e.g., June 14, 3:00–5:00 PM)
- Location/Link (e.g., Community Center Room A or Zoom link)
- Session Name (if part of a series)
- Who’s Coming (e.g., “Youth Council,” “Seniors Group”)

2 Lay Out Each Step of Your Event

On a large piece of paper or table, write down:

Column	What to Write
Time	Start–end (e.g., 3:00–3:15 PM)
Length	Minutes long (e.g., 15 min)
What’s happening	Short title and a quick note (e.g., “Welcome & Tech Check: greet everyone and test audio”)
Who’s in charge	Name and role (e.g., Host: Maria; Interpreter: Jose)
What you need	Items or links (e.g., “Agenda PDF,” “Name tags,” “Zoom link”)

PLAN ACTIVITIES

How to Use the Run of Show Template

3 Make It Yours

- Add or remove lines to match your schedule.
- Change any column name if it makes more sense (for example, “Speakers” instead of “Who’s In Charge”).
- List all handouts, slide decks, or snacks under What You Need.

4 Share and Practice

- Send this plan to everyone on your team as soon as possible, at least a day before the event. Keep in mind the more time you give you team to practice the smoother the experience will be.
- Do a quick practice session to check times and test links.
- Print a copy or open the file on a tablet for easy reference.

5 Keep It Handy During the Event

- Assign someone to watch the clock and give gentle reminders (e.g., “5 minutes left”).
- Jot down any changes or notes in the margins for next time.

6 Debrief with Roses, Thorns & Buds

Right after the event, meet with your team to share:
- Roses (what went well)
- Thorns (challenges or surprises)
- Buds (ideas for next time)

PLAN ACTIVITIES

Run of Show Template

RUN OF SHOW

- **Event Name:**
- **Date & Time:**
- **Location/Link:**
- **Session Name:**
- **Who's Coming:**

Focus Area	Description
Time	
Length	
What's happening	
Who's in charge	
What you need	

Time	Duration	Activity Segment	Speaker	Materials & Links

CODE BOOK PLANS

PLAN ACTIVITIES

About the Codebook

A codebook helps teams work together to sort and understand information from data like interview notes, survey answers, or group discussions.

Creating a template that clearly explains how each code works can be helpful. This template could include the code name, a short definition, example quotes from your data, and simple rules for when to use it.

A codebook lists all your codes and themes, shows how they fit together, and gives examples so everyone applies them the same way. Teams (including analysts, project leads, and partners) may find this especially useful.

CODEBOOK BASIC DETAILS

- Project Name: The title of your study or dataset
- Date & Time (e.g., June 14, 3:00–5:00 PM)
- Data Source: Where the data came from (e.g., Community focus group)
- Coder / Analyst: Who is responsible for coding (name or team).
- Version: A simple version number or date stamp (e.g., “v1.0 – July 1, 2025”).

Focus Area	What to Write
Code Name	Write a short label (one or two words) that captures the idea (e.g., “Get a Job,” “Daily Tools”).
Definition	Write one or two sentences explaining exactly what data belongs under this code and what doesn’t.
Examples	Include 1–2 brief quotes or data snippets from your project that clearly show this code in action.
Inclusion / Exclusion Rules	Note any quick “yes” or “no” rules—what to count and what to skip—so everyone applies the code the same way.
Subcodes / Related Themes	List any smaller codes or themes that roll up into this one (e.g., under “Get a Job”: “Resume Building,” “Networking”).
Notes / Tips	Add extra context or reminders (e.g., “Only apply this when the participant mentions online tools”).

PLAN ACTIVITIES

Codebook Planning

This template shows how a codebook plan might change over time.

The left side shows the codebook's appearance initially, when the project was still in the Plan phase.

The right side shows the same codebook, but after more meetings and as new partners joined, and data collection was getting started in the Collect phase.

Both sides start the same on this page. The next page shows their differences.

Planned Codebook

1st codebook version

Team Codebook

Each team develops a codebook by using and refining the codebook template in their chosen format (e.g., Big paper and sticky notes, Google Document, Poster, video, website)

Collaboration

Each participant looks at each others' codebook and decides which ideas to keep for the whole team codebook. This can be done with activities like Group Discussion, voting (e.g., Ranked vote.co) or some other strategy participants agree would work well. When in doubt, get everyone to choose their top 3 codes, add the most popular options as long as they aren't repetitive with something already selected, and keep going until the codebook feels complete.

Adjusted Codebook

1st codebook planned

Team Codebook

Each team develops a codebook by using and refining the codebook template in their chosen format (e.g., Big paper and sticky notes, Google Document, Poster, video, website)

Collaboration

Each participant looks at each others' codebook and decides which ideas to keep for the whole team codebook. This can be done with activities like Group Discussion, voting (e.g., Ranked vote.co) or some other strategy participants agree would work well. When in doubt, get everyone to choose their top 3 codes, add the most popular options as long as they aren't repetitive with something already selected, and keep going until the codebook feels complete.

PLAN ACTIVITIES

Codebook Planning

Planned Codebook

1st codebook version

Codebook Complete

A team's single codebook has been created. You can use this as-is or put it into some kind of data analysis software, following the software's instructions.

Adjusted Codebook

1st codebook planned

Codebook Voting

Facilitator puts the team's codebook into a format they can use to vote on how clear the codes and descriptions are.
(use the same categories, but, add a numerical score - 5 stars, 4 starts, etc.

Collaboration

For clarity, look at the codes with low scores. Discuss. Decide as a team what to do with unclear codes or definitions. The team may decide to clarify, drop, combine, or replace anything unclear. Continue until all codes are clear enough for the team.

Codebook Complete

A team's single codebook has been created. You can use this as-is or put it into some kind of data analysis software, following the software's instructions.

CONNECT ACTIVITY

Templates

Use these to build relationships and shared meanings

ICE BREAKERS

Use these to start meetings

CONNECT ACTIVITIES

Superpowers Icebreaker

Use case: Use this when you want to uncover and celebrate everyone's unique strengths so your team can see who brings which "superpowers". Connect those abilities to project needs so that you can spark a shared conversation about how to work together effectively.

Instructions: Print or recreate this card template for team building and helping to support teams as they connect their strengths with how they can make a difference in the project.

Start by doing a brainstorming activity where you discuss individual and team strengths that would make a difference for your project.

Make two decks of cards.

- **On one deck, write the name of the superpower. You can choose whatever names you feel would work best for your team.**
- **On the other deck, write how that superpower would work.**

Look at both individual and group strengths.

- **Put each superpower on its own large sheet of paper. Allow people to sign their names next to the superpowers that they have. Once everyone is done, explore the room and discuss what you notice together.**

Top Card (Superpower)

Represents the name of the superpower. You can choose whatever names you feel would work best for your team.

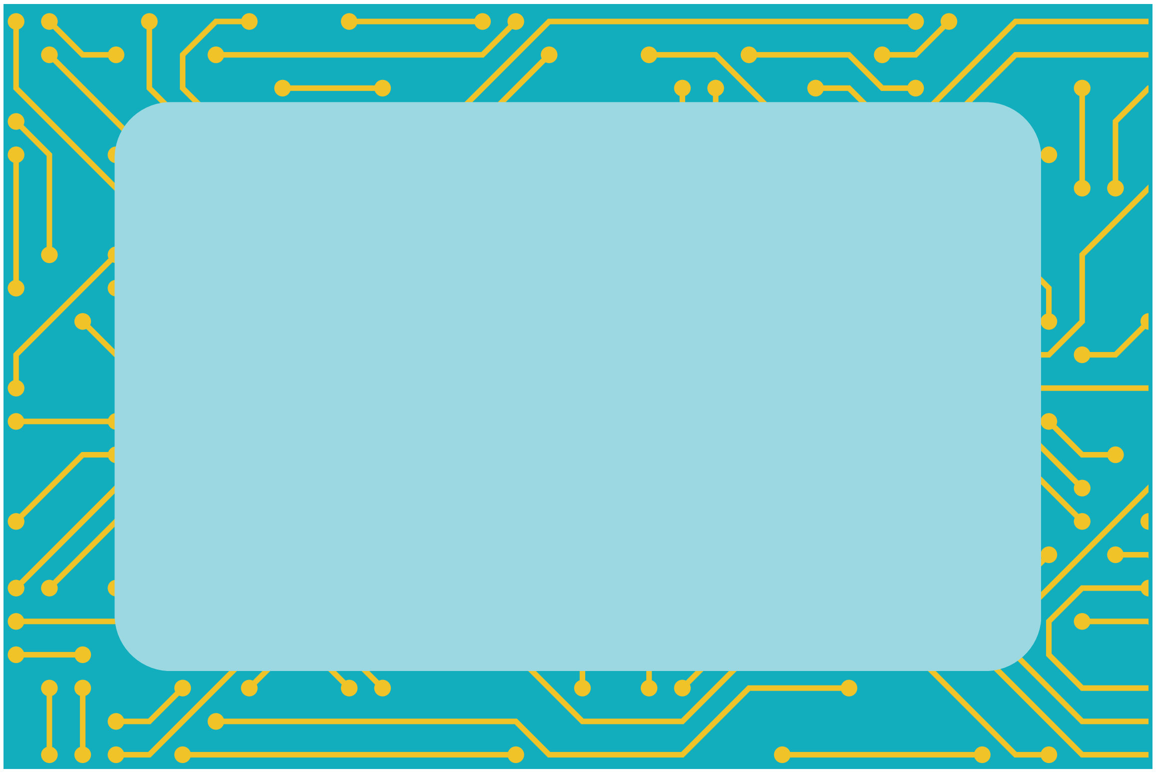
Bottom Card (Description)

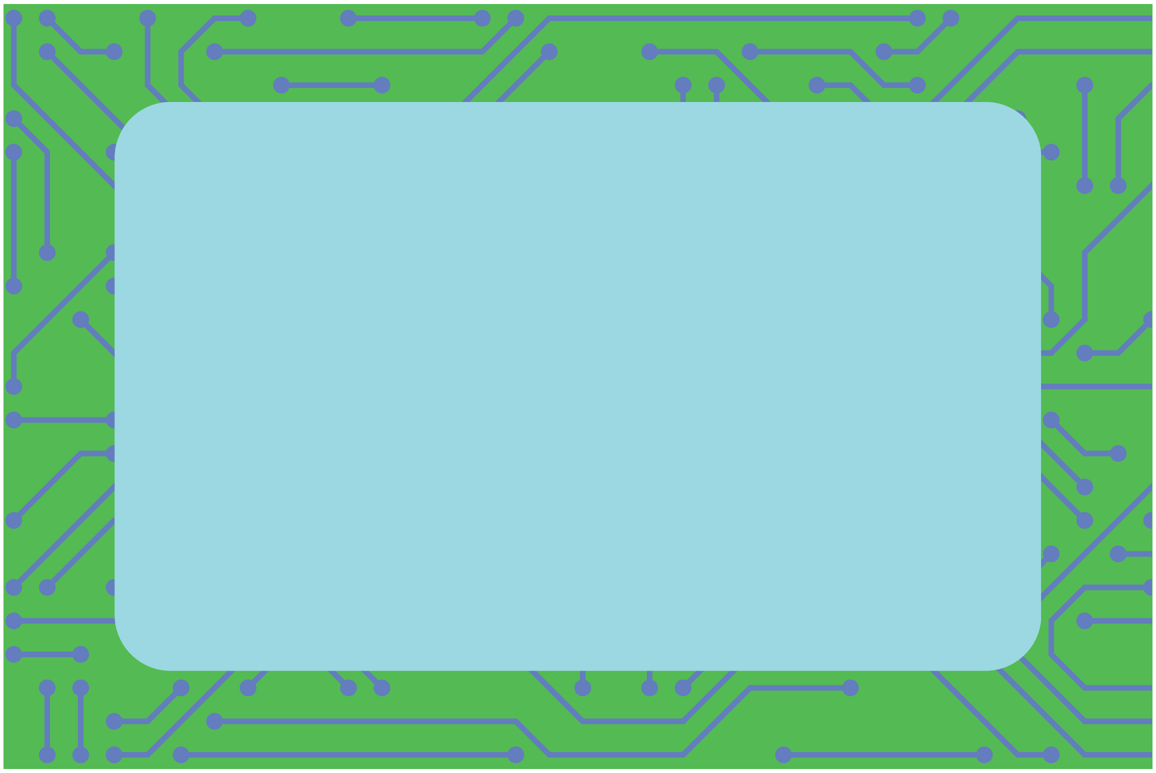
Describes how that superpower would work. This allows teams to understand what the ideas mean together.

Note: Superpowers can be put on large posters and placed around the room, allowing people to sign their names next to superpowers that they have, or that their community has. Then, the group can discuss it together.

CONNECT ACTIVITIES

Superpowers Card Templates





CONNECT ACTIVITIES

Icebreaker Prompts Wall

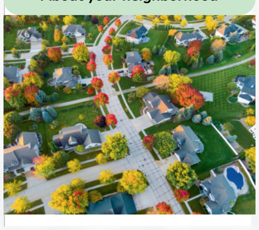
Complete the following details about your project. If you're stuck, use the bullet points as discussion or ideas for reflection.

Quick Warmups prompts

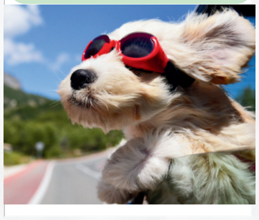
What's your superpower today?

If our team were a band

About your neighborhood

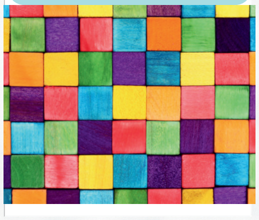


Show and tell time



Physical Activities

Data Blocks Challenge

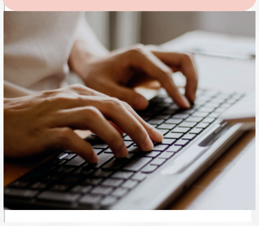


Sticky Sort

Spectrum Walk / Stand-Up Game (for in-person)

Reflection Activities

Co-creation moment



Something of data projects

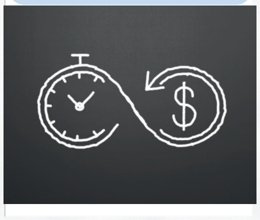
More fun or engaging!

Everyone gets something good

Prioritization Activities

Rank the Snacks

Participatory Time Budget



Yes, And..." Priorities Jam

Data Dinner Menu

CONNECT ACTIVITIES

Icebreaker Warmup Wall

Complete the following details about your project. If you're stuck, use the bullet points as discussion or ideas for reflection.

Quick Warmups Prompts

What's your superpower today?

"What's your superpower today?"
(Something you're good at or ready to bring to the team today)

If our team were a band

"If our team were a band, what would our name be?"
(Take 2 minutes to brainstorm a fun collective name)

About your neighborhood

"What's one thing you wish people knew about your neighborhood?"
(Build context and honor place-based knowledge)

Show and tell time

"Show and tell time—what's within arm's reach that says something about you?"
(Remote-friendly and spontaneous)

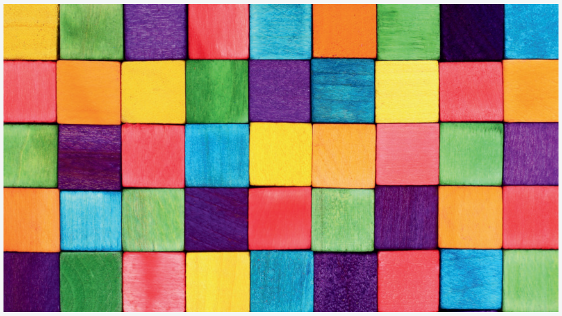
CONNECT ACTIVITIES

Icebreaker Physical

Complete the following details about your project. If you're stuck, use the bullet points as discussion or ideas for reflection.

Physical Activities Prompts

Data Blocks Challenge



(up to 5 minutes)
Everyone draws three blocks (real, virtual, or imagined) that represent their relationship to the data. Share and compare.

Sticky Sort

(up to 5 minutes)
Everyone writes what they need to feel safe creating together on a sticky. Group the themes together.

Spectrum Walk / Stand-Up Game

Step #1. Read a statement
(e.g., "I love spreadsheets." "I've never co-created before.")

Step #2. Next, ask people to stand (or describe) their spot on a line from Agree to Disagree.

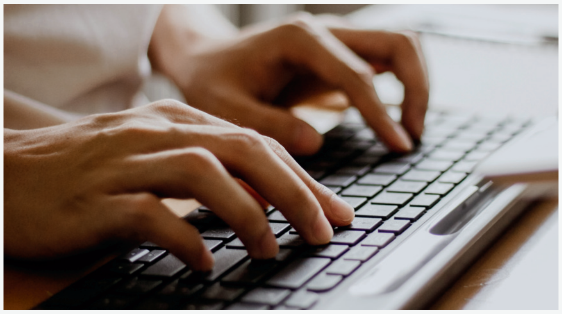
CONNECT ACTIVITIES

Icebreaker Reflection Wall

Complete the following details about your project. If you're stuck, use the bullet points as discussion or ideas for reflection.

Reflection Activities Prompts

Co-creation moment

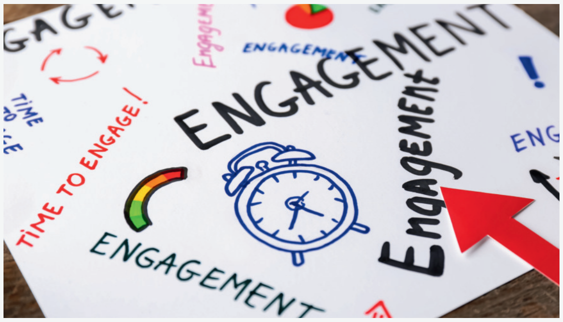


"What’s a co-creation moment you’ve seen or experienced that felt powerful?"

Something missing from projects

"What’s something that’s usually left out of data projects—but matters to you?"

More fun or engaging!



"What's an opportunity we can take to make this more fun or engaging?"

Everyone gets something good

"How might we ensure that everyone who participates gets something good out of this activity?”

CONNECT ACTIVITIES

Icebreaker Prioritizations

Complete the following details about your project. If you're stuck, use the bullet points as discussion or ideas for reflection.

Prioritization Activities Prompts

Rank the Snacks

"Here are five pre-written snacks (or local needs, like affordable housing, safe transit, etc.). Rank them from most to least important. No ties allowed."

→ Give each team a set of cards or sticky notes with prewritten options and have them negotiate their group ranking together.
→ Team discusses how decisions were made and what values guided the work.

Participatory Time Budget

"Imagine you have a magic wand but only have 60 minutes to improve your community. You can split your time across five possible actions. How do you divide your minutes?"

Example options: Listening to stories / Running surveys / Doing Co-creation games / Cleaning data / Building a dashboard / Sharing findings with the community
→ Team compares time budgets in small groups and discusses trade-offs.

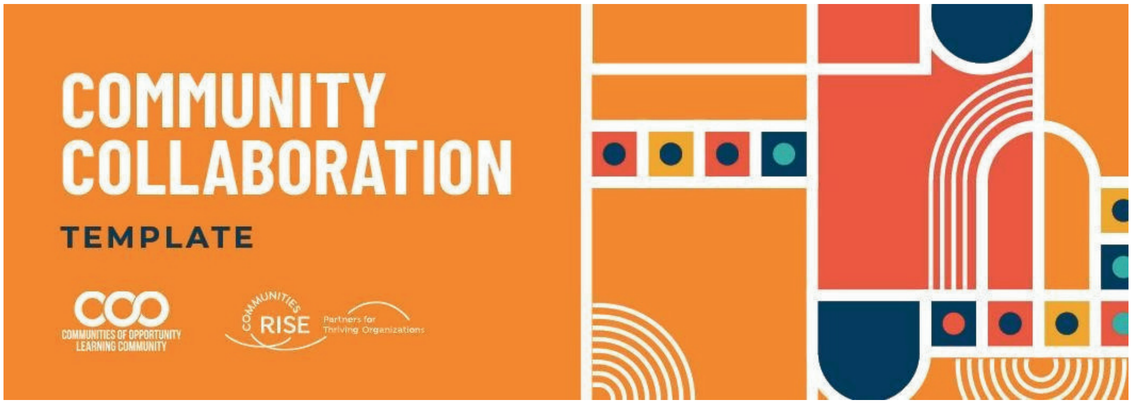
Yes, And..." Priorities Jam

Prompt: One person names a priority (e.g., youth voices). The next person must say "yes, and..." and add another.
After 4–5 rounds, ask the group to pick only three to focus on first.
→ Team highlights abundance while narrowing focus to what's actionable.

Data Dinner Menu

Prompt: Create a mock "menu" with many options: Appetizers = Fast wins (e.g., a quick quiz) / Main Courses = Big priorities (e.g., community curriculum) / Desserts = Nice-to-haves (e.g., animated tutorials)
→ Teams build a filling "meal" for their project to help visualize priority-setting in a playful way.

MOU EXAMPLES



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.]

Tip: Stakeholder mapping may be helpful for determining which stakeholders may be appropriate for an MOU. The more powerful or interested a stakeholder is, the more likely you may consider an MOU.

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 __________________. CBO, WSL, and (__) 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 ________ 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.
- _________ 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.** ________ 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 [_________], 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 that 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.
Parties. Any such termination must be provided to the breaching Party 2 days prior to 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 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, 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 relating to this Agreement (a "Dispute"), then the Parties will first Negotiate in good faith to resolve the dispute. If the Dispute cannot be resolved through such good faith negotiations, then the Parties may in good faith faith to settle the Dispute by mediation lasting at least one day before resorting to arbitration, litigation, or some other dispute resolution procedure.

SIGNATURES

WASHINGTON STATE LIBRARY

Name	*Title*
Signature	*Date*

ORGANIZATION NAME 1

Name	*Title*
Signature	*Date*

ORGANIZATION NAME 2

Name	*Title*
Signature	*Date*

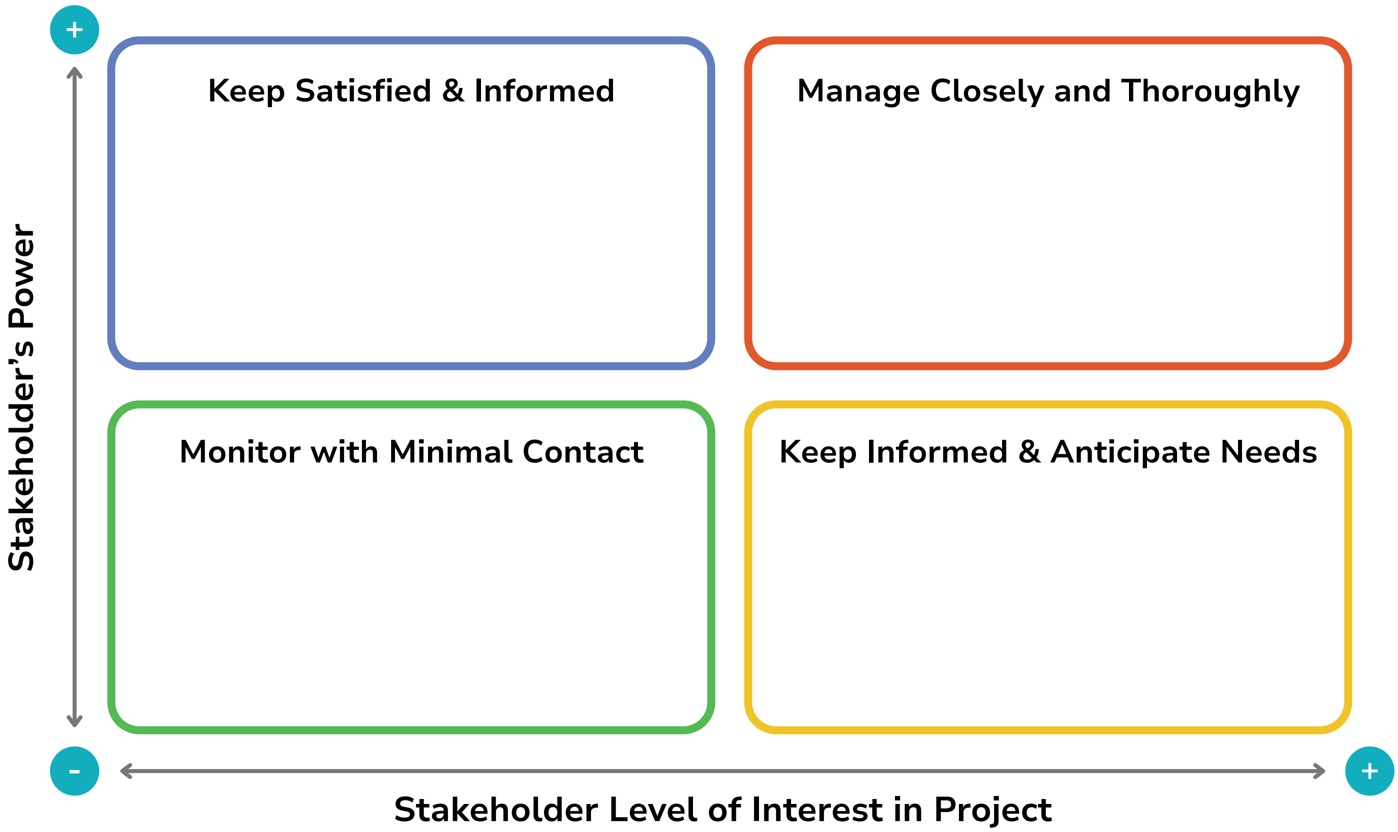
MAPPING STAKEHOLDERS

CONNECT ACTIVITIES

Stakeholder Mapping

Instructions: As a team, discuss and map out which stakeholders belong in which part of the "United & Innovation Model" for the project (See DigitalLeadership.com for the inspiration for this template).

- **Decide how you will define stakeholders' power and level of interest.**
- **Put the names of your most powerful stakeholders at the top and your least influential stakeholders at the bottom.**
- **Put the names of your least-interested stakeholders to the left and your most interested stakeholders to the right.**



For stakeholders who are more interested in the project, a proactive approach is best in terms of communication, especially for more powerful stakeholders.

COLLECT ACTIVITY

Templates

Use these with activities

WILD 8'S

COLLECT ACTIVITIES

Wild 8's Activity Template

Prompt:

Idea 1:

Idea 2:

Idea 3:

Idea 4:

Idea 5:

Idea 6:

Idea 7:

Idea 8:

COLLECT ACTIVITIES

Wild 8's Activity Template

Prompt:

(PUT YOUR STICKY NOTES IN THIS SPACE)

CODE BOOK DESIGNS

COLLECT ACTIVITIES

Codebook Design Template 1 of 3

Instructions: Use this example survey to create your own codebook.

Reminder: You can also use a facilitator guide or other tool to make a codebook.

We are trying to learn more about students' experiences with team learning and group projects. There are no right or wrong answers to these questions; we are interested in knowing what you think. All responses will be entirely anonymous.

1. AGE Please give your age to the nearest year: _______________

2. GENDER What is your gender?

- Female
- Male
- Options not listed here
- Decline to say

3. INFSOURCE Which of the following channels do you use to find information about your neighborhood (please select all that apply):

- Newspaper
- Magazines
- Radio
- Television
- Online sources
- Talking to neighbors

COLLECT ACTIVITIES

Codebook Design Template 2 of 3

Instructions: Review the sample survey on the previous page, then review this example code book. Imagine how you would update this for your community.

Tip: You can recreate this on a large piece of paper or a shared online document, or use the next page to draw your own.

Questions	Variable Names	Description	Values
What is your gender?	Gender	Participant Gender	0=female 1=male 2=not listed 888=decline 999=missing value
Which of the following channels do you use to find information about your neighborhood (please select all that apply):	InfSource P-Paper M-Mag R-Radio T-TV N-Net W-Word	 Newspaper Magazines Radio Television Online sources Talking to neighbors	0=not selected 1=selected

Example Codebook

COLLECT ACTIVITIES

Codebook Design Template 3 of 3

Instructions: Draw your own codebook using this page, using the examples and templates from the last two pages or using our own data.

COLLECT ACTIVITIES

Collecting Stories On Large Posters with Notes

Why learn digital skills?

Instructions for participants

- Turn in your consent form. Choose a marker. They're all different colors.
- Review the question on the large poster.
- Write your answer on a sticky note. Use a new one for each idea/answer.
- Put the sticky notes on the large poster for each question.
- Do the same steps for all posers.

Participant Alias or Pretend Name	Question 1: Why learn digital skills?	Notes (optional)

COLLECT ACTIVITIES

Creating a Codebook Table for Stories Realtime

If you want to collect stories in real time, you can make a large poster for each question to help organize what people share during interviews, conversations, or open-ended survey responses. When people share answers, see if you start noticing patterns, themes, or surprising ideas. Assigning each person a distinct color or row helps make the analysis easier. In the table below, each column reflects a question or topic.

Begin with your planned questions, but feel free to add or split topics up as new ideas occur to you or the team. For example, if people keep giving you a mix of positive and negative experiences, you may decide to track positive ideas separately from negative ones.

Jot down quotes or ideas that feel meaningful. Each cell in the sample table below helps identify key themes and insights for the following analysis step.

CODEBOOK BASIC DETAILS FOR STORIES

- **You can use quotes or summarize people's answers, but stay true to what people said and be clear about how you decided to describe their response.**
- **Add new columns when topics pop up that weren't in your original questions—these "emergent themes" can help you find unexpected insights.**
- **If you want to compare responses later, add a column to track relevant demographics (like age, language, or role).**

Participant ID	Question 1: Why learn digital skills?	Question 2: Who do you trust to teach digital skills?
P001	"So that I can help others and get a good job"	"I guess my Mom, my teacher, a ibrarian"
P002	"I don't want to depend on others"	Eldest daughter

COLLECT ACTIVITIES

Collecting Stories On Large Posters with Notes

Why learn digital skills?

Instructions for participants:

- Turn in your consent form. Choose a marker. They're all different colors.
- Review the question.
- Write your answer on a sticky note. Use a new one for each idea / answer.
- Put the sticky notes on the large poster for each question.

Participant Alias or Pretend Name	Question 1: Why learn digital skills?	Notes (optional)

TALLY OR COUNT DATA WITH GRAPHS

COLLECT ACTIVITIES

Collecting & Presenting

What is the most important tech skill for older parents to learn this year?

Skills for self

- Take screenshots - 1
- Increase font size - 1
- Avoiding scams - 1
- Find jobs - 1
- Fix misinformation - 1
- Use new phone - 1
- Translations - 1

Skills for family

- Email teachers - 5
- Check kids' grades - 2
- Block websites for kids - 10
- Protect kids - 4
- Avoid stalkers - 1

Skills for work

- Using work software - 5
- AI for work - 2
- Work-life balance - 3
- Translations - 8
- Accessibility - 10

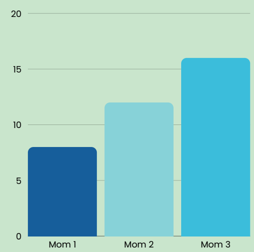
Collect the data about the most popular tech skills on the tally chart.

Skills for work	Tally
Using work software	
AI for work	
Work-life balance	
Translations	
Accessibility	

COLLECT ACTIVITIES

Presenting Bar Graphs

Create a bar graph to present data that you have collected.



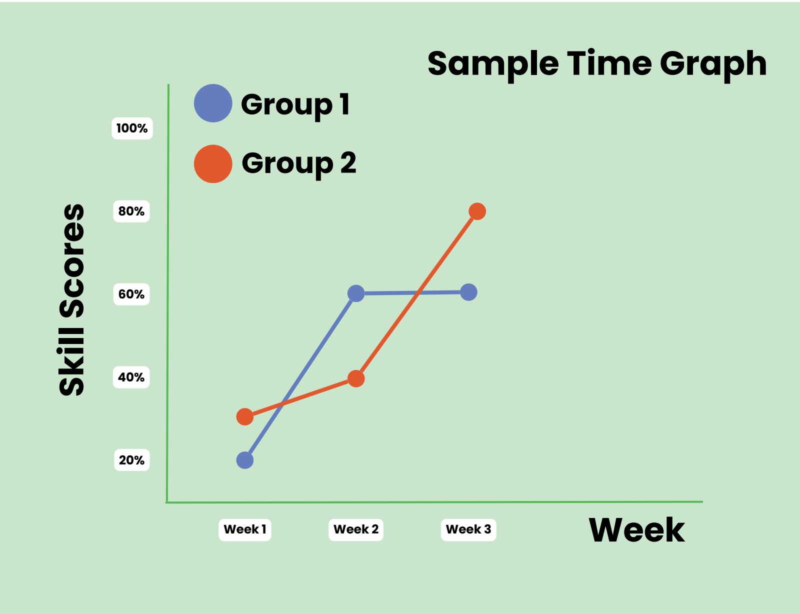
Sample Bar Graph

Sample

COLLECT ACTIVITIES

Presenting Time Graphs

Create a graph to present data that you have collected over time

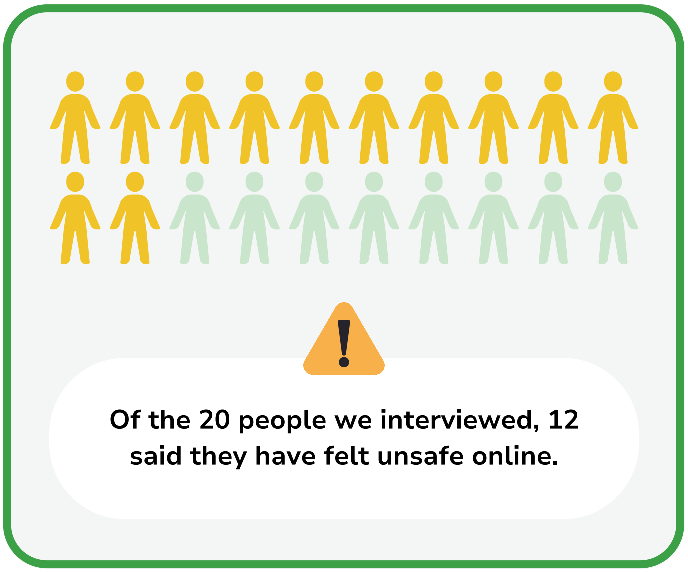


Sample

COLLECT ACTIVITIES

Presenting About People

Create a graph to present data about people who participated in the project, emphasizing how many people shared an experience or story.



Sample

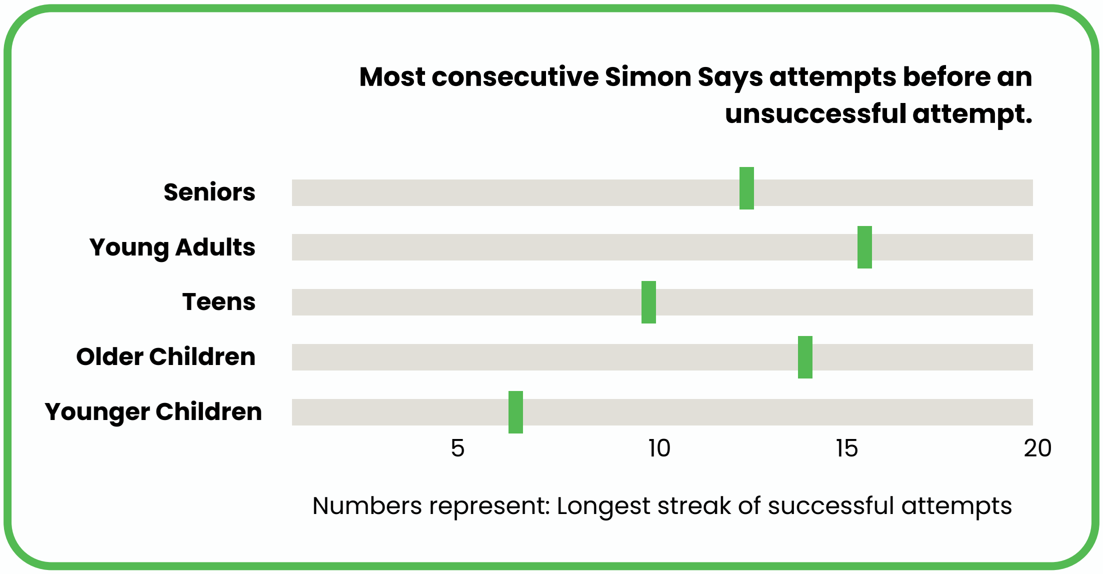
Shade the figures above to show a story about the data you collected.

COLLECT ACTIVITIES

Presenting About High Scores

Use case: Use this when you want to make it easy to compare different groups' success with something. For example, when you want to show successful Simon Says demonstrations, or how many answers someone scored correctly before missing.

Instructions: Create a graph to present data where you want to emphasize each group's highest scores.



Sample

Title:

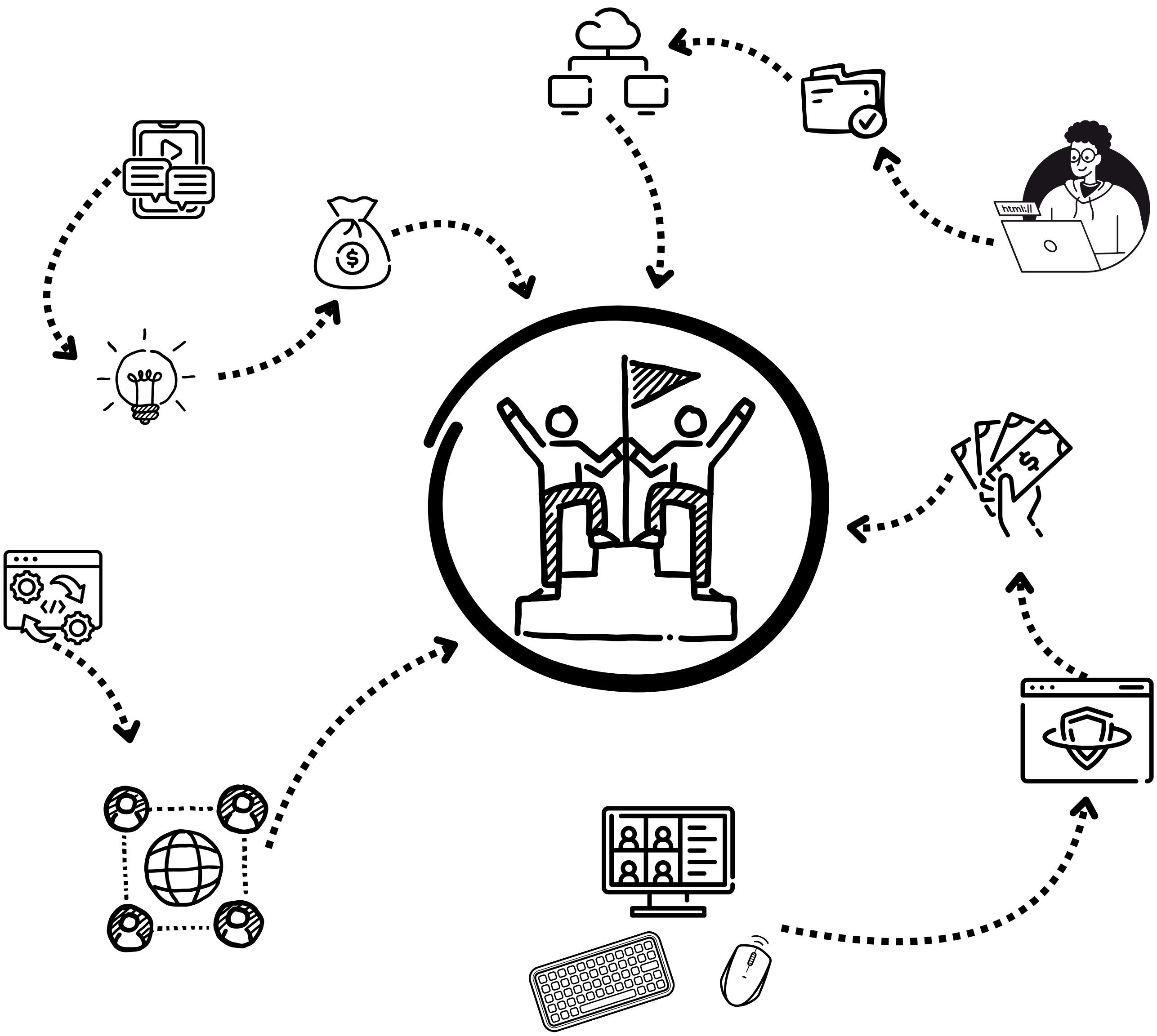
Numbers represent:

ART ALL AGES

COLLECT ACTIVITIES

Create a Pathway to Thriving Template

The center represents your community when it is thriving. Write or draw the pathways that tell the story for how your community goes from technology to the thriving place.



Example Pathway to Thriving

COLLECT ACTIVITIES

Create a Pathway to Thriving Template

The center represents your community when it is thriving. Write or draw the pathways that tell how your community goes from technology to a thriving place.

COLLECT ACTIVITIES

Categories Activity

Letter of the Round ______________ **Category** ______________

Timer ______ minutes

#	Your Answer	Did Anyone Else Write it
1		
2		
3		
4		
5		
6		
7		
8		
9		
Total PointsThis Round		

Bonus Questions (Optional, to spark discussion)

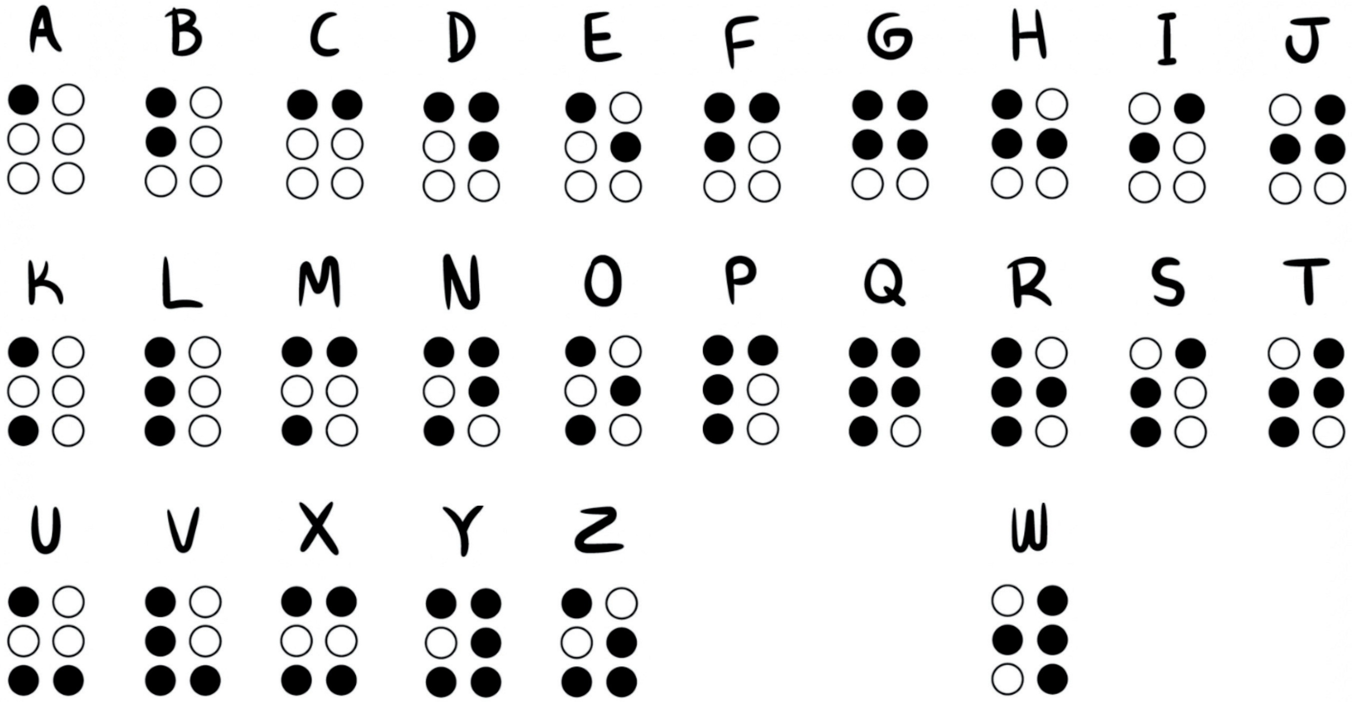
- Which answers surprised you?
- Did someone use a word you've never heard before?
- How does this category relate to real-life tech or library experiences?

COLLECT ACTIVITIES

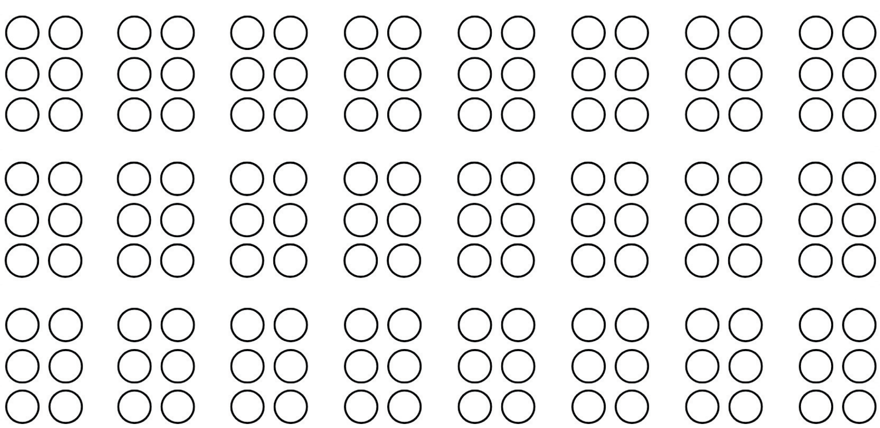
Quiz Quest Template

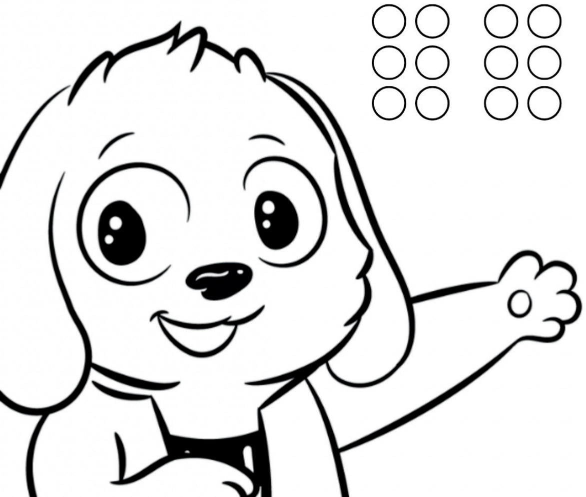
	Internet Browsing	Digital Safety + Ethics	Media Credibility	Connected Conversations	Creating Digital Content	Computer Skills
100						
200						
300						
400						
500						

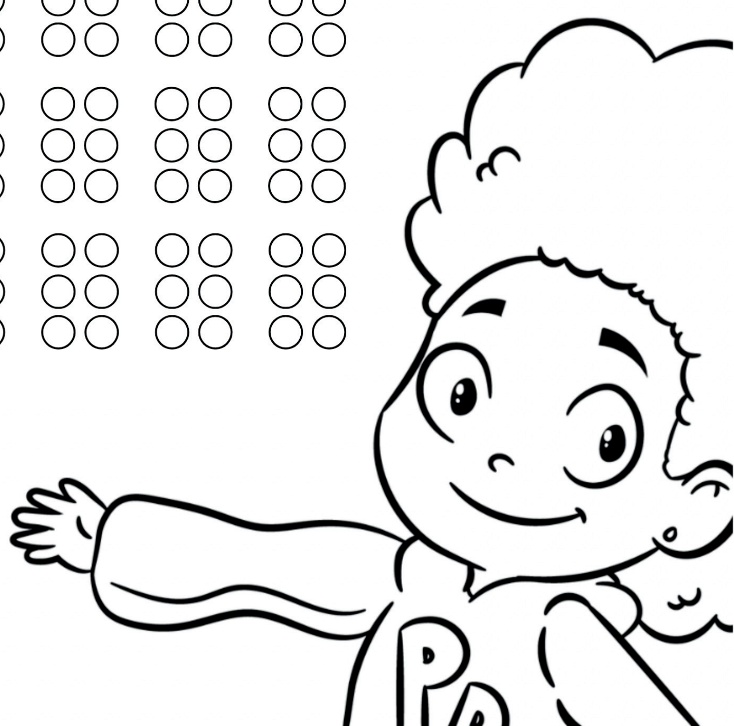
The Braille Alphabet!



Write a message to someone you care about:







A	01000001	I	01001001	O	01001111	U	01010101
B	01000010	J	01001010	P	01010000	V	01010110
C	01000011	K	01001011	Q	01010001	W	01010111
D	01000100	L	01001100	R	01010010	X	01011000
E	01000101	M	01001011	S	01010011	Y	01011001
F	01000110	N	01001100	T	01010100	Z	01011010
G	01000111						
H	01001000						

Write your name in binary code!

CONSENT FORMS

COLLECT ACTIVITIES

Standard Consent Form

Use case: Use this to get proof that everyone participating has given their consent to participate in the research or assessment.

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

We would like to invite you to participate in a research study led by ______________________________, as part of the "Digital Equity Co-Creation Toolkit" project. Below, you will find details about the study and your rights as a participant.

1 What is this study about?

This research aims to explore individuals' digital access and digital skills, and whether they perceive these opportunities as being fairly distributed within their communities. The study's goal 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.

2 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 make sure 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.

COLLECT ACTIVITIES

Standard Consent Form

Use case: Use this get proof that everyone who is participating has given their consent to be part of the research or assessment.

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

3 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.

4 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 questions you may be asked are how comfortable you are using technology and what barriers you experience trying to access technology.

5 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.

COLLECT ACTIVITIES

Standard Consent Form

Use case: Use this to prove that every participant has consented to participate in the research or assessment.

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

6 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.

7 What if I have questions or concerns?

If you have any questions about the study, you are encouraged to ask the researcher anytime. 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.

8 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: ____

Investigator Supervisor: ____

COLLECT ACTIVITIES

Standard Consent Form

Use case: Use this to get proof that every participant has consented to be a part of the research or assessment.

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

9 Informed Consent Statement

I, ______________, voluntarily agree to participate in the research project titled "____." The study's purpose and procedures 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

COLLECT ACTIVITIES

Parent/Guardian Consent Form

Use case: Use this to get proof that every participant has consented to be a part of the research or assessment.

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

We would like to invite you and your child to participate in a research study led by ______________________________, as part of the "Digital Equity Co-Creation Toolkit" project. Below, you will find details about the study and your rights as a participant.

1 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.

2 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.

COLLECT ACTIVITIES

Parent/Guardian Consent Form

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

3 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 environment, 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.

4 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 can 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 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.

COLLECT ACTIVITIES

Parent/Guardian Consent Form

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

5 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.

6 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.

7 Questions?

Please ask the investigator questions before signing the consent form or at any time during or after the study.

8 Payment

We want to provide your child/youth with a $25 gift card as a token of our appreciation for their participation in either a survey, interview, or focus group for this project.

COLLECT ACTIVITIES

Parent/Guardian Consent Form

9 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 get in touch with the research team.

Principal Investigator: ____

Investigator Supervisor: ____

10 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.

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

COLLECT ACTIVITIES

Digital Equity Co-Creation Toolkit

Use case: Use this get proof that you everyone who is participating has given their consent to be part of the research or assessment.

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

My name is ______________________________. I am a _________________ at ___________________. 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.

1 What is a research study?

A research study involves gathering a lot of information about a specific topic to better understand 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.

2 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.

COLLECT ACTIVITIES

Digital Equity Co-Creation Toolkit

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

3 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	Interviews	Group Discussions	Feedback Sessions
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.	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.	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.	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 ensure 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

Digital Equity Co-Creation Toolkit

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong, or something unexpected happens.

4 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.

5 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.

6 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.

7 Who will know that you are in the study?

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

Digital Equity Co-Creation Toolkit

Instructions: Review the template and update the language to match the details of your project. Once complete, share the consent form with your team and partners so everyone starts with the same clear understanding of what participants will be asked to do, why the project matters, and who is responsible if something goes wrong or something unexpected happens.

8 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.

9 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 participate. 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 anytime without any problems.

10 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.

11 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, ask us!

COLLECT ACTIVITIES

Parent/Guardian Consent Form

12 Reach Out to Us

If you'd like to reach out to us directly, you can email me at ___________________________.

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 ensure 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.

13 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 entirely 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.
____

___________________________ ____________________

Signature *Date*

Principal Investigator: ____

Investigator Supervisor: ____

ANALYZE ACTIVITY

Templates

Use these with activities

WILD
8's

ANALYZE ACTIVITIES

Wild 8's Activity Template

Prompt: You're getting a grant to make a tool with the data you collected... but they can only fund eight results. What do you highlight and why?

Idea 1:

Idea 2:

Idea 3:

Idea 4:

Idea 5:

Idea 6:

Idea 7:

Idea 8:

ANALYZE ACTIVITIES

Wild 8's Activity Template

Prompt:

(PUT YOUR STICKY NOTES IN THIS SPACE)

FAMILY FRENZY

ANALYZE ACTIVITIES

Family Frenzy Template

Team A:	Team B:

FAST POINTS

	ANSWER	POINTS		ANSWER	POINTS
1			1		
2			2		
3			3		
4			4		
5			5		

SCORECARD

Round 1		Round 1	
Round 2		Round 2	
Round 3		Round 3	
Round 4		Round 4	
TOTAL SCORE		TOTAL SCORE	

CODEBOOK ANALYSIS

ANALYZE ACTIVITIES

Codebook Template for Stories: Sample Analysis

CODEBOOK FOR STORIES STEPS AT A GLANCE

List the specific question you'll be analyzing AND all the answers you received below. You may use additional pages, if needed.

Question 1: Why do you want to learn digital skills?

Answers: Help others at work. Get a good job. Not depend on others. Learn something new. Learn to clear my record. Help keep people safe. Get a degree. Get promoted. IDK. [Unintelligible, can't tell what they said]. Not rely on [Child's name redacted]. Reentry.

SIFT Sift out or discard answers according to your codebook plan. Make one sticky note for each idea people gave you, even if they shared multiple ideas in one answer.

Discarded**: To simplify the reporting,** the data team decided to discard the unintelligible answers and the "I don't know or IDK answers." The team replaced all names with roles.

SIFTED Answers: Help others at **work**. Get a good **job**. Not depend on others. Learn something new. Learn to clear my record. Help keep people safe. Get a degree. Get **promoted**. Not rely on child. Reentry.

SORT. Sort similar data into a group together. Repeat until all data is grouped. Use as few groups as possible while still capturing everything you feel is important.

How we did this**:** For this example, we bolded the SIFTED answers.

LABEL Label each group based on a common theme or shared meaning. Labels synthesize the patterns you are seeing or sensing into one word or phrase.

ANALYZE ACTIVITIES

Sift-Sort-Label Codebook

SIFT-SORT-LABEL. Sift-Sort-Label is a technique used to help look for patterns in data. Teams sift through data they have collected, sort the data into groups or categories, and then label each group with a "big picture" theme or category. You'll do this technique individually, for each relevant question in the data plan (See Plan).

LIST List the specific question you'll be analyzing AND all the answers you received, below. You may use additional pages, if needed.

Question:

SIFT Sift out or discard answers according to your codebook plan. Make one sticky-note for each idea people gave you, even if they shared multiple ideas in one answer.

SORT. Sort similar data into a group. Repeat until all data is grouped. Use as few groups as possible while still capturing everything you feel is important. See the Sort Template on the next page if you need more space or an example.

LABEL Label each group based on a common theme or shared meaning. Labels synthesize the patterns you are seeing or sensing into one word or phrase.

NOTES Write any notes about things you want to keep track of, or decisions you or the team made as a result of this step. You can also remind yourself of the data plan here.

Don't forget to check for bias and to anonymize everything before starting with SIFT.

ANALYZE ACTIVITIES

Sort Codebook Template

SORT. Sort similar data into a group. Repeat until all data is grouped. Try using as few groups as possible while capturing everything you feel is important.

NOTE Update the project codebook with the question, description, list of answers from the SIFT step, and details for how you'll describe the data in any reports.

ANALYZE ACTIVITIES

About the Codebook

Next step: Look for patterns

- Read down each column. Are there patterns in what people are saying? Or maybe there are areas of disagreement?
- Read what each person said. Use a pen, highlighter, or sticky notes to mark repeated, surprising, contradictory, or missing things.
- Are there patterns in who said what? If part of your research plan was comparing across age groups, for example, try splitting up what was said by youth and elders and seeing how ideas compare across groups.

Interpret

- Look over the themes or topics you tracked.
- Make a short summary for each one — what did most people say?
- Circle any findings that surprised you.
- You can use what you know about your community to help you understand why this pattern may exist.
- Bring back what you found: what people said, patterns you noticed, and any ideas or interpretations you've started forming; ask others if what you heard and how you are understanding it matches their reality.
    - Double-check that nothing can be traced back to a specific person.
    - Re-read the quote with fresh eyes—would someone familiar with the community know who this is?
    - If needed, paraphrase or summarize in ways that protect identity without changing meaning.

ACT ACTIVITY

Templates

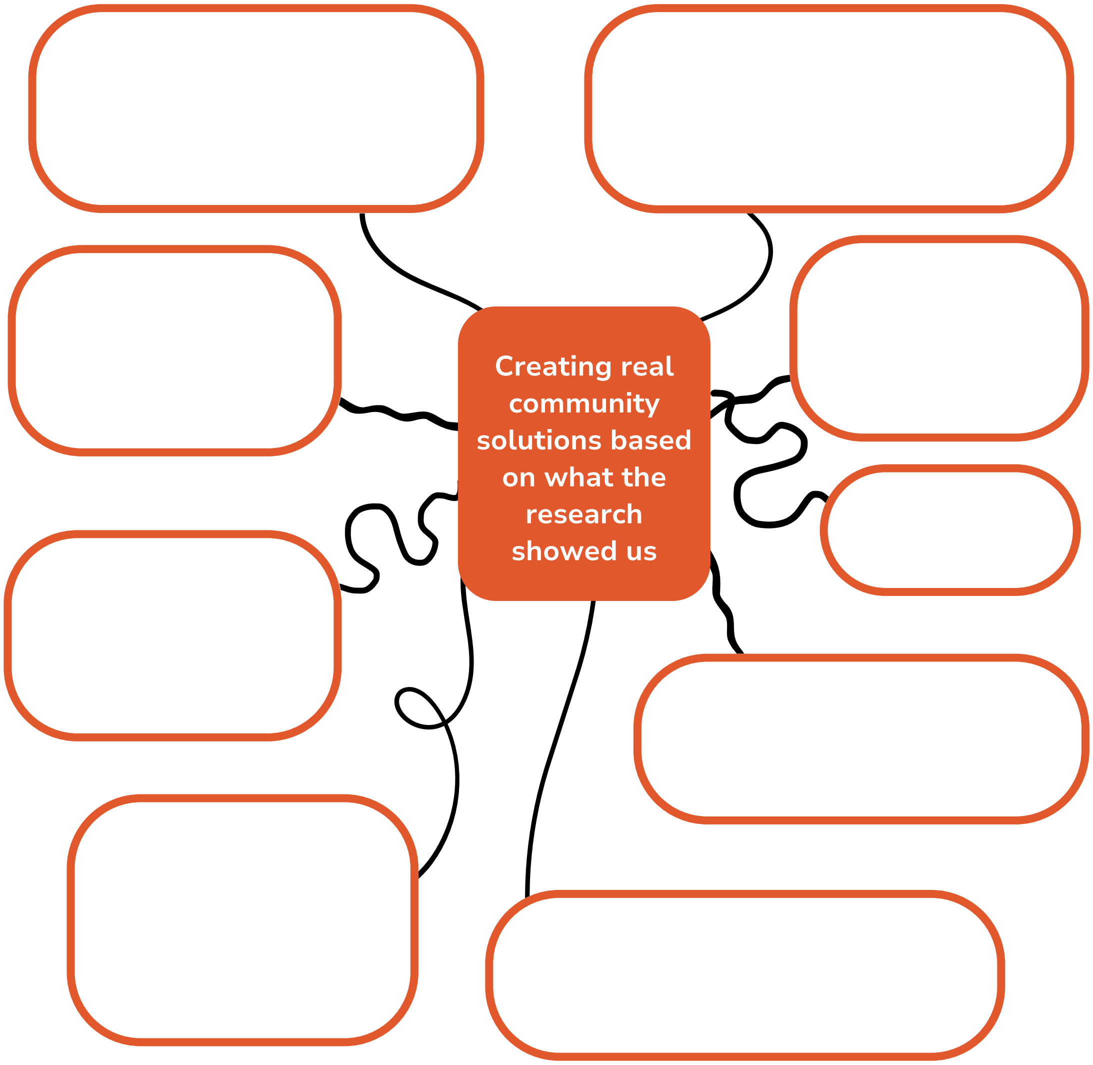
Use these with activities

ACT ACTIVITIES

Action Plan Group Discussion Guide

Use case: Use this bubble-mapping activity when you need to brainstorm and organize community-driven ideas. Your group will be able to see all suggestions at once, compare options, and choose clear, practical next steps.

Instructions: Ask participants, "What does it look like to create REAL community solutions based on what we just heard?" Put each idea in its own bubble. Compare and share before discussing next steps.



Note: If you have not already created one, create an action plan to summarize the next steps (See Action Plan Template).

ACT ACTIVITIES

Action Plan Template

Use case: Use this to outline the actions the project team plans to take after analyzing the data. Be sure to write each task independently. Each task should have a description, status, and deadline.

Reminder: If your project is on a tight timeline, you can start preparing action plans like this during the data collection phase.

Point Person	Task	Status	Deadline
Name:__________	**Task 1** _________________ Description:	☐ Done ☐ Ongoing ☐ Blocked ☐ Paused for now ☐ Waiting ☐ Preparation ☐ Not Started	Jun 28, 2025
Name:__________	**Task 2** _________________ Description:	☐ Done ☐ Ongoing ☐ Blocked ☐ Paused for now ☐ Waiting ☐ Preparation ☐ Not Started	Jun 27, 2025
Name:__________	Task 3 _________________ Description:	☐ Done ☐ Ongoing ☐ Blocked ☐ Paused for now ☐ Waiting ☐ Preparation ☐ Not Started	Jun 26, 2025

ACT ACTIVITIES

Fishbowl Activity

Use case: This activity is helpful for organizing medium-to-large group discussions while building both discussion and action planning details.

Instructions: Separate participants into two groups (an inner circle and an outer circle). The inner circle represents the “fishbowl”; here, the main discussion happens. Using the Action Plan Template, encourage participants to respond to multiple viewpoints. In the outer circle, participants observe the discussion and take notes. These participants generate insights into what makes for effective small-group discussions.

A suggested maximum of about 100 participants in a hybrid setting. If desired, it could be used as an activity where some participants join remotely when a set of participants prepares a specific scenario or action plan upfront. Large rooms are recommended for in-person participants.