Utah Broadband Center
Connecting Utah

Guadalupe School Digital Access Plan

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1. Executive Summary

VISION	Guadalupe School strives to bridge the digital gap for its families by removing barriers and providing access to digital services and devices so that Guadalupe families can participate in the electronic world around them

	Cost	Credit	Education	Language
KEY BARRIERS	The cost of a monthly internet bill and internet dependent devices are beyond financial reach for GS families. Because 95% of GS families are deemed low-income, this expense is unattainable	Most internet service providers require a credit check to obtain an account for internet service. Because the overwhelming majority of GS families are impoverished, immigrants, and/or refugees, they do not have a credit history at all or a long enough credit history that would favor an inquiry for this service	Many GS families do not have computer tech education to feel comfortable navigating the internet, use of computers, set up of routers, modems, etc.	Most GS are not fluent English speakers and feel intimidated by all English speaking internet service providers and their paperwork.

COVERED POPULATIONS	New Americans-A recent immigrant to the U.S. or the child of a recent immigrant	Immigrants/Refugees-Community members with pending citizen status	ESL Community Members-Community members who's first/native language is not English	Children-birth to 6th grade- all children served through GS youth programming	Low Income--Families who live in households existing at or below 150% of the federal poverty level

GOALS	Provide support	Expand digital network	Empower Families	Educate Families	Incorporate digital learning throughout GS	Obtain before and after data	

KEY STRATEGIES	Assist each family with ISP required paperwork via ACP program	Coordinate the physical attainment of internet compatible digital devices	Bolster confidence around computer use and internet technology	Partner with community organization for computer literacy program development and implementation	Build cohesion among GS programs to create organization-wide digital inclusion practices	Track progress quarterly, adjust plans accordingly. Report to key stakeholders regularly	Be deliberate with messaging to donors to inform them on how GS is including digital literacy in curriculu and then presentin results to donors

2 Organization Profile

2.1 Organization Profile

The Guadalupe School is located in the Rose Park neighborhood of Salt Lake City. There are approximately 35,111 residents in this area with a median age of 30.7. Of this population just over half have less than a high school education. Eighteen percent of this population live below the poverty level. Over one quarter of this population are either foreign born or non-citizens (Point2, 2023). This section of Salt Lake City is an economically depressed minority-majority neighborhood with the majority of the residents being of Latin American/Hispanic descent. Most residents' primary language is Spanish. Nearly all residents live below the national poverty line. A vast majority of residents in the neighborhood are first or second generation Americans. Guadalupe School's student population reflects these neighborhood characteristics. Ninety-five percent of all Guadalupe School families are considered low-income, 95% of GS students are ethnic/racial minorities, 80% of GS students are English Language Learners, and 3% of GS families are homeless at any given time. The annual median income of our 2020-2021 school year families was $21,744; the average GS student household consists of five residents; 99% of GS families report both parents working, 31% of GS families identify as single-family homes, and 46% of GS families' parents did not graduate high school. The vast majority of GS students come from immigrant families, mainly Hispanic, where English is not the primary language spoken in the home. Guadalupe School serves the most vulnerable community members.

2.2 Covered Population Profile

For over 57 years, Guadalupe School has served Salt Lake City's most disenfranchised and diverse communities through educating students, most of whom are Hispanic and/or Latino. Guadalupe School programs serve children from birth through sixth grade. Guadalupe School also offers adult education classes for New Americans, refugees, and immigrants. These classes offer instruction on topics such as English language, U.S. citizenship, computer technology, and career planning. Regardless of age, ethnicity, citizen status, or income, Guadalupe School sets the stage for enrolled students to have academic success throughout their lives by providing personalized education with a focus on literacy.

Through these various classes, Guadalupe School helps to ensure the entire family experiences a smooth integration into the Salt Lake Valley community. The Guadalupe School does not just work hard to remove barriers for the immigrant community, it helps advocate for their needs while also celebrating their unique and deeply rich cultural heritage.

3 Digital Access Vision and Goals

To get every Guadalupe School family connected to the internet through affordable and reliable devices with affordable and reliable internet service

3.1 Goals and Objectives

GOAL 1- Provide Support

GS will support families from internet connection to computer proficiency to ensure that the digital gap is closed by the end of the 5th year of this program.

Objective: Assist each family with ISP required paperwork via ACP program

It is Guadalupe School's goal to not only provide as much support to its families as needed in order to help them obtain access to high-speed internet in their homes, but also to put families in contact with internet dependent devices such as laptops and tablets, then teach families how to use these devices and the internet in safe productive ways. In order to obtain these goals, GS will first assist each family with obtaining new internet service or upgrading their existing internet service to a high-speed service. This short term goal will be achieved through collaboration with Onward Technology and with the help of GS's own tech support person.

GOAL 2- Expand Digital Network

Guadalupe School wants to ensure that every family that wants an internet dependent device will get one. By connecting families with resources, the digital divide narrows, one device at a time, one family at a time.

Objective: Coordinate the physical attainment of internet compatible digital devices

Once GS families have internet access in their homes, GS's second short term goal is to facilitate GS families' attainment of internet compatible digital devices in order to use the internet, if they need such devices. GS will carry the weight of this goal by identifying community partners who are willing to provide new, donated, and/or refurbished internet compatible devices for the qualifying GS families. Once the contacts are made, GS staff will continue to cultivate these partnerships as they will become an integral partner in the implementation stage of this plan. The survey reported that of the 24 households that do not have internet, all but two have at least a smartphone. Of the 22 remaining respondents, 10 only have a smart phone, the other 12 have a smartphone and another device such as a desktop or laptop computer. **In sum, everyone surveyed has at least one internet compatible device in their home even if they do not have internet.**

GOAL 3- Empower Families

Families do not feel empowered when they are insecure about something. Recognizing this, it is GS's goal to empower families by taking away the mysteries associated with the internet, computer use, and technology in general.

Objective: Bolster confidence around computer use and internet technology

GS will bolster GS families' confidence around computer use and technology through information sharing, practicing, and educating GS families on appropriate computer use, internet/technology terminology, and the risks associated with the use of technological devices. Once their questions are answered, GS families will be more receptive to deeper learning about the technological world around them.

GOAL 4- Educate Families

Guadalupe School's mission statement is 'transforming lives through education'. Educating families about technology, the internet, and computer use aligns with GS's mission.

Objective: Partner with community organization for computer literacy program development and implementation

Through collaboration with Onward Technology, Response Ability, Spy Hop, and Club Ability, GS will be able to attain both short term and long term goals of helping GS families build their confidence around computer use and internet technology. Confidence will be gained through the development and implementation of age/level appropriate computer literacy curricula. These curricula will be culturally appropriate, engaging, and fun.

GOAL 5- Incorporate digital learning throughout GS

It is important for GS to create and maintain a holistic approach to education for its students, which means incorporating digital technology and computer use into all aspects of GS education.

Objective: Build cohesion among GS programs to create organization-wide digital inclusion practices

By incorporating computer use and digital technology into all aspects of its curriculum, GS students will be better prepared to enter their next phases of life equipped with a wider range of skills that will make them more competitive in the digital world. These efforts will be reported to all key stakeholders in order to make them aware of what steps GS is taking to close the digital gap between the GS student population and the greater Utah population.

GOAL 6- Obtain before and after data

Data is key for tracking progress and measuring the impact of this program.

Objective: Track progress quarterly, adjust plans accordingly, report to key stakeholders regularly

Throughout the 5 year learning process, GS staff will routinely track progress and report feedback to program directors. This continual tracking process will allow program directors to make changes to any of the program variables as needed in order to continue meeting the program goals. This data will also be shared with key stakeholders so that they will be informed on how GS is impacting the state's digital literacy efforts.

4 Current State of Digital Access

Based on a survey created by GS staff sent out to all GS families via text, QR code, and hard copy access, aimed at assessing their access to internet, 17% or 25 out of 148 GS families reported having no internet in their homes. Those who did have access reported cost, credit/no credit, and lack of internet dependent devices as the top three reasons.

4.1 Digital Inclusion Assets

4.1.1 Affordable High-Speed Internet Assets

Existing high-speed internet assets include all the programs and activities that relate to affordable internet access Guadalupe School currently performs or has performed in the past.

COVERED POPULATIONS	New Americans- A recent immigrant to the U.S. or a child of a recent immigrant.	Immigrant/Refugees- community members with pending citizen status	ESL Community Members- Community members' whose first language is not English	Children- birth to 6th grade- all children served through GS youth programming	Low Income- -Families who live in households existing at or below 150% of the federal poverty level

GS currently has one computer lab with 25 desktop computers accessible to all GS students including the Adult Education students. All 268 students in grades K-6 have access to

Chromebooks while the students are in school. All of these devices are connected to high-speed internet. During the Covid-19 lockdown of 2020, it was found that 50 Charter School families with grade school children were without internet in their homes because they could not afford it. To remedy this situation, 50 hotspot devices were distributed to GS families who had children enrolled in the charter school in order to provide them with free internet access. These devices provided the families with high-speed internet. According to Utah Broadband Center high-speed internet, or broadband, is anything above the 25/3 Mbps threshold. The devices GS provided were capable of a download speed of 133 Mbps and an upload speed of 34 Mbps.

4.1.2 Useful Device Assets

Existing useful device assets include all the programs and activities that relate to providing access to useful devices that Guadalupe School currently performs or has performed in the past.

COVERED POPULATIONS	New Americans-A recent immigrant to the U.S. or the child of a recent immigrant	Immigrants/Refugees-Community members with pending citizen status	ESL Community Members-Community members who's first/native language is not English	Children-birth to 6th grade- all children served through GS youth programming	Low Income--Families who live in households existing at or below 150% of the federal poverty level

During the 2020 pandemic, GS delivered 50 hotspot devices and 100 Chromebooks to students so that they could continue to participate in online schooling. These devices have since been collected due to schooling returning to an in-person format.

4.1.3 Skill-Building Tool Assets

Existing skill-building tool assets include all the programs and activities that relate to providing digital skills, trainings and tools that Guadalupe School currently performs or has performed in the past.

Guadalupe School received a Digital Responsibility Grant early in 2023 which was used to partner with Digital Respons-Ability to provide GS families and staff with 30 hours of certified

digital literacy and safety training, Out of School Time (OST) parents with a 90 minute class also focused on digital literacy and safety, and K-6th grade students in the Out of School time programs (afterschool and summer school) with 5 x 45 minute classes on a variety of digital literacy and safety topics.

Guadalupe School has on staff a Family Technology Support person. This person was hired using Covid-19 relief funding to help get families set up in their homes for remote learning. This person was instrumental in dispensing the 50 hotspot devices and 100 Chromebooks to Guadalupe grade school students during the pandemic. This person also teaching coding classes to Afterschool students and writes a computer literacy newsletter for parents.

Guadalupe School also has on contract an IT support network manager who assists with difficult technological/network issues within the organization.

The adult education program has a career counselor who assists adult education students navigate computer use in the computer lab on campus at the Guadalupe School. She also helps students complete online job applications and create resumes.

The Guadalupe School librarian is also the daytime computer teacher for the grade school students. She assists students in using the desktop computers, in accessing the online educational programs, and in conducting online research.

In all, these staff assist Guadalupe School close the digital gap for the populations it serves: low-income, ESL students who are ethnic/racial minorities, New Americans, and/or immigrants or refugees.

4.2 Existing Digital Access Plans

Guadalupe School has a robust digital access plan. Starting with the internet safety policy as outlined in the Policies and Procedures manual, this first part of the digital access plan references Utah State Code 53A-3-422 and the Children's Internet Protection Act (CIPA). This policy states students and employees shall have access to computers and the Internet. GS's policy goes further to explain "To ensure that children access the Internet and World Wide Web within a safe environment, we use Utah Education Network (UEN) as our Internet Service Provider (ISP)." UEN is responsible for three things: providing broadband and broadcast infrastructure to all areas of the state, to license or develop applications which run on the infrastructure, including Canvas (a learning management system), a digital media library, and interactive video conferencing, and to provide support and services to those who use the Network.

The digital access plan also requires all students and employees to sign a Network & Internet Acceptable Use Policy (AUP) "which states the terms and conditions regarding proper behavior, unauthorized disclosure, use and dissemination of personal information regarding students; unlawful activities; and access by students to inappropriate matter involving the use of all electronic information, resources, including computers, Internet, and the World Wide Web."

And lastly, there are six specific tenets teachers, instructors, and students each are to follow regarding the use of the Internet and the World Wide Web.

4.3 Needs Assessment

4.3.1 Digital Equity Barriers (Covered Populations)

Covered Population	Barrier(s)

According to GS's in-house survey sent to all Guadalupe School families on internet access, 17 percent of those surveyed do not have internet in their homes. This percentage represents 24 respondents. Seven respondents reported the reason being that they did not have a device that required internet, 5 reported that the reason was because of cost, 3 reported no or low credit score as a reason, one respondent reported location as a reason, and one reported n/a as their response to this question. 8 reported 'other' as a reason.

A follow up question to explore more about the 'other' responses was pursued. Five of the 8 'other' responses replied. Their reasons were: one filled out 'other' by mistake, one said due to a lack of space in their apartment, space is an issue for computer use, another said they cannot afford the monthly cost, and one said the cable was broken and they were waiting for their maintenance person to repair it.

Though despite the majority of respondents reporting internet in their homes, 35 respondents said their internet connection was poor or that their speed was too slow to do the tasks they needed or wanted to do online concluding that the internet speed that the survey respondents have must not be 'high-speed' by definition.

When asked 'What needs do you have that could be met or improved with access to better internet service?' 37 responded with education and/or language skills. As a result of these findings, it has

become clear that an area where GS can directly have an impact on the families it services is by assisting its families with high speed internet connections and with and high-speed internet

4.3.2 Digital Equity Barriers (General Population)

According to the NTIA survey, over half of those who report not having internet say it is because they have no interest in getting the internet. Trust is at the root of this response. With the increasing number of data breaches, security attacks and ransomware occurring around the globe, it is no wonder people are skeptical of an all-knowing platform such as the internet and the World Wide Web, particularly people from the most disenfranchised and marginalized groups of society. NTIA goes on to report " 1.75 million Americans are not using the internet because they are afraid of being tracked or do not feel secure online"(2019.) An additional 18 % of those who do not have the internet say it is because it is too expensive (NTIA, 2022). High-speed internet is available to the general population in and around the Rose Park area of Salt Lake City. According to the Utah Broadband Center Residential Broadband Map, all the major internet companies (CenturyLink, AT&T, T-Mobile, Verizon, Sprint, etc.) cover the Rose Park area with cable, DSL, and fiber. The maximum download speed for the area is 6 Mbps and the max upload speed is 1.5 Mbps.

5 Implementation Plan

5.1 Planned Activities

Lending event-

Key players- GS Staff, GS families, donors of equipment

Funding sources- donors, general funds

Expected outcomes- every family in need of an internet compatible digital device will be provided a community contact that will assist them in receiving one.

In-home hook ups

Key players- Family Technology Support Staff

Funding sources- donors, general fund

Expected outcomes- Every family will be connected to high-speed internet.

In-house GS trainings

Key players- GS Staff

Funding sources- donors, general funds

Expected outcomes- GS families will continue to learn computer skills, internet safety, improve their English, obtain better jobs

Creation of Tech Ed Videos

Key players- GS Staff

Funding sources- donors, general funds

Expected outcomes- Improved communication with GS families, increase in number of GS families

Creation of Remote/Online school curriculum

Key players-GS Staff

Funding sources-donors, general funds

Expected outcomes- increase enrollment in adult education program, increase in attendance overall state scores for k-6th grade students.

5.2 Implementation Strategies

Survey families to assess where they currently stand in regard to their access to internet services and knowledge of computers.

Devise connection plans for GS families with the results of the surveys in mind.

Create computer based education curricula for each community group served at GS (except infant, toddler, and pre-k children).

Incorporate digital access into all aspects of GS education.

5.2.1 Stakeholder Engagement Process

Donors- Donors will be informed of the program through social media blasts, donor updates and in the annual report. Anecdotal stories of success will be included in these engagement efforts as well as any current hard data attained through the program's implementation.

Volunteers- Adult education volunteers will be drivers in teaching the new computer based literacy programs. Online curriculum will be developed with their input. Their feedback will then guide changes or additions that need to be made to the curriculum based on efficacy of current format.

Staff-Staff will be tasked with creating curricula for each of their respective learning levels. Progressive lesson plans that incorporate keyboarding, computer functions, and internet safety for examples, will be built into existing learning modules. Staff will report back progress to program administrators' student progress in attaining computer skills and digital technology comprehension as well as the variables affecting any variances in outcomes.

Students- Students are the ones for whom this program exists. It will be their progressive attainment of knowledge that will be continually measured. Through students' use of and engagement with digital technology and its supporting devices, it is anticipated that students will gain the skills necessary to allow them to enter into the digital world from competitive position relative to their majority suburban middle/upper class counterparts.

Parents- Parents will be tasked with regular encouragement of their students to continually engage in the use of technological devices. Parents will be provided information on how they can support their children throughout this digital learning curve. Parents will also be encouraged to provide regular feedback on the emotional and social wellbeing of their children and their children's involvement with computer technology and digital information.

5.2.2 Program Evaluation and Assessment

Key stakeholders in this program (Parents, Students, Donors, Staff, and Volunteers) will be responsible for providing ongoing feedback about the digital inclusion program. Feedback will be provided in formats such as surveys, questionnaires, narratives/anecdotal, pre/post assessments, and through regular testing. Adjustments will be implemented as needed based on the feedback provided.

1. Survey families to assess where they currently stand in regard to their access to internet services and knowledge of computers.-

Once it has been determined what gaps exist for families regarding their access to internet services and computer knowledge, materials and processes will be created specifically to bridge their knowledge and access gaps. Handouts, lecture series, device deliveries, and tech support will be provided.

2. Devise connection plans for GS families with the results of the surveys in mind.-

Check back in with families 1 week after devices have been delivered/connected to assess use and satisfaction. These checks will be conducted via phone call. The caller will determine if the family has been able to connect to the internet, has had any problems or issues connecting, knows who to contact for help, etc.

3. Create computer based education curricula for each community group served at GS (except infant, toddler, and pre-k children).

When curricula are created, they will be created with learning assessments in mind so that staff and teachers can assess their community groups' knowledge acquisition. For example, teachers may distribute pre and post-tests when teaching a basic computer function modules. The objective of these tests would be to gauge the efficacy of the modules contents based on the knowledge gained by the students.

4. Incorporate digital access into all aspects of GS education.

Once GS has refined its digital literacy curricula for all appropriate community groups, staff will assess its permanent implementation on a wider level. The scope of incorporation would be rolled out through long term planning. It may look like creating online adult education classes, coding courses, AI classes, cyber ware education, internet safety, social media benefits and hazards, etc.

Since this is a 5 year plan, an annual review with the Digital Access team and key stakeholders will be set for semi-annual check in to seek input. The planned season for these meetings is Fall and Spring so that it aligns best with the academic calendar.

5.3 Timeline

5/15/23 Finalize Survey to be distributed to key stakeholders

5/16/23 Launch Survey to all key stakeholders through various channels as discussed

5/25/23 Compile data collected from survey and identify themes

5/26/23 Target any gaps in data/populations not represented in returned data thus far

5/30/23 Finalize report for submission

12/2/23 Semi-Annual reviews and Check-In w/Digital Access team

All houses provided with a contact for digital device access

6/1/24 Semi-annual check-in w/ Digital Access team- re-assess short and long term goals

Digital curriculum drafted for online Adult Ed program

12/1/24 Finalize online Adult Ed digital access curriculum for Jan 2025 start

1/7/25 Roll out first Adult Ed online program

3/30/25 Get feedback from Adult Ed instructors/volunteers and students on online program

6/1/25 Semi-Annual review and Check-in with Digital Access team/adjust plan as needed

Start creating curricula for k-6th grade online courses

12/1/25- Half way mark overall review of Digital Access Plan for long-term goal evaluation

Finalize curricula for k-6 online classes

6/1/26 Semi-Annual review and Check-in with Digital Access team/adjust plan as needed

Prepare to roll out new online curricula for K-6 online program

12/1/26 Assess long-term goals and efficacy of both Adult and k-6th grade online programs

6/1/27 Distribute evaluations to key stakeholders on Digital Access Plan program.

8/1/27 Compile data from key stakeholder evaluations and produce report.

5.4 Estimated Implementation Cost

Digital Access grant budget Five year grant

Goals One year

1. Provide support - Internet connection for families

   High-speed Internet access

      24 families, Google fiber @$70, 1 year $ 20,160.00

2. Expand digital network

   Internet compatible digital devices

      150 families, Chromebooks@$250 $ 37,500.00

3. Empower families

   Digital literacy/education - Flores?

      Flores, annual salary $ 51,766.00

      Adams, career/tech specialist $ 49,500.00

      Benefits @8% $ 8,101.28

4. Educate families

   Digital literacy/education?

      Community organization - computer literacy program development and implementation

         Same as goal 3

5. Incorporate digital learning throughout GS

   Incorporating computer use and digital technology into all aspects of curriculum

         Same as goal 3

6. Data tracking - Celeste

  Quarterly progress tracking

      Celeste 20% of time $ 10,200.00

      Benefits @8% $ 816.00

Annual total $ 178,043.28

5.5 Alignment

Both GS's Digital Access Plan and the UT Broadband Center's plan have the same objective within Utah: to integrate internet access and digital literacy into all aspects of learning where there are currently gaps in this area. Flores will serve on the Broadband Committee since he oversees GS's Digital Access Plan team. His role on the Broadband Committee will be to ensure that the Digital Access Plan is not duplicating services and is efficient with time and resources.

This plan will be rolled into the States plan Broadband Center plan for Digital Access. Together with the other cohort members that received funding for this collaboration, the State of Utah will be closer to its goal of providing low-cost, high-speed affordable options to all Utahns so that they may have access to not just integral digital connectivity necessary for community participation, but also to help with employment, lifelong learning, and access to essential services. (Governor's Office of Economic Opportunity, 2023).

State partners such as Spy Hop, Utah Community Connect, Utah State Library, Latinos in Action, Resonse-Ability, and Onward Technology in addition to GS's cohort partners the Center for Economic Development and Belonging, Club-Ability, and Horrocks, will be relied upon as technical assistance partners should the need arise. Additionally, ACP specialists and the community partners that refurbish and sell internet compatible devices, will also be relied upon for other support as needed.

6 Planning Process Report

The planning team took several steps to determine the current state of digital access in Guadalupe School. The planning team included Erik Roan and Elizabeth Estes. The activities performed include creating an internet usage survey for all Guadalupe School program (Adult Education, Charter School, Pre-K, Toddler, and In-Home Education) participants to complete. All programs were represented in the responses received. Input was also provided by GS's in-house staff regarding current efforts to provide age-appropriate digital literacy to all GS families.

Additionally, a separate survey was sent out to donors, board members, and staff. This second survey assessed for these key stakeholders perspectives' of how effective they thought GS is at incorporating digital technology into its current curricula. When this survey was compared with the student's Internet Usage Survey, it allowed the Digital Assessment Team to identify gaps or misalignments in the directions between GS staff, donors, and board members, and students. It has become clear based on the donor survey that GS staff needs to communicate more with key stakeholders/donors to inform them on what efforts GS staff have been taking to get all GS families online and computer and internet.

Thirdly, deliberate connections have been made with community organizations that provide repurposed, refurbished, and pre-owned internet accessible. Through these partnerships, GS is able to gain a sense of need within the greater community. These community organizations are considered front line workers

providing a direct service to the community in their efforts to connect community members to the internet by providing them with the internet capable devices. With their consistent input, GS is able to anticipate the needs of its own GS community members.

Lastly, Digital Access team members have been keeping abreast on current digital access issues within Utah through in-person meetings with the State's Broadband team and through monthly Zoom conferences with Utah Communities Connect.

6.1 Coordination and Alignment with Infrastructure Planning Efforts

GS hosted a focus group discussion on May 31, 2023 with several members from Club-Ability's target audience, several members from the Center for Economic Opportunity and Belongingness target audience, as well as several GS Adult Education students.

This focus group was called for to identify what, if any, local high-speed internet connectivity efforts were taking place in the community. The findings from this focus group meeting yielded information that has yet to be complied, but will be analyzed for the August 1st, 2023 final plan.

6.2 Coordination and Alignment with Other Digital Inclusion Efforts

Through coordinated efforts and effective communication with Club-Ability, the Center for Economic Opportunity and Belonging and other community partners, GS's intent is to see its vision through to completion. Constant dialogue will take place to ensure maximum high-speed internet coverage possible for families while also preventing duplicative efforts with other organizations to the extent possible. Elizabeth will be an active participant in Utah Broadband Center events, such as the Broadband Confluence, to ensure she obtains current information on different entities' involvements with the State's broadband plan for the purpose of avoiding duplicity.

6.3 Research and Data Findings

Thus far the top two most significant findings in developing the Digital Access Plan for Guadalupe School have been the issues of cost and speed. Cost has been noted as a barrier in terms of the actual cost of the internet utility as a service and also as a cost associated with the purchase of a computer, tablet, Chromebook, or some other internet dependent device, other than a smart phone.

Furthermore, it did not seem to be because of location, trust, or difficulty of connection that these families are not connected- or for those who are connected, not happy with their connection- as previously assumed. Because the families that GS serves all have students within them, educational needs are a primary reason why these families have internet in their homes. However, the speed of internet these families currently have, or are currently able to afford is insufficient for many internet based learning programs. As a result of these findings, the long term goals of the Digital Access Plan include connecting GS families with not just internet friendly devices, such as laptop and desktop

computers, but also to connect then with a faster more robust internet service that can accommodate more than one device without slowing down the home’s internet speed.

Reference

National Telecommunications and Information Administration, 2019. Unplugged: NTIA survey finds some Americans still avoid home internet use. Retrieved on 5/22/23 from https://ntia.gov/blog/2019/unplugged-ntia-survey-finds-some-americans-still-avoid-home-internet-use.