Connecting Utah

Digital Access Plan

A component of the Statewide Digital Connectivity Plan

Updated March 2024

Table of Contents

Executive Summary

VISION	To realize a Utah where all are invited to fully participate in modern society through access to affordable high-speed internet, safe and reliable devices, and training to achieve digital independence.

KEY BARRIERS	**Affordability** Cost impacts adoption of home internet and devices	**Rural & Tribal Access** Utahns won't use programs and services they can't reach	**Digital Literacy** Building digital skills takes a growth mindset to achieve	**Devices** People need equipment they can count on	**Cybersecurity** Information must come from reliable sources with community trust

COVERED POPULATIONS	Individuals with disabilities	Aging individuals	Veterans
	Individuals with a language barrier, including English language learners and those with low literacy	Individuals who are members of a racial or ethnic minority group	Individuals who reside primarily in a rural area
	Individuals who live in covered households (at or below 150% of the federal poverty level)	Incarcerated and formerly incarcerated individuals	…and every resident of Utah, regardless of their demographics

GOALS			
Train for digital independence and economic mobility	**Connect every Utahn affordably, accessibly, and safely**	**Increase the availability of dependable devices**	**Build a coordinated, sustainable community**

KEY STRATEGIES			
Promote programs that build digital skills and support local initiatives to create more	Partner thoughtfully to put connectivity within reach for every resident	Invest in changes at the system level that impact device access	Think collaboratively and share generously among digital inclusion practitioners

1

Utah's Path Forward

1.1 Introduction

Utah has over a decade of strong growth as a tech industry leader, adding tens of thousands of jobs and billions to the state economy.[1]

Connectivity with the digital world is the backbone of tech and a lifeline in modern society, giving residents ways to work, learn, and grow like no other time in history. Access to the online world is a social determinant of health,[2] and an indicator of economic mobility.

Yet despite being a national beacon in this field, hundreds of thousands of Utah residents face barriers to accessing the information age. Many need affordable internet service choices and useful devices to access the internet. For some, the digital skills learning curve is a challenge and they need additional knowledge in order to access the opportunities available online.

This is known as the digital divide.

This digital divide limits the opportunities available to Utah residents. Without access to the information age, it is no longer possible to fully participate in crucial economic, educational, and civic activities.

Digital equity–known in Utah as **digital access**–is the future this plan lays out, where everyone can fully participate in the modern technical world. Closing the digital divide is a key factor to building a sustainable future for current and future generations of Utahns. The Utah Digital Equity Plan aims to align with Governor Spencer J. Cox's priorities of giving "equal opportunities for all" as outlined in "Utah Home."[3] These priorities are also aimed at driving the best investments and use of state resources and improving how state government serves Utahns. This plan outlines the work ahead, and it invites everyone to get involved in the goal to Connect Utah.

[1] (Thiriot, 2019)
[2] **citation on this and following
[3] (*Utah Home | Governor Spencer J. Cox*, 2023)

1.2 Vision Statement

To realize a Utah where all are invited to fully participate in modern society through access to affordable high-speed internet, safe and reliable devices, and training to achieve digital independence.

1.3 Values Statement

The core values underpinning the Utah State Digital Access Plan are pivotal in shaping its strategy and execution. These values represent the guiding principles that drive the plan's development and implementation. Below is an overview of each value and its potential impact on the digital access initiative:

- Teamwork: Emphasizes the importance of collaborative efforts among various stakeholders, including government entities, private organizations, and community groups, to enhance digital access across Utah.
- Integrity: Ensures that all actions and decisions related to the digital access plan are conducted ethically and honestly, fostering trust among all participants and beneficiaries.
- Equity: Focuses on providing fair and impartial access to digital resources, ensuring that all individuals, regardless of their background or location, have equal opportunities to benefit from digital advancements.
- Responsibility: Highlights the accountability of all parties involved in the digital access plan, ensuring that resources are utilized efficiently and objectives are met responsibly.
- Inclusion: Aims to include diverse perspectives and needs in the planning and execution of digital access initiatives, ensuring that the digital divide is addressed for all communities, including underrepresented and marginalized groups.
- Transparency: Advocates for openness and clarity in all processes, decisions, and communications related to the digital access plan, fostering public trust and support.
- Innovation: Encourages the adoption of new and creative approaches to enhance digital connectivity and access, leveraging emerging technologies and innovative solutions.
- Collaboration: Highlights the importance of working in partnership with a wide range of stakeholders, including government agencies, private sector companies, non-profits, and community organizations, to achieve common goals in digital access.

Each of these core values plays a crucial role in guiding the Utah State Digital Access Plan towards effective and inclusive digital connectivity solutions. The integration of these values ensures that the plan not only addresses the technical aspects of digital access but also considers the broader social, ethical, and economic implications.

1.4 Strategic Goals

Goal 1	Train Utah residents for digital independence and economic mobility	
Conduct an assessment of the current level of digital independence among Utah residents, considering factors such as access to technology, digital literacy skills, and utilization of online resources.	Connect digital access practitioners (i.e. trainers) with professional development and skill-building opportunities for creating and implementing effective digital access programs, with a focus on immediate application and contribution to a Connected Utah.	
Create multiple pathways for digital independence through flexible programs that fit the diverse needs of Utah residents.	Ensure capacity for high quality digital access program delivery by building a statewide network of digital navigators.	Connect residents with digital skill-building opportunities to contribute to a strong Utah workforce that is competitive in today's changing economy.
Goal 2	**Connect every Utahn affordably, accessibly, and safely**	
Secure at least 100/20 Mbps broadband access for all Utah residents at home.	Amplify outreach efforts to inform communities about affordable internet options, and establish coordinated ongoing outreach.	Encourage basic cybersecurity awareness and use of protective measures among residents of all ages to protect Utahns online.
Prioritize the online accessibility of public services and resources, and support alternative methods of access.	Support coordination between ISPs, state agencies, Tribal nations, private foundations and community-based organizations to increase adoption.	
Goal 3	**Increase the availability of dependable devices**	
Maximize computer ownership statewide by standardizing, supporting, and coordinating programs that recycle, refurbish and distribute existing devices.	Support innovative efforts to broaden the reach and impact of device lending and public computer access in K-12, higher education, library settings and agencies providing wrap-around services and case management systems.	Ensure Utahns know they have options for devices that are safe and accessible.
Goal 4	**Build a coordinated, sustainable community**	
Create a resilient digital access community of practice.	Maximize discoverability of programs and resources with a central directory	Communicate the concept of digital access and its importance in enhancing organizational outcomes in Utah's various sectors.
Support sustainable community programs that will not end when the Digital Equity Act funding does.	Successfully design and implement the Digital Opportunity Index as a comprehensive tool to measure and enhance digital inclusion across Utah	Conduct ongoing assessment and realignment to ensure the state is making positive progress on the plan.

1.5 How To Use This Plan

This document is meant as the jumping off point, a tool to enable the state to creatively implement Digital Equity Act funding and work collaboratively to close the digital divide. It is not a document meant to sit on a shelf gathering dust; it's an all-in-one **action plan**.

- The vision statement identifies three things every Utahn needs to fully participate in the digital world: access to affordable high-speed internet, safe and reliable devices, and training to achieve digital independence.
- **Section 2 - Current State of Digital Access** explores assets and barriers to each of these separately. The internet category includes affordability, accessibility, and online services. The devices category includes technical support for those devices and cybersecurity. Training includes digital literacy courses and individualized programs such as digital navigators.
- **Section 3 - Implementation Plan** proposes outcomes and activities the state will undertake to achieve this vision. Ultimately, the actions proposed will enable the state and its stakeholder partners to identify digital inclusion work as core to all public services.

Organizations and individuals who are ready to jump into action are invited to use the summary level document called **The Roadmap**[4] to align their work with the larger state effort.

1.5.1 Mission Statement

The mission of the State Digital Access Plan is to provide a specific and comprehensive guide that will lead the work in closing the digital access gap for all Utahns.

1.5.2 Utah's Implementation

The State Digital Access Plan is the road map for how the state will implement its Digital Equity Act Capacity Grant Program funds. These funds, made available through the Infrastructure Investment and Jobs Act, are intended as a starting point in the long term work to create a sustainable foundational system for ongoing digital access programs. This plan outlines specific actions, strategies, and programs for grant funds to address Utahns' barriers to digital access, with a focus on populations that are most impacted by the digital divide. Eight of these

[4] https://www.connectingutah.com/digital-connectivity-plan

populations (referred to by the Digital Equity Act as "covered populations"[5] due to their higher likelihood of experiencing barriers[6]) are examined in detail. However, the plan is intended to reach every Utahn, regardless of demographics, life circumstances, or type of need.

This plan meets all federal requirements for the Digital Equity Act. Compliance with the State Digital Equity Planning Grant (which partially funded the development of this plan) and the forthcoming State Digital Equity Capacity Grant has been and will continue to be overseen by a federal entity, the National Telecommunications and Information Administration (NTIA). In some places, this plan uses language more appropriate for Utah and the unique experiences of its residents. One major difference is the arrangement and phrasing of strategic goals. However, Utah's goals are the same at their essence as those outlined in the Digital Equity Act. As written, the statutory goals are to facilitate quantitative increases statewide in:

- a. The availability of, and affordability of access to, fixed and wireless broadband technology
- b. The online accessibility and inclusivity of public resources and services
- c. Digital literacy
- d. Awareness of, and the use of, measures to secure the online privacy of, and cybersecurity with respect to, an individual
- e. The availability and affordability of consumer devices and technical support for those devices.

To facilitate the NTIA's understanding of this plan within their agency framework, a "crosswalk" has been provided which outlines the federal requirements and the specific page number(s) in the State Digital Access Plan document where the requirement has been satisfied. This crosswalk is in **Appendix I:** Crosswalk for Federal Requirements.

This plan will guide funding decisions and prioritize programs that will have the greatest impact on improving digital access in Utah. In the face of a problem as enormous as the digital divide, the only reasonable approach is to invest in collective efforts to ensure systemic needs are answered by building an ecosystem of support. Because the Utah Broadband Center is committed to fair and transparent use of taxpayer dollars and an open and competitive process

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[5] Covered populations are defined in the Internet Infrastructure and Jobs Act, Section 60301 et seq. (known as the Digital Equity Act of 2021) as: "(A) individuals who live in covered households; (B) aging individuals; (C) incarcerated individuals, other than individuals who are incarcerated in a Federal correctional facility; (D) veterans; (E) individuals with disabilities; (F) individuals with a language barrier, including individuals who (i) are English learners; and (ii) have low levels of literacy; (G) individuals who are members of a racial or ethnic minority group; and (H) individuals who primarily reside in a rural area." "Internet Infrastructure and Jobs Act, Section 60302 (Definitions), paragraph 8," Congress, https://www.congress.gov/bill/117th-congress/house-bill/3684/text. Covered households are those for which "the income of which for the most recently completed year is not more than 150 percent of an amount equal to the poverty level, as determined by using criteria of poverty established by the Bureau of the Census." "Internet Infrastructure and Jobs Act, Section 60302 (Definitions), paragraph 7," Congress, https://www.congress.gov/bill/117th-congress/house-bill/3684/text. For the definition of "aging individuals," the statute uses the definition of "older individual" as "an individual who is 60 years of age or older." From the United States Code. "42 U.S.C. Section 2003, paragraph 40," Findlaw, https://codes.findlaw.com/us/title-42-the-public-health-and-welfare/42-usc-sect-3002.html.

[6] (National Telecommunications and Information Administration (NTIA), U.S. Department of Commerce, 2022)

for awarding funding to partners, this plan cannot state specific subgrantees or contractors at such a premature time.

However, the strategies outlined in the implementation section will ensure that organizations serving each covered population and every Utahn in need will be partners throughout the process of subgranting or requesting proposals. To ensure that the money is used efficiently and effectively, the plan provides the framework to measure the effectiveness of the funded programs and directions for ongoing assessment. By implementing the State Digital Access Plan and using it to guide funding decisions, Utah can work towards closing the digital divide and creating more equitable access to digital resources and opportunities for all Utah residents.

1.5.3 Local Implementation for Municipalities & Organizations

In line with Utah's commitment to empowering local decision makers, organizational empowerment to act on the digital divide they see in their own community is a key tool.

During the implementation phase, the state will prioritize funding decisions that align with the goals outlined in this plan, particularly when specific locally-identified efforts will contribute to achieving these goals. This presents an opportunity for local actors: clear alignment with state goals in their own programs positions them to be competitive applicants for Utah Broadband Center grants in the coming years. Local agencies, municipalities, anchor institutions, and community-based organizations should utilize this plan as a starting point to build their own local digital access plans, as insight into priorities for state and federal digital access funding, and as an opportunity to align their services with best practices for digital inclusion programs and future trends.

By supporting local plans and recognizing the importance of grassroots projects in achieving statewide digital access goals, Utah can ensure that digital inclusion efforts are tailored to the unique needs and challenges of various communities, ultimately leading to more effective and sustainable programs.

2

Current State of Digital Access

2.1 Asset Inventory

Utah's digital access ecosystem is diverse and multifaceted, with a range of stakeholders working to promote digital inclusion and bridge the digital divide across the state.

Many community organizations, non-profits, government departments, and grassroots alliances already exist and are making headway on the digital divide. These **community assets** are the single largest factor in Utah's current state of digital access. While the State efforts to date have been extensive, the process of asset mapping must be an ongoing effort. The commitment to maintain this information will require diligence and hands-on management, to keep the inventory dynamic and comprehensive. The plan to do this ongoing work is outlined in the implementation section under goal 4.

A landscape survey of direct services inventoried these programs from 2021 to 2023, finding hundreds of motivated individuals and personal impact stories. Data sets were used to identify established organizations, and searches on social media and the internet turned up new, less established groups. Later, cold calls and surveys were used to solicit further information regarding specific services. Finally, the landscape survey uncovered even more community organizations and assets during the 2022-2023 statewide broadly targeted community engagement process which included meetings with every county and Tribal government in addition to other community based organizations, and the ongoing resident feedback project continues to provide additions to the inventory.

The following sections summarize key takeaways on the current landscape of services for digital access. A full inventory of organizations and specific services is provided in **Appendix A - Inventory of Digital Access Assets & Barriers.**

2.1.1 Accessible & Affordable High-Speed Internet

Affordability

The single most impactful affordability asset recently available to Utahns has been the Affordable Connectivity Program (ACP).[7] This federal benefit provided a $30/month discount for a home internet plan, and households on Tribal lands were eligible for up to $75/month to mitigate the higher cost of service in rural and remote areas. By February 2024, Utah families were saving about $2.1 million each month, a total of more than $33,312,111[8] during the program's operation.

Unfortunately, the ACP has not yet been funded by Congress for continuance after its initial funding in 2020.[9] It is anticipated to lapse completely in April 2024. New enrollments are no longer permitted, and internet service providers are now issuing notices to their customers that the benefit will end and their service will be disconnected. However, while the ACP was available it provided a critical avenue for low-income households to afford home internet connections.

- Campaigns to increase ACP awareness and utilization have been highly impactful.
    - In one instance,[10] a zero percent utilization rate in Ballard City in Uintah County soared to 27% after a collaborative outreach effort from a nonprofit. Other assets include efforts to increase the awareness and use of ACP, such as grant-funded projects and the state-led Act Now campaign. These successes speak to the importance of collaborations between diverse partners with a commitment to driving positive change.
    - Without a concerted effort, the program had low reach and was largely underutilized: only 20% of eligible Utah households have enrolled, half of the national average,[11] and even that is an improvement over the earlier Emergency Broadband Benefit (EBB) program when less than 9% of eligible households applied for the program.
- Utah-based internet service providers are valuable partners.

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[7] (Federal Communications Commission, 2023)
[8] https://www.whitehouse.gov/wp-content/uploads/2024/01/Utah-ACP-Fact-Sheet.pdf
[9] The ACP was originally created in 2020 under the name Emergency Broadband Benefit (EBB) in response to the COVID-19 pandemic necessitating remote work and remote learning at unprecedented levels. The EBB was managed by the Federal Communications Commission (FCC) alongside other emergency programs. In 2021, Congress created the ACP as the EBB's successor with one-time funding. Users enrolled in EBB were transferred to the ACP which was intended as a permanent, ongoing program. The ACP has since seen greater enrollment than EBB ever did, and the change of name made the program appear more trustworthy to consumers who considered it worth the administrative burden to apply. Millions are expected to lose their subsidy and subsequently their home broadband. More than 71,863 households across every congressional district in Utah will be hit with a new or higher utility bill as soon as May thanks to congressional inaction. The loss of ACP is a devastating strike against the credibility of elected officials, internet service providers, and government in general.
[10] Cottam, Community Action Partnerships of Utah
[11] (Marwell, Education SuperHighway, n.d.)

- 79 of the 85 ISPs or resellers operating in Utah have signed on to participate in ACP.[12]
- Only four have signed on with the White House to commit to offering a high-speed plan for no more than $30/month, the total of the ACP benefit.[13]

ACP is not the only affordability asset already providing benefits to Utahns.

- The federal Lifeline program offers an additional $9.25/month to certain qualifying households and plans, and the State of Utah Lifeline provides an additional $3.50/month.
- The Utah Universal Service Fund also enables providers to charge substantially similar rates to rural customers as those offered to urban customers by subsidizing costs. In addition, a recent proposal will add a $7 state subsidy to rural residents to be implemented in the coming months.[14]
- The Emergency Connectivity Fund temporarily allowed schools to provide home internet to student households without connectivity, but that one-time funding will not see any additional allocations to Utah applicants. Total requests (including non-home internet projects) surpassed $55 million for the state of Utah.[15]
- Federal funding from E-Rate allows anchor institutions to serve as connectivity hubs, allocate costs on middle mile builds to reduce ISP investment requirements when moving into new areas, and provide free wifi to the community through service at the anchor institution both before and after infrastructure builds.
- Additionally, some programs related to affordable housing cover utility costs[16] which are now widely understood to include home internet. These include the Department of State Reception and Placement Program for recently arrived refugees and other housing funding for those experiencing homelessness.[17]
- Comcast's affordable Internet Essentials package is available to many Wasatch Front residents, the modern update to their Lifeline program which set the industry standard for accessible telecommunications. Other providers also offer low-cost plans, and in preparation for BEAD projects conversations around affordable packages continue.

Availability

Utah boasts wide availability of high-speed internet, despite its many remote communities and challenging terrain. This is thanks to the State's long-standing recognition of the importance of community connections and an ongoing commitment to economic opportunity. In Utah, 90.8% of households subscribe to some form of wired broadband service, including fiber optic, cable, or DSL.[18] The state's BEAD Five Year Action Plan examines broadband availability and existing infrastructure in greater detail.

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[12] (Universal Service Administrative Company, n.d.)
[13] AT&T, Comcast, Frontier, Verizon (fios only) (The White House, n.d.)
[14] https://ocs.utah.gov/assistance-programs/telecommunication-assistance/
[15] (Federal Communications Commission, n.d.)
[16] https://ocs.utah.gov/assistance-programs/
[17] (*Reception and Placement - United States Department of State*, n.d.)
[18] (United States Census Bureau, 2020)

Access to free wifi is available at all 145 public libraries across the state, always inside the building and often outside as well.[19] At 75% of public library locations, patrons can check out mobile hotspots to access wifi at home or wherever they go.[20] Bookmobiles provide connectivity at scheduled stops, often in remote areas with limited access options.[21] Libraries are believed to be the largest contributor to free public wifi statewide.

Schools typically limit public wifi use due to safety concerns, but students and teachers often rely on schools as connectivity hubs. The Utah Education and Telehealth Network provides broadband connectivity to schools and libraries across the state, and over 90% of these buildings already receive gigabit speeds, the state's goal for all anchor institutions.[22]

Other municipal services and private businesses also provide access to free wifi. The Utah Department of Transportation, Utah Division of Technology Service, and other state agencies offer public wifi networks at various locations throughout the state which include rest stops, visitor centers, and distributed buildings. These wifi networks are typically supported through fiber optics, so the speeds are robust enough to handle multiple users and support significant bandwidth.

The current listing of public wifi locations[23] relies on self-reporting and may not be complete. A copy is provided in **Appendix A.**

Online Public Services & Resources

Increasingly, public services and resources are developed for an internet-savvy user base. This means to access basic benefits or meet essential obligations, residents are expected to be connected and ready to participate in the digital age. Fortunately, Utah residents have a few commendable assets to increase the accessibility and inclusivity of these services.

- The Utah Division of Technology Service (DTS) is recognized nationally and in the private sector as a leader in digital government services. The division's efforts in collaboration with other state agencies ensure that public services are accessible and inclusive of Utah's diverse languages and cultures.
    - In 2022, Utah was ranked second overall for online user experience nationwide, received an 'A' grade for IT practices, and won the title for Best Mobile Government Website.[24]
    - DTS has issued a new, fully accessible template for all state webpages. Agencies are expected to transition all existing sites to the new format. This will ensure web accessibility, but it also highlights the state's focus on creating a safe online

[19] (Utah State Library Division, 2023)
[20] (Utah State Library Division & Gabbitas, 2021)
[21] (Utah State Library Division, n.d.)
[22] (Utah Education & Telehealth Network, 2022)
[23] (Utah Communities Connect, 2020)
[24] (Web Marketing Association, n.d.)

environment. The new sites use a standard “Utah: An Official Site” banner to help users feel confident navigating online services.

- Some public services already offer “navigators,” individuals familiar with any proprietary systems who are available to help users access a digital public service or resource.[25] These navigators often focus on the specific system their employing organization utilizes, rather than broad digital age navigation. More generalized digital navigators are explored in **2.1.3 Training to Achieve Digital Independence**.
- Healthcare becomes more accessible when telehealth is available, according to 80% of physicians. According to 62% of physicians, patients have higher satisfaction since offering telehealth,[26] which may indicate the need for more support using virtual services.
- Many anchor institutions offer programs to supplement online public services or resources that are not accessible. For example, public libraries often partner with the IRS’s Volunteer Income Tax Assistance (VITA)[27] or Tax Counseling for the Elderly (TCE) programs, which provide the option for in-person help to individuals who may be unable to file their taxes online. Some VITA sites in Utah also have Virtual VITA services where clients can use video conferencing to meet with volunteers if there are not enough in-person volunteers in their area.

Assets for Accessible & Affordable High-Speed Internet Specific to Covered Populations

The following internet connectivity assets are available in addition to those already mentioned, and they are specifically available to one or more covered populations.

- Individuals who live in households at or below 150% FPL
    - All households at or below 200% of the federal poverty level are presumptively eligible for the Affordable Connectivity Program (ACP), meaning as long as they can document their income the enrollment process is less burdensome. This is also true for participation in Lifeline. The Utah Nonprofit Housing Corporation partnered with Comcast to provide Lift Zones, public wi-fi access points, for their residents who may not have other means of access.
- Aging individuals
    - The Utah Commission on Aging provides resources for those experiencing new challenges and barriers to connectivity as they age, including referrals to services such as community classes on using the internet to stay connected with family and free or low-cost assistive technology providers.
- Individuals with disabilities
    - Within the Division of Workforce Services, the Division of Services for the Blind and Visually Impaired offers classes on computers and adaptive technology.
    - The Utah Center for Assistive Technology also offers information and technical services to connect people with assistive technology.

[25] SAMI Navigator Program (Salt Lake County, n.d.)
[26] (American Medical Association, 2022)
[27] (IRS, 2023)

- For a complete list of assets for internet access and affordability available to the general public and to each specific covered population, see **Appendix A.**

2.1.2 Device Access & Technical Assistance

In order to participate in the online world, people need secure, reliable devices with the capability to do all possible types of tasks and activities. This means devices have to be new enough to work and well-maintained for safety and privacy. Because of the ongoing cost and effort to maintain these devices, it doesn't work to think of household devices as long-term investments like furniture, nor as short-term recurring costs like a utility bill. Instead, devices are typically expensive at the time of purchase and likely to bring small costs both regular and unexpected (such as a screen repair or a software subscription). In this way, devices are more like vehicles: an important purchase with daily operation which must be kept in good shape to remain useful and safe.

Device Access

- Every public library in Utah offers computers for general public use, totaling 145 locations around the state with free computer access.[28] About half of Utah public libraries also check out laptops, Chromebooks, or tablets for users to take home, usually for borrowing periods of around two weeks.[29]
- Sixty-one percent of K-12 schools in Utah have implemented 1:1 devices for students, meaning every student has access to their own dedicated device. In 39% of schools, the student is free to take the device home overnight or on weekends, although it is unclear how many schools allow their students to keep devices over holiday breaks or the summer.[30]
- Some municipalities within Utah have undertaken device refurbishment programs, where municipally owned devices are surplussed, refurbished, and distributed for free to residents in need. Unfortunately, the process is difficult because of the need to protect sensitive government data and systems.
    - Provo City and Salt Lake City have both found success partnering with nonprofits that can help identify residents in need of devices and assist with the refurbishment process.
    - The Utah Division of Technology Service is working with the Utah Department of Cultural & Community Engagement (CCE) to design a device refurbishment pilot program, a first for the state government. If successful, this project will show a

[28] (Utah State Library Division, 2021)
[29] *Public Library Statistics*, n.d.
[30] *2021 Utah School Technology Inventory Report*, 2022

policy pathway for other State of Utah and local government entities including school districts.

- Various nonprofits and foundations exist that offer low-cost devices to consumers who may have income restrictions. Tech Charities is a Utah-based organization doing this work, and national organizations such as Human-IT and PCs for People also make their services available to Utah residents.
- Although it has been a time-limited asset, the Affordable Connectivity Program offered a one-time discount of up to $100 off the purchase of a laptop, desktop, or tablet from certain participating providers as long as the consumer contributed between $10 and $50 to the total purchase price. This discount was only available once to the entire household, limiting its reach. Although reputable providers participated in the program, there were also predatory providers selling low-quality products that broke quickly, resulting in frustrated disconnected users.

Technical Support for Devices

- Hardware support typically comes from the industry, in the form of manufacturer warranties, extended warranties from retailers, and paid help like Best Buy's "Geek Squad" or Apple's "Genius Bar."
- Employers also play an important role here by providing centralized IT support for managed enterprise devices assigned to employees who work remotely or are on call and must take their computer home between shifts. Although data does not yet exist, it is possible that for a growing number of households, a work device is the primary computer used by one adult.
- Where some level of product support can be expected, general user support is not typically provided by manufacturers of devices or creators of applications. This is where **digital navigators** often come in. The way these navigators act as critical community resources is explored more fully next in the upcoming section **2.1.3 Training to Achieve Digital Independence**.

Cybersecurity

For this document, cybersecurity is explored in the context of the individual user rather than general network infrastructure security or enterprise-level measures.

- The first cybersecurity training received by many young K-12 Utah students is digital citizenship which teaches safe online behavior and general digital wellbeing. The state provides one program at no cost to schools, currently awarding the competitive contract to "Digital Respons-Ability." This program is backed by research and qualified instructors.[31]

[31] *Digital Respons-Ability*, n.d.

- There are hundreds of free products available to consumers to protect their devices and their networks. While not all of these products are effective or even safe, many use the same high-quality framework to implement security measures as paid product options. Although free antivirus software may not have all the bells and whistles advertised in the subscription or purchasing tier, it is often the same product running underneath the hood.
- In the 2023 General Session, the Utah Legislature mandated social media companies to protect the identity and well-being of minors online.[32] Governor Spencer J. Cox also issued an executive order directing the Utah Department of Government Operations to develop measures to protect the privacy of Utah residents through all state systems.[33]
- A legislative audit found that DTS has a sufficient cybersecurity plan and that 75% of school districts have a plan as well, although cities and counties did not fare well in the audit.[34]
- Two divisions within the Utah Department of Commerce (the Division of Consumer Protection and Division of Securities) offer resources to help Utahns protect their assets including in an online environment. The divisions pursue criminal penalties whenever possible on behalf of Utahns impacted by bad actors inside the state.

Assets for Device Access and Technical Support Specific to Covered Populations

The following additional assets are available to one or more covered populations.

- Individuals who live in households at or below 150% of the federal poverty level
    - United Way of Utah County connects individuals in low-income households and other served populations with computers. The organization partners with the Provo City Library and the South Franklin Community Center to offer digital literacy training tied to device adoption; after clients log 10 hours of skill-building in a computer help lab, they are given a computer to keep.
- Aging individuals
    - Senior centers increasingly offer technology resources to their service population, including via helplines with tech support and programs to give devices to seniors in assisted living facilities.
- Veterans
    - The U.S. Department of Veterans Affairs offers support for individuals in need of telehealth services, including connecting them with devices when necessary.
- Individuals with disabilities
    - The Utah Center for Assistive Technology is a free resource offering evaluations and help in acquiring assistive devices, modifying off-the-shelf equipment to

[32] *Utah Protecting Minors Online*, 2023
[33] "RELEASE: Gov. Cox Orders New Coordinated Effort to Protect Personal Data," 2023
[34] (Office of the Legislative Auditor General, 2023)

include assistive tools and adaptations, or designing customized devices to meet unique needs.
    - In southern Utah, the Red Rock Center for Independence provides devices as well as personalized training and services to empower people with disabilities to participate in the digital world independently.

- Individuals with a language barrier
    - A few organizations serving Spanish-speaking residents provide device adoption programs to increase the number of devices in homes. Groups such as Centro de la Familia de Utah, Centro Hispano, and Club Ability help their clients get access to free devices and set them up in their first language. These services also reach the seventh covered population, individuals who are members of a racial or ethnic minority group.
    - Comunidades Unidas at the University of Utah has provided devices and other digital access support to Latinx immigrants, including undocumented community members. Refugee services such as Catholic Community Services, the International Rescue Committee, and the Utah Department of Workforce Services also often provide devices as part of the case management process for New Americans.

- Individuals who primarily reside in a rural area
    - The Governor's Office of Economic Opportunity administers the Rural Co-working and Innovation Center Grant Program, which assists in the creation of facilities providing rural residents with the equipment needed to participate in the online workforce.

2.1.3 Training to Achieve Digital Independence

To promote digital independence for every Utahn, there are a host of training programs and resources already available within the state. These take the form of broad digital literacy training opportunities like classes or self-paced curriculum which build foundational skills, or individualized help in a one-on-one or small group format where the content is catered towards unique knowledge gaps. Both types of programs are valuable, although they address different needs.

The largest providers of these services are public entities such as libraries, senior centers, continuing education, community centers, and business or workforce assistance. K-12 and higher education take part in the individual's ongoing digital education by presenting students with new tools, challenges, and opportunities to embrace 21st-century learning. Employers in every industry are also contributors towards digital independence when providing on-the-job training for digital skills. This is especially true when companies offer to support employees through upskilling or continuing education programs to develop skills they can use in their current roles and throughout their careers.

This section highlights a few of the assets Utahns rely on for training to achieve digital independence. A complete inventory of training assets is provided in **Appendix A.**

Digital Literacy Training Opportunities

- Public libraries offer a wide variety of digital literacy training. Eighty percent of Utah libraries provide some combination of formal and informal training across 15 categories of digital skills. These trainings are free and open to the general public.[35]
    - The four training categories offered most frequently are:
        - general computer skills (e.g. how to use a mouse and keyboard), 75%
        - general computer software (e.g. word processing), 70%
        - general internet use (e.g. web searching), 75%
        - using online databases (e.g. EBSCO), 70%
    - Other critical topics such as using video conferencing technologies and safe online practices (e.g. privacy and internet safety) are taught in 40% of offering libraries, although only 10% report that these are distinct, formal training topics.
- In K-12 education, Local Education Agencies (LEAs) in collaboration with a parent council must select and provide a Digital Citizenship curriculum each year to teach effective and appropriate use of technology.[36] In higher education, Utah colleges and universities teach information literacy to incoming freshmen, usually bundled with research or writing skills and often taught by qualified librarians.
- Free resources are available online for anyone to build concrete skills. These range from foundational skills such as file management and emailing to specialized skills related to specific applications like graphic design platforms or programming languages. However, users receive little to no individual attention or help, and they must already be skilled enough to navigate the training platform independently.
- Faith-based organizations across the state offer life skills classes to their congregants, which include basic digital literacy, and classes for job seekers dealing with an online employment marketplace.[37,38] Since many worship services have moved to hybrid or fully online formats, some faith-based organizations assign individuals to assist fellow congregants in accessing virtual meetings and building other digital skills as needed.
- The competitive NTEN Digital Inclusion Fellowship offers a professional development opportunity for people wanting to serve the public's digital inclusion needs, and skills learned in this fellowship are foundational for establishing ongoing digital skills training in the state.
- The newly created Utah Digital Opportunity Network (UDON) offers training, professional development, and even technical assistance in writing and managing programs, assessments, or grants. UDON is working to establish a community of practice among individuals and organizations taking action on the digital divide.

[35] (Utah State Library Division, 2021)
[36] State Board Rule R277-491; Utah Code 53G-7-1202(2)(B) and 53G-7-1205(6)(b)
[37] (The Church of Jesus Christ of Latter-day Saints, n.d.)
[38] (My Hometown initiative, n.d.)

Individualized Help

- Some organizations such as libraries[39] offer individual help in the form of **digital navigators**, knowledgeable individuals who help clients identify the skills they want to learn, create and implement a training plan, and often build a personal relationship with the client. These types of programs are staff- and resource-intensive, but they are highly effective at building confidence and enthusiasm in clients to encourage further independence.
- Drop-in help labs are available in some urban communities, with open hours where anyone can practice using a computer or other device, ask for one-on-one help, and receive referrals to additional resources for their specific situation.[40]
- Six Utah-based organizations (listed in **Appendix G**) received FCC grants to support Affordable Connectivity Program enrollment, which often includes personal assistance navigating a digital maze of paperwork and verification. However, these grants are specifically for ACP, not for general digital navigator assistance. Some of these organizations provided in-kind matches of their own staff time and resources into their programs to offer holistic help to their clients.
- Many Utahns receive individual help from family, friends, or neighbors. The informal attitude of volunteerism present throughout Utah is a non-quantifiable but invaluable asset. The following resident comment demonstrates the effect Utahns can have on each other.

> "I have been here for four years, and in the last months of pregnancy, I worked in an Italian restaurant. The owners were Hispanic. One day I noticed that the owner was trying to update their website – update their photos and everything. The owner was getting desperate because their kids didn't arrive [to help]. I took initiative to try and help. As I did that, I noticed that the owner was having issues with cutting and pasting from one place to another, really basic things, so I started explaining how to do it. The 10 minute break I was taking to help the owner became 1.5 hours. I found that the owner was looking at the website as an owner, not a client, so I was able to help her visualize things in a different way. Not only that, but I was paid for the time I took to help with the website. This was something that made me feel good to provide and assist. I got extra pay to help and was not expecting to do that."
>
> *– Utah Resident*[41]

Assets for Training to Achieve Digital Independence Specific to Covered Populations

In a survey of organizations serving covered populations in Utah, 40% reported that they already offer at least one class or formal training that addresses digital skills, and 50% provide

[39] (Tooele City Library, 2023)
[40] (SSL CoOp, 2023)
[41] Resident Feedback Project participant interview

staff training on digital divide issues including digital literacy. However, only 5% of respondents indicated they have adequate staffing levels to meet community needs.[42]

The following assets are available in addition to those already mentioned, and they are specifically available to one or more covered populations.

- Individuals who live in households at or below 150% of the federal poverty level
    - The Utah Nonprofit Housing Corporation's EDx Program addresses digital access needs through cross-sector partnerships and an all-encompassing approach. EDx distributes computers and devices to residents, assists residents with ACP enrollments and other forms of broadband access, provides digital literacy educational materials, and has conducted multiple coding boot camps.
- Aging individuals
    - The Utah Commission on Aging is working to provide future digital navigator support to aging residents to support telehealth, social connectivity, and economic independence.
- Individuals with a language barrier
    - The Suazo Business Center offers a language-accessible digital navigator program for entrepreneurs and small business owners.
    - Groups like the New American Task Force are currently working to bridge the needs of employers and their existing or prospective employees with digital upskilling opportunities that include language training.
    - For New Americans, the two main resettlement agencies operating in Utah–International Rescue Committee and Catholic Community Services of Utah–both recognize the importance of digital skills and prioritize this in their programs. Other organizations serving refugee and immigrant needs also provide digital literacy services or resources, and when appropriate they connect clients with additional resources beyond the organization's expertise. These include the Refugee Services Office within the Department of Workforce Services and the Cache Refugee and Immigrant Connection.
- Individuals who are members of a racial or ethnic minority group
    - There is a network of organizations serving Utah's diverse residents with powerful digital skill-building initiatives that focus on supporting multicultural backgrounds and considerations. Four such examples are Centro Hispano, Club Ability, United Way of Utah County, and the Sorenson Unity Center.

[42] (Shea, 2022)

2.2 Existing Digital Access Plans

This is not the first time Utah has developed a statewide plan for digital connectivity. A 2014 Broadband Plan set the stage for Utah's path forward.[43] In 2020, then-Governor Gary R. Herbert signed a new Utah Broadband Plan, the predecessor to this document.[44] The 2020 plan made several important recommendations which are maintained in this plan. These include proposals for collaboration between stakeholders, investment in connectivity for better education outcomes, and the recognition of barriers to adoption for underrepresented populations.

At least 20 of Utah's 29 counties and 242 incorporated cities and towns have developed plans for broadband, digital access, or both. Others have included some elements of broadband planning or digital access analysis in ten-year master plans or other local planning documents. Those who had the vision to do so even before the COVID-19 pandemic have served their communities and their peers as visionaries. The state looked to these regions for leadership and best practices during its planning process. These efforts have already paid off through past investments in their communities and subsequent economic growth. A complete collection of local digital access plans can be found online.[45] **Appendix E** also provides a summary of the recommendations in plans collected by June 1, 2023, as well as an alignment matrix.

Organizations beyond local government have adopted digital access plans as well. Nonprofits, educational institutions, government agencies or departments, and private sector organizations have all recognized the importance of closing the digital divide in their formal planning documents. Plans from organizations that directly serve covered populations were of particular interest in identifying barriers to access and gaps in the existing connectivity ecosystem. The Utah Broadband Center awarded $292,556 in subgrants to 13 local organizations to create local digital access plans. These plans increased the State's understanding of the needs of covered populations and directed the proposed activities outlined in **Section 3: Implementation Plan.**

Of special note are the digital equity plans from Utah's tribal communities, including the Navajo Nation and the Shivwits Band of Paiutes, which are now integral to our collective digital strategy. These plans, discussed on page 161 in Appendix E, offer unique perspectives and solutions tailored to their communities, informed by lived experiences and cultural nuances. Their inclusion ensures our approach is inclusive and enriched by the diversity of all of Utah's communities. These tribal plans underscore the state's commitment to ensuring that our digital equity efforts are resonant and responsive, reaching every corner of Utah and every community within.

[43] (Utah Broadband Project, 2014)
[44] (Utah Broadband Advisory Council, 2020)
[45] https://www.connectingutah.com/digital-connectivity-plan

2.3 Barriers to Participation

Unfortunately, many barriers exist that prevent residents from fully participating in the digital world. Some are systemic, affecting all Utahns regardless of demographics or geography. Others are specific to individual life circumstances, and still others affect certain communities, such as the eight covered populations identified as most likely to experience barriers to connectivity and participation. To avoid unnecessary repetition, this plan examines first the individual barriers, then the systemic barriers, and then the unique barriers facing each covered population. Although each individual and systemic barrier is not also listed under each covered population, the first two categories should be understood to affect both the general population and the communities identified specifically.

2.3.1 Individual Barriers

These barriers might be due to one's neighborhood, social circle, personality or mindset, or general life circumstances. They are the issues a single resident might experience that stand between them and full digital access.

- **Internet Access**
    - Affordability is cited as the second most common reason for not adopting home internet.[46] Only 57% of low-income households report having home internet access,[47] and 15% of *all* households with home broadband reported they had trouble paying their bills during the pandemic.[48]
    - A startling 68% of Utahns do not have access to a home internet plan that costs $60 per month or less.[49] This does not account for the throttled speeds offered at the lowest cost tier, which for many households necessitates subscribing to an even more expensive plan.
    - The looming end of the Affordable Connectivity Program (ACP) means more than 71,000 Utah households will lose their home internet subsidy, and there is no political appetite to create a state-specific replacement. Digital inclusion practitioners in Utah have declared the need for local solutions such as statewide subsidies or rate regulations since before the pandemic. However, the cultural

[46] (Utah Broadband Project, 2014) Note that this data point is now a decade old, and the reasons for households being unconnected may have changed. However, this same data is not available in an updated collection effort or survey.
[47] (National Governors Association, 2021)
[48] (Carman & Nataraj, 2020)
[49] (BroadbandNow, n.d.)

climate in Utah prefers to see affordable plans be born from competition between providers, rather than government intervention. Unless the ACP or a successor is established federally, Utahns are unlikely to see help with their internet bills in any widespread manner.
    - While affordability is the second most common reason for nonadopters, a straightforward decision that they do not need the internet is the first most common reason. For some, remaining disconnected or connected in a limited way is a choice. However, some may lack awareness of the value of high-speed internet and the economic, educational, and social benefits to connectivity.

- **Device Availability**
    - Up to 59,000 Utah households have a smartphone only, and no other computing devices to access the internet. Even more disconcerting, up to 26,000 Utah households have no internet-connected devices at all.[50]
    - Older devices that are no longer supported by the manufacturer become a risk to their user. Their files could be lost and their connectivity suddenly gone if the device fails, and the lack of updates presents a security risk as well. The need to purchase new devices in a cycle is not widely recognized, and many individuals are not prepared for this expense.
    - Some residents live in “digital connectivity deserts,” areas that are too far from a source of free public wifi and computer access for the individual to reliably access. Even with public transportation, there may not be a library, community center, or other such place within a reasonable distance.

- **Digital Independence**
    - Individuals who lack digital skills and information literacy struggle to use high-speed internet or online services effectively. Comfort with a mobile device is not holistic digital literacy, and individuals who only use smartphones to interact with the online world are limiting themselves, whether they realize it or not.
    - The training opportunities available to individuals may not be catered to their specific needs enough to be worth their time or commitment. People also struggle to find the programs or resources already available to them, since so often these programs rely on referrals or checking the right website to know how to access the service.
    - Digital independence relies on confidence: knowing one has the skills to navigate a known environment and the tools to learn how to use a new environment. Many individuals may have some digital skills, but they lack confidence in unknown technologies or systems. This lack of confidence often results in disengagement, where the individual chooses to remove themselves from the situation rather than risk the unknown.

[50] (United States Census Bureau, 2020)

2.3.2 Systemic Barriers

These are barriers outside the individual's control. Organizations have also taken first steps to act on the digital divide for the populations they serve, and they have discovered barriers to implementing new programs.

Internet Access

- Residents living in MDU (Multi-Dwelling Unit) buildings/apartment buildings can be limited to one internet company option with fixed prices/packages under bulk apartment contracts between ISPs and property owners. Under certain contracts, the subscriber is unable to apply ACP credits to their internet cost. Individual landlords may also impose limiting options to internet choice depending on which services were previously installed in the home/unit and their preference or apprehension of damages inflicted by the installation processes.
- Infrastructure issues are a major systemic barrier. The high cost of deployment means buildouts have historically been based on a provider's expected return on investment, which disadvantages areas with a higher cost due to terrain or distance between serviceable locations. Geographic features like Utah's mountains and deserts make the state unique, but they also create a real challenge for infrastructure deployment.
- Early adopters in past decades in some areas are now struggling with outdated or aging infrastructure not capable of the high speeds expected from newer technologies. Upgrades are often as expensive as new builds, and funding incentives are less available to areas with connectivity even if the speed is unacceptably low. This can leave whole neighborhoods and communities behind.
- Regulations at the federal, state, and local levels can create barriers to the deployment of high-speed internet infrastructure. ISPs may want to offer lower-cost plans, but issues like the high cost of serving the area or tariffs that set certain exchange rates may limit a provider's ability to do so. In some areas, there is limited competition among ISPs, which can lead to higher prices and limited service options.
- Web accessibility is not always a priority when organizations with limited capacity are building out services that are partially or primarily online. Staff may lack expertise or organizations may lack a budget for extra project time to ensure that websites and digital content are usable and accessible on all devices for all users.

Device Availability

- Device lending programs and public computer access make a big difference for some users, but these programs' effectiveness is limited. Libraries circulating Chromebooks or tablets may address some connectivity issues, but users may still have limited abilities to manage files or use critical programs. Public computer labs are useful during business hours, but many people need computer access after work and late into the evening. Student devices may succeed at bridging the homework gap, but they are often severely limited in allowable uses; students may not be able to do something as simple as applying for a job with their school-issued device.

- Existing local device placement programs are not centrally coordinated. Each program may only serve a small population, and organizations lack the opportunity to connect with nearby peers doing similar work to coordinate between their programs and expand their reach.
- In Utah, many direct service organizations were frustrated to see companies take advantage of consumers by using aggressive and dishonest marketing tactics. Often in pop-up tents or parking lots, these companies abused low-cost device placement programs such as the ACP and provided Utahns with extremely low-quality devices while also signing them up for expensive plans with services they didn't need or understand. Once devices inevitably break, the individual is still stuck in a predatory contract with the bad-faith company. These behaviors destroy trust between residents and the world of technology, and sometimes they destroy credit scores too.
- Programs that assist households in acquiring free devices or purchasing them for low cost may solve the issue for one person, but in large households, this may be insignificant compared to the number of people needing a device. These programs also have a lifetime limit, meaning once the original device ages beyond usability, the household has no support in replacing it. There is typically little allowance for lost or stolen devices through these programs either.
- In an emergency, there are no provisions in place dedicated to device access for vulnerable people affected by the circumstance (such as a health crisis or evacuation for a wildfire or flood).
- Organizations wishing to offer digital inclusion programs such as device refurbishment efforts lack guidance on best practices, data from similar efforts, and training opportunities for their staff to design effective programs. Especially in the case of government departments which are subject to careful rules around data security, regulations and lack of knowledge may stymie efforts before they get off the ground.

Digital Independence

- In Utah, the lack of public transportation in most parts of the state is a systemic barrier to accessing programs for building digital independence.
- Utahns are also more likely to have large families, making the lack of affordable childcare a barrier to accessing training programs for digital skills. This is especially crucial when programs are offered in the evenings, a time when daycare or after-school programs are less available and parents have even fewer choices for affordable childcare.
- Community training efforts are impactful for the individuals they serve, but they are decentralized and not uniformly available. Depending on the organization offering it, the training is often not flexible enough to meet unique needs.
- Especially when supported by grants or limited-time funding, training efforts are not perennial, meaning organizations do not have a chance to build trust with the community or to establish themselves as a source of reliable resources. They also lack recurring funding for proactive assessment, planning, and program design based on community needs.
- Anchor institutions have always been the foundation of training and resources for digital independence, but anchors face challenges finding ongoing funding for dedicated staff or

providing appropriate training and support for staff tasked with serving as digital independence experts on top of their other job duties.

- For organizations trying to refer their clients to other services, there is a lack of clear information on the digital access resources and programs available. 80% of community organizations serving covered populations report that they do not have a designated staff member to focus on this, but their other staff still attempt to gather information on existing resources.[51] Without an extraordinary time commitment to consolidate information, existing resources may not reach the communities that need them most.
- In the modern workplace, 92% of jobs require digital skills.[52] New staff members may have a significant learning curve, especially with proprietary systems or technologies they are unfamiliar with. Even existing workers are often asked to learn new systems or processes. Although some support is expected in any onboarding process, employers often lack any broader skill-building resources to help employees develop new competencies to thrive at work.
- One-on-one assistance such as tech mentors or digital navigators are increasingly available in community-serving organizations across Utah, but they require constant investment, and their reach is limited to their immediate area. Without wide coordination and support, pockets of communities are served but the vast majority of Utahns have no one to turn to for personalized support.
- As more and more financial services, account management, and utility billing move online as the default, individuals with low digital skills are forced online to conduct basic day-to-day business. For consumers with online bills who are unfamiliar with digital communications or less confident navigating new platforms or technologies, this can lead to mistakes, mismanagement, late payments, and other fees, all without their awareness.
- Machine learning, colloquially called artificial intelligence or AI, is a hot-button issue. Despite a lack of understanding of the underlying principles, organizations are making reactive policies rather than proactive and centralized strategic plans. Without training and local expertise, organizations and government services in Utah are unprepared.

[51] (Shea, 2022)
[52] (Bergson-Shilcock et al., 2023)

2.3.3 Unique Barriers for Covered Populations

The National Telecommunications and Information Administration (NTIA) which administers the Digital Equity Act has identified eight "covered populations" that are more likely to experience digital access barriers. Sixty-one percent of Utah's residents fall into at least one covered population.[53] No barrier is limited only to demographics; many of the things listed under Individual Barriers and Systemic Barriers also affect members of covered populations. Those same barriers may carry a significantly greater impact on covered population communities. Additionally, many of the barriers listed under specific covered populations impact more than one of these groups, and individuals who are not members of any covered population may still experience a specific barrier listed here.

The Utah Broadband Center conducted a series of resident feedback sessions to hear from individuals with lived experience. We strategically recruited individuals that have been, or are currently, impacted by the digital divide, and specified our interest in participation from individuals with a "covered background."

We gathered narratives and qualitative data that illustrates digital access barriers and implications and elicited feedback on the current state of digital access across Utah. The insight from individuals with lived experience was invaluable in understanding the unique barriers facing covered populations.

We originally planned to recruit 3 residents from each population, totaling 27 participants. After the final recruitment phase, we had 13 participants. The residents were split into two cohorts, English and Spanish, depending on their language preference. The cover populations are distinguished in the plan to detail unique digital access barriers to the determined populations; however, in reality, cover populations overlap and share similar barriers and experiences. We had multiple participants that could speak to many unique barriers.

We asked participants to self-identify from the nine categories; however, a few individuals did not fill out the application to participate because it was not translated, so the accuracy of the cover population identification is skewed. For the "Covered Household" category, we asked residents to self-identify as 150% below the poverty level if they participated in benefit programs, such as SNAP, Medicaid, Reduced Lunch, etc.

The predominant representation overall was New Americans, with nine of the thirteen being from a New American background. The next largest groups represented individuals who are members of a racial or ethnic minority group, individuals who live in households at or under 150% of the FPL, and individuals with a language barrier, all representing six of thirteen participants. There were two individuals who preside primarily in rural areas, and two individuals with disabilities. We did not successfully recruit participants who are currently or have been previously incarcerated or veterans.

[53] (*Digital Equity Act Population Viewer*, n.d.)

INDIVIDUALS LIVING IN COVERED HOUSEHOLDS:

Individuals who live in households with incomes at or below 150% of the federal poverty level (FPL). These barriers perpetuate the cycle of poverty and limit the potential for upward social mobility.

> "[The] biggest [barrier] is money. Internet access is not vital for people to have access to, like water and lights. It's secondary, not a primary need."
>
> *– Utah Resident*[54]

Residents who identified as living in a covered household reinforced that the internet is an essential need but becomes deprioritized in financially compromising circumstances. One resident supported the necessity of internet access and skills when they helped their family apply for government assistance programs at a young age.

- Affordability is a significant issue for the population, as they may not have the financial resources to afford the internet and digital devices. This is particularly relevant for individuals in Utah experiencing homelessness, who are severely limited in personal possessions they can securely manage.
    - Additionally, they may face challenges related to being a renter, such as limited agency in negotiating internet access with landlords.
    - Even if the household's living situation does not preclude using a benefit such as ACP, many individuals experience difficulties in applying for and qualifying for subsidies and low-cost programs. Utahns in the resident feedback focus groups told interviewers about challenges they experienced in proving their income, navigating application portals, knowing which departments were able to assist them, and claiming benefits at all.
    - Access to digital skills programs may also be limited due to transportation issues, and free Wi-Fi hotspots may be their only option for internet connectivity.
- Another barrier faced by this population is digital redlining[55], which refers to the practice of providing less high-speed internet infrastructure to certain areas, often based on income level and correlated with other factors like race.

Residents spoke to the perpetuation of poverty cycles induced by low income thresholds for government benefits, and general difficulty in applying for government assistance all while remaining at low-income status. One resident clarified the range of low-income status and how there are different needs and assistance associated with varying levels of income. This comment relates back to the Affordable Connectivity Program, which provides the same subsidy amount to each qualified individual regardless of income, expenses, and internet costs. An unhoused resident expressed concern in the difficulty of finding their category when seeking assistance.

[54] Resident Feedback Project participant interview who self-identified as having a household income at or less than 150% of the Federal Poverty Level
[55] (Leventoff, 2022)

> "Every time I've looked through every single one of the headlines on the groups but they still don't include the unhoused population specifically and we end up having to look through some of these other things in order to find where we fit, but the fact of the matter is that it's significant. We are an underserved population."
>
> *– Utah Resident*[56]

This resident also discussed the issue of throttling internet speeds depending on what people can afford. The availability of high speed internet can be irrelevant and inequitable access still exists with cost hierarchies.

In the context of barriers unique to unhoused populations, a resident shared their experience navigating areas with free or public wifi. They related this insight to the expansion of digital inclusion programming, emphasizing consideration for unhoused participants.

> "Let's not forget the homeless who are not usually welcome into the school or senior environments, and make sure that that same stuff is available throughout the same in the places where they are allowed to go – aside from the resource centers, the homeless shelters, the local county offices, the libraries. And maybe you can make it attract the attention of the homeless if you host an education class in places like the Starbucks or some other local food place, promoting education and food and free food. Then they don't have to take time out of the day because they don't have to go look for the meal to come in and have something to eat while they get the education."
>
> *– Utah Resident*[57]

- Residents shared personal anecdotes and general arguments for the ways in which digital access can contribute to upward mobility, digital independence and financial self sufficiency. Four residents were in the process of creating their own businesses, teaching themselves or learning with their spouses how to build a website and operate Excel. They described the barriers they've encountered, such as website maintenance costs, tech support only provided in English, and the time it takes to self-teach through free online resources.
- Finally, purchasing and replacing digital devices can be difficult for this population, as many programs only pay for one device, which may not be enough for Utah whose average household size is 3.09, the largest in the country.[58] Without access to devices such as computers, tablets, or smartphones, individuals may not be able to connect to the internet, access online resources and services, or participate in digital communication.

[56] Resident Feedback Project participant interview who self-identified as having experienced in the past or currently experiencing homelessness
[57] Resident Feedback Project participant interview who self-identified as having a household income at or less than 150% of the Federal Poverty Level, and who self-identified as having experienced in the past or currently experiencing homelessness
[58] (*Average Household Size by State 2023*, n.d.)

AGING INDIVIDUALS:

Aging individuals in Utah face technological barriers related to a variety of factors. The emerging themes were aligned with the barriers indicated in the Digital Access Plan. For aging individuals, residents emphasized: difficulty in navigating website design (on the computer or mobile) and fraud, the ever-changing advancement of technology, and less desire to learn or adapt digital options.

- Without a certain level of digital skills to navigate websites, mobile websites and apps, aging populations encounter barriers.
    - A resident explained a few examples, such as the small “Snowman” shape of three small dots that indicate more options is one detail that can prevent an individual from receiving all the information they need.
    - Additionally, accidentally clicking on hyperlinks that navigate away from certain pages, as well as the ergonomic shapes of devices that aren’t conducive to certain individuals. This resident concluded that “If aging individuals do not have someone assisting them when you provide them with a device, they are basically not using them”, enforcing the need for digital navigation assistance alongside device distribution.
    - Many aging individuals did not grow up with digital technology and may not have had the opportunity to develop digital skills earlier in life. This can make it difficult for them to navigate and use digital resources effectively, such as online banking, telemedicine, and social media. Additionally, new technologies are constantly emerging, and aging individuals may find it challenging to keep up with these changing digital skill requirements. Lack of digital skills can also make aging individuals more vulnerable to scams, fraud, and misinformation online.
    - Some aging individuals in Utah feel less motivated to learn new digital skills or use digital resources due to a variety of factors, such as feeling overwhelmed by new technologies or feeling like they are too old to learn. Additionally, they may not see the immediate benefits of using digital resources, or they may have negative perceptions about the reliability and security of online information. Lack of motivation can also be related to social isolation, as aging individuals may not see the value in digital communication if they do not have many connections online.
- Challenges related to accessible devices and assistive technology. This population may have physical and cognitive changes that can impact their ability to use digital devices, such as mobility issues or difficulty with vision and hearing. As such, they often require specialized devices or assistive technologies to help them access and navigate digital resources. However, these devices and technologies can be expensive and not always affordable on a fixed income.
- Aging individuals experience barriers due to scamming and fraud concerns, possibly contributing to some resistance to online services.

> “I think I feel like based on that, sometimes older people are more apprehensive about using technology and then just all of the information that is out there for identity theft and all these other ways that people can just take advantage of you.”

> *– Utah Resident*[59]

Residents suggested that companies and services providers can improve by marketing and promoting useful services to specific population needs. For example, encouraging and improving digital assistance for social security account management, accessible technology and telehealth and remote healthcare access for aging individuals. These services are useful when properly utilized but they need better promotion and support in addition to internet safety education.

- A resident suggested that language barriers for aging populations should be added as a consideration.
- Many aging individuals are living on a fixed income from retirement benefits or other sources, which can limit their ability to afford digital devices, internet access, and other digital resources. Lack of affordability can also force aging individuals to make trade-offs between digital resources and other essential expenses, such as food, housing, and healthcare.
- Algorithmic discrimination is another barrier that aging individuals may face. This refers to the practice of computer algorithms making decisions that result in unfair or discriminatory outcomes for certain groups, such as older adults. For example, search engines or social media platforms may use algorithms that filter out or promote certain types of content that may not be relevant or of interest to older adults. Similarly, targeted ads for helpful services may not reach older adults due to biases in the algorithms used to select the ads. These types of algorithmic discrimination can limit older adults' access to information and resources online, leading to digital inequities.
- Transportation can be a significant barrier for older adults who want to attend digital skills classes or access other digital resources outside of their homes. This can limit their ability to participate in digital inclusion programs and activities that can help them build their skills and access important resources online.
- Many aging individuals face social isolation and lack of social support, which can further hinder their ability to access digital resources and engage in digital communities.

INCARCERATED AND FORMERLY INCARCERATED INDIVIDUALS:

Incarcerated and formerly incarcerated individuals in Utah face unique barriers that make it difficult to stay connected with loved ones, access educational and job opportunities, and reintegrate into society after release.

- Incarcerated and formerly incarcerated individuals face limited agency with internet plans and access options, as their access to the internet may be restricted or heavily monitored.
    - Many incarcerated individuals also face predatory costs of connectivity services and limited access to digital skills classes.

[59] Resident Feedback Project participant interview who self-identified as an older adult (age 60+)

- Incarcerated and formerly incarcerated individuals face social stigma that can hinder their ability to participate in digital communities and activities, further exacerbating the barriers they face.
    - In some cases, access to digital resources may be restricted in the name of victim protection. For example, if an individual has been a victim of cyberbullying or online harassment, they may need to have their personal information removed from public records or restricted from being shared online. This can limit the individual's access to certain digital resources or online communities, but it is done to protect their safety and well-being.
- Access to telehealth is often a significant barrier for incarcerated and formerly incarcerated individuals, as they may have limited access to in-person medical services and transportation to medical appointments. Telehealth can provide a means for these individuals to receive medical care remotely, which can improve their health outcomes and reduce their risk of further health complications. However, there may be restrictions on telehealth access for incarcerated individuals due to security concerns, which can limit their ability to receive the care they need.

VETERANS:

Utah Veterans are more likely to be members of another covered population, such as low-income or aging, and may face the same barriers as those populations.

- Lack of trust and awareness in federal programs, especially related to access to care, is a significant barrier for many veterans. They may also face similar barriers as other covered populations, such as a lack of systemic support and catered public services.
- Veterans may have limited digital skills or confidence, making it challenging to access digital resources.
- There is also a lack of systemic support and catered public services for veterans, and fewer organizations that specifically target veterans as their main service population.

INDIVIDUALS WITH DISABILITIES:

The emerging themes from discussions related to individuals with disabilities were: stigmatization (conscious or subconscious), reliance on certain technology, and improvements to affordability and discoverability.

- Physical changes (motor skills, hearing, vision): Physical changes, such as loss of vision, hearing, or motor skills, can necessitate constant adaptation and ongoing skillbuilding to use additional assistive technology.
- Cognitive and memory conditions: Cognitive and memory conditions, such as dementia or intellectual disabilities, can make it difficult for individuals with disabilities to understand resources or to navigate digital content, as well as retain important information when building new skills.

Two residents discussed the stigmas associated with disabilities, physically apparent or less noticeable. This emerged as an important consideration when designing digital access programs and for improving equitable integration in the digital world. One resident described the phenomenon of “invisible disabilities” that often lack support, understanding, and acceptance.

> “I keep on getting told you're so intelligent. How come you can't do that? You're so intelligent. Intelligence is not the only thing you need to get along in this world. Comprehension of what's going on around you is equally as important and if you don't have that comprehension, it won't matter how smart you are.”
>
> *– Utah Resident*[60]

Another resident pointed out that without internet access and skills required, individuals affected by the digital divide can also lack proper “online etiquette”, contributing more to social exclusion or missed opportunities. She used examples such as delayed responses that might appear as ignoring, or missing out on important calls and information.

One resident spoke of their personal reasons to improve access and affordability for assistive technology, as a parent to their child in a wheelchair.

> “I have a child in a wheel chair who cannot use his legs and arms so I got him a cellphone, which was very needed. [The mother] decided not to buy an iphone because it was too expensive. My child uses Google on his phone, and called his mom. He accidentally called a wrong number to Colombia because Google voice recognition failed. The call was really expensive, and brought up concern of her son not being able to reach her when he needs to. Her son needs technology - that is good and reliable, to communicate with his family in urgent situations.”
>
> *– Utah Resident*[61]

Both parents interviewed during these sessions, the other parent expressing concern about online safety education and concern for their children’s internet access.

> “Some of the worries that I have is his children may access some kind of website that influences them in the wrong way. My son has a terminal disease, and he’s a very shy and quiet boy. So I’m concerned that he might be on one of those websites and might be led to committing suicide or something like that.”
>
> *– Utah Resident*[62]

Members of this family attested to the valuable role that technology plays in their son’s life, and therefore the family’s life altogether, and wished that assistive technology was less expensive for them and others.

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[60] Resident Feedback Project participant interview who self-identified as having a disability
[61] Resident Feedback Project participant interview who self-identified as a parent of a child with a disability
[62] Resident Feedback Project participant interview who self-identified as a parent of a child with a disability

- High cost of assistive technology: Assistive technology, such as screen readers, alternative input devices, and speech recognition software, can be expensive and not covered by insurance, making it difficult for individuals with disabilities to access them.
    - A suggestion in addition to affordability is discoverability of resources ranging from assistive technology, to connecting with more online resources that meet the needs of individuals with disabilities.
    - One resident going into their last summer of junior high described their search for a summer job and/or online classes that would accredit them for highschool. They struggled to find affordable, virtual, or nearby courses that would help them get a headstart on highschool or a job that they could do while in a wheelchair.
- Qualified technical support: Technical support staff may not be trained in how to work with individuals with disabilities or with necessary accommodations or assistive technology, making it difficult for the individuals to receive the assistance they need to access digital resources.
- Web accessibility: Websites, software, and digital content may not be designed in a way that is accessible to individuals with disabilities. This can make it difficult or impossible for them to access important information or participate fully in digital activities.

> "Employment. I would say it's a bit of a complicated one. There are a lot of jobs everywhere, but they have a lot of requirements and online means that communication can take a bit longer…also, I want to do 9th Grade math during the summer. Most kids are fine with normal education,… I guess that's me this summer. I just wish there was more information about things like that like Where can I take a class that would give me credits during the summer? Something that would be helpful."
>
> *– Utah Resident*[63]

- Public programs do not invite participation: When public programs such as job training or educational courses are not designed with different abilities in mind, they are inaccessible by default. Without a conscious effort to meet accessibility needs and negate stigma or misconception surrounding disabilities, public programs fail to invite individuals with disabilities to build digital skills and access new opportunities.

INDIVIDUALS WITH A LANGUAGE BARRIER

Discussions around language barriers were particularly prominent across both cohorts. Of the thirteen participants, all but one had first hand experiences with language barriers. This experience ranged from being an ESL (English as a Second Language) learner, to bilingual individuals in a family or community who's dominant language is not English. All participants – those who need interpretation and those who often provide interpretation – emphasized the role of language barriers in digital access and consequently other core aspects of navigating life in Utah. Themes that emerged from this discussion revolved around pathways and determination

[63] Resident Feedback Project participant interview who self-identified as having a disability

to self-sufficiency, reliance on family, friend and community based networks for resource sharing, and ESL as an important first step.

A few residents noted the difficulty of learning digital skills without speaking English and indicated that as a recent or long term immigrant or New American, learning English is the first step to participating in programs, finding work and education. One resident asserted that English language learning courses are plentiful in Utah, but others provide insight to why language barriers persist.

In a Spanish-speaking group interview with three participants, all three women were working on their digital skills in some capacity. All three participants were working with their spouses to build websites, expand their accounting and entrepreneurship skills for family businesses – one being an Empanada business. They explained their, and their spouses strengths of educating themselves with free resources while also experiencing challenges in language barriers and expensive costs.

Spanish speaking residents supported using social media to circulate information, as one family found donated computers and STEM classes (Club Ability) for youth through a Facebook post.

Residents were asked about their experiences with tech support, specifically with internet service providers. There were a variety of experiences as one resident has never experienced an issue with their internet connection and has not needed to contact his provider. Two Spanish-speaking residents narrated their experiences of going in person to seek help from providers and having mixed results of success, depending on if a native Spanish speaker was available or not.

- *English language learners*
    - Inaccessibility of public services/resources: Public services and resources may not be available in languages other than English, which can prevent individuals with a language barrier from accessing important information or resources.
    - Lack of in-language support/technical assistance: Individuals with a language barrier may have difficulty accessing technical support or assistance in their native language, which can hinder their ability to use digital resources effectively.
    - Extra difficulty enrolling in federal programs (ACP): Enrolling in federal programs may be more difficult for individuals with a language barrier, as information and resources may not be available in their native language.
    - Difficulty interacting with ISPs: Individuals with a language barrier may have difficulty communicating with internet service providers (ISPs) or understanding technical terms and jargon related to internet services.
    - Passwords/account recovery/security in non-native language: Individuals with a language barrier may have difficulty creating and remembering passwords, recovering accounts, and understanding security measures in a non-native language.

- *Individuals with low literacy*

- Accessible design: Digital resources may not be designed with the needs of individuals with a language barrier in mind, such as providing information at a beginner reading level or making text visually easy to read and understand.
- Extra difficulty enrolling in federal programs (ACP): Enrolling in federal programs is more difficult for individuals with low literacy, as the process requires understanding complex questions about the individual's family and household situation and providing documentation.
- Passwords/account recovery/security: Individuals with low literacy may have difficulty creating and remembering passwords, recovering accounts, and understanding security measures. This often requires intervention from a third party, leaving them vulnerable to hacking, identity theft, financial abuse, and social engineering.

INDIVIDUALS WHO ARE MEMBERS OF A RACIAL OR ETHNIC MINORITY GROUP:

These barriers can exacerbate existing inequities in society, leading to a lack of access to important resources and opportunities. Additionally, the lack of representation and diversity in technology and digital media can contribute to harmful stereotypes and reinforce systemic biases.

- *Any members of racial or ethnic minority groups*
  - Algorithmic discrimination: Search engines and targeted ads can sometimes perpetuate racial and ethnic biases, leading to discrimination against individuals from minority groups in areas such as employment, housing, and lending.
  - Digital redlining: Some communities, particularly those with large populations of racial and ethnic minorities, may have less access to high-speed internet infrastructure, leaving them at a disadvantage compared to areas with better digital connectivity.
  - Racial discrimination and implicit bias in public programs/services: Individuals from minority groups may face discrimination and bias when trying to access public services or programs. This can manifest as difficulties in navigating the system, lack of access to resources, or unequal treatment.
  - Lack of culturally appropriate materials and training opportunities: Many digital resources, such as educational materials or training programs, may not be designed to meet the needs of individuals from diverse backgrounds. This can make it difficult for members of minority groups to fully engage with these resources.
  - Language barrier: For individuals who are not fluent in the predominant language of the country they live in, accessing digital resources can be challenging. This can include difficulties in understanding website content, filling out online forms, or communicating with customer support.
  - Passwords/account recovery/security in non-native language: For individuals who are not fluent in the predominant language of the country they live in, navigating

digital security measures such as passwords and account recovery can be difficult and frustrating, potentially leading to exclusion from digital resources.

- *Tribal communities and members of sovereign Tribal Nations*
    - Digital redlining: The majority of Tribal communities have less access to high-speed internet infrastructure, leaving them at a disadvantage compared to areas with better digital connectivity.
    - Physical barriers: Tribal members living in rural areas may have limited access to transportation, which can make it difficult to access technology and participate in digital activities outside of their homes.
    - Racial discrimination and implicit bias in public programs/services: Native and Indigenous communities or individuals may face discrimination and bias when trying to access public services or programs. This can manifest as difficulties in navigating the system, lack of access to resources, or unequal treatment.
    - Lack of culturally appropriate materials and training opportunities: Many digital resources, such as educational materials or training programs, may not be designed to meet the needs of individuals from diverse backgrounds. This can make it difficult for Tribal communities to fully engage with these resources.
- *New Americans*
    - Lack of knowledge of community systems/services available: New Americans may not be familiar with the digital resources and services available in their new community. This can make it difficult for them to access the resources they need to succeed in their new environment.
    - New Americans may live in multi-family households, which can increase the demand for internet access and devices. This can make it challenging for them to access digital resources and participate in online learning or job opportunities.
    - New Americans may move frequently or have to set up new accounts with digital services and systems, which can be time-consuming and challenging, especially if they are not familiar with the language or technology.
    - New Americans may have certifications and expertise from their home country that are not recognized in the United States. This can prevent them from accessing higher education or appropriate job opportunities, further exacerbating digital inequity.

> "In this country, as soon as you cross the border, you come into this digital world and you have to learn how to enter this world digitally. Even when your young kids are in school, all is digital. Even with academics. Even medically, all of the controls and evaluations with your children are done digitally. We all come here with different circumstances. All of the very basic things require digital skills. I have found myself forced to do so, however it's been in a very positive way. I have found an online group for Latina/Hispanic women that provides the emotional support I have needed. Through this group I have been able to do therapy. This group has been very useful for me. By having access to this [online] I have been able to find this support."
>
> *– Utah Resident*[64]

[64] Resident Feedback Project participant interview who self-identified as a New American

- Limited digital literacy: Some New Americans may not have had access to digital technology in their home countries or may have had limited exposure to it, leading to lower levels of digital literacy and confidence in using digital tools.
- Cultural differences: Some digital tools and resources may not be culturally relevant or appropriate for certain New American communities, leading to lower levels of engagement and adoption.
- Documentation: New Americans are often in a waiting period for official IDs, work permits, and social security numbers (3-6 months after arrival), and are unable to apply for federal subsidy or enroll in internet services immediately without IDs and banking cards. Other barriers persist, such as non-Western, non-English name structures and differing information on IDs (birthdays that do not match because they were assigned a new date of birth upon arrival, or preferred names can be different on various documents). Additionally, they may experience limitations in accessing documents. This is a huge systemic barrier for this population.

INDIVIDUALS WHO PRIMARILY RESIDE IN A RURAL AREA:

- Limited broadband access: The lack of existing broadband infrastructure, including fiber-optic cables, cell towers, and satellite systems, can make it difficult to provide high-speed internet access to rural and remote areas. This can result in slower internet speeds, limited connectivity, and decreased access to digital tools and resources. Additionally, the cost of building and maintaining broadband infrastructure in rural areas can be higher, which can result in higher costs for residents and fewer service providers willing to invest in the area.[65]

> "COVID happened, and with that, we quickly found the deficiencies in digital access and connection to the internet. Even though equipment was provided and towers were put up, towers quickly drained access."
>
> *– Utah Resident*[66]

- Affordability: Limited competition among internet service providers (ISPs) in rural areas can result in higher costs for internet service, making it less affordable for those with lower incomes.
- Limited digital literacy and skills: Rural residents may have less exposure to technology and fewer opportunities for digital training, which can result in lower levels of digital literacy and skills.
- Lack of access to digital resources and services: Rural areas may have limited access to digital resources such as online education, telehealth, and e-commerce, which can hinder their ability to participate in digital activities and access critical services.

[65] (Brookings Institution, 2022)
[66] Resident Feedback Project participant interview who self-identified as living in a rural area

- Reduced complementary public services and resources: In the most urban counties, residents in some areas can get a device, attend a class, and access support services through multiple organizations, often with extended hours in the evening or weekends. In rural Utah, a resident with the same level of need might have a limited window to pick up a device from a food pantry that is only open twice a month during the workday, in a location where the case managers are administering HEAT, Meals on Wheels, and homeless services too. Limited staffing means residents have a much harder time accessing the complementary services that go along with getting a device.
- Physical barriers: Rural areas may have limited access to transportation, which can make it difficult for residents to access technology and participate in digital activities outside of their homes.
- The cost of digital devices can be higher in rural areas due to limited competition among vendors, and this can make it difficult for residents to afford them. Furthermore, lack of access to stores or vendors that sell devices can increase the time and cost of purchasing and repairing devices for individuals in rural areas, making it more challenging for them to stay connected and engage in the digital world.

Challenges for Utah Regarding Implementation for Covered Populations

Utah faces challenges regarding the Digital Equity Act's "covered populations." Utah is committed to a comprehensive and inclusive approach that respects community input and meets state-specific needs. Despite the NTIA's current restrictions on expanding the list of covered populations, Utah recognizes the critical importance of digital equity for New Americans[67] and individuals experiencing homelessness. As such, Utah plans to serve these groups effectively within the framework of the existing categories, by placing New Americans in a subcategory of English Language Learners and individuals experiencing homelessness under the Individuals Living in Covered Households.

To navigate this issue and advocate for the inclusion of these vital communities, Utah will implement the following enhanced strategy:

- Data-Driven Advocacy and Service Provision: Utah will not only advocate for the inclusion of New Americans and Individuals Experiencing Homelessness but also actively serve and collect data on these groups. By integrating New Americans within the English Language Learners category and Individuals Experiencing Homelessness within the Individuals Living in Covered Households category, Utah intends to gather comprehensive data to underscore the necessity and impact of including these groups in digital equity efforts.
- Broad Coalition Building: Strengthen alliances with other states, territories, and stakeholders who recognize the importance of inclusivity in addressing digital inequity. This united effort will amplify the call for a more flexible approach to defining covered populations under the Digital Equity Act.

[67] This reflects a recommendation from the digital access plan created by the Utah Center for Economic Opportunity and Belonging: “It is imperative that New Americans have representation, access, and engagement opportunities in the Utah State Digital Equity and BEAD planning process.”

- Enhanced Public Awareness Campaigns: Deploy targeted awareness campaigns to shed light on the digital equity challenges faced by New Americans and individuals experiencing homelessness. By sharing compelling narratives and data from these subcategories, Utah aims to foster a broader understanding of the importance of digital access for all.
- Detailed Policy Proposals: Develop and propose nuanced policy recommendations that detail mechanisms for serving, monitoring, and reporting on the digital equity needs of New Americans and individuals experiencing homelessness within the existing framework. These recommendations will illustrate how specific interventions can address the unique challenges faced by these populations.
- Strategic Engagement with NTIA: Engage directly with the NTIA to present Utah's findings, recommendations, and the collected data on New Americans and Individuals Experiencing Homelessness. This dialogue will emphasize the state's proactive steps to serve these populations and the importance of acknowledging their needs in national digital equity efforts.
- Legislative Advocacy for Flexibility: Work closely with Utah's congressional delegation to seek legislative changes or greater flexibility in the Digital Equity Act's implementation, enabling the formal recognition and inclusion of these critical groups.

Through this strategic approach, Utah aims to not only comply with the current provisions of the Digital Equity Act but also to champion a more inclusive and effective implementation that reflects the unique needs and voices of its communities. By serving, collecting data, and reporting on New Americans and Individuals Experiencing Homelessness within designated subcategories, Utah will build a compelling case for their formal recognition and support in national digital equity initiatives.

2.4 Summary of Needs

The State of Utah is steadfast in its commitment to achieving digital equity for all its residents, acknowledging the pivotal role of digital access in facilitating economic mobility, enhancing education, improving health outcomes, fostering civic engagement, and ensuring the efficient delivery of essential services. In pursuit of this goal, the Utah Broadband Center (UBC) has embarked on an ambitious journey, guided by a comprehensive Needs Assessment as part of Utah's Statewide Digital Connectivity Plan. This plan shines a light on the pressing challenge of digital inequity in Utah, where over 61.4%[68] of the population falls within covered populations, indicating that a significant portion of residents are potentially facing formidable barriers to digital access. Identified critical intervention areas include improving affordability, enhancing access in rural and tribal areas, boosting digital literacy, raising cybersecurity awareness, and increasing device accessibility.

Need for Internet Connectivity

The data–which indicates that 4.3% of Utah households lack fixed broadband availability and 6.7% lack a computer or broadband subscription–supports the need for expanded affordable broadband programs and infrastructure investments in underserved areas. The reality in Utah underscores the widespread nature of digital inequity, with 15.6% of the population not using the internet and 27.5% not utilizing PCs or tablet computers, limiting residents' participation in distance learning, remote work, and civic engagement. The data from BroadbandNow.com highlights a significant access gap in internet coverage across various demographics in Utah, reflecting a digital divide that disproportionately affects certain groups.[69] While 91% of households have some form of internet access, a closer look reveals disparities: 29% of households earning less than $20,000 annually lack access, underscoring the critical role of affordability. The digital divide also varies by age, with 6% of adults over 65 without internet, pointing to potential gaps in digital literacy and accessibility for older populations. Notably, Utah's Tribal communities face the most considerable challenge, with 15% lacking internet access, indicating the need for targeted infrastructure and support initiatives in these communities. This overall access gap emphasizes the importance of developing comprehensive digital access strategies that address affordability, enhance digital literacy, and ensure the deployment of broadband infrastructure to underserved populations, ensuring no demographic is left behind in our rapidly advancing digital world.

Incorporating the latest Utah Internet Facts for 2024 into our understanding of the state's digital landscape provides a more nuanced view of the challenges and opportunities in achieving digital access. Utah's commendable 13th place ranking among states in BroadbandNow's

[68] NTIA Digital Equity Act Covered Population Viewer (https://mtgis-portal.geo.census.gov/arcgis/apps/webappviewer/index.html?id=c5e6cf675865464a90ff1573c5072b42)
[69] https://broadbandnow.com/Utah#providers-by-city

annual assessment of internet coverage, speed, and availability underscores a strong foundation. However, the revelation that 3.5% of residents lack access to wired or fixed wireless broadband capable of at least 25 Mbps download and 3 Mbps upload speeds highlights a persistent accessibility gap. More concerning is the affordability issue, with 70% of residents unable to access a wired broadband plan priced at $60/month or less, excluding promotions and government programs, which underscores the critical need for more affordable broadband solutions.

Furthermore, the fact that nearly half of the population does not have access to fiber-optic service, considered the gold standard for internet connectivity, points to significant room for improvement in infrastructure development. BroadbandNow provides a detailed breakdown of the types of Internet service providers (ISPs) in the United States, stating that there are currently 2,905 ISPs.[70] These include 846 DSL (Digital Subscriber Line) providers and 209 copper providers, which offer business T1/T3 connections among others . This information gives insight into the diversity of internet services available across the country, highlighting the variety of technologies ISPs use to deliver internet access to their customers.The importance of local searches by zip code to determine availability underscores the varied internet landscape across Utah's communities. These insights emphasize the importance of targeted actions to bridge these gaps, including investments in infrastructure to expand fiber-optic service coverage, initiatives to increase the affordability of broadband plans, and policies to enhance the overall internet accessibility for all Utah residents.

Moreover, the limitations posed by smartphones, which often lack adequate screen sizes or keyboards, further restrict the range of opportunities available, particularly for students. Despite initiatives by cellular providers and nonprofits to provide low-cost internet hotspot service, leveraging existing networks to enable internet access on larger devices such as tablets, laptops, and desktops, challenges persist.

Need for Accessible Digital Literacy Opportunities

The study "Examining Gaps in Digital Inclusion in Utah"[71] highlights the critical need for programs focused on building digital skills, revealing the lack of access to the internet and computers among various groups. This includes individuals from low-income backgrounds, immigrants, rural inhabitants, and racial/ethnic minorities. It underscores the importance of high-speed broadband and digital tools for employment, education, and accessing essential services. To bridge these divides, it is pivotal to launch digital literacy campaigns specifically designed to empower underserved communities with the competencies required for proficient use of digital platforms.

Data from the Connecting Utah Survey shows that a subset of respondents (4.79%) were uncertain about their internet connection type. This lack of awareness signifies a broader issue in digital literacy, as comprehending one’s internet service is a basic aspect of leveraging digital technologies effectively.

Comments from older participants in the Connecting Utah Survey brought to light their difficulties with online navigation, underscoring the demand for digital literacy programs tailored

[70] https://broadbandnow.com/All-Providers

[71] www.americanimmigrationcouncil.org/sites/default/files/examining_gaps_in_digital_inclusion_in_utah.pdf

to their needs. One participant expressed, “I want to use the internet for more things but find it hard to know where to start,” highlighting the urgent call for accessible digital literacy education.

Findings from Club Ability's Local Plan: A survey conducted among 534 individuals, with 96% (512) identifying as Hispanic/Latino, demonstrated a targeted effort towards the Latino community. A mere 14% of those surveyed were familiar with and understood the term STEM, revealing a considerable gap in knowledge and the necessity for STEM education in this community. There was a pronounced interest in digital skills and STEM learning, with recommendations for bilingual course offerings in Spanish and English. Concerns were raised about the potential implications of free courses on immigration status or their perceived quality. Given that 61% of the respondents predominantly speak Spanish, with an additional 35% being bilingual, the importance of multilingual educational programs is evident to effectively engage the Latino community in digital literacy and STEM learning.

The Utah Commission on Aging’s Digital Equity Plan describes a need for trusted mentoring to support older adults in navigating digital technologies. This mentoring can help bridge the gap in digital literacy, ensuring that older adults can use digital services and devices safely and effectively.

Need for Cybersecurity Resources and Support

In Utah, the urgency for enhanced online security education is becoming increasingly evident, especially among parents and senior citizens. The state's classification as the ninth most susceptible to cybercrime in the U.S., based on VPNPro's evaluation of FBI statistics, underscores the critical need for comprehensive cybersecurity training. The year 2022 saw 4,325 Utah residents fall victim to cybercrime, incurring an average financial loss of over $23,000 each, which cumulatively amounted to nearly $100 million. These statistics, along with the detailed account of various cybercrimes and their economic consequences in the FBI's 2022 Internet Crime Complaint Center (IC3) Report,[72] underscore the necessity for effective cybersecurity awareness programs tailored to address Utah's unique challenges.

Further emphasizing the need for such initiatives, the "2022 IC3 Elder Abuse Utah Annual Report" sheds light on the cybersecurity predicament facing the state's older population. This report found that individuals aged 60 and above constituted 741 victims, suffering total losses exceeding $27 million. The significant financial detriment experienced by this age group underlines the pressing need for cybersecurity awareness efforts specifically designed to safeguard them against the growing menace of sophisticated online scams. These findings should play a pivotal role in the development of strategies aimed at enhancing internet safety for Utah's elderly residents.

Within the Davis School District, the Local Plan has pinpointed Digital Fluency and Safety as a key area of need, with objectives focusing on elevating digital fluency and providing internet safety education, especially to those most at risk. These targeted goals are instrumental in fostering greater digital literacy and securing a safer online environment for the community.

Need for Accessible Devices

[72] https://www.ic3.gov/Media/PDF/AnnualReport/2022EFState/StateReport.aspx#?s=50

The critical role of device accessibility in achieving digital equity is prominently featured in various local plans and initiatives throughout Utah. These documents highlight the barriers many communities face, underscoring the necessity of focused interventions to overcome challenges related to affordability and digital literacy.

In Ogden, the local plan points out the financial hurdles in acquiring digital devices and internet access, especially for families living below 150% of the federal poverty level. This situation calls for targeted measures to enhance affordability and improve digital literacy among affected populations.

The local plan from the Guadalupe School draws attention to the lack of computer technology education among many families, which limits their ability to navigate online spaces and utilize computers effectively. This issue underscores the imperative for educational programs aimed at bolstering digital literacy skills.

Furthermore, the Navajo Nation Digital Equity Plan sheds light on the acute need for better access to digital devices and hardware, such as computers and tablets, within the community. The absence of these essential tools is pinpointed as a significant obstacle to digital equity, hindering the community's ability to take full advantage of high-speed internet offerings.

To bridge this gap, it is vital to launch initiatives that provide affordable or subsidized devices to those in need and to forge partnerships with organizations capable of donating or offering hardware at discounted rates. Additionally, enhancing awareness and proficiency in using digital technologies is crucial for closing the digital divide.

The plan from the Shivwits Band of Paiutes emphasizes the necessity for every household to have a connected device, acknowledging that a substantial number of homes are without the basic digital tools needed for internet connectivity.

The SLCC Digital Access Plan for People with Disabilities identifies several key needs for improving digital access for people with disabilities in Utah. These needs include addressing the lack of accessible digital content that adheres to Web Content Accessibility Guidelines, improving accessible technical support and training programs that consider the accessibility needs of people with disabilities, ensuring affordable access to assistive technology, and addressing the high cost of internet access which is compounded by income disparities associated with disability.

The primary barrier identified in The Utah Commission on Aging Digital Equity Plan is the affordable and reliable access to current devices and the ability to use these devices safely. This encompasses both the financial affordability of devices and services, and the user's capability to operate them effectively and securely.

In essence, promoting device accessibility is fundamental to advancing digital equity and ensuring comprehensive community participation in the digital realm. Initiatives focused on making digital tools more accessible, coupled with efforts to expand broadband infrastructure and enrich digital literacy, are integral to fostering an inclusive digital environment across Utah.

Need for Coordinated, Sustainable Community Programs

In Utah, as in many regions, there is a pressing need for coordinated, sustainable community efforts to address digital access disparities.

The Navajo Nation Digital Access Plan underscores the importance of aligning local and regional needs with the statewide vision for digital connectivity. This coordinated approach aims to understand and serve the underserved and unserved residents in San Juan County, Utah.

The Ogden local plan emphasizes the significance of building trust with covered populations and maintaining open communication with community partners. Engaging stakeholders and coordinating with community partners are identified as key strategies to compile and assess the effectiveness of digital access resources.

These insights from the Navajo Nation and Ogden local plan highlight the imperative for coordinated efforts to bridge the digital divide in Utah. This need arises from several factors:

- Diverse Population: Utah is home to individuals from various socio-economic backgrounds, ethnicities, and geographical locations. Coordinated efforts are essential to ensure that digital access initiatives are inclusive and accessible to all community members, regardless of their circumstances.
- Geographical Challenges: Utah's diverse geography, including urban areas, rural communities, and remote regions, presents unique challenges for digital access. Coordinated efforts are necessary to deploy infrastructure, resources, and services effectively across different geographical areas to ensure equitable access to high-speed internet and digital tools.
- Digital Divide: Disparities in digital access exist within Utah, with certain populations facing barriers to accessing and utilizing digital technologies. Coordinated community efforts are crucial to bridge this divide by addressing barriers such as affordability, digital literacy, and access to devices.
- Community Engagement: Engaging community stakeholders is vital for developing effective digital access initiatives. Coordinated efforts facilitate collaboration, resource sharing, and knowledge exchange among stakeholders, leading to more impactful and sustainable solutions.
- Sustainability: Sustainable digital access initiatives require long-term planning, investment, and commitment from various stakeholders. Coordinated efforts ensure that resources are allocated efficiently, programs are evaluated regularly, and strategies are adjusted to meet evolving community needs.

Addressing the digital access disparities in Utah necessitates coordinated, sustainable community efforts that encompass diverse populations, geographical challenges, the digital divide, community engagement, and long-term sustainability. Collaborative action and commitment are essential to ensuring equitable access to digital technologies for all Utahans.

2.4.1 Needs Assessment Methodology

The needs assessment conducted in Utah for identifying digital access needs, barriers, and opportunities was meticulously designed to integrate a comprehensive mix of quantitative and qualitative data sources. This strategy ensured a robust understanding of the state's digital landscape, emphasizing the collection of insights from the Connecting Utah Survey, stakeholder engagement activities, resident feedback, and analysis of 13 local plans. These components collectively informed the identification of priority needs, highlighted barriers, and facilitated the formulation of actionable recommendations.

Key components of this methodology included:

- **Data Collection:** Utilizing the Connecting Utah Survey, Utah Internet Speed Test, and feedback from local plan development grants, the assessment gathered both quantitative and qualitative data statewide.
- **Stakeholder Engagement:** Conducting workshops in all 29 Utah counties and consultations with Tribal Nations to gather localized insights and identify specific community needs.
- **Resident Feedback Project:** Capturing narratives from underrepresented groups to detail their unique challenges and perspectives on digital access.
- **Utah Digital Opportunity Network:** Facilitating collaboration among digital equity practitioners to share best practices and identify common barriers.
- **Aligning data with state and local plans:** Mapping initiatives that intersect with digital access needs. Analysis of 13 Local Plans: The local plans offered detailed insights into the specific digital access and infrastructure needs of different regions within Utah. These plans, developed by local governments or nonprofits, included quantitative and qualitative assessments of local broadband infrastructure, digital literacy levels, and community-specific challenges.
- **Examining Gaps in Digital Inclusion in Utah report:**[73] American Immigration Council overview of census data that highlights this digital access needs among New Americans.

The combination of survey data, insights from local plans, and qualitative feedback was pivotal in pinpointing the following priority needs and barriers

Affordability: Quantitative data from the Connecting Utah Survey, coupled with narratives in local plans about the economic challenges faced by households, underscored affordability as a primary barrier.

Access in Rural and Tribal Areas: Insights from the analysis of local plans, which documented gaps in broadband infrastructure, and stakeholder feedback highlighted access disparities as a significant issue.

Digital Literacy: The recurring theme in both local plans and qualitative feedback from community engagements emphasized a wide gap in digital skills, identifying digital literacy as a critical statewide need.

[73] "Examining Gaps in Digital Inclusion in Utah." (2022) American Immigration Council. https://www.americanimmigrationcouncil.org/sites/default/files/examining_gaps_in_digital_inclusion_in_utah.pdf

Cybersecurity Awareness: Concerns raised during stakeholder engagements about the risks of online activities pointed to a growing need for enhanced cybersecurity education and resources.

Device Accessibility: Evidence from the Connecting Utah Survey, along with stories collected through resident feedback, illuminated the pressing need for increased access to digital devices.

The process of data analysis, coding, and discussions with stakeholders played a critical role in informing the priority needs, identifying barriers, and shaping the recommendations for action in Utah's digital equity needs assessment. This multi-step approach ensured a thorough and nuanced understanding of the digital landscape across the state, facilitating the development of targeted strategies to enhance digital access and inclusion.

Data Analysis and Coding

Data Collection Integration: Initially, data were collected from various sources, including the Connecting Utah Survey, feedback from the 13 local plans, and qualitative inputs from stakeholder engagement and the Resident Feedback Project. This comprehensive data set encompassed both quantitative statistics (e.g., internet usage rates, affordability issues) and qualitative insights (e.g., personal narratives, community-specific challenges).

Coding Process: The next step involved a systematic coding process to organize and categorize the data. Quantitative data from surveys and local plans were analyzed for patterns and trends, such as common percentages of households without broadband access or the average cost barriers faced by residents. Qualitative data, including narratives from stakeholder workshops and resident feedback, were coded for recurring themes, such as concerns about digital literacy, access in rural areas, or cybersecurity.

Identification of Themes: Through coding, several key themes emerged as significant concerns across both quantitative and qualitative datasets. These themes included affordability, access disparities, digital literacy gaps, cybersecurity awareness, and device accessibility. Coding allowed for the aggregation of data points and narratives into coherent categories that clearly outlined the state’s digital equity challenges.

Stakeholder Discussions: Engagement Workshops and Consultations: Stakeholder discussions took place through workshops in all 29 Utah counties, consultations with Tribal Nations, and through the Utah Digital Opportunity Network. These discussions provided platforms for diverse voices to be heard, from policymakers and digital equity practitioners to residents from underrepresented communities.

Feedback Integration: The insights gained from these discussions were invaluable for understanding the context behind the quantitative data and for adding depth to the qualitative narratives. Stakeholders often provided specific examples of how digital inequities affected their communities, offered feedback on preliminary findings from the data analysis, and suggested areas for further investigation or action.

Consensus Building: Through iterative discussions, stakeholders contributed to refining the priority needs and barriers identified through data analysis. These conversations also facilitated consensus around actionable recommendations, ensuring that proposed strategies were grounded in the lived experiences and needs of Utah residents.

Formulation of Recommendations

Synthesizing Data and Insights: The integration of coded data and stakeholder feedback informed a nuanced understanding of priority needs and barriers. This synthesis was critical for ensuring that recommendations were evidence-based and aligned with the specific challenges identified through the assessment process.

Actionable Strategies: Recommendations were then developed to address the identified themes, with strategies tailored to overcome affordability barriers, improve access in rural and tribal areas, enhance digital literacy, increase cybersecurity awareness, and ensure device accessibility. These recommendations were informed by a combination of statistical evidence, qualitative narratives, and the practical insights shared by stakeholders.

Feedback Loop: Preliminary recommendations were presented back to stakeholders for feedback, ensuring that the proposed actions were feasible, relevant, and likely to be effective. This feedback loop helped refine the recommendations into actionable strategies that were both ambitious and achievable, with a clear understanding of how they could be implemented within Utah's unique digital landscape.

This methodical approach of data analysis, coding, stakeholder discussions, and iterative feedback ensured that the needs assessment was comprehensive, inclusive, and directly informed by the people it aimed to serve. By grounding the assessment in both data and community insights, Utah's digital equity initiatives are better positioned to make meaningful progress in bridging the digital divide.

These findings from the Connecting Utah Survey, analysis of local plans, and stakeholder feedback underscore the targeted areas for intervention, ensuring that the strategies developed are grounded in comprehensive data and reflect the nuanced needs of Utah's diverse communities. This approach guarantees that recommendations are not only evidence-based but also tailored to effectively address the specific challenges of digital access and inclusion across the state.

Identified Priority Statewide Digital Access Needs:

1. **Affordability:** High costs associated with digital services and equipment have been identified as the primary barrier to digital access, necessitating targeted affordability programs and cost reduction strategies.
2. **Access in Rural and Tribal Areas**: Significant disparities in broadband access and quality in these areas call for infrastructure improvements and targeted interventions.
3. **Digital Literacy:** A statewide gap in digital skills across various demographics underscores the need for comprehensive training and education programs.
4. **Cybersecurity Awareness:** Increasing concerns over online safety highlight the necessity for enhanced education and resources focused on cybersecurity.
5. **Device Accessibility:** The lack of access to essential digital devices points to a critical need for programs aimed at increasing technology availability.

2.4.2 Covered Populations

In addressing the nuanced landscape of digital equity within Utah, the data breakdown by covered populations presents a compelling case for prioritizing and tailoring interventions to meet the diverse needs of its residents. With 16.3%[74] of Utah's population residing in underserved rural areas and another 13.0% contending with language barriers, the imperative for strategic, focused action is clear. These statistics not only highlight the critical need for infrastructure improvements in rural communities to ensure reliable digital access but also underscore the importance of implementing bilingual digital literacy programs aimed at overcoming language obstacles.

With 15.6% of Utah's population not using the internet and 27.5% not using a PC or tablet computer, the need for enhanced digital literacy training and increased device accessibility, especially for aging individuals (16.2%) and those with disabilities (9.6%) is critical.

The increasing participation in Advanced Placement (AP) Computer Science exams in Utah reflects a growing interest and emphasis on computer science education—a cornerstone for developing critical skills necessary for the modern workforce. As demonstrated by Utah's Internet Facts in 2024, while there is a strong infrastructure with 96.5% of residents having access to wired or fixed wireless broadband, this contrasts with the fact that a significant number of Utah students, particularly those from underrepresented groups, face challenges in participating in computer science education at the high school level.

From the AP Computer Science Exams Over Time chart,[75] we observe a positive trend in the number of exams taken, with a notable increase in participation among female students in recent years. However, the data also reveals disparities in access to computer science education by race/ethnicity. For instance, while White students make up the majority of exam takers, there is a disproportionately lower representation of Hispanic/Latino, Black/African American, and Native American/Alaskan students—groups that historically have less access to educational resources, including high-speed internet, necessary for such courses.

This data is crucial for understanding the demographic nuances of digital access and computer science education in Utah. Efforts must be focused not only on expanding broadband access but also on ensuring that all students, regardless of their demographic background, have equitable access to high-quality computer science education. This includes targeted support such as scholarships, after-school programs, and mentorship opportunities to encourage and enable students from underrepresented communities to pursue and excel in computer science.

The intersection of internet accessibility and education in Utah highlights the importance of a multifaceted approach to digital equity—one that addresses not just the physical infrastructure of internet connectivity but also the accessibility of educational resources that can leverage that infrastructure for the benefit of all students across the state.

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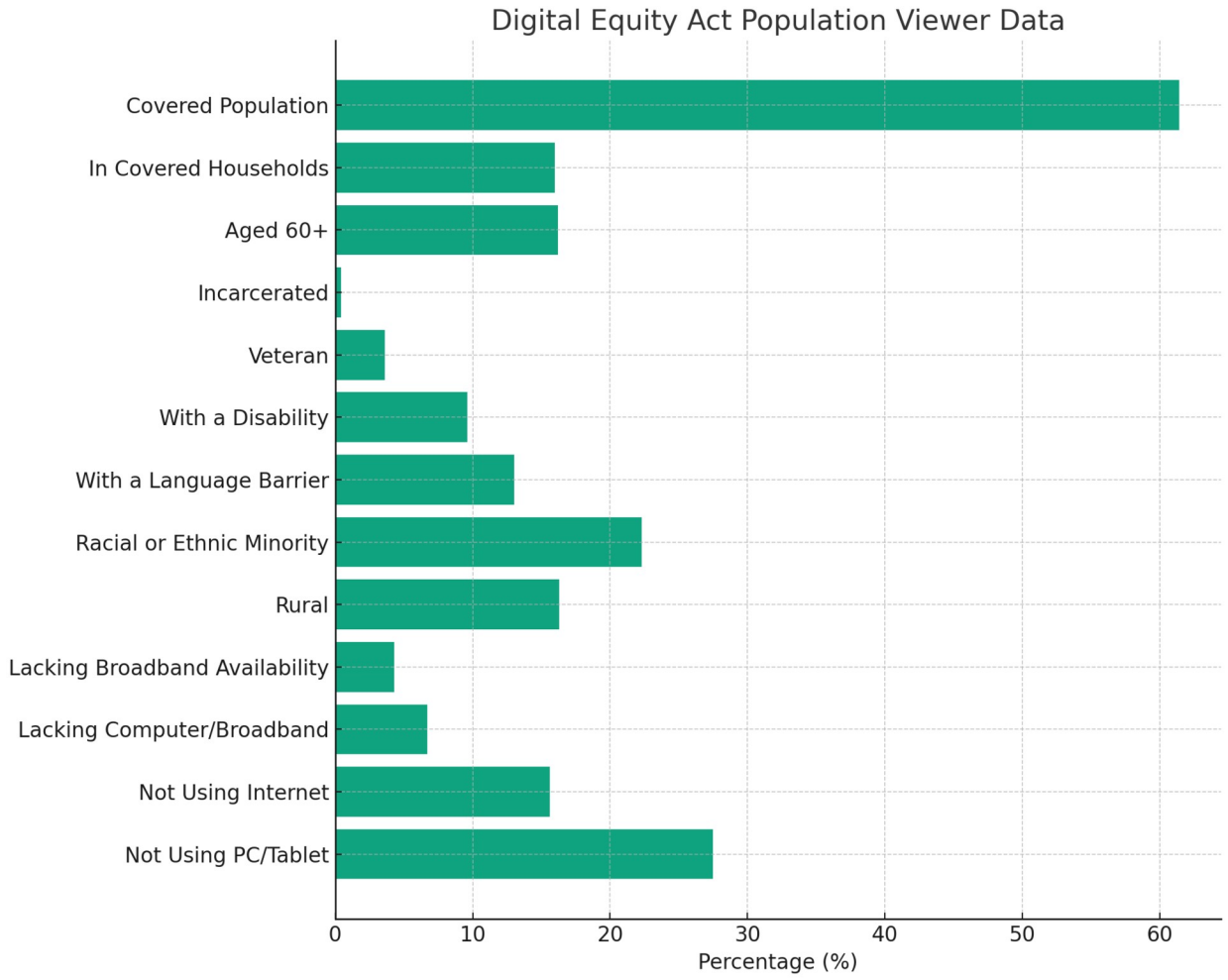
74 https://mtgis-portal.geo.census.gov/arcgis/apps/webappviewer/index.html?id=c5e6cf675865464a90ff1573c5072b42

75 https://advocacy.code.org/stateofcs/data

This section of the needs assessment delves into the specific challenges faced by these covered populations, proposing targeted interventions that align with our commitment to fostering digital equity. By addressing these areas, we aim to significantly reduce the barriers to digital inclusion, ensuring that every Utahn, irrespective of their location or language proficiency, has the opportunity to thrive in our increasingly digital world.



Identified Needs Specific to Covered Populations:[76]

[76] Information provided from the U.S. Census Bureau and National Telecommunications and Information Administration regarding the Digital Equity Act Population Viewer. Total Population: 3,205,958. Total Covered Population: 1,969,000, which is 61.4% of the total population. The breakdown of the covered population includes: In covered households: 16.0%. Aged 60 or over: 16.2%. Incarcerated: 0.4%. Veteran: 3.6%. With a disability: 9.6%. With a language barrier: 13.0%, which further breaks down into: English learners: 4.6%. Low literacy: 14.5%. Racial or ethnic minority: 22.3%. Rural: 16.3%.
Other key statistics related to digital equity include: Population in households lacking fixed broadband availability: 4.3%. Population in households lacking computer or broadband subscription: 6.7%. Population not using the internet: 15.6%. Population not using a PC or tablet computer: 27.5%. These statistics provide insights into the digital divide, highlighting the portions of the population that are most

- **Individuals with Disabilities:** The assessment identifies the need for affordable, adaptable technology solutions and inclusivity in digital design. Objectives 2.d, 3.c
- **Aging Individuals:** Tailored digital navigation programs could significantly benefit this group, addressing challenges with website navigation and digital literacy. Objectives 1.d, 2.c
- **Veterans:** Beyond digital access, veterans in Utah require comprehensive support for career transitions, combating societal stigmas, and accessing mental health resources that are often accessed online. Objectives 1.e, 2.c
- **Individuals with a Language Barrier including English language learners:** Bilingual support and digital literacy resources are crucial for New Americans and non-English speakers to navigate digital and language barriers effectively. Objectives 1.b, 1.c,
- **Racial or Ethnic Minority Groups:** Culturally sensitive digital literacy training and outreach are essential for ensuring resources are accessible to diverse communities. Objectives 1.c, 1.c, 1.c, 2.b
- **Rural Area Residents:** Infrastructure enhancements and mobile internet solutions are recommended to address the digital divide in Utah's rural areas. Objectives 1.d, 2.a, 2.d, 3.c
- **Individuals that Live in Covered Households:** Promoting participation in targeted subsidies and encouraging a community of practice among ISPs and digital inclusion practitioners are key strategies. Objectives 2.b, 2.e, 3.a, 3.b, 3.c
- **Incarcerated and Formerly Incarcerated Individuals:** Enhanced pre-release training programs that include digital literacy and job training are critical for improving reentry outcomes. Objectives 1.c, 1.e

Covered populations needs by economic and workforce development, education, health, civic and social engagement, and delivery of other essential services: UBC categorized the needs of covered populations in Utah under the themes of economic and workforce development, education, health, civic and social engagement, and delivery of other essential services. It is crucial to identify specific challenges and requirements within each area. This approach ensures targeted strategies that address the multifaceted aspects of digital equity. The top needs identified per category are as follows:

- **Economic and Workforce Development**
    - Individuals with Disabilities: Need for accessible job training programs and employment opportunities that accommodate diverse abilities for the 9.6%[77] of Utah's residents with disabilities. Objective 1.e
    - Veterans: Support for transitioning into civilian employment, including digital skills training tailored to their experiences and career aspirations. Objective 1.e

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underserved in terms of digital equity. This information is crucial for policy-making, resource allocation, and the development of programs aimed at increasing digital inclusion and access. https://mtgis-portal.geo.census.gov/arcgis/apps/webappviewer/index.html?id=c5e6cf675865464a90ff1573c5072b42

[77] https://mtgis-portal.geo.census.gov/arcgis/apps/webappviewer/index.html?id=c5e6cf675865464a90ff1573c5072b42

    - Rural Area Residents: Creation of remote work opportunities through improved broadband access, reducing economic disparities between urban and rural areas. Objective 2.a
- **Education**
    - Aging Individuals: Programs on digital literacy that cater to older adults, enabling lifelong learning and engagement with modern technology. Objective 1.b
    - Individuals with a Language Barrier: Development of bilingual and multilingual educational resources to support English language learners and those with low literacy in navigating digital platforms (13% of Utah Residents). Objective 1.d
    - Children and Youth from Low-Income Families: Ensuring equitable access to digital devices and internet for online learning, addressing the homework gap. Objectives 1.c, 1.d, 3.a, 3.b, 3.c
- **Health**
    - Individuals with Disabilities: Enhancing telehealth services with accessible features, ensuring all individuals can receive healthcare services remotely. Objectives 2.d, 3.a
    - Aging Individuals: Programs to educate older adults on using telehealth services, focusing on ease of use to encourage adoption. Objectives 1.d, 2.d, 3.c
    - Rural Area Residents: Expanding telehealth services to rural areas where healthcare facilities may be limited, improving access to medical consultations and health monitoring for 16.3% of the population. Objectives 1.d, 2.d, 3.c
- **Civic and Social Engagement**
    - Veterans: Platforms that facilitate veterans' participation in civic activities, acknowledging their contributions and integrating their perspectives into community planning. Objective 2.d
    - Racial or Ethnic Minority Groups: Ensuring digital platforms for civic engagement are inclusive and culturally sensitive, promoting active participation from diverse community members. Objective 2.d
    - Individuals with Disabilities: Developing accessible digital government services, allowing full participation in public consultations, voting, and access to government resources. Objective 2.d
- **Delivery of Other Essential Services**
    - Covered Households: Streamlining access to social services through digital platforms for households at or below 150% of the federal poverty level, including digital literacy support to navigate these services. Objectives 2.b; 2.e
    - Incarcerated and Formerly Incarcerated Individuals: Providing digital literacy and access to essential services as part of reentry programs, supporting a smoother transition back into society. Objectives 1.c; 1.e
    - New Americans and Non-English Speakers: Offering multilingual support on digital platforms that deliver essential services, ensuring that language barriers do not impede access to necessary resources.

By categorizing the needs of covered populations under these themes, it becomes clear that addressing digital equity requires a comprehensive and nuanced approach. Each population faces unique challenges that intersect across different aspects of life, from employment and education to healthcare, civic participation, and access to essential services. Tailored strategies

that consider these diverse needs are essential for fostering inclusive digital environments where all Utah residents can thrive.

Intersectionality of Covered Populations:

In Utah, the intersectionality of identified populations—individuals with disabilities, aging individuals, veterans, those facing language barriers, racial or ethnic minorities, rural residents, economically disadvantaged households, and incarcerated or formerly incarcerated individuals—amplifies digital equity challenges. These overlapping identities compound barriers, making a one-size-fits-all solution ineffective. Addressing these needs requires Utah to adopt multifaceted, inclusive strategies that acknowledge and tailor to the complex realities of each group, ensuring solutions are as diverse as the populations they aim to serve, thereby enhancing accessibility, affordability, and digital literacy across the board.

To effectively address the intersectionality of the eight identified populations in Utah while streamlining efforts and creating adaptable programs, a holistic yet modular approach is key. This involves developing a core set of digital equity programs that include foundational elements such as digital literacy, access to technology, and affordable connectivity. Each program would then feature customizable modules tailored to the unique needs and challenges of each community, allowing for flexibility in implementation to effectively intersect solutions for the identified populations in Utah. A specific example includes creating a digital literacy curriculum that incorporates modules for language learners, veterans, and aging individuals, each with tailored content for their needs. Another example is a technology access program that offers adaptive devices for individuals with disabilities, alongside training for veterans on using technology for career advancement and mental health resources. Additionally, deploying mobile internet access units in rural areas can support both rural residents and low-income households, demonstrating how solutions can be shared yet adapted to meet diverse community needs.

Collaboration with community organizations, leveraging existing resources, and ongoing feedback mechanisms can ensure programs are both efficient and responsive to the diverse needs of Utah's populations. This approach maximizes resource utilization and ensures that while efforts are streamlined, they remain deeply impactful and relevant to each community's specific circumstances.

2.4.3 Recommendations for Action

1. **Expand Affordable Broadband Programs:** Implementing and promoting affordability programs to reduce the cost barrier for digital services and equipment. Goal 2, Goal 3
2. **Enhance Digital Literacy Training:** Developing comprehensive digital literacy programs tailored to the specific needs of Utah's diverse populations. Goal 1
3. **Increase Digital Navigators:** Expanding the network of digital navigators to provide personalized support and guidance on digital access issues. Goal 1
4. **Strengthen Infrastructure in Rural and Tribal Areas:** Investing in infrastructure improvements to ensure reliable and high-quality broadband access in underserved regions. Goal 2

5. **Leverage Public-Private Partnerships:** Engaging in collaborations with private sector partners to develop innovative solutions for device accessibility and internet safety. Goal 4

The Need for Data:

The advancement of Utah's digital access ecosystem critically hinges on comprehensive data collection and analysis. This approach is pivotal for several reasons, each underscoring the necessity to embed evidence-based decision-making at the core of digital equity efforts. The following outlines why a robust framework for data collection and analysis is indispensable for propelling Utah's digital access forward:

- **Identifying Gaps and Prioritizing Needs:** Utah's diverse geography and demographics present unique challenges in digital access. Comprehensive data collection allows for the precise identification of digital divide gaps—be it in rural, urban, tribal lands, or among specific populations like the elderly, low-income households, veterans, and non-English speakers. By understanding where the most significant disparities lie, resources can be allocated efficiently, and interventions can be prioritized to address the most pressing needs first.
- **Tailoring Solutions to Diverse Populations:** One-size-fits-all solutions are often inadequate in addressing the nuanced challenges faced by different groups within the state. Detailed data collection and analysis enable the development of customized programs that cater to the specific needs of each population segment, enhancing the effectiveness of digital literacy programs, broadband expansion efforts, and access to digital tools and resources.
- **Measuring Impact and Adjusting Strategies:** To ensure that digital equity initiatives are achieving their intended outcomes, ongoing data collection and analysis are crucial. This not only provides a baseline against which to measure progress but also offers insights into the effectiveness of various strategies. Continuous evaluation allows for real-time adjustments to be made, ensuring that programs remain responsive to changing needs and are aligned with achieving the highest impact.
- **Informing Policy and Advocacy Efforts:** Robust data serves as a powerful tool in policy-making and advocacy. Armed with concrete evidence of the digital divide's scope and its impacts, decision-makers are better positioned to enact policies that promote digital equity. Additionally, data-driven arguments can mobilize public and private sector support for necessary investments in broadband infrastructure, digital literacy, and access initiatives.
- **Encouraging Collaboration and Partnership:** Comprehensive data collection and analysis can reveal opportunities for collaboration among stakeholders, including government agencies, private sector entities, educational institutions, and non-profit organizations. By sharing data and insights, these entities can coordinate efforts, leverage resources, and avoid duplication of services, leading to a more cohesive and effective approach to eliminating digital disparities.
- **Future-Proofing the Digital Ecosystem:** As technology evolves, so too will the needs of Utah's residents. Continuous data collection and analysis ensure that the state's digital access ecosystem can adapt to future challenges. This foresight allows for the

anticipation of trends and the proactive development of initiatives that keep pace with technological advancements, ensuring that all Utahns can benefit from digital progress.

Comprehensive data collection and analysis are foundational to advancing Utah's digital access ecosystem. By providing a detailed understanding of current challenges, enabling the tailoring of interventions, facilitating the measurement of progress, informing policy, encouraging collaboration, and allowing for future adaptability, data-driven approaches ensure that digital equity efforts are effective, efficient, and equitable. As Utah continues to navigate the complexities of the digital age, the commitment to evidence-based strategies will be critical in ensuring that no resident is left behind in the digital divide.

Continuous Data Collection:

To effectively measure the plan's success across identified digital equity outcomes, UBC plans to implement a comprehensive data collection strategy aligned with measurable objectives. This includes:

- **Surveys:** Conducting initial and final surveys to gather detailed data from participants, informing planning and evaluating the project's impact.
- **Check-ins and Online Polls:** Utilizing implementation check-ins during online meetings and polls to get real-time feedback on resource and strategy utilization.
- **Participant Sharing and Web Postings:** Encouraging participants to share their experiences and post examples of digital equity strategies in action.
- **Reflections and Artifacts:** Facilitating opportunities for participants to reflect on their practices and share artifacts that provide evidence of shifts in practice.
- **Success Stories and Summary Reports:** Collecting and sharing success stories to illustrate the impact of the Digital Connectivity Plan and compiling summary reports to document goals, results, and key components of the project.

Utah's approach emphasizes the importance of ongoing feedback, community engagement, and adaptability in addressing the digital divide. By focusing on the primary barriers of affordability, availability, and digital literacy, and employing a comprehensive strategy for data collection and sharing results, Utah aims to significantly improve digital equity across the state.

Conclusion

The Needs Assessment for Utah's Statewide Digital Equity Plan outlines a clear path forward to addressing the critical barriers to digital equity identified across the state. By focusing on affordability, access, literacy, cybersecurity, and device accessibility, and tailoring interventions to the specific needs of covered populations, Utah can make significant strides toward achieving digital equity for all its residents. Implementing the recommended actions will require a coordinated effort among state agencies, local communities, private sector partners, and digital equity practitioners, ensuring that the benefits of the digital age are accessible to everyone in Utah.

3

Implementation Plan

3.1 Target Projects

Based on the barriers facing Utahns and the pressing needs identified, the following projects have been identified as high priorities to achieve a digitally connected Utah.

Projects are organized according to the strategic goal they address. Each of the four strategic goals is presented first, followed by the specific measurable objectives the Utah Broadband Center intends to achieve with the funding provided by the Digital Equity Act. Finally, under each objective is a table with the Key Performance Indicators (KPIs), a summary of the multiple data points which will be used to measure progress toward that objective. Each table also contains information about covered populations which will be impacted by the objective and the data which informed the creation of that objective as necessary. For a closer look at research methods and data collection procedures for statistics and measurements relevant to each objective, please see **Appendix H: Research Plan.**

For a more digestible view of the work ahead, consult **The Roadmap: Utah's Path Forward**.[78] It provides a quick, visual summary of the objectives and actions outlined in this section, all with a condensed, icon-based layout.

[78] https://www.connectingutah.com/digital-connectivity-plan

Goal 1

Train Utah residents for digital independence and economic mobility

3.1.1

Goal 1	Train Utah residents for digital independence and economic mobility
1.A	Conduct an assessment of the current level of digital independence among Utah residents, considering factors such as access to technology, digital literacy skills, and utilization of online resources.
1.B	Connect digital access practitioners (i.e. trainers) with professional development and skill-building opportunities for creating and implementing effective digital access programs, with a focus on immediate application and contribution to a Connected Utah.
1.C	Create multiple pathways for digital independence through flexible programs that fit the diverse needs of Utah residents.
1.D	Ensure capacity for high quality digital access program delivery by building a statewide network of digital navigators.
1.E	Connect residents with digital skill-building opportunities to contribute to a strong Utah workforce that is competitive in today's changing economy.

Measurable Objectives

Objective 1.A	**Conduct an assessment of the current level of digital independence among Utah residents, considering factors such as access to technology, digital literacy skills, and utilization of online resources.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Create Utah digital literacy index criteria as part of the Utah Digital Opportunity Index and determine baseline	Utah Digital Opportunity Index - digital literacy component Baseline: 0	Increase the digital literacy component of the Utah Digital Opportunity Index by 5%	Sustain the growth achieved in the three-year measurement period, maintaining a steady increase.	Utah Digital Opportunity Index - digital literacy component
Covered Populations Served: All Covered Populations				
Determination of Need: The study "Examining Gaps in Digital Inclusion in Utah" revealed significant lack of access to the internet and computers among various groups, emphasizing the importance of high-speed broadband and digital tools for employment, education, and accessing essential services .				

Notes:

- More information about the Utah Digital Opportunity Index and complete proposed metrics can be found in the following section, **Implementation Strategies.**

Objective 1.B	**Connect digital access practitioners (i.e. trainers) with professional development and skill-building opportunities for creating and implementing effective digital access programs, with a focus on immediate application and contribution to a Connected Utah.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Annual increase in practitioner professional development opportunities and participation numbers.	Number of available digital access specific professional development programs and resources.	Expand the number of available professional development programs and resources by at least 50% to	Sustain the growth achieved in the three-year measurement period, maintaining a steady increase in participation.	Annual program report Utah Digital Opportunity Network (UDON)

Data collection: Number of programs, partnerships and participants tracked by both covered population and geographic location at the regional AOG[79] level.	Baseline: TBD, an inventory will complete in phase 1 --- Number of practitioners utilizing professional development to provide programs in communities or geographies of covered populations Baseline: TBD, an inventory will complete in phase 1	meet growing demand. --- At least 100 practitioners have received professional development to offer effective digital access programs. --- Practitioners are statistically representative of covered populations, measured by demography and geography they serve.	--- Programs are self sustaining and integrated organizations and agencies.	Sourced from asset inventory, attendance logs and annual digital access practitioner survey Implement feedback mechanism to inform continuous improvement
Covered Populations Served: All Covered Populations; Individuals with a Language Barrier including English language learners and those with low literacy; Racial or Ethnic Minority Groups				
Determination of Need: The needs assessment mentions the critical need for programs focused on building digital skills, particularly among underserved communities, highlighting the necessity for digital literacy campaigns and professional training opportunities .				

Notes:

- Create a fellowship program similar to the NTEN Digital Inclusion Fellowship to stimulate an increase in digital access practitioners and workforce across all sectors serving all Utah residents, where participants receive training, work towards professional certifications, develop shared visions and goals, and connect with a professional network.
    - Encourage direct service organizations in every sector to support employees participating in this fellowship. This includes education, private industry, nonprofits, libraries, veterans services, state agencies, and more.
    - Through professional development, assist fellows in identifying digital access as something already present in their organization's mission, or in defining digital access as a new priority.

[79] AOG means Association of Governments, a regional body which convenes multiple county and city governments for planning purposes and provision of services. AOGs provide many of the data points listed in this plan's measurable objectives.

  - Participants' sponsoring organizations will receive stipends to support their digital access activities. Organizations will apply for the program on behalf of their participating employee(s).
  - In an effort to equitably represent the needs of covered populations in funds distribution, UBC will prioritize applications from organizations with expertise in serving covered populations.
- Encourage students, early career professionals, and others to look towards digital navigator roles as emerging job opportunities.

Objective 1.C	**Create multiple pathways for digital independence through flexible programs that fit the diverse needs of Utah residents.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Establish a baseline score or index reflecting the overall digital independence level of the state, measured by both covered population and geographic location at the regional AOG level	Continuously evaluate and adapt digital access programs to ensure they remain flexible and responsive to evolving needs, resulting in a continued upward trend in the Utah Digital Opportunity Index Baseline: 0	Increase the Utah Digital Opportunity Index - digital literacy data by 5 points compared to the baseline. Expand the reach and accessibility of flexible digital access programs to a broader demographic, targeting covered populations	Achieve a sustained increase in the Utah Digital Opportunity Index - digital literacy component, surpassing the initial 5 point three-year target and reflecting a significant improvement in overall digital independence across the state. Exact amount TBD upon identifying three-year success.	Utah Digital Opportunity Index - digital literacy component Implement feedback mechanism to inform continuous improvement
Covered Populations Served: All Covered Populations; Incarcerated and Formerly Incarcerated Individuals; Racial or Ethnic Minority Groups				
Determination of Need: Club Ability's Local Plan survey among the Hispanic/Latino community indicated a considerable gap in STEM knowledge and a pronounced interest in digital skills, suggesting the need for bilingual educational programs to effectively engage communities in digital literacy and STEM learning .				

Notes:

- Ensure there are resources available for residents to learn all the basic digital skills necessary for navigating the modern world.
    - Encourage programs to start with approachable basics for individuals without any prior computer experience.
    - Prioritize support for programs which also include basic online safety tips and cybersecurity resources so residents can feel confident and safe navigating the internet.
    - Recognize digital connectivity as a social determinant of health and a key factor in keeping Utah's population independent and healthy, an outcome in alignment with other state agencies.
    - Expand use of existing tools like Digital Respons-Ability to encourage the building of healthy technology habits and digital citizenship for whole-life wellness.
    - Use information literacy and media literacy materials already available through libraries to help Utahns think critically about online content and discover reliable information, and support library professionals in the creation of new materials.
    - Ensure social media is a positive factor in the lives of Utahns by helping individuals make informed choices and develop habits which maximize its social benefits and minimize its harmful effects on children.
    - Ensure people can access telehealth and other critical services which contribute to quality of life and community satisfaction.
- Support economic skill development, the next step to digital independence and economic mobility for Utahns.
    - Share the benefits of remote learning, remote working, online businesses, and more options with Utah residents.
    - Show residents that remote work opportunities present pathways for economic mobility without leaving Utah's rural communities.

Objective 1.D	**Ensure capacity for high quality digital access program delivery by building a statewide network of digital navigators.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Digital navigator network expansion across the state, measured by both covered population and geographic location at the regional AOG level	Annual inventory of # of digital navigators currently trained and operational across the state. Baseline: TBD, an inventory will	Increase the number of digital navigators in the statewide network by 150% compared to the baseline Expand	Achieve 100% statewide coverage with digital navigators available in every region or community	Annual program report Utah Digital Opportunity Network (UDON) Sourced from UDON asset inventory

	complete in phase 1 --- Geographic coverage area of the existing digital navigator network. Baseline: TBD, an inventory will complete in phase 1	geographic coverage to reach 30% more regions and communities		
Covered Populations Served: All Covered Populations, Aging Individuals; Individuals with a Language Barrier including English language learners and those with low literacy; Incarcerated and Formerly Incarcerated Individuals				
Determination of Need: Research shows[80] that the presence of digital navigators is one of the biggest factors in whether digital access programs such as internet affordability and device adoption successfully reach their target populations. Most geographic regions in Utah lack digital navigators outside limited hours at distant locations. This must be addressed with a statewide network in order to achieve the subsequent goals as well.				

Notes:

- Create a digital navigator training program with statewide cross-sector availability.
    - Provide funding for its development and implementation to any interested organization or individual in Utah.
    - Rely on organizations with proven success implementing past or ongoing digital navigator programming to create the training program and materials.
    - Within the training, identify and highlight opportunities to design flexible programs which meet specific needs for local communities, including the nine covered populations.
    - Offer practitioner training events on a regular basis in accessible locations around the state, possibly including virtually.
- Work with UServe Utah to create a short term digital navigator corps relying on Utah's volunteerism spirit.
    - Include school districts in this effort and empower high school students to take part in the volunteer corps.
    - Identify successful and sustainable programs to use as a model for new efforts.
    - Prioritize programs in previously unserved areas where residents have not had access to these services, especially rural areas.

80 https://itif.org/publications/2023/05/01/the-digital-inclusion-outlook-what-it-looks-like-and-where-its-lacking/

- Work with Utah System of Higher Education (USHE) to formalize educational benefits for digital navigators or comparable positions.
    - Design paid internships, externships, and 'returnships' where individuals are trained as digital navigators and provide direct service through a community organization.
    - Collaborate with professional associations, labor groups, and professional licensing or accreditation authorities to allow training and service as a digital navigator to count towards required continuing education credits or practicum experience.
    - Align with K-12 organizations to encourage high school students to participate in digital navigator training programs and public services for high school or concurrent enrollment credit.
- Support the expansion of existing and creation of new digital skillbuilding and digital navigator programs at community centers, senior services centers, schools, libraries, and veterans centers.
    - Assess metrics already in use by direct service organizations to find trends in strategies or program design which show the greatest implementation success.
    - Provide support to those organizations to create reports or guiding documents on key features of their programs for use by the wider community of practice.
    - Ensure that organizations create programs which are not one-and-done; encourage periodic follow up contact, Q&A sessions, and the creation of peer groups.
    - To increase sustainability, prioritize projects with cost sharing plans, and enable multi-year grants for organizations with a local match who can document success.

Objective 1.E	**Connect residents with digital skill-building opportunities to contribute to a strong Utah workforce that is competitive in today's changing economy.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Annual increase in accessible digital skill-building opportunities and participation numbers across all industries and workplaces Data collection: Number of programs,	Number of available professional development programs and resources specifically for digital skills in the state Baseline: 0 (baseline will be developed upon	Expand the number of available basic digital skill-building programs and resources by 30% to meet growing demand within the workforce	Sustain the growth achieved in the three-year measurement period, maintaining a steady increase in participation of 5% per year Programs based on partnerships	Annual program report Utah Digital Opportunity Network (UDON) Sourced from asset inventory, attendance logs and annual practitioner

partnerships and participants tracked by both covered population and geographic location at the regional AOG level	completion of Phase 1) Measure demographic and geographic distribution of participants to ensure covered populations have access to quality resources Baseline: 0 (baseline will be developed upon completion of Phase 1)	Increase in partnerships with additional organizations to further enhance the range of digital skill-building opportunities available to covered populations	are self sustaining and integrated in organizations and agencies	survey Implement feedback mechanism to inform continuous improvement
Covered Populations Served: All Covered Populations, Veterans, Incarcerated and Formerly Incarcerated Individuals				
Determination of Need: The Davis School District's Local Plan identified digital fluency and safety as key areas of need, with objectives focusing on elevating digital fluency and providing internet safety education to better prepare students to enter the workforce, a need echoed by districts across the state.				

Notes:

- Work with state agencies and industry partners to ensure job upskilling programs include the digital skills needed for tomorrow's jobs.
    - Use existing metrics and forecasts for future job opportunities, including growth and change as a result of artificial intelligence and automation.
    - Increase entry level digital literacy classes for those who lack basic internet skills to participate in job training programs
- Support the outreach efforts of state and local agencies and institutions of higher education and uplift job training programs already in place around the state.
    - Look beyond state agencies to utilize local workforce resources, nonprofits, and others already making community impacts in this area.
    - Provide training resources, tech assistance and facilitate collaboration for Utah’s growing group of digital inclusion practitioners.
- For people seeking advanced digital, tech, or IT skills, highlight affordable and practical courses and educational resources.
    - Resources and training opportunities may include technical education, Salt Lake Community College, massive open online courses (MOOCs), and continuing education programs.

Goal 2

Connect every Utahn affordably, accessibly, and safely

3.1.2

Goal 2	Connect every Utahn affordably, accessibly, and safely
2.A	Secure at least 100/20 Mbps broadband access for all Utah residents at home.
2.B	Amplify outreach efforts to inform communities about affordable internet options, and establish coordinated ongoing outreach.
2.C	Encourage basic cybersecurity awareness and use of protective measures among residents of all ages to protect Utahns online.
2.D	Prioritize the online accessibility of public services and resources, and support alternative methods of access.
2.E	Support coordination between ISPs, state agencies, Tribal nations, private foundations and community-based organizations to increase adoption.

Measurable Objectives

Objective 2.A	**Secure at least 100/20 Mbps broadband access for all Utah residents at home.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Reduce locations without access to 100/20 broadband (includes all covered populations) --- Percentage of rural residents	Baseline: Statewide: 11.2% --- Rural: 16.3% --- Number of affordable internet options within geographic locations at the regional AOG level. Baseline: 0	Achieve a 5% increase in the percentage of locations considered served --- Achieve a 7% increase of rural residents	Sustain and improve upon the percentage of Utah locations considered served. Exact amount to be determined upon completion of Phase 1. --- Sustain and improve upon the percentage of rural residents. Exact amount to be determined upon completion of Phase 1.	FCC Broadband availability map with internet adoption rate calculation by geographic location at the regional AOG level
Covered Populations Served: Rural Area Residents				
Determination of Need: The needs assessment highlighted significant disparities in broadband access and quality, especially in rural and tribal areas. The data indicate that 4.3% of Utah households lack fixed broadband availability and the overall gaps in internet coverage across demographics underscore the critical need for infrastructure improvements and targeted interventions to ensure reliable and high-quality broadband access in underserved regions .				

Notes:

- Implement the state's definitions of affordability from the BEAD Initial Proposal Volume 2 across Utah.
    - *These negotiated prices are contingent on ACP or another benefit providing a $30 monthly discount to eligible households.*
    - Low cost plans for fully eligible ACP-subscribing households will be $5.25/month or less after ACP subsidy for rural areas awarded BEAD funds, and $0/month after ACP subsidy for urban areas awarded BEAD funds.

    - Affordable plans for middle class households will be $60/month or less for 100/20 speeds or $90/month or less for 1Gbps speeds, if the provider's application for BEAD funds is to qualify for full points.
    - UBC will work to ensure that the further support allowing these prices which is provided by ACP, Federal Lifeline, state Lifeline, and the state of Utah wholesale low-cost support for rural areas is maintained and continuously available, a critical concern since these negotiated prices are dependent on the continuation of ACP.
- Build and maintain valuable relationships with internet service providers (ISPs) as they work with the Utah Broadband Center to offer low-cost broadband plans and plans meeting the middle class affordability requirements.
    - Encourage ISPs to participate in the digital access community of practice.
        - Participation can include providing ACP navigators during the signup process or digital navigators for the broader community the ISP serves, offering staff time to the Utah Digital Opportunity Network, and collaborating with UBC on local digital inclusion initiatives.

Objective 2.B	**Amplify outreach efforts to inform communities about affordable internet options, and establish coordinated ongoing outreach.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Utah Digital Opportunity Index - affordability component	Participation rates in community of practice quantified by number of ISPs, agencies and community organizations. Baseline: 0 Number of engagement opportunities with ISPs in the community of practice.	Increase the number of low-income households enrolled in affordable internet options by 10% compared to the baseline. Increase in the number of ISPs, agencies and community organizations actively engaged in outreach efforts.	Sustain and increase the adoption rate of affordable internet options compared to baseline. Establish ongoing and coordinated outreach efforts involving a broader network of community organizations.	Utah Digital Opportunity Index - affordability component Annual program report Utah Digital Opportunity Network (UDON) Sourced from UDON program inventory, attendance logs and annual practitioner

	Baseline: TBD, an inventory will complete in phase 1			survey.
Covered Populations Served: Individuals that Live in Covered Households; Racial or Ethnic Minority Groups; Aging Individuals				
Determination of Need: Affordability was identified as a primary barrier to digital access, with high costs associated with digital services and equipment. The assessment emphasizes the importance of implementing and promoting affordability programs to reduce the cost barrier for digital services and equipment, indicating a need for enhanced outreach and information dissemination about affordable internet options .				

Notes:

- Coordinate with community organizations to create a comprehensive database of affordable internet options available to low-income households.
    - This database should include details on eligibility requirements, cost, and available discounts. The database should be updated regularly and widely promoted to ensure that low-income households are aware of their options.
- Train digital navigators to work with low-income households to identify affordable internet options and help with the enrollment process.
    - These digital navigators should be located in public-facing organizations such as libraries, community centers, and schools to ensure that they are accessible to those who need them.
    - Encourage ISPs to provide training, assistance materials, and monetary or in-kind support to digital navigators at community-based organizations who are likely to support individuals in the enrollment process.
- Establish a central method for individual residents to share their experiences and their thoughts about the ACP and enrollment process for any given ISP with the Utah Broadband Center, to be compiled and passed on to the FCC.

Objective 2.C	**Encourage basic cybersecurity awareness and use of protective measures among residents of all ages to protect Utahns online.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Number and reach of organizations actively engaged	Number of residents who are aware of	Increase in the number of residents who	Sustain and further increase awareness and	Utah Digital Opportunity Index -

in outreach about basic cybersecurity awareness and use. --- Number of cybersecurity threats reported to the Utah Dept. of Commerce --- Number of cybersecurity decals and supplementary resources distributed via K-12 and higher education, through libraries, and across community networks.	and report using basic cybersecurity measures. Baseline: 0 --- Number of cybersecurity threats reported to DoC Baseline: 1,733 (3yr avg) --- Number of "bounties" paid for complaints filed Baseline: 0 --- Number of cybersecurity decals distributed through partners. Baseline: 0	are aware of and report using basic cybersecurity measures compared to the baseline. --- Increase the number of residents who file complaints regarding cybersecurity threats by 30% by offering "bounties" for first unique reports. --- Distribute at least 100,000 cybersecurity decals at no cost to eligible partners and at minimal cost to ineligible partners.	use of basic cybersecurity measures among residents aiming for a continuous annual growth. --- Sustain prior increase in reports with continued "bounty" payments for first unique reports of cybersecurity threats. --- Maintain the availability of the decals to K-12 and higher education, libraries, device distribution programs, and other partners. --- Prior to reprints, conduct reviews to the cybersecurity decal design and update based on feedback and emerging threats.	utilization of digital services components. --- Utah Dept. of Commerce annual report --- Annual program report Utah Digital Opportunity Network (UDON)
Covered Populations Served: All Covered Populations, Aging Individuals				
Determination of Need: Increasing concerns over online safety, especially among parents and senior citizens, highlight the necessity for enhanced education and resources focused on cybersecurity. The state's classification as the ninth most susceptible to cybercrime in the U.S. and the specific vulnerabilities faced by the elderly population emphasize the urgent need for comprehensive cybersecurity training and awareness programs .				

Notes:

- Work with experts to develop a simple, useful guide to basic cybersecurity measures for all internet and computer users.

    - Experts involved should include UBC, DTS, the Utah Department of Commerce including the Division of Consumer Protection and Division of Securities, and the Utah State Library Division.
    - Develop the material as an adhesive decal of varying sizes, intended to fit on most laptops or tablets while still leaving room for inventory control stickers, laser etching, or other indicators of the owning organization.
        - Distribute these decals to every device lending or distribution program in Utah. This should explicitly include K-12 schools and public libraries. When distributing the decals, inform the organization that reminding their users of basic cybersecurity will enhance the safety of their own networks and internal connections.
    - Distribute an additional paper version of the resource to all existing digital skillbuilding programs as listed in Appendix A, as well as to anchor institutions.
    - Make a digital version of the resource available online and enable organizations to request copies for free on an ongoing basis.
- Require ISPs offering home internet connections in BEAD project areas to distribute a guide to basic cybersecurity to all new and prospective customers.
    - ISPs may choose to develop their own resource and include it with their proprietary materials including promotional or marketing materials, or they may choose to distribute the guide created by the state in their project area.
- Continue to pursue and prevent scams, fraud, and identity theft while still encouraging Utahns to use modern amenities like online banking, automatic bill pay, investment options, and new opportunities in emerging markets.
    - Work with the Utah Department of Commerce, including the Division of Consumer Protection and the Division of Securities, to develop a “bounty” program for reports of fraudulent activity online.
        - Similar to natural resource and wildlife management programs which offer bounties for nuisance animals (e.g. paying residents $50 per coyote), develop a state “bounty” for frauds or scams.
        - Establish reasonable limits, such as only paying for the first unique report of a particular scam or capping the number of bounties a resident can earn. If high participation is expected, utilize a point system rather than direct monetary rewards where users can collect points over time for gift cards, discounts, or other payouts.
        - Look for private sector partners interested in supporting the cybersecurity of Utahns with donations, prizes, sponsorships, etc.

Objective 2.D	**Prioritize the online accessibility of public services and resources, and support alternative methods of access.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Online accessibility compliance rate	Percentage of online public services and resources meeting the defined accessibility standard. Baseline: 0 Number of local entities utilizing the accessibility measurement tool provided. Baseline: 0 Availability of resources allocated to support compliance efforts for identified non-compliant public service entities. Baseline: 0	Increase the percentage of online public services and resources meeting the accessibility standard to 70%. Achieve a 30% adoption rate of the accessibility measurement tool among local entities. Provide support resources to ensure compliance for 20% of identified non-compliant public service entities.	Sustain the accessibility compliance rate at 80% for online public services and resources. Full adoption of the accessibility measurement tool by all local entities. Achieve 100% compliance for all identified non-compliant public service entities, with ongoing support for maintenance and updates.	Annual program report via Utah Division of Technology Services
Covered Populations Served: All Covered Populations; Individuals with Disabilities; Rural Area Residents; Veterans; Racial or Ethnic Minority Groups				
Determination of Need: The assessment points to a need for affordable, adaptable technology solutions and inclusivity in digital design to ensure that public services and resources are accessible online. This includes addressing the challenges faced by aging individuals, individuals with disabilities, and veterans, by developing accessible digital government services and promoting digital literacy programs tailored to these groups .				

Notes:

- Define a reasonable standard for accessibility of online services and resources, and assess the state's current compliance with that standard.
    - Rely on industry experts such as the Utah Department of Technology Services and WebAIM at Utah State University to determine whether the new standard for state websites is an appropriate standard for local services as well.
    - Expand the standard beyond web accessibility to define appropriate "alternative methods of access" which do not require connectivity or digital skills, such as paper forms which can be mailed or staff available in person to set appointments.
- Make available a tool such as those created by WebAIM for local entities to measure their current accessibility against the standard.
    - Work with local entities to use the assessment tool and identify needs in their own service accessibility.
    - Where DTS is able to develop resources or tools to increase the accessibility of websites, utilize the community backbone organization (see Goal 4) to ensure these resources reach local governments and entities.
- Provide necessary resources to reach compliance for all identified public service entities whose online resources do not meet the standard.
    - Encourage entities to embrace the new "standard of care" for the accessibility of public services internally and to take ownership of their own accessibility.
    - Where organizations do not have the ability to comply with accessibility standards, provide a mechanism to support compliance in bulk, e.g. hosting county websites or providing an agreed number of staff hours for web development.

Objective 2.E	**Support coordination between ISPs, state agencies, Tribal nations, private foundations and community-based organizations to increase adoption.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Utah Digital Opportunity Index - affordability component	Participation rates in the community of practice quantified by the number of ISP and partner engagement opportunities. Baseline: TBD, an inventory will complete in phase 1	Increase the number of low-income households enrolled in affordable internet options by 30% compared to the baseline. Increase in the number of ISPs,	Sustain and increase the adoption rate of affordable internet options compared to baseline. Establish ongoing and coordinated outreach efforts involving a	Utah Digital Opportunity Index - affordability component Annual program report Utah Digital Opportunity Network (UDON)

	Number of engagement opportunities with ISPs via the community of practice. Baseline: 0	agencies, Tribal nations, and community organizations actively engaged in outreach efforts.	broader network of community organizations.	Sourced from UDON asset inventory, attendance logs and annual practitioner survey.
Covered Population: Individuals that Live in Covered Households				
Determination of Need: The necessity for coordinated, sustainable community efforts to address digital access disparities is highlighted in the needs assessment, with an emphasis on the importance of aligning local and regional needs with the statewide vision for digital connectivity. This includes building trust with covered populations and maintaining open communication with community partners to compile and assess the effectiveness of digital access resources .				

Notes:

- Support coordination between ISPs, qualifying entities (state, federal, tribal agencies), and community-based organizations to increase ACP adoption.
    - Coordinate with ISPs to designate ACP experts at each service provider who can answer consumer questions about the enrollment process and respond to concerns the Utah Broadband Center wishes to elevate.

Goal 3

Increase the availability of dependable devices

3.1.3

Goal 3	Increase the availability of dependable devices
3.A	Maximize computer ownership statewide by standardizing, supporting, and coordinating programs that recycle, refurbish and distribute existing devices.
3.B	Support innovative efforts to broaden the reach and impact of device lending and public computer access in K-12, higher education, library settings and agencies providing wrap-around services and case management systems.
3.C	Ensure Utahns know they have options for devices that are safe and accessible.

Measurable Objectives

Objective 3.A	**Maximize computer ownership statewide by standardizing, supporting, and coordinating programs that recycle, refurbish and distribute existing devices.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Statewide computer ownership rate	Current percentage of households statewide with at least one functioning computer. Baseline: 72.5[81] Number of devices redistributed through state-owned programs and other initiatives. Baseline: 0	Increase the statewide computer ownership rate by 5% compared to the baseline. Distribute 500 devices through an initial pilot project for refurbishing state-owned computers.	Achieve a sustained statewide computer ownership rate of 85%, building on progress made in the first three years. Expand the state-owned refurbishment pilot to include more state agencies, local governments, and other partners, aiming for 3,000 devices distributed annually across the state.	Utah Digital Opportunity Index - device access component. Sourced from refurbishment program inventory and distribution records.
Covered Populations Served: Individuals that Live in Covered Households; Individuals with Disabilities				
Determination of Need: The assessment emphasizes the financial hurdles in acquiring digital devices and internet access, especially for families living below 150% of the federal poverty level, as highlighted in the Ogden local plan. The Navajo Nation Digital Equity Plan further illuminates the acute need for better access to digital devices within the community, indicating a significant obstacle to digital equity .				

Notes:

[81] This data point comes from the US Census Bureau via the American Community Survey (ACS), and the NTIA "Digital Equity Act Population Viewer" online tool and dataset.

- Streamline the process for refurbishment and redistribution of state-owned devices to fulfill community needs and maximize use of existing resources.
    - Restart and support the ongoing pilot project with DTS and the Utah Department of Cultural & Community Engagement (CCE) to refurbish employee devices and distribute them through existing partner relationships.
    - Identify threats, including state code or administrative rules which prevent device refurbishment from being allowed with government devices.
    - Assess pilot project strengths and weaknesses before scaling to other state agencies or local governments.
- Encourage municipal governments, private sector companies, and public sector organizations to establish device refurbishment and adoption programs without sacrificing data security.
    - Create a policy pathway and how-to guide for other public and private organizations to implement refurbishment programs customizable to local priorities.
- Coordinate the use of existing new and used device adoption programs like the Affordable Connectivity Program (ACP) and Tech Charities.
    - Designate a coordinator within the community backbone organization to act as a central point of contact between device providers and community groups. (See also Goal 4)
    - Ensure all digital inclusion practitioners are aware of device placement programs and resources available to the community they serve.

Objective 3.B	**Support innovative efforts to broaden the reach and impact of device lending and public computer access in K-12, higher education, library settings and agencies providing wrap-around services and case management systems.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Accessibility of loaned or public computers with broad user impact	Number of entities with device lending programs or public computer access. Baseline: 123[82]	Increase the number of entities with device lending programs or public computer access by 5% compared to the baseline.	Expand the network of partners aiming for 100% coverage across the state. Achieve a sustained 20%	Utah Digital Opportunity Index - device access component. UDON annual report.

[82] Organizations listed in the Utah Digital Access Asset Inventory as providing either device lending or public computers, as of plan submission (2024).

	Presence of usage restrictions in existing device lending programs which limit the device's impact Baseline: 100%	5% decrease in programs with impact limiting usage restrictions via pilot projects	decrease in device lending usage restrictions, building on best practices demonstrated in the pilot projects.	
Covered Populations Served: Individuals in Covered Household				
Determination of Need: The local plans, including those from Guadalupe School and the Shivwits Band of Paiutes, underscore the lack of computer technology education among many families and the necessity for every household to have a connected device. These gaps point to the critical need for educational programs aimed at bolstering digital literacy skills and ensuring that homes have the basic digital tools needed for internet connectivity .				

Notes:

- Support programs offering device access which allow for whole-life impact, not limiting the recipient to narrowly defined activities.
    - Work with K-12 to develop tools so 1:1 student devices are useful beyond schooling and even for parents without detracting from their educational purpose.
    - Assess family needs by coordinating with Local Education Agencies (LEAs), Utah Education Association, Utah Afterschool Network, Utah PTA, and other parent or educational advocacy groups.
    - Support libraries and other organizations with public computer labs in offering connectivity without discrimination, not barring users from quality of life digital services such as social media, gaming, and streaming.
    - Expand utilization of federal funding mechanisms such as E-Rate and the Emergency Connectivity Fund to support internet connectivity, device availability, and device lending in public schools, libraries, and anchor institutions. (See also Goal 4)
- Encourage the development of device lending programs or public computer access in every community, regardless of size.
    - Following established best practices, encourage libraries and community based organizations to expand or establish device lending programs and/or offer public computers, depending on local needs and preference.
    - When possible, incentivize libraries and community based organizations to share their collections of devices to maximize availability for residents who use different services.
    - Support communities and neighborhoods without nearby CAIs in developing public computer access points via "library kiosks" or "pop up computer labs."

- Develop device availability measures within disaster readiness plans to ensure residents don't lose connectivity when it is most critical.
    - Allocate disaster response authority to a public entity such as UETN for expedited support to anchor institutions. Allocate funds triggered by a local or state emergency requiring online learning such as wildfires or public health crises. Align with FEMA efforts which include schools, libraries, and hospitals.
    - Work with administrative rulemakers to allow for expedited purchase and distribution of devices, mobile hotspots, and neighborhood-based wifi networks when triggered by a local or state emergency. (See also Goal 2)
    - Designate device lending programs as essential services in order to be eligible for federal disaster response funding and ongoing service during emergencies.

Objective 3.C	**Ensure Utahns know they have options for devices that are safe and accessible.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Awareness of safe and accessible device options.	Number of device distribution and device lending programs that utilize the state's free cybersecurity decal on program devices. Baseline: 0 --- Number of engagement and outreach activities conducted by the Utah Assistive Technology Program to inform individuals with disabilities	100% of all funded device access programs comply with the requirement to apply the state's free cybersecurity decal on devices prior to use. --- 5% increase in the number of engagement and outreach activities conducted by the Utah Assistive Technology Program.	Monitor ongoing 100% compliance of device access programs with the requirement to provide the state's free cybersecurity decal on devices. --- Achieve a sustained 10% increase in the number of engagement and outreach activities building on progress made in the first three years.	Utah Digital Opportunity Index - device access component. --- Utah Assistive Technology Program Annual Report.

	about their right to affordable assistive technology. Baseline: 432[83]			
Covered Populations Served: All Covered Populations; Individuals with Disabilities; Individuals in Covered Household				
Determination of Need: The SLCC Digital Access Plan for Disabilities identifies the lack of accessible digital content that adheres to Web Content Accessibility Guidelines, improving accessible technical support and training programs that consider the accessibility needs of people with disabilities, ensuring affordable access to assistive technology, and addressing the high cost of internet access which is compounded by income disparities associated with disability.				

Notes:

- Require all device distribution and device lending programs funded directly or indirectly by this plan to provide the state's free cybersecurity resource decal already affixed to the devices distributed or loaned. (See also Goal 2)
- Support the outreach efforts of the Utah Assistive Technology Program to inform individuals with disabilities about their right to affordable assistive technology.

[83] Based on the Utah Assistive Technology Program's 2020 annual report

Goal 4

Build a coordinated, sustainable community

3.1.4

Goal 4	Build a coordinated, sustainable community
4.A	Create a resilient digital access community of practice.
4.B	Maximize discoverability of programs and resources with a central directory
4.C	Communicate the concept of digital access and its importance in enhancing organizational outcomes in Utah's various sectors.
4.D	Support sustainable community programs that will not end when the Digital Equity Act funding does.
4.E	Successfully design and implement the Digital Opportunity Index as a comprehensive tool to measure and enhance digital inclusion across Utah
4.F	Conduct ongoing assessment and realignment to ensure the state is making positive progress on the plan.

Measurable Objectives

Objective 4.A	**Create a resilient digital access community of practice.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Community engagement and capacity building report	Establish the backbone organization to manage the statewide network of practitioners, ensuring efficient coordination and support Baseline: 45[84] organizations Provide training, workshops, and resources to assist organizations, including state agencies and local governments, in developing internal digital access plans Baseline: 0	Within first year, show at least 20 participants in the backbone organization's community of practice with a high level of engagement (e.g., attendance at meetings, participation in discussions) 30 trainings, workshops, and developed resources to assist organizations.	Achieve a 50% increase in engagement metrics, indicating active involvement and collaboration within the community. Sustain and expand the community of practice, with at least 10 trainings and workshops each year to reach a broader audience for deeper engagement.	Utah Digital Opportunity Network (UDON) Annual Program Report sourced from UDON asset inventory, attendance logs and annual practitioner survey.
Covered Populations Served: All Covered Populations				
Determination of Need: The Navajo Nation Digital Access Plan's focus on aligning local and regional needs with the statewide vision for digital connectivity illustrates the effort towards creating a resilient digital access community .				

[84] https://docs.google.com/document/d/1BZ53lmICqlIdE8LsZF-fVfr8b0j1XIU6/view

Notes:

- Identify a suitable backbone organization to manage a statewide network of practitioners and support capacity building.
    - UBC will run a competitive RFP (request for proposals) to identify a suitable organization with statewide reach, experience building and sustaining programs, and expertise in digital access.
    - The selected organization will identify digital access programs and resource providers; establish a method for practitioners to network and share expertise; gather and promote best practices; offer formal training towards certifications; and host regular community calls.
    - The selected organization will provide annual reports and data as requested by the Utah Broadband Center, including an annual impact summary, granular outcome data, contact lists, and recommendations for targeted areas of focus in the coming year(s) to address remaining barriers to digital access.
    - Utilize backbone organization to provide ongoing professional development and support for expert practitioners building new programs or scaling existing ones.
    - The selected backbone organization will work collaboratively with UBC to design the fellowship program. (See also Goal 1)
- Assist organizations including other state agencies and local governments with internal digital access planning and digital access program design.
    - Provide templates, sample assessment documents or community engagement plans, sample job descriptions, and other resources.
    - Create clear pathways for successful existing direct service efforts to continue community-focused operations and investigate or implement new projects.
    - Where other state agencies, local governments, and community organizations create positions or assign staff to coordinate digital access programs within their institution, encourage these positions to participate in the statewide community of practice.
    - Encourage bold works from organizations with track records of successful community impact.

Objective 4.B	**Maximize discoverability of programs and resources with a central directory**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Digital Access Program Directory growth and maintenance	Creation of central directory. Baseline: 0%	Increase the number of programs and resources listed in the directory by at least	Sustain the growth of the directory, with a target of adding new programs and resources at	UBG and UDON asset inventory

	Number of digital access programs and resources listed in the directory Baseline: 279[85]	150% compared to the baseline.	an annual growth rate of 10%. Regularly update and maintain the directory to ensure the information remains current and relevant.	
Covered Populations Served: All Covered Populations				
Determination of Need: The assessment identifies the importance of community coordination and resource discoverability, noting challenges in connecting individuals with the resources they need due to siloed information. A central directory will facilitate easier access to digital resources and support services across the state .				

Notes:

- Establish a directory of digital inclusion programs and resources based on the asset inventory initiated during the state planning process.
    - In partnership with the Utah Geospatial Resource Center, the selected backbone organization, and a vendor selected through RFP, UBC will create a publicly accessible directory of all known free public programs and resources for digital inclusion.
    - This directory will feature: an accessible and mobile friendly interface; a printer-friendly list or export option; an interactive map option; flags for users to indicate incorrect or misleading information; a form for organizations to submit new programs or resources for inclusion.
- Maintain the directory with current information for easy use by individual residents and digital inclusion practitioners.
    - Once the directory is built, through RFP with preference for the selected backbone organization, a partner will assume responsibility for updating and maintaining the digital asset.
    - The partner, the backbone organization, and UBC will work in tandem with the digital inclusion community of practice to continually provide information about other new or emerging programs and support.
    - The partner will conduct an annual review, which shall include: random spot-checks for accuracy; adding, verifying, or correcting all form submissions and flags from the previous year; uploading the most recent data from existing datasets used to build the directory.

[85] Organizations listed in the Utah Digital Access Asset Inventory as of plan submission (2024).

Objective 4.C	Communicate the concept of digital access and its importance in enhancing organizational outcomes in Utah's various sectors.

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
UBG and UDON Statewide Asset Inventory	Number of organizations with known digital access specialists in any position Baseline: 5 Number of presentations and trainings delivered to key leaders to educate them on the importance of digital access positions being incorporated into their organizations and strategic plans. Baseline: 0	Increase by 200% known number of organizations with digital access specialists in any position across sectors At least 20% of presentation or training attendees will show high engagement by pursuing further information or subsequently taking action within their organization	Increase to at least 50 known organizations with digital access specialists in any position across sectors, and sustain at or above that level for the duration of DEA funding. At least 50% of presentation or training attendees will show high engagement by pursuing further information or subsequently taking action within their organization.	UBG and UDON Statewide asset inventory UBC post training follow up contact
Covered Populations Served: All Covered Populations				
Determination of Need: The engagement of diverse populations and acknowledgment of geographical challenges point to the need for widespread communication on digital access's importance. Tailoring messages to different sectors can help bridge the digital divide by ensuring initiatives are inclusive and accessible to all community members, regardless of their circumstances .				

Notes:

- This is a continuation of the outreach and education strategy which predated the development of the State Connectivity Plan, and which continued during the stakeholder

engagement period. More information is available in the following section **Implementation Strategies.**

Objective 4.D	**Support sustainable community programs that will not end when the Digital Equity Act funding does.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Digital Equity Act program sustainability score	Number of community programs supported by Digital Equity Act funding Baseline: 0 Percentage of programs with identified federal funding sources aligned with digital access objectives. Baseline: 0 Number of programs with funding from non-governmental sources, particularly philanthropic sources. Baseline: 0	Increase the percentage of community programs with identified federal funding sources aligned with digital access objectives to 50% of DEA projects compared to the baseline. Increase the proportion of funding for digital access programs coming from non-governmental sources, with a focus on philanthropic contributions.	Achieve saturation in the alignment of community programs with federal funding sources for digital access objectives, showing 100% of DEA projects with sustainable scores. Establish robust and sustainable state and local funding mechanisms for anchor institutions, ensuring continuity beyond the Digital Equity Act funding period.	Mid year and final reports from DEA subgrantees Utah Digital Opportunity Network (UDON) Annual Program Report sourced from UDON asset inventory, attendance logs and annual practitioner survey.
Covered Populations Served: All Covered Populations				
Determination of Need: The emphasis on sustainability and the need for long-term planning, investment, and commitment from various stakeholders underscore the importance of				

developing programs that can continue beyond the lifecycle of initial funding sources. This approach ensures that efforts to bridge the digital divide are enduring and impactful .

Notes:

- Identify existing federal funding sources with outcome alignment and identify where digital access is already present in the objectives of non-broadband funding sources in order to stretch Digital Equity Act funds to maximum impact.
    - Examine funding such as Americorps, Community Development Block Grants, the Workforce Innovation and Opportunity Act, Department of Education state formula grants, and others to identify priority areas for existing services which are also impacted by digital access outcomes.
    - Maximize the state's use of E-Rate funds for anchor institution connectivity, both category 1 and category 2, to ensure that every anchor institution in Utah including auxiliary locations or branches has a minimum circuit of 1Gbps. Utilize new E-Rate programs such as support for wifi hotspot lending to reduce anchor institution cost to maintain these critical services.
    - Align with the state's projects and initiatives funded through other sections of IIJA to ensure when efforts can be combined they utilize the least funding possible to get the job done.
    - Require financial reporting in a format conducive to central coordination throughout the Digital Equity Act period of performance to avoid funding duplicative projects.
- Future-proof anchor institutions by stabilizing or codifying existing state and local funding mechanisms for operations so new funding can support innovative, over-the-horizon digital access efforts.
    - Maintain stable funding for UETN cost sharing of anchor institutions' non-E-Rate portion and other network operations maintenance and general connectivity support expenses.
    - Identify education funding mechanisms which support digital access activities beyond a K-12 environment and examine the stability and resilience of the funds and recipients.
    - Provide an annual increase to the Community Library Enhancement Fund to ensure public access to high quality technology is ongoing and resilient against local budget limitations.
    - Assess operational costs related to connectivity and telehealth support for local health departments, clinics, and similar anchor institutions, and ensure that sites are maximizing potential participation in E-Rate and UETN services.
    - Where existing workforce upskilling programs include digital skillbuilding, identify key funding sources and whether support is reflective of trends in workforce development best practices.
- Secure funding from multiple sources, especially philanthropic sources, to minimize reliance on government funds.
    - Build relationships with philanthropic organizations and industry partners to connect funders with impactful programs statewide.

    - As funding support from the Digital Equity Act decreases, provide quantitative and qualitative data showing the impact of digital access activities on local outcomes in order to secure new funding.
- Ensure longevity by prioritizing support for projects with a high likelihood of ongoing local investment for sustainable program maintenance.
    - Encourage local governments to work towards stable funding such as dedicated tax revenues or endowments to reduce dependence on grant cycles.
- For any programs funded by the Utah Broadband Center, require organizations to create long term sustainability plans for program maintenance beyond the term of the Digital Equity Act.
    - Via grant application scoring advantage, encourage matches in the form of multi-year cost sharing plans, where the grant share decreases as the local or other funding source share increases until the program is self-sustaining.
    - Digital Equity Act dollars may supplement existing funding, but never supplant.

Objective 4.E	**Successfully design and implement the Digital Opportunity Index as a comprehensive tool to measure and enhance digital inclusion across Utah**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Development of Digital Opportunity Index as functional tool	Meeting deadlines for set milestones Baseline: 0	Complete initial framework design, data source identification, pilot testing milestones	Achieve full-scale implementation and ongoing maintenance milestones	UBC Program Reports and project timeline
Covered Populations Served: All Covered Populations				
Determination of Need: Detailed data collection and analysis strategy is critical to understanding Utah's digital landscape, designing and implementing comprehensive tools like the Digital Opportunity Index is a foundational investment towards creating a successful ecosystem.				

Notes:

- More information about the Utah Digital Opportunity Index and complete proposed metrics can be found in the following section, **Implementation Strategies.**

Objective 4.F	**Conduct ongoing assessment and realignment to ensure the state is making positive progress on the plan.**

KPI	Baseline (current state)	Short-term goal (3-5 year)	Long-term Goal (5-10 year)	Data source
Progress assessment and realignment activities	Number of program assessments conducted annually by UBC. Baseline: 0 Documentation of program success in reaching covered populations by subgrantee organizations. Baseline: 0	Establish regular program assessments, aiming for twice annual reviews by the end of the third year. Enhanced documentation shows evidence of program success rate of at least 50% in reaching intended covered populations by subgrantee organizations.	Increase in the frequency of program assessments, aiming for quarterly reviews by the end of the eighth year. Robust documentation shows evidence of program success rate of 100% in reaching covered populations by subgrantees.	UBC DEA subrecipient monitoring checklist and reports.
Covered Populations Served: All Covered Populations				
Determination of Need: The assessment's methodology emphasizes the integration of a mix of quantitative and qualitative data sources, including local plans and stakeholder feedback, to inform the identification of priority needs and the formulation of actionable recommendations. This approach highlights the necessity of continuous evaluation and realignment to adapt to evolving community needs and ensure progress towards digital equity goals .				

Notes:

- UBC will conduct regular program assessments, where actions taken are compared to expected KPIs.
    - If KPIs are not being met as anticipated, UBC will review roadblocks and changes in the landscape which contributed and will set new markers for continuing work.
    - Assessments should also include public outreach to determine whether awareness of resources has increased, and whether organizations' efforts have reached the public, particularly with covered populations.
    - Any subgrantee organizations are responsible for documenting the success of their program in reaching covered populations. Multi year funding or future funding will not be allowed without substantial evidence of success in reaching covered populations which the program was intended to serve.

3.2

Implementation Strategies

3.2.1 Utah Digital Opportunity Index & Dashboard

The Utah Digital Opportunity Index and its accompanying data dashboard are innovative tools designed to track, measure, and visualize the state's progress toward achieving digital equity and access for all its residents. The creation of such an index and dashboard would serve as a central component of Utah's strategy to enhance its digital access ecosystem. A core function of this dashboard is to fully and precisely identify the digital access gaps that exist in Utah today. While much information currently exists on digital access gaps that will be fed into the dashboard, much of this information is outdated, utilizes small sample sizes, and / or is not fully representative of Utah's unique populations. Measuring digital access is difficult and must include a robust assessment approach. Our goal is to ensure the most up-to-date and accurate baseline data to maximize the efficacy of dollars spent addressing the to-be-determined needs in Utah. Furthermore, to conform to data collection best practices, we must run the same time-series assessment and methodology consistently over time to ensure accuracy of results and therefore cannot rely wholly on existing data. The dashboard will include primary data from Utah surveys and will be used to identify current and future gaps. This baseline data will then be monitored over time to identify improvement. Further information on the dashboard methodology is explained in **Appendix H: Research Plan**. Here's an outline of how they could function and the benefits they would provide:

Purpose and Functionality:

- Comprehensive Measurement: The Utah Digital Opportunity Index would aggregate various indicators related to digital access, literacy, affordability, and utilization. This could include metrics such as broadband availability and speed, digital literacy rates, access to digital devices, and affordability of internet services.
- Real-Time Data Visualization: A data dashboard would present these metrics in an interactive, user-friendly format. Stakeholders could view real-time data, track trends over time, and compare digital equity metrics across different regions and demographics within Utah.
- Customizable Views: Users of the dashboard could filter data based on specific interests or needs, such as focusing on rural versus urban areas, examining specific demographic groups, or isolating certain types of data (e.g., broadband speeds in Tribal lands).

Key Components:

- Broadband Access and Quality: Mapping out broadband availability, including underserved and unserved areas, alongside data on internet speeds and reliability.
- Digital Literacy and Education: Indicators measuring digital literacy levels across different age groups, as well as access to educational resources and programs.
- Affordability: Metrics related to the cost of internet access and digital devices, including the impact of subsidy programs and other affordability initiatives.
- Adoption and Utilization: Data on the rate of technology adoption among households and businesses, as well as how individuals and communities are utilizing digital resources for economic, educational, health, and civic engagement purposes.
- Health and Telemedicine: Indicators tracking the availability and utilization of telehealth services, particularly in rural and underserved communities.

Benefits:

- Informed Decision-Making: By providing a comprehensive overview of the state's digital landscape, the Index and dashboard would enable policymakers, businesses, and community leaders to make informed decisions regarding where to allocate resources and how to design interventions.
- Targeted Interventions: The ability to drill down into specific data points would allow for the design of targeted initiatives addressing the unique needs of different communities or demographic groups.
- Tracking Progress: A dynamic tool for measuring the impact of digital equity programs over time, helping to ensure accountability and adjust strategies as needed.
- Public Engagement: Making the dashboard publicly accessible would promote transparency and encourage community engagement by allowing residents to understand the digital equity challenges and progress within their own communities.
- Collaboration and Partnership: Serving as a platform for collaboration, the dashboard could highlight areas of need that are ripe for public-private partnerships or community initiatives, fostering a collective approach to improving digital access.

Implementation Considerations:

- Data Collection and Integrity: Ensuring the continuous collection of accurate and up-to-date data from reliable sources is crucial for the Index and dashboard's effectiveness.
- Privacy and Security: Implementing robust privacy protections and security measures to safeguard sensitive information, especially when disaggregating data by demographics or location.
- User Accessibility: Designing the dashboard to be accessible to all users, including those with disabilities, to ensure it serves as a resource for the entire community.

- Outreach and Education: Accompanying the launch of the dashboard with outreach and education efforts to maximize its utility among stakeholders and the general public.

The Utah Digital Opportunity Index and data dashboard represent a forward-thinking approach to visualizing and tackling the digital divide. By centralizing data and making it accessible, Utah can drive program development, policy-making, and community initiatives in a direction that systematically enhances digital access opportunities across the state.

UBC intends to work with partners such as the Economic Development Corporation of Utah, the Utah State Board of Education and the University of Utah Kem C Gardner School of Business to gather the necessary data to create the Utah Digital Opportunity Index. This involves developing and maintaining comprehensive measures that reflect the accessibility and utilization of digital technologies across various communities within Utah. This index will help identify areas with significant digital divides, enabling targeted interventions to improve connectivity, digital literacy, and technology usage. UBC will use the following process to create and maintain the index:

1. Define the Components of the Index

Broadband Access: Broadband access metrics focus on the physical availability and quality of high-speed internet connections, which are foundational for participating in the digital world.

Affordability: Affordability metrics assess the economic accessibility of digital tools and services, specifically focusing on how the cost of internet access and digital devices compares to the income levels of individuals or households. These metrics are crucial for understanding whether digital opportunities are truly accessible to all.

Device Access: Availability of computers, smartphones, and other devices that can access the internet.

Digital Literacy: The ability of individuals to use digital technologies effectively. Defining specific metrics will help in assessing the level of digital skills across various populations.

Utilization of Digital Services: examines how frequently individuals engage with online services like e-government, e-health, online learning, and digital commerce, defining metrics and identifying data sources are key steps. This helps in understanding the depth of digital service adoption across different demographics and regions.

2. Collect Data

Collecting data for assessing digital equity involves a multi-faceted approach. Surveys are essential for understanding device ownership, internet usage, and digital literacy directly from the community. While much information currently exists on digital access gaps that will be fed into the dashboard, much of this information is outdated, utilizes small sample sizes, and / or is not fully representative of Utah's unique populations. Measuring digital access is difficult and must include a robust assessment approach. Our goal is to ensure the most up-to-date and accurate baseline data to maximize the efficacy of dollars spent addressing the to-be-determined needs in Utah. Furthermore, to conform to data collection best practices, we must run the same time-series assessment and methodology consistently over time to ensure accuracy of results and therefore cannot rely wholly on existing data.

Government and industry reports provide authoritative data on broadband access and technology trends. Public databases offer insights into socioeconomic factors affecting digital access. Additional resources include program evaluations, the UDON annual report, census data, the Digital Equity Population Viewer, state agency statistics, Utah economic forecast reports, and educational institution reports. These diverse data sources enable a comprehensive view of digital equity challenges and opportunities.

- Surveys: Conducting surveys to gather information on device ownership, internet usage, and digital literacy.
- Government and Industry Reports: Utilizing data from government agencies (e.g., FCC for broadband access) and industry reports on internet and technology usage.
- Public Databases: Accessing public databases for information on socioeconomic factors that might influence digital opportunity, such as income levels and educational attainment.
- Program Evaluations and Reports: Program evaluation and reporting involve systematically collecting data on UBC's program's activities, characteristics, and outcomes to improve effectiveness and make decisions about future programming. This process includes defining clear objectives, selecting appropriate indicators for success, collecting and analyzing data, and communicating findings to stakeholders. Effective evaluation and reporting help demonstrate program impact, identify areas for improvement, and inform strategic planning.
    - Demographic Data: Information on the participants' age, gender, race, ethnicity, and socioeconomic status.
    - Access and Usage Data: Details on device ownership, internet access quality and frequency, and types of digital services used.
    - Digital Literacy Levels: Assessments of participants' skills in using digital tools and navigating online environments.
    - Program Participation and Engagement: Records of attendance, completion rates, and active involvement in program activities.
    - Outcome Data: Changes in digital literacy, employment outcomes, educational achievements, and other specific program goals.
    - Feedback and Satisfaction: Qualitative data from surveys or interviews on participants' experiences, perceived value of the program, and suggestions for improvement.

3. Develop Metrics

For each component of the index, UBC will develop specific metrics that can be quantified.

- Broadband Access:
    - Coverage by Geography:
        - Metric: Measure the percentage of households within a geographic area that have access to broadband services meeting minimum speed thresholds (100/20mpps)
        - Data Sources: Use data from FCC Fabric Map and the Utah Residential Broadband Availability Map
    - Speed and Quality:

        - Metric: Assess the average broadband speeds available to consumers, including both download and upload speeds, as well as metrics on network reliability and latency.
        - Data Sources: Collect data from national internet speed testing initiatives, service provider information, or independent speed testing platforms.
    - Technology Diversity:
        - Metric: Evaluate the range of broadband technologies available (e.g., fiber, cable, DSL, satellite) to understand the diversity of options and potential for high-quality access.
        - Data Sources: Analyze service provider offerings and technology deployment data.
    - Rural vs. Urban Access Disparity:
        - Metric: Compare broadband availability and quality between urban and rural areas to identify and address the digital divide.
        - Data Sources: Use geographic information systems (GIS) data and broadband coverage maps to analyze disparities,
- Affordability:
    - Average Cost of Internet Service: Measures the monthly expense for accessing broadband, highlighting affordability gaps.
        - Metric: Monthly average cost per household for broadband access.
        - Data Source: Federal Communications Commission (FCC) reports on broadband pricing and affordability studies.
    - Cost of Digital Devices: Tracks the average price of essential devices like computers and smartphones.
        - Metric: Average price of essential digital devices (computers, smartphones).
        - Data Source: Consumer Electronics Association pricing trends and retail analysis reports.
    - Percentage of Income Spent on Digital Access: Assesses the financial burden of internet and device costs on household budgets.
        - Metric: Percentage of household income spent on internet services and digital devices.
        - Data Source: Surveys conducted by national statistical agencies or consumer finance studies.
    - Enrollment in Subsidy Programs: Indicates participation rates in programs designed to make digital services more affordable for low-income households.
        - Metric: Number of households enrolled in digital service subsidy programs (like Lifeline).
        - Data Source: Program enrollment data from service providers and government subsidy programs.
    - Price Comparison Across Providers: Offers insights into market competition and price variability for consumers.
        - Metric: Comparative analysis of internet service pricing across different providers.

        - Data Source: Market studies by telecommunications research firms and consumer advocacy groups.
- Device Access:
    - Household Device Ownership Rates:
        - Metric: The percentage of households that own a computer, smartphone, or other internet-capable devices, broken down by device type.
        - Data Sources: household surveys, census data, or studies from educational and technology research organizations that collect information on technology ownership and access within homes.
    - Device-to-Person Ratio: The average number of digital devices per person within a household, indicating the level of individual access to digital tools.
        - Metric: Device-to-Person Ratio
        - Data Sources: household surveys, census data, or studies from educational and technology research organizations that collect information on technology ownership and access within homes.
    - Public Access Points: Count the number of public locations providing access to internet-enabled devices, such as libraries or community centers, which is crucial for individuals who cannot afford personal devices.
        - Metric: Number of public access points
        - Data Sources: UBC Public Wifi Database
    - Device Cost as a Percentage of Household Income:
        - Metric: Assess the average cost of essential digital devices (such as a laptop, tablet, or smartphone) as a percentage of median household income. This metric helps understand the financial burden of obtaining digital devices.
        - Data Sources: Gather data on the retail prices of common digital devices and compare them to household income data.
    - Device Affordability Index:
        - Metric: Create an aggregate score combining the cost of internet access and digital devices relative to income, which could be weighted based on their importance to digital participation.
        - Calculation: The index might be calculated using a formula that accounts for both the internet subscription cost and device cost as a percentage of income, adjusted by any available subsidies or assistance programs.
- Digital Literacy:
    - Digital Literacy Rate:
        - Metric:The percentage of the population that possesses basic digital skills, such as using a web browser, sending emails, and creating digital documents.
        - Data Sources: This can be assessed through surveys or pre and post-assessment outcomes to measure the application of learned skills in real-world scenarios
    - Advanced Digital Skills Rate: The proportion of individuals with advanced digital skills, including coding, digital marketing, and advanced data analysis. This indicates the readiness of the workforce for high-tech jobs.

        - Metric: Advanced Digital Skills Rate
        - Data Sources: This can be assessed through surveys or assessments.
    - Digital Literacy Training Completion: The rate at which individuals complete digital literacy training programs, reflecting the availability and effectiveness of educational resources.
        - Metric: Digital Literacy Training Completion Rate
        - Data Sources: Annual Program Reports
    - Access to Digital Literacy Programs: The availability of digital literacy programs,
        - Metric: measured by the number of programs per capita or by geographic coverage, indicating how accessible digital education is to the population.
        - Data Sources: Digital Access Asset Inventory, Utah regional AOG map and census data. UDON annual program reports.
    - School Integration Index: A measure of how well digital literacy is integrated into school curriculums, including the availability of computer science classes and the use of digital tools in classrooms.
        - Metric: measured by the number of programs in Utah Schools or by geographic coverage, indicating how accessible digital education is to the population.
        - Data Sources: Utah State Board of Education data
    - Public Awareness Campaigns: The frequency and reach of public campaigns promoting digital literacy, which can help increase awareness and encourage self-learning.
        - Metric: number of campaigns run within a specific timeframe, the total audience reached, engagement rates on social media platforms, and pre- and post-campaign surveys to measure changes in public awareness and attitudes towards digital literacy.
        - Data Sources: campaign analytics, social media insights, and audience feedback surveys.
- Utilization of Digital Services:
    - Usage rates of online services, such as e-government, e-health, online learning, and digital commerce
        - Metric: E-Government Adoption Rate: The percentage of individuals using online government services. This can include tasks like renewing licenses, paying taxes, or accessing public records.
        - Data Sources: Utah Digital Service Reports, Surveys and Polls, IT Departments of Government Agencies,
        - Metric: E-Health Services Engagement: Measures the proportion of individuals accessing health services online, such as making appointments, consulting with healthcare providers, or accessing medical records.
        - Data Sources: Healthcare Provider Reports, Health Insurance Data, National Health Surveys:
        - Metric: Online Learning Participation: The rate at which individuals engage in online educational activities, including formal courses offered by educational institutions and informal learning through online platforms.

        - Data Sources: Educational Institutions, Online Learning Platforms, Industry Reports
        - Metric: Digital Commerce Penetration: The percentage of individuals purchasing goods or services online, indicating the adoption of e-commerce among the population.
        - Data Sources: E-commerce Platforms: Market Research Firms, Banking and Payment Processors
- Workforce Development:
    - Digital Skills Training Availability:
        - Metric: Measure the availability of training programs that enhance digital skills necessary for current and future job markets.
        - Data Sources: Inventory of computer science classes, coding bootcamps, IT certification courses, and digital literacy workshops.
    - Employment in Tech-Enabled Sectors: Track the percentage of the population employed in sectors that require digital skills, indicating the demand for and integration of digital competencies in the local economy.
        - Metric: The percentage of the workforce employed in sectors that require digital skills, reflecting the demand for such competencies in the economy.
        - Data Sources: Labor Market Information (LMI) Systems, Industry Reports and Surveys, Bureau of Labor Statistics (BLS) and Similar Entities
    - Access to Workforce Development Services: Assess the accessibility of services that support workforce development, such as career counseling, job placement services focused on tech jobs, and online learning platforms.
        - Metric: The accessibility and availability of workforce development services, including career counseling, job placement services focusing on tech jobs, and access to online learning platforms.
        - Data Sources: Workforce Development Boards, Career Centers and Job Placement Organizations, Online Learning Platforms
    - Participation Rates in Digital Skills Programs: Monitor the enrollment and completion rates of digital skills training programs to gauge engagement and effectiveness.
        - Metric: Enrollment and completion rates in digital skills training programs, serving as indicators of engagement and the effectiveness of these programs.
        - Data Source: Training Program Administrators, Educational Institutions, Online Learning Analytics: Engagement and completion data from online platforms offering digital skills courses.

4. Normalize and Weight the Data

Normalize the data to ensure that each component contributes appropriately to the overall index. Decide on the weighting of each component based on its importance to digital opportunity.

5. Calculate the Index

Combine the weighted components to calculate the overall Digital Opportunity Index for each regional AOG within Utah.

6. Analyze and Report

Analyze the results to identify areas with high and low digital opportunity. Create visualizations to illustrate these disparities and report on your findings, suggesting areas for improvement and investment.

7. Mapping Digital Access

A valuable way to present the Utah Digital Opportunity Index is through geographic mapping. By visualizing the index scores across different regions of Utah, stakeholders can easily identify areas in need of intervention.

8. Policy and Intervention Recommendations

Based on the index, recommend specific policies or interventions to improve digital opportunity in underserved areas. This could include infrastructure investments, digital literacy programs, or subsidies for internet access and devices.

Such an index and accompanying visualizations serve as powerful tools for policymakers, educators, and community leaders to allocate resources more effectively, aiming to bridge the digital divide and enhance digital inclusivity across Utah.

3.2.2 Stakeholder Engagement & Collaboration

Funding from the Digital Equity Act is a key component to this plan, but that alone will not be enough to close the digital divide in Utah. People are the key implementation tool, and this plan will rely on passionate, well-informed, connected individuals who are empowered to act locally. This is why Goal #4 focuses on people: without motivated individuals, Utah will not achieve this ambitious vision.

The backbone organization described in Goal #4 will be the key to ongoing collaboration with stakeholders. Professional development resources will give organizations the capacity to invest staff time into becoming local experts in digital access, and will demonstrate the importance of dedicating time towards participating in a professional network beyond the community being served. As this is demonstrated, Utah's community of practice will begin to grow. These emerging leaders will be both the focus of many key plan activities and the instigators of many others.

As a key strategy for implementing this plan, the Utah Broadband Center intends to rely heavily on a significant list of partners. These are the same partnerships which were part of the planning process up until this point, and the list will continue to grow as more organizations begin to offer digital access programs or resources or become participants in the holistic community Utah will build. All stakeholder organizations have been invited to participate in regular quarterly Utah Broadband Alliance hybrid meetings and monthly Connecting Utah virtual meetings. These meetings are critical and will continue throughout the implementation phase. The list of broad collaborators, partnerships, interested parties, and all organizations who

provided input and help across the state during the planning process is detailed in **Planning Process Section 4.1 - Collaboration and Stakeholder Engagement**.

Creating a robust community of practice is essential to support digital inclusion efforts across all sectors of our society. The following sectors are already stakeholders in digital inclusion work, and the Utah Broadband Center has existing relationships or is pursuing new collaborations with each. These key categories will participate as members of this community of practice. They are listed in alphabetical order, since no single type of organization is prioritized.

- Academia and research institutions: Academia and research institutions could contribute to the community of practice by providing insights into the impact of digital inclusion efforts and researching best practices for addressing digital access.
- Associations of government: Utah is unique, in that of the state's nine Community Action Agencies, five are associations of governments.[86] In addition to being regional economic and planning jurisdictions, these interlocal organizations can play a vital role in the future by participating in efforts to ensure all their residents are connected with relevant opportunities and resources.
- Community-based organizations: Community-based organizations are often rooted in the communities they serve and can provide valuable insights into the specific needs and challenges of underserved populations. They could collaborate with other stakeholders to create more effective digital inclusion strategies.
- Continuing education: The strategy includes partnerships with four-year colleges, universities, community colleges, and other educational institutions to leverage their resources for digital literacy and skills training. These institutions play a crucial role in researching digital inclusion best practices and developing innovative solutions to bridge the digital divide.
- Correctional facilities: Correctional facilities could also be part of the community of practice supporting digital inclusion efforts. They could provide digital skills training and access to technology for incarcerated individuals, preparing them for successful reentry into society. They could also collaborate with other stakeholders to address the digital divide in communities impacted by incarceration, such as the families of incarcerated individuals and formerly incarcerated individuals.
- Faith-based organizations: Faith-based organizations can also play an important role in advancing digital inclusion efforts, particularly in underserved communities where they have a strong presence. They can leverage their existing networks and relationships to provide digital skills training, access to technology, and support for other digital inclusion efforts. They could collaborate with other stakeholders to create more effective and sustainable digital inclusion programs that address the unique needs of their communities.
- Healthcare providers: Healthcare providers play an important role in advancing digital inclusion efforts, as access to digital tools and resources can improve health outcomes and increase access to care. They could share their experiences and successes in using technology to improve patient outcomes and collaborate with other stakeholders to create innovative solutions that address health disparities related to the digital divide.

[86] In the rest of the nation, 85% of Community Action Agencies (CAAs) are organized as nonprofits.

- Labor organizations: By collaborating with labor organizations and community-based organizations, the plan aims to extend digital inclusion programs directly to workers and community members. These partnerships facilitate the provision of digital skills training and access to technology, addressing barriers to digital equity at a community level.
- Local governments: Local governments can play a critical role in advancing digital inclusion efforts by creating policies and programs that address digital access and literacy. They could share their experiences and challenges with other communities and learn from one another.
- Media organizations: Media organizations can play a critical role in raising awareness about digital inclusion and promoting digital access. They can help to educate the public about the importance of digital inclusion, share success stories of digital inclusion efforts, and highlight the challenges that still exist in closing the digital divide. They can also use their platforms to promote digital literacy and provide access to digital resources and tools, particularly for underserved communities. By collaborating with other stakeholders, media organizations can help amplify the impact of digital inclusion efforts and create a more informed and engaged society.
- Nonprofit organizations: Nonprofit organizations are often at the forefront of digital inclusion efforts, providing digital skills training, affordable devices, and internet access to underserved communities. They could share their best practices and collaborate with other organizations to expand their impact.
- Philanthropic organizations: Philanthropic organizations play a critical role in funding digital inclusion efforts and could share their experiences and strategies for creating impact and supporting sustainable programs. They can also play a role in piloting smaller scale programs to demonstrate effectiveness before bringing something to scale.
- Residents: Engaging residents directly in digital inclusion efforts is crucial to creating sustainable, community-led initiatives. Residents can help to identify digital inclusion barriers in their communities and provide insight into how to address them effectively. They can also serve as digital mentors, helping others in their community develop the digital skills they need to succeed. By empowering residents to take ownership of digital inclusion efforts, we can create more effective and sustainable programs that reflect the unique needs and strengths of each community.
- Schools and libraries: Schools and libraries are important community resources that provide access to technology and digital skills training. They could share their successful programs and strategies for engaging underserved communities.
- Technology companies: Technology companies could share their expertise in digital tools and infrastructure and collaborate with other stakeholders to create innovative solutions that improve digital access and equity.
- Workforce agencies: The plan leverages relationships with state workforce agencies, local workforce boards, and organizations to integrate digital inclusion efforts into broader workforce development strategies. This includes digital skills training programs aimed at enhancing employability in tech-enabled sectors and ensuring that workforce development services are accessible to all Covered Populations.
- Youth organizations: Youth organizations, such as after-school programs and youth centers, can be important partners in advancing digital inclusion efforts. They can provide digital skills training and access to technology to help young people develop the

skills they need to succeed in the digital age. They can also serve as a hub for other digital inclusion efforts, such as providing support for families and other community members to access digital resources and tools. By collaborating with other stakeholders, youth organizations can help to create more comprehensive and effective digital inclusion programs that benefit young people and their communities.

- Youth: Young people themselves can also be active participants in advancing digital inclusion efforts. They can serve as digital ambassadors, helping educate their peers and community members about the importance of digital skills and access. They can also advocate for policies and programs that support digital inclusion, and provide feedback to stakeholders on how to improve digital resources and tools to better serve young people. By engaging young people in digital inclusion efforts, we can create more equitable and effective programs that meet the needs of this important demographic.

By bringing together these stakeholders and creating a community of practice, Utah will work towards a more coordinated, effective, and sustainable approach to digital inclusion efforts across all sectors of our society.

3.2.3 Big Picture Evaluation and Assessment

The Utah Broadband Center recognizes digital access as an essential need across all sectors, and emphasizes the need to embed access considerations into systemic approaches to digital access. To ensure that the plan is effectively implemented, the Utah Broadband Center will provide an annual report to the Governor's Office of Planning and Budget which oversees the state's implementation of IIJA programs, and annual or semi-annual reports to NTIA as requested.

A core function of the Utah Digital Opportunity Index and dashboard is to conduct ongoing assessment on the digital access gaps that exist in Utah today, and the progress towards closing the digital divide as the state undertakes the implementation phase. While much information currently exists on digital access gaps that will be fed into the dashboard, much of this information is outdated, utilizes small sample sizes, and / or is not fully representative of Utah's unique populations. Measuring digital access is difficult and must include a robust assessment approach. Our goal is to ensure the most up-to-date and accurate baseline data to maximize the efficacy of dollars spent addressing the to-be-determined needs in Utah. Furthermore, to conform to data collection best practices, we must run the same time-series assessment and methodology consistently over time to ensure accuracy of results and therefore cannot rely wholly on existing data. The dashboard will include primary data from Utah surveys and will be used to identify current and future gaps. This baseline data will then be monitored over time to identify improvement. Further information on the dashboard methodology is explained in **Appendix H: Research Plan**.

The focus of this evaluation and assessment will be on the big picture, assessing whether efforts are generally moving in the right direction and on track to have all the goals and actions implemented by the end of the timeline. While the metrics gathered so far are all inputs, the Utah Broadband Center still needs to define target outcomes and indicators of success. This is

the major implementation work: overseeing how the goals/actions are approached and measuring success by impact, not just by actions taken. Therefore, the measurement of success overview is crucial and should be a priority action for developing metrics and data sources for the logic model. The alignment updates will involve continually mapping, overseeing, and finding gaps to pivot and address them effectively. The process of evaluation and assessment is outlined more clearly in **Implementation Goal 4.F**, where additional notes and information can be found.

By evaluating and assessing the plan's progress, the Utah Broadband Center can ensure that efforts are moving in the right direction and successfully implementing all the goals and actions needed to bridge the digital divide.

3.2.4 Public Accountability

The Utah Broadband Center and the Utah Broadband Advisory Commission work together to oversee Utah's efforts to expand broadband infrastructure and access. The Utah Broadband Center, housed within the Governor's Office of Economic Opportunity, is responsible for coordinating and implementing the state's broadband initiatives, including managing grant programs and providing technical assistance to communities.

The Utah Broadband Advisory Commission, on the other hand, is a group of appointed and elected officials, industry experts, and state agency representatives who provide guidance and recommendations to the Utah Broadband Center on issues related to broadband policy, infrastructure, and access. The commission is tasked with developing statewide broadband plans and promoting collaboration among stakeholders to improve broadband connectivity and adoption in Utah.

Together, the Utah Broadband Center and the Utah Broadband Advisory Commission work to ensure that Utah is well-positioned to take advantage of the economic, educational, and social benefits that come with expanded access to high-speed internet.

The Utah Broadband Center will be responsible for making decisions on how the funds are allocated and ensuring that programs are implemented effectively and will be held accountable for the success or failure of the programs and the appropriate use of funds.

To assess progress towards the vision during the five-year period and beyond, the Utah Broadband Center will work closely with the selected backbone organization described in Goal #3. The backbone organization will help track progress towards the goals outlined in the strategic plan and provide regular updates to the commission and the public.

Resident feedback will also be a critical component of the accountability process. The Utah Broadband Center will seek input from residents in covered populations to assess progress and identify areas for improvement. This feedback will be used to adjust programs and priorities as necessary to ensure that the needs of covered populations are being met.

3.2.5 Alignment with Other State Agencies & State Plan Outcomes

The State Digital Access Plan is written to align with other state digital plan outcomes to ensure a cohesive and comprehensive approach to digital access. This alignment is critical to ensure that the various plans and initiatives complement each other and work towards common goals.

The Utah State Digital Access Plan is aligned with other state plans, such as the Department of Workforce Services Strategic (DWSS) Plan[87], the Temporary Assistance for Needy Families (TANF) State Plan[88], the Child Care (CCSP) State Plan[89], the Refugee State Plan[90], the Supplemental Nutrition Assistance Program (SNAP) State Plan[91], the Veteran State Plan[92], the Workforce Innovation and Opportunity Act (WIOA) State Plan[93], the Utah State Board of Education (USBE) Plan [94], the Utah Department of Health (UDOH) Plan[95], the Utah Department of Cultural & Community Engagement (CCE) Strategic Plan[96], the Utah Intergenerational Poverty Initiative (IGPI)[97], the State of Utah's Essential Services (DTS) Strategic Plan[98] , the State of Utah Corrections (UDC) Strategic Plan[99], and the Utah State Plan for Aging & Adult Services[100]. These plans all recognize the importance of digital skills and opportunities for success in the modern economy. They also commit to making their services more accessible to Utahns who do not have digital access.

The following alignment matrix demonstrates the depth and breadth to which Utah Broadband Center staff collaborated with colleagues in other state agencies to determine where we can achieve shared outcomes.

Category	Plan/Initiative Name	Link/Reference	Goal 1: Train	Goal 2: Connect	Goal 3: Devices	Goal 4: Build
Transportation	Utah Unified	Unifiedplan.Org	-	✓	-	

[87] (Department of Workforce Services, n.d.)
[88] (Workforce Development, Utah Department of Workforce Services, 2020)
[89] (Department of Workforce Services, 2021)
[90] (Brown, n.d.)
[91] (Department of Workforce Services, 2015)
[92] (Department of Workforce Services, 2020)
[93] (Department of Workforce Services et al., 2022)
[94] (Utah State Board of Education, 2021)
[95] (Children With Special Health Care Needs, Utah Department of Health, n.d.)
[96] (Utah Department of Cultural & Community Engagement, 2023)
[97] (Phillips, 2022)
[98] (Utah Division of Technology Services, 2023)
[99] (Utah Department of Corrections, n.d.)
[100] (Division of Aging & Adult Services, Utah Department of Health, 2019)

Category	Plan/Initiative Name	Link/Reference	Goal 1: Train	Goal 2: Connect	Goal 3: Devices	Goal 4: Build
Planning	Transportation Plan					✓
Social Assistance	Supplemental Nutrition Assistance Program (Snap) State Plan	Jobs.Utah.Gov/Edo/Stateplans/Statesnapplan.Pdf	✓	-	✓	✓
Child Care	Utah Child Care State Plan	Utah Child Care State Plan (Ccdf)	-	-	-	✓
Equity, Diversity, And Inclusion	Utah Compact On Racial Equity, Diversity, And Inclusion	Slchamber.Com/Utah-Compact	✓	-	✓	✓
Cultural & Community Engagement	Utah Department Of Cultural & Community Engagement Strategic Plan	Https://Community.Utah.Gov/Wp-Content/Uploads/2022/06/Cce-2022-2027-Strategic-Plan-_jun.2022.Pdf	-	-	-	✓
Health	Utah Department Of Health Strategic Plan	2021-2026 Strategic Plan	✓			✓
Workforce Services	Utah Department Of Workforce Services Strategic Plan	Strategic Plan	✓	-	-	✓
Poverty Initiative	Utah Intergenerational Poverty Initiative	Utah's Intergenerational Poverty Report - Workforce Services	✓	-	-	✓
Education	Utah State Board Of Education Plan 2022	Board Strategic Plan - Utah State Board Of Education	✓	✓	✓	✓

Category	Plan/Initiative Name	Link/Reference	Goal 1: Train	Goal 2: Connect	Goal 3: Devices	Goal 4: Build
Aging & Adult Services	Utah State Plan For Aging & Adult Services	Https://Daas.Utah.Gov/Wp-Content/Uploads/2022/12/Daas-Annual-Report-2020.Pdf	✓	✓	✓	✓
Tanf	Utah State Plan For Temporary Assistance For Needy Families	State Plan - Workforce Services - Utah.Gov	-	-	-	✓
Veterans	Utah Veteran State Plan	Jobs.Utah.Gov/Edo/Stateplans/Veteranstateplan.Pdf	✓	-	-	✓
Employment & Opportunity	Workforce Innovation And Opportunity Act State Plan	-Workforce Innovation And Opportunity Act (Wioa)	✓	✓	-	✓
Corrections	State Of Utah Corrections Strategic Plan	Strategic Plan Summary - Utah Department Of Corrections	✓	-	-	✓
Essential Services	State Of Utah's Essential Services Strategic Plan	State Of Utah Emergency Operations Plan Basic Plan	-	✓	-	✓
Technology Learning	Utah's Master Plan: Essential Elements For Technology Powered Learning	Essential Elements For Technology Powered Learning	✓	✓	✓	✓
Housing Preservation	Utah Housing Preservation Fund Impact Report 2022	Utah Housing Preservation Fund	-	✓	-	✓

Category	Plan/Initiative Name	Link/Reference	Goal 1: Train	Goal 2: Connect	Goal 3: Devices	Goal 4: Build
Homelessness Report	Utah Annual Report On Homelessness 2020	Annual Data Report On - Utah Department Of Workforce Service	-	✓	-	✓
Loan Fund	Olene Walker Housing Loan Fund Annual Report 2020	Olene Walker Housing Loan Fund 2020 Report	-	✓	-	✓
Homelessness Approach	Utah's Approach To Homelessness 2023	Utah's Plan To Address Homelessness - Workforce Services	✓	✓	✓	✓
Housing Analysis	Analysis Of Affordable Housing For Low-Income Renters By Municipality	Report • 2020	-	✓	-	✓
Volunteer Service	Userveutah Strategic Plan	Userve.Utah.Gov/Strategic-Plan/	✓	-	-	✓

The following narrative is structured to explicitly name and align the agency plans with the goals outlined, ensuring clarity and cohesiveness with the provided matrix.

In an effort to foster digital independence, economic mobility, and sustainable community development, various agencies across Utah have launched strategic plans and initiatives. These efforts are categorized into specific goals, as follows:

Goal 1: Training Utah Residents for Digital Independence and Economic Mobility:

- Agency programs, plans, and target outcomes strongly aligned with this goal
    - The Supplemental Nutrition Assistance Program (SNAP) State Plan is designed to increase food security and provide nutritional education, indirectly supporting economic mobility through better health.

    - The Utah Compact on Racial Equity, Diversity, and Inclusion, (https://slchamber.com/utah-compact) aims to close racial gaps in employment and education, contributing to digital and economic independence.
    - Other significant plans include the Utah Department of Health Strategic Plan (2021-2026), Utah Department of Workforce Services Strategic Plan, Utah Intergenerational Poverty Initiative, Utah State Board of Education Plan 2022, Utah State Plan for Aging & Adult Services, Utah Veteran State Plan, Workforce Innovation and Opportunity Act State Plan, State of Utah Corrections Strategic Plan, and Utah's Master Plan: Essential Elements for Technology Powered Learning. Each of these plans contributes uniquely to training residents and improving their economic mobility through various strategies and resources.
- Impact and interaction with economic and workforce development goals, plans, and outcomes:
    - *Objective 1.A - Conduct an assessment of the current level of digital independence among Utah residents.* This objective supports economic and workforce development by identifying digital skills gaps. Understanding these gaps helps tailor training programs to enhance workforce readiness, contributing to the state's economic growth and resilience.
- Impact and interaction with educational outcomes:
    - *Objective 1.B - Provide training and resources to achieve digital literacy and independence.* This objective is crucial for improving educational outcomes by ensuring students and educators have the necessary digital skills and resources, fostering an environment conducive to digital learning and innovation.

Goal 2: Connecting Every Utahn Affordably, Accessibly, and Safely:

- Agency programs, plans, and target outcomes strongly aligned with this goal
    - The Utah Unified Transportation Plan (https://unifiedplan.org) focuses on improving transportation infrastructure to ensure safe, affordable, and accessible options for all residents, facilitating better connectivity to essential services and opportunities.
    - The Essential Services category, under the State of Utah's Essential Services Strategic Plan, emphasizes the importance of maintaining a robust framework for emergency and essential services, ensuring every Utahn has access to critical resources in a safe manner.
    - Plans like the Utah Housing Preservation Fund Impact Report 2022, Utah Annual Report on Homelessness 2020, Olene Walker Housing Loan Fund Annual Report 2020, and Analysis of Affordable Housing for Low-Income Renters by Municipality address the accessibility of housing, aiming to make it more affordable and thereby improving the overall safety and wellbeing of Utah residents.
- Impact and interaction with health outcomes:

- Three relevant objectives: 2.A (*Secure at least 100/20 Mbps broadband access for all Utah residents at home*), 2.B (*Amplify outreach efforts to inform communities about affordable internet options, and establish coordinated ongoing outreach*), and 2.D (*Prioritize the online accessibility of public services and resources, and support alternative methods of access*).
- Ensuring all Utah residents have affordable, accessible, and safe access to high-speed internet will enhance health outcomes by enabling access to telehealth and online health resources. This will reduce barriers to healthcare services, especially in rural and underserved areas, a key health outcome prioritized by the state.

Goal 3: Increasing the Availability of Dependable Devices:

- Agency programs, plans, and target outcomes strongly aligned with this goal
  - The Supplemental Nutrition Assistance Program (SNAP) State Plan and the Utah Department of Health Strategic Plan (2021-2026) include provisions for increasing access to dependable devices, essential for health monitoring and nutritional education.
  - The Utah State Plan for Aging & Adult Services provides resources and support to ensure the elderly have access to reliable devices, enhancing their ability to live independently and safely.
- Impact and interaction with civic and social engagement outcomes:
  - *Objective 3.C - Enhance technical support and training availability for digital devices and services.*
  - By increasing access to dependable devices and support, this objective facilitates greater civic participation and engagement, enabling residents to access government services such as voting registration, engage in community dialogues and participate in the broad political forum, and foster social connections online, the foundation of community decision making and Utah's volunteerism spirit.

Goal 4: Building a Coordinated, Sustainable Community:

- Agency programs, plans, and target outcomes strongly aligned with this goal
  - Numerous plans contribute to this goal, including the Utah Unified Transportation Plan, the Utah Child Care State Plan (CCDF), the Utah Compact on Racial Equity, Diversity, and Inclusion, the Utah Department of Cultural & Community Engagement Strategic Plan, the Supplemental Nutrition Assistance Program (SNAP) State Plan, and more.
  - Each plan emphasizes different aspects of community support, from transportation and childcare to cultural engagement and health services, aiming to foster a sustainable and inclusive environment for all Utah residents.
- Impact and interaction with delivery of other essential services:
  - *Objective 4.A - Build a sustainable and coordinated community effort for digital inclusion.*

- This objective ensures that digital inclusion efforts are not only focused on immediate needs but are sustainable over the long term, enhancing the delivery of essential services through digital platforms and ensuring that all Utah residents can benefit from our advancements as a government, as a state, and as a global population.

These strategic plans and initiatives represent a comprehensive approach to achieving positive health outcomes, improving economic mobility, and building a more connected and supportive community across Utah. Incorporating the Utah Digital Access Plan emphasizes a comprehensive strategy aimed at enhancing digital equity across the state, especially focusing on Covered Populations.

The Utah Digital Access Plan is designed to bridge the digital divide by focusing on Covered Populations, ensuring that efforts to improve digital access are inclusive and mindful of the challenges faced by these groups. By tailoring approaches to meet the unique needs of historically underserved communities, the plan aims to ensure equitable access to digital resources, training, and infrastructure. The synergy between the Utah Digital Access Plan and other state, local, and private initiatives is crucial for achieving comprehensive digital equity. Here's how they align:

1. Addressing Barriers through Collaborative Efforts: The plans outlined, such as the SNAP State Plan, Utah Compact on Racial Equity, Diversity, and Inclusion, and the Utah Department of Health Strategic Plan, among others, address various barriers that contribute to the digital divide. These barriers include economic constraints, lack of infrastructure, and insufficient digital literacy. By working in tandem with the Utah Digital Access Plan, these initiatives provide a multi-faceted approach to overcoming obstacles faced by underserved populations.

2. Sensitivity to Covered Populations: Each plan, in alignment with the Utah Digital Access Plan, adopts a sensitive approach towards Covered Populations. This involves recognizing and addressing the specific challenges and barriers these populations face in accessing digital resources and services. For instance, the Utah State Plan for Aging & Adult Services focuses on the elderly, ensuring they have access to reliable devices and the internet, which is a direct reflection of the digital access plan's objectives to cater to all age groups.

3. Describing Existing Efforts: The narrative around these plans articulates the ongoing state, local, and private efforts to mitigate digital inequities. It provides a clear understanding of the landscape of digital access initiatives, showcasing how each effort contributes to the broader goals of the Utah Digital Access Plan. This comprehensive description helps in identifying gaps, duplications, and opportunities for collaboration, ensuring that resources are efficiently allocated and efforts are synergized for maximum impact.

4. Building a Coordinated, Sustainable Community: The emphasis on creating a sustainable and coordinated community across the various strategic plans complements the Utah Digital Access Plan's goal of establishing a digitally inclusive society. Through initiatives aimed at enhancing connectivity, increasing the availability of dependable devices, and training residents for digital

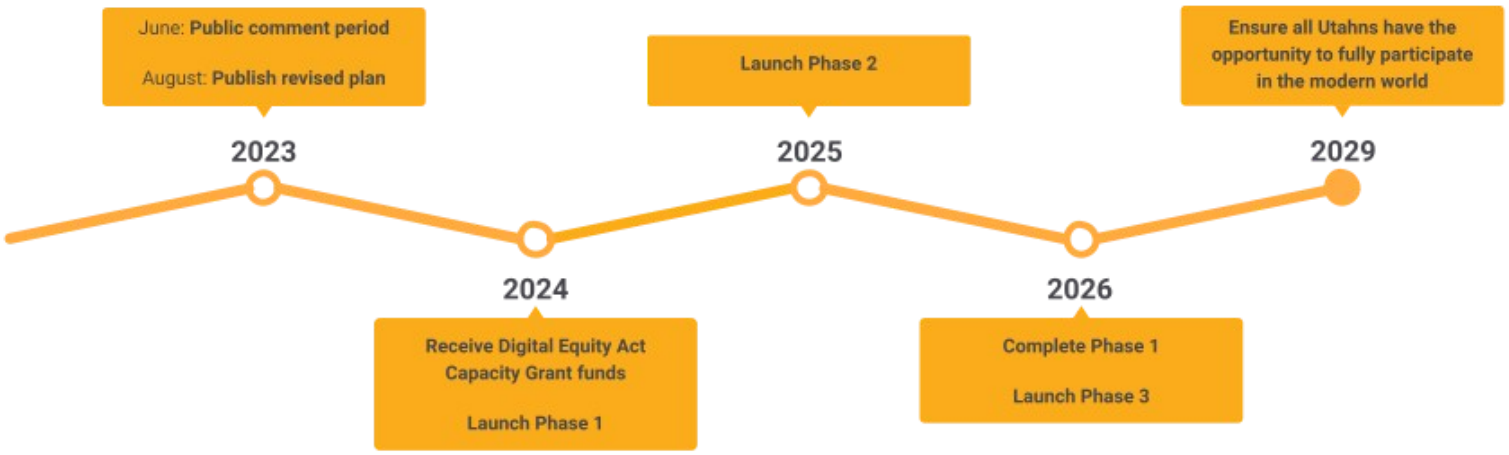
independence, these plans collectively work towards a future where every Utahn, regardless of their background or location, can access and benefit from digital technologies.

In summary, the Utah Digital Access Plan, alongside the array of other strategic initiatives in the state, forms a robust framework aimed at ensuring digital equity and access for all Utah residents. By addressing the unique needs of Covered Populations and fostering a coordinated approach among state, local, and private sectors, these plans collectively pave the way for a digitally inclusive future that is sensitive to the needs of historically underserved communities.

3.3 Timeline for Implementation

Based on the milestones listed for each target project, a project tracking spreadsheet and timeline has been created, viewable in **Appendix F**. It divides all proposed actions into three phases:

- **Phase 1**
  - Summer 2024 (estimated)
  - All projects which begin immediately after receiving Digital Equity Act State Capacity Grant funds.
- **Phase 2**
  - Late 2024 - 2026 (estimated)
  - All projects which require prerequisite action funded by the Digital Equity Act State Capacity Grant before they can begin, but which are precursors to other later activities.
- **Phase 3**
  - 2026 - 2029 (estimated)
  - All remaining projects and activities, including final grant reporting, post-implementation assessment, and reports to internal and external stakeholders.



Note that these dates are estimates, dependent upon receipt of Digital Equity Act State Capacity Grant funds and NTIA rules and regulations regarding the implementation phase.

In the detailed timeline viewable in **Appendix F**, the implementation plan includes start dates, end dates, and all major implementation milestones and detail to demonstrate a realistic, actionable, and measurable implementation timeline. The milestones are aligned to stated goals and objectives.

3.4 Estimated Implementation Cost

To estimate the implementation cost for the State Digital Access Plan, a comprehensive approach is needed that considers the various priorities and strategic goals of the plan. Here is a potential breakdown of the percentages and allocations for the implementation cost:

Cost Breakdown by Percentages (estimated)	
Goal 1: Training for digital independence *Allocation towards creating multiple pathways for digital independence; supporting the expansion of existing digital skillbuilding programs; and prioritizing the development of critical computer skills for the modern workforce.*	20%
Goal 2: Affordable Connectivity for Everyone *Allocation towards expanding existing outreach efforts to inform communities about affordable internet options; establishing coordinated ongoing outreach; developing cybersecurity resources; and prioritizing the accessibility of online resources and services.*	15%
Goal 3: Increased availability of safe and reliable devices *Allocation towards supporting and codifying programs that refurbish and distribute devices; supporting innovative efforts to broaden the impact of device lending and public computer access; and requiring cybersecurity resources or education to be tied to all device distribution programs.*	10%
Goal 4: Coordinated and sustainable community of practice *Allocation towards creating a digital inclusion community of practice; maximizing discoverability of programs and resources; ensuring longevity with responsible use of diverse funding sources for sustainable projects; and highlighting digital inclusion as a core service.*	40%
Program management within Utah Broadband Center *Allocation towards maintaining Digital Access team staff; administrative support and business costs for program and grant management; and indirect costs.*	15%
Total	**100%**

This allocation breakdown is only the anticipated approach and should be customized based on the specific needs and priorities of Utah's digital access ecosystem. Additionally, the estimated cost will depend on the scale and scope of each initiative within each goal. A more detailed assessment of the specific programs and initiatives needed to achieve each goal will be necessary to arrive at a more accurate cost estimate.

The Utah Broadband Center provides this implementation cost with a disclaimer: much of the Capacity Grant Program is still unknown, and it is likely that NTIA will create program rules and funding restrictions which necessitate changes to this plan. Additionally, NTIA has not provided a Notice of Funding Opportunity (NOFO), an allocation by year, or even an estimated total allocation. Despite having no information on what a realistic budget will look like, NTIA has required the state to provide a budget with actual proposed costs. As such, the following budget is only intended to provide insight based on currently available information for the reader's consideration, and not to prescribe specific action.

The Utah Broadband Center will be delighted to provide a more specific budget once the NOFO has been released. Regardless of the state's funding amount, Utah will do the best it can to achieve the goals laid out in this plan for every resident.

3.5 Alignment with BEAD

The Utah Broadband Center is the central broadband office for the state of Utah and will be the administrative entity for both the Broadband Equity, Access, and Deployment (BEAD) Program and the Digital Equity Act State Capacity Grant Program. During the planning process, the BEAD and Digital Access staff members met weekly as one cohesive team, a strategy that will continue through program implementation. Ongoing outreach and engagement will be joint efforts, as will mapping updates and data collection. The team shares administrative support and provides this support to each other by serving as scorers on each others' competitive grants or RFPs and co-writing important documents and grant reports. All these collaborations will continue during the implementation phase for both programs.

3.6 Alignment with Other State and Federal Funding

As detailed in implementation strategies for goal 4, the Utah Broadband Office will continue to work with the Governor's Office of Planning and Budget to ensure high level coordination between other funding efforts. Since the onset of the pandemic in 2020, the Governor's Office of Planning and Budget convened regular meetings with department heads and appointed officials throughout state government to track and report on the many uses of federal relief funds across the state. These meetings included the Utah Broadband Center as a matter of course, and they will continue to do so. The consistent schedule allows the state employees responsible for overseeing diverse federal funds, including funds authorized through the Infrastructure Investment and Jobs Act (IIJA) to express the priorities of the funds in their care and to coordinate with colleagues whose priorities are aligned. A keystone of the alignment strategy is continued attendance at these meetings.

Additionally, other non-federal sources of funding are intended to create the same outcomes as those proposed in this plan. Although the Utah Broadband Center currently has no partnership with any existing philanthropic organization based in Utah and dedicated to digital access, one may exist in the future. Financial reports will continue to be made through the Broadband Advisory Commission and the Utah Broadband Alliance, both of which are public, so that stakeholders have multiple opportunities to engage with the coordination effort. As elsewhere in

this plan, careful coordination will ensure the best use of taxpayer dollars, so Utah can maintain its reputation for quality public services and fiscal responsibility.

Since the BEAD allocations were announced, the Utah Broadband Center staff have worked hard to stretch every dollar as far as possible. Unfortunately, even the quickest initial math shows Utah is severely underfunded and will not have any non-deployment funds available for digital access activities beyond infrastructure investment. Any reliance within the digital access plan on excess BEAD funds would be myopic, even absurd. However, in an effort to comply with suggestions that the Digital Access Plan be prepared for non-deployment BEAD funds, the following uses would be prioritized should funding become available:

- First, non-deployment connectivity needs of community anchor institutions. Schools, libraries, and health institutions all require high levels of cybersecurity and ongoing network investment. Federal funding such as E-Rate has only limited allowances for these continuous and high costs, leaving some community anchors vulnerable to cybercrime. This dangerous lack of investment and maintenance in critical public institutions leaves the personal data of Utah's residents, students, and patients unsecured. Anchor institutions can use additional BEAD funding to ensure the safety and longevity of their internal networks, encompassing hardware and digital infrastructure.
- Second, affordability. With the uncertainty of ACP and USF, additional funds could provide sorely needed gap funding. None of the state's capacity grant funding will go towards subsidizing individual home broadband subscriptions. Neither will it provide continuing funds for organizations covering utility bills for vulnerable populations they serve such as low income populations, newly resettled refugees, or individuals experiencing homelessness. This is the second prioritized use for excess BEAD funds.
- Third, alternative connectivity solutions. For highly mobile Utahns, home broadband is only one piece of the connectivity needed throughout any given day. Any remaining BEAD funds can be invested in public projects to enable easy access to the modern forum, such as free wifi networks in locations like parks and parking lots, mobile hotspot lending through schools and libraries, and strengthening trusted and guest networks in buildings where the public has pressing information needs, like courthouses, municipal halls, conference centers, and cultural sites.

3.7 Technical Assistance and Other Support Required

In order to successfully undertake the actions listed herein and to achieve the outcomes proposed, the Utah Broadband Center requests the following technical assistance from NTIA:

- Provide forms for all required reports 180 days in advance of their due date so state staff are appropriately prepared regarding expectations for progress reporting.
- Prior to the State Capacity Grant Program period of performance, notify the state of any quantitative data points including publicly available or demographic statistics which the state will be expected to show as metrics of success.

- Clarify reporting requirements and quantitative expectations for “ongoing engagement with representatives of each category of covered populations within the State and with the full range of stakeholders within the State.”[101]
- Set reasonable expectations and standards for how NTIA program officers engage with state offices and communities. Provide written guidance with enough lead time for busy state offices to comply. Set realistic deadlines that are aligned with the time NTIA takes to provide feedback. Often we wait for 30+ days to receive guidance but are expected to adjust and return within 48 hours.
- Define engagement rules for federal program officers in regards to state digital access planning and activities. Stakeholder meetings, engagement and feedback will be initiated by UBG and not NTIA federal program officers. A lack of understanding about state processes and capacity have led to confusion and misinformation being passed on to key stakeholders.
- Additionally, the Utah Broadband Center wishes to inform NTIA that the team has found the award use regulations around the BEAD planning process to be much more desirable than those around the Digital Equity Act planning process. The BEAD Program allows states to roll their planning funds directly into the implementation phase, and to use the planning funds for ongoing plan assessment and updates throughout the entire IIJA period of performance. The Digital Equity Act State Planning Grant Program, on the other hand, has no such useful allowances. At NTIA’s urging, the Utah Broadband Center has staffed up, but this added capacity is dependent on Digital Equity Act funds. A significant gap in funding is expected between the submission of the State Digital Access Plan and the award of the State Capacity Grant Program. During this time, the state will be unable to make progress towards its goals and partner enthusiasm may wane, slowing the momentum the state has already built. Utah will have no allocated staff time for Digital Access or resources to keep building and engaging stakeholders and potential partner organizations. Training is also needed to prepare for the capacity grant program, and an internal needs assessment indicates there is a need for professional development around digital equity, AI, and federal grants management. These would be ideal activities to engage in while the state waits for NTIA to issue the Capacity Grant NOFO in order to ensure high quality grant applications that align with the plan.

[101] (pg. 21, National Telecommunications and Information Administration (NTIA), U.S. Department of Commerce, 2022)

4

Planning Process Report

Utah's digital access planning efforts started before the Digital Equity Act and IIJA with a vision for statewide digital access. Once the Digital Equity Act provided new guidelines for state plans in order to access State Capacity Grant funds, the planning efforts shifted to focus on this new goal. Additional guidance from NTIA and the National Digital Inclusion Alliance helped inform the design and implementation of the planning process. Over the course of two years, the **core planning team** received direction from elected and appointed leaders, hard-won experience from community-serving organizations, and feedback from countless residents. The result is an action plan for systemic change rooted in local solutions.

4.1 Collaboration and Stakeholder Engagement

The foundation of the planning process was good faith engagement and collaboration with stakeholders across Utah. The core planning team used an iterative process heavily reliant on feedback to ensure alignment with community needs.

Prior to the Digital Equity Act, the Multicultural Advisory Commission of the state of Utah's COVID-19 response convened a **Digital Equity Workgroup** with the task of examining disparate lack of access which prevented Utah's multicultural communities from accessing critical telehealth resources and broader digital opportunity. Stakeholders met to draft an early-pandemic-era guiding document. This group's work is the basis of the vision found in the current plan, as well as the first source of holistic information on barriers to connectivity faced by covered populations. Those contributors are listed in Appendix G: Collaborators & Contributors.

In 2022, an informal **planning advisory group** was formed. This group provided ongoing feedback and direction through the creation of the first draft of the state digital access plan. The planning advisory group consisted of seven administrative-level representatives from education, state government, non-profit services, and library services. Each member of this group (also listed in Appendix G) has continued to be involved individually throughout the creation of the second draft.

The core planning team established an early dialogue with leaders from organizations serving all eight covered populations and reaching approximately 1,969,000 Utahns. These **community experts** provided insight into the existing landscape for digital inclusion services, and were a major contributor to the initial Asset Inventory as well as information on organizational strengths and weaknesses which will affect implementation of the state plan. These community experts are documented in Appendix G.

Beginning in the summer of 2022 and continuing through spring 2023, the Utah Broadband Center and the Utah State Library Division conducted broad **public engagement and outreach**

efforts jointly with BEAD planning outreach. 75 workshops, meetings, or events were completed which touched all geographic areas of the state and covered populations. The planning team developed English and Spanish versions of a central website[102] with key information, surveys, and opportunities for involvement. As of Jan. 30, 2024, there have been 13,048 website views. The team also worked with Governor Spencer J. Cox to record an informational video and PSA in both English and Spanish to encourage Utahns to participate. The video was posted on the website and the PSA was pushed to radio stations across the state. In October 2022 and March 2023, the team distributed press releases to statewide media to notify the public of the planning effort. These press releases were picked up by multiple outlets across the state. In the end, general public engagement and outreach activities reached community leaders, elected and appointed officials, government employees, community organizations, private sector interests, and individual residents. Events are documented completely in **Appendix D: Community Engagement**, and organizations are documented in **Appendix G: Collaborators & Contributors**.

The Broadband Advisory Commission, a public body created by the Utah Legislature in its 2022 General Session[103], provided additional oversight and guidance during the planning process. This began with input on plan priorities and guiding principles, and included involvement from Commissioners throughout the planning process.

Finally, in spring 2023 a project launched to collect in-depth **resident feedback**. The Utah Broadband Center put out a call through community partners to identify individuals from all nine covered populations who were willing to participate in one-on-one interviews, focus groups, and ongoing group discussions regarding their personal experiences with digital access. We conducted resident feedback sessions to gather narratives and qualitative data that illustrates digital access barriers and implications and elicited feedback on the current State Digital Equity Plan. We asked residents to review sections of the plan and comment in support, disagreement, missing information or details, and additional recommendations going forward. The insight from individuals with lived experience is invaluable to developing the Digital Equity plan.

> "If everybody is more aware of what the government wants to actually accomplish and how it's going to benefit the community, you're going to be more successful [including the community] because the same community is going to support all the changes that take place."
>
> *– Utah Resident*[104]

Each participant was compensated for their time and expertise, and their stories informed the plan implementation strategies and its public rollout and launch. These experts will also be asked to continue providing feedback after the state plan is submitted to NTIA in order to ensure the state continues to meet the needs of all nine covered populations. These are both quantified and summarized in **Appendix D: Community Engagement.**

The **public comment** period launched June 7 at the Internet for All: Utah Broadband Confluence, an event which brought together more than 150 stakeholders and colleagues to

[102] https://www.connectingutah.com/
[103] (*SB0214 Utah Broadband Center Advisory Commission*, 2022)
[104] Resident Feedback Project participant interview

build connections and discuss the work ahead. At the event, two sessions specifically related to covered populations and their engagement in the planning and forthcoming implementation. One session invited organizations serving covered populations to speak about their experiences creating local or demographical plans for digital access (addressed further in **Appendix E: Local Digital Access Plans**); the other session invited Utahns with personal lived experience with the digital divide to share their stories with the audience to build understanding of the necessity for covered populations to participate in the planning and public comment process.

Over the 30 day period for public input and feedback, the Utah Broadband Center received only 13 comments filed through the proper method, but some additional comments of a general nature were given to Utah Broadband Center staff verbally. In person comments were collected at the Internet for All: Utah Broadband Confluence and the 13 written comments were received following the event. The core planning team reviewed all feedback and implemented revisions or clarifications wherever necessary, outlined further in the following section **4.4 Public Comment Process**. Additionally, the Utah Broadband Center worked closely with stakeholders in the following months to collect in-line suggestions with specific wording or direction, all of which was incorporated into the final plan. In June, the Broadband Advisory Commission reviewed the public comment draft of the State Digital Access Plan and gave an enthusiastic approval. Once the plan has finished the process of responding to feedback and required changes from NTIA (“curing”), the Broadband Advisory Commission will review the plan again for final approval.

4.2 Coordination and Alignment with BEAD Planning Efforts

The Utah Broadband Center is the central broadband office for the state of Utah and is tasked by the Utah Legislature with developing and implementing a statewide strategic plan for digital connectivity. It is the administrative entity for both BEAD and Digital Equity Act planning grants.

The Utah Broadband Center and the Utah State Library initiated a joint planning effort for the development of the BEAD Five-Year Broadband Action Plan and the State Digital Access Plan. Because the Utah State Board of Education provided funding for a Digital Access & Education Program Manager position at the Utah State Library, this effort began before planning grant funds had been received by the Utah Broadband Center. However, it was always intended that the Utah Broadband Center take ownership of the State Digital Access Plan and the eventual State Capacity Grant for implementation of the plan.

As part of the IIJA, Utah was awarded $676,684 from the Digital Equity Planning Grant and $5,000,000 from the BEAD program for initial planning. Both initiatives have shared objectives and have overlapping aims. Close coordination occurred between the Digital Access and BEAD planning teams. Members of the Digital Access Team were involved with BEAD coordination meetings, and the BEAD and Digital Access teams held bi-weekly coordination meetings to discuss alignment and coordinate a united front. Both efforts utilized a shared project dashboard which made files, notes, and communication accessible and available to all. Stakeholder engagement was done as one collective effort with digital access and infrastructure data gathering built into all outreach materials. Tribal consultations included data and needs

prioritization for both plans. Data collection and note coding were captured in one location and available to both members of the BEAD and Digital Access Teams.

Utilizing planning funds awarded by NTIA, the Utah Broadband Center also created parallel local planning grants for both broadband infrastructure and digital access. These programs awarded a combined total of $972,738 in planning funds to 32 local entities to work at a grassroots level to develop strategic plans for broadband access and digital access. The Utah Broadband Center team administered the two grants in parallel, staying closely connected on early findings from subgrantees.

4.3 Coordination with Other Existing Efforts

There are existing efforts in Utah which go beyond geographic boundaries or specific sectors to address the digital divide on a broader scale. The Utah Broadband Center worked closely with Utah Communities Connect, the only digital inclusion alliance in Utah with a statewide scope. However, other organizations do exist–both formal and informal–and the Utah Broadband Center engaged each of them in coordinating meetings to align priorities and information gathering efforts. These organizations can be found in **Appendix G: Collaborators & Contributors**, and coordinating meetings with their membership bases can be found in **Appendix D: Community Engagement**.

Planning funds were also used to award subgrants to 13 Utah-based organizations. These subgrantees were tasked with creating digital access plans focused either on geographic areas of high need or the specific needs of identified covered populations. The Utah Broadband Center held monthly cohort calls through the subgrant period of performance and provided technical assistance in the form of templates, Institutional Review Board-approved survey questions and focus group questions, outreach materials, and specialized training sessions. These plans and their findings will continue to be incorporated throughout the State Digital Access Plan to ensure the specific barriers facing covered populations and high-need geographic areas are all addressed equitably. A list of organizations and municipalities providing individual plans, both subgrantees and those who developed plans independent of BEAD or Digital Equity Act funding, can be found and viewed in full online.[105]

Utah committed to respectfully engaging with Utah's eight Tribal Nations to collaborate on planning initiatives and implementation timelines. Two Tribal Nations and one county serving Tribal members received BEAD or Digital Equity Act subgrants from the Utah Broadband Center for local planning, and two submitted letters of interest for formula grants directly from the Digital Equity Act. Additionally, three Tribal Nations received federal Tribal Broadband Connectivity Program (TBCP) funds. Their funded efforts include digital access planning, understood to mean both broadband infrastructure and digital access. The Utah Broadband Center conducted formal Tribal Consultations with all eight Nations and prioritized ongoing support and communication throughout the planning process.

Finally, six organizations in Utah received FCC grants for Affordable Connectivity Program outreach or Affordable Connectivity Program pilot projects, including one Tribal housing

[105] https://www.connectingutah.com/local-planning-grant-materials

authority. The Utah Broadband Center established a cohort with regular meetings to stay coordinated as each organization planned and launched their projects. This allowed the Utah Broadband Center to also consider planned ACP outreach activities while developing the State Digital Access Plan. These organizations are listed in **Appendix G: Collaborators & Contributors**.

4.4 Public Comment Process

The **public comment** period launched June 7 at the Internet for All: Utah Broadband Confluence, an NTIA-hosted event which brought together over 150 stakeholders to build connections and discuss the work ahead. The comment period closed July 7.

The Utah Broadband Center also make concerted outreach efforts toward covered populations regarding the public comment period. This was to ensure the residents most likely to be impacted by the state plan had the opportunity to respond to its ongoing development. The following tables summarizes those outreach efforts.[106]

Outreach to Covered Populations regarding and/or during the **Public Comment Period**					
Covered Population	Emails (specifically inviting participation in public comments)	Phone (calls specifically inviting participation in public comments)	In person meetings (specifically addressing participation in public comments)	Via organizations (orgs serving the population)	Via individuals (in the resident feedback project)
Individuals who live in covered households	X	X	X	X	X
Aging individuals	X	X	X	X	X
Incarcerated Individuals	X		X	X	
Veterans	X		X	X	
Individuals with disabilities	X		X	X	X
Individuals with a language barrier	X		X	X	X
Individuals who are members of a racial or ethnic minority group	X		X	X	X
Individuals who primarily reside	X	X	X	X	X

[106] Beyond this summary of outreach efforts specifically regarding the public comment period, a complete list of outreach efforts and engagements with stakeholder organizations can be found in **Appendix D: Community Engagement**.

in a rural area					

During the 30 days of wide public availability for input and feedback, the Utah Broadband Center received only 13 comments submitted through the public notice website used by the state of Utah. Many stakeholders wished to provide verbal feedback, which was more difficult to track and to communicate faithfully to the multiple Utah Broadband Center team members who work in a hybrid asynchronous environment and rely heavily on written communication. The core planning team made extended efforts to accommodate late and unwritten feedback. This included inviting key stakeholders to provide in-line suggestions within the State Digital Access Plan for a full six months after the close of the public comment period, only possible because of an extension to the planning grant period.

The core planning team reviewed all feedback and identified the following common themes and suggestions, which resulted in the following changes.

- The first draft of the plan lacked significant mention of telehealth, including disparities leading to inaccessibility and action items to address these issues. In response, this draft more clearly states the crucial role of telehealth in providing point-of-need and preventative care to multiple covered populations. Additionally, possibilities for alignment with telehealth stakeholders are outlined in the implementation strategies.

- The presence of libraries throughout the plan and throughout the implementation section accurately represented their role as first line providers for connectivity, devices, and training for digital independence. Commenters requested more concrete involvement between libraries and the Utah Broadband Center, as well as clearer channels of communication. This was addressed by the creation of the focused “Library - Broadband Alignment Strategy,” a project undertaken by library advocacy nonprofit EveryLibrary Institute.[107] The project used interviews with library professionals, data review, and a landscape survey to analyze and synthesize both the draft digital access plan and the state of Utah libraries. The resulting alignment strategy outlines shared goals and priorities, key points at which collaboration will be necessary, suggestions to make subgrant programs accessible for libraries, and even appropriate channels of communication throughout the implementation phase. These recommendations have been incorporated throughout the plan document.

- Between the release of the public comment draft and the completion of the draft submitted to NTIA, a new coalition for digital inclusion work in Utah was born. This group (the Utah Digital Opportunity Network, UDON) did not exist at the time of the public comment period, but they were invited to provide feedback on the plan later in the revision process. Their recommendations were accepted throughout the document.

- Several stakeholders with business interests in furthering device access or broadband adoption made comments recommending specific actions or partnerships to help the state achieve those objectives. Because the recommendations came from individuals with significant experience providing direct service to covered populations, the Utah

[107] https://www.everylibraryinstitute.org/

Broadband Center followed much of the guidance given by these industry or private sector commenters.

- As the world at large becomes increasingly aware of the digital divide, stakeholders have also become more aware of efforts to address it and of the opportunities and resources available to states through the planning process. Several commenters emphasized the value of suggested best practices various organizations have published in the two years since the passage of IIJA and the Digital Equity Act. The Utah Broadband Center can proudly respond that its staff closely followed the publication of all the mentioned materials, in many cases engaging with the creators and sometimes even assisting in their creation. These principles guided the document in existence today.

The 13 properly submitted public comments can be viewed in **Appendix D**, and an archived version of the plan draft with in-line comments from external stakeholders including NTIA can be viewed upon request by contacting the Utah Broadband Center.

4.5 Building in Future Updates

The State Digital Access Plan is a living document that will continue to evolve as the Utah Broadband Center receives feedback from residents and assesses the effectiveness of ongoing implementation efforts. Digital access is an ever-changing landscape, and this document must remain flexible and adaptive to ensure that the plan stays relevant and effective.

One way resident feedback will be incorporated is through an ongoing feedback project. The Utah Broadband Center will continue to collect feedback from residents on their digital access experiences through one-on-one interviews and focus groups. This feedback will be incorporated into future updates of the plan. A special focus has gone towards finding residents who are also members of one or more covered populations, to ensure their perspectives are included throughout the process.

The Broadband Center will also incorporate findings from ongoing assessments during the implementation phase of the plan. The team will regularly assess the effectiveness of strategies and adjust the approach as needed to ensure that progress is made toward goals. Both resident feedback and ongoing assessment will help identify areas where ongoing efforts are working well and areas where the state needs to adjust strategies to better address digital access disparities.

5

Closing

In Closing

The State Digital Access Plan serves as a snapshot of efforts to address digital access disparities in Utah. It is a living document that will continue to evolve as the state makes progress towards these goals. With this plan in place, the state can confidently take action on digital access disparities and promote connectivity for all residents.

To make this plan a success, community support is critical. All are encouraged to stay engaged with the ongoing efforts and follow the implementation progress by visiting the Connecting Utah website.[108] Individuals and organizations can get involved by sharing feedback with the Utah Broadband Center and by advocating for digital access locally. For those interested in taking more concrete action, the more concise Digital Equity Plan Roadmap provides the state's proposals in brief and outlines specific actions individuals and organizations can take to align with the state's efforts.

In a digital age, access to the opportunities of the online world is a fundamental right. The Utah Broadband Center is excited to embark on this important journey to building a **Connected Utah.**

[108] https://www.connectingutah.com/digital-connectivity-plan

6

Appendices

Appendix A

Inventory of Digital Access Assets & Barriers

In 2023 the Utah Broadband Center was pleased to announce the launch of the Inventory of Digital Inclusion Assets & Barriers Mapping Project. The primary objective of this ongoing project is to identify and map the assets and barriers to digital connectivity in Utah. This project marks a significant milestone as the Utah Broadband Center prepares to transition from the planning phase to the implementation phase of the Statewide Digital Connectivity Plan.

Organizations and agencies who are providing digital equity services are highly encouraged to share their program information for inclusion in the asset and barriers inventory through the digital equity asset mapping collection form.[109]

The data collected to date will be utilized to create a comprehensive map of the assets and barriers to digital inclusion in Utah. This map will play a vital role in identifying areas where gaps in digital inclusion exist. Consequently, it will help prioritize the development of programs and services to address those gaps effectively.

The findings of the project will be summarized in an asset mapping report. This report will not only provide valuable insights but also make recommendations for the specific implementation projects for this plan.

The following pages show the ever-growing Asset Inventory as it exists in February 2024, with 277 reporting organizations across the state. Additionally, the second set of tables shows locations in Utah with free community wifi available to all members of the public, an important asset for connectivity.

[109] https://forms.gle/mHcPiR7NAqKiEKfV8

Upport Device Access	Broadband Access & Affordability	Organization	Description	who live in covered households & Unhoused residents	Aging Individuals	Incarcerated or Previously Individuals	Veterans	Individuals with Disabilities	s with a language barrier and New Americans	s who are members of a racial or ethnic minority group	Individuals who primarily reside in a rural area
X	X	211 Utah	211 Utah provides a statewide database of resource for residents seeking health and social services	X	X	X	X	X	X	X	X
X		ABLE-differently	Promotes a self help model that serves school and younger age children and their families with special behavioral health care needs who have not had success with typical forms of intervention. Supports parents solving problems themselves with participation in family centered community partnerships such as schools, medical homes, and mental health systems, through child care mental health consultation programs. Volunteer opportunities available in clerical, computer/Internet, fundraising, and financial planning.	X					X		
		Access Wireless	Provides free cell phone plans for low income families in Utah	X	X	X	X	X	X	X	X
	X	Affordable Connectivity Program	The Affordable Connectivity Program is an FCC benefit program that provides a discount of up to $30 per month toward internet service for eligible households and up to $75 per month for households on qualifying Tribal lands	X	X	X	X	X	X	X	X
X		Alpine School District Adult Education	Provides education services for students who have not graduated to finish their credits to receive an accredited high school diploma and prepare to take the GED test. Must be at least 16 years of age and withdrawn from high school, or anyone over 18	X	X						
		Alta Reading Room	Computer Access and Public Wi-Fi								
X		American Fork City Library	The Academic Lab at American Fork City Library provides homework help, one-on-one tutoring, ESL classes, computer access and public wi-fi	X	X				X		
X		Anderson-Foothill Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs								
X		Arches Education Center	Arches Education Center provides Adult Education (GED preparation and Highschool Dimploma education) and English as a Second Language courses		X				X		X
X		Beaver Public Library	Computer Access, Public Wi-Fi, Hotspot Lending	X	X				X		X
X		Bingham Creek Library	Computer Access and Public Wi-Fi								
		Black Lives Matter	Utah Black Lives Matter offers digital exhibits on Black History, and the Black Lives Matter Utah Chapter hosts Kids Camp with additional computer programming added to the STEM curriculum							X	
		Blanding Branch Library	Public Library								
X		Blue Star Families	Blue Star Families supports military families with employment opportunities and workforce training, and assists in access to food, financial, and educational resources	X	X		X				
		Bluff Branch Library	Public Library								
		Box Elder County Bookmobile	Bookmobile								
		Brigham City Public Library	Public Library								
	X	Business Technical Assistance Center Remote Work Hub	Co-working and business space for remote workers								X
X		BYU Center for Service and Learning	Y-Serve is a service program of volunteers offering 1:1 tutoring in various subjects, including coding and technology	X	X	X		X	X	X	
X		BYU Harold B Lee Library	Computer Access and Public Wi-Fi								
X		BYU IT Surplus	Surplus device distribution program through Brigham Young University. BYU IT Surplus devices are available for purchase by the public and loan devices to students	X							
X		Cache County Library	Computer Access and Public Wi-Fi								
X		Calvin S. Smith Library (Millcreek)	Computer Access and Public Wi-Fi								
X		Canyons School District	K-12 school district that distributes devices to students	X				X			
X		Castle Dale Branch Library	Computer Access and Public Wi-Fi								
X		Castle Valley Library	Computer Access and Public Wi-Fi								
X	X	Catholic Community Services	Digital Inclusion program serving recently resettled Refugees in case management or on walk-in basis. Clients receive devices, preliminary digital skills training, internet and ACP enrollment assistance	X	X				X	X	
	X	Cedar City Business and Innovation Center	Co-working space and resources for businesses and Startups								X
X		Cedar City Public Library	Computer Access and Public Wi-Fi								
		Center for Economic Opportunity and Belonging	The Center for Economic Opportunity and Belonging (the Center) connects Utah's communities with the resources they need to foster belonging where it matters most: our education, workforce, housing, and health	X	X	X	X	X	X	X	X
		Centerville Branch Library	Public Library								
X		Centro de la Familia de Utah - Genola	Centro de la Familia provides English as a Second Language courses and youth and adult educcation programming to promote self-sufficiency within their communities						X		
X		Centro de la Familia de Utah - Northern Utah	Centro de la Familia provides English as a Second Language courses and youth and adult educcation programming to promote self-sufficiency within their communities						X		
X		Centro de la Familia de Utah - Providence	Centro de la Familia provides English as a Second Language courses and youth and adult educcation programming to promote self-sufficiency within their communities						X		

X		Centro Hispano Workforce Development	Centro Hispando is a local nonprofit providing Spanish workforce development and digital literacy courses, teaching coding, computer and hardware basics and technical certifications						X	X		
X		Chapman Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs									
		Clearfield Branch Library	Public Library									
		Cleone Peterson Eccles Library (Fairview)	Public Library									
X		Cleveland Branch Library	Computer Access, Public Wi-Fi									
X		Club Ability Latinas/os Digitales	Club Ability holds virtual and in-person STEM courses taught in both English and Spanish, and distributes devices to students in need	X					X	X	X	
		Coalville Branch Library	Public Library									
X		Comunidades Unidas	Organization serving the Latinx/Immigrant community in Utah with wrap-around services, including SNAP enrollment assistance, immigration services, and a digital voter portal							X		
		Confederated Tribes of the Goshute Reservation Library	Tribal Library									
X		Cottages of Hope	Computer Literacy training programs related to employment, personal finance and documentation. Cottages of Hope provides an in-house computer for user access	X		X						
X		Cyber-Seniors	Nationwide virtual service assisting Seniors one:one with digital skills learning and access, informational webinars and training materials for digital navigators. Offers service in Spanish, French, Chinese, Korean etc and more	X	X		X	X	X	X	X	
X		Davis Community Learning Center	A partnership of school and community resource agencies working together to provide GED/ high school equivalency test instruction, english as a second language, tutoring volunteer opportunities, and counseling services.	X				X	X	X	X	
X		Davis County Library - Bountiful	Computer Access and Public Wi-Fi									
X		Davis County Library - Centerville	Computer Access and Public Wi-Fi									
X		Davis County Library - Clearfield	Computer Access and Public Wi-Fi									
X		Davis County Library - Farmington	Computer Access and Public Wi-Fi									
X		Davis County Library - Kaysville	Computer Access and Public Wi-Fi									
X		Davis County Library - Layton	Computer Access and Public Wi-Fi									
X		Davis County Library - Syracuse	Computer Access and Public Wi-Fi									
X		Davis School District	The Davis School District has developed a local plan detailing broadband accessibility and digital access resources. DSD loans hotspots and devices to students/families and teachers for the school year	X	X			X	X	X	X	
		Davis School District and Education Foundation	School district for Davis County, and foundation that provides financial support and resources to classrooms including computer distribution programs	X								
X		Day-Riverside Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs									
X		Delta City Library	Computer Access, Public Wi-Fi									
X	X	Digital Inclusion Coalition of Utah County	Digital Inclusion Coalition of Utah County is a group of organizations working torward a common goal to improve digital opportunity for all Utah County residents. A county wide plan is published and can be viewed on digitalinclusion.provo.org	X	X	X	X	X	X	X	X	
X		Digital Respons-Ability Digital Citizenship Education	Digital ResponsAbility provides digital literacy courses and workshops offered in English and Spanish, covering basic and intermediate skill levels			X			X	X	X	
		Digital Teaching and Learning Grant Program	Technology-driven investmed in Utah K-12 schools initiated by the Utah State Board of Education to promote technology tools in education, addressing the need of broadband infrastructure, devices and digital tools integration	X				X	X	X	X	
X		Draper Library	Computer access and public wi-fi, programs, events, wifi, computers, and technological services that encourage reading, STEM. Includes 3d printing and telescopes, available at select branches.									
		Duchesne Branch Library	Public Wi-Fi									
		Dugway Post Library	Special Library									
		E-Rate	The Schools and Libraries Universal Service Support Program, commonly known as the E-rate program, helps schools and libraries to obtain affordable broadband. The E-rate program is administered by the Universal Service Administrative Company (USAC) under the direction of the FCC									
X		Eagle Mountain Public Library	Computer Access and Public Wi-Fi									
		EducationSuperHighway	National nonprofit offering training materials for ACP digital navigation, ACP certificates, and a pre-enrollment tool for client facing assistance	X	X	X	X	X	X	X	X	
X		Elmo Branch Library	Computer Access and Public Wi-Fi									
		Elsinore Town Library	Public Library									
X		Emery Branch Library	Computer Access and Public Wi-Fi									
X		Emery County Library System	Computer Access and Public Wi-Fi									

		English Language Center of Cache Valley	Provides individualized english language instruction to adult speakers of other languages, through basic life skills and offers US Citizenship education as well.						X	X	
		English Skills Learning Center	Provides individualized English instruction to adult English Language Learners. Incoming students speak little or no English, and often are not literate in any language. ESLC trains and supervises volunteers who then teach students twice a week. Instruction is provided at times and locations that are convenient for both the volunteer and the student. Assists with citizenship education.						X	X	
X		Enterprise Branch Library	Computer Access and Public Wi-Fi								
		Entrada Adult High School	Offers adults the educational opportunities to earn a high school diploma, prepare for and take the GED test, pre-testing, packets and test-outs for high school credits, improve basic educational skills like math, reading, and writing, or improve skills in the English language for non-native speakers						X		
X		Ephraim Public Library	Computer Access and Public Wi-Fi								
		Escalante Branch Library	Public Library								
X		Ferron Branch Library	Computer Access and Public Wi-Fi								
		Five County AOG Community Action Partnership	Five County AOG is part of the CAP Utah network, offering ACP enrollment assistance included in wrap-around services to clients in case management. CAP Utah branches are also doing ACP outreach and events to raise awareness of the subsidy program	X						X	X
X		Garden City Public Library	Computer Access and Public Wi-Fi								
		Garland Public Library	Public Library								
		Give Me a Chance - A Daughters of Charity Ministry	Empowers low income women by teaching marketable skills through occupation specific job training, computer literacy training, arts and crafts instruction. Also offers extended child care.	X							
X		Glendale Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs								
		Golden Hours Tech Tutor	Tech Tutors are available for Golden Hours members, a senior center for aging adults, providing 20 minute appointments for technical support		X						
X		Grand County Public Library (Moab)	X	X	X					X	X
X		Granite Branch Library	Computer Access and Public Wi-Fi								
		Granite Peaks Lifelong Learning	Granite Peaks provides high school completion, GED preparation, and english courses for adult learners. Courses sometimes include hotspot and device lending	X	X	X	X	X	X	X	
		Granite School District	Offers educational programs for students in grades K through 12 as well as a variety of adult and community education courses. Programs include computer distribution programs	X				X	X	X	
		Grantsville City Library	Public Library								
X		Green River Branch Library	Computer Access and Public Wi-Fi								
		Guadalupe School	Providing computer literacy skills and ESL courses, from youth to adult education	X	X			X	X	X	
X		Gunnison City Library	Computer Access and Public Wi-Fi								
		Hanksville Innovation Center Clerk	Co-working Space								
		Headquarters Library (Farmington)	Public Library								
X		Helper City Library	Computer Access and Public Wi-Fi								
X		Herriman Library	Computer Access and Public Wi-Fi								
		Highland City Library	Public Library								
		Hildale Branch	Public Library								
		Holladay Library	Computer access and public wi-fi, programs, events, wifi, computers, and technological services that encourage reading, STEM. Includes 3d printing and telescopes, available at select branches.								
		Horizonte Instruction and Training Center	Provides adult high school diploma programs and alternative education for the Salt Lake City community. Also offers services such English as a second language and GED/ High school equivalency test instruction.	X	X	X	X	X	X	X	
		Human I-T	Human I-T is a national nonprofit providing digital navigation services, new and refurbished devices, internet access, digital skills training and tech support	X	X	X	X	X	X	X	X
X		Hunter Library	Computer Access and Public Wi-Fi								
X		Huntington Branch Library	Computer Access and Public Wi-Fi								
X		Hurricane Branch Library	Computer Access and Public Wi-Fi								X
X		Hyrum Library	Computer Access and Public Wi-Fi								
		InnovationHUB	Co-working space promoting innovation and support for new businesss owners and entreprenuers in Uintah Basin								X
		International Rescue Committee	The IRC runs a Digital Inclusion program to assist newly resettling refugees with internet access, providing devices, and digital literacy training of all levels. IRC also hosts job training courses, health access courses, and integrates digital access in various resettlement services for clients in case management. Services are offered in Swahili, Arabic, Spanish, Dari, Pashto, Kinyarwanda, Burmese	X	X			X	X	X	
		iRecertify	iRecertify is a private device refurbishment company that refurbishes and resells Apple Devices	X	X	X	X	X	X	X	X
		Iron County Bookmobile	Provides a mobile library for residents of Iron County. Makes stops throughout the community and local schools. View website for current schedule of stops. Bookmobile is equipped with public wifi.								X

X		Kamas Branch	Computer Access and Public Wi-Fi									X
X		Kanab City Library	Computer Access and Public Wi-Fi									
		Kaysville Branch Library	Public Library									
X		Kearns Library	Computer access, public wi-fi, Telehealth Access Point, computer literacy classes						X	X		
		La Sal Branch Library	Public Library									
		Latinos In Action	Empowers Latino youth to obtain higher education by providing them educational, service-oriented, cultural, and leadership volunteer opportunities. Students gain access to these opportunities by enrolling in the Latinos In Action (LIA) class offered at their middle, junior high, or high school						X			
		Law Library	Special Library									
		Layton Branch Library	Public Library									
		Learn Accounting for Free	Free online accounting course	X	X	X	X	X	X	X	X	
X		Lehi City Public Library	Computer Access and Public Wi-Fi									
		Lewiston Public Library	Public Library									
		Lifeline Program	Assists families by providing a discount to either phone or broadband internet connectivity services, but not both. Eligibility for either discounted phone or internet service is determined by the Universal Service Administrative Company (USAC). Utah provides an additional discount for eligible Utah residents	X	X	X	X	X	X	X	X	
		Logan Library	Provides access to computers and computer literacy training, internet access, and children's library services									
X		Magna Library	Computer access, public wi-fi and computer literacy classes									
		Main Branch (Salt Lake City Public Library)	Public Library									
		Main Library (Ogden)	Public Library									
X		Manti City Public Library	Computer Access and Public Wi-Fi									
X		Marmalade Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs									
		Mendon Library	The library offers free wi-fi connection indoors and outdoors 24/7.	X	X				X		X	
		Migrant Seasonal Farm Workers Coalition	Coalition of organizations assisting H2A and H2B seasonal farmworkers access services, coordinate efforts, and address problems that impact workers' rights and wellbeing									
X		Milford Public Library	Computer Access and Public Wi-Fi									
X		Millcreek Community Library	Computer Access and Public Wi-Fi									
		Millcreek Promise Tech ON	This program of local government assists individuals in ACP enrollments and is a distribution point for donated devices, and offers in-person courses, computer training and tech support	X	X				X	X		
X		Minersville Public Library	Computer Access and Public Wi-Fi									
		Moab Arts & Recreation Coworking Space	Co-working space decidated to art professionals and available to the public for use								X	
X		Monroe Public Library	Computer Access and Public Wi-Fi									
		Montezuma Creek Branch Library	Public Library									
		Monticello Branch Library	Public Library									
		Monticello Coworking Space	Co-working space available to San Juan County residents with a membership								X	
		Monument Valley Branch Library	Public Library									
X		Morgan County Library	Morgan County Library provides open access to computers and free access to wifi, and lends hotspots	X							X	
		Mosaic Inter-Faith Ministries	Serves the Utah community, providing citizen education, ESL services, health care referrals, and job finding assistance	X					X			
X		Mt. Pleasant Public Library	Computer Access and Public Wi-Fi									
		Multi-County (Garfield/Kane) Bookmobile Library	Provides a mobile library for residents of Garfield and Kane Counties. Makes stops throughout the community and local schools. Bookmobile is equipped with public wifi.								X	
X		Murray Library	Computer Access and Public Wi-Fi									
		My Hometown Ogden	My Hometown Community Resource Center provides a variety of digital literacy courses to Ogden residents	X	X					X		
		Navajo Mountain Branch Library	Public Library									
		Navajo Nation Broadband Office	Tribal entity that has devised a plan to increase high-speed internet availability, accessibility and affordability for Navajo communities in San Jaun County, Utah through collaboration with stakeholders and community members	X	X					X	X	
		Navajo Utah Commission Library	Tribal Library									
		Nebo Adult Education	Provides program for individuals who have not earned a high school diploma. Programs include adult high school completion, GED preparation, adult basic education, English as a second language, and college and career readiness						X			
		NeighborWorks	NeighborWorks Salt Lake works in partnership with residents, government and businesses to create neighborhoods of choice by providing opportunity for housing, resident and youth leadership, financial education and economic development.	X	X	X				X		
X		Nephi Public Library	Computer Access and Public Wi-Fi									
		New American Task Force	The 200-member Task Force, in partnership with the Utah Center for Immigration & Integration, works with key stakeholders to identify barriers to New American integration in Utah						X	X	X	
X		New Harmony Branch Library	Computer Access and Public Wi-Fi									
		Newton Town Library	Public Wi-Fi									

X		North Branch Library (Ogden)	Computer Access and Public Wi-Fi									
X		North Logan City Library	Computer Access and Public Wi-Fi									
		Northwestern Band of Shoshone Nation Library	Tribal Library									
		Ogden City	Devised a city-wide plan to improve digital access in Ogden City	X	X	X	X	X	X	X	X	
		Ogden Civic Action Network	Ogden CAN is a cross-sector network working evidence-driven strategies to improve areas that are indicated as social determinants of health. Ogden CAN approaches issues at the grassroots level, employing community leaders through internships and professional experience to develop plans and goals for their localc communities. Digital Equity is engrained in Ogden CAN's mission as a social determinant of health and economic empowerment	X	X			X	X	X		
		Ogden School District	Ogden School District offers a variety of digital access programs including device distribution, hotspot lending and wireless access for students through "Learning and Teaching Elevated" Network, and a Digital Citizenship program for parents seeking training on online safety and digital literacy									
X		Ogden Valley Branch Library	Computer access, public wi-fi and computer literacy classes									
		Ogden-Weber Community Action Partnership	Community assistance organization that provides a variety of services in Ogden and Weber County. Services include Head Start, Ged/Highschool equivalency test instruction, English as second language, job assistance, mental health expense assistance, and an adult mentoring program	X								
X		Orangeville Branch Library	Computer Access and Public Wi-Fi									
X		Orem Public Library	Computer Access and Public Wi-Fi	X	X					X		
		Paiute Indian Tribe of Utah	The Paiute Indian Tribe of Utah is a Tribal government distributing devices and providing technical support							X	X	
		Paiute Indian Tribe of Utah Library	Tribal Library									
		Paiute Tribal Housing Authority	The Paiute Tribal Housing Authority is an ACP grant recipient and is conducting ACP outreach and enrollment assistance	X						X	X	
X		Panguitch City Library	Computer Access and Public Wi-Fi									
X		Parowan Public Library	Computer Access and Public Wi-Fi									
X		Payson City Library	Computer Access and Public Wi-Fi									
		PCs for People	PCs for People is a national organization that distributes refurbished devices, hotspots, digital skills training and technical support. PCs for People offers low-cost options and is a certified ACP provider	X	X	X	X	X	X	X	X	
		Pleasant Grove Library	Public Library									
		Pleasant Valley Branch Library	Offers library services to the community of Pleasant Grove including public access to computers, adult and youth literacy programs, children's programs, language instruction, computer and related technology classes, and public internet access									
X		President Millard Fillmore Library	Computer Access and Public Wi-Fi									
		Price City Library	Public Library									
		Project Read Utah	The program as a whole serves low literacy adults, but any adults seeking digital assistance/lessons is welcome.	X								
X		Provo City Library at Academy Square	Computer literacy courses with 1:1 instruction, Computer access, Public Wi-Fi, Hotspot Lending									
		Provo Digital Inclusion Program	X	X	X	X	X	X	X	X	X	
		Red Rock Center for Independence	RRCI provides a variety of services to individuals with disabilities, including life skills training for independence and assistive technology resources. RRCI serves all ages ranging from youth to aging adults		X			X				
		Refugee and Immigrant Center - Asian Association of Utah	Local community based nonprofit focused on reducing the barriers that refugees and immigrants face when adapting to life in the U.S. Services are offered in one easily accessible location and include: employment help, mortgage payment assistance in Salt Lake City, counseling and mental health treatment, ESL and translation services, youth enrichment programs, benefits and certificate forms assistance	X					X	X		
		Refugee Services Office	Department of Workforce Services program providing wrap-around refugee services and assistance, including employment services, education, health, ESL, and citizenship resources.	X	X			X	X	X		
		Rich County Library	Public Library									
X		Richfield Public Library	Computer Access and Public Wi-Fi									
X		Richmond Public Library	Computer Access and Public Wi-Fi									
X		Riverton Library	Computer Access and Public Wi-Fi									
		Roosevelt Branch Library	Public Library									
		Rural Online Initiative	Remote work certification and professional training program through Utah State University Extensinon. This programs serves as a resource for rural residents seeking remote work opportunities and training								X	
X		Rural Utah Project	The Rural Utah Project promotes civic participation in underrepresented communities in rural Utah by reducing barriers to voter registration and developing strategies for civic engagement in areas with limited access to broadband	X						X	X	
		Ruth Vine Tyler Library (Midvale)	Public Wi-Fi									
		Salem City Library	Public Library									
X		Salina Public Library	Computer Access and Public Wi-Fi									

X		Salt Lake City Corporation	Salt Lake City Corporation distributes refurbished computers to community organizations that serve residents within Salt Lake City limits. Any organization is welcome to apply to distribute devices. Primary program is our Youth & Family Services.	X	X		X	X	X	X		
		Salt Lake City Library System	General library services Tech League intiative collecting data on barriers to digital access, digital literacy classes with 1:1 instruction focusing on email, credentials and accessing online accounts									
X		Salt Lake City School District	K-12 school district that distributes devices to students	X								
X		Salt Lake Community College	Local digital access plan that identifies barriers for individuals with disabilities and providing recommendations to improve access to high-speed internet, assistive technology, and accessible content					X				
		Salt Lake County Aging and Adult Services	Offers Health Promotion & Education and distributes tablets to aging community	X	X		X	X				
		Salt Lake County Housing and Community Development	Local government agency that provides community navigators and assistance with ACP enrollments and a secure portal for accessing important documents (SAMi). Digital Navigator assistance includes basic and intermediate computer literacy courses	X	X	X	X	X	X	X		
X		Salt Lake County Library Services	Salt Lake County Library offers device lending up to a month including Chromebooks, Hotspots and tablets									
		Salt Lake County Mayor's Administration - Criminal Justice Initiatives	Salt Lake County Digital Access plan details strategies to increase access to devices, internet, and digital literacy skills for residents who have experienced incarceration in the last five years			X						
		Salt Lake Valley Coalition to Ending Homelessness	Coalition of organizations serving unhoused residents in Salt Lake Valley to coordinate efforts, resources, and funding sources. This coalition includes the Digital Inclusion Task Group, a subworking task force dedicated to digital access barriers and strategies. The task group is open to impacted individuals and seeks input from residents with lived experiences	X	X	X	X	X	X	X		
X		Sandy Library	Computer Access and Public Wi-Fi									
		Sanpete/South Juab County Bookmobile	Bookmobile									
X		Santa Clara Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs									
X		Santaquin City Library	Computer Access and Public Wi-Fi									
X	X	Saratoga Springs Library	Computer Access and Public Wi-Fi		X							
X		Shelter the Homeless	Offers and runs a computer lab for unhoused residents, and offers courses and one:one assistance during business hours	X								
		Shivwits Band of Paiutes	Tribal entity that has devised a plan to close the digital divide by addressing device access, affordability, broadband deployment, digital skills and online security on the Shivwits Band of Paiutes	X	X		X	X		X		
		Skull Valley Band of Goshute Indians	Tribal Library									
X		Smithfield Public Library	Computer Access and Public Wi-Fi									
X		Sorenson Unity Center/Youth and Family Services	Serves as a community resource and gathering place where all cultures are celebrated and welcomed. The Center enhances lives through participation in visual and performing arts, computer literacy training, ESL education, community gardening, and computer and wifi access and assistance	X	X				X			
X		South Jordan Library	Computer Access and Public Wi-Fi									
		South Main Clinic Reading Room	Public Wi-Fi									
		South Salt Lake City Digital Navigators	SSL assists individuals with ACP enrollments and provides digital literacy courses as part of the Digital Navigator program	X	X	X		X	X	X		
X		Southwest Adult High School	Provides education services for students who have not graduated to prepare to take the GED test in English and Spanish						X			
X		Southwest Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs									
X		Spanish Fork Public Library	Computer Access and Public Wi-Fi									
X		Sprague Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs									
X		Springdale Branch Library	Computer Access and Public Wi-Fi									
X		Springville Public Library	Computer Access and Public Wi-Fi									
X		Spy Hop	Digital media arts center offering in-school, after-school, summer camps, youth-in-care, and satellite programming for students ages 9-19 of all skill levels and aspirations in film, music, audio and design							X		
X		St. George Branch Library	Computer Access and Public Wi-Fi									
		Stansbury Park Library	Public Library									
		Summit County Bookmobile	Bookmobile									
		Summit County Library (Kimball Junction)	Public Library									
X		Sweet Branch Library	Computer Access, Public Wi-Fi, Computer Literacy Training Programs									
		Switchpoint Community Resource Center	Provides services for individuals who are homeless including case management, and housing search assistance	X								
		Syracuse Branch Library	Public Library									

		Talent Ready	Since the program's inception, Talent Ready Utah has had a proud tradition of partnering with education and employers across various industries to implement similar workforce development programs. These programs provide students with career exploration while building the talent pipeline for sectors with significant economic impacts on the state.	X	X	X	X	X	X	X	X
		Tax Counseling for the Elderly (TCE)	Tax assistance program for the elderly offered through various locations and nonprofits in Utah		X						
		Taylorsville Library	Public Wi-Fi								
X		Tech Charities Computer Campus	Nonprofit device refurbisher and distributor to walk-ins and by request, drop-in tech support, donation provider to nonprofits	X		X			X		
		Tech Moms	Virtual or in-person tech courses for women returning to the workforce, ranging from basic computer skills to coding, programming, and other skills to assist students in exploring careers in technology. Upon completion of courses, Tech Moms helps students network for future careers.	X	X					X	X
X		Telehealth Access Point - Aspen Dermatology	The Northwest Regional Telehealth Resource Center is progressively partnerning with health clinics, libraries and more public access points to provide private spaces for remote medical visits. Telehealth Access Points are accessible to the public and identified on the NRTRC TAPs map	X	X	X	X	X	X	X	X
X		Telehealth Access Point - Enterprise Valley Medical Clinic Community Health Center	The Northwest Regional Telehealth Resource Center is progressively partnerning with health clinics, libraries and more public access points to provide private spaces for remote medical visits. Telehealth Access Points are accessible to the public and identified on the NRTRC TAPs map	X	X	X	X	X	X	X	X
		Telehealth Access Point - Kearns Library	The Northwest Regional Telehealth Resource Center is progressively partnerning with health clinics, libraries and more public access points to provide private spaces for remote medical visits. Telehealth Access Points are accessible to the public and identified on the NRTRC TAPs map	X	X	X	X	X	X	X	X
X		Telehealth Access Point - Provo City Library	The Northwest Regional Telehealth Resource Center is progressively partnerning with health clinics, libraries and more public access points to provide private spaces for remote medical visits. Telehealth Access Points are accessible to the public and identified on the NRTRC TAPs map	X	X	X	X	X	X	X	X
		The Utah Afterschool Network	After School provider netowkr serving communities statewide and collecting household digital access data to assess families' needs and share helpful resources	X	X	X	X	X	X	X	X
X		The Utah Education and Telehealth Network and the Northwest Regional Telehealth Resource Center	NRTRC is a intersectional resource integrating digital navigator practices with telehealth guidence. NRTRC conducts outreach, provides telehealth navigation training materials, and is developing Telehealth Access Points for individuals to connect virtually with healthcare professionals	X	X	X		X	X	X	X
X		Tooele City Public Library	Digital Me Program, library offers computer access, public wi-fi and computer literacy classes								
		Transcend International	Transcend International is a private funder seeking impactful projects that promote Digital Equity, and is a contributor to Utah's statewide vision								
		Tremonton City Library	Public Library								
		Tri-County Bookmobile	Provides a mobile library for residents of Wayne, Piute, and Sevier Counties. Makes scheduled stops to locations where a library is not accessible. Public wi-fi available								X
X		Uintah County Library	Computer access, Public wi-fi and device lending								
X		United Way of Northern Utah	UWNU connects community members to resources and programming through an established nonprofit network focusing on health, education, finanical empowerment and community leadership	X	X			X		X	
X		United Way of Utah County	United Way of Utah County works to improve individuals and the community in the areas of education, income, and health. Partners with other organizations in the areas to address community needs. UWUC provides basic computer classes and devices upon completion, services in Spanish, and is a contributor to local digital inclusion planning and programming in Utah County	X					X		
		University Neighborhood Partners	University partnership with West Side community people and resources, developing and incorporating Digital Equity in to Utah Thriving report that examines disparities across economic, housing, education and healthcare sectors	X	X	X	X	X	X	X	X
		USU Extension Innovation Center- Escalante	Co-working space for remote workers								X
		USU Extension Innovation Center- Panguitch	Co-working space for remote workers								X
		Utah Adult Education Services	Provides programs for adults who are at less than a post-secondary level or who have limited English proficiency to become literate. Programs assist adults in acquiring skills and knowledge that lead to further education, future employment, and personal success, through basic adult education, ESL, and adult high school diploma programs.	X					X		
X		Utah Assistive Technology Program (UATP)	The Utah Assistive Technology Program through Utah State University serves individuals in need of assistive technology devices and services, supports both parents and children with disabilities. UATP offers services in three locations across the state including Logan, Salt Lake City and Uintah Basin					X			
X		Utah Center for Assistive Technology (UCAT)	UCAT offers assistive technology resources and services to individuals with disabilities with on-site specialists that evaluate clients and individualize technology needs					X			

		Utah Commission on Aging	Digital Equity program for aging adults, offering basic - advanced skills training in person, virtually or over the phone. The Utah Commision on Aging has developed a local digital access plan and is a contributor to the Statewide Digital Equity plan		X						
		Utah Communities Connect	UCC is a digital alliance bringing together nonprofits, libraries and digital inclusion practionners to share resources and promote digital equity initiatives								
		Utah Community Action Partnership Association (DBA Community Action Partnership of Utah) ACP Outreach Project	CAP Utah is an ACP grant recipent and integrates ACP enrollment assistance alongside other case management wrap-around services. CAP Utah has regional offices covering every county in Utah	X	X			X			X
		Utah Department of Veterans & Military Affairs	Utah department supporting Military and Veteran individuals and families								
		Utah Department of Workforce Services	State department of workforce services providing employment assistance, social services enrollment, and connect individuals to other state resources	X	X	X	X	X	X	X	X
		Utah Education and Telehealth Network	UETN is a statewide school-related broadband service network connecting schools, libraries and healthcare clinics to high-speed internet, including remote connection for households in unserved and underserved broadband locations								
X		Utah Nonprofit Housing Corporation	UNHCP serves individuals in need of housing and other wrap-around services. UNHCP incorporates digital inclusion in their mission through the EdX program which addresses all aspects of digital access	X							
		Utah State University ACP Outreach	Serving eligible households on 12 rural counties and the Uintah and Ouray Reservations with ACP enrollments and targeted outreach, available in English and Spanish	X	X						X
		Utah Transit Authority Free Wi-Fi	UTA provides free wifi to users on public transit								
		Utah Valley Refugees	Assists refugees and asylum seekers with basic needs such as housing, employment, education, health or medical and immigration, including English as a second language courses	X					X		
		Utah/Northern Juab County Bookmobile (Mapleton)	Mobile library and public wi-fi available								
		Ute Indian Tribe	Tribal Library								
		Vernal City	Vernal city devised a local digital access plan with goals and strategies directed at universal internet access and affordability, digital skills programming, and promoting innovation and entreprenuership	X	X			X			X
		Veterans Business Resource Center	VBRC supports Veteran entreprenuership with training and opportunities from piloting a business to growing a current business	X	X		X				
		Vineyard Children's Library	Public Library								
		Volunteer Income Tax Assistance (VITA)	Tax prepration assistance for low-income households, offered through various nonprofits and local government organizations in Utah	X					X		
X		Wasatch County Library	Computer Access and Public Wi-Fi								
X		Washington Branch Library	Computer Access and Public Wi-Fi								
X		Washington County School District	Washington County School District supports students with a Chromebook lending program	X							
X		Weber County Library	Weber County Library System services provides device access through public computer centers, free internet access available 24/7, devices with enhanced capabilities such as assistive technologies, and 1:1 digital literacy instruction	X		X	X	X	X	X	
		Weber State Computer Literacy Center	The CLC program offers computer literacy support to students and staff members. This program includes a catalogue of basic to intermediate online courses	X							
		West Jordan Library	Internet access, wifi, and programs that include personal financial counseling, tutoring services, resume preparation assistance								
X		West Valley Library	Computer Access and Public Wi-Fi								
		White Mesa Ute Band Library	Tribal Library								
X		Whitmore Library	Computer Access and Public Wi-Fi								
X		Xfinity Project Up	Comcast/Xfinity's Digital Equity initiative that includes low-cost internet service option Internet Essentials, low-cost Dell or Chromebook, and online courses through the Internet Essentials Center, and Lift Zone public access wifi points	X	X	X	X	X	X	X	X
		Youth Futures	Youth Futures includes computer lab access under drop-services for youth ages 12-18 in Ogden City, Cedar City, and St. George. Youth Futures supports unsheltered youth with drop-in services, overnight shelters and outreach and crisis intervention	X							

Location Name	Location Type	Address	City	Available	Hours Of Availability	Website
Albion Middle	K12	2755 E 8890 S	Sandy		24/7	http://albionmiddle
Alta High	K12	11055 S Hawk Hwy	Sandy		24/7	http://ahs.canyons
Alta View Elementary School	K12	917 E Larkspur Dr	Sandy		24/7	http://altaview.can
Altara School	K12	800 E 11000 S	Sandy		24/7	http://altara.canyo
Anderson-Foothill Branch, Salt Lake City Public Library	Library	1135 S 2100 E	Salt Lake City		M-Th: 10-9; F-Sa: 10-6; Su	https://services.sl
B&GC Weber-Davis	Comcast Lift Zone	2510 Washington Blvd	Ogden			
Beaver City Library	Library	55 W Center St	Beaver	100 mbps	M: 10-6; T-Th: 11-6; Sa: 11	http://beaverutah.
Bell View School	K12	9800 S 800 E	Sandy		24/7	http://bellview.can
Bella Vista School	K12	2131 E 7000 S	Salt Lake City		24/7	http://bellavista.ca
Blanding Branch, San Juan County Library	Library	25 W 300 S	Blanding	79 mbps	M-F: 11-7; Sa: 11-3;	https://www.sanju
Bluff Branch, San Juan County Library	Library	480 Black Locust Ave	Bluff	79 mbps	Tu,Th: 12-6	https://www.sanju
Bountiful Davis Art Center	Comcast Lift Zone	90 N Main St	Bountiful			
Boys & Girls Club of Utah County	Comcast Lift Zone	1060 East 150 North	Provo			
Boys & Girls Clubs of Greater Salt Lake - Tooele Dow James	Comcast Lift Zone	438 W 400 N	Tooele			
Boys & Girls Clubs of Greater Salt Lake - Tooele Teen Center	Comcast Lift Zone	102 N 7th Street	Tooele			
Boys & Girls Clubs of GSL - Eccles	Comcast Lift Zone	141 N. 600 W.	Salt Lake City			
Boys & Girls Clubs of GSL - Lied Club	Comcast Lift Zone	464 S. Concord St.	Salt Lake City			
Boys & Girls Clubs of GSL - Midvale	Comcast Lift Zone	7631 S. Chapel St.	Midvale			
Boys & Girls Clubs of GSL - Miller	Comcast Lift Zone	244 E. Myrtle Ave.	Murray			
Boys & Girls Clubs of GSL - Sugar House	Comcast Lift Zone	968 E. Sugarmont Dr	Salt Lake City			
Brigham City Carnegie Library	Library	26 E Forest St	Brigham City	90 mbps	M-Th: 10-8:30; F-Sa: 10-5;	http://bcpl.lib.ut.us
Brighton High	K12	2220 E 7695 S	Salt Lake City		24/7	http://brightonhigh
Brookwood School	K12	8640 S 2565 E	Sandy		24/7	http://brookwood.c
Bud Bailey Apartments - Utah Housing Connect	Comcast Lift Zone	3970 S. Main Street Bui	Millcreek			
Butler Middle	K12	7530 S 2700 E	Salt Lake City		24/7	http://butlermiddle
Butler School	K12	2700 E 7000 S	Salt Lake City		24/7	http://butler.canyo
Cache Refugee Immigrant Center	Comcast Lift Zone	1115 North 200 East Su	Logan			
Canyon View School	K12	3050 E 7800 S	Salt Lake City		24/7	http://canyonview.
Castle Dale Branch, Emery County Library System	Library	135 N 100 E	Castle Dale	40 mbps	M,Tu,W,F: 9:30-5:30; Th: 9:3	http://lib.emerycou
Castle Valley Library, Grand County Public Library	Library	2 Castle Valley Drive	Castle Valley	176 mbps	24/7	http://www.moabli
Chapman Branch, Salt Lake City Public Library	Library	577 S 900 W	Salt Lake City	600 mbps	M-F: 11-8; Sa: 11-7; Su: 12-	https://services.sl
Cleveland Branch, Emery County Library System	Library	60 W Main St	Cleveland	44 mbps	M: 9:30-6; Tu-F: 9:30-5:30;	http://lib.emerycou
Columbus Community Center	Comcast Lift Zone	2531 S 400 East	South Salt Lake			
Comunidades Unidas	Comcast Lift Zone	1750 W Research Way	West Valley City			
Copperview School	K12	8449 S 150 W	Midvale		24/7	http://copperview.
Corner Canyon High	K12	12943 S 700 E	Draper		24/7	
Crescent School	K12	11100 S 230 E	Sandy		24/7	http://crescent.can
Day-Riverside Branch, Salt Lake City Public Library	Library	1575 W 1000 N	Salt Lake City	600 mbps	M-Th: 10-9; F-Sa: 10-6; Su	https://services.sl
Diamond Ridge High School	K12	825 E 9085 S	Sandy		24/7	
Draper Park Middle	K12	13133 S 1300 E	Draper		24/7	https://draperpark
Draper School	K12	1080 E 12660 S	Draper		24/7	http://draper.cany
Duchesne Branch, Duchesne County Library	Library	130 S Center St, Ste A	Duchesne	58 mbps	M-Th: 10-6; F-Sa: 10-5;	https://www.duche
Eagle Mountain City Library	Library	1650 E Stagecoach Run	Eagle Mountain	44 mbps	M-F: 7-8; Sa: 7-5;	https://eaglemoun
East Midvale School	K12	6990 S 300 E	Midvale		24/7	http://eastmidvale
East Sandy School	K12	8295 S 870 E	Sandy		24/7	http://eastsandy.c
Eastmont Middle	K12	10100 S 1300 E	Sandy		24/7	http://eastmontmid
Edgemont School	K12	1085 E 9800 S	Sandy		24/7	http://edgemont.ca
Elmo Branch, Emery County Library System	Library	15 S 100 E	Elmo	44 mbps	M,Tu,W,F: 9:30-5:30; Th: 9:3	http://lib.emerycou
Emery Branch, Emery County Library System	Library	100 N Center St	Emery	44 mbps	M: 9:30-6; Tu-Th: 9:30-5:30	http://lib.emerycou
English Skills Learning Center	Comcast Lift Zone	650 East 4500 South, Su	Salt Lake City			
Enterprise Branch, Washington County Library	Library	393 S 200 E	Enterprise		M,F: 10-6; Tu,W,Th 10-7; Sa	http://library.wash
Fairmont Park	City Connect Lift Z	1040 E Sugarmont Dr	Salt Lake City			https://www.slc.go
Fairmont Park	Comcast Lift Zone	1040 Sugarmont Dr	Salt Lake City			
Ferron Branch, Emery County Library System	Library	55 N 200 W	Ferron	44 mbps	M,Tu,Th,F: 9:30-5:30; W: 9:3	http://lib.emerycou
Freemont Indian State Park	Park	3820 Clear Creek Cany	Sevier	10 mbps	24/7	
Garland Public Library	Library	86 W Factory St	Garland	35 mbps	M: 10-2; Tu-Th: 1-7; F 1-5;	https://garlandlibra
Glendale Branch, Salt Lake City Public Library	Library	1375 S Concord St	Salt Lake City	600 mbps	M-Th: 10-9; F-Sa: 10-6; Su	https://services.sl
Grand County Public Library	Library	257 E Center St	Moab	176 mbps	24/7	http://www.moabli

Granite School	K12	9760 S 3100 E	Sandy		24/7	http://granite.cany
Grantsville City Library	Library	42 N Bowery St	Grantsville	23 mbps	W-F: 10-7; Sa: 10-2;	http://grantsvilleut
Green River Branch, Emery County Library System	Library	85 S Long St	Green River	44 mbps	M-Th 9:30-5:30;	http://lib.emerycou
Hildale Branch, Washington County Library	Library	440 E Newel Ave	Hildale		M-Th: 10-7; F: 10-4; Sa: 12	http://library.wash
Hillcrest High	K12	7350 S 900 E	Midvale		24/7	http://hhs.canyons
Historic Scott School	Comcast Lift Zone	3271 South 500 East	South Salt Lake			
Howell Post Office	Post Office	15970 N 17400 W	Howell	10 mbps	24/7	
Huntington Branch, Emery County Library System	Library	70 S Main St	Huntington	44 mbps	M,Tu,Th,F: 9:30-5:30; W:9:3	http://lib.emerycou
Hurricane Branch, Washington County Library	Library	36 S 300 W	Hurricane		M-Th: 10-7; F-Sa: 10-6;	http://library.wash
Hyrum Library	Library	50 W Main St	Hyrum	45 mbps	M-F: 10-7; Sa: 10-3;	http://hyrumlibrary
Indian Hills Middle	K12	1180 E 11600 S	Sandy		24/7	http://indianhillsmi
Intech Collegiate High School	K12	1787 N Research Pkwy	North Logan	50 mbps	M-Sa 7am to 10pm	http://www.intechc
Iron County Bookmobile Headquarters	Library	4763 N Santa Fe Trail	Enoch			https://bookmobile
Jordan High	K12	95 E 9825 S	Sandy		24/7	http://jhs.canyons
Jordan Valley School	K12	7501 S 1000 E	Midvale		24/7	http://jordanvalley
Justin C Stewart Disability HUD Housing	Comcast Lift Zone	7986 West 3500 South	Magna			
La Sal Branch, San Juan County Library	Library	La Sal Community Cent	La Sal	79 mbps	Tu,Th: 12-6	https://www.sanju
Lewiston Public Library	Library	33 S Main St	Lewiston	60 mbps	M,Th: 10-5; Tu: 10-7; W:11	http://www.lewisto
Liberty Park Youth Center	City Connect Lift Z	900 S 700 E	Salt Lake City			https://www.slc.go
Logan Library	Library	255 N Main St	Logan		M-Th: 10-9; F-Sa: 10-6;	http://library.logan
Lone Peak School	K12	11515 S 2220 E	Sandy		24/7	http://lonepeak.ca
Main Branch, Salt Lake City Public Library	Library	210 E 400 S	Salt Lake City	600 mbps	M-Th: 9-9; F-Sa: 9-6; Sun	https://services.sl
Main Branch, Weber County Library System	Library	2464 Jefferson Ave	Ogden		M-Th 10-9; F-Sa 10-6; Sun	https://www.webe
Manti City Public Library	Library	2 S Main St	Manti	46 mbps	M-F: 10-7; Sa: 10-3;	http://manticity.co
Marmalade Branch, Salt Lake City Public Library	Library	280 W 500 N	Salt Lake City	600 mbps	M-Th 10-9; F-Sa 10-6;	https://services.sl
MESH HUD Housing	Comcast Lift Zone	120 South 200 West	Salt Lake City			
Midvale Elementary School	K12	7830 S Chapel St	Midvale		24/7	http://midvale.can
Midvale Middle School	K12	7852 S Pioneer St	Midvale		24/7	https://midvalemid
Midvalley School	K12	217 E 7800 S	Midvale		24/7	http://midvale.can
Monroe Public Library	Library	55 N Main St	Monroe	9 mbps	Tu-Sa: 1-6;	https://monroecity
Monticello Branch, San Juan County Library	Library	80 N Main St	Monticello	79 mbps	M-F: 10-7; Sa: 11-3;	https://www.sanju
Monument Valley Branch, San Juan County Library	Library	100 Cougar Ln	Monument Valley	79 mbps		https://www.sanju
Monument Valley High	K12	US State Hwy 163	Monument Valley			https://sites.googl
Mount Pleasant Public Library	Library	24 E Main St	Mount Pleasant	19 mbps	M: 11-5; Tu-Th: 11-7; F: 11	http://mtpleasantli
Mt Jordan Middle School	K12	9351 S Mountaineer Ln	Sandy		24/7	http://mountjordan
Navajo Mountain Branch, San Juan County Library	Library	Navajo Route #16 Nava	Navajo Mountain	79 mbps		https://www.sanju
Navajo Mountain High School	K12	Navajo Route #16 Nava	Navajo Mt			http://www.sanjua
Neighborhood House	Comcast Lift Zone	1050 W 500 S	Salt Lake City			
New Harmony Branch, Washington County Library	Library	34 S 2900 E	New Harmony		M-Th: 10-7; F-Sa: 10-4;	http://library.wash
Newton Town Library	Library	51 S Center St	Newton	35 mbps	M: 3-7; Tu: 10-1, 3-6; W:3-6	http://www.newton
North Branch, Weber County Library System	Library	475 E 2600 N	Ogden		M-Th 10-9; F-Sa 10-6; Sun	https://www.webe
North Logan City Library	Library	475 E 2500 N	North Logan	93 mbps	M-Sa: 10-7;	https://northloganl
Oak Hollow School	K12	14400 S 884 E	Draper		24/7	http://oakhollow.ca
Oakdale School	K12	1900 E 8100 S	Sandy		24/7	http://oakdale.can
Ogden Valley Branch, Weber County Library System	Library	131 S 7400 E	Huntsville		M-Th 10-9; F-Sa 10-6; Sun	https://www.webe
Orangeville Branch, Emery County Library System	Library	115 S Main St	Orangeville	44 mbps	M,Tu,Th,F: 9:30-5:30; W:9:3	http://lib.emerycou
Ottinger Hall	City Connect Lift Z	233 N Canyon Road	Salt Lake City			https://www.slc.go
Ottinger Hall	Comcast Lift Zone	233 N Canyon Rd	Salt Lake City			
Park City Library	Library	1255 Park Ave	Park City		M-Th: 10-9; F-Sa: 10-6; Su	https://parkcitylibr
Park Lane School	K12	9955 S 2300 E	Sandy		24/7	http://parklane.can
Peruvian Park School	K12	1545 E 8425 S	Sandy		24/7	http://peruvianpar
Pleasant Valley Branch, Weber County Library System	Library	5568 S Adams Ave Pkw	Ogden		M-Th 10-9; F-Sa 10-6; Sun	https://www.webe
Quail Hollow School	K12	2625 E 9070 S	Sandy		24/7	http://quailhollow.c
Richfield Centennial Park	Park	1139 N Centennial Park	Richfield	10 mbps	24/7	
Richfield I-70 Parking Lot	UDOT	715 W 300 N	Richfield	10 mbps	24/7	
Richmond Public Library	Library	38 W Main St	Richmond	60 mbps	M,W,F: 2-6; Tu,Th: 10-12,2	http://richmondlibr
Ridgecrest School	K12	1800 E 7200 S	Cottonwood Heights		24/7	http://ridgecrest.ca
Riverwood Cove Apartments HUD Housing	Comcast Lift Zone	582 North Riverside Dri	Salt Lake City			
Roosevelt Branch, Duchesne County Library	Library	70 W Lagoon St	Roosevelt	58 mbps	M-Th: 9-7; F-Sa: 10-5;	https://www.duche

Salem City Library	Library	59 S Main St	Salem		M-Th: 10-7; F: 10-5; Sa: 10-	http://library.salem
Salvation Army - Ogden Corps	Comcast Lift Zone	261 26th Street	Ogden			
Salvation Army - Salt Lake City Corps	Comcast Lift Zone	438 South 900 West	Salt Lake City			
Sandy School	K12	8725 S 280 E	Sandy		24/7	http://sandy.canyo
Sanpete/South Juab County Bookmobile Headquarters/Fairview Library	Library	75 S State	Fairview			https://bookmobile
Santa Clara Branch, Washington County Library	Library	1099 N Lava Flow Dr	Saint George		M-Th: 10-7; F-Sa: 10-6;	http://library.wash
Saratoga Springs Library	Library	1307 N Commerce Dr	Saratoga Springs	9 mbps	M-F: 10-8; Sa: 10-5;	http://www.saratog
Sharon Gardens Senior HUD Housing	Comcast Lift Zone	3354 South Sue Street	Salt Lake City			
Silver Mesa School	K12	8920 S 1700 E	Sandy		24/7	http://silvermesa.c
Smithfield Public Library	Library	25 N Main St	Smithfield	95 mbps	M-Th: 11-7; F: 2:30-5; Sa: 1	http://smithfieldcit
Snow Creek Apartments HUD Housing	Comcast Lift Zone	221 North Fairfield Road	Layton			
Sorenson Unity Center	City Connect Lift Z	1383 S 900 W	Salt Lake City			https://www.slc.go
Southwest Branch, Weber County Library System	Library	2039 W 4000 S	Roy		M-Th 10-9; F-Sa 10-6; Su 1	https://www.webe
Spanish Fork Public Library	Library	49 S Main St	Spanish Fork	80 mbps	M-Th: 10-8; F-Sa: 12-6;	https://www.spani
Sprague Firehouse Express Branch, Salt Lake City Public Library	Library	1085 East Simpson Ave	Salt Lake City	10 mbps	M-Th: 10-8; F-Sa: 10-6; Su 1-5;	
Springdale Branch, Washington County Library	Library	126 Lion Blvd	Springdale		M-Th: 10-7; F: 10-5; Sa: 12-	http://library.wash
Sprucewood School	K12	12025 S 1000 E	Sandy		24/7	http://sprucewood
St. George Branch, Washington County Library	Library	88 W 100 S	St George		M-Th: 10-8; F-Sa: 10-6;	http://library.wash
Suazo Business Center	Comcast Lift Zone	960 West 1700 South	Salt Lake City			
Summit County Senior Center	Comcast Lift Zone	1361 Woodside Ave.	Park City			
Sunrise School	K12	1520 E 11265 S	Sandy		24/7	http://sunrise.cany
Sweet Branch, Salt Lake City Public Library	Library	455 F St	Salt Lake City	600 mbps	M-Th: 10-9; F-Sa: 10-6;	https://services.sl
Tooele City Public Library	Library	128 W Vine St	Tooele	240 mbps	M-Th: 10-8; F: 10-6; Sa: 10-	http://tooelecity.or
Tracy Aviary - Jordan River Nature Center	Comcast Lift Zone	1125 W 3300 S	South Salt Lake City			
Tremonton City Library	Library	210 N Tremont St	Tremonton	680 mbps	M-Th: 1-8; F: 10-7; Sa: 9-3	http://tremontonlib
Tri-County Bookmobile Headquarters	Library	79 N 100 W	Bicknell			https://bookmobile
Tuacahn High School For The Performing Arts	K12	1100 Tuacahn Dr	Ivins	100 mbps		http://www.tuacah
UDOT Bothwell Shed	UDOT	8769 W 12000 N	Tremonton	10 mbps	24/7	
UDOT Cove Fort Shed	UDOT	95 N Main St	Cove Fort	10 mbps	24/7	
UDOT Ivie Creek Rest Area	UDOT	13990 E Hwy 76	Sevier	10 mbps	24/7	
UDOT Richfield Shed	UDOT	2385 S Industrial Park	Richfield	10 mbps	24/7	
UDOT Salina Shed	UDOT	286 W Industrial Park D	Salina	10 mbps	24/7	
UDOT Sevier Shed	UDOT	55 N Sevier Hwy	Sevier	10 mbps	24/7	
UDOT Snowvville Shed	UDOT	28525 W 25600 N	Snowville	10 mbps	24/7	
Union Middle	K12	615 E 8000 S	Sandy		24/7	http://unionmiddle
United Way of Northern Utah	Comcast Lift Zone	2955 Harrison Blvd. Sui	Ogden			
Utah Black Chamber - Black Success Center	Comcast Lift Zone	1972 W 2550 S Suite D	West Haven			
Utah County Bookmobile Headquarters/Mapleton Library	Library	125 W Community Cent	Mapleton			https://bookmobile
Wasatch County Library	Library	465 E 1200 S	Heber City	583 mbps	24/7	http://www.wasatc
Washington Branch, Washington County Library	Library	220 N 300 E	Washington		M-Th: 10-7; F: 10-6; Sa: 12-	http://library.wash
Washington Square	City Connect Lift Z	451 S State Street	Salt Lake City			https://www.slc.go
Whitehorse High	K12	State Hwy 262	Montezuma Creek			http://www.sanjua
Willow Canyon School	K12	9650 S 1700 E	Sandy		24/7	http://willowcanyo
Willow Park Family HUD Housing	Comcast Lift Zone	3746 Desert Willow Driv	West Valley City			
Willow Springs School	K12	13288 S Lone Peak Dr	Draper		24/7	http://willowspring
YCC Family Crisis Center	Comcast Lift Zone	2261 Adams Ave	Ogden			
Youth Impact Ogden	Comcast Lift Zone	2305 Grant Avenue	Ogden			
YouthCity @ Liberty Park	Comcast Lift Zone	1031 600 E	Salt Lake City			
YWCA	Comcast Lift Zone	322 E 300 S	Salt Lake City			

Appendix B

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Appendix C

Glossary of Terms Used

All terms used in this plan are based on definitions provided by the Utah State Library Division and approved by the State Library Board on September 23, 2022. The glossary and notes were originally made available on the State Library's website at the following address: https://library.utah.gov/equity/digital-inclusion/glossary

Glossary

- **Affordability** - The ability of a consumer to access a good or service at a cost not damaging to their overall financial wellbeing. Affordable internet does not mean the same thing everywhere or for everyone, and federal regulating bodies have declined to specify what makes an internet subscription affordable.
- **Anchor Institution** - Schools, libraries, medical and healthcare providers, higher education facilities, public safety, and other community support organizations and entities. These sites are "anchors" for broadband infrastructure and community connectivity. Anchor institutions may be eligible for discounted telecommunications services.
- **AOG* -** Association of Governments. A voluntary association of local governments formed under the authority of the Utah Interlocal Cooperation Act. Utah's seven Associations were formally established in the early 1970's to: To provide a common forum to identify, discuss, study, and resolve area wide problems.
- **Assistive Technologies** - Equipment, devices, or software which adapt technologies for use by individuals needing alternative methods for interaction or use.
- **Broadband*** - High Speed internet access defined by the FCC as a minimum of 25 megabits per second (mbps) download and 3 mbps upload speeds, often written 25/3.

Although the FCC definition does not specify this, for modern internet use a typical household likely needs a minimum of 100/20 to accomplish distance learning, remote work, and video conferencing.

- **Broadband Adoption** - Residential subscribership to high-speed Internet access at speeds, quality and capacity necessary to accomplish common tasks.
- **Connectivity** - The capability to use the internet for data transmission and/or communication with another user, computer, network, or system.
- **Covered Populations** - As defined by the Digital Equity Act of 2021, covered populations are those for whom digital exclusion "exacerbates existing wealth and income gaps." The Act defines eight covered populations:
    - *Individuals who live in covered households:* Households with income no more than 150 percent of the federal poverty threshold.
    - *Aging individuals:* 60 years and older.
    - *Incarcerated individuals, other than individuals who are incarcerated in a Federal correctional facility:* All persons in State prisons, local jails and other municipal confinement facilities, correctional residential facilities, and correctional facilities intended for juveniles.
    - *Veterans:* All persons aged 18 years and older who served in the armed forces in the past but are no longer on active duty.
    - *Individuals with disabilities:* [no definition provided by Digital Equity Act]
    - *Individuals with a language barrier, including individuals who are English learners and have low levels of literacy:* English learners are defined as individuals who speak a language other than English at home and speak English less than "very well."
    - *Individuals who are members of a racial or ethnic minority group:* The population who identify as a race other than White alone or as Hispanic or Latino of any race.
    - *Individuals who primarily reside in a rural area:* The rural population is defined as the population living outside of cities and towns with more than 20,000 residents or living outside larger cities and towns with more than 50,000 residents and their surrounding urban areas.
- **Devices** - In computing, a unit of internal or external hardware capable of providing input to the essential computer or receiving output or both. In digital inclusion work, a device allows an individual to access and navigate the internet and complete basic productivity tasks. Typically, this means a laptop or desktop computer, a tablet, or in some cases a smartphone.
- **Digital Access** - The information technology capacity needed by an individual, community, or group for full participation in our society, democracy, and economy. Digital Access refers to personal opportunity for civic and cultural participation, employment, lifelong learning, and access to essential services.
- **Digital Divide** - The gap between those who have affordable internet access, a usable device, digital skills, and support to effectively engage online, and those who do not. Also known as the Digital Gap.

- **Digital Equity** - A condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy, and economy. This is necessary for civic and cultural participation, employment, lifelong learning, and access to essential services. Digital equity is the goal.
- **Digital Inclusion** - Activities necessary to ensure that all individuals and communities, including the most disadvantaged, have access to high speed internet, useful devices, and digital skills training. It requires intentional strategies and investments to reduce and eliminate historical, institutional and structural barriers to full participation in the information age. Digital inclusion is the work.
- **Digital Redlining** - Discrimination by internet service providers in the deployment, maintenance, or upgrade of infrastructure or delivery of services. The denial of services has disparate impacts on people in certain areas of cities or regions, most frequently on the basis of rurality, income, race, and ethnicity.
- **Internet** - The electronic communications network that connects computer networks and organizational computer facilities around the world.
- **Fiber** - Fiber Optics Internet, commonly referred to as fiber, is the technology by which data, voice and images are transmitted by the passage of light through thin, transparent fibers over long distances allowing faster broadband speeds. Other wired transmission methods for broadband service are Cable Modem, which uses coaxial television cables, and Digital Subscriber Line (DSL), which uses copper telephone lines.
- **Navigators** - Trusted guides who assist community members in the use of computing devices, internet adoption, and device procurement. Also called Mentors, Digital Navigators, or variations of Tech Help.
- **Redistribution** (Devices) - The act of providing refurbished devices to new or returning users. This is often a key digital inclusion activity.
- **Refurbishment** (Devices) - The act of restoring devices to like-new condition to enable continued use. This reduces waste and increases affordability and accessibility.
- **Remote Learning** or Distance Learning - formal and informal education which requires an online component. This may include K-12, charter, or higher education; technical schooling or trade schooling; job upskilling, employee learning, or career training; and any education which results in a degree or certification.
- **Roadmap** - A detailed plan to guide progress toward a goal.
- **Stakeholder** - An individual, group or organization that has a direct interest or investment in an intervention, project or program, and can therefore affect or be affected by it.
- **Sustainability** - The extent to which the benefits of an intervention can be maintained in the longer term or under different funding circumstances.
- **Telehealth** or Telemedicine - The use of high-speed, high-capacity internet to enable long-distance health care services, patient and provider education, and enhanced health care administration.
- **Wireless Internet** - Internet connectivity which broadcasts a signal without a hardwire. Satellite internet transmits a data connection from a service provider's facility to orbiting satellites and then to a satellite antenna on the end user's roof. Fixed Wireless uses a

radio link between a fixed antenna at a service provider's facility and another antenna typically placed on the end user's roof. Wi-fi networks are another type of radio link, which transmits a local area network over a shorter distance from a router to a user's device such as a laptop.

** Additions or updates to the glossary, new since the State Library Board's original adoption.*

Notes on Glossary and Process

Why do we need standard definitions?

As more organizations and individuals discover a personal stake in closing the digital divide, it becomes critical to ensure everyone at the table is using the same definitions for common terms. The State Library Division offers these definitions as a starting point in order to streamline conversations and minimize confusion.

What sources did you use to create this glossary?

This glossary was a team effort based on high quality references, digital inclusion thought leaders, professional best practices, and crowd-sourcing when necessary. The following resources were of particular use.

- Connection Nation
  - https://connectednation.org/glossary-of-terms/
- Encyclopedia Britannica
  - https://www.britannica.com/
- Federal Communications Commission
  - https://www.fcc.gov/consumers/guides/household-broadband-guide
  - https://www.fcc.gov/general/types-broadband-connections
- MEDICI Digital Inclusion Community
  - https://digitalinclusion.eu/glossary-of-terms/
- Merriam-Webster Dictionary
  - https://www.merriam-webster.com/dictionary/
- National Digital Inclusion Alliance
  - https://www.digitalinclusion.org/definitions/
- National Telecommunications and Information Administration
  - https://www2.census.gov/programs-surveys/demo/technical-documentation/community-resilience/state_total_covered_populations_quick_guide.pdf

What if I disagree with one of these definitions?

Like any library material, this glossary is one resource in a larger conversation. Any individual definition may be flawed, misleading, or superseded by a new definition. Eventually, every piece of information is outdated; good librarianship dictates the item should then be replaced. In line with the values of librarianship, the library will not immediately remove a challenged definition. Instead, the standard policy for reconsideration of materials will be observed. Please see the Collection Development Policy for details.

Appendix D

Community Engagement

Appendix D: Community Engagement

As described in section **4.1 Collaboration and Stakeholder Engagement**, the foundation of the planning process was good faith engagement and collaboration with stakeholders across Utah. The core planning team used an iterative process heavily reliant on feedback to ensure alignment with community needs.

This appendix provides two items: 1, the Utah Broadband Center's engagement tracker which recorded meetings with various stakeholder groups and the public, including affiliation by covered population; and 2, all public comments received during the public comment period in full.

Community Outreach & Engagement Event Tracker

The spreadsheet on the following pages provides valuable information regarding the hundreds of hours Utah Broadband Center staff spent in targeted conversation with diverse stakeholder groups over a multi-year planning process.

Additionally, the full list of contributors including individuals and organizations is available in **Appendix G: Collaborators & Contributors**.

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Connecting Utah Cache County Workshops	1/6/23	Listening Session (In-person)	Logan, Utah	BEAD/Digital Equity
Connecting Utah Box Elder Workshops	1/9/23	Listening Session (In-person)	Brigham City, Utah	BEAD/Digital Equity
Utah Broadband Center Advisory Commission Meeting	1/10/23	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
State Stakeholders Broadband Workshop	1/10/23	Listening Session (In-person)	Salt Lake City, Utah	BEAD/Digital Equity
Connecting Utah Rich County Workshop	1/11/23	Listening Session (In-person)	Garden City, Utah	BEAD/Digital Equity
CentraCom ISP 1:1	1/12/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Utah Broadband Center asking residents to self-report internet speed	1/12/23	Other	Cache County, Utah	BEAD
Connecting Utah Summit County Workshops	1/17/23	Listening Session (In-person)	Coalville, Utah	BEAD/Digital Equity
Utah Association of Counties Day on the Hill	1/18/23	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
Wi-Fiber 1:1	1/18/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Connecting Utah Six County Workshop	1/19/23	Listening Session (Virtual)	Salt Lake City, Utah	BEAD/Digital Equity
Connecting Utah Utah County Workshops	1/23/23	Listening Session (In-person)	Provo, Utah	BEAD/Digital Equity
Connecting Utah Weber County Workshops	1/24/23	Listening Session (In-person)	Ogden, Utah	BEAD/Digital Equity
Local Digital Connectivity Planning Grants Q&A	1/24/23	Meeting/Presentation	Online	Digital Equity
Emery Telcom 1:1	1/24/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Connecting Utah Morgan County Workshop	1/25/23	Listening Session (In-person)	Morgan, Utah	BEAD/Digital Equity
South Utah Valley Electric Services District 1:1	1/25/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Infowest 1:1	1/26/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Connecting Utah Davis County Workshop	1/27/23	Listening Session (In-person)	Farmington, Utah	BEAD/Digital Equity
Utah Community Connect Meeting	1/27/23	Meeting/Presentation	Online	Digital Equity
State Digital Equity Planning Workshop	1/30/23	Meeting/Presentation	Online	Digital Equity
Connecting Utah Wasatch County Workshops	1/30/23	Listening Session (In-person)	Heber City, Utah	BEAD/Digital Equity
State Digital Equity Planning Workshop	1/31/23	Meeting/Presentation	Online	Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Connecting Utah Tribal Leader Consultation	1/31/23	Listening Session (In-person)	Salt Lake City, Utah	BEAD/Digital Equity
Broadband Breakfast on February 15, 2023 – How State Broadband Offices Are Approaching the Next Phase of IIJA	1/31/23	Other	Nationwide	BEAD
Planning Grant for Communication with White Mesa Adminstration	2/1/23	Meeting/Presentation	Online	Digital Equity
San Juan Southern Paiute Tribe Council Meeting	2/3/23	Meeting/Presentation	Online	BEAD/Digital Equity
Adobe and Utah Broadband Center	2/7/23	Meeting/Presentation	Online	Digital Equity
Connecting Utah Salt Lake County Workshops	2/13/23	Listening Session (In-person)	Salt Lake City, Utah	BEAD/Digital Equity
Navajo Utah Commission	2/14/23	Meeting/Presentation	Online	BEAD/Digital Equity
Utah Broadband Alliance Meeting	2/15/23	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
Utah Rural Telecom Association Board	2/16/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Verizon 1:1	2/22/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Utah Communities Connect Workshop	2/24/23	Listening Session (In-person)	Salt Lake City, Utah	Digital Equity
Connecting Utah Carbon County Workshop	2/27/23	Listening Session (In-person)	Price, Utah	BEAD/Digital Equity
Connecting Utah Emery County Workshop	2/27/23	Listening Session (In-person)	Castle Dale, Utah	BEAD/Digital Equity
Connecting Utah Grand County Workshop	2/28/23	Listening Session (In-person)	Moab, Utah	BEAD/Digital Equity
San Juan Record: Navajo Utah Commission asks for state designation for Red Mesa road, approve resolution for funding Montezuma Creek shopping center	2/28/23	Other	San Juan County, Utah	BEAD
Navajo Nation	3/2/23	Meeting/Presentation	Gallup, New Mexico	BEAD/Digital Equity
Connecting Utah Washington County Workshops	3/3/23	Listening Session (In-person)	St. George, Utah	BEAD/Digital Equity
KSL: Have slow internet? Utah wants to know where to help with broadband access	3/4/23	Other	Salt Lake City, Utah	BEAD
Ute Mountain Ute Tribe	3/7/23	Meeting/Presentation	White Mesa, Utah	BEAD/Digital

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Connecting Utah Garfield County Workshop	3/7/23	Listening Session (In-person)	Garfield County, Utah	BEAD/Digital Equity
Utah Digital Equity and Access: US Board of Education Lightspeed Tracker Discussion	3/7/23	Meeting/Presentation	Online	BEAD/Digital Equity
Connecting Utah Iron County Workshops	3/8/23	Listening Session (In-person)	Cedar City, Utah	BEAD/Digital Equity
Moab Times-Independent: Here's how the state wants to expand internet access in Grand County, SE Utah	3/9/23	Other	Moab, Utah	Digital Equity
Navajo Nation Utah Commission Consultation	3/10/23	Meeting/Presentation	Blanding, Utah	BEAD/Digital Equity
Appian/Ignyte Grants	3/10/23	Meeting/Presentation	Online	BEAD/Digital Equity
Chicanos Por La Causa	3/14/23	Meeting/Presentation	Online	Digital Equity
Digital Access Planning Grant Cohort Call	3/14/23	Meeting/Presentation	Online	BEAD/Digital Equity
Local Broadband Planning Grant Cohort Call	3/15/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Syringa 1:1	3/15/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Utah Rural Telecom Association Board	3/15/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
DAPG Meeting: Club Ability 1:1	3/17/23	Meeting/Presentation	Online	Digital Equity
Navajo Northern Agency Council Meeting	3/18/23	Meeting/Presentation	Shiprock, New Mexico	BEAD/Digital Equity
National Tribal Telecommunications Conference	3/20/23	Meeting/Presentation	Online	BEAD/Digital Equity
QuikLink Internet 1:1	3/16/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Utah Broadband Center and Economic Development Corporation of Utah	3/16/23	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Shivwits Band of Paiutes 1:1	3/20/23	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Centro Hispano 1:1	3/21/23	Meeting/Presentation	Online	Digital Equity
Connecting Utah Daggett County Workshop	3/21/23	Listening Session (In-person)	Manila, Utah	BEAD/Digital Equity
Digital Access Planning Grant Cohort Call - Using the Local Planning Templates	3/21/23	Meeting/Presentation	Online	Digital Equity
Department of Workforce Services - Housing and Community Development Division	3/23/23	Meeting/Presentation	Online	Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
DAPG Meeting: Utah Nonprofit Housing Corporation 1:1	3/24/23	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Utah Commission on Aging 1:1	3/25/23	Meeting/Presentation	Online	Digital Equity
Utah Communities Connect Meeting	3/24/23	Meeting/Presentation	Online	Digital Equity
Connecting Utah Beaver County Workshop	3/27/23	Listening Session (In-person)	Beaver, Utah	BEAD/Digital Equity
Digital Access Planning Grant Cohort Call - Best Practices for Outreach and Engagement	3/28/23	Meeting/Presentation	Online	Digital Equity
Utah Rural Telecom Association Conference	3/28/23	Meeting/Presentation	St. George, Utah	BEAD
Paiute Indian Tribe of Utah	3/29/23	Listening Session (In-person)	Cedar City, Utah	BEAD/Digital Equity
Box Elder News Journal: High-speed Internet data sought	3/29/23	Other	Box Elder County, Utah	BEAD
Ute Mountain Ute Tribe	3/30/23	Listening Session (In-person)	Salt Lake City, Utah	BEAD/Digital Equity
Utah Broadband Center Announces 2023 Planning Grant Recipients	4/3/23	Other	Salt Lake City, Utah	BEAD/Digital Equity
Utah Association of Counties Building Utah Conference	4/4/23	Meeting/Presentation	St. George, Utah	BEAD
DAPG Meeting: Salt Lake County 1:1	4/3/23	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Vernal City 1:1	4/3/23	Meeting/Presentation	Online	Digital Equity
Local Broadband Planning Grant Cohort Call	4/6/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
COEB Discussion	4/6/23	Meeting/Presentation	Online	Digital Equity
Arizona Library: Statewide Digital Navigator Program Discussion	4/6/23	Meeting/Presentation	Online	Digital Equity
Navajo Nation, New Mexico and Arizona State Broadband Offices	4/7/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Utah Broadband Center and Utah Department of Corrections	4/10/23	Meeting/Presentation	Online	BEAD/Digital Equity
Adtran Conference	4/11/23	Meeting/Presentation	Huntsville, Alabama	BEAD
Digital Access Planning Grant Cohort Call	4/11/23	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Club Ability 1:1	4/11/23	Meeting/Presentation	Online	Digital Equity
ACP Grantee Cohort Meeting	4/12/23	Meeting/Presentation	Online	Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Shivwits Band of Paiute	4/13/23	Listening Session (In-person)	Ivins	BEAD/Digital Equity
Utah Broadband Center and Salt Lake County Mayor's Office	4/14/23	Meeting/Presentation	Online	Digital Equity
Rural Utah Chamber Coalition Monthly Meeting	4/14/23	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
Utah Rural Telecom Association Board	4/14/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
DAPG Meeting: Salt Lake County 1:1	4/14/23	Meeting/Presentation	Online	Digital Equity
Utah Broadband Center and Veteran Business Resource Center	4/18/23	Meeting/Presentation	Online	Digital Equity
Northwest Band of Shoshone	4/18/23	Listening Session (In-person)	Ogden, Utah	BEAD/Digital Equity
Connecting Utah Alliance	4/18/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Connecting Utah Salt Lake City Discussion	4/20/23	Listening Session (Virtual)	Salt Lake City, Utah	BEAD/Digital Equity
Communication Workers of America Labor Union Meeting (CWA7704)	4/20/23	Meeting/Presentation	Online	BEAD
Grand Opening Event - Roosevelt Library General Public	4/22/2023	Meeting/Presentation	Duchesne County, Utah	Digital Equity
International Rescue Committee and Connecting Utah	4/25/2023	Meeting/Presentation	Online	Digital Equity
FirstDigital 1:1	4/27/2023	Meeting/Presentation	Salt Lake City, Utah	BEAD
Dandelion Fest, a Blue Star Families of Utah Event	4/29/2023	Other	Salt Lake City, Utah	Digital Equity
Wasatch Front Regional Council	5/1/23	Listening Session (Virtual)	Salt Lake City, Utah	BEAD/Digital Equity
EducationSuperHighway - Apartment Wifi Conversation	5/2/23	Meeting/Presentation	Online	BEAD/Digital Equity
Local Broadband Planning Grant Cohort Call	5/4/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Avative 1:1	5/5/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
DAPG Meeting: Navajo Nation 1:1	5/8/23	Meeting/Presentation	Online	Digital Equity
West Valley City	5/8/23	Listening Session (Virtual)	Salt Lake City, Utah	BEAD/Digital Equity
Navajo Nation Red Mesa Chapter and Mexican Water Chapter	5/9/23	Listening Session (In-person)	Montezuma Creek, Utah	BEAD/Digital Equity
Navajo Nation Utah Commission	5/9/23	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Hosting Chicanos Por La Causa: Digital Equity for Utah Latino Communities Luncheon	5/9/23	Listening Session (In-person)	Salt Lake City, Utah	Digital Equity
Digital Access Planning Grant Cohort Call	5/9/23	Meeting/Presentation	Online	Digital Equity
American Fork City	5/10/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Navajo Nation Aneth Chapter	5/10/23	Listening Session (In-person)	Montezuma Creek, Utah	BEAD/Digital Equity
Comcast 1:1	5/11/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Resident Feedback Session 1:1	5/11/23	Listening Session (Virtual)	Online	Digital Equity
Navajo Nation Teec Nos Pos Chapter	5/11/23	Listening Session (In-person)	Salt Lake City, Utah	BEAD/Digital Equity
Navajo Nation, New Mexico and Arizona State Broadband Offices	5/12/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Google Fiber 1:1	5/16/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Utah Broadband Alliance Meeting	5/17/23	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
ATC Communications 1:1	5/17/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
My Hometown Initiative	5/18/23	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
Mountainland Association of Governments	5/18/23	Listening Session (Virtual)	Salt Lake City, Utah	BEAD/Digital Equity
Aquila Cubed Consulting	5/19/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Springdale Town	5/23/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Utah Communities Connect Board Meeting	5/24/23	Meeting/Presentation	Online	Digital Equity
Lousiana Digital Equity Team: Accessibility in Digital Equity	5/25/23	Meeting/Presentation	Online	Digital Equity
Utah Communities Connect	5/26/23	Meeting/Presentation	Salt Lake City, Utah	Digital Equity
Resident Feedback Session 1:1	5/26/23	Listening Session (Virtual)	Online	Digital Equity
Standard Examiner: Ogden seeking info on internet accessibility, speeds to bridge digital divide	5/29/23	Other	Ogden, Utah	Digital Equity
Google Fiber 1:1	5/30/23	Meeting/Presentation	Online	BEAD/Digital Equity
Local Broadband Planning Grant Cohort Call	5/30/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
DAPG Meeting: Utah Nonprofit Housing Corporation 1:1	5/31/23	Meeting/Presentation	Online	Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
DAPG Meeting: United Way of Utah County 1:1	5/31/23	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session 1:1	5/31/23	Listening Session (Virtual)	Online	Digital Equity
Infowest 1:1	5/31/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
DAPG Meeting: Salt Lake County 1:1	6/1/23	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session 1:1	6/2/23	Listening Session (Virtual)	Online	Digital Equity
Navajo Nation, New Mexico and Arizona State Broadband Offices	6/2/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Confederated Tribes of Goshute	6/2/23	Listening Session (In-person)	Ibapah, Utah	BEAD/Digital Equity
Device Refurbishment Ecosystem Workshop	6/6/23	Listening Session (In-person)	Salt Lake City, Utah	Digital Equity
ISP listening session pre-confluence event	6/6/23	Listening Session (In-person)	Salt Lake City, Utah	BEAD
Internet for All: Utah Broadband Confluence	6/7/23	Meeting/Presentation	Provo, Utah	BEAD/Digital Equity
Summit County	6/8/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
Broadband Breakfast: Utah Releases Its State Broadband Plan for BEAD Funds, With Middle Mile Prioritization	6/12/2023	Other	Salt Lake City, Utah	BEAD
Digital Access Planning Grant Cohort Me	6/13/2023	Meeting/Presentation	Online	Digital Equity
Local Broadband Planning Grant Cohort Call	6/15/23	Meeting/Presentation	Salt Lake City, Utah	BEAD
KSL Newsradio: $317 million coming to Utah to expand and improve internet access	6/27/2023	Other	Salt Lake City, Utah	BEAD
Telecompetitor: Utah Broadband Director: State's Long-Lived Broadband Map is a Big Asset	6/27/23	Other	Salt Lake City, Utah	BEAD
Deseret News: Sen. Mitt Romney: Utah to receive $317 million federal grant to expand and improve internet access	6/27/23	Other	Salt Lake City, Uta	BEAD
St. George News: $317M is coming to Utah to expand access to high-speed internet	6/27/23	Other	St. George, Utah	BEAD
Resident Feedback Session: 1:1	6/30/23	Listening Session (Virtual)	Virtual	Digital Equity
Cellular One 1:1	6/30/23	Meeting/Presentation	Virtual	BEAD
Navajo Tribal Utility Authority (NTUA) 1:1	3/31/23	Meeting/Presentation	Navajo Nation	BEAD
T-Mobile 1:1	2/1/23	Meeting/Presentation	Salt Lake City, Utah	BEAD

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
For $317 Million, all of Utah will Finally have Access to a Broadband Internet Connection ... Soon-ish	7/11/23	Other	Salt Lake City, Uta	BEAD
High-Speed Internet Survey for Local Government and Tribal Leaders	12/14/22 - 6/1/23	Survey	Online	BEAD/Digital Equity
High-Speed Internet Survey for Internet Service Providers	10/14/22 - 6/1/23	Survey	Online	BEAD/Digital Equity
High-Speed Internet Survey for Businesses	12/2/22 - 6/1/32	Survey	Online	BEAD/Digital Equity
High-Speed Internet Survey for Elected Officials	11/16/22 - 6/1/23	Survey	Online	BEAD/Digital Equity
EducationSuperHighway - ActNow Campaign	3/9/23 - 9/7/23	Other	Online	Digital Equity
Lumen 1:1	07/03/2023	Meeting/Presentation	Virtual	BEAD
Refugee and Immigrant Center - Asian Association of Utah	07/05/2023	Meeting/Presentation	Online	Digital Equity
Department of Workforce Services - SNAP Program	07/05/2023	Meeting/Presentation	Online	Digital Equity
DAPG Club Ability 1:1	07/06/2023	Meeting/Presentation	Virtual	Digital Equity
Ciena 1:1	07/06/2023	Meeting/Presentation	Virtual	BEAD/Digital Equity
Transcend International	07/06/2023	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session: Group	07/07/2023	Listening Session (Virtual)	Virtual	Digital Equity
Utahns Against Hunger	07/07/2023	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session 1:1	07/10/2023	Listening Session (Virtual)	Online	Digital Equity
Utah Education Telehealth Network, Shivwits Band of Paiutes & Utah Broadband Center	07/10/2023	Meeting/Presentation	Online	BEAD/Digital Equity
DAPG Meeting: Utah Nonprofit Housing Corporation 1:1	07/10/2023	Meeting/Presentation	Online	Digital Equity
Utah Rural Telecom Association Board	07/10/2023	Meeting/Presentation	Online	BEAD
DAPG Meeting: Navajo Nation 1:1	07/11/2023	Meeting/Presentation	Online	Digital Equity
Salt Lake County Mayors Office - Diversity & Inclusion	07/11/2023	Meeting/Presentation	Online	Digital Equity
Digital Access Planning Grant Cohort Meeting	07/11/2023	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Guadalupe School 1:1	07/12/2023	Meeting/Presentation	Online	Digital Equity
Utah 211	07/12/2023	Meeting/Presentation	Online	Digital Equity
Northwest Regional Telehealth Resource Center	07/12/2023	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session: Group	07/13/2023	Listening Session (Virtual)	Online	Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
DAPG Meeting: Ogden City 1:1	07/13/2023	Meeting/Presentation	Online	BEAD/Digital Equity
ACP Grantee Cohort Meeting	07/13/2023	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session: Group	07/14/2023	Listening Session (Virtual)	Online	Digital Equity
Resident Feedback Session 1:1	07/17/2023	Listening Session (Virtual)	Online	Digital Equity
DAPG Meeting: Center of Economic Opportunity and Belonging 1:1	07/17/2023	Meeting/Presentation	Online	Digital Equity
Marconi Society, NTIA and the Utah Broadband Center	07/17/2023	Meeting/Presentation	Online	
Resident Feedback Session 1:1	07/18/2023	Listening Session (Virtual)	Online	Digital Equity
Resident Feedback Session 1:1	07/19/2023	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session 1:1	07/19/2023	Meeting/Presentation	Online	Digital Equity
Utah Afterschool Network	07/19/2023	Meeting/Presentation	Online	Digital Equity
Connecting Utah Virtual Call	07/19/2023	Meeting/Presentation	Online	Digital Equity
Wireless Internet Service Providers Association	07/20/2023	Meeting/Presentation	Online	BEAD
Resident Feedback Session: Group	07/20/2023	Listening Session (Virtual)	Online	Digital Equity
DAPG Meeting: Salt Lake Community College 1:1	07/25/2023	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session 1:1	07/26/2023	Listening Session (Virtual)	Online	Digital Equity
Utah Women and Leadership Project and Utah Broadband Center	07/27/2023	Meeting/Presentation	Online	Digital Equity
Resident Feedback Session: Group	07/27/2023	Listening Session (Virtual)	Online	Digital Equity
Resident Feedback Session: Group	07/28/2023	Listening Session (Virtual)	Online	Digital Equity
ACP Grantee Cohort Meeting	07/28/2023	Meeting/Presentation	Online	Digital Equity
Qualcomm 1:1	07/28/2023	Meeting/Presentation	Online	BEAD
Terra Contracting 1:1	07/31/2023	Meeting/Presentation	Online	BEAD
Lumen 1:1	08/01/2023	Meeting/Presentation	Salt Lake City, Utah	BEAD
NTEN Fellowship Application Review Workshop	08/01/2023	Meeting/Presentation	Online	Digital Equity
ACP Grantee Cohort Meeting	08/01/2023	Meeting/Presentation	Online	Digital Equity
Catholic Community Services, Google Fiber and Utah Broadband Center	08/02/2023	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Club Ability 1:1	08/02/2023	Meeting/Presentation	Online	Digital Equity
Emery Telcom 1:1	08/03/2023	Meeting/Presentation	Online	BEAD
Center of Economic Opportunity and Belonging Workforce Development Meeting	08/03/2023	Meeting/Presentation	Online	Digital Equity
Strata and URTA	08/03/2023	Meeting/Presentation	Salt Lake City, Utah	BEAD
Digital Access Planning Grant Cohort Meeting	08/08/2023	Meeting/Presentation	Online	Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Utah Community Connect and Utah Broadband Center	08/09/2023	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Centro Hispano 1:1	08/10/2023	Meeting/Presentation	Online	Digital Equity
MoHuman	08/11/2023	Meeting/Presentation	Online	Digital Equity
CyberSeniors	08/15/2023	Meeting/Presentation	Online	Digital Equity
ACP Grantee Cohort Meeting	08/17/2023	Meeting/Presentation	Online	Digital Equity
Digital Equity Plan for Navajo Chapters in Utah	08/21/2023	Meeting/Presentation	Online	Digital Equity
Transcend International, Utah Broadband Center and the Center for Economic Opportunity and Belonging	08/22/2023	Meeting/Presentation	Online	Digital Equity
Liz Gabbitas Consulting	08/25/2023	Meeting/Presentation	Online	Digital Equity
Utah Community Connect Meeting	08/25/2023	Meeting/Presentation	Online	Digital Equity
iRecertify	08/25/2023	Meeting/Presentation	Online	Digital Equity
Spy Hop	08/29/2023	Meeting/Presentation	Salt Lake City, Utah	Digital Equity
Digitunity	08/30/2023	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Club Ability 1:1	08/31/2023	Meeting/Presentation	Online	Digital Equity
CentraCom ISP 1:1	08/31/2023	Meeting/Presentation	Online	BEAD
Tarana Wireless 1:1	08/31/2023	Meeting/Presentation	Bountiful, Utah	BEAD
Beehive Broadband 1:1	09/01/2023	Meeting/Presentation	Online	BEAD
Utah State University Extension	09/01/2023	Meeting/Presentation	Online	Digital Equity
ACP Grantee Cohort Meeting	09/05/2023	Meeting/Presentation	Online	Digital Equity
Pacific Island Knowledge 2 Action Resources	09/05/2023	Meeting/Presentation	Online	Digital Equity
Colorado Department of Labor and Employment (Digital Equity Office)	09/05/2023	Meeting/Presentation	Online	Digital Equity
Strata	09/06/2023	Meeting/Presentation	Salt Lake City, Utah	BEAD
Tech Charities	09/11/2023	Meeting/Presentation	Salt Lake City, Utah	Digital Equity
Digital Access Planning Grant Cohort Meeting	09/12/2023	Meeting/Presentation	Online	Digital Equity
Transcend International	09/13/2023	Meeting/Presentation	Online	Digital Equity
ACP Grantee Cohort Meeting	09/15/2023	Meeting/Presentation	Online	Digital Equity
UTOPIA 1:1	09/15/2023	Meeting/Presentation	Online	BEAD
Beehive Broadband 1:1	09/19/2023	Meeting/Presentation	Online	BEAD
Connecting Utah Virtual Call	09/20/2023	Meeting/Presentation	Online	Digital Equity
Utah Community Connect Meeting	9/22/2023	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: United Way of Utah County 1:1	9/26/2023	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Vernal City 1:1	10/6/2023	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Club Ability 1:1	10/6/2023	Meeting/Presentation	Online	Digital Equity
Digital Access Planning Grant Cohort Meeting	10/10/2023	Meeting/Presentation	Online	Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Utah Technology Coordinators Council Meeting	10/5/2023	Listening Session (In-person)	Utah County, Utah	Digital Equity
Strata Summit	10/10/2023	Meeting/Presentation	Vernal, Utah	BEAD
Kearns Library - Computer Training Courses	10/11/2023	Meeting/Presentation	Kearns Library	Digital Equity
Device Refurbishment Partner Meeting	10/12/2023	Meeting/Presentation	Salt Lake City, Utah	Digital Equity
Lumen 1:1	10/12/2023	Meeting/Presentation	Online	BEAD
Ogden Civic Action Network (Ogden CAN)	10/13/2023	Meeting/Presentation	Online	Digital Equity
Spear Broadband 1:1	10/13/2023	Meeting/Presentation	Online	BEAD
Connecting Utah Virtual Call	10/18/2023		Online	Digital Equity
Transcend International	10/20/2023	Meeting/Presentation	Online	Digital Equity
ACP Grantee Cohort Meeting	10/20/2023	Meeting/Presentation	Online	Digital Equity
Calix ConneXions Conference Presentation	10/15/2023	Meeting/Presentation	Las Vegas, NV	BEAD/Digital Equity
Navajo Nation Mountain Chapter	10/16/2023	Listening Session (In-person)	Navajo Mtn	BEAD/Digital Equity
Navajo Nation Oljato Chapter	10/17/2023	Listening Session (In-person)	Monument Valley, U	BEAD/Digital Equity
Navajo Nation Mexican Water Chapter	10/18/2023	Listening Session (In-person)	Mexican Water, UT	BEAD/Digital Equity
UBC Coordination: Connecting Navajo Nation Mexican Water Chapter with Rural Utah Project to share Google Plus Code data	10/18/2023	Email	Online	BEAD/Digital Equity
UBC Coordination: Connecting Beehive Broadband with CAP Utah to assist with ACP enrollment	10/18/2023	Email	Online	Digital Equity
Salt Lake City Corporation	10/19/2023	Meeting/Presentation	Salt Lake City, Utah	Digital Equity
Navajo Nation Red Mesa Chapter	10/19/2023	Listening Session (In-person)	Red Mesa, UT	BEAD/Digital Equity
Navajo Nation Aneth Chapter	10/20/2023	Listening Session (In-person)	Aneth, UT	BEAD/Digital Equity
Utah Tribal Leaders Meeting	10/20/2023	Listening Session (In-person)	Montezuma Creek, U	BEAD/Digital Equity
Utah Broadband Advisory Commission	10/23/2023	Meeting/Presentation	Online	BEAD
Cellular One 1:1	10/24/2023	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
Utah County Digital Inclusion Coalition: Provo City	10/24/2023	Meeting/Presentation	Online	Digital Equity
USIC: Utility Locating Resources for BEAD	10/24/2023	Meeting/Presentation	Online	BEAD

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Najavo Nation Digital Equity Tour Debrief	10/24/2023	Meeting/Presentation	Online	BEAD/Digital Equity
Utah & Pew Charitable Trust	10/24/2023	Meeting/Presentation	Online	BEAD/Digital Equity
Compudopt	10/26/2023	Meeting/Presentation	Online	Digital Equity
DAPG Meeting: Guadalupe School 1:1	10/24/2023	Meeting/Presentation	Online	Digital Equity
Utah PEW Check-In	10/24/2023	Meeting/Presentation	Online	BEAD/Digital Equity
DAPG Meeting: Salt Lake County 1:1	10/26/2023	Meeting/Presentation	Online	Digital Equity
Monthly Broadband Infrastructure Collaboration Call	10/26/2023	Meeting/Presentation	Online	BEAD
Utah Broadband Initiatives: UBC and Navajo Tribal Utility Authority	10/27/2023	Meeting/Presentation	Online	BEAD
BellSouth 1:1	10/27/2023	Meeting/Presentation	Online	BEAD
Navajo Utah Commission	10/27/2023	Meeting/Presentation	Red Mesa, UT	BEAD/Digital Equity
DAPG Meeting: Salt Lake County 1:1	10/31/2023	Meeting/Presentation	Online	Digital Equity
ACP Grantee Cohort Meeting	10/31/2023	Meeting/Presentation	Online	Digital Equity
Sorenson Unity Center 1:1	11/1/2023	Meeting/Presentation	Online	Digital Equity
Lumen 1:1	11/6/2023	Meeting/Presentation	Online	BEAD
UDOT, Montezuma Creek and Navajo Nation Aneth Colorado Chapter	11/6/2023	Meeting/Presentation	Online	BEAD
Appian	11/7/2023	Meeting/Presentation	Online	BEAD
Utah Migrant and Seasonal Farmworker Coalition	11/8/2023	Meeting/Presentation	Online	Digital Equity
Rural Utah Project and Navajo Nation: Google plus Addresses	11/8/2023	Meeting/Presentation	Online	BEAD/Digital Equity
OneWeb 1:1	11/9/2023	Meeting/Presentation	Online	BEAD/Digital Equity
Transcend Connecting Utah Gala	11/10/2023	Other		
Utah Broadband Alliance Meeting	11/14/2023	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
US Broadband Summitt	11/14/2023 - 11/	Meeting/Presentation	Washington, DC	BEAD/Digital Equity
Atlanta Broadband Symposium	11/13/2023 - 11/	Meeting/Presentation	Atlanta, Georgia	BEAD/Digital Equity
Utah Digital Opportunity Network Meeting	11/15/2023	Meeting/Presentation	Online	Digital Equity
Cellular One and Utah Broadband Center	11/20/2023	Meeting/Presentation	Salt Lake City, Utah	BEAD/Digital Equity
ExcelInEd Conference	11/15/2023 - 11/	Meeting/Presentation		
DAPG Meeting Centro Hispano 1:1	11/22/2023	Meeting/Presentation	Online	Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Infowest 1:1	11/28/2023	Meeting/Presentation	Salt Lake City, UT	BEAD
Veterans Business Resource Center	12/1/2023	Meeting/Presentation	Online	Digital Equity
Broadband Leader's Summit	11/29/2023 - 12/	Meeting/Presentation	New Orleans, LA	BEAD/Digital Equity
BellSouth 1:1	12/1/2023	Meeting/Presentation	Online	BEAD
Pew Trust Discussion	12/4/2023	Meeting/Presentation	Online	BEAD/Digital Equity
Outpost.plus 1:1	12/4/2023	Meeting/Presentation	Online	BEAD
Minority Business Development Agency	12/4/2023	Meeting/Presentation	Salt Lake City, UT	BEAD/Digital Equity
IRC 1:1	12/5/2023	Meeting/Presentation	Salt Lake City, UT	Digital Equity
Direct Communications	12/5/2023	Meeting/Presentation	Online	BEAD
Morgan County 1:1	12/5/2023	Meeting/Presentation	Online	BEAD
Millenium 1:1	12/5/2023	Meeting/Presentation	Online	BEAD
Ignyte/Appian	12/5/2023	Meeting/Presentation	Online	BEAD
South Valley Electric Service District	12/7/2023	Meeting/Presentation	Payson, UT	BEAD
EducationSuperHighway, CEOB and UBC	12/7/2023	Meeting/Presentation	Online	Digital Equity
CAP Utah ACP Emergency Meeting	12/7/2023	Meeting/Presentation	Online	Digital Equity
URTA/UBC	12/8/2023		Online	
Team Suh'dutsing/Utah Broadband	12/12/2023	Meeting/Presentation	Online	BEAD
CEOB and UBC: Nonprofit Challenge Process Discussion	12/13/2023	Meeting/Presentation	Online	BEAD/Digital Equity
EBI Consulting: Navigating and Understanding EHP Requirements for BEAD	12/13/2023	Meeting/Presentation	Online	BEAD
Centerline Communications	12/14/2023	Meeting/Presentation	Online	BEAD
Utah Digital Opportunity Network Meeting	12/15/2023	Meeting/Presentation	Online	Digital Equity
Monthly Broadband Infrastructure Collaboration Call	12/18/2023	Meeting/Presentation	Online	BEAD
Utah Broadband Advisory Commission Meeting	12/19/2023	Meeting/Presentation	Online	BEAD/Digital Equity
TEKSystems and UBC	12/19/2023	Meeting/Presentation	Online	BEAD/Digital Equity

Stakeholder Engagement Tracker

Engagement Title/Description	Engagement Da	Engagement Type	Engagement Locat	Target Audi
Utah New Americans Task Force Meeting	12/19/2023	Meeting/Presentation	Online	Digital Equity
Connecting Utah Virtual Call	12/20/2023	Meeting/Presentation	Online	BEAD/Digital Equity
UETN: San Juan River Region Wireless	12/20/2023	Meeting/Presentation	Online	BEAD
Broadband Breakfast	12/27/2023	Meeting/Presentation	Online	BEAD
Pivot-Tech	1/2/2024	Meeting/Presentation	Online	BEAD
Six County AOG: Challenge Process Presentation	1/3/2024	Meeting/Presentation	Online	BEAD
Calix 1:1	1/4/2024	Meeting/Presentation	Online	BEAD
Human IT 1:1	1/5/2024	Meeting/Presentation	Online	BEAD/Digital Equity
Latina Entreprenuers: GOEO Meet & Greet	1/9/2024	Meeting/Presentation	Salt Lake City, UT	BEAD/Digital Equity

Public Comment Period

The following table records public comments received, followed by notes indicating where changes were made to the plan or a general response from the Utah Broadband Center. In this table, names and organizations of commenters are withheld; however, this information is public record and thus available by request.

Public Comment:
All people should be treated equally, regardless of race, religion or natural origin. The equal protection clauses of the Federal and State constitution guarantees the same. No individual or group of people in America or Utah is any better than any other individual or group.
Response: This may be in agreement with the focus on covered populations, or it may be expressing concern that Utah residents who are not members of any of the covered populations will be overlooked by plan activities. This has been addressed in 2.2.3 Unique Barriers for Covered Populations.
Public Comment:
Great need for digital in underserved areas.
Response: General recognition of the challenges Utah residents face is appreciated.
Public Comment:
First, the Utah Equity Plan is excellent! It covers a broad scope that will work to achieve Digital Equity in Utah. The only callout is whether any RFPs/RFQs for devices will weight proposals from practitioners who are refurbishers.
Response: The current plan does not include UBC issuing RFPs/RFQs to directly purchase devices or to outsource refurbishment. However, existing refurbishment programs are an asset to digital inclusion programs, so weight may be given in other methods, such as scoring grant applications. This has been clarified in the Implementation Plan section.
Public Comment:
"Sweet Spot: BLUF: Use standard set of comments for state plans we are not targeting. Thinking: Shares best practices and sets us as thought leader with minimal effort. Test: Agree? HI: What do you think of comments below? How should that be adjusted? By who? By when? As the leading digital equity nonprofit in the nation with more than a decade of experience providing digital inclusion services, we believe access to technology is a right, not a privilege and that the following best practices are critical to best bridge the digital divide: Holistic Digital Navigation: Focus on addressing all aspects of digital inclusion, including connectivity, access to devices, digital skills, and technical support. Provide comprehensive support to individuals or communities to ensure they have the necessary resources and knowledge to fully participate in the digital world.

Assisted at Time of Call, Not 'Air Traffic Control': Be responsive and proactive in assisting individuals seeking support. Instead of acting as a controlling authority, aim to provide personalized assistance in real-time, addressing their specific needs and challenges, with solutions in-the-moment rather than pushing them to make additional phone calls or visit additional websites.
Culturally Competent Services: Recognize and respect the diverse cultural backgrounds and identities of the communities served. Tailor services to meet the unique needs and preferences of different cultural groups, ensuring that everyone feels included and valued.
Collaborative Process with Trusted Partners: Foster partnerships with community-based organizations (CBOs), local governments, educational entities, and other trusted stakeholders. Work together to identify and address digital inequities, leveraging collective expertise and resources to achieve more significant impact.
In-person and Remote Support through Various Communication Channels: Offer both in-person and remote support options to accommodate different circumstances and preferences. Utilize multiple communication channels, such as phone, email, chat, or video conferencing, to ensure accessibility and convenience for individuals seeking assistance.
Providing internet alone is not enough. We need to provide devices, digital literacy training, and technical support. It is not ""if you build it, they will come."" Without providing these critical wrap-around services, broadband will go unused and there will still be a significant portion of the population on the wrong side of the digital divide. Furthermore, as a technology refurbisher we support programs that refurbish and redistribute existing devices.
By implementing these best practices, your state can enhance digital equity and digital inclusion efforts, making a positive impact on individuals and communities. Digital equity is social equity."

Response: UBC agrees that these best practices are important to the state's efforts. These principles were used in the plan development process. The first sentences are unclear and were determined to be internal communications from the commenter, not intended for submission.

Public Comment:

I appreciate the representation given to libraries throughout Utah who can and will play a vital part in helping to bridge the digital divide. The emphasis on helping libraries and other organizations find consistent funding to focus on these important services I also see as very necessary. Please continue to keep partnerships with Utah libraries as an important part of the state's Digital Equity Plan.

Response: The acknowledgement of effort to codify consistent funding for library digital inclusion programs is appreciated. These items are maintained in the Implementation section, now under Goal 4.

Public Comment:

"The Northwest Regional Telehealth Resource Center (NRTRC) strongly believes that digital equity and inclusion are crucial to ensuring equal access to healthcare for all individuals. It is encouraging to see efforts being made to promote digital equity and address the barriers that hinder people's access to essential broadband services. Sufficient broadband is essential for participation in society, including the management of one's health, and we fully support the

efforts outlined in the Utah Connectivity and Digital Equity Plans.
In order to truly bridge the digital divide and expand access and utilization, we recommend increased collaboration between healthcare and telehealth entities for these plans. By joining forces, these entities can pool their expertise and resources to develop innovative solutions that leverage broadband technology. The NRTRC is a sub-entity of the Utah Education and Telehealth Network (UETN). Being that UETN is named in throughout the plan, our participation as a community partner can assist with this collaboration.
One key aspect of this plan is focused on expanding broadband infrastructure to underserved areas, especially rural and remote communities. By investing in broadband expansion, we can ensure that individuals in these areas have reliable and high-speed internet connections, enabling them to access expanded healthcare offerings and telehealth services without interruption. We have reviewed the aspects of this as outlined in your digital connectivity plan and the digital equity plan, and would only suggest that healthcare and telehealth have more initiatives here. Some of these initiatives can be achieved by creating more open connectivity hubs, as outlined in section 2.1.1 of the digital equity plan, and we think it is important to note that these spaces can also include assistance with accessing online health services. Also calling out a diverse pool of community anchor institutions that house these spaces could be incorporated. Some of our thoughts include but aren't limited to senior centers, rotary clubs, food banks, employment centers, community health centers and housing authorities.
Education and digital literacy initiatives are an integral part of each plan. Many individuals from different background have limited technology experience, and may face challenges in navigating telehealth platforms and utilizing digital healthcare resources. By providing training programs and user-friendly resources, we can empower individuals to confidently engage in telehealth services, online patient portals and other tools for managing their own health.
These plans are laid out section 3.1.2 of the digital equity plan, and it should be noted that we as a Telehealth Resource Center (TRC) can indeed to help provide digital health literacy programing for these efforts.
Also highlighting what the outreach efforts might look like should also be important to this section. Tools and trainings that are being offered must meet the public, or they will go un-utilized. Partnerships with TRCs, rural and urban healthcare facilities, and community health centers can facilitate outreach efforts to inform the public about available healthcare tools and telehealth services and promote their adoption. By working together, we can ensure that every individual, regardless of their socio-economic status or geographic location, has equal opportunities to benefit from the digital advancements in healthcare and participate more in the management of their own health.
In conclusion, the robust digital equity plan could emphasize collaboration among healthcare and telehealth entities more. It is essential to increase the public's awareness of how broadband access and digital skills affect their health and wellbeing. By prioritizing health in the plans for infrastructure development, education, and community partnerships, we can make significant progress towards achieving a more equitable healthcare system for all."

Response: Telehealth has been added at various points throughout the document and the implementation plan due to this recommendation. The suggestions and specific guidance given was followed in each instance.

Public Comment:

Great overview of the digital equity plan and touches on key digital equity pieces. Appreciate

that it's visual and infographic style. Felt like it was a great summary and provide action items. Two key points stood out: invest in change at the system level and pilot innovation to show that government works. More specifically, acknowledgment or commitment for state, local and municipal government to ensure government websites are easier to access (smart phone compatible) and provide information in plain language. It would be amazing if the UBC provided resources to support local governments with making their websites more accessible for all the covered populations.

Response: This has been addressed with clarifications in the Implementation plan under Goal 2 regarding how the community backbone organization will work with the Utah Department of Technology Services to support local governments in web improvement projects.

Public Comment:

"One key requirement of state digital equity plans is that they include each state's vision of digital equity. The National Telecommunications and Information Administration (NTIA) suggests that digital equity plans address at least these two questions:

1. What will digital equity look like in the context of your state?
2. What are the broad goals that should be accomplished in executing this plan (e.g., improve rural health outcomes, increase underrepresented youth employment in technology-related fields)?

NTIA has specifically advised states to "lead with equity," intentionally identifying, amplifying, and centering the voices of those most affected by the digital divide and disconnected communities.

With the extraordinary task and responsibility of state policymakers and local communities in mind, the Benton Institute for Broadband & Society launched the Visions of Digital Equity project to aid both in ensuring that more community voices are heard in crafting visions that increase opportunity for all.

Through surveys, community meetings, interviews, conversations, and a collaborative writing process with community contributors, we have arrived at a set of principles to help guide both the process and the resulting visions of digital equity.

We learned that a well-crafted vision of digital equity has the potential to be very powerful. It can:

- Offer a glimpse of a state transformed by universal connectivity,
- Provide a roadmap and resources for the digital inclusion efforts to come, and
- Act as a north star for goal setting, planning, and implementation efforts over the months and years to come.

The best visions of digital equity will be community centered and focused on creating change, specific and clearly articulated, and ambitious but attainable.

In the attached document, the Benton Institute for Broadband & Society shares 10 Principles for Digital Equity Visions, organized around five themes. We hope these principles help the people of Utah evaluate both Utah's Digital Equity Plan and the Utah Broadband Center's revision of the plan.

As Utah evaluates its draft vision of digital equity, please consider these additional questions:

1. Does your digital equity vision address the broader work of ensuring that everyone has opportunities based on their needs? Does your digital equity vision articulate a commitment to remove barriers and empower the most vulnerable in your state?
2. Does your digital equity vision illustrate how ubiquitous, affordable connectivity to reliable,

high-speed broadband will benefit all your communities through increased access to health care, education and job training, economic growth, and civic participation?
3. Is your digital equity vision the result of inclusive, collaborative exercises that directly engaged communities in the planning process with government, broadband providers, philanthropies, and other organizations? Have these efforts focused on the perspectives of the people digital equity efforts are intended to serve, including the "covered populations" identified in the Infrastructure Investment and Jobs Act?
a. Did the state broadband office develop authentic relationships with community advocates and community-based organizations to understand community concerns and issues?
b. Did the state broadband office meet with community advocates and community-based organizations to review the state's draft digital equity vision and plan and discuss concerns?
4. Does your digital equity vision include creating and sustaining digital inclusion coalitions of libraries, community-based organizations, local governments, and housing authorities?
5. Does your digital equity vision advance and ensure digital safety, privacy, and well-being, empowering people with the tools and skills they need to navigate risks and avoid harms associated with digital environments?
6. Does your digital equity vision plan on using technology to open opportunities and not create or sustain barriers for people?
7. Does your digital equity vision bridge short-term impact and long-term, iterative, and sustainable efforts?
8. Does your digital equity vision consider resilience, ensuring that networks in all communities are able to endure various threats to stability, including climate change, disasters, and similar future system stressors?
9. Does your digital equity vision include appropriate and measurements and evaluation frameworks?
10. Does your digital equity vision include accountability mechanisms and transparent reporting that is widely disseminated? Did the state broadband office practice transparency in creating and revising the draft digital equity vision and plan?

I am happy to answer any question about the Benton Institute's Visions of Digital Equity project and our Principles for Digital Equity Visions. I can be reached at 847-328-3040 or afurniss@benton.org

Sincerely,
Adrianne B. Furniss

Visions of Digital Equity

All 50 states, the District of Columbia, and Puerto Rico are currently working on digital equity plans. One key component of the plans is the development of states' visions for digital equity. These efforts are the initial state-level planning and envisioning at this scale and scope.

This project focuses on the unique opportunity for states to craft visions of digital equity that are guided by the people who are most impacted by the digital divide, and improving the lives of all. A well-crafted vision of digital equity has the potential to be very powerful. It can:

- Offer a glimpse of a state transformed by universal connectivity,
- Provide a roadmap and resources for the digital inclusion efforts to come, and
- Act as a north star for goal setting, planning, and implementation efforts over the months and years to come.

The best visions of digital equity will be community centered and focused on creating change, specific and clearly articulated, and ambitious but attainable. The National Telecommunications and Information Administration (NTIA), which will review all state digital equity plans, suggests that digital equity plans address at least these two questions:

1. What will digital equity look like in the context of your state?
2. What are the broad goals that should be accomplished in executing this plan (e.g., improve rural health outcomes, increase underrepresented youth employment in technology-related fields)?

NTIA has specifically advised states to "lead with equity," intentionally identifying, amplifying, and centering the voices of those most affected by the digital divide and disconnected communities.

With the extraordinary task and responsibility of state policymakers and local communities in mind, we undertook this project to aid both in ensuring that more community voices are heard in crafting visions that increase opportunity for all.

Digital equity work did not begin, nor will it end, with this time of historic federal funding. Digital equity advocates around the country have been working for many years to close the digital divide. This project draws on the expertise of national and local experts in this field.

Through surveys, community meetings, interviews, conversations, and a collaborative writing process with community contributors, we have arrived at ten Principles for Digital Equity Visions, organized around five themes, to help guide both the process and the resulting visions of digital equity.

I. Strive for Equity Beyond Just Digital

Congress defines digital equity as "the condition in which individuals and communities have the information technology capacity that is needed for full participation in the society and economy of the United States." The Infrastructure Investment and Jobs Act states that "achieving digital equity is a matter of social and economic justice and is worth pursuing." Without digital equity, it is increasingly difficult to ensure the economic, political, and social rights and opportunities everyone deserves.

Although Congress finds that the benefits of broadband should be broadly enjoyed by all, the digital divide disproportionately affects communities of color, lower-income areas, rural areas, people with disabilities and language barriers, seniors, and veterans, among others. These barriers are even more pronounced for people and communities who represent multiple such populations. A call for equity recognizes that due to historical actions, we do not all start from the same place or on a level playing field, and requires us to acknowledge and make adjustments to correct for these imbalances. The goal is a just and equitable society, where everyone is able to meet their basic needs, exercise their agency, and access a range of opportunities.

Digital equity efforts aim to address these imbalances by connecting everyone, especially those groups who have been disproportionately impacted by the digital divide, in order to facilitate equitable access to essential public services, including health care and education, and to make the United States more economically competitive.

With this in mind, we offer the following principles:

1. Digital equity is equity and cannot stand outside the broader work of ensuring that everyone has opportunities based on their needs. Without digital equity, communities will continue to face significant barriers in accessing opportunities and vital resources, thereby perpetuating existing inequalities and further widening the digital divide. Digital visions should articulate a commitment to remove barriers and empower the most vulnerable in our communities.
2. Envision a state transformed by digital equity. Successful digital equity efforts result in healthier, more robust communities and more opportunity for all. Digital equity visions should illustrate how ubiquitous, affordable connectivity to reliable, high-speed broadband will benefit communities through increased access to health care, education and job training, economic

growth, and civic participation.

II. Empower Communities

Digital equity is the product of digital equity ecosystems—that is, the interactions between individuals, populations, communities, and their larger socio-technical environments that all play roles in shaping the digital inclusion work in local communities to promote more equitable access to technology and social and racial justice. Digital equity is not the responsibility of broadband providers or governments alone. All players must understand the local, cultural drivers and social barriers to broadband adoption while taking ownership of the solutions in addressing these barriers.

Communities themselves should be the ones identifying community needs. Government officials must devote time and resources to authentic outreach to the people and communities who are most profoundly impacted by inequity, paying attention to the needs they identify. In order to accomplish this and do so with the level of trust that will be required, government officials should engage (and compensate) community leaders in facilitating ongoing conversations and holistic, considerate, inclusive input gathering. The importance of this cannot be overstated. The people and communities who are intended to be served by digital equity programs must be engaged in setting goals and evaluating efforts.

With this in mind, we offer the following principles:

3. Devising digital equity visions must be an inclusive, collaborative, and ongoing process led by those most impacted by the digital divide, especially communities that have historically suffered from unequal access to broadband. A top-down approach to digital equity visioning, planning, and implementation will not succeed. Digital equity visions, strategies, and approaches, as well as the specific state digital equity plans, must be the result of collaborative exercises that directly engage communities in the planning process with government, broadband providers, philanthropies, and other organizations. These processes must value and center the perspectives of the people digital equity efforts are intended to serve. Without a seat at the table for community members, there can be no equity. This process is about building relationships and trust, authentically engaging the community and addressing any historical issues.

4. Digital equity planning should include creating and sustaining healthy digital equity ecosystems. Digital inclusion coalitions often include libraries, community-based organizations, local governments, housing authorities, and others in communities across the country. These coalitions organize to cooperatively address equitable access to and use of communication technologies and play a key role in promoting and supporting healthy digital equity ecosystems. Since many of the underconnected face an array of barriers to adoption, relying on ecosystems makes sense to deliver comprehensive, holistic, wraparound services to address complex needs.

III. Focus on Community Benefits

Digital equity visions extend beyond access to broadband and devices to focus on community benefits—programs and activities that respond to community needs as identified by individuals in those communities. A focus on community benefits should help increase understanding of the social impact of programs and policies on the intended communities; achieving community benefits in this way will help increase community indicators of health, financial security, education, and civic engagement.

Digital equity visions and plans must include delivering the programs and services necessary to ensure that all individuals in the United States have sustainable access to, and the ability to use, affordable information and communication technologies, including digital literacy training, quality technical support, and applications and online content designed to enable and

encourage self-determination, collaboration, and participation in society.
Just as important as leveraging the positive potential of connectivity is the imperative to create secure online spaces, and to provide training and support for those seeking to safely engage in online and digital activity. These protections—critical for communities disproportionately experiencing harms including digital discrimination, data extraction, and fraud—are also critical to achieving digital equity.
With this in mind, we offer the following principles:
5. Advance and ensure digital safety, privacy, and well-being. Digital equity visions and efforts must center choice, privacy, safety, and digital health at their core, and must empower participants with the tools and skills needed to navigate risks and avoid harms associated with digital environments.
6. Technology should open opportunities, not create or sustain barriers for people. Digital equity efforts should reduce and remove a full range of barriers through universal design (including multilingual availability) and inclusive access for those with disabilities, which benefits all people and society broadly.
IV. Plan for Sustainability
“Achieving digital equity for all people of the United States requires additional and sustained investment and research efforts,” Congress found in the Infrastructure Investment and Jobs Act. Without sustained investment in digital adoption and inclusion efforts at the community level, the huge new investments in broadband infrastructure and affordability cannot close the digital divide.
Digital equity visions, strategies, and plans must address the ability to respond to today’s community needs while also looking ahead at how those needs will evolve and what will be required to meet them. These efforts must be long-term and sustainable to ensure that community needs continue to be assessed and addressed.
With this in mind, we offer the following principles:
7. Digital equity efforts must bridge short-term impact and long-term, iterative, and sustainable efforts. Closing the digital divide will not be a one-shot effort; it will be a long-term commitment that should adjust to and reflect changing technology, policy, and circumstances and community needs. Sustained digital equity efforts require short- and long-term key performance indicators as well as periodic assessments of progress.
8. Network resilience is crucial for ensuring equitable and reliable digital access, enabling sustained digital equity. Networks in all areas must be able to endure various threats to stability, including climate change, disasters, and similar future system stressors.
V. Stay Accountable to the Vision and to the Community
Transparency and public accountability are critical to the success of publicly supported digital equity efforts. As noted previously, successful digital equity visioning and planning are inclusive processes that must engage and benefit the people and communities who are meant to be served. It is critical that communities are fully empowered to evaluate and hold accountable those who receive funding to implement solutions.
With this in mind, we offer the following principles:
9. Achieving digital equity requires well-defined metrics for success along with sound measurements and evaluation. Digital equity plans must include strategies for:
a. Ethical data collection, interpretation, and use that is adaptive and transparent, and that employs continuous learning practices as well as best practices for informed consent and limits to overcollection and unnecessary retention of data.
b. Shared power approaches such that historically and systemically marginalized groups can hold government and institutions accountable for equitable creation and implementation of the

digital equity plans.
c. Going beyond quantitative measures to consider qualitative data and local data collection illustrated through storytelling.
10. Digital equity visioning and planning requires clear accountability mechanisms and transparent reporting that is widely disseminated. Empowering community members in a transparent process will ensure that principles are adhered to and digital equity funds are spent wisely."

Response: The core planning team utilized these questions and other guidelines on developing a useful vision provided earlier by this organization.

Public Comment:

"Dear Utah Broadband Center Team,
Congratulations on completing the drafts of Utah's Digital Connectivity Plan and Digital Equity Plan.
As a national nonprofit organization focused on the device ownership aspect of digital equity, we are delighted to see the inclusion of devices as a specific goal within Utah's plan. Owning a computer is crucial for thriving in the modern economy. Those without a computer are unable to harness the vast opportunities that the internet provides, such as employment, education, telehealth, commerce, finance, communication, and much more. Everyone who needs a computer should have one.
This is a watershed moment for advancing digital equity. We offer this feedback as a means to share our unique perspective, leveraging nearly 40 years of work on the issue of device ownership, a national lens into how states are approaching the issue, and our role in administering a nationwide practitioner network (including in Utah). We are truly and sincerely vested in your success.
First, we would like to emphasize four overarching points:
1. Large screen device ownership: Personal device ownership provides a unique computing experience that cannot be replicated through public use of computers or shared devices. Large screen devices such as laptops, desktops, Chromebooks, and tablets, are critical for a full and equitable computing experience. While smartphones are often more affordable than the upfront cost of a computer, evidence shows the use of smartphones alone may limit the range of one's online activity and depth of overall digital skills.
2. Ecosystem thinking: To ensure that all Utahns are able to obtain a free or low cost computer, establishing a robust supply of free and affordable devices through accessible, resilient, community-level distribution systems is critical. Systems thinking is required, with active involvement from a diverse range of actors and stakeholders. Digitunity's Methodology for a Sustainable Device Ecosystem provides a framework for addressing this issue on a large scale.
3. Sustainability: While short-term gains are possible, our collective efforts must aim for sustainable solutions that far outlast this five-year federal investment. Building a plan around merely purchasing devices would be shortsighted, missing this landmark opportunity to create comprehensive change. Instead, we must develop solutions that transform the way corporate, government, and institutional IT assets are managed at scale. Repurposing previously used technology for community support can make computer ownership more accessible. Technology reuse is a practical and environmentally friendly solution for expanding device ownership.

4. Device quality and intended use: Affordable devices must be reliable; quantity cannot replace quality. It is also critical that the choice of device matches a recipient's intended use and context. While less expensive devices may be a quick win within a limited budget, a healthy device ecosystem will provide economical solutions that meet the full range of recipients' needs.

Regarding Utah's plan, we offer the following specific feedback and recommendations:

1. Kudos!: The plan's focus on maximizing locally-available resources and expertise "by supporting and codifying programs that refurbish and distribute devices" is excellent, as is the focus on cybersecurity measures as part of devices distributed. Digitunity also commends Utah for recognizing the ongoing operating cost of devices and the need for maintenance and repair. We're also very pleased with the the plan's acknowledgement that loaning is not sufficient or equitable, computer ownership should be the goal, and that Utah households are often under-deviced (insufficient quantity for concurrent use). The plan recognizes that devices are often needed for disaster situations, which is something truly critical that we have not encountered in reviewing other states' plans. We look forward to highlighting this information with other states. Also, Digitunity would be happy to share and promote Utah's guide to basic cybersecurity measures once it is developed.

2. Capacity building for refurbishing: Technology reuse enables a pathway to ensuring that a robust supply of affordable devices can be made available to Covered Populations. As noted, refurbishing computers requires technical knowledge to ensure that data is properly handled. It also requires working with certified vendors to ensure that e-waste is responsibly handled and that the entire process is financially viable. It is quite innovative that the Utah Division of Technology Service may partner with the Utah Department of Cultural and Community Engagement to design a device refurbishment program. It is not clear if this program will be established only to handle state surplus equipment or whether it can be leveraged to process other sources of supply. The plan notes "...organizations wishing to offer digital inclusion programs such as device refurbishment efforts lack guidance on best practices, data from similar efforts, and training opportunities for their staff to design effective programs. Especially in the case of government departments which are subject to careful rules around data security, regulations and lack of knowledge may stymie efforts before they get off the ground." Digitunity stands ready to assist with this pilot program, leveraging the role we play in administering a national practitioner network that includes 90 nonprofit refurbishers. Digitunity can support the pilot both with technical knowledge of refurbishing as well as our deep familiarity of the wide range of business models and practices found within our practitioner network.

3. Workforce opportunity: Refurbishing is also a very viable workforce development program with a low entry point for staff and a robust career ladder to family sustaining wages, and may come with its own set of funding sources such as the Workforce Innovation and Opportunity Act to support the work on an ongoing basis. Developing a program to train personnel in technical skills and refurbishment would not only increase the State's capacity but also create a pipeline of technology talent for future initiatives.

4. Supply is critical: Generating a robust and ongoing supply of technology to be refurbished is necessary for a sustainable device ecosystem. This supply can be generated through donations from individuals, corporations, government and other organizations. In December 2022, Digitunity helped to pass the federal Computers for Veterans and Students Act which will soon direct repairable federal computers to nonprofit technology refurbishers. Utah can be a beneficiary of this program. However, engaging with corporations through a statewide campaign will likely yield a higher quality and more impactful volume of devices. Digitunity has deep knowledge on how to engage the corporate sector for this purpose.

5. Technical support availability: The plan's recognition that technical support is critical is excellent. However, Digital Navigators are typically not equipped to provide in-depth technical support. Digitunity can assist in identifying other models for technical support to maximize the benefits of the devices.
6. Regenerative process: The plan acknowledges that devices have a lifecycle, from acquisition to end of use. We encourage the development of a more detailed strategy and plan to ensure that this lifecycle is understood by stakeholders, and that end of use options such as recycling, repair, or refurbishing for further use are easily accessible and fully operationalized.
7. Support for device deployment: Device deployment to Covered Populations involves a multi-step, multifaceted process. Specific training and support should be provided to entities that are tasked with providing devices to Covered Populations.
8. Connecting supply to deployment: The plan references the "designation of a coordinator with the backbone organization to act as a central point of contact between device providers and community groups". Digitunity has a longstanding online technology donation matching platform that serves this specific need and can be utilized for this purpose. Intentional effort should be placed on developing a deployment network through community based organizations, with formalized connections made between device sources in populated hubs and rural deployment points.
9. Device type clarification: While devices are mentioned throughout Utah's plan, there is not a clear goal to prioritize large-screen computers over smartphones. As noted in the plan, "Comfort with a mobile device is not holistic digital literacy, and individuals who only use smartphones to interact with the online world are limiting themselves, whether they realize it or not." Clarifying this distinction throughout the plan for large screen device ownership will ensure that the focus remains on providing individuals with the tools necessary for full digital access and participation.
Leveraging the support of outside entities, such as Digitunity or other national actors engaged in this work, could help speed and inform the implementation process and enhance the capacity investments made in Utah's local practitioners, stakeholders and government departments. We firmly believe that with a shared vision, engagement of non-traditional partnerships, and creative approaches, there are ample resources available to significantly increase device ownership, both now and in the years beyond this federal investment.
We wish you great success in this important endeavor.
Sincerely,
Digitunity"

Response: These finer points around device access were incorporated in revisions to the implementation plan, particularly Goal 3. This commenting organization was also added to the Asset Inventory as a result of highlighting their own efforts toward device access.

Public Comment:

"This plan relies heavily, in several places, on an effective survey of existing resources and assets for things like digital education and low-cost devices etc. I am concerned that currently, the plan is overestimating those resources based on what is referenced in the appendices, and we will miss the opportunity to appropriately budget BEAD funds for those institutions and programs without an extensive and long-term commitment to asset mapping. I understand that efforts are being made to ask organizations to self-report their services, which is a good start. Still, this type of thing will not be comprehensive and risks being outdated almost immediately

if there is no long-term commitment to maintaining this type of database and the community relationships needed to make it accurate and approachable for those who need it. You would essentially be taking a snapshot, without full community context, of an asset landscape that is, and must continue to evolve at the speed of technology. If the focus of this type of planning relies most heavily on funding only the expansion of broadband infrastructure without investing meaningfully in the other key prongs of digital equity and accessibility, we may miss out on all of the other ways this funding can positively impact Utah."
Response: UBC agrees that the asset mapping must be an ongoing process which relies on dedicated and consistent individuals who seek out all relevant resources, rather than relying on organizations having the capacity to self-report. The Implementation Plan has been updated to include specific language in Goal 4 around UBC's relationship with a community backbone organization which will be responsible for maintaining the asset inventory and keeping the map and directory up to date. While BEAD funding would make a remarkable difference in addressing barriers to digital participation throughout Utah, the challenging geography through the state and the requirement for BEAD to address all unserved and underserved locations before any non-deployment use both mean that it is extremely unlikely any BEAD funds will be available for Digital Access Plan Implementation. However, the possibility has been addressed more clearly in 3.5 Alignment with BEAD.
Public Comment:
"In this section (p. 6) , there appears to be inadequate emphasis on digital literacy and skills. While the vision highlights the importance of expanding broadband for various services, it does not explicitly address the need for promoting digital literacy and skills development. Merely providing access to broadband is not enough; there should be a focus on enabling individuals to effectively utilize digital tools and technologies (it should not be an afterthought). The plan should include initiatives to provide digital literacy training programs, especially targeting underserved communities and vulnerable populations. Promoting digital literacy and skills development should include specific initiatives to provide digital literacy training programs, especially targeting underserved (rural and tribal) communities and vulnerable populations. Collaboration with educational institutions, community organizations, and private sector partners would be a sustainable solution to develop comprehensive digital skills training programs. Many programs such as Tech-Moms and USU Extension's Rural Online Initiative are just a few existing programs already aligned and established to address this solution."
Response: The mentioned section has been revised to incorporate more mentions of the support and focus which will be needed to sufficiently address gaps in digital skills. The goals have also been rearranged with training for digital independence at the first, in an effort to highlight this important factor and its contribution to Utah's economy.

Appendix E

Local Digital Access Plans

Organizations were invited to share their digital access plans with the Utah Broadband Center throughout the planning process in order for their priorities and recommendations to be incorporated. Information discovered in local planning efforts, such as existing digital inclusion assets or barriers to connectivity, helped increase the state's accuracy in the planning phase and will continue to enhance Utah's agility in the implementation phase. All plans submitted to date can be viewed online.[110]

The following 13 Utah-based organizations received local digital access planning grants. These subgrantees were tasked with creating digital access plans focused either on geographic areas of high need or the specific needs of identified covered populations.

Utah Broadband Center also used a portion of their BEAD planning funds for local broadband planning grants. Davis County, one of Utah's largest school districts, submitted a local plan that incorporated detailed digital access goals and objectives. Those goals and objectives are incorporated in the Utah Digital Access Plan in the same way that the Local Broadband Plans were integrated.

[110] www.connectingutah.com/digital-connectivity-plan

Organization	Digital Access Plan Focus, Region, or Population
Center for Economic Opportunity and Belonging	Ensure that New Americans and multicultural communities have representation and access to the Utah State Digital Access Planning process. Ensure that these communities have the opportunity to engage in local digital equity planning to be included in the State process.
Centro Hispano	Plan will address affordability, accessibility/availability to devices and high speed internet and digital skills for education and economic empowerment for the Hispanic/Latino community living in Utah County. Additionally addressing barriers to adoption within the Hispanic community relating to fear of deportation, fear of authority, and language access.
Club Ability LLC	Ensure that west side residents of immigrant and refugee background have access to digital connectivity and high-quality digital literacy and STEM education, with the long term goal of decreasing poverty rates and helping our community thrive. Primarily immigrant and refugee-background families on the west side of Salt Lake.
Guadalupe School	Guadalupe's Digital Inclusion Team will gather information through a series of meetings, interviews and surveys with staff, faculty, board members, donors, parents, and volunteers to develop a strategic plan.
Navajo Nation	Facilitate outreach events to assist in the development of the digital connectivity plan, data collection of asset inventory, needs and gaps assessments, determination of priority project areas, mapping and cost projections, research and data collection. Underserved and unserved residents in San Juan County, Utah.
Ogden City	Ogden will include in plan: equal access to high-speed internet, affordability, infrastructure deployment, digital literacy training, partnerships, and integration with existing services.
Salt Lake Community College	The project will survey the digital access needs of individuals with disabilities and will collect data related to digital access barriers and opportunities.
Salt Lake County Mayor's Office Justice Initiatives	The process will be based on U.S. Department of Justice Bureau of Justice Administration guidelines for project planning. These guidelines were adjusted to the size and scope of our local project and include: 1) Convene project partners; 2) Review and refine SMART goals; 3) Develop project timeline with milestones and assignments; 4) Assemble and finalize the plan.
Shivwits Band of Paiutes	Assessing the needs of Shivwits Band members related to broadband deployment and community digital inclusion and developing a plan to achieve digital equity. Grant will be used to contract with a consultant to assess Band member competencies, determine needs, identify barriers

	to overcome, and develop a workable plan.
United Way of Utah County	Creation of a broad digital access plan including broadband access, digital skills instruction, device programs and technical support. Create a common playbook that reduces barriers to digital inclusion services and decreases jurisdictional overhead to provide ongoing support and expansion of services in areas of greatest need. Primarily immigrants and New Americans, low-income families, seniors and women.
Utah Commission on Aging	Plan will focus on one specific gap for older adults: digital literacy - knowing how to use devices to access important resources, including telehealth, online learning, social networking, aging issues resource locators, device safety, etc. The plan will be part of a robust technology component of the new master plan on aging for the state.
Utah Nonprofit Housing Corporation	Plans to complete a survey to inventory current connectivity assets and needs assessment for our residents. The outcome of the survey will inform how we move ahead to enhance and create pathways to connectivity. Our community is the 8,000+ residents of the UNPHC portfolio of affordable housing properties, all below 150% of the AMI.
Vernal City	Increasing affordable broadband adoption and lowering barriers to connectivity. Planning a digital literacy campaign to support digital skills and knowledge to effectively use online resources and a public WiFi system. Various outreach methods (surveys, events, flyers) & partnering with a technical consultant. Serving low-moderate income households, disconnected residents of Vernal City.
Davis School District	Broadband plan addresses current and future digital access needs within the DSD community. The plan envisions investment and community collaboration to provide affordable high-speed internet, devices in every home, digital skills fluency, and internet safety and awareness.

Analysis of Local Digital Access Plans and Alignment Matrix with Statewide Digital Connectivity Plan

Organization	Digital Access Plan Focus, Region, or Population	Individuals who live in covered households & Unhoused residents	Aging Individuals	Incarcerated or Previously Individuals	Veterans	Individuals with Disabilities	Individuals with a language barrier and New Americans	Individuals who are members of a racial or ethnic minority group	Individuals who primarily reside in a rural area
Center for Economic Opportunity and Belonging	Ensure that New Americans and multicultural communities have representation and access to the Utah State Digital Access Planning process. Ensure that these communities have the opportunity to engage in local digital equity planning to be included in the State process.	X	X	X	X	X	X	X	X
Centro Hispano	Plan will address affordability, accessibility/availability to devices and high speed internet and digital skills for education and economic empowerment for the Hispanic/Latino community living in Utah County. Additionally addressing barriers to adoption within the Hispanicwithin Hispanic community relating to fear of deportation, fear of authority, and language access.	X					X	X	

Club Ability LLC	Ensure that west side residents of immigrant and refugee background have access to digital connectivity and high-quality digital literacy and STEM education, with the long term goal of decreasing poverty rates and helping our community thrive. Primarily immigrant and refugee-background families on the west side of Salt Lake.	X	X			X	X	X	
Guadalupe School	Guadalupe's Digital Inclusion Team will gather information through a series of meetings, interviews and surveys with staff, faculty, board members, donors, parents, and volunteers to develop a strategic plan.						X	X	
Navajo Nation	Facilitate outreach events to assist in the development of the digital connectivity plan, data collection of asset inventory, needs and gaps assessments, determination of priority project areas, mapping and cost projections, research and data collection. Underserved and unserved residents in San Juan County, Utah.	X	X	X	X	X	X	X	X
Ogden City	Ogden will include in plan: equal access to high-speed internet, affordability, infrastructure deployment, digital literacy training, partnerships, and integration with existing services.	X	X	X	X	X	X	X	

Salt Lake Community College	The project will survey the digital access needs of individuals with disabilities and will collect data related to digital access barriers and opportunities.	X	X	X	X	X	X	X	X
Salt Lake County Mayor's Office Justice Initiatives	The process will be based on U.S. Department of Justice Bureau of Justice Administration guidelines for project planning. These guidelines were adjusted to the size and scope of our local project and include: 1) Convene project partners; 2) Review and refine SMART goals; 3) Develop project timeline with milestones and assignments; 4) Assemble and finalize the plan.			X					
Shivwits Band of Paiutes	Assessing the needs of Shivwits Band members related to broadband deployment and community digital inclusion and developing a plan to achieve digital equity. Grant will be used to contract with a consultant to assess Band member competencies, determine needs, identify barriers to overcome, and develop a workable plan.	X	X	X	X	X		X	X
United Way of Utah County	Creation of a broad digital access plan including broadband access, digital skills instruction, device programs and technical support. Create a common playbook that reduces barriers to digital inclusion services and decreases jurisdictional overhead to provide ongoing support and expansion of services	X	X	X	X	X	X	X	X

	in areas of greatest need. Primarily immigrants and New Americans, low-income families, seniors and women.								
Utah Commission on Aging	Plan will focus on one specific gap for older adults: digital literacy - knowing how to use devices to access important resources, including telehealth, online learning, social networking, aging issues resource locators, device safety, etc. The plan will be part of a robust technology component of the new master plan on aging for the state.	X	X		X	X		X	X
Utah Nonprofit Housing Corporation	Plans to complete a survey to inventory current connectivity assets and needs assessment for our residents. The outcome of the survey will inform how we move ahead to enhance and create pathways to connectivity. Our community is the 8,000+ residents of the UNPHC portfolio of affordable housing properties, all below 150% of the AMI.	X	X		X	X	X	X	
Vernal City	Increasing affordable broadband adoption and lowering barriers to connectivity. Planning a digital literacy campaign to support digital skills and knowledge to effectively use online resources and a public WiFi system. Various outreach methods (surveys, events, flyers) & partnering with a technical	X	X		X	X	X	X	X

	consultant. Serving low-moderate income households, disconnected residents of Vernal City.								
Davis School District	Broadband plan addresses current and future digital access needs within the DSD community. The plan envisions investment and community collaboration to provide affordable high-speed internet, devices in every home, digital skills fluency, and internet safety and awareness.	X		X		X	X	X	
Alpine City	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.		X		X	X	X	X	
Beaver County	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.		X	X	X	X	X	X	X
Bear River Association of Governments	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X		X	X	X	X	X
Town of Brighton	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X						X

Five County Association of Governments	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X		X	X	X	X	X
Morgan County	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.		X						X
Ogden City	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X	X	X	X	X	X	
San Juan County	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X		X	X	X	X	X
Six County Association of Governments	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X		X	X	X	X	X
Southeaster Utah Association of Local Governments	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X	X	X	X	X	X	X
Summit County	Five-year strategic plan for broadband deployment in the community, identifying community priorities,		X	X	X	X	X	X	X

	potential barriers to deployment, and areas in need of greater access.								
Utah Education and Telehealth Network	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X		X	X	X	X	X
Wallsburg Town	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X		X	X	X	X	X
Utah Department of Transportation	Five-year strategic plan for broadband deployment in the community, identifying community priorities, potential barriers to deployment, and areas in need of greater access.	X	X	X	X	X	X	X	X

The Club Ability Final Local Plan provides a detailed and comprehensive strategy for addressing digital access and inclusion within the Latino community in Utah, focusing on bridging the digital divide for youth, adults with special needs, and the broader Hispanic population. This plan aligns with and supports the statewide digital access needs assessment by highlighting several critical areas:

Community Engagement and Collaboration: The plan emphasizes the importance of community engagement, highlighting efforts to conduct surveys within the Latino community to understand their needs and expectations regarding digital access. Collaborations with local entities such as the Salt Lake City Public Library, Utah Multicultural Affairs, and other community organizations demonstrate a comprehensive approach to outreach and partnership.

Digital Literacy and STEM Education: A significant portion of the plan is dedicated to digital literacy and STEM education, aiming to empower the Hispanic community with vital digital skills and STEM knowledge. This directly supports the statewide needs assessment's focus on enhancing digital literacy and increasing device accessibility. The plan includes strategies for delivering high-quality, accessible, and affordable internet services, as well as providing accessible and affordable devices with long-term sustainability.

Specialized Training and Support: The plan outlines the development of training sessions available in multiple languages and accessible to people with different types of disabilities, catering to the specific needs of covered populations identified in the statewide assessment. This includes specialized training in emerging technologies, digital and economic skills, and cybersecurity measures, all aimed at equipping participants for economic development and professional growth.

Inclusion and Accessibility: Through its focus on multilingual and accessible training programs, the plan addresses the need for inclusivity, ensuring that services are tailored to meet the diverse needs of the Latino community, including individuals with disabilities, those for whom English is a second language, and native English speakers.

Evaluation and Sustainability: The plan's commitment to continuous evaluation, including both surveys and interviews, aligns with the statewide assessment's emphasis on data-driven strategies. This approach enables the assessment of program effectiveness, student satisfaction, and the impact on income or career advancement, ensuring that the digital access initiatives remain responsive to community needs.

The Club Ability Final Local Plan's alignment with the statewide digital access needs assessment is evident in its comprehensive strategies for improving digital literacy, ensuring device accessibility, and promoting economic development through digital inclusion. By focusing on the Hispanic community's specific needs, the plan contributes valuable insights and actionable strategies that support the statewide goal of achieving digital equity for all Utah residents.

Needs: The Club Ability Final Local Plan's needs assessment for the Latino community in Utah encompasses several crucial areas aimed at bridging the digital divide and fostering digital equity. Here is a summary of the identified needs:

1. Digital Literacy Enhancement: The plan underscores the critical need for digital literacy among the Latino community, advocating for training sessions in multiple languages to ensure broad accessibility and understanding.

2. Accessibility for Individuals with Disabilities: It highlights the importance of inclusive digital access and training for individuals with disabilities, proposing tailored training sessions and support services.

3. STEM Education and Economic Empowerment: STEM education is emphasized as a key to economic empowerment, with the plan outlining initiatives to provide STEM learning opportunities to equip participants with skills needed for the digital economy.

4. Multilingual and Culturally Sensitive Resources: The assessment points to the need for resources that are both multilingual and culturally sensitive, to effectively engage and facilitate learning within the community.

5. Affordable Access to Technology: Addressing affordability barriers, the plan calls for providing accessible and affordable technology to participants, ensuring long-term sustainability.

6. Professional Development and Career Advancement: The need for programs supporting professional development and career advancement through digital and economic skills training, including emerging technologies and cybersecurity, is identified.

7. Community Engagement and Collaborative Partnerships: The plan emphasizes conducting community surveys and collaborating with local organizations to understand and address digital needs effectively, leveraging partnerships for a broader impact.

8. Continuous Evaluation for Improvement: It identifies the necessity of continuous evaluation through surveys, interviews, and feedback to assess the effectiveness of digital access initiatives and to make responsive adjustments.

This needs assessment reflects a comprehensive approach to addressing the digital divide within Utah's Latino community, focusing on enhancing digital literacy, ensuring inclusivity and accessibility, promoting STEM education, and supporting economic empowerment through digital inclusion. The plan's emphasis on multilingual resources, community engagement, and continuous evaluation underscores its commitment to achieving digital equity for all members of the community.

The Club Ability Final Local Plan provides comprehensive statistics and insights that can significantly support the statewide digital access needs assessment in Utah. Here's a summary of key data and statistics from the plan that can be utilized:

Demographics and Digital Access Barriers:

Conducted a survey among 534 individuals, with 96% (512) identifying as Hispanic/Latino, indicating a focused outreach to the Latino community.

Major barriers to digital equity highlighted were cost, language barriers, lack of resources awareness, absence of a computer, and internet access issues.
Income and Education Levels:

81% of respondents reported an annual income of less than $50,000, indicating a predominantly low-income population. Education data revealed diverse levels, with 34% having completed middle or high school, 31% finished their university or college studies, and a minority holding a Master's or PhD degree.

Homeownership and Disability:

73% are not homeowners, suggesting a need for accessible digital access solutions outside of personal homes.
A small percentage reported having a disability, underscoring the importance of inclusive digital access programs.

Language and Housing Situation:

Predominantly Spanish-speaking community with 61% Spanish speakers, and 35% bilingual in Spanish and English, highlighting the need for bilingual digital literacy programs.

A significant portion of the population lives in rented housing or with family/friends, which might affect the stability of their digital access.

Geographic Spread:

Respondents are spread across various counties in Utah, with a significant number living in Salt Lake City and Salt Lake County. This geographic data can help in targeting digital access initiatives more effectively.

Digital Literacy and STEM Education:

Only 14% of respondents recognized and understood the term STEM, indicating a significant knowledge gap and a need for STEM education within the community.

Course Participation and Preferences:

Strong interest in digital skills and STEM education, with suggestions for courses to be offered in both Spanish and English. Concerns were noted about the perception of free courses potentially affecting immigration status or being associated with lower quality.
Financial Considerations for Course Costs:

Participants suggested a course cost ranging from $3 to $5 per hour, indicating a willingness to invest in education, provided it is affordable.

These statistics and insights underline the critical needs for digital access, literacy, and inclusion within the Latino community in Utah. They provide a solid foundation for the statewide digital access plan, emphasizing the importance of affordable, inclusive, and bilingual digital literacy and STEM education programs to bridge the digital divide effectively.

The Guadalupe School Local Digital Access Plan identifies several top needs critical for bridging the digital divide among its families, specifically focusing on removing barriers to digital services and devices. These needs address the unique challenges faced by their community, which primarily consists of low-income, immigrant, refugee, and ESL populations. Here's a summary of the top needs as highlighted in the plan:

1. Affordability of Internet Services and Devices: The cost of monthly internet bills and internet-dependent devices is beyond the financial reach for most Guadalupe School (GS) families. Since 95% of GS families are deemed low-income, this expense is unattainable, highlighting the need for affordable digital access solutions.

2. Credit Requirements for Internet Service: Most internet service providers require a credit check to obtain an account. The overwhelming majority of GS families, being impoverished immigrants and/or refugees, do not have a credit history, or have a credit history that is too short to favorably pass an inquiry for internet service.

3. Digital Literacy: Many GS families lack computer and technology education, making them uncomfortable with navigating the internet, setting up routers, modems, etc. This underscores the need for comprehensive digital literacy and technology education programs.

4. Language Barriers: Most GS families are not fluent English speakers, feeling intimidated by all-English speaking internet service providers and their paperwork. This situation calls for bilingual or multilingual support services to facilitate easier access to digital resources.

5. Coverage for Specific Populations: The plan specifically identifies "covered populations" including New Americans (recent immigrants to the U.S. or children of recent immigrants), immigrants/refugees, ESL community members, children from birth to 6th grade, and low-income families living at or below 150% of the federal poverty level. Addressing the digital access needs of these groups is a priority.

6. Comprehensive Support and Education: The goals of the plan include providing support from internet connection to computer proficiency, expanding the digital network by ensuring families have access to internet-compatible devices, empowering families through confidence-building around technology use, educating families through partnerships for computer literacy program development, and incorporating digital learning throughout Guadalupe School's programs.

7. Data Tracking and Reporting: Obtaining before and after data to track progress, adjust plans accordingly, and regularly report to key stakeholders to ensure the effectiveness and adaptability of digital inclusion efforts.

These identified needs form the basis of Guadalupe School's comprehensive strategy to close the digital gap for its community, emphasizing the importance of affordable digital access, digital

literacy education, bilingual support services, and targeted efforts to meet the specific needs of their covered populations.

To support the identified top needs in the Guadalupe School Local Digital Access Plan, specific quotes and data from the plan underscore the critical areas of focus for digital inclusion efforts:

1. Affordability of Internet Services and Devices:
   - "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."

2. Credit Requirements for Internet Service:
   - "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."

3. Digital Literacy:
   - "Many GS families do not have computer tech education to feel comfortable navigating the internet, use of computers, setup of routers, modems etc."

4. Language Barriers:
   - "Most GS are not fluent English speakers and feel intimidated by all English speaking internet service providers and their paperwork."

5. Coverage for Specific Populations:
   - The plan clearly outlines its covered populations, including "New Americans, Immigrants/Refugees, ESL Community Members, Children (birth to 6th grade), Low Income (families living at or below 150% of the federal poverty level)."

6. Comprehensive Support and Education:
   - The plan's goals and strategies emphasize a holistic approach to digital inclusion, such as "Assist each family with ISP required paperwork via ACP program," "Coordinate the physical attainment of internet compatible digital devices," and "Partner with community organization for computer literacy program development and implementation."

7. Data Tracking and Reporting:
   - The plan includes objectives like "Track progress quarterly, adjust plans accordingly, report to key stakeholders regularly," showing the importance of data in evaluating the effectiveness of their digital inclusion strategies.

These quotes and data points from the Guadalupe School Local Digital Access Plan highlight the critical needs for affordability, digital literacy, language support, and targeted assistance for

their diverse community populations. The plan's comprehensive approach aims to bridge the digital divide and ensure that all Guadalupe School families have the necessary resources and skills to participate fully in the digital world.

The Salt Lake County Digital Access Plan outlines several key needs and strategies aimed at improving digital access, particularly for individuals who have experienced incarceration, to facilitate their successful reintegration into the community. Key needs and strategies from the plan include:

1. Access to Technology: One of the significant barriers identified was the lack of access to any device, a common occurrence among the surveyed population. The plan emphasizes the need for a device distribution program to provide tablets and hotspots to qualified individuals, aiming to overcome the technological barrier and enhance digital access

2. Affordability: Another critical barrier was the cost associated with internet access and the affordability of devices. Many individuals leaving incarceration face financial challenges, lacking adequate income to cover the cost of technology and monthly internet service fees. The plan recognizes the need for affordable solutions to ensure everyone can access digital resources

3. Digital Literacy: A key barrier to digital access was identified as a lack of digital literacy. Many surveyed individuals mentioned never having used a device or feeling uncomfortable navigating one. This underscores the importance of digital literacy classes to equip individuals with the necessary skills for successful digital engagement

4. Knowledge of Resources: The plan highlights a lack of awareness about community resources available to support digital access. Many clients reported not knowing about existing resources, and there was a perceived stigma around accessing these resources due to their incarceration experience. Addressing this need involves increasing community outreach and education to improve resource discoverability

5. Community Collaboration: Ensuring effective collaboration and stakeholder engagement is crucial for the success of the digital access plan. The planning process involved forming focus groups with key community partners to identify barriers and solutions, emphasizing the importance of working together to improve digital access for all members of Salt Lake County

These identified needs and strategies reflect a comprehensive approach to addressing digital inequity, focusing on providing access to technology, making digital resources affordable, enhancing digital literacy, improving knowledge of available resources, and fostering community collaboration. The plan aims to create a more digitally inclusive environment, particularly for individuals who have recently experienced incarceration, facilitating their reintegration and participation in the digital society.

The Navajo Nation Digital Equity Plan does address issues related to devices, highlighting a significant need within the community for improved access to digital devices and hardware. This includes computers, tablets, and other necessary equipment to fully utilize internet services. The lack of access to these devices is recognized as a barrier to achieving digital equity, as it prevents residents from engaging in online activities, accessing services, participating in digital learning, and fully benefiting from the opportunities that high-speed internet provides.

The plan emphasizes the importance of addressing this gap by ensuring that residents have the necessary tools to access and navigate the digital world. This may involve initiatives to provide affordable or subsidized devices to families and individuals in need, partnerships with organizations that can donate or offer discounted hardware, or programs designed to increase awareness and skills in using digital technologies effectively.

By focusing on device accessibility, along with expanding broadband infrastructure and enhancing digital literacy, the Navajo Nation Digital Equity Plan aims to create a more inclusive digital environment where all members of the Navajo communities in San Juan County, Utah, can thrive in an increasingly connected world.

The Navajo Nation Digital Equity Plan mentions issues related to devices and the coordinated community effort to address digital equity barriers. Key points from the document include:

Useful Device Assets:

- The plan describes existing assets that relate to providing access to useful devices, including programs like Hot Spot Lending and devices issued at schools. It mentions laptops, tablets, phones, printers, and hotspots as examples of technology that supports digital access .

Coordinated Community Effort:

- The Navajo Broadband Office aims to facilitate outreach and communications events at Navajo Chapters to develop the digital connectivity plan. This includes hosting stakeholder/community meetings, data collection, needs and gaps assessments, and determining priority project areas .
- The effort to align local and regional needs with the statewide vision for digital connectivity indicates a coordinated approach to understand and serve the underserved and unserved residents in San Juan County, Utah .

These points underline the Navajo Nation's commitment to improving device accessibility and fostering a collaborative effort to enhance digital equity. The focus on providing useful devices and coordinating community engagement efforts is pivotal in addressing the digital divide within the Navajo communities in San Juan County, Utah.

The Shivwits Digital Access Plan highlights several top needs to improve digital access for the Shivwits Band of Paiutes. These needs focus on addressing the digital divide and enhancing digital equity among the community members. Here's a summary of the top needs identified in the plan:

Device Access: The goal is to ensure that every household has access to at least one connected device. Strategies include identifying subsidies or grants to assist low-income households in acquiring affordable devices and collaborating with local educational institutions to distribute devices to students in need .

Affordability: Establishing long-term affordable prices for broadband services without mandatory contracts is a priority. This includes working with internet service providers (ISPs) to negotiate fair pricing structures for broadband services and promoting transparency in pricing and terms .

Broad Access: Implementing fiber-optic infrastructure to ensure reliable broadband access to every household is a key objective. This involves developing a comprehensive plan for deploying fiber-optic networks in underserved areas, securing funding for infrastructure expansion, and collaborating with utility companies and local authorities .

Improve Digital Equity: Enhancing digital skills and promoting online security measures to bridge the digital divide. Launching digital literacy programs, providing training on online security, privacy, and responsible internet usage, and establishing partnerships with community organizations to provide digital skills training are critical steps .

Improve Economic Growth: Fostering economic growth by enabling access to online education, skills development, and small business development. Collaborating with educational institutions for online learning platforms, supporting entrepreneurship and small business development, and establishing partnerships with local businesses for job training opportunities are among the objectives .

These identified needs and objectives underscore the Shivwits Band's commitment to providing equitable, affordable, and reliable access to high-speed internet, fostering digital inclusion, economic growth, and overall societal progress within the community.

The Shivwits Digital Access Plan provides detailed insights into the specific needs for improving digital access within the Shivwits community. Here are the needs supported by data and quotes directly from the plan:

Device Access:

- The plan outlines the importance of ensuring every household has access to a connected device, emphasizing the challenge that "many households lack basic digital devices necessary for internet access" .

Affordability:

- Addressing affordability, the plan states, "High costs associated with broadband services and digital devices are prohibitive for many of our community members," highlighting the need for affordable broadband solutions .

Broad Access:

- On the need for broad access, the document notes, "Our community faces significant gaps in broadband infrastructure, particularly in rural and remote areas," underscoring the urgency of expanding infrastructure .

Improve Digital Equity:

- The plan discusses the importance of digital literacy, stating, "A lack of digital skills among our population prevents effective use of available online resources and services," thus pointing out the need for digital literacy programs .

Improve Economic Growth:

- Highlighting the link between digital access and economic growth, the plan mentions, "Limited access to high-speed internet has stifled opportunities for education, job training, and small business development," emphasizing the necessity of enhancing online access to drive economic advancement .

These quotes from the Shivwits Digital Access Plan illustrate the community's targeted needs for device access, affordability, infrastructure development, digital literacy, and economic growth through improved digital access. The plan sets a clear framework for addressing these challenges to ensure equitable digital inclusion for all members of the Shivwits Band of Paiutes. The SLCC Digital Access Plan focuses on addressing the digital access needs of Utahans with disabilities, emphasizing the need for comprehensive digital inclusion. Here are the top needs identified in the plan, supported by direct quotes:

Accessible Digital Content:

- "Websites, forms, and other digital content frequently do not follow Web Content Accessibility Guidelines, making basic Internet activities difficult or impossible."

Accessible Technical Support & Training:

- "Training programs and technical support often do not foreground the accessibility needs of people with disabilities."

Assistive Technology:

- "Accessible hardware and software can be expensive, limiting personal access. Most community computer resources do not provide assistive technology access."

Cost of Internet Access:

- "Disability is highly correlated with income, making low-cost internet essential. Access to low-cost internet programs may be limited by inaccessible documents and communication."

The plan also outlines goals to improve digital equity for Utahans with disabilities:

- Ensure disability experiences and needs are considered in digital equity research, programming, and training.
- Ensure that Utahans with disabilities can access training and tools related to their specific needs.
- Ensure that community and government digital equity programs provide accessible programming and communication.

Key strategies include:

- Integrating the GRAIDs (Guidelines Recommendations Adaptations Including Disability) framework in digital equity programs.
- Providing assistive technology training and resources to digital navigators, technology centers, etc.
- Establishing accessible document training programs and creating accessibility toolkits for non-profits, government agencies, etc.

These needs, goals, and strategies highlight the comprehensive approach the SLCC Digital Access Plan takes to address the digital divide among Utahans with disabilities, focusing on accessibility, affordability, and inclusivity.

The Center for Economic Opportunity and Belonging (CEOB) Final Plan 2.0 identifies several key needs and strategies to improve digital equity and access, particularly focusing on New Americans and other underrepresented communities in Utah. Here's a summary of the top needs and strategies outlined in the plan:

Broadband Internet Access and Digital Literacy:

- Addressing the limited existing broadband network, especially in rural areas, and the prohibitive costs, unfavorable contract requirements, language barriers, and general lack of digital skill training.
- Highlighting the need for planning that includes strategies to grow the digital workforce pool, ensuring quality of service across diverse community needs, and overcoming ISP support services that may not consider these varied needs .

Device Access:

- Underserved communities lack affordable and reliable devices to access broadband connectivity, with a very limited number of existing programs and providers for devices or easily accessible support.
- The need for an accurate, centralized, and well-maintained asset map for device services is emphasized .

Comprehensive Digital Equity:

- The necessity of ensuring New Americans have representation, access, and engagement opportunities in the Utah State Digital Equity and BEAD (Broadband Equity, Access, and Deployment) planning process.
- Coordinating efforts of all stakeholders to better plan for both DE/BEAD and other federal grants, ensuring that broad digital skill-building is included in the planning process and that comprehensive Digital Equity is incorporated into the DE and BEAD planning strategies .

Statewide Digital Equity Coalition:

- Establishing a statewide Digital Equity Coalition to address the identified gaps in services and community resources for underserved communities.
- The CEOB will serve as the incubator and financial steward of the Coalition, aiming to form and coordinate the coalition, grow their capacity, and develop, manage, and market Utah’s digital asset and resource landing page .

These needs and strategies illustrate the CEOB's comprehensive approach to addressing digital inequities, with a focus on improving broadband internet access, device accessibility, digital literacy, and the formation of a statewide coalition to support these efforts. The plan aims to catalyze significant changes to ensure digital equity and access for all Utahans, particularly those in underrepresented communities.

The Center for Economic Opportunity and Belonging (CEOB) Final Plan 2.0 provides both quantitative data and qualitative insights to support its outlined needs for improving digital equity. Here are specific quotes and data from the plan to support these needs:

Broadband Internet Access and Digital Literacy:

- "Digital equity strategies must include plans to grow the digital workforce pool, ensuring quality of service across the diverse needs of our communities" .
- "Many ISPs' support services are not designed with the diverse needs of our communities in mind" .

Device Access:

- "There are very few existing programs and providers for devices or easily accessible support" .
- "The need for an accurate, centralized, and well-maintained asset map for device services is critical" .

Comprehensive Digital Equity:

- "It is imperative that New Americans have representation, access, and engagement opportunities in the Utah State Digital Equity and BEAD planning process" .
- "The coordinated effort of all stakeholders will ensure that we can better plan for both DE/BEAD and other federal grants" .

Statewide Digital Equity Coalition:

- "The CEOB will serve as the incubator and financial steward for the statewide Digital Equity Coalition" .
- "This Coalition aims to address the gaps in services and community resources for our underserved communities" .

These quotes from the plan highlight the CEOB's strategic focus on enhancing broadband access, device availability, digital literacy, and the formation of a Digital Equity Coalition to ensure comprehensive digital equity for New Americans and other underrepresented communities in Utah.

Appendix F

Timeline of Planning Process

and

Projected Implementation Timeline

Planning Process

2020 - Multicultural Advisory Commission of the state of Utah's COVID-19 response convened a **Digital Equity Workgroup**. Stakeholders met to draft an early-pandemic-era guiding document. This group's work is the basis of the vision found in the current plan, as well as the first source of holistic information on barriers to connectivity faced by covered populations.

2022 - Draft 1 began.

2022 - Informal **planning advisory group** was formed. This group provided ongoing feedback and direction through the creation of the first draft of the state digital access plan.

2022 - The core planning team established an early dialogue with leaders from organizations serving all nine covered populations and reaching approximately 1,969,000 Utahns. These **community experts** provided insight into the existing landscape for digital inclusion services, and were a major contributor to the initial Asset Inventory as well as information on organizational strengths and weaknesses which will affect implementation of the state plan.

Summer 2022 to Spring 2023 - Utah Broadband Center and the Utah State Library Division conducted broad public engagement and outreach efforts jointly with BEAD planning outreach. 75 workshops, meetings, or events were completed which touched all geographic areas of the state and covered populations.

Winter 2022 - Draft 2 began.

Spring 2023 - Utah Broadband Center launched a project to collect in-depth **resident feedback**. Ongoing engagement is intended to reach individuals from all nine covered populations via one-on-one interviews, focus groups, and group discussions. Each participant is compensated for their time and expertise.

June 7, 2023 - 30 day **public comment period** began.

July 6, 2023 - Public comment period ended.

July 7, 2023 - Draft 3 began.

Fall 2023 - Utah Broadband Center underwent further feedback, comment seeking, and outreach for plan revision.

Winter 2023-2024 - Draft 4 was given to key partner organizations and local digital access planning subgrantees for feedback and suggestions.

January 2024 - NTIA provided feedback indicating the draft plan would not be acceptable for State Digital Equity Capacity Grant purposes, despite having declined to provide feedback during the public comment period or in the six month period following it.

January 20, 2024 - Draft 5 began.

February 13, 2024 - Draft 5 submitted to NTIA for review.

Formal Feedback Seeking on Written Drafts Before Public Comment Period

Draft	Date	Organization	Individual	Draft section or topic	Key takeaways	Result
1	5/2/22	Utah Education & Telehealth Network	Kelleigh Cole	Vision, mission, values, exec sum	Data fix	Considered
1	5/2/22	Utah Division of Multicultural Affairs	Jenny Hor	Vision, mission, values, exec sum	Clarify scope	Considered
1	5/2/22	Multicultural Advisory Commission, Digital Equity Workgroup	Brian Yazzie	Vision, mission, values, exec sum	Embrace non adopters	Considered

1	5/2/22	Salt Lake City Public Library	Shauna Edson	Vision, mission, values, exec sum	No notes	Considered
1	5/2/22	Utah State Board of Education	Sarah Young	Vision, mission, values, exec sum	No notes	Considered
1	5/2/22	Utah Communities Connect	Vikram Ravi	Vision, mission, values, exec sum	Focus on barriers	Considered
1	5/2/22	Utah Broadband Center	Rebecca Dilg	Vision, mission, values, exec sum	Alignment	Considered
1	5/24/22	Utah Education & Telehealth Network	Kelleigh Cole	Strategic goals & priority focuses	Clarify funding sources/recs; prioritize internet	Revised
1	5/24/22	Utah Division of Multicultural Affairs	Jenny Hor	Strategic goals & priority focuses	Prioritize device refurb; clarify language	Revised
1	5/24/22	Multicultural Advisory Commission, Digital Equity Workgroup	Brian Yazzie	Strategic goals & priority focuses	No notes	Considered
1	5/24/22	Salt Lake City Public Library	Shauna Edson	Strategic goals & priority focuses	Include hotspots	Revised
1	5/24/22	Utah State Board of Education	Sarah Young	Strategic goals & priority focuses	No notes	Considered

1	5/24/22	Utah Communities Connect	Vikram Ravi	Strategic goals & priority focuses	More active language	Revised
1	5/24/22	Utah Broadband Center	Rebecca Dilg	Strategic goals & priority focuses	No notes	Considered
1	8/29/22	Utah Education & Telehealth Network	Kelleigh Cole	Policy points	General edits	Revised
1	9/20/22	National Digital Inclusion Alliance	Amy Huffman	All	Reorganization	Revised
1	9/20/22	Federal Reserve Bank	Ashley Putnam	All	New data inputs	Revised
1	9/20/22	National Skills Coalition	Amanda Bergson-Shilcock	Digital literacy and skillbuilding	New data and policy recs	Revised
1	9/23/22	Utah State Library Division Board	Board members	Glossary and definitions	Call out FCC updates	Revised
1	9/23/22	Utah Broadband Center	Rebecca Dilg & Claire Shiverdecker	All	Language clarification	Revised
1	9/27/22	Utah State Library Division	Chaundra Johnson	Libraries	Strengthen presence	Revised
1	11/2/22	Utah Afterschool Network	Ben Trentelman	Afterschool programs	Clarification	Revised
1	4/6/23	Arizona State Library	Erin Lorandos,	Digital navigator support	Cost data	Considered

			Nicole Umayam			
2	4/28/23	Horrocks Engineering	All	All	No notes	Considered
2	5/3/23	National Telecommunications and Information Administration	Vikram Ravi	All	General edits	Revised
2	5/16/23	Broadband Advisory Commission	All	All	General edits	Revised

DE PLAN TIMELINE & PROJECT TRACKING

PROJECT DETAILS						DELIVERABLES	
PHASE	STATUS	START DATE	DUE DATE	ASSIGNEE	DESCRIPTION	DELIVERABLE	% DONE
OVERALL PROGRESS (summary)							**0%**
	Not Yet Started	4/1/24	3/31/29	UBC	**Goal 1: Train for digital independence**		0%
	Not Yet Started	4/1/24	3/31/29	UBC	**Goal 2: Connect every Utahn**		0%
	Not Yet Started	4/1/24	3/31/29	UBC	**Goal 3: Increase dependable devices**		0%
	Not Yet Started	4/1/24	3/31/29	UBC	**Goal 4: Build a community**		0%
Goal 1: Train for digital independence							**0%**
					A. Conduct an assessment of the current level of digital independence among Utah residents, considering factors such as access to technology, digital literacy skills, and utilization of online resources.		
1	Not Yet Started	4/1/24	3/31/26		Digtial independence	Develop and validate assessment tools. Launch statewide survey to understand current digital literacy levels.	0%
1	Not Yet Started	4/1/24	3/31/26		Digtial independence	Work with state agancies and community partners to launch the Utah Digtial Opportunity Data Dashboard.	0%
2	Not Yet Started	10/1/25	Annual		Digtial independence	Increase the digital literacy component of the Utah Digital Opportunity Index by 5%	
					B. Connect digital access practitioners (i.e. trainers) with professional development and skill-building opportunities for creating and implementing effective digital access programs, with a focus on immediate application and contribution to a Connected Utah.		
2	Not Yet Started	10/1/25	Annual		Professional Develooment	Expand the number of available professional development programs and resources by at least 50% to meet growing demand.	
3	Not Yet Started	4/1/24	3/31/28		Professional Develooment	At least 100 practitioners have received professional development to offer effective digital access programs.	0%
2	Not Yet Started	10/1/25	3/31/28		Professional Develooment	Practitioners are statistically representative of covered populations, measured by demography and geography they serve.	0%
					C. Create multiple pathways for digital independence through flexible programs that fit the diverse needs of Utah residents.		
1	Not Yet Started	4/1/24	3/31/26		Multiple pathways	Compile a comprehensive list of digital skills resources, including online courses, tutorials, workshops, and training programs for practioners.	
2	Not Yet Started	10/1/25	3/31/28		Multiple pathways	Collaborate with educational institutions, libraries, and community centers to gather existing resources and develop new ones if necessary.	
1	Not Yet Started	4/1/24	3/31/26		Training pathway	Develop and implement a comprehensive plan to make Digital Navigator training available statewide, focusing on equipping individuals with the skills to assist others in navigating digital tools and resources effectively.	0%
2	Not Yet Started	10/1/25	3/31/28		Training pathway	UBC will have offered the digital navigator training program a minimum of six times, training a minimum of 20 individuals from at least 10 separate organizations.	0%
2	Not Yet Started	10/1/25	3/31/28		Community program support	UBC will have identified two digital navigator or similar programs with demonstrable success. Monitor and evaluate the effectiveness of the training program to continuously improve and expand its reach.	0%
2	Not Yet Started	10/1/25	3/31/28		Community program support	The identified organizations will have compiled guiding documents for wide distribution.	0%
2	Not Yet Started	10/1/25	3/31/28		Community program support	Develop a distribution plan and promotional materials to raise awareness of the document collection.	0%
					D. Ensure capacity for high quality digital access program delivery by building a statewide network of digital navigators.		
3	Not Yet Started	10/1/25	3/31/28		Training pathway	UBC will have offered the digital navigator training program a minimum of six times, training a minimum of 20 individuals from at least 10 separate organizations.	
2	Not Yet Started	4/1/24	3/31/26		Community program support	UBC will have identified two digital navigator or similar programs with demonstrable success.	
2	Not Yet Started	10/1/25	3/31/28		Community program support	The identified organizations will have compiled guiding documents for wide distribution.	
1	Not Yet Started	4/1/24	3/31/26		Training pathway	Develop and implement a comprehensive plan to make Digital Navigator training available statewide, focusing on equipping individuals with the skills to assist others in navigating digital tools and resources effectively.	0%
					E. Connect residents with digital skill-building opportunities to contribute to a strong Utah workforce that is competitive in today's changing economy.		
1	Not Yet Started	4/1/24	3/31/26		Digital skill building	Identify existing training programs offered by educational institutions, non-profit organizations, government agencies, and private companies.	

DE PLAN TIMELINE & PROJECT TRACKING

PROJECT DETAILS						DELIVERABLES	
PHASE	STATUS	START DATE	DUE DATE	ASSIGNEE	DESCRIPTION	DELIVERABLE	% DONE
1	Not Yet Started	4/1/24	3/31/26		Digital skill building	Form strategic partnerships with educational institutions, tech companies, and community organizations to complement and expand existing training offerings.	
3	Not Yet Started	4/1/24	3/31/28		Digital skill building	Evaluate program content, target audience, delivery methods, and geographical coverage.	
Goal 2: Connect every Utahn							**0%**
					A. Secure at least 100/20 Mbps broadband access for all Utah residents at home.		
1	Not Yet Started	4/1/24	9/30/24		Affordable plans	Provide detailed reports to the Utah Broadband Alliance, including data methodology, analysis results, and actionable insights.	0%
2	Not Yet Started	10/1/24	Annually		Affordable plans	UBC will update its numbers and report the new findings to the Utah Broadband Alliance.	0%
1	Not Yet Started	4/1/24	3/31/26		Affordable plan adoption	UBC will show an increase of 50% in ACP enrollment via FCC datasets, to reach a target of 80,000 enrolled households.	0%
3	Not Yet Started	4/1/26	3/31/29		Affordable plan adoption	UBC will show that 50% of the estimated eligible households in Utah have enrolled in the ACP.	0%
					B. Amplify outreach efforts to inform communities about affordable internet options, and establish coordinated ongoing outreach.		
1	Not Yet Started	4/1/24	3/31/26		Affordable option outreach	UBC will determine the number of low-income households reached through outreach efforts to that point, including the state campaign with Education Superhighway.	0%
1	Not Yet Started	4/1/24	3/31/27		Affordable option outreach	UBC will initiate a new coordinated outreach effort to inform households of the ACP with a target to reach 70% of the households not yet engaged through previous outreach efforts.	0%
3	Not Yet Started	4/1/27	3/31/29		Affordable option outreach	UBC will report on the effectiveness of its coordinated plan to reach 70% of the remaining low-income households through outreach efforts.	0%
					C. Encourage basic cybersecurity awareness and use of protective measures among residents of all ages to protect Utahns online.		
1	Not Yet Started	4/1/24	3/31/27		Cybersecurity	UBC will release to the public a basic guide to cybersecurity in collaboration with its state agency partners.	0%
1	Not Yet Started	4/1/24	3/31/26		Cybersecurity	UBC will release to the public a basic guide to cybersecurity in collaboration with its state agency partners.	
3	Not Yet Started	4/1/27	3/31/28		Cybersecurity	UBC will distribute at least 100,000 units of the safety guide to Utah residents.	0%
1	Not Yet Started	4/1/24	3/31/26		Cybersecurity	Work with DTS or the Division of Consumer Protection to define the metics and measure the number of cyber crimes.	0%
1	Not Yet Started	4/1/24	3/31/29		Cybersecurity	Complie consumer safety stats as part of the Utah Digital Opportunity Index.	
					D. Prioritize the online accessibility of public services and resources, and support alternative methods of access.		
1	Not Yet Started	4/1/24	3/31/26		Online accessibility	UBC will create a report on the accessibility of online services, including results from all 29 counties and at least 25% of cities and towns.	0%
2	Not Yet Started	4/1/25	3/31/27		Online accessibility	UBC will provide resources for public service entities to increase their online accessibility.	0%
3	Not Yet Started	4/1/24	3/31/29		Online accessibility	Entities describing their online services as “fully accessible” will increase by 10%. (Exact metrics will depend on the results of the initial report.)	0%
					E. Support coordination between ISPs, state agencies, Tribal nations, private foundations and community-based organizations to increase adoption.		
1	Not Yet Started	4/1/24	3/31/26		Increase adoption	Work with ISP and community partners to establish collaborative mechanisms and partnerships to leverage resources and expertise in promoting broadband adoption.	
2	Not Yet Started	4/1/25	3/31/27		Increase adoption	Provide support and guidance to stakeholders in developing and implementing initiatives aimed at increasing broadband usage and accessibility.	
Goal 3: Increase dependable devices							**0%**
					A. Maximize computer ownership statewide by standardizing, supporting, and coordinating programs that recycle, refurbish and redistribute existing devices.		
1	Not Yet Started	4/1/24	3/31/26		Standardizing refurbishment	DTS and UBC will release a report on challenges and best practices for government device refurbishment based on the pilot project.	0%

DE PLAN TIMELINE & PROJECT TRACKING

PROJECT DETAILS						DELIVERABLES	
PHASE	STATUS	START DATE	DUE DATE	ASSIGNEE	DESCRIPTION	DELIVERABLE	% DONE
2	Not Yet Started	10/1/25	3/31/28		Standardizing refurbishment	DTS will assist the Utah Legislature in creating a pathway for local governments to safely and legally refurbish lightly used devices for distribution back into the local community.	0%
					B. Support innovative efforts to broaden the reach and impact of device lending and public computer access in K-12, higher education, and library settings.		
1	Not Yet Started	4/1/24	3/31/26		Broader device lending	Establish device access procedures and purchasing models within existing disaster readiness plans.	0%
1	Not Yet Started	4/1/26	3/31/27		Broader device lending	Identify and launch a pilot project for whole-life use of 1:1 student devices.	0%
3	Not Yet Started	4/1/24	3/31/29		Broader device lending	Release a report and recommendations on best practices for scaling such a program in schools across Utah.	0%
					C. Ensure Utahns know they have options for devices that are safe and accessible.		
1	Not Yet Started	4/1/24	3/31/26		Safe & accessible devices	Identify and promote safe and accessible digital devices, including computers, tablets, smartphones, and assistive technologies.	0%
3	Not Yet Started	4/1/26	3/31/29		Safe & accessible devices	Develop informational materials and outreach campaigns to educate Utahns about their device options and where to find them.	0%
1	Not Yet Started	4/1/24	3/31/27		Safe & accessible devices	Demonstration of safe and accessible device options against baseline pre-awareness survey.	0%
Goal 4: Build a community							**0%**
					A. Create a resilient digital inclusion community of practice.		
1	Not Yet Started	4/1/24	9/30/24		Community of practice	UBC will conduct an RFP and will select a backbone organization to create a Utah community of digital inclusion practice.	0%
1	Not Yet Started	4/1/24	3/31/25		Community of practice	The selected backbone organization will launch its practitioner-facing activities (practitioner network, formal training, and regular community calls).	0%
1	Not Yet Started	4/1/24	3/31/25		Community of practice	UBC will open applications for the professional development program and will select the first cohort.	0%
1	Not Yet Started	4/1/25	3/31/26		Community of practice	The selected backbone organization will begin implementing the training program to the first professional development program cohort.	0%
2	Not Yet Started	10/1/24	Annually		Community of practice	The selected backbone organization will provide a report with an annual impact summary, granular outcome data on resources offered, contact lists, and recommendations for targeted areas of focus in the coming year(s). The organization shall disseminate the report to UBC stakeholders and the community.	0%
					B. Maximize discoverability of programs and resources with a central directory.		
1	Not Yet Started	4/1/24	3/31/25		Discoverability	UBC and the Utah Geospatial Resource Center will publish a complete directory of digital inclusion programs and resources meeting all the usability expectations.	0%
2	Not Yet Started	4/1/25	Annually		Discoverability	The selected backbone organization will conduct an annual review and submit to UBC a report summarizing its findings and any major updates	0%
					C. Communicate the concept of digital access and its importance in enhancing organizational outcomes in Utah's various sectors.		
1	Not Yet Started	4/1/24	3/31/25		Highlight mission	UBC will release a mid-term report on progress towards goals in the State Digital Equity Plan so far, including qualitative and quantitative data.	
3	Not Yet Started				Highlight mission	UBC will release a “final priorities” report outlining goals in need of concerned efforts over the final year, as well as organizations already working on those goals.	
3	Not Yet Started				Highlight mission	UBC will release a summary of qualitative and quantitative data collected over the five-year period of performance highlighting the impact of local efforts and encouraging localities to maintain newly established or expanded programs in future years.	
1	Not Yet Started	4/1/24	3/31/26		Stakeholder engagement	Develop educational materials and workshops for organizations to understand the value of digital access.	
					D. Support sustainable community programs that will not end when the Digital Equity Act funding does.		
1	Not Yet Started	4/1/24	3/31/26		Sustainable program support	UBC, GOPB, and other stakeholders will examine the specified funding sources and make recommendations to the Utah Legislature on stabilizing or otherwise strengthening these avenues for action.	0%

DE PLAN TIMELINE & PROJECT TRACKING

PROJECT DETAILS						DELIVERABLES	
PHASE	STATUS	START DATE	DUE DATE	ASSIGNEE	DESCRIPTION	DELIVERABLE	% DONE
1	Not Yet Started	4/1/24	3/31/26		Sustainable program support	Measure the number of programs with funding from non-governmental sources, particularly philanthropic sources	0%
1	Not Yet Started	4/1/24	3/31/27		Sustainable program support	UBC, GOPB, and other stakeholders will examine the state's use of federal funding towards projects with digital access outcomes. If the use is low, UBC will work with eligible organizations to increase quality applications for federal funding.	0%
					E. Successfully design and implement the Digital Opportunity Index(DOI) as a comprehensive tool to measure and enhance digital inclusion across Utah		
1	Not Yet Started	4/1/24	3/31/27		Evaluation	Identify and prioritize indicators that reflect various dimensions of digital inclusion, including broadband access, affordability, digital skills, and internet usage patterns.	
1	Not Yet Started	4/1/24	3/31/27		Evaluation	Gather data from governmental agencies, ISPs, surveys, and other sources to populate the DOI indicators.	
1	Not Yet Started	4/1/24	3/31/27		Evaluation	Develop a transparent and replicable methodology for aggregating individual indicators into a composite DOI score.	
2	Not Yet Started	4/1/26	3/31/27		Evaluation	Analyze the collected data to calculate baseline DOI scores and identify areas of strength and opportunity for improvement.	
2	Not Yet Started	4/1/26	3/31/27		Evaluation	Present DOI scores and associated data in user-friendly formats, such as interactive maps, dashboards, and reports.	
2	Not Yet Started	4/1/26	Annually		Evaluation	Highlight disparities and trends in digital inclusion across geographic regions, demographic groups, and socioeconomic factors.	
					F. Conduct ongoing assessment and realignment to ensure the state is making positive progress on this plan.		
2	Not Yet Started	4/1/26	3/31/27		Ongoing assessment	UBC will release a mid-term report on progress towards goals in the State Digital Equity Plan so far, including qualitative and quantitative data.	0%
3	Not Yet Started	4/1/27	3/31/28		Ongoing assessment	UBC will release a "final priorities" report outlining goals in need of concerned efforts over the final year, as well as organizations already working on those goals.	0%
3	Not Yet Started	4/1/28	3/31/29		Ongoing assessment	UBC will release a summary of qualitative and quantitative data collected over the five-year period of performance highlighting the impact of local efforts and encouraging localities to maintain newly established or expanded programs in future years.	0%

Appendix G

Collaborators & Contributors

Core Planning Team	
The core planning team was responsible for the development of the State Digital Access Plan and compliance with all NTIA and Digital Equity Act requirements.	
Individual	**Organization & Involvement**
Teri Mumm	Utah Broadband Center Digital Access Program Manager (New lead) January 2023 - Final Submission
Rebecca Dilg	Utah Broadband Center Director Summer 2021 - Final Submission
Liz Gabbitas	Utah State Library Division Digital Access & Education Program Manager (Original lead) Summer 2021 - June 2023
Sophie Dasaro	Utah Broadband Center Digital Access Outreach Specialist and Resident Feedback Project Lead February 2023 - Final Submission

Initial Planning Advisory Group (informal; 2021-2022)	
This group provided ongoing feedback and direction through the creation of draft 1 of the State Digital Access Plan.	
Individual	**Organization & Role**
Brian Yazzie	Provo School District, Diversity & Equity Coordinator MCA Digital Equity Workgroup, **Chair**
Jenny Hor	Utah Division of Multicultural Affairs, Logistics & Project Coordinator
Kelleigh Cole	Utah Education & Telehealth Network, Director Strategic Initiatives
Rebecca Dilg	Utah Broadband Center, Director
Sarah Young	Utah State Board of Education, Chief of Staff
Shauna Edson	Salt Lake City Public Library, Technology & Digital Equity Manager
Vikram Ravi	Utah Communities Connect, then-Chair

MCA Digital Equity Workgroup (2020-2021)	
These workgroup members drafted early state digital equity guiding documents and initial guidance on barriers to access for covered populations, especially multicultural communities.	
Individual	**Organization & Role**
Brian Yazzie	**Chair |** Provo School District
Deneiva Knight	**Past Chair |** Comcast
Nicholina Womack	**Past Chair |** Future In Design
Jenny Hor	**Professional Staffer |** Utah Division of Multicultural Affairs
Ramy Ahmed	**Professional Staffer |** Utah Division of Multicultural Affairs
Antonella Packard	Suazo Business Center
Ashley Cleveland	Millcreek City
Ashley Moretz	Utah Department of Health & Human Services
Brittney Cummins	Governor's Office
Celina Milner	Salt Lake City Mayor's Office
Chaundra Johnson	Utah State Library Division
Dustin Jansen	Utah Division of Indian Affairs
Emma Houston	Salt Lake County
Jessica Schmidt	Millcreek City
Jewel Poss	University of Utah
Kayla Myers	Millcreek City
Kelleigh Cole	Utah Education & Telehealth Network
Liz Gabbitas	Utah State Library Division
Luz Gamarra	Women of the World
Mailee Yang	United Way of Utah County
Marlon Lindsay	21st Century Tech Trep

MCA Digital Equity Workgroup (2020-2021)	
Mary Ann Villarreal	University of Utah
Rebecca Dilg	Utah Broadband Center
Silvia Castro	Suazo Business Center
Susan Marks	Millcreek Promise
Tara Thue	AT&T
Vikram Ravi	Salt Lake County Housing & Community Development

Additional Planning Advisors	
These individuals or organizations provided ongoing input at critical points in the plan development and met with the core planning team regularly and significantly, including those involved in BEAD planning efforts.	
Individual	**Organization & Involvement**
Claire Shiverdecker	Utah Broadband Center BEAD Program Manager Summer 2022 - Final Submission
Elizabeth Henrikson	Utah Broadband Center Program Support Specialist Summer 2022 - Final Submission
Amira Shea	Utah State Library Division Technical & Business Writer, Draft 1 Spring 2022 - Fall 2022
Horrocks Engineering	Consulting Firm, BEAD Planning Team Summer 2022 - Final Submission
Vikram Ravi	Federal Program Office (FPO) National Telecommunications & Information Administration
Broadband Advisory Commission	Two state representatives, two state senators two of which are co-chairs; five other voting board members from state agencies (Utah Education and Telehealth Network, UDOT, Utah Division of Indian Affairs, Governor's Office of Planning and Budget, Utah Public Utilities, and the director of the Utah Broadband Center as a non-voting member.
Utah Broadband Alliance	Public alliance of broadband stakeholders in Utah
Utah Communities Connect	Involvement from various roles including Chairs, Vice-chairs, and other steering committee or board members
Rob Ence and other volunteers	Utah Digital Opportunity Network (UDON) Review and input on draft 4 including better addressing the needs of covered populations and reviewing language immediately before submission to NTIA

In all, the Utah Broadband Center recorded 117 organizations which significantly gave of their time and expertise to contribute towards the creation of the Statewide Digital Connectivity Plan. The full list is included below.

AT&T Inc.
AARP Utah Chapter
Alpine City government
Bear River Association of Governments (BRAG)
Beaver County government
Beehive Broadband
BitStream Communications Inc.
Catholic Community Services of Utah
Cellular One (Provider name)
Centro Hispano (Local Hispanic community center)
Chicanos Por La Causa (Non-profit organization)
Chief Officers of State Library Agencies (COSLA)
The Church of Jesus Christ of Latter-day Saints
Comcast Corporation
Community Action Partnership of Utah (CAP Utah)
Davis Education Foundation (DEF)
Digitunity (Non-profit organization)
Directors of Utah Public Libraries
Dojo Networks
Economic Development Corporation of Utah (EDCU)
EducationSuperHighway (Non-profit organization)
Emery Telcom (Telecommunications provider)
Five County Association of Governments (FCAOG)
Glee Media (Media company)
Google Fiber (Internet service provider)
Guadalupe School (Non-profit organization)
International Rescue Committee (IRC)
iRecertify (Technology company)
Kearns Library (Local library)
Liberty Broadband LLC (Internet service provider)
Marconi Society (Non-profit organization)
Millcreek City government
Minority Business Development Agency (MBDA)
Montezuma Creek (Town in Utah)
National Digital Inclusion Alliance (NDIA)
National Federation of the Blind of Utah (NFB Utah)
National Skills Coalition (NSC)
National Telecommunications and Information Administration (NTIA)
Navajo Nation - Aneth Chapter
Navajo Nation Broadband Office
Navajo Nation - Mexican Water Chapter
Navajo Nation - Mountain Chapter
Navajo Nation - Oljato Chapter
Navajo Nation - Red Mesa Chapter
Navajo Nation - Teec Nos Pos Chapters
Navajo Tribal Utility Authority (NTUA)
NeighborWorks Salt Lake (Non-profit organization)
New American Task Force (Non-profit organization)
Northwest Regional Telehealth Resource Center (NRTRC)
Ogden City government
Ogden Civic Action Network (OCAN)
Pacific Island Knowledge 2 Action (PIK2AR)
Paiute Indian Tribe of Utah
The Pew Charitable Trusts (Non-profit organization)
Project Read (Literacy program)
Provo City government
Refugee and Immigrant Center - Asian Association of Utah (RIC-AAU)
Rural Utah Project (RUP)
Salt Lake City Corporation
Salt Lake City Public Library
Salt Lake Community College (SLCC)
Salt Lake County Housing and Community Development
Salt Lake County Library System
Salt Lake County Mayor's Administration Office of Homelessness and Criminal Justice Reform
Salt Lake County Mayor's Office
San Juan County Navajo Nation Chapters

Santaquin Library (Local library)
Schools, Health, & Libraries Broadband Coalition (SHLB Coalition)
Shivwits Band of Paiutes (Native American tribe)
Six County Association of Governments (SCAG)
Sorenson Unity Center
Youth and Family Services
South Salt Lake City government
South Salt Lake Community Opportunity Center
Southeastern Utah Association of Local Governments (SEUALG)
Suh'dutsing Technologies
Summit County government
Tech Trep Academy
The University of Utah College of Nursing
Transcend International (Foundation)
United Way of Northern Utah/211
United Way of Utah County
University Neighborhood Partners (UNP)
UServeUtah (Utah Commission on Service & Volunteerism)
Utah Advanced Materials and Manufacturing Initiative (UAMMI)
Utah Afterschool Network (UAN)
Utah State Library Division - Bookmobile Program
Utah Broadband Alliance
Utah Center for Immigration and Integration, Governor's Office of Economic Opportunity
Utah Commission on Aging
Utah Communities Connect (Program)
Utah Community Action (UCA)
Utah Community Health Workers Association (UCHWA)
Utah County Digital Inclusion Coalition
Utah Department of Workforce Services (DWS)
Utah Department of Transportation (UDOT)
Utah Digital Opportunity Network
Utah Division of Indian Affairs
Utah Division of Multicultural Affairs
Utah Division of Technology Services (DTS)
Utah Education & Telehealth Network (UETN)
Utah Education Network (UEN)
Utah Legal Services (ULS)
Utah Library Association (ULA)
Utah Nonprofit Housing Corporation
Utah Paiute Tribal Housing Authority
Utah Parent Teacher Association (PTA)
Utah Rural Telecom Association
Utah State Board of Education (USBE)
Utah State Library Division
Utah State University (USU)
Utah Women and Leadership Project (UWLP)
UTOPIA Fiber (Telecommunications company)
Vernal City government
Veterans Business and Resource Center
Wallsburg Town government
West Valley City government
White Mesa Administration (Local administration)
Wireless Internet Service Providers Association (WISPA)

Appendix H

Research Plan

Research Plan Description

This Research Plan outlines how we can collect the needed data to realize a Utah where all are invited to fully participate in modern society through access to affordable high-speed internet, safe and reliable devices, and training to achieve digital independence.

The digital divide limits the opportunities available to Utah residents. Without access to the information age, it is no longer possible to fully participate in crucial economic, educational, and civic activities. Digital equity—known in Utah as digital access—is the future this plan lays out, where everyone can fully participate in the modern technical world. Closing the digital divide is a key factor to building a sustainable future for current and future generations of Utahns.

Key Barriers to Digital Equity:

1. Affordability
2. Rural and tribal access
3. Digital literacy
4. Devices (access)
5. Cybersecurity

Digital Equity Project Goals

1. **Goal 1**: Train for digital independence and economic mobility
2. **Goal 2**: Connect every Utahn affordably, accessibly, and safely
3. **Goal 3**: Increase the availability of dependable devices
4. **Goal 4**: Build a coordinated, sustainable community

Research Objectives Attached to Each Goal

Goal 1: Train for digital independence and economic mobility

1. **Objective 1.A**: Conduct an assessment of the current level of digital independence among Utah residents, considering factors such as access to technology, digital literacy skills, and utilization of online resources.
    a. **Research Method**: 1) an online survey (Digital Independence Survey) will be sent statewide using a sample company, 2) other methods will be employed to ensure access to those without digital access, such as making the survey available in public places and ensuring the survey is accessible on computers and all mobile devices in multiple languages, 3) Stakeholder Engagement: Conducting workshops in all 29 Utah counties and consultations with Tribal Nations to gather localized insights and identify specific community needs, 4) Resident Feedback Project: Capturing narratives from underrepresented groups to detail their unique challenges and perspectives on digital access. Utah Digital Opportunity Network: Facilitating collaboration among digital equity practitioners to share best practices and identify common barriers, 5) Aligning data with state and local plans: Mapping initiatives that intersect with digital access needs. Analysis of 13 Local Plans: The local plans offered detailed insights into the specific digital access and infrastructure needs of different regions within Utah. These plans, developed by local governments or nonprofits, included quantitative and qualitative assessments of local broadband infrastructure, digital literacy levels, and community-specific challenges.
    b. **Sub-objective**: Create Utah digital literacy index as part of the Utah Digital Opportunity Index and determine the baseline.
        i. **Research Method**: Analyze new survey data and existing data to determine the best metrics to feed into the index and create a composite score. This composite score—along with other data—will be available in an online interactive dashboard.
    c. **Sub-objective**: Identify awareness and usage of programs that build digital skills and support local initiatives, including digital literacy courses, and track the number of individuals attending trainings.
        i. **Research Method**: Include questions in the Digital Independence Survey to address awareness.
    d. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 1.A.
2. **Objective 1.B:** Connect digital access practitioners (i.e. trainers) with professional development and skill-building opportunities for creating and implementing effective digital access programs, with a focus on immediate application and contribution to a Connected Utah.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 1.B.
3. **Objective 1.C:** Create multiple pathways for digital independence through flexible programs that fit the diverse needs of Utah residents.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 1.C.

4. **Objective 1.D:** Ensure capacity for high quality digital program delivery by building a statewide network of digital navigators.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 1.D.
5. **Objective 1.E:** Connect residents with digital skill-building opportunities to contribute to a strong Utah workforce that is competitive in today's changing economy.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 1.E.

Goal 2: Connect every Utahn affordably, accessibly, and safely

1. Affordable
    a. Identify what “affordable” means (**Research Method**: Digital Independence Survey)
        i. Identify how many residents are / have taken of advantage of a digital access reduction program
            1. Affordable Connectivity Program (ACP)
            2. Emergency Broadband Benefit (EBB)
            3. Federal Lifeline program
            4. State Lifeline program
            5. Utah Universal Service Fund
            6. Emergency Connectivity Fund
            7. Other
    b. Track number of residents who have been informed about affordable internet options (**Research Method**: Digital Independence Survey)
        i. (Goal 2: Amplify outreach efforts to inform communities about affordable internet options, and establish coordinated ongoing outreach)
2. Accessible
    a. Identify improvement in connectivity and accessibility / availability (**Research Method**: Digital Independence Survey)
        i. Identify where, when, and how residents are able to access digital resources
            1. Public libraries
            2. Bookmobiles
            3. Schools
            4. Businesses
            5. Municipal service providers
            6. Healthcare (telehealth options)
            7. Other
            8. By group: **(Appendix A)**

9. At or below 150% FPL
    a. ACP
10. Aging
    a. The Utah Commission on Aging
11. Disabilities
    a. Utah Department of Workforce Services
    b. Division of Services for the Blind and Visually Impaired
    c. Utah Center for Assistive Technology

3. Identify improvement in safety (**Research Method**: Digital Independence Survey)
    a. Measure awareness and understanding of basic Cybersecurity measures
4. **Objective 2.A:** Secure at least 100/20 Mbps broadband access for all Utah residents at home.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 2.A.
5. **Objective 2.B:** Amplify outreach efforts to inform communities about affordable internet options, and establish coordinated ongoing outreach.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 2B.
6. **Objective 2.C:** Encourage basic cybersecurity awareness and use of protective measures among residents of all ages to protect Utahns online.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 2.C.
7. **Objective 2.D:** Encourage basic cybersecurity awareness and use of protective measures among
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 2.D.

Goal 3: Increase the availability of dependable devices (**Method**: Digital Independence Survey)

1. Identify the change in device numbers owned
2. Identify the change in device numbers lent
3. Identify awareness of available options for digital devices
4. **Objective 3.A**: Maximize computer ownership statewide by standardizing, supporting, and coordinating programs that recycle, refurbish and distribute existing devices.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 3.A.
5. **Objective 3.B**: Support innovative efforts to broaden the reach and impact of device lending and public computer access in K-12, higher education, library settings and agencies providing wrap-around services and case management systems.

   a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 3.B.

6. **Objective 3.C:** Ensure Utahns know they have options for devices that are safe and accessible.
   a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 3.C.

Goal 4: Build a coordinated, sustainable community

1. Measure and track the number of digital inclusion partners (**Method**: Digital Independence Survey)
2. Design and implement a "Digital Opportunity Index" as a comprehensive tool to measure and enhance digital inclusion across Utah
   a. The index and other collected data will be housed in an online interactive dashboard
3. Conduct ongoing assessment and realignment to ensure the state is making positive progress on the plan. **Method**: Digital Independence Survey completely once annually.
4. Identify greatest gaps to prioritize needs (**Method**: Digital Independence Survey)
   a. Areas in greatest need of improvement
   b. Demographic groups with the greatest digital disparity
5. Identify the economic loss of not having digital equity among all Utahns. **Method**: Analyze new survey data and existing data to ascertain the economic differences between these groups.
6. Address digital equity needs with regard to: (**Method**: Digital Independence Survey)
   a. Economic and Workforce Development
   b. Education
   c. Health
   d. Civic and Social Engagement
   e. Delivery of Other Essential Services
7. **Objective 4.A:** Create a resilient digital access community of practice.
   a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 4.A.
8. **Objective 4.B:** Maximize discoverability of programs and resources with a central directory.
   a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 4.B.
9. **Objective 4.C:** Communicate the concept of digital access and its importance in enhancing organizational outcomes in Utah's various sectors.
   a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 4.C.

10. **Objective 4.D:** Support sustainable community programs that will not end when the Digital Equity Act funding does.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 4.D.
11. **Objective 4.E:** Successfully design and implement the Digital Opportunity Index as a comprehensive tool to measure and enhance digital inclusion across Utah.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 4.E.
12. **Objective 4.F:** Conduct ongoing assessment and realignment to ensure the state is making positive progress on the plan.
    a. KPIs, baseline, short-term goals, long-term goals, and data sources are listed in Utah Digital Access Plan under Objective 4.F.

Scope of Work / Methods

Initially, data will be collected from various sources, including the Connecting Utah Survey, feedback from the 13 local plans, and qualitative inputs from stakeholder engagement and the Resident Feedback Project. This comprehensive data set encompassed both quantitative statistics (e.g., internet usage rates, affordability issues).

An online survey will be sent statewide to measure the objectives above. Depending on the length of the survey, multiple surveys will likely need to be employed to reduce survey fatigue. In-depth interviews and / or focus groups may also be employed for exploratory research in preparation of sending out the quantitative survey.

Some data related to the objectives stated above is already available through sources such as the U.S. Census Bureau, Bureau of Labor Statistics, Utah System of Higher Education, U.S. Bureau of Economic Analysis, and others. These data sources may be used to help build the Utah Digital Literacy Index and inform other components of the research.

After the data collection period, advanced analytics and machine learning will be used to best interpret the data.

Sample Frame

Covered Populations:

1. Individuals with disabilities
2. Aging individuals
3. Veterans
4. Language barrier
5. Minorities
6. Rural residents
7. Low income
8. Incarcerated and formerly incarcerated individuals
9. Other relevant audiences to be determined as the project commences

Project Deliverables

- PowerPoint presentation of research findings
- Online interactive dashboard to visualize the data

Appendix I

Crosswalk for Federal Requirements

Statutory Requirement	Sub-Requirements	Utah Plan pg #	Description of Compliance
1. Identification of barriers to digital equity faced by Covered Populations in the State:	N/A	p. 26-30	Barriers were identified, including affordability, digital literacy, and access issues.
	1. Individuals who live in covered households (i.e., low-income households);	P. 32	The plan identifies affordability, digital literacy, and access as key barriers for low-income households, emphasizing affordability issues and the digital divide's impact on these residents.
	2. Aging individuals;	P. 34	Barriers for aging individuals focus on the need for user-friendly technologies and digital literacy programs tailored to their needs, highlighting issues such as accessibility and usability of devices and services.

	3. Incarcerated individuals, other then individuals who are incarcerated in a Federal correctional facility;	P. 36	Discusses the limited access to technology and digital literacy resources for incarcerated individuals, emphasizing the challenges in accessing educational and reintegration tools
	4. Veterans	P. 37	Highlights barriers veterans face in accessing digital services, including challenges in transitioning to civilian digital norms and accessing VA services online.
	5. Individuals with disabilities	P. 37	Focuses on the need for accessible technologies and digital literacy programs tailored to individuals with disabilities, addressing the high cost of assistive technologies as a significant barrier.
	6. Individuals with a language barrier, including individuals Who:	P. 39	Addresses challenges faced by individuals with language barriers, including a lack of multilingual online resources and support services, emphasizing the digital divide's impact on non-English speakers.
	a. Are English learners	P. 40	Discusses the inaccessibility of public services and resources in languages other than English, the lack of in-language support or technical assistance, and additional difficulties in enrolling in federal programs like the ACP due to language barriers. It also touches on the challenges of interacting with ISPs and the need for passwords, account recovery, and security measures to be accessible in non-native languages .
	b. Have low levels of literacy	P. 40	Discusses barriers related to online information and services complexity for individuals with low literacy levels, highlighting the need for simplified and accessible digital content. Addresses the design of digital resources that may not meet the needs of individuals with low literacy, including the challenge of enrolling in federal programs and the

			vulnerability to security risks due to the need for third-party intervention in managing passwords and account security .
	7. Individuals who are members of a racial or ethnic minority group;	P. 40	Examines digital redlining and the need for culturally relevant digital inclusion strategies for racial or ethnic minority groups, focusing on the systemic barriers that exacerbate digital inequity.
	8. Individuals who primarily reside in a rural area	P. 42	Outlines the infrastructural challenges and higher costs of services that hinder digital access in rural areas, emphasizing the need for targeted efforts to improve broadband infrastructure and affordability. Challenges specific to individuals residing in rural areas, such as digital redlining and infrastructure deficits that lead to digital inequity, are crucial points of consideration. These aspects would be thoroughly examined within the needs assessment part of the Utah Digital Access Plan. Insights into barriers, digital redlining implications, and tailored strategies for rural digital inclusion would also be part of the "2.4 Summary of Needs" section.
2. Measurable objectives for documenting and promoting among each Covered Population in that State:		P. 73 - 111	
	a. The availability of and affordability of access to fixed and wireless broadband technology	P. 73	Objective 2.A: Secure at least 100/20 Mbps broadband access for all Utah residents at home. Goal 2: directly addresses the availability and affordability of broadband access, exceeding the basic requirement by setting a high-speed internet benchmark to ensure that all Utah residents can participate in the digital world effectively.This goal directly addresses the availability and affordability of broadband access, exceeding the basic

			requirement by setting a high-speed internet benchmark to ensure that all Utah residents can participate in the digital world effectively.
	b. The online accessibility and inclusivity of public resources and services	P 74	Objective 2.B: Amplify outreach efforts to inform communities about affordable internet options and establish coordinated ongoing outreach beyond merely making online resources accessible to actively informing communities about affordable options and ensuring resources are inclusively designed to meet diverse needs.
	C. Digital Literacy	P. 64	Objective 1.A: Conduct an assessment of the current level of digital independence among Utah residents. This objective focuses on assessing digital literacy skills across Utah, laying the groundwork for tailored digital literacy programs. It exceeds requirements by establishing a comprehensive baseline for future educational initiatives.
	D. Awareness of, and the use of, measures to secure the online privacy of and cybersecurity for, an individual	P. 75	Objective 2.C: Encourage basic cybersecurity awareness and use of protective measures among residents of all ages. This goal expands on the requirement by raising awareness and actively engaging organizations in cybersecurity education efforts, aiming for a broad increase in the adoption of protective measures. This goal expands on the requirement by not only raising awareness but also actively engaging organizations in cybersecurity education efforts, aiming for a broad increase in protective measures' adoption.
	e. The availability and affordability of consumer devices and technical support for those devices	P. 82	Objective 3.A: Maximize computer ownership statewide by standardizing, supporting, and coordinating programs that recycle, refurbish, and distribute existing devices. Surpasses the basic requirement by

			making devices available and ensuring they are dependable through standardization and support, addressing both availability and affordability comprehensively.
3. An assessment of how the measurable objectives identified in Statutory Requirement 2 above will impact and interact with the State's:		P. 106	Section 3.2.5 Alignment with Other State Agencies & State Plan Outcomes
	a. Economic and workforce development	P 110	3.2.5 below table (Goal 1 Objective 1.A)
	b. Educational outcomes	P 110	3.2.5 below table (Goal 1 Objective 1.B)
	c. Health outcomes	P 110-111	3.2.5 below table (Goal 2 Objective 2.B)
	d. Civic and social engagement	P 111	3.2.5 below table (Goal 3 Objective 3.C)
	e. Delivery of essential services	P 111	3.2.5 below table (Goal 4 Objective 4.A)
4. Statutory Requirement. A description of how the state plans to collaborate with key stakeholders.		P. 101, P. 117	Comprehensive collaboration strategy with stakeholders outlined. Objective 3.2.2 - Stakeholder Engagement & Collaboration. This section outlines the comprehensive strategy for collaboration across a wide range of stakeholders, including direct engagement with covered populations, leveraging the expertise and reach of community anchor institutions, coordinating efforts with state agencies, and partnering with labor unions, digital inclusion coalitions, and other entities crucial for broadening digital access and literacy. The objectives and strategies for engaging each group are detailed, focusing on building a network of support and collaboration that enhances the state's digital equity efforts.

	Members of Covered Populations who have direct lived experience with being disconnected:	P 103	Objective: Enhance direct involvement and feedback mechanisms. Initiatives to directly involve members of covered populations include establishing forums and feedback channels to ensure their lived experiences inform policy and program development, thereby exceeding the basic requirement for stakeholder collaboration. Example: Engaging members of covered populations with lived experience. These detailed plans for collaboration exceed the basic requirements by establishing targeted strategies for engaging a broad spectrum of stakeholders, directly linking digital equity efforts with the needs and strengths of diverse community members and organizations.
	Community Anchor Institutions:	P 96-97	Leverage anchor institutions as hubs for digital literacy and access. Collaboration involves utilizing libraries, schools, and other community anchors to disseminate digital literacy programs and broadband access, thus extending the reach and impact of digital equity efforts.
	State Agencies:	P 100	Working with State Agencies to align digital inclusion with broader state objectives. Plans for inter-agency collaboration on digital equity initiatives, ensuring a coordinated approach that leverages resources and expertise from various state departments.
	Labor Unions and Organizations that Represent Workers:	P 96-97	Engage labor unions in digital literacy and access initiatives. Involvement of labor unions in the planning and execution of digital inclusion strategies, particularly in workforce development and training programs.
	Digital Inclusion Coalitions:	P 97	Support for digital inclusion coalitions in playing a central role in community-based digital equity efforts, facilitating broader stakeholder engagement. Utilizing the reach and

			knowledge of Digital Inclusion Coalitions to amplify efforts.
	Libraries:	P 97	Utilize libraries as key partners in digital inclusion. Leveraging libraries as crucial access points for digital skills and resources.
	Chambers of Commerce and Industry Associations:	P 98	Foster partnerships with the business community for digital inclusion. Collaboration with chambers of commerce and industry associations to support digital skill development and access for small businesses and entrepreneurs. Engaging Chambers of Commerce and Industry Associations to support digital access in the business community.
	Public Housing Resident Associations:	P 98	Address digital inequity in public housing. Partnering with public housing resident associations to improve broadband access and digital literacy among residents, targeting specific needs and barriers faced. Coordinating with Public Housing Resident Associations to address connectivity needs in public housing (P. 98).
	Healthcare Systems and Networks:	P 98-99	Integrate digital access into healthcare delivery. Working with healthcare systems to ensure patients have the digital skills and access needed for telehealth and online health resources, thereby improving health outcomes. Partnering with Healthcare Systems and Networks to integrate digital access into healthcare delivery.
	Homeless Continuum of Care Providers:	P 99	Support digital access initiatives for individuals experiencing homelessness. Collaborations with homeless service providers to offer digital literacy training and access to technology as part of comprehensive care, addressing the unique challenges of this population.
5. A list of organizations with	N/A	Appendix G	Provides a comprehensive list of organizations that collaborated in the

which the Administering Entity for the State collaborated in developing the Plan.			development of the plan, showcasing a broad and inclusive partnership approach.
6. Vision for Digital Equity	N/A	p. 7	Vision statement articulating the aim for digital equity in Utah.
7. Digital Equity Needs Assessment		p. 44-47	The needs assessment methodology is outlined, demonstrating a comprehensive approach that incorporates a variety of data sources, including state-specific data, local data, and primary research. This robust methodology ensures a thorough quantitative assessment of Utah's current digital access status, addressing all sub-bullets of Statutory Requirement 2. In-depth analysis of digital equity needs and barriers. sections provide a comprehensive overview of Utah's current digital access status, identify specific barriers faced by both the general population and covered populations, and outline strategic interventions aligned with the goal of reducing digital inclusion barriers. The detailed assessment underscores Utah's commitment to ensuring digital equity for all its residents, highlighting a proactive approach to addressing identified needs and leveraging stakeholder feedback to refine and implement effective digital inclusion strategies .
	Comprehensive Assessment of the State's Baseline	P 12-25	The assessment meticulously integrates both quantitative and qualitative data sources, including the Connecting Utah Survey, Utah Internet Speed Test, feedback from local plan development grants, and stakeholder engagement across all 29 Utah counties. This robust approach ensures a deep understanding of the state's digital landscape, highlighting key areas such as affordability, access in rural and tribal

			areas, digital literacy, cybersecurity awareness, and device accessibility.
	Barriers to Digital Equity Faced by All of the State's Covered Populations	P 26-43	The assessment extensively details the barriers faced by all covered populations, enriching the quantitative data with qualitative insights. This section leverages direct input from community engagement efforts, ensuring that the assessment reflects a deep understanding of the diverse challenges across covered populations. Specific challenges faced by covered populations are addressed, proposing targeted interventions to foster digital equity. The needs assessment delves into the unique obstacles encountered by various groups, ensuring every Utahn, irrespective of location or language proficiency, has the opportunity to thrive in the digital age.
	Barriers to Digital Equity Faced by the State's General Population	P 26-29	Before diving into the specifics for covered populations, the document outlines the general barriers to digital equity, setting a baseline understanding of the challenges impacting the wider Utah population. This section provides a foundational context for the subsequent, more detailed discussions of barriers specific to covered populations. The document articulates the process of data analysis, coding, and stakeholder discussions that played a critical role in identifying barriers and shaping actionable recommendations for enhancing digital access and inclusion. This multi-step approach facilitated a nuanced understanding of the digital landscape across Utah, focusing on the general population's needs.
8. An asset inventory, including current resources, programs, and strategies that promote digital equity		P 13-24, full asset list	

for each of the Covered Populations, whether publicly or privately funded, as well as existing digital equity plans and programs already in place among municipal, regional, and Tribal governments.		Appendix A	
	Resources, programs, and strategies that promote digital equity for each Covered Population.	P 13, Appendix A	The detailed listings start on Page 13 and extend through to Appendix A, beginning on Page 122. These sections enumerate various initiatives, services, and resources aimed at promoting digital equity across Utah's diverse communities, including those designated as Covered Populations under the Digital Equity Act. This inventory presents a comprehensive catalogue of current resources, programs, and strategies that support digital equity. It encompasses efforts from both public and private entities, showcasing how these initiatives address the unique needs of each Covered Population. For example, the plan details specific resources like the Affordable Connectivity Program for low-income households, assistive technology services for individuals with disabilities, and digital literacy training programs available at public libraries and through other community-based organizations. This ensures a full and accurate listing of assets aligned with the needs of all Covered Populations.
	List of existing digital equity plans and programs among municipal, regional, and Tribal governments.	P. 13-52 Appendix A (see	(The overview and relevance of existing digital equity plans and programs developed by municipal, regional, and Tribal governments are discussed throughout the sections on pages 12-52, with a comprehensive listing provided in Appendix A on Page 122.)

		notes)	The asset inventory includes a thorough rundown of existing digital equity initiatives, detailing collaborative efforts and the integration of digital equity goals across various levels of government and community organizations. This element of the plan demonstrates an in-depth understanding of the landscape of digital equity efforts across Utah, including the identification of programs specifically designed to address the digital needs of tribal communities and regional disparities in access and affordability. This comprehensive approach to the asset inventory not only satisfies the Digital Equity Act's requirements by providing a full account of resources, programs, and strategies for all Covered Populations but also by documenting existing digital equity plans and programs that have been initiated at the municipal, regional, and Tribal government levels. The plan's thoroughness ensures that no Covered Population is overlooked and that the state's initiatives are built upon a solid foundation of existing efforts, facilitating targeted and effective interventions to advance digital equity across Utah.
	Existing State Policies, Mapping, and Technological Resources	P 18-21	These pages discuss Utah's approach to using state policies and technological resources, including broadband mapping efforts, to inform and guide broadband-related activities. This includes leveraging data from broadband availability maps and other state-specific research tools to accurately assess and address the digital divide.
	Evidence of Tribal Consultations	P 36-37, Appendix D	The plan details the process and outcomes of Tribal consultations aimed at understanding the unique digital equity challenges and assets within Tribal communities. These consultations, including with state-recognized Tribes, highlight the collaborative efforts to

			incorporate Tribal perspectives and needs into Utah's broader digital equity strategy. Appendix D provides the specific dates, locations, topics, and attendance of each Tribal consultation.
	Integration of Digital Equity in Tribal Consultations for BEAD Program	P 36-37	The plan provides evidence of including a digital equity component in Tribal consultations related to the Broadband Equity, Access, and Deployment (BEAD) Program. This approach ensures that the digital equity needs of Tribal communities are considered and addressed in both state and federal broadband expansion efforts.
	Connection Between Assets, Digital Equity Plan, and Implementation Strategy	P 55-57, P 122 (Appendix A)	The plan clearly connects the identified assets in the inventory with the overall goals of the Digital Equity Plan and the state's implementation strategy. By outlining how each asset contributes to achieving digital equity, the document demonstrates a coherent approach to leveraging existing programs and strategies to enhance digital inclusion efforts across Utah.
9. To the extent not addressed in connection with Statutory Requirement 4 above, a coordination and outreach strategy, including opportunities for public comment by, collaboration with, and ongoing engagement with representatives of each category of Covered Populations within the State and with the full range of stakeholders within the State.	N/A	p. 112-118, 123	The Utah Digital Access Plan exceeds the requirement for a coordination and outreach strategy by implementing a multifaceted approach to engage with all stakeholders and Covered Populations. This is not limited to the strategies outlined but extends to encompass a wide range of engagement methods, ensuring comprehensive inclusion and participation. The plan's clear commitment to public comment, collaboration, and ongoing engagement with Tribal governments and other key stakeholders showcases a robust framework designed to achieve meaningful digital inclusion across the state. Outreach to covered populations specifically regarding the opportunity for public comment can be found in Section 4.1.

	Public Comment	P 123, Appendix D	The plan outlines a structured approach for soliciting public comments on digital equity initiatives, including open forums, surveys, and feedback sessions specifically designed to capture input from a wide demographic, including Covered Populations. This demonstrates a commitment to transparency and inclusivity in the development and refinement of digital equity strategies.
	Collaboration	P 101	Detailed within the plan is a comprehensive strategy for collaboration with various stakeholders, including state agencies, non-profit organizations, community groups, and representatives from Covered Populations. This collaboration is evident in the formation of digital inclusion task forces and partnerships with organizations directly serving Covered Populations, ensuring their needs and perspectives are integral to the state's digital equity efforts.
	Ongoing Engagement	P 101	Ongoing engagement strategies are described, emphasizing regular updates, follow-up consultations, and sustained communication channels with stakeholders and Covered Populations. The plan commits to continuous dialogue through workshops, community meetings, and online platforms to ensure that the digital equity initiatives remain responsive and adaptive to evolving needs.
10. A description of how municipal, regional, and/or Tribal digital equity plans will be incorporated into the State Digital Equity Plan		P. 59-110	The Utah Digital Access Plan addresses Requirement 10 through a detailed strategy outlined on pages. This strategy focuses on incorporating municipal, regional, and Tribal digital equity plans into the State Digital Equity Plan. This includes conducting outreach and consultations with municipal, regional, and Tribal governments to gather information on existing digital equity initiatives. The plan documents the entities contacted, ensuring a

			comprehensive understanding of local efforts and resources.
	Method of Identifying Municipal, Regional, and/or Tribal Digital Equity Plans, Including the Entities Contacted:	P 44-58	The plan outlines a systematic approach to identifying and collaborating with municipal, regional, and Tribal governments. This includes conducting surveys, engaging in direct consultations, and reviewing existing digital equity efforts to ensure a comprehensive understanding of the landscape. The document explicitly lists efforts like Ogden's city-wide digital inclusion initiatives, the Shivwits Band of Paiutes' broadband deployment and digital inclusion planning, and the Utah Commission on Aging's focus on digital literacy for older adults.
	Alignment with Other Efforts in the State:	P 113	There is a clear effort to align the State Digital Equity Plan with existing digital equity and broadband initiatives to increase stakeholder buy-in and avoid duplicating efforts. For instance, the plan mentions the coordination with the Utah digital Opportunity Network and various local digital inclusion projects to ensure efforts are complementary and that all resources are utilized efficiently.
	Engagement with Municipalities, Regions, or Tribes Not Yet Represented by the Plan:	P 101	The plan details ongoing efforts to engage with municipalities, regions, and Tribes not yet represented. This includes open channels for collaboration and feedback, ensuring that any community can contribute to and benefit from the State's digital equity initiatives. For municipalities, regions, or Tribes not yet represented, the plan specifies methods for engagement.
	Collaborations or Partnerships Between Owners of Respective Digital Equity Plans:	P 11, 25	Collaborations are highlighted through examples such as partnerships with educational institutions for digital literacy training, coordination with non-profits for device distribution, and working with Tribal governments to address broadband infrastructure needs. These collaborations demonstrate the plan's

			commitment to leveraging collective resources and expertise to advance digital equity.
11. An implementation strategy that is holistic and addresses the barriers to participation in the digital world, including affordability, devices, digital skills, technical support, and digital navigation. The strategy should:	N/A	p. 59-115	The implementation plan provides a comprehensive strategy that encompasses a wide range of initiatives aimed at improving digital equity across Utah. This includes efforts to enhance broadband access and affordability, increase the availability and use of digital devices, improve digital literacy and skills among residents, and provide ongoing technical support and digital navigation services.
	Establish measurable goals, objectives, and proposed core activities to address the needs of Covered Populations;	P 59-92	Specific goals and objectives are laid out, detailing the core activities planned to address the needs of Covered Populations. This includes targeted digital literacy programs, broadband expansion projects, and initiatives to distribute affordable devices to those in need.
	Set out measures ensuring the plan's sustainability and effectiveness across State communities, and	P 103-115	To ensure the long-term sustainability and effectiveness of digital equity initiatives, the plan details measures such as fostering partnerships with key stakeholders, securing continuous funding, and embedding digital equity goals into broader community and state planning efforts. These measures are designed to build a robust foundation for digital equity that can adapt to future challenges and opportunities.
	Adopt mechanisms to ensure that the plan is regularly evaluated and updated.	P 103	Mechanisms for regular evaluation and updating of the plan are discussed, including the use of performance metrics, regular stakeholder feedback sessions, and the continuous monitoring of digital equity progress across the state. This ensures that the plan remains relevant and responsive to the evolving digital landscape and community needs.

12. An explanation of how the implementation strategy addresses gaps in existing state, local, and efforts to address the barriers identified in Statutory Requirement 1 above.		p. 93-113	The plan outlines a strategy that focuses on people as the key implementation tool, leveraging passionate, well-informed individuals empowered to act locally. Goal #4 of the plan emphasizes the critical role of motivated individuals and the backbone organization in ongoing collaboration with stakeholders. The Utah Broadband Center plans to rely heavily on a significant list of partners, including nonprofit organizations, local governments, and associations of government, which were part of the planning process and will continue to grow. This strategy involves regular quarterly Utah Broadband Alliance hybrid meetings and monthly Connecting Utah virtual meetings to foster a community of practice supporting digital inclusion efforts across all sectors of society. By focusing on the development of a robust community of practice and engaging a broad range of stakeholders, the plan aims to address the unique needs of each Covered Population and recognize that needs and barriers might vary by geography or local community. This approach ensures a tailored and effective response to digital inclusion barriers, demonstrating an understanding that "one size does not fit all."
13. A description of how the State intends to accomplish the implementation strategy described above by engaging or partnering with:		p. 93-110	Outline of partnerships and engagements to realize the strategy. See the corrected section 3.2.2 Implementation Strategies: Stakeholder Engagement and Collaboration for the addition of the following specific partners.
	a. Workforce agencies such as state workforce agencies and state/local workforce	P 96-97	The plan leverages relationships with state workforce agencies, local workforce boards, and organizations to integrate digital inclusion efforts into broader workforce development strategies. This

	boards and workforce organizations;		includes digital skills training programs aimed at enhancing employability in tech-enabled sectors and ensuring that workforce development services are accessible to all Covered Populations.
	b. Labor organizations and community-based organizations; and	P 98	By collaborating with labor organizations and community-based organizations, the plan aims to extend digital inclusion programs directly to workers and community members. These partnerships facilitate the provision of digital skills training and access to technology, addressing barriers to digital equity at a community level.
	c. Institutions of higher learning, including but not limited to four-year colleges and universities, community colleges, education and training providers, and educational service agencies.	P 99-100	The strategy includes partnerships with four-year colleges, universities, community colleges, and other educational institutions to leverage their resources for digital literacy and skills training. These institutions play a crucial role in researching digital inclusion best practices and developing innovative solutions to bridge the digital divide.
14. Timeline for Implementation	N/A	P. 112 and Appendix F	Detailed timeline for executing the digital equity plan.
15. A description of how the State will coordinate its use of State Digital Equity Capacity Grant funding and its use of any funds it receives in connection with the Broadband Equity, Access, and Deployment Program, or other federal or private digital equity funding.	N/A	P. 113	Strategy for leveraging state and federal funds for digital equity.

	Collaborative Planning:	P 119	BEAD and Digital Access staff members have worked as a cohesive team throughout the planning process, a strategy that will continue through the implementation phase. This includes joint efforts in outreach, engagement, mapping updates, and data collection.
	Shared Administrative Support:	P 119	The team shares administrative support and actively collaborates on competitive grants, RFPs, and important documents and grant reports, ensuring that all collaborations will continue during the implementation phase for both programs.
	High-Level Coordination:	P 119	The plan details engagement with the Governor's Office of Planning and Budget to ensure high-level coordination between various funding efforts. Regular meetings are convened to discuss and coordinate the use of federal relief funds and other funding sources, ensuring that the priorities of different funds are aligned and that taxpayer dollars are used efficiently.
	Engagement with Non-Federal Sources:	P 113	While the plan acknowledges the lack of current partnerships with philanthropic organizations dedicated to digital access in Utah, it leaves open the possibility of such collaborations in the future. The Broadband Advisory Commission and the Utah Broadband Alliance are public platforms through which stakeholders can engage with coordination efforts. This section highlights strategies for collaborating with private, local, and state funding sources, augmenting federal funds to support the comprehensive digital equity initiatives outlined in the plan.

Appendix J

Utah Device Ecosystem Workshop Summary Report

March 28, 2024

Overview

Device ownership is a crucial aspect of digital equity. Those without a computer are unable to harness the vast opportunities that the internet provides, such as employment, education, telehealth, commerce, finance, communication, and much more.

An estimated 59,000 households in Utah do not possess a large-screen computing device such as a laptop, desktop, Chromebook, or tablet. 29,000 Utah households are understood to not have any devices at all. Moreover, a large number of Utah households do not have a sufficient number of computers to allow for concurrent use by multiple members of the household, a unique issue in Utah given that the state has the largest average household size in the nation.

This is a solvable challenge, as Utah embarks upon the implementation of its State Digital Access Plan over the next five years. The number of Utah households with a computer can be increased through intentional collaboration and support of a sustainable system for device access that serves residents long into the future.

Digitunity, a national nonprofit organization with a mission to make owning a computer possible for everyone, has advised many states and territories on sustainable device strategies during the Digital Equity Act's planning phase. To support the operationalization of Utah's Plan, Digitunity was engaged to provide a two-hour foundational device ecosystem virtual workshop on March 27, 2024 for a variety of stakeholders across the Beehive State, including individuals from local, county and state government, community organizations, schools and postsecondary institutions, and businesses.

Workshop Format

This workshop was designed to introduce the concept of a sustainable device ecosystem in Utah, discuss key terminology and the practical aspects of a device ecosystem, share resources and activities currently in existence across the state, identify areas of momentum and alignment with Utah's Plan, and importantly, bring together stakeholders to discuss this important topic. The workshop, which was hosted by the Utah Broadband Center and The Center for Economic Opportunity and Belonging, had 35 registrants and 22 workshop participants.

The workshop included several distinct components. First, key concepts and terminology were introduced to facilitate an understanding of the issue through common language. The workshop then moved to exploring the components of a sustainable device ecosystem and the guiding principles to inform future work. Following that, data regarding device ownership among Utahns was examined in conjunction with Utah's Digital Access Plan.

Following this, participants each chose to participate in one of four small groups to discuss practical aspects of a device ecosystem that align with the state's objectives and Digitunity's Methodology for a Sustainable Device Ecosystem. Those aspects include the generation of a robust and consistent supply of devices, the preparation of devices, and the deployment of devices to residents. Deployment was split into two groups, with one focusing on digital skills and cybersecurity and the other discussing the distribution of devices in communities. Summaries of the breakout sessions can be found below.

Practical Areas of Focus: Supply

While there are a large number of corporations in Utah, supply is one of the biggest challenges facing the success of a device ecosystem. One of the main challenges includes creating a culture shift within corporations. Traditionally, corporations have not donated large quantities of devices for community support due to a number of reasons, which include security concerns, refurbishers not being properly certified, and perceived inconsistencies regarding what happens after a device is donated. Another challenge surrounds the physical space required to store devices. Many corporations do not have the space to keep devices, nor do local programs or refurbishers if they receive a large volume of donations.

When looking at government support, there are some bright spots including partnerships between community organizations and the city of Provo. This could serve as a great example for other municipalities and at the state level.

Solutions discussed largely surrounded the development of a statewide “device council.” Together, centralized practices and standards could be developed especially around security measures. This consistency should increase trust among corporations and other institutional donors. Another positive aspect of a device council is that it could show “power in numbers” and have more influence when asking corporations to donate devices. However, some training around this may be required. Other states and cities have established device councils, which could serve as examples for Utah to build around as well.

Practical Areas of Focus: Device Preparation

The state of Utah is fortunate to have programs and organizations already refurbishing devices for community support, providing a solid foundation to build upon over the next five years. Municipalities such as Salt Lake City and Provo City are refurbishing and distributing devices to local organizations serving Covered Populations. As a result of existing regulations, internal policies and processes, and logistical constraints such as storage space and access to basic computer parts, the volume of devices is currently modest. Changing ordinances and addressing logistical bottlenecks will be necessary to build the capacity of such programs, but they offer unique examples of this important work that can be replicated in local governments across the state.

At the state level, there is interest in building a streamlined system through which state government technology assets could be leveraged for community support. There are barriers to overcome to implement such a program, but there appears to be the will to explore such a solution.

Lastly, Tech Charities of Salt Lake City is an existing nonprofit technology refurbisher, already engaged in the work of preparing devices for marginalized populations. Other nonprofit refurbishers with national reach provide services in Utah. Expansion of capacity and the development of additional organizations or programs that prepare devices will be needed to meet the ongoing device needs of all Utahns.

Practical Areas of Focus: Deployment - Community Distribution

There were two existing strengths identified in relation to device deployment, namely the distribution of devices in schools and the state’s efforts to engage the community. An interest was expressed in seeing an expansion of complementary supports, such as training in digital skills and cybersecurity as well as broader internet availability. Additionally, there was a call for increased efforts to enhance device ownership and digital skills among parents, guardians, and the broader network of caretakers for the state’s K-12 students. Rather than focusing on community engagement as a single event, it was emphasized that it should be a continuous process. The group recommended that funds be allocated for different mechanisms to convene community and that community engagement should be a line item and integral part of every budget. The importance of understanding the ecosystem, the existing resources, and how they interact with each other, was a key focus of the session.

The group emphasized that cross-sector partnerships are crucial to deploying large-screen devices to Covered Populations and that further exploration of the ecosystem’s points of connection, including identifying who has established relationships and trust within the communities most in need. In light of

Utah’s changing demographics and the settlement of individuals from a wide range of countries, this inquiry was deemed especially pertinent.

A recommendation was made for decision makers to incorporate into their processes consideration of the potential unintended consequences of their decisions, which could be minimized through increased investment in community engagement, both financially and otherwise.

Practical Areas of Focus: Deployment - Digital Skills and Cybersecurity

In assessing the current landscape of digital skills training, several elements were shared. There is an existing network of volunteers willing to contribute their time and expertise to train seniors in digital skills. These volunteers represent a valuable resource that can be leveraged to expand the reach of digital skills programs. Initiatives such as Project READ, offer classes using resources such as Northstar Digital Literacy Assessment

Residents, particularly from Covered Populations, need specific support for building digital skills. Partnering with trusted community organizations can help build trust. Some residents fear interacting with government agencies. Particular focus on training trainers in cultural competencies is critical. Implementing a train-the-trainer program for digital navigators could further expand the pool of skilled individuals available to train others. Community emissaries who already have established trust within the community can also help bring more residents into training programs. Navigation assistance and workshops in multiple languages can help overcome language barriers and increase accessibility.

Sustained funding for digital skills trainers and navigators, preferably from neutral parties, is essential to maintain the longevity and effectiveness of these programs. Establishing support systems akin to a "Geek Squad" for tech support can provide residents with reliable assistance and alleviate concerns about encountering technical issues. Emphasizing the use of common tools and adopting a "no wrong door" approach can also enhance residents’ confidence in using digital technologies.

Utah’s Device Ecosystem: Next Steps

In the closing segment of the workshop, participants shared their thoughts about the future of Utah's device ecosystem. The importance of recognizing and investing in the work already being done throughout Utah was mentioned immediately. Looking towards future meetings, there was interest in establishing and sharing a contact list of stakeholders for continued collaboration. There was also discussion regarding where various resources, responsibilities, and services should sit; what should be driven by government and what should be driven by community organizations in the pursuit of building trust with residents and focusing on the long term health of the ecosystem. The recruitment of Utah's vibrant technology sector as a key potential actor in expanding device ownership was identified in the discussion, and will need a clear entry point to participate.

The workshop discussion was robust and highly participatory. There was insufficient time to review promising practices and examples from other states during the session on March 27, which could serve as a topic for a future workshop.