Grantee Profile: The Center for Economic Opportunity and Belonging (CEOB, or the Center) is a resource to tackle the disparities and lack of access to opportunity experienced by many communities, including those of color. The Center spearheads robust community engagement while leveraging public and private investments and conducts rigorous evaluation and monitoring to translate effective pilot strategies into enduring structures. The Center is uniquely positioned to catalyze, communicate, and activate investments contributing to transformational change.

The Governor’s Office of Economic Opportunity (Go Utah) houses the Utah Immigration Assistance Center, which provides resources to:

- Develop and implement a statewide strategy for immigrant integration that promotes economic opportunities for immigrant communities in Utah.

- Coordinate with state agencies on developing and administering policies and programs related to immigrant integration.

- Assist individuals and businesses in Utah with identifying pathways for recruiting and retaining international employees and the foreign labor process.

- A task force to review and make recommendations to the regarding state policies on immigration, developing and sustain relationships with local officials, the business sector, and community stakeholders.

- Advise and recommend to the governor, state agencies, and legislature regarding immigrant integration and foreign labor issues.

Executive Summary

This initial recommendation represents the combined efforts of the Center for Economic Opportunity and Belonging (Grant Lead) and the Governor’s Office of Immigration and Integration (Grant Partner). This document will collectively refer to the grant team as “The Center” for simplicity.

- Key Definitions:
**Digital Access** is the ability to fully participate in a digital society. It includes access to tools and technologies, such as Internet and computers, that allow for full participation.¹

**Digital Equity** is a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy, and economy. Digital equity is necessary for civic and cultural participation, employment, lifelong learning, and access to essential services.²

**Digital Inclusion** refers to the activities necessary to ensure that all individuals and communities, including the most disadvantaged, have access to and use of Information and Communication Technologies (ICTs). This includes five elements:

1. Affordable, robust broadband internet service;
2. Internet-enabled devices that meet the needs of the user;
3. Access to digital literacy training;
4. Quality technical support; and
5. Applications and online content designed to enable and encourage self-sufficiency, participation and collaboration.³

As technology continues to advance rapidly, it becomes imperative for the concept of Digital Access and Inclusion to evolve accordingly. This evolution involves adapting strategies and making investments that address the historical, institutional, and structural barriers that hinder access to and use of technology. These barriers can include socioeconomic status, race, gender, and geography, influencing access to education, infrastructure, and resources. Overcoming historical barriers requires acknowledging and addressing the systemic inequalities that have marginalized specific communities, often leaving them disadvantaged regarding digital access and skills.

Institutional barriers encompass policies, regulations, and practices that may unintentionally or intentionally limit access to technology. These barriers can manifest through restrictive licensing requirements, limited availability of affordable broadband connectivity, or exclusionary practices in education and employment. To achieve Digital Inclusion, intentional strategies must be implemented to identify and remove these institutional barriers, ensuring equal opportunities for all individuals.

¹ [https://upward-mobility.urban.org/digital-access#:~:text=Digital%20access%20is%20the%20ability%20for%20full%20participation](https://upward-mobility.urban.org/digital-access#:~:text=Digital%20access%20is%20the%20ability%20for%20full%20participation)

² [https://www.digitalinclusion.org/definitions/](https://www.digitalinclusion.org/definitions/)

³ [https://www.digitalinclusion.org/definitions/](https://www.digitalinclusion.org/definitions/)
Structural barriers pertain to the physical infrastructure and technical aspects that impact digital access. This includes issues such as limited or unreliable internet connectivity, lack of affordable hardware devices, and inadequate digital literacy programs. Advancements in technology necessitate continual efforts to bridge the digital divide by providing robust and accessible infrastructure, affordable devices, and comprehensive training programs to enhance digital skills.

To ensure Digital Inclusion in an evolving technological landscape, intentional strategies and investments are vital. These efforts should include:

1. **Broadening infrastructure**: Governments, organizations, and service providers should collaborate to expand broadband connectivity to underserved areas, improving internet access for marginalized communities.
2. **Affordability initiatives**: Ensuring that digital devices, software, and internet services are affordable for individuals from all socioeconomic backgrounds. This can be achieved through subsidy programs or partnerships with private entities.
3. **Education and digital literacy**: Implementing comprehensive and inclusive digital literacy programs that provide individuals with the skills and knowledge to effectively use technology. This includes training on basic computer skills, internet usage, online safety, and critical thinking.
4. **Collaboration and partnerships**: Governments, nonprofits, community organizations, and private sectors should collaborate to pool resources, share knowledge, and work towards common goals of Digital Inclusion. Partnerships can facilitate the development and implementation of effective strategies.

By evolving Digital Inclusion strategies to keep pace with technological advancements, society can minimize the disparities caused by historical, institutional, and structural barriers. Through intentional efforts and investments, we can build an inclusive digital society where everyone has equal opportunities to access and leverage technology for personal, educational, and professional advancement.

- **Vision**

All individuals have an equitable opportunity to utilize technology to live, learn work, and thrive. A comprehensive approach to statewide digital accessibility will incorporate the three key elements of digital equity: Broadband Internet Access, Computers and Devices, and Digital Literacy and Skill Building.

- **Population focus**
  - New Americans and Refugees
  - Rural Areas
  - Other historically underserved communities and individuals
Those least likely to receive digital equity without intentionally bringing them into this space during the planning and rollout of the plan.

- **Key Challenges**

**Broadband Internet Access:**

- Limited existing broadband network, especially in rural areas.
- Prohibitive costs, unfavorable contract requirements, confusion regarding ACP qualification and enrollment, language barriers, and general digital skill training.
- Planning that does not include strategies to grow the digital workforce pool will have only short-term value and risk competing for the same existing pool with other state priorities (i.e., electric car plants applying for DOE grants will potentially need the same fiber-optics workers etc.)
- Quality of service is currently limited by the range of broadband service (rural) and in areas with high internet traffic (population density)
- ISP support services may not consider diverse community needs.

**Computer Devices**

- Underserved communities lack affordable and reliable devices to access broadband connectivity.
- A very limited number of existing programs and providers for devices or easily accessible support for devices.
- Lack of accurate, centralized, and well-maintained asset map for these services.

**Digital Literacy and Skill Building**

- Lack of digital skills, especially in historically underserved communities, will blunt any efforts for statewide digital equity because these populations may not be able to access the technology, even if it can technically reach them.
- Few existing programs and providers for digital skills literacy or workforce upskilling.
- Lack of accurate, centralized, and well-maintained asset map for these services.
- Digital skill development programs are limited to basic skills, with no opportunity for advancement or incorporation into home and work life.
Language and cultural barriers to any digital skill planning that is not thoughtful and nuanced.

Employers need more resources to gauge and improve existing workforce skills.

Employers cannot utilize potential workforce pools (foreign credentialing, language barriers, nuanced hiring and training pipelines etc.)

- BEAD skills focus solely on infrastructure workforce skills rather than a broader equitable approach that extends opportunities to all individuals.

Goals

- Ensure that New Americans have representation, access, and engagement opportunity in the Utah State Digital Equity and BEAD planning process.

- Coordinate efforts of all stakeholders to better plan for both DE/BEAD and the number of other federal grants that the State may apply for. Ensure all stakeholders can incorporate compelling data around the shared workforce pool and asset mapping.

- Ensure that broad digital skill-building is included in the planning process, expanding workforce skill-building elements beyond limited broadband infrastructure.

- Ensure that comprehensive Digital Equity is incorporated into eth DE and BEAD planning strategies.

- Position the State of Utah of the future. Competitive funding opportunities to build on initial workforce and equity elements of the DE and BEAD funds.

Our Role:

The Center will use the following key actions to promote digital inclusion:

1. Lifting up and catalyzing digital inclusion practitioners and advocates actively working in the field.
2. Engage in local, state, and federal advocacy efforts to promote policies that foster digital equity and endorse local strategies for digital inclusion.
3. Educate policymakers, the media, and potential partners about the importance of achieving digital equity and raise awareness about the initiatives undertaken by local digital inclusion programs.
4. Conduct, support, and promote data-gathering and research endeavors that contribute to public understanding, inform public policy decisions, and facilitate the development of community strategies focused on digital inclusion and equity.

- Process Description/Partnerships

This planning team has taken several initial steps to determine the current state of digital access in the New American and Refugee community and other underrepresented communities throughout Utah. The planning team includes The Center for Economic Opportunity and Belong, The Governor’s Office of Immigration and Integration, and the National Skills Coalition. The activities performed include:

- Promote participation in digital planning efforts
- Survey a section of the population regarding the current state of internet connectivity.
- Bringing to the table existing research that speaks to digital equity.
- Research nationally for opportunities to invest in workforce skills locally.
- Conduct a series of statewide focus groups regarding workforce digital skills.
- Coordinate our data-gathering efforts with the Utah Broadband, NTIA, and fellow grantees.

- Existing resources/assets

We have yet to see a comprehensive list of resources for individuals seeking to improve their digital skill set or address other digital equity gaps. We recommend establishing and maintaining a comprehensive asset mapping of these services through the state plan.

- Partnerships

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4  https://app.frame.io/presentations/5529e8f5-f32d-4fc9-ab72-b6d919931bce?fbclid=IwAR1SIVGaeXK5wmGyox4eUUhBLnzILUwk4Snh69Ulh03Zy7sKkB3j8nDOLU

5  A statewide survey was initiated in May 2023, and finalized in late May 2023. Over 1,000 respondents, primarily focused in New American and Refugee communities. Questions included things like affordability, quality of internet, and availability of support. Analyzed results are being completed in June 2023, and a full report of this survey will be a part of our final recommendation. See attached PowerPoint for high level summary so far.

6  Utah Digital Skills Fact Sheet Attached

7  EnGen ‘Proposal for Utah’ This is really just an example of the types of connections the CEOB can help make with national entities ready to maximize BEAD funds for workforce skill investment. Attached

8  To date, we have completed 1 of 5 planned focus groups that will occur around the State in the month of June/July 2023. These groups will represent diverse demographics and focus on digital skills in the workplace.
National Skills Coalition, Talent Ready Utah, Economic Development Corporation of Utah

- Implementation plan

We encourage State planners to expand their thinking about BEAD and DE funding to be inclusive and represent a long-term commitment to digital accessibility in Utah. Digital access planning should extend beyond the immediate use of federal funds from DE and BEAD and position the State for competitive funds coming down the pipeline.

We recommend the State build on these limited initial community driven draft plans, and build on them before finalizing any draft.
A growing population and record-low unemployment means that Utah businesses of all sizes are eager to find skilled workers. New research on the demand for digital skills illustrates how trailblazing state initiatives such as Talent Ready Utah and other workforce and education investments can be further strengthened to pay off for workers and businesses alike. The data can also help to inform Utah’s upcoming State Digital Equity Plan, which will form the roadmap for millions of dollars in new federal funding over the next five years.

Importantly, targeting these investments can also ensure that workers who have previously been un- or under-employed can contribute to their fullest and highest abilities. Making sure that rural residents, veterans, and workers of color can access the same upskilling opportunities as their peers is especially important given Utah’s demographics. For example, one out of four younger (ages twenty-five to thirty-four) Utah workers are people of color, a notably larger percentage than the one in five workers ages thirty-five to sixty-four and a sign of the state’s evolving workforce.

EVERY INDUSTRY IN UTAH IS SEEKING WORKERS WITH TECHNOLOGY SKILLS

A new study from National Skills Coalition in collaboration with the Federal Reserve Bank of Atlanta confirms an urgent trend: Across all industries, businesses in Utah overwhelmingly need workers with technology skills. The study examined a massive data-set of online job postings from 2021 and found that Utah was one of the top ten states in the country in the percentage of “Help Wanted” ads seeking workers with digital skills.¹

Fully 91 percent of ads placed by Utah companies called for applicants to have digital skills, or skills that were very likely to be digital. These included both foundational digital skills (such as familiarity with office software like Google Docs or Microsoft Word) and industry-specific digital skills (such as familiarity with Procore construction management software or SAP Enterprise Resource Planning software).

Technology skills are in high demand for positions at every level – including new entrants to the workforce and workers with a high school diploma or associate degree, in addition to those in more senior roles.

“People hear the phrase digital skills and think we’re only talking about high-end software engineering occupations. But essential workers in industries like construction, transportation, manufacturing, financial services, retail, and healthcare all need technology skills for economic mobility. In a tight labor market, Utah needs every potential worker ready to go – and that means equipping people of all backgrounds with the necessary digital skills and digital literacy needed for success,” says Vic Hockett, Associate Commissioner of Talent Ready Utah.

A NOTE ABOUT TERMINOLOGY: This report uses “digital skills” and “technology skills” interchangeably.
WORKERS ARE EAGER TO BUILD THEIR SKILLS, BUT OFTEN ENCOUNTER BARRIERS

Interviews with Utah workers in essential industries revealed that many workers are excited to build their digital skills. Often they can immediately imagine how having better skills would help them do their current job more efficiently, aid them in getting promoted, or equip them to move into a new industry that presents better opportunities.

Overall, workers reported that participating in upskilling programs gave them a greater sense of agency and purpose in pursuing their career aspirations. But workers have uneven access to upskilling opportunities, with some reporting success and others expressing frustration with barriers they encountered.

For example, transportation can be a barrier for rural residents seeking to participate in in-person training, while lack of high-speed internet access can be a challenge for workers seeking online training. Workers who need to build their foundational skills in reading, math, or spoken English sometimes face an unnecessary barrier of remedial classes, rather than having access to training programs that follow the best practice of integrating foundational skills such as English language learning with digital and other technical skills training.²

WHAT KIND OF DIGITAL SKILLS ARE MOST IN DEMAND?

Across all industries in Utah there is a powerful demand for foundational skills such as general computer literacy and common office software such as Microsoft Office. This includes essential industries such as construction, utilities, and logistics/warehousing that may not always be thought of as requiring technology skills.

More specialized technology skill needs differ by industry. In the healthcare sector, demand is high for expertise in electronic health records software. In the manufacturing sector, Utah businesses are looking for workers who have expertise with Enterprise Resource Planning (ERP) software. And in retail, companies want experience with point-of-sale technologies and e-commerce.

UTAH CAN TARGET ITS WORKFORCE INVESTMENTS TO TAP INTO UNDER-UTILIZED TALENT

To meet the demand for workers with technology skills and ensure that all potential workers are prepared to succeed in the digital economy, Utah should act now. State leaders can target existing workforce and education investments as well as new federal dollars to reflect best practices in tackling the digital skill divide and closing racial and other equity gaps.³ This includes:

- Investing in both foundational and industry-specific digital skills;
- Using integrated models that teach digital skills in the context of broader technical skills training;
- Improving collaboration among employers, higher education institutions, and workforce development providers; and
- Strengthening the capacity of nonprofit organizations serving communities of color to provide or connect jobseekers to high-quality workforce development services.

ENDNOTES

1 Fifty-one percent (51) percent of Utah job ads required a definitely digital skill, while 91 percent required a definitely or likely digital skill. Only eight other states or territories had a higher percentage of ads seeking definitely digital skills. For more details, see the full report: Closing the Digital Skill Divide: The Payoff for Workers, Business, and the Economy (National Skills Coalition, 2023.)

2 For more on integrated models, see Better Together (National Skills Coalition, 2018) and Amplifying Impact (National Skills Coalition, 2020).

3 For a longer discussion of these issues, see Data Book: Diversity in Utah: Race, Ethnicity, and Sex. (Gardner Policy Institute, University of Utah, 2021) and The Roadmap to Racial Equity: An Imperative for Workforce Advocates (National Skills Coalition, 2020.)
Utah Specific Data

EnGen can support the EDC’s efforts to address equity gaps in local workforce development through investments in work-based learning and upskilling opportunities for all Utah’s workers, including the state’s 278,336 immigrants and refugees, 41% who identify as English learners. Utah is home to nearly 51,500 college-educated immigrants and refugees, yet 21.4% are unemployed or underemployed due to systemic yet solvable barriers, including limited access to effective language upskilling opportunities.

The BEAD program is expected to generate 150,000 jobs nationally. According to the Bureau of Labor Statics, the projected growth rate for jobs as telecommunications equipment installers and repairers is 8% from 2021 - 2031 - about 22,500 openings are projected each year, on average, over the decade. While unemployment is currently at a low of 2.3% in the state of UT, savvy leaders will anticipate labor market shortages in the future and work to connect with new talent pools. Therefore, the state’s commitment to inclusive workforce development is both timely and urgent.

Business case for hiring/upskilling immigrants and refugees - for employer partners

- Research shows that refugee/immigrant new hires tend to stay with the company for longer periods of time, reducing turnover and also improving recruitment.
- Aging workforce and low birth rates suggest that long term approaches to address future labor shortages across various industries are needed. Immigrants and their children will drive 97% of net workforce growth in the U.S. by 2030.
- Importance of a multilingual workforce, reflecting the communities they serve - workers’ multilingual skills and cross-cultural competencies are linked to improved communication and customer service.
- The state’s commitment to inclusive workforce development brings economic equity to the region.

EnGen Overview and Impact

EnGen’s patented and proven proprietary platform and services are designed to support the needs of English language learners (ELLs) in the workplace, as well as job-seekers, so they can quickly and efficiently access the English skills they need for job placement, career advancement, and access to further training (including apprenticeship). EnGen is built on technology that has effectively served 4M language learners worldwide; 87% report achieving a major career or social goal as a result of improving their English with EnGen, including pay raises, promotions, and further training opportunities; 60% report improving at least one language level since starting their EnGen program using the American Community Survey scale, which the U.S. Census uses, and which has been equated to a wage increase of 33%; 93% report saving time at work as a result of improved English skills; 89% of employee learners report being more likely to remain with their current company as a result of EnGen being offered as an employee benefit; 84% of employee learners report being more likely to refer a
friend to work at their company as a result of EnGen being offered as an employee benefit; 95% report improved confidence in using English to accomplish their goals.

How we work with states, workforce agencies, and employers

EnGen has experience in building innovative, adaptive programs based on the needs of local constituents, and have learners in every state through partnerships with state governments, employers, educational institutions, and immigrant-serving organizations across the country:

- In Maine, EnGen partners with the Department of Adult Education to deliver virtual, career-focused English language learning to programs across the state to bolster capacity to serve intermediate and higher-level learners.
- In Michigan, the Office of Global Michigan uses our flexible platform to support English proficiency with learners including newly arrived refugees, farmworkers, and Internationally Trained Professionals (ITPs) with undergraduate and graduate degrees from other countries. Now in our third year of partnership with the Office of Global Michigan, we’ve expanded our state-sponsored programs to include digital literacy initiatives and workplace-based training with specific employers.
- In Colorado, we partner with the Office of New Americans to deliver scalable career-aligned English upskilling for job seekers and incumbent workers in partnership with the state, industry partners, local nonprofits and adult education institutions.
- We work directly with employers such as Amazon, Taziki’s Mediterranean Cafe, and MaineHealth to create customized, sector-specific workplace programs in healthcare. In addition, in collaboration with Guild Education, we offer workplace language upskilling programs to employees at Walmart, Target, and others.

Proposal: How we could work with EDC

EnGen can work with EDC of Utah to co-create a scalable, tailored language program that will ensure that Utah residents who would benefit from the English skills needed to access workforce training programs and career opportunities. The outcome of this program would be to help a pool of job-seekers or those who are underemployed develop the English skills they need for access to specific career opportunities and/or career or credential training programs within the telecommunications and technology sectors as a part of the BEAD program. The ultimate goal is to offer participants the English skills they need to access jobs with family-sustaining wages addressing equity gaps in the region.

To this end, EnGen can offer a virtual, career-aligned ESL program tailored to serve English language learners in the region. The program would be flexible, competency-based, and aligned to the needs of learners, local employers, and other stakeholders such as state agencies, local workforce centers, schools, institutions of higher education, and immigrant-serving organizations. EnGen’s offering includes virtual onboarding, digital literacy upskilling, and access to wraparound services and supports so that participants who lack digital literacy and / or familiarity with online learning are not precluded from participation.
The proposed program will use EnGen’s existing library of sector-specific English training as well as general workplace readiness English materials. EnGen will work with program administrators to identify courses and pathways needed to support the individualized career and professional development journey for each participant. There will be a clear goal for each participant (e.g., specific job opportunity, specific career / credential program, etc.).

Content and courses will be aligned to the needs and goals of participating learners. Weekly study recommendations will fit the needs of learners, based on learners’ starting proficiency, desired gains, and real-world English needs. EnGen will collaborate with program administrators (EDC local workforce development partners) on the ground to develop a custom implementation plan and provide comprehensive training and onboarding to ensure successful implementation.

EnGen will collaborate with program stakeholders to develop and track key performance metrics for success. Learner activity and performance tracking equips program administrators with a detailed view of learner progress and outcomes. The platform includes a dashboard of analytics for administrators, which tracks an objective measure of learner proficiency, the time learners spend in the platform (time-on-task/clock time), attendance in live classes, ongoing activity performance, the degree to which their proficiency has improved, and their mastery of the language and content of their personalized courses.

Key program components are described below:

**Learners**
Access to EnGen’s platform, including proficiency assessments, achievement testing, dedicated mobile application, career-aligned English language courses, and access to small group classes taught by certified English teachers. Learner progress and success will be determined by a research-based, comprehensive evaluation, including metrics such as time-on-task, mastery of language and content, stakeholder feedback, and evidence of real-world success, operationalized in terms of job placement, promotion, and pay raise. Learners will also receive onboarding support as well as access to webinars on topics relevant to learner / worker needs, such as resume building, job interview practice, and more.

**Workforce Partners**
The program will intentionally engage existing EDC partners, state agencies, local workforce centers, schools, institutions of higher education, and immigrant-serving organizations. Relevant stakeholders that seek to partner on the BEAD program will be able to apply for EnGen licenses to support ELLs either in employer-based incumbent workers training programs or workforce development programs. Interested organizations will complete an electronic survey describing their interest in the program and intended use, and will then participate in a needs assessment with EnGen team members to determine program goals, best practices for implementation, and metrics for success.

**Employer Partners**
All employers will complete an electronic survey to determine the best program and approach to serving the English needs of their incumbent and future workforce. Following the survey, the EnGen
team will conduct an institutional needs assessment, which may include stakeholder interviews, review of workplace materials, and assessment of existing employer training and upskilling materials. The program will offer two different implementation models to serve employer needs, interests, and goals:

**Model #1:** Virtual workplace-based English program  
**Model #2:** Workplace-based English program with a virtual component, offered in conjunction with a state workforce partner, including local workforce centers, schools, institutions of higher education, and/or nonprofit CBOs.

Both models include access to EnGen’s virtual English upskilling platform, dedicated customer service, and access to EnGen’s administrative dashboard with data from participating learners as well as a customized monthly insight report. Every workplace-based program will include an implementation and evaluation plan, including metrics for measuring success.

As part of each employer’s implementation plan, EnGen will offer support in identifying the English language competencies necessary for different job roles within the organization; offer capacity-building training to the employer for how to best support immigrants, refugees, and speakers of other languages; and help develop clear internal career pathways tied to specific workplace training milestones and levels of English language proficiency. EnGen will collaborate with organizational training and development teams to ensure that the English language upskilling program is integrated into the employer’s existing talent recruitment and development initiatives.
Digital Equity Research
Progression of the Presentation

- Type of household internet used
- Internet affordability
- Digital literacy
- Availability of devices and technical support
- Socio-economics
Type of Household
Internet
Type of Household Internet

- Fiber optic: 44%
- Fixed wireless: 40%
- Cellular data plan, such as a hotspot: 39%
- DSL: 30%
- Cable: 30%
- Dial-up: 29%
- Satellite: 29%
- No internet: 1%

Q2: Do you or any member of your household subscribe to internet service in your home? What technology do you use? (Select all that apply) (n = 1,150)
Internet Affordability
95% Pay for internet

Type of Household Internet

Difficulty Affording Internet

- Not at all difficult: 70%
- Slightly difficult: 18%
- Somewhat difficult: 7%
- Difficult: 3%
- Very difficult: 2%

Internet Quality Satisfaction

- Very dissatisfied: 3%
- Somewhat dissatisfied: 10%
- Neither satisfied nor dissatisfied: 16%
- Somewhat satisfied: 43%
- Very satisfied: 29%

Q3: Do you pay for the internet? (n = 1,139)
Q5: Is it difficult for your household to afford internet service costs? (n = 1,086)
Q6: How satisfied are you with the quality of your home internet connection for doing the activities that are important to you? (n = 1,139)
Digital Literacy
Digital Literacy

- Taking a course or training materials to improve your job skills: 51%
- Word processing, such as Google or Microsoft Word, to create a document: 51%
- Using a video application, such as Zoom, for work, school, or telehealth: 51%
- Searching for / applying for jobs, including creating / submitting a resume: 50%
- Finding reliable information about a health or medical condition: 49%
- Finding educational content and information: 49%
- Accessing online banking or financial services: 46%
- Accessing or applying for government services: 45%
- I do not feel confident using the internet: 1%

Q7: What types of activity do you feel confident using the internet for? (select all that apply)
Availability of devices and technical support
Device Availability and Technical Support

Failed to Function Property (past 6 months)

<table>
<thead>
<tr>
<th>Device</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>46%</td>
</tr>
<tr>
<td>Cell phone</td>
<td>28%</td>
</tr>
<tr>
<td>Tablet</td>
<td>26%</td>
</tr>
<tr>
<td>Laptop computer</td>
<td>25%</td>
</tr>
<tr>
<td>Desktop computer</td>
<td>23%</td>
</tr>
<tr>
<td>Other internet device</td>
<td>0%</td>
</tr>
</tbody>
</table>

How Respondents Manage Technology Issues

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went to a local computer store</td>
<td>20%</td>
</tr>
<tr>
<td>Found help online</td>
<td>16%</td>
</tr>
<tr>
<td>Fixed the problem with help from friends / family</td>
<td>16%</td>
</tr>
<tr>
<td>Contacted user support</td>
<td>14%</td>
</tr>
<tr>
<td>Fixed the problem myself</td>
<td>13%</td>
</tr>
<tr>
<td>Went to a community institution (i.e. school, library, church)</td>
<td>12%</td>
</tr>
<tr>
<td>I was unable to fix one or more of these devices</td>
<td>11%</td>
</tr>
</tbody>
</table>

Q8: Does your household have enough computer devices (laptop, desktop, tablet computer) available to meet the needs of those living in this home? (n = 1,139)

Q9: In the past 6 months, which of the following technology devices have failed to function properly for you? (Select all that apply) (n = 1,139)

Q10: How did you deal with the problem you encountered? (Select all that apply) (n = 1,139)
Socio-economics
Socio-economics

Gender

- Female: 35%
- Male: 59%
- Prefer not to answer: 5%
- Non-binary: 1%

Birth Year

- <1979: 5%
- 1980: 1%
- 1981: 2%
- 1982: 1%
- 1983: 1%
- 1984: 1%
- 1985: 2%
- 1986: 2%
- 1987: 4%
- 1988: 4%
- 1989: 13%
- 1990: 16%
- 1991: 15%
- 1992: 7%
- 1993: 6%
- 1994: 4%
- 1995: 3%
- 1996: 3%
- 1997: 2%
- 1998: 2%
- 1999: 1%
- 2000: 1%
- 2001: 1%
- 2002: 1%
- 2003: 1%

Q11: What is your gender identity? (n = 1,150)
Q12: What year were you born? (n = 1,150)
Q13: How many adults, age 18 and over, currently live in your household, including yourself? (n = 1,150)
Socio-economics

Educational Attainment

- Prefer not to answer: 4%
- Less than high school: 2%
- High school graduate: 6%
- Two-year degree: 19%
- Four-year college degree: 45%
- Postgraduate or professional degree: 23%

Race

- White or Caucasian: 56%
- Black or African-American: 18%
- Asian or Asian-American: 11%
- Prefer not to answer: 10%
- Native American/American Indian/Alaska Native: 7%
- Pacific Islander/Native Hawaiian: 5%
- Some other race: 1%

Q14: What is the highest level of school you have completed? (n = 1,150)
Q15: Are you of Hispanic, Latino, or Spanish origin, such as Mexican, Puerto Rican, or Cuban? (n = 1,150)
Q16: Which of the following best describes your race? (Select all that apply) (n = 1,150)

27%
Hispanic, Latino, or of Spanish origin
Q17: What is your total annual household income, before taxes? (n = 1,150)
Conclusions
Conclusions

• Most household internet is fiber optic, fixed wireless, or a cellular hotspot.
• 95% of respondents pay for the internet and 30% consider it at least “slightly difficult” to make those payments.
• Roughly 50% of respondents are not confident doing typical tasks on the internet.
• 92% of respondents have enough devices and about half have had some sort of technical issue in the past six months with one of those devices.
• Visiting a computer store, finding help online, and asking friends and family are the primary ways respondents find help with a technical issue.
Thank You.