

A background image showing a group of diverse children, including a young girl in a red shirt and a young boy in a blue shirt, looking intently at a tablet computer. The image is slightly blurred and has a soft, warm tone.

January -  
June 2022

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ConnectWA Coalition  
Data and Measures  
Sub-committee  
June 30, 2022

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Shawn Garcia  
Howard Ong

# CONNECTWA DIGITAL NAVIGATOR REPORT

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## BACKGROUND

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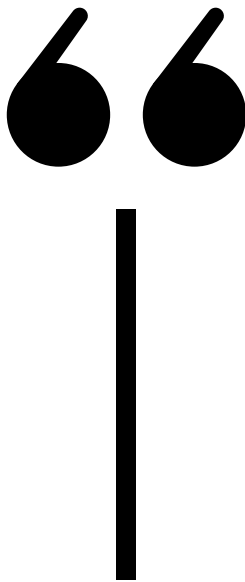
The Equity in Education Coalition (EEC) is a People-of-Color-led, statewide civil rights organization that builds power within Communities of Color to create educational systems that promote equity. EEC became involved in digital equity work in the wake of the COVID-19 pandemic when EEC’s Director, Sharonne Navas, joined Washington State Representative Mia Gregerson’s (33rd Legislative District) Internet Action Crisis Team (I-ACT) calls. I-ACT became a means by which leaders from across the state could quickly scale up responses to digital inequities impacting basic access to education, employment, financial assistance, and government services. In the Fall of 2020, I-ACT sunsetted, and EEC officially launched the ConnectWA Coalition (CWC) to continue the work begun by I-ACT.



# ACKNOWLEDGEMENTS

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We would like to especially thank the following individuals and collectives for their support in launching the ConnectWA Coalition, including Governor Jay Inslee, the Governor's office, Representative Mia Gregerson, Representative Debra Entenman, Senator Lisa Wellman, Washington State Broadband Office, and the Washington State Department of Commerce.



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## CITATION

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# Executive Summary

Sharonne Navas - Executive Director, EEC

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In December 2021, the ConnectWA Coalition (CWC) received a \$2.4 million grant from the Washington State Department of Commerce to deliver digital navigation services across Washington state. In the first 6 months of the grant, summarized in this report, almost 30 partner organizations came together, learned from one another, and provided technology assistance and connection to vital services through over 16,000 interactions with people in 32 Washington counties. This report documents some of the findings and lessons learned from the last six months:

## Digital Equity

- Digital inequities are a social not a technological problem.<sup>1</sup> Using a digital equity ecosystem framework allows us to see that digital inequities are mutually reinforcing of all forms of inequity. To address digital inequities, we cannot look only at technical solutions.
- Digital support in the ConnectWA Coalition takes place within a network of holistic care. Navigators understand that technological skills are learned for the purposes of accessing basic rights such as housing, education, and health. CWC partners give assistance on a large range of topics that can be characterized in three main categories:
  - Getting connected
  - Essential services
  - Education and employment.

## ConnectWA Services

- CWC digital navigators share power and connect to participants' identities. CWC respects learners by prioritizing all ways of learning and knowing. In addition, most of CWC partners have navigators speak languages other than English so that all learners can learn technology.
- Several CWC partners are adapting Northstar Digital Literacy Curriculum to best fit their community needs. In addition, a new digital literacy curriculum with a culturally-anchored, community-based learning approach is under development for other learning contexts.

## Recommendations moving forward

- Continue the work started. Inequitable systems will not be solved in six months.
- Build more cross-sharing and learning opportunities within the coalition in addition to the weekly CWC meeting.
- Refine data collection and analysis processes to understand longer-term impacts and focus on community-based strengths and assets.
- Explore additional research partnerships to better understand systems and structures that affect Washington state's digital equity ecosystems.

# INTRODUCTION

In December of 2021, the Washington State Department of Commerce awarded the Equity in Education Coalition (EEC) \$2.4M to fund the ConnectWA Coalition (CWC) for six months of statewide digital navigation services. The National Digital Inclusion Alliance (NDIA) describes digital navigators as “trusted guides who assist community members in internet adoption and the use of computing devices.”<sup>2</sup> Digital navigation services include “assistance with affordable internet access, device acquisition, technical skills, and application support.”<sup>3</sup> Though not explicitly stated in this definition, fundamental to CWC’s model of digital navigation is what people are navigating is not limited to technical, instrumental tasks but entangled with inequitable structures and systems. Thus, as CWC digital navigators have assisted their communities using digital technologies, they have also assisted with accessing and using essential services such as housing, employment, and healthcare.

## Reach of ConnectWA Digital Navigators

**16,838**

Digital Navigator Interactions

**32 out of 39**

Washington Counties Served

**27%**

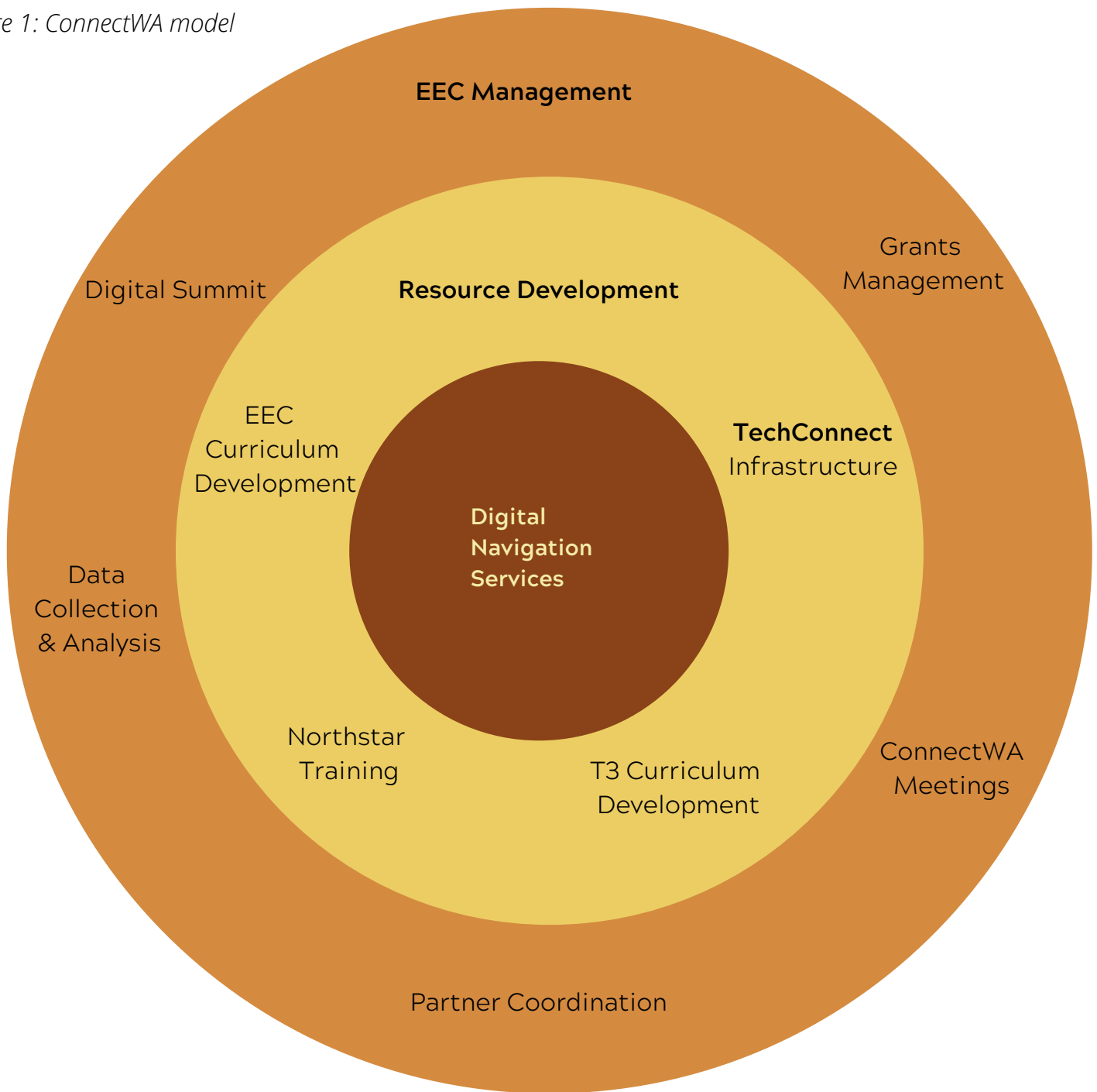
Of People Served Are From Rural Areas

### ConnectWA’s approach to the grant

Managing a large grant with many partners is a complex endeavor. Figure 1 offers a conceptual model of the work done under this grant.

This model represents the activities of key individuals and organizations that make ConnectWA possible. The concentric visual is intended to show how these activities are embedded within this network to support the work of digital navigators. In the center ring are the partners community groups, nonprofit organizations, and public libraries provide digital navigation services across Washington state. The middle ring - resource development - builds tools that partners (in the center) use to enact and support their work, such as curriculum development. The outermost ring illustrates the EEC management activities that support the work done by the partners such as collecting data, hosting a digital summit, paying invoices, organizing meetings, and hosting events. A full list of partners, counties served, and languages spoken by navigators is included in Appendix A.

Figure 1: ConnectWA model



## Scope Of This Report

This report documents how CWC served their community using digital navigator grant dollars and highlights the need to continue this work. CWC's Data and Measures sub-committee was charged with writing the final report for the grant period of January-June 2022. Although the sub-committee led this process, they kept in communication with the other grant partners and asked for feedback and input throughout the grant period. The sub-committee crafted the following research questions to guide their work:

# Research Questions:

1. How did the types of digital navigator services differ across organizations and communities?
2. What relationships did organizations have and build with their communities?
  - a. How did this influence their work?
3. How did Northstar Digital Literacy Assessment and Curriculum get used and adapted in the development process?
4. What is the need for ongoing work?

To answer these questions, the sub-committee used quantitative data collected by grantees and qualitative data such as interviews with CWC partners and meeting notes. See Appendix B for a full list of subcommittee members and methods. In the following sections, we share our guiding conceptual framework, the results of our analysis, and suggested next steps:

- Conceptual framework: Digital equity ecosystems.
- Result: Types of digital navigation services
- Result: Sharing power and connecting to participants' identities
- Result: How Northstar curriculum was developed and used
- Moving forward: What needs to happen next

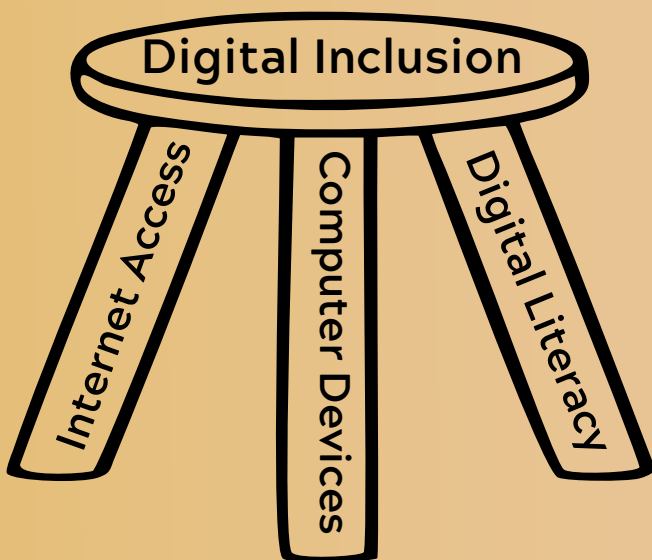
Due to the complexity of the work happening across so many organizations, it is impossible to capture the full depth and breadth of the work that took place during the six-month grant period. Our attempt here is to offer a snapshot of the complexity, reach, and ongoing efforts toward digital equity in CWC.



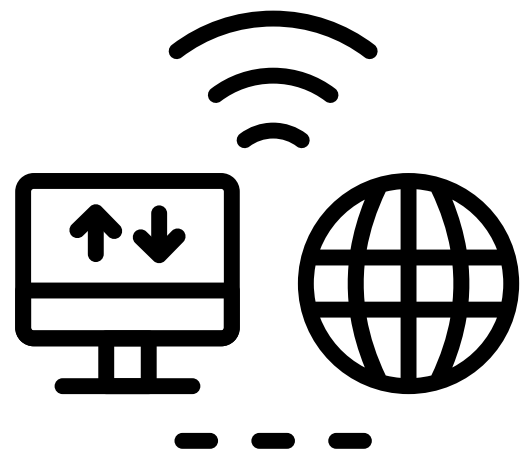
# CONCEPTUAL FRAMEWORK: Digital Equity Ecosystems

We use an ecological framework to examine how the CWC fits within the Washington State digital equity ecosystem, including the work done by CWC Navigators.<sup>4</sup> An ecological lens affords an awareness - reinforced in conversations with CWC organizations - that digital inequity is situated within a broader system of inequities (digital and other) and that these inequities are mutually reinforcing.<sup>5</sup> In this sense, digital inequity is digital injustice; digital inequity is shaped by and shapes broader, intersecting forms of injustice such as racial injustice, economic injustice, gender injustice, and disability injustice. In other words, digital inequity is a social, not technological problem, and thus it requires a social solution.<sup>6</sup>

Figure 2: Three-legged stool of digital inclusion



The National Digital Inclusion Alliance (NDIA) identifies three “on-ramps to digital inclusion,” sometimes conceptualized as three legs on a stool: access to internet, access to digital devices, and access to digital literacy.<sup>7</sup> (See Figure 2.)<sup>8</sup> The NDIA offers examples of ways in which the inaccessibility of any of these on-ramps materially impacts families and communities, situating digital inequity in a broader landscape of inequities. Though the three-legged stool is often presented alone (decontextualized), the NDIA’s examples and the ConnectWA Coalition make visible the situatedness of digital inequity within a broader system of inequities, and coalition members clarify the mutually reinforcing nature of these inequities.



“

*If you get evicted for some reason ...not only [do] you lose your home, you also lose your internet. You also lose where your kids were playing, you also lose where your...emergency food was getting [delivered]. You lose all of those things at the same time. You don't lose them in isolation from eachother.*

*- ConnectWA participant*

”

Additionally, organizations serving rural communities, including several libraries, emphasized the importance of broadband equity and the provision of places where people can access the internet, especially as more and more essential services became digitized during the pandemic. Just as digital inequity contributes to housing and food insecurity by making it impossible to, for example, apply online for housing and food assistance or services, so too do injustices in housing contribute to digital injustices.

Lack of quality broadband also shapes geography insofar as it limits access to opportunities. For example:

“

*When youth from central and eastern Washington have the opportunity to go to a university or community college...most of the time...[they] have to go to the west side if they want to be successful. And I think part of our digital equity work is how we do create those spaces so folks can stay in their towns and be part of their communities rather than be forced to leave in order to find quote-unquote, success.*

”

In other words, limited broadband access forces young people to choose between (i) staying in their communities and foregoing higher education or (ii) seeking higher education and moving out of communities, sometimes for the long term.

The ecological framework makes visible that differences in access or achievement are systems-level issues, not questions of individual skill or merit. In fact, the ecological framework seeks to identify ways in which communities cultivate skills and knowledge in spite of injustice. Ecological frameworks also examine how the natural, built, social, and individual environments influence resources, skills, and behaviors. To advance digital equity, then, we need to challenge individualized, “top-down” approaches to understanding and addressing inequity and instead look at how “family units, situated within their local communities, manage everyday challenges.” The power of the ecological framework is that it underscores the co-existence of daily acts of resistance on behalf of individuals and communities within complex and interlocking forms of injustice.

Through conceptually placing digital navigation in a larger ecosystem - not one artificially constrained by digital technologies - organizations can work to create new infrastructures that address interlocking inequities while centering human agency and building on existing community strengths.

# Result: Types of digital navigation services

Our first finding is that CWC organizations respond to complex interlocking forms of inequity by situating digital support in a network of holistic care appropriate to the organization. By “network of holistic care,” we mean that organizations respond to the whole person and the set of needs that accompany and are accompanied by digital inequities, e.g., ways in which digital support or literacy may be in service of addressing housing insecurity.<sup>10</sup> Here, a librarian from Fort Vancouver Regional Libraries describes that the types of assistance libraries offer spans from the technological to care work:

“  
***The kinds of conversations you have with a patron run the gamut. There's no foreknowledge of what [someone is] going to ask you when they come in. It is 'How do I renew my books?' or, is it 'My husband just died and I need to plan a funeral'.***  
”

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Navigators help with both instrumental tasks and more technological and socially complex processes. Using the monthly invoices each organization submits, we analyzed the type of services provided by the navigators and created three overarching categories to characterize the larger picture of what navigators do:

- Getting connected: help with the basics of getting online and using digital technologies
- Essential services: help accessing and using essential services such as health care and housing
- Education and employment: support with all forms of education and employment (including small businesses)

These services do not work in isolation from one another. Sometimes a navigator covers all three of these categories in a single interaction. By using these categories and subcategories, we begin to understand the complexities and approaches of the work done by navigators. Below, we expand on the categories, define subcategories, and show how different organizations implement these services.

# Most Partners Helped In More Than One Service Type

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<b>61%</b>	<b>36%</b>	<b>68%</b>
Of partners helped with Getting connected	Helped with Essential services	Helped with Education and employment

Getting connected services represents the most basic step to digital equity - access. The Getting connected category includes the foundational access and skills needed to use digital technologies. 17 organizations provided Getting connected services. We broke down the Getting connected services into two subcategories:

- **Connectivity: Help getting a personal internet connection (e.g., directing to public WiFi locations; assistance signing up for the Affordable Connectivity Program)**
- **Basic technology help: Help with basic tech functions of a device or Internet (e.g., email, social media, online search, setting up smartphone applications).**

Some organizations (libraries in particular) also provided access to devices (such as laptops) in existing public access locations. The Asotin Public Library used grant dollars to purchase devices for a lab that allows patrons to try different devices before making their own purchase. However, grant dollars were not allowed for purchases of individual devices or internet connections. All devices purchased with grant dollars will eventually need to be returned to Commerce. Not being able to distribute devices or hardware prevented CWC navigators from meeting a foundational and basic technological need.

To demonstrate Getting Connected services in action, we spotlight the work of digital navigators in Jefferson County Library District (JCLD). Over 80% of JCLD's digital navigator interactions focused on Getting connected services. JCLD is located on the Olympic Peninsula and 93% of the people served live in rural areas. In addition to the public libraries, JCLD digital navigators work in community centers in Brennan and Quilcene to provide Getting Connected services and support individuals with other technology needs. For example, they were able to help a book club connect their Smart TV to the Internet to stream an author event. In February, a Jefferson County Library District navigator connected someone with the Department Services for the Blind to help them get a cell phone. In addition, JCLD assisted and/or referred over 28 people to the federal Affordable Connectivity Program.

## What CWC Partners Call Their Navigators

- Digital Coordinators
- Digital Equity Coordinators
- Digital Navigators
- Librarians
- Site Coordinators
- Student and Community
- Advocates

## Essential Services

With the rise in use of digital technologies and limited in-person services due to COVID-19, many essential services can only be accessed online or are severely limited offline. Although being able to do so much online makes life more convenient for people with unlimited access to digital technologies, for others, it is yet another hurdle in the way. 10 CWC organizations connected people with these services:

- *Food and housing assistance: Signing up for food distribution, looking for food banks, looking for rentals, and signing up for utility assistance*
- *Health access: Finding a provider, signing up for COVID vaccine, telehealth*
- *Government and legal services: Finding legal help, immigration, anything to do with Corrections, getting government identification*
- *Information referral: Giving someone information for other services*

## Health Care

To demonstrate Essential Services in action, we spotlight Latinos Unidos, who provides healthcare support and partners with healthcare providers to offer mobile vaccination clinics. Digital navigators in Latinos Unidos help clients sign up for appointments, navigate medical applications, understand appointment reminders and cancellations, and access email and QR codes. All of this support is embedded in a broader ethic of care that prioritizes clients' understanding of the steps needed to access essential services.

For example, it isn't enough to simply translate materials into Spanish. Translation requires attentiveness to the cultural layers of language that add meaning and empower recipients of information or, conversely, understands certain translations as inappropriate even when linguistically "correct." Further, in-language support by members of the community can offer greater ease and comfort for the person seeking help, which may increase uptake and use.

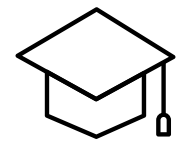
## Language

Three organizations did extensive work connecting primarily Latinx and Spanish-speaking communities to essential online services: Comunidades Sin Fronteras, Latinos Unidos, and Latinos En Spokane. These three organizations have Spanish, Mixteco, and Nahuatl speaking navigators from local communities across 10 counties in central and eastern Washington.



### Languages Spoken By CWC Navigators

- Afaan Oromoo
- Amharic
- Croatian
- English
- Ibo
- Khmer
- Mixteco
- Nahuatl
- Russian
- Samoan
- Sidamo
- Spanish
- Vietnamese
- Wolaytta



# EDUCATION AND EMPLOYMENT



Digital technologies also serve critical roles in education and employment. Both education and employment are complex systems that integrate multiple actors at every stage - e.g., parents, students, teachers, administrators, and policymakers for schooling. Navigators in 19 CWC organizations supported patrons in critical tasks including:

- Education: Completing education-related tasks for K-12 and college education, lifelong learning, and beyond
- Small business support: Getting licenses, help with online marketing, help with Quickbooks
- Employment: Conducting online job searches, resume writing

To demonstrate Education in action, we spotlight Communities in Schools (CIS), a national organization whose mission is to “surround students with a community of support” that “empower[s] them to stay in school and achieve in life.<sup>11</sup>” CIS Washington and fourteen local CIS affiliates from across the state participated in CWC. Each CIS-affiliated school has embedded Site Coordinators that host school-wide events and assist students and their parents one-on-one.

Out of the 8,284 students CIS served via case management, 84% (6,956) received free and reduced-price lunch, 25% (2,037) are English Language Learners, and 5% (438) are houseless/living in a shelter. 19 of 112 schools CWC CIS affiliates served are located in rural areas.

*cont...*

CIS takes an approach consistent with the ecological framework that guides our analysis; CIS Site Coordinators focus on supporting students in achieving collaboratively-identified behavioral, attendance, or academic goals, acknowledging as they do so that to meet these goals, students will need a broader system of support and care that responds to the reality of the system of inequities that schools are embedded in. Digital support is in service of the goals students and Coordinators identify:



“  
*Digital navigation is part of the bigger work, which is about helping young people shape the future they want for themselves. It's a tool to empower children, youth, and families to access the information and resources they need to achieve the goals they set for themselves.*

”

For example, when parents or guardians don't have devices, they cannot check their students' grades or attendance, follow information on the district website, or sign up for online rent or healthcare support. All of these resources feed into students' wellbeing and capacity to navigate the system of schooling, and so providing digital support to parents in the form of devices or technical help is part and parcel of Communities in Schools' work to help students achieve their educational goals.

In practice, most educational assistance focused on directly supporting activities such as applying for scholarships and tracking grades online. Other support was also provided in other navigation categories such as student and family connectivity, device access, basic technology help, health access, housing and food assistance, government and legal, and employment. Site Coordinators also helped with a variety of other tasks such as helping a middle school student sign up online for soccer.

# Employment and Small Business In Action



To demonstrate Employment and Small Business in action, we spotlight Beacon Business Alliance (BBA), an organization that centers community in their perspective to small and micro business support, emphasizing that each entrepreneur has a family behind them and their connections stretch across the city. This approach shows up in how they built their digital navigator program:

“

**You're building a community of people...  
[the work] is endless, it's ongoing, you  
don't just check a box. It's relational.**

”

BBA used the digital navigator grant to create a digital navigator cohort that will support small business and entrepreneurs in Southwest Seattle.

## Formats of Navigator Assistance Across CWC

- Call center (phone and chat)
- In-person & virtual appointments
- Ad-hoc
- Events
- Classes (in-person, virtual, and hybrid)



“

*I think we're all community advocates as we care about the work that we do, and so we're building an organization around caring for community, and I think any program that we do, anything that we come up with, anything that we build, or we partner with [CWC], we're all going to have community on our mind.*

- Mission Africa

”

While many digital equity efforts exclusively focus on digital access as a means to achievement, our analysis revealed that organizations in the ConnectWA coalition define and enact digital equity to include identity and power, not just access. As one example, T3 Tribal Technology Training (T3), an Indigenous-led organization, teaches workshop attendees how to use a variety of applications and programs, accessed via multiple devices, in order to prepare them to use technology for personal purposes and for “what corporate America’s gonna look for.” 77% (323) of those taught are workforce age (18 - 59), 17% (72) are elders (60+). 72% (304) are Native American/Alaskan Native community members. 45% (191) live in rural areas and 13% (56) have disabilities. Importantly, T3 offers these trainings in a culturally responsive manner. Leadership of the organization describes the structure of trainings:

“

*...for our virtual trainings, we go through introductions, which is very common, but with Natives, what we do is we actually bring in our identities into our introduction. And then for many folks who are comfortable..., we will use our traditional languages...And...we also will acknowledge what Ancestral land we are currently sitting in. What T3 has done is we've taken all that stereotypical stuff, thrown it away and created something that has never been created by using our traditional gathering protocols and incorporating technology as one additional tool to add to our growing tool belt, for lack of better terms.*

”

Here, the T3 leader describes a training that participants would recognize as a tribal gathering; participants can identify with the material because the learning is situated in practices, protocols, relationship building, and cultural meaning-making that have existed since time immemorial. These trainings also share power with participants and prioritize traditional ways of knowing and learning digital technology in ways that transform structures and respect learners.

Another example of power-sharing in the approach of the Khmer Community of Seattle-King County (KCSKC). One of the navigators describes the organizational mission as “bringing the intergenerational divide that exists in our community for a wide variety of reasons.” KCSKC’s approach builds relationships between Khmer youth (digital navigators) and Khmer elders. Youth, with the aid of a translator, go to the homes of elders to assist with technology. However, the overall structure of the program supports its multidimensional goals:

“

*"We hope that our young people learn how to engage with our elders in a way that's different than just familial...and then also a chance for the elders to see the strength of our youth, and not just as like young people to be told what to do, but in fact they have skills that they're willing to come and talk about. And the fact that it's elders who have been asking for help from this feels really responsive and it doesn't feel like you know us young people are coming in and telling the elders what they need because they've literally asked for help with their phone and things.*

”

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In all of KCSKC's work, they emphasize building relationships over and above efficiency. For example, even though the organization could easily sign-up elders for farmer's market subsidies online, instead, they print out the paper forms, bring them to the elder's homes and talk through the benefits and process. Over the course of the grant, navigators worked with a total of 28 Khmer elders and helped them with such tasks as getting internet connections and troubleshooting their smartphones.

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EEC and the Filipino Community Center (FCS), partnered to improve internet access and technology education in the nearby south Seattle community. 42% (37) of those served are over the age of 60 and 65% (57) are Asian or Southeast Asian. Just over half (52%) are immigrants, refugees, or asylum seekers; 44% have limited English Proficiency, and 14% (12) are living in a correctional setting. Navigators work with residents of nearby low-income housing to create a community wireless network that extends to their homes and neighborhood. Navigators also developed a makerspace learning community that taught seniors in assisted living how to connect to their grandchildren using video chat software. Middle and high school students also have opportunities to learn robotics, 3D printing, and drone design and building.

# Results: Curriculum Development and Use

Northstar Digital Literacy Assessment<sup>14</sup> is a popular digital literacy assessment used across the United States. Originally developed for Adult Basic Education and English Language Learning classes by Literacy Minnesota, Northstar offers a series of assessments and curricula on various digital skills topics. At the beginning of the grant, EEC organized 4 trainings attended by CWC members provided by Northstar.

Organizations BBA and T3 have adapted and used Northstar in their programs. Part of BBA's navigator training includes an adaptation of Northstar for small business use. One of the adaptations includes expanded lessons on cybersecurity:

“We're doing more of an ecosystem approach in talking about what [cybersecurity] means, what the issues are, and what you have to be afraid of or not.”

BBA will also offer new Northstar Spanish translations for use by navigators and community members. BBA has also used T3's training and approaches as inspiration for the construction of their program.

T3 uses a combination of Northstar Digital Literacy curriculum, Microsoft teaching tools, Google, and LinkedIn Learning in their training.<sup>15</sup> The various tools are broken down and pieced back together to fit “the topic, the location, the learner...you literally take it apart. Make it your own.” T3 uses assessments from those same institutions since they are accredited and recognized by “Western education, Western training” so that it meets their needs while still being culturally attenuated and grounded.

For other organizations, Northstar has not been a good fit for a variety of reasons, including:

- Relatively high-level of English required to take the assessments and curriculum (Spanish has been a very recent addition)
- A higher level of digital skills needed to complete the assessments than participants already have
- Assessments and curriculum focusing on laptop/desktop digital skills and not phone or tablets
- The explicit and implicit workforce/higher education goals of Northstar do not meet the needs of communities that want to improve digital skills for social reasons, personal fulfillment, or community building.
- Not a good fit for the types of interactions some organizations have with participation. Northstar is more set up for a formal class or independent learning.

EEC has identified the need to develop a curriculum with a more culturally-anchored and explicit community-based approach to digital learning. They have hired consultants with experience in digital equity that are collaborating with EEC and CWC on curriculum development.

# Moving Forward

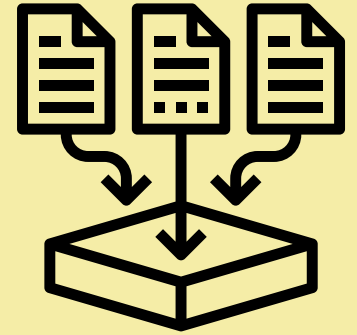
Organizations within ConnectWA understand that digital education is about accessing the resources fundamental to flourishing, and though some of these resources (e.g., housing, food) are universal, others are community-specific (e.g., culture and language). CWC members see the diversity and specificity of these community-specific resources as a strength to meet local needs by building skills for digital literacy within communities, led by community members who identify with the same needs. Further, CWC members are aware of the ways in which institutional racism and xenophobia specifically impact communities (e.g., language discrimination, barriers to accessing jobs without a social security number, inaccessibility of school websites) and bring both organizational resources and lived experiences to their work to address them.

Responding to systemic injustice is not work that can be resolved in a six-month grant period. Organizations are only getting started with their work. We heard again and again from CWC that the short-term funding and the uncertainty around its continuation hampered and restricted the types of services CWC offered. Although some organizations did use grant funding to hire new employees, other organizations decided against doing so because they did not want to create positions with precarious and uncertain funding models.

There also exist more opportunities for structured and semi-structured events to share learnings and experiences across organizations and navigators. Interviewees said that cross-sharing was a big benefit to being a part of CWC and attending weekly meetings, but they wanted more of them. Some examples of these include consistent learning circles for digital navigators to share successes and challenges or presentations about how to help people enroll in the American Connectivity Program (ACP) and share existing resources. EEC is currently hiring a ConnectWA Coalition Coordinator; that position could be helpful in structuring sharing and learning and improve communication across the coalition.

## Moving Forward Cont.

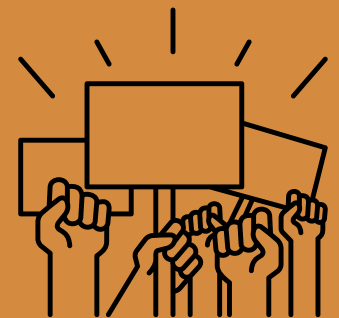
More opportunities also exist to improve data collection and analysis. This initial data collection period allowed us to capture a picture of what CWC partners were doing; as we did so, we identified a number of questions that we have not yet had an opportunity to pursue, such as mapping inequities in Washington state, tracing the history of digital equity and inequity in the state, and investigating the relationship between action and outcomes. As this data collection period closes, the subcommittee is eager to work with the coalition to improve data collection processes to pursue some of these emergent questions. Going forward, CWC could focus on a narrower set of needs (for example two-three focus areas) to collect more detailed data while still collecting higher-level data on the broader work being done.



Additionally, geographic information systems (GIS) shows promise to “map local features that can be constraining and enabling factors for developing meaningful digital connectivity.” Others have noted the value of GIS to map “geographies of opportunity.” and engage visual political literacy projects that increase dialogue across interdependent institutions and community actors to jump start and support community mobilization. This is an important step toward building capacity to change and has the potential to advance digital equity efforts.



The interconnectedness of all forms of injustice - and CWC organizations’ efforts to respond to them - means that the need for digital support is ongoing. Digital navigators in the ConnectWA Coalition are supporting community members in navigating these multiple forms of injustice, using technology as one tool in that navigation. Our collective wellbeing depends on their continuing to do so.



# Appendix A

Organization	Counties Served	Languages Spoken	Digital Navigator Title
Equity in Education Coalition	Statewide	English, Spanish	Digital Navigator
TechConnectWA	Statewide	English, Spanish, Tigrinya, Afaan Oromoo, amharic, Sidamo, Wolaytta, Vietnamese	Helpdesk Technician
T3 Tribal Technology Training	Statewide	English	Digital Navigator, Tribal Tech Warrior, Trainer
Beacon Business Alliance	King	English, Spanish	Digital Navigator
Comunidades Sin Fronteras	Adams, Benton, Chelan, Douglas, Grant, Franklin, Kittikas, Okanagan, Spokane, Yakima	English, Spanish, Mixteco, Nahuati	Digital Navigator
Filipino Community of Seattle	King	English	Digital Navigator
Khmer Community of Seattle-King County	King, Pierce	English, Khmer	Digital Navigator/IT
Latinos En Spokane	Spokane	English, Spanish	Digital Navigator
Latinos Unidos	Adams, Chelan, Douglas, Grant, Okonagan, Franklin	English, Spanish	Digital Coordinator, Digital Navigator
Mission Africa	King	English, Amharic, Ibo	Digital Navigator

# Appendix A Continued

Public Libraries			
Asotin County Library	Asotin	English	Digital Navigator
Everett Public Library	Snohomish	English, Spanish	Librarians, Library staff member
Fort Vancouver Regional Libraries	Clark, Cowlitz, Klickitat, Skamania	English	Librarians, Library staff member
Jefferson County Library District	Jefferson County	English, Spanish	Digital Equity Navigator
<b>Communities in Schools (CIS)</b>			
CIS of Benton-Franklin	Benton, Franklin	English, Spanish	Site Coordinator
CIS of Central Washington	Yakima	English, Spanish	Student and Community Advocate
CIS of Federal Way-Highline	King	English, Spanish	Site Coordinator
CIS of Kent	King	English, Spanish	Site Coordinator
CIS of Lakewood	Pierce	English, Spanish	Site Coordinator
CIS of North Central Washington	Douglas, Grant	English, Spanish	Site Coordinator

# Appendix A Continued

Communities in Schools (CIS)			
CIS of Peninsula	Pierce	English, Spanish, Croatian	Site Coordinator
CIS of Renton-Tukwila	King	English, Spanish	Site Coordinator
CIS of Rural Eastern Washington	Adams, Asotin, Ferry, Stevens	English, Spanish	Site Coordinator
CIS of Seattle	King	English, Spanish	Site Coordinator
CIS of Spokane	Spokane	English, Spanish, Russian	Site Coordinator
CIS of Tacoma	Pierce	English, Spanish	Site Coordinator
CIS of the Blue Mountain Region	Walla Walla	English, Spanish	Student and Community Advocate
CIS of Whatcom-Skagit	Whatcom, Skagit	English, Spanish	Site Coordinator

# Appendix B: Methods

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## Data and Measures Subcommittee Members

- Amy D. Robertson, Research Professor of Physics, Seattle Pacific University, Data and Measures co-lead
- Stacey Wedlake, Research Scientist, University of Washington Information School, Data and Measures co-lead
- Verónica N. Vélez, Associate Professor in Secondary Education and Education & Social Justice, Western Washington University
- Michelle Blanchard, Digital Equity and Infrastructure Manager, EEC
- Sarah (Beth) Stella, Epidemiologist I, Urban Indian Health Institute

## Data Sources

- Invoices: Data from monthly (January - May) invoices from partner organizations and EEC to develop and measure indicators
- Digital navigator Summit artifacts: recordings and notes from sessions
- ConnectWA Coalition meeting notes: notes taken during project-wide meetings
- Interviews with partner organizations:
  - Andrea Alexander, T3
  - Marichuy Alvizar, Latinos Unidos
  - Jennifer Ashby & Erin Klob, Asotin County Libraries
  - Will Booth, T3
  - Angela Castañeda, Beacon Business Alliance
  - David de la Fuente and Jeannie Nist, Communities in Schools - Kent
  - Lee-Anne Flandreau, Fort Vancouver County Library
  - Martin Martinez-Negrete, Equity in Education Coalition
  - Tamara Meredith, Jefferson County Library
  - Sharon Miracle, Yakima Valley Community Foundation
  - Stephanie Ng & Ammara Touch, Khmer Community of Seattle-King County
  - Laurel Schultz, Communities in Schools - Peninsula
  - Ebony Sharee, Mission Africa
- Video recorded Northstar training sessions, Northstar curriculum, EEC adapted curriculum

# Appendix C: References

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