Digital Equity

Needs and Opportunities Report

Prepared for:

Office for Community Technology

City of Portland

Multnomah County Library

Prepared by: JLA Public Involvement – August 24, 2015

Digital Inclusion and Digital Equity

Executive Summary

This report provides an analysis and summary of key national research findings on internet and smartphone use and the results of five locally conducted focus groups. The focus groups were conducted to discover what barriers and opportunities existed for representative second language, disability and racial groups. Through the help of community partners, participants were recruited and asked nine questions that promoted open discussion within each group. The results from the focus groups indicated that cost, computer use literacy, and content language were fundamental barriers. Other barriers included low-speed service in some areas, mistrust of service providers, lack of understanding of contract language, and limited application of closed captioning for hard-of-hearing. The report finds what kinds of actions would be most helpful in opening and improving internet use in the corresponding focus group communities. The actions are categorized under the following opportunity areas:

- Regulatory Policies
- Government Agencies, Schools and Libraries
- Community Organizations and Partners

The recommendations listed under each opportunity area are considerations for action items in the development of the strategic plan and to stimulate thinking about creative approaches to bridging the Portland/Multnomah County digital divide.

Portland/Multnomah County Needs and Opportunities Report

Report Purpose

Portland and Multnomah County project area residents generally have benefitted from the booming Portland-area tech sector (Rogoway 2014; Rogoway 2015b; Rogoway 2015a) the actions of municipal agencies in promoting competitive, widespread digital service and access; and increased attention of the private sector to digital equity. Oregon has a much higher broadband adoption rate than the national average (82% to 68%) with more than half being "Heavy" or "Power" users. Portland leads the way in adoption and use as the state's "most wired" community (ORC International Study 2012, 5).

> "Eliminate broadband capacity, equity, and access and affordability gaps so Portland achieves near universal adoption of broadband services for all residents, small businesses and community-based organizations."

On the other hand, the benefits of regional digital service availability are unevenly distributed. It is commonly understood that a digital divide exists within our highly connected community. Portland's Broadband Strategic Plan (2011) recognizes digital inequity. Two of the Plan's five theme statements explicitly address the need to broaden inclusion. Those statements declare that "Affordability and ubiquitous availability are keys to adoption." and that "Adoption across all age groups, cultures, races

and economic classes is crucial to relieve social and economic inequities." The Plan's second goal directly addresses the digital inclusion issue - "Eliminate broadband capacity, equity, and access and affordability gaps so Portland achieves near universal adoption of broadband services for all residents, small businesses and community-based organizations." That goal contains three key strategies:

- Establish Neighborhood Broadband Access Centers,
- Expand City Capacity to Address Digital Equity, and
- Facilitate Marketplace Competition

accompanied by a listing of short-, mid- and long-term action recommendations (Pivot 2014, 9, 15–17).

Portland's draft Comprehensive Plan encourages regulatory approaches and investments in technology and communication infrastructure, such as broadband, to ensure access in all areas of the city, reduce disparities in capacity, and affordability and provide high-performance, reliable service for Portland's residents and businesses.

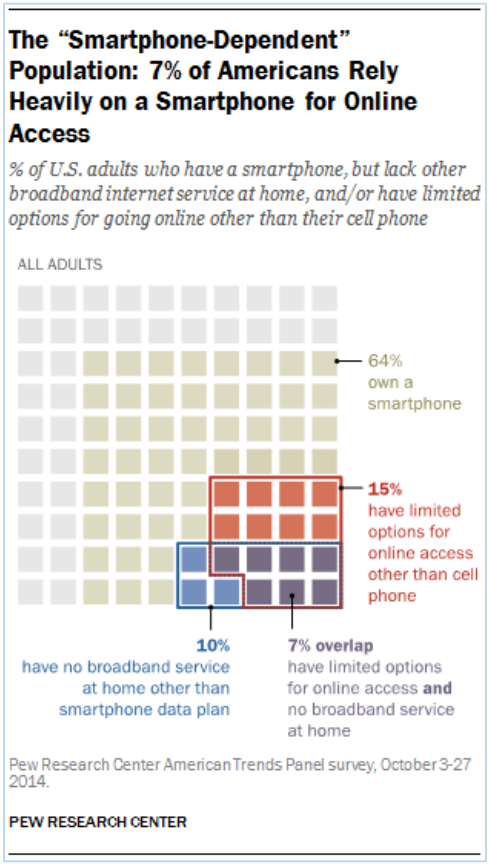
The goal for this report is to summarize key national research findings on internet and smartphone use and merge those findings with the results of locally conducted broadband adoption surveys and focus groups that identified region-specific roadblocks to internet adoption and use. The report will begin to identify potential opportunity areas for policy and action initiatives focused on eliminating our digital divide. It is intended to be the informational launching pad for a series of strategic planning workshops focused on furthering progress in meeting City of Portland and Multnomah County digital inclusion aspirations.

The local needs and opportunities reported here are compiled from the Broadband Plan, Portland Broadband Adoption Report and feedback obtained during five focus groups conducted during July and August 2015. National research cited below points to lower adoption and use rates typically occurring among less educated, lower-income, low English proficiency (LEP), older adults without a child living at home, and among some racial groups. Our focus group participants were recruited to provide representative cross-section of suspected low adoption and use populations across our specific project area. These focus groups are more fully described later in this report.

As the Portland Broadband Adoption Report indicates, among those that have never used a computer, 42% said they don't feel comfortable using the computer and 38% were worried about "bad things" that could happen from using the computer. Similarly, for those that had used the internet in the past the percentages were 46% and 43% respectively (Pivot 2014, 28). Familiarity with the computer, and overall digital literacy, are major components to increasing the number of internet users. These statistics point to the need for education not only on how to use the computer, but also how to avoid the most common internet scams, to recognize phishing attempts, and be proactive about consumer security. Other national studies support this finding, suggesting the role of community technology centers (or community centers with technological programs) can help reduce fear, increase relevance, and provide education. Even still, community technology centers are vastly underutilized (Stanley 2003). Both reports support the broad findings in the literature that improving digital literacy in underserved communities and in communities with low internet adoption, requires strategies that "go beyond [improving] physical access and connectivity and consider the role of cultural factors" (Stanley 2003, 407, 410).

PEW 2015 US Internet Usage and Smartphone Use Reports

The US Internet Usage Report documents internet use across numerous socio-economic groups. It finds that African-Americans and Hispanics have been somewhat less likely than whites or English-speaking Asian-Americans to be internet users but that equity gaps have narrowed. Today, 78% of African-Americans and 81% of Hispanics use the internet compared to 85% of whites and 97% of English-speaking Asian-Americans. The high adoption rate among Asian-Americans is of particular note to our strategic planning process due to the relatively high number of Asian-Americans in the project area.



Age and income demographics also show significant adoption and use differences. Those with college educations are more likely than those who do not have high school diplomas to use the internet. Similarly, those who live in households earning more than $75,000 are more likely to be internet users than those living in households earning less than $30,000. Seniors adoption curve is increasing likely because as adults get older, they take their technological capabilities into the next age bracket (Perrin and Duggan 2015).

Smart phone adoption is high nationally as well as in the Portland region, according to the **Pew 2015 US Smartphone Use Report** and the Portland Broadband Adoption Report. The Portland Broadband Adoption Report showed that 21% of Portlanders use their phone as their primary digital connection. Around 10% of Americans with a smartphone do not have broadband at home. Low-income populations and non-white populations have high smartphone penetration rates and are most likely to use their smartphone for digital activities and services commonly expected to be done via, and designed for, the internet. Some of those are applying for jobs and accessing online shopping and banking services. As a percentage, African American and Latino smartphone owners retrieve information via smartphone nearly 1.5 times more than their white counterparts.

Smartphone ownership has become more and more central to daily life. Experience sampling shows that smartphones are deeply embedded in the lives of young adults. Over half of Smartphone owners have used their smartphone to perform some sort of online banking or get health information. Almost half have looked for a place to live, looked for a job, or government services. About half of smartphone users claim that their phone is something that they could not live without. Only 7% of Americans have no broadband and no smartphone. Statistically, these are Americans who are likely to not have a bank account, unlikely to have health insurance, and even less likely to own a home. Among smartphone users, ownership is most tenuous for those who rely on their phone as their primary means of internet access. Further, over half of Americans have, at one point, cancelled their service because of cost (Pew Research Center 2015).

These PEW studies identify population segments with typically lower adoption and use rates that parallel findings of the statewide report below. The PEW information also highlights smartphones as the entry point for many internet users among those population groups. There is a clear connection between smartphone and broadband use and access. While different populations have differential and variegated use and access patterns, both the internet and smartphone use have become integral parts of daily life.

2014 Portland Broadband Adoption Report[1]

The [i]Portland Broadband Adoption Report, while focused on adoption and not access, surveyed Portland area residents in their home regarding broadband and internet use. Findings showed that 15% of residents do not have internet in the home. Hispanic populations were least likely to use the Internet among racial groups, which correlated closely to the other two strong predictors of internet use – income and educational attainment levels. Hispanic populations were also most likely to use their smartphone as the primary source of internet. Older adults were the most likely group to use the internet only within the home. Overall Portland area residents are generally satisfied with their Internet service. When asked to rate overall satisfaction with their service provider using a five-point scale, 75% of home broadband users rated their internet service with four or five stars on a five star scale. However, only 41% were satisfied with the cost of service (Pivot p. 35).

Internet Service Providers

The two largest internet service providers in Multnomah County offer programs geared toward low income residents.

Comcast has two programs: ***internet essentials*** aimed at providing inexpensive internet access – which does not meet the FCC's old, or revised, speed-requirement definition of "broadband" (originally 4Mbps, now 25Mbps) – for low-income households and underserved communities and ***digital connectors*** a program for youth in low-income neighborhoods to improve digital literacy and learn about common internet tasks.

CenturyLink offers internet basics also aimed at providing inexpensive internet for low-income households and underserved communities. Both providers could improve these programs by providing broadband level speed (25Mbps) and reaching out to large underserved groups. These communities and the importance of addressing their needs were identified clearly in the PEW and Portland Broadband Adoption research. Lastly, Comcast and CenturyLink focus on internet use within the home and do not focus on those communities that use hybrid home-smartphone strategies or smartphone internet access only.

[1] https://www.portlandoregon.gov/revenue/index.cfm?&a=504164

City of Austin Digital Inclusion Strategy 2014

The City of Austin recognized that the digital exclusion was a central equity issue and that a digital inclusion strategy could be used to address social, educational and economic equity challenges. The City's Digital Inclusion Strategy was based on seven principles – availability, affordability, public access, design for inclusion, relevance, digital literacy, and online consumer safety. Those principles were applied to sectors that include community, nonprofit organizations, education, business, public health and city government. Using data from a survey of community assets, Austin adopted a plan comprised of connection, engagement, inclusion, integration, and coordination strategies. The strategic plan seeks both to remedy existing inequalities but also create a digitally-based equitable access future for Austin residents. Austin's plan is action-oriented and holds some promise as a template for the Portland/Multnomah County Digital Inclusion Strategic Action Plan.

Digital Inclusion Strategy - City of Austin

Other Academic literature

The academic literature largely supports the findings of PEW reports, the Portland Broadband Adoption Survey and the City of Austin's findings, showing non-white, LEP, low income, age, and low educational attainment are high predictors of levels of internet (or Smartphone) use and adoption (cf Becker 2007; Pittman, McLaughlin, and Bracey-Sutton 2008; Crawford 2011; Mossberger, Tolbert, and Hamilton 2012; Sanchez and Brenman 2013). Further, communities that are most likely to be excluded from internet use are those characterized by a combination any of the high predictors for low adoption and use levels. One point, addressed in the academic literature but not addressed in surveys, is the issue of content and services being written only in English. Communities with low English proficiency are most susceptible to inequities of this type because most content and services are only developed in English (Guadamuz 2005). Further LEP communities are far less likely to be motivated to gain access to the internet because there are fewer local computer literacy resources in their primary language and most only in English.

Local Focus Group Findings

Methodology

Focus groups were conducted to discover what barriers and opportunities exist for representative second language, disability and racial groups within the project area. A grant from the Portland Office of Equity helped define and fund the focus group process. Each groups' participants were recruited to represent demographically similar population characteristics. Group demographics were:

1. Chinese-speaking (both Mandarin and Cantonese): *11 total, 2 male, 7 female, 3 under 18, 2 over 54*
2. Vietnamese-speaking: *13 total, 4 male, 7 female, 0 under 18, 5 over 54*
3. Spanish-speaking: *10 total, 1 male, 9 female, 1 under 18, 1 over 55*
4. Deaf and Hard-of-Hearing: *5 total, 3 male, 2 female, 0 under 18, 4 over 54*
5. African American / neighborhood: *12 total, 3 male, 9 female, 0 under 18, 3 over 54*

Through the help of local community service non-profit organizations, we recruited participants for and conducted five focus groups for 4 LEP groups, 1 for deaf and hard-of-hearing, and 1 for African-American. To compensate attendees, we provided $25.00 gift certificates to 49 participants.

We used nine simple prompt questions to promote open discussion within the group. We asked for differences and similarities with each discussion point to engage each attendee. Discussions were allowed to follow participants' high interest areas.

Participant Recruitment

Several of JLA's community partners were employed to assist with focus group participant recruitment. Leveraging previous working relationships was essential to fulfilling expected attendance for a very selectively targeted population set at each of the focus groups except the HOH group. Flyers were created for each focus group then approved and distributed by the community partners. For the low English proficiency (LEP) groups, each flyer and sign-in sheet was translated. During the recruitment process, there were weekly check-ins to monitor the number of recruited participants and evaluate if more outreach efforts would be needed to reach more participants. The weekly check-ins provided the opportunity to further strengthen the relationships with our community partners and created a sense of ownership of the recruitment process rather than a contract-hire relationship that can be typical when community based organizations are engaged to recruit from the communities they serve. Feeling a sense of ownership of the recruitment process contributed to the prompt turn-around for scheduling and completion of four of the five focus groups. The following community partners assisted with focus group recruitment:

Vietnamese and Chinese Focus Groups **-** Immigrant & Refugee Community Organization (IRCO) helped with recruitment of the Vietnamese and Chinese participants. IRCO provided insight about cultural appropriate foods, meeting times and outreach materials. Additionally, IRCO hosted the focus group at their location which was familiar to the participants.

Spanish speaking Focus Group – Verde recruited Spanish speaking participants and reserved the Ortiz Community Center for the focus group. This community center was selected due to the proximity to where the majority of the participants lived.

African-American Focus Group - Dianne Riley reached out to the African-American community through her personal and social justice networks. As a resident and community activist in North Portland, Dianne was instrumental in recruiting participants for the focus group who lived in New Columbia and other housing development in North Portland. This focus group took place at the Charles Jordan Community Center. Dianne distributed flyers at several key locations and canvassed the New Columbia residential area. Of all the focus group recruitment efforts, this effort created the most interest and a waitlist of participants for future focus groups.

Hard of Hearing/Disabilities Focus Group **-** Although several individuals with connections to the Hard of Hearing/Disabilities community and organizations were enthusiastic about the recruitment and focus group, this focus group had the lowest attendance rate of all focus groups.

Barriers and Use Findings

Generally speaking the focus group feedback indicated that widely held understandings about barriers to adoption and use. Cost (technology, its maintenance, broadband service – both initiation and monthly), computer use literacy, and content language were fundamental barriers. Other commonly mentioned barriers included low-speed service in some areas, mistrust of service providers, lack of understanding of contract language, and limited application of closed captioning for hard-of-hearing were other impediments to more widespread use.

Some of the most commonly shared feedback includes:

Low English Proficiency Groups

- There was a broad interest to learn more about using the internet. Much of the reticence stems from lack of familiarity of basic computer use. There was also general interest in learning or attending computer basics and internet skills classes but it is important for the LEP community that these classes be taught in languages other than just English or that translation service be available at the classes. (Note – interestingly internet access is used and widely desired as a way to learn English language and culture).
- Changing the setting to make non-English the default language requires English know-how.
- Among families with internet at home, adults felt that by using the computer they might alter or ruin settings on the computer that their children had setup.
- Almost all families have someone in the home that does know how to use the internet if they ever need to find something, but participants felt this not as satisfying as using it themselves.
- There was significant distrust of the internet service providers and contracts.
- LEP communities have difficulty understanding the additional charges (fine print) after the promotional price. Even with Spanish language assistance, pricing mistrust continued.
- There was significant distrust of ISPs in providing consistently satisfactory speed.
- Computer purchase cost was a barrier. In some cases participants used tablets or smartphones as an alternative way to access the internet.
- The cost of computer maintenance was also named as barrier.
- A wide range of uses were listed, and shared, by the group, including: social media and communication, entertainment (movies, sports, music), information look-up, online banking and stock trading, online shopping, finding recipes, school work, finding a job, working, and transit planning.
- Participants who used the internet often desired the skills to independently communicate via social media or chat and for entertainment.
- One shared activity for the LEP groups was to learn both English and American culture through YouTube videos.
- Most Asian language group users had both smartphone and high-speed internet at home.

- For the Spanish-speaking group, cost was named as a barrier right away both for internet service and devices to access the internet. Smartphones were also cited as expensive with most of those using those devices paying for by-the-minute service.
- Speed is an issue from an affordability side – with those families that did have internet wanting a faster connection but not able to afford it.
- In cases where participants used tablets or smartphones as primary source of internet, the cost of computer purchase and upkeep was consistently cited as a barrier.
- Installing the right anti-virus was an issue as many were aware and fearful of online scams.
- Despite perception of adequate digital literacy, older participants were reliant on younger family members to learn about and use technology.

Deaf and Hard-of-Hearing

- Many of the cost and literacy barriers mentioned above apply to this group.
- HOH community has become greatly dependent on the internet for daily life as it eases communication difficulties in acquiring shopping, transit and banking services, for example.
- More widespread use of closed captioning with audio-based content applications was desired.
- Smartphone's NextDoor app came up as a popular way to interact and communicate with neighbors.

African-American

- The main barrier for this group was the lack of access to the internet.
- There was a broad interest to learn more about using the internet. However, much of the difficulty came from lack of familiarity with browser navigation and common terminology.
- There was also broad interest in learning or attending a basic computer and internet skills class, however, it was important that classes teach basics like typing and other computer-related skills before taking classes on internet use.
- All attendees felt internet service should not be privatized.
- There was significant suspicion of low signal quality in the North Portland area from participants that used tablets or smartphones as primary source of internet.
- Speed was also an issue, but from an affordability side. Many could afford the internet but those individuals that did have internet wanted faster connection and could not afford it.
- Members of this group reiterated that they need access to the internet in order to stay connected to the world and not feel left behind.
- In cases where participants relied on smartphones as primary source of internet, the cost of service and lack of computer skills was a barrier.

Opportunity Areas

Focus group participants discussed what kinds of actions would be most helpful in opening and improving internet use in their communities. Their feedback is listed here as considerations for action items in the strategic plan and to stimulate thinking about creative approaches to bridging the Portland/Multnomah County digital divide. These ideas supplement many of the Broadband Plan capacity, access and affordability strategic actions which will also be considered during the strategic action planning workshops.

	Vietnamese	Chinese	Spanish	Deaf & HoH	African-American
Access	Primarily at home computer/tablet	Primarily at home computer/tablet	Primarily smartphone	Both	Primarily smartphone
Digital Literacy	Low computer literacy (age, familiarity)	Low computer literacy, (age, familiarity)	High smartphone literacy	High literacy (age)	Low computer literacy (familiarity)
Service	Contract language, price/speed issues	Contract language, price/speed issues	Cannot afford, no availability	Require high-speed for video	Poor service/lack of service, price/speed issues
Primary Use	Communication, homework/school	Communication, homework/school	Homework/school, transit	Video communication, news	Communication, homework/school, job search
Novel Use	Learning US culture	Learning English	Consumption/ shopping	Signing, Next Door	Home schooling
Primary Barrier	Language for service, literacy	Language for service, literacy	Cost	Lack of closed captioning	Lack of access
Primary Ask	Classes in Vietnamese, help with service	Classes in Chinese, help with service	Reduced cost, classes in Spanish	CC, walkthroughs w/ new apps	Improved access/ service, reduced cost, classes in basic internet use

Regulatory Policies

- Introduce policies which stimulate better project area-wide broadband service coverage – higher speeds at lower cost. Promote more competition.
- Assist in lowering the cost of computer technology. Institute low income discount programs. Establish a regional fund to assist with technology purchases and maintenance.
- Adopt a consumer protection policy. Work with ISPs to overcome mistrust of contract language and promotional pricing. Broaden language assistance beyond Spanish. Hold internet sign-up days at community centers or other community gathering sites.
- Promote more widespread use of closed captioning. Think creatively about other disability community issues to address in accommodating those populations.

Government Agencies, Schools and Libraries

- Broaden access to free Wi-Fi. Open access to all public offices, community centers, and government building Wi-Fi. Provide Wi-Fi in rental rates for low-income housing projects. Recruit business/office complexes to share Wi-Fi. Map free Wi-Fi locations and distribute that information.
- Supply free/low cost computers/tablets in all public schools.
- Open public school computer labs to after school hour use. Reserve after-school, youth-only use times to access library and other free public computers. Apply the same idea for elderly and stay-at-home parents during daytime hours.
- Partner with community organizations to use public library computers for digital literacy training and education. Provide courses at multiple levels: new to computers, new to the internet, and maintaining internet skills.
- Work with all schools and education programs (like workforce development), at all levels, to offer technology and instruction aimed at making digital access and use universal.
- Implement a service similar to the 24/7 Call a Librarian service offered by Multnomah County to provide a comparable service for internet access issues and technical assistance.

Community Organizations and Partners

- Offer free second language computer literacy, internet safety and technology maintenance courses. Use community centers, NGO's and other strategically located facilities as well as libraries. Consider scheduling limitations for target populations. Provide day care.
- Enlarge computer assembly and repair offerings. Support Free Geek in broadening their outreach. Offer free technology to successful students.
- Distribute educational and marketing information on the benefits of the internet. Translate into common second languages. Dispel common fears and anxieties.
- Raise awareness across the entire community of the inequity and serious impact to the personal lives of the digitally excluded.
- Develop and sustain a coalition to partner together to leverage resources, identify and create inclusion program funding, and maintain political awareness about the importance of digital inclusion.

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Attachment A – Focus Group Questions

Demographic Background Questions (Part of participant sign-in/consent form):

1. Age
2. Gender
3. Income
4. Education
5. Marital status
6. Race/Ethnicity
7. Employment status
8. Do you have a computer with internet access at home?
9. Do you have a mobile or smartphone with internet access?

Icebreaker Question:

1. What is your proudest moment?

Focus Group Questions

1. If you do not use the internet, why not?
2. Tell us all the places you access the internet?
3. What are your top reasons for using the internet?
4. How would you make using the internet better?
5. What would you be comfortable paying for internet service?
6. What is most important to you about using the internet?
7. How are you impacted when your internet connection is not working?
8. If any assistance for using the internet were provided, what kind of assistance would you want?

Exit Question:

1. Is there anything else you would like to say about using the internet or your online experience?

Attachment B – Sign-in Sheets

Vietnamese Focus Group Sign-in

Kế Hoạch Chiến Lược Để Phổ Biến Công Nghệ Thông Tin Đến Tất Cả Mọi Người (Digital Inclusion Strategic Plan)
Nhóm Tham Gia - Đăng Nhập & Mẫu Chấp Thuận

Số Thứ Tự của Người Tham Gia _____

Độ Tuổi
- ☐ Dưới 18 tuổi
- ☐ Từ 18 đến 24 tuổi
- ☐ Từ 25 đến 34 tuổi
- ☐ Từ 35 đến 44 tuổi
- ☐ Từ 45 đến 54 tuổi
- ☐ Từ 55 đến 64 tuổi
- ☐ 65 tuổi hoặc cao hơn

Giới Tính
- ☐ Nam
- ☐ Nữ

Mức Thu Nhập Gia Đình
- ☐ Dưới $10,000
- ☐ Từ $10,000 đến $19,999
- ☐ Từ $20,000 đến $29,999
- ☐ Từ $30,000 đến $39,999
- ☐ Từ $40,000 đến $49,999
- ☐ Từ $50,000 đến $74,999
- ☐ Từ $75,000 đến $99,999
- ☐ Từ $100,000 đến $150,000
- ☐ Trên $150,000
- ☐ Tôi không muốn tiết lộ

Trình Độ Học Vấn
- ☐ Đã học trung học
- ☐ Tốt nghiệp trung học hoặc tương đương
- ☐ Bằng thương mại hoặc Chứng chỉ Nghề
- ☐ Đã học đại học
- ☐ Bằng đại học hai năm
- ☐ Bằng cử nhân
- ☐ Bằng thạc sĩ hay tiến sĩ
- ☐ Tôi không muốn trả lời

Tình Trạng Việc Làm
- ☐ Toàn thời gian (Full-time)
- ☐ Bán thời gian (Part-time)
- ☐ Không đang làm việc
- ☐ Nghỉ hưu

Quý vị có máy vi tính được kết nối với internet ở nhà không?
- ☐ Có
- ☐ Không

Quý vị có một chiếc điện thoại di động hoặc điện thoại thông minh được kết nối với internet không?
- ☐ Có
- ☐ Không

Lời Chấp Thuận
- ☐ Tôi đồng ý tham gia vào nhóm nghiên cứu Digital Inclusion này.
- ☐ Tôi đồng ý với việc sử dụng thiết bị ghi âm trong quá trình tham gia nhóm nghiên cứu này.
- ☐ Tôi đã nhận **$25** biểu trưng cho sự biết ơn về công sức tham gia của tôi vào nhóm nghiên cứu này.

Chữ ký của người tham gia: _____

Tên viết hoa: _____

Ngày: _____

Chinese Focus Group Sign-in - Simplified Chinese

数码共融战略计划
小组座谈会——签到和同意书

参与者号码 _____

年龄
- ☐ 18 岁以下
- ☐ 18 到 24 岁
- ☐ 25 到 34 岁
- ☐ 35 到 44 岁
- ☐ 45 到 54 岁
- ☐ 55 到 64 岁
- ☐ 65 岁或以上

性别
- ☐ 男
- ☐ 女

家庭收入
- ☐ 低于 10,000 美元
- ☐ 10,000 美元至 19,999 美元
- ☐ 20,000 美元至 29,999 美元
- ☐ 30,000 美元至 39,999 美元
- ☐ 40,000 美元至 49,999 美元
- ☐ 50,000 美元至 74,999 美元
- ☐ 75,000 美元至 99,999 美元
- ☐ 100,000 美元至 150,000 美元
- ☐ 高于 150,000 美元
- ☐ 不愿提及

教育程度
- ☐ 初中
- ☐ 高中毕业或相当的教育程度
- ☐ 职业学位
- ☐ 大学学历
- ☐ 副学士学位
- ☐ 学士学位
- ☐ 研究生或专业学位
- ☐ 不愿回答

就业状况
- ☐ 全职
- ☐ 兼职
- ☐ 未就业
- ☐ 退休

您的家中是否配备了可上网的电脑？
- ☐ 是
- ☐ 否

您是否拥有手机或可上网的智能手机？
- ☐ 是
- ☐ 否

同意书
- ☐ 我同意成为本次数码共融小组座谈会的参与者。
- ☐ 我同意在本次小组座谈会期间使用录音工具。
- ☐ 我接受了因参加本次小组座谈会而发放的 **25 美元**酬金。

参与者签名：_____

正楷姓名：_____

日期：_____

Chinese Focus Group Sign-in - Traditional

數碼共融戰略計畫
小組座談會——簽到與同意書

參與者編號 _____

年齡
- ☐ 18 歲以下
- ☐ 18 到 24 歲
- ☐ 25 到 34 歲
- ☐ 35 到 44 歲
- ☐ 45 到 54 歲
- ☐ 55 到 64 歲
- ☐ 65 歲或以上

性別
- ☐ 男
- ☐ 女

家庭收入
- ☐ 低於 10,000 美元
- ☐ 10,000 美元至 19,999 美元
- ☐ 20,000 美元至 29,999 美元
- ☐ 30,000 美元至 39,999 美元
- ☐ 40,000 美元至 49,999 美元
- ☐ 50,000 美元至 74,999 美元
- ☐ 75,000 美元至 99,999 美元
- ☐ 100,000 美元至 150,000 美元
- ☐ 高於 150,000 美元
- ☐ 不願提及

教育程度
- ☐ 高中肄業
- ☐ 高中畢業或相當的教育程度
- ☐ 商業或職業學位
- ☐ 大學肄業
- ☐ 美國大學修滿二年課程之肄業證書
- ☐ 學士學位
- ☐ 研究生或專業學位
- ☐ 不願回答

就業狀況
- ☐ 全職
- ☐ 兼職
- ☐ 未就業
- ☐ 退休

您的家中是否配備了可上網的電腦？
- ☐ 是
- ☐ 否

您是否擁有手機或可上網的智慧型手機？
- ☐ 是
- ☐ 否

同意書
- ☐ 我同意成為本次數碼共融小組座談會的參與者。
- ☐ 我同意在本次小組座談會期間使用錄音工具。
- ☐ 我收到了因參加本次小組座談會而發放的 **25 美元**酬金。

參與者簽名：_____

正楷姓名：_____

日期：_____

Spanish Focus Group Sign-in

Plan estratégico de inclusión digital

Grupo focal – Formulario de inscripción y de consentimiento

Número de participante _____

Edad

- ☐ Menor de 18 años
- ☐ De 18 a 24 años
- ☐ De 25 a 34 años
- ☐ De 35 a 44 años
- ☐ De 45 a 54 años
- ☐ De 55 a 64 años
- ☐ 65 años o mayor

Sexo

- ☐ Masculino
- ☐ Femenino

Ingreso familiar

- ☐ Menos de $10,000
- ☐ $10,000 - $19,999
- ☐ $20,000 - $29,999
- ☐ $30,000 - $39,999
- ☐ $40,000 - $49,999
- ☐ $50,000 - $74,999
- ☐ $75,000 - $99,999
- ☐ $100,000 - $150,000
- ☐ Más de $150,000
- ☐ Preferiría no decirlo

Educación

- ☐ Algo de escuela secundaria (preparatoria)
- ☐ Diploma de la escuela secundaria (preparatoria) o equivalente
- ☐ Diploma vocacional o de formación profesional
- ☐ Algo de universidad
- ☐ Diploma técnico superior
- ☐ Licenciatura
- ☐ Título de posgrado o profesional
- ☐ Prefiero no contestar

Estatus de empleo

- ☐ Tiempo completo
- ☐ Tiempo parcial
- ☐ Desempleado
- ☐ Retirado

¿Tiene computadora con acceso al Internet en casa?

- ☐ Sí
- ☐ No

¿Tiene un teléfono celular o inteligente con acceso al Internet?

- ☐ Sí
- ☐ No

Consentimiento

- ☐ Accedo a participar en este grupo focal de inclusión digital.
- ☐ Accedo al uso de una grabadora durante mi participación en el grupo focal.
- ☐ He recibido **$25.00** como muestra de agradecimiento por mi participación en el grupo focal.

Firma del participante: _____

Nombre en letra de molde: _____

Fecha: _____

African-American & Disabilities/Hard of Hearing Focus Group Sign-in

Digital Inclusion Strategic Plan
Focus Group - Sign-in & Consent Form

Participant # _____

Age
- ☐ Under 18
- ☐ 18-24 years old
- ☐ 25-34 years old
- ☐ 35-44 years old
- ☐ 45-54 years old
- ☐ 55-64 years old
- ☐ 65 years or older

Gender
- ☐ Male
- ☐ Female

Household Income
- ☐ Under $10,000
- ☐ $10,000 - $19,999
- ☐ $20,000 - $29,999
- ☐ $30,000 - $39,999
- ☐ $40,000 - $49,999
- ☐ $50,000 - $74,999
- ☐ $75,000 - $99,999
- ☐ $100,000 - $150,000
- ☐ Over $150,000
- ☐ Would rather not say

Education
- ☐ Some high school
- ☐ High school graduate or equivalent
- ☐ Trade or Vocational degree
- ☐ Some college
- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Graduate or professional degree
- ☐ Prefer not to answer

Employment Status
- ☐ Full-time
- ☐ Part-time
- ☐ Not employed
- ☐ Retired

Do you have a computer with internet access at home?
- ☐ Yes
- ☐ No

Do you have a mobile or smartphone with internet access?
- ☐ Yes
- ☐ No

Consent
- ☐ I agree to be a participant in this Digital Inclusion focus group.
- ☐ I agree to the use of an audio recorder during this focus group.
- ☐ I received **$25.00** as a token of appreciation for taking part in the focus group.

Participant's signature: _____

Printed name: _____

Date: _____

Attachment C – Recruitment Flyers

Vietnamese Focus Group Flyer

THAM DÒ Ý KIẾN NHÓM NGƯỜI VIỆT VỀ VIỆC SỬ DỤNG BÀN TÍNH ĐIỆN TỬ

Mời bạn đến tham dự buổi tham khảo ý kiến về việc sử dụng bàn tính điện tử.

$25 ĐỂ ĐƯỢC BIẾT QUAN ĐIỂM CỦA BẠN

Ngày 24 Tháng 6, 2015
Thời Gian: 4:00pm - 6pm

Địa Điểm: IRCO - Asian Family Center
8040 NE Sandy Blvd. Portland, OR 97213

Xin Hồi Đáp Trước Ngày 19 Tháng 6, 2015

Bàn Tính Điện Tử
nói về việc "cung cấp mạng lưới cho tất cả mọi người và bảo đảm việc họ có kỹ năng và cách thức để sử dụng."

Mục đích của buổi họp nhóm này nhằm giúp chúng tôi hiểu được việc làm thế nào để cung cấp phương tiện dùng mạng lưới cho cộng đồng người Việt. Những ý kiến đóng góp từ bạn sẽ giúp cho Thành Phố Portland và Quận Multnomah phát triển Chiến Lược Sử Dụng Bàn Tính Điện Tử để nỗ lực và hướng dẫn việc sử dụng trong ba năm tiếp đến.

Chúng tôi ước mong được lắng nghe những ý kiến của bạn từ cộng đồng người Việt...

Chúng tôi rất mong muốn được nghe những đóng góp từ phía những người thông thạo tiếng Việt. Buổi họp nhóm sẽ diễn ra trong vòng 2 tiếng đồng hồ và sẽ có thông dịch viên trong suốt buổi họp nhóm.

Chúng tôi khuyến khích bạn tham gia dù bạn không có kinh nghiệm dùng hệ thống mạng thông tin hoặc có máy vi tính tại nhà nhằm giúp cung cấp cho chúng tôi những ý kiến của bạn để chúng tôi hiểu rõ hơn về sự khác biệt giữa người sử dụng thiết bị điện tử với người không có điều kiện để sử dụng.

- Sẽ có thức ăn nhẹ, giữ trẻ và các trò chơi sinh hoạt cho con em quý vị.
- Để đáp trả thời gian và những ý kiến đóng góp của quý vị, những người tham dự sẽ nhận được $25 đô tiền mặt.

Mọi thắc mắc trước Ngày Họp Nhóm 6/24/15 xin liên lạc **cô Khánh Lê (503) 235 - 9396** hoặc qua điện thư **khanhL@irco.org.**

Chinese Focus Group Flyer – Simplified Chinese

华人数码共融小组座谈会

诚邀您参加以数码共融为主题的专题小组讨论会

数码共融

意指"向每个人提供互联网接入并确保他们拥有使用互联网的技能与资源"。

将为您的宝贵意见提供 25 美元酬金

2015 年 6 月 24 日，18:00 - 20:00

IRCO —— 亚洲家庭中心
8040 NE Sandy Blvd. Portland, OR 97220

请务必于 2015 年 6 月 19 日前回复

本次小组座谈会旨在帮助我们了解如何让**华人社区**更加便捷地接入互联网。您的意见反馈将帮助波特兰市和穆鲁玛郡构建一项数码共融战略计划，这将在未来三年推动且引导他们在数码共融方面的相关工作。

我们由衷地想听取来自华人社区的宝贵意见……

我们热衷于倾听以中文为主要语言的朋友提出的宝贵意见。该小组座谈会将持续约 2 小时且整个会议将用普通话及广东话进行现场翻译。

即使您不使用互联网或没有家庭电脑，我们也强烈地鼓励您加入我们的行列，并提供您的宝贵意见以帮助我们更好地了解数码鸿沟以及我们消除互联网使用人群与那些非使用人群之间差异的有效方式。

会议现场将提供免费点心和饮料、儿童照管服务及丰富的儿童活动。
为补偿您的宝贵时间，所有与会者将收到 25 美元的现金回馈。

如果您在 2015 年 6 月 24 日 18:00 小组座谈会召开前有任何问题，请及时拨打 **(503) 235–9396 或发送邮件至 khanhL@irco.org 联系 Khanh Le。**

Chinese Focus Group Flyer – Traditional Chinese

華人數碼共融小組座談會

誠邀您參加以數碼共融為主題的專題小組討論會

數碼共融

意指“向每個人提供互聯網接入並確保他們擁有使用互聯網的技能與資源”。

將為您的寶貴意見提供 25 美元酬金

2015 年 6 月 24 日，18:00 - 20:00

IRCO —— 亞洲家庭中心
8040 NE Sandy Blvd. Portland, OR 97220

請務必於 2015 年 6 月 19 日前回復

本次小組座談會旨在幫助我們瞭解如何讓**華人社區**更加便捷地接入互聯網。您的意見回饋將幫助波特蘭市和穆魯瑪郡構建一項數碼共融戰略計畫，這將在未來三年推動且引導他們在數碼共融方面的相關工作。

我們由衷地想聽取來自華人社區的寶貴意見.....

我們熱衷於傾聽以中文為主要語言的朋友提出的寶貴意見。該小組座談會將持續約 2 小時且整個會議將用普通話及廣東話進行現場翻譯。

即使您不使用互聯網或沒有家庭電腦，我們也強烈地鼓勵您加入我們的行列，並提供您的寶貴意見以幫助我們更好地瞭解數碼鴻溝以及我們消除互聯網使用人群與那些非使用人群之間差異的有效方式。

會議現場將提供免費點心和飲料、兒童照管服務及豐富的兒童活動。
為補償您的寶貴時間，所有與會者將收到 25 美元的現金回饋。

如果您在 2015 年 6 月 24 日 18:00 小組座談會召開前有任何問題，請及時撥打 **(503) 235–9396 或發送郵件至 khanhL@irco.org 聯繫 Khanh Le**。

Spanish Speaking Focus Group Flyer

Grupo focal de inclusión digital

Se le invita a participar en un grupo focal para hablar sobre la inclusión digital.

La inclusión digital

consiste en "proporcionar acceso al Internet a todo el mundo y asegurar que todo el mundo tenga las aptitudes y recursos para utilizarlo".

$25 POR SU OPINIÓN

25 de junio de 2015 de 12:30 p. m. a 2:30 p. m.

Ortiz Community Center
6736 NE Killingsworth St Portland, OR 97218

Por favor confirme su asistencia antes del 22 de junio de 2015

El propósito de este grupo focal es ayudarnos a entender cómo poner el Internet a la disposición de la **comunidad latina**. Su retroalimentación ayudará a la ciudad de Portland y al condado de Multnomah a desarrollar un plan estratégico de inclusión digital que impulse y guíe los esfuerzos de inclusión digital durante los próximos tres años.

Nos encantaría escuchar las opiniones de la comunidad latina...

Estamos muy interesados en conocer las opiniones de personas cuya lengua materna es el español. El grupo focal durará aproximadamente 2 horas y toda la reunión será interpretada al español.

Le alentamos encarecidamente a que venga a dar su opinión, aunque no utilice el Internet ni tenga computadora en casa, para ayudarnos a entender mejor la brecha digital y cómo podemos abordar la disparidad entre las personas que tienen acceso al Internet y las que no lo tienen.

Se ofrecerá un refrigerio ligero, servicio de guardería y actividades para los niños. Como compensación por su tiempo, todos los asistentes recibirán $25 en efectivo.

Si tiene preguntas antes de la reunión del grupo focal del 25 de junio de 2015 a las 12:30 p. m., no dude en contactar a **Pedro Moreno llamando al (503) 980-5261 o enviando un correo a PedroMoreno@verdenw.org**.

African-American Focus Group Flyer

Digital Inclusion Focus Group

You are invited to participate in a focus group discussion about digital inclusion

Digital Inclusion

refers to "providing internet access to everyone and ensuring they have the skills and resources to use the internet".

$25 FOR YOUR OPINION

August 19, 2015 - 6:00PM – 8:00PM
Eli Whitney Room
Charles Jordan Community Center
9009 N. Foss Avenue Portland, OR 97217

Please RSVP no later than August 17, 2015

The purpose of this focus group is to help us understand how to make internet access more available to the **African-American Community**. Your feedback will help the City of Portland and Multnomah County develop a Digital Inclusion Strategic Plan that will drive and guide their digital inclusion efforts over the next three years.

We would love to hear the opinions from the African-American community...

We highly encourage you to join us even if you do not use the internet or do not have a home computer and provide your opinion to help us gain a better understanding of the digital divide and how we can work to address the disparity between people who have access to the internet and those who do not have access.

The focus group will last approximately 2 hours. Light refreshments, childcare and activities for children will be provided.

To compensate you for your time, all attendees will receive $25.00 cash.

Space is limited to 15 participants. To register or if you have questions prior to the Focus Group Meeting on August 19, 2015 at 6:00PM please do not hesitate to contact **Dianne Riley at (503) 381-5857 or dianne@socialjusticefund.org**.

Disabilities/Hard of Hearing Focus Group Flyer

Digital Inclusion Focus Group

You are invited to participate in a focus group discussion about digital inclusion

Digital Inclusion

refers to "providing internet access to everyone and ensuring they have the skills and resources to use the internet".

$25 FOR YOUR OPINION

June 26, 2015 - 4:00PM – 6:00PM

City Hall - Rose Room
1221 SW 4th Ave., Portland, OR 97204

Please RSVP no later than June 22, 2015

The purpose of this focus group is to help us understand how to make internet access more available to the **deaf/hard of hearing and disabilities communities**. Your feedback will help the City of Portland and Multnomah County develop a Digital Inclusion Strategic Plan that will drive and guide their digital inclusion efforts over the next three years.

The focus group will last approximately 2 hours and we will provide American Sign Language (ASL) and closed captioning services for the entire meeting.

We highly encourage you to join us even if you do not use the internet or do not have a home computer and provide your opinion to help us gain a better understanding of the digital divide and how we can work to address the disparity between people who have access to the internet and those who do not have access.

Light refreshments, childcare and activities for children will be provided.
To compensate you for your time, all attendees will receive $25.00 cash.

Space is limited to 15 participants. To register or if you have questions prior to the Focus Group Meeting on June 26, 2015 at 4:00PM please contact **Vaughn Brown at (503) 235-5881 or vaughn@jla.us.com**.

Parking and transit options:
Use TriMet's trip planner: http://trimet.org/index.htm

Both the Yellow and Green MAX lines stop within a block of City Hall (stations 13123 and 7608)

The Red and Blue MAX lines stop about 5 blocks away (stations 8335 and 8382). There are numerous bus lines nearby

Parking - There is a SmartPark Garage at 1st and SW Jefferson

For more parking options: https://www.portlandoregon.gov/transportation/35272

Attachment D – Digital Inclusion work happening in other Jurisdictions

- City of Austin
  - http://austintexas.gov/sites/default/files/files/Telecommunications/Digital_Inclusion_Strategy_ADOPTED.pdf
  - City's Digital Inclusion Strategy was based on seven principles – availability, affordability, public access, design for inclusion, relevance, digital literacy, and online consumer safety. Those principles were applied to sectors that include community, community-based providers, nonprofit organizations, education, business, public health and city government. Using data from a survey of community assets, Austin adopted a plan comprised of connection, engagement, inclusion, integration, and coordination strategies. The strategic plan seeks both to remedy existing inequalities but also create a digitally-based equitable access future for Austin residents. Austin's plan is a strongly action-oriented plan and holds some promise as a template for the Portland/Multnomah County Digital Inclusion Strategic Action Plan.
- City of Minneapolis
  - http://www.ci.minneapolis.mn.us/www/groups/public/@bis/documents/webcontent/wcms1p-134042.pdf
  - http://www.ci.minneapolis.mn.us/www/groups/public/@bis/documents/webcontent/wcms1p-085459.pdf
  - http://www.ci.minneapolis.mn.us/it/inclusion/WCMS1P-118865 http://www.ci.minneapolis.mn.us/www/groups/public/@bis/documents/webcontent/wcms1p-124274.pdf
- City of San Francisco
  - http://sfgov3.org/index.aspx?page=1441
- City of Seattle
  - http://www.seattle.gov/tech/about