Education Outcome Area Working Group Meeting Transcript

March 14, 2023

This meeting will be recorded. And when we when we're done it will be posted up on the broadband for all portal. My name is Laura Sasaki. I am the broadband initiatives manager here at the California Department of Technology working in the office of broadband and digital literacy. Next slide please. Just a few housekeeping items before we get started, we do have ASL interpreters, they are spotlighted. So if you do need this functionality, please ensure that you have the side by side speaker mode enabled on your view. We also have closed captioning available. And in the chat, I would like to invite everybody who is here to introduce yourselves, say hi to each other. Let us know who you're with. And if you can, where you're joining us from. When we get to the conversation piece of it today, please use the raise hand feature in the reactions so that we can see that you want to come off mute and come on camera and talk with us. Great, thank you. Next slide, please. So just briefly, what we'll be going through today is just some key takeaways from our last meeting in February or our first meeting in February. Rather, we'll have an opening panel kind of a conversation starter for the rest of the conversation that we will be having in the community discussion. And then we'll have a section on some updates on how to take action. And we'll also review what the next steps are for the main meeting and then kind of close out. So next slide. So, just an overview of what we will be looking at for the outcome area working group objectives. Next slide. So I'm going to actually introduce I think she was at our meeting last time, but the Kamal Gill is our graduate student researcher who is helping support digital equity here for the Department of Technology, and Kamal is going to talk a little bit about the takeaways from the February meeting. So Kamal, I would like to turn it over to you. Thank you. Good afternoon, everybody. My name is Kamaljit Gill. I'm a Master's of Public Policy student and a graduate student researcher supporting the statewide digital equity plan. So last month, we had some great discussions around what is digital equity and why it's important. We also reviewed the state wide digital equity plan process and the planning components. And we also heard from some great expert panelists and community members. Some of the key takeaways from our conversation were around availability of ISPs and adequate connectivity is a barrier. So this means like some rural areas only have one to two providers. Some rural areas have a lot of freezes and lags. And this is an issue not only to the rural areas, but also in pockets of urban areas that we heard. Next big barrier was around affordability and both the cost of devices and the connectivity can be expensive for families. And there are price increases that happened in connectivity, specifically in rural areas where there it's already hard to reach in terms of broadband and already expensive to connect. We also heard about the adaption to Internet and broadband or the lack of how some students learning experiences aren't as fulfilling due to lack of connectivity at home. Some specifically families facing poverty. And this is true for K through 12 students but also students attending colleges and university. We also learn about digital literacy and the need for digital skill set for our teachers and parents to ensure student success. Parents can be more involved in their student educational lives, if they're given the right tools and learning experiences on how to engage with education system through technology. Also, we talked about digital literacy on online safety for parents, for students and for educators. Lastly, we saw how COVID-19 really forced all of us organizations and institutions to get innovative and faster in there new and previous strategies to help students and families meet their broadband needs. We saw some, you know, programs that came out of COVID-19 alongside serving other basic needs for students and we were also they were also serving hotspot needs distributing devices but we also realized that hotspots were only useful where broadband was available in those

regions. So there's still, you know, work to be done. And if you're interested in reviewing last month's meeting, a recording, you can find out on the broadband for all portal under past events. Thank you. Thank you, Kamal. So our only panel today is going to be kind of our conversation starter. And I want to encourage folks to engage in conversation, not only in in the chat, that's definitely a great place for that to happen as you're hearing things in the conversations that we're going to be having next. But also, make sure that you are also thinking ahead to when we have the community discussion portion, because that's when we would love to have you come off of mute, turn your video on and interact with us. And so again, this is this is kind of to get the conversation started. I also want to introduce, we have Geoff Belleau he is with the California Department of Education. Phil Neufeld, he is with Fresno Unified School District. Sade Williams, Parent Institute for Quality Education. And Augustine Urgiles with the California Emerging Technology Fund. So I'm going to go ahead and hand it over to Geoff, for some of our opening opening comments and remarks on disparities in education that we are seeing through the digital equity process in lens. Geoff. Thanks, Laura. Yeah, it's great panel to be on here with Phil and Sade and Augustine, definite partners and champions of the same challenges that we all have here. In talking about disparities in education space, you really backwards taking a step backward first to looking at what digital equity and inequity is, we always focus on whether students have access to devices, whether students have access to connectivity. And Kamaljit just explained some of those challenges we have with connectivity, we learned in February, and then also access to training and support, both for instruction and pedagogy. And then also the device, you know, just support for families and kids and both at school and at home. When one or two or three of those elements are missing, we end up with disparities in education space, you know, the teachers, really utilizing some great new pedagogy and, you know, really opening up the world of digital the digital world to kids, and the kids don't have access to devices or don't have access to connectivity at home to do their work. And other kids in classes in class do have access to, you know, some kids do, and some don't, there's a gap right there. And the digital divide just grows every single day. And that's the challenge that we often are, we're starting to see him more and more. It also goes to those late adopters in the in the world where, you know, some teachers are really pushing the envelope, and some aren't, but they have all everything else. And so you have disparities there, you know, especially if one picture, a teacher is pushing the envelope, other one isn't and kids are, you know, not getting the support. So it's tough, because it's not just a simple simple thing when it comes to the experience students have and families have and in their education, but it definitely is being becoming more and more apparent. It was kind of like the last bullet there. Everybody kind of was talking about it before March 2020. But then when everything went digital and online, it became crystal clear after March of 2020, where the disparities and the the challenges were. One thing that's that's come afterwards that we're starting to see, more and more, both from us and our friends in the library space is that training and support and help for everybody on managing all this digital world. Folks are reporting that you know, they're losing 20 30 40 50% of their devices when they check them out whether hotspots or whatever. And it's like how do we navigate that? Yeah, talking about the fact as a high school senior way back in the 80s I'm old you know, we're all getting ready to march as a senior and we're looking around going where's where's John? Oh, John didn't pay for his algebra book January in freshman year. He never did. check it back in. And so John wasn't able to march with us until he settled his textbook fee. You know, how does that equate and translate now into the digital world? And, you know, this, you know, I'm a kid who something happened to my technology, you know, is that going to keep me later? You know, we had processes and things in place back then, you know, word we worked it out. For for those materials, and it's like, how does that how does that fit now, both from a practical and

then also, just from a stewardess stewardship perspective, you know, I don't know how we can keep asking the taxpayers to continue to support and, you know, well, we lost half of our devices, we need to, we need 50% more, you know, it's like, so there's that part of the training and support that goes and it is creating bigger inequities, when, when kids don't, we don't have access to it. And I guess I bring that all too, to where we're at as the department is, we're really struggling and trying to figure out and put a face on this actual challenge. You know, it's like you hear all these things, anecdotally, but we don't have solid data, we haven't had solid data even since the beginning, you know, it's like, how many kids have devices, how many, we knew how many connected? Ah, you know, and so I think, trying to figure out and put a program in place, so we can really collect and understand the data without it being burdensome, burdensome to our K 12 schools, would be a lot would go a long way to help us. Another challenge that we're starting to look at, we need to try to figure out I know, that's come up a lot, is how do we it's a good thing that during the pandemic, we put universal meals in for California kids, and it's a good thing that we've instituted that permanently. But how do we then identify our students who are would normally have been on a free and reduced price meal? You know, because they they applied for it? How do we use that because those numbers are used for a lot of different specialized funding. And for this very purpose. I mean, actually, we talked about ACP here. That's a qualifier for ACP. And so trying to put a program in place so we can continue to capture that information so that students can receive the services, they really need. A lot of challenges here, and not too many answers right now. I guess, Laura, hopefully, we'll be able to figure some of these answers out and these solutions out during the course of our next time here. Well, I appreciate that so much, Jeff, thank you for sharing just some of the the challenges that you're seeing. And I think, you know, we obviously want to also have a discussion about where we're where we are seeing successes and programs that are working and in partnerships that can be forged to help close that digital divide. So I think what you presented is a really good segue and pivot to talking to Phillip Neufeld from Fresno Unified because I know Phillip, you're seeing a lot of these things. You know, Geoff is looking at things from the, you know, overall state perspective and level. And you are at one of the large largest school districts in California. What are you seeing as some of those inequities in barriers in education? And what programs have you seen also that have been able to sort of, you know, help start bridge that divide. I'll share a bit of our journey and Fresno Unified, talk about what it looks like, and also what we're doing. So first of all, thank you, Laura, for the invite, and to be on this panel and also with this community. We've all got our work cut out for us. Fresno Unified has 70,000 students, and 89% of our students are eligible for free and reduced lunch. So yes, high in poverty, yet rich in assets. Students, staff and teachers have strengths when we create the right conditions right? Of cola since 2016, our personalized learning initiative that's where over 1000 teachers across two or 50 of our schools have transformed their teaching practices to better prepare students. For a world that has dynamic technology infused and as I call it, as you had imagined, right? Anytime I think I know what the jobs are of the future. Someone says, oh, managing an open AI chatbot Okay, new job, right. So this morning, I walked classrooms at an elementary school where teachers were personalizing and blending the learning. Using intentional and effective use of digital learning resources. The students were engaged in rigorous, relevant learning experiences. It was a joy for me to see teachers continue to improve their learning practice their teaching practices and students becoming future ready. Fresno Unified provides students with one to one laptops and commercial hotspots all good. But when these students leave the campus almost all of a huge a huge portion of them are either unserved, underserved or unconnected, that means they don't have access to the quality of wireline or cellular internet service that you and I probably enjoy. They can't engage in learning beyond school, what a travesty for our society, our country,

our state, right? And our region, they don't have access to the rich, engaging adaptive learning resources like Khan Academy, and our teachers want or then go, oh, gosh, I can't give them that site, because they won't be able to access it. So it almost reinforces that So meanwhile, students in more affluent areas have high speed broadband, as well as ubiquitous and fast cellular services. What does that mean? Well, those students they have access to and use adaptive learning resources that accelerate their learning and amplify the outcome gap. So I get a little passionate about that, I apologize. Now, this is fact based research that digital inequity creates disparities in educational outcomes. I did my research on that when I was at Fresno State. And we were doing a similar kind of initiative, gosh, years ago, and been doing research around this since so there's lots of research that technology use when done well intentionally leads to better learning outcomes. But that doesn't happen if you don't have access at home. So digital equity also means that students living in poverty conditions don't have access to the available resources beyond school, for Online Learning and Digital tutoring, healthcare and jobs and participation in society. We lose generation after generation, and it's been too long. So this impacts our workforce, our entrepreneurial base, and our societies and students are left out of the modern world, it also impacts their families, and we have known since the pandemic we should have mostly we knew that before that a family that's well off, both social, emotionally, financially, are going to be more supportive for the students learning. What does this look like? You know, it's been over the last couple of years that we've gone from, oh, gosh, a student has a challenge what do we do about it to during the pandemic, I call it the neighborhood network problem, but it was happening everywhere across our area. Here's what I've seen. I'm gonna show you some data maps in just a second, digital disinvestment in areas of rural and urban poverty, especially multi dwelling units. This especially affects students of color in those in poverty. I mean, the literally, the lines of those maps are congruent. Broadband Internet services that don't work as advertised cost more than people can afford and deliver less per dollar than in areas of affluence. And there's no choice in the Fresno Unified market, really. A regulatory environment that allows carriers to choose where they invest based upon marginal return to shareholders, cellular services, I mean, literally said you walk with your at&t, you walk with your T Mobile, let's walk through our, you know, different areas of poverty, and that's a lot of Fresno. And those cell signals don't work in these areas as well. Alright, now, let me talk about going from this neighborhood network problem that was anecdotal, you know, and you hear the kids talk about which is anecdotal and critical. And let's talk about quantitative data. So we said, Okay, how do we actually start tracking this? We built an app, my quality of internet, Brian Alvarado, one of our software engineers here built that, that had some vision, but he had the smarts now. It's open source, anyone can use it windows and, and also Chrome. We've got over 8 million measurements from 60,000 laptops now is a moment where we can do something at scale, Big Data crowd scale. So the first map so to go first division there visual, just step one best slide back, please. Oh, so you're there. You're there. No, one more slide back. Sorry. Thank you. All right. So the FCC says in Fresno County million population 2.3%. unserved. CPUC says 3%. Now the census pretty rigorous knocking on doors said 17% unserved, Microsoft's digital equity dash, which is more rigorous sampling, said 50% unserved. That's a much bigger number right, now with my quality of internet in the next slide, what we'll see for the city of Fresno with 500,000 residents. So if we go to the next slide, thanks. You'll see here a heatmap of my quality of internet data. Again, the FCC says only about 9300 in the city of Fresno unserved based on our actual data that's coming back about real life experience of internet speeds we're seeing of our students alone read 72,000 residents unserved now you extrapolate that based on households that don't have a Fresno Unified student and a spokesperson and I came up with the number of 136,000 out of our 500,000 that is significantly problematic for our district. So what

what are we doing about that? Actually one more slide because I want to point to one other interesting thing here on the next slide. We've actually got 70% of our students who over a year, even though they have a district laptop, haven't connected. I've got some theories about why. But I've actually education superhighway bridge to broadband did get data from AT&T and Comcast, we've actually got them asserting that their spots they can't even deliver to a little different than the CPUC maps, which suggests right, that's the kind of problem we've got. That is not driving equity, it's not driving the outcomes we need as a state. So what are we done. One is we brought least fiber across our district, that was about a six year fight to get a competitive bid and seven are vast networks won that bid, it gets us 20 to 100 times the speed at our schools, greater resilience and reduces cost. Put better Wi Fi in classrooms, we're also doing the common areas. So community members can connect with the guest network. And we've also got Wi Fi on school buses and put that on a seven years ago. And we refresh that since one to one laptops technology supports. We're also building a private LTE network. They'll cover 80% of our district when it's done. So January 2024ish. And Geoff, if you can knock on the division, state architects door that could be sooner, right? That'll be 50 70 foot poles and some cases on top of the schools. So that's part of the notion about to and through how do we as anchor institutions, libraries, schools, healthcare, actually start to create that footprint of connectivity. And then I'm also one of the founding folks who put together the open education, analytics, Microsoft education to sponsor that driven. It's an international effort. There's in it for us data on internet access, device access, digital resource, access to student information system learning management system, there are new ways of gathering that data to tell us what's working, where it's working, and how do we make it work across the board and equitably, right. So Geoff, I'd love to have conversations around the how do we get in, there are other states that are moving on this, and I know you guys, Department of Education, do some great work. There's an opportunity here to do things at scale that we've never done before. And these things can work for large and small districts. We're all in the same game together. When, when our students regardless of where they live, succeeding California, we all win. I'll turn it back to you, Laura, and look forward to hear from Sade. Thank you, Philip, great to hear what Fresno Unified has has been doing. And again, it's a very, very large district. Very, very diverse, but really appreciate the the approach that you've been taking over over many years to help bridge that. So I would like to go next to Shade Williams. And I think it's a perfect segue from talking about what what schools are doing the needs that we're seeing with students and then like bridging that also need with parents of the students as well. So Sade. Absolutely thank you, Laura. And thank you everybody for being here today. Because ultimately, as Geoff said, there's an issue, but we need everyone on board all hands on deck, as it said, when it comes to the parent Institute for quality education, we have a partnership with our parents, we have a partnership with the schools. And over the course of the pandemic. With 9,000 to 11,000 parents going through our workshops, every quarter, we noticed that we needed to take an assessment, so to speak of what was happening to our families at the time once the pandemic began. And as the review of what happened at our February meeting, it's basically just that our families were left in the dust were left behind the infrastructure in various areas. Specifically in the Central Valley, you were looking at the infrastructure and the lack and support systems that were implemented, not only to support the adoption, support the connectivity and support the literacy, and a lot of our families barely even had any knowledge when it came to connecting with their cell phones. So with that creating some assessments and community engagements to really adhere and listen to the barriers that was that our parents were experiencing. Oftentimes, it was misinformation or information not in their home language and with more than 200 languages in the valley. That support system was was really lagging and as we continue on serving and hearing the stories

of our families, and thank you for providing that qualitative data. But those stories have so much weight to go alongside of those numbers to really hear the hardships of families who were working really hard. And there's this one thing that after listening to all of our families, I ended up writing an article called The Perfect Storm, because our families were really experiencing this huge wave of disparities coming from all directions when it when it came to being almost shut out of access, of resource, of need, of opportunity. And with that, we knew that it was very imperative not only for us to really support our families, one on one, but also to look out of ourselves, and to really see how can we better support? How can we bring their stories to light, because oftentimes, we were seeing that certain areas, especially here in the rural area that were left behind funding was only going to certain major major cities. And although we do see some movement in particular areas as we are statewide, there's still huge gaps in resources, and opportunities. And not only are we seeing it, as it trickles down from the parents into the students, but then also just leading into this generational lack of access. And when we're looking back, and looking forward, if we're not taking intensely action, right now, we knew that there was going to be more and more disparities. And with that, allowing our families to have a space to be heard, I think was extremely important. And, and not only hearing them, but being able to partner with with our families, to let them know that they would be at the table to help support whatever was coming forward. Because oftentimes, we had these initiatives coming down, and not really comprehending what was happening down at the ground level. So well intended initiatives funded very well. But ultimately down at the ground level, it wasn't being implemented, let alone, the access of a variety of providers was huge here in the rural area, we have even some families who would have to choose whether it's food for the family, or let's get some internet access, or even so I work with other organizations that work with the elderly, so it's either prescriptions, or being able to talk to my care provider via video. So these were the stories that we were listening to and the hardships that our families were experiencing. And now that we have been able to accumulate these stories, it was our responsibility to actually take some action and and not just sit on these on this issue. Thank you, Sade. I was I'm curious, in building those relationships. One of the things that we hear consistently is, is being a trusted messenger and engaging How did you go about doing that? And and what Where did you find that? What did you find was most successful about that? Absolutely. That's a great question. So when we're working with families, small rural communities, different walks of life, you have to build that trust in order to help support them with anything that they may or may need. And what we first did, since we have seven regional offices, we have some of our staff were previous, PIQE parents. And so allowing us to really connect with our internal staff who had a really solid relationship with their community, solid relationships with the upcoming cohort that was coming in in the next quarter. So we connected with our recruiters who were previous parents, and train them on how to work with our families, one on one to help the adoption, to provide the information in their home language. And in that first year, we did over 60,000 phone calls. And this is sometimes even a repeat call just to ensure that that family did get access or did get the the provider necessary to support the connection. And also the partnerships that is huge. I I'm a huge advocate for not working in silos and making sure that if someone is doing it well, and if someone's a trusted person or a trusted organization in the community, why not connect with them to ensure that the people that we're working with or the community that We're working in is actually benefiting from all the support systems and the resources that we have at our hands. And as we go forward, we've, like I mentioned, taking those stories and really hearing them, we're advocating outside of our workshops, and kind of thinking about what we've been doing since the pandemic. That's basically it, we created a whole External Relations department, because we felt that we have an imperative obligation to ensure

that we were not only working with our families close knit in our workshops, but then also taking whatever we were listening to and taking it out into collaborations, coalition's making sure that we were supporting with letters of action when it came to any kind of bill or policy that was being moved. Not to mention bringing our families straight to the people who were those influential representatives for their districts, or even for their city and giving them the tools and the support necessary. So they felt confident enough and poised enough to be able to speak their truth and their experience to those individuals. And as we go forward, we've also implemented some digital literacy capacities to support the adoption within our own curriculum, not to mention we created like a, we call it an internal app, so to speak. And it not only helps our families to kind of play with in a safe space with these new skill sets, but also given that practice and the know how, on how to be engaged in their home language, that everything that we've done, has been extremely intentional. And as we've gone forward, ensuring that we are walking hand in hand with our parents as we go forward. Actually if I could also add one piece shade. Laura we actually Sade and I met in the backyard during the pandemic because it also points out the challenge as anchors situations we thought we were doing our job, we were working on one lane and you have people like Sade and her organization and and others that are working with as digital trusted digital navigators with different ethnic groups and different neighborhoods, right. And we weren't really connecting. And so from those conversations has emerged the Fresno Coalition for Digital Inclusion. And it's unique because it's about infrastructure, it's about advocacy, it's also about all the way from anchor institutions all the way over I won't say up or down, it's about us being in partnership with the community based organizations, it's that sort of new way of dealing working together that is going to be essential to to solving things. I love it. Thank you so much. I I think I we talk a lot about silos, right. And people and organizations, people. What have you working in silos? How do you break those down, how do you have those conversations and how do you make those connections and I love the fact that. You guys met in the backyard during the pandemic, yeah, as as part of that. So thank you both. I I do see that Augustine is here and we're taking a little bit of a step back and and looking again at kind of like the the this both the statewide approach as well as the the local approach. So if we could go ahead and hear a little bit from you on the local approach on specifically how does digital equity create those disparities in education and then? What sort of programs are are you guys engaged with to help address those? And again these are these are there. These are questions that can go on in the chat too. If as as you guys are listening, if there's something that resonates with you, please let us know that. Yeah, no, thank you very much and and uh it was great information and and thank you for being flexible and you know be very, very succinct with with my comments. But what what I wanted to say on on behalf of the California Emerging Technology Fund, if we really look at the digital equity in terms of the challenge that present students, you know I think there's a lot of immediate challenges, but I think ultimately it's it's part of the the factors that really contribute to our students not being able to really reach their their full potential academically and and you know all of the impacts that that has right. So you know when we're looking at the potential that um, technology, when it's really carefully and, you know, well implemented, it's something that has a direct impact in terms of the the type of instruction that that teachers can deliver, the type of connections that you can make with families, the type of engagement that you could see with students. And you know our our schools now more than ever are are experiencing even more challenges than before. So to to us, you know for CTF we we've really even before the pandemic looked at how do you support schools especially title one schools that already are dealing with so many things. With the effective implementation and integration of technology and making sure that there's maximum impact in the way that the that the technology has in, in terms of helping students succeed academically,

you know, supporting the the schools doing what they need to do, which is to raise student outcomes in addition to closing that digital divide. That's why CTF designed and and has been implementing school to home for for a few years now. And you know it it, it really is intended to be a system of support for. Our partner schools you know we've been able to implement a lot of some of our our our most challenged schools in in in urban and rural communities and you know again I think technology can be a very a powerful tool and I think everyone in this group agrees but you know you also see that without the right support it it could be one one more thing that adds to the the the many things that schools have to balance. So you know we've learned that it's it's better to have a comprehensive approach. We have you know our ten core components which are different areas that where we provide the support to the schools with ranging from things like the managing of equipment, right. I mean I think there's a lot of things that even those schools and districts have gotten a little bit more familiar with you know there's still a lot of schools when you go in and you know devices are being you know damaged at a higher rates or or there needs to be a recommendations and supports on how to replace devices and and and things like that so supporting and that. Area had provide that support on the technical side and then the broader sort of support that's going to have the impact in terms of the the instruction because you know you need to work with the school leadership to make sure that our our administrators are clear on exactly how they see technology being used to uh advanced their their goals that they have for the school year. You need to make sure that there's the instructional support. I mean we have a lot of teachers that have had to use technology, maybe they have been a little bit more reluctant before the pandemic, but are are they really able to use it at the at the highest levels where they could you know really personalize or that they could really address you know the the needs of students where they can really engage students and create those environments that that we really need to make sure that we close the the gaps that are there. So it's that support teachers you know what kind of coaching is available providing some guidance to say OK, this is how you can embed the technology, the instructional support on to some of the, the, the strategies that are being used to, you know, in different content areas, you know what does that look like. So again working with the leadership, working with instruction. And the work of parents has has been brought up. I think it's very important and and we actually try to take a step back and not only help you know the schools look at take ideas as a powerful tool and and help with trainings for families on on how they can use the devices you know to. To extend the learning date to support the initiatives that are happening at the school site, but also working with the staff a little bit so that they think about how they're building the capacity with with parents because. They often don't have a lot of guidance and support. You know there there there there needs to be some time to really reflect and think about, OK, how are we creating the opportunities for parents to come in and participate, do we have the right environment that's inviting to our parents. You know again another thing that we're seeing at schools is that. It's it's been a challenge to reconnect with parents and community you know. So in addition to the device the device is the tool but the strategy is really to help the schools connect with parents, right. How to make how do you make it so that parents feel welcome so that way they're, you know, the devices are used to connect with them at the times that are convenient with them, that see when we, when I participated in workshops, you know, parents want to know what should my kids be working on, what are things that they could be doing and what kind of questions they have about how they're doing. So that requires both the work with parents but also the works with the staff so that they understand how to uh, really nature nurture that that relationship. So again that that goes back to the work, you know with with parents and we also do a lot of work you know as I mentioned when we're supporting schools and supporting um staff also a lot of convenings

and bringing either within the district within the region. We also have a a statewide work where schools are coming in and saying like this is what's been working for us creating those spaces where they can talk about how they're using technology to address some of the the apps that they're seeing to enhance the learning and they like to get support from from our team but they love to hear what other teachers are doing and what other administrator how administrators are handling certain things. So it's all those those layers of support were again where where we see the device and devices and the connectivity as as the foundation but we're really looking at you know making sure that we have the support so they could take it to the next level because you know it's a really critical time for for public education and and we want to make sure that you know, all of these investments that are being made and all the work and all the momentum that's there really has an impact in the, you know, the digital equity and digital divide and eventually it creates. The educational outcomes that are really going to help our families and our students kind of move out of the circumstances that are challenging them now, so so yeah, that's, that's more or less, you know, kind of summarizing the work that we've done. Thank you so much. And it's interesting to just kind of just as if I'm listening and connecting the dots between everything that that all four of you have said today and and what we're kind of going to what we're trying to do here too is create that sense of community right and and help connect people and have the conversations that enable us to get to every single level and and and hopefully everybody that we that we want to and need to if we can go ahead and bring this slide that we're going to kind of think a pivot here. This is our conversation starter and I hope that you were thinking about some of the the things that resonated with you. Um in in this discussion next slide if you would please and we're also this is when we want to hear from you. So this is the the raise your hand and we'll we'll call on you unmute yourself you know come into the conversation kind of thing. But we have a lot of folks that are here from from UH schools, K12 higher education, libraries, I know that there are community organizations that work with the the populations that we've been talking about on the ground. We really want to hear from you and so while we had a couple questions. About the inequities in education that that are existing currently and then you know what also what programs are out there that either you work with or the organizations work with that are successful. Those are two questions to think about but in addition to that what we'd also like to hear is. So how have you have you are somebody who has experienced a a just maybe I I grew up in the rural Central Valley between Fresno and Visalia off 99 so internet access there could was challenging, was very challenging. So maybe you're just, you happen to live in a rural area and you've been impacted personally by that or other individuals that you have worked with that have had an impact for a variety of barriers to connecting to the digital world. And then have you also potentially, if that's affected you, have you worked with organizations that have helped? And if so, what was helpful about that? And if you are an organization, do you have programs that help address these? So those are kind of the things that we want to hear from you. Right now as part of the discussion and you guys were great last time, we had a lot to say and I would like to just see some hands go up and kind of get it started. Because you know me, I might start calling on you. I know you. All right, Brian. I'm sorry, Bill. Oh, OK. Conflate. I was conflating the the bill and the Britton and I just made it into Brian. So I apologize. Great I was having problems translating that. That's awesome. All right. So I guess we transposed. So. So here's the thing that I see that's very interesting disconnect I just attended MWC, which is the the microwave Conference wireless conference held in Barcelona, and what I see is a phenomena occurring for all of us, which is fiber and telecoms are getting bigger, they're getting more expensive and they're delivering more expensive packages, payloads and systems. For us to utilize and the concern that I have in all these discussions which are extremely valid, they're, they're amazingly valid is the complexity it's

going to take to run these large scale systems and and we can't support that. I mean I as a university I can't keep people employed because Silicon Valley is taking them faster then I can get them through my hiring process. So. So the challenge we have is how do we build networking support for the future that the parents, the school systems are not overcommitted in order to support the student and the student learning process, which means we have to find a way to really simplify the solution set. Not follow the path of the larger telecoms that is actually making it harder for us to do business. I think that's our major challenge that we have to address for the future is how to keep it simple enough to be useful and utilized by the population at large. Thank you Bill. Are you seeing any programs in in your community maybe helping some of the the college students or university students that have been, you know, kind of successful in this? The answer is yes, but it's really interesting that they're all tied to the large telecom. Let's get you access to fiber. Let's get. I mean again, it it's a. It's almost as if all the dollars are being chased by the larger entities and that those dollars are going to be spent in that broadband perspective, not in that last mile, not in simplifying the equation set for the individual user to have access and just be able to plug in and do. And I I think that's kind of a a model we have to remember is it's got to be as simple as plugging in to be able to do my homework and store it. A really good point and thank you for bringing us back to that. I appreciate it. Laura, I'm sorry, this is Shade. I just have a quick comment regarding what Bill just mentioned about really looking at those individuals who are receiving the funding and because they're either well known or hey, they, they did really great last quarter or last year, let's go ahead and give them some more. Well, as Phil mentioned earlier, the the partnerships that we've established here in the Fresno County has been extremely intentional to kind of negate that in the future by collaborating with different stakeholders across the county, we've kind of came together and said, look, this is our large scope, these are the numbers that we are doing individually and this is what we can do collectively and really making sure that there's a there's a solution through the whole connection from the first mile all the way down to the last mile because as we know, if we're really not being intentional, Oh yeah, well, we have that in that money and that funding to really ensure that the infrastructure is solid but if the person who's receiving it, as you said, is not really able to adopt. And have access with the connection. It says if we're just throwing money in the air. And so our hope is as we've been working really intentionally in the valley, we're hoping that it becomes almost like a catalyst of every of more partnerships going across. And this is something that I have been hearing from the LA area and recently in like the upper part of the valley. Because the work that's being done intentionally collaborating and ensuring that we as different stakeholders as the work that we're doing across different sectors is really intentionally supporting the overall ability and access in this digital age. Thank you, Sade. And this is the kind of conversation that we want to get going. So if you know what somebody says something or you see something then chat and you want to respond to that, please raise your hand because we want to hear if you've got, if you, you hear from Bill and you're like, Oh my goodness, that really resonates or I have a thought about that. That's kind of conversation that we want to hear. So please keep it coming, Rayna. Hi, everybody. Well, thanks for having me back again. You know, so I'm a very rural tiny district. Uh, by Sacramento. We actually had our PK parent graduation last week, so thank you. Go PK we. Kind of on a smaller scale of what was just said like fiber doesn't necessarily help us because it's not even available where we are right and so all of the funding and all of the grants and everything that we could possibly do to help get connectivity is fiber based and so even if and so even if you know what, what we're seeing is families who can afford private network connections can go out and they have the resources to get the faster connection and have their kids take online classes. And families who can't afford Internet at all are left so far behind. That gap is so wide between like what

we're going to call the haves and have nots. And so even as a district, we can provide hotspots, we can provide devices, we can provide some level of parent training. But we're seeing that gap so wide between student access at 5 year old level, right? We're talking TK and Kinder, students who grew up with technology in the home and students who didn't, and then parents trying to navigate, oh, guess what? This year we're doing online registration. And we have families that don't know how to access services just to function at the most basic level in a in a public school district. And so organizations like PK School to home, we did when we first went one to one. I provide parent training, but we we need like a systemic plan, because I'm not the only tiny district, I'm not the only rural district. And unless we can get like a framework where we get these big fiber Internet, whoever is providing service companies to understand like that's great, but those federal dollars aren't benefiting districts like mine and they're not benefiting students like mine because the although on paper it looks really nice, in practice it's not benefiting those that need it the most. Thank you, Raena. I wanna ask a question not specifically connected to fiber because I am acknowledging what you're saying about the fiber. What I do want to know is, have you seen? Or how have you seen families either be able to take advantage of the affordable connectivity program in your community or has that been a challenge as well? So I know we're talking kind of about availability, but I'm also really curious on what sort of you know, solutions have been out there that that may be working for you that that other that other organizations school districts could could learn from. Oh, hang on. There we go. Thank you. Sorry. Yeah so we ran like when the affordable uh when the connectivity program first dropped we ran like parent support nights and so we actually had parents come Winters has a pretty high percentage of parents that signed, I wish that there were more, we only have one provider in town that like fit the bill and we have two Internet providers total like district wide and only one of them like is in the area where most of the folks live for that. So you know when. When we helped parents apply most I mean if not all of them qualified. Most of them are getting uh you know reduced and or free Internet and then folks that either didn't qualify but you know claimed hardship or need we provide hotspots and so that's still just kind of how we're we're working that I had a family just show up today and say hey, you know my Internet isn't working I don't know when they're gonna come out and fix it can we get a hotspot? So we we provide them no cost to our to all families and district if they ask for one. That's that's amazing. Thank you. I wanted to kind of also understand where that connection was and you know what what might be happening with with ACP because again they're always comes down to is it available in your area. So and and like I think we're lucky in that we do have a provider that is on the list right. And what's funny is when you know we go to apply and it's like choose all the providers possible and we're like this one. If you know they're not on that part of town where it that provider is available then it they just don't qualify and then that's on us to try to kind of bridge that gap ourselves right by by providing hotspots so. Thank you. Thank you for continuing to come and and share perspective. Really do very much appreciate it. Jason. Hi. I work with Santa Cruz County Office of Education and some things we've been doing here specifically related to partnerships and I know Sade really mentioned the importance of partnerships and local partnerships. We have a local Internet service provider during the pandemic, they actually connected homes free of charge and with that model they created a whole program specifically for families called Equal Access Santa Cruz across the whole county and what they did there is they actually received funding through our local Community Foundation and other partner to provide funding and backhaul to provide these families very low cost Internet at $5 or $10 a month. This is even before ACP occurred and so they would actually look to our county Office of Education and work with our ten school districts in the county. To verify eligibility directly instead of working with the big telecoms. So it was a great small local

partnership. And then on the side note to on on devices we actually work with a local reseller refurbished seller called Santa Cruz Technology Exchange that provide devices. And one thing around that too is kind of just you have your foundational devices and Internet access but really wanted to engage families in literacy and understanding digital literacy. So these this tech exchange also provided classes as well for families in both English and Spanish, and so the opportunity to not only engage these partners in the ability to support the local foundational elements between connectivity, devices as well as broadband, but also secondarily the piece around literacy trainings and making sure families know what to experience with you know what to expect when their teenager gets online in their house. We brought in my digital tattoo as well to provide support around understanding the social aspect of teenagers with online gaming, online social media, etcetera. That's a big piece. I think. We're not, we're not, we don't want to forget or else around families and parents understanding how to engage with their students around these these potentially very successful tools to engage with with their peers across the world but also some things that can cause issues as well at homes. And so we want to make sure that's at the forefront as well before we provide the devices to the, to, to the children and the and the homes. Thanks. Jason, I have a a question kind of about the the programs I just knowing where you guys are geographically located and that you have a you have a a pretty wide area that you support and I'm curious are you finding. Sorry, I'm trying to get you unmuted there. Are you finding that you're able to partner with you know? A couple companies that are or or organizations that are able to to serve most of the area or you finding like OK we really need and and I'm asking this because I know we've got districts and counties that experience the same thing right large large areas and do you have organizations that you are like Nope this community we really are focused on that maybe because there's a predominant language there that is spoken that maybe one organization really focuses on. Yeah, you know, the biggest issue we had was the topology in different areas of our county specifically what cruiser does is they have a wireless broadband infrastructure that does line of sight technology to connect to connectomes. Obviously we live in a very. You know, with the farm each the ocean and the redwoods. And so in the very rural area of the Redwood Forest, it's very hard to get this line of sight when there's a big Redwood tree in the way. And so with that there's connecting and what we wanted to engage with their expertise around network connectivity and backhaul, right. We don't have that necessarily that that's expertise at the school level. So developing this network expertise and bringing in backhaul they have their own partners where they can partner with other ISP's that are local as well. For example Cruise I Internet who who helped support us during this event during actually during the pandemic they connected a whole migrant labor farm camp about 125 families in Watsonville, CA where we actually uh, they used AT&T backhaul to be able to provide their infrastructure, but they set up all the wireless access directly on the site, but they use AT&T's back home that was leased to the district specifically. So it's the partnership and they helped develop that and and to help help us connect those partners as well as help provide the infrastructure and the expertise at these at these labor camps specifically. That's amazing. I love I I like the diversity and the approach and and I think I I'm also curious you know I I know we've got other folks here from from districts that have kind of a lot of of. Geographical topography you know challenges I I'm also wondering and working with you know providers and and identifying kind of those those organizations that you can work with. Are are you leaning it sounds like you're leaning so much more on people who are really in the community understand the community and and the kids and the needs there. Is that an accurate representation and what could other county offices that are in similar situations, what could they look at as as an approach that might be might be similar in success to what you've been doing. Yeah, I think, I think the more home

connectivity process especially for these families for unwary of big telecoms and very, you know, they're concerned about these people with these big trucks coming to their neighborhood to install these pieces of equipment. Whereas the local community members of this one company just come in and and do the work and then. They have partners in and they're pretty established in the businesses. So having that credibility around local businesses and these businesses that these families frequent as well and so keeping the money internally as well in our county I think is key because then ultimately it helps our whole economy in our in our local county as well and and just going through some of the helping with specifically you know I think ACP is a wonderful program but it's it's it's a lot of red tape to go through and and and to streamline that a lot through these local businesses. I think and and developing this partnerships I think cut some of that out of out of loop. We also you know also the which is big two is at the county wide level is making sure we work with the districts on applying for emergency connectivity fund the last couple of years because really that takes a whole another loop out of it where you're making the sure that parents are engaged in providing opportunity, but no more now at district level and the districts can contract with those telecoms to get that into the homes. So I think that's a nice leverage as well through UCF. Got it. Thank you so much. Really appreciate that. Phil. I did see that your your your hand was up and wondered if you wanted to to respond to anything that was being said or if that was kind of a legacy hand? Oh it legacy, but I'll just, I'll just raise it. I think there's more complexity in affordability, adoption availability and quality and speeds. There's an interdynamic play there that often the carriers say, well, gosh, there's service available there, but that we really need to think about as. So educational leaders in our state, I've gotten sort of schooled on that. We've got people at Fresno Housing making 10,000 a year. OK, well, that's a gross versus internet decision right and also. And that's why Education Super Highway has recognized the number of MD people are living residents living in multi dwelling units. The maps aren't correct, they're high priority, but we need to think about different models. So like a place based Wi-Fi and an apartment complex, right? That's so that's one thing. And then the other thing is how do we make sure that there's structurally less expensive? Um, Internet service in areas of poverty, a subscriber model yes. But ACP is going away folks at unless you're you know otherwise. We do need something like the cast of funding to be better funded in California. We've got to have some structural ways to ensure that, one, these funds land where they're most needed in urban and rural areas of poverty, but two, that they're sustainable so that we can get landlords to go, no, not having Internet all the way to the unit or not having it on your campus. And those aren't choices anymore. But they're gonna remain choices for the next 5-10, fifteen years, unless we do something. And education as a lobby, if you will, for good, should lean into the nonpartisan issue of getting everyone connected. It creates a better workforce, more entrepreneurs, healthier families. It's a win. Win. We might. We're probably the the one group that can lean in the most with better mapping. We've shown examples of how that can be done better, focus on equitable investments and really lean into doing our part to make sure there's connectivity. Because every one of our households, you know, has a stakeholder from one every one of our our our anchor institutions. We don't play well with the city and the county, the the healthcare and they don't. We don't all play Better Together. We're just not gonna move the needle on this like we need to thanks laura. Absolutely and and also just bringing it back to kind of digital equity as a whole. Obviously infrastructure is a huge piece of that, but we also have to have the, you know, availability of availability of devices and then the training and skills to be able to use those as well. So it's all part of the the big conversation around this so. Thank you. Thank you everyone for that. Before we move on, I just want to open a space for people to share anything that we're missing, anything that you would like to see be part of the discussion as we move forward. So I'm just going to

pause and if you want to raise your hand and. And add something to the conversation. Please do so. Wendy. Wendy, can you hear us? Wendy, we are not hearing anything from you. Now you can hear me. Do you want to put it in chat? And I know that's not ideal, but we would like to hear from you if that's OK. No, we can't. I can see what you're putting in chat though. Wendy, if it's OK, we're gonna let you keep typing in the chat and oh, there we go. Wait, is that that's Philip? I'm going to go ahead and call on Walter for right now and Wendy, if you can, we we'll come back to you and see if you can unmute. Hi, Walter. All right. Boy, this technology is challenging, isn't it? Yeah. Anyway, Wally somebody of South Bay Cities Council of Governments and I just because you're pausing here, I just thought I would explain why I'm here. It's interesting to me that the state, we talked about silos early on and that the state has actually addressed this problem as a set of silos. And so I intend to go to the education one and the civic one and. And so forth, because I'm listening to hear what what all of you are saying and the reason is what we've got plan we are going to use our later grant to go after this is a neighborhood institution that integrates all of it. And so when you start looking at the problems you're talking about with literacy and and adoption and affordability and so forth, it could all be taken care of through a neighborhood institution that is looking out for the digital needs of that neighborhood which which basically addresses every issue I've heard today, which is what I was hoping to test. And we don't know whether it's the right or wrong thing to do. There is a tradition and the telecommunications world of public access were it was the right thing to do to give people opportunities to produce for the network that they were now going to subscribe to. And then I personally did a demonstration project in the 90s for proof of concept for this sort of thing. It became a programmable building that you can. You can program it to be whatever needs you want, so there's a makerspace, but there's also a service space where you can do distance education and telemedicine and so forth. And So what we'd like to do is some pilot studies, a pilot demonstration, demonstration of in three different disadvantaged communities in the South Bay of exactly this idea and it's, I can't really explain it's a fairly complicated phenomenon, but it has, we can do commercial redevelopment with it. We can do resilience centers whether you know, we can make it air conditioned so that it's a place where people go to avoid the heat. We can have always on electricity through having its own solar discussion, solar generation solar and it's not. And we also control a middle mile network that's provides one gig 10 gig service below market and so it's basically the idea is is digital equity is not exactly everyone can subscribe to a network but that that. And I was why? What we're saying is you can get sort of minimal stuff at home. Even if you can't, it's hard to afford or you can get really, really good stuff if you want to share it. And that's what we're trying to do is put together a shared facility, like I say, use public access used to do it. My own project, the Blue Line televise did it and we're hoping to get funding after the latter grant in order to actually demonstrate this in in three different neighborhoods and and earlier speaker mentioned neighborhood networks and this is what this would be. So I just wanted to let everybody know I will be here to continue listening to you because I think it's really interesting and I will also be attending the other four and just being aware that they're all silos and we're trying to trying to bring them together, so thanks for the opportunity. Thank you Walter. I appreciate the feedback. Strat. Hi. Can you hear me? Yes, we can. Thank you. Thanks for the opportunity. I just wanted to take the opportunity to plug you know, the voice for the older adults. So I heard a lot about the elementary school younger folks. But I think I'm, you know, as we're doing this planning, I hope we can keep top of mind, you know, this is also something that really applies to all the adults. You know, for folks are having to work longer, they're also losing their jobs. So for them to have the tools and their access to, you know, broadband so that they can retool to continue with their with their education, so to remain part of the economy and society is, is really going to be important and I hope that we can you know,

intentionally also be thinking about programs and offerings that will address issues that all the doubts are facing. I appreciate you know Sade touched on it earlier in in in her talk, but just definitely wanted to take the opportunity to plug the importance for the dots so we could think about that too. Thank you. No, that's always a good reminder it we we do work very closely with the the California Department of Aging and they they have been part of this process. So hopefully we can also elevate the conversation there as well. So thank you. I wanted to respond. Wendy, you put in chat, could technology education and lifelong education be part of the conversation? And the answer is yes, because especially as we're looking at the, the digital skills and the digital literacy piece of digital equity that is part of education. And and I hope I'm getting your question right. And if I'm not, please correct me in chat. Um, but also just wanted to say that yes, on that is by default kind of a big part of the conversation is what that what those skills look like not just in the short term, but in the in the long term and lifelong as well. So I hope that addressed that. Kevin. So thank you. I'm Kevin Flash from the Los Rios Community College District and looking at higher education what we did at some of our community colleges was to be able to do two things. Number one, we actually looked at the computer needs of our students and they were very varied. We know that there's some students who are engaged in things like computer science programming. And some just maybe doing some more GE types of classes. And so we really worked on a program that received devices from the state surplus devices. We're able to refurbish them and then turn them around for free to our students. And so I think when we look and talk about sustainability, we need to look at ways that aren't just taking some funding that we get and buying Chromebooks which may be suitable to some, not suitable to others. But really tapping into the refurbishing and the donation of used devices and having those refurbished to be able to be given out to the students are much more cost effective and much more suiting the needs of those students who really need those. The second thing is looking at the digital skills and digital literacy. But we did do is set up a student technology help desk at each of the colleges where students could walk in and really notice that there were a variety of needs. Kind of stratifying it in two ways. One was basically, hey, my computer, how do I set it up? How do I connect to the Internet? And getting that level of skills and we were able to kind of train technicians to be able to answer those quickly and engage our librarians with that type of skill as well. But then we noticed the second layer two is navigating those educational systems and we needed another level of training to our digital navigators to be able to say, hey, this is how you get through documents whether you're using Microsoft products or those Google documents, here's how you get them into the system that your teacher or instructor is using. So looking at that growth in digital skills and digital navigators, really looking forward to create the curriculum that really meets that sector as well. Thank you. Thank you so much, Kevin. I really appreciate that. Scott, I did see that you had your hand up and I think we can we can wrap up in the with with your comment and then move on to our next section. Yeah, thanks, Laura. Starting a little bit displaced by right now by power and Internet at home, but I think responding to Stratz comment, I wanted to reiterate that although a lot of the conversation today focused on K12 education like this working group is brought together. Entities that are invested in education you know throughout the life spectrum whether it's K12 community colleges the universities are are beyond. So definitely adult education and wanted to go back to the to the guidance that that the state has received from the NTIA and and there's very strict instruction to develop state equity plan that addresses the digital equity barriers for a covered populations and so you know, older adults, seniors, 60 above are, you know, critical groups that we must you know seek to overcome digital equity barriers with this community and direct investments to address those. So I just wanted to make sure that that's clear that we're centering on the eight covered populations and. And so that's it. Thank you, Scott. OK. I am going

to kind of move into our next section, if we could go to the next slide please. We are going to talk about how you can take action. We have some updates from uh activities that were in process the last time that we met and so I'm going to hand it over to Rachna Vas to provide an update on these and how you can take action. Thank you, Laura. Hi, everyone. I'm Rachna Vas. I work as a principal with Broadband Equity Partnership. We are program advisors and consultants to the California Department of Technology on the state digital equity planning process. Many of you have heard me speak before about the surveys that are going to be rolled out and there are two surveys that Californians will need to complete. One survey targeting organization and one survey targeting California households. The digital Equity Public survey is the survey that targets California households to identify barriers to digital equity so that we can better understand what barriers are impacting broadband accessibility, affordability and adoption. This tool is going to be available in 14 languages with audio functionality for those languages as well, and we are going to make paper surveys available condensed versions of the paper surveys available at the public events that are coming up. So please stay tuned. More information is forthcoming and we would love your help to be able to promote the public survey with families and and other stakeholders that you deal with other communities that you deal with. Next slide. The other survey is the digital equity ecosystem mapping tool. This tool is aimed at organizations, entities, state agencies, schools, faith-based organizations, nonprofits, any entity that leverages technology to help Californians. That connected to a program and service. That is what we we are aiming this tool to find out about. We want to understand what programs and services are being offered throughout the state of California to get people connected to the services they need. So this tool is actually now live. I've I've spoken about it at several different. Meetings, but I'm just so happy to announce that this tool is now live and it's ready for you to complete and share information with us about what you're providing at a very granular level. Next slide. So we have prepared an outreach toolkit. We're going to actually drop these links in the chat right now. We have an outreach toolkit that will actually help you promote this with your partner entities. So if you're a school administrator or a school teacher and you work with faith-based organizations that help you with some of the programming with some of the connectivity related programming. We'd love to hear about it. We'd love to know about what's happening. So please fill out this tool and please promote this toolkit with your partner networks. We are making the DEEM tool available in Spanish as well, so we hope that we can actually capture as much information about what's going on with programs and services related to broadband accessibility, affordability and adoption throughout California. Next slide. In the toolkit you will notice this particular collateral, you will see access to the DEEM survey, and you you will see a QR code that people can scan. So I highly recommend that many of you who've spoken about some of your programs and services today please. Go online, fill out the DEEM tool, let us know more about what programs and services you're offering to get Californians connected. Your voice is important in this and it will help inform the States Digital Equity plan to be more comprehensive and inclusive of what's really being offered out there. So thank you for your time and. With that, I'm going to turn it over to the next speaker. Thank you, Rachna. So we also want to provide some additional ways to get involved. Some of you already have done this, but if you want to sign, if you want to receive updates and on what is going on with broadband for all and specifically on the the digital equity planning process, there's a link to sign up for that newsletter. And update as Rachna shared, we would love to have if you are with an organization please complete that DEEM tool because that helps us get an understanding of programs that are available out there in California. We learn more every time that we have conversations with with all of these groups. If you can also, once it's available, we'll make make this an update that goes out to everyone, but once we have the digital equity public survey, we would like that to be something that you

share out with people that you know and just help communicate and get the message out about why it is important to to help people like, I feel like I'm doing a newscast or a public service announcement, but it really is important for us to hear the voices of the individuals that are being affected. Continue to participate in these outcome area working groups and that includes providing feedback to us about what's working or what. You might want to see um in these meetings and how we can help. Facilitate that, and then we will be posting up very soon our first round of local events. So once those go up on our website we would love for you to find one that is in your area and and come and talk to us also let people know that those are happening. So those are just a few of the ways that you can get involved and and help this proces move forward and have your voice be a part of the process. So that's what we're really hoping to have happen. So next slide please, Mel. One more. So the next steps for our working group and not to get ahead of the next slide but we are our next meeting is going to be in May. So we have we have a gap in there and so in the in that interim we'll be looking at developing strategies that align with the digital equity priorities. Some of those will will be gathered and will be gathering the information from the DEEM tool and from the the, the public survey in that time. So some of that will be going into helping inform that and then looking at that to conduct a gap analysis. So essentially where are we missing things and and how do we bridge that? And then um looking at uh putting all of that together for recommendations to go into the digital equity plan. So next slide. We have two more meetings that are scheduled. We have one in May and we're going to be focusing on and we've talked about this. We do continue to talk about this and we hope that you will be bringing friends to the table, organizations that you might work with. We will continue to try and bring more people to the table and conversation as well. But what programs are working really well in the community? And what might be missing? So we'll be identifying some of those through your feedback to the DEEM tool, but we also really want to hear in conversation what might be missing in your community. And then in June, we'll be taking a look at the cumulative data that is being gathered from the public survey and the DEEM data. And then looking at how that can inform the draft that will be, um, made publicly available in mid to to late 2023. So those are kind of our next steps. If you do want to get a hold of us, we've posted this before. These slides will be up on the the portal on the website shortly and feel free to to send us emails if you want to and we would love to help continue the conversation. So that is all we have today. I want to thank you for your time. I really want to thank everyone, especially knowing that as we are scattered across California, all of us are contending with a tremendous amount of weather. So thank you for taking the time to be here today. I hope that you all stay safe. I hope that. We get to see you again in May and in the interim please feel free to reach out to us and and have a conversation about what we've talked about here today, so thank you.