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Building Connections to Change Lives

DIGITAL INCLUSION FELLOWSHIP COHORT 6

NTEN's sixth cohort of Digital Inclusion Fellows comprised an impressive group of people passionate about bringing digital equity to their communities.

Throughout the year-long fellowship, these 11 individuals from across the U.S. set ambitious goals for themselves and their communities, providing support with internet access, devices, and digital literacy skills. In addition, they worked diligently to meet their communities where they were, prioritizing community involvement in their programming every step of the way. As a result, fellows launched programs uniquely designed to serve their communities, from helping formerly incarcerated individuals find employment to supporting recently arrived immigrants and refugee youth in learning how to manage their finances using online tools.

Along with the everyday challenges faced when implementing digital inclusion programs, this cohort faced the tremendous challenge of launching programs during a global pandemic. Yet, thanks to their creative spirit and dedication, they were still able to collectively serve over 2,000 individuals and train over 800 staff and volunteers in digital inclusion. Additionally, they grew as professionals, presenting to local coalitions, building partnerships, and earning their Digital Equity Professional Certificates. We are incredibly proud of the fellows and invite you to read about their work in the following spotlights.

DIF by the Numbers

How the fellows brought digital equity to their communities
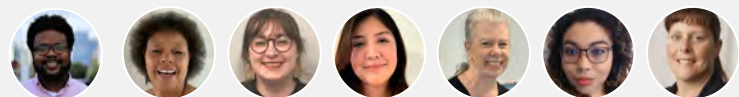
7,307 Training Hours

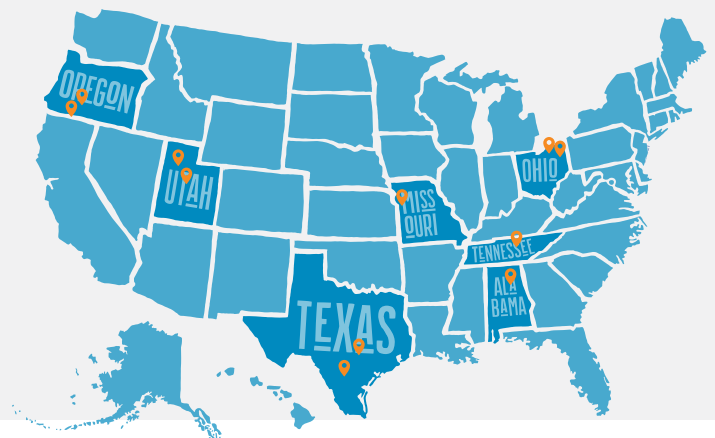**2,382** Unique Participants

1,628 Total computer lab hours

635 Staff Trained

178 Volunteers

11 Digital Inclusion Fellows

Where our fellows live and work

OREGON
UTAH
MISSOURI
OHIO
TENNESSEE
ALABAMA
TEXAS

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Digital Inclusion Fellow Spotlight

Kayla Bradshaw

VOLUNTEER CENTER DIRECTOR

United Way of Utah County
Provo, UT
Pronouns: she/her

As the volunteer center director, Kayla coordinates programs such as Digital Inclusion, Day of Caring, Sub for Santa, and other literacy efforts. Though relatively new to digital inclusion, she helped Provo City receive an NTEN Trailblazer designation and has led the digital inclusion effort in Utah county. As a native Utahn, Kayla has a love for the mountains and her family. Her most recent efforts include cycling, rock climbing, participating as a violinist in a community symphony orchestra, gardening, and woodworking. Her passion is for people and serving them. In 2019 she spent six weeks in Moira Refugee Camp in Greece, implementing a laundry system and providing educational programs. She is still on a break from pita bread.

HOST ORGANIZATION

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

nten.org/dif

Tell us about the project you worked on as a Digital Inclusion Fellow?
As the Digital Inclusion Fellow for United Way of Utah County, I oversaw device donation, refurbishment, and distribution; created educational materials; strengthened and expanded existing partnerships; and oversaw a 7-week computer course at the local community center. I worked with community partners to secure funds and device donations. The devices were distributed to other partner nonprofits to assist with their programming during the pandemic and digitally expand their services. In addition, a computer class was developed for adult learners to learn and practice computer skills, with the ability to earn a refurbished device. The class was developed and presented at South Franklin Community Center in both English and Spanish. Throughout the fellowship year, I strengthened South Franklin Community Center to take ownership of digital inclusion programming. They will continue with computer courses and have plans to expand services to include coding activities for children.

What accomplishments are you most proud of?
- South Franklin Community Center taking ownership of digital programming
- New partners in device donation.
- Provided digital support to access services.

How has this project changed the way your organization approaches digital inclusion work?
This project has shifted responsibility for digital inclusion to the organizations taking ownership. This was specifically seen at South Franklin Community Center. They are more confident in their efforts and are now able to replicate a successful program. This shift has brought new volunteers, new partnerships, and greater opportunities.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
I personally am trying to view things from different angles. I want things to be more accessible. I see a greater need for digital inclusion in everything we do.

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Digital Inclusion Fellow Spotlight

Melissa Canan

TECHCENTRAL ASSISTANT MANAGER

Cleveland Public Library
Cleveland, OH
Pronouns: she/her

Melissa is the TechCentral Assistant Manager at Cleveland Public Library. As someone with previous education experience, she knows the importance that digital inclusion plays in lifelong learning. She is looking forward to the opportunities available as a Digital Inclusion Fellow, including learning from the rest of the cohort, and how this experience will benefit her patrons.

HOST ORGANIZATION

CLEVELAND PUBLIC LIBRARY

Tell us about the project you worked on as a Digital Inclusion Fellow?
As the Digital Inclusion Fellow for Cleveland Public Library, I oversaw CPL's digital literacy offerings were made available safely and conveniently. These included the revision of TechCentral computer class offerings, as well as the transition to online classes. During the library's phased reopening, approximately 1,000 hours of remote computer assistance were available to assist staff and patrons in maintaining social distance. Over 135 staff training hours made this possible. More than 350 participants received training through classes over Zoom or in one-on-one sessions with a TechCentral staff member.

What accomplishments are you most proud of?
- 350+ participants.
- Approximately 1,000 hours of remote computer assistance in the library's computer labs.

How has this project changed the way your organization approaches digital inclusion work?
The combination of this project and the pandemic have reiterated the need to focus on digital inclusion work. Cleveland is one of the worst-connected cities in the country, and the pandemic put a spotlight on Cleveland residents' needs. Using data and statistics compiled from resources acquired throughout the fellowship and the awareness gained throughout the last year, I foresee it being easier to get buy-in from stakeholders for digital inclusion-focused initiatives. The connections I've made over the past year with other fellows and learning from their experiences have also informed how I make suggestions to my organization.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
This project has helped me think outside of the box when it comes to providing digital literacy instruction. I look forward to implementing some of my ideas in the near future.

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Digital Inclusion Fellow Spotlight

Angelina Cortes

LIBRARIAN II
ADULT SERVICES

San Antonio Public Library
San Antonio, TX
Pronouns: she/her

Angelina is an Adult Librarian and current Interim Manager within a branch of the San Antonio Public Library system. Her work revolves around creating and researching resources in healthcare, homelessness, immigrant rights, and digital and media literacy. Her library is the site of a "Learn" Center, which addresses the knowledge gap in adults of marginalized identities in technological and continuing education fields. She believes the role of public libraries should be an "open for all" community-driven model that welcomes and advocates social change in all of its services.

HOST ORGANIZATION

SAN ANTONIO PUBLIC Library
information. imagination. ideas.

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Tell us about the project you worked on as a Digital Inclusion Fellow?
As the Digital Inclusion Fellow for the San Antonio Public Library, I made it possible for the organization to offer a roving digital inclusion class on wheels that could be taken out into the community. The Wi-Fi-enabled Paleta Cart is an information desk and accommodates having up to five people connected at one time. Throughout the year, many organizations were collaborated with, especially with outdoor and socially distant events that were to come. The initial goal was to reach communities that needed internet by handing out hotspots, but the project changed directions to make the cart more of an information spot during this time of uncertainty, as SAPL events and programs went virtual. The Paleta Cart will continue to be a work in progress as the upcoming year allows for more in-person outreach and digital literacy hands-on experience taught by staff.

What accomplishments are you most proud of?
One major accomplishment continues to be the day the city reopened to the public in mid-June. That was the first day the cart went into the streets and reached around 100 folks.

How has this project changed the way your organization approaches digital inclusion work?
I believe SAPL staff being a part of the Digital Inclusion Fellowship will keep digital inclusion work afloat and will maintain the efforts of past fellows. I know being a part of the fellowship helped advocate and support past projects to keep going.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
Coming into this project when I did, I realized my outreach and communication skills and really "selling myself" needed a lot of work. This experience helped me home in on what kind of professional development I needed and will need within my organization and my profession as a librarian.

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Digital Inclusion Fellow Spotlight

Stephanie De Leon

DEVELOPMENT AND COMMUNICATIONS MANAGER

AVANCE-Austin
Austin, TX
Pronouns: she/her

Stephanie is supporting hundreds of low-income, Latinx parents of young children at AVANCE-Austin. She is passionate about her pursuits to help break the cycle of poverty through two-generation education as a parent of two young children herself. Lack of digital access and literacy are huge barriers Stephanie feels many parents face as first teachers to their child(ren), especially as the rise of COVID-19 continues, creating more virtual classrooms, online interviews, and little-to-no in-person interaction with peers, educators, and leaders for support. As the first college graduate in her family, she received a B.A. in English from Texas A&M University – Corpus Christi and is dedicated to helping others reach their goals.

HOST ORGANIZATION

Austin
AVANCE®
Unlocking America's Potential

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

Tell us about the project you worked on as a Digital Inclusion Fellow?
As the Digital Inclusion NTEN fellow for AVANCE-Austin, I provided leadership and knowledge on how best to support and tackle the digital divide among Austin's Latinx community by providing access to devices, the internet, and digital literacy. 2020–21 was a unique year in spotlighting the gaps within digital equity, and I developed and implemented a project to ensure Spanish-speaking families living in high-poverty areas would not be left behind. I successfully attained funding to purchase new tablets with internet connectivity for 238 parents to receive at no cost while attending the AVANCE-Austin Parent-Child Education Program. I also supported 26 program staff members through digital literacy training to help ease the transition of in-person to remote teaching. Virtual classes for Spanish-speaking parents held by program staff included 1,328 training hours of basic digital skills on operating tablets and smartphones, navigating the internet, using Zoom, and applying for workforce development classes, such as Austin Community College's English as a Second Language, Business Planning, and High School Equivalency/GED attainment. Throughout the year, we provided an incredible opportunity to bring diverse communities together by designing a volunteer digital navigator program, recruiting and training 14 volunteers to help support clients via a help,line.

What accomplishments are you most proud of?
A total of 383 individuals were provided digital literacy support. Individuals served are:
- 100% women.
- 93.5% Latina who speak Spanish as their primary language.
- 90% immigrants, arriving in the United States less than 10 years ago.

How has this project changed the way your organization approaches digital inclusion work?
The project has increased the capacity to serve more people as classes can now be successfully led virtually and in-person, providing more flexibility for families.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
The year-long fellowship has increased my skills in project development and management and given me a new understanding of digital inclusion along with an entire community of professional and experienced DI leaders within my city and beyond.

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Digital Inclusion Fellow Spotlight

Josh Everett

EDUCATION SPECIALIST

Project Return
Nashville, TN
Pronouns: he/him

Josh Everett is the Education Specialist at Project Return, a nonprofit organization committed to helping people living a full and free life after incarceration. Josh graduated from Vanderbilt University, and he originally hails from Leeds, Alabama. Before working at Project Return, Josh worked in community organizing and helped build issue campaigns around criminal justice reform, healthcare, economic justice, and more. Since joining Project Return in 2019, Josh has helped administer and develop the job readiness curriculum and the hard skill classes.

HOST ORGANIZATION

PROJECT
return

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

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Tell us about the project you worked on as a Digital Inclusion Fellow?
I helped reintroduce a computer literacy class for people returning to work from incarceration. Unfortunately, many people who are incarcerated don't have access to this skillset while incarcerated, and in many cases, before and after incarceration. We offered this weekly class as part of our job readiness curriculum. We also had laptops available for our participants to use for their job search and reentry needs and staff members ready and able to help them with digital needs that arose.

What accomplishments are you most proud of?
Trained 293 participants via class or computer assistance.
- Partnered with our local library to have laptops available for participants.
- Partnered with the Nashville Technology Council and Vanderbilt University's business fraternity to train over 10 volunteers and 2 staff members to teach computer literacy.

How has this project changed the way your organization approaches digital inclusion work?
Project Return has definitely gotten more invested in digital inclusion. Our CEO was resolute about us doing the fellowship again, as well as an eagerness about building tech partnerships locally.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
I've gained a more concrete perspective on how wide the digital literacy gap is, as well as how normalized and under-addressed the gap is. For example, many of our participants are given phones when they sign up for food stamps (if they don't have one already) that they hardly know how to use. I even have coworkers whose digital skillset vary widely. I've learned not to assume certain levels of knowledge, and I will implement this framework whenever I'm in a position that involves adult learning.

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Digital Inclusion Fellow Spotlight

Cheryl Johnson

DIRECTOR, COMMUNITY EDUCATION/GED PROGRAMS

Thea Bowman Center
Shaker Heights, OH
Pronouns: she/her

Cheryl has an M.Ed in Adult Education and Development and has spent over 25 years in higher education. For the past six years, she has been the instructor of the Adult Education/GED Program and coordinator of the Adult Beginners and Advanced Computer classes. Her purpose is to promote digital inclusion throughout the Mt. Pleasant community in Cleveland, OH, so that as many people as possible can access communication technology within their homes and have digital equity for full participation in today's society.

HOST ORGANIZATION

Thea Bowman Center

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

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Tell us about the project you worked on as a Digital Inclusion Fellow?
The year started out with me creating a digital inclusion assessment for people in the community to complete. From there, I coordinated with our computer instructors and set up digital literacy classes, which were online from the fall through spring due to COVID. During the year, I was still able to make new partnerships with other organizations and churches and recruited some of their people to our classes. We taught 180 people basic digital literacy skills and 15 people advanced skills in Microsoft Word and Excel programs. We also provided laptop devices to keep for learning for those who did not have a device. I reached over 3,000 homes in the community with various flyers on low-cost ISPs, information on our classes, and available devices. I joined a couple of community committees in Greater Cleveland and the NDIA for national information. I am developing further partnerships with other organizations to further local digital inclusion work.

What accomplishments are you most proud of?
Created a Community Assessment (with 500 responses) for people to complete about the digital service and devices they have in their homes and their digital skills.
- Provided 970 training hours.
- Created a "Help Desk Service" for online digital device instructions and recruited four volunteers to respond to calls.
- Featured in a commercial for my organization and as a guest on a local radio station on digital literacy training and GED programs.

How has this project changed the way your organization approaches digital inclusion work?
The project has greatly improved our approach. It has become a top priority to promote digital inclusion work for the community we serve. We are increasing the number of people we serve, training sessions, partnerships, and connecting to more digital inclusion foundations, services, and digital equity committees.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
This project has helped me tremendously by giving me a clearer lens on digital inclusion, its importance of it in a community, and the guidance to understand the scope of the mission. It has broadened my knowledge to carry on the work necessary to advance digital services in the community, the importance of having partnerships, and working with community leaders, foundations, and organizations to advance our digital program.

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Digital Inclusion Fellow Spotlight

Megan McNaughton

TECH ACCESS COORDINATOR

Kansas City Public Library
Kansas City, MO
Pronouns: she/her

The KC Public Library has been consistently expanding its program offerings for the last few years, so this fellowship has allowed her the chance to be an integral part of that growth. Programming that can bridge the digital divide in Kansas City has to be dynamic, engaging, and available for every knowledge level, from beginner to expert. This means that there will be many opportunities to improve our communication with their patrons and build out programs that best meet their needs. Megan enjoys listening to podcasts, exploring the great outdoors, and playing board games with her friends in her free time.

HOST ORGANIZATION

THE
KANSAS CITY
PUBLIC LIBRARY

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

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Tell us about the project you worked on as a Digital Inclusion Fellow?
As the Digital Inclusion Fellow for Kansas City Public Library, I created and implemented a device checkout program emphasizing community partners serving audiences disproportionately affected by COVID-19. With no possibility of regularly scheduled in-person events, I determined that if I couldn't bring people to the library, I would try and bring the library (and its resources) to the people. I also created digital literacy resources with accessibility in mind. With enlarged print and icons, as well as step-by-step directions, the audiences served could practice their technology skills on their own. The devices and printed resources were shared widely and found receptive audiences at partner sites such as the Foster Grandparents Program, Jewish Family Services, Vineyard Neighborhood Association, and The Grooming Project. The most popular guide, a how-to on Zoom and its various collaborative features, was created in English and translated into Spanish by popular demand.

What accomplishments are you most proud of?
- Creation of a device checkout program with community partners.
- Strategic partnerships with 11 community organizations.
- 380 hours of digital literacy training provided to the community.
- Over 150 laptops and hotspots loaned to community partner sites.
- Over 100 hours of staff training sessions focused on supporting seniors in their tech learning journeys.

How has this project changed the way your organization approaches digital inclusion work?
I think this fellowship year has increased our capacity to serve the community. Through the new partnerships we've developed, we can serve more people and provide digital literacy materials directly to the folks who need them most.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
This fellowship has provided me a digital inclusion lens from which to consider the work I do. At every turn, I see how different components of the library's work are affected by technology, the lack thereof, or our patron's relationship with it. I can recognize the privilege I have and support those across the digital divide. I feel a lot more confident in conversations centered around digital inclusion, and I hope to stay in the field or work on adjacent projects to continue improving the digital inclusion landscape in Kansas City.

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Digital Inclusion Fellow Spotlight

Brenda Montecinos Villa

FINANCIAL CAPABILITY COORDINATOR

International Rescue Committee

Salt Lake City, UT
Pronouns: she/her

Brenda is a graduate from Rutgers University with a B.A. in Cultural Anthropology working as the Financial Capability Coordinator at the IRC. Growing up as an immigrant, she saw and experienced the hurdles new Americans faced in their everyday life. Her experience in research, human rights fields, and anthropological background propelled her to work in economic empowerment. Digital financial literacy is a skill she wishes to provide to the refugee and asylee community with her work at the International Rescue Committee.

HOST ORGANIZATION

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

Tell us about the project you worked on as a Digital Inclusion Fellow?
The IRC's *Digital Financial Literacy* program addressed the digital and financial divide within our New American community, catering specifically to refugees and immigrants. The *Digital Financial Literacy for Young Adults* taught youth about basic financial knowledge. The *Digital Skills & Economic Wellbeing for Adults* taught family members basic digital skills and a foundational understanding of the American financial system from credit to banking. Clients ranged from new refugee arrivals to food entrepreneurs. The fellowship created a hot spot lending program and tech squad support. This scaffolding system allows us to address digital issues, have an educational component, and support clients who never had these opportunities when they first arrived.

What accomplishments are you most proud of?
- Tech Squad launched in fall 2020, with over 50 hours of total support
- Teaching entrepreneurs digital and financial literacy skills, offering iPads upon graduation.
- The curriculum is being included in our Hospitality Link program, which offers training for clients to gain employment in the hospitality sector.
- Our clients will receive a certificate through Salt Lake Community College and the Digital Financial Literacy Skills certificate with IRC.
- Since the beginning of the fellowship, we have served 176 clients with classroom education, access to financial products, device assistance, and tech squad support.

How has this project changed the way your organization approaches digital inclusion work?
Tech mentorships, which provided one-on-one in-person tech support and digital literacy training, were sidelined during the pandemic. In the fall of 2020, Tech Squad, a remote spin-off, launched. The hotspot lending program, device distribution, and access to digital support have become priorities. The Education team is working in this area and launching courses to help refugees gain higher-paying tech careers.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
Our refugee and New American communities experience an exacerbated digital divide. The Education and Economic Empowerment team was looking for better ways to work together, and this fellowship has allowed this to happen sustainably and consistently. Our classes will continue to have a digital literacy aspect to ensure that our clients have knowledge of everything they have the right to access. The COVID-19 pandemic finally brought more attention to the digital needs of our clients, especially those who are no longer in casework. Professionally, this allowed me to gain more hands-on experience directing and planning a program, program management skills, and insight into community building. It was an amazing experience having our clients bring actionable information home to better their financial wellness!

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Digital Inclusion Fellow Spotlight

Angela O'Neil

STEM DIRECTOR

Boys & Girls Clubs of North Alabama
Huntsville, AL
Pronouns: she/her

Originally from Sydney, Australia Angela has been living in the United States since the age of 5 and holds a B.S. in Biological Sciences and an M.S. in Educational Psychology. Angela also has over 21 years of experience in STEM Education. She has worked in Science Museums in Atlanta and Huntsville, which has shaped her love and passion for informal STEM education. She believes that access to high-quality digital experiences is vital for underserved communities and that they give people the tools that are necessary for success in current and future careers.

HOST ORGANIZATION

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

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Tell us about the project you worked on as a Digital Inclusion Fellow?
I developed and implemented a series of digital literacy and advocacy programs designed to "move the needle" on digital inclusion, specifically in the clubs' workforce development, early literacy, and general operations departments of the clubs. I created digital literacy programs for job seekers, general digital advocacy for parents, digital knowledge for staff, and trained Digital Navigators working at the individual club units. Digital Navigators helped parents with online learning, checking grades, and other digital questions. These classes are now standard parts of the club training and operations. Finally, Boys & Girls Clubs of North Alabama has leveraged this project to secure additional funded projects in digital inclusion for the following year.

What accomplishments are you most proud of?
Developed and implemented the following digital literacy classes:
• Virtual interviewing skills
• Increasing productivity using Gmail and Google Calendar
• Creating online meetings using Zoom/Google Meet
• Free resources/classes online to upskill your career
• Getting the Internet You Pay For
• Internet speed testing for checking the strength of your connection yourself
• Chromebook Tips and Tricks
• Protecting Yourself Online passwords and your digital footprint

How has this project changed the way your organization approaches digital inclusion work?
The digital inclusion project at BGCNAL succeeded in adding digital inclusion as part of its overall culture. COVID restrictions brought into focus the need for staff, parents, and job seekers to have adequate digital skills. Before this project, BGCNAL knew next to nothing about digital inclusion, but now front-line staff feel empowered to advocate for digital inclusion in their own communities.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
This digital inclusion project has added an additional facet to my skill set and professional expertise. Learning about digital redlining and other institutional inequities present in the communities that BGCNAL serves has been an eye-opening experience and has inspired me to be an advocate for digital inclusion across the community. In addition, the project has given me a more well-rounded training skill set and learning how to overcome tech hesitancy with parents and adults.

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Digital Inclusion Fellow Spotlight
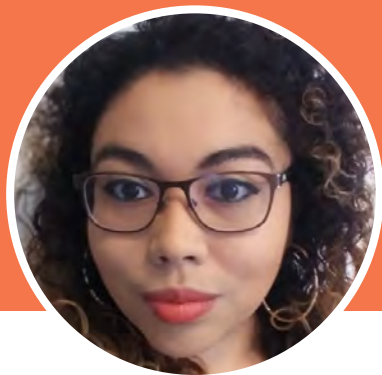
Gabriela Peden

JUNTOS APRENDEMOS PROGRAM MANAGER

High Desert Education Service District
Redmond, OR
Pronouns: ella/she/her

Gabriela has dedicated her career to working with the Latino community. Her work includes serving as the Latino Services Specialist with the Deschutes public library, and extensive service as a board, and committee member for community organizations and nonprofits that directly impact the Latino community in Central Oregon. She is passionate about Equity, Diversity, and Inclusion work and working directly with Latino families and organizations to break down barriers that exist in our education systems.
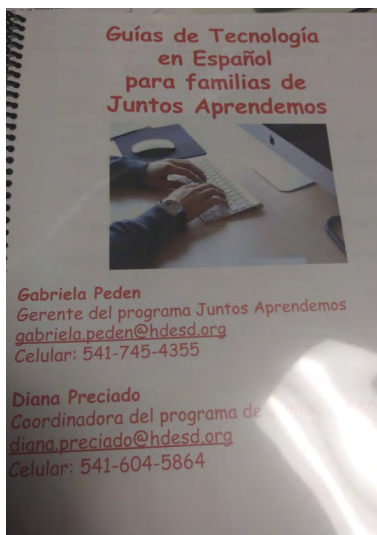
The Juntos Aprendemos program is a new program in Central Oregon to help 3-5-year-olds and their parents be ready for kindergarten all in Spanish.

HOST ORGANIZATION

High Desert Education Service District

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

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Guías de Tecnología en Español para familias de Juntos Aprendemos

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Tell us about the project you worked on as a Digital Inclusion Fellow?
As a Digital Inclusion Fellow for Juntos Aprendemos at the High Desert ESD, I developed basic classes for my staff who were not using tech before. We also implemented classes for the families in our program on a one-on-one basis to teach them how to use Zoom. Every child in our program received a Chromebook and access to Wi-Fi. At the end of our program, families were using email and using their Chromebooks for multiple activities in addition to Zoom. We sent families booklets as tech support for internet safety, Zoom, email, and Google search so they could use their Chromebooks to full capacity.

What accomplishments are you most proud of?
We partnered with other organizations that are also using our Spanish tech support booklets.
- We have Spanish-speaking only employees who had never had a computer before, and they are now computer users!

How has this project changed the way your organization approaches digital inclusion work?
Due to transitioning our program to a virtual model and supporting families with the Chromebooks and internet, we were able to include families from neighboring counties that wouldn't have been able to participate if we were in person this year.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
I've gained a more concrete perspective on how wide the digital literacy gap is, as well as how normalized and under-addressed the gap is. Many of our participants are given phones when they sign up for food stamps (if they don't have one already) that they hardly know how to use. I even have coworkers whose digital skillset vary widely. I've learned not to assume certain levels of knowledge, and I will implement this framework whenever I'm in a position that involves adult learning.

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Digital Inclusion Fellow Spotlight

Erin Young

DIRECTOR OF WORKFORCE DEVELOPMENT

Southern Oregon Goodwill Industries
Medford, OR
Pronouns: she/her

Erin has a 15+ year career as part of a team developing and providing job training services to the community's most vulnerable individuals. She supported the development and launch of the Southern Oregon Goodwill Industries Digital Skills program working closely with Goodwill Industries International® through its partnership with Google. Erin is a member of United Way's WILL Council, a group that supports women and children's lives by mobilizing the caring power of women, and she is a member of United Way's Special Transportation Committee. Erin has a Master's in Business and Bachelor's in Applied Psychology. She has lived in Southern Oregon her entire life where she enjoys training her horses for barrel racing, teaching horseback riding, and raising Border Collies.

HOST ORGANIZATION

The yearlong **Digital Inclusion Fellowship** provides nonprofit professionals with the knowledge and training they need to expand digital equity and literacy in their communities.

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Tell us about the project you worked on as a Digital Inclusion Fellow?
As the Digital Inclusion Fellow for Southern Oregon Goodwill Ind., Erin Young built a Learning Lab Advancement training pathway consisting of a series of courses aimed at offering Goodwill associates a way to learn digital and other job-related skills. The classes brought basic digital skills to entry and mid-level Goodwill associates working in four counties throughout Southern Oregon. Sixty-seven people earned at least one digital or job-related credential through this program, with some earning up to three credentials. Associates also learned how to access training virtually, including how to use email and calendar invitations, open internet browsers, and use virtual platforms to share screens, chat, and find links.

What accomplishments are you most proud of?
The Learning Lab advancement project taught classes and offered over 215 hours of one-on-one digital instruction to Associates who had no previous computer experience. This one-on-one instruction was vital for our Associates to find the class invitation on the learning station, allow sound and video, use the share screen function, open the chatbox, open links, find and open their Excel homework, save a document to the computer, and email their finished homework to their instructor.

How has this project changed the way your organization approaches digital inclusion work?
The project has allowed me to bring awareness to my organization about the need for digital literacy, devices, and affordable broadband, and it has increased the capacity to serve new people. My project required us to pivot to helping our employees during the pandemic when we were closed to the public. This was the first time our Associates were provided direct services.

How has this project changed your approach to your work, provided with a digital inclusion lens, or contributed to your professional development?
The project has shed light on the fact that the digital divide is more than just making sure everyone has a computer or device. There is a gap in literacy and access to broadband that needs to be addressed. The project has taught me to look at any new program design from the customer's perspective, dig into program participant's needs, and work with partners to build a wraparound approach and think about new ways to get services to people.