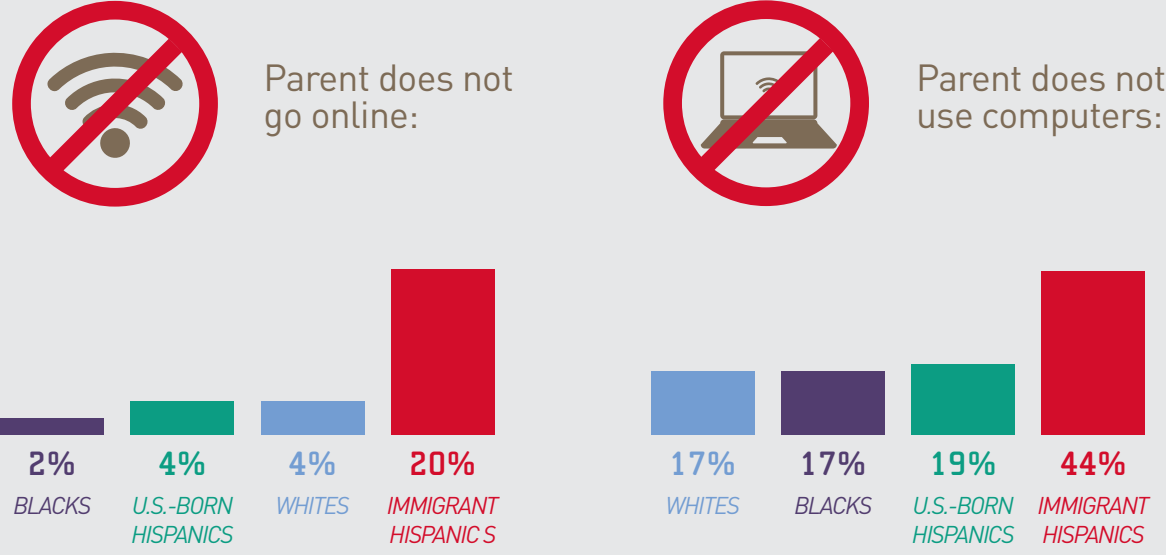


PRIORITIZING TECH:

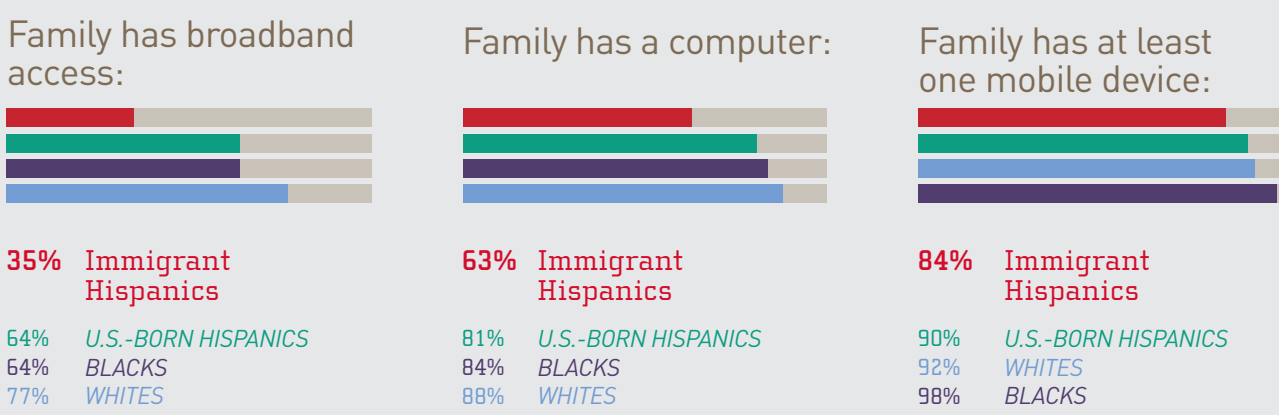
Immigrant Hispanic Families, Digital Access, and Learning Opportunities

Lower-income families¹ of all racial and ethnic backgrounds have less access to the internet and digital devices than higher-income families. Hispanic families headed by immigrant parents face particularly acute challenges.

Many immigrant Hispanic parents do not use the internet or access computers anywhere—not at home, work, or in the community.

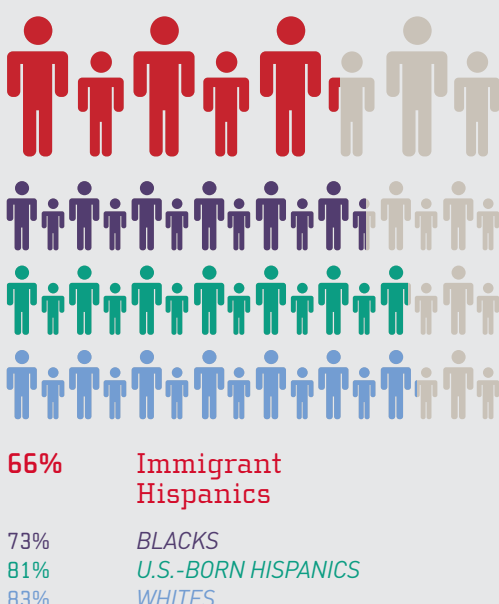


Families headed by **immigrant Hispanics** are less likely to have a broadband internet connection or own devices that connect to it.

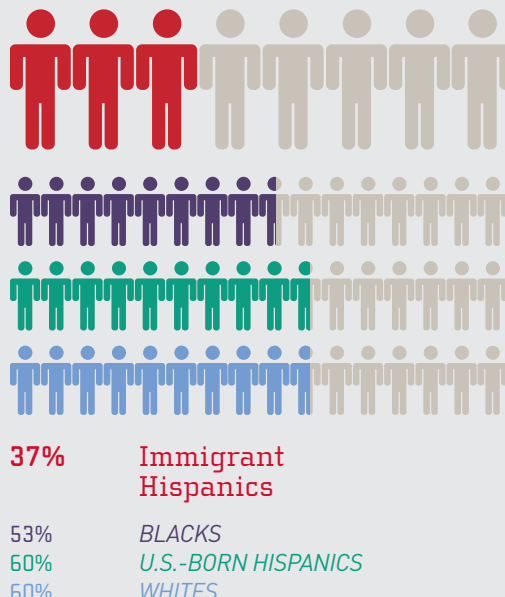


Immigrant Hispanic parents have **less technology experience**; only four in ten feel confident using the web and 45% have been online for less than five years.

Fewer help their children to use computers or the internet:



And fewer have people they consider trusted resources of support to help them learn about technology.

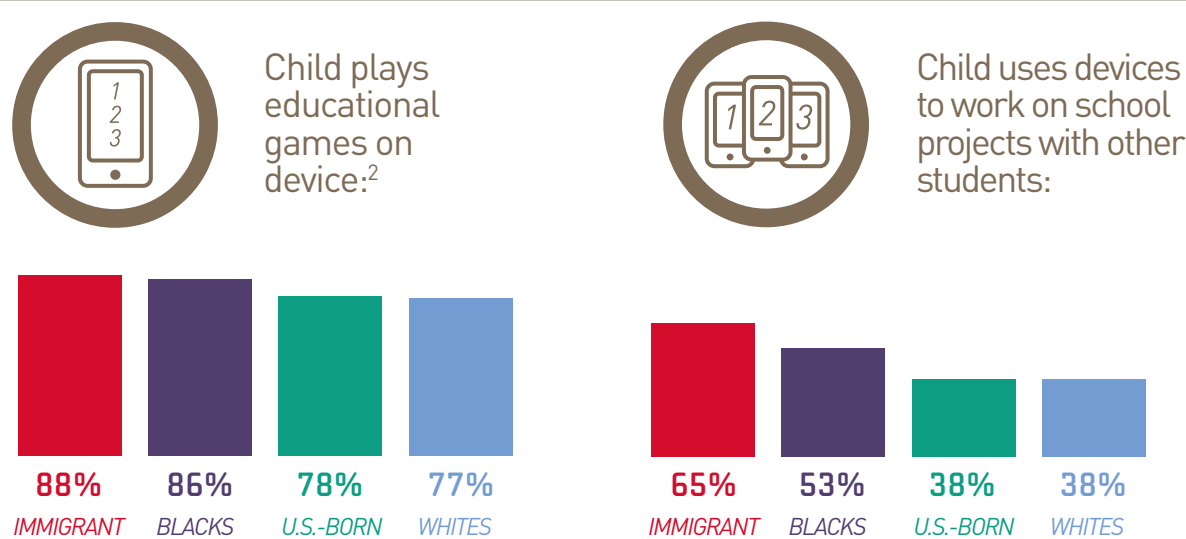


Despite these challenges, immigrant Hispanic parents are most likely to **prioritize purchasing technology to support their children's education...**

43% purchased their most recent device for this reason, compared with 30% of U.S.-born Hispanic, 23% of White, and 18% of Black parents



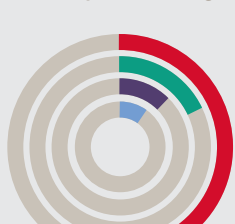
...and to report that their **children use those devices more for certain educational purposes**



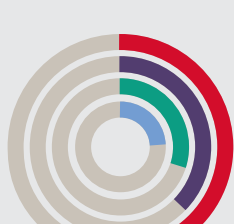
What does this mean?

Immigrant Hispanic parents face serious digital equity challenges that are often compounded by other difficulties, including limited parental education, income, and time in the U.S.

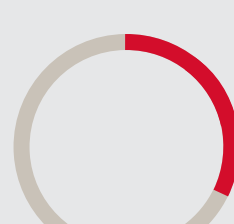
Parent did not complete high school:



Annual household income under 25K:



Living in U.S. for 10 years or less:



But, **immigrant Hispanic parents see technology as key to increasing their children's opportunities**, prioritizing educational technology purchases and uses.

Digital equity initiatives must focus on families' challenges, but should also harness these kinds of family assets in order to close gaps between immigrant and U.S.-born families' technology experiences.

¹ Source: Rideout, V.J., & Katz, V.S. (2016). *Opportunity for all? Technology and learning in lower-income families*. New York: Joan Ganz Cooney Center at Sesame Workshop.

² These percentages refer to parents whose children engage in these activities either "often" or "sometimes."