St. Louis Digital Divide
Summary K-12 Education Analysis and Findings
Introduction

Over the past two-plus decades, the internet has grown from a modern convenience for some to an essential tool for all. The innovation and growth that has occurred alongside and because of an increasingly connected world impacts virtually all aspects of everyday life – how we learn, work, communicate, and socialize. However, what we have always known, and what the pandemic magnified is that the benefits of this growth and innovation have not been accessible to all. In fact, the growing reliance on high-speed broadband and the devices and skills to utilize it have exacerbated existing inequities across our community and furthered St. Louis’ digital divide.

Perhaps nowhere are the inequities of the digital divide clearer and more pronounced than in our schools.

- In some school districts, more than 1 in 4 households lack internet access, while just miles away in more affluent areas, the rate is less than 1 in 25 households.
- Unsurprisingly, students in school districts where digital access is the most limited are also in areas with higher rates of poverty and where students face additional vulnerabilities with fewer resources to address them.

The broad findings of this report are not surprising. They mirror the findings of many others on our region and the inequities that are all too apparent. However, this report provides the detail and data necessary to not only understand the problem but to craft actionable and effective solutions. While this report does not eliminate the breadth and depth of educational inequities in St. Louis, it does seek to be a guide toward taking clear steps that can begin to alleviate the impacts of the digital divide and create a more equitable landscape for students now and in the future.

Developing and implementing education-focused solutions to the digital divide cannot be undertaken in a vacuum. Students with greatest needs often have the least resources and face the greatest challenges. As such, solutions must be comprehensive and holistic. We must also acknowledge that under the complex challenges that our most vulnerable students face, there is no single solution or manner in which to provide them. Solutions and support must be crafted in response to the specific environments and realities students and families face. For some students, school may be the best place to receive those solutions and supports, for others it may be in the home, and for others still the library or a community organization is the right venue. In reality, it will require a combination of the above.

This report builds on the broader digital divide report that highlights the need for infrastructure investment, increased competition, affordability of devices and service, and digital literacy. Addressing each of these components is central to permanently bridging the digital divide for all of St. Louis. However, given the stakes of educating our next generation, our schools require action now. We must simultaneously address the urgent needs of our students and the broader need for long-term systemic solutions that are inherently intertwined in long-term solutions for the broader community. The following seeks to provide student-focused solutions that address the urgent needs of St. Louis’ children in a way that is impactful and that can also serve as the foundation for more long-term, sustainable change.

We have long known of the inequities that plague the education system in our region. How we address the digital divide in the next five years will determine whether technology will serve as a revolutionary solution that brings thousands of students into a modern world of opportunity or exacerbate existing inequalities. While the challenges we face are significant, we are also at a time of unprecedented opportunity and investment. It is the goal of this report to provide the detailed data and information necessary to capitalize on this opportunity to help both our current students and ensure that future generations of St. Louis children will have an equitable opportunity to thrive.
Contents

Introduction
Digital Divide Findings
Solutions Overview
School District Profiles
Urban and suburban communities face connectivity issues

Understanding the Issue
Immediate spotlight on the need for students and families to have:
- Consistent, reliable access to high-speed broadband (HSBB)
- Devices capable of maintaining that connection
- Training and support to participate in this new virtual learning landscape

Helping those Most Vulnerable
As school districts across the nation scrambled to adjust to a new model of virtual education, it became clear that communities already struggling were being put at a further disadvantage by the existing digital divide.

True Assessment of Needs
This report explores the landscape of the digital divide in the City of St. Louis and St. Louis County with respect to HSBB coverage and quality, affordability of HSBB service and devices, and the knowledge and training needed to take advantage of digital resources.

Given the urgency of providing sufficient educational resources to students, this presentation focuses on the digital divide’s impact on education and students.

Proposed Solutions
Exploration of existing initiatives, federal programs and funding solutions to implement meaningful change.

Education Road Map: The Road to Success

Help Most Vulnerable
Community Needs
Stakeholder Input
Data and Analytics
Available Funding
Closing the Gap
Existing programs and collaboration can address digital divide issues in school districts

School districts in north St. Louis County including Normandy, Jennings, and Riverview Gardens, along with SLPS, face the largest impact from the digital divide

- An estimated 40%+ of households in these districts will require some form of internet service subsidy due to median household incomes below ~$35k
- Almost 15% of households have no computer, and will in turn need support from device programs, likely complemented by digital literacy support to use them
- Nearly half of these homes face long-term internet service quality concerns due to unavailability of fiber to the home

SLPS and north St. Louis County districts have vulnerable student populations, implying that helping these areas offers greater opportunity for positive impact on the community, and therefore merit incremental focus during program implementation planning

- Students in these districts tend to face economic hardship, reliance on public support, adverse school performance
- These tend to be the same households that are in need of other critical support services (food, housing, employment, healthcare, etc.)
- Assisting students and the families that support them cannot be mutually exclusive

National case studies highlight strategies that have been successful in other jurisdictions to identify struggling students and apply solutions

- Chicago Connected, Connect2Compete in Clark County School District, NV and ConnectME in Boulder Valley School District, CO serve as precedents
- Themes point to collaboration of school districts, public and private stakeholders, and the input and participation of teachers and parents to drive solutions

An array of opportunities are available which range from low cost, actionable solutions which leverage existing programs to collaborative task-force development and innovative private partnerships

- Teachers, community leaders and parents play a critical role in organizing and advancing digital divide initiatives
- Library branches which sit throughout the City and County have been overhauled to provide updated facilities and programs to support this specific effort and are positioned to play an even larger role
- Unprecedented federal funding and interest from equitably-minded private business provides significant opportunity to fund solutions
Contents

Introduction
Digital Divide Findings
Solutions Overview
School District Profiles
School District Findings: Highest Need Districts

- **Quality**
- **Affordability**
- **Devices**
- **Mentoring**

### Key digital divide indicators and drivers

- **Districts shown on the top right of this chart are primarily low income areas in need of devices.**

#### Commentary

- Districts such as SLPS and those in north county face the most significant digital divide issues due primarily to low income levels, significant device deficits, and potential broadband service quality issues in the long term.

- Districts such as Rockwood, Webster Groves, and Ladue encounter meaningfully less impact from income driven issues, including device affordability.

- School districts in north County will also need to address digital literacy issues tied to income and unfamiliarity with newly gained devices.
An understanding of the physical barriers which may prevent certain households from gaining access to internet connectivity is only a first step in determining how and where resources within the City and County should be deployed.

Affordability of service and devices as well as the digital acumen to effectively utilize these tools can be equally, if not more, prohibitive when thinking about the challenges presented to students and their families in a quickly evolving educational landscape.

Certain Key Performance Indicators (KPIs) offer further insight into which student populations, and the families that support them, are more susceptible to digital divide challenges.

A clear picture comes into focus which demonstrates a concentration of need within the school districts and communities which have been historically disadvantaged.

<table>
<thead>
<tr>
<th>Select indicators of vulnerability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
</tr>
<tr>
<td>% non-white students</td>
</tr>
<tr>
<td>% students eligible for free or reduced lunch</td>
</tr>
</tbody>
</table>
School District Findings

Select student vulnerability indicators

Commentary

- Ferguson-Florissant, Jennings, Normandy, Ritenour, Riverview Gardens, and St. Louis Public Schools have highly vulnerable student populations based on a combination of minority populations, lower graduation rates, lower student wealth, public funding dependence, and homelessness.
- Hancock Place, Hazelwood, and University City face slightly less (but still elevated) vulnerability based on these key metrics.

1. And the City of St. Louis
2. Other than “white only”
3. Does not include multiracial
4. Includes supplemental social security income, SNAP, cash public assistance income, Food stamps
5. Based on assessed home & property valuation

- Note: This information is based on the criteria provided and may not be exhaustive.
Case Study: Chicago Connected

Digital Divide Challenge

► 100,000 Chicago Public School students with no active internet connection at home and unable to attend virtual classes
► 1 in 5 primarily Black or Latinx/a/o children under 18 years of age lack in-home internet
► In south and west side communities, 50% of households with school-age children have no in-home HSBB (communities hardest hit by food insecurity, unemployment, and housing challenges, and are without access to vital information to help address those same issues)

Program Implementation and Goals

► Provide free HSBB to identified 100,000 CPS students by adopting a sponsored service model through partnership with an ISP procured through a Request for Proposal process
► ISPs paid directly by the program, providing four years of free service for students’ families most in need
► Provision of devices and hotspots to eligible participants who also provided vital input into the design and implementation of the program
► Fundraising to ensure 100% free program to eligible households – meaning no out-of-pocket expenses or installation fees for families

Outcomes

► Connectivity: 100,000 CPS students receive HSBB service to their households for four years paid directly to ISP selected through RFP. No out-of-pocket expenses or installation fees for participating families
► Devices: Distributed over 128,000 devices and thousands of hotspots to support remote learning
► Literacy: Non-profit, community based organization contacted the household to survey installation experience and provide digital literacy training and support. Goal is to equip household with skills to utilize service and devices and introduce other critical support services (food, housing, employment, healthcare, etc.). Project-wide working group to identify digital literacy resources needed by applicants and participants

Funding: $20 million in donations covered two years of the program with $5 million in CARES Act funding and CPS and City of Chicago monies funding the second two years of the program

Outreach: Eligible households received robocalls, texts, a flier to raise awareness of the program as well as physical mail and email containing a household specific activation code

Partnerships: RFP issued to ISPs to offer households a best-possible package of services. Selected ISP paid directly by the program, eliminating the risk of customer non-payment or default
Clark County School District (CCSD), Nevada, is the fourth largest school district in the country and had shifted approximately 320,000 students to remote learning during the pandemic.

Of the respondents to a survey of those students, 70,000 answered that they did not have a device to utilize for remote learning and 18,000 did not have internet access in their household.

CCSD partnered with Communities in Schools (CIS) Nevada to develop an initiative with the goal of ensuring that every student had access to an internet connection and a learning device.

CCSD and CIS partnered with Cox Communications (Cox) and T-Mobile to bring connectivity and device solutions to low-income households.

Nevada’s COVID-19 Task Force which consisted of a group of business and community leaders was instrumental in securing the resources and expertise required to implement the program.

Funding: The Governor’s COVID-19 Task Force leveraged its influence and networks among public and private stakeholders across the State to procure the necessary resources for the program.

Outreach: A virtual family support center was developed where trained agents connected with families to sign them up for subsidized internet. A radio and television campaign was created to drive participation and awareness for the support center followed by door-to-door engagement.

Partnerships: Executed agreement with ISP to provide access to low-income families at no or reduced cost. Distribution of free hotspots.

Connectivity: Eligible students’ households received no cost internet service through June 2021 a low cost service ($9.95/month) thereafter. Hotspots were distributed through a partnership with T-Mobile; the pilot of its Project 10Million initiative.

Devices: Hotspots were given to CCSD families who did not live in Cox service territory, were experiencing homelessness, or had more than four students in a household (and therefore required additional bandwidth for remote learning).

Literacy: Virtual Family Support Center was developed to assist student households in signing up for service and providing technology support services to ensure successful installation of internet and use of devices.
Case Study: ConnectME

Sources: Digital Bridge K12, Secondary Research, Digital Divide Project Working Group

Digital Divide Challenge

- Boulder Valley School District (BVSD), Colorado, identified a “homework gap” that was disproportionally impacting low-income families in the school district.
- Through paper and telephone surveys, over 1,000 students in the district who lacked home internet access were identified.

Program Implementation and Goals

- BVSD implemented strategic outreach and coordination with school district staff to connect directly with students most in need and develop databases to maintain contact with those served through the program.
- BVSD emphasized the need for private partners to create innovative solutions including new revenue opportunities for the school district. Partnerships included both a public-private partnership and other agreements with ISPs in order to provide a variety of options that were best aligned to the needs of the community.

Outcomes

- **Funding:** Real estate for LiveWireNet antennas and dark fiber for backhaul was exchanged for free home internet access to all qualified free and reduced lunch students.
- **Outreach:** Initial digital survey efforts (50% response rate) were augmented by targeted strategies in collaboration with school principals to identify students in need and connect by phone to implement the most viable internet solution.
- **Partnerships:** A public-private partnership and corporate donations in the form of hotspots were utilized to bridge the internet accessibility gap.
- **Connectivity:** In exchange for real estate for LiveWireNet to place their antennas and dark fiber for backhaul, the company offered all qualified free and reduced lunch students free home Internet access. The agreement was developed through implementation of a public-private partnership. Comcast, T-Mobile and Verizon also offered connectivity solutions to bring the identified students online.
- **Devices:** BVSD also negotiated a revenue share into their contract so that after the two to three years it will take to build out the network, the school district will earn a 25% revenue share. They will use these funds to purchase devices for students.
- **Literacy:** N/A
Existing Programs

www.stldigitaldivide.org
St. Louis County Library (SLCL) is in the midst of a multi-year capital improvement campaign called Your Library Renewed. SLCL’s operations are funded almost entirely by its share of local property taxes, including a voter approved $0.06 property tax increase in 2012 to fund new facilities and upgrades to existing structures, as well as enhanced library programs and services.

Commentary

- To date, all but two St. Louis County Library branches have been renovated and overhauled to provide high-quality services to its communities with the remaining facilities to be constructed/renovated in the next two years.

- The $0.06 property tax contains no sunset provision and will continue to fund the library beyond the construction/renovation phase. The predictability of SLCL funding make the libraries a reliable partner with dedicated funds and mission alignment to help address on-going digital divide needs.

- St. Louis County Library is one of 57 library districts selected to participate in the White House ConnectEd Library Challenge. The project’s goal is to make sure every child enrolled in school receives a library card. SLCL has distributed over 28,000 library cards to area students at nine school districts since accepting the challenge in the fall of 2015. SLCL will continue to expand the program to other St. Louis County school districts in the coming years which creates a natural connection between school age children and the opportunity to take advantage of these facilities and services.

- School districts can partner with libraries to leverage existing facilities and full time tech and digital literacy library staff (or potentially new positions) who can serve as an extension of school staff and support students and their families after school and on the weekends.
STL County Library Foundation secured funding for a new pilot program that allowed students at Ritenour High School to borrow Wi-Fi hotspots for the 2019–20 school year.

Chromebook & Hotspot kits are offered for check out and can be picked up curbside.

All locations have free wi-fi onsite, in the parking lot and nearby premises and offer a “Bookmobile” service which currently serves 40 public elementary schools throughout St. Louis County providing a mobile children’s library and wi-fi connection on the go.

Computers labs (16 total) can be found at most St. Louis County and City library branches and are available to any person with a current library card in good standing.

Approximately 70 Chromebooks available for public use within the 20 County library facilities including headquarters.

STL County Library Foundation provided PBS Kids Playtime Pads, pre-loaded with educational content, including video clips, songs, educational games and apps, without an internet connection.

“Book a Trainer” program offers a computer lab trainer available for one-on-one appointments to help with troubleshooting technical issues and computer or mobile device assistance.

Tutor.com services offering unlimited live one-on-one tutoring for K-12 in hundreds of subjects and test prep areas. Provides an alternative to support parents who may not be digitally literate and able to engage with children’s online educational tools.

Branches are open on weekends and until 9:00 at night allowing for after school and after work training appointments. Natural Bridge lab is open until 11:00 PM to provide further flexibility for students, parents and the community.

Provision of information and support in applying for federal subsidy programs such as EBB/ACP and Lifeline.

$4 million in federal CARES Act funding was designated to the St. Louis County Library to establish a Digital Equity Initiative to help young people continue their education virtually. The funds are used to provide to students and school districts:
- Chromebooks
- Wi-fi hotspots
- Virtual tutoring services

An awareness campaign in schools would allow students to capitalize on these valuable resources.
Direct correlation between low-income neighborhoods and use of public computer facilities underscores the need to expand these offerings in the most disadvantaged communities.

Through messaging from the schools, the same facilities can be utilized by students in need of a safe, reliable space to gain internet and device access as well as the ability to engage with resources to advise on technological issues.

St. Louis County Library Branch Locations

Commentary

Total Adjusted Computer Sessions - Calendar Year 2019
Community Anchor Institutions

Select community institutions in the City and County

- Libraries
- Various community institutions
- Colleges & universities
- Places of worship
Community Anchor Institutions

**Hartford, Connecticut**

**a** BGCH provides network to support households in need

- Boys and Girls Club of Hartford (BGCH) partnered with Comcast to provide a program which facilitated device access through donations and connectivity and literacy through the creation of Lift Zones throughout the community
- Lift Zones installed in both BGCH locations and directly in public school facilities providing direct access to students and their families
- Partnership with BGCH provided direct access to urban, low-income households, which make up the large majority of BGCH members, and an established network to provide digital divide support to those most in need

**b** “Lift Zones” at YWCA through private partnership

- Comcast and YWCA Seattle created WiFi-connected Lift Zones at four area sites outfitted with high-speed Internet service to help communities in need of access to online resources
- The Comcast Lift Zones are expected to reach upwards of 140 families living in YWCA permanent housing, supportive housing, and emergency shelters. More than 1,000 community members who use YWCA’s computers will be able to access educational resources and advance their careers. The Lift Zones will also give kids a safe place for distance learning
- Services are available in multiple languages by YWCA and community partners, and classes include computer literacy, vocational training, financial literacy, free tax filing, and more

**Sources:**
- a) Boys and Girls Club of Hartford website
- b) YWCA Seattle website
- c) YMCA Chicago website
- d) Mott Community College website

**Chicago, Illinois**

**c** Computer Support Labs in the YMCA

- As part of the Chicago Connected Initiative, the YMCA of metro Chicago created three new Computer Support Labs within its facilities
- The Computer Support Labs offer free computer training and IT assistance as well as other services including support for job applications, COVID-19 vaccination appointment scheduling, purchase of bus passes and unemployment services
- The labs added an in-person element to the bilingual Community IT Help Desk phone line established to aid the digital access and literacy efforts in the community

**Seattle, Washington / King County**

**d** Community Technology Centers across anchor institutions

- Mott Community College, via funding from the United States Department of Education and the United States Department of Commerce, collaborated with three community based organizations (The Disability Network, The Faith Based Development Corp, and The American G.I. Forum of Flint)
- The technology based program focuses on bridging the “Digital Divide” and providing hands-on learning opportunities leading to career development for under-served communities
- The program offers computer-based training, links to community resources and mentoring for career development

**Flint, Michigan**

**Sources:**
- a) Boys and Girls Club of Hartford website
- b) YWCA Seattle website
- c) YMCA Chicago website
- d) Mott Community College website
Contents

Introduction
Digital Divide Findings
Solutions Overview
School District Profiles
School Districts: Implementing Lessons Learned

### A series of “best practices” implemented at the school district level has the potential for meaningful and immediate impact for students.

#### Implementation Strategies for School Districts

1. **School districts cannot operate in “silos” and should develop cooperative and aligned strategies to effectively maximize resources.** Consider a new full time position to enlist someone directly responsible for coordinating efforts and stakeholders among the school districts, advocating on behalf of the student population, and heading a collaborative regional task force.

2. **Establish collaborative regional task force comprised of school district staff and trusted community members to identify students who lack access to internet and devices at home.**

3. **Engage with families directly to understand true barriers to access and provide resources and training as required through partnership with public stakeholders and interested private business through which innovative opportunities may be available.**

4. **Leverage existing school and library facilities through an awareness campaign targeted to students and their families.**

5. **Continue to leverage federal E-Rate program and apply CARES Act and ARPA monies to develop impactful programming directly within schools and libraries (i.e. specifically designed digital literacy curriculum for students and parents, one-on-one training, availability of free wi-fi, computers and technical assistance).**

6. **Touch points with students and families should also serve as an opportunity to promote and support application to Lifeline and EBB/ACP subsidy programs.**

7. **Coordinate with State to obtain new IIJA funds; specifically the Digital Equity Initiative designed to fund efforts to educate around digital resources (Estimated $51 million available within the State of Missouri).**

#### Case Study Lessons Learned

- Any strategies to secure affordable internet and devices must also address barriers such as low digital literacy to be effective.
- Trusted educators must play a focal role in the community, offering technical support and digital skills training for students, parents, and other residents.
- Stakeholders should be engaged to support hard-to-reach families and address nonfinancial adoption barriers.
- Offer one-on-one assistance to students’ families, including digital literacy training and internet adoption support.
- Ensure that the voices of parents and community advocates are driving portions of the design and implementation process.
- Diversification of funding sources is a key feature in developing a viable and enduring strategy for program implementation.
- Leveraging partnerships with broadband providers and device manufacturers can maximize benefits for both parties and present innovative opportunities for cost-effective offerings and revenue generation.
- Federal, state, and local policies can collectively unlock sustainable funding.
- Philanthropies, EdTech companies, and education industry associations are critical catalysts of change and continuous improvement.

Sources: EducationSuperHighway, Digital Bridge K12, Cox website, Secondary research, Digital Divide Project Working Group
Create a full-time position for a Director of Digital Initiatives focused on leading a task force with school districts and other key stakeholders to implement city and county-wide strategies to close the digital divide.

Develop an outreach campaign to identify vulnerable students lacking essential digital tools by leveraging inherent insight from and relationships between teachers, school counselors and students.

Focus not only on students but also the parents/guardians who support them by engaging in one-on-one outreach designed to understand affordability and literacy challenges across the entirety of the household.

Create a family support center (virtually and in-person if possible) as a one-stop-shop for students’ families to learn and access digital tools.

Identify resources to support families with help desks, automated information systems, initial training, instructional curriculum, and technology integration.

Leverage expansive resources made available through:
- Interfacing with the State to obtain funds through Federal programs (CARES Act, ARPA, IIJA, EBB/AIP, Lifeline, and E-Rate) which are available at unprecedented levels; and
- Coordinating with the City and County libraries to capitalize and expand upon existing programs and recently renovated facilities which can provide safe and reliable options for connectivity, devices and literacy.

Progress made at the school district level will have positive implications for the broader community.
Contents

Introduction
Digital Divide Findings
Solutions Overview
School District Profiles
Affton 101 School District

Overview
K-12 district in the southeastern portion of the County with four schools. The district has ~165 (FTE) teachers resulting in a student/teacher ratio of 15.44.

Approximate Size
~12,500 households; ~2,600 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$65k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>4%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>11%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>10%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>4%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>74%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>0</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>26%</td>
</tr>
</tbody>
</table>

Application of zip code level FCC published EBB recipient data suggests that 2% – 6% of households within the district have applied for the subsidy program.

Based on the % of households estimated to be enrolled in SNAP, a projected 250 additional households could benefit from the subsidy program.

3.8 FTEs designated library/media support.

Chromebook distribution program implemented for all students in grades K-12.

Key Considerations
Bayless School District

Overview
PK-12 district in the southeastern portion of the County with three schools. The district has ~115 (FTE) teachers resulting in a student/teacher ratio of 15.80.

Approximate Size
~5,600 households; ~1,800 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$60k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>7%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>16%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>11%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>5%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>82%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>0</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>32%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 2.5% – 10% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected 250 additional households could benefit from the subsidy program.
- District provides Chromebook for all students in grades K-12 and Wi-Fi hotspot to families in need.

63%
% Students Eligible for Free/Reduced Lunch

31%
% of households income < $35k
Brentwood School District

Overview
PK-12 district in the central portion of the County with five schools. The district has ~80 (FTE) teachers resulting in a student/teacher ratio of 10.55.

Approximate Size
~4,200 households; ~850 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>KPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$80k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>2%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>16%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>4%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>2%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>48%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>0</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>15%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 1% of households within the district have applied for the subsidy program
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal
- Availability of technology support help deck
- No data available for devices, hotspot distribution

% Students Eligible for Free/Reduced Lunch: 25%
% of households income < $35k: 14%
Clayton School District

Overview
K-12 district in the central portion of the County with five schools. The district has ~235 (FTE) teachers resulting in a student/teacher ratio of 10.98.

Approximate Size
~6,200 households; ~2,600 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$120k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>2%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>23%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>4%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>1%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>45%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>4</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>16%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 1% – 2% of households within the district have applied for the subsidy program.
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal.
- Chromebook distribution program for all students in grades PK-8; District’s internet bandwidth and the wireless networks on all buildings received major upgrades in Spring 2017; Wi-Fi hotspots distributed through T-Mobile.
- Staff includes a technology coordinator and two computer technicians for onsite student support.

% Students Eligible for Free/Reduced Lunch: 18%
% of households income < $35k: 10%
Ferguson-Florissant School District

Overview
K-12 district in the northern portion of the County with fifteen schools. The district has ~685 (FTE) teachers resulting in a student/teacher ratio of 14.73.

Approximate Size
~27,600 households; ~10,100 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$50k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>15%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>65%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>10%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>9%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>62%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>109</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>33%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that up to 25% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected 850 additional households could benefit from the subsidy program.
- AT&T offering two free months of internet access to new subscribers; Spectrum opening their Wi-Fi hotspots for public use and offering Spectrum Internet Assist to low-income households; Chromebook distribution for all students in grades PK-12.
- High need district for prioritization.

Median household income: $30k to $120k

100% % Students Eligible for Free/Reduced Lunch
35% % of households income < $35k
Hancock Place School District

Overview
PK-12 district in the southeastern portion of the County with three schools. The district has ~100 (FTE) teachers resulting in a student/teacher ratio of 15.15.

Approximate Size
~3,400 households; ~1,500 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$50k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>11%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>12%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>12%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>6%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>98%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>1</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>30%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that up to 25% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected 200 additional households could benefit from the subsidy program.
- Chromebook distribution program for all students in grades 6-12; Grant from Step Up St. Louis to purchase Wi-Fi hotspots ensuring 100% connectivity.
PK-12 district in the northern-most portion of the County with thirty-three schools. The district has ~1,180 (FTE) teachers resulting in a student/teacher ratio of 14.56.

Overview
PK-12 district in the northern-most portion of the County with thirty-three schools. The district has ~1,180 (FTE) teachers resulting in a student/teacher ratio of 14.56.

Approximate Size
~47,100 households; ~17,200 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$60k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>14%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>65%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>7%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>7%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>45%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>117</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>26%</td>
</tr>
</tbody>
</table>

Application of zip code level FCC published EBB recipient data suggests that up to 20% of households within the district have applied for the subsidy program.

Based on the % of households estimated to be enrolled in SNAP, a projected 2,000 additional households could benefit from the subsidy program.

Chromebook distribution program for all students in grades 6-12; Wi-Fi hotspots issued to families in need with unlimited data plans.

High need district for prioritization.

% Students Eligible for Free/Reduced Lunch: 64%
% of households’ income < $35k: 28%
Jennings School District

Overview
PK-12 district in the northeastern portion of the County with seven schools. The district has ~145 (FTE) teachers resulting in a student/teacher ratio of 17.26.

Approximate Size
~6,900 households; ~2,500 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$40k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>28%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>94%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>15%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>21%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>25%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>24</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>52%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that up to 55% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected 700 additional households could benefit from the subsidy program.
- Chromebook / Dell PC distribution program for all students in grades K-12; Every school has at least 2 carts with 24 laptop computers each.
- High need district for prioritization

Median household income
$30k
$120k

100%
53%

% Students Eligible for Free/Reduced Lunch
% of households’ income < $35k
Kirkwood R–VII School District

Overview
PK-12 district in the south-central portion of the County with nine schools. The district has ~390 (FTE) teachers resulting in a student/teacher ratio of 15.94.

Approximate Size
~16,900 households; ~6,200 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>KPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$110k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>2%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>10%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>5%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>2%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>66%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>6</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>17%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 1% of households within the district have applied for the subsidy program
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal
- iPad distribution program for grades K-8 and MacBook for all students in grades 9–12; Provided wireless internet hotspots and increased Wi-Fi capacity on the exterior of school buildings
- Twelve “technology specialists” on staff

12% % Students Eligible for Free/Reduced Lunch
14% % of households’ income < $35k
Ladue School District

Overview
PK-12 district in the central portion of the County with eight schools. The district has ~320 (FTE) teachers resulting in a student/teacher ratio of 13.11.

Approximate Size
~10,800 households; ~4,200 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>~$155k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>3%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>25%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>4%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>2%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>39%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>15</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>15%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 2% – 4% of households within the district have applied for the subsidy program
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal
- iPad distribution for all students in grades K-8 and laptops for grades 9-12;
- Director of Technology and three staff provide districtwide support for purchasing, maintenance, user assistance and user training for all computers, copiers, phones, hardware, and software used within the district by both employees and students.
Lindbergh School District

Overview
PK-12 district in the south-central portion of the County with ten schools. The district has ~440 (FTE) teachers resulting in a student/teacher ratio of 16.43.

Approximate Size
~20,100 households; ~2,600 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$85k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>3%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>7%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>9%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>4%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>63%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>5</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>23%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 2% – 6% of households within the district have applied for the subsidy program.
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal.
- iPad distribution for all students in grades 3-8 and Chromebooks for grades 9-12; Help Desk to provide hardware and software support to students, teachers and families; During the COVID-19 crisis, Charter waived installation fees and provided 60-day Spectrum Internet access.

14% % Students Eligible for Free/Reduced Lunch
19% % of households’ income < $35k

Median household income
$30k $120k
Maplewood-Richmond Heights School District

Overview
K-12 district in the central portion of the County with four schools. The district has ~120 (FTE) teachers resulting in a student/teacher ratio of 13.33.

Approximate Size
~7,300 households; ~1,600 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$55k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>9%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>26%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>9%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>5%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>85%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>0</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>23%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 3% – 4% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected **450 additional households** could benefit from the subsidy program.
- Parent resources for information about cyber bullying and digital citizenship; Laptops for all students in grades K-12 through eMints grant and “Project Headware”; high-speed wireless network service in all buildings district-wide.
- Five staff providing various technology related roles for the district.

---

% Students Eligible for Free/Reduced Lunch: 36%
% of households’ income < $35k: 31%
Mehlville R–IX School District

**Overview**
PK-12 district in the southeastern portion of the County with eighteen schools. The district has ~710 (FTE) teachers resulting in a student/teacher ratio of 14.5.

**Approximate Size**
~40,000 households; ~10,300 students

### Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$70k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>4%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>8%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>9%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>5%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>49%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>43</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>26%</td>
</tr>
</tbody>
</table>

### Key Considerations
- Application of zip code level FCC published EBB recipient data¹ suggests that 3% – 5% of households within the district have applied for the subsidy program
- Based on the % of households estimated to be enrolled in SNAP, a projected **500 additional households** could benefit from the subsidy program²
- Chromebook distribution program for all students in grades K-12; Limited number of wireless internet hotspots distributed to for families in need; Information about EBB published on website

**Median household income**

- $30k
- $120k

- 26% % Students Eligible for Free/Reduced Lunch
- 21% % of households’ income < $35k
**Overview**

PK-12 district in the north-central portion of the County with seven schools. The district has ~210 (FTE) teachers resulting in a student/teacher ratio of 14.68.

**Approximate Size**

~15,100 households; ~3,100 students

---

**Key Performance Indicators (KPI)**

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$35k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>27%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>87%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>17%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>17%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>36%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>533</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Key Considerations**

- Application of zip code level FCC published EBB recipient data suggests that up to 25% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected 1,800 additional households could benefit from the subsidy program.
- Chromebook distribution program for all students in grades K-12; Limited number of wireless internet hotspots distributed to for families in need.
- Chief Information Officer on staff
- High need district for prioritization

---


1. Assumes uniform population distribution within each zip code
2. Based on premise that SNAP enrolled households have demonstrated an interest in participating in subsidy programs and would automatically be eligible
Overview
PK-12 district in the western portion of the County with twenty-nine schools. The district has ~1,210 (FTE) teachers resulting in a student/teacher ratio of 14.77.

Approximate Size
~57,700 households; ~17,900 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$100k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>2%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>21%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>4%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>2%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>27%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>17</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>14%</td>
</tr>
</tbody>
</table>

Key Considerations
- Application of zip code level FCC published EBB recipient data suggests that 1% – 2% of households within the district have applied for the subsidy program.
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal.
- Links to various online digital literacy and cyberbullying resources on website; Chromebook distribution program for all grades K-12.
- Technology help desk available Monday through Friday from 7:00 AM to 4:30 PM for computers, email, internet and connectivity or application support.

% Students Eligible for Free/Reduced Lunch: 20%
% of households’ income < $35k: 14%
Pattonville R–Ill School District

Overview
PK-12 district in the northwestern portion of the County with eleven schools. The district has ~450 (FTE) teachers resulting in a student/teacher ratio of 13.8.

Approximate Size
~18,000 households; ~6,200 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$70k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>8%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>32%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>9%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>5%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>45%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>25</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>25%</td>
</tr>
</tbody>
</table>

Median household income
$30k $120k

46% % Students Eligible for Free/Reduced Lunch
26% % of households’ income < $35k

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 5% – 9% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected 900 additional households could benefit from the subsidy program.
- Developed a Digital Learning Environment – iLearn; iPad for all students in grades K-8 and MacBook Air for grades 9-12; Digital literacy programs for students, teachers and parents; For 21-22 school year, internet access for students in need provided.
Ritenour School District

Overview
PK-12 district in the northwestern portion of the County with ten schools. The district has ~400 (FTE) teachers resulting in a student/teacher ratio of 16.48.

Approximate Size
~18,300 households; ~6,500 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$50k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>17%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>43%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>12%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>6%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>81%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>29</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>33%</td>
</tr>
</tbody>
</table>

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that up to 17% of households within the district have applied for the subsidy program
- Based on the % of households estimated to be enrolled in SNAP, a projected 1,700 additional households could benefit from the subsidy program
- Chromebook distribution program for all grades K-12; Internet access resources listed on website; Middle school received donation of several computers from Boeing in Mar 2020; Wi-Fi hotspot lending program for families in need
- Tech support available by email or phone as well as twelve tech support staff who also engage with teachers, staff, students and their families in the field
- High need district for prioritization

100% % Students Eligible for Free/Reduced Lunch
37% % of households’ income < $35k

Median household income
$30k - $120k
Riverview Gardens School District

Overview
PK-12 district in the northeastern portion of the County with thirteen schools. The district has ~330 (FTE) teachers resulting in a student/teacher ratio of 17.02.

 approximate Size
~15,500 households; ~5,600 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$35k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>29%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>87%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>13%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>16%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>54%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>12</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>49%</td>
</tr>
</tbody>
</table>

Key Considerations
- Application of zip code level FCC published EBB recipient data suggests that up to 34% of households within the district have applied for the subsidy program
- Based on the % of households estimated to be enrolled in SNAP, a projected 2,100 additional households could benefit from the subsidy program
- Awarded 2,621 Wi-Fi hotspots and 750 Chromebooks from the SLCS; Purchased 1,126 hotspots and 2,537 Chromebooks to distribute to students
- High need district for prioritization

100% % Students Eligible for Free/Reduced Lunch
51% % of households' income < $35k
Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$109k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>2%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>12%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>4%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>3%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>12%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>1,332</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>17%</td>
</tr>
</tbody>
</table>

Rockwood R–VI School District

Overview

PK-12 district in the southwestern portion of the County with thirty-one schools. The district has ~1,465 (FTE) teachers resulting in a student/teacher ratio of 14.47.

Approximate Size

~41,700 households; ~21,200 students

Key Considerations

- Application of zip code level FCC published EBB recipient data suggests that 2% – 3% of households within the district have applied for the subsidy program
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal
- Chromebook distribution program for all grades 9-12; Limited hotspots distributed to families in need
- Technology Help Desk offered by way of email or phone

Median household income

$30k – $120k

13% % Students Eligible for Free/Reduced Lunch

11% % of households’ income < $35k
St. Louis City School District

Overview
PK-12 district comprising the entirety of the City limits with seventy-four schools. The district has ~1,635 (FTE) teachers resulting in a student/teacher ratio of 12.99.

Approximate Size
~143,200 households; ~21,200 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$45k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>20%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>58%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>15%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>11%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>54%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>64</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>0%</td>
</tr>
</tbody>
</table>

Key Considerations
- Application of zip code level FCC published EBB recipient data suggests that 12% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected **11,000 additional households** could benefit from the subsidy program.
- $10.7m in CARES Act allocation of which 60% spent; $46m in ESSER II funds, approx. $103M through ARPA; Partnered with WITS, Inc. to provide free or low cost refurbished laptops and new tablets; iPad provided to all students in the District.
- High need district for prioritization due to population density and potential impact.
University City School District

Overview
PK-12 district in the central portion of the County with seven schools. The district has ~220 (FTE) teachers resulting in a student/teacher ratio of 11.99.

Approximate Size
~16,500 households; ~2,600 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$60k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>8%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>48%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>11%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>4%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>76%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>0</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>25%</td>
</tr>
</tbody>
</table>

Key Considerations
- Application of zip code level FCC published EBB recipient data suggests that 4% – 6% of households within the district have applied for the subsidy program.
- Based on the % of households estimated to be enrolled in SNAP, a projected 650 additional households could benefit from the subsidy program.
- Chromebook distribution program for all students in grades 3 -12 through partnership with Trinity3 Technology; Partnered with Sprint and T-Mobile mobile hotspots to students in grades 3-12.

99% % Students Eligible for Free/Reduced Lunch
30% % of households’ income < $35k
Valley Park School District

Overview
PK-12 district in the southwestern portion of the County with three schools. The district has ~65 (FTE) teachers resulting in a student/teacher ratio of 14.46.

Approximate Size
~4,000 households; ~950 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>KPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$55k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>2%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>10%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>8%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>5%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>36%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>24</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>21%</td>
</tr>
</tbody>
</table>

Key Considerations
- Application of zip code level FCC published EBB recipient data suggests that 1% – 2% of households within the district have applied for the subsidy program.
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal.
- During the COVID-19 crisis laptops distributed to students and limited hotspots distributed to families in need.
- Designated tech team of two staff members.
Webster Groves School District

Overview
PK-12 district in the south-central portion of the County with ten schools. The district has ~330 (FTE) teachers resulting in a student/teacher ratio of 14.32.

Approximate Size
~13,200 households; ~4,700 students

Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>KPI</th>
<th>KPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median household income</td>
<td>$105k</td>
</tr>
<tr>
<td>% households on SNAP</td>
<td>4%</td>
</tr>
<tr>
<td>% non-white population</td>
<td>13%</td>
</tr>
<tr>
<td>% households with no computer</td>
<td>6%</td>
</tr>
<tr>
<td>% households with smartphone only</td>
<td>2%</td>
</tr>
<tr>
<td>% households with access to fiber</td>
<td>68%</td>
</tr>
<tr>
<td># households without access to HSBB as of 2019</td>
<td>4</td>
</tr>
<tr>
<td>% households without wireline broadband as of 2019</td>
<td>16%</td>
</tr>
</tbody>
</table>

Key Considerations
- Application of zip code level FCC published EBB recipient data suggests that 1% of households within the district have applied for the subsidy program.
- While a small portion of additional households would likely qualify for the program and should be made aware of its benefits, the need for EBB within this district is likely to be minimal.
- During the COVID-19 crisis laptops distributed to students and limited hotspots distributed to families in need.
- Seven on-staff technology support specialists.

Median household income
$30k - $120k

% Students Eligible for Free/Reduced Lunch 14%
% of households’ income < $35k 13%
Thank You

www.stldigitaldivide.org
Learn More

www.stldigitaldivide.org
Disclaimers and Select Notes

Analyses herein, including those exploring relationships between socioeconomic and demographic data, are intended to be directional, and require further analysis (e.g. economically rigorous) for statistically significant validation. Cost estimates for network builds are based on relevant build benchmarks sourced from various primary and secondary sources applied to relevant estimated infrastructure volumes (e.g. road miles of fiber built), and are adjusted to reflect local conditions using characteristics as proxy for typical cost drivers. Actual costs can vary significantly from preliminary projections, and can further deviate even after on site surveying.

Demographic and socioeconomic characteristics used are intended to be directional, as variables’ margins of errors increase as geographic areas decrease, due to limitations of precision. Additional, data derived from ACS at Census Blockgroup level are allocated downwards to census block (e.g. median household income of a census block group will be attributed to all census blocks within it).

Demographic and socioeconomic summary statistics at place or school district level are based on aggregations of blockgroup level. Figures may not match publicly distributed summary statistics due to use of FCC sourced household counts for census blocks, rounding, and other limitations. Figures are intended to directionally match.

High speed broadband ("HSBB") is used herein as any consumer service offering leveraging technologies of fiber, docsis 3.1, or docsis 3.0 technology, and is based on census block availability from Fcc Form 477 Dec 2019 data.

Household figures are based on FCC staff estimates at census block level for 2019, and are used in comparisons over time (e.g. households passed by a provider from 2015 vs. 2019) rather than using historical household figures to better highlight coverage area changes agnostic of changes in household counts.

The terms broadband and internet are generally used interchangeably herein.

Select Definitions

FCC’s service definitions are unserved – download and upload speeds that do not meet 25 mbps and 3 mbps respectively, and underserved - download and upload speeds that do not meet 100 mbps and 20 mbps respectively.

High speed broadband ("HSBB") is used herein to refer to any consumer service offering of fiber or modern cable (docsis 3.1, or docsis 3.0), which can meet typical household needs including streaming, videoconferencing, and general remote work.

"HSBB gaps" are geographic areas where the best available consumer offering is not fiber or modern cable.

"Last mile broadband," or "access broadband," refers to common home internet. This service provides internet for stationary consumer locations such as homes (as compared to a mobile users with cellphones – "cellular broadband").

“Wireline” refers to wire based networks, including those for internet (e.g. fiber, hybrid coaxial fiber), , telephone (telephony copper / twisted pair), or even power lines (power utility copper).

Wireline last mile broadband is subset of last mile broadband that excludes wireless technologies such as terrestrial fixed wireless and satellite.

The metric percentage of households without wireline is an estimate of the mobs percentage of homes that currently have an internet subscription served by a wireline technology. The data is reported by the American Community Survey under the topic “Presence and Types of Internet Subscriptions in Household.” Important note - the metric intends to measure what households CURRENTLY HAVE, which contrasts with “HSBB gaps” referring to geographic areas where certain types of internet are NOT AVAILABLE to households.