



Digital equity needs

All the families we interviewed held high aspirations for their children and wanted them to excel in the American learning environment while retaining their cultural identity. However, many of these parents report interrupted education or negative educational experiences and lack insight into the educational opportunities available to their young children. Many express a desire for additional guidance in navigating this new educational system. Technology assistance, in conjunction with early education information, can be life changing for these families.



Partnering with IMAA strengthens collective efforts to provide equitable inclusion and empowerment for everyone in our communities.

Whole Family Systems is a partnership between the Minnesota Department of Human Services, Build Initiative, and local community sites. Whole Family Systems is a multi-year, co-created process intended to develop and expand upon the previous policy and system change work done through the 2-Gen Policy Network (Cohort 1) and Early Childhood System Reform.

Economic Assistance and Employment Supports, Child Care Services, and Child Safety and Permanency divisions are partnering to fund this second group of local sites. Braiding funding and multi-year contracts allow Whole Family Systems to break down program silos to uncover and address systemic influences on racial, geographic and economic inequities and to support coordination across the programs and systems that serve children and families.

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Building bridges between cultures by empowering individuals to create a diverse, inclusive, and equitable community.






Over a one-year period our program impacted families in the following ways:

 480 families received hardware and/or broadband support

53 families participated in over 300 hours of technology tutoring 

 Services reached over 600 people, 400 under the age of 18

60% of participating adults used technology to seek employment 

Whole Family Systems

This is about building self-sufficiency by assisting refugees and immigrants to access and utilize **technology** to further **education**, find employment, integrate into the community, and increase independence.

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Computer and internet access can open vistas of understanding for families by providing information in their native languages.
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We all know about the importance of early childhood education

Studies have shown that children who receive early childhood education services show significantly higher levels of physical, cognitive, and socio-emotional development than those that do not. They are also more likely to graduate high school, attend college, own their own home, and have higher earning jobs.

Technology Savvy

33%

report needing help using technology

63%

of families felt ready to use technology if available

Technology Access

45%

had a device but children had to share its use

53%

of families had no computer/internet access for their children