



BROADBANDUSA
CONNECTING AMERICA'S COMMUNITIES



Helping your communities prepare for changes in the GED[®] and other high school equivalency tests

You must dial-in to hear the webinar:

Phone number: 800-779-6553

Passcode: 4320009

DATE : December 11, 2013

TIME: 2:00-3:30pm* Eastern Time

(*we will extend Q&A until 4:00pm if necessary)

Made Possible by the Broadband Technology Opportunities Program

Funded by the American Recovery and Reinvestment Act of 2009





Panelists

- Heidi Silver-Pacuilla – U.S. Department of Education
- Dina Lehmann-Kim – U.S. Department of Housing and Urban Development
- Laura Breeden – U.S. Department of Commerce
- Alisson Walsh and Don Gregory – Broadband RI
- Angela Salvadore – Community College of RI
- Bernice Morris – Providence Housing Authority





Agenda



- Welcome (Ron Ashford, HUD)
- Agenda and Objectives (Dina Lehmann-Kim, HUD)
- Adult skills levels: how the U.S. ranks internationally (Heidi Silver-Pacuilla, Department of Education)
- Changes to the tests, context within housing authorities and resources (Dina Lehmann-Kim, HUD)
- Q&A
- Lessons learned in promoting digital literacy within vulnerable populations (Laura Breeden, NTIA)
- Curriculum, best practices, and resources from practitioners (BBRI and Rhode Island adult educators)
- More resources to help your communities
- Q&A* (*we will extend Q&A until 4:00PM if necessary*)





Objectives

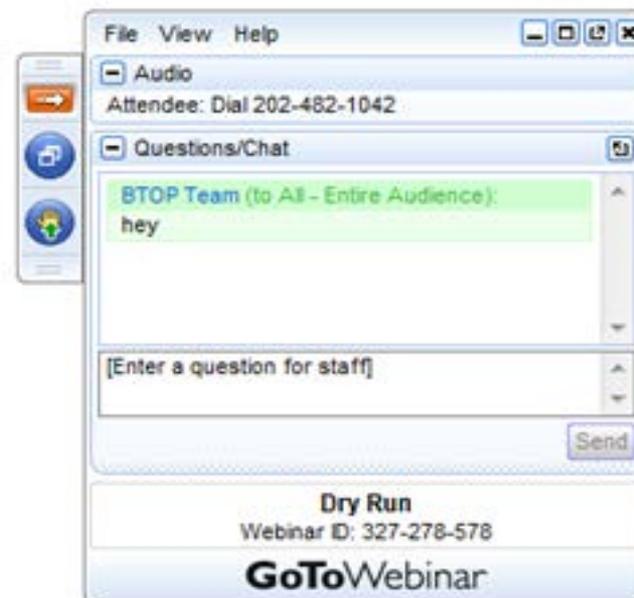
1. Get an overview of the state of adult skills and literacy in the US and the importance of increasing performance
2. Learn about the revised GED[®] and two other high school equivalency tests
3. Obtain information about HUD and other resources to support digital access and training
4. Understand why digital skills matter in the context of these tests
5. Get an in-depth look at training for trainers geared towards the new GED[®]
6. Access resources for digital needs, training, and more information about the new tests





Questions and Answers

- During Q&A, press *1 to speak with the operator
- Or type your question into the chat box throughout the presentation:





Polling Questions

- 1. Please indicate whether you are from any of the following:
 - A. Public Housing Authority
 - B. Multifamily property
 - C. Adult education facility
 - D. High school equivalency testing facility
 - E. Other

- 2. What is your role?
 - A. Service coordinator
 - B. Administration/management
 - C. Trainer/teacher
 - D. Volunteer/Partner
 - E. Other





Polling Questions

- 3. Of the residents you serve, approximately how many do not have a high school diploma or its equivalent?
 - A: Under 25%
 - B: 25%-50%
 - C: 51%-75%
 - D: Above 75%





Panelist from U.S. Department of Education

Heidi Silver-Pacuilla, Ph.D.

Team Leader, Applied Innovation and Improvement Division
of Adult Education and Literacy,
Office of Vocational and Adult Education



Where Do U.S. Adults' Skills Rank Internationally?

Heidi.Silver-Pacuilla@ed.gov

Office of Vocational and Adult Education

December 2013

PIAAC: The Survey of Adult Skills

- ❑ Int'l assessment administered in 2011-12 in **23** countries
- ❑ **16- to 65-year-olds**, non-institutionalized, residing in the country, irrespective of nationality, citizenship, or language status
- ❑ Laptop computer or paper-and-pencil:
 - ❑ In the U.S., 80% took the computer tests and 15% took the paper-and-pencil tests.
- ❑ Assessment subjects:
 - ❑ Literacy, Numeracy, and Problem Solving in Technology-Rich Environments
- ❑ Conducted in English in the U.S.:
 - ❑ Background survey in English or Spanish. About 4% could not complete the questionnaire because of language difficulties or learning or mental disabilities, and 1% could not complete it for other reasons.

Reports

From OECD

- ▣ [OECD Skills Outlook 2013: First Results from the Survey of Adult Skills](#)
- ▣ Summary, [Skilled for Life? Key Findings](#)
- ▣ The U.S. country note, [Survey of Adult Skills, First Results: U.S.](#)
- ▣ [Time for the U.S. to Reskill? What the Survey of Adult Skills Says](#)

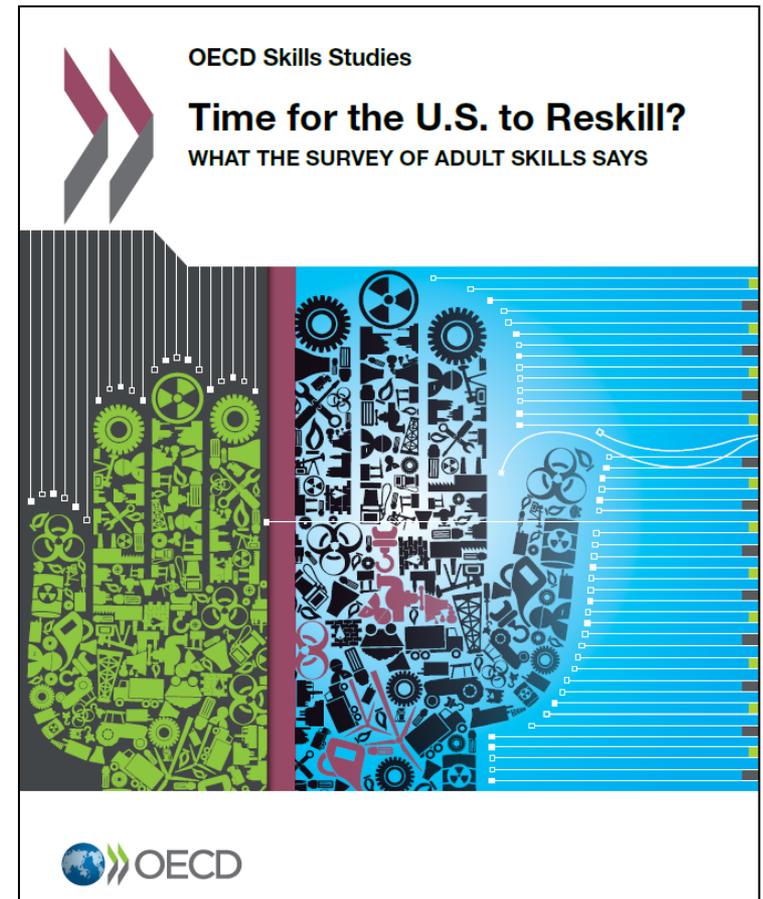
From NCES

- ▣ ["First Look" report](#)
- ▣ Stay up to date by watching www.piaacgateway.com

Time for the U.S. to Reskill?

This report:

- ❑ Interprets the U.S. main findings
- ❑ Contextualizes the U.S. labor market realities
- ❑ Offers a detailed profile of low-skilled adults
- ❑ Identifies policy implications and offers policy recommendations

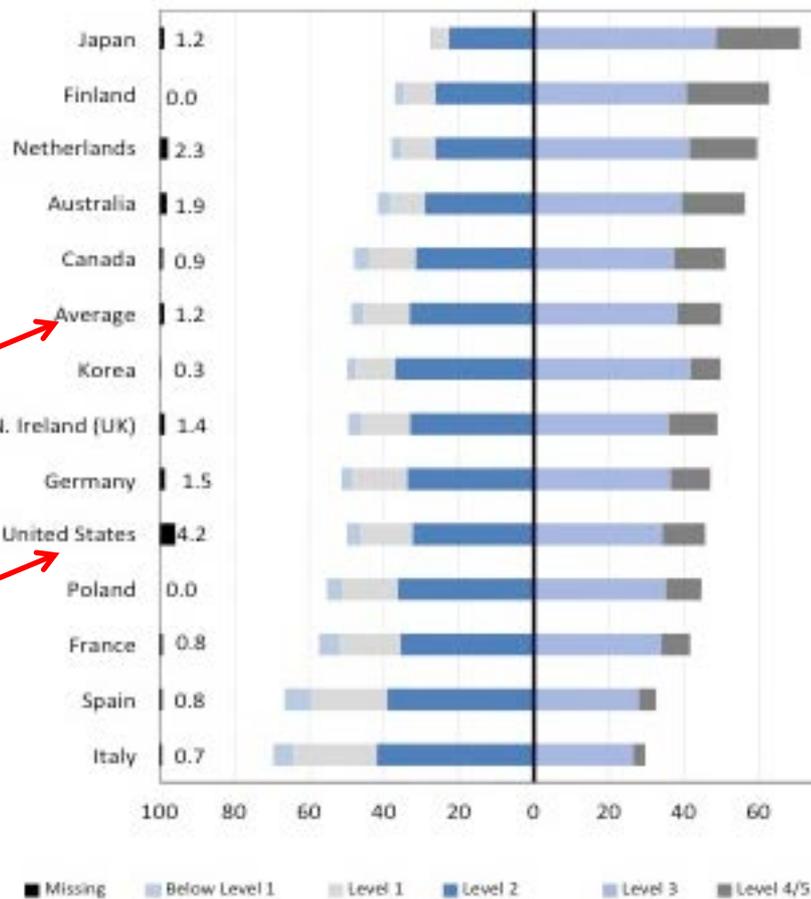


- ◆ Major U.S. Findings:
Great inequalities,
Intergenerational impacts, &
Negative social outcomes

U.S. Rankings Internationally

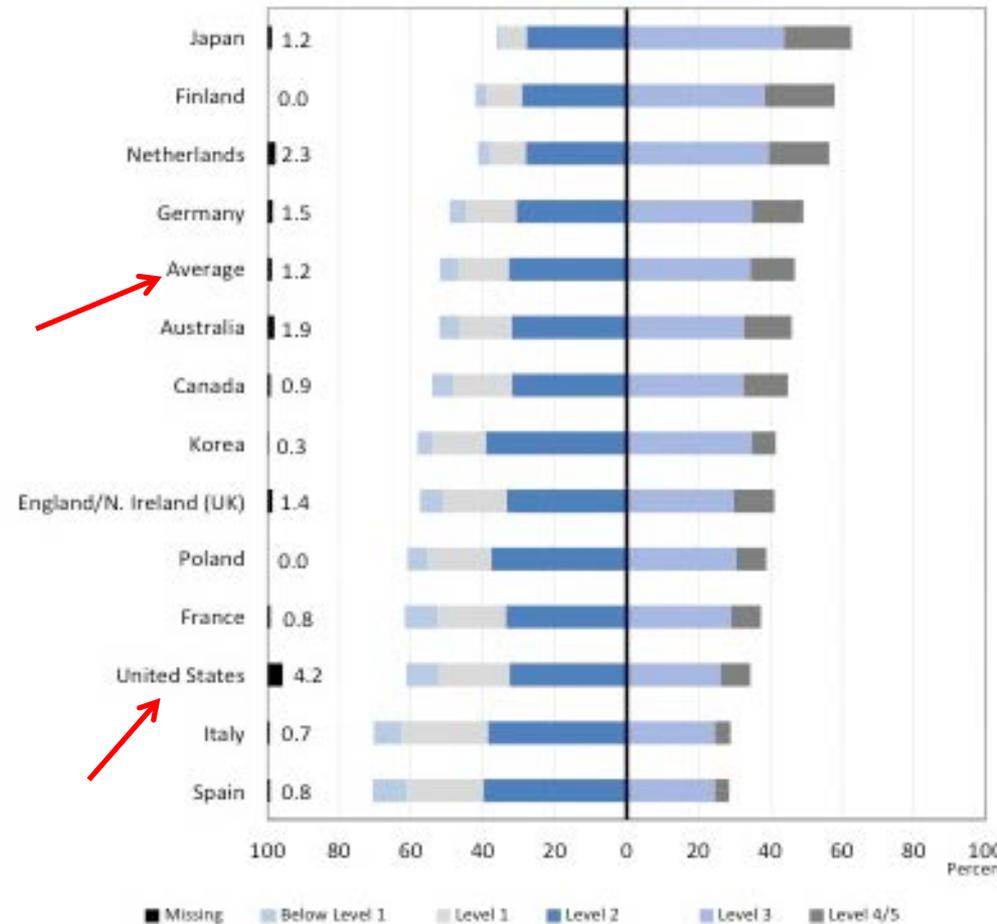
Literacy proficiency among adults

Percentage of adults scoring at each proficiency level in literacy

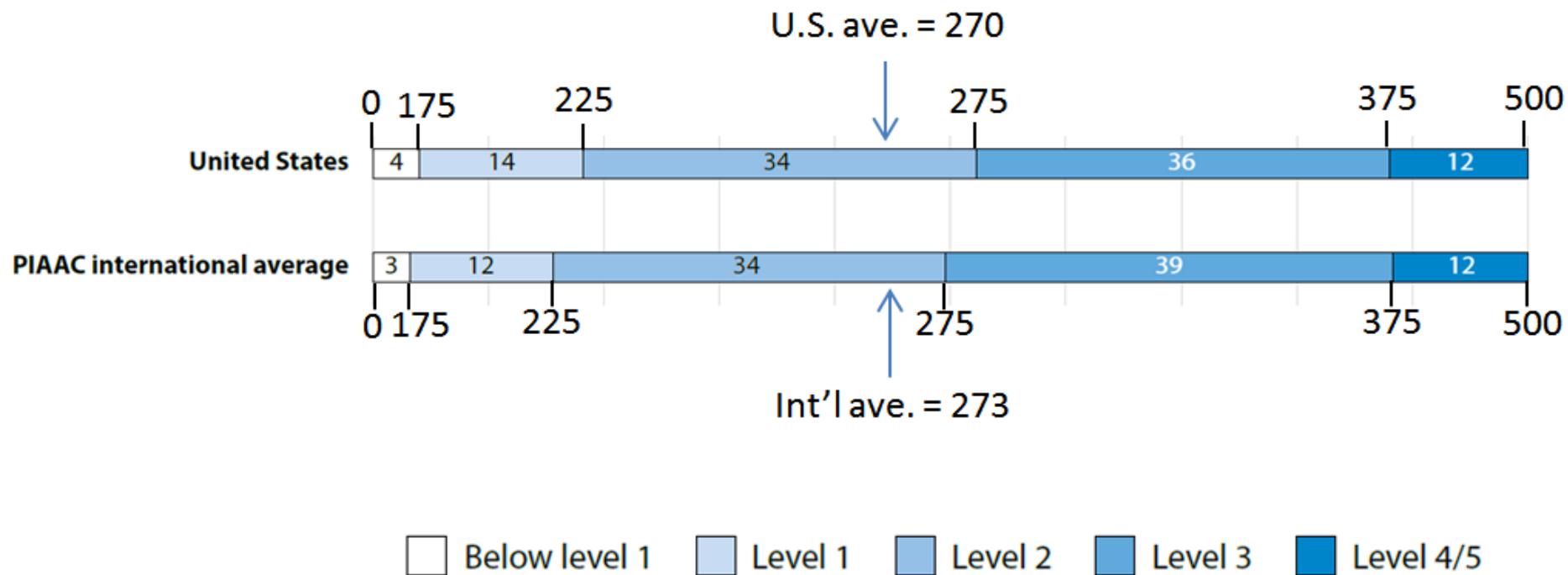


Numeracy proficiency among adults

Percentage of adults scoring at each proficiency level in numeracy

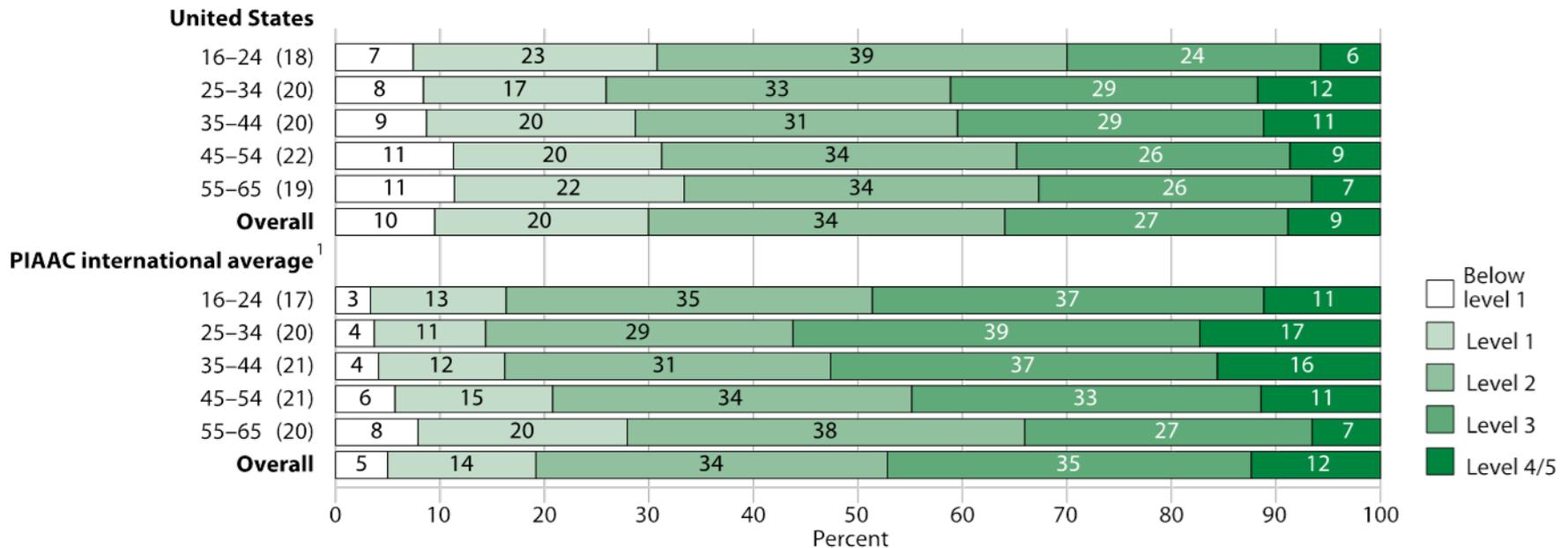


The U.S. has a very large low-skilled population.

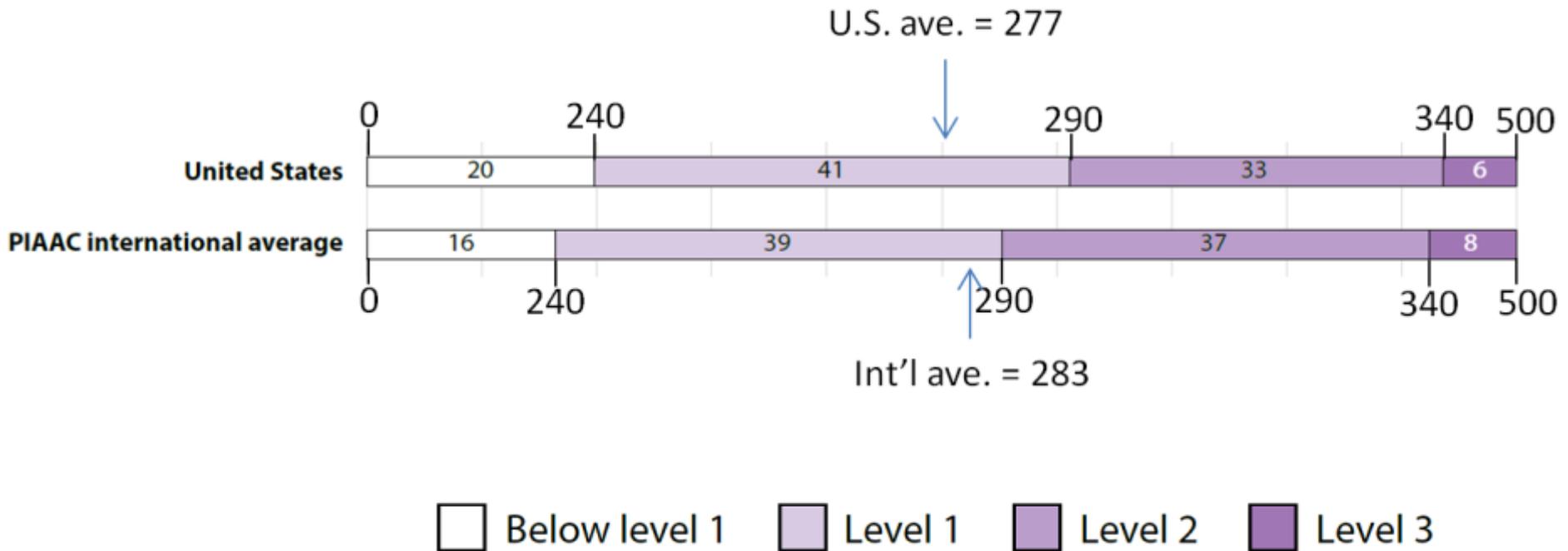


U.S. performance in numeracy is particularly poor.

Figure 3-B. Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by 10-year age intervals: 2012

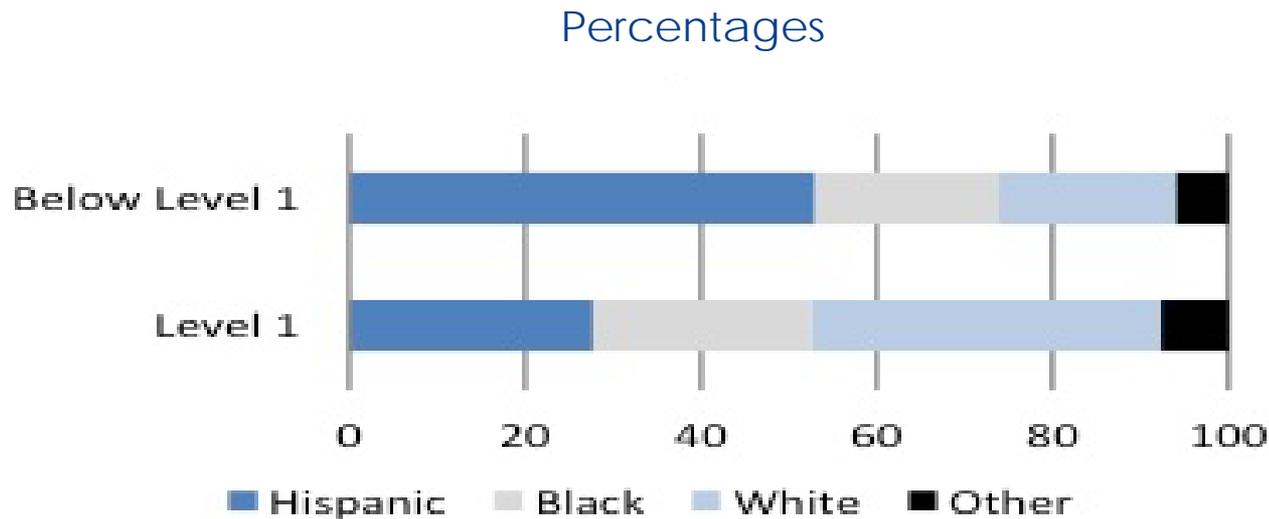


U.S. performance in **problem solving** is below the int'l average.



Minorities are disproportionately represented in the low-skilled population.

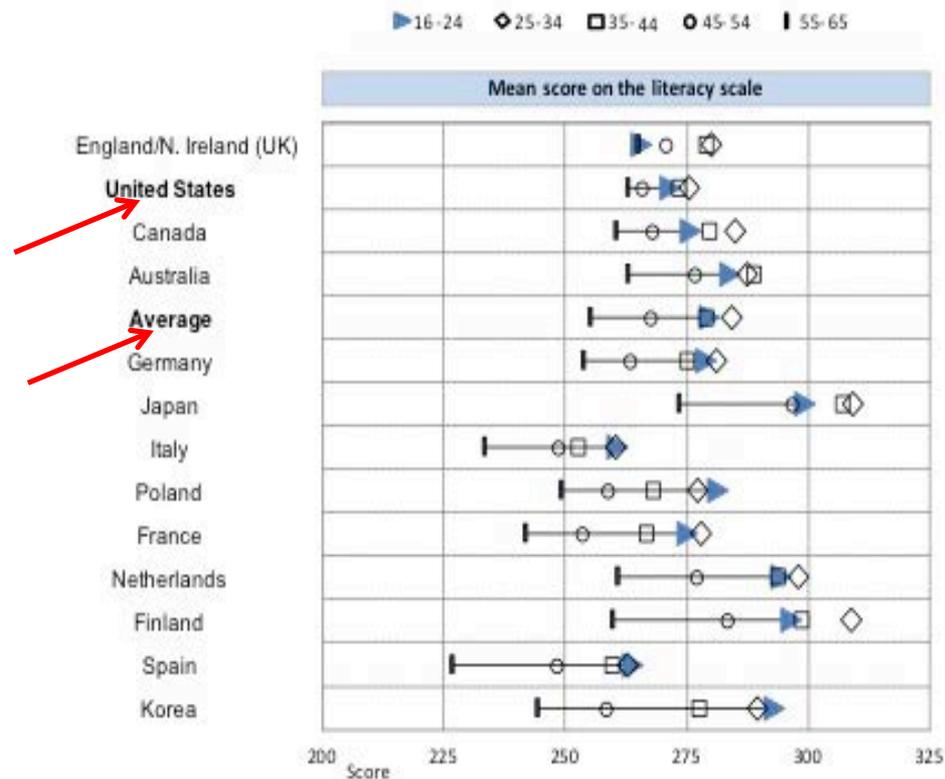
Figure 2.8.A Race/ethnicity of adults with low literacy skills in the United States



Younger cohorts' skills are not outpacing older cohorts'.

Figure E.7 Age difference in literacy proficiency

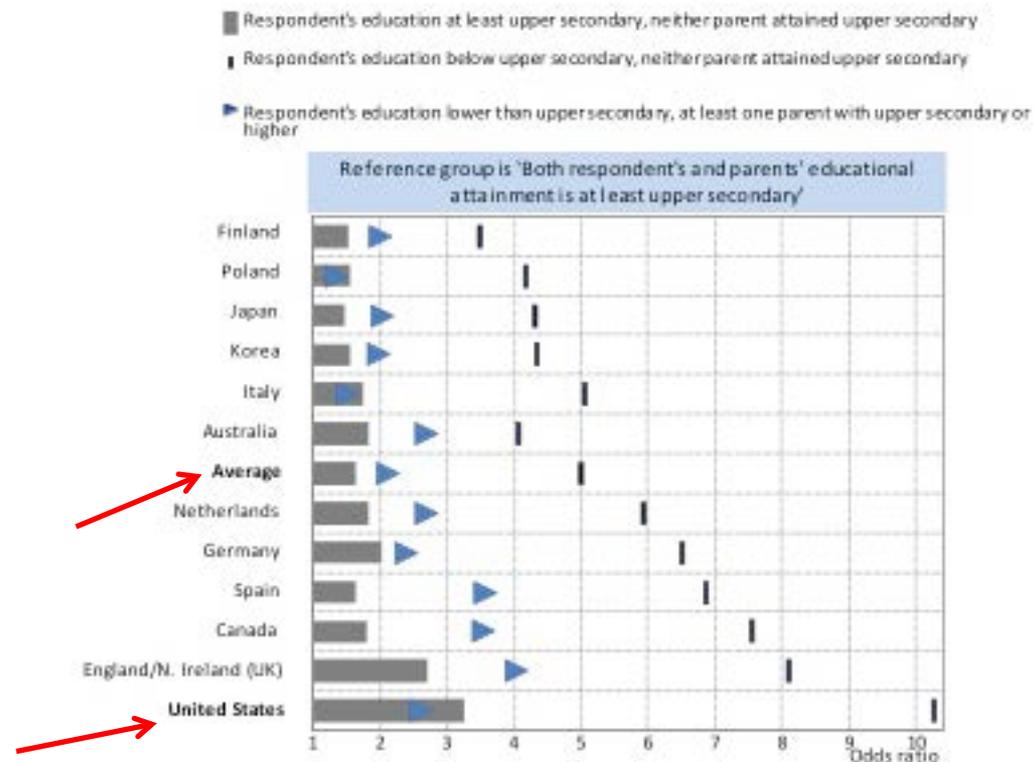
Mean literacy proficiency by 10 year age groups



Adults from low-educated families are **10X more likely** to have low skills.

Likelihood of lower literacy proficiency among low-educated adults

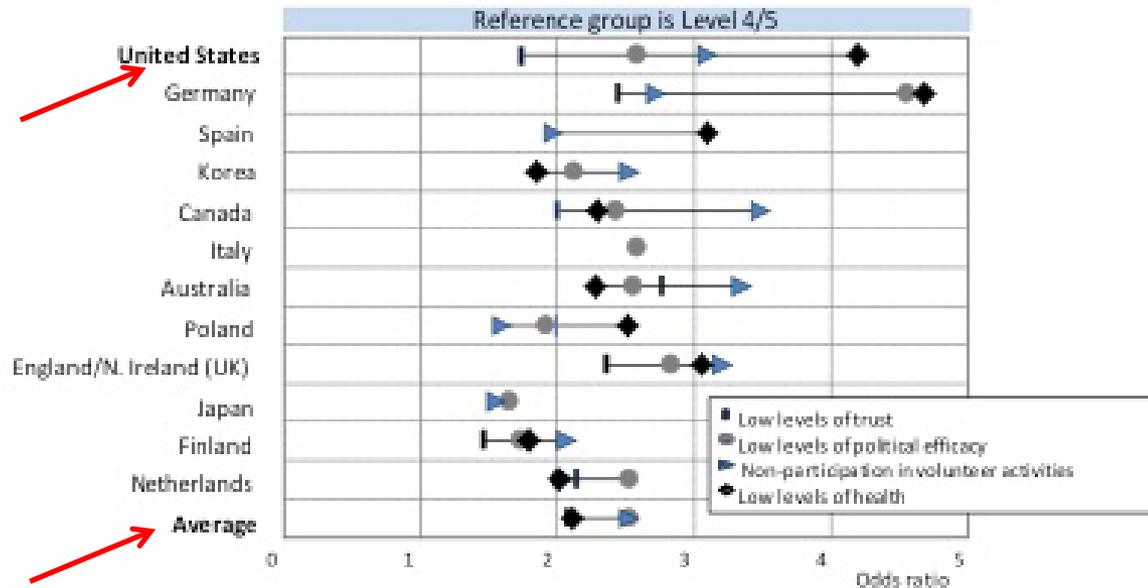
Adjusted odds ratio of scoring at or below Level 2 in literacy, by respondent's and parents' level of education



Adults with low skills are 4X more likely to have poor/fair health – 2X the int'l average.

Figure 2.3 Low literacy proficiency and negative social outcomes

Odds ratio showing the likelihood of adults scoring at or below Level 1 in literacy reporting low levels of trust and political efficacy, fair or poor health, or of not participating in volunteer activities (adjusted)



Many U.S. low-skilled adults are employed.

Figure 9-A. Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by employment status: 2012

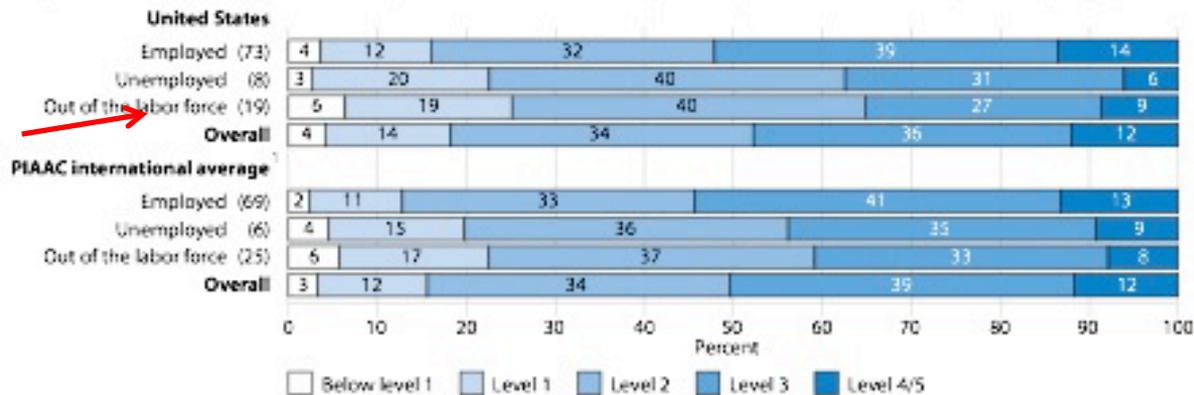
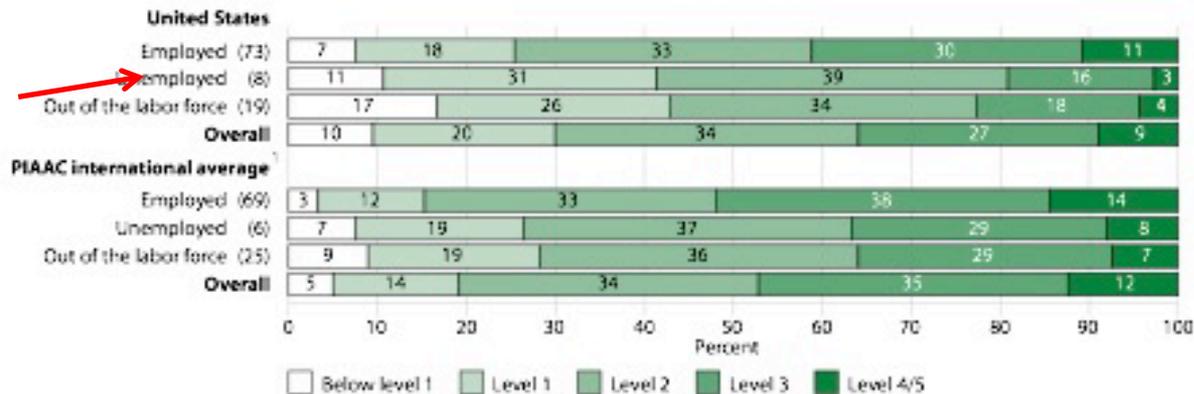


Figure 9-B. Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by employment status: 2012



Responding to the need...

Engagement Process



Time for the U.S. to Reskill:
Engagement Process for Developing a National Action Plan to Improve the Foundation Skills of U.S. Adults

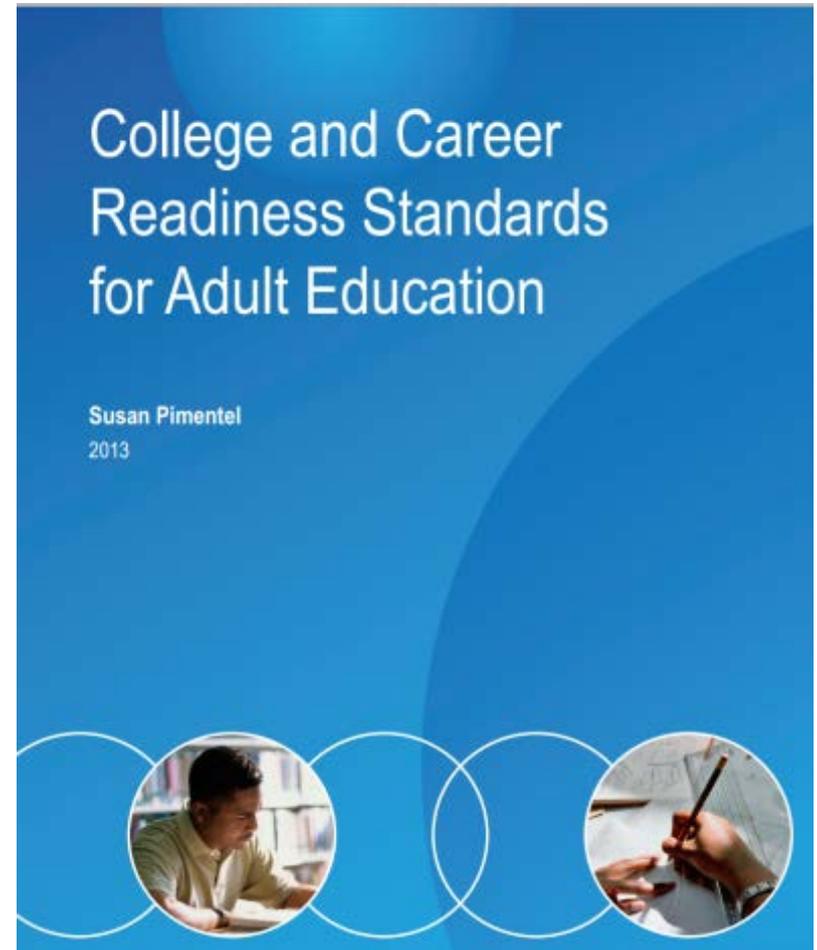
Home	<h2>Engaging Stakeholders in a National Strategy to Improve Foundation Skills of U.S. Adults</h2> <hr/> <p>Results from the latest international study of adult skills, Programme for the International Assessment of Adult Competencies (PIAAC) Survey of Adult Skills, show that the U.S. workforce trails many other developed nations in foundational skills essential for both individuals and the nation as a whole to thrive: (1) ability to read, (2) ability to understand numbers and do math, and (3) ability to solve problems using technology.</p> <p>In order for the Department of Education to (1) better understand the challenges involved in improving these skills, (2) gather input from a wide range of stakeholders, and (3) inform development of a national response, the Secretary of Education has launched a national engagement process to obtain feedback. The goal of this process is to develop a national action plan to improve foundation skills of adults in the United States.</p> <p>Read more information about the Organisation for Economic Co-operation and Development (OECD) and the survey of adult skills.</p> <p>Learn more about the engagement process.</p>
About the Process	
Engagement Events	
Materials	
Contact Us	

Get the Toolkit for local Roundtables at: www.timetoreskill.org

College and Career Readiness Standards

- Continues OVAE's investment in standards-based education
- Reflects an increasing rigor
- Is intended to support state efforts
- Provides a crosswalk of the deliberate redundancies
- Appendices of the "Key Shifts" necessary in instruction

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>



Supporting Digital Literacy

- Working with [Everyone On](#)

- Locator Tool
- “Bulk adoption” model to pre-qualify our students

- State programs are intensifying teacher training toward the format of their adopted test

- Find programs: <https://literacydirectory.org/>

- Find your state director of adult education:

http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=DAE



Resources for Adult Instructors

LINCS Literacy Information and Communication System

Contact Us

LINCS

Literacy Information and Communication System

Professional Development Community News & Events About Search



Learn LINCS Learning Portal



Access self-paced online courses for adult education practitioners. Engage in a course any time, anywhere.

[Enroll Now](#)

Participate LINCS Community



Participate in ongoing, topic-specific discussions with fellow adult education practitioners and leaders. Join groups of interest, access high-quality resources, and learn about upcoming events in the field.

[Join the Community](#) [Learn More](#)

Find LINCS Resources Collection

Find resources in our Resource Collection by entering a keyword or phrase

Search within a specific topic area

Adult English Language Learners
Career Pathways
Correctional Education
College and Career Standards

[Find Resources](#)

Welcome to LINCS, a professional learning community for adult educators that provides access to resources, professional development, and a connected network of practitioners.

Information For Students



OVAE's America's Literacy Directory allows students to locate adult education, child, and family literacy services in their local area. [Search the directory of programs and other websites for students.](#)

Announcements

Recent Conversations

December 5, 2013
[Digital Badges Discussion Starts Today!](#)

November 25, 2013
[New OVAE Initiative Produces Theoretical Framework for Immigrant Integration](#)

November 21, 2013
[Ten Seats Remain: Claim Yours Today!](#)

November 21, 2013
[Join Week 2 of Health Literacy in ABE Classrooms!](#)

November 19, 2013
[Save the Date Reminder: AIR Digital Badges Discussion](#)

What's New



2013
[College and Career Readiness Standards for Adult Education](#)

[College and Career Standards](#)



2013
[Connected Teaching and Personalized Learning: Implications of the National Education Technology Plan \(NETP\) for Adult Education](#)

Technology and Learning



2012
[Adult College Completion Tool Kit](#)



[Postsecondary Completion](#)

Finding Adult Education Programs

LINCS
Literacy Information and Communication System

Can't find your program listing? [Add or update a program.](#)

America's Literacy Directory

For help, please contact als@lincs.ed.gov.
To learn more about this site, [read the FAQ.](#)

Find a Program

Search Within 5 miles of 93701

That have all of these education services:

- Adult basic education
- Adult secondary education
- Citizenship or civics education
- Computer literacy
- Correctional education
- English as a Second Language
- Family literacy
- Health literacy
- Learning disabilities program

Found 4 programs
Please call before you visit a program. Showing results 1 through 4 of 4

- 1** [English as a Second Language/Citizenship](#)
2500 Stanislaus Street
Fresno, CA 93721
(559) 457-6000
[Visit Program Website](#)
Share this via: [Email](#) | [Mobile](#)
- 2** [English as a Second Language](#)
3014 W. McKinley Ave.
Fresno, CA 93722
(559) 455-8828
Share this via: [Email](#) | [Mobile](#)
- 3** [Citizenship Classes](#)
3014 W. McKinley Ave.
Fresno, CA 93722
(559) 455-8828
[Visit Program Website](#)
- 4** [English as a Second Language/Citizenship](#)
2500 Stanislaus Street
Fresno, CA 93721
(559) 457-6000
[Visit Program Website](#)
Share this via: [Email](#) | [Mobile](#)

Map showing locations of programs in Fresno, CA. The map includes a street grid, major roads, and four red location markers corresponding to the search results. The markers are numbered 1 through 4. The map is powered by Open StreetMap contributors and Where 2 Get It, Inc. © 2013.

Can't find your program listing? [Add or update a program.](#)
[America's Literacy Directory Frequently Asked Questions](#)

America's Literacy Directory Home | LINCS | Site Map | Contact Us | Privacy Policy

America's Literacy Directory: <https://literacydirectory.org/>

State & Country Data Graphics

Find these on the OVAE Facts and Figures page

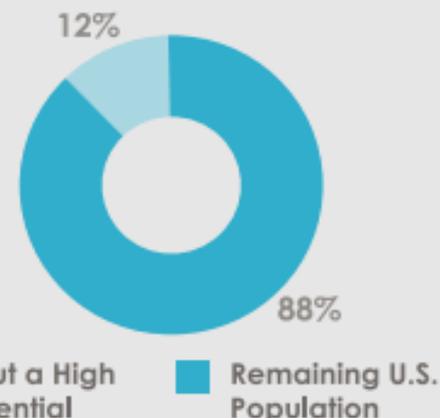
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-profiles.html>

Tapping the Potential **UNITED STATES**

Profile of Adult Education Target Population



37,097,554 adults or **12%** of the total U.S. population are adults without a high school credential.

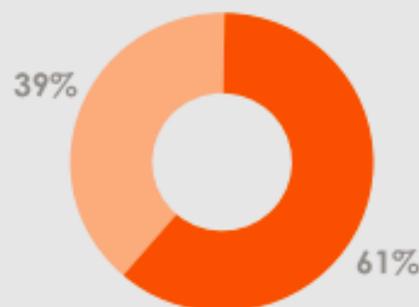


Investments in Adult Education

	2009	2010
Federal	\$545,863,879	\$617,216,465
State	\$1,690,250,572	\$1,653,900,827
Total	\$2,236,114,452	\$2,271,117,293

12,391,077 adults or **4%** of the total U.S. population are adults who do not speak English well or at all.

Of those 4% who do not speak English well or at all:



39% had a high school credential or more.

61% had no high school credential.

Students Enrolled in Adult Education

Program Type	2009	2010*
Adult Basic Education	982,756	926,165
Adult Secondary Education	275,430	246,599
English Literacy	921,595	839,399
Total enrollment	2,179,781	2,012,163

* 2010 is the most recent year for which both enrollment and fiscal data are available.

High School Credential+ No High School Credential

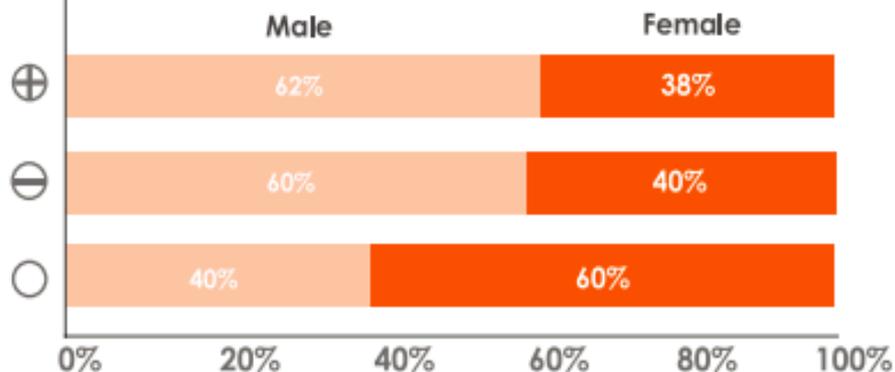
UNITED STATES

Profile of Adult Education Target Population Continued

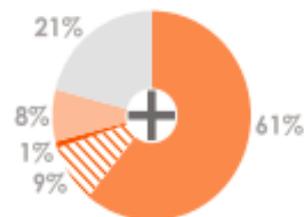
EMPLOYMENT STATUS ⊕ Employed ⊖ Unemployed ○ Not in Labor Force

ADULTS, NO HIGH SCHOOL CREDENTIAL ADULT TARGET POPULATION

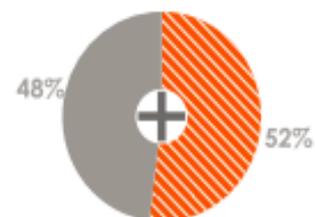
by SEX



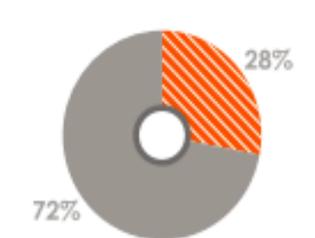
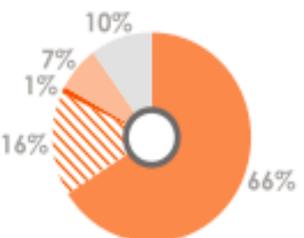
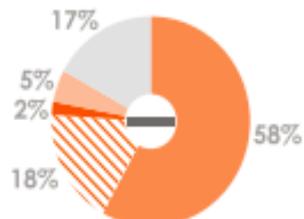
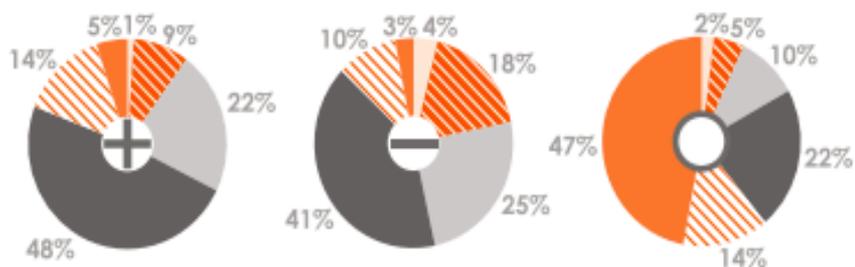
by RACE



by ETHNICITY



by AGE



16-18 25-34 55-64
19-24 35-54 65+

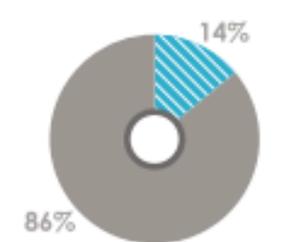
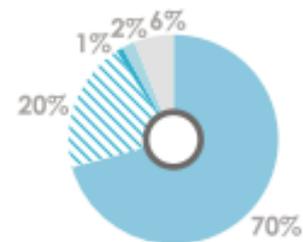
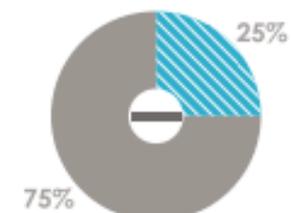
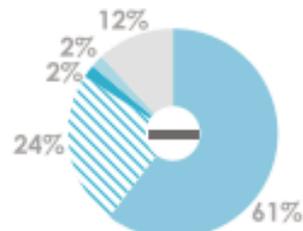
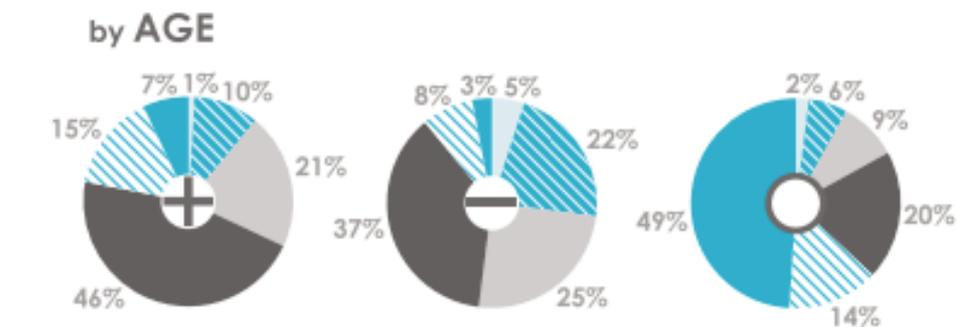
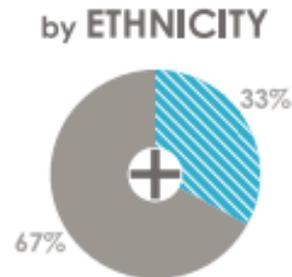
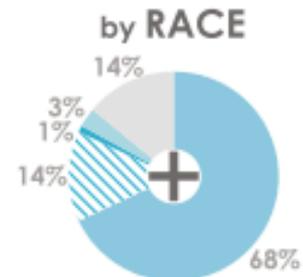
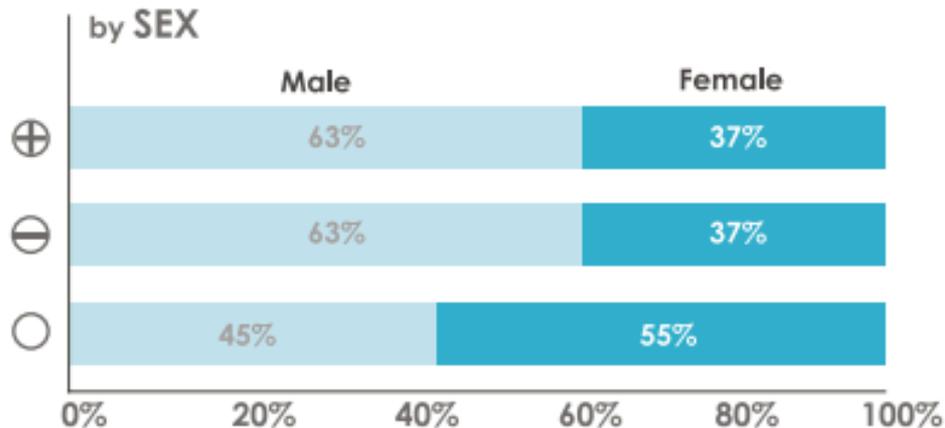
White Native American Asian Hispanic
Black American Two or more Non-Hispanic

UNITED STATES

Profile of Adult Education Target Population Continued

ADULTS, NO HIGH SCHOOL CREDENTIAL SPEAKS ENGLISH VERY WELL OR WELL

⊕ Employed ⊖ Unemployed ○ Not in Labor Force



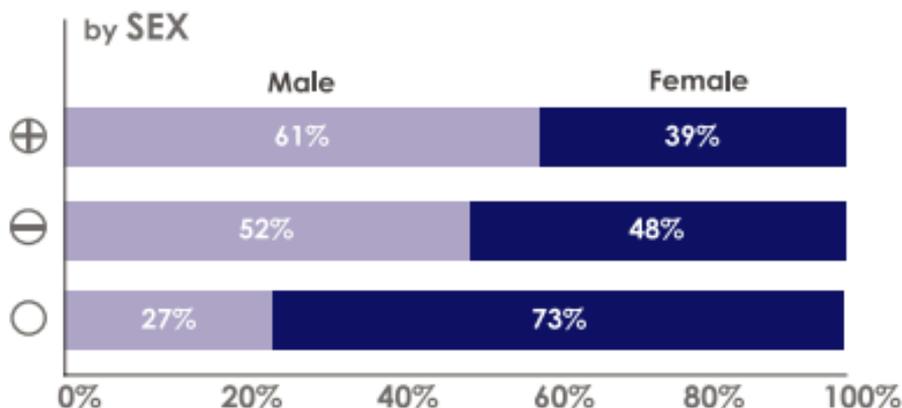
16-18 25-34 55-64
19-24 35-54 65+

White Native American Asian Hispanic
Black Two or more Non-Hispanic

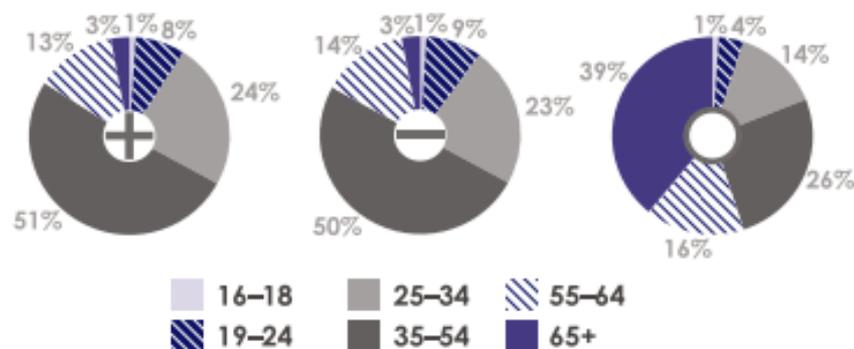
UNITED STATES

Profile of Adult Education Target Population Continued

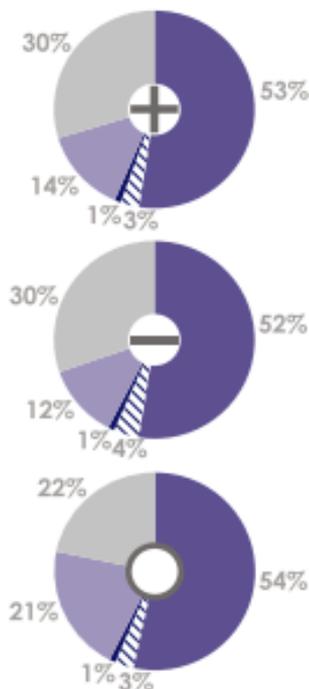
SPEAKS ENGLISH NOT WELL OR NOT AT ALL



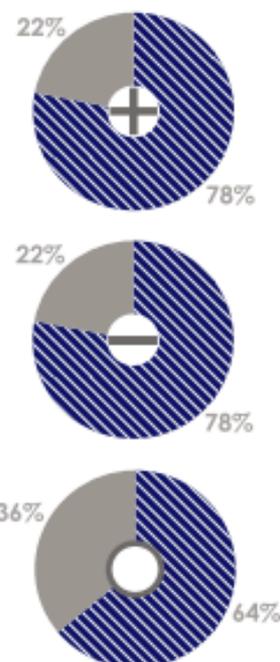
by AGE



by RACE



by ETHNICITY



NOTE: Detail may not sum to 100% because of rounding. Profile produced under U.S. Department of Education Contract No. GS-10F-0112J/ED-VAE-10-O-0107 with the American Institutes for Research. Population estimates calculated from American Community Survey 2009-11, U.S. Census Bureau. Funding estimates drawn from National Reporting System, Office of Vocational and Adult Education, U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. Find more information at <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/facts-figures.html>.

Stay tuned to [OVAE Connection newsletter](#), the [OVAE blog](#), and www.piaacgateway.com



Panelist from U.S. Department of Housing and Urban Development

Dina Lehmann-Kim

Grant Manager, Public Housing Supportive Services,
U.S. Department of Housing and Urban Development



possible by the Broadband Technology Opportunities Program





Overview of 3 High School Equivalency Tests

1. **General Education Development (GED®) test.** – By American Council on Education and Pearson.
2. **Test Assessing Secondary Completion (TASC)** – By Educational Testing Service (ETS) and Iowa Testing Programs (ITP) – **New Test**
3. **High School Equivalency Test (HiSET)** – By CTB/McGraw-Hill – **New Test**





GED®

- **Format:** Beginning on January 2, 2014 the test will be computer-based **only**
 - Four content areas—literacy (reading and writing), mathematics, science, and social studies
 - The new test will also measure career- and college-readiness skills
- **Testing Location:** GED® testing center
- **NOTE:** The current test (Series 2002) will expire at the end of this year and will no longer be available. If people you work with are close to finishing, encourage them to finish soon!
- **Cost:** The 2014 GED® test will cost jurisdictions \$30 per each of the 4 modules, for a total of \$120, \$40 will be returned to the test center. The price that test-takers pay is set by jurisdictions, and varies from state to state.
 - Some sample questions on the Website, but fee for more in-depth prep.
 - States have varying policies regarding retaking the test
- **More information :** <http://www.gedtestingservice.com/educators/new-assessment>
- **FAQs:** <http://www.gedtestingservice.com/educators/2014-fags#standardization>

Made Possible by the Broadband Technology Opportunities Program





Test Assessing Secondary Completion (TASC)

- **Format:** Will be offered in paper **and** computer-based formats
 - Test will be available January 2, 2014
 - TASC covers 5 subject areas : Language arts/reading, language arts/writing, mathematics, social studies, and science
 - Test will add additional questions and features through 2016
- **Testing Location:** Can be offered at any locations states choose
 - Test center administrators can choose whichever test is best suited to their state's requirements, their test centers, and their examinees
- **Cost:** TASC's base price is \$52 and includes two free retests, sample questions available on their web site. Check with your state for complete pricing information.
- **For more information:** www.tasctest.com
- **FAQs:** <http://www.tasctest.com/faqs.html#whenavailable>





High School Equivalency Test (HiSET)

- **Format:** Will be offered in paper **and** computer-based formats
 - HiSET covers 5 subject areas : Language arts/reading, language arts/writing, mathematics, social studies, and science
 - Launching January 2, 2013
 - Available in 9 states to date
- **Testing Location:** Administered at state-selected test centers, requirements vary by state
- **Cost:** Full test is \$50, sections \$15, with two free retests.
 - Fees vary by state
 - For more info: <http://hiset.ets.org/requirements>
- **For more information:** <http://hiset.ets.org/>
- **FAQs:** <http://hiset.ets.org/faq>





Which Test Will My State Use?

- To find out which test will be used in your state, **contact the state Director of Adult Education** listed on the U.S. Department of Education's (ED) Web site at:
http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=DAE
- You can also ask about :
 - Implementation;
 - Cost; and
 - Other related issues
- You can also try contacting the state GED® Administrator™ at
<http://www.gedtestingservice.com/testers/ged-testing-administrator>
- The makers of the TASC and HiSET tests will be developing state administrator information soon. Try visiting:
 - TASC: www.tasctest.com
 - HiSET: <http://hiset.ets.org/>





Reasons for Moving to a Computer-Based Test

- Rationale given by GED[®] Testing Service:
 - Increases equity for all test-takers with a consistent testing platform, instructions, and timing
 - Encourages the development of basic technology skills, skills that are expected in almost every career path, regardless of age
 - Streamlines administrative work for adult education and testing centers, allowing more time for instruction and counseling
 - From: <http://www.gedtestingservice.com/educators/whycbt>
- This change will pose challenges especially for underserved populations with limited access to training and/or digital tools.





Potential Public Housing Resources for Digital Access and Training

- **Capital Fund** may be used for the **establishment and initial operation** of a Neighborhood Networks computer center for such things as:
 - Computer equipment (CF management improvement or Operating Fund)
 - Equipment upgrades (over the life of the center from CF management improvement or Operating Fund)
 - Space renovations (could be initial CF and later *CF modernization expense*)
 - Internet connection and utilities (for initial operation of NN center)
 - Staff salary (for initial operation of NN center)
 - Insurance (for initial operation of NN center)
 - Routers for individual units (not Internet connectivity) – initial CF expense, ongoing maintenance costs from Operating Fund





Potential Public Housing Resources for Digital Access and Training

- **Operating Fund** must be used for the ongoing costs of operating computer centers in public housing
 - Ongoing Internet connection fees and utilities
 - Staff salary
 - Insurance
 - Ongoing maintenance of in-unit routers
 - Other activities related to the computer center (e.g., training programs) would be an Operating Fund expense





Capital Fund Resources

- Capital Funds may be used for the initial operation of a Neighborhood Networks center per Section 9 (d) Capital Fund (of the 1937 Housing Act as amended) – **subparagraph (1)(E)**
- The statutory language refers to Neighborhood Networks, computer access, and training:
 - (E) management improvements, including the establishment and initial operation of computer centers in and around public housing through a Neighborhood Networks initiative, for the purpose of enhancing the self-sufficiency, employability, and economic self-reliance of public housing residents by providing them with onsite computer access and training resources;
- The statute can be found by going here:
 - <http://www.gpo.gov/fdsys/granule/USCODE-2010-title42/USCODE-2010-title42-chap8-subchapl-sec1437g/content-detail.html>





New Capital Fund Rule References

- Federal Register Notice – New Capital Fund Rule:
<https://www.federalregister.gov/articles/2013/10/24/2013-23230/public-housing-capital-fund-program>
- New Capital Fund Rule, Overview Training:
<http://www.youtube.com/watch?v=CWpULWyDx9E>





Operating Fund Resources

- Costs associated with the ongoing operation of a Neighborhood Networks/computer lab are specifically cited in the HUD statute as follows:
 - Section 9 (e) Operating Fund (of the 1937 Housing Act as amended) – subparagraph (1)(K): the costs of operating computer centers in public housing through a Neighborhood Networks initiative described in subsection (d)(1)(E) of this section.
- The statute can be found here:
 - <http://www.gpo.gov/fdsys/granule/USCODE-2010-title42/USCODE-2010-title42-chap8-subchapl-sec1437g/content-detail.html>





Multifamily Resources for NN Centers

- In order to access funding for a Neighborhood Networks center in Multifamily Housing, please talk to a local HUD Project Manager or Neighborhood Networks coordinator to obtain approval. Possible sources of funding (depending on property type):
 - Residual Receipts account
 - Owner's equity
 - Reserve for Replacement (borrowed funds)
 - Rent increase
 - Requesting a special rent adjustment
 - Excess Income
- Additional information:
 - Multifamily Asset Management and Project Servicing Handbook, 4350.1, Chapter 34
 - HUD Notice 01-07





HUD Partnership with **everyoneon**

Powered by: **connect 2**
COMPETE



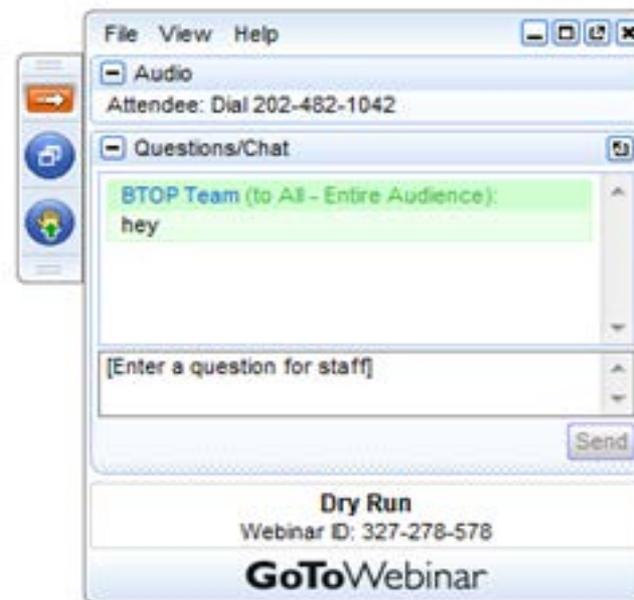
- HUD's work has focused on the establishment of **computer labs**
- EveryoneOn complements this work by providing low-cost options for **in-unit** access
- Partnership helps HUD fulfill goals in its 2010-2015 Strategic Plan of using housing as a platform to improve residents' education and employment outcomes
- Through this partnership HUD anticipates that more residents will be able to have Internet access at home
- HUD will continue to support linkages between EveryoneOn and its housing partners
- HUD residents can prequalify for offers through EveryoneOn by going to:
 - www.connect2compete.org/hud





Questions and Answers

- During Q&A, press *1 to speak with the operator
- Or type your question into the chat box throughout the presentation:





Panelist from U.S. Department of Commerce

Laura Breeden

Program Director for Public Computer Centers and
Broadband Adoption, BTOP, National Telecommunications
and Information Administration (NTIA)



Made Possible by the Broadband Technology Opportunities Program





Demographic characteristics and geographic location influence who is online and who isn't

Table: Home Computer, Internet, and Broadband Adoption by Demographic Characteristics and Geographic Location, Percent of Households, 2011

	Computer Ownership	Internet Use	Broadband Adoption
All households	76%	72%	69%
Family Income			
Income < \$25,000	52%	46%	43%
Income \$25,000-\$49,999	73%	68%	65%
Income \$50,000-\$74,999	89%	86%	84%
Income \$75,000-\$99,999	93%	92%	90%
Income \$100,000 or more	95%	95%	93%
Householder Education			
No high school diploma	43%	37%	35%
High school diploma	65%	61%	58%
Some college	82%	77%	75%
College degree or more	92%	90%	88%
Metropolitan Status			
Rural	67%	62%	58%
Urban	77%	74%	72%

Only about a third of households headed by someone with less than a high school diploma have broadband access

	Computer Ownership	Internet Use	Broadband Adoption
Householder Race and Ethnicity			
White	80%	76%	74%
African American	62%	57%	55%
Hispanic	63%	58%	56%
Asian American	85%	83%	81%
Household Type			
Households with school-age children	84%	81%	79%
Households without school-age children	73%	69%	66%
Householder Age			
16 to 44 years	82%	79%	77%
45 to 64 years	79%	76%	73%
65 years and older	56%	52%	49%
Householder Disability Status			
Has a disability	53%	48%	46%
Does not have a disability	79%	76%	73%

Source: Exploring the Digital Nation: America's Emerging Online Experience, June 2013

www.ntia.doc.gov/report/2013/exploring-digital-nation-americas-emerging-online-experience

Made Possible by the Broadband Technology Opportunities Program

Funded by the American Recovery and Reinvestment Act of 2009





BROADBANDUSA
CONNECTING AMERICA'S COMMUNITIES

NTIA Broadband Adoption Toolkit

www.ntia.doc.gov/toolkit



2013 NTIA Broadband Adoption Toolkit
MAY



BROADBANDUSA
CONNECTING AMERICA'S COMMUNITIES

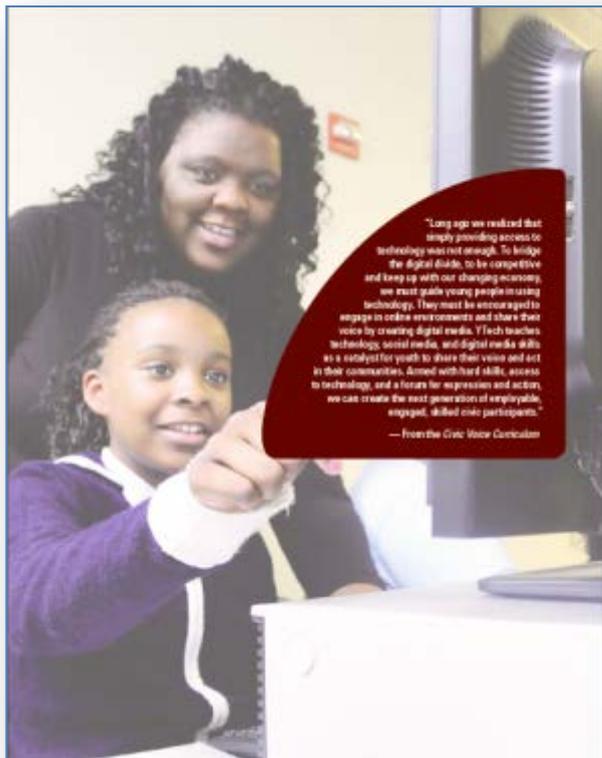
Made Possible by the Broadband Technology Opportunities Program

Funded by the American Recovery and Reinvestment Act of 2009





What's in the Toolkit? Chapters on...



"Long ago we realized that simply providing access to technology was not enough. To bridge the digital divide, to be competitive and keep up with our changing economy, we must guide young people in using technology. They must be encouraged to engage in online environments and share their voice by creating digital media. Tech teaches technology, social media, and digital media skills as a catalyst for youth to share their voice and act in their communities. Armed with hard skills, access to technology, and a forum for expression and action, we can create the next generation of employable, engaged, skilled civic participants."
— From the Civic Voice Curriculum

Chapter 6 Training: Curriculum & Relevant Content

"Curriculum" refers to the content and sequence of activities that teachers use to guide instruction. Learning to use computers and the Internet involves a very complex set of skills that build on one another, beginning with the most basic (e.g., keyboarding or using a mouse) and moving rapidly toward more complex skills (e.g., evaluating online information or creating digital media). As shown by the examples in this section, digital literacy curricula encompass a wide variety of topics and ways of teaching. This toolkit provides an introduction to some of the tools and curricula available, and highlights some strong examples, which build basic skills and enable students to use the skills to improve aspects of their lives, such as searching for a job or learning English.

NTA has been collecting and organizing digital literacy curricula online at a portal, DigitalLiteracy.gov.¹⁵ In addition, as Internet devices and services continue to evolve, new curricula and resources are constantly being developed by programs throughout the world. Searching online remains one of the best ways to identify curricula that meet specific goals. Learners come with very different skill levels and interests, and instructors need to have a wide range of material and activities in their repertoires. When planning the curriculum for each class, think about the program's equipment, the amount of time available, and, as always, the needs and interests of the people the program is trying to reach.

Resource:

Q A curriculum framework can be a useful tool when planning the course and the class activities needed to reach the end goal. A sample framework is included (page 81).

¹⁵ Additional curricula may also be found at ML.gov and many of the web sites referenced in this document.



HOW-TO: FIND DIGITAL LITERACY CURRICULUM ONLINE

Many digital literacy programs have made their materials available online at no cost to help similar programs save time and resources. Program organizers can customize these to the needs of the audience, and contribute new adaptations to the growing library of shared resources. Two good sources of instructor-led and self-guided digital literacy materials are:

DIGITAL LITERACY.GOV

• Created through collaboration among federal agencies, www.DigitalLiteracy.gov is an online portal designed to share and enhance tools for learning computer and Internet skills. The Digital Literacy portal provides a central space where practitioners in service-oriented organizations—such as libraries, schools, community centers, community colleges, and workforce training centers—can share teaching materials and practices. The site also contains resources that people can use on their own to learn digital literacy skills and enhance their use of broadband.

COMMUNITIES CONNECT RESOURCE LIBRARY

• A project of the EdLab Group, the Communities Connect Network is a statewide coalition of public and private organizations working to make Washington State a leader in "digital inclusion." Digital inclusion refers to the idea of all citizens having access and the skills to use computers and the Internet to benefit their lives. The Resource Library of <http://www.communitiesconnect.org> provides new learning technologies, useful best practices, and tools for running public computer centers.

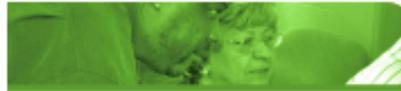
- Program Design
- Awareness and Outreach
- Affordability
- Training: Curriculum & Content
- Training: Planning & Delivery





Organized by:

- Population targeted
- Barrier(s) addressed
- Strategy utilized
- With links to additional resources
- And special how-to's and checklists to address important topics



POPULATION Migrant workers

BARRIER Skills

STRATEGY Schedule classes around seasons and field hours

Community Information Center, a subrecipient of the *Monterey County Office of Education's* BTDP project, designed its training programs to fit the schedules of migrant workers in its service area in California. Community Information Center determined that the best time to hold class during harvest season was during the evenings from 6:30–8 p.m. because it gave the workers time to eat a quick dinner before attending class. During the off-season, from late November through March, Community Information Center held classes earlier in the day and offered more Spanish-language classes to accommodate the increased availability of migrant workers.

RESOURCES

- ④ Online class schedule: <http://www.connectionmonterey.org/pages/class-schedule>
- ④ Workshop flyers: <http://www.connectionmonterey.org/gallerys/8/flyers>
- ④ TechMobile information and flyers: <http://www.connectionmonterey.org/pages/techmobile>



POPULATION Rural community residents

BARRIER Skills

STRATEGY Hold classes at partner organizations using a mobile lab

The La Conner Regional Library, an *EdLab Group* subrecipient, serves rural Skagit County in Washington. The library building was not large enough to hold a computer lab, and its constituents were dispersed across a large area. To address these issues and meet the needs of the community, La Conner Regional Library provided computer classes using a mobile lab. The library received requests from various groups to teach classes at their centers, with some of the most popular teaching locations being senior housing complexes. The mobile lab equipment included 10 PCs, a projector, and two Wi-Fi hotspots, all transported in a large container (a "suitcase"). The librarian who taught the computer classes brought an assistant to help set up and repack the equipment.

RESOURCES

- ④ Guide to organizing a mobile lab: <http://techsoupforlibraries.org/blog/edge-benchmarks-mobile-computer-labs>



HOW-TO: ESTABLISH ACCESSIBILITY AND USE ASSISTIVE TECHNOLOGY

For people with disabilities, using a computer can pose a multitude of unique barriers, from hard-to-manipulate keyboards to hard-to-read screen text. "Accessibility" refers to making equipment and software easier to use by modifying the physical environment and computer software and hardware. "Assistive technology" refers to the devices, software, and specialized equipment that are used to modify the environment. Seattle's STAR (Special Technology Access Resource) is an accessible computer lab that also provides accessibility training to instructors and volunteers from other computer labs. STAR's mission is to empower people of widely varying abilities and disabilities to build community using computers, the Internet, and assistive technology.

Additional information on accessibility strategies and techniques can be found at: <http://www.starofseattle.org/pages/AssistiveTechnology.aspx>



There is no simple, one-size-fits-all solution – but some critical elements are:

- **Communication** – encourage people to learn by highlighting the relevance of the Internet to solving problems and improving lives.
- **Partnerships** with established, trusted neighborhood institutions – trust is important when reaching those who may be wary.
- **Accessible and convenient** locations, hours of operation, languages, support services.
- **Affordability** – provide assistance with finding discounted computer equipment and signing up for affordable broadband service.





Polling Questions

- 4. How digitally literate would you say the population you serve is?
 - A: Not at all
 - B: Somewhat
 - C: Very
 - D: Don't know

- 5. What % of your facilities have adequate hardware for teaching computer-based skills?
 - A. 0-25%
 - B. 26-50%
 - C. 51-75%
 - D. 76%-100%
 - E. Don't know





Polling Questions

- 6. How prepared is your organization to begin computer-based instruction to students preparing for a high school equivalency exam?
 - A. Not at All
 - B. Partially
 - C. Mostly
 - D. Completely
 - E. Don't know





Panelists from Rhode Island -- *RI adopts the GED®*

Alisson Walsh
Broadband
Communications &
Outreach Manager,
Office of Digital
Excellence, Rhode
Island Department of
Administration
[Broadband RI/*](#)



Don Gregory
Digital Literacy
Coordinator &
Trainer
[Broadband RI](#)

Angela Salvadore
Transition
Pathways
Coordinator
[Community
College of Rhode
Island](#)

Bernice Morris
Education &
Training
Coordinator
[Providence
Housing Authority](#)

<http://literacy.broadband.ri.gov>





The BBRI Digital Literacy Project At-A-Glance

- Three Main Objectives:

Develop and deliver a standardized, Digital Literacy Curriculum that covers basic Internet digital literacy skills

Develop and implement a train-the-trainer program and develop future capstone training modules

Support community orgs, libraries, and other partners as they teach the curriculum to support their mission.

- Main Target Audiences:

1. Disabled
2. Non-English Speakers
3. Poor
4. Unemployed
5. Seniors
6. Other non-adopters of the Internet

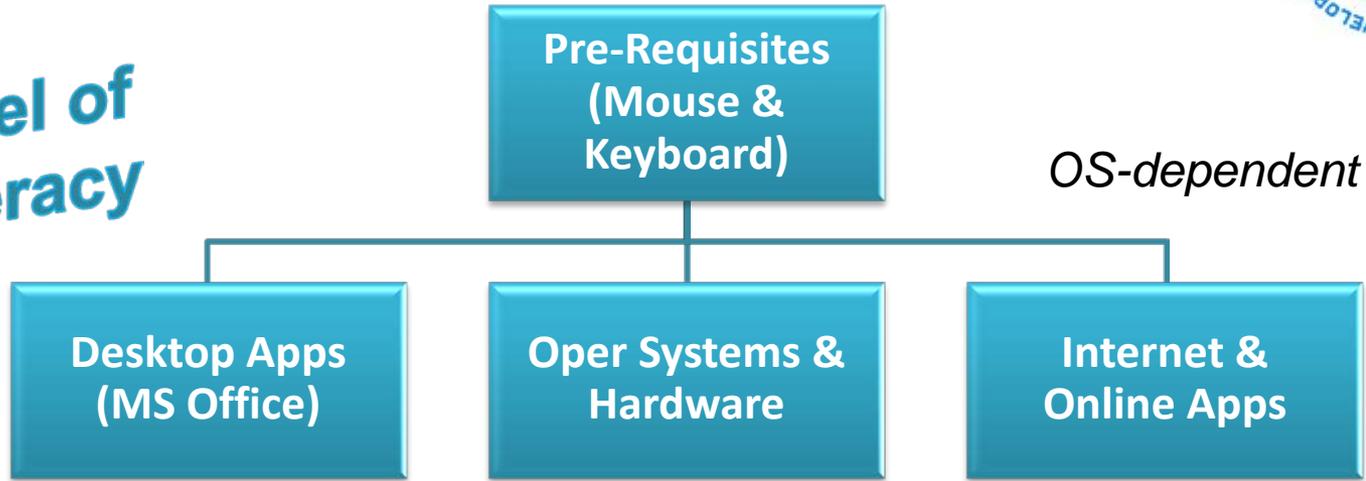


Who are the non-adopters in your community?



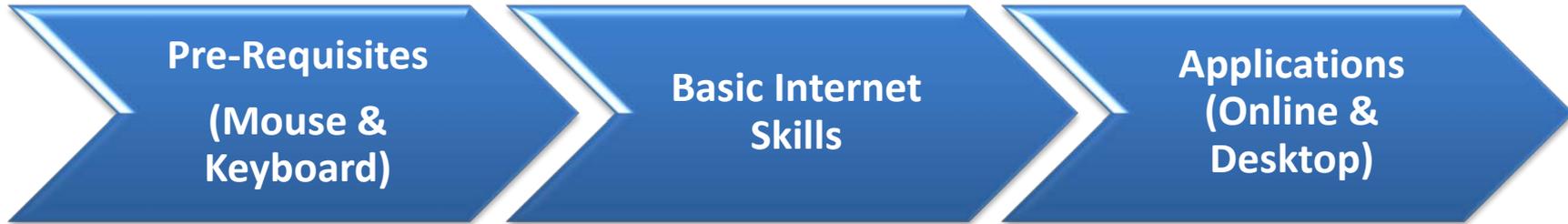


Early Model of Digital Literacy



OS-dependent Model

Recent Model of Digital Literacy



Cloud Model

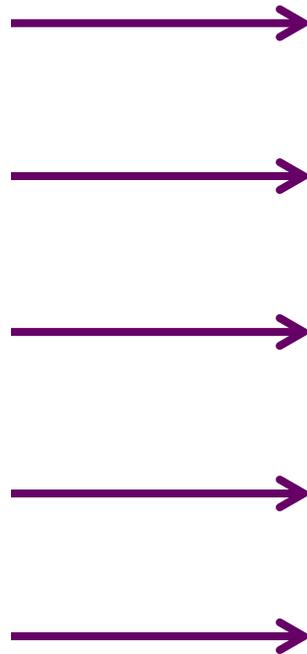




RI Digital Literacy “Core” Curriculum

Basic Internet Skills

- Navigation
- Search
- Communication
- Protection
- Exploration



Curriculum Components

- Browser and Website Basics
- Google and Library Resources
- Email
- Internet Safety & Privacy
- Capstone Class





Rhode Island's Digital Literacy Community

<http://literacy.broadband.ri.gov>

The Training Network



- Instructors and Class Materials



- Class Locations



- Community Partners

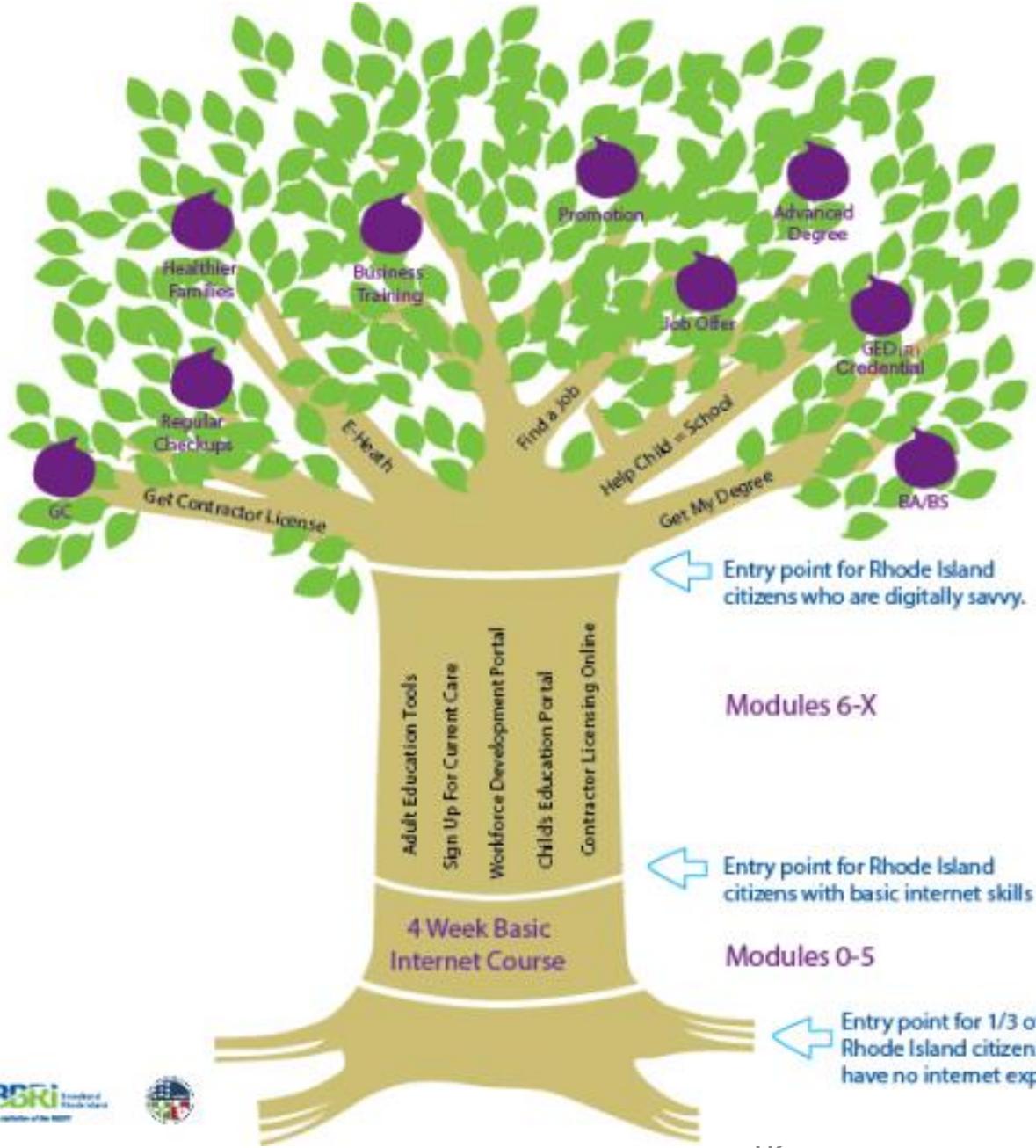
The Digital Literacy "Portal"

- "Internet Basics" Instructor Curriculum Created in a *Universal Design for Learning (UDL)* Framework.
- Public Class Schedules and Readily Available Registration System
- Free Resources, including an Instructor "Open Source" Tips n' Techniques Area for Sharing Best Practices





**Economic Development
 Into an Internet World
 Tree of Prosperity**



- Each leaf represents a Rhode Islander that is actively engaged in digital citizenship. Using the tools and programs of their choosing to make a better life for them and their families
- The network of branches at the top of the tree represent the Cloud.

← Entry point for Rhode Island citizens who are digitally savvy.

Modules 6-X

← Entry point for Rhode Island citizens with basic internet skills

Modules 0-5

← Entry point for 1/3 of all Rhode Island citizens who have no internet experience.





The GED® Test is the primary HSE test in RI



Digital Skills Curriculum Development:
A collaboration of many partners





80% Alignment



BBRI
“Internet Basics”
Skills Required

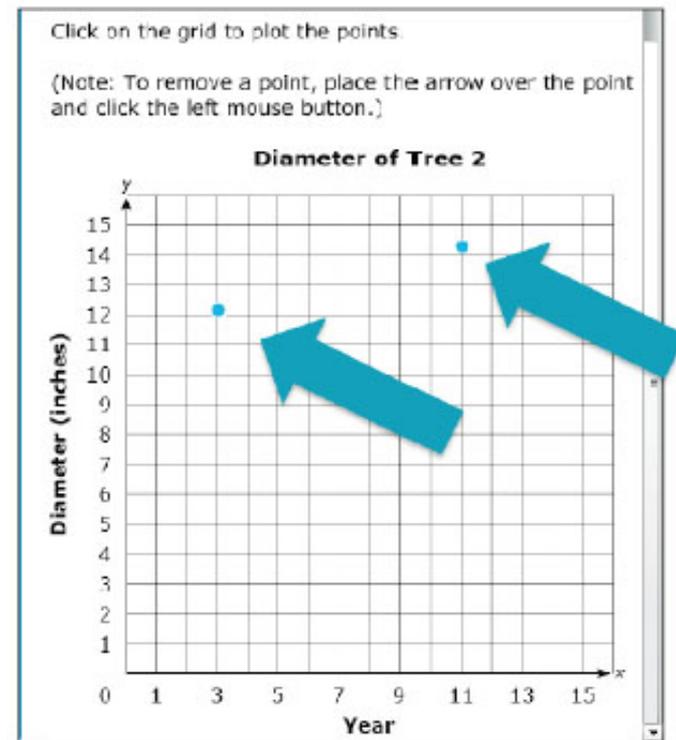
GED® Test
Computer
Skills Required





Computer Skills for the GED® Test Instructor Manual

- **Mouse Skills**
- **Keyboarding Skills**
- **Navigation Skills**
- **Word Processing Skills**
- **Online Tools of the GED® Test**





An interactive GED® Instructor Workshop was designed and piloted



Multiple instructor workshops throughout the state have prepared instructors for the 2014 GED® Test





- **GED® instructors are given time to actually simulate teaching with the new curriculum, and are presented with preset “Challenging Situations”**
- **The curriculum and workshop format are extremely flexible allowing each teacher or organization to adapt their method of delivering computer skill instruction to their students**
- **A pre and post self-assessment was conducted at each workshop. ALL instructors to date assessed themselves in the post assessment as having a better ability to deliver computer skills instruction to their students**





What We Have Learned

- You can't bypass digital skill instruction
- Not just students need digital instruction, many teachers do too
- The teachers really need a reference guide
- Organizations need to know the capacity of their teachers
- Some organizations plan to 'front-load' their program with computer skills, while others are going to integrate the computer skill lessons throughout the GED® prep course





What Instructors Learned

- **Confidence in their own computer skills and teaching computer skills**
- **How to integrate digital literacy skills in with GED® prep**
- **Increased vocabulary usage and understanding (i.e. radio buttons, hotspots, drag-n-drop, etc.)**
- **Online tool usage (i.e.; AE Formulas & Online Calculator)**





The option of students using the new proprietary Online Calculator (even though not a true computer skill) has caused concern among teachers due to several factors:

- **The recency of the tool**
- **Timed test**
- **Limited practice tools**
- **Multiple key sequences to answer one equation**





The TI-30XS Online Calculator

Introduction to the GED® Test TI-30XS On-Screen Scientific Calculator – English

What is $1\frac{1}{2}$ times $3\frac{1}{3}$?

Correct 15 Key Sequence

← Previous Next →





... Addressing the economic and social needs of the community

- **Adult Basic Education programs at three housing developments**
- **All three sites have computer labs to assist in instruction**
- **We hired a part-time Digital Literacy Instructor**
- **ESOL, GED® prep and NEDP cohort**
- **All staff was trained on the BBRI Digital Literacy Curriculum**
- **GED®/NEDP teacher also completed GED® computer skills workshop**
- **BBRI Curriculum taught to all GED®/NEDP students to prepare them for the online or computer-based tests**





What We Have Learned

- **You can't take the GED® tests on your cell phone!**
- **Students think they know how to use technology because they have a smart phone with email, social media, etc.**
- **Integrating the computer skills during a lesson is the best way to keep students practicing the technology functions they will need to know.**
- **Many students need basic practice on typing and learning the keyboard.**
- **It's never too late to start!**





"The implementation of technology in my classroom has increased student interest and motivation. Students appear more challenged, engaged and confident. Those possessing technical skills find satisfaction assisting those whose skills are not quite as advanced. Overall, student attitude and independence has improved."

Ruth Ragosta, Providence Housing Authority, GED/NEDP
Instructor





Helpful Terminology

- Test makers' literature and marketing materials refer to the following two terms:
 1. **Common Core State Standards (CCSS):**
 - Established in 2010
 - Define what is *essential* for students to know in order to be prepared for college and work
 - Adopted by 45 states, District of Columbia, and four territories
 2. **College and Career Readiness (CCR) standards:**
 - Taken from the CCSS but geared towards adult learners
- According to each test's Web site:
 - In 2014, the new GED® be "aligned with CCR standards"
 - In 2014, the TASC test will "measure essential concepts in CCSS," and "increase coverage in 2015 and beyond"
 - The HiSET test measures "essential components of the CCR and CCSS"

Made Possible by the Broadband Technology Opportunities Program





Digital Resources



- **Free learning tools:**
 - DigitalLearn: <http://digitalllearn.org>; and
 - www.digitalliteracy.gov
- **Free online digital skills tutorials:**
 - Goodwill Community Foundation: <http://www.gcflearnfree.org>
- **Donated and discounted software and hardware products:**
 - TechSoup: <http://www.techsoup.org/joining-techsoup>
- **EveryoneOn/Connect2Compete:** low-cost Internet and hardware offers www.connect2compete.org/hud
- **NTIA's Broadband Adoption Toolkit:** www.ntia.doc.gov/toolkit





- Background article from the New York Times: **"Raising the GED® Bar Stirs Concern for Students,"** http://www.nytimes.com/2013/10/12/education/raising-the-ged-bar-stirs-concern-for-students.html?_r=0
- Urban Institute: **"Poor Parents' Education is Key in Their Children's Escape from Poverty,"** <http://www.urban.org/publications/901529.html>
- CLPHA Report – **"Bringing Education Home: Housing Authorities and Education Initiatives,"**
<http://www.clpha.org/uploads/Publications/BringingEducationHome.pdf>
- US Dept. of Education Office of Vocational and Adult Education Report: **"College and Career Readiness Standards for Adult Education,"**
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- US Dept. of Labor Training and Employment Notice 19-12: **Information Related to the 2014 General Education Development (GED®) Test Series ,"**
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7192





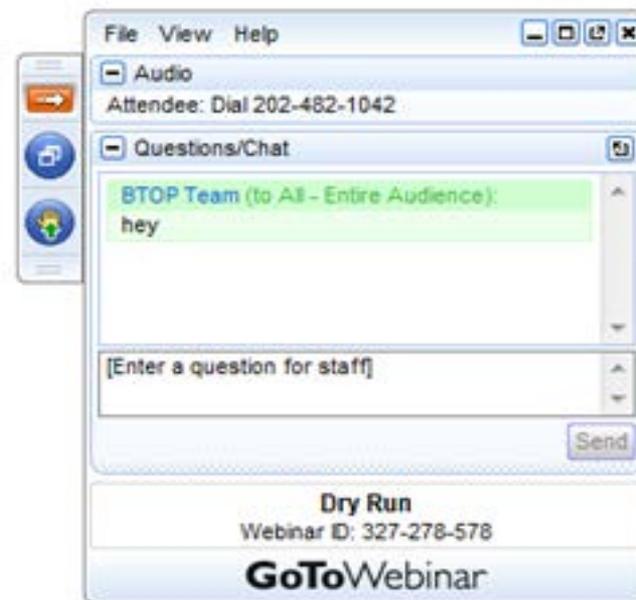
- **Common Core State Standards – FAQs:** <http://www.corestandards.org/resources/frequently-asked-questions>
- **Information from GED® Testing Service:**
 - Information for students: <https://ged.com/>
 - FAQs for test takers: <http://www.gedtestingservice.com/uploads/files/5072dad32a4de1bf643880afba1a0ec4.pdf>
 - Information for educators: <http://www.gedtestingservice.com/educators/home>
 - Test FAQs: <http://www.gedtestingservice.com/educators/2014-faqs#standardization>
 - New assessment: <http://www.gedtestingservice.com/educators/new-assessment>
- **Information about HiSET:** <http://hiset.ets.org/>
 - FAQs: <http://hiset.ets.org/faq>
- **Information about TASC:** www.tasctest.com
 - FAQs: <http://www.tasctest.com/faqs.html#whenavailable>





Questions and Answers

- During Q&A, press *1 to speak with the operator
- Or type your question into the chat box throughout the presentation:





Final Polling question

- If you'd like us to host another webinar, what should it include? [select as many as apply]
 - A. More time for open Q&A
 - B. How to run training programs (staffing, funding, etc.)
 - C. Deeper dive into the BBRI curriculum and other tools
 - D. N/A -- this was enough

[If you have other ideas that aren't reflected above, please feel free to contact Dina Lehmann-Kim – contact information on next slide]





Thanks for your participation!

Send questions or comments to:

HUD: Dina.Lehmann-Kim@hud.gov

US Department of Education (OVAE):

Heidi.Silver-Pacuilla@ed.gov

NTIA: LBreeden@ntia.doc.gov

BBRI: awalsh@riedc.com and dlcoordinator@riedc.com

PHA: bernicem@pha-providence.com

CCRI: asalvadore@ccri.edu

