Adult Literacy and Education: Strategies to Alleviate the Literacy Gap

December 12th, 2019
1:00pm – 2:30pm ET

Moderator:
James Butler, Family Assistance Program Specialist, Office of Family Assistance, Administration for Children and Families
Welcome

James Butler, Family Assistance Program Specialist, Office of Family Assistance (OFA), Administration for Children and Families (ACF) (Moderator)
Learning Objectives

- Understand emerging trends and current context surrounding adult literacy and basic education among TANF and low-income populations in the United States.
- Identify service strategies to maintain, implement, and strengthen adult basic education and literacy programs at the local, state, and regional level.
- Explore lessons learned and best practices from programs that have successfully incorporated adult literacy and basic education components into their service offerings.
Using GoToWebinar

Participation

Please submit your questions and comments using the Questions panel on the right hand side of your screen while phones are muted.
Presenters

- **Dr. Daphne Greenberg**, Distinguished University Professor and Principal Investigator, Center of the Study of Adult Literacy, College of Education & Human Development, Georgia State University

- **Cheryl Keenan**, Director, Division of Adult Education and Literacy, Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education

- **William Durden**, Policy Associate, Basic Education for Adults, Washington State Board for Community and Technical Colleges (SBCTC)

- **Stacy Wedlake**, Research Coordinator and Analyst, Technology and Social Change Group, University of Washington Information School
Polling Question #1

How familiar are you with the national landscape of adult literacy programs and basic education initiatives?

- Very familiar
- Somewhat familiar
- Somewhat unfamiliar
- Very unfamiliar
Literacy

“An individual’s ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one’s goals, and develop one’s knowledge and potential.” The National Literacy Act of 1991
Adult Literacy in the US – PIAAC Results

- Overall International Results (2012/2014)
  - 14th Literacy (32 countries)
  - 23rd Numeracy (32 countries)
  - 21st Problem Solving in Technology Environments (28 countries)

- Proficient Skills (2017)
  - Literacy (Levels 4 and 5): 14%
  - Numeracy (Levels 4 and 5): 10%
  - Problem Solving in Technology Rich Environments (Level 3): 6%

- Elementary Skills: Level 1 and Below (2017)
  - Literacy: 19%
  - Numeracy: 29%
  - Problem Solving in Technology Rich Environments: 62%

SOURCE: https://nces.ed.gov/surveys/piaac/current_results.asp
Consequences of Low Literacy

• **Individuals** struggle
  - At the workplace
  - At the doctor’s office
  - Helping children with homework

• **Society** struggles
  - Lower tax base
  - Higher health costs
  - Lower productivity
  - Intergenerational transfer of low literacy
Who are adults with low literacy?

• They belong to all races, religions, ethnicities, genders, and live in all neighborhoods.

• They may be:
  • employed
  • recent high school dropouts
  • non-English speakers
  • prison inmates
  • parents
  • high school graduates
  • people with special learning needs
  • senior citizens
How do you know who has low literacy?

**Excuses:**
- “I don’t have time to complete this form today.
- “I hurt my hand so I need help with this form.”
- “I forgot my glasses and I can’t read this now.”
- “The doctor put drops in my eyes, so I can’t read.”

**Behaviors:**
- Person becomes agitated when a form appears.
- Person walks out when presented with reading/writing tasks.
- Person does not respond to mailed information.
Adult Literacy Students’ Goals

• **Functional** (balancing a checking account; reading bus schedules)
• **Spiritual** (reading the Bible)
• **Pleasure** (reading the newspaper; playing word games)
• **Family** (reading to children; helping with homework)
• **Job/economic advancement** (HSED; completing job applications)
Types of Instruction

- English Language Acquisition
- Basic Skills
- Functional Skills
- Pre HSE
- HSE
- Developmental/Remedial
Different Approaches to Instruction

- Family Literacy
- Workplace Literacy
- Community-Oriented Literacy
- 1:1 Tutoring
- Small Group Instruction
Where Programs are Located

- Technical Schools/Community Colleges
- Community Based Organizations
- Work Sites
- Libraries
- Prisons
- Religious Institutions
- Housing Projects
- Homeless Shelters
Quotes from Adult Literacy Students

• “I like how the class taught me to pronounce words”
• “Reading all of these books helped me gain knowledge in other areas.”
• “For the first time in my life, I can explain things after I have read it”
• “I can understand advanced graphs and tables”
• “I now know how to surf the Internet”
• “I can write a memo at work without asking for help”
• “I can create and follow a simple budget for the first time”
• “I understand the Social Studies facts that my 8th grader is learning”
Learning that is multidimensional and a focus that changes over time

Hollis Scarborough (2003)
What Needs do Adult Literacy Students Have?

- Decoding
- Comprehension
- Oral Language
- Mathematics
- Writing
- Background Knowledge
- Reasoning Skills
- Content Areas
- Digital Literacy
- Integration of Skills
- Non-Academic Issues
Example of Background Knowledge and Reasoning Skills

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background (How many weeks are in a year?)</td>
<td>11%</td>
</tr>
<tr>
<td>Reasoning (Some lobsters are red. Tony has a lobster. Is it red?)</td>
<td>20%</td>
</tr>
</tbody>
</table>
Heterogeneity

- Age
- Language Background
- Previous Educational Attainment
- Motivation
- Reading Patterns
- Computer Familiarity
- Underlying Literacy Gaps
Demographics from Recent Study

- Age: range = 16-73; mean = 38; standard deviation = 13.9
- 65% female
- 28% reported having a paying job
- 61% reported receiving some kind of government assistance
- 65% native English speakers
- Non-native English speakers represented 66 languages and 8 language families.
  - The prominent languages were Spanish (24%), French (7%), and Arabic (7%).
Demographics from Recent Study

• 23% reported having a high school diploma
• 53% completed the 9\(^{th}\) grade
• 85% completed the 6\(^{th}\) grade
• Fewer than 1% indicated that they completed no formal schooling
• 4% had a special education diploma
• 28% attended at least one special education class while in school
• 20% reported being tested for a learning disability, 12% an educational problem
• 17% had family members who had problems learning to read
Work and Lifestyle from Recent Study

• 91% say keeping a regular schedule is important to them

• 23% keep the same schedule every week

• 15% report that unexpected things happen often that interfere with their schedule

• 12% have to change or cancel an appointment once a week or more because of unexpected situations
Reading Patterns from Recent Study

- 61% say they like reading
- 24% report often or always avoiding reading material that looks too difficult for them
- 61% report going to bookstores sometimes or frequently to look at books, 63% say the same for libraries (66% have a library card)
- 76% say they read as well or better than their friends do
Findings from NorthStar Digital Literacy Assessment (an adapted version)

**Strengths**

**Computer Functionality**
- Click on the picture of a mouse. (98%)
- Click on the keyboard. (96%)
- Click on the jack where you plug in headphones. (94%)

**Program Use**
- In the picture below, drag the document called "September Calendar" into the Recycle Bin. (93%)

**Internet Use**
- Click on the hyperlink. (88%)
Findings from NorthStar Digital Literacy Assessment (an adapted version)

**Difficulties**

**Program Use**
- Open the Word document in the taskbar. (37%)

**Internet Use**
- Type the web address in the address bar below: www.hotmail.com. Then, click NEXT. (37%)

**Filling Out Forms**
- Choose the most secure password from the list below. Type the password in the "Re-enter password" box. (18%)
What we Know

• Adults can improve their skills
• Learning takes **TIME**
• Explicit instruction is important
• Many learners attend, stop, and then come back, or go to a different location
• Other issues involved:
  • Child care
  • Transportation
  • Work
  • Housing
  • Counseling
What we Know

• Teaching skills to struggling adult readers is complicated due to splinter skills and demographic differences.
• It is not too late to focus on basic foundational letter-sound and decoding skills in adulthood.
• Motivation is important to consider in adult literacy students.
• Struggling adult readers’ interest in texts can matter.
• Reading comprehension is still a tough nut to crack.
What we Know

• Researchers can provide Kindles to adult literacy students and expect that they will return them!

• All adult literacy programs, with work, can provide an Internet friendly place for an interactive web-based program.

• Struggling adult readers have different ways of engaging with an intelligent tutoring system and this engagement interacts with reading gains.

• Adults who are not familiar with computers will not realize that a computer program can be “rigged” so that the "human" student will always win in competition against a “computer” student
Health Insurance

• Approximately 63% younger than 65 have health insurance through employer-sponsored insurance plans (Kaiser Family Foundation, n.d.)

• Health insurance information is typically specialized, complicated and confusing,
  • 88% of U.S. adults cannot calculate their share of costs for health insurance from a table
  • 49% cannot calculate their out of pocket costs
  • most insurance offers are primarily online, which is problematic for those without Internet access and poor digital literacy skills

(Greene, Peters, Mertz & Hibbard, 2008; IOM, 2009; Lupton, 2015; Kunter, Greenberg, Jin, & Paulsen, 2006)
Health Insurance

Only 12% of individuals with employer-sponsored insurance have proficient health literacy (Kutner et al., 2006) and therefore many have difficulties with:

- Understanding insurance terminology,
- selecting the best insurance coverage,
- knowing what they have to pay for
  - emergency room or office visits,
  - prescription drugs,
  - their deductible.

(Barnes & Hanoch, 2017; Bartholomae et al., 2016; Lowenstein et al., 2013).
Low Wage Earners and Health Insurance

• LWE have average annual incomes at or below $43,992 (BLS, n.d.).

• They are likely to be:
  • nonwhite,
  • have a high school diploma or less,
  • report lower health status and more chronic diseases,
  • have low health-information seeking skills or knowledge,
  • have low digital skills to access online insurance forms and information (IOM, n.d.; Levitt, 2015).
Low Wage Earners and Health Insurance

Best to explain health insurance in face-to-face conversation rather than giving them insurance information to read. Best to use everyday terminology

• In one study, 100% preferred the word “doctor” over “primary care provider” or “health care professional” (NASEM, 2017).
Low Wage Earners and Health Insurance

Documents should focus on a few main points and:

• use common terminology, simple numerical examples, and meaningful visuals.
• use headings and bullets
• use white space and a simple font that is at least 12 points
• use short sentences,
• use an active voice

(CDC, 2017; White, 2012).
“Do’s” and “Don’ts of Adult Literacy

• Be matter of fact
• Emphasize that others have same difficulties
• Reading difficulties DON’T constitute a crisis.
• Don’t suggest that the person needs to improve his/her reading.
Want More Information?

Contact:
Dr. Daphne Greenberg
dgreenberg@gsu.edu
Polling Question #2

What population/area do you generally work with?

- TANF
- Reentry
- Adult Basic Education/Literacy
- English Language Learners
- Digital Literacy
National Trends in Adult Education

Cheryl Keenan
Office of Career, Technical, and Adult Education
U.S. Department of Education
Adult Education and Family Literacy Act

• What is the Adult Education and Family Literacy Act (AEFLA)?

• What are some emerging trends and interests relevant to TANF recipients?
What is AEFLA?

- Provides basic skills instruction (reading, writing, speaking in English and perform mathematics) to adults
- Helps adults attain a secondary school diploma and transition to postsecondary education and training
- Assists English language learners to improve English proficiency acquire and understanding of the American system of government and civic responsibilities
- Serves approximately 1.3 million adults
AEFLA Under the Workforce Innovation and Opportunity Act (WIOA)

- Strengthen the Ties Between Services for Low Skilled Adults and Employment
- Creates Stronger Ties Between Adult Education Programs and Local Workforce Boards and the America’s Job Centers
- Authorizes three new activities: Integrated Education and Training, Workforce Preparation, and Integrated English Literacy and Civics Education
- Uses Career Pathways as an Organizing Framework Across the Workforce System
Four Emerging Trends in Adult Education

<table>
<thead>
<tr>
<th>Trend</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating</td>
<td>Integrating workforce preparation into the adult education curriculum</td>
</tr>
<tr>
<td>Integrating</td>
<td>Integrating basic skills instruction and occupational skills training</td>
</tr>
<tr>
<td>Organizing</td>
<td>Organizing learning using career pathways, bridges, and on-ramps</td>
</tr>
<tr>
<td>Supporting</td>
<td>Supporting learners with individualized and targeted supports</td>
</tr>
</tbody>
</table>
Workforce Preparation

• Designed to help an individual acquire a combination of:
  • Basic academic skills
  • Critical thinking skills
  • Digital literacy skills
  • Self management skills
Integrated Education and Training (IET)

- Integrates basic skills concurrently and contextually with workforce preparation activities and occupational training
- Has the purpose of educational and career advancement
- Must be a part of career pathway
- Federal IET program is based on Washington State I-BEST model
Emerging Trends in IET

- Approximately 42 States are funding IET programs
- Enrollment is trending upwards with an 18% increase between 2017 and 2018
- Emerging research supports increased employment and earnings outcomes for participants
Bridges and On-Ramps

- One of the first steps in a career pathway for low-skill adults
- Support the transition from adult education to the next step in an occupational pathway.
- Help adult students identify career and education goals and develop the skills, content knowledge, and learning strategies they need to enter and succeed in postsecondary education and employment.
- Combine basic skill instruction with occupational content, employment skills, and college success strategies.
Individualized and Targeted Support Services

Growing trend among States to fund career supports, such as career navigators or coaches and providing wrap around services

Emerging research supports that individualized and targeted support services have a positive effect on student outcomes
On the Horizon: Pre-Apprenticeship

- Designed to prepare individuals for apprenticeships
- Have a documented relationship with a Registered Apprenticeship Program
- Focus on foundational skills, such as math and literacy and career skills
- Provide significant potential for under-represented groups and increase the diversity in apprenticeship programs
Summary

• Federal policy continues to move towards stronger ties between education and workforce development
• Emerging research is supporting that certain services and supports are having positive impacts on employment and earnings outcomes
• States are adopting policies that support more work relevant services in adult education
Poll Question #3

What is an example of the “Basic” literacy level for adults according the National Center for Educational Statistics?

- Comparing viewpoints in two editorials.
- Calculating the total cost of ordering specific office supplies from a catalog.
- Using a television guide to find out what programs are on at a specific time.
- Signing a form.
I-BEST Overview

OFA Adult Literacy and Education: Strategies to Alleviate the Literacy Gap Webinar

William S Durden
Policy Associate
State Board for Community & Technical Colleges
I-BEST: A Delivery Model for IET

• IET tells us how adult education integrates with career pathways.

• Integrated Basic Education and Skills Training or I-BEST is the most well-known and research-verified model for how IET can be implemented as a collaboration between workforce education and adult education.

• I-BEST meets criteria for both IET and Career Pathway definitions.
Washington State’s Adult Education Plan

- After 15 years of success, I-BEST remains our most successful delivery model for moving under-skilled adults to living wage jobs.
  - I-BEST transforms the world of adult education through contextualization
  - I-BEST taps the combined expertise of faculty through integrated team teaching
  - I-BEST provides wraparound support and navigational services to promote student retention and completion
I-BEST Roots: The Tipping Point Research

• 35,000 working age adults tracked for five years

• Population had a high school credential or less, or were English language learners

• Sample included students enrolled in ABE/ESL and Developmental Education
The Tipping Point

1 year of college

Gateway to Living Wages

Workforce Credential
Success Defined

• English Language Learners who reached the Tipping Point earned $7,000 more per year on average.

• ABE students who reached the Tipping Point earned $8,500 more per year on average.
The Tipping Point: Before I-BEST

• Approximately 5% of ABE/ESL students reach the Tipping point after five years of tracking.
Before I-BEST

Developmental Education

High Demand, Living Wage Career Pathway

ABE Level 1
→
ABE Level 2
→
ABE Level 3
→
ASE Level 2
→
ASE Level 1
→
ABE Level 4
The I-BEST Transformation

Basic Education + Skills Training = Integrated Basic Education & Skills Training
I-BEST Defined

• I-BEST creates accelerated pathways that allow students to go further and faster in reaching the Tipping Point and beyond.
The Components of I-BEST

- Contextualization
- Team-teaching
- Navigational Support
Contextualization

• Contextualization makes basic education relevant for students.
Team Teaching

• Team teaching brings the Tipping point within reach for students.
Navigational Services

• Wraparound support and navigational services keep students in the game and guide them to completion.
I-BEST Results: CCRC Study

• According to Columbia University’s Community College Research Center, I-BEST students are:
  • Three times more likely to earn college credit
  • Nine times more likely to earn a certificate or degree
## I-BEST DATA
(SAI 3.0)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students Enrolled</td>
<td>3,745</td>
<td>4,187</td>
<td>3,592</td>
<td>11,524</td>
</tr>
<tr>
<td>FTE</td>
<td>1,472</td>
<td>1,567</td>
<td>1,034</td>
<td>4,073</td>
</tr>
<tr>
<td>Degrees &amp; Certificates</td>
<td>1,917</td>
<td>2,012</td>
<td>1,074</td>
<td>5,003</td>
</tr>
<tr>
<td>Total Performance (SAI) Points Earned</td>
<td>18,785</td>
<td>21,065</td>
<td>14,162</td>
<td>54,012</td>
</tr>
<tr>
<td>Performance Points Earned per Student</td>
<td>5.0</td>
<td>5.0</td>
<td>3.9</td>
<td>4.6</td>
</tr>
<tr>
<td>Federal Level Gains</td>
<td>1,257</td>
<td>1,447</td>
<td>1,047</td>
<td>3,751</td>
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*Through Fall 2018*
# SAI Points for I-BEST and Comparison Groups (SAI 3.0)

## 2017-18 Student Achievement Points for I-BEST and Comparison Groups

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>Basic skills points</th>
<th>Basic skills points per student</th>
<th>College points</th>
<th>College points per student</th>
<th>Total points</th>
<th>Total points per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>134036</td>
<td>0</td>
<td>n/a</td>
<td>190312</td>
<td>1.42</td>
<td>235824</td>
<td>1.76</td>
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<tr>
<td>Workforce</td>
<td>79753</td>
<td>0</td>
<td>n/a</td>
<td>100662</td>
<td>1.26</td>
<td>134028</td>
<td>1.68</td>
</tr>
<tr>
<td>I-BEST</td>
<td>5600</td>
<td>4579</td>
<td>0.82</td>
<td>16668</td>
<td>2.98</td>
<td>23730</td>
<td>4.24</td>
</tr>
<tr>
<td>Basic Skills No I-BEST</td>
<td>36729</td>
<td>36729</td>
<td>1.00</td>
<td>5397</td>
<td>0.15</td>
<td>39842</td>
<td>1.08</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>256118</strong></td>
<td><strong>41308</strong></td>
<td><strong>1.02</strong></td>
<td><strong>313039</strong></td>
<td><strong>1.22</strong></td>
<td><strong>433424</strong></td>
<td><strong>1.69</strong></td>
</tr>
</tbody>
</table>

## 2017-18 College-level credits for I-BEST and Comparison Groups

<table>
<thead>
<tr>
<th></th>
<th>Headcount*</th>
<th>Credits attempted**</th>
<th>Credits earned</th>
<th>Credit earned ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>118,506</td>
<td>3,056,994</td>
<td>2,631,194</td>
<td>86%</td>
</tr>
<tr>
<td>Workforce</td>
<td>72,136</td>
<td>1,890,107</td>
<td>1,694,361</td>
<td>90%</td>
</tr>
<tr>
<td>I-BEST</td>
<td>5,376</td>
<td>164,540</td>
<td>147,909</td>
<td>90%</td>
</tr>
<tr>
<td>Basic Skills No I-BEST</td>
<td>2,584</td>
<td>41,764</td>
<td>35,496</td>
<td>85%</td>
</tr>
</tbody>
</table>

*Includes students taking courses at multiple institutions

**Transcript database, credits attempted (CLVL_IND = Y) credits earned (earn_ind = Y)

## Program Total Points per Student

<table>
<thead>
<tr>
<th>Program</th>
<th>Total points per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 21+</td>
<td>1.1</td>
</tr>
<tr>
<td>I-DEA</td>
<td>1.3</td>
</tr>
</tbody>
</table>

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**Cohort definitions (SAI database):**

- **Transfer**: Intent last = B, Kind of basic skills = null, targeted program indicator = not like 1*
- **Workforce**: Intent last = F,G,M,I, Kind of basic skills = null, targeted program indicator = not like 1*
- **I-BEST**: Targeted program indicator = 1*
- **Basic skills No I-BEST**: Targeted program indicator = not like 1*, Kind of basic skills = null
Ability to Benefit: Equity in Federal Financial Aid

• Ability to Benefit passed in 2014 and aligns to the definition of career pathways advanced in WIOA and now shared with Perkins V.

• It allows eligible students without a high school credential to apply for federal financial aid.
Questions & Contact Info

• Contact Information:

William S. Durden
Policy Associate for I-BEST and Pathway Development, Basic Education for Adults
Washington State Board for Community and Technical Colleges

wdurden@sbctc.edu | 360.704.4368
Digital Literacy and Adult Basic Education

Stacey Wedlake

December 2019
Digital Literacy

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills

- American Library Association
Digital literacy instruction works best when it’s made relevant to a person’s needs
A review of 15 popular resources found 10 skill use categories

<table>
<thead>
<tr>
<th>Gateway (11 skills)</th>
<th>Online Life (11 skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (8 skills)</td>
<td>Privacy &amp; Security (7 skills)</td>
</tr>
<tr>
<td>Workplace (9 skills)</td>
<td>Information skills (7 skills)</td>
</tr>
<tr>
<td>Mobile (6 skills)</td>
<td>Lifelong Learning (3 skills)</td>
</tr>
<tr>
<td>Device ownership (4 skills)</td>
<td></td>
</tr>
</tbody>
</table>
Sample of skills covered

**Gateway**
- Password basics
- Basic internet searching

**Online Life**
- Using social services
- Online banking

**Information Skills**
- Info search strategies
- Evaluating for credibility

** Privacy & Security**
- Avoiding phishing, scams
- Managing digital identity

**Workplace**
- Using a word processor
- Employment search skills
# Curriculum resources

<table>
<thead>
<tr>
<th><strong>GCF LearnFree</strong></th>
<th><strong>Digital Learn</strong></th>
<th><strong>Northstar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwill Community Foundation</td>
<td>Public Library Association</td>
<td>Minnesota Literacy Council</td>
</tr>
</tbody>
</table>

- **GCF LearnFree**
  - Wide range of lessons on many digital and other literacies (some in Spanish)
  - A collection of teacher guides for classroom instruction

- **Digital Learn**
  - Modules video-based narration with PDF transcriptions (also in Spanish)
  - Good coverage of gateway and includes mobile phone basics (Android)

- **Northstar**
  - Online assessment available to everyone
  - Certified testing centers can use curriculum and proctor certificate exams
  - Good coverage of gateway and information skills
Digital literacy instruction ecosystem

- Public libraries
- Nonprofits
- Grassroots organizations
- Community colleges
- Housing projects
There are more public libraries than McDonald’s in the U.S.—a total of 16,417 including branches.
Public libraries and digital literacy

Libraries of all sizes have digital literacy training, but each library may have their own approach.

- Drop-in trainings
- Multi-session classes
- One-on-one appointment-based assistance
- Ad-hoc help
Literacy Source – Seattle, WA

- Integrates basic digital literacy and computer skills into ESL, ABE, workforce instruction using Google Drive

- https://www.literacysource.org/
ACE the Computer/Workforce – Chicago, IL

- Program of Literacy Chicago
- Computer basics, read the news, social media, email etiquette, communicating with coworkers and supervisors, job search skills
- [https://www.literacychicago.org/digital-literacy.html](https://www.literacychicago.org/digital-literacy.html)
ISBA, Inc – Topeka, KS

Provider for adults receiving TANF eligible for employment and training services since 1994 (plus youth too)

When funding allows, participants receive computers

www.ibsa-inc.org
Community Technology Network

- Partnership with City of Sunnydale, CA
- Covers how to communicate with schools, job search, and being a “digital parent” (role model tech use and ensuring children are protected online)
- Taught in Spanish at elementary school
- Receive a Chromebook after the course

https://www.communitytechnetwork.org/blog/sunnyvale-parents-enjoy-new-digital-literacy-program/
Somali Safety Task Force – Seattle, WA

- Partnership with Seattle Public Library (SPL)
- Two 10 week courses
- Taught with Somali women
- Computer basics, job search, local school’s digital communication system
- http://www.somalifamilysafetytaskforce.org
National Digital Inclusion Alliance

• Resources for digital literacy and digital inclusion organizations:
  – Guidebooks on best practices
  – Information on discount Internet
  – Knowledge sharing through listserv and annual conference
  – Other data, research, and policy work

https://www.digitalinclusion.org
Different types of digital skills support each other. Successful programming integrates these skills to help a person achieve their goals.
Thank you

Download Digital skill sets for diverse users: A comparison framework for curriculum and competencies report and comparison spreadsheet.

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Questions
Poll Question #4

What topics would you like to see in future webinars?

Please submit your answers in the Question box.
Additional Information

- A recording of this webinar will be available shortly on the PeerTA Network website at: https://peerta.acf.hhs.gov/.

- We would also like to hear from you about future webinar topics. Please send us your ideas by e-mail to peerta@icf.com.

- OFA PeerTA website (http://peerta.acf.hhs.gov)
Webinar Feedback

- Please remember to provide your feedback using the brief survey that will launch when the webinar ends.