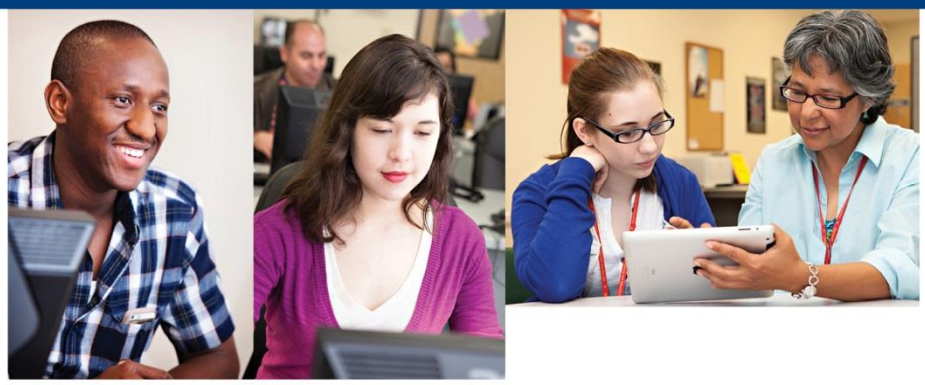
Seattle Goodwill

DIGITAL LITERACY INITIATIVE



Digital Literacy Initiative: Implementation Guide

2014

Goodwill

Because jobs change lives

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Generous support from Comcast allows Seattle Goodwill to provide vital digital literacy access and training to help those job seekers facing significant barriers in our community find and secure employment. Goodwill's unique digital literacy program provides training on mobile devices, in addition to desktop or laptop computers, to provide students the opportunity to practice and build skills needed for work and further education.

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Digital Literacy Initiative: Program Implementation Guide

The purpose of this guide is to provide a program planning template that could be adapted for different types of projects. This guide documents our ongoing learning process as well as providing a framework to use in future projects.[1]

The format for each section consists of the main takeaways, a narrative of our process, tips, and lessons learned followed by a checklist tool that could be used or adapted by other organizations wishing to undertake comparable projects. The Appendix contains some resources and lists our other program development documents.

We invite readers to contact us at Seattle Goodwill with your feedback and experiences using our materials to enhance your programs.

Key Initiative Components

- Program Planning, Stakeholders, and Funding
- Needs Assessment and Research
- Technology Implementation
- Staff Preparation and Training
- On-Site Implementation
- Resources

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[1] Due to the realities of launching a program with many facets and constituents involved, some of the steps outlined in this document were done simultaneously or in a different order to meet all lead-time requirements.

Program Planning, Stakeholder, and Funding Considerations

See Program Planning, Stakeholder, and Funding Checklist on page 7

Main Takeaways

- Starting small and integrating new technology into existing courses may make more sense than introducing an entirely new, separate classroom initiative
- Consider stakeholders and get needed input early, including from other internal departments; consider how project goal and other departments' priorities and perspectives fit together
- Importance of IT role, both for initial implementation and ongoing maintenance of technology
- Consider existing knowledge base when contracting additional help; current staff may have valuable internal knowledge and credibility that can expedite the development process
- Importance of using initial grant funding to develop a good track record for future potential funding
- Determine technology skill level of staff and training that will be required
- Importance of involving staff throughout the process for input and updates
- Consider evaluation and outcomes reporting needs early; try to embed tracking in existing data processes

Program Goal

To integrate Digital Literacy as a core component of all of Seattle Goodwill's programs and services.

As technology and digital literacy skills have permeated all aspects of work and education, Seattle Goodwill realized that it was no longer enough to have technology and digital literacy education as part of its computer courses, and that it needs to be integrated into all courses. This realization brought up certain facility limitations due to lack of computer access for all of our classes. We decided that tablets would allow us a mobile and easy to use computer experience for our classrooms, and that this would provide an excellent opportunity to seek outside funding. From our experience integrating new technology, we knew that staff development would be very important, so this was included as key part of our grant proposal.

The topic of digital literacy is timely and of interest to our funder, board members, and staff who easily grasped the relevance and importance of the need for these skills, especially among students with barriers to sustainable employment and wages.

Existing Strengths, Assets, & Resources

Seattle Goodwill has:

- Progressive, supportive leadership who recognize the value of teaching with technology to help underserved populations toward self-sustaining wages and jobs
- Strong existing adult education and job training programs
- Experience developing new programs and integrating technology into the classroom
- Experienced staff (already using some technology tools and familiar with target client population)
- Network infrastructure and IT staff
- Other departments' assistance: Development, Marketing and Communications

Program Structure

Goodwill's Digital Literacy Initiative was designed to be integrated into existing ESOL (English for Speakers of Other Languages) classes to start, and then scaled up to all other classes/programs offered. Because "digital literacy" is now required as part of many everyday activities, we felt philosophically that it should not be taught as a separate, stand-alone program. We wanted staff and students to view it as an integral part of the learning and work preparatory activities they were already doing. The initial implementation phase is currently rolled out to three Job Training and Education Centers and has been well received by students and instructors alike.

Program elements that helped with integration included hiring an internal subject matter expert, creating a lesson plan template that articulates specific subject and digital literacy competencies, and creating a starter bank of example lessons for staff to use or adapt. One caveat was that because the lessons utilized our specific ESOL textbook materials, it is more challenging to share them externally.

Stakeholders

The Digital Literacy Initiative has several internal and external stakeholders, including Goodwill's students and staff, Goodwill's leadership and other departments, our grant funder, and other Goodwills and organizations. The program's deliverables to these stakeholders is as follows:

Stakeholder	Deliverable
Goodwill Students	Exposure & training on technology; digital literacy lessons
Goodwill Teaching Staff	Training, support, tools, lesson bank
Funder	Reports, products with name/logo recognition, student success stories
Goodwill Leadership	Reports/presentations, including outcomes on objectives, talking points for internal and external communication
Other Goodwill Departments	IT: collaboration on security procedures and training; project communications; input on software/apps installation Development/Marketing: documentation of progress and outcomes; program development documents to be shared externally on org web site
External: other Goodwills & organizations	Executive Overview, Digital Literacy Theoretical Framework, Internet Access & Technology Usage Survey Results, Technology Access, Usage, and Digital Literacy Report, and digital literacy lesson plan samples

Budget Considerations

As a recipient of Comcast grants in the past, Seattle Goodwill and Comcast already have a strong existing partnership. When the grant opportunity arose, Goodwill applied and met with the local Comcast representatives to confirm a proper alignment with Goodwill's mission and the Comcast's funding priorities. Part of the grant required that Goodwill could demonstrate a match of funds to ensure the sustainability of the program. Goodwill was able to demonstrate a match for all of the funds that Comcast was providing to start the Digital Literacy Initiative. Initially this match constituted an even split of all of the associated costs related to staffing, iPads, and the associated technology infrastructure. Comcast advised Goodwill to move more of the staffing over to our part of the match and put most of

the technology related parts in the Comcast part of the grant budget. Goodwill was able to secure $50,000 over two years for this grant from Comcast

Because of the partnership and Comcast's enthusiasm for the project, Seattle Goodwill received an additional $50,000 from the national Comcast foundation. This additional support needed to be used in the city of Seattle, so we were able to move many of the costs associated with piloting the program in Seattle to this grant and use the other support for our sites in Bremerton and South Everett. This extraordinary support helped to get the iPad deployment off the ground in Seattle, Bremerton, and South Everett.

The cost of bringing iPads to the remaining seven centers was funded through Goodwill's retail store revenue and charitable giving allowing the program planning, development, and implementation to progress on schedule. Goodwill continues to identify funders who are interested in supporting our Digital Literacy Initiative. We held a specific digital literacy campaign in honor of the retirement of the former CEO and have approached other private and corporate donors as well as foundations to support the Digital Literacy Initiative. In the near future, Goodwill will be holding an additional event for to report on the initiative's progress. Going forward, the replacement and repair costs will fall into the ongoing capital budget and general operating budget. A large additional cost outside of program development, instructional staff, and hardware are the ongoing IT departmental costs related to implementing and supporting the iPads and associated hardware.

Staffing Considerations

Goodwill already had a Program and Curriculum Development Coordinator to serve as a project lead. In addition, contractors were hired to help with background research, needs assessment, implementation documents, subject area expertise and lesson materials development, and staff training. It was challenging at times to coordinate work timelines with other departments involved, due to unforeseen delays and other priorities. To mitigate some of the interdepartmental challenges, our main training center in Seattle was chosen as the initial implementation site because the IT department is co-located in the same building.

During initial program planning, it is a good idea to factor in other staff involvement, such as for budget, data reporting, IT, Development, Marketing and Communications to ensure other department's priorities and workloads are considered as part of the process. Establishing regular communication and updates is critical. We found it challenging at times to coordinate communications, meetings, and timelines.

***Tip**: Get input from other involved departments when planning timeline and deadlines.*

Data Collection and Reporting Considerations

Data collection falls into the categories of needs assessment, data collection, and data analysis. Regarding the student needs assessment, our questions fell into the three main categories of technology/internet access, device usage, and types of technology activities. We devised a short online (Survey Monkey) survey which could also be printed if computer use was not feasible. Because we were

including ESOL students, we needed to keep questions simple, create help tools, and organize extra classroom assistance when needed help to administer the survey. Because of the timing, we did not have access to a Seattle City resident technology survey in time to align our questions more closely for results comparison. (See Needs Assessment and Research section for more info about the needs assessment survey.)

Our student intake reporting was adapted to capture more specific information about their internet access; this information will inform our understanding of student resources and case management services to obtain access.

Regarding outcomes tracking, we worked with the department's Program Analyst to add a few items within the instruction outcome data entry that staff already do. The items reported will satisfy outcome reporting needed for the grant funding, indicate which technology tools and lessons were being used, indicate which digital literacy competencies were being taught, and collect formative feedback from staff to use for program improvement.

Tip: *Embed additional project tracking within data reporting that staff already do*.

Future Program Planning Considerations

Because at this time the project is in its early stages, we are still in the process of fully working out the details for the following aspects of the program:

- Scale-up to other subject area classes and programs
- Embedding data tracking in existing record keeping as program continues to scale
- Reevaluating iPad apps, version upgrades, etc. in the future: staff subject area committees will evaluate and request new instructional apps, and the IT department will handle version upgrades
- Continued staff training after launch and scale-up phase
- Regular instructor professional development observation rubric now includes digital literacy integration
- Process of adding new Digital Literacy class materials to online SharePoint bank: staff contributions will be vetted by subject area groups and monitored by the project lead
- Subsequent reports and updates: funder, department leadership, organization leadership, Board committee.

Program Evaluation Considerations

We view our efforts with digital literacy as part of the larger efforts to improve the job readiness and education opportunities of students with significant barriers. We believe it is part of improving the overall quality and relevance of our programs.

Program Development Outcomes:

- Introduce iPads and ESOL digital literacy to every training center
- Long term: Integrate digital literacy into other classes and programs

Instructor Outcomes

- Teach at least six digital literacy technology integrated lessons per session
- Complete training on digital literacy and iPads
- Long term: integrate digital literacy into all their teaching

Student Outcomes:

- Increased comfort with technology
- Increased likelihood of using technology
- Able to use iPad to navigate the internet and Rosetta Stone
- Use at least three types of technology in every class

Activities that will contribute information for evaluation include:

- Class evaluations
- Staff feedback
- Class observations
- Data regarding student performance
- Staff meetings

The audiences for evaluation results include: Funder(s), Goodwill leadership, department management, staff, students, and external stakeholders (such as schools, community-based organizations, and other Goodwills).

Program Planning, Stakeholder, and Funding Considerations Checklist

1. ***What is the program goal?***

☐ Articulate clearly and succinctly in a statement:

_____

_____

_____

2. ***What are your existing strengths, assets, & resources?***

☐ List here:

_____

_____

_____

3. ***Who are the program's stakeholders?***

☐ Identify internal and external stakeholders and their key contacts.

☐ Clarify stakeholder interests and roles as appropriate.

☐ Identify staff or material resources needed from each stakeholder as applicable.

☐ Identify type and frequency of communication with each stakeholder as applicable.

☐ Determine deliverables to stakeholders and due dates.

4. ***How will the program be structured?***

☐ Decide on whether the new program will be a "stand-alone" or integrated with existing program(s)?

☐ Decide what/how much development work is needed (needs assessment, class materials, etc.)

☐ Identify any cross-over with or impact on other related services (case management), programs, etc.:

_____

☐ If program will be shared externally, identify any implications for program design:

_____

☐ Other: _____

5. ***What are the budget and funding considerations?***

☐ Clarify all types of funding involved (grant, internal, fund-raisers, etc.) during and after program initial implementation, and work with appropriate organization staff.

☐ Gather and submit information for grant application(s) if applicable; stay consistent with own mission.

☐ Clarify grant expectations regarding outcomes.

☐ Confirm the timeline for funding and reporting.

☐ Determine how the project will be sustained after the funding period; involve appropriate leadership staff.

☐ Identify all program budget line items/components.

☐ Identify staff responsible for managing budget.

☐ Clarify all required reporting, due dates, formats, including internally regarding budget, spending, outcomes, etc.

☐ Consider future potential audiences when putting together materials, presentations, reports, and press releases.

☐ Ensure PR announcements regarding successes reach other potential funders; gather success stories, spokespersons.

☐ Other: _____

6. What are the program staffing requirements?*

☐ Identify existing staff for project, whether additional staff are needed, and what the roles will be.

☐ If hiring additional staff, determine whether they will be temporary or longer-term/permanent.

☐ Write assignment descriptions and job descriptions; submit to approving staff/HR as needed.

☐ Other: _____

7. What are the data reporting considerations?

☐ Decide on what data to collect, methods of collection, how data will be analyzed.

☐ Decide which needs assessment, survey, and evaluation tools to use. Consider questions used in other similar surveys/research if planning to compare results (e.g. staff survey, city, state, national).

☐ If applicable, decide how database will be used to track outcomes.

☐ Assign staff to assist with gathering data/information and creating reports.

☐ Enlist help of PR for branding and formatting if needed.

☐ Other: _____

8. What are the considerations to plan for program sustainability?*

☐ Identify any infrastructure, materials, or tools maintenance and upgrades that will need to be addressed and timelines.

☐ Identify types of staff support and monitoring to ensure ongoing performance of the program.

☐ Ensure ongoing funding of program has been addressed.

☐ Identify any post-program communications, updates, planning, etc. and staff responsible.

☐ Other: _____

9. What are the considerations for program evaluation?

☐ Clarify criteria to be evaluated and how program "success" is defined.

What key questions need to be answered? (big picture questions, not survey-level questions)

_____

_____

_____

☐ Articulate how evaluation results will be used (what decisions will be based on evaluation results?)

☐ Determine program evaluation process and format, and assign staff.

☐ Identify audiences, formats, and timelines for evaluation results.

☐ Other: _____

10. What will the program development timeline be?

☐ Identify program development tasks and establish timeline/schedule for completion, with allowances for potential delays built in

Needs Assessment & Research

See Needs Assessment & Research Checklist on page 12

Main Takeaways

- Craft survey questions very carefully to balance ease of data collection with ease of data analysis
- Consider whether to make assessment items consistent with other local, state or national surveys if their questions are suitable for your survey objectives and provide desired comparisons.
- Use research and outreach efforts as opportunities for potential partnerships and/or synergy of efforts

Needs Assessment

To get a better understanding of how our students compare with the population at large, we conducted a survey in April 2014 of nearly 1400 students about their internet access and device usage. Even with a simple survey format, staff communications and preparation, survey tools, and extra classroom help available, it was challenging at times to gather as many responses as possible. Nevertheless, it provided some useful information to help inform our project development.

One of the lessons learned during the survey process was the amount of time it took to create a questionnaire that would user friendly for our students with various levels of skills, knowledge, and understanding. In our attempts to make the survey user friendly on the front end by grouping questions, we inadvertently made our data analysis much more challenging on the back end. So compiling the results took more time than we had anticipated. Though the survey answered a lot of our questions about student access and usage, it did leave us with more questions about student level of proficiency and comfort using certain technology.

Tip: *Consider whether to make survey questions more granular and specific, even if it means a longer format because it will make compiling and analyzing data less complex.*

Needs Assessment Results

Though our survey showed that Goodwill's students have greater than expected access to the internet and somewhat less access to devices, there were bigger disparities shown in the activities performed with technology, especially for non-Native English speaking students. (See Internet Access & Technology Usage Survey Results full report for more detailed information.) We shared the results with internal department staff and enlisted the help of our Marketing and Communications Department to provide consistent branding and formatting support for external sharing with our funder and other organizations.

After conducting our survey, we discovered that the City had done its own technology survey of residents, including those with demographics similar to Goodwill students. Though our questions were comparable to theirs, if we had known about the city survey sooner we may have aligned some survey questions more closely with theirs for easier results comparisons.

Other Research

The process of needs assessment, research, and outreach was important to deepen our understanding of digital literacy, situate it within a broader context of national and international research, and connect to other local organization staff working on this issue. We conducted online research on national, state, and city data regarding populations' access to the internet and technology tools. We paid special attention to those factors identified in the literature as potential barriers to technology adoption, including income and education level, age, language—factors particularly relevant for Goodwill students. We then looked at some international survey results regarding the impact of skill levels in "technology-rich environments" on employment and wages. We found that populations similar to Goodwill's students are found to be disadvantaged regarding technology access, skills, and employment/wage levels.[1] (See Technology Access, Usage, and Digital Literacy report for more information.)

In addition, we contacted and interviewed various local community-based organizations, community colleges, and city officials to learn more about other programs and strategies aimed at increasing digital literacy, especially for non-native English speakers. Though there are various approaches being tested, staff at the organizations below all acknowledged the necessity of addressing technology integration for their immigrant and ESL students/clients in order to help them be successful. (See above-referenced report for more information.)

One constructive outcome of these efforts is the increased partnerships being forged among organizations to strengthen services to students/clients. We were able to host the city of Seattle's Technology Access and Adoption Survey release event in May 2014. We have also been a key stakeholder in program planning the city of Seattle in their efforts to close the digital divide with non-native English speakers. We have shared information about program model and have hosted focus groups of Goodwill students to help the city improve their program design. We are entering into a partnership with North Seattle College to provide instructional support to their cohort of the I-DEA project, an accelerated technology integrated ESOL program. Goodwill will be North Seattle College's official community partner on this project and will be included in future project gatherings and reporting.

For more information on needs assessment and research:

http://www.seattlegoodwill.org/job-training-and-education/digital-literacy-initiative

Needs Assessment & Research Checklist

1. How will audience needs be assessed?

☐ Develop survey to gauge current technology access and usage. Consider questions used in other similar surveys/research if planning to compare results (e.g. staff survey, city, state, national).

☐ Create survey support documents/tools (instructions, visual aids, etc.).

☐ Draft survey communication plan (for before, during, and after survey).

☐ Conduct survey to reach participation goal.

☐ Compile and analyze survey results.

☐ Draft report, get feedback, refine, publish.

2. How will survey results be used?

☐ Discuss the implications of survey with project team to determine project plan and approach.

☐ Share results with internal staff and organization leadership.

Needs Assessment & Research Documents / Resources Created:

Staff survey

Student survey

Survey instructions & handouts

Survey reports

Technology access & usage research report

☐ If planning to share report(s) externally, decide on report format and method of sharing.

☐ Other: _____

3. What other research will inform the project?

☐ Conduct online research to gather information about regional and national technology usage and digital literacy trends.

☐ Contact other local organizations and schools with comparable programs to learn what technology and digital literacy related strategies they are using with their clients/students.

☐ Compile information into report; decide on themes to highlight.

☐ If planning to share report(s) externally, decide on report format and method of sharing.

☐ Other: _____

Technology Implementation

See Technology Checklist on page 17

Main Takeaways

- Importance of working constructively with IT staff and establishing clear communications, especially on a new technology implementation
- Having instructional and IT staff involved in the development of policies/procedures and training to promote buy-in and identify potential issues each group might anticipate
- Getting the iPad cart running and working properly involved many different IT skill sets across multiple IT staff roles
- Including setbacks and delays as part of the timeline when implementing a new technology program
- Consider the lifespan of hardware and software; if gradually adding equipment, versions may be different than previous purchases; consider impact on tech maintenance
- Plan for ongoing nature of maintaining new technology beyond implementation

Involving the IT department in the Project

Because deploying new technology is a major part of this project, the importance of the information technology (IT) department cannot be underestimated. In our case, Goodwill had never used Apple devices or Wi-Fi in a classroom setting. Both of these presented significant challenges during implementation.

An initial timeline was organized and shared with the IT department for a discussion about program needs and feasibility. In order to keep communication channels clear, one member from the Job Training and Education (JTE) department was designated to be the sole point of communication with the Director of the IT department. Because of the strong budget aspect of the program, the Director of Budget and Data Services of JTE was chosen to fill this role. As the project progressed, timelines were adjusted to accommodate challenges and delays.

Because our training centers are spread over a large region, there is no single IT technician overseeing the implementation and maintenance at all ten centers. All technician staff had to learn all aspects of implementing the new technology at their assigned center locations. Additionally, further IT staff was needed to setup the iPad synchronization and network security infrastructure. This project requires a large amount of intra/inter-departmental collaboration.

Tip: *Be certain you have the technical staff hours necessary for tech support*

Implementation Timeline

We set a year one timeline including survey, training, staff meeting, pilot start dates etc. and adjusted the timeline as necessary. For example, we had to delay implementation one session in two centers because the iPad carts were not ready. We have continued to complete training and curriculum development despite the iPad delays.

Tips:

- *Organize a consistent meeting time to review timelines and issues that arise during implementation.*
- *Try to build in time allowance for potential delays.*

Technology Components

Hardware

Why iPads? The iPad tablets were chosen because they are most commonly used in education, include the most education-related apps, and have good infrastructure. In addition, tablets will allow classes without computers to access online resources without displacing existing computer classes and labs. Finally, the "touch" technology provides an easier introduction to accessing online resources without the barriers that keyboards and mice sometimes pose for beginners. In addition, our online database can be accessed through the Safari web-browser but not through others like the Android browser.

Pending successful completion of the initial implementation at the first three centers, the remaining training centers will each get one class set of iPad tablets, kept in a securable charging and synching cart that can be moved among classrooms. The cart doors lock and the cart itself can be locked to a wall. The tablets are limited to only in-class use. Each iPad has a protective case in a bright orange color to minimize damage and theft potential and are housed in the locked cart when not in use. iPads are not allowed to leave the classroom or be used by multiple classes at the same time in order to keep better track of the devices at all times. The ESOL Subject Area Group and the Digital Literacy Learning Community worked on a set of policies for approval from JTE leadership and IT.

Cart Contents and Supplies

1. 20-30 iPads
2. MacMini (to run the re-synch and push out any updates)
3. AV Cable and Adapter
4. Cleaning Cloths
5. Backup Power
6. Headsets (not in cart)

In addition to the student iPads in the cart, each ESOL instructor will receive an iPad in order to familiarize themselves with the technology as well as prepare for classroom presentations and activities.

Software

A limited number of apps have been installed on the new iPads and will remain consistent among learning centers through the implementation period. In the future, staff subject area groups can review and request additional apps at periodic intervals to be determined.

Apps on Seattle Goodwill iPads

Apple Pre-Installed Apps	
Usable	**Not Usable in this setup, but unable to remove (not connected to iTunes or mail accounts)**
Calendar Camera Clock Maps Notes Photobooth Photos Reminders Safari (web browser) Settings	Mail Newstand Videos Music

One of the major criteria for thinking about apps was that apps should encourage student communication, problem solving, and collaboration on real world tasks—the 21st century skills we emphasize in the digital literacy competencies. Some other apps/software include:

- Socrative interactive quiz app (instructor iPad has both student and instructor version)
- Rosetta Stone
- Google Translate
- Have shortcuts to GCF Learn Free and ETO (our online database)

Wi-Fi/Network

In order for the iPads to connect to the internet, Wi-Fi needed to be installed in all locations. In addition to the hardware needed, a separate wireless network was created for the iPads. This network can only be accessed by the iPads, not public users on outside devices for security and bandwidth reasons. Since the network is connected to the stores, security is of great concern. Goodwill's web filtering and security software is being used with the iPads to protect the network. The web filters are the same as for the regular organization network. IT had to address these issues:

- Wireless capabilities everywhere the iPads will be used
- Wireless bandwidth to handle all of the iPads at once
- Internet-connection bandwidth to handle video on many devices at once
- A way to manage content filtering if desired – we use Websense and access-control lists
- A way to keep the iPads refreshed – we reset the iPads to our default configuration after sessions to remove downloaded content and changes
- A way to manage the apps – we use Mac Minis with Configurator in the Bretford charging carts to manage and refresh the iPads

Tips:

- *Consider how iPads affect network and security procedures for your organization and user populations.*
- *Implement at one site at first to work out glitches.*

Budget & Costs

A separate budget account was created for the project grant money for easier tracking. The JTE Department Director of Budget and Data Services is the contact for IT and the budget manager for this project.

30 Tablet Cart Cost

Bretford Synching and Charging Cart with MacMini: $3650
iPad Air: $499 plus tax and shipping X 30
iPad Compatible Headsets with case: $25 X 30
iPad Air Cases with stand: $15 x 30
AV Adapter: $50
= roughly $20,000 not including tax and shipping

Technology Testing

Testing was done during initial implementation sessions. The original plan was to have a trial session, but we needed to jump right in because delays were already putting us behind schedule. Staff have reported some issues with internet/wireless connections, websites being blocked, and iPads not being refreshed back to standard settings after a previous use. We are still experiencing some of these difficulties but are working with IT to get everything figured out.

Staff and Student Preparations

See staff training section below.

Technology Implementation Checklist

1. ***How will the IT staff be brought into the project?***

☐ Schedule initial meeting between head of project and head of IT to insure that all parties have complete information about the scope, parameters, and overall timeline of the project.

☐ Confirm you have the technical staff hours necessary for tech support.

☐ Establish communication channels and identify assigned staff. Agree upon regular check-ins.

2. ***What are the technology components of the project?***

☐ Hardware: _____

☐ Software: _____

☐ Wi-Fi: _____

☐ Security (physical & online): _____

☐ Other: _____

☐ Identify tasks associated with each component and which staff will complete them.

3. ***What are the costs and budget considerations?***

☐ Identify and agree upon costs and budget allocations: which costs the grant will pay for and which costs the company (and departments) will absorb for implementation.

☐ Identify ongoing maintenance costs (such as replacements, updates, tech staff time, etc.) and how these will be paid for.

☐ Obtain any necessary approvals for budget/cost allocations (implementation and ongoing).

☐ Establish process for and assign staff to budget/cost monitoring and periodic reporting.

4. ***What will be the timeline for technology implementation?***

☐ Establish timeline for identified tasks and agree upon status update schedule.

5. ***How will technology testing be completed before the launch?***

☐ Establish "what," "where," "when," and "who" for testing all technology components.

6. ***How will staff and students be prepared to use the new technology?***

☐ Develop staff and student policies and procedures and share with IT staff.

(See checklist in staff training section below for additional.)

Staff Preparation & Training

See Staff Preparation & Training Checklist on page 20

Main Takeaways

- Begin preparing staff with communications and opportunities for discussion, Q & A, etc. well before start of program. Especially ensure managers/supervisors understand program and requirements
- Try to arrange staff exposure, multiple training opportunities, and practice with new technology well before start of program
- Provide on-demand tools and support for staff
- Use existing channels and established meetings to involve staff for demos/training, learning community, conference calls
- Didn't drop existing curriculum and textbooks; integrated new concepts into what staff are already using, with sample lessons that are relevant and usable

Staff Communications

- Gave presentations at all-staff meetings, along with facilitated discussions and Q & A
- All staff email updates and instructions for each stage of project

Staff Training Components

Project lead staff developed and conducted staff training on using technology, policies and procedures, and lesson materials. Training was divided into two sessions, with the first focused on using the technology, reviewing new policies and procedures, and previewing some new lesson materials and digital literacy competencies. Since staff were required to train students on using the technology and on the policies/procedures, a presentation was prepared by the ESOL subject expert for instructors to use when introducing their students to the iPads and the rules for use. The second training provided a more in-depth focus on teaching and new materials, theoretical framework for the new digital literacy competencies, and the data entry required for the pilot project. Much of the training was delivered by the ESOL subject expert, so that staff questions could be addressed in the context of teaching that subject. Some practice lesson planning with the new competencies was also included.

Tips: *Involve an IT representative in staff training for input on potential technology-related issues.*

Challenges so far:

- Getting enough face-to-face training time with staff
- Establishing digital literacy definition and competencies that are specific enough without being unduly restrictive for instructional practice
- Digital literacy integration challenging for some staff
- Overcoming staff doubts and resistance to changing their instructional style

Some staff have struggled in training with comprehension of digital literacy and have been more focused on what new tech tools they will have to learn rather than thinking of making classes more engaging,

with more communications or collaboration and then which tool to use. The fear of change and new technology can be overwhelming for some; they feel the pressure of keeping up with digital literacy themselves.

Tip: *Encourage staff to think of integrating digital literacy as an "and" not "or"—it should not displace subject matter instruction but enhance it.*

Additional Staff Supports

Before implementation, a staff Digital Literacy Learning Community facilitated by the project lead was established. Participation is voluntary and open to any center staff. The group meets monthly to discuss digital literacy topics, share resources and lesson ideas, and contribute input on initiative components. We have seen so far that staff who were in the learning community seemed to have a better grasp of the digital literacy theory and implications during the initial class sessions. Another support is the ESOL subject expert, who attends the learning community meetings, conducts classroom observations, and is available to staff for advice and questions about integrating technology in their classes. Finally, the project lead set up the SharePoint online resource bank with lesson materials, policies/procedures, tools, etc. for staff to access whenever needed.

On-Site Implementation Preparation

Prior to the first session implementation, the project lead and subject expert met with the participating center staff to review expectations, policies and procedures, address questions on new technology, schedule class observations, review reporting requirements, and schedule group phone check-ins for during and after the session (see On-Site Implementation section below for more details). This meeting provided staff with another opportunity to ask questions or get help before the session started.

Tip: *Plan for training staff new-hires in the future, including a class observation and a period of data tracking to ensure staff are new technology and have adopted digital literacy as a teaching framework.*

Staff Preparation & Training Checklist

1. ***How will you inform staff of the initiative, upcoming changes, and training?***

☐ Create communication plan (such as presentations, facilitated discussions, "frequently asked questions" document, email updates, etc.)

2. ***What are the components of staff training?***

☐ Identify components of staff training:

_____

3. ***What will the technology training include?***

☐ Review new policies and procedures

☐ How-to instruction, demos, & hands-on practice on tools

☐ Ask IT liaison to attend first technology training to get staff questions and offer feedback/input

4. ***What materials will staff use with the technology?***

☐ Review overview/framework to give context for materials

☐ Review new competencies & ensure understanding

☐ Preview lesson materials & demo sample

☐ Build in lesson planning time & discussion

☐ Review location & contents of online lesson/resource bank

5. ***What other staff supports will be included?***

☐ Facilitate ongoing staff learning community

☐ Subject area expert/trainer available for 1 on 1 help with planning, lesson adaptation, observation, etc.

☐ Other: _____

6. ***How will staff be prepared for the initial session?***

☐ Review student & staff expectations with staff (& supervisors)

☐ Staff schedule lessons to be observed

☐ Review outcome reporting requirements

☐ Other: _____

Examples of Training Documents / Resources Created:

iPad Policies & Procedures

iPad Training PPT & Agenda

Digital Literacy Competency Framework

Competencies Training Worksheet

Instructor Planning Worksheet

Lesson Plan Template

ESOL Digital Literacy Lesson Bank

SharePoint Repository for Initial Session Docs, Lessons, & Resource Links

Database Tracking Template

Initial Session Training

On-Site Implementation

See On-Site Implementation Checklist on page 25

Main Takeaways

- Importance of having clear expectations spelled out for staff
- Observe initial classes to spot potential issues and changes needed
- Realizing technology will most likely not work perfectly the first session
- Devise ways to gather student and staff feedback for improvement
- Realizing how helpful infrastructure and extra help has been; if offering extra help is a challenge, consider how to foster peer support

The first training centers for initial implementation were chosen due to logistics, grant obligations, and classes offered (needed to have ESOL). Going forward, centers which are most ready will be added, and eventually all centers will add digital literacy and iPads. Seattle was required in the grant plus had the IT department co-located in the same building. The South Everett center already had Wi-Fi and also happened to be the work site for the subject matter expert. Finally, Bremerton was chosen because internal leadership and the funder were interested in focusing on a Kitsap Peninsula center.

Expectations for Staff

Lesson Materials

Instructors are required to do six digital literacy integrated lessons per session (8 weeks). 25+ lessons were created for ESOL content topics from the textbook Stand Out (all levels) in order to demonstrate that digital literacy can be included at all levels. Since the lessons were intended to be a sampling, they are not comprehensive of all StandOut lessons or topics. Other lessons called Digital Literacy Basics were created to help teach concepts about how to use the iPad, Rosetta Stone, and other technology-specific topics that were not covered in the Stand Out curriculum. Because the Introduction to iPad and Rosetta Stone were required, these lessons were the most used out of all of the lessons created. Instructors could also create their own lessons integrating digital literacy competencies.

Database Tracking

The tracking items added to the database worked well, and instructors were diligent about entering the required data into the database. The class evaluation was challenging for some lower level students, but staff agreed that survey-taking skills were good for students to learn. So far this data has been very useful for grant reporting.

iPad Policies/Procedures

There were no issues with theft or damage to the iPads in the initial sessions. The main challenge has been passing out and collecting the iPads in an effective manner that ensures security but does not take too long. Staff noted having a volunteer help with this improved efficiency significantly.

Initial Session Monitoring

Observations

Classroom observations during the pilot provided opportunities to see if and how well policies and procedures worked, as well as to ensure that the technology and digital literacy were being integrated into instruction. Initial observer feedback revealed the challenge of balancing security with efficiency during classes, so that the new equipment remained safe without taking undue time away from instruction. In addition, early staff feedback was that lesson planning was taking longer with the integration of the technology. Nevertheless, all instructors were making a concerted effort to incorporate digital literacy and technology into the classroom. To assuage fears, they were told the purpose of observations was for support/help, not evaluation.

Conference Calls

Conference calls helped instructors to share ideas and challenges that they were facing during the initial session. Some challenges included the additional lesson planning time needed for iPads, feeling like there was not enough time to cover the English content, and the added pressures of data entry and observations. Debriefing with staff also revealed their challenges with efficient access to lesson materials. Our extranet requires repeated entries of login credentials when accessing documents, which adds to staff prep time. Also, navigating the extranet file system takes some getting used to. Some suggested moving files to internal network drives (each center has its own) or emailing updated or new files to instructors, but that could compromise the goal of having one central location for the most up to date materials. It is an ongoing challenge for us.

Instructors expressed that this conference call helped them verbalize their challenges and realize that other instructors were feeling the same thing. Staff who have completed a couple sessions commented that it is getting easier and more efficient to integrate iPads and digital literacy into their classes, though they still have to prep students thoroughly before activities for them to go well.

Technology

As this is a new piece of technology, there have been technology complications, but these complications have not prevented the initial sessions from continuing. One of the major challenges has been the refresh and synching of the iPads between each usage. It has been working on and off and has prevented some of the iPads from being ready at the beginning of a class period. Another difficulty has been restricted sites due to our web filter. Instructors need to test all websites on the iPads over the Goodwill wireless before using in the classroom.

Tip: *Arrange opportunity for staff to debrief and share questions, concerns, support, etc.*

Post-Session Activities

Student Evaluations

Student response so far has been positive. Staff observed that students like using the iPads and realize the importance of digital literacy, taking exercises seriously. One instructor described how students wanted to practice new skills outside class time in the computer lab and at home. The class evaluation was challenging for some lower level students, but staff agreed that survey-taking skills were good for students to learn.

The first class evaluation indicated:

- 85% reported that they were more comfortable using technology after this class
- 67% reported that they were more likely to use technology after this class
- 55% of students reported that they would use technology to search for employment
- 63% of students reported that they would use technology for school or educational purposes

We have used feedback and continued to update and improve materials and extranet resources, and we will continue making ongoing improvements.

Scale-Up to Other Centers & Subject Areas

Each time the pre-session staff trainings have improved. We have been able to tweak and use feedback to improve them. We are more aware of what some of the challenges related to the IT infrastructure, so we are better able to explain this to instructors. In addition, we have been able to get all of the supplemental hardware ready in advance, which was not the case in the first session. These include AV adapters, headphones, and cases.

We are still in the planning phase but hope to be rolled out to all ESOL classes in all centers by July 2015.

Goodwill plans to build on the experience of the ESOL pilot and work to better integrate digital literacy and technology into all of our program offerings.

GED

In the near term, our GED program will likely be the next subject area to have access to the iPad carts as well as an increased focus on digital literacy in lesson planning. Due to changes in the GED which require students to test online, basic computer skills are now necessary to complete the GED. Additionally, the test is requiring students to do more analysis and critical thinking, which are key components to being digitally literate. More and more resources are now online to help students prepare for the test. Goodwill has purchased iPathways, an online GED preparation course, to give students 24/7 access to study materials and is designed to work on iPad or other mobile devices.

Computer Courses

Goodwill currently offers a range of computer courses, which are consistently well attended in our centers. The courses provide many of the foundational skills needed to operate computers and software, but to better prepare students for the world of work and further education, more 21st century skills like critical thinking, problem solving, and collaboration need to be better incorporated in the course design. Students need to handle more complex problems and use self-direction to solve these problems in a way that mirrors the work environment. Goodwill will be evaluating current classes and determining new offerings to meet this challenge.

Overall, these strategies can be used when considering our offerings at our centers:

- Adapting existing activities & materials to include more digital literacy skills & practice
- Making classes more student centered with digital literacy as a key approach
- Empowering more students to use more of the technology that is available at our centers

Goodwill will continue to work to build on the technology access and exposure that students have already had while continuing to address students' needs for better access and more marketable skills.

On-Site Implementation Checklist

1. What are the criteria for choosing initial sites?

- ☐ Staff capacity (instructors and managers)
- ☐ Have the required classes/student populations
- ☐ Have Wi-Fi capability
- ☐ Any grant-specific stipulations? _____
- ☐ Other _____

2. What will staff have to do for the initial sessions?

- ☐ Attend training before session
- ☐ Participate in meetings/check-ins and give feedback
- ☐ Complete teaching/lesson requirements
- ☐ Input tracking data into database
- ☐ Conduct student evaluation
- ☐ Adhere to technology policies and procedures
- ☐ Other _____

On Site Implementation Documents / Resources Created:

Instructor, Students, & Supervisor Expectations

Observation Worksheet

3. How will the initial session be monitored?

- ☐ Class observations by project lead and subject expert
- ☐ Site managers ensure compliance with expectations
- ☐ Conference calls or meetings with participating staff to get questions and feedback
- ☐ Other _____

4. What will post-session activities include?

- ☐ Conduct post-session meeting & compile feedback
- ☐ Review staff feedback & student evaluation feedback
- ☐ Review observation notes
- ☐ Review database tracking info
- ☐ Report summary info to management staff & get input
- ☐ Plan adjustments for second session

☐ Communicate/confirm plan for second session to staff and management

☐ Other _____

5. How will the program be scaled up to other centers and subject areas?

☐ Communicate expectations to staff and managers

☐ Determine development work needed (class materials)

☐ Determine needs for additional staff help (subject area experts, project leads, etc.) or more peer support

☐ Conduct staff technology, curriculum, and implementation trainings

☐ Set up monitoring activities (see #3 above)

☐ Set up tracking in database for other subject areas/programs

☐ Other _____

Notes

[1] PIACC, "Chapter 6: Key skills and economic and social well-being," *OECD Skills Surveys*, 2012, accessed from http://www.oecd.org/site/piaac/chapter6keyskillsandeconomicandsocialwell-being.htm (Download tables for Chapter 6, spreadsheet tab Tables A6.3 (P) and A6.4 (P).)

Resources

Goodman, M., Finnegan, R., Mohadjer, L., Krenzke, T., and Hogan, J. (2013). *Literacy, Numeracy, and Problem Solving in Technology-Rich Environments Among U.S. Adults: Results from the Program for the International Assessment of Adult Competencies 2012: First Look* (NCES 2014-008). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Accessed from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014008

Cassie Hague and Sarah Payton, *Digital Literacy Across the Curriculum: A FutureLab Handbook* (United Kingdom: Bristol, 2010), accessed from http://archive.futurelab.org.uk/resources/documents/handbooks/digital_literacy.pdf.

Microsoft Partners in Learning, Innovative Teaching and Learning, & SRI International, *21CLD Learning Activity Rubrics,* 2014, accessed from http://www.pil-network.com/Sites/PD/ProfessionalDevelopment/Educators/Courses/21CLD.

John M Dirx and Suzanne M Prenger, *A Guide for Planning and Implementing Instruction for Adults: A Theme Based Approach* (San Francisco: Jossey-Bass Publishers, 1997), 19-25.

Obtaining Digital Literacy Related Seattle Goodwill Resources:

http://www.seattlegoodwill.org/job-training-and-education/digital-literacy-initiative (PDF doc links on right side)

For additional questions or other docs listed on the checklists in this guide contact Brandon Lindsey, Program Development Manager at brandon.lindsey@seattlegoodwill.org.