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

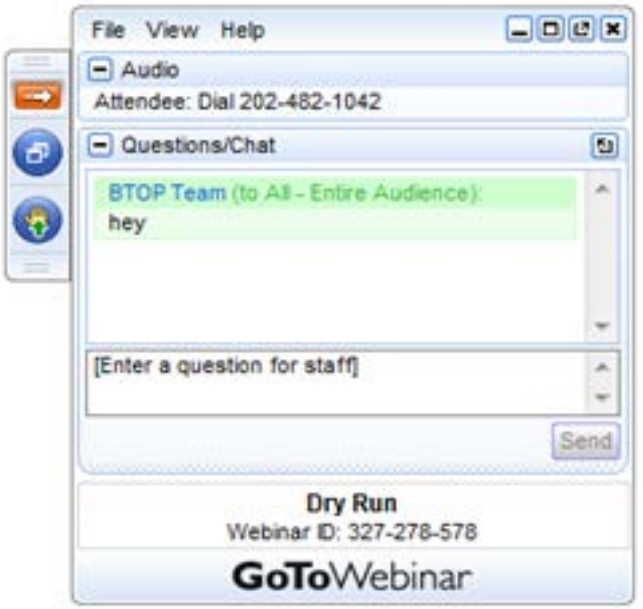
- Welcome (Ron Ashford, HUD)
- Agenda and Objectives (Dina Lehmann-Kim, HUD)
- Adult skills levels: how the U.S. ranks internationally (Heidi Silver-Pacuilla, Department of Education)
- Changes to the tests, context within housing authorities and resources (Dina Lehmann-Kim, HUD)
- Q&A
- Lessons learned 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

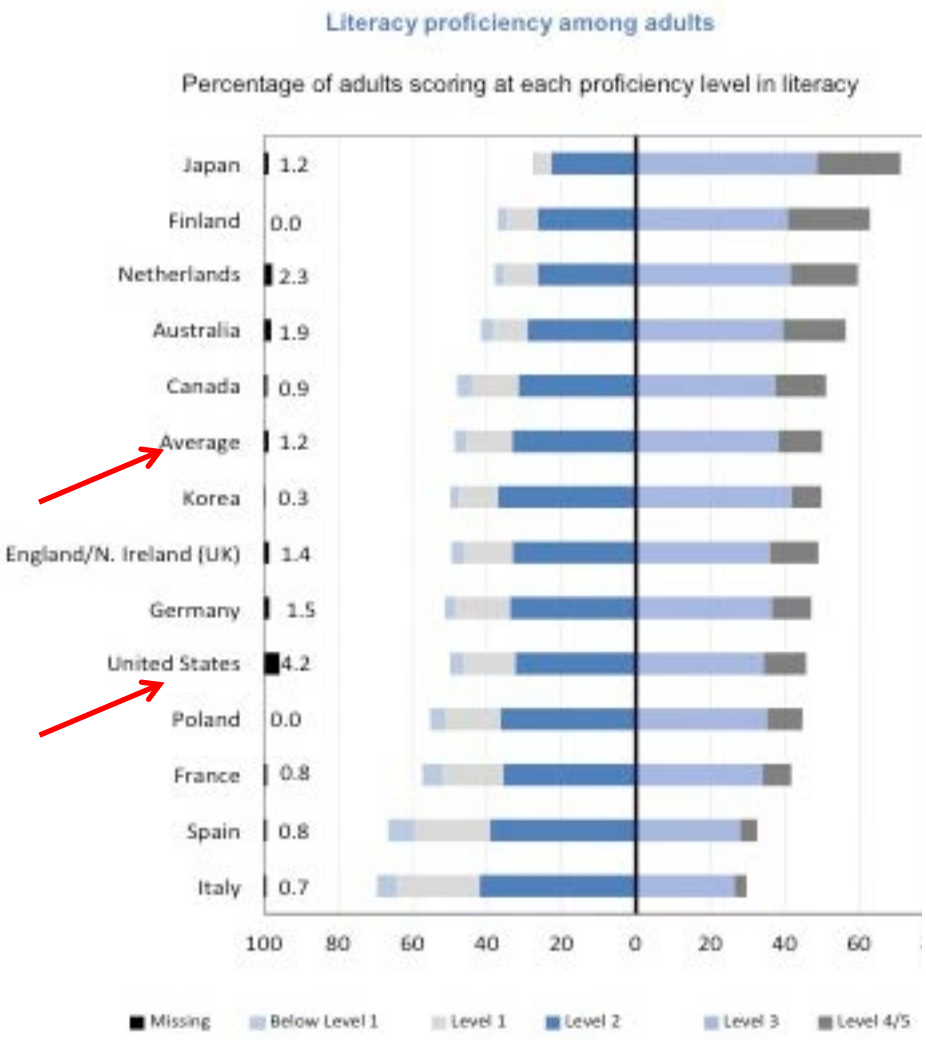
- *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*
- Summary, *Skilled for Life? Key Findings*
- The U.S. country note, *Survey of Adult Skills, First Results: U.S.*
- *Time for the U.S. to Reskill? What the Survey of Adult Skills Says*

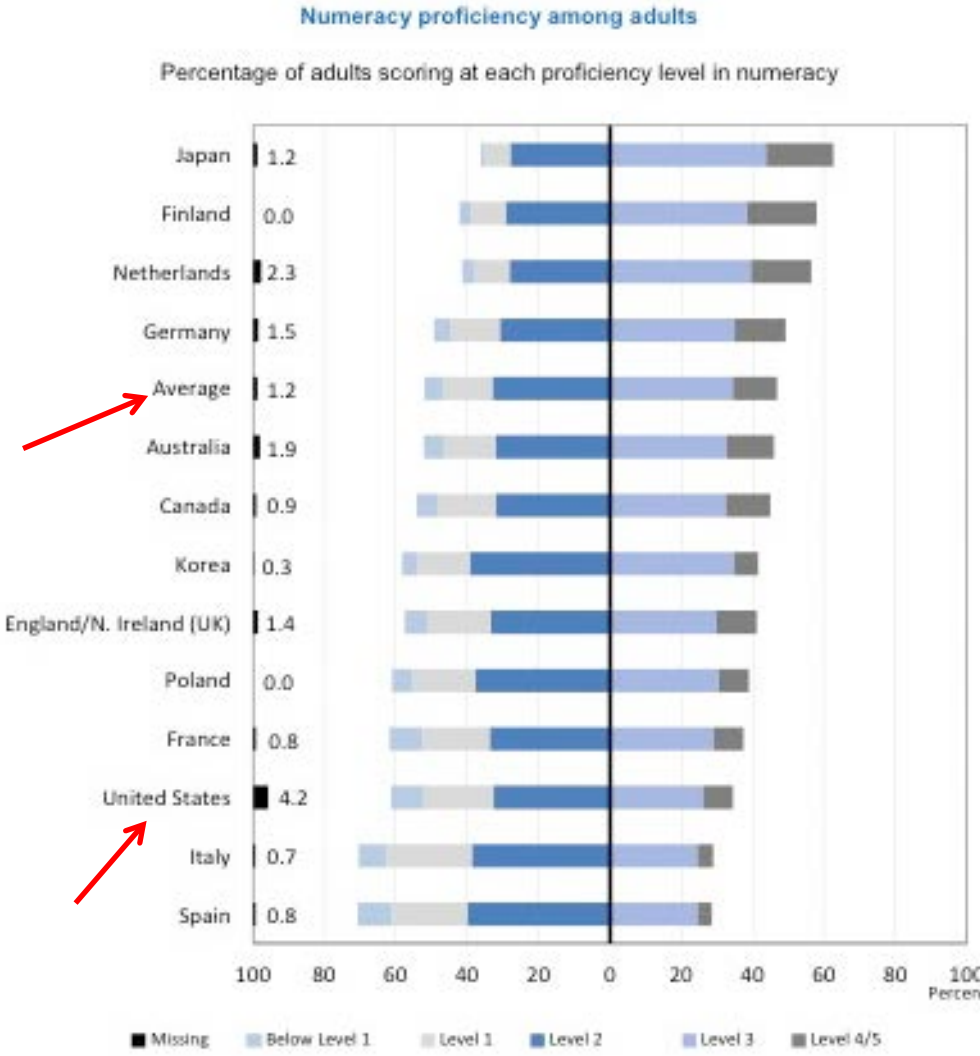
From NCES

- *"First Look"* report
- Stay up to date by watching www.piaacgateway.com

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

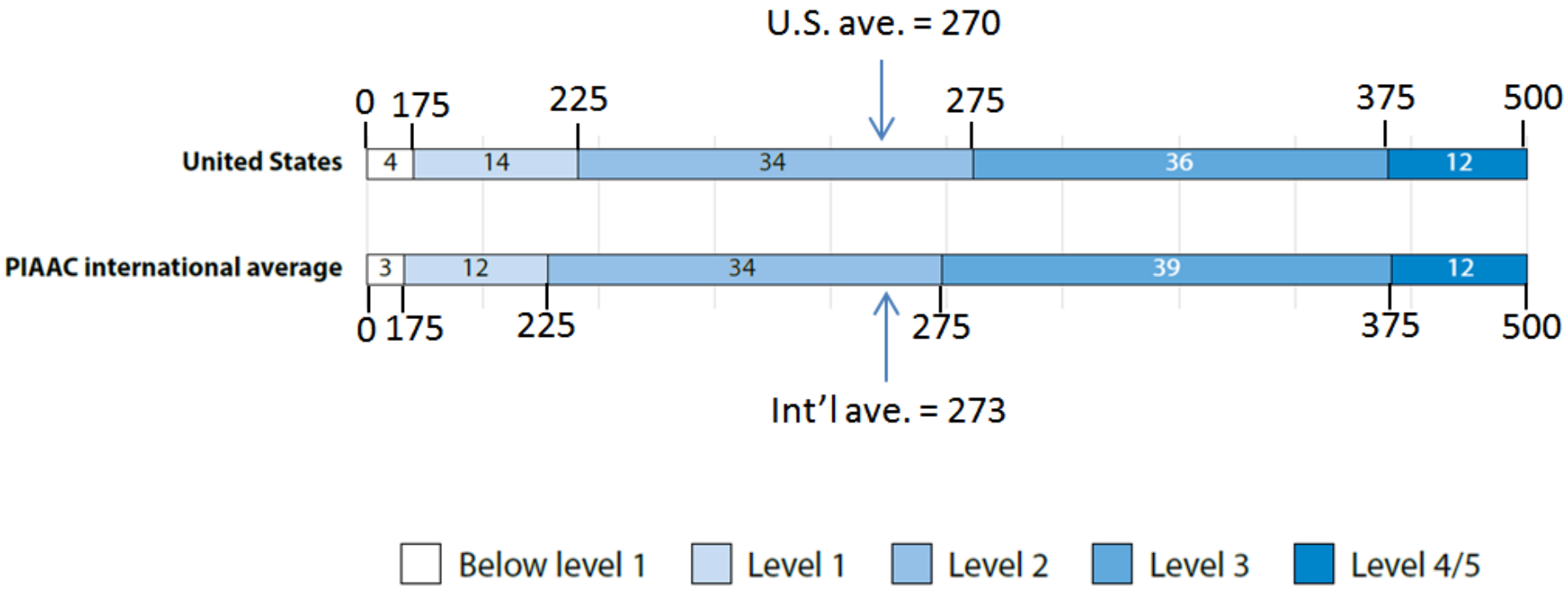
U.S. Rankings Internationally





Source: Time for the U.S. to Reskill?

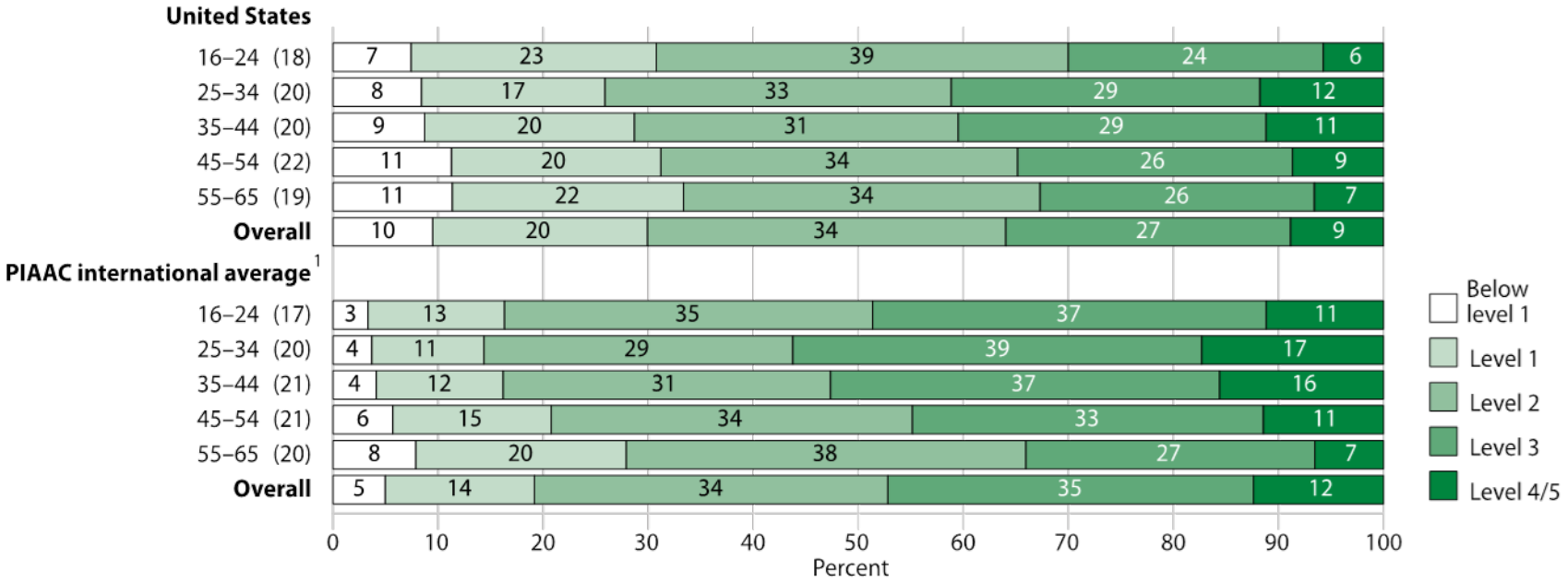
The U.S. has a very large low-skilled population.



Source: IES presentation

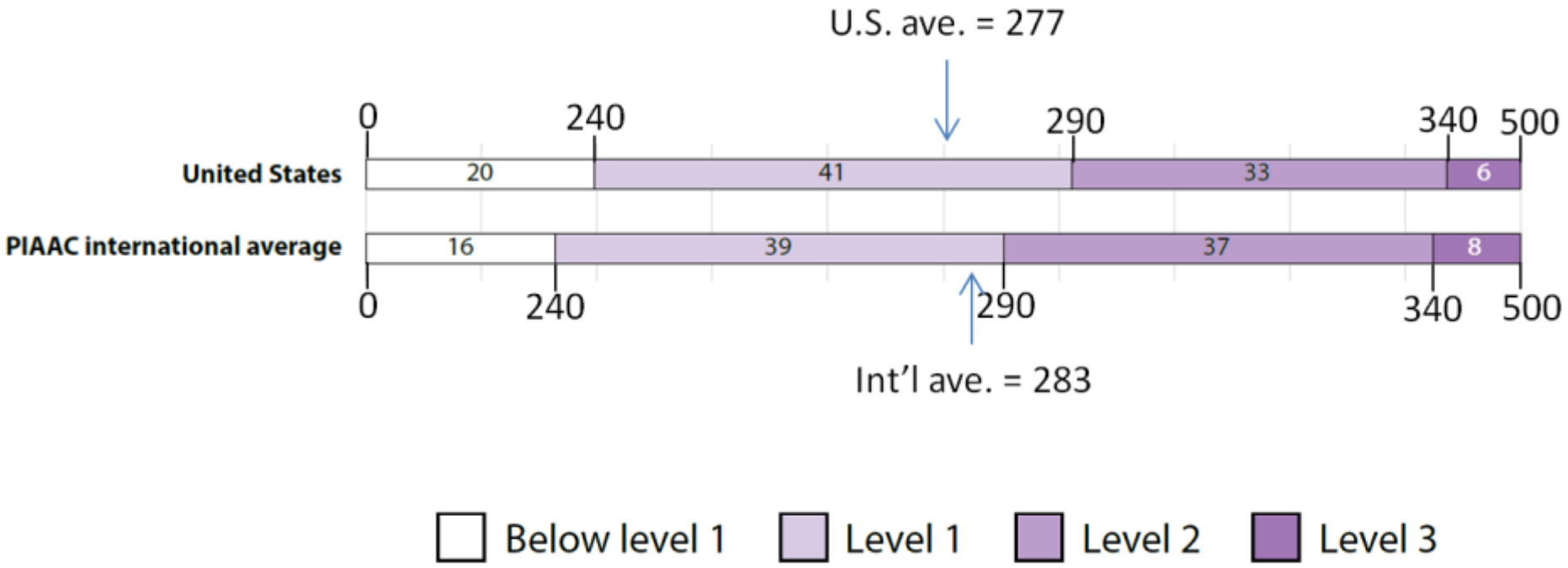
U.S. performance in **numeracy** is particularly poor.

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



Source: NCES "First Look"

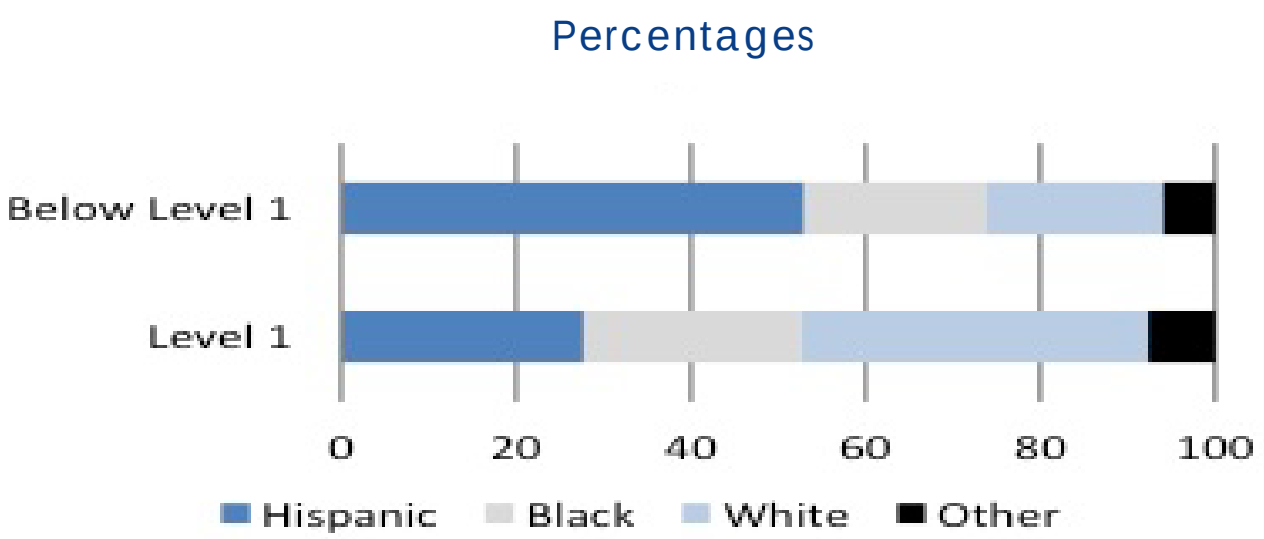
U.S. performance in **problem solving** is below the int'l average.



Source: NCES "First Look"

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

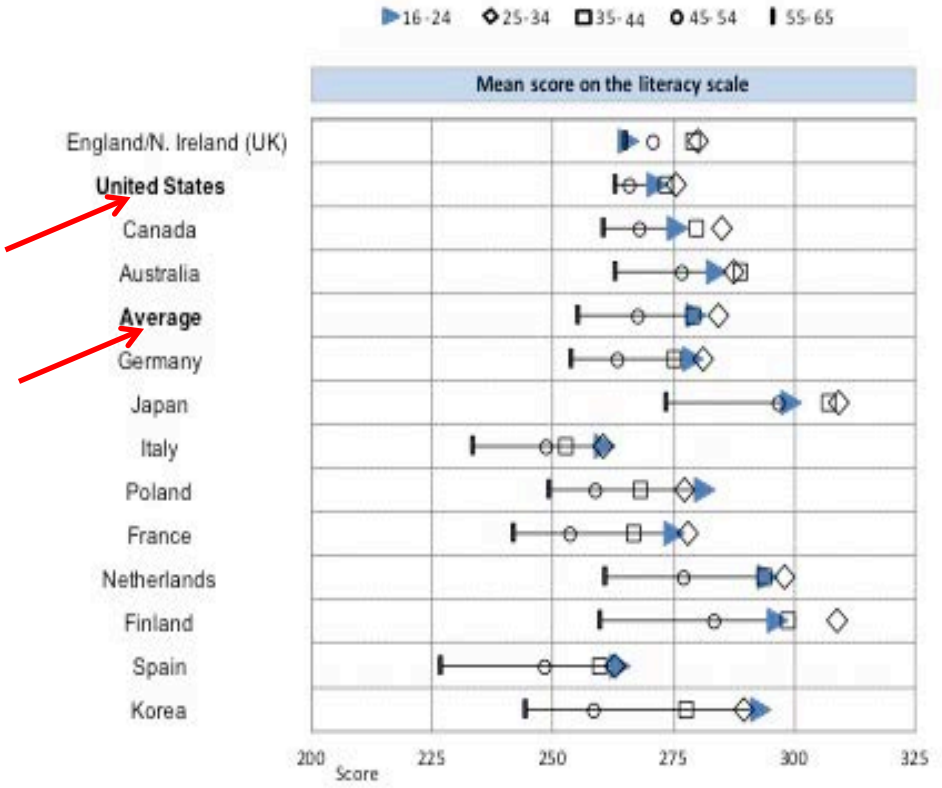


Source: Time for the U.S. to Reskill?

Younger cohorts' skills are not outpacing older cohorts'.

Figure E.7 Age difference in literacy proficiency

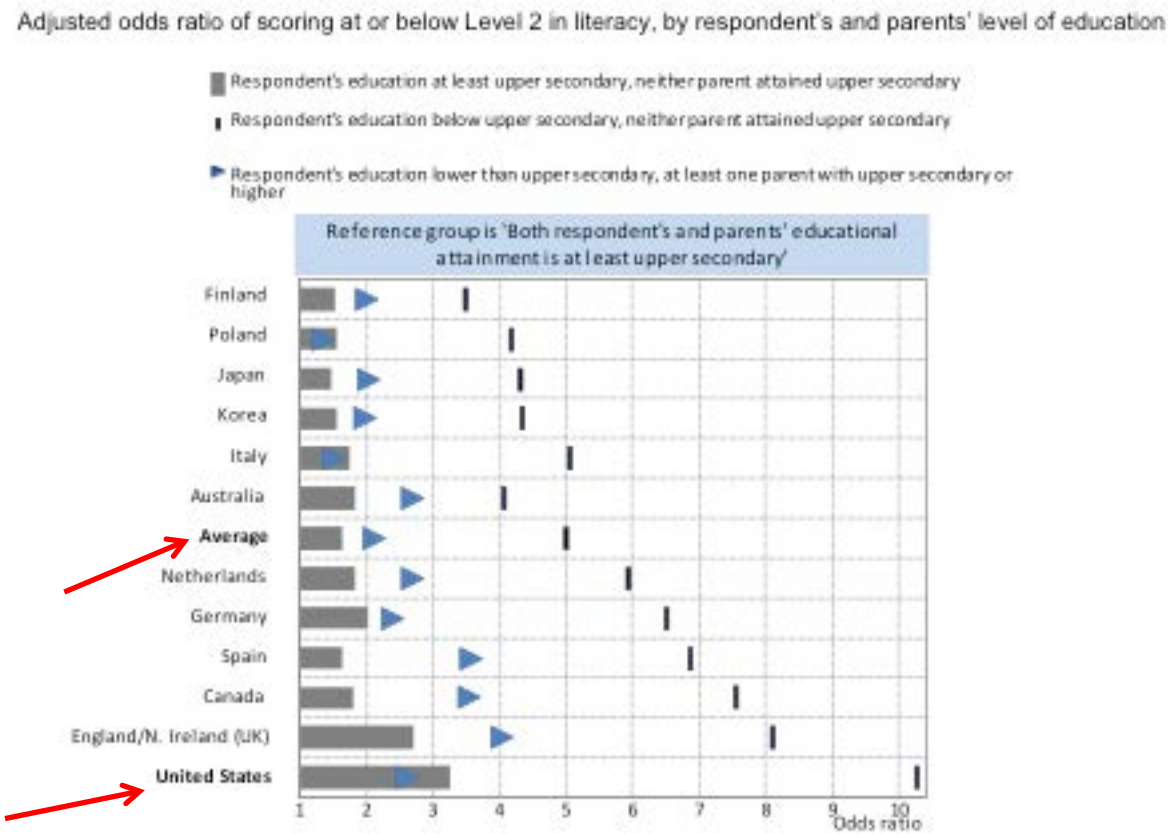
Mean literacy proficiency by 10 year age groups



Source: Time for the U.S. to Reskill?

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

Likelihood of lower literacy proficiency among low-educated adults

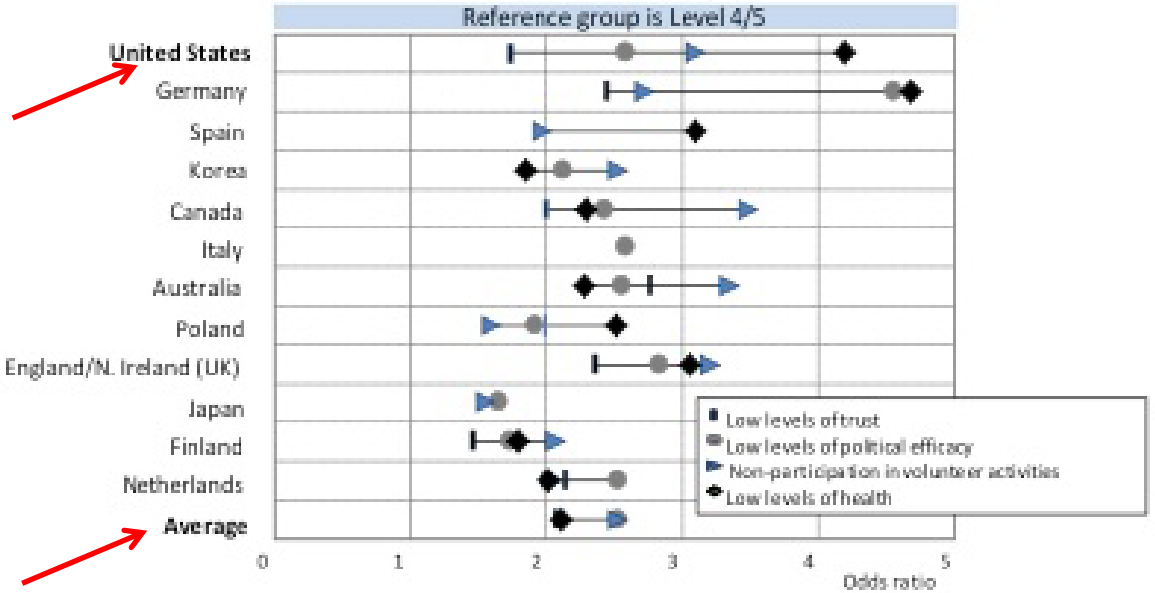


Source: Time for the U.S. to Reskill?

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)



Source: Time for the U.S. to Reskill?

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

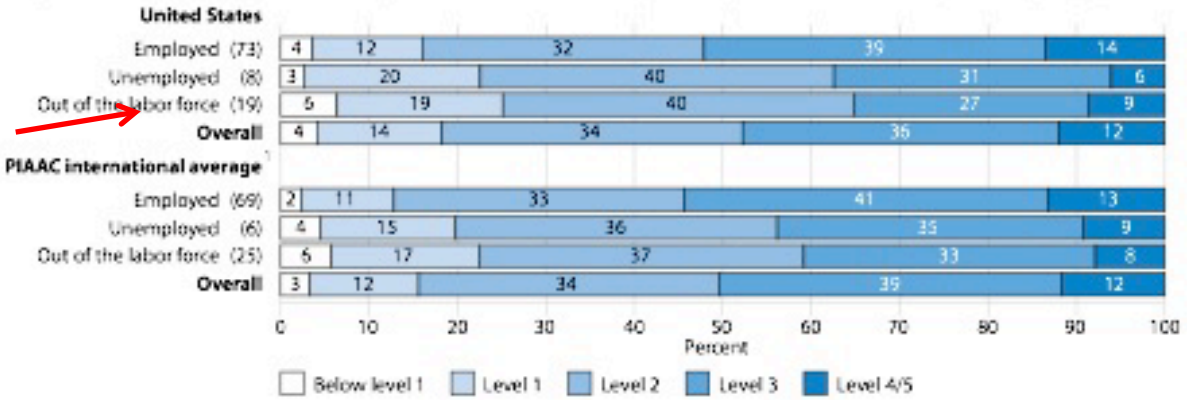
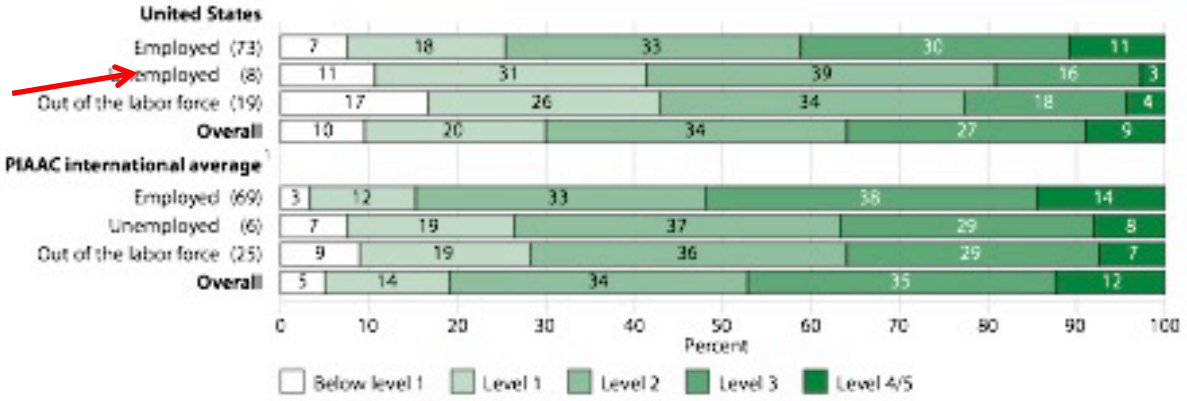


Figure 9-B. Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by employment status: 2012



Source: NCES "First Look"

Responding to the need...

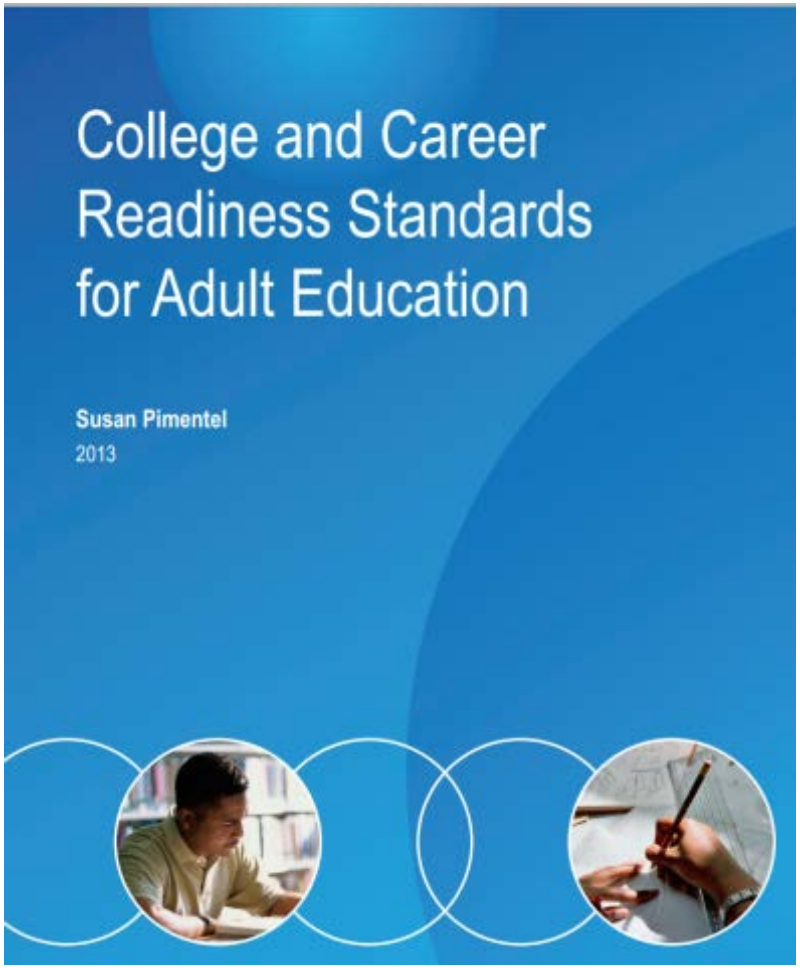
Engagement Process

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



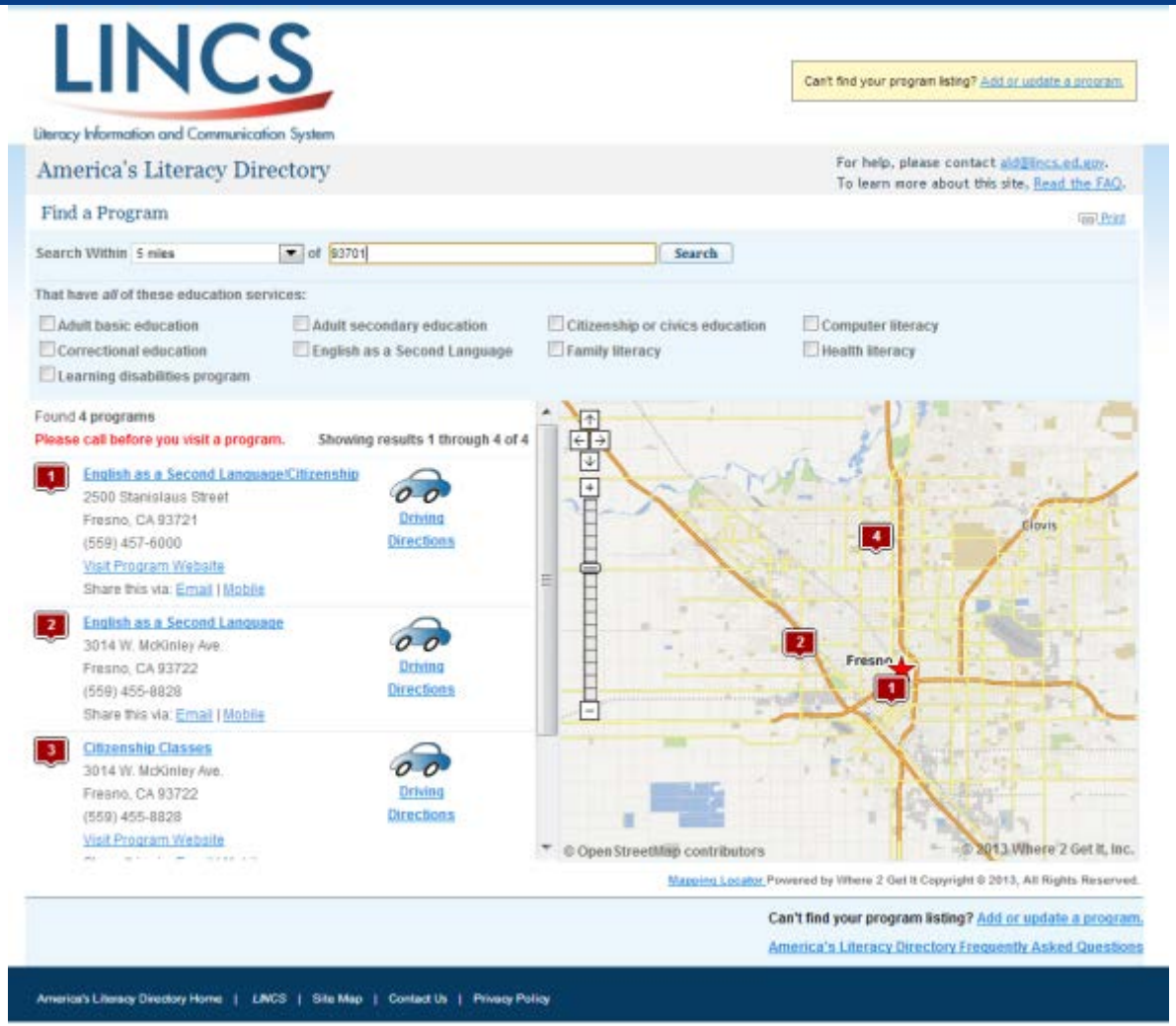
Supporting Digital Literacy

- 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

Finding Adult Education Programs



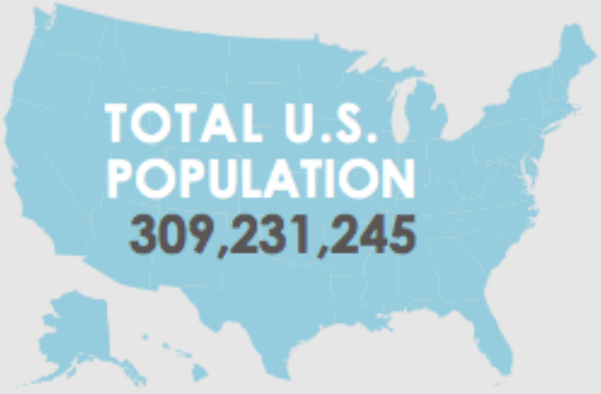
America's Literacy Directory: https://literacydirectory.org/

State & Country Data Graphics

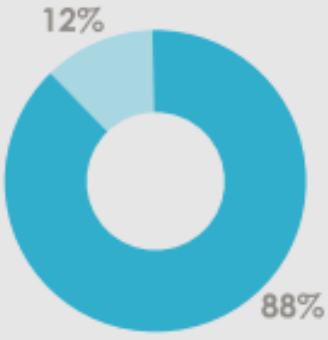
Find these on the OVAE Facts and Figures page
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-profiles.html

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.



Adults without a High School Credential

Remaining U.S. Population

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

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

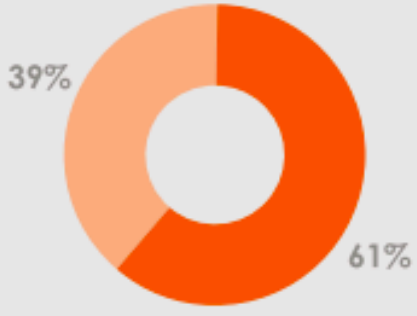
* 2010 is the most recent year for which both enrollment and fiscal data are available.

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.



High School Credential+

No High School Credential

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

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-faqs#standardization

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

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: connect2COMPETE

- 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

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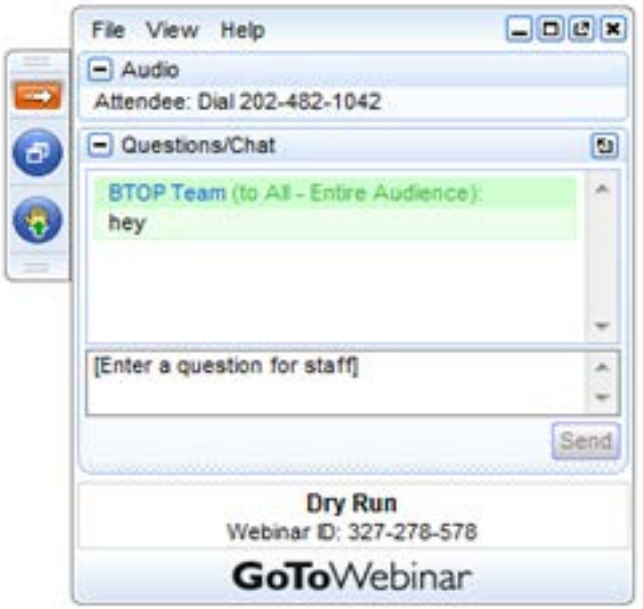

Panelist from U.S. Department of Commerce

Laura Breeden

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

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

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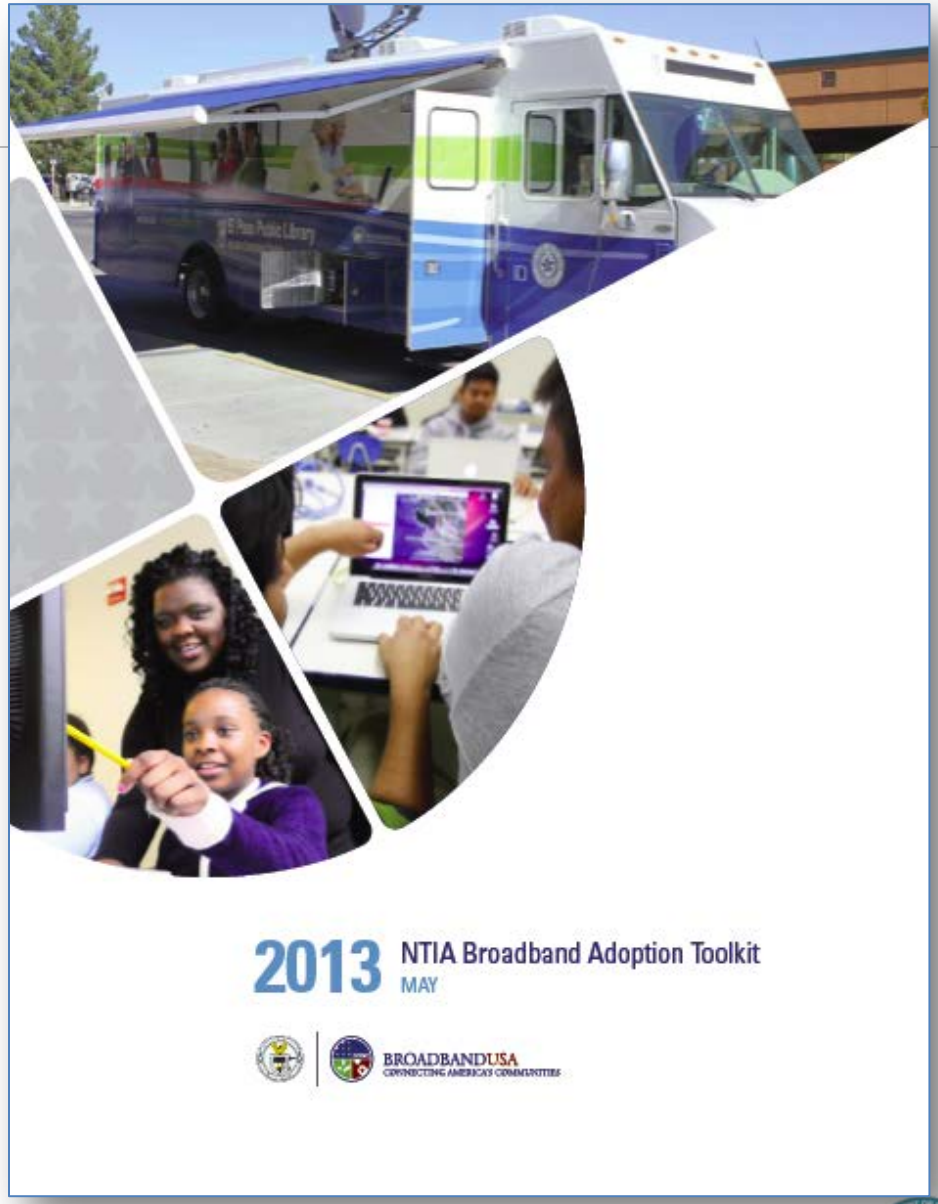
NTIA Broadband Adoption Toolkit

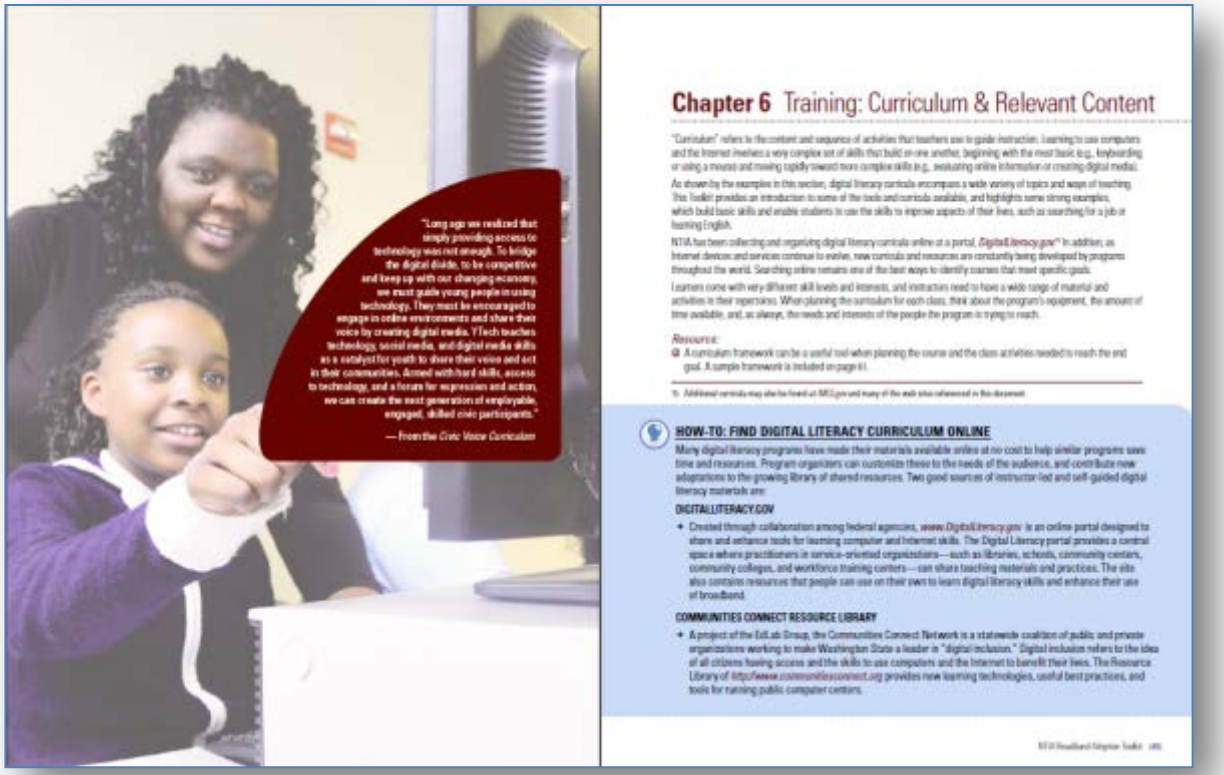
www.ntia.doc.gov/toolkit



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…



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

BROADBANDUSA
CONNECTING AMERICA'S COMMUNITIES

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* BTOP 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

- Online class schedule: *http://www.connectionmonterey.org/pages/class-schedule*
- Workshop flyers: *http://www.connectionmonterey.org/galleries/6/images*
- 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

- 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?

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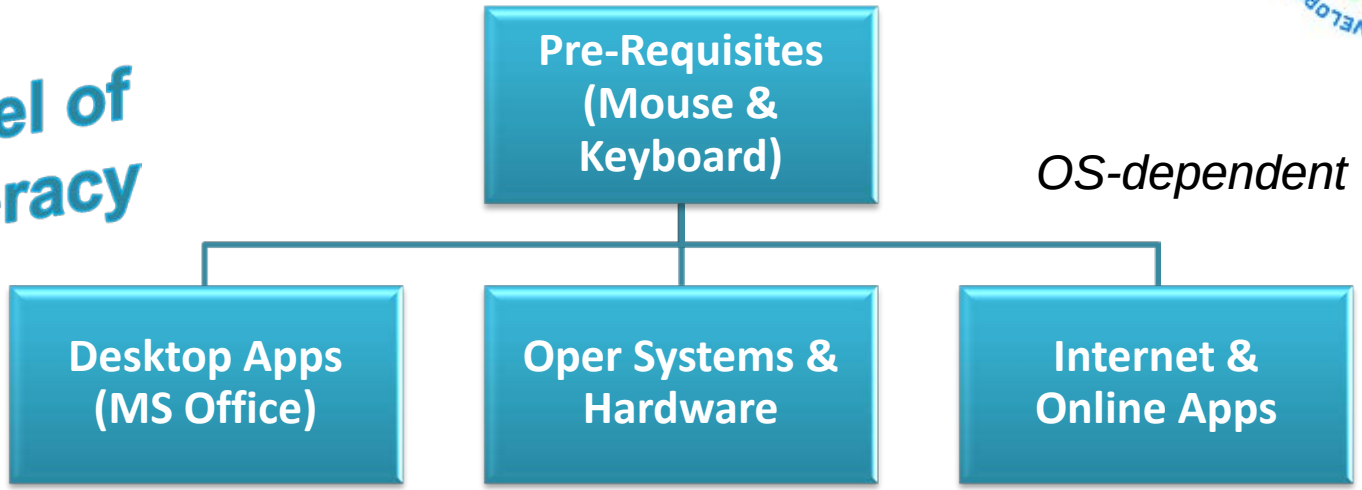
Early Model of Digital Literacy

OS-dependent Model



Recent Model of Digital Literacy

Cloud Model

RI Digital Literacy "Core" Curriculum

Basic Internet Skills	Curriculum Components
▪ Navigation →	▪ Browser and Website Basics
▪ Search →	▪ Google and Library Resources
▪ Communication →	▪ Email
▪ Protection →	▪ Internet Safety & Privacy
▪ Exploration →	▪ 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

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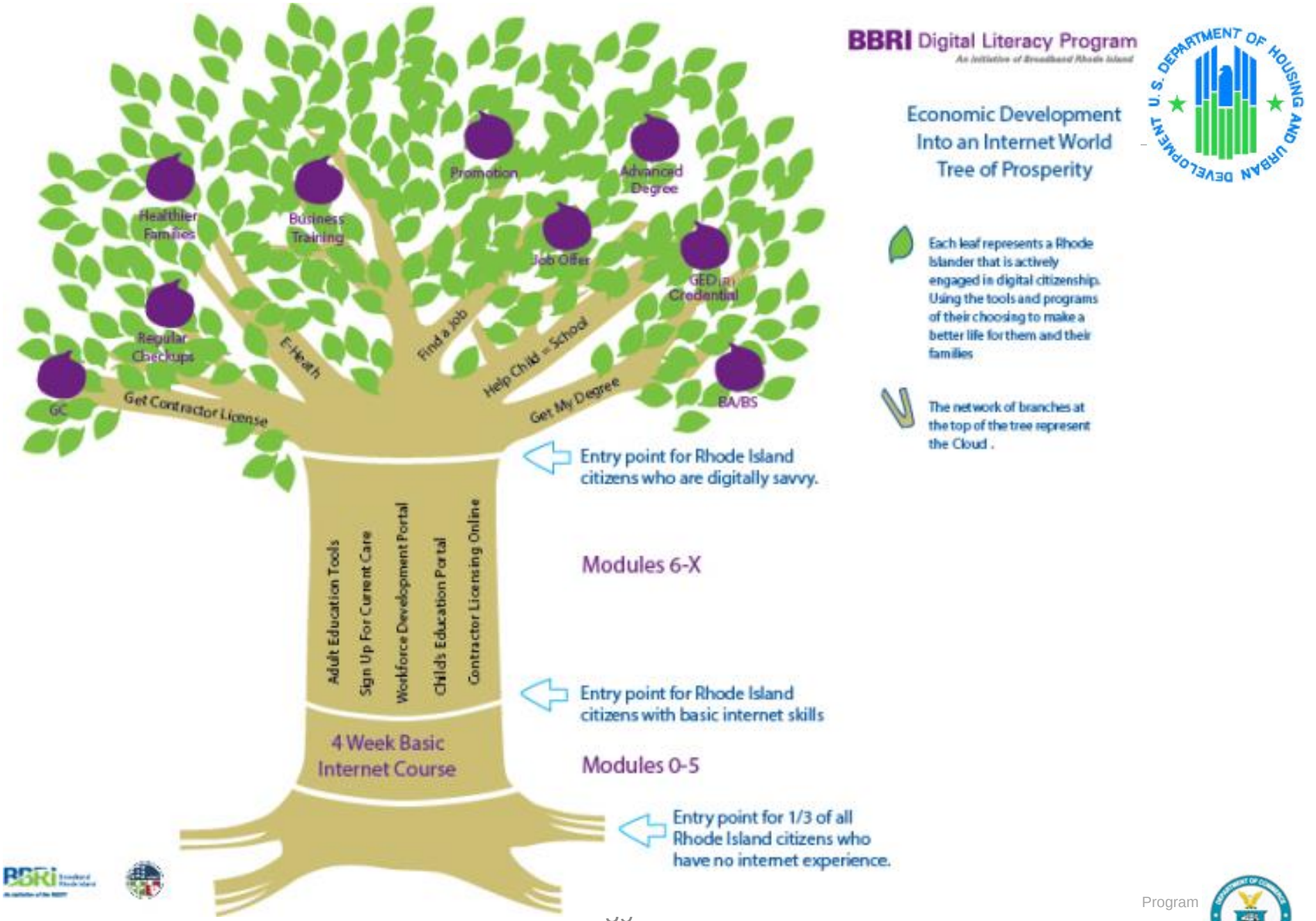
BBRI Digital Literacy Program
An Initiative of Broadband Rhode Island
Economic Development Into an Internet World Tree of Prosperity
Each leaf represents a Rhode Islander that is actively engaged in digital citizenship. Using the tools and programs of their choosing to make a better life for them and their families
The network of branches at the top of the tree represent the Cloud .
Healthier Families
Business Training
Promotion
Advanced Degree
Job Offer
GED in Credential
Regular Checkups
GC
BA/BS
E-Heath
Find a Job
Help Child = School
Get Contractor License
Get My Degree
Entry point for Rhode Island citizens who are digitally savvy.
Adult Education Tools
Sign Up For Current Care
Workforce Development Portal
Child's Education Portal
Contractor Licensing Online
Modules 6-X
Entry point for Rhode Island citizens with basic internet skills
4 Week Basic Internet Course
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

PD CENTER

BBRI

COMMUNITY COLLEGE OF RHODE ISLAND

RIDE.ri.gov

Digital Skills Curriculum Development:
A collaboration of many partners

TechACCESS of RI
Independence and Achievement through Technology

GED TESTING SERVICE

PEARSON VUE

80% Alignment

BBRI
"Internet Basics"
Skills Required

GED® Test
Computer
Skills Required

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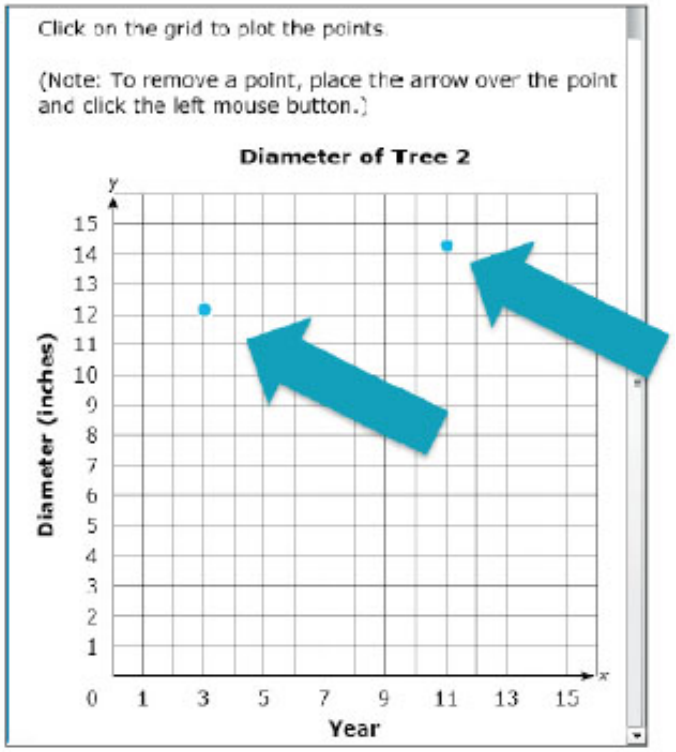
Computer Skills for the GED® Test Instructor Manual

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



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An interactive *GED® Instructor Workshop* was designed and piloted

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

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- 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**

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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)

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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**

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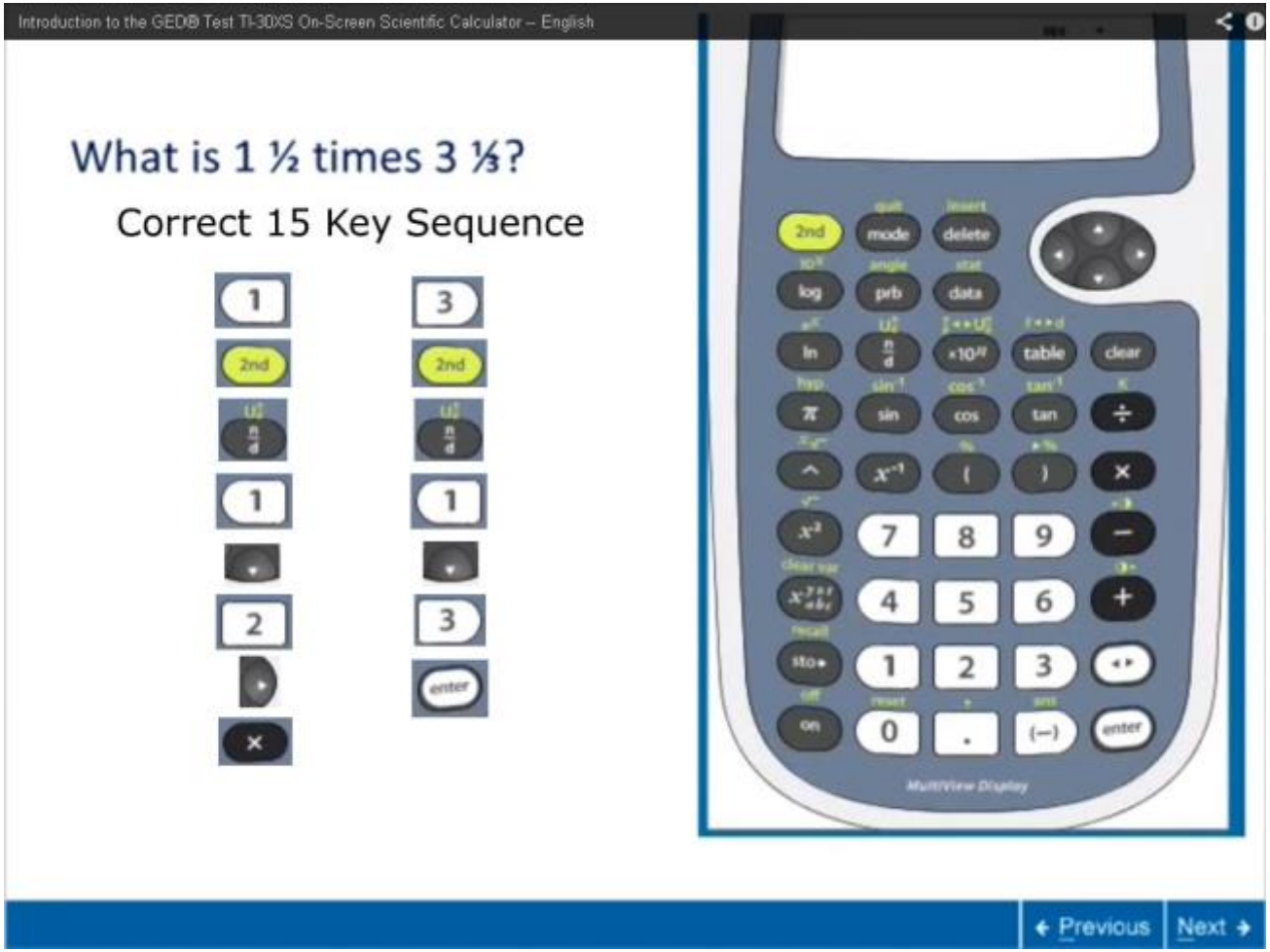
The TI-30XS Online Calculator



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Providence pha Housing Authority ... *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!

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"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

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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"

Digital Resources

- Free learning tools:
  - DigitalLearn: http://digitallearn.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

Resources

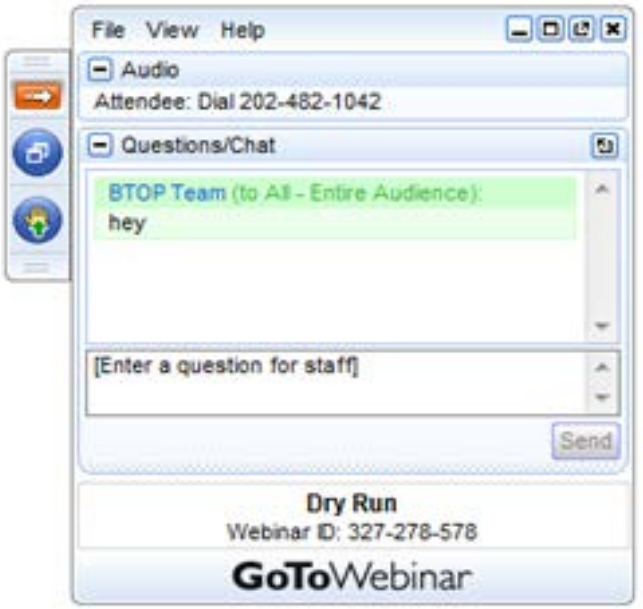
- Background article from the New York Times: "Raising the GED® Bar Stirs Concern for Students," http://www.nytimes.com/2013/10/12/education/raising-the-ged-bar-stirs-concern-for-students.html?_r=0
- Urban Institute: "Poor Parents' Education is Key in Their Children's Escape from Poverty," http://www.urban.org/publications/901529.html
- 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

Resources

- 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:

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