Digital Resilience in the American Workforce Initiative Call for Pilot Participants

September 2022

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Important Information

Initiative title: Digital Resilience in the American Workforce (DRAW)
Application date: September 1, 2022, to October 7, 2022
Pilot duration: March 2023 to June 2023

Q&A period: September 12-16, 2022

Interview period: November 2022 (select states to participate)

Decisions announced: Decisions will be announced in December 2022

Funding: This pilot is free for participating states and programs. Each state is expected to provide compensation to the selected pilot programs for travel and other costs associated with this pilot.

Eligible applicants: Adult Education and Family Literacy Act (AEFLA) Title II-eligible state programs are invited to complete the application. Please note that only the state director (or designee) can apply. We recommend that the state's professional development leader help respond to the application and that program leaders help identify qualified instructors for participation. This pilot hopes to engage programs at different levels of digital literacy engagement. DRAW hopes to include diverse programs in various contexts.

Expected number of state candidates: 3 (representatives from each state include: 2 programs, 2 instructors per program, 1 state lead)

Application: Click Here

If you have questions or need additional information, please contact us at: digitalskills@jff.org and join us at the Q&A session.

About the Digital Resilience in the American Workforce Initiative

Digital Resilience in the American Workforce (DRAW) is an initiative from Jobs for the Future (JFF), World Education, and Safal Partners with support from the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) to better prepare adult education practitioners who support learners that struggle to fully engage in tasks that demand the use of digital technologies.

I. DRAW Expectations and Objectives

The Digital Resilience in the American Workforce pilot will support states' current and long-term efforts to effectively implement digital literacy instruction in adult education and literacy programs. Through technical assistance resources, DRAW will create opportunities for adult education programs to ensure adult learners can obtain the knowledge and skills necessary for postsecondary education and training, employment, and economic self-sufficiency.

This pilot will train instructors and state leads on how to integrate DRAW materials, methods, activities, and tools into their programs and professional development training.

On behalf of OCTAE, DRAW seeks to increase support for digital literacy development in adult education programs in three states, with four instructors/staff per state (two instructors/staff per program from two programs) and one state lead. At the end of the DRAW pilot, adult education professionals will have:

- Learned how to navigate the wide field of digital literacy resources and how to locate the resources they need through the Digital Skills Library.
- Applied DRAW digital literacy instructional strategies and resources into their programs with the support of an instructional coach.
- Engaged in the Literacy Information and Communication System (LINCS) community technical assistance and professional development training.
- Received professional development (PD) support that enables teachers to be strategic and learner-focused in their lesson planning and instruction.

Participating states and programs will commit to:

- Attending all required pilot activities, including the kickoff event, coaching calls, and peer sharing.
- Sharing learning with additional programs/practitioners throughout the state.

- Covering travel costs for participants and providing a stipend for participating adult education practitioners.

II. DRAW Support

The pilot is designed to foster peer learning and continuous improvement among participants. Administrators from the pilot programs will be engaged prior to the kickoff through an orientation webinar to ensure that they are fully informed and able to support participating instructors/staff. The different connections among participants include:

- Statewide peer learning
- Cross-state peer learning
- Support for PD leads

The DRAW pilot will include the following elements:

- In-person kickoff event (2 days): The in-person kickoff will orient participants to the initiative and resources developed. Participants will have time to explore the resources and consider how they apply them to their own context. Participants will meet with their coaches, engage in self-assessment and reflection, and work collaboratively to develop professional learning objectives to guide their work throughout the training, including which materials, resources, and instructional strategies they will focus on in their own classroom with the support of their coach.

- Individual instructional coaching: Participating instructors and state leads will engage twice monthly to talk about their professional development plans and efforts to use the materials and strategies.

- Virtual classroom visits: During month 3, coaches will conduct a virtual classroom visit to observe how the participants are using the different instructional strategies and content and will provide instructors with written feedback. The DRAW team will provide access to Zoom/Teams/WebEx as needed to facilitate the virtual visits.

- Statewide peer sharing: Coaches will facilitate a call among the four participating instructors as well as the state lead to discuss their experiences engaging with the resources, share successes and challenges, and explore opportunities to share emerging learning with other practitioners across the state.

- Support for state leads: State PD leads will engage with resources, discuss how the resources and activities could be applied in different state contexts, and develop their plans for scaling the training.

- Cross-state peer sharing for instructors: Coaches will facilitate peer sharing across the three states to explore how the use of materials and strategies varies based on context (English learners, high school equivalency, etc.). Participants will be grouped according to their program context.

- Cross-state peer sharing for state PD leads: Coaches will facilitate peer sharing across the three states to explore how the use of materials and strategies vary based on context (English learners, high school equivalency, etc.).

- Asynchronous engagement via LINCS: Participants will be invited to engage asynchronously via a LINCS Community of Practice (CoP). Participants will engage with discussion topics and share resources that may be relevant to the group.

- Virtual capstone for participants to share the instructional content and strategies used during the pilot: The capstone event will showcase what instructors have learned during the pilot. Instructors will be invited to create short videos highlighting how they are implementing different materials and strategies in their classrooms. Participants will share with the group their experiences with incorporating new instructional strategies and content into classroom practice and will develop plans to continue their professional learning beyond the pilot.

DRAW Pilot Schedule

- The DRAW pilot will take place from March 2023 to June 2023. The virtual CoP will take place monthly. Specific dates will be shared with the selected applicants. Candidates will be required to attend the pilot kickoff and twice-a-month coaching calls and peer-sharing calls.

Month 1	In-person 2-day kickoff **Instructors:** individual coaching session; LINCS CoP **PD leads:** ½ day state PD lead orientation
Month 2	**Instructors:** state team peer sharing call (instructors, coach, PD lead); individual coaching session; virtual classroom visit plus coach feedback (either end of month 2 or month 3); virtual CoP; feedback survey **PD leads:** state team peer sharing call (instructors, coach, PD lead)
Month 3	**Instructors:** cohort-wide peer sharing call based on program context (e.g., high school equivalency, English learners, corrections); virtual classroom visit plus coach feedback (either end of month 2 or month 3); virtual CoP **PD leads:** cross-state peer sharing call for state PD leads
Month 4	**Instructors:** capstone event (3 consecutive Fridays); individual coaching with instructors; virtual CoP **PD leads:** capstone event (3 consecutive Fridays); planning session with coaches and PD leads (facilitated by Safal) to plan for adapting training for further state PD

DRAW Resources

> **Something for everyone! The DRAW project has already created the following free resources that can help you integrate digital skills instruction into your classrooms.**
>
> The Digital Resilience in the American Workforce Blog Series shares lessons learned from a national landscape scan conducted by World Education, Inc., JFF, and Safal Partners. The goal of DRAW is to better prepare and support adult education practitioners to teach foundational digital skills and address the barriers learners face when using digital technologies.
>
> The Digital Skills Library is a crowdsourced learning resource curated by adult educators, digital navigators, digital skills training providers, and other individuals dedicated to ensuring all adults have access to quality digital skills content.

Key Partners

About JFF: Jobs for the Future (JFF) drives transformation of the American workforce and education systems to achieve equitable economic advancement for all.

About World Education, Inc: World Education advances equity through education and improving the availability, quality, and capacity of adult education and workforce programs. Its award-winning EdTech Center advances digital equity and supports organizations to leverage technology to accelerate impact.

About Safal: Safal Partners' mission is to revolutionize public-sector programs and services to catalyze positive societal change at scale.

Digital Literacy in the American Workforce State Application and Scoring Criteria

State Directors, or an appointed designee, can apply on behalf of AEFLA-funded programs that are striving to incorporate high-quality digital literacy instruction into their adult education classrooms. States shall include a designated PD leader and two to three instructors.

The DRAW Pilot is designed to support states and programs that are new to integrating digital skill development into programs as well as more experienced states and programs. We hope to include a diverse set of programs in the pilot, including small/large programs, urban/rural

settings, and a variety of programmatic focus areas (e.g., Integrated Education and Training, English learners, high school equivalency, Adult Basic Education, etc.).

Section 1: State Information (not included in scoring)
(Please limit each response to 200 words or less)

- State contact information: Name, state adult education point of contact, and email address
- State PD contact information: Name, state lead point of contact, and email address
- Optional: List the programs and instructors participating in the Digital Resilience in the American Workforce initiative from your state. Why are you including these programs in the Digital Resilience in the American Workforce initiative?
    - Note: States are not required to identify programs or instructors on the application. If selected, at the time of the interview, programs and instructors must be identified. Non-AEFLA-funded programs are not eligible to submit applications.

Section 2: Resumes (not included in scoring)
- Provide resumes of key pilot personnel, detailing their roles and relevant experience.

Section 3: State-Level Support for AEFLA Programs (10 points)
(Please limit each response to 200 words or less)

- How does the state support digital literacy development for adult education students who are enrolled in AEFLA-funded Title II programs?
- Does the state measure students' progress navigating digital technologies that support transition into postsecondary programs and employment? If so, describe how.
- What are the current or anticipated constraints to ensuring digital literacy in instruction, access, quality, and outcomes for adult education students?

Section 4: State's Goals and Anticipated Benefits from DRAW Pilot (25 points)
(Please limit each response to 200 words or less)

- How will the state benefit from participating in the DRAW pilot?
- Identify state goals for instructional improvement in digital literacy.
- What are the initiatives or policies your state already has in place or is developing that support digital literacy instruction and development of digital resilience?
- What is your state's system for providing professional development and explain how you will use this system to apply the training you receive through this pilot to meet the previously identified state goals for instructional improvement in digital literacy.

Section 5: State's Ability to Sustain DRAW Efforts (15 points)
(Please limit each response to 200 words or less)

- How will the state improve and expand access to quality digital literacy education by scaling the use of DRAW resources and implementing the DRAW approach?
    - Please provide details including the timeline and how you will identify programs and instructors. (If selected, applicants will need to have programs and instructors identified by the interview in November 2022.)
- How will this pilot maximize equitable advancement for adult education students in the state?