DRAW Methodology and Addendum
December 2022

With the urgent need for adult digital skill development as a backdrop, the Digital Resilience in the American Workforce (DRAW) initiative, funded by the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE), conducted a wide-ranging landscape scan to identify effective approaches and existing resources supporting digital skills development. The scan also identified current efforts to advance digital access and digital equity; useful skill definitions, frameworks, and assessments; and practitioner professional development opportunities. Learnings from the scan are summarized in the report *Digital Resilience in the American Workforce: Findings From a National Scan on Adult Digital Literacy Instruction*. The methodology section describes the mixed-method approach used by the DRAW team to conduct the landscape scan. It also lists the interviewees, roles represented in the DRAW Practitioner Questionnaire, the questions from the learner and vendor questionnaires, and a full citation list.

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Landscape Scan Mixed-Method Approach

Digital Resilience in the American Workforce (DRAW) is an initiative funded by the US 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. The goal of the DRAW Landscape Scan is to identify existing resources and approaches for digital skills development, frameworks, assessment, and professional development (PD). The scan explored how such resources are being used, with what adult learner populations, and by what staff (e.g., instructors, advisors, and navigators). It also probed funding, staff positions or functions, tech tools, supports, and other resources and conditions required for digital skill development.

The DRAW team unearthed opinions about the efficacy of strategies and resources and their ease of use from a convenience sampling of Adult Education and Family Literacy Act (AEFLA) funded program staff. The learners, practitioners, policymakers, PD leaders, and workforce development stakeholders reached through a nationally disseminated questionnaire, focus groups, and interviews provided a glimpse of the effectiveness of current efforts on adult learning and outcomes, current needs and gaps in the digital literacy ecosystem, and promising efforts to close those gaps. The addendum also provides additional information referenced throughout this report.

The landscape scan was designed to answer this primary research question: What training resources and approaches are most relevant for educators seeking to increase digital literacy for an adult learner population? The answer to that question is further elucidated by these sub-questions:

- How are digital skills being defined?
- Which skills are most needed by educators, program staff, learners, and employers?
- What existing efforts and resources can guide educators on digital skill development, frameworks, assessments, badging and credentialing, and PD in an adult education context?
- What resources are most needed by educators or learners, and where are there still gaps in the digital literacy ecosystem?
- What evidence exists related to the capacity (e.g., funding, staffing, PD, resources, and equipment) needed for such efforts?
- Which program and intervention elements have shown promise or effectiveness for adult learning and related outcomes (e.g., workforce readiness)?
- What do we know about which program and intervention elements have shown promise or effectiveness for different learners and adult learning in different contexts?

The landscape scan used a mixed-method approach that combined and analyzed insights from a wide range of sources. These included:

- An inventory of known and recommended resources from the project team, subject matter experts, and the Technical Working Group (TWG).

- A literature review of scholarly and gray literature, drawing on the work of researchers and organizations such as the National Skills Coalition and Urban Institute.

- Subject matter expert insights via questionnaire and interviews (see list of interviewees). These one-on-one interviews served as an opportunity to drill down on trends and topics that arose in the literature review and surveys. Throughout this report, information obtained from this questionnaire will be notated as "Practitioner Questionnaire."

- A canvas of key stakeholders including program staff actively developing digital skills, state directors, PD leaders (e.g., SABES, the Outreach and Technical Assistance Network, National Training Institute (NTI), and the Innovating Distance Education in Adult Learning (IDEAL) Consortium), community organizations, as well as employer networks focused on identifying digital skills training resources and assessments. The

questionnaire identified current efforts being made to support literacy skill building among respondents' constituents as well as pressing needs.

- A market landscape analysis, including a questionnaire directed toward online digital skills training providers, to capture market trends in digital tools for digital skills instruction, assessment, and skills signaling for career advancement, especially new or emerging solutions.

- Adult learner insights on technology skills and use via a learner questionnaire and focus groups. These opportunities were created to elevate the voice and perspectives of learners and their needs. Throughout this report, information obtained from this questionnaire will be notated as "Learner Questionnaire.

List of Interviewees

Name of Interviewee	Affiliation
Paolo Balboa Senior Program Manager	National Digital Inclusion Alliance
Amanda Bergson-Shilcock Senior Fellow	National Skills Coalition
Jill Castek, PhD Director	Literacy, Language, & Technology Research Group, Portland State University
Jaime S. Fall Director	Upskill America Opportunities Program, The Aspen Institute
Anson Green Senior Manager, Talent and Culture	Tyson Foods
Corina Kasior Director, Educational Technology	Adult Education Services Arizona Department of Education
Dylan Siegler	Verizon Foundation
Brandon Olszewski Director of Research	ISTE

Name of Interviewee	Affiliation
Stephen Reder, PhD Professor Emeritus	Portland State University
Stacey Wedlake Research Scientist	Technology & Social Change Group, University of Washington
Ginette Chandler, EdD Director	Professional Development Services, New Hampshire Adult Education, Second Start
Jane Egüez Vice President and Director of Program Development	CASAS
Kathy Harris, PhD Assistant Professor, Applied Linguistics	Liberal Arts and Sciences, Portland State University
Sherry Lehane Training Specialist	Providence Public Library
Becky Raymond Executive Director	Chicago Citywide Literacy Coalition
Rachel Riggs Instructional Specialist	Frederick County Community College
Glenda Rose, PhD Adult Education Area Coordinator	Community Action, Inc.
Susan Wetenkamp-Brandt Senior Manager	Educational Technology & Digital Literacy, Literacy Minnesota
Angela Williams Opportunity Accelerator Strategy Director	Goodwill Industries International
Steve Yadzinski Chief Innovation Officer	JFFLabs

Name of Interviewee	Affiliation
Sarah Cacicio Senior Project Director in Adult Learning	Digital Promise
Medha Tare Director of Research for the Learner Variability Project	Digital Promise
Mary Gaston Technical Assistance Specialist	South Carolina Adult Education
Jeff Goumas Digital Learning Lead, Senior Technical Advisor	World Education Inc.
Alison Ascher Webber Director of Strategic Initiatives	World Education Inc.
Jen Vanek Director of Digital Learning and Research	World Education Inc.
Jamie Harris Digital Skills Senior Technical Advisor	World Education Inc.
Priyanka Sharma Vice President, US Division	World Education Inc.
Rachel Pleasants McDonnell Director	Jobs for the Future
Felicia Sullivan Research Director	Jobs for the Future
Nicole Klues Senior Director	Safal Partners

Practitioner, Learner, and Vendor Questionnaire

Practitioner Questionnaire

The DRAW Practitioner Questionnaire invited input from a diverse range of field experts and stakeholders. Respondents were invited to share digital skills resources that they have found to be effective; populations for whom those resources were particularly effective; needs that have not been addressed through existing digital skill resources; and efforts, initiatives, or emerging practices that the DRAW Landscape Scan should highlight.

Questionnaire Respondent Roles

- Adult Basic Education (ABE) Counselor
- Adult Education Program Manager
- Adult English to Speakers of Other Languages (ESOL) Teacher
- Adult Learner (25 years and older)
- Adult Education & Literacy (AEL) Director
- Associate Director of Teaching and Learning
- Associate Professor
- Curriculum Developer
- Director of PD Services
- ESL Teacher
- ESL Career Pathways Coordinator
- ESOL and Workforce Readiness Instructor
- Instructional Aide/Tutor
- Instructional Specialist, ESOL
- Instructional Designer
- Librarian
- Professional Development & Training
- Research Scientist
- Senior Coordinator, College & Career Prep
- State Mentor Teacher
- Training Specialist
- Workforce Trainer
- Workforce Training and Education Program Development

Learner Questionnaire

1. Why did you begin studying technology skills?
2. What is your favorite way to learn technology skills?
3. What tools or resources do you use to learn technology skills?

4. How do you go online most of the time?

5. What do you want to learn about technology?

6. Is there anything else you want to tell us about learning technology?

Vendor Questionnaire

1. What tools do you have for development of digital skills and assessment? Please provide URLs to the product pages.

2. What text would you like us to use when describing your product(s) (100 words max for each) in our landscape scan publication(s)?

3. Please shortly describe your approach to instruction/assessment of digital skills in your instructional tool or assessment.

4. Is there anything special about your approach/practice that is particularly effective for training or assessing adults in digital skills, whether in general or for particular demographics (language learners, individuals with disabilities, etc.)?

5. Do you have any instruction or assessment resources in other languages? If so, please provide a link(s) to the product page.

6. (Optional) What systemic barriers are you seeing in scaling your product(s) that the adult education system might be able to help with?

7. (Optional) Is there anything else you would like to share about your learnings in supporting adult learners in developing digital literacy and resilience?

8. What is your company name?

Market Scan Analysis

As part of the landscape scan, the JFFLabs team developed a market landscape analysis to capture and report on market trends in digital tools for digital skills instruction, assessment, and skills signaling for career advancement, especially new or emerging solutions that go beyond well-established players used in adult education such as Northstar Digital Literacy, GCFLearnFree, DigitalLearn, Google Applied Digital Skills, EnGen, YouTube videos, Microsoft solutions, etc. The scan especially sought solutions using new technologies/strategies for

instruction and/or assessment, and where new developers or players were seeking to break into the market.

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[JFFLabs Market Perspective: Digital Literacy](#)

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