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 the list of interviewees, roles represented in the DRAW Practitioner Questionnaire, the questions from the learner and vendor questionnaires, and a full citation list.

*Disclaimer:* This report was created by Jobs for the Future and World Education and as part of the DRAW project funded by the U.S. Department of Education’s Office of Career and Technical Education, Division of Adult Education and Literacy, under contract GS10F0094X. The views expressed by the project do not necessarily represent the policy of the Department of Education, and its contents should not be considered an endorsement by the federal government or the funding agency.
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

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<thead>
<tr>
<th>Name of Interviewee</th>
<th>Affiliation</th>
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<tr>
<td>Paolo Balboa</td>
<td>National Digital Inclusion Alliance</td>
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<td>Senior Program Manager</td>
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<tr>
<td>Amanda Bergson-Shilcock</td>
<td>National Skills Coalition</td>
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<td>Senior Fellow</td>
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<tr>
<td>Jill Castek, PhD</td>
<td>Literacy, Language, &amp; Technology Research Group, Portland State University</td>
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<td>Director</td>
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<tr>
<td>Jaime S. Fall</td>
<td>Upskill America Opportunities Program, The Aspen Institute</td>
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<tr>
<td>Director</td>
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<tr>
<td>Anson Green</td>
<td>Tyson Foods</td>
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<tr>
<td>Senior Manager, Talent and Culture</td>
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<tr>
<td>Corina Kasior</td>
<td>Adult Education Services Arizona Department of Education</td>
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<tr>
<td>Director, Educational Technology</td>
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<tr>
<td>Dylan Siegler</td>
<td>Verizon Foundation</td>
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<tr>
<td>Brandon Olszewski</td>
<td>ISTE</td>
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<tr>
<td>Director of Research</td>
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<td>Name of Interviewee</td>
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<tr>
<td><strong>Stephen Reder, PhD</strong></td>
<td>Portland State University</td>
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<tr>
<td>Professor Emeritus</td>
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<tr>
<td><strong>Stacey Wedlake</strong></td>
<td>Technology &amp; Social Change Group, University of Washington</td>
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<tr>
<td>Research Scientist</td>
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<tr>
<td><strong>Ginette Chandler, EdD</strong></td>
<td>Professional Development Services, New Hampshire Adult Education, Second Start</td>
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<tr>
<td>Director</td>
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<tr>
<td><strong>Jane Egüez</strong></td>
<td>CASAS</td>
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<tr>
<td>Vice President and Director of Program Development</td>
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<tr>
<td><strong>Kathy Harris, PhD</strong></td>
<td>Liberal Arts and Sciences, Portland State University</td>
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<tr>
<td>Assistant Professor, Applied Linguistics</td>
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<tr>
<td><strong>Sherry Lehane</strong></td>
<td>Providence Public Library</td>
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<td>Training Specialist</td>
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<tr>
<td><strong>Becky Raymond</strong></td>
<td>Chicago Citywide Literacy Coalition</td>
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<tr>
<td>Executive Director</td>
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<td><strong>Rachel Riggs</strong></td>
<td>Frederick County Community College</td>
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<tr>
<td>Instructional Specialist</td>
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<td><strong>Glenda Rose, PhD</strong></td>
<td>Community Action, Inc.</td>
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<tr>
<td>Adult Education Area Coordinator</td>
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<tr>
<td><strong>Susan Wetenkamp-Brandt</strong></td>
<td>Educational Technology &amp; Digital Literacy, Literacy Minnesota</td>
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<td>Senior Manager</td>
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<td><strong>Angela Williams</strong></td>
<td>Goodwill Industries International</td>
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<td>Opportunity Accelerator Strategy Director</td>
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<td><strong>Steve Yadzinski</strong></td>
<td>JFFLabs</td>
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<td>Chief Innovation Officer</td>
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<td>Name of Interviewee</td>
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<td><strong>Sarah Cacicio</strong></td>
<td>Digital Promise</td>
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<td>Senior Project Director in Adult Learning</td>
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<td><strong>Medha Tare</strong></td>
<td>Digital Promise</td>
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<tr>
<td>Director of Research for the Learner Variability Project</td>
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<td><strong>Mary Gaston</strong></td>
<td>South Carolina Adult Education</td>
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<tr>
<td>Technical Assistance Specialist</td>
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<tr>
<td><strong>Jeff Goumas</strong></td>
<td>World Education Inc.</td>
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<tr>
<td>Digital Learning Lead, Senior Technical Advisor</td>
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<td><strong>Alison Ascher Webber</strong></td>
<td>World Education Inc.</td>
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<tr>
<td>Director of Strategic Initiatives</td>
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<td><strong>Jen Vanek</strong></td>
<td>World Education Inc.</td>
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<td>Director of Digital Learning and Research</td>
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<tr>
<td><strong>Jamie Harris</strong></td>
<td>World Education Inc.</td>
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<tr>
<td>Digital Skills Senior Technical Advisor</td>
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<tr>
<td><strong>Priyanka Sharma</strong></td>
<td>World Education Inc.</td>
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<tr>
<td>Vice President, US Division</td>
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<td><strong>Rachel Pleasants McDonnell</strong></td>
<td>Jobs for the Future</td>
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<td>Director</td>
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<tr>
<td><strong>Felicia Sullivan</strong></td>
<td>Jobs for the Future</td>
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<td>Research Director</td>
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<td><strong>Nicole Klues</strong></td>
<td>Safal Partners</td>
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<td>Senior Director</td>
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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.

**JFFLabs Market Perspective: Digital Literacy**

**All DRAW Landscape Scan References**


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