

Technology resources available for ABE programming

Currently	Future Plans
<p>Hardware SPCLC defines the minimum specifications of a 'modern' computer as follows:</p> <ul style="list-style-type: none"> Windows XP, Vista, 7, or later 1.0 GHz or faster processor 1 or more gigabytes (GB) of RAM DVD drive Monitor capable of 24-bit color at 1,024 x 768 resolution or better <p>With the exception of one program (Vietnamese Social Services), all SPCLC sites with technology access have either desktop or laptop computers for staff and learner use that meet these minimum specifications. VSS does not have modern computers for learner use but does have modern computers for staff.</p> <p>Software Computers are equipped with the Microsoft Office suite or the equivalent for Macs (ex. at Lao Family). SPCLC sites lean heavily on free internet resources or state-supported distance learning platforms (ex. Skills Tutor). A few sites make specific software purchases such as keyboarding programs like Mavis Beacon or MTM. MORE has purchased the IXL program for math instruction.</p> <p>Other Hmong Cultural Center has some learner computers that do not have internet access. All other SPCLC sites have internet access. Internet speed is generally good. Sites with internet speed problems are currently working to upgrade their connections.</p> <p>In addition to computers, most sites have some access to</p>	<p>SPCLC sites are keen to provide modern technology access to both staff and learners. It is typically a matter of budget constraints rather than lack of vision when programs cannot provide this access. Most programs are actively working to increase the amount of modern hardware/software at their sites. We anticipate that hardware/software access at SPCLC sites will improve markedly over the next 5 years.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Hmong American Partnership (HAP) plans to install interactive white boards in each classroom, laptop labs at each site, and to improve their bandwidth • Minnesota Literacy Council (MLC), Lao Family, and Neighborhood House are currently seeking grant or other outside funding to upgrade computer hardware • MORE plans to purchase laptops or iPads and upgrade wifi access at their second site • Hubbs Center plans to designate budget funds annually for hardware purchases and upgrades starting in FY 2013-14 <p>Nearly half of SPCLC programs currently own or are planning to purchase iPads. As a result, we expect the amount of active experimentation with the use of iPads with ABE learners to increase. We anticipate that iPad (or similar technology) use with learners will become commonplace within SPCLC programs over the next 5 years.</p> <p>Examples:</p> <ul style="list-style-type: none"> • HAP plans to purchase 1 set of iPads for classroom sign out • CLUES plans to purchase several iPads to use across classrooms

<p>projection systems such as LCD projectors or document cameras, DVD players, and a digital and/or video camera. Some sites have access to interactive white boards.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Hubbs Center has ceiling LCD projectors in nearly all classrooms, other LCD projectors for sign out, 6 document cameras available for sign out, and interactive white boards in 5 classrooms. • Neighborhood House has in-ceiling LCD projectors in all classrooms • Vietnamese Social Services (VSS) has only one LCD projector/laptop combo available for sign out since budget issues, administrative support, room configurations and security issues make it difficult for VSS to consider additional technology purchases. 	<ul style="list-style-type: none"> • Hubbs Center runs an EL/Civics funded pilot class where each learner is assigned a take home iPad to complete homework. Results will be shared with ABE partners. <p>Most sites have or will develop technology plans that outline what technology needs their program is facing and how they will work to meet those needs each program year.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Hmong American Partnership has outlined very ambitious plans to upgrade hardware/access across their program within the next several years • Guadalupe Alternative Programs is currently engaged in technology planning with a ‘technology team’ • On the other hand, Jewish Community Center does not have specific technology plans due to their limited class offerings and learner population (elderly Russians). We do not foresee this changing.
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Staff Technology Expectations and How Staff are Trained on Technology

Currently	Future Plans
<p>Staff Technology Expectations All SPCLC instructors are expected to use computer technology for recordkeeping (ex. attendance in MABE), lesson planning, and communications within and across programs. They are also expected to use available classroom technologies such as LCD projectors, document cameras, or interactive whiteboards to deliver instruction.</p> <p>In addition, most programs currently have some expectations around teaching technology skills to learners. Programs and teachers vary in their understanding of what tech skills to teach</p>	<p>Staff Technology Expectations The Northstar Digital Literacy project originated within SPCLC with heavy involvement by SPCLC staff from various member and affiliate agencies (MLC, Hubbs Center, SPPL, Neighborhood House, etc.). As a result, buy-in for this digital divide/digital literacy work with ABE learners is very strong within the consortium.</p> <p>Seven SPCLC agencies have become proctor sites for the Northstar assessment so far. These agencies are working toward utilizing the Northstar standards as a guide to what should be taught in the ABE classroom in terms of technology skills.</p>

<p>and how to teach them, including the extent to which technology skills are embedded within core literacy instruction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • International Institute has one EL/Civics class that is scheduled in a computer lab where technology skills are combined with ELL instruction; however, tech integration is not an expectation in any other Institute classes • MLC teaches ‘computers and literacy’ as a specialized class at one site • A majority of teachers at MORE include computer skill building during class time but some teachers still do not • Hubbs Center expects all teachers regardless of core/support subject to integrate digital literacy skill building into core instruction as part of its 3-year vision <p>All SPCLC administrators and support staff are expected to have the level of technology skills necessary to do their jobs in terms of recordkeeping/data and communications.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • MLC has an expectation that by 2014 all paid instructors will integrate technology and transitions skills in all classes • Neighborhood House has set a goal for having computer integration in 100% of classes with all learners able to pass the Basic Computer assessment on Northstar • CLUES participates in AmeriCorps CTEP (Community Technology Empowerment Project) with the CTEP member responsible for researching ways to do classroom technology integration (CTEP has embraced Northstar as their means of assessment) <p>We anticipate that a majority of SPCLC agencies will jump on board with this project over the next 5 years.</p>
<p>Staff Technology Training SPCLC is a leader in technology training statewide via two Supplemental Services grants:</p> <p>MLC provides technology training at regional events or by request of local programs. Furthermore, individual teachers may apply for direct mentoring. Training can include workshops or mentoring on specific hardware (ex. iPads), online resources/tools (ex. Google Drive), distance learning platforms (ex. Skills Tutor or iPathways), classroom technology integration, and more.</p> <p>Hubbs Center provides training at regional events or by request of local programs, as well as program-to-program mentoring, on embedding the Northstar standards into core curriculum and</p>	<p>Staff Technology Training SPCLC continues to be a big supporter of the AmeriCorps CTEP program. At present 4 SPCLC programs have CTEP members who work with both staff and learners to build their digital literacy skills. These members also tackle capacity-building projects around technology integration. If the CTEP program continues (depending on federal renewal), we would anticipate continued and possibly increased involvement (more programs applying for the CTEP program or applying for multiple CTEP members), allowing for future technology capacity building at SPCLC sites.</p> <p>SPCLC has reinstated a Professional Development (PD) Committee that will work to assess PD needs and plan PD offerings/events for consortium administrative, instructional, and</p>

<p>instruction.</p> <p>SPCLC is currently conducting a 3-month long hybrid online/face-to-face training on social media and technology integration in the classroom, using a combination of in-person training, webinars, and online learning with a Schoology course.</p> <p>Technology is at the forefront of thinking and teachers/managers network with each other to share ideas and connect to resources. Our own programs may avail themselves of our statewide resources by setting up trainings or mentoring as needed. SPCLC staff is also highly represented at Summer Institute and Metro regionals.</p>	<p>support staff. Future technology training needs will be addressed via this committee and process. PD solutions can include workshops, webinars, study circles, hybrid online/face-to-face training, mentoring, or similar opportunities.</p>
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How the ABE Program Provides Access to Technology for Students

Currently	Future Plans
<p>SPCLC provides technology access for students in the following ways:</p> <ul style="list-style-type: none"> • Access during class time <ul style="list-style-type: none"> ○ Most SPCLC classroom teachers average about 1-3 hours per week providing technology access for their students ○ A few sites have some ‘seamless’ access with classes scheduled in fully wired classrooms (ex. Hubbs Center, EL/Civics at International Institute) ○ The majority of sites have lab space or computers on wheels that teachers may share/sign out • Lab access outside class time <ul style="list-style-type: none"> ○ Approximately half of SPCLC agencies provide some open lab time/space that learners may use on occasion throughout the week 	<p>We will be actively working to increase student access to technology over the next 5 years via the following developments:</p> <ul style="list-style-type: none"> • Programs are working to improve their hardware/software situations • The Northstar project and related developments (transitions work, GED 2014, etc.) have made managers and teachers aware of the need to improve the digital literacy skills of learners. Programs are setting higher expectations for their instructors around teaching technology skills in classes. • Many sites want to grow their distance learning programs in order to prepare learners for occupations/college and to increase ABE hours. This will require additional technology skills and access by learners. • iPads are growing in popularity at SPCLC sites and can be made available for learner sign out/home use

<ul style="list-style-type: none"> • Sign out/take home technology <ul style="list-style-type: none"> ○ MORE provides take home DVD players for distance learners ○ Hubbs Center provides take home iPads for some EL/Civics students 	
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How Technology Skills are Integrated into Core Literacy Instruction

Currently	Future Plans
<p>The quality of technology skills integration into core literacy instruction ‘runs the gamut’ within SPCLC agencies. A few teachers are achieving truly seamless integration, for example a MLC teacher who has completed a Master’s degree program in Instructional Technology at the University of Minnesota. On the other hand, there are still classes that have minimal or no integration.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Program does not generally require technology integration (International Institute other than EL/Civics) or learner population has limited interest (Jewish Family Services) • Classes have some lab time but technology skill building is not well integrated with ELL/ABE content (ex. HAP, Hmong Cultural Center, GAP) • Some classes have well integrated lessons while other do not (ex. MORE) • Classes typically have well-integrated lessons with technology embedded in core instruction where possible (ex. MLC, Hubbs Center, Neighborhood House) 	<p>SPCLC views technology skills integration within core instruction as a best practice and seamless integration as the goal. We will continue to set this expectation and assist programs to achieve it where possible (given resource constraints).</p> <p>We anticipate that over the next 5 years more programs/classes will achieve well-integrated instruction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • MORE’s technology plan will set the expectation that all teachers do technology integration with plans for professional development to support this • HAP is currently developing an ambitious plan for full technology integration • CLUES plans to raise expectations for teachers around technology integration (there is currently some integration happening)

Distance Learning Programs Used in the ABE Consortium

Currently	Future Plans
<p>SPCLC is currently the statewide leader and Supplemental Services provider for Distance Learning (DL) in MN ABE. These efforts include researching current DL issues in the state, establishing best practices, making policy recommendations to MDE – ABE, approving or ‘un-vetting’ DL platforms, platform support, regional training, and online PD via the DL 101 and DL 102 courses.</p> <p>SPCLC currently has more active DL learners and produces more DL hours than any other consortium in the state:</p> <ul style="list-style-type: none"> • Hubbs Center had 1126 learners engaged in DL from September 2012 – March 2013 producing 29,991 proxy hours. In addition, Hubbs Center currently runs 10 classes as hybrid classes (DL content outside of class time is ‘synched’ to some extent with in-class instruction) • SPCLC Community-Based Organizations (CBOs) had 551 learners engaged in DL from September 2012 – March 2013 producing 10,578 proxy hours. <p>The CBOs that have learners engaged in DL to some degree include Neighborhood House, CLUES, Lao Family, GAP, MORE, VSS, and MLC.</p> <p>From 2010 to 2013, SPCLC hired a part-time staff person and DL 101 alumni to work with these CBOs to develop and implement DL site plans.</p> <p>In addition, the following SPCLC members have themselves participated in DL 101 or DL 102:</p>	<p>We anticipate huge growth in the number of enrolled DL learners and proxy hours generated within SPCLC over the next 5 years. The majority of programs are taking steps to ensure this.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Neighborhood House plans to increase the number of paid staff involved in DL to 3 people (currently volunteer-led); they have set a goal that 100% of GED prep learners will enroll in Skills Tutor to supplement their class time • CLUES and MORE plan to hire DL instructors (currently volunteer-led) in order to expand DL • HAP and MLC plan to apply for DL 101 • Lao Family plans to add USA Learns to their selection of DL platforms • Hubbs Center plans to increase the number of hybrid classes each year with hybrid instruction as the ‘new normal’

- Hubbs Center (DL 101/DL 102)
- Neighborhood House (DL 101/DL 102)
- CLUES (DL 101)
- Vietnamese Social Services (DL 101)
- MORE (DL 101)

SPCLC members currently utilize the following DL platforms:

- iPathways
- Skills Tutor
- English for All (EFA)
- USA Learns
- Crossroads Café
- Easy ESL
- Learner Web