

ABLE TECHNOLOGY INITIATIVE



PURPOSE

The ABLE program has established a goal of increasing the use of technology within the ABLE classroom. It is obvious that a basic understanding of computer technology is essential. ABLE programs can play a role in beginning to bridge the digital divide that so often separates our students from the world of work and postsecondary instruction by introducing students to fundamental computer skills. In addition, technology offers opportunities for providing basic skills instruction in more efficient and creative ways.

GOALS

To utilize technology to its fullest, ABLE staff themselves need to have a basic familiarity with computer operations and common applications. The ABLE Fall Directors meeting in 2007 offered an introduction for ABLE directors to some of the computer basics, and the ABLE Resource Center Network (RCN) has regularly offered more in-depth technology sessions for directors and instructors who wish to attend them. But it is clear that a more sustained effort is needed to ensure that all ABLE staff have, at a minimum, a basic foundation of skills that will enable them in time to: 1) help introduce their students to computer basics, and 2) employ technology in the ABLE classroom to enhance instructional content and improve efficiency.

To achieve the above goals we will implement a multi-year initiative to enhance technology use in the ABLE classroom by increasing the knowledge of basic computer operations and applications of ABLE staff. The *Ohio ABLE Technology Standards - Level 1* reflect the skills that the ABLE Technology Task Force has identified as fundamental computer skills.

It is understood that ABLE staff and programs vary widely in their current knowledge and use of technology, both personally and professionally. The process that we are putting in place will be sensitive to these differences. It is our expectation, however, that **by FY 2012, all funded ABLE programs will be able to ensure our office that a minimum of 75% of their staff have acquired all skills reflected in the Level 1 Technology Standards.**

As the initiative progresses, our attention will turn more toward efforts to move beyond the basics. We will identify effective instructional strategies for ABLE instructors to use to integrate basic computer instruction into the ABLE classroom and to incorporate technology to enhance the ABLE classroom experience.

FIRST STEPS

Following is the process that will be utilized in the first phase of this initiative:

1. Each ABLÉ program will identify a Technology Point Person (TPP). (See sidebar) The TPP will work with the local program's staff to identify technology needs, develop a plan to help local staff work toward achieving technology competencies and serve as a direct source of communication to the RCN and the ABLÉ Technology Task Force about needs for resources and professional development. The TPP may also provide local workshops/training sessions for their ABLÉ teachers.
2. Regional Resource Center personnel will provide initial guidance via a two-step process of 1) a conference call, and 2) face-to-face training for the TPP. The role and functions of the TPP will be explained, the Technology Training Manual will be reviewed, and the procedures for developing a local technology plan will be explained.
3. TPPs will work with their local colleagues to identify professional development needs of teachers using a common assessment (Adult Ed Online), set program priorities for meeting the Level 1 technology competencies, and develop a plan to help local staff work toward achieving the needed technology competencies.
4. RCNs will support local TPPs in developing the local technology training plans. After draft plans are submitted to the RCNs, a determination will be made for how assistance will be provided to the local programs in terms of workshops, technical assistance or other resources to address their priority needs.
5. The TPPs will identify the type of support that they will offer to local staff, e.g., providing regular mini-trainings during staff meetings, assisting staff to identify resources for self study, etc.
6. The TPPs will periodically report on the progress of implementing the plan to the RCN. At the end of the project year the TPP, in consultation with the RCN, will review the plan and revise it as needed for the following year.

Technology Point Person (TPP)

"Desired Characteristics"

- Has basic experience in utilizing computers and common application.
- Is enthusiastic about the use of technology in education.
- Desires to help others acquire needed skills.
- Is able to attend face-to-face training and participate in conference calls.
- Is willing to serve as a link between the local program and the RRC to transmit information to and from each related to training needs and opportunities.

"Job Description"

- Participate in initial conference call.
- Attend face-to-face training for TPP held by RRC.
- Participate in other communication sessions via calls, webinars, electronic group, etc. as required.
- Assist local program staff in identifying key technology needs.
- Assist staff in achieving the Level 1 Technology competencies including assessment of achievement.
- Generate a Local Technology Training Plan indicating the areas for attention for the FY 2010 project year and proposed strategies to address them.
- Work with RCN to refine plan.
- Oversee the implementation of the plan.
- Serve as a liaison between the RCN and the local program staff on issues related to technology.
- Prepare and submit a brief end-of-year report.
- Revise plan for FY 2011.
- Continue implementing plan.
- Submit final report for years FY 2010 and 2011.

LOCAL TECHNOLOGY TRAINING PLAN COMPONENTS

Following are the components of the Local Technology Training Plan:

- Program Information
- Staff Information
 - Results of needs assessment (Adult Ed Online) in terms areas most in need of professional development
- Focus Areas for FY10
 - Competencies to be addressed in FY 2010
 - Activities and other strategies to address competencies
- Outcomes/Reporting Information
 - Technology goals
 - Progress tracking

FUNDING

Individuals serving as TPPs may choose to use the face-to-face training as one of their stipend activities. In addition, the TPP will receive \$100 upon submission of the end-of-year report for FY 2010.

TIMELINE

Date	Activity
August 21, 2009	ABLE Technology Initiative disseminated to ABLE programs
September 15, 2009	Names of TPP submitted to RRC and State ABLE Consultant
September 21, 2009	RCN Technology Training of Trainers
September 22, 2009	TPP Information Packets sent by RRC (review expectations, assessment information, training schedule/logistics, Local Technology Training Plan templates and samples)
September 28-October 16, 2009	Initial conference calls with TPPs by RRC
October 19-November 30, 2009	Regional TPP Trainings and Adult Ed Online assessment completed by all ABLE staff
January 8, 2010	Local Technology Training Plans submitted
January 22, 2010	Local Technology Training Plans approved
January 25- May 31, 2010	FY2010 Local Technology Training Plans implemented
May 31, 2010	FY 2010 report submitted
August 1, 2010	FY 2011 plan submitted
May 31, 2011	FY 2011 report submitted

Ohio ABLE Technology Standards – Level 1

Area of Competency	Indicators		Benchmarks		
1. Basic Concepts of IT	1.1.1	ABLE staff are knowledgeable of basic computer components and their functions.	1.1.1.1	Can identify hardware components and explain their function.	
			1.1.1.2	Can identify peripherals and explain their function.	
			1.1.1.3	Can identify storage components.	
	1.1.2	ABLE staff can perform basic computer operations.	1.1.2.1	Can open and close programs.	
			1.1.2.2	Can save and manage files.	
			1.1.2.3	Can move between programs.	
	1.1.3	ABLE staff can troubleshoot common problems.	1.1.3.1	Can reboot system.	
			1.1.3.2	Can search for files (e.g. search, recycle bin).	
			1.1.3.3	Can find and utilize help menus.	
			1.1.3.4	Can utilize task manager to end an application.	
	1.1.4	ABLE staff understand basic computer technology.	1.1.4.1	Understands difference between text and graphics, program and document.	
	2. Productivity Software	1.2.1	ABLE staff use the functions of a word processing program to create a variety of documents.	1.2.1.1	Can create a simple document.
				1.2.1.2	Can change the format of a document (e.g. font, spacing, page layout).
1.2.1.3				Can open an existing document.	
1.2.1.4				Can close a document.	
1.2.1.5				Can save a document to multiple locations.	
1.2.1.6				Can use spell check.	
1.2.1.7				Can print a document.	
1.2.2		ABLE staff have basic knowledge of spreadsheets.	1.2.2.1	Can enter data into cells of forms and spreadsheets.	
3. Information and Communication	1.3.1	ABLE staff can connect to the Internet.	1.3.1.1	Understands and can execute steps to connect to the Internet.	
	1.3.2	ABLE staff use a Web browser application and search engine tools to access information	1.3.2.1	Understands the basic features and layout of a web browser.	
			1.3.2.2	Can utilize a search engine to locate information.	
			1.3.2.3	Can access a specific web site by entering a URL.	
			1.3.2.4	Can download file from the Internet.	
	1.3.3	ABLE staff use email software to receive, send and organize messages.	1.3.3.1	Can compose email to individual or groups.	
			1.3.3.2	Can access and reply to received email.	
			1.3.3.3	Can organize emails based on personal preferences (e.g. date, sender, size, subject).	
			1.3.3.4	Can save and delete email.	

Ohio ABLÉ Technology Standards – Level 1

Area of Competency	Indicators		Benchmarks	
4. Technology-Enhanced Programs and Classrooms	1.4.1	ABLE staff select, incorporate and evaluate the use of technology in the program and classroom.	1.4.1.1	Has general knowledge of how technology can enhance instruction in the ABLÉ classroom.
			1.4.1.2	Is familiar with Distance Education options available to Ohio ABLÉ programs.
	1.4.2	ABLE staff use computer-based assessments, as applicable.	1.4.2.1	Can open and run assessment programs.
			1.4.2.2	Can troubleshoot problems within the program.
			1.4.2.3	Can assist students with assessment usage.
			1.4.2.4	Can assist students in accessing the Ohio GED web page.
	1.4.3	ABLE staff are knowledgeable of means to make technology accessible for adults with special needs.	1.4.3.1	Can adjust display (e.g. color, font size).
			1.4.3.2	Can adjust sounds.
			1.4.3.3	Can adjust keyboard or mouse functions.
5. Professional Development	1.5.1	ABLE staff model lifelong learning in technology.	1.5.1.1	Models use of technology in personal and professional lives.
			1.5.1.2	Accesses information on new technologies.
			1.5.1.3	Learns how to incorporate technology in the program and classroom.
	1.5.2	ABLE staff participate in professional development related to technology.	1.5.2.1	Can utilize mediated options – DVDs, video, etc – for obtaining PD.
			1.5.2.2	Takes part in PD to learn how to access other alternate PD delivery methods, e.g., web casts, etc.