WASHINGTON STATE UNIVERSITY
GLOBAL CAMPUS

TOWARD A STATEWIDE DIGITAL LITERACY CURRICULUM, DISCOVERY PHASE FINAL REPORT

Building Foundations for Statewide Digital Literacy, Pursuant to SB 5950 (2024) Sec. 610(12)(D)

July 2025

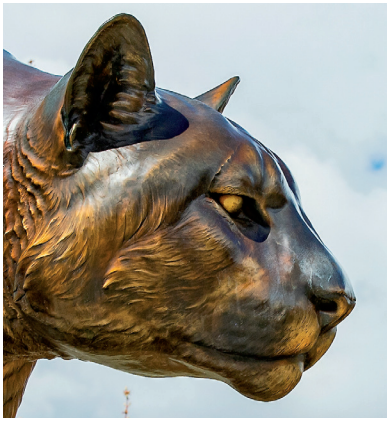

Table of Contents

Table of Contents (cont'd)

PROJECT OVERVIEW

"Without basic digital literacy and technological confidence, Washingtonians cannot access information technology, information technology-enabled jobs, or the education and training programs needed to prepare them for those jobs. As job functions or components of functions are digitized, these individuals fall increasingly further behind economically and socially."[1]

As Washington's land-grant university with a mission to serve all corners of the state, WSU Global Campus was charged with conducting a comprehensive assessment of digital literacy initiatives across Washington. This effort included developing a statewide database of existing programs, identifying gaps in digital skills training, sourcing potential subject matter experts, mapping opportunities for digital credentialing and badging, and compiling a final report toward the development of a digital literacy curriculum. WSU Global Campus also authored the Legislative report summarizing this work. Leveraging its land-grant mission and extensive experience in curriculum development and online education, WSU Global Campus is uniquely positioned to design and deliver high-impact, publicly accessible programs that meet the evolving digital needs of Washingtonians.

Discovery Phase

This year's progress built a foundation from which to coordinate a future capacity-building curriculum framework. The following reports, included as appendices, provide detailed information about progress made during the Discovery Phase:

Project Kickoff: In order to kickoff the project successfully, the project team met several times, explored possible points of contact, and developed a relational database with foundational project elements. Additional details can be found in Appendix A: Kickoff Report.

Quarter 1 (Q1): Throughout Q1, we developed the project plan for the year and identified project team members. We identified points of contacts across digital literacy community, and we established scopes and timelines for partnerships. In addition to these, we also created the structure for the digital catalog and developed an initial partner program submission approach including three paths for digital submissions. Additional details can be found in Appendix B: Quarter 1 Progress Report.

Quarter 2 (Q2): Throughout Q2, we reached out across digital literacy community to identify and assess current curricula and other resources currently in use. We continued building partnerships with scopes and began identifying possible submit matter experts (SMEs) to perform the gap analysis. Additional details can be found in Appendix C: Quarter 2 Progress Report.

Quarter 3 (Q3): In Q3 we completed the data gathering across the digital literacy community and finalized the catalog of current offerings. Additionally, SME gap analyses were completed moving us toward curriculum recommendations. Additional details on Q3 can be found in Appendix D: Quarter 3 Progress Report. The catalogs of current offerings can be viewed with links found in Appendix E.

Quarter 4 (Q4): The fourth quarter found us learning of the need for the legislative report submitted to Washington State Legislature no later than June 1. We were able to adjust our initial timelines and complete the SME gap analysis, the recommendations toward a digital badging program, and submit the necessary information to legislature by the deadline. The full Legislative Report can be found in Appendix F: Legislative Report which provides additional details on the full project.

To expound on the gaps identified by SMEs, the following curriculum gaps are recommended to achieve the best outcomes for a statewide digital literacy curriculum.

[1] H.B. 2360, 68th Legislature, 2024 Regular Session (Washington, 2024). lawfilesext.leg.wa.gov/biennium/2023-24/Htm/Bills/House%20Bills/2360.htm

GAPS TO BRIDGE IN DEVELOPMENT

General Catalog Gap Analysis Results and Recommendations

With over 1,500 programs in total, it was critical to organize the data in a way to make it easier for SMEs to perform a quality analysis of gaps within the available programs. The project lead created a scope of work for the gap analysis to assist in focusing the work. The analysis was to look for gaps in the broadest sense, while also focusing on identifying gaps in content, audience, and delivery methodologies.

- **Gaps in Content:** Though the total catalog held over 1,500 programs related to digital literacy, the beginning assumption was that some programs may not be provided. These gaps in content were important to identify.
- **Gaps in Audience:** The audience gap was defined based on the program as it existed. To consider reaching different or expanded audiences, it may be necessary to adjust how the content is presented, or refine the approach to better align with the audience needs and expectations.
- **Gaps in Delivery:** Gaps in delivery addressed those programs that needed to be delivered in different or additional ways.

With the vast number of programs identified, it was determined several SMEs would be needed for quality analysis. A list of possible SMEs was curated based on their professional scope and audience specialties, ensuring coverage across various perspectives, experiences, and specialties. The project team started with 14 possible SMEs, nine who committed to the project, and six who delivered the scope. Those who were unable to deliver faced unforeseen challenges, including significant changes in their personal circumstances that affected their availability. The final six SMEs were:

- State Board of Community and Technical Colleges
- Dalia Sherif, from Seattle Colleges
- Timberland Regional Library District, who also connected with the Thurston Chamber of Commerce for their analysis
- WSU Global Campus Accessibility Coordinator
- WSU Extension, with a specific focus on rural areas
- WSU Native Programs connected with iisaaksiichaa Ross Braine, the Joe and Jill McKinstry Endowed Ph.D. Student Fellow in Native North American Indigenous Knowledge (NNAIK)

Lack of Carefully Curated Curriculum

The largest identified gap is the lack of a carefully curated curriculum leading learners through a planned sequence, including assessments, to affirm learning and mastery. It is strongly recommended to create a cohesive curriculum, adding additional training to fill content gaps and digital badges to acknowledge progress and mastery for which WSU Global Campus is well suited to do should funding be provided.

GAPS TO BRIDGE IN DEVELOPMENT (CONT'D)

Additional Gaps

The additional gaps created by the lack of a standardized curriculum include:

Lack of Identification of Learner Level

- **Gap:** Current programs largely lack an indication of the level of learner who would be best served by the program.
  Recommendation: Build a curated curriculum providing an easy-to-follow progressive learning experience.

Lack of Critical Linking Curriculum

- **Gap:** Each thematic grouping of programs lacks critical curriculum linking a learner from one stage of learning to the next.
  Recommendation: Partner with subject matter experts in each of those areas to build a curriculum as part of the larger cohesive curriculum.

Lack Troubleshooting Training

- **Gap:** Programs lack training in troubleshooting, leaving a learner stuck when they run into a problem.
  Recommendation: Create new curriculum materials to provide troubleshooting steps, procedures, and the overall thinking that goes into being able to troubleshoot a program to build confidence and skills when encountering a problem.

Lack of Reliable Certifications for Employers

- **Gap:** Employers seek reliable certifications indicating content mastery. The few certificates available require employers to figure out whether the certificate indicates mastery or merely participation.
  Recommendation: Utilize WSU Global Campus' existing digital badging program to provide a trusted name, an indication of mastery, and a digital wallet for learners to track and share their earned badges.

Lack of In-person Training for Beginning Learners

- **Gap:** Beginner-level learning is largely delivered only online. For those who lack confidence or knowledge related to their digital skillset, finding learning opportunities online may create an additional barrier.
  Recommendation: Create a parallel curriculum for in-person delivery. A beginner-level learner who succeeds with in-person training will be ready and able to move to online learning environments.

Need Audience-Specific Customization

- **Gap:** Some curriculum is not resonating with its intended audience due to situational context factors.
  Recommendation: Partner with subject matter experts in those audiences to assist in designing curriculum that resonates.

GAPS TO BRIDGE IN DEVELOPMENT (CONT'D)

K-12 Catalog Gap Analysis Results and Recommendations

The Washington Office of the Superintendent of Public Instruction provides a robust list of potential digital literacy offerings from which schools can choose. With a teacher building curriculum within local schools, without individual assessment, it is assumed that instruction is built with an understanding of audience context and students' current learning levels. Two significant gaps emerged in the K-12 environment:

Lack of Funding

- **Gap:** Not all school districts have the funding or personnel to develop and deliver digital literacy instruction.
  Recommendation: The creation of a centralized curriculum will allow all schools to give all Washingtonian students the opportunity to advance in these skills.

Lack of Clearly Articulated Learning Achievements

- **Gap:** There is a lack of streamlined communication to clearly articulate specific learning achievements. A diploma serves as a general indication of successful completion of high school.
  Recommendation: If a digital badging program were instituted, Washington students would have additional indication of the specific learning they mastered in the digital literacy realm, allowing them to stand out amid a sea of other general diplomas.

Proposed Curricular Areas:

The recommended robust learning curriculum would include 3-5 courses in each of the following themes, identified by gap analysis. Each course would include an assessment required for successful completion and earning a badge. The combination of all courses in a theme would culminate in a digital mastery badge for that theme.

Adaptive Technology: Helps individuals, particularly those with disabilities and those who work with them, use assistive tools and accessible technologies effectively. The goal is to empower users to independently navigate digital environments, perform everyday tasks, and access education or work opportunities.

Basic Computers: Helps learners build a strong foundation, progress logically, and feel confident using technology in everyday life or the workplace.

Career Skills: Prepares learners for modern workplaces by teaching essential digital tools, communication platforms, and professional practices. It should balance technical proficiency with soft skills needed for digital collaboration, remote work, and adaptability in tech-driven careers.

Coding/Programming: Helps learners build core programming skills, understand logical thinking, and gradually move from basics to building real-world projects.

Construction Management: Helps professionals modernize workflows, improve efficiency, and stay competitive in an increasingly tech-driven industry. This path blends foundational construction management principles with emerging digital tools.

GAPS TO BRIDGE IN DEVELOPMENT (CONT'D)

Cybersecurity: The gaps identified in the cybersecurity theme fell into the following two foundational categories:

Keeping Yourself Safe Online: A practical and increasingly essential educational track for individuals of all ages and skill levels. This path is ideal for general users who use the internet for work, school, shopping, banking, or social media, and want to avoid scams, hacks, and privacy risks.

Cybersecurity for Beginners: Essential to equip learners with practical, foundational skills to stay safe online and prepare for entry-level roles or further specialization; assumes little to no prior knowledge and gradually introduces key cybersecurity concepts, tools, and real-world applications.

Finance: The gaps identified in the finance theme fell into the following two foundational categories:

Personal Finance: Help individuals build financial literacy while learning to leverage modern financial tools for budgeting, saving, investing, and protecting their money online.

Small Business Finance: Ideal for entrepreneurs, freelancers, and small business owners who want to gain financial control using modern tools. The goal is to help them understand money management, cash flow, and digital tools that streamline finance operations and decision-making.

Internet: Helps new users—whether older adults, students, or tech newcomers—build the confidence and essential skills to navigate the internet safely and effectively.

Social Media: The gaps identified in the social media theme fell into the following two foundational categories:

For personal/individuals: Helps people use social media platforms effectively, safely, and confidently, whether for personal branding, staying connected, or casual use.

For small businesses: Helps entrepreneurs and small business owners build brand awareness, engage customers, and grow their business effectively through social media.

Video Conferencing: Helps people feel confident using video meetings for work, school, or social connections.

Subject Matter Experts (SMEs) for Curriculum Development

While SMEs reviewed the current catalog, they also recommended additional SMEs who could fill in the identified gaps during the curriculum design and piloting phase. Those new SMEs represent more than 35 individuals, community-based organizations, tribes, state agencies, and educational institutions, and their recommended themes can be found on page 9 of the Legislative Report found in Appendix F: Legislative Report.

Appropriateness for Targeted Audiences

Once the foundational curriculum is developed, we strongly recommend contracting with audience-specific SMEs to create versions of the curriculum to speak to each identified audience. The gap analysis showed that some current offerings do not resonate with their intended audiences in the type of language used, examples that do not resonate with the audience experience, or gaps in how the material is delivered. These versions of the core curriculum will advance the intended outcomes by better speaking to those who most need the information.

DIGITAL BADGING

The power of a digital badging program lies in its ability to build trust in what the badges stand for and how they are awarded, providing employers a quick and easy verification of the skills indicated by badge holders. Badges awarded through WSU Global Campus carry the credibility and trust associated with WSU, offer clear and transparent learning outcomes, and simplify the verification process for employers. It is recommended that a single badging program be created to standardize the learning opportunities under a cohesive banner of assessment that identifies mastery. WSU Global Campus, through its Professional Education department, offers a badging program that embeds the assessment within the badges' information, creates easy-to-follow learning pathways for the learner, and creates a digital wallet for each learner to collect their badges in social media such as LinkedIn and in documents such as resumes with links to the badge information. A webpage for each badge clearly identifies the learning outcomes, assessment process, and the achievement the badge represents.

To build on the work of others working to make credentialed learning transparent, WSU Global Campus would continue the work of Credential Engine, "a non-profit on a mission to map the credentials, qualifications, and skills landscape with clear information, fueling the creation of resources that empower people to discover and pursue the learning and career pathways that are best for them."[2]

This work will enhance the codifying and scaffolding of digital badging increasing the trustworthiness of each credential for interested employers.

General opportunities

Scaffolding pathways

An additional approach to digital badging uses pathway scaffolding. Where a topic has a final mastery course which would have its own badge, the courses along the way to build toward that final mastery would also have digital badges. In this way, learners are rewarded in each step of their learning process and able to clearly communicate through the badge where they are in the process toward mastery.

Progressive achievement badges

Motivation in learners can be encouraged through progressive achievement badges. For example, if a person masters beginner level learning in a topic, they can receive a Level 1 badge. Progressing through the intermediate level of achievement in that topic would earn a Level 2 badge.

K-12 Badging Opportunities

Because successfully completing K-12 learning is codified by a general diploma, a strong foundation of opportunity exists to provide digital badging for successful completion of specific courses. Students completing a diploma can also walk away with earn badges, which set Washington students apart, opening broader choices as they complete their K-12 learning experience.

[2] Credential Engine. N.d. Home. Retrieved July 3, 2025. https://credentialengine.org/

UPDATED FUNDING NARRATIVE

In order to effectively create a program with longevity, staying power, and impact, we recommend sustainable funding that will carry this through. Additional funding will be necessary to utilize the results of this scoping project to create programs and badges that enable Washingtonians to participate in building capacity toward successfully participating in the ever-changing digital landscape. Future success requires leveraging our collective work into a coordinated path forward.

A multi-year budget framework was initially developed as part of the original proposal request. While this framework remains a relevant foundation, it will require updates to reflect current conditions and priorities when the work resumes.

Discovery Phase: Completed FY25

Design and Piloting Phase

(Years Two, Three, and Four – FY26, FY27, FY28) - $552,195, annually

The recommended next phase is to design and pilot a cohesive curriculum. This will involve collaborating with experts in digital literacy from various stakeholder sectors to create both online and face-to-face training and education programs. These programs would be piloted through training partners. Additional work could identify and scale existing programs for distance delivery broadly across the state.

WSU Global Campus will work with experts in digital literacy from across stakeholder sectors to create then pilot test online and face-to-face training and education programs which can be deployed across the state through web-based means as well as in person and cohort-based opportunities at workforce training locations, extension offices, physical campuses, and even industry training rooms across the state.

- Employers from leading industries in Washington state such as Tech, Advanced Manufacturing, Agriculture, Hospitality and Healthcare.
- Higher Education Providers such as Career and Technical Colleges, NW Indian College, Heritage University, State 4-year institutions.
- Workforce Training Boards such as Worksource, Workforce Development Council, JobSkills Program
- Secondary Education such as OSPI, State Board of Education, Career Readiness
- Native American Tribes in Washington
- Libraries
- Extension Offices

Identify and scale existing programs for distance delivery broadly across the state. Ideally a solid draft of the curriculum will be completed and time allowed for cohort testing.

Delivery Phase

UPDATED FUNDING NARRATIVE (CONT'D)

(Year Five and Beyond – FY29) - $443,090, annually

The third phase focuses on delivery. In this phase, WSU Global Campus, working in partnership with digital literacy experts from across stakeholder sectors, would implement the online and face-to-face training programs. These programs would be deployed statewide through web-based platforms, as well as through in-person and cohort-based opportunities at workforce training sites, libraries, extension offices, college campuses, and industry training facilities.

WSU Global Campus will provide, in partnership with experts in digital literacy from across stakeholder sectors, online and face-to-face training and education programs which can be deployed across the state through web-based means as well as in person and cohort-based opportunities at workforce training locations, extension offices, physical campuses, and even industry training rooms across the state.

- Employers from leading industries in Washington state such as Tech, Advanced Manufacturing, Agriculture, Hospitality and Healthcare.
- Higher Education Providers such as Career and Technical Colleges, NW Indian College, Heritage University, State 4-year institutions.
- Workforce Training Boards such as Worksource, Workforce Development Council, JobSkills Program
- Secondary Education such as OSPI, State Board of Education, Career Readiness
- Native American Tribes in Washington
- Libraries
- Extension Offices

Justification

UPDATED FUNDING NARRATIVE (CONT'D)

1) Personnel (Discovery Phase: $219,700; Design & Piloting Phase: $317,940, annually; Delivery Phase: $96,810, annually):

    a. 1.0 FTE during Design & Piloting, reduced to 0.25 FTE in Delivery - Program Coordinator; 1.0 FTE during Design & Piloting, reduced to 0.25 FTE in Delivery - Education Manager; 1.0 FTE during Design & Piloting, reduced to 0.25 FTE in Delivery – Instructional Designer ; 0.25 FTE Digital Content & Communications Coordinator

2) Personal Services Contracts (Discovery Phase: $40,000; Design & Piloting Phase: $54,000, annually; Delivery Phase: $37,800, annually):

    a. SMEs will be contracted with to develop curriculum for online and in-person trainings

    b. This will be a major focus in the Design Phase, with expenses being higher during that time

3) Goods & Services (Discovery Phase: $52,300; Design & Piloting Phase: $125,455, annually; Delivery Phase: $265,680, annually):

    a. Meeting Expense (Discovery Phase: $28,300; Design & Piloting Phase: $12,960, annually; Delivery Phase: $8,640, annually):

        i. Monthly meetings to being and reduced to bi-monthly in year 2, quarterly in year 3, and bi-annual in year 4 and beyond

    b. Marketing (Discovery Phase: $0; Design & Piloting Phase: $27,175 annually; Delivery Phase: $32,400, annually)

        i. Budget for marketing campaign efforts to raise awareness of the program and enhance engagement

    c. Site & Technology Rentals (Discovery Phase: $24,000; Design & Piloting Phase: $25,920, annually; Delivery Phase: $25,920, annually):

        i. Budget for providing funding to physical sites willing to upscale tech and facilities and train personnel to deliver curriculum.

        ii. WSUGC and the WTB will evaluate high priority training sites and allocate budget as needed

    d. Badging Infrastructure (Discovery Phase: $0; Design & Piloting Phase: $5,400, annually; Delivery Phase: $32,400, annually):

        i. Badging infrastructure specifically designed and stood up for these digital literacy courses, including design of the badges, access web sites, etc.

        ii. Per person fee to access badges (regardless of number of badges per person)

    e. Technology Hosting and Set Up (Discovery Phase: $0; Design & Piloting Phase: $25,920, annually; Delivery Phase: $25,920, annually):

        i. Fees directly cover time and tech required to stand up new registration and LMS course space

UPDATED FUNDING NARRATIVE (CONT'D)

sites for each course

ii. Fees per course space and per registration site

iii. Fee for ongoing hosting each year for registration and course spaces

f. Per person LMS Costs (Discovery Phase: $0; Design & Piloting Phase: $28,080, annually; Delivery Phase: $140,400, annually):

i. WSUGC incurs additional fees for users in their LMS, along with increased tech support

ii. Assumes free courses for all with no additional fiscal processing done by WSU

iii. Opportunity to begin charging for trainings to cover the per-person fees in subsequent years. Collection of fees will incur additional per-person fees for fiscal processing, which is typically passed along to the consumer.

4) Travel expenses (Discovery Phase: $72,000; Design & Piloting Phase: $17,000, annually; Delivery Phase: $5,000, annually):

a. Travel for WSU staff to attend monthly meetings

b. Travel for stakeholders as needed to encourage and incentivize participation in meetings; virtual meetings will be held to reduce costs, but face-to-face collaboration needs to be facilitated and made possible

c. Annual reduction over the course of the program as travel needs will be less during the design and delivery phases

5) Intra-Agency Reimbursement (Discovery Phase: $41,000; Design & Piloting Phase: $37,800, annually; Delivery Phase: $37,800, annually):

a. Reimbursement to WSU Extension for participation and to scale up existing programs for access to rural and underserved communities, which includes upkeep and servicing of Drive-Fi locations

APPENDIX A:

Kickoff Report

Project Kickoff Report

Washington State University Global Campus

And

Washington Workforce Training and Education Board

Washington State University launched the Digital Literacy Project with the Washington Workforce Training and Education Board in the month of August 2024 through scoping meetings and developing the foundational project management base from which to carry out responsibilities related to the project.

Global Campus administrative team related to the project met several times to scope the project and discuss possible points of contact and partnerships.

To launch the tasks associated with the project, a relational database was created with foundational project elements. These include but are not limited to deliverables and linked tasks associated with those deliverables; lists of organizations associated with each area of contact Global Campus will make; and various status tracking measures.

The Professional Education team who has been tasked with project management met to talk through overall scope and eventual responsibilities. Additional individual meetings with specific team members, such as the education manager and program coordinator, were held to scope the specific tasks related to the project they would be involved in during quarter 1 and to introduce the project management database.

As WSU Extension will play a role in gathering information, an initial meeting was held with Extension leadership to scope the project and brainstorm possible personnel who may lead the partnership piece of the project.

APPENDIX B:

Quarter 1 Progress Report

WASHINGTON STATE UNIVERSITY
GLOBAL CAMPUS

Q1 PROGRESS REPORT

Washington State University Global Campus
and
Washington Workforce Training and Coordination Board

OVERVIEW AND SUMMARY

Q1 was filled with building foundations on which to build the entirety of this Year 1 project. The promised deliverables are in headers below with details related to each with additional deliverables described near the end.

The excitement around this project and what it could mean for the state is palpable through every conversation and we are well-positioned to continue accomplishing the established goals for each quarter.

DELIVERABLE 1: DEVELOP PROJECT PLAN FOR YEAR 1 AND IDENTIFY PROJECT TEAM MEMBERS

YEAR 1 PROJECT PLAN

Created the foundation for the year 1 plan with the understanding that it will continue to morph and grow as we learn more from our points of contact and partners and continue gathering data.

To facilitate the tracking of information and project tasks, a relational database has been created. The overall project outline as well as various contact and partnerships are linked together in the database to ensure we are accomplishing tasks in each promised area. The database is designed to allow growth and expansion as the project continues.

IDENTIFY KEY PROJECT TEAM MEMBERS

We have identified and met with key project team members. The project lead conducted introductory meetings sharing the scope of the Year 1 project and their roles within that scope. In order to keep the project moving, the project team has an established weekly team meeting. Within the project database, task dashboard have been created to assist project team members in seeing their assigned tasks, notes and related timelines.

DELIVERABLE 2: IDENTIFY POINTS OF CONTACTS ACROSS DIGITAL LITERACY COMMUNITY

We have identified more than 300 total individual points of contact and contact information across all committed areas including employers from leading industries, higher education providers, Workforce Training Boards, secondary education, libraries, and community-based organizations.

In addition to initial points of contact, we have set up meetings with various project partners to expand the list of contacts throughout Q2.

Our partnerships are key to the work of expanding the contact list to better ensure a full reach into various communities and contacts.

DELIVERABLE 3: ESTABLISH SCOPES AND TIMELINES FOR PARTNERSHIPS

A scope has been developed and two scoping meetings have been held with WSU Extension to discuss our partnership with that unit. With their connections in every county in Washington, we are excited about their involvement in the program. Continuing touchbases will be established to keep the project moving forward.

Additional scopes and potential timelines have been created for several WSU departments and community-based organizations who have connections within our target industries. Meetings with these possible partners will be conducted through which scopes will be agreed upon and finalized. Timelines are drafted, and final timelines will adhere to the project timeline and deliverables with specific dates being determined in collaboration with partner organization.

ADDITIONAL Q1 ACCOMPLISHMENTS

In addition to the promised deliverables described above, additional progress has been made.

DIGITAL CATALOG STRUCTURE

The initial structure for the final digital catalog of offerings has also been built in Q1. This structure allows us to keeps the final product front of mind while building contact approaches and interview protocols. This will allow us to streamline our approach to points of contact in order to make it as easy as possible to gather information.

INITIAL PARTNER PROGRAM SUBMISSION APPROACH

While building toward a final catalog of current digital literacy offerings throughout the state, it was important to provide paths to collecting information that would be easy for partners and contacts to use. A "gathering catalog" has been built where the rough descriptions and information will be gathered. These rough submissions will then be reviewed by the project team to fill in any blanks to then submit to the final version of the catalog of digital literacy offerings.

THREE PATHS FOR DIGITAL SUBMISSION

We anticipate that some partners and contacts will have their digital literacy program information in various formats. Our goal is to make it as easy as possible for them to submit this information to the project team. For those who prefer to simply submit something online, we have created three paths for them to submit this information digitally.

Path 1 is for those who have an established website with the program information. This path allows them to include their name, email address and website URL. The project team will then take this information and transcribe it over to the final catalog of offerings.

Path 2 is for those who already have a spreadsheet or document prepared outlining their digital literacy offerings. These parthers and contacts can use an online form to submit their name, email address and then attach whatever document or documents they already have established. The project team will then transcribe the information from the attachment(s) into the final catalog format.

Path 3 is for those who have a few programs to submit that are not already presented in another format (website or document). An online form is available for them to fill in the information about their programs with one online form per program. These submissions go directly into the gathering catalog to ultimately be reviewed and then moved to the final catalog.

ADDITIONAL SUBMISSION PATHS

As an aside, partners and contacts need not use the digital submission approaches. In subsequent quarters of work, we anticipate having meetings, group conversations and a variety of other in-person opportunities for partners and contacts to describe their programs and the project team will transcribe that information for use in the catalog.

APPENDIX C:

Quarter 2 Progress Report

WASHINGTON STATE UNIVERSITY
GLOBAL CAMPUS

Q2 PROGRESS REPORT

Washington State University Global Campus
and
Washington Workforce Training and Coordination Board

OVERVIEW AND SUMMARY

Throughout Q2, we nearly doubled the number of contacts identified in Q1, held dozens of meetings with stakeholders, and performed a cursory initial review of services while continuing meetings and data gathering into Q3. The promised deliverables are in headers below with details related to each with additional deliverables described near the end.

DELIVERABLE 1: REACH OUT ACROSS DIGITAL LITERACY COMMUNITY TO IDENTIFY AND ASSESS CURRENT CURRICULA AND OTHER RESOURCES CURRENTLY IN USE

REACH OUT ACROSS DIGITAL LITERACY COMMUNITY

During Q2, we increased the number of points of contacts 130% from just over 300 at the end of Q1 to over 700 at the end of Q2. Initial communications requesting participation were sent to all contacts. We secured a 31% response rate to the first communication. A standard research project such as this would deem a 5% - 20% response rate a great success. Many respondents sent information, links to websites with their programs, or sent and generated reports with information on services delivered. We completed nearly 50 meetings with stakeholders in Q2.

A second round of contacts for those who may not have had a chance to respond to the first communication began near the end of Q2. Q3 will continue the stakeholder meetings and complete the second round of communications.

IDENTIFY AND ASSESS CURRENT CURRICULA AND OTHER RESOURCES CURRENTLY IN USE

Stakeholders continue to express excitement about the project. By the conclusion of Q2, we collected 1,676 services offered across identified audiences. This number will continue to grow as we continue meeting with stakeholders into Q3 and complete the second round of communication to those we hadn't heard from after the first contact.

At this middle stage of the data gathering phase, there are some interesting highlights in the information. A cursory review of gathered data includes, but is not limited to, the following highlighted notes:

- Stakeholders who could be served in partnership with local and regional libraries are unaware of the vast services available through the libraries, even though libraries are working in outreach to spread the word.
- Employers are generally seeking soft skills mediated through technology, such as:
    - Writing professional business emails,
    - Running a meeting through Zoom or similar technology,
    - Basic technology troubleshooting,
    - Technology mediated interview prep, and
    - Technology mediated project management.
- Libraries provide one-on-one and drop-in services, providing individual support to the specific requests of the patron. Planned workshops are less successful unless a patron first has a one-on-one experience with a resource provider.
- Younger generations "grew up" in Google and similar platforms, making them unaware of how to manage files in a Microsoft platform which employers largely use. Employers are needing to provide new training in various areas such as naming and saving files, finding documents, and file management that they haven't needed to do in the past.
- Experiences and questions posed by older generations who are outside the workforce could be informative to understand what similarly aged and similarly experienced aging workforce may be experiencing but may not feel comfortable asking their current employers for support in those areas.

DELIVERABLE 2: CONTINUE BUILDING PARTNERSHIPS WITH SCOPES

Partnerships and scopes are continuing and new partnerships being sought to seek input from the target audiences and service providers, expanding our resources database and stakeholder contacts.

Through the established partnership with WSU Extension, they continue to gather their work throughout the state, which will be included in the final catalog. Initial partnership conversations have been fruitful in building pathways to additional partnerships.

WASHINGTON STATE UNIVERSITY
GLOBAL CAMPUS

DELIVERABLE 3: IDENTIFY POSSIBLE SUBJECT MATTER EXPERTS FOR GAP ANALYSIS

WORK COMPLETED IN Q1 AND Q2

Stakeholders continue to express excitement about the project. By the conclusion of Q2, we collected Work completed in Q1 and Q2:From the beginning of the project, we have gathered various names of subject matter experts (SMEs) to perform gap analysis and curriculum recommendations. Some have fallen off the list as they now have full-time positions with the state and could not receive payment for these services. We have, however, engaged with them to participate in the project consistent with their work with the state.

Additional SMEs are being identified and per scope of work will be coordinated during Q3. At the conclusion of Q2, we have more than 10 possible SMEs across the scope of audience

CURRENT STATUS

In the early weeks of Q3, the approach to SMEs was significantly adjusted in consultation with the Workforce Training and Education Coordinating Board points of contact. We will move forward in the following ways:

1. With the large amount of data collected and the WSU Global Campus Project Lead familiar with the data, the initial gap analysis and curriculum recommendations will be created by the Project Lead. Then,
2. Rather than hiring 1-2 SMEs to complete the full gap analysis and curricular recommendation, the initial summary of the gap analysis and curriculum recommendations will be distributed for review, response, and recommendation to a larger group of SMEs, offered an honoraria for their work.
    a. The list of possible SMEs will be reviewed by the Workforce Training and Education Coordinating Board points of contact before invitations to participate are sent.
    b. The initial draft list includes contacts who have participated in the project and have direct connections to the audience the project ultimately seeks to serve:
        i. Association of Washington Businesses
        ii. Bigfoot Telecommunications of the Colville Tribes
        iii. Evergreen Goodwill
        iv. Goodwill Olympics and Rainier Region
        v. Intercity Transit
        vi. King County Housing Authority
        vii. Literary Source
        viii. Mid Columbia Libraries

ix. NCW Tech Alliance
x. North Seattle College
xi. Timberland Regional Library District
xii. Triceratops Tech
xiii. TriCities Community Health
xiv. YWCA

c. Additional possible SMEs could be included from:
   i. Columbia County Rural Library District
   ii. Edmonds College
   iii. Grays Harbor College
   iv. Greater Health Now
   v. InterConnection
   vi. Lake Washington Institute of Technology
   vii. North Central Washington Workforce Development Board
   viii. Olympic College
   ix. Opportunities Industrialization Center
   x. PeaceHealth
   xi. Pierce County Library System
   xii. Providence Health & Services
   xiii. Seattle University
   xiv. South Central Workforce Development Council
   xv. Tacoma Community College
   xvi. Washington Hospitality Association
   xvii. Washington State Labor Councils
   xviii. Washington Technology Solutions
   xix. Yakima Valley Libraries

d. We would also solicit feedback from contacts at the following state agencies, who have been participating in this project:
   i. Department of Corrections
   ii. Office of Minority and Women's Business Enterprise
   iii. State Board of Community and Technical Colleges
   iv. Washington Employment Security Council
   v. Washington State Broadband Office
   vi. Washington State Department of Commerce
   vii. Washington State Department of Social & Health Services
   viii. Washington State Employment Security Department

ix. Washington State Library
x. Washington State Office of Equity

APPENDIX D:

Quarter 3 Progress Report

WASHINGTON STATE UNIVERSITY
GLOBAL CAMPUS

Q3 PROGRESS REPORT

Washington State University Global Campus
and
Washington Workforce Training and Coordination Board

OVERVIEW AND SUMMARY

Throughout Q3, we continued to expand our contacts list to the project. The promised deliverables are in headers below with details related to each and additional deliverables described near the end.

DELIVERABLE 1: FINAL CONVENINGS AND FINALIZE CATALOG OF CURRENT OFFERINGS

FINAL CONVENINGS

We completed an additional 40 meetings with stakeholders in Q3 to complete the convenings portion of the project. In total, we completed more than 781 contact sources, with 288 responses for a final response rate of 41%.

Throughout the data gathering, contacts shared their catalog of offerings as well as gaps that they could see already and possible ideas for the future. Not all shared gaps or ideas were within the scope of this project, but they were recorded to be useful for future projects. Please note, these gaps are not part of the Subject Matter Expert (SME) Gap Analysis that began in Q3. They will, however, be compared to what the SMEs provide for alignment.

FINALIZE CATALOG OF CURRENT OFFERINGS

The final catalog of current offerings learned from the sources totaled 1,935 services in the following theme areas:

- 1on1 Assistance
- Adaptive Technology
- Adobe
- Basic Computers
- Career Skills
- Cloud
- Coding/Programming
- Construction

- Cybersecurity
- Diploma/GED
- Email
- Etsy
- Finance
- General Digital Literacy
- Google Suite
- Healthcare
- Internet
- Job Search Skills
- Language
- LinkedIn Learning
- Microsoft Suite
- Mobile/Tablet
- Networks
- Online Learning Tools
- Operating Systems
- Presentation Software
- QuickBooks
- Social Media
- Video Conferencing

DELIVERABLE 2: SUBJECT MATTER EXPERT (SME) GAP ANALYSIS BEGINS TOWARD CURRICULUM RECOMMENDATIONS

The scope of work for the SME gap analysis was generated, reviewed, and finalized including an industry analysis specific to payment ranges for this type of work.

The catalog of services was grouped into themes to make it easier for SMEs to review the categories and identify gaps in content, in audience, and in delivery methods. The catalog was then downloaded into an Excel spreadsheet with all services on one sheet and then also broken down into separate theme tabs in the same workbook for easier analysis by grouping.

In collaboration with WTB, a list of SMEs was generated to make contact with and propose participating in the gap analysis. We reached out to each proposed SME and confirmed participation with this list of contacts:

- State Board of Community and Technical Colleges, Will Durden, Director of Basic Education for Adults (BEdA)
- Washington Technology Industry Association, Kelly Fukai, CEO

- Equity in Education Coalition, Sharonne Navas, Co-Founder and Executive Director
- Seattle Community Colleges, Dalia Sherif, Senior Executive Director of Workforce Development
- Timberland Regional Library District, Cheryl Heywood, Executive Director
- Renton Technical College, Christina Rupp, Director, Construction Industry Center of Excellence
- WSU Global Campus, Wendy Steele, Accessibility Coordinator
- WSU Extension, Mike Gaffney, Associate Director
- WSU Native American Programs, Zoe Higheagle Strong, Vice Provost for Native American Relations and Programs & Tribal Liaison to the President

Most shared that they will be taking the data and sharing it with their various networks to also identify gaps to gather even more expertise during this analysis phase. Those extended networks include multiple Tribes, various colleges, workforce development councils, boards of directors, and rural extension offices.

We created two pathways for SMEs to submit their analysis which were an online form or an Excel spreadsheet template. The online form feeds directly into the database table collecting SME gaps. The Excel spreadsheet can be directly uploaded into the database table. Each gap provided will be linked back to the SME who provided the analysis.

The Excel spreadsheet for analysis was distributed to the SMEs prior to the end of Q3 with their deliverables being due back near the end of April 2025.

ADDITIONAL Q3 WORK

In addition to the promised deliverables described above, additional work has been completed.

LEGISLATIVE REPORT

We learned that the proviso funding the project required a legislative report to be submitted no later than June 1, 2025. During Q3, we reviewed the report guidelines and reset the project timeline to meet reporting needs. We additionally connected with WTB and WSU Legislative Affairs to review typical formats of these legislative reports.

APPENDIX E:

Links to Catalogs of Current Offerings

- General Public Digital Literacy Programs Database
- K-12 Digital Literacy Programs Database

APPENDIX F:

Legislative Report

WASHINGTON STATE UNIVERSITY
GLOBAL CAMPUS

BUILDING FOUNDATIONS FOR STATEWIDE DIGITAL LITERACY

PURSUANT TO SB 5950 (2024) SEC. 610(12)(D)

June 2025

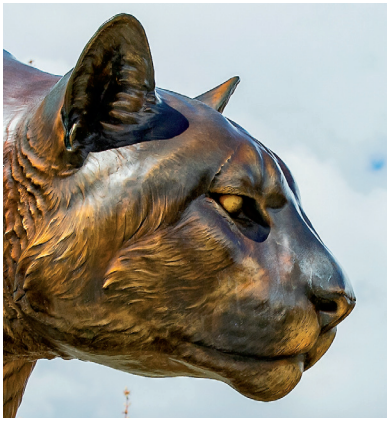

Table of Contents

EXECUTIVE SUMMARY

Scope

Directed by the Legislature, the Workforce Training and Education Coordinating Board contracted Washington State University (WSU) Global Campus to provide preliminary work to inform the design and development of a Washington digital literacy credential program through funding in the 2024 supplemental operating budget. Digital literacy is defined as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

Without basic digital literacy and technological confidence, Washingtonians cannot access information technology, information technology-enabled jobs, or the education and training programs needed to prepare them for those jobs. As job functions or components of functions are digitized, these individuals fall increasingly further behind economically and socially.

As Washington's land-grant university with a mission to serve all corners of the state, WSU Global Campus was charged with conducting a comprehensive assessment of digital literacy initiatives across Washington. This effort included developing a statewide database of existing programs, identifying gaps in digital skills training, sourcing potential subject matter experts, mapping opportunities for digital credentialing and badging, and compiling the findings into this report. Leveraging its land-grant mission and extensive experience in curriculum development and online education, WSU Global Campus is uniquely positioned to design and deliver high-impact, publicly accessible programs that meet the evolving digital needs of Washingtonians.

Summary of Methodology

WSU Global Campus appointed the Director of Professional Education to lead this initiative, recognizing their expertise in adult learning and workforce development. The Director, who hold a Ph. D. with an emphasis in Adult Learning, leads a team specializing in continuing and professional education, bringing extensive experience in engaging diverse audiences and building pathways to support successful outcomes.

The project team curated a list of nearly 700 experts in digital literacy across organizations and industries throughout Washington, and close to half of them responded. In addition, over 100 Washington-based organization websites were reviewed to gain additional information on existing programs. The final database showcases over 1,500 programs. Subject matter experts provided insights across the landscape of current programs, specifically related to identifying gaps in content, audience, and delivery method, indicating digital badging opportunities.

Summary of Findings and Recommendations

Rich opportunity exists for the creation of coordinated learning pathways with mastery acknowledged through digital badges to prove both progress and accomplishment.

The largest identified gap is the lack of a carefully curated curriculum leading learners through a planned sequence including assessments to affirm learning and mastery. Without a planned sequence, learners are left to navigate independently. One solution is to develop targeted learning pathways aligned with specific career outcomes. For employers, this could involve partnering to create customized pathways that lead to credentials or badges relevant to their workforce needs.

EXECUTIVE SUMMARY (CONT'D)

Summary of Findings and Recommendations (cont'd)

It is strongly recommended that the Legislature leverage the current programs into a cohesive curriculum, adding additional training to fill content gaps and creating digital badges to acknowledge progress and mastery. WSU Global Campus is well suited to do this work should funding be provided.

The gaps that are created by the lack of this standardized curriculum include:

- **Gap:** Current programs largely lack an indication of the level of learner who would be best served by the program.
  Recommendation: Build a curated curriculum providing an easy-to-follow progressive learning experience.
- **Gap:** Each thematic grouping of programs lacks critical curriculum linking a learner from one stage of learning to the next.
  Recommendation: Partner with subject matter experts in each of those areas to build a curriculum as part of the larger cohesive curriculum.
- **Gap:** Programs lack training in troubleshooting, leaving a learner stuck when they run into a problem.
  Recommendation: Create new curriculum materials to provide troubleshooting steps, procedures, and the overall thinking process required to troubleshoot a problem.
- **Gap:** Employers seek reliable certifications indicating mastery of skills and certified competencies. The few certificates available require employers to figure out whether the certificate indicates mastery or merely participation.
  Recommendation: Utilize WSU Global Campus' existing digital badging program to provide a trusted name, an indication of mastery, and a digital wallet for learners to track and share their earned badges.
- **Gap:** Beginner-level learning is largely delivered only online. For those who lack confidence or knowledge related to their digital skillset, finding learning opportunities online may create an additional barrier.
  Recommendation: Create a parallel curriculum for in-person delivery. A beginner-level learner who succeeds with in-person training will be ready and able to move to online learning environments.
- **Gap:** Some curriculum is not relevant to its intended audience.
  Recommendation: Partner with subject matter experts with expertise in those audiences to assist in designing curriculum to resonate with those audiences.

DIGITAL LITERACY EDUCATION & TRAINING LANDSCAPE IN WASHINGTON

Without a unified curated curriculum, the digital literacy education and training landscape in Washington is a mix of unrelated learning opportunities. Without the necessary digital literacy skills, in many cases Washingtonians are left on their own to piece together training in digital skills with limited knowledge, little to no experience searching, and no idea if what they are putting together will meet the needs of industry. Organizations are trying their best to serve their audiences, yet still run into the problem that without a robust curriculum that employers trust, they are putting a small bandage on a bigger problem.

Digital Literacy Defined

For the purpose of this project, digital literacy was defined as the skills and competence to use information and communication technologies to find, evaluate, create, and communicate information related to obtaining and keeping “good” jobs.

Rationale

In a 2022 study by Jobs for the Future and the National Center for Education Statistics, the U.S. Department of Education (Digital Resilience in the American Workforce) found:

- 32 million Americans struggle to use a computer.
- Half of all Americans say they are not confident in using technology to learn.
- 14% do not use any form of technology.

With 91percent of Washington jobs now requiring digital skills, this project sought to build a foundation of understanding available programs in order to identify gaps and build a robust curriculum, giving Washingtonians the opportunity to engage in the workforce and enjoy lifelong learning more than ever.

Contact Development and Data Collection Approach (Methodology)

The identification of points of contact began with a single list of 25 possible contacts. This list grew through environmental scanning and snowball sampling. The WSU Global Campus project team curated a final contact list of 659 experts in digital literacy across organizations and industries throughout Washington, achieving a 44 percent response rate. This response rate exceeds survey standards that deem up to 30 percent as a successful response rate and anything above 30 percent excellent. These included employers from leading industries in Washington, higher education providers including two-year and four-year programs, workforce development organizations, the Office of the Superintendent of Public Instruction, tribes, libraries, community-based organizations, and public-private partnerships.

Personalized emails were used for soliciting responses. Our invitations were sent twice, four weeks apart, to provide ample time to respond. In the second invitation, the initial email was used to show a second attempt to connect. This made the second contact more personal and aided in increasing the response rate. The project team provided multiple pathways for the point of contact to provide information. These included: simply responding to the email, providing information via a web-based form, a Zoom conversation where they could connect one-on-one with us, or to have us come in person and meet with them and/or their group of interested constituents.

In addition to the responses the project team received through personal contact, the project team reviewed 122 websites of Washington-based organizations who deliver digital literacy programming and included their offerings in the database.

CATEGORICAL DATABASES OF AVAILABLE DIGITAL LITERACY EDUCATION & TRAINING PROGRAMS

Developing the databases serves as foundational work from which to build a robust, curated curriculum to serve Washington residents' digital literacy skills needs. An understanding of what exists and who is delivering the content is necessary before something more effective can be built.

Development of the Databases

As digital literacy education programs were identified, categories of services began to emerge. Each program was assigned a category within the database. For ease of review for the gap analysis, the master database was split into two separate databases based on primary audience: one for programs available to the public, and one database for programs delivered in the K-12 learning environment.

Public Programs, Outside of the K-12 Learning Environment

Programs available to the public range in scope and delivery, from very basic to more advanced, and from in person to online synchronous and asynchronous. For those who are not yet comfortable with their digital skills, their first interaction in learning is often a one-on-one interaction specific to a distinct question. That successful interaction often then serves as the gateway to more structured programming resulting in nearly 500 available education programs shared by respondents.

Categories of services include:

- One-on-one Assistance
- Adaptive Technology
- Adobe
- Basic Computers
- Career Skills
- Cloud
- Coding/Programming
- Construction
- Cybersecurity
- Diploma/GED
- Email, Etsy
- Finance
- General Digital Literacy
- Google Suite
- Healthcare
- Internet
- Job Search Skills
- Language
- LinkedIn Learning
- Microsoft Suite
- Mobile/Tablet
- Networks
- Online Learning Tools
- Operating Systems
- Presentation Software
- QuickBooks
- Social Media
- Video Conferencing

The link for the general public serving database can be accessed through the General Public Digital Literacy Programs Database.

Programs Provided in the K-12 Learning Environment

The K-12 learning environment across the state of Washington provides a robust set of learning opportunities from very basic to more advanced, and from in person to online synchronous and asynchronous. Programs in the K-12 environment currently include the following categories:

- Basic Computers
- Cloud Computing
- Coding/Programming
- Cybersecurity
- General Digital Literacy
- Google Suite
- Internet
- Microsoft Suite
- Mobile Applications
- Networks
- Online Learning Management Systems
- Operating Systems
- QuickBooks
- Social Media

The link for this database can be accessed. through the K-12 Digital Literacy Programs Database.

GAP ANALYSIS RESEARCH

Initiation

With over 1,500 programs in total, it was critical to organize the data in a way to make it easier for subject matter experts to perform a quality analysis of gaps within the available programs. Discussions with potential subject matter experts during the recruitment phase narrowed the focus to split the public audience from the K-12 audience, then sort based on category and create separate tabs within the database so that each category could be reviewed individually. The final catalog is organized in a similar way.

Scope

The project lead created a scope of work for the gap analysis to assist in focusing the work. The analysis was to look for gaps in the broadest sense, while also focusing on identifying gaps in content, audience, and delivery methodologies.

- **Gaps in Content:** Though the total catalog held over 1,500 programs related to digital literacy, the beginning assumption was that some programs may not be provided. These gaps in content were important to identify.
- **Gaps in Audience:** The audience gap was defined based on the program as it existed. To consider reaching different or expanded audiences, it may be necessary to adjust how the content is presented, or refine the approach to better align with the cultural needs and expectations of those audiences.
- **Gaps in Delivery:** Gaps in delivery addressed those programs that needed to be delivered in different or additional ways.

Identification of Subject Matter Experts

With the vast number of programs identified, it was determined several subject matter experts (SMEs) would be needed for quality analysis. A list of possible SMEs was curated based on their professional scope and audience specialties. Ensuring coverage across various perspectives, experiences, and specialties was critical. The project team started with 14 possible SMEs, nine who committed to the project, and six who delivered the scope. Those who were unable to do so faced unforeseen challenges, including significant changes in their personal circumstances that affected their availability. The final six SMEs were:

- State Board of Community and Technical Colleges
- Dalia Sherif, from Seattle Colleges
- Timberland Regional Library District, who also connected with the Thurston Chamber of Commerce for their analysis
- WSU Global Campus Accessibility Coordinator
- WSU Extension, with a specific focus on rural areas
- WSU Native Programs connected with iisaaksiichaa Ross Braine, the Joe and Jill McKinstry Endowed Ph.D. Student Fellow in Native North American Indigenous Knowledge (NNAIK)

The three who were unable to deliver the final scope of work experienced significant unexpected life challenges during the review time. Their commitment is appreciated, even if life took turns that wouldn't allow them to participate how they would have liked. These SMEs will be invited to participate in the next phase of the project should funding be made available.

GAP ANALYSIS RESEARCH (CONT'D)

Gap Analysis Results

General Catalog Gap Analysis Results and Recommendations

The largest identified gap is the lack of a carefully curated curriculum leading learners through a planned sequence including assessments to affirm learning and mastery. It is strongly recommended that the legislature leverage the current programs into a cohesive curriculum, adding additional training to fill content gaps and digital badges to acknowledge progress and mastery for which WSU Global Campus is well suited to do should funding be provided.

The gaps that are created by the lack of this standardized curriculum include:

- **Gap:** Current programs largely lack an indication of the level of learner who would be best served by the program.
  Recommendation: Build a curated curriculum providing an easy-to-follow progressive learning experience.
- **Gap:** Each thematic grouping of programs lacks critical curriculum linking a learner from one stage of learning to the next.
  Recommendation: Partner with subject matter experts in each of those areas to build a curriculum as part of the larger cohesive curriculum.
- **Gap:** Programs lack training in troubleshooting, leaving a learner stuck when they run into a problem.
  Recommendation: Create new curriculum materials to provide troubleshooting steps, procedures, and the overall thinking that goes into being able to troubleshoot a program to build confidence and skills when encountering a problem.
- **Gap:** Employers seek reliable certifications indicating content mastery. The few certificates available require employers to figure out whether the certificate indicates mastery or merely participation.
  Recommendation: Utilize WSU Global Campus' existing digital badging program to provide a trusted name, an indication of mastery, and a digital wallet for learners to track and share their earned badges.
- **Gap:** Beginner-level learning is largely delivered only online. For those who lack confidence or knowledge related to their digital skillset, finding learning opportunities online may create an additional barrier.
  Recommendation: Create a parallel curriculum for in-person delivery. A beginner-level learning who succeeds with in-person training will be ready and able to move to online learning environments.
- **Gap:** Some curriculum is not resonating with its intended audience due to situational context factors.
  Recommendation: Partner with subject matter experts in those audiences to assist in designing curriculum that resonate.

K-12 Catalog Gap Analysis Results and Recommendations

The Washington Office of the Superintendent of Public Instruction provides a robust list of potential digital literacy offerings from which schools can choose. With a teacher building curriculum within local schools, without individual assessment, it is assumed that instruction is built with an understanding of audience context and students' current learning levels. Two significant gaps emerged in the K-12 environment:

- **Gap:** Not all school districts have the funding or personnel to develop and deliver digital literacy instruction.
  Recommendation: The creation of a centralized curriculum will allow all schools to give all Washingtonian students the opportunity to advance in these skills.
- **Gap:** There is a lack of streamlined communication to clearly articulate specific learning achievements. A diploma serves as a general indication of successful completion of high school.
  Recommendation: If a digital badging program were instituted, Washington students would have additional indication of the specific learning they mastered in the digital literacy realm, allowing them to stand out amid a sea of other general diplomas.

SUBJECT MATTER EXPERTS FOR FUTURE DEVELOPMENT

While SMEs reviewed the current catalog, they also recommended additional SMEs who could fill in the identified gaps. Those new SMEs and their recommended themes are:

Theme	Contact(s)	Organization
Adaptive Technology	Washington Assistive Technology Act Program	Washington Assistive Technology Act Program
Audience Relevant Design	Tribal TERO	Council for Tribal Employment Rights
Audience Relevant Design	Northwest Indian College	Northwest Indian College
Audience Relevant Design	Muckleshoot Tribal College	Muckleshoot Tribal College
Audience Relevant Design	Heritage University	Heritage University
Audience Relevant Design	7 Directions	Seven Directions
Audience Relevant Design	Sue Kane	NCW Tech Alliance
Audience Relevant Design	Sharonne Navas	Equity in Education Center, Washington
Audience Relevant Design	Sy Ruiz	Opportunities Industrialization Center
Basic Computers	Josue Oliveras Perez	Seattle Job Initiative
Basic Computers	Poul Nichols	North Seattle College
Basic Computers	Robert Bunge	North Seattle College
Career Skills	Ferdinand Orbino	Seattle Colleges
Career Skills	Jean Charles Maxie	Worksource
Career Skills	Ryan Davis	The Machinist Institute
Career Skills	WSU Career Center	WSU Career Services
Coding/Programming	Holder, Broschat, Gilray, Kandaswamy, Kumar	WSU Voiland College
Coding/Programming	Holder, Kalyanaraman	WSU Computer Science
Construction Management	Jason Peschel	WSU School of Design & Construction
Construction Management	Christina Rupp	Washington Construction Center of Excellence
Construction Management	Jennifer Thigpen	WSU Global Campus Learning Innovations
Construction Management	Jennifer Cook	Professional
Cybersecurity	Alan Kaffley	Seattle Colleges
Cybersecurity	Jenny Kordell	Cyber Streams
Cybersecurity	Gebrenedhin, Jillepalli, Lapin, Kumar, Hasan, Lin	WSU Computer Science
Cybersecurity	Josh Loaiza	3Strands
Digital Badging	Jennifer Cook	WSU Professional Education
Finance	Dawn Vinberg	Seattle Colleges
Internet	Kayla Wells-Yoakum	KQED Teach
Social Media	Andrea Alexander	T3 Tribal Technology Training
Social Media	Linda Criddle	Little Green Acres Farm
Social Media	Kaliegh Seiter	WSU Global Campus Marketing
Video Conferencing	4-H Tech Changemakers	4-H Tech Changemakers
Video Conferencing	Digital Navigators	Digital Navigators
Video Conferencing	WSU Professional Education	WSU Professional Education

DIGITAL BADGING OPPORTUNITIES

Overarching Digital Badging Program Needed

The power of a digital badging program lies in its ability to build trust in what the badges stand for and how they are awarded, providing employers a quick and easy verification of the skills indicated by badge holders. Badges awarded through WSU Global Campus carry the credibility and trust associated with WSU, offer clear and transparent learning outcomes, and simplify the verification process for employers. It is recommended that a single badging program be created to standardize the learning opportunities under a cohesive banner of assessment that identifies mastery. WSU Global Campus, through its Professional Education department, offers a badging program that embeds the assessment within the badges' information, creates easy-to-follow learning pathways for the learner, and creates a digital wallet for each learner to collect their badges in social media such as LinkedIn and in documents such as resumes with links to the badge information. A webpage for each badge clearly identifies the learning outcomes, assessment process, and the achievement the badge represents.

General Digital Badging Opportunities

Digital badging for general audiences will need to be built, and there is no existing badging infrastructure in digital literacy. With the development and implementation of the recommended curated curriculum, badge awards can take two different structural approaches, both of which are available through WSU Global Campus' current digital badging program:

- **Progressive Achievement Badges**
  Motivation in learners can be encouraged through progressive achievement badges. For example, if a person masters beginner level learning in a topic, they can receive a Level 1 badge. Progressing through the intermediate level of achievement in that topic would earn a Level 2 badge.
- **Scaffolding Pathways**
  An additional approach to digital badging uses pathway scaffolding. Where a topic has a final mastery course which would have its own badge, the courses along the way to build toward that final mastery would also have digital badges. In this way, learners are rewarded in each step of their learning process and able to clearly communicate through the badge where they are in the process toward mastery.

K-12 Digital Badging Opportunities

Because successfully completing K-12 learning is codified by a general diploma, a strong foundation of opportunity exists to provide digital badging for successful completion of specific courses. Students completing a diploma can also walk away with earned badges, which set Washington students apart, opening broader choices as they complete their K-12 learning experience.

RECOMMENDATIONS FOR NEXT STEPS

Additional funding will be necessary to utilize the results of this scoping project to create programs and badges that enable Washingtonians to participate in building capacity toward successfully participating in the ever-changing digital landscape. Future success requires leveraging our collective work into a coordinated path forward. This project built a foundation from which to do that.

With 91 percent of jobs in Washington now requiring digital skills, it is critical to promptly develop a robust digital skills program to support the more than 250,000 Washington residents who currently lack the digital competencies needed to succeed in today's economy.

A multi-year budget framework was initially developed as part of the original proposal request. While this framework remains a relevant foundation, it will require updates to reflect current conditions and priorities when the work resumes.

The recommended next phase is to design a cohesive curriculum. This will involve collaborating with experts in digital literacy from various stakeholder sectors to create both online and face-to-face training and education programs. These programs would be piloted through training partners.

Additional work could identify and scale existing programs for distance delivery broadly across the state. Ideally, a solid draft of the curriculum would be completed and time allotted for cohort testing.

The third phase would focus on delivery. In this phase, WSU Global Campus—working in partnership with digital literacy experts from across stakeholder sectors—would implement the online and face-to-face training programs. These programs would be deployed statewide through web-based platforms, as well as through in-person and cohort-based opportunities at workforce training sites, libraries, extension offices, college campuses, and industry training facilities.

APPENDICES

Links to Catalogs of Current Offerings

- General Public Digital Literacy Programs Database
- K-12 Digital Literacy Programs Database