



This training aims to improve the economic opportunities for adult refugees and immigrants while promoting English language acquisition (ELA) and digital literacy proficiency. This course is delivered using a remote or a hybrid (blended) learning model. Our curriculum includes paper manuals mailed to each student, texting platforms, tutorial videos with embedded assessments, synchronous video class meetings and the Northstar Digital Literacy platform.

Our primary concepts include Computer Hardware Basics, Computer Software Basics, Internet Basics, Email Basics, Google Meet, Google Drive, Google Docs/Sheets and Online Safety. We incorporate both oral and written communication into each class and introduce new vocabulary while promoting hands-on learning. The course consists of 16 hours of live training. In addition, students receive custom created videos texted to their mobile phone that present concepts from class. This allows students to practice English language terminology specific to digital literacy and review material at their convenience. Participants have access to practice assessments to gauge their understanding of the material and use of computers. Upon completion of the class participants are invited to complete proctored assessments and receive nationally recognized credentials in digital literacy from Northstar Digital Literacy.



Our primary goal is to equip refugees and immigrants with a transferable skill set needed to succeed in the Colorado job market and successfully utilize technology to access education, resources and opportunities.

*For the digital literacy training our expected outcomes\* are:*

Basic Computer Skills Students can: Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen). Log on to and shut down a computer. Demonstrate knowledge of keys on keyboard. Identify mouse pointer shapes and the functions they represent. Demonstrate knowledge and appropriate use of mouse clicks. Drag and drop. Utilize common controls for screen interaction. Access and control audio output features. Demonstrate ability to trash and retrieve items using the trash or recycle bin. Demonstrate customization of a computer for increased accessibility. Identify mechanisms for storing files. Identify and locate camera and mic on laptops, tablets. Turn computer and monitor on and off.

Internet Basics. Students can: Identify the different ways a person can connect to the internet. Demonstrate knowledge of browsers and identify commonly used browsers. Demonstrate familiarity with website structure. Identify top-level domains. Demonstrate understanding of how to use browser tools and settings to protect privacy. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information. Identify ways to protect your devices. Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods. Fill out an online form. Identify address bar and demonstrate understanding of its functionality. 11. Identify common browser tools and icons. Perform internet search using clear parameters. Identify and make use of common website interactions. Identify and work with tabs and windows. Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text).

Using Email. Students can: Define email and identify common email clients. Tell the difference between a URL and an email address. Register for a new email account, using a professional username and a strong password. Log into email. Create and send an email, including recipient address, subject, and message. Open and reply to an email. Understand why and how to reply, reply all, and forward an email. Add an attachment to an email. Open and download an email attachment. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists. Understand basics of email etiquette. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information. Sign out of email, especially when using shared computers.

Google Docs. Students can: Sign in and out of a Google account and navigate to Google Docs. Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. Open a new or existing Google Docs document. Rename a document. Use Spelling and grammar check. Format text: size, color and font type. Set text spacing and alignment. Apply bullets and automatic numbering. Use keyboard shortcuts. Modify page setup, including margins and orientation. Insert objects into a document, including images, links, and tables. Print. Download a document in another file format, such as Word or PDF. Share and Collaborate on a document, being intentional about the difference between Viewer, Commenter, and Editor. View and restore a previous version of a document.

Google Sheets. Students can: Sign in and out of Google Sheets. Open a new or existing Google Sheets spreadsheet. Identify the parts of the Google Sheets interface, including menu bar, toolbar, spreadsheet title, formula bar, rows, and columns. Locate a specific cell. Enter data in a cell. Copy, move, and delete cell entries. Format cells and text: bold, underline, size, merge and center, wrap text, number. Create headings. Insert and delete rows and columns. Adjust row and column size. Identify spreadsheet tabs, create a new tab, rename tabs, and rearrange tabs. Write a formula in the formula bar (-, +, \*, /). Select a range. Use functions to SUM, AVERAGE and COUNT cells. Sort (least to greatest, alphabetically, etc.) and filter data. Insert a chart to display data. Print a spreadsheet choosing page orientation and formatting. Share and collaborate on a spreadsheet. View and restore a previous version of a spreadsheet.

Google Drive. Students can: Create a Google account using a professional username, a strong password, and a phone number. Sign in and sign out to Google Drive. Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. Open existing and create new Google Docs, Google Sheets, and Google Slides. Demonstrate ability to organize Google Drive by renaming, creating, starring, and moving files and folders. Demonstrate understanding of how moving shared files and folders can impact access privileges for others. Demonstrate ability to search for and find files and folders in different sections of Google Drive. Upload and download files to and from Google Drive. Share files and folders using email addresses or direct links. Remove files and Restore files from trash. Recover your username and/or reset the password on a Google account.

Social Media. Students can: Identify different types of social media and their primary functions. Create a new account on a social media network and log in. Recognize information posted on social media networks that may present a risk to you. Demonstrate knowledge of managing “friends” on Facebook: adding friends, accepting/declining “friend” requests, and the difference between that and “following” someone. Understand and change privacy settings. Demonstrate an understanding of the consequences of “liking” or commenting on something. Share and delete content, including photos, videos, and links. Distinguish between public and private “spaces” on social media sites (e.g., Facebook messages vs. Facebook timeline). Post, share, like, or comment on content. Demonstrate knowledge of the permanence of anything posted on the internet

Career Search Skills. Students can: Identify tools for determining career aptitude. Identify features and timeline of a job search plan. Identify resources that aid in finding a job. Demonstrate the ability to use search and filter functions in job search sites. Distinguish between skills sets (job skills, transferable skills, self-management skills, and emotional intelligence). Identify steps to prepare for a career or job fair. Identify ways to research employers, labor markets, and salary ranges. Identify elements of a cover letter and distinguish between weak and strong cover letters. Identify elements of a resumé and best practices for writing one. Identify best practices for sending and following up with resumé. Identify the basic principles of direct employer contact (in-person, telephone, video calls, social media, and email).

\* course material and themes chosen in collaboration with partner organizations.

#### Course Capacity:

In remote classes, the maximum number of participants is 12, the minimum number is 7 participants.  
In hybrid classes, the maximum number of participants is 16, the minimum number is 10 participants.

#### Paperwork needed for class:

Teach by Tech requires that students complete a basic demographic survey prior to class. Participants also complete a pre-assessment on the start date of the course and a post-assessment on the last day of class. All participants receive a course completion certificate inclusive of dates attended and topics learned on the last day of class.

#### Estimated cost of training:

Remote- option- \$3800

Hybrid option- \$4000 per course

#### Student needs for success in course:

Intermediate or Advanced English language skills. We can provide a computer class for Level 2 English Learners, but this needs to be independent class to better pace the course and offer more support.

Access to a computer with a camera

Internet connectivity

Desire to learn about computers

Willingness to commit to 16 hours of training

Email account- TBT will assist students with setting up a Gmail account, if needed

#### Course length:

This is determined with partner organizations based on the needs of the participants. For example,

4 weeks- meeting 2x a week for 2 hrs each session or

8 weeks- meeting once a week for 2 hrs each session