

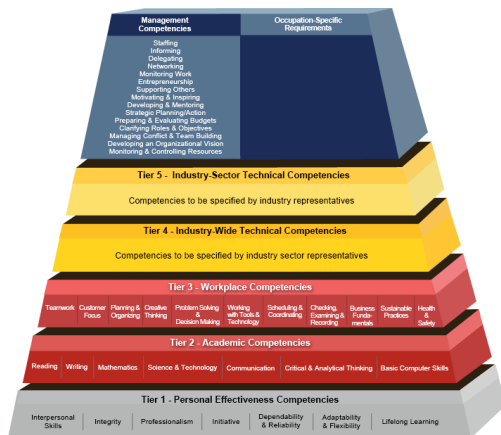
# Enhancing the Building Blocks Model: New Digital Skills in Basic Computer Skills Block

## THE COMPETENCY MODEL CLEARINGHOUSE



The U.S. Department of Labor's (DOL) Employment and Training Administration (ETA) operates the [Competency Model Clearinghouse](#) (CMC), offering resources for industry partners to collaborate in developing and maintaining dynamic models of the foundational and technical competencies that are necessary to educate and train a globally competitive workforce. The CMC provides over 30 nationwide industry competency models, each tailored to capture the specific competencies crucial for various industries.

## THE BUILDING BLOCKS




The nationwide industry competency model frameworks available on the CMC are based on the generic [Building Blocks Model](#) and then tailored to


meet specific industry needs. The competency models on the CMC follow a tiered "building block" framework.

- ▶ Each building block represents a competency—a cluster of related skills, knowledge, and abilities that affect a major part of the work performed in the industry and is essential for successful performance in the industry or field represented by the model.
- ▶ Users can create customized competency models by revising, removing, or adding new building blocks that reflect the skills, knowledge, and abilities needed in their industry or field.

## WHAT HAS CHANGED?

The Tier 2 – Academic Competencies Basic Computer Skills competency block was further revised and expanded in 2024 to reflect changes in workplace technology and the growing importance and scope of digital skills.

 In late 2022, DOL published a Digital Literacy and Resilience Request for Information (RFI). Various advocacy groups, state labor departments, education institutions and workforce development organizations responded with successful approaches to integrate digital literacy into training programs, strategies to advance digital equity, and emphasizing the need for ongoing support and resources.

 The CMC reviewed the gathered resources and conducted a gap analysis to identify competencies which should be incorporated into the Tier 2- Academic Competencies-Basic Computer Skills. The new digital skills were also aligned with efforts by the US Department of Education Office of Educational Technology and validated by staff from the US Department of Labor Employment and Training Administration and Bureau of Labor Statistics, and the National Skills Coalition.

Below is a list of the updated Basic Computer Skills which include the revisions and additions for digital skills.

## 2.7 Basic Computer Skills: Using information technology and related applications, including adaptive devices and software, to convey and retrieve information.

### 2.7.1 Digital literacy

- 2.7.1.1 Understand the basic functions and terminology related to computer hardware, software, network connectivity, information systems, and communication devices (such as laptops or computer kiosks).
- 2.7.1.2 Use basic computer software, hardware, communication devices, and assistive technologies to perform tasks.
- 2.7.1.3 Use common operating systems, such as Windows and MacOS, to perform basic tasks such as opening, saving, and deleting files, accessing the Internet, and sending and receiving email.
- 2.7.1.4 Use mobile devices to perform basic tasks such as sending and receiving text messages and email, installing and using mobile applications (apps), and accessing the Internet.
- 2.7.1.5 Perform basic maintenance and troubleshooting, such as updating or installing new software and creating/changing password or log-in credentials.

## **2.7.2 Using software**

- 2.7.2.1 Use word processing software to compose, organize, edit, and print documents and other business communications.
- 2.7.2.2 Use spreadsheet software to create spreadsheets, enter, manipulate, edit, and format text and numerical data.
- 2.7.2.3 Use presentation software to create, manipulate, edit, and present digital representations of information to an audience.
- 2.7.2.4 Use database software to manage data.
- 2.7.2.5 Use electronic mail (i.e., email) software to manage contacts; send and receive email; and add, open, or download file attachments.
- 2.7.2.6 Use calendar and scheduling software to schedule appointments, meetings, and tasks for oneself and others.
- 2.7.2.7 Use image editing software to open, manipulate, edit, and combine images.
- 2.7.2.8 Use video editing software to open, manipulate, edit, and export video files in common video formats.
- 2.7.2.9 Use online data storage and sharing services (i.e., the cloud) to securely store, retrieve, and share files.
- 2.7.2.10 Use collaborative/groupware software to communicate and share information with others.
- 2.7.2.11 Use video conferencing software to initiate or join and participate in online calls and virtual meetings.

- 2.7.2.12 Use appropriate prompting techniques with allowable generative AI interfaces to perform work-related tasks.
- 2.7.2.13 Use payroll and timekeeping software to clock in and out, report hours worked, and schedule leave.
- 2.7.2.14 Create and maintain a well-organized digital file storage system.

### **2.7.3 Communicating and interacting**

- 2.7.3.1 Communicate and collaborate effectively using software and online tools, including email, text messaging, instant messaging applications, video conferencing, collaborative software, and multimedia tools.
- 2.7.3.2 Select and use appropriate methods and formats for personal and professional communication.
- 2.7.3.3 Use appropriate tone and language when communicating with others electronically and through social media.
- 2.7.3.4 Cultivate, manage, and protect one's online identity and reputation when communicating with others electronically and online.
- 2.7.3.5 Collaborate with technical support or help desk staff to troubleshoot and resolve computer problems and other technical issues when appropriate.
- 2.7.3.6 Follow best practices for safe online communication, including when sending or receiving sensitive or private information.

### **2.7.4 Using the Internet and social media**

- 2.7.4.1 Use the Internet to search for online information and interact with websites.
- 2.7.4.2 Use the Internet and web-based tools to manage basic workplace tasks (such as, email, video conferencing, calendar management, contacts management, payroll, scheduling, and timekeeping).
- 2.7.4.3 Understand the different types of social media and their appropriate workplace and non-workplace uses, and the impact that various social media activities can have on one's personal and professional life.
- 2.7.4.4 Use social media for professional communication with coworkers and the public.
- 2.7.4.5 Monitor and manage how one's online activities are tracked by websites and other service providers (i.e., one's digital footprint) including, for example, the acceptance or rejection of cookies.
- 2.7.4.6 Evaluate the trustworthiness and reliability of online information sources, including websites, videos, and social media content.

### **2.7.5 Cybersecurity and privacy**

- 2.7.5.1 Understand and comply with employer's privacy policy and information security guidelines, including adaptation of compliance practices when other organizations' policies may apply, such as for the handling of personally identifiable information (PII).
- 2.7.5.2 Know and follow the organization's policies for responding to confirmed or suspected security breaches.
- 2.7.5.3 Make decisions about how and when to share information online with due regard for the ability of other parties to identify and track online activities.
- 2.7.5.4 Defend against potential abuses of one's own private information and private information to which one has access.
- 2.7.5.5 Recognize and respond appropriately to suspicious or inappropriate activities or communications, such as emails with unrecognized hyperlinks or bullying behavior.
- 2.7.5.6 Keep security software, web browser, and operating system up to date to protect against online threats.
- 2.7.5.7 Use appropriate methods to keep one's accounts and user credentials secure and prevent unauthorized access to personal and professional computer systems and information, such as by using strong unique passwords and multifactor authentication (MFA).
- 2.7.5.8 Refrain from using personal or sensitive information acquired online in ways that harm or threaten others.

#### **2.7.6 Digital resilience**

- 2.7.6.1 Demonstrate resilience in adapting to changing digital technology.
- 2.7.6.2 Problem solve and navigate digital transformations.
- 2.7.6.3 Apply digital skills across multiple device types.

#### **2.7.7 Computational literacy**

- 2.7.7.1 Use a variety of digital tools to search for, locate, access, and store data and information, including online search engines, databases, social media, and websites.
- 2.7.7.2 Access, store, manipulate, and produce data and information using a variety of software or application systems and in a variety of formats.
- 2.7.7.3 Identify, organize, manage, and share data and information to be accessed and used later by oneself or others.
- 2.7.7.4 Evaluate the credibility and reliability of data and information sources, including identifying intentionally false or misleading information.
- 2.7.7.5 Evaluate and analyze data and information critically.

- 2.7.7.6 Access, interpret, and utilize metadata and data usage information to improve the management and efficiency of digital resources. This includes understanding data properties, analyzing usage patterns, and making informed decisions based on this information.
- 2.7.7.7 Recognize text, visual, and video content that may have been altered from its original version.
- 2.7.7.8 Assess the provenance of content provided by third parties that may have been generated or modified by artificial intelligence tools.
- 2.7.7.9 Examine thoroughly any content produced by generative AI interfaces for conformity to Federal law, organizational policies, and professional norms regarding accuracy, validity, reproducibility, or reliability of information.

## **2.7.8 Using and creating digital content**

- 2.7.8.1 Summarize and analyze numerical data using digital tools, such as spreadsheets and data visualization applications, and appropriate mathematical and statistical methods.
- 2.7.8.2 Produce representations and summaries of data and information in written, visual, and multimedia formats.
- 2.7.8.3 Produce well-formatted, visually appealing documents using word processing and desktop publishing software.
- 2.7.8.4 Prepare live or recorded multimedia presentations using presentation and multimedia software.
- 2.7.8.5 Create social media posts and other web-based communication products using social and multimedia platforms and tools.
- 2.7.8.6 Use features such as text-to-speech, language and translation options, font adjustments, color contrasts, and web accessibility standards to create accessible content.
- 2.7.8.7 Find, edit, and reuse existing data, information, and media products, in whole or in part, to create new products and content.
- 2.7.8.8 Tailor digital products and communications to the intended audience.
- 2.7.8.9 Incorporate the principles of Universal Design for Learning to optimize teaching and learning for all people through content design.
- 2.7.8.10 Know and follow applicable copyright law, the employer's guidelines for content use and publication, and generally accepted practices for using and crediting materials found online.
- 2.7.8.11 Use appropriate prompting techniques to generate needed content from generative AI interfaces.

- 2.7.8.12 Use appropriate prompting techniques to generate or debug software code using generative AI interfaces.
- 2.7.8.13 Adhere to Federal law and organizational policies regarding appropriate uses of generative AI interfaces, including creation and distribution of AI generated content.

### **2.7.9 Using technology and tools to develop solutions and explore perspectives**

- 2.7.9.1 Use digital tools in innovative ways to discover patterns, trends, and anomalies in datasets.
- 2.7.9.2 Leverage digital tools to improve efficiency, accuracy, and transparency in all aspects of one's work.
- 2.7.9.3 Identify and describe problems and tasks in ways that are suited to using digital tools.
- 2.7.9.4 Use visual and multimedia tools to analyze and communicate complex information.
- 2.7.9.5 Break complex information and tasks down into simplified, generalized components that can be applied to other problems.
- 2.7.9.6 Develop repeatable, step-by-step approaches to performing complex tasks.
- 2.7.9.7 Seek out opportunities to explore and learn about new and emerging digital tools with appropriate caution and skepticism regarding their use.

## **REFERENCES**

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