

# ENERGY IS EVERYWHERE!

U.S. DEPARTMENT OF  
**ENERGY** | Energy Efficiency &  
Renewable Energy



## STEM and Energy Literacy

September 17, 2015



Webinar Series sponsored by  
Housing and Urban Development,  
Department of Energy and  
Department of Education

# Webinar Agenda

- Welcome and Intro to Webinar Series (HUD)
- STEM Innovations Hub
  - West Point Academy and HUD
- Energy Literacy Course for Adult Educators
  - Department of Education
- Q & A

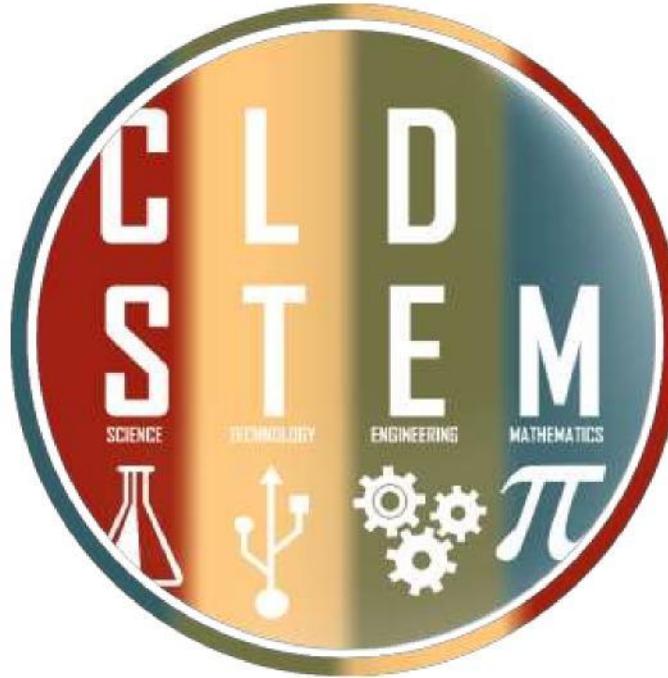


You are on mute! Use your webinar bar to fill out poll or chat to send in a question.

Email [SEEDInitiative@hud.gov](mailto:SEEDInitiative@hud.gov) about the  
Energy is Everywhere Webinar Series



UNITED STATES MILITARY ACADEMY  
WEST POINT.

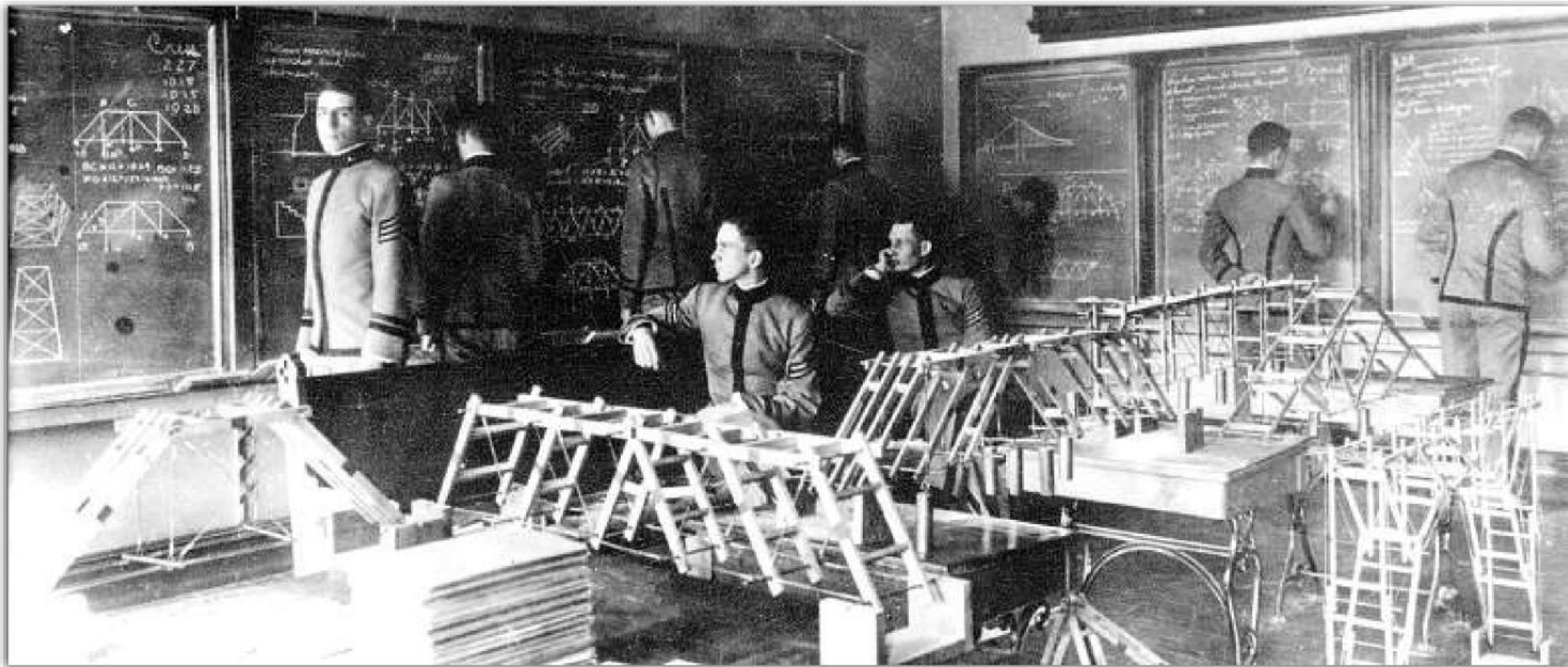


# The Center for Leadership & Diversity in STEM



UNITED STATES MILITARY ACADEMY  
**WEST POINT**

*Why West Point*



*The Nation's First School of Engineering*



**Ms. Lori Sheetz.**  
Associate Director



**LTC Anthony N. Johnson, Ph.D.**  
Director



**Dr. Kendall Williams**  
Associate Director

The West Point Center for Leadership & Diversity in STEM (CLD STEM) implements strategic engagements to attract new talent at the pre-college level, support cadets studying STEM at West Point, and sustain talent at the post-graduate and professional levels.

CLD STEM is dedicated to attracting and retaining STEM talent for West Point, the Army, and the nation.



Our mission is to increase the recruitment and retention of underrepresented minority and disadvantaged youth populations in science, technology, engineering, and mathematics (STEM) by targeting students at the pre-college level in order to boost the aggregate of students prepared to major in STEM.



## Our program focuses on:

- Introducing STEM to students at the pre-college level (middle school),
- Supporting cadets studying STEM at West Point, and
- Retaining talent at the post-graduate and professional levels.

In this way, the center approaches the need for STEM experts by addressing the entire pipeline—from pre-college students, to college-level students (cadets), and finally to experts and emerging scholars. Through our programs, the center places a specific—although not exclusive—emphasis on underrepresented minorities and underserved youth populations at the middle school level.



- CLD STEM initiative comprised of West Point faculty and cadets that travel around the United States organizing STEM workshops for primarily middle school students.
- Educate students and parents on West Point and the US Army
- Inspire interest in Science, Technology, Engineering and Math (STEM)
- Present distinguished STEM professionals to talk to students about opportunities in STEM fields.
- Students participate in faculty/cadet-facilitated STEM workshops.
- Mobile STEM Workshops support the mission of the West Point Directorate of Admissions.
- Mobile STEM Workshops support Army Education Outreach Programs.
- Cadets learn a lot about themselves and receive valuable practice in teaching and mentoring, and a deeper appreciation of their respective roles as leaders in STEM related fields.



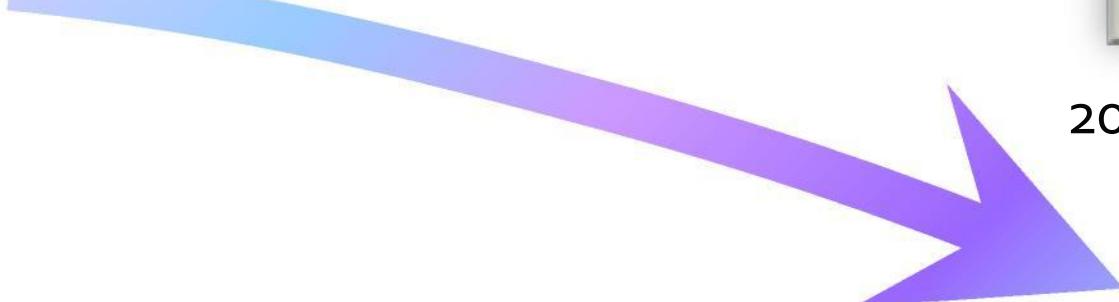
1980 Technology



2010 Technology



2040 Technology





- America needs STEM professionals to remain strong.
- STEM is rewarding, because...
- STEM is creative, exciting, state-of-the-art problem-solving.





UNITED STATES MILITARY ACADEMY  
WEST POINT.

## Mobile STEM Workshops



- Lego Mindstorm Robots
- VEX Robotics





- Bridge Building
- West Point Bridge Design Software



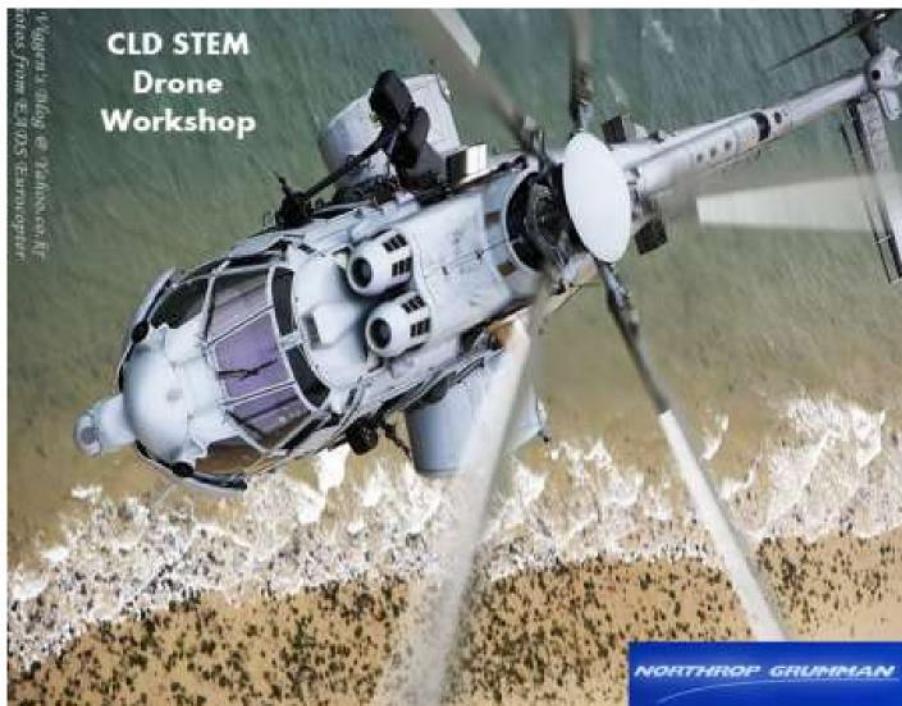


- Quadcopter Drones
- Mathematical Practical Exercise

Leg	Bearing	Duration	Distance	Elapsed Time
1				
2				
3				
4				

Total Distance \_\_\_\_\_  
Mission 1      Mission 2      Mission 3      Mission 4      Mission 5

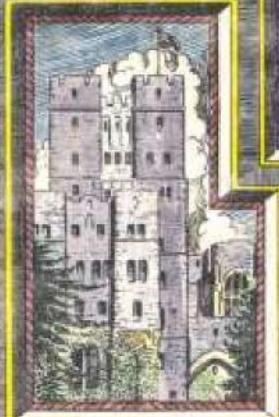
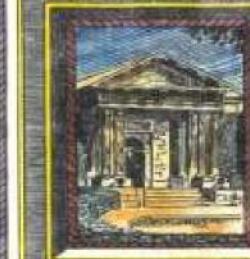
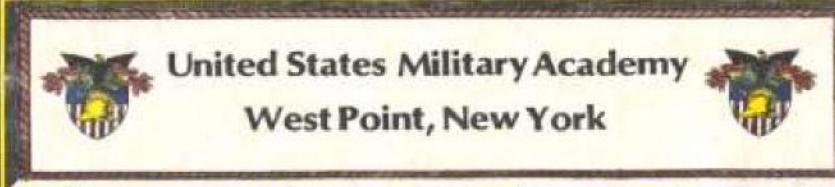
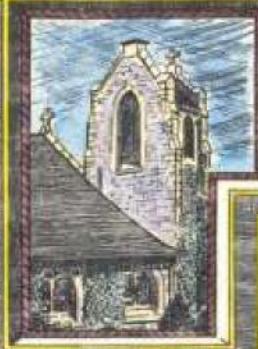
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- Community Leaders
- Parents
- Educators
- Cadet Presentations







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*Supporting cadets studying  
STEM...*



Enhance academic preparedness, awareness, and performance



Society of Women Engineers National Society of Black Engineers



WP Chapter of NSBE Engineering Expo



Summer Engineering Experience for  
Kids AIAD

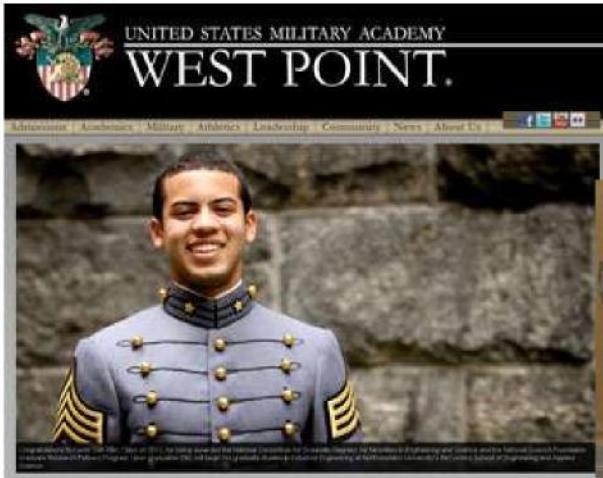


Mobile STEM Workshop



UNITED STATES MILITARY ACADEMY  
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*Supporting cadets and  
Retaining talent*



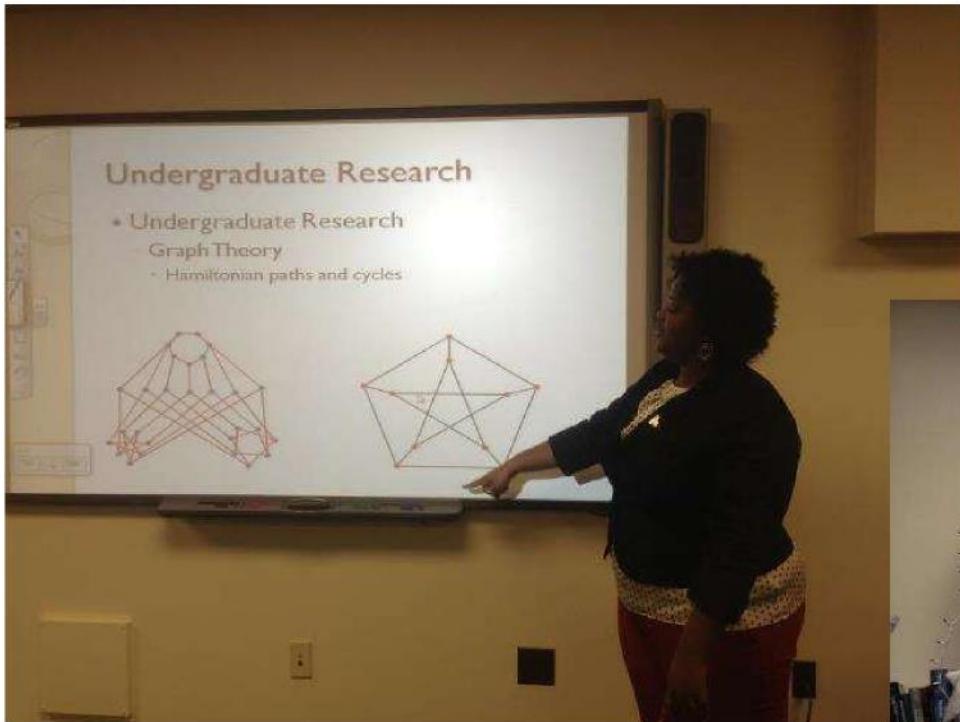
**2LT Sam Ellis**  
**GEM Ph.D. Engineering Fellowship**  
**Northwestern**



**Excel Scholars**



**CDT Antonia Allen**  
**GEM Ph.D. Fellowship**  
**MIT**



**Dr. Sywillia Averett**  
Assistant Professor at Central State University, Ohio  
Women of Color in Mathematical Sciences



**Dr. Alejandra Alvarado**  
Purdue University, Indiana  
Women of Color in Mathematical Sciences



UNITED STATES MILITARY ACADEMY  
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## Partners/Sponsors



"I HAVE A DREAM" FOUNDATION

*Seeds of Humanity*

SCHOOLS THAT CAN



Richmond **Redevelopment & Housing Authority**



TIGER WOODS  
LEARNING CENTER  
CHANGE YOUR WORLD



**P&G**  
Fund





**Ms. Lori Sheetz.**  
Associate Director



**LTC Anthony N. Johnson, Ph.D.**  
Director



**Dr. Kendall Williams**  
Associate Director

Center for Leadership and Diversity in STEM  
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# ■ Teaching Energy Literacy to Adult Learners

September 17, 2015



# Welcome and Introductions



Heidi Silver-Pacuilla, U.S. Department of Education, Office of Career, Technical, and Adult Education



Jessie Stadd, LINCS Resource Collection,  
Manhattan Strategy Group  
*Course Manager*

# Objectives/Agenda

- Provide an overview of the partnership between the U.S. Departments of Education and Energy
- Provide an overview of LINCS & the courses
- Walk through examples of how the courses can be used to assist public housing service providers
- Discuss how to access LINCS courses

# About the Literacy Information and Communication System (LINCS)

- LINCS is a national leadership initiative of the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE)

The screenshot shows the LINCS website homepage. At the top, there is a blue header bar with the LINCS logo and a red swoosh, followed by a navigation menu with links to Professional Development, Community, News, About LINCS, and Search. Below the header, there are three main sections: "Learn LINCS Learning Portal" featuring a computer icon and text about registering for self-paced online courses; "Participate LINCS Community" featuring a speech bubble icon and text about discussions and resources; and "Find LINCS Resource Collection" featuring a search bar and a list of topics like Adult English Language Learners, Career Pathways, and Correctional Education.

**Professional Development    Community    News    About LINCS    Search**

**LINCS**  
Literacy Information and Communication System

**Learn**  
LINCS Learning Portal

 Register for LINCS to access self-paced online courses in the Learning Portal. Now you can enhance your practice anytime, anywhere.  
Courses are available at no cost to educators.

[Login to Learning Portal](#)

**Participate**  
LINCS Community

 Participate in ongoing, topic-specific discussions with fellow adult education practitioners and leaders. Join groups of interest, access high-quality resources, and learn about upcoming events in the field.

[Join the Community](#)

**Find**  
LINCS Resource Collection

Find resources in our Resource Collection by entering a keyword or phrase

Search within a specific topic area  
Adult English Language Learners  
Career Pathways  
Correctional Education

[Find Resources](#)

# COURSE OVERVIEW

# Courses Build Off of Each Other

#1: Engaging Adult Learners in Science

#2: Scientific Practices in Context: Curricular Planning and Lesson Development

#3: Project-Based Science Instruction for Career Preparation

#4: Teaching Energy Literacy to Adult Learners

# Engaging Adult Learners in Science

- Introduces the relevance of science in the ABE/ASE classroom
- Introduces the use of scientific practices and the shift away from the scientific method in the ABE/ASE classroom

The screenshot shows a website interface for the LINCS (Literacy Information and Communications System) platform. At the top, there's a blue header bar with the LINCS logo and navigation links: Home, Course Outline, Glossary, Help, and Exit. Below the header, the main title "Engaging Adult Learners in Science" and subtitle "Exploring the Scientific Practices" are displayed. On the left, a sidebar titled "Session Menu" lists several topics: "Course Introduction", "Understanding the Importance of Scientific Literacy for Adult Learners", "Exploring the Scientific Practices" (which is currently selected and expanded), "Observing the Scientific Practices in the Classroom", and "Course Conclusion". The main content area has a sub-header "Scientific Practices in Everyday Life" and a section titled "Using the Scientific Practices in Everyday Life". It includes text about increasing scientific literacy through real-life applications and a reference to the "NRC report". To the right of the text is a thumbnail image of the "A FRAMEWORK FOR K-12 SCIENCE EDUCATION" report cover. At the bottom of the page, there are links for "Page 1 of 12", "Back", and "Next".

# Scientific Practices in Context: Curricular Planning and Lesson Development

- Provides guidance on where to find credible science resources
- Introduces teaching science in context
- Reviews the Teaching & Learning Cycle, focusing on curriculum design within the context of a science unit

Screenshot of the LINCS website showing the "Teaching and Learning Cycle Model" session.

The page title is "Applying the Teaching and Learning Cycle Model". The navigation bar includes links for Home, Course Outline, Glossary, Help, and Exit.

The main content area is titled "Teaching and Learning Cycle" and "Four Stages of the Teaching and Learning Cycle". It describes a four-stage iterative cycle: Preparing for Instruction, Planning Instruction, Teaching, and Reflecting. Assessment is mentioned as occurring throughout the cycle.

A diagram illustrates the cycle as a red circle with four quadrants labeled Prep, Plan, Teach, and Reflect, connected by clockwise arrows. A smaller blue arrow points from Teach back to Prep.

Text at the bottom states: "Teaching and Learning Cycle (modified with permission from Ohio Board of Regents, 2013)".

Navigation buttons at the bottom right include Back and Next.

# Project-Based Science Instruction for Career Preparation

- Project-based Learning (PBL): What is it and how can it be used for science instruction?
- How PBL can be used to help ABE/ASE students prepare for STEM careers

LINCS

Project-Based Science Instruction for Career Preparation  
Preparing Adults for STEM Careers via Project-Based Learning

Home Course Outline Glossary Help Exit

Session Menu

Course Introduction

Using Project-Based Learning to Connect Science Instruction to Daily Life

Preparing Adults for STEM Careers via Project-Based Learning

Session 2 Introduction

STEM Occupations

Scientific Practices in STEM Occupations

Session 2 Conclusion

Mapping Science Education to Career Paths

Course Conclusion

Introduction Statistics Healthcare Computer and Info Architecture and Engineering Environmental/Green Studies Guidance

STEM Occupations

Overview of STEM Occupations

STEM occupations are some of the fastest growing career areas. According to the Georgetown University Center on Education and the Workforce (2011, p.18), STEM careers comprise the following five major subgroup:

- Life and physical science occupations (including healthcare occupations)
- Computer occupations
- Mathematical science occupations
- Architects, surveyors, and technicians
- Engineers and engineering technicians

The Internet can be a valuable resource for adult education instructors to help learners begin thinking about potential careers in one of the STEM areas. This topic focuses on using online resources to guide adult learners in exploring careers

**PROJECTED PERCENTAGE INCREASES IN STEM JOBS: 2010-2020**

Career Field	Projected Percentage Increase (2010-2020)
All Occupations	14%
Mathematicians	16%
Computer Programmers/Analysts	22%
Systems Software Developers	32%
Medical Scientists	36%
Biomedical Engineers	62%

U.S. Department of Labor, Bureau of Labor Statistics (n.d.)

# Teaching Energy Literacy to Adult Learners

- Learning Objectives:
  - Define energy literacy
  - Identify the Energy Literacy Framework's seven essential Principles and Fundamental Concepts
  - Employ strategies for teaching the seven principles to adult learners
  - Use online resources to guide adult learners in exploring the Fundamental Concepts of each of the seven principles

Dr. Michael E. Webber, Deputy Director, Energy Institute,  
University of Texas at Austin  
*Course Author*

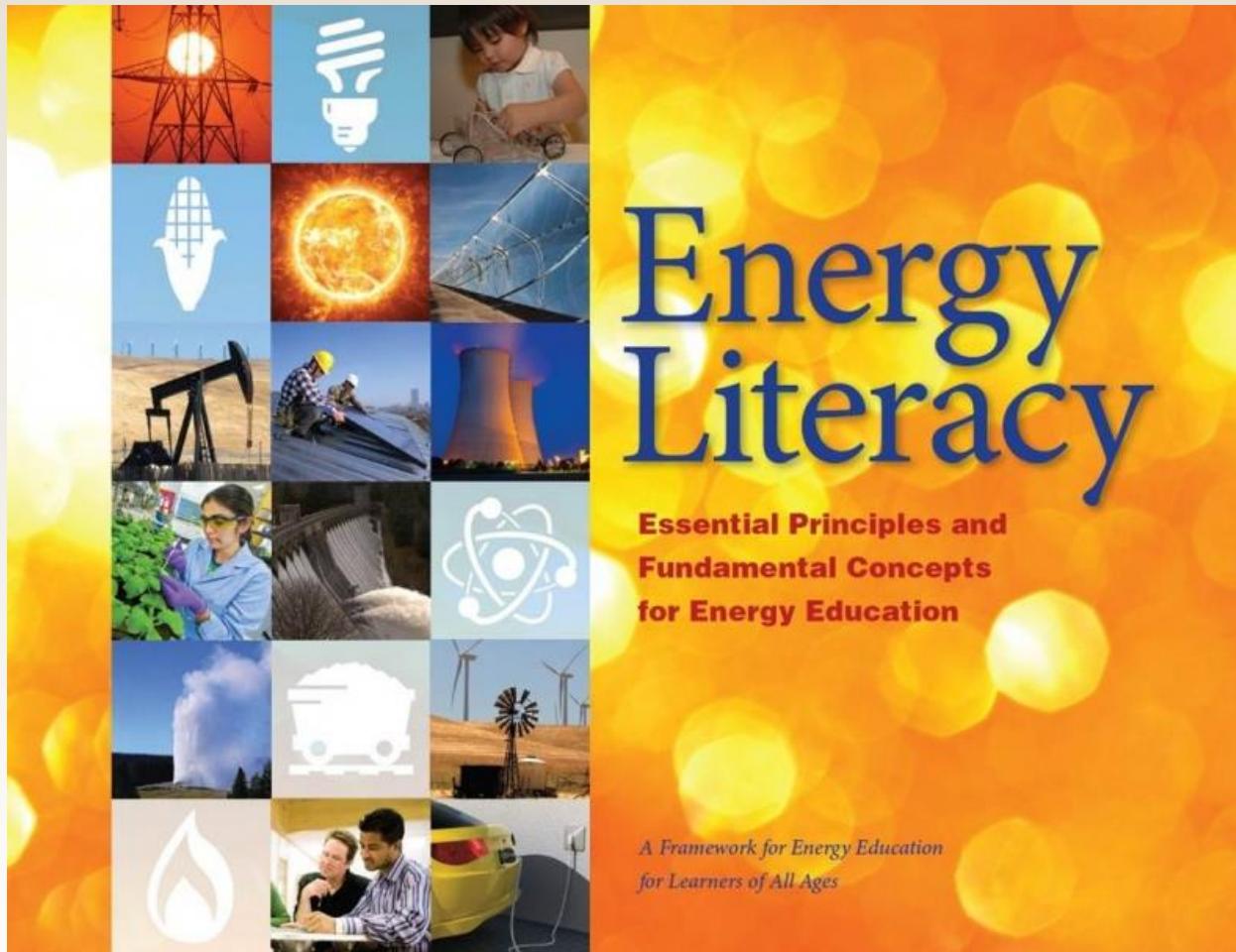


# Why is Energy Literacy Relevant to Adult Learners?

- Interdisciplinary content area
- New college and career readiness standards
- New high school equivalency assessments
- Preparation for jobs and careers in the energy sector through bridge programs and/or career pathways

# U.S. Department of Energy Resources

- Energy Literacy Framework
- Supplemental materials:
  - Guides
  - Videos
  - Social Studies



# Energy Literacy Guides

## Energy Literacy Framework

### A Quick Start Guide for Educators

Energy – it's everywhere! When you turn on the lights, listen to the radio, heat your home, fuel your car, or use a computer, you are using energy. Energy is crucial to everything we do and experience. Understanding energy can help us make better informed decisions about our homes, communities, and our nation.

If you are new to energy education, then the following answers to questions about Energy Literacy will help you get started. Start thinking and teaching about energy from the natural to the social sciences. In this guide, you will find references to resources for implementing Energy Literacy concepts in your classroom using the links below.

#### **1) What is Energy Literacy?**

To help guide educators and the public on the big ideas of Energy Literacy, the U.S. Department of Energy published the Energy Literacy: Essential Principles and Fundamental Concepts for Energy Education. This framework provides the essential energy concepts that, if understood and applied,

will help students to make informed energy decisions. To download a copy or order for your school, go to:  
<http://energy.gov/eere/education/downloads/get-free-copy-energy-literacy-framework>

#### **2) Do I have to teach everything in the Energy Literacy framework?**

No! No single person is expected to understand every detail about energy. The Energy Literacy framework helps to clarify key Principles to consider including in lessons. Your instruction is most likely to be effective when it focuses on

a small set of ideas at a time and takes into account what the student may have already learned.

To see the Energy Literacy Principles and Fundamental Concepts, download: [http://energy.gov/sites/prod/files/2014/09/f18/Energy\\_Literacy\\_Low\\_Res\\_3.0.pdf](http://energy.gov/sites/prod/files/2014/09/f18/Energy_Literacy_Low_Res_3.0.pdf)

- **Quick Start Guide**
- **Student Guide**
- **Teacher Guide**

# Energy Literacy Videos



- Dedicated video for each principle
- Videos are between 5 and 7 minutes

# Social Studies Guides

## Energy Literacy Social Studies Guides

How should the United States deal with nuclear waste?

### Energy Literacy Essential Principle 1:

Energy is a physical quantity that follows precise natural laws.

#### C3 Framework for Social Studies Focus Indicators

**D1:** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. (D1.2.9-12)

**D2:** Use appropriate deliberative processes in multiple settings. (D2.Civ.9.9-12)  
Distinguish between long-term causes and triggering events in developing a historical argument. (D2.His.15.9-12)

**D3:** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1.9-12)

**D4:** Construct argument using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. (D4.1.9-12)

Grade Level: 9-12. Time Required: 3-4 class periods.

- Each principle has a guide with targeted interdisciplinary indicators and suggested teaching activities and resources.

# USING THE COURSES

# Use the Course To: Get Ideas

- Interdisciplinary content – including health and nutrition
- Community of Practice:  
<https://community.lincs.ed.gov/>

## Making Interdisciplinary Connections with Nutrition and Health Literacy Content

Presenting food as an energy source measured through calories is an easy way to make the energy flow process understandable and relevant. This is also an opportunity to make interdisciplinary connections with nutrition or health literacy content.

Explore some online curriculum resources you can use to make those connections, including:

- An [ESOL health literacy curriculum](#) that includes lessons on healthy eating and the food pyramid (see number 16 in the publication's list of topics).
- [ESOL lessons](#) on Nutrition at the Intermediate and Advanced Beginning levels.
- An [ABE lesson](#) on food labels.

Have you successfully taught nutrition content in which you taught the concepts of carbohydrates, fats, and proteins as an energy unit (calories)? Share your tips and teaching strategies in the LINCS [Health Literacy group](#).



# Use the Course To: Explore Local Issues

- Exploring local issues using real-time data:
  - Air Quality
  - Earthquakes
  - Transportation



# Suggestions for Professional Developers or Managers

- Use the certificates of completion
- Guide a cohort of providers in taking the course
- Facilitate follow-up discussions, potentially using the LINCS discussion threads as an additional means of continuous support

# ACCESSING THE COURSES

# How to Access the Courses

- All LINCS courses are available on the LINCS Learning Portal
  - Must be a registered LINCS user
  - Single sign on now in effect



Literacy Information and Communication System

## Learn LINCS Learning Portal



Access self-paced online courses for adult education practitioners. Engage in a course any time, anywhere.

[Enroll Now](#)

## Participate LINCS Community



Participate in ongoing, topic-specific discussions with fellow adult education practitioners and leaders. Join groups of interest, access high-quality resources, and learn about upcoming events in the field.

[Join the Community](#)[Learn More](#)

## Find LINCS Resources Collection

Find resources in our Resource Collection by entering a keyword or phrase

Search within a specific topic area

Adult English Language Learners  
Career Pathways  
Correctional Education  
College and Career Standards

[Find Resources](#)

Welcome to LINCS, a professional learning community for adult educators that provides access to resources, professional development,

## Professional Development

## Community

## News & Events

## About

[Federal Initiatives](#)[Resource Collection](#)[LINCS Regional Professional Development Centers](#)[Publications](#)[LINCS Online Courses](#)

## Announcements

[Recent Conversations](#)

July 30, 2014

[Take Action Now! Merged LINCS Accounts Coming Soon](#)

## What's New



[Handbook for Sustaining Standards-Based Education in Adult Education](#)

**Professional Development**[Federal Initiatives](#)[Resource Collection](#)[LINCS Regional Professional Development Centers](#)[Publications](#)**LINCS Online Courses**[Community](#)[News & Events](#)[About](#)[Search](#)[Home](#) » [Professional Development](#) » [LINCS Online Courses](#)

## LINCS Online Courses

LINCS has a number of self-paced online courses for adult education practitioners. These courses are available for use anytime, anywhere on the [LINCS Learning Portal](#). We will be adding new courses periodically, so be sure to sign up for the LINCS Community to receive announcements on new professional development materials.

### **LINCS Learning Portal**

**NEW** - Access online professional development opportunities at the [LINCS Learning Portal](#).

## Adult Career Pathways

The Adult Career Pathways courses are developed for state and local adult education providers to deliver programs that help low-skilled adults succeed in postsecondary education and employment. Topics include Building Strategic Partnerships, Developing Effective Bridge Programs, Designing Contextualized Instruction, Integrating Career Counseling and Planning, and Engaging Employers in Adult Career Pathways. Access these courses through the [LINCS Learning Portal](#).

## ELL-U

The [ELL-U courses](#) consist of five on-demand, self-paced online learning modules tailored to meet the needs of educators working with English language learners.

# Learning Portal Log In

LINCS Literacy Information and Communication System

Community Learning Portal My Account Contact Us



Professional Development Community News & Events About Search

Home » LINCS Single Sign On

## LINCS Learning Portal Log In

E-mail Address\*

jessie.stadd@kratoslearni

Enter your e-mail address

Password\*

.....

Enter your password

Continue

Need to register?

Create User / Sign up

Already Registered?

Lost Password

 OER STEM Training 

 Build a Lesson with OER 

 Open your Classroom with OER 

## ▼ LINCS Science

 Engaging Adult Learners in Science 

 Scientific Practices in Context 

 Project-Based Science Instruction for Career Preparation 

 Teaching Energy Literacy to Adult Learners 

## ▼ LINCS Technology and Learning

 Integrating Technology in the Adult Education Classroom 

## Teaching Energy Literacy to Adult Learners

You are logged in as Jessie Stadd (Log out)

[Home](#) ▶ [Courses](#) ▶ [LINCS Science](#) ▶ [Energy Literacy](#) ▶ [Enroll me in this course](#) ▶ [Enrollment options](#)

### Navigation

- [Home](#)
- [My home](#)
- [My profile](#)
- [Current course](#)
  - [Energy Literacy](#)
- [My courses](#)
- [Contact Us](#)

### Administration

- [Course administration](#)
- [!\[\]\(63a0bc0eb86eebe6edd9d12ee4d5376e\_img.jpg\) Enroll me in this course](#)
- [My profile settings](#)

### Enrollment options



#### Teaching Energy Literacy to Adult Learners



This course explains the concept of energy literacy, and introduces the Energy Literacy Framework developed by the U.S. Department of Energy. Educators can use the Framework (available in English and Spanish) to teach adult learners about the role of energy in their lives and to generate potential interest in energy as a career field. This course explores the Fundamental Concepts of the seven essential principles outlined in the Energy Literacy Framework and provides examples of online resources teachers can use to teach the principles and associated concepts to adult learners.

#### ▼ Self enrollment (Student)

No enrollment key required.

[Enroll me](#)





Literacy Information and Communication System

[Report Technical Issue](#)

## Engaging Adult Learners in Science

You are logged in as JessieS Test (Logout)

Home ► My courses ► LINCS Science ► Engaging Adult Learners ► Engaging Adult Learners in Science ► Launch training module: Engaging Adult Learners in...

### Navigation

[Home](#)[My home](#)[My profile](#)[My courses](#)[LINCS Science](#)[Engaging Adult Learners](#)[Participants](#)[Engaging Adult Learners in Science](#) [Launch training module: Engaging Adult Learners in...](#)

### Launch training module: Engaging Adult Learners in Science

This course provides an overview of the relevance and importance of science in the adult basic education/adult secondary education (ABE/ASE) classroom and introduces the use of scientific practices in the ABE/ASE classroom.

Number of attempts allowed: Unlimited

Number of attempts you have made: 0

Grading method: Last completed attempt

Grade reported: None

A red circle highlights the "Enter" button, which is located at the bottom right of the module description area.

# Teaching Energy Literacy to Adult Learners

Home ► My courses ► LINCS Science ► Energy Literacy

## Navigation

Home

■ My home

▶ My profile

▼ Current course

▼ Energy Literacy

▶ Participants

▶ My courses

✉ Contact Us

## Administration

▼ Course administration

👤 Unenroll me from Energy Literacy

▶ My profile settings

Your progress 

## Teaching Energy Literacy to Adult Learners

- Course Introduction
- Principle 1: Energy is a physical quantity that follows precise natural laws
- Principle 2: Physical processes on Earth are the result of energy flow through the Earth system
- Principle 3: Biological processes depend on energy flow through the Earth system
- Principle 4: Various sources of energy can be used to power human activities, and often this energy must be transferred from source to destination
- Principle 5: Energy decisions are influenced by economic, political, environmental, and social factors
- Principle 6: The amount of energy used by human society depends on many factors
- Principle 7: The quality of life of individuals and societies is affected by energy choices
- Course Conclusion and Course Resources
- Glossary



Course Introduction



▼ Open all

▶ Close all

Instructions: Clicking on the section name will show / hide the section.

1

▶ Using the Energy Literacy Framework

2

▶ Principle 1



Literacy Information and Communication System

Report Tech

## Engaging Adult Learners in Science

You are logged in as JessieS

[Home](#) ▶ [My courses](#) ▶ [LINCS Science](#) ▶ [Engaging Adult Learners](#)

### Navigation

[Home](#)[My home](#)[My profile](#)[My courses](#)[LINCS Science](#)[Engaging Adult Learners](#)[Participants](#)

### Settings

[Course administration](#) [Unenroll me from Engaging Adult Learners](#)[My profile settings](#)

### Engaging Adult Learners in Science

 [Launch training module: Engaging Adult Learners in Science](#)

This course provides an overview of the relevance and importance of science in the adult basic education/adult secondary education (ABE/ASE) classroom and introduces the use of scientific practices in the ABE/ASE classroom.

 [Certificate of completion - LINCS Science](#)

Your program



Report Te

## Engaging Adult Learners in Science

You are logged in as Jessie

Home ► My courses ► LINCS Science ► Engaging Adult Learners ► Engaging Adult Learners in Science ► Certificate of completion - LINCS Sci

### Navigation

[Home](#)[My home](#)[My profile](#)[My courses](#)[LINCS Science](#)[Engaging Adult Learners](#)[Participants](#)[Engaging Adult  
Learners in Science](#)[Certificate of  
completion -  
LINCS Science](#)

### Settings

[Course administration](#)

### Summary of Previously Received Certificates

#### Issued

Monday, August 4,  
2014, 11:58 AM

Click the button below to open your certificate in a new browser window.

[Get your certificate](#)

# CERTIFICATE OF COMPLETION

This is to certify that

**JessieS Test**

has completed the course

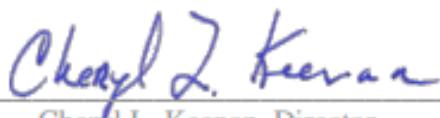
**Engaging Adult Learners in Science**

Completion Hours: 2.5

on

**August 4th, 2014**

through the Literacy Information and Communication System, <http://lincs.ed.gov>



Cheryl L. Keenan, Director  
Office of Vocational and Adult Education  
U.S. Department of Education



**LINCS**

Literacy Information and Communication System

# Q&A