
Leapfrogging Over the Status Quo: E-Learning and the Challenge of Adult Literacy

**Mary McCain
TechVision21**

Appendix: SNAPSHOTS



JOBS FOR THE FUTURE

CREATING STRATEGIES
for Educational and Economic Opportunity

**88 Broad Street
Boston, MA 02110
www.jff.org**

November 2002

*Prepared for the meeting, **Building Literacy Skills Through E-Learning**,
with funding from the Atlantic Philanthropies*

E-learning Snapshots

There are many examples of products, programs, and resources available for e-learning in adult basic education, workforce readiness, and ESL. Some have been in use for some years, and some are still in development. The following examples are a selection of those that fit this project's parameters, with brief descriptions of each example. In some cases, the press of business prevented collecting all of the information sought; these instances are noted as N/A (not available).

Updates and additions to content, media, or evaluations are frequent, and the type of information provided here can become quickly out of date. The new Tech21 Web site (www.tech21.org) provides the most up-to-date status of existing and emerging products, programs, and information.

Providing a text-based snapshot of vibrant, interactive, multi-media programs and products is a frustrating exercise. Logging onto these sites is the only real way to learn about their value and appeal. We welcome recommendations of other and new examples.

Snapshots are organized alphabetically, preceded by a list and matrix of characteristics.

Alphabetical List of Snapshots

ACT Centers	Outreach and Technical Assistance Network (OTAN)
ASPIRA	
Beehive	PBS Workplace Essential Skills and GED Connection
California Distance Learning Project	Professional Development Kit (PDK)
Captured Wisdom	Project Connect
Classroom, Inc.	Quantum Intelligent Tutor
Crossroads Café	Reading Partner
EArmyU	SCANS 2000
English for All	Smarthinking.com
EnterTech	Tech 21
ESL/Civics Link	Technology for All – Houston
Goodwill Virtual Community	The Learning Edge
Harlem Renaissance	The Lesson Place
Job Link Interactive Learning Series on DVD	The Office
Lesson Lab	The Study Place
MindCue and Career Cue	TV411
National Urban Technology Center	U.S. Department of Defense – Selected Examples
One Economy	World Campus Master's Degree in Adult Education

Matrix of Characteristics

Program	Literacy	ESL	GED	Standards	Work/Life Context	Specific Skills	Access	Teacher Train./ Support, Resources
ACT Centers	*	*			W/L	IT, customer service, other		*
ASPIRA	*	*	*		W/L	IT	Community Tech Center	
Beehive	*		*		W/L	IT	Web Portal	
CA Distance Learning Project	* Resources	*	*		W/L		Web, CD-ROM, Portal	* Teacher Resources
Captured Wisdom		*						Teacher
Classroom, Inc.	*		*	Relevant state stands., SCANS	W	Concepts, problem-solving	CD-ROM; Web	*
Crossroads Cafe	*	*		CA ESL standards	W/L		Video, print	*
EarmyU						Professional cert; postsecondary ed degrees	Online courses	
English for All	*	*		CA ESL; CASAS; SCANS; Latino adult ed project	W/L		Web, CD ROM	*
Entertech	*			*	W	Hi-tech Mfg.		*
ESL/Civics Link	*	*			L/culture			*
Goodwill Virtual Community	*			*	W	Retention	Web	
Harlem Renaissance	*				W/L culture	Computer/IT	Web	*
Job Link - DVD	*				W	Multi-media, IT	DVD, class	*
Lesson Lab	Any						Application platform	Teacher
MindCue (Intellucue)	Assessment tool				W/L	Learning styles	Web	*
National Center for Urban Technology	*		*		W/L	IT	Turnkey for Comm. Tech Center; Web; classroom	*
One Economy	Economic & community develop. w/ digital focus				W/L	IT	Digital communities; digital fellows; etc.	*

OTAN (Outreach and Tech Asst Network)	Portal site to teacher, student, officials resources								
PBS: Workplace Essential Skills; GED	*		*		W	GED	Web, print, classroom	*	
PDK	Teacher resource for ABE, ESL						Video, web, print	Teacher resource	
Project Connect		*			Life/ culture	Supplemental, Web- based tutorial for adult ESL learners	Web, print	Self- directed	
Quantum Intelligent Tutor	Intelligent tutor tool					Science		*	
Reading Partner (IBM)	* Authoring tool	*			W/L	reading; communicati on	software	Teacher tool	
SCANS	*			*	W	SCANS Competen- cies foundation skills	CD ROM	*	
Smarthinking	"Live tutor" online process					Post-sec ed to date			
Tech21	portal to ABE/ESL/ other resources	*	*	*	*	*	Various	*	
Technology for All (Skillsoft/SmartF orce)	*	*			W/L	IT	CTC; Web, class	*	
The Learning Edge	*	*	*		W/L		Web		
The Lesson Place	Curriculum authoring tools	*	*		W	Academic	Web	Teacher tool; curriculum	
The Office	*				W		Web	Self- directed	
The Study Place	*; authoring tools				W/L	Academic	Web	Teacher curriculum	
TV 411	*	*	*	CASAS, state standards; etc.	W/L	*	TV, video, CDROM, Web	*	
U.S. Department of Defense			*				Multiple media		
World Campus MA Online	Degree program							*	

ACT Centers

Organization: ACT

Partners: N/A

Purpose: To address the workforce skills shortage in the United States

Structure: ACT Centers are located primarily at community colleges because of their location and accessibility to the workforce and nearby employers. Where a major metropolitan area does not have a community college, ACT will position their center in other places, like the campuses of four-year colleges and universities. ACT grants the host institution a license to deliver the services available through the ACT Centers network. ACT Centers are not required to pay any fees to ACT to host an ACT Center. However, those centers must upgrade existing technology to have the capacity to deliver ACT center services.

Media: World Wide Web

History: The first ACT Center opened in July 2000 at Kirkwood Community College in Cedar Rapids, IA. ACT plans to open several hundred centers in the coming years.

Funding: Funding comes from learning institutions that pay licensing fees. Those institutions then derive revenues from employers and learners who participate in ACT Center programming.

Category: Adult workforce training

Audience: Members of the workforce

Pilots: N/A

Evaluation: Continued feedback from participating employers and learners

Teacher training: N/A

Teacher support: N/A

Penetration: National

Revenue sources for sustainability: Licensing fees from participating institutions

Cost: N/A

Demo available online: Yes

ASPIRA CTC

www.ctc.aspira.org

Organization: The ASPIRA Association, Inc. is the only national, non-profit organization devoted solely to the education and leadership development of Puerto Rican and other Latino youth.

Partners: N/A

Purpose: Since 1961, ASPIRA has pursued its mission of empowering the Latino community through the development of its youth. The goal of the CTCs is to develop a replicable model program that will demonstrate the effectiveness of access to technology and the Internet by economic disadvantaged, mostly Latino, inner-city children, youth, and adults. Centers will significantly increase the educational attainment, academic progress, and social and cultural enrichment of children and students, and provide opportunities for educational advancement, access to services, national communications, and job/career/business opportunities for adults.

Structure: One of the new initiatives is related to bridging the digital divide, not only between the haves and have nots but also between parents and children. This electronic toolkit presents the core curriculum for ASPIRA's Community Technology Center (CTC). The courses are designed to develop a basic understanding of the most common productivity tools. This is a dynamic site: lessons will be added as necessary, responding to the needs of trainees and community.

The ASPIRA CTCs offer a number of workshops, open to students, parents, and the community in general, in basic to advanced computer skills.

Self-paced tutorial manuals for each of the above workshops are available online.

Funding: Funders include AOL Time Warner, AT&T, CocaCola, UPS, Ford Foundation, IBM, Kellogg, National Education Association, and the U.S. Department of Education.

The Beehive

www.beehive.org

Organization: One Economy Corporation
(www.one-economy.com)

Strategy focuses around three key areas: access, content and demonstrations of what works in sites we call "Digital Communities." Their aim is to "overcome the fragmented social system using technology" (Ben Hecht, co-founder and CEO, telephone 6/4/02).

Partners: Multiple, including: Annie E. Casey Foundation, AOL Time Warner, Cisco, City of Baltimore, Ford Foundation, HP, PowerUp, SmartForce, etc.

Purpose: There is currently a dearth of online content that is accessible and relevant to a low-income audience. A survey of 1,000 Web sites found less than 10 percent appropriate for adults with limited literacy. We develop and aggregate self-help oriented content in both English and Spanish through our Web site, the Beehive.

Structure: The content is written specifically for low-income people, in languages and at a literacy level that speaks to them. The Beehive's information and interactive tools focus on the things that matter most to our audience: health, jobs, money, education and family. The ultimate goal of the Beehive is to provide low-income people with the information and connections they need on a local level to take action to improve their lives.

Media: Static text with some animation; links to multimedia sites

History: One Economy is a national non-profit organization created in July 2000 to be a catalyst for innovation and change. Our mission is to maximize the potential of technology to help low-income people build assets and raise their standard of living. We help bring access to technology to low-income affordable housing residents around the country and use that technology to connect people to information and tools they can use to take action and improve their lives.

Funding: Partners

Category: Literacy, information, content, skill development with IT skills focus, etc.

Audience: Individuals with 5th – 6th grade reading level who live in affordable housing. Services and products are tailored to each of our core customer groups: owners and managers of affordable housing; public housing authorities (PHAs); and cities and local governments.

Pilots: Focus groups and "digital community" sites

Evaluation: In process – too new so far

Teacher training: N/A

Teacher support: N/A

Penetration: N/A

Revenue sources for sustainability:

Cost: Free

Demo available online: All online

California Distance Learning Project

www.cdlponline.org

Organization: California Department of Education's Adult Education Office

Partners: California State University System managed the project; Sacramento Co. Office of Education's Outreach and Technical Assistance Network (OTAN) was the subcontractor and managed the Web site.

Purpose: CDLP focuses on using communication through computers as a vehicle for student and teacher interaction. The project goal is to increase access to adult basic learning services, such as: build and promote a distance learning knowledge base, provide technical assistance in implementing distance learning; expand and enhance interactive learning resources; use distance learning for workforce education; and provide capacity building services to small districts.

Structure: Site includes options for individuals—practical information and learning support—and for teachers—links to resource sites, information on implementing distance learning. Individual site offers "streaming media" technology and audio in many of the activities and interactive exercises and lessons. Courses/topics range from news stories, family, community, and work; ESL Connection Online; Workplace ESL Online; how to get a job. Teacher site includes: adult education resources, distance learning information, listserv.

Media: Web-based multi-media; video, text, selected audio

History: CDLP is no longer an active project as of October 1, 2001. It was created to usher in a new era of distance learning. This project focused on using communication through computers as a vehicle for student and teacher interaction. The objective was to help lay the groundwork for a California adult basic education distance learning infrastructure.

Funding: Creation, compilation, and maintenance of Web site was funded in whole or in part by the California Department of Education, Adult Education Office.

Category: Literacy, ESL, workforce readiness, citizen and community information, teacher resources

Audience: Adults at fourth- and fifth-grade level reading, ESL needs; and teachers

Pilots: N/A

Evaluation: California 5% Initiative: A Review (2/01); California Adult Education Innovation and Alternative Instructional Delivery Program 2000-2002: A Review (7/02)

Teacher training: N/A

Teacher support: Teacher resources a part of site

Penetration: Not available

Revenue sources for sustainability: N/A

Cost: Free

Demo available online: Yes

Captured Wisdom

www.ncrtec.org/pd/cw/adultlit.htm

Organization: North Central Regional Technology in Education Consortium (NCRTEC)

Partners: North Central Regional Education Lab, NCRTEC, National Coalition Adult Learning

Purpose: Videotape library is a resource designed to help inform educators about successful practices of integrating technology into adult instruction. Innovative, replicable activities are shown, described, and discussed by front-line classroom educators and learners so that other teachers feel they have had an opportunity to actually visit the class and chat directly with the learners and teacher about their work together.

Structure: *Captured Wisdom* documents the ways educators and learners actually use technology in their classrooms as a tool to support instruction and learning in a variety of content areas. Specific videotape vignettes have been identified as particularly suited for individual topics, but professional developers should feel free to use whichever

video vignette seems most suitable to a particular audience. Each section is broken into four subheadings: goals, materials, activity, and reflection.

Media: Web-based and videotape; PDF accompanying workbook

History: N/A

Funding: U.S. Department of Education

Category: Teacher professional development

Audience: Teachers and professional development instructors

Pilots: N/A

Evaluation: Yes

Teacher training: That is its purpose

Teacher support: Yes

Penetration: N/A

Revenue sources for sustainability: N/A

Cost: Free

Demo available online: Yes

Classroom, Inc. **www.classroominc.org**

Organization: Classroom, Inc.

Partners: N/A

Purpose: Computer simulations to provide students with access to content-rich technology tools. Our work with educators offers them a meaningful way to use technology in support of instruction.

Structure: 13 industry-based computer simulations designed to help students develop and strengthen basic skills in reading, writing, and math. Also help youngsters become proficient in acquiring and using information, thinking critically, communicating viewpoints, solving problems, and making decisions. As virtual managers in these active learning environments, students apply math, science, social studies, and language arts skills to navigate through real-life situations.

Media: Video using graphic representations of people; no audio (emphasis on reading)

History: First software designed in collaboration with Teachers College. For second software, hired Bank Street to do it. Revised to some extent = put writing on the screen as opposed to having students click on boxes

Funding: Grants > \$10,000 in 2002 from J.P. Morgan Chase Foundation (\$75,000) to Web-enable simulations and provide our professional development activities online. Citigroup Foundation multi-year grant of \$125,000 for same. Stavros S. Niarchos Foundation \$100,000 for development Performing Arts simulation. New York Community Trust \$25,000 for same. Bloomberg \$10,000 for general ops. Markle Foundation \$10,000 same. Carson Family Charitable Trust \$500,000 same. The Geraldine R. Dodge Foundation \$50,000 to deepen and expand program in NJ.

Category: Simulations for reading, writing, numeracy, soft skills, workforce readiness

Audience: Designed for middle and high school students; "Alternative Site Partnerships" include adults, welfare-to-work participants, and special-needs students.

Pilots: Had a lot of test beds for first three years

Evaluation: Initial evaluation funded by Mellon grant for Indiana Univ. and Univ. of Pittsburgh; multiple research and evaluations available on site

Teacher training: Three Days: Classroom, Inc. offers its software only in conjunction with its extensive professional development and support program, creating partnerships with school districts, networks of schools, and state education departments. We guide our educators as they integrate our simulations into traditional subject areas, learn new technological skills, and develop alternate methods in their practice. Offerings include: intensive initial training Institutes, accreditation for teachers to train their peers, advanced workshops

Teacher support: Roundtable discussions for school administrators and district staff, residencies for educators for in-depth study, ongoing site-based coaching and consulting, publications, online resources

Penetration: National

Revenue sources for sustainability: 27% of budget is earned income, from licensing and consulting. Schools in the larger System Initiatives pay a modest licensing fee to use our simulations in the classroom. We also charge a fee for our training programs and our ongoing consultative services to schools.

Cost: License is \$499.95 plus additional materials

Demo available online: Yes

Crossroads Café
www.pbs.org/als/crossroads
<http://www.intelecom.org/intelecom1.asp>

Organization/Partners: State education departments in CA, IL, NY & FL; U.S. Department of Education Office of Vocational and Adult Education; U.S. INS, INTELECOM (video producer), Heinle & Heinle (print materials developer)

Purpose: Videos and print materials increase English proficiency related to finding a job, earning a living, being or becoming a citizen, and developing working relationships in a multi-ethnic society. Stresses language communication rather than rote repetition of vocabulary; learners must use context to enhance vocabulary skills and use higher order thinking skills to find layers of meaning.

Structure: Blends drama and comedy—with 26 episodes centered on six likable characters and a neighborhood café, mixing the humor and problems of everyday life. Half-hour episodes target adult ESL learners but are applicable to school-to-work, workplace literacy, family literacy, and citizenship programs. Each episode has two video sidebars: Culture Clips, a documentary segment focusing on the story's cultural issues, and Word Play, an animated segment demonstrating appropriate language for communicating specific types of information. Multi-level work texts and photo stories support each episode. There is a very tight integration between the video and print materials. There is a careful correlation with the California ESL model standards and a strong emphasis on life skills, contextual learning, and cultural considerations.

Media: Video and print curriculum series

History: N/A

Funding: “Producing a complex video based learning curriculum is expensive. Crossroads Café is the result of a unique partnership among states, the federal government, and the private sector as follows: Each partner has contributed financial, intellectual, and programmatic resources to mold this first ever public-private adult education partnership. The

video and print curriculum will continue to be implemented early into the 21st century.”

Category: ESL

Audience: ESL learners who are literate in their own language, but whose English skills range from beginning through intermediate levels. The materials are structured with different levels of challenge so that beginning-low through intermediate-high learners can all use the program.

Pilots: N/A

Evaluation: Formative evaluation research performed by the National Center for Adult Literacy and University of Michigan's Institute for Social Research identifies three Crossroads Café implementation models similar to California experiences: home study — self directed or independent learning; in class — traditional learning, a hybrid model combining home and school based learning — independent learning with regular coaching and/or group interaction. INTELECOM Evaluations (1994-99) funded by U.S. Dept. of Education OVAE.

Teacher training: Formative research in New York identifies the need to train teachers in distance learning methods, establish procedures and logistics for video and text transfer with learners, and create a state reimbursement formula for providers serving persons via distance learning.

Teacher support: Teacher Resource Books containing reproducible masters and a teacher guide to supplement Worktexts and assist in using the curriculum. Partner Guides for friends and relatives who assist learners. Reproducible Masters offered separately. Student Assessment Package. Additional resources available on INTELECOM Web site.

Penetration: N/A

Revenue sources for sustainability: sales of products and licenses

Cost: Each of the two video sets are available for \$17.75; workbooks for \$17.75; teacher guides for \$46.50. Separate pricing for multiple sets, masters for copying, student assessment packages, etc. Cost for total series: \$1,500.

Demo: Free previews to order

eArmyu www.earmyu.com

Organization: U.S. Army

Partners: Anne Arundel Community College, MD; Baker College, MI; Central Texas College, TX; Cochise College, AZ; Embry-Riddle Aeronautical University, FL; Excelsior College, NY; Fayetteville Technical Community College, NC; Franklin University, OH; Kansas State University, KS; Lansing Community College, MI; Northwest Missouri State University, MO; Nova Southeastern University, FL; Pennsylvania State University, PA; Rio Salado Community College, AZ; Saint Joseph's College of Maine, ME; Saint Leo University, FL; State University of New York Empire State College, NY; Thomas Edison State College, NJ; Troy State University, GA; University of the Incarnate Word, TX; Additionally, eArmyu has a number of corporate partners that support the delivery and infrastructure of the program.

Purpose: eArmyu functions to increase retention by allowing soldiers to earn credits, degrees, and certificates at low to no cost while they serve on active duty. Additionally, the program operates to develop educated, technology-savvy soldiers who will succeed in missions on the battlefield.

Structure: Soldiers can enroll in courses at 20 different colleges and universities around the US. A soldier chooses a home institution from which his or her degree shall be awarded, but is free to enroll from any of the institutions participating in the program. Each partner institution is a member of Service members Opportunity Colleges (SOC). The SOC Army Degree (SOCAD) program requires that course credits transfer between all member colleges, so soldier-students don't have to be concerned about the transferability of courses in which they enroll.

eArmyu is made up of five program communities: 1.) Arts, Humanities, and Social Sciences, 2.) Communication and Business, 3.) Health, Nutrition, and

Education, 4.) Mathematics and Science, and 5.) Vocational Skills. Soldier-students can choose from approximately 85 degree programs from the previously mentioned communities. Each student is assigned a program mentor based upon his or her field of study. Mentors assist soldier-students in designing their learning experiences through distance education to meet the requirements of their chosen degree fields.

Currently, soldiers from Fort Benning, GA, Fort Campbell, KY, Fort Carson, CO, Fort Drum, NY, Fort Hood, TX, Fort Lewis, WA, Fort Richardson, AK, Fort Shafter, HI, Fort Wainwright, AK, Patton Barracks Heidelberg, Germany, Schofield Barracks, HI, Tompkins Barracks, Heidelberg, Germany, and Tripler AMC, HI.

Media: Predominantly Web-based

History: N/A

Funding: The U.S. Department of Defense covers most of the expenses associated with the program. A very small portion of payment for courses comes from soldier-students.

Category: Adult postsecondary education

Audience: U.S. Army soldiers

Pilots: N/A

Evaluation: N/A

Teacher training: Training of teachers is conducted at each participating institution.

Teacher support: Support varies based upon the institution at which teachers are employed.

Penetration: National

Revenue sources for sustainability: U.S. Department of Defense

Cost: Low to no cost for participating soldier-students

Demo available online: No

English for All www.myefa.org

Organization/Partners: Cyberstep Partnership of the Sacramento County Office of Education, Los Angeles Unified School District, the Adult Literacy Media Alliance, and Aguirre International.

Purpose: Multimedia learning system created expressly for adults who want to learn English. Cyberstep products were designed to be used anytime and anyplace by at-home learners as well in more traditional classroom or library settings.

Structure: The program includes five compelling, real-life stories in twenty 15-minute episodes. Each episode features a multi-ethnic cast and a friendly Wizard, who explains language and skill content throughout each story. The content is based on the California ESL standards and skill areas identified in the Latino Adult Education Services Project and is correlated to CASAS and SCANS competencies.

Funding: U.S. Department of Education

Media: Interactive student activities, streaming video (for broadband connections), 'Flash'-based audio.

Print materials are available in Portable Document Format (PDF) and are freely downloadable from the Web site.

Teacher support: Web site includes a course management system for teachers to track student progress.

Audience: The EFA Web site also includes a Spanish translation of most of the online text. To accommodate speakers of other languages, there is a link to an online translator (with translation capabilities for German, Italian, Japanese, Dutch, French, Portuguese, and Hebrew).

Cost: The English for All CD-ROM, featuring digitized copies of the videos (linked to the Web site) and learner activities, is available from many state directors of adult education, or they may be ordered for \$28.00 plus tax and shipping.

Pilots: New in 2002

EnterTech

www.entertech.org

Organization: Developed at IC2 at The University the University of Texas at Austin.

Partners: Multiple local partners, including community colleges, business, public sector education and training organizations, private sector organizations (US Chamber), school districts.

Purpose: The 45-hour EnterTech program is an instructor-led, Web-based workforce training program that simulates "on-the-job" experiences and rapidly imparts crucial personal growth and development skills.

Structure: EnterTech teaches 44 entry-level skills in eight target learning areas, in a "blended learning environment" that includes decision-making scenarios with virtual coworkers, classroom group-based projects, print-based materials, individualized planning, and the facilitation and mentoring of a classroom-based instructor. About 70% of instruction is online; 30% offline. Core "employability" curriculum. About 25% is hard skills, and the rest is soft skills.

The EnterTech learning management system evaluates and tracks each learner's performance in real time. Rather than taking tests, the learner's performance is continuously monitored and tracked by the learning management system that responds to individual outcomes. The curriculum adjusts dynamically to match individual progress.

EnterTech's computer environment engages students in work-related problem-solving activities. Students employ high order thinking skills, practice relationship skills, and explore reactions to different situations and personalities. EnterTech developed an integrated learning environment (also called "blended learning") to promote both a community of learning and individual success.

Media: Web-based video simulations (real people), supporting print material, classroom-based with instructor

History: Funded in 1998 as a three-year demonstration project by the Texas Governor's Office. Convened coalition of 80 business, education, and community-based

organizations concerned with Austin's IT worker shortage. Initial discussion and research concluded most effective way to prepare people for work was through on job training and apprenticeship, but this is expensive and inefficient and impractical. Determined to use technology to create that environment.

EnterTech synthesized issues in workforce development, welfare reform, and new media for education.

Funding: Governor's Office of the State of Texas, and the grant was administered by the Texas Workforce Commission. Subsequent funding from private sources.

Category: Workforce readiness for high-tech environment; basic skills, entry level IT skills

Audience: Disadvantaged adults and at risk youth. Designed for 6th grade level reading and math but has been used with 4th and 5th and it worked well.

Pilots: Multiple in Austin area in schools and CBOs

Evaluation: 100-page report (PDF).

Employment and wage gains, increased college enrollments and decreases in welfare assistance provide quantitative improvements; yet the qualitative outcomes are just as impressive, and include self-described increases in confidence and job-keeping skills by learners.

Received the eTexas Commission's Best Practice Award and the Education That Works endorsement.

Teacher training: 6 hours (individual) to several days (group). Multiple instructional strategies and flexibility of scheduling make the training program easily customizable for community colleges, high schools, career centers, industry training sites and community-based organizations.

Teacher support: Yes

Penetration: Sold 325 "seats" to Dallas Independent School District.

Revenue sources for sustainability: Cost recovery model.

Cost: \$200/student for instruction, all materials, and portfolio; Train trainer sessions: \$1500.00

Demo available online: Yes

ESL/CivicsLink

www.pbs.org/literacy/esl

Launch in January 2003

Organization: PBS

Partners: NCAL, Jefferson County Public Schools, KLRN

Purpose: Interactive online staff development for teachers of adult ESL, to help teachers increase their knowledge and skills for teaching English to adults and integrating English literacy instruction and civics. Teacher-training topics include: Meeting Learners' Needs and Goals, Overview of Selected Teaching Approaches in ESL, Using Technology in the Classroom, Teaching a Citizenship Class, Facilitating Cross-cultural Communication.

Structure: Will cover core issues in teaching ESL and civics. Encourages engagement through project-based online learning. Works for small group study with peer mentoring. Works with both facilitated and non-facilitated models. Provides teachers with collaboration tools. Provides a

customized portfolio in which teachers save journal entries, lesson plans, project work and resources. Includes relevant online and offline resources.

Media: Interactive, Web-based

Category: ESL teacher professional development and support

History: N/A

Funding: U.S. Department of Education

Teacher training: Yes

Teacher support: Yes

Pilots: N/A

Evaluation: Not yet released

Resources for Sustainability: Not available

Cost: Free

Demo online: Yes

Goodwill Works Virtual Community: An Online Job Retention Training Program

www.goodwill.org

Organization: Goodwill Industries International, Inc.(GII)

Partners: Goodwill in SF, Honolulu, Reading, LA, Peoria

Purpose: Retention curriculum/support center for newly employed individuals formerly not in workplace

Structure: Six modules to help newly employed individuals stay on the job. Virtual community connects them to others at the 5 pilot sites, to mentors/coaches (in pilot sites), etc.: "Getting to Work", doing job well, managing stress, your rights as employee, career and job advancement, etc.

Media: Web-based

History: Builds on GII national standardized curriculum developed 3 years ago, "Goodwill Works" (had 31 modules), with addition of ISD team and e-learning company. Used ISD team to update curriculum content and met with focus groups to develop look of site.

Funding: Three-year U.S. Department of Commerce Technology Opportunities Grant: \$850,000 grant with 50% match. Cost to produce the online curriculum was \$130,000-140,000. Goal: To demonstrate that virtual retention services, available to clients in their homes, will help individuals achieve enhanced retention outcomes, improved advancement opportunities, and increased economic self-sufficiency.

Category: Workforce readiness/retention support

Audience: Individuals with previous history of substantial barriers to work, who are now in first or second job. All 140 clients have graduated from Goodwill job readiness training and computer skills training courses. All clients have received a new laptop computer, Internet access and technical support in their homes giving them online access to retention and life skills curriculums, along with a virtual community of mentors, employers, and other resources for assistance in crisis situations.

Pilots: With five Goodwill (see above) and roll-out to an additional 20 Goodwill sites in year two.

Evaluation: Beta-test now until end June. Had 140 clients the first year who received lap tops. Audrey Theis doing evaluation of 5 pilot sites.

Teacher training: Online tutorial to assist all end users to access the training material and virtual community.

Teacher support: N/A

Penetration: Plan to roll out to 1000 clients in grant year 2 (10/02-9/03)

Revenue sources for sustainability: N/A at this time

Cost: Free

Demo Available: N/A

The Harlem Renaissance 2001 (HR2K1) Project

<http://hr2k1.adcorp.org>

Organization: Abyssinian Development Corporation (ADC) and consortium

Partners: Harlem arts organizations, Inst. for Learning Technologies, U. of Missouri at Columbia Advance Tech Center, Horizon Live Distance Learning, etc.

Purpose: To ensure that the citizens of Harlem have access to the educational, cultural, civic, and socioeconomic opportunities that the new technologies will make possible, using a three-part strategy. To provide all-in-one solution so that person gaining first time access to computer and the Internet is also immediately connected to relevant and useful educational, cultural and employment content resources which can assist user in acquisition of skills.

Structure: The Harlem Renaissance 2001 Webpace is an educational content portal.

1) development of 6 state of the art public, high-speed access tech centers (5 will be established in existing CBOs); 2) develop distance learning network to be deployed throughout the public access tech centers (access to email, office software, integrated multi-media distance learning system mediated via the Internet). Classes, seminars and training sessions led by remote instructors and companion materials and resources will be accessible simultaneously. Two programs will be piloted: Virtual Harlem and the Employment Channel; 3) organization, funding, and administration of computer loan program that would place 50 computers in homes of

people who frequent centers and live in local housing projects.

Media: Internet-based multi-media; Web-enabled virtual reality immersive learning environment.

History: 2000-2001

Funding: U.S. Department Commerce NTIA Tech Oppor Program (TOP) \$1.3 million/year for 2 years

Category: Computer and Internet skills

Audience: Citizens of Harlem (design/use)

Pilots: N/A

Evaluation: Internal evaluation by Dr. Joseph Bowman of Center for Urban Youth & Tech at SUNY-Albany; U.S. Dept. of Commerce NTIA evaluation pending.

Teacher training: Each partner organization received training year 1 so as to provide services year 2.

Teacher support: N/A

Penetration: Model can be disseminated via Internet.

Revenue sources for sustainability: Funding from outside sources; WAN usage fees by member organizations; revenue generating programs and activities (online malls, e-commerce, etc.)

Cost: free to user

Demo available online: yes

JobLink Interactive Learning Series on DVD

www.bavc.org

Organization: Bay Area Video Coalition

Job Link program is committed to providing top quality training and career development support to the San Francisco Bay Area's unemployed and under-employed residents who want to participate in the expansive digital media industry. JobLink has trained and placed over 250 low-income individuals into career-oriented jobs and internships at the Bay Area's fastest growing companies.

Partners: Goodwill San Francisco, local Private Industry Council; One Economy Corp.

Purpose: The JobLink Interactive Learning Series is designed to join BAVC's most popular technical and soft skills training with the "bridge program" developed with Goodwill for individuals outside of BAVC and/or in other learning arenas, whether it be a high school classroom, a training center computer lab, or an individual's at-home, personal workstation.

Structure: With the new learner in mind, series was developed to provide: Clear, simple explanations with a strong focus on hands-on practice; Accommodation of multiple learning styles, including text-based and audio/visual explanations; Extensive exercises and quizzes to bolster knowledge retention. Each DVD in the series is a stand-alone product: the package includes one DVD inside a carrying case, and a user's manual with an easy step-by-step explanation on how to use the DVD.

The complete series of 5 DVDs will provide the user with hands-on training in the main aspects of Web site production, such as HTML, hand-coding, and animation for the Web with Macromedia Flash.

Each disc in the series also contains selectable video components covering such vital topics as "Workforce Preparedness,"

"Body/Mind Wellness Tips for Computer Users," "New Media Industry Overview,"

Media: DVD; classroom instruction

History: Founded in 1976, BAVC's initial mission was to offer broadcast-quality video services to independent producers, artists, and non-profit organizations. Today, BAVC provides access to new technologies in all aspects of media production. BAVC is a production facility, an affordable training center, a pioneer in technology-based workforce development, and a critical resource for independent media makers.

Funding: Pilot partnership funded by federal money; DVD funded by AOL and ATT

Category: Adults who need added skills to prepare for learning IT skills, and individuals ready for Web production.

Audience: Learners who are new to Web site production as well as for those who need a quick brush-up on their skills. Each DVD is divided into chapters that can easily be integrated into an existing classroom curriculum, or which can be used by individual students as a self-paced learning application for additional practice after classroom instruction.

Pilots: Yes

Evaluation: Recently released

Teacher training: N/A

Teacher support: N/A

Penetration: Beginning to promote sales to workforce development agencies

Revenue sources for sustainability: Funders and sales

Cost: \$25 for each DVD

Demo available online: Yes

LessonLab

www.lessonlab.com

Organization: Lesson Lab

Partners: Center X, National Center on Education and the Economy, North Central Regional Educational Laboratory, Pepperdine University, California Subject Matter Projects, Pearson Education

Purpose: Study and improve classroom teaching and learning through research, software, and consulting services. mission is to facilitate professional development collaboration among teachers, by videotaping classes, digitizing the tape along with supplementary teaching aids such as overhead projections and Web links, and presenting this information online along with transcripts of teacher-student dialog. LessonLab seeks to provide educators with a digital library that archives various teaching methods from around the world.

Structure: Although LessonLab does plan to develop its own proprietary programs, its main emphasis is on supporting partner organizations that wish to exploit the power of LessonLab's technology platform. LessonLab's technology consists of an integrated platform for creating and delivering case-based content in an interactive format over the Web. This technology incorporates a synergistic mix of streaming video, user discussions, supplemental materials, expert commentary, and personal learning tools to create an enriching professional development experience. The platform consists of three components: Viewer™, the core user interface for interacting with cases in the digital libraries; Builder™, the application for creating content for the digital libraries; and the digital libraries themselves that form a scaleable repository for case materials.

Media: Platform, authoring tool

History: Founded in 1998, LessonLab is currently conducting the TIMSS-R Video Study, part of the Third International Mathematics and Science Study. In 2001, LessonLab launched a comprehensive software platform to support the development and implementation of innovative, case-based professional learning programs.

Funding: U.S. Dept. of Ed. for TIMSS; ? for rest

Category: Authoring tool for video/Web teacher training cases and discussion

Audience: School districts, private-sector providers of teacher professional development services, textbook publishers, and others.

Pilots: N/A

Evaluation: N/A

Teacher training: LessonLab works with partner organizations to build teacher-learning programs based on the innovative LessonLab technology platform.

Teacher support: LessonLab Viewer™ is the core interface through which teachers and other participants work collaboratively with lessons and cases in the digital libraries. LessonLab Viewer™ organizes teacher observation and learning around videos of classroom practice. These videos could be from single classroom lessons or they could be an organized set of clips from a number of sources

Penetration: N/A

Revenue sources for sustainability: N/A

Cost: Varies according to customer requirements

Demo available online: Yes

MindCue and CareerCue

www.intellicue.com

Organization: Intellicue Corporation

Partners: Center for Advanced Research and Technology, America Community Partnerships, Sunset Learning, Boyden International, U.S. Marine Corps, etc.

Purpose: Intellicue's Web-based assessment, reporting, task-matching, and remedial tools show how a person learns and then leverage his or her learning strengths for stronger outcomes.

Structure: Approximately 70-minute, adaptive assessment in English or Spanish. Self-administered, it runs at the student's pace, and can be broken into many different sessions over a two-week period. Assessment instrument measures 26 contrasting learning abilities, each distinct ability being assessed through one or more timed activities. "MindCue" encompasses more than 50 such activities (an individual user is likely to experience between 16 and 18). Its modularity allows an offering of assessments under software control to 9 categories of users. "MindCue's" findings are analyzed automatically by the Reporter, which aggregates the responses into several combinations and compares them to norming tables. Eight levels of interpretative reports are offered. A third part, "CareerCue," can then match the user's learning strengths against indicators normalized for success in more than 1200 jobs or specialized tasks derived from the U.S. Department of Labor's O*Net database.

Media: Web-based interactive text and animated graphics; full digital sound

History: The Structure of Intellect (S.O.I.) model focuses on the mind's multiple strengths and information-processing capabilities to map each individual's range and depth of competencies. It shows its users how they are smart and how their

specific cognitive strengths can be used to countervail or bypass relative points of weakness. Intellicue refined original research on the "Structure of Intellect" and integrated it with the latest work in multiple intelligences to develop "MindCue".

Funding: Financed by the founding CEO in conjunction with Hunt Family Ventures, IMS Ventures, and Vogl Communications

Category: Assessment and development

Audience: Adjusts to any student's age and grade level (P-adult), requiring no more than the ability to move a mouse.

Pilots: Washington, DC, Orr Elementary 4th and 5th grade comparison. NJ Juvenile Corrections contract with \$500K contract from DOL.

Evaluation: N/A

Teacher training: A six-hour workshop is provided in how to apply the tools and the results, along with a tutorial on the strengths and validity of the S.O.I. model.

Teacher support: The company has a help desk, an ongoing seminar program, and will place a staff member on site for specific engagements.

Penetration: The MindCue and CareerCue tools are used primarily in K-12, in corrections, and in government workforce training programs. The company has a separate, larger practice with different solutions for the corporate market.

Revenue sources for sustainability: Sales and licensing

Cost: An Application Service Provider model in which the suite of tools sells for \$69, with volume reductions to \$20.

Demo available online: Yes

National Urban Technology Center

Organization/Partners: National Urban Technology Center

Purpose: To promote learning, academic performance, and workforce preparation among disadvantaged young people; and to provide adult residents with the resources necessary for long-term employability and economic security.

Structure: Through partnerships with community-based organizations, we have created a nationwide network of computer training centers (CTCs) and ground-breaking curriculum that empower job seekers and inspire youth achievement. Urban Tech also delivers turnkey computer training centers connected to the vast resources of the Internet, industry standard curriculum and technical assistance for operating successful computer training centers. Urban Tech works in partnership with community-based organizations such as schools, youth development centers, religious organizations, and social services agencies to prepare community members for full participation in the information age.

Media: Multiple

History: Founded in January 1995 by Patricia Bransford, former executive in IBM, to provide access to personal computers and information technology in under-served communities to address the widening gap between the "information haves" and "information have-nots".

Funding: Includes U.S. Dept. of Justice (over \$1million), AT&T, Ford Foundation, etc.

Category: Community IT building and youth curriculum

Audience: Communities

Pilots: N/A

Evaluation: N/A

Teacher training: Yes

Teacher support: Yes

Penetration: Over 100 communities

Revenue Source for Sustainability: Cost recovery and grants

Cost: Turnkey package \$15,000. Other products and services vary in cost.

Demo: Yes

One Economy

www.one-economy.com

Organization: One Economy

Partners: Multiple

Purpose: One Economy is a national, non-profit organization created to be a catalyst for innovation and change. Mission is to maximize the potential of technology to help low-income people build assets and raise their standard of living, helping to bring access to technology to low-income affordable housing residents around the country, and using that technology to connect people to information and tools they can use to take action and improve their lives.

Structure: Strategy focuses around three key areas: access, content, and demonstrations of what works in sites we call "Digital Communities." *Access:* Bring computers and Internet access into the homes of low-income people through partnerships with the private sector, community-based non-profit organizations, and public housing authorities. A unique partnership with Cisco Systems enables us to have 12 Cisco technologists working with us across the country. *Content:* Develop and aggregate self-help oriented content in both English and Spanish through our Web site the Beehive. *Digital Communities:* In a select number of markets, One Economy creates Digital Communities where it works with local partners to create learning environments and demonstrate how technology can help low-income residents

improve their lives. The Digital Connectors program works with youth within these communities to provide residents with computer and Internet training and technical support.

Media: N/A

History/Funding: One Economy, which was incorporated in mid-2000, has received support from America Online, the Annie E. Casey Foundation, the EBay Foundation, the Fannie Mae Foundation, the Ford Foundation, SmartForce, Washington Mutual Foundation, Cisco Systems, and others.

Category: Community oriented program; resources for adults

Audience: Program managers, organizations, individuals

Pilots: In process

Evaluation: In process

Teacher training: Cisco Fellows training in communities

Teacher support: N/A

Penetration: N/A

Revenue sources for sustainability: Grants

Cost: N/A

Demo available online: N/A

Outreach and Technical Assistance Network (OTAN)

www.otan.dni.us

Organization: The Outreach and Technical Assistance Network (OTAN) is a leadership initiative of the Adult Education Office of the California Department of Education.

Partners: N/A

Purpose: OTAN provides electronic collaboration, access to information, and technical assistance for literacy and adult education providers in California.

Structure: OTAN is composed of three major components: Electronic Collaboration and Resources, Reference Services and Special Information Collections, and Instructional Technology.

The Web site serves as a virtual adult education knowledge base and a jump-off point to adult education and literacy resources; an electronic forum for information exchange; technical support to users through telephone support and regional training; and an online information exchange of specialized focus groups. Provides a system for the storage, retrieval, and dissemination of current and historical adult education resources. OTAN supports adult education programs that are initiating or expanding the use of instructional technology by providing information and support for planning and implementing new technologies in adult education classrooms; maintaining an Educational Technology center where practitioners can sample new software programs; demonstrating technology products and best practices to teachers and administrators throughout California; maintaining an online, searchable vendor database of hardware, software, and print materials; and piloting models for in-service training on integrating technology into instruction.

Media: Online and links to sources in various media.

History/Funding: OTAN began in 1989 as a federally funded project through the California Department of Education, Adult Education Unit. OTAN activities are funded by contract #2000 of the Federal P.L., 105-220, Section 223, from the Adult Education Office, Education Support Services Division, California Department of Education. However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

Category: Adult Education Resource

Audience: Individuals involved in or interested in adult basic education

Pilots: N/A

Evaluation: N/A

Teacher training/Teacher Support: OTAN For Teachers Web site (www.adultedteachers.org) is to support adult education instructors in effective implementation of technology to enhance and improve instruction. The adult education teacher Web site is specifically designed to meet the needs of adult education instructors who want to integrate technology into adult classrooms. The new site will include: teaching resources such as free instructional software, lesson plans, Web site links and reviews, and a photo bank; communication resources such as listservs, chat areas, and communication software; and technical support such as tips for using hardware, instructions on downloading plug-ins, and utilities.

Penetration: National and International

Revenue sources for sustainability: N/A

Cost: N/A

Demo available online: N/A

PBS Workplace Essential Skills and GED Connection

www.pbs.org/literacy

Organization: PBS Literacy Link

Partners: The Kentucky Network (produced the 25 Workplace Essential Skills and 39 GED Connection half-hour TV programs), NCAL (created the online lessons and learning activities for both series; the Online Management System; and designed and facilitated a series of online teacher courses); and PBS (managed the Star Schools grant and has assumed responsibility for continuation of the initiative = dissemination, technical support, teacher training, an online teacher, and maintaining the LiteracyLink Web site).

Purpose: Help adult students advance toward their GED and improve those basic skills needed at the workplace, either through classroom-based or independent Web-based instruction.

Structure: Workplace Essential Skills and GED Connection, two integrated instructional systems combining video programs, print, and online computer technology. Both systems are stand-alone, multimedia learning systems that help adult students advance toward their GED and improve those basic skills needed at the workplace. In addition, LiteracyLink created an Online Management System that allows teachers to coach adult learners as they work online lessons, creating the first adult literacy Distance Learning system.

Media: Video, print, Internet

History: PBS LiteracyLink was created as a joint partnership in July 1996

Funding: Five-year, \$15 million grant from the U.S. Department of Education and the Star Schools Project.(1996-2001)

Category: GED preparation; workplace literacy and readiness

Audience: Individuals at 4-5th grade reading levels

Pilots: Five public TV stations hosted the pilot sites, and the Kentucky Dept. of Education provided curriculum support. Pilot in Philadelphia using WES via distance online demonstrated success (www.dlrn.org/star/showcase.html).

Evaluation: Report by Univ. of Michigan's Institute for Social Research (Jerome Johnston, et.al.), 11/01

Teacher training: Last year PBS LiteracyLink co-sponsored, with GED Testing Service 2 free GED 2002 Videoconferences, reaching approximately 15,000 GED instructors and administrators. More than 135 teachers were trained in face-to-face workshops in implementing technology in their classrooms. 485 participants (teachers and administrators) took an online seminar on adding tech into their classrooms.

Teacher support: Yes

Penetration: Currently, more than 65% of the nation's public television stations air the 25 WES and/or 39 GED Connection TV programs. More than 15 states have committed to providing WES and/or GED Connection videos for use in their classrooms state-wide. 9 states have licensed the online management system.

Revenue sources for sustainability: Sale of licenses, materials

Cost: GED Connect ranges from \$1,250 for satellite taping site license to \$2,925 for complete set of 39 programs on VHS cassettes, to \$40 for set of three workbooks, to \$25 for Teacher's Guides. Special bulk order and statewide license pricing.

Demo available online: Yes

Professional Development Kit (PDK): Multimedia Resources for Adult Educators www.literacy.org/pdk

Partners: The National Center on Adult Literacy at the University of Pennsylvania's Graduate School of Education is developing PDK in collaboration with SRI International. Funding for PDK comes from the U. S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.

The goal of PDK is to increase access to high quality staff development through the design and delivery of technology-based resources.

Purpose: To help adult educators in the areas of ABE, GED and ESL explore and develop their practice in new ways. PDK consists of a reflective framework that supports participants' efforts to generate questions and brainstorm solutions to challenging professional situations. PDK aims to support community and collaboration between adult educators by providing opportunities and tools for communication.

Structure: Teacher-centered system that provides systematic and sustainable professional development opportunities to adult educators. Informed by key principles of adult learning and development, PDK aims to bridge educational research and practice by supplying a framework that supports teachers' efforts to examine and develop their practice. PDK consists of a variety of resources, including:

- β **Over eight hours of video** investigations containing: interviews of learners, teachers, researchers,

and administrators; classroom practice; and in-depth exploration of specific topic areas such as ESL, ABE, GED, math, writing, assessment, integrating technology, and much more

- β **An Internet site** that contains online tools such as discussion boards; teacher portfolios with needs assessment activities; data collection suggestions, action plan infrastructures; and reporting frameworks; and four knowledge databases to search related resources
- β **A participant's guide** that describes the system and identifies possible applications in various contexts
- β **Audience:** Relies on technology as a delivery mechanism, technology is not a central aspect of the system's content

PDK's flexible design and extensive support resources allow its use in any number of scenarios. PDK can be used as a staff development tool within local programs. It can easily act as an instructional centerpiece for a regional professional development initiative, or an individual, seeking to expand his/her practice, can use PDK as a resource for professional exploration.

Cost: Free

Project Connect

www.pbs.org/literacy/esl

Launch in January 2003

Organization: PBS

Partners: National Center on Adult Literacy, the adult education division of Jefferson County (KY) Public Schools, and several public television stations.

Purpose: The goal of PBS LiteracyLink's Project CONNECT is to create supplemental Web-based instruction for intermediate adult ESL learners. The self-paced Web site will focus on working in the United States, continuing one's education in the United States, and civic participation.

Structure: Exercises, communication and publishing features, video passages and a basic Internet tutorial. Embedded assessments will provide feedback to learners throughout the site.

Media: Web-based multi-media

History: N/A

Funding: Five-year project funded by U.S. Department of Education Learning Anytime Anywhere Partnerships.

Category: ESL, U.S. cultural context

Audience: Adults learning English with an emphasis on listening and reading comprehension.

Pilots: N/A

Evaluation: Not yet released

Teacher training: N/A

Teacher support: N/A

Penetration: N/A

Cost: Free. A fee-based "online management system" by which teachers can be matched with learners in online classrooms for distance learning is planned.

Revenue sources for sustainability: N/A

Demo available online: No

Quantum Intelligent Tutor

www.quantumsimulations.com

Organization: Quantum Simulations is a business-to-business technology provider that develops artificial intelligence tutoring engines that power existing software, hardware, and distance learning products.

Purpose: Products to encourage students from middle school through college to solve science problems. Satisfying an unmet need for on-demand tutoring, the software uses an interactive dialogue tool that challenges students to understand *why* an answer is correct, measurably improving comprehension and test performance.

Structure: Quantum Tutoring Engines are available in modules, just like chapters in a book. New subjects and modules are continually in development. Currently, Quantum is offering Quantum Chemistry and is developing Quantum Mathematics.

History: Developed by Dr. Benny Johnson and Mr. Dale Holder, leading educators, scholars, and entrepreneurs in the fields of

chemistry, mathematics, and artificial intelligence technologies.

Funding: Quantum is funded and supported by the U.S. Department of Education and the National Science Foundation.

Pilots/Penetration: Holt, Rinehart and Winston (HRW), with textbook publishing and online learning tools for secondary education, has entered into a long-term agreement with Quantum Simulations, Inc. to offer Quantum Intelligent Tutors for high school chemistry, high school physical science, high school integrated science and middle school physical science over the Internet [www.hrw.com/science/qtutor/index.htm].

Cost: Pricing for Quantum Intelligent Tutoring Engines are based on licensing royalties, support fees, and the level of integration required for educational product.

Demo: Yes

Reading Partner/Reading Recognition¹

Organization: IBM

Partners: N/A

Purpose: Authoring tool for use by teachers/instructors to develop “books” that may be targeted to any literacy level of ESOL group, using workplace, job, or other context. Audio, video, recording feature supports pronunciation, communication, reading, and writing.

Structure: Audio, video, student voice recording

Media: Interactive voice/audio/video software

History: Derived by IBM from its successful “Reading ...” developed for elementary school children

Funding: IBM/IBM Foundation; Don Johnston, Inc. will market and price

Category: Reading, speaking, ESOL, workforce readiness

Audience: Any

Pilots: Seven in fall 2001 (Dallas, Bronx FEDS, Rochester, MN WIB, Vermont, etc.)

Evaluation: Internal evaluation by ALMA (6/02)

Teacher training: Some for pilots; pending for commercial sales

Teacher support: Pending for commercial sales

Penetration: N/A yet

Revenue sources for sustainability: Sales

Cost: N/A

Demo available online: N/A

¹ IBM recently sold Reading Partner to Don Johnston, Inc. It is now called Reading Recognition.

SCANS 2000

www.scans2000.swep.com

Organization: Southwestern Publishing/
Thomson Learning

Partners: Southwestern Publishing/
Thomson Learning; Johns Hopkins
University

Purpose: To teach SCANS skills in
integrated environment. "SCANS 2000
Virtual Workplace Simulations create a
challenging, interactive workplace
experience that will give you a chance to
apply your academic and soft skills in a real-
world setting. SCANS 2000 makes learning
fun while providing real-world relevance to
every day academic subjects." (Web
promo).

Structure: CD-ROM Interactive Simulations
based on individual organization challenges.
Titles include: Designing an Information
System, Building System Quality, Making a
Technical Presentation, Building a Problem-
Solving Team, Developing a Marketing Plan,
Developing a Business Plan, Making
Complex Decisions. Each Simulation
includes: CD-ROM, user guide, and
facilitator's guide.

Media: static graphic/photo simulations, with
point and click interaction, audio and text

History: Based on 1992 SCANS
Commission Report that identified 5 general
areas of competence (resources,
interpersonal, information, systems,

technology) and 3 foundation skill sets
(basic skills, thinking skills, personal
qualities).

Funding: Corporate investment

Category: Job and Workplace-related skills

Audience: Faculty who teach mathematics,
marketing, business economics, English,
communications, information systems,
technology, manufacturing, quality control,
project management science decision-
making, ethics

Pilots: N/A

Evaluation: N/A

Teacher training: In conjunction with the
Johns Hopkins University's SCANS 2000
Center, the PBS Adult Learning Service is
offering an extended professional
development program. Program includes:
training videos, print materials, print-based
evaluation rubrics for classroom use, 2-day
seminars, and participation in an online
learning community.

Teacher support: Yes

Penetration: N/A

Revenue sources for sustainability: Sales

Cost: Individual CD-ROM: \$67.46; user
guide: \$12.56

Demo available online: Yes

Smarthinking.com

www.smarthinking.com

Organization: SMARTHINKING

Partners: Business Partners: Houghton Mifflin, NCS Pearson, Pricewaterhouse-Coopers, EDS

Purpose: Provides people, technology, and training to help postsecondary institutions offer their students outstanding online tutoring and academic support, connecting students to qualified educators anytime, from any Internet connection.

Structure: Provides: Online Tutoring and Learner Support Services fully staffed by experienced and SMARTHINKING-trained e-structors™ (tutors); a Learner Support Management (LSM)™ Technology Platform; and Training and Consulting Services. Currently 7 subject areas: Mathematics (basic Math through Calculus II), Writing (essays in all subjects and career writing), Real-Time Grammar and Brainstorming, Statistics, Accounting, Economics (Macro and Micro), Chemistry, Spanish.

Media: Internet/Web

History: Established 2000

Funding: Initial funding \$7 million venture capital

Category: Literacy, ESL

Audience: Currently postsecondary education students in community colleges,

commuter schools, etc. who are full- or part-time employed, in 28-30 year old range. Could serve low-skilled adults with addition of tutors focused on that population.

Pilots: Launched with 30 colleges and 30-40 tutors

Evaluation: No

Teacher training: Tutors are high school and college teachers, grad students, PhDs, etc. Trained in online, platform-specific and “self-discovery” methods by Smarthinking. Can also use on-campus tutors trained in Smarthinking pedagogy.

Teacher support: N/A

Penetration: SMARTHINKING works with over 200 school clients and businesses, including the U.S. Army, Kentucky Virtual University, California Virtual College, and Houghton Mifflin.

Revenue sources for sustainability: Colleges buy blocks of hours @ \$30/hour; students draw down on central “bank” of hours as they use service.

Cost: Variable

Demo available online: Yes

Tech 21

www.tech21.org

The National Center on Adult Literacy, in partnership with the Sacramento County Office of Education (SCOE), the Public Broadcasting Service (PBS), and the National Adult Education Professional Development Consortium, Inc. (NAEPDC), will implement TECH21.

The project will consist of a principal NCAL National Technology Laboratory for Literacy and Adult Education in Philadelphia, a companion OTAN/SCOE Technology Lab in Sacramento, a "hands-on" Demonstration Lab in Washington, D.C., seven adult education program-based field sites nationwide, and an Internet portal. At each site, adult learners and educators will learn how to use and participate in the development of IT-based models for learning, instruction, and professional development.

Researchers, practitioners, and adult learners will collaborate in a "real-time" process of research and evaluation, utilizing the expertise of top specialists in

educational technology and incorporating the practice-based experience of practitioners and learners. Innovative, technology-based instructional materials will be examined, tested, refined, and implemented. Videoconferencing, digital broadcasting, and the Internet will be used to extend the temporal and geographic diffusion and adoption of model training and materials.

Learners and practitioners involved in TECH21 will become leaders in the use of IT in adult education, and their leadership will be leveraged to build capacity throughout the adult education system, thereby assuring a robust process of scaling up. Substantive internal and external evaluation will assure that TECH21 provides the highest quality information to the field and is, at the same time, responsive to a broad range of constituencies in the field of adult education.

Technology for All-Houston www.techforall.org

Organization: N/A

Partners: HUD Neighborhood Network Initiative, America Connects Consortium, the Community Technology Centers Network, the LINCT Coalition, and the Association for Community Networking.

Purpose: To address the workforce skills shortage in the United States

Structure: Technology for All is has over 110 community technology centers (CTCs) in Houston. These centers provide numerous forms of online training. Program participants can gain training in A+ and get certified. eForce, the learning platform provided through Skillsoft, TFA-Houston's national sponsor, provides training software packages that include Performance Power, an Academic Assessment Skills Test preparation program that includes content in English and Spanish. Additionally, TFA-Houston provides online training and assessment packages applications in the Microsoft Office suite, including Word, Excel, PowerPoint, and Access.

Media: N/A

History: TFA-Houston was organized in Houston in 1997 with the encouragement and support of several community business leaders.

Funding: TFA-Houston is made possible through the generous donations and support of its corporate sponsors. Skillsoft, TFA-Houston's national sponsor, has made significant contributions in the forms of eLearning scholarships. THA-Houston also receives funding from FYI-Net.com, BP, iverCity.com, Shell, Washington Mutual, Acesync.com, RHINOMax Solutions, ExxonMobil, Microsoft, InfoSource, Stonebridge Technologies, Arthur Andersen, Citrix, and Sprint Broadband Wireless.

Category: N/A

Audience: Adult and K-12 learners; CTCs in Houston serve about 37,500 persons a week

Pilots: N/A

Evaluation: N/A

Teacher training: N/A

Teacher support: N/A

Penetration: Regional in Houston, Colorado, and Cleveland

Revenue sources for sustainability: N/A

Cost: N/A

Demo available online: No

The Learning Edge

www.thewclc.ca/edge

Organization: The Wellington County Learning Centre (Canada) provides residents of the county with a vital learning service, and with information about literacy issues. The Wellington County Learning Centre promotes a learner-centered approach to literacy upgrading. This means learners direct their own learning and set their own goals — both long-term and short-term.

Partners: AlphaPlus/AlphaRoute

Purpose: The Learning Edge offers access to Web-based information and content on using the Web, practical and philosophical life issues and needs (ethics of what to do with found money, health care), interpersonal communication (online chats), literacy (reading, writing, math), etc.

Structure: Two methods: 1) its “guided tour” explains, using text, graphics and audio, exactly how to navigate and use the site; 2) its newspaper format allows individuals to access information via “stories” without going through typical Web site entry protocols (registering, clicking on menu bars to enter, etc.). Each story includes learning exercises (primarily “word work”) as well as games to enhance comprehension.

Media: Web-based written and audio text, interactive (Question and Response exercises), animation

History: The Learning Edge is a pilot project of WCLC. It appears periodically, beginning with Issue 1 in October 2001 and including Issue 4 in July 2002. It was developed by a Canadian, Mike Kelly.

Funding: Ontario Ministry of Training, Colleges and Universities, National Literacy Secretariat of the Government of Canada. Ottawa Citizen newspapers allow use of stories and visual images.

Category: Introduction to Web, literacy, workforce/life readiness

Audience: Individuals with any level of literacy (“lessons” offered at Levels 1 & 3 and also read aloud).

Pilots: It is a pilot

Evaluation: N/A

Teacher training: N/A

Teacher support: N/A

Penetration: Over 2,000 visits in June, accessing 38,000 pages. Visitors from 13 countries in North and South America, France, UK, Austria, Saudia Arabia, Taiwan, New Zealand, etc.

Revenue sources for sustainability: Government of Canada; seeking additional funding from National Literacy Secretariat

Cost: Free

Demo available online: All online

The Lesson Place

www.cyberstep.org/products/cdromtool.html

Organization: Cyberstep.org

Partners: Sacramento County Office of Education, Los Angeles Unified School District, Adult Literacy Media Alliance, and Aguirre International.

Purpose: CD-ROM authoring tool allows teachers to create a wide variety of multimedia learning activities without programming skills.

Structure: Using simple forms, the tool will automatically create several types of activities from the same set of information. Activities include quizzes, games, and exercises using words, pictures, and sound. Students can do daily class assignments or find learning activities on their own.

Media: CD-ROM

History: One of the products developed by the Cyberstep partnership, under a grant from the U.S. Department of Education.

Funding: U.S. Department of Education

Category: Teacher support: curriculum and authoring tool

Audience: Adult basic education teachers

Pilots: No

Evaluation: Just released

Teacher training: Product is teacher training

Teacher support: N/A

Penetration: CD-ROMs and copyrights are being given to state directors of education and California adult schools.

Revenue sources for sustainability: N/A at this time.

Cost: Free

Demo available online: No

The Office

www.workingsimulations.com/theOffice.html

Uses static simulation and takes place in a single, unoccupied office. Developed as a pilot through funding from the U.S. Department of Education and Small Business Innovation Research program, the Office provides tasks and opportunities to learn office protocol, from negotiating voice mail, email, and the In-Box to typical occurrences such as interruptions, changes in priority tasks, requests outside of the specific jobs, etc. The Office has not been designed to fit into or support a particular curriculum or test, but it is based on cognitive principles, provides an “office help” figure for each task, and gives the individual

more challenging or equally challenging tasks with the successful or unsuccessful completion of each task.

It is easily navigable; although it does require the (free download) Flash player. The appeal of this site lies in its simplicity. It offers opportunity to an individual to learn and experience the atmosphere of an office in a relatively short, but effective, period of time. It is an example that technology-enabled learning can be developed in short segments for particular purposes, as well as for longer, full curriculum programs.

The Study Place

www.thestudyplace.org

Organization: Cyberstep [site maintained by John Fleischman, OTAN)

Partners: ALMA, Los Angeles Unified School District, Aguirre International

Purpose: The Sacramento County Office of Education (SCOE) has developed two software authoring tools to aid non-programmers in developing multimedia learning materials. The Study Place is on the World Wide Web for distance learning, The Lesson Place is on CD-ROM for local use when Internet access is impractical or unavailable.

Structure: Teachers can create activities using simple 3-part forms. Students must be registered by teacher as part of a class, then access their own work and lessons for practice. Students can do class assignments or work on their own. Records are retained for registered students. Teachers can also easily create and maintain a class home page to make assignments, organize group projects, or showcase student work.

Media: Web-based audio, animation, text

History: One of the Cyberstep products

Funding: U.S. Department of Education

Category: Web-based authoring tool; lesson archives

Audience: Teachers

Pilots: No

Evaluation: Just released

Teacher training: Product's purpose

Teacher support: One great advantage of being on the World Wide Web is that teachers can share the activities they develop through The Study Place's archive of ready-made activities. Simple menus help teachers and students find the kind of activity they are looking for by selecting a theme, skill level, and the type of activity.

Penetration: Mailed to all 50 states

Revenue sources for sustainability: N/A

Cost: Free

Demo available online: Yes

TV411

www.tv411.org

Organization: ALMA (Adult Literacy Media Alliance); a project of the Education Development Center, Inc.

Partners: N/A

Purpose: To make dynamic, pedagogically sound material using media and print that people can use on their own, or in classes, or with families to improve basic reading, writing, and math skills. Idea is to help people become learners.

Structure: Weekly, half-hour episodes consist of discrete segments hosted by both fictional and real-life personalities and a cast of entertaining TV411 characters who walk the learner through the math and literacy topics of everyday. Each episode has an accompanying 12-page workbook which further explores concepts presented in the show and provides opportunities for practice. The online components include interactive lessons and articles addressing the themes of money, parenting, people, and health. In addition, the Web site has a bulletin board to provide users with personalized support and a forum to share their writing and ideas. Content and skills are at a pre-GED level, articulate well with most state curriculum and crosswalk well with EFF, CASAS and SCANS.

Media: TV, Video, Web-enabled multi-media, Print

History: Began in 1994 with grant from Ford Fdn. & Wallace-Readers Digest Funds

Funding: Raised \$16.9 million since 1994. Funders are: Ford Fdn, Wallace-Reader's Digest Funds, N.C. State Board of Community Colleges, S.C. State Dept. Ed, US DoEd /California State Univ. Inst. Institute for Career Development, Inc., Rockefeller Brothers Fund, Booth Ferris Foundation, MA Dept. of Ed, NY Community Trust, New York Times Company Fdn, Goldsmith Foundation

Category: GED, Literacy, ESOL, Workforce Readiness, Life Skills

Audience: Adults, aged 25-44, who are working toward GED-level of proficiency. Evidence that beginning readers and writers and non-native English speakers and teachers who work in youth programs and with senior citizens have found materials useful too

Pilots: Launched in 1998 in 4 pilot cities

Evaluation: Univ. Michigan's Institute for Social Research has conducted pilot studies on TV411 users in group and home settings. Preliminary findings indicate that specific literacy skills increase dramatically among users, as do their educational aspirations and their confidence in taking that crucial next step in their educational journey. These research efforts are ongoing.

Teacher training: They have begun a training division.

Ongoing Teacher support: Web includes curriculum, lesson plans, stories from the field, discussion board.

Penetration: To date, 100 public television stations in 28 states have committed to carrying TV411, reaching 58% of the US population. Hundreds of community organizations in 31 states use TV411 to teach literacy skills. Over 600 teachers, administrators, and community members have been trained to adapt our materials to their particular settings. TV411 materials have been purchased for statewide use in NC, SC, and MA.

Revenue sources for sustainability: Annual operating budget of approximately \$3 million is raised through a combination of federal and private foundation grants, as well as revenue generated from the sale of materials.

Cost: Variable, depending on media and supporting materials. Online is free.

Demo available online: Yes

U.S. Department of Defense Selected Examples of Technology-Enabled Learning and Access To Information

Partnerships for R&D & Assessment:

ADL Co-Labs (www.adlnet.org) grew out of the unique partnership between the Office of the Secretary of Defense (OSD), the Office of Naval Research (ONR), the Department of Labor (DOL), and the National Guard Bureau (NGB), resulting in the establishment of three ADL Co-Laboratories (ADL Co-Labs). These ADL Co-Labs serve as a public and private sector forum for cooperative research, development and assessment of new learning technology prototypes, guidelines and specifications.

Recruitment Tools for the Games

Generation: America's Army: Operations (I) and Soldiers (II) (www.americasarmy.com). Aiming to recruit upwards of 79,000 young adults this year alone (at a cost of about \$15,000 per recruit), the Army has just released a new game through free download or CD-ROM. The first game enables multiple players to log on through the Internet and take on the roles of U.S. soldiers teaming up to battle terrorists. The game has been designed to be as realistic as possible, include mechanisms to ensure good behavior, and not focus on violent outcomes. The second game presents players with the opportunity to progress through a virtual career in the Army. The approximately \$7.6 million development cost will be recouped not only through successful recruitment (300 to 400) but through cutting down on the number of recruits who signed up but quickly changed their mind and leave during training. The Army received more than 150,000 advance orders prior to the July 4, 2002 release.

Offering a networked support structure to leverage knowledge resources:

Joint Distance Support and Response (JDSR): JDSR is being developed and demonstrated

to respond to the need for greater technical skill across multiple complex systems that is required of maintenance technicians, in an environment of higher personnel turnover and reduced training. JDSR creates a networked knowledge center and tool suite that provides diagnostic support, access to maintenance data and collaborative support, and other information to enable accurate, efficient maintenance and repair by personnel wherever.

Knowledge Engineering for Workforce

2010: The Naval Surface Warfare Center, Indian Head Division, has begun developing the principles, parameters and requirements for a knowledge engineering strategy for Workforce 2010, that focuses on goals such as: learning should take place in context of authentic, complex problems; learning should be embedded in the pursuit of intrinsically rewarding activities; learning-on-demand needs to be supported because change is inevitable; skills and processes that support learning as a lifetime habit must be developed.

The ICT games project:

(www.futurecombat.net) The US Army has commissioned the Institute for Creative Technologies (a DOD funded institute at the university of California) to "develop a new paradigm of cognitive learning experiences with both military and consumer applications . . . that will create emotionally believable learning environments" that will form the basis for two games. The first two games—C-Force and CS 12—will be high-quality, real-time projects that will leverage ICT's research in advanced artificial intelligence, graphics, and sound to create emotionally believable learning environments."

World Campus Master's Degree in Adult Education

Organization: Pennsylvania State University

Partners: Penn Center for Adult Literacy

Purpose: To offer a master's degree in adult education to students, regardless of their location in the world

Structure: PSU offers a master's degree in Adult Education, delivered by the College of Education. Using a blend of Web technology, print, and other media, the program is designed to provide students the opportunity for completing coursework at their own pace, on their own time, and in their own location. The degree is designed and is geared to persons in careers as researchers, administrators, counselors, instructors, and program planners working in Adult Basic Education (ABE), Training, Continuing Higher Education, Continuing Professional Education, Community-based Education, and Distance Education. Current enrollment in the program stands at over 200. The program will graduate its first 10 students in 2002.

Media: A mix of electronic media, including audio and video cassettes, but predominantly delivered through the World Wide Web

History: President Graham Spanier discussed the possibility of a World Campus in his State of the University Address in 1996. He followed his address by appointing a study team to design a plan for a World Campus that was to use new distance education technologies to extend signature

programs to learners universally. In 1998, the first students in enrolled in programs offered through the World Campus.

Funding: The Alfred P. Sloan Foundation granted PSU \$1.3 million to start the World Campus program. Continued funding comes through tuition and other university revenue sources.

Category: Post-baccalaureate adult education

Audience: Adult learners worldwide

Pilots: N/A

Evaluation: Continued accreditation through the Middle States Association of Colleges and Schools; Biannual professor evaluations

Teacher training: PSU runs its own Faculty Development Program that assists professors in authoring, designing, developing, and delivering courses online

Teacher support: Professors are supported through the Faculty Development Program and traditional university resources

Penetration: Global

Revenue sources for sustainability: Tuition dollars for courses and other forms of revenue for the university

Cost: \$317 per credit hour; total of \$10,461 if the candidate completes the minimum requirement of 33 hours; total does not include books and fees

Demo available online: No