RURAL COMMUNITIES ACADEMY

TANF RuralInitiative

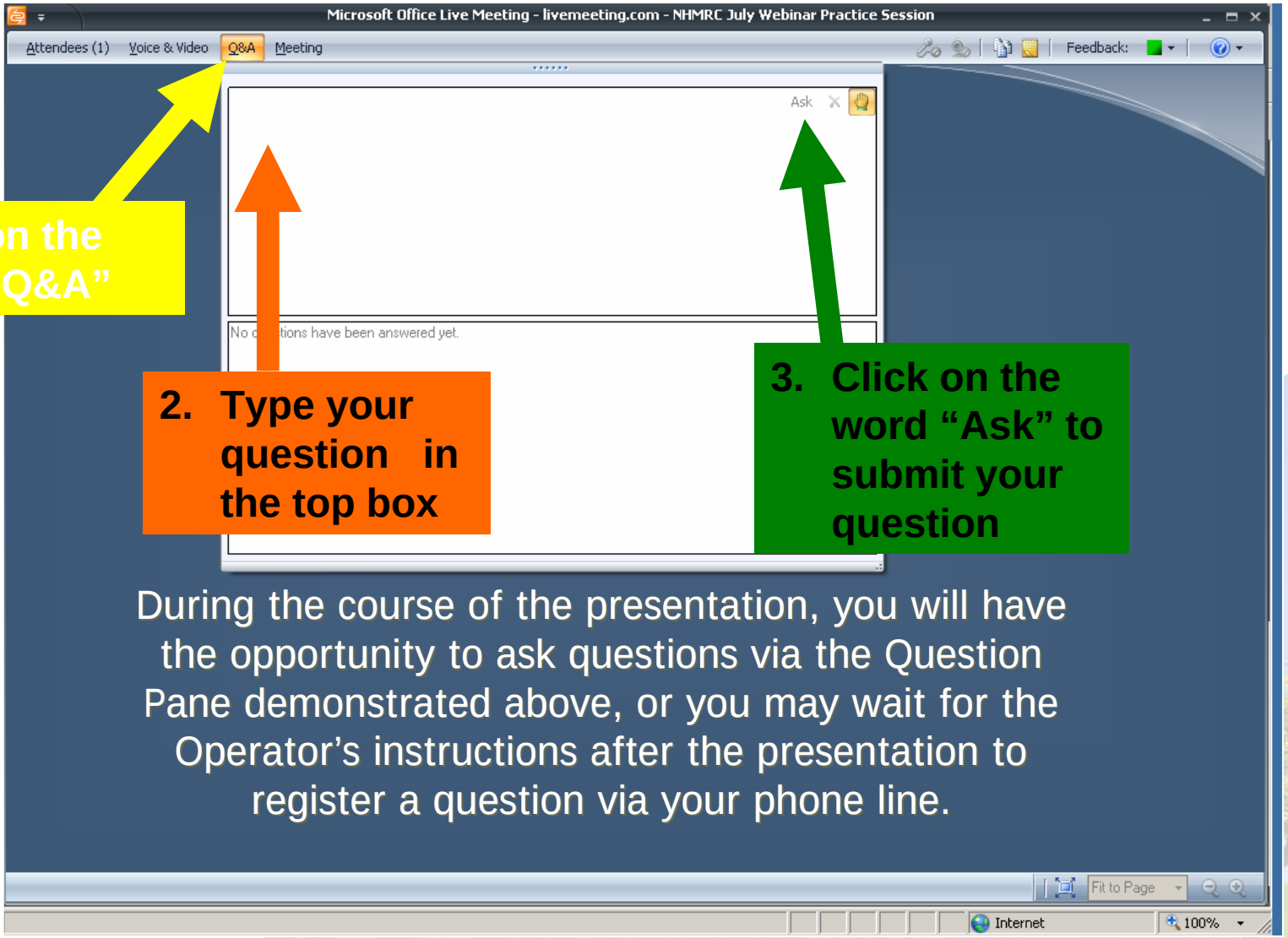
The Office of Family Assistance (OFA) Rural Communities Initiative

Rural Technology Webinar # 1: Mobile Technology and Distance Learning— Inroads to Reaching Rural TANF Populations

February 18, 2009 ‹ 1:00 pm Eastern

To join the audio portion of the Webinar,
attendees please dial the Toll-free number: **1-800-931-3971**

Welcome! The session will start momentarily.



1. Click on the word “Q&A”

2. Type your question in the top box

3. Click on the word “Ask” to submit your question

During the course of the presentation, you will have the opportunity to ask questions via the Question Pane demonstrated above, or you may wait for the Operator’s instructions after the presentation to register a question via your phone line.

USDA Rural Development

Utilities Programs

Rural Development
1400 Independence Ave.
Washington, DC 20250
www.usda.gov/rus/telecom

Presenter:

Mary M. Campanola

Outreach Coordinator

Telecommunications Program

Mary.campanola@usda.gov

202-720-8822

USDA Rural Development

Committed to the future of rural communities.

Utilities Programs

- **Water and Environmental Programs**
  - Loans and grants for rural communities for the development, replacement, or upgrading of water and environmental facilities.
  - In FY 2008, $1.82 billion was invested in loans and grants.

- **Electric Program**
  - Loans and loan guarantees to finance the construction of electric distribution, transmission and generation facilities, including system improvement and replacement required to furnish and improve electric service in rural areas.
  - In FY 2008, $7.1 billion was invested in direct and guarantee loans.

- **Telecommunications Program**
  - Loans and grants for financing new construction and upgrades to telecommunications infrastructure and distance learning and telemedicine services for rural communities.
  - In FY 2008, $1.1 billion was invested in loans and grants.

Telecommunications Program

The Rural Development Telecommunications Program loan and grant programs

- ***Infrastructure Loan Program:*** *Loans to local telephone companies for improving telecommunications service in rural communities*

- ***Broadband Access Loan Program and Community Connect Grant Program:*** *Loans and grants for local telephone companies and other service providers who offer Broadband (high-speed Internet) services in eligible communities*

- ***Distance Learning/Telemedicine Loan and Grant Program:*** *Loans and grants for providing Distance Learning and Telemedicine services to rural residents*

Broadband is a Tool that Facilitates Social and Economic Growth

Residents

- Live, work and play when, where and how they choose
  - Telecommute
  - Build a business
  - Network with others
  - Take advantage of educational opportunities
  - Access and manage entertainment media
- Improve quality of life and time for:
  - Family
  - Community
  - Faith

Communities

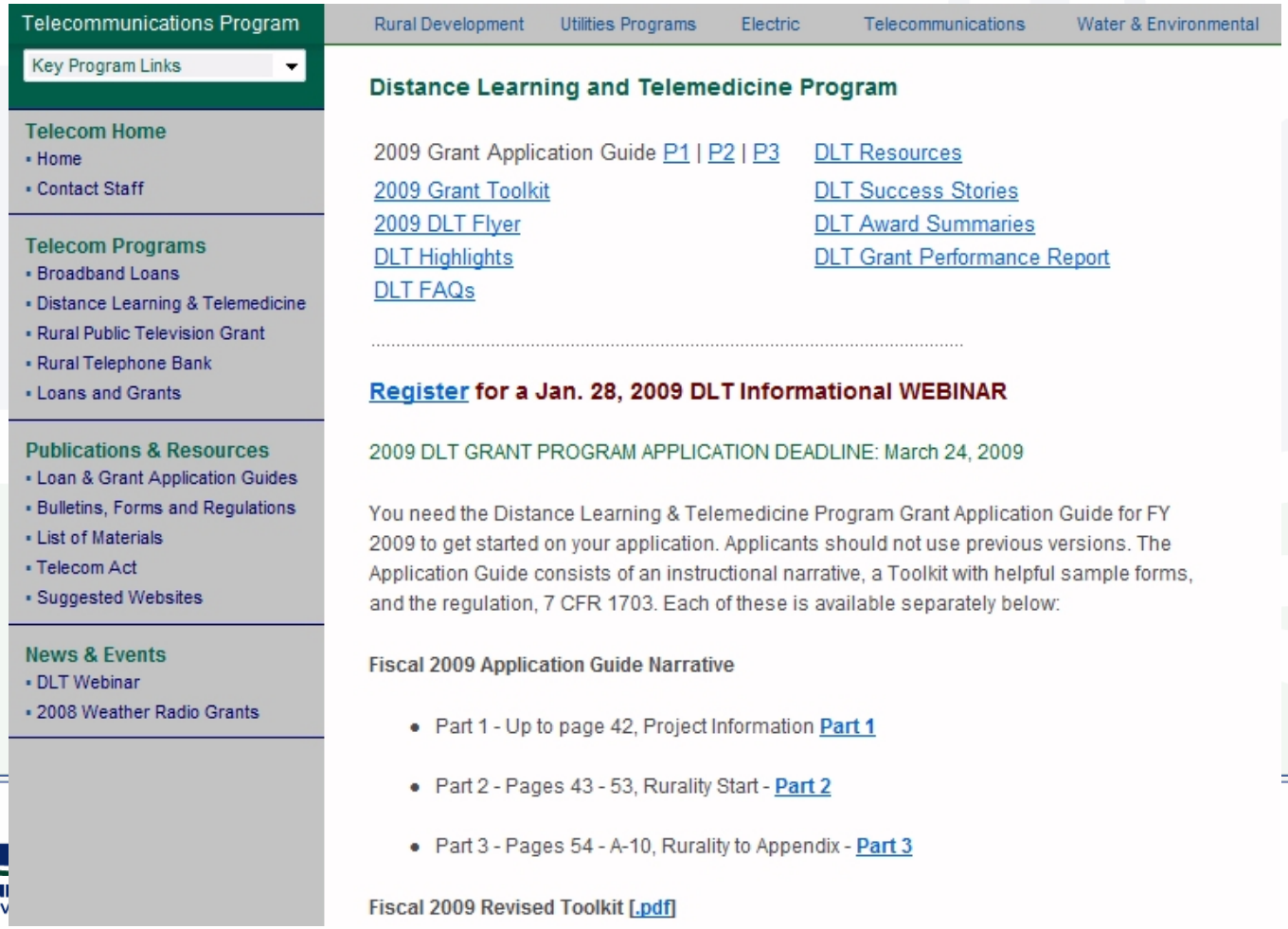
- Leverage local talent
- Attract new community investment
- Improve public service
  - Healthcare
  - Law enforcement
  - Education
  - Emergency Response

Businesses

- Live locally, compete globally
- Expand location options
- Grow
- Attract high quality job applicants
- Manage Costs
- Operate More Efficiently

Distance Learning and Telemedicine Grant Program

www.usda.gov/rus/telecom/dlt/dlt.htm



USDA Rural Development

Committed to the future of rural communities.

DLT Grant Program - Applicant Eligibility

1. Deliver or propose to deliver distance learning or telemedicine services for the term of the grant. **The purposes must meet the grant definition of distance learning and telemedicine.** Focus on sustainability. No planning studies, research projects, or short-term demonstration projects.

2. Be incorporated or a partnership; a Native American tribal organization; a state or local unit of government; a consortium; or other legal entity. For or not-for profit able to contract with the US Government. No individuals or sole-proprietorships.

3. Operate a rural community facility or deliver DLT services to entities that operate a rural community facility or to residents of rural areas at rates calculated to ensure that the benefit of the financial assistance passes through to such entities or to residents of rural areas.

DLT Grant Program - Project and Budget Eligibility

DLT Grants are not just a way to obtain educational technology or medical equipment. The focus is on using the unique capabilities of telecommunications to connect rural areas to each other and to the world, thus overcoming the effects of remoteness and low population density.

1. **Distance learning** means a curriculum with measurable results delivered via telecommunications and stresses the connection of students and teachers at remote sites.

2. **Telemedicine** means the delivery of medicine from medical professionals at one site to patients at other sites via telecommunications. Telemedicine shows benefit to rural residents either in reduced travel or access to services.

DLT Grant Program - Application Eligibility

There are numerous items required for an application to be found complete (eligible) so that it can be evaluated and scored. (For detail, see the Guide.) There are 225 points in 8 scoring categories:

Objective Scores:

1. **Rurality (population sparsity – 45)**
2. **National School Lunch Program (economic need - 35)**
3. **Leveraging (matching funds - 35)**
4. **EZ/EC (USDA designated economic zones - 15)**

DLT Grant Program - Application Eligibility

Subjective Scores:

5. **Additional NSLP (10)**
6. **Need for Services & Project Benefits (45)**
7. **Innovativeness (15)**
8. **Cost Effectiveness (35)**

DLT Grant Program - Other Important Points

Application Deadline: March 24, 2009

- Applications must carry 3rd-party proof of shipping by the deadline.
- Extensions to the deadline are not granted under any circumstances.
- **Remember: the application is evaluated for eligibility and is scored on material submitted by the deadline. Information submitted after the deadline will not be solicited or considered by the Agency.**

Distance Learning Project Examples

- Connecting schools to share teaching resources
- Accessing instructional programming
- Offering Remote GED courses
- Bringing advanced placement college courses to high school students
- Sharing teaching resources between colleges
- Delivering specialized continuing education courses

Telemedicine Project Examples

- Clinics and hospitals linked with radiology specialists for instant diagnosis and consultation
- Visiting Nurses Associations providing home health monitoring
- Diagnostic Mobile PCs
- Mobile health units and ambulances linking to local clinics and hospitals

USDA Rural Development

Committed to the future of rural communities.

The Community Connect Grant Program

USDA Rural Development

Committed to the future of rural communities.

The Community Connect Grant Program

Program Requirements

- A nationally competitive grant program to provide broadband service to the most rural and economically challenged communities
- The grant covers one community, recognized by US census or Rand MacNally, currently unserved by broadband, with 20,000 population or less
- Min grant $50,000, Max grant $1,000,000
- 15% required matching contribution
- A Notice of Funding Availability will be published soon, which will include the application deadline

The Community Connect Grant Program

Program Requirements continued

- Project must include a Community Center with 10 computers for public use (at no charge for two years)
- Free service to Critical Facilities (such as fire station, city hall, police station, etc.) must be provided for two years
- Must offer basic broadband service to residential and business customers within the proposed service area

The Community Connect Grant Program

Eligible Applicant

- Incorporated organization
- Indian tribe or tribal organization
- State or local unit of government
- Cooperative or LLC

The Community Connect Grant Program

Scoring Criteria

- Rurality of the community
  - Determined by population size
- Economic need of the community
  - Determined by Median Household Income of the community compared to the state average
- Benefits derived from the proposed project – determined by information/documentation provided by the applicant on:
  - The need for broadband services
  - Benefits derived from the services proposed by the project
  - Local community involvement in planning and implementing the project

Community Connect Success Stories

- **Huerfano, NM, Sacred Wind Communications:** Since the opening of the community center, there have been over 4,000 visits to the center. Teachers have stated that prior to the center many Navajo children did not do their homework rather than admitting they did not have computer access, but that has changed. A number of unemployed adults have not only found jobs to apply for and complete applications online, but a few have already reported job offers. 1,300 people have used the Computer Training Center so far, from very young preschoolers who go to the Center to simply play games, to schoolchildren who research papers and complete homework, to high school grads who apply for tech colleges -- the educational benefits of the Center are evident. The Center is also delivering great opportunities to the artists of Huerfano, helping to preserve the Navajo culture and show it to the outside world. Many craftspeople have found a market for their wares on the Internet. Through another Rural Development grant, an e-commerce center was established at the community center, with training provided.

- **Wapanucka, OK, Barking Wind Corp.:** The community center is available to all ages, from students to senior citizens, and all users are offered instruction on using the computers and the internet. In fact, students from Murray State College serve as interns, paid by Barking Wind Corp., who help users at the center. These interns teach the entire community to use the center to do all sorts of things such as researching for homework, sending emails to relatives who are overseas in the military, and applying for jobs. Over sixty businesses and residents have broadband service.

- **Horseshoe Bend, ID, BitSmart:** BitSmart has brought Horseshoe Bend a community center in its school for both resident and student use, wireless internet availability, and an integrated system connecting law enforcement, health care providers, and school and government offices. Students in a business class at the high school are serving as BitSmart's local operations staff. These students manage customer contacts and orders, organize installation, bill and record payments, and even provide technical support. Not only does BitSmart save operational expense, but perhaps more importantly the students gain real-world experience and knowledge of running a business.

The Community Connect Grant Program

- For more information:
  - Find information on the website, including application guide and application window - http://www.usda.gov/rus/telecom/commconnect.htm
  - The website also has summaries of previous Community Connect grants, including contact names for the grantees
  - Telecommunications Program General Field Representatives: **http://www.usda.gov/rus/telecom/staff/gfr-state-list.htm**

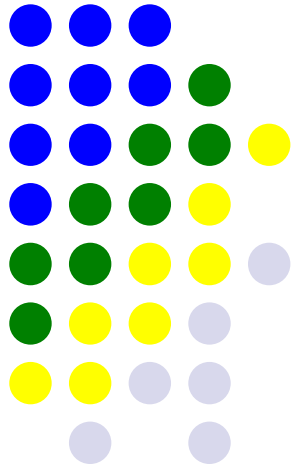
Mobile Technology - Inroads to Reaching Rural TANF Populations

NORTH FLORIDA

Sheryl Rehberg, Executive Director

North Florida Workforce Development Board

February 18, 2009

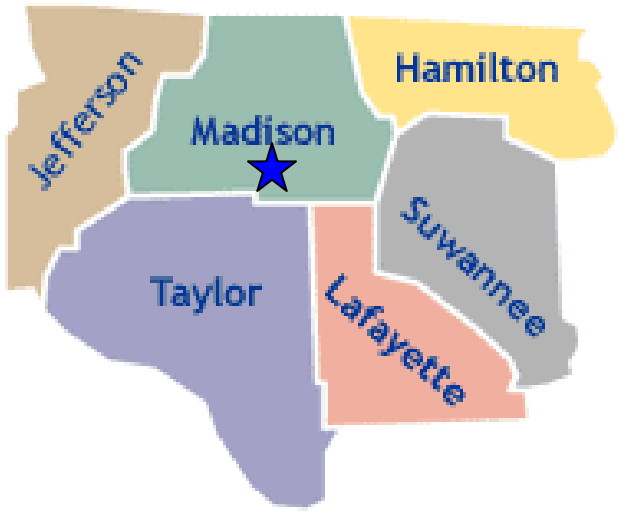


Overview

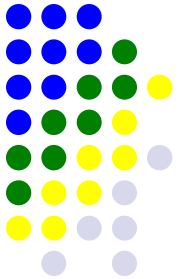
- Board Decision
- Program Needs
- 2nd Vehicle
- Staffing & Scheduling
- Public Relations

Board Decision

- Began with six offices
- Summer 2007 reduced to one office
- Still need to provide services in outlying areas
- Implemented Tiered Service Strategy
- Purchase of first Mobile Career Lab



Program Needs



- Connecting Services to the WT customer
- Mission
- Work Participation
- 40% Increased in all foot traffic
- 33% increase in WT cases
- Sometimes the only technology access available

Purchase of Second Vehicle

- Summer 2008
- Mobile Service demand increased
- Programmatic needs
- Expanded service in smaller counties

Staffing

- Two staff are assigned to each unit at all times of operation.
- Usual staffing for two units consists of three mobile unit staff and a rotating case manager.
- Back-up staffing plan for unexpected event or emergency.
- Also use other program staff for recruitment events.

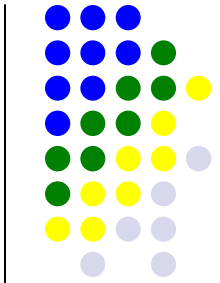
Scheduling

- Where, when, and how?
  A. Create a master schedule
  B. Adjust for leave time, emergencies
- Lunch / Break Coverage
  A. With two staff
  B. With three of more staff
- Delays/breakdowns
- Regular Maintenance

Operations Plan

- Consult others who have mobilized service
- Regular updates
- Forms for recording mileage, maintenance, etc.
- IT notes
- Vehicle storage space

Public Relations



- Advertising
- Simple schedule
- Graphics
- Brochure
- Community events

Contact Information

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KeyTrain®

KeyTrain and Distance Learning

Stan Brodka KeyTrain
877-842-6205
Stan@KeyTrain

National Career Readiness Certificate™

WorkKeys®

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How to Measure Readiness for Skilled Workforce or College?

KeyTrain®

We need:

- A common language – what are the skills required?

  "We need to ask employers 'what are the math skills required for the job.'"

- Foundational skills – complement job-specific skills

  "69% of applicants are rejected at hire because they lack basic skills, 32% because they lack reading and math skills"

- Applied skills – apply the knowledge

  "Students exiting our educational system have knowledge. But their demonstrated inability to apply that knowledge implies that they don't understand what they know."

Jo Kister, Ph.D.
Workforce Development Consultant

WorkKeys® Skill Areas

KeyTrain®

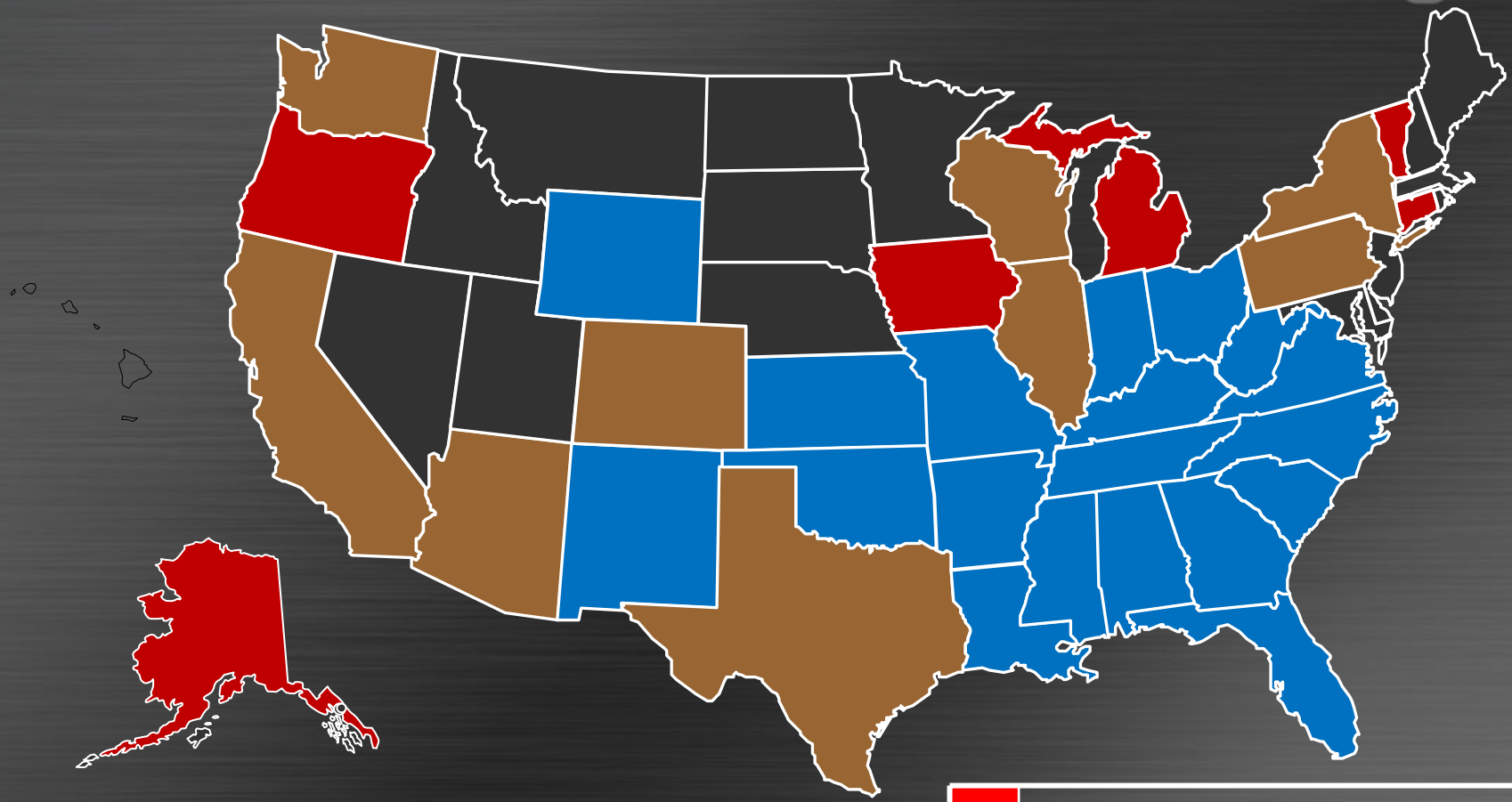
- Reading for Information*
- Applied Mathematics*
- Locating Information*
- Applied Technology
- Teamwork
- Observation
- Listening
- Writing
- Business Writing

**** 85% of ALL occupations utilize these skills**

National Career Readiness Certificate

ACT

National Activity



KeyTrain Unique Features for Distance Learning

- Instructional Design
  - Natural Voice Sound Track
  - Contextualized Feedback
- Easy to use
  - User friendly yet powerful management system
  - Consistent , easy navigation: focus on learning, not software
- Customer Service
  - 24/7 for the last 11 years
  - Our philosophy

Job Profiles Database

KeyTrain®

KeyTrain®

READING FOR INFORMATION, LEVEL 3 - WORD MEANINGS

OVERVIEW | LEARNING | PRACTICE | QUIZ

HELP | SOUND

PAGE 5 of 22

FINDING CLUES WITHIN SENTENCE OR PARAGRAPH

Look at the example from the overview and answer the question.

Click on the words in the sentence that tell you the meaning of "absorption."

...ith toxic chemicals, you must wear protective gloves
...rption, or passage of toxins through the skin into
...m.

MENU | REPEAT | PREVIOUS | NEXT

LOCATING INFORMATION, LEVEL 3 - BAR GRAPHS

OVERVIEW | LEARNING | PRACTICE | QUIZ

HELP | SOUND

PAGE 1 of 30

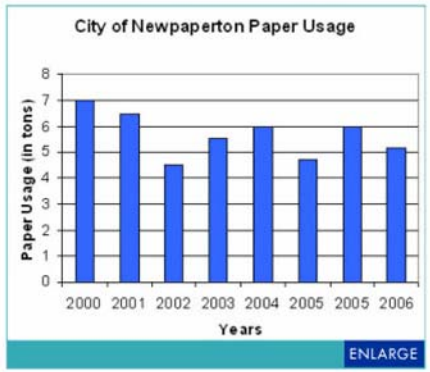
UNDERSTANDING BAR GRAPHS

Bar graphs are a good way to show and compare different amounts.

Suppose you were in charge of purchasing paper for your city. You want to show the mayor how much paper the city used in the past. How would you do this?

You could give him or her a list of numbers. However, a graph like the one shown can be an easier way to see how the city's paper usage has changed from year to year.

Click "Next" to continue.



MENU | REPEAT | PREVIOUS | NEXT

KeyTrain

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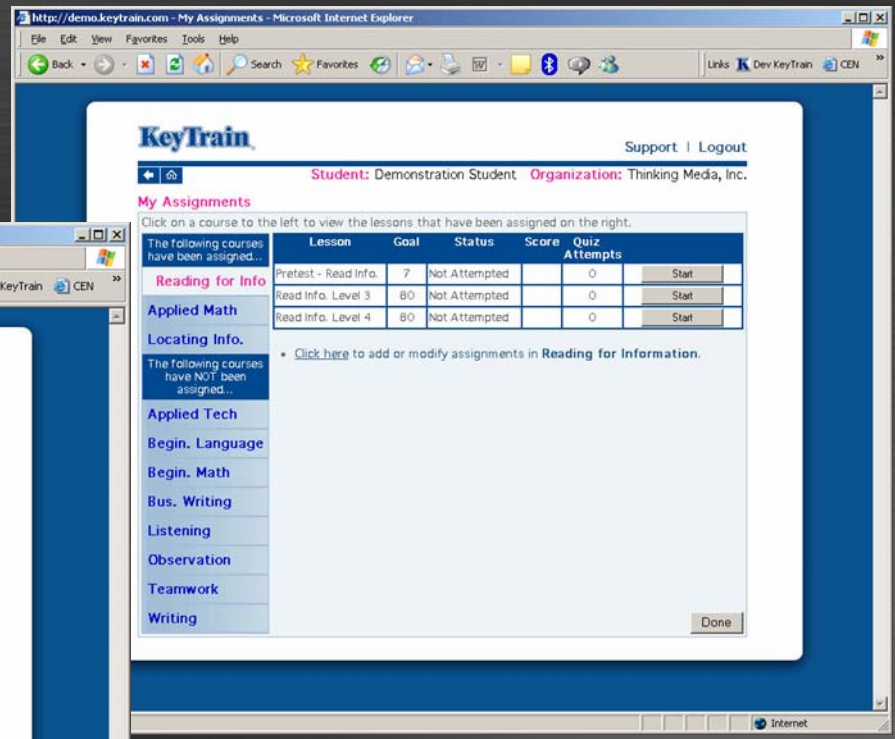
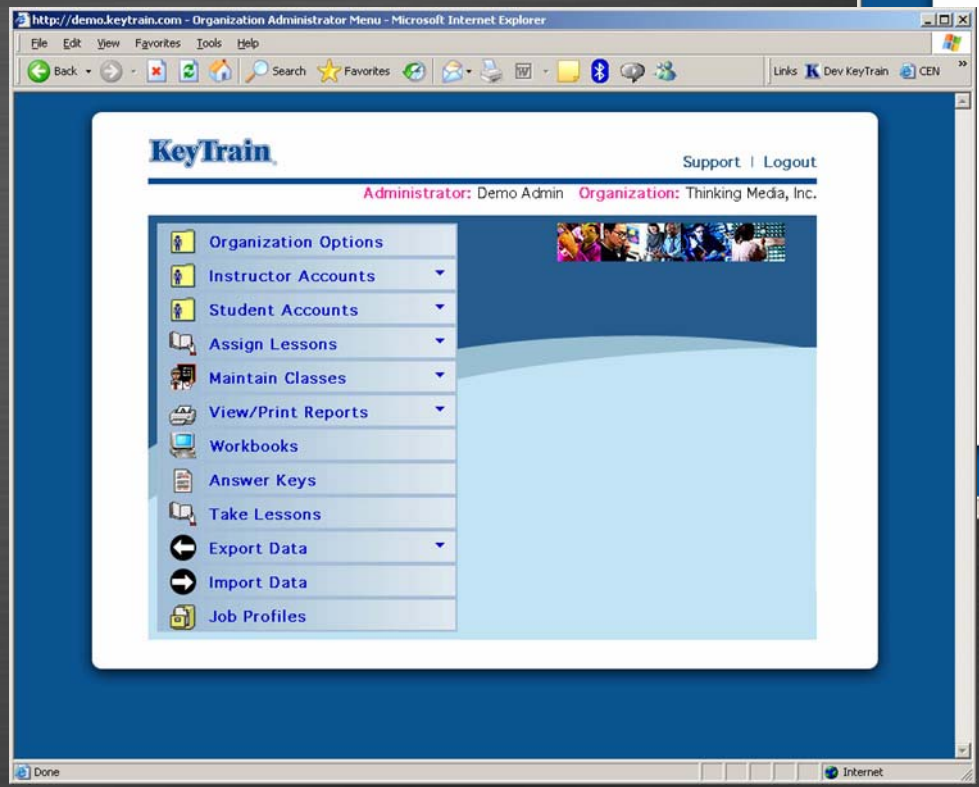

http://demo.keytrain.com - My Assignments - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Search Favorites
Links Dev KeyTrain CEN
KeyTrain
Support | Logout
Student: Demonstration Student Organization: Thinking Media, Inc.
My Assignments
Click on a course to the left to view the lessons that have been assigned on the right.
The following courses have been assigned...
Reading for Info
Applied Math
Locating Info.
The following courses have NOT been assigned...
Applied Tech
Begin. Language
Begin. Math
Bus. Writing
Listening
Observation
Teamwork
Writing
Lesson
Goal
Status
Score
Quiz Attempts
Pretest - Read Info.
7
Not Attempted
0
Start
Read Info. Level 3
80
Not Attempted
0
Start
Read Info. Level 4
80
Not Attempted
0
Start
Click here to add or modify assignments in Reading for Information.
Done
Internet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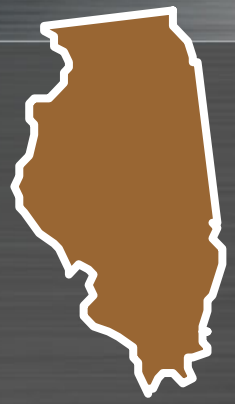
KeyTrain
Support | Logout
Administrator: Demo Admin Organization: Thinking Media, Inc.
Organization Options
Instructor Accounts
Student Accounts
Assign Lessons
Maintain Classes
View/Print Reports
Workbooks
Answer Keys
Take Lessons
Export Data
Import Data
Job Profiles
Done
Internet

KeyTrain®

Results

Results



Chicago Public Schools - PSAE

KeyTrain was implemented in over 100 high schools.

- Students who completed at least one level in KeyTrain =
  - One full level higher on WorkKeys Applied Mathematics on average.
  - One half level higher on WorkKeys Reading for Information on average.
    (Sample size > 1100 per group, less than 5 hours KeyTrain use per skill.)
- More than 130,000 students have been enrolled in KeyTrain at CPS, and over 430,000 contact hours have been logged.
- The effect of KeyTrain is significant at a confidence level of over 99%.

Results

Tidewater CC and Norfolk PS – Best Key Program

KeyTrain is the primary tool for helping students prepare the GED

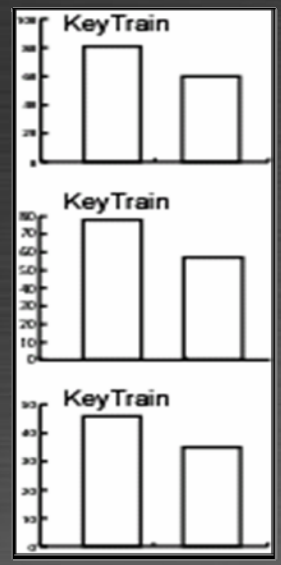
- First attempt success rate on the GED has been 89 - 94%.
- Nearly 400 students completed their GED and have been placed in jobs, the military or college.
- A 100% success and placement rate was recorded in a recent class of more than 100 students.

Results

Central New Mexico Community College

Retention

- English 98 + KeyTrain: 81% course retention
- English 98 alone: 60% course retention



WorkKeys Reading for Information

- English 98 + KeyTrain: 78% scored Level 4 or higher
- English 98 alone: 57% scored Level 4 or higher

Pre vs. Post Accuplacer Scores

- English 98 + KeyTrain: 46% increased Accuplacer performance
- English 98 alone: 35% increased Accuplacer performance

Results

KeyTrain®

Georgia High School Graduation Test

GHSGT Math

Population	% KeyTrain Users Passing	% Non-KeyTrain Users Passing
At-Risk	**94%**	57%
African American	**93%**	59%
Special Education	**90%**	27%
Low Socio-Economic	**93%**	36%

GHSGT English/Language Arts

Population	% KeyTrain Users Passing	% Non-KeyTrain Users Passing
At-Risk	**96%**	76%
African American	**93%**	77%
Special Education	**94%**	50%
Low Socio-Economic	**97%**	65%

KeyTrain®

KeyTrain for Distance Learning

NATIONAL CAREER READINESS CERTIFICATE™

WorkKeys®

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KeyTrain®

keytrain.com

home contact

Searching the **O*Net** job database. Switch to DOT What's this?

New Search Logou

1. Specify search location.

Search Location

Area: (•) National ( ) Local ( ) Both

Search DOT Database Directly
Search O*Net Database Directly

2. Specify search criteria. (You may search by category or skill levels or both.)

Search Category

( ) Don't search by category.
(•) Job Title (Keywords): electrician
( ) Job Cluster:
( ) Job Family:
( ) Job Description (Keywords):

Skill Levels

Use this section to search the WorkKeys® occupational profiles or local job profiles by specific skill levels. You can use the results to identify careers which you are likely to be successful in, or to plan the training you need for a career you would like.

SKILL AREA	NA	1	2	3	4	5	6	7
Reading for Information	(•)			( )	( )	( )	( )	( )
Applied Math	(•)			( )	( )	( )	( )	( )
Locating Information	(•)			( )	( )	( )	( )	
Applied Technology	(•)			( )	( )	( )	( )	
Listening	(•)	( )	( )	( )	( )	( )		

SEARCH TYPE

(•) Best matches
( ) Exact matches
( ) Better Jobs
( ) All Qualified Jobs
( ) Higher Skilled Jobs

KeyTrain®

Filter

didn't find what you were looking for, you can modify your search by editing the filter fields below and clicking the filter button.

Title▾	Cluster	Family	reading inf	applied ma	locating inf	applied tec	listening	observation	teamwork	writing
elect										
Electric Meter Installers and Repairers	Technical	Mechanical & Electrical Specialties	3	3	4			3		
Electric Motor and Switch Assemblers and Repairers	Technical	Mechanical & Electrical Specialties	5	6	4					
Electrical and Electronic Equipment Assemblers	Technical	Manufacturing & Processing	3	3	4	4	4	3	3	3
Electrical and Electronic Inspectors and Testers	Science & Technology	Engineering & Technologies	5	5	5			4	4	3
Electrical and Electronics Installers and Repairers, Transportation Equipment	Technical	Mechanical & Electrical Specialties	3	3	5			6		
Electrical and Electronics Repairers, Commercial and Industrial Equipment	Technical	Mechanical & Electrical Specialties	5	5	5					3
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	Technical	Manufacturing & Processing	3		4			4		
Electrical Engineering Technicians	Science & Technology	Engineering & Technologies	5	6	5		4	4	3	3
Electrical Engineers	Science & Technology	Engineering & Technologies	5	4	4		3	4	4	
Electrical Power-Line Installers and Repairers	Technical	Mechanical & Electrical Specialties	4	3	4	4		4	3	3
Electricians	Technical	Construction & Maintenance	5	5	5	5	3	5	4	3
Electrolytic Plating and Coating Machine Operators and Tenders, Metal and Plastic	Technical	Manufacturing & Processing	5	5	3	3	3	5	4	

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keytrain.com

home contact

New Search | Search Results | Logout

Electricians
O*Net Code: 47-2111.00
Cluster: Technical
Family: Construction & Maintenance

Description:
Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems.

Skill Area	Median Skill Level	Minimum Skill Level	Maximum Skill Level	Number of Profiles
Applied Mathematics	5	3	7	59
Reading for Information	5	3	6	59
Locating Information	5	3	6	61
Applied Technology	5	3	6	49
Writing	3	2	4	13
Listening	3	3	4	11
Teamwork	4	3	6	35
Observation	5	3	6	49

1. Search 2. Select **3. Assign**
Click here to assign lessons based on this profile.

Tasks

KeyTrain®

APPLIED MATHEMATICS, LEVEL 3

WELCOME TO APPLIED MATHEMATICS, LEVEL 3

Click on a topic below to begin this lesson.

- Introduction
- Quantity
- Rounding & Estimating
- Handling Money
- Telling Time
- Measurement
- Fractions, Decimals & Percentages
- Positive & Negative Numbers
- ✓ Final Quiz

EXIT

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KeyTrain®

ADDING MONEY

The most common math operation using money is counting. To count the value of a certain amount of money, you need to add the values of the coins and bills together.

Step 1: First, read the problem carefully. What is the problem asking?

You buy office supplies for your company. You spent $5.85 on notepads, $1.45 on pens and $10.70 on copy paper. How much money did you spend on office supplies?

Use your mouse to click on the words in the problem that tell you what you need to find.

KeyTrain®

APPLIED MATHEMATICS, LEVEL 3 - HANDLING MONEY

OVERVIEW | LEARNING | PRACTICE | QUIZ

HELP | SOUND

ADDING MONEY

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Use your mouse to click on the words in the problem that tell you what you need to find.

Sorry, that is not correct. Look for words that tell you to find a total.

SOLUTION STEPS

KeyTrain®

KeyTrain®

ADDING MONEY

The most common math operation using money is counting. To count the value of a certain amount of money, you need to add the values of the coins and bills together.

Step 1: First, read the problem carefully. What is the problem asking?

You buy office supplies for your company. You spent $5.85 on notepads, $1.45 on pens and $10.70 on copy paper. How much money did you spend on office supplies?

Use your mouse to click on the words in the problem that tell you what you need to find.

Correct! You need to find out how much you spent on office supplies.

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HELP | SOUND

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SELECTING MATH OPERATION

Next, you need to determine which math operation to use to solve the problem.

You need to find "how much." What operation should you perform? Click to select your answer.

- (•) Addition
- ( ) Subtraction
- ( ) Multiplication
- ( ) Division

You buy office supplies for your company. You spent $5.85 on notepads, $1.45 on pens and $10.70 on copy paper. How much money did you spend on office supplies?

Correct!

HINT | SOLUTION STEPS

MENU | REPEAT | PREVIOUS | NEXT

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ADDING MONEY

Step 2: Next, see what information you are given. What are the facts?

Use your mouse to click on the facts given. Hint: There are three facts given.

You buy office supplies for your company. You spent $5.85 on notepads, $1.45 on pens and $10.70 on copy paper. How much money did you spend on office supplies?

Correct! There are three facts given.

SOLUTION STEPS

MENU | REPEAT | PREVIOUS | NEXT

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KeyTrain Course Analysis Report

Organization: School B
Class: Class 101

Date: 3/6/2007
Time: 10:44:18AM

Applied Mathematics

Name	ID	PT	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Current Level	Increased	Time
MATT COLES	COLESM				88 / 1					3		7:18:46
GREG BARTON	BARTONG				100 / 1	87 / 2				4		13:13:38
NICK STEINHOLZ	STEINHOLZN				100 / 1	87 / 2				4		7:02:38
JOE LEOWS	LEOWSJ				100 / 1	100 / 1				4		10:39:18
JOHN WILL	WILLJ											5:36:33
GEORGE HICKS	HICKSG											2:09:51
Total 6 students												46:01:44
# Quiz attempts			0	0	4	5	0	0	0			
# Quizzes passed		0	0	0	4	3	0	0	0			
# Quizzes failed			0	0	0	2	0	0	0			
Average		0.0			97	91						

The Office of Family Assistance (OFA) Rural Communities Initiative

Thank you for attending this Rural Technology Webinar!

A transcript and recording of the audio portion of the Webinar will be made available for everyone in the coming weeks.

If you have any additional questions, please contact Rural Communities Initiative Federal Project Officer,
James Butler at James.Butler@acf.hhs.gov.