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Improving Service Delivery

Recommendation 21: Federal, provincial and territorial governments should commit funding and resources to enable First Nations, Métis, and Inuit governments and organizations to substantially improve their service delivery systems and infrastructure over the next five years with particular priority in the areas of health care, social and children's services and education. These strategies will need to be developed on a partnership basis so that they are appropriately tailored and respond to diverse needs and circumstances.

Recommendation 22: Governments should invest resources to promote, support and facilitate the development of Aboriginal networks, including professional networks and communities of interest.

Treating Information as a Public Resource

Recommendation 23: Federal, provincial and territorial governments should reach agreements on a framework for information governance negotiated directly with each respective national Aboriginal organization that can serve broadly as guidelines for the collection, dissemination and sharing of information and data.

Recommendation 24: Federal, provincial, territorial governments and Aboriginal political leadership should support the creation of information capacity that will allow Aboriginal governments and organizations to be more accountable to both their citizens (constituents) and to have a shared accountability relationship with their government partners. Aboriginal governments and organizations should commit to using ICT to provide information that strengthens accountability and participation of their members and citizens in governance and decision-making.

Citizen Engagement

Recommendation 25: Governments and Aboriginal leadership need to build the organizational capacity, authority and resources necessary to engage and consult with Aboriginal citizens on policies, programs and services. These consultation resources should include the technological capacity to engage Aboriginal citizens, including recognizing their distinctive cultural and language needs. Governments should encourage pilot projects to assess the best way to engage Aboriginal citizens using online tools and methodologies.

Partnerships & Collaborations

Recommendation 26: Consideration should be given to establishing an Aboriginal-led national multi-stakeholder vehicle, that includes government and other key stakeholder representatives, with a mandate to champion, sustain and facilitate the implementation of Aboriginal eGovernment.

Recommendation 27: Governments should support a national conference of Aboriginal and government leaders to develop and chart out an action plan to support and achieve the goals of digital equality and opportunity.

learning. Having provincial and territorial governments and education institutions and agencies as partners in this national project will be critical to its success.

Recommendation 11: Working with the appropriate Aboriginal authorities, national and provincial archives and museums should accelerate the digitization of Aboriginal historical records and artefacts and make this information available online.

Recommendation 12: Financial and other resources should be made available for Aboriginal communities to collect and digitally preserve their histories and cultural knowledge for the benefit of the community.

Recommendation 13: Aboriginal governments, organizations and communities should develop protocols to govern the online collection, dissemination and use of cultural information based on customary laws.

Recommendation 14: Aboriginal peoples should develop models for intellectual property protection of traditional knowledge, traditional cultural expressions and folklore. These models should be recognized by governments and protected in law.

Creating Opportunities in the New Economy

Recommendation 15: Aboriginal governments should be supported and encouraged to develop and integrate ICT initiatives into their long term strategic planning in order to:

- Facilitate community economic and business development and entrepreneurship;
- Stimulate and sustain the development of an Aboriginal owned and controlled ICT business sector; and,

- Foster community/private sector partnerships that provide access to necessary expertise and resources to assist and help promote technology-based economic development and growth.

Recommendation 16: Governments should provide assistance and create incentives for the Aboriginal business sector:

- To adopt ICT into their production, business and service processes; and,
- To increase business intelligence gathering and product and service marketing capacity to better identify business opportunities and reach out to regional, national and international markets.

Recommendation 17: Aboriginal governments, organizations, and business associations should play a facilitative role in developing business capacities by providing information, better aligning programs and resources, and helping entrepreneurs build networks and partnerships. This would include developing online information and services to support business and local capacity development.

Recommendation 18: Aboriginal organizations, governments, community colleges and the private sector should collaborate on a long term strategy to actively support and promote Aboriginal participation in the knowledge economy.

Recommendation 19: Aboriginal training and business organizations, in collaboration with the relevant agencies of government, should undertake an assessment and stocktaking of the potential role of eTraining in developing the Aboriginal workforce and business sector.

Recommendation 20: Aboriginal governments should create an enabling environment that favours innovation and technology-based economic and business development.

Summary of Aboriginal Voice Recommendations

Building Sustainable Capacity

Recommendation 1: Aboriginal eGovernment should be a priority on a national agenda of transformation.

Recommendation 2: A national commitment by all governments in Canada is required to bridge the digital divide for Aboriginal communities and institutions within the next five years, and for all Aboriginal peoples within the decade. Achieving these goals entails high-speed broadband Internet access that is affordable to users, coupled with governments investing to create sustainable capacity within Aboriginal communities and organizations to maintain and support ICT systems and applications development.

Recommendation 3: Aboriginal governments and their structures must be the central building blocks for an Aboriginal eGovernment agenda.

Recommendation 4: A Community- and Citizen-centred approach, driven by Aboriginal governments, should be adopted as the primary underpinning of Aboriginal eGovernment.

Aboriginal eLearning

Recommendation 5: Governments should make Aboriginal eLearning a national priority and facilitate and resource the building of a national online Aboriginal eLearning portal that would serve as a focal point for a national eLearning networks tailored to the different needs of the First Nations, Métis, and Inuit peoples.

First Nations, Métis and Inuit educational and training organizations, need to be resourced to fully participate in this national initiative. Characteristics of a national eLearning portal and networks would include:

- An open source resource web/network;
- National collaboration, with regard to more advanced communities and users acting as role models and mentors to those who need to build capacity; and,

- Open source information and resources that would be accessible to all Aboriginal learning organizations, while maintaining the ability to allow communities to cater the information and applications to their learning needs.

Recommendation 6: Federal, provincial and territorial governments should commit to providing long term funding and support in order to sustain current Aboriginal eLearning infrastructure and initiatives.

Recommendation 7: Aboriginal organizations, governments, and post-secondary institutions should collaborate on an assessment and action plan on how ICT can be used to increase Aboriginal post-secondary participation and achievement.

Recommendation 8: Working in collaboration with Aboriginal leaders and organizations, federal, provincial and territorial governments should promote and invest in First Nations, Métis and Inuit Centres of Excellence for eLearning with a mandate to advance and share information and knowledge about best practices and facilitate their diffusion into education and training systems and into the community.

Recommendation 9: National and regional research granting agencies should invest dedicated resources to support the advancement and innovation in Aboriginal eLearning.

Preserving, Promoting & Protecting Aboriginal Cultures

Recommendation 10: The Federal Government, in collaboration with national First Nations, Métis, and Inuit organizations, should develop and implement a national policy commitment to promote the preservation and protection of Aboriginal cultures and languages and ensure Aboriginal children, wherever they live, have opportunities to learn their culture and language. A critical component of this commitment is to fully employ, with appropriate safeguards, the potential of ICT to preserve, store, transmit and enable active cultural

Recommendation 25: Governments and Aboriginal leadership need to build the organizational capacity, authority and resources necessary to engage and consult with Aboriginal citizens on policies, programs and services. These consultation resources should include the technological capacity to engage Aboriginal citizens, including recognizing their distinctive cultural and language needs. Governments should encourage pilot projects to assess the best way to engage Aboriginal citizens using online tools and methodologies.

Partnerships, Networks and Leadership

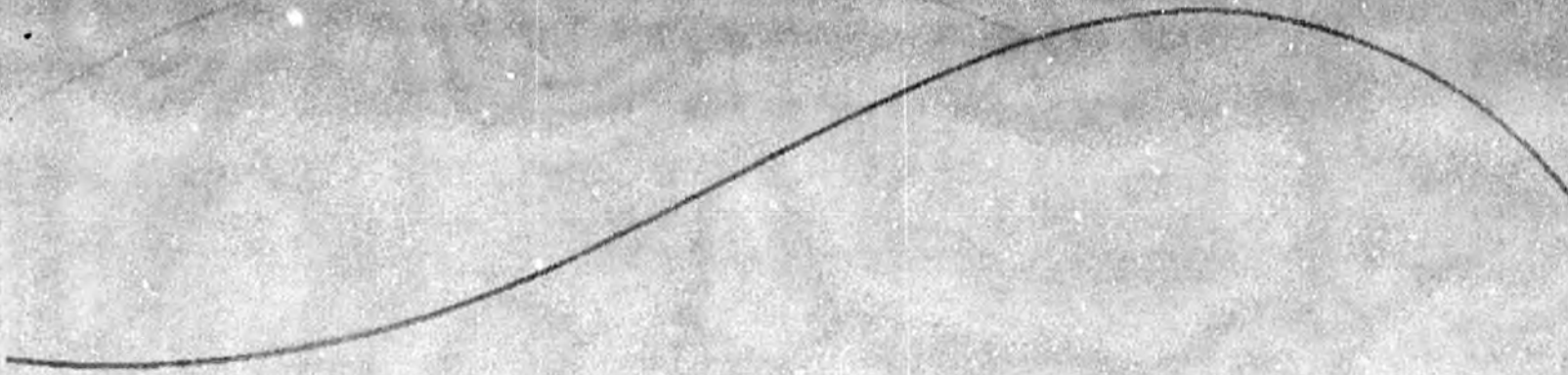
Collaboration and partnerships are underpinnings for effective eGovernment. Partnerships represent a way of realizing opportunities, mobilizing scarce resources, mitigating risk, staying abreast of new systems and applications, ensuring skills are developed and maintained, and up-to-date technologies are harnessed. Aboriginal Voice showcased examples of successful collaborations and partnerships in every area where Aboriginal eGovernment is evolving.

Fostering and deepening the environment for partnerships and collaborative networks will greatly facilitate the development and implementation of Aboriginal eGovernment. Our hope is that Aboriginal Voice has helped to facilitate this process. Our participants told us that a sustained commitment to collaboration and partnership development is required. Having a clear and focused Aboriginal eGovernment agenda and set of priorities would contribute immeasurably to this objective. Aboriginal-led multi-stakeholder vehicles can serve to bring together the necessary players, including government. It may be useful to consider national level mechanisms for this purpose. These mechanisms would need clear mandates and broad support from Aboriginal political leaders and federal, provincial and territorial governments.

Recommendation 26: Consideration should be given to establishing an Aboriginal-led national multi-stakeholder vehicle, that includes government and other key stakeholder representatives, with a mandate to champion, sustain and facilitate the implementation of Aboriginal eGovernment.

Aboriginal eGovernment will only move forward with momentum if there is a focal point for shaping and driving this agenda. We have said that political leadership is required. Aboriginal organizations and governments cannot do this alone, nor do they have the resources. Through Aboriginal Voice we observed many successes, but equally we saw many major institutional barriers to an effective intergovernmental and even interdepartmental agenda emerging around Aboriginal eGovernment. Joint leadership and commitment between Aboriginal leaders and governments has the potential to kick start and sustain an agenda that would see the power of today's information and communications technologies deployed to help Aboriginal Canadians realize their aspirations. We are hopeful that the recommendations of this report will make a contribution to this important exercise of leadership.

Recommendation 27: Governments should support a national conference of Aboriginal and government leaders to develop and chart out an action plan to support and achieve the goals of digital equality and opportunity.



Aboriginal Self-Governance and Citizen Participation

One of the great potential benefits often cited for ICT is eDemocracy – using the technology to better engage citizens in the public policy making process and in holding governments to account. While Aboriginal Voice participants saw this potential, our discussions highlighted some unique differences and challenges for citizen engagement and accountability in an Aboriginal eGovernment context. Many Aboriginal people live in communities where political discussion and activities are close to home. The way politics is conducted and decisions are made is often deeply connected to culture and traditional practices and, of course, there is great diversity among Aboriginal peoples in this respect. How does new technology fit with Aboriginal politics and traditional ways of making collective decisions? We did not emerge with good answers to this very important question. What we did hear is that Aboriginal governments and organizations most often do not have the scope of authority or resources necessary to effectively engage their citizens in a meaningful way. Federal and provincial governments are seen as the primary sources of authority and control over resources and how they are to be used. In other words, greater Aboriginal citizen engagement is directly tied to greater self-governance by Aboriginal peoples.

Having said this, there are many promising avenues for using ICT to better connect and engage Aboriginal political leaders with those they represent. Certainly, the Internet can be used as a vehicle for providing ready access to information and for increasing the lines of communication, especially with young people, who may be more willing to interact with their political leaders through a medium like the Internet. Political leaders also have an opportunity to use the technology to reach out to their constituents through online surveys and dialogues on issues of concern to them.

More immediately, ICT may be an effective tool for Aboriginal organizations involved in advocacy and political representation to become more effective through sharing of information, opening up internal processes for policy and decision-making and building coalitions of support on issues of common concern.

Aboriginal political institutions and organizations may well have a role in facilitating the introduction of technology within Aboriginal communities by becoming showcase examples of how ICT can be used to strengthen the political process. Political leadership, as we said earlier, is required for a successful Aboriginal eGovernment agenda. If Aboriginal leaders can embrace the technology for their own purposes the better the chances they will become champions for its broader application in helping tackle social and economic issues.

Federal, provincial and territorial governments also need to do a more effective job of engaging Aboriginal citizens on matters that directly affect or are of interest to them. There are some matters on which governments have a legal and ethical responsibility to consult Aboriginal communities and citizens. What role can ICT play in these consultation processes? What are the implications or limitations on the use of eConsultation tools with respect to the Crown's duty to consult? These are difficult questions. A starting point for greater Aboriginal citizen engagement would be to have Aboriginal political leaders and federal, provincial and territorial governments jointly develop consultation standards, guidelines and methodologies that promote greater Aboriginal participation in governance and decision making and determine what role ICT should play in these processes.

and organizations that the costs of turning this situation around are so high that building this capacity has to be regarded as a long term investment project.

Collection and evaluation of information at the community level requires resources to support a system of data collection and distribution and a workforce which is well-equipped and qualified to understand and use information and research. The ability to capture, aggregate, disseminate and easily access and use information from multiple sources is essential to informed planning and decision making on the part of governments and communities. More direct participation of Aboriginal citizens in government decision-making and planning requires increasing access to information that is user friendly.

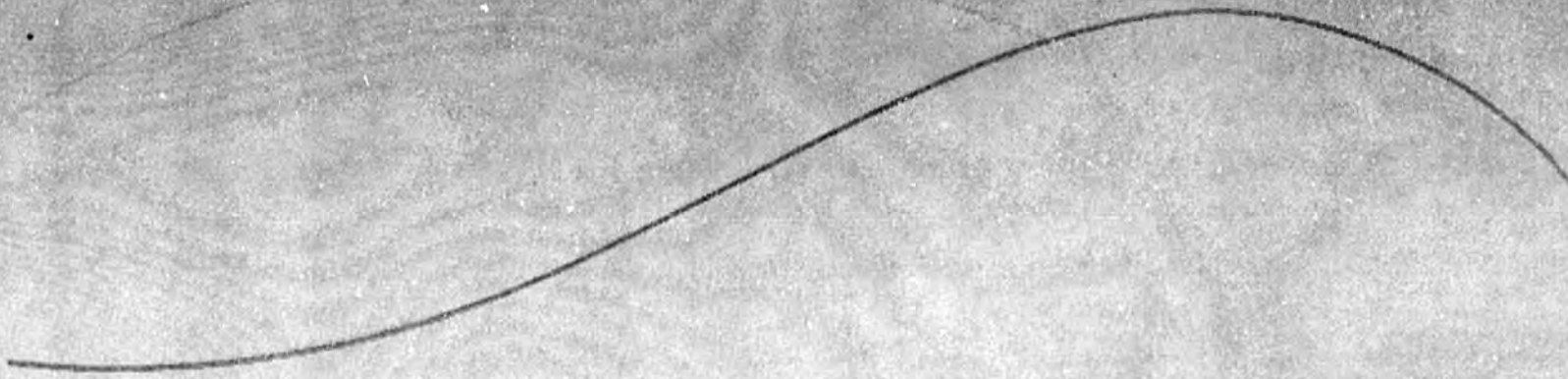
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Integration and Streamlining of Information and Information Requirements

Integrating services in ways that better meet the needs of citizens requires the sharing and integration of information across program, departmental and jurisdictional boundaries. We were told time and time again that Aboriginal governments and organizations confront costly, complex and overly burdensome information demands that inhibit the integration of information and services. Moreover, these data requirements are said to be heavily administrative and do not support the move to results-based accountability that is being strongly urged by Aboriginal leaders and authorities like the Auditor General of Canada.

Changing the current situation is challenging but it can be done. We found evidence of this in the type of information sharing agreements and protocols that are being negotiated through Aboriginal self-government processes. The focus of these agreements is to develop and share information that is relevant to community members with a concurrent goal of strengthening the accountability relationship between them and their governments all the while meeting the accountability requirements of Parliament. Identifying common data needs and uses has served to eliminate some of the administrative burden and duplication for all the governments involved. With this direction in mind, federal, Aboriginal and provincial and territorial governments need to work in partnership to:

- Coordinate existing information and information sources;
- Develop mechanisms that allow for streamlining of information requirements and mutual accountability between governments; and,
- Ensure the protection of privacy.



There are already excellent examples where integrated online service delivery is successfully taking place. The Meadow Lake Tribal Council (MLTC), to cite one example, by way of a pilot project has worked with AIS (Aboriginal Information Systems) to develop the software needed to integrate services. MLTC's nine First Nations communities in northern Saskatchewan are integrating six programs: housing, child & family services, post-secondary, health, membership, and social assistance. All of the data collected for each program area is centralized on the basis of membership (through a "citizen's database") and the data is available to the First Nations with the appropriate security measures to ensure that only those permitted have access to the information that is required. The success of the initiative is driven in part by the fact the system was designed, developed and implemented by First Nations, which once again speaks to the need for initiatives to be community and Aboriginal government driven. The end result: the new system not only provides programmatic outputs (eg. Social Assistance cheques), it also generates the reports required for submission to federal government.

Aboriginal governments and organizations are in the best position to know where service infrastructure needs to be improved, what gaps in service exist and where integration of service can be most beneficial.

Information Resources in the Information Society

In the information society, it is imperative that Aboriginal peoples and communities have ready access to information. It is essential to their full participation in Canada's social and economic life as well as to increased control and jurisdiction over programs and services by Aboriginal communities. Better access to information would mean more direct participation of Aboriginal citizens in government decision-making and planning. Information is the glue that supports and binds the pillars of cultural development, good government, citizen-centred services, and economic opportunity.

Ownership, Control, Access & Possession

Aboriginal governments, institutions and organization have a key role in developing information that meets their own needs and the needs of their members. Federal, provincial and territorial governments are the primary holders of Aboriginal information. The ownership, control, access to and possession of this information is of vital concern to most communities and these issues are quickly becoming an impediment to having this information become a resource for policy planning, reporting and evaluation. Major data collecting institutions such as Statistics Canada have encountered major problems in collecting data within some Aboriginal communities because of these concerns. To begin, there is a need to determine what kinds of data will be shared and what rules will be in place to ensure that information is appropriately and ethically handled. This will ensure proper standards for data management and continuity for information holders. Having this framework is an important building block for Aboriginal participation in eGovernment and service delivery initiatives.

Recommendation 23: Federal, provincial and territorial governments should reach agreements on a framework for information governance negotiated directly with each respective national Aboriginal organization that can serve broadly as guidelines for the collection, dissemination and sharing of information and data.

Information Capacity

Aboriginal governments need to have access to extensive amounts of information to create sound comprehensive community profiles and plans and to allocate resources effectively. The information that is collected and shared needs to be relevant and used in the service of the community – that is, it should be outcome oriented as opposed to administratively focussed. Having high quality, relevant information available would serve to build the policy and planning capacity of Aboriginal governments and organizations. Information deficits are so large at this point for most Aboriginal communities

Service Delivery Networks

Aboriginal Voice showcased many examples on how Aboriginal governments and organizations are using technology to improve service delivery. Health is one example where progress is being made. A recent report from Health Canada contains strong quantitative and qualitative evidence which demonstrates that telehealth networks provide high quality clinical and community services to previously under-served Aboriginal communities. These online tools are offering more opportunities for health professionals and community members to share information and advice, improve their knowledge, and foster new ways of communication through e-mail, videoconferencing and chat rooms. For service professionals, particularly, who are often in high demand, having access to ICT creates more rewarding professional and work environments that lead to their wanting to remain in communities. The tools and mentoring that these online systems provide also makes upgrading of knowledge and skills within the community more accessible and affordable.

Achieving the necessary economies of scale and capacity may require a more regional approach.

Using technology to facilitate networking among communities is another way to meet the needs of communities and organizations. It allows them to collaborate on common issues through sharing of best practices, participating in real time problem solving and creating the economies of scale that make a broader and more specialized range of online services viable. The capacity to tailor services is especially important to growing segments of the Aboriginal population, such as youth and Aboriginal peoples living in urban centres, which may or may not have a connection or affinity with traditional communities.

A particularly interesting and dynamic perspective on service delivery is the fact that online networks allow for the self-generation of services. In the case of youth, for example, online help and counselling services have emerged from online networks such as the Aboriginal Youth Network (www.ayn.ca). The site is a one-stop service for information ranging from wellness issues such as quitting smoking, safe sex, traditional medicine to scholarships, internships and education and training programs for Aboriginal peoples.

Recommendation 22: Governments should invest resources to promote, support and facilitate the development of Aboriginal networks, including professional networks and communities of interest.

Integrating Online Service Delivery

The eService strategies of the federal, provincial and territorial governments are targeted at integrating services to make them easier to access and more relevant to the needs of citizens. The model is one of seamless service delivery. A core theme in the Aboriginal Voice discussions was the need to break down departmental and government silos to create more holistic, community-based continuums of services by giving First Nations, Métis and Inuit governments and organizations more control and flexibility to design, manage and tailor services to the communities they serve. There are over 200 different cross-governmental programs available to Aboriginal peoples. The question remains, what is the range of service that should be available online and how can these services best be accessed? Currently, the story is one of fragmented mandates with little focus on or investment in service integration. What is required is realigning programs, policies and existing funding to better cluster and integrate services so that Aboriginal governments are better positioned to become points for service integration.

The Role of Leadership

Recommendation 20: Aboriginal governments should create an enabling environment that favours innovation and technology-based economic and business development.

Aboriginal political leadership has a critical role.

Aboriginal leadership can make in-roads by creating an enabling political and investment environment that favours the types of innovation and development required for participation in the New Economy. Pressing social demands, such as housing and health, make this challenging. That being said, local ICT champions – which may include service providers, community resource personnel, entrepreneurs and educators – can balance their ICT visions with the needs of the community. By consulting the community about their ICT plans, showcasing ICT best practice models, and highlighting economic success stories, champions can promote buy-in and ICT investments that will pay off in the long term for both individuals and communities.

Improved Aboriginal Services and Service Delivery

ICT is poised to become a major tool to enable First Nations, Métis and Inuit governments and organizations to improve services and fill service gaps. Canada may be at the forefront of developing eGovernment service delivery, but at the moment there are not many online services tailored to Aboriginal peoples. For example, computer-based case management systems that are a central feature in social service, health care and labour market programs are only now beginning to be developed as part of Aboriginal service delivery systems. This means, in effect, that Aboriginal citizens and communities do not receive the same quality or often the same scope of services that are routinely available to other Canadians.

A great deal of Aboriginal service delivery infra-structure has already been devolved to Aboriginal governments and organizations. The state of Aboriginal service infrastructure unfortunately lags behind that available to other Canadians, in many instances very far behind. These differences threaten to widen as federal, provincial and territorial governments, through initiatives such as Service Canada, make major investments in technology designed to create service delivery networks that will provide Canadians easier, one-stop access to services. There is a similar story unfolding in health care as Infoway begins to make huge investments in ICT over the next few years to improve the availability and access to health services. While these advancements are positive developments for most Canadians, Aboriginal-specific components are not visible, nor is the need for Aboriginal-delivered services at the community level.

Aboriginal governments and organizations are pivotal points for service delivery and require the resources to invest in ICT so that they can provide similar higher quality service systems and better access to a broader range of services for their citizens and clients. Using technology to upgrade and develop Aboriginal service delivery systems and infrastructure was identified as a major ICT priority by Aboriginal Voice participants. The evidence presented in the forums in areas like eLearning and eHealth also made a convincing case that investment in the application of ICT to improve and tailor service delivery to client needs will lead to better program outcomes for those that are being served.

Recommendation 21: Federal, provincial and territorial governments should commit funding and resources to enable First Nations, Métis, and Inuit governments and organizations to substantially improve their service delivery systems and infrastructure over the next five years with particular priority in the areas of health care, social and children's services and education. These strategies will need to be developed on a partnership basis so that they are appropriately tailored and respond to diverse needs and circumstances.

Recommendation 17: Aboriginal governments, organizations, and business associations should play a facilitative role in developing business capacities by providing information, better aligning programs and resources, and helping entrepreneurs build networks and partnerships. This would include developing online information and services to support business and local capacity development.

Skill Sets for Today's Economy

Developing human capital is fundamental to participating in the opportunities afforded by the New Economy. Human resource development is a vital issue for Aboriginal Canadians and their communities. Having new ICT skills and literacy is a critical aspect, but it goes beyond just acquiring technical savvy. Strong communication skills (especially in the areas of partnerships and education), leadership and project management skills, and innovation and entrepreneurship are all part of the mix. The success of business ventures ultimately remains conditional on business skills acumen.

A human resource strategy that employs ICT to develop new knowledge and new skills is a key in this regard because it involves learning by doing. Online training is the principle method that companies now use for training and workforce development. Online training systems are very developed, including online workshops, seminars and tutorials, trades and adult learning. We were told that these tools are not being used extensively in Aboriginal training and workforce development strategies at this point.

Both governments and the business sector have an investment role in developing Aboriginal human resources and a facilitative role in helping bring partners and networks together with Aboriginal organizations to develop workforce strategies that position Aboriginal young people for the future.

The concept of Aboriginal governments and organizations as custodians of information also warrants consideration. Clearing houses, such as the Aboriginal Inclusion Network (www.inclusionnetwork.ca), an online employment company that matches Aboriginal employees to businesses, are repositories and disseminators of best practices for proposals, solutions, and learning. The Inclusion Network links Canadian employers to Aboriginal job seekers, over 300 Aboriginal employment centres, and post-secondary institutes across Canada. Aboriginal institutions can also play a role in developing business capacities by acting as facilitators by providing information, aligning programs and resources, and helping entrepreneurs build networks and partnerships.

Recommendation 18: Aboriginal organizations, governments, community colleges and the private sector should collaborate on a long term strategy to actively support and promote Aboriginal participation in the knowledge economy.

Recommendation 19: Aboriginal training and business organizations, in collaboration with the relevant agencies of government, should undertake an assessment and stocktaking of the potential role of eTraining in developing the Aboriginal workforce and business sector.

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Participants engaged in the Aboriginal Voice process agree that the New Economy represents a huge opportunity for Aboriginal economic and business development if the fundamentals of an e-based economy are put in place, particularly at the community level. These fundamentals include sustainable ICT capacity, a workforce and entrepreneurs that are ICT literate and skillful, and communities willing to support and invest in an ICT business base that can broadly contribute to more dynamic economic development. Indeed, ICT can play a large role in strengthening and expanding the traditional base of the Aboriginal economy such as in the tourist, resource and craft production sectors. Modern ICT-based service delivery systems and networks illustrate how public services can become platforms for business spin-offs that benefit local communities.

Recommendation 15: Aboriginal governments should be supported and encouraged to develop and integrate ICT initiatives into their long term strategic planning in order to:

- **Facilitate community economic and business development and entrepreneurship;**
- **Stimulate and sustain the development of an Aboriginal owned and controlled ICT business sector; and,**
- **Foster community/private sector partnerships that provide access to necessary expertise and resources to assist and help promote technology-based economic development and growth.**

Recommendation 16: Governments should provide assistance and create incentives for the Aboriginal business sector:

- **To adopt ICT into their production, business and service processes; and,**
- **To increase business intelligence gathering and product and service marketing capacity to better identify business opportunities and reach out to regional, national and international markets.**

Promoting Economic Self-Sufficiency

Aboriginal participation in the New Economy must be seen in the context of both individuals and collectives, and needs to take into account the diversity among First Nations, Métis, Inuit and their urban populations as well as the different ways in which Aboriginal peoples are engaged as consumers, business people and governments. For example, an Aboriginal individual may choose to participate as an entrepreneur in the broader economy, while Aboriginal communities or governments might implement initiatives that shape their internal economies based on cultural, political or social priorities. The benefits of Aboriginal participation in the eEconomy will vary according to local circumstances, opportunities and community priorities, but generally the incorporation of ICT into economic development strategies can produce, particularly over the longer term, new and expanded business opportunities, more and higher paying jobs and a more efficient infrastructure.

Building local ICT capacities and businesses also serves to retain financial resources that would typically leak out into neighbouring economies, thereby capturing money for reinvestment and building economic self-sufficiency. Investment in ICT-type business ventures, then, should be a priority for economic development – especially considering the limited number of economic opportunities in some Aboriginal communities.

Recommendation 13: Aboriginal governments, organizations and communities should develop protocols to govern the online collection, dissemination and use of cultural information based on customary laws.

Reforming Legislation

Having recognized and respected community-based systems of information governance, while critically important, is not enough to deal with the challenge of a digital age when information is so easily captured and used by others for unintended purposes. Traditional knowledge is a case in point. Traditional knowledge is held by Aboriginal groups as a collective and is widely seen within the Aboriginal community as an expression of collective cultural rights. When it comes to knowledge and artistic creations, however, the current legal system moves in a different direction.

Existing laws grant ownership of knowledge in the forms of patents, copyrights or trademarks and are designed to promote innovation or artistic work by promising rights to economic returns to individuals and companies over a certain period of time. Because these laws do not encompass collective rights, collective privacy and collective ownership, they do not offer appropriate or adequate "digital rights" protection for traditional knowledge. Indeed, many see current legal regimes around intellectual property as creating a risk for Aboriginal communities that make their cultural knowledge openly accessible on the Internet.

Professor Marie Battiste notes that: "With respect to Indigenous knowledge, we stress the necessity of recognizing and respecting, in both national legislation and international law, the principle that any acquisition, publication, scientific use, or commercial application of Indigenous knowledge must be in accordance with the customary laws of the peoples concerned, as determined

by them."³ Such laws would go a long way to ensuring that when community knowledge has entered the public domain, those who access the information will adhere to a community's laws; and, if these laws are infringed, mechanisms will be in place to enforce them. In other words, local and national systems of law need to recognize and support Indigenous legal systems that may govern the use of traditional knowledge. Moreover, the focus of these laws should, in addition, include the general protection of Aboriginal culture and knowledge.⁴

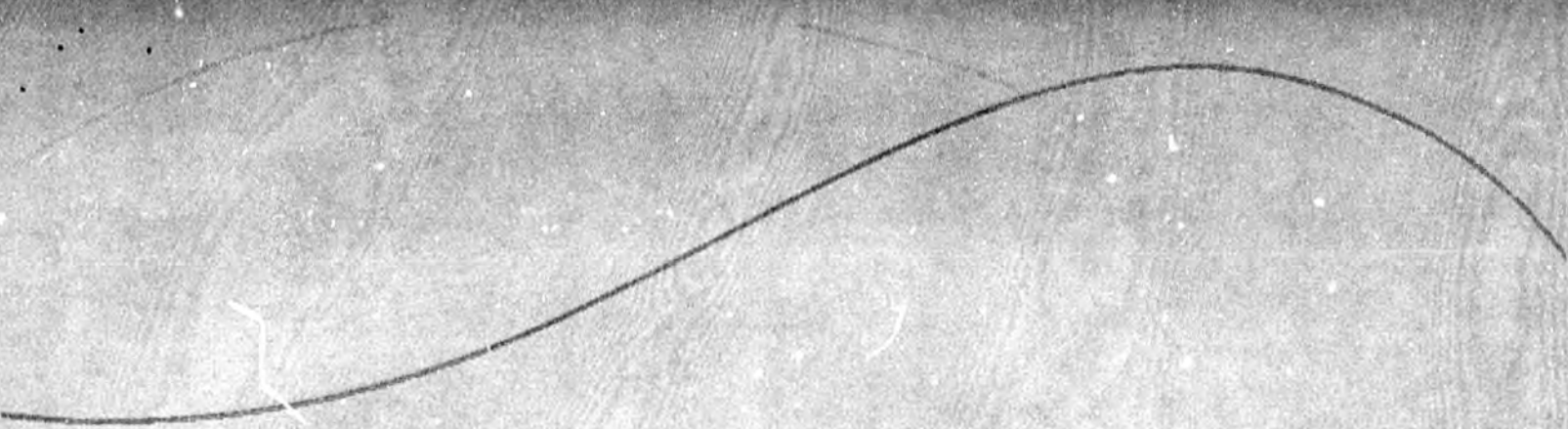
Recommendation 14: Aboriginal peoples should develop models for intellectual property protection of traditional knowledge, traditional cultural expressions and folklore. These models should be recognized by governments and protected in law.

Aboriginal Participation in the New Economy

ICT has transformed our entire economic fabric: enterprises are being transformed; innovative and dynamic business opportunities are being created; local communities are finding niches and renewing themselves as economic players by connecting globally; new knowledge and skills have become the entry points for employment; and lifelong learning is a requirement for full participation in this New Economy. Communities that have created dynamic ICT and knowledge rich environments - information-centric communities - are positioned to do well as the New Economy unfolds. By transcending geography and time the Internet creates opportunities either to attract businesses where location is not an essential factor of production or to expand and develop the local business base through global reach.

³ Marie Battiste, *Protecting Indigenous Knowledge and Heritage* (Saskatoon: Purich Publishing Ltd, 2000).

⁴ Professor Shelly Wright, University of Sydney, Australia. http://www.ubcic.bc.ca/files/PDF/International_HR.pdf



Inuit teacher based in Ottawa, to hone the traditional skill of drum playing, and participate in facilitated dialogues with elders across the North. Perhaps through promoting interaction between generations, learning can then become a two-way street; the younger generations can help to instill a sense of confidence in older generations around the uses of ICT.

The unlimited potential of the Internet makes it the ideal candidate for making Aboriginal cultural information easily and readily available. Already, inroads have been made in the online storage and access to histories, important documents and letters; artefacts can be archived into electronic databases; and, it is possible to map sacred sites in a protected manner to allow for virtual teachings and tours. Advanced language software offers great opportunities to collect, archive and access stories and other cultural information online. The recent launch of www.metisradio.fm, which archives historic recordings and solicits and promotes new artists across the Métis homeland, is an excellent example of how dispersed Métis populations are informed of cultural and political events – connecting community members' traditional cultural practices using a contemporary medium. Once posted and preserved digitally, the Internet and other communication technologies serve as powerful tools for intercultural learning, particularly among young people.

Recommendation 11: Working with the appropriate Aboriginal authorities, national and provincial archives and museums should accelerate the digitization of Aboriginal historical records and artefacts and make this information available online.

Recommendation 12: Financial and other resources should be made available for Aboriginal communities to collect and digitally preserve their histories and cultural knowledge for the benefit of the community.

Protection of Culture: Mitigating the Risks

Community Protocols

The collection and protection of cultural information and traditional knowledge is a priority, particularly in light of the aging population of "oral and knowledge keepers". Nevertheless, making Aboriginal information a public resource requires developing and respecting cultural governance mechanisms which need to be in place to facilitate the online collection, dissemination and use of cultural information. Establishing the appropriate governance requires the principle of community ownership, control, access and possession of community information to be respected. There is also a need to balance the "openness" of the Internet with protected and controlled community spaces. When information is made accessible, it is made subject to interpretation, translation and possibly misunderstanding.

The Mi'kmaq Ethics Watch, a governing board that defines the processes and outputs for using Mi'kmaq knowledge, has developed principles and guidelines to ensure that the ownership of Mi'kmaq heritage rests with the appropriate communities. By assuming a "gatekeeper" or a stewardship role, Aboriginal governments and institutions can turn attention to policy and planning efforts within the community to ensure the respect and safeguarding of traditional knowledge and community values. Communities and citizens must be well informed about protocols that are in place governing access to information and be able to identify the governing body that has authority so that there is a clear point of accountability for the security, quality and authenticity of information.

Recommendation 10: The Federal Government, in collaboration with national First Nations, Métis, and Inuit organizations, should develop and implement a national policy commitment to promote the preservation and protection of Aboriginal cultures and languages and ensure Aboriginal children, wherever they live, have opportunities to learn their culture and language. A critical component of this commitment is to fully employ, with appropriate safeguards, the potential of ICT to preserve, store, transmit and enable active cultural learning. Having provincial and territorial governments and education institutions and agencies as partners in this national project will be critical to its success.

Preserving Aboriginal Languages

If there is a starting point for cultural continuity, it lies in the preservation and learning of Aboriginal languages. As the primary articulation of culture, language connects individuals to their community. As vehicles for culture, Aboriginal languages reflect a worldview and connect individuals to a system of values. Language retention and new speakers have decreased dramatically in recent decades and cultural knowledge and traditions have become threatened. According to UNESCO (1996), approximately half of Canada's 50 Aboriginal languages are facing extinction or are endangered.

If used appropriately, ICT can play a key role in the preservation and promotion of Aboriginal languages in new and exciting ways. The Atlantic First Nation Help Desk offers one of several online Aboriginal language tutorials. In addition to interactive language lessons, there is a talking Mi'kmaq dictionary, books, songs and prayers. Microsoft has developed Windows in Inuktitut and is developing a Mohawk language version. In other cases, Aboriginal communities have taken the lead to ensure that their language application needs are met. For example, there are several Michif language online dictionaries and teaching aids geared towards the preservation and expansion of the Métis language.

We must keep in mind that Elders retell events in a language that is as rich in nuance as it is in detail. While it will never replace face-to-face contact with Elders, teachers and peers, ICT offers us tools to reinvigorate language usage, especially with the younger generations who, by and large, have experience with technology and a high level of comfort with it. Visual technologies such as videoconferencing can relay the facial expressions of a storyteller and the intonations of his or her words. Moreover, highly specialized computer programs have the capacity to analyse Aboriginal language structure, thereby eliminating the need for English translations. If ICT is to act as a medium for preserving and promoting Aboriginal languages and cultures, it needs to be developed in ways that accurately channel the animation and vibrancy of those traditions.

Ensuring Cultural Continuity

A second point of departure for cultural continuity lies in the preservation of cultural knowledge and its transfer to future generations. With the imminent passing of older generations, the risk of losing the history and traditional knowledge of Aboriginal peoples makes digital preservation of this knowledge a critical priority. ICT has a powerful role as well in ensuring that Aboriginal children and young people grow up in a culturally-rich environment that helps instil in them a sense of pride and knowledge about who they are. Instilling these early foundations of knowledge and understanding amongst Aboriginal young people will create a driving force in revitalizing and extending the reach of Aboriginal cultures.

The intergenerational transfer of culture has to start in the early years, by providing Aboriginal children wherever they live with opportunities to learn their culture and traditions. For example, the National Research Council partnership with the remote Quebec community of Kangiqlualujuaq, the Communications Research Centre and Telesat, exemplifies the reach of ICT in the transfer of culture. Through the medium of videoconferencing children are being taught traditional throat singing by an

the lack of sustainable resources. This is a challenge for the University of the Arctic, for example, which provides post-secondary access to all northern residents in order to find flexible ways of getting higher education that is relevant to them and where they live. A priority for governments should be to nurture and sustain the current Aboriginal eLearning platforms starting to bloom across the country.

Recommendation 6: Federal, provincial and territorial governments should commit to providing long term funding and support in order to sustain current Aboriginal eLearning Infrastructure and Initiatives.

Recommendation 7: Aboriginal organizations, governments, and post-secondary institutions should collaborate on an assessment and action plan on how ICT can be used to increase Aboriginal post-secondary participation and achievement.

Recommendation 8: Working in collaboration with Aboriginal leaders and organizations, federal, provincial and territorial governments should promote and invest in First Nations, Métis and Inuit Centres of Excellence for eLearning with a mandate to advance and share information and knowledge about best practices and facilitate their diffusion into education and training systems and into the community.

Recommendation 9: National and regional research granting agencies should invest dedicated resources to support the advancement and innovation in Aboriginal eLearning.

One of the best ways to preserve a culture is to disseminate it as widely as possible.

Preserving & Promoting Aboriginal Cultures

Given the propensity towards the isolation and fragmentation of Aboriginal peoples and disengagement from Aboriginal ways of life, connectivity offers the potential for enhancing cultural continuity and rejuvenating community ties. Why is cultural preservation and continuity so important? At one level the answer is obvious. A people's identity and cohesion are tied to their ability to retain and express their culture. The loss of one's culture implies assimilation into another. An important part of the history of Canada's Aboriginal peoples is about the resistance to such loss. The preservation and protection of Aboriginal languages, ecology and heritage is of utmost importance to sustaining Aboriginal cultures.

Cultural and Linguistic Continuity and Renewal

We are also discovering other powerful reasons why cultural and linguistic continuity and the strengthening of identity are critical issues. An accumulating body of evidence is demonstrating a direct correlation between a community's economic and social wellbeing and the cultural identity of its residents. Whether the emphasis is on the match between indigenous cultural understandings and institutions, or, the importance of the preservation and rehabilitation of threatened cultures, the core message associates strengthening the cultural fabric of indigenous peoples with improving a community's overall economic, health and social wellbeing.² We know, for example, that the incidence of youth suicide is dramatically reduced in Aboriginal communities that are empowered with a strong sense of identity, have control over decision-making and possess the ability to address community needs.

² Stephen Cornell and Joseph Kalt, "Sovereignty and Nation-building: the Development Challenge in Indian Country Today", Harvard Project on American Indian Economic Development, 2001. Michael Chandler and Christopher Lalonde, "Cultural Continuity as a Hedge Against Suicide in Canada's First Nations", *Transcultural Psychiatry*, V.35, June 1998.

In instances where eLearning tools have been utilized in the learning process or to provide learning alternatives, school retention and enrolment rates have increased as a result. In the Sunchild example, eighty percent of students enrolled in their Grade 12 program graduate with many continuing to post-secondary education. Such examples underscore the importance of a school curriculum that is culturally and linguistically appropriate, especially in places where Aboriginal culture is overshadowed. eLearning allows children to stay within their communities, breaking the cycle and history of relocation (such as residential schools), which has had irreparable damage on community cohesion, family bonds and individual educational retention. By keeping young people in Aboriginal communities longer, they can mature and become better equipped to deal with social transitions and get an extended opportunity to learn about and actively participate in the cultural life of the community.

The results? Higher enrolment, retention and graduation.

A Framework for Action

While the goal of Aboriginal Voice was not to articulate a definitive framework for Aboriginal eLearning, some consistent themes emerged. The first is that a life-long learning approach is an effective way to visualize Aboriginal eLearning. Second, there is a need for equity of resources and opportunities for First Nations, the Inuit and Métis that is on par with mainstream education and training systems. Third, the approach needs to be a comprehensive one.

Five pillars of a comprehensive approach were identified which, while requiring specific goals, strategies and priorities, need to be seen holistically, working together to meet community needs. These are:

- In-school education and early years learning – having technology-rich environments from early learning onward and learning alternatives for young and adult learners;
- Transitions – using technology to ease the large social and cultural adjustments that many Aboriginal people go through as they move from elementary to high school, going to college and university, entering the mainstream workforce and moving to larger urban environments;
- Post-secondary education – tailoring learning and support to Aboriginal students and offering distance education opportunities;
- Skills development and training – enhancing ICT literacy and competency and online training and skills development including for the trades and within the Aboriginal business sector; and,
- Community learning – creating the community infrastructure for eLearning outside the formal setting of education and the workplace, including: literacy and mentoring programs, tools for leadership, entrepreneurship, community development and capacity building, access to virtual libraries and other knowledge resources, cultural and community information, and inter-community networking.

Developments are occurring on all of these fronts; however, in assessing the current state of progress, Aboriginal Voice participants saw the application of ICT to address Aboriginal needs in the post-secondary and skills area as lagging. Another more general challenge for Aboriginal eLearning is that it must be tailored to many different environments - from large metropolitan cities to small remote communities that are only accessible by air or winter roads. Meeting challenges requires innovation and tailored investment strategies. Finally, the existing foundations in Aboriginal eLearning need to be sustained and strengthened. We were told of many instances where current efforts were at risk for

role models and mentors to those who need to build capacity; and,

- **Open source information and resources that would be accessible to all Aboriginal learning organizations, while maintaining the ability to allow communities to cater the information and applications to their learning needs.**

Integrating Culture and Learning

ICT can be used to integrate culture and learning in ways that are much more conducive and culturally appropriate for Aboriginal learners, possibly ensuring a more holistic experience. Indeed, mounting research shows there are strong linkages between culturally-relevant learning and successful learning outcomes.

At the Ontario eLearning Forum Eileen Antone, Associate Professor at OISE/UT, pointed out that Aboriginal perspectives on learning primarily involve education by example and experience, include storytelling, and continue from birth to death. Professor Antone made a powerful case for how eLearning, if properly developed, can help students learn in ways that are consistent with Aboriginal perspectives on learning by making strong connections to culture, language and identity through:

- Independent / interactive learning;
- Learning at one's own pace;
- Modifying terms based on cultural practices;
- Bridging learning of both content and skills (e.g. information management, time management, working independently);
- Developing student/teacher relationships at a gradual pace, while building trust; and,
- Adapting provincial science and math curricula to be more relevant and meaningful within their social and cultural contexts.

Building on Existing Foundations

Some very solid foundations for Aboriginal eLearning are already emerging and can be capitalized upon through an accelerated commitment to eLearning within a framework of lifelong learning. The Sunchild eLearning Community (www.sccyber.net) and the Keewatinook Internet High School (www.kihs.knet.ca) are models of how technology can be tailored to fit the needs of Aboriginal students. Since 1993, these two online schools have delivered eLearning programs to First Nations students ranging from grades 7 through 12 as well as to adult learners, successfully improving the overall levels of education for First Nations peoples in Alberta and Ontario. We also saw the creative power and impact of eLearning tools in early learning with elementary school children in remote Inuit communities in the far north who were discovering the world in virtual space, developing stories using animation technology and adapting science and math so it was more meaningful and relevant to their social and cultural context. These are children who stay in school and love learning. Education models such as these have all been developed with keen consideration of the specific learning needs of different Aboriginal groups and communities, including their sense of time and relationships, and personal and family factors which might affect the learning process.

Many suggestions were made on how to lay these foundations, including:

- Educating community members and stakeholders on what ICT is and its benefits by demonstrating concrete, real-time examples of what ICT can do;
- Consulting on community needs and technology strategies in areas like health, social services and education and economic development;
- Performing environmental scans on a community-by-community basis to examine and share information about the infrastructure and current and potential applications;
- Holding training sessions to increase community ICT literacy and competencies as well as technical knowledge and proficiency;
- Establishing hubs within the community with computer access and mentoring;
- Sharing best practices and showcasing leading edge community applications through conferences and multi-stakeholder venues;
- Developing a community "ICT toolkit"; and,
- Integrating ICT into community and service planning.

Governments also have a key role in sharing information about programs in a more coordinated and effective way, in funding the inclusion of sustainable ICT capacity within the development of community plans, and in creating incentives for greater diffusion of technology at the community level. In the Territories, through the Northern Strategy, funding is being allocated to a Community Capacity Building Fund that will allow communities the flexibility to develop ICT physical and human infrastructure to meet their own needs. This and ideas similar to it are among the ways that governments can play an enabling role.

Aboriginal eLearning: An Aboriginal Priority

What does eLearning mean for Aboriginal learners and the Aboriginal learning cycle? We learned that it is no longer possible to separate ICT "tools" from the learning process – the two are now intertwined, part of a whole, integrated process. From the point of entry into school, students are routinely expected to use the world-wide web for information, skills and knowledge. Education and lifelong learning are without question the fundamental underpinnings of Aboriginal participation in the New Economy. The knowledge economy requires a great shift in learning, including developing a whole new range of literacies and capacities.

For Aboriginal peoples, technology offers huge opportunities to leapfrog cultural and learning barriers to transform the way that Aboriginal education and training is done, and how communities are empowered to participate in society. The need to increase Aboriginal educational participation, retention and graduation rates has been addressed at length. Aboriginal Voice participants see eLearning as providing a set of powerful new tools to help tackle these challenges.

Recommendation 5: Governments should make Aboriginal eLearning a national priority and facilitate and resource the building of a national online Aboriginal eLearning portal that would serve as a focal point for national eLearning networks tailored to the different needs of the First Nations, Métis, and Inuit peoples.

First Nations, Métis and Inuit educational and training organizations, need to be resourced to fully participate in this national initiative. Characteristics of a national eLearning portal and networks would include:

- An open source resource web/network;
- National collaboration, with regard to more advanced communities and users acting as

critical mass also requires better coordination across departments and governments. Sustainability will entail Aboriginal governments and organizations identifying and raising their own sources of revenues. We saw many examples where this is already taking place, for example, by charging for online services and technical support. In making capacity building investments it is essential for governments to ensure equity amongst First Nations, Métis and Inuit governments and organizations.

Targeted training strategies are also required to rapidly increase the number of Aboriginal ICT technicians and professionals and to get this capacity lodged in communities. Community colleges, in partnership with Aboriginal organizations and the private sector, can play a particularly important leadership role in contributing to this goal. Investing in ICT human capital development pays large dividends because it is these technicians who over time become the backbone for local Aboriginal ICT business development.

Once capacity is in place ICT platforms can be enriched and expanded through pooling of both technical resources and buying power to reduce costs and increase access to and the range of ICT services. The Regional Management Organizations associated with SchoolNet is a case in point. K-Net's Community Aggregated Network has created a regional video conferencing network that serves as an affordable video conferencing platform for Aboriginal communities and organizations on a national scale. These and initiatives like them require ongoing support. They show that it is possible to create dynamic and powerful Aboriginal ICT networks with capacity to support highly advanced ICT applications that can improve services, connect people and communities, increase productivity and reduce the high costs of travel that confront many Aboriginal governments and organizations. In other words, the business case for investing in sustainable ICT capacity is a good one.

A Community-Centred Approach to Aboriginal eGovernment

Recommendation 4: A Community- and Citizen-centred approach, driven by Aboriginal governments, should be adopted as the primary underpinning of Aboriginal eGovernment.

Time and time again we heard that a community-centred approach is fundamental to the vision of Aboriginal eGovernment. The goal of a community-centred approach is to have communities with sufficient knowledge and capacity to direct the process of ICT development to achieve maximum benefits. The basic premise is that communities are best suited to identify their own unique needs and the resources required to achieve their goals. Moreover, getting buy-in and support at the community level is critical to the success of Aboriginal eGovernment initiatives. This means reaching out in an inclusive way to all segments of the community. Aboriginal youth can, if trained appropriately, play a key developmental role in their communities, especially with elders.

A community-centred approach is also inherently sensitive to the diversity of Aboriginal cultures, and allows for Métis, First Nations, Inuit, Northern and urban communities to integrate ICT "at their own pace".

Developing community ICT awareness and capacity is central to Aboriginal communities and citizens becoming more open to the technology and seeing opportunities within a New Economy context. If communities are going to determine how and what ICT developments will best meet their needs and values then community members and leaders need to be educated to understand both the potential and risks of this technology. Through Aboriginal Voice we learned that with good community foundations in place, the use, application and benefits of ICT can accelerate and take off.

Community connectivity in most instances means that the access point is institutional: located either in the school, band office, government office or health centre. Many efforts are being made to create broader access for community members; however, availability and in-home use of the Internet remains limited. Even where residential connectivity is less of a problem, affordability of computers and high Internet charges remain barriers. As we heard in our forums, Aboriginal young people see this as a big issue given the kind of access to computers their non-Aboriginal peers have in the home.

Successfully tackling these issues will require new thinking, innovation and investment. The Province of Saskatchewan, for example, is doing something similar to Alberta's SuperNet but plans to add a wireless overlay that will give most citizens living in rural and northern parts of that province access to broadband service. Aboriginal Voice participants strongly endorse approaching infrastructure, connectivity and access issues from the perspective of a "public utility". Cheap, easy to use, high-speed access to the Internet is today's equivalent of putting in place the telephone system in a past era. A "public utility" perspective essentially means two things for Aboriginal peoples and communities: assured access at reasonable costs to high-speed broadband service on par with other Canadians, and governments taking on the responsibility to ensure this outcome. Governments and the private sector need to engage in renewed efforts to find ways to level the playing field as it exists, between the North and South and between urban and remote communities.

Sustainable Capacity

Connectivity is only half the story; having sustainable human and financial capacity is the other half. Sustainable capacity means both bridging the infrastructure divide and having the necessary human and financial resources to support and develop ICT systems. High quality online service delivery, rapid access to and use of information, and meaningful interaction between citizens and governments requires a minimal level of

ICT resources, skills and infrastructure that for most Aboriginal Canadians and communities are simply not a reality. Aboriginal Voice participants defined the key components of sustainable capacity to include:

- Broadband connectivity;
- ICT skills and literacy;
- Ongoing access to ICT technical capacity for maintenance and development of applications;
- Long term funding - both governmental and own source revenues - to support ICT infrastructure and developments; and,
- Knowledgeable local champions who can lead, advocate, engage and influence the community in determining its ICT future.

Recommendation 3: Aboriginal governments and their structures must be the central building blocks for an Aboriginal eGovernment agenda.

Currently Aboriginal eGovernment efforts and investments are largely housed within non-Aboriginal governments. This is not serving to build a robust Aboriginal ICT infrastructure base across Canada. Aboriginal governments and organizations require the necessary expertise and institutional resources so that they can shape and direct both the development of policies and strategies and the implementation of eGovernment activities.

Building ICT capacity in Aboriginal governments and organizations also serves as a foundation for modernizing service delivery and improving programs and services. Trained and qualified on-site technical support is essential for the maintenance of systems and the development of online applications. Governments should be including investment in ICT capacity as an integral component of their Aboriginal programming and funding in order for a critical mass of ICT resources to become available at the community level. Achieving

Aboriginal Voice Recommendations

Aboriginal eGovernment: A National Priority

Recommendation 1: Aboriginal eGovernment should be a priority on a national agenda of transformation.

Over the past year and a half, national Aboriginal leaders, the Prime Minister and First Ministers from the provinces and territories have been developing a national agenda that seeks to strengthen and renew the relationship with Canada's First Peoples and bridge the gap in the quality of life for First Nations, Inuit and Métis peoples. ICT, particularly the Internet, offers a powerful set of new tools to more rapidly advance these goals. The challenge is making this technology accessible to Aboriginal Canadians so they and their governments can fully benefit from its potential to help address critical cultural, economic and social needs.

Bridging the Digital Divide: A Commitment to Equitable Access and Sustainable Capacity

Recommendation 2: A national commitment by all governments in Canada is required to bridge the digital divide for Aboriginal communities and institutions within the next five years, and for all Aboriginal peoples within the decade. Achieving these goals entails high-speed broadband Internet access that is affordable to users, coupled with governments investing to create sustainable capacity within Aboriginal communities and organizations to maintain and support ICT systems and applications development.

Like the railway and telephone were to the industrial economy, so too is ICT to the knowledge economy and information society. Having technology on par with other Canadians will be essential to full Aboriginal participation in the country's future economic, social, cultural

and political life. The ultimate success of Aboriginal eGovernment will ultimately be determined by how well and how quickly governments and the private sector tackle the gap in ICT infrastructure, capacity and access that exists between Aboriginal peoples and the rest of Canada.

This "digital divide" reflects the disparity – or scarcity – in connectivity, hardware, skills, and access to ICT that Aboriginal communities and citizens experience, much of it to do with geography and infrastructure and the dearth of initiatives to surmount these challenges. The picture of connectivity is highly varied both across the country and amongst the First Nations, Inuit and Métis. While the digital starting points may differ, like their rural and northern counterparts, urban Aboriginal peoples, for social and economic reasons, also find themselves on the wrong side of the digital divide. Surmounting the connectivity divide has two interconnected challenges: connecting communities and connecting citizens. Most progress is being made on the first challenge: in-home connectivity for most remains a distant reality.

Federal programs such as the Community Access Program (CAP), SchoolNet and BRAND (Broadband for Rural and Northern Development) play an important role in giving many Aboriginal peoples, particularly youth, access to ICT. The continuation of such programs, coupled with their expansion into untapped communities – Métis, urban and Inuit communities have had varying degrees of access to such programs – is a good foundation upon which to build, but it will require added investment, changing government departmental mandates and creating new forms of intergovernmental cooperation. Wireless technologies are allowing communities in the territories to get connected. Provinces like Alberta, through their SuperNet initiative, are making high-speed broadband connectivity available to Aboriginal communities. But much remains to be done.

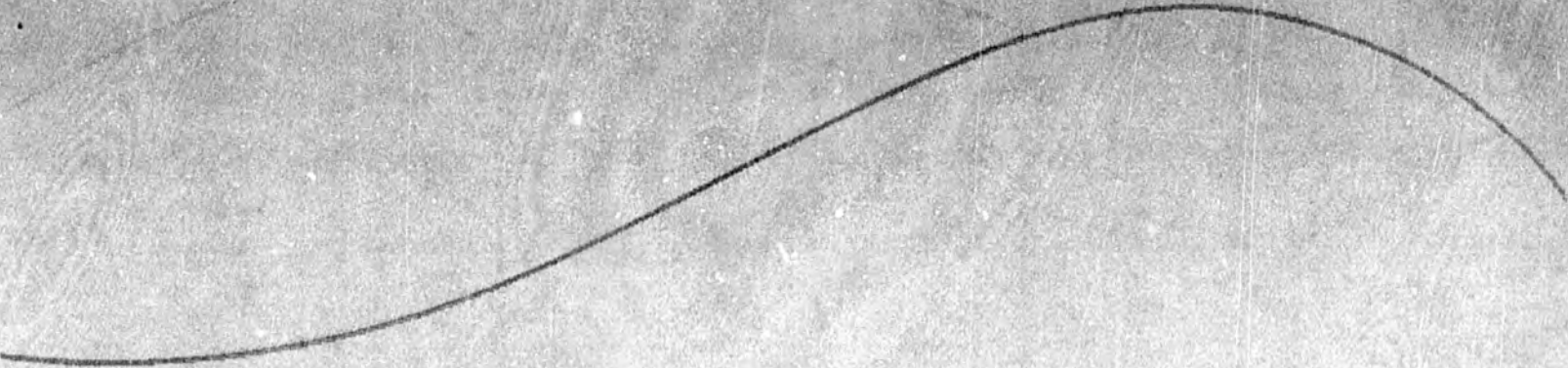
The Vision

EGovernment is about the way governments can use ICT to improve services to citizens, collect, manage, use, share and protect information as a public resource and enhance their relationship with citizens through more meaningful engagement. The emerging vision for Aboriginal eGovernment is a more expansive and compelling one. It is one of digital opportunity, where information and communications technologies are used in a responsible, inclusive and Aboriginal community-centred way to address critical cultural, economic and social needs of Aboriginal peoples in Canada. Indeed, the benefits of ICT to Aboriginal people may outweigh those of other Canadians. This technology transcends geography and size, allowing Aboriginal peoples and communities to connect with each other and do things in ways not previously possible. ICT offers Aboriginal governments and people a powerful new set of tools to preserve and revitalize their cultures and establish a stronger place within the Canadian national fabric.

The success stories of Aboriginal eGovernment, of which there are many, all point to collaboration and partnerships among governments, public sector agencies such as colleges and universities, and the private sector as an essential ingredient. But even more foundational, for eGovernment to be relevant in an Aboriginal context, and for Aboriginal peoples to play a meaningful role in its development, the approach taken has to be community focused. We call this Community-Centred Aboriginal eGovernment. The largest enabler for the success of Aboriginal eGovernment initiatives will be Aboriginal governments, communities, and organizations empowered to use the technology to meet their own needs and work together on common problems and issues.

Collaboration, partnership and community-centred eGovernment are all central to this vision.

Realizing this potential requires First Nations, Inuit and Métis governments, citizens and communities to have ready access, capacity and resources to use and benefit from ICT. A large digital divide exists between Aboriginal and other Canadians which, if not corrected, risks creating a knowledge and opportunity divide that will amplify and deepen existing social and economic inequalities. ICT is not a panacea - it is fundamentally an enabler. Using the technology to its potential will involve a transformation in the way Aboriginal governments, organizations and communities work in the future.

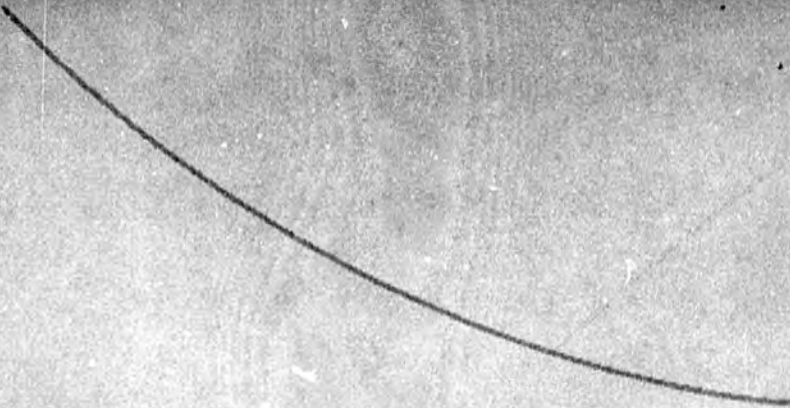


Foundations for Our Recommendations

Aboriginal cultures are alive, dynamic and diverse and experiencing a cultural renaissance that is strengthening and renewing their distinct identities. While there are commonalities amongst the cultures of First Nations, Métis and Inuit, each nation has its own history, tradition, values, and language that are the foundations for a way of living and of knowing. Cultural diversity is amplified by geography and dispersion of communities. For Aboriginal peoples in Canada, with a spirituality and consciousness deeply rooted in the land, there is a unique set of principles which guide relationships between individuals, communities, nations, confederacies and, increasingly, participation in the global village.

These are the underpinnings of Aboriginal social and cultural life, which, if they are to endure and flourish, must survive and find everyday expression in our contemporary technology-driven world. The diversity of Aboriginal populations is too great to have a one-size-fits-all model for Aboriginal eGovernment. Indeed, great potential lies in ICT's flexibility to tailor solutions to a community's specific social needs and possibilities.

The Aboriginal Voice recommendations are meant to outline a strategic direction for Aboriginal eGovernment and highlight areas of priority and investment. Our recommendations are interdependent and directed at Aboriginal leadership as well as governments, and include a call for action by all key stakeholders.



Introduction

In the 1920s a technological revolution changed the face of the international economy. It bridged vast distances and allowed people to conduct business at a pace never before possible. New industries emerged and with it, new skills. This new technology – the telephone – impacted the economy so significantly, that business practices changed almost overnight to accommodate it. Flash forward 80 years and the world finds itself again in the midst of such a transformation.

Whereas Aboriginal peoples were excluded from the Industrial Revolution, they need not miss the technology revolution.

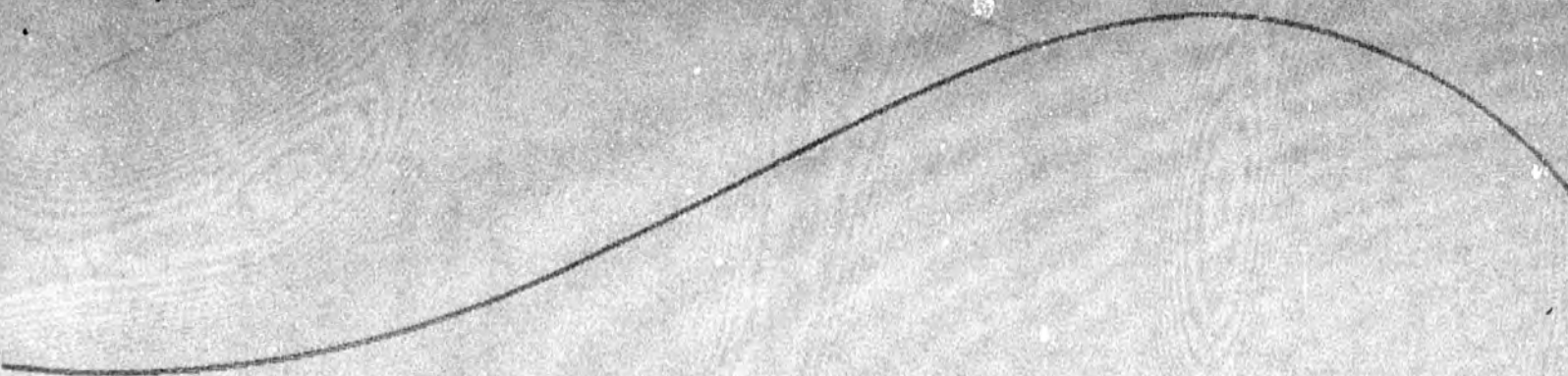
Information and communications technology (ICT), particularly the Internet, is transforming our society into one which is dynamic, global, and knowledge-based. What does this new technology mean for Aboriginal Canadians? Aboriginal Voice was conceived to explore this question. What we discovered was that Aboriginal peoples and communities want to be involved in and fully benefit from this transformation. What we heard was that if harnessed appropriately ICT offers critical opportunities to strengthen Aboriginal cultural identity, promote sustainable community development and achieve greater self-reliance. The compelling finding is that Aboriginal Canadians have begun to embrace ICT as an essential tool in learning, improving services such as health care, and in creating a larger space of opportunity in the New Economy.

ubiquitous access to technologies can have positive impacts on the social, economic, political and cultural workings of Aboriginal communities.

This report documents these benefits. It also calls for rapid action. There is a real sense of urgency around the Aboriginal eGovernment story. Part of this can be attributed to the passing of Elders, who act as the gatekeepers of Aboriginal wisdom and knowledge, and, by means of oral traditions and custom, pass on cultural information and knowledge. ICT can play a critical role in preserving and renewing this knowledge to the benefit of future generations. At the other end of the age spectrum, the large and growing Aboriginal youth population holds immense promise. Young people are the navigators and pathfinders of the Internet age. The urgency here is to ensure these young people are given access to the technology, skills and knowledge required to secure confident and fulfilled futures. The goal of our recommendations is to create this opportunity for this generation of Aboriginal young people.

Build it and they will come.

Aboriginal eGovernment is an emerging reality within Canada. The many examples showcased throughout Aboriginal Voice offered vivid demonstrations of communities, where they have the necessary infrastructure and resources, grasping the potential of ICT to meet very real needs. The evidence so far is that



Acknowledgements

We gratefully acknowledge the many people who have contributed to our learning. We would like to extend a special thanks to the following Aboriginal organizations for their guidance throughout the process: Assembly of First Nations, National Association of Friendship Centres, Métis National Council, Inuit Tapiriit Kanatami, Congress of Aboriginal Peoples, Native Women's Association of Canada, National Aboriginal Health Organization, and Pauktuutit Inuit Women of Canada.

We would also like to thank the various members of the Culture Working Group for their dedication to the development of our discussion paper, *Aboriginal Culture in a Digital Age*, which can be found on our website: www.crossingboundaries.ca/aboriginalvoice.

We also owe a great deal of gratitude to the Office of the Federal Interlocutor of Métis & Non-Status Indians, Indian and Northern Affairs Canada, Industry Canada, Human Resources and Skills Development Canada, Health Canada, Atlantic Canada Opportunities Agency, Western Economic Diversification, Canadian Heritage, Social Sciences and Humanities Research Council, the Provinces of Manitoba, Alberta and Ontario and the Government of the Northwest Territories for their involvement in and support for Aboriginal Voice. A special thanks to the EnCana Corporation for its support.

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Finally, we would like to thank all of the forum participants, especially the panellists and speakers, who contributed their not only their time and expertise, but invaluable comments and feedback that led to the development of these recommendations.

Overview of the Process

The Crossing Boundaries' Aboriginal Voice initiative is a multi-stakeholder process involving several Aboriginal organizations, federal government departments, provincial and territorial governments, and the KTA Centre for Collaborative Government.

The purpose of the project was threefold:

- To create a forum for Aboriginal communities and organizations to have dialogues around eGovernment in a multi-stakeholder context;
- To raise the profile of Aboriginal ICT opportunities and challenges at both national and regional levels; and,
- To enrich and inform the dialogue and agenda of the Crossing Boundaries National Council by raising awareness of Aboriginal issues.

Since the National Forum in March of 2004, Aboriginal Voice has undertaken six cross-country forums in the Atlantic, Ontario, Alberta, British Columbia, Manitoba and the Northwest Territories. These forums brought together representatives from Aboriginal communities, governments, academia, and the private sector. The process has also drawn heavily on current research evidence, limited as it is, and on available best practices.

We have published two discussion papers. The first outlined some of the pertinent questions, challenges and priorities that emerged from the National Forum in Ottawa and served as a discussion paper for the regional forums. From the beginning, we identified the need to consider the impact of ICT on Aboriginal cultures and identities. Thus, the second publication, *Aboriginal Culture in the Digital Age*, was developed in conjunction with a Culture Working Group comprised of Aboriginal representatives and experts in the field. Both publications have been distributed nationally to the Crossing Boundaries and Aboriginal Voice networks.

Altogether, approximately 500 decision makers, practitioners and policy influencers have been involved in a national dialogue on Aboriginal eGovernment leading to this publication. These discussions formed the basis of the framework, or "storyline," for Aboriginal eGovernment and the themes and recommendations in the Final Report.

Aboriginal Voice has also partnered with the Social Sciences and Humanities Research Council (SSHRC) to develop an academic research initiative that will look at opportunities afforded by information and communication technologies to enhance Aboriginal social development and community capacity. The research process is set to begin in the first half of 2006.

A second outcome that emerged from the process was an ICT agenda focused on social and economic inclusion, cultural renewal and the strengthening of Aboriginal governance and self-determination. These recommendations speak to Aboriginal leaders, federal, provincial and territorial governments and other key players committed to collaborating on a set of priorities that include:

- Rapid advancement of Aboriginal eLearning within a framework of lifelong and community learning;
- Using ICT to preserve, renewal and promote Aboriginal cultures and identity, and promote intercultural learning;
- Developing the ICT infrastructure, skills, and capacities for Aboriginal communities, businesses and individuals to participate in the New Economy, beginning with strengthening and developing traditional Aboriginal economic sectors; and,
- Building the ICT capacities of Aboriginal governments and organizations so that they can take a leadership role in developing eGovernment and fostering the partnerships that are required for its successful implementation.

The Aboriginal Voice process has taught us that ICT is about transformation: in the way governments function, in how the economy works, and in how we connect and interact in our daily lives. Over the past year and a half, national Aboriginal leaders, the Prime Minister and First Ministers from the provinces and territories have been working on a national agenda of transformation that seeks to strengthen and renew the relationship with Canada's First Peoples and bridge the gap in their quality of life. Aboriginal Voice participants see ICT, particularly the Internet, as offering Aboriginal Canadians and their communities a powerful set of new tools to rapidly advance these goals.

Recent national activities offer a favourable climate for Aboriginal eGovernment development. In particular, joint Accords signed between five national Aboriginal organizations and the Government of Canada can be conduits for ICT infrastructure and resource development. Steeped in the concepts of fundamental change and strengthening partnerships, these Accords provide a means to accelerate the goals of the national transformation agenda as it relates to Aboriginal peoples.

The incorporation of ICT into Aboriginal governance practices is fundamentally about transformation, and, therefore, the Aboriginal eGovernment recommendations within this report can serve to shape and influence policy thinking around the current transformation agenda and process. At the same time, as this report indicates, strong foundations already exist within Aboriginal communities on which to build.

Executive Summary

Canada sits at the forefront of industrialized nations having access to and using information and communications technology (ICT). Federal, provincial and territorial governments have developed ambitious agendas to connect Canadians and use ICT to transform the way government delivers services and interacts with citizens. But where do Aboriginal Canadians fit into this picture? Aboriginal Voice was conceived to explore what this new technology means for Aboriginal Canadians and whether eGovernment is relevant to and fits the needs of Aboriginal peoples in Canada¹.

What Aboriginal Voice unearthed was not only a compelling storyline for Aboriginal eGovernment but a larger vision of new technology as an enabler, a potential platform to help Aboriginal peoples leapfrog social, political, and economic challenges to a brighter, more sustainable future infused with vibrant cultures and languages. To get there First Nations, Métis and Inuit communities and people have to cross a divide that limits their access to the infrastructure, resources and capacity needed to fully position themselves for participation in the information society and the economy that underpins it.

The demographics of a burgeoning young generation and the passing of elders, who are the gatekeepers of traditional Aboriginal wisdom and knowledge, add urgency to the Aboriginal eGovernment agenda. Another generation of Aboriginal young people cannot miss the opportunity of social and economic inclusion; and, as the most fundamental expressions of who they are, Aboriginal cultures must be preserved and renewed. Aboriginal Voice found that ICT has a vital role to play on both counts.

This report documents the story of Aboriginal eGovernment as told to us by the many forum participants and includes several practical examples that were showcased throughout the process. The recommendations represent a summation of their advice on the major themes and concepts of an emerging national Aboriginal eGovernment framework, beginning with four pillars:

- **Building sustainable capacity** by ensuring that Aboriginal governments, organizations and communities have the infrastructure, connectivity, skills and technological capacity to fully develop and sustain all aspects of eGovernment;
- **Making information a public resource** by using ICT to provide quality information that will assist Aboriginal peoples and their communities to participate in the knowledge economy, promote their cultures and identities, plan for their futures, and have easier access to services that are immediately relevant to them;
- **Improving service delivery** by using ICT to close service gaps and modernize Aboriginal service delivery so that it is better tailored to the needs of Aboriginal communities and citizens; and,
- **Increasing citizen engagement** by using ICT to enable Aboriginal citizens to more effectively participate in the governance and decision-making processes that affect them and hold governments to better account.

¹ In this paper, "Aboriginal" refers collectively to the First Nations, Métis and Inuit. "Community" broadly refers to First Nations, Métis and Inuit communities across Canada, encompassing on reserve, off reserve, rural and urban populations as well as social and cultural communities of people such as youth or elders.

Letter from Aboriginal Voice Co-Chairs

November 2005

Dear Sir/Madam:

On behalf of the Crossing Boundaries National Council, we are pleased to present you with *The Aboriginal Voice Final Report: From Digital Divide to Digital Opportunity*. This report is the culmination of a two-year national dialogue on how information and communications technology (ICT) can assist Canada's First Nations, Métis and Inuit peoples in fully participating in the knowledge economy and information society.

As a result of this engagement process we have come away with a deeper understanding of how ICT can help Aboriginal governments and communities meet critical social, economic and cultural needs. We were also witness to inspiring examples of Aboriginal communities, organizations, and, in particular, youth using this new technology in culturally expressive and creative ways to make a positive difference to their futures and to the national fabric of our country. We hope this report captures, even in a modest way, the spirit and enthusiasm of these path-breakers and the success stories that are emerging on a national scale.

The *Aboriginal Voice Final Report* offers a set of recommendations that we believe provide a solid framework for the further evolution of Aboriginal eGovernment. The recommendations are founded on recognizing the diversity of Aboriginal peoples and reflect the themes and ideas that consistently emerged from our forums.

As such, this report reflects a critical opportunity for Aboriginal peoples. The political and leadership challenge is to remove today's barriers of digital inequality and create an enabling future of digital opportunity. We hope that this report will contribute to a dialogue of action on Aboriginal eGovernment.

We invite your comments and questions concerning this report and our work. For more information about Aboriginal Voice or the Council, please visit our website at www.crossingboundaries.ca/aboriginalvoice.

Regards,

Tony Belcourt, President, Métis Nation of Ontario,
Crossing Boundaries National Council Member

Richard Jock, CEO, Assembly of First Nations,
Crossing Boundaries National Council Member

Vera Pawls Tabobondung, President, National Association of Friendship Centres,
Crossing Boundaries National Council Member

Mary Simon, Former Ambassador of Circumpolar Affairs,
Crossing Boundaries National Council Member

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The Crossing Boundaries National Council

The Crossing Boundaries National Council (CBNC) is a not-for-profit national forum whose mission is to foster the development of Canada as an information society through the transformation of government and governance. CBNC is co-chaired by the Hon. Tony Valeri, Leader of the Government in the House of Commons, and Dan Bader, Deputy Minister, Municipal Affairs, Government of Alberta. It is made up of about 40 members, including senior public servants and elected representatives from each of the 10 provinces and the federal government, as well as representatives from territorial and municipal governments and the Aboriginal community. The initiative is sponsored in part through a partnership with the Social Sciences and Humanities Research Council under its Initiative on the New Economy program area.

A full list of the Crossing Boundaries National Council membership can be found at www.crossingboundaries.ca. For more information on Aboriginal Voice please visit www.crossingboundaries.ca/aboriginalvoice.

KTA Centre for Collaborative Government

This project was undertaken in partnership with the KTA Centre for Collaborative Government and the Crossing Boundaries National Council. The KTA Centre for Collaborative Government was established in 1999 as a vehicle for a more independent approach to public policy research, dialogue and development. Since then, the KTA Centre has achieved a national reputation for its ability to bring together leaders in the fields of politics, policy and governance, and break new ground in connecting the ideas, the people and the practices that are transforming governance and government for the 21st century. For more information please visit www.kta.on.ca.

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THE CROSSING BOUNDARIES PAPERS

VOLUME FIVE

Aboriginal Voice National Recommendations

From Digital Divide to
Digital Opportunity

November 2005



crossing boundaries
aboriginal voice

The Whole Village Project

Kerry Boyd

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Jim Foster

Carl Rose

Frank Odasz

Fletcher Brown

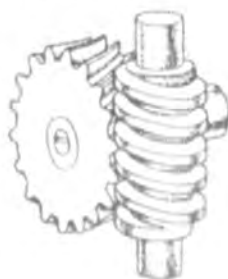
Case Studies of Alaska Manufacturers

This forest products manufacturer needs to expand throughput without expanding shop floorspace. AMEP is helping with plant layout, value stream mapping, pull systems and other Lean manufacturing techniques.



This productivity software company is creating a national sales effort. AMEP is helping develop the sales force & distribution strategy, did the cashflow analysis, and is working on Internet strategy and website development.

This cluster of companies is developing a communication system for the U.S. Marines. The growth vector in this industry is steep but the market is fickle. AMEP is providing strategic planning assistance, commercialization and market segmentation.



This boat builder is launching a new line of boats, and it knows what needs to be done. AMEP is helping to bring a production consultant and job costing systems at reasonable rates.

This seafood byproducts manufacturer called AMEP to help it define product values by doing feed trials and comparative cost/benefit analyses.



AMEP - A Model of Collaboration

State DCCED	\$800,000
Federal UDSDC NIST/MEP	\$800,000
Client Fees	\$100,000
In-Kind Match	\$700,000

Partners providing match:

Alaska Growth Capital
Juneau Economic Development Council
Southwest Alaska Municipal Conference
Kenai Economic Development District
Mat-Su RC&D
Copper Valley Development Association
Bering Straits Development Corp.
Lower Kuskokwim EDC
Fairbanks North Star Borough EDC
Alaska Native Arts Foundation

Performance Metrics that Grow Communities

Each of the 60 MEP offices across the U.S. are monitored quarterly by the USDC National Institute of Standards and Technology's Manufacturing Extension Partnership. For every federal dollar invested in AMEP, we must generate:

\$2 in matching funds from state partners, client fees and local in-kind match; *plus*

\$3 in new investments by AMEP's client companies (or investments retained); *plus*

\$3 - \$8 in bottom line impact (cost reductions and/or new sales) by AMEP's client companies.



a NIST | Network
MEP | Affiliate

ALASKA MANUFACTURING EXTENSION PARTNERSHIP

Alaskans have thrived for thousands of years by working smarter. AMEP applies this tradition by working with existing manufacturers to improve their competitiveness.

A federal, state & private partnership, AMEP is the only economic development organization that improves the profitability of established manufacturers. Our fee-based services are targeted to the firms that are most able to invest and create growth in Alaska.

Our federal funding is linked to creating profits for our clients, so AMEP is highly motivated to grow Alaskan businesses.



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AMEP Mission

AMEP's mission is to strengthen Alaska communities by helping improve the competitiveness of small manufacturers and rural Alaskans producing Native art and other home-based manufactured products.

AMEP Programs

Business Consulting:

- Lean enterprise
- Market & product development
- Business planning
- Internet strategy

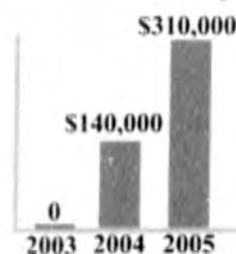
Business Training:

- Lean certification
- Safety awareness
- E-commerce training

Rural Economic Development:

- Alaska Native Arts Foundation
- Statewide E-Commerce Program
 - Training
 - E-Centers in communities
 - Internet portal to give web presence

Art Purchases by ANAF



Tell your friends
about the variety of
genuine Alaska Native art at
www.AlaskaNativeArts.org

Rural E-Commerce

AMEP is working with rural communities across Alaska to grow their private sector by using e-commerce to increase sales and margins. Internet sales of Alaska Native art are a tool to strengthen cultural heritage and sustain rural lifestyles.

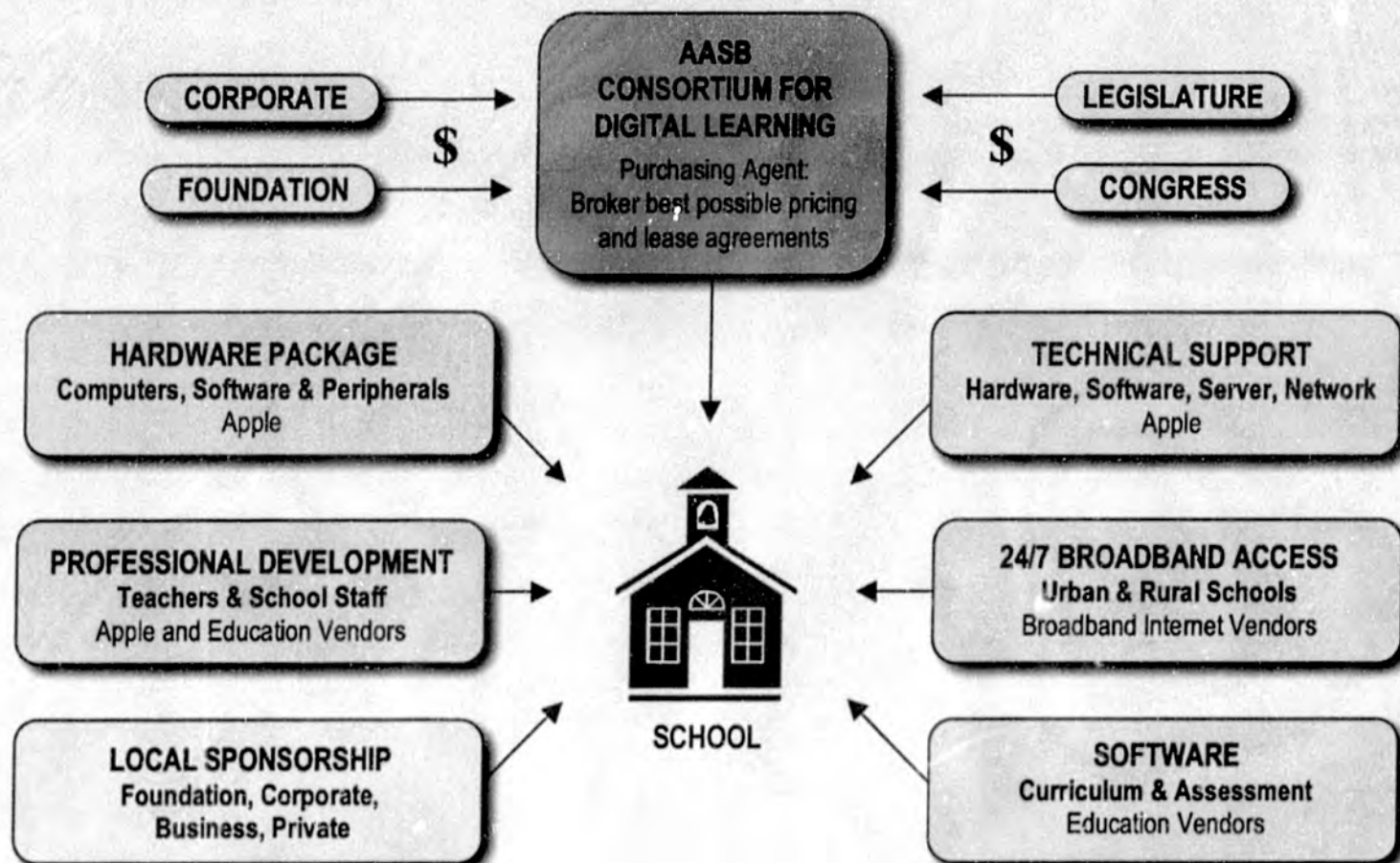
We are doing this by providing training in e-commerce, by developing and marketing a portal to give an Internet presence, and by establishing public access computer kiosks in communities.

Results so far:

- 722 artists signed on ANAF website
- \$450,000 in ANAF art purchases
- 16 centers established
- 42 communities trained or visited



CONSORTIUM FOR DIGITAL LEARNING AN OVERVIEW



The Association of Alaska School Board's Consortium for Digital Learning

AASB is proposing an enhanced educational delivery system that will prepare Alaska's youth for the digital world. Using an inclusive approach, districts and schools will be supported in:

- Determining readiness levels
- Engaging their community
- Securing hardware, software, and peripherals
- Acquiring necessary technical support for a fully functional system
- Training staff
- Managing change

Many school districts have made significant strides in uses of technology. Rarely, however, has technology been instituted in a systematic fashion that will allow our youth to compete successfully in our increasing global economy. Through the digital learning consortium, AASB is proposing a holistic use of technology that will change the basic approach to K-12 education.

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Lone Eagle Resources to Support Rural Innovation

Click Through this Web Tour at
<http://lone-eagles.com/future-proofing.htm>

The Montana Choice Demonstration Project

<http://lone-eagles.com/montana-choice.htm> A five-year U.S. Dept. of Labor demonstration project which has established an aggressively innovative national test-bed for generating individual web-based self-employment as well as community strategic action plans, community mentoring programs, and more.

The Montana Choice Process <http://lone-eagles.com/montana-choice-2005.htm>

Common Sense first steps recommended for rural leaders supported by extensive new training resources included in this resource listing.

The Alaskan Native and Native American Internet Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm> Includes a chapter listed first which has Lone Eagle Consulting's best Native community grant templates listed at the end: (<http://lone-eagles.com/village-sustainability.htm>)

Lone Eagle Self-employment Incubator hosted by KNET at <http://lone-eagles.com/knet.ca> http://lone-eagles.com/indigenous_innovations.htm

The Rural Community Internet Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm> A key article is listed first "Authenticating Rural Internet and Broadband Benefits – A Reality Check" <http://lone-eagles.com/wings.htm>

Creating People-Centered Community Knowledge Networks

<http://lone-eagles.com/smart.htm> A self-quiz for rural communities recommended for rural leaders as a tool to begin discussions on how best to use the Internet intelligently. Includes many articles and community grant templates.

Lone Eagle's Two Online Graduate Courses for K12 Educators

<http://lone-eagles.com/teachercreated.htm> Offered by Alaska Pacific University and Seattle Pacific University. K12 resources <http://lone-eagles.com/guide.htm>

Extensive Youth Resources <http://lone-eagles.com/youth.htm>

Tutorial for Creating Free Ecommerce Web Sites Easily and Model Sites

<http://lone-eagles.com/pcna1.htm> (The tutorial is at the end.)

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A Beginners Guide to Profiting from the Internet

The ten two-hour lessons at <http://lone-eagles.com/ecom.htm> present a hands-on overview of what's working for others like you and include activities exploring many of the best Ecommerce and telework training materials and resources available – from which you'll easily be able to determine the resources best suited for your continued self-directed learning. It is designed to be interactive with others and the instructor. Registration information is at the site above (\$39 for ten two-hour lessons.)

Lesson One – Ecommerce and Telework Readiness Skills. This class will provide a hands-on overview of your key opportunities related to Ecommerce and Telework. You'll review what has already been proven to work for others and will learn where to find the best related information.

Lesson Two – Ecommerce Fast-Track Strategies – With the world changing so rapidly, you need to find a way to keep track of new trends in order to know what's working for others and what is coming next. Because there's so much that's changing, finding ways to deal with information overload is a priority. Take advantage of available resources that have already summarized information.

Lesson Three – Ecommerce Cooperatives and Virtual Incubators. If you are a crafter and just wish to sell your crafts, perhaps you don't need your own web site. You might use eBay, or you might just post your crafts on a crafters' cooperative web site along with the crafts of many others to benefit from collaborative marketing.

Lesson Four – E-Marketing Strategies. Using available resources, you can market your products or web site globally just as effectively as anyone in a big city – once you know how.

Lesson Five – Entrepreneurship Training Opportunities. Imagine being able to live anywhere, either working for yourself running your own businesses, or working for someone else, but still able to live anywhere and set your own work schedule.

Lesson Six – Online Resumes and Job Sites – Selling Yourself. Extensive resources on all kinds of careers, both online and offline, can be found at job-finding sites that allow free posting of resumes and many other sophisticated features.

Lesson Seven – Telecommuting and Telework Opportunities. Telework relates to work performed via telecommunications. Employers are finding that many high quality workers are demanding this type of flexible work arrangement as a condition for employment.

Lesson Eight – International Trade Training Resources. By U.S. standards, most of the world is still in poverty. New satellite and wireless systems will soon be able to bring the Internet to nearly any point on the globe – bringing the potential for new economic solutions.

Lesson Nine – How to Start a Business. There is a process to follow and extensive resources are available to assist you. Patience and perseverance are required, but you'll be surprised at how quickly your new business concept can become a reality.

Lesson Ten – New Rules for the New Economy. In a world of accelerating change, your strategy is to benefit from those resources that allow you to "ride the wave" instead of being dragged along. There is increasing importance on the value of relationships.

Refer questions to Frank Odasz frank@lone-eagles.com PH:406-683 6270

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The Montana Choice Project

Homesteading the Ecommerce and Telework Frontiers

<http://lone-eagles.com/montana-choice.htm>

A National Ecommerce and Telework Demonstration Project

Funded by the US Department of Labor Office of Disability Employment Policy, the **Montana Job Training Partnership, Inc.**, has created the Montana Choice demonstration project to bring real choices for web-based self-employment to individuals with disabilities. Multimedia presentations to over a dozen rural communities invited attendees to participate in an online course "**A Beginner's Guide to Profiting from the Internet**" providing ten self-directed hands-on lessons covering an overview of what's already working for others. Preview the lessons at <http://lone-eagles.com/ecom.htm>

Redefining Workforce Education by Addressing Systemic Change

"**Montana Choice**," is now in year two of a five-year demonstration project showcasing innovations in entry-level Ecommerce education online training for individuals with disabilities. Project goals include raising awareness on viable solutions, providing individualized skills assessment and skills transfer, and documenting success stories. Details at <http://lone-eagles.com/MJTPChoiceProject.htm>

Developing Community Mentoring Programs

Community Management Teams are developing strategic plans for each region and will be implementing community mentoring programs for skills transfer, both online and offline. Mentors will receive advanced training and assistance creating their own self-employment success stories. A skills registry database will be part of an e-marketing strategy for skills transfer services as mentees learn to become mentors. Participating communities will review successful innovations from other rural communities such as local business web directories, e-marketing strategies, and how to best support local entrepreneurs.

Helping Montana's Rural Communities Become Sustainable

The dramatic economic decline of rural America has created new pressures to find innovative solutions. Our past economy depended primarily on big corporations, but today the reverse is true, the real growth is in microenterprises. Our key developable resource is the learning potential of each and every citizen.

Everyone is Welcome to Participate

Everyone interested in the latest opportunities to learn to use the Internet for self-employment and entrepreneurship is invited to attend any of the dozen planned introductory presentations, join the online class, and/or attend the hands-on skill-building workshops planned for participating communities.

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The Montana Choice Process

The five-year U.S. Department of Labor demonstration project "Montana Choice" begins with hosting ecommerce and telework awareness presentations in rural communities to engage citizens in online lessons and ongoing listserv interaction regarding understanding entry-level web-based self-employment opportunities.

After citizens have gained an overview of opportunities through the online lessons, skill-building workshops are held and electronic portfolios of existing skills are created along with a plan on which new skills are most needed. Skills workshops are then customized.

Local mentors interested in developing for-profit mentoring services are identified to receive advanced training in return for mentoring others locally.

The next step is engaging community leaders, with emphasis on elected leaders and K12 administrators and educators, in understanding the importance of key action strategies, youth involvement, and first steps which do not require outside funding such as;

- Conduct a local web review of existing businesses
- Create a local web directory and plan a co-marketing initiative
- Establish a mentors roster and local skills registry
- Establish an ecommerce resources portal and virtual incubator
- Engage leaders in grant-writing and defining goals, both short-term without funding and for long-term funded projects such as

"Sustainable Ecommerce Education Development Strategies, (SEEDS)"
at <http://lone-eagles.com/seeds.htm> .

The Montana Choice Project

<http://lone-eagles.com/montana-choice.htm>

describes a five-year U.S. Dept. of Labor demonstration project which has established an aggressively innovative national test-bed for generating individual web-based self-employment as well as community mentoring programs, and strategic action plans.

A Beginner's Guide to Profiting from the Internet

<http://lone-eagles.com/ecom.htm>

The "Montana Choice" project is providing ten online lessons providing a hands-on overview of eBay, ecommerce, and telework.

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Community Internet Empowerment Resources for Alaskan Native Villages

<http://lone-eagles.com/alaskan-resources.htm>

Lone Eagle Consulting Mission Statement

Lone Eagle Consulting strives to maintain the very best Internet learning pathways, requiring the least time and effort, to deliver the highest levels of benefit and motivation for people of all cultures and literacy levels.

Realizing Cultural and Community Sustainability Through Internet Innovations in Alaskan Native Villages

<http://lone-eagles.com/village-sustainability.htm>
A detailed review of strategies for community involvement to produce measurable outcomes. Many grant templates and online self-directed resources are included.

Clarifying Opportunities for Alaskan Sustainable Community Technology Centers

<http://lone-eagles.com/alaskan-centers.htm> A short review key issues related to community Internet training, locally-owned Internet service providers, and sustainable centers.

Culturally-appropriate Internet Training for Alaskan Native Educators

<http://lone-eagles.com/alaskan-educators.htm> A detailed account of fast-track Internet training with a cultural emphasis for Alaskan Native educators and students based on actual workshops.

Echoes in the Electronic Wind

http://www.turtletrack.org/Issues01/Co06022001/CO_06022001_Echoes.htm

A short article on Native American and Alaskan Native opportunities for leadership with community networking.

Examples of Native American and Alaskan Native Web Cultural Applications

<http://lone-eagles.com/expressions.htm> A dozen pages of cultural web-based innovations.

Key Issues in Realizing Tribal Benefits from Internet Infrastructure

<http://lone-eagles.com/triballeadership.htm> Important perspectives for success.

A Native American Community Internet Empowerment Guide

<http://lone-eagles.com/empowerment.htm> Over 50 pages of planning resources.

A Native American Cross-cultural Internet Guide

- "Echoes in the Electronic Wind"

<http://lone-eagles.com/nativeguide.htm>

A hands-on self-directed learner's Internet skills training guide with over 20 pages of Native American and Alaskan Native web sites. Available in printed form; 177 pages.

Creating Effective Tribal Telecenters and Community Networks

<http://lone-eagles.com/telecenters.htm>

A detailed prospectus for project directors on implementation strategies and related resources.

Beyond Traditional Vocational Education:

Best Practices for Use of Computers and Internet for Native Communities

<http://lone-eagles.com/indian-voc-ed.htm>

Specific recommendations for vocational educators in Indian country.

An Update on the major Native Internet Projects

<http://lone-eagles.com/adecc.htm>

Resources and contacts related to major national Native Internet projects.

Alaskan K12 Innovations WebTour

<http://lone-eagles.com/alaskan.htm>

See how other Alaskans are benefiting from the web.

Multi-cultural Resources and K-12 Project Sites

<http://lone-eagles.com/multicultural.htm> Extensive International resources.

Alaskan Native Youth Cultural Community Building

<http://lone-eagles.com/bartsgrant.htm> See also <http://lone-eagles.com/northstar.htm>

and <http://lone-eagles.com/yukonkoyukuk.htm> Grant proposals written for eight Alaskan Native Villages

Culture Club: A Cultural and Community Survival Concept Paper

<http://lone-eagles.com/cultureclub.htm>

See also <http://lone-eagles.com/capacity.htm> and <http://lone-eagles.com/trainers.htm>

The Bootstrap Academy

<http://lone-eagles.com/academy.htm>

Do it yourself! Specific low-cost, short-term youth-driven citizen engagement Internet awareness activities. Includes three online mini-courses for citizens, and local web-raising.

Community Rural Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm>

A master listing of articles and resources for community Internet project planning.

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Community Internet Empowerment Resources for Rural Communities

<http://lone-eagles.com/ruralempowerment.htm>

Lone Eagle Consulting's Mission Statement

Lone Eagle Consulting strives to maintain the small circle of the very best Internet learning pathways, requiring the least time and effort, to deliver the highest levels of benefit and motivation for people of all cultures and literacy levels.

Authenticating Rural Internet and Broadband Benefits - A Reality Check

<http://lone-eagles.com/wings.htm> Required reading for rural citizens and leaders. Written for the Australian Government for national empowerment of all their communities.

The Idaho Ecommerce Homesteaders' Cooperative

<http://lone-eagles.com/montpelier.htm> Big possibilities for the small community of Montpelier, Idaho. A story in progress defining how to seed and grow community involvement and capability building by focusing on replicable successes and measurable outcomes. Montpelier successes detailed at <http://lone-eagles.com/montpelier-story.htm>

Homesteading the Ecommerce Frontier

<http://lone-eagles.com/ecommerce-homestead.htm> Real and profound opportunities.

Rural Ecommerce and Telework Strategies <http://lone-eagles.com/eguide.htm>

A 200-page self-directed overview of what's working for rural entrepreneurs. This resource includes ten two-hour lessons for an online course by the same name at <http://lone-eagles.com/ecommerce.htm> A new shorter version for youth <http://lone-eagles.com/ecom.htm> and a new course on Essential Internet Skills <http://lone-eagles.com/essential-skills.htm>

Ecommerce Start-up Training Resources and Free Ecommerce Site Sources

<http://lone-eagles.com/entrelinks.htm> Includes resources for women and youth, too.

The New Gold Rush - Are You Ready? Tales from the Frontier of Community Development <http://lone-eagles.com/goldrush.htm> Part II: <http://lone-eagles.com/mining.htm>

Mining raw human potential with free web tools. Are you ready?

The Future of Community Development - Make the Living You Want Living Wherever You Want <http://lone-eagles.com/comdev.htm>

Making the Missing Connections...A Wake-up Call Regarding True Community Internet Empowerment <http://lone-eagles.com/wake-up-call.htm>

A realistic view of issues to be considered when implementing community projects.

An Executive Overview for Project Planners on the Hard Questions for Community Internet Empowerment <http://lone-eagles.com/overview.htm>

A hard look at what's not obvious for planning a successful community project.

Community Networking primer <http://lone-eagles.com/articles/networking.htm>

A good first article on community networks.

Good Neighbor's Guide to Community Networking

<http://lone-eagles.com/cnguide.htm> Eleven chapters, including a bibliography of guides.

Community Networking Clearinghouse <http://lone-eagles.com/community.html>

The best ideas and resources from dozens of community networks and related organizations.

The Bootstrap Academy <http://lone-eagles.com/academy.htm>

Do it yourself! Specific low-cost, short-term youth-driven citizen engagement Internet awareness activities. Includes three online mini-courses for citizens, and local web-raising.

Common Ground: A Cross-Cultural Self-Directed Learner's Internet Guide

<http://lone-eagles.com/guide.htm> Created for USAID, AT&T and the ERIC clearinghouse. An instructional brokerage resource with emphasis on pointing to the best online tutorials, and educational resources, on the Internet for self-directed learning. This is the text for the online course "Making the Best Use of Internet for K-12 Instruction."
<http://lone-eagles.com/asdn1.htm>

Community Networking - Why Should I Care?

<http://lone-eagles.com/whyshouldicare.htm>

Good reasons why you should understand what's at risk.

Indigenous Internet Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm> Links to all the best related resources!!

Community Network Funding Sources and Grantwriting Tips

<http://lone-eagles.com/granthelp.htm> Specifically for rural community development. Includes **A Simple Proposal-writing Tutorial** <http://lone-eagles.com/mira2.htm> and an online lesson on grantwriting at <http://lone-eagles.com/asdn18.htm> The latest and best grant template is at <http://lone-eagles.com/top.htm> with an expanded more readable version <http://lone-eagles.com/top-expanded.htm>



**Alaska Staff Development Network
Lone Eagle Consulting Distance Education Courses
On-Line: Anytime, Anywhere**



**Ed 597 4L: "Making Best Use of the Internet
for K-12 Instruction"**

Teachers' roles are changing rapidly due to the wealth of new online learning resources for students. Effective 21st Century educators must know how to link students with the best Internet learning resources and efficiently broker the best on-line learning programs for their students.

In this online course taught by Frank Odasz, one of the nation's leading online learning experts, educators will experience the best K-12 resources on the Internet within the context of their emerging roles of brokering the best Internet resources for individualized and small group student learning. A listserv creates an on-going forum for teachers to share with each other the best classroom-ready resources they have found during this class and also to discuss key issues related to classroom use of Internet resources and capabilities.

Topics from the eight units include:

- Identify the best lesson plan and K-12 resource archives searchable by grade level and topic
- Learn to easily create curriculum webpages, online quizzes and classroom web sites.
- Learn to create webquests and other project-based learning activities using templates
- Learn the best strategies for dealing with key issues regarding K-12 Internet use
- Participate in a peer listserv for convenient ongoing sharing of the best new Internet resources
- Survey K-12 online classes and online professional development opportunities
- Learn to use global listservs and the top ten Internet collaborative tools
- Learn grantwriting skills and key sources for funding, tutorials, and grant templates.

University Credit: 3 credits, Graded Pass/No Pass



Instructor: Frank Odasz, Lone Eagle Consulting / Dillon, Montana

Frank Odasz, originally from Cody, Wyoming, averages over 50,000 air miles per year presenting state-of-the-art Internet workshops for educators. Frank served as a teacher educator for 13 years at Western Montana College of the University of Montana, in Dillon, Montana.

From 1988 to 1998, he was director of the well-known Big Sky Telegraph network, providing on-line courses to rural teachers. Frank's work has been recognized for excellence by four congressional reports, the White House, and dozens of books and publications. All Frank's resources, courses, articles, services, and his resume are accessible at: <http://lone-eagles.com>, frank@lone-eagles.com. Ph/Fax: 406-683-6270.

Ed 597 6L: "Designing K-12 Internet Instruction"

This unique self-directed hands-on course offers a step-by-step guide to 'painless, progressive Internet integration' using your existing curriculum. New types of curriculum web-authoring sites are creating easy ways for educators to quickly create their own online curriculum with a minimum of technical skills! Participants will experience using a robust collection of courseware authoring resources which allow them to create their own online curriculum, from single lessonplans to whole online courses. A listserv creates an ongoing forum for educators to share with each other the best curriculum-authoring resources they have found during this class. The course consists of eight four-hour units and a special project. A nationally published article on the significance of this new course is recommended reading: Lone Eagles Learn to Teach From Any Beach.

Participants must have basic computer, web browsing and e-mail skills, Internet access and be able to create electronic folders and move/save files. It is strongly recommended participants first take 'Making the Best Use of Internet for K-12 Instruction.' Ed 597 4L, 3 credits, APU, also sponsored by the Alaska Staff Development Network.

**Topics from the eight units
include:**

- Address key online curriculum design issues for K-12 classrooms
- Explore the progressive steps for classroom integration of specific Internet curriculum, course models, and authoring templates
- Learn the unique advantages of online instruction and the appropriate applications for online learning.
- Participate in a peer listserv for convenient sharing of the best new resources for specific grade levels and content areas
- Review top online curriculum models, online course directory sites and create a project-based short term unit
- Draft a plan for your own six week online course reflecting decisions on the design issues covered in the lessons.
- Learn about innovation diffusion, change theory, and the impact of online instruction on traditional educational roles.
- Review key issues concerning your online curriculum; copyright, intellectual freedom, promotion, and marketing

University Credit: 3 credits, Graded Pass/No Pass

(OVER)

Register on-line!



www.asdn.org

Registration Form
Alaska Staff Development Network
Distance Education Courses - Frank Odasz



Register on-line!



First Name:	Middle Initial:	Last Name:
Social Security #:	Birthdate:	
E-mail:		
Summer Mailing Address:		
City:	State:	Zip:
Daytime Phone:	Home Phone:	
School District:	School:	Position/Grade Level:
Alaskan Residency:	☐ Non-Resident	☐ Alaska resident since (date):
High School graduation date: / /	Location of HS. (city, state)	
Highest Degree Earned:		
US Citizen? ☐ Yes ☐ No	If no, what country:	Visa type:
Do you need materials? ☐ Yes ☐ No		

Courses Available: Check (X) any/all you wish to register for.

☐ Ed 597 6L "Designing K-12 Internet Instruction" / 3 credits \$350 + \$0 materials

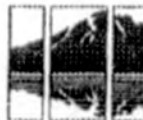
☐ Ed 597 4L "Making Best Use of the Internet for K-12 Instruction" / 3 credits \$350 + \$25 materials

PAYMENT: Please make checks payable to ASDN.

Method of payment:

Payment must be received
with registration form.

☐ Check #:	
☐ PO #:	
School:	
☐ Visa/MC	
Card #:	
Exp. Date	
TOTAL ENCLOSED: \$	
Signature:	



Return to:
Ak Staff Dev Network
2204 Douglas Hwy, Suite 100
Douglas, Alaska • 99824
Phone: (907) 364-3809

FAX: 907-364-3805

OR

Register on-line!
www.asdn.org

(distance ed button)

FRANK B. ODASZ
2200 Rebich Lane ♦ Dillon, MT 59725



Ph/Fax: (406) 683-6270
E-Mail: frank@lone-eagles.com
Web Page: <http://lone-eagles.com>

Youth Resources Webtour

<http://lone-eagles.com/youth.htm>

The future of our rural communities depends on retaining our youth instead of exporting them to major population centers. Youth today are the first generation in history to grow up with digital and Internet technologies and are the technology leaders of our communities. We need to make sure they learn how to use the Internet to live and work anywhere they wish. The resources below, including the grant proposal templates, are intended to be shared without restriction to support the sustainability of rural communities.

Youth Ecommerce Entrepreneurship Resources

Youth Ecommerce Entrepreneurship Resources

<http://lone-eagles.com/entrelinks.htm>

A Beginner's Guide to Profiting from the Internet

<http://lone-eagles.com/ecom.htm> Ten two-hour online lessons exploring what's working for others like you regarding rural Ecommerce and Telework.

Rural Ecommerce and Telework Strategies

<http://lone-eagles.com/eguide.htm>

Over 200 pages of resources including a ten lesson online course on what's working for others like you regarding rural Ecommerce and Telework Strategies. Includes lessons on the essential Internet skills required for Ecommerce, Telework and Self-directed Internet Learning.

Essential Internet Ecommerce Skills <http://lone-eagles.com/essential-skills.htm>

Specific online lessons for skill-building

A master listing of Rural Ecommerce Success Stories

<http://lone-eagles.com/connect-idaho.htm> Includes Two Years of Montpelier, Idaho awareness-raising events and ecommerce success stories.

A master listing of Indigenous Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm>

National Youth Technology Program Modles

<http://lone-eagles.com/youth-technology.htm>

Youth Career Resources <http://lone-eagles.com/lksd-careers.htm>

Grant Writing Tips and Grant Templates

Grant-writing Tips and Funding Sources <http://lone-eagles.com/granthelp.htm>

Youth Grant Templates

http://lone-eagles.com/our_community.htm is a sample youth project grant proposal. Many others are listed at the end of the chapter "**Realizing Cultural and Community Sustainability Through Internet Innovations in Alaskan Native Villages**" at <http://lone-eagles.com/village-sustainability.htm>

Key Youth Project Suggestions

<http://lone-eagles.com/capacity.htm>

<http://lone-eagles.com/trainers.htm>

Recent (2004) Lone Eagle Ecommerce Entrepreneurship Grants:

**SEEDS - Sustainable Ecommerce Entrepreneurship Development Strategies
A Rural Community Future-Proofing Program**

<http://lone-eagles.com/seeds.htm> A youth leadership community project.

Rural Ecommerce and Telework Incubator Centers

<http://lone-eagles.com/intelligent.htm>

AMIGO - Awareness Mentoring Integrating Group Outcomes

<http://lone-eagles.com/amigo.htm>

Community Networking Resources

Community Networking <http://lone-eagles.com/cn-readings.htm>

Recommended readings on the potential for communities.

Community Network Models Web Tour

<http://lone-eagles.com/democnlinks.htm> Community innovations to consider.

International Community Networking Clearinghouse

<http://lone-eagles.com/community.html>

Lone Eagle Self-Employment Incubator

<http://lone-eagles.oldcolo.com>

Lone Eagle's Best of the Best Resources

A master listing of articles related to Community Internet Empowerment

<http://lone-eagles.com/ruralempowerment.htm>

Two online graduate courses for K12 educators plus examples of web curriculum created by past participants.

<http://lone-eagles.com/teachercreated.htm>

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Ph/Fax: (406) 683-6270
E-Mail: frank@lone-eagles.com
Web Page: <http://lone-eagles.com>

Tripod Hands-on Activity

Create a free Ecommerce Web site in 15 minutes with no expiration date.

Online at the bottom of <http://lone-eagles.com/pcna1.htm>

1. Go to <http://tripod.com> and click on the JOIN button.
(Spanish version <http://tripod.com.mx>)
2. Fill out ALL the blanks - keeping in mind you do not have to give accurate private information. The "membername" will be part of your web site URL
<http://membername.tripod.com>

IMPORTANT: Write down your "membername" and Password so you can access your site again in the future.

3. You MUST select a title (Mr/Mrs/Ms) and give a birthdate (parental permission required for those under 18 yrs of age)
4. Deselect all boxes preselected with green checks or you will receive SPAM advertisements.
5. Enter the number shown in the box at the very bottom of the form page and select "Submit."
6. If you entered all information correctly you'll receive another page of advertisements. Select "No Thanks" at the bottom.
7. You'll get another screen of advertisements - select SKIP at either the top right or bottom middle.
8. You'll see six web site options, click inside the third circle to select "Create a site using Tripod site builder." Select NEXT over on the right.
9. Select "Start with an Express Site Template"
10. Select "About My Business" (Click on the Choose link)

11. Enter the title of your business which will appear at the top of your web page, and other information as time permits in the other boxes.
Select NEXT on the right hand site.
12. Continue adding brief bits of information in the next series of boxes.
Select NEXT on the right side.
13. Select "Choose from all designs" at the top of bottom of this page, and choose a new web page design. (Click on "Use this Design")
Select PUBLISH NOW.

***Note the web address for your Ecommerce site is at the top of the screen - Write It Down!** Note also the SITE PROMOTION link at the bottom.

14. Select the EDIT button to continue editing your page - explore the easy buttons at the bottom of the screen to continue exploring how to add new web pages, new pictures, and new content, including whole new web sites.
15. Select "log off" when you're finished.
Pat yourself on the back for a job well done! You now have your own free Ecommerce web site which you can edit from anywhere, anytime.

IMPORTANT: Double check you've written down your "Membername" and Password so you can return to build your site later. Don't forget to write down the web address for your new web site, in the following format:
"membername.tripod.com"

To learn more about free affiliate programs go to <http://affiliateshop.com> and for Ecommerce and Emarketing lessons go to <http://lone-eagles.com/ecom.htm>

For a long listing of affiliate programs -follow the instructions below.

Citymax Ecommerce Sites www.citymax.com

Login with Username: lone-eagle Password: lone-eagles
and select the "Make Money" button on the right to see a comprehensive listing of affiliate programs. This is the easiest site for creating a free ecommerce web site, but it is only free for 10 days. Licenses for use of this software are available.

More Lone Eagle Resources are at <http://lone-eagles.com/future-proofing.htm>

A Beginner's Guide to
PROFITING
from the
INTERNET

(Rural Ecommerce & Telework Strategies)



FRANK ODASZ

Dedicated to those Lone Eagles, who as self-directed Internet learners, willingly lend their wings to others to help us all become both learners and earners.



This guide was edited and published at Idaho State University through the WORKFORCE TRAINING office at the College of Technology as part of an overall customized training program in partnership with Mr. Frank Odasz, president of Lone Eagle Consulting, for the purpose of rural economic development. It was made possible through funding for its development from the USDA, Rural Development office and the Workforce Training Network of the Idaho State Division of Professional Technical Education.

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To inquire regarding Internet empowerment training and/or presentations for your school district, community, or organization, or to request copies, special printings, or reprint permission, contact Frank Odasz, frank@lone-eagles.com. Other inquiries may be addressed to WORKFORCE TRAINING, ISU College of Technology, PO Box 8380, Pocatello, Idaho, 83209.

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A Beginner's Guide to Profiting from the Internet (Rural Ecommerce and Telework Strategies)

<http://lone-eagles.com/ecom.htm>

A non-credit online course sponsored by the Idaho State University College of Technology Workforce Training Office

Course Description and Registration

<http://lone-eagles.com/ecom-registration.htm>

- ☐ Begin Here - Welcome to "A Beginner's Guide to Profiting from the Internet"
<http://lone-eagles.com/ecom-welcome.htm>
- ☐ Lesson One - Ecommerce and Telework Readiness Skills
<http://lone-eagles.com/ecommercenew1.htm>
- ☐ Lesson Two - Ecommerce Fast-track Strategies
<http://lone-eagles.com/ecommercenew2.htm>
- ☐ Lesson Three - Ecommerce Cooperatives and Virtual Incubators
<http://lone-eagles.com/ecommercenew3.htm>
- ☐ Lesson Four - E-Marketing Strategies
<http://lone-eagles.com/ecommercenew4.htm>
- ☐ Lesson Five - Entrepreneurship Training Opportunities
<http://lone-eagles.com/ecommercenew5.htm>
- ☐ Lesson Six - Online Resumes and Job Sites - Selling Yourself
<http://lone-eagles.com/ecommercenew6.htm>
- ☐ Lesson Seven - Telecommuting and Telework Opportunities
<http://lone-eagles.com/ecommercenew7.htm>
- ☐ Lesson Eight - International Trade Training
<http://lone-eagles.com/ecommercenew8.htm>
- ☐ Lesson Nine - How to Start a Business
<http://lone-eagles.com/ecommercenew9.htm>
- ☐ Lesson Ten - New Rules for the New Economy
<http://lone-eagles.com/ecommercenew10.htm>





Course Description and Registration for A Beginner's Guide to Profiting from the Internet (Rural Ecommerce and Telework Strategies)

<http://lone-eagles.com/ecom.htm>

Course Description

This online Internet course is designed specifically for non-technical learners as a first online learning experience. This non-credit mastery learning online course offers ten two-hour lessons covering the basics of buying and selling on the Internet - called "Ecommerce," and for working at home via the Internet called "Telework."

This hands-on overview of what's working for others like you includes activities exploring many of the best Ecommerce and telework training materials and resources available - from which you'll easily be able to determine the resources best suited for your continued self-directed learning.

This Ecommerce course is designed to develop an accurate self-assessment of individuals' current skills and to develop a defined pathway for continued skill development. The goal is also to develop realistic personal strategies based on the best knowledge and resources available. This course focuses on becoming aware of opportunities. It is designed to be an enjoyable, fun, social, learning experience.

Who Is It For?

- Individuals interested in learning entrepreneurship, Ecommerce, and telework readiness.
- Existing businesses wanting to learn to use the web to market their products and services, monitor their competition, and stay current with web Ecommerce innovations
- Everyone interested in helping build learning communities to create social and economic value

How Does It Work?

All you need is a computer, basic point and click skills, a means of getting on the Internet and your own email account, (free at <http://hotmail.com/> or <http://yahoo.com/>.) This course is presented in a mastery learning format, which means you master the skills as you "learn by doing."

This printed guide, "A Beginner's Guide to Profiting from the Internet (Rural Ecommerce and Telework Strategies)" is included with the course. It may also be purchased. For purchasing information, call (208) 282-3372.

Basic computer literacy skills are strongly recommended. However, if your computer skills are weak, you may need extra patience with yourself and your computer. Most tasks using



computers and the Internet are easy. Patience and perseverance are the keys to success during the initial confidence-building process, particularly if you're still nervous around computers. When you have questions, you're encouraged to email your instructor.

The most important thing you'll need to bring to this class is a good attitude and a willingness to explore new possibilities. This is an online learning adventure. Success is guaranteed; your instructor won't give up if you don't! Consider partnering with someone locally to share the experience. If you're ready to go, then begin at your convenience. (Exploring the new capabilities presented in the course lessons will build your confidence, and you will soon begin to discover how to learn anything you want, at anytime, from anywhere.)

Course Instructor

Frank Odasz, Lone Eagle Consulting

Email: frank@lone-eagles.com

Web Site: <http://lone-eagles.com/>

Resume and Biography <http://lone-eagles.com/articles/frank.htm>

PH/Fax: 406 683 6270

Course Format

Each lesson is presented in the following format:

Lesson Goals - A checklist of what you'll learn in each specific lesson.

Hands-on Activities - Activities to build your confidence, skills, and knowledge.

To Complete This Lesson - Simple specific requirements to complete each lesson.

Optional Skill-BUILDER Activities - Additional resources and hands-on activities.

Course Cost

\$39 for ten two-hour lessons. This is a mastery learning non-credit online course. You can begin at anytime and work at your own pace.

To Register for the Course

Call the Idaho State University College of Technology customized training office

PH: 208-282-3372 or register online at <http://continuinged.isu.edu/> (click on the course title).



Welcome to A Beginner's Guide to Profiting from the Internet (Rural Ecommerce and Telework Strategies)

Note: Before continuing, be sure you've read the Course Description and Registration Information at <http://lone-eagles.com/ecom-registration.htm>

This course is intended to give you a hands-on overview of what's working for rural citizens like yourself regarding making money using the Internet whether it is selling products you've created or buying products at one price from one source and reselling them at a higher price elsewhere. Making money buying and selling online is called "Ecommerce." More and more people are finding they can work at home for businesses located elsewhere just by learning to send and receive email and work files. This is called "Telework."

While many adults are nervous around computers, most of our youth find computers exciting and fun. With a little patience and perseverance you'll find that you can have fun, too. Because there are so many resources on the Internet, it can be overwhelming, but as you learn how to easily find specific information it will become more and more useful.

Important Tips for Conducting the Lessons

1. Take notes on each lesson to keep track of the web addresses you will want to return to later.
2. Read each lesson before reviewing the lesson websites. Note the online lessons will be frequently updated, and it is recommended you regularly check the online versions for updates.
3. Conduct the step-by-step hands-on activities for an introduction to some of the best resources on the Internet related to the topic for each lesson. While it is possible to spend unlimited amounts of time exploring, budget your time to fit your convenience.
4. Note that this course is the shortened fast-track version of the advanced course "**Rural Ecommerce and Telework Strategies**" which includes creating an online resume and a special certificate of completion. It is supported by a 211-page handbook with extensive resources including rural community leadership resources, K-12 integration, a local train-the-trainer model, rural community grant templates and grant-writing resources, and more. The new updated version will be available January 2004. For more information on the advanced course and the printed handbook go to <http://lone-eagles.com/ecommerce-registration.htm>. The printed handbook is also online at <http://lone-eagles.com/eguide.htm>.
5. During the hands-on lessons, you're invited to ask questions of the instructor electronically (email) whenever necessary.
6. There are optional readings and hands-on activities for each lesson for continued explorations.



Beginning the Course

Your first step will be to register for the course via the registration page (<http://lone-eagles.com/ecom-registration.htm>) and to send an email message to your course instructor saying you're ready to begin.

Your course instructor is Frank Odasz. Email: frank@lone-eagles.com

This first message should include a short description of your past computer and Internet experience and your specific goals for taking this course.

Begin Lesson One at your convenience.

The course lessons page is at <http://lone-eagles.com/ecom.htm>.



Lesson One - Ecommerce and Telework Readiness Skills

Lesson Goals

- **Get Comfortable with the Class Format**
- **Join the Class Listserv (online mailing list)**
- **Review the Essential Internet Skills**
- **Learn about eBay Online Auctions**

NOTE: To begin this lesson, you already should have read the "Welcome to the Class" bulletin at <http://lone-eagles.com/ecom-welcome.htm> .

This class will provide a hands-on overview of your key opportunities related to Ecommerce and Telework. You'll review what has already been proven to work for others and will learn where to find specific information when you need it. If you're an adult, don't try to force yourself to try to remember everything. Try to loosen up and approach the lessons with a sense of play and exploration.

Plan on spending one hour per lesson reading interesting articles and one hour exploring online with the hands-on activities. Keep a personal listing of the strategies you plan to adopt as you progress through the lessons. Trust your own first impressions regarding what sites you like the best, and remember you're looking only for the best-of-the-best instead of everything under the sun. The more great sites you explore, the more naturally selective you'll become. Eventually you'll feel more and more in control and better able to find what you need.

Enjoy the Journey and Don't Let Yourself Feel Pressured

It may take some time for you to become comfortable and confident with learning to learn online. At first, the technology is strange, even foreboding to some. But if it is useful and you use it regularly, soon it becomes second nature. One major strategy for this class is for you to get comfortable learning online in order for you to become a self-directed Internet learner.

Three Indisputable Historical Firsts

Internet access gives us three key historical firsts;

1. The ability to access specific human knowledge within seconds of having the need (using tools called search engines).
2. The ability to collect the best resources from worldwide sources and self-publish these globally with original contributions as web pages.



3. The ability to collaborate with individuals and groups worldwide using email and listservs (also called "mailing lists").

With such tools at our fingertips, we are limited only by our imaginations.

THIS course does not focus on developing these essential skills for using the Internet, but you will find self-directed lessons on these skills below. The recommended skills course is at <http://lone-eagles.com/essential-skills.htm>

Essential Skills for Internet Readiness

1. **Level One - Searching and Browsing Skills**

(The Power of a Self-Directed Learner)

<http://lone-eagles.com/ecommerce-search.htm>

Successive hands-on experiences are presented to build the basic Self-Directed Internet Learning Skills for web browsing, cut-and-paste, and using search engines to learn anything from anywhere at any time.

2. **Level Two - Creating Your Own Web Pages**

(The Power of Self-Publishing Globally)

<http://lone-eagles.com/ecommerce-web.htm>

Learn the basics of Web Self-Publishing Skills, creating and posting web pages with text, images, and hyperlinks.

3. **Level Three - Communicating and Working Together**

(The Power of Building Learning Communities Through Internet Collaboration)

<http://lone-eagles.com/ecommerce-email.htm>

Learn about efficient uses of Online Collaboration Skills. It includes many related resources for advanced learning.

Hands-on Activities

A listserv is a "mailing list" with multiple email addresses which is used for group communications. Anyone can send a message to the single listserv address and everyone on the "mailing list" gets a copy of the message. For this class we have a listserv ready to go and it is easy to subscribe to get on the list.

1. **Subscribe to the Class Listserv and Post an Introduction Message.**

First, subscribe to the listserv by going to

<http://mm.isu.edu/mailman/listinfo/isu-ecommerce> and following the instructions. Or, email your instructor (frank@lone-eagles.com) and ask to be added to the listserv.

2. **View a sampling of the past listserv messages via the web archive. Go to**

<http://mm.isu.edu/pipermail/isu-ecommerce/>. Take a look. Click on "Subject" for a listing of message subjects.



3. **Send an introduction message to the class listserv using the listserv's email address:** isu-ecommerce@mm.isu.edu Include an introduction with who you are and your personal goals for this class. Listservs are a convenient way to ask questions and get help! You are invited to ask questions on the listserv as that is what the listserv is for. You're also welcome to privately ask questions of your instructor at anytime - Email: frank@lone-eagles.com.

You should receive a copy of your message with [ISU-Ecommerce] in the subject line of the message, as will everyone else registered for the class who has also subscribed to the listserv mailing list. You can review other listserv features, such as subscribing and unsubscribing, whenever you like at the listserv information web page at <http://mm.isu.edu/mailman/listinfo/isu-ecommerce>

4. **Exploring a few great resources.**

Before conducting the step-by-step instructions below, you might find it convenient to first print this page so you'll have your instructions handy OR you can open another browser window by selecting File/New Window and then switch between windows at your convenience.

- A. **Go to the eBay Learning Center and read "How Does eBay Work"**

<http://pages.ebay.com/education/index.html>. Click on "How to Sell" on the left to see what more you might like to read.

- B. **eBay is an easy way to start making money online!**

Click on <http://www.ebay.com/> and look over what is there. Then, click on "What is eBay?" Follow the tour by clicking on the "Continue" button on the lower right of the screen. Return to the main eBay screen when finished and then click on "How to Shop on eBay" and follow that tour. Use any of the many tutorials available at this site to learn more about using eBay. Note the "Site Map" is a good way to quickly see all that's available. Explore and see what you can learn.

You're advised to set aside several hours to get online at eBay and browse around, study listings, read the help pages, understand the various tools and how you can use them, check out the forums and get comfortable with how the site works.

Did you know that over 50 million eBay users exchange over 60 million dollars daily! Over 150,000 people now work for themselves full-time buying and selling online and many don't create their own products - they buy them and then resell them at a profit.



C. There are many fine sources on the Internet for learning about Ecommerce.

Review the following easy Ecommerce curriculum.

Access Ecommerce <http://www.access-ecom.info/>

Click on the link above, then click on "Electronic Commerce Basics" and then click on "Defining Electronic Commerce" and read that one page. Hit the BACK button three times to return to this lesson page.

The Access Ecommerce site is dedicated to enhancing rural development through electronic commerce and provides an easy curriculum for those new to the idea of rural Ecommerce. (An inexpensive booklet is also available.)

To Complete This Lesson

1. Send an email to your instructor stating what new skills you plan to develop.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting resource not specifically given in the lesson.

Optional Skill-Builders:

1. **Perhaps you'd like a fun beginner's tutorial on browsing?**
Go to the Cyber Playground
<http://www.edu-cyberpg.com/>
Click on Beginner's Tutorial on the right.
2. **Perhaps you'd like to learn more about using listservs?**
Explore Level Three - Communicating and Working Together
(The Power of Building Learning Communities Through Internet Collaboration)
<http://lone-eagles.com/ecommerce-email.htm>
Learn about efficient uses of **Online Collaboration Skills**.
3. **Ecommerce Start-UP Training Resources Web Tour.**
<http://lone-eagles.com/entrelinks.htm>
Spend only a few minutes at each site to first get a quick idea of the vast resources available, then return to those sites you found most exciting.
4. **Seven major sites with extensive Ecommerce training resources.**

The National Small Business Development Center's Ecommerce Resources
<http://sbdnet.utsa.edu/SBIC/e-com.htm>
(Worth the time for a thorough review!)



The Access Ecommerce Guide

<http://www.access-ecom.info/>

(Excellent lessons on Ecommerce.)

The SBA's online lessons on starting a business

<http://www.sba.gov/training/courses.html>

(Their home page is at Small Business Administration <http://www.sba.gov/>.)

The Minnesota Virtual Entrepreneurs Network

<http://www.bizpathways.org/>

Read "Becoming a Business" and look for the entrepreneurial community champion handbook (\$10).

The Small Business Knowledge Base

<http://www.bizmove.com/>

(Resources on how to start a business, marketing, financial management and international trade! (Too many ads, but if you keep digging you'll find serious resources.)

The Wall Street Journal Start-up Journal and Center for Entrepreneurship

<http://www.startupjournal.com/>

(This includes a toolkit for creating a business plan, trademark searches, and more.)

ABC's of Rural Teleliteracy and Ecommerce

<http://www.nmtabcs.org/>

(Downloadable guides for the ABC's for Ebusiness, Egovernment and more. For a fee - CDROMs and Videos are available.)



Notes for Lesson One



Lesson Two - Ecommerce Fast-Track Strategies

Lesson Goals

- Deal with Information Overload
- Use Search Engines to Find New Ecommerce Resources
- Start with Online Auctions as The Easiest First Ecommerce Experience
- Find Local and Global Ecommerce Success Stories

Strategies for Dealing with Information Overload

With the world changing so rapidly, you need to find a way to keep track of new trends in order to know what's working for others and what's coming next. Because there's so much that's changing, finding ways to deal with information overload is a priority. Take advantage of available resources that have already summarized what you didn't know you needed to know. By using the very best online resources, you will find you can quickly be on top of major trends and opportunities.

Lifelong learning is important to stay current in a changing world. Learning to learn online can help you stay current with the convenience and efficiency of anywhere, anytime learning. **As a strategy, plan to get comfortable with online learning as an essential skill.**

One-fourth of all US business-to-business purchasing is done online and over 63 percent of Americans are surfing the web. Already, 86 percent of all businesses have a web presence. Currently, there are over 67 million online shoppers. Expectations are the number will double to 132 million over the next four years. **Globally, there are over six billion potential shoppers who will be coming online over the next few decades.**

Learning what's already working for others makes sense as the safest and smartest place to start. While risk-taking can create a first-to-market opportunity, your money is generally safer replicating proven successes. The Internet makes it easy to learn what's working for others and to follow new and emerging trends and opportunities. **As a strategy, focus on what's already working for others.**

There are many web tools and services available including Ecommerce sites where you won't be charged a fee. **As a strategy, plan on becoming aware of the best existing free web tools and services.**

As people become more comfortable using the Internet, their readiness for more and more services will grow. Anticipating what people will soon be ready for can be identified by



looking at new emerging businesses and tracking their degree of acceptance and success. Women and seniors are the two fastest growing groups of new Internet users. Pioneering entrepreneurs are always exploring new emerging markets. **As a strategy, become better aware of new opportunities and watch for emerging new markets!**

It is easy to find market projections on the web regarding predictions about what's coming in the resources presented in this course. In short, business-to-business sales (b2b) are projected to be ten times greater than business-to-consumer (b2c) sales. Hence, there's a big rush of b2b start-ups. There are many new terms to learn related to Ecommerce. In the hands-on activities for this lesson you will learn how to find glossaries of terms, resources with overviews of key trends and insight as to what's most important.

Finding Local and Global Ecommerce Success Stories

eBay is one of the easiest ways to become familiar with simple buying and selling on the Internet. Many people who started with eBay then learned to create their own web sites so they wouldn't have to pay commissions to eBay. (eBay will also help you create your own web site on eBay!) They also learned that e-marketing is necessary for people to find your web site. The more you learn about how others found their way forward, the better you'll understand what has proven to work and what mistakes to avoid. Despite the millions of eBay users, eBay has only tapped 4 percent of the potential market so you can still enjoy major opportunities! **You'll find many eBay success stories that will inspire you at the eBay site.**

Just as Wal*Mart offers better selection, convenience, and prices, and caused many existing businesses to fail, so may the Internet also change the dynamics for other local businesses. While you might not sell many handmade quilts locally, posting your quilts on a web page could create a viable fulltime job regardless of your rural location. You now have advertising access to a global market that you didn't have before. The web permits tapping into specialty niche markets never accessible prior to the Internet. Numerous examples of global niche marketing success stories can be found with a little effort. **Your economic strategy should be to find success stories similar to what you'd like to achieve and to learn from these successes.**

Used cars are an example of a local product. Posting pictures of available used cars on the web can provide convenient local advertising. Used car databases are now available which allow any used car dealer to market cars nationally, even internationally. Using the web to sell locally, one has to take into consideration that the Internet allows everyone unlimited comparison shopping. There are a rapidly growing number of national directories showing all local flower shops, hotels, fly-fishing outfitters, and more.



Using Search Engines to Find New Ecommerce Resources

We've become a hunting and gathering society looking for the highest quality information. In the hands-on activities for this lesson you will have the opportunity to learn to use search engines to collect your own great resources. Extensive listings of quality resources already exist on nearly any topic you can name. Knowing how to find these listings can save you countless hours of time. Creating your own high quality collections of specific resources can save valuable time for others as either a community service or as a for-profit service or product.

Search engines are everywhere. They exist in nearly every software program. Select the HELP button of the program you're using and explore how you can search for help tips on any aspect of that software program. Most web sites have their own search engine, which allows you to search for specific resources, but only within that particular web site. There are many different types of specialty search engines on the Internet. Learning a few simple basics about using search engines is one of the smartest investments in your future that you can make.

Learn to use bookmarks. Your browser allows you to bookmark all web pages you'd like to return to later. To learn how to use bookmarks, click on the HELP button on the menu bar of your browser (if you're using the Netscape browser) and find the tips on "Bookmarks" or "Using Bookmarks." (The Internet Explorer browser calls these "favorites.")

Hands-on Activities

1. Go to <http://lone-eagles.com/montpelier-story.htm> and read about Montpelier, Idaho, which has local Ecommerce success stories and in particular read the section on the outstanding story regarding <http://batsbatsbats.com/> - a business that started with using eBay.
2. Review more success stories at <http://lone-eagles.com/idaho-E-successes.htm>
3. Test your searching skills -Go to <http://google.com/> and type in the following exact keywords in Google's search engine and hit return to see what comes up. Then, experiment with keywords and key-phrases of your own. Explore their help tips. A searching trick is to put specific phrases in quotes so only resources with that specific phrase will appear. For example, "Ecommerce success stories."

Experiment to see what you'll find by searching for (don't forget to use quotes!) "Ecommerce lessons," "Ecommerce tutorials," "Ecommerce courses," "free Ecommerce web pages," and e-marketing. To find Internet glossaries of terms, search for "Internet glossaries," or "Internet terms."



To Complete This Lesson

1. Send an email to your instructor stating what strategies you are planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting new eBay or Ecommerce success story or resource.

Optional Skill-Builders

1. **Read the articles once without clicking on the included supporting web addresses. Then return to explore those links that interest you.**
 - **Homesteading the Ecommerce Frontier**
<http://lone-eagles.com/ecommerce-homestead.htm>
An introduction to the issues and possibilities for rural Ecommerce.
 - **Articles on Benefiting From Online Auctions**
<http://www.auctionknowhow.com/articles/>
Read what's on the first page to appreciate what's available to learn.
2. **Review the Suggested Hands-on Learning Opportunities at**
Level One - Searching and Browsing Skills (The Power of a Self-directed Learner)
<http://lone-eagles.com/ecommerce-search.htm>
Successive hands-on experiences are presented to build the basic self-directed Internet learning skills for web browsing, cut-and-paste, and using search engines to learn anything from anywhere at any time.
3. **Explore eBay at <http://eBay.com/>**
 - Review the Site Map for tutorials on using eBay. Find and review the tutorial on uploading an image.
 - Research prices for something you might buy, or similar to what you might want to sell.
 - Select "My eBay" to create your own eBay page for keeping track of items you've bid for, or are selling. Do this to see what you can learn in the process.
 - Buy something from eBay or Amazon.com (Amazon offers free Ecommerce web sites called Z Stores, which you should locate and explore.)
 - Self-assess how you handle frustration when exploring a new web site. Are you patient with yourself? You should make a point to take breaks when stuck or frustrated and return when refreshed to continue "noodling around." You'll find your skills for discovering things will continually improve if you spend the time exploring.
 - As a strategy, ask people in your area who already have experience with eBay to show you how they use it. Whenever you can learn from others locally, do so.
 - Note: The book "eBay for Dummies" is available at <http://amazon.com/>.



Lesson Three - Ecommerce Cooperatives and Virtual Incubators

Lesson Goals

- **Alternatives to Creating an Ecommerce Site**
- **How Will People Find Your Site?**
- **Review Models of Ecommerce Cooperatives**
- **Identify the Best Strategies to Create Your First Ecommerce Web Site**

Alternatives to Creating an Ecommerce Site

If you are a crafter and just wish to sell your crafts, perhaps you don't need your own web site. You might use eBay, or you might just post your crafts on a crafters' cooperative web site along with the crafts of many others to benefit from collaborative marketing. Or, if you do wish to create your own web site, you might use eBay, Amazon, Yahoo, or other e-mail services so your web site is listed along with lots of others in an e-mail where shoppers are already browsing.

Creating a free Ecommerce web site can be fairly easy at any of the sites listed in this lesson. Consider creating one just to see what you can learn from the experience. Note that some free sites offer you shopping cart features for a small fee as an easy way to list multiple products for sale and to receive automated orders online. Some offer merchant accounts that allow you to receive credit card orders via the Internet for a small fee for each transaction. Most such sites include tutorials on the basics for creating and maintaining an Ecommerce site. At some sites such as Yahoo, your site is free only for a limited period.

While it can be easy to create a simple Ecommerce web site, realizing a steady stream of customers will not be as easy. It takes hard work to be successful selling on the Internet whether through eBay or through your own web site. However, you will find many stories where the big problem has been more orders than the entrepreneur can handle! Being ready to meet large orders can become a serious, if happy, problem. For example, if your new quilting web site receives an order for 500 quilts, you'll need to know with whom you can collaborate to meet this order.

As you'll see in the Hands-on Activities for this lesson, some web sites post crafts for crafters who are not yet ready to create and maintain their own web sites. Others post the web sites for many small businesses as a collaborative e-mail. Virtual incubators exist to help businesses get a first web site. E-marketing services are available to help you market your web site.



A web site is not something you just create and wait until the money comes rolling in. A web site is something you will continually be maintaining and developing. You may consider adding interactive collaborative services for your potential customers. As your competition becomes more innovative, you'll borrow these innovations and add them to your web site. Successful web sites are always changing. A successful web site must show signs of life and present a reason to return to the site again and again to see what is new and exciting.

Getting started by using the free services means you don't need web-authoring skills or software and you don't have to know how to upload web pages. If you learn web-authoring skills and how to upload web pages to your own web site through your Internet service provider you're likely to have more flexibility to improve your own site. **A strategic first step is to become familiar with what is offered by free Ecommerce site services in order to review the benefits and limitations of these free offerings.**

Ten Suggested Components of an Effective Web Site
(Created by Malcolm Dell of <http://www.giftmarketing.org/>)

1. Wide, shallow structure (2 clicks to select, 3 to buy)
2. Simple, easy to navigate
3. Graphics limited to need with small file sizes
4. Lots of product and company information
5. How to order and a secure ordering assurance page
6. Easy to find "contact" information
7. Embraces web technology (uses shopping baskets not "call to order")
8. Customer newsletter sign-up (and privacy policy)
9. Includes a links to related resources page
10. Rich content!

How Will People Find Your Ecommerce Web Site?

When you create your own Ecommerce web page, your first concern will be - how will people find it? You'll find it is inexpensive to register your own web domain: For example, search for <http://lone-eagles.com/> at <http://choicenames.com/> and then try a name you would like for your web site to see if it is available. Having your own domain name makes you look just that much more professional. Perception is very important in the competitive online marketplace.

By posting your web page on a web mall or online Ecommerce cooperative, you'll benefit from being part of a marketing cooperative. This will solve the marketing problem for you (at least in part). You'll also want to get as many web sites as possible - which sell similar products to yours - to post links to your site in exchange for you including a link to their site on your web page.

In the hands-on activities for this lesson, you'll explore a number of cooperative marketing models. The more you explore, the more different ideas you'll find regarding the



evolving art of cooperative marketing and the ease of creating your first Ecommerce web site using existing services. Note: easy tutorials on every aspect of the process for online marketing and maintaining a successful Ecommerce web site are found at nearly every site offering Ecommerce web page services. **Remember that these tutorials exist and make a point of specifically looking for them and other relevant key resources.**

Because most people are new to Ecommerce, simple instructions are essential for site providers to be successful promoting their services to those new to the Internet. For cooperative Ecommerce sites to survive, they should be user-friendly and provide easy step-by-step instructions. **As a self-directed learner, your strategy will be to watch for and take advantage of the most user-friendly learning resources and services.**

Review Models of Ecommerce Cooperatives

The more Ecommerce cooperatives and virtual incubator sites you visit, the more critical you'll become. At first, everything will look exciting, but with more experience you'll find certain sites leave you feeling something is lacking. Many sites have not changed their design in years, and while they might look pretty on the outside, not much energy has gone into them and very little is happening. The Native American site in the hands-on section of this lesson has high visual interest, and after carefully reviewing this site, you'll note that most other sites look dull by comparison.

Hands-on Activities

1. Explore the following cooperatives and resources

The New Clover Creek Mall

<http://www.clovercreekmall.com/>

This is a cooperative marketing site for crafters and their joint challenge is now to learn about effective e-marketing strategies. Find a product you like and click through as if you were purchasing it so you can see how the Shopping Cart works. (You'll have the option to cancel out without purchasing anything.)

The Idaho Mall

<http://www.idahomall.com/>

This site collaboratively posts web sites for small businesses on a commission basis. Take a quick look at two web sites of your choice. Note each web site may handle the purchasing process differently.

Free Native American Artist's Web Sites

<http://www.indianvillage.com/>

Check the products of at least two artists. This web site incubator offers free Ecommerce sites for Native American artists. This is a great example of how some services can enhance getting started in Ecommerce.



2. **Explore the following major e-mail sites and their related features and services such as free Ecommerce web sites for 30 days.**

Recognize the advantages of having an Ecommerce site at a location shared with many other Ecommerce sites. Compare the free web site offerings of different sources to understand the similarities and differences between systems.

Amazon.com's Z Shops

<http://amazon.com/>

Explore to see how others are selling online and see the offers for free trial Ecommerce sites and the Merchant's Resource Center. Find the link to Z shops (select z stores from the left hand menu) and look at the extensive listings of web sites operated by people like you. Amazon is the largest e-mall you can join. Amazon is an example of a huge web mall where your Ecommerce page will be listed with many others and is a great place to see the newest trends in online stores and Ecommerce. Amazon was one of the very first shopping sites on the Internet. Auctions are also available.

Yahoo.com

<http://yahoo.com/>

Review their resources on Ecommerce. Free Ecommerce sites for two-week trial periods are available at <http://store.yahoo.com/>. Compare their deal with Amazon. Yahoo is another example of a web mall where your Ecommerce page will be listed with many others. Auctions are available here, too and Yahoo is another great place to see the newest trends in online stores and Ecommerce.

3. **Planning your web site**

Access Ecommerce Guide

<http://www.access-ecom.info/section.cfm?sid=wm&xid=MN>

Read what you'll need to consider before attempting to create your own web site.

4. **Explore these two low-cost Ecommerce site services**

Homestead.com

<http://homestead.com/>

Take a quick look at their very easy and inexpensive web hosting options for personal and business web pages.

Bigstep.com

<http://bigstep.com/>

Take a quick look at their offering of free Ecommerce sites for 30 days, plus many services for creating your own e-business! Extra effort is made to make services easy for beginners.

To Complete This Lesson



1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting eBay or Ecommerce success story or resource.

Optional Skill-Builders

Explore more e-mails at <http://lone-eagles.com/emalls.htm> and conduct the included searching exercise.

Complete the Suggested Hands-on Learning Opportunities at Level Two - Creating Your Own Web Pages (The Power of Self-Publishing Globally)
<http://lone-eagles.com/ecommerce-web.htm>

Learn the basics of Web Self-Publishing Skills, creating and posting web pages with text, images, and hyperlinks.

Explore the Idaho Virtual Incubator

<http://www.idahovirtualincubator.org/>

This site provides a service to help businesses get started with their own web sites. Select the link to businesses and look at the Ecommerce examples. Other Idaho Economic Development resources and more are on their "Additional Resources" listing at <http://www.idahovirtualincubator.org/links/>. An Internet marketing plan outline is available. Follow the links to the Idaho Small Business Development Center and their list of other links.

Ecommerce Success Stories from Idaho

<http://lone-eagles.com/connect-idaho.htm>

Many resources related to two years of work in Montpelier, Idaho.



Notes for Lesson Three



Lesson Four - E-Marketing Strategies

Lesson Goals

- **Learn about Available E-Marketing Resources and Strategies**
- **Develop a Strategy to Identify New Markets and Products**
- **Promoting a Community's Ecommerce Web Sites**

Searching for What Is Already Working

If you're in a rural area and have access to the Internet, there's no reason you can't be as informed as someone in a big city. But, you have to be proactive and get out and about to see how others are succeeding. Using available resources, you can market your products or web site globally just as effectively as anyone in a big city - once you know how.

Use search engines to find web sites with products similar to yours to see what you can learn from them about marketing strategies. Subscribe to one or more of the many e-marketing newsletters to receive highlights on the best e-marketing practices on a regular basis. Become familiar with the extensive e-marketing resources available. Keep in mind many are outdated and poorly organized - so what you are really looking for is the best-of-the-best. Particularly note those which regularly summarize emerging trends.

As people grow more comfortable using the Internet, new markets for products and services will naturally emerge. Many businesses are spending huge amounts of money on research, collecting resources, and building web-based collaborative tools and strategies. You will be able to directly benefit by simply reviewing their best online strategies and accessing their free collected resources. Ecommerce businesses monitor their competition's web sites carefully - always watching to copy good ideas.

Promoting a Community's Web Sites

From a community perspective it makes sense to market all local web sites as a community initiative rather than leaving everyone on their own. Avoiding duplication of effort and realizing economies of scale just make sense. Plus, if all local web sites are in one place it facilitates local web shopping. Take the time to enjoy the following GREAT examples, or just look at the first page of each of the following sites.

Delta Discovery

<http://www.deltadiscovery.com/>

From Bethel, Alaska, here's a community web site where locals provide most of the news and



content. They have a business directory that clearly shows all the businesses web pages in just one or two screens.

<http://deltadiscovery.com/Shopping/shoppingalpha.html> This makes it very easy to shop locally via the Internet! Montpelier, Idaho, copied this effective model, below.

The Clover Creek Mall Business Directory for Montpelier, Idaho.

<http://www.clovercreekmall.com/business.html>

Caithness, Scotland, Community Site

<http://www.caithness.org/>

A community site showcasing web sites for local organizations, businesses and providing many convenient ways to share local information and available services.

Lumby, British Columbia, Canada, Community Site

<http://www.monashee.com/>

Another great community site showing many innovative ways to share local information.

It is very typical for a rural community to not list local business web sites conveniently in a single place that encourages local online shopping. It is also common not to recognize or celebrate local Ecommerce successes or those with valuable Ecommerce expertise to share. However, more and more community organizations are beginning to look at how best to market their communities online as is the case in Ely, Nevada.

Ely, Nevada, Community Site

<http://www.elynevada.com/>

The Chamber of Commerce offers a free multi-media mini-CDROM on Ely's attractions.

Hands-on Activities

Access Ecommerce Guide

<http://www.access-ecom.info/section.cfm?sid=wp&xid=MN>

Read through the lesson on promoting your website

E-Marketing (You built it and nobody came?)

E-Marketing Association

<http://www.emarketingassociation.com/>

Briefly look over the e-courses page, the resources page, and the links directory page.

Netpreneur.org

<http://netpreneur.org/>

The best regional entrepreneurship site in the country, from Washington DC - the most electronically wired, educated, wealthy, and politically charged community in the world.



Here are sophisticated and advanced resources for learning how to grow an online business. See the Research Desk at <http://netpreneur.org/Resources/researchdesk.html>

Netpreneur ad-marketing

http://www.netpreneur.org/connect/am/email_mktg/

Look over the first page, then go to their main ad-marketing page

<http://www.netpreneur.org/connect/am/default.html>

The following marketing resources were collected by Malcolm Dell of

<http://www.giftmarketing.org/>

We found his e-marketing workshop very useful. He says most crafters are not marketers and would do better having someone else do their marketing for them.

Search Engine Promotion Tips

You can submit specific information about your web site to top search engines so more people will find your website in their search results.

Self Promotion

<http://www.selfpromotion.com/>

Look at what's on the first page. This is an excellent place to start learning about using search engines to promote your web site.

Search Engine Watch

<http://www.searchenginewatch.com/>

Click on the Search Engine Submission Tips just to see what's there. You can always pay someone to submit your information to search engines but it helps to understand the process. This site is invaluable as nearly everything you'd ever wanted to learn about search engines can be found here. Note their departments are listed at the bottom of the page. Web Searching Tips is a good place to start.

General E-Marketing

There are dozens of tools, tricks, and tips for e-marketing. Many free e-marketing newsletters are available along with extensive resource web sites.

Wilson Web

<http://wilsonweb.com/>

Look over the first page, then click on the Web Marketing tab at the top of the page and look over the available resources. At the bottom of this page you can subscribe to a free email newsletter for regular updates on web marketing.



Internet Marketing Resource Center

<http://i-m-r-c.com/resources/index.htm>

Appreciate the less overwhelming design.

The Internet Marketing Index

<http://internetmarketingindex.com/>

Look over the 250 essential Internet and web marketing resources on one handy banner free page.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting e-marketing article or resource.

Optional Skill-Builders

Search <http://google.com/> for tutorials, lessons, and online courses on any topic:

If you'd like to try a neat "trick" for finding tutorials, lessons, and online courses on any given topic, just enter the phrase below substituting YOUR topic within the quotes for "Web Marketing." (Such as "e-marketing" or "Ecommerce marketing")

"web marketing" AND lesson* OR tutorial* OR course*

The "*" character tells the search engine to find anything with the initial letters regardless of what follows after the "*" such as both lesson and lessons.



Lesson Five - Entrepreneurship Training Opportunities

Lesson Goals

- **Become a Lone Eagle Entrepreneur**
- **Find The Best Entrepreneurship Resources**

Lone Eagles, Freedom, and Independence

Imagine being able to live anywhere, either working for yourself running your own business, or working for someone else, but still able to live anywhere and set your own work schedule. More and more people are doing this. You can too! In this lesson we'll take a first look at where you might go to learn how. Later lessons will explore additional directions for you to explore the ideal of total economic independence. Can you imagine the freedom of becoming a true "Lone Eagle?" **Life, liberty, and the pursuit of happiness have never been more attainable with the opportunities the Internet puts at your fingertips.**

Some "Lone Eagles" are webmasters, creating web pages for local businesses. Others are photographers, writers, or graphic artists. Some Lone Eagles work for companies that allow remote telework such as insurance underwriters, medical transcriptionists, and freelance journalists. New jobs are being created all the time. **One out of ten jobs in the U.S. are done via telework. There has never been a better entrepreneurial support system than the Internet!**

"If you find a job you love, you'll never work a day in your life."

Lone Eagles Build Their Collaborative Skills

Becoming a successful independent entrepreneur, particularly in a rural location, typically requires careful attention to developing contacts and sustaining relationships of all kinds. If you're a quilter, you might associate regularly with other quilters, locally and globally, sharing marketing strategies and even co-marketing as a virtual community or industry cluster. If a quilter receives an order for more quilts than one person can provide, then this cluster community becomes a manufacturing network with short-term partnerships which benefit everyone.

Online collaborative tools make it very easy to support others with convenience and efficiency. Supporting others in a service economy is fundamental to successful Ecommerce, as is providing online training. **Developing skills for creating and sustaining effective online relationships is vital at all levels.**



Stalking The Best-of-the-Best Opportunities and Training

It is easy to feel that all the good ideas have been taken and that living in a rural location puts you out of the loop regarding entrepreneurial opportunities. This is actually far from the truth. Through the Internet you literally have the world at your fingertips. If you so choose, you can easily peek in on an unlimited number of innovations and resources.

Knowing where to go to find cutting edge Internet entrepreneurial resources isn't as hard as you might first guess. Many exciting entrepreneurial training resources already exist, and because the Internet is so new, there are still an unlimited number of genuine opportunities waiting for you. What is working in one rural community just might work in your community. Keep an eagle eye out for these specific copycat opportunities. Cultivate an outgoing positive attitude and be continually exploring. **Often, you won't know what you're looking for until you find it.**

Consider your new part-time job to be spending a set amount of time every day or every week to specifically explore entrepreneurial training resources and find stories about successful Internet entrepreneurs. Don't let frustration from information overload inhibit your outreach and exploration activities - take lots of breaks.

Self-directed Internet learning is an essential skill for employability. Many of those employed in computer and Internet-related jobs have no formal training. They just developed their ability to use computers and the Internet for just-in-time learning as needs arose. When asked if they thought they could learn something new, they responded **"Yes, of course!"** and were hired. The world is rapidly changing. Many good jobs require employees to be able to learn what's needed, when it's needed, and who won't know until the time arrives what exactly needs to be learned.

Hands-on Activities

Review the following

The Future of Community Development - Make the Living You Want Living Wherever You Want <http://lone-eagles.com/comdev.htm>

Published September 2001 in "Future Courses - A Compendium of Thought about Education, Technology, and The Future" by Jason Ohler. Published by Technos Press
<http://www.technos.net/>

Entreworld

<http://www.entreworld.org/>

On the left note the "Entrepreneur's Search Engine." Click on "Growing Your Business" to see many categories. Click on Marketing and scan the articles until you find one you'd like to read, then read it.



The 'E' in Me"

http://www.ait.net/products/e_in_me/

Select the link to Online Resources and look over the rich listing. This site is hosted by the Kauffman Center for Entrepreneurial Leadership which also sponsors <http://www.entreworld.org/>. (Take a quick look.)

Business@ Home (Making a life while making a living)

<http://www.gohome.com/>

Click on "Marketing" in the box on the left marked "Sections" and look over that one page.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting entrepreneurship article or resource.

Optional Skill-Builders

A Basic Guide to Entrepreneurship Readiness

<http://www.makingajob.com/>

Assess your readiness to become an entrepreneur; from the Kauffman Foundation

More at <http://lone-eagles.com/entrelinks.htm> and <http://lone-eagles.com/entrelinks2.htm>

The Business@ Home directory of home-based business associations

<http://www.gohome.com/Departments/Resources/index.html>

A directory of associations by state and internationally. Find your state.

CEO Express; Business Resources

<http://www.ceoexpress.com/default.asp>

Look for marketing resources.

This is a portal for keeping current designed by a busy executive, for busy executives.

Kauffman Foundation

<http://www.emkf.org/>

The Kauffman Foundation has a billion dollar endowment for adult and youth entrepreneurship and offers free training and vast resources. Look for their training resources under the Education Tab.

Lone Eagles Learn to Teach From Any Beach

<http://lone-eagles.com/articles/eagle.htm>

Published in Technology Horizons Journal, Nov. '99 Related to the entrepreneurial potential of being able to teach anyone, anywhere, anything, anytime.



Community Internet Empowerment Resources for Rural Communities

<http://lone-eagles.com/ruralempowerment.htm>

Review the extensive articles and resources.

Lone Eagle Consulting

<http://lone-eagles.com/>

Read the mission statement.

Notes for Lesson Five



Lesson Six - Online Resumes and Job Sites - Selling Yourself

Lesson Goals

- Find New Career and Job Possibilities
- Build a Quality Electronic Portfolio Resume
- Learn to Effectively Market of Your Skills and Talents

Finding Jobs Through the Internet

Online you'll find job training resources of all types and employment opportunities even for jobs that have nothing to do with computers and the Internet (though most jobs these days do indeed require these skills).

If you can read, write, type, are comfortable with computers, and are willing to learn new things, you're highly employable! Extensive resources on all kinds of careers, both online and offline, can be found at job-finding sites that allow free posting of resumes and many sophisticated features. In this lesson you'll receive an overview of job hunting online. You'll review templates for creating an online resume, and you'll learn about jobs you never knew existed. A worker shortage of 10 million jobs is predicted by 2006. For every new job created, two workers retire. As baby boomers reach retirement age, more and more jobs are expected to become available.

New types of jobs are rapidly appearing. The more you explore, the closer you'll be to finding your dream job. In the hands-on activities for this lesson you'll explore many robust job sites offering free resume templates, resume posting services, job-finding services, and much, much more. Monster.com is perhaps the leader, from which you'll get the most complete overview of available services. Once you've created an online resume, you can post it on all the job sites you can find.

The Strategies Behind Building a Quality Electronic Portfolio Resume

There's a new emphasis on recognizing the value of good people, particularly those who work well with others. Selling yourself as a well-rounded person and not just a set of skills is increasingly important. Your ability to think for yourself and to learn whatever might be necessary is an important job skill. Most knowledge workers are primarily problem-solvers, lifelong learners, and self-starters able to produce knowledge work in a variety of word-processing and multimedia formats such as PowerPoint presentations, web pages, color documents with images, and so on.



Pay close attention to the model resumes and tutorials presented in the hands-on section below.

Hands-on Activities

Within the following resources you will find many exciting sites for learning about new careers, job training, and online resume posting services. Be thorough in your explorations, seek out other similar online resources, and keep your own listing of the best-of-the-best.

Monster.com

<http://content.monster.com/>

Look over their many free services such as the following three sites

Free resume posting

<http://resume.monster.com/>

Tutorials for creating a quality resume

Career advice

<http://content.monster.com/>

Job seeker information

<http://jobsearch.monster.com/> and on and on.

Freeagent

<http://freeagent.com/>

Select "Resources." INCREDIBLE! Point to each arrow in the center of the screen and read the contents for each pop-up menu for each of the major categories on the Resources page. Review their tutorials for becoming a free agent information technology professional. See what else you can find that will be useful to you.

Work At Home

<http://www.work-at-home-information.com/>

Look at their listing of 100 job search sites. Click on the "Free E-book" button on the lower right to see free resources.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting article or resource related to this lesson.



Optional Skill-Builders

The War Against Ignorance

<http://lone-eagles.com/hope.htm>

Read this short article.

Guru.com

<http://guru.com/>

Compare their offerings to the two sites you've just reviewed, monster.com and freeagent.com. Register your skills in their portfolio databases! Note the resources for marketing your services and finding work contracts.

Hotjobs

<http://hotjobs.com/>

See if they offer anything that the others don't. You'll have to first give yourself a free Yahoo account with ID and Password, then again for a Hotjobs account with ID and Password. Tip: You don't have to give real contact information if you don't wish to.

Notes for Lesson Six





Lesson Seven - Telecommuting and Telework Opportunities

Lesson Goals

- Learn Strategies Behind Telework, Telecommuting, and Telecomputing
- Know Strategic Differences Behind Volume, Value, and Human Bandwidth Benefits

Ten Percent of U.S. Workers are Teleworkers, and the Number is Rapidly Growing!

Telework relates to work performed via telecommunications. Telecommuting relates to commuting to work via telecommunications. Telecomputing is a term that also relates to working on a computer via telecommunications. All these terms share the same meaning. Be aware that many businesses have resisted hiring employees for telework for many years because they are unfamiliar with managing employees who are out of sight. Happily, this has begun to change. Telework requires a degree of trust, effective work performance measures, and sometimes, regular meetings face to face to maintain these working relationships.

Employers are finding the higher quality workers are demanding this type of flexible work arrangement as a condition for employment. Your strategy should be to learn as much as you can about what's actually working regarding telework opportunities, and where you can find the best training, support, and job-finding resources. The web tour offered in this lesson will present an initial exposure to outstanding telework and telecommuting resources.

More and more businesses are realizing that rural teleworkers offer

- less turnover
- a higher work ethic
- fewer missed work days
- and will often work for lower wages than their urban counterparts.

Telework as a Community Economic Development Strategy

While most teleworkers are independent individuals, developing the local capacity for telework can become a community economic strategy. Many communities are beginning to recognize how a community-wide initiative to develop citizens' skills for entrepreneurship and telework can become a valid economic development initiative. Communities can promote their skilled citizens as an available skills pool to attract corporate relocations. How then can both individuals and communities most quickly elevate their skills level and put it on public display?



Training certification programs, such as the advanced version of this course (<http://lone-eagles.com/ecommerce.htm>) can support community-specific listings of electronic portfolio resumes for citizens showcasing their skills, achievements, and willingness to receive additional training. Individuals who have shown the initiative to complete the certification training and post their electronic portfolio resumes will stand a much better chance for employment than those who have not. Having demonstrated your ability to learn online puts you in a likely position for future online training. Communities who are savvy enough to host electronic portfolio resumes online will stand out as innovative and "Ready!"

Telecenters have been created in communities as a workplace for teleworkers offering high speed Internet access in a supportive office environment. La Grande, Oregon, received over fifty telework jobs by finding funding to install fiber optics as part of a partnership with a Portland-based healthcare organization. Using these fiber optic connections, local workers became teleworkers telecommuting to the Portland headquarters.

Internet Access Speeds and Options

High speed Internet access is always preferred for teleworkers. Ask around locally for available broadband wired and wireless options. However, there is still a great deal you can do very effectively by using local dial-up Internet services.

The smartest use of dial-up Internet connections may not be obvious. Online collaboration can be very effective regardless of Internet speeds, but requires written communication and relationship-building skills. This type of "**human bandwidth**" relates to true collaborative capacity. The speed or volume of data transport should not be considered to be equal to the value of the information sent. You might find it useful to think in terms of "**value bandwidth**" instead of just "**volume bandwidth**." Maintaining an Ecommerce web site effectively may not require more than a basic dial-up Internet connection. **Watch for examples of the many smart ways to leverage the highest benefit, from even the slowest Internet connections.**

One example: Offline browsers are tools that capture any number of web pages for offline viewing in a manner similar to high speed Internet. Offline browsers can be used automatically to capture new information on any number of web pages during the night. A used car dealer could use an offline browser to have all the competition's web pages automatically ready for instant viewing every morning. The newer versions of the Internet Explorer browser have this feature built in. A \$45 offline browser called Webwhacker can be downloaded for a 15-day free trial from <http://bluesquirrel.com/>.

Satellite and Wireless Options

While waiting for fiber optics to reach your front door, there are some immediate options to consider, even if they might be short term. A broadband satellite can bring two-way Internet to any location in the lower 48 states for as little as \$70/month for a single PC. Other satellite



and wireless options can serve multiple PCs and businesses. Wireless connections can be far faster than copper phone lines, and the newer technologies are creating exciting economic opportunities for rural citizens. **Articles and resources for satellite and wireless solutions are at <http://lone-eagles.com/wireless.htm>**

Hands-on Activities

Canadian Teleworkers Association

<http://www.ivc.ca/studies/us.html>

Read the report on the current U.S. telework scene which includes the fact that one out of ten jobs today is conducted via telework.

The Mining Company Telecommuting Resources

<http://telecommuting.miningco.com/>

Note the related sites on the left-hand menu and notice you're invited to ask questions of a real person.

AT&T's Telework Webguide; real work, real people, real technology

<http://www.att.com/telework>

See their Telework Webguide and link (on the left) for How to Get a Teleworking Job and Getting Started.

Federal Telework Resources

<http://www.telework.gov/>

More and more federal telework jobs are becoming available.
Review their Telework Manual.

International Telework Web Ring

<http://www.ivc.ca/webring.html>

See the International telework web ring listing for what another countries are doing with telework.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting telework success story or resource.

Optional Skill-Builders

1. **Learn about Mentoring as an Essential Internet Skill**



**Level Four - Learning-to-Earn for Sustainable Communities
(The Power of Building Online Communities)**

<http://lone-eagles.com/ecommerce-mentor.htm>

2. Additional Links Worth a Look

Telecommuting Jobs Listing and How-To-Telecommute Handbook

<http://www.tjobs.com/>

Interesting focus for a home business to teach others telecommuting skills.

Rural Telework Tools and Telework Resources

<http://www.cbdd.wsu.edu/telework/links.html>

Extensive resources from the University of Washington. Includes a guidebook, training manuals, and links to similar resources.

Gil Gordon's Resources

<http://www.gilgordon.com/resources/howto.htm>

See what master teleworker Gil Gordon has gathered together for you. Visit his homepage, too <http://www.gilgordon.com/>

Assist U - Learn to be a virtual assistant

<http://www.assistu.com/>

Training offered by an entrepreneur for becoming a virtual assistance.

Telecommute-Now

<http://www.telecommute-now.org/> Home of the Essential Home Job Search Guide at

<http://www.telecommute-now.org/dir/essentialguide.html>

International Telework Resources

European Telework Online

<http://www.eto.org.uk/>

Look over the first page.

Jala International, Inc.

<http://www.jala.com/>

Look over who they say they are.

Telework and Telecommuting Resources

<http://www.jala.com/twlinks.php> Look over their hotlist of resources.

International Telework Association and Council

<http://www.workingfromanywhere.org/>



Lesson Eight - International Trade Training Resources

Lesson Goals

- **Identify Global Niche Market Opportunities**
- **Review the Best International Trade Training Resources**
- **Gain Perspective on the Emerging Global Economy**
- **Know About Third World Ecommerce - Competition or Customer?**

The Big Picture of a Global Economy

By U.S. standards, most of the world is still in poverty. Happily, new satellite and wireless systems will soon be able to bring the Internet to nearly any point on the globe - bringing the potential for new economic solutions. There are many emerging initiatives to use these new technologies in remote communities worldwide and there are already many international Ecommerce and telework resources available to you on the Internet. We are in the midst of witnessing the evolution of a new global economy. It is important to work toward thinking globally and at the same time support local community sustainability. As a strategy for balance - Act locally, think globally.

By posting products and/or services on the web, you can reach a global market. Many examples of rural individuals enjoying booming businesses selling unique products globally exist as models to follow. It is recommended you consider finding a global niche, something unique that you can do very well, perhaps better than anyone else. The sooner a niche is identified, the sooner your reputation can be established. **As a strategy, watch for how others are actively doing this, and prepare to copy the more effective strategies.**

Third World Ecommerce - Competition or Customer?

While half the population of the planet has yet to make their first phone call, billions will soon come onto the Internet. There are billions of people worldwide who could benefit from your help and expertise. While you might consider them potential competitors, you might also consider them potential customers and partners. The better you understand their needs, the better you'll understand the global market place. **There is a trillion-dollar market for whomever can provide measurable empowerment skills and services to the global populace.**

With the ease of online collaborative tools such as email, listservs, and many other tools, it will become easier and easier to engage in international trade. **Knowing that the doors are**



opening, you're advised to learn about existing international trade opportunities and to create a personal strategy for keeping current as new doors open.

As hundreds of thousands of rural communities gain Internet access, many will eagerly embrace the potential to pull themselves out of dire poverty. The time interval you now have before these communities become your direct competition is your immediate **first-to-market** opportunity to establish your global niche. Once Internet connectivity is established, whole countries will soon be dealing directly with the social challenges of creating an inspired and motivated citizenry. **While many rural communities have not yet recognized their advantage of being first in the world to have local Internet access, many will soon acknowledge their missed opportunities and will begin to take action.**

Workers in other countries will work for such low wages that an increasing number of manufacturing businesses are moving overseas leaving many Americans without jobs. Companies face the competitive choice of paying \$15/hour here vs. 50 cents or less an hour in a third-world country. **The emerging global economy is going to create many dramatic changes. Your best strategy is to inform yourself early about the coming inevitable changes in order to strategically position yourself to survive economically.**

While you may have started this online course thinking you were way behind, you've already leapfrogged ahead of most of the human race. Many of these coming trends can be terrifying due to their dramatic ramifications, but this knowledge of what is coming is far less threatening to your well being than the risks of not knowing. **Your strategy should be to maintain your awareness about the coming changes with a plan to turn them into opportunities.**

Hands-on Activities

Spend a few minutes at each of the following sites, focusing on their international trade training resources as well as their other resources listings. Then return to those sites you found most interesting for extended exploration. Consider creating a hotlist of the best resources for future use.

International Trade Center (ITC) of the United Nations

<http://www.intracen.org/>

Click on each of the categories "around the clock image" and look at just the first page in each category. ITC is the technical cooperation agency of the United Nations Conference on Trade and Development (UNCTAD) and the World Trade Organization (WTO) for operational, enterprise oriented aspects of trade promotion. It supports developing countries and transition economies and particularly their business sectors in their efforts to realize their full potential for developing exports and import operations. The ITC has recently published the "E-Commerce Legal Kit". The concept of the Kit is based on various demands ITC has received for training in legal aspects of e-commerce.



The New Gold Rush - Mining Raw Human Potential With Free Web Tools - Part II

<http://lone-eagles.com/mining.htm>

Characteristics of a global knowledge economy are fundamentally different from the industrial age physical products-based economy.

Global Tradepoint Network

<http://www.tradepointla.org/>

Search for international trade leads. Click on International Web Resources on the lower left for the most comprehensive searchable database of International Trade Web Resources on the Internet, a service of FITA - The Federation of International Trade Associations. More than 5000 links to International Trade and Import-Export Web sites are annotated and indexed.

International Trade Resource and Data Exchange

<http://www.i-trade.com/>

Learn how to trade internationally.

United Nations International Resources and Programs

<http://www.unsystem.org/>

Take a long look down the directory at the volume of resources.

World Trade Organization

<http://www.wto.org/>

In brief, the World Trade Organization (WTO) is the only international organization dealing with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible. See the Electronic Commerce section under the Trade Topics tab and the WTO distance learning section for free online lessons and Trade Resources link under the Resources Tab.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting International trade success story or resource.

Optional Skill-Builders

Read each article once without clicking on the presented web addresses. Then return to explore those links that interested you.

Greenstar

<http://www.greenstar.org/>

Read the article "Sweatshops and Butterflies" found on the home page. Solar-powered satellite



Internet connections for remote villages are used to create a business model to empower third world cultures with culturally appropriate Ecommerce.

Read Echoes in the Electronic Wind

http://www.turtletrack.org/Issues01/Co06022001/CO_06022001_Echoes.htm

A short article on Native American and Alaskan Native opportunities for leadership with community networking. Applicable to all communities.

Review how indigenous and third world cultures may benefit from Ecommerce.

Culturally Appropriate Ecommerce Models and Initiatives

Native American E-Business Listings

<http://lone-eagles.com/na-business.htm>

Culturally Appropriate Ecommerce for Alaskan Natives and Native Americans

<http://lone-eagles.com/culture.htm>

Peoplink

<http://www.peoplink.org/>

A business model attempting to empower third world cultures with culturally appropriate Ecommerce.

International Federation for Alternative Trade

<http://www.ifat.org/>

Multicultural and Global Development Organizations

<http://lone-eagles.com/multicultural.htm>

Many resources related to indigenous and global issues. Review the last section on Global Development Organizations and Resources.

Other International Trade Resources

Youth World Trade Training

<http://www.wbe.net/>

Sponsored by the Reis Foundation. Select "Trade Resources" and follow all "Other Links" listings. See also <http://www.reisfoundation.org/> Youth entrepreneurship focus

International Training Center

<http://www.itcilo.it/>

Based in Italy, free training is available online.

Software for global trade systems

<http://www.tradepointsystems.com/usa/gls.htm>



Lesson Nine - How to Start a Business

Lesson Goals

- **Learn How to Create a Legal Business**
- **Learn Strategies Behind Writing a Workable, Saleable Business Plan**
- **Identify the Best Sources for Learning How to Start a Business**
- **Find Strategies for Getting Money to Start Your Business**

Starting Your Own Business

Do you want to start your own business? Do you need money? If you have a good idea, there are many people who would like to put money in your capable hands. There is a process to follow and extensive resources are available to assist you. Patience and perseverance are required, but if you take it one step at a time, you'll be surprised at how quickly your new business concept can become a reality.

To receive funding, you need a business plan. Many investor's and/or banker's templates and guides exist to help you create one. You have to convince them that you have a viable product and/or service, a realistic market to sell to, and a plan to deliver your goods, and make a profit. Reading successful business plans is how you'll learn to structure your own. There are state and federal agencies dedicated to helping people like you get a business started. Plan to become aware of what services are available.

The One-Person Business Option

Even if you're only a one-person business, there are still many tax advantages which become available if you incorporate. If you don't need loans or grants to start your business, you can incorporate a business by visiting a lawyer and paying a few hundred dollars to establish a legal corporation. If you are uncomfortable with your lack of knowledge about maintaining a business, such as keeping up with quarterly reports, paying yourself as an employee, etc., you can hire a certified public accountant to do this for you.

Copyrights, Trademarks, and Borrowing Workable Ideas

Copyright laws prohibit you from directly copying an existing business name or an existing implementation of an idea. But, you are free to implement an existing idea in original ways. Learning more about what does and does not constitute a copyright or trademark violation is important. Since you can't copyright an idea, just the expression or implementation of that



idea, you're free to borrow existing great ideas and implement them as an original business model. **Begin to watch for examples of copycat businesses that work.**

Winning Money to Start Your Business

The Small Business Administration <http://www.sba.gov/> has loan and grant programs you should learn about. Grant programs exist to help you start a business and don't require paying back the funding as loans require. Furthermore, most state economic development initiatives offer additional funding opportunities. **As a strategy, get to know what funding resources are focused on supporting new businesses in your region. Call your regional Small Business Development Center. Visit them personally and ask lots of questions.**

Venture capital is money given to promising business startups for an anticipated share of the profits. Plan to identify regional and national venture capital sources and existing resources for how to win venture capital.

Learn about the world of nonprofit organizations and gain grant-writing skills. If you create a nonprofit organization with a 501c3 designation, you're able to receive grants from foundations. Non-profits often make lots of money and provide many great jobs. Plan to learn about the profit making potential of nonprofits as they represent many important trends related to Ecommerce opportunities.

Social Entrepreneurship and Venture Philanthropy

There's a whole new field of funding opening up between traditional philanthropy (where giving may or may not guarantee a tangible return,) and venture capital (where an economic return is expected). Since many nonprofits lack the internal organizational expertise to create sustainable enterprises, venture philanthropy has emerged as a source of funding to support social entrepreneurship businesses and nonprofits. In such ventures the social good is served and organizational expertise is provided, along with funding to create an economically sustainable business or nonprofit organization. Another important trend is many for profit businesses also have a nonprofit organization in order to benefit from the advantages of both.

Initial Public Stock Offerings (IPO's)

Would you like to know about putting your business up for an Initial Public Offering on the stock market as a way of generating funding? This is only for existing businesses that have proven their potential, but is another area of exploration you might consider. You can find information at most online brokerage sites.



Hands-on Activities

You've already taken a first look at the following resources, but this time, review them specifically for the best existing resources for starting a business, writing a business plan, and funding a start-up and create your own listing of the most appropriate resources.

Access Ecommerce Guide's bizplan section

<http://www.access-ecom.info/section.cfm?sid=bp&xid=MN>

Review their business startup resources.

Small Business Administration's online lessons on starting a business

<http://www.sba.gov/training/courses.html>

Review and appreciate the extensive free online lessons available.

Small Business Administration

<http://www.sba.gov/>

Review their home page.

The National Small Business Development Center National Information Clearinghouse

<http://sbdnet.utsa.edu>

Find the nearest SBDC to you and plan a visit!

Ecommerce resources from the SBDC National Clearinghouse

<http://sbdnet.utsa.edu/SBIC/e-com.htm>

A comprehensive resource you'll need to know exists.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting business start-up story or resource.

Optional Skill-Builders

1. Review the following.

The Wall Street Journal Startup Journal and Center for Entrepreneurship

<http://www.startupjournal.com/>

Read about their toolkit for creating a business plan, trademark searches, and more.



The Wall Street Journal

<http://www.wsj.com>

If you're serious about business, you might consider subscribing to this journal. Free two-week online subscriptions are available, but extensive resources are free to all. Make an effort to learn the vocabulary of Ecommerce and note how quickly things are evolving. It is likely this and similar publications can help you stay current in a world of accelerating change.

2. Review Patent and Trademark Services

The U.S. Patent and Trademarks Office

<http://www.uspto.gov/>

See the essential information for submitting patents and trademarks.

Invention Submission Corporation

<http://www.isc-online.com/>

Services for patenting your inventions.

3. Revisit the key resources in the Skill-Builders section of Lesson One.

Notes for Lesson Nine



Lesson Ten - New Rules for the New Economy

Lesson Goals

- **New Rules for the New Economy**
- **Understand Rural Innovation Diffusion**
- **Grow Local and Global Collaborative Capacity**

New Rules for the New Economy

With everything changing there are a few key points to keep in mind regarding the big picture. In a world of accelerating change, your strategy is to benefit from those resources that allow you to ride the wave instead of being dragged along. There is increasing importance on the value of relationships. The Internet increases our ability to maintain relationships in both quantity and quality. Social knowledge networks are increasingly important because in this age of information overload it is important to know who can help find what you need.

The information age is perhaps better described as the "Relationships Age" or the "Knowledge Age." The emerging service economy means helping people deal with information overload and the complexities of the modern day. You see this theme increasingly echoed by the slogans of major corporations. Gateway says, "You've got a friend in the business." Telstra says, "We're bringing everyone together." Earthlink says, "Earthlink revolves around you." Microsoft suddenly is focused on helping people realize their full potential. Finding better ways of helping people use technology more easily is the future of most businesses. Information condenses to knowledge which condenses to wisdom and value is created in a knowledge economy. Consider searching for the book, Rise of the Creative Class, by Richard Florida.

Understanding Rural Innovation Diffusion

The new economy is also called the "innovation economy," as indeed we're limited only by our imaginations. Understanding how innovations are shared across communities over time and how new ideas are developed is fundamental to developing ways to help people learn to benefit from communications technologies. The world would be a very different place if we all shared the same vision for the power at our fingertips and understood how collaborative capacity can dramatically empower individuals, communities, and businesses.



Changing Our Behavior and Walking the Walk

Corporations are now scrambling to develop their internal skills for online collaboration and online learning into intellectual and human capital advantages. Much can be learned by shadowing major corporations to see what they have learned and what they have yet to learn - and master. For years we've heard many businesses and organizations "talk the talk" about the benefits of online communications, but now corporations are finding they'll have to "walk the walk" if they are to keep abreast of their competition. **Changing human communications behavior is not easy.**

Around the world, governments at all levels are now talking about e-government. Information Technology is THE e-government leadership issue of the 21st century, creating and managing new forms of interaction. New levels of efficient communication between government and citizens - leading to greater accountability based on greater communication efficiency - are indeed viable. However, this will not be easy as knowledge is power and networking changes the fundamental dynamics of knowledge gathering and sharing which then affects the distribution of power. Electronic democracy and transnational activism are beginning to emerge as actual practices that can impact the distribution of power on a global scale.

Lifestyle Concerns Vs. "Business at the Speed of Thought"

Bill Gates wrote a book titled Business at the Speed of Thought. There is no upper limit to how efficiently business and learning can be conducted with global high-speed access between business partners and, eventually, consumers. At the same time, rural citizens in particular will question the issue of lifestyle. Many abhor a ringing cell phone at their side every moment. Others resent being pressured with having to make instant decisions. Collaborating with others to share information can make for a lighter load for all concerned. Use collaboration as a key strategy for dealing with information overload and the challenges of staying current. The advancement of technological innovation can be summarized as "everything will be small, mobile, interconnected via wireless, and increasingly wearable." Info-apparel is a coming fad. Using technology to buy back enough time in the day to "have a life," will be a growing theme. **There are real issues and tensions in making a life while making a living, and finding a workable collaborative balance is possible and fundamentally necessary.**

Corporate and Ecommerce strategic initiatives to define and grow collaborative capacity are growing. Those which prove to be most successful, whether businesses or communities, will be the big winners over the coming decades. Social and economic value is strengthened by effective, ongoing sharing of the highest-value knowledge to meet their most urgent needs. **Themes of inclusion, loyalty, cooperatives, purposeful community service, supporting global causes, and sharing the wealth are likely to dominate.**



The issue of how best to support people using information technology to create value and capacity relates to both community sustainability and growing new business opportunities. As our sense of traditional community bonds decline, particularly in urban areas, the need for a supportive community is likely to re-emerge in the form of virtual communities of shared interest.

Possibly the most important lesson learned is people will only collaborate around a specific purpose or goal. Be prepared to answer their question: **"What's in it for me?" Virtual online communities of interest will become increasingly important for sustaining both traditional communities and Ecommerce communities.**

The Emerging Knowledge-Based Economy Has Infinite Growth Potential

Unlike a product-based economy where supply and demand are tightly related, a knowledge economy can grow without limitation based on individuals' motivations to learn, to learn to earn, and to spend (particularly on knowledge products). Creation of knowledge (media) products are limited only by our imagination and skills, not by finite natural resources. The big picture is the potential for a major reduction in poverty on a global scale IF we can learn to work together to unlock our joint human potential.

Completing This Course

Having now reached the final lesson for this online course, hopefully you now know that whatever you need - It's Out There! With your searching skills, innovative tenacity, and the wealth of exposure to quality resources, which you've already achieved, you'll be in good shape for continued learning on any topic you desire.

The fact that you've demonstrated patience and perseverance to make it to this final lesson marks you as an early pioneer of Ecommerce and online self-empowerment. Pat yourself on the back for a job well done!

Remember how intimidated you may have felt when you started this course? Think about how you might extend encouragement to others.

Hands-on Activities

Innovation Diffusion -Looking at the Process of Change

<http://lone-eagles.com/innovation.htm>

Read this article to understanding how we adapt to change.

Read the New Rules for the NEW New Economy

http://www.clickz.com/tech/lead_edge/print.php/831531



To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting article or resource related to rules for the new economy, rural innovation, or a related topic of your choosing.

Optional Skill-Builders

Note: Your instructor for this class keynoted a televised national conference in Jamaica, January 31, 2003, after moderating an online discussion of Jamaican government leaders for one month while teaching in Alaskan Native villages on the Yukon...at 50 below zero. After the Jamaican conference he continued to support multiple project planners by sharing resources and grant templates and online curriculum, such as this course.

October 6, 2003, Frank keynoted a national conference in Australia for which he wrote the "wings" paper below to share at the conference as a way of broadly sharing key ideas and resources. After the conference, the Australian government flew Frank to a dozen communities meeting with ministers of government as well as community leaders in multiple Aboriginal villages. The "sparks" paper below is the report on these visits with key recommendations for the 26-40 billion dollar privatization of the communications infrastructure all across Australia. Frank has continued to mentor multiple Australian indigenous project leaders and government staff, online. During the creation of this online course, a 3 million dollar grant was received by the Montana Job Training Partnership which includes Lone Eagle Consulting as the Rural Ecommerce and Telework Strategies trainer for the next five years. (Details at <http://lone-eagles.com/MJTPChoiceProject.htm> If you'd like to learn more about past, present, or future Lone Eagle activities, you're welcome to review them at <http://lone-eagles.com/new.htm>

If you remember nothing else from this course, please remember:

You're limited only by your imagination.

Albert Einstein.

Many articles have been written on the various communities associated with Lone Eagle Consulting and are available at <http://lone-eagles.com/>. The best is yet to come and let's hope you're planning to be a part of it!



Authenticating Rural Internet and Broadband Benefits - A Reality Check

<http://lone-eagles.com/wings.htm>

Written for the Australian Government, September 2003, in regarding to a national effort to bring Internet connectivity to every community. At issue is whether people will learn to benefit and whether government will guarantee continued Internet access if the costs for serving remote users exceeds the revenues from remote subscribers.

Australian Trip Report

<http://lone-eagles.com/sparks.htm>

After presenting for a government conference, a ten day series of visits around Australia resulted in this report to the Australian government regarding the future of the nation's communities.

For continued learning consider the advanced course "**Rural Ecommerce and Telework Strategies**" which includes creating an online resume and a special certificate of completion. It is supported by a 211-page handbook with extensive resources including rural community leadership resources, K-12 integration, a local train-the-trainer model, rural community grant templates and grant-writing resources, and more. The new updated version will be available March 2004. For more information on the advanced course and the printed handbook go to <http://lone-eagles.com/ecommerce-registration.htm>. The printed handbook is also online at <http://lone-eagles.com/eguide.htm>.

Lastly, completed January 16th, 2004, a chapter on the history of online learning "**Big Skies and Lone Eagles: Lending Wings to Others, Online - A Rural Perspective**" offers a recommended overview of the issues and opportunities facing rural individuals and communities. <http://lone-eagles.com/history.htm> (To be published by Educational Technology Publications, 2004. Edited by Greg Kearsley (gkearsley@sprynet.com) **Online Learning: Personal Reflections on the Transformation of Education**

Notes for Lesson Ten

ESSENTIAL ECOMMERCE INTERNET SKILLS



FRANK ODASZ

**Dedicated to those Lone Eagles, who as self-directed Internet learners,
willingly lend their wings to others to help us all
become both learners and earners.**



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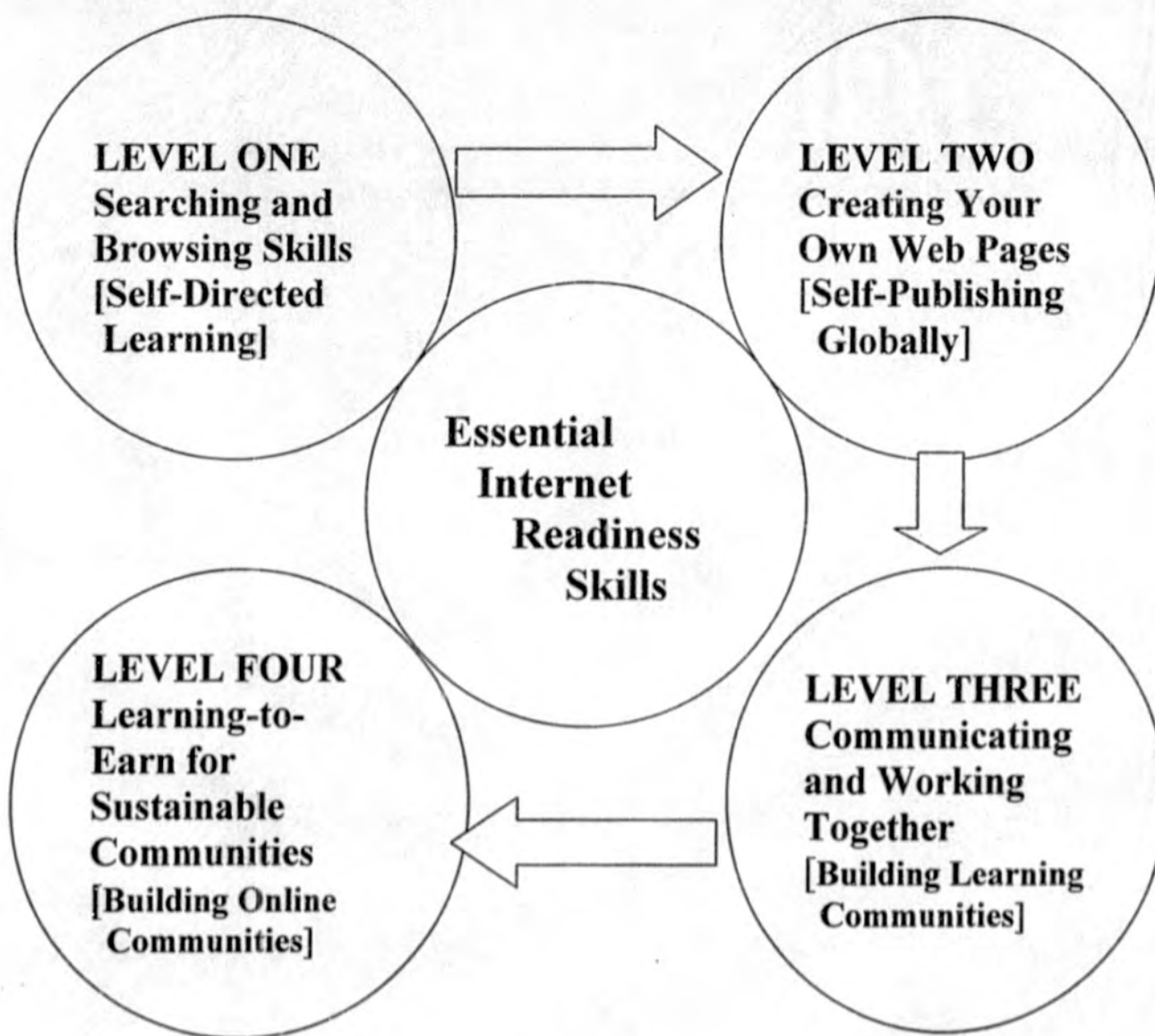
To inquire regarding Internet empowerment training and/or presentations for your school district, community, or organization, or to request copies, special printings, or reprint permission, contact Frank Odasz, frank@lone-eagles.com. Other inquiries may be addressed to WORKFORCE TRAINING, ISU College of Technology, PO Box 8380, Pocatello, Idaho, 83209.

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Essential Ecommerce Internet Skills

<http://lone-eagles.com/e-section-two.htm>
borrowed from <http://lone-eagles.com/eguide.htm>







Four Fundamental Historical Firsts

The Internet brings individuals and communities four indisputably important major historical firsts:

1. **Fingertip access to the world's knowledge base;** the ability to find specific information within seconds from worldwide sources. **Searching and browsing skills allow self-empowerment through self-directed, just-in-time, inquiry-based learning.**
2. **Inexpensive global self-publishing (creating web pages) for both individuals and communities;** sharing creative works and resources with an authentic peer audience through the ability to create web pages using multimedia on a shoestring budget on equal par with the world's largest universities, corporations, and governments. **This allows for every story to be told and dramatically facilitates the sharing of information.**
3. **The ability to communicate and work together as individuals without restraint due to distance or time,** either privately one-to-one or publicly involving whole communities, bringing people together around purposeful causes to take organized action. **The Internet increases the quantity and quality of human relationships.**
4. **Learning-to-earn for sustainable communities. The ability to leverage collaborative capacity** to enhance both the social and economic value of a community. Never in human history has the potential for meeting everyone's needs and creating sustainable rural communities ever been greater, but the vision and commitment for purposeful sharing must be present in order to realize the potential.

"We're limited only by our imaginations."

Albert Einstein





Level One:

Searching and Browsing Skills

(The Power of a Self-Directed Learner)

<http://lone-eagles.com/ecommerce-search.htm>

CONTEXT: It is fast becoming an essential skill to be able to find information upon a topic, reliably, competently, and at a moment's notice. Never before in human history have learners had the fingertip access to the global knowledge that they have today. Powerful software packages on the Internet generally referred to as search engines can search millions of resources for very specific information in seconds and are very easy to learn and use.

Minutes spent learning search engines will save hours, even weeks, of time. Learning effective techniques for use of search engines is one of the most important skills we can learn.

All software today includes thorough help guides, and since software keeps changing and improving, the skill of being able to teach oneself new software on an ongoing basis using these help guides is fundamentally important. One can observe youth being very aware of the usefulness of these help guides while many adults are often unaware of even their existence.

"Knowledge is of two kinds: we know a subject ourselves, or we know where to find information upon it."

--Samuel Johnson 1709-1784



Lesson Goals

Keep the following general goals in mind as you work through hands-on exploration of the activities and resources presented in this lesson. A selection of the web resources referenced in this lesson is printed in the pages following the text of the lesson and elsewhere in this guide.

- **Learn to Find What You Need From Anywhere, Anytime**
- **Learn to Create Web Tours to Benefit Your Community**
- **Learn to Become a Self-Directed Internet Learner**

Suggested Hands-on Learning Opportunities

1. **Email to your class listserv at least three quality searching tip/tricks**, not included in your handbook or this lesson, that you have learned using the help buttons of search engines of your own choice. Include a short web tour with at least six web addresses on a particular topic of interest and share it on the class listserv as a text message or a web address - if you know how to post pages on the web. If you don't know how to post web pages, you'll learn how in the next lesson. Please don't send file attachments to the listserv.
2. **Send your instructor a one-page write-up** verifying you've reviewed all presented resources in this lesson. Verify you've mastered all skills referenced in both the Browsing and Searching Checklists presented in this lesson.

The Vision

Searching skills are essential to Ecommerce - because to keep your knowledge current you must have highly developed self-directed Internet learning skills. You'll need to monitor your competition and be alert to emerging new Ecommerce success models. By learning a few simple tricks you can quickly learn to retrieve highly specific information from the world's knowledge base. Your competition has all this at their fingertips, too. Your competitive edge depends on how well you learn to take advantage of this profound capability.



Searching and Browsing Basics

A. Master Web-Browsing and Cut-and-Paste Essential Skills

Select the "Checklist Activity; Web-Browsing and Cut-and-Paste Basics"

<http://lone-eagles.com/browse.htm> from the online Internet Guide's table of contents, <http://lone-eagles.com/guide.htm> and verify your mastery of each task on the checklist. This checklist is not browser specific. Please feel free to ask questions of your mentor.

Cut-and-Paste Skills: Make sure you can use cut and paste to move text and web addresses from any web page to any word processor. PC users: Select the Windows help button from the Start Menu, click on "Index" which is the help search engine, and type "cut-and-paste" (without the quotes). Mac users: do the same using the Mac help system.

Note: To use cut-and-paste you'd first open the word processor of your choice, and then you will need to jump between your browser and the word processor using the Windows taskbar or the Macintosh "finder" each time you move a URL or block of text. If you don't know how to jump between two open applications, consult your Windows or Macintosh help menu on "Using or Running Programs." (Ask questions if you need help, it is easy!)

B. Master Searching Skills

Select the "Checklist Activity: Internet Searching Basics"

<http://lone-eagles.com/search.htm> from the online Internet Guide's table of contents <http://lone-eagles.com/guide.htm> and verify your mastery of each task on the checklist.

Review carefully the activity handout - Tips on Searching the Internet <http://lone-eagles.com/search3.htm> - a portion of which is listed below, on the basics of using AND, OR and NOT with keywords, and then expand your knowledge of searching tricks (syntax) by exploring the help buttons on your choice of search engine. (Altavista is recommended: <http://altavista.digital.com>)

Searching Basics: The more keywords you use, using AND, OR, and NOT, ideally the fewer, more specific resources will be retrieved. Using AND provides fewer resources (Memory Tag: "AND is CANNED.") Using OR provides more resources (Memory Tag: "OR is MORE.")

Putting quotes around a specific phrase will return only websites containing that specific phrase. Ex: "ecommerce curriculum" or "virtual incubators"

Truncation characters such as * or ? will allow for flexibility with words that may have multiple suffixes: EX: email AND tutorial* will find sites with the words tutorial and tutorials. Edu* will return sites with educators, educational, education, etc.



Search engines are NOT created equal; while often similar, they search different information using different syntax and you're advised to refer to the help tips on the search engine of your choice to learn how to use it most effectively.

C. Explore Extensive Resources on Searching Skills

Go to Search Engine Watch <http://www.searchenginewatch.com> and review the resources with emphasis on :

First Select: Web Searching Tips, then Search Engine Tutorials, then Explore:
From the main page select Search Engine Listings and explore.

Noodle around at <http://google.com>, <http://aj.com>, and <http://dogpile.com> - just to see what you can learn from these very popular searching sites.

TIP: Making mistakes is an excellent way to learn computers and Internet. Be Bold! Have Fun!

D. Review Topical Web Tours

Fifteen Topical Web Tours <http://lone-eagles.com/webtours.htm>

E. Create Your Own Web Tours

Learn to Create Your Own Web Tours <http://lone-eagles.com/owntours.htm> Posting free quality web tours advertises your expertise while benefiting others. Build your reputation as an able Internet searcher by saving your community the time and effort to find highest value resources. Your annotations for each resource will prove to be the most important part of your web tours. Be succinct when pointing out the best sections to review for each presented resource.

F. Find Free Online Tutorials, Lessons, and Courses on Nearly Any Topic

To find tutorials on email, search for email AND tutorial* The * is a truncation character which means items will be retrieved which have anything that begins with the core prefix before the * For example: tutorial and tutorials, etc. Substitute any word for email and you'll be surprised on what you'll find. Try substituting the words **lesson** and/or **course** for the word tutorial. **Experiment with logical variations.**

To look for genealogy tutorials. Try this - genealogy AND tutorial*
Try again substituting tutorial* with class*, then course*, then lesson* Learning advanced searching allows you to do all of these at once -

Try genealogy AND (lesson* OR tutorial* OR course* OR class*)



Checklist Activity: Internet Searching Basics

You might like to use the searching tutorials given at the end of this activity page, and/or those listed in the enclosed resources. Select from the search tutorials section of <http://www.searchenginewatch.com>.

____ I CAN USE MY BROWSER'S SEARCH BUTTON

Click on the SEARCH or Netsearch button at the top of your browser. Review the entire web page noting multiple search engines are listed in addition to the one which presents a white bar for entering your keywords related to your search topic.

____ I CAN GO TO SPECIFIC SEARCH ENGINES

In the white bar of your browser, (not the bar of any search engine,) enter <http://www.altavista.digital.com> and press Enter or Return. You should see Altavista's search engine appear on the screen. Don't be fooled by advertising banners with white bars attempting to mimic search engines.

____ I CAN SEARCH USING SINGLE KEYWORDS

In the Altavista white bar near the middle of your screen enter a single word on a topic of interest to you, such as "dinosaurs" and either click the "Search" button to the right of, or below the white bar, or just press "Enter/Return" key. Within a few seconds the results of your search will appear, but you may not see them until you scroll down past the top portion of the page.

____ I CAN SEARCH USING MULTIPLE KEYWORDS

Click the BACK button to return to your original search screen. Change your search to "dinosaurs AND birds" and search again. Notice the number of pages retrieved is less. The more key words you use, the more specific resources you'll retrieve. On the other hand, using 'dinosaurs OR birds' will retrieve many MORE pages than using dinosaurs alone. (Memory trick: "OR IS MORE.")



I KNOW WHERE TO FIND TIPS ON EFFECTIVE SEARCH METHODS

Examine the main search engine screen for buttons labeled "HELP" "TIPS" or "Advanced Search" and you'll find short, helpful suggestions on how to conduct more targeted searches. Tutorials on searching are available at <http://www.searchenginewatch.com> (Select Web Searching Tips!)

I UNDERSTAND THE DIFFERENCE BETWEEN SEARCH DIRECTORIES AND SEARCH ENGINES

Read about the differences at:
<http://school.discovery.com/schrockguide/mystery/mystery1.html>

I CAN TRANSLATE ANY ENGLISH LANGUAGE WEB PAGE INTO FIVE DIFFERENT LANGUAGES

Go to <http://babelfish.altavista.digital.com> and enter a web address for the web page to be translated into the white box. Select the language desired. Click on the help button for more tips. NOTE: Any search performed at <http://altavista.digital.com> will have a translate hotlink at the end of each retrieved resource which will produce the same translation box as above.

For more language translation resources search for "**language translation**" as many new resources are appearing regularly!!! Many translation sites are listed in the Foreign Language Web Tour listed at <http://lone-eagles.com/webtours.htm>.



Great Searching Tutorials

- **Search Engine Watch**
<http://www.searchenginewatch.com>
The best source for learning about searching. Select Web Searching Tips.
- **Understanding and Comparing Web Search Tools**
<http://www.hamline.edu/library/bush/handouts/comparisons.html>
A nice collection of articles and guides for beginners.
- **The Difference Between Search Engines and Search Directories**
<http://school.discovery.com/schrockguide/mystery/mystery1.html>
Here's something you need to learn.

Great Search Engines to Explore

- **Ask Jeeves**
www.askjeeves.com
Just type in a question and it does the rest.
- **Dogpile.com**
www.dogpile.com
A strong favorite of educators, searches many search engines at once.
- **Metacrawler**
www.metacrawler.com
Searches many at once, one of the first meta-search engines.
- **Northernlight.com**
www.northernlight.com
Unique organizing features to simplify your searching.
- **Google.com**
www.google.com
This search engine is fast, free of ads, and lists the most popular hits at the top.
- **AltaVista**
<http://www.altavista.digital.com> For TRANSLATION TO/FROM FIVE LANGUAGES
click on the translate button found at the end of each retrieved resources or SEE:
<http://babelfish.altavista.digital.com> and select the help button for easy instructions!
- **Beaucoup.com**
<http://beaucoup.com>
2,200+ search engines to choose from.



Checklist Activity:

Web-Browsing and "Cut-and-Paste" Basics

The following browser basics are common to all browsers. Refer to the "HELP" buttons on your particular browser, or someone (perhaps a student) who is familiar with your browser. You may wish to utilize some of the tutorials on browsing listed in this handbook's hands-on resources.

_____ I CAN CONNECT TO ANY WEB ADDRESS

(Enter a web address to connect to a web site.)

Click on the long white bar nearest the top of the screen. If existing text in this bar becomes highlighted just type the web address for the site you want to visit and press the Enter or Return key. Otherwise, click on the white bar and notice the black vertical line (cursor) and delete the existing address, replacing it with the one you want. Press the return or enter key to connect to that web site. Most browsers have a little picture that spins or has comets flying, indicating you're connecting to a web site. If this movement stops, repeat the above and be careful not to give the computer more commands than it can handle at one time.

Anything you point to which changes the arrow cursor to a little hand with a pointing finger is called a hyperlink. Click to connect to the resource the hyperlink represents.

_____ I CAN GO BACK TO PREVIOUS PAGE

Click on the BACK button at the upper left of the screen to return to last page viewed.

_____ GO BACK TO VIEW WHERE YOU'VE BEEN

Point to the word "GO" at the top of the screen and hold down the left mouse button, (for Macs use the single button,) and drag down to the web location to which you'd like to return.



I CAN SCROLL BOTH VERTICALLY AND HORIZONTALLY

Point to the vertical bar to the right of the web page and click on the little black vertical arrow at the top which points up, and then on the arrow at the bottom of the scroll bar which points down. The horizontal scroll bar at the bottom works the same way. If you click on the web page, you can also use the keyboard arrow keys.

I CAN PRINT ANY WEB PAGE

To print any web page click on the print button at the top of the screen or select the Print option from the "File" pull-down menu.

I CAN GET TO THE ONLINE HELP RESOURCES AND TUTORIALS

Click on the HELP button and experiment with both the Index and Contents options. Type "browsing" in the white bar of the Index option to see how easily it provides you with tips. Scan down the "Contents" listing to appreciate all the options available.

I CAN USE CUT AND PASTE WITH TEXT

Open a new document with any word-processing program and return to the browser. Hold the left or single mouse button down and drag it across text from any web page until the text is highlighted. From the "Edit" pull-down menu at the top of the screen select "COPY" (while the text is still highlighted.) Return to your word-processing document and select from the "Edit" menu the "PASTE" option. Repeat the process until you are comfortable with the steps.



I CAN SAVE ANY IMAGE OR WEB PAGE

Point to any image, or animation, on any web page and:

FOR PC'S: Hold down the RIGHT button, a menu will appear, select "Save Image As," and save this image wherever you like. You can then use the "Insert Image" of your word-processing or graphics programs to use the image with your own files. Be aware of copyright issues. To save a web page select File/Save, only the text will be saved.

FOR MAC'S: Hold down the single mouse button, a menu will appear, select "Save Image As," and save the image. Note you can "Copy this image" which allows you to "PASTE" it in any document. Be aware of copyright issues. To save a web page select File/Save, only the text will be saved.

Master Web Browsing

Learn the basics for using a web browser to access, print, and save web pages, using the Checklist Activity on the next page or by exploring the tutorials below.

- **From the Cyber Playground**
<http://www.edu-cyberpg.com>
they offer a great browsing tutorial at
http://www.edu-cyberpg.com/Read_This_First.html
A great example of easy step-by-step instruction.
- **WebTeacher Tutorials:**
<http://www.webteacher.org/>
A very complete collection of short tutorials.
- **Learn-the-Net tutorials**
<http://www.learnthenet.com>
A complementary second collection of great, short tutorials.
- **Polaris Internet Tutorials**
<http://www.provide.net/~bfield/polaris/index.html>
To be sure you find what you need, here's one last collection.



Level Two:

Creating Your Own Web Pages

(The Power of Self-Publishing Globally)

<http://lone-eagles.com/ecommerce-web.htm>

CONTEXT: Never before in history has it been possible for any individual, group, or community to self-publish worldwide on par with the world's greatest governments, universities, and corporations. The ease of authoring web pages and the increasing variety of multimedia capabilities create the opportunity for anyone, of any age, to make a worldwide impact through sharing their accumulated knowledge.

By following simple instructions and literally filling in the blanks, many web sites let you create and post your own personal web pages, online courses, online businesses, and much more.

You should be aware that the number of free web-authoring sites is increasing, with innovative new capabilities that make it easier and easier for you to create more and more powerful web sites with less and less time and effort. The activities presented below begin with very easy first experiences, create fun web pages, and offer you opportunities to build your skills, one step at a time.



Lesson Goals

Keep the following general goals in mind as you work through hands-on exploration of the activities and resources presented in this lesson. A selection of the web resources referenced in this lesson is printed in the pages following the text of the lesson and elsewhere in this guide.

- **Learn How to Create Web Pages Using WYSIWG web editors (easiest)**
- **Review a Few of the Best Tutorials for Web Authoring**
- **Review Extensive Web Authoring Resources**

Suggested Hands-on Learning Opportunities

1. **Go to <http://www.bluemountain.com> and design and send a musical animated greeting card** to yourself via email. This demonstrates how easy multimedia self-publishing can be. (Optional if you've done this before.)
2. **Create a resume web page** using Netscape Composer (or other web authoring software on your computer) with text, graphics, and animations you've either created or saved from the web, and hyperlinks to at least six quality resources of your choice. Use an image as background. Note that there is a tutorial in the Help menu for Netscape Communicator/Composer with step-by-step instructions. In your handbook is a shortened version of this tutorial "Creating a Web Page with Netscape Communicator"
<http://lone-eagles.com/netscape.htm>.
3. **Email Your Instructor** verifying you can post a web page with text, images, and hyperlinks. Send a web address with a simple first web page with a simple biography and listing of your current computer, Internet, and mentoring skills and experience. Or, send your web page as a file attachment via email - to the instructor, but not to the class listserv. Include an evaluation of how this lesson went for you.

If you are having problems - don't panic. There are likely to be some little things you still need to learn which can be resolved by sitting down with someone locally, or patiently asking questions via email.



The Vision

Creating web pages can be very easy, particularly when using free online services. You will need to develop your hands-on understanding of how easy this can be and the various ways you can create a web page, particularly for Ecommerce. Self-publishing globally is a profoundly new capability and understanding thoroughly the many available features and the potential applications is essential to any Ecommerce effort.

Creating Your Own Web Pages

A. An Easy Way to Create Web Pages

The **WYSIWG**, (**What You See Is What You Get**), method of web authoring is very much the same as using a word processor. What you create on the screen will be how the final web page will look. **Most modern wordprocessors allow you to save any document as a web page (Select File/Save As HTML.)**

If you don't already have web authoring software available, install Netscape Communicator and Netscape Composer on your computer. You might prefer to install Frontpage Express if you prefer to use Internet Explorer. (Optional if you already have a web authoring program.) Most modern word processors allow you to create web pages, too.

Netscape Communicator/Composer is recommended. Selecting the "New" and "Blank Page" options give you a clean slate upon which you can create your own web page using common desktop publishing and wordprocessing features. Selecting "Insert Graphic" and "Insert Link" options allow you to insert graphics, animations, and hyperlinks with great ease. **To view a web page with your browser that you've created on your computer, select "File/Open."**

TIP: Hyperlinks and animations won't function in Composer mode, but must be in Browser mode to work properly. It can be confusing jumping between Composer to edit, and the Browser to view, but with practice, this will become much easier.

Create a web page using Netscape Composer (or other web authoring software on your computer) with text, graphics, and animations you've either created or saved from the web, and hyperlinks to at least six quality resources of your choice. Use an image as background. Note that there is a tutorial in the Help menu for Netscape Communicator/Composer with step-by-step instructions (select "content"). In your handbook is a shortened version of this tutorial "Creating a Web Page with Netscape Communicator" <http://lone-eagles.com/netscape.htm>

Another easy step-by-step tutorial for Netscape composer can be found at http://www.uncwow.org/classes/web_page_authoring/section_2a.php



B. The Most Flexible Method of Creating Web Pages (Optional HTML Coding Method)

HTML (Hyper Text Markup Language) is a method of creating web pages which requires only a word processor. While the actual code of a web page can look scary, it is amazingly easy to learn.

You are welcome to skip this activity for the moment, but be aware you might find the need for light HTML editing in the future.

Using your browser with a web page loaded, select "View" and then "page source" or "document source" to see the HTML code which all browsers interpret to display web pages. Most people who learn the HTML method of creating web pages strongly prefer it because they have total control over the creative design process for web authoring. Those who use WYSIWG web authoring programs typically need to make changes in the HTML code when their program won't allow them to make changes they desire. **It can be very important to understand how to make minor HTML pages, but extensive HTML knowledge is generally not necessary. See Required Assignment #2 above for details on your short HTML assignment for this lesson.**

To view a web page with your browser that you've created using HTML, select "File/Open" from your browser menu. Your browser can only view files with web page or image filename extensions such as .htm .html .jpg .gif etc.

Create a simple web page using the HTML activity "Creating a Resources Page using HTML" in your handbook using any word processor and any web browser <http://lone-eagles.com/html.htm>. Take a serious look at a few of the great, easy, "HTML Tutorials" listed at <http://lone-eagles.com/webdev.htm>.

C. Without a Doubt, the Easiest Way to Create a Web Page

Use one of the many free services that allow you to simply fill in the blanks with your information and it automatically posts your web page for you. For greatest flexibility, however, you'll want to know how to create your own web pages independently.

Take a thorough look at some of the many great web authoring resource sites at <http://lone-eagles.com/currtrou.htm> and at <http://lone-eagles.com/webdev.htm>. Ecommerce free web sites are listed at <http://lone-eagles.com/entrelinks.htm>.

Review the tutorials for the Eight Multimedia Levels of Web-Based Instruction at <http://lone-eagles.com/media.htm>.

D. Posting Your Web Page(s) on the Internet

Typically, when you pay an Internet provider for an Internet account you receive an email address and space on their web server (which is connected to the Internet around the clock) for posting your own web pages anytime you like. Typically, once you get set up, you can update existing web pages or post new web pages very, very easily! Once you get properly set up, that is!



You will need to call your Internet provider and tell him or her what web authoring program(s) you have and ask how to get your web pages posted. There is information your provider must give you, such as where to send your web pages and the basic URL for your web pages. Have your provider talk you through the exact "set-up" steps or find someone who knows how to do this. With Netscape Composer, once you've entered in this location, you can post any web page you want by simply naming your web page and then clicking on the "Publish" button. Be persistent getting the help you're already paying for! **It is easy, once you're set up**

E. Starting Your Electronic Portfolio Resume

Begin a draft for your resume web page by listing your skills, software you've worked with, and other items. In Lesson 8 you'll tour many job-finding sites that offer free resume posting as well as tutorials on writing a quality resume. Monster.com is perhaps the best single site for a first review. You'll want to review many other resumes to gather ideas for how to make your resume as competitive as possible. Templates are commonly available, which allow you to save them and edit in your own information. Plan on building up your resume as you work through the lessons for this course.

Visit Mt. Edgecumbe HS and review their student electronic portfolios

<http://www.mehs.educ.state.ak.us> Note that the students have provided a tutorial and resources to help you create your own portfolios. (Click on Student Electronic Portfolios.) More at <http://www.electronicportfolios.com>.

F. Exploring Animation Libraries: Time for Fun

You've seen moving animations on web pages, but did you know you could easily save animations for use in your own web pages from copyright-free archives of thousands of animations!! **There are dozens of sites out there with thousands of web page images and clip art!** Other graphics and animations resources are listed at <http://lone-eagles.com/webdev.htm>. **You'll also find sites with web design suggestions**, and here's a new curriculum on web design for teens!

<http://www.americaconnects.net/learn/learningdesign.pdf> Your students will love saving and inserting images and animations, as will you! It's easy!

Search for "animation AND directories" and explore the many animation directories! Search for 'clip art' and experiment with other search phrases related to web page images.

G. Conclusion

It is very important by the time you finish this lesson that you feel as comfortable creating simple web pages with text, images, and hyperlinks as you do using a word processor. These skills are fast becoming commonplace. It will be to your advantage to know how to post web pages at your own web site whenever necessary. This is very easy once you've had someone help you get set up, such as your Internet Service Provider.



Checklist

- _____ I know how to create a simple web page with text of any size, font, and color and save it to a dedicated folder on my computer.
- _____ I know how to include images, animations, and background images.
- _____ I know how to add hyperlinks to both external web pages and to the other web pages I've created.
- _____ I know that I should keep all images and associated web pages in the same folder on my computer when I'm first learning about web authoring.
- _____ I have learned how to post my web pages on my own web site, either through my own paid account with a local Internet Service Provider, or through one of the many free web-hosting services, easily and at any time.



Creating A Web Page Using Netscape Communicator

The following activity is written specifically for Netscape Communicator. Be sure to click on the Netscape HELP button and locate the "Composing and Editing Web Pages Tutorial."

1. **Start Netscape Communicator** and from the "File" pull-down menu select "NEW" and from the menu box that appears to the right select "Blank Page." A white blank web page will appear.
2. **ENTERING TEXT:** Enter "This is Your Name's Web Page." Highlight this text by holding down the mouse button and dragging the cursor across it. Change the size of this text by pointing to the black arrow to the right of the number 12 just above your text. Select the highest number available. Your text should appear much larger.
3. **CHANGE TEXT COLOR, FONT, AND STYLE:** Highlight your text again and from the "Format" pull-down menu select "Color." Click on a color you like. Your text should turn to that color once you've clicked off the text to remove the highlighting. From this same menu you can experiment with the Font and Style options for further changes in the appearance of the text.
4. **INSERT A HYPERLINK:** Position your cursor at the end of this line and press return twice to position the cursor below the text. Click on the "LINK" button which looks like a piece of chain located at the upper middle of the screen. Note pointing to a button and waiting 3 seconds will cause a label to appear revealing that button's function.

In the white bar at the top of the grey box that appears, enter "click here for the NBA" or any URL. This text will appear underlined in blue as a hyperlink. Next, click on the second white bar just below the top one and enter the web address this hyperlink should connect to "http://www.nba.com" Click on the "OK" button at the bottom of the screen.

5. **INSERT AN IMAGE:** If you've saved an image or have one you'd like to insert, click on the button that displays "Insert Image" when you point to it. It's white with three colored dots in it. Click on the "Browse" button to the upper right of the white bar and select the image you want. Click on the "OK" button at the bottom. Congrats on your first web page!





Level Three: Communicating and Working Together (The Power of Building Learning Communities Through Internet Collaboration)

<http://lone-eagles.com/ecommerce-email.htm>

CONTEXT: Communities can be defined as those people to which we give our time and talent. Communities are the sum of what we give to each other. There are givers and takers in all communities. Givers are those who give their precious time to build community and supportive relationships as a direct result of their actions. Sharing, with a balance of giving and taking, is a fundamental component of healthy communities.

"Communities of interest" can use the Internet to work closely together regardless of where the members live. The Internet brings new, convenient ways to contribute to others through mentoring, sharing, and teaching, all from the social safety of one's own home. There is no upward limit to how much help you can provide to others.

By posting resources to save others the time finding them, and posting self-directed learning opportunities to guide others to new skills and resources, potentially great numbers of people can benefit, all thanks to you.

There are over ten different collaborative tools on the Internet, with more being invented all the time. We are all challenged with learning how to make the best use of these collaborative tools for building learning communities.

Project-based learning (PBL) is an instructional model that relates directly to the use of collaborative tools for real-world problem-solving. A key trend in K-12 education is collaborative learning with a real-world problem-solving emphasis related to issues facing the local community.

Success in the information age will depend on an individual's character, values, and ability to work with others both face-to-face and when necessary using collaborative Internet tools.

The work model of the future is individual's working as "Lone Eagles" along with others on multiple short-term projects requiring highly developed group-work skills. Knowledge of which collaborative tools are best used for specific purposes is vitally important and can best be learned through direct hands-on experience. We all need to learn how to plan, implement, and evaluate projects that involve others and that depend upon the manipulation of digital information. **We need to learn how best to solve real world problems using the best tools at our fingertips.**



Lesson Goals

Keep the following general goals in mind as you work through hands-on exploration of the activities and resources presented in this lesson. A selection of the web resources referenced in this lesson is printed in the pages following the text of the lesson and elsewhere in this guide.

- **Identify the Most Useful Email Features**
- **Learn About Listservs**
- **Identify the Ten Top Internet Collaborative Tools**
- **Learn Ways to Build Collaborative Capacity**

Suggested Hands-on Learning Opportunities

1. **Join one new listserv and cut-and-paste a sample message** from this listserv as part of a posting to our class listserv. Include information regarding at least two of the most interesting listservs which you discovered while exploring directories of listservs presented in this lesson. Include a brief description of where you found them and what they offer. Include your candid reaction to the potential utility of listservs along with an accounting of your current and past experiences with listservs.
2. **Send your instructor a one-page write-up** verifying you've reviewed all presented resources in this lesson. Include confirmation that you can use all email features listed in the section below "A. Email Skills Checklist" below and whether you need help learning any of these.



The Vision

Thoughtful use of the incredible efficiency of email, listservs, and other collaborative tools literally allows you the capability for "business at the speed of thought." Add to this the global reach, the convenience of 24 hour, seven-day-a-week delivery, the fact that it is free, and that your competition knows all of this. Now you're in a position to consider how you can leverage the power of email and other forms of Internet collaborations for your own diverse purposes.

Email, Listservs, and Collaboration

A. Identify the Most Useful Email Features

Email Skills Checklist

_____ **Free Private Email Accounts:** Never use someone else's email account when you can have your own private account. Consider keeping more than one email account if you'd like to keep various arenas of email interaction separate. If you give out your email address on web sites, expect to soon receive dozens of unwanted emails. You can buy CDROM's with 57 million email addresses gathered in this way. "Spam" is unwanted email sent to millions of people without their consent - wasting time and energy. **Let your spouse and kids get their own email accounts free** at <http://hotmail.com> and <http://yahoo.com>

_____ **Nicknames:** Did you know most email programs have a nickname feature where you can make a list of email addresses, and give it a nickname, so whenever you want to send a note to the whole listing you just send one message to the nickname and everyone gets a copy? This is not the same as a listserv since they can't send a message to everyone unless they do the same thing you did.

_____ **Mailboxes:** Did you know most email programs allow you to save any message to one or more mailboxes for later reference? You can create new mailboxes at anytime and this is a great way of archiving and organizing the best resource messages from listservs, family, etc. I save all lesson submission messages for my classes, and archive the best resource messages from several listservs. I have two dozens different mailboxes that I save specific information in for easy retrieval at any time. I can sort the list at any time by name or date, which is very useful!

_____ **Signatures:** Did you know that your email has a signature feature which causes your email program to automatically attach text to the bottom of every message? This text, called a signature file, can include your contact information, such as your mailing address, work position, and even a line of philosophy or humor.



— **Attachments:** Did you know you can attach any kind of file to an email message? Trouble is, if the recipient of your message doesn't have the right software to view, say a PowerPoint file, they will just be frustrated that you sent them a PowerPoint file. Never post attachments to listservs for this very reason, and always confirm what software is at the other end before you 'gift' folks with your attachments. Whether Mac or PC, you can tell your computer what software to use to open up a specific file type. Search your HELP features for "file type" to learn how to set this up. Then, when you double click on an attachment, it opens right up into the proper software program. Handy!

— **HTML Messaging:** Did you know many of the newer email programs allow you to send messages in HTML format that will also display web page attachments automatically? You can use stationary templates and send visually exciting multimedia messages, BUT did you know that when you send an HTML message to someone without this software your message looks like garbage? Stick with standard messaging unless you've checked to see that they have compatible email software on the receiving end.

— **What Help Button?** Did you know your email program has a help button that explains the above features, and more, in detail? Oh! THAT help button! All software has detailed step-by-step instructions, and often easy tutorials - hidden under the help button. Explore the index and contents features until you understand how HELP works. Yes, there's a HELP section on using the HELP button, too. Guess where?

B. Learning About Listservs

Begin by Reading "Workplace to Workspace - Using Email Lists to work together online" <http://www.idrc.ca/books/848.html> (Buy the book and support the generous author!) It is short, and easy to read.

Then explore the following listserv tutorials for beginners and the listserv resources at <http://www.liszt.com> Be sure to read their listserv tutorial for beginners at <http://www.liszt.com/intro.html> . Another easy introduction to listservs is at <http://www.topica.com> Select the Tour. Or, search for "listserv directories."

Additional Listserv Tutorials:

Reach for the Sky - Beginner's Introduction to Listservs
<http://www.learner.org/courses/rfts/b4web.htm>

If you search for **listservs AND tutorial*** you'll find long listings of tutorials for listservs. Try this with any other topic and you'll get similar long listings. Here's a couple more listserv tutorials found in this manner:

www.whc.net/whc/support/maillist.htm www.sagrelto.com/tutorial/



C. Ten Internet Collaborative Tools

Select "The Ten Collaborative Tools of the Internet"

<http://lone-eagles.com/collab.htm> from the online Internet Guide's table of contents <http://lone-eagles.com/guide.htm> and review the links under Email and Listservs, spending time reading about Netiquette and listserv basics! Read the "Mailing Lists Handout" <http://lone-eagles.com/mailling.htm> and note the suggestions for listservs to try out.

Some listservs may have been discontinued so you may have to try subscribing to several before you're successful.

D. Educational Online Collaboration

Read the article on the Ten Collaborative Tools for an overview of the possibilities for K-12 use; <http://lone-eagles.com/articles/tencollab.htm>.

Review the tutorials and links for the other Ten Collaborative Internet Tools within the time constraints of this lesson, noting those listed web sites that offer you the ability to create free listservs, free newsgroups, and free web forums. Note that keywords are given for each for the ten collaborative tools which will give you a rich listing of additional tutorials on each of the ten collaborative tools.

We all find the range of collaborative tools overwhelming! Take a break when you feel overwhelmed, and know that you can always return to this outline of tutorials whenever you're ready to learn more. Email and Listservs are by far the most common, so focus on those for now. Web conferencing is the next most important area, with desktop video conferencing becoming more popular all the time, too. How we use collaborative tools in our lives will ultimately be a far more human issue than a technical issue. Online social and writing skills will be very important for our future success!

TIP: You'll find the current trend is online offerings of an increasingly wide variety of free collaborative tools that are easy to use! Explore the many free, private, collaborative services listed at <http://lone-eagles.com/currtour.htm> and <http://lone-eagles.com/webdev.htm>.

E. Help on Internet Spam, Scams, Hoaxes, and Viruses

Scams are email messages and web sites with insincere intents. Learn more at Scambusters.org <http://scambusters.org>.

Hoaxes are often emailed warnings based on rumors that are untrue. Learn more at Current Health-Related Hoaxes and Rumors http://www.cdc.gov/hoax_rumors.htm Hoaxbusters <http://hoaxbusters.ciac.org/>.

Spam is unwanted email, often associated with Scams. Learn more at Spamcon Foundation <http://www.spamcon.org>.



Viruses are often sent hidden in unwanted email and can wipe out your hard drive, or worse! Find out how computer viruses and worms work by logging onto <http://www.howstuffworks.com/virus.htm>.

You should have a virus protection program running on your computer. You should know to never open an attachment from someone you don't know. Some viruses will automatically send messages to every email address on a person's computer without their knowledge, so even opening an attachment from someone you DO know might contain a virus. Learn more at

Free Virus Software and Related Information <http://www.mcafee.com>.

Hate sites on the Internet

<http://www.bcpl.net/~rfrankli/hate.htm>.

More offensive than any of the above.

NOTE: If you can think of an important topic that should be raised in this lesson, please post it to the class listserv!



Level Four:

Learning-to-Earn for Sustainable Communities

(The Power of Building Online Communities)

<http://lone-eagles.com/ecommerce-mentor.htm>

CONTEXT: This level of “**Citizenship and Enlightened Expectations**” presents the highest level of benefits, but is also the most difficult to understand, particularly without the direct hands-on experience of the previous levels.

Expectations increase with experience. As you gain experience using Internet collaborative tools, it soon becomes clear that there is incredible untapped potential for working together with others as a good citizen, both locally and globally.

We’re seeing many organizations using the web for advocacy for their cause and for activism to take organized action toward specific goals. A course in **virtual activism** is found at <http://www.netaction.org/training> and a database of **activism websites** is found at <http://www.webactive.com>. It is a fact, that transnational activism, working with others online globally to advocate a cause, such as human rights, is dramatically on the rise!

Involvement in the process of identifying emerging needs, and meeting those needs with genuine value and services, can be taught through a project-based approach to real community issues and problems. Due to the Internet's increasing efficiency and popularization, new opportunities with a global significance and reach are being continually created. One only has to look at those who are successfully providing services and products via the Internet to see why home-based businesses are flourishing.

With the very nature of work changing, as youth grow up, they will need to identify new processes for identifying emerging work opportunities in their communities. The jobs they will likely perform in the future may not exist today.

We’re already seeing many online businesses realizing the value of online collaboration and they are inventing new collaborative capabilities to enhance their web sites. Free Ecommerce web sites are now available to anyone! (Listed at <http://lone-eagles.com/webdev.htm> and <http://lone-eagles.com/entrelinks.htm>)

While the Internet itself can indeed be a window of unlimited opportunity, one must develop the capacity for envisioning that which is yet to come. These emerging trends are typically based on common sense application of the new capabilities to meet existing needs as the Internet evolves.



Lesson Goals

Keep the following general goals in mind as you work through hands-on exploration of the activities and resources presented in this lesson. A selection of the web resources referenced in this lesson is printed in the pages following the text of the lesson and elsewhere in this guide, particularly in Section Four.

- **Relate Mentoring Skills to Their Importance for Distance Learning**
- **Relate Mentoring Skills to Community Networking Opportunities**
- **Explore Mentoring, Ecommerce, and Community Networking Resources**

Suggested Hands-on Learning Opportunities

1. **Review the 'Mentoring Online' course at**
<http://www.learner.org/courses/rfts/> Select "Lessons."
Read the section on characteristics of adult learners.
2. **Review tips on moderating online discussions and related mentoring resources at**
<http://lone-eagles.com/curr4.htm>
3. **Send your instructor a one-page write-up** explaining three of your favorite resources and your thoughts about how you might use these resources.
4. **Optional but recommended. Create your own listserv and/or web conference** at one of the sites offering these free collaborative capabilities listed at <http://lone-eagles.com/webdev.htm> **Engage a small group in a purposeful online discussion and/or explore teaching specific skills.**

The Vision

Online collaborative tools make it very easy to support others, even many others, with convenience and efficiency. Supporting others in a service economy is fundamental to successful Ecommerce. So is providing online training. Developing skills for creating and sustaining effective online relationships is vital at all levels. You'll learn more new strategies by reviewing the collaborative innovations of your competition.



Online Mentorship Key Issues

If instructional content is provided in a self-directed format, and an individual needs someone to motivate and monitor the instruction, this role does not necessarily have to be performed by a expert in the content area. An online mentor's role is primarily to encourage, motivate, and monitor the individual's learning, and can be performed adequately by a peer or someone without previous expertise in the content area.

There is no upward limitation of the degree of benefit a person can receive from a mentor who has Internet access and information retrieval skills.

Research into just what online mentoring is, and can become, is a rapidly evolving area of interest, upon which the future of effective distance learning depends. Building learning communities around the theme of ongoing lifelong learning requires an approach more familial and social than the traditional educational disciplinarian approach. In today's world, we can't afford to let anyone fail due to lack of mentoring assistance, most certainly not in our own families! From a cultural standpoint, whom we support in this way defines who we are and what we believe in. Online support can indeed be warm, personal, and ongoing in ways many of us have never experienced, but will, and soon!

An online course titled "**Mentoring Online**" at <http://www.learner.org/courses/rfts/> (select "Lessons") demonstrates a dual format for online courses allowing for both self-directed and mentored formats.

Distance Learning Key Issues

While the ten dominant Internet collaborative tools have great potential for providing distance learning services with great scalability and economy, these tools are so new that the general understanding of most people regarding the most effective teaching methods for each respective technology option is usually minimal. As a rule, if an individual is motivated to learn, and the instructional content is available in a self-directed format, great numbers of people can learn with minimal interaction with an instructor. This "self-directed learning" model demonstrates the greatest overall economies and scalability.

Individuals requiring an instructor to motivate and monitor their online learning will be faced with the very new experience of creating and sustaining a relationship through Internet collaborative tools. Measurement of the effectiveness of creating, sustaining, and growing a meaningful mentor-mentee, or citizen-to-citizen, relationship is still a largely unexplored frontier because the quality of a distance learning experience depends heavily on the level of trust of this very human relationship.



A. Review a Simple Community Mentoring Model

While reviewing the following alphabetical topical listing of volunteer mentors, think about how your community could benefit and what services you could offer for free or potentially for profit.

The Ask A+ Locator

<http://www.vrd.org/locator/alphalist.shtml>

An outstanding resource from the U.S. Dept. of Education. Dozens of sites welcoming emailed questions from teachers! **A great model for a local mentoring program; simple and effective.**

Review other Mentoring Models at <http://lone-eagles.com/mentor.htm>

B. Ecommerce and Community Networking

In the readings and links provided by the online course "**Rural Ecommerce and Telework Strategies**" you'll find many extensive listings of resources for both Ecommerce and community networking. Watch for references to collaborative services and tools. In short, we have more tools than we have the expertise to know how to use them optimally.

More and more Ecommerce possibilities relate back to the core limitation of the current skill level of potential customers. Tied to this is the tension of providing free training to support the public good, or being limited to providing training related directly to for-profit activities. **The key point to keep in mind is that it is good business to support the social good in highly visible and effective ways. Watch your competition's web-based innovations to learn the advantages of this strategy.**

More and more Ecommerce businesses will be exploring how to best train customers in the use of those collaborative tools which allow their businesses to provide better services. Providing customers with free web tools and training related to these services is becoming very competitive. **You can see this trend with the My Yahoo Page services at <http://yahoo.com> and My Ebay page services at <http://www.ebay.com>. This is only the beginning!**

Resources to Explore

Advanced Ecommerce Collaborative Tools

See the Unique Ecommerce Services section of the Ecommerce Start-up Training Web Tour

<http://lone-eagles.com/entrelinks.htm>

While many of these services may first appear to be complex and overwhelming, watch for their application by other Ecommerce businesses to monitor those which are proving to be effective. Many businesses focus on providing services to make it as easy as possible for you to implement these tools efficiently.



Building Learning Communities Web Tour

<http://lone-eagles.com/teled.htm>

An extensive listing including two online courses for educators. In addition, there are tips for grantwriting, tutorials, funding sources, and grant templates.

Community Internet Empowerment Resources for Rural Idaho Communities

<http://lone-eagles.com/ruralempowerment.htm>

Extensive resources on developing community collaborative capacity

Community Networking Clearinghouse

<http://lone-eagles.com/community.html>

The best ideas and resources from dozens of community networks and related organizations.

- C. Review Guidelines for Effectively Moderating Online Discussions
and related mentoring resources at <http://lone-eagles.com/curr4.htm> This lesson
"Online Collaboration to Support Online Instruction" is from the graduate level
course for educators "Designing K-12 Internet Instruction,"
<http://lone-eagles.com/currmain1.htm> offered by Alaska Pacific University.



Quickstart Community-Building Awareness Activities

ACTIVITY: Explore the following 'Building Learning Communities' Web Tour resources, and the full listing at <http://lone-eagles.com/teled.htm>

ACTIVITY: Explore the following E-business Start-Up Training Resources Web Tour and the full listing at <http://lone-eagles.com/entrelinks.htm>

ACTIVITY: Explore the following Community Networking Resources and the full listing at <http://lone-eagles.com/community.html>

ACTIVITY: Explore the following Electronic Democracy resources and the full listing at <http://lone-eagles.com/democracy.htm> to appreciate existing resources for citizen activism, home businesses/telecommuting and community networking!

ACTIVITY: Explore how various causes and organizations are empowering themselves using the Internet at <http://www.webactive.com> <http://www.netaction.org> Think about the implications for your own impact on the world via Internet during your lifetime!

ACTIVITY: Review the Good Neighbor's Guide to Community Networking at <http://lone-eagles.com/cnguide.htm> and be sure to read Chapter 2 "Making a Difference" at <http://lone-eagles.com/chap2.htm> See also the Community Network Planning Guides at <http://lone-eagles.com/chap11.htm>

ACTIVITY: Review the Rural Community Internet Empowerment resources at <http://lone-eagles.com/ruralempowerment.htm>



Mentoring Models and Resources

See the full web tour at <http://lone-eagles.com/mentor.htm>

- **Telementoring Tour by Margaret Reil**
<http://www.gse.uci.edu/CCRE/telelearning/tmentor.html>
A robust listing of telementoring projects and resources.
- **Texas TENET's E-mentoring/Teletutoring Resources**
<http://www.tenet.edu/volunteer/telem.html>
Extensive listing of mentoring resources and programs.
- **Ask A+**
<http://www.vrd.org/locator/alphalist.shtml>
An **outstanding resource** from the U.S. Dept. of Education. Dozens of sites welcoming emailed questions from teachers! **MUST SEE!!**
- **About.com**
<http://about.com>
A commercial service offering free human mentors by topic. Extensive!
- **Electronic Emissary**
<http://www.tapr.org/emissary>
Linking students with experts! Includes articles on successful mentoring. Created by Dr. Judi Harris; jbharris@tenet.edu as are the next three.
- **Telementoring Resources on the Web**
<http://emissary.ots.utexas.edu/emissary/telementoring-resources.html>
- **New Teacher Mentoring / WINGS:**
<http://emissary.ots.utexas.edu/wings>
- **K-12 Telecomputing Models:**
<http://ccwf.cc.utexas.edu/~jbharris/Virtual-Architecture>
- **Ask an Expert**
<http://www.askanexpert.com>
- **International Telementor Program**
<http://www.telementor.org/index.html>
- **Mentorgirls**
<http://www.mentorgirls.org>
A grass roots, community outreach program connecting women in industry with girls in our communities and schools. Many great resources!



- **Emath mentoring program**
<http://www.ed.gov/pubs/emath>
Includes listing of other mentoring programs.
- **Ask Dr. Math**
<http://mathforum.org/dr.math>
- **Telementoring Web: Adult Experts Assisting in the Classroom**
<http://mbhs.bergtraum.k12.ny.us/mentor/index.html>
- **MentorNet Program**
<http://www.mentornet.net/Documents/Program>
This is a mentoring network designed to pair women who are studying engineering or science at 75 different universities with professional scientists and engineers. Many good mentoring links and guides.
- **CLEO: Collaborative Learning Environment Online**
<http://cleo.terc.edu/cleo/cleo-home.cfm>
- **TECFA - University of Geneva "Training Technologies and Learning" Resources**
<http://tecfa.unige.ch/>
French and English. Great resources!
- **Educational Development Corporation**
<http://www.edc.org>
Many mentoring programs and collaborative research initiatives
- **Guide to online mentoring and federal computer recycling program**
<http://computers.fed.gov>
- **Kansas Collaborative Research Center Network**
<http://kancrn.org>
See their great listing of mentoring literature at <http://kancrn.org/mentors/>
- **Native American Mentoring Project**
<http://www.minorities-jb.com/native.htm>
- The **MECHA** migrant technology project offers a Mentoring Guidelines Handbook at <http://mecha.barry.edu/staff/mentor.html>
- The **CompuMentor** program offers a mentoring handbook with emphasis on technical support through developing volunteerism programs. CompuMentor focuses on providing technical support to non-profits and schools that can't afford to pay for such services.
<http://www.compumentor.org>
- **The New Teachers Center**
<http://www.newteacherscenter.org>



- **Tutor Mentor Connection**
<http://www.tutormentorconnection.org>
Includes a database of mentoring resources and programs.

Lone Eagle Consulting's Best Online Learning Resources

- **Self-Directed Learning and Adult Literacy Web Tour**
<http://lone-eagles.com/webtour7.htm>
- **Free Learning and Other Freebies Web Tour**
<http://lone-eagles.com/freebies.htm>
- **Online Courses and Learning Pathways**
<http://lone-eagles.com/self.htm>
- **K-12 Online Courses**
<http://lone-eagles.com/courses.htm>

Internet Training Resources

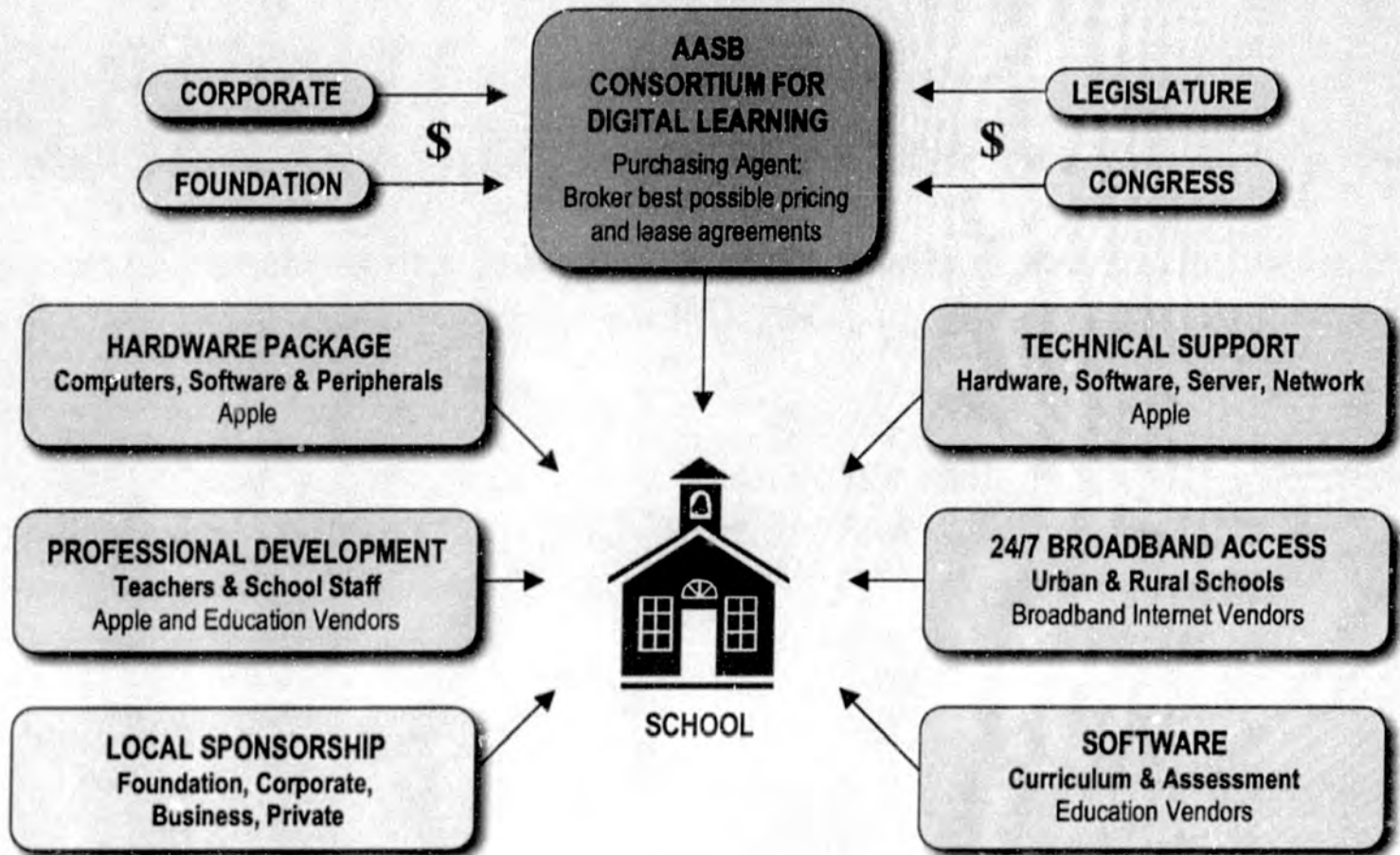
See the full web tour at <http://lone-eagles.com/training.htm>

- **Unganisha Internet Training Resource Directories and Courses**
<http://www.bellanet.org/itrain/links.cfm>
A large international clearinghouse. An incredible place to start!
- **World Links for Development Program (WorLD) Internet Training Materials**
<http://www.worldbank.org/worldlinks/english/training/world/index.html>
Another outstanding international clearinghouse for Internet training.
- **Basic Internet Tutorials**
<http://library.albany.edu/internet>
Basic Internet tutorials from the Univ. of Albany
- **PBS Guide to Understanding and Using the Internet.**
<http://www.pbs.org/uti/begin.html>
A well organized beginner's guide to the Internet.
- **Learn The Net**
<http://learnthenet.com>
A broad range of self-teaching Internet tutorials in five languages.
- **American Library Association Basic Internet Skills Courses**
<http://www.ala.org/ICONN/onlineco.html>
ICONNect offers a variety of free online courses designed for different levels of ability in using the Internet.



- **ATT Learning Network Internet Training Resources**
<http://www.att.com/learningnetwork/teachers>
- **Pitsco Technology Education Web Site**
<http://www.pitsco.com>
- **Providing help with the latest products in technology education. Includes a helpful list of plug-in's (helper applications) at** <http://www.pbs.org/uti/helperapps.html>
- **Teaching Teleapprenticeship Project**
<http://www.ed.uiuc.edu/TTA>
The Teaching Teleapprenticeship Project, from the U. of Illinois, is developing and evaluating innovative teacher education models.
- **Glossary of Internet Terms**
<http://www.matisse.net/files/glossary.html>
Here's a comprehensive list of the Internet Literacy Consultant's best Internet terms. Learn the lingo.
- **Polaris Tutorials**
<http://www.provide.net/~bfield/polaris/index.html>
A good collection of beginning Internet tutorials.
- **TECFA - University of Geneva "Training Technologies and Learning Resources"**
<http://tecfa.unige.ch/>
French and English. Great resources.
- **Ziff-Davis Publishing Tutorials**
<http://www.learnitonline.com>
45 classes, 39 tutorials for a flat fee of \$7.95/month
- **Qwest's Colorado Teacher Training Tutorials**
<http://www.uncwow.org>
Very neat and to the point tutorials!
- **SNOW: Special Needs Opportunity Windows**
<http://snow.utoronto.ca/courses.html>
Adaptive Technology, Learning Styles, and Classroom Management Skills online courses.
- **Computer-Mediated-Communications Information Resources for Educators**
<http://www.december.com/cmc/info/index.html>
- **Trainer Tutorial from Lone Eagle Consulting**
<http://lone-eagles.com/trainers.htm>
- **See also the online courses and resources for Building Learning Communities at**
<http://lone-eagles.com/teled.htm>

CONSORTIUM FOR DIGITAL LEARNING AN OVERVIEW



The Association of Alaska School Board's Consortium for Digital Learning

AASB is proposing an enhanced educational delivery system that will prepare Alaska's youth for the digital world. Using an inclusive approach, districts and schools will be supported in:

- Determining readiness levels
- Engaging their community
- Securing hardware, software, and peripherals
- Acquiring necessary technical support for a fully functional system
- Training staff
- Managing change

Many school districts have made significant strides in uses of technology. Rarely, however, has technology been instituted in a systematic fashion that will allow our youth to compete successfully in our increasing global economy. Through the digital learning consortium, AASB is proposing a holistic use of technology that will change the basic approach to K-12 education.

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Lone Eagle Resources to Support Rural Innovation

Click Through this Web Tour at
<http://lone-eagles.com/future-proofing.htm>

The Montana Choice Demonstration Project

<http://lone-eagles.com/montana-choice.htm> A five-year U.S. Dept. of Labor demonstration project which has established an aggressively innovative national test-bed for generating individual web-based self-employment as well as community strategic action plans, community mentoring programs, and more.

The Montana Choice Process <http://lone-eagles.com/montana-choice-2005.htm>

Common Sense first steps recommended for rural leaders supported by extensive new training resources included in this resource listing.

The Alaskan Native and Native American Internet Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm> Includes a chapter listed first which has Lone Eagle Consulting's best Native community grant templates listed at the end: (<http://lone-eagles.com/village-sustainability.htm>)

Lone Eagle Self-employment Incubator hosted by KNET at <http://lone-eagles.com/knet.ca> http://lone-eagles.com/indigenous_innovations.htm

The Rural Community Internet Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm> A key article is listed first "Authenticating Rural Internet and Broadband Benefits – A Reality Check" <http://lone-eagles.com/wings.htm>

Creating People-Centered Community Knowledge Networks

<http://lone-eagles.com/smart.htm> A self-quiz for rural communities recommended for rural leaders as a tool to begin discussions on how best to use the Internet intelligently. Includes many articles and community grant templates.

Lone Eagle's Two Online Graduate Courses for K12 Educators

<http://lone-eagles.com/teachercreated.htm> Offered by Alaska Pacific University and Seattle Pacific University. K12 resources <http://lone-eagles.com/guide.htm>

Extensive Youth Resources <http://lone-eagles.com/youth.htm>

Tutorial for Creating Free Ecommerce Web Sites Easily and Model Sites

<http://lone-eagles.com/pcna1.htm> (The tutorial is at the end.)

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A Beginners Guide to Profiting from the Internet

The ten two-hour lessons at <http://lone-eagles.com/ecom.htm> present a hands-on overview of what's working for others like you and include activities exploring many of the best Ecommerce and telework training materials and resources available – from which you'll easily be able to determine the resources best suited for your continued self-directed learning. It is designed to be interactive with others and the instructor. Registration information is at the site above (\$39 for ten two-hour lessons.)

Lesson One – Ecommerce and Telework Readiness Skills. This class will provide a hands-on overview of your key opportunities related to Ecommerce and Telework. You'll review what has already been proven to work for others and will learn where to find the best related information.

Lesson Two – Ecommerce Fast-Track Strategies – With the world changing so rapidly, you need to find a way to keep track of new trends in order to know what's working for others and what is coming next. Because there's so much that's changing, finding ways to deal with information overload is a priority. Take advantage of available resources that have already summarized information.

Lesson Three – Ecommerce Cooperatives and Virtual Incubators. If you are a crafter and just wish to sell your crafts, perhaps you don't need your own web site. You might use eBay, or you might just post your crafts on a crafters' cooperative web site along with the crafts of many others to benefit from collaborative marketing.

Lesson Four – E-Marketing Strategies. Using available resources, you can market your products or web site globally just as effectively as anyone in a big city – once you know how.

Lesson Five – Entrepreneurship Training Opportunities. Imagine being able to live anywhere, either working for yourself running your own businesses, or working for someone else, but still able to live anywhere and set your own work schedule.

Lesson Six – Online Resumes and Job Sites – Selling Yourself. Extensive resources on all kinds of careers, both online and offline, can be found at job-finding sites that allow free posting of resumes and many other sophisticated features.

Lesson Seven – Telecommuting and Telework Opportunities. Telework relates to work performed via telecommunications. Employers are finding that many high quality workers are demanding this type of flexible work arrangement as a condition for employment.

Lesson Eight – International Trade Training Resources. By U.S. standards, most of the world is still in poverty. New satellite and wireless systems will soon be able to bring the Internet to nearly any point on the globe – bringing the potential for new economic solutions.

Lesson Nine – How to Start a Business. There is a process to follow and extensive resources are available to assist you. Patience and perseverance are required, but you'll be surprised at how quickly your new business concept can become a reality.

Lesson Ten – New Rules for the New Economy. In a world of accelerating change, your strategy is to benefit from those resources that allow you to "ride the wave" instead of being dragged along. There is increasing importance on the value of relationships.

Refer questions to Frank Odasz frank@lone-eagles.com PH:406-683 6270

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The Montana Choice Project

Homesteading the Ecommerce and Telework Frontiers

<http://lone-eagles.com/montana-choice.htm>

A National Ecommerce and Telework Demonstration Project

Funded by the US Department of Labor Office of Disability Employment Policy, the **Montana Job Training Partnership, Inc.**, has created the Montana Choice demonstration project to bring real choices for web-based self-employment to individuals with disabilities. Multimedia presentations to over a dozen rural communities invited attendees to participate in an online course "**A Beginner's Guide to Profiting from the Internet**" providing ten self-directed hands-on lessons covering an overview of what's already working for others. Preview the lessons at <http://lone-eagles.com/ecom.htm>

Redefining Workforce Education by Addressing Systemic Change

"**Montana Choice**," is now in year two of a five-year demonstration project showcasing innovations in entry-level Ecommerce education online training for individuals with disabilities. Project goals include raising awareness on viable solutions, providing individualized skills assessment and skills transfer, and documenting success stories. Details at <http://lone-eagles.com/MJTPChoiceProject.htm>

Developing Community Mentoring Programs

Community Management Teams are developing strategic plans for each region and will be implementing community mentoring programs for skills transfer, both online and offline. Mentors will receive advanced training and assistance creating their own self-employment success stories. A skills registry database will be part of an e-marketing strategy for skills transfer services as mentees learn to become mentors. Participating communities will review successful innovations from other rural communities such as local business web directories, e-marketing strategies, and how to best support local entrepreneurs.

Helping Montana's Rural Communities Become Sustainable

The dramatic economic decline of rural America has created new pressures to find innovative solutions. Our past economy depended primarily on big corporations, but today the reverse is true, the real growth is in microenterprises. Our key developable resource is the learning potential of each and every citizen.

Everyone is Welcome to Participate

Everyone interested in the latest opportunities to learn to use the Internet for self-employment and entrepreneurship is invited to attend any of the dozen planned introductory presentations, join the online class, and/or attend the hands-on skill-building workshops planned for participating communities.

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The Montana Choice Process

The five-year U.S. Department of Labor demonstration project "Montana Choice" begins with hosting ecommerce and telework awareness presentations in rural communities to engage citizens in online lessons and ongoing listserv interaction regarding understanding entry-level web-based self-employment opportunities.

After citizens have gained an overview of opportunities through the online lessons, skill-building workshops are held and electronic portfolios of existing skills are created along with a plan on which new skills are most needed. Skills workshops are then customized.

Local mentors interested in developing for-profit mentoring services are identified to receive advanced training in return for mentoring others locally.

The next step is engaging community leaders, with emphasis on elected leaders and K12 administrators and educators, in understanding the importance of key action strategies, youth involvement, and first steps which do not require outside funding such as;

- Conduct a local web review of existing businesses
- Create a local web directory and plan a co-marketing initiative
- Establish a mentors roster and local skills registry
- Establish an ecommerce resources portal and virtual incubator
- Engage leaders in grant-writing and defining goals, both short-term without funding and for long-term funded projects such as
- "Sustainable Ecommerce Education Development Strategies, (SEEDS)"

at <http://lone-eagles.com/seeds.htm>.

The Montana Choice Project

<http://lone-eagles.com/montana-choice.htm>

describes a five-year U.S. Dept. of Labor demonstration project which has established an aggressively innovative national test-bed for generating individual web-based self-employment as well as community mentoring programs, and strategic action plans.

A Beginner's Guide to Profiting from the Internet

<http://lone-eagles.com/ecom.htm>

The "Montana Choice" project is providing ten online lessons providing a hands-on overview of eBay, ecommerce, and telework.

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Community Internet Empowerment Resources for Alaskan Native Villages

<http://lone-eagles.com/alaskan-resources.htm>

Lone Eagle Consulting Mission Statement

Lone Eagle Consulting strives to maintain the very best Internet learning pathways, requiring the least time and effort, to deliver the highest levels of benefit and motivation for people of all cultures and literacy levels.

Realizing Cultural and Community Sustainability Through Internet Innovations in Alaskan Native Villages

<http://lone-eagles.com/village-sustainability.htm>
A detailed review of strategies for community involvement to produce measurable outcomes. Many grant templates and online self-directed resources are included.

Clarifying Opportunities for Alaskan Sustainable Community Technology Centers

<http://lone-eagles.com/alaskan-centers.htm> A short review key issues related to community Internet training, locally-owned Internet service providers, and sustainable centers.

Culturally-appropriate Internet Training for Alaskan Native Educators

<http://lone-eagles.com/alaskan-educators.htm> A detailed account of fast-track Internet training with a cultural emphasis for Alaskan Native educators and students based on actual workshops.

Echoes in the Electronic Wind

http://www.turtletrack.org/Issues01/Co06022001/CO_06022001_Echoes.htm
A short article on Native American and Alaskan Native opportunities for leadership with community networking.

Examples of Native American and Alaskan Native Web Cultural Applications

<http://lone-eagles.com/expressions.htm> A dozen pages of cultural web-based innovations.

Key Issues in Realizing Tribal Benefits from Internet Infrastructure

<http://lone-eagles.com/triballeadership.htm> Important perspectives for success.

A Native American Community Internet Empowerment Guide

<http://lone-eagles.com/empowerment.htm> Over 50 pages of planning resources.

A Native American Cross-cultural Internet Guide

- "Echoes in the Electronic Wind"

<http://lone-eagles.com/nativeguide.htm>

A hands-on self-directed learner's Internet skills training guide with over 20 pages of Native American and Alaskan Native web sites. Available in printed form; 177 pages.

Creating Effective Tribal Telecenters and Community Networks

<http://lone-eagles.com/telecenters.htm>

A detailed prospectus for project directors on implementation strategies and related resources.

Beyond Traditional Vocational Education:

Best Practices for Use of Computers and Internet for Native Communities

<http://lone-eagles.com/indian-voc-ed.htm>

Specific recommendations for vocational educators in Indian country.

An Update on the major Native Internet Projects

<http://lone-eagles.com/adec.htm>

Resources and contacts related to major national Native Internet projects.

Alaskan K12 Innovations WebTour

<http://lone-eagles.com/alaskan.htm>

See how other Alaskans are benefiting from the web.

Multi-cultural Resources and K-12 Project Sites

<http://lone-eagles.com/multicultural.htm> Extensive International resources.

Alaskan Native Youth Cultural Community Building

<http://lone-eagles.com/bartsgrant.htm> See also <http://lone-eagles.com/northstar.htm>

and <http://lone-eagles.com/yukonkoyukuk.htm> Grant proposals written for eight Alaskan Native Villages

Culture Club: A Cultural and Community Survival Concept Paper

<http://lone-eagles.com/cultureclub.htm>

See also <http://lone-eagles.com/capacity.htm> and <http://lone-eagles.com/trainers.htm>

The Bootstrap Academy

<http://lone-eagles.com/academy.htm>

Do it yourself! Specific low-cost, short-term youth-driven citizen engagement Internet awareness activities. Includes three online mini-courses for citizens, and local web-raising.

Community Rural Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm>

A master listing of articles and resources for community Internet project planning.

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Community Internet Empowerment Resources for Rural Communities

<http://lone-eagles.com/ruralempowerment.htm>

Lone Eagle Consulting's Mission Statement

Lone Eagle Consulting strives to maintain the small circle of the very best Internet learning pathways, requiring the least time and effort, to deliver the highest levels of benefit and motivation for people of all cultures and literacy levels.

Authenticating Rural Internet and Broadband Benefits - A Reality Check

<http://lone-eagles.com/wings.htm> Required reading for rural citizens and leaders. Written for the Australian Government for national empowerment of all their communities.

The Idaho Ecommerce Homesteaders' Cooperative

<http://lone-eagles.com/montpelier.htm> Big possibilities for the small community of Montpelier, Idaho. A story in progress defining how to seed and grow community involvement and capability building by focusing on replicable successes and measurable outcomes. Montpelier successes detailed at <http://lone-eagles.com/montpelier-story.htm>

Homesteading the Ecommerce Frontier

<http://lone-eagles.com/ecommerce-homestead.htm> Real and profound opportunities.

Rural Ecommerce and Telework Strategies <http://lone-eagles.com/eguide.htm>

A 200-page self-directed overview of what's working for rural entrepreneurs. This resource includes ten two-hour lessons for an online course by the same name at <http://lone-eagles.com/ecommerce.htm> A new shorter version for youth <http://lone-eagles.com/ecom.htm> and a new course on Essential Internet Skills <http://lone-eagles.com/essential-skills.htm>

Ecommerce Start-up Training Resources and Free Ecommerce Site Sources

<http://lone-eagles.com/entrelinks.htm> Includes resources for women and youth, too.

The New Gold Rush - Are You Ready? Tales from the Frontier of Community Development <http://lone-eagles.com/goldrush.htm> Part II: <http://lone-eagles.com/mining.htm>

Mining raw human potential with free web tools. Are you ready?

The Future of Community Development - Make the Living You Want Living Wherever You Want <http://lone-eagles.com/comdev.htm>

Making the Missing Connections...A Wake-up Call Regarding True Community Internet Empowerment <http://lone-eagles.com/wake-up-call.htm>

A realistic view of issues to be considered when implementing community projects.

An Executive Overview for Project Planners on the Hard Questions for Community Internet Empowerment <http://lone-eagles.com/overview.htm>

A hard look at what's not obvious for planning a successful community project.

Community Networking primer <http://lone-eagles.com/articles/networking.htm>

A good first article on community networks.

Good Neighbor's Guide to Community Networking

<http://lone-eagles.com/cnguide.htm> Eleven chapters, including a bibliography of guides.

Community Networking Clearinghouse <http://lone-eagles.com/community.html>

The best ideas and resources from dozens of community networks and related organizations.

The Bootstrap Academy <http://lone-eagles.com/academy.htm>

Do it yourself! Specific low-cost, short-term youth-driven citizen engagement Internet awareness activities. Includes three online mini-courses for citizens, and local web-raising.

Common Ground: A Cross-Cultural Self-Directed Learner's Internet Guide

<http://lone-eagles.com/guide.htm> Created for USAID, AT&T and the ERIC clearinghouse. An instructional brokerage resource with emphasis on pointing to the best online tutorials, and educational resources, on the Internet for self-directed learning. This is the text for the online course "Making the Best Use of Internet for K-12 Instruction."
<http://lone-eagles.com/asdn1.htm>

Community Networking - Why Should I Care?

<http://lone-eagles.com/whyshouldIcare.htm>

Good reasons why you should understand what's at risk.

Indigenous Internet Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm> Links to all the best related resources!!

Community Network Funding Sources and Grantwriting Tips

<http://lone-eagles.com/granthelp.htm> Specifically for rural community development. Includes **A Simple Proposal-writing Tutorial** <http://lone-eagles.com/mira2.htm> and an online lesson on grantwriting at <http://lone-eagles.com/asdn18.htm> The latest and best grant template is at <http://lone-eagles.com/top.htm> with an expanded more readable version <http://lone-eagles.com/top-expanded.htm>



Alaska Staff Development Network
Lone Eagle Consulting Distance Education Courses
On-Line: Anytime, Anywhere



**Ed 597 4L: "Making Best Use of the Internet
for K-12 Instruction"**

Teachers' roles are changing rapidly due to the wealth of new online learning resources for students. Effective 21st Century educators must know how to link students with the best Internet learning resources and efficiently broker the best on-line learning programs for their students.

In this online course taught by Frank Odasz, one of the nation's leading online learning experts, educators will experience the best K-12 resources on the Internet within the context of their emerging roles of brokering the best Internet resources for individualized and small group student learning. A listserv creates an on-going forum for teachers to share with each other the best classroom-ready resources they have found during this class and also to discuss key issues related to classroom use of Internet resources and capabilities.

Topics from the eight units include:

- Identify the best lesson plan and K-12 resource archives searchable by grade level and topic
- Learn to easily create curriculum webpages, online quizzes and classroom web sites.
- Learn to create webquests and other project-based learning activities using templates
- Learn the best strategies for dealing with key issues regarding K-12 Internet use
- Participate in a peer listserv for convenient ongoing sharing of the best new Internet resources
- Survey K-12 online classes and online professional development opportunities
- Learn to use global listservs and the top ten Internet collaborative tools
- Learn grantwriting skills and key sources for funding, tutorials, and grant templates.

University Credit: 3 credits, Graded Pass/No Pass



Instructor: Frank Odasz, Lone Eagle Consulting / Dillon, Montana

Frank Odasz, originally from Cody, Wyoming, averages over 50,000 air miles per year presenting state-of-the-art Internet workshops for educators. Frank served as a teacher educator for 13 years at Western Montana College of the University of Montana, in Dillon, Montana.

From 1988 to 1998, he was director of the well-known Big Sky Telegraph network, providing on-line courses to rural teachers. Frank's work has been recognized for excellence by four congressional reports, the White House, and dozens of books and publications. All Frank's resources, courses, articles, services, and his resume are accessible at: <http://lone-eagles.com>, frank@lone-eagles.com. Ph/Fax: 406-683-6270.

Ed 597 6L: "Designing K-12 Internet Instruction"

This unique self-directed hands-on course offers a step-by-step guide to 'painless, progressive Internet integration' using your existing curriculum. New types of curriculum web-authoring sites are creating easy ways for educators to quickly create their own online curriculum with a minimum of technical skills! Participants will experience using a robust collection of courseware authoring resources which allow them to create their own online curriculum, from single lessonplans to whole online courses. A listserv creates an ongoing forum for educators to share with each other the best curriculum-authoring resources they have found during this class. The course consists of eight four-hour units and a special project. A nationally published article on the significance of this new course is recommended reading: Lone Eagles Learn to Teach From Any Beach.

Participants must have basic computer, web browsing and e-mail skills, Internet access and be able to create electronic folders and move/save files. It is strongly recommended participants first take 'Making the Best Use of Internet for K-12 Instruction.' Ed 597 4L, 3 credits, APU, also sponsored by the Alaska Staff Development Network.

Topics from the eight units include:

- Address key online curriculum design issues for K-12 classrooms
- Explore the progressive steps for classroom integration of specific Internet curriculum, course models, and authoring templates
- Learn the unique advantages of online instruction and the appropriate applications for online learning.
- Participate in a peer listserv for convenient sharing of the best new resources for specific grade levels and content areas
- Review top online curriculum models, online course directory sites and create a project-based short term unit
- Draft a plan for your own six week online course reflecting decisions on the design issues covered in the lessons.
- Learn about innovation diffusion, change theory, and the impact of online instruction on traditional educational roles.
- Review key issues concerning your online curriculum; copyright, intellectual freedom, promotion, and marketing

University Credit: 3 credits, Graded Pass/No Pass

(OVER)

Register on-line!



www.asdn.org

Registration Form
Alaska Staff Development Network
Distance Education Courses - Frank Odasz



Register on-line!



First Name:	Middle Initial:	Last Name:
Social Security #:		Birthdate:
E-mail:		
Summer Mailing Address:		
City:	State:	Zip:
Daytime Phone:	Home Phone:	
School District:	School:	Position/Grade Level:
Alaskan Residency:	☐ Non-Resident	☐ Alaska resident since (date):
High School graduation date:	/ /	Location of HS. (city, state)
Highest Degree Earned:		
US Citizen? ☐ Yes ☐ No	If no, what country:	Visa type:
Do you need materials?	☐ Yes ☐ No	

Courses Available: Check (X) any/all you wish to register for.

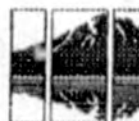
☐ Ed 597 6L "Designing K-12 Internet Instruction" / 3 credits \$350 + \$0 materials

☐ Ed 597 4L "Making Best Use of the Internet for K-12 Instruction" / 3 credits \$350 + \$25 materials

PAYMENT: Please make checks payable to ASDN.

Method of payment:

Payment must be received
with registration form.



☐ Check #:

☐ PO #:

School:

☐ Visa/MC

Card #:

Exp. Date

TOTAL ENCLOSED: \$

Signature:

Return to:
Ak Staff Dev Network
2204 Douglas Hwy, Suite 100
Douglas, Alaska • 99824
Phone: (907) 364-3809

FAX: 907-364-3805

OR

Register on-line!
www.asdn.org

(distance ed button)

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Youth Resources Webtour

<http://lone-eagles.com/youth.htm>

The future of our rural communities depends on retaining our youth instead of exporting them to major population centers. Youth today are the first generation in history to grow up with digital and Internet technologies and are the technology leaders of our communities. We need to make sure they learn how to use the Internet to live and work anywhere they wish. The resources below, including the grant proposal templates, are intended to be shared without restriction to support the sustainability of rural communities.

Youth Ecommerce Entrepreneurship Resources

Youth Ecommerce Entrepreneurship Resources

<http://lone-eagles.com/entrelinks.htm>

A Beginner's Guide to Profiting from the Internet

<http://lone-eagles.com/ecom.htm> Ten two-hour online lessons exploring what's working for others like you regarding rural Ecommerce and Telework.

Rural Ecommerce and Telework Strategies

<http://lone-eagles.com/cguide.htm>

Over 200 pages of resources including a ten lesson online course on what's working for others like you regarding rural Ecommerce and Telework Strategies. Includes lessons on the essential Internet skills required for Ecommerce, Telework and Self-directed Internet Learning.

Essential Internet Ecommerce Skills <http://lone-eagles.com/essential-skills.htm>
Specific online lessons for skill-building

A master listing of Rural Ecommerce Success Stories

<http://lone-eagles.com/connect-idaho.htm> Includes Two Years of Montpelier, Idaho awareness-raising events and ecommerce success stories.

A master listing of Indigenous Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm>

National Youth Technology Program Modles

<http://lone-eagles.com/youth-technology.htm>

Youth Career Resources <http://lone-eagles.com/lksd-careers.htm>

Grant Writing Tips and Grant Templates

Grant-writing Tips and Funding Sources <http://lone-eagles.com/granthelp.htm>

Youth Grant Templates

http://lone-eagles.com/our_community.htm is a sample youth project grant proposal. Many others are listed at the end of the chapter "**Realizing Cultural and Community Sustainability Through Internet Innovations in Alaskan Native Villages**" at <http://lone-eagles.com/village-sustainability.htm>

Key Youth Project Suggestions

<http://lone-eagles.com/capacity.htm>

<http://lone-eagles.com/trainers.htm>

Recent (2004) Lone Eagle Ecommerce Entrepreneurship Grants:

**SEEDS - Sustainable Ecommerce Entrepreneurship Development Strategies
A Rural Community Future-Proofing Program**

<http://lone-eagles.com/seeds.htm> A youth leadership community project.

Rural Ecommerce and Telework Incubator Centers

<http://lone-eagles.com/intelligent.htm>

AMIGO - Awareness Mentoring Integrating Group Outcomes

<http://lone-eagles.com/amigo.htm>

Community Networking Resources

Community Networking <http://lone-eagles.com/cn-readings.htm>

Recommended readings on the potential for communities.

Community Network Models Web Tour

<http://lone-eagles.com/democnlinks.htm> Community innovations to consider.

International Community Networking Clearinghouse

<http://lone-eagles.com/community.html>

Lone Eagle Self-Employment Incubator

<http://lone-eagles.oldcolo.com>

Lone Eagle's Best of the Best Resources

A master listing of articles related to Community Internet Empowerment

<http://lone-eagles.com/ruralempowerment.htm>

Two online graduate courses for K12 educators plus examples of web curriculum created by past participants.

<http://lone-eagles.com/teachercreated.htm>

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Web Page: <http://lone-eagles.com>

Tripod Hands-on Activity

Create a free Ecommerce Web site in 15 minutes with no expiration date.
Online at the bottom of <http://lone-eagles.com/pcnal.htm>

1. Go to <http://tripod.com> and click on the JOIN button.
(Spanish version <http://tripod.com.mx>)
2. Fill out ALL the blanks - keeping in mind you do not have to give accurate private information. The "membername" will be part of your web site URL
<http://membername.tripod.com>

IMPORTANT: Write down your "membername" and Password so you can access your site again in the future.

3. You **MUST** select a title (Mr/Mrs/Ms) and give a birthdate (parental permission required for those under 18 yrs of age)
4. Deselect all boxes preselected with green checks or you will receive SPAM advertisements.
5. Enter the number shown in the box at the very bottom of the form page and select "Submit."
6. If you entered all information correctly you'll receive another page of advertisements. Select "No Thanks" at the bottom.
7. You'll get another screen of advertisements - select SKIP at either the top right or bottom middle.
8. You'll see six web site options, click inside the third circle to select "Create a site using Tripod site builder." Select NEXT over on the right.
9. Select "Start with an Express Site Template"
10. Select "About My Business" (Click on the Choose link)

11. Enter the title of your business which will appear at the top of your web page, and other information as time permits in the other boxes.
Select NEXT on the right hand site.
12. Continue adding brief bits of information in the next series of boxes.
Select NEXT on the right side.
13. Select "Choose from all designs" at the top of bottom of this page, and choose a new web page design. (Click on "Use this Design")
Select PUBLISH NOW.

***Note the web address for your Ecommerce site is at the top of the screen - Write It Down!** Note also the SITE PROMOTION link at the bottom.

14. Select the EDIT button to continue editing your page - explore the easy buttons at the bottom of the screen to continue exploring how to add new web pages, new pictures, and new content, including whole new web sites.
15. Select "log off" when you're finished.
Pat yourself on the back for a job well done! You now have your own free Ecommerce web site which you can edit from anywhere, anytime.

IMPORTANT: Double check you've written down your "Membername" and Password so you can return to build your site later. Don't forget to write down the web address for your new web site, in the following format:
"membername.tripod.com"

To learn more about free affiliate programs go to <http://affiliateshop.com>
and for Ecommerce and Emarketing lessons go to
<http://lone-eagles.com/ecom.htm>

For a long listing of affiliate programs -follow the instructions below.

Citymax Ecommerce Sites www.citymax.com

Login with **Username:** lone-eagle **Password:** lone-eagles
and select the "Make Money" button on the right to see a comprehensive listing of affiliate programs. This is the easiest site for creating a free ecommerce web site, but it is only free for 10 days. Licenses for use of this software are available.

More Lone Eagle Resources are at
<http://lone-eagles.com/future-proofing.htm>



KTUNAXA NATION

FIRST NATIONS TECHNOLOGY COUNCIL FULLY INTEGRATED TECHNOLOGIES

Why a FIT Community?

The First Nations Technology Council believes that implementing a FIT Community Model Project will demonstrate to government, to the private sector and to other First Nations that investing in Information and Communication Technology (ICT) in First Nations communities makes good business sense. The FNTC see the FIT Community Project as a partnership between themselves and the chosen Community Cluster.



What is a FIT Community?

A FIT (Fully Integrated Technologies) Community has developed sufficient information and communication technology (ICT) infrastructure to remove lingering digital-divide obstacles. Members of the community have sufficient skills to use a wide range of ICT tools.

A FIT Community employs technology to promote and share their culture as the community deems appropriate, to improve health care for all community members, to deliver educational opportunities that would normally not be available in rural or remote communities, to create jobs and participate in the global economy in whatever areas the community chooses, and as a tool to improve governance and accountability. A broadband network to all community buildings, together with high levels of computer literacy and internet utilization among community members makes this possible but without a vision of what a FIT Community could be, community transformation may not occur.

What's in it for the FIT Community Partner?

Some of the possible benefits to be gained by the FIT Community Partner through participation in the project include:

- Providing cost-affordable broadband network connectivity to all or most homes and businesses located within the Community Cluster by contracting with anchor service subscribers who will use the network and contribute to long-term operating costs;
- Increasing computer literacy for all members of the community;
- Getting long-term commitments for improved delivery of education, health services, community economic development, and other services through expanded use of the Internet in service delivery and through increased local delivery of services;
- Creating new opportunities to use ICT capacity to revitalize traditional culture;
- Establishing local broadband network and computer desktop technical support for all Community members;
- Increasing integration of the Internet into the business processes of established local businesses and service delivery agencies;

More... What's in it for the FIT Community Partner?

- Using increased ICT capacity to reduce the workload associated with government reporting;
- Creating new business opportunities and new jobs in the community;
- Sharing ICT capacity building best-practices through formal and informal Community twinning and mentoring;
- Gaining benefits of community well-being identified by the FIT Community Partner.

The FIT Community Partner will take a leadership role in the FIT Community Project with significant support and in-kind contributions from FNTC. The respective suggested roles of the FIT Community Partner and FNTC are described below but should be confirmed once a Project Committee has been established, and upon agreement by all parties.

Roles & Responsibilities of the Partners

Partners roles and responsibilities will be clarified by the Project Steering Committee but the FIT Community Partner will be the lead on the project. Roles for both parties could include:

- Advocating on behalf of the FIT Community Project to bring together organizations and individuals interested in supporting the Project;
- Co-chairing and actively participating in development of the project plan, business plan, and technical plan for the FIT Community Project;
- Approving the project plan, and business plan, for the FIT Community Project before implementation;
- Partnering in the negotiation of agreements with various government agencies and private-sector service providers;
- Completing planned project tasks and making an effort to meet project milestones;
- Participating in a Project reviews for the purpose of confirming achievements, identifying future tasks and milestones as necessary;
- Giving direction to FNTC on the content and delivery schedule for various ICT capacity-building workshops; workshops to be facilitated by FNTC.

The FIT Community Partner will take the lead on:

- Mobilizing members of the Community to assist in the FIT Community Project when needed;
- Completing the asset-mapping of the community; asset-mapping to be facilitated and paid by FNTC;
- Giving direction to FNTC on community development and ICT capacity-building requirements and priorities.



While the FNTC's role in the FIT Community Partner-ship is supportive, they see their role as including:

- Providing significant in-kind support for the FIT Community Partner Project Team at every stage of the FIT Community Project;
- Facilitating and paying for the asset-mapping of the community;
- Accepting direction from the FIT Community Partner on the community development and ICT capacity-building requirements and priorities;
- Coordinating the Communication Plan for the Project.

The First Nations Technology Council (FNTC) was created by First Nations Summit Resolution to develop a Technology Plan to address issues such as connectivity, technical support and technical capacity building. The mission of the FNTC is: SUPPORTING THE FULL INTEGRATION OF TECHNOLOGIES TO IMPROVE THE QUALITY OF LIFE FOR ALL FIRST NATIONS IN B.C.



**Get involved in the
FIT Community Project,
contact Don Maki at:**

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7468 Mission Road, Cranbrook, BC V1C 7E5
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dmaki@kktc.bc.ca www.ktunaxa.org

Please note: FNTC support will be principally in-kind support and not direct financial support for the FIT Community Project or the FIT Community Partner. FNTC has certain abilities that may be of use in securing the funding necessary for FIT Community capital equipment purchases identified in the Project Plan, and in securing financial participation agreements for the FIT Community with government agencies and other partner participants. Community-incurred general and administrative expenses during the FIT Community Project will be the responsibility of the FIT Community Partner. FNTC personnel, contractor, travel and communications expenses during the FIT Community Project will be the responsibility of FNTC.

Five Years of the CTC VISTA Project



Responding To Katrina
at the Astrodome and Elsewhere



Fall 2005

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Bolded text in this issue are hyperlinks on our online version at ComTechReview.org

Cover: CTC VISTAs Abby Balazs, demonstrating how to frame a video shot, Larry Syms, Jason Crow; lower photos of the Astrodome and the Astrodome Community Technology Center.

Editor's Introduction

CTR and the CTC VISTA Project: Turning Inward and Looking Out Again

The current issue was conceived in the late spring, to be a much smaller special edition, focused on the CTC VISTA Project. It would be something in the nature of a yearbook, with a modest distribution, primarily for the Project's own members and alumni and perhaps of some use as an extended report/presentation/documentation. We're planning to focus on the Project's priority areas in future 2005-06 issues and otherwise giving responsibility over to Review Editorial Advisory Board to help with some serious brainstorming about the future directions of the publication.

Happily, we have extended well beyond those initial modest goals and objectives. Dan Schackman has done an excellent job in focusing on some case studies and the different formats we have used in presenting a perspective on the Project since its inception—selecting and editing Tech for All Supervisor Doug Caldwell's report on Pete Rodriguez, Jason Crow's narrative on being an VISTA from the VISTA newsletter, Amanda Lasik's weblog entry on the meaning of her work at La Casa Hogar in rural Washington state. He solicited David Rosen's moving tribute and memorial for Larry Syms. He recruited Abby Balazs to report on her MoLLIE/Mobile Learning Lab work in Grand Rapids, Judy Hallman to provide an overview of the work of RTPnet's many VISTAs, Diana Hauer to explore what happened to Teaming for Technology after she left her VISTA work, and Carlos Pedraza to provide a Resource Center perspective. Dan's also contributed a book review on the Corporation for National and Community Service. And we've got Saul Baizman, in his inimitable style, providing exemplary insights on how a wide range of nonprofits can benefit from his work in developing the CTC VISTA Project's information and communication systems. And, to complement our focus on AmeriCorps, Dan sought out complementary International perspectives focusing on the Peace Corps.



CTCVISTA leaders Mike Denegal, Saul Baizman, and Becky Shuler.

That, in itself, would have gone well beyond what we originally conceived. But, in large part thanks to the efforts of new VISTA Assistant Editor Danielle Martin, we've also been able to kick start our planned coverage and resource development in the Project priority areas—Community Networking, Community Organizing and Development,

Technology Assistance to Nonprofits, and Digital Media for Youth. We've done that with her summary reports of what went on at the August Pre-service Orientation, supplemented by reports from others who attended, new VISTAs and supervisors



CTC VISTA Project and CTR staff and VISTAs: Danielle Martin, Shannon McCue, Paul Hansen, Peter Miller, and Saul Baizman

alike, including Michael Maranda on community networking and AFCN, Karen Michaelson on TINCAN, Gene Crick on Telecommunity.US and new developments at the FCC, and Tara Kumar on CTCNet's Youth Visions for Stronger Neighborhoods.

There are two other matters of note. First, in response to the devastation in the wake of Hurricanes Katrina and Rita, both community technology and programs supported by the Corporation for National and Community Service, have played major roles. There's some key coverage about their timely response work here, some from brand new VISTAs Matthew Walker at CTCNet headquarters in DC and Nikki Payne with Technology for All in Houston, who were thrown directly into the midst of CTC response activities and, along with additional stories and resource notes, that make this issue timely and pertinent.

CTR as Customizable Interactive ICT/Community Media and Technology Curricular Text

For the last couple of issues on the inside back cover of the hard copy, we've been running a summary of contents from back issues along with a note "Discounted bulk copies available for classroom use, plus curriculum integration support." This issue is yet another example of how CTR content can be customized to meet special needs for those of you involved in education and helping people learn more about the field of community media and technology, by rearranging our sections and complementing them with resource sidebars and CTR archive links to material we have published since 2001.

So in turning inward, we trust we are, in fact, reaching back out into the world with some particular useful perspectives, resources, and curriculum on community networking, community organizing and development, technology assistance to nonprofits, and digital media for youth. As always, we welcome your contributions and suggestions —pm

The CTC VISTA Project: Looking Back, Looking Ahead

by Daniel Schackman

As the CTC VISTA Project, in the College of Public and Community Service at the University of Massachusetts, Boston, begins its sixth year partnership with CTCNet and the Corporation for National and Community Service, we'd like to reflect on the fact that to date, 206 individual VISTAs have served at 94 sites in 19 states and the District of Columbia. The Project, one of approximately 100 technology-oriented AmeriCorps programs, continues to be the most sought after national service program in the entire system. This issue of the CTR helps explain why the project has flourished.

This fall season sees some major changes in project administration. After five years at the helm, Director Peter Miller is stepping back from his leadership role into an advisory capacity while remaining Editor of this journal. Stepping forward as Project Director is former Assistant Director Paul Hansen, who has been with the Project since the spring of 2004 and was previously Operations Manager for the Dorchester Community Center for the Visual Arts in Boston.

In addition to project area support specialists Nettrice Gaskins, Frank Odasz, Ed Schwartz, and Jillaine Smith (see "The CTC VISTA Project — Update For Year 6: 2005-'06" in the Spring-Summer 2005 Review), Danielle Martin joins the Project as Curriculum Coordinator and new Assistant Editor of the Review with contributions that are immediately impressive.

As the Project expands to fifty VISTAs serving around the country this year, support for those VISTAs is also expanding. Saul Baizman continues for a second year as a VISTA Leader at Project HQ, working with the Metro Boston contingent and other CTC VISTAs on the East Coast, as well as providing technical support for the national program. Saul is joined by

Becky Shuler, supporting our VISTAs in the Midwest, and Mike Denegal, working with folks serving on the West Coast. Both Becky and Mike were CTC VISTAs last year. Becky worked with the Bridges to Digital Excellence Project at the Council for World Class Communities in Benton Harbor, Michigan, and Mike worked with the San Diego Community Technology Coalition and Occupational Training Services in San Diego, California. Also continuing as a VISTA at Project HQ is Shannon McCue, working with the Community Media and Technology program.

In addition to the contributions of the two VISTA co-editors to this issue, there are six articles by current and recent project VISTAs and six by project supervisors. The VISTA section has additional examples of the impact of the Project — excerpts from the archives of project reports, newsletters, and VISTA journals, a special memorial tribute, a list and link to project videos and related articles from the CTR archives over the last five years. We trust this gives you a full sense of how Project participants work document our work and some of the most memorable aspects of being a CTC VISTA. ♦

Dan Schackman has been Assistant Editor of the ComTechReview from the Winter 2004-05 issue through this issue, and served as a VISTA Leader for the CTC VISTA Project in 2004-05 and as a VISTA at CTCNet from 2002-04. He is currently a doctoral student in Mass Communications and Graduate Fellow at the S.I. Newhouse School of Public Communications at Syracuse University.



CTC VISTA Project and AmeriCorps Videos and Articles

CTC VISTA Project Videos — A collection by, for, and about CTC VISTAs available online:

- *The AmeriCorps*VISTA, A Day in the Life* by Scott Hillier
- *What's a VISTA?* by Liz Cavano
- *Facing the PC* by David Johnson
- *First Tuesday*, a video archive of The Commonwealth Broadband Collaborative, a special metroBoston area digital media project produced by CTC VISTAs and their host organizations. See especially the segments produced on and by the Grand Rapids Community Media Center and Malden Access TV VISTAs in episodes 4 and 9.

CTR archive of articles by, for, and about CTC VISTA Projects and other AmeriCorps community media and technology programs:

Summer-Fall 2001:

- *Bridging the Divide in Lowell, MA* by Felicia Sullivan
- *Reflections Upon The National Service Leadership Institute* by Angela Stuber
- *Click On Over: A Profile Of The Boys & Girls Club Of Taunton (Ma) Technology Center* by Karen Zgoda
- *Seattle's Sleepy CTCs* by Wade Englund
- *Community Technology Resources From VISTA Projects: The Montana Tech Corps Handbook* by Laura Hassler

(continued on next page)

Focusing the Work of CTC VISTAs:

Priority Area Presentations at the Pre-service Orientation

by Danielle Martin

The CTC VISTA Project pre-service orientation (PSO) is a paradox of sorts. The VISTAs are mostly brand new, some never setting foot in their placements before. Yet it is the only chance to meet fellow VISTAs, supervisors and Project staff face-to-face and get answers about the work for the coming year. But how many people can ask questions about an experience they haven't had yet?

In this grand paradoxical experiment, four coordinators, tasked to lead the new Project priority areas, were challenged to present an overview of their area of expertise and offer some starting words of advice. This initial mix of experience, naiveté and energy promised to spur a year of support and resource and curriculum development. The following is a brief attempt to recapitulate three priority area presentations, written by the hand of new VISTA herself in the spirit of PSO paradox. Frank Odasz summarizes some of own his presentation. Video excerpts of their presentations are available. Each summary is complemented with a list of resource links and related articles from the CTR archives. We look forward to the coordinators helping develop their areas as *ComTechReview* sections in future issues.



- Nettrice Gaskins: Digital Media for Youth
- Frank Odasz: Community Networking
- Jillaine Smith: Technology Assistance to Nonprofits
- Ed Schwartz: Community Organizing and Development

Danielle Martin is a new VISTA tasked to be the priority area curriculum coordinator as well as the Assistant Editor of the Review. Her background is in after-school multimedia programs for youth, instructional design for web-based trainings, and fundraising and development. She was previously the Technology Director at the Charlestown Boys & Girls Club (MA) Computer Clubhouse.

CTC VISTA Project and AmeriCorps Videos and Articles (continued from previous page)

Winter-Spring 2002

- A Resource Center for National and Community Service Programs by Carlos Pedraza and Forest Monsen
- VISTA Leaders: Providing Resources by Matt Crichton

Fall-Winter 2002-03

- The Corporation And The Digital Divide by Peter Miller
- CTCs For Positive Youth Development: Findings From Powerup's First Phase Evaluation by Lisa Schneider and William Vesneski

Spring 2003

- The Commonwealth Broadband Collaborative and the Premiere of First Tuesday by Peter Miller
- CTCNet Welcomes New Executive Director Kavita Singh by Erroll Reese And Daniel Schackman
- Project Fix-Net: Affordable, Dependable Technical Assistance by Rick Juliusson and Ana Sissett
- In Seattle With The Rainier VISTA VISTA by Mary Grybeck
- San Diego Cyber Y: This Is The Life! by Sharon Alhourani
- Sr. Corps Technology Resource Center by Cori Kocher

Summer 2003

- Connect the Dots: An Online CTC Database for the Twin Cities by Jeff Streier

Winter-Spring 2004

- This Evaluation Will Be Televised: An Interview With Chet Davis, Ohio Community Computing VISTA by Gabriel Gloden
- Making VISTA Work In Community Technology In Austin by Zafar Shah
- Interactive Web Design for the Technically Uninclined by Lisa Smith

Summer 2004

- Emergence, Convergence, And Empowerment by Daniel Schackman

Winter 2004-05

- The Community Technology Empowerment Project: Technology Literacy In The Twin Cities by Jennifer Drewyor
- One Economy VISTAs In New York City by Jaebi
- Podcasting by Andrew Baoill and Brian Russell

This listing does not include all the CTC VISTA Project and CTCNet updates and other contributions by Daniel Schackman and VISTA Project staff that have been a regular feature of the *Review*.

What is a Community Network? And Why You Should Care!

by Frank Odasz

A Short Historical Overview

The term "community networking" originally referred to common community gatherings where everyone gets to know one another. The motivator was making essential connections with those locally who share your interests and understand your needs. In the mid-eighties the term began to be used in reference to people getting to know one another online locally—with the growing potential for gathering and sharing ideas and resources with anyone, anywhere, anytime.



Judie Halazon, an early CTC pioneer, offered Free Email from her one-computer CTC in Jackson, MT, pop. of 48, starting a rural ecommerce legacy.

During this time, "online" community networks—Free-Nets—were formed to provide free dialup Internet access when none was available. Then—and today—many use the term "community networking" in reference to installing Internet infrastructure and nothing more. And many presumed—and presume today—that once Internet access has been achieved, the benefits are obvious and come

naturally. But the deeper purpose of community networks then, and now, is to create a shared online space for people working together to make good things happen for their communities.

The broadest definition of the term "community networking" refers to a dedicated group of people working together for a defined purpose, people working together online to realize a shared cause.

Here is one example of a potential shared mission, written for the Association for Community Networking in 1995:

We, the members of AFCN, hold these truths to be self-evident:

- that increased connectivity among caring people will build local community social and organizational capacity;
- that resources and effective practices are evolving rapidly and need to be systematically shared between communities;
- that inclusion of members is the source of energy for AFCN and that new methods are needed and we should be consciously evolving innovative inclusive strategies;



Frank Odasz at the VISTA PSO.

Community Networking — Some Key Sites

The Association for Community Networking (AFCN), www.afcn.org — note discussion lists and forums, membership services and information including directory of members.

Frank Odasz/lone-eagles.com: Frank's articles in CTR archives (see sidebar), lone-eagle VISTA Resources and blog, compilation of Best Community Networking Resources and Articles, Community Wireless and Satellite Internet Resources, and Resource Listings.

Civic and Community Networking syllabus, Randy Groves and Doug Schuler, Evergreen State College, Olympia, Washington

Training Materials: Learn About Wireless Networking, the Association for Progressive Communications (APC)

Community Connections: Preserving Local Values in the Information Age, Technology Opportunities Program, Department of Commerce, National Telecommunications and Information Administration, (NTIA), September 2000, by Christopher Conte with Judith Sparrow and Don Druker.

New Aboriginal Youth Content Management System at deadlyzone.org. Web-authoring and collaboration tools from the deadlymob.org CTC, an indigenous online community in Alice Springs, NT (Northern Territory), Australia.

Donnie Morrison's Scottish Telework Project has pooled the potential online employee resources of the Outer Hebrides of Scotland to become a leader in e-working by acting as an outsourcing location for customer contact centers.

Tripod's Free Ecommerce websites and tools.

- that the pace of technological evolution demands ongoing research and development—collection and evaluation of what's being done and dissemination of what's found most effective;
- that the social challenges are greater than the technological challenges;
- that we can learn more together than separately;
- that our collaborative effectiveness will increase as we all gain experience and as the tools improve;
- that we must and can invent new ways of inclusive organization.

Technology Overload and Promising Corporate Foundations

New businesses intent on the commoditization of social interaction are pushing us to join all manner of new communities, from charmony.com to linkedin.com and more, using all kinds of new technologies—weblogs or blogs as public web journals, v-logging as video blogs, podcasting via RSS—and if you're feeling confused, you're not alone. Many adults are lost in this blizzard of accelerating innovation. The U.S. is now somewhere between 15th and 20th in the world for broadband deployment.

Yet, amidst the confusion, what we have is the opportunity to select the specific information flows we want to have in hand—literally in our hands via handheld devices like iPods, Blackberries, or Treo hybrid PC/Cell phones—including multimedia citizen generated broadcasts from any of the growing number of diverse virtual communities. We're seeing an accelerating evolution of innovation unleashed by dropping costs for PCs, software and Internet access. Cellphones are rapidly becoming sophisticated handheld PCs capable of two-way multimedia just-in-time elearning communication.

And corporate developers are laying the foundation for new community networks.

eBay promotes the slogan "The Power of All of Us" referring to the power of many buyers and sellers. By providing a global model for "everyman's ecommerce" based originally on facilitating online communities for collectors, eBay stands as the most successful model of online community-building in the world (see "The Power of All of Us: The eBay Lesson for Community Development").

Today eBay, Yahoo, Amazon, Google and other large corporations are beginning to focus on providing localized services—free collaborative tools (groups.yahoo.com), free ecommerce web sites (tripod.com), free resume-building with local job searches (monster.com), local searches (google.com), local sales (froogle.com), local maps (mapquest.com), local classified ads (Craig's List), local satellite images and GIS mapping tools (earth.google.com), and even local dating (charmony.com).

Community Networking in the CTR Archives

Spring-Summer 2005

Community Networking: Movements in the Field and at the Radical Center by Michael Maranda

Houston's Technology for All Wireless Project and the National Municipal Wireless Debate by Will Reed

Open Space Austin: April 29-30, 2005 by Frank Odasz

Community Networking On The Night Shift, Part Six: The Rise And Fall Of The Ohio Free-Nets by Anne McFarland

Ten Years of the Ohio Community Computing Network (OCCN) by Marsha McDevitt-Stredney

Book Review of *Community Practice in the Network Society: Local Action/Global Interaction* by Daniel Schackman

e-Literacy and Connectivity for Development in India, the Akshaya Approach by Joyojeet Pal and G.R. Kiran

eSeva E-services in Southeast India by Sanjay Jaju

Winter 2004-2005

Community Networking after TOP: Progressive Alliances and a State-by-State Strategy by Michael Maranda

The Champaign-Urbana Community Wireless Network by Sascha Meinrath

The Power of All of Us? — The eBay Lesson for Community Development by Frank Odasz

CTCNet Delaware Valley/Philadelphia Update by Sabra Williams

Broadband — Why It's Important and Why YOU Should Care by Linda Fowells and Richard Chabran

The New Digital Divide Network by Andy Carvin and Cedar Pruitt

How Wi-Fi Came to El Chaco in the Ecuadorian Rainforest by Klaus Stoll

Hitch Your Wagon to a Star: Reflections on TOP by Anthony Wilhelm

Winter-Spring 2004

Dispatches from the AFCN by Richard Lowenberg

The Third Age of Community Networking by Andrew Cohill

The Next Wave: Community Information Hubs by Paul Lamb and Vishant Shah

Community Networking on the Night Shift, Part 5: Closing the Books on ACORN — Well, Almost by Anne McFarland

Growing Demand for Rural Broadband and the Growing Digital Network by R. Terry McGhee

[continued online]

Community Networking & AFCN

But is a Wal-mart version of local community networking all we have to look forward to? What are the risks? Amid the big business and advancing technology, what role do "we the people" play? Are we merely consumers or can we participate as producers? Will the telco networks and megacorporations define community for us, or will our communities define these networks to suit community goals instead of corporate goals? Where and how does "top-down" meet "bottom-up"? How can the users partner meaningfully with the builders of these networks?

With the push of these megacorporations and their rush for global dominance, somewhere missed is the mission of communities to do for themselves building local collaborative capacity. Certainly there are many positive services these corporations can provide which rural communities in particular cannot create for themselves, such as access to satellite images. What is the ideal role for local citizens to generate their own local content for the benefit of the community? The answers here point to the future of community networking.

If We All Share What We Know, We'll All Have Access to All Our Knowledge

With one billion people online, and six billion more due to come online in our lifetime, we share unprecedented opportunities to educate the global population, literally. Our historic opportunity is to work together to learn how best we can keep each other up to the same instant of progress on an ongoing basis — gathering and disseminating innovations as they occur — from global sources, while providing knowledge support systems for learning as the need arises.

With each new person who comes online, the potential power of the Internet to benefit others grows. Each new person has the potential to learn from, and to teach anyone, anywhere, anytime. As new skills are acquired, the potential global impact of each individual grows dramatically. As more people learn new collaborative skills, their collective impact becomes exponentially greater.

Improving technologies for Internet access, such as wireless, are projected to allow free wireless Internet access as the possible norm, a trend already beginning to appear in major population areas. Also appearing are unlimited free multimedia elearning resources, and open source (free) software, all of which are opening minds to the inherent global potential of the power of all of us.

Modular online instruction services already exist, at, for instance, New Horizons and ed2go.com. Skills tutorials complete with assessments, e.g., those at proveit.com, allow anyone to learn online and then demonstrate their skill competencies. While there are lots of free tutorials, lessons, and online courses, there is still a lot of innovation yet to take place in this emerging "marketplace of learning," particularly regarding peer-mediated learning, both offline and online. Most of us prefer to have someone locally help us learn and this creates major

opportunities for both volunteerism programs as well as new for-profit local community cooperative services.

The Internet has unleashed unprecedented entrepreneurial creativity worldwide. Mining the best of these innovations to bring home to empower local communities is a task we will all work together to achieve.

Engaging the members of our communities to understand where to go to learn that new knowledge which creates new opportunities is proving to be more and more important to individual and community sustainability.

Our key challenge becomes how to identify the best expertise and greatest wisdom for local and global dissemination...on an ongoing basis. The potential exists for the wisdom and creative writing and curriculum development of a single individual to impact huge numbers of individuals. Already, some web journals, weblogs or blogs, by such individuals enjoy a readership of thousands. Such blogs are likely to evolve into fast-track elearning pathways designed to impart new skills and capabilities as quickly as possible further leveraging the proliferating array of free web tools.

Community Networks of geographic place and peer-to-peer social networks have already demonstrated the potential. At wikipedia.org over one million topical articles have been donated, creating a robust resource that already rivals the Encyclopedia Britannica as but one example of the future potential of the power of all of us.

Social and economic innovations are merging as new online services in an innovation economy where ideas, resources, and education can be shared without restriction with everyone on earth. These trends present us with the opportunity for the most dramatic positive global change in the history of humankind. The stage is set for everyone to realize their potential as learner and teacher, consumer and producer, all the time. ♦



E-commerce CTC in Zortman, MT

Frank Odasz is the Community Networking priority area coordinator for the CTC VISTA Project. He has written extensively for the ComTechReview and is a prolific author whose work can be found at lone-eagles.com, including his summary of Resources for VISTAS.



Democratic Vistas: Community Networking as the Practical Work of Regional and Local Organizing

by Michael Maranda



There are metaphors and frames without which we would be at a loss to convey the profundity of change in our conception of the world and our possible futures. Such archetypal ideas have been called conceptual primitives: they involve words that are overloaded with meaning and

can't be limited within particular definitional forms, finding application in diverse contexts and communities of discourse.

Doubly so when we combine Community and Networking.

The current invitation to practice community networking offers a timely return to the relevance of place alongside recent invitations centered on process. The achievements of RTPnet and TINCAN that Judy Hallman and Karen Michaelson write about in this issue clearly grow out of and contribute back into the life and culture of Raleigh-Durham, NC, and Spokane, Washington.

In the United States, policy folk speak of the States as Policy Laboratories where policies can and should be field-tested and, hopefully, the successful models

replicated elsewhere. The October Rural TeleCon (RTC) conference in Lexington, Kentucky emphasized this view with respect to U.S. broadband policy. Admittedly, our view of politics may have grown a little more cynical and polarized. Rather than policy laboratories, it is easy to see battlegrounds, especially as we gird ourselves for the reconsideration of national telecommunications and media policy soon to come before Congress.

So do let us take advantage of the smaller arenas where it is easier to view politics as a grand experiment where we all play a significant part. Let the republic be a question, and let us take part in ensuring appropriate method and safeguards in answer to the pressing issues of the day with a commitment to the long view.

We each have a role and stake in governance. In the Community Information and Communications Technology sector, we are uniquely positioned to promote an inclusive and extensive vision that is, at heart, political in the grand and experimental sense of civic engagement and that evokes those struggles that inspired the democratic vistas once painted on the world stage.

In Illinois, we call for "Digital Literacy, Access, and Equity" as we create the Illinois Community Technology Coalition. We are experimenting with a model of civic engagement and improving the quality of life by working together, exploring how

we can be of meaningful resource to each other in a network. We've been inspired by colleagues in Ohio, California and Minnesota, to name just a few. And like Ohio and elsewhere, we've placed community networking at the center of our effort to organize stakeholders around a bold vision.

These regional developments are our field's most vital response to the challenges of our day. Together we participate in a national—and moreover, worldwide—movement. Thankfully there are now networks of practice that connect us with national organizations promoting our philosophy. But the complex web of governance and jurisdiction involves local and state as well as national, and in some cases international, bodies. It turns out that these national organizations we have formed to serve our collective interests (AFCN, CTCNet, RTC, etc.) are greatly dependent upon strong regional capacity if they are to

accomplish what we've asked of them.

National level organizations frequently are organized around an issue or around a field of practice. There is nothing unusual in this. The significant point is that local and regional organizing is more

effectively undertaken on another basis: the engagement of diverse stakeholders in the widest common frame, rather than a community of practice or vested interest in particular issues.

In the last issue of the CTR, Angela Stuber, Executive Director of the Ohio Community Computing Network and President of the Board of CTCNet, described a shift in this direction for the Ohio model. The new mission statement extends beyond CTCs to community technology services and programs. Likewise, the Digital Vision proclaimed in Cleveland at the CTCNet national conference entails a process of engaging stakeholders in a meaningful way that crosses the categories that orient us within our field.

In Illinois—in our expression of a grand and inclusive vision to bring together individuals and organizations concerned with promoting digital literacy, access and equity—we are actively reaching out to diverse communities of practice. We believe that community information and communications technologies have application in all spheres of our common life; they require and enable the opportunity to engage us all in civic life and processes of governance.

The process of organizing on this regional basis is not easy. It is colored by the language and place from which one starts. How it unfolds where you undertake this effort will be shaped

"By shifting to a radical local-global practice in a process of continual organizing, we return to our roots."

by local concerns and the stakeholders you can convene, and there is as much messiness as there is beauty in this very human interaction. Perhaps this meets Garth Graham's call to Community Networking as Radical Practice in the recent *Journal of Community Informatics* article where he otherwise questions our status as a movement. By shifting to a radical local-global practice in a process of continual organizing, we return to our roots. We can't despair the death of community networking if this has been a shedding of surface features. If Garth is right, we're much deeper than a movement. But this will take significant movement on our part, and not just a little storytelling.

Tell your story in your community, involving all members in the process. As your stories unfold, share them with us. If our states and local communities are to be the locus of social experiment, with our field in a facilitating role, we need not do so in isolation nor in competition with each other—though a little local pride won't hurt and may very well be necessary.

Common Disaster—and Opportunity

Community networking offers a profoundly new way of looking at the world, its forms and language still unfolding. We're only just catching up with the dynamic nature of the world and the potential for diversity in social organization and yet we're equally prone to abandon our progress for a false sense of security.

The Gulf storms of 2005 made the case for distributed capacity and expertise to deploy networks throughout society—in business and government as well as community. Mobilization for everything needed, from direct help to communications network deployment to database development and support, presents a challenge. We have the opportunity to redefine critical infrastructure to include human systems and coordination of volunteer resources and talents.

There are numerous stories of responses to these natural disasters that are cases in point. In this CTR issue, several authors share these stories: Matt Walker on CTC efforts, Gene Crick on TeleCommunity.US crisis management in Austin, Nichole Payne's account of Tech for All's building the Astrodome Community Technology center in Houston, and Nicole Friedman on Chicago's Center for Neighborhood Technology Wireless Community Network's volunteer efforts in Louisiana highlight some exemplary work in this regard. ♦

Michael Maranda is the President of the Association for Community Networking and Director of CTCNet Chicago as well as Co-Chair of the Illinois Community Technology Coalition.



Community Networks: The Future Has Arrived

by Gene Crick

After a few years' declining support and growth, time are changing for community technology and networking. Recent events have dramatically demonstrated the need and importance of community-centered telecommunications capability, spurring local technology advocates to think outside the coffin and address today's challenges with renewed optimism, energy, and purpose. Though a "Perfect Community Technology Network" doesn't exist and never will, strong examples are emerging, with lessons to benefit all who share experience and information.

For instance, at TeleCommunity Resource Center (TCRC.net) we're working on new community programs and a highly automated community information system (based primarily on open source technology) at Metropolitan Austin Interactive Network (MAIN.org) to streamline our own services and offer simplified models for other community networks (CNs), especially those with less technology capacity than "geek-intensive" Austin. But this goal of new resources, new features, and new directions isn't possible for any CN working in isolation. So we are asking everyone we know for ideas, and sharing our own experiences, good and bad, with anyone who asks. Here are three current project examples.

Information Sharing: Telecommunity.US/Crisis Management

www.Telecommunity.US is a national collaborative initiative just launched to help build greater information sharing and awareness among communities using telecommunications for local benefit. It is simply a cooperative information forum, not another organization competing for publicity and funding. Partner groups during early development include the TeleCommunity Resource Center and Metropolitan Austin Interactive Network, the Association for Community Networking (AFCN), Technology For All, the Texas ISP Association, and SalsaNet. Other groups are now joining—we hope you'll participate as well. No obligation beyond sharing ideas and knowledge.

The first Telecommunity.US effort was decided entirely by Mother Nature. When Hurricanes Katrina and Rita hit us in Louisiana and Texas, the deplorable state of disaster preparedness and emergency management quickly became obvious. As hundreds of thousands evacuated hurricane-devastated areas, official plans often lapsed into chaos of poor communication and misdirected (or entirely missing) relief

resources. But due largely to inspiring efforts of community volunteers, a near-calamity was gradually brought under control. Blunders of government and high-profile charities were balanced by heartening stories of local responders like Houston's Will Reed, whose tireless work has become almost legendary among those of us working on relief projects.

Thus Telecommunity.US was forced to get off the drawing board and go to work. We hurriedly created a local/regional information and assistance program for communication among relief efforts for Katrina, Rita and future crises. In the event of a crisis, our mission is to assist with use of Internet information-sharing technology to:

- provide news, information, and vital resources to identify and obtain support needed by survivors;
- help keep disaster relief groups and workers aware of all relevant activities, resources, and information;
- describe clear and effective ways volunteers can help.

In normal times our goals focus on helping communities:

- view examples and develop local disaster-preparedness/crisis management plans incorporating available resources, relevant services and reliable rapid contact information;
- create functional, comprehensive local public health, safety and crisis websites;
- disseminate useful guidelines for family preparedness and emergency procedures and to develop neighborhood preparedness crisis programs;
- create functional, comprehensive model websites for local public health, safety and crisis;
- build information/assistance collaborations within cities, regions, and beyond.

We invite comments, suggestions, information and help in developing this community-based communications resource for crisis preparation and response. Other examples are appreciated.

Voices on Policy: Community Technology Speaks to the FCC

Increasingly, community Internet advocates express concern that current national policy is not bringing information technology access and opportunities to every American. Affordable choices for broadband and advanced telecommunications services are still not available to people in many parts of the country, especially in rural and less affluent urban areas. Locally-based Internet companies are being driven out of business by giant corporations using tactics that some claim are unethical, if not illegal. Important educational and public interest programs are being slashed. Overall, the current political climate has not been favorable for community technology.

Many of us worry that government telecom policymakers are not receiving an accurate, balanced picture. We fear they are overly influenced by too much input from dominant telecom providers and too little from consumers and communities who lack the resources to rival heavily funded industry lobbies. But recent developments can provide another channel Americans can use to make our voices heard by telecom policymakers.

TechTalk: Dropped Into Deep Drupal — a NOC, NOC story

For more than a decade our MAIN/TCRC community Network Operating Center (NOC) has been running smoothly, with Unix, Linux, NT, and Apple servers supporting both our R&D and free nonprofit organization hosting services. But even though it wasn't broken, we recently decided to fix it anyway. Want to guess how that turned out?

Our Revered Online Systems Director noticed we were due a major overhaul to increase power, user features, and operating efficiency. Key changes were upgrading to newest Linux OS on our primary server and installing later Drupal/Civicspace content management software releases.

Lesson One: We didn't realize multi-generation upgrades, like changing Red Hat from version 7 to version 12, are not necessarily compatible with all other server software. (Visualize a server without DNS and email software. Now wipe away your tears.)

Our next major upgrades (currently scheduled for October, 2041) will be on our mirror site first. When reviews are good, then we'll bring the show into town. [Tip: Find a sister CN with similar servers; we're cross-mirroring with Salsa.net in San Antonio.]

Lesson Two: Try really, really hard not to begin community support server overhaul just before two hurricanes strike. I can't emphasize this one enough; typing underwater became a total pain. Check first with the weather service, religious leaders, psychic hotlines, and your granny's knee.

But all ended well. Revered Director was right; the NOC is running better than ever.

Note: Though tested operations models help, running a CN server is still demanding, even with outside R&D. Security and spam protection alone have become so difficult that many smaller nonprofit and commercial ISPs are quitting, unable to justify the overhead. So while we believe ICT networks are important, not every community has sufficient local technology capacity to run its own NOC. We've started testing free hosting for a few smaller towns and would like to hear from any other CNs doing the same. —GC

The TeleCommunity Resource Center has been appointed by FCC Chairman Martin as a member organization of the FCC Consumer Advisory Committee. I have been appointed Chairman of their Working Group on Rural and Underserved Broadband Access. These two appointments offer an important official method for communities to submit our views, desires, and comments on telecom issues affected by policy decisions of the FCC. Though the FCC may not take the actions requested in our comments, at least they will formally read and review them.

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With the assistance and support of the Association for Community Networking and Consumers Union, the TCRC has created a website for public input, a nonprofit, nonpartisan public interest arena for anyone interested in telecommunications, regardless of viewpoint or affiliation. TCRC is collecting, summarizing, and submitting comments to the FCC Consumer Advisory Committee, Chairman and officials. Comments will be maintained online for all interested viewers, including public policymakers. Commenters can specify whether their names are shown or withheld.

These comments can provide the FCC with the widest possible input from all segments of the American public. But it will only make a difference if enough comments are offered. So we need your ideas and assistance—and your suggestions for improving the site and the services it offers.

Community Stories: "Write On!" Local Authors Project

Mayor Will Wynn of Austin is strongly committed to literacy, the arts, and broader community understanding. His goals prompted the newly created "Write On, Austin!" online project to encourage veteran and aspiring writers to submit brief stories on Austin life. Primary partners are the City of Austin, Austin Public Library, University of Texas Humanities Institute, and MAIN.

Noting positive benefits of building local literary strength as well as improving intra-community awareness and involvement, other cities are looking to develop similar projects. Within days of Austin's September 27 debut, plans began for Write On! San Antonio and others are under discussion. These local writing projects will be cross-linked, sharing common resources like tools, organizations, and educational opportunities for writers.

As with other project models, TCRC will provide additional details, templates, and assistance to anyone interested. We appreciate any suggestions for improvement and information about similar projects elsewhere.

Bottom Line

Community technology has renewed opportunity for service and growth. Among our various projects we have experience and information to meet most of the challenges we face. Using our own tools to share collective knowledge and support each other can make the coming years our best ever. ♦

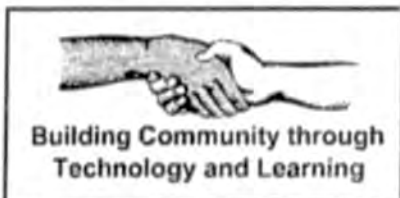


Gene Crick is Executive Director of the TeleCommunity Resource Center, member of the FCC Consumer Advisory Committee, Chair of their Working Group on Rural and Underserved Broadband Access, and past President of the Association for Community Networking.

CTC VISTAs Strengthen RTPnet

by Judy Hallman

RTPnet, previously known as Triangle Free-Net and so named for the Research Triangle Park area between Raleigh, Durham and Chapel Hill, is a volunteer-driven, 501(c)3 nonprofit community network dedicated to helping North Carolina nonprofit organizations leverage Internet tools to promote and support their missions.



RTPnet offers annual fee-based memberships to North Carolina nonprofits and CTCs in the southeast. Member benefits include web hosting, e-mail list

management (using Mailman as its list serve software), and discounts for RTPnet-sponsored training and events, including an annual statewide conference on bridging the digital divide. AmeriCorps® VISTAs have supported RTPnet community technology projects since the CTC VISTA Project was established as a national effort.

VISTA projects allow host organizations to develop and expand programs and services with side benefits that strengthen the host organization. The CTC VISTA Project has strengthened RTPnet and our member network through fostering collaborations,

providing a foundation for increased financial support, contributing to an increased understanding of digital divide issues, and helping us attract and support additional volunteers.

Collaboration: The process of defining VISTA projects, finding funding, and supervising VISTA work has brought together a variety of organizations and resources. For example:

- Triangle United Way and RTPnet co-sponsored VISTAs, Damita Chambers and Vahid Nourani in 2004-05. RTPnet recruited them and had financial responsibility; Triangle United Way provided office space and supervision. Damita and Vahid's work expanded and solidified cooperation between local nonprofit technology assistance providers and well as strengthened the nonprofits they worked with directly.
- Duke University and RTPnet collaborated to establish CLICK, Creating Literacy in Computer Knowledge. A Duke junior, Matt Lipsky, was developing an after-school program to help 6th graders pass the North Carolina computer competency test. Through the CTC VISTA project, RTPnet recruited Douglas Dumont, a Duke graduate, to work full time assisting Matt in developing CLICK. Duke's Information Science + Information Studies provided the funding for the VISTA position, the office space and supervision; RTPnet did the recruiting and provided additional support through

developing ties with a similar project at the University of North Carolina at Chapel Hill. We were fortunate to find a second VISTA, Chad Custer, to expand CLICK while continuing it for a second year.

- Area VISTAs themselves can be a catalyst for regional collaboration. VISTAs working in different organizations get to know each other during pre-service orientation and later help forge connections. Ben Pratt (Durham Literacy Center) and Chad Custer (RTPnet) shared an apartment; Luke Reinke (Durham Literacy Center) and Douglas Dumont (RTPnet) shared ideas as they worked in parallel middle school settings to develop after-school computer literacy programs; Martha Moore shared some of the family literacy ideas from the Durham Literacy Center with the students and volunteers at her center; ideas for recycling computers were shared among all the VISTAs in the area. VISTA involvement in the RTPnet annual conferences built on and reinforced regional collaboration.

Increased financial support: RTPnet membership fees provide a base of seed money for the \$3,000-\$4,000 in funding needed for VISTA positions. When we start a VISTA project, we have the money in the bank to pay for it. In many cases, the VISTA project generates additional funds. As noted, the two VISTAs for CLICK were funded entirely by Duke. In addition:

- Our first tech support VISTA, Eugena Harrington (2001-02) did such a good job assisting 20 community technology centers in Orange, Durham, and Wake counties and helping schools in the area that RTPnet received a small grant from a local church toward the expenses for another VISTA to continue this work.
- Two VISTAs, Ella Holden (2002-04) and Kimmora McKinnie (2001-02), were funded jointly by the Riley Hill Community Technology Center and RTPnet; Riley Hill CTC paid the program fees, while RTPnet covered CTCNet conference and other costs.
- Another VISTA, Shirlene Rogers (2001-03), was funded by a grant from Verizon.

In addition, the VISTAs' good work on projects enhances RTPnet's ability to attract members and donations.

Increased understanding of digital divide issues: Martha Moore's project (2001-04) at the Birchwood Learning Center in Durham opened the eyes of many RTPnet associates to the

difficulties associated with running a learning center in a low-income neighborhood plagued with drugs, alcohol, and violence. The team of leaders who helped initiate this project and were supposed to coordinate it disappeared, Martha nonetheless, with

guidance, made good progress working with adults. She found that she could actually increase attendance in evening classes by charging a small monthly fee, paid in advance, since the participants had then made a commitment and were more likely to attend classes. But it continued to be difficult to get adults to come to the center. And then the police requested that classes be moved from evening to daytime after a shooting near the center. Gradually, Martha's work focused more on special projects and the after-school program developed in partnership with the John Avery Boys and Girls Club. For the last two years, Martha was the only staff person there.



Martha Ann Moore displays her community leadership award, flanked by Stephen Quinn (left) and John Zoltner (right) of CTCNet's DC staff.

More volunteers: As people learn about our VISTA programs, they realize that they can also contribute as volunteers. Increased volunteerism is both a blessing and a challenge. With the help of Shirlene Rogers (2001-03), we created databases of CTCs and of volunteer skills and availability. Our latest effort, Tech LinkUp, has been designed to help connect volunteers, sponsors, and businesses with community organizations, and to help connect community organizations with one another for mutual support.

RTPnet VISTA Projects

CTC VISTAs sponsored by RTPnet have made significant contributions to efforts to bridge North Carolina's digital divide. To note more about their work:

- Martha Ann Moore's achievements were acknowledged by her selection for a Technology to Empower Communities (TEC) Champion Award for Outstanding Community Technology Leaders. In addition, Martha was the recipient of a 2004 Community Technology Award, presented at the 5th Annual RTPnet Conference.
- Eugena Harrington — it is not surprising grants came in to continue support for Gena's project. As an acknowledgement from one of Gena's school centers put it: "Gena the great: Thank you for sending Gena along. She has been brilliant! Got laptop fixed up with ethernet and modem. Has volunteered to set-up ten computers donated to our school. She is kind and tenacious... She has given hours and great kindness and support. Gena is a generous genie, and a gem of genius!"
- Kimmora McKinnie (2001-02): Kimmora's project was to provide technical support and training support to the Eastern

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Eugena Harrington with CNS program officer Marsha Colbert.

Wake CTC in the Riley Hill Family Life Center. Kimmora recruited adult students (ages 19 to 82), taught introductory computer courses, and trained community volunteers to teach the courses. She initiated an after-school program, with students recruited through the East Wake

Middle School guidance department, and recruited community volunteers to assist her work with the middle school students.

- Ella Holden (2002-04): Ella's project provided technical support and training for the Riley Hill CTC. Ella taught classes for adults and worked with youth in the after-school program, continuing and expanding the programs started by Kimmora. She also expanded community involvement in the center and developed a computer repair course.

RTPnet Adult Basic Computer Ed Handouts Available

Links to revised handouts for four classes RTPnet has used (since 1996) to teach basic computer skills to adults were recently posted on the CTCNet members list and received several favorable reviews and notes of appreciation. An overview is available, too. The goal is to teach new users how to use a mouse, how to get around on the Internet and use email, and then how to continue learning using GCFLearnFree.

Handouts include step-by-step instructions and can be used by volunteer teachers who have not taught before. Students can take home the handouts and repeat on their own what was covered in class; typing has been minimized since many people who take these classes can't type. Paint is introduced in the first class because you don't need to type and it's fun.

If the content is useful but people prefer to use different software, Judy Hallman has offered to provide additional assistance. I'd be glad to modify what I have to create additional versions. Similarly, if there is a topic that is needed, let me know and I'll see what I can do. I really like MyWay.com for free email, but would be glad to also do yahoo, hotmail, and/or others if you find these are better services in some cases. My Way has a very short simple registration form with minimal typing required, no ads, good spam filters, and 125.0 MB.

- Shirlene Rogers (2001-03): Shir's project, along with the volunteer database she developed that paved the way for Tech LinkUp, was to assist the President of the CTCNet board of directors, Erroll Reese in Durham, with program development and capacity building and included research, statistical analyses, reports, speeches, and PowerPoint presentations promoting CTCNet at several major conferences.
- Douglas Dumont (2002-03): Douglas' after-school CLICK project, developed at Rogers Herr Middle School in Durham, also involved creating a template for replicating the program in North Carolina and nationwide. The curriculum, lesson plans and teaching modules, oriented toward 6th graders, were presented at the RTPnet 2003 conference and at the CTCNet 2003 conference, as part of the session CTCs & Local Schools, and are freely available.
- Chad Custer (2003-04): Chad's project to continue and expand CLICK, was extended to Lyon's Park Community Center where Chad designed a complementary curriculum for younger students. CLICK materials are used by organizations across the nation.
- Vahid Nourani and Damita Chambers (2004-05): Their project was to monitor, coordinate, and promote Tech LinkUp and provide support for TechCoop projects. Vahid also provided extensive technology support for Triangle United Way's Teaming for Technology (T4T) as well as many local CTCs and other nonprofit organizations. Damita coordinated numerous activities and presentations for T4T and the Triangle 501 Tech Club and also coordinated the 6th Annual RTPnet Conference and Community Technology Awards. Vahid is currently serving a second year as a CTC VISTA with Durham Literacy Center, while Damita continues service as a Public Ally with Alliance of AIDS Services Carolina.



Vahid Nourani

For RTPnet and the North Carolina communities we serve, CTC VISTAs have made an enormous difference. ♦



Judith Huntress Hallman is Executive Director and President of RTPnet and has worked as a volunteer for RTPnet since 1989. Judy provided computer support services at the University of North Carolina at Chapel Hill (where she received a BA and MA in Mathematics), from 1967-1999. Her work included supervision of the Help Desk, training, documentation, and program development. When she retired (March 1, 1999), she was Campus Webmaster.

Community History Helps TINCAN Create a Sense of Place in Spokane, WA

by Karen L. Michaelson

On a sunny afternoon in November 2004, World War II veterans gathered in a neighborhood café in Spokane, Washington, to tell their stories of war. A cake decorated as an American flag, donated by an area grocery, greeted them as they signed in for the event. Each veteran was escorted to the back room of the café, where student volunteers helped them scan their photos and other memorabilia into laptops set up for the occasion and conducted oral history interviews. Leroy, one of the veterans attending the event commented, "This is so much fun, I'd like to keep talking all night. Many of the veterans made appointments for follow-up interviews. Some took information to tell their friends about the project. The volunteering students also became deeply involved. Lauren, a middle school student, asked her mother to postpone a movie date so that she and her friend could continue digitally processing a veteran's history. Lauren said, 'Mom, it was so cool learning about what really happened in World War II. Wow!'"

The event was the brainchild of Nora Lollar, a CTC AmeriCorps VISTA member with The Inland Northwest Community Access Network (TINCAN), who manages the Network's Inland Northwest Memories Project. Under Nora's guidance, history collection and digital preservation have become catalysts for neighborhoods and organizations to gather, network, and learn more about their communities.

"When we started to populate the website last September," noted

Lollar, "we found communities and individuals willing to network together to learn new technology in order to save one of their most precious resources: their history."

The Inland Northwest Memories Project (INMP) has an online database archive of oral histories, photos, and other historical materials that makes the region's history easily available—to schools and local citizens especially. Based on the Maine Memory Network website, INMP has powerful search capacities as well as tools for classroom use. Museum and school people who want to become contributing members receive training in cataloging and uploading their materials. Teacher workshops are held for those who want to use local history in their classrooms. The INMP site was developed under a grant from the National Endowment for the Humanities but had been relatively unused until Lollar took over. Under her guidance, the site became a contributing member of the Library of Congress' Veteran's project and has expanded into neighborhood history and involved small community museums throughout the rural Inland Northwest.



Nora Lollar

INMP is a critical component of TINCAN's mission to build community resources in northeastern Washington "...to provide education and support for social, economic, and community development through the use of computer technology and telecommunications."

That mission is realized through (1) creating online content of value to the local community, (2) developing collaborative training

and education with online resources, and 3) collaborating with our region's Community Technology Centers and other local partners to provide access to digital network technologies to those who might not otherwise be able to benefit from them.

As a community network, part of TINCAN's role is to help give our region's communities support in defining their identities. TINCAN has helped area students learn about the region's past and assisted neighborhoods and towns in developing economic development strategies that cohere with neighborhood values and lifestyles. When TINCAN began over eleven years ago, our primary mission was to provide access to computers and the Internet for those who would otherwise not have access due to poverty, minority status, or other disenfranchising circumstances. As access to information technology has grown, TINCAN's mission shifted to putting those technologies to use to benefit these same communities. TINCAN now provides continuing education for teachers, teen programs, and business development services. Following this trend, the Inland Northwest Memories Project has also become a catalyst for integrating a sense of place across TINCAN programs. In a related project funded by our local community foundation starting this fall, teens from Spokane's Garland district will collect oral histories and research other historical materials in an after-school program. These materials, once uploaded to INMP, will be the basis for four murals, designed with the assistance of professional artists recruited by an art gallery in the neighborhood. The teens will paint the murals on walls in the Garland Business District as part of their effort to convert the district from a humdrum declining



WWII veteran Arnold A. McMullen

Community Networking & AFCN

business strip to a vibrant destination arts community. The whole process will be documented by the teens with videos and weblogs in TINCAN's Virtual Teen Center.

Lollar's work has involved students from many area schools and colleges in documenting local history. She coordinated a partnership with Summit School's 5th through 8th grade students and the Spokane Valley Heritage Museum to collect local history for the new museum's first "Founding Visionaries" exhibit. A city-wide project for 2005-2006 grew out of that School's effort, where TINCAN, Summit, and the Spokane Valley museum will network to move an 1800's one-room school house to a site on the museum campus. This history gathering effort has the whole K-8 school and community working toward the common goal of collecting and preserving their regional history and enriching their city in the process. This activity has helped the newly incorporated City of Spokane Valley find its identity. Lollar also is working with Spokane's Hillyard Museum, to put their collection online, before they even have a site for the museum in their economically depressed neighborhood. The Hillyard project is closely linked to their neighborhood revitalization as they build on their rich railroad history. TINCAN's INMP is playing a key role in creating an awareness of where these communities came from and where they are going. "This sense of 'place' is paramount as local communities make connections to appeal to businesses and people to their area," said Lollar.



Mike Bewer Foley 1917

treasures that would otherwise be lost. And Lollar states: "...and the best part is we've only begun." ♦



Karen L. Michaelson, Ph.D., is Executive Director of the Inland Northwest Community Access Network (TINCAN), in Spokane, Washington.

COMMUNITY MEDIA REVIEW



Photo by Harvey Finkle, courtesy of Media Tank

Sections and partial contents: Setting the Stage

- The Public Convenience and Necessity: A Brief History of US Communications and Media Policy by Lauren-Glen Davitian (guest Editor-in-Chief for the issue)
- Don't Agonize—Organize! by Dr. Rob Williams, the Action Coalition for Media Education (ACME)
- Media Reform for What? by Janine Jackson, Fairness and Accuracy in Reporting (FAIR)

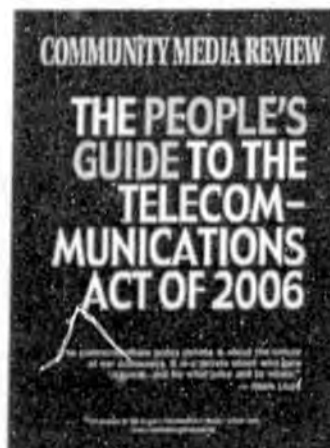
- The Time has Come to Build a Movement, from *Our Media, Not Theirs: The Democratic Struggle Against Corporate Media* by Robert W. McChesney & John Nichols, Free Press, 2002
- Deregulation Means Corporate Handouts and Broken Promises by Gene Kimmelman, Consumers Union
- Regulatory Parity and Other Misgivings by Mark Lloyd, Center for American Progress
- The Beginning and the End of the Internet? Discrimination, Closed Networks, and the Future of Cyberspace by FCC Commissioner Michael Copps, October 2003

Essential Background for the 1934 and 1996 Acts

Emerging Issues Involving Open Access, Universal Service, and Community Reinvestment

Mobilizing People Power: The Way Forward

- Building Alliances, by Inja Coates, Media Tank
- Power Map/Web of Influence
- Public Interest Activists and Policy Statements
- Spread the Good Word: Framing, Story Telling & Viral Marketing
- Electronic Tools for Human Networks



A Summary from the CTC VISTA Project Pre-service Orientation, August, 2005 [see page 5]

Ed Schwartz: Community Organizing and Development

Community organizing and development is a priority area that may permeate the missions of many CTC VISTA Project technology centers, and indeed CTCs in general. This area also has a large amount of references, sources and contacts — so much so that it may seem daunting.

Ed Schwartz, author of *NetActivism: How Citizens Use the Internet* and founder/director of the Institute for Study of Civic Values, broaches the massive amount of information in the context of the Institute's mission of "demonstrating ...how to build community and examine public policy within the framework of principles set forth in the Declaration of



Ed Schwartz addressing the VISTAs at the PSO.

"...how to build community and examine public policy within the framework of principles set forth in the Declaration of Independence and the Preamble to the Constitution."

Independence and the Preamble to the Constitution." Given this framework, Ed has designed the *Neighborhoods Online* website as an accessible doorway for concerned citizens to enter the wide web world of civic information. It is not only an easy-to-navigate gateway to the enormous amount of usually cumbersome civic and government websites, but it is also a resource organized specifically for civic organizing and activism by blocks, neighborhoods, and cities.

Phillyneighborhoods.org is the richest example of its application, filled with resources for community activists and projects that Ed has been involved with for so many years in his own hometown. Using a handy set of top ten websites to profile a community (see sidebar), Ed shows how the information can be reorganized for local organizing purposes, including demonstrating the local extent and effect of budget cuts in federal programs that often seem so distant and unrelated to actual lives.

Phillyneighborhoods.org has information organized for blocks and neighborhoods with the goal of helping to educate and organize interested citizens around issues such as safety in schools and the cost of crime. It has menu options and content areas in housing, crime, education, jobs, recreation, health, and human services. This kind of portal is a unique resource for citizens scanning the enormous amount of unorganized community information that is often untapped through the Internet because it is so hard to find and not organized or formatted for civic engagement and community development purposes.

The Institute's recently-launched Ten Point Civic Value Campaign is aimed at helping neighborhood organizations work with government and schools to strengthen civic values and resources in these areas. By using tools such as *Neighborhoods Online*, citizens can be galvanized to "make government work" and use available data to profile their own communities and support campaigns to improve local schools, businesses and street corners. —Danielle Martin

Community Organizing and Development: 10 Web Sites to Help Profile a Community

1. **NeighborhoodsOnline.Net** — the Institute for the Study of Civic Value's web site that includes links to all the links suggested below.
2. **Census Bureau** - includes demographic data at the census tract, community, city, county, and state level; at the **2000 census gateway**, you can even get information related to a specific address.
3. **The State and Local Government Web Site** - an easy-to-use online portal to every town, county, city, and state government website in the United States. When you get into individual web sites, read the Mayor's State of the City address will give you a fast look at the major issues facing the community.
4. **NewsLink** - indexes newspapers and broadcast stations by city. Want to read the local paper? This website links to all of them.
5. **Local Consolidated HUD Plans** - Local and state governments that receive Community Development Block Grant Funding from HUD must submit specific plans documenting the level of poverty and housing, along with a description of the programs that will be used to address it. These plans represent a virtual guide to hardship in America.

[continued on next page]

Community Organizing and Development in the CTR Archives

Spring-Summer 2005

Community Networking: Movements in the Field and at the Radical Center by Michael Maranda

Houston's Technology for All Wireless Project and the National Municipal Wireless Debate by Will Reed

The Foundation of Community Information Technology: Community-Based Research by Randy Stoecker

Book Review of Research Methods for Community Change: A Project-Based Approach by Melissa C. Jeter

Book Review of Community Practice in the Network Society: Local Action/Global Interaction by Daniel Schackman

New Immigrants and Internet Use: Crossing Borders for Social and Cultural Benefit by Corry Bregendahl and Cornelia Flora

'Bringing IT Home' with the Cleveland Housing Network by DeJuan Perrymond

CDBG-supported Programs at Toledo's Murchison Center by James Moseby

e-Literacy and Connectivity for Development in India, the Akshaya Approach by Joyjeet Pal and G.R. Kiran

eSeva E-services in Southeast India by Sanjay Jaju

Winter 2004-2005

Book Review: *Shaping the Network Society: The New Role of Civil Society in Cyberspace* by Daniel Schackman

The Power of All of Us? — The eBay Lesson for Community Development by Frank Odasz

Public Policy, Online Content, and Research to Expand Community Access to Digital Opportunities by Wendy Lazarus and Laurie Lipper

e-Lecture: Using Technology to Involve Communities in the Election Process by Oscar Madrigal & James Lau

e-Liberate—Tool for Online Deliberation by Doug Schuler
Blogging for Your Community by Trudy Schuett

Summer 2004

Emergence, Convergence, and Empowerment by Daniel Schackman

Community Development and Technology 2004 Conference Track sessions

Winter-Spring 2004

The Boston Earned Income Tax Credit Electronic Filing and Technology Access Project by Joan Arches

Summer 2003

Using GIS Mapping to Build Community by Megan Kinney and Michael Clark

Spring 2003

An Illinois Consortium at the Digital Crossroads by Layton Olsen

Fall-Winter 2002-2003

Mapping and Community Organizing in Philadelphia by Eric Hoffman

Edna Jackson, Technology And Community Building by Randal Pinkett

From The Children's Partnership: Strategies and Resources for Community Technology Practitioners by Laurie Lipper and Wendy Lazarus

Winter-Spring 2002

Community Mapping for Neighborhood Knowledge in Los Angeles by Bill Pitkin and Nick Rattray

Contentbank.org: Content-Building for and by Local Communities by Laurie Lipper and Francisco Mora

Buenos Aires, Montreal, and Seattle: Civic Unrest and Civic Intelligence by Doug Schuler

Community Organizing Web Sites [continued from previous page]

6. Bureau of Labor Statistics - Regional Economic Data — BLS's page that tracks data by region; it provides some indication of the economic condition of the cities and communities within each region.
7. Federal Spending by County - What is the total federal investment in a county, including entitlements like Social Security and Medicare, grant programs like VISTA and the Head Start, research funding, and salaries of the federal employees working in the county? This little known Census Bureau data site provides information for every county in the United States between 1993 and 2003. As the debate over the federal budget unfolds, this website enables you

to make the connections locally. Also check out Ed's site: BushBudget.com.

8. Vote-Smart — still the best web site to get comprehensive information about state and federal representatives throughout the country.
9. Yahoo Groups - the most widely used listserv service by civic groups, covering a wide range of issues.
10. Yes, we know, you already use Google. But it still deserves a place here as the best search engine for anything else you're trying to find in a city or community.

— Ed Schwartz

Enabling Citizen Communications:

Lessons Learned from Hurricane Katrina

by Matthew Walker

This past September, we all watched in horror as tens of thousands of individuals were evacuated from Louisiana, Mississippi, and Alabama to emergency shelters throughout the country. Even as a flood of aid and assistance poured into these areas, volunteers cited the lack of communications and technology as one of the largest obstacles in their relief efforts. Within days of the disaster, however, community technology centers (CTCs) showed that they were willing and able to provide emergency communications access and assistance to those displaced by the storm. Thanks to CTCs set up in emergency shelters and existing CTC staff and volunteers who made themselves available to survivors in relocation areas, thousands of survivors registered themselves in online directories, searched for news of friends and loved ones, signed up for government assistance and kept themselves informed of developments in the rebuilding efforts.



Tech 4 All CTC at Houston Astrodome (see p. 22)

Essential government services, including those provided by FEMA and the Red Cross, were overwhelmed in the early days and hours of the response. In many cases these services were accessible to Katrina survivors only through online forms, as traditional phone-based communications were constantly busy. Online applications for relief required both access to and the ability to use technology. Many of the displaced lacked this access and knowledge before Katrina hit, and therefore faced significant barriers. Because CTC staff routinely aid individuals with little or no experience using technology, they were well-poised to help evacuees. The experiences of several CTCs also demonstrate that relocated evacuees found it extremely valuable to be able to search for jobs, find a place to live, and prepare a resume – all part of returning a sense of control and normalcy to their lives.

In the Astrodome in Houston, for example, staff and volunteers from Technology for All created a CTC for evacuees that served, at peak operations, over 1,000 survivors per day in their two larger computer labs. They also created an online journal, or blog, documenting their experiences and lessons at <http://texasctcs.blogspot.com/>.

Boat People SOS in Houston provided technology and language support for the displaced Vietnamese-American community. Also in Texas, TechCorps, in collaboration with Houston IT Empowerment Consortium (HITEC) and Bridging the Digital Divide, created two CTCs in Houston's George R. Brown Convention Center that registered at least 3,000 survivors with FEMA with the help of ten full-time staff and approximately 300 volunteers. Elsewhere, the Ohio Community

Computing Network created a CTC at the Ohio Air National Guard base in Columbus to serve relocated evacuees, and Cleveland Digital Vision led an effort to provide a CTC to evacuees at the Cleveland Convention Center. In these and many more efforts, CTCs took leading roles responding to their communities' needs in the face of Katrina's devastation.

CTCs across the U.S. can learn from these early efforts and take steps to help those who resettle in their communities as well as plan for future emergencies. While emergency preparedness is in the national spotlight, CTCs should take the opportunity to better educate and inform their local government agencies and area relief organizations of the valuable roles that CTCs serve in their community. Too many local governments don't know enough about the work of area CTCs or their potential to aid in emergencies. Local officials could also be aware of Katrina evacuees relocated in the community who could benefit from CTC programs, and could assist CTCs with outreach efforts.

To better prepare for future emergencies, CTCs can become active in emergency planning by meeting with emergency services providers in their communities and reviewing local disaster response plans. CTCs can serve a central role in identifying and meeting the needs of local citizens. Also, by creating a response plan and pre-arranging resources, CTCs can better prepare to function following a natural disaster or local emergency. Simple and effective plans might include a drive to register and train volunteers with basic emergency communications (how to get and use email and fill out online forms, for example) and preparations for rapidly alerting and mobilizing those volunteers in a time of need. Additionally, CTCs might want to contact area businesses and foundations to develop plans for coordinated technology and financial assistance.

Community Technology Centers' Network (CTCNet) is taking an active role in the disaster response by sharing information, gathering lessons learned, and pursuing contacts with the Red



Mac Dearman installs a wireless access point. (see p. 21)

Community Organizing & Development

Cross, government agencies, and corporate sponsors in order to provide resources to CTCs that have directly supported relocated survivors. In addition, we have proposed hosting national and regional summits on emergency citizen communications focusing on more effective coordination between CTCs and emergency planners, as well as creating a guide using lessons learned from Katrina to help prepare CTCs to respond to future national emergencies. CTCNet is also working to ensure that ongoing responses to provide support to Katrina survivors are connected to existing CTC efforts. Making this connection will ensure that – rather than fading away when the immediate relief effort is finished – the resources being marshaled to address these problems on an emergency basis will result in stronger sustainable services.

For many reasons, natural disasters tend to disproportionately affect the poor. During the Katrina aftermath, national news coverage exposed flaws in our society that present huge challenges to reconnecting the displaced communities. In the months ahead, many CTCs will carry an extra burden as they take on the added responsibility of assisting displaced populations with vital services. CTCs will also have an opportunity, however, to demonstrate their strength as community providers and serve as effective advocates in policy discussions.

Speaking about the devastation of Hurricane Camille in Biloxi in 1969, former governor of Mississippi, William Winter, said that the number of nonprofit organizations that responded could be counted on one hand. Extraordinary growth in the nonprofit sector since that time now provides a remarkable opportunity for

CTCs and community organizations to build stronger connections and to be a voice for constructive changes in the policies and systems that will shape the rebuilding and recovery of our communities. CTCs will also have an opportunity to demonstrate their strength as community providers and serve as effective advocates in policy discussions.

The services CTCs have been providing for survivors – and those they plan to provide over the longer-term – are directly in line with their missions. CTCs have worked for more than 20 years to ensure that everyone can realize the benefits of technology in a society in which technology skills are necessary for lifelong learning, jobs, health, community and economic development, and meeting neighborhood needs. CTCs offer opportunities for government, businesses, and neighborhoods to create hope for the survivors' future, contribute to rebuilding lives, and continue to do what they do best: use technology to meet human needs. Though there is a wide array of necessary relief efforts being considered throughout the Gulf States, CTCNet intends to continue working to ensure that CTCs will continue to be prominent and successful in these efforts. ♦



Matthew Walker is a CTC VISTA serving as Member Services Associate at CTCNet.

Technology's Role in Disaster Relief

by Danielle Martin

While Matthew Walker focuses his investigative lense on the key role of community technology centers in providing post-hurricane assistance, other techie minded folks have been using technology tools to help the recovery efforts in all sorts of other ways. The immediacy of emergency community radio and ad hoc WIFI networks have provided crucial communication services—witness Nicole Friedman's article on the Chicago's Neighborhood Technology Center's Wireless Community Network Project volunteers going to Louisiana, as well as other professionals referenced in the Associated Press article on "Geek cavalries turn post-Katrina landscape into wireless lab." Here at the Review, we tried to keep an eye on some of the other technology studded highlights in the recovery efforts below.

In the wake of the disaster, multiple websites emerged to help evacuees find their family and friends (e.g., the Katrina People-Finder Project) and obtain relief services—federal assistance benefits, health, and housing (University of Michigan School of Information's KatrinaHousing.net). Meta-sites like Katrina Help Wiki and Recovery 2.0 have grouped online resources for easier searching. Volunteer Today created a series of links to

serve those trying to manage the influx of offers to help. NTEN is partnering with HumaniNet to convene a conference this month in Washington D.C. on the use of information and communications technologies (ICT) in humanitarian relief operations and post-crisis development on an international scale. In turn, the Resource Center of the Corporation for National and Community Service, in cooperation with Project TAHS—Technical Assistance in Homeland Security, compiled a comprehensive set of informational links to resources such as volunteer management, disaster response and recovery, and health, safety, and illness prevention, to support the over 5,700 AmeriCorps and Senior Corps members that joined relief efforts.

Communications policy issues have come to the forefront as volunteers have tried to establish low power and HAM radio communications and wireless access in the Gulf states, challenging current FCC rules and prompting the ongoing need to review how the government regulates radio and telecommunications. The National Journal's Insider Update has run a series of articles on Katrina's impact on telecommunications policy and what needs to be done to rebuild infrastructure and prepare for future disasters.

Technology tools have been key in addressing the policies underlying the federal response to the disaster. OMB Watch's reaction is a good case in point. In early September they issued a statement about federal responsiveness to the emergency and asked readers for comments on the position. From this, they posted an assessment of the Administration's relief/rebuilding efforts and an outline for more general disaster relief, tentatively called the Domestic Security Initiative. They created an online survey to gather readers' viewpoints and issued an action alert calling on the EPA to be forthcoming about the environmental dangers left in Katrina's wake. The alert provides a draft, editable message to EPA Administrator Stephen Johnson. This kind of responsiveness that seeks to tap into and build upon

constituent interests and understandings would be impossible without the technology support it uses.

Any search engine query for "Katrina Help" will yield thousands of hits, many of which are directly tied to technology tools. As American's spoke out in shock in the media and on the Internet, technology played a keen role in empowering many people to help in more ways than just giving financially. The long lasting impact of community media and technology's quick and effective responses will play out in new governmental efforts to be more prepared for disaster, with emerging technologies in the lead. ♦

Danielle Martin is the VISTA Project priority area curriculum coordinator as well as the Assistant Editor of the Review.

A Response to Katrina from Chicago's Center for Neighborhood Technology

by Nicole Friedman

People everywhere were glued to their radios or TV sets or computers—listening to, watching for, and reading about the unfolding devastation following Hurricane Katrina. The unimaginable horrors drove many to question: what can I do to help? Two members of the Center for Neighborhood Technology's (CNT) Wireless Community Network (WCN) project team led one effort out of Chicago.

Paul Smith, WCN Technology Director, and Rogers Wilson III, Network Technician for the North Lawndale WCN, realized that their experience building, deploying, and maintaining CNT's demonstration wireless community networks could be transferred to the Gulf region to connect evacuees and first responders with communication tools—computers, Internet connectivity, Voice over Internet Protocol (VoIP) phones, and technical assistance. After coordinated planning with other community wireless groups and the Wireless Internet Service Providers (WISP) group convened by an FCC-sanctioned affiliate, Paul and Rogers packed up a van, donated by CNT staffers Karen Hobbs and Peter Haas, with wireless cards, repeater nodes, antennas, laptops, tools and more.

The WCN Team arrived in northern Louisiana at Mac Dearman's farm the evening of September 6th. They were met by the Dearman family, who were generously sharing their home, food, and the broadband Internet services they provide. Together with other volunteers from across the country, hardware vendors, and supporters such as the Disaster Relief Network, the group made a dozen wireless links from Mac's 100 foot tower on the farm to area shelters.

Fifty to one hundred-fifty people were staying at each of the shelters now connected with Internet and hardware. With the help of volunteers at the shelters, evacuees were able to look for relatives and friends, register and process the necessary paperwork with the Federal Emergency Management



Paul Smith

Administration (FEMA) to receive relief assistance, and talk on the phone to people for the first time in over a week.

Phone lines were damaged and broadband scarce, so wireless systems provided a low-cost and mobile solution to multiple challenges. The expertise garnered in work

with wireless community networks in low income communities in Illinois—Pilsen and North Lawndale in the City of Chicago, Northeast neighborhood in Elgin, and West Frankfort—served Paul and Rogers well as they assisted with the connection of shelters and the training of people residing there.

Paul's project went on to Bay St. Louis, Mississippi at the end of the first week. He again worked alongside volunteers from the community wireless arena, low-powered radio field, WISPs, and housing associations from all over North America. Paul and the volunteers faced challenging circumstances, i.e., no power, no potable water, to provide Internet and phone service to relief teams and area residents in Bay St. Louis.

The team of volunteers is continuing to grow, as some new volunteers replace others who need to go home for a spell. The great need is for communications resources, training, and support—and the work continues and will continue. Updates are available through Radio Response, the group of IT professionals founded by Mac Dearman, and CNT's Wireless Community Network Project. ♦



Nicole Friedman is Wireless Community Network Project Manager for the Center for Neighborhood Technology.

Winds of Change:

A VISTA's Experiences in the Astrodome

by Nichole Payne

The guilt kept me up all night long. I was taking a break from the packed Astrodome Community Technology (ACT) Center that Technology For All had established on the ground floor. One of the survivors had my last name, and my coloring—a small dark woman with bright teeth and deep dimples. Jovially, she remarked that we could be family, and, inexplicably, it made me cry. The exigency and the proximity was more than I could stand at the moment. So I stepped out to get a hold of myself, silently wishing I had taken up smoking just to take the rawness off of my emotions. Oh, but God wasn't done with me yet. A young girl that I had seen around the Astrodome before recognized me. I fumbled with an imaginary wrinkle in my shirt so I would not have to be kind to her. I hoped that she would see that I was desperately busy with my pretend wrinkle and could not be bothered. No such luck. She pounced. She ran to me and hugged me like the long lost sister I had become to her. I immediately perceived that she needed a bath. I pulled her off of me and reprimanded her about the impropriety of such actions.

My boss, Will Reed, the CEO of Technology For All (TFA) and a Methodist Pastor, would have been appalled. Will, TFA volunteer coordinator Pam Gardner, and Business Development Officer Jim Forest led the call for community technology centers in the area to do something to facilitate Katrina survivors' search for loved ones and ease the grief and distress associated with displacement. These individuals shaped a new model for the role for CTCs all over the country. First, CTCs should be responsive: Hurricane Katrina hit August 29th, and the ACT Center was installed and fully operational on the September 2nd.

Secondly, CTCs should be reactive and proactive. Setting up the ACT Center was challenging. Will was surprised that many "institutions involved did not immediately see the need" for an ACT Center. Moreover, such a large facility was "bound by so many preexisting relationships," and it was hard to cut through the red tape. Technical problems needed to be dealt with, too. There were over 26 databases that had to be searched separately. With partners like SIMHouston, SBC, and Yahoo, the new ACT Center was able to make all the databases universally searchable so people could find loved ones.

Most of all, the challenge was in facing the overwhelming human problems. When I asked Will what he saw in the long term for Katrina survivors, he responded that they posed a "huge opportunity and responsibility for CTCs." He wanted to see the people he had helped in and out of CTCs all over the country "gaining the skills, abilities and knowledge they need to earn livable wage jobs." Katrina survivors at the Astrodome, many evacuated from the poorest and most neglected parts of New Orleans, often lacked the most basic skills from the beginning. Jim Forrest recalled a 17-year-old who had never seen a computer and said, "The level of need often exceeded our ability to assist."



Houston Astrodome filled with evacuees on the playing field.

I wondered how Will and Jim dealt with being overwhelmed emotionally. I was struck when Jim got choked up a number of times, while Will kept focused on results with laser-like precision.

As for me, I tossed and turned all night, thinking about how I treated that young girl, pulling her off of me instead of being there for her. I was assigned there the following Tuesday. And there she was in the same spot, as if she was still waiting for me. Everyone was crowded around her and her mother. I was enlisted to speak to the girl's mother who wouldn't move nor would she let her daughter out of her sight long enough to take care of herself hygienically. After being speculated about, generally distrusted, and cursed out, I finally convinced the mother that I was not there to harm her or her child. I persuaded her to let her daughter take a quick rinse off in a nearby ladies room. The girl was so grateful, gracious, and beautiful. Suddenly remembering my previous behavior, I felt ashamed to be in the same room with her.

Very few people can chart the second, the instant "..." they grow. But that day I felt an enormous change. We are cups, constantly and quietly being filled with experiences, events, and consequences that forever change our nature. Technology For All will never be the same after its response to Katrina. And frankly, neither will I. ♦



Nichole Payne is a new CTC VISTA this fall with Technology for All.

A Summary from the CTC VISTA Project Pre-service Orientation, August 2005 [see page 5]

Nettrice Gaskins: Digital Media for Youth

All the presenters had the daunting task of introducing VISTAs into new worlds of knowledge around the VISTA Project priority areas—Nettrice Gaskins has the double task load of covering two distinct areas: digital media instruction and youth development. Many advocates in these arenas find these foci complicatedly interconnected and interdependent. Nettrice approached her task with a dynamic method mirroring her own teaching style. Nettrice is an adjunct faculty and computer arts academic specialist at UMass/Boston and Mass College of Art respectively, as well as a board member of CTCNet and the National Alliance for Media Arts and Culture (NAMAC).

Nettrice started with project-based examples of recently completed animations, created using Frame Thief and Macromedia Flash by youth in her summer classes at Mass College of Art. By watching their vibrant work, the audience learned about the interests of each youth participant and the complexities of designing a curriculum flexible enough to work in different timeframes and situations. Through the work of these youth, VISTAs got a quick view into what outcomes are achievable in a relatively short time with the right amount of planning and effort.

The field of digital media has evolved quickly. So, Nettrice's presentation focused on how the relatively inexpensive and good quality production of digital video, animations, and web content can be used to the advantage of programs aimed at engaging youth. By adding a component of media literacy, digital media programs for youth can broach topics such as copyright and fair use, censorship, and social activism.

We can make an impact on the youth's understanding of message in media by referencing examples that the youth can relate to, such as showing less violent bits of Japanese anime (animated movies) and comparing them to more family-friendly, yet just as visually stunning anime. The impact can be substantial because it is based in the language and pop culture references are familiar to the youth.

Any digital media youth program warrants understanding the participants, especially such characteristics as age, social development, and life experiences. The study of youth development, in terms of digital media creation in CTCs, needs to focus on core youth needs and positive outcomes. Nettrice also touched upon the need for instructors to be flexible, based on an early assessment of the group's level of development and remembering that youth are very different learners than adults.

Nettrice's experience developing a curriculum for the DigitalArts Youth (DAY) program acted as a model reference for advising VISTAs in creating new programs for their centers. Once you know the basics, you can design a program based in five stages: survey, plan, acquire donations, train and create resources, and implement and document.

Surveying means taking an assessment of both the youth and the center's current technology. As an experienced program developer, Nettrice has collected and shared many assessment tools useful in determining the current skills of the youth and the educational objectives a program should include as well as technology needs.

Planning for a strong digital media program should follow a pathways model, with levels based on student skills, type of digital media (still, dynamic, and interactive) and encouraging leadership, teamwork and community building. During planning, the curriculum can be built not only upon project goals but also relevant standards such as state or public school standards matrices (check out the NY Foundation for the Arts and the DAY program's resources). Finally, a curriculum should be based on key activities and scenarios using youth-centered techniques such as project-based learning or digital storytelling.

"By adding a component of media literacy, digital media programs for youth can broach topics such as copyright and fair use, censorship, and social activism."

Acquisition involves creating a priority list of technical needs and gathering donations to fill those needs. Training involves instructing not only the program staff but also peer leaders. Nettrice cited one 13-year-old participant in her summer class, Nani, who seemed unlikely to complete the program because of her lack of attention span and tendency to act out. But when she was given positive one-on-one attention, she showed amazing adeptness in Macromedia Flash and became an active leader willing to help those around her.

The final stage of program design is the actual implementation of your plan, including documenting the youths' achievement through electronic portfolios (websites, compact discs, and DVDs). This stage includes both quantitative and qualitative assessment and evaluation.

The overall presentation conveyed the importance of youth-centered programming, while several of the animations reflected youth concerns about violence in media and their own neighborhoods. (To see clips of the youth-based computer animation content, check out Nettrice's portal.) Their work proved that the youth had not only learned the tricks of media creation, but they had also learned to use digital media as a form of self-expression. —Danielle Martin

Digital Media and Youth Development: Resource Sites

Four Stages:

Characteristics of Youth By Age – Characteristics of four age groups in the period of life between childhood and maturity (about age 12-18), based on physical, social, emotional and intellectual development, useful guide developing appropriate curriculum. From the 4-H Cooperative Extension Supports Youth Environmental Stewardship Project.



Nettrice Gaskins

Youth vs. Adult Learners – A comparison of the learning characteristics of adult and youth learners, from Rochester Institute of Technology (RIT) Distance Learning Program.

Tech Planning Curriculum – From the New York Foundation for the Arts' Knowledge in Technology program, to supply professional development, peer support, and one-on-one technical assistance for small to mid-sized arts organizations.

The Digital Directory: Art & Technology Resources – Sourcebook of low-cost telecommunications, computer, and new media resources, for artists and arts organizations in New York State.

DV Creators.Net - The website of the training and resource organization for digital video and desktop video production professionals, includes directory, discussion boards, blogs, and list of video opportunities.

By major applications publishers: Adobe Studio Exchange – for all of their digital media products, with plug-ins, extensions, tutorials, and other help files. **Macromedia Interactive Tutorials** – for software such as Flash and Dreamweaver.

Compendia: Open Directory Project – links to online learning and tutorials listed by software companies and types of software, including multimedia and open source programs. **Atomic Learning** – Short, web-based online tutorials on hundreds of software packages; some bits are free or sign up for free trial. **Lynda.com** – A great resource for online and cd/dvd-rom software tutorials, with discounts for educators. **Element K** – Custom content and managed systems for digital media and other online learning.

Computer Arts Technology Workshops – Massachusetts College of Art trainings for staff, faculty, and students, including handouts.

Digital Media for Youth in the CTR Archives

Spring-Summer 2005

Learn & Serve with CTCNet – Youth Visions for Stronger Neighborhoods by Tara Kumar

Winter 2004-2005

An Interactive, Web-based Training for Teenage Mentors by Tara Levy and Bjorn Billhardt

Award-winning Homeless Youth Website at Cyber Y Technology Center in San Diego by Cesar Marciano

Owerri Digital Village – Teaching Young People to Use Technology to Address Concrete Realities by Njideka Harry

Podcasting by Andrew Baoill and Brian Russell

Raw Talent at Playing2Win by Anthony Rhodes

You Go Girl, Japanese Style by Lucy Haagen

Book Review: *The Handbook of New Media: Social Shaping and Consequences of ICTs* by Nettrice Gaskins

Summer 2004

Youth Engagement in Evaluation and Research by Leslie Goodyear and Caroline Bennett

Learning More about Engaging Youth in Research & Evaluation

Winter-Spring 2004

Growing Demand for Rural Broadband and the Growing Digital Network by R. Terry McGhee

Summer 2003

CTCNet Conference Programs & Curriculum Track Sessions

Fall-Winter 2002-2003

CTCs for Positive Youth Development: Findings from PowerUP's First Phase Evaluation by Lisa Schneider and William Vesneski

Summer Camp in Columbia, SC: Community Style by Dedria Albritton

ScienceQuest for Youth: A Growing Program by Jennifer Dorsen

Transforming Rural Alaska through Wireless Technology in the Schools and Community by Martin Cary

Summer-Fall 2001

Click on Over: A Profile of the Boys & Girls Club of Taunton (MA) Technology Center by Karen Zgoda

Winter-Spring 1998

RealVideo: Letting Community Voices and Images Be Heard and Seen by Phil Shapiro

CTCNet's Youth Visions for Stronger Neighborhoods

by Tara Kumar

Over the past two years, CTCNet's Youth Visions for Stronger Neighborhoods program has provided grants to 15 community technology centers (CTCs) to engage youth in community decision-making using multimedia tools. This six-month program asks youth to research their community through media clips, interviews, and community events, and then craft a solution to a problem they view as significant. This year, 80 youth from seven CTCs presented creative solutions to some of the most pressing problems in their communities. The communities responded by hosting meetings at mayors' offices, recognizing the youth at community planning meetings, and organizing new youth councils to ensure youth voices continue to be heard.

The Ark, Troy, NY

The Ark, an after-school youth program in a public housing development in Troy, NY, engaged 15 students in exploring issues ranging from the importance of community arts to racial discrimination among the housing security staff. This latter issue drew the community together in ways that inspired the youth to work to improve relations between housing security and residents.

The youth from the Ark focused on the lack of communication between the housing security and the local youth they were hired to protect. The youth felt the privately-hired housing security staff was threatening and hostile to them, rather than supportive. They addressed the issue by creating a video, which included interviews with resident youth and adults who voiced their concerns. The youth asked to interview the head of the housing security, but he declined several times.

Prior to the community event where the youth planned to present their work, however, the Director of the Troy Housing Authority (THA) came to The Ark and demanded to see the video. The youth explained that they had tried to interview the Security Head to include his views but had been ignored. The Director, seeing that the youth were serious about this issue, invited several security staff to the community event as well. With 75 people attending, the event was a success, leading to improved communication between the security staff and the youth. Six of the youth involved continued working on the video through eight weeks of their summer vacation. The THA Director was finally interviewed, but calls to the Security Head were not returned. Although frustrated by their first real encounters with the power and bureaucracy of the Housing Authority, the youth continued throughout the summer. They expanded their original video by exploring issues of safety, racial profiling, and the criminality of youth. Future screenings of the revised video will continue to create bridges between the staff and residents.

Members of the THA administration now recognize the youth as valuable members of their community, and the youth, despite the challenges faced, plan to continue their efforts to better their neighborhood.

COSACOSA Art at Large, Philadelphia, PA

COSACOSA art at large, a community-based organization using art to inspire dialogue among diverse groups, brought together youth from Philadelphia's Nicetown-Tioga neighborhood to decide how they could help build a better community. The youth focused on the lack of community engagement in North Philadelphia neighborhoods. COSACOSA youth worked with community leaders and neighborhood elders to rekindle community involvement. The multimedia projects created by the youth—several digital murals, a CD, and a video—highlight young people as a neighborhood resource for community-building and show how they can create intergenerational bridges for community planning. During the project, the youth attended the meetings of local community development corporations (CDCs), and spoke out about their efforts. This inspired leaders from these CDCs to work together for the first time in years on a topic of common interest.



Southern Perry County Youth Arts & Media Center (SPICYAM)

2004 YVSN Grantees

Community TV Network, Chicago, IL
For Love of Children, Washington, DC
Lowell Telecommunications Corporation, Lowell, MA
Media Bridges, Cincinnati, OH
River City Youth Foundation, Austin, TX
Spy Hop Productions, Salt Lake City, UT
Street-Level Youth Media, Chicago, IL
Southern Bronx Overall Economic Development Corporation, Bronx, NY

2005 YVSN Grantees

The Ark, Troy, NY
Asian Media Access, Minneapolis, MN
COSACOSA art at large, Philadelphia, PA
Mendocino Family and Youth Services (creators of *Life on the Rez*), Point Arena, CA
Southern Perry County Youth Arts & Media Center (SPICYAM), Shawnee, OH
Spy Hop Productions (renewal grantee), Salt Lake City, UT
Sunflower County Freedom Project, Sunflower, MS

Digital Media for Youth

The youth presented their video at a Nicetown-Tioga Improvement Team meeting. Approximately 60 people attended, including the local CDC, neighborhood residents, local police and fire officials, and representatives from City Council offices. The Team, impressed by the work of the young people, honored them with certificates of merit at the following month's meeting.

The project gained such momentum that the youth were invited to present their video to members the Mayor's Office of Community Services. The city officials responded to the youth, and promised to engage them as essential partners for future community planning.

COSACOSA and its partner organizations have formally adopted a community planning project, which will support the youth and their planning goals throughout the coming year.

Sunflower County Freedom Project, Sunflower, MS

Located in the Mississippi Delta, the Freedom Project uses the history and spirit of the civil rights movement to motivate young people to become leaders in their communities. Nine Freedom Project youth from across Sunflower County used multimedia technology to document their local civil rights history and to inspire fellow youth to continue in the county's rich tradition of activism.



Sunflower County Freedom Project participants: Candance Durn and John Ettaross

"the movement is in you," noting the young people in the county have a responsibility to continue leading change. In another interview, one youth discovered his grandmother had been a leader in the civil rights movement. After completing these interviews, the Freedom Project youth focused their multimedia projects on creating awareness in the community of the local civil rights history. In their video, the youth encourage their peers to look to their past for the inspiration to address the issues, specifically within education, facing them today.

Although the county's residents played a key role in the civil rights movement, the youth discovered there are few markers, sites, or community programs highlighting this history. As a result, the youth concentrated on interviewing community members, particularly elders, about the needs and assets existing in the county. One community leader told the youth,

The youth shared the video and website they created with 48 community members, including school officials, local government reps, parents and business owners. The audience described the project as a valuable contribution towards the improvement of the community.

Building on their Youth Visions work, the Freedom Project youth are organizing a group of students to develop a 2-3 year community service project that will result in lasting community impact. The youth have also been approached by a local history preservation program to produce additional historical video pieces.

Youth Visions 2006

Each of the programs demonstrates the power of using multimedia technology and community research to engage youth in community decision-making. In each example, community members ranging from the Mayor's staff to local elders spoke about their increased recognition of the youth as valuable assets within the community.

At the conclusion of the 2006 grant program, the Youth Visions Curriculum

Guide will be made available to CTCNet members to implement as part of their youth programs. Organizations may join CTCNet online to ensure access to this Guide next year.

CTCNet thanks the Learn and Serve America division of the Corporation for National Service for funding this innovative service-learning program. We also thank the grantee organizations for their input over two years of Youth Visions programming. The curriculum and supporting materials would not have been possible without their thoughtful feedback. ♦



Asian Media Access youth: Anthony Carter, Chou Khang, Padmini Yang, Xeng Lee and Nancy Bui



Tara Kumar is CTCNet Program Associate helping coordinate the Youth Visions program.

MoLLIE—The Mobile Learning Lab for Information Education in Grand Rapids, MI

by Abby Balazs

A year ago, I moved from my cozy, yet somewhat stagnant life in Norman, Oklahoma to the uncharted territory of Grand Rapids, Michigan. I had never considered living in Michigan before the opportunity presented itself and was slightly embarrassed that I could not with much confidence point out Grand Rapids on a map. From the time I got the green light, I had about one week of packing and panic. Why'd I do it? MoLLIE. "MoLLIE" was the first of many acronyms I would be introduced to. It stands for "Mobile Learning Lab for Information Education." I was going to help teach kids how to write, shoot, and edit their very own videos! This special program was developed by the creative minds of those working at the CMC (Community Media Center) in Grand Rapids. However, in order for me to work for MoLLIE, I first had to become a CTC (Community Technology Center) Americorps*VISTA (Volunteer in Service to America).

The world is day-by-day becoming more and more reliant on ever-changing technology. In fact, I hesitate buying anything electronic, knowing it will quickly be replaced by something smaller and more sophisticated. Since high school, up through college, I have been exposed to technology and feel comfortable with most of it. I am lucky in that respect. How about the folks who may not have the time nor the money, or even the fundamental know-how of basic technology? What about this digital divide—the ever-growing gap between those who can and cannot "do" technology?

Yes, there are manuals and help-lines for the less learned adults. And I am privileged to work at one of the world's greatest Community Technology Centers—a center completely dedicated to reaching its surrounding community through technology. The CMC provides individuals with classes along with access to the tools, training and transmission—everything they need to fulfill the CMC mission: Building Community Through Media.



It only makes sense then that teaching such skills should be initiated with youth—and that's where MoLLIE comes in. Our MoLLIE team, usually consisting of two-to-five members, loads up the MoLLIE van with our equipment and heads out

to the classrooms in the elementary, middle and high schools around Kent County. We take the equipment and go in, donned in our MoLLIE bowling shirts, ready to teach kids how to make TV

Over the course of one-to-four weeks, we introduce kids to technology most have never used. We equip them with digital video cameras, tripods, fish poles and boom microphones to shoot a short video they have planned and written themselves

with our support. We explain how to use the equipment and let them take over. They learn how to be the talent—actors in front of the camera, as well as the crew, learning the technical aspects of being behind the camera. When writing and shooting are done, we bring in our iBooks and help them begin the exciting task of editing with iMovie, adding titles, transitions, effects, background music and finally, the credits. Within a few weeks, their movies will air on GRTV and they will get the full effect of the video-making process.



Abby demonstrates video techniques.

Programs like MoLLIE are important for many reasons.

(1) Confidence. One of my favorite things to do is to compliment kids on a job well done. Especially when I can be specific: "I like your composition," or "You've got a knack for editing." You can literally see their confidence soar. And they learn how the skills they're developing can pay off when they are older and lead to careers in the field.

(2) Creative outlet. MoLLIE can make subjects like math and science more fun. The kids get to learn, create, and teach. At Crestwood Middle School, we visit the current 6th grade class twice a year. This spring I worked with two boys who made a video about humidity. I never thought humidity could be something to laugh about. When watching it, it is easy to see that the boys thoroughly enjoyed making their video, even if it was only about wetness in the atmosphere.

(3) MoLLIE is a key tool for helping bridge the digital divide. As the world marches inevitably toward the infinite, blank space of this technological age, understanding technology is becoming less an option and more a necessity. Just as reading and writing are essential skills for one to have the hope of a better life, every child deserves to be at least exposed to this growing dependency on technology. It should not be reserved for only the fortunate ones who can afford it. The mobile support that MoLLIE provides helps reach those who might not otherwise be reached.

(4) Finally, with MoLLIE, youth have and can learn to develop their own voice and informed perspective. Breaking down media into an accessible, step-by-step process also introduces

Digital Media for Youth

kids to the idea of media literacy, something emphasized by GRMC's affiliated Institute for Information Democracy. By making television themselves, youth develop an awareness of how commercial media is created and often contrived. Instead of being silent sponges, their eyes and minds will be more scrutinizing and less passive—they ultimately become more informed watchers—and having the tools to dissect media also enhances their ability to articulate the media they create on their own. This allows them another avenue for self-expression.

My time here in Grand Rapids has certainly supplied me with wonderful memories, one being a quick week spent at Union High School. I rarely work with high school kids; most of our kids are middle school age. My co-worker and I walked into a small office with a group of 8-10 uninterested teenagers. I was intimidated immediately. I was used to talking to younger kids, who were happier and enthusiastic.

We split the kids into two groups. I took what seemed to be more the more challenging group, half of whom were considered to be at risk. I watched them interact. In moments when I could have shut them down and made them listen to what I had to say, I chose not to. I let them talk. Slowly they warmed up to me and I got them to talk about issues that concerned them (i.e., teen pregnancy, drug use). They came up with the story.

Our time with the Union kids was substantially shorter than with other schools. I knew we would have to begin shooting right away—not enough time to write out a script. Maybe not enough time to edit. We began and I was amazed. They were all natural actors, all their dialogue improvised, and they took turns and easily grasped the camera and sound production basics. They weren't frustrated with numerous takes and they understood the speedy pace. They focused and they had fun. In the end, we did run out of time and they were not able to do the editing. I took what they did and cut together the project I am most proud of from this year.

When I went back to Union a few months later to show the kids their project, I learned that two of our star players had dropped out of school. I was saddened to hear the news because I was looking forward to showing them their excellent work. I have to be glad that at least they had the experience and that I was able to tell them at the time how well I thought they had done.

As my year with MoLLIE comes to a close, I have begun thinking about how I could possibly start a project like MoLLIE back in Oklahoma. If I have learned anything this year, it's that teaching kids technology is rewarding, fun, and important. Starting a new project like MoLLIE would be a challenge, just as spontaneously moving to Grand Rapids was—but if there was another thing I've learned this year, it's that challenges are worth it. ♦



Abby Balazs served as a CTC VISTA at the Grand Rapids Community Media Center for the 2004-05 program year.

Technology Assistance for Nonprofits in the CTR Archives

Winter 2004-2005

Innovation in Nonprofit Technology: NPower Arizona by Patrick McWhorter

The TechXchange Coalition: Regional Technology Assistance in Philly by Jenny Pierce & Neville Vakharia

Technology and Grassroots Organizing for the Developmentally Disabled in Atlanta by David Blanchard

Open Source Software Development by Yuwei Lin and Enrico Zini

Winter-Spring 2004

Interactive Web Design for the Technically Uninclined by Lisa Smith

CompuMentor Report Finds Providing TA to Nonprofits Is A Difficult Task for CTCs by George Gundry

Spring 2003

Project Fix-Net: Affordable, Dependable Technical Assistance by Rick Juliusson and Ana Sisnett

Nonprofits Get Paid by UK Government to Support Tech Centers by Terry Grunwald and David Wilcox

Building Community Technology Capacity Through Service Learning by Karla Back *et al*

Fall-Winter 2002-2003

Sweet, Sweet Sustainability by Ken Thompson

Online Fundraising Comes of Age by Michael Stein

The Potential of Open-Source by David Geilhufe

Winter-Spring 2002

CTC Collaborations - Building the Timothy Smith Network in Boston, Part One by Marc Osten

Delivering Tech Assistance with Circuit Riding: Two CompassPoint Projects by John Whitmer

Database and Directory Resources from the Organizers' Collaborative by Rich Cowan

New Book, Series on ASP Resources by Michael Stein

Summer-Fall 2001

The Promise and Potential—Helping Nonprofits Technology Turbocharge! by Marc Osten

The Community Technology Toolbox Grows into a Garage: How to Tune-up your Strategy by Terry Grunwald and David Wilcox

Community Networking on the Night Shift, Part Two: in which a Community Organizer Tries to Be a Techie by Anne McFarland

Recent TA to Nonprofit Resources of Note by Steven Clift and Edward Batista

The Nonprofit Quarterly - Resources in Hardcopy and Online by Kay O'Rourke

A Summary from the CTC VISTA Project Pre-service Orientation, August 2005 [see page 5]

Jillaine Smith: Technology Assistance for Nonprofits

Consider approaching technology assistance more from the perspective of a coach than as a "let-me-fix-your-clearly-dysfunctional-technology-use" expert. So says Jillaine Smith, who, in addition to being a leadership coach, is a specialist in integrating technology support, strategic communications, and organizational development (and a member of the Nonprofit Technology Enterprise Network (NTEN) and the Alliance for Nonprofit Management). Her take on aiding any organization in building its technology capacity is that it's critical to first examine the organization's leadership strategy, the health of its communications structure, and the clarity of and commitment to its overall mission.

Jillaine's presentation referenced some key nonprofit technology assistance providers, or "NTAPs", as the buzz word goes, including NTEN, NPower, CompassPoint, and CompuMentor. In addition to these center-based providers, Jillaine noted other technology assistance models including: individual-based assistance, often organized as Circuit Rider or E-Riders, volunteer, peer-based, and on-line assistance. In a particularly interactive section of her presentation, we came to see the basic components of technology assistance to include:

- Planning
- Training
- Systems implementation
- Support
- Hardware and Software provisioning
- Services hosting
- Info Resources and Tools provisioning
- Volunteer Matching

This all spurred a discussion about the ongoing debate as to whether CTCs should serve as TA providers, a topic examined in the 2003 CompuMentor study and covered by the Review in the Winter/Spring of 2004. Smith pointed out that a third of the centers in CTCNet report they do some sort of TA, including technology planning and/or IT training/staffing.

Jillaine reflected on some of her own experiences as guidance for the new VISTAs. She found that changing the type of training from a very software/tactical specific to a broader and more task- and mission-based focus made training much more meaningful for staff. If you have people think about technology in the framework of things they care about and want to do, the technology training is more likely to have a sustained impact and be a better investment of time.

In the end, Jillaine recommended that those providing TA to nonprofits hone an awareness of the "non-technology" challenges involved with being a nonprofit such as facility limitations, staff turnover, and the knowledge, experience, and attitudes of peers, colleagues, and the organization's leadership. These challenges will directly affect the success of any technology development, no matter how well you develop a technology plan.

—Danielle Martin



Jillaine Smith

What Happened to T4T?

by Diana Hauer

Editor's note: We've tried for some time to learn more about whatever happened to Teaming for Technology. Unlike AOL's very public announcement of the dissolution of PowerUP and the studies that were available about its achievements and problems (see, for instance, "Findings from PowerUP's First Phase Evaluation"), the story about the ending/winding down of the IBM/United Way/Corporation for National and Community Service Teaming for Technology program collaboration has been less clear and public. We're grateful for former VISTA Diana Hauer's willingness to make some exploratory investigations and pleased we were able to obtain a copy of IBM's "Teaming for Technology—Business Plan, a work in Progress, May 2002," which sheds additional light on the initiative and deepens the

mystery about what happened. However that may be, Diana's report and the helpful supplement provided by Harold Smith, Director of CyberSkills/Burlington, provide an informative picture about what's happened and the transitions and new resources that are developing in its place. —pm

In The Beginning

Teaming for Technology began as IBM's response to President Clinton's call for a National Service Summit for America's Future in January 1997. At the Summit later in April in Philadelphia, IBM announced its partnership with United Way and the Corporation for National and Community Service (CNCS) to address the concern that many vital community-

based nonprofit organizations were being left behind in the digital revolution. Once they identified the problem, they worked together, "teamed for technology," to create a solution. IBM provided the technology, United Way provided management and oversight, and CNCS provided volunteers.

The announced goal of the Teaming for Technology (T4T) program was to strengthen the technological capacity of nonprofits to: (1) increase their operational efficiency, (2) deliver their services more effectively, and (3) enhance their ability to leverage funds and other resources. To participate, agencies applied to their local T4T, and if they met certain criteria (IBM and United Way grant guidelines) a team of volunteers and technology professionals worked with them for one year, "a year of assistance." The T4T team worked with the agency to evaluate their needs and goals for agency improvement. Once the evaluation was complete, T4T created an individual technology plan for the next three-to-five years. The team then recruited community volunteers to help the agency fulfill the goals outlined in the plan. Agencies with the T4T technology plan often had more credibility with other grant programs because they had real, long-term goals to seek funding for and a sustainable structure in which to pursue them.

A few of the T4T successes:

- A shelter program in Burlington, VT saved \$5,000 per year in staff cost due to technology-based productivity gains.
- An agency serving Central Americans living in LA is saving \$25,000 per year in printing costs by using e-mail to distribute its newsletter.
- An organization serving Hispanic neighborhoods in Fort Worth, TX built on its initial work with T4T and leveraged an additional \$700,000 for technology programming.

Changes

The eight pilot programs launched in 1997 increased 17 sites nationwide as the programs gained in popularity. These programs were not one-size-fits all: Each T4T reflected the flavor and needs of people in its area. Within the national framework, local T4T sites identified their own desired outcomes, activities, and partnerships to serve their communities. Some focused on technology planning, others emphasized computer recycling, and others specialized in software and hardware training. It was no surprise that these disparate approaches to technology programming could not be contained in a single program.

In 2003 the national version of the Teaming for Technology program officially ended. Many T4T sites closed before then, or changed in ways that required them to leave the program. Some couldn't provide strong enough outcome measurement results to justify continued funding, while others branched off and became 501c3's in their own right. Some United Ways dropped the program because it didn't meet their agency's goals, while others branched out and grew into something greater than the original Teaming for Technology program.

Technology Assistance for Nonprofits: Resource Sites and Tools

Nonprofit Technology Enterprise Network (N-TEN) - national membership organization of nonprofit technology assistance providers, including staff, consultants, some CTCs, and stand-alone support organizations, sponsoring TechFinder, email groups, local 501c3 tech clubs, national and regional conferences.

NPower, a national network of TA to NPO providers. Resources include **TechAtlas**, a tool to help assess an organization's technology readiness; includes modules for communications planning and staff training.

TCO & ROI Calculators help determine the Total Cost of [technology] Ownership and the Return On Investment in terms of time saved. **Technology Literacy Benchmarks**, with telecommunications and Internet access components.

CompuMentor and **TechSoup** - well known resources for technology support and information for nonprofits including articles and message boards.

Alliance for Nonprofit Management - Membership organization of nonprofit management assistance groups, some of whom provide technology assistance; resources include database of service providers, career bank and extensive resource bank.

Consultant Commons - an online collaborative and information-sharing space for nonprofit technology assistance providers.

ContentBank.org - a project of The Children's Partnership to promote the development of online content and tools for and by low-income and other under-served communities.

Addressing Nonprofit Technology Needs and Resources: A Community Toolkit - This Benton Foundation resource is part of their communications capacity building program.

The IT Service Capability Maturity Model - provides papers and resources for improving management of hardware and software, operations.

Technology Success in Organizations: A Checklist for Leaders - Check out these lessons learned from the fields of technology assistance and organizational development that indicate how technology is more likely to support your programmatic outcomes when leadership is actively involved.

Seven of the original initiatives are still operating, either with the original United Way partner or with new funding and sponsorship/sites. Several programs still operate T4T programs in their communities, most notably in Chicago, Philadelphia, Colorado, and Minnesota. T4T Chicago is the only T4T that does not charge for its services and maintains a 250% return to the community for every dollar invested into the program. Their web site is frequently updated with technology-related articles and news for non-profit organizations, a useful resource even for those outside of their service area. Philadelphia's T4T offers training, technology assistance, and digital inclusion programs for a nominal membership fee. T4T Colorado offers technology planning assistance, computer training, and free and reduced cost referrals through the TechLaunch grant provided by IBM. Minnesota's T4T has maintained its relationship with IBM (who provides technology and volunteers) and is connected fully with its United Way. North Carolina's T4T is working under the Triangle United Way, operates a computer recycling and volunteer program, and has become the largest MAR (Microsoft Authorized Refurbisher) in the Southeast. Other currently-operating sites that were built upon T4T programs include The Georgia Center for Nonprofits in Atlanta and TechNews at New York City's United Way.

The Future

In addition to the different agencies and programs that Teaming for Technology influenced in its six year run, it left a valuable legacy: Information.

IBM's employee/retiree volunteer program, On Demand Community (ODC), is a global program that makes technology-related solutions available for IBM employees and retirees to use to help community nonprofits and schools. One of the most popular is the Technology Planning solution, which includes eight tools that were developed through IBM's work in T4T. This information can be accessed by IBM employees and used to assist nonprofits all over the world.

Whether T4T continues in its disparate forms or all of its incarnations dissolve in the years to come, it did, and is still doing, a lot of good. Teaming for Technology's work proved that non-profit organizations can successfully adapt and flourish in the digital world. That's a heartening thought for everyone in the nonprofit tech community.

All past and present IBM employees can access Technology Planning solutions through their intranet, so non-profits should give special consideration to recruiting IBM people as volunteers. ODC can provide up to \$3,500 in technology or \$1,000 in direct money annually to a nonprofit or school if the IBM volunteer donates 40 hours within five months.

Special thanks to Heidi Kraemer of IBM and Jenika Faes of the Chicago Teaming for Technology for contributing to this report. ♦

Diana Hauer is a former VISTA with the RECA Foundation in Kennewick, WA, and now lives, works, reads, writes, and exercises in Portland, OR.

T4T—the Transition in Burlington, VT

by Harold Smith

At the end of 2003, IBM reached a decision not to continue partnering with United Way of America or AmeriCorps*VISTA to continue the existing Teaming for Technology program. As a result, in late October 2003 a group of Teaming for Technology partners met in Palisades, NY to redesign the project so that it would better align with IBM's new On Demand Community initiative. Representation on the team included members of the IBM Corporate Community Relations department, IBM Program Managers, United Way representatives from Atlanta, New York, Southern Pennsylvania, and CyberSkills/Vermont of Burlington, VT. Meredith Emmett of Third Space Studio moderated the discussions.

The new framework provides local resources for cash and equipment to nonprofits, On Demand Community volunteers, other nonprofit projects and initiatives, and other relationships in local communities. One strength of the new framework is to provide the Corporate Community Relations (CCR) Managers with greater flexibility to develop relationships and to align the resources of IBM with the unique strengths and needs of their local community.

CyberSkills/Vermont, through its CyberSkills for Vermont Nonprofits (CVNP) program, has assumed a key role in providing support for nonprofit organizations in Vermont. Through a close affiliation with Marie Houghton, CCR manager in Essex Junction, CVNP continues to be involved in the IBM T4T restructuring for the benefit of the nonprofit organizations we serve. Continued support for CVNP comes to CyberSkills/Vermont through the local United Way. CVNP members participate in the IBM annual equipment donation. Staff members continue to work in programs supported by the local IBM CCR office, mostly in the training of childcare providers use of the KidsSmart Early Learning software package. As additional developments occur CyberSkills/Vermont will gladly assist CTCNet members and other appropriate organizations in developing relationships with IBM initiatives at your local level. ♦

Harold L. Smith is the Director of CyberSkills/Vermont, in Burlington.

Build an Information and Communications Infrastructure in 21 Days

by Saul Baizman

The title of this article may sound overly optimistic to some and downright incredible to others. Its main purpose is to help people explore a little-known (and even less-used) technology that may possibly serve as the lynchpin to your organization's communications infrastructure. This report is based on my experience providing technical support and building technological capacity for the CTC VISTA Project.

The Bad Old Days

From the start of my service as an AmeriCorps VISTA in the fall of 2003, I was frustrated by the dearth of communications systems. Forget systems for a moment – obtaining mere contact information presented challenges. Project headquarters distributed a hardcopy of the Member roster at our orientation and provided two mailing lists (one which included all VISTAs and another for Boston-area VISTAs). Finally, a static web page on the CTC VISTA website sparingly listed the location and work site for each VISTA. One byproduct of this configuration was a deluge of email from Members whose organizations provided them new email addresses: "Hi! I have a new email address at my organization. Please update your records." Since the web-based roster didn't include a VISTA's work or home phone number, I couldn't even call another VISTA to complain.

Out of this exasperation the CTC VISTA directory was born, and what began as a pet project now represents one of my primary responsibilities.

Delicious, Dynamic Directories

Let's look at the technology we used to move Project communications into the 21st century – and some of the capacities it provides.

LDAP (light-weight directory access protocol) is an aptly named Internet standard that does precisely what it says: provide a specialized facility to disseminate contact information. Simply put, an LDAP server on your network houses an organization-wide address book. For years colleges and universities have utilized LDAP (and its arcane predecessor) to create white pages for their institutions. While enterprise-level entities most often deploy LDAP on their networks, I want to convince you that even a mid-sized non-profit can reap the benefits of LDAP-enabled services.

LDAP-enabled services? What the heck are they, and why on earth would one want them? Well, LDAP doesn't just supply a nifty address book (and one that happens to integrate nicely with email programs). Every record (or entry) in an LDAP directory can optionally have a password associated with it, thereby creating a database of readily available usernames and passwords. If you work at an organization which requires you to sign in to your computer, check your email, and access

the internal network with distinct usernames and passwords, LDAP can replace all three accounts with a single sign-on: your directory entry.

Back to the Past...

Back to Fall of 2003. Web-based roster. Annoying emails. Even more annoyed author. Over the course of that year I developed and refined a friendly, web-based interface to the CTC VISTA directory, designed by Project Director Paul Hansen. By Fall of 2004, a VISTA (past or present) could log in and edit her own entry, adding personal information like a home phone number, cell phone, even IM screen name. Headshots could be added, too. And when a VISTA received a new email address, she simply logged in and edited her entry; changes to the directory

Notes on LDAP Integration

An obscure software developer created a **proof-of-concept modification to Movable Type** which enabled support for LDAP. The plug-in required some configuration, but by and large it worked. Sort of. We didn't just need the gateway to the VISTA directory. I overcame several other shortcomings with simple work-arounds. For instance, the comment script required visitors to log in, yet if the visitor weren't a current VISTA, she couldn't leave a comment. Movable Type also had to be modified to prohibit VISTAs from editing their profiles (i.e., name, email address, etc.) or changing their passwords, since all of that information was kept in the directory. Finally, the "logout" functionality broke, and quitting the web browser became the only certain way to exit a Movable Type session.

The integration work was hardly a walk in the park: some of the source code to both the LDAP plug-in and Movable Type itself had to be altered to get the system to work in the desired manner. The configuration does require custom web-based gateway software to synchronize account information (a web page, in this case). Below is a chart of the services currently available on the CTC VISTA Project website and their LDAP ratings, based on ease of installing LDAP support and the extent to which LDAP replaces the native authentication mechanism.

We haven't needed to implement LDAP support on every service, but it is important to highlight that trying to lay an LDAP foundation may limit one's software choices. Additionally, because LDAP is so new and used by so few, support is often grafted onto a lot of programs in the same embarrassing manner that handicap accessible ramps are added to buildings long after construction has ceased in order to make them "compliant."

Functionality	Package	LDAP rating
weblogs	Movable Type 2.6	B-
mailing lists	Mailman 2.1.2	N/A
wiki	pmWiki 2.0b20	N/A
bulletin board	phpBB 2.0.17	C
photo gallery	gallery 1.5_5	B

While Movable Type's LDAP support is shaky, most weblog packages don't even include support, either built-in or contributed by a kind-hearted software developer. Those seeking a weblog package with better integration need look no further than **WordPress**. To keep mailing lists in sync with a directory, **Sympa** comes to mind. And while we don't use it at the Project, **Mailman** does have a special module, the **MemberAdaptor**, but I've heard it's a kludge. Finally, the **LDAP** modifications for **phpBB** were particularly horrendous since they required adding several files and tediously editing several more. Plus, one netizen saw some shortcomings in the mod and posted his own fixes.

The final obstacle to setting up a directory may prove the most difficult: getting your hands on an LDAP server. Most hosting companies make web and FTP services routinely available to their users, but nary a one dares touch LDAP. If, on the other hand, you have access to a server and feel comfortable compiling and installing software on it, **OpenLDAP** is a platform-independent, open source program that can be downloaded and installed free of charge (even on Windows). Get up and running in an afternoon with the **Quick Start Guide**. To set up organization-wide white pages, see the **ONLamp.com** set-up article. For administrative tasks I highly recommended the web-based tool **phpLDAPadmin**.

Lastly, it would be irresponsible of me not to mention that other single, monolithic software packages can be downloaded from the Internet that provide most of the same services as those used on the CTC VISTA website (and more). The primary benefit of our approach is the ability to add any number of services in the future and still use the existing database of usernames and passwords. No other technology is as tightly integrated with email readers and servers, either.

If you have any questions about getting your organization up and running with LDAP, please feel free to contact me. —SB

The screenshot shows the CTC VISTA Project website. At the top, there's a navigation bar with links like 'CTC VISTA Project', 'VISTA Resources', 'Organization / Supervisor Resources', 'Project Directory', and 'Contact Us'. Below this, the main heading is 'The Complete CTC VISTA Roster (includes alumni)'. A note states: 'You must be logged in to the directory to view entry details. The list may be sorted by clicking the column headings.' Below this is a table with columns: First name, Last name, Link, Address, Organization, City, and State. The table lists several members, including Abby Balars, Adam Cohen, Aaron Hale, Aliya Appala, Ali Spangher, Alycia Alexander, Amanda Lask, Anne Latta, Amy McKeon, and Amy Roegner.

were instantaneous and published immediately. Lastly, access controls permit us to fine-tune levels of privacy and customize what information is available to whom.

That year, we also wanted VISTAs to be able to do something different to satisfy their Project documentation requirement. Previously VISTAs had been expected to maintain a website or submit written reports, but the websites produced were updated infrequently, possessed little to no interactivity, and poorly represented the excellent work of the volunteers, though there were some remarkable exceptions. Paul and I wanted VISTAs to be able to focus their time and energy on content and not design or web mechanics. Weblog (blog) software, like **Movable Type**, quickly rose to the top of possibilities. Since comments to weblogs are emailed to the address in the Movable Type profile, a gateway had to be created to synchronize email addresses with the CTC VISTA directory. With this completed—along with some additional fixes—the CTC VISTA blogs were established, and our new information and communications system began to blossom.

As the sidebar of additional technology implementation matters shows, the project took many months and was spread over time, integrated with numerous other projects. With focused attention and additional resources, it can go much more quickly. Lest you think building a communications infrastructure in 21 days is impossible, peruse this slideshow from my alma mater, Brandeis University, for a real-life example. ♦



Saul Baizman is a third year VISTA employed in multifarious capacities at CTC VISTA Project headquarters.

Information and Communication Technology: A Vital Part of the Peace Corps Mission

by Amber Fox

From the Dominican Republic to South Africa, the Peace Corps is assisting the developing world's move into the 21st century. More than 1,800 Peace Corps volunteers are working to close the digital divide by incorporating information and communication technology (ICT) into their assignments. Over 180 volunteers focus exclusively on ICT. Most prevalent among their activities is the teaching of basic computer literacy skills in schools and communities—to local government officials, teachers, non-governmental organization staff, youth groups, women, and others.

Peace Corps volunteers have also found that ICT is a foundational way to promote general education, business development, environmental and health education. In Niger, two Peace Corps volunteers recently reported on how they are using technology to promote community health and HIV/AIDS awareness in rural African villages.

Mia Chabot

Most of the villagers in my community listen to their radios throughout the day. The most popular time slots are those in which the local radio station is on the air. This station has limited hours because it is a small community radio powered by a car battery and only has a small antenna range. This doesn't discourage the villagers because the shows and music are very relevant to their culture, friends, and local events.

Community radio is a great way to reach a large audience of people, so I asked and received a half-hour timeslot once a week. I conduct a program in the local language and cover topics such as health lessons, environmental concerns, educational messages and cross-cultural issues. I often work with another volunteer to present material in a variety of forms including lectures, stories, skits, and question and answer discussions, while enhancing the program with samples of modern American music.

Being on the radio has made me instantly famous in the surrounding area. Everybody recognizes me as the white person who talks on the radio and they love to repeat my lessons every time they pass me in the markets or on the streets. The programs have generated interest in what the Peace Corps is doing in Niger and stimulated discussions about health, environmental, and educational issues. In my village, I have also noticed an increase in the number of people—especially women and children—who listen to the radio, not only my program but news and educational messages from other organizations as well.

I also created a video to help educate my host community on the dangers of HIV/AIDS that was used to begin a village meeting on the subject. With the help of other villagers and local doctors using illustrated books and condoms, we discussed how HIV is contracted, what symptoms of the disease are, and how to take

preventive steps. We closed the meeting with a few more informational clips on HIV/AIDS prevention and awareness.

I also organized an eight-day film festival to highlight community health issues, while providing entertainment for the village.

Each day we discussed one topic and included a movie in the evening and village meetings run by guest animators from the local hospital with the use of illustrated books, posters, hands-on experiences and expert advice to emphasize the topics introduced by the movies. After the movies, we showed entertainment videos that were chosen to represent different aspects of the wide-wide world.

I knew the project was a success when I saw the reactions of the villagers after the first day. They would sing the songs of the previous night's lesson and reenact the skits from the local language videos. They also asked me to replay the videos they really liked, including those on AIDS awareness, family planning, and hygiene.

Nearly all the women came to the meetings even if that meant abandoning their chores. Most importantly, they listened to the teachings and applied what they learned. Hopefully, they will continue to talk about the eight days of cinema for a long time and continue to spread their new knowledge to the surrounding villages as well.

Katie Leach-Kemon

I work with the local radio station in my town to educate the community on health issues. For one month I devoted my shows to the topic of HIV/AIDS. One of these shows I designed specifically to target married women. At the time, I was becoming increasingly pessimistic about a married woman's options for protecting herself against HIV.

In Niger, men often travel to coastal countries in search of work after the harvest. Because they travel to places like the Ivory Coast, where the rate of HIV infection is around ten percent of the population, these Nigerian men frequently contract the disease and bring it back to their wives.

Together with my two Nigerian friends Jamilla and Boubacar, I explored the topic of HIV/AIDS. Boubacar, a teacher, had overheard other male teachers discussing how some of their wives had given them the HIV talk. Some of their wives told them, "If you are going to be unfaithful, wear a condom. I don't want you to infect me or our children with HIV."



We developed a culturally-sensitive radio skit about a woman who is worried that her husband is being unfaithful. The woman speaks to her doctor, who explains to her how the virus is transmitted and how she can protect herself. The wife resolves to speak to her husband about the importance of wearing a condom should he choose to be unfaithful. "And if he refuses," she declares, "I will divorce him, because Islam says health comes first." In Niger, where 80 percent of the population is Muslim, this is a very important point.

I was so impressed that Jamilla was speaking on the radio in defense of two highly controversial subjects, women's rights and HIV/AIDS. The best part is that it wasn't me, a strange white woman, but a Nigerien woman who was advocating her own brand of feminism. It was by far one of my most rewarding experiences working as a health volunteer in Niger.

About the Peace Corps

Since 1961, more than 178,000 volunteers have served in the Peace Corps, working in such diverse fields as education, health, HIV/AIDS education and prevention, information technology, business development, the environment, and agriculture. Peace Corps volunteers must be U.S. citizens and at least 18 years of age. Peace Corps service is a 27-month commitment. More information on the Peace Corps is available at www.peacecorps.gov or toll-free, 1-800-424-8580. ♦

Amber Fox is senior at American University in Washington, DC and an intern at the Peace Corps Office of Press Relations since June 2005. Mia Chabot is a Peace Corps volunteer from Linneus, Maine and a graduate of Assumption College in Worcester, Mass. Katie Leach-Kemon is a Peace Corps volunteer from Middleburg, Va. and a graduate of the College of William and Mary in Williamsburg, Va.

ICT in the Peace Corps

Before ICT was a priority for the Peace Corps, volunteers recognized the need for ICT training and development in their host communities. Many of these volunteers provided training in their host countries as a part of their primary projects. The Peace Corps recognized the impact of ICT programs in developing countries and in 2000, former Peace Corps Director Mark Schneider made ICT a priority for the Peace Corps. Eventually, ICT became a specialized assignment area for skilled volunteers with degrees or work experience in this field.

Schneider challenged America's high-tech corporations to assist the Peace Corps' goal of closing the digital divide. From this came several partnerships, including the AOL Peace Packs program, which provides computers, modems, printers, digital cameras, Internet access and other vital ICT tools for ICT volunteers to use in their host communities.

Peace Corps TECHspert Teams

To better support ICT projects, the Peace Corps established TECHspert teams in all three Peace Corps regions in 2003. TECHspert team members include host country nationals serving as Peace Corps programming and training staff and Peace Corps staff members working in many sectors, who encourage volunteers to integrate ICT into their primary projects. Together with volunteers, they develop new ICT integration strategies, ways to apply ICT in the developing world and in Peace Corps programming and training, virtual collaboration techniques, and ways to use radio and television to support their goals. In October 2003, the three regional TECHspert teams convened for the first time in Romania, South Africa, and the Dominican Republic to organize their strategies, participate in an online virtual workshop to compare strategies, and discuss first-year successes and challenges. TECHsperts share ICT resources, tips and trends with their fellow team members on a regular basis.

ICT Programs by Region

- **Inter-America and the Pacific** — Volunteers in the IAP region design ICT curricula, establish computer labs, computerize record keeping and accounting systems, and teach Web site development skills. For example, volunteers in Belize have trained over 3,000 primary and secondary school teachers across the country to operate computers, prepare lesson plans, use the Internet to do research and access information for their lessons, calculate students' grades, and put together report cards and other school records.
- **Africa** — In Africa, volunteers help establish computer labs and organize computerized record keeping and accounting systems. Volunteers in PC/Cameroon, for example, have taught computer troubleshooting skills and used computers for budgeting, launching feasibility studies, credit and database management, and Web page design.
- **Europe, Mediterranean, and Asia** — In the EMA region, ICT volunteers have established computer centers and are training their host communities in e-commerce development and Internet research. Volunteers, for example, have led Internet training workshops and designed Web sites to promote tourism and marketing.

A recent statistical compilation finds:

- Approximately 1,800 Peace Corps volunteers actively promote the use of ICTs in their work.
 - There are 182 ICT volunteers. 50% work in the Inter-America and the Pacific region.
 - 62,325 host-country counterparts and project participants directly benefited from volunteers' ICT activities in 2004.
 - 1,817 host-country institutions received volunteers' assistance with ICT integration in 2004.
- from the "ICT in the Peace Corps Fact Sheet 2005"

The Journal of Community Informatics—Issue #4

by Michael Gurstein, Editor-in-Chief

- **Free Internet As Agent of Community Transformation** by Jocelyn Williams, Catherine Wallace, PhD, Frank Sligo, New Zealand

Does the Internet empower communities or perpetuate the status quo? Can universal Internet access resolve education, employment, and other social gaps? Report on authors' longitudinal assessment of low-income community access to free Internet in New Zealand, in terms of new Internet users' (1) community belonging, (2) Internet connectedness, and (3) civic engagement. Findings show Internet connectedness may have only a minimal impact on community capacity due to constraints such as family transience, difficult domestic circumstances, inadequate project resourcing, and poor literacy. Internet ubiquity may not be a strategically useful social objective unless contextual limitations are recognised and addressed.

- **Mapping the Virtual in Social Sciences: On the Category of Virtual Community** by Serge Proulx, Guillaume Latzko-Toth, Montreal, Canada

A discussion of the concept of "virtual community" as a part of a broader discussion of the notion of community in the electronic age.

- **Community Networking and Public Benefits** by Arthur Cordell, Paula Romanow, Ottawa, Canada

An examination of the concepts and role of Community Networks and Community Networking in the context of public policy.

- **Evaluating the K-Net Experience** by Adam Fiser, U. of Toronto

This report outlines an approach to evaluation based on the work of K-Net Services, an organization in North Western Ontario that promotes and supports broadband networking in First Nations communities, reported on initially in the premiere issue of JoCI.

- **Digital Inclusion without Social Inclusion: The Consumption of Information and Communication Technologies (ICTs) in the Homeless Subculture in Central Scotland** by Claire Buré, University of Edinburgh

This pilot study examines how homeless people in central Scotland integrate and appropriate mobile phones and the Internet into their everyday lives, and the various meanings these information and communication technologies (ICTs) come to hold. It is found that "digital inclusion" does not necessarily lead to "social inclusion" into mainstream society, since homeless individuals tend to use ICTs in ways which reinforce the patterns and practices of their subculture — there is not a standard way of making use of technologies. Many homeless people thereby remain socially excluded in numerous ways despite their somewhat regular use of ICTs. It emerged from the study's findings that mobile uptake can actually be more "inclusive" than Internet uptake.

- **Looking Critically at ICT4Dev: The Case of Lincos by Mäane Granqvist, Malmö University, Malmö, Sweden**

Based on author's 2003 master's thesis, the work was carried out as an internship at the NGO Funredes in the Dominican Republic, as a part of its Olistica project, an Internet-based research observatory devoted to the assessment of the social impact of ICT in Latin America and the Caribbean. The thesis aimed to contribute to a framework for the assessment of ICT-for-Development projects from a critical, social viewpoint. It consisted partly in an extended



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theoretical discussion on the social dimensions of technology, and partly in a case study of the Lincos project in the Dominican Republic. Upon request of the editor, the focus of the article is directed at the observations of the field study, after a brief introduction to the theoretical presumptions and concepts of the original thesis.

- **A Cost Maturity Model for Community Informatics Projects in the Developing World** by Ferdie Lochner, City of Cape Town, South Africa (A Best Paper Prize Winner at the CIRN 2005 Conference in Cape Town)

A cost-benefit measurement of management of ICT in the City of Cape Town with special focus on the design and business application of a technology cost management competency index.

- **The Modal Nature of ICT: Challenging the Historical Interpretation of the Social Understanding and Appropriation of ICT**, by Marcus Leaning, Trinity College, UK (A Best Paper Prize Winner at the CIRN 2005 Conference in Cape Town)

This paper proposes a sociological model for understanding the social appropriation of information and communications technology (ICT). It argues that the relationship between a media form and the society in which it is deployed is of key import in understanding how a media is used. An account is given of the way in which the power of ICT to affect society has been understood. It is argued that positions within this debate are deeply tied to Western cultural beliefs and values. An alternate model of technology and ICT is proposed. In this model ICT is regarded as "modal" in operation; it may operate differently in different situations.

- **Towards a Code of Cyberethics**, Udo Averweg, Durban, South Africa
- **Report: A series of documents on ICT use in natural disasters**

Tribute: Larry Syms, May 2, 1948 – August 8, 2003

by David Rosen

When Larry Syms, a man who had worked for many years in Boston area health care institutions, and the father of two grown boys, decided to become an AmeriCorps*VISTA volunteer, he hoped that this might be an opportunity for training and access to a new career as a graphic artist in information technology. He also hoped it would be a way of helping others to learn about and share the joy and power in using computers. He knew it wasn't going to swell his bank account, but that wasn't important.

Larry didn't know that his work as a VISTA would be so important to him, that he would be able to help so many people, that he would be admired and loved by adult learners, teachers, and other colleagues at the Adult Literacy Resource Institute and in the CTC VISTA project.

Larry had vision. As he was considering VISTA, I told him we could help him out with transportation, either by providing an MBTA subway pass or paying for him to go to San Diego for the CTCNet/VISTA Project national conference. He didn't hesitate. The broad smile and twinkling eye of someone who had for many years been a world traveler told me he had chosen San Diego—and,



I learned later, a brief trip to Mexico. Larry's earlier years of travel abroad, and his friendships with people from other cultures, living in countries where little English was spoken, had strengthened his cultural sensitivity, opened him to new ideas, and helped him appreciate cultural differences. In quiet ways, Larry always showed curiosity, caring, and respect. Ngaio Schiff, a teacher at the Somerville Center for Adult Learning experience (SCALE), wrote that "Larry had a gentleness of spirit and a peace about him that put others at ease."

The vision of a larger world, cultural sensitivity, and respect, combined with a fascination with the power of computers and a love of graphic arts and music made him the ideal person to work with immigrants in the Boston area who wanted to learn English and to use computers. He also worked successfully with adults who were returning for basic skills brush-up and job skills preparation classes. In one of these settings, at Project Place, Larry found a young man who was gifted in drawing. Larry showed him how to use a simple computer graphics program, and within a short time this fellow had taught himself the skills to get a job as a graphic artist at a Boston company. Larry was especially pleased about this.

Larry helped new Bostonians at the International Institute of Boston, the Community Learning Center in Cambridge, and at SCALE who spoke little or no English and who had no computer

I'm Free

By Larry Syms

Don't grieve for me, for now I'm free.
I'm following the path god laid, you see.
I took His hand when I heard him call.
I turned my back and left it all.

I could not stay another day,
To laugh, to love, to work, or play.
Tasks left undone must stay that way.
I found that peace at the close of the day.

If my parting has left a void,
Then fill it with remembered joys.
A friendship shared, a laugh, a kiss,
Oh yes, these things I too will miss.

Be not burdened with times of sorrow.
I wish you the sunshine of tomorrow.
My life's been full, I savored much.
Good friends, good times, a loved one's touch.

Perhaps my times seemed all too brief.
Don't lengthen it now with undue grief.
Lift up your hearts and peace to thee.
God wanted me now; He set me free.

experience, to feel comfortable with technology and to use it as part of their English language learning.

Larry's sudden illness and rapid decline in the summer of 2003 brought great sadness to the students and colleagues who had become his friends. Priscilla Lee, a teacher at the Community Learning Center (CLC), wrote me "The very week that Larry passed away I found a card from him in my CLC mailbox... It was a birthday card and the card was brief, but the last lines in Larry's handwriting read, 'But, love was in my eyes for all secretly! P.S. A hidden Buddhist!'" Priscilla also wrote "there was a lot going on beneath the surface—he had so much love and creative energy and at the same time was very humble about it all. I think he was very much aware in those last months of just how much love he had and how much he shared ('secretly')."

When I last saw Larry, just days before he died, he proudly pulled out of his refrigerator a fish that he had caught the day before in a covert expedition to Cape Cod. Larry succeeded in living fully and loving others to the very end. In that, and in many other things, he was a model for us all. ♦



David Rosen, former Executive Director of the Adult Literacy Resource Institute (ALRI) and VISTA Project Supervisor for Larry Syms, who served as a VISTA at ALRI and all the member programs mentioned above from 2001-2003, until shortly before his death.

The following three pieces compliment Dan Schackman's perspective on "The CTC VISTA Project: Looking Back, Looking Ahead" (page 4) and demonstrate the variety the VISTAs' service. —the Editors

Technology for All VISTA Member Pete Rodriguez

by Douglas Caldwell

Pete has worked extensively with our Learn and Earn Program. Over the past year and a half he has taught 12 classes and distributed over 100 re-deployed computers to underserved youth in the east end of Houston. Also, Pete has developed a new Learn and Earn Program with graduating seniors at Milby, Chavez and Austin High School. He will be starting our third class this summer. Through these two programs he has been able to increase our overall volunteer hours. This program is well received by the community and a welcome addition to the total program TFA offers.

Pete has managed our computer re-distribution program and completely overhauled the system. All reporting is now done online and in real time. He has also involved his student volunteers and our University of Houston Interns in the process. The most unique feature to the re-distribution program is the way Pete transfers knowledge to the recipients. The organization receiving the computers actually works with Pete and the volunteers in preparing their own equipment for their community technology center. In this way they have enough basic knowledge to keep their equipment up and running. To date Pete has re-distributed well over 300 computers and taught over 100 people in this program.

For the past two months Pete has put together an extensive summer youth program. We should be able to reach over 50 unique community youth ranging in age from new 7th graders to graduating seniors. The programs cover a variety of subjects.

Pete has developed all the learning objectives for each course, developed a budget and schedule, and is in the process of recruiting students and volunteers. One of his key program partners is NASA. They have offered to put a second session under Pete's leadership.

Pete is a real friend to the youth of our community. Through the Learn and Earn program Pete gets to know the youth, and then he takes it a step further. Pete spends additional time with these kids and becomes much more than just a teacher, he also becomes their friend and mentor. I believe Americorp VISTA, through people like Pete, is making a real difference in the lives of these and other underserved youth. This extra effort has also been a key component in the development of an extensive summer youth program. Pete has been able to use his relationship with these kids to customize a program that really has the kids excited. ♦



Excerpt from Doug Caldwell's Affiliate Project Report for Project Quarters 17 and 18, August 15, 2004 - February 14, 2005. See more individual Project impact reports in the site report archive.

Life as a VISTA: The VISTA Way

by Jason Crow, former Grand Rapids (MI) Community Media Center VISTA

Yawn. I wake up just past 8AM, ready to head off to work. Another day another dollar, literally. I mean, I make approximately \$3.43/hour, take home. But then, what AmeriCorps*VISTA doesn't already know just how painful payday is, no need to remind anyone.

The coffee's on in the kitchen and I am reusing yesterday's filter. I fill the decanter with fresh ground beans I bartered from the Common Ground, a local coffee house on the East Side of Grand Rapids, a third tier city that struggles to keep its coffee shops profitable. After reading in the TIME magazine from January 2001 (my Mom borrows old magazines from her the dentist office where she works) that coffee has absolutely no nutritional value, I slip back into my fake leather lounge chair and stare out the living room windows at the next door neighbor as he puts his child in his car seat and gently lifts him into his minivan. I sip the dark water slowly, satisfied.

I put on my robe and step outside to grab my neighbor's daily newspaper. I slide the "employment" section out from the thick stack of papers and begin to read. My VISTA term is about to end. I am looking for a job, one that pays. As a novice documentary video maker (with a socially conscious bent), I quickly search the help wanted ads under three sections: video production, communications, and finally (the most useful section for an aspiring videographer) restaurant help needed. Nothing. And I have spent the past two years gathering employable skills, transferable skills. I swear.

As I lay there in my off-white robe reading the help wanted ads, I see my girlfriend's car roll up into my driveway that sits just below my living room windows. I run into my room to grab my VISTA handbag, (including the VISTA handbook), some jeans, a t-shirt, and I am off. As "The Faint" pulses its smooth, electronic beats through the car that smells like early morning vinyl, I



Jason with GRCMC colleague and Dirk Koning.

suddenly feel inspired to roll my window down and bob my head gently back and forth while watching downtown Grand Rapids wake up from behind the sunglasses I just picked up off the car floor. I am boyfriend. I am young. I suppose, I am happy too.

She drops me behind a bakery across the street from my place of employment. I open the lid to the bakery's trash receptacle and chose the cleanest looking bunch of long-johns among the dozens of donuts freshly tossed away. They're still warm. VISTA life is good...long-john good.

With a handful of long-johns, I walk into the Grand Rapids Community Media Center, a community technology center that provides low-cost, no-cost access to video, Internet, and radio equipment. The brightly colored walls and the original 1912 incandescent lamps greet me as I pass by Lillie the cheery receptionist who sits typing today's memos.

Taking a seat at my computer workstation, I see a long list emails yet to be read. Let's see, 3 from some Melissa Daigle, 2 from a Matthew Crichton, 2 from Peter Miller, 2 from Karen Zgoda, 4 from a Liz Barnes. Who are these people? And why do they keep emailing me? I read through them, anyway, just to see what those Boston folks are up to. The stillness of the office before my CTC open its doors to the public is priceless.

Then PLOW! The doors swing open and here comes the public, arms waving, computers crashing, cameras breaking, normal folks clashing with the high technology. My VISTA training suddenly sets in and 4 years of film/video schooling begins to pay off. I am restarting computers, recovering lost footage, locating lost files, rescanning images at the proper resolution, showing people the restroom, directing folks to other office areas, listening to stories about lost jobs, lay-offs, promotions,

families and marriages gone awry, divorces, medications (or lack thereof), camera accidents, computer fritzes, deadlines, mishaps, successes and failures. I am I.T. man. I am counselor. I am professional public relations man. I am non-gender bias. So, I am professional public relations person. I am an AmeriCorps*VISTA volunteer.

Brown bag lunch comes and goes. More lost footage, more audio tracks missing from the final video, more stories of discontent and triumph fill my afternoon at the Grand Rapids Community Media Center. I have yet to clear my inbox of VISTA listserv emails, when I receive a couple more requesting I get to work on my VISTA website. I mark it unread and move it to my to do folder and begin working on updating the CMC's website. I create a .PDF here, write a blurb there, respond to a feedback email, and scan a couple photos to be posted for all to see. Then I start feverishly sorting out and editing stories that will be placed in our quarterly newsletter Catalyst, weeding out those that will end up in our more timely electronic newsletter e-Catalyst. I reschedule appointments, tours, and speaking engagements for my Executive Director, pretending to be well dressed on the phone with other ED's and their Administrative Assistants. I am print editor. I am desktop publisher. I am graphic designer. I am writer. I am a poorly dressed Executive Assistant. I am an AmeriCorps*VISTA volunteer.

Closing time comes. I grab my VISTA sack and hit the streets, leaving 8 emails, three video projects, and some stale chips (and a cup of warm water) for tomorrow. I walk past the new 150 million dollar DeVos Convention Center under construction, noticing the picketing construction worker whose sign on a pole reads, better wages, more benefits, less hours! We snicker at each other because yesterday I walked the beat with him, waving the sign at the disinterested passing cars. I felt some sort of solidarity with him.

I put my headphones on to help the time pass on the hour walk home, stopping by Kinko's to pick up some free coffee. I yank the long-john out of my VISTA sack, take a healthy bite, and watch the world go by as I walk. I am young. I make poverty wages. I am rich. I am an AmeriCorps*VISTA volunteer. u



Jason Crow served as a CTC VISTA at the GRCMC, after which he worked at Falmouth (MA) Community Television on Cape Cod, and continues his gainful employment as Access Coordinator at Cambridge (MA) Community Television in Cambridge. This edited article is from the April 2003 CTC VISTA Project Newsletter from the Project newsletter archives.

My Work in Rural Washington State

by Amanda Lasik

My work at La Casa Hogar has affected me deeply on a personal level. I now have a much greater understanding of immigration and the real, complex issues that immigrants in the United States face. I will never really understand what it is like to live in a country where I don't speak the language, don't understand the laws, and work at a difficult job just to make ends meet. However, I can say that simply by listening to their amazing stories, I gained a better understanding of the motivation that led these families to the United States.

The students of La Casa Hogar and I have very little in common. They have trouble understanding my independent spirit, why I am working at this organization as a volunteer, or why I am unmarried and have no kids. In turn, I have trouble understanding why they cannot go anywhere without their kids, and why anyone would focus that much energy and effort on cooking. But something about the atmosphere of La Casa Hogar allows people to breakdown barriers created by background, money, and language. I saw within the women of La Casa Hogar a deep love for their families and a desire to make their lives better.

Luz Monroy, Data Management Coordinator, Bookkeeper, and former student said the following, "...in La Casa Hogar, I have found my family, my home...that place that always has open doors, in which we can find refuge and feel safe, where nothing can harm us because among family, there is a bond of love that keeps us together."

My new "family" provided me with new perspective on my life and made me think about what is really important. I think that many Americans could learn a lesson from the Mexican culture about what it really means to be a family. Mexican families in the United States face many barriers—language, income, cultural assimilation vs. maintaining heritage, but beneath all of that is a closeness that keeps families together through thick and thin.

My VISTA year provided me with the opportunity to branch out and meet people I never would've met otherwise. My heart has been touched many times over by the women of La Casa Hogar and the strength of their spirits. ♦

Amanda Lasik served as a CTC VISTA at La Casa Hogar (WA) last year. This essay is from Amanda's July 28, 2005 VISTA weblog. CTC VISTA Project weblogs were instituted by the Project in the Fall of 2004.



Book Review

The AmeriCorps Experiment and the Future of National Service

Will Marshall & Marc Porter Magee,
Editors

Reviewed by Daniel Schackman

The AmeriCorps Experiment and the Future of National Service provides an appraisal of AmeriCorps as it passes the ten-year mark, and includes the diverse viewpoints of leaders across the political spectrum about the potential future of the program, though it's principally informed by the co-editors and their institutional bonds. Will Marshall is president and founder of the Progressive Policy Institute (PPI), the think tank associated with the Democratic Leadership Council, supported by its "Third Way" political philosophy (that, among other things, "seeks to adapt enduring progressive values to the new challenges of [the] information age.") Marshall is the author of the 1988 DLC book *Citizenship and National Service* that developed many of the ideas for AmeriCorps. Marc Porter Magee is Research Director of the Partnership for Public Service, and was previously director of PPI's Center for

Civic Enterprise and a contributing editor of the DLC journal, *Blueprint*.

The first section, "Assessment," features only one chapter, "Has AmeriCorps Lived Up to Its Promise?" by Magee and Marshall. The chapter presents AmeriCorps' success in its primary purpose of "tackling unmet needs, expanding opportunity, bringing Americans together through service, and strengthening citizenship and civic enterprise." Still needing more attention

AmeriCorps Success Story Compendium

Innovations in Civic Participation, along with America's Service Commissions, has released *Transforming Communities through Service*, a success stories collection of 51 of the most innovative AmeriCorps programs from around the country as selected by state National Service commissions, another publication freely available in its entirety online. While there are no technology programs included, the community-building programs described might stimulate ideas of partnerships with community networks and technology centers and related organizations.

are encouraging more members to pursue higher education with their Education Awards, and increasing interaction between diverse members.

"Part Two: Service at Home and Abroad: An Update" includes a "A Frontline View" by David Eisner, current CEO of the Corporation for National and Community Service (CNS). Eisner presents some of the challenges that AmeriCorps has faced in its first ten years — lack of bipartisan support and a fiscal/management crisis, and offers his recommendation for three ideas in particular: (1) that AmeriCorps members can increase their effectiveness exponentially by recruiting and coordinating other volunteers at their sites. (2) Greater grantee matching of Federal funds ("...a key measure of its strength and long-term viability"). (3) Eisner is the first of nearly all of the contributors to this book to cite the great potential of tapping into the baby boomer generation that is beginning to retire, those 77 million strong who came of age in the idealism of the New Frontier and the social movements of the Sixties and Seventies that is beginning to retire, and he recommends adapting current programs and benefits to attract them. "A Global Perspective," by Susan Stroud, Executive Director of Innovations in Civic Participation, compares and contrasts national service in various countries, from alternatives to military service conscription to programs more closely associated with higher education. They provide models for further developing national service programs here in the U.S. Stroud suggests that the international growth of service programs, particularly for youth, might eventually trend toward "a common experience and expectation for the majority of young people worldwide."

"Part Three: Possible Futures for National Service" includes essays by contributors from both sides of the political spectrum. In "Putting Faith in Service," Beliefnet's Steven Waldman recommends that 100,000 religious congregations each host a national service member who would stay with a parishoner's family while working with the congregation to coordinate volunteers for their community service work.

In "National Service on a Community Scale," Bush Administration CNS Chair Stephen Goldsmith represents those concerned about too much Federal government intervention in communities as well as a move toward some form of conscripted service, not to mention a critical eye towards too large a percentage of funds going to big national organizations such as City Year and the Red Cross. He recommends that AmeriCorps focus more on supporting grass-roots community-based efforts.

A very different viewpoint is represented in "The Case for Universal Service" by William A. Galston, Director of the Institute for Philosophy and Public Policy at the University of Maryland (the Institute's scholars constitute the Philosophy & Public Policy Quarterly Editorial Board). Galston makes a passionate call for moving to a universal conscription system, allowing for military or civic service, as a way to instill in American youth a deeper sense of citizenship.

Lastly, Marshall and Magee return in "The Voluntary Path to Universal Service" outlining a proposal for the expansion of

national service, inspired by the post-WWII G.I. Bill, that more directly ties financial aid for higher education to public service, civic or military. The essay outlines "Five Ways to Scale Up National Service: 1. Replace selective service with national service, 2. Expand AmeriCorps, 3. Recruit more citizen soldiers, 4. Replace work study with serve study, 5. Link federal student aid and national service."

It might be taken as a holdover of Clinton era brashness that they take a swipe at the forerunners of AmeriCorps: "National service ought to be more than a small demonstration project on the margins of big government. It must take a great leap forward or risk going the way of the Peace Corps and VISTA, noble endeavors that languished after an initial burst of inspiration and failed to reach critical mass."

It seems unfortunate that the editors, especially in writing this concluding article, did not more fully integrate some of the ideas presented in previous chapters. This gives the impression that the other essays provide more of a perfunctory nod toward presenting political balance. Whether this can become a forceful bi-partisan or multi-partisan opportunity for collaborating on a workable proposal that can be supported by a spectrum of policy makers (like the McCain-Bayh proposal for Universal Service that Marshall and Magee discuss) remains to be seen. ♦

The Resource Center

The Resource Center, formerly the National Service Resource Center (NSRC), is the major technical assistance provider for all AmeriCorps programs and contains a wealth of assets. A wide range of **online resources** are freely available and relevant to the full spectrum of nonprofits, and do not require a log-in and password. **Print resources** can be borrowed, lending-library style by National Service members and project managers (materials are shipped to the member's site.) The site is searchable by topic, and has a **Frequently Searched Topics** page, including a link to **Program Management: Technology resources**.

Among the technology program management links are numerous **Digital Divide resources**, including news stories, best practices, and **useful links** to:

- **Funding and Grant Management**
- **Low-cost Hardware and Software**
- **Partnerships**
- **Online Training and Curricula**
- **Volunteer Management**
- **Measuring Your Impact**
- **Needs Assessment**
- **Research**
- **Listserve**

The Center publishes two **eNewsletters** with extensive archives. **The Resource Connection**, v4 #3 covers "Technology in National Service Programs"; the **January 2004 eNews** focuses on "Closing the Digital Divide."

Perspective

On the CTC VISTA Project and the Corporation's Resource Center

by Carlos Pedraza

In the heady days of the dot-com bubble at the end of the last century, the enthusiasm that fueled so much speculation in the private sector had its counterparts in the nonprofit sector, where corporations, foundations and government agencies collaborated to address inequities around access to technology in low-income and rural communities.

For example, the United Way and IBM established the Teaming for Technology program, AOL created the PowerUp initiative, and the Corporation for National and Community Service worked with the Community Technology Centers Network (CTCNet) to establish a national AmeriCorps*VISTA project.

Today, halfway into a new decade, only the CTC VISTA Project partnership survives. Projects that worked to bridge the digital divide between technology haves and have-nots have contributed to a largely successful national effort to make technology widely accessible. While access issues have not been completely solved, more people than ever can use computers and the Internet. CTC VISTA has moved beyond the access issue to address the question, access to do what?

While the digital divide is no longer an official priority area for the Corporation for National and Community Service, that doesn't mean the Corporation has abandoned technology programs. In fact, an increasing number of the Corporation's grantees in AmeriCorps, VISTA, Senior Corps, and Learn and Serve America make use of technology as part of their direct service and administrative operations. And the CTC VISTA project, which recently swore in its 200th member, continues to be the most popular program in AmeriCorps' online recruitment system.

Those VISTAs, and the CTCs and related organizations where they are housed, focus now on building the capacity of community agencies in low-income and rural communities. And the Corporation is increasingly focusing its funding to programs that engage in capacity-building.

At the Corporation's Resource Center, operated by ETR Associates, CTC VISTA projects have been important contributors to our Effective Practices Collection. The Effective Practices Collection is the most-used service of The Resource Center's Web site, and the community technology practices housed there aim to help national service programs better integrate technology into their administrative and program operations.

The Technology area of our Effective Practices Collection features 38 practices, many of which were contributed by staff and VISTAs serving at CTCs across the country. You can view those effective practices on The Resource Center website.

Among them are:

- Sharing a model for community technology center (CTC) AmeriCorps*VISTA projects.
- Sharing computer basics with seniors.
- Bringing technology support to schools in low-income communities.
- Making community technology centers accessible and welcoming.

The Effective Practices Collection now includes more than 660 practices covering a broad range of activities supporting service and volunteerism.

Now that the Corporation is emphasizing leveraging National Service members to support volunteer agencies, VISTAs can play an important role in building the capacity of their sponsoring agencies to recruit, train and place additional volunteers. A study by the Urban Institute, and funded by the UPS Foundation, noted that AmeriCorps, including VISTA, can play an important role in building the capacity of community organizations. Those organizations face key challenges in sustainability, effective programming, performance measurement, and demonstrating results.

CTC VISTA members and their sites can help with these capacity building efforts by leveraging their ideas, tools, resources and other efforts through contributions to The Resource Center. These contributions include:

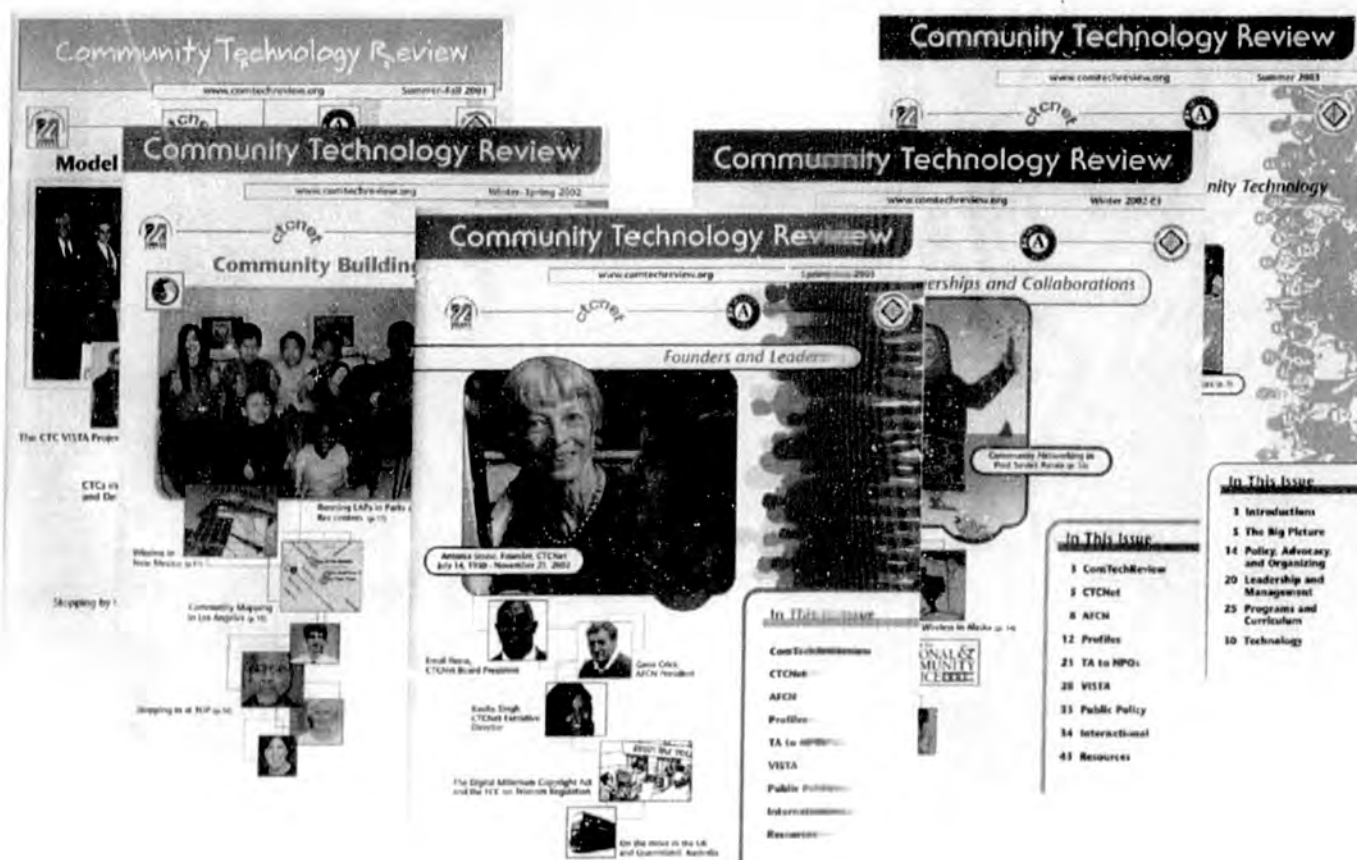
- Submitting effective practices
- Identifying resources such as books, videos, DVDs, audio recordings and other media for The Resource Center library
- Sharing curricula VISTAs have used in training staff and clients at their CTCs
- Using the forthcoming My Improvement Plan to assess the current capacity of their sponsoring organizations
- Participating on listservs

Just as the economy is now emerging from the dot-com bust stronger and more creative, so has the CTC VISTA program. That creativity and talent can play a big part in the increasing importance of national service to the health of communities across the country. ♦



Carlos Pedraza is the Director of National Service Projects, ETR Associates, in Scotts Valley/Santa Cruz, CA.

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plus curriculum integration support.



See sidebars in this issue for compilation of articles by area topics in Community Networking (p. 7), Community Organizing and Development (p. 18), Digital Media for Youth (p. 24), and Technology Assistance for Nonprofits (p. 28).

The CTC VISTAs 2005-06



Front row: Taylor Hales, Danielle Martin, Jeff Benton, Ellen-Rae Cachola, Daniel Richardson, Emily Kerkstra, Matt Walker, Nick Lewis, Dave Chakrabarti.

Second Row: Angela Dirscherl, Roxanne Johnson, Cathy Hersh, Becky Shuler, Nikki Payne, Jenny Lee, Sheveeta Shephard, Molly Szymansky, Emily Yoshida, Morgan Sully, Dean Gransar, Robin Brown-Pipkins, Shaneka Smith, Shannon McCue, Aliya Abassi, Alli Shaughnessy, Saul Baizman, Paul Hansen.

Back Row: Rodrigo Pacheco-McEvoy, Blake Hall, Brian Pastori, Peter Miller, Greg Osmun, Ben Sheldon, Mark Betz, John Miller, Ryn Shane-Armstrong, Chris Anderson, Chuck McCullum, Misty Kesler.

Not Pictured: Nathan Biggs, Mike Denegal, Sandy Hike, Nora Lollar, Vahid Nourani, Christy Park, Cara Powers, Sam Russell.

Site placements and additional information are available in the [project directory](#).



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