

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672

3025 SCOMM 137: HOUSE SPECIAL COMMITTEE ON EDUCATION 2005-2006

Online Collaboration as a Strategy

There are many websites which focus on providing current market research. Many offer listservs focused on sharing strategies for specific market clusters. If wood products, for example, is your niche, you need to identify with whom you can collaborate to share co-marketing solutions and news on trends. Cisco Systems calls this **"coop-etition"** to differentiate from the traditional forms of industrial age competition. For example, Big Sky Carvers produce carved wooden ducks for an international market, and have partnered with other producers to expand their marketing impact.
<http://www.bigskycarvers.com/>

Today, the time required to go from an idea to a marketable product is dramatically shorter than it has ever been. Online collaboration, computer-based manufacturing, and the advantage of being first-to-market have accelerated your competition's ability to move quickly. Your own ability to work smarter and faster is not as dependent on your ability to invest large sums of money as much as it is to adopt new business behaviors and practices. This is a big advantage for rural entrepreneurs. **Thinking "outside the box"** is a cliché well worth emulating. **The global economy is being increasingly driven by the proliferation and sharing of new knowledge, the generation of new ideas, and facilitation of effective collaborations.**

Your own personal strategy should be regularly to review your competition locally, regionally, and globally to borrow their innovative strategies.

Developing Community Collaborative Capacity

The more we learn to leverage the efficiencies of online collaboration, the more powerful this new collaborative capacity becomes. Community programs which raise local awareness about the best applications of collaborative tools can also grow a local market for a wide range of new products and services. As geographical communities, or as virtual communities of interest, we have the opportunity for developing profoundly powerful local and global collaborative capacity. But, **a shared vision and an action plan for the collective will of the community is required.**

In the hands-on activities below you'll review a number of state-of-the-art businesses. They come and go, but most can do amazing things for your business, requiring little technical knowledge on your part. Note many look rather alike. You can bet they watch each other's sites carefully and when one posts an innovation their competition is likely to post similar innovations almost immediately as their own vital strategy to stay competitive. **Monitoring the ads in Ecommerce magazines like Business 2.0**
<http://www.business2.com> **is a good strategy for keeping current on what's hot with new web-based Ecommerce site innovations, particularly regarding collaboration.**

Hands-on Activities

1. Review the following services related to business collaboration and training.

- **Smartforce**
<http://smartforce.com>
A leader in the field.
- **Webex**
<http://webex.com>
Outstanding model of excellence.
- **Kikos**
http://www.kiko2.com/html/products/content_creation.jsp
An easy-to-use set of online publishing tools that requires no training or HTML expertise -- lets you develop interactive Web documents that give you insight into your employees' understanding and knowledge.
- **CentraNow**
<http://centranow.com>
"Redefining Elearning and Collaboration" Internet-based voice-based services, conference calls, and more! Free E-meeting Trials!
- **Astound**
<http://astound.com>
Free trials for audio-conferencing via Internet, and more!
- **Expert City**
<http://expertcity.com>
Connect with experts for advice.
- **Development Space**
<http://www.developmentspace.com>
The application of Ebay to Internet aid. Consultants sought.
- **Global Development Gateway**
<http://www.developmentgateway.org>
International consultants registry, and more.
- **WR Hambrecht and Co. Brokers**
<http://wrhambrecht.com>
Select "Research" and find the latest corporate Elearning Market report.
- **The Pacific Institute**
<http://loutice.com>
Changing the way you think. Corporate training.

- **Interland**
<http://interland.com>
"We make the web work for you."
 - **Wholetree Ecommerce Language Translation**
<http://wholetree.com>
"Engineered Multilingual Solutions" Services for going global!
 - **Talkcity.com**
<http://business.talkcity.com>
Building communities for businesses online. Tutorials and tools available!
2. **To find online businesses in your own community search** for "your town, your state, your zipcode" and keep a listing. Is anyone keeping a directory of local online businesses in your community? If there are multiple listings, create a listing of the best of these. If no one locally is maintaining a listing, perhaps you can start one and turn it into a business!
 3. **Create your own web conference and/or listserv** among your peers for regular sharing of information. <http://groups.yahoo.com> Other free resources at <http://lone-eagles.com/webdev.htm>

Recommended Readings

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

- **Ten Collaborative Internet Tools**
<http://lone-eagles.com/tencollab.htm>
While this was written for educators, it applies to everyone learning to collaborate.
- **Explore the tools at** <http://lone-eagles.com/collab.htm> and <http://lone-eagles.com/media.htm>

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one-page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Seven."

2. Send your instructor a half-page description of the ideal community project you feel would actually work best for your community.

Optional Skillbuilders

1. Explore more on collaboration at <http://lone-eagles.com/curr4.htm>
2. Find a listserv related to your business from the listserv directories listed at <http://lone-eagles.com/collab.htm>

Lesson Eight - Employment Opportunities in a Knowledge-Based Economy

Lesson Goals

- **The Strategies Behind Building a Quality Electronic Portfolio Resume**
- **The Strategies for Quickly Establishing Work Experience Through Volunteerism**
- **The Strategies for Effective Marketing of Your Skills and Talents**
- **The Strategies for Finding New Career and Job Possibilities**

Finding Jobs Through the Internet

If you can read, write, type, are comfortable with computers, and are willing to learn new things, you're highly employable! Extensive resources on careers are online as well as job-finding sites that allow free posting of resumes and many sophisticated features. In this lesson you'll receive an overview of what's available. **You'll review templates for creating an online resume, and you'll learn about jobs you never knew existed.**

New types of jobs are rapidly appearing and 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 and posting services and much, much more. Monster.com is perhaps the leader, from which you'll get the most complete overview of available services. But, once you've created your resume, you can post it at all the sites.

Volunteerism to Build Skills for Your Resume

The more experience you can put on your resume the more employable you'll be. Consider creating an electronic portfolio web page as an online resume. If you have limited experience - consider volunteering, particularly as an online mentor - to develop and document your online collaboration and mentoring skills. See the outstanding student electronic portfolios from the Mt. Edgecumbe School at <http://www.mehs.educ.state.ak.us> and related information at <http://electronicportfolios.com> **Make a point to review the sample resumes and**

resume templates at as many of the job sites as you can so you'll develop a clear idea of what a competitive resume looks like.

Cisco Systems trained 180,000 students in over 84 countries to be network technicians through their Cisco Networking Academy program. But, Cisco doesn't yet offer training for the other 99 percent of us who need training for the community applications these networks make possible. Many community Internet awareness project ideas are detailed below, which you're welcome to use without restriction to win funding for your own community projects. **You'll find many doable projects which require no funding, but which can be invaluable to your attempting to establish real work experience for your resumes.**

Youth Entrepreneurship Opportunities

Youth today are the technology leaders and technology change agents in our homes and communities. Many youth have created wildly successful online businesses by applying their Internet exploration skills and a good idea. In the web tour for this lesson you'll explore youth entrepreneurship resources and youth-driven community Internet awareness project models.

Instructional Entrepreneurship

As more and more people come online and identify the advantages of quality online instruction, your possibilities for creating a for-profit business delivering quality online instruction, training, and support will increase. Particularly if you're an educator, consider monitoring the rapidly emerging opportunities in both the educational and corporate training worlds. The following two short proposals will give you some ideas to build upon.

Proposal For a New Online Course for Educators

An online graduate level recertification course for educators will be created to bring together the leadership potential of the educational community: administrators, teachers, parents, and students, to identify how education relates to success in the "knowledge age" with emphasis on social entrepreneurship. "Social entrepreneurship" is literally the convergence of education and economic development in the emerging service economy. The sheer numbers of citizens of all ages involved in the educational community suggests strongly that they play a significant role in leading this community education initiative.

The Community Bootstrap Academy project will integrate the following unique online course "Building Learning Communities" for educators. It creates web-based, project-based learning units to be used as models of student activity engaging local citizens in creating a community vision. These activities will include tangible steps forward for designing local web-based content, and collaborative activities, around the theme of "Building a 21st Century Learning Community". Included are the

specific methodologies exploring how Internet resources and collaborative capabilities can be applied to developing both local and global citizenship, service learning projects, and youth Ecommerce entrepreneurship.

Building Learning Communities: Creating Social and Economic Value in the Knowledge Age

Course Description: Learn how to integrate the teaching of citizenship, character education, web-authoring, and Internet skills to engage students with their local community to grow a vision of their collective future. Students will identify for themselves and their community a vision for how people can learn to use the Internet to develop social and economic value. Project-based learning models and extensive existing web-based curriculum will provide students with challenges in developing their Internet self-directed learning skills. Students will use online tutorials to teach themselves how to use digital art, photography, and music for digital story-telling and multimedia presentations to communicate this vision. A student entrepreneurship challenge will focus on those Ecommerce opportunities which can provide local jobs to provide students with the option to avoid relocation upon graduation and to assure their community's future.

This three-semester credit course for educators presents a hands-on review of Internet resources and curriculum templates integrating K-12 character and citizenship education with online collaboration and creating web-based instructional content to grow local community Internet awareness. Growing successful citizens and sustainable communities in the "knowledge age" requires a K-12 leadership role for developing both local and global citizenship by teaching how to create both social and economic value.

Short-term, youth-driven, service-learning project models will be presented for creating local web-based content for their communities showcasing local and regional Ecommerce and entrepreneurial Internet innovations. These projects will help students become involved with their communities' economic development and sustainability issues. Students will learn how to win funding for their community projects from local businesses and organizations.

Educators will learn the easiest methods for creation of web-based instructional content within the context of how to teach students web-based content creation. This content includes essential knowledge worker skills such as self-directed Internet learning and online collaboration. Students will learn how helping others online can lead to instructional entrepreneurship services and businesses. Success as knowledge workers in a global knowledge economy requires a K-12 emphasis on developing the social value of students and requires they become skilled at creating and maintaining meaningful relationships both offline and online.

Whereas in the past the two concepts of the public and private sectors might have appeared to be morally at odds, in the new service economy "social entrepreneurship" is emerging as the synergy of the best of both worlds. Ecommerce entrepreneurship basic concepts will be introduced with the overriding theme of "Information condenses to knowledge, which condenses to wisdom, and VALUE is created in the knowledge age."

Introductory online units for use with students will be included as a means of integrating technology standards with writing, reading, and civic studies curriculum.

Online mini-courses designed for teachers to use with their students will provide students with their first, brief, online learning experiences. Students will then create similar brief mini-courses for other students, for which they would then mentor their peers and evaluate the outcomes. Community-building Internet applications have not kept pace with the technology. Under the theme of "Building Learning Communities," students will learn first hand how online collaboration can benefit their communities, while developing their knowledge worker skills in online groupwork and instructional entrepreneurship.

Addressing the Need

There is an immediate need to bridge the gap between the K-12 goal of creating competent citizens and the students' ability to understand the role the Internet will play, not only in economic development but also in their own future employability. The accelerating pace of change requires students to learn how to think innovatively and how to maintain awareness of successful innovations related to emerging vocational and entrepreneurial opportunities in their communities. The sustainability of communities and society depends on creating motivated lifelong learners, proactive citizens who are value-driven; (character education and service learning), innovative entrepreneurs (using the Internet), skilled collaborators, both offline and online, and citizens who are both consumers and producers, both learners and teachers, all the time.

Self-directed Internet learning skills have become essential. Strategies to make smart personal decisions require that one stays current in a world of accelerating change. Information overload from too much of the wrong kind of information is becoming an increasingly serious problem. Overcoming information overload requires becoming more skilled at being increasingly selective on specific online collaboration skills.

Citizenship education needs to include values development in the form of character education and service learning. A knowledge society and an electronic democracy require educated citizens with skills in both offline and online collaboration and articulation. Internet skills for self-directed learning and web self-publishing are required for competent citizens in a knowledge society. Our educational system needs to develop future citizens' ability to create both social and economic value in a balanced manner.

Character Education Web Tour <http://lone-eagles.com/chared.htm>

Many realistic student-driven community activities will be presented for students to initiate interaction with their community to gather content for local web display. Community awareness will be focused on proven opportunities the Internet represents. Details are available in **The Bootstrap Academy** <http://lone-eagles.com/academy.htm>

There are many successful models of project-based learning and student creation of web-based content to benefit the local community which will be reviewed for local use in this unique course for educators. As awareness grows through the use of existing curricular models, educators will learn to use existing templates to begin to create their own

innovative curriculum. Moreover, students will also learn to use templates to create instructional experiences for students and adults in the local community. Details are available within: **Building Collaborative Capacity – A Web Tour**

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

Project-based Learning Project Directories

http://lone-eagles.com/projects_tour.htm

Project-based Learning Resources

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

Examples of Successful Youth-Driven Web Content

Competitions and Projects:

The International Cyberfair competition, <http://www.gsh.org>, describes how elementary students create web pages celebrating eight categories of local achievement.

The Community Networkers Youth Initiative <http://communitynetworkers.org>, students champion the cause of creating online content to benefit the local community

The International Thinkquest Competition, <http://www.thinkquest.org>, students internationally have created over 4,500 instructional web sites to help others learn online.

The Camp Internet Family-oriented Learning Expeditions,

<http://www.campinternet.net>, engages families with learning together how the Internet can be used for family programs.

The Global Schoolhouse Projects Directory, <http://www.gsh.org>, where teachers can post multi-classroom collaborative projects to find international partners.

At **Webquest** sites, (see <http://lone-eagles.com/capacity.htm>) curriculum templates are available for teachers and students to create online project-based learning units, often based on real-world problem-solving.

Entrepreneurship sites and cooperatives for youth and women are listed along with Ecommerce Start-up training resources and sites offering free Ecommerce web sites.

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

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

Mentoring Models, Guides, and Resources

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

Building Learning Communities Resources

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

Rural Community Empowerment Resources

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

A Community Internet Self-Empowerment Model

More and more communities are investing in Internet at higher and higher speeds. Some clarifications are emerging regarding the real challenges in producing the desired outcomes for which the technology itself presents only the first step.

The ideal community self-empowerment vision is that once the Internet access becomes available, inspired citizens will immediately visualize their opportunities by becoming self-directed lifelong learners, proactive entrepreneurs, and/or innovative skilled collaborators by creating new social and economic value for their communities. The ultimate goal is an educated democracy with citizens producing a balance of local and global contributions, working together to fight information overload, and increasing uncertainty to create a safe, happy, sustainable community.

The goal is for everyone to be motivated and empowered at the highest levels possible. Despite these high-minded goals for increasing certainty and decreasing uncertainty the corresponding potential values, the reality is most communities gravitate to the lower tier of Internet applications. It is becoming dramatically obvious that a more focused approach is needed.

Community projects are needed that can demonstrate in concrete terms how to quick-start the highest levels of community benefits with the least overall costs in time, effort, and prerequisite literacy. Where such model communities don't exist, we need to create them. The resultant storytelling will inspire others to construct their own vision and a real plan for the mobilization of their own community's collective will.

A short-term community project involving educators, students, citizens, and local businesses is proposed with the goal of creating a methodology for initiating ongoing public self-assessment for community Internet empowerment and for producing local online content created by large numbers of local citizens. Many realistic student-driven community activities for students to initiate interaction with their community, to gather content for local web display, and to raise community awareness about the genuine opportunities the Internet represents are detailed at: **The Bootstrap Academy** <http://lone-eagles.com/academy.htm>

The following three main themes can be supported in many ways depending on the unique personalities of a particular community. In one community educators and students might be in a position to demonstrate leadership, in another economic developers might create a community learning initiative.

1. **Vision: Create appreciation for the power of a shared vision for specific community benefits** potentially realized by everyone working together toward the common goal of defining how the Internet can help empower the local community. **Articulate online an ideal vision for community Internet empowerment** for your community. List online local innovations and stories of current successes, and future possibilities to inspire all who see them.
2. **Sharing Resources: Create appreciation for the value of local web posting of**

carefully selected high value Internet resources by multiple citizens for healthcare, Ecommerce, parents, women, kids, seniors, etc. **List replicable innovations and resources from other communities and Internet sources** as models to inspire local creativity and validate the potential for your community.

3. **Peer Mentoring:** Create appreciation for the role Internet can play linking citizens with each other through creation of mentoring and knowledge sharing opportunities both online and offline. **List local mentors, and the topics of expertise they offer** and create social incentives of recognition for those who share their knowledge with others. Help enlist new mentors by showing them how to gather links to create topical web resources to share with the local community. Create opportunities for people to gather in person to see what others are doing with the Internet. Make the possibilities visible to all.

Hands-on Activities

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

- **Monster.com**
<http://content.monster.com>
A Career Center that allows you to market your skills. Free resume posting, services for researching companies, job seeker information, and has a great section on community business.
- **Freeagent**
<http://freeagent.com>
Tutorials for becoming a free agent information technology professional.
- **Guru.com**
<http://guru.com>
Resources for marketing your services and finding work contracts.
- **Hotjobs** <http://hotjobs.com>
- **Career information, a hotlist of hotlists**
<http://lone-eagles.com/lksd-careers.htm>
Job shadowing, toolkit listings, many master listings with rich job-finding resources.
- **More at** <http://lone-eagles.com/entrelinks.htm> and <http://lone-eagles.com/entrelinks2.htm>

Youth Entrepreneurship

- **YoungBiz.com**
<http://youngbiz.com>
Free Ebusiness sites and training for youth!

- **EBusiness for Teens**
<http://library.advanced.org/28188>
A Thinkquest entry from Jamaica with lots of Ebusiness resources for teens!
- **Young Entrepreneur's Organization**
<http://www.yeo.org/>
- **Hotlist of Student Entrepreneurial Resources:**
<http://lone-eagles.com/entrelinks2.htm>
Wonderful listing of dozens of important resources for student entrepreneurship, home-based businesses, community service, and more!
- **Youth World Trade Training**
<http://www.wbe.net> Sponsored by the Reis Foundation
<http://www.reisfoundation.org> Youth entrepreneurship focus
- **Adult and Youth Entrepreneurship Training Resources**
<http://www.emkf.org/>
The Kauffman Foundation has a billion dollar endowment for funding youth and entrepreneurship programs. To review their free training resources, select Entrepreneurship, then Entrepreneurship resources! Also hosting <http://www.entreworld.org>, listing extensive resources for entrepreneurs.
- **Americans Communicating Electronically**
<http://www.ace.org>
A USDA Economic and Development Systems initiative. Links to 4H and other youth programs and related diverse resources from USDA.
- **The U.S. Patent and Trademarks Office**
<http://www.uspto.gov>
- **Invention Submission Corporation**
<http://www.isc-online.com>
- **A Basic Guide to Entrepreneurship Readiness**
<http://www.makingajob.com> From the Kauffman Foundation
- **Junior Achievement**
<http://www.ja.org/newja/index.html>
Let their success be your inspiration!

Recommended Readings

- **The War Against Ignorance**
<http://lone-eagles.com/hope.htm>

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1. Email your instructor a one page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Eight."

2. Email your updated electronic portfolio resume to your instructor with the basic content you think best represents who you are, the best of what you have to offer, and the skills you've developed.
3. Post your resume on at least one of the job sites listed in this lesson and email the web address to your instructor.

Optional Skillbuilders

Explore Instructional Entrepreneurship markets at <http://www.eduventures.com> and <http://wrhambrecht.com> and <http://scnconsulting.htm>

Lesson Nine - International Trade Training Resources

Lesson Goals

- **The Strategy for Identifying Global Niche Market Opportunities**
- **To Review the Best International Trade Training Resources**
- **The Strategy to Gain Perspective on the Emerging Global Economy**
- **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 to 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. You now have the power to impact the lives of tens of thousands of souls in need. Feel the pressure, feel the power, but know that with power comes responsibility. The future of the world may now be partly in your hands. **There is a trillion-dollar market for whomever can provide measurable empowerment to the global populace.**

There are billions of people worldwide who could really use 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. **Exercise your eyes on the world to see what you can learn and then offer.**

With the ease of online collaborative tools such as email, listservs, for example, 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 on about the coming inevitable changes in order to strategically position yourself to survive economically.**

You may have started this online course thinking you were way behind, but 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.**

In the web tour for this lesson you'll review an initial listing of sources for International Trade Training.

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 your future use.

- **Teleprompt Teletraining Trial**
<http://www.icbl.hw.ac.uk/telep/telework/conts.html>
Exceptional Training Resources and listings of telecenters!!

- **United Nations International Resources**
<http://www.unsystem.org/>
- **International Trade Center of the United Nations**
<http://www.intracen.org/>
- **Intl. Trade Resource and Data Exchange**
<http://www.i-trade.com> Learn how to trade internationally.
- **Global Tradepoint Network** <http://www.tradepoint.org/>
Search for international trade leads.
- **International Telecommunications Union** <http://www.itu.ch/>
Good Resources
- **Ecommerce Resources Provided by the Federal Government**
<http://www.ecommerce.gov>
A complicated site for beginners, but a valuable and extensive resource which includes **International trade information**. Take caution reading anything over two years old. Remember the tech. stock slump changed the rules.
- **Youth World Trade Training**
<http://www.wbe.net> Sponsored by the Reis Foundation. Select "Trade Resources" and follow all "Other Links" listings.
<http://www.reisfoundation.org> Youth entrepreneurship focus
- **International Telework Resources -** <http://www.telework.ch>
Click on the English button.
- **International Telework Web Ring**
<http://www.ivc.ca/webring.html>
A web ring is a partnership of similar sites.

Culturally Appropriate Ecommerce Models and Initiatives

- **Native American Ebusiness Listings**
<http://lone-eagles.com/na-business.htm>
- **Culturally Appropriate Ecommerce for Alaskan Natives and Native Americans** <http://lone-eagles.com/culture.htm>
- **Peoplink** www.peoplink.org
A business model attempting to empower third world cultures with culturally appropriate Ecommerce.
- **International Federation for Alternative Trade** www.ifat.org
- **Greenstar**
www.greenstar.org
Solar-powered Internet connections for remote villages. **Read the article**

"Sweatshops and Butterflies". A business model attempting to empower third world cultures with culturally appropriate Ecommerce.

- **Multicultural and Global Development Organizations and Resources**
<http://lone-eagles.com/multicultural.htm>
Many resources related to indigenous and global issues. **Review the last section on Global Development Organizations and Resources.**

Recommended Readings

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

- **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.
- **Read "Sweatshops and Butterflies"**
at <http://greenstar.org>
Select the link on their homepage.
- **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.

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Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Nine"

2. Post to the class listserv your outstanding personal hotlist of International Trade and trade training resources which you've discovered through your explorations for this lesson. Take this opportunity to show off your rapidly advancing skill using search engines and gleening the "Other Resources" listings of high quality sites.
3. Post this hotlist on your electronic portfolio resume as a sample of your info-gathering abilities.

Lesson Ten - Writing a Business Plan and Funding a Startup

Lesson Goals

- **The Strategies and Advantages of Creating a Legal Business**
- **The Strategies Behind Writing a Workable, Saleable Business Plan**
- **To Identify the Best Sources for Learning How to Start a Business**
- **The Strategies for Getting Money to Start Your Business**

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 money 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 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.

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.**

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. **You've seen this with businesses borrowing the great ideas presented by Ebay.com and Bluemountain.com.**

Winning Money to Start Your Business

The Small Business Administration <http://www.sba.gov> has many loan and grant programs you should learn about. Furthermore, most state economic development initiatives offer additional funding opportunities. **As a strategy, first get to know what funding resources are focused on supporting new businesses in your region.**

Venture Capital is money given to promising business start-ups for an anticipated share of the profits. Plan to identify regional and national venture capital sources and existing resources on strategies for how to win venture capital.

Learn about the world of non-profit organizations and grant-writing skills. If you create a non-profit 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 non-profits 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 in the middle between traditional philanthropy - where giving may or may not guarantee a tangible return, and Venture capital - where an economic return is expected. Since many non-profits lack the internal organizational expertise to create sustainable enterprises - Venture Philanthropy has emerged as a source of funding to support social entrepreneurship businesses and non-profits. In such ventures the social good is served at the same time organizational expertise is provided along with funding to create an economically sustainable business or non-profit organization. **An important trend to pay attention to is that many for-profit businesses also have a non-profit organization in order to benefit from the advantages of both models.**

Initial Public Stock Offerings (IPO's)

Perhaps you'd 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.**

Completing This Course

In the hands-on activities for this lesson you will find an extraordinary number of quality resources focused on the themes for this lesson - which you are strongly advised to explore thoroughly. Visit your local and regional small business development offices and learn about those services available to you. Make a point of meeting new people locally.

Having now reached the final lesson for this online course, 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 have made it to this final lesson marks you as an early pioneer of Ecommerce and online self-empowerment.

Remember how intimidated you may have felt when you started this course? Think about how you might extend encouragement to others. Consider the opportunity for becoming a paid mentor helping others maintain their confidence as they move through the ten lessons of this course.

You're limited only by your imagination.
Albert Einstein.

Hands-on Activities

1. **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.**
 - **Small Business Knowledge Base**
<http://www.bizmove.com>
Teach yourself how to start a business, marketing, financial management and international trade! Too many ads, but if you keep digging you'll find serious resources.
 - **Small Business Association**
www.sba.gov and particularly www.sba.gov/classroom
Federal resources, funding, online courses on how to create a business, write business plans, and much more.
 - **Entrepreneur's Edge**
<http://edge.lowe.org>
"Championing the Entrepreneurial Spirit! Learn how to be a successful Entrepreneur! From the Edward Lowe Foundation. Select 'Start-up Resources' for the motherlode.
 - **The 'E' in Me",**
http://www.ait.net/products/e_in_me/
Select the link to Online Resources for a rich listing. Hosted by the Kauffman Center for Entrepreneurial Leadership, <http://www.emkf.org/>
 - **Entreworld**
<http://www.entreworld.org>
Select Media Resource Center, then Entrepreneurship Quick Facts

- **Business@ Home**
<http://www.gohome.com>
Making a life while making a living. Select "Resources" for a directory of home-based business support organizations listed by state and country.
- 2. **Review Patent and Trademark Services**
 - **The U.S. Patent and Trademarks Office**
<http://www.uspto.gov>
 - **Invention Submission Corporation**
<http://www.isc-online.com>
- 3. **Find 3 major resource sites with information on venture capital sources and each of the following topics. Since this is the last lesson, now you should have full control of your own self-directed Internet learning skills.**

Here's one great site you won't want to miss.

- **Venture Philanthropy and Social Entrepreneurship**
<http://www.venturephilanthropypartners.org>
Created by <http://www.morino.org>

"venture capital" AND tutorial*

"social entrepreneurship" Return to the Kauffman Foundation site for resources. www.emkf.org

"venture philanthropy" Return to <http://netpreneur.org> and <http://www.venturephilanthropypartners.org>

"Initial Public Stock Offerings"
4. **Email your instructor your answers to the following questions based on a scale of lowest to highest; 1-10**
- 1-3 Very Negative - Low 4-6 Fairly Positive - Medium 7-10 Confident - High**
1. **My motivation for learning about technology AFTER taking this class.**
 2. **My self-confidence with technology and my ability to teach myself what I need to know.**
 3. **My current skill level with computers and Internet (rough estimate)**
 4. **My anticipation that I'll be able to learn what I need to know about Ecommerce AFTER this class**
 5. **Please include a note on how well this course worked for you and any suggestions you might have to offer.**

Recommended Readings

If you're serious about business, you might consider subscribing to the Wall Street Journal <http://www.wsj.com> 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.

The Wall Street Journal Start-up Journal and Center for Entrepreneurship:
<http://www.startupjournal.com/>

Includes a toolkit for creating a business plan, trademark searches, and more.

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Ten."

2. Send your instructor your decisions on whether you plan to start a business and/or what you have decided to do as your next step upon finishing this course. Identify what you think you'll need that you don't already have at your fingertips.
3. Submit your final electronic portfolio web page and whether you'd like to be considered as a paid mentor for future learners who enroll in this course.

SECTION FOUR - ECOMMERCE AND COMMUNITY-BUILDING RESOURCES

This section contains a collection of articles and web tours for community networking and Ecommerce start-up training representing many examples of the very best resources available. Lessons learned from ten years of community Internet projects are included with recommendations for future programs based on this invaluable experience.

Why Should I Care? - Community Networking and Self-Directed Learning

Engaging rural citizens in becoming motivated to understand their opportunities for utilization of high bandwidth presents both challenges and opportunities.

Justifying the Investment

Careful analysis of over ten years of community networking projects, and the current lack of replicable successful models, and methods to measure success, suggests a different approach is needed.

To justify the investment in infrastructure, models and methods for measuring training outcomes, proven benefits, and creating a readiness for widespread utilization, are needed. Measurements are the key to success.

It will ultimately be what the majority of people learn to do with bandwidth that will justify the investment. If training is omitted, the lowest levels of benefit can be expected.

The new competitive dimension for community economic sustainability is mobilizing the self-directed learning and collaborative sharing potential of citizens, using those Internet applications which return the greatest benefit and motivation, requiring the least time and effort invested.

Moving Beyond Physical Infrastructure toward Creating a Social Information Infrastructure - Citizen Engagement in Developing Both Social and Economic Value

It's not obvious what type of fast-track community engagement program can establish widespread interest and participation.

It's not obvious what type of training produces inspired and motivated citizens and requires the least time and effort, while delivering the highest possible benefits.

One of the lessons learned from ten years of community networking test-bed projects is that the promise of inspired, motivated citizens collaborating online has yet to be realized on any significant scale.

The builders of these networks need to partner in new and meaningful ways with the intended users.

Most citizens are intimidated by technology, doubt their abilities to keep up, and don't have a means of learning how to benefit at high levels in the short term.

Unlike the majority of rural citizens, whom we hope will benefit at high levels, those in high tech industries know how to learn the latest applications on an ongoing basis.

It's not obvious how best to define successive steps forward as a learning pathway for citizens, but posting known Ecommerce successes and posting a roster of locals willing to share their skills as mentors are recommended as first steps.

There exists an increasing opportunity for vendors to creatively mobilize the collective will of communities by validating the outcomes of learning new Internet applications.

Creating Visible Success: Public Ongoing Self-Assessment Via Evaluative Measurements

While technical academies exist for the perhaps 1 percent of us who will maintain networks, the real need is for an academy program for the other 99 percent aimed at community applications, including entry-level entrepreneurship and Ecommerce.

Tangible goals, combined with mobilizing the collective will of a community, need to be reflected in a public ongoing manner so everyone can work together.

Balancing Training and Bandwidth Investments

As costs for bandwidth are dropping due to new wireless and satellite options and other factors, providing expensive bandwidth at today's prices before communities have the training to be ready may waste the majority of bandwidth and investment.

Matching infrastructure and training expenses, dollar for dollar, is recommended to avoid the wasted expense of under-utilization. You want the highest bandwidth you can afford that you know you're ready to utilize.

Bandwidth isn't a single fixed entity but is increasing all the time. The level of bandwidth is not necessarily directly proportional to the level of realized benefits.

It's what you've learned to do with existing bandwidth that is the often missed point.

How Computers Can Help Build Community

We live today in a world where the rate of change is accelerating. Being unaware of the impact these changes will have on us and our communities will have increasingly serious risks. Lifelong learning, K-100, has become an essential skill. Many would argue lifelong learning is fast becoming an essential survival skill. Information overload creates new pressures to create new forms of knowledge-sharing communities.

If we all share what we know, we'll all have access to all our knowledge. If we hoard knowledge and keep it from others for competitive advantage, we'll all have only what we ourselves have learned.

What connected computers do very well is match specific needs with specific resources. Through good heartedness, and collaborative tools, we all will be better able to find and share that specific information which will make a positive difference in our own lives, and the lives of others, worldwide.

With the incredible power the Internet brings to individuals, comes perhaps the responsibility to use it wisely for the benefit of all. First, we need to gain the skills to serve our own personal learning needs, and then, ideally, we'll use our skills to benefit our families, communities, nations, cultures, and the world.

If we create self-directed learning opportunities for others on the web, we may benefit untold thousands of people looking to learn what they need to know to deal with the rapidly changing realities of our modern world. Building learning opportunities and building learning communities are arguably the most honorable purposes toward which you can apply your skills.

As an individual, you may wish to engage in aggressive independent learning in order to meet the needs of your family, community, and culture. The Internet provides you the opportunity to learn from the best resources and people, worldwide.

Community Networking - Making a Difference

<http://lone-eagles.com/chap2.htm>

From the **Good Neighbor's Guide to Community Networking** at

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

During 1996, Ken and Nellie Bandelier, retired teachers in Dillon, Montana (Pop. 4000), saw the need to help local citizens get on the Internet to learn what it offered them. "Real Benefits for Real People" was their mission. They convened a group of friends to talk about the possibilities. Should we even try to write a grant to get funding? The gentleman from Forest Service office said, "We've nothing to lose, let's do it!" Six months later, a

check for \$98,000 was in hand, from the NTIA/TIIAP program (<http://www.ntia.doc.gov>).

Due to the tireless efforts of grassroots champions, Ken and Nellie, among others, Dillon-net had grown from a single used PC in a small office, to six PC's in a three-room community technology center, ten public access PC's in local public offices, and 12 loaner laptops that anyone can borrow for \$3 a day, complete with unlimited free local Internet at the tap of a button. In addition, nine outlying smaller communities have Dillon-net public access computers that have proved to successfully generate awareness and the demand for more public access computers. Dillon-net has its challenges in that Beaverhead county covers 1500 square miles, larger than three eastern states, and has a total population of 9,000.

Young kids and old folks come to Dillon-net to learn new skills and pay for their training by volunteering their time to assist others. Hundreds of volunteers have cycled through the Dillon-net program, mentoring others in return for the skills they received. Local artists have learned to become web designers and youth have won jobs as webmasters. The local businesses and government officials now better understand how the Internet can be used for sharing information and for marketing and research. A local success story: Buffalo and cattle hybrids, called Beefalo, are now marketed worldwide at <http://beefalobeef.com>.

The local Women's Center, Rest Home, Welfare Office, and similar offices all have expanded their computer skills and services to citizens through use of the Dillon-net provided Internet access and PC's. Dillon-net has been recognized as an exemplary model and was a finalist in the Swedish International "Bangemann Challenge Community Innovations Competition" and also as a finalist for the "America Online Rural Innovations Competition."

Ken and Nellie will understate what they've started, "All we've really done," as Nellie relates, "is three things: provide citizens with the opportunity to learn computer skills, Internet browsing and searching skills, and to help them create their first web pages. There's so much more that needs to be done."

As Dillon-net won additional funding for computers and Internet to create community technology centers in surrounding communities, more and more people have begun to get excited about the possibilities for themselves and their communities.

Jackson, Montana (Pop. 48), is one such community. At the hundred year-old 'Oddfellows Hall,' Judy Halazon maintains the local public access system. Outside, crudely spray-painted in bright red is a sign "Email Free!" Judy is willing to sit with and train anyone that knocks on the door. Hundreds of people have come to learn from Judy. "People around here don't like change," she relates. "You just can't push people to change. When they see the benefits, however, many begin to understand what the Internet can offer them."

Judy begins to tell her story, "One day a cowboy on horseback stopped by in the middle of a cattle drive to check email. Hunters and tourists frequently stop in just to see if the offer is real. They are surprised and delighted to be able to check their email here. International visitors are common and express disbelief that such services are offered in one of the most remote regions of Montana. With a grin, Judy points to a message an Australian left which ends with "and a disabled lady squatting in an abandoned building helped me check my email."

As we share the laugh, Judy continues to tell how she has encouraged the local hatmaker, and many others to create webpages for their businesses. The Phillipsburg antique shop now does 90 percent of their business through the <http://ebay.com> auction site. Local hunting outfitters and "Bed and Breakfast" operators find their web pages are bringing exciting results. Native Americans are finding web pages an effective means of marketing their unique artwork, in sharing employment opportunities, and in building confidence and pride.

Locals, many still afraid to touch the keyboard themselves, often ask Judy to find obscure mechanical parts for farm and ranch equipment they are unable to get through the regional parts dealers. Three-day delivery direct from the Swedish factory is a typical outcome of Judy's application of her Internet skills - to the continuing amazement of locals. Through Judy's gentle example, people are changing their perceptions of what they can do for themselves, their families, businesses, communities, and each other.

Judy has some medical problems for which she receives disability payments from the government. "This is my opportunity to give back, in return for the support I've received," she explains with satisfaction.

After leaving my personal visit with Judy, I asked her to send me more stories via email and dropped a contribution into her coffee can, knowing she was saving for a computer upgrade. Here's a sampling of the string of stories she sent...

Jackson, Montana: "The One Horse Town with No Horse."

The population of Jackson, Montana, is at 44 people (37 have lived here a year or longer, 19 at least 10 yrs) and 39 dogs....(dog population has been as high as 62).

Ideas floating around like the snowflakes bouncing hither and yon off a cattle truck of unhappy steers just outside my doorway.

When the Dillon-net computer was put in here, the only other computers in town were the old ones at the Jackson School and at Shepherd's Garage, none were connected to the Internet until Spring of '97. Now the Jackson Mercantile, Rose's Cantina, Big Hole Valley Taxidermy, Bill Stocker Trucking, and 14 local families have computers.

The Buffalo Gal Hat Company owner, Paula Husted, an almost daily user here, found three possible sources for impossible to find "antique" brim rollers (hat

curlers) and a cheaper supplier for certain custom-made hat blocks. She also is looking at similar hat company web pages to get ideas on how she wants to do her own web page. Paula will purchase a computer when she moves her business into the old church across the street.

A family of five who arrived destitute from Arkansas to work on a ranch were not equipped to deal with the fact that they were dairy farmers but there are no milk cows in the Big Hole. Through Dillon-net computers here and the Women's Resource Center they were helped with food, warm clothing, and to find suitable employment elsewhere. (<http://jsd.dli.mt.gov> and <http://www.montanenet.com/bulletins.htm>)

Many ranch hands have used the access to Montana - and other states - Job Services listings to move on to better jobs or to be closer to families. Some of the more permanent ranch hands in the valley live in bunkhouses and have email accounts here to keep in touch with friends and family (www.hotmail.com). look up information about their interests, spend an evening on a chat line, get music lyrics to print out for guitars, and price gifts or horse gear.

Making a living in this particular rural area of Montana is harder and harder. Families are smaller and tend less to stick to ranching alone. Businesses have wives and husbands working more than one job. Seasonal workers come and go and those families also have members doing several jobs. A ranch hand works six days a week, moonlights washing dishes or bartending, his wife makes crafts to sell during the tourist season, or hays during hay season. Kids - mostly ages 12 to 16 - are working the hay season driving tractors, mowers, and rakes.

Two ranch hands' wives employed part time are now learning to use the computer on "slow days", accessing the web for Christmas gifts, parenting advice, sewing & quilt making patterns and supplies, or just learning "computer".

Wendy Goff, a talented local quilt maker has her own web pages. She recently completed a quilt for a person in California that specifically wanted a quilt made in the Big Hole Valley for her granddaughter. Wendy also teaches Pre-School and works in the daycare center in Wisdom, Montana.
<http://www.bighole.com/quilts/mvq.htm>;

A friend of mine, Rima, and her husband and family worked various jobs around Lost Trail Pass, and at the Circle Sula ranches before starting their own business, living where winters are long, cold and with few tourists. They have put their business on the web to carry them through and are reaching buyers who would never have heard a radio ad about them or driven the eight miles off the highway to their home and workshop.

They make leather clothing, accessories completely by hand and recently were thrilled to be commissioned to do the costumes for a Mel Gibson movie to be called "The Patriot" (about Custer I think). Rima called today: "Getting a computer after seeing first hand similar websites doing business with the world, when previously isolated from the world before computers, has fulfilled a dream

for our life we never thought possible."

<http://www.giftmontana.com/sulabuckskinners.html>

A well-seasoned old shepherd/cowboy/railroad tramp came in to see if I would get hold of Social Security for him, saying he was tired of standing at the pay phone listening to their answering machines. So I brought up the Social Security system on the web. He says, "They keep sending me all these forms saying I fill'em out incomplete and saying I have to have an address and live in a house. I'm telling 'em that I live in a shepherd wagon, my address is XX Bar Ranch. I don't have a phone, no electric bill. I burn wood and kerosene lamps and don't pay no water or sewer. At least the spring and the outhouse ain't sent me no bills, and my only dependents are my two dogs." He stops in occasionally to have me check the Almanac for him (<http://www.almanac.com>).

Ranch equipment here tends to be of all brands, styles, and eras, so finding parts is a nightmare sometimes, or finding people to fix oddball things. The Web site, <http://www.joefarmer.com>, has it all if one searches. Other Web sites used by ranches: <http://www.ironsearch.com/search.asp> <http://www.farm-online.com>.

I'm showing people reluctant to try the computer and Internet how and why this is where more and more people are looking to find things they want to buy; where people can comparison shop without leaving home. I equate it to what one 83 year-old told me, "Well, we used to have the Sears and Roebuck catalog and the mailman delivered stuff. Then it was drive to the 'big cities' to hit the shopping malls. Now it seems everyone is starting to buy it off the internet and UPS delivers it!"

Jackson Mercantile is an old-fashioned country store that sells fishing tackle, local as well as Montana made gifts and souvenirs, groceries, beer & wine, misc light hardware, has a one chair Beauty Salon and barbershop, book lending library, video tape rentals, montana maps & books, local taxidermy mounts, as well as the box of "locals charge notebooks". They still just write down what you purchase and send you the bill at the end of the month. If you aren't home for a UPS or Federal Express delivery, it will be left at "the Merc" for you to pick up.

The owners, Jim and Christine used this Dillon-net computer shortly after it arrived. Jim used it first during long winter days to find hunting and fishing equipment and local information.

(<http://www.thefishhook.com/fishing/guide.php3>) Now Christine uses it to access gift sources and information for her beauty shop as well as for the Merc. (www.mtfinest.com/links) (www.nwmontana.com/art.htm).

A local teenager spent two afternoons working on a report for a high school class on writing an obituary for George Washington. She used the search engines to find information about his life and said, "Wow! I really thought this was a boring subject and can't believe how interesting George Washington was. Reading about him on the Internet is sure "hot" (meaning terrific or not boring like books and libraries). She has no computer at home and rides the bus an hour daily one way to school so cannot access computers after school in Dillon.

The manager of the Lodge, who happens to be my brother, has no time for computers and no use for them (yea, sure). He finally had to put one in the Lodge, first for the bookkeeper and then was convinced a Web page was in order to keep up with other Resort businesses in the state.

(www.jacksonhotsprings.com) Now, he has a second computer by the reservations desk for email inquiries and reservations.

A cowboy called long distance from Michigan where he is visiting family asking that I look up web pages on cattle haulers and email them to his computer at the ranch so he can access them as soon as he returns home. He finds it easiest to click on the URL's I email him. He is getting better all the time about doing things himself though and spends hours writing the newsletters for the Southern Montana Snowmobile Club to email to their members.

A gal who collects dolls and antiques has been in, off and on, to check her hotmail account for Doll Newsletters and notices about antique shows and auctions. She also emails friends in cities she formerly resided in.

A family that is just moving to town has asked me to help them set up their computer next week: a man, wife, three kids, and a grandfather. New to this state they will be accessing the Montana Online government pages for Montana plates, income tax, medical, and welfare information.

Got another call from the fellow who has his African Animal Mounts displayed at the Lodge. He asked me to make "signs" to hang under each animal head telling what it is. He's tired of my telling tourists that the cape water buffalo is a record-size black Angus bull taken locally.

Received a call for help from Nancy Stradtner, who has the Dillon-net computer at Polaris (one room school) and is very new to computers so I teach her mostly via phone. Two years ago she was one of the "I will NEVER have a computer" people. I see a common thread of that now and chuckle to myself. I swore I would never have a computer or even learn how to operate one, and now, two months shy of three years, I am half-assed managing the basics!

Most of the above requests are from the last seven days! I don't know who pays for the phones and Internet access at the other sites, but here I pay the heat, electricity, building maintenance and such, as it is also my home. I have paid personally a total of \$1674.14 to keep the computer and Internet running here in Jackson. I am lucky to own my own home (heated by the 140 degree hot springs water piped from the Lodge) here such as it is so pay no rent but there is still up-keep repair and taxes.

My income is from Social Security Disability Insurance - \$500 a month and they cover my astronomic medical bills, too. But I feel that monies I have invested in this computer program are nothing compared to the value of having the Dillon-

net computer, giving me the opportunity to give back to the government monies they have paid out for me.

It has given me confidence, self-esteem, and best of all knowledge and information about my medical problems, and to learn from others living with similar disabilities.

The Dillon-net project has been terrific, especially Ken and Nellie in making this possible for me. They even bring me a laptop when I am in the hospital, which has been too often. Friends and neighbors who use this computer keep it going for others when I have been ill.

I guess my attitude with people who don't like change or to try computers or the Internet is to say; "Most people who live in the past are missing out on a lot of life in one way or another. Their grandparents regretted not being able to read or go to school because of money, distance, or whatever, and now even a University-educated person who is not "with computers" is outdated and shortchanged.

A \$600/month salaried ranch hand has the same access to information via computer (public access or now at a reasonable cost) as a \$10,000 a month executive. Housewives and mothers are opting to stay at home sell handiwork, crafts via computer, take classes, or home-school.

I used to hear mom's saying they spent boring days watching soap operas on TV. Now, I am hearing about a new computer program or something they love on the Internet. People who have been living alone and isolated are now chatting with others around the world instead of sitting with a bottle of alcohol. Others are finding new interests in history, hobbies, or collecting.

This is what I am seeing in this valley.....Judy

Footnote: Judy Halazon passed away July, 2001, taking her place with the other pioneers whose vision lead us to the current day. Ken and Nellie have retired and their leadership is missed as Dillon-net is no more. In both Jackson and Dillon, as in many rural communities, there are too few grassroots champions with vision. I remember Judy's pickle jar for contributions, and her hoping to have enough to upgrade the memory on her outdated computer.

Support Your Community's Grassroots Champions!

Innovation Diffusion - Looking at the Process of Change

Imagination is more important than knowledge.

Albert Einstein

Inner-Directedness Vs. Outer-Directedness

An estimated 10-20 percent of American society is naturally curious, self-motivated "early adopters." Such persons seek new experiences and like to explore. An early adapter is inner-directed, motivated by an innate curiosity, and is likely to be among the first to try anything new, often for the fun of it.

The majority of our society, however, is outer-directed, motivated primarily through the direction of others. These folks generally wait to try something new until they've seen others do something for long enough they feel its safe and accepted for them to try it, too. These are "middle and late adopters" and represent 80 percent of society and will tell you "playing it safe" is just common sense, and they would be correct.

While early adopters will learn and explore on their own, middle and late adopters will wait until they receive clues that the social majority is supportive of such activity. Advocating change in the behavior status quo is typically met with resistance, something early adopters are very familiar with.

Another way to look at any society facing change is by looking at three distinct personalities. There are **drivers** (early adopters) who drive new innovations and thinking. There are the **riders** (middle adopters) who will eventually ride along with new trends. And there are always the **draggers** (late adopters) who are still grouching about using wordprocessing and the fax machine.

Together, these three main groups create a bell curve of innovation diffusion. The amount of time it takes for an innovation to diffuse across society can vary based on many factors. Widespread use of the telephone took 25 years, 15 years for personal computers, 7 years for widespread use of the fax machine, and 5 years for widespread use of the World Wide Web.

The most effective means of motivating other-directed personalities (middle to late adopters) to accept new thinking and change is by "Tom Sawyerism," demonstrating satisfaction from tangible benefits without direct advocacy.

You might know the story by Mark Twain where Tom is whitewashing a fence and specifically avoids asking his friends for help while making it look like he's having a great time. Eventually his friends convince him to accept items in trade in return for his letting them in on the fun. Tom knew better than to be direct; he instead showcased the benefits for all to see.

While in this case Tom was really trying to get out of the work of whitewashing the fence, and succeeded in enticing his friends to do his work for him, the point here is that often indirect advocacy through showcasing the benefits is more effective than preaching about the benefits. Also, the difference between work and play can often be one of perception only. **Strategies will be required, not to tell folks what they should be doing, but to unobtrusively lead them to the discovery of what they can do for themselves.**

Despite all the reasons one might give for not using Internet, it is common for a complete shift of perception to occur once direct hands-on benefits have been realized. The pattern for this dramatic attitude shift comes when something of personal value or interest is obtained via the Internet that would not have otherwise been available. One elderly citizen absolutely refused to have anything to do with computers and the Internet, until someone showed him all the stock car information available. Well, stock cars were a personal hobby, and it wasn't long before the Internet was A-OK, as a resource for stock car information, anyway. We each need to take it one step at a time!

Below are four stages of internalization which fit the pattern of acceptance of any innovation. These stages can be helpful in understanding the behavior of others, particularly when comparing the attitudes of adults vs. youth when faced with the limitless potential of computers and the Internet.

Four Stages of Internalization of Innovation

Dealing with diversity of cultural and technical backgrounds can make Internet acceptance more challenging.

Consider these four identifiable stages specifically regarding internalizing the potential of Internet use and collaboration:

- * Awareness/Uncertainty
- * Insight/Adoption
- * Internalization/Adaptation
- * Enlightened Expectations

1. Awareness/Uncertainty

At this first stage people often experience acute self-doubt and self-deprecation as to whether they will be able to master the basic computer, Internet, typing, and written skills. A very shallow understanding of the potential benefits is common at this stage, though there is the general impression that there are advantages.

For the individual at the "uncertainty" stage, it is important to keep the instructional tasks very simple with short step-by-step, mastery learning format such that there is no failure, only success. Easily obtainable objectives are necessary to build confidence, as well as encouraging messages whenever possible. Technofear, and related ego-protecting excuses, are strongest at this stage. Upon proving to

themselves they CAN communicate online, there is often a surge of optimism and confidence.

2. Insight/Adoption

At the "insight" phase people accept that telecommunications skills are not beyond reach and begin to see an increasing number of ways to benefit. They "adopt" use of the Internet and begin to gain a broader idea of what it has to offer them. Self-confidence begins to build through hands-on experience.

3. Internalization/Adaptation

The "internalization" stage is achieved through regular use when people begin to view the online skills as merely an extension of one's self. Use of the Internet begins to be adapted to meet personal needs in an increasing number of ways. At this point "being online" is no more threatening than making a voice telephone call. Usage falls into a pattern of purposeful use and becomes "transparent."

4. Enlightened Expectations

The fourth stage, "enlightened expectations," begins after people internalize the online experience and become regular, even casual users. There is a growing acceptance that the Internet has even greater potential benefits. At this stage excitement begins to generate as the real potential of Internet use begins to percolate deep down in the person's consciousness and serious questions as to what else might be possible begin to arise.

At this stage people begin to make an internal commitment to pursue their full potential for new uses of the Internet. This may be a year or more after initially going online. Willingness to serve as an online resource person, to tutor others online, or even to teach others online, are indications one has arrived at this "enlightened" stage. Imagining new original uses begins to occur.

Youth Today Are the Key Change Agents and Technology Leaders

Computers and the Internet appear to be significantly more motivating to youth than for adults. While most adults will tend to resist learning new things about computers and the Internet, the opposite appears to be true with youth. While adults are often intimidated and feel stupid when frustrated with computers, youth tend to love to have the control to explore and learn new things. Adults need to relearn how "playing to learn" is as important as it is fun.

With most leadership positions held by adults, many of whom actively resist learning to use computers and the Internet, early adopters, both young and old, are faced with considerable challenges when they attempt to "lend their wings to others." This type of tension will be part of any community network initiative.

Common Sense and the Process of Innovation Diffusion **Retaining the Best of the Old and the New**

Traditional education has been historically slow to change, as have rural communities. In the past, many have taken pride in their dedication to traditional ways of doing things; but today, this attitude can bear an unwelcome heavy price. It's a fact that with technology changing with accelerating speed our society is changing faster all the time as a direct result.

Learning new things is now a necessary survival skill. Using the Internet, self-directed learners have obtained a level of self-control and self-motivation that allows them to move forward, where others fear to tread. At issue in our communities, faced with accelerating change, is how can we best teach Self-Directed-Learning (SDL) as an increasingly essential skill, and how can we best model it in our own lives?

The Internet and SDL hold the potential to deliver the best instruction, in content and context, to the most people possible, at the least cost. However, if those at the other end lack the intrinsic motivation to utilize such resources for their own benefit, or for the benefit of their families or cultures, then what can be done? Various forms of mentorship and role models will likely be needed to provide the motivation required when it is lacking.

Family-based mastery learning makes sense as we can't afford to leave anyone behind.

A lecture on the benefits of email is not as effective as receiving a first email response from a message sent to a family member. A lecture on Internet search engines is not as effective as a first successful search and printed resource, particularly concerning specific helpful information regarding family health or genealogy.

A constructivist approach in creating self-discovery opportunities that increase self-motivation, which in turn leads to becoming a self-directed learner, led by one's own natural interests and curiosity is today considered superior teaching.

For Additional Reading See -

Rural Community Empowerment Resources

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

➤ Lone Eagle Consulting's Article Archives

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

Community Networking: Leveraging the Public Good Electronically <http://lone-eagles.com/article/networking.htm>

Community networking is an idea that has stimulated global imagination. Communities worldwide are creating telecottages, televillages, teleservice centers, community technology skills centers, and more. In the US alone, there are more than 150 community networks and nearly 3,000 community web sites. And the numbers are increasing every day.

What is a Community Network?

It's people coming together electronically to make good things happen!

Community networking is fundamentally about people applying technology to serve the public good. It is about caring about the needs of others and the giving of ourselves to support our local communities.

The purpose of the National Information Infrastructure (NII) is to link people together to empower them on many levels. The former Congressional Office of Technology Assessment reports, "The diversity of innovative applications required to create a successful NII can only come from the citizens themselves."

A true sense of community is now, as it always has been, the sum of what we give to each other in time, consideration, service, and good humor. Community networking in the past has involved face-to-face meetings, chance encounters, and various technologies that aided our sharing: the newspaper, radio, TV, and the telephone. Today, additional means of sharing, in the form of modern telecommunications technology, help us continue to build our communities in even more powerful ways.

Community Networking Models

A community web homepage on the Internet allows current information to become easily available from the home with no more than the pointing and clicking of a mouse. The same information can be as easily available worldwide, too!

Text-based electronic bulletin boards have been available for a decade, allowing convenient ongoing discussions online. Such systems may be accessible only to registered community members locally or, broadly, open to anyone via the Internet. Such systems may be dedicated to a geographical community or to a "community of interest" such as students studying Shakespeare. New forms of community networks are continually evolving.

Web-based online discussions allow combining the interactivity of electronic bulletin boards with the image-based easy interface of the World Wide Web. Web systems that are accessible by the community only are called Intranets, similar in concept to non-Internet electronic bulletin boards.

These types of "Inner-Net" community networks bring neighbors closer together electronically to engage in public problem solving and other community support activities. Connecting multiple community networks together through the Internet allows the sharing of the best ideas and information, literally creating an online "community of communities."

Before long, we're likely to have wall-sized touch screens that will allow us to "be anywhere visually and virtually." New methods of connecting people will be led by the innovations of citizens, in partnership with corporations and governments, in ways we can't yet even imagine.

"Value-Pull" Not "Tech-Push"

Our common sense will determine what works best for the good of our families and our communities. We need to gather the best information possible for solving our local problems. A wide array of resources need to be matched with unmet needs. Via the Internet, we can have a direct tap on the world's knowledge base and the innovations of others.

Putting People before Technology

One growing problem we all face is the lack of time to meet face-to-face. We need new ways of conveniently keeping in touch. Internet electronic mail and electronic community networks allow us greater flexibility and convenience in keeping in touch and finding the information we need. One-by-one, we're showing each other how to use these new community-building tools. It has always been through the trust in another that we're able to build friendships - the building blocks of any strong community.

And, the one-to-one relationship is the basis of community building.

Community networking allows sharing ideas anytime, anywhere. Communities will need to work together on an ongoing basis to continue to develop a joint vision for the optimal effectiveness of networking as the technologies continue to improve. Our shared vision of the benefits of community networking will grow as we each gain more personal hands-on experience.

Will Rogers once said: "We're all ignorant, only on different topics." Each of us can now be both learner and teacher all the time - learning from the world's resources and reflecting globally the best of ourselves. Our individual potential to become all we can be has been increased dramatically by the availability of self-directed learning opportunities via the Internet. We also find we now can help others learn anywhere, anytime, by combining our caring with our connectivity.

K-100 Lifelong Learning

Lifelong learning has been, and is, an essential survival skill for the new century and beyond. Ongoing learning from the home greatly extends the learning opportunities for

youth as well as adults. School networking and community networking are merging around the theme of K-100 lifelong learning, but in a more enjoyable familial context than the traditional educational system. Since students spend only 19 percent of their time in school, 81 percent more time is available for learning. Many students find the self-directed interactive features of telecomputing is actually more motivating than passively watching television!

Community empowerment starts with individual empowerment.

Personal satisfaction from extending your positive impact on your family's future, as well as your community's future, is inherent in the new technologies. But it will take time for many of us to become comfortable with these new ways of leveraging the public good electronically. In addition to being strapped for time, we are already suffering from information overload.

When technology doesn't work right, we need to get help quickly. We need new ways of learning how to keep up. We are finding new reasons to need each other, to support each other's continuous learning, and to make it an enjoyable, exciting community-oriented process.

Citizen Roles

A community depends on citizens contributing their individual strengths to achieve common goals. Community networks give individuals increased ability to help others in the following ways:

Infoscout - Bringing the world's best knowledge home to post for easy community access.

Telementor - Helping citizens with online learning with the convenience of home access.

Reference Cybrarian - Guiding citizens in finding specific information from the global Internet.

Town Crier - Communicating to citizens the information they need to know.

Discussion Leaders - Leading online public problem solving discussions.

Think Globally, Act Locally

Though community networking is primarily about local communications, the global Internet can play an important role. Our challenge is how to balance our time between the global possibilities for information access sharing and collaboration with a local commitment to realizing local benefits utilizing these global resources.

The World Wide Web (WWW)

The WWW provides any individual, business, or organization the ability to self-publish worldwide and to gather the best information from other sites for reposting locally. The diversity of citizen-created innovations is already testimony to the citizen empowerment potential of the web. With the ability of citizens to learn from each other's innovations, we all grow stronger, together!

New Information Searching Capabilities

The Internet allows easy access to vast amounts of highly specific information with as little effort as typing in a few words related to the information you seek. These new "search engines" are as powerful as they are easy-to-use!

Internet Electronic Mail

Email provides near instant delivery of text correspondence worldwide. Groupwork in a distributed, connected, knowledge economy will require that we know how to work with others online efficiently.

Reuniting the Generations

Because of the increasing and accelerating change and innovation, we need to learn to strengthen our ability to imagine new and better ways of doing things. Young people today are comfortable with the latest technology, perhaps because it allows them to learn without limitations and provides a new means of exercising their imaginations.

Young people are invaluable as community trainers and technical support resources, not only because of their technical talents and imaginations, but because they have the time, which is in short supply these days. Our youth are a perfect match with the wisdom of the older generations. Older people have an enormous contribution to make, particularly in partnership with our youth!

Schools are finding networking allows students to use the community and community members as learning resources, and communities are finding that schools can provide training and expertise and will often open up their computer labs for community members during the evenings.

Community networking, creating a new venue for family home learning and home-based businesses, is allowing us to return to a homelife and community lifestyle similar to the agricultural age where communities once worked and learned together. What can you do to help, you ask?

Support Your Local Champions!

If your community doesn't yet have a community network, or a community training center, here's a story with some tips on planning one:

Ken and Nellie Bandelier, both retired teachers, have a vision for their community: Dillon, Montana, population 4,000. After being diagnosed with prostate cancer, Ken joined an Internet support group for cancer patients. When he went in for surgery, he had 70 letters of support and encouragement from new friends found through networking. Ken's doing fine now, and he and Nellie have developed a vision for creating a Dillon-net community network to allow Dillonites to support and encourage each other, much as Ken and Nellie experienced.

Nellie's Internet Notes

Ken and Nellie have convened a Dillon-net planning committee. To share their vision, Nellie writes a weekly column for the Dillon Tribune called "Nellie's Internet Notes." They received a computer and modem donated by United Way and a donated office through a local business. Five days a week Ken and Nellie offer free hands-on Internet-awareness training for the community. They are both instrumental in the new "Beaverhead (County) Computer Users Group," or "BUG" for short. Monthly demonstrations showcase the benefits of computers and networking for the community.

Their greatest challenge is raising community awareness regarding the benefits of community networking to secure the financial support for Dillon-net. "Public Interest Networking" is not yet a familiar concept. Local leaders are focused on budget problems, not technology. Ken and Nellie make a point of regularly meeting with local leaders to discuss the viability of community networking.

Expectations rise with experience, and Ken and Nellie hope to help community leaders gain hands-on experience with what other communities have found to work. Since many leaders are intimidated by computers, patience and perseverance are required. Videos, articles, and exploring other community networks are additional ways to build a vision of local "real benefits for real people."

The competitiveness required for success in the industrial age is being replaced by the ability to collaborate online as the key for success in the information age.

We're ultimately one human family, joined in a battle against ignorance. This battle will be fought with gentle spirits teaching a better way; moms, dads and kids, working with our electronic elders, sharing encouragement in support of the ongoing learning and empowerment of each other, as we all come to recognize we need to work together to "do what needs to be done." Are you prepared to do your part?

Citizens, through use of these new community-building tools, can be effective global philanthropists, generously sharing their time and knowledge. Caring and connectivity must come together if we're to meet today's great challenges.

Individually, we each share the challenge of helping our communities create grand collaborations of purpose and passion, and we're limited only by our imaginations.

Make the Choice to Take Action

Take the time to develop your own leadership potential. Find someone to help you get started, and then find someone you can help begin their own empowerment.

As we each learn to empower ourselves with collaborative skills, may we empower others. As we learn to be all we can be, may we bring people together to make good things happen for our communities.

Building Learning Communities Web Tour

(See the full tour at <http://lone-eagles.com/teled.htm>)

- **The New Gold Rush: Mining Raw Human Potential Using Free Web Tools**
<http://lone-eagles.com/goldrush.htm> Part II: <http://lone-eagles.com/mining.htm>
- **The Future of Community Development - Make the Living You Want Living Wherever You Want** <http://lone-eagles.com/comdev.htm>
Published Feb. 2001 in "Future Courses" by Jason Ohler/Technopress
- **Community Networking Primer**
<http://lone-eagles.com/articles/networking.htm>
A good first article on the practical function of community networks.
- **The Good Neighbor's Guide to Community Networking**
<http://lone-eagles.com/cnguide.htm>
Ebusiness, youth-based community development, and a bibliography listing the best community networking guides and resources. Eleven easy-reading chapters.
- **Homesteading the Ecommerce Frontier**
<http://lone-eagles.com/ecommerce-homestead.htm>
Includes a link to a community grant template with rich resources.
- **The Ten Internet Collaborative Tools**
<http://lone-eagles.com/articles/tencollab.htm>
Published in ISTE's Leading and Learning with Technology Magazine Dec/Jan 1999 <http://www.iste.org>

- **Rural Community Internet Empowerment Resources**
<http://lone-eagles.com/ruralempowerment.htm>
- **The Bootstrap Academy** <http://lone-eagles.com/academy.htm>
Many specific ideas and resources for community events and training.
- **Lone Eagles Learn to "Teach From Any Beach "**
<http://lone-eagles.com/articles/eagle.htm>
Learning to teach online; anyone, anywhere, anytime.
- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
The best ideas and resources from hundreds of community networks and related organizations.
- **Community Network Funding Sources and Grant-writing Tips**
<http://lone-eagles.com/granthelp.htm>
- **Additional Readings from Lone Eagle Consulting**
<http://lone-eagles.com/articles/articles.htm>

Community Internet Empowerment Resources for Rural Communities <http://lone-eagles.com/ruralempowerment.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 considering implementation of Community Internet 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.
- **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>
Published September 2001 in "Future Courses" by Technopress

- **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 community networking guides.
- **Ecommerce Start-up Training Resources and Free Ecommerce Site Sources**
<http://lone-eagles.com/entrelinks.htm>
Includes Internet entrepreneurship resources for women and youth, and much more.
- **The War Against Ignorance**
<http://lone-eagles.com/hope.htm>
Becoming aware of our own possibilities.
- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
The best ideas and resources from dozens of community networks and related organizations.

Community Internet Awareness Events & Self-Directed Learning Resources

- **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>
- **Building Learning Communities Web Tour**
<http://lone-eagles.com/teled.htm>
A extensive listing including two online courses for educators, three mini-courses for adults, as well as **grantwriting tutorials, funding sources, and grant templates, such as.**

- **Community Network Funding Sources and Grantwriting Tips**
<http://lone-eagles.com/granthelp.htm>
Specifically for rural community development.
- **A Simple Proposal-writing Tutorial** <http://lone-eagles.com/mira2.htm>
- **Community Bootstrap Project: Learning to Do for Ourselves; Together!**
<http://lone-eagles.com/articles/boot2.htm>
Boilerplate text for YOUR community networking grant!!
- **A Free Web Tools Web Tour**
<http://lone-eagles.com/currtrout.htm>
Free web tools for collaboration, Ebusiness, and authoring web-based instructional materials
- **A Community Networking Applications Web Tour of educational, business, healthcare and electronic democracy applications**
<http://lone-eagles.com/aspen.htm>
- **Bringing Ideas Into Being**
<http://lone-eagles.com/ideas.htm>
It is not obvious, or easy, to share a community vision.
- **Creating Effective Tribal Telecenters and Community Networks**
<http://lone-eagles.com/telecenters.htm>
Applicable to non-tribal rural communities. A detailed prospectus for project directors on implementation strategies and related resources.
- **Community Internet Empowerment Resources for Native Americans**
<http://lone-eagles.com/nativeresources.htm>
An extensive list of articles and resources for community Internet project planning.

See Also: Planning for Local Community Internet Initiatives
<http://lone-eagles.com/initiatives.htm>

Oregon Youth to Bootstrap Rural Internet Awareness
<http://lone-eagles.com/oregonarticle.htm>

Rural Oregon Community Development Web Tour
<http://lone-eagles.com/ruraloregon.htm>

Idaho Youth Leadership Web Tour
<http://lone-eagles.com/idahoyouthrock.htm>

Building Local Collaborative Capacity Through Youth Leadership
<http://lone-eagles.com/capacity.htm>

Additional Readings from Lone Eagle Consulting
<http://lone-eagles.com/articles/articles.htm>

Community Network Planning Guides

This short bibliography of community networking resources focuses on the top tier of resources, from which you'll find pointers to all the rest. Watch for the names of the early pioneers in community networking which will show up repeatedly in the following resources. This short listing below is taken from the master listing at the Community Networking Clearinghouse <http://lone-eagles.com/community.html>

- **Community Network Briefing Book from the Blacksburg Electronic Village**
http://www.bev.net/form/bev_book_request.html
Printed copies sent free, on request.
- **CTCNET Startup Guide**
<http://www.ctcnet.org/toc.htm>
A guide to starting a community technology center, from the national organization of over 400+ CTC members.
- **Smart Communities Online Guides**
<http://www.smartcommunities.org>
Two thick guides and many resources.
- **Getting Online – A guide to the Internet for Small Town Leaders** <http://natat.org/ncsc>
A very basic guide from the National Center for Small Communities.
- **University of Kansas Community Tool Box**
<http://ctb.lsi.ukans.edu/tools/tb-toc1.html>
Includes a "troubleshooting guide" to improve effectiveness in community action:
<http://ctb.lsi.ukans.edu/assistance/MegaTools/Trouble>
- **Computer Lab Guidelines from the RECA Foundation**
<http://www.tcfm.org/labguide/index.htm>
- **Heartland Center for Leadership Development**
www.4w.com/heartland
From the heartland in Lincoln, Nebraska. Many resources, programs, and studies related to rural communities.
- **Virtual Power – Technology Education and Community**
<http://psrtec.clmer.csulb.edu>
Select "Virtual Power" to download as a PDF file. Multicultural community emphasis,
- **Electronic Collaboration: A Practical Guide for Educators**
<http://www.lab.brown.edu/public/ocsc/collaboration.guide>

Community Networking Associations

- **Association for Community Networking**
<http://www.afcn.net>
A national organization created by many of the original pioneers.
- **CTCnet** <http://www.ctcnet.org>
National organization supporting Community Technology Center's. Includes a guide for creating CTCs.

Community Networking Reports and Projects

- **Canadian Community Learning Networks Program**
http://olt-bta.hrdc-drhc.gc.ca/CLN/clninit_e.html
Very likely the largest community networking program ever conducted, complete with research and case studies.
- **Community Technology Review**
<http://www.comtechreview.org> Exceptional.
- **Building Online Communities: Transforming Assumptions Into Success**
<http://www.benton.org/Practice/Community/assumptions.html>
- **Report on Community Networks and Community Technology Centers**
<http://www.si.umich.edu/community/connections/findingsreport.html>
- **The Organization of Learning in Community Technology Centers: Learning with Technology in Six Communities**
<http://www.sri.com/policy/ctl/html/context6b.html>
- **Network Services Research, National Capital Freenet, Canada**
<http://debra.dgbit.doc.ca/services-research>
Exceptional articles evaluating new online services and researching network services. See "Lessons from the National Capital Freenet."
- **"Using Email lists and more: The Power of Virtual Communities on the Net"**
<http://www.makingthenetwork.org/ngflchannel/help/hlists.htm>
From Scotland and UK

Community Networking Directories

- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
Borrow the best ideas and resources from hundreds of other community networks and related organizations. Build on the best.

- **University of Michigan Community Connector Resource**
<http://www.si.umich.edu/Community>
Joan Durrance and her graduate students have created a fine resource.

Community Networking Models

- **The Blacksburg Electronic Village**
<http://www.bev.net>
Student activities, online newspaper and essays from Montgomery County, VA. Very high bandwidth to many home and reportedly 86% community participation make this a one-of-a-kind testbed model!
- **Prairienet**
<http://www.prairienet.org>
700 local businesses and organizations have web sites posted. Includes text-based conferencing in a web-accessible format. Source of many innovations, such as their new asset mapping project led by Ann P. Bishop:
<http://www.prairienet.org/membercenter/ipservices/cl/assets>
- **La Plaza Telecommunity**
<http://www.laplaza.org>
A rural tri-cultural community network which was the first to use a graphical interface. **Likely to be the best rural community network.**

Electronic Democracy Web Tour

(See the Full Tour at <http://lone-eagles.com/democracy.htm>)

Citizenship is the American Ideal. There may be an army of actualities opposed to that ideal, but there is no ideal opposed to that ideal.

G.K. Chesterson

- **Liberty Net** <http://www.iscv.org>
Institute for the Study of Civic Values--Help strengthen America's commitment to our historic civic ideals. Many resources for citizens to build a true, informed, proactive democracy.
- **Neighborhoods Online: National** <http://neighborhoodsonline.net>
A key component of LibertyNet; helping neighborhood activists and organizations gain information and resources of use in solving community problems; online resource center.
- **Netaction.org**
<http://www.netaction.org>
A clearinghouse for cause-related web collaborative activities. Select the Virtual Activist training course. <http://www.netaction.org/training>

- **WebActive.com: Activist Group Directory**
<http://www.webactive.com>
Here's a great searchable directory of "communities of interest;" citizens with a mission.
- **Votelink-the voice of the 'Net**
<http://votelink.com>
Free on-line voting and discussions; See Teen Voting and discussions.
- **Freepolls**
<http://freetools.com>
Free voting and polling web tools for your web site.
- **Civicnet: Civic Dialog and Citizen Participation Resources**
<http://civic.net/civic.html>
Resources from The Center for Civic Networking and The Innovation Groups.
- **An Electronic Civil Liberties Library**
<http://www.eff.org/archives.html>
From the Electronic Frontier Foundation: Select Netculture and Online community, and Cyberanthropology.
- **Minnesota E-Democracy Initiative**
<http://www.e-democracy.org>
An exceptionally vigorous state initiative. Good source of links to similarly minded folks.

Federal Government Important Resources

- **Thomas Jefferson Government Resources**
<http://thomas.loc.gov>
Direct from the Library of Congress, here are extensive resources on current congressional activity
- **FedWorld**
<http://www.fedworld.gov>
Providing a comprehensive central access point for locating and acquiring government information.
- **FirstGov.gov**
<http://firstgov.gov>
The new federal system with links to all federal sites.
- **Office of Vocational and Adult Education**
<http://www.ed.gov/offices/OVAE>
Possible Funding for Community Technology Centers.
- **U.S. Dept. of Commerce NTIA**
<http://www.ntia.doc.gov> Case studies of Community Technology Projects.

Ecommerce Startup Resources Web Tour

(See the full tour at <http://lone-eagles.com/entrelinks.htm>)

Information condenses to knowledge, which condenses to wisdom, and value is created in an information economy.

Learning To Create A Business

- **Cisco Systems, Inc. and the U.S. Small Business Association** have teamed to offer six free Ecommerce courses covering the basics for planning, marketing and more. <http://www.sba.gov/classroom>
- **Small Business Knowledge Base**
<http://www.bizmove.com>
Teach yourself how to start a business, marketing, financial management and international trade!
- **Entrepreneur's Edge**
<http://edge.lope.org>
Learn how to be a successful Entrepreneur.
- **Business@ Home**
<http://www.gohome.com>
Making a life while making a living.
- **Home Office Association of America**
<http://www.hoaa.com>
SoHo (Small Office/Home Office Resources;) Excellent. See their resource links.
- **Check out the Minnesota Main Street Ecommerce Curriculum**
<http://www.extension.umn.edu/mainstreet/curriculum>
One of the best.
- **"The 'E' in Me"** http://www.ait.net/groups/e_in_me/Default.htm
Entrepreneurship training resources from the Kauffman Center for Entrepreneurial Leadership.
- **E-Team Ebusiness Training Resources** <http://www.ext.msstate.edu/srdc/e-team>
Sponsored by four regional rural development organizations, site includes resources to promote research and outreach education associated with electronic business issues. From "Americans Communicating Electronically" <http://www.ace.org> A USDA Economic and Development Systems initiative.
- **Ecommerce Resources Provided by the Federal Government**
<http://www.ecommerce.gov> Extensive resources.

Ecommerce Sites with Free Trials and Services

- **FreemERCHANT**
<http://freemERCHANT.com>
Free Ecommerce merchant accounts and much more for Ebusiness startups.
- **Bigstep.com** <http://bigstep.com>
Free services for creating your own E-business.
- **OLB.com** <http://olb.com>
Another free service for creating your own E-business.
- **Amazon.com's zshops** <http://amazon.com>
Free trail Ecommerce sites and a Merchant's Resource Center.
- **Many more available via listings at** <http://lone-eagles.com/webdev.htm>

Youth Entrepreneurship

- **YoungBiz.com** <http://youngbiz.com>
Free Ebusiness sites and training for youth.
- **EBusiness for Teens**
<http://library.advanced.org/28188>
A Thinkquest entry from Jamaica with lots of Ebusiness resources for teens.
- **Hotlist of Student Entrepreneurial Resources:**
<http://lone-eagles.com/entrelinks2.htm>
Wonderful listing of dozens of important resources for student entrepreneurship, home-based businesses, community service, and more.
- **Youth World Trade Training**
<http://www.wbe.net> Sponsored by the Reis Foundation
<http://www.reisfoundation.org> Youth entrepreneurship focus
- **Adult and Youth Entrepreneurship Training Resources**
<http://www.emkf.org/>
The Kauffman Foundation has a billion dollar endowment for funding youth and entrepreneurship programs. To review their free training resources, select Entrepreneurship, then Entrepreneurship resources. Also hosting <http://www.entreworld.org>, listing extensive resources for entrepreneurs.
- **Young Entrepreneur's Organization**
<http://www.yeo.org>
Sponsored by the Kauffman Foundation. Extensive.

Women's Entrepreneurial Networks

- **Women's Rural Economic Network**
<http://www.wrencommunity.org>
<http://www.shopthewrens.com>
Collectively Making the Ordinary Extraordinary. A wonderful model!
- **Women's Economic Self-sufficiency Team (WESST) Artisans, Taos, NM**
<http://www.wesstartisans.com>
Rural women artists' web sites. Recently featured as a case study of success.
- **The Women's Business Center at Coastal Enterprises, Inc.**
<http://www.ceimaine.org/women> Betsy Tipper consulting.
Helping Maine women grow their businesses through telecommunications.
- **Center for Women and Information Technology**
<http://www.umbc.edu/cwit>
- **SBA's Women Business Owner's website:**
<http://www.onlinewbc.gov> Serious resources.

Career and Job Marketing Sites

- **Monster.com** <http://content.monster.com>
A Career Center that allows you to market your skills. Free resume posting, services for researching companies, job seeker information and has a great section on community business.
- **Freeagent** <http://freeagent.com>
Tutorials for becoming a free agent information technology professional.
- **Guru.com** <http://guru.com>
Resources for marketing your services and finding work contracts.
- **Janet L. Jordan, Master Virtual Assistant** <http://www.DallasMVA.com>
<http://www.VirtualAssistanceU.com> <http://www.VACertification.com> The cost of our 16 week program is very affordable \$750 with most participants qualifying for 50% partial scholarships.
- **Virtual Support Services** <http://vsncyberoffice.com>
Training offered by an Alaskan entrepreneur for becoming a virtual assistant.
- **Assist U - Learn to be a virtual assistant** <http://www.assistu.com>
Training for becoming a virtual assistant. Expensive - \$2500.

Unique Ecommerce Services

- **Ebay** <http://www.ebay.com>
An auction site which has provided sustainable businesses for many home-based businesses in very rural locations. Six billion will be exchanged this year by people simply posting pictures of what they have to sell. Ebay is one of the shining stars of Internet Ecommerce success. See their site map for valuable resources, and "My Ebay" for an easy way to track what you're selling or considering buying.
- **Netpreneur.org**
<http://netpreneur.org>
From Washington DC, the most electronically wired, educated, wealthy, and politically charged community in the world; here are sophisticated resources for learning how to grow an online business.
- **Telecommuting Jobs Listing and How-To-Telecommute Handbook**
<http://www.tjobs.com>
Interesting focus for a home business; to teach others telecommuting skills.
- **Mining Company Telecommuting Resources**
<http://telecommuting.miningco.com>
- **Teleprompt Teletraining**
<http://www.icbl.hw.ac.uk/telep/telework/conts.html>
Exceptional Training Resources and listings of telecenters!!
- **Centranew**
<http://www.centranow.com>
"Redefining Elearning and Collaboration" Internet-based voice-based services, conference calls, and more! Free Trials!
- **Interland**
<http://interland.com> "We make the web work for you."
- **Wholetree Ecommerce Language Translation**
<http://wholetree.com>
Services for going global.
- **Two Magazines on Ebusiness: Business 2.0** <http://www.business2.com> and **Fast Company** <http://www.fastcompany.com>
- **Talkcity.com**
<http://business.talkcity.com>
Building communities for businesses online. Tutorials and tools available!
- **Webex.com** <http://www.webex.com>
Sophisticated business collaboration tools.

Community Networking Clearinghouse

See the full listing at <http://lone-eagles.com/community.html>

Community Network Organizations

National Community Network Directories

International Community Directories

Community Networking Guides and reports

Best Community Network Models

International Trade Training Resources

International Telework/Telecottage Resources

Wireless and Satellite Solution Models

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

Electronic Democracy

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

Economic Development

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

Online Mentoring Projects, Guides and Resources

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

Web-based Tools for Community Building

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

SECTION FIVE - IMPLEMENTING EMPOWERED COMMUNITIES

Grantwriting and Community Project Resources

This section includes one-day event models for community Internet awareness programs and many additional community engagement program suggestions and strategies. Community grant templates present specific methods for creating Internet awareness programs and action plans to help your community become aware of its own potential for Ecommerce and self-empowerment. Diverse grant-writing tutorials, templates, and funding sources for rural communities are included in this section. The following "Bootstrap Academy" presents successively greater community activities to grow local Internet awareness and capacity. Are you ready?

Welcome to the Bootstrap Academy!

Inherent within the following pages are progressively greater opportunities for individuals and communities to take hold of their own destinies. Albert Einstein once said **"We're limited only by our imaginations."** Never more true than with the Internet at our fingertips!

The ideal community self-empowerment vision is that once the Internet access becomes available, inspired citizens will immediately realize their opportunities by becoming self-directed lifelong learners, proactive entrepreneurs, and innovative skilled collaborators creating new social and economic value for their communities.

The goal is for everyone to be motivated and empowered at the highest levels possible. Community events and "web-raising" programs are needed which can demonstrate in concrete terms how to quick-start the highest levels of community action and benefits with the least overall costs in time, effort, and prerequisite literacy. Where such model communities and community programs don't exist - we need to create them. The resultant storytelling will inspire others to construct their own vision, and a action plan, for the mobilization of their own community's collective will.

Community Internet awareness events can include community web-content competitions, Internet skill-building and mentoring programs, local web-based content creating initiatives, establishing ecommerce incubators, creating community network inclusion programs, grant-writing initiatives, and utilizing the available community grant templates. While this guide provides resources for all of these, the **Bootstrap Academy**

represents a recommended progression for successively more involved programs in a step-by-step format.

Community-wide strategies for generating local Internet awareness, web-based content, and collaborative capacity are presented as a low-cost, short-term, "Ecommerce Homesteader's Cooperative" model program opportunity. Your community is invited to become one of the first model rural communities to demonstrate the self-empowerment potential of the Internet through participation in the unique community self-empowerment project defined in the following two documents:

Review the article "**Homesteading the Ecommerce Frontier**" at <http://lone-eagles.com/ecommerce-homestead.htm> and the associated grant template -

"**The Idaho Ecommerce Homesteader's Cooperative**" at <http://lone-eagles.com/homestead.htm>

I. Kickoff Community Workshops

Community presentations showcasing the best web-based resources and digital stories of community successes can articulate the opportunity for the following sequence of programs and services. The following strategies demonstrate how a community can create its own successful citizen engagement programs, web-projects and training materials. Lone Eagle Consulting specializes in uniquely motivating presentations featuring digital photography, digital art, and digital music in a multimedia story-telling format which has proved very successful over a ten-year period with diverse audiences.

II. Citizen Engagement Internet Awareness Programs: Short-Term, Low-Cost, Action Initiatives for Measurably Effective Citizen Engagement

1. Hold a Press Release Competition

Articulate a shared vision and tangible short-term goals. Hold a competition for the best Press Release on what your community could, or will, accomplish in the next 6-12 months. (At minimal cost, through the sheer will of being determined to make something good happen.)

2. Begin Holding Regular Community Technology Nights

Initiate Youth-driven digital storytelling presentations. Begin regularly scheduled community technology nights to raise awareness and provide a showcase for local innovations and to connect those who need tech-training help with those who can provide it. (Youth and elders, particularly!)

Citizens need frequent informal opportunities to see how other citizens like them are benefiting from Internet innovations. Regular (weekly or bi-monthly) entertainment-style one-to-two-hour presentations emphasizing visual web pages, digital art, digital photography, and digital music, presented by locals, particularly youth, would provide the means for generating initial awareness leading toward motivation to learn more.

The social recognition for local innovators would be self-reinforcing. A sustainable local community-driven awareness program would result, supported with local and global web-based resources.

3. Create a Community Web Content Competition

Give prizes for the best instructional site, best local resource, best collection of resources from other communities and sources, best Ecommerce site, and/or the most entertaining site. Or, hold a competition for the best (fun, or most rewarding) hands-on 15-minute web tour; a self-directed learning experience using only text and web addresses.

4. Hold a Community Web-Raising

Similar to barn-raising, bring your web-literate youth and citizens together with those who need help creating their first web pages. A community Talent Roster and/or Web-Mall could be created in a day, hosting both business sites and citizen mentoring/topical resource web sites. The social recognition would be self-reinforcing and new information-sharing relationships would result in enhanced community collaborative capacity.

5. Ecommerce "Ebay" Web-Raising

Everyone with something to sell would be invited to attend the event and bring a sample product. Youth would take digital photos of each product to be sold and would post them on Ebay. Ebay is an online auction site projected to exchange over six billion dollars in 2002. The local paper would report on how many items were posted and after two weeks and how many sold. A 10 percent commission on products sold would go to the organizations hosting the web-raising for the purchase of additional community training equipment. Ebay <http://www.ebay.com>

Citizens would become aware of the effectiveness of Ebay and would learn the basics of researching online to see what similar products are selling for. The collaborative interaction about Ebay will set the stage for local sharing as new ways of selling online are identified.

6. Quantify Effective Successive Ecommerce Strategies

Free Ecommerce curriculum, resources, and replicable models of success would be shared via web pages created by a local youth group, club, or organization. A local Ecommerce club would post the most relevant successes for local replication and inspiration on an ongoing basis. An example listing: <http://lone-eagles.com/entrelinks.htm>.

Simplest Ecommerce start-up models for home-based businesses will be detailed with successively more complex models in a step-by-step format. Citizens would participate in creating local online courses based on gathering the best Internet Ecommerce curriculum from global resources and adding to it successes from their local proving ground.

7. Develop Programs to Generate Local Web Content - Teaching Niche Market Research Skills

Local citizens need to understand to how use the Internet to research potential niche markets as part of their Ecommerce start-up strategy. Most rural communities lack an organized way of keeping citizens informed about the range of proliferating local innovations in the use of the Internet for Ecommerce as well as important social applications.

Define the process for generating high levels of local awareness of local web innovations by showcasing local web sites with emphasis on their innovations and replicability. A replicable program would be demonstrated on how to keep everyone informed and how to get citizens thinking about creating their own innovations.

A local electronic newsletter, using convenient listservs, would be created with regular updates on rural Ecommerce innovations and resources.

8. Teach Global Brokerage for Local Display of the Best-of-the-Best Internet Resources

With the number of innovations in rural communities expanding exponentially, rural citizens need to learn the process by which their community can benefit from the innovations of other communities. Seeking out the best resources and innovative models to inform and inspire local innovations is a process that needs to be modeled for widespread replication. Emphasis on display of this content should be to create an attractive, simplified display in combination with 'learning pathways' and sequential skill-building online instruction.

Define the process of gathering the most beneficial resources and replicable innovative Ecommerce models from other communities and sources to

present locally to **'fuel the home fires of innovation.'** As rural innovations continue to proliferate, they will be organized and disseminated, based on replicability, to inform and motivate rural citizens to emulate these successes.

9. Create and Share Multimedia "Digital Stories"

"Digital storytelling" multimedia presentations would provide a local forum for raising awareness. Sharing presentations between communities via the Internet can provide awareness-raising opportunities for other rural communities without the funds for formal training.

This sets the stage for community-to-community mentoring and multi-community regional cooperatives. Development of training solutions for other communities, perhaps with a citizen-to-citizen mentoring component, becomes increasingly viable. As broadband becomes more common among rural communities, sharing highest value files of this type will become a very viable application of broadband.

10. Create a Local MIRA-Like Model

Kellogg's MIRA project (Managing Information for Rural America, <http://www.wkkf.org>) demonstrated a regional model for training citizens in applications of information technology and proposal writing during 1998-2000. A low-cost local version of the regional MIRA team-building model would be created where teams focused on specific shared interests are created with the incentive of assistance creating a community resource web site for their team's cause or organization. Learning grant-writing skills and project-planning skills would be included.

The MIRA Model <http://lone-eagles.com/miramodel.htm>

11. Broker Locally Customized Print and Online Community Training Resources

The existing Internet Guides and online courses created by Lone Eagle Consulting (listed below) would be offered as core resources to be locally customized as both print and online Internet guides with emphasis on local Ecommerce successes, examples of local web self-publishing, and local social Internet innovations. For example, "Echoes in the Electronic Wind" <http://lone-eagles.com/nativeguide.htm> is a Native American version of "Common Ground – A Self-Directed Cross-Cultural Internet Guide" <http://lone-eagles.com/guide.htm>.

Citizen Engagement Skill and Mentoring Programs

12. Create a Community Talent Database

Use this simple format to list mentors by the topic areas for which they offer online email-based mentoring as a first step toward community engagement in sharing knowledge via the Internet. Local media will 'celebrate' the creation of new knowledge-sharing relationships as a means of creating community sustainability. Example: Ask A+

<http://www.vrd.org/locator/alphalist.shtml>

13. Hold a Teleliteracy Drive

United Way holds fundraising drives using a highly visible 'thermometer' to show the community how much money has been raised as an ongoing self-assessment tool.

Using a similar self-assessment tool, your community could become the first community to achieve a specific percentage of teleliteracy as measured by:

- 1) The number of citizens who have sent and received email and have browsed the web, and/or
- 2) use email regularly and offer their expertise via email mentoring to the community, and/or
- 3) the number of local citizens who maintain a topical resources page and offer online mentoring as a way to contribute to the communities' learning goals, and /or
- 4) the number of citizens completing one or more of the following short courses and the number of citizens having mentored others in taking these courses.

14. Create a Community Skills Mentorship Program

Use the following three short online courses as a train-the-trainers program. Reward with social recognition those with the most mentees who achieve the important skill milestones in the step-by-step mastery learning lessons. Or, utilize the four skills lessons in this guide which grew from the following three lessons.

Three Easy Online Mini-Courses for Internet Beginners

Each of the following free online short courses for citizens could be offered as part of a community teleliteracy program with a certificate of completion and/or an embroidered patch awarded to those who complete the lessons.

Citizens could mentor citizens with prizes for those who help the most citizens attain success by completing the lessons. Each of the following mini-courses require only four hours to complete and can be modified as necessary. Determine what your citizens need to know, and create opportunities for them to learn these skills online, either on their own, or with peer mentors.

Mini-Course 1: Self-Directed Internet Learning

<http://lone-eagles.com/eagle1.htm>

Successive hands-on experiences are simply presented to quickly build the skills for using search engines, free web tools, and the Internet to learn anything from anywhere at any time.

Mini-Course 2: Mentoring and Teaching Via Internet

<http://lone-eagles.com/eagle2.htm>

Learn to help build the learning capacity of your community through successive hands-on experiences using Internet collaborative tools and instructional authoring tools for citizen-to-citizen instruction and mentorship.

Mini-Course 3: Easy Internet Ecommerce for Beginners

<http://lone-eagles.com/eagle3.htm>

Successive hands-on experiences are simply presented to quickly build skills and concepts using free Ecommerce tools, services, and resources, with emphasis on identification of existing successful models that are the most easily replicated, such as Ebay auctions.

III. Community Training "Fast-Track" Solutions

Lone Eagle Consulting offers 'ready to go' training materials, both free and fee-based, integrating diverse Internet resources. Extensive training materials have already been developed and tested over the past several years as summarized below. For the full current listing see <http://lone-eagles.com/teled.htm>.

Depending on the local culture, emphasis can be on social, cultural, and/or workforce training Internet applications.

Best Practices Resource Guide -

"Good Neighbor's Guide to Community Networking"

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

- 1) "Lessons Learned from Ten years of Community Networking Testbed Networks"
- 2) Infrastructure decision-making
- 3) Defining the community applications which 'will build measurable collaborative capacity'

Printed and online self-directed learners' Internet Guides in both a generic cross-cultural version and a Native American version with URLs of relevant examples, stories, and Ecommerce sites are listed below.

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

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

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 below "Making the Best Use of Internet for K-12 Instruction."

B. Echoes in the Electronic Wind: A Native American Cross-Cultural Internet Guide

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

Same resources as Common Ground (above) but with the addition of over 20 pages of carefully reviewed Native American resources listed by topic. Emphasis is on how other Native Americans are benefiting from a wide variety of web-based applications.

C. Educational Internet Training for Teachers

The above guides are supported by free access to two college credit online classes for educators:

1) **ED 567E: Making the Best Use of Internet for K-12 Instruction**

Alaska Pacific University Three Semester Credit Version

<http://lone-eagles.com/asdn1.htm>

A hands-on course on how to broker the best resources for your classroom.

EDTE 5172: Making the Best Use of Internet for K-12 Instruction

Seattle Pacific University Five Quarter Credit Version

<http://lone-eagles.com/spu1.htm>

2) **ED 567F: Designing K-12 Internet Instruction**

Alaska Pacific University three Semester Credit Version

<http://lone-eagles.com/currmain1.htm>

A hands-on course on how to easily create Internet hotlists, web-tours, lessonplans, project-based learning activities (Webquest, Cyberfair, Thinkquest) and complete online courses using online web tools.

IV. Rural Teleworker Training program

1. Create a Skills Milestones Learning Pathway to Teach Rural Teleworker Skills with Successive Certificates of Completion

Knowledge workers need Internet collaborative, self-directed learning, and self-publishing skills. Learning to share knowledge with others on an ongoing basis is the key to sustainable success in a world where the volume of information is growing exponentially. A step-by-step mastery learning program can be simply and effectively defined and made available. Successive certificates of achievement would be included. Cisco's Academy has already demonstrated a successful model for training network technicians.

Lone Eagle Consulting can provide an unprecedented community specific or regional step-by-step training program with emphasis on a barrier-free entry level program where citizens learn to use the Internet to first teach themselves, then others, building successive skills as represented by an electronic portfolio and digital storytelling.

Basic Knowledge Worker Skill Set:

- Self-directed Learning Using Search Engines
- Collaborative Sharing
- Web-Publishing (Multimedia)
- Relationship Building, Mentoring, Collaboration and Teaching, both Locally and Globally

2. Create Electronic Portfolios and a Peer Mentoring Program with Employment Incentives

Electronic portfolios would be created to record all skill achievements, mentoring effectiveness, Internet collaborative skill demonstrations, web authoring and peer training successes. Volunteer mentoring will be used to build electronic portfolios validating their genuine collaborative skills.

Mentors would provide online training services for citizens in other rural communities to document their effectiveness delivering online training and encouragement in order to build their individual mentoring and training businesses.

Web-based electronic portfolio personal web pages will record learning outcomes, mentoring success, as well as resource brokerage skill development creating highest value resource collections that expand their expertise and abilities to assist others.

Measures of demonstrated collaborative capacity using Internet collaborative tools will be included. Once a specified level of skill has been achieved, rural telework opportunities will become viable.

Monster.com <http://monster.com> Free resume templates and posting.

See also Mt. Edgecumbe Electronic Portfolios

<http://www.mehs.educ.state.ak.us> and <http://electronicportfolios.com>

3. **Promote Rural Teleworkers**

Market your own skills or those of your community's rural teleworkers to the growing number of businesses becoming aware of the advantages of hiring rural teleworkers. Skills on how to submit online resumes for telecommuting work contracts would be the next step.

Freeagent.com offers tutorials on becoming a free agent able to accept work contracts online as do dozens of similar sites. The challenge is to learn best practices from all such sites and tailor the instruction for rural learners. It would be necessary to maintain current collections of the telework job sites, as well as current and emerging telework models such as insurance underwriting, medical transcription, web design and graphics arts, etc. Freeagent <http://freeagent.com>

V. **Simplification of Telecommunications Infrastructure and Community Technology Training Center Options**

Lone Eagle Consulting and Tamsco (<http://www.tamsco.com>) can help:

- * Provide simplified cost and performance specifics for satellite, wireless, cable-modems, fiber, and other Internet infrastructure alternatives.
- * Provide simplified definitions, models, and best practices for community networking.
- * Provide Email hosting, virus scanning, remote network monitoring, remote network maintenance and more.

We can help simplify the complexity of issues facing rural communities regarding obtaining the necessary physical infrastructure, maintenance, assessing appropriate training required to deliver specific tangible benefits, and the appropriate community applications to justify the financial investment in physical infrastructure.

- * Just what does one do with 'Broadband'?
- * Telecommunications infrastructure options; costs, benefits
- * Applications/Benefits – real world examples
- * Lessons learned from ten years of community network experimentation
- * Clarify dynamics of virtual collaborative activities in both geographical communities and communities of interest
- * Identify local computer labs and community technology center "hands-on learning" opportunities

1. Mobile Wireless Training Labs

Loaner laptops and mobile wireless training labs using laptops would demonstrate the most cost-effective methods for providing training in concert with multiple existing computer technology centers. Wireless mobile computer labs using laptops will allow temporary use of any facility for training.

Loaner laptops and computers for multiple community technology centers will showcase the most cost effective methods of training citizens with emphasis on use of the best free web tools to deliver the most tangible learning outcomes with the least time invested.

2. Multi-Community Regional Cooperatives

Create an electronic newsletter for subscribing communities, using convenient listservs to share regular updates on new success stories, Ecommerce training resources, venture capital programs, and a speakers' bureau of successful innovators and trainers.

VI. New Economical Satellite High-Speed Internet Solutions

Information is now available on new alternatives for bringing high speed Internet to your community right away instead of waiting until expensive wired solutions for high-speed Internet finally reach your community and become affordable.

Tamsco Corporation, <http://www.tamsco.com>, offers affordable Satellite Internet and Wireless solutions for communities and businesses. PH: 406-883-8500. Email: fbrown@tamsco.com A single high-speed 2-way satellite system can be shared with multiple businesses or locations via new wireless technologies to keep costs down. If you already have broadband access, the new wireless systems may be the least expensive means for distribution to homes and businesses. Free infrastructure assessments are available on request.

Satellite systems can present an immediate short-term solution providing Internet at high speeds at an affordable cost, particularly when costs are shared among multiple locations. When the preferred wired solutions become affordable and available - swapping over will be an easy task.

A statewide or regional multi-community initiative could use satellite Internet systems to initiate wide-spread ecommerce training programs without delay. Communities worldwide will soon become aware of this opportunity and there are real risks in waiting too long to begin the necessary community training.

Grantwriting Tips

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

Writing grant proposals to get money to make your project happen is becoming more and more common. Here are tips and resources for writing your first grant!

1. **Find out which foundations have given grants in your region** similar to your planned proposal! Talk to those who got funded and ask for advice and ideally copies of their successful grants.
2. **Read the current guidelines** for those foundations on what they will fund and when the grants are due. If a foundation says they won't fund equipment, don't ask them for equipment (unless it's a necessary component of the part of the grant they said they'd fund!) For example: A programmatic grant could ask for \$50,000 in support equipment, but would not be considered if they called themselves a technology project. Semantics do matter a great deal!

If they say they'll fund up to \$15,000, don't ask them for \$50,000. Foundations often shift their focus, and timing can be very important. Watch for timing-sensitive opportunities. Do your homework! Grant reviewers appreciate those who paid attention to their RFP's (Requests for Proposals.) Too few do!

3. **Collect sample successful grants** to use as boilerplate models. Many foundations will send you, on request, proposals from past funded projects, or at least will give you the addresses of past grant recipients, so you can ask them directly for copies of successful proposals. The more good proposals you read, the more you'll understand how clear writing and following guidelines leads to funding.
4. **Use the same terms in your proposal** that the foundation used to describe what they want to fund. Buzz phrases push important buttons. If they tell you what to tell them: listen, and be convincing as to how your project dovetails with their posted guidelines. If an RFP says they don't fund technology grants, don't use the word technology. Find other words to express your project, ideally taken directly from the RFP guidelines.
5. **Get to know individuals** who have worked with the foundations to which you're applying. Talk to foundation personnel as much as is politely possible. Typically, little suggestions and hints you'll pick up even from a phone conversation, will make major differences in the final form and focus of your proposal. The more personal contacts you make, the better for you. Foundations appreciate those who take the time to gather all the facts, and they might even recognize your name when your proposal comes up for review. Pay careful attention on what to emphasize and what to tone down.
6. **Less is More!** Reviewing stacks of proposals is a difficult job. Grant reviewers quickly learn to scan text, particularly proposal abstracts, in an attempt to get a quick overview of exactly what you expect to do, with whom, when, how, and toward what

measurable outcome. If you are short and to the point, and you've answered the key questions, your grant will be viewed as comprehensible and fundable. If you bog down the reviewers with too much ambling detail, they'll have a hard time understanding your proposal and it is likely to end up in the "NO" pile. **Good proposals are easy to understand.**

7. **A catchy name**, like "Reach for the Sky" which is also descriptive of the project, can make a big difference. First impressions and a memorable theme and name are important! Remember they will want to promote your project proudly as one of **their** great projects.
8. **Good writing should be easy to read**, understand, and should present your ideas in an exciting, yet specific manner. The abstract of your proposal is the single most important paragraph of your proposal. You should know exactly what you're planning to do with their money, and express it in elegant simplicity. If the grant reviewer has a good idea of the direction of your proposal from reading the abstract, it creates an important first impression that you do indeed know what you want accomplish, with whom, at what cost, and specifically how.

In reading an exciting, well-written proposal, one idea follows naturally to the next. One disjointed or boring sentence can kill the mounting enthusiasm of a tired grant reader. Maintain a tempo of easy to understand sentences that build on one another in a crescendo fashion.

9. **Show in your proposal that you're aware** of who has done similar projects, and that you've partnered with appropriate entities to assure your project will have enough support to make it through to completion. Big Sky Telegraph, BST, (my former 10-year project) has helped many people get grants because it was widely known we'd been around long enough that most funders assume we won't disappear overnight. Affiliating with BST gave the impression that the grantees will have technical telecommunications support to assure their grant's success.
10. **Sustainability is a big issue.** Too many grant projects disappear after the funding is gone. How can you assure ongoing benefits once the funding runs out is one of the biggest questions in the mind of the grant reviewer.
11. **Measurable outcomes.** Once the grant is over, exactly what was produced, how will it be disseminated and exactly how many people will have benefited? How do you intend to measure tangible outcomes to prove the projected benefit actually occurred?
12. In the passion of writing a grant **it is easy to get too ambitious.** A major red flag for grant reviewers is the indication you've planned to accomplish more than your budget makes realistically attainable. It is better to limit your proposal to less, more assuredly attainable goals, than to promise more than you can deliver. Most projects find they badly underestimated funding for staff and particularly technology support. Be realistic and conservative.

13. **Tie yourself to a major regional, or national, issue** and position your proposal as a model to be replicated once you've proved your idea works. Make it clear you're not just benefiting ten people in Two-Dot, Montana, but that you're solving a problem shared by all rural schools and are creating a replicable national model. A specific strategy for broadly sharing your solution should be specifically part of your proposal plan.
14. **Choose your partners wisely.** The more partners you have to deal with, the harder it is to keep everyone happy, particularly where control of large sums of money is the issue. If you plan to be working with your grant partners for years, you'd better be sure you know who you can trust and work with. Many projects end up with internal in-fighting that takes the fun out of getting funded. Money changes friendships. Tread cautiously.

Consider whom you may have to work with if you get funded and whether you should include them for a share of the funding to avoid future resistance to your project. Grant reviewers look closely to see who is flying solo, and who works well with the other girls and boys. The better partners you have, the safer their money is when invested in your project.

15. **Even if your first grant-writing effort doesn't get funded,** the planning and writing process still allows you to resubmit your idea elsewhere. Often project partners get so committed to a good idea, even if funding isn't won, that the means for moving forward on a project can still be a possibility. Boilerplate paragraphs from old grants are typically recycled. Seasoned grantwriters are skilled recyclers, reusing paragraphs from successful grants.
16. **Make it fun!** If you get funded, you'd better enjoy working hard to make your dream happen. Be careful what you ask for, because you just might get it! Once a grant ends, what will you have built for the future? Will you be right back where you started having to write another grant? Plan accordingly.
17. **Many web sites exist to support grant-writers,** even specifically educational technology grant-writers. Knowing this, find them and use them! Search the Web for "educational technology grants" and/or "grant-writing." Below are a sampling of the best grant-writing and funding sources web sites.
18. **Evaluations are the means by which you prove your success** at the end of the grant period and are often the key to winning your next grant. Be tangible and realistic in what you set out to achieve, and in how you'll know whether you've achieved it after the money is spent.
19. **While it is considered to be inappropriate to submit the same grant to multiple funders** at the same time, one option is to change the grant slightly so multiple funded grants would actually dovetail together instead of creating duplication.

Grantwriting and Funding Sources

- **An Easy First Introduction to Grant-writing**
<http://lone-eagles.com/mira2.htm>
From Lone Eagle Consulting's community training workshops.
- **GrantGetter's Guide to the Internet**
<http://web.calstatela.edu/academic/orsp/grantguide.html>
The best single source for a beginning grant writer.
- **A Short course on proposal writing**
<http://fdncenter.org/onlib/shortcourse/prop1.html>
Well worth your time to read this entire document.
- **The Foundation center**
<http://fdncenter.org>
Searchable database with most foundations listed.
- **Philanthropy Journal**
<http://philanthropy-journal.org>
A key resource for keeping current on trends in philanthropy.
- **Rural and Community Networking Funding Sources**
<http://www.aspeninstitute.org>
Great listings of funding sources for rural community networking.
- **Markle Foundation**
<http://markle.org>
Watch for community development grants programs.
- **Morino Institute** <http://morino.org>
<http://www.venturephilanthropypartners.org>
Information on venture philanthropy.
- **Office of Vocational and Adult Education**
<http://www.ed.gov/offices/OVAE>
45 Million in Funding for Community Technology Centers
- **Federal Technology Opportunities Program (TOPS Program)**
<http://www.ntia.doc.gov>
Funding for Community Technology Projects \$12 million this year.
- **Educational Technology Grants and Grant Writing**
<http://www.netc.org/grants/index.html>

- **Grantsmanship Center**
<http://www.tgci.com> The world's leader in grantsmanship training.
Includes federal register announcements
- **Grants and Funding for K12 Educational Technology**
<http://www.lwc.edu/administrative/library/Edtech.htm>
- **The U.S. Department of Education Grant Site**
<http://gcs.ed.gov>
Note that the "Federal Register" is the master listing for all new Federal funding opportunities.
- **The National Science Foundation Grant Site**
<http://www.nsf.gov/home/grants.htm>
Recent funding trends include 'collaborative' community emphasis.
- **Kathy Schrock's Grant Listing**
<http://school.discovery.com/schrockguide/business/grants.html>
- **Univ. of Tennessee Educational Technology Grant Sources**
<http://www.utc.edu/Teaching-Resource-Center/grants.html>
- **Grant Sources for K-12 Schools**
<http://www.schoolgrants.org>
A treasure of a site, offering a Bring Home the Bacon Listserv.
- **An Online Lesson on Grantwriting**
<http://lone-eagles.com/asdn18.htm>
Includes grant templates. From an online course by Lone Eagle Consulting.

Grant Templates from Lone Eagle Consulting

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

A Community Grant Template

**A Texan Community Bootstrap Academ
"Doing for Ourselves, Together!"
An Education and Economic Development Partnership
<http://lone-eagles.com/alpine2.htm>**

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Abstract

A six-month community networking project is proposed to demonstrate a practical process by which citizens can learn to use the Internet to help one another build local human capacity as a natural resource for a stronger, more sustainable "learning" community. The opportunity exists to showcase new ways people can learn to work together to develop social and economic value. Unique training strategies and evaluative metrics will produce high value outcomes in the short term and demonstrate a replicable model of fast-track measurable empowerment for rural communities in the long term.

Addressing the Need

There is extensive and rapidly growing evidence that Internet infrastructure alone will not transform communities. To justify the investment in Internet infrastructure, measurement methods for defining and evaluating success are fundamentally necessary. There is a urgent need for defining the social engineering methodologies required to create measurably effective community networks. This process begins with imparting a realistic vision for participation to citizens and organizations regarding their specific roles, ongoing activities, and highest value applications. Specific short-term action agendas are required to validate the potential of Internet infrastructure for building collaborative capacity in support of the social and economic sustainability of the community.

Most of America's heartland rural communities are in economic decline, are losing population, and are questioning their sustainability. Due in part to their location, rural communities risk falling behind a changing world economy. The urgent need exists to identify a solution specific to rural communities' unique needs for full application of Internet communications capabilities.

Within the greater community, the need exists to bring together the specific sub-communities around a common purpose: the educational community, the economic development community, the healthcare community, the faith-based and community-based organizations, as examples. As the community vision becomes initially tangible and the first measurable outcomes win positive approval, the process of growing a more

and more robust community vision accelerates.

This process requires social mechanisms for encouraging and sustaining citizen participation. Social recognition is important and justified for those who contribute their time and content. Strategies such as friendly competitions can focus the community on identifying the highest quality resources and Internet applications that produce local benefit. Ongoing community goal-setting and self-assessment are fundamentally necessary if forward progress is to be achieved. **See Appendices B and C for detailed descriptions of community needs related to this proposal.**

Scope

An Inevitable Reality for Communities Hoping to be Competitive

As broadband becomes increasingly commonplace, communities are beginning to compete on the demonstrated talents of an inspired and motivated citizenry. Visible demonstrations are a selling point for a community's ability to learn, innovate, and grow their cooperative vision.

The vigor of our communities, and in fact our nation, will depend on creating motivated lifelong learners, proactive citizens who are value-driven, innovative entrepreneurs (using Internet), skilled collaborators, and citizens who are both consumers and producers - both learners and teachers, all the time.

In addition, strategies will be proven which provide the highest citizen motivation to generate the highest levels of community benefit, requiring the least investment of time, money, and prerequisite literacy. Public metrics of success are designed to become a competitive measure validating those communities who most effectively combine caring, and connectivity, with common sense.

Methodology for the Project "Kick-off"

Rising from tragedy, the recent "War on Terrorism" has created a new readiness for civic engagement in America, and if the Internet truly offers community solutions, then it's high time we got on with the task for clarifying solutions and implementing them. Clarity of vision, shared purpose, and defining the specific steps forward are vital in order to leverage the community's collective will for vigorous sustainability.

The six-month "Community Bootstrap Academy," begins with a 4-day series of project "kick-off" presentations for the key communities, within the greater community, presented by Frank Odasz, president of Lone Eagle Consulting. Through this presentation series, the whole community will be shown specific ways to demonstrate how their various constituents synergistically identify a vision, create initial web-based content, and clarify specific applications to benefit the community.

During these presentations a very realistic and doable plan for identifying and realizing the highest levels of benefit possible will be presented. Proposed is a six-month plan of engagement with a minimum of one major community event per month, but with the anticipation of many more hosted by the participating organizations. Low-cost, short-term community event models and community Internet awareness competition models

will be offered to existing community organizations and Internet Service Providers to allow them to sponsor significant contributions in web-based content and community spirit without major financial commitments. The highly replicable nature of these events and competitions will prove to be self-sustaining.

The theme for this "bottom-up" Community Bootstrap Academy is "building a learning community" by showing how to get people involved productively. The degree of benefit the community will realize from Internet infrastructure depends ultimately on how well people have learned to apply the infrastructure. A unique outcomes measurement approach will provide the community with ongoing public self-assessment measures of its progress creating a true community network. The authenticity of this community network will be determined by the public self-assessment measurements of citizen participation, new skills and content development, and new entrepreneurial start-ups. Citizens will be asked for a minimum time commitment in return for free participation in workshops and online training events. The social recognition for individuals' participation is projected to be self-reinforcing and ultimately sustainable by the community.

The Community Bootstrap Academy begins with co-authoring the press release or guest editorial which will be released as the final project component at the end of this six-month shared "web-raising" of a model community network. This public document is specifically designed to inspire other communities to imagine what can be done when a community makes the commitment to do what needs to be done. In addition, full documentation in story form of the planned activities will allow Alpine to literally "write the book" on how a community can pull together to bootstrap its own sustainability. As the original vision and story become reality through the actions of the community, **there is a real possibility that this academy can evolve into a cottage industry by which local citizens provide for-profit online mentoring services for citizens in other communities seeking to replicate Alpine's success.**

Draft of A Potential Press Release or Guest Editorial

The Alpine economic development council held a meeting, January 2002, to seek volunteers for a community economic development "Web-raising" initiative. Supported by TIF funding, local citizens and organizations created an innovative plan to work together to create a "Community Bootstrap Academy" to explore how to 'put the spurs' to realizing the untapped potential of the Internet for building a sustainable "learning" community.

Multiple community events were held to generate community Internet awareness, both offline and online. Citizens learned how to leverage the Internet to the benefit of all. As people became aware of what they could learn and share from the Internet, many new home-based Ecommerce start-up businesses were created. Knowledge of replicable Ecommerce opportunities were shared, excitement grew, and the stories of successes and new initiatives exploded.

Remarkably, over 200 citizens volunteered to offer their expertise online as topical mentors. Their collective expertise is offered to the community through the Alpine Mentorship Database. Rapid sharing of new skills created new

collaborations, resulting in new dramatically enhanced abilities of the community to share new knowledge and continually innovate using the Internet.

Furthermore, over 250 resource web pages were created, reflecting the best Internet content gathered by hundreds of citizens, totaling thousands of hours mining the Internet for the best-of-the-best resources by topic. The entire community benefited from easy access to the highest quality resources, such as replicable Ecommerce success stories. Exciting new jobs were created within the community for those who showcased the quality of their expertise through their volunteered resources.

A dozen community events, including web-based content competitions, were sponsored by local community organizations and businesses. Event sponsors enjoyed significant public relations exposure by creating opportunities for citizens to learn about the potential Internet applications and to show the community new capabilities. The social recognition citizens received served as motivation for sustaining their mentoring and web-based resource contributions.

Proudly, Alpine citizens created an enviable model community through their own spirit of determination, innovation, and generosity. Alpine plans a new cottage industry providing for-profit online mentoring services for those in other communities seeking to learn how to replicate Alpine's success in their own communities.

"Combining Caring And Connectivity with Common Sense, and a plan of action, was all it took, the Alpine citizens later reflected." "It was time to take action to assure the sustainability of our community, and we simply did what needed to be done." "We were amazed at how rapidly the vision and local innovations developed once we began efficiently sharing new knowledge online within the community."

In summary, Alpine has demonstrated that the Internet offers incredible capabilities and that a community vision for active participation is required to realize its tremendous potential. We have learned that we can create a revolution at will by accepting that there are great things we can do together using these new tools, and by deciding to prove what... We, The People, are capable of!

The full story narrative of the evolution of Alpine's successful six-month "Community Bootstrap Academy" will be available online.

Community Internet Awareness Events

Community events will be hosted in partnership with multiple community organizations and businesses specifically to provide multimedia showcase opportunities of skill and strategies for leveraging the potential of Internet to create, in new ways, both local social and economic value. Youth participation will be a special emphasis because youth today are the technology leaders in most homes and communities. Irrevocably, they are the leaders of tomorrow.

See the sample event descriptions that are listed in The Bootstrap Academy
<http://lone-eagles.com/academy.htm>.

One Competition Example: Local economic development organizations could sponsor a simple competition for the best web-based listing of Internet entrepreneurial successes that could be replicated locally. Web-based instructional opportunities related to Ecommerce would be emphasized. Winning entries would be judged as those best designed for appropriate use by local citizens.

See the "Ecommerce Start-up Training Resources"
<http://lone-eagles.com/entrelinks.htm>

The themes of "**Fun, Social, Learning**" and "**Youth-driven Multimedia Storytelling**" will leverage the opportunities to diffuse techno-anxiety barriers and bring people together around a common cause. The highest initial motivation will be achieved by sharing the social fun of learning exciting new technologies such as **digital cameras, digital art, and digital music.**

Extensive resources to support these programs have evolved from the long history of community education presentations and workshops by Lone Eagle Consulting.

Lone Eagle Consulting <http://lone-eagles.com/>

Building Learning Communities Resources <http://lone-eagles.com/teled.htm>

Rural Community Empowerment Resources <http://lone-eagles.com/ruralempowerment.htm>

A Key Pre-Planning Issue: Expectations Increase with Experience

As people learn more about the possibilities of Internet applications, "enlightened expectations" occur, where new possibilities emerge in the minds of citizens. This is a very real psychological process which needs to be recognized, implemented, and evaluated. Participants of all ages will initially draft short vision statements for how they think a community could use the Internet for self-empowerment, with emphasis on short-term implementation. Flexibility is essential in order to take advantage of insights as the project progresses. These initial visions will most definitely change and grow.

When Alpine has completed this six-month project, success will be measured by the quality of all the products that have been created that are producing measurable benefit. Alpine will demonstrate the obvious replicability of its implementation strategy through thorough documentation of the entire project, process, and products.

A key community challenge is the efficiency of the process by which citizens learn the most important Internet skills through short-term, non-threatening self-empowerment learning opportunities - ideally in association with existing community technology centers. This defined process produces local online content, multimedia communications skills that are routinely used, and a collaborative dynamic that produces visible benefit through improved communications. Only through direct hands-on involvement will the skills and potential of online learning and online collaboration be understood and embraced by the citizens of the community.

There are three online learning courses that could be created in support of this project

The first course begins with a short non-credit Ecommerce course for citizens designed as a follow-up learning opportunity for community events such as the following workshop description:

Homesteading the Ecommerce Frontier - A Three-Hour Community Workshop Description

The Internet offers unprecedented self-empowerment and Ecommerce opportunities. But, it's ultimately what people learn to do with these Internet capabilities that will determine the degree to which they will benefit. This unique workshop will present multiple opportunities for fast-track self-empowerment and Ecommerce start-up training for rural citizens. A twenty-hour online (currently non-credit) course will be offered for follow-up skill building and ongoing interaction (\$39/person.) Strategies for creating a low-cost, short-term, "Community Bootstrap Academy" to generate local Internet awareness, web-based content, and collaborative capacity will be presented. Alpine has the opportunity to become one of the first model rural communities to demonstrate the self-empowerment potential of the Internet, regardless of available Internet access speeds (bandwidth.)

- 1) **The first online course is Ecommerce and Telework Strategies**
<http://lone-eagles.com/course-registration.htm>
- 2) **A second online course opportunity is to partner with the University** in Alpine to offer the following unique online course for educators:

Course Title:

"Building Learning Communities; Creating Social and Economic Value in the Knowledge Age."

Three Semester Graduate Credits

Course Description: Learn how to integrate citizenship, character education, web-authoring, and Internet skills to engage your students with their local community to grow a vision for their joint future. Project-based learning models and extensive existing web-based curriculum will provide your students with challenges in developing their Internet self-directed learning skills. Students will identify for themselves and their community how people can learn use the Internet to develop social and economic value. Students will use online tutorials to teach themselves how to use digital art, photography, and music for digital story-telling and multimedia presentations. A student entrepreneurship challenge will focus on those Ecommerce opportunities which can provide local jobs to provide students with the option to avoid relocation upon graduation and to assure their community's future. See Appendix A for a detailed description of this proposed online course in the full online version of this proposal at <http://lone-eagles.com/alpine2.htm>.

- 3) **A third online training opportunity, proposed to be offered in conjunction with community events:**

A Community "Train-the-Trainers" Skills and Content Development Program

A unique "Train-the-Trainers" online learning and citizen mentoring resource will be created to facilitate the rapid growth of new skills and motivation. A series of very easy, but highly relevant and motivating mini-lessons will be posted on the web to help citizens quickly identify a vision of the potential. As a "Train-the-Trainers" program, each mini-lesson will point to successive levels for self-directed learning, with the incentive of a Community Builder (CyberRangers?) certification and embroidered patch for those who complete all three levels for each of the five skill categories. The five skill categories will match the five points of the Texas Star, and will be presented as clickable buttons on a star graphic web page. The Texas Star will also be the dominant image of the certification patch along with the text "Certified Community Builder - Building a Future for Alpine".

This unique "Train-the-Trainers" program will provide easy mini-lessons for the five most important community-building Internet skills, each with three successive levels for self-directed learning. The five skills categories will be the emphasis for skill development, public metrics, and trainer certification. This empowerment matrix of skills will be posted as a self-directed learning web site, with anticipation that those first "certified" will become online mentors for those to follow. This skills matrix will initially emphasize "Lone Star" independent self-directed Internet learning skills in a classic 'western individualist' context and will end with emphasizing how to apply an individual's skills toward the purposeful building and sustaining of rural Texan communities.

Five Essential Survival Skills

1. **Email Skills as Essential for Electronic Citizenship**
2. **Search Engine Skills as Essential for Self-directed Internet Learning**
3. **Web Self-publishing Skills as Essential for Local and Global Ecommerce and Expression**
4. **Mentoring and Teaching Skills as Essential for Sharing Knowledge in Your Community**
5. **Entrepreneurship Skills as Essential for Individual, Family, and Community Sustainability**

Description of the Strategy Behind This Five Skills Model

Briefly, as Email skills are developed, citizens become more connected to the community. As searching skills are developed citizens gain the ability to gather resources of benefit to themselves and the community. As basic web-authoring skills are developed, citizens gain the ability to share these resources with the community in a convenient public manner. As mentoring skills are developed,

citizens gain the understanding of how to combine email, searching, and web-authoring skills to share knowledge effectively to make a real difference in the lives of others.

Finally, as value is demonstrated, the entrepreneurial potential of instructional entrepreneurship, as well as opportunities for traditional Ecommerce, will become dramatically clear. There are three distinct learning levels for each of the five skills. The "Three Level" model described below presents an easy-to-understand learning pathway for self-empowerment.

The Three Levels for Each Skill are:

1. The Vision for Use of the Skill

A 5-minute introduction to the benefits of each skill followed by a few sample resources.

2. The Basic Instruction to Acquire the Skill

A two-hour hands-on lesson to acquire the essentials of this skill. Robust resources for additional learning will be provided.

3. The Methods for Using This Skill to Benefit Yourself and Others

A two-hour hands-on lesson to learn how to apply this skill effectively to benefit both oneself and one's community. Many examples of how others are using this skill to benefit their own communities will be presented.

Whenever citizens achieve their demonstrated "Community Builder" skill certifications, web-based recognition of their certification will be publicly displayed on the Alpine Mentorship Database which will be celebrated as a key metric of citizen commitment and talent sharing. Local trainers will become the primary online mentors for local online skills development. Those still working on their certification will be supported by the community trainers as a priority for this community-driven 'Train-the-Trainers' program. **An example Mentorship Roster is at <http://www.vrd.org/locator/alphalist.shtml> and Mentoring Models are listed at <http://lone-eagles.com/mentor.htm>.**

Two Types of Participants Will Quickly Emerge.

One type of participant will be the advanced scouts, most likely to be the most motivated youth, who will be supported to learn at their own speed. This allows for rapid generation of local expertise. The second type of participant will be citizens who work at their own pace to raise the percentage of the entire community developing skills via the easy-to-understand self-empowerment matrix. Alert individuals can ideally learn as fast as they want, to scout the frontier, and to become local mentors. Meanwhile, groups can pace themselves to explore the collaborative potential and community-wide adoption of new knowledge-sharing skills.

Skill Sharing: Many skills don't need to be learned by everyone, such as creating composite images or advanced web page features, so a barter economy focused on local niche expertise becomes immediately viable. Also, skills such as knowing how to create a

digital music sound file and posting it on a web page make better sense to be at least initially represented by someone who has achieved high levels of skill. This creates a role for multiple skills sets among multiple persons, easing the learning overhead of the entire community, while creating motivated local specialists for the higher tiers of skills in digital photography, art, video, and music. The social recognition for their showcased expertise is intended to motivate generous sharing of skills in the short term. **The end goal is to create interesting local jobs for local citizens as they demonstrate that their new skills are indeed worth paying for!**

A Community Engagement Program with Explicit Outcomes

With a core community group of more than 20 persons, participation in a metrics program would be required in return for participants receiving the free specific "Community Builder" training. As the march of time is inexorable, nothing stays the same; a community is always changing, either growing or decaying. It is fundamental to every community's future sustainability to decide whether citizens will be motivated on the one hand to contribute to the growth of their communities, or on the other hand must acknowledge and suffer the cost to the community for their lack of contribution. The project will register those citizens willing to contribute their time to help others and will ask their help to record specific progress in return for free skills training, mentoring, and participation in project events. While this commitment is non-binding, this project will document the degree to which all individuals have contributed to the good of the community. Baseline information would be assessed in a simple pre-test and post-test survey format.

Consider: Community is the sum of what we give to each other.

Community consists of those to which we give of our time and talents.

Measurements are the Key to Success

Like the United Way fund-raising thermometer, as citizens develop their skills and participate by mentoring and creating web-based content, visible progress will be displayed on both an online, and offline, a Texas Star graphic will be used as an ongoing community self-assessment tool. This will be in addition to the separate star graphic display of the skill-building mini-lessons. An initial goal of a specific number of contributing citizens would be set for this six-month project. Record-keeping will be volunteered via email, or via web-based interactive forms, as the specific means by which participants can demonstrate their support of the community and the success of this bootstrap project. The project also serves as a public showcase for demonstration of high levels of community commitment, cooperation, and collaboration.

Alpine's Star of Success: Five Community Ongoing Self-Assessment Measures for Public Display

1. The number of participating citizens with Email capabilities
2. The number of participating citizens with Searching Skills

3. The number of participating citizens hosting simple resource Web Pages
4. The number of participating citizens volunteering as Online Mentors
5. The number of local Ecommerce web pages

Additional Suggestions for Measures of Community Success

1. Infrastructure, Computer Ownership, Computer Sharing

Original Assessment: Initial and ongoing measurements are necessary for tracking availability of personal computers and Internet access, and how often citizens utilize specific public access equipment and community technology centers. Records are kept before, during, and at the end of the six-month training period by citizens as a means of measuring project progress. Loaner laptops with leasing plans and recycling used computers are recommended as economical options.

Ideal Outcomes: Assessing the change in methods of use, and access, can showcase how many citizens purchased home computers as a result of being motivated by the training, or became motivated enough to seek out regular access to public access points. Shared use of home systems is also something to monitor with social recognition given to those who help provide access and mentoring to others.

2. Self-Confidence, Vision, and Motivation

Original Assessment: Simple surveys will be used to monitor the initial and ongoing levels of self-confidence, motivation, and vision. Note that this overall project will indeed depend on the effectiveness of motivating citizens for sustained participation during the six-month training period and possibly beyond.

Ideal Outcomes: To finish the project with accurate measurements of increased motivation, self-confidence, and vision of the potential benefits could be important for future fund-raising. Demonstrating the effectiveness of the project's strategies for engaging citizens in producing tangible outcomes will inspire the replicability potential for future similar programs in other communities.

3. Community Engagement Events

Original Assessment: The project will begin with a defined number of initial "Kick-off" presentations followed by single monthly community events which will be publicly recorded under the "Alpine Star of Success" graphic (like the United Way Goals and Outcomes Model) with the sponsors, number of attendees, measurable content outcomes, and the local assessment of the effectiveness of each event. Included will be a brief note on any new short-term, or ongoing, resulting collaborations, and the creative events which proved to be the successful incentives for these new collaborations.

Ideal Outcomes: The value of the public relations benefits are expected to far exceed minor financial investments for sponsoring additional community events and web-content competitions; thus sustainability for sponsoring future events is viable. Furthermore, the ability to publicize many additional "community-generated" events will be important for future community fund-raising.

4. Archiving Storytelling, Anecdotes, and Testimonials

Original Assessment: Exciting activities begin with the very first event of the project. Stories and anecdotes will be publicly shared on the project web-site, testimonials documented, and new innovations and initiatives recorded and published appropriately.

Ideal Outcomes: The narrative of the progressively greater interest, and innovation, demonstrated by the community in expanding upon the original project plan can make a compelling story about how citizens can learn to participate directly in leveraging the public good - electronically. This story will ultimately be Alpine's most powerful promotional vehicle for the "for-profit" online mentoring services offered to other communities.

5. Skills Development, Local Online Mentoring Effectiveness, and Collaboration

Original Assessment: Simple surveys will be used to measure the initial skills of all project participants, and subsequently, the new skills that were developed. Records will be kept on public "electronic portfolios" on who mentored whom (both offline and online,) what skills were shared, and documentation of the effectiveness of their mentorship.

Ideal Outcomes: Elegant documentaries of the successes developing new skills across the community - and particularly the success of local mentors in developing new skills in others - will be a key motivator for mentors by providing them with social recognition for their generosity as well as their effectiveness. Future employability opportunities for offering "for-profit" mentoring services will require proof of one's mentoring effectiveness as documented by their "electronic portfolios."

6. Distinguishing the Best Dial-Up Applications From the Best Broadband Applications

Original Assessment: The need exists to demonstrate those community applications which best justify the considerable financial investments required to provide broadband community-wide, and to distinguish these from the best applications of low-bandwidth Internet access, such as local dial-up services. An accurate initial assessment of the best dial-up applications will be necessary to make a clear case for the need and roles for broadband services. A common mistake is to presume that the value of the community Internet applications are directly related to the level of bandwidth. On the contrary, other factors, such as human bandwidth, play a vital role in determining the level of realized end benefit,