

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

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Multi-cultural Resources and K-12 Project Sites

- **Echoes in the Electronic Wind - A Native American Internet Guide**
<http://lone-eagles.com/nativeguide.htm>
- **Community Internet Empowerment Resources for Alaskan Natives and Native Americans** <http://lone-eagles.com/nativeresources.htm>
- **Alaskan Native and Native American Empowerment Guide**
<http://lone-eagles.com/empowerment.htm>
- **Examples of Native American Web Innovations**
<http://lone-eagles.com/expressions.htm>
- **Alaskan Native Youth Cultural Community-building**
<http://lone-eagles.com/bartsgrant.htm> A grant template.
- **Culture Club** <http://lone-eagles.com/cultureclub.htm> A grant model.
- **Native American/Alaskan/Hawaiian K12 Innovations Report and Clearinghouse**
<http://lone-eagles.com/native.htm>
Extensive listing of Native cultural resources and curriculum.
- **Spanish Language Educational Resources**
<http://lone-eagles.com/migrant.htm>
Resources from the U.S., Mexico, Central, and South America
- **I*EARN International K12 Network**
<http://www.earn.org/earn> The International Education and Resource Network enables young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people. Home of the First People's Art Project!
- **Aboriginal Youth Network**
<http://www.ayn.ca>
An exceptionally interesting site for Native American youth!
- **Cradleboard Project**
<http://www.cradleboard.org>
Link up with Native American classrooms so your kids can learn Native American history with authenticity!
- **Explorer's Trail Multicultural Curriculum**
<http://ernie.wmht.org/trail/explor02.htm> Wonderful Resources!

- **The 4Directions Project**
"Internet Strategies for Empowering Indigenous Communities in Teaching and Learning" is funded by the Technology Literacy Challenge grant program from the U.S. Dept. of Education.
<http://www.4directions.org> One very interesting component is their work on **"Developing Virtual Museums in Native American Schools"**
<http://www.conexus.si.edu/VRTour>
- **Diversity University Collaboratory Listserv**
<http://www.edu-cyberpg.com/diversity.html>
From the Educational Cyber-Playground, a great place for newcomers to the Internet.
- **Center for Multicultural Education**
<http://depts.washington.edu/~centerme/home.htm>
The Center for Multicultural Education at the University of Washington, Seattle WA, focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of students of color.
- **Center for Research on Education, Diversity and Excellence**
<http://www.crede.ucsc.edu>
The CREDE mission is to assist the nation's diverse students at risk of educational failure to achieve academic excellence.
- **Clearinghouse of Immigrant Education**
<http://www.ncas1.org/chime.htm>
A national organization sharing resources on English as a second language.
- **Alaskan Cultural Curriculum**
<http://www.ankn.uaf.edu:591>
A significant collection, developed by the Alaska Native Knowledge Network project.
Alaska Standards for Culturally Responsive Schools
<http://www.ankn.uaf.edu/standards>
Very unique standards applicable worldwide.
- **National Association for Multicultural Education**
<http://www.inform.umd.edu/NAME>
A national organization offering conferences, listservs and resources on multicultural education.
- **Teachers of English to Speakers of other languages**
<http://www.tesol.edu>
TESOL's mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them

foster effective communication in diverse settings while respecting individuals' language rights.

- **Center for Digital Storytelling**
<http://www.storycenter.org/storyplace.html> **Must See!**
And Other Digital Storytelling Sites
<http://www.dstory.com> <http://www.digiclub.org>
- **Putumayo World Music Multicultural Curriculum**
<http://www.putumayo.com>
Putumayo publishes indigenous music from around the world.
- **Cultural Resources for Educators**
<http://www.worldspeople.com>
Unique Resource Collections for the K-12 classroom consisting of craft objects, hundreds of images, related literature and background information. Visit their new web tour of teachers' resources.

Cultural Survival Resources

- **Cultural Survival Quarterly**
<http://www.cs.org/index.html>
See the online back issues for the Special Issue on
The Internet and Indigenous Groups
- **Council on Spiritual Practices**
<http://www.csp.org>
Outstanding resources on spiritual practices and related issues.
- **US Cultural Protection Legislation**
<http://www.lib.uconn.edu/ArchNet/Topical/CRM/crmusdoc.html>
- **Indigenous peoples of Mexico, Central and South America!**
Available in Spanish.
<http://www.nativeweb.org/abyayala>
- **American Studies Web on Race and Ethnicity**
<http://www.georgetown.edu/crossroads/asw/race.html>
Comprehensive resources on many races.

Global Development Resource Organizations

- **WorLD**
<http://www.worldbank.org/worldlinks>
World links for development, opening a world of learning.
World Links for Development Program (WorLD)
Internet Training Materials
<http://www.worldbank.org/worldlinks/english/training/world/index.html>
- **Global Knowledge**
<http://www.globalknowledge.org>
Partners in knowledge for development, improving lives, reducing poverty, empowering people.
- **Alliance for Global Learning**
<http://www.global-learning.org>
The Alliance for Global Learning is a strategic partnership between Schools Online, World Links for Development (WorLD), and the International Education and Resource Network (I*EARN)
- **United Nations Development Program**
<http://www.undp.org>
Diverse resources for sustainable human development.
- **Global Community Center**
<http://www.globaldevelopment.org>
Welcome to our "global community center on the Internet", a project of the non-profit Global Development Center. We operate with a philosophy, "Service is the rent we pay for being. It is the very purpose of life, and not something you do in your spare time."
- **Schoolsonline**
<http://www.schoolsonline.org>
Their mission is to help ensure that all schools have effective access to the communication and information resources of the Internet. The organization donates Internet equipment to schools and facilitates teacher training and support. Since its founding in 1996, Schools Online has been a catalyst, helping more than 5,400 schools gain online access.
- **International Institute for Communications and Development**
<http://www.iicd.org>
The International Institute for Communication and Development (IICD) assists developing countries to utilize the opportunities offered by information and communication technologies (ICTs).

- **Center for World Indigenous Studies**
<http://www.cwis.org>
The Underlying Principle Guiding CWIS is: Access to knowledge and peoples' ideas reduces the possibility of conflict and increases the possibility of cooperation between peoples on the basis of mutual consent. By democratizing relations between peoples, between nations and states, the diversity of nations and their cultures will continue to enrich the world. **Sponsor for the Fourth World Documentation project.**
- **Fourth World Documentation Project**
<http://www.halcyon.com/FWDP/fwdp.html>
A major global project providing Indigenous peoples' Information for the Online Community.
- **Global Development Gateway**
<http://www.developmentgateway.org>
Exceptional Indigenous peoples' resources.
- **USAID Learnlink Project**
<http://www.aed.org/learnlink>
Thirty-three countries involved in educational and community networking, including indigenous peoples in South America and elsewhere. The Academy for Educational Development is the prime contractor. **USAID LearnLink Project and Teachers' Resources**
<http://www.aed.org/learnlink/resource.html>
- **Institute for Global Communications**
<http://www.igc.org/igc>
Connecting People Who Are Changing the World. Host for many global projects such as PeaceNet, Womensnet, Anti-RacismNet and EcoNet.
- **Global Development Learning Network**
<http://www.worldbank.org/distancelearning/gdln>
The GDLN is a telecommunications network that connects distance learning centers (DLC) in cities across the globe. * It harnesses the latest learning tools -- interactive video, electronic classrooms, satellite communications and the Internet - to help break down the digital divide.
- **The Hunger Site**
<http://www.thehungersite.com>
Visiting this site donates food to hungry people. A great example of how the web can support a cause. For more like this see the database activism and cause-related sites at <http://webactive.com>

Alaskan Native Innovations Web Tour

The following is a model "culture-specific" web tour suggesting a simple format for all cultures to share their best innovations among themselves, and with the world. This is a shortened version, for the full tour go to: <http://lone-eagles.com/alaskan.htm>.

- **Mt. Edgecumbe Native Boarding School, Sitka, Alaska**
<http://www.mehs.educ.state.ak.us>
An exceptional model for electronic student portfolios and includes a student-written tutorial on how to create such portfolios. The school is expanding their entrepreneurship emphasis.
- **Larry Louck's Tutorial on Building Dog Sleds**
<http://www.aesd.schoolzone.net/aesd/nlg.school/sldhme.html#anchor864510>
A great example of innovative teaching from the remotest of locations.
- **Alaskan Native Knowledge Network**
<http://www.ankn.uaf.edu>
A major project based at the University of Alaska/Fairbanks Campus, supported by the National Science Foundation and the Annenberg Rural Challenge to collect and disseminate indigenous curriculum.
- **Native Alaskan Crafts**
<http://members.aol.com/glincoln45/Kipusvik.htm>
Toksock Native Alaskan Crafts marketed worldwide.

Three Alaskan Elementary School Cyberfair Winners

- **Alaska Native Art Virtual Museum**
http://www.asd.k12.ak.us/schools/William_Tyson/TysonHomePage.html
Select the Alaskan Native Art Virtual Museum. Great work by elementary students. A winning entry in the International Cyberfair competition.
- **The Magnificent Moose Project**
<http://www2.northstar.k12.ak.us/schools/awe/moose/narrate.html>
An outstanding winning entry in the International Cyberfair competition.
- **Hunter Hornet's Cyberquilting Bee**
<http://www2.northstar.k12.ak.us/schools/htr/cyber/narrate.html>
Elementary students have created this winning entry for the International Cyberfair competition.
- **Women in the History of Alaska**
<http://library.advanced.org/11313>
A winning entry in the High School Thinkquest student competition, 1997, from four talented girls in Chugiak, Alaska. Fine work!

The Ten Top Internet Collaborative Tools

The first two below, email and listservs, are by far the most commonly used, but the remaining options have unique benefits for education and are enjoying increased use as more teachers understand what they offer! An article on the application of these tools for K-12 instruction is available at <http://lone-eagles.com/tencollab.htm> and was published in the Dec/Jan. 2000 issue of Leading and Learning Magazine (<http://iste.org>).

NOTE: The terms used to describe online discussion groups vary widely and continue to change. Here's a single resource to review to appreciate the volume of Free Web-based Collaborative Tools available [http://www.kmunity.net/Free Tools /free tools .html](http://www.kmunity.net/Free_Tools/free_tools.html) Thanks to Casey Hughes for creating such an incredible listing! Note that search terms are given for each section below which will provide you with rich listings of additional tutorials and resources!

1. Email
2. Listservs
3. Newsgroups
4. BBSes
5. Web-Conferencing
6. Internet Relay Chat (IRC)/Instant Messaging (ICQ)
7. Muds/Moos
8. IPhone and Internet Radio
9. Desktop Video Conferencing
10. VRML Chat Systems

1. EMAIL - One-to-one private interaction

Tutorials:

Workplace to Workspace: Using Email Lists to Work Together Online <http://www.idrc.ca/books/848.html>
Read these short online essays about using email and listservs!
(Buy the book and support the generous author!)

Electronic Collaboration: A Practical Guide for Educators

<http://www.lab.brown.edu/public/ocsc/collaboration.guide>

An outstanding resource from the U.S. Dept. of Education.

WebTeacher

<http://www.webteacher.org>

One of the best collections of Internet tutorials.

Reach for the Sky

<http://www.learner.org/courses/rfts/b3web.htm>

An online lesson about email basics.

Free Email accounts available at dozens of sites including: <http://www.hotmail.com>

<http://www.juno.com>

Netiquette Guidelines:

Cybernetiquette for kids!

<http://disney.go.com/cybersafety> Educators' favorite.

Good Summary of Netiquette

<http://www.dtcc.edu/cs/rfc1855.html>

*For additional information search for netiquette or email+tutorial**

2. LISTSERVS - one-to-many public interaction

Workplace to Workspace; Using Email Lists to work together online <http://www.idrc.ca/books/848.html>

Take a look at this whole book online about using emails listservs! (Buy the book and support the generous author!)

Topica Groups <http://www.topica.com>

Database of 84,000+ listservs plus tutorials for beginners. Create your own free listserv discussion group.

Yahoo Groups <http://groups.yahoo.com>

Offers free listservs (called groups) and more

Netpals Free Listservs <http://netpals.lsoft.com>

Free listservs with web-based archives.

<http://tile.net/lists> Another database of listservs.

Reach for the Sky

<http://www.learner.org/courses/rfts/b4web.htm>

*For additional information search for listservs+tutorial**

Listservs, also known as Mailing Lists

Although not all mailing lists are the same, they are similar enough to consider one set of instructions for joining them.

1. From the databases of thousands of mailing lists below, select one that you would like to join.

<http://alabanza.com/kabacoff/Inter-Links/listserv.html>

<http://www.cln.org>

<http://www.topica.com> See also <http://groups.yahoo.com>

2. After you have selected a list, find out the following two things about the list. One, the e-mail address of the mailing list, and two, the formal name of the mailing list
3. Address an e-mail message to the electronic address of the mailing list. Leave the subject of the message blank or put some "x"s in it.
4. In the body of the message, type:
Subscribe [listname] [your first name] [your last name]
If your name is Jane Doe, and you are subscribing to a mailing list called ElemTcher, then you would type:
Subscribe ElemTcher Jane Doe
5. Send the message. After a moment (or perhaps longer) you will receive a message from the list manager computer. The message will welcome you to the list, describing the types of discussions that take place on the list, and how you should participate. This message will also describe how to unsubscribe from the list if you should decide to leave it. **Be sure you keep this information so you can unsubscribe when you want to!**

Three Great Mailing Lists

1. **Hilites**: Collection of high-quality classroom-based collaborative learning projects.

Formal Name: **Hilites**

Send the message "sub hilites your name" to majordomo@gsn.org

2. **Nethappenings** - keeps you up on new happenings

Formal Name: **Nethappenings**

Send the message "sub NET-HAPPENINGS your name" to listserv@lists.internic.net

3. World Wide Web in Education: WWWEDU has over 1600 members from 35 countries.

Formal Name: **WWWEDU**

Send the message "sub WWWEDU your name" to listproc@ready.cpb.org

3. NEWSGROUPS - Site-based one-to-many small group and/or public interaction

Tutorial:

Reach for the Sky

<http://www.learner.org/courses/rfts/b5web.htm>

Google Groups

http://groups.google.com/googlegroups/deja_announcement.html

See also <http://groups.yahoo.com>

Create your own free newsgroup!

*For additional information search for newsgroups+tutorial**

4. BBSES - Site-based one-to-one private and one-to-many small group and/or public interaction

Recommended tutorial:

The Ultimate Bulletin Board

<http://www.infopop.com>

Discovery Channel School BBSES

<http://discoveryschool.com>

Now called "conversations" and are found in the student and teacher sections.

*For additional information search for BBSES+tutorial**

5. Web-Conferencing (Multiple formats) - Graphical Collaborative Environments. Including co-browsers with group chat features.

Tutorial:

Free Web-based Collaborative Tools available

http://www.kmunity.net/Free_Tools/_free_tools_.html

Thanks to Casey Hughes for creating such an incredible listing!

David Woolley's Guides and Clearinghouse:
<http://www.thinkofit.com/webconf/>

*For additional information search for
web+conferencing+tutorial**

6. Internet Relay Chat (IRC) - "Live" public one-to-one and one-to-many interaction

Tutorial: Search for IRC+tutorials

Free Chat for your Web Site

MultiChat <http://www.multicity.com>

ParaChat <http://www.parachat.com>

Beseen.com <http://beseen.com>

Instant Messenger and Chat Messenger Software

ICQ <http://www.icq.com>

AOL Instant Messenger <http://www.aol.com>

PeopleLink <http://www.peoplelink.com>

*Sample Sites: Search for "IRC" OR search for
Internet+Relay+Chat*

7. MUDS/MOOS - Similar to Chat, but featuring enhanced control and object-oriented features.

Interactive fiction and online role-playing/theater capabilities.

Tutorials: <http://www.musenet.org/bkort/WCE> by Barry Kort!

Educational Use of MUDS/MOOS

<http://tecfa.unige.ch/edu-comp/WWW-VL/eduVR-page.html>

Model Sample Application: The Pueblo Project

<http://www.pc.maricopa.edu/community/pueblo>

Native American Elementary student project.

Frequently Asked Questions:

<http://www.lysator.liu.se/mud/faq/faq1.html>

Hands-on examples: <http://angalon.tamu.edu/>

For additional information search for MUDS+tutorials or MOOS+tutorials

8. IPHONE and Internet Radio - Internet telephone and audio-conferencing; one-to-one or one-to-many. Also, Internet Radio capabilities.

Resources and Hands-on examples:

Real Audio Sites with Software and Tutorials

<http://real.com> Free software for Internet radio and more.

International Radio Stations

<http://goan.com/radio.html>

Phone Free

<http://phonefree.com>

Free software for free long distance calling over the Internet!

Webex.com

<http://webex.com>

One of the fastest growing companies. Software allows 2 way audio, co-browsing and swapping control of various computers between users as a sophisticated mentoring and teaching tool.

Centranow <http://www.centranow.com>

Commercial service offering voice over Internet services. Free demo conference calls available. Suitable for "live" teaching.

Hearme <http://hear.me.com>

Audio over Internet software and services.

Internet Radio Resources

http://www.nexus.org/Internet_Radio/

Internet Phone Calls <http://net2phone.com> GREAT

Telebridge <http://www.telebridge.com> Cheap phone teleconferencing. A 1-hour 25 person conference call cost \$10!

For additional information search for Iphone or Internet+radio

9. Desktop Video Conferencing - "Live" one-to-one or one-to-several video interaction

PC and Mac Software and tutorials for CU-SEE-ME:

Yahoo's Broadcast.com

<http://broadcast.yahoo.com/home.html>

Wide variety of audio and video content

Quicktime video tutorials/software

<http://www.apple.com/quicktime>

Earthcam Web Camera Sites

<http://www.earthcam.com>

Leonard's CAM World

<http://www.leonardsworlds.com/camera.html>

Look out of Internet cameras worldwide!

*For additional information search for
desktop video conferencing+tutorial**

10. VRML Chat Systems - Using three dimensional 'avatars' for one-to-one "live" chat using animated 3 dimensional characters.

VRML Works

<http://hiwaay.net/~crispen/vrml>

The 3D Web Consortium

<http://www.vrml.org> and <http://www.web3d.org/vrml/vrml.htm>

Worldnet 3D chat "worlds."

<http://www.worlds.net>

Free demo software available!

Digispace 3D Chat "worlds"

<http://www.digitalspace.com/traveler>

Another 3D chat world to explore

*For additional information search for VRML+tutorial**

For more collaboration tools and resources see the Easiest Web Authoring Resources on page 44 of this guide, online at <http://lone-eagles.com/webdev.htm> and/or The Eight Levels of Web-based Expression on page 53, online at <http://lone-eagles.com/media.htm>

Online Courses and Learning Pathways

A Highly Recommended First Course

- **Making the Best Use of Internet for K-12 Instruction**
<http://lone-eagles.com/spu1.htm>
A five quarter credit self-directed graduate course from Seattle Pacific University, based on this guide. Also available as a 3 semester credit self-directed graduate course from Alaska Pacific University and based on this guide. <http://lone-eagles.com/asdn1.htm> Taught by Frank Odasz. See the web-based curriculum created by educators during this course: <http://lone-eagles.com/teachercreated.htm>

Courses on Creating Online Courses

- **Designing Internet Instruction for K-12**
<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. Instructor is Frank Odasz.
- **Eugene Cyberschool Course** <http://www.cyberschool.k12.or.us>
Excellent work by Tom Layton!
- **Collaborative Tools For Distance Education**
http://www.gse.uci.edu/CCRE/knowledge_building/tools.html
- **Online Course Authorware Comparisons**
<http://www.c2t2.ca/landonline> <http://www.c2t2.ca/compare2.html>
Compare dozens of online course authoring options in one place.
- **University of Manitoba Tools for Developing Web Courses**
<http://www.umanitoba.ca/ip/tools/courseware/pros.html>
- **University of Illinois Educational Technology Resources**
<http://www.als.uiuc.edu/edtech/edtech.html>
- **Reach For The Sky** <http://www.learner.org/courses/rfts>
Select "Lessons" and the "Mentoring Online" course.
- **Creating Online Courses**
<http://www.blackboard.com/courses/2277> Select "Visit as Guest" to enter Blackboard's course on creating online course.

Culture Specific and Citizen-Created Courses

While there may be few examples today, we can soon expect to see a virtual explosion of courses created by citizens for specific cultures and purposes.

- **Genealogy Resources! Madrid Family Home Page**
<http://spot.Colorado.EDU/~madridt/Home.html>
Fantastic example of a family working together to create a resource for other families. Create your own family Genealogy web page! Research YOUR family history.
- **Saxakali.com** <http://saxakali.com/coloru>
Free courses for, and by, colored folks, from Africa.
- **Choctaw Nation Free Language Courses**
<http://choctawnation.com>
- **Agricultural and Family Support web-based courses**
<http://classes.aces.uiuc.edu>
- **Thirddage.com** <http://www.thirddage.com>
Courses for, and by, seniors.
- **Alaska Native Knowledge Network**
<http://www.ankn.uaf.edu>
Combining scientific method with the Native Way of Knowing. Includes **Alaskan Cultural Curriculum**
<http://www.ankn.uaf.edu:591> and
Alaska Standards for Culturally Responsive Schools
<http://www.ankn.uaf.edu/standards>
Very unique standards applicable worldwide, available in booklet and poster formats.

Online Course Sources for Professional Development

- **AT&T Virtual Academy**
<http://www.att.com/learningnetwork/virtualacademy/premierint eg.html> A listing of the best online courses for educators, and much more.
- **Heritage Online**
<http://www.hol.edu>
Courses and resources for teachers
- **OnlineLearning.net**
<http://www.onlinelearning.r.et>

- **The Training Registry**
<http://www.tregistry.com>
Online courses listed by topic.
- **Association for Supervision and Curriculum Development Courses**
<http://www.ascd.org/pdi/pd.html>
- **New Promise Courses**
<http://www.newpromise.com>
Listings of 3700 courses from 100 accredited schools
- **Concord Consortium**
<http://www.concord.org>
Free Netcourse for Math/Science Teachers
- **Connected University**
<http://classroom.com>
- **Texas Online Course List World Lecture Hall**
<http://www.utexas.edu/world/lecture>
College Courses Online! The World Lecture Hall (WLH) contains links to pages created by faculty worldwide who are using the Web to deliver class materials.
- **Sloan Center for Asynchronous Learning!**
<http://www.aln.org>
15 web-based courses and software for creating web-based instruction.
- **American Library Association's Training Resources**
<http://www.ala.org/ICONN/index.html>
Includes listings of online courses and much more.
- **Webwhacker; offline browsing and Internet research free courses:** <http://www.bluesquirrel.com> Learn how timesaving an offline browser can be for teachers and presenters!

For more course sources see the listing at the end of the Mentoring Resources on page 63, online at <http://lone-eagles.com/mentor.htm> and the listings in the following section.

Distance Learning Clearinghouses and Virtual Universities

- **The International Distance Learning Course Finder**
<http://www.dlcoursefinder.com>
Claims to be the world's largest online directory of e-learning courses from over 130 countries.
- **Distance Education and Training Council**
<http://www.detc.org>
Great listings of HS and college degree programs, organizations and resources
- **World Wide Learning Directory of Courses**
<http://www.worldwidelearn.com> Extensive.
- **Distance Learning Resources Network**
<http://www.dlrn.org>
Online courses for K12, adults and educators, and more.
- **Mind Edge**
<http://www.caso.com/home/index.phtml> Extensive.
- **ADEC Distance Learning Consortium**
<http://www.adec.edu>
Initially a state and land grant institutions consortium for agriculturally related satellite courses, ADEC is now adding online courses and broadening its focus. NCSA and the Western Governors' Virtual University are partners.
- **University of Wisconsin Distance Education Clearinghouse**
<http://www.uwex.edu/disted/home.html>
University of Wisconsin's Distance Education is defined as a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning.
- **Elearners.com**
<http://elearners.com>
Extensive links to hundreds of free tutorials and courses.
Elearners Directory of online courses
<http://elearners.com/gna/courses.htm>
- **Learner's Corner, Office of Learning Technologies**
<http://olt-bta.hrhc-drhc.gc.ca/learning/index.html>
Includes guides for distance learners and much more.

- **Peterson's Distance Learning Database**
<http://www.petersons.com/dlearn>
Searchable by institution, keyword, or degree program.
- **Spectrum Virtual University** <http://www.vu.org>
Spectrum Universal has been proposing and exploring alternative education channels for more than twenty years. Today, thanks to technological breakthroughs that have brought about fast modems and the growth of the World Wide Web, Spectrum is carrying on its mission of sharing knowledge and education for the betterment of all!
- **University of Phoenix**
<http://www.uophx.edu> Many online courses and aggressive worldwide marketing of online courses.
- **PBS's 'Going the Distance' Consortium**
<http://www.pbs.org/insidepbs/news/gtd.html>
Thirty-three colleges and growing. Impressive.
- **Open University** <http://www.open.ac.uk>
World's Largest Online Course Provider! The Open University is Britain's largest and most innovative university. Founded by Royal Charter in 1969, it has grown rapidly both in student numbers and range of courses.
- **Brigham Young University Independent Study Program**
<http://coned.byu.edu/is>
With over 40,000 enrollments each year, BYU Independent Study is a recognized leader in distance education. We offer approximately 350 university courses and 170 high school courses.
- **International University** <http://www.international.edu>
Offers online courses on how to create online courses.
- **World Lecture Hall** <http://www.utexas.edu/world/lecture>
Extensive course listings.
- **DIAL: Distance Instruction for Adult Learners**
<http://dialnsa.edu>
The New School's Distance Instruction for Adult Learners (DIAL) program provides an opportunity for students to take New School courses at their own convenience.
- **Distance Education General Resources**
<http://nova.umuc.edu/~erubin/de-gen.html>

Level Four: The Power of Citizenship and Enlightened Expectations

Public Problem-Solving, Learning-to-Earn, and Electronic Democracy

CONTEXT: This level of "**Citizenship and Enlightened Expectations**" presents the highest level of benefits, but is also the most difficult to understand, particularly without the direct hands-on experience of the previous levels.

Expectations increase with experience. As you gain experience using Internet collaborative tools, it soon becomes clear that there is incredible untapped potential for working together with others as a good citizen, both locally and globally.

We're seeing many organizations using the web for advocacy for their cause and for activism to take organized action toward specific goals. A course in **virtual activism** is found at <http://www.netaction.org/training> and a database of **activism websites** is found at <http://www.webactive.com>. It is a fact, that transnational activism, working with others online globally to advocate a cause, such as human rights, is dramatically on the rise!

Involvement in the process of identifying emerging needs, and meeting those needs with genuine value and services, can be taught through a project-based approach to real community issues and problems. Due to the Internet's increasing efficiency and popularization, new opportunities, with a global significance and reach, are being continually created. One only has to look at those who are successfully providing services and products via the Internet to see why home-based businesses are flourishing.

With the very nature of work changing, as youth grow up, they will need to identify new processes for identifying emerging work opportunities in their communities. The jobs they will likely perform in the future may not exist today.

We're already seeing many online businesses realizing the value of online collaboration and they are inventing new collaborative capabilities to enhance their web sites. Free Ecommerce web sites are now available to anyone! (Listed at <http://lone-eagles.com/webdev.htm> and <http://lone-eagles.com/entrelinks.htm>)

While the Internet itself can indeed be a window of unlimited opportunity, one must develop the capacity for envisioning that which is yet to come. These emerging trends are typically based on common sense application of the new capabilities to meet existing needs as the Internet evolves.

Quickstart Awareness Activities

ACTIVITY: Explore the following 'Building Learning Communities' Web Tour resources, and the full listing at <http://lone-eagles.com/teled.htm>

ACTIVITY: Explore the following E-business Start-Up Training Resources Web Tour and the full listing at <http://lone-eagles.com/entrelinks.htm>

ACTIVITY: Explore the following Community Networking Resources and the full listing at <http://lone-eagles.com/community.html>

ACTIVITY: Explore the following Electronic Democracy resources and the full listing at <http://lone-eagles.com/democracy.htm> to appreciate existing resources for citizen activism, home businesses/telecommuting and community networking!

ACTIVITY: Explore how various causes and organizations are empowering themselves using the Internet at <http://www.webactive.com> <http://www.netaction.org>

Think about the implications for your own impact on the world via Internet during your lifetime!

ACTIVITY: Review the Good Neighbor's Guide to Community Networking at <http://lone-eagles.com/cnguide.htm> and be sure to read Chapter 2 "Making a Difference" at <http://lone-eagles.com/chap2.htm> See also the Community Network Planning Guides at <http://lone-eagles.com/chap11.htm>

ACTIVITY: Review the Rural Community Internet Empowerment resources at <http://lone-eagles.com/ruralempowerment.htm>

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

E-commerce Start-Up 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.shophewrens.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://vsscyberoffice.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.
- **Rural Ecommerce and Telework Strategies**
<http://lone-eagles.com/ecommerce-registration.htm> A NEW master-learning online course from Lone Eagle Consulting for learners of all ages!

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 and services.

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.dgbt.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 and Resources

- **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>
Possible Funding for Community Technology Projects.

Community Networking: Leveraging the Public Good Electronically

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

Community networking is an idea that has caught the 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 National Information Infrastructure's purpose 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 World Wide 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 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 only by the community 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 lead 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 keeping in touch, conveniently. 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.

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 abilities 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 is an essential survival skill for the 1990s and beyond. Ongoing learning from the home greatly extends the learning opportunities for kids 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, this opens up 81 percent more potential time for learning. Many students find the self-directed interactive features of telecomputing 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 on 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 others' 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

E-mail 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 ways of doing things; better ways. 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 the people in our communities.

*** More on Ken and Nellie's innovations at <http://lone-eagles.com/dillon.htm>**

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% of American society are 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% 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, fifteen years for personal computers, seven years for widespread use of the fax machine, and five 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 person value or interest is obtained via 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 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 of 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 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 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 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 Internet, early adopters, both young and old, are faced in 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 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?

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.

Below are a selection of innovation-related readings taken from

Rural Community Internet Empowerment Resources

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

- **Homesteading the Ecommerce Frontier**
<http://lone-eagles.com/ecommerce-homestead.htm>
Includes a link to a grant template for community action.
- **New Online Course "Rural Ecommerce and Telework Strategies"**
<http://lone-eagles.com/ecommerce-registration.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

Grantwriting Tips

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 reviewer 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

- **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>
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.

Train the Trainers Resources – Everyone a Teacher

Use of This Guide for Trainers, and for Fund-raising

This guide is specifically intended to be used as a customizable resource for citizens helping citizens to understand their own full potential using Internet tools and resources. You're invited to customize any part of this guide, and the matching web pages, to make them more relevant for your local community and culture. The entire 141 page word-processing downloadable WORD '97 formatted file is listed at the top of the online table of contents at: <http://lone-eagles.com/guide.htm> **A Native American version is also available.**

For-profit redistribution must be by written permission only. However, this is specifically encouraged as a fund-raising opportunity for non-profits, schools and community projects! For example, this guide could be sold at the Taos Pueblo as the **"Taos Pueblo Self-Directed Learner's Guide!"**

Hosting an Ideal Community Workshop

The type of workshop that would generate the greatest general interest in any community would demonstrate how anyone can use a digital camera to take their own pictures for their own web page using the Sony Mavica, <http://www.sony.com>, which saves images to floppy disks or mini-CDs. Each workshop participant would enjoy the hands-on experience of taking their own pictures and leaves with a disk of images and perhaps also their first web page incorporating these images!

Beginning with demonstrating various ways of digital storytelling, and demonstrating how easy it is for anyone to create their own web page is a good way to begin. A digital art tablet should be demonstrated to show how anyone can easily create amazing digital art using the computer's ability for special effects, regardless of one's art talent or training. Wacom ArtzII art tablet from <http://www.wacom.com> and Painter 5 software from <http://www.metacreations.com>.

A \$99 MIDI musical keyboard (Yamaha PSR 140 from <http://musiciansfriend.com> would demonstrate the amazingly affordable musical capabilities now available and how music can be added to web pages, and/or self-published through the Internet, even for beginners.

Leading with Digital Art, Music, and Photography to Promote Gender Equity and Broadest Interest

Digital art and music applications are likely to attract a broader segment of their communities than would be attracted to computers and Internet alone. This will increase gender equity and emphasize the full spectrum of individual and cultural self-expression options.

Digital art skills are now at the top of the list of employability skills. Digital music skills relate directly to multimedia use of audio in multiple formats, including Internet streaming audio and video. Via Internet, youth can now host their own radio stations and/or video broadcasts. Aside from these obvious and necessary technical benefits, digital art and musical applications are inherently motivating and represent the best of Internet for humanistic expression!

Workshop Presentation Tools and Resources

Presentation software, such as Microsoft's PowerPoint, allows for attractive display of multimedia pages and speaking points.

PowerPoint Tutorial <http://www.actden.com/pp>

An offline browser such as Webwhacker, <http://bluesquirrel.com> allows for convenient display of web pages and web sites. This is a tool designed to reduce the user's dependency on an Internet connection. Webwhacker downloads ("Whacks") single Web pages, groups of pages, or entire Web sites, including text (HTML) and images, and stores them on the local desktop. You're able to browse these pages offline with instant display capability, ideal for presentations without worrying about the "World Wide Wait." It is easy to learn and use, too!

The Sony Mavica digital cameras can create mini-movies saved automatically on a floppy or a mini-CD with a web page (<http://www.sony.com>) and the software that comes with the camera has a slideshow feature as a digital storytelling tool.

A Youth-based Community Internet Workshop Model

Background

Today's communities, and their diverse cultures, are faced with the urgent challenge to adopt Internet use for cultural and economic survival. Youth are the key change agents and technology leaders in all cultures and communities. Youth literally embody the future of their cultures and communities.

The missing component of most digital divide "solutions" is bottom-up validation by members of their respective communities, and cultural groups, as to the "real benefits for real people" from their own people. Digital divide populations need a process by which they assess and disseminate the best resources, training materials, tools, and practices, themselves.

It is now possible for those populations at the lowest levels of Internet literacy to leapfrog ahead by receiving, on an ongoing basis, the best, free online tools, self-directed learning resources, and practices, for collaboration, teaching others, storytelling, cultural expression, and Ecommerce.

This workshop model will demonstrate how youth mentoring skills, online and face-to-face, can become an immediate community resource, and can evolve into a genuine vocational opportunity, allowing youth to work locally to build a future for their communities and cultural groups.

Youth will host multimedia presentations for their communities and cultural groups showing those Internet applications which produce "Universal Social Benefits" to allow their people to protect and empower one another.

Examples of how local individuals are helping each other, and supporting their families, communities, and cultures, will be celebrated and made accessible via Web Tours which youth will maintain as 'living' documentation of Internet applications for self-empowerment and mutual support.

Youth from multiple cultures and communities will share the goal of simultaneously creating global resources for youth in the 15,000 cultures worldwide which will be receiving Internet access within the next 10-20 years in a world where today less than half the world's population has made a first phone call.

Digital Storytelling to Raise Awareness

A youth-based "train-the-trainers" program would kick-off with a one-day workshop demonstrating how local youth can integrate public web-based storytelling with community Internet training while raising awareness of successful, replicable, home-based E-business models by showcasing local examples, along with their own skills for creating additional successes.

Youth would partner with local elders to create multimedia presentations including original digital photos and web pages representing local needs, and web-based applications aimed at meeting those needs. Where possible, digital art, music, and photographic applications will be highlighted as these are the most motivational applications for the most people.

The goal will be to generate community awareness, excitement, and the motivation to innovate locally using newly available tools and capabilities. These community multimedia presentations could be shared with other community teams via Internet as files, or as "live" webcasts. Digital Storytelling
<http://www.storycenter.org/storyplace.html>

Citizen Engagement, Training, and Community Publishing

Local youth teams would establish basic community web sites and maintain hot-lists of the best training resources, and local E-business successes. Included would be a community talent database as a topical listing of those with local expertise who have expressed a willingness to mentor others online, and/or offline.

A simple, replicable "community talent database" model is available at "Ask A+" <http://www.vrd.org/locator/alphalist.shtml> Following this model, youth would assist citizens to develop their first personal resource web sites, to include digital photos, to allow them to share their knowledge and willingness to mentor others on specific topics.

About.com, <http://about.com>, is a commercial model where human mentors are available free along with their topical resource collections!

A social recognition program for celebrating achievement of those successive empowering skill milestones that allow local people to empower themselves, and others, will be created with emphasis on active mentoring relationships.

Summative listings of the best sites for community education, including family, parenting, and kids resources, will be made conveniently available on the community web site with the explicit invitation to link to citizen's personal or topical web sites.

Youth teams would be provided with a robust "starter-set" of customizable community training materials, (as represented by this guide and the associated hyperlinks to additional resources,) resource web pages, grant templates, a community network plan, and related planning resources.

Social recognition for those who contribute their time, knowledge, and skills for the good of the community could be a key means of documenting the level of success of this project; measured by the number of people involved in sharing a measured number of specific skills, with an emphasis on viewable web-based results and resources.

Minimal Equipment Needs to be provided by local Sponsors

Loan of 1 laptop, multimedia projector, Sony Mavica Digital Camera, and appropriate software (roughly \$800) in return for which youth-led teams will host a recommended minimum of six two-hour community presentations, over a six-month period. Presentations would be conducted in as many different community gathering places as possible, raising awareness and demonstrating the potential for local youth to serve as community trainers helping others replicate successful web uses and businesses.

An ideal model would be for a bank, or local business, to sponsor loan of the equipment to be used by a minimum of three youth teams:

***One team** to learn and demonstrate digital photography and video technologies, (Use of digital cameras, digital video cameras, and Adobe Photoshop)

***A second team** to learn and demonstrate use of digital art tablets and web-based audio and musical applications, (Painter 5, MP3, MIDI applications)

***And a third team** to demonstrate presentation software incorporating the above multimedia technologies, such as PowerPoint (presentation software,) WebWhacker (offline browsers for web presentations,) and ClarisWorks (or similar web authoring software.)

The Key Objectives of this program are to:

- **Demonstrate how youth can help their communities** learn to benefit through creating their own "learning communities" to keep pace with their opportunities, and challenges, related to accelerating change.
- **Demonstrate how to retain youth as a community resource** by identifying culturally supportive Ecommerce opportunities
- **Identify and disseminate examples of both benefits, and risks**, of Internet use, and Internet Ecommerce, for communities and cultures.
- **Create a showcase of web-based examples** of individual, familial, cultural, and community empowerment and expression successes, supported by self-directed instructional materials and a youth-driven, mentorship service, offered in both a culture-specific format, and a cross-cultural format.
- **Provide a model of global citizenship** within the context of preserving communities and cultural identity.
- **Customize the provided online self-directed curriculum** for cultural expression and empowerment for their cultural group with local web sites.
- **Demonstrate the effectiveness of cross-cultural youth-to-youth teaching** of Internet collaborative skills, as well as within the same culture.
- **Create a showcase website of Ecommerce successes**, supported by self-directed instructional materials and a youth-driven mentorship service.
- **Create original online Ecommerce curriculum** to support dissemination of Ecommerce concepts, models, and skills appropriate to their communities.

*** For the full text see Culture Club** <http://lone-eagles.com/cultureclub.htm>

Internet Training Resources

- **Unganisha Internet Training Resource Directories and Courses**
<http://www.bellanet.org/itrain/links.cfm>
A large international clearinghouse. An incredible place to start!
- **World Links for Development Program (WorLD) Internet Training Materials**
<http://www.worldbank.org/worldlinks/english/training/world/index.html>
Another outstanding international clearinghouse for Internet training.
- **Basic Internet Tutorials** <http://library.albany.edu/internet>
Basic Internet tutorials from the Univ. of Albany
- **PBS Guide to Understanding and Using the Internet.**
<http://www.pbs.org/uti/begin.html>
A well organized beginner's guide to the Internet.
- **Learn The Net**
<http://learnthenet.com>
A broad range of self-teaching Internet tutorials in five languages.
- **American Library Association Basic Internet Skills Courses**
<http://www.ala.org/ICONN/onlineco.html>
ICONNect offers a variety of free online courses designed for different levels of ability in using the Internet.
- **ATT Learning Network Internet Training Resources**
<http://www.att.com/learningnetwork/teachers>
- **Pitsco Technology Education Web Site**
<http://www.pitsco.com>
Providing help with the latest products in technology education.
Includes a helpful list of plug-in's (helper applications) at
<http://www.pbs.org/uti/helperapps.html>
- **Teaching Teleapprenticeship Project**
<http://www.ed.uiuc.edu/TTA>
The Teaching Teleapprenticeship Project, from the U. of Illinois, is developing and evaluating innovative teacher education models.
- **Glossary of Internet Terms**
<http://www.matisse.net/files/glossary.html>
Here's a comprehensive list of the Internet Literacy Consultant's best Internet terms. Learn the lingo.

- **Polaris Tutorials**
<http://www.provide.net/~bfield/polaris/index.html>
A good collection of beginning Internet tutorials.
- **TECFA - University of Geneva "Training Technologies and Learning Resources"** <http://tecfa.unige.ch/>
French and English. Great resources.
- **Ziff-Davis Publishing Tutorials** <http://www.learnitonline.com>
45 classes, 39 tutorials for a flat fee of \$7.95/month
- **US West's Colorado Teacher Training Tutorials**
<http://www.uncwow.org>
Very neat and to the point tutorials!
- **SNOW: Special Needs Opportunity Windows**
<http://snow.utoronto.ca/courses.html>
Adaptive Technology, Learning Styles, and Classroom Management Skills online courses.
- **Online Innovations Institute** <http://oii.org>
The Online Innovations Institute (OII) is a collaborative project between Internet using educators, proponents of systemic reform, content area experts, and teachers desiring professional growth. Includes the four directions of lifelong learning.
- **Computer-Mediated-Communications Information Resources for Educators** <http://www.december.com/cmc/info/index.html>
The purpose of this site is to collect, organize, and present information describing the Internet and computer-mediated communication technologies, applications, culture, discussion forums, and bibliographies.
- **Web Teacher** <http://www.webteacher.org>
A quality collection of beginning to advanced Internet tutorials association with the national Tech Corps initiative.
- **Learning Resource Center** <http://lrs.ed.uiuc.edu/lrs>
Welcome to the Univ. of Illinois' Learning Resource Server (LRS). Online Colleges courses available.

For more training sources see the listing at the end of the Mentoring Resources on page 63, or online at <http://lone-eagles.com/mentor.htm>

K-100 Essential Resources

No longer will a K-12 education be all the education we'll need.
K-Grey - lifelong learning - will now be part of all our lives.
Consider all references to K-12 education to be K-100.

Getting the Big Picture

- **Teachers' Guide to International Collaboration on the Internet**
<http://www.ed.gov/Technology/guide/international/index.html>
From the U.S. Dept. of Ed., on the importance of International education.
- **E-Learning: Putting a World-Class Education at the Fingertips of All Children** <http://www.ed.gov/Technology>
A report from U.S. Department of Education
- **The Power of the Internet for Learning: Moving from Promise to Practice** <http://interact.hpcnet.org/webcon\mission/index.htm>

Professional Development Strategies

- **Managing Educational Change: The Concerns-based Adoption Model (CBAM) in Reform** <http://www.learner.org/theguide/Cbam.html>
- **The "Stages of Concern" From The Concerns-Based Adoption Model (CBAM)** <http://www.isdc.org/CBAM.html>
- **A Model Online Survey**
<http://www.smolka.net/duncanville/snapshot.html>
- **Teacher Professional Development**
<http://nationalacademies.org/rise/backg4.htm>
- **Teachers' Internet Use Guide**
<http://www.rmcdenver.com/useguide>
- **National Teacher Technology Core training materials**
www.webteacher.org

- **MCI Worldcom's Marco Polo Teacher Training Program**
www.wcom.com/marcopolo Excellent.
- **PBS teacher training includes hands-on lessons, and offers professional development credits.**
<http://2kbb2.pbs.org/tk/about.cfm>
- **New free online courses for planners from the National School Boards Association**
<http://www.nsba.org/itte/onlinecourses.html>

School Technology Planning Guidelines

- **National Center for School Technology Planning**
<http://www.nctp.com>
Visit this site for outstanding resources for developing a technology plan for your institution!
- **New Times Demand New Ways of Learning**
<http://www.nsba.org/itte>
The Institute for the Transfer of Technology to Education (ITTE) is a program of the National School Boards Association designed to help advance the wise use of technology in public education. Here's an example of their work.
- **California Instructional Technology Clearinghouse**
<http://clearinghouse.k12.ca.us>
Good resources for school technology planning!
- **Educators' Web for Information Technology**
<http://www.edc.org/EWIT>
From EDC, this is a robust resource!
- **Technology Planning for Library and Internet Toolkit**
<http://www.ala.org/alaorg/oif/internettoolkit.html>
Very comprehensive resources, from the thorough people at the American Library Association!
- **McREL Resources "Impact of Technology on Learning"**
<http://www.mcrel.org/products/tech/technology/impact2.asp>
- **California Department of Education**
<http://goldmine.cde.ca.gov>
California Department of Education (CDE), Goldmine is part of the National School Network Testbed Project for Bolt, Baranak and Newman, Inc.

- **Northcentral Regional Technology Laboratory**
<http://www.ncrel.org>
Good resources from the folks at NCREL!
- **International Society for Technology in Education**
<http://www.iste.org>
A lead organization for many years and host of the TELED annual conference. Many publications available. Look for their Learning and Leading Magazine!
- **Queens-Bell Instructional Technology Update:**
<http://bellproject.educ.queensu.ca/main.html>
Your Monthly Guide to the BEST Recent Developments in Instructional Technology (Canadian)

Media and Visual Literacy

- **Center for Media Literacy**
<http://www.medialit.org>
- **The Media Awareness Network**
<http://www.media-awareness.ca/eng>
The Media Awareness Network offers practical support for media education in the home, school and community.
- **Technology Learning Magazine**
<http://www.techlearning.com>
A good resource for staying current on educational technology!
- **New Mexico Media Literacy Project**
<http://www.nmmlp.org>
An interesting project with good resources to share.
- **National Alliance for Media Arts and Culture**
<http://namac.org>
- **Media Builder**
<http://www.mediabuilder.com>
Many tutorials on the various multimedia mediums and lots of great resources!

Acceptable Use Policies (AUPs)

- **Amardillo's AUP and other great listings**
<http://www.rice.edu/armadillo/acceptable.html> **Excellent!**

- **Technology Planning for Library and Internet Toolkit**
<http://www.ala.org/alaorg/oif/internettoolkit.html>
American Library Association safety resources and AUPS
- **West Virginia's Acceptable Use Policies**
<http://www.k12.wv.us/pjhotlist.html>
Good listing of AUP's and obscenity filter software.

Copyright Guidelines

- **Stanford University Copyright Fair Use Site**
<http://fairuse.stanford.edu>
Current quality information on fair use for education!
- **U.S. Copyright Office**
<http://lcweb.loc.gov/copyright>
Visit the Copyright Office to learn how "To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries."
- **The Copyright Web site**
<http://www.benedict.com>
This site endeavors to provide real world, practical and relevant copyright information of interest. This site seeks to encourage discourse and invite solutions to the myriad of copyright tangles that currently permeate the Web.
- **Copyrightwebsite.com**
<http://www.copyrightwebsite.com/info/fairUse/fairUse.asp>
- **The FindLaw Copyright Site**
<http://www.findlaw.com>
A good site for law-related information of all types; searchable.
- **Plagiarism.org**
<http://plagiarism.org> Will search all cheating web sites for all lines in your student's paper, returning specifics on text that was plagiarized. Amazing service from Berkley Supercomputer Center! Announcing their new site <http://turnitin.com>
- **Fighting back against online plagiarism**
http://www.edu-cyberpg.com/Teachers/Home_Teachers.html

K-100 Topical Web Tours

All Web Tours Listed at <http://lone-eagles.com/webtours.htm>

Math Web Tour

- **SAMI Math Links** <http://sami.lanl.gov>
Perhaps the most comprehensive listing of math resources on the Internet!
- **Eisenhower Clearinghouse for Math and Science** <http://www.enc.org/>
An extensive database of quality math and science resources. Must see!
- **Cornell Math/Science Gateway**
<http://www.tc.cornell.edu/Services/Edu/MathSciGateway>
- **Mega Mathematics** <http://www.c3.lanl.gov/mega-math/>
Los Alamos National Labs Middle school math.
- **Geometry Center** <http://www.geom.umn.edu>
Interactive Geometry
- **Geometry Math Forum** <http://mathforum.org>
Perhaps the best geometry site on the web!
- **Ask Dr. Math** <http://mathforum.org/dr.math>
Students can ask questions and get help!
- **Math Resources on the Web**
<http://www.math.ufl.edu/math/math-web.html>
Many great links!
- **Sprott's Fractal Gallery** <http://sprott.physics.wisc.edu/fractals.htm>
Beautiful graphics while learning physics and chaos theory
- **Annenberg/CPB Guide to Math and Science Resources**
<http://www.learner.org/theguide/theguide.html>
- **Calculators Online Center**
<http://www-sci.lib.uci.edu/HSG/RefCalculators.html>
- **Math Teachers Link "NetMath"**
<http://cm.math.uiuc.edu>
- **Explorer Database for Math and Science**
<http://unite.ukans.edu>

Science Web Tour

- **SAMI Math and Science Links** <http://sami.lanl.gov>
Perhaps the most comprehensive listing of science and math resources on the Internet!
- **Eisenhower Clearinghouse for Math and Science** <http://www.enc.org/>
An extensive database of quality math and science resources. Must see!
- **Cornell Math/Science Gateway**
<http://www.tc.cornell.edu/Services/Edu/MathSciGateway>
- **Annenberg/CPB Guide to Math and Science Resources**
<http://www.learner.org/theguide/theguide.html>
Includes a guide to many projects and resources
- **NASA K-12 Internet Initiative** <http://quest.arc.nasa.gov>
Wonderful Space resources
- **National Science Foundation K12 Resources**
<http://www.nsf.gov/home/menus/k12.htm>
- **The Virtual Human**
<http://vhgallery.gsm.com>
3D multimedia rendering of actual human anatomy. Wow!
- **Nine Planets Tour** <http://seds.lpl.arizona.edu/billa/tnp/>
An exceptional site on the planets!
- **Hands-On Science Centers Worldwide**
<http://www.cs.cmu.edu/~mwm/sci.html>
- **Franklin Institute Science Museum** <http://www.fi.edu>
Always new K12 activities popping up here!
- **Science Learning Network**
<http://www.sln.org>
- **The Environmental Education Network**
<http://envirolink.org/enviroed>
- **K-12 Science**
<http://www.scicentral.com/K-12>
- **The Science Page**
<http://www.techplus.com/scipage>

English Web Tour

- **For Journalism Teachers** <http://www.jteacher.com>
This site offers Journalism and Yearbook teachers many resources.
- **Extensive Resources from Ray Saitz**
<http://www.cgocable.net/~rayser/lessons3.htm>
For high school or middle school English.
- **CyberEnglish** <http://www.tnellen.com/cybereng> Extensive.
- **Extensive Resources from Edmund J. Sass**
<http://www.cloudnet.com/~edrbsass/edeng.htm>
This site contains links to lesson plans and resources for teaching literature, reading, spelling, writing, journalism, communication, debate, and drama. There is a particularly large collection of children's literature lesson plans, including many for specific children's books.
- **A Journal of K12 Practice and Research by the International Reading Association** <http://www.readingonline.org/>
- **Project Bartelby: Bartlett's Familiar Quotations and more!**
<http://www.bartleby.com/> Project Bartelby; authors listings and much more!
- **Children's Literature Web Guide** <http://www.ucalgary.ca/~dkbrown/index.html>
- **ERIC Clearinghouse on Reading, English, and Communication**
http://www.indiana.edu/~eric_rec/
- **A Word A Day** <http://wordsmith.org> A listserv offering daily vocabulary.
See also **Vocabulary.Com** <http://www.vocabulary.com>
- **Daily Grammar** <http://www.dailygrammar.com>
See also **Grammar Now** <http://www.grammarnow.com> Must See!
- **Words of Humankind** <http://www.landmark-project.com/>
- **Cyberguides** <http://www.sdcoe.k12.ca.us/score/cyberguide.html>
- **2500 Online Texts** <http://www.nap.org>
- **Novel Guides** <http://sparknotes.com> <http://pinkmonkey.com>
<http://novelguide.com>
- **Links to Educational Resources—for teaching writing**
<http://www.writeenvironment.com/linksto.html>

Arts Web Tour

- **Heritage Online Arts Hotlist**
http://www.hol.edu/main/The_Arts.htm
Includes dance, music, and puppetry. Great listing!
- **The Getty Art Databases** <http://www.getty.edu>
The world's largest arts foundation has new art databases!
- **ArtsEdNet** <http://www.getty.edu/artsednet>
- **Getty Art Database**
<http://gettyone.com>
Extensive free and fee-based image archives.
- **ArtsEdge** <http://artsedge.kennedy-center.org>
A major arts resource from the Kennedy Center.
- **Art Galleries** <http://www.comlab.ox.ac.uk/archive/other/museums/galleries.html>
Museums around the world.
- **K-12 Resources for Music Educators**
<http://www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html>
- **Drama, Storytelling, Reader's Theater for K12**
<http://falcon.jmu.edu/~ramseyil/drama.htm>
- **KinderArt (All Grades)** <http://www.bconnex.net/~jarea/lessons.htm>
- **Museums Index for World Wide Arts Resources**
<http://wwar.com>
950 arts museums worldwide.
- **Cornell University Art Resources:**
<http://www.tc.cornell.edu/Edu/ArtSocGateway>
- **The Puppetry Home Page**
<http://www.sagecraft.com/puppetry>
- **Sapphire Swan Dance Directory**
<http://www.SapphireSwan.com/dance>
Extensive Dance Resources!
- **Children's Music**
<http://www.childrensmusic.org>

Foreign Language Web Tour

Machine translations are not 100% accurate and depend upon the complexity of the text, number of idiomatic terms, and other factors. Knowing this, one can usually pull the basic meaning from translated text. A useful tool for learning languages.

- **Human Languages Page** <http://www.ilovelanguages.com>
Links to many, many language pages. Overall best site by a long shot!!!
- **Foreign Languages for Travelers**
<http://www.travlang.com/languages/index.html>
- **Virtual Tourist**
<http://www.virtualtourist.com>
- **K-12 Online Curriculum in Spanish** <http://lone-eagles.com/migrant.htm>
Includes a short tutorial on use of Altavista's language translation features!
- **Native Languages Page**
<http://www.nativeculture.com/lisamitten/natlang.html>
Native American Languages links.
- **Online dictionaries for many languages, including many Native languages!!**
<http://www.yourdictionary.com>

Language Translation Sites

- **Translate any web page to/from five languages with Altavista!**
<http://www.altavista.digital.com>
Conduct a topical search and click on the "translate" button to pick which language you prefer! A great tool for language instruction! Or go to <http://babelfish.altavista.digital.com> for direct access to translation features. Select the help button for a quick tutorial on translation!
- **Babylon** <http://www.babylon.com> 10 languages
- **Translation Experts Ltd.**
<http://www.tranexp.com>
Translation Products and Services
- **FreeTranslation.com** <http://www.freetranslation.com>
- **South African Languages**
<http://www.pinksoftware.com/trans>
- **Systran** <http://www.systranet.com> The Mother of all web translation applications.

Social Studies Web Tour

- **American Memory Project** <http://rs6.loc.gov/amhome.html>
American History resources and lessonplans
- **Thomas - Congressional Information** <http://thomas.loc.gov/home/thomas2.html>
Full text of latest federal legislation, bill summaries/status, and congressional records and more!
- **Fedworld**
<http://www.fedworld.gov>
The best single site for U.S. Govt. info!
- **FirstGov**
<http://www.firstgov.gov>
The newest Federal resources megasite.
- **Government Sites for Kids**
<http://www.codetalk.fed.us/planet/government.html>
A listing of the kid's resources sites created by many governmental agencies!
- **National Council for the Social Studies (NCSS)**
<http://socialstudies.org>
- **Congress.org** <http://congress.org>
Access current information about congresspersons.
- **Social Studies School Service**
<http://www.socialstudies.com>
- **Electronic Democracy WebTour**
<http://lone-eagles.com/democracy.htm>
Citizen Activism, telecommuting, and more.
- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
Diverse resources related to community networking.
- **The Civic Mind** <http://www.CivicMind.com>
Civics Education Resources
- **Virtual Tourist** <http://wings.buffalo.edu/world/>
Clickable map of cities around the world with extensive research information.
- **Landmark Project's Social Studies Resources**
<http://www.landmark-project.com/world.html>

Internet and Computer History Web Tour

- **Internet Society Historical Resources**
<http://www.isoc.org/internet/history>
- **History of Computers and the Information Age; from the Smithsonian** <http://www.si.edu/resource/faq/nmah/techhistory.htm>
Includes audio and video interviews from key personalities, plus a slide show of the Information age! See also the Smithsonian Encyclopedia
<http://www.si.edu/resource/faq>
- **CyberStats** <http://cyberatlas.internet.com>
Collection of statistics about the Internet
- **History of the Internet** <http://www.pbs.org/internet/history/>
From the PBS series "Life on the Internet."
- **"Hobbes Internet Timeline"**
<http://info.isoc.org/guest/zakon/Internet/History/HIT.html>
A Must-see list of Internet historical dates and events
- **"The Roads and Crossroads of Internet's History"**
<http://www.internetvalley.com/intval.html>
- **Triumph of the Nerds** <http://www.pbs.org/nerds/>
Personalities behind the computer/Internet revolution

K-100 BEST Curriculum Resources

These sites are some of the best general K-100 resources sites that list most of the rest of the top sites! These are in addition to those listed in the General Education Resources Webtour <http://lone-eagles.com/webtours.htm>

- **AT&T Learning Network**
<http://www.att.com/learningnetwork>
Building on a legacy of more than \$500 million in support of education since 1984, the AT&T Learning Network represents the single largest commitment AT&T has made to education.
- **Iconnect K12 Resources**
<http://www.ala.org/ICONN/index.html>
American Library Associations extensive K12 resources; courses, lessons, and links to quality resources.
- **Sites for Teachers**
<http://www.sitesforteachers.com>
Links to the best megasites for educators.
- **Heritage Online Topical Links**
<http://www.hol.edu>
Extensive resources!
- **Curriculum Administrator's Magazine**
<http://www.educatorsportal.com>
Features an annual Best Educational Sites Awards Listing at <http://www.ca-magazine.net/features/hotspots2002.html>
- **Kathy Schrock's Guide for Educators**
<http://discoveryschool.com/schrockguide>
One women's AMAZING contribution to education!! A++
- **Internet Public Library**
<http://www.ipl.org/ref>
- **Iconnect Topical Favorites**
<http://www.ala.org/ICONN/kcfavorites.html>
- **Blue Web'n**
<http://www.kn.pacbell.com/wired/bluewebn>
Incredibly good and extensive listings! Browse by category at: <http://www.kn.pacbell.com/wired/bluewebn/categories.html>

- **Busy Teachers' WebSite**
<http://www.ceismc.gatech.edu/busyt>
- **Education World**
<http://www.education-world.com>
"Where Educators go to learn." Includes search engine and topical listings.
- **Teacher Quest**
<http://www.useekufind.com/teacheri.htm>
Educational search engine.
- **Cisco's Virtual Schoolhouse**
<http://www.ibiblio.org/cisco/schoolhouse>
- **Classroom Connect's Resources**
<http://www.classroom.com>
- **Blue Web'n Categories**
<http://www.kn.pacbell.com/wired/bluewebn/categories.html>
- **Successmaker K8 Curriculum**
<http://www.successmaker.com>
- **Houghton-Mifflin Education Place**
<http://www.eduplace.com>
- **McGraw-Hill School Division Resource Village**
<http://www.mmhschool.com>
- **Pierian Spring Web Site**
<http://www.netschools.com>
- **School.Net**
<http://www.school.net>
- **Curriculum Web**
<http://www.curriculumweb.org>
- **The Library in the Sky for Teachers**
<http://www.nwrel.org/sky/teacher.html>
- **PBS Teachersource**
<http://www.pbs.org/teachersource>
Lots of lesson plans, particularly good preschool resources!

- **Scholastic**
<http://scholastic.com>
No longer requires paid subscriptions. Great Resources!
- **Apple Learning Interchange NEW!**
<http://ali.apple.com>
Lessonplans, 10,000 teachers, searchable! See also
<http://www.apple.com/education>
- **Classroom Corporate Connection**
<http://www.thechalkboard.com>
Great resources, many links to corporate connections and grantwriting.
- **The Explorer Database for Math and Science**
<http://unite.ukans.edu>
Use Explorer to browse for ideas on coursework for the classroom!
- **Classroom Connect Magazine**
<http://www.classroom.net>
Welcome to Classroom Connect's home on the Internet.
- **JDL's K12 WORLD!**
<http://www.k-12world.com>
Visit K-12 WORLD's Cyber Subjects, Virtual Library and more to find the cutting edge of technology in K-12.
- **Discovery Channel School**
<http://school.discovery.com>
Lots of good resources; particularly teacher guides for using television programs with students
- **Pro-Teacher**
<http://www.proteacher.com>
- **British Broadcasting Corporation**
http://www.bbc.co.uk/plsql/education/webguide/pkg_main.p_home
3000 learning resources
- **US Dept. of Education**
<http://www.ed.gov>
<http://www.ed.gov/Technology>
<http://www.ed.gov/pubs/TeachersGuide>

School and Community Internet Collaboration Services

A major trend is for companies to offer schools and communities sophisticated collaborative tools and services at no cost. The Internet is now one big local area network (LAN).

- **Nschool**
<http://nschool.com>
Free web-based educational system for communication between parents, educators, students and administrators!
- **My School Online**
<http://myschoolonline.com>
Free web services for schools, sponsored by the Family Education Network.
- **K-12 Nation**
<http://k12nation.net>
Allowing educators, parents and students to communicate online.
- **Highwired.net**
<http://www.highwired.com>
Free web sites for schools, school newspapers, and more!
- **Bigchalk** <http://bigchalk.com>
Extensive community-building tools and resources.
- **Powerschool** <http://www.powerschool.com>
Web-based student information system for partners and educators.

State Curriculum Standards and Multi-state Standards

- **Multi-state Standards Database**
<http://achieve.org>
The best multi-state standards coordination effort out there.
- **State Standards** <http://www.edc.org/EWIT/resource.htm>
- **Alaska Standards for Culturally Responsive Schools**
Alaskan Cultural Curriculum
<http://www.ankn.uaf.edu> A significant collection, developed by the Alaska Native Knowledge Network project.
<http://www.ankn.uaf.edu/standards>

Lesson Plans Archives

These sites have easy-to-search databases; just enter topic, and grade level!
You must try them to believe it!

- **ICONNECT American Library Assoc. Resources**
<http://www.ala.org/ICONN/kidsconn.html>
Extremely complete resource listings. Kids can ask questions online from responsive librarians!
- **The Lesson Plans Page** <http://www.LessonPlansPage.com>
550 lessonplans
- **Eduhound Lessonplans**
http://www.eduhound.com/lessonplan_links.cfm
- **Gateway to Educational Materials (GEM) Lessonplan Database** <http://www.thegateway.org>
An OERI project; lessonplan database released Jan. 1998.
Expect this resource to grow and improve regularly.
- **New York Times Daily Lessonplans by a Dozen Topics!**
<http://www.nytimes.com/learning>
Must see to believe! Dozens of new lessonplans posted daily, linked to daily events.
- **Ask Eric** <http://ericir.syr.edu>
Here's education with a personal touch! Serious resource links with the option to ask specific questions of the AskEric folks!
- **AskERIC Lesson Plans (gopher or www)**
<http://ericir.syr.edu/Virtual/Lessons>
Extensive listings of lessonplans.
- **Discovery Channel School** <http://discoveryschool.com>
Lessonplans and much more.
- **Encarta Schoolhouse Lessons Collection**
<http://encarta.msn.com/schoolhouse/default.asp>
- **Education World Lesson Planning**
http://www.education-world.com/a_lesson
- **Education Resources Lessonplans and Activities**
<http://www.mcrcel.org/resources/links/lesson.asp>

K-12 Online Courses

- **K12 Online Courses Directory**
<http://www.dlrn.org/k12/how.html>
You knew they had to exist somewhere, didn't you!!! More here than you'd believe.
- **AT&T's New Virtual Academy Directory of K12 Courses**
<http://www.att.com/learningnetwork/virtualacademy>
A good place to start your search for K12 online courses!
- **ICONNECT Courses**
<http://www.ala.org/ICONN/index.html>
High quality listings!
- **PASS Program; High School Diplomas Online**
<http://www.cyberhigh.fcoe.k12.ca.us>
- **HS Diplomas Online: Mindquest** <http://www.mindquest.org>
- **Cyberhigh, Edmonton, Alberta** <http://www.cyberhigh.org>
A peek into the future of K12 education. Courses available!
- **Headsprout** <http://www.headsprout.com>
Five free online lessons for elementary reading.
- **Contact North**
<http://www.cnorth.edu.on.ca>
Secondary School distance learning resources developed over the last ten years!
- **Virtual High School of the Concord Consortium**
<http://vhs.concord.org>
Math and Science emphasis.
- **Laurel Springs Online Learning Program**
<http://www.laurelsprings.com>
- **Cyberschool**
<http://www.cyberschool.k12.or.us>
- **Calvert School**
<http://www.calvertschool.org>
- **North Dakota Division of Independent Study**
<http://www.dis.dpi.state.nd.us>

5,800 students from 50 states and 35 countries have used their online courses!

- **Elearners.com**
<http://elearners.com/gna/courses.htm> Hundreds of courses!
- **University of Nebraska-Lincoln CLASS Project**
<http://www.class.com>
Claims to have the most online courses of anyone!
- **Brigham Young University Independent Study Program**
<http://coned.byu.edu/is>
With over 40,000 enrollments each year BYU Independent Study is a recognized leader in distance education. We offer approximately 350 university courses and 170 high school courses.
- **Blackboard.com**
<http://blackboard.com>
Create your own using free web tools or choose from rapidly growing listings of the work of others!
- **Esubjects** <http://esubjects.com>
- **Bigchalk** <http://bigchalk.com>
- **WebEd** <http://www.webed.com>
- **ChildU** <http://www.childu.com>
K-6 online curriculum and courses.
- **Concord Consortium**
<http://www.concord.org> Outstanding!
- **Iacademy.org**
<http://www.iacademy.org/index.html>
- **Telecampus** <http://telecampus.edu>
Here's their database with thousands of online courses listed by topic! <http://apsis.telecampus.edu/index.cgi>
- **World lecture Hall**
<http://www.utexas.edu/world/lecture>
Your guide to free online courses
- **For More - See the general course sources on page 86, online at**
<http://lone-eagles.com/self.htm> and on page 61, <http://lone-eagles.com/mentor.htm>

Home-schooling Resources

- **The High School Home-school Page**
<http://www.cis.upenn.edu/~brada/homeschooling.html>
- **Home's Cool Home-school and Family Site**
<http://www.homes-cool.com> Lots of resources.
- **Unschooling.com**
<http://www.unschooling.com>
- **Home Education Magazine**
<http://www.home-ed-magazine.com>
- **National Home Education Network**
<http://www.nhen.org>
- **Native American Home-school Association**
<http://expage.com/page/nahomeschool>
Saving Our Culture For Our Children Through Our Children.
- **Home-schooling Life** <http://www.life.ca/hs/index.html>
Great collection of resources.
- **Home-schooling Resources**
<http://www.useekufind.com/pschoolw.htm#pswhsqstn> Great!
- **IDEA – Interior Distance Education for Alaska**
<http://galenaalaska.org>
A Native Alaskan village is now the seventh largest school district in Alaska due to an innovative K-12 Internet correspondence program.
- **Caron Families Homeschooling** <http://www.mint.net/~caronfam>

Lone Eagle Consulting's Best Online Learning Resource Listings

- **Adult Literacy Web Tour** <http://lone-eagles.com/webtour7.htm> See page 29
- **Free Learning Web Tour** <http://lone-eagles.com/freebies.htm> See page 30
- **Online Courses** <http://lone-eagles.com/self.htm> See pages 86-90
- **K-12 Online Courses** <http://lone-eagles.com/courses.htm> See page 141
- **Internet Training Resources** <http://lone-eagles.com/training.htm> page 123

SCOMM

137:9

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: January 10, 2005

FURTHER REFERRALS: HES
Finance

Date of Committee Action: 10 Feb 2005

The HOUSE SPECIAL COMMITTEE ON EDUCATION considered:

HB 1

HOUSE BILL NO. 1

INCREASE AMT OF BASE STUDENT ALLOCATION

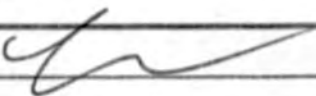
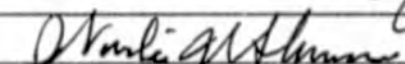
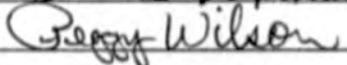
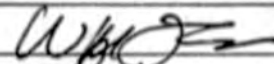
"An Act relating to the base student allocation used in the formula for state funding of public education; and providing for an effective date."

Recommends it be replaced with [] HCS or [☒] CS for H.B. 1 (Edu)
For Senate Bills with new title: [] Technical Title [] New Title: HCR _____ [☒] Same Title [] New Title

- [] attach amendments
[] add new referral to _____Committee
[] Letter of Intent_____Committee

*List of
Abbrev
for
Depts.:*
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
HSS
LEG
LAW
LWF
MVA
DNR
DPS
REV
DOT
UA

[illegible][illegible]

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	Gava			☒	
	Salmon			☒	
	Wilson			☒	
	Gatto	☒			
	Thomas			☒	
	Lynn			☒	
Chair: 	Neuman	☒			
Chair:					

Alaska State Legislature

SESSION ADDRESS:

Alaska State Capitol
Juneau, Alaska 99801
Phone: (907) 465-3743
1-800-565-3743
Fax: (907) 465-2381

**INTERIM ADDRESS:**

600 E Railroad Avenue
Wasilla, AK 99654
Phone : 907-376-2679
Fax: (907) 373-4745

Representative Carl Gatto

SPONSOR STATEMENT

HOUSE BILL 1

"AN ACT RELATING TO THE BASE STUDENT ALLOCATION USED IN THE FORMULA FOR STATE FUNDING OF PUBLIC EDUCATION; AND PROVIDING FOR AN EFFECTIVE DATE."

This bill would increase the base student allocation by \$13 to \$4589. This number represents a starting point for discussion of what level of increase is necessary and appropriate.

I urge your consideration and support for this measure.

School District	HB1 \$4,589	HB18 \$4,901	HB73 \$4,880
Alaska Gateway	14,254	259,866	246,051
Aleutian Region	1,931	48,260	45,142
Aleutians East Borough	11,778	294,466	275,439
Anchorage	864,621	21,615,532	20,218,836
Annette Island	7,413	185,334	173,359
Bering Strait	68,028	1,700,680	1,590,790
Bristol Bay Borough	5,592	139,805	130,772
Chatham	5,249	131,222	122,743
Chugach	2,745	68,641	64,206
Copper River	17,645	441,125	412,622
Cordova	10,776	269,380	251,974
Craig	11,781	294,528	275,497
Delta/Greely	25,329	633,223	592,307
Denali Borough	14,631	365,771	342,137
Dillingham	14,430	360,747	337,437
Fairbanks N. Star Borough	282,790	7,069,757	6,612,942
Galena	43,297	669,507	627,542
Haines Borough	6,798	169,946	158,965
Hoonah	5,040	125,996	117,854
Hydaburg	1,351	33,777	31,595
Iditarod Area	7,527	188,179	176,020
Juneau Borough	98,619	2,465,471	2,306,163
Kake	3,892	97,292	91,006
Kashunamiut	10,921	273,023	255,382
Kenai Peninsula Borough	184,912	4,622,794	4,324,090
Ketchikan Gateway Borough	45,618	1,140,448	1,066,758
Klawock	2,589	64,720	60,538
Kodiak Island Borough	57,370	1,434,238	1,341,564
Kuspuk	16,630	415,743	388,880
Lake & Peninsula Borough	18,312	457,802	428,221
Lower Kuskokwim	82,341	2,813,763	2,592,076
Lower Yukon	70,001	1,750,031	1,636,952
Mat-Su Borough	279,465	6,986,629	6,535,186
Nenana	11,310	282,750	264,480
Nome	20,358	508,934	476,049
North Slope Borough	54,964	1,374,094	1,285,306
Northwest Arctic Borough	72,569	1,814,237	1,697,010
Pelican	517	12,928	12,093
Petersburg	13,384	334,598	312,977
Pribilof	5,110	127,738	119,484
Saint Mary's	5,693	142,340	133,143
Sitka Borough	28,545	713,635	667,523
Skagway	3,133	71,033	67,997
Southeast Island	6,905	123,855	115,983
Southwest Region	26,264	656,613	614,186
Tanana	3,065	76,625	71,674
Unalaska	6,615	249,162	231,352
Valdez	18,084	321,038	303,511
Wrangell	8,133	203,333	190,194
Yakutat	3,312	82,813	77,462
Yukon Flats	9,088	227,200	212,520
Yukon/Koyukuk	34,891	872,268	815,906
Yupik	16,527	413,182	386,484
Mt. Edgecumbe High School	7,357	183,924	172,040
Total	2,649,500	66,379,996	62,058,420

G:\DistSup\S06Foundation\FiscalNotes\{BaseAllocIncreases.xls}BSA Proposals

HOUSE BILL NO. 1

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-FOURTH LEGISLATURE - FIRST SESSION

BY REPRESENTATIVES GATTO, Chenault, Wilson

Introduced: 1/10/05

Referred: House Special Committee on Education, Health, Education and Social Services, Finance

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to the base student allocation used in the formula for state funding of
2 public education; and providing for an effective date."

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. AS 14.17.470 is amended to read:

5 Sec. 14.17.470. Base student allocation. The base student allocation is

6 \$4,589 ~~[\$4,169]~~.

7 * Sec. 2. This Act takes effect July 1, 2005.

*only a
\$13. increase*

incorrect

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVES SALMON AND

TO: ~~SSHB 18~~

GARA

HB 1

1 Page 1, line 2, following "education;":

2 Insert "relating to funding of public education;"

3

4 Page 1, following line 6:

5 Insert new bill sections to read:

6 "* Sec. 2. AS 14.17.490(a) is amended to read:

7 (a) Except as provided in (b) and (c) [(b) - (e)] of this section, if, in fiscal year
8 1999, a city or borough school district or a regional educational attendance area would
9 receive less public school funding under AS 14.17.410 than the district or area would
10 have received as state aid, the district or area is, in each fiscal year, eligible to receive
11 additional public school funding equal to the difference between the public school
12 funding the district or area was eligible to receive under AS 14.17.410 in fiscal year
13 1999 and the state aid the district or area would have received in fiscal year 1999.

14 * Sec. 3. AS 14.17.490(d) and 14.17.490(e) are repealed."

15

16 Renumber the following bill section accordingly.

Amendment #1
1 Fails

AMENDMENT

OFFERED IN THE HOUSE
TO: HB1

BY REPRESENTATIVES GARA
AND SALMON

- 1 Page 1, line 6:
- 2 Delete "\$4,589"
- 3 Insert "\$5,086"

Amendment
#2
Failed

AMENDMENT

OFFERED IN THE HOUSE
TO: HB1

BY REPRESENTATIVES GARA
AND SALMON

- 1 Page 1, line 6:
- 2 Delete "\$4,589"
- 3 Insert "\$5,120"

*House amendment
#3*

Pulled

FISCAL NOTE

STATE OF ALASKA
2005 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: CSHB 1(EDU)
(H) Publish Date: 2/14/05

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
Title An act increasing the base student allocation RDU K-12 Support
for state funding of public education; and providing for an ... Component Special Schools
Sponsor Rep. Gatto
Requester Special Committee on HESS Component No. 2735

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	447.5	0.0	0.0	0.0	0.0	0.0
Miscellaneous						
TOTAL OPERATING	447.5	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	447.5	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type—Do not abbreviate)						
TOTAL	447.5	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2005) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2006 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would increase the Base Student Allocation, from \$4,576 to \$4,896 for FY06.

The funding for the Alaska Challenge Youth Academy is authorized under AS 14.30.740. The funding of this program is directly linked to the based student allocation set out in AS 14.17.470.

Prepared by: Eddy Jeans, Director Phone 465-8679
Division School Finance Date/Time 2/11/05 4:48 PM
Approved by: Karen Rehfeld, Deputy Commissioner Date 2/11/2005
Agency Education & Early Development

ALASKA MILITARY YOUTH ACADEMY

FY06 PROJECTION	
175 x \$4896 x 7 =	5,997,600
289 x \$4896 x .6 =	848,966
less \$2,100,000	(2,100,000)
	4,746,566
FY06 Current Entitlement:	4,299,078
FY06 INCREASE TO AMYA:	\$ 447,488

FISCAL NOTE

STATE OF ALASKA
2005 LEGISLATIVE SESSION

Fiscal Note Number:

Bill Version:

CSHB001-EED-ESS-02-11-05

() Publish Date:

Revision Date/Time (Note if correction):

Dept. Affected: Education & Early Development

Title An act increasing the base student allocation
for state funding of public education; and providing for an ...

RDU K-12 Support

Component Foundation Program

Sponsor Rep. Gatto

Requester Special Committee on HESS

Component No. 141

Expenditures/Revenues

(Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	65,351.1	0.0	0.0	0.0	0.0	0.0
Miscellaneous						
TOTAL OPERATING	65,351.1	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	65,351.1	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	65,351.1	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2005) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2006 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would increase the Base Student Allocation, from \$4,576 to \$4,896 for FY06.

Prepared by: Eddy Jeans, Director

Division: School Finance

Approved by: Karen Rehfeld, Deputy Commissioner

Agency: Education & Early Development

Phone 465-8679

Date/Time 2/11/05 4:44 PM

Date 2/11/2005