

Using Innovative Technologies in Rural Areas

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BA was developed by a consortium of employers

Bank of America provided a \$500,000 planning grant to study employer needs nationwide in 1999.

Microsoft, EDS, MBNA, JC Penny, Frito Lay, and many other employers provided feedback and input.

After a year of research, the concept of BA's online learning communities and computers in the home was developed.



In-Home Learning System

- 106 workforce development programs
- California, Florida, Idaho, Illinois, Louisiana, New Jersey, New York, Texas
- 7,700+ Achievers
- 1 million+ hours of participation
- 96,000+ classes
- WTW, TANF, WIA (Adult, Youth, Dislocated Worker), Re-entry, FSET, NEG, ITA, CAV, Foundation & Grant Support



Digital Literacy Education Independence

•Inclusion

•Learn to Learn

•Maturity

•Principle:

To keep pace, you must effectively use the correct tools.

Access Ability

•Principle:

Self-Sufficiency begins with Knowledge

•Skill Acquisition

•Principle:

We have the power of choice.

Learn to Succeed



Self Sufficiency

Digital Literacy

Esteem and reinforcement of being "included" in modern society.

"Communities of Practice" theory of accelerating learning by providing a safe place to fail.

Critical Thinking skills required for computer use.

Education

Self-constructed learning plans ("Constructionism" and "Active Agent" theories of learning).

"Situated Learning" with clear connections to impact on participant.

Early learning victories which establish effective thinking processes which are used in more complex learning.

Independence

Successful-behavior modeling and reinforcement.

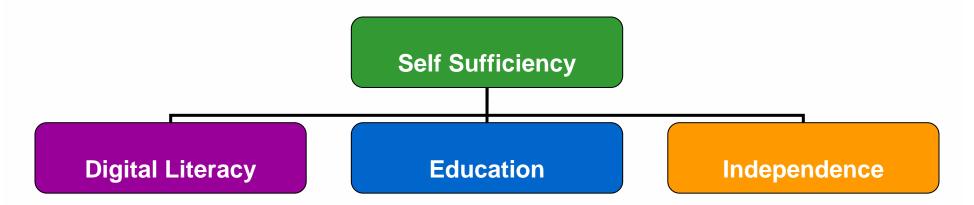
Self-efficacy and Selfesteem building activities.

Stephen Covey's "Maturity Continuum" from dependence to independence to interdependence.

Hypothesis: "It takes all three"

To become self-sufficient you must choose to be independent, seek the necessary knowledge and be able to utilize the tools of society.



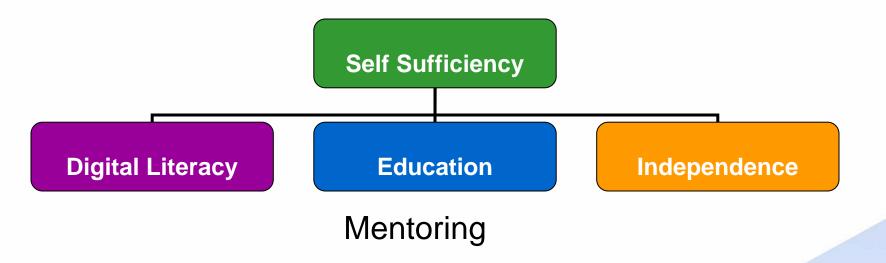


TANF Participation

Achievers can utilize the In-Home Learning System to accumulate core and non-core participation time.

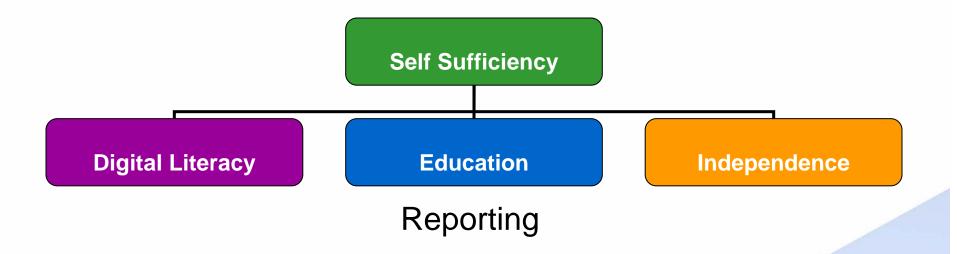
- Vocational Education (core)
- Job Search (core)
- Jobs Skills (non-core)
- Education Directly Related to Employment (non-core)
- GED preparation (non-core)





- Achievers have an individually assigned mentor
- Mentors contact your achievers on a regular basis
- A series of welcome calls gets achievers started with good habits
- Mentors overseen by clinical manager LMSW





- Program activities are tracked and categorized
- Reports match program needs (participation, course completion, etc.)
- Reports are sent to case manager automatically at pre-set intervals



Comments in the TANF Final Rules acknowledge:

...distance learning is an important way for some families to gain the skills needed to move toward self-sufficiency,

That countable TANF work activity and supervision can be done electronically, specifically stating:

...the supervision need not involve in-person contact, but can be by telephone or electronic contact where those methods are suitable,

And finally, that ACF:

...will count time spent in distance learning to the extent that such programs otherwise meet the work activity definitions and include supervision.



The comments further acknowledges:

That some programs keep track of the time individuals spend on a computer in ways that participants cannot change.

And:

Indeed, distance learning sites have the capability of implementing multiple internal controls to monitor, mentor, and guide the customer's progress, tracking participation down to the second, and including authentication processes to ensure that the person participating in the training is the intended recipient.



Rural TANF In-Home Projects

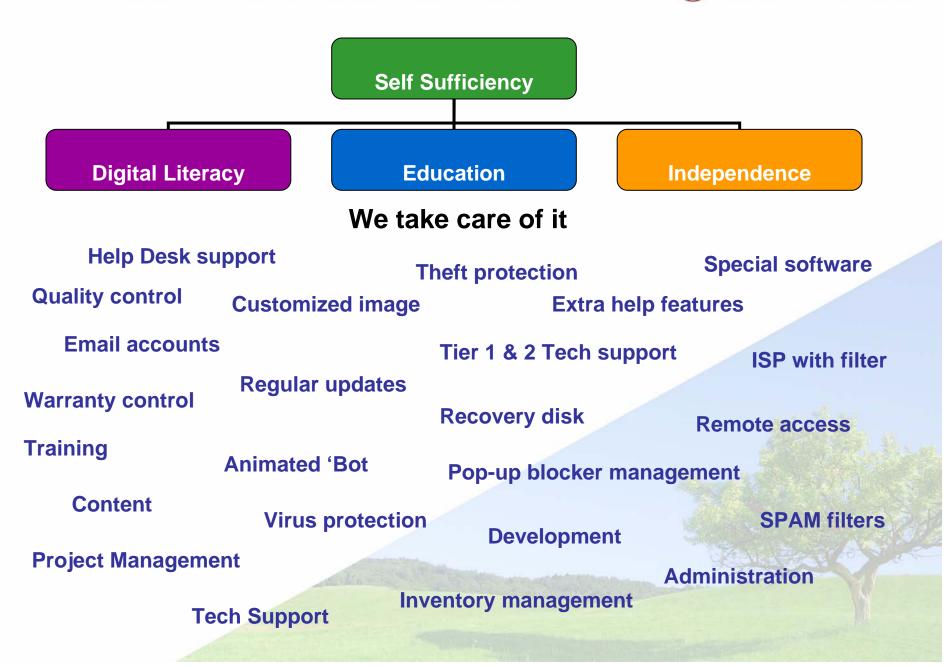
- Texas TANF Rural Expansion
 - 12 of 28 TX WIBs
 - Colonias (Texas/Mexico Border)
 - Up to 6 hour drive to One Stops
- Workforce Solutions of the Concho Valley
 - WDA is 16,200 square miles
 - TWC grant
 - 156% earnings gain
 - 90% participation



Results

- 90% participation, 15% wage increase
 - -National Able Network, Chicago Community Trust Pilot, August 2008
- 89% employment rate six months after program exit and 93% employment and 93% retention one year after program exit
 - -Consumer Report Card, New Jersey Training Systems, July 2008
- 84% off of TANF support, including dependent accounts
 - -Workforce Solutions Greater Dallas, 2007
- 92% completion rate and an average increase in earnings of 14% in New Jersey
 - -Rutgers Center for Women and Work, 2005
- 90% participation, 156% earnings gain (TANF Rural Expansion)
 - -Workforce Solutions of the Concho Valley, 2005
- 3 X's more likely to be employed, \$4,500 higher wages
 - -Texas Workforce Commission, Major Projects at a Glance Oct/Nov 2004







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