

**Do
More
With
Less**

Vision Paper

**How To
Increase
Literacy and
Organizational
Capacity
using
Web and Video
Conferencing**

by

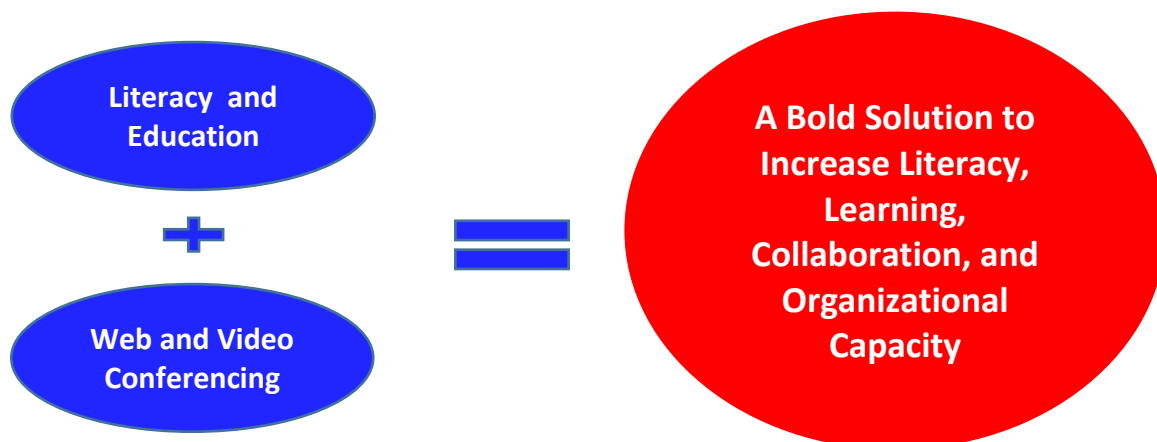
Henry E. Liebling



Executive Summary

Literacy is a huge problem in the United States and globally. **This paper presents a bold solution on how inexpensive web and video conferencing can be used to increase literacy, learning, collaboration, and organizational capacity.** We can make our world better.

Web and video conferencing technology is “proven.” Key features: “visual” and “same time” and people in “different locations.” Key benefits: less travel time and cost. The “bold” part of the solution is this: people make a proactive decision to get more value from this wonderful technology. One important key is to use a “**People First**” approach that involves and engages people.



Metrics

My vision is that innovative and effective use of web and video conferencing will impact these **metrics**:

More children are reading proficiently by 3rd grade.

More children are kindergarten-ready.

More at-risk students do not drop out of high school.

More adults increase their literacy skills.

More college students from underserved populations graduate from college.

More people are “ready for work.”



Additional Areas of Impact

Web and video conferencing will also help in these areas:

Increase the Quality of Teaching

Skills, knowledge, competency, and professional development
Quality instruction

Increase Innovation and Collaboration between organizations and sectors

Improve Partnerships, Alliances, and Networks

Improve Team Performance and Organizational Efficiency and Effectiveness

Increase Volunteer and Community Services Hours

Increase Family Literacy and Parent Education classes

Increase Health and Wellness Education

Increase Adult Literacy programs

Improve State-wide programs

Improve Rural programs

Improve Job Training and Civics programs

Improve Train-the-Trainer programs

Sincerely,

Henry E. Liebling

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Additional Resources



click on [Improving Literacy Report](#)
101 pages (PDF)



click on [Literacy Just Ahead](#)
3 minute animated movie

**How to Engage and Involve
Participants using Web and
Video Conferencing**

click on [A Brief OverviewA](#)
2½ minute movie (an excerpt from a training program)

May, 2017



Who Should Read This Paper

Because illiteracy, literacy, and learning impacts all areas of society, this paper is relevant for a very broad audience.

- **Education** – state government departments of education, Pre-K, ECE programs, K-12 school districts, high school dropout prevention, post secondary education, technical and community colleges, magnet schools, charter schools, private schools, schools of public administration, schools of government, social work programs, and more
- **Literacy Programs** – adult literacy, early childhood education, family literacy, health literacy, job training, financial literacy, and locations such as day care centers, museums, public housing, corrections, and community centers
- **Government** - United States (city, county, state, and federal) and International
- **Collaborations, Partnerships, Alliances, and Networks**
- **Companies and Corporate Social Responsibility programs**
- **Non-Profit Organizations and NGOs**
- **Philanthropic Foundations**
- **Volunteer programs**
- **Military Veterans programs**
- **Faith organizations**
- **Rural programs** – adult literacy, economic development, early childhood education
- **Health Care** – hospitals, clinics, home health care

Web and Video Conferencing is a Strategic Imperative

Our view is that Web and Video Conferencing is a profound tool and that organizations need to have a strategy for using it to realize their mission and goals, short-term and long-term.

Web and Video Conferencing	Literacy Development	Family Literacy
Literacy Programs	State Government	Partnerships and Collaborations
Non-Profit Organizations	Public Schools	Foundations
NGOs	Universities	Classrooms
At home	Libraries	Jobs Programs / Workforce Training
Federal Government	Prisons/Corrections	Hospitals and Clinics
Colleges	Pre-Release and Community Re-Entry Programs	Doctor's Offices
Cities and Counties	Technical Colleges	Magnet Schools
Faith-based Organizations	Child Care Centers	Community Colleges
Alternative Schools	Charter Schools	Museums
Virtual Collaboration	Professional Associations	Private Schools
		Private Individuals
		Neighborhood Councils
		Community-based Organizations
		Virtual Teaching and Learning



The Literacy Problem

For readers of this paper who are already familiar with “literacy statistics,” this section will be a review. If, however, you are new to the literacy field, then this section to be a major eye-opener.

Reading

- If a child is not reading proficiently by 3rd grade, they are four times more likely to drop out of high school.

The Barbara Bush Foundation for Family Literacy

“Reading proficiency by third grade is the most important predictor of high school graduation and career success. Yet every year, more than 80 percent of low-income children will miss this crucial milestone.”

The Campaign for Grade-Level Reading

- Of the 93 million adults in the U.S. functioning at or below basic levels of literacy, 30 million are the parents or primary caregivers of children 0-8.

National Center for Family Literacy Fact Sheet

Brain Development in Children

- Brain development is the most significant from birth to age 3. The brain’s capacity develops 90 percent before a child reaches age 5.

See “*The Science of Early Childhood Development*” and the *Working Paper series* from the *National Scientific Council on the Developing Child*. www.developingchild.harvard.edu/library/

Children Living in Low-Income and Poor Families

- 49 percent of children under 3 years of age – 5.6 million – live in low-income families.
- 48 percent of children 3 through 5 years old – 5.9 million – live in low-income families.

National Center for Children in Poverty

For Adults over the age of 16

- 14% read at or below a fifth grade level; 29% only read at the eighth grade level; and among those with the lowest literacy rates, 43% live in poverty.

ProLiteracy

- More than 30 million adults in the United States read at the lowest level of literacy.

Dollar General Literacy Foundation



Workforce and Jobs

- The effects of low literacy cost the U.S. more than \$225 billion each year in non-productivity in the workforce and loss of tax revenue due to unemployment. Individuals at the lowest level of literacy have a higher rate of unemployment than the national average 14.5 percent in 2011.

ProLiteracy

- One in seven adults in the U.S. lack the basic reading, writing, or math skills to even apply for college or technical career training.

National Assessment of Adult Reading

- Adults with less than a high school diploma are 58% more likely to be unemployed than high school graduates, 143% more likely to be unemployed than those with an Associate degree, and 221% more likely to be unemployed than those with a Bachelor's degree.

U.S. Department of Labor

Health

- Low literacy adds an estimated \$230 billion to the country's healthcare costs.

ProLiteracy

High School Dropouts

- Every school day, nearly 7,000 students become dropouts. Annually, that adds up to about 1.2 million students who will not graduate from high school with their peers as scheduled.
- Lacking a high school diploma, these individuals will be far more likely than graduates to spend their lives periodically unemployed, on government assistance, or cycling in and out of the prison system. If the dropouts from the nation's class of 2011 had graduated, the U.S. economy would benefit by about \$154 billion dollars over their lifetimes.

Alliance for Excellent Education, Issue Brief, November 2011

Corrections

- 85% of all juveniles who interface with the juvenile court system are functionally illiterate.
National Assessment of Adult Literacy
- Illiteracy and crime are closely related. "The link between academic failure and delinquency, violence, and crime is welded to reading failure."
U.S. Department of Justice
- Over 70% of inmates in America's prisons cannot read above a fourth grade level.
(www.begintoread.com) Begin to Read estimates that 66% of students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare.



English for Speakers of Other Languages (ESOL)

- Statistical analyses have shown that legal immigrants who are English proficient earn between 13 to 24 percent more than immigrants who are not English proficient, which positively impacts the economy given that legal immigrants make up close to 16 percent of the civilian labor force in the United States. When immigrants have access to language and literacy instruction, they assimilate more quickly and effectively into communities and become more engaged in the economy.

ProLiteracy

30 Million Word Gap

- The finding that children living in poverty hear fewer than a third of the words heard by children from higher-income families has significant implications in the long run. When extrapolated to the words heard by a child within the first four years of their life these results reveal a 30 million word difference. That is, a child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family.

This gap does nothing but grow as the years progress, ensuring slow growth for children who are economically disadvantaged and accelerated growth for those from more privileged backgrounds. (Another interpretation is this: when a child from a low income family experiences the “word gap,” and enters kindergarten, that child is already at a disadvantage.)

From the research of the ground-breaking work of Betty Hart and Todd Risley, University of Kansas. “The Early Catastrophe: The 30 Million Word Gap by Age 3” 2003, spring.

UNICEF

- Nearly a billion people will enter the 21st century unable to read a book or sign their names and two thirds of them are women. (<http://www.unicef.org/sowc99/summary.htm>)



Benefits of using Web and Video Conferencing

Web and video conferencing can provide benefits in these areas:

- “Do more with less”
- Increase organizational capacity ... and ... improve organizational performance
- Increase literacy education and training
- Train and retrain teachers
- Expand programs ... help more people ... provide services to more people
- Accelerate change ... scale your program
- Enhance ... partnerships, collaborations, and alliances
- Reduce costs associated with travel ... and ... reduce driving time
- Meet your objectives when budgets are reduced
- Increase awareness of literacy initiatives – to business leaders and legislators
- Improve individual and team performance and competence
- Reach people and locations without traveling . . . involve and engage people
- Deliver distance learning (“*live virtual classroom*”), education, and coaching (mentoring) ... to ... teachers ... volunteers ... staff ... administrators ... board members ... and partners (*and align with blended learning strategies*)
- Expand and enhance your volunteer program ... recruit, onboard, train, and coach volunteers
- Increase innovation
- Overcome distance barriers ... within a city or metro area ... within a state ... between states, and with field locations
- Access (use) experts who are in other locations
- Enjoy the convenience of collaborative meetings with people in other locations
- Provide information-oriented webinars ... for small, medium, and large audiences
- Increase communications, collaboration, coordination, and problem-solving
- Rollout new processes and programs
- Collaborate on documents without travel

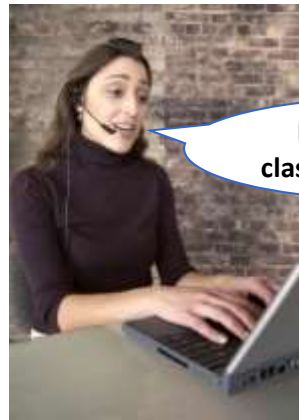




Virtual collaboration meetings – fantastic.



Our corporate volunteers like it.



I love live virtual classroom learning !!!!



Virtual class



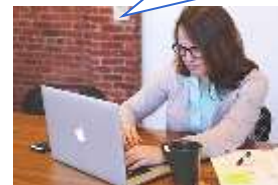
Driving less is great.



You're in another state?
What city are you in?



Virtual mentoring



Co-designing a class with a colleague, in real time



Virtual coaching ... love it !!!



Learning from a virtual teacher



Metrics: What You Can Achieve with Web and Video Conferencing

This section identifies metrics on What You Can Achieve when using web and video conferencing.

Increase

- High Quality Teacher Skills, Competency, and Professional Development
- High Quality Early Childhood Education Instruction
- High Quality Literacy Training and Adult Education
- Volunteer and Community Service Hours for Literacy Programs
- Family Literacy Classes (Multi-Generation)
- Parent Education and Engagement
- STEAM Subjects in High Schools and Magnet Schools

Improve

- Collaborations, Partnerships, Alliances, and Networks
- Rural and State-wide Programs for Literacy and Economic Development
- Team and Organizational Performance and Efficiency
- Train-The-Trainer / Blended Learning Programs

■ Increase High Quality Teacher Skills, Competency, and Professional Development

Increase training classes, mentoring, and coaching. Set up peer learning and cohort groups. Increase quality of instruction. Are there new skills and techniques to teach? Do you need to raise the quality of instruction? Is there a need to increase learning on “new subjects” and “refresher topics.” Do you need to share best practices across distance?

You can use live virtual classes for:

Pre-K Teachers	Postsecondary Educators
Literacy Coaches and Tutors	K-12 Teachers
Child Care Teachers and Staff	Adult Literacy Educators
High School Students	College Students
Volunteers (non-board)	Executive Directors and Program Managers
Administrative Staff	School Principals and Administrators
Health Care Providers	Parents and Caregivers
Volunteer board members	

■ Increase High Quality Early Childhood Education Instruction

With web and video conferencing, you can increase the number of hours of teaching and mentoring that are delivered to early care teachers, staff, and volunteers. Do you have a parent education component in your program? Consider leveraging web and video conferencing in your program.



■ [Increase Quality Literacy Training and Adult Education](#)

By using web and video conferencing, you can increase the number of ESL (English as a Second Language) and literacy training classes that are delivered to people in schools, libraries, adult education centers, and correctional facilities.

■ [Increase Volunteer and Community Service Hours for Literacy Programs](#)

By using web and video conferencing, you can increase the number of hours given to literacy programs by individuals, corporate social responsibility programs, college students, and retirees.

This can include literacy advocacy, literacy education, tutoring, and mentoring. You can use web and video conferencing for these programs: magnet, student success, STEM, STEAM, college readiness, workforce preparation, workforce development, workplace literacy, citizenship preparation, career readiness, and 21st century skills.

Use web and video conferencing for volunteer recruitment, onboarding, training, follow-up, retention and ongoing learning.

■ [Increase Family Literacy Classes \(Multi-Generation Approach\)](#)

With web and video conferencing, you can increase the number of family literacy classes that are delivered in such places as libraries, community centers, business and government offices, childcare centers, early childhood education and family centers, adult education centers, faith-based facilities, museums, public housing communities, health clinics, hospitals, and food pantries.

You can also increase the number of education and training classes for parents and caregivers.

■ [Increase Parent Education and Engagement](#)

With web and video conferencing, you can increase the number of parent education and engagement classes, and mentoring sessions, that you deliver. These are delivered to parents, caregivers, and staff.

■ [Increase STEAM Subjects in High Schools and Magnet Schools](#)

With web and video conferencing, you can increase the number of hours of teaching, mentoring, and learning of STEAM subjects (Science, Technology, Engineering, Art, Mathematics). You can have professionals teach virtual classes and have “ask the expert” sessions. using these virtual tools.

STEAM themes:

Math and Science

Engineering

Legal/Law

Foreign Languages

Information Technology

Visual and Performing Arts

Health and Medical Science

Media, Broadcast, and Video

College Prep



■ Improve Collaborations, Partnerships, Alliances, and Networks

Use web and video conferencing to increase the number of hours for planning, designing, coordinating, delivering, and evaluating services and programs, without traveling.

- Collaborations that address skills gaps, job development, early learning, and more.
- Partnerships between several non-profit organizations.
- Collaborations among non-profits, business, government, education, and healthcare.
- Collaborations between a university or college and Pre-K and K to 12.
- Collaborations among urban, suburban and rural programs.
- Collaborations within metropolitan areas.

■ Improve Rural and State-wide Programs for Literacy and Economic Development

Use web and video conferencing to increase the number of hours to plan, design, coordinate, deliver, and evaluate services and programs, without traveling.

- Rural literacy programs with counties, schools, technical colleges, cities, non-profit, and faith-based organizations.
- State government programs, e.g. between state capitol offices and field offices (in cities, counties, and regions)
- Rural programs for economic and community development.
- State-wide programs for literacy awareness and advocacy to the general public.
- State-wide programs for literacy education.
- Planning and programs that connect multiple counties in a state.

■ Improve Team and Organizational Performance and Efficiency

By using web and video conferencing, you can improve virtual team performance.

- Virtual collaboration for newly formed initiatives and teams.
- Team performance for existing teams.
- Continuous improvement on initiatives and programs that have already been implemented.

■ Improve Train-The-Trainer and Blended Learning Programs

Web and Video Conferencing helps you to deliver live virtual classroom sessions for Train-The-Trainer programs, classes, and courses. We encourage our clients to also plan and implement Blended Learning strategies.



Web and Video Conferencing: A Brief Review

This section provides a brief review of web and video conferencing.

Three Web and Video Conferencing Styles for ...

Virtual Working ... Virtual Collaboration ... and ... Virtual Teaching and Learning

We think of web and video conferencing as enabling three different ways of “synchronous” (at the same time) virtual working.

Webinar style

- Engage and involve
- Convey information and ideas
- Light discussion and chat
- Question and answer

Training and Education style

Virtual Classroom (Virtual Instructor Led Training)

- Engage and involve
- Knowledge
- Skills / Performance
- Coach
- Reinforce
- Practice

Integrate with

- Blended Learning
- Flip Classroom
- Train-The-Trainer
- Videos



Collaborative and Interactive style

- Engage and involve
- Listen
- Co-write course descriptions and lesson plans
- Agree on goals
- Brainstorm
- Socialize
- Write steps to solve a problem
- Set priorities
- Debrief
- See a prototype
- Write/co-write an action plan
- Build consensus on requirements



Web and Video Conferencing Software

Here are a few highlights.

1. **Cost:** You can use inexpensive pricing plans. *Make sure the software and plan gives you the capabilities you need.*
2. **"Same Time, Different Place."** Teaching, learning, and meetings take place across distance (**without travel**). Everyone connects "at the same time" (also known as "synchronous").
3. **Visual, Auditory, and Kinesthetic.** Everyone sees the same thing and hears the same things. You can design in activities that are kinesthetic.
4. **Behavioral Experience.** After you set your objectives for your web and video conference session, you can "design in" various behavioral experiences for the participants.

Live Virtual Classroom Teaching and Learning	<p>You can design and implement highly interactive and engaging learning experiences.</p> <p>Or, your sessions can be less interactive.</p>
Virtual Meetings	<p>You can design and implement your virtual meetings so that they accomplish different objectives.</p> <p>For example, do you want to?</p> <ul style="list-style-type: none"> • Socialize • Share information with a low amount of input and interactivity with the participants • Collaborate, with robust group discussion and medium/high interactivity

5. **Driving time is reduced or eliminated.** This increases productivity as it reduces time spent in traffic. You use less gasoline and decrease carbon emissions. Web and video conferencing can also reduce the need for flying.
6. **Blended Learning** is extremely effective to develop awareness, comprehension, skills, and competency. Here's an example:
 - First, people participate in a traditional instructor-led class or complete a self-paced on demand class.
 - Second, one week later, they participate in a live interactive virtual class where there is a lot of interaction and question-and-answer.
 - Third, people receive a short video clip and/or SMS (text) message.
7. **Blend the Technologies** for teaching, coaching, learning, and meetings.



The Possibilities and Setups for Increasing Literacy, Learning, Collaboration, and Organizational Capacity

So far, this paper has reviewed what you can increase and enhance by using web and video conferencing, plus a short review of the technology.

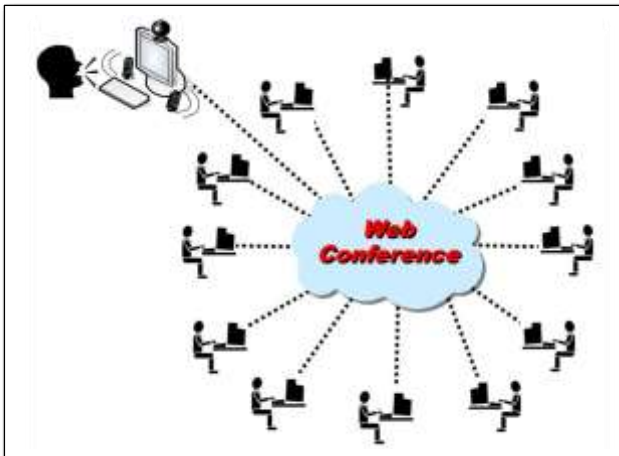
This section provides illustrations of various setups, plus examples. Most of the examples are for literacy, learning, education, and collaboration. There are several for economic development.

Setups No. 1A and 1B

The diagrams on this page, and the next, show the setup when **each student or meeting participant connects from a computer**. The remote teacher, instructor, facilitator, or meeting leader can be anywhere.

Your classes and meetings can be small, medium, or large.

No. 1A: Participants are NOT in the same physical location



For Adults

The people are dispersed; they are not under the same roof.

People are spread out ... in a metro area or in different cities, towns, rural areas, an entire state, multiple states, and between countries.

The Possibilities

Virtual Classes and Blended Learning

- ☐ Train-the-Trainer classes
- ☐ Classes on teaching techniques
- ☐ Classes on new performance standards and organizational changes

Meetings

For paid staff, volunteers, committee members, and more.

- ☐ Communications, Coordination, and Collaboration

Skills

Use virtual classes to:

- ☐ Teach new subjects and skills
- ☐ Re-teach (reinforce) a subject and skill
- ☐ Answer questions
- ☐ Teach advanced skills

You can use web and video conferencing so that people can **practice new skills**.

No. 1B:

Students are in the same physical classroom location ...
each student is at his or her own computer ...
the virtual teacher can be anywhere



A room coordinator or local teacher plays a role.

The Possibilities

The teacher is "virtual" and can be taught by:

- Literacy teachers
- College students
- Business people (e.g. STEAM subjects)
- Healthcare teachers and professionals

Subjects: - you can have virtual classes on:

- ☐ Digital and IT subjects
- ☐ Parenting skills
- ☐ Parentese
- ☐ GED®
- ☐ Math
- ☐ Workplace Literacy and Job skills
- ☐ Career choices
- ☐ Job search
- ☐ Conversational English
- ☐ Citizenship
- ☐ Health

Setup No. 2

This diagram shows web and video conferencing being used for distance learning and meetings. There is a local room coordinator, teacher, or facilitator in the classroom, auditorium, or meeting room. The virtual teacher or facilitator can be anywhere. The room coordinator or local teacher works in conjunction with the “virtual” person.

The diagram shows an electronic whiteboard, but you can use a projection system or large LED television connected to a computer. A microphone in the room is also used.

The virtual teacher, tutor, expert, team leader, or facilitator can be anywhere.



The room coordinator, local teacher, or local facilitator plays a role.

This is a powerful setup. Here are two different examples.

Teaching and Learning – Behavioral Experiences

- **Passive Learning**
The virtual teacher or expert shows visuals, presents information, explains, and answers questions.
- **Active Learning**
The virtual teacher uses applied learning methods so that the student experience is “more active.”

Here is an “Active” Learning Example:

1	The virtual teacher provides knowledge and engages the students.
2	The virtual teacher “stops” teaching.”
3	Students start and complete a planned activity.
4	The virtual teacher “starts” teaching/facilitating and students share their findings.

There can be a “team teaching” quality to the class, with coordination between the virtual teacher and the designated person in the classroom.



Setup No. 2 – The Possibilities

- ☐ Virtual ESL classes are delivered in libraries, community centers, schools, museums, faith-based organizations, and correctional facilities.
- ☐ Virtual class on teaching techniques for infants and toddlers.
- ☐ Virtual math and science classes are delivered to high school, magnet school, and elementary school students. College seniors, teaching assistants, and professionals teach the virtual classes.
- ☐ High school and college students participate in virtual classes on manufacturing and marketing subjects. The virtual instructors are experienced manufacturing and marketing professionals.
- ☐ “Ask the Expert” and discussion classes.
- ☐ Virtual meetings, workshops, and classes are delivered for family literacy purposes.
- ☐ Veterans attend virtual classes on health literacy, financial literacy, job skills, and job search.
- ☐ Virtual classes are taught on the subject of “Engaging Newborns and Toddlers.”
- ☐ Virtual experts teach classes to nurses and teachers on the latest research on autism.
- ☐ Virtual classes on job readiness and college readiness are delivered by college teaching assistants.
- ☐ Virtual programs and classes are delivered to people in public housing communities.
- ☐ Rural: Virtual consulting is provided to rural economic development committees by university professors, state government economists, and consultants.

Setup No. 3

This is another powerful setup and is similar to the previous diagram. Like the previous diagram, use a microphone in each room.

This diagram shows:

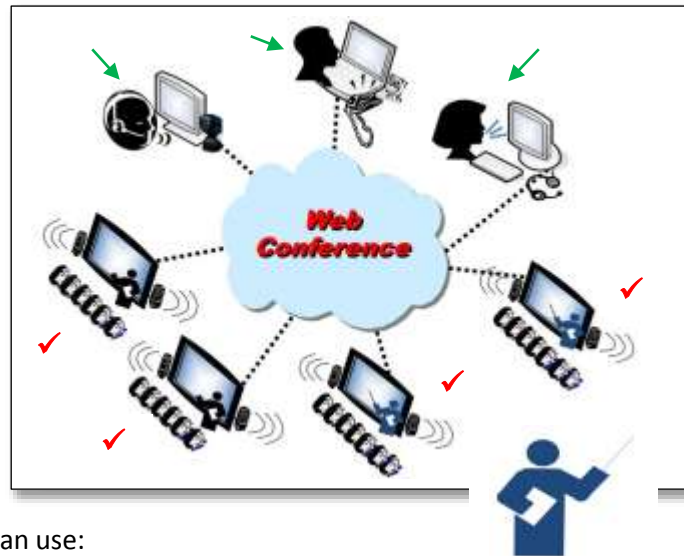
- Three people connecting from their individual computer, plus
- Four group settings (classrooms, auditoriums, and meeting rooms)

You can arrange the room so that people are at round tables. You can use electronic whiteboards, projection systems, or large LED televisions connected to a computer.

This diagram also shows a local room coordinator, teacher, or facilitator for each group setting. If desirable, you can have two remote people be the co-teachers or co-facilitators.

The **three individuals** are at their own computer, they connect remotely, and they can be anywhere.

Here, you see **four rooms** that connect to the web and video conference.



You can use:

- classrooms
- auditoriums
- meeting rooms

A person in the room plays a role.



Setup No. 3 – The Possibilities

- ☐ Similar to Setup No. 2.
- ☐ State education departments and non-profit organizations deliver virtual programs and training to offices in different cities – urban, suburban, and rural.
- ☐ Day care staff participate in a program.
- ☐ Teachers in four different school buildings participate in a program.
- ☐ *Ask the Experts:* Magnet school students ask questions of experts.
- ☐ Human Resources managers and Corporate Social Responsibility managers deliver virtual workshops to educate employees about literacy and to recruit literacy volunteers.
- ☐ Health Care staff in four different locations participate in a program.
- ☐ The Jobs Program delivers virtual classes on Career Readiness.
- ☐ Volunteers in different cities, counties, and rural areas participate in virtual workshops and training classes.
- ☐ The state government conducts virtual Literacy Advocacy meetings for people in rural counties or in metro areas.
- ☐ Collaboratively, the Governor, Mayor, and Chambers of Commerce co-teach a virtual program on Literacy Partnering.
- ☐ The Family Literacy Program delivers “Parent Skill Building” classes to day care centers and health clinics.
- ☐ Rural: The state government delivers virtual economic development workshops to rural cities, towns, and counties.



Henry E. Liebling

Henry has more than twenty-five years of experience with multiple sectors: private, government, non-profit, and education. He has written books on, and consults about, virtual collaboration and distance/blended learning. His experience spans management consulting, performance-based training, organizational change, process management, and customer experience management. He has strong business acumen, is known for new ideas and attention to detail in planning and implementation, and uses a “**People First**” approach to involve and engage people. He co-founded MoreVirtual.com.



He provides guidance, consulting, organizational development, training, and coaching so that organizations are able to take full advantage of web and video conferencing for virtual collaboration and distance-blended learning. He assists organizations to effectively connect talent across distance and use online collaborative tools.

Education

Master of Public Administration, Syracuse University, Maxwell School of Citizenship and Public Affairs
(Metropolitan Studies Program)
Bachelor of Arts, Political Science, Syracuse University
Behavioral Science and Organizational Development courses, University of California

Literacy

I came to the literacy field in 2014 after watching several adult literacy classes taught on public television. These classes ignited a curiosity about (i) what is the literacy problem and (ii) how might virtual collaboration and distance/blended learning be used to help people. I conducted web research and was totally shocked at the facts and statistics. I had a blind spot to illiteracy. Since 2014, I have been on the path of learning about the impact of low literacy, children’s brain development, the 30 million word gap, the cycle of poverty, high school dropouts, and the very powerful predictor of school success and graduation - - is the person able to read on grade level by 3rd grade?

I have worked on a literacy program (that has not fully launched) that provides parents and caregivers of young children with tools and strategies to support early brain and language development; written content for an orientation guide for business and community leaders; and interfaced with leading literacy organizations. I am also consulting with other organizations on using web and video conferencing.

Research, Writing, and Media projects – related to web and video conferencing

- “**Vision Paper: Increase Literacy and Organizational Capacity using Web and Video Conferencing**” (click [here](#))
- “**Improving Literacy Report**” (101 pages) (click [here](#))
- “**Literacy Ahead**” (3 minute video, click [here](#))
- *Training program: “How to Engage and Involve Participants”* (2½ minute video excerpt, click [here](#))
- In progress: publications and media projects for K-12 Education, Non-Profit Organizations, Magnet Schools, Volunteerism, and Community Partnerships.
- Wrote short paper on using virtual meetings and virtual classroom to support the Whitehouse TechHire initiative.

Virtual Collaboration, Virtual Teaching and Learning, and Web and Video Conferencing

website <http://www.morevirtual.com>



I have been using technology that enables synchronous (“at the same time”) virtual working and training since the early 1990s. My goal is to assist organizations use web and video conferencing in effective, new, and innovative ways that are aligned to mission, goals, and priorities. Some organizations are just starting out. Others are improving what they are currently doing, or extending into new areas of use.

He co-founded MoreVirtual.com. He provides guidance, consulting, organizational development, training, and coaching so that organizations are able to take full advantage of web and video conferencing for virtual collaboration and distance-blended learning. He assists organizations to effectively connect talent across distance and use online collaborative tools.

Training Technology: Web and Video Conferencing, Blended/Distance Learning, Virtual Classroom, Virtual Meetings, LMS, eLearning, and Online Collaboration and Communities

- Author of *The Web Conferencing Imperative for Productivity, Collaboration, and Training*, plus three other books (for learning and human resources, marketing and sales, and government) on web and video conferencing.
- Experience includes: Strategic Planning, Organizational Development, Project Management, ROI, Assessments, Program Planning and Design, Instructional Design, Instructor and Participant Guides, Virtual Facilitation and Virtual Teaching, Custom Courses, Training & Coaching, Workshops, Sales Training, Collaboration, Quality, Processes, Media Projects, online Communities, online Coaching, Learning Management Systems (LMS), Level 1 and Level 2 Evaluations, and Documentation.
- Table Facilitator for innovative 21st Century Town Meeting – 3,500 people, 57 sites.
- Clients have included:

AT&T	IBM Software Group	Nokia Learning Services
Rollins/Orkin	Microsoft	Organization Change Alliance
BellSouth	U.S. Security Associates	S.E. Association of Facilitators
Cox Communications	UnitedHealth Group	Learn.net
Linkup Consulting	AmericaSpeaks	Q2 Learning
Kuwait Airways	State of GA Telecommute Program	
American Society for Training and Development/Niagara Frontier chapter		

Non-Profit Organizations, Volunteerism, and Community Involvement

Non-Profit and Citizen Involvement experience (volunteerism and community service, click [here](#))

- Co-author of “*Volunteer Be Proud!*” which has been used by the following organizations to promote volunteerism:
 - Corporate Volunteers of New York City
 - National Urban League (Whitney Moore Young, Jr. Training, Executive Development and Continuing Education Center)
 - State of New Jersey (Governor’s Office of Volunteerism, Governor Kean)
 - Center for Non-Profit Organizations (NJ)
- Board member (former) of Center for Educational Development, Rochester, NY, a nonprofit partnership between the urban school district and the business community. Henry designed a resource clearinghouse which became very successful.
- Co-wrote proposal that led to City of Atlanta funding the research and development of a Neighborhood Master Plan for Castleberry Hill community.
- Facilitator of Board retreats. (United Negro College Fund and Traveler’s Aid International)



- Program manager for delivery of Youth Development program (for Harland Club/West End, Atlanta, Boys and Girls Clubs of America)
- Participant at Symposium on Youth Gangs and Delinquency (National Office, Boys and Girls Clubs of America)
- Policies and procedures documentation. (Association for Retarded Citizens, NJ).

Government and Education

- Wrote two grant proposals that were funded:
 - Train police officers to develop crisis counseling skills, funded by The Police Foundation (funded by the Ford Foundation); grantee was City of Simi Valley, California.
 - Expand cooperative countywide library services in the Portland, Oregon metro area.
- Congressional Student Intern (U.S. House of Representatives, Washington, D.C.).
- Assistant to City Manager, City of Simi Valley, California. Job rotation program gave me diverse experience: elected officials, citizens, budgeting, police, human resources, city clerk, environmental affairs, community and economic development. (City organization and its leadership were recognized for management innovation.)
- Human Resources Coordinator, City of Beaverton, Oregon I developed and coordinated the citizen involvement program and worked closely with elected officials and citizen committees.
- Training, Workshops, and Process Documentation:

Federal Deposit Insurance Corporation (FDIC)	Los Angeles County
City of Oxnard (CA)	City of Syracuse (NY)
Rochester City School District (NY)	Penfield Central Schools (NY)
Dept. Adult Corrections (State of CA)	Dept. of Youth Corrections (State of CA)
- Team Building program, design and facilitation. (Temple University executive staff)
- Co-facilitation of Self-Esteem/Achievement program for high school students and teachers. Facilitated school district parent involvement meetings. (Hoboken Public Schools, New Jersey)

Performance-based Training, Organizational Development, Culture Change, and Operational Efficiency (not technology)

Clients have included:

AT&T	The Health and Wellness Institute (BCBS of RI)
Abbott Laboratories Diagnostics Division	Nat'l Westminster Bank & American Bankers Assn.
Monster Worldwide	ProSys Information Systems
ThinKnowledge Networks	The Home Service Store
Niksun	The Great American Cookie Company
Rich, Inc.	FAXLink Plus
PeopleSoft	Blue Cross Blue Shield of Georgia (BCBS of GA)
The Equitable Group and Health Insurance	

Experience:

- Customer Experience Management / Customer Retention / Sales Administration, using Total Quality principles
- New Hire Training – managers and employees for a new 7x24 Operations Center, field sales, inside sales, customer service agents
- Courses & Training – leadership development, culture change, business acumen, software/ systems



- Process Analysis and Documentation
 - Company-wide
 - Marketing – New Product Development Process
 - Customer Touchpoints
- Sales People courses and training
 - Products, e.g. cloud, network, internet security, mobility, managed services, analytics
 - Consultative selling skills
 - Software and systems training (for order entry, pricing, and CRM)
 - Sales processes
 - Sales Managers – sales funnel management and coaching
- Design and facilitate offsite team meetings
- Personal and Team Development topics – self-image, habits and attitudes, self esteem, team esteem, comfort zones, goal setting, mental imagery, self-talk, listening and communications, problem-solving

Large Audience Town Hall Meeting

Pictures from YouTube: https://www.youtube.com/watch?v=DfOqh_yKPR0 and <https://www.youtube.com/watch?v=sODpGx8lo-o>

Although I did not envision, plan, or design this remarkable program, my experience as a Table Facilitator added to my vision and passion about leveraging technology in creative, innovative, and effective ways to achieve objectives.



Vote tallies

Via live video feed



Henry was a Table Facilitator for this program (2010), sponsored by AmericaSpeaks. The Lead Facilitators were Carolyn Lukensmeyer and Greg Hodge.

Table Facilitators also completed a training program.



3,500 people connected across 57 sites via satellite and Internet. Participants used touchpads for voting. Participants were a diverse and representative group from the community. Goals included: engage each other, discuss the issues, no one person dominates the discussion, and people leave the town hall meeting feeling they were listened to. Participants were given materials during the meeting and they also had a pre-meeting assignment. Recommendations went to government officials.

April 2017