E-Learning: Cost Effective Professional Development

David Sagers - VP, Information and Learning Technologies, Housing Televideo Network
Professional Development

• Who manages professional development?
• Is professional development measured and integrated into performance reviews?
• Are training and travel budgets increasing or decreasing?
• What topics do your staff need to learn?
Why Train - Changes

• New mandates and responsibilities
  – Asset Management/Project-Based Accounting,
  – Stop-Loss,
  – Deregulation…
  – LIHTC, NMTC

• Higher staff turnover
• Fewer staff
Why Train - Demographics

• The Knowledge Gap
  – Retirement of the baby boomers
  – Attracting and training the next generations

• You need a more productive and knowledgeable work force…
How Can We Afford To Train?

• Fewer budget dollars available
• Rising travel costs
• Inflationary impact on training costs…

• You need more training at less cost…
Elearning – Getting Started...

- PC
- Internet Connection
- E-learning Service/Content
  - Specific course
  - Block of courses
  - Subscription
Getting Started

• Register via the Web
• Pay on-line or through traditional means
• All course materials, tests, report stored on servers available through the Internet
• Point your browser at a course
• All classes are 30-40 minutes in length
E-Learning Demonstrated

• Energy Performance Contracting
Profiles – Ron, ED

- Public housing programs – 200 units
- Section 8 (HCV) program – 100 vouchers
- 10 staff
- Project – Hope VI + mixed financing
- Limited funds
- No time to travel and train
- Preparing to decentralize
Keys to The Approach

• Trained all staff in
  – Property Manager Basics
  – Asset Management Certification
• ED monitored and recommended specific training for some staff
• Gift cards offered for completion
• At-desk training regularly scheduled
Why Did This Work?

• Convenient for Everyone’s Schedule
  – Watch when, where, how long you want
  – Bite-sized segments, pause and pick up or review later
  – No need to travel, and take days out of the office

• Motivation
  – A mixture of incentive and oversight
How did the Organization Benefit?

• Benefits underserved segments of staff – everyone can train
• Created a common terminology and understanding across the organization
• Enabled cross training
• Improved efficiency – working as a team
• Saved money
Profiles – Sally, Director of HR

- Public housing programs – 1700 units
- Section 8 (HCV) program – 1600 vouchers
- 105 staff
- Affordable Housing – 2 projects, 400 units
- Limited funds
- No time to travel and train
Keys to The Approach

• Mandated training to all staff in
  – Property Manager Basics
• HR recommends specific training to specific supervisors
• Scheduled group viewing when appropriate, with follow-on discussion
• Individual viewing otherwise
Why Did This Work?

• Convenience Balanced with Scheduling
  – Far-flung staff – individual viewing
  – Group session for cross-discipline topics
  – Resulting discussion increased interest

• Motivation
  – Mandated in some cases
  – Engaging supervisors with suggestions (in email form)
How did the Organization Benefit?

• With different disciplines in the room, transition of responsibilities was easier
• Immediate discussion drives improvement in process and cements learning
• Saved money and time
It’s Cost Effective...

<table>
<thead>
<tr>
<th>2 day seminar</th>
<th>Face-to-face</th>
<th>E-learning</th>
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</thead>
<tbody>
<tr>
<td>Training/exam fee</td>
<td>$825</td>
<td>$495</td>
</tr>
<tr>
<td>Airfare/car</td>
<td>$400/$150</td>
<td>$0</td>
</tr>
<tr>
<td>Meals</td>
<td>$175</td>
<td>$0</td>
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<tr>
<td>Lodging</td>
<td>$280</td>
<td>$0</td>
</tr>
<tr>
<td>Your time</td>
<td>4 days/$800</td>
<td>2 days/$400</td>
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<tr>
<td>Total</td>
<td>$2480/2230</td>
<td>$895</td>
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</table>
# Sample Cost per 40-Minute Course

<table>
<thead>
<tr>
<th>Classes Viewed</th>
<th>Students</th>
<th>Cost/Class</th>
<th>Comp Cost</th>
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<tbody>
<tr>
<td>390</td>
<td>30</td>
<td>$7.69</td>
<td>$8,165</td>
</tr>
<tr>
<td>322</td>
<td>41</td>
<td>$9.32</td>
<td>$6,708</td>
</tr>
<tr>
<td>201</td>
<td>12</td>
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<tr>
<td>103</td>
<td>5</td>
<td>$19.42</td>
<td>$2,146</td>
</tr>
</tbody>
</table>
What Are The Barriers?

• Students need more discipline to succeed (64%)
• Lack of student demand (5%)

Making the Grade – Online Education in the United States, 2006 – Babson Survey Research Group, The Sloan Consortium
Best Practices – Mandate It

• Learning must be a priority
• That message must come from the top
• Opportunities must be regularly communicated
Best Practices – Incentive

• Rewards for completion of training
• Personal development as part of performance review
• Factor training in salary or incentive review
Best Practices – Environment

• Schedule Training Like A Meeting
• Eliminate Distractions
• Group Viewing
### Property Mgmt (PM) Learning Path

<table>
<thead>
<tr>
<th>Introductory</th>
<th>PM Basics</th>
<th>Budget/Lease/Procurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>Building Performance Excellence</td>
<td>Supervisory</td>
</tr>
<tr>
<td></td>
<td>PM Marketing</td>
<td>Mktg/Lease-up</td>
</tr>
<tr>
<td></td>
<td>PM Financial Rptg</td>
<td>Budgets/Acctg</td>
</tr>
<tr>
<td>Advanced</td>
<td>Asset Management Certification</td>
<td></td>
</tr>
</tbody>
</table>

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- **Introductory**
  - PM Basics
  - Budget/Lease/Procurement

- **Intermediate**
  - Building Performance Excellence
  - Supervisory
  - PM Marketing
  - Mktg/Lease-up
  - PM Financial Rptg
  - Budgets/Acctg

- **Advanced**
  - Asset Management Certification
# Section 8 (HCV) Learning Path

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Section 8 Annual Income</th>
<th>Income/Assets/Exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>HCV Reviews</td>
<td>Interviews/EIV</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Section 8 Updates</td>
<td>Violence Against Women, Eligibility, Funding</td>
</tr>
</tbody>
</table>
## Affordable Housing Learning Path

<table>
<thead>
<tr>
<th>Level</th>
<th>Tax Credit Basics</th>
<th>Planning/Filing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory</strong></td>
<td>Tax Credit Basics</td>
<td>Planning/Filing</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Tax Credit Development</td>
<td>Formation/Financing</td>
</tr>
<tr>
<td></td>
<td>Tax Credit Compliance</td>
<td>Verification/Reporting</td>
</tr>
<tr>
<td></td>
<td>Working w/Architects</td>
<td></td>
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</table>
Best Practices – Measurement

• Generate Development Plans
  – Milestones/Schedules
  – Deadlines

• Measure Progress
  – Usage
  – Test Scores
  – Certifications
A Deeper Look - Objectives

• Define e-learning and its current state
• Identify the levels of learning, and when we need to manage learning
• Explore the features and benefits of learning management systems
What Is E-Learning?

- “Electronic learning or eLearning is a general term used to refer to computer-enhanced learning”
- “Internet-enabled learning that encompasses training, education, just-in-time information, and communication”
- Composed of content, technology, and methodology
E-Learning - 80’s

- Computer-based training (CBT)
- Satellite broadcast
E-Learning 1990’s

• Growth of PC power
• Ability to use multimedia (video, audio)
E-Learning 2000

• Explosion of the World Wide Web
• Proliferation of broadband
• Not tied to your PC anymore
Who’s Using E-Learning?

• In Higher Learning
  – In Fall 2005, 3.2 million students
  – More prevalent at larger institutions

• In Corporations
  – 90% of companies with 10,000 employees
  – Accounts for 33% of all training hours

Making the Grade – Online Education in the United States, 2006 – Babson Survey Research Group, The Sloan Consortium
IDC – November 2004
Workforce Management, February, 2008
What Do Experts Think About It?

• Survey of academic officers
  – 62% perceived learning outcomes as the same or superior to those in face-to-face.
  – 58% agreed it is critical to their long-term strategy.
  – 73% agree it reaches students not served by face-to-face programs
### Types and Tools for E-Learning

<table>
<thead>
<tr>
<th>Type</th>
<th>Skills</th>
<th>Tracking</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast new information (PIH Notice)</td>
<td>Read</td>
<td>None</td>
<td>Email, Podcast</td>
</tr>
<tr>
<td>Important knowledge transfer (Explanation of PIH impact)</td>
<td>Read, listen, answer</td>
<td>Took it</td>
<td>Webinar</td>
</tr>
<tr>
<td>Developing new skills (Developing a budget)</td>
<td>Read, listen, try out</td>
<td>Real learning, scoring</td>
<td>LMS</td>
</tr>
<tr>
<td>Creating certified competencies (Asset Management)</td>
<td>Read, listen, try out, get certified</td>
<td>Same, plus certification</td>
<td>LMS</td>
</tr>
</tbody>
</table>

"Four Categories of E-Learning" - Bersin & Associates, 2003
Learning Management

- Catalog/curriculum of courses +
- Progressive assessment of learning +
- Measurement and reporting +
- Most evolved form of e-learning =

- Learning Management System (LMS)
E-Learning Examples

- Tax Credit Basics
- Risk Management
E-Learning Is...

- A wide selection of timely topics
- Convenient, self-directed, portable
- Repeatable and can be referenced
- Measurable
- Interactive
- More cost effective
Rich Selection of Topics

**Featured Training**

- **Contract Risk Management Series** (4 part series) Details
  - Part 1. Working with Contractors Details
  - Part 2. What’s in a Contract? Details
  - Part 3. Insurance Issues Details
  - Part 4. Certificate(s) of Insurance Details

- **Energy Performance Contracting** (5 part series) Details
  - Part 1. What is an EPIC? Details
  - Part 2. Renewable Energy Details
  - Part 3. Project-based Accounting Issues Details
  - Part 4. Section 3/Resident Training Details
  - Part 5. Savings Guarantees Details

- **Property Manager Basics** (13 part series) Details
  - Part 1. Overview & Conversion to Asset Mgmt. Details
  - Part 2. Financial Mgmt. & Capital Programs Details
  - Part 3. Office Procedures Details
  - Part 4. Marketing, Leasing & Waiting List Details
  - Part 5. Leasing Details
  - Part 6. Unit Turnaround & Maintenance Details
  - Part 7. Lease Enforcement Details
  - Part 8. Resident Relations & Security Details
  - Part 9. Procurement & Capital Programs Details
  - Part 10. Personnel Issues Details
  - Part 12. Tenant Accounting Details
  - Part 13. Property Mgmt. - Ask the Experts Details

**Introductory Training**

- **Driver & Vehicle Safety** (3 part series) Details
  - Part 1. The Nature of Transportation Risks Details
  - Part 2. Effective Driver Controls Details
  - Part 3. Vehicle Safety Details

- **Fraud in PHAs** (2 part series) Details
  - Part 1. Internal Controls Details
  - Part 2. Discovering Fraud Details

- **Practical Procurement for Managers** Details
Description:
Part one in this four-part series will begin by "meeting of the minds." It explains why a contractor, with whom an agency works, must be independent for risk transfer to occur. It looks at how contract risk management is an opportunity to strengthen relationships, reduce uncertainty, allocate risks appropriately, and reduce any likelihood of uninsured losses. Attendees will understand what to include in a contract that enables the transfer of risk, and how to review potential vendors. This program will also involve in contract risk management techniques for identifying risks to whether management techniques are ongoing. The class concludes by discussing how nonprofit can protect itself and still fulfill.

INSTRUCTOR

Melanie Herman serves as Executive Director of the Nonprofit Risk Management Center, a Washington-based resource center serving the nonprofit community. The Center provides training,
Can Be Used as a Reference
Measurement, Part 1...

Tax Credit Basics - Part 1: Intro (9/12-5/31/08) TAX101PS
Take the Quiz (TAX101)

Instructions:
To complete the test or survey:
1. Click once on the circle next to the answer you want to select. The selected circle will be highlighted. To change your answer, click on another circle.
2. When you have answered all of the questions, click the Submit button to save your answers and receive your results.
3. After you submit your answers your score will be displayed along with the questions answered incorrectly as well as any feedback (if available).

Question 1 of 9
Tax credits are controlled by HUD because they are a HUD program.
  ○ True
  ○ False

Question 2 of 9
2. PHA's should consider whether a nonprofit should be used as an affiliate or an instrumentality.
  ○ True
  ○ False

Question 3 of 9
The PHA can guarantee loans and encumber PHA property to support a tax credit application.
  ○ True
  ○ False

Question 4 of 9
There are two types of tax credits: 4% and 9%.
  ○ True
  ○ False
Measure-ment, Part 2...

Course Status: Completed
Last Accessed: May 13, 2008
Completed Date: May 13, 2008

1. Tax Credit Basics Part 1 (OnDemand Video)
   Status: Completed
   Last Accessed: May 13, 2008

2. Take the Quiz (TAX101)
   Status: Passed and Closed
   Last Accessed: May 13, 2008
   Score: 88

3. Complete the Evaluation (TAX101)
   Status: New

4. Certification of Completion
Measurement, Part 3...

Transcript of all Training
## Tools for the administrator

### Learner History

**For:** Sagers, David  **Company:** HTVN Policy-Subscribers Authority Insurance Group  **Housing Authority:** Housing Authority

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
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<th>Last Accessed</th>
<th>Completed</th>
<th>Time spent</th>
<th>Score</th>
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<td>THE ELMO TEST (OnDemand Video)</td>
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### Tools for the administrator

#### All Courses for dates: 1/1/08 - 3/31/08

<table>
<thead>
<tr>
<th>Course</th>
<th>Completed</th>
<th>Started</th>
<th>Assigned</th>
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<tr>
<td>Fraud in PHAs - Part 1: Internal Controls (1/4-5/31) FRD101PS</td>
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<td>16</td>
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<td>Grievance Hearing Officer Training (11/6-12/15) 110607S</td>
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<td>High Blood Pressure - The Silent Killer (11/20-12/29) 112007PS</td>
<td>12</td>
<td>17</td>
<td>7</td>
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</table>
Best Practices – Blended Learning

• Complement for other training
  – Prerequisite for traditional learning
  – Convey information
• Refresher course on a topic
• Alternate point of view on a topic
E-Learning - Best Choice For...

• A dispersed work force
• Learners with difficult schedules
• A limited budget
• Content that demands visual learning
• Knowledge management
Best Practices – Keep Current

• Disable Popup blockers
• Keep your software up to date
  – Windows/Media Player/Internet Explorer
  – Macromedia Flash Player
• Accept cookies
• Ensure firewalls let it through
Best Practices – Bandwidth

Bandwidth Capacity (Cable/DSL/T1 = 1.5 Mbps) -

Other Usage (Internet, Email) =

Available bandwidth

Usage = # video streams * 270k
Summary

• E-learning is widespread, effective, measurable, cost-effective
• You must develop a measurable plan for success
• Technology, while important, is only a small piece of success
Ready for What’s Next?

• E-learning 2.0
  – User-created content
  – Collaboration/Virtual teams
  – More Interactivity
Ready for What’s Next?

Wikipedia

From Wikipedia, the free encyclopedia

Wikipedia (pronunciation /ˈwɪki/) is a free,[4] multilingual, open content encyclopedia project operated by the non-profit Wikimedia Foundation. Its name is a blend of the words wiki (a technology for creating collaborative websites) and encyclopedia. Launched in 2001 by Jimmy Wales and Larry Sanger,[5] it is the largest, fastest-growing and most popular general reference work currently available on the Internet.[6][7]

As of April 2008, Wikipedia attracts 683 million visitors annually,[8] reading over 10 million articles in 253 languages, comprising a combined total of over 1.74 billion words for all Wikipedias.[citations needed] The English Wikipedia edition passed the 2,000,000-article mark on September 9, 2007, and as of May 13, 2008 it had over 2,371,000 articles consisting of over 1,028,000,000 words.[2] [not in citation given] Wikipedia's articles have been written collaboratively by volunteers around the world, and nearly all of its articles can be edited by anyone with access to the Internet. Having steadily risen in popularity since its inception,[1] it currently ranks among the top ten most-visited web sites worldwide.[9]
A new toy: Read the Words

I found this just now via a Twitter from Wesley Fryer, who found it from Bob Sprankle on Bit by Bit. It is a Beta version of Read the Words (readthewords.com), a Web 2.0 application that converts text into words. Here is a simple example I created of the previous blog post to this.

The voices for selection are an interesting mixture of male and female and there is a real attempt to add inflection and expression to the reading. It provides a downloadable MP3 file and also an embeddable widget for online use. Let’s think how many uses this could have in a regular school day or week.

Powered By ReadTheWords.com

Technorati Tags: readthewords web2.0

Posted by Julie Lindsay at Tuesday, May 13, 2008 0 comments

Labels: nextgenteachers
Questions/Feedback

• Questions – Contact Dave Sagers at
  – dsagers@housingcenter.com
  – (800) 873 0242 x474

• Demonstration
  – http://htvn.maplelearn.com/Samples/
  – Email address:demo, Password:12345