

Platform Name	Brief description	Level of learners for which platform is most useful	Type of Learner for which platform is most useful	Potential Positives of platform	Potential Negatives of Platform	Data Collection Issues	Superuser(s)	Other notes
<b>A+dvancer Apex Learning</b>	APEX is a digital curriculum providing an active learning experience that engages students in rigorous coursework to prepare them for college and work. The standards-based digital curriculum, which included math, science, English, social studies, world languages and AP, is widely used for original credit, credit recovery, remediation, intervention and acceleration.	This is digital curriculum is used in our program for our Alternative High School, Adult Diploma and College Prep courses. Students need at least a 6.0 on the TABE D to be successful.	The learner needs to have solid reading and study skills. Successful students are very focused and motivated.	Helps our program meet the needs of learners who want to complete their high school diploma. Because it has multiple subjects and it standards-based, it helps us meet all the state requirements for the high school diploma.	Students do need to be independent learners to be successful.	Not at this time, limited reports but workable.		This tool is essential to our program as it is currently designed.
<b>Crossroads Cafe</b>	Crossroads Cafe is a 26 episode sitcom-style DVD series that focuses on the lives of people, several who are immigrants, who live around and work at a cafe.	CASAS Reading scores 221-235	Those who don't have internet at home.	Characters in the videos deal with both cultural and moral issues. Workbooks ask learners some open-ended, critical thinking questions.	The content is dated (e.g. no cell phones or internet) and there's no grammar or specific language learning content.	Teacher verification of completion/mastery (70%+ recommended)		
<b>Easy ESL</b>	EASY ESL is a 12 unit series (DVD and online) that presents language, culture and literacy skills in the context of students learning in a high-school ESL class. <a href="http://www.easyesl.net/">http://www.easyesl.net/</a>	ELLs with CASAS Reading score 170-220	For emerging readers and those new to the U.S.	Language, literacy and cultural content is solid. Speech rate and vocabulary use in characters' dialogue is adapted and designed for ELLs. Worksheets are great and match the content of the videos very well.	Worksheets can be repetitive.			
<b>English for All</b>	Crossroads Cafe is a 20 episode, 4 story series that focuses on the lives of people, several who are immigrants who face employment, societal and cultural challenges. It focuses on work, family, and acculturation issues. It is accessible via internet or by DVD with printed materials (printed materials can be copied free from the internet).	CASAS Reading scores 201-221 (211 and above for independent study)	Self-motivated learner who is able to work independently to accelerate English language learning outside of traditional classroom. DVDs useful for those who don't have internet at home. The content of EFA is the content of Course 2 in USA Learns.	Characters in the videos deal with both cultural and moral issues. The worksheets focus on vocabulary, grammar and literacy related to the topic (e.g. reading job ads). The speech and dialogue of characters was designed for ELLs and reinforces the grammar and vocabulary content. Provides opportunity to improve listening skills, increase vocabulary, practice grammar points, and demonstrate comprehension of material. No computer, internet access, nor digital literacy skills are needed to use the DVD series.	a) The series lacks opportunities for learners to practice or improve their speaking and writing skills. b) The content is starting to become dated (there's a whole episode that deals with getting a landline installed and paying the bill in person).	Proxy hours are earned by teacher verification of the student's satisfactory completion of each unit. Counseling and testing hours are recordable, as well. Written records of student unit completion, counseling, and testing hours must be maintained and retained for audit purposes. For those using the on-line version of the program, a printed screenshot of the hours completed through the learner account should be retained as evidence of student unit completion.		Regular testing is important to capture NRS level gains. CASAS reading and CASAS listening tests are recommended.
<b>GED Academy</b>	GED Academy is a complete online self-paced ABE, Pre-GED, and GED preparation program.	suggested for higher level pre-GED students with a CASAS reading level of <235, but lower level readers can be successful	Students who possess time management skills needed for online learning and those students who are studying to attain their GED, or who may have completed some of the GED exams.	It is a complete, online, self-paced GED preparation program that provides custom lessons and video instruction for each student.	Students need to be self-motivated and goal oriented as with other online platforms.	None known. Proxy hours are tracked through learner reports - in Learner Management System, select the student, the date range (if necessary) and the report is automatically generated.	<a href="#">Lori Stearns</a>	
<b>i-pathways</b>	i-Pathways is an online, instructor-facilitated program that prepares adults to take the GED exam.	i-Pathways is a reading-intensive program that requires at least a TABE 9.0 or higher for independent use.	It is most successful with learners who are motivated to obtain a GED credential and are reasonably likely to do so within a year. Learners need basic digital literacy skills and independent study skills to be successful in i-Pathways. This product is effective in both a blended learning environment and a fully DL environment.	Because this product specifically targets GED preparation, learners who successfully complete i-Pathways can be assured of their ability to pass the GED exam. i-Pathways incorporates a learning management system that allows for easy communication between instructor and learner, as well as providing instructors the opportunity to give feedback and encouragement to learners.	Lessons are text-dense and challenging, especially for learners who struggle with reading comprehension. The product does not provide early success or an easy ramp up to more difficult material. This can lead to frustration or discouragement among learners. In particular the Language Arts and Math sections can be overwhelming.	There are two different places in the software that must be checked in order to count proxy hours (the "Portfolio" tab for pre- and post-surveys; the "Report" tab for lessons). Because lessons are fairly long (2 proxy hours each), and learners must complete the full lesson before proxy hours can be collected, a fair amount of learning time is never counted because learners will quit a lesson without completing it.		
<b>KeyTrain</b>	KeyTrain is an online curriculum utilizing work related material and examples to teach a variety of multilevel skills.	Useful with learners at a variety of levels.	Most useful for learners who are comfortable learning independently.	It is very user-friendly, versatile and accessible; can be used in blended instruction; self-paced; practical in reflecting real world situations.	Requires self-motivation by students; best used as a review tool as opposed to new learning; doesn't provide a lot of feedback on test and quiz results.	There are a variety of available reports.	<a href="#">Judy Panek</a>	
<b>Learner Web</b>	Learner Web is a learning support system for adults who want to accomplish specific learning objectives or goals such as earning a GED, improving their English language or other basic skills, increasing digital literacy, transitioning to higher education, preparing for a job, or improving job-related basic skills.	LW serves a range of learners started with high-intermediate ELL through transitions level.	It has proved most useful for students who want to learn computer and Internet skills or do ABE work at the transitions level. It is the only DL tool that provides customized vocational prep content.	Highly customizable and allows the learners opportunities to use actual Internet based web resources with support.	The administrative interface is fairly complex because of it's customization features. Also the strength using external web resources can be difficult for students to use independently if they are new to computers. It works best with some IT support present for these learners.	No. Teachers can either run their own reports or received monthly reports from LW admin.	<a href="#">Julia Tabbuj</a>	Teachers can actually "edit" learning plans, customize instructional content, and add their own resources. It is has the potential to be a very dynamic learning tool.
<b>Mindquest</b>	Mindquest Academy is a resource of online college prep courses that can be tailored to fit needs and interests of adult learners.	Mindquest Academy curriculum works best with students testing at a TABE Reading form D, 7th grade level and higher. The academic sampler courses are better for those at 9th grade level and higher.	The program is intended for students who are interested in building skills while exploring the idea of college and post-secondary training.	The program is free and was written by ABE practitioners from Minnesota. It is adult-focused and uses adult learning theory throughout the curriculum. It provides skill-building courses as well as academic samplers which are samples of what college courses are like. It also includes courses that allow students to learn study skills and career awareness.	There is no longer funding to train teachers regarding online teaching of this platform. To use it, teachers will need to find another practitioner who has used it and get advice on how to get started. Some managers have complained that it is costly to pay for the instruction, as there is a need for a written response to each assignment submitted.	Data collection is quite easy. When a student completes a module to the teacher's satisfaction, they are assigned a pre-determined number of proxy hours. Any time spent face to face with the student is counted as seat-time and any time spent on the curriculum is proxy time.	<a href="#">Karen Wolters</a>	North Hennepin Community College, South Central College and MN West Community & Technical College have College Prep Programs that utilize Mindquest Academy Curriculum. Super users include Bob Maas of Mankato ABE, Lori Stearns of Southwest ABE and Terry Jaakola of Osseo ABE. The online curriculum has been updated as of 6/30/2012. To access the curriculum log in to < <a href="http://www.mindquestacademy.org/courses">http://www.mindquestacademy.org/courses</a> > the username is student and password is mindquest.

<b>My Foundations Lab</b>	My Foundations Lab is an online learning platform that creates a customized learning path for each learner based on his or her ACCUPLACER Diagnostic test results. MFL covers math, English language arts, and study skills, and is intended to prepare learners to take the ACCUPLACER college placement exam.	Advanced ESL and/or GED learners preparing for college.	Targeted at upper level students preparing for transition into college	Having a customized learning path based on test results directs learners to study those skills and concepts that are most important for improving their placement test results. Learners don't lose time working on content they have already mastered. Content is designed for and relevant to young adults.	The gradebooks are shared among all teachers in a program, which can cause difficulties and confusion at times. The whole system is fairly complicated (with its connection to ACCUPLACER, which is a completely different website and system), so it's not the easiest platform for teachers to learn to use.	Calculating hours from the Gradebook is laborious. Also, this product was approved for time-on-task (not proxy hours) which can be confusing at first since it doesn't follow the same system as other DL platforms people may be familiar with.	<a href="#">Susan Wetenkamp-Brandt</a>	New Gradebooks with more features and teacher flexibility are now available upon request.
<b>Novanet</b>	Novanet provides subject matter in core areas such as math, science, social studies, English, health, and school to work. It is an online tool.	Novanet offers curriculum needed for Adult Diploma students, and is a useful tool for students working on their GED.	Students working on their GED or Adult Diploma. Students comfortable working independently online.			The management of the product and reports make it easy to follow students progress and track time, grades and completion of lessons.	<a href="#">Kathy Horbacz</a>	Novanet was updated relatively recently.
<b>Plato Putting English to Work</b>	The Putting English to Work Series, in addition to teaching traditional grammar, vocabulary, sentence construction, comprehension and problem-solving, illustrates the skills necessary to find employment and excel in the work environment.	TABE Reading 6.0 or above Suggested for CASAS Reading 181+	Beginning and low level ELLs w/o internet access or digital literacy skills	The series portrays a cast of adult characters who've immigrated to the United States from South and Central America, Asia, Europe and Africa and who are learning how to successfully meet the challenges of daily life in America. Using a compelling story format, the series' illustrates important cultural issues which will help immigrants succeed in the United States as well as teach them basic life skills.			<a href="#">Shane Mueller</a> <a href="#">Adam Kieffer</a>	
<b>Rosetta Stone</b>	Rosetta Stone provides online language instruction that develops functional fluency, using the Dynamic Immersion® method to teach English Language Learners Speaking, Listening, Reading, and Writing skills. It aligns to the CASAS Standards	For Beginning to Advanced ESL learners, regardless of their native languages and their speaking and literacy skills.	Learners with differing learning styles—visual, auditory, literary, etc.—who are working to achieve self sufficiency through improved command of target language skills, including literacy, and who require a program that can be used anywhere – at home, in class, at work.	Incorporates and focuses on listening and speaking skills, interactively, high learner engagement with constant practice, solid progression from lower to higher levels, self-paced and sequenced for individualized learning.	Students with lower visual literacy skills require more time to acclimate to the curriculum. Teachers will need to provide orientation and training for students with low literacy and/or low computer literacy to prepare them to use the program independently. The pre-literacy curriculum from Rosetta Stone should be used to expedite this process. If learners are logging in from home, they will need a USB digital headset for the speaking activities, as well as instructions on how to get started.	Filtering and running reports are manual for the time being.	<a href="#">Eric Lind</a>	would like to see 70% completion to count for proxy credit.
<b>Skills Tutor</b>	An online program with lessons across a wide content area, including math, language arts, reading comprehension and vocabulary and workplace skills.	CASAS Reading and Math 221+; TABE reading, language and math 2.0+	Those who have basic digital literacy skills, have a home computer with internet, are motivated by a specific goal and have weekly time to study.	Wide content range and levels; lots of reports to check on student progress; easy to tailor content to meet student learning needs; available on smart phones and tablets (but not Apple products); relatively easy to learn how to use and navigate.	Not very useful to help learners on their own writing; sometimes the database (teacher/admin side) is slow; different lessons require different navigation differently (e.g. the sound on/off and Go-on buttons look different and are in different places in different lessons); website is down for a short while at least once a week.	Calculating proxy hours from reports is laborious; you cannot track an individual learner across all the content they are working on—you can only track learners by Skills Tutor class, one at a time, which is also laborious. MN ABE DL Proxy hour award is adequate to cover learners trying a lesson multiple times and the staff time it takes to collect reports and convert in proxy hours.	<a href="#">Adam Kieffer</a>	
<b>Teach Me English in ASL</b>	"Teach Me English in ASL" focuses on teaching English grammar, idioms, and vocabulary while using American Sign Language.	CASAS 190	The program targets deaf individuals who use sign language and are proficient in technology.	The only approved platform designed specifically for those who are hearing impaired.		<i>The lead teacher/DL teacher are responsible for setting up and managing a reporting system for this platform (using Excel). The system will include number of lessons watched and worksheets completed, as well as the score of the completed workshoet</i>	<a href="#">Sarah Hogqard</a>	
<b>USA Learns</b>	USAL is a public, free website that has three different level courses with different content for ELLs.	ELLs CASAS Reading 190-227	Those with very basic digital literacy skills and reliable internet access.	Content in all three courses is solid, and the activities exercise all modalities. The page navigation is simple and designed for those with low digital literacy skills. Teachers can set up classes, enroll learners and track their progress.	Cannot see the date a learner completed work, so you have to meticulously keep track of completed work from last time you checked, using screenshots (dated). Database can be a little unreliable/funky at times. Cannot contact a learner through the website. Cannot collect proxy hours for unit unless all activities are completed. It's easy for learners to skip around and not complete a unit. Requires email login (a positive too).	Complicated proxy hour collection process. For more info, go here: <a href="http://mabe-distancelearning.org/sites/default/files/to_count_proxy_hours_for_usa_learns.pdf">mabe-distancelearning.org/sites/default/files/to_count_proxy_hours_for_usa_learns.pdf</a>	<a href="#">Adam Kieffer</a>	