

Chicago Mobile Learning Landscape and Opportunities for Philanthropic Investment

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Table of Contents

- I. Executive Summary
 - A. Purpose
 - B. Rationale
 - C. Conclusion
- II. Background
 - A. What is Unique About Mobile Learning?
 - B. The Mobile Learning Landscape in Chicago
 - i. Informal Learning Settings and Vulnerable Populations
 - ii. Technology and Mobile Learning in Chicago Public Schools
 - iii. Organizations That Partner with Chicago Public Schools to Provide Academic Support Out of the Classroom
- III. Promising Practices in Chicago
- IV. National and Local Funding Landscape
- V. Appendices
 - A. Related Readings: Designing and Funding High Impact Mobile Learning Initiatives
 - B. Methodology
 - C. Chicago Public Schools Technology Vendors
 - D. Communities in the Schools Community Partners
 - E. U.S. Foundation Funding for Technology Education

The research informing this report was conducted between January and June 2013 in Chicago.

I. Executive Summary

A. Purpose

The aim of this paper is to report on the feasibility of creating of a mobile learning initiative for students in Chicago, with a focus on engaging and empowering learners from disenfranchised populations.

To that end, the landscape of existing activities and opportunities in Chicago, the context for investing in mobile learning and potential partners and projects for investment are all explored.

The following specific questions shaped this effort:

1. What is unique about mobile learning?
2. What do successful national/non-Chicago mobile learning efforts look like? What lessons can be gleaned?
3. What are current mobile learning initiatives in Chicago? What are the ways that people and communities in Chicago can teach each other using mobile learning methods and technologies? What approaches to mobile learning efforts in Chicago are educationally sound as opposed to faddish?
4. How can mobile learning be used to serve disenfranchised populations in Chicago?
5. What recommendations can be offered about impactful investing in mobile learning in Chicago with a particular emphasis on engaging learners from disenfranchised groups?

It's difficult to overstate the opportunity for social impact via mobile.²

B. Rationale

Interest in investing in mobile learning with a particular focus on engaging and empowering learners from disenfranchised populations is timely and particularly relevant. According to a white paper on civic engagement and mobile media from the Aspen Institute:

Growing evidence suggests that people – particularly the young – have begun using mobile devices in ways that help to strengthen civic engagement, undergird social participation and buttress our sense of belonging to something that transcends the self and the clan.”¹

In addition, choosing to invest in mobile learning is a particularly relevant issue for activists, educators and philanthropists interested in ensuring access for populations otherwise overlooked by traditional learning means. According to the 2012 ZeroDivide report:

It's difficult to overstate the opportunity for social impact via mobile. Yet, despite numerous studies by Pew and others documenting the high rate of mobile use by youth and communities of color in the United States – key populations for social equity grant making – the domestic social sector has been noticeably lagging in mobile projects by and for underserved communities.²

¹ Civic Engagement on the Move: How Mobile Media Can Serve the Public Good. A Report of the Aspen Institute Roundtable on Mobile Media and Civic Engagement. Lasica, J.D., The Aspen Institute. Washington, DC. 2008.

² Funding Mobile Strategies for Social Impact. Gaharan, A. and Perlstein, J. ZeroDivide. 2012.

C. Conclusion

There are few organizations in Chicago leveraging the potential of mobile learning to build capacity or amplify their work. Although there are number of individual programs and organizations that are piloting projects these endeavors happen in isolation within a highly fragmented ecosystem.

Standout systemically minded initiatives actively engaging vulnerable populations in underserved communities include those implemented by Smart Chicago in partnership with LISC, however these efforts are notable exceptions. Neither the Chicago Public School system, nor core partners who provide academic support out of school time, have active mobile technology initiatives. Although a handful of museums and youth-development nonprofit organizations are running “app” workshops and boot camps, these activities are usually standalone technical skill builders and “game” experiences; the app is the “end” rather than the means for youth involved.

There are no organizations providing professional development to program providers who might want to use mobile technology to enhance programs, although a newcomer on the scene, Blue1647, might have the capacity – with additional funding – to begin to offer such programming.

There are a handful of national funders who are actively funding mobile learning, but none with a specific focus on disenfranchised populations or on increasing access to educational opportunities and none are specifically targeting Chicago as a city of interest.

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II. Background

A. What is Unique About Mobile Learning?

Before we understand what makes mobile learning unique, it is important to consider the range of forms learning through mobile technology has the potential to take.

There are a range of modes for education through mobile technology: Learning takes place “on-demand” through e-learning courses, books and articles, videos and podcasts. Learning and knowledge portals provide job and employment assistance. Social learning is amplified through social platforms like Facebook and LinkedIn, but also in powerful ways through user-created wikis, blogs, directories, subject and experience-specific social networks. Communities of practice, coaching and mentoring exchanges emerge that connect otherwise disparate communities. When it comes to assessment and “feedback-loops,” mobile technologies provide mechanisms for performance feedback. Learning is facilitated, made transparent and documented through apps and games. Perhaps of most significance, mobile technologies are enabling otherwise disenfranchised populations to access resources, express political views and organize for change.

Perhaps of most significance, mobile technologies are enabling otherwise disenfranchised populations to access resources, express political views and organize for change.

As mobile learning is increasingly being piloted in formal and informal K-12 learning spaces, as well as in the workplace, research is showing that mobile technology is enabling and accelerating learning and providing transformational opportunities for teachers and learners alike.

Mobile learning happens while in motion. Kurt Klopfer and Eric Squire outline five “affordances” of mobile learning that when, combined, help define what makes mobile distinct. These are:

1. Portability: Take the computer to different sites and move around within a location.
2. Social Interactivity: Exchange data and collaborate with other people face to face.
3. Context Sensitivity: Gather data unique to the current location, environment and time, including both real and simulated data.
4. Connectivity: Connect handhelds to data collection devices, other handhelds, and to a common network that creates a true shared environment.
5. Individuality: Provide unique scaffolding that is customized to the individual's path of investigation.³

A UNESCO study of the use of mobile technology in North America found limited in-depth case studies and little guidance on how to develop successful mobile learning initiatives with smart phones or other Wi-Fi enabled devices.⁴

Emerging data from U.S. districts serving youth from poor and minority communities suggests there is a connection “between increased access and increased student achievement,”⁵ however access to a mobile device alone will not ensure meaningful learning.

³ Sean Dikkers, John Martin, and Bob Coulter. *Mobile Media Learning*, p7, ETC Press, 2011.

⁴ Turning on Mobile Learning in North America,” UNESCO 2012

⁵ Turning on Mobile Learning in North America,” UNESCO 2012

For the “potential” of mobile devices to become powerful “kinetic” learning experiences three things are required:

1. Engaging content
2. A social platform
3. Relevant facilitation⁶

The most promising formal education programs are those which support a shift in teaching and learning, specifically efforts which foster increased collaboration among peers, online components, simulations and digital content. Students from one initiative reported “the ability to connect with other students and teachers at any time is the strongest benefit of smartphones.”⁶

There is a dearth of in-depth case studies centered on disenfranchised and vulnerable populations. The following are a handful of examples of mobile learning from non-formal education situations from across the United States:

- *Connecting Threatened Communities*

A program of Digital Democracy, Connecting Threatened Communities, is an initiative to build a mobile reporting platform for remote and indigenous communities to document environmental and human rights issues – from oil spills to political violence – and engage with a global audience.

- *Race to the White House*

Global Kids, a nonprofit youth development organization and the Brooklyn Public Library collaborated to create Race to the White House. Race to White House supported youth to create a public treasure hunt on the topic of the 2012 elections using mobile devices equipped with GPS technology and the application geocaching. The youth placed GPS-linked “travel bugs” (metal tags) with questions related to public policy issues in public locations and posted the coordinates online for other geocachers to find. The students selected policy issues ranging from Internet censorship to college tuition costs. Players in New York voted on the importance of each issue by choosing to physically move the bug closer to, or farther from, the White House, and writing about why they made that choice on the geocaching website. The students monitored the responses to their challenge and the location of the bugs as the election approached.

- *Reform Immigration for America*

The Reform Immigration for America campaign built the largest bilingual mobile advocacy list in American history with 150,000 subscribers and generated 340,000 texts.

- *Text2Shelter*

Text2Shelter was created in 2011 by ASDASD to connect teens who are homeless or aging out of the foster care system with resources, including shelter. This group assembled a database

⁶ Linda Raftree and Nick Martin, “[What’s Holding Back Mobile Phones for Education?](#)” Stanford Social Innovation Review; (February 11, 2013).

17,000 aid organizations and shelters nationwide. Teens are able to text SHELTER and their zip code to 99000 and receive the location and phone number of the nearest shelter or aid organization.

B. The Mobile Learning Landscape in Chicago

i. Informal Learning Settings and Vulnerable Populations

Members of Chicago's most disenfranchised populations are not “mobile-ly” learning about mobile: they are learning about – and how to access – mobile learning opportunities in facilitated learning settings. Representatives from organizations serving vulnerable youth and adults least well-positioned to take advantage of mobile learning – for example, youth involved with the justice system, youth who are members of families where adults are undocumented immigrants, and families who are in the lowest economic brackets – reported the following issues in their constituents engaging with mobile education opportunities:

- Minutes cost money. Even accessing public services (such as Chicago's 311 text service) can result in texts that may be unaffordable or which are not critical priorities.
- Educational mobile apps, even those designed by youth (such as citizen science projects) require smart devices with Internet access. Both the devices and the service plans are cost-prohibitive for their members.

Nonprofits are sometimes reluctant to “push out” opportunities, including reminders about events and trainings (even when resources are ones their communities need), because of concerns about the cost of minutes and data access. A concurrent set of issues arose in these conversations:

- People who are of the lowest-economic brackets and least likely to have computers in their home or to own smart devices (phones or computers with access to the Internet) are sometimes unaware of the potential for accessing city or social services, much less “education on demand” opportunities due to fundamental digital illiteracies.
- Projects that have the potential to incorporate mobile strategies stop shy of employing mobile platforms: they're not understood as relevant, there are few precedents to look to as models, staff capacity and/or experience is significantly limited.

Very few organizations are actively developing or pursuing the ability to develop mobile tools and of the organizations involved with the development of mobile learning, few align specifically with efforts to engage and empower learners from underserved communities. Informal and community-based educators are not widely designing learning experiences to exploit the potential of mobile to engage disenfranchised populations.

Across Chicago there is an increasing interest in figuring out where the use of mobile learning fits in to existing strategies and there are examples of “mobile pioneers” – organizations who are experimenting with and embracing mobile as a learning format, rather than as a learning “end.” However only one case – the Smart Communities Project – was found in which intentional efforts

are being made to consider systemic impact across communities and in service to neighborhoods' specific, indigenous, needs and opportunities.

Some after-school youth-development programs are developing programming specifically to enable underserved young people to become digital media creators, rather than just consumers. App and gaming “bootcamps” have currency and are on the rise. However, these function primarily as workshops for app creation and coding-skill development, rather than app use or mobile learning as extensions of “regular” youth development programming. That is, the development of the App is the “end” versus the means to the end from a pedagogical standpoint.

ii. Technology and Mobile Learning in Chicago Public Schools

The use of technology for mobile learning in Chicago Public Schools (CPS) is neither strategic nor system wide.

Brenda Wilkerson, Program Manager, Information Technology in the Office of Pathways to College and Careers, provided insight into the state of mobile learning in CPS. The department's education technology staff identified “tools” that can enhance learning in the classroom, but only one uses texting or response through mobile devices in real time. It is “illegal” for students to have cell phones in CPS classrooms; if phones are being used as part of a school based program it would be an isolated case and in a non-disclosed location. The only organized initiative at CPS has been the deployment of iPads to a large number of classrooms with the tools selected by individual educators. Wilkerson's sense is that the tools teachers selected were largely e-book-based or ones that occupied students one-on-one versus an interactive manner within the classroom. If teachers are using mobile education these activities are, in Wilkerson's words, “one-offs.” Vendors contracted by CPS primarily provide programs designed to build reading and math skills in one-to-one ways. [See Appendix for list of CPS vendors and programming provided.]

iii. Organizations That Partner with Chicago Public Schools to Provide Academic Support Out of the Classroom

Of organizations that partner with Chicago Public Schools to support academic achievement in out of school settings, only one, Communities in the Schools, is actively developing a funding proposal to support the development of a mobile aspect to support their mission. Communities in the Schools was an exception to named CPS academic-support partners. For example, Chicago Cares, the largest volunteer organization in Chicago reported they are not using mobile within their own organization or with volunteers. Similarly, according to Edie Canter, the Executive Director of the Chicago Debate League, “We are not currently doing mobile learning, nor do we see it in our near future.”

III. Promising Practices in Chicago

The following organizations are developing promising practices in Chicago:

- *Smart Communities Initiative*

The most innovative and extensive efforts undertaken specifically with disenfranchised, under-resourced and overlooked populations have been undertaken under the Smart Communities Project of Smart Chicago and parallel (often collaborative) efforts by the Local Initiatives Support Collaboration (LISC). The Smart Communities Project program is being thoroughly documented and evaluated and extensive data on usage, opportunities and obstacles and on project outcomes are available. Specific Smart Communities design elements – including having a community partner, providing free programming and providing multi-lingual opportunities – are critical components for success in reaching otherwise overlooked and underserved populations:

The Smart Communities program is an ambitious effort requiring coordination across many different programs and neighborhoods... The portals are regarded with pride across communities, and there has been an impressive turnout... Keys to this success, according to respondents, are the established relationships and trust between community organizations and residents that facilitated outreach for the programs. Most [FamilyNet] participants are unemployed and have low levels of self-reported skill. Yet, slightly over half have some experience using the Internet, and a little over one-third have some type of Internet connection at home. Prior experience with Internet use outside the home is more common in predominantly African-American neighborhoods. The availability of free classes and Spanish instruction has also filled a need in many of the neighborhoods. According to our interviews, the lack of other alternatives for Spanish speakers is a possible explanation for the high proportion of Latino participants in diverse neighborhoods such as Humboldt Park and Chicago Lawn.

- *LISC*

The three “Smart Community Plans” (run in partnership with Smart Chicago's Smart Communities initiatives) tie into an overarching master plan centered on five strategies: build awareness, expand digital education and training, improve access to technology, generate local content about neighborhood news and resources, and help grow existing businesses and attract new ones.

- *Communities in Schools Chicago (CISC)*

CISC works with close to 250 Community Partners. During the 2011-2012 school year, CISC partner organizations provided more than 1,400 services to more than 70,000 students in 160 Chicago Public Schools. CISC provides trainings, workshops and networking opportunities to community partners to build organizational capacity, develop program effectiveness and delivery, cultivate productive partnerships and have a positive affect for the greatest possible number of

students. In order for their partners to have greater access to their capacity-building resources, CISC plans to pilot a mobile learning initiative to increase participation. The plan includes live streaming of events, interactive digital Q&As, archived video for continued access to training and an interactive blog with video, photos, discussion forum and comments. According to Annie Rezac, Senior Partnership Specialist, this type of mobile access for partners will increase their involvement with CISC, provide them with knowledge and skills to improve their educational programs and encourage collaborative discussions that can lead to new insights and innovations.

- *PeaceTXT*

PeaceTXT is a multidisciplinary (and multinational) project to explore the potential of mobile technology to amplify Cure Violence (formerly Cease Fire) to reducing violence.

- *SexEd Loop*

SexEd Loop is Chicago's destination for reliable youth sex education and is a place for all Chicago youth to get comprehensive, medically accurate and up-to-date information on sexual health, rights and identity. The Sex-Ed Loop offers weekly text messaging and a clinic finder app to connect adolescents to health care services throughout the city.

Many of the programs reviewed are already using social media but don't incorporate mobile education into the core strategy or intended social impact outcomes. Two specific examples include:

- *Circles and Ciphers*

The Circles and Ciphers program of Project NIA (in partnership with First Defense Legal Aid, and the "Know Your Rights!" project of the Children and Family Justice Center at Northwestern University School of Law) is a leadership development program for young men who are prison, court and gang involved. Participants are involved with a popular education initiative consisting of three main components: a participatory action research project on reentry which involves surveying and interviewing community members to evaluate and map the resources available to young men returning to the neighborhood after incarceration or disengagement; facilitating a public forum to present research findings and release the blueprint for a nonviolent gang community; and developing and touring a youth-led street law curriculum to CPS high schools. Circles and Ciphers could theoretically have promising mobile components, but does not include mobile as either an engagement, educational or dissemination strategy.

- *The Veterans' History Project*

The Veterans' History Project, Chicago's Free Spirit Media's partnership with the Library of Congress to document veterans' personal histories, supports youth interested in history, digital storytelling and digital media creation. The project enables participants to not only explore their interests in this area, but also to gain valuable skills that will aid their entry into new career pathways. There is not a mobile learning component to this program, although many of the tech skills needed for mobile learning are being developed in the program.

Two of the more well-established, leading nonprofit technology training organizations in Chicago Lumity and Community Media Workshop, do not currently offer technology trainings for teaching people how to review or implement technology to further educational endeavors. Lumity and Community Media Workshop likely have the infrastructure and capacity to enhance their existing curricula or to develop a pilot program in partnership with an m-learning educator. For example:

A new technology incubator, BLUE 1647, (formerly Cibola) is undergoing a reorganization from being a for-profit enterprise to a nonprofit enterprise. One of the planned primary goals for BLUE 1647 is to provide accessible technology training to nonprofit and educational organizations who want to better incorporate technology, including using mobile technology. BLUE 1647 is currently pursuing 501(c)3 status. It is planning a number of workshops and courses through “EngageChi” intended to support political and community organizing.

“Engage Chicago is a comprehensive program immersing students in campaign technology, data science and (online and offline) political organizing. Engage Chicago combines hands-on trainings, workshops, round-table conversations and panel discussions that will enhance your knowledge of digital advocacy, refine your communications skills and inspire you to exceed your goals in politics, advocacy and public affairs.”

E-Spark Learning is a new start-up education technology company that curates personalized i-Pad education apps for each student based on individual students' developmental needs. The founder, David Vinca, hopes to develop a way to work with out-of-school partners. He is an educator and deeply interested in ensuring technology is available to vulnerable populations.

IV. National and Local Funding Landscape

Funding Mobile Strategies for Social Impact, a 2012 survey of how U.S.-based foundations were supporting grantees to use technology to have an impact on program outcomes concluded that despite proven successes and clear best practices, funding for U.S. projects, “still lags significantly behind international deployments.”⁷ ZeroDivide, which authored the survey, recommends funders interested in supporting mobile for social impact consider the following types of investments:

- Support research on local mobile usage, ownership
- Support nonprofits' learning
- Conduct a mobile assessment of grantees, fund mobile elements for existing projects
- Fund a cohort of existing grantees to experiment and generate mobile projects
- Develop a tech talent bank
- Subsidize bulk text messaging
- Sponsor hackathons and “mobile challenges” and encourage participatory design

From an international perspective the Vodafone Foundation is the most visible and financially significant corporate funder funding social issues through mobile technology. Vodafone funds projects which use mobile communication technologies “to address some of the world's most pressing humanitarian challenges and to enhance people's quality of life” and hosts and annual London-based “Mobile for Good” summit on using mobile technology to have a social impact. Globally the foundation funds projects through twenty-six program sites. In the United States Vodafone supports social investment mobile projects in San Francisco and Metro Denver. Vodafone's signature program in the Americas is The Vodafone Wireless Innovation Project, which “seeks to identify and fund the best innovations using wireless related technology to address critical social issues around the world. Project proposals must demonstrate significant advancement in the field of wireless-related technology applied to social benefit use. Winners will be selected for awards of \$100,000, \$200,000, and \$300,000 which will be paid in equal installments over three years.”

...Despite proven successes and clear best practices, funding for U.S. projects “still lags significantly behind international deployments.”⁷

Pearson Education Foundation is the most visible corporate sponsor in the United States investing specifically in mobile education. Pearson, which is moving aggressively in digital curriculum and textbook development, launched The New Learning Institute to leverage the latest mobile technologies and digital media practices and tools to deliver “engaging, personalized, project-based digital media programs to young people and educators in classrooms, after-school centers, museums, and cultural institutions, and wherever learning takes place.”

⁷ **Funding Mobile Strategies for Social Impact.** Gaharan, A. and Perlstein, J. ZeroDivide. 2012

Two U.S. programs provide funding and mobile devices to students through a systemic strategy: Qualcomm's Wireless Reach initiative, created in 2006, and the FCC's Learning on the Go, created in 2010, which provides funding for program partners to support district mobile learning initiatives. Qualcomm's Wireless Reach program funds education efforts intended to increase "student access to educationally relevant content and enable communication with teachers and peers through online tools and resources for 24/7 learning. Learning on the Go gives funds to districts to buy mobile hardware (smart phones, laptops, netbooks and tablets) along with virtual classroom software options.⁸

Grants from private foundations that have made grants in the past three years in educational technology range from \$1000 to hundreds of thousands of dollars. Investments in technology education are primarily focused on developing tools for formal schooling and supporting professional development for teachers to test and implement digital curricula. Research into best practices and educational outcomes is an area of specific interest for some foundations. The two largest private foundations investing in mobile learning programs within this purview are the Bill and Melinda Gates Foundation and the MacArthur Foundation. [See Appendix E: U.S. Foundation Funding for Technology Education]

⁸ UNESCO, p17-19.

V. Appendices

A. Related Readings: Designing and Funding High Impact Mobile Learning Initiatives

- **A Proposed Theoretical Model for M-Learning Adoption in Developing Countries.** Barker, A., Krull, G and Mallinson. Department of Information Systems, Rhodes University, South Africa. 2004.

The authors of this paper take a systemic approach to looking at implementing a mobile learning program for schools or community centers. They recommend teachers (or educational facilitators) function as key participants in establishing a mobile learning program, rather than outsourcing the mobile technology management to a third party. “In the proposed model, a unique relationship exists between three of the stakeholders. Although relationships do exist between the other stakeholders, the one depicted on the diagram is the most important as it is between the three primary stakeholders in m-learning adoption. Teachers and learners are the immediate beneficiaries of m-learning as they are actual users of the devices (represented as shaded ellipses in the diagram), and parents benefit from m-learning to a lesser extent. Teachers communicate with learners via traditional learning activities and using the mobile devices and vice versa. Learners and parents communicate after hours, and teachers communicate with the parents about the learner's progress.”

- **Civic Engagement on the Move: How Mobile Media Can Serve the Public Good.** A Report of the Aspen Institute Roundtable on Mobile Media and Civic Engagement. Lasica, J.D., The Aspen Institute. Washington, DC. 2008.

This report is the result of a three-day long convening of 25 leaders from digital media, journalism, the non-profit sector, philanthropy, academia and government in response to “mounting evidence that many people – especially youth and the previously disempowered – were learning to use cell phone messages, snapshots and videos as away to express their political views.”

Also see **Civic Engagement on the Move**, which includes the convening report along with case studies about emerging strategies. This more extensive overview describes how “leading edge practitioners are using mobile media to engage citizens to solve problems, bridge differences and strengthen community. Mobile media technologies provide new tools for journalists, government and nonprofit agencies, civic organizers, elected officials, activists and ordinary citizens to inform, to reach out to others and to galvanize community action on a wide range of issues.”

- **Funding Mobile Strategies for Social Impact.** Gaharan, A. and Perlstein, J. ZeroDivide. 2012.

Funded by the U.S. Vodafone Foundation, this report includes sections on “Context: The US Mobile Landscape and the Digital Divide,” “How Communities are Making Impact with Mobile Strategies,” “Keys to Success for Mobile Programs by Underserved Communities,” and “Recommendations for Funders.”

- **Media Learning: Amazing Uses of Mobile Devices for Learning.** Dikkers, S., Martin, J., Coulter, B. editors. ETC Press. 2011.

This book collects examples of innovative uses of mobile technology for learning in settings that include classrooms, camps, parks and after school settings. The authors focus on the potential of mobile learning for transformative, constructive, inquiry-based teaching and learning. Mobile technology is used to engage learners in quests, stories, games, activism and organizing with each other. Most specifically the authors include tips guides and plans that are intended to enable readers to design their own mobile learning experiences. Available for free download.

- **Technology, Coaching and Community: Power Partners for Improved Development in Primary and Secondary Education.** International Society for Technology in Education (ISTE). White Paper. 2012.

This white paper calls for and describes the development of a coaching-network approach to professional development for teachers with the overarching goal of enabling teachers to learn how to design and support technology-rich learning environments.

- **Turning on Mobile Learning: Illustrative Initiatives and Policy Implications in North America.** UNESCO. 2012.

This paper is part of the UNESCO Working Paper Series on Mobile Learning, a series investigating how mobile technology can be used to improve educational access equity and quality internationally. This particular paper surveys initiatives in North America and Canada with a focus on identifying the “essential conditions for successful mobile learning programs.” Requirements include, “visionary leadership and commitment, robust technology capacity to support changes, professional development geared to new learning approaches, scalability and policies that promote and enhance mobile learning.” Based on the findings the researchers recommend that mobile learning can be facilitated through, “updating acceptable use policies for students using mobile phones in formal educational settings; evaluating the different approaches to utilizing mobile technologies in the classroom to select the one that best meets the particular needs of teachers and students; working toward ensuring continuous mobile access for students through partnerships with broadband providers; and providing job-embedded professional development for teachers to support the implementation of mobile learning programmes.”

- **“What’s holding back mobile phones for education?”** Raftree, R. and Martin, N. Stanford Social Innovation review. 2/11/2013.

This article reviews and critiques watershed efforts to employ mobile learning. The authors caution against a top-down, technology-driven approach. In contrast, “mobile education efforts should focus less on scale,” for example Coursera and MOOCs, “and more on lowering barriers to creating smaller, locally owned online and mEducation programs.”

- **Why Mobile Learning is the Future of Workplace Learning.**

This infographic outlines the context for mobile learning in the workplace and connects it to the need to develop mobile learning education. About three-fourths of the way down the graphic is a diagram of three forms of informal learning, including “on-demand,” “social,” and “embedded.”

- **7 Learning Models for Mobile Learning.** “Mobile Learning Made Easy” blog post, 12/8/2012.

These models are described by Emantras, an education technology company. Emantras' primary focus is formal learning but the breakdown is still a useful framework for thinking about which mobile platforms are best suited for various learning goals.

B. Methodology

The observations reported in this report are based on online research, interviews with stakeholders and thought leaders involved with media and technology education, interviews with out-of-school time and community-based organization leaders, funders and program providers, and participation at community and professional development events about open access data and citywide efforts to diversify the technology industry in Chicago.

C. Chicago Public Schools Technology Vendors

Company	Program	Content
Achieve 3000	Achieve 3000	Reading
Mind Research Institute	Mind ST Math	Math
Compass Learning Inc.	Compass Learning	Reading & Math
Imagine Learning	Imagine Learning	Reading
ALEKS Corp	ALEKS	Math
Vantage Learning	Student Progress Monitoring System	Reading & Math
Curriculum Associates	i-Ready Diagnostic & Instruct	Reading & Math
Scientific Learning	FastForWard	Reading
Scholastic Inc. (Part I)	Read 180 & System 44	Reading
Espark		
ThinkCERA		

D. Communities in Schools Community Partners

9/11 Patriot Flag/Keystone Foundation
 About Face Theatre
 Access Community Health Network Active
 Transportation Alliance Adventure Stage Chicago
 Alternatives, Inc.
 America SCORES Chicago
 American Liver Foundation - Illinois Chapter
 American Red Cross of Greater Chicago
 Amnesty International
 Anti-Cruelty Society
 Anti-Defamation League
 Art Encounter
 Art Institute of Chicago
 Asian Human Services
 Auditorium Theatre

Between Friends
 Big Brothers Big Sisters of Metropolitan Chicago
 Black Star Project, The
 Bobby E. Wright Comprehensive Behavioral Health Center, Inc.
 Bronzeville Children's Museum
 Buena Vista Optical, Inc.
 BUILD, Inc.
 Camp Butterfly
 CARE
 Catholic Charities
 Center for Companies That Care Center on Halsted
 Chicago Adventure Therapy
 Chicago Architecture Foundation Chicago
 Chicago Cares
 Chicago Chamber Musicians
 Chicago Child Care Society
 Chicago Children's Choir
 Chicago Children's Museum
 Chicago Children's Theatre
 Chicago Commons
 Chicago Composers Orchestra
 Chicago Department of Public Health – Women and Children's Health Programs
 Chicago Fire Department
 Chicago Humanities Festival
 Chicago Lakeshore Hospital
 Chicago Literacy Alliance
 Chicago Partnership for Health Promotion
 Chicago Public Libraries
 Chicago School of Professional Psychology, The
 Chicago Shakespeare Theater
 Chicago Sky
 Chicago Women's Health Center
 Chill
 Cinema/Chicago - Chicago International Film Festival
 Common Threads
 Community Counseling Centers of Chicago
 CommunityHealth
 Cook County Farm Bureau
 Cook County Sheriff Youth Services
 Department
 Deena Uzzell
 Delta Dental of Illinois
 Discover Music: Discover Life, Inc.
 DuSable Museum of African American History
 Economic Awareness Council
 Emerald City Theatre
 Epilepsy Foundation of Greater Chicago
 Erasing the Distance
 Erie Family Health Center
 Erie Neighborhood House

Experimental Station, The
 Eye Care Associates, LTD
 Facets Multimedia
 First Defense Legal Aid Flourish Studios
 For Youth Inquiry (FYI) Fresh Moves
 Garfield Park Conservatory Gilda's Club
 Chicago Gilead Foundation
 Girls in the Game
 Girls on the Run
 Green City Market
 Habilitative Systems, Inc.
 Hazelden Foundation
 HEART
 HEART Women and Girls
 HIP Corps – Pritzker School of Medicine – University of Chicago
 Illinois Attorney General
 Illinois Council Against Handgun Violence
 Illinois Holocaust Museum and Education Center
 Illinois Judges Association
 Illinois Safe Schools Alliance
 Imagination Theater
 International Music Foundation
 Jan Parker
 Joffrey Ballet
 Johns Hopkins University
 Junior Achievement
 Just the Beginning Foundation
 Kellogg School of Management
 Korean American Community Services
 LensCrafters
 Lookingglass Theatre Company
 Loyola Univ. Medical Center – Pediatric Mobile Health Unit
 Lurie Children's Hospital of Chicago
 Lyric Opera of Chicago
 Marwen
 McCormick Foundation Civics Program
 Mikva Challenge
 Mindful Practices, LLC
 Mobile C.A.R.E. Foundation
 Morgan Stanley
 Mostly Music Chicago
 Museum of Contemporary Art, Chicago
 National Kidney Foundation of Illinois, Inc.
 National Museum of Mexican Art
 National Runaway Switchboard
 Natya Dance Theatre
 Neopolitan Lighthouse
 New Center, The
 Noble Horse Theatre
 North Park Nature Center Northwestern

University Settlement House
 Old Town School of Folk Music OneSight
 Luxottica Group Foundation Open Books
 Operation HOPE, Inc.
 Options For Youth/Illinois Subsequent
 Pregnancy Program
 PianoForte Foundation
 Piel Morena Contemporary Dance Plano
 Vision Development Center
 Preferred Dentistry Associates, P.C.
 Prevention Force Family Center Prevention Partnership
 Professional Eye Center - Hyde Park
 Professional Eye Center - Oak Park
 Project VIDA Inc.
 Purple Asparagus
 Rainbow House
 Rape Victim Advocates
 Respiratory Health Association of Metropolitan Chicago
 Riveredge Hospital
 Robert Crown Center at Chicago Homan Square
 Rock for Kids
 Ronald McDonald School Show
 Safe Humane Chicago
 Safe Routes Ambassadors of Chicago
 Salvation Army, The
 Schools Group, The
 Schwab Rehabilitation Hospital
 Shedd Aquarium
 Sherard Sharpe
 Smart Museum of Art
 South East Alcohol and Drug Abuse Center (SEDAC)
 Spex
 Sports Legacy Institute
 St. Bernard Hospital
 St. Leonard's House StoryBus
 Truck Farm Chicago
 University of Chicago Children's Hospital
 University of Illinois at Chicago – College of Dentistry
 University of Illinois Extension
 US Army Corps of Engineers
 Vision Service Plan
 Visionworks
 Voices of People's History
 Washington Park Children's Free Health Clinic
 West Suburban Hospital/Community Occupational Health
 Writers' Theatre
 Yes, You Can!
 YWCA Metropolitan Chicago

E. 2011-2013 U.S. Foundation Funding for Technology Education

Grantmaker Name	Recipient Name	Recipient City	Recipient State/Country	Grant Amount	Types(s) of Support	Description
AT&T Foundation	Mission of Our Lady of Mercy	Chicago	Illinois; United States	\$50,000	Continuing support; Curriculum development	For the Mission of Our Lady of Mercy in assisting youth to improve their math and reading skills. As a supplement to the regular school day curriculum, math and reading labs are available via computerized learning tools. In addition, tutoring and individualized work with educational coordinator further enhances the program
AT&T Foundation	Harlandale Independent School District	San Antonio	Texas; United States	\$99,999	Continuing support; Electronic media/online services; Program development	For the Summer Math and Reading Academies to assist at-risk students transition into high school. The program offers professional development, a web-based online credit recovery program, and mentors/advisors who monitor progress toward high school completion
Bill & Melinda Gates Foundation	National Geographic Society	Washington	District of Columbia; United States	\$10,000	Conferences/seminars; Electronic media/online services	To support first Cyberlearning Summit, hosted by National Geographic Society in partnership with Center for Technology Innovation at UC Berkeley and Center for Technology in Learning at SRI
Bill & Melinda Gates Foundation	KIPP Adelante Preparatory Academy	San Diego	California; United States	\$23,476	Curriculum development; Electronic media/online services; Research	To launch blended learning program that fuses technology and English Language Arts through the use of simulations, interactive games, and intelligent cyber tutors that increase capacity to improve instruction, learning and assessment
Bill & Melinda Gates Foundation	Green Dot Education Project	Los Angeles	California; United States	\$49,996	Curriculum development; Program evaluation; Research	To evaluate impact of digital arts elective on participation rates and learning outcomes of severely credit-deficient high school students (grades 9-12) enrolled in a core-curriculum blended learning program
Bill & Melinda Gates Foundation	EdSurge	Burlingame	California; United States	\$100,000	Electronic media/online services; Publication; Research	To conduct detailed analysis of prominent K-8 literacy and math content vendors for use in blended learning models and to disseminate findings broadly via a white paper and online database
Bill & Melinda Gates Foundation	Chief Officers of State Library Agencies	Lexington	Kentucky; United States	\$265,000	Curriculum development; Electronic media/online services; Program development; Research	To create forum for peer and expert learning around Broadband Technology Opportunities Program and broadband projects for state libraries and their partners
Bill & Melinda Gates Foundation	Western States Center	Portland	Oregon; United States	\$375,000	Electronic media/online services; Program development	To build a parent voice for quality early learning opportunities for all children through increased online, on-the-ground, media, and other engagement strategies
Bill & Melinda Gates Foundation	Center for Teaching Quality	Carrboro	North Carolina; United States	\$578,504	Continuing support; Electronic media/online services; Program development	To develop high-functioning well-informed, online community of young teacher leaders to serve as change agents locally and nationally
Bill & Melinda Gates Foundation	MyCollege Foundation	Denver	Colorado; United States	\$3,081,610	Electronic media/online services; Research	To establish nonprofit online college targeting low-income adults
Carl B. and Florence E. King Foundation	Home Instruction for Parents of Preschool Youngsters	Dallas	Texas; United States	\$16,542	Electronic media/online services; Program development	For program support to develop online training modules for home visitors
Carnegie Corporation of New York	Foundation for Excellence in Education	Tallahassee	Florida; United States	\$150,000	Curriculum development; Electronic media/online services; Research	For Digital Learning Now, multi-year initiative to transform education using technology
Charles Stewart Mott Foundation	EduGuide	Lansing	Michigan; United States	\$131,000	Continuing support; Curriculum development; Electronic media/online services; Research; Student aid/financial aid	For GEAR UP Michigan Project, Web-based college readiness program providing online mentoring, academic assessments, personalized education roadmaps and financial aid assistance for economically disadvantaged families with high school students in the Flint area primarily those enrolled at Flint Northern and Flint Northwestern
Ford Foundation	EcoNet	Pune	India	\$280,000	Curriculum development; Electronic media/online services; Research	To establish a Virtual Academy To help young lawyers build the identity and skills needed for social justice lawyering and become leaders for the transformative use of law as a tool for social change
Ford Foundation	New Visions for Public Schools	New York	New York; United States	\$330,000	Curriculum development; Research	For a blended learning pilot program that advances expanded learning models and combines the best elements of online and face-to-face learning to engage students in real world problems and challenges

Helen V. Brach Foundation	Mother McAuley Liberal Arts High School	Chicago	Illinois; United States	\$25,000	Program development	For two projects, the Leadership Training Institute and Technology for Language Learning
Jaquelin Hume Foundation	National Parent Network for Online Learning	Washington	District of Columbia; United States	\$50,000	Continuing support; General/operating support	For unrestricted support
John S. and James L. Knight Foundation	Joan Ganz Cooney Center for Educational Media and Research	New York	New York; United States	\$240,000	Conferences/seminars; Electronic media/online services; General/operating support; Program development	For the 2011 Forum on Digital Learning, develop a national Games and Learning Publishing Council, and pilot Action Teams in two Knight communities to localize national digital literacy initiatives
Kansas Health Foundation	Lawrence Public Library	Lawrence	Kansas; United States	\$25,000	Conferences/seminars; Electronic media/online services; Program development	For a summer reading program featuring activities such as a virtual scavenger hunt, online reading journals, book reviews and special speaker events
Macy's Foundation	Harbor Science and Arts Charter School	New York	New York; United States	\$10,000	Electronic media/online services; Program development	For Going Mobile to Lift Student Achievement in Harlem
McGregor Fund	Accounting Aid Society	Detroit	Michigan; United States	\$25,000	Program development	For e-learning platform for volunteers providing tax preparation and other public benefit-related services
Rasmuson Foundation	CDI-Alaska	Caldwell	Idaho; United States	\$25,000	Program development	For web-based training and educational series for low income housing residents
Rochester Area Community Foundation	Big Brothers Big Sisters of Guam	Hagatna	Guam; United States	\$2,000	Program development	For mobile learning lab purchases
San Antonio Area Foundation	Urban-15 Group	San Antonio	Texas; United States	\$7,500	Electronic media/online services; Film/video/radio	For The Cultivation Projects: On-Line/In-Time Internet Streaming Video Lab Arts Education Distance-Learning System
State Employees' Credit Union Foundation	Yancey County Library	Burnsville	North Carolina; United States	\$200,000	Building/renovation; Computer technology	To create public e-learning technology center in Yancy County
The Abell Foundation, Inc.	Digit All Systems	Baltimore	Maryland; United States	\$40,000	Program development	To support of IT (Information Technology) certification training in Microsoft applications for 200 Baltimore City students. By providing classes in Microsoft Office applications, Digit All Systems expects to award 166 participants with Microsoft application certificates
The Chatlos Foundation, Inc.	Huntsville Bible College	Huntsville	Alabama; United States	\$10,000	Building/renovation; Electronic media/online services; Faculty/staff development; Income development; Scholarship funds	For the expansion of online classes and training of Instructors, Scholarship Development for Urban Ministry, Development Improvement and Web/Library Expansion
The John D. and Catherine T. MacArthur Foundation	Chicago Humanities Festival	Chicago	Illinois; United States	\$50,000	Program development	For digital media and learning programs in the Chicago Humanities Festival
The John D. and Catherine T. MacArthur Foundation	K T C A/K T C I Twin Cities Public Television	Saint Paul	Minnesota; United States	\$250,000	Continuing support; Film/video/radio	For a documentary program designed to deepen the understanding between young people and their parents on how digital media can enable greater learning and civic and cultural participation
The John D. and Catherine T. MacArthur Foundation	Tides Center	San Francisco	California; United States	\$600,000	Conferences/seminars; Program development	For a national advisory committee, two public forums, and cross-network sharing among the Chicago and New York learning networks and other digital media and learning grantees (over two years)
The John D. and Catherine T. MacArthur Foundation	Chicago Community Foundation	Chicago	Illinois; United States	\$1,500,000	Continuing support; Program development	For the Smart Chicago Trust Fund for activities of the Chicago Learning Network
The Lynde and Harry Bradley Foundation, Inc.	Innovative Learning Stratagems	Lawrence	Kansas; United States	\$25,000	Program development	For the Virtual Schooling Parent Education Project

The New York Community Trust	New York Hall of Science	Corona	New York; United States	\$50,000	Program development	For distance learning program for chronically ill, hospitalized, and home-bound students
The Noyce Foundation	Concord Consortium	Concord	Massachusetts; United States	\$24,900	Program development	For Adapt Deeply Digital STEM materials to support the accelerated learning of high school students who are performing two or more years below average in language skills
The William and Flora Hewlett Foundation	Grantmakers for Education	Portland	Oregon; United States	\$10,000	Conferences/seminars	For a member briefing examining technology's potential to customize learning for all
Travelers Foundation	CommonBond Communities	Saint Paul	Minnesota; United States	\$50,000	Continuing support; Program development	For special project support for the Advantage Centers, on-site technology-based learning centers that provide residents of the housing development access to comprehensive employment, early childhood, and after-school tutorial programs
U.S. Institute of Peace	Search for Common Ground	Washington	District of Columbia; United States	\$108,790	Program development	For project: Strengthening the Community of Peace for DM and E for Peacebuilding - Learning Portal Resources. The project will provide key resources on the design, monitoring and evaluation of peacebuilding (DM and E) via online learning portal: curricula for DM and E for peacebuilding; a toolkit for measuring the impact of media in conflict resolution and peacebuilding; and a searchable, annual summary of key lessons from peacebuilding evaluations. Additional networking activities will help develop and support a community of practice for DM and E for peacebuilding
A. Montgomery Ward Foundation	Field Museum of Natural History	Chicago	Illinois; United States	\$10,000	Electronic media/online services	For digital education resources to support a new website
Alfred P. Sloan Foundation	National Academy of Sciences	Washington	District of Columbia; United States	\$334,667	Electronic media/online services; Research	To study the feasibility of online and open access Mathematical Heritage Library
Amar Foundation	CK12 Foundation	San Jose	California; United States	\$5,225,000	Curriculum development; Electronic media/online services	To support development and operations of open educational sources including Web-based materials
American Honda Foundation	National Science Teachers Association	Arlington	Virginia; United States	\$45,000	Faculty/staff development	For New Teacher Academy. Aimed at retaining middle and high school science teachers, the New Science Teacher Academy was created to enhance teacher confidence and content knowledge. Throughout the academic school year, selected teachers receive on-going e-mentoring from veteran science teachers and scientists; unlimited use of science resources and lesson plans; and participation in other web-based professional development activities. Eligible teachers must be entering their second or third year of teaching and spend 51% of the time teaching science
American Honda Foundation	Delaware Foundation for Science and Mathematics Education	Wilmington	Delaware; United States	\$60,000	Curriculum development; Electronic media/online services	For NBC Learn News Archives on Demand, providing middle schools in Delaware with access to NBC Learn Archives on Demand, media tool aligned to state standards in curriculum. The tool is a collection of NBC News videos, primary source documents, photos and images, graphs and charts; designed for use in school classrooms. Teachers and their students can access and download material covering subjects such as science, mathematics, language arts and social studies, from any internet-connected computer
American Honda Foundation	Global Kids	New York	New York; United States	\$60,000	Electronic media/online services; Program development	For Let's Talk Sustainability. Through Let's Talk Sustainability, urban high school students research concepts related to sustainability such as energy, urbanization, pollution and global warming. After learning about these issues and the work scientists are doing to address them, students produce hour-long interactive virtual talk show with interviews of scientists, pre-produced videos and game show-like activities. Technology and virtual worlds like Second Life are used to bring awareness to youth about what actions can be taken to live in a more sustainable world
Amon G. Carter Foundation	Brazelton Touchpoints Project	Boston	Massachusetts; United States	\$50,000	Continuing support; Electronic media/online services	To support distance learning programs
AT&T Foundation	Berrien County Collaborative	Nashville	Georgia; United States	\$62,125	Continuing support; Program development	For the Berrien Academy Performance Learning Center, which, serves 75 at-risk high school students through a high touch, high tech curriculum with project based learning initiatives. The program will create unique learning environments to increase student success
AT&T Foundation	College for All Texans Foundation Closing the Gaps	Austin	Texas; United States	\$100,000	Computer technology; Continuing support; Electronic media/online services	For the need for technology to equip seven mobile education resource centers and allows for the distribution of technology funds to local organizations to assist more Texas students in pursuing higher education. The total contribution amount is \$800K from 2005-2012; \$100K per year

AT&T Foundation	Rogers Public Schools	Rogers	Arkansas; United States	\$100,000	Continuing support; Electronic media/online services; Program development	For two programs: Fast ForWord and NovaNet. Fast ForWord is a reading intervention program that works to develop and strengthen the memory, attention, and processing rates of academically at-risk students. NovaNet assists students with disabilities by charting a curriculum path covering required content areas that meet individualized educational goals and objectives
AT&T Foundation	Alliance for Excellent Education	Washington	District of Columbia; United States	\$300,000	Program development	For the Alliance for Excellent Education's new Center for Secondary School Digital Learning and Policy. The program will engage in policy development, collection of best practices, and public education efforts around the effective use of technology in secondary schools, especially high schools
Baptist Community Ministries	Connect for Kids	Washington	District of Columbia; United States	\$10,000	Program development; Research	For Learning Readiness Assessment
Baptist Community Ministries	Connect for Kids	Washington	District of Columbia; United States	\$10,000	Program development; Research	For Learning Readiness Assessment
Baptist Community Ministries	Jefferson Chamber Foundation	Metairie	Louisiana; United States	\$54,962	Continuing support; Electronic media/online services; Program development	For Jefferson Chamber Foundation Academy
Bill & Melinda Gates Foundation	FirstLine Schools	New Orleans	Louisiana; United States	\$39,280	Electronic media/online services; Research	To test blended learning model options for differentiated learning through self-paced software programs and to create staff champions before full-scale implementation
Bill & Melinda Gates Foundation	Achievement First	New Haven	Connecticut; United States	\$49,949	Curriculum development; Research	To expand impact of Digital Learning Pilot, with the goal of developing effective, transferrable and sustainable model for blended learning that will accelerate student outcomes across the Achievement First network
Bill & Melinda Gates Foundation	Perspectives Charter School	Chicago	Illinois; United States	\$50,000	Curriculum development; Electronic media/online services; Research	To implement a blended learning initiative that combines the PEAK Teaching for Excellence model with self-paced online learning for math students at three campuses
Bill & Melinda Gates Foundation	Lighthouse Academies of Indiana	Framingham	Massachusetts; United States	\$50,000	Curriculum development	To expand Achieve3000 Differentiated Literacy Solution from supplemental intervention to core instructional blocks through a blend of whole group, small group and online instruction
Bill & Melinda Gates Foundation	Denver School of Science and Technology	Denver	Colorado; United States	\$50,000	Curriculum development; Electronic media/online services; Faculty/staff development; Research	To develop digital content incubator with at least five ninth grade teachers to create and collect standard-aligned digital content to be integrated into existing student achievement management software
Bill & Melinda Gates Foundation	University of California	Irvine	California; United States	\$50,000	Conferences/seminars	Toward Third Annual Digital Media and Learning Conference
Bill & Melinda Gates Foundation	Iowa State University	Ames	Iowa; United States	\$55,000	Continuing support; Electronic media/online services	To develop public access network of African agricultural professionals in the diaspora as resource to spark transfer of knowledge, innovation, technical assistance and entrepreneurialism between expatriated professionals and African colleagues and peer institutions
Bill & Melinda Gates Foundation	National Academy of Sciences	Washington	District of Columbia; United States	\$134,281	Program development; Research	To pull together leaders in fields of educational scholarship, practice, research, policymaking and entrepreneurship to frame program of regular reviews of learning technology research
Bill & Melinda Gates Foundation	State Educational Technology Directors Association	Glen Burnie	Maryland; United States	\$146,221	Curriculum development; Electronic media/online services; Research	To examine current policy and practice barriers and opportunities that slow or support adoption and use of educational technologies for learning in K-12
Bill & Melinda Gates Foundation	Association of Educational Publishers	Wilmington	Delaware; United States	\$222,525	Electronic media/online services; Research	To develop common metadata framework for online resources in order to improve content discoverability for the purpose of accelerating personalized learning and achievement by all students, including low-income and minority students
Bill & Melinda Gates Foundation	University of Southern California	Los Angeles	California; United States	\$250,000	Conferences/seminars; Curriculum development; Electronic media/online services	To expand PLAY! (three-part hybrid professional development program) to a larger population of educators through Summer Sandbox for Los Angeles Unified School District (LAUSD) teachers and for development of online course

Bill & Melinda Gates Foundation	Ithaca Harbors	New York	New York; United States	\$250,000	Program development; Research	To study potential obstacles to widespread adoption of interactive online learning systems in 2- and 4-year colleges and universities, and recommend strategies to overcome these obstacles
Bill & Melinda Gates Foundation	Michigan State University	East Lansing	Michigan; United States	\$253,482	Publication	To author a white paper on the impact of social capital development on teenagers' academic outcomes and research findings on the Collegeology games
Bill & Melinda Gates Foundation	Worcester Polytechnic Institute	Worcester	Massachusetts; United States	\$277,044	Program development; Research	To derive from learning analytics the vital features, skills and behaviors associated with student engagement and disengagement when they are using technology- based learning tools
Bill & Melinda Gates Foundation	International Association for K-12 Online Learning	Vienna	Virginia; United States	\$290,939	Electronic media/online services; Management development/capacity building; Research	Toward design of Wave 2 of Next Generation Learning Challenges, marketing it to the field, recruiting applicants and advisors and processing applications
Bill & Melinda Gates Foundation	American Library Association	Chicago	Illinois; United States	\$300,000	Curriculum development; Scholarship funds	For ALA Spectrum Scholars Program to provide scholarships and develop new curriculum in technology leadership for ethnically diverse students pursuing their Masters in Library Sciences
Bill & Melinda Gates Foundation	American Association of School Administrators	Arlington	Virginia; United States	\$348,481	Electronic media/online services; Seed money	To create Consumer Reports or CNET-type website that provides analysis of most prevalent student information systems and learning management systems with focus on the user perspective
Bill & Melinda Gates Foundation	International Association for K-12 Online Learning	Vienna	Virginia; United States	\$356,054	General/operating support; Program development; Research	For Next Generation Learning Challenges (NGLC) Impact Strategies and operating support. NGLC works to reinvent secondary and postsecondary education, explore new models, technologies and pathways to student success
Bill & Melinda Gates Foundation	Consortium for School Networking	Washington	District of Columbia; United States	\$441,685	Electronic media/online services	To create Consumer Reports or CNET-type website that provides analysis of most prevalent student information systems and learning management systems with focus on the user perspective
Bill & Melinda Gates Foundation	FirstLine Schools	New Orleans	Louisiana; United States	\$449,300	Electronic media/online services; Research	For planning support for hybrid school model incorporating Computer Assisted Instruction into educational programs to enhance student achievement, improve financial sustainability and move toward a master teacher career track
Bill & Melinda Gates Foundation	Creative Commons	Mountain View	California; United States	\$462,955	Curriculum development; Electronic media/online services; Research	To partner in development of the Learning Resource Metadata Initiative, which will produce common metadata schema to identify learning resources that complement Common Core State Standards for use by schools and online learning vehicles
Bill & Melinda Gates Foundation	Educause	Boulder	Colorado; United States	\$497,130	Program development; Research	To support inventory of provider-user marketplace, building awareness and outreach plan around analytics, establishing solid understanding of institutional readiness, capacity and desire to build out data analytics, learning analytic
Bill & Melinda Gates Foundation	University of Texas at Dallas	Richardson	Texas; United States	\$498,857	Electronic media/online services; Research	For planning and prototyping to develop desktop simulation for teacher professional development
Bill & Melinda Gates Foundation	Rocketship Education	Palo Alto	California; United States	\$500,000	Curriculum development; Electronic media/online services; Research	To develop and implement set of open-source applications, including teacher dashboard, student portal, RTI scheduling and individual learning plan tool and new data reports aligning with Blended Learning Infrastructure
Bill & Melinda Gates Foundation	Florida State University Research Foundation	Tallahassee	Florida; United States	\$594,035	Electronic media/online services; Program evaluation; Research	To develop and evaluate stealth assessments within a digital educational game
Bill & Melinda Gates Foundation	University of Arizona	Tucson	Arizona; United States	\$735,442	Research	Toward multi-method study of how institutions adopt and use social media to support students, how students use the media and the potential of social media to improve student outcomes
Bill & Melinda Gates Foundation	Reasoning Mind	Houston	Texas; United States	\$742,996	Curriculum development; Electronic media/online services; Research	To pilot online mathematics curriculum aligned to Common Core Standards as means to providing alternative human capital models in large, urban school districts that serve minority and economically disadvantaged students

Bill & Melinda Gates Foundation	Rice University	Houston	Texas; United States	\$830,327	Curriculum development; Electronic media/online services; Research	To develop open text-based resources for high enrollment courses and to feed more interactive courseware development
Bill & Melinda Gates Foundation	Battelle for Kids	Columbus	Ohio; United States	\$855,766	Curriculum development; Electronic media/online services; Research	To develop Web-based, free version of Battelle For Kids' Link Community Edition commercial linkage and verification solution, which allows educators to correct errors or omissions and verify their instructional schedules and students taught
Bill & Melinda Gates Foundation	New York Charter Schools Association	Albany	New York; United States	\$858,845	Electronic media/online services; Research	To help build online community of practice that will tap into the professional expertise of classroom teachers to increase their leadership, improve their classroom effectiveness and improve student outcomes
Bill & Melinda Gates Foundation	League for Innovation in the Community College	Phoenix	Arizona; United States	\$958,474	Electronic media/online services; Research	To assess ability of community colleges to utilize social media tools
Bill & Melinda Gates Foundation	University of Southern California	Los Angeles	California; United States	\$986,452	Curriculum development; Electronic media/online services; Research	To develop Collegeology: online, immersive games, designed to facilitate college knowledge and strategy development in low-income, middle- and high-school students
Bill & Melinda Gates Foundation	New Teacher Center	Santa Cruz	California; United States	\$999,998	Electronic media/online services; Research	To increase effectiveness of electronic Mentoring for Student Success (eMSS) coaching model
Bill & Melinda Gates Foundation	International Association for K-12 Online Learning	Vienna	Virginia; United States	\$1,000,001	Curriculum development; Electronic media/online services; Research	To build capacity to further development of online, blended and competency- based pathways that effectively support college and career readiness for all students via teacher engagement, and dissemination of new ideas
Bill & Melinda Gates Foundation	World Resources Institute	Washington	District of Columbia; United States	\$1,320,000	Electronic media/online services; Research	To develop educational online resource on land and natural resource property rights in Africa
Bill & Melinda Gates Foundation	New Schools Fund	Oakland	California; United States	\$1,500,000	Electronic media/online services; Seed money	To launch Teaching Channel, multi-platform service delivering professional development to teachers
Bill & Melinda Gates Foundation	Sapling Foundation	New York	New York; United States	\$1,884,650	Electronic media/online services; Film/video/radio	To expand TEDx program globally, particularly in the developing world
Bill & Melinda Gates Foundation	Learning Games Network	Cambridge	Massachusetts; United States	\$1,986,182	Electronic media/online services; Program development; Research	To test efficacy of on-line English language instruction with Spanish-speaking adult English language learners in public libraries and employer work sites
Bill & Melinda Gates Foundation	Arizona Board of Regents	Phoenix	Arizona; United States	\$2,268,364	Curriculum development; Electronic media/online services; Research	For further development and scaling of Quest Atlantis (questatlantis.org), online immersive 3D multi-player game-based learning environment
Bill & Melinda Gates Foundation	University of Washington	Seattle	Washington; United States	\$2,658,746	Curriculum development; Electronic media/online services; Research	To develop online immersive pre-algebra games for middle school grades and conduct research on learning trajectories that lead to algebra readiness
Bill & Melinda Gates Foundation	Massachusetts Institute of Technology	Cambridge	Massachusetts; United States	\$2,889,132	Curriculum development; Electronic media/online services	To develop Cosmos, Massively Multiplayer Online Game (MMOG), aligned to the Common Core State Standards and Next Generation Science Standards for high school students
Bill & Melinda Gates Foundation	Phi Theta Kappa, International	Jackson	Mississippi; United States	\$2,998,612	Electronic media/online services	To improve pathways, including transfer rates, to baccalaureate programs from two year associate degree programs with emphasis on low-income students of color through a publicly available web-based platform
Bill & Melinda Gates Foundation	University of Michigan	Ann Arbor	Michigan; United States	\$3,479,894	Electronic media/online services; Seed money	To establish searchable video library of teaching practices
Bill & Melinda Gates Foundation	Teaching Channel	San Francisco	California; United States	\$3,500,000	Electronic media/online services; Film/video/radio	To support Teaching Channel, multi-platform service delivering professional development to teachers
Bill & Melinda Gates Foundation	Khan Academy	Mountain View	California; United States	\$4,079,361	Curriculum development	To develop remaining K-12 math exercises to ensure full coverage of the Common Core math standards and to form a small team to implement a blended learning model

Bill & Melinda Gates Foundation	Western Governors University	Salt Lake City	Utah; United States	\$4,500,000	Program development; Research	To continue development of private-label state universities that operate to educate more students at less cost to taxpayers, while expanding the reach of competency-based education significantly into public university systems
Bill & Melinda Gates Foundation	Computers for Youth Foundation	New York	New York; United States	\$4,999,767	Curriculum development; Electronic media/online services	For PowerMyLearning.com product, which will be available to all U.S. K-12 schools and districts to enable students to follow a more personalized pathway to college success
Bill & Melinda Gates Foundation	Educause	Boulder	Colorado; United States	\$5,727,043	General/operating support; Program development; Research	For Next Generation Learning Challenges (NGLC) Impact Strategies and operating support. NGLC works to reinvent secondary and postsecondary education, explore new models, technologies and pathways to student success
Bill & Melinda Gates Foundation	Educause	Boulder	Colorado; United States	\$6,000,000	Program development; Research	To support three rounds of grants in Wave III of the Next Generation Learning Challenges, accelerating development of next generation school and college models that use technology to increase student success at equal or below current costs
Bill & Melinda Gates Foundation	Creative Commons	Mountain View	California; United States	\$7,211,138	Curriculum development; Electronic media/online services; Research	To provide federal grantees support for quality development of interactive curricula, open licensing, technical interoperability, collaboration between like projects, and widespread adoption of open curricula by community colleges and states
Bill & Melinda Gates Foundation	Educause	Boulder	Colorado; United States	\$10,407,363	Management development/capacity building; Program development; Research	Toward design of Wave 2 of Next Generation Learning Challenges, marketing it to the field, recruiting applicants and advisors and processing applications
Bill & Melinda Gates Foundation	Educause	Boulder	Colorado; United States	\$11,000,000	Program development; Research	To support three rounds of grants in Wave III of the Next Generation Learning Challenges, accelerating development of next generation school and college models that leverage technology to increase student success at equal or below current costs
Buffett Early Childhood Fund	Erikson Institute	Chicago	Illinois; United States	\$247,769	Continuing support; General/operating support; Program development	For distance learning and general support
Buffett Early Childhood Fund	Ounce of Prevention Fund	Chicago	Illinois; United States	\$666,666	Continuing support; Program development; Research	For Bounce
Buffett Early Childhood Fund	Ounce of Prevention Fund	Chicago	Illinois; United States	\$1,977,966	Continuing support; Program development; Research	For Bounce Learning Network
Buffett Early Childhood Fund	Ounce of Prevention Fund	Chicago	Illinois; United States	\$2,000,000	Continuing support; Program development	For Bounce National
Burroughs Wellcome Fund	Contemporary Science Center	Durham	North Carolina; United States	\$15,000	Conferences/seminars; Continuing support; Electronic media/online services	For ScienceOnline2011
Carnegie Corporation of New York	University of Cape Town	Cape Town	South Africa	\$48,300	Electronic media/online services; Research	For planning grant for African eLearning network
Carnegie Corporation of New York	International Association for K-12 Online Learning	Vienna	Virginia; United States	\$50,000	Conferences/seminars; Electronic media/online services	For national convening to advance competency-based learning and establishment of national framework of innovators and early adopters
Carnegie Corporation of New York	University of Pretoria	Pretoria	South Africa	\$50,000	Electronic media/online services; Research	To pilot virtual research environment for Southern African Biochemistry and Informatics for Natural Products network
Carnegie Corporation of New York	University of the State of New York, Regents Research Fund	Albany	New York; United States	\$750,000	Electronic media/online services; Fellowships; Research	For Regents Research Fellows in Virtual Learning
Carnegie Corporation of New York	Alliance for Excellent Education	Washington	District of Columbia; United States	\$1,500,000	General/operating support; Program development	For general support and for Center for Secondary School Digital Learning and Policy
Charles K. Blandin Foundation	Itasca Area Schools Collaborative	Remer	Minnesota; United States	\$2,950	Electronic media/online services; Research	For team to learn how Madison Area Technical College is implementing 21st century learning projects using Cisco distant learning options
Charter School Growth Fund	Touchstone Education	Newark	New Jersey; United States	\$250,000		

Cisco Systems Foundation	Computers for Youth- Atlanta	Atlanta	Georgia; United States	\$50,000	Computer technology; Program development	For Computers for Youth Take IT Home Atlanta
Claude Worthington Benedum Foundation	Regional Education Service Agency	Dunbar	West Virginia; United States	\$50,000	Curriculum development; Electronic media/online services; Equipment	For development of a world cultures professional development plan combining online tools and classroom artifact kits
Claude Worthington Benedum Foundation	Carnegie Mellon University	Pittsburgh	Pennsylvania; United States	\$150,000	Electronic media/online services; Program development; Research	For graduate student teams to design interactive educational products for Oglebay Institute arts and environmental science centers (over two years)
Claude Worthington Benedum Foundation	West Virginia Department of Education	Charleston	West Virginia; United States	\$300,000	Electronic media/online services	For online career planning tool that will help students research occupations and their corresponding educational/certification requirements (over two years)
Communities Foundation of Texas, Inc.	Veterans National Educational Program	Kennett Square	Pennsylvania; United States	\$25,000	Equipment; Film/video/radio; Program development	For educational materials and films, and lesson plans for the Virtual Classroom Project
Crystelle Waggoner Charitable Trust	Fort Worth Museum of Science and History	Fort Worth	Texas; United States	\$35,000	Continuing support; Electronic media/online services; Program development	For Distance Learning Program
Daniels Fund	Taos Municipal Charter School	Ranchos de Taos	New Mexico; United States	\$42,860	Faculty/staff development; Program development	For Reading Software Licenses and Academic Intervention Specialist
Daniels Fund	Parents for Choice in Education Foundation	Salt Lake City	Utah; United States	\$100,000	Electronic media/online services; Program development	For Statewide Online Education Program
Dominion Foundation	Youth Life Foundation of Richmond	Richmond	Virginia; United States	\$3,000	Program development	For Youth Life Learning Center of Richmond
Donald W. Reynolds Foundation	Mount Sinai School of Medicine of New York University	New York	New York; United States	\$602,413	Program development	For Further Development and Dissemination of the Portal of Geriatrics Online Education (pogoe)
Dyson Foundation	State University of New York Empire State College	Saratoga Springs	New York; United States	\$60,000	Continuing support; Electronic media/online services; Program development	For continued multi-year support for the Nursing Scholars' Program, which provides low-cost, online bachelors of science in nursing (BSN) program for working nurses who wish to further their education
Ford Foundation	Qinghai University for Nationalities	Xining	China	\$80,000	Curriculum development; Management development/capacity building; Research	To develop and pilot a computer-assisted learning course to help minority students in Qinghai Province improve their command of Mandarin, increase their academic success and reduce their dropout rate
Ford Foundation	Cipo Comunicacao Interativa	Salvador	Brazil	\$100,000	Program development	To facilitate creation of Observatory of Media and Human Rights and capacity building of civil society organizations in Brazil
Ford Foundation	International Association for Digital Publications	Sutton	England	\$120,000	Curriculum development; Electronic media/online services	To implement an ebook delivery system for students in five South African universities
Ford Foundation	Birzeit University	Ramallah	West Bank/Gaza (Palestinian Territories)	\$130,000	Curriculum development; Electronic media/online services	For Museum's Virtual Gallery to develop and test new teaching and learning resources and materials to promote art education
Ford Foundation	University of Cape Town	Cape Town	South Africa	\$140,000	Conferences/seminars; Curriculum development; Electronic media/online services	To build e-learning capacity at African universities through a series of online activities, including a training workshop, a colloquium and a conference
Ford Foundation	Commonwealth Educational Media Centre for Asia	New Delhi	India	\$181,500	Advocacy; Electronic media/online services; Film/video/radio; Technical assistance	For Facilitation Center and web site to help applicants for community radio licenses and to build the capacity of and advocate for India's community radio sector

Ford Foundation	South African Institute for Distance Education	Braamfontein	South Africa	\$200,000	Electronic media/online services	To allow online portal, Vuma, to provide students with skills to succeed at university and in the workplace and to serve as an interactive space where they may come together to learn
Ford Foundation	Consortium of Private Organizations for the Promotion of Small and Micro Enterprise	Lima	Peru	\$408,000	Electronic media/online services; Technical assistance	For networking, a virtual learning platform for the exchange of information and experiences and a technical assistance program to promote the implementation of inclusive value chains in Peru
Ford Foundation	Artspace	Minneapolis	Minnesota; United States	\$750,000	Continuing support; Curriculum development; Electronic media/online services; Research	For Discovery Program to plan and implement artists' live/work facilities in culturally specific communities and for a pilot program using distance learning technology to link arts organizations
Greater Milwaukee Foundation	Next Door Foundation	Milwaukee	Wisconsin; United States	\$5,000	Program development	For the Learning Garden Project
Greater Milwaukee Foundation	Friends of Lac Lawrann Conservancy	West Bend	Wisconsin; United States	\$7,500	Program development	For The Learning Center at Lac Lawrann
Herrick Foundation	Cornerstone Schools Association	Detroit	Michigan; United States	\$60,000	Continuing support; Program development	For PLATO Mathematics Program
Hillman Family Foundations	United Way of Westmoreland County	Greensburg	Pennsylvania; United States	\$50,000	Electronic media/online services; Program development	Toward school readiness program (received on-line thru website)
Jaquelin Hume Foundation	Integrated Educational Strategies	Windsor	California; United States	\$100,000	Continuing support; General/operating support	For unrestricted support
Jaquelin Hume Foundation	International Association for K-12 Online Learning	Vienna	Virginia; United States	\$250,000	Continuing support; General/operating support	For unrestricted support
John S. and James L. Knight Foundation	OLPC Foundation	Cambridge	Massachusetts; United States	\$245,000	Computer technology; Curriculum development; Faculty/staff development; General/operating support	To bridge the digital divide for students in Holmes Elementary School by giving laptops, training and specialized curriculum to all students and teachers
John S. and James L. Knight Foundation	World Wide Workshop for Childrens Media Technology and Learning	New York	New York; United States	\$250,000	General/operating support; Program development	For one-time support that will allow the digital media literacy program in West Virginia to fully transition to a state-supported program
John S. and James L. Knight Foundation	World Wide Workshop for Childrens Media Technology and Learning	New York	New York; United States	\$950,000	Program development	To advance a new and successful way of teaching digital literacy and community engagement to students and young adults in San Jose and Silicon Valley by using the Globaloria game design system
Koret Foundation	Prager University Foundation	Herndon	Virginia; United States	\$10,000	Program development	For creation of five-minute videos and educational programs
Koret Foundation	Jewish Partisan Educational Foundation	San Francisco	California; United States	\$10,000	Program development	For E-Learning Module on Strengthening Jewish Identity
Laura and John Arnold Foundation	International Association for K-12 Online Learning	Vienna	Virginia; United States	\$291,088	Program development	To improve K-12 education
Lavelle Fund for the Blind, Inc.	Research Foundation of the City University of New York	New York	New York; United States	\$159,993	Collections management/preservation; Electronic media/online services	To create on-line national library of video clips demonstrating exemplary practices in teaching K-12 students with visual impairments
Levi Strauss Foundation	Bess the Book Bus	Tampa	Florida; United States	\$17,500	Electronic media/online services; Program development	For the Levi's brand Pioneer digital platform by contributing to Success is in Sight outreach
Longview Foundation for Education in World Affairs and International Understanding, Inc.	One World Youth Project	Washington	District of Columbia; United States	\$3,000	General/operating support	For discretionary grant
M. J. Murdock Charitable Trust	Corban University	Salem	Oregon; United States	\$337,000	Curriculum development; Electronic media/online services	To establish online graduate program to prepare students for the ministry
Max M. and Marjorie S. Fisher Foundation, Inc.	World ORT	Brooklyn	New York; United States	\$250,175	Computer technology	For Interactive Smart Classrooms for Kiryat Yearim Youth Village
Nina Mason Pulliam Charitable Trust	YMCA, Valley of the Sun	Phoenix	Arizona; United States	\$100,000	Continuing support; Program development	To expand i-Learn Education program into Mesa and South Mountain branches to combat high dropout rate and facilitate students earning their high school diplomas

Orange County Community Foundation	Khan Academy	Mountain View	California; United States	\$30,000		
Otto Bremer Foundation	Northland Community and Technical College Foundation	Thief River Falls	Minnesota; United States	\$150,000	Program development	To develop Mobile Simulation Lab to deliver state-of-the-art training to health program students
Our Family for Families First, Inc.	Western Governors University	Salt Lake City	Utah; United States	\$5,000	Scholarship funds	For educational scholarship
Richard & Barbara Gaby Foundation	Christian Leaders	Homer Glen	Illinois; United States	\$100,000		
Rochester Area Community Foundation	Youth Life Foundation of Tennessee	Nashville	Tennessee; United States	\$5,000	Program development	For youth life learning center programs
Silicon Valley Community Foundation	Boys and Girls Clubs of Silicon Valley	Milpitas	California; United States	\$10,000	Computer technology; Electronic media/online services	For technology programs
Silicon Valley Community Foundation	We Teach Science Foundation	Burlingame	California; United States	\$15,000	Continuing support; Curriculum development; Electronic media/online services	For Algebra Remote Tutoring and Mentoring
Silicon Valley Community Foundation	Saint Anthony Catholic Elementary School		Canada	\$20,000	Electronic media/online services	For English Language Learners Embrace iPod Technology (ELLEiPT) program
Silicon Valley Community Foundation	Grail Family Services	San Jose	California; United States	\$45,000	Computer technology; Curriculum development	For ESL/VESL language instruction to 100 adults using technology and classroom based strategies
Silicon Valley Community Foundation	Khan Academy	Mountain View	California; United States	\$100,000	Continuing support; General/operating support	For general operating support
Silicon Valley Community Foundation	Khan Academy	Mountain View	California; United States	\$3,000,000	Continuing support; General/operating support	For general support
The Andrew W. Mellon Foundation	American Historical Association	Washington	District of Columbia; United States	\$25,100	Program development	For Re-Envisioning the Scholarly Society for a Digital Age
The Andrew W. Mellon Foundation	Stanford University	Stanford	California; United States	\$50,000	Electronic media/online services	For International Image Interoperability Framework
The Andrew W. Mellon Foundation	Drew University	Madison	New Jersey; United States	\$50,000	Electronic media/online services; Research	For Digital Mappaemundi: Open Scholarly Tools Development
The Andrew W. Mellon Foundation	Hamilton College	Clinton	New York; United States	\$150,000	Endowments; Program development	For Mid-Career President: Digital Humanities - CLASS and Endowment
The Andrew W. Mellon Foundation	University of Chicago	Chicago	Illinois; United States	\$227,000	Curriculum development; Research	For Disciplines and Technologies Research Project
The Arthur Vining Davis Foundations	CAST, Inc.	Wakefield	Massachusetts; United States	\$200,000	Electronic media/online services; Program development	For web-based professional development in Universal Design for Learning
The Arthur Vining Davis Foundations	Exploratorium	San Francisco	California; United States	\$200,000	Electronic media/online services	For online support for beginning high school science teachers
The Chatlos Foundation, Inc.	Calvary Bible College	Kansas City	Missouri; United States	\$10,000	Computer technology; Electronic media/online services	To retire and replace the operating systems for Calvary's computers and to purchase Kindle readers with downloaded versions of textbooks for visually impaired students
The Cleveland Foundation	Cuyahoga Community College Foundation	Cleveland	Ohio; United States	\$50,000	Program development	For Tri-C's Veterans Education Connection Center, located at the Louis Stokes Veterans Medical Center, by bringing high-quality, degree program opportunities directly to disabled veterans who are unable or not ready for a campus environment education
The Columbus Foundation and Affiliated Organizations	Khan Academy	Mountain View	California; United States	\$1,000		
The Cullen Foundation	W. Oscar Neuhaus Memorial Foundation	Bellaire	Texas; United States	\$55,000	Program development	To develop online classes

The Daniel Foundation of Alabama	Hoover High School	Hoover	Alabama; United States	\$10,000	Curriculum development; Electronic media/online services	For Online Engineering Academy
The David and Lucile Packard Foundation	Natchez Group	Walnut Creek	California; United States	\$32,900	Electronic media/online services; Research	For the development of eLearning training and tools on legal issues in grantmaking applicable to private foundation grantmaking staff
The David and Lucile Packard Foundation	RH Reality Check	Washington	District of Columbia; United States	\$200,000	Electronic media/online services	To improve collaboration in reproductive health and rights field through RH Connect, online learning network
The Draper Richards Kaplan Foundation	Digital Wish	Manchester Center	Vermont; United States	\$50,000	Continuing support; Fellowships	For fellowship
The East Bay Community Foundation	University of San Francisco	San Francisco	California; United States	\$10,000	Program development	For 2011 Peru service learning
The East Bay Community Foundation	Holy Names University	Oakland	California; United States	\$10,000	Computer technology; Program development	For Blended Learning Pathway Project - Hybrid Learning Model with Elluminate Lecture Capture Technology
The Fondren Foundation	Reasoning Mind	Houston	Texas; United States	\$50,000	Program development	For Innovative Online Mathematics Initiative in Texas
The Henry Luce Foundation, Inc.	Episcopal Divinity School	Cambridge	Massachusetts; United States	\$350,000	Curriculum development; Electronic media/online services; Faculty/staff development	To support faculty training, curricular revision and online continuing education on religious pluralism
The Hollyhock Foundation, Inc.	Relay Graduate School of Education	New York	New York; United States	\$2,000,000	Curriculum development; Electronic media/online services	To develop online curriculum and Graduate School of Education (GSE) Lab School Project
The John D. and Catherine T. MacArthur Foundation	National Academy of Sciences	Washington	District of Columbia; United States	\$100,000	Conferences/seminars	For a workshop on Key Education Indicators
The John D. and Catherine T. MacArthur Foundation	Institute of Play	New York	New York; United States	\$150,000	Computer technology; Electronic media/online services	To extend the Gamestar Mechanic game to include new activities for parents and teachers, and a badge system for game design
The John D. and Catherine T. MacArthur Foundation	Causecast Foundation	Los Angeles	California; United States	\$190,000	Continuing support; Program development	To develop a plan for new learning platforms for middle and high school age youth
The John D. and Catherine T. MacArthur Foundation	Tides Center	San Francisco	California; United States	\$200,000	Continuing support; Program development	To disseminate news and resources from the digital media and learning field to a broader audience
The John D. and Catherine T. MacArthur Foundation	Causecast Foundation	Los Angeles	California; United States	\$300,000	Continuing support; Program development	To develop public/private partnerships that advance new systems for learning (over two years)
The John D. and Catherine T. MacArthur Foundation	Consortium for School Networking	Washington	District of Columbia; United States	\$300,000	Program development	For technical assistance to school districts that are incorporating digital media and learning into the school environment (over two years)
The John D. and Catherine T. MacArthur Foundation	DreamYard Drama Project	Bronx	New York; United States	\$300,000	Program development	To create a YOUmedia Center in the Bronx in New York City
The John D. and Catherine T. MacArthur Foundation	National Conference of State Legislatures	Denver	Colorado; United States	\$300,000	Continuing support; Program development; Research	To foster a favorable policy environment for digital media and learning
The John D. and Catherine T. MacArthur Foundation	Florida State University Research Foundation	Tallahassee	Florida; United States	\$400,000	Research	To develop new assessments for traditional and 21st century skills (over two years)
The John D. and Catherine T. MacArthur Foundation	Institute of Play	New York	New York; United States	\$400,000	Electronic media/online services; Program evaluation	To develop new assessments for learning (over two years)
The John D. and Catherine T. MacArthur Foundation	Chicago Public Library Foundation	Chicago	Illinois; United States	\$450,000	Continuing support; Electronic media/online services; Program development	For the national replication of YouMedia and application of the design principles to institutional change in the Chicago Public Library
The John D. and Catherine T. MacArthur Foundation	Carnegie Mellon University	Pittsburgh	Pennsylvania; United States	\$780,000	Electronic media/online services; Program development	To develop a multimedia approach to sharing best practices in learning (over three years)
The John D. and Catherine T. MacArthur Foundation	Common Sense Media	San Francisco	California; United States	\$800,000	Continuing support; Program development	To build the field of digital media and learning through engagement with parents and teachers (over two years)

The John D. and Catherine T. MacArthur Foundation	Mozilla Foundation	Mountain View	California; United States	\$1,000,000	Awards/prizes/competitions; Continuing support; Electronic media/online services	To develop and design a digital badge system for accreditation of learning and skills
The John D. and Catherine T. MacArthur Foundation	National Writing Project	Berkeley	California; United States	\$1,300,000	Faculty/staff development	For professional development of staff in YOUmedia sites across the country (over three years)
The John D. and Catherine T. MacArthur Foundation	Community Funds	New York	New York; United States	\$1,500,000	Continuing support; Electronic media/online services; Program development	For a fund for the New York City Learning Network
The John D. and Catherine T. MacArthur Foundation	Chicago Charter School Foundation	Chicago	Illinois; United States	\$3,000,000	Building/renovation	To renovate the new ChicagoQuest school
The William and Flora Hewlett Foundation	Envision Schools	Oakland	California; United States	\$590,000	Electronic media/online services; Program evaluation; Research	For a comprehensive system of deeper learning performance assessments enabled by online technology
The William and Flora Hewlett Foundation	Organisation for Economic Co-operation and Development	Paris	France	\$600,000	Continuing support; Electronic media/online services; Program development	For a pilot test of PISA for Schools in the United States
The William and Flora Hewlett Foundation	Educause	Boulder	Colorado; United States	\$600,000	Continuing support; Electronic media/online services; Seed money	For the launch of the Next Generation Learning Challenges
The William and Flora Hewlett Foundation	University of Colorado Foundation	Boulder	Colorado; United States	\$1,350,000	Continuing support; Curriculum development; Program development	For the Physics Education Technology Project (PhET) and research on measuring deeper learning
Tiger Foundation	Paraprofessional Healthcare Institute	Bronx	New York; United States	\$400,000	Continuing support; General/operating support; Program development	For general operating support for New York City Training Activities
Triad Foundation, Inc.	Tompkins County Public Library Foundation	Ithaca	New York; United States	\$15,000	Collections acquisition; Electronic media/online services; Program development	For the acquisition of collections, both print and digital, and resources to support the development of 21st century literacy skills, a love of reading, the formation of social and community connections, and digital content creation and sharing
Triangle Community Foundation	Bryant University	Smithfield	Rhode Island; United States	\$12,500	Curriculum development; Program evaluation	For implementation and evaluation of the efficacy of asynchronous learning
Vermont Community Foundation	Franklin Central Supervisory Union	Saint Albans	Vermont; United States	\$35,000	Computer technology; Program development	For the Future of Learning Innovation Lab
Wayne & Gladys Valley Foundation	Saint Joseph Notre Dame High School	Alameda	California; United States	\$200,000	Building/renovation; Computer technology; Continuing support; Electronic media/online services	To convert 19 classrooms into Smart Classrooms and renovate hallways, Notre Dame Hall and the Marionist building
Wayne & Gladys Valley Foundation	Santa Clara University	Santa Clara	California; United States	\$3,000,000	Building/renovation; Continuing support	For construction of Harrington Learning Commons, Sobrato Technology Center and Orradre Library
William and Helen Thomas Charitable Trust	Miami Lighthouse for the Blind and Visually Impaired	Miami	Florida; United States	\$50,000	Curriculum development	For Braille Literacy and Technology for Children and Youth, the primary goal to supplement year-round Braille Literacy and Technology Programs and launch distance-learning curriculum for blind music students primarily outside of Miami
William Randolph Hearst Foundation	National Humanities Center	Research Triangle Park	North Carolina; United States	\$75,000	Electronic media/online services	Toward interactive, online professional development for teachers of American history and literature