Technology and Digital Learning
for California Adult Education

Annual Report - 2024–2025

Prepared for:
Adult Education Office (AEO), Career and College Transition Division (CCTD),
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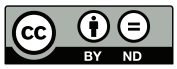

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Introduction

Outreach and Technical Assistance Network (OTAN)

OTAN was originally established as a California adult education leadership project in December 1989. The vision of OTAN is to lead adult education through support for and the effective application of technology.

OTAN is one of three state leadership projects in California with the role to improve adult education services throughout the state by offering technical support, resources, communications, and professional development to administrators, educators, and support personnel in two primary ways.

- OTAN assists adult education agencies and their staff in implementing best practices in digital learning, such as ensuring digital equity, understanding adult learning theories, designing flexible learning experiences, adopting models that work, implementing effective digital assessments, and fostering equitable and inclusive digital communities.
- OTAN also supports the accountability and reporting systems for the California Department of Education's implementation and monitoring of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act.

OTAN's team consists of 18 professionals with expertise in adult education, educational technology, and development of IT solutions who work to support the adult education community in California.

Annual Report – Purpose and Structure

The purpose of OTAN's Annual Report is to provide adult education partners, including the CDE Adult Education Office, Sacramento County Office of Education, educators and staff members, and the public, with a comprehensive overview of OTAN's activities, progress, and achievements over the course of a year.

The Annual Report provides aggregate data and comprehensive narratives on OTAN's contract objectives/deliverables and follows a similar format to the contract itself. OTAN divides its deliverables into two primary tasks and four sections. Task I includes deliverables that provide digital learning and technology integration training as well as technology-related capacity-building services. Task I has two sections: (A) Provide professional development opportunities online and in-person via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California, and (B) Provide information, resources, and technical support.

Task II's deliverables use technology to support CDE's Adult Education Office and California's state leadership projects (including CASAS, CALPRO, and the California Adult Education Program or CAEP). Task II also has two sections: (C) Provide programming and hosting of CDE AEO's online application and reporting environment, and (D) Provide programming and hosting of technology information and tools for learning. The Annual Report's Appendices includes OTAN's four quarterly reports from July 2024 through June 2025.

More detail as to the structure of the report can be found in the Table of Contents.

Highlights

OTAN had some notable accomplishments during the 2024–25 year, including the following:

- OTAN continued to score high marks for the in-person and online trainings that it organized for the adult education field throughout the year
- OTAN began its Digital Leadership Academy (DLAC) Cohort 5 and was also recognized nationally by COABE for this innovative state-level program
- OTAN organized its third hybrid Technology and Digital Learning Symposium (TDLS) and included a new Wellness space this year
- OTAN worked on updating both the most recent 20 years of California adult education history as well as the website that houses that history
- OTAN rebranded its Canvas effort and organized its first Canvas Summit
- OTAN began a revision of the California Adult Education Digital Learning Guidance (DLG) and switched its DLG course to a self-paced version
- OTAN made some updates to the CDE Administrative Management System (AMS) website to reflect changes made to the Course Approvals system through which agencies are required to provide information
- OTAN continued to provide technology training and technical services to the CDE Adult Education Office as well as its fellow State Leadership Projects

This Report

The CDE Adult Education Office, Career and College Transition Division (CCTD) has contracted with and funded OTAN via Contract CN240137 from July 1, 2024, through June 30, 2025. The source of the funding is the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act grant. Signed into law on July 22, 2014, WIOA reauthorizes the Workforce Investment Act (Federal P.L. 105-220, the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223).

The Sacramento County Office of Education, the current fiscal agent for Contract CN240137, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of OTAN work completed during the 2024–25 contract year.

Provide Professional Development Opportunities Online and In-Person Via Workshops, Webinars, and Other Delivery Models to All WIOA-Funded Adult Education Agencies in California

Assist in the Process of Fostering and Supporting the California Adult Education Program and Instructors

Professional development is a key service for OTAN to provide to the adult education field. OTAN facilitates professional development opportunities in several session formats, including: in-person, hands-on workshops; online, interactive webinars; conference and event presentations; and access to online self-paced courses.

Exhibit 1.1
OTAN Subject Matter Expert Yecsenia Castro works with a session participant during OTAN's Technology and Digital Learning Symposium 2025

In addition to OTAN staff who provide professional development for adult educators, OTAN hires and works with Subject Matter Experts (SMEs) from the field. These talented adult education teachers and staff demonstrate expertise with infusing technology into classroom instruction and program administration using the most current research and educational practices. In 2024–25, OTAN staff identified and hired 35 SMEs to share their expertise conducting in-person and online workshops and presentations; these trainers also presented at conferences throughout the year. SMEs managed Canvas LMS courses, created up-to-date presentations about high-interest topics such as artificial intelligence and HyFlex teaching and learning, reviewed incoming Continuous Improvement Plans for the CDE Adult Education Office, revised the Course Approvals system for adult education agencies, and began revamping the Course Outline Builder.

Professional Development Opportunities for Teachers in the Field

OTAN sessions support technology integration in both the in-person and online classroom, as well as OTAN's efforts to enhance and enrich digital learning and instruction for adult education providers. In the past year, OTAN served over 2,600 adult educators during 176 scheduled online workshops, webinars, and in-service events, as well as 32 Targeted

Assistance and Coaching sessions (TACOs), which are “on-demand” informal training and troubleshooting sessions designed to meet more immediate, spontaneous needs. In addition, OTAN hosted several online meetings, webinars, and special sessions that supported participants for special projects, such as the Digital Leadership Academy (DLAC), the California Adult Education Digital Learning Guidance, the OTAN Canvas project (formerly the California Distance Learning Cooperative), the California EL Civics Exchange, and the Training of Trainers (ToT).

To support these professional development efforts, OTAN continues to work closely with its own SMEs to create, review, and revise their presentation materials. With the ever-changing landscape of digital learning, OTAN must ensure all materials are accessible and up to date to reflect the most current information possible. These resources are made accessible before distribution and are written under a Creative Commons Attribution license; educators who attend OTAN sessions are encouraged to reuse or remix these materials and distribute them to their colleagues.

Exhibit 1.2

24–25 Training Evaluation Summary

30.30% Completion Rate

822 Evaluations from 2,672 Attendees

Evaluation Questions	Agree or Strongly Agree	No Opinion, Disagree, or Strongly Disagree
Objectives of the training were clearly stated	97.31% (796 responses)	2.69% (22 responses)
Training was well-paced	93.37% (761 responses)	6.63% (54 responses)
Training met attendees' needs	88.82% (723 responses)	6.27% (51 responses)
Attendees felt comfortable enough with learned skills to use them on their own	96.45% (789 responses)	11.18% (91 responses)
Would recommend an OTAN workshop to a friend/colleague	96.45% (789 responses)	3.55% (29 responses)
Total Responses	**3,831 responses**	**247 responses**

Exhibit 1.3

Evaluation information and links are announced during and at the close of most OTAN events, and reminders are sent automatically to those who attended the day after; additional messages are also sent when appropriate. The OTAN team regularly discusses solutions for ongoing improvement of evaluation collection and submissions.

With collaboration and input from our OTAN Advisory Committee (OAC), OTAN also strives to identify and offer new and relevant professional development opportunities to the field. Through this collaboration, and in consultation with our SMEs, a need was identified about a year ago to organize sessions whereby topics were identified and grouped as a progressive sequence and made available as a series. Following is an example of a workshop series with titles and abridged descriptions – OTAN continues to work on developing these types of series for the field.

Instructional Practice Series

Teaching requires that students become engaged with the instruction. Along with organizing time and activities, teachers must also find and organize content that is specific to the classes they are teaching. This series contains sessions that cover engagement, practices for online instruction, and tips for teachers in developing curriculum using different online apps with their students. Sample titles and abridged descriptions include:

- ***Tech Tools for Lesson Planning; In-Person Workshop with Alisa Takeuchi:***
  Attendees learned about OTAN's Lesson Plan Builder, the Teaching with Technology repository, and how AI can intersect with these tools to enhance lesson planning.
- ***Effective HyFlex Teaching: Engaging Students Both In-Person and Online; Online Training with Francisco X. Pinedo:***
  This workshop introduced teachers to the Hybrid-Flexible (HyFlex) model, exploring strategies for delivering instruction effectively in both in-person and online settings, engaging students, and managing classroom setups, as well as practical demonstrations on tools like Zoom, Google Meet, and the OWL system for seamless integration of technology.
- ***Prewriting to Publishing: Using LLMs to Support Writing Instruction; Online Training with Kristi Reyes:***
  This webinar explored strategies for the practical use of Large Language Models (LLMs) for teaching writing that center on the full writing process—from brainstorming and drafting to revising, editing, and publishing. Attendees experienced how LLMs such as ChatGPT, Claude, Google Gemini, or others can be thought partners in generating prompts, scaffolding writing tasks, and differentiating instruction.

Planning Conference Presentations

Each year, OTAN meticulously plans its conference schedule, strategically assigning OTAN staff and SMEs to represent OTAN in presentations covering diverse topics such as technology integration, online and blended teaching, and various delivery methods relevant to adult education programs.

At the start of each year, OTAN staff convene to make informed decisions about the adult education and technology conferences that offer the most strategic value. This process not only helps promote OTAN's services but also provides a valuable opportunity to discover new resources and innovative methods for incorporating technology into adult education programs. Once the conference selections are approved by the CDE Contract Monitor, OTAN staff and SMEs are then assigned to specific conferences. Subsequently, they collaborate to create and submit presentation proposals to conference committees. As these proposals get accepted, the team works diligently to develop presentations and any necessary handouts, all of which undergo approval by the CDE Contract Monitor to ensure the highest quality standards are met.

This year, OTAN staff and SMEs presented 115 unique titles 135 times to approximately 3,402 attendees. OTAN was represented at national, state, and regional events at 28 different

conferences (not including its own Technology and Digital Learning Symposium) that were either in-person or online and in some cases hybrid (in-person and online).

A sampling of conference presentation titles and OTAN presenters include:

- *Canva and MagicSchool and Perplexity, OH MY! Today's AI Tools; Audrey Dierdorff, Spring CUE*
- *Social Media Magic: Design Like a Pro with Canva!; Karin deVarennes, CCAE State*
- *Leveraging AI to Enhance CASAS Reading STEPS Test Preparation: A Guide for Educators; Susan Coulter, CASAS Summer Institute*
- *Dive In and Explore the Depths of Google!; Melinda Holt, CASAS Summer Institute*

OTAN Tech Talks

OTAN Tech Talks are monthly opportunities to stay up to date with the latest in education technology, digital learning modalities, formative assessments, communication tools, and much more. These engaging sessions bring together OTAN SMEs, guest speakers, and our expert staff to provide a quick and focused exploration of tools, techniques, and invaluable tips tailored specifically for busy adult education teachers.

Each month, we delve into a fresh topic, equipping participants with valuable insights, video resources, informative articles, and the chance to have their individual questions addressed. As an added benefit, we archive these sessions on the OTAN website and our YouTube channel. This means that even after the live event, teachers can access these recordings whenever they need additional support, making it easier than ever to enhance their teaching skills with the latest educational technologies.

Samples of OTAN Tech Talk titles include:

- *OTAN Tech Talk September 2024: Treat Yourself to Twee's Free AI Tools - Kristi Reyes*
- *OTAN Tech Talk January 2025: Collaboration Celebration! - Josh Eick*
- *OTAN Tech Talk March 2025: Tracking Student Success with a Shared Google Tracker - Christina Hyatt*
- *OTAN Tech Talk June 2025: Creative Ways to Use Microsoft Sway in Your Classroom - Chris Vela Che*

We have continued with a strategy in which the presenter also writes a Web-based Class Activity (WBCA) on the tool or topic that was the focus of their Tech Talk, all appearing in the same month. This is meant to better support the promotion of the WBCA as well as provide another means to access the information. OTAN staff will continue to monitor the results of this new approach in the coming year.

Targeted Assistance and Coaching Opportunities

Targeted Assistance and Coaching Opportunities (TACOs) continue as a method of support for adult educators using Zoom, Teams, Google, and/or Canvas. An addition to email and phone support, TACOs are scheduled between OTAN staff and SMEs and adult education staff who have relatively quick questions about online apps, settings, account permissions, or information after a workshop. A TACO is created for up to four participants and scheduled for no longer than 20 minutes with an OTAN trainer or SME. The majority of TACOs provided by OTAN this year revolved around Canvas information and access, with most of the remainder being general tech support (e.g., using Google tools or Zoom).

Training-of-Trainer (ToT) Event for OTAN Subject Matter Experts

A substantial amount of effort goes into identifying the unique talents and areas of expertise held by our SMEs. To orient them to OTAN's policies and procedures, SMEs were invited for a two-day Training of Trainers (ToT) event designed as an in-person gathering on August 14–16, 2024 at SCOE. There were multiple new SMEs in OTAN this year. With this in mind, an optional half-day was offered to all SMEs for the first time at the start of the ToT for policy and procedural updates and orientation. OTAN staff envisioned the additional time to be dedicated to a Canvas Scavenger hunt, although the SME orientation took longer than planned.

OTAN staff surveyed SMEs three separate times requesting information about their professional learning needs and workgroup ambitions. Collected responses respectively curated this year's theme and experiential outcome.

The activities during the two days included discussions and demonstrations:

- Theme: Belonging, Curating or Updating, and Representing OTAN to Build Teaching and Learning with Technology for Adult Education.

- Experiential Outcome: Equal constructive listening and participating with the feeling each person is equally heard and valued for the expertise they bring to the group.

The interactive, professional development modeled engagement strategies with technology, intentionally scaffolded discussion groups, and a co-constructed community agreement with each topic represented in the Digital Learning Guidance. Accessibility and UDL practices were threaded throughout and then debriefed. Scheduled time was included in the agenda for intentional collaboration and discussion about innovating on either updating or brainstorming about improved ideas. Social media, Accessibility, Data tracking, and defining what is an OTAN presentation were well received.

Two follow-up sessions were planned for December 2024 and May 2025. Sessions will include a Research "Book Club," or fleshing out some of the ideas presented at ToT.

Professional Development for OTAN Staff

In addition to presenting at conferences, OTAN staff attend sessions to learn agency practices and policies as they relate to our mission. Each OTAN staff member attends several

workshop sessions in different areas of interest at each conference. This allows staff to gather information and resources that could be shared with the adult education field through the OTAN website, social media, and other communication channels, as well as with OTAN trainers. The selection of professional development opportunities helped ensure the outcome would always be to provide the best customer service experience to the field.

During the 2024–25 contract year, OTAN staff attended conferences and professional development events at the local, regional, state, and national levels, including some training at the Sacramento County Office of Education (SCOE) where OTAN is housed. Depending on the professional development offered, all OTAN staff were able to participate. Through various training programs, OTAN staff and SMEs have become certified in Google, Microsoft, Creative Commons, and CK-12. Others are trained and continue to develop their knowledge in OER, Google for Education, Microsoft Office tools in Education, and newer topics such as artificial intelligence and augmented and virtual reality.

Professional development opportunities included the following:

- InstructureCon, In-person
- UDL-Con, In-person
- CCAE Sections and its statewide conference, In-person
- CATESOL webinars, Online, and its statewide conference, In-person
- CAEP Summit, In-person
- ACSA Leadership Summit, In-person
- CTE Conference, In-person
- CAEAA 2025 Conference, In-person
- COABE National Conference, In-person and Online
- CUE Fall and Spring Conferences, In-person
- CASAS Summer Institute, In-person
- ISTE Live, In-person
- SCOE professional development sessions for staff, In-person

Staff members also report their own means of personalized learning for their special interests and areas of expertise. These tools include subscriptions to email newsletters and online digests, attending online webinars provided by vendors, educational agencies, and non-profit and community-based organizations, and subscriptions to online resources focused on technology integration and digital skill building.

The Continuous Improvement Plan and Course Approvals

OTAN staff and SMEs also support initiatives in the adult education field such as the Continuous Improvement Plan (CIP) and Course Approvals.

CIP

In the 2024–25 year, there were 636 goals submitted by 212 WIOA-funded adult education agencies across California—three for each site with at least one goal being a tech-focused

goal per CDE requirements. Adult education agencies submitted their CIPs, and the review process was conducted using updated training materials and a handbook created by the CDE and two SME coaches. These resources were valuable in streamlining the submission and scoring procedures. SMART goal writing remains a challenge and was identified during the review process, particularly with scoring and the quality of SMART goals in the submitted CIPs. Many agencies struggled to meet the criteria for well-formulated SMART goals, leading to lower pass rates in this area. This highlighted the need for additional support and guidance for agencies in developing effective SMART goals for future CIP submissions. All but one agency had their goals approved by the first week of June 2025.

Course Approvals

California Education Code (EC) Section 51056 requires school districts to submit a list of courses for approval to the California Department of Education (CDE). To meet ongoing statutory requirements, the Adult Education Office at CDE, with the help of OTAN, recently updated its Course Approval System and its associated monitoring. OTAN developed an Agency Add Form for new agencies to request access to the Course Approvals system through their Regional Consultant. At least two users within each adult education program need an account to access the Course Approval System that is within the Adult Education Online Application and Reporting Site. Course Approvals are required annually and must be submitted by March 31 for the current program year.

In support of Course Approvals, the OTAN Director and one SME continued to facilitate a field team to make recommendations for improvements and changes to the Course Approvals site. The field team met every six weeks throughout PY 2024–25 to discuss the adoption and incorporation of the federal Classification of Instructional Programs (CIP) codes. These Department of Education and Department of Labor CIP codes are used universally throughout the US. Once adopted, it will be easier to report out enrollment, progress, and federal outcomes for WIOA, Perkins, etc. with these codes. The next phase for Course Approvals is to have CDE convene content-area work groups to discuss course descriptions. OTAN will work directly with our field teams, CASAS, and CDE to identify next steps for implementing the recommended changes.

Conduct In-Person and Virtual OTAN Advisory Committee Meetings Annually

The main purpose of the OTAN Advisory Committee (OAC) is to monitor and impact the vision or big picture of OTAN, celebrate successes, address issues of concern, and develop strategies to address the identified concerns. OTAN feels that it is essential to have a platform in which our fellow adult education agencies can voice their interests, concerns, ideas, and needs. OAC is comprised of a mix of administrators, teachers, site-support personnel, partners, CDE and State Leadership project staff, and our internal OTAN team members. OAC members represent a range of geographic regions, partnership organizations, and program sizes, mostly in California but also nationwide.

OAC met twice in 2024–25. The fall hybrid meeting took place on September 13, 2024, with 24 members and 12 staff attending in-person and five members participating online. The meeting took place from 8:00 am - 4:00 pm at the Sacramento County Office of Education.

The spring virtual meeting took place on March 12, 2025, from 10:00 am - 12:00 pm and had 64 in attendance, including staff. The spring OAC advisory meeting was combined with the Digital Learning Guidance (DLG) advisory. During this meeting, facilitator Joey Lehrman of Community Learning Partners walked members through the DLG revisions timeline and helped members see their role in project planning and discovery. A tech trends survey was disseminated to identify emerging technologies. Members engaged in breakout discussions aligned with DLG chapters. Notes were captured by facilitators and analyzed in part by AI. Advisors were able to continue to provide feedback on chapters through March 31. OAC members were invited to stay active as advisors as the DLG 2025 revision progressed.

The first part of each OAC meeting is designed to include OTAN updates on targeted deliverables, but the bulk of the meeting is reserved for gathering OAC member input on OTAN tasks and educational technology requirements of and developments in the field. This year, during the fall meeting, participants worked in breakout sessions to discuss and make technology recommendations on topics including the Adult Education Provider Directory, the Continuous Improvement Plan (CIP), OTAN communications, Curriculum Offers, OTAN Canvas, OTAN trainings, and Artificial Intelligence (AI). Many of these topics are taken directly from OTAN's contract with CDE or are hot topics in the areas of adult education and digital technology. OTAN debriefs after each meeting to determine how to address the recommendations made by the OAC members and to establish a plan of action.

A save-the-date for an in-person fall meeting was set for October 24, 2025. Members who cannot otherwise travel will have an option to participate online in a hybrid format.

Host the Digital Leadership Academy

Transforming Adult Education Through Digital Leadership

OTAN's Digital Leadership Academy (DLAC) continues to support agencies across California in aligning technology use and advancing equitable digital education for adult learners. The 2024–26 cohort, OTAN's 5th DLAC cohort, consists of nine agencies and thirty-one participants representing diverse communities and agency types. We are glad to see the California Department of Corrections and Rehabilitation (CDCR) (again our largest group) back for DLAC once more and the Long Beach School for Adults (LBSA) who also hosted TDLS 2025, as well as all the other talented professionals who have joined us for this cohort. This year marked the beginning of their two-year journey, and already, agencies are demonstrating resilience, innovation, and a shared commitment to leadership in digital learning.

OTAN was also honored to receive the COABE State Innovation of the Year for its work on DLAC. OTAN received the recognition at COABE's 2025 national conference in Dallas, Texas.

Exhibit 1.4

Year One Highlights

The hybrid learning model remains at the heart of DLAC, blending in-person and online experiences that elevate collaboration, peer learning, and innovation. In 2024–25, DLAC participants embarked on the first year of their hybrid learning journey. This approach brought together participants for team building and promoted knowledge exchange through numerous collaboration opportunities. Key events included:

- October 2024: DLAC teams gathered to meet one another, collaborate, and solidify their project ideas for the two-year program.
- January 2025: In-person sessions focused on strengths, conflict resolution, DEIBA training, and coaching strategies.
- May 2025: Teams engaged in collaborative team building activities and were given time to polish up their presentations for the following day. Teams presented mid-project updates, unveiled plans for year two, and celebrated their first year of professional growth on the second day of this meeting.

Impact

Across Cohort 5, common themes emerged. Agencies are expanding access to instruction through online, hybrid, and blended models that meet the needs of working adults, parents, and incarcerated learners. Digital literacy has been elevated as an equity imperative, with tools like Northstar enabling students to build foundational technology skills for employment, civic engagement, and lifelong learning. Teams invested heavily in building staff capacity, with Canvas adoption, targeted professional development, and coaching embedded into site plans. Challenges such as staffing shortages, device access, and competing demands were met with flexibility, creativity, and shared leadership, reflecting DLAC's focus on resilience and sustainability.

DLAC continues to be a positive learning and growth experience for all involved, as evidenced by the positive responses shared on feedback surveys for the first three meetings for this cohort.

- Agreement with the statement "Did you feel supported by OTAN staff and your DLAC coach between last meeting and now?" - 95% or greater
- The vast majority (almost 80% or more) of respondents reported that the information in the IDEAL course provided by the EdTech Center at World Education was helpful or formative in working with their team on developing the site plans.

As the program concluded in May 2024, it left behind a legacy of improved digital integration, enhanced leadership skills, and a network of educators better equipped to face the challenges of adult education programs. The success stories and lessons learned from this cohort will undoubtedly influence future initiatives and continue to shape the field of adult education and digital education.

AGENCY	PARTICIPANTS
Burbank Adult School	Todd Laventure, Jacob Baldwin, Yanira Chavez
California Department of Corrections and Rehabilitation (CDCR) – Greystone	Shannon Woods, Carlos Hernandez, Rachel Kralyevich, Karen McKinney, Jermaine Sullivan
Fontana Adult School	David Camberos, Lynnette Browning, Maria Camacho, Rosa Cauble
Jefferson Adult School	Elena Gomez Lecaro, Peter Mancillas
Long Beach Adult School	Nicole Lopez, Lisa Busch, Betzabel Macchia, Sarafia Nickles
Porterville Adult School	Jeff Bochat, Valerie Craig, Pedro Uribe
Proteus, Inc.	Liset Caudillo, Laura Morales, Maria Pinedo
San Diego Community College District San Diego Continuing Education	Johanna Gleason, Jessica Maguire, Amanda Simons, Ryane Willis
Silicon Valley Adult Education	Arezoo Miller, Aruna Subramanian, Henry Mulak

Exhibit 1.5

Agency Spotlights

Burbank Adult School

Burbank Adult School, part of the Los Angeles Regional Adult Education Consortium, faced high demand for ESL classes with limited classroom space. Through DLAC, the school piloted two online ESL Level 2 classes, offering morning and evening sections to students who would otherwise remain on waitlists. Students completed a two-week, in-person orientation covering digital literacy, Zoom, and Chromebook use before transitioning into online instruction.

Accomplishments included purchasing laptops to expand access and using CliftonStrengths assessments to assign team roles and responsibilities effectively. The team reported strong collaboration and minimal internal conflict, with challenges arising primarily from staffing and scheduling disruptions. Despite setbacks such as the cancellation of one section, Burbank laid the foundation for a sustainable online ESL program. Students expressed strong interest in additional online offerings, and the team plans to expand digital instruction to higher ESL levels and CTE in Year Two.

California Department of Corrections and Rehabilitation (CDCR) – Greystone Adult School

Greystone Adult School, located at Folsom State Prison, is forging ahead with digital access and blended learning in correctional education. Serving more than 1,700 incarcerated learners, the Greystone team leveraged IDEAL 101 to create a comprehensive site plan centered on the

launch of a one-to-one laptop program. The plan also integrates Canvas training for teachers and digital navigators, setting the stage for a scalable blended learning environment within the correctional system.

Throughout the year, the team strengthened collaboration by drawing on the CliftonStrengths assessment to balance leadership roles. Communication strategies and regular planning time allowed all members to contribute and stay aligned. Despite a delay in laptop delivery, the team worked closely with IT and custody staff to adjust timelines and anticipate challenges. By year's end, they created training plans for staff, distribution procedures for students, and structures for ongoing support. In Year Two, Greystone will implement full Canvas training for staff and students, roll out laptop use, and continue refining its blended learning model.

Fontana Adult School

Fontana Adult School, located in the Inland Empire, serves over 3,000 students in ESL, ASE, CTE, and citizenship programs. Initially setting an ambitious goal of creating online options across all programs, the team refined its site plan to begin with a focused ESL distance learning pilot.

Major accomplishments included securing Canvas licenses for the school, launching an ESL distance learning pilot using Canvas Commons resources, and investing in classroom technology to support hybrid learning. The team also implemented Microsoft Teams hyperlinks to streamline student access to classes, laying a foundation for flexible learning options. While resistance to technology adoption and device access posed challenges, ongoing professional development and mindset shifts have helped build buy-in among staff. In Year Two, Fontana will pilot its first fully remote ESL course, expand staff training, and normalize online access to educational materials as part of the school culture.

Jefferson Adult School

Jefferson Adult School in Daly City serves approximately 600 adult learners, many of whom are immigrants balancing work, family, and education. Through DLAC, Jefferson launched a new online program to expand access for students unable to attend on-campus classes consistently. Target populations include parents, seniors, workers with irregular schedules, and those with cultural or religious restrictions that limit in-person participation. The new program provides equitable access to education and community connection for nontraditional learners.

In addition, Jefferson developed a hybrid Integrated Education and Training (IET) pathway in Educational Support Careers. This program prepares students for employment in child development and K–8 settings, combining literacy development with work-based learning and industry certifications. Strong district support, including approval from the Superintendent and Board of Trustees, enabled these initiatives to launch successfully. While geographic distance between team members created communication challenges, the group addressed this through structured updates and shared documentation. Looking forward, Jefferson plans to replicate hybrid bridge courses in ABE and ASE, expand supports for online instructors, and continue aligning programs with regional workforce needs.

Long Beach School for Adults

Long Beach School for Adults, with over 1,200 students, used DLAC to expand digital literacy across ESL and CTE programs while preparing to transition to a new, larger campus in August 2025.

Accomplishments include embedding digital literacy workshops into ESL classes, launching a four-part Chromebook workshop series, and securing district recognition of their work, which led to the award of a new campus with a dedicated Northstar lab. The team also designed a Digital Support Hub for the school website and created multilingual orientation videos to ensure equitable access for all learners. Despite limited funding and staffing, LBSA's creativity and commitment have positioned the school as a model for digital equity. Year Two will focus on launching the Northstar lab, expanding multilingual resources, and deepening collaboration to close the digital divide for adult learners.

Porterville Adult School

Porterville Adult School, located in Tulare County, serves more than 1,000 students across ESL, ASE, and CTE programs. Through DLAC, the school focused on integrating Northstar Digital Literacy into its instructional model, beginning with ESL and CTE programs.

By embedding Northstar into Professional Learning Community meetings and EL Civics instruction, Porterville created a culture of digital learning that is gaining staff buy-in. Notably, even instructors initially resistant to technology have adopted Northstar and other tools after observing increased student engagement. The school also developed incentive systems to motivate students, aligning digital literacy with career preparation. Barriers remain, including staff workload and limited access to devices, but the team is optimistic about expanding Northstar to additional programs in Year Two.

Proteus, Inc. – William Maguy School of Education

Proteus, Inc., through the William Maguy School of Education, serves farmworker families and diverse program participants across the Central Valley. With five instructional sites and nearly 400 students, the school leveraged DLAC to accelerate its technology integration and support educational equity.

During Year One, Proteus developed a comprehensive technology plan, signed a Canvas access agreement, completed CASAS eTesting protocols, and established two online testing rooms for HiSET and GED. A $50,000 grant from the California Department of Education enabled the purchase of new classroom technology, positioning the school for rapid progress. Staffing challenges created delays, but the team persisted with strong administrative and coaching support. Looking ahead, Proteus plans to expand teacher training on Canvas and CASAS, install new equipment, and continue aligning orientation and admissions processes with technology goals.

San Diego College of Continuing Education (SDCCE)

San Diego College of Continuing Education, one of the largest noncredit providers in the state, serves more than 8,000 ESL students annually. Through DLAC, the team designed a project to address digital literacy gaps among newcomers and pre-literate learners by producing instructional and testimonial videos.

Videos produced so far demonstrate the contrast between attempting everyday tasks without technology and using digital tools effectively. Additional videos highlight student testimonials in multiple languages, capturing the transformative impact of digital literacy. The team overcame scheduling and resource challenges by drawing on members' strengths in video production, time management, and community connections. As Year Two begins, SDCCE plans to expand multilingual video content on job applications, healthcare access, and civic engagement, helping students build practical digital skills for work and daily life.

Silicon Valley Adult Education (SVAE)

Silicon Valley Adult Education, serving over 400 students in San Jose, focused on standardizing Canvas use in the ESL program. Participation in IDEAL 101 and team surveys guided the development of a targeted site plan, which emphasized teacher training, curriculum alignment, and consistent student experiences.

The team's growth in collaboration was a highlight of Year One. Early challenges with communication and role clarity were addressed through open dialogue, in-person meetings, and a focus on strengths-based leadership. By year's end, SVAE had completed a teacher survey, created a project outline for Canvas integration, and scheduled professional development for August 2025. With administrative support and continued OTAN coaching, SVAE is preparing for a pilot Canvas rollout in Spring 2026, laying the groundwork for a digital-first instructional model.

Looking Ahead to Year Two

As DLAC Cohort 5 enters its second year, agencies are poised to scale their initiatives. Plans include expanding Canvas adoption, increasing Northstar certification, launching hybrid and online CTE pathways, and deepening cross-agency collaboration. Final presentations in May 2026 will showcase not only individual site achievements but also the collective progress of a network of digital leaders. Together, Cohort 5 is carrying forward DLAC's legacy of transformation, equity, and innovation in adult education.

Leverage Statewide Licensing of Technology-based Content

For many years, OTAN has worked to negotiate the best free or reduced cost offers for online curriculum licenses and professional development resources suggested by our OTAN Advisory Committee members and adult educators in the field. These include specialized offers via pilot programs, ongoing offers, and other resources from partner organizations, all in different program areas. For the 2024–25 year, OTAN offered agencies the opportunity to participate in two pilot programs carrying over from the previous year: one with Northstar Digital Literacy,

and the other with Learning Upgrade. In addition, OTAN continued support for and access to several curriculum products for the field: Infobase Learn360 and Classroom Video on Demand, as well as NROC materials such as EdReady Math and EdReady English. Additionally, OTAN provided adult educators access to online professional development through the Essential Education self-paced online course Blended Learning in Adult Education. Finally, OTAN shared information about other products created and managed by partner organizations among adult education agencies in California.

ADULT EDUCATION AGENCIES IN PILOT PROGRAMS SPONSORED BY OTAN	
Northstar Digital Literacy	**Learning Upgrade**
Colton Adult Education	Bassett Adult School
Escondido Adult School	East Side Adult Education, including Independence Adult Center
Evans Community Adult School (LAUSD)	Glenn County Office of Education
Inland Career Education Center	Manteca Adult School
Long Beach School for Adults	Soledad Adult School
Manteca Adult School	Stockton School for Adults
Porterville Adult School	West Contra Costa Adult Education
Poway Adult School	Whittier Adult School
Rowland Adult and Community Education	
Sweetwater Adult Education	
Stockton School for Adults	
Tamalpais Adult School	
Templeton Adult School	
Tustin Adult School	
Vista Adult School	
Yolo County Office of Education	

Exhibit 1.6

Northstar Digital Literacy

Northstar Digital Literacy defines basic skills needed to perform tasks on digital devices and online environments. The ability of adults to successfully perform these tasks is determined through online assessments. It is expected that teachers provide needed instruction and appropriate curriculum for each module either in a face-to-face and/or virtual setting. Competency assessments are available in sixteen (16) different skill areas divided into three main topics:

- **Essential Computer Skills:** Basic Computer Skills, Internet Basics, Using Email, Windows 10, Windows 11, and Mac OS
- **Essential Software Skills:** Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Google Docs
- **Using Technology in Daily Life:** Social Media, Information Literacy, Career Search Skills, Accessing Telehealth Appointments, Your Digital Footprint, and Supporting K–12 Distance Learning

When an individual passes a proctored Northstar assessment with a high enough percentage, they obtain a certificate for that skill area. The certificate becomes a credential that can be included in a resume or online portfolio; participants can also earn digital badges. Although the certificate has proven to be the more popular verification option in recent years, more badges were claimed by learners than certificates this year. One of the advantages of Northstar is that there is no cost to the learner to take the assessment.

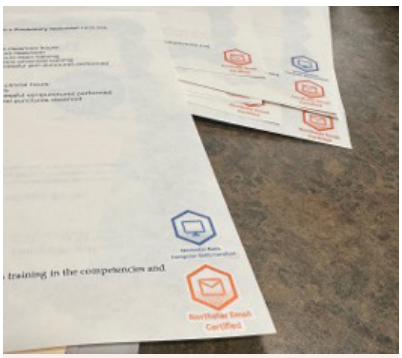

Exhibit 1.7
One adult school's first Northstar certified CTE students had digital badges added to their end-of-program certificates

OTAN has been a sponsoring site for Northstar Digital Literacy for a number of years, financially supporting adult education agencies as official Northstar Locations to provide testing services for digital literacy skills. OTAN began a new Northstar pilot in 2024–25 with a new set of up to 15 agencies. During the year, two additional agencies were added, bringing the total number to 17 by the end of June. (OTAN also sponsors itself as a Northstar Location.)

In terms of usage, eight of the agencies had between zero and 20 unique users, seven of the agencies had between 45 and 150 unique users, and one agency had just over 100 unique users. Agencies had about 3,225 learning hours, just over 5,500 assessments taken with 2,742 passed for a 50% pass rate, and 274 certificates awarded and 352 digital badges claimed. OTAN appreciates increased agency engagement with the platform, as participation in OTAN's Northstar pilot has increased from a previously small number of agencies to between 15 and 20 in the last couple of years.

This year, a monthly Northstar user group was founded. In the initial meetings, guests from the previous Northstar pilot were invited to share their experience and answer questions for new users. Meetings continued through May with pilot users discussing the implementation of Northstar at their agencies and posing questions to others for feedback or ideas. User group meetings were also open to any adult school staff working in California whether they were in the pilot or not to hear more about Northstar and follow up with any questions after the meetings.

Learning Upgrade

Learning Upgrade is a mobile app that enables agencies to rapidly upskill adult learners, including immigrants, refugees, and English language learners. Learners use an engaging smartphone-based learning program that teaches English, math, GED prep, digital literacy, and job skills. Over 3 million adults have completed lessons, including learners at the Los Angeles Public Library and Sweetwater Adult Education. According to Learning Upgrade, students average one year of growth every three months to reach proficiency, earn diplomas, and enter job training. Teachers get full access to the Learning Upgrade Learning Management System for tracking and monitoring student activity.

In 2024–25, OTAN extended the Learning Upgrade pilot that had begun at the start of 2023 with a sharper focus than the 2023–24 pilot. OTAN and Learning Upgrade organized a pilot for up to 10 adult education agencies to receive no-cost Learning Upgrade site-wide licenses (including training and support) for their students for one school year. Using Learning

Upgrade's English, Reading, Math, and GED Prep courses, agencies would deploy the program with a set of learners in either a GED or ESL program. Agencies would use GED, CASAS, and Learning Upgrade data to evaluate program success.

During the year, eight agencies enrolled in the pilot. There were 183 active users (of 400 enrolled users) who spent almost 1,250 hours in the app; the majority of those hours were spent in the reading portion of the program, while the remaining time was spent in Math, HSE preparation, and job skills development. Users completed almost 7,200 lessons and earned 61 certificates. One nice benefit of OTAN's collaboration with Learning Upgrade over the years is that access to the platform was extended to previous 2023–24 pilot agencies through September, so some of those agencies took advantage of continuing with Learning Upgrade through the summer with their summer school students.

Learn360 and Classroom Video on Demand

Learn360 + Classroom Video on Demand (CVOD) is a streaming multimedia resource primarily for K–12 schools. Teachers and students can access more than 191,500 media resources on any Internet-enabled device, anytime, anywhere, and engaging digital content landing pages make it easy to find a wealth of streaming video, eLearning modules, research databases, and eBook collections spanning a variety of core subject areas and grade levels. Learn360 + CVOD continually adds new features, including easier playlist creation, improved search features, and an improved standards interface. Learn360 + CVOD can be used in flipped classrooms, blended instruction, project-based learning, and 1:1 learning environments. Its media resources are provided by more than 600 top educational content providers.

OTAN has held a long-term subscription to Learn360 (now owned by Infobase) with CVOD added in 2022–23. Through OTAN's partnership with Infobase, all adult education teachers can create free Learn360 + CVOD accounts to access the variety of learning resources, which also can be added to the Canvas LMS and other platforms like Google Classroom.

In 2024–25, Learn360 users generated just over 215 searches, just over 260 views, and almost 480 clicks, while CVOD users generated just over 215 searches, just over 200 views, and almost 420 clicks. In addition to viewing and working with the videos on Learn360 + CVOD, users accessed other non-video content—games, interactive activities, printables, and others—available on the platform. They could also add quiz questions to videos that could be used for student comprehension of the video content. Infobase added more reporting options this year, so we can see, for example, that the vast majority of video views were in an area called Health and Guidance, with topics that included childcare, finances and budgeting, workplace safety, and health literacy.

OTAN hopes to do more promotion of Learn360 + CVOD to the adult education field through webinars and conference presentations to let them know about the amount of video and related content that they can access for use in their classrooms.

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NROC EdReady Math, EdReady English, and HippoCampus

Through an OTAN relationship with The NROC Project, access is available to adult educators to use EdReady Math and English as well as HippoCampus. EdReady is an NROC resource that allows learners to create a personalized learning path for both math and English, and OTAN hosts courses that are shared with the adult education field. Through an initial assessment for math, learners can create a learning path to guide them to a specific goal such as passing a commonly used placement exam. OTAN provides adult education agencies with the ability to preview an institutional instance of EdReady which offers teachers the ability to view learners' progress and export performance data. Although EdReady is offered as a free resource, agencies can experience the benefits of richer math and English courses as a benefit of OTAN membership.

Similar to recent years, the amount of student activity in EdReady courses in 2024–25 was almost negligible. Although there have been high numbers of users in the system in previous years, we were not able to get anywhere close to the level of activity that we have had before. This may be due to the need for more promotion and training to the adult education field that would help enhance the use of the system and show teachers and administrators alike how learners could benefit from EdReady math and English assessments and learning paths for students.

HippoCampus offers free core academic materials through rich multimedia content, such as videos, animations, and simulations on general education subjects to middle-school and high-school educators and learners. Teachers can create an account and build rich playlists for learners. This is another resource that OTAN can promote more so that teachers and students can take advantage of the learning resources available through this platform.

It is hoped that through this partnership, and along with continued training and promotion of Open Educational Resources like NROC EdReady courses, adult education agencies within California will receive regular training, relevant news items, social media posts, and other technical assistance for math and other resources to help learners transition to college or career. OTAN was able to reconnect with a few other adult education NROC users at a conference in New Mexico in August, which led to a couple of conference presentations during the year. (There was previously an annual nationwide NROC conference that stopped during the COVID pandemic; the New Mexico conference was the first of its kind post-pandemic.)

Essential Education

OTAN offers free access to online professional development for teachers to learn more about blended learning and teaching through Essential Education's online course, "Blended Learning for the Adult Educator." This self-paced course helps teachers understand the concepts, models, and resources of blended teaching, as well as provides guidance on development of an implementation plan. A few years ago, OTAN obtained a set number of licenses for access to the course and will continue to offer access until the licenses are consumed.

Other Partner Resources

OTAN partners with a number of adult education organizations and will periodically list curricular products created and maintained by those organizations for the benefit of adult educators. During the pandemic, OTAN worked with CK-12 to create an adult education page on its platform to house free, customizable textbooks in different program areas (ABE and ASE, then ESL and CTE). OTAN has also had a long-standing relationship with Internet and Media Services at the Sacramento County Office of Education and currently lists the IMS programs USA Learns English and Citizenship online courses as well as the Skills for the Nursing Assistant online course. Finally, OTAN has worked with ISTE in recent years on a number of initiatives and currently lists on the OTAN website the ISTE Skillrise initiative which focuses on upskilling workers in digital workplace competencies. During the year, OTAN organized presentations on these curricular products at conferences and other training events.

Host One Technology and Digital Learning Symposium (TDLS)

Exhibit 1.8

The annual Technology and Digital (previously Distance) Learning Symposium (TDLS) showcases the importance of digital teaching and learning to advance technology in education. TDLS 2025 was OTAN's third hybrid conference, hosted this year at the Long Beach School for Adults (LBSA), aligning with OTAN's mission to showcase California adult schools and their technology usage. This was also the first year that OTAN organized a wellness space, giving participants the opportunity to strike a balance between learning about and using technology and "unplugging" from digital tools and screens when at times there can be an overabundance of technology in one's life.

Call for Presenters

The Call for Presenters form was organized to accommodate a hybrid conference format, providing presenters the option to present in-person or online. The Call for Presenters was launched in October, resulting in a total of 77 presentations submitted that addressed Category Strands which included Digital Equity and Access, Blended and Hybrid Learning, Program Administration and Coordination, and many Artificial Intelligence topics. In keeping with OTAN's reorganization of TDLS from last year, not every session was accepted in the hopes of driving more traffic to fewer sessions during a session block.

Registration and Attendee Demographics

The registration process was updated to include online payments for both in-person and virtual attendees. This year, Registration opened at the same time as the Call for Presenters in October and, while the Call closed in early December, registration stayed open all the way through the event. Online registration for virtual attendees remained open through TDLS. In terms of registration numbers:

- A total of 348 people registered for TDLS, with 334 paid or complimentary.
- 300 total attendees: 198 in-person, 102 online, an increase in in-person and decrease in online attendance from TDLS 2024.

TDLS welcomed a diverse audience of adult education instructors, administrators, support staff, and professionals from various organizations, including libraries, correctional facilities, and community-based organizations.

- Administrators: 62 attendees
- Instructors: 183 attendees
- Support Staff: 34 attendees (support, counselors, librarians, etc.)
- Other roles (students, vendors, or unspecified): 69 attendees

OTAN once again used a vendor e-check-in system for in-person registration, and the plan is to continue working on developing a native e-check-in system in time for TDLS 2026.

Presentation Variety, Tech Playground, and Planning

A total of 61 presentations were accepted and scheduled, providing attendees with at least ten different session opportunities per concurrent session block; each day, there were four session blocks. The keynote, presented by Leticia Citizen, and the closing session, OTAN's traditional Tech Slam, received high praise from attendees as always.

At this year's TDLS, OTAN again hosted the Tech Playground, where participants had the opportunity to experience the latest in emerging technology, such as VR goggles produced by a couple of different vendors, AR materials, and computer stations to experiment with AI websites. OTAN also provided a Wellness Space for attendees for the first time, featuring mindfulness and relaxation tools, art supplies, coloring pages, gratitude exercises, and more to encourage self-reflection. The Wellness Space was designed to be a welcoming environment to support overall well-being in the midst of a technology-focused conference.

In terms of conference planning, OTAN staff organized the event's needs, including the platform, handouts, catering, and contracts. Staff from LBSA, especially the site administrator, worked hand-in-hand with OTAN staff to provide the best experience possible for TDLS attendees and a welcome and collegial environment.

Web Analytics and Conference Platform

TDLS 2025 was its third-ever hybrid event, attracting 300 in-person and online attendees from across California and a handful of locations across the country. About one-third (102) joined us online, the overwhelming majority of whom were from California. During TDLS, the website received significant traffic, with 904 visits and 464 unique visitors. Pageviews reached 4,167, with 2,731 unique pageviews (i.e., the number of times a visitor went to a page, not counting times a visitor went to the same page multiple times in one website visit).

The development team made multiple updates to its conference platform for TDLS 2025. One of the main goals from year to year has been to improve the user experience and provide all of the information needed for participants, whether online or in-person, to navigate the platform and have a successful conference experience. One of the advantages of our native platform, first developed during COVID for OTAN's online TDLS events, is that we can best customize it in the ways that we see fit, and we are not constrained by how an outside party develops the platform for its customers.

Symposium Evaluations

Attendees shared their thoughts on TDLS 2025, highlighting collaboration time, the Wellness Space, the AI sessions offered, and, of course, the Tech Slam most consistently. Additionally,

- The keynote address by Leticia Citizen was deemed relevant and interesting by over 80% of respondents.
- Attendees praised the food and the venue; LBSA staff helped to run a very organized and easy-to-enjoy event.
- Attendees appreciated the hybrid format for its convenience and inclusivity. A couple of sessions were noted as especially good for online engagement; OTAN intends to review these sessions and collaborate with their presenters to inform future hybrid presentation practices.
- The new Wellness Space was rated highly; participants enjoyed a place set aside from the action to relax and de-stress alone or with colleagues.

Areas for Improvement

- Some comments suggested fewer AI-oriented sessions.
- Ongoing tech issues arose, mainly with sound for online attendees. This and other tech difficulties are a constant area of improvement that OTAN works towards enhancing with each TDLS.
- Increased inclusion of the online audience, while a focus of OTAN this year, is still noted as an area for improvement.

TDLS 2025 was another successful hybrid event that brought together a diverse audience and offered valuable insights into technology and digital learning in adult education. Attendees praised the event's organization, focus on tech and AI, and the hybrid option. Valuable feedback and suggestions have been noted for improvement in future editions of TDLS.

Provide Technical Support and Coordination for the Adult Education Students Succeed Honor

CALIFORNIA ADULT EDUCATION Students Succeed

Exhibit 1.9

Since the early 2000s, OTAN has managed the California Adult Education Students Succeed (CAESS) program. This includes a yearly process of celebrating adult learners who are successful because of the education received at adult education agencies. Those nominated for this award become honorees because they inspire and embody a resilient spirit, overcome difficult challenges, contribute within their own communities, and improve their own circumstances.

Exhibit 1.10
Jazzmyn Williams

Exhibit 1.11
Stephen Hughes

At the start of the 2024–25 year, OTAN worked with the four learners who received the highest scores from the 2024 nominations – Jazzmyn Williams from Visalia Adult School, and Stephen Hughes, Ana Laura Romo, and Angeline Guzman, all from Norwalk-La Mirada Adult School – to create videos highlighting their success.

Exhibit 1.12
Ana Laura Romo

Exhibit 1.13
Angeline Guzman

From June to August, OTAN staff traveled to the two schools to film the honorees and adult educators and staff to record each student's adult education experience. Each videotaping required communication with participants and the agency, as well as travel planning for OTAN staff, including determining the best date and time to schedule. Three to four hours of footage per student are condensed into a four- to five-minute video. OTAN staff compile a list of sound bites and timing and create the narrative. Each iteration is reviewed and updated multiple times until the story is finalized, resulting in a polished video that tells the story of each adult learner and their accomplishments. Coordinating both honoree and nominator participation at the CAEP Summit in Oakland in October and the ACSA Leadership Summit in San Diego in November required a steadfast stream of communication about travel, accommodations, and personal travel requirements

based on where each person lives in California and where they are traveling to. CAEP and ACSA representatives were contacted and briefed on any honoree needs for accessibility, table reservations, and shared files about the honoree for their presentation. Videos produced by OTAN are shared with conference representatives for inclusion in the program, and videos are then uploaded to the Students Succeed website maintained by OTAN.

2025 Nominations

The nomination window opened January 1 with a planned closing on March 21. Like the prior year, CAESS was heavily advertised through social media posts and weekly mentions in OTAN's weekly email blasts. As the planned closing approached, OTAN made some last-minute changes to the scoring review process to add more community college representation based on a request from our CAEP colleagues. Subsequently, the nomination closing was extended to April 4, and additional readers with community college experience were recruited. Once the nomination period ended, six scorers independently reviewed and scored 51 applications based on the rubric. Once scored, the team met to discuss and consider the honorees with the highest scores for the CAEP and ACSA awards.

Of the 51 total nominations turned in from agencies around the state, 38 adult learners met the minimum rubric requirements for recognition on the CAESS webpage. From there, every nominator and agency administrator was sent either a congratulatory letter or letter of regret. The top four scoring honorees were Alexander Clemente from San Mateo Adult and Career Education and Ana Rico-Sanchez from the Merced County Office of Education who will be honored at the ACSA Conference in November, and Marisol Sosa from the San Diego College of Continuing Education and Carine Gabriel from the Petaluma Adult School who will be honored at the CAEP Summit in September. Both the CAEP and ACSA representatives were notified of their respective awardees. Framed certificates were sent to all adult learners meeting the requirements as an honoree. Each honoree then signed a waiver, and the OTAN development team uploaded, with their consent, nomination information on the CAESS website. One of four CAESS awardees was videotaped by their school site; plans were being made to videotape the remaining three students in the ensuing months.

"The session was a master class in professional development. Expert-level facilitation. Varied examples. Robust resource-sharing. Anthony could teach other presenters how to present."

– Lauren Osowski
Senior Advocacy, Research, and Projects Manager

Provide Specialized Coaching and Extended Technical Support to Sparsely Populated Areas of California

OTAN created the Rural Coaching Project to partner with adult education agencies in sparsely populated areas of the state with a goal to connect rural educators with technology resources and technical support. Because every agency has unique technology challenges, the Project hopes to align agency tech-related goals with resources through a long-term partnership, with OTAN support and coaching right from the start.

OTAN

Benefit from OTAN's Rural Coaching Project

Outreach and Technical Assistance Network: www.otan.us

What is OTAN?

OTAN (Outreach and Technical Assistance Network) is a statewide leadership project that provides professional development to California adult education agencies to support the effective application and integration of technology in adult education classes, programs, and agencies.

OTAN's Rural Coaching Project provides specialized coaching and extended technical support to adult education agencies in sparsely populated areas of the state. OTAN training and coaching is free to agencies.

Who are the coaches?

Our coaches are California adult educators experienced in technology integration and are trained in coaching and providing professional development opportunities.

What can the Rural Coaching Project offer you?

Working with educators and aligning support with agency goals, OTAN can provide customized guidance on a number of technology integration topics: for example, what types of tech tools to integrate, ways to support students with digital integration, and how to begin online or blended learning. We can share successes and discuss modifications or replications of what other agencies have put into practice, such as:

- Identifying low-cost and free technology tools and resources to support learning objectives and activities that engage students and enhance learning.
- Integrating digital literacy lessons in the classroom to equip students with basic to advanced skills needed to be successful in an online or hybrid environment.
- Setting up online, blended, or HyFlex classes to offer students different enrollment options.
- Implementing best practices for online or hybrid teaching and courses.

CALIFORNIA US 66

These are just a few of the possibilities. Our goal is to support your work!

Interested?

Please email us at support@otan.us and we'll be in touch to discuss further.

Exhibit 1.14

Connecting with rural agencies presents ongoing challenges for a variety of reasons. Sometimes, rural agencies are not aware of the assistance provided by OTAN and other state leadership projects, or they do not have enough capacity within their agencies to get involved in what OTAN can offer, or the agencies themselves have difficulty staying connected to OTAN due to their own agency and administrative challenges. Many of these issues were borne out during a unique opportunity for OTAN to join a tour of consortium adult schools in Kern, Inyo, and Mono counties in April 2025. Although adult educators at two of the schools visited knew about OTAN, staff at three other schools knew nothing about any of the state leadership projects. Staff at schools (except for one) were also not aware of the OTAN Canvas project and being able to bring a Canvas instance and licenses to staff and learners for free. They did not know about reaching out to OTAN with any training requests to help reach their technology goals. The consortium tour highlighted the continual need for OTAN to discover ways to create connections with rural educators.

OTAN worked on a couple of projects with consortia directors after generating interest during spring 2024 conference presentations. One project was to assist the director and one of her teachers with developing some onboarding materials on their Canvas instance as a way to gradually ease teachers into using the platform. Another project was to participate in a March 2025 two-day conference in the far northern part of the state located at one of the learning centers of another consortium with presentations on AI topics and OTAN resources. In addition, OTAN was invited to give a short presentation at a few consortium meetings throughout the year to orient members to its work and what was available to the field. OTAN also organized a series of presentations at the CCAE State Conference and the CASAS Summer Institute in the spring of 2025 to promote the Project.

Provide Information, Resources, and Technical Support

Research and Share Information on Emerging Technologies

OTAN has a long history of interest in and engagement with new and emerging technologies in order to understand their potential impact on adult education. During 2024–25, OTAN continued its focus on learning and sharing with adult education colleagues through research and collaborative study, focusing on new and developing topics such as artificial intelligence (or AI), HyFlex teaching and learning, and other digital learning initiatives. Many of these topics are informed by the California Adult Education Digital Learning Guidance and other relevant sources that OTAN encountered throughout the year.

AI and Emerging Technologies

Interest in AI in education continued unabated, and OTAN continued its efforts to provide training and resources on AI integration in adult education settings. Workshops and webinars were developed to help educators understand the potential of AI in improving learning outcomes, including sessions on specific AI tools as well as instructional and administrative applications of AI. OTAN has collaborated with experts and organizations in the field to stay up to date on AI advancements and their applicability in adult education. Information on AI tools and best practices was disseminated to educators through various channels, including in-person and online training sessions, presentations at a number of conferences, and about a dozen AI sessions at TDLS 2025. AI will also be a new topic included in the updated Digital Learning Guidance that OTAN plans to make available in the fall of 2025.

Hyflex Learning

OTAN has placed a strong emphasis on the HyFlex model ever since its emergence during the COVID-19 pandemic, recognizing the effectiveness of HyFlex in providing flexibility to learners. HyFlex workshops and training sessions have been designed to prepare educators to implement this approach effectively. OTAN has been following new research which evaluates the outcomes of HyFlex learning in adult education, with a focus on learner engagement and achievement. OTAN offers resources and practical guidance for educators interested in adopting this model. OTAN's IDEAL membership has added to our understanding of HyFlex learning by learning from other educators implementing HyFlex around the country. OTAN provided in-person and online trainings, as well as presentations at conferences and TDLS 2025. OTAN SMEs began creating a Canvas self-paced course that would introduce HyFlex teaching and other considerations to be available in 2025–26.

Exhibit 1.15 - OTAN SME Farzana Cassim leads TDLS participants in a demonstration of the VR tool zSpace

Blended and Hybrid Efforts

Blended and hybrid learning continue to be at the forefront of OTAN's work. OTAN trainers offer effective strategies for blending online and face-to-face instruction. OTAN has collaborated with adult education agencies to develop and implement blended and hybrid programs that cater to the diverse needs of learners. Resources, lesson plans, and best practices related to blended and hybrid learning are readily available on the OTAN website, enabling educators to make informed decisions about their instructional approach.

Digital Literacy

OTAN remains committed to promoting digital literacy skill building among adult learners and educators. Specialized training programs on digital literacy have been designed (such as OTAN's pilot with Northstar Digital Literacy) to address the specific needs of adult learners who may have limited prior exposure to technology. OTAN has actively advocated for the integration of digital literacy into adult education curricula and instruction, recognizing it as a fundamental skill for the 21st century. This year, OTAN promoted efforts to educate the adult education field on the importance of state planning efforts around the federal Digital Equity Act and including adult education as an important constituent in the state Digital Equity Plan. OTAN's digital literacy initiatives extend beyond traditional classroom settings, with a focus on equipping adult learners with the digital skills necessary for workforce readiness and personal empowerment. Over the last fiscal year, OTAN provided in-person or online trainings, conference presentations, and sessions at TDLS 2025 on topics in this category. OTAN SMEs developed two Canvas courses, one based on the Digital Access and Resilience

in Texas (DART) curriculum developed by the Texas Center for the Advancement of Literacy and Learning (TCALL), and the second based on the OER Digital ESL developed by educator Talley Caruso.

Continued Support and Outreach

OTAN's website continues to be a comprehensive resource hub for all things related to technology use in adult education. Efforts have been made to enhance accessibility and compliance with web accessibility standards and educate the field on these topics. Online resources, Open Educational Resources (OER), OTAN's revised Lesson Plan Builder, and web-based activity articles are regularly updated to reflect the latest developments in edtech and instructional strategies, especially where AI might play a role.

Collaboration and Information Dissemination

OTAN remains actively engaged with the adult education community both in California and nationwide, promoting collaboration and information sharing. The California Adult Education Professional Development Calendar continues to serve as a central source of training information on the variety of edtech topics that OTAN keeps tabs on. Webinars, coaching sessions, mass emails, social media, and newsletters continue to be used as effective communication channels to inform educators about professional development opportunities, new edtech tools, and emerging trends. OTAN staff members continue to attend in-person and virtual conferences and events, sharing insights and knowledge gained with the broader adult education community. Membership in relevant adult education and educational technology organizations ensures that OTAN stays informed about the latest tools and ideas in the fast-moving and ever evolving edtech landscape.

Review and Update the California Adult Education History Content and Library Resources Website

One of the websites that OTAN has long maintained is the California Adult Education History website. The website content is based on the book *Meeting the Challenge: A History of California Adult Education, From the Beginnings to the Twenty-First Century*, originally published in 1995 and updated in 2005 to honor 150 years of adult education in the state, with related videos and interviews added at the time. Although not much was done to update the site after the book's publication, a team of SMEs has been working in the last few years to pick up where the book left off.

Two of the SMEs have been working on developing new chapter topics that include funding and flex at the end of the 2000s, the reorganization of adult education towards a consortium model in the early 2010s, the continuation and evolution of distance learning, developments at CDE and with the State Leadership Projects, and the beginnings of the COVID-19 pandemic and its effects on adult education in the early 2020s. There is a draft chapter which is a revision and update to the last chapter of the 2005 edition, since that chapter was speculative on the history in the early 2000s, as well as drafts of the new proposed chapters. These new additions will appear as downloadable chapters as well as web text.

There was also considerable progress made towards developing a new website. A draft was designed by the third SME and refined during the summer and early fall, and OTAN's development team worked on the redesign in time for an April focus group to review and suggest changes to help with user navigation and readability. Most of those changes were made for a final review in summer 2025 and an anticipated launch of the new site in the fall. The SME team would also like to add new media items to update the oral history that already exists on the site as well as preview the new chapters, but those need to be planned for in 2025–26 once funding becomes available.

OTAN also looks for opportunities to share information on the progress of the project. One of the SMEs organized a presentation at the CAEAA Conference in February, and OTAN has been giving away copies of *Meeting the Challenge* at conferences to bring recognition to the website and the work being done to update our long adult education history.

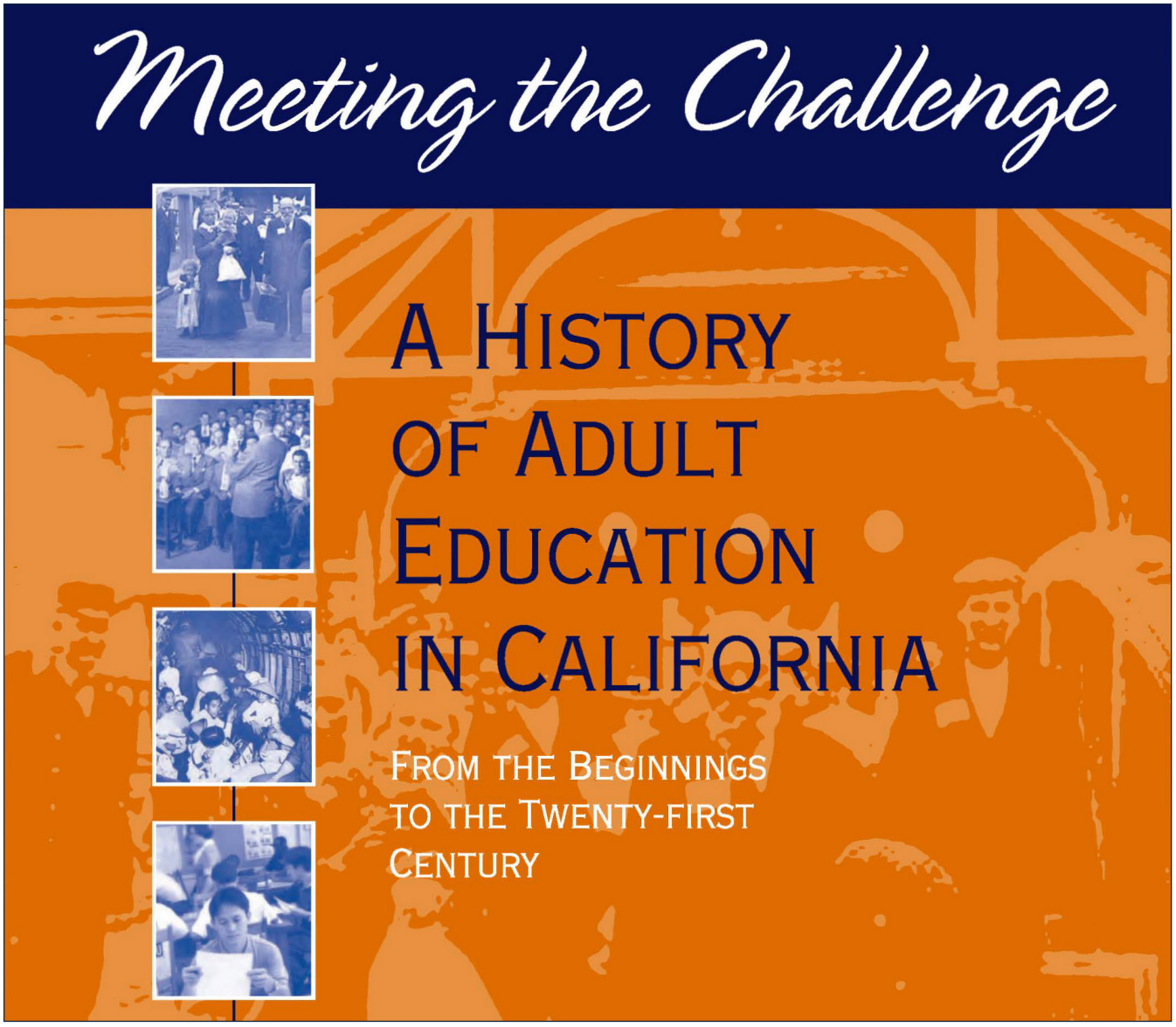


Exhibit 1.16 - Front cover of Meeting the Challenge which is being updated by a team of Subject Matter Experts

Continue Development of the Teaching with Technology (TwT) Resource

Exhibit 1.17
This image shows the Teaching with Technology home page on the OTAN website.

In 2024–25, OTAN staff and Subject Matter Experts (SMEs) continued their collaboration with the OTAN programming team on the continued development and maintenance of the Teaching with Technology (TwT) resource, focusing on refining both the TwT administrative submission site as well as the public-facing website. These efforts were part of the ongoing commitment to provide valuable instructional resources for adult educators, with an emphasis on best practices for technology application and usage. Both the WIPPEA lesson planning model and the Triple E Framework lie at the foundation of resources included in TwT.

The TwT platform remains dedicated to providing resources in instructional areas funded through WIOA, Title II, including English as a Second Language, Adult Basic Education, Adult Secondary Education, and High School Diploma and Equivalency, with resources also in the realms of Career Technical Education (CTE) and Adults with Disabilities (AwD). SMEs who represent each program area are regularly aligning technology integration strategies with teaching content.

The TwT website boasts a user-friendly interface with improved accessibility features, making browsing, searching, and navigation more intuitive. This user-centric approach ensures that the platform caters to the diverse needs of educators and learners. Throughout the year, the team made additions and modifications to the platform. Substantial time and effort were invested in discussions and collaboration with the programming team to ensure the website's relevance to the evolving needs of adult education classrooms. For example, a new searchable item—Subjects—was added to the site, allowing a user to search for entries from among 25 different subject or topic areas.

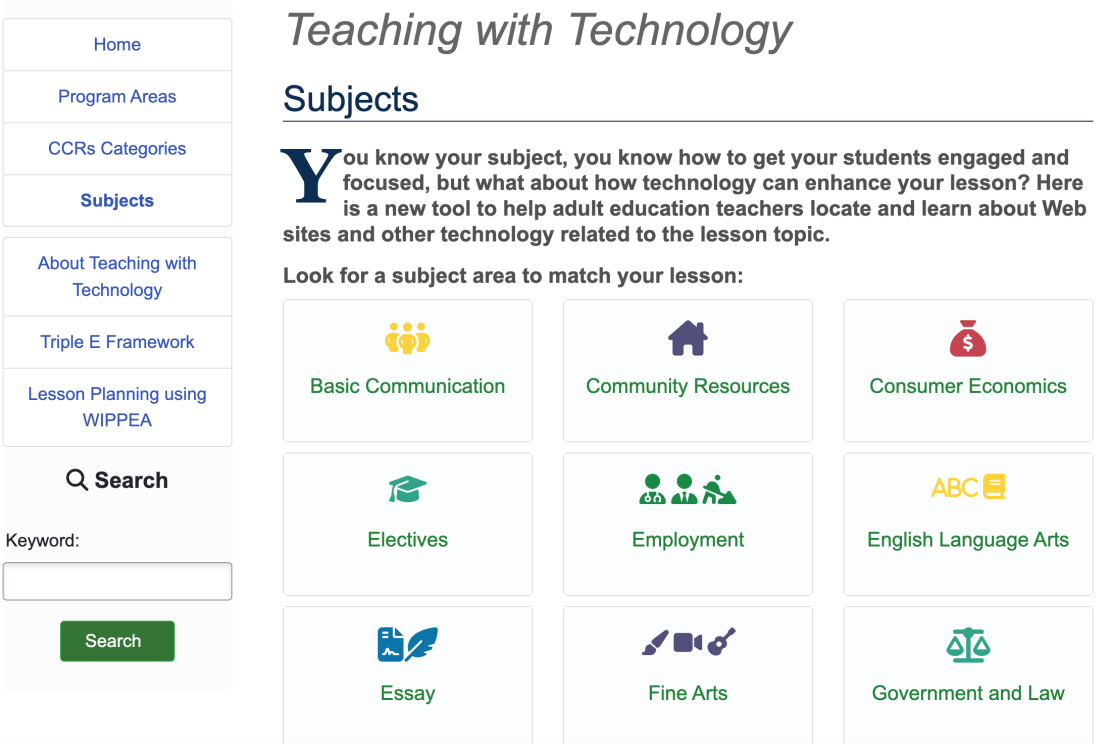


Exhibit 1.18
A Teaching with Technology page showing the top part of the Subjects page.

New materials were added, and updates were made to existing resources in the repository; SMEs modified 254 resources and added 40 brand new resources to the TwT website throughout the 2024–25 fiscal year. It was a major focus of the TwT team this year to update existing lessons with complete lesson plans, to properly credit any images and resources that were shared as part of lesson plans, or to remove lessons that could not be properly credited or were otherwise out-of-date; thus the unusually high number of resources modified this year. During 2024–25, there were 36,926 visits to the TwT webpages with 28,012 of them being unique visits. Both of these metrics reflect an increase in website traffic over the 2023–24 fiscal year, an increase in traffic from OTAN staff and SMEs during the above-mentioned remediation efforts, and promotion of the TwT in conference and other presentations throughout the year.

“Students Succeed is far more than just a nomination... life-changing for students and educators!”

– Lois Rhodes

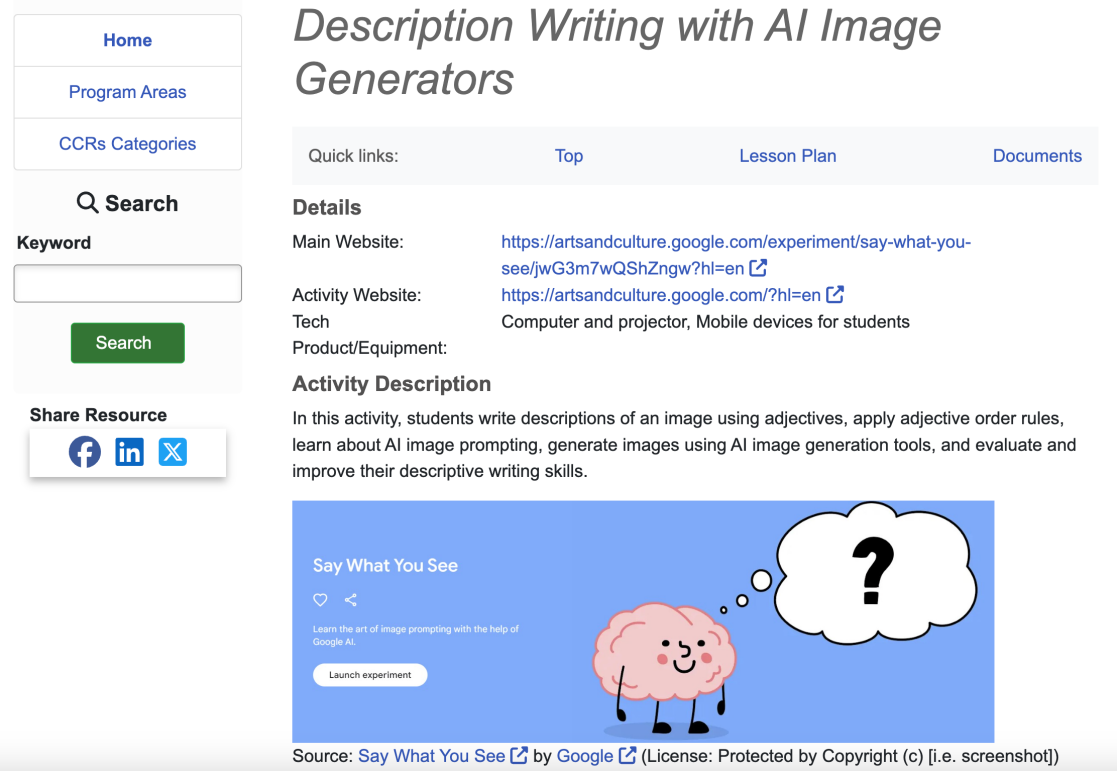


Exhibit 1.19
A Teaching with Technology resource page about Description Writing with AI Image Generators

Provide Support, Access, and Shared Adult Education Courses to Learning Management Systems Platforms for California Agencies

OTAN Canvas Project: Background, Participation, and Growth

Launched as a pilot in the second half of 2020–21, access to the Canvas Learning Management System (LMS) has now become a regular offering by OTAN for the adult education field, continuing through 2024–25. All K–12 districts with adult education programs are offered access to Canvas under the established OTAN Canvas "consortium." Non-credit California Adult Education Program (CAEP) agencies have access to Canvas through a separate agreement with the community college system. Acting as a consortium, OTAN has been able to negotiate a package for discounted licensing and service costs.

Agencies that join OTAN's Canvas consortium have the following:

- Access to Canvas – K–12 Subscription, limited to maximum number of users provided to the Agency.
- Access to Canvas – Tier 1 24x7 Support per user – applies to instructors and adult learners
- Access to Canvas Training Subscription – unlimited use for all users to instructor-led online training

- Access to Canvas Studio Subscription – limited to number of users provided to the Agency
- Access to Canvas learning management system – limited to one Agency access

OTAN tracks its active agencies through a Memorandum of Understanding (MOU) process between OTAN and the K–12 adult ed agency. New in 2024–25, OTAN developed an evergreen MOU that allowed for renewal of the MOU every five years versus every year. Once an agency completes an MOU, they receive a free Canvas instance (a unique URL for their agency). OTAN then assists the agency to complete their initial implementation of the Canvas instance, set up the account to host courses, assign administrators, teachers, course designers, or other roles as needed, take steps to train teachers, and develop strategies for onboarding students to the LMS.

Throughout the year, OTAN worked to add and onboard additional agencies to the Canvas consortium. From 2022–23 to 2024–25, the number of participating agencies with an MOU grew from 30 to 60. Some of those 60 instances are CAEP consortia which have multiple agencies they are supporting, such as East Region Adult Education in eastern San Diego County and Education to Career Network in northern San Diego County. OTAN's 2024–25 unduplicated data for Canvas for all agencies includes:

- 641 active courses at the end of 2024–25 (end of 2023–24 was 288)
- 234 teachers at the end of 2024–25 (end of 2023–24 was 189)
- 6,564 actively enrolled students at the end of 2024–25 (end of 2023–24 was 3,727)

OTAN negotiates new rates for Canvas access every two years in alignment with OTAN's two-year contracting process. For the first time in PY 2024–25, with support from CDE, OTAN was able to waive the one-time fee to establish new instances and the total cost of Canvas licenses (needed for each administrator, teacher, or student using Canvas). While this made licenses free for K–12 adult education agencies, the cost of licenses that OTAN paid to Instructure was an annual per-user license fee of $6.25 for all access levels through June 30, 2025. The total number of licenses purchased in 2024–25 was 12,049. As part of the Canvas Trust Agreement with Instructure, the annual per-user license fee for all access levels will increase by 5% per year beginning with program year 2026–27.

Account usage provided by Instructure indicated there were 17,952 licenses used by K–12 adult education students and staff as of June 30, 2025. This number reflects the cumulative count of licenses used beginning July 1, 2024. In anticipation of 2025–26, OTAN received requests for 20,708 licenses from OTAN Canvas agencies. OTAN contracted for 13,500 to start the 2025–26 year and will work with Instructure to increase the number of licenses in future contracts if the demand warrants it.

OTAN launched its internal Canvas database in 2023–24 to help manage and monitor a few key functions on the Canvas project, including MOUs, licenses, and agency contacts. In 2024–25, OTAN continued to build and refine the data collection process for OTAN Canvas. The database team continues to meet monthly to assess and evaluate any needed database changes or updates.

Canvas Support and Training

OTAN worked with Instructure to set up and activate Canvas instances for all agencies new to the program, including the Tier 1 Support, Studio, and Canvas Training Portal add-ons. These new agencies were provided with one-on-one Canvas Account Administrator support via Zoom and encouraged to set up an ongoing Canvas PD plan for teachers and staff. OTAN continued to scaffold and expand these services in stronger support of adult education agency Canvas adoption.

Throughout the year, OTAN provided Canvas technical support for K–12 adult education staff through the Canvas Training Portal, 24/7 Tier 1 support from Instructure, live and recorded webinars, Q&A sessions, and individual emails, phone calls, and Zoom meetings. There were 42 logged instances of OTAN Canvas support via phone, Zoom, or email; however, this does not reflect Tier 1 phone and chat support provided by Instructure.

Canvas is one of the most sought out training topics for OTAN: 67 Canvas sessions were facilitated through OTAN's training calendar in 2024–25. Out of 1,370 registrants, about half attended, a slight decrease from 2023–24. Additionally, the first pilot Regional Canvas Summit was held in May 2025 at the Sacramento County Office of Education, with four SMEs and an OTAN Project Specialist leading the in-person, all-day event centered on Canvas. There were 60 in-person attendees for this event. OTAN plans to use this Summit as a model for additional events around California in 2025–26 and beyond.

To better support the growing need for training and support for OTAN Canvas agencies, in 2024–25 OTAN brought on an additional Project Specialist and enrolled three OTAN SMEs in Instructure's Canvas Certified Educator training. As OTAN better understands the data that is included in Canvas instances, reports on activity at adult education agencies around the state will be provided to the CDE AEO on an ongoing basis. OTAN staff will also continue to promote and recruit for Canvas use and participation through informational webinars and in-person presentations at conferences (for example, CAEP Summit, CCAE State Conference, CASAS Summer Institute, and others).

In 2024–25, OTAN redesigned the OTAN Canvas Project webpage, serving as a hub to provide the field with information on Canvas participation and projects. The updated page contains an OTAN Canvas interest form, link to upcoming professional development sessions, an application to join the Canvas project, an overview of Canvas for adult ed, information for administrators, and information for educators. The page links to a public Canvas course created by OTAN with detailed Canvas implementation information and support resources. This course will continue to be updated and expanded in 2025–26.

California Adult Education Canvas Commons

OTAN maintains the California Adult Education Canvas Commons (CAECC), a subset of the Canvas Commons. The CAECC is a repository of shared courses and other instructional resources that agencies can contribute to or download from for use with its learners and staff. The CAECC is available to adult education agencies within the state of California who use Canvas, not just those participating in the OTAN Canvas project. Resources in the CAECC cover ESL, Adult Basic Education, Adult Secondary Education, CTE, and other program areas. In addition, the CAECC includes courses for adult education staff professional development,

customizable adult ed course templates created by Instructure, and collections of resources to support administrators and teachers. The CAECC currently has 205 enrolled agencies and 60 shared resources, nineteen of them provided by OTAN. The remaining courses have been contributed by other member agencies and educators in the field. In 2024–25, there were 69 downloads of the 19 OTAN-provided courses available in the CAECC. Resources with the most downloads include the Adult Education Custom Template, Advanced ESL, Putting English to Work 1, and the Write Stuff.

OTAN continues to expand on CAECC offerings to allow more learners and educators access to courses in an online environment. Instructional courses added in 2024–25 include Putting English to Work (PETW) 3, English for Multilingual Learners, Soft Skills for Career Success, and Digital Access and Resilience in Technology (DART). Administrator and teacher resource courses posted in CAECC in 2024–25 include a Canvas training teacher hub, an administrator's hub template, an Adults with Disabilities resource, and resources for integrating ASAP (a student information system) with Canvas. All CAECC courses and resources are offered under a Creative Commons license. As new Canvas resources are developed for the CAECC, webinars are scheduled to let the field know about their availability, content, how to access and customize the material, and other relevant information. These resources are also highlighted at Canvas Zoom support sessions with agency administrators, spotlighted in the monthly OTAN Digest, featured in news items and social media posts, and shared in Canvas presentations.

For many years, OTAN has provided and supported online courses that it has created or secured from other adult education partners for the benefit of California adult educators, such as PETW, obtained through a special MOU with the Los Angeles Unified School District. In the past, these courses were available on Moodle. In 2024–25, OTAN continued the process (which began in 2022) of moving the 23 shared Moodle courses, many created by Subject Matter Experts (SMEs), from its Moodle server to the CAECC in Canvas. In 2024–25, this work focused on revising for Canvas the 14 EL Civics modules previously available on Moodle.

The online courses and CAECC resources created by OTAN require yearly review and updating to ensure activities, links, and resources work as expected. Where possible, the original author of the course spends approximately 30 hours reviewing and revising the course as needed. OTAN SMEs developed Canvas courses or provided support in their creation and management for approximately 1,800 hours during the 2024–25 fiscal year, representing a truly collaborative effort to support the field with online resources.

Other Online Courses

In addition to content shared in the CAECC, OTAN has also been using its own Canvas courses as a primary resource for professional development in the field. These offerings provide support and resources for instructors wishing to learn more about online teaching and learning, especially in a post-pandemic world where we see blended, hybrid, and HyFlex class options at adult education agencies. OTAN professional development courses are asynchronous, self-paced courses offered in Canvas, with individualized participant feedback provided by OTAN staff. Currently offered PD options in Canvas include:

- **The Triple E course**, which walks instructors through a process of designing lesson plans with intentional technology integration and usage that Engage, Enhance, and Extend learning for adult learners according to the Triple E Framework.

- **The Digital Learning Guidance** course, designed to introduce adult educators and program staff to the California Adult Education Digital Learning Guidance. This course is a gateway to the world of digital learning for adult education, a resource designed with the shared insights of state and national experts, educators, support staff, and school leaders. There are six learning modules, one for each of the chapters in the Digital Learning Guidance.

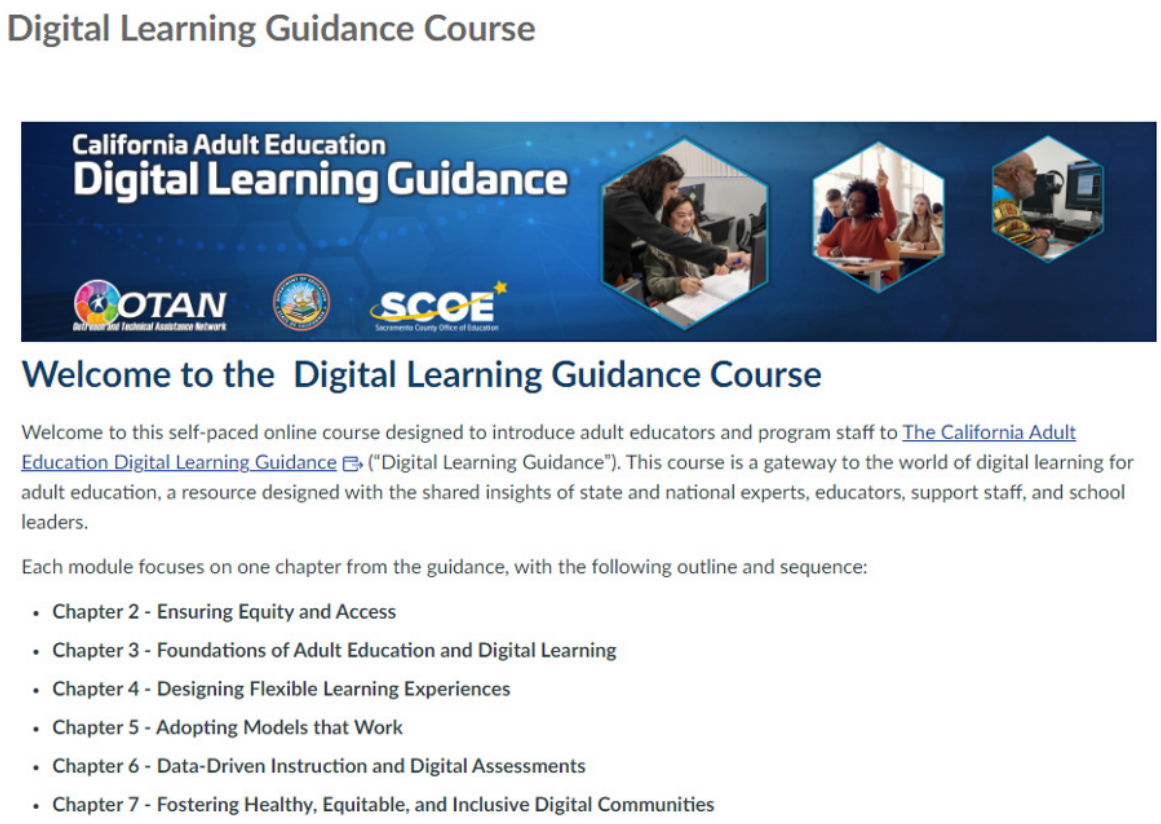


Exhibit 1.20
Home page of the Digital Learning Guidance Canvas Course

In addition to the asynchronous professional development courses administered by OTAN, the team also continued to develop public facing Canvas courses for statewide staff training, including a course for the WIOA Title II: AEFLA New Administrator Orientation training in September 2024, the third consecutive year with such a course.

Partnerships

OTAN is a member of the nationwide Innovating Distance Education in Adult Learning (IDEAL) Consortium. This project provides technical support, professional development, and a network of education leaders to improve blended and distance programming by learning from the experiences, triumphs, and challenges of other teachers, professional development leaders, and program administrators. As has been done in the past, OTAN plans to engage in future

collaborations with the IDEAL consortium to create and disseminate shared Canvas courses. Finally, OTAN will sometimes work with vendors to make online resources available; for example, OTAN has expanded its license with Learn360/Infobase to not only have access to its videos and lessons, but also to its Classroom Video on Demand resources that can be integrated with online courses. Several OTAN-created Canvas courses utilize Learn 360 + CVOD resources.

Dissemination of OTAN Services

Efforts to Ensure the Field Is Aware of OTAN Services and Information

It is very important for OTAN to stay connected to our colleagues in the adult education field. OTAN utilizes several communications tools to inform about and promote OTAN services, training, and other resources.

Information about a wide variety of edtech-related topics is shared with OTAN members through news items posted on the OTAN homepage. These communications provide information on best practices, new ideas, and initiatives in adult education in California and elsewhere. News items are normally posted two to four times a week. In 2024–25, more than 80 news items were posted to the front page of the OTAN website. In addition, OTAN email blasted weekly Upcoming OTAN Activities and regularly updated Global Canvas Announcements with OTAN's Canvas LMS about upcoming sessions or information.

OTAN continues to be active on social media to stay connected to the adult education field by communicating timely information on upcoming events and news of interest to adult education practitioners. Currently, OTAN maintains X (formerly Twitter), Facebook, and LinkedIn accounts, as well as a YouTube channel. Over the last year, OTAN designed over 500 posts for these accounts, including mentions of OTAN Tech Talks & Web-based Class Activity companion articles, OTAN Digests, OTAN news items, OTAN curriculum offers, and posts on upcoming OTAN sessions.

Produce and Distribute One Monthly Online Digest of Relevant Adult Education Information

For many years, OTAN has been keeping the adult education field informed on activities and resources with monthly Digests. The Digest provides curated news and information relevant to teachers, administrators, and other adult education staff, and it also provides a calendar of upcoming professional development opportunities that involve technology, including online and face-to-face workshops. There is related information on contacting OTAN to schedule training at an adult education agency. Each Digest links to the current and two previous monthly Web-based Class Activities, which include lesson ideas and resources for teachers on edtech tools and topics. We also spotlight an OTAN resource or feature that is important for adult educators to know about.

After each issue is published, OTAN-subscribed teachers, coordinators, and administrators receive an email notifying them that the new Digest is available with a link to the new edition. All Digests are available to anyone through the "Stay Connected" tab on the OTAN website.

Each monthly Digest has been available for the last few years. OTAN also worked on the redesign of some Digest features and layouts. This year there were 2,355 views of the Digests and 1,619 clicks for the Web-Based Class Activities, with numbers of viewers steadily increasing.

Produce the OTAN Newsletter: Online Connection

A four-to-six-page newsletter is produced twice a year. Newsletters are sent electronically to all OTAN members and promoted on social media; for in-person events, hard copies are distributed at workshops, adult education professional events, conferences, and meetings with State Leadership members. Each newsletter has a theme, and articles are selected that support that theme. The fall edition provides two center pull-out pages that list OTAN professional development offerings as well as OTAN adult education resources.

The Fall 2024 Online Connection's theme was "Partnering for Success: Collaboration and Connection." Newsletter stories included ways that OTAN practices collaborative leadership, professional development success stories featuring Sweetwater Adult Education and Mt. Diablo Adult Education, and the 2024 Students Succeed winners. The theme of the Spring 2025 edition was "Planning with Purpose and Flexibility." Articles included reminders of digital learning models to help respond to unexpected challenges, news on upcoming updates to the Digital Learning Guidance, an invitation to schedule regional Canvas summits, and highlights from TDLS 2025.

OTAN Online Connection
A Publication for Members of the Outreach and Technical Assistance Network
www.otan.us
Partnering for Success: Collaboration and Connection
Fall 2024
TDLS 2025
OTAN's Technology and Distance Learning Symposium is back this year, but with a new name: the Technology and *Digital* Learning Symposium! Join us at the Long Beach School for Adults on March 7th and 8th, 2025 for two full days jam-packed with informative edtech presentations, collaboration and networking with hundreds of your colleagues. Also available will be the Tech Playground to try different AR/VR tech and experience the popular Tech Slam.
If you enjoyed the hybrid option one of these last two years, then you're in luck! With the success of the hybrid format, OTAN plans to make TDLS a hybrid event every year from now on.
All the information you need about registering or submitting a proposal for this year's Technology and Digital Learning Symposium can be found at tdls.otan.us!
Technology and Digital Learning Symposium 2025
Inside This Issue:
Professional Development Success
MDAE Collaborates with OTAN
CAESS 2024
Welcome to the OTAN Family!
Collaborative Leadership to Strengthen Adult Education
OTAN's vision is, *Leading adult education through support for and the effective application of technology.* We take a collaborative approach to leadership in the ways we partner with adult education agencies around California.
Recognizing the unique challenges faced by adult education agencies in sparsely populated areas, OTAN launched the Rural Coaching Project, which pairs rural educators with dedicated OTAN coaches, providing crucial resources and technical support to address technology-related goals.
This spring, OTAN partnered with the California Council for Adult Education's (CCAE) Northern California sections and together convened adult educators from the far north to explore ways of providing support for often-overlooked agencies. The success of these meetings has led to OTAN presentations for two consortia, opening new avenues for collaboration between OTAN and rural education providers.
Now in its fifth cohort, the Digital Leadership Academy (DLAC) continues to be a cornerstone of OTAN's commitment to leadership and innovation. This intensive two-year program is designed to equip adult education agencies with the tools and knowledge needed to revolutionize digital learning opportunities for both students and staff, as well as create new adult education leaders.
DLAC 5 includes teams from Long Beach School for Adults, Jefferson Adult Education, Fontana Adult School, California Department of Corrections and Rehabilitation/ Folsom State Prison, Silicon Valley Adult Education, Porterville Adult Education, Proteus Inc., San Diego Continuing Education, and Burbank Adult School. These diverse teams, comprising both administrators and instructors, will embark on tailored technology integration projects that address specific needs, including developing blended learning programs, integrating learning management systems like Canvas, digital skills for learners and staff, and enhancing distance learning options.
Participants will benefit from comprehensive support, including face-to-face meetings, online sessions, and attending the annual Technology and Digital Learning Symposium (TDLS). The impact of DLAC extends far beyond their agencies. DLAC graduates often emerge as local leaders and mentors, sharing newfound expertise and inspiring other adult education providers to embrace digital innovation.
By providing initiatives like the Rural Coaching Project and DLAC, OTAN ensures that adult education agencies of all sizes and in many locations have access to high-quality, technology-enhanced educational opportunities, advancing technology integration across California adult education.

OTAN Online Connection
A Publication for Members of the Outreach and Technical Assistance Network
www.otan.us
Planning with Purpose and Flexibility
Spring 2025
OTAN Honored with National Innovation Award
We are proud to receive the Outstanding State Innovation of the Year Award from the Coalition on Adult Basic Education (COABE)! This national recognition celebrates OTAN's Digital Leadership Academy (DLAC), a two-year professional development program that supports adult education agencies in building strong digital learning systems.
DLAC prepares educators to lead technology integration and implement digital, blended, and hyflex learning models aligned with continuous improvement goals. By fostering local leadership and offering customized support, OTAN ensures that adult education providers across California are equipped to serve their learners in innovative, sustainable ways.
Sharon Bonney, CEO of COABE, shared, "OTAN has provided outstanding professional development for many years… Their recent innovation demands recognition."
This award, sponsored by Essential Education, highlights how state-led innovation can inspire national progress in adult education.
Inside This Issue:
DLG is Getting an Update!
OTAN Canvas Regional Summit
TDLS 2025 Highlights
OTAN Staff Updates
Digital Learning Models that Meet the Challenge
Five years ago, the education field quickly pivoted from in-person to online instruction due to the outbreak of COVID-19. Although that was an extreme case, the fact is we may be asked to change direction at any moment for any number of reasons.
The start of 2025 brought horrendous fires that destroyed entire neighborhoods in the Los Angeles metro area. In the weeks after the inauguration of Donald Trump as president, there have been dramatic shifts in everyday governmental practices that have rippled across educational institutions affecting attendance and participation. There are also seasonal inclement weather events (like snowstorms and flooding) that affect the functioning of schools.
In moments like these, it is good to review what options students have to continue learning due to unforeseen circumstances. For example, if students' only option to attend classes is in person, how can they continue their studies if the school is suddenly closed, or they are fearful of attending due to increased immigration-related activity?
CHAPTER 5
Adopting Models that Work
Digital Learning Models
Distance Education
Chapter 5 of the Digital Learning Guidance for California Adult Education provides information on different learning modalities that an adult education agency can adopt so that students have options for attending and learning, not just when challenges arise. We start with distance learning which includes online learning, what we are most familiar with from our time during the pandemic. There is also blended learning, similar to but different from hybrid learning, which is some mix of in-person and online learning. A newer model is hyflex learning, which allows learners to choose whether to attend classes face-to-face or online, synchronously or asynchronously. By providing options, we give our learners more opportunities to participate and perhaps bring in students who might not be able to attend otherwise.
These options don't just spring up overnight. With thoughtful planning and intention, we can create a variety of modalities for students. Please reach out to OTAN to learn more about these models and how we can support bringing these models to your school.

Exhibit 1.21

There were 180 unique pageviews on the Newsletters webpage on the OTAN website, and approximately 57 views of the newsletters themselves throughout the year. Electronic versions of all of the previous OTAN Online Connection newsletters can be found on the OTAN website under the "Stay Connected" tab.

Host Vendor Tables at State and Regional Conferences

In addition to our communications including news items, social media, digests, and newsletters, OTAN is often invited to participate in events and conferences where materials are distributed to participants. In the last year, OTAN organized nine in-person booths and poster sessions at statewide conferences. Each event provided an opportunity for OTAN staff to distribute materials, talk about specific educational technology tools, and demonstrate new technologies such as AI and XR (Augmented, Virtual, and Mixed Reality) tools. During 2024–25, OTAN provided information and resources at the following events:

- LARAEC, South Coast, Universal City – 10/19/24 – about 75 people
- CCAE Central Section, Fresno – 10/25/24 - about 30 people
- CAEP Summit, Oakland – 10/28/24 – about 160 people
- CATESOL, Los Angeles – 11/15/24 – about 100 people
- CCAE Southern/South Coast, Palm Springs – 11/22/24 – about 100 people
- CCAE Bay Section, Fremont – 02/03/25 – about 40 people
- CCAE Northern Section, 03/13/2025 – about 30 people
- CCAE State Conference, Fresno – 05/01/25 – about 60 people
- CASAS National Summer Institute, Orange County – 06/09/25 – about 50 people

Network and Collaborate with Other Organizations to Glean Information for OTAN Constituents and to Share OTAN Projects

Networking and collaboration led by the CDE Adult Education Office staff occurred on a regular basis among the three State Leadership Projects (SLPs) as well as the California Adult Education Program (CAEP). Through regularly scheduled quarterly meetings, the AEO and the three projects reviewed and discussed project goals, services offered, and future professional development and other potential partnership activities. Examples of one area of collaboration include OTAN workshops and targeted presentations provided at the CASAS Summer Institute and at CALPRO's Adult Education Leadership Institute, as well as CASAS and OTAN's continued work on the EL Civics Exchange. Upcoming training offered by the SLPs is shared jointly through the online California Adult Education Professional Development calendar (https://www.caadultedtraining.org) maintained by OTAN. Both CASAS and CALPRO send information about their training sessions to OTAN to disseminate to the field via the calendar.

OTAN staff participated in collaborative projects with several entities and continued to foster relationships with organizations and others who have similar interests in enhancing adult education programs, both in California and across the country. Collaborative efforts in 2024–25 included the following:

- Providing OTAN training updates to be included in SLP communications and adult education professional organization materials.
- Participating in information webinars hosted by partners such as WorldEd, ISTE, and the IDEAL (Innovating Digital Education in Adult Learning) Consortium to share with other states how California is serving adult educators and to learn about work being done in other states.
- Disseminating information, news items, and research briefs from SLPs and other organizations to OTAN members.
- Providing promotional messages through OTAN's news items and social media to help share partner resources and boost attendance at partner professional development events.
- Coordinating advisory group members and partner organizations, including CDE, CAEP and the three SLPs, and others to continue the work on projects such as the California Adult Education Digital Learning Guidance and the EL Civics Exchange.

OTAN staff and SMEs also provided education technology-related presentations at several adult education professional association events, including those organized by:

- California Council for Adult Education (CCAE) - State and Section conferences
- Coalition on Adult Basic Education (COABE)
- California Teachers of English to Speakers of Other Languages (CATESOL)
- Association of California School Administrators (ACSA)
- Computer Using Educators (CUE)
- Adult education consortia, such as the Capital Adult Education Regional Consortium (CAERC) and the Los Angeles Regional Adult Education Consortium (LARAEC)

OTAN staff and SMEs were also able to learn and share information from these partner organizations and others because of attending their events. Some additional examples include the two-day event organized by the California Adult Education Administrators Association (CAEAA) as well as conferences like ISTE and the CTE Conference.

Continue the Development of the Digital Learning Guidance

OTAN continued to promote the California Adult Education Digital Learning Guidance (DLG) to empower adult educators across the state with ideas and knowledge on numerous topics during the 2024–25 year. OTAN has continued to work on implementation, collaboration via partnerships, and production of a variety of resources that are available to support digital learning practices. OTAN also began a revision of the DLG in the first half of 2025.

DLG Implementation Highlights

A Self-Directed Canvas Course

OTAN's DLG Canvas course offers educators an opportunity to deepen their understanding of the variety of topics listed. Initially offered as a facilitated six-week course, it has now transitioned to a self-directed format available on the CA PD calendar. This change allows

for greater flexibility, accommodating the diverse schedules of adult educators. The course content remains robust, with an expected workload of one to two hours per week.
While the initial facilitated courses saw low enrollment, the transition to a self-directed format with an ongoing listing on the California PD calendar aims to increase accessibility and participation. This change allows educators to engage with the material at their own pace and according to their individual needs. As of June 30, 2025, there have been 56 enrolled participants.

Exhibit 1.22
Screenshot of the homepage of OTAN's DLG Canvas course

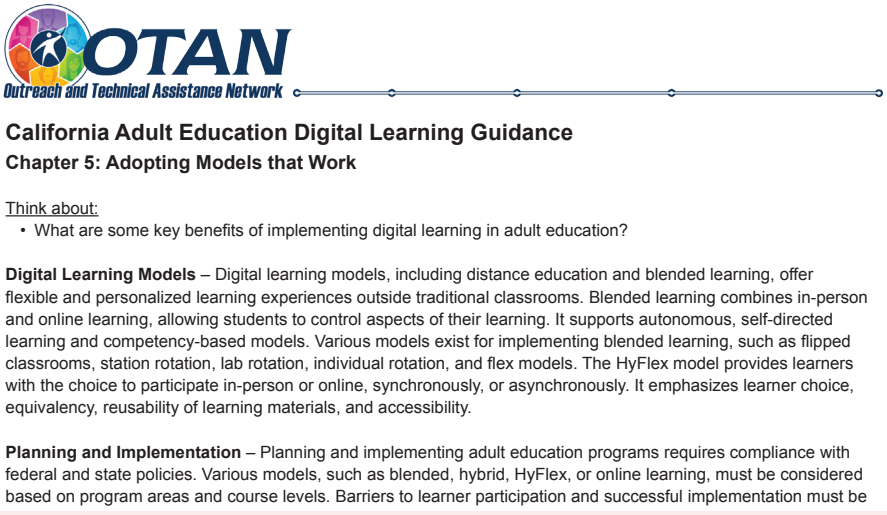
Facilitator's Guide

Our Facilitator's Guide with PowerPoint slide decks for each of the six chapters are a versatile resource suitable for Professional Learning Communities (PLCs) and professional development sessions. With options to focus on specific chapters or complete the entire DLG, this resource provides flexibility to educators.

Exhibit 1.23
Screenshot of the opening slide of DLG Chapter 4: Designing Flexible Learning Experiences PowerPoint slides

Reader's Guides

Our Reader's Guides offer an overview of key DLG chapter ideas, encouraging critical thinking and reflection. Users can use them independently or alongside the DLG for a comprehensive learning experience.


OTAN
Outreach and Technical Assistance Network

California Adult Education Digital Learning Guidance
Chapter 5: Adopting Models that Work

Think about:
- What are some key benefits of implementing digital learning in adult education?

Digital Learning Models – Digital learning models, including distance education and blended learning, offer flexible and personalized learning experiences outside traditional classrooms. Blended learning combines in-person and online learning, allowing students to control aspects of their learning. It supports autonomous, self-directed learning and competency-based models. Various models exist for implementing blended learning, such as flipped classrooms, station rotation, lab rotation, individual rotation, and flex models. The HyFlex model provides learners with the choice to participate in-person or online, synchronously, or asynchronously. It emphasizes learner choice, equivalency, reusability of learning materials, and accessibility.

Planning and Implementation – Planning and implementing adult education programs requires compliance with federal and state policies. Various models, such as blended, hybrid, HyFlex, or online learning, must be considered based on program areas and course levels. Barriers to learner participation and successful implementation must be

Exhibit 1.24
Screenshot of the Reader's Guide for DLG Chapter 5, Adopting Models that Work

Keeping the DLG Current

As we continued to promote the Digital Learning Guidance (DLG) during 2023–24, it became increasingly clear through our OTAN Advisory Committee, trainings, and conversations with CDE and others that the evolving digital landscape presented an opportunity for an update. The shifting nature of technology in education means that the DLG is continually at risk of becoming outdated. Recognizing the importance of maintaining the relevance and effectiveness of the Guidance, OTAN began exploring the possibility of updating and refreshing the DLG to reflect the latest developments in digital learning. Our goal has been to ensure that the DLG remains a cutting-edge resource for adult educators across California.

OTAN began reworking the Digital Learning Guidance at the start of 2025 in partnership with Community Learning Partners. The work has also involved many California and national adult educators with whom OTAN has worked through the OTAN Advisory Committee and other OTAN projects (such as our SMEs and previous DLAC participants). These adult educators have provided valuable feedback and suggested revisions on the current DLG content, as well as new content like AI developments and other topics not included in the first edition. The update to the DLG is OTAN's commitment to providing adult educators with the most current, relevant, and effective guidance possible. By working to stay ahead of technological trends and educational best practices, we aim to equip our educators with the tools they need to thrive in an increasingly digital world.

This has been an ongoing process during 2024–25 and, as such, OTAN did not do as many trainings or conference presentations around the DLG as usual; only two trainings regarding the DLG were provided by OTAN this year. Once the DLG revamp is complete (sometime during the 2025–26 fiscal year), OTAN looks forward to bringing this new information to the adult education field.

As we move forward, OTAN remains committed to informing and empowering educators across California with the knowledge and tools they need to enhance digital learning experiences. We look forward to continued engagement with the field on the DLG and the ideas and tools it contains, adapting our approach to best serve the needs of adult educators and learners alike.

Submit Quarterly Reports to CDE

Four quarterly reports were submitted to the CDE Adult Education Office during the 2024–25 contract year as part of the invoice packages. Each report was organized by Tasks (I and II) and Sections (A to D). Within each section, there were several task objectives. Each report included a status update and brief narrative for each task objective. Statistics were accumulated through each quarter and then aggregated for OTAN's Annual Report. Copies of the quarterly reports are included in the Appendix section of the Annual Report.

Submit OTAN Annual Report to CDE

Data and information are gathered and documented through four quarterly reports on all contract tasks and deliverables through June 30 of each contract year. An electronic version of the Annual Report is made accessible and submitted to OTAN's contract monitor by the end of December. Electronic copies are disseminated to the Adult Education Office and fellow State Leadership Projects, to Sacramento County Office of Education leadership, to OTAN's staff, and to Stanford University for inclusion in the Adult Education Library Archive. The electronic version is also made available via the OTAN website.

The Annual Technology and Digital (previously Distance) Learning Report, a subset of the Annual Report, is written once OTAN receives the prior year's adult education agency data from CASAS on blended and distance learning, and it is reviewed and analyzed along with data submitted by agencies to OTAN. For the purpose of this report, the Technology and Digital Learning Report reflects the 2023–24 data. The Report is submitted no later than the end of June following the contract year being reported on and is made accessible and added to the OTAN website.

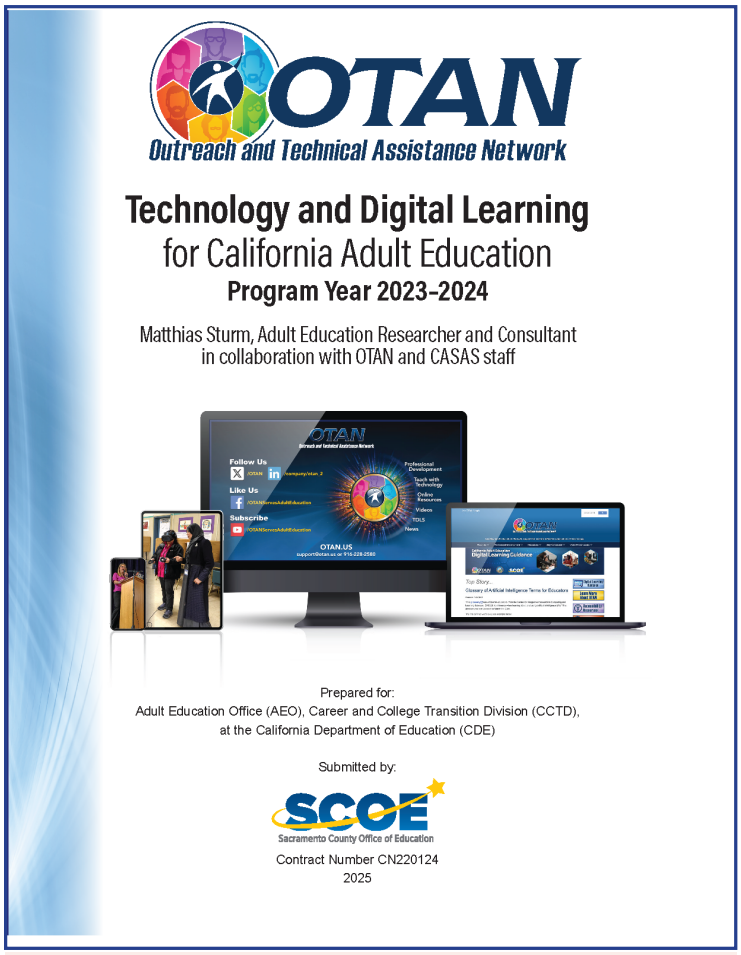


Exhibit 1.25

Provide Programming and Hosting of the CDE Adult Education Office's Online Application and Reporting Environment

OTAN is one of three State Leadership Projects funded by the Adult Education Office (AEO) at CDE. The adult education field requires that the AEO and all the projects work together seamlessly to provide essential services to local agencies. During 2024–25, OTAN continued its role of providing technology support to CDE and to the other State Leadership Projects to allow quick and effective collaboration. Below are highlights from the tasks performed under this section.

Develop and Support the California Adult Education Online Application and Reporting (OAR) Website

The 2024–25 fiscal year was the second year of the 2023–27 four-year competitive Workforce Innovation and Opportunity Act (WIOA), Title II grant cycle. 213 agencies participated during the 2024–25 fiscal year.

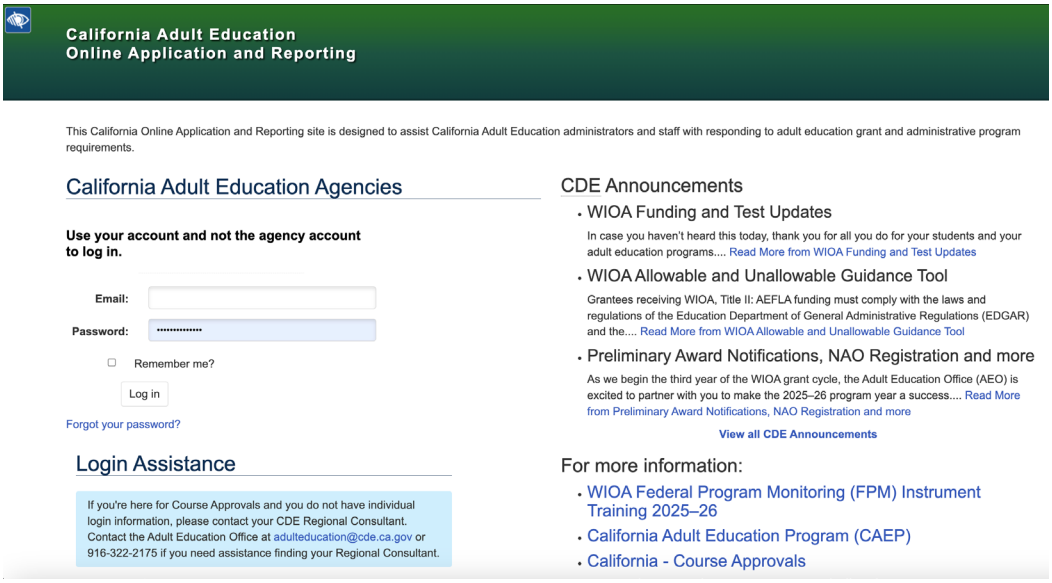


Exhibit 2.1 - This is a screenshot of the California Adult Education Online Application and Reporting website home page.

The California Adult Education Online Application and Reporting (OAR) website provides online access to required online Grant Applications, Grant Budgets, quarterly Expenditure Claim Reports (ECRs), Annual Audit Status Certifications for Community-Based Organizations (CBOs) and Community Colleges, the Continuous Improvement Plan, and an archive of emails sent by the Adult Education Office (AEO) to the adult education field. It allows agencies to update information for their site's street and mailing addresses, as well as agency contacts, in one location. Agency updates are then

immediately available to CDE staff and to the State Leadership Projects. The site also provides agencies with access to online reporting and deliverables for the following CDE programs:

- Workforce Innovation and Opportunity Act (WIOA) Grant Application, Grant Budget, Expenditure Claim Reports, and other online deliverables
- Course Approvals
- Continuous Improvement Plan
- Teacher Self-Assessment form and results
- Student Technology Intake Survey results

The site is 508 compliant and meets WCAG 2.1 guidelines. Periodic accessibility testing of the entire website was performed during the year.

The following additional updates were made during the 2024–25 year.

- The Agency Contacts form was split into two sections, Addresses and Staff Contact Information, to better organize the section.
- A Course Approvals Information and Procedures page was added, accessible with or without login.
- The Resources page was updated with new Information, Training and Videos, and References.
- Automated notifications were added to alert agencies of upcoming and past due dates for Course Approvals.

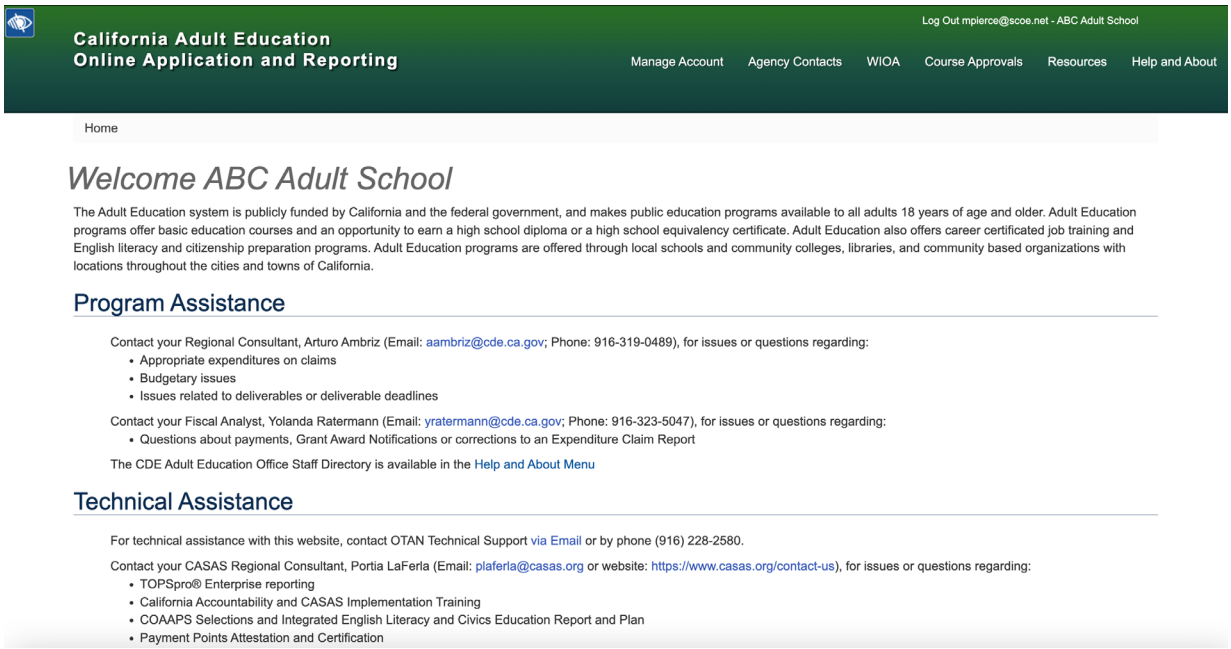


Exhibit 2.2 - This is a screenshot of the OAR home page, after a user has logged in.

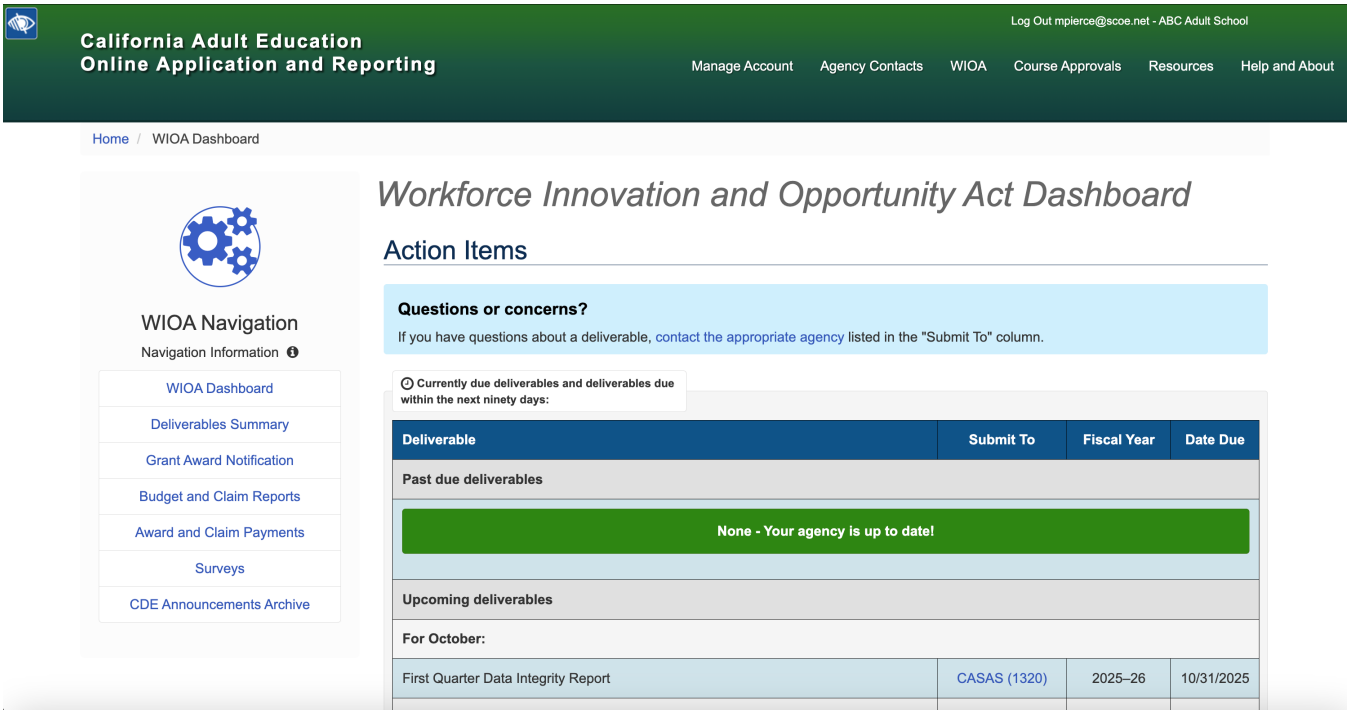


Exhibit 2.3 - This is a screenshot of the WIOA dashboard, which provides an overview of an agency's overdue deliverables, deliverables upcoming in the next three months, and access to other pages in the WIOA module via the WIOA navigation menu links on the left side of the page.

The OAR website and related sites are an online data management system hosted by OTAN, consisting of a single database and multiple separate web applications. The web applications collect, store, and report the data. The site has a security certificate that meets the highest standard for protected transmission.

- The California Adult Education Online Application and Reporting (OAR) site (https://caadultedreporting.org) is for field agencies.
- The Administrative Management System (https://cde.otan.us) is for the CDE staff.
- The Evaluation and Scoring System (https://cde-eval.otan.us) is used by external users to review and score submitted deliverables, such as the Continuous Improvement Plan and the Request for Applications (in relevant fiscal years).
- The California Adult Education Provider Directory (https://otan.us/Resources/Home/ProviderDirectory) is for public use.

All WIOA agencies have access to the OAR site and update their own information. The data collected on the OAR site is used to populate and refresh the California Adult Education Provider Directory database and make sure constituents receive accurate information when searching for an adult education program.

Develop and Support the CDE Administrative Management System (AMS) Website

The CDE Administrative Management System (AMS) website provides online access to agency contacts, due dates, and deliverable submissions by agencies to the CDE AEO consultants and analysts. The CDE consultants can review and approve submitted Grant Award Notifications (GANs), Budgets, Expenditure Claim Reports (ECRs), and annual plans. In addition, the CDE fiscal analysts can review and approve GANs, Budgets, ECRs, and Program Year Inquiry submissions. Fiscal analysts also have tools on the AMS website to review agency claims, prepare payments, review accounts receivable, view reports, and manage user accounts. All AMS users can access agency and site-level data and links to statistics, downloadable spreadsheets, and archived PDF copies of online deliverable submissions. The site also provides access to course approval letters for state apportionment.

In addition to developing and supporting the modules described above, during the 2024–25 program year, the AMS website was updated to improve the course approval modules. The course approval system was improved to help CDE monitor and track Course Approval activities. A new archive page was developed to review submissions for any entity that has submitted course approvals in the past. This helps CDE identity agencies that have completed course approvals previously but may not have the proper setup to complete the current course approvals. To help with agency compliance, automated notifications were added to alert agencies of upcoming and past due dates for Course Approvals. In the past the course approvals module was kept open for previous fiscal years. During this year, OTAN kept both 2024–25 and 2025–26 open for a short period to allow agencies to complete their requirements before transitioning to more rigid due dates. Next year, we will be moving to a single active year and will not allow submissions/resubmissions for the previous fiscal year once the new module opens for the year.

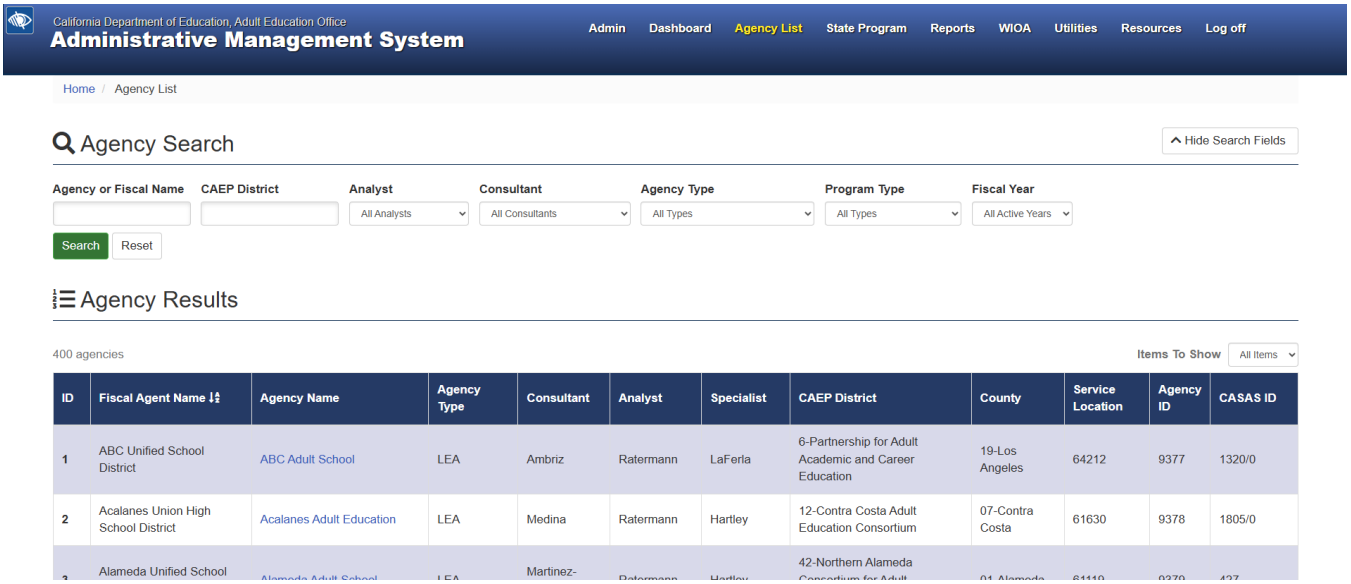
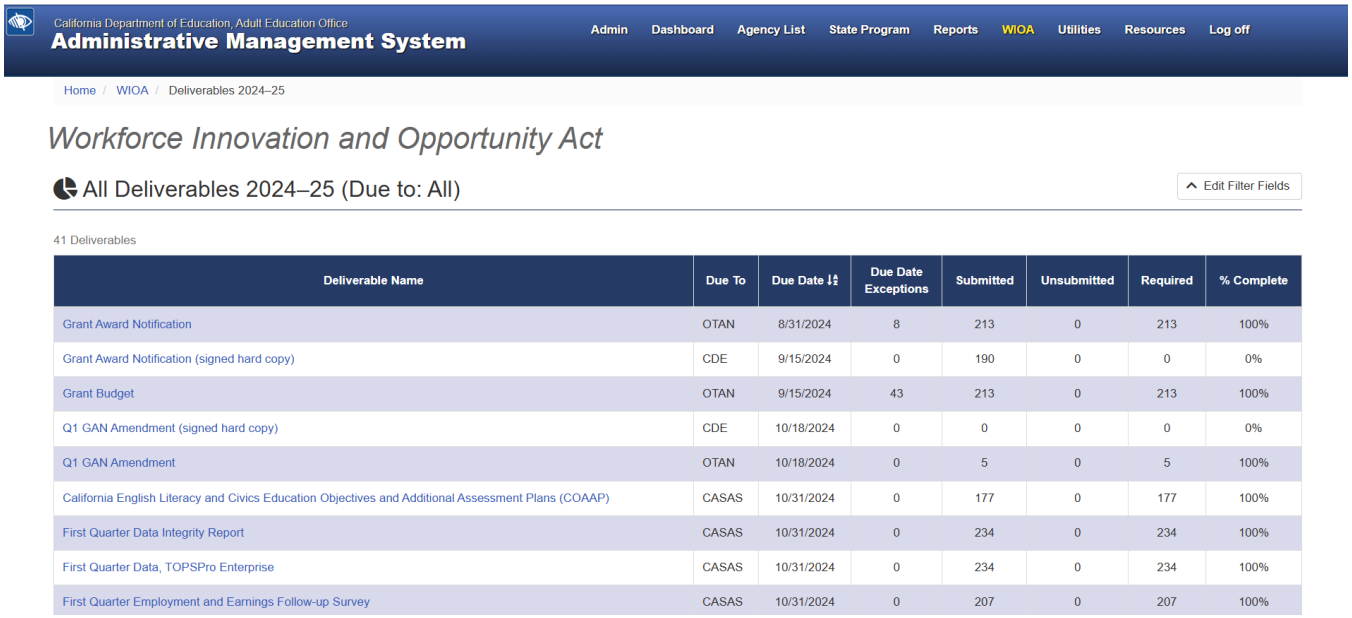


Exhibit 2.4 - This is a screenshot of the Agency List page of the AMS. It shows a table listing agencies and relevant information about their CDE analysts, consultants, and location details.



California Department of Education, Adult Education Office
Administrative Management System

Admin | Dashboard | Agency List | State Program | Reports | WIOA | Utilities | Resources | Log off

Home / WIOA / Deliverables 2024–25

Workforce Innovation and Opportunity Act

All Deliverables 2024–25 (Due to: All) — Edit Filter Fields

41 Deliverables

Deliverable Name	Due To	Due Date	Due Date Exceptions	Submitted	Unsubmitted	Required	% Complete
Grant Award Notification	OTAN	8/31/2024	8	213	0	213	100%
Grant Award Notification (signed hard copy)	CDE	9/15/2024	0	190	0	0	0%
Grant Budget	OTAN	9/15/2024	43	213	0	213	100%
Q1 GAN Amendment (signed hard copy)	CDE	10/18/2024	0	0	0	0	0%
Q1 GAN Amendment	OTAN	10/18/2024	0	5	0	5	100%
California English Literacy and Civics Education Objectives and Additional Assessment Plans (COAAP)	CASAS	10/31/2024	0	177	0	177	100%
First Quarter Data Integrity Report	CASAS	10/31/2024	0	234	0	234	100%
First Quarter Data, TOPSPro Enterprise	CASAS	10/31/2024	0	234	0	234	100%
First Quarter Employment and Earnings Follow-up Survey	CASAS	10/31/2024	0	207	0	207	100%

Exhibit 2.5 - This is a screenshot of the AMS Deliverables Dashboard for 2024–25. It displays a list of deliverables associated with the WIOA grant, the organizations to which the deliverables are submitted, their due dates, and details about the numbers and percentages of agencies who have submitted the specified deliverables.

Develop and Support the CDE Evaluation System

The Evaluation and Scoring System is used to support the review and scoring of the Continuous Improvement Plan (CIP) and the WIOA, Title II Request for Applications (RFA). The website allows the OTAN development staff to assign pairs of readers to each agency's CIP or RFA. Readers use the website to review plans and enter scores. These activities generate reports for the use of CDE analysts and consultants.

During the 2024–25 year, the CDE Evaluation site was updated to handle scoring for the 2025–26 Continuous Improvement Plan. 212 agencies submitted a CIP, and 211 agencies had an approved plan. Updates in 2024–25 include automated notifications to agencies and reviewers when plan actions were completed as well as bi-weekly reports to CDE containing the status of CIP submissions and reviews. An additional tool was provided to reviewers to help coordinate a cohesive message to the agency on issues with their plan with recommendations on improvement.

> *"At Grossmont, since completing the DLAC training, we've been making some meaningful strides in integrating digital learning and literacy into our program."*
>
> *– Barbara Van Dyken*

Provide Technical Support for the CDE's Online Application and Reporting Environment

OTAN staff provided technical support for users of the OAR website via email or phone calls to any agency needing assistance. Support ranged from looking up usernames and passwords to providing instructions on how to find previously submitted deliverables. Support was provided 92 times for questions related to the following areas: Course Approvals, Account Management, and WIOA questions related to technical aspects of the OAR website. 55 bulk emails were sent to adult education agencies on behalf of CDE during 2024–25.

Many of the calls OTAN previously received from WIOA constituents related to missed information shared by the CDE through OTAN communication channels. With the addition of an email archive (with a link for sharing attachments) included in the OAR website, adult education agency staff can now access information from previously sent messages and no longer need to contact OTAN.

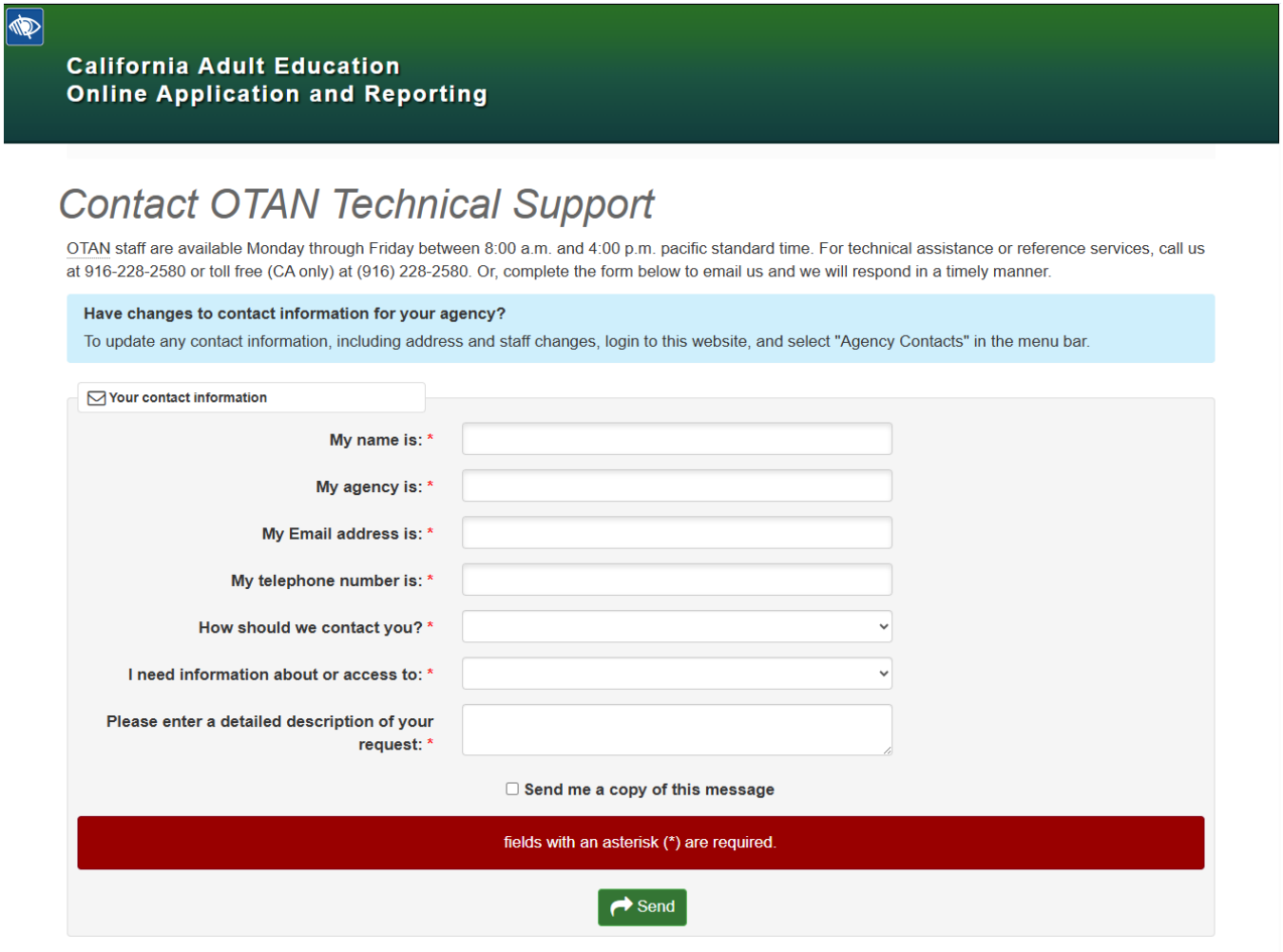


Exhibit 2.6 - This is a screenshot of the OTAN Technical Support Contact Form, found on the CA-OAR website

Support and Maintain the Continuous Improvement Plan

The Continuous Improvement Plan (CIP) is a WIOA, Title II deliverable that asks agencies to consider current relevant data, to write specific performance goals, and to identify strategies for achieving continuous improvement and learner success. By setting SMART goals using the CIP, agencies can improve student outcomes by providing related professional development to instructors and other relevant personnel, supporting implementation of staff's new knowledge and skills, and monitoring change in teacher/staff practice and the impact on student outcomes.

The Continuous Improvement Plan was first created during the 2020–21 fiscal year and updated for the 2021–22 year. In 2024–25, 212 agencies completed a CIP with 211 having an approved plan.

The CIP system has five separate parts:

1. The OAR site, where agencies enter and submit data about their CIPs.
2. The California Evaluation and Scoring System (ESS) site, which is used by reviewers to read and score CIP submissions from agencies.
3. A nightly automated workflow to ensure data submissions, resubmissions, CIP scoring status, and shared information with CASAS and agencies' IELCE plans are updated.
4. The Teacher Self-Assessment Survey and Student Technology Intake Survey, which are used by agencies to gather data about their instructors and students for use in goal setting.
5. Regular reporting updates to CDE and SLP.

In 2024–25, the Teacher Self-Assessment was updated with minor wording and functionality changes. This was completed and deployed near the beginning of the fiscal year due to agency requests that OTAN provide access to the survey. There were 2,838 submissions. The Student Technology Intake Survey with input from field educators was also modified with updated questions and responses and released on July 1, 2024. CDE required agencies to have each student complete the survey (and especially those in WIOA-funded programs). Because of this requirement, just over 57,000 responses were submitted, which represents a slight decrease over the previous year. Agencies used survey submission data in their 2024–25 CIPs.

CIP goals submitted in the 2024–25 fiscal year, to be achieved during the 2025–26 fiscal year, were gathered and analyzed. There were 636 total goals from 212 different WIOA-funded agencies across California. Each agency submitted at least one goal that was designated as a "technology goal" per CDE requirements. Analysis of these goals revealed a categorical breakdown as follows:

- **Student Performance Increase** - Increases in EFLs (Educational Functioning Levels), MSGs (Measurable Skill Gains), graduation, transition, or completion rates: 161 goals
- **Enrollment and Attendance** - Increases in attendance, enrollment, persistence, persisters, pre and post-test pairs, or reductions in absences and/or dropouts: 156 goals

- **Program Development** - Agency or district-wide HyFlex, SIS (student information system), curriculum, or policy rollouts, as well as implementations of new types of programs (e.g., tech, ESL, etc.) for students, or goals that involve such broad changes they're effectively a program or agency-wide change: 160 goals
- **Faculty Development** - Training for teachers, all or a subset: 83 goals
- **Resource and Support Enhancement** - Increases in an agency's use of counseling (academic or otherwise), community partnerships, or other support services: 44 goals
- **Technology Integration** - Goals specifically targeting technology use only (e.g., outfitting a dedicated computer lab or getting devices to students to use at home) that did not overtly include information that would have classified them as a goal of one of the previously mentioned types: 32 goals

Provide Environment for News and Communication

OTAN provides technical assistance to CDE and the State Leadership Project partners in distributing information and resources to the field by sending out email messages to both the field and WIOA agencies, as well as hosting webinars.

The CDE requested 54 directed email messages during this contract year, CALPRO requested 21, and a total of 70 were sent out by OTAN during the 2024–25 program year. Emails sent on behalf of the AEO and State Leadership Project partners can be grouped into four broad categories: WIOA-related; updates from the AEO; surveys; and information related to professional development opportunities. OTAN also provides direct, specialized email for WIOA agencies and partners. These emails are by request and sent by OTAN on behalf of the AEO and partners.

NUMBER OF EMAILS SENT FOR EACH MONTH, FROM JULY 2024–JUNE 2025	
MONTH	**EMAIL RECIPIENTS**
July 2024	95,462
August 2024	79,937
September 2024	90,857
October 2024	60,074
November 2024	97,025
December 2024	58,391
January 2025	83,818
February 2025	90,792
March 2025	112,639
April 2025	69,209
May 2025	94,232
June 2025	70,971
TOTAL	**1,003,407**

Exhibit 2.7

NUMBER OF EMAILS SENT BY REQUESTOR, FROM JULY 2024–JULY 2025		
EMAIL REQUESTER	**NUMBER OF EMAILS**	**RECIPIENT COUNT**
CALPRO	21	197,249
CDE	54	35,306
OTAN	70	770,852
TOTAL	**145**	**1,003,407**

Exhibit 2.8

DURING THE 2024–25 FISCAL YEAR, OTAN HOSTED ELEVEN WEBINARS AT THE REQUEST OF CDE			
WEBINAR DATE	**TITLE**	**ATTENDANCE COUNT**	**ORGANIZATION**
8/8/2024	Federal Program Monitoring Program (FPM) Adult Education Office Instrument Training 2024/25 (Part 2: Live Question and Answer Webinar)	38	CDE, Adult Education Office
9/10–12/2024	California Department of Education's Adult Education Office: New Administrator Orientation (NAO) 2024	Over 160	CDE, Adult Education Office
11/6/2024	Federal Program Monitoring Program (FPM) Adult Education Office Instrument Training 2024/25 (Part 2: Live Question and Answer Webinar)	43	CDE, Adult Education Office
12/4/2024	CIP 101 - Deep Dive into the CIP	70	OTAN
12/11/2024	Continuous Improvement Plan (CIP) Check In: 2024–25 CIP Journey	15	OTAN
12/18/2024	Creating SMART/IE and Impactful CIP Goals for 2025–26	9	OTAN
2/12/2025	WIOA Continuous Improvement Plan - Q&A	52	OTAN
2/20/2025	Continuous Improvement Plan (CIP) Overview	21	OTAN
3/17/2025	Continuous Improvement Plan (CIP) for Small Agencies	37	OTAN
3/20/2025	Continuous Improvement Plan (CIP) Office Hours	18	OTAN

DURING THE 2024-25 FISCAL YEAR, OTAN HOSTED ELEVEN WEBINARS AT THE REQUEST OF CDE			
3/31/2025	Continuous Improvement Plan (CIP) Office Hours	3	OTAN
4/7/2025	Continuous Improvement Plan (CIP) Office Hours	8	OTAN
4/14/2025	Continuous Improvement Plan (CIP) Office Hours	7	OTAN

Exhibit 2.9

Provide Training and Technical Services to CDE and State Leadership Projects

OTAN staff provided training and technical services to the CDE and to State Leadership Projects in 2024–25 in the form of hosting and supporting webinars and meetings, creating reports, and other services as needed.

A summary of training and services is listed below:

- The OTAN development team provided training and instructions to the CDE staff and outside evaluators on how to use the Evaluation and Scoring System (ESS) website to read and score Continuous Improvement Plan (CIP) submissions.
- Several OTAN staff participated in the CDE's New Administrator Orientation in September by building the Canvas course that housed NAO content as well as providing the communications conduit to inform agencies of the event.
- OTAN provided support and technical assistance to CDE by hosting a number of Continuous Improvement Plan webinars and office hours starting in December 2024 through April 2025.
- OTAN continued to provide hands-on training to CDE staff members on how to effectively use the online platform Zoom. OTAN staff acted as moderators for webinars and provided technical support for online training conducted by CDE.

OTAN's staff responded to several requests for websites and digital collaboration tools during the 2024–25 contract year. Examples of requests included the following:

- Provide technology and functionality updates to the California Adult Education Professional Development Calendar website

The California Adult Education Professional Development Calendar provides a one-stop training source for California adult educators (https://www.caadultedtraining.org/). The site is hosted on OTAN's website and includes training events for all the State Leadership Projects that serve adult education.

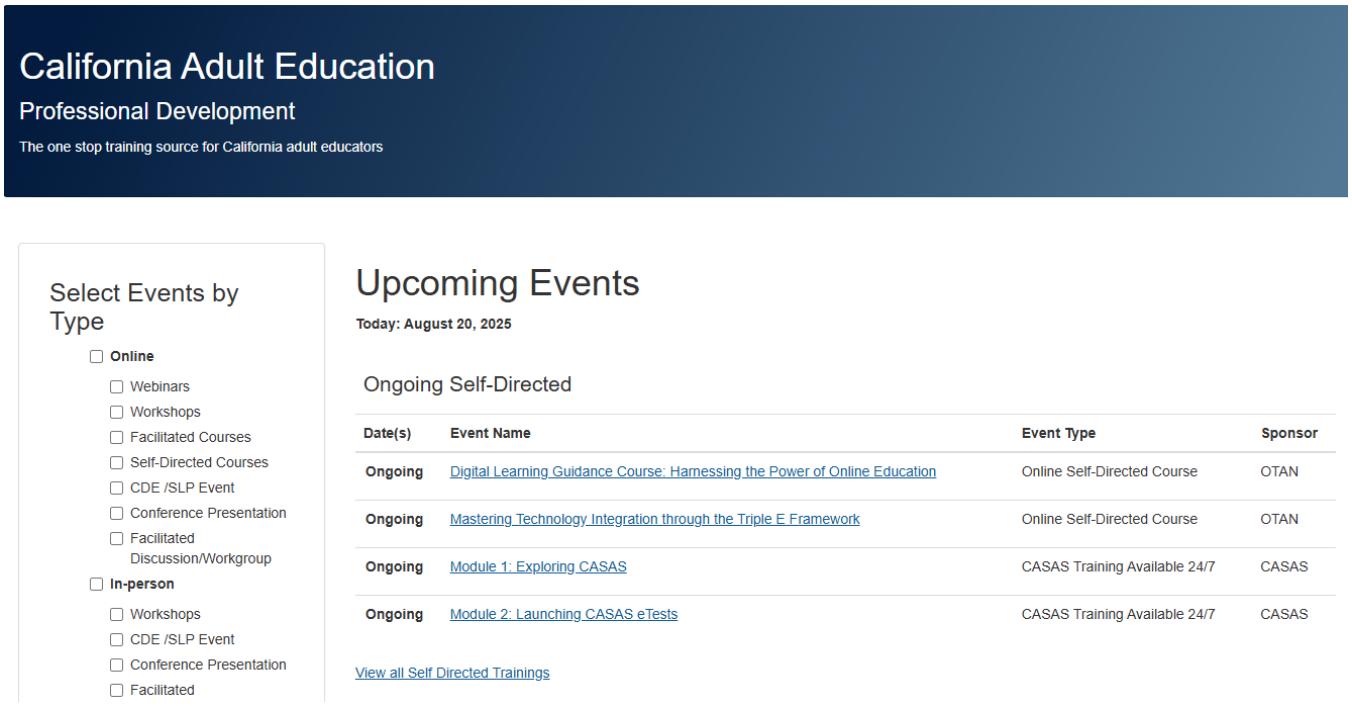


Exhibit 2.10 - This is a screenshot of the California Adult Education Training Calendar home page.

Requests for data and reports from OTAN during the 2024–25 contract year included the following:

- Multiple reports in different formats to display the results of the Continuous Improvement Plan submissions and review process
- Universal Report updates, to share agency details and funding information with CASAS
- Updates to the WIOA State Plan and the California Narrative Report
- OTAN update for CASAS end-of-year report on leadership projects

"I just wanted to thank you for presenting on Friday Aug 23, 2024 for our ESL teachers in the CCAEC Consortium. I heard very good things from the teachers. Thank you!"

– Ms. Cynthia High

Provide Programming and Hosting of Technology Information and Tools for Learning

Maintain and Update the OTAN Website

An important and ongoing task is to provide current and relevant information on all areas of adult teaching and learning to be posted on the OTAN website (www.otan.us). During the 2024–25 program year, the site was routinely reviewed and updated with new content gleaned from local, state, and national sources, as well as from a variety of print and online resources focused on adult education and how technology is effectively applied in adult education classrooms, programs, and schools.

The OTAN website is fully responsive and meets WCAG 2.1 and Section 508 accessibility requirements. The design incorporates full accessibility, including responsive design features to accommodate access to the website via mobile and other assistive devices. As new content and features are added to the site, OTAN staff routinely scan the entire website to ensure that it continues to meet accessibility standards.

In 2024–25, OTAN added 144 News Items, 12 Web-Based Class Activities, 12 Digests, two Newsletters, and 71 videos. The Teaching with Technology section of the website was updated with reorganized Mathematics CCRS categories. New Canvas pages were developed to help with tracking a variety of information. During the 2024–25 program year, there were 50,328 visits to the otan.us website with a total of 150,813 page views.

Exhibit 2.11
This is a screenshot of the OTAN website home page.

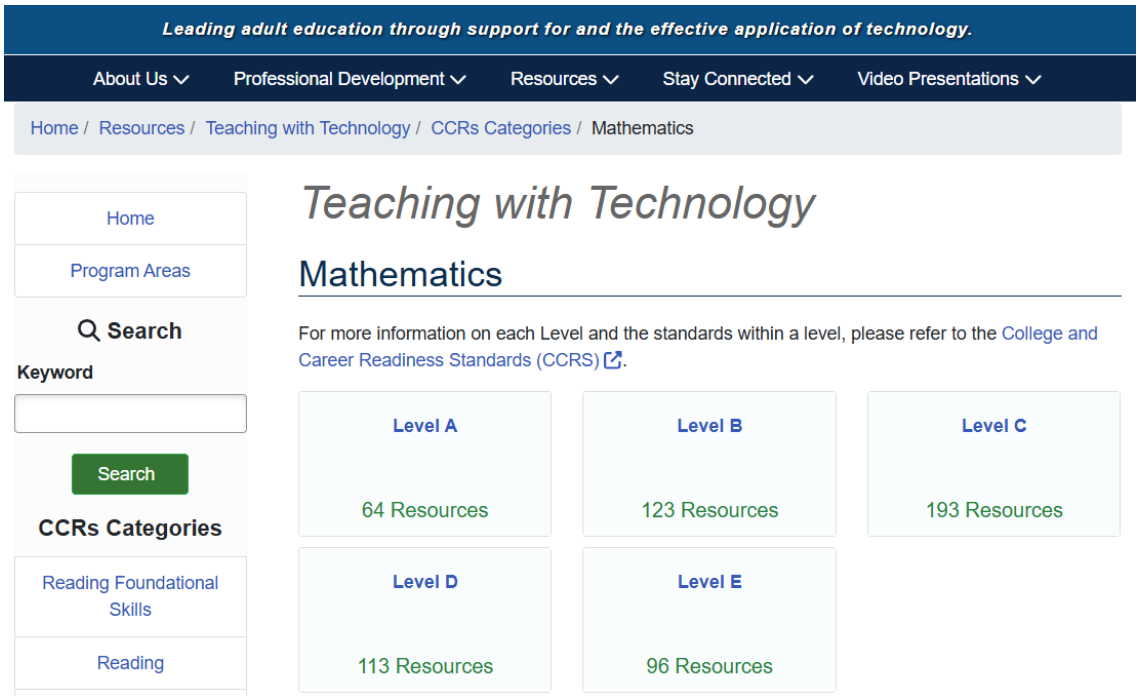


Exhibit 2.12 - This is a screenshot of the OTAN Teaching with Technology Mathematics CCRs page, with resources organized by Levels A-E.

Online Support and Technical Assistance

OTAN staff provide support and technical assistance to the field in a variety of ways: Website content and items of interest; account features; reporting functions maintained by OTAN; and specific internet research on online tools and apps. Over the course of the year, the OTAN website received visits to several key webpages, including the:

- Teaching with Technology area (43,960 total page views with 33,348 unique views)
- Web-based Class Activities area (10,976 total page views, with 8,439 unique views)
- Digital Leadership Academy area(s):
  - 2,491 page views and 2,020 unique views for DLAC-specific pages under the "Professional Development" and "Training" headings
  - 1,662 more page views and 1,189 unique views for DLAC video content under the "Video Presentations" headings
  - Grand total of 4,153 page views and 3,209 unique views between the two sections
- Curriculum Offers page (888 total page views, with 726 unique views)
- Video Presentations page had 15,243 estimated page views and 11,846 unique views including (3 highest):
  - 4,045 page views and 3,211 unique views for TDLS video content
  - 1,662 page views and 1,189 unique views for DLAC video content
  - 1,165 page views and 947 unique views for Digital Tools

These pages receive additional promotion and highlighting through OTAN news items, Digests, Newsletters, and social media outreach.

OTAN staff responds to direct and indirect (forwarded) email messages, phone calls, and online meetings, and may use any combination of those communication systems depending on the need and requirements of the support. While support and assistance for websites maintained by OTAN account for most field requests, time was also spent responding to questions unrelated to those specific websites. As a State Leadership Project that serves California adult education, OTAN makes every effort to match the needed information to each request, as well as point the requestor to the appropriate website, organization, or other sources of information, such as program locations and contact information.

Consolidate the California Adult Education Provider Directory

Adult learners looking for a program or school can search the California Adult Education Provider Directory (https://otan.us/Resources/Home/ProviderDirectory) from within 15 to 50 miles of an entered city, zip code, or address. Information from a search provides agency names, addresses, websites, and directions to the sites for local WIOA-funded adult education agencies. Agency websites provide additional information about enrollment and specific programs offered.

In addition to OTAN staff using the directory to assist prospective adult learners, the CDE AEO staff and the other State Leadership Projects also use it to help members of the general public wanting to know where they can obtain a high school diploma, career training, or other educational options. The directory is available on the OTAN website and is available to all users, whether registered or unregistered.

From July 1, 2024, through June 30, 2025, the California Adult Education Provider Directory had more than 18,223 page views from 8,171 people who accessed and used the site. Although the analytics vary from year to year, the Provider Directory for many years has proven to be one of—if not the—most visited locations on the OTAN website.

> *“It is my pleasure to share with you that The Outreach and Technical Assistance Network (OTAN) has been selected as the winner of COABE's prestigious State Innovation of the Year Award! Congratulations on this amazing accomplishment!”*
>
> *– Lindsey Lord*
> *COABE Project Manager*

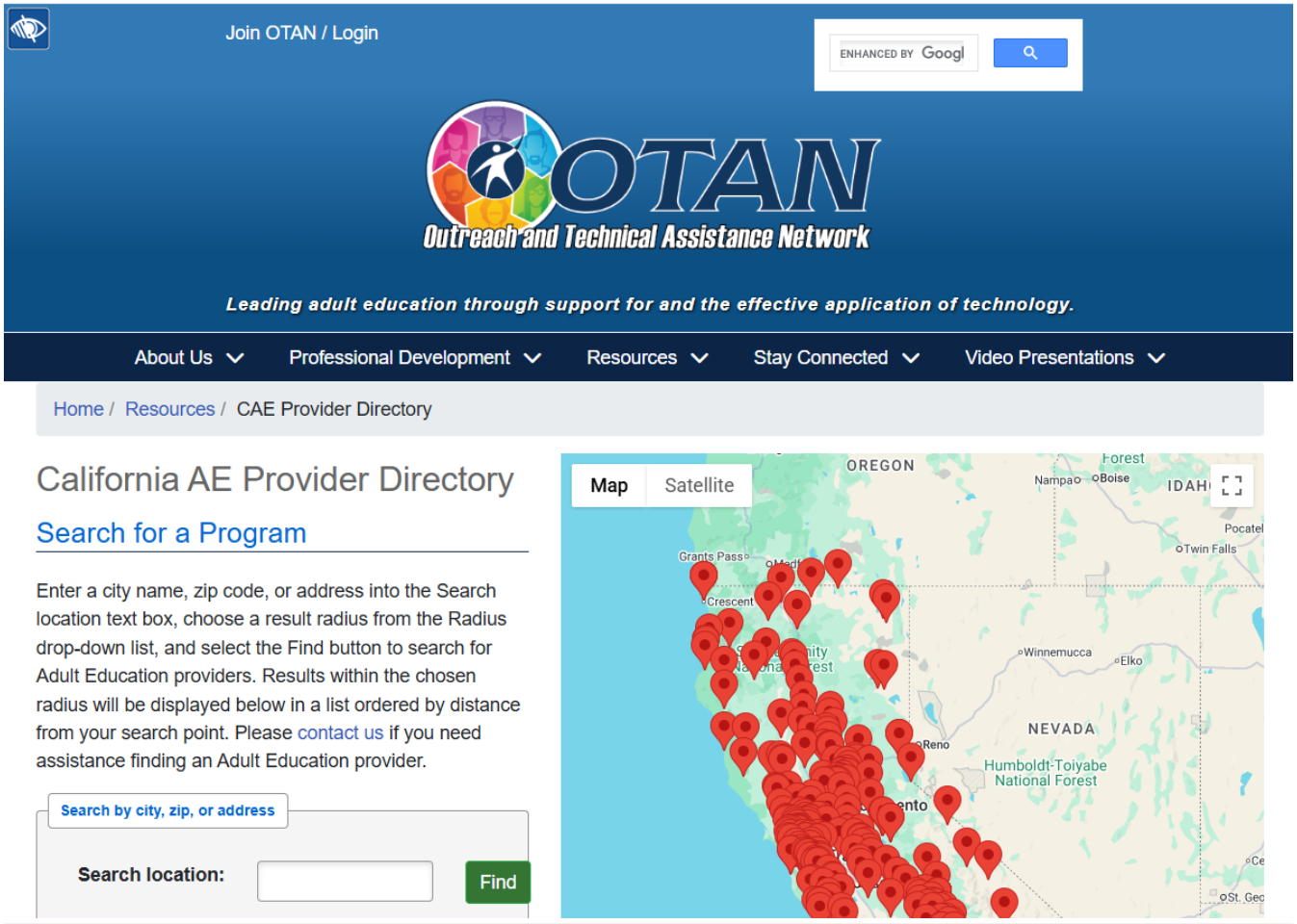


Exhibit 2.13 - This is a screenshot of the California Adult Education Provider Directory, which displays a map of providers on the right side, and options to search for providers on the left side.

Accessibility and Section 508 of the Rehabilitation Act Compliance

A few years ago, the OTAN website was rewritten and redesigned to be fully responsive and accessible in order to meet the requirements of WCAG (Web Content Accessibility Guidelines) 2.1 and Section 508 of the Rehabilitation Act. All new content subsequently added to the website, such as Word docs, PowerPoint slides, and PDFs, is checked to ensure that it meets accessibility standards before being posted, and periodic scans of the website are run throughout the year to ensure that the OTAN website conforms to the standards.

The OTAN effort to ensure all materials posted on the website and distributed to our membership are fully accessible is present throughout OTAN's workflow. Document accessibility training provides OTAN staff and exempt temporary employees (ETEs aka SMEs) with needed information, tutorials, and other resources to ensure materials submitted and posted are fully 508 compliant. This effort also extends to the adult education field through webinars and workshops for teachers and staff to learn about accessibility and provide strategies to ensure that our adult education colleagues review handouts, instructional and

other materials, and presentations for accessibility.

Additionally, OTAN provides a full accessibility resources webpage with many resources, checklists, tutorials, videos, and other items to help teachers and staff understand the importance of creating materials that are accessible to all. As there is more emphasis on equity and equal access, these efforts will result in more general knowledge of the importance of providing an equivalent learning experience, as well as direct support, for all learners.

These efforts also require that OTAN work with compliance partners to ensure all multimedia meets the requirements of Section 508 and WCAG 2.1. As such, all videos and other media are remediated for full transcripts, closed captioning, and audio descriptors where required. Anyone can take advantage of these services whether they have a disability that needs accommodation or not. All videos on the OTAN website are presented on their individual pages, complete with transcripts and the ability to download them. During 2024–25, 91 videos were remediated through an outside vendor, 3Play Media, for posting on OTAN-managed websites.

In 2023–24, OTAN produced a document entitled *Accessibility Guidance for Digital Materials in the California Adult Education Field*. This Guidance ensures the distribution of and access to accessible digital materials which are Section 508-compliant documents or files that are distributed electronically. OTAN has introduced the Guidance at some accessibility trainings. We hope to continue sharing this Guidance with more adult educators in 2025–26.

OTAN continues to expand training to the field on accessibility topics through short OTAN Tech Talks, longer demonstration webinars, and upon request for face-to-face and virtual workshops for adult schools across the state. Additionally, through the expertise of the OTAN programming team, OTAN and CDE websites will reflect full accessibility features and capabilities into the future.

“I just wanted to say thank you so very much to you and OTAN for the wonderful Canvas summit day. It was excellent, and is already making a difference for us at Mt Diablo. I can’t tell you enough how much I respect and admire y’all in OTAN. You are true professionals in every sense!”

– Maren Anton
EL Civics Project Lead, CASAS, Distance Learning Support

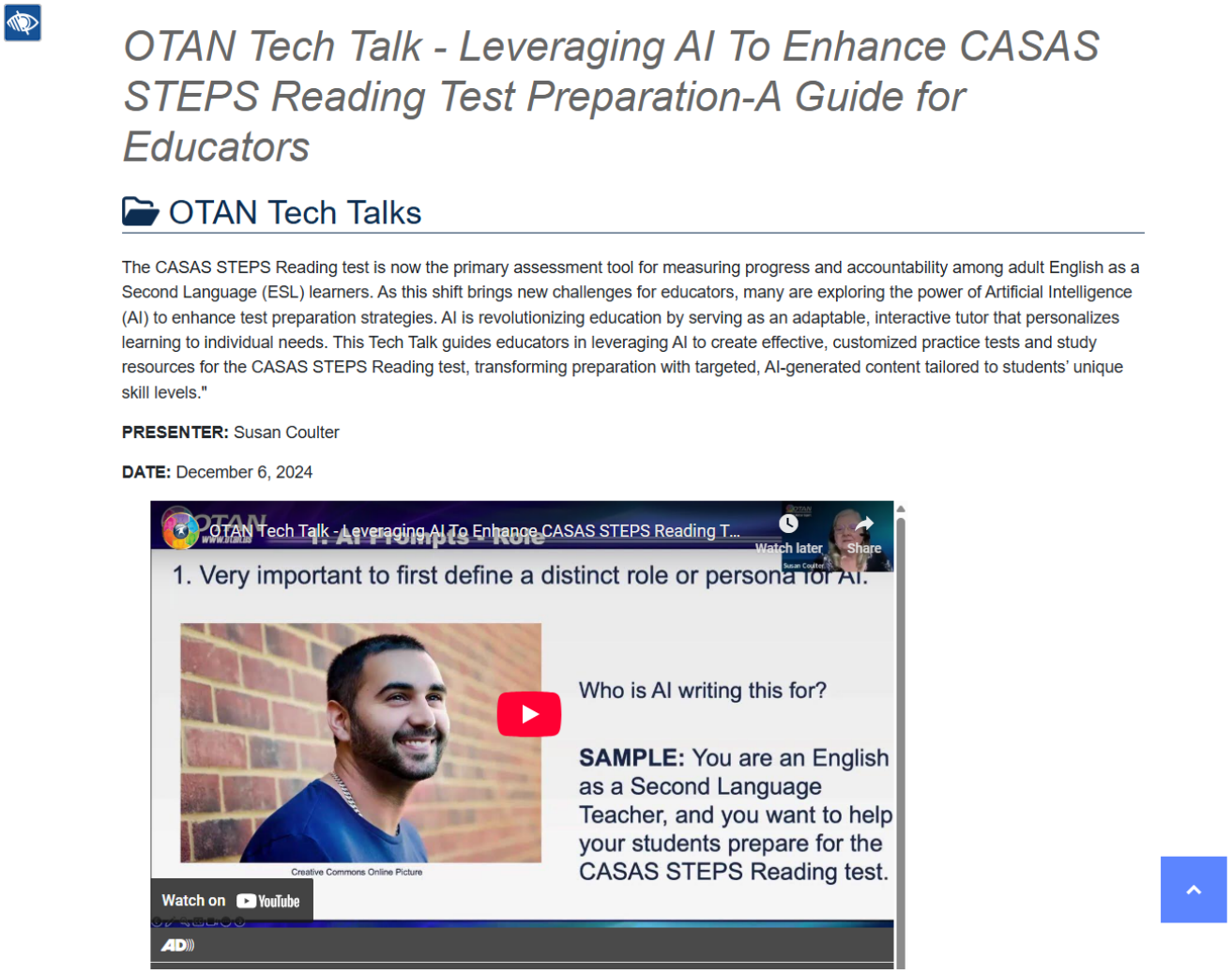


Exhibit 2.14 - This is a screenshot of the "OTAN Tech Talk - Leveraging AI To Enhance CASAS STEPS Reading Test Preparation - A Guide for Educators" video presentation on the OTAN website, displaying the video itself and a description.

Support and Maintain Website to Host and Share Instructional Materials for English Literacy and Civics Education – Civic Objectives and Additional Assessment Plans Field Use

The California EL Civics Exchange is a repository for hosting and sharing instructional materials related to EL Civics Civic Objectives and Additional Assessment Plans (COAAPs) that have been created by California WIOA, Title II: AEFLA/EL Civics agencies for use by the California adult education field. The instructional materials teach EL Civics content to English language learners and are a part of the 30 hours of instruction required in California before administering a COAAP assessment. (Since COAAP assessments are high stakes, however, they are not included on the website.)

The California EL Civics Exchange was originally requested by California adult education agencies to view EL Civics materials developed by other agencies and share original materials with other agencies. Throughout the years, presentations introducing the EL Civics Exchange and inviting agency submissions have been offered at CATESOL and CCAE conferences, as well as the CAEP Summit, OTAN's TDLS, and the CASAS Summer Institute.

The focus during the 2024–25 program year continued to be on working with agencies to produce and generate more content for the website, as well as adding more support materials for agency reference. During the 2024–25 program year, three new materials were added to the website from two agencies (Mt. Diablo Adult Education / Mt. Diablo Unified School District and Huntington Beach Adult School). Sixteen new users were created. The working group also began exploring how to create a connection between the EL Civics Exchange and the California Adult Education Canvas Commons where OTAN planned on adding some Canvas EL Civics resources that users would be able to download to their Canvas accounts. More work needs to be done in the coming year to make all of these resources known and available.

Moving forward, OTAN and CASAS will continue to support the inclusion of high-quality instructional materials by focusing on two key components in its review of submissions: accessibility and licensing. Instructional materials are deemed accessible according to Section 508 and WCAG 2.1 recommendations. They are also licensed by Creative Commons nomenclature; in this case, instructional materials are licensed as CC BY-NC-SA. Before the instructional materials become publicly available on the Exchange, CASAS will review the content requirements—the quality of presentation and practice materials, how the content teaches the COAAP, and appropriate Creative Commons licensing—using an agency-developed rubric, and OTAN will review that the content is fully accessible using accessibility tools built into the creation software (i.e., Microsoft Office apps, Adobe PDF software). OTAN and CASAS will also consider how to provide more targeted support to agencies that face challenges making their instructional materials accessible and properly licensed.

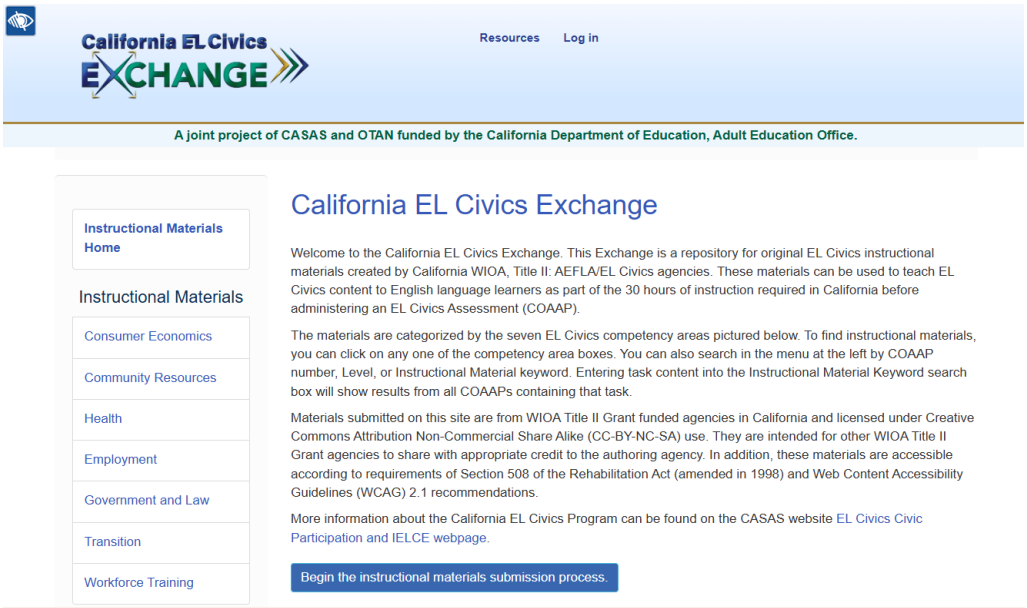


Exhibit 2.15 - This is a screenshot of the EL Civics website home page. It shows narrative information about the site, categories of Instructional Materials, and other links.

Exhibit 2.16 - This is a screenshot of a Material Details page on the EL Civics website. It shows detailed information about a resource including submitter information, COAAP details, instruction levels, and a list of available resource documents.

16,830 MATERIALS WERE DOWNLOADED DURING THE 2024-25 YEAR.	
MONTH	**RESOURCES DOWNLOADED**
July	895
August	1,179
September	1,189
October	1,329
November	1,360
December	1,196
January	1,475
February	1,599
March	1,777
April	2,587
May	1,318
June	926
GRAND TOTAL	**16,830**

Exhibit 2.17

Create, Update, and Maintain Websites to Support Administrative and Training Activities

OTAN develops and supports a wide range of websites and web-based tools that allow OTAN staff to manage the organization and tracking required to provide training and services to adult education agencies.

Travel

The Travel tool on the OTAN Admin. website allows OTAN staff to document and track details about staff travel activities, including flights, hotels, car rentals, conference fees, and other information. During 2024–25, OTAN continued to update a recently developed Travel Request form to allow staff to submit comprehensive details about upcoming travel needs for on-site training, conferences, professional development, and other travel as needed (e.g., allowing a user to add supporting documentation). Staff also created access for ETEs (exempt temporary employees, aka SMEs) to work on arranging their own travel.

Training

The training and presentation sections of the OTAN Admin website allow OTAN staff and designated ETEs to create and manage training sessions, including creating courses, sessions, and presentations, setting event times, dates, and descriptions, and managing lists of attendees.

During 2024–25, the training database continued to be updated and maintained to submit in-person and online sessions facilitated by OTAN staff and SMEs. There was some work done this year to provide notifications of upcoming sessions to presenters and attendees.

California Adult Education Professional Development Calendar

The California Adult Education Professional Development website provides an aggregate display of available trainings from the California State Leadership Projects (OTAN, CALPRO, CASAS, and CAEP) as well as CDE. Throughout the year, OTAN assists the other projects with their APIs (e.g., when CALPRO launched a brand-new website).

ETE Time Tracker

The ETE Time Tracker on the OTAN Admin website allows OTAN staff to assign tasks and hours to ETEs for their work providing training, coaching, and developing new resources. The ETEs can then report time and categories of work to be approved by OTAN employees.

Throughout the 2024–25 year, the ETE Time Tracker was maintained and updated as needed with input from the ETEs. In quarter 4, the site was updated for fiscal year 2025–26.

Students Succeed Website

Every year, OTAN invites nominations of California adult education learners, who are successful as a result of the education received at adult education agencies, for the California Adult Education Students Succeed program. Information about honored students and their programs is housed on the Students Succeed website.

At the beginning of the year, the development team posted five 2024 Students Succeed videos—four videos honoring the top students and a Students Succeed Honorees slideshow—and added 40 new student stories. In anticipation of the 2025 nomination period, the website nomination page was updated. The administration section of the website had updates made to the scoring tool to remove bias as much as possible.

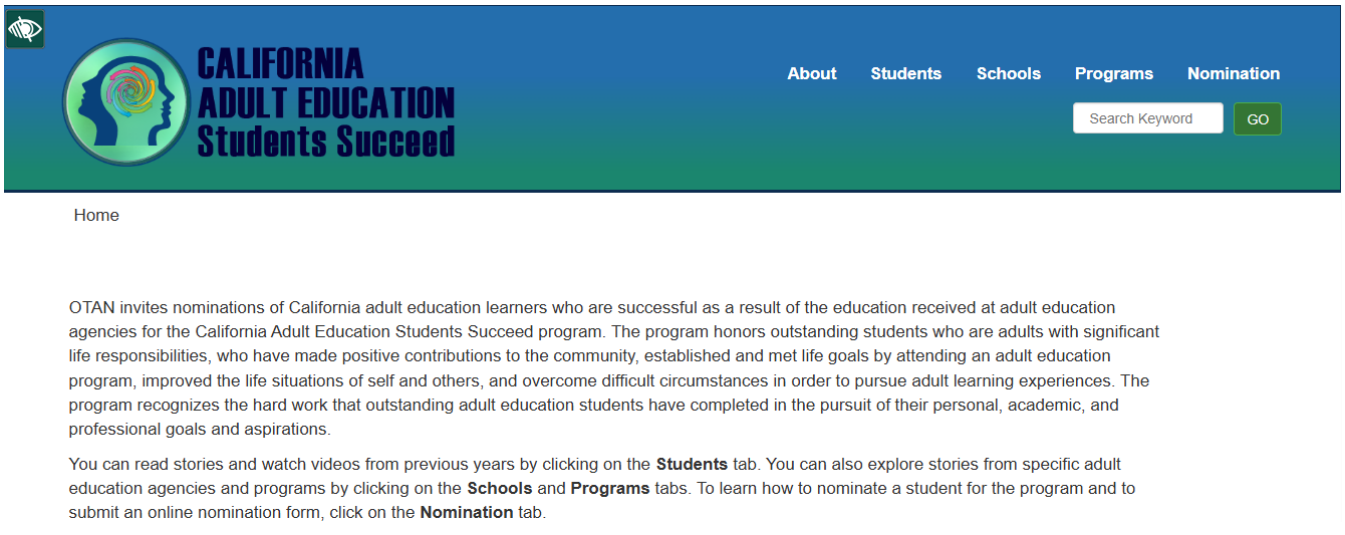


Exhibit 2.18 - This is a screenshot of the OTAN California Adult Education Students Succeed home page.

DLAC

The Digital Leadership Academy (DLAC) website allows users to submit applications to participate in the biennial DLAC program. Once applications are submitted, the website provides OTAN staff with tools to review and score applications.

The DLAC website was updated for the new DLAC year, and video presentations for DLAC testimonials were added to the OTAN website.

TDLS

The Technology and Digital (formerly Distance) Learning Symposium (TDLS) is OTAN's annual conference, and the TDLS website allows presenters to submit proposals, users to register for the conference, and OTAN staff to manage presentations. During COVID-19, OTAN built a live event conference platform for its virtual conference and over time it has evolved to accommodate the hybrid conference that OTAN now hosts.

At the start of 2024–25, the TDLS website front page was updated with information about TDLS 2025. The Call for Presenters was developed and scheduled to open along with attendee registration on October 1, 2024. Updates were also made to share information about this year's hosting agency, Long Beach School for Adults. A coupon system for registration was added that generated coupons, listed available coupons, and marked the used ones with the attendees who used them. A custom survey was developed, and both the Call for

Presenters and registration form had a new feature which enabled a registrant to include an accessibility request.

Teaching with Technology

The Teaching with Technology (TwT) tool is designed to help adult education teachers locate lesson plans that can be used as-is or modified for use with their learners. The lesson plans integrate technology tools and the Triple E technology framework components in ways that engage students, enhance their learning, and extend their learning beyond the class.

During the 2024–25 year, new resources were added to the TWT database, and existing resources were updated. The team continues to work on developing a system for users to provide feedback on individual resources to help guide SMEs in creating future resources and updating current ones.

Lesson Plan Builder

The Lesson Plan Builder allows users to create lesson plans and is designed as a tool for adult educators to improve instruction.

During 2024–25, the Lesson Plan builder website was updated by adding the Math CCRs to the Student Outcomes section.

Exhibit 2.19 - This is a screenshot of the OTAN Lesson Plan Builder website home page.

Digital Learning Guidance

The California Adult Education Digital Learning Guidance (DLG) serves as a practical resource for educators and staff. Topics include digital equity, adult learning theories, flexible learning, effective assessments, and inclusive digital communities.

During the 2024–25 year, the DLG section of the OTAN website was updated; this included the DLG Facilitator's Guide pages and chapter documents.

Customer Contact Tracking System (Client Services)

OTAN supported 288 client services in 2024–25, which break down as follows: two phone calls, 109 emails, 144 bulk emails, six presentations, and 27 Zoom supports.

Course Outline Builder

The Course Outline Builder allows users to create course outlines and is designed as a tool for adult educators to improve instruction.

During 2024–25, the Course Outline builder website started development. OTAN is working with SMEs to develop a tool for adult educators to create and share their course outlines. The go-live date for the website is April 1, 2026.

Canvas Database

The Canvas application was created to track information about agencies' Canvas instances and contacts. It allows agencies to submit an Interest Form and a Canvas Form, which include four types of contacts: MOU Contact, Field Administrator Contact, Agency Contact, and Canvas Contact. The Canvas Form also collects information on agencies' WIOA, Title II and CAEP funding status.

"Thank you so much for allowing us to use the videos. They were a huge success to say the least. (Yes we turned on the Closed Captions....LOL). We really appreciate you letting us show the videos. They were truly inspiring. Have a great rest of the week."

– Brian Randall
Assistant Director, Adult Education Norwalk-La Mirada USD

OTAN admins can view and update agency information as needed, track MOU documents along with their signature statuses and dates, and email MOUs to agencies. They can also add notes in multiple sections for each agency.

Additionally, the application sends bulk emails to agencies with active MOUs and also emails with unique URLs for updating agencies' contact information and number of licenses.

Exhibit 2.20 - This is a screenshot of the OTAN Canvas website home page.

Canvas Instances

The Canvas application also collects data on the number of licenses each agency has requested and their current number of licenses, based on the instances listed in the Canvas database. This information is gathered through the agencies' renewal form as well as by the OTAN admins.

Appendix A. Quarter 1, 2024 Progress Report

Outreach and Technical Assistance Network

Sacramento County Office of Education

Contract Number 240137

July 1, 2024 – September 30, 2024

Outreach and Technical Assistance Network
Sacramento County Office of Education
Quarter 1, 2024, Progress Report, Contract Number 240137
July 1, 2024 – September 30, 2024

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
TASK I: PROVIDE DIGITAL LEARNING AND EDUCATIONAL TECHNOLOGY TRAINING AND TECHNOLOGY-RELATED CAPACITY-BUILDING SERVICES	
SECTION A: PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON VIA PRESENTATIONS OF VARYING LENGTHS AND FORMATS TO ALL WIOA, TITLE II: AEFLA-FUNDED ADULT EDUCATION AGENCIES IN CALIFORNIA	
1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS Narrative: In quarter 1, OTAN hired 35 subject matter experts (SMEs) to assist with online and in-person presentations. For the Continuous Improvement Plan (CIP), OTAN hired eight certificated and two classified SMEs. One SME was hired to assist with Course Approvals. Training of Trainers (TOT) occurred August 14–16, and 19 SMEs attended. At this year's event, OTAN added an extra half day of training geared towards orienting SMEs with OTAN processes. Staff met with individual SMEs to discuss projects and deadlines. OTAN staff participate in professional development throughout the year to stay abreast of technology trends. In quarter 1, four staff participated in one or more of the following: InstructureCon, NROC Institute, IDEAL Institute, and CCAE Northern. OTAN training materials are designed to be 508 compliant. New compliant templates were provided to staff and SMEs along with continued access to Grackle and PowerPoint accessibility tools. OTAN has provided 60 presentations on a variety of topics including 15 on Canvas, 10 on Artificial Intelligence, the New Administrators' Orientation, and the Federal Program Monitoring Office Instrument Training. A total of 812 attendees participated in these presentations. OTAN has presented 12 sessions at seven different conferences or conference-like events (e.g., district or consortium-wide professional development days) so far this year for a total of 490 attendees. It should be noted that CDCR's agency-wide training had 299 attendees, however, leaving 191 who attended the remaining 11 presentations.	Ongoing

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.2. CONDUCT IN-PERSON AND VIRTUAL OTAN ADVISORY COMMITTEE MEETINGS ANNUALLY Narrative: A full-day, hybrid meeting took place on September 13 at the Sacramento County Office of Education. Twenty-four members and 12 staff attended in person while five members attended virtually. OTAN recruited six new members from the graduating DLAC Cohort 4 class. Members included national digital learning leaders, administrators, teachers, classified staff, and CDE and State Leadership Project staff. The 8:00 a.m. – 4:00 p.m. agenda included seven breakout sessions aligned to contract deliverables. Topics included the Adult Education Provider Directory, the CIP, OTAN Communications, Curriculum Offers, Canvas, OTAN Trainings, and AI. OTAN provided all the resources and meeting materials in a Canvas course. Leading up to the event, OTAN's administrative assistant and staff secretary assisted with logistics for room reservations, meals, hotel stays, and reimbursements. The spring meeting is scheduled for Wednesday, March 12, and will be virtual from 9:00 a.m. –12:00 p.m.	Ongoing
1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC) Narrative: The DLAC (cohort 5) application closed in August. Nine agencies and 31 participants were confirmed to participate in the two-year training program. In September, OTAN notified participants of their acceptance and helped to make arrangements for the initial in-person meeting scheduled for October 10–11. One expert trainer (Dr. Paul Porter) and five coaches were hired to support the nine DLAC agencies. During this quarter, OTAN met with Dr. Porter to design the two-year professional development plan and to build an agenda for the October training. A post-event survey was prepared for the October 10–11 meeting.	Ongoing

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.4 LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT Narrative: OTAN established two pilots with Northstar Digital Literacy and Learning Upgrade. The contracts allow for up to 14 new agencies for Northstar and up to 10 new agencies for Learning Upgrade with a focus on English as a Second Language (ESL) and High School Equivalency (HSE) learners. Plans are to run the pilots through June 2025. OTAN selected Northstar agencies for the pilot based on a survey that was created in June and completed by agencies since then. Separately, OTAN hosted an August webinar to introduce the Learning Upgrade pilot and recruit agencies. Both pilots advertised on social media and in an OTAN news item. Northstar quarter 1 data includes 73 unique users across nine locations with 156 combined learning hours in preparation for taking the assessments. Students took 224 digital literacy assessments with just over half taken at one location. Learning Upgrade Q1 data includes 43 active users across five sites with just over 160 learning hours, 709 lessons completed, and 128 certificates earned. We anticipate more activity in quarter 2 as agencies continue to implement both Northstar and Learning Upgrade. OTAN was also asked by World Education to recruit agencies for a Pace AI study on the use of AI by ESL students funded by the Institute of Education Sciences. OTAN reached out to about a dozen agencies to let them know about the fall pilot and free access to Pace AI through 12/31/24.	Ongoing

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
1.A.5. HOST ONE TECHNOLOGY AND DIGITAL LEARNING SYMPOSIUM (TDLS) Narrative: TDLS is currently set to take place March 7th and 8th at Long Beach School for Adults. As with the two previous years, this year's TDLS will be a hybrid event. Planning team members among OTAN staff met to review the TDLS 2025 Call for Presenters and registration forms. OTAN developed and tested the forms with a field deployment goal of October 1. Posts began at the end of September on social media, and promotion was also included in the OTAN Digest. TDLS evaluations got a major overhaul this year. OTAN staff revised the current post-surveys for individual sessions as well as the overall evaluation, with a greater focus on learning outcomes, user experience, and brevity. Two additional surveys were also created: one for presenters themselves and one for room monitors to gather valuable feedback from these two populations and to drive collaboration around areas for improvement for one or both of these roles. OTAN looks forward to piloting these surveys this year.	Ongoing

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.6. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR Narrative: In quarter 1, OTAN filmed, edited, and approved the videos for the top four scoring Students Succeed honorees. OTAN also collected the waivers for all student honorees. As the top four scoring honorees are invited to be recognized and celebrated at either the California Adult Education Program (CAEP) Summit or the Association of California School Administrators (ACSA) Leadership Conference, OTAN staff were in regular communication with participants and nominators throughout the quarter.	Ongoing
1.A.7. PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA Narrative: Three SMEs from 2023–24 will continue with this project deliverable in 2024–25. They have participated in the consortium meetings and planning for fall presentations. OTAN established follow-up meetings after the June CASAS Summer Institute with two far north consortia directors on OTAN support on tech-related goals. Staff and SMEs were invited to present at the two consortia board meetings to introduce OTAN and talk more about the support OTAN is able to provide. OTAN also met with a far south consortium director to hear more about his consortium and possible areas of support and collaboration.	Ongoing

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
SECTION B: PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT	
1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES Narrative: OTAN tasks its staff and SMEs to stay abreast of technology advancements and shifts and to share that information via OTAN communications and presentations. In an effort to do so, OTAN has renewed memberships or subscriptions with CAEAA, CCAE, CEA, CUE, IDEAL, ISTE, NROC, and ProLiteracy. Four staff participated in one or more of the following: InstructureCon, NROC Institute, and IDEAL Institute. In quarter 1, OTAN provided 15 presentations on Canvas and 10 specific to AI for 198 attendees and 207 attendees, respectively. Some relevant examples include: Canvas: 7/15/24: “Canvas Assignments” 8/8/24: “Canvas Course Settings and Sharing” 9/3/24: “Advanced Canvas: Creating Assessments with New Quizzes” AI: 7/12/24: “OTAN Tech Talk July '24: Augmenting Video Content with AI Tools” 8/20/24: “Lesson Plan Builder AND Using AI in AE” 9/13/24: “Using AI in Adult Education (Part 1)” OTAN staff have also provided several presentations at conferences or conference-like events: two on Canvas, two on AI, and four on Tech Use (specifically Google tools, in this instance) for a total of 9, 24 and 78 attendees, respectively.	Ongoing
1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE Narrative: OTAN rehired three SMEs to continue with the update of the California Adult Education History project. OTAN, both the training and development arms, met with the three OTAN SMEs in July to review a draft website redesign and to receive and review the revised Chapter 9 draft that revisits and updates Chapter 9 from the 2005 print version. SMEs continued to organize the content for three new chapters and writing has begun on said chapters. SMEs also completed a writeup of a special projects funding request submitted to CDE for funding for media projects. The funding request was sent to CDE AEO leadership in early September.	Ongoing

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.3 CONTINUE DEVELOPMENT OF THE TEACHING WITH TECHNOLOGY (TWT) RESOURCE Narrative: OTAN currently has seven SMEs assigned to this contract area, with an eighth set to rejoin the TWT team in early December. One new resource was added to the repository this quarter. OTAN staff modified 36 different resources by adding lesson plans, editing resource content and external links, or hiding them from public view either until remediated or permanently. The TWT team added another search function to the TWT site this quarter: the ability to sort resources by subject (in addition to keyword, program area, and CCR searches). This new ability may prove to be popular with users; it was the second-most visited search page on the TWT sites during the month this feature premiered (September). The TWT team is continuing the development of a user feedback system for the repository as well. At the end of quarter 1, there are a total of 530 resources available to the public.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.4 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEM (LMS) PLATFORMS FOR CALIFORNIA AGENCIES Narrative: OTAN executed an agreement with Instructure for 12,049 Canvas licenses, Tier I Support, Strategic Consulting, and Canvas LMS training services. MOUs between OTAN and the adult education agencies were written to cover a five-year period. OTAN also promoted no-cost licensing throughout the 2024–26 contract pending a successful agreement with CDE's Adult Education Office. In quarter 1, Instructure assigned a new regional Canvas manager. OTAN has met once with this manager and is planning another meeting in quarter 2. OTAN staff and SMEs provided 15 trainings on Canvas as well as 10 Canvas TACOs (Technical Assistance Coaching Opportunities) for a total of 7.5 hours. Each introductory Canvas TACO provides 1:1 support and acquaints each agency with the courses and available OERs on the California Adult Education Canvas Commons (CAECC). OTAN also continued Global Announcements and communication assisting with 24/7 help and training portal support. In quarter 1, there were 287 courses, 160 teachers, and 3,761 students in Canvas accounts from 25 different agencies across California. There are 75 shared courses in the CAECC; 15 of those are OTAN developed and shared courses. Two of OTAN's shared courses are new: Success in School and Personal Success Through Writing. The CAECC increased its open education resources (OER) by 20 new updates. During quarter 1, there were 10 instances of OTAN shared courses being downloaded.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.5 DISSEMINATION OF OTAN RESOURCES Narrative: OTAN disseminates information through various means including vendor tables at conferences, newsletters and digests, social media, and more. In quarter 1, the OTAN newsletter (released twice annually, fall and spring), had 54 distinct views. The fall 2024 newsletter will be distributed beginning in October. The monthly OTAN Digest has had 550 unique pageviews. OTAN has also created weekly email blasts about OTAN's Upcoming Activities, Canvas Global Announcements, and social media posts communicating appropriate announcements and news items. OTAN works closely with CDE, the State Leadership Projects (CALPRO, CASAS), and associated organizations (CCAE, CUE, ISTE, World Ed, etc.) to ensure up-to-date information is reaching the field.	Ongoing
1.B.6 CALIFORNIA ADULT EDUCATION DIGITAL LEARNING GUIDANCE Narrative: There were 599 unique views of the Digital Learning Guidance (DLG) on the OTAN website this quarter. The facilitated online course, providing an overview of the DLG, transitioned to a self-paced course. Plans are underway to contract with ISTE for an update to the DLG and support materials.	Ongoing
1.B.7 SUBMIT QUARTERLY REPORTS TO CDE Narrative: The quarter 1 report was submitted by 10/31/24.	Completed
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE Narrative: The 2023–24 OTAN Annual Report is in progress and will be submitted electronically to CDE by the close of quarter 2.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
TASK II: USE TECHNOLOGY TO SUPPORT THE CDE'S ADULT EDUCATION OFFICE AND LEADERSHIP PROJECTS	
Section C: PROVIDE PROGRAMMING AND HOSTING OF THE CDE'S AEO "ONLINE GRANT APPLICATIONS AND REPORTING" ENVIRONMENT	
2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE Narrative: OTAN developed and tested the following in quarter 1: • 2023–24 Annual Audit Status Certification (AASC) • 2024–25 Grant Budget • 2024–25 Grant Award Notification (GAN) Amendments • 2024–25 1st Quarter Expenditure Claim Report (ECR) • ECR and Grant Budget Due / Past Due notifications OTAN maintained and supported the CDE course approval process. One hundred twenty (120) agencies requested and received approvals in quarter 1 of the 2024–25 fiscal year.	Ongoing
2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS) Narrative: OTAN developed and tested the following in quarter 1: • 2023–24 AASC Review/Approve • 2024–25 Grant Budget Review/Approve • 2024–25 GAN Amendments Review/Approve • 2024–25 1st Quarter ECR Review/Approve • 2024–25 Payments • Updated Accounts Receivable system • 2024–25 items added to Dashboard OTAN developers met with CDE staff to review previous year's CIP application and discuss updates for the 2024–25 CIP. OTAN maintained and supported the CDE course approval process. One hundred twenty (120) agencies requested and received approvals in quarter 1 of the 2024–25 fiscal year.	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM Narrative: No activities in quarter 1.	Not yet started
2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT Narrative: In the 1st quarter OTAN sent the following bulk emails: • 8/20/2024 - Meeting Link – AEO Open Office Hours via Teams • 8/27/2024 - Meeting Link – AEO Open Office Hours via Teams • 8/30/2024 - Registration for New Administrator Orientation is closing soon! • 9/3/2024 - Registration for New Administrator Orientation closes September 5, 2024 • 9/4/2024 - Links and Info for New Administrator Orientation - September 10–12, 2024 • 9/9/2024 - New Administrator Orientation Starts Tomorrow - September 10, 2024 • 9/10/2024 - Grant Budgets, EARN Webinar, Intake Survey and More! • 9/17/2024 - Adult Education and Family Literacy Week; EARN Webinar Updates and More! • 9/17/2024 - NAO 2024 Evaluations • 9/24/2024 - Clarification regarding Integrated Education and Training (IET) under Section 243 • 9/25/2024 - *Updated* Clarification regarding Integrated Education and Training (IET) under Section 243 OTAN responded to thirty-four (34) email support requests in relation to the OAR/AMS websites.	Ongoing
2.C.5 SUPPORT AND MAINTAIN THE CONTINUOUS IMPROVEMENT PLAN Narrative: In quarter 1 OTAN met with CDE to discuss new requirements and updates for the 2024–25 CIP, with development scheduled to begin in quarter 2.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION Narrative: In quarter 1, OTAN assisted CDE with verifying accessibility and remediating documents (handouts and presentation slides) for the New Administrator's Orientation, September 10–12.	Ongoing
2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT Narrative: OTAN created a new ad-hoc report for CDE to list all WIOA deliverables and submission dates on the OAR website.	Ongoing
SECTION D: PROVIDE PROGRAMMING AND HOSTING OF TECHNOLOGY INFORMATION AND TOOLS FOR LEARNING	
2.D.1 MAINTAIN AND UPDATE THE OTAN WEBSITE Narrative: This quarter, the OTAN website had 21,647 unique pageviews from 8,213 unique visitors. OTAN added three new Web-Based Class Activities, three OTAN Monthly Digests, 24 Adult Education News items, and 45 videos to the website.	Ongoing
2.D.2 CONSOLIDATE THE CALIFORNIA ADULT EDUCATION PROVIDER DIRECTORY Narrative: OTAN met with the OTAN Advisory Committee on September 13, including CDE and CCAE, to discuss and clarify the goals of this project.	Ongoing
2.D.3 ACCESSIBILITY AND SECTION 508 OF THE REHABILITATION ACT COMPLIANCE Narrative: Ten videos were remediated through 3Play in quarter 1.	Ongoing
2.D.4 DEVELOP AND MAINTAIN WEBSITE TO HOST AND SHARE INSTRUCTIONAL MATERIALS FOR ENGLISH LITERACY AND CIVICS EDUCATION – CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS FIELD USE Narrative: There were 2,702 unique pageviews from 725 unique visitors this quarter. CASAS And OTAN continue to meet and partner on this project monthly. Staff are working on adding OTAN Canvas EL Civics resources to the EL Civics Exchange during 2024–25.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.D.5 CREATE, UPDATE, AND MAINTAIN WEBSITES TO SUPPORT ADMINISTRATIVE AND TRAINING ACTIVITIES Narrative: The Travel Request form continues to be updated and maintained for staff to submit upcoming travel needs for on-site training, conferences, professional development, and other travel as needed. In quarter 1, a new feature was added to email a summary to travelers five days prior to a trip. There were 81 travel requests processed in the system. The Training Calendar continues to be updated and maintained to submit in-person and online sessions facilitated by OTAN staff and SMEs. OTAN continues to maintain the California Professional Development website as well as assist and support the other California State Leadership projects (CASAS, CALPRO, and TAP) with their APIs. In quarter 1, OTAN worked with CALPRO to integrate the API from their new website into the professional development calendar. The Exempt Temporary Employee (ETE) Tracking site continues to be maintained and updated as needed with input from the ETEs. In quarter 1, the Students Succeed website was updated to support the next nomination phase, scheduled to open January 1, 2025. The DLAC website was updated to extend the application due date to August 9, 2024, to allow for additional application submissions. One new resource was added to the TWT database this quarter, and 35 resources were updated. The team continues to work on developing a system for users to provide feedback on individual resources to help guide SMEs in creating future resources and updating current ones. Teachers created 54 new lesson plans using the Lesson Plan Builder website. OTAN recorded 93 client services in quarter 1, consisting of individual emails, bulk emails, and Zoom support.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
OTAN sent “Welcome” emails to agencies from the Canvas Database. OTAN developers also created an email tracker to log details about outbound emails sent to agencies. OTAN also created usage reports for the previous quarter with data pulled from the Canvas API. The Canvas API application was updated to pull User Events by date.	

Appendix B. Quarter 2, 2024 Progress Report

Outreach and Technical Assistance Network

Sacramento County Office of Education

Contract Number 240137

October 1, 2024 – December 31, 2024

Outreach and Technical Assistance Network
Sacramento County Office of Education
Quarter 2, 2024, Progress Report, Contract Number 240137
October 1, 2024 – December 31, 2024

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
TASK I: PROVIDE DIGITAL LEARNING AND TECHNOLOGY-INTEGRATION TRAINING AND TECHNOLOGY-RELATED CAPACITY-BUILDING SERVICES	
SECTION A: PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON VIA PRESENTATIONS OF VARYING LENGTHS AND FORMATS TO ALL WIOA, TITLE II: AEFLA-FUNDED ADULT EDUCATION AGENCIES IN CALIFORNIA	
1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS Narrative: In quarter 2, OTAN has 34 subject matter experts (SME) ready to assist with online and in-person presentations. OTAN has eight certificated and two classified SMEs assigned to support the Continuous Improvement Plan (CIP). During this quarter, the CIP template was updated and tested. SMEs provided two trainings and one presentation at the CAEP Summit regarding CIP and goal writing. OTAN has identified an SME to support course approvals. In addition, the OTAN director is facilitating a field team to make recommendations for improvements and changes to the course approvals site. The field team is currently discussing course codes and the incorporation of the federal Classification of Instructional Programs (CIP) codes. These Department of Education and Department of Labor CIP codes are used universally throughout the US. Once adopted, it will be easier to report out enrollment, progress, and outcomes for WIOA, Perkins, etc. with these codes. In December, SMEs participated in a one-hour online Synergy Session focused on sharing presentation best practices and scope and sequence for AI presentations. This SME training was a follow-up to the August Training of Trainers. OTAN staff, including SMEs, participate in professional development throughout the year to stay abreast of technology trends. In quarter 2, staff participated in one or more of the following for professional development and/or providing presentations: Fall CUE, ProLiteracy, COABE Digital Inclusion Week, LARAEC Fall Conference and Lunch with LARAEC (consortium), CCAE Central, CAEP Summit, About Students Professional Development Conference (consortium), CATESOL, ACSA, CTE Conference, CCAE Southern/South Coast, Belonging & Other Institute, and Mirrors Leadership Institute. OTAN provided 60 presentations at the listed conferences with 1,097 attendees. In addition, OTAN provided 35 agency-based trainings to 498 attendees.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
The presentations with the highest interest based on attendance included AI (24 presentations), HyFlex (4), EdTech (2), Digital Literacy in the ESL Classroom (2), and Canvas (1). Some of the most requested topics for agency-based trainings included Canvas (11 trainings), AI (6), HyFlex (7), CIP (3), and Digital Literacy in the ESL classroom (2). OTAN training materials are designed to be 508 compliant. Staff and SMEs continued to use updated accessible PPT and Google Slides for presentations introduced during the ToT in August. One of the items reviewed during the ToT was to include an OTAN slide at the beginning of each presentation to introduce OTAN and also include both an agenda and session objectives – staff and SMEs have been working on including all of this for each presentation. Staff worked on NAO accessibility testing and fixes for PowerPoint and PDF presentations as well as NAO-remediated videos.	
1.A.2. CONDUCT IN-PERSON AND VIRTUAL OTAN ADVISORY COMMITTEE MEETINGS ANNUALLY Narrative: As a follow-up to the OAC meeting on September 13, 2024, OTAN conducted an evaluation of the meeting. Of 30 responses, participants identified the following as the most important topics discussed: CIP, AI, OTAN resources, marketing, recognizing the social emotional needs of students, Canvas and OTAN training, OTAN curriculum offers, communications, and an Adult Ed provider directory. Participants also identified the following topics as those they wish to discuss at the spring meeting: AE, emerging technologies, CIP, marketing, student strategies and tools for retention, Canvas, IET, OTAN communications and resources. In quarter 2, OTAN also processed participant invoices for the in-person September 13 meeting.	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC) Narrative: The Digital Leadership Academy (DLAC) continues to support adult education agencies across California in enhancing digital learning strategies. This quarter marked the official start and welcome of Cohort 5 (2024–26), welcoming nine new agencies into the program. The initial convening took place on October 10–11, 2024. The following agencies were accepted into DLAC Cohort 5: • Burbank Adult School • California Department of Corrections and Rehabilitation – Folsom State Prison/Greystone Adult School • Fontana Adult School • Jefferson Adult School • Long Beach Adult School • Porterville Adult School • Proteus, Inc. • San Diego Community College District – San Diego Continuing Education • Silicon Valley Adult Education Each agency has a dedicated team, supported by an experienced DLAC coach, to guide their professional development and implementation of digital learning initiatives. All teams joined OTAN on October 10–11 for: • Professional Development Days in Sacramento - Participants attended their first DLAC PD sessions, focusing on best practices in technology integration, team building/Gallup Strengths, and community building. • IDEAL 101 Course Launch: Cohort 5 participants began the IDEAL 101 course, which introduces foundational concepts in digital learning and instructional technology.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
• Building a Learning Community: Agencies have engaged in collaborative discussions, and resources sharing, setting the groundwork for their DLAC journey. Emphasis has been placed on growing a supportive professional learning network. OTAN updated and reviewed the post survey for the upcoming January meeting.	
1.A.4 LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT Narrative: Pilots established with Northstar Digital Literacy and Learning Upgrade are continuing. The contracts allow for up to 14 new agencies for Northstar and up to 10 new agencies for Learning Upgrade with a focus on English as a Second Language (ESL) and High School Equivalency (HSE) learners. In quarter 2, 13 of the 14 slots are filled for Northstar. Recruitment is still in progress for the Learning Upgrade slots. Plans are to run the pilots through June 2025, with a decision to be made in the spring as to continuing through 2025–26. Both pilots, as well as other curriculum products listed on the OTAN website, have been mentioned in presentations throughout the fall. Videos from the three-part Northstar training series in September were posted to the OTAN website and shared with a number of interested parties. A Northstar user group was founded and met once a month each month in quarter 2. Guests from the previous Northstar pilot were invited to share their experience and answer questions at the November and December meetings. User group meetings are open to any adult school staff working in California whether they are in the pilot or not. For Northstar Q2 data, there were 410 unique users across twelve locations, 676 learning hours were logged in preparation for taking the assessments, and 1,446 assessments were taken with about 1,325 taken at two locations. Eighty-two (82) badges were claimed, and 105 certificates were awarded. For Learning Upgrade Q2 data, there were 108 active users across seven sites, just over 380 learning hours were logged, about 2,800 lessons were completed with the majority completed at one site, and there were 29 certificates earned. We anticipate more activity in Q3 as agencies continue to implement both Northstar and Learning Upgrade; for example, some Northstar locations were planning to start their programs in January after using the fall to plan.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.5. HOST ONE TECHNOLOGY AND DIGITAL LEARNING SYMPOSIUM (TDLS) Narrative: TDLS is currently set to take place March 7-8 at Long Beach School for Adults. As with the two previous years, this year's TDLS is a hybrid event. Planning meetings began in quarter 2 with a majority of OTAN staff attending and covering a wide variety of planning topics (program, registration, food/catering, tech support, print/digital materials, etc.). The call for presenters (CfP) and registration opened concurrently on October 1. The CfP closed in early December, and the registration will remain open until closer to the event. OTAN plans to use the CVENT online check-in system for a second year with hopes of transitioning to an OTAN-developed check-in system for future conferences. OTAN had more proposals submitted than can be scheduled, so the decision we made was to reject multiple OTAN staff and SME proposals and make sure that everyone who submitted was able to present at least once to create as wide a presenter pool as possible. Keynote Speaker, Leticia Citizen, was confirmed, and her contract was finalized in quarter 2. OTAN promoted TDLS through its many communications, including weekly email blasts, social media mentions, and postcards via the OTAN booth at events. A slimmed down program schedule is being developed for TDLS, different than program books developed in previous years. OTAN finalized the revamp to the surveys for the year. The individual session and overall symposium surveys were completely redone, and two new surveys were added: the presenter survey (to gather feedback from people who present at TDLS) and the room monitor survey (to get feedback from those who volunteer as room hosts about both the training beforehand and the experience room hosting at TDLS). This year, OTAN added a check box to both the call for proposals and the registration form asking if a person has an accessibility inquiry. If the box is checked, an email goes to an OTAN staff member to follow up on the inquiry. In quarter 2, there were no inquiries via either form. OTAN is also introducing a wellness room at this year's TDLS that will be open for anyone at TDLS—with disabilities or otherwise—to make use of during the event. While plans were underway for TDLS 2025, research on a venue for TDLS 2026 began. At the close of quarter 2, the venues had been narrowed down to two sites in the Monterey area.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.6. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR Narrative: In quarter 2, OTAN coordinated travel for the four awardees and their nominators to Oakland for the CAEP Summit and to San Diego for ACSA. The California Adult Education Students Succeed (CAESS) 2024 slideshow of all honorees across the state was created and then presented at CAEP Summit and will be available on the CAESS website. OTAN provided transportation to and from each event and ensured each awardee had access to all the materials and videos made about them. Both ACSA and CAEP Summit award ceremonies were featured in two digests and on social media. This quarter there were 3,425 views on the CAESS website. All four videos of this year's awardees have been posted on the CAESS website and have been shared with respective agencies. OTAN coordinated with liaisons from both ACSA and the CAEP Summit. Coordinating with ACSA required a lot of communication between organizers, sharing of B-Roll, reserving table space, and writing press releases. OTAN created a slideshow of 2024 CAESS honorees displayed at CAEP Summit's Students Succeed awards ceremony and linked on the CAESS webpage.	Ongoing
1.A.7. PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA Narrative: OTAN staff and SMEs continued to meet with the two far north consortia. One consortium has identified a need for Canvas training for two consortium-level staff during the remainder of 2024–25, and the other consortium is interested in a couple of different topics, including introducing AI and using a RACHEL device in locations in their area. The rural coaching project was also discussed at a number of in-person events during the fall with rural consortia staff, but no follow-up meetings were arranged.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
SECTION B: PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT	
1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES Narrative: New emerging topics were explored at a variety of in-person and online events during quarter 2, including AI, drones, HyFlex and other learning modalities, digital literacy, and the ongoing federal and state digital equity funding and efforts. In quarter 2, the following research was shared as news items in monthly Digests. These included: • AI Integration Framework • EdTech Integration Strategy Toolkit • The Role of Micro-Credentials in Lifelong Learning and Development: Empowering Learners, Empowering Organizations • A Framework for Digital Equity • Bridging the Digital Divide by Addressing Barriers with Digital Literacy Strategies for Older Adults One of the key SME activities is developing online resources that are distributed on Canvas. These include many self-paced resources available via the California Adult Education Canvas Commons. SMEs also develop other resources available on the OTAN website (e.g., via Teaching with Technology and WBCA). Arguably, AI is one of the most popular emerging technologies right now and there is high interest from the adult education field. There were a total of six trainings and 24 conference presentations on the subject of AI use in adult education in quarter 2.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE Narrative: An in-person meeting with the three OTAN SMEs and OTAN development team took place in October to finalize a draft website redesign so the development team could begin work. SMEs continue to organize the content for three new adult education history chapters, and writing has begun on said chapters. The special projects funding request submitted to CDE for funding for media projects in 2024–25 is not going to go through. Instead, at the advisement of CDE, OTAN will submit a request for the special projects money to be approved in a 2025–26 contract amendment.	Ongoing
1.B.3 CONTINUE DEVELOPMENT OF THE TEACHING WITH TECHNOLOGY (TWT) RESOURCE Narrative: OTAN currently has eight SMEs assigned to this contract area. The TWT site has 528 available resources as of the close of December. Eleven new resources were added to the repository, and 45 additional resources were modified and updated this quarter. Modifications can include adding lesson plans, adding resource content and external links, remediating resources, etc. The team is continuing to develop a pilot for a user feedback system on the TWT repository site.	Ongoing
1.B.4 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEM (LMS) PLATFORMS FOR CALIFORNIA AGENCIES Narrative: OTAN met in December with Instructure to begin negotiating the 25–26 Canvas contract. Based on information in the Canvas database, there are 55 active agencies with an MOU participating in Canvas. Account usage provided by Instructure indicates there are 11,683 active licenses in use by K–12 adult education students and staff as of 12/31/2024. Based on our API with Instructure, there were 366 active courses, as well as 195 teachers, and 4,516 unduplicated students across 25 agencies in California in quarter 2. The seemingly conflicting data for active agencies may be caused by some agencies being at the very early stages with Canvas; they may not have active courses or students at this time. The following webinars were advertised via social media and Global Announcements and posted on the OTAN Calendar.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
10/3: Canvas Fall Admin Cohort: Building Outcomes/AE Standards (7) 10/7: The Power of Canvas Modules (25) 10/10: Canvas Fall Admin Cohort: Assessing Outcomes/Standards (0) 10/12: Online Teaching Methodology: Canvas tips, Tricks, and Innovative Strategies (24) 10/14: Accessibility Tools in Canvas (15) 10/17: The newly designed Advanced ESL Course on Canvas: Orientation (18) 10/23: The Write Stuff: Newly Designed in Canvas (10) 11/4: Canvas: Setting up a Blueprint or Template Course Admin (14) 11/12: Using a Template or Blueprint Course (6) 12/2: Advanced Canvas: Mastery Paths (8) 12/9: Advanced Canvas: Studio (14) Virtual Agency Requested Webinars An orientation for each new agency introducing Tier 1 and Support and Training Stages is an established routine. This information will be available on our OTAN Canvas website. The first pilot Canvas Summit is planned for May 2025. The planning process began in quarter 2. SMEs have been assigned hours to go through and update Canvas course content, fix bugs, etc. As SMEs develop Canvas resources for the CAAE Canvas Commons, we also schedule webinars to let the field know about their availability, course content, how to access and customize, etc. OTAN has also been working on a redesigned OTAN Canvas section of the OTAN website that should launch early in quarter 3. Canvas orientation and sessions include resources available on the California Adult Education Canvas Commons (CAECC); this includes shared online courses. These resources are shared at events, via the OTAN booth, and through OTAN communications. There are just under 50 shared courses in the CAECC; some courses have moved off of the CAECC as one agency was using the space to store courses as it moved from one Canvas instance to another in the fall of 2024. Eighteen (18) of those courses are OTAN-developed and shared courses; most of these have been created by OTAN staff and SMEs. Courses with the most downloads through quarter 2 include Advanced ESL, Putting English to Work 1, and the Write Stuff.	

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
1.B.5 DISSEMINATION OF OTAN RESOURCES Narrative: OTAN disseminates information through various means including vendor tables at conferences, newsletters and digests, social media, and more. OTAN hosted vendor tables at the following events in quarter 2: LARAEC, South Coast – 10/19/24 Marjorie Olavides - Vendor booth at LARAEC. Spoke with approx. 75 people CCAE Central – 10/25/24 Marjorie Olavides. Vendor booth at Fresno Adult School with Anthony Burik. Spoke with approx. 30 people. CAEP Summit – 10/28/24 Gerald Dumaguing. Marjorie Olavides. Booth for CAEP Summit. 10/28-10/30. Spoke with approx. 163 people. Anthony Burik and Neda Anasseri helped by answering questions and having conversations. CATESOL – 11/15/24 Marjorie Olavides. Exhibitor booth at CATESOL State at CSU Los Angeles 11/15–11/16. Spoke with approx. 100 people CCAE Southern/South Coast – 11/22/24 Marjorie Olavides. Exhibitor booth November 22–23 @ CCAE South Coast & Southern, Palm Springs. Spoke with approx.100 people The OTAN Newsletter, (released twice annually, fall and spring) was released in October. There were 45 unique views of the Fall and Spring ‘24 newsletters (6 for the most recent newsletter). The monthly OTAN Digest has had 882 unique pageviews. OTAN has also created weekly email blasts about OTAN’s Upcoming Activities, Canvas Global Announcements, and social media posts communicating appropriate announcements and news items. OTAN works closely with CDE, the State Leadership Projects (CALPRO, CASAS), and associated organizations (CCAE, CUE, ISTE, World Ed, etc.) to ensure up-to-date information is reaching the field. OTAN shared and gained information at the SLP meeting on 10/1 and OTAN/CDE Quarterly meeting on 11/12. OTAN also presented at an online professional development day for one of OTAN’s IDEAL Consortium partners focusing on resources that can be used in CTE and workforce preparation classrooms.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.6 CALIFORNIA ADULT EDUCATION DIGITAL LEARNING GUIDANCE Narrative: There were 542 unique page views of the Digital Learning Guidance (DLG) on the OTAN website this quarter. OTAN obtained three written proposals for the contract to update the Digital Learning Guidance. OTAN determined to move forward with Community Learning Partners to lead this work. Key deliverables include a comprehensive audit of the current DLG with interest holder feedback and synthesis, revised DLG content including AI, UDL, and other emerging technologies, support for website enhancements and multimedia content development, revised Educator's Course and Facilitator's Guide, and design and delivery of professional development events. ISTE, the lead in the original development of the DLG, will be an advisor to this version of the DLG.	Ongoing
1.B.7 SUBMIT QUARTERLY REPORTS TO CDE Narrative: The quarter 2 report was submitted by 1/31/25.	Completed
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE Narrative: The 2023–24 OTAN Annual Report was submitted electronically to CDE on December 19, 2024. OTAN has been gathering data from OTAN and CASAS to begin reviewing for the production of the 2023–24 Tech/Distance Learning Report.	Annual Report -Completed Tech/DL Report - Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
TASK II: USE TECHNOLOGY TO SUPPORT THE CDE AEO AND LEADERSHIP PROJECTS	
SECTION C: PROVIDE PROGRAMMING AND HOSTING OF THE CDE'S AEO "ONLINE GRANT APPLICATIONS AND REPORTING" ENVIRONMENT	
2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE Narrative: OTAN developed and tested the following in quarter 2: • Course approval exempt • 2024–25 2nd Quarter Expenditure Claim Report (ECR) • 2024–25 Continuous Improvement Plan (CIP) • 2024–25 Preliminary amended award amounts OTAN maintained and supported the CDE course approval process. Fifty-four (54) agencies requested approval and forty-nine (49) received approvals in quarter 2 of the 2024–25 fiscal year. • 30 new agencies have been added to the Course Approval system. • The Course approval application was updated to allow agencies to self-report that they are exempt from course approval. • A new course approval report showing CAEP agencies, regardless of funding status, with their last 4 course approval submissions, was developed. As part of the effort to maintain an up-to-date adult education agency contacts information database, all requests for access, email bounce-backs, and "no longer with agency" auto-replies were forwarded to an agency's OAR Administrator to update agency contacts and users.	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM Narrative: OTAN developed and tested the following in quarter 2: • Course approval exempt / exemption letter / Approval tool • 2024–25 2nd Quarter Expenditure Claim Report (ECR) Approval • 2024–25 Continuous Improvement Plan (CIP) / Review and scoring The CAEP 2024–25 data was added for the WIOA, Title II: AEFLA Grant requirements. A new course approval report was added to the Report section of the AMS. This goes along with the Course Approval Exempt functionality. This report shows the date of their last 4 years of course approvals, showing exempt if the agency qualifies to claim exempt. There were also updates to AMS reports for the current fiscal year. A new agencies set-up tool was designed to set up an agency for Course Approval designating the Approver and OAR Administrator. In support of the CIP, the CIP was tested and deployed to production and configured to go live to the field on 1/2/2025. All submitted plans are available on the WIOA Deliverables Summary. The CIP home page provides a link to download an agency's plan while the CIP is open.	Ongoing
2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM Narrative: The evaluation site was updated to review the 2025–26 continuous improvement plan submissions, as well as to allow administrators to view a status of plan submissions. A summary of the previous CIP submission statistics was provided to the CDE Contract Monitor and the CIP leads from OTAN to help them identify and target agencies that had issues and could potentially benefit from additional support.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT Narrative: In the 2nd quarter OTAN sent the following bulk emails: • 11/21/2024 - NAO Recordings now available • 11/13/2024 - Course Approval Requirements for CAEP and WIOA-funded Adult Schools • 10/29/2024 - Meeting Link – AEO Open Office Hours via Teams • 10/22/2024 - Meeting Link – AEO Open Office Hours via Teams • 10/22/2024 - IET Webinar November 6, 2024 • 10/15/2024 - Meeting Link – AEO Open Office Hours via Teams • 10/03/2024 - 2024–25 First Quarter Deliverables OTAN responded to eighteen (18) email support requests in relation to the OAR/AMS websites.	Ongoing
2.C.5 SUPPORT AND MAINTAIN THE CONTINUOUS IMPROVEMENT PLAN Narrative: The CIP was developed, tested, and deployed and configured to go live to the field on 1/2/2025. New requirements were developed with CDE. For rejected CIPs, the system now records the rejected date and calculates a new due date, which is five days from rejection. A new due date is set to the CIP deliverable, and the new due date is displayed on the Deliverable Summary in both OAR and AMS. OTAN sent the CIP Review Summary Report to the CDE Contract Monitor to view last year's CIP data. The data included: total submits, number of re-submissions, submissions by month, and list of agencies who had to re-submit multiple times before passing.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION Narrative: OTAN developed and assisted with production and distribution of the following technical support materials: • NAO Accessibility testing and fixes for PowerPoint presentations and videos • Posted 30 News Articles to OTAN website • Posted 3 Monthly Digests and 3 Monthly WBCAs • Posted 12 videos on OTAN website • Posted 4 videos on Student Succeed Websites • Sent out 18 bulk emails • Updated content and posted videos on the "Northstar" page on OTAN website • Added “Social Media Share” buttons for the TWT website section	Ongoing
2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECTS Narrative: OTAN recorded a Federal Program Monitoring (FPM) Q&A session on 11/6. The recording was a live presentation only, with no remediation. OTAN helped to support the conference preparation, including: • Worked on fixing registrations and presenter profiles. Fixed typos, wrong emails, and changed presenter roles. • Updated user dashboard to have its own ViewModel. This allowed users to update key fields without having to worry about all the required fields from the registration ViewModel.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
• Worked on fixing registrations and presenter profiles. Fixed typos, wrong emails, and changed presenter roles. • Updated user dashboard to have its own ViewModel. This allowed users to update key fields without having to worry about all the required fields from the registration ViewModel. • Added evaluation links to presentations. • Worked on the conference platform, updating the FAQs, adding welcome messages from the keynote speaker, CDE, etc. • Launched the conference platform, allowing people to view the schedule while saving their personal schedule. Converted platform to be hybrid, allowing users to log in remotely and be able to participate in the conference's sessions. • Provided live, in-person tech support while setting up and monitoring the check-in system.	
SECTION D: PROVIDE PROGRAMMING AND HOSTING OF TECHNOLOGY INFORMATION AND TOOLS FOR LEARNING	
2.D.1 MAINTAIN AND UPDATE THE OTAN WEBSITE Narrative: This quarter, the OTAN website had 24,639 unique pageviews from 7,450 unique visitors. OTAN added three new Web-Based Class Activities and three OTAN Monthly Digests, 30 Adult Education News items, 12 videos to the website, and four videos to the Students Succeed website.	Ongoing
2.D.2 CONSOLIDATE THE CALIFORNIA ADULT EDUCATION PROVIDER DIRECTORY Narrative: OTAN is working to identify the methods for data transfer and data maintenance for CAEP NOVA contact data.	Completed
2.D.3 ACCESSIBILITY AND SECTION 508 OF THE REHABILITATION ACT COMPLIANCE Narrative: Twenty-three (23) videos were remediated through 3Play in quarter 2 for accessibility. There is ongoing remediation of various PowerPoint, Word, and PDF documents. There is also ongoing SortSite scanning and website a11y fixes.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.D.4 DEVELOP AND MAINTAIN WEBSITE TO HOST AND SHARE INSTRUCTIONAL MATERIALS FOR ENGLISH LITERACY AND CIVICS EDUCATION – CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS FIELD USE Narrative: There were 4,329 unique pageviews from 748 unique visitors this quarter. CASAS And OTAN continue to meet to discuss website improvements on this project monthly. OTAN created EL Civics materials' download reports and graphics in Excel. OTAN also added a location tracker for material downloads.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.D.5 CREATE, UPDATE, AND MAINTAIN WEBSITES TO SUPPORT ADMINISTRATIVE AND TRAINING ACTIVITIES Narrative: OTAN posted to production a new Travel Summary for staff and SMEs to receive in their email five days prior to travel. OTAN also updated additional staff as Travel Administrators. OTAN continues to maintain the California Professional Development website as well as assist and support the other California State Leadership projects (CASAS, CALPRO, and TAP) with their APIs. In quarter 2, OTAN updated the CALPRO API to correspond with changes to their site. The Exempt Temporary Employee (ETE) Tracking site continues to be maintained and updated as needed with input from the ETE's. There were 1,385.5 ETE hours reported. OTAN also enhanced the administrator role to allow administrators to change employee and ETE email addresses used for login. Previously this required a manual process of updating all associated database tables. ETEs were initially set up with their personal email account and subsequently required changes when the ETE was issued a SCOE email. This simplifies the update process. Changes to ETE Tracking: • Changed to chart on home page displaying reported hours vs. approved hours • Allowed the admins to add pay period dates • Changed how work logs are edited, approved, and signed off, making the process easier for the ETE. • Made it clearer to ETEs which work logs have been approved and which pay period they correspond to. In quarter 2, the Students Succeed website was updated with four additional videos of this year’s awardees. In support of the TDLS website and the annual symposium, OTAN: • Added OTAN logo graphics for TDLS “Thank You” mug and Mulan Jute Tote	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
• Rolled out a new survey system for TDLS. This allows more direct questions, instead of questions being limited to a scale of "Strongly Disagree - Strongly Agree." • Added new surveys for both Room Monitors and for the Presenters experience. • Worked on the TDLS Call for Proposals and went live. Added new features, such as a check box for a11y request that will email staff, when requested, so they can follow up. • Worked on TDLS Registration which went live at the same time. This also included the a11y request option. • Modified and ran OTAN's custom software that emails presenters their proposal status (accepted, rejected), provides roles, and creates accounts for co-presenters who do not have an account in our system. • Added Sessions and Room names into the database, so that the presentations can be scheduled. • Added ability to copy conference presentations For the Teaching with Technology (TWT) resource, there were a total of 528 resources available to the public at the end of December. There were 11 resources added and 45 resources modified in quarter 2. The team continues to work on developing a system for users to provide feedback on individual resources to help guide SMEs in creating future resources and updating current ones. OTAN added a "keyword" filter for search in a "tags" field. OTAN also added a "Social Media Share" button for TWT. Teachers created 31 new lesson plans using the Lesson Plan Builder website. OTAN recorded 58 client services in quarter 2, consisting of 26 individual emails, 25 bulk emails, 5 presentations, and 2 Zoom supports. OTAN updated the Canvas Interest Form to include notification when a new Interest Form is submitted. The notification is sent to the Canvas Support email along with other individuals based on the options selected in the Interest Form.	

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
OTAN is in the process of creating a new Canvas webpage. OTAN Canvas website logo banners and graphics were developed and added. Also in quarter 2, OTAN created usage reports for the previous quarter with data pulled from the Canvas API.	

Appendix C. Quarter 3, 2025 Progress Report

Outreach and Technical Assistance Network

Sacramento County Office of Education

Contract Number 240137

January 1, 2025 – March 31, 2025

Outreach and Technical Assistance Network
Sacramento County Office of Education
Quarter 3, 2025, Progress Report, Contract Number 240137
January 1, 2025 – March 31, 2025

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
TASK I: PROVIDE DIGITAL LEARNING AND EDUCATIONAL TECHNOLOGY TRAINING AND TECHNOLOGY-RELATED CAPACITY-BUILDING SERVICES	
SECTION A: PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON VIA PRESENTATIONS OF VARYING LENGTHS AND FORMATS TO ALL WIOA, TITLE II: AEFLA-FUNDED ADULT EDUCATION AGENCIES IN CALIFORNIA	
1.A.1 ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS Narrative: In quarter 3, OTAN maintained a pool of 34 SMEs to provide essential services such as trainings and conference presentations, CIP reviews, and coaching with our DLAC teams. OTAN has 7 certificated and 1 classified SME assigned to support the Continuous Improvement Plan (CIP). Our development team lead has emailed regular updates to CDE and SLP partner, CALPRO, to help monitor CIP progress. TOT spring workshop planning has commenced for SMEs and is scheduled to take place on May 7. In support of Course Approvals, the OTAN director continued to facilitate a field team to make recommendations for improvements and changes to the course approvals site. The field team discussed course codes and the incorporation of the federal Classification of Instructional Programs (CIP) codes. These Department of Education and Department of Labor CIP codes are used universally throughout the US. Once adopted, it will be easier to report out enrollment, progress, and outcomes for WIOA, Perkins, etc. with these codes. The next phase for Course Approvals is to convene content-area work groups to discuss course descriptions. In quarter 3, staff participated in one or more of the following for professional development and/or providing presentations: Future of Education Technology (FETC), CAEAA, CCAE Bay Section, CCAE Northern Section, TESOL, Spring CUE, and COABE. In an effort to create and model accessible materials, PowerPoint and Google Slides templates are available for presenters. The Google Slides template is currently available on the new OTAN/SCOE Google site. OTAN scheduled and provided 47 presentations this quarter with 1,097 attendees.	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
OTAN staff and SMEs presented at the following conferences/ conference-like events this quarter: • Lunch with LARAEC • Citrus College Adult Education Consortium • CCAE Bay Section • CCAE Northern Section • Spring CUE • COABE	
1.A.2 CONDUCT IN-PERSON AND VIRTUAL OTAN ADVISORY COMMITTEE (OAC) MEETINGS ANNUALLY Narrative: OTAN combined its spring advisory meeting with the Digital Learning Guidance advisory on March 12, 2025, from 10 a.m. to 12 p.m. There were 64 individuals who committed to participating. Advisory members agreed to review two DLG chapters and participate in two advisory meetings, March 12 and April 30. During the initial advisory, facilitator Joey Lehrman of Community Learning Partners walked members through the DLG revisions timeline and helped members see their role in project planning and discovery. A tech trends survey was disseminated to identify emerging technologies. Members engaged in breakout discussions aligned with DLG chapters. Notes were captured by facilitators and analyzed in part by AI. Advisors were able to continue to provide feedback on chapters through March 31.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC) Narrative: DLAC participants met on January 9–10 and will meet again on May 15–16 for their mid-project reports. A highlight of the quarter was the participation of several DLAC agencies at TDLS, where they presented their work, many for the first time. Although some presenters were nervous, the experience served as a valuable opportunity to build presentation skills and showcase early progress. We recognize the importance of giving presenters the real-world opportunities for our emerging leaders. The ongoing project of reviewing and revising the post surveys for each DLAC meeting continued with the post survey for the January 9–10 meeting. Most respondents reported that most of the information at this latest meeting was new to them. OTAN also asked attendees about a more specific piece of training this time around, the IDEAL course. The survey asked them to tell OTAN if each of four different sections of the course helped them specifically, their team, both, neither, or to indicate if they hadn't worked with that part yet. Overall, OTAN is happy with the feedback, as the vast majority of people indicated that each section was helpful to them, their team, or both; very few people indicated there were no takeaways or that they hadn't used it at all yet.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.4 LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT Narrative: Pilots established with Northstar Digital Literacy and Learning Upgrade are continuing. OTAN purchased two additional locations and has filled 15 of 16 slots for new agencies for Northstar. OTAN is still recruiting for up to 10 agencies for Learning Upgrade, focusing on ESL and HSE learners. Plans are to run the pilots through June 2025. Northstar will continue into 2025–26, while OTAN will close the Learning Upgrade pilot and look for different pilot program(s) in 2025–26. Both pilots, as well as other curriculum products listed on the OTAN website, have been mentioned in presentations throughout the spring. Northstar user group meetings happened each month in Q3. User group meetings were open to any adult school staff working in California, whether they were in the pilot or not—this is how we learned about interest from other adult schools and whether they could be considered for the pilot. SMEs also made some presentations at TDLS and COABE about some of the other products advertised on the OTAN website (e.g., Learn360, CK-12, NROC/EdReady). For Northstar quarter 3 data, there were 387 unique users across twelve locations. There were 1,315 learning hours logged in preparation for taking the assessments. In the end, 1,854 assessments were taken with about 1,773 taken at four locations. One hundred forty-one (141) badges were claimed, and 42 certificates were awarded. For Learning Upgrade quarter 3 data, there were 111 active users across eight sites. There were 606 learning hours logged and 3,500 lessons completed, with the majority completed at two sites. Fifty-six (56) certificates were earned. OTAN saw an uptick in activity with both Northstar and Learning Upgrade. OTAN will send out surveys in quarter 4 to gauge activity and feedback over the course of the year.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.5 HOST ONE TECHNOLOGY AND DIGITAL LEARNING SYMPOSIUM (TDLS) Narrative: TDLS planning meetings continued in quarter 3 up until the symposium on March 7–8. 2025. A majority of OTAN staff attended planning meetings covering a wide variety of topics (program, registration, food/catering, tech support, print/digital materials, etc.). OTAN also received a lot of support from the Long Beach School for Adults Principal and her staff with on-site issues. Online registration continued for in-person attendance until the week before TDLS, and for online registration through the conference. We used a Cvent check-in system for the second year in a row. Scheduling of sessions took place in January. OTAN had only one cancellation, which was replaced by a session presented by OTAN staff. OTAN's keynote speaker also presented two additional sessions on Friday. Communications for TDLS included weekly email blasts, social media, mentions and postcards via the OTAN booth at events. A slimmed down program schedule was developed for TDLS, different than program books developed in previous years. Other print materials were developed – mainly event signage. Participation at TDLS included 198 in-person and 102 online attendees. There were 61 presentations in total. OTAN completely revamped the evaluations for the individual presentation and overall symposium surveys for this year's TDLS in addition to adding two brand new surveys, one for TDLS presenters and one for room monitors. All of the feedback from these surveys was analyzed and reviewed with the OTAN team at the scheduled debrief on March 28th. All feedback and ideas were added to a shared document to be considered in the fall when planning starts for TDLS 2026. This year, OTAN added a check box to both the call for proposals and the registration form asking if a person has an accessibility inquiry. If the box was checked, an email went to an OTAN staff member to follow up on the inquiry. For TDLS 2025, there were no inquiries via either form. We also introduced a Wellness Room at this year's TDLS that was open for anyone at TDLS—with disabilities or otherwise—to make use of during the event. Based on evaluations, OTAN will continue the Wellness Room next year with revisions based on suggestions from participants. OTAN also determined in quarter 3 that TDLS 2026 will be held March 6–7, 2026, at Monterey Adult School in Seaside, California.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.6 PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR Narrative: In quarter 3, fifty-one (51) entries were submitted for this year's Students Succeed nomination period. The window closed on March 15. Scoring will commence in quarter 4.	Ongoing.
1.A.7 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA Narrative: Two SMEs began Canvas training with two leaders of the Siskiyou adult education consortium that will continue through the spring to prepare them to use Canvas with teaching staff in the consortium. Both SMEs also participated in a Far North conference hosted by CCAE in Redding presenting on OTAN resources and AI topics. The OTAN coordinator for Rural Projects has been in talks with the Director of the Kern adult ed consortium about joining a tour of consortium adult schools in April and will see about follow-up once the tour is completed.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
SECTION B: PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT	
1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES Narrative: OTAN subscribes to a number of professional organizational memberships; one benefit is reduced registration fees for a number of adult ed and/or edtech events OTAN attends throughout the year (e.g., CAEAA in February, COABE in March). One of the top offered and requested topics in this quarter was AI. Below is a list of AI presentations offered with the number of attendees in parentheses. • Generative AI: Teaching Students How to Use It Effectively (25) • AI in the Classroom: Supercharge Your Teaching with AI (64) • Integrating AI/Hyflex in the Adult Ed Class (20) • Unlock the Power of AI: Streamline Your Work (30) • Make AI Work for You: Tools for ESL Activity and Materials Creation (15) • Lesson Planning with AI (10) • Empowering Adult Education with AI: Practical Insights and Secure Innovations Using the Evolo AI App (13) • Canvas AI Translation Feature (9) • AI & Tech Tools Revolution: Transforming ESL Instruction for Immediate Impact Part I (18) • Canvas Rich Content Editor - AI Tool (8) • Effective Lesson Planning with OTAN Resources and Generative AI (9, 5; done twice)	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
One of the key SME activities is developing online resources that are distributed on Canvas. A new open education (OER) ESL course was made available on Canvas in quarter 3. It was initially presented at TDLS. Additional presentations that included AI were presented at TDLS and at other spring conferences. There were 6 conference presentations outside of TDLS (with attendees for each): • Teaching Writing and Integrating AI into the Process (8); Citrus College Adult Education Consortium • Getting Started with Generative Artificial Intelligence for Instruction (10); Citrus College Adult Education Consortium • Using AI Tools in Citizenship Preparation and Civics Education (12); CCAE 2025 Bay Section Conference • Getting Started with Generative Artificial Intelligence for Instruction (8); CCAE Northern Section Conference • Canva and MagicSchool and Perplexity, OH MY! Today's AI Tools (300; yes, for real); Spring CUE 2025 • Using AI Tools in Civics Education and Citizenship Preparation (15); Spring CUE 2025	

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
There were also presentations at TDLS (with in-person/online attendance): • Doing Things Differently with Diffit! (25/0; not a hybrid session) • AI as a Tool in the Adult Education Classroom (30/40) • Empathy/Sympathy in Socio-Emotional Learning: Enhancing Connections with AI (10/0; not hybrid) • Exploring AI Bias & Stereotyping (24/0; not hybrid) • Teaching Writing and Integrating AI into the Process (25/26) • AI in Everyday Life - Are You Ready?! (18/17) • Using AI in the Development of ESL Lessons and Materials (31/0; not hybrid) • Critical Thinking and Fact-Checking in the Age of AI: Building AI Literacy (23/25) • EdTech and AI Tool Workshop with Adult Education in Mind (13/22) • Empowering Educators with AI: A Hands-On Workshop for Lesson Planning (10/17) • Empower Students with AI Literacy: Civics and Career-Related Projects (19/13) • Friend or Foe? The Social Risks and Rewards of Generative AI in Education (13/0; not hybrid)	
1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE Narrative: The OTAN development team began work on a revised adult education history website, and three SMEs met with the development team in quarter 3 to review work so far. OTAN staff and SMEs are planning for an April focus group meeting to gather feedback on the website. SMEs continue to organize the content for three new chapters. Additional funding for media projects was included in a contract amendment submitted to CDE.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.3 CONTINUE DEVELOPMENT OF THE TEACHING WITH TECHNOLOGY (TWT) RESOURCE Narrative: OTAN currently has eight SMEs assigned to this contract area. The TWT site has 527 available resources as of the close of March. Eight new resources were added to the repository, and 26 additional resources were modified and updated this quarter. Modifications can include adding lesson plans, adding resource content and external links, remediating resources, etc. There were 3,505 unique visitors to the TWT site.	Ongoing
1.B.4 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEM (LMS) PLATFORMS FOR CALIFORNIA AGENCIES Narrative: Work continues with OTAN and Instructure on finalizing the 2025–26 contract. Based on information in the Canvas database, there are 58 active agencies with an MOU participating in Canvas. Account usage provided by Instructure indicates there are 16,057 active licenses in use by K–12 adult education students and staff as of 3/31/2025. Based on our API with Instructure, there were 311 active courses, as well as 200 teachers, and 4,174 unduplicated students across 27 agencies in CA in quarter 3. The seemingly conflicting data for active agencies may be caused by some agencies being at the very early stages with Canvas; they may not have active courses or students at this time. There were 18 Canvas trainings offered in quarter 3 as well as 6 recorded instances of support on Canvas topics. There are 14 SMEs who are doing work to support Canvas integration through training and support. New Canvas webpages were released in March with step-by-step guidance for teachers and Canvas administrators. On the California Adult Education Canvas Commons, there are 15 OTAN-related courses available and there have been 50 downloads.	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
1.B.5 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEMS PLATFORMS FOR CALIFORNIA AGENCIES Narrative: OTAN disseminates information through various means including vendor tables at conferences, newsletters and digests, social media, and more. OTAN hosted vendor tables at the following events in quarter 3: • CCAE Bay Section (February) • CCAE Northern Section (March) The OTAN Newsletter (released twice annually, fall and spring) was released in October. There were 26 unique views of the latest newsletters during quarter 3. The monthly OTAN Digest has had 440 unique pageviews. OTAN has also created weekly email blasts about OTAN's Upcoming Activities, monthly Canvas Global Announcements, and social media posts communicating appropriate announcements and news items. Social media topics include OTAN professional development, news items, motivational post highlighting a Students Succeed honoree, advertisements for the Digest, and postings of Web-based Class Activities and OTAN Tech Talks. OTAN works closely with CDE, the State Leadership Projects (CALPRO, CASAS), and associated organizations (CCAE, CUE, ISTE, World Ed, etc.) to ensure up-to-date information is reaching the field. OTAN shared and gained information at the SLP meeting in January and the OTAN/CDE Quarterly meeting in February.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.6 CALIFORNIA ADULT EDUCATION DIGITAL LEARNING GUIDANCE Narrative: There were 763 unique page views of the Digital Learning Guidance (DLG) on the OTAN website this quarter. Twenty (20) educators have enrolled in the Digital Learning Guidance asynchronous course. Since January, work to revise and enhance the DLG has occurred between Community Learning Partners and OTAN. Weekly planning and discovery meetings have occurred. Some of the activities that have taken place include an audit of the existing DLG, identifying advisors to provide input into the refresh, preparing materials and facilitating an initial advisory meeting on Zoom, disseminating a statewide tech trends survey, and analyzing advisor feedback. Work will continue into and through quarter 4. More information about the March advisory meeting can be found in section 1.A.2.	Ongoing
1.B.7 SUBMIT QUARTERLY REPORTS TO CDE Narrative: The quarter 3 report was submitted by 4/30/2025.	Completed
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE Narrative: The 2023–24 OTAN Annual Report was submitted electronically to CDE on December 19, 2024. Work has commenced on the 2023–24 Tech/Digital Learning Report. There have been ongoing meetings between OTAN and the researcher. A session at TDLS provided some initial results to gather additional feedback and suggestions from session participants.	Annual Report -Completed Tech/DL Report - Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
TASK II: USE TECHNOLOGY TO SUPPORT THE CDE'S ADULT EDUCATION OFFICE AND LEADERSHIP PROJECTS	
SECTION C: PROVIDE PROGRAMMING AND HOSTING OF THE CDE'S AEO "ONLINE GRANT APPLICATIONS AND REPORTING" ENVIRONMENT	
2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE Narrative: OTAN developed and tested the following in quarter 3: • 2024–25 3rd Quarter Expenditure claim report • 2025–26 Course Approval • 2024–25 Q3 and EdTech Amendment • 2024–25 Continuous Improvement Plan (CIP) Review and administration • 2025–26 Program Year Inquiry OTAN maintained and supported the CDE Course approval process. Twenty-nine (29) agencies requested approval, and twenty-eight (28) received approval in quarter 3 of the 2024–25 fiscal year. Seven (7) new agencies were added to Course Approvals. The CDE Course Approval process was updated to include: • Course Approval reports were updated to show 2025–26 Course Approval status. • The Deliverable Listing was updated to include both 2024–25 and 2025–26 Course Approvals. • The 2025–26 Course Approvals went live 4/1. • Updates were made to the Course Approval database for improved performance. • Updates were made to the AMS consultant dashboard for the 2025–26 Course Approvals.	Ongoing
As part of an effort to maintain an up-to-date adult education agency contacts information database, all requests for access, email bounce-backs, and "no longer with agency" auto-replies were forwarded to an agency's OAR Administrator to update agency contacts and users. There were 26 email support replies.	

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM Narrative: OTAN developed and tested the following in quarter 3: • 2024–25 3rd Quarter Expenditure claim report approval tool • 2025–26 Course approval tool • 2024–25 Q3 and EdTech Amendment approval tool • 2024–25 CIP submission review • Updates to AMS consultant dashboard for 2025–26 Course Approval • OTAN maintained and supported the CDE Course approval process. Twenty-nine (29) agencies requested approval, and twenty-eight (28) received approval in quarter 3 of the 2024–25 fiscal year. OTAN maintained programming to support WIOA, Title II: AEFLA by: • 2024–25 Q3 and EdTech Amendment amended award amounts • 2023–24 ECR provided revision for 5th payment for 2 agencies	Ongoing
OTAN provided access to the approved CIP. There is a link to an agency's approved plans in WIOA Deliverables in the Agency Detail Navigation. OTAN made the following changes to the CDE Course Approval site: • 2024–25 Q3 and EdTech Amendment amended award amounts • 2023–24 ECR provided revision for 5th payment for 2 agencies As part of an effort to maintain an up-to-date adult education agency contacts information database, all requests for access, email bounce-backs, and "no longer with agency" auto-replies were forwarded to an agency's OAR Administrator to update agency contacts and users. There were 26 email support replies.	

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM Narrative: The evaluation site was deployed on 2/1/2025 to allow CIP reviewers to begin their review as plans were submitted. Copies of plans and previous plans were sent to reviewers and trainers to help with SMART goal support. OTAN provides regular updates to CDE with CIP statistics including number of plans started, reviewed, approved, and rejected.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT Narrative: In the 3rd quarter OTAN sent the following bulk emails: • 03/25/2025 - Help OTAN Shape the Future of Digital Learning in Adult Education! • 03/17/2025 - Los Angeles County Wildfires - Whole Community Recovery Workshop • 03/17/2025 - California Adult Education 2024–2025 Awards Programs • 03/17/2025 - Reminder, Survey: Potential Impacts of Education Code Change • 03/11/2025 - Survey: Potential Impacts of Education Code Change • 03/04/2025 - Upcoming CIP Events • 02/03/2025 - Missing Program Year Inquiry FY 25 • 01/29/2025 - Update to the Field Regarding Federal Grant Funding • 01/29/2025 - Continuous Improvement Plan (CIP) for 2025–26 • 01/28/2025 - Teams Link – WIOA ECR Help Desk January 2025 • 01/28/2025 - REMINDER: WIOA Title II: Technology and Distance Learning California Update for the Program Year 2023–24 • 01/28/2025 - Second Quarter Deliverables are due Friday • 01/22/2025 - Grant Award Notification Amendments • 01/21/2025 - WIOA Title II: Technology and Distance Learning California Update for the Program Year 2023–24	Ongoing
• 01/21/2025 - Teams Link – WIOA ECR Help Desk January 2025 • 01/13/2025 - 2025–26 Program Year Inquiry, a special message from DAEL, and other important updates • 01/06/2025 - Kicking off 2025! Information and Updates OTAN responded to twenty-six (26) email support requests in relation to the OAR/AMS websites.	

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
2.C.5 SUPPORT AND MAINTAIN THE CONTINUOUS IMPROVEMENT PLAN Narrative: The CIP was deployed and configured to go live to the field on 1/2/2025. The CIP review went live on 2/1/2025. Copies of plans and previous plans were sent to reviewers and trainers to help agencies with SMART goal support. Agencies are being notified of approved and rejected plans. Versions of rejected plans are recorded for comparison with updated resubmitted plans. CIP statistics including number of plans started, reviewed, approved, and rejected are regularly shared with CDE.	Ongoing

2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION
 	
Narrative: OTAN developed and assisted with production and distribution of the following technical support materials:
 	
• Sent out 28 total bulk emails
  • 11 CALPRO
  • 17 OTAN
• 40 News Articles posted on the OTAN website
• 3 OTAN Digests and 3 Web-based Class Activities posted
• Added a new video to the Students Succeed site
	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables

2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECTS
 	
Narrative: OTAN helped to support the TDLS conference preparation, including:
 	
• TDLS Conference platform went live.
• Fixed accounts with wrong or multiple emails
• Switched presenters and co-presenters around as requested
• Updated Welcome page with content provided
• Imported Zoom links and tested scheduling/timing of platform Made sure links appeared at the correct time, evaluations point to the correct presentation, etc.
• Made the evaluation pages mobile friendly
• Made the Room Monitor page mobile friendly
• Continued to test the platform and make updates based on request
• Went to TDLS and ran registration:
  • TDLS had 226 in-person registrants and 116 online registrants.
  • 197 in-person registrants checked in at TDLS.
  • TDLS had 625 session evaluations, 111 symposium evaluations, 33 presenter evaluations, and 36 room monitor evaluations.
• OTAN added a new video to the Students Succeed site.
 	
OTAN responded to the following requests from the CDE and the State Leadership Projects:
 	
• Created WIOA tech survey reports
• Met with the CASAS team and discussed the EL Civics website improvements
• Created EL Civics materials' download reports and graphics in Excel
• Updated materials per CASAS team request
• Updated Civic Objective name per CASAS team request
• Checked two EL Civics documents for accessibility
	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
SECTION D: PROVIDE PROGRAMMING AND HOSTING OF TECHNOLOGY INFORMATION AND TOOLS FOR LEARNING	
2.D.1 MAINTAIN AND UPDATE THE OTAN WEBSITE Narrative: This quarter, the OTAN website had 19,761 unique pageviews from 8,226 unique visitors. To maintain the OTAN website web browser and mobile-technology compatibility, photos and graphics processing for the OTAN website were updated. Document remediation for TDLS report forms was ongoing throughout the quarter. There were also ongoing SortSite scanning and website a11y fixes for WCAG 2.2. Content on the OTAN website was monitored, and content was deleted or updated as requested by the CDE, including the following: Narrative: • Updated DLAC pages on OTAN website • Updated Canvas Video webpage • Updated upcoming events code generator to sort them by date • Updated OTAN Canvas Project Webpage Bucket • Posted 7 videos to OTAN website • Added a link to Accessibility Resources page on OTAN • Updated About the SMEs Page and About the Staff Page • Posted 1 video on the Students Succeed Website • Added 40 News Articles to OTAN website • Posted 3 OTAN Digests and 3 WBCA's	Ongoing
2.D.2 CONSOLIDATE THE CALIFORNIA ADULT EDUCATION PROVIDER DIRECTORY Narrative: The WIOA database, with the OTAN Provider Directory and the CAEP Find a School, were compared and reviewed to identify outdated information.	Completed
2.D.3 ACCESSIBILITY AND SECTION 508 OF THE REHABILITATION ACT COMPLIANCE Narrative: Ten (10) videos were remediated through 3Play in Quarter 3.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.D.4 DEVELOP AND MAINTAIN WEBSITE TO HOST AND SHARE INSTRUCTIONAL MATERIALS FOR ENGLISH LITERACY AND CIVICS EDUCATION – CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS FIELD USE Narrative: There were 3,077 unique page views and 718 unique visitors to the EL Civics Exchange. Website improvements were discussed between CASAS and OTAN. EL Civics materials' download reports and graphics were created in Excel. Materials and a Civic Objective name were updated at the CASAS team's request. Two EL Civics documents were checked for accessibility concerns by OTAN.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.D.5 CREATE, UPDATE, AND MAINTAIN WEBSITES TO SUPPORT ADMINISTRATIVE AND TRAINING ACTIVITIES Narrative: On the travel database, travel administrators were given the ability to change rates. The ability to add duplicate trainings made scheduling multiple trainings easier. Access to Client Services by ETEs was limited so that ETEs only see their own entries. Full access by OTAN employees is still in place. In the internal OTAN training website, an option to exclude trainings from reminder emails was developed. Reminder emails to trainers seven days in advance of a scheduled training were created. The California Professional Development website continues to be maintained and updated to provide an aggregate display of available training from the California State Leadership Projects. The Exempt Temporary Employee (ETE) Tracking site continues to be maintained and updated as needed with input from the ETEs. Access to Client Services by ETEs was limited so that ETEs only see their own entries. Full access by OTAN employees is still in place. In quarter 3, the Students Succeed website was updated with one additional video from this program year's awardees. Updated content was added to the DLAC pages on the OTAN website. The TDLS conference platform was updated for the event on March 7–8. In support of the TDLS website and the annual symposium, the following was completed by OTAN: • TDLS Conference platform went live • Fixed accounts with wrong or multiple emails • Switched presenters and co-presenters around as requested • Updated Welcome page with content provided • Imported Zoom links and tested scheduling/timing of platform. Made sure links appeared at the correct time, evaluations point to the correct presentation, etc.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
• Made the evaluation pages mobile friendly • Made the Room Monitor page mobile friendly • Continued to test the platform and make updates based on request • Began the process of cleaning up the backend code to eliminate problems, and to make it more efficient and easier to distinguish the path each process is taking • Updated TDLS 2025 website content and data remediation for the conference platform to go live • Developed TDLS accessible print media for the posters and banner • Created TDLS 2026 Save the Date graphics For the Teaching with Technology (TWT) resource, an accessibility feedback tool to be integrated into the website to allow feedback on accessibility issues was researched. For the Teaching with Technology (TWT) resource, there were a total of 527 resources available to the public at the end of March. There were 8 resources added and 26 resources modified in quarter 3. Sixteen (16) new lesson plans using the Lesson Plan Builder website were developed. As part of the Digital Learning Guidance, the development team met with the advisory committee on the first steps for the refresh to the guidance. OTAN recorded 78 client services in quarter 3, consisting of 26 individual emails, 43 bulk emails, and 9 instances of Zoom support. In an effort to refresh the Course Outline Builder, the development and production environments and database have been set up. An initial design document has been developed. In support of the Canvas database, the following took place in quarter 3: • OTAN Canvas course card graphics and web graphics • OTAN Canvas Regional Summit accessible flyer • Created Canvas quarterly reports	

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**

• Updated database table and code for Update Contact Information form
• Created email tool and sent emails to:
  • Agencies with an active MOU
  • Agencies whose MOU will expire in June 2025
  • Agencies who have had an active MOU in the past
• Added an email tool that notifies OTAN Canvas admin about all MOUs that will expire in one month	

Appendix D. Quarter 4, 2025 Progress Report

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract Number 240137

April 1, 2025 – June 30, 2025

Outreach and Technical Assistance Network
Sacramento County Office of Education
Quarter 4, 2025, Progress Report, Contract Number 240137
April 1, 2025 – June 30, 2025

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
TASK I: PROVIDE DIGITAL LEARNING AND EDUCATIONAL TECHNOLOGY TRAINING AND TECHNOLOGY-RELATED CAPACITY-BUILDING SERVICES	
SECTION A: PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON VIA PRESENTATIONS OF VARYING LENGTHS AND FORMATS TO ALL WIOA, TITLE II: AEFLA-FUNDED ADULT EDUCATION AGENCIES IN CALIFORNIA	
1.A.1 ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS Narrative: In quarter 4, OTAN increased its pool of SMEs by one, for a total of 35. Beyond providing essential services such as training and conference presentations, CIP reviews, and coaching with our DLAC teams, the additional team member will lead the development of the new Course Outline Builder. OTAN hired seven certificated and one classified SME to support the Continuous Improvement Plan (CIP). Two online CIP trainings were led by SMEs in quarter 4. Our development-team lead has emailed regular updates to CDE and SLP partner, CALPRO, to help monitor CIP progress. This year's review covered CIP implementation across 213 agencies, with a 94% success rate in the first or second submission. At a debrief with CDE in June, we focused on improving SMART goal development, simplifying processes for smaller agencies, refining goal categories, and enhancing technical assistance. Data trends showed a strong focus on digital integration, HyFlex instruction, and e-testing. We explored improvements to reviewer feedback, survey design, and character limits for goals, while planning for a potential CIP redesign during the upcoming gap year. The Course Approvals advisory met in May. The field team discussed course codes and the incorporation of the federal Classification of Instructional Programs (CIP) codes. These Department of Education and Department of Labor CIP codes are used universally throughout the US. Once adopted, it will be easier to report out enrollment, progress, and outcomes for WIOA, Perkins, etc. with these codes. The advisory recommended creating small work groups organized by program area to do additional work on the course-code development. On May 7, the second of two virtual SME check-in sessions occurred. These check-ins were an extension of the 2024–25 Training of Trainers (TOT). Also in quarter 4, the 2025–26 TOT planning got underway. OTAN staff worked to renew contracts for 35 SMEs so that SMEs would be cleared to attend the TOT in mid-August.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
In quarter 4, staff participated in one or more of the following for professional development and/or providing presentations: COABE (3/30–4/2), CCAE State (5/1–5/3), and CASAS Summer Institute (6/9–6/12). There are updated professional development materials on the OTAN Canvas website which includes OTAN video presentations, webinars, and articles. OTAN scheduled and provided 52 presentations, both in-person and online this quarter, with 1,097 attendees. OTAN staff and SMEs presented an additional 49 presentations at COABE, CCAE, and CASAS SI.	
1.A.2 CONDUCT IN-PERSON AND VIRTUAL OTAN ADVISORY COMMITTEE MEETINGS ANNUALLY Narrative: OTAN scheduled the fall in-person OTAN Advisory Meeting for Friday, October 24, at Sacramento County Office of Education from 8:00 a.m. – 4:00 p.m. Remote participation will be available for those who need it. Members were also encouraged to contact the OTAN Director if they were no longer able to participate as an advisor for OTAN heading into Program Year 2025–26.	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC) Narrative: The DLAC cohort returned to Sacramento in May to deliver their mid-project reports. Sites demonstrated significant progress, each advancing at their own pace. Canvas LMS surfaced as a leading digital solution, though several teams also integrated tools such as Microsoft Teams and other platforms to enhance engagement. OTAN's diverse cohort including K–12 districts, community colleges, community-based organizations, and CDCR was reflected in the creativity and depth of each presentation. Participants outlined clear, thoughtful plans for continued implementation and expansion in Year Two. OTAN's mentor provided ongoing guidance and individualized support, particularly as this cohort had a few unique challenges for both coaches and participants. Many agencies required additional scaffolding, and coaches benefited from leadership development and targeted mentoring support. As teams worked through site plan modifications and stronger group dynamics, our Mentor offered timely training and one-on-one calls, helping DLAC teams strengthen project planning, team cohesion, and alignment with digital literacy goals. Coach site visits were staggered based on agency needs and individual site plan timelines. This allowed for targeted support aligned with each team's progress and project milestones. Ongoing communication was maintained through phone calls, weekly Zoom meetings, and email for consistent guidance throughout the year. OTAN used data and feedback from previous DLAC sessions to completely revamp the programming for the most recent meeting of the Digital Leadership Academy (5/15–5/16). OTAN has received constant feedback from the most recent DLAC cohorts about a lack of or strong need for more collaboration time to work as a team on their projects and more time to learn from other teams. Instead of devoting time to professional development material from expert presenters, most of the time was instead devoted to less-structured, group-oriented tasks that let DLAC participants lead the discussion and learning.	Ongoing
Based on the post data from the most recent meeting, the new format for the meeting was extremely well received and should be a format that OTAN employs for future DLAC meetings where possible.	

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.4 LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT Narrative: The pilot established with Northstar Digital Literacy in 2024–25 continued in quarter 4 with 16 current agencies. A second pilot year will continue with the same agencies in 2025–26. For Northstar quarter 4 data, there were 598 unique users across eleven locations. There were 1,077 learning hours logged in preparation for taking the assessments. In the end, 1,993 assessments were taken with about 1,914 taken at four locations. One hundred six (106) badges were claimed, and 42 certificates were awarded. We saw steady activity with Northstar throughout quarter 4. The second OTAN pilot, with Learning Upgrade, officially ended on June 30, although agency access will continue through the summer and into the fall, based on when the agency joined the pilot this year, to provide a full year of access. For Learning Upgrade quarter 4 data, there were 54 active users across eight sites. There were 200 learning hours logged and 850 lessons completed, with the majority completed at one site. Fifty-nine (59) certificates were earned. There was a decrease in Learning Upgrade activity in quarter 4, most likely due to the school year ending at the end of May and early June. OTAN sent out surveys in quarter 4 to gauge activity and feedback over the course of the year. OTAN continued vendor meetings for three potential pilots in 2025–26, although the final number would be two of the three based on available funding. Both pilots, as well as other curriculum products listed on the OTAN website have been mentioned in presentations and OTAN communications during the spring. Videos from the three-part Northstar training series in September were posted to the OTAN website and shared with a number of interested parties, especially the first video which explains what is available when an agency becomes an official Northstar Location. Northstar user group meetings happened during April and May in Q4. User group meetings are open to any adult school staff working in California whether they are in the pilot or not. This is how we learned about interest from other adult schools and whether they could be considered for the pilot. SMEs also made some presentations at CCAE and CASAS SI about some of the other products advertised on the OTAN website (e.g., Learn360, CK-12, NROC/EdReady).	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.A.5 HOST ONE TECHNOLOGY AND DIGITAL LEARNING SYMPOSIUM (TDLS) Narrative: OTAN began working on revisions to the Call for Presenters form in time for an October 1 posting on the OTAN website. One of OTAN's programmers is responsible for the updates to the website with input from OTAN's training team. Review of feedback from the 2025 TDLS is ongoing and being utilized in making improvements for the 2026 TDLS in Monterey. TDLS 2025 was the first year OTAN included a question on both the Call for Proposals and Registration forms inquiring about accommodations.	Ongoing
1.A.6 PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR Narrative: Scoring of the 51 nominations for the California Adult Education Students Succeed nominations was completed by six educators/SMEs in April. Letters of congratulations and framed certificates were sent to 38 nominees. Letters of regret were sent to 13 nominees. These nominations did not meet the minimum qualifications on the established rubric. The top four honorees were notified via email, letter, and framed certificate. With a signed waiver, each student's story and picture were uploaded onto the CAESS website. The ACSA liaison was apprised of the two honorees to be recognized at the ACSA Leadership Summit 2025. OTAN is pursuing a new venue to recognize the additional two honorees who, for the past several years, have been recognized at the CAEP Summit.	Ongoing
1.A.7 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA Narrative: OTAN participated in the Kern Adult Education consortium tour of member adult schools in April, which included four site visits and one online visit. After the tour, OTAN continued communication with two of the schools to provide additional resources discussed during the tour and information on joining the OTAN Canvas initiative. OTAN separately made presentations on the rural coaching project at the CCAE State Conference and CASAS SI to inform and encourage rural agencies to reach out for support and with any questions on how to participate. OTAN met with a couple of agencies to discuss Canvas projects that they wanted to work on, and how OTAN could help support implementation once those projects began.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
SECTION B: PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT	
1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES Narrative: OTAN holds memberships to professional development organizations – one benefit is reduced registration fees for adult education and/or educational technology events OTAN attends throughout the year (e.g., CCAE in May, ISTE in June). At ISTE, for example, OTAN attended a number of sessions on the latest developments in AI like the trend towards creating and using AI "agents," also known as AI assistants. AI and Canvas were the two most frequently requested topics for professional development in quarter 4. OTAN held a number of AI trainings to meet these needs. The following list contains the title, date, and number attending for each AI training. • Using AI in AE - Santa Rosa Junior College Inservice (4/11) (22) • Canvas AI Translation Feature (4/15) (8) • AI & Tech Tools Revolution: Transforming ESL Instruction for Immediate Impact Part II (4/25) (13) • Leveraging Generative Artificial Intelligence Tools for Activities and Materials Creation (4/30, offered twice on the same day) (16) • OTAN Tech Talk April 2025: AI Tools for Teachers, Oh mAI! (5/16) (14) • Canvas Rich Content Editor - AI Tool (5/20) (7) • Is NotebookLM Really All That? Come and See! (5/23) (9) • AI-Assisted Storytelling Projects for ESL and Academic Students (5/27) (18) • Using AI in Adult Education (5/30) (16) • AI in Adult Education: Creating Materials and Content for the Classroom (6/5) (19) • Your New Favorite Co-Teacher: How AI Helps You Reclaim Time and Empower Every Learner (6/26) (24) • AI As A Writing Tool, Oh mAI! (6/30) (12) One of our SMEs worked on creating a Canvas resource on Open Educational Resources (OER). The course is available in the CA Adult Ed Canvas Commons.	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
OTAN materials on OTAN's Teaching with Technology database and the EL Civics Exchange continue to be licensed as OER and are available for reuse, revisions, etc.	
There were 16 conference presentations on the topic of AI at CCAE State and CASAS SI. CCAE State: • Using AI Tools in Citizenship Preparation and Civics Education (15) • Classroom-tested AI Activities for Students! (12) • AI in Adult Education, Oh mAI! (50) • Exploring AI Bias & Stereotyping (14) • Unlocking CASAS Data with GenAI for Tailored Student Support (40) • AI-assisted Storytelling Projects for ESL and Academic Students that Rock! (15) • Writing with AI, UDL, & Blended Learning (17) CASAS SI: • Enhanced High School Diploma/HSE Success with AI-Driven Interactive Curriculum from CK-12 for Free! (13) • Using AI Tools in Civics Education and Citizenship Preparation (37) • Teaching Writing and Integrating AI into the Process (34) • Leveraging AI to Enhance CASAS Reading STEPS Test Preparation: A Guide for Educators (72) • Tacking with the AI Wind in Google (55) • Unlocking CASAS Data with GenAI for Tailored Student Support (82) • AI-Enhanced Text Deconstruction for Effective Writing Instruction (12) • Empowering Adult Education Teachers to Build Custom AI Bots (49) • Effective Prompting for Educators (22)	

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE Narrative: OTAN's development team continued their work on a revised adult education history website. There was an April focus group meeting to gather feedback on the website, and three SMEs met with the development team at the end of quarter 4 to review implementation of edits and suggestions so far. The website is almost complete to share with the public. SMEs continue to organize the content for three new chapters. SMEs reviewed one chapter with the development team to consider how the content will appear online and what the SMEs could do to make their content online-ready. Additional funding for media projects was included in a contract amendment, but as of June 30, the amendment was still in the approval process.	Ongoing
1.B.3 CONTINUE DEVELOPMENT OF THE TEACHING WITH TECHNOLOGY (TWT) RESOURCE Narrative: OTAN currently has eight SMEs assigned to this contract area. The TWT site had 490 available resources as of the close of June. This is 44 fewer resources than at the beginning of April due to SMEs removing resources from public view that needed updates or that were obsolete. There were also 21 resources added and 221 that were reviewed and updated. There were 22,873 unique visitors to the TWT site.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.4 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEM (LMS) PLATFORMS FOR CALIFORNIA AGENCIES Narrative: Work continued with OTAN and Instructure on finalizing the 2025–26 contract. Based on information in the Canvas database, there were 60 active agencies with a memorandum of agreement (MOU) participating in Canvas. Account usage provided by Instructure indicated there were 17,952 licenses used by K–12 adult education students and staff as of 6/30/2025. This number reflects the cumulative count of licenses used beginning July 1, 2024. Monthly usage for April through June was 6,026, 6,201, and 4,074 respectively. In anticipation of 2025–26, OTAN received requests for 20,708 licenses from OTAN Canvas agencies. OTAN contracted for 13,500 to start the 2025–26 year and will work with Instructure to increase the number of licenses in future contracts if the demand warrants it. Based on our API with Instructure, there were 292 active courses, as well as 180 teachers, and 3,649 unduplicated students across 28 unique agencies in CA in quarter 4. The seemingly conflicting data for active agencies may be caused by some agencies being at the very early stages with Canvas; they may not have active courses or students at this time. A Regional Canvas Summit was held May 9 at Sacramento County Office of Education, with four SMEs and an OTAN Project Specialist leading the in-person, all-day event centered on Canvas. There were 60 in-person attendees for this event. OTAN Canvas was featured at COABE, CCAE, and CASAS SI in quarter 4. Technical assistance continued to be available to agencies via Instructure's Tier I Support and 1:1 coaching with the OTAN project specialist for Canvas. Tier I Support is closely monitored and enabled by the project specialist. Canvas support box inquiries through aecanvas@scoe.us were monitored and responded to multiple times each day. Canvas webinars were outlined and calendared through December 2025. In quarter 4, there were 19 SMEs dedicated to this deliverable. OTAN has been working to add SME-created resources to the California Adult Education Canvas Commons as they complete those resources and after OTAN has added some OTAN branding to help users identify the OTAN resources among everything else. On the California Adult Education Canvas Commons, there were 19 OTAN-related courses available and 69 downloads of these materials. The four new courses recently added include Putting English to Work 3, English for Multilingual Learners, Soft Skills for Career Success, and Digital Access and Resilience in Technology (DART).	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.5 DISSEMINATION OF OTAN RESOURCES Narrative: OTAN disseminates information through various means including vendor tables at conferences, newsletters and digests, social media, and more. OTAN hosted vendor tables at the following events in quarter 4: • 2025 CCAE State Conference (May) • CASAS National Summer Institute (June) The OTAN Newsletter (released twice annually, fall and spring) was released electronically in May just prior to CCAE State. Hard copies were also distributed at CCAE and shared with administrators at the CALPRO Leadership Institute in June. The monthly OTAN Digest has had 577 unique pageviews. OTAN has also created weekly email blasts about OTAN's Upcoming Activities, monthly Canvas Global Announcements and social media posts communicating appropriate announcements, and news items. Some news item topics included Adult Education Teaching and Learning, AI, Digital Learning, Digital Equity, Leadership, and Accessibility. OTAN worked closely with CDE, the State Leadership Projects (CALPRO, CASAS), and associated organizations (CCAE, CUE, ISTE, World Ed, etc.) to ensure up-to-date information was reaching the field.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
1.B.6 CALIFORNIA ADULT EDUCATION DIGITAL LEARNING GUIDANCE (DLG) Narrative: OTAN and subcontractor, Community Learning Partners (CLP), continued revisions and enhancements to the 2022 version of the Digital Learning Guidance in quarter 4. Weekly planning, discovery, and development meetings have occurred. OTAN held a second DLG advisory on April 30th with advisors. This session focused on reviewing the content revisions roadmap, which outlined proposed updates based on advisor feedback and emerging technology trends. Advisors considered what changes should be prioritized, where new content was needed, and how advisory input would guide the drafting process in the months ahead. Advisors also had the opportunity to read and provide feedback on an early draft of the AI chapter, new to the 2025 version of the DLG. Following the advisory meeting, OTAN staff, with CLP, reviewed advisory recommendations, prioritized changes to be made to each chapter, and started reviewing and providing feedback on chapter drafts. Advisors continue to be invited to provide chapter input and feedback throughout the drafting process. There were 946 unique page views of the 2022 version of the DLG on the OTAN website this quarter. Fifty-six (56) educators have enrolled in the Digital Learning Guidance asynchronous course.	Ongoing
1.B.7 SUBMIT QUARTERLY REPORTS TO CDE Narrative: The quarter 4 report was submitted by 7/31/2025.	Completed
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE	2024–25 Annual Report – Ongoing Tech/DL Report - Completed

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
TASK II: USE TECHNOLOGY TO SUPPORT THE CDE AEO AND LEADERSHIP PROJECTS	
SECTION C: PROVIDE PROGRAMMING AND HOSTING OF THE CDE'S AEO "ONLINE GRANT APPLICATIONS AND REPORTING" ENVIRONMENT	

2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (CA-OAR)
 	
Narrative: OTAN developed and tested the following in quarter 4:
• 2024–25 3rd Quarter Expenditure Claim report go live
• 2024–25 4th Quarter Expenditure Claim report
• 2024–25 Continuous Improvement Plan (CIP) review and administration.
• Preparation for 2025–26 WIOA new year
  • Preliminary amounts
  • Deliverables
  • GAN
  • Grant Budget
• Updated staff assignments, new staff assignment files
• New Course Approval "Information and Procedures" tab added, providing Course Approval resources
 	
OTAN maintained and supported the CDE Course Approval process. Two hundred and ninety-three (293) agencies requested approval, and 285 received approval in quarter 4 of the 2024–25 fiscal year. Thirty-one (31) new agencies were added to Course Approvals. Additional support included:
• Course Approval live 4/1
• New Course Approval "Information and Procedures" tab added, providing Course Approval resources
	Ongoing

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• Course Notifications
  • 1 month reminder before module closes
  • 2 weeks before due date
  • 7 days after due date
  • 30 days after due date
 	
The following electronic reporting activities of the WIOA, Title II: AEFLA Grant included:
• Updated Universal Report adding 2025–26
• Updated Expenditure Claim Summary for Final ECR
• Updated Non-Federal Reporting data for FInal ECR
• Updated End-of-the-year Workforce Training and Infrastructure Cost report for Final ECR
• Updated Agency Contact Report
• Updated Agency Executive Contact List Report
 	
As part of the effort to maintain an up-to-date adult education agency contacts information database, all requests for access, email bounce-backs, and “no longer with agency” auto-replies were forwarded to an agency’s OAR Administrator to update agency contacts and users.
• Agency Contacts split into 2 tabs (Addresses, Staff Contact Information)
• Responded to 27 requests for login / new user access	

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**

2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM
 	
Narrative: OTAN developed and tested the following in quarter 4:
 	
• 2024–25 4th Quarter Expenditure Claim report approval tool
• 2024–25 Continuous Improvement Plan (CIP) review and administration.
• 2025–26 WIOA New year
  • Deliverables
  • GAN Approval tool
  • Grant Budget Approval tool
• New Course Approval Archive page
 	
OTAN maintained programming to support WIOA, Title II: AEFLA by updating the following:
 	
• Updated Universal Report adding 2025–26
• Updated Expenditure Claim Summary for Final ECR
• Updated Non Federal Reporting data for FInal ECR
• Updated End-of-the-year Workforce Training and Infrastructure Cost report for Final ECR
• Updated Agency Contact Report
• Updated Agency Executive Contact List Report
 	
OTAN provided access to the approved CIPs. Agencies have a link to their approved plans in WIOA Deliverables in the Agency Detail Navigation. Regular submission and review updates were sent to CDE weekly.
 	
OTAN made the following changes to the CDE Course Approval site:
 	
• New Course Approval Archive page
• Course Approval Notifications
  • 1 month reminder before module closes
  • 2 weeks before due date
  • 7 days after due date
  • 30 days after due date
	Ongoing

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As part of an effort to maintain an up-to-date adult education agency contacts information database, all requests for access, email bounce-backs, and “no longer with agency” auto-replies were forwarded to an agency’s OAR Administrator to update agency contacts and users. There were 26 email support replies. To maintain the agency contact information database, OTAN added an option to edit individual addresses. OTAN responded to 27 requests for login/new user access.	
2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM Narrative: The evaluation site was active from 2/1/2025 to 6/26/2025 to allow CIP reviewers to review as plans were submitted. Copies of plans and previous plans were sent to reviewers and trainers to help with SMART goal support. OTAN provided regular updates to CDE with CIP statistics including number of plans started, reviewed, approved, and rejected.	Ongoing

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OBJECTIVES AND MAJOR TASKS **Progress Narrative**	**STATUS of 24–25** **Deliverables**
2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT Narrative: In the 4th quarter OTAN sent the following bulk emails: • 06/06/2025 Preliminary Notifications, End of Year and Important Updates • 05/28/2025 Welcome, Dr. Mindi Parsons, CCTD Division Director • 05/21/2025 Uniform Grants Guidance (UGG) 2024 Revisions — July 1, 2025, Implementation • 05/15/2025 Course Approvals for CAEP and WIOA-funded Adult Schools • 04/29/2025 Third Quarter Deliverables Reminder and Upcoming Activities • 04/25/2025 Reminder Continuous Improvement Plan (CIP) Due April 30 • 04/22/2025 Important Reminder: Program Year 2024–25 Course Approval Overdue - Action Required • 04/18/2025 Fiscal Year 2024–25 Course Approvals require your attention • 04/15/2025 Save the Date: 2025 New Administrator Orientation (NAO) • 04/07/2025 Course Approvals for Program Years 2025 and 2024 for All K–12 and County Office of Education • 04/03/2025 Third Quarter Deliverables, Course Approvals, CIP, and Conferences OTAN responded to twenty-seven (27) email support requests in relation to the OAR/AMS websites.	Ongoing

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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.C.5 SUPPORT AND MAINTAIN THE CONTINUOUS IMPROVEMENT PLAN Narrative: The CIP officially closed on 6/26/2025. The CIP review also officially closed on 6/26/2025. Copies of plans and previous plans were sent to reviewers and trainers to help agencies with SMART goal support. A summary of plan submissions and review progress were sent to state leadership projects for reporting. Agencies were notified of approved and rejected plans. Versions of rejected plans were recorded for comparison with updated, resubmitted plans. CIP statistics, including number of plans started, reviewed, approved, and rejected, were regularly shared with CDE.	Ongoing
2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION Narrative: OTAN developed and assisted with production and distribution of the following technical support materials: • OTAN sent out 20 bulk emails from OTAN and CALPRO • Forty (40) News Articles were posted on the OTAN website • Three (3) OTAN Digests and 3 Web-based Class Activities were posted • The OTAN Satisfaction Survey was updated and deployed. • OTAN responded to 44 email support requests in the OTAN support box In the 4th quarter OTAN sent the following bulk emails: • 06/27/2025 Upcoming OTAN Activities - Week of June 30 • 06/20/2025 Upcoming OTAN Activities - Week of June 23 • 06/16/2025 Enroll Now for CALPRO Summer 2025 Online Courses! • 06/13/2025 Upcoming OTAN Activities - Week of June 16 • 06/06/2025 Upcoming OTAN Activities - Week of June 9 • 06/02/2025 OTAN Digest - June 2025 • 05/30/2025 Upcoming OTAN Activities - Week of June 2 • 05/23/2025 Upcoming OTAN Activities - Week of May 26 • 05/16/2025 Upcoming OTAN Activities - Week of May 19	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
• 05/12/2025 Learn More About Upcoming OTAN Pilot Programs • 05/09/2025 Upcoming OTAN Activities - Week of May 12 • 05/06/2025 CALPRO Research Forum Webinar: Embracing Productive Struggle in Math • 05/02/2025 Upcoming OTAN Activities - Week of May 5 • 05/01/2025 OTAN Digest - May 2025 • 04/25/2025 REGISTER NOW! CALPRO Teaching Critical Thinking Workshop Series • 04/25/2025 Upcoming OTAN Activities - Week of April 28 • 04/23/2025 REMINDER: Apply by Wednesday, May 14, 2025: CALPRO Training-of-Trainers (ToT) Institute • 04/11/2025 Upcoming OTAN Activities – Week of April 14 • 04/02/2025 REMINDER: Help OTAN Shape the Future of Digital Learning in Adult Education! • 04/01/2025 April 2025 Digest	
2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECTS Narrative: OTAN provided 98 instances of technical support via telephone. OTAN also updated the Students Succeed page with new nominees.	Ongoing
SECTION D: PROVIDE PROGRAMMING AND HOSTING OF TECHNOLOGY INFORMATION AND TOOLS FOR LEARNING	
2.D.1 MAINTAIN AND UPDATE THE OTAN WEBSITE Narrative: This quarter, the OTAN website had 90,568 unique pageviews from 12,948 unique visitors. There were 53,251 unique downloads. There were also ongoing SortSite scanning and website a11y fixes for WCAG 2.2. Content on the OTAN website was monitored, and content was deleted or updated as requested by the CDE, including the following: • Added new staff to the Meet the Staff page on OTAN • Published 7 Remediated Videos to the OTAN website • Published 36 News Articles to the OTAN website • Posted 3 OTAN Digests and 3 WBCAs	Ongoing

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2.D.2 CONSOLIDATE THE CALIFORNIA ADULT EDUCATION PROVIDER DIRECTORY Narrative: In an effort to update the Provider Directory, OTAN set up a download of CDE's PublicSchool.xlsx for import into the database. OTAN has also been updating CDE's County-District-School (CDS) codes to the Provider Directory and Find a School database records.	Ongoing
2.D.3 ACCESSIBILITY AND SECTION 508 OF THE REHABILITATION ACT COMPLIANCE Narrative: Thirty-four (34) videos were remediated through 3Play in quarter 4 for accessibility. TDLS videos were reviewed to determine which videos could and could not be remediated. Ongoing SortSite scanning and website a11y fixes for WCAG 2.2 took place.	Ongoing
2.D.4 DEVELOP AND MAINTAIN WEBSITE TO HOST AND SHARE INSTRUCTIONAL MATERIALS FOR THE ENGLISH LITERACY AND CIVICS EDUCATION – CIVIC OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS FIELD USE Narrative: There were 2,131 unique page views and 538 unique visitors to the EL Civics Exchange. OTAN met with CASAS to discuss website improvements. EL Civics materials' download reports and graphics were created in Excel. OTAN updated the "Create New Materials" form for OTAN users to create Canvas materials.	Ongoing

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 24–25 Deliverables
2.D.5 CREATE, UPDATE, AND MAINTAIN WEBSITES TO SUPPORT ADMINISTRATIVE AND TRAINING ACTIVITIES Narrative: On the travel database, OTAN added the ability for non-OTAN staff to use the Travel Admin feature. OTAN made it possible for staff and ETEs to upload supporting documentation to their travel requests. Thirty-four (34) travel requests were processed. In the internal OTAN training website, an option to opt out of reminders for training was developed. Also, the ability to allow an import of new members from an Excel spreadsheet was deployed. The California Professional Development website continues to be maintained and updated to provide an aggregate display of available training from the California State Leadership Projects. OTAN removed paging in order to display all training. The Exempt Temporary Employee (ETE) Tracking site continues to be maintained and updated as needed with input from the ETEs. There were 3,425 ETE hours reported in quarter 4. In quarter 4, changes were made to the Students Succeed admin for scoring. There were 51 Students Succeed nominations reviewed by six ETE. Stories of successful nominees were added to the Students Succeed website. OTAN cleaned up the TDLS code and began preparations for the next symposium. Unnecessary code was removed. Functions and queries were rewritten for performance and readability. Navigation was updated to drop downs to reduce confusion between the TDLS website and the conference website. The Call for Proposals was updated for 2025–26, including adding a character length update to notify users when their narrative exceeds the limit. OTAN also worked on an internal conference check-in system that allowed for printing badges. For the Teaching with Technology (TWT) resource, updates were made that allowed autogenerated alt description for the images. TWT Math pages had the College and Career Readiness Standards (CCRC) added. A fix was made to the file upload for PowerPoint files. An option was added to select font size in pix for html editor (Tinymce).	Ongoing

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Twenty-six (26) new lesson plans were developed using the Lesson Plan Builder website. The Math CCRS were added. Also, the CASAS competencies were audited and edited for the Lesson Plan Builder. As part of the Digital Learning Guidance, the development team met with the the advisory committee on the first steps for the refresh to the guidance. As part of the effort to support a customer contact tracking system, OTAN recorded 59 client services in quarter 4, consisting of 19 individual emails, 1 phone response, 32 bulk emails, and 7 instances of Zoom support. In an effort to refresh the Course Outline Builder, the development and production environments and database have been set up. OTAN created a membership system for users to register, log in, and change passwords. OTAN also worked on website design, including website color schemes and a logo. Teams of SMEs and an OTAN Project Specialist researched Course Outline templates to help with the design process. In support of the Canvas database, the following took place in quarter 4: • Created quarterly report • Ran Canvas licenses and contact update report • Updated website to include agencies without Licenses report • Updated function to email 3rd form to new Canvas agencies • Updated function to email 2nd notice email to agencies that did not update their licenses and contacts • Fixed Edit Contact Info page	