



Technology and Distance Learning for California Adult Education

Annual Report
2018-19



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Introduction

Adult Education in California

Adult Education in California serves state and national interests by providing life-long educational opportunities and support services to adult learners. Adult Education Programs address the specific needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as productive citizens, employees, family members, and consumers of goods and services.

There are continued efforts with California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE) under the California Adult Education Program, formerly the Adult Education Block Grant (AEBG), to allocate funding for adult education. Adult education program areas funded include:

- Elementary and secondary reading, writing, and mathematics (basic skills);
- English as a second language and other programs for immigrants;
- Workforce preparation for adults (including senior citizens) entering or re-entering the workforce;
- Pre-apprenticeship training activities coordinated with approved apprenticeship programs;
- Programs for adults with disabilities and;
- Programs designed to develop knowledge and skills that enable adults (including senior citizens) to help children succeed in school.

As of July 2018, the California legislature mandated a change to the Adult Education Block Grant Program name and it officially became the California Adult Education Program (CAEP). The allocations were increased with a cost of living adjustment (COLA) and the program provided \$527 million to support a coordinated approach between K-12 schools, community

“It was one of the most effective trainings I have ever had. Thank you.”

– OTAN workshop participant

colleges, and community-based partners to provide educational opportunities to adult learners.

Adult Education programs under WIOA, Title II and CAEP had some notable accomplishments during 2018–2019 fiscal year. Among these were:

- The California Online Application and Reporting (CA-OAR) website converted the submission of agency budgets and expenditure claims from a paper submittal to electronic submission. This included the creation of a deliverable service and workflow to notify the CDE staff of submitted electronic deliverables, provide feedback from the CDE staff to agencies, and allow those deliverables to be approved or returned for agencies to make corrections.
- The Administrative Management System (AMS) website implemented a new feature to allow the CDE staff to create electronic payments for agencies based on submitted expenditure claims and resource codes.
- A new, user-friendly comprehensive website, caladulthood.org, was launched to serve adult educators where users can easily find an adult school program in their area, learn about adult education programs and student supports, as well as access student success stories and other resources.
- Beginning in 2018–2019, all CAEP Consortia and members began reporting Consortium Fiscal Administration Declarations and other data in the NOVA Fiscal reporting system.
- Support and tools to prepare for the three-year planning process for consortia included professional development with regional training and webinars.
- Continued professional development and support via the CAEP (formerly AEBG) Technical Assistance Project (CAEP TAP).

The Outreach and Technical Assistance Network (OTAN) has been included in several regional consortia plans as a resource for assisting with classroom technology integration, online and face-to-face educational technology training, and electronic communication tools. OTAN's staff participated in CAEP TAP meetings and provided professional development as a partner to the project. OTAN's Director regularly attends Capitol Adult Education Regional Consortium meetings and participates as a voting representative of SCOE.

Adult Education Leadership Project

California receives federal funding through the Workforce Innovation and Opportunity Act, Title II, for adult education. Part of these funds is set aside for statewide leadership projects, such as OTAN, to improve adult education services.

The OTAN provides classroom educational technology integration through:

- Face-to-face and online professional development
- Online, blended, and distance learning
- Online resources

- Technology and Distance Learning Symposium
- Digital Leadership Academy
- Technical assistance for technology planning
- Programming, hosting, and maintaining the California Department of Education's (CDE) Online Application and Reporting Site
- Negotiated prices on selected online curriculum

Need for Instructional Technology

Technology remains an important and integral part of almost every job category, as well as most types of education. Many jobs now require an online application process, putting those who are not technology literate at a distinct disadvantage. Technology is an ever-increasing tool to provide content for life-long learning. Research has shown that adult learners, when shown how to effectively use technology, are highly motivated learners who are capable of absorbing both the content and technological skills necessary to succeed. Making the skills training in technology available and useful to adult learners will help ensure they take advantage of both the formal and informal learning opportunities online.

When adult learners have gained confidence in their ability to use technology efficiently, they will be more likely to also effectively use technology as a tool for learning. Surveys continue to show that teachers are more likely to use technology in the classroom on a regular basis with their adult learners if they have the skills and confidence to do so. The training, services, and resources OTAN provides fit perfectly with these two premises.

Distance Learning for Adult Learners

Data from California and elsewhere has shown that distance learning students make academic gains at least equal to learners in traditional classroom settings. Learners who participate in a blended model that includes both face-to-face and distance instruction show even greater gains than either modality separately.

For many years, OTAN has undertaken the responsibility for distance learning in adult education. With the implementation of flex funding, enrollment in distance learning plummeted. However, the need for distance learning still exists, as does the need for professional development for distance educators and the dissemination of research and information on the modality of distance learning.

Mission and History of OTAN

The mission of OTAN is to lead California adult education in the integration of technology into the educational process, ultimately empowering learners to meet their academic, employment, and civic goals.

Created through California's adult education strategic planning process in the 1980's, OTAN was originally established as a California federal leadership project in December 1989. Each

succeeding California State Plan for Adult Education has included the vision of the innovative use of technology to improve access for learners, to improve collaboration among providers, to provide resources to teachers, and ultimately to improve the quality of instruction.

This Report

The California Department of Education, Adult Education Office, has funded OTAN via contract CN180031 from July 1, 2018 through June 30, 2020. The source of the funding is the Workforce Innovation and Opportunity Act (WIOA). 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) for six years, from 2015 through 2020.

The Sacramento County Office of Education, the current fiscal agent, respectfully submits this report to the California Department of Education, Adult Education Office to detail the accomplishments of OTAN work completed during the 2018–19 contract year.

Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services

One of the goals of the National Educational Technology Plan is that all learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally-networked society. Anywhere, anytime learning augmented through research and best practices will allow teachers to provide their adult learners with options that best meet their individual learning needs while they transition to college or career. A sustained approach to fostering and supporting California adult education programs and instructors is needed to move the field in the direction of more online and blended instruction.

The prospect of anywhere, anytime learning is rapidly gaining in popularity. Teaching online requires a set of skills different from a traditional classroom setting. During 2018–19, OTAN continued to promote online learning, including training a professional core of teachers who will serve a leadership role and strategically expand online distance learning opportunities offered through adult schools by providing online curriculum and technical support.

The Digital Leadership Academy (DLAC) successfully completed year one of the two-year academy. Participants received coaching skills necessary to make a positive difference in the way educational technology is used to support adult learners at their individual agencies and mentoring skills to assist teachers at their agencies with effective classroom education technology integration.

The OTAN offered workshops and webinars on a variety of technology integration and distance learning topics and provided technology integration and distance learning presentations at adult education professional conferences. In addition, OTAN hosted a statewide Technology and Distance Learning Symposium (TDLS) and provided technology-related capacity-building services for Workforce Innovation and Opportunity Act (WIOA)-funded adult education agencies. Services included modules on how to be an effective online teacher, online math tutorials, technology assessments and certifications, and supplemental online curriculum and content.

Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Models

Professional development is a key component for OTAN to provide to the field and to participate in appropriate learning opportunities for staff. The



OTAN provides training opportunities in several forms, including face-to-face workshops at adult education sites, online workshops using web conferencing software, and providing access to online self-paced modules on topics relevant to adult education teachers. The OTAN staff also participate in a variety of professional development opportunities throughout the year.

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 attended several workshop sessions in different areas of interest at each conference. This allowed staff to gather information and resources that could be shared with the adult education field through the OTAN website, social media, other communication channels, as well as with OTAN trainers and temp exempt contractors.

Selection of professional development opportunities helped ensure the outcome would always be to provide the best customer service experience to the field. During the 2018–19 contract year, OTAN staff attended professional conferences and professional development events at the local, regional, state, and national level. Depending on the professional development offered, all OTAN staff were able to participate. A few OTAN staff are now certified in Google, Microsoft, and CK-12. Others are trained and continue to develop their knowledge in augmented and virtual reality, Google for Education, and Microsoft Office Tools in Education.

Professional Development Opportunities Included the Following:

- Computer Using Educators (CUE) 2019 National Conference
- Open Educational Resources: CK-12 Certified Educator Certification
- Ideal Consortium Institute, Boston, MA
- ISTE Professional Learning Series, Online
- ISTE National Conference, Philadelphia, PA
- CCAE State and Sections, CA statewide
- CATESOL State and Regionals, CA statewide
- CAERC, Sacramento, CA
- GoOpen Summit, Oceanside, CA
- SoCal Open Badges Symposium, Irvine, CA
- I-DEA Integrated Digital English Acceleration, Sacramento, CA
- CAEP Directors Meeting 2018 and Summit, Universal City, CA
- About Students 'Making Connections' Winter Summit, Riverside, CA
- The Learning Council, Sacramento, CA
- ACSA 2018 Leadership Summit, San Diego, CA
- CAEAA Conference, Sacramento, CA



- 4 Annual EL Civics Conferences, Northern and Southern California
- CDE AEO Leadership Meeting, Sacramento, CA
- NROC Member Meeting, Monterey, CA
- COABE 2019 National Conference, New Orleans, LA
- CASAS 2019 Summer Institute, Anaheim, CA
- Moodle Administrator Training, Online
- Zoom, Zoomtopia, San Jose, CA

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 organizations, and subscriptions to online resources focused on technology integration and skill building.

Trainers are always working to create, revise, and review their professional development materials. With the ever-changing landscape of the internet, OTAN must ensure all materials are accessible and up-to-date to reflect the most current information possible. Copies of handouts and other support documents are reviewed and approved by the CDE AEO Contract Monitor.

Professional Development Opportunities for Teachers in the Field:

OTAN continues to support adult education teachers in the field through a variety of professional development opportunities, including face-to-face workshops, online webinars, and access to self-paced courses on the OTAN Moodle server. Throughout the past year, OTAN served 696 teachers in 41 face-to-face workshops and 346 teachers in 21 online workshops. The average evaluation rating for these sessions was a rating of 5 out of 5 (Strongly Agree) for face-to-face workshops and 5 out of 5 (Strongly Agree) for our online workshops. In addition, OTAN hosted several online meetings and webinars that supported 121 participants for special projects, such as the Digital Leadership Academy and meetings for the Training of Trainers event.

Results represent **all** face-to-face and **all** online events.

Type of Event	Number of Events	Total Registered	Number Attended	Average Attendance
Face-to-Face	44	1101	874	80.79%
Online	23	984	369	37.45%
Blended	10	262	256	97.93%
Grand Total	77	2347	1499	70.07%

Results represent all events broken down by type.

Type of F2F Event	Number of Events	Total Registered	Number Attended	Average Attendance
Events and Conf.	1	200	159	79.50%
Face-to-Face / Workshops	41	873	688	80.05%
Meetings	5	115	108	94.53%
Grand Total	47	1188	955	81.58%

Results represent all events broken down by type.

Online Events	Number of Events	Total Registered	Number Attended	Average Attendance
Online / Webinars	16	696	218	29.57%
Online / Workshops	5	263	128	47.65%
Online Meeting	7	175	175	100.00%
Facilitated Courses	1	21	21	100.00%
Self Paced	1	4	2	50.00%
Grand Total	30	1159	544	52.04%

Exhibit 1.1

“Farzana - she was fantastic! She was passionate, knowledgeable and easy to follow. She is a really good presenter.”

– TDLS participant



All Workshops Evaluation Summary Results

All Workshops	Strongly Agree(5)	Agree(4)	Neutral(3)	Disagree(2)	Strongly Disagree(1)	Average Score
1. The objectives of the training were clearly stated.	559	80	21	12	8	4.72
2. The training was well-paced.	488	125	44	17	6	4.58
3. The training met your expectations.	448	161	49	11	11	4.51
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	391	202	60	19	8	4.4
5. You would recommend OTAN's workshops to a friend or colleague.	558	80	22	7	13	4.71
Overall Average:						4.58

Exhibit 1.2

Face-to-Face Workshops Evaluation Summary Results

Face to Face	Strongly Agree(5)	Agree(4)	Neutral(3)	Disagree(2)	Strongly Disagree(1)	Average Score
1. The objectives of the training were clearly stated.	441	61	16	10	8	4.71
2. The training was well-paced.	377	100	38	15	6	4.54
3. The training met your expectations.	349	136	32	8	11	4.5
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	306	163	44	18	8	4.37
5. You would recommend OTAN's workshops to a friend or colleague.	440	62	16	5	13	4.7
Overall Average:						4.57

Exhibit 1.3

Online Workshops Evaluation Summary Results

Face to Face	Strongly Agree(5)	Agree(4)	Neutral(3)	Disagree(2)	Strongly Disagree(1)	Average Score
1. The objectives of the training were clearly stated.	118	19	5	2	0	4.76
2. The training was well-paced.	111	25	6	2	0	4.7
3. The training met your expectations.	99	25	17	3	0	4.53
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	85	39	16	4	0	4.42
5. You would recommend OTAN's workshops to a friend or colleague.	118	18	6	2	0	4.75
Overall Average:						4.63

Exhibit 1.4

To support these professional development efforts, OTAN continues to work closely with Subject Matter Experts (SMEs) to create appropriate presentation materials and other resources for participants. These resources are written under a Creative Commons Attribution license and teachers are encouraged to reuse or remix these materials and distribute them to their colleagues.

With collaboration and input from our OTAN Advisory Committee (OAC), OTAN strives to identify and offer new and relevant professional development opportunities to the field. Through this collaboration, along with consultation with our SMEs, OTAN identified four (4) new online workshop titles to offer during the 2018–19 contract year. These workshops not only supported integration of technology in the classroom, but they also support OTAN’s efforts to enhance and enrich curriculum for Adult Education providers. These new titles were “Using Free Online Text Book through CK-12”, “Google Slides and Draw”, and “Using Tech Tools to Present to and Assess All Learners”.

Online Workshop Descriptions

OTAN Tech Talks

Once a month, OTAN Tech Talks are offered to teachers in the field to keep their skills current and relevant with education technology, blended learning, distance learning, formative assessments, communications, and more. Join OTAN trainers, guest speakers, and staff for a quick look at the tools, techniques, and tips specifically created for busy adult ed teachers. Every month, a new topic will be covered where participants get tips, videos, articles, and individual questions



answered. The recordings are later posted on the OTAN YouTube channel for teachers to find additional support whenever they may need it!

OTAN Tech Talks topics include:

- ➔ LinkedIn for Adult Ed Professionals
- ➔ Tech Resources and Ideas to Support the ABE, ASE and ELL Job Seeker
- ➔ Evaluating Websites
- ➔ Embedding Digital Literacy Skills into Adult ESL
- ➔ Free Apps for Adult Education
- ➔ Excite your Learners with Learn360 Media
- ➔ LinkedIn for Adult Education
- ➔ Quizlet for 24/7 Practice and In-class Formative Assessment
- ➔ Excelsior Online Writing Lab

The Write Stuff: Writing Skills for ESL and ABE Students

An online workshop offered at least twice a year for students wanting to transition into higher level college classes, get their high school equivalency certificate, get promotions at work, or develop good writing skills. This course provides students with the basics of writing skills and more. Learn how to manage this online course with your students including how to grade their written assignments using a built-in rubric.

Using the OTAN Teaching with Technology Search Tool

In this online workshop, teachers will learn how to use an online OTAN tool to locate and learn about websites and other technologies that are suitable for lessons. They learn effective strategies for searching by program area, level, skill, and/or standard/CASAS competency to locate technology resources appropriate for your adult education class.

Social Media for Adult Education

The OTAN has been following and documenting the ways the adult education field uses social media. This workshop will highlight promising practices and offer hands-on practice. A list of activities will be customized to the needs of the participants. Participants explore ways agencies use Facebook pages and instructors use Facebook groups



successfully to engage current and potential adult learners. Distinguish between features such as newsfeed, timeline, privacy settings for post, friends list, events, pages, groups, and apps. Participate in a Facebook group and create your own. Understand Twitter basics and identify who to follow. Instagram and SnapChat are also covered. Participants identify strategies to engage learners to interact professionally through social media and expand their education.

Online Curriculum Series

The OTAN continues to offer online curriculum through pilot project offerings as well as through webinars, news items, and the Teacher Digest. Two pilot projects for 2018–19 include Revolution English and iPathways. Both offerings were available to the adult education field on a first-come first-served basis. Both providers supplied participants and other interested parties online and other training resources to ensure teacher success in deploying these two projects.

Summary of Revolution English

There were five (5) active adult schools taking advantage of the Revolution English offer: Glenn Adult Education, Pittsburg Adult Education, Petaluma Adult School, Washington Adult Education and Mt. Diablo Adult Education.

Summary of iPathways

Initially 16 programs signed up to participate in the pilot, but several agencies did not add learners to the system. By mid-year, five (5) agencies emerged as the most active iPathways pilot participants. By the end of the year there were 100 learners consistently enrolled across all schools. Seven (7) teachers supported these learners through the course of the year or several months. These learners mastered 665 lessons and logged over 665 hours of learning on the online curriculum. The final four (4) agencies using iPathways are Inland Career Education Center, Whittier Adult School, Valley Adult School, and Tamalpais Adult School. [Note: Tamalpais did not report any mastered lessons or hours in the program. They were unable to maintain participation to the end of the pilot.]

Open Educational Resources and Adult Education

There are many free, customizable, and editable resources for adult educators and their learners. By using Open Educational Resources (OER) in the classroom and online, teachers and agencies can save money, revise and refresh curriculum, and give



learners an opportunity to customize their learning. OER are “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits sharing, accessing, re-purposing—including for commercial purposes—and collaborating with others.” (NETP, 2010, pg. 56). The OTAN has continuously provided resources, workshops, and conference presentations on OER. Adult education agencies could consider using them as both supplemental materials to classroom curriculum and/or replace curriculum with OER textbooks in a variety of subject areas.

One area of outreach is targeted to remote and rural areas where connectivity may be an issue. The World Possible Remote Area Community Hotspot for Education and Learning (RACHEL) is a potential device to provide local connectivity to small groups. In addition, the RACHEL device is “pre-loaded” with 400 GB of open education resources available through OER2Go, a website maintained by World Possible. OTAN provides presentations, demonstrations and workshops on this device to provide rural agencies, or those with limited internet access, the ability to provide learning options for students

Planning Conference Presentations and Managing Subject Matter Experts (SMEs):

The OTAN works closely with the adult education field and hired over 16 SMEs to take advantage of their expertise and assist in delivery of professional development training sessions, materials, resources, and to provide timely presentations at local, regional and statewide adult education conferences.

Significant time is spent reviewing SME key talents and aligning their work and expertise with appropriate conferences. At the beginning of each year a conference schedule is developed, and SMEs are assigned to present on behalf of OTAN on various technology integration, online and blended teaching topics, as well as differing delivery methods within adult education programs.

At the beginning of the year, OTAN staff meet to decide which adult education and technology conferences will be the most strategic to attend—both to market OTAN services and to learn about new resources and methods for integrating technology into adult education programs. Once conference selections were approved by the CDE Contract Monitor, OTAN staff and SMEs were assigned to a specific conference. They then wrote and submitted presentation proposals to conference committees and, as proposals were accepted, presentations and handouts (if any) were developed and approved by the CDE Contract Monitor.

This year OTAN SMEs and staff gave about 54 presentations on behalf of OTAN to approximately 1,350 attendees. OTAN was represented at major conferences (including state and regional events) that included Adult Education Block Grant Summit (AEBG TAP), Comprehensive Adult Student Assessment Systems Summer Institute (CASAS SI), California Teachers of English to Speakers of Other Languages (CATESOL), California Council for Adult Education (CCAЕ), Commission on Adult Basic Education (COABE), English Literacy and Civics, and OTAN’s own Technology and Distance Learning Symposium (OTAN TDLS).

**Sampling of OTAN presentation titles at 2018–19 Conferences**

CONFERENCE / DATE	TITLE	PRESENTER
CATESOL December 2018	Using YouTube in AE	Jennifer Gagliardi OTAN SME
CATESOL December 2018	Integrating OTAN Internet Resources for Adult Ed Teachers	Anthony Burik OTAN STAFF
CATESOL December 2018	Hidden Treasures in your Google Chest	Melinda Holt OTAN STAFF
EL Civics Sacramento February 2019	Digital Resources for IELCE/IET	Susan Gaer OTAN SME
EL Civics Sacramento February 2019	OTAN EL Civics Resources on Moodle	Alisa Takeuchi OTAN SME
EL Civics Sacramento February 2019	OTAN EL Civics Resources on Moodle	Alisa Takeuchi OTAN SME
EL Civics South February 2019	Using Technology for EL Civics Workforce Skills	Ryan de la Vega OTAN SME
EL Civics South February 2019	Digital Resources for IELCE/IET	Susan Gaer OTAN SME
EL Civics South February 2019	Tech Up Your Citizenship Class	Jennifer Gagliardi OTAN SME
OTAN TDLS March 2019	What is OER and where can I find it?	Diana Vera-Alba OTAN SME
OTAN TDLS March 2019	On Your Mark! Get Set! GOOGLE!	Melinda Holt OTAN STAFF
OTAN TDLS March 2019	Transforming Through Technology	Yecsenia Delgado Lorenzo, Armida Choe, Branda Gomez OTAN SMEs
OTAN TDLS March 2019	Using Technology to Amplify Student Voice	Neda Anasseri OTAN STAFF
OTAN TDLS March 2019	Putting English to Work 1, 2, & 3 Online	Penny Pearson, OTAN STAFF Paul Yung, OTAN SME
EL Civics Central March 2019	Digital Resources for IELCE/IET	Francisco Xavier Pinedo OTAN SME
EL Civics Central March 2019	Using Technology for EL Civics Workforce Skills	Ryan de la Vega OTAN SME
EL Civics Central March 2019	Tech Up Your Citizenship Class	Jennifer Gagliardi OTAN SME



CONFERENCE / DATE	TITLE	PRESENTER
COABE April 2019	Technology Tools for Teachers and Administration	Neda Anasseri, Penny Pearson OTAN STAFF
COABE April 2019	Unmask the Potential of Technology to Help Students Set, Achieve, and Publicize Goals	Anthony Burik OTAN STAFF
COABE April 2019	Unmasking the Google!	Melinda Holt OTAN STAFF
CCAЕ April 2019	Putting English to Work 1, 2, & 3 Online	Paul Yung OTAN SME
CCAЕ April 2019	Using Technology to Help Students Set, Achieve, and Publicize Goals	Anthony Burik OTAN STAFF
CCAЕ April 2019	Google Gems!	Melinda Holt OTAN STAFF
CATESOL May 2019	Cultivating a 21st Century US Citizen	Jennifer Gagliardi OTAN SME
CATESOL May 2019	Can Beginning ESL Students Use Chromebooks?	Alisa Takeuchi OTAN SME
CASAS SI June 2019	360 Photos for Learning	Susan Gaer OTAN SME
CASAS SI June 2019	Google Classroom	Debbie Jensen OTAN SME
CASAS SI June 2019	Internet Safety for Students and Teachers	Susan Gaer OTAN SME

Providing Trainer-of-Trainer Event for OTAN Subject Matter Experts (SMEs)

As in previous years, the OTAN recruited SMEs who have demonstrated expertise and promising practices in technology integration and online and blended learning implementation. The OTAN staff identified and hired 21 external trainers to share their expertise conducting face-to-face and online workshops. External trainers also presented at conferences throughout the year. Some SMEs were hired for their expertise in managing Moodle and reviewing the Technology and Distance Learning Plans for the state Department of Education, Adult Education Office.

To orient the external trainers to OTAN’s policies and procedures, SMEs were invited for an all-day Training of Trainers event held on Friday, August 17, 2018 as well as a two day check in and debriefing held on Tuesday, June 4, and Wednesday, June 5, 2019 at the Sacramento County Office of Education. Participants were provided with a list of new OTAN deliverables, pilots, projects, and initiatives. Attendees were also given training. The activities during the day were comprised of discussions and demonstrations for:



- Delivering effective workshops and conference presentations
- Continued training on making 508 compliant PowerPoints, tutorials, handouts, and YouTube videos
- Zoom vs. Adobe Connect: pros, cons, layouts, sound, breakout rooms, personalization
- Google resources
- Edtech trends (Augmented and Virtual Reality and The Triple E framework)
- Annual discussion and update for retiring old workshops and creating new workshops
- Screencasting options
- Edtech resources
- Hands-on accessibility practice
- Skill development site access (Linda.com and Hoonuit)

SME End-of-Year Event

Wednesday, May 22 and Thursday, May 23, 2019

Wednesday: 10:00 AM to 4:30 PM

Thursday: 8:00 AM to 3:30 PM

Location: Mather Room and SCOE Lab, Wednesday / Room D and SCOE Lab, Thursday

Resources are in the [Moodle SME](#)  (formerly TOT) Course

Wednesday, May 22, 2019

10:00 AM – 4:30 AM

Mather Room and SCOE Lab

AGENDA

10:00 – 10:15 AM - Welcome

- Mather Diana, Melinda, Marjorie, Anthony

10:15 – 11:00 AM - Review Moodle SME Course

- SCOE Lab Marjorie



11:00 AM - 12:00 PM - TOT business

- Mather Cheryl / Brandon

12:00 - 12:30 PM - Looking for SME's!

- Mather Neda / Penny

12:30 - 1:30 PM - Lunch

- Mather Select few...you know who you are

1:30 – 2:30 PM - ZOOM how-tos and basics

- SCOE Lab Marjorie / Melinda

2:40 – 3:50 PM - Training Workflow

- SCOE Lab Marjorie / Melinda

2:40 – ? PM - Applied Digital Literacy w/Google

- SCOE Lab Marjorie / Melinda

6:00 PM - Group Dinner at ____

Resources are in the [Moodle SME](#)  (formerly TOT) Course

Thursday, May 23, 2019

8:00 AM – 3:30 AM

Room D and SCOE Lab

AGENDA

8:00 – 9:00 AM - Breakfast

- All

9:00 – 10:00 AM - Welcome and Contract Hours discussion

- Room D Diana, Penny, Neda

10:10 AM - 12:30 PM - Workshops / Presentation discussion

- SCOE Lab Anthony

**12:30 - 1:15 PM - LUNCH**

- Room D All y'all

1:15 - 2:15 PM - Support Resources Available

- SCOE Lab Anthony, Marjorie, Melinda

2:15 – 2:30 PM - BREAK**2:30 – 2:40 PM - SME Survey (Where and How)**

- SCOE Lab Melinda

2:40 – 3:15 PM - Show and Tell: Resources you use!

- SCOE Lab ALL

3:15 – 3:30 PM - WRAP UP and Have a great Summer!

External trainers who were not able to attend the Training of Trainers event in August 2018 were provided access through the online conferencing software Zoom. Individual orientations and reviews of policies and procedures were given to those who requested them to ensure everyone had the same information. Any trainer who was unable to attend had attended previous Training of Trainers events, there were no concerns over familiarity with their responsibilities and tasks. Trainers were provided with an overview and individualized assistance as requested.

The OTAN's partnership with the CAEP-TAP increases workshop requests. The OTAN assesses the training requests and schedules End of Year training events for SMEs in Sacramento for two (2) or three (3) days for additional cross training in many educational technology and online/ distance learning topics.

OTAN Advisory Committee (OAC)

The OTAN Advisory Committee (OAC) met face-to-face at the Sacramento County Office of Education on October 4, 2018. Committee members included adult education teachers and administrators, non-profit and workforce directors, professional association leaders, leadership team members, and representatives from the California Department of Education. Twenty-one members attended the October meeting.



PARTICIPANT		AGENCY
TEACHERS		
1.	Cindy Wislofsky	San Diego Community College
2.	Jhan Dunn	Glenn County Office of Education
3.	Michelle Dullea	Sweetwater: Division of Adult Education
4.	Cynthia Eagleton	San Mateo Adult School
5.	Barry Bakin	LAUSD DACE, Evans Service Area
6.	Ryan de la Vega	Torrance Adult School
ADMINISTRATORS		
7.	Lynn Bartlett	San Juan Adult Education
8.	Francisca Wentworth	Jefferson Adult Education
9.	John Kerr	Baldwin Park Adult and Community Ed.
10.	Jodi Loeffler	Bakersfield Adult School
11.	Lynne Nicodemus	Pittsburg Adult Education Center
12.	Joel Abueg	Corrections and Rehabilitation
13.	Matthew Russo	Beaumont Adult School
OUTSIDE PARTNERS		
14.	Dani Pedrotti	NROC
15.	Adriana Sanchez-Aldana	CCAЕ
16.	Patti Constantakis	Digital Promise
17.	Philip Sutton	El Camino Community College
18.	Kathy Kossick	Sacramento Employment and Training Agency
19.	Bob Harper	Co-Chair, South Bay Consort. For AE
20.	Natalie Cole	California State Library
STAFF AND CDE		
21.	Carolyn Zachry	AEO
22.	Cliff Moss	AEO
23.	Diana Batista	Sacramento County Office of Education
24.	Joyce Hinkson	OTAN
25.	Penny Pearson	OTAN
26.	Neda Anasseri	OTAN
27.	Anthony Burik	OTAN
28.	Catherine Green	CALPRO
29.	Kay Hartley	CASAS

Exhibit 1.5



The OAC meeting included updates from the OTAN Contract Monitor, Cliff Moss, and the State Administrator, Dr. Carolyn Zachry. The following topics were discussed: update on progress of federal funding priorities; surveys to fulfill the WIOA “wage-matching” requirement, the move to electronic signatures for grant awards, need of update for Technology Plan learner and teacher surveys, and other CAEP/AEBG priorities. Representatives from CASAS and CALPRO provided updates related to their Leadership Project. Members shared resources currently being used at their respective agencies. Those generating the most discussion and enthusiasm from the group included:

- Learning Upgrade – <https://web.learningupgrade.com/> 
- EdReady – <https://nroc.org/what-we-offer/edready/> 
- CK12 – <https://www.ck12.org/> 

Based on OAC member input, the California Department of Corrections and Rehabilitation (CDCR) is doing major work to provide technology options at their corrections facilities; CDCR has a tablet initiative and is interested in using Learning Upgrade with their ABE students. Curriculum and resources to support this population will be an added focus through 2018–19 and beyond.

Host the Digital Leadership Academy (DLAC)

The OTAN has a history of providing professional development, resources and technical support to adult education agencies and educators. Services provided include online workshops and face-to-face training in promising practices for technology integration, online and blended learning resources and training, electronic collaboration, educational resources and much more. In keeping with changing technologies, new research, and advances in professional development, and to ensure our adult educators have access to quality professional growth, OTAN continues to provide a two-year digital leadership opportunity for adult education agencies, including both administrators and teachers. The two-year Digital Leadership Academy (DLAC), which combined elements of OTAN’s prior Technology Integration Mentoring Academy and the Online Teaching Academy opened competitive applications in April of 2018. In September, seven (7) agencies were selected.

The DLAC assisted agencies in meeting their technology integration, or online or blended teaching goals. The program was designed to be flexible in how participants could best use the resources offered by OTAN to support their own agency’s goals. The DLAC was aligned to the Technology and Distance Learning Plan filed by all WIOA-funded adult education agencies.

Below is a list of the participating agencies and team members for year two of the 2018–2020 Digital Leadership Academy

AGENCY	PARTICIPANTS
Corona-Norco Unified School District	Kevin Belcher, Marci England, Christina Hyatt
El Monte Union High School District	Refugio Gonzalez, Janet Kershaw, Luis Serrano
Escondido Union High School District	Tom Allison, Stacey Campo, Lea Heredia, Elaine Moore, Rosa Rojo
Hacienda La Puente Unified School District	Armida Chow, Yecsenia Delgado-Lorenzo, Brenda Gomez
Los Angeles Community College District	Marth Clayton, Carmen Delgado, Luciano Morales
Mt. Diablo Unified School District	Maren Anton, Suanne McGovern, Jill White
San Juan Unified School District	Jody Barker, Linda Laymon, Marisol Richmond, Angela Rodriguez

Exhibit 1.6

In May of 2019, all DLAC participants shared their mid-year reports outlining their projects, challenges, and plans for program development and learner gains. A summary of all presenters and their projects is included in the Appendix section of this report. The DLAC participants were supported by four coaches based on geographic location. Each coach is a veteran adult education teacher or administrator who has experience in OTAN professional development projects.

Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career

The OTAN has maintained their membership with NROC and provided access for California adult education agencies to products that include EdReady, NROC Math, NROC English and HippoCampus. The OTAN’s membership allows agencies to select individualized learner goals as well as to have a customized URL.

Approximately 26 learning paths are currently established on the OTAN EdReady server supporting 285 learners with their math learning goals during the 2018-2019 academic year. The OTAN developed a specific math learning path designed to help learners with CASAS math testing. After an initial piloting period, this new study path is available for any agency to use. Over 40 learners enrolled in the CASAS Math Readiness study path. Of those the average score gain was 18 points from their initial score. Many learners who started the program under the initial pilot are continuing their learning path on EdReady.

EdReady and The NROC Network added Career Technical Pathways in math for over 157 CTE jobs. Currently the most common CTE pathways align to medical assisting, automotive certifications, and information sciences. The OTAN continues to support and encourage EdReady to the field.

An additional benefit to NROC Network membership in the organization is embarking on further improvements specifically targeted to adult learners. The OTAN is working closely with the NROC focus groups for adult education to provide suggestions and refinements to the NROC projects for both math and English.



Through this partnership, and along with continued training and promotion of Open Educational Resources, adult education agencies within California 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.

CASAS Math Readiness - OTAN

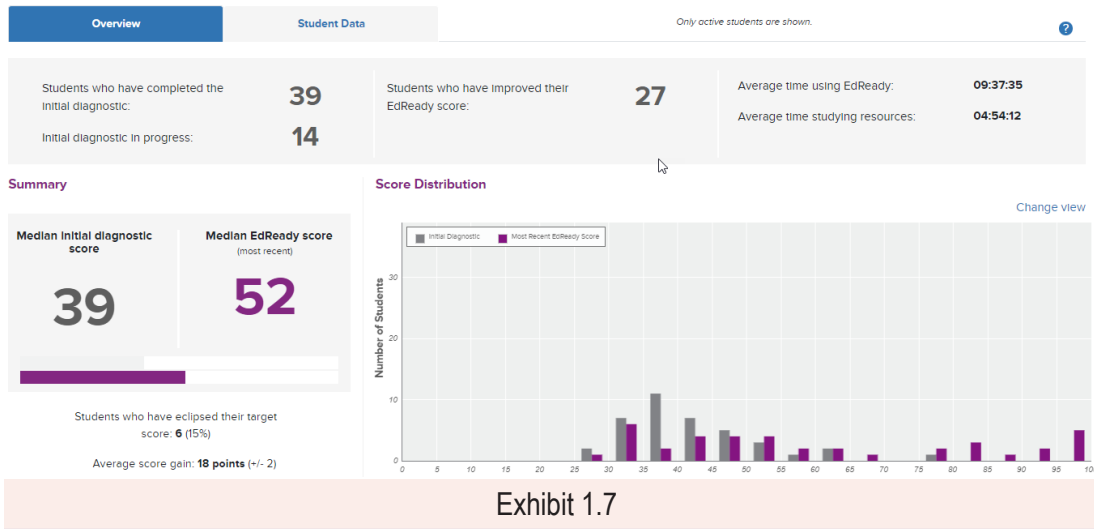


Exhibit 1.7

“Melinda was fantastic at presenting the information and making it applicable! Her enthusiasm and ability to engage with the attendees made the training very enjoyable!”

– OTAN workshop participant

Host One Technology and Distance Learning Symposium (TDLS)

The Technology and Distance Learning Symposium (TDLS) is ideal for the teachers, coordinators, and administrators in the network of California adult education providers under the Adult Education and Family Literacy Act, WIOA Title II, the federal grant administered by the Adult Education Office at the California Department of Education. Participants receive relevant and new information, dynamic presentations, and hands-on skill development to start or grow blended/distance learning programs and enhance technology in the classroom.




Exhibit 1.9

The event was a celebration of OTAN's 30-year anniversary. Held on March 1–2, 2019, held in Southern California at the Hacienda La Puente Unified School District, where OTAN's founder, John Fleischman wrote the OTAN contract in 1988-1989. TDLS was attended by over 200


adult educators and administrators from throughout California.

Attendees selected from over 47 technology-focused workshops that ranged from increasing technical skills in a specific software program to what steps were needed to effectively implement a blended/distance learning program at an adult education agency.

This year's keynote speaker was Mr. John Fleischman, Sacramento County Office of Education Assistant Superintendent and OTAN contract founder. Mr. Fleischman has forever been passionate about ed tech, and took us through the journey of technology through the years. Mr. Fleischman's keynote address, "Technology and Adult Education: Past, Present, and Future" shared with us how technology use in adult education has changed significantly over the last 30 years. John said: "By understanding past, present and potential use of instructional technology we can more efficiently prepare adult learners for the skills that are increasingly required for success in academic, career, or personal life." The keynote presentation offered information about what you need to know and what you need to do in order to connect this technological change to the educational programs we offer our adult learners. His keynote address is available on OTAN's YouTube channel as part of a



Technology and Distance Learning Symposium 2019
March 1–2, 2019
Hacienda La Puente Adult Education – Willow Center



Schedule at a Glance

Friday, March 1		Saturday, March 2	
Breakfast	8:00-8:30 a.m.	Breakfast	8:00-8:30 a.m.
Welcome	9:00-9:20 a.m.	Session 5	9:00-9:30 a.m.
Keynote	9:30-10:20 a.m.	Session 6	10:00-10:30 a.m.
General Session	10:30-11:00 a.m.	Session 7	11:00-11:30 a.m.
Session 1	11:30-12:00 p.m.	Lunch	12:00-12:30 p.m.
Lunch	12:00-1:00 p.m.	Session 8	1:00-1:30 p.m.
Session 2	1:10-2:00 p.m.	Closing/Tech Slam	2:00-2:30 p.m.
Session 3	2:10-3:00 p.m.		
Break	3:10-3:30 p.m.		
Session 4	3:40-4:30 p.m.		

Exhibit 1.8



Exhibit 1.10



series of education technology integration sessions recorded during the Symposium.

John Fleischman also facilitated a Past, Present, and Future panel discussion with past and current OTAN leaders: Titled, “A discussion around adult education”. John Fleischman, Holda Dorsey, Linda West, Marian Thacher, and Joyce Hinkson were invited to be on the panel. Holda, Linda, and Joyce could not attend so Diana Batista, Penny Pearson, Melinda Holt, and Neda Anasseri stepped in as panel members the general session was an effort to extend the conversation with our participants on the growth of OTAN and its impact on the implementation of technology in the adult education classroom. Panelists shared their experiences, challenges, and vision for the future of adult education and the impact technology may hold for agencies, administrators, and teachers.

Leverage Statewide Licensing of Technology-based Content

The OTAN works to provide statewide licensing opportunities for both learners and teachers. This year OTAN provided support and continued access to several curriculum programs for the field: Northstar Digital Literacy Project, NROC materials such as EdReady Math and EdReady English and curriculum offers with iPathways. In addition, OTAN continued to provide adult educators access to online professional development through the Essential Education self-paced online course Blended Learning in Adult Education.

Northstar Digital Literacy Project

The Northstar Digital Literacy Project defines basic skills needed to perform tasks on computers and online. The ability of adults to successfully perform these tasks is assessed through online, self-guided modules. These modules are meant as assessments only, and not as curriculum. It is expected that teachers provide needed instruction and appropriate curriculum for each module either in a face-to-face setting or a blended learning setting. Competency assessments are available in 12 different skill areas:

- ➔ Basic Computer Skills
- ➔ Internet
- ➔ Email
- ➔ MS Word Office 2016
- ➔ MS Excel Office 2016
- ➔ Windows 10
- ➔ Mac OS
- ➔ Social Media
- ➔ Microsoft PowerPoint Office 2016
- ➔ Information Literacy



- Career Search Skills (New)
- Your Digital Footprint (New)

When individuals pass the Northstar proctored assessments (at approved sites), they obtain the Northstar Digital Literacy Certificate for that assessment. The certificate provides a credential that can be included in a resume or online portfolio. There is no cost to the learner to take the assessment. Additionally, Northstar offers learners the option of receiving a digital badge. Digital badges can be added to a learner’s online portfolio or digital backpack such as Credly or Mozilla.

As a Northstar member, OTAN continued to support six (6) adult education agencies through July 1, 2018 – June 30, 2019. Agencies included: Jefferson Adult School, Monterey Adult School, Glenn Adult School, Language Learning Center at Mt. San Antonio Community College, and Oakland Adult School. The most active sites were Jefferson Adult School and Monterey Adult School. Exhibit 1.11__2018–19 Number of Assessments Taken shows the activity of all sponsored sites and the number of assessments taken.

Assessments Taken

Note: green component represents # passing scores, red # of not-passing scores

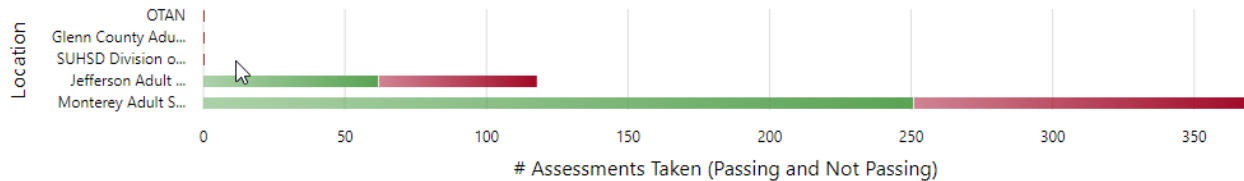


Exhibit 1.11__2018-19 Number of Assessments Taken

NUMBER OF ASSESSMENTS TAKEN 07/1/2018 THROUGH 6/30/2019 - DATA TABLE

LOCATION	PASSING	NOT PASSING
OTAN	0	0
SUHSD Division of Adult Education	0	0
Glenn County Office of Education	0	0
Jefferson Adult School	62	56
Monterey Adult School	251	118

Exhibit 1.12

Learners using Northstar made 487 attempts on the topics provided. Of those, 313 passed the topic assessment. Of the 313 exams, 212 of them were under proctored testing. Changes were



made on the administrative side of Northstar so additional data on how many digital badges were issued and/or claimed is no longer available.

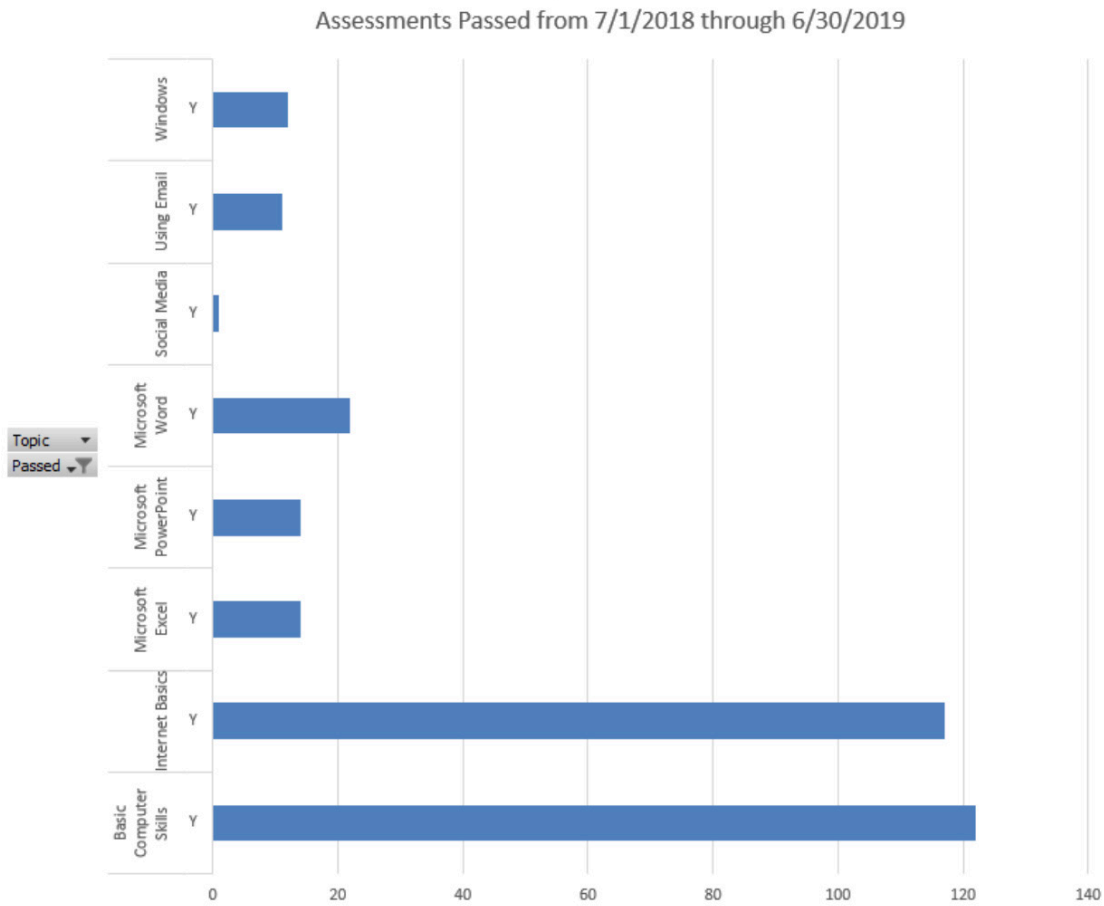


Exhibit 1.13

NUMBER OF ASSESSMENTS TAKEN 07/1/2018 THROUGH 6/30/2019 - DATA TABLE		
TOPIC	PASSED	COUNT OF TOPIC
Basic Computer Skills	Y	122
Internet Basics	Y	117
Microsoft Excel	Y	14
Microsoft PowerPoint	Y	14
Microsoft Word	Y	22
Social Media	Y	1
Using Email	Y	11
Windows	Y	12

Exhibit 1.14



NROC EdReady Math and EdReady English

Information on NROC Edready Math and Edready English is contained in the prior section titled “Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career”.

Essential Education – Blended Learning in Adult Education Course

The OTAN partnered with Essential Education to offer agencies special vouchers to complete an online professional development course specifically designed to help instructors understand and implement Blended Learning strategies in their classroom. The course is designed specifically for adult education teachers and covers topics such as: What is blended learning?; Choosing a model that works best for your site; Choosing appropriate tools; and Reviewing different assessment options. It takes about eight hours to complete, which includes time to develop an implementation plan. The course is completely online and provides a multi-media experience, resources and life-long access to the course materials. Here is what Essential Education says about the course:

“Our Blended Learning course starts with the basics of educational technology concepts, and then gives the instructor the tools and skills to blend the best Ed technology with their direct instruction. The results are amazing. Teachers teach better, students learn faster and retain more, and everyone has more fun doing it!”


Although OTAN continued to support and announce the availability of this resource through social media and through the Curriculum Offers page, only two additional certificates were issued to teachers during this year. Over 30 certificates were earned in prior years and with continued efforts to inform the field about this resource, it is expected more teachers will take advantage of this offer. Essential Education is allowing OTAN to continue offering this Blended Learning module until all 300 licenses are used. This is a bonus to OTAN and efforts to continue offering blended teaching professional development.

“Mindblowingly wonderful! Best workshop ever. Can't wait to try out everything that I learned. Melinda is absolutely fantastic!”

– OTAN workshop participant

Provide Information, Resources, and Technical Support

Research and Share Information on Emerging Technologies

Information is continuous and abundant, which can be overwhelming to adult education administrators, teachers, and staff. The OTAN strives to provide a 'one stop shop' for current and critical information on all areas of adult education, including local, regional, state, and national levels through the OTAN website (<http://www.otan.us> ,). The OTAN website will be updated, and information will be easily accessed by constituents. The site will be monitored to ensure information is current and compatible with computers and mobile devices that use a variety of browsers.

Services provided by OTAN during the contract year included hosting online resources such as Open Educational Resources (OER), a lesson plan builder, course outline builder, online courses, teaching with technology resources and web-based activity articles. The OTAN also maintained the California Distance Learning Project (CDLP), an online site with high-interest stories and comprehension activities to support low-literacy learners. This site is scheduled to be terminated in FY 2019–20 due to incompatibility with new technologies.

Adult education constituents were also provided with synchronous online support and technical assistance via phone, web conferencing, and online tutorials. Webinars about specific online resources for adult learners recommended by the OTAN Advisory Committee and other adult education constituents were facilitated by OTAN staff.

Monitoring and informational reports that include the Technology and Distance Learning Plan Report (TDLP), Digital Leadership Academy Report, and four OTAN quarterly reports are included as part of this OTAN Annual Report.

Online Video Production



Exhibit 2.1
Wendy Samoya

The OTAN produced two California Adult Education Students Succeed videos this past year. The students, Wendy Samoya from San Mateo Adult School and Patricia Holmes from Highlands Community Charter School, were honored at the Association of California School Administrators (ACSA) 2018 Leadership Summit held in



Exhibit 2.2
Patricia Holmes

San Diego. Both videos were added to OTAN’s Adult Education Students Succeed website along with each student’s story. The site currently hosts over 224 student stories, 40 of which have accompanying videos highlighting the success of adult education students, teachers, and programs.

Additional videos recorded at the Technology and Distance Learning Symposium (TDLS) were posted to OTAN’s YouTube Channel.

The following videos were recorded at the 2019 Technology and Distance Learning Symposium held at Hacienda La Puente Adult Education. All videos have been closed captioned and have been posted to OTAN’s YouTube Channel.

Technology and Adult Education: Past, Present, and Future by Dr. John Fleischman – OTAN Founder



Exhibit 2.3
Dr. John Fleischman
at TDLS 2019

Technology use in adult education has changed significantly over the last 30 years. By understanding past, present and potential use of instructional technology we can more efficiently prepare adult learners for the skills that are increasingly required for success in academic, career, or personal life. This presentation will offer information about what you need to know and what you need to do in order to connect this technological change to the educational programs you offer.



Exhibit 2.4
John Fleischman at TDLS 2019

Digital Citizenship for the Adult Education Classroom by Karla Frizler, Saddleback College and OTAN Subject Matter Expert

Frizler, Saddleback College and OTAN Subject Matter Expert

In this session, we will discuss the importance of integrating not only digital literacy (what to DO online), but also digital citizenship (how to BEHAVE online) into the Adult Education classroom. Learn strategies to help empower students to behave safely, participate responsibly, and think critically, no matter which technologies they are using. Topics include: privacy and security, digital reputation, intellectual property, and information literacy. Supports ISTE Standard #2: Digital Citizen.

243 to Go! by Jennifer Gagliardi, Milpitas Adult School and OTAN Subject Matter Expert

Turbo-charge your IELCE programs by using appropriate mobile technology to complete 243 COAPPS tasks.



Exhibit 2.5
Karla Frizler at TDLS 2019

Northstar Digital Literacy Assessments 2.0! by Adam Kieffer

The Northstar Digital Literacy Assessments (NSDLA) 2.0 website is now ready for learners, educators, employees, and employers! This session will introduce or reintroduce you to the recently redesigned (mobile-friendly) NSDLAs and website. Learn about how the assessments can be used by educators for targeted digital literacy instruction; how job applicants and employees can demonstrate their digital skills with the NSDLA certificates. Learn how you can become an official testing site and much more!

Surviving the Current: Innovative Video Project for Skill Integration by Kristi Reyes, Karina Tamura, and Christian Vela-Che – MiraCosta College

Engage students with integrated-skills video projects. Video projects are a student-centered, cooperative learning technique and a means of giving students control over their learning. The presenters in this session will share samples of student video projects from various levels of adult classes, video clips, and useful resources to consult for student-produced video assignments. Steps and suggestions will be given to assist participants in selecting projects that will demonstrate and contextualize course goals.

Can Beginning ESL Students Use Chromebooks? by Alisa Takeuchi, Garden Grove Unified School District, and OTAN Subject Matter Expert

Yes! Even Beginning ESL students can learn how to be successful using Chromebooks or Google apps. This presentation demonstrates how breaking down the steps to make a Gmail account, showing students Google apps and extensions, and the power of typing will allow them to be more tech savvy and successful for future college and career readiness. Don't let the level of English stop you from giving them more opportunities using technology on their own.

In addition to the Adult Education Students Succeed and TDL Symposium videos, OTAN produced and posted a variety of instructional videos to the OTAN Techy YouTube Channel, organized in easy-to-navigate playlists, to share with the field.

The OTAN also continued with a new webinar series, entitled OTAN Tech Talks (OTT). OTAN Tech Talks are designed to give short 30-minute presentations to assist participants with tips on an edTech tool, strategy, resource, and more. These videos are captioned, and available for public viewing on OTAN's YouTube channel.

LinkedIn for Adult Educators by Karla Frizler, Saddleback College and OTAN Subject Matter Expert

Description: Adult educators will explore how to maximize LinkedIn to showcase professional expertise in this OTAN Tech Talk. Participants will learn strategies for personal branding, job posting/searches, self publishing, and be able to better network with local and global colleagues. Educators will also discover the value and importance of introducing LinkedIn to students.

Topics include:

- ➔ Creating a profile
- ➔ Job posting and searches
- ➔ References and endorsements
- ➔ Publishing articles

Online Resources and Ideas to Support the ABE, ASE, and ELL Job Seeker by Marisol Richmond, San Juan Unified School District

Description: This OTT will show adult educators how to use Remind, Padlet, and a variety of internet resources that support the ABE, ASE, and ELL job seeker. See how one Career Transition Specialist uses compatible PC and phone apps with web resources to teach and inform employment seekers career and job search skills. Find out also how to choose what's being read by them.

Evaluating Websites by Sachiko Oates, Santa Barbara City College

Description: Do your students find information or do research online? Why is it important for students to evaluate the information they find on the web? This OTAN Tech Talk will discuss how adult educators can teach their students the skills needed to evaluate websites as well as information found online. A lesson plan will also be shared with those that attend this webinar.

Enhance the Learning Experience with LEARN360 by Susan Coulter, Baldwin Park Adult and Community Education, and OTAN Subject Matter Expert

Description: Learn360 offers more than 160,000 videos, interactives, and maps to enhance your lessons. Teachers working at WIOA funded agencies can get their own FREE account through OTAN. Learn360 resources can be used in your classroom, and linked, downloaded or embedded in Google Classroom, Moodle or on your class Website.

Quizlet for 24/7 Practice and In-class Formative Assessment by Barry Bakin, Los Angeles USD and OTAN Subject Matter Expert

Description: Participants will be shown how to use the Quizlet web site to provide student study opportunities accessible from any location and at any time. Quizlet is fun for the learner (and teacher) and can also be used in class for formative assessments and for in-class competitions.

Revolution English: Free English Coaching and Immersion Technology for your ESL Students by Laura Liibbe, Revolution English, and Yvette Rothe, Mt. San Jacinto College

Description: Revolution English helps students practice English outside of the classroom utilizing language immersion strategies, coaching techniques, and accessible technology that most students already have on their smartphones. The program is like a "Fitbit" for ESL learners - it holds students accountable to the English Language Learning goals that they set for themselves and helps them reach their goals. In this presentation, you will hear about how Revolution English seamlessly integrates with ESL classes, see a live demo of the program, and hear firsthand how the program works from an ESL teacher who ran it in her classroom.

Based on data from student practice logs, exit interviews, and surveys, students using Revolution English practice outside of the classroom for an average of 16 hours per week. This program was built leveraging research on behavior change and technology as well as studies by organizations like the Center for Advanced Research on Language Acquisition that demonstrate how immersion is one of the most effective language acquisition models available for school-based learners.

Created by nonprofits and for nonprofits with the support of the Kellogg Foundation, Revolution English is a program that compliments your school's adult ESL classes. It is technology that empowers English Language Learners with literacy habits, strategies for life-long learning, and it provides fun, authentic content for students to engage with and practice English every day. Revolution English is a self-paced, adaptive program that requires no intervention from teachers. It runs entirely on Facebook Messenger.

FREE pilots for your school are available now through OTAN!

Embedding Digital Literacy Skills into Adult ESL by Sachiko Oates, Santa Barbara City College District

Description: In today's society, technology touches every part of our lives: work, school, home and communities. For busy adult learners, it is critical that necessary digital literacy and the 21st century skills are integrated into their ESL coursework. Participants that attend the OTT will be shown free tools and project ideas for embedding technology skills into Adult ESL lessons.

Excelsior Online Writing Lab by Francesco Crocco, PhD, Excelsior College

Description: This presentation will provide an overview of the free resources offered by the Excelsior Online Writing Lab, an open education resource that supports college-level reading and writing. The presentation will review the Online Writing Lab, the Online Reading Comprehension Lab, and Educator Resources such as how to embed content and create custom OWLs.

Free Apps to use in Adult Education by Francisco Pinedo, Soledad Adult School, and OTAN Subject Matter Expert

Description: This OTT will cover apps for IOS and Android devices as well as websites that can be used in any adult ed classroom to provide students with extended learning opportunities outside the classroom. ESL Apps will help with listening, speaking and reading skills, CTE related apps will cover soft skills needed in jobs via game simulation. Citizenship apps will cover speaking, listening, reading and writing preparation for the Citizenship exam and more apps that will make your life in the classroom much easier with the use of tablets!

The Multiple Uses of Quizlet by Diana Vera Alba, San Diego Community College District and OTAN Subject Matter Expert

Description: This OTT will cover apps for IOS and Android devices as well as websites that can be used in any adult ed classroom to provide students with extended learning opportunities outside the classroom. ESL Apps will help with listening, speaking and reading skills, CTE related apps will cover soft skills needed in jobs via game simulation. Citizenship apps will cover speaking, listening, reading and writing preparation for the Citizenship exam and more apps that will make your life in the classroom much easier with the use of tablets!

Identify, Research, Compile, and Share Online and Open Educational Resources (OERs)

The OTAN continues to provide information to the field about Open Educational Resources (OER) through several communication channels. Open Educational Resources are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, videos, and animations. Online and face-to-face workshops provide a primary means to inform the field about OER repositories, online resources for searching and sharing resources, and information about licensing using Creative Commons licensing options. News items and newsletters provide information on shared online resources such as OTAN's Moodle courses for advanced ESL, College Transition and Career Development, Putting English to Work, and Personal Success Through Writing. Additionally, OTAN provides training and support using OER created by the NROC Network including NROC Developmental Math, EdReady Math, and Developmental English. All presentations and training sessions that provide handouts or other

electronic resources are licensed as OER and freely available for others to use and share.

The state of California joined the national #GoOpen Initiative in 2015. The California #GoOpen 2019 Regional Summit was held in Southern California at the Oceanside Unified School District. The OTAN staff attended this Summit and provided information and resources to ensure adult education stakeholders were included in future planning and OER implementation strategies. The Regional Summit this year also offered an adult education strand where OTAN staff and subject matter experts were able to present information on the value and availability of adult education materials for the adult education field.

Articles, blog posts, and other resources are shared with OTAN members through News Items posted on the homepage and Twitter, Facebook, and LinkedIn feeds.

These articles provide information on best practices and new ideas and initiatives to support using OER in the adult education setting. News items are normally posted three times a week. From July 1, 2018–June 30, 2019, 136 news items were posted to the front page of the OTAN website, using the following schedule:

July/August/September - 35 news items

October/November/December - 29 news items

January/February/March - 33 news items

April/May/June - 39 news items

Face-to-face workshops and online webinars were offered on OER in general as well as featured shared courses available through OTAN's Moodle server. The list below provides the dates and titles offered.

- ➡ December 3, 2018; The Write Stuff: Writing Skills for ESL and ABE Students
- ➡ March 12, 2019; OER's: Open Education Resources and Adult Education
- ➡ March 22, 2019; Putting English to Work in Moodle (PETW)
- ➡ March 25, 2019; The Write Stuff: Writing Skills for ESL and ABE Students
- ➡ April 12, 2019; Open Education Resources and Adult Education
- ➡ April 24, 2019; Putting English to Work in Moodle (PETW)

The OTAN will continue these efforts in the future, and through input from the field and the OTAN Advisory Committee, will provide further information and resources, not only on the availability of using OER, but will also expand training to include training teachers to create and license their own work and share those resources with the adult education field.

Continue Development of Teaching with Technology Resource (TwT)

The OTAN staff and SMEs from the field researched, reviewed, and selected content appropriate for inclusion in the Teaching with Technology section of the OTAN website. Resources covered instructional areas funded through WIOA, including English as a Second Language, Adult Basic Education, Adult Secondary Education, and High School Equivalency.

SMEs were recruited and assigned as temp exempt contractors and were oriented to connect technology integration strategies to teaching content. For the 2018–19 contract year, 368 items were either added or modified. Modifications include checking that links are still accurate, the resource was still available as originally entered, the resource classification was revised, or other small modifications needed to be made to ensure accuracy.

21 things for students: <https://otan.us/resources/teaching-with-technology/abe-adult-basic-education/20-things-i-learned-about-browsers-and-the-web/>

5 Dice: Order of Operations Game (Mobile App)

5 Dice: Order of Operations Game (Mobile App)

Tech Product/Equipment

iPad, iPhone, or iPod Touch, and optional projector and/or document camera

Activity Description

In this activity, students must use their knowledge of the order of operations to solve problems. This activity can be played individually online, against friends, or downloaded and played off-line. This is a very challenging activity at first. Players must use critical thinking skills to solve the problem.

Game problems can also be used as a daily challenge by using a document camera to project a problem on a screen.

Preparation

1. Make sure the site is not blocked at your school.
2. Download the app on school devices or prepare to show students where to find the app for their devices and download in advance of the activity.
3. Familiarize yourself with the app/game.
4. Decide how students will view the game and how much time you will allot to this activity.

How-To

1. Introduce the topic of order of operations and explain or demonstrate its importance. Here is a YouTube Video on the [Order of Operations](#) if you would like to use it.
2. Introduce the activity beginning with addition and subtraction.
3. Demonstrate how to play the game on the app. Be sure to show students how to get help.
4. Ask the class for their help to solve the problem.
5. Determine the number of devices you have to use for this activity and divide the class accordingly.
6. Give students time to work as a team to solve the problems.
7. Come back as a group to discuss their findings.
8. Encourage students to play at home to increase their skills.

Teacher Tips

- This game may be very challenging for some students. If so, be sure to have students work in groups.

Levels

- Intermediate
- High

Subjects

Math

- Whole Number Skills

Exhibit 2.6

Teaching with Technology Web Page



Teaching with Technology

You know your subject, you know how to get your students engaged and focused, but what about how technology can enhance your lesson? Here is a new tool to help adult education teachers locate and learn about Web sites and other technology related to the lesson topic.

Start by choosing your program area: Adult Basic Education (ABE), English as a Second Language (ESL), or Adult Secondary Education (ASE). Then choose the level of your class, the subjects you want to address, and the standard or CASAS competency for the lesson. When you use the filter tool to submit your criteria it will display all the technology examples that match.

Look for a program area to match your lesson:

[ABE: Adult Basic Education](#)

[ASE: High School Diploma](#)

[ASE: High School Equivalency Preparation](#)

[ESL: English as a Second Language](#)

Exhibit 2 7

4 Tests: 2014 GED Practice Tests Activity

4Tests: 2014 GED Practice Tests

Example Web Site and/or Technical Equipment Required

Website: <http://www.4tests.com/>

Website Example: <http://www.4tests.com/>

More Ways

Computer(s), Internet access

Activity Description

A free online practice test site for the 2014 GED test with the 4 sections of the GED provided by Barrons Educational Series. Includes explanation for the right answer.



Preparation

1. Check that this site opens at your school. Some sites are blocked by your technology administrator.
2. Be sure students are familiar with the computer and computer testing and what to expect.
3. Tests are best used to validate learning after classroom instruction. Be sure your students are prepared to take the test.
4. Provide a link for students to the test by placing it on your Web site, in an e-mail, or as a shortcut on your computer's Desktop in the lab.

How-To

1. Explain where to find the link to the test.
2. All four tests will open unless you deselect the ones you do not want to take. For example, if you just want to use the Mathematical Reasoning test in your class, deselect the Reasoning Through Language Arts, Science, and Social Studies exams.
3. To view the answer for each question, select the link to "View Answer."
4. Students can create an account and save their work.
5. Have students take the test and write down any problems they had difficulty with. You can then go over these problems in class the next day to fill any gaps their learning.
6. There is a second practice test just below "Start the exam" in the blue box. This can be used to recheck student readiness for the GED test.

Teacher Tips

- Avoid the open forum. There are inappropriate comments in it.
- As with every free online site, you will see advertisements trying to sell you stuff. Teach your students how to avoid these ads.

More Ways

- Since the GED Exam is no longer the only acceptable exam in California for a High School Equivalency, you may want to look at the [HISSET](#) or the [TASC](#) exams. You can also use the TOEFL, SAT, ACT, and ASVAB (Armed Services Vocational Aptitude Battery) college tests. There are many good math and English resources online with your students.

Exhibit 2.8

4 Tests: 2014 GED Practice Tests Activity

Loom: Video Messaging

Example Web Site and/or Technical Equipment Required

Website: <https://www.useloom.com/>

Website Example: <https://www.useloom.com/>

Activity Description

In this activity, the instructor sends a video message to students about an activity, event, or assignment using Loom Video recorder. This can be a simple welcome to the class.



Loom is a new free Chrome Extension that allows you to quickly record a video message and/or screencast and then shares it immediately with students and colleagues. You can embed the video in your Moodle course or on your Website. Loom also integrates well with Google Classroom. You can share your videos via Gmail; and if you send to another Gmail user, Loom will insert a video player into your email so your video can be played in your email. Videos can also be shared directly to Twitter and Facebook. What stands out about Loom is its ease of use.

Preparation

1. Sign up for a free Loom account. A step-by-step guide can be found above.
2. Decide on the message you want to send.
3. Practice creating Loom videos and experimenting with the different options. See the above tutorial for step-by-step instructions.
4. Check the computer lab for availability and, if possible, schedule a class time.
5. Make sure all students have an email address. If not help them create a Gmail. You might want to create a Loom screencast showing students how to sign up for a Gmail account and then embed it on your Web site.

How-To

1. Have your students send you an email introducing themselves and their goals for your class. Make a digital list of your students' email addresses so they can be easily inserted.
2. In the lab, send a video email to all students and check to see that they are able to receive and view your email.
3. Help students that are having difficulty and resolve any technical issues.
4. Consider sending a video email once a week, so students are used to checking their email. You can tell students what they will be doing during the week, what to study, or contact students that missed class.

More Ways

- Send a personalized video message to students welcoming them to your course or telling them about upcoming events.
- Send a message to students who were not in class. Let students know that you missed them, what they missed in class, and what they need to know for the next class.
- Correct student essays and personally explain suggestions for improvement. This works especially well with GoogleDocs using the editing tool. I like to make corrections to student documents using Suggesting. This way the changes are merely suggestions and students need to consider each change and decide whether to accept the change or not.
- ESL teachers can photograph, scan or reproduce short dialogue from class and then demonstrate the correct pronunciation by reading it in a Loom video while showing the text. Students love the extra practice.
- Create a short screencast to demonstrate how to sign up for an account such as Gmail or how to find needed information on the Internet. Your screencasts can be easily inserted into Moodle or embedded on your Web site.

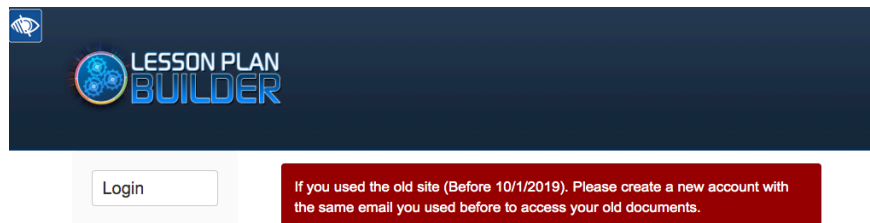
Documents

- [A0065C7E 5056 A629 C8BA4C3C4228071A](#)

Exhibit 2.9

Maintain and Update the Lesson Plan Builder

The online Lesson Plan Builder, at lessonbuilder.otan.us, is a tool that allows teachers to create complete and detailed lesson plans and store them online. All registered users of the OTAN website may access the Lesson Plan Builder. There are currently 16,371 lesson plans stored in the Lesson Plan Builder from 836 users.



Writing Lesson Plans

The OTAN Online Lesson Plan Builder is designed as a tool for adult educators to improve instruction. It is intended for the use of both new teachers who are studying their craft and of experienced teachers developing detailed lesson plans to share with their peers.

Exhibit 2.10

Maintain and Update the Course Outline Builder

The Course Outline Builder makes it easy to develop and store course outlines for any area of adult education. Standards and competencies are available to be selected for each program area. These standards reflect broad agreement among subject matter experts in adult education about what is desirable for adult students to know to be prepared for the rigors of postsecondary education and training.



COURSE OUTLINE BUILDER

[Register](#)

Sign in Name:

Password:

[Forgot your Sign in Name / Password?](#)

Welcome!

The Course Outline Builder makes it easy for you to develop and store course outlines for any area of adult education. Content standards include California K12 standards, CASAS competencies, and draft standards for ESL, ABE, Parent Education, and Older Adults.

Create your course outlines here and download them as PDF documents. You can return to add, revise or delete course outlines at any time.

You may wish to create a department or agency account where all course outlines are stored and available.

Please sign-in at left to learn more about course outlines or to create, view, print or edit one of your course outlines.



For additional information about OTAN or technical support fill out our [Support Form](#).

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Exhibit 2.11

“Trainer was easy to follow and added humor so it didn't get boring. Explained things clearly and it was easily understood. She did a fantastic job!!”

– OTAN workshop participant

Maintain the California Distance Learning Project Website as Necessary to Keep it Functioning

The OTAN continues to host and maintain the California Distance Learning Project (CDLP) (<http://cdlponline.org/> ). Although the site has been online for many years and the content has not been updated, it continues to draw some adult learners from California and many others throughout the world who want to improve their English reading and comprehension skills. In 2017–18, there were over 350,000 users. This number decreased from last year's record half a million users. Unfortunately, this number is continuing to decrease. The 2018–2019 usage statistics show there were 140,000 users representing 10 countries. New visitors to the site represented 78% percent, compared with last year's statistics that showed new and returning users with 75% percent new and 25% percent returning users.


The site's technology platform is outdated and no longer supported by most internet browsers. As most users visiting the site are now using newer or updated technology, they are likely migrating to other sites that support higher quality media and graphics.

Given the fact that the site will no longer support modern browsers, it will be closed after the fall of 2019, and visitors redirected to other curriculum sites that can offer similar materials for learners.

Provide and Support for OTAN-created Shared Courses

The OTAN provides 23 shared online courses created by SMEs or adult education teachers. While the SMEs were contracted to create courses on specific topics, a few experienced online teachers created courses on a variety of subjects, and voluntarily shared these courses with OTAN. New this year are online courses from Literacy Information and Communication System (LINCS) and The IDEAL Consortium. These courses provide adult educators with an introduction on blended and mobile learning, open educational resources, and how to integrate technology into the adult education classroom.

Additionally, OTAN has continued work to create and update online course materials for 14 Civic Objective and Additional Assessment Plans (COAPPS). A sample of topics include Employment (33.7), Banking (1.6) Digital Literacy & Online Communication (48) and several others. Each course provides a glossary, discussion forums, quizzes, multimedia and other interactive activities for learners.

Sample courses are available for review on the adulthoodcourses.org site. A specialized block within each course is available and notifies OTAN for course requests. Duplicated courses are placed within their School Site Category on <https://adulthoodcourses.org> . There were 244 requests for shared courses over the year. In addition, over 100 phone or email requests for Moodle support were handled.

Support Blended and Online Courses

The courses created by OTAN require yearly review 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.

Currently, these yearly reviewed courses are: Advanced ESL, College Transition and Career Development, Personal Success Through Writing, and Writing Pathways to Career Success. These courses are offered under a Creative Commons license for any teacher to request from a WIOA funded agency. Additionally, there are more and more courses offered for EL Civics. The original course offered by OTAN is now broken out into several smaller courses aligned by Civic Objective Additional Assessment Plan (COAAP) modules. Currently and throughout the next contract cycle, OTAN plans to expand these offerings to allow more learners access to these plans in an online environment.

Putting English to Work online courses, obtained through a special Memorandum of Understanding with the Los Angeles Unified School District, are still offered by OTAN to the field. Through the course of this year alone, over 160 course requests were fulfilled; almost half of these requests were for Putting English to Work 1, 2, and 3.

The Literacy Information and Communication System (LINCS), a federal adult education information site, created several self-paced courses under their English Language Learner University (ELL-U). These courses provide opportunities for teachers of adult English Language Learners to engage in learning activities that maximize student outcomes. During this year LINCS offered these Creative Commons Licensed courses to any adult education agency who wished to host them for their adult educators. The OTAN agreed to upload these courses and provide them to the field for professional development. The courses were underutilized during the year and OTAN plans to promote the courses on a more frequent basis during the next year.

Courses include:

- **The Role of Culture in the Education of Adult English Language Learners (3 hours):** This course provides techniques and strategies to help educators create a culturally inclusive learning environment and facilitate cross-cultural understanding. It explores a range of topics related to the role of culture in teaching classes with adult ELLs.
- **Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction (3.5 hours):** This course explores the basics of instructional planning and execution in adult ESL classrooms using the Communicative Language Teaching approach and other student-centered instructional practices. Topics include: understanding the communicative needs of your students, planning communicative language teaching lessons that integrate communication skills with life skills, work readiness, and civics content, and implementing student-centered instruction practices and classroom management strategies.

- **Integrating Technology in the Adult Education Classroom (4 hours):** The course is designed for instructors who are at the beginner/intermediate level of knowledge of technology tools and technology integration in the classroom. This course examines the why, how, and what questions for integrating technology in the adult education classroom: **Why** is technology important for instruction in learning? **How** do you approach integrating technology? **What** tools can you use to integrate technology?
- **The Role of Culture in the Education of Adult English Language Learners (3 hours):** This course provides techniques and strategies to help educators create a culturally inclusive learning environment and facilitate cross-cultural understanding. It explores a range of topics related to the role of culture in teaching classes with adult ELLs.
- **Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction (3.5 hours):** This course explores the basics of instructional planning and execution in adult ESL classrooms using the Communicative Language Teaching approach and other student-centered instructional practices. Topics include: understanding the communicative needs of your students, planning communicative language teaching lessons that integrate communication skills with life skills, work-readiness, and civics content, and implementing student-centered instruction practices and classroom management strategies.

IDEAL Consortium

IDEAL Introduction to Blended Learning

This 3-hour self-paced course introduces participants to essential and foundational information about blended learning. It includes key definitions, strategies, examples, and reflective activities primarily presented in multimedia format. The goal of the course is for teachers to have a basic understanding of the different forms of blended learning and how they might integrate them into their coursework.


IDEAL Introduction to Mobile Learning

Welcome to the *Introduction to Mobile Learning* course. This multi-media course introduces participants to the basics of integrating mobile devices into their classroom, distance, or blended instruction. It includes key definitions, suggested strategies, examples, and reflective activities to help teachers incorporate what they have learned into their practice. The goal of the course is for teachers to have a basic understanding of the different ways adult learners and their teachers can use flip-phones, smartphones, and tablets to enhance learning both in and out of the classroom.

IDEAL Introduction to Open Educational Resources

This 3-hour self-paced course introduces participants to essential information about Open Educational Resources (OER). It includes key definitions, examples, and reflective activities presented primarily in multimedia format. The goal of the course is for teachers to have a basic understanding of the benefits of using OER, know where to find them, and how to evaluate their effectiveness.

Exhibit 2.12

The OTAN is a member of the 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, PD leaders, and program administrators. The IDEAL Consortium offered OTAN a series of self-paced courses for teacher development. These courses are available through OTAN's Moodle server, <https://adulthoodcourses.org>. 

As more California agencies express an interest in online/blended learning and other topics, OTAN plans to continue to promote these courses through our social media channels as well as other communication channels, such as OTAN's *Online Connection* newsletter, and the Teacher and Administrator Digest.

The available courses are:

- **Introduction to Blended Learning:** This 3-hour self-paced course introduces participants to essential and foundational information about blended learning. It includes key definitions, strategies, examples, and reflective activities primarily presented in multimedia format. The goal of the course is for teachers to have a basic understanding of the different forms of blended learning and how they might integrate them into their coursework.
- **Introduction to Mobile Learning:** Welcome to the Introduction to Mobile Learning course. This multi-media course introduces participants to the basics of integrating mobile devices into their classroom, distance, or blended instruction. It includes key definitions, suggested strategies, examples, and reflective activities to help teachers incorporate what they have learned into their practice. The goal of the course is for teachers to have a basic understanding of the different ways adult learners and their teachers can use flip-phones, smartphones, and tablets to enhance learning both in and out of the classroom.
- **Introduction to Open Educational Resources:** This 3-hour self-paced course introduces participants to essential information about Open Educational Resources (OER). It includes key definitions, examples, and reflective activities presented primarily in multimedia format. The goal of the course is for teachers to have a basic understanding of the benefits of using OER, know where to find them, and how to evaluate their effectiveness.

Provide Support for California Adult Educators in the Area of Online Learning

The OTAN continues to provide support and resources for instructors wishing to learn more about online teaching and learning. Communication of these resources comes in several forms: from articles in the OTAN Communicator newsletter, to news items posted on the OTAN website, and several social media posts from OTAN and OTAN staff throughout the year.

Additionally, OTAN supports agencies through the Digital Leadership Academy (DLAC) who wish to expand or develop their online or distance learning programs. Refer to the Digital Leadership Academy report in Appendix (E) of this report for additional details.

The OTAN also maintains access to online professional development for teachers to learn more about blended 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 provides guidance on development of an implementation plan.

Over 136 OTAN News items were posted over the year. Most related to online tools and curriculum items. Approximately 25 directly referenced online learning resources and curriculum, including

research articles and other links to online and blended teaching and learning, Open Educational Resources, gamification, augmented reality, and other technology tools to help learners meet their goals.

The OTAN also provided teacher support through phone calls and email requests received through support@otan.us as well as direct email and phone calls to OTAN staff. Five hundred fifty-six (556) support phone calls and emails are reported in OTAN's client services database.

Vocational English as a Second Language (VESL) Materials

Vocational English as a Second Language (VESL) materials used to be in paper format only. When an agency requested a specific VESL package, the pages were copied and the requesting agency was charged a per-page-rate for the materials, which were then mailed to the agency.

During 2015–16, OTAN logged the requests for VESL materials and determined the most popular materials. Using this information, the top five percent of the most-requested materials were scanned, made accessible, and posted to the OTAN website. During 2016–17, 20 VESL materials were made accessible and during 2017–18, an additional 10 materials were processed.

As interest and requests reduced to near zero, and with the design and implementation of a new, accessible web site, the VESL products were removed from the OTAN website at the end of the year. Individuals can make requests directly to OTAN, as the converted VESL files are housed locally by OTAN and can be retrieved if requested.



The screenshot shows the OTAN website header with navigation links: About Us, Preferences, Site Info, and a printer icon. The main logo features the OTAN 25 Years emblem and the text "Outreach and Technical Assistance Network for Adult Educators". A menu bar contains categories: ED TECHNOLOGY & MEDIA, TEACHING TOOLS & RESOURCES, RESEARCH & REFERENCE, PEOPLE & ORGANIZATIONS, LAWS & LEGISLATION, and FUNDING & JOBS. A search box is labeled "Search keywords" with a "GO" button. Below the menu, the breadcrumb trail reads: Path: OTAN HOME >> RESEARCH & REFERENCES >> Library Collections >> VESL Workplace Clearinghouse.

VESL Workplace Clearinghouse



This collection offers public domain vocational ESL (VESL), vocational ABE (VABE), and workplace curriculum [\[read more\]](#)

Agriculture	Cosmetology	Office Skills
Appliance Repair	Electronics	Parking
Auto Body	Food Service	Retailing
Auto Mechanics	Hotel & Restaurant	Upholstery
Auto Upholstery	Machine Shop	Waste Management
Child Care	Mail Service	Welding
Clothing & Textiles	Maintenance	World of Work
Construction	Medical	

Items in this collection are in [Adobe Reader](#) format and may be downloaded for free.

Conduct Curriculum Focus Webinars

The OTAN provided several methods of sharing curriculum information and resources to the field. Five online webinars featured different online curriculum tools to use with learners. Two of these sessions focused on online curriculum featured in our curriculum pilots. Another two highlighted the XPRIZE competition and the last specifically presented information on online resources targeted to support the ABE, ASE and ELL job seeker.

Resources:

May 14, 2019, 2 to 3 p.m., *How to Enroll Learners into the XPRIZE Winning App Learning Upgrade, Part 1*

May 28, 2019, 2 to 3 p.m., *How the XPRIZE Code Unlocks a Winning App for your Learners! Part 2*

January 31, 2019, 2 to 3 p.m., *OTAN Pilot with i-Pathways*

December 14, 2018, 1 to 2 p.m., *December 2018 OTT: Revolution English: Free English Coaching and Immersion Technology for your ESL Students*

August 10, 2018, 1 to 1:30 p.m., *Online Resources and Ideas to Support the ABE, ASE and ELL Job Seeker*

Support Online Curriculum Sites

The OTAN supports several online curriculum sites to provide learning resources for teachers in the field. Some sites are available to OTAN through memberships and/or subscriptions. Lastly, OTAN supports a learning management system (MOODLE) giving the field access to a platform for online/distance and blended learning.

As part of OTAN's desire to provide materials and resources for online and blended teaching and learning, OTAN provides adult education teachers with access to Learn360 from Infobase. This is an educational solutions company providing digital reference content to schools with research databases, eBook collections, streaming video, and eLearning modules spanning a variety of core subject areas and grade levels. Several well-known services are provided such as Facts On File, The World Almanac®, Learn 360, Films Media Group and many others. These products offer educators a broad range of products that enhance and enrich the learning experience. Initially, Infobase provided access to these services only through the OTAN learning management system Moodle, but through generous support of Infobase, all adult education teachers served through OTAN access Learn360 and the variety of learning resources available.

NorthStar

The OTAN is a sponsoring site for NorthStar's Digital Literacy Assessment site and is supporting four testing sites: Jefferson Adult School, Glenn County Office of Education, Monterey Adult School, and Sweetwater Unified High School District, Division of Adult Education as well as OTAN itself through the Sacramento County Office of Education. Each site has the ability to

proctor assessment exams in several areas. These include Microsoft Office® products, Internet Basics, Social Media, Information Literacy, Basic Computer Skills, Career Search Skills and Your Digital Footprint. Over the course of the year out of 487 assessments, 137 certificates were issued through proctored exams.

Proctored Assessment Topics Passed

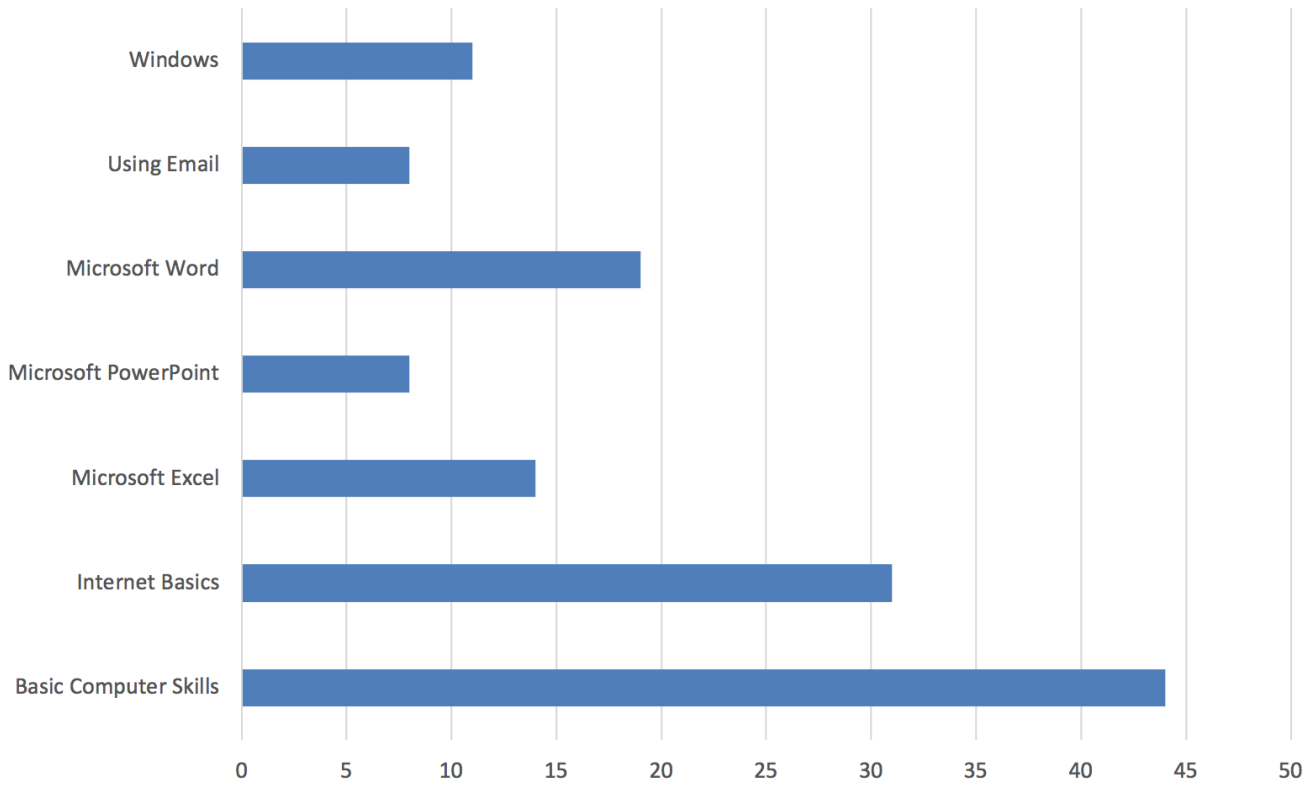


Exhibit 2.14

PROCTORED ASSESSMENTS FROM ALL NORTHSTAR PARTNER SCHOOLS - DATA TABLE

TOPIC	COUNT OF TOPIC
Basic Computer Skills	44
Internet Basics	31
Microsoft Excel	14
Microsoft PowerPoint	8
Microsoft Word	19
Using Email	8
Windows	11

Exhibit 2.15

HippoCampus and EdReady (NROC)

Through an OTAN relationship with The NROC Project (that is their correct name, not an acronym) access is available to the field to use HippoCampus and EdReady Math and English. 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. EdReady is a second resource from The NROC Project allowing learners to create a personalized learning path for both math and English. 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. The OTAN provides adult education agencies the ability to pre-view an institutional instance of EdReady which allows 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 a membership through OTAN.

Provide Online Support and Technical Assistance

As a provider of technical assistance, a necessary function is to furnish technical support. The location of OTAN website content and items of interest, account features, reporting functions maintained by OTAN, and specific internet research on online tools and apps are all areas where support and technical assistance are needed and provided by OTAN staff. Over the course of the year there were several OTAN pages visited including the:

- Lesson Plan Builder (1160 total page views, with 671 unique views),
- Course Outline Builder (1777 total page views, with 691 unique views),
- Teaching with Technology site (2142 total page views, with 767 unique views),
- Web-based Class Activities (1084 total page views, with 820 unique views), and
- the Digital Leadership Academy site (1349 total page views, with 1006 unique views).

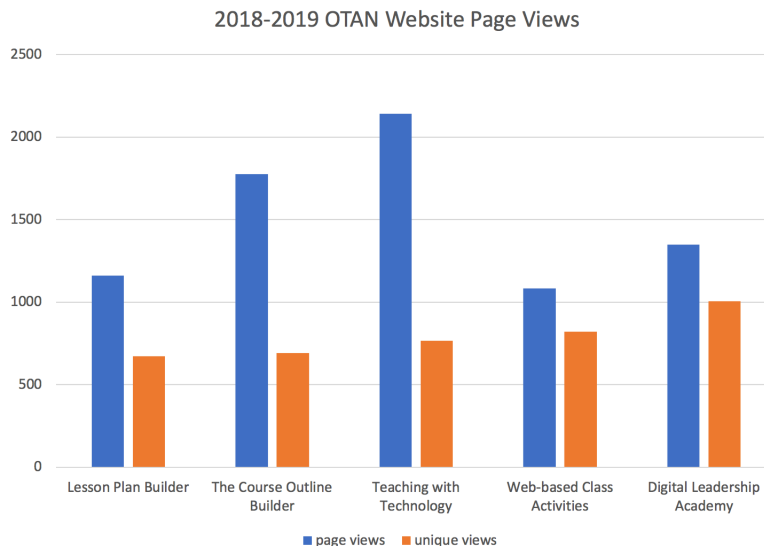


Exhibit 2.16

2018-2019 OTAN WEBSITE PAGE VIEWS - DATA TABLE


PAGE TITLES	PAGE VIEWS	UNIQUE VIEWS
Lesson Plan Builder	1160	671
The Course Outline Builder	1777	691
Teaching with Technology	2142	767
Web-based Class Activities	1084	820
Digital Leadership Academy	1349	1006

Exhibit 2.17

While support and assistance for websites maintained by OTAN account for most requests, time was also spent fielding questions unrelated to those specific websites. Questions from both adult education staff and adult learners included “How do I find a GED class?” and “What kind of technology can I use with my students?” to “How does my agency access the CDE reporting site?” and “What kind of technology trainings does OTAN provide?” 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.

The OTAN staff responds to direct and indirect (forwarded) email messages, phone calls, and conferences, and may use any combination of those communication systems depending on the need and requirements of the support. Approximately 680 support requests were responded to by OTAN’s training, programming, media, and website staff. These requests for support include 536 Email or phone support messages, and an additional 161 phone support contacts.

Maintain, Expand, Update and Align OTAN Web Pages

An important and ongoing task is to provide current and relevant information in all areas of adult learning to be posted on the OTAN website (www.otan.us ). During 2018–19, the site was routinely reviewed and updated with new content gleaned from state and federal sources as well as from a variety of print and online resources focused on adult education and integrating technology into the adult education classroom. The OTAN programming team completed the process of converting the site to .NET code to meet CDE specifications. The site remained in beta-testing through the end of the 2019 fiscal year with an anticipated public launch in the fall of 2019. The new design incorporates full accessibility, including responsive design features to accommodate access to the website via mobile devices.

The OTAN works 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. During 2018–19 OTAN continued to support the website “Curriculum Offers” highlighting the current curriculum licenses and projects available to all California WIOA-funded adult education agencies. The web page listed iPathways and Revolution English which were offered under special license agreements with OTAN. The OTAN continues to offer professional development from Essential Education, CK-12 Foundation for open education resources such as digital textbooks, interactives, and adaptive practice.

Market OTAN Services

Host Vendor Tables at State and Regional Conferences

The OTAN continues to inform the field of services and resources available through our website, online social media channels, and other electronic communication such as our newsletter and other digests. In addition to our web-based resources, OTAN is often invited to participate in events and conferences where materials are distributed to participants. In the last year, OTAN hosted six (6) display and information tables across the state. Each event provided an opportunity for OTAN staff to distribute materials, talk about specific educational technology tools and demonstrate new technologies such as virtual and augmented reality tools. During 2018–19 OTAN provided information and resources at the following events:

El Civics Sacramento, Charles A. Jones Career & Education Center, February 1, 2019

EL Civics Anaheim, North Orange Community College, February 22, 2019

EL Civics Fresno, Fresno Adult School, March 8, 2019

CCAIE State, San Diego, April 24–28, 2019

California Library Literacy Services, Sacramento, September 25, 2019

CATESOL State, Anaheim, December 7–8, 2019



Exhibit 2.18

Produce the OTAN Newsletter: Online Connection

In addition to vendor tables to help market OTAN services and resources, a four-to-eight-page newsletter is produced three times per year. Newsletters are sent electronically to all 3,000 OTAN members who subscribe to the newsletter. Hard copies are printed for distribution at workshops, State Leadership Team meetings, adult education professional events, and conferences. Each newsletter has a theme and articles are selected that support that theme. Two of the newsletters contain inserts listing all of the current online and face-to-face OTAN workshops and instructions for accessing them.

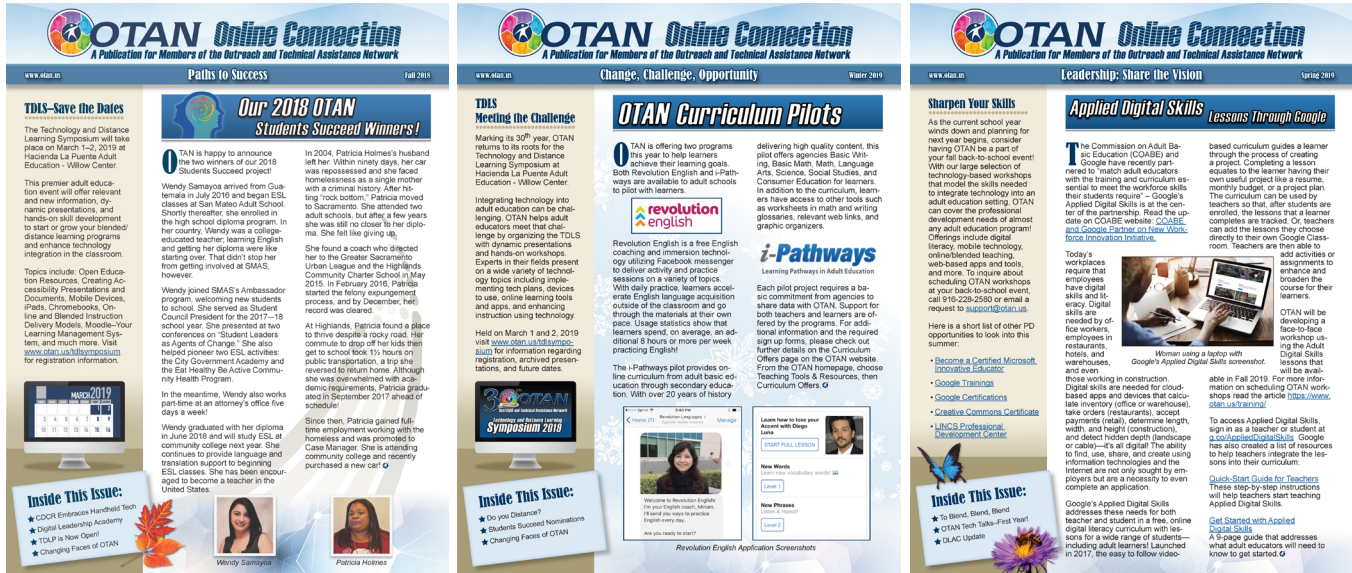


Exhibit 2.19

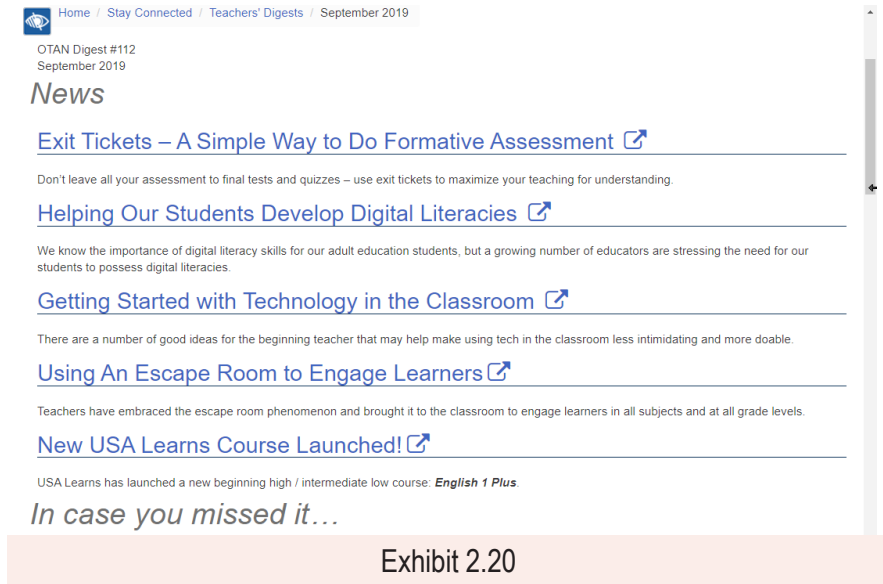
The Fall 2018 Online Connection’s theme was “Paths to Success.” Newsletter stories included information about the selected Students Succeed winners and a story on how California Department of Corrections Education program is using electronic devices to support learning. The Winter 2019 edition carried the theme “Change, Challenge, Opportunity” and featured stories about the OTAN curriculum pilots, and a story on distance learning. The Spring 2019 theme was “Leadership: Share the Vision.” Articles included information on Google’s applied digital skills, another distance learning article on blended learning and the anniversary of OTAN Tech Talks online.

“Melinda is very entertaining and talented. Thank you for sharing your knowledge with us. I don't work in the classroom but I will be able to use the information within the resource room”

– OTAN workshop participant

Produce and Distribute Two Monthly Online Digests of Relevant Adult Education Information, One for Administrators and One for Teachers

In addition to the newsletter, Online Connection, OTAN reaches out to the adult education field with two monthly digests; one with news and resources of interest to teachers and the other with news and information of interest targeted to administrators. Both digests are incorporated into the main OTAN site. All digests are available to anyone through the “Stay Connected” menu item. Each monthly digest is available by date.



Home / Stay Connected / Teachers' Digests / September 2019

OTAN Digest #112
September 2019

News

[Exit Tickets – A Simple Way to Do Formative Assessment](#)

Don't leave all your assessment to final tests and quizzes – use exit tickets to maximize your teaching for understanding.

[Helping Our Students Develop Digital Literacies](#)

We know the importance of digital literacy skills for our adult education students, but a growing number of educators are stressing the need for our students to possess digital literacies.

[Getting Started with Technology in the Classroom](#)

There are a number of good ideas for the beginning teacher that may help make using tech in the classroom less intimidating and more doable.

[Using An Escape Room to Engage Learners](#)

Teachers have embraced the escape room phenomenon and brought it to the classroom to engage learners in all subjects and at all grade levels.

[New USA Learns Course Launched!](#)

USA Learns has launched a new beginning high / intermediate low course: *English 1 Plus*.


In case you missed it...

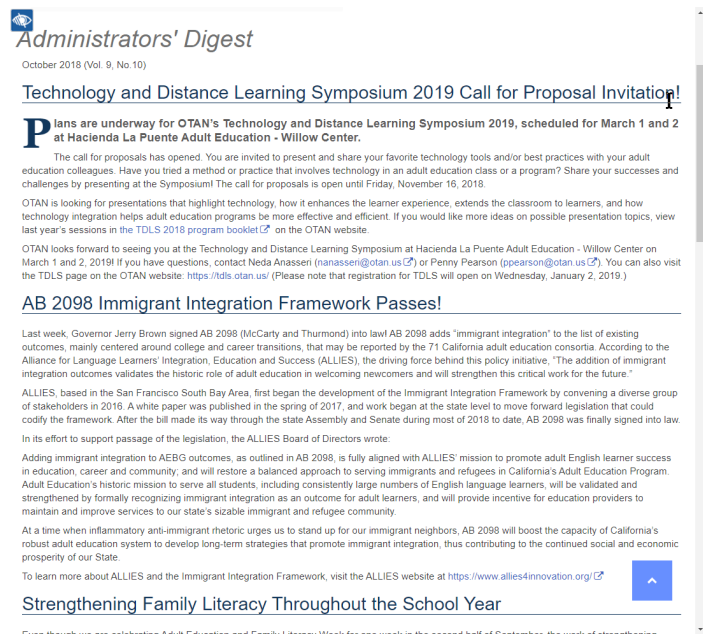
Exhibit 2.20

The Teachers' Digest (Exhibit 2.20) is produced monthly during the school year to introduce teachers to new and trending online tools, mobile apps, and websites. It also provides current news and information relevant to teachers and provides a list of upcoming professional development opportunities that involve technology. This includes online workshops, face-to-face workshops and other events across the state. Each digest has a web-based Class Activity, which includes lessons and resources for teachers, including web “Sittings” which are high interest websites for technology integration. After each issue was published, OTAN-subscribed teachers, coordinators, and administrators received an email with links to the new edition, notifying them that the new digest was available. All nine published issues are available on the OTAN website from September to May. Visit the [Teacher's Digest page](#).

“I just wanted to mention how much I got from your Creating Accessible Documents workshop. I've been working with a group at school to see how we can better serve students with disabilities. It was an excellent webinar.”

– OTAN webinar participant

The Administrators' Digest (Exhibit 2.21) is another monthly digital publication produced for the purpose of keeping administrators current on the ever-changing landscape in adult education, making them aware of professional development opportunities for their staff and keeping them informed about items of importance such as application and reporting deadlines. An example of a national news item in the digest was news about the Digital Equity Act introduced in April of 2019. A total of 11 issues (from July to June) of the Administrators' Digest were published. After each publication, an announcement was emailed to OTAN-subscribed administrators to advise them of its availability. Visit the [Administrators' Digest Page](#). 



Administrators' Digest
October 2018 (Vol. 9, No.10)

Technology and Distance Learning Symposium 2019 Call for Proposal Invitation!

Plans are underway for OTAN's Technology and Distance Learning Symposium 2019, scheduled for March 1 and 2 at Hacienda La Puente Adult Education - Willow Center.

The call for proposals has opened. You are invited to present and share your favorite technology tools and/or best practices with your adult education colleagues. Have you tried a method or practice that involves technology in an adult education class or a program? Share your successes and challenges by presenting at the Symposium! The call for proposals is open until Friday, November 16, 2018.

OTAN is looking for presentations that highlight technology, how it enhances the learner experience, extends the classroom to learners, and how technology integration helps adult education programs be more effective and efficient. If you would like more ideas on possible presentation topics, view last year's sessions in the [TDLs 2018 program booklet](#) on the OTAN website.

OTAN looks forward to seeing you at the Technology and Distance Learning Symposium at Hacienda La Puente Adult Education - Willow Center on March 1 and 2, 2019! If you have questions, contact Neda Anasseri (nanasseri@otan.us) or Penny Pearson (ppearson@otan.us). You can also visit the TDLs page on the OTAN website: <https://tdls.otan.us/> (Please note that registration for TDLs will open on Wednesday, January 2, 2019.)

AB 2098 Immigrant Integration Framework Passes!

Last week, Governor Jerry Brown signed AB 2098 (McCarty and Thurmond) into law! AB 2098 adds "immigrant integration" to the list of existing outcomes, mainly centered around college and career transitions, that may be reported by the 71 California adult education consortia. According to the Alliance for Language Learners' Integration, Education and Success (ALLIES), the driving force behind this policy initiative, "The addition of immigrant integration outcomes validates the historic role of adult education in welcoming newcomers and will strengthen this critical work for the future."

ALLIES, based in the San Francisco South Bay Area, first began the development of the Immigrant Integration Framework by convening a diverse group of stakeholders in 2016. A white paper was published in the spring of 2017, and work began at the state level to move forward legislation that could codify the framework. After the bill made its way through the state Assembly and Senate during most of 2018 to date, AB 2098 was finally signed into law. In its effort to support passage of the legislation, the ALLIES Board of Directors wrote:

Adding immigrant integration to AEBG outcomes, as outlined in AB 2098, is fully aligned with ALLIES' mission to promote adult English learner success in education, career and community, and will restore a balanced approach to serving immigrants and refugees in California's Adult Education Program. Adult Education's historic mission to serve all students, including consistently large numbers of English language learners, will be validated and strengthened by formally recognizing immigrant integration as an outcome for adult learners, and will provide incentive for education providers to maintain and improve services to our state's sizable immigrant and refugee community.

At a time when inflammatory anti-immigrant rhetoric urges us to stand up for our immigrant neighbors, AB 2098 will boost the capacity of California's robust adult education system to develop long-term strategies that promote immigrant integration, thus contributing to the continued social and economic prosperity of our State.


To learn more about ALLIES and the Immigrant Integration Framework, visit the ALLIES website at <https://www.allies4innovation.org/>

Strengthening Family Literacy Throughout the School Year

One thank you to celebrating Adult Education and Family Literacy Week from our web in the second half of September, the week of September...

Exhibit 2.21

Network with State Leadership Projects, Statewide Education Technology Projects, and Selected Professional Organizations to Glean Information for OTAN Constituents and to Share OTAN Projects with Other Entities

Networking and collaboration occurred on a regular basis among the three State Leadership Projects (SLPs). Through regularly scheduled quarterly meetings, the three projects, in collaboration with CDE AOE staff, reviewed project goals, services offered and discussed 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. Upcoming training offered by the SLPs is shared jointly through the online California Adult Education Professional Development calendar (<https://www.caadultedtraining.org>)  housed on the OTAN server. Both CASAS and CALPRO send information about their training to OTAN to disseminate to the field through this calendar.

During this contract year, OTAN staff provided workshop sessions for several professional organizations that support adult education. These included the California Council for Adult Education (CCAEE), the California Adult Education Administrators Association, the Association for California School Administrators, California Teachers of English to Students of Other Languages (CATESOL), and the Coalition on Adult Basic Education (COABE). Presentations from workshops at all these conferences are made accessible and posted on the OTAN website. Staff who attended or presented at these conferences shared what they learned during a debrief session with all OTAN staff. Pertinent information gleaned from these conferences was

used to update existing presentations and handouts. Information was also shared with the adult education community through social media posts.

Submit Quarterly Reports to CDE

Four quarterly reports were submitted to the AEO during the 2018–19 contract year as part of the invoice packages. Each report included objectives and major tasks and provided a status update. Statistics were accumulated through each quarter and then aggregated for the OTAN Annual Report. Copies of the quarterly reports are included in the Appendices Section of the Annual Report.

Submit OTAN Annual Report to CDE

Data and information are gathered and documented on all contract tasks and deliverables through June 30 of each contract year. Once OTAN receives the adult education agency data from CASAS on blended and distance learning, the Annual Distance Learning Report is written and is included in the appendix section of OTAN's Annual Report. Once the Annual Report is completed and printed, copies are disseminated to the AEO, to each State Leadership Project, and to OTAN staff. One copy is mailed to Stanford University for inclusion in the Adult Education Library Archive. An electronic version is made accessible and posted to the OTAN website.

Use Technology to Support CDE Adult Education Office and Leadership Projects

The OTAN is one of three leadership projects funded by the Adult Education Office (AEO) at CDE. The field requires that all the projects and the AEO work together seamlessly to provide essential services to local adult education agencies. During 2018–19, OTAN continued its role of providing technology support to CDE and to the other leadership projects to allow quick and effective collaboration. Below are highlights from the tasks performed under this section.

Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Application and Reporting Site (CA-OAR)

The California Adult Education Online Application & Reporting (CA-OAR) site provides online access to required online grant applications, grant budget reports, quarterly expenditure claim reports (ECRs), annual audit reports for community-based organizations (CBOs), and an archive of emails sent by the AEO to the adult education agency field. It allows agencies to update information for their site and staff in one location. Agency updates are then immediately available to CDE staff and to the 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 claims, and other online deliverables;
- Course Approvals;
- Year End Attendance Report;
- Technology and Distance Learning Plan (TDLP).

The CDE Staff Data Access administration site was developed to provide online access to CDE data by the CDE AEO consultants and analysts. This site provides 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.

Additional features include information useful for CDE analysts such as agency history and analyst contact notes. The database behind the CDE AEO Administrative site provides the following:

- Online access to CDE data for the CDE office and field staff;

- Agency and site level data;
- Archived copies of all online deliverables for WIOA, Course Approvals, the Technology Plan, and the Year End Attendance Report;
- Agency filter by funding and region;
- Totals and tracking statistics for deliverables.

OTAN hosts an online data management site consisting of a single database and three 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.

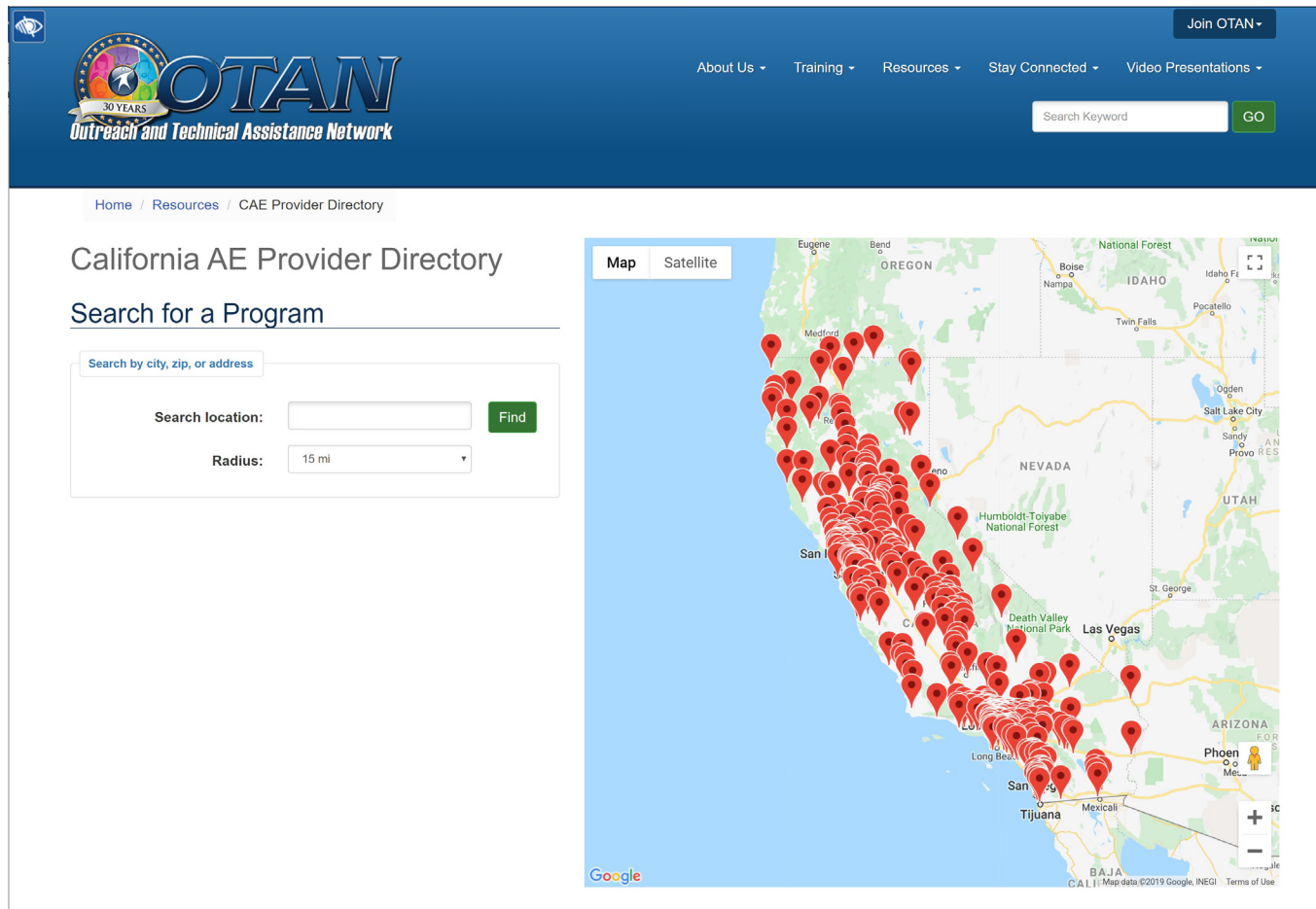
- California Adult Education Online Application and Reporting (CA-OAR) site (<https://caadultedreporting.org> ) is for field agencies
- CDE Staff Data Access administration area (<https://cde.otan.us> ) is for CDE staff
- California Adult Education Provider Directory (<https://www.otan.us/provider-directory/> ) is for public use

All WIOA agencies have access to the CA-OAR site and update their own information. The data collected on the CA-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.

“I am so happy! I can’t believe that this is even possible, but believe me... I know it’s only possible because of you guys. You have no idea how many students you are helping and literally changing their lives for the better.”

– Jenna Balsley , Moodle Teacher

California Adult Education Provider Directory



The screenshot shows the OTAN website interface. At the top left is the OTAN logo with '30 YEARS' and 'Outreach and Technical Assistance Network'. To the right are navigation links: 'About Us', 'Training', 'Resources', 'Stay Connected', and 'Video Presentations'. A search bar with a 'GO' button is also present. Below the navigation is a breadcrumb trail: 'Home / Resources / CAE Provider Directory'. The main heading is 'California AE Provider Directory' with a sub-heading 'Search for a Program'. A search form includes a text input for 'Search location:' and a 'Find' button, along with a 'Radius:' dropdown menu set to '15 mi'. On the right side of the page is a map of California and the surrounding region, densely populated with red location pins representing adult education providers. The map includes labels for various cities and geographical features like 'National Forest' and 'Death Valley National Park'.

Exhibit 3.1

Adult learners looking for a program or school can search the California Adult Education Provider Directory from 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 the 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 locate 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, 2018 through June 30, 2019, the California Adult Education Provider Directory had more than 25,675 page views from 18,005 people who accessed and used the site.

CAAProviders Users ✔

SAVE EXPORT SHARE EDIT

All Users
57.10% Users

+ Add Segment

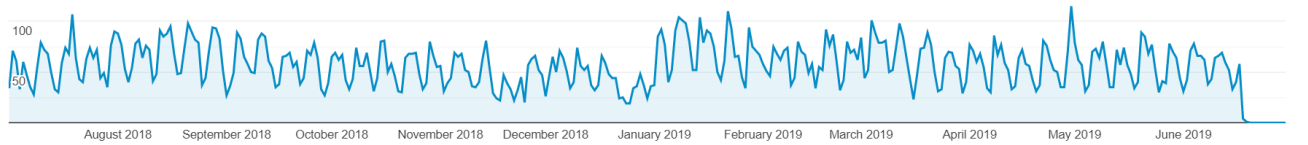
Jul 1, 2018 - Jun 30, 2019

Report Tab

Users VS. Select a metric

Day Week Month

Users
150



Primary Dimension: Language

Plot Rows Secondary dimension Sort Type: Default

advanced

Language	Users	Users	Contribution to total: Users
	18,005 % of Total: 57.10% (31,531)	18,005 % of Total: 57.10% (31,531)	
1. en-us	14,528	80.39%	
2. es-xl	518	2.87%	
3. es-us	467	2.58%	
4. ja-jp	405	2.24%	
5. es-es	353	1.95%	
6. es-419	303	1.68%	
7. pt-br	224	1.24%	
8. zh-cn	193	1.07%	
9. ko-kr	170	0.94%	
10. ru-ru	113	0.63%	

Show rows: 10 Go to: 1 1 - 10 of 81

Exhibit 3.2

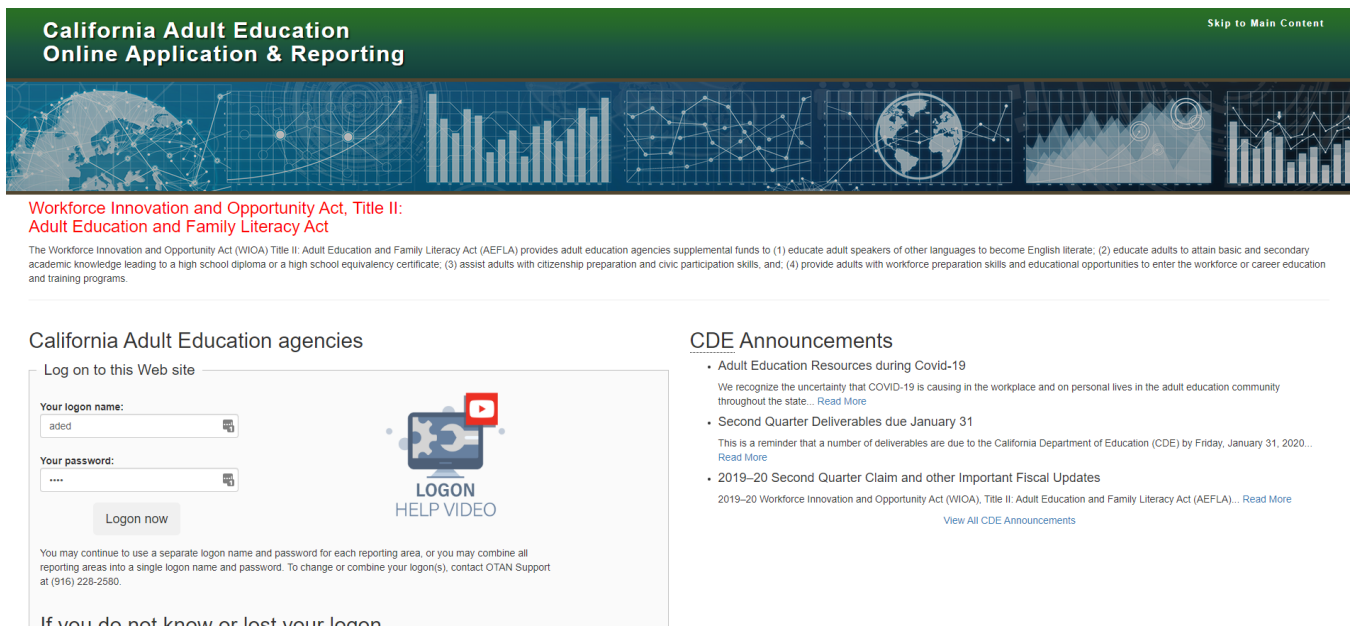
LANGUAGE	USERS	USERS %
English USA	14,528	80.39%
Spanish Latin America	518	2.87%
Spanish USA	467	2.58%
Spanish Spain	353	1.95%
Spanish Latin America and the Caribbean	303	1.68%
Portugese Brazil	224	1.24%
Chinese Simplified	193	1.07%

LANGUAGE	USERS	USERS %
Korean South Korea	170	0.94%
Russian	113	0.63%
TOTAL USERS July 1, 2018 - June 30, 2019	18,005	

Exhibit 3.3

Provide Technology Support for CDE’s Online Application and Reporting Site (CA-OAR)

During 2018–19, 196 agencies continued their participation in the WIOA funded grant, down from 199 in 2017–18. Three agencies that participated in the previous fiscal year chose not to continue with the grant. During the re-application process for existing participant agencies, contact information was updated in the CA-OAR website as necessary.



California Adult Education Online Application & Reporting Skip to Main Content

Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act

The Workforce Innovation and Opportunity Act (WIOA) Title II: Adult Education and Family Literacy Act (AEFLA) provides adult education agencies supplemental funds to (1) educate adult speakers of other languages to become English literate; (2) educate adults to attain basic and secondary academic knowledge leading to a high school diploma or a high school equivalency certificate; (3) assist adults with citizenship preparation and civic participation skills; and, (4) provide adults with workforce preparation skills and educational opportunities to enter the workforce or career education and training programs.

California Adult Education agencies

Log on to this Web site


Your logon name:

Your password:

[Logon now](#)

You may continue to use a separate logon name and password for each reporting area, or you may combine all reporting areas into a single logon name and password. To change or combine your logon(s), contact OTAN Support at (916) 228-2580.

If you do not know or lost your logon...



LOGON HELP VIDEO

CDE Announcements

- **Adult Education Resources during Covid-19**
We recognize the uncertainty that COVID-19 is causing in the workplace and on personal lives in the adult education community throughout the state... [Read More](#)
- **Second Quarter Deliverables due January 31**
This is a reminder that a number of deliverables are due to the California Department of Education (CDE) by Friday, January 31, 2020... [Read More](#)
- **2019–20 Second Quarter Claim and other Important Fiscal Updates**
2019–20 Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA)... [Read More](#)

[View All CDE Announcements](#)

Exhibit 3.4

The OTAN staff provided technical support for using the CA-OAR via email or phone call to any agency needing assistance. Support ranged from looking up usernames and passwords to providing instructions on how to find previous agency plans on the OTAN website. Support was provided 234 times for questions related to the following areas: Technology and Distance Learning Plan, Course Approval, and WIOA questions related to technical aspects of the CA-OAR. 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 link for sharing attachments) included in the CA-OAR, adult education agency staff can now access information from previously sent messages and no longer need to contact OTAN.

During this contract year, the budget and expenditure claim reports (ECR) were converted from paper submittal to electronic submission. The application introduced the concept of Authorized Designees to approve and submit fiscal deliverables. The nightly import of data from CASAS was converted from ColdFusion to .NET code.

A deliverable service to notify CDE staff of submitted budgets and ECRs was created. The service created approved budgets and ECRs after both consultant and analyst reviewed and approved submissions by agencies. Additionally, the service rejected budgets and ECRs, based on analyst and consultant inputs, to allow agencies to make corrections. This allowed consultants and analysts to provide feedback to agencies about why budgets and ECRs were rejected, without having to physically call or email.

Several additional features were added to the CA-OAR website to provide enhanced functionality to agencies. The CA-OAR site was updated to make signed Grant Award Notification (GANs) accessible to agencies. The website was also modified to host and support the Agency Professional Development Plan for CalPro. Lastly, a new help section was added to provide agencies with access to instructional YouTube videos, starting with the New Administrator Training.

Develop and Support the Technology and Distance Learning Plan

The Technology and Distance Learning Plan (TDLP) was updated for the new fiscal year. The site was opened for current reporting in October 2018. The database was updated with new fields and tables. All qualifying agencies were given access, and the Implementation Guide was updated with new information. Additional programming was provided to create logins for new agencies.

Staff responded to email messages from the support box created specifically to address questions and issues related to the TDLP housed within the CA-OAR. A tutorial was created with step-by-step instructions for logging in and a second tutorial was posted with instructions for completing the TDLP. A total of 197 technology and distance learning plans were submitted, one less than last year. Local Educational Agencies (LEAs) continued to be the most dominant agency type.

TECHNOLOGY PLAN PARTICIPANTS BY AGENCY TYPE	
AGENCY TYPE	NUMBER OF PARTICIPANTS
Charter School	1
County Office of Education (COE)	5
Collaboration	3
Community College	22
Community-based Organization	14
Correctional Institutions	1

TECHNOLOGY PLAN PARTICIPANTS BY AGENCY TYPE	
Local Educational Agency (LEA)	144
Public Library	5
State Agency	2

Exhibit 3.5

Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email, and Discussion Boards

Email lists (listservs) and discussion boards are no longer requested by agencies. Social media sites such as Facebook, Twitter, LinkedIn, and private web-based groups have rapidly become the primary way organizations communicate.

Ninety-four directed email messages were requested by the CDE AEO and by CALPRO during this contract 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. The 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	
MONTH	EMAIL RECIPIENTS
January	9757
February	2392
March	21714
April	21999
May	32276
June	8435
July	22030
August	17422
September	20812
October	15052
November	17481
December	4056

Exhibit 3.6


NUMBER OF EMAILS SENT BY AGENCY		
EMAIL REQUESTOR	NUMBER OF EMAILS	RECIPIENT COUNT
CALPRO	14	23774
CASAS	1	575
CDE	51	35646
OTAN	29	133423

Exhibit 3.7

Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed

OTAN staff responded to several requests for websites and digital collaboration tools during the 2018–19 contract year. Examples of requests included the following:

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

The California Adult Education Professional Development website 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 for all the State Leadership Projects that serve adult education. During this fiscal year the following updates were made:

- Migrated application code from CodeFusion to .NET
- Worked with CASAS to make API changes
- Worked with CALPRO to fix registration issues for CALPRO events

Provide management and training for collaborative tools to conduct training, webinars, and meetings

The OTAN purchased licenses and provided training for Zoom online conferencing software to be used by trainers from both CASAS and CALPRO. OTAN staff provided hands-on training in how to effectively use the collaboration tools and helped to set up and monitor the virtual rooms in collaboration with the trainers.

“I spoke to a Techie who spoke to me like I wasn’t stupid and who helped me immensely. I and my students thank you muchly!”

– Brenda Harris, Moodle Teacher

California Adult Education

Professional Development

The one stop training source for California adult educators

Select Events by Type

Online

- Webinars
- Workshops
- Meetings
- Facilitated Courses
- Self-Directed Courses
- Events & Conferences

Face To Face

- Workshops
- Training
- Meetings
- Events & Conferences

Blended

Filter Events

By Date ▼

By Sponsor ▼

Filter By Zip Code

Zip Code

Radius ▼

Upcoming Events

Today: March 26, 2019

Ongoing Self-Directed

Date(s)	Event Name	Where	Sponsor
Ongoing	Designing Programs for Adults with Learning Disabilities, Session I, Understanding Learning Disabilities: Awareness for Adult Educators	Moodle Learning Management System (Online)	CALPRO
Ongoing	Orientation for new ESL Teachers	Moodle Learning Management System (Online)	CALPRO
Ongoing	Adult Learning and Development	Moodle Learning Management System (Online)	CALPRO
Ongoing	Effective Strategies for Writing Instruction	Moodle Learning Management System (Online)	CALPRO

[View all Self Directed Trainings](#)

March

Date(s)	Start Time	Event Name	Where	Sponsor
03/25/2019	02:00 PM	Developing a Single Set of Learning Objectives		CASAS
03/26/2019	10:00 AM	** The CK-12 Learning Platform for Adult	OTAN	OTAN

Exhibit 3.8

Respond to Requests from CDE and State Leadership Projects for Data and Reports

Requests for data and reports from OTAN during the 2018–19 contract year included the following:

From the AEO:

- RFA Checklist Entry Form report to summarize information provided by agencies during the re-application process
- Master Tracking sheet for payments made to agencies, by quarter and resource code
- A report of Deliverables Percentage Complete by area and consultant for a snapshot view of the percentage of deliverables received from agencies

From State Leadership Projects:

- Provided OTAN update for CASAS end-of-year report on leadership projects.

Collaborate with State Leadership Projects, and Other Entities

OTAN staff participated in collaboration projects with a number of entities and continues to foster relationships with organizations and others who have similar interests in enhancing adult education programs. Collaborative efforts in 2018–19 included the following:

- Disseminating content to adult education agencies from The NROC Project's EdReady courseware for math and English skills.
- Presenting at The NROC Project's membership meeting.
- Providing expert advice and online resources to Cal-Fed for their Mobile Up texting project.
- Participating in World Ed online meetings to share with other states how California is serving adult educators.
- Partnering with the Association of California School Administrators to select and showcase outstanding adult learners through Students Succeed recognition program.
- Providing OTAN training updates to be included in State Leadership Projects newsletters and selected adult education professional organizations.
- Disseminating information, news items, and research briefs from State Leadership Projects to OTAN members.
- Participating in information webinars hosted by Project IDEAL (Informing and Designing Education for all Learners).
- Providing marketing messages on behalf of CALPRO through OTAN's social media channels to help boost attendance at various professional development institutes.
- Presenting at CALPRO's Adult Education Leadership Institute.
- Presenting at the CASAS Summer Leadership Institute, serving as facilitators and recorders for workforce roundtable discussions, and assisting with technology logistics.

OTAN staff and temp exempt contractors provided education technology-related presentations at a number of adult education professional associations including:

- California Adult Education Administrators Association (CAAEEA)
- California Council for Adult Education (CCAEE) - regionals and state conference
- California Teachers of English to Speakers of Other Languages (CATESOL)
- California Workforce Association (CWA)
- Capital Adult Education Regional Consortium (CAERC)
- Commission on Adult Basic Education (COABE)
- Computer Using Educators (CUE)
- International Society for Technology in Education (ISTE)



Exhibit 3.9

Maintain and Update CDE's Course Approval Site

The Course Approval site was maintained and updated for the new fiscal year. The database was updated with new fields and tables and all qualifying agencies were given the ability to submit a course approval request. The site was opened for reporting in April 2018 and 147 agencies submitted course approval requests. All course approval requests were approved. 162 agencies offered a total of 328 different courses, 324 of them for high school credit.

“The presenters enthusiasm was contagious, and her instruction and presentation outstanding!!! Thank you!”

– Workshop participant

Provide Training and Technical Services to CDE and State Leadership Projects

The OTAN staff provided 14 instances of training and technical services to the CDE and to State Leadership Projects in 2018–19.

A summary of training and services is listed below:

- After the payments module was created in the CA-OAR Admin website, online application training was held for staff from CDE’s Adult Education Office. Training included how to create and enter payment information for agencies according to fiscal year, quarter, and resource code, and how to create payment summary spreadsheets to be sent to the CDE accounting office.
- Hosted and supported the agency Professional Development Plan for CALPRO. This included frequent communication and technical support with CALPRO’s technical team to ensure that the Professional Development Plan was accessible within the CA-OAR website.
- Provided technical support and collaboration to CASAS to ensure that their database and data transfer process remained in sync, to allow agencies to view accurate status of their deliverables within the CA-OAR website
- A continued discussion of distance learning in California, current trends, and possible next steps was provided to selected CDE staff on October 4, 2018 at the Sacramento County Office of Education for the OTAN Advisory Committee (OAC).
- Several OTAN staff participated in the CDE’s New Administrator Training as presenters as well as providing the communication conduit to inform agencies of the event.
- Continued hands-on training in how to effectively use the online communication platform Zoom was provided by the OTAN to State Leadership Project staff members. The OTAN staff acted as moderators for webinars and provided technical support for online trainings conducted by other State Leadership Projects. Zoom licenses purchased through the OTAN are provided to the other State Leadership Projects.


Appendix A

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
July 1, 2018 – September 30, 2018


**Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
July 1, 2018 – September 30, 2018**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services	
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods	Provided 8 face-to-face workshops since July 1, 2018; 111 attendees and an 86 percent average attendance rate. Provided 3 online workshops; 36 attendees and a 36 percent average attendance rate
Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners	Meeting scheduled, venue set, and OAC members contacted
Host the Digital Leadership Academy (DLAC)	Date scheduled and venue set. Emailed flight information. Agenda was approved and emailed to participants.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	EdReady sites receive training and technical assistance as requested.
Host One Technology and Distance Learning (TDL) Symposium	Date and venue set. Event will be held on March 1–2, 2019 at Hacienda la Puente Adult Education, Willow Center.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady

**OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Continue Development of Teaching with Technology (TwT)	Ongoing
Maintain and Update the Lesson Plan Builder	Updated and moved to members' area of OTAN in June 2017. Site will continue to be maintained.
Maintain and Update the Course Outline Builder	Continued maintenance.
Maintain the California Distance Learning Project website as Necessary to Keep it Functioning	Removed Flash videos, updated contact information.
Provide and Support OTAN-created Shared Courses	OTAN staff provided 40 Moodle support services this quarter.
Support Blended and Online Courses	Course revisions completed for PETW 1.
Provide Support for California Adult Educators in the Area of Online Learning	Screencasts created by OTAN contributors were organized in a playlist  on OTAN's YouTube Channel. Ongoing support through social media postings and planning for DLAC.
Vocational English as a Second Language (VESL) Materials	Many of the materials have already been made accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.

**OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Support Online Curriculum Sites	OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle. Moodle upgrade from 2.9 to 3.1 completed on August 11. A security certificate was purchased and installed on September 8 to provide encrypted access.
Provide Online Support and Technical Assistance	OTAN staff provided 69 instances of email or phone support to constituents this quarter.
Maintain, Expand, Update and Align the OTAN Web Pages	7/10 Accessible framework for www.otan.us  passed Job Access With Speech (JAWS) testing.
Market OTAN Services	Newsletter distribution, conference table, and email blasts promoting OTAN training occurred this quarter.
Submit Quarterly Reports to CDE	First quarter report submitted.
Submit OTAN Annual Report to CDE	In process.

**OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects	
Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site	<p>Added video tutorial to CA-OAR site for log in/password assistance.</p> <p>8/27 Received updated spreadsheet from AEO and posted corrections to EL Civics program funding. Added CDE agency IDs and CASAS agency IDs.</p>
Provide Technology Support for CDE’s Online Application and Reporting Site	OTAN staff provided 181 instances of email (including bulk email) or phone support for the CA-OAR site to constituents this quarter.
Maintain CDE’s Year-End Attendance Report	Updated April 2018. CDE AEO eliminated the Year-End Attendance Report as a deliverable in July 2018.
Develop and Support the Technology and Distance Learning Plan	Updated for new fiscal year. Opened the Tech and DL site for current reporting. Created a “How to Log in” video tutorial.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email and Discussion Boards	<p>7/2 email blast for CALPRO regarding summer online courses.</p> <p>7/12 email blast for CALPRO regarding Accelerated Learning to Facilitate Career Pathways online course. Sent to 4,356 recipients.</p> <p>9/1 email blast for CALPRO regarding registration for Communities of Practice.</p> <p>9/13 email blast for CALPRO’s online fall lineup courses.</p> <p>9/13 Targeted email blast for CALPRO’s Questioning Strategies course to Madera County.</p> <p>9/25 Sent email blast for CALPRO regarding Professional Development for Agency Teams.</p>
Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed	<p>Created log-in and website space on CA-OAR for CALPRO professional development plan. Provided accessible documents and links for announcement letter, FAQs, supplemental information, hosted site on OTAN server. Purchased security certificate for CALPRO.</p> <p>Provided closed captioning for CALPRO’s PD Plan webinar tutorial and accompanying PowerPoint.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Respond to Requests from CDE and State Leadership Projects for Data and Reports	7/12 Phone conference with CALPRO to determine timeline and protocol for transfer of professional development plan to AIR servers.
Collaborate with State Leadership Projects and Other Entities	NROC, World Ed, ACSA, California Library Literacy Association, California Council for Adult Education, California Department of Education, Office of the Director (Digital Citizenship Week event)
Maintain and Update CDE’s Course Approval Site	Ongoing per CDE AEO request.
Provide Training and Technical Services to CDE and State Leadership Projects	<p>7/18 AEO staff members trained on electronic signature process embedded in CA-OAR site.</p> <p>Provided protocols and code framework to CALPRO programmers for professional development plan project.</p> <p>8/7 – OTAN staff provided demo and training to CDE AEO staff on online budget and electronic signature process.</p>
Other Tasks Completed Outside of Contract Deliverables	
<p>Created introduction slide for AEO Federal audit presentation. Formatted presentation slides for CDE, CASAS, CALPRO</p> <p>8/31 – Practice for federal audit</p> <p>8/29 – Distributed information regarding the 29th Annual Career Technical Education Fall Conference to all WIOA-funded agencies on behalf of AEO</p> <p>9/10 – OTAN presentation for federal audit</p> <p>9/14 – De-brief of federal audit</p> <p>9/28 – Provided closed captioning for CALPRO’s PD Plan video tutorial and accompanying PowerPoint</p>	


Appendix B

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
October 1, 2018 – December 31, 2018


**Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
October 1, 2018 – December 31, 2018**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services	
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods	Provided 10 face-to-face workshops since October 1, 2018; 188 attendees and a 73 percent average attendance rate. Provided 6 online workshop; 135 attendees and a 43 percent average attendance rate.
Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners	Meeting held on October 4, 2018. A total of 24 advisors and six OTAN staff attended.
Host the Digital Leadership Academy (DLAC)	The Academy was held on October 18–19. Participants from all 7 of the newly-selected agencies attended.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	EdReady sites receive training and technical assistance as requested.
Host One Technology and Distance Learning (TDL) Symposium	Date and venue set. Event will be held on March 1–2, 2019 at Hacienda la Puente Adult Education, Willow Center. Site is live and Call for Presenters was posted. Fifty-five (55) presentations were submitted, reviewed and accepted.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Continue Development of Teaching with Technology (TwT)	Ongoing
Maintain and Update the Lesson Plan Builder	Updated and moved to members' area of OTAN in June 2017. Site will continue to be maintained.
Maintain and Update the Course Outline Builder	Continued maintenance.
Maintain the California Distance Learning Project Website as Necessary to Keep it Functioning	Removed Flash videos, updated contact information.
Provide and Support OTAN-created Shared Courses	OTAN staff provided 29 Moodle support services this quarter.
Support Blended and Online Courses	Course revisions completed for PETW 1.
Provide Support for California Adult Educators in the Area of Online Learning	Screencasts created by OTAN contributors were organized in a playlist  on OTAN's YouTube Channel. Ongoing support through social media postings and planning for DLAC.
Vocational English as a Second Language (VESL) Materials	Many of the materials have already been made accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Support Online Curriculum Sites	OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle. Moodle upgrade from 2.9 to 3.1 completed on August 11. A security certificate was purchased and installed on September 8 to provide encrypted access.
Provide Online Support and Technical Assistance	OTAN staff provided 69 instances of email or phone support to constituents this quarter.
Maintain, Expand, Update and Align the OTAN Web Pages	7/10 Accessible framework for www.otan.us  passed Job Access With Speech (JAWS) testing.
Market OTAN Services	Newsletter distribution, conference table, and email blasts promoting OTAN training occurred this quarter.
Submit Quarterly Reports to CDE	Second quarter report submitted.
Submit OTAN Annual Report to CDE	Report finished and content was approved by the CDE contract monitor. Electronic files were sent to SCOE print shop for processing.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects	
Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site	<p>Added video tutorial to CA-OAR site for log in/password assistance.</p> <p>8/27 Received updated spreadsheet from AEO and posted corrections to EL Civics program funding. Added CDE agency IDs and CASAS agency IDs.</p>
Provide Technology Support for CDE’s Online Application and Reporting Site	OTAN staff provided 82 instances of email or phone support for the CA-OAR site to constituents from October 1, 2018 through December 31, 2018.
Maintain CDE’s Year-End Attendance Report	Updated April 2018. CDE AEO eliminated the Year-End Attendance Report as a deliverable in July 2018.
Develop and Support the Technology and Distance Learning Plan	Updated for new fiscal year. Opened the Tech and DL site for current reporting. Created a “How to Log in” video tutorial.

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email and Discussion Boards	<p>10/30 Statewide email blast sent to WIOA agencies with PD plan information on behalf of CALPRO.</p> <p>10/4 Targeted email blast to instructors for CALPRO’s PLC Institute.</p> <p>10/8 Targeted email blast for CALPRO regarding Communities of Practice: Mastering the English Language Proficiency Standards.</p> <p>11/27 Sent Research to Practice brief email blast to field for CALPRO.</p> <p>12/3 Regional Community of Practice flyer relating to Mastering the English Language Proficiency Standards sent on behalf of CALPRO.</p>
Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed	<p>Created log-in and website space on CA-OAR for CALPRO professional development plan. Provided accessible documents and links for announcement letter, FAQs, supplemental information, hosted site on OTAN server. Purchased security certificate for CALPRO.</p> <p>Provided closed captioning for CALPRO’s PD Plan webinar tutorial and accompanying PowerPoint.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Respond to Requests from CDE and State Leadership Projects for Data and Reports	11/6 Provided TDLP statistics to CASAS to include in the Tech and Distance Learning Report.
Collaborate with State Leadership Projects and Other Entities	NROC, World Ed, ACSA, California Library Literacy Association, California Council for Adult Education, California Department of Education, Office of the Director (Digital Citizenship Week event)
Maintain and Update CDE’s Course Approval Site	Ongoing per CDE AEO request.
Provide Training and Technical Services to CDE and State Leadership Projects	There were no training requests from OTAN by CDE AEO or the other State Leadership Projects this quarter.
Other Tasks Completed Outside of Contract Deliverables	
No additional tasks outside of contract deliverables were requested by CDE this quarter.	


Appendix C

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
January 1, 2019 – March 31, 2019

**Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
January 1, 2019 – March 31, 2019**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services	
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods	Provided 14 face-to-face workshops from January 1 to March 31; 261 attendees and a 90 percent average attendance rate. Provided 6 online workshop; 131 attendees and a 41 percent average attendance rate.
Host the Digital Leadership Academy (DLAC)	The Academy held their second face-to-face training January 10–11, 2019 at SCOE.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	i-Pathways and EdReady sites receive training and technical assistance as requested.
Host One Technology and Distance Learning (TDL) Symposium	Event held on March 1–2, 2019 at Hacienda la Puente Adult Education, Willow Center. Over 55 sessions were presented and 200 participants registered.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady. Added two pilots: iPathways and Revolution English.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Continue Development of Teaching with Technology (TwT)	Ongoing
Maintain and Update the Lesson Plan Builder	Site will continue to be maintained.
Maintain and Update the Course Outline Builder	Continued maintenance.
Maintain the California Distance Learning Project website as Necessary to Keep it Functioning	Continued maintenance.
Provide and Support OTAN-created Shared Courses	OTAN staff provided 43 Moodle support services this quarter.
Support Blended and Online Courses	Course revisions completed for PETW 1 2 & 3. Added teacher resources and tutorials.
Provide Support for California Adult Educators in the Area of Online Learning	Screencasts created by OTAN contributors were organized in a playlist  on OTAN's YouTube Channel. Ongoing support through social media postings, OTAN Tech Talks and planning for DLAC.
Vocational English as a Second Language (VESL) Materials	Many of the materials have already been made accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.

**OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Support Online Curriculum Sites	OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle.
Provide Online Support and Technical Assistance	OTAN staff provided 78 instances of email or phone support to constituents this quarter.
Maintain, Expand, Update and Align the OTAN Web Pages	Accessible framework for www.otan.us passed Job Access With Speech (JAWS) testing.
Market OTAN Services <ul style="list-style-type: none"> ➤ Add social media stats (Twitter, Facebook, Instagram, YouTube) 	Newsletter distribution, conference table, and email blasts promoting OTAN training occurred this quarter.
Submit Quarterly Reports to CDE	Third quarter report submitted.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects	
Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site <ul style="list-style-type: none"> ➤ Continued work on admin side of CA OAR reporting 	Continued work on admin side of CA OAR reporting. Begin conversion of the administration site to 508 compliant version in .NET Program for Grant Award Notification
Provide Technology Support for CDE’s Online Application and Reporting Site	OTAN staff provided 23 instances of email or phone support for the CA-OAR site this quarter.
Develop and Support the Technology and Distance Learning Plan <ul style="list-style-type: none"> ➤ Added SMART tutorial; work on reviewer side (update reviewers) ➤ Started process to review/revise teacher/learner surveys per CDE request ➤ Devised more refined support structure for the field by specific agency assignment to OTAN staff 	Updated for new fiscal year. Opened the Tech and DL site for current reporting.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
<p>Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email and Discussion Boards</p> <ul style="list-style-type: none"> ➤ Provide a list of TOTAL emails sent for WIOA, for CALPRO, targeted email to teachers ➤ 13 Topics included: <ul style="list-style-type: none"> • Workforce Innovation and Opportunity Act. Title II (WIOA) • Technology and Distance Learning Symposium • Technology and Distance Learning Plan • OTAN Tech Talks • Administrator and Teacher Digests • Open Positions at OTAN • Curriculum Pilots ➤ 4 CALPRO Targeted Emails <ul style="list-style-type: none"> • Communities of Practice (2) • Effective Teaching of Adult Educators • Integrated Education and Training Course 	<p>Collaboration Using Email lists, Directed Emails</p> <p>17 Total targeted emails</p>
<p>Respond to Requests from CDE and State Leadership Projects for websites and Digital Collaboration Tools as Needed</p> <ul style="list-style-type: none"> ➤ CALPRO services and updates for the PD plan ➤ Accessibility progress for documents? ➤ Can we keep this status as “ongoing”? 	<p>Ongoing provide space on CA-OAR for CALPRO professional development plan, hosted site on OTAN server.</p>
<p>Respond to Requests from CDE and State Leadership Projects for Data and Reports</p>	<p>No requests received.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Collaborate with State Leadership Projects and Other Entities <ul style="list-style-type: none"> ➤ Collaborate with CASAS and CALPRO and CDE on data collection and transfer ➤ Update programming for CALPRO PD plan and IELCE (currently on hold) ➤ Initial conversations with CDE AEO and CASAS planning E.L. Civics COAPP repository project 	Ongoing per CDE AEO request.
Maintain and Update CDE’s Course Approval Site	Ongoing per CDE AEO request.
Provide Training and Technical Services to CDE and State Leadership Projects	There were no training requests from OTAN by CDE AEO or the other State Leadership Projects this quarter.
Other Tasks Completed Outside of Contract Deliverables	
No additional tasks outside of contract deliverables were requested by CDE this quarter.	


Appendix D

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
April 1, 2019 – June 30, 2019

**Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
April 1, 2019 – June 30, 2019**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services	
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods	Provided 9 face-to-face workshops from April 1 to June 30, 2019; 134 attendees and a 51 percent average attendance rate. Provided 6 online workshops; 43 attendees and a 16 percent average attendance rate.
Host the Digital Leadership Academy (DLAC)	The Academy held their third face-to-face training May 16–17, 2019 at SCOE.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	i-Pathways and EdReady sites receive training and technical assistance as requested.
Host One Technology and Distance Learning (TDL) Symposium NOTE: Planning and coordination continues for TDLS 2020. The site is identified and OTAN is promoting “save the date” to the field through articles and social media. Secondly, OTAN staff is seeking a site for the 2021 TDLS in the southern portion of the state.	TDLS 2019 was held March 1–2, 2019 at Hacienda la Puente Adult Education, Willow Center. Over 55 sessions were presented and 200 participants registered.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady. Added two pilots: i-Pathways (through June 2020) and Revolution English

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Continue Development of Teaching with Technology (TwT)	Ongoing
Maintain and Update the Lesson Plan Builder	Started site conversion to .NET conversion for continued maintenance.
Maintain and Update the Course Outline Builder	Continued maintenance.
Maintain the California Distance Learning Project Website as Necessary to Keep it Functioning NOTE Server issues will cause changes in 2019/20.	Continued maintenance.
Provide and Support OTAN-created Shared Courses	OTAN staff provided continued Moodle support services this quarter.
Support Blended and Online Courses	Course reviewed and updated sponsored shared courses. Added Moodle for teachers with resources and support.
Provide Support for California Adult Educators in the Area of Online Learning	Screencasts created by OTAN contributors were organized in a playlist  on OTAN's YouTube Channel. Ongoing support through social media postings, OTAN Tech Talks and planning for DLAC.

**OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Vocational English as a Second Language (VESL) Materials	Materials are accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.
Support Online Curriculum Sites	OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle.
Provide Online Support and Technical Assistance	OTAN staff provided 167 instances of email and 33 phone support to constituents this quarter.
Maintain, Expand, Update and Align the OTAN Web Pages	Accessible framework for www.otan.us passed Job Access With Speech (JAWS) testing.
Market OTAN Services	Newsletter distribution, conference table, and email blasts promoting OTAN training occurred this quarter. OTAN is using social media with Twitter and Facebook to promote activity as well.
Submit Quarterly Reports to CDE	Fourth quarter report submitted.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects	
Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site ➔ Continued work on admin side of CA OAR reporting	Continued work on admin side of CA OAR reporting. Begin conversion of the administration site to 508 compliant version in .NET Program for Grant Award Notification
Provide Technology Support for CDE’s Online Application and Reporting Site	OTAN staff provided 124 instances of email or phone support for the CA-OAR site this quarter.
Develop and Support the Technology and Distance Learning Plan	Continuous support to agencies in support of plan completion.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
<p>Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email and Discussion Boards</p> <ul style="list-style-type: none"> ➤ Provide a list of TOTAL emails sent for WIOA, for CALPRO, targeted email to teachers ➤ 13 Topics included: <ul style="list-style-type: none"> • Workforce Innovation and Opportunity Act. Title II (WIOA) • WIOA Deliverables • WIOA Monitoring Schedules • WIOA New Administrator • WIOA Integrated English Literacy and Civics Education Plan • State Student Identifier • Strategic Co Enrollment Draft Directive • Career Tech Vision Conference • OTAN Webinars • OTAN Tech Talks • Administrator and Teacher Digests • OTAN Digital Leadership Academy Presentations • COABE Google Course • COABE Xprize Webinar ➤ 1 CALPRO Targeted Emails <ul style="list-style-type: none"> • Communities of Practice English Learner Proficiencies 	<p>Collaboration using email lists, directed emails</p> <p>30 Total targeted emails</p> <p>4th quarter 28 emails from CDE to Adult Ed Agencies</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed <ul style="list-style-type: none"> ➡ CALPRO services and updates for the PD plan ➡ Accessibility progress for documents? ➡ Can we keep this status as “ongoing”? 	Ongoing provide space on CA-OAR for CALPRO professional development plan, hosted site on OTAN server.
Respond to Requests from CDE and State Leadership Projects for Data and Reports	No requests received.
Collaborate with State Leadership Projects and Other Entities <ul style="list-style-type: none"> ➡ Collaborate with CASAS and CALPRO and CDE on data collection and transfer ➡ Update programming for CALPRO PD plan and IELCE (currently on hold) ➡ Initial conversations with CDE AEO and CASAS planning E.L. Civics COAPP repository project 	Ongoing per CDE AEO request.
Maintain and Update CDE’s Course Approval Site	Ongoing per CDE AEO request.
Provide Training and Technical Services to CDE and State Leadership Projects	There were no training requests from OTAN by CDE AEO or the other State Leadership Projects this quarter.
Other Tasks Completed Outside of Contract Deliverables	
No additional tasks outside of contract deliverables were requested by CDE this quarter.	

Appendix E

Digital Leadership Academy
(DLAC)

Annual report, Cohort 2
2018–2019

Digital Leadership Academy (DLAC) Annual Report, Cohort 2, 2018–2019

Year 1

The Digital Leadership Academy is the consolidation of OTAN's two successful professional development projects: The Technology Integration Mentor Academy (TIMAC) and the Online Teaching Academy (OTAC). The Digital Leadership Academy is designed to provide sustained support and training for agencies in the development and implementation of the Technology and Distance Learning Plan (TDLP) over the course of two years. The TDLP is a required deliverable for all WIOA Title II agencies throughout California. Agencies are tasked with providing a vision and a plan to implement specific technology integration and/or online teaching goals to ensure learner success. The DLAC project asks participating agencies to design a project that relates directly to at least one of their TDLP program area goals.

Applications were open in April 2018 and required a team of two to three individuals and their administrators to complete. All completed applications were reviewed by at least two OTAN staff and rated against a scoring rubric. Teams and administrators were notified in August 2018 and included the following seven (7) agencies: Corona-Norco Unified School District, El Monte Union High School District, Escondido Union High School District, Hacienda La Puente Unified School District, Los Angeles Community College District, Mt. Diablo Unified School District, and San Juan Unified School District.

Through OTAN partnerships with the IDEAL Consortium and the many resources available through OTAN's website, participants received training on several topics including an online course *Distance Learning 101*, a second online course for Project Based Learning and several short sessions on specific technology topics such as using mobile devices in the classroom, understanding and using open educational resources, using multi-media to enhance teaching and many other technical topics of interest. In addition, DLAC teams received training and support in coaching and communication skills, developing effective teams, defining agency and team vision, and reviewing their own team strengths through the CliftonStrengths® Survey.

Each team enjoyed the support and dedication of an assigned coach to assist to meet their program needs and complete their project. Each coach is a certificated adult education teacher and highly skilled in the use of technology to help teaching and promote student success. (See coach biographies following this section.) Coaches were responsible for consistent communication with their teams, review of project plans and providing guided discussions and suggestions for improvement as well as regular online meetings outside of the face-to-face training days at OTAN facilities in Sacramento, CA. Coaches were also tasked with providing research and support regarding particular tools that an agency may be interested in using, and helping them to come to a decision that best fits with the program and agency goals.

Agency Project Summaries

Corona-Norco Unified School District



Exhibit 1 - Corona-Norco USD Team, Kevin Belcher, Christina Hyatt, Marci England.
Not pictured, Susan Gaer, Coach.

Summary

The goal of Corona-Norco Adult School is to accelerate student progress by enhancing blended and distance learning opportunities for all programs. In alignment with our goal, we plan to increase blended learning for ESL, ABE and CTE programs, and initiate hybrid or online components for ASE programs to increase access for high school diploma and equivalency students. After analysis of the persistence data of our students, we understand the need to extend learning for students outside the classroom. The team will work with teachers and staff of all programs to create more technology-integrated or technology-based classes in the form of blended, hybrid, or distance courses that meet education and technology standards efficiently and effectively.

El Monte Union High School District



Exhibit 2 - El Monte Team, Refugio Gonzalez, Blair Roy (Coach) Janet Kershaw, and Luis Serrano

Summary

The goal for our agency is to utilize a virtual classroom (such as Google classroom, Moodle, or Juno) to monitor and support students who are enrolled in independent study, Home study, Online, and Aztec HSE prep. This will allow instructors and students to monitor progress and grades and for assignments to be completed and submitted through the virtual classroom. Ultimately, we'd like to create a blended learning model that will supplement the currently used text books and software for each subject. Accomplishing this goal will also facilitate data collection. We hope this training will eventually lead to an increase in the use of technology in the classrooms, as well as the lab.

Escondido Union High School District



Exhibit 3 - Escondido Team, Rosa Rojo, Elaine Moe, Tom Allison, Stacy Campo, Susan Coulter (Coach)

Summary

Our team will learn how to develop and apply blended learning strategies using CANVAS LMS and the G-SUITE. Following the ETCN TDLP vision, we will increase critical thinking, digital fluency and communication skills to enhance student occupational, educational and personal goals. The highest priority goal is to enhance student access and instructor ability to provide integration technology resources. The initial DLAC challenge is to acquire technology skills necessary to produce blended learning activities for the ESL classroom. The consequent challenge is to create blended learning activities for targeted EL Civics COAAPs. The final challenges are to implement these blended activities in ESL classrooms. Tom Allison is responsible for coordination. Stacey Campo has instructional technology support. Rosa Rojo and Elaine Moore are responsible for ESL expertise. Each member is responsible for developing capacity through committed interaction with the team.

Hacienda La Puente Unified School District



Exhibit 4 - Hacienda La Puente Team, Yecsenia Delgado, Brenda Gomez, Armida Chow, Susan Coulter (Coach)

Summary

Media Literacy is a primary goal for HLP AE this academic year. As the world around us has shifted into a more digital, techno-centric world, we would love to see our team acquire and utilize resources and available technology to support our students in their day-to-day lives throughout our community. We are in the process of shifting a lot of our current student materials and resources to web-based ones to offer student different modalities and options to support their learning. We have also acquired many Chromebooks for students to use in class to support their growth. HLP AE looks forward to the Academy to help our team develop the foundation and groundwork for a new media literacy curriculum to not only support our students academically, familiarize the students with the technology available to them, and improve their ability to comprehend and navigate the digital environment that we live in today.

Los Angeles Community College District



Exhibit 5 - LACCD Team, Luciano Morales, Martha Clayton. Not pictured Susan Gaer (Coach)

Summary

The focus of our goal is to improve learner access to technology skills needed for success in the 21st Century environment. Through a series of contextualized workshops and short duration non-credit courses, we will increase learner knowledge and use of several technologies that will increase learner access to College and Career Pathways as well as CTE opportunities. Learners will also have more control over their institutional information and interactions with various offices inside the agency. We feel that the learner-centered nature of this goal will promote learner autonomy while supporting multiple agency goals. The successful implementation of our plan will facilitate increasingly easier implementation of other plan goals. The materials created to support this goal can be cloned agency-wide and localized where necessary to ensure ease of implementation and a high level of effectiveness.

Mt. Diablo Unified School District



Exhibit 6 - Mt. Diablo Team, Maren Anton, Francisca Wentworth (Coach) and Jill White

Summary

Mt. Diablo Adult Education's technology plan currently focuses on the digitization of Distance Learning programs. For 2018-20, we will complete the digitization of Distance Learning Curriculum using CANVAS and Google Classroom as platforms. In addition, we will create a new template of two pathway courses for our ESL, ABE, and CTEC students. One course will focus on the Business/Computer Application programs and the other on Allied Health programs. Developing and implementing this curriculum is a part of our WIOA Integrated English Literacy and Civics and Education plan to support ESL students on a Career and College Readiness Pathway. CANVAS will be adopted by the Contra Costa County Adult Education Consortium (CCCAEC) and Google Classroom is currently utilized in our K-12 Schools.

San Juan Unified School District



Exhibit 7 - San Juan team, Blair Roy (Coach) Marisol Richmond, Jody Barker, Linda Laymon and Angela Rodriguez

Summary

Our team goal in relation to the San Juan School District's Technology and Distance Learning Plan is to help adult education teachers within the district to better understand and implement technology in their classrooms. Our team technology plan is to support teachers to feel comfortable with technology and in turn build their capacity in teaching tech skills to their students. First, the goals for the students are to improve basic computer skills, navigate online resources, tools, and websites, practice Internet safely, and submit assignments electronically through Gmail and Google apps. Students will use email, phone apps, social media, and class websites to communicate with the teacher and classmates. Then, teachers can implement the technology they have learned. The team will accomplish this by holding regular PD Teacher Tech classes and create an ongoing teacher website demonstrating how the technology may be used with their students, how-to-tips, and step-by-step instructions.

Digital Leadership Academy Participants and Coaches

DLAC Coach Biographies

Susan Coulter, Baldwin Park Adult and Community Education

Susan Coulter was a part of OTAC and TIMAC before they even had their names. In 2003 she was one of the participants in ITAP, out of which came TIMAC as we know it. As an ABE instructor, Susan integrated technology into her class daily. She believes that technology projects build students' self-esteem and pride. When her district suddenly installed new software on all classroom computers, she created short screencasts to help teachers and students learn MS Office 2007. Microsoft Word was presented as a series of screencasts and documents to practice their skills. PowerPoint was presented as a series of screencasts called Mission Technology. As a Technology Integration Mentor, Susan helped her colleague create an interactive website which includes links to search engines, dictionaries, translators, bus schedules, online maps, and the county library system. Students use the website both in class and at home to study vocabulary words or to practice skills they learn in class. Susan has been featured in OTAN newsletters and OTAN videos describing how she effectively uses technology in her teaching. Susan currently writes articles for OTAN's Teachers' Digest and Web-based activities for OTAN's Teaching with Technology resource. She is also an OTAN presenter and trainer.



Exhibit 8 - Coach Susan Coulter

Susan Gaer, Santa Ana College School of Continuing Education (ret)

Susan Gaer was the founder of OTAN's Technology Integration Mentor Academy (TIMAC). She is jokingly referred to as the mother founder. Susan is a full-time professor of ESL at Santa Ana College. She has taught in ASE, ABE and ESL for more than 40 years. Susan has been integrating technology into her instruction since 1989. She is also an OTAN trainer, author and frequent presenter for COABE, CCAE, CATESOL and TESOL. She is currently President-Elect of CATESOL and will be Professor Emeritus at Santa Ana College on December 21. Susan retired in early 2018 and now enjoys traveling the world helping language teachers with technology in their classrooms.



Exhibit 9 - Coach Susan Gaer

Blair Roy, OTAN Project Specialist (ret)

Blair Roy worked for the Outreach and Technical Assistance Network (OTAN) from 2010 - 2017 as a project specialist for educational technology, before retiring in 2017. Before moving to OTAN, she taught at Garden Grove Adult Education in high school subjects and ESL. Blair's excitement for integrating technology into the curriculum developed into a passion and a pursuit of the best ways to share new technologies with her students as they worked toward their academic, employment, and civics goals. In her role at OTAN, Blair continued to explore promising practices with new technologies. She championed online/blended learning by administering and teaching California adult education providers how to effectively integrate a learning management system into their classroom curriculum to extend learning beyond the classroom walls. Additionally, Blair supported colleagues to share their promising practices through online, face-to-face, and conference presentations. She enjoys supporting and encouraging the Digital Leadership Academy (DLAC) team members as they plan and implement their technology integration, distance learning, or blended teaching goals.



Exhibit 10 - Coach Blair Roy

Francisca Wentworth, Jefferson Adult School

Francisca became interested in using technology in instruction in 2000. She participated in ITAP in 2002 and was then in the first TIMAC Cohort in 2004. After being in TIMAC, she became a TIMAC mentor. Being a part of these OTAN led projects got her hooked on technology and the value of integrating it into instruction. As an ESL instructor, she incorporated technology into her classes regularly. She later was a mentor in OTAC and is now a DLAC coach. She was an early adopter of using a Smart Board to bring interactivity into her ESL classes. She was the first in the district to have a Smart Board and provided trainings for other local adult schools on using Smart Boards once they got them. She created a Lesson Resources site for teachers and students use. Francisca also initially developed an ESL online course in Blackboard and then later, when OTAN switched to Moodle, developed two other online Moodle courses: The Advanced ESL course and the Write Stuff. She taught using these courses with her own students and mentored others on teaching using Moodle. She has also presented at conferences and led online trainings on using the Moodle courses in a blended learning environment.



Exhibit 11 - Coach Francisca Wentworth

Digital Leadership Academy Meeting Schedule

Professional development days in Sacramento

- Thursday, October 18 and Friday, October 19, 2018
- Thursday, January 10 and Friday, January 11, 2019
- Thursday, May 16 and Friday, May 17, 2019

Online DLAC project meetings (required) on Fridays, 12:30–2:30 p.m.

- November 16, 2018
- December 14, 2018
- February 15, 2019
- March—Technology and Distance Learning Symposium (TDLS)
- April 19, 2019

Online meetings and communication for teams with OTAN staff and/or coach throughout the year (flexible times)

Online coursework and tutorials customized to team's needs (throughout the year, 10–40 hours)

Attending select local, regional, or state conferences

- Technology and Distance Learning Symposium, March 1–2, 2019 in Southern California
- Other conferences as appropriate

At school sites

- Continuous team work on development of project goals
- Visits by coaches and OTAN staff (up to three times, TBD)
- Complete DLAC data collection forms as needed

Agendas Year One

Professional development days in Sacramento

Day 1, Thursday, October 18, 2018

Event Time	Event Details
10:30-11:00 AM	Welcome, Housekeeping (bathrooms, meals & agenda) String Stories
11:00- 11:45 AM	<p>Presentation/Workshop: Goal of DLAC (or why you're here) To increase the effective use of educational technology and define what is being accomplished in terms of increasing learners digital skills. Educational Technology encompasses both distance/blended learning and integration in the classroom.</p> <p>What we need from you (a facilitated conversation):</p> <ul style="list-style-type: none"> ➤ What is important now? (what are the priorities of your agencies? This is your opportunity to tell us what to do, what you need to meet your goals.) ➤ How can technology serve us and our learners? <p>More about DLAC and tying to your goals and needs:</p> <ul style="list-style-type: none"> ➤ Timeline (first year only) ➤ Deliverables (supplies provided) <ul style="list-style-type: none"> • Articulate goals in the TDLP (due by 1/31/2019) • Work with colleagues/administrators/learners to accomplish those goals • Participate in online meetings for project updates and with DLAC project coach. • Share successes/challenges (social media, video clips, conference presentations, local news and public service announcements) • Coordinate site visits with Coach and OTAN staff • Distance Learning 101 (implementation plan) • OTAN membership (required)

Event Time	Event Details
11:00- 11:45 AM - Continued	<ul style="list-style-type: none"> ➤ Resources <ul style="list-style-type: none"> • OTAN’s Moodle course (our electronic meeting place, eTextbook and resource repository. Go here first!) • OTAN’s Adobe Connect • Hoonuit- for your personal development • Facebook Group (optional)
11:00- 11:45 AM	Working lunch with coaches - Reimbursement (Cheryl and Joanna)
12:30- 4:45 PM Dr. Paul Porter	<ul style="list-style-type: none"> ➤ Shared Vision and Goals ➤ Communications and Coaching ➤ Time Management
	Break
4:45- 5:00 PM	Prepping for Friday: Closing wrap-up, questions, partner up drivers to get to the hotel and back Social event (optional)

Agenda Day 2, (Friday, October 19, 2018)

Event Time	Event Details
8:00-8:30 AM	Breakfast and networking
8:45-9:00 AM	Welcome back - Warm up: Stretch, bend, and prepare for a workout!
9:00- 12:00 PM	Dr. Paul Porter: Strengths
12:00- 1:00 PM	Working lunch and Photos Photo sessions in the SCOE Studio Photographer: Marjorie Olavides, Helping: Susan Coulter, DLAC coach
1:00- 1:15 PM	Walk, Pair, and Share (Strengths Theme): Dr. Paul Porter
1:15- 3:30 PM	Dr. Paul Porter: Team-building Skills

Event Time	Event Details
3:30- 4:00 PM	Debrief, Evaluation, Feedback

Evaluation Survey of Day 1 and 2

Each training day at Sacramento County Office of Education was followed by an evaluation filled out by all participants. Participants were enthusiastic and appreciative of the information and activities provided. Below is a sampling of the results of just a few of the questions asked.

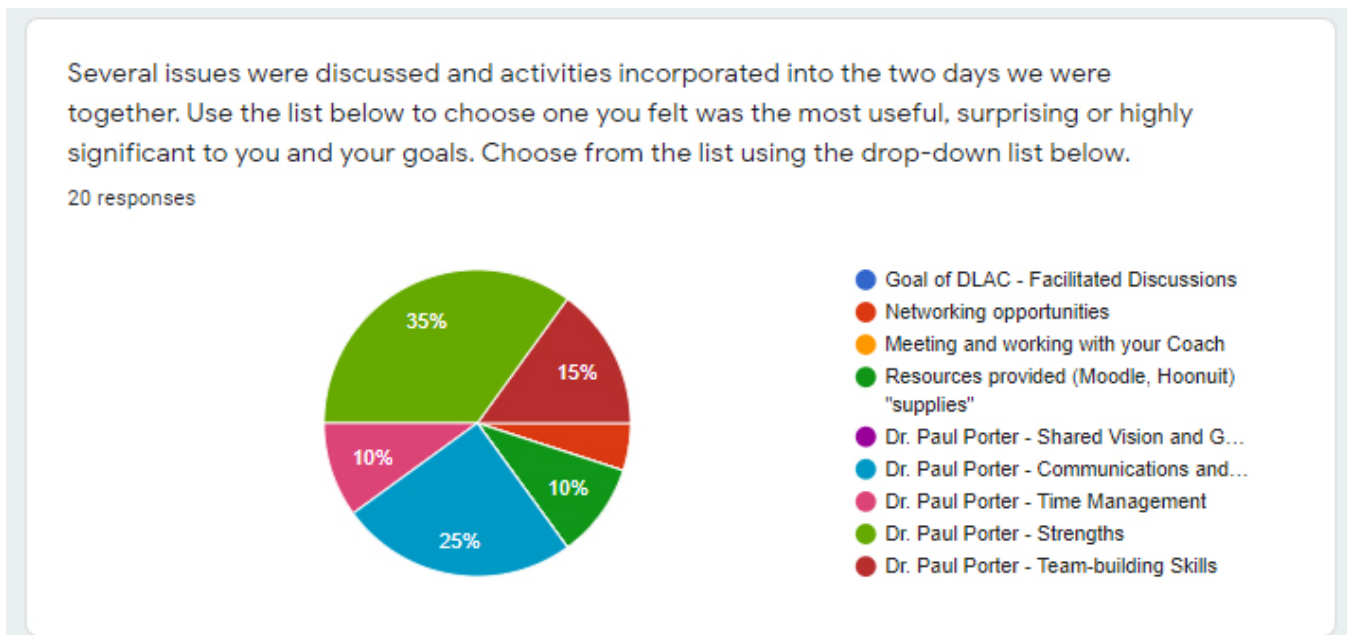


Exhibit 12 - Day 1-2 Evaluation

DAY 1-2 EVALUATIONS - ISSUES AND ACTIVITIES DISCUSSED - DATA TABLE	%
Dr. Paul Porter - Strengths	35%
Dr. Paul Porter - Time Management	10%
Dr. Paul Porter - Team-building skills	15%
Dr. Paul Porter - Communications and Coaching	25%
Dr. Paul Porter - Shared Vision and Goals	0%
Goal of DLAC - Facilitated Discussions	0%
Meeting and working with your Coach	0%
Networking opportunities	5%
Resources provided (Moodle, Hoonuit) "supplies"	10%

Exhibit 13

Call out: I thought learning about the strengths of ourselves and of the others on our team was especially helpful to building our team and how we need to interact with each other as we work together on our project. This is important and it really opened up a lot of things to think about. (DLAC Participant Day 1 and 2)

Call out: This was by far one of the most engaging and informative training I have to in my 30+ year career in Education. I feel privileged to be a part of this group. (DLAC Participant Day 1 and 2)

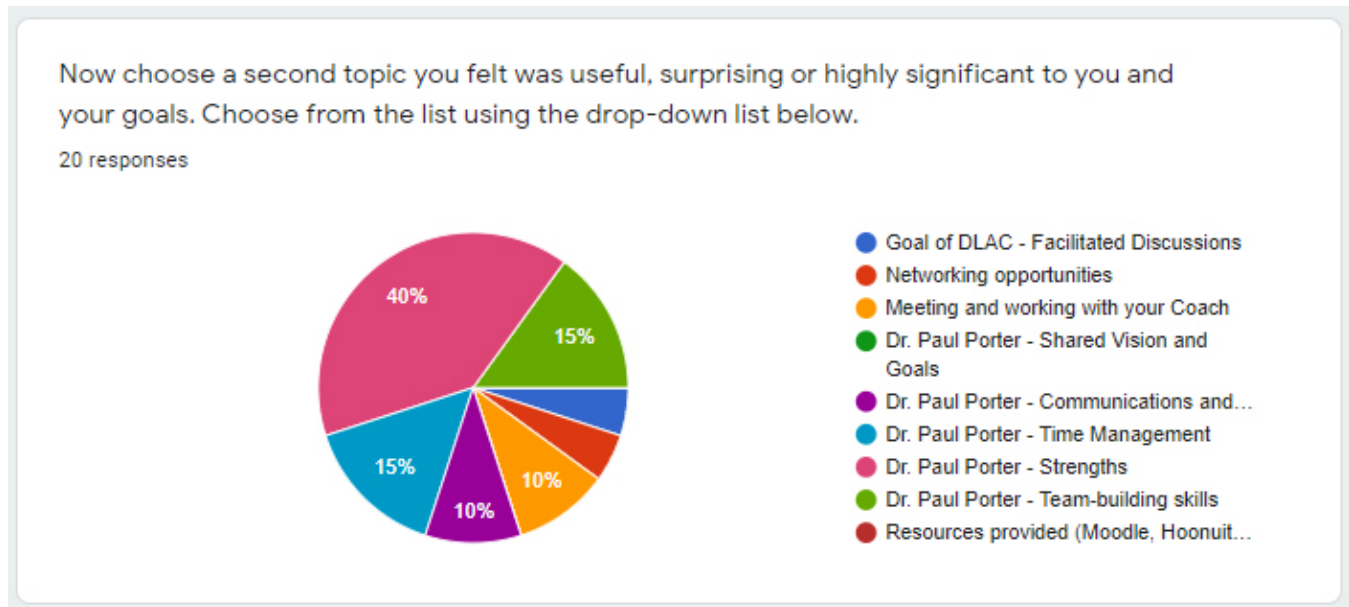


Exhibit 14 - Day 1-2b Evaluation

DAY 1-2B EVALUATIONS - ISSUES AND ACTIVITIES DISCUSSED - DATA TABLE		%
Dr. Paul Porter - Strengths		40%
Dr. Paul Porter - Time Management		15%
Dr. Paul Porter - Team-building skills		15%
Dr. Paul Porter - Communications and Coaching		10%
Dr. Paul Porter - Shared Vision and Goals		0%
Goal of DLAC - Facilitated Discussions		5%
Meeting and working with your Coach		10%
Networking opportunities		5%
Resources provided (Moodle, Hoonuit) "supplies"		0%



Exhibit 15

Agenda – Day 3 (Thursday, January 10, 2019)

Event Time	Event Details
8:00-9:00 AM	Breakfast and networking
9:00-9:30 AM	Welcome, Housekeeping (bathrooms, meals & agenda) ➡ Ice breaker
9:30- 12:00 PM	Dr. Paul Porter Review Building Teams; Time Management; Strengths Managing Change (Kotter’s Approach to Change)
12:00- 12:45 PM	Working lunch with coaches - Reimbursement (Cheryl and Brandon)
12:45- 4:30 PM	Leadership and Culture (Great exercise with translating short coded statements) Example 26=L of the A [26=Letters of the Alphabet] 11=P on a F T (11 players on a football team)
4:45- 5:00 PM	Prepping for Friday: Closing wrap-up, questions, Susan Coulter/Van to get to the hotel & back Social event (optional)

Agenda - Day 4 (Friday, January 11, 2019)

Event Time	Event Details
8:00-8:30 AM	Breakfast and networking
8:30-9:00 AM	Welcome back - Energize your brain Accessible materials - Why do we care? Or... Why should we care? ➡ David Berman Video
9:00- 12:00 PM	Creating Accessible Documents ➡ Workshop with Michael Pierce and Michael Boyer
12:00- 12:45 PM	Networking lunch

Event Time	Event Details
1:00- 2:30 PM	<p>PROMPT start for online webinar with IDEAL Consortium DL 101 Introductory webinar (use your headsets please!) 1:00 pm - 2:30 pm Everyone will be logged in; not broadcast on the big screen. Zoom available...</p> <p>DL 101 Course Schedule </p> <p>WorldE d Course Login Page: https://elearning.worlded.org/login/index.php </p> <p>Coaches will review - site plan; ensure they are participating in the course</p>
2:30- 2:45 PM	Break
2:45- 3:30 PM	Practice accessibility
3:30- 4:00 PM	Debrief, Evaluation, Feedback

Evaluation Survey of Day 3 and 4

For each day that materials and information is presented for the DLAC teams, we asked the same set of questions but targeted to ask them to reflect on the information and resources presented during their training day. This provided an anonymous way for participants to not only provide positive comments, but also an opportunity to express any disappointments or suggested improvements that could be made in the future. The images below reflect the overall sense of what was most useful to the participants.

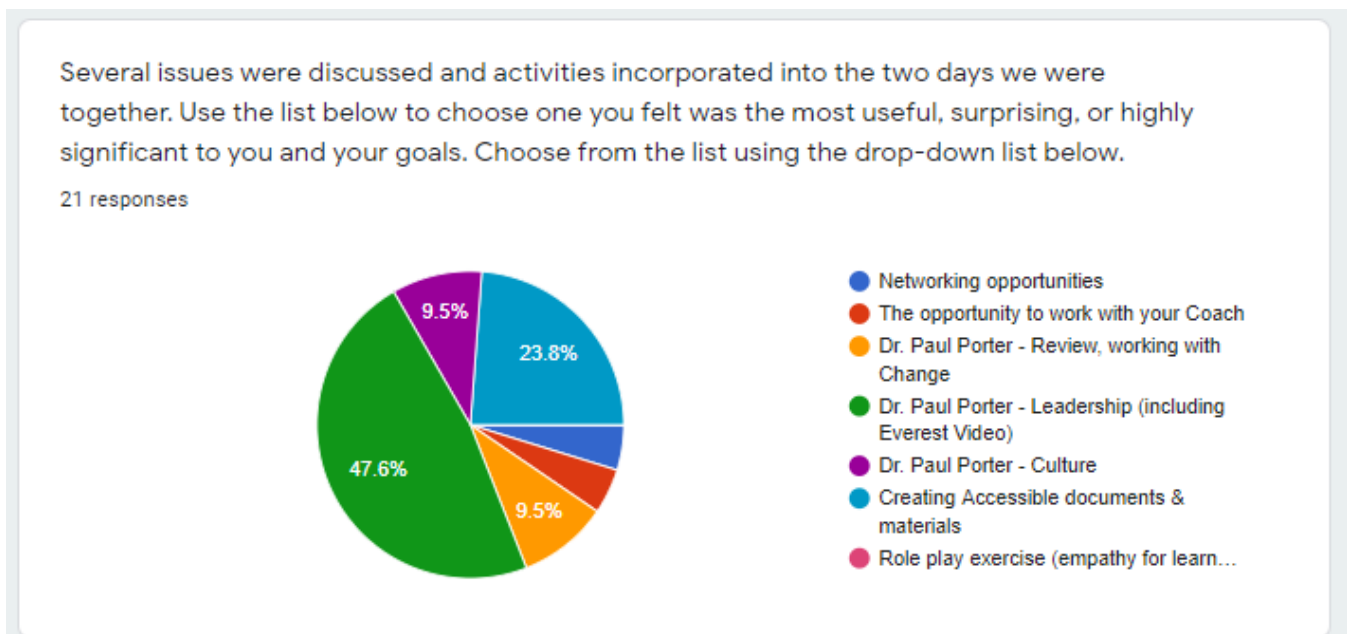


Exhibit 16 - Day 3 and 4 Evaluation

DAY 3-4 EVALUATIONS - ISSUES AND ACTIVITIES DISCUSSED - DATA TABLE		%
Networking opportunities		4.8%
The opportunity to work with your Coach		4.8%
Dr. Paul Porter - Review, working with Change		9.5%
Dr. Paul Porter - Leadership (including Everest Video)		47.6%
Dr. Paul Porter - Culture		9.5%
Creating Accessible documents and materials		23.8%
Role play exercise (empathy for learners with visual/hearing loss)		0%

Exhibit 17

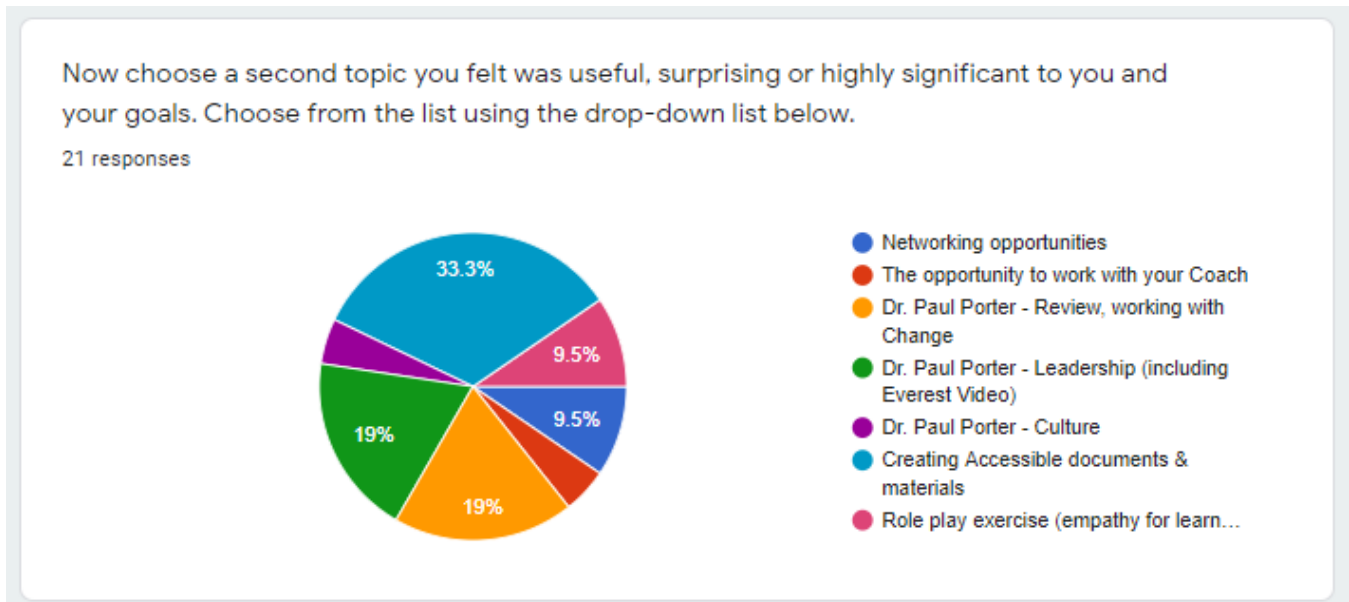


Exhibit 18 - Day 3 and 4b Evaluation

DAY 3-4B EVALUATIONS - ISSUES AND ACTIVITIES DISCUSSED - DATA TABLE		%
Networking opportunities		9.5%
The opportunity to work with your Coach		4.8%
Dr. Paul Porter - Review, working with Change		19%
Dr. Paul Porter - Leadership (including Everest Video)		19%
Dr. Paul Porter - Culture		4.8%
Creating Accessible documents and materials		33.3%

DAY 3-4B EVALUATIONS - ISSUES AND ACTIVITIES DISCUSSED - DATA TABLE		%
Role play exercise (empathy for learners with visual/hearing loss)		9.5%
Exhibit 19		

Call outs:

The leadership styles skills were a big eye-opener for me. I believe I most of the time adapt my style to a person's needs, but to have the information verbalized and explained was the big eye-opener. It afforded me the opportunity to be more aware of my students, family, etc, whoever I'm working with, and relating to, so I can be more supportive of them and their strengths and abilities; as well as how my strengths and abilities interact with theirs.(DLAC Participant Day 3 and 4)

I will be using the slide that was presented about change/loss at my PD meeting next week. This talk also gave me a lot of empathy for our staff members that are struggling with technology. It also made me realize that I have a responsibility to equip our staff with the skills they need to be successful. For many of them the willingness is there, but they lack in ability. (DLAC Participant Day 3 – 4)

Agenda - Day 5 (Thursday May 16, 2019)

Day five (5) and six (6) mark the mid-way point of the DLAC project. On these days' participants provide a mid-project summary of the work they have done, what changes were made and the challenges they faced as they moved forward with their project goals. The presentations were not only videotaped and made available through the OTAN YouTube Channel, they were also streamed and made available to the agencies so they could attend via web-conferencing and watch their teams present live.

Event Time	Event Details
9:00-9:30 AM	Welcome, Housekeeping

Event Time	Event Details
9:30-10:00 AM	Share what we learned at conferences and other events that affects our projects: <ul style="list-style-type: none"> ➤ What did you present about and what conference? ➤ What did you take back and implement after TDLS? ➤ What other tips, tricks, and technologies did you learn about from other conferences, meetings and events? Go over the assignment submissions and start working on the presentations. <ul style="list-style-type: none"> ➤ Rivets ➤ Vocabkitchen.com ➤ Augmented Reality ➤ Adobe Spark ➤ Padlet: /kevinbeicher/SSV
10:00- 12:00 PM	Open Educational Resources/Licensing -Considerations for your work (agency and individual) OER Commons Public Domain Library An activity for conversation:
10:00- 12:00 PM Continued	Google vs Creative Commons - it is a little old but might be a good starting point. Creative Commons Images Photos For Class Become CK-12 certified https://www.ck12info.org/about/certifiededucator/
12:00- 1:00 PM	Working Lunch - Reimbursement (Cheryl)
Presentations	
Presentation Guidelines	<p>Project updates: <i>15 minutes for team presentations + 10 minutes for questions, answers and thoughtful feedback.</i> <i>Someone will be keeping time...</i> <i>We will stick to the time slots on the schedule because of the virtual guests. The presentations will be shared via mobile Webcast in real time and later archived on OTAN's YouTube Channel.</i></p> <p>5 minute set up for next presentation</p>

Event Time	Event Details
1:15- 1:40 PM	Project update: Corona-Norco Adult School Link to presentation Screening Pathway Orientation Process
1:45- 2:15 PM	Project update: San Juan Adult Education
2:15- 2:30 PM	15 min break
2:30- 4:00 PM	Closing wrap-up, questions, partner up drivers to get to the hotel and back Social event (<i>cancelled to allow for agencies to practice and prep for presentations</i>)

Agenda - Day 6 (Friday May 17, 2019)

Event Time	Event Details
8:30-9:00 AM	Working breakfast and welcome, Overview of the day
9:00-11:30 AM	Project updates: <i>15 minutes for team presentations + 10 minutes for questions, answers and thoughtful feedback. We will stick to the time slots on the schedule because of the virtual guests. The presentations will be shared via mobile Webcast in real time and later archived on OTAN's YouTube Channel.</i>
9:00- 9:25 AM	Project update: Los Angeles Community College
9:30- 9:55 AM	Project update: El-Monte Rosemead Adult School Link to presentation: On Moodle course
10:00- 10:25 AM	Project update: Mt. Diablo Adult Education
10:30- 10:55 AM	Project update: Hacienda La Puente Adult Education
11:00- 11:15 AM	15 minute break
11:20- 11:45 AM	Project update: Escondido Adult School
11:45- 12:45 PM	Working Lunch
1:00- 1:30 PM	Certificate presentations and Photos

Event Time	Event Details
1:30- 2:30 PM	Team Group Work/Site Visits <ul style="list-style-type: none"> ➤ Hacienda La Puente ➤ Mt. Diablo - SWOT and Training needed ➤ San Juan
2:30- 3:00 PM	Site visit planning Escondido
3:00- 3:30 PM	Debrief, Evaluation, Feedback Fill out the evaluation form online in the DLAC online course. Open 2:25 pm Friday:
Final Recordings:	YouTube Channel: OTANServesAdultEducation

Call outs:

The DLAC project has been such a fantastic opportunity for me to grow. I have been able to take tools from the project and apply them directly to work I am doing at my school...even beyond our specific DLAC project. I feel that through my participation in this project I have become an expert at my school and someone that my colleagues turn to for guidance and support. My confidence in technology growth has grown and I now feel like someone that can lead our school to a blended learning front runner. (DLAC Participant)

The DLAC project has helped us rethink about our Distance Learning program. We'd already made it all digital from years before, but now we are taking it to a new level. Our project to help teacher use more technology in their classroom has blossomed like we could not have imagined and we will be taking it to a new level also. DLAC has helped us think what is possible in the future for our teachers and students. (DLAC Participant)

Conclusion

As the Digital Leadership Academy finishes its first year, it is apparent that this is a group of motivated, creative, and dedicated adult education teachers. As the second year progresses, programs will change, projects will evolve, and teams will adjust to new program requirements. It is anticipated that the second year of the Academy will show more growth and leadership changes in all the participating programs.

Appendix F

California Department of Education

WIOA Title II: Technology and Distance Learning Plan
Update

Program Year 2017–2018

California Department of Education

WIOA Title II: Technology and Distance Learning Plan Update

Program Year 2017–18*

*Report to include 2016–18 Distance Learning Updates and 2017–18 Tech Plans Results and Developments

Introduction

California has a rich history of providing highly effective and accountable educational opportunities for their least educated, most in need, and rapidly expanding adult population. The California Department of Education (CDE) has relied heavily on the commitment and active interaction of talented personnel from local educational agencies throughout the state from the 1970's to current days. CDE has used its discretionary federal leadership funds to develop, identify, train, and equip local educational agencies to implement and maintain education programs that best meet the emerging basic educational needs of adults throughout California.

In the context of rapid development, use, and adoption of new technology, the CDE came to the realization in the late 1980s and early 1990s that investments of time, money, and human resources must be made to establish an effective system of interconnectivity among adult education and literacy stakeholders. Such connectivity would need to include: the sharing of critical research and evaluations of new and existing policies and educational practices, new instructional methodologies, accountability strategies, and other emerging uses of technology. To meet these connectivity needs, the Outreach and Technical Assistance Network (OTAN) was established and eventually located in the Sacramento County Office of Education.

The mission of OTAN at the county office (1994–present) was and is to provide electronic collaboration, access to information, and technical assistance for literacy and adult education providers. Their plan was comprised of three general areas: (1) infrastructure—resources and access; (2) uses for technology—instructional, assessment, and student information systems; and (3) approaches to creating learning environments—distance learning, professional development, and communication.

As the mission of OTAN has evolved to effectively address the needs of adult learners and their instructors, the International Society for Technology in Education (ISTE) has developed a set of standards for both teachers and students to encourage the effective use of technology integration in the class room, blended learning, and distance learning contexts. OTAN provides the ISTE standards as framework to administrators and instructors developing their own Technology and Distance Learning Plan.

ISTE Standards for Teachers

The International Society for Technology Education (ISTE) is a nonprofit organization that serves educators interested in the use of technology in education. ISTE outlines the following standards and performance indicators for teachers to be effective as they design, implement, and assess learning experiences to engage students and improve learning outcomes. OTAN provides these standards as a point of reference for instructors and administrators as they create their own technology plans.

1. **Facilitate and inspire student learning and creativity**—Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
 - a. Promote, support and model creative and innovative thinking and inventiveness.
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
2. **Design and develop digital age learning experiences and assessments**—Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the standards.
 - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
 - b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
 - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.
3. **Model digital age work and learning**—Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
 - a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 - b. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 - c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
 - d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
 4. **Promote and model digital citizenship and responsibility**—Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
 - a. Advocate, model, and teach sage, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
 - b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
 - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.
 5. **Engage in professional growth and leadership**—Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.


For this analysis, the survey results of the *Technology Integration Skills Self-Assessment for Instructors (WIOA Title II: AEFLA TDLF)* have been categorized into the five ISTE Standards for Instructors. How the survey instrument was developed and re-conceptualized to fit the Standards is explained below.

Instructor Technology Competencies

Within previous work, there were thirteen instructor technology competencies identified. Each of those thirteen competencies included two to six skill indicators for a total of forty-seven technology skill indicators. From these indicators, the *Technology Integration Skills Self-Assessment for Instructors (WIOA Title II: AEFLA TDLF)* instrument was developed and used to assess the adult education instructors on the perceived skill level they had and their perceived importance that each of the 47 skill indicators had in the thirteen technology competency areas on their instruction. The thirteen technical competency areas are:

- I. Basic Computer Operation**
- II. Productivity Software**
- III. Instructional Software**
- IV. Assistive Technology**
- V. Using Online Resources**
- VI. Virtual Communication and Collaboration**
- VII. Video Technologies**
- VIII. Evaluating and Incorporating New Technologies**
- IX. Managing the Technology-Enhanced Classroom**
- X. Managing the Blended/Online Classroom and DL Program**
- XI. Assessment**

XII. Professional Development
XIII. Social, Legal and Health Issues
Status of Technology Plan

CDE’s instructions to adult education programs submitting new Technology and Distance Learning Plans stated: “...*The goal is to make the most effective use of available funds. The most important aspect of the planning process is to start with learning outcomes in mind. To accomplish the best possible results, agencies plan for program structure, professional development and instructional materials.*” (California Department of Education WIOA, Title II: Technology and Distance Learning Plan Program Year; available on <https://adulthood.otan.us> )

Approximately 194 agencies submitted a technology plan in 2015-16 and 188 agencies in 2016-17. Each agency was limited to a maximum submission of five goals. Agencies indicated program areas as well as the modes of instruction to be included in their technology goals.

PROGRAM AREAS	2015-16		2016-17		2017-18	
	%	N	%	N	%	N
ABE	13.4	55	14.7	65	11.6	52
ASE	26.8	110	24.4	108	26.1	117
ESL	48.4	199	47.4	210	48.3	216
Other	11.4	47	13.6	60	13.8	62
MODES OF INSTRUCTION	%	N	%	N	%	N
Face to Face (F2F)	51.8	213	50.8	225	51.0	228
Blended DL	39.7	163	41.3	183	41.3	185
DL Only	8.6	35	7.9	35	7.6	34
#GOALS SUBMITTED		411		433		447

Figure 1. Program Areas and Modes of Instruction Goals included in Technology Plans submitted during 2015–16 and 2017–18. (Source: OTAN analyses of local Technology Plan submittals.)

As shown in Figure 1, the agencies submitting Technology Plans were primarily ESL programs (48.3%), followed by ASE programs (26.1%), and ABE programs (11.6%), which reflects the variety of students served by adult education within California. Face-to-face (F2F) modes of instructed accounted for over half of the technology plans submitted in all three years.

Technology Integration Self-Assessment for Instructors

Adult education programs were instructed to survey at least 25 percent of their ABE, ASE, and ESL teaching staff using the *Technology Integration Skills Self-Assessment for*

Instructors (WIOA Title II: AEFLAP). The thirteen technology integration competency areas of the survey instrument included the 47 technology skill indicators to which instructors responded. Instructors were first requested to indicate their perception of their current skill level for each of the 47 technology competency indicators using a four-point scale where:

- “1” equal “very low” skill level;
- “2” equal “low, need improvement”;
- “3” equal “good, but would like to improve more”; or
- “4” equal “excellent”.

Next, they were to rate how important each technology indicator was on their current or future teaching; using a four-point scale:

- “1” equal “not important”;
- “2” equal “somewhat important, but not high priority”;
- “3” equal “important”; or
- “4” equal “highly important”.

Each item category from the *Technology Integration Skills Self-Assessment for Instructors (WIOA Title II: AEFLA TDLP)* has been reassigned to the five standards from the ISTE Standards for Teachers to examine how CDE adult education instructors are assessing their own current skill level and its perceived importance within their work. The performance indicators from the survey have been contextualized into the ISTE standards below:

1. Facilitate and inspire student learning and creativity

- a. Virtual Communication and Collaboration
- b. Video Technologies

2. Design and develop digital age learning experiences and assessments

- a. Instructional Software
- b. Assistive Technology
- c. Managing the Blended/Online Classroom and Distance Program
- d. Assessment

3. Model digital age work and learning

- a. Basic Computer Operation
- b. Productivity Software
- c. Evaluating and Incorporating New Technologies

4. Promote and model digital citizenship and responsibility

- a. Using Online Resources
- b. Social, Legal, and Health Issues

5. Engage in professional growth and leadership

- a. Managing the Technology-enhanced Classroom
- b. Professional Development

Each of these item categories was re-assigned to an ISTE Standard for a new analysis and deeper insight into the current skills and future needs of instructors. The ISTE Standards will be used to guide the creation of a new survey instrument for instructor technology self-assessment, but until this survey instrument can be further field tested and developed, these results aim to help improve future professional development opportunities for instructors.

TOTAL OVERALL AVERAGES			
SKILL CATEGORIES	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)
S1. Facilitate and inspire student learning and creativity.	2.93	2.82	0.11
S2. Design and develop digital age learning experiences and assessments	2.97	2.99	-0.20
S3. Model digital age work and learning	3.09	3.06	0.03
S4. Promote and model digital citizenship and responsibility	2.96	3.14	-0.18
S5. Engage in professional growth and leadership	2.90	3.08	-0.08
GRAND AVERAGES	2.93	3.02	-0.08

Figure 2. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2017-18 reclassified by the ISTE Standards for Teachers. (Source: OTAN: Local Education Agency submittal of Technology Plan).*

Figures 2–8 in this analysis examine any differences between self-assessed skill level and perceived instructional importance. 3,593 instructors answered the self-assessment Instrument but 69 were removed from this analysis for unknown job titles, and an additional three participants were removed for less than 10% response rate to the survey instrument.

Figure 2 illustrates a summary of the results of 3,521 instructors who responded to the Technology Integration Skills Self-assessment Instrument from 2017-2018. The results of this survey have been aligned to the ISTE Standards for Teachers for a new analysis of results. The average perceived skill level of 2.93 over all thirteen Technology Skill Categories (classified under the five ISTE standards for teacher for this analysis) indicated teachers generally felt their current technology skill levels were “low” to “good” and needed some improvement and they perceived these Skill Categories as slightly more “important” (at 3.02) than their average skill level. This average -0.08 difference indicated that there is a slight gap between the perceived skills possessed by instructors and the perceived importance these skills were to teaching. The gap between skill level and instructional importance could be an indicator for the relative need for staff development or technical assistance.

The greater a negative gap value the greater the possible need for staff development and assistance; conversely, the greater the positive gap value the less the possible need for staff development and assistance. The largest negative gap occurred within the second ISTE standard on an instructors’ ability to design and develop digital age learning experiences and assessments where instructors rated their skill level as 2.79 (“low, need improvement to somewhat “good” but would like to improve more) and their perceived importance of that category as 2.99 (“important”). This skill differential means that instructors need additional assistance as they design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. The skill categories on the initial survey instrument were Instructional Software, Assistive Technology, Managing the Blended/Online Classroom and Distance Program, and Assessment. Future professional develop to address this skill gap should provide teachers the skills necessary to develop technology-enriched learning environments to customize and personalize learning activities for students’ diverse learning styles.

Other areas with a larger negative discrepancy between skill level and instructional importance were the following: the fourth ISTE standard to promote and model digital citizenship and responsibility (-0.18), and the fifth ISTE standard to engage in professional growth and leadership (-0.18). Future professional development opportunities should address the need reported by instructors relating to these categories.

The greatest positive difference in comparing a teaching skill to instructional importance was reported within the first ISTE standard to facilitate and inspire student learning and creativity (+0.11). This indicates that teachers feel very comfortable engaging students in exploring real-world issues and solving authentic problems using digital tools and resources. The initial survey instrument question topics were within Virtual Communication and Collaboration and Video Technologies. The third ISTE standard to model digital age work and learning also held a positive difference (+0.03). The initial questionnaire with topics related to this standard included: Basic Computer Operation, Productivity Software, and Evaluating and Incorporating New Technologies.

Although classified differently from the results of the initial survey instrument, the fourth ISTE to promote and model digital citizenship and responsibility was identified as the most important skill category for future teaching. All categories identified by the survey were regarded as “important”, but the fourth standard stands out for its skill gap difference.

Digging Deeper into each Standard by Job Title

Figures 3-7 examine any differences by job title for self-assessed skill level and perceived instructional importance. Of the 3,521 instructors who completed the survey instrument, 1,959 were ESL or Citizenship teachers, 953 were ABE/ASE or GED teachers, and 609 were “Other” instructors. The “Other” instructors included Older Adult Instructors, Parent/Consumer Education Instructors, Adults with Disabilities Instructors, CTE Instructors, or were listed as “Other” instructors without specific details.

TOTAL OVERALL AVERAGES				
S1. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY.	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	2.95	2.81	0.14	953
ESL	2.90	2.83	0.07	1,959
Other	2.98	2.77	0.21	609
GRAND AVERAGES	2.93	2.82	0.11	3,521

Figure 3. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2017-18 reclassified by the first ISTE Standard for Teachers and Job Title. (Source: OTAN: Local Education Agency submittal of Technology Plan).*

In Figure 3, the first ISTE standard to facilitate and inspire student learning and creativity held the greatest positive skill difference for all five standards. This standard analysis stems from the initial survey categories of Virtual Communication and Collaboration and Video Technologies. When looking at the skill difference, Other Instructors feel the most confident in their current skill levels in regards to future instructional importance (0.21), followed by ABE (0.14), and ESL instructors (0.07). Each of these student populations has varied needs that instructors must accommodate in order to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. The original categories (Virtual Communications and Video Technologies) may be better utilized currently by Other Instructors, who may serve adults with disabilities or other non-traditional learners. This could be an excellent resource for ESL instructors, who indicate their perceived skill level is lower in this category than the other instructors surveyed.

Figure 4 portrays the results of the second ISTE standard to design and develop digital age learning experiences and assessments. This standard includes the original survey skill categories of Instructional Software, Assistive Technology, Managing the Blended/Online Classroom and

Distance Program, and Assessment. This standard has the largest negative discrepancy between perceived skill level and instructional importance. Amongst the various instructor groups, this negative discrepancy was highest for ESL instructors and the lowest for Other Instructors. This may be the lowest for Other Instructors due to the nature of Other Instructors work (if they are working with older adults or adults with disabilities) and considering this included Assistive Technology category.

TOTAL OVERALL AVERAGES				
S2. DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	2.91	3.08	-0.18	953
ESL	2.70	2.95	-0.25	1,959
Other	2.87	2.94	-0.08	609
GRAND AVERAGES	2.79	2.99	-0.20	3,521

Figure 4. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2017-18 reclassified by the second ISTE Standard for Teacher and Job Title. (Source: OTAN: Local Education Agency submittal of Technology).*

TOTAL OVERALL AVERAGES				
S3. MODEL DIGITAL AGE WORK AND LEARNING	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.16	3.10	0.06	953
ESL	3.03	3.04	-0.01	1,959
Other	3.19	3.07	0.11	609
GRAND AVERAGES	3.09	3.06	0.03	3,521

Figure 5. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2017-18 reclassified by the third ISTE Standard for Teacher and Job Title. (Source: OTAN: Local Education Agency submittal of Technology).*

Figure 5 examines the results of the third ISTE standard to model digital age work and learning. This standard analysis includes the skill categories Basic Computer Operation, Productivity Software, and Evaluating and Incorporating New Technologies on the Instructor Self-Assessment Questionnaire. This standard held a small positive discrepancy between skill level across total average, but the results differ significantly when classified by job title. ESL instructors have a slight negative discrepancy (-0.01), whereas ABE and Other Instructors both have a positive

difference. The ABE and Other Instructors report a much higher skill level in terms of basic computer skills and familiarity with new technologies than ESL instructors. To develop this standard further, teachers need to exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Providing targeted technical assistance to ESL instructors may directly address this need within the field of adult education.

TOTAL OVERALL AVERAGES				
S4. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.02	3.21	-0.19	953
ESL	2.92	3.13	-0.21	1,959
Other	3.02	3.09	-0.07	609
GRAND AVERAGES	2.96	3.14	-0.18	3,521

Figure 6. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2017-18 reclassified by the fourth ISTE Standard for Teacher and Job Title. (Source: OTAN: Local Education Agency submittal of Technology).*

Figure 6 shows the results of the fourth ISTE standard to promote and model digital citizenship and responsibility. The Instructor Self-Assessment Skill Categories for this standard include Using Online Resources and Social, Legal, and Health Issues by job title. The largest negative discrepancy for this standard is from ESL instructors. Both ABE and ESL instructors are reporting a need for more professional development to advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

The results of Figure 7 showcase the fifth ISTE standard to engage in professional growth and leadership. The initial survey instrument categories included in this analysis are Managing the Technology-Enhanced Classroom and Professional Development. All instructors identified a negative discrepancy between their current technology skills and their importance for future instruction. For this standards, teachers evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

TOTAL OVERALL AVERAGES				
S5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	2.94	3.12	-0.18	953
ESL	2.87	3.09	-0.22	1,959

TOTAL OVERALL AVERAGES				
S5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
Other	2.94	3.03	-0.08	609
GRAND AVERAGES	2.9	3.08	-0.18	3,521

Figure 7. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2017-18 reclassified by the fifth ISTE Standard for Teacher and Job Title. (Source: OTAN: Local Education Agency submittal of Technology).*

Learner Use of Technology Survey

Adult education programs were also instructed to survey at least 10 percent of their learners regarding their use of computers, mobile devices, and the internet. In the submission of their local Technology Integration Plans, adult schools were required to use “*Survey: Use of Computers, Mobile Devices, & Internet for Adult Learners*” to gather information for planning classroom technology, online homework assignments, and blended/distance learning.

For PY 2017-18, 57,867 respondents participated in the adult learner survey, an increase of 27 percent from the number of respondents in the previous year (45,453).

ADULT LEARNER SURVEY DATA, 2017-18		
Questions Asked	Percent	Number
Do you have a computer in your home?	66.8%	38,658
Do you use Internet in your home?	77.4%	44,765
Do you use the Internet at school?	61.6%	35,675
Do you use the Internet somewhere else?	70.2%	40,626
Do you have a smartphone?	78.2%	45,239
Do you text on your phone?	79.5%	46,025
Do you learn on the Internet at school?	61.6%	35,664
Do you learn on the Internet at home?	71.0%	41,072
Do you learn through distance learning (your adult school)?	38.8%	22,434
Do you know how to keep yourself safe on the Internet?	63.3%	36,615
Do you know how to keep your kids/grandkids safe on the Internet?	56.2%	32,546
Total:	N/A	57,867

Figure 8. *Learner Technology Survey Summary Results from 2017-18. (Source: OTAN 2017 administration of “Survey: Use of Computers, Mobile Devices, & Internet for Adult Learners”)*

As shown in Figure 8, the majority of respondents have the ability to text on their phones (79.5%), own a smartphone (78.2%), and have Internet access at home (77.4%). Only 38.8% of respondents reported learning through the distance learning program at their adult education program. The results of this survey indicate increased access to the internet at home, school, or other locations for adult learners. Additionally, the increased ownership of smart phones, text messaging, and internet usage could lead to more technology integration between adult learners and their instructors. Despite the low rates of actual participation within an adult learner’s school’s distance learning program, the data suggest that many adult learners do not stop learning via the internet when they leave the classroom. Respondents to this survey indicated the lowest affirmative response in regards to how to keep their children or other dependents safe online (only 56.2%), so this may indicate an area that instructors could integrate into their curriculum.

Distance Learning

Review of Past DL Results

In the past several annual reports, it was documented that Distance Learning (DL) Only (>50% instruction time) was slightly less effective in attainment of educational gains than face-to-face (F2F) classroom instruction. F2F, when supplemented with < 50% DL supplemental instructional learning time (Blended DL), proved to be significantly more effective than F2F only or DL only.

Despite the implementation of flex-funding in 2008-09 which increased fiscal resources to support DL program, DL enrollment plummeted more severely than the Workforce Investment Opportunity Act (WIOA) which represented a 50.2% drop in enrollment compared with an 88.2% drop for DL. Data consistently shows that DL - especially Blended DL - would yield a significant Return on Investment (ROI) through:

- lower administrative costs;
- higher proportion of learners attaining educational goals;
- higher proportion of accountability measures completed by DL learners than regular learners;
- higher reading acquisition rates by DL learners than regular learners; and,
- greater open educational source accessibility—any time, any place, and at any pace.

Figure 9 displays the combined adult student enrollments in ABE, ASE/GED, and ESL/Citizenship from 2004-05 to 2017-18 for regular classroom and DL students. Since these programs were federally funded through Workforce Investment Act WIA II/WIOA II funding, recipients were required to report program information to the Federal Government following the National Reporting System (NRS) requirements. To be included in the Federal Government NRS accountability tabulations, learners were vetted to verify they met certain mandated criteria listed below under Possible Sources of DL Reporting Discrepancies.

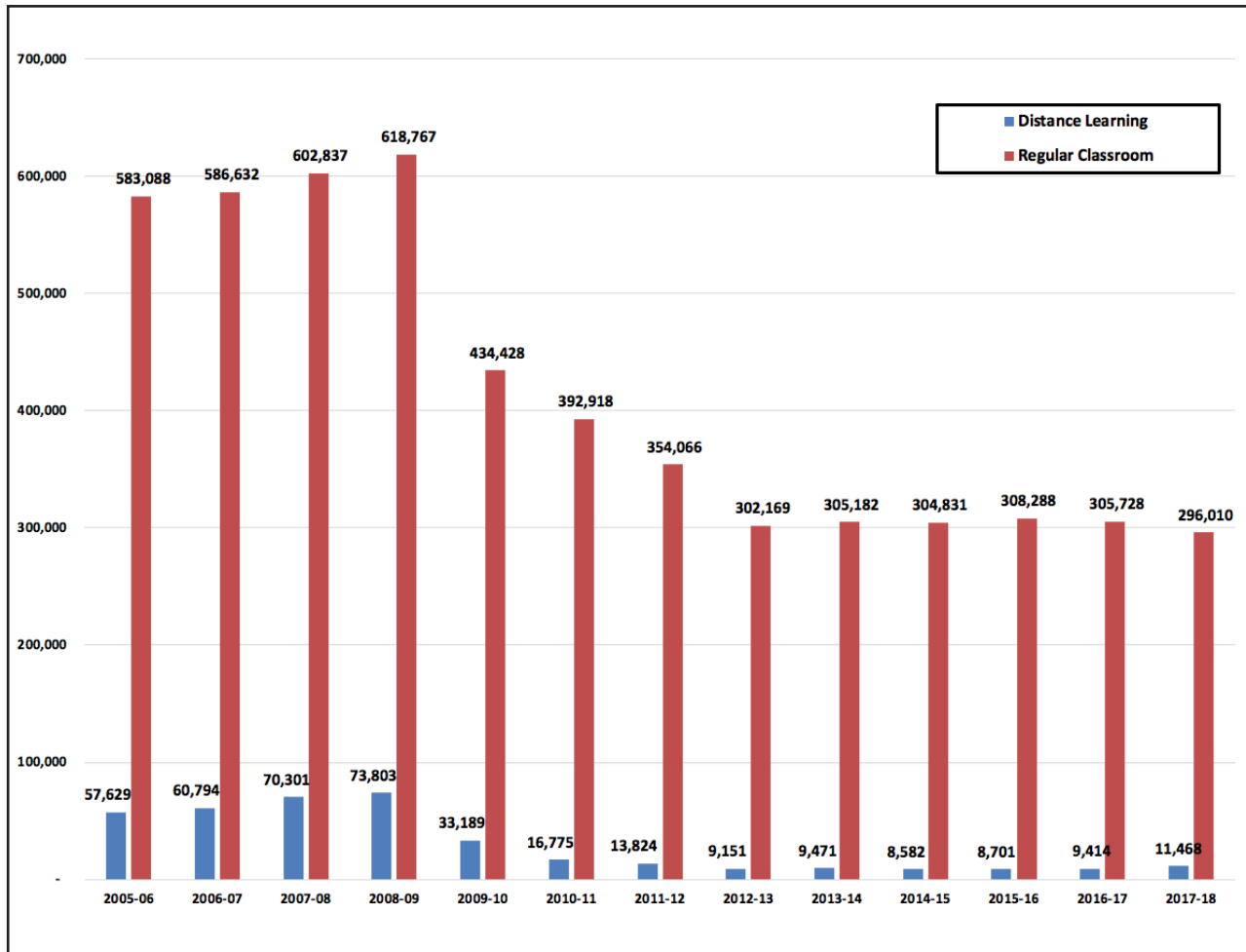


Figure 9. *WIA/WIOA, Title II Adult Education Enrollments from 2006-07 to 2017-18 for Regular Classroom vs. Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (Source: CASAS 2006-18 WIA/WIOA, Title II Data)*

Diminishing DL Enrollments

As displayed in Figure 9, the largest enrollment of regular classroom learners and DL learners qualifying for inclusion in NRS Tables was 692,570 in 2008-09--the last year of regular adult education funding. In 2008-09, the enrollment for learners qualifying for the federal tables was 618,767 (89.8% of the total adult enrollment) for classroom learners and 73,803 (10.7% of the total adult enrollment) for distance learners. In the current reporting year 2017-18, there were 307,478 enrollees qualifying for the federal tables. Of those enrollees, 296,010 (96.3%) were classroom learners and 11,468 (3.7%) were distance learners. Compared with 2008-09

enrollments, 2017-18 enrollments had a 55.6% drop in total WIA/WIOA, Title II enrollments and 84.5% drop in DL enrollments.

Possible Lack of Complete DL Reporting

The data in Figure 10 indicated that 47.5% of the federal DL enrollments for 2017-18 came from only five adult schools (each having more than 700 DL enrollments)—Stockton USD (1,442), Sweetwater UHSD (1,366), Los Angeles USD (1,107), Lake Elsinore USD (818), and Fontana USD (709). Sixteen adult schools accounted for an additional 43.3%, with DL enrollments ranging from more than 100 but less than 700 students. Fifty-nine adult schools, representing about 73.8% of the adult schools submitting DL enrollment data, each with less than 100 enrollments, accounted for the remaining 9.2%.

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	%	N
Adult Schools >700 DL Learners	47.5%	5,442
Stockton Unified School District		1,442
Sweetwater Union High School District		1,366
Los Angeles Unified School District		1,107
Lake Elsinore Unified School District		818
Fontana Unified School District		709
Adult Schools with >100 and <700	43.3%	4,966
Coachella Valley Unified School District		691
El Monte Union High School District		662
Huntington Beach Union High School District		635
Madera Unified School District		445
Kern Union High School District		339
Norwalk-La Miranda Unified School District		314
Torrance Unified School District		308
Fremont Unified School District		280
Elk Grove Unified School District		256
Grossmont Union High School District		209
Murrieta Valley Unified School District		183
Riverside Unified School District		150
Culver City Unified School District		143
Vallejo City Unified School District		131
ABC Unified School District		119
Pittsburg Unified School District		101
Adult Schools with < 100 learners	9.2%	1,060
Total of Identified DL Enrollments	100%	11,468

Figure 10. Adult Schools Where Distance Learning Was Identified for the 2017-18 Federal NRS Report. (Source: CASAS 2018)

California WIOA, Title II Implementation Survey and Distance Learning

The results from the California WIOA, Title II AEFLA Program Implementation Survey confirms that more agencies offered distance learning options for students in program year 2017-18 than previous years. For those programs that offered distance learning, there was on average a 12% increase across all program areas in blended learning shown in Figure 11. Agencies that offered a stand-alone alternative saw on average a more than 4% increase in ASE and ESL program areas.

PROGRAM AREA	STAND-ALONE		SUPPLEMENTAL		BOTH		DID NOT OFFER	
	PY16-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ABE	4.1%	2.0%	18.0%	34.0%	17.5%	15.0%	30.9%	21.6%
ASE	8.2%	13.7%	18.6%	28.8%	30.9%	40.5%	11.9%	7.8%
ESL	4.1%	7.8%	24.7%	34.6%	24.7%	24.8%	15.5%	18.3%

Figure 11. California WIOA, Title II: AEFLA Program Implementation Survey Results from 2016-17 to 2017-18 for those agencies that indicated if their Distance Learning Program is Standalone, Supplemental, or Both. (Source: CASAS 2016-18 California WIOA, Title II: AEFLA Program Implementation Survey)

In addition, agencies are coming across fewer barriers in offering Distance Learning from year to year. Figure 12 shows the availability of technology to students at home, staffing, costs, and lack of demand as barriers have decreased. Students are increasingly using and demanding distance learning throughout their programs

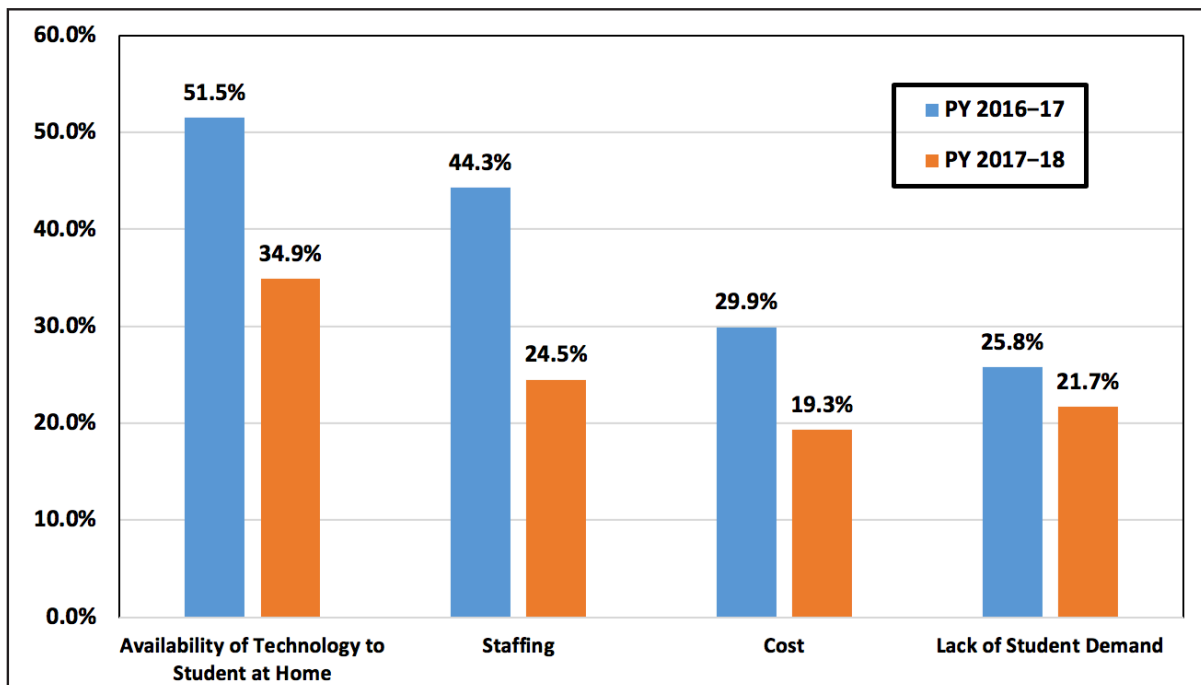


Figure 12. *California WIOA, Title II: AEFLA Program Implementation Survey Results from 2016-17 to 2017-18 for the top three (3) barriers in offering distance learning for agencies not using distance learning. (Source: CASAS 2016-18 California WIOA, Title II: AEFLA Program Implementation Survey)*

DISTANCE LEARNING BARRIERS 2016-2018 - SURVEY RESULTS - DATA TABLE		
Barrier	PY 2016-17	PY 2017-18
Availability of Technology to Student at Home	51.5%	34.9%
Staffing	44.3%	24.5%
Cost	29.9%	19.3%
Lack of Student Demand	25.8%	21.7%

Possible Sources of DL Reporting Discrepancies

The noted reported discrepancies in accounting for DL enrollments might be due to:

- NRS Table tabulations. To be included in the NRS tabulations, all enrollees, both regular and DL only learners, must be vetted to meet the five NRS table enrollment inclusion criteria whereas learners enrolled in adult education programs and who responded to the Student Use of Technology Survey from 2016-17 (Figure 3) were not necessarily subjected to the vetting process; that vetting process included the following five points—Each enrollee must:
 1. not be under the age of 16;
 2. not be concurrently enrolled in a non-adult education high school completion program;
 3. have a valid Instructional Level measured by a federally approved assessment;
 4. have attended the adult program at least 12 hours, - and
 5. have attended classes where instruction was delivered more than 50 percent of the time via DL only for students reported in CASAS Federal Table 4C.
- Surveyed learners may be attending classes where more than 50 percent of instruction was delivered via regular face-to-face classroom instruction and supplemented by DL (possibly viewed by DL learners as “homework”) so were not included in the DL enrollments;
- Surveyed learners as well as teachers very possibly did not know or understand the NRS criteria for designating a class as distance learning;
- Agencies participating in WIOA funding may not have fully identified all classes that could qualify as distance learning;

- A discrepancy between the declassification of “blended distance learning” as a distance learning modality reporting option and the NRS criteria for inclusion in the NRS Table 4C as “only learners having distance learning more than 50 percent of the time” obfuscated the power and positive value that the separate definition of blended DL has had over the years in evaluating the effectiveness of the two modalities of distance learning instruction. This discrepancy denies inclusion of learners in those classrooms that used distance learning modalities to supplement, support, and enrich the instruction offered in the classroom setting for less than 50 percent of the time.

A clarifying solution would be to add a reporting category where DL is used less than 50 percent of the time to augment, supplement, enrich, and/or complement Regular F2F Classroom Instruction--Blended DL This would allow reports to capture the value and efficacy that DL brings to adult learners in this day and age.

It remains truly remarkable that for many years now, reports on DL have demonstrated consistent, persistent, and superior performance attained by adult learners experiencing an instructional modality that blends DL with classroom instruction. These comparisons were contrasted against learning occurring only as DL by itself and classroom learning by itself.

Conclusion

The mission of OTAN was and is to provide electronic collaboration, access to information, and technical assistance for literacy and adult education. This report summarizes the development of California Adult Education technology plans and outlines the ISTE Standards for Teachers which will be utilized in future Instructor Self-Assessment Survey Instruments. The analysis by OTAN of the Technology Plans submitted by agencies during the 2016-17 program year concludes that amongst modalities of instruction, Face to Face (F2F) learning remains the most popular (50.8%), followed by Blended DL (41.3%), and DL only (7.9%). Blended DL plans increased slightly from the last PY by +1.6%, and DL only plans decreased slightly (-0.7%). The Instructor Technology Integration Skills Self-assessment instrument indicates self-perceived technology skills and important technology skills needed by adult education instructors. This data can be used to more effectively target professional development and technical assistance. In combination with the adult learner survey instrument, future research on the effectiveness of DL only and Blended DL programs will continue to focus on adult learners’ access and engagement with new technology. As the results show from the California WIOA, Title II Implementation Survey, agencies are increasing their Distance Learning programs to keep up with student demand and increased technology in the home. With the increased access to the internet at home for learners and within adult education program facilities, future research will also focus on blended DL programs and the effective use of technology that extends the learning and leverages the opportunities to integrate and extend the learning process outside of the classroom and accelerate student progress and outcomes.