OTAN

Outreach and Technical Assistance Network

WIA/WIOA, Title II: Technology and Distance Learning Plan Update

Program Year 2014–15

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History and Background

California has a rich history of providing highly effective and accountable educational opportunities for their least educated, most in need, and rapidly expanding adult learner population. The California Department of Education (CDE) relied heavily on the commitment and active interaction of talented personnel from local educational agencies throughout the state in the 1970's through the 1990's, and to the present. The California Department of Education used discretionary federal leadership funds to develop, identify, train, and equip local educational providers to implement education programs that would better meet the emerging basic educational needs of adults throughout California. Examples included:

- English as a Second Language (ESL) curriculum programs to meet the educational needs of the influx of refugees immigrating to California. Intensive ESL staff development programs were started and were later formalized into an intensive process offered through the ESL Teacher Institute;

- Competency-Based Adult Education (CBAE)—to focus on *learner-centered* educational practices and approaches that included adult-relevant staff development from California Adult Competency Education (CACE) and CALCOMP (a process model for delivery of a competency-based high school diploma), and an Adult Basic Education (ABE) learner recruitment and retention model—The Watts ABE Outreach Program;

- Competency-Based Adult Education (CBAE) instructional materials to address the various levels and dimensions of adult learners; Project CLASS from Clovis, integrated competency-based vocational ESL (ICB-VESL) from Chinatown, a competency-based Adult Diploma Project known as LA CAPs from Los Angeles, and the Information, Collection, and Dissemination Service (ICDS) from San Diego, later reshaped and reformed into the Dissemination Network for Adult Education (DNAE). This dissemination network eventually came to be included in the Outreach and Technical Assistance Network (OTAN);

- A rigorous accountability and reporting system relevant to andrological needs of adults that would establish a common metric for communicating progression of adult learners through their instructional levels. In the late 1970's, the Comprehensive Adult Student Assessment System (CASAS) evolved to meet:

  - ► The federal Adult Education Act (AEA) mandates and their transformations over the years—Adult Education and Family Literacy Act (AEFLA), Workforce Investment Act, Title II (WIA II), and Workforce Innovation and Opportunity Act (WIOA);

  - ► The Greater Avenues for Independence (GAIN) mandates (a statewide initiative to train welfare recipients to be job ready);

  - ► The Immigration Reform and Control Act (IRCA) mandates;

  - ► The Job Training Partnership Act (JTPA) mandates

- A technology-based communication system relevant for adults to explore and disseminate evolving technologies throughout the adult education provider system. The

Outreach and Technical Assistance Network (OTAN) was established to provide greater access for adult educators to:

► Communicate among themselves;

► Access and use a variety of evolving technologies;

► Improve communication, instruction, program administration;

► Facilitate technological training and supply electronic educational resources and communication tools for adult educators throughout the state.

From the late 1980's to the early 1990's, CDE assembled a collaborative cross section of 29 adult education and literacy providers as a steering committee to plan and develop a Strategic Plan for application across California's varied multi-provider adult education delivery system. The Strategic Plan provided direction for the integration and improvement of future adult education endeavors. This included the development and implementation of educational innovations to assist adult educational

Figure 1 - TIMAC12-Training Days - October 12, 2015

providers in delivering a more effective adult education delivery system. The application of information technology for the delivery and management of educational and human service systems was part of the educational innovations.

The Steering Committee reviewed the basic literacy and employment needs of adult learners functioning below a high school graduate level to forecast solutions to meet future needs through the development of an effective, comprehensive adult education provider system. Their planning and deliberation led to positive legislative changes and a comprehensive plan to guide adult education in California into the twenty-first century. From the plan, adult education decision makers sought to provide a more effective and accountable adult education delivery system that would better accommodate the evolving needs of a growing population of 'at risk' adults. The plan's mantra was to provide access to quality education for any adult learner seeking instruction at any **time**, at any **place**, and at a **pace** needed to gain proficiency in skills needed to make a next career or learning step. To achieve these accommodations, an effective, comprehensive and integrated technology system needed to be in place, fully functional, and accessible to all stakeholders in the adult education provider network throughout California.

California Adult Education Technology Plans

The CDE used the leadership projects to work with a field workgroup in crafting statewide plans for use of technology in adult education. The document was reviewed, approved and disseminated by the Adult Education Office of the CDE, and is currently available through OTAN for agencies to download and use in developing their own local technology plans. The plans included documents to assist and guide decision makers in developing and administering technology plans at the local, regional and state levels as policy is developed, legislation is proposed, resources allotted, and programs implemented.

An initial technology plan for California Adult Education was developed in 2001, (the California Adult Education Technology Plan, 2001-04). The plan was developed by a workgroup from the field and reviewed by stakeholders. The workgroup analyzed the technology needs of the time, and provided practical steps for realizing the vision of a full technology integration. The plan identified seven priorities that included:

- Defining a baseline of technology resources;
- Making quality technology-based resources accessible to meet:
  - ► instructional needs,
  - ► assessment needs,
  - ► student information tracking needs,
  - ► reaffirmation of learner access to instruction needs (any time, place, and pace);
- Providing adult educators with necessary skills and time to integrate technology into instruction and management activities; and
- Using information technologies to collaborate, exchange, and explore new information and learning environments. *(OTAN, 9/7/2007, pgs. 5-11)*

In 2007, a workgroup was again assembled to solicit and incorporate field input in a new revision of the 2001-04 Technology Plan. The California Adult Education Technology Plan, 2007-2011:

- Reviewed progress in the use of technology in adult education since the previous plan was written,
- Provided a vision statement;
- Adopted a set of core beliefs; and
- Identified a list of six priority areas with suggested strategies of action on both the state and local levels.

Their Vision Statement was, "Regular access to and use of technology is a central part of life-long learning. Technology is fully integrated into all curriculum, teaching, and administrative services of education." This was followed by a statement of nine core values associated with their vision which they stated should, "…permeate decisions and actions associated with the vision…"

These **core values** are that the use of technology should:

- ➲ Promote **equity** by fostering greater access to education for all;
- ➲ Promote **lifelong learning**;
- ➲ Promote **self-development** and esteem;
- ➲ Support interaction and development of **learning communities and cooperation**;
- ➲ Encourage and promote strong program **leadership**;
- ➲ Support the building of a **learning society** with both rights and responsibilities for learner and providers;
- ➲ Strengthen participation in society and in the **democratic process**;
- ➲ Reach a great **diversity** of learners, learning needs, learning contexts, and modes of learning;
- ➲ Equip learners to succeed and advance in an increasingly **technology-driven workplace and world**.

This was followed by identifying **Six Plan Priorities** along with corresponding **goals** and action steps for both State and Local level strategies.

1. **Access**—Adult learners enrolled in California adult education agencies will have equal access to technology hardware and electronic learning resources to:
   - ► Support the expansion of Web-based learning opportunities and programs;
   - ► Make distance learning a modality rather than an exception;
   - ► Pilot test new collaboration tools;
   - ► Develop a media production showing this technology vision and plan;
   - ► Explore further how to reach and serve underserved populations;
   - ► Develop partnerships and collaborations.

2. **Infrastructure**—California adult education agencies will have a minimum level of connectivity, and commonly agreed upon standards for refreshing technology hardware and support services commensurate with the infrastructure to:
   - ► Connect every school to the broadband high speed network;
   - ► Offer staff development for program educational technology leads on a regional or state-wide basis;
   - ► Increase coordination between technical support and instructional staff;
   - ► Define a benchmark or standards for the ratio of technical support staff to computers in adult programs;
   - ► Promote wider implementation of technology planning at the local level;

► Develop awareness/training in "real cost of ownership" issues in technology.

3. **Resources and Funding**—Adequate, equitable and on-going sources of funding will be available to support technology planning, acquisition, implementation, and evaluation to:

► Establish on-going funding sources;

► Advocate for adult education programs qualifying for the E-rate discount program and other state and federal funding opportunities;

► Research and document how technology affects student progress.

4. **Curriculum Materials and Instructional Resources**—All programs will have available a variety of electronic learning resources to address the distinct needs of their learners within and beyond the classroom to:

► Develop program standards of instructors and curriculum standards for learners that include technology information literacy;

► Set priorities for acquisition of new technology-based materials;

► Acquire and develop technology-based materials for correctional settings.

5. **Professional Development**—Effective, systematic and diverse professional development opportunities will be made available to all teachers and support staff to:

► Provide funding for leadership activities and local professional development;

► Continue to expand mentoring and peer coaching programs in technology;

► Ensure the offering of technology related sessions at conferences;
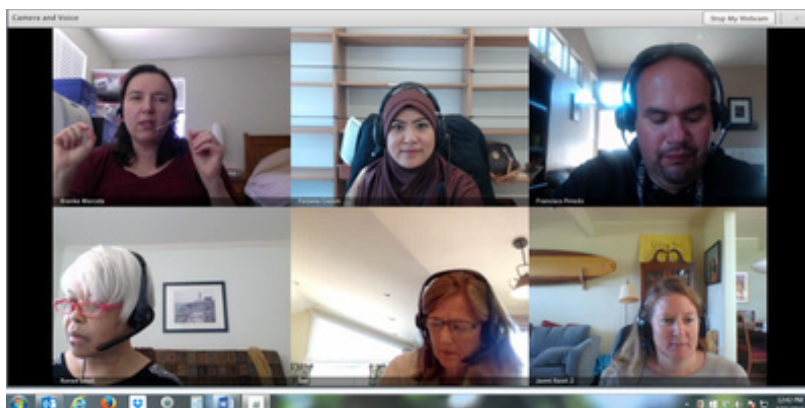
Figure 2 - Technology Integration Mentor Academy (TIMAC) Cohort 12 Online Meeting # 4

► Provide academies and summer institutes for teachers and others in technology skills and integration;

► Provide online professional development for teachers to increase their skills in using and integrating technology;

► Sponsor and support research in the field of technology integration, and connect this research to practice;

► Develop and distribute models of "promising practices" for technology integration.

6. **Student Information Systems**—An electronic method for tracking and sharing student level data between agencies will be devised using a unique statewide student identifier to:

   ► Support a comprehensive attendance and student information system design.

Figure 3 - AdultEd Online

The 2007-11 Technology Plan concluded with a listing of teacher technology competencies developed from the *AdultEd Online Project* (www.adultedonline.org). Twelve technology integration competency areas for adult educators were identified with two to six indicator competencies listed under each area for a total of 47 technology competency indicators being identified. These 12 technology competency areas with their respective technology competency indicators comprised Technology Integration Skills Self-assessment instrument used to survey the adult education instructor on the 12 technology competency areas:

1. Basic Computer Operation
2. Productivity Software
3. Instructional Software
4. Assistive Technology
5. Using the Internet
6. Virtual Communication and Collaboration
7. Video Technologies
8. Evaluating and Incorporating New Technologies
9. Managing the Technology-Enhanced Classroom
10. Assessment
11. Professional Development
12. Social, Legal and Health Issues

Timeline of the Annual Reports Leading Up to the Current Report

In 2013-14, the thirteenth and final report in a series of research papers on the California Innovation and Alternative Instructional Delivery Program primarily featuring the implementation of Distance Learning (DL) was completed. The purpose of the reports was to provide longitudinal analyses from 2000-2014 on the implementation of DL tracking both shifting demographics and learner performance in adult education programs funded in California through the Workforce Investment Act, Title II (WIA II) and reported to the National Reporting System (NRS) for accountability.

Prior to 2009-10, data used to develop those annual reports came from three required annual data sources submitted by local adult schools:

⮞ Innovation Programs Applications from adult schools choosing to participate in the DL program;

⮞ Adult school program data reports including demographics; and

⮞ Data submitted by program providers to the National Reporting System (NRS) to satisfy data collection and reporting requirements for receipt of funding from the Workforce Investment Act, Title II (WIA II).

Prior to 2009-10, the legislatively-required state funding of adult education had been in place which provided funding to Local Educational Agencies through the provisions and requirements of Education Code Section 52522. Beginning in 2009-10, Flex Funding was legislatively adopted allowing Education Code Section 52522 to be optional for local agencies to follow and would remain so until 2014-15. Under Flex Funding there was no legislated floor nor ceiling limit on the amount of budget local school districts could or should spend on adult education and its programs. This resulted in local school districts statewide redirecting much of their adult education fiscal allocations for use in programs other than adult education. The consequence was a plummeting of enrollments and participation in DL by over an 88 percent reduction from the prior fully- funded years. Even though the state reporting requirements were optional through Flex Funding, the federal NRS reporting requirements continued to be in force for participating WIA II agencies. Data reported through the NRS was used in the reports during this period to document the status of DL demographics and learner performance in California.

Status of the Technology Plan

The 2014-15 annual report marked the end of Flex Funding and a transition from the annual report primarily focused on DL to one that simply includes DL, and places more emphasis on the statewide local agency implementation of Technology Plans. The DL portion will mainly report the enrollment differences of learners participating in DL compared with classroom learners— the relative program share each had in 2008-09 (last fully funded program year before Flex Funding) compared to their respective enrollments in 2014-15.

As stated in CDE's instructions to Adult Schools submitting new Technology and Distance Learning Plans: "…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. …"

From 197 agencies submitting a technology plan in 2014-15 (Figure 4), 391 goals were submitted (averaging 1.98 goals per plan)—each agency was limited to a maximum submission of five goals. Agencies indicated program areas to be included in their technology goals: 51 were for ABE (13.0 percent); 102 for ASE (26.1 percent); 182 for ESL (46.5 percent); and 56 for other programs (14.3 percent). Plans also included the mode of instructional delivery used to achieve their goals. Of the 391 goals submitted, 200 agencies (51.1 percent) indicated their instructional mode of delivery to attain at least one of their goals to be face-to-face; 153 (39.1 percent) indicated the use of a blended approach to distance learning; and 38 (9.7 percent) indicated they would use distance learning.

Figure 4 - 2014-15 Tech Plan Agency Submissions

Teacher Skills Self-Assessment Results

Adult education agencies were instructed to survey at least 25 percent of their ABE, ASE, and ESL teaching staff using the Technology Integration Skills Self-assessment (Appendix A), composed of the original 12 technology integration competency areas (plus an additional thirteenth Technology Skill Category, **Managing the Blended/Online Classroom and Distance Program**), with the forty-seven technology skill competency indicators were distributed under each of the 13 corresponding Technology Skill Categories. Instructors were first requested to indicate what they felt their current skill level was for each of the 47 technology competency indicators using a four-point scale where "1" would indicate "very low" skill level, "2' indicating "low, need improvement", "3" indicating "good, but would like to improve more", or "4" indicating they felt their skill level was "excellent". As they responded about their felt skill level to each indicator, they were asked to additionally rate how important they felt each technology indicator had on their current or future teaching. They were to use a similar four-point scale where "1" would indicate the technology skill was felt to be "not important", "2" was somewhat important, but not high priority, "3" was important, or "4" indicated they felt the skill was "highly important".
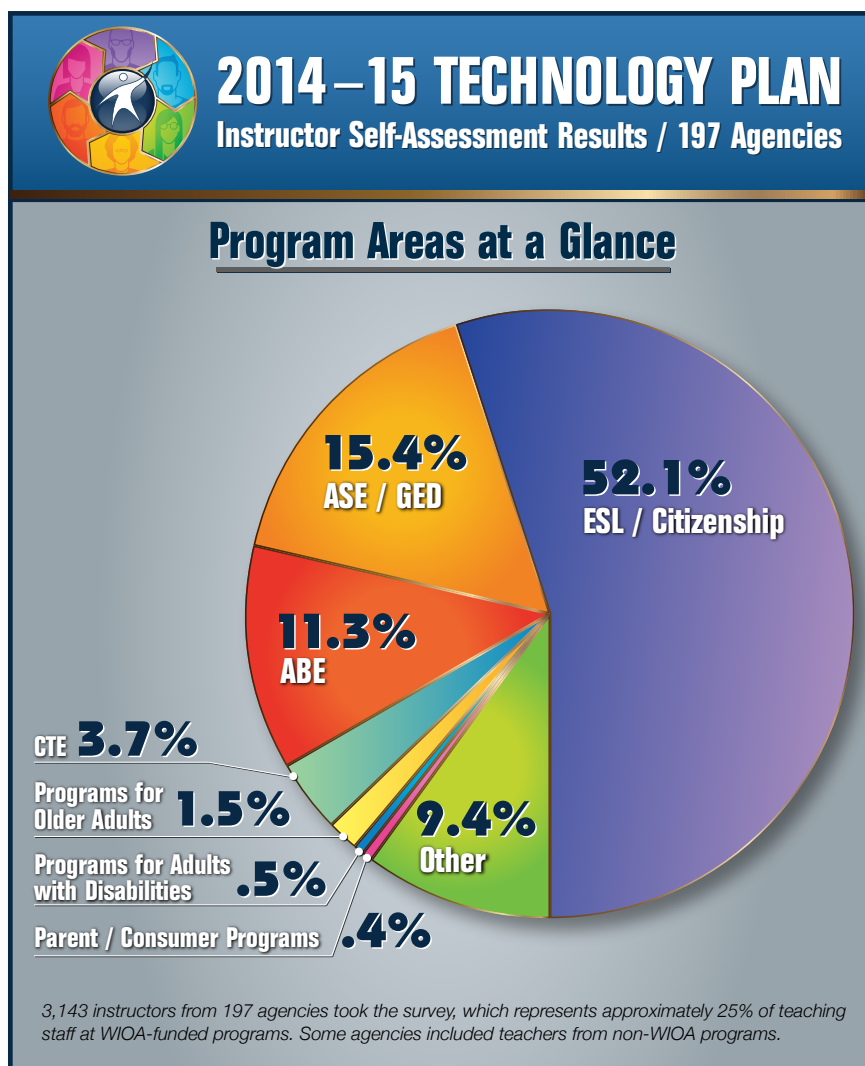

Figure 5 - Technology Plan Self-Assessment Results - Program Areas

The summarized data submitted from 197 agencies by 3,143 Instructors responding to the Technology Integration Self-Assessment for Instructors Instrument (Appendix A) are shown in Figure 5. Of the instructors responding to the instrument, 1,643 taught ESL/Citizenship (52.1 percent of total responding), 546 taught ASE/GED (15.4 percent), 402 taught ABE (11.3 percent), 131 taught CTE (3.7 percent), 54 taught Programs for Older Adults (1.5 percent), 17 taught Programs for Adults with Disabilities (0.5 percent), 15 taught Parent/Consumer Programs (0.4 percent), and the remaining 335 taught Other Programs for adults (9.4 percent).

The average perceived current skill levels ranged from 3.38 (indicating they felt their current skills were better than just "good" and would still like to improve more in Basic Computer Operations) to 2.49 (indicating they felt their current skills were "low, and need improvement") in Assessment Technology Skill Competencies are shown in Figure 6. The average of averages over all 13 Technology Skill Categories was 2.83, indicating instructors overall felt their current technology skill levels were between "low" and "good" and needing some improvement.

TECHNOLOGY SKILL CATEGORIES	Total Overall Averages		
	Perceived Skill Level	Perceived Importance to Teaching	Perceived Average Difference (Skill Minus Importance)
I. Basic Computer Operation	3.38	3.33	0.05
II. Productivity Software	2.88	2.89	0.00
III. Instructional Software	2.84	3.06	-0.22
IV. Assistive Technology	2.63	2.85	-0.22
V. Using Online Resources	2.99	3.04	-0.04
VI. Virtual Communication and Collaboration	2.76	2.74	0.02
VII. Video Technologies	2.82	2.63	0.19
VIII. Evaluating and Incorporating New Technologies	2.92	2.91	0.01
IX. Managing the Technology-Enhanced Classroom	3.05	3.13	-0.08
X. Managing the Blended/Online Classroom and Distance Program	2.75	2.95	-0.20
XI. Assessment	2.49	2.77	-0.28
XII. Professional Development	2.53	2.92	-0.39
XIII. Social, Legal and Health Issues	2.73	3.06	-0.33
Total Average of Averages	2.83	2.94	-0.12

Figure 6 - Technology Skill Competency Categories Summary Data

When asked to rate their perceived importance of the same Technology Skill Competencies to their current or future teaching, on the average, instructors rated Basic Computer Technology Competency Skills the highest at 3.33 and Video Technologies the lowest at 2.63. The overall average of averages of the 13 Technology Skill Categories for Importance to current or future teaching was 2.94, indicating the Technology Skill Categories were generally "important".

Shown in Figure 6, are differences or gaps between the perceived skill levels and the perceived importance ascribed to a corresponding Technology Competency Area to their current or future teaching. Data with a negative sign (-) indicate where skill importance was stronger than the current perceived skill. The data denoted in **red** (with a negative sign) indicate significantly lower perceived skill levels than perceived importance of corresponding technology skill competency areas had with their current or future teaching. The greatest gaps occurred with the Professional Development (**-0.39**), Social, Legal and Health Issues (**-.033**), and Assessment Technology Skill Competencies (**-0.28**). Other Technology Skill Competencies where significant differences occurred in the rating of importance of the skills were: Instructional Software; and Assistive Technology--the remaining positive gaps were more neutral with skill levels somewhat matching the skill category's perceived importance.

Learner Computer Survey Results

The March 31, 2015 edition of <u>THE Journal: Transforming Education Through Technology</u> entitled "Adult Education Lagging Way Behind in Tech" cited results from a national survey across the United States of 1,000 adult education program administrators and practitioners indicating that only 54 percent of students from their survey had '*complete access to computers on site*'.

The data in Figure 9 of the 35,879 adult students surveyed by OTAN on adult student access and use of technology in California had a more positive result and reported that:

- ➲ 77 percent had a computer in their home;
- ➲ 62 percent used the Internet in their home;
- ➲ 80 percent used the Internet at school;
- ➲ 75 percent had a smart phone;
- ➲ 81 percent texted on their smart phones; and
- ➲ 73 percent learned on the Internet at school.

The results from the survey used in this report indicated adult students across California had greater access to and use of technology than similar students across the nation. The response rate of the adult students to the survey questions was very high at an average of over 95 percent. Most of the responses to access and use of technology were quite positive, however one area was lower than all the other items: only 37 percent responded "yes" when asked if they learn through distance learning at their adult school. Although this specific result was lower than the other items queried, the reality of current participation in distance learning in California discussed below under the "Distance Learning Results" are alarmingly much lower.

Number of total responses: 33932

	(n)	%
Yes	27376	81%
No	6556	19%
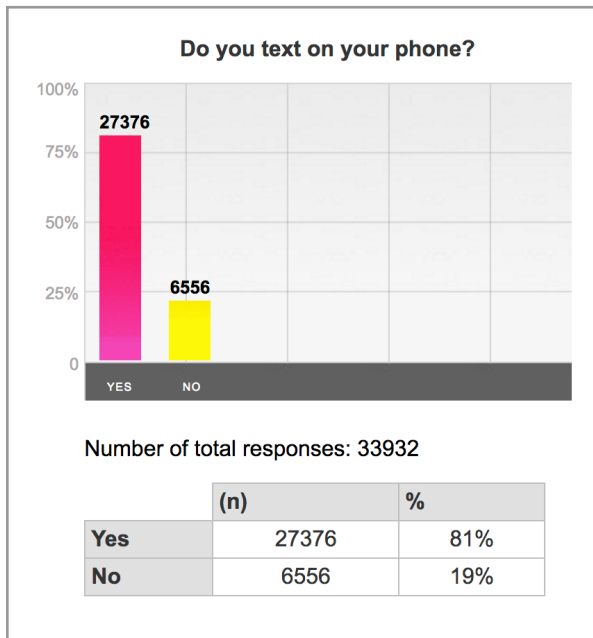
Figure 7 - Adult Learner Survey Results 2014–15

Number of total responses: 34258

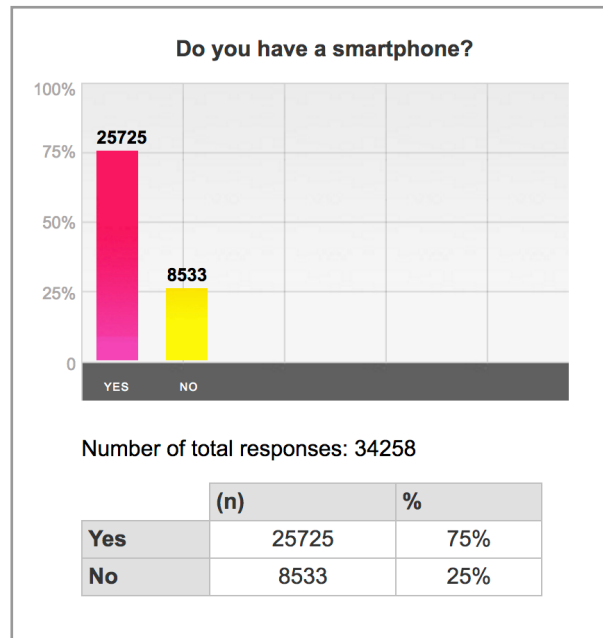|	(n)	%
Yes	25725	75%
No	8533	25%

Figure 8 - Adult Learner Survey Results 2014–15

Distance Learning Results

Figure 9 displays the combined adult student enrollments in ABE, ASE/GED and ESL/Citizenship from 2004-05 to 2014-15 for regular total classroom and distance learning students. Since these programs were federally funded through 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 Table 4 and 4C tabulations a student:

- Must not be under the age of 16;

- Not be concurrently enrolled in a non-adult education high school completion program;

- Have a valid Instructional Level measured by a federally approved assessment;

- Must have attended the adult program at least 12 hours: and

- Must have attended classes where instruction was delivered over 50 percent of the time via distance learning (non-classroom time).

As displayed in Figure 9, the largest enrollments of regular classroom learners and distance learning learners qualifying for inclusion in NRS Tables 4 and 4C was 689,239 in 2008-09--the last year of regular adult education funding that preceded the implementation of Flex Funding in the following year (2009-10).

Number of Learners Qualifying for NRS Tables 4 and 4C
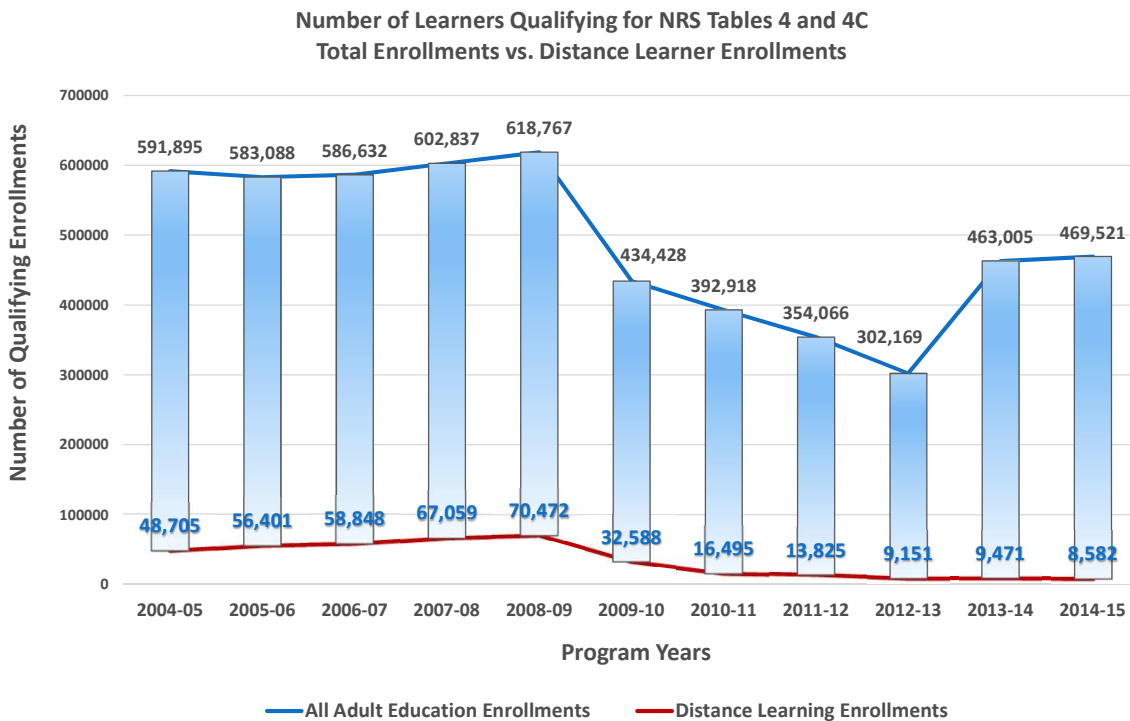**Total Enrollments vs. Distance Learner Enrollments**

Figure 9 - Adult Enrollments from 2004-05 to 2014-15 for Regular Adult and Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (CASAS 2014-15 WIOA Data)

In 2014-15, there was a total of 478,103 enrollees qualifying for the federal Tables:

- 469,521 (98.2 percent) were classroom learners and
- 8,582 (1.8 percent) were distance learners.

Compared to the 2008-09 enrollment, enrollments for 2014-15 represent a:

- 24.1 percent drop in classroom enrollments and
- 87.8 percent drop in distance learning enrollments.

The typical data from CASAS included in previous reports were confined to those data contained in Figure 9. Other data followed the trends displayed in prior reports with comparable differences being observed between classroom learning and distance learning only as those displayed in the past, since data on blended distance learning was no longer available.

There were discrepancies in the percentages of learners being identified as distance learners—37 percent of learners surveyed reported they learn through distance learning at their adult school and only 1.8 percent were reported as distance learners in the NRS Table 4C.

Some of the possibilities for these discrepancies might be:

- Learners recorded on NRS Table 4C needed to meet the first three criteria in the vetting process which learners in the survey may not be able to meet;
- Surveyed learners may be attending classes where over 50 percent of instruction was delivered via classroom rather than through distance learning;
- Surveyed learners not knowing the NRS criteria for designating a class as distance learning;
- Agencies participating in WIOA funding not fully identifying all classes that could be classified as distance learning;
- The defacto declassification of blended distance learning as distance learning modality reporting option when NRS defined the criteria for inclusion of learners into NRS Table 4C as only learners having distance learning more than 51 percent of the time. This decision denied 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. This decision obfuscated the power and positive value the separate definition of blended distance learning has had over the years in evaluating the effectiveness of the two modalities of distance learning instruction. In the future, data relating to blended DL could be ferreted out from existent databases and analyzed by controlling the amounts and conditions of classroom and DL interfaces with learners to ascertain if and where blended DL performance was significantly different than either DL by itself or classroom learner by itself.

When attempting to evaluate the effectiveness of a modality of instruction, such as distance learning, it is difficult to accomplish without extensive research and evaluation of the variables involved in connection with and impact to the delivery of instruction—including those germane to the behavior and ability of the learners.

With all these caveats aside, it is truly remarkable that for the last 13 years, the California Distance Learning Project Reports on DL have presented the consistent and superior persistence and performance attained by adult learners experiencing to some varying extent and quality of distant learning when blended to some varying extent to some form and quality of classroom instruction. These comparisons were contrasted against learning occurring only as distance learning by itself and classroom learning by itself.

Appendix A

Technology Integration Self-Assessment

Instructors (WIOA Title II: AEFLA TDLP)

Technology Integration Self-Assessment for Instructors (WIOA Title II: AEFLA TDLP)

Name: _____   Date: _____

(Please note that this printout is for your reference only. When you take this assessment online you will also have the opportunity to create an individual professional development plan.)

My Skill Level Now	Importance for my Teaching Now or in the Future
1= very low	1= not important
2= low, need improvement	2= somewhat important, but not high priority
3= good, but would like to improve more	3= important
4= excellent	4= highly important

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4

I. Basic Computer Operation

There are some basic skills and knowledge that both you and your students need to have in order to learn with technology. You need to be familiar with basic start-up steps (turning a computer on and off, opening, using and closing files), using the keyboard, printers, and trouble-shooting simple problems.

		1	2	3	4	1	2	3	4
1.	I can perform basic computer operations, such as managing files, opening and closing programs (Microsoft Word, Excel), moving between programs.								
2.	I can help students learn basic computer operations in the context of instruction, such as file management, keyboarding, using the toolbar, or printing documents.								
3.	I can fix minor computer problems, such as the computer freezing, not printing, or no sound coming from the speakers.								

II. Productivity Software

Productivity software allows people to perform various tasks, including creating written documents, creating graphs and spreadsheets, and creating presentations. Popular productivity software are Microsoft Word, Excel, and PowerPoint.

		1	2	3	4	1	2	3	4
1.	I can use functions of a word processing program to create a variety of documents.								
2.	I can implement classroom activities in which students use word processing software to complete assignments or projects.								
3.	I can use the features of presentation software to create presentations.								
4.	I can implement classroom activities in which students use a presentation program to complete assignments or projects.								

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4
5.	I can use relevant features of a spreadsheet for personal use and to automate administrative tasks, such as keeping a gradebook.								
6.	I can implement classroom activities in which students use a spreadsheet to complete assignments or projects such as making a budget or graphing the results of a class survey.								
7.	I can locate, scan, and manipulate graphics and save them in a variety of formats.								
8.	I can implement classroom activities in which students use graphics to complete assignments or projects.								

III. Instructional Software

Instructional software includes a wide array of programs. It ranges from complete curriculum solutions online, such as Aztec, Plato, GED Academy and SkillsTutor, to those used for specific skill development -- reading, writing, math, work skills, English as a Second Language skills, and other content areas.

1.	I can evaluate and use a variety of instructional software programs, including drill & practice.								
2.	I can track student progress and intervene appropriately.								
3.	I can develop individual learning plans for students based on the particular software.								

IV. Assistive Technology

Assistive Technology (AT) is a generic term that includes assistive, adaptive, and rehabilitative devices and the process used in selecting, locating, and using them. AT promotes greater independence for people with disabilities by enabling them to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to or changed methods of interacting with the technology needed to accomplish such tasks. (from Wikipedia [http://en.wikipedia.org/wiki/Assistive_technology])

1.	I can make computers and other technology more accessible to adults with disabilities, for example by making the cursor speed slower, or increasing font size.								
2.	I can locate software such as graphic organizers and text-to-speech software and/or assistive devices such as adaptive keyboards.								

V. Using Online Resources

Many classes have access to and use the Internet on a regular basis. Internet in the classroom can be an effective tool for teaching and learning.

1.	I personally use online resources on a regular basis for purposes such as research and communication.								
2.	I can use the online resources as an instructional tool on a regular basis, with students moving easily between Web sites and other sources of information.								
3.	I can evaluate the content of Web sites for validity and appropriateness.								
4.	I can create and maintain a Web site for class information and communication.								
5.	I know how to save and share my documents, bookmarks, and other materials online.								
6.	I encourage my students to save and share materials online.								

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4

VI. Virtual Communication and Collaboration

People today communicate using a variety of online technology tools. Some examples include e-mail, wikis, shared online documents, blogs, and social networking sites.

		1	2	3	4	1	2	3	4
1.	I use e-mail regularly, and can send and receive attachments.								
2.	I can help students set up an e-mail account and I can communicate with students via e-mail to receive and respond to assignments and for other communication.								
3.	I have created a blog or wiki, or shared a document online, or posted a comment on a Web site.								
4.	I have used one of these in the classroom and/or had students create one of these: discussion board, blog, podcast, and/or instant messaging.								
5.	I can help learners become comfortable with online learning, for example by maintaining a class Web site where students receive and complete assignments.								
6.	I can communicate with my students via a social networking site.								

VII. Video Technologies

Video technologies include video cameras and other digital media tools as well as video editing software. These tools can be used to create both teacher and student-generated videos.

		1	2	3	4	1	2	3	4
1.	I can use a video camera for personal use.								
2.	I can use videos effectively in the classroom to deliver content.								
3.	I can locate appropriate videos online to illustrate course content.								
4.	I can create video projects - for example, use video to document student progress or give students a video camera and a video project assignment								
5.	I can set up and use a webcam to communicate with others through Web-based video conferencing programs such as Skype.								

VIII. Evaluating and Incorporating New Technologies

One of the most difficult tasks you may face is simply keeping up with current technologies and choosing what is best to use in your classroom and program. Sometimes the challenge is that our students are way ahead of us!

		1	2	3	4	1	2	3	4
1.	I can use multiple new technologies personally.								
2.	I keep up with new developments in technology and consider whether they can be effective learning tools.								
3.	I can look for ways to use new technologies in the classroom, and evaluate results.								
4.	I can use features of a mobile device or phone such as text messaging, Web access, and apps.								
5.	I can use various cell phone features in the context of the classroom, e.g., texting, locating information, using maps and other educational applications.								

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4

IX. Managing the Technology-Enhanced Classroom

Learning to manage the technology-enhanced classroom is a challenging task for most teachers. You need to think about what you want student outcomes to be -- and then be able to select and use the technologies that will enhance those outcomes. You also need to be willing to take risks and experiment with new ideas and tools, and allow your students to sometimes be more expert than you are.

		1	2	3	4	1	2	3	4
1.	I can select technology appropriate for each learning task.								
2.	I am willing to take risks to try new things and I don't panic when things go wrong.								
3.	I frequently assign class projects, which integrate a variety of technologies.								
4.	I can tolerate "controlled chaos" in the classroom as groups of students work on a variety of tasks related to the lesson or project assigned.								
5.	I can accept not being the expert and acknowledge students as more expert than the teacher in some things.								

X. Managing the Blended/Online Classroom and Distance Program

The promise of online learning and teaching brings forth a unique set of challenges and successes for programs, teachers and learners. From selecting the curriculum and content and the digital platform, to orienting learners, to teacher compensation, these are just some aspects of this model of delivery that all levels of education are exploring and implementing.

		1	2	3	4	1	2	3	4
1.	I can use basic features of learning management systems such as assignments, announcements, chats, quizzes and gradebooks.								
2.	I employ appropriate tools and strategies to create an online community for my learners.								
3.	I pay attention to my online voice, am positive, personal, professional and approachable.								
4.	I manage my time effectively when preparing and running online/blended courses and interacting online with my learners.								
5.	I provide timely and regular feedback to my learners.								

XI. Assessment

There are some technology applications that can be used to evaluate learner outcomes. Many software programs have built-in assessments. You can also create your own customized assessments using online tools, and you can incorporate project-based assessments as you integrate technology into your classroom.

		1	2	3	4	1	2	3	4
1.	I can use commercial computer-based assessments or the learning management system of a large instructional software program.								
2.	I can create online quizzes and other assessments.								
3.	I can incorporate technology into performance-based assessment such as videotaping a role play, assigning student presentations with software, or using e-portfolios.								

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4

XII. Professional Development

Keeping up with and integrating technology into classrooms requires continuous learning and exploring. There are many ways you can continue to learn, including doing research online, subscribing to e-mail lists, using Twitter or other social networking sites, talking to friends, attending conferences, and even using this self-assessment tool.

		1	2	3	4	1	2	3	4
1.	I participate regularly in professional development courses or workshops related to integrating technology or new technologies into the curriculum.								
2.	I have taken, or am comfortable taking, professional development courses online.								
3.	For some of my professional development. I use listservs (e-mail discussion lists), blogs, wikis, social media and other Web-based resources								
4.	I have an online Professional Learning Network, including colleagues I've met virtually as well as in person.								

XIII. Social, Legal and Health Issues

The instructor serves as role model when it comes to using technology. This includes knowing and obeying copyright, privacy and other computer and Internet usage laws, modeling healthy habits while using computers, and thinking and talking about the role of technology in society.

		1	2	3	4	1	2	3	4
1.	I can identify appropriate 'Acceptable Use' policies and I have a procedure in place to monitor student computer use and enforce the policy.								
2.	I can identify current copyright laws for educators and I have a procedure for communicating these to students								
3.	I use good ergonomic practices when sitting at the computer, and I model these for students.								
4.	I cover topics of Internet safety, privacy and security in my instruction.								
5.	I cover topics of digital footprint and online reputation in my instruction.								
6.	I share strategies and techniques with my adult learners to increase their information literacy.								
7.	I can identify multiple roles of technology in society, reasons that technology is important, and ways it impacts our daily lives.								

Appendix B

Survey:

Use of Computers, Mobile Devices & Internet

for Adult Learners

Survey: Use of Computers, Mobile Devices & Internet for Adult Learners

Your name: _____ Teacher name: _____

Date:_____ MM-DD-YYYY Class:

☐ ABE Beginning Literacy   ☐ ESL Beginning Literacy   ☐ Other

☐ ABE Beginning Basic   ☐ ESL Low Beginning   ☐ _____

☐ ABE Intermediate Low   ☐ ESL High Beginning   ☐

☐ ABE Intermediate High   ☐ ESL Intermediate Low   ☐

☐ ABE Multi-level   ☐ ESL Intermediate High   ☐

☐ ASE Low   ☐ ESL Advanced   ☐

☐ ASE High   ☐ ESL Multi-level

1. Do you have a computer at home?   Yes   No

2. Who uses the computer in your home?

    ☐ Myself

    ☐ My husband

    ☐ My wife

    ☐ My child/ren

    ☐ My parents

    ☐ My siblings

    ☐ My friend/roommate

    ☐ Everyone

    ☐ Other, explain

    _____

3. Do you use a computer at school?   Yes   No

4. Do you use the Internet at home?   Yes   No

5. Do you use the Internet at school?   Yes   No

6. Do you use the Internet somewhere other than home or school?

    ☐ Work

    ☐ Shopping centers

    ☐ Restaurants

    ☐ Library

    ☐ Community Center

    ☐ Friends/relative's House

    ☐ Other, explain

    _____

Survey: Use of Computers, Mobile Devices & Internet for Adult Learners

7.   Do you have a smartphone [for example iPhone, HTC One, Samsung Galaxy 4]?   Yes   No

8.   Do you text on your phone [use SMS/MMS]?   Yes   No

9.   What do you do when you are on the computer, the internet or on your mobile device?

- ☐ Get information/do research
- ☐ Learn in class
- ☐ Learn outside class
- ☐ Apply for jobs
- ☐ Work
- ☐ Pay bills
- ☐ Email
- ☐ Shop
- ☐ Connect with friends and family on Facebook and/or other social media
- ☐ Get entertainment [watch videos/listen to music/read for pleasure/ play games}
- ☐ Other, explain

    _____

10.   If you communicate with your teacher with technology how do you do it?

- ☐ Talk on the phone
- ☐ Email
- ☐ Facebook or other social media
- ☐ Online course like Moodle, Edmodo
- ☐ Text by phone
- ☐ Other, explain

    _____

11.   Do you learn on the Internet at school?   Yes   No

12.   Do you learn on the Internet at home?   Yes   No

13.   Do you learn through your adult school's distance learning program?   Yes   No

14.   Do you know how to keep yourself safe on the Internet?   Yes   No

15.   Do you know how to keep your kids/grandkids safe on the Internet?   Yes   No