Technology and Distance Learning for California Adult Education

Annual Report 2011-12

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Introduction

Challenges in California Continue

The recession that began in 2008 continued in 2011-12, and adult education programs continued to experience severe budget cuts and in some cases programs were closed by their district. The EdSource Report, *At Risk: Adult Schools in California*, reported that in a survey conducted in October 2011, "23 of the state's 30 largest school districts had major cuts to their adult education programs, including Anaheim Union High School District, which eliminated its 73-year-old program in 2010-11."[1] The same survey found that only one large program remained the same. The other 28 programs suffered moderate to severe cuts. Oakland is noted as one of the more dramatically cut, going from a budget of $11.7 million at the beginning of 2008-09 to a projected budget of $1 million for 2012-13.

The number of programs being cut or eliminated is difficult to determine because flexibility eliminated the ability to track adult education funding with a budget code number. However, based on the experience of the Adult Education Office (AEO) in the California Department of Education (CDE), and data on student attendance and assessment, it appears that adult education has been reduced by approximately 50 percent. According to Debra Jones, former Administrator of the AEO, California served 1.2 million adult learners in 2008, and in 2010-11 the number has been reduced to 600,000.[2]

At the same time, according to the Adult Education Needs Assessment prepared for the California Department of Education Adult Education, Office by WestEd, the need for increasing the basic skills of the working population in the state has become more critical than ever. "Because the annual number of high school graduates replaces a very small fraction of the workforce, California must increase the educational attainment of adults currently in the workforce to maintain its economic vitality."[3] A large number of baby boomers are retiring, and consequently there will not be enough workers with the skills required to maintain the tax base to pay for needed services and to pay into the retirement system.

Along with immigrants, native speakers often need support for increasing basic skill levels. Almost one-third of all California students fail to graduate from public high schools within four years. All told, 5.3 million people lack a high school diploma.[4] All of these people need familiarity with the technology needed to communicate and to manage information.

Adult Education Leadership Projects

California receives federal funding through the Workforce Investment Act, Title II, for adult education, and part of these funds are set aside for leadership projects.

1 EdSource report downloaded at http://www.edsource.org/pub12-adult-school-california.html on August 20, 2012.
2 Debra Jones in testimony to the Little Hoover Commission, June 23, 2011
3 Darche, S., Nayar, N., Downs, P., Adult Education in California: Strategic Planning Process Needs Assessment, WestEd, November 2009, p.7.
4 Ibid., p. 16.

Leadership includes professional development and other activities designed to improve adult education services. In California we currently have three leadership projects:

- Comprehensive Adult Student Assessment Systems (CASAS) provides assessment and accountability tools and training
- California Adult Literacy Professional Development Project (CALPRO) provides professional development regionally and statewide
- Outreach and Technical Assistance Network (OTAN) provides support for technology integration and online collaboration, and support for the implementation of distance learning

Need for Instructional Technology

The job market continues to change and technology has become an integral component of almost every job category as well as most types of education. In the last 50 years, our economy has shifted from predominantly manufacturing to predominantly producing information and providing services. Information services alone grew from 36 percent in 1967 to 56 percent of the national economy in 1997.[5] *Reach Higher, America*, the 2008 report from the National Commission on Adult Literacy, reminds us that "the American economy requires that most workers have at least some postsecondary education or occupational training to be ready for current and future jobs…".[6] For adult learners to succeed personally and financially, they need technology skills that did not exist 10 years ago.

The Education Technology Taskforce formed by State Superintendent of Public Instruction, Tom Torlakson, recently presented its findings. Its charge was to prepare a California Education Technology Blueprint. Taking the National Education Technology Plan as its framework, the group made a number of recommendations, including:

- Promote the use of online instructional materials
- Support "any time, any place, any pace" learning
- Encourage and reward teachers and administrators' use of technology to support current and emerging paradigms of learning
- Develop guidance documents for 21st century competencies[7]

OTAN is funded to serve as the vehicle to make these and other goals related to technology and distance learning a reality for adult learners in California.

Distance Learning for Adult Learners

California has been a national leader in providing educational opportunities for adult students who are unable to attend traditional classes. Forty percent of all adult distance learners are studying in California. Data from California and elsewhere has demonstrated that distance students make gains at least equal to those of traditional classroom students, and that a blended model that includes both face-to-face and distance instruction produces greater gains than either modality separately.

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5 21st Century Skills, Education and Competitiveness, a Resource and Policy Guide, on the 21st Century Skills Web site at www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf , p.2

6 Reach Higher, America: Overcoming Crisis in the U.S. Workforce, National Commission on Adult Literacy, 2008, p. v

7 Memo from the Education Technology Taskforce downloaded at http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf on August 20, 2012.

The academic year 2011-12 marks the fourth year that responsibility for distance learning in adult education has been assigned to OTAN. In 2008-09, over 73,000 adult learners participated in distance learning, up from 56,000 students in 2007-08. Although enrollment in distance learning decreased by 55 percent in 2009-10, primarily due to budget cuts to programs, there is still a need for professional development for distance educators, and for the dissemination of research and information on the modality of distance learning. It is also incumbent on California to move adult distance learning in the direction of online delivery.

Mission and History of OTAN

OTAN's goal 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.

OTAN was created through California's adult education strategic planning process of the 1980's, and was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2011, 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 CDE AEO has funded the OTAN from July 1, 2011 through June 30, 2013 by contract CN110150. The source of the funding is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223. In addition, a second two-year contract was added in 2010-11, the OTAN Distance Learning Project, CN100220, also from the CDE AEO. The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the CDE AEO to detail the accomplishments of both 2011-12 OTAN contracts.

Promoting 21st Century Skills

The role of OTAN is to provide information and professional development to the adult education field on what technology and equipment to focus on for both administration and teaching, and how to effectively use technology to improve instruction. In 2011-12, OTAN employed a variety of strategies to provide these services.

Technology Integration Advisory Committee

The Technology Integration Advisory Committee normally meets twice a year, but this year it met once to review the year's work on the Teaching with Technology Section (See p. 20). This year the Advisory Committee was held at Jefferson Adult School in Daly City, with participation from teachers at Jefferson as well as South San Francisco Adult School and San Mateo Adult School. Ten teachers were introduced to the Teaching with Technology Section and given the opportunity to take it for a test drive. They provided excellent feedback on both programming and design issues, and many of their suggestions were implemented.

Professional Development Materials

OTAN offered 14 face-to-face workshop topics and 27 online workshop topics this year. Each session provided a handout for participants, either digitally or in hard copy. Most workshop handouts were revised at least once this year. Some topics, such as Online Documents, which is based on Google Docs, a site that changes and adds features on a regular basis, required handout revisions every time they were offered.

In addition to workshop handouts, OTAN staff provided 42 presentations at regional, state, and national conferences, and the handout for each of these was developed for its particular audience. In some cases, the handout was simply a Web address or QR code leading to a wiki or Web page containing the information. This approach has proved popular because most handouts contain Web addresses for a variety of resources, some quite lengthy, so it is more convenient for participants to be able to select the links rather than type them in.

Face-to-Face Workshops on Technology Topics

OTAN staff provided 20 hands-on lab sessions for 269 participants on a variety of technology topics in 2011-12. (See Exhibit 1B.1) Twelve instructors were hired as temporary staff to present workshops. Fourteen topics were available to the field upon request:

- Internet Resources for Adult Education Teachers

- Internet Resources for ESL/EL Civics Teachers

- Social Networking for Adult Education

- PowerPoint for Adult Education (Beginning and Advanced PowerPoint 2003 and 2007)

- Using Web Sites to Teach Math

- Cell Phones in Adult Education

- Online Documents and Tools – Create and Share on the Cloud!

- Creating Web Pages with Weebly

- Creating Web Pages with WordPress

- OTAN's Online Lesson Plan Builder

- Interactive Whiteboards – Creating Student Activities (Promethean, SmartBoard, or other brands)

- Teaching Critical Thinking for the Internet

- Creative Classroom & Activity Ideas using MS Word

2011-12 FACE-TO-FACE WORKSHOPS ON TECHNOLOGY TOPICS				
DATE	TITLE	LOCATION	TRAINER	#
6/1/12	Creating Web Pages with Weebly	Capistrano Adult School	Swanson, Linda	10
5/11/12	Cell Phones in Adult Education	Fremont Adult and Continuing Education	Gaer, Susan	10
5/4/12	Online Documents and Tools - Create and Share on the Cloud!	Culver City Adult School	Holt, Melinda	11
4/26/12	Teaching Critical Thinking for the Internet	Metropolitan Education District (Metro Ed)	Marceta, Branka	18
4/19/12	Online Documents and Tools - Create and Share on the Cloud!	Elk Grove Adult and Community Education	Marceta, Branka	8
4/5/12	Interactive Whiteboards - Creating Student Activities (SmartBoard/ Promethean)	Chaffey Adult School	Roy, Blair	15
3/16/12	Creative Classroom & Activity Ideas Using MS Word 2007	Milpitas Adult Education	Swanson, Linda	16
3/2/12	Internet Resources for Adult Education Teachers	Capistrano Adult School	Swanson, Linda	16
3/1/12	Interactive Whiteboards - Creating Student Activities (SmartBoard/ Promethean)	Mt. Diablo Adult School	Marceta, Branka	10
2/17/12	Internet Resources for ESL/EL Civics Teachers	Milpitas Adult Education	Swanson, Linda	13
2/15/12	Interactive Whiteboards - Creating Student Activities (SmartBoard/ Promethean)	Placer School for Adults	Roy, Blair	11

Exhibit 1B.1

2011-12 FACE-TO-FACE WORKSHOPS ON TECHNOLOGY TOPICS

DATE	TITLE	LOCATION	TRAINER	#
2/10/12	Online Documents and Tools - Create and Share on the Cloud!	Simi Valley Adult School	Holt, Melinda	10
1/31/12	Internet Resources for Adult Education Teachers	San Diego Community College	Marceta, Branka	24
1/25/12	Creative Classroom & Activity Ideas Using MS Word 2007	East Side Adult Education - Independence Center	Swanson, Linda	16
1/24/12	Creative Classroom & Activity Ideas Using MS Word 2003	East Side Adult Education - Overfelt Adult Center	Swanson, Linda	18
1/20/12	Creative Classroom & Activity Ideas Using MS Word 2007	Alameda Adult School	Swanson, Linda	12
1/19/12	Creating Web Pages with Weebly	South San Francisco Adult Education	Swanson, Linda	10
1/17/12	Cell Phones in Adult Education	Chaffey Adult School	Marceta, Branka	19
12/1/11	Cell Phones in Adult Education	Milpitas Adult Education	Marceta, Branka	15
10/14/11	Creating Web Pages with Weebly	San Ysidro Adult Education	Swanson, Linda	7
TOTAL WORKSHOPS: 20			**TOTAL PARTICIPANTS: 269**	

Exhibit 1B.1 (continued)

Participants generally responded positively in their evaluations. (See Exhibit 1B.2) The highest average score was for recommending the workshop to colleagues, and the lowest was for feeling comfortable to start using the new skills learned. It is not surprising that it might take more than a three-hour workshop to feel comfortable with a new skill. All workshops assign homework for participants to practice their skills, and instructors follow up and respond to homework submissions. Participants who complete the homework assignment receive an additional hour of professional development credit.

SUMMARY OF FACE-TO-FACE WORKSHOP EVALUATIONS

5 = STRONGLY AGREE   3 = NEUTRAL   1 = STRONGLY DISAGREE
N=204

	5	4	3	2	1	AVERAGE SCORE
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	161	36	4	2	1	5
2. THE TRAINING WAS WELL-PACED	146	45	12	1	0	5
3. THE TRAINING MET YOUR EXPECTATIONS	139	45	17	2	1	5
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	132	49	19	3	1	5
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	165	34	3	0	2	5
					OVERALL AVERAGE	5

Exhibit 1B.2

Online Workshops on Technology Topics

OTAN offered a total of 33 online workshops on technology topics in 2011-12, for 352 participants. Attendance ranged from 4 to 28, with an average of 11 participants per session. The 16 available workshop topics included:

- 10 Activities Using Google Search for You and Your Students

- Cell Phone Basics to Use in the Classroom

- Cell Phone Activities Using Voice and Camera

- Create Free Online Quizzes

- Create Quick and Easy PowerPoint Slide Shows for Instruction

- Create, Share, Review, and Collaborate with Online Documents

- Interactive Whiteboards – Creating Student Activities

- Online Documents: Create, Share, and Collaborate!

- Online Resources for ABE/ASE/GED Teachers

- Online Resources for ESL/EL Civics Teachers

- Online Slide Shows - Create, Share, and Present

- Simple Free Web Tools to Use with Basic Literacy Students

- Social Networking for Adult Education (Mostly Facebook)

- Teaching Critical Thinking for the Internet

- Three Fun Online Activities for Students

- Using Picture Dictionaries in the Multilevel ESL Classroom

> *"The whole training was very useful. The facilitator was clear and knowledgeable. I thought this was the best and most useful training I have taken."*
> *- Online workshop participant*

Exhibit 1B.3 shows the online workshops offered.

2011-12 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	**TITLE**	**TRAINER**	**#**
6/7/12	Teaching Critical Thinking for the Internet	Marceta, Branka	9
6/1/12	Using Picture Dictionaries in the Multilevel ESL Classroom	Goldstein, Jayme	12
5/31/12	Simple Free Web Tools to Use with Your Students	Roy, Blair	28

Exhibit 1B.3

2011-12 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS

DATE	TITLE	TRAINER	#
5/24/12	Interactive Whiteboards - Creating Student Activities (Promethean)	Pinedo, Francisco	8
5/22/12	Teaching Online: Web conferencing and other Synchronous Tools	Fanning, Barbara	18
5/11/12	10 Activities Using Google Search for You and Your Students	Holt, Melinda	8
4/27/12	Create Quick and Easy PowerPoint Slide Shows for Instruction	Bakin, Barry	5
4/20/12	Online Documents: Create, Share, and Collaborate!	Holt, Melinda	4
4/6/12	Cell Phones Part 3: Smartphone Applications to Use in the Classroom	Gaer, Susan	8
3/30/12	Simple Free Web Tools to Use with Your Students	Reyes, Kristi	4
3/23/12	Create FREE Online Quizzes	Bakin, Barry	12
3/2/12	Cell Phones Part 2: Activities Using Voice and Camera	Gaer, Susan	12
2/24/12	Teaching Critical Thinking for the Internet	Marceta, Branka	7
2/17/12	10 Activities Using Google Search for You and Your Students	Holt, Melinda	13
2/17/12	Create Quick and Easy PowerPoint Slide Shows for Instruction	Bakin, Barry	12
2/3/12	Cell Phones Part 1: Basics to Use in the Classroom	Marceta, Branka	14
1/27/12	Create FREE Online Quizzes	Bakin, Barry	13
1/19/12	Three Fun Online Activities for Students	Reyes, Kristi	10
1/13/12	Online Documents: Create, Share, and Collaborate!	Holt, Melinda	11
1/12/12	Social Networking for Adult Education (Mostly Facebook)	Marceta, Branka	16
12/5/11	Teaching Critical Thinking for the Internet	Marceta, Branka	15
11/18/11	Simple Free Web Tools to Use with Your Students	Reyes, Kristi	11
11/10/11	An Online Presence for Teachers	Swanson, Linda	6
11/4/11	Cell Phones Part 2: Activities Using Voice and Camera	Gaer, Susan	12

Exhibit 1B.3 (continued)

2011-12 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	**TITLE**	**TRAINER**	**#**
10/28/11	Using Web Sites to Teach Math	Rosemberg, Leila	9
10/27/11	Using Web Sites to Teach Math	Rosemberg, Leila	12
10/21/11	Three Fun Online Activities for Students	Reyes, Kristi	10
10/18/11	Interactive Whiteboards - Creating Student Activities (SmartBoard)	Roy, Blair	6
10/14/11	Using Picture Dictionaries in the Multilevel ESL Classroom	Goldstein, Jayme	14
10/07/11	10 Activities Using Google Search for You and Your Students	Holt, Melinda	10
10/03/11	Online Documents: Create, Share, and Collaborate!	Holt, Melinda	8
09/30/11	Cell Phones Part 1: Basics to Use in the Classroom	Gaer, Susan	7
09/30/11	Social Networking for Adult Education (Mostly Facebook)	Marceta, Branka	8
TOTAL ONLINE WORKSHOPS: 33		**TOTAL PARTICIPANTS: 352**	

Exhibit 1B.3 (continued)

Exhibit 1B.4 shows the number of workshop attendees by county for counties with 10 or more attendees. Not surprisingly, the Los Angeles Division of Adult and Community Education had by far the most attendees, but six other counties had 10 or more teachers attending. Exhibit 1B.5 is a list of the 14 agencies with five or more participants. Again, Los Angeles tops the list, but some more rural agencies like Glenn County Office of Education are also represented. A total of 75 agencies had at least one workshop participant.

2011-12 COUNTIES WITH 10 OR MORE WEBINAR ATTENDEES	
COUNTY	**ATTENDEES**
LOS ANGELES	106
SAN DIEGO	35
ORANGE	21
SANTA CLARA	19
SAN MATEO	15
CONTRA COSTA	12
ALAMEDA	11
NONE DESIGNATED	68

Exhibit 1B.4

2011-12 AGENCIES WITH FIVE OR MORE ONLINE WORKSHOP PARTICIPANTS	
AGENCY	**ATTENDEES**
LOS ANGELES USD - DACE	79
SANTA ANA COMMUNITY COLLEGE	18
SWEETWATER DIVISION OF ADULT EDUCATION	15
GLENN COE	12
FRESNO ADULT SCHOOL	11
FREMONT ADULT SCHOOL	9
GLENDALE COMM. COLLEGE CONTINUING EDUCATION	7
JEFFERSON ADULT EDUCATION	7
BALDWIN PARK USD	6
SOUTH SAN FRANCISCO USD	6
MIRACOSTA COMMUNITY COLLEGE	5
MOUNTAIN VIEW-LOS ALTOS ADULT SCHOOL	5
PETALUMA ADULT SCHOOL	5
RIVERSIDE ADULT SCHOOL	5

Exhibit 1B.5

Participants responded favorably to the online workshops (see Exhibit 1B.6). Ninety-two percent of participants either agreed or strongly agreed that they would recommend the workshop to colleagues, but only 64 percent agreed or strongly agreed that they were ready to implement the new skill.

SUMMARY OF ONLINE WORKSHOP EVALUATIONS							
5 = STRONGLY AGREE			**3 = NEUTRAL** N=261			**1 = STRONGLY DISAGREE**	
	5	**4**	**3**	**2**	**1**	**AVERAGE SCORE**	
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	194	38	21	4	4	5	
2. THE TRAINING WAS WELL-PACED	167	49	34	8	3	4	
3. THE TRAINING MET YOUR EXPECTATIONS	166	58	25	9	3	4	
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	161	66	25	5	4	4	
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	208	31	11	4	7	5	
					OVERALL AVERAGE	**5**	

Exhibit 1B.6

Research on Technology Topics

OTAN subscribes to 28 journals and magazines related to educational technology, and circulates them among the staff. Each individual may choose the publications that come to them. We also subscribe to the national adult education e-mail lists hosted by the federal LINCs adult education system, and frequently participate in national discussions on adult education topics such as the use of social media and online instruction in adult education. In addition, staff keep up with technology podcasts and blogs, and constantly update their skills through individual exploration.

OTAN staff provides information on new educational technologies to the field through conference presentations. In 2011-12, 25 presentations were made at 12 different conferences to 1,136 attendees. (Exhibit 1C.1)

2011-12 PRESENTATIONS ON TECHNOLOGY TOPICS				
DATE	**TITLE**	**LOCATION**	**PRESENTER**	**#**
6/15/12	Electronic Portfolios for Empowered Learners and Happy Teachers	CASAS National Summer Institute	Marceta, Branka	25
6/12/12	Technology in Adult Education: Promising Practices and New Directions	CASAS National Summer Institute	Marceta, Branka	55
5/21/12	Google Docs and Tools	CCAE Northern Section	Holt, Melinda	31
5/19/12	Using LinkedIn	CCAE Northern Section	Thacher, Marian	43
5/19/12	Facebook and Twitter in Adult Education	CCAE Northern Section	Marceta, Branka	30
5/5/12	Can Facebook Help Track Student Outcomes?	CCAE State Conference	Marceta, Branka	15
5/5/12	Sharpen Your Skills Without Leaving Home	CCAE State Conference	Thacher, Marian	5
5/5/12	How Does Technology Fit Into My Lesson?	CCAE State Conference	Thacher, Marian	10
5/4/12	How Can Your Phone or Tablet Make You More Productive	CCAE State Conference	Thacher, Marian	37
5/4/12	Learning to Use Mobile Technology in the Adult Ed Classroom	CCAE State Conference	Pearson, Penny	16
5/4/12	Electronic Portfolios for Empowered Learners and Happy Teachers	CCAE State Conference	Marceta, Branka	12
4/16/12	Technology for Transitions to the Workplace: Promising Practices	CATESOL State Conference	Marceta, Branka	200
4/14/12	21st Century Skills for ESL Teachers	CATESOL State Conference	Thacher, Marian	21

Exhibit 1C.1

2011-12 PRESENTATIONS ON TECHNOLOGY TOPICS				
DATE	**TITLE**	**LOCATION**	**PRESENTER**	**#**
4/14/12	Electronic Portfolios for Empowered Learners and Happy Teachers	CATESOL State Conference	Marceta, Branka	25
11/14/11	21st Century Skills	Library Literacy Conference	Thacher, Marian	29
11/5/11	Facebook for Teaching and Learning	CATESOL Northern Regional	Marceta, Branka	20
11/5/11	Using Moodle to Supplement Instruction in the ESL Classroom	CATESOL Northern Regional	Roy, Blair	15
11/3/11	21st Century Skills for Administrators	ACSA Conference	Thacher, Marian	122
10/29/11	Using Moodle to Supplement Instruction in the Classroom	CCAE South Coast Section Conference	Roy, Blair	29
10/29/11	Using Cell Phones in the Adult Ed Classroom	CCAE South Coast Section Conference	Roy, Blair	14
10/22/11	Facebook for Teaching and Learning	CATESOL Los Angeles Regional	Marceta, Branka	15
10/15/11	Social Media in Adult/ESL Education (mostly Facebook)	CATESOL San Diego Regional	Marceta, Branka	20
10/15/11	21st Century Skills for Teachers	CATESOL San Diego Regional	Thacher, Marian	245
10/11/11	Is Your Online Presence Postitive?	VALUE USA Learner Conference	Marceta, Branka	8
8/22/11	21st Century Skills	Santa Ana College Flex Day	Thacher, Marian	94
TOTAL PRESENTATIONS: 25		**TOTAL PARTICIPANTS: 1,136**		

Exhibit 1C.1 (continued)

In addition to conference presentations, OTAN produced a video on using Facebook for program marketing. This video features interviews with administrators and coordinators at Downey Adult School and Torrance Adult School, two agencies that have been in the forefront of experimenting with social media for student recruitment and for retaining students and encouraging former students to return. This video is posted in the OTAN Video Gallery. (Exhibit 1C.2)

Dr. Wayne Diulio
Director
Torrance Adult School

Exhibit 1C.2

Promoting Distance and Blended Instruction

Since OTAN staff work with agencies submitting Innovation and Alternative Instructional Delivery Programs applications and evaluations, they are aware of how agencies are beginning to experiment with blended instruction. Blended learning is defined as any time a student learns, at least in part, at a supervised brick-and-mortar location away from home and, at least in part, through online delivery with some element of student control over time, place, path, and/or pace. It is used synonymously with "hybrid learning."

Blended learning is the most frequently used model for providing adult learners with experience in online learning. Adult education programs generally begin with supplemental Web sites that provide learners with extra materials to enhance their traditional classroom learning. Over time, and with professional development, teachers start to explore other ways to help students learn any time and at their own pace.

Through OTAN's effort to support and develop teachers in using a course management system (Moodle), more and more adult education teachers are using Moodle as an online component to their face-to-face instruction. Examples include schools such as Jefferson Adult School that offers blended courses in ESL, EL Civics and writing. Students are introduced to the courses by their face-to-face teachers and provided continuous support throughout the term.

Sweetwater Adult Education offers a blended program where students access activities, writing assignments and other resources to help prepare them for college and career. Teachers provide a basic orientation to the course both face-to-face and within the online course, including tutorial videos to help students navigate the course and understand the resources and activities they need to complete. Each student is required to meet with their teacher for 30 minutes each week to review their work and have any lingering questions answered. The majority of instruction takes place online.

In another Sweetwater program, English language learners are given an orientation to a popular language learning program delivered through the Internet. Although students have their own login credentials, students do the majority of their work in an onsite computer lab with support available if needed. Teachers review student work and provide feedback online.

Berkeley Adult School expanded their offerings this year by offering a blended ESL program using USA Learns and a Moodle course specifically designed to "wrap around" the second level USA Learns course. Students were provided face-to-face time for orientation as well as scheduled time with their instructors to review their work. Students completed their work either through designated times at the school, or by accessing all the materials from home if they had Internet access. Teachers found that student persistence was extremely high with 98 percent of enrolled students completing the course.

Distance Learning Advisory Committee

The OTAN Distance Learning Advisory Committee met in October 2011 and March 2012. The committee includes administrators, teachers, outside partners, and state level staff. (Exhibit 1D.1) In October, there were reports on the Innovation Programs applications and on various online courses being developed or hosted by OTAN, but the main discussion topic was the Request for Proposals that OTAN was developing for agencies requesting funding to increase online instruction, the Adult Learning in an Online Environment (ALOE) project. There was an accompanying discussion on the issues surrounding online instruction, including how to pay teachers, how to choose curriculum, and how to promote and support such courses.

DISTANCE LEARNING ADVISORY COMMITTEE	
	TITLE AND AGENCY
ADMINISTRATORS	
Vitttoria Abbate-Maghsoudi	Assistant Principal, Mt. Diablo Adult Education
Jennifer Barrett Grove	Assistant Principal, Placer School for Adults
Lynn Bartlett	Distance Learning Coordinator, San Juan USD
Susan Escobar	Distance Learning Coordinator, Elk Grove Adult & Community Education
Karla Frizler	Distance Learning Coordinator, Torrance Adult School
Burr Guthrie	Principal, Berkeley Adult School
Bob Harper	Principal, Campbell Adult Education
Kay Hartley	Principal, Fairfield Suisun Adult School
Portia La Ferla	ESL Coordinator, Torrance Adult School
Crystal Robinson	Distance Learning Coordinator, Sweetwater USD
Paul Yung	Distance Learning Coordinator, Los Angeles USD
INSTRUCTORS	
Debbie Jenson	ABE Instructor, Baldwin Park Adult & Community Education
Kay Johnson	ESL/Citizenship Instructor, Jefferson Adult Division
Kathleen Jain	ESL Instructor, Berkeley Adult School
Rhonda Koff	ABE Instructor, Elk Grove Adult & Community Education
Evelyn Lenton	ASE/GED Instructor, Antelope Valley Adult School
Karen Malkiewicz	ESL Instructor, Elk Grove Adult & Community Education
Lynn Sanchez	ESL Instructor, Stanislaus Literacy Center
OUTSIDE PARTNERS	
Jacquie Brinkley	Programs Consultant, California State Library
STAFF	
Sheila Bollenbach	Consultant, Adult Education Office, CDE
John Fleischman	Assistant Superintendent, Sacramento County Office of Education
Catherine Green	Research Analyst, CALPRO
Branka Marceta	Technology Projects Coordinator, OTAN
Penny Pearson	Distance Learning Coordinator, OTAN
Marian Thacher	Director, OTAN
Patricia Terry	Administrator. CDE

Exhibit 1D.1

In March, discussions focused on topics to be included in an upcoming series of webinars for administrators on planning and implementing online instruction, an update on the ALOE projects and agencies selected, and possible topics for a mobile application to be developed by OTAN.

Videos on Blended Instructional Models

Three videos were produced documenting how adult education instructors are using Facebook to extend learning, build a sense of community in the classroom, and assist students with transitioning to job training and jobs.

Using Social Media to Create Community in an ESL Class: Ann Marie Damrau, a Level 5 ESL teacher at San Diego Community College District Continuing Education, uses Facebook to extend learning, posting daily follow-up activities based on what was covered in class. In this video, she explains her approach, and her students also comment on what having a Facebook group for their class means to them. (Exhibit 1D.2)

Exhibit 1D.2

Social Media in CTE: Mato Kuwapi-Parker teaches Emergency Medical Technician classes at Fresno Adult School. He uses Facebook and Twitter extensively to keep students informed about assignments, quiz results, and community events. Students check in on the page regularly to see what is going on and what to expect in class. (Exhibit 1D.3)

Exhibit 1D.3

Social Media Supports Transition to Work: Again at San Diego Community College District Continuing Education, the Vocational ESL Instructor, Donna Price, provides a Facebook group for her VESL students who are studying in the Personal Care Assistance class. Many of her students continue on to the Certified Nursing Assistant class where Instructor Kathy Campbell also has a Facebook Group. Students participate in both groups, sharing information about jobs and the job hunting process with both past and present fellow students. (Exhibit 1D.4)

Exhibit 1D.4

Teaching with Technology

The concept of the integration of technological knowledge, pedagogical understanding, and content knowledge is the current focus of technology integration in instruction. Technology is no longer viewed as a set of tools to be integrated into teaching, but rather teaching is assumed to include all three areas of knowledge – technological, pedagogical, and content knowledge (TPACK) – in a balanced and effective format.[1] (Exhibit 2A.1)

Teaching with Technology Section

Based on the TPACK framework, OTAN has focused this year on completely revising the vast collection of links to teacher resources on the OTAN Web site. First, a group of five field experts were hired and trained on the TPACK model and concepts. The group then developed a process for reviewing all the OTAN resources in order to add them to the new section, called Teaching with Technology. A database was created with fields for the following information on each technology resource:

- Title
- Web Site or Technical Equipment Required
- Web Site Example
- Example Document(s)
- Activity Description
- How-To
- Preparation
- Teacher Tips
- More Ways
- Keywords
- Levels
- Subjects
- Standards or Competencies
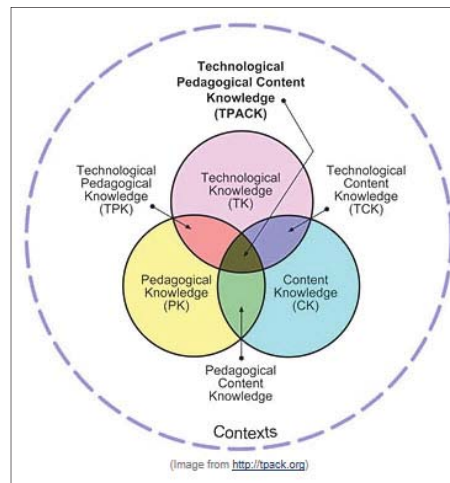
Exhibit 2A.1

The field group then entered 317 resources for all levels of ESL, ABE, GED, and High School Diploma subjects. Users may search the section using multiple filters such as program area, level, skill and competency, or they may search using keywords such as "reading fluency" or "comics."

Once the section was completed, the search developed and refined through beta testing, and made live, four videos were produced and posted. One video introduces the section and how to use it, and then a specific video for each program area – ESL, ABE and High School/GED are available on the program pages.

The launch of the section was announced at a workshop at the state CCAE conference in Fresno in May. Teachers responded positively to the ability to search

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1 Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A new framework for teacher knowledge. *Teachers College Record. 108*(6), 1017-1054, or http://punya.educ. msu.edu/publications/journal_articles/mishra-koehler-tcr2006.pdf
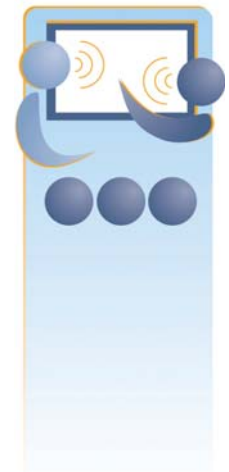
by level and topic. In June, the Technology Integration Advisory Committee met at Jefferson Adult School to review the new section and give input. Based on their suggestions and observations of the teachers navigating the section, some improvements were made to the search and general navigation to make it more intuitive. This project will continue in the following year, with more resources added, improvement of the formatting, and the possible addition of other program areas.

The Technology Integration Mentor Academy (TIMAC)

TIMAC training was provided by experienced adult education technology mentors from across the state. Training fell into three categories, all of which proved to be vital to the development of effective mentors. These three areas included:

- **Mentoring theory and practice**
  - Progressive mentoring skills model
  - Framework for mentoring
  - Listening, communications, helping and problem solving skills
  - Dealing with resistance
  - Goal setting
  - Team building
  - Working with administrators and technology support staff

- **Technology integration philosophy**
  - Key points
  - Roadblocks
  - Lesson swap
  - Working with program goals and priorities
  - Project planning

> *"I really enjoyed the workshop on mentoring techniques. The technology integration presentations were excellent. I'm very lucky to be part of this cohort and know that with your assistance and my positive attitude we will accomplish this project."*
> *- Adult Education Teacher*

- **Technology skills**
  - Web Presence: Wikis and Web sites, social networking
  - Online meetings and trainings
  - Interactive whiteboards and document cameras for teaching and learning
  - Presentation software – design and delivery
  - Use of cell phones in education

During the training, Cohort 8 participants planned a project in collaboration with colleagues and administrators at their schools, and implemented the project during the winter and spring of 2012. E-mail, online meetings, phone conferences, and face-to-face meetings were used to provide on-going support to the mentors as they returned to their schools to implement their projects and affect technology integration.

Who Were the Technology Integration Mentors (TIMs)?

Participants in Cohort 8 were teachers from 15 adult education programs throughout California (Exhibit 2C.1 and 2C.2). Teachers wishing to become mentors were required to submit a written application explaining their interest in the program and their ability to provide active leadership at their respective sites as well as statewide. All selected participants were also required to display their commitment to the integration of technology into instruction in their own classrooms and in their program. It was not

TIMAC Participants Cohort 8 (2011-12)

Christine Paynton
Mt. Diablo Adult Education

Pamela Hughes
Jewish Vocational Services

Mato-Kuwapi Parker
Fresno Adult School

Heather Simonovich
Campbell Adult and Community Education

Lupe Lozano
El Monte-Rosemead Adult Education

Wilder Ynoquio
Rowland Adult School

Tina Todd-Long
San Bernardino Adult School

Kristy Hirschberg
Oxnard Adult School

Francisco Lopez
Chaffey Adult School

Richard Rose
LAUSD DACE, West Valley OC

Abdel Illah Belblidia
Mt. San Antonio College

Farzana Cassim
LAUSD DACE, Evans CAS

Tracey Niizawa
Garden Grove Adult Education, Lincoln

Diana Bandak
San Diego Community College
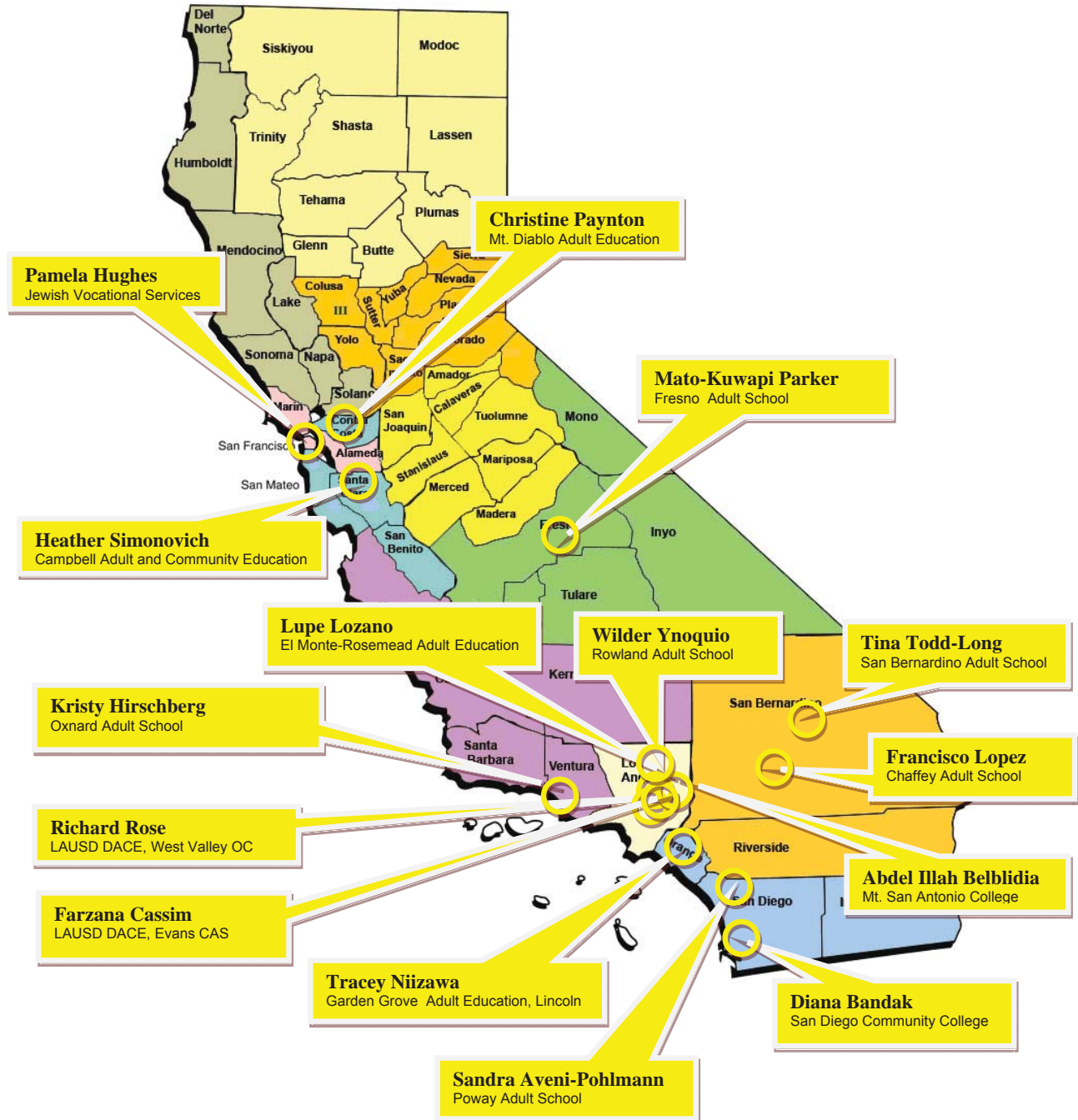
Sandra Aveni-Pohlmann
Poway Adult School

Exhibit 2C.1

necessary that TIMAC Mentors be "experts" in the field of technology. Many were learning a great deal themselves. It was, however, essential that each applicant be able to take a leadership role in their program in relation to technology.

Technology Integration Mentor	Agency	Program Area
Sandra Aveni-Pohlmann	Poway Adult School	ASE,ESL
Diana Bandak	San Diego CCD Continuing Education	ABE/ASE
Abdel Illah Belblidia	Mt. San Antonio College	ESL
Farzana Cassim	LAUSD DACE, Evans Community Adult School	CTE,ESL
Kristy Hirschberg	Oxnard Adult School	ESL
Pamela Hughes	Jewish Vocational Services	ESL
Francisco Lopez	Chaffey Adult School	ABE/ASE/GED,ESL
Lupe Lozano	El Monte-Rosemead Adult Ed.	ESL
Tracey Niizawa	Garden Grove Adult School	ESL,HSD
Christine Paynton	Loma Vista Adult Center	ABE/ASE/GED
Mato-Kuwapi Parker	Fresno Adult School	CTE
Richard Rose	LAUSD DACE, West Valley Occupational Ctr.	ESL
Heather Simonovich	Campbell Adult and Community Education	ESL
Tina Todd-Long	San Bernardino Adult School	ESL
Wilder Ynoquio	Rowland Adult School	ESL

Program Areas: English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE)/Test of General Educational Development Preparation (GED), Career Technical Education (CTE), High School Diploma (HSD)
Exhibit 2C.2

Each participant was assigned one of four technology mentors to help them develop and implement their project. By the end of the year, participants had worked with 55 teachers and staff in eight of the twelve CDE regions.

The following are samples of goals stated by Cohort 8 Mentees/School Site Colleagues:

- My goal was to set up a Facebook page so that my students could communicate using the technology that they are interested in using. I am an ASE/GED/HS Diploma instructor and I would hope to be up to date with current communication resources on the computer.

- My project was to set up a Facebook page for my ESL Class

- I am learning Edmodo. I try to integrate technology in my class to have better communication with students.

- We want to pilot the use of an online ESL program, EasyESL, to determine whether it would be a good investment for the district to purchase and implement this program.

- To use my computer and document camera in my classroom with a projector; also, to use our computer lab.

- To learn to use the STARBOARD technology and create lessons with this learning tool.

- Attain technology skills as they pertain to a SMART Board.

- To utilize the ENO whiteboards to support the teaching of workshops at JVS, to make workshops more interactive.

- To learn how to incorporate the Ladybug Document Camera into classroom use to accomplish lesson plan goal

- To enhance the learning experience through the use of a variety of mediums including technology, such as interactive board + LCD projector.

At the end of the project, 43 mentees, school site colleagues of the participants, were surveyed. Ninety-eight percent (42 out of 43) reported that the project met or exceeded most or all of their goals. (Exhibit 2C.3)

To what degree would you estimate you achieved your project goals?

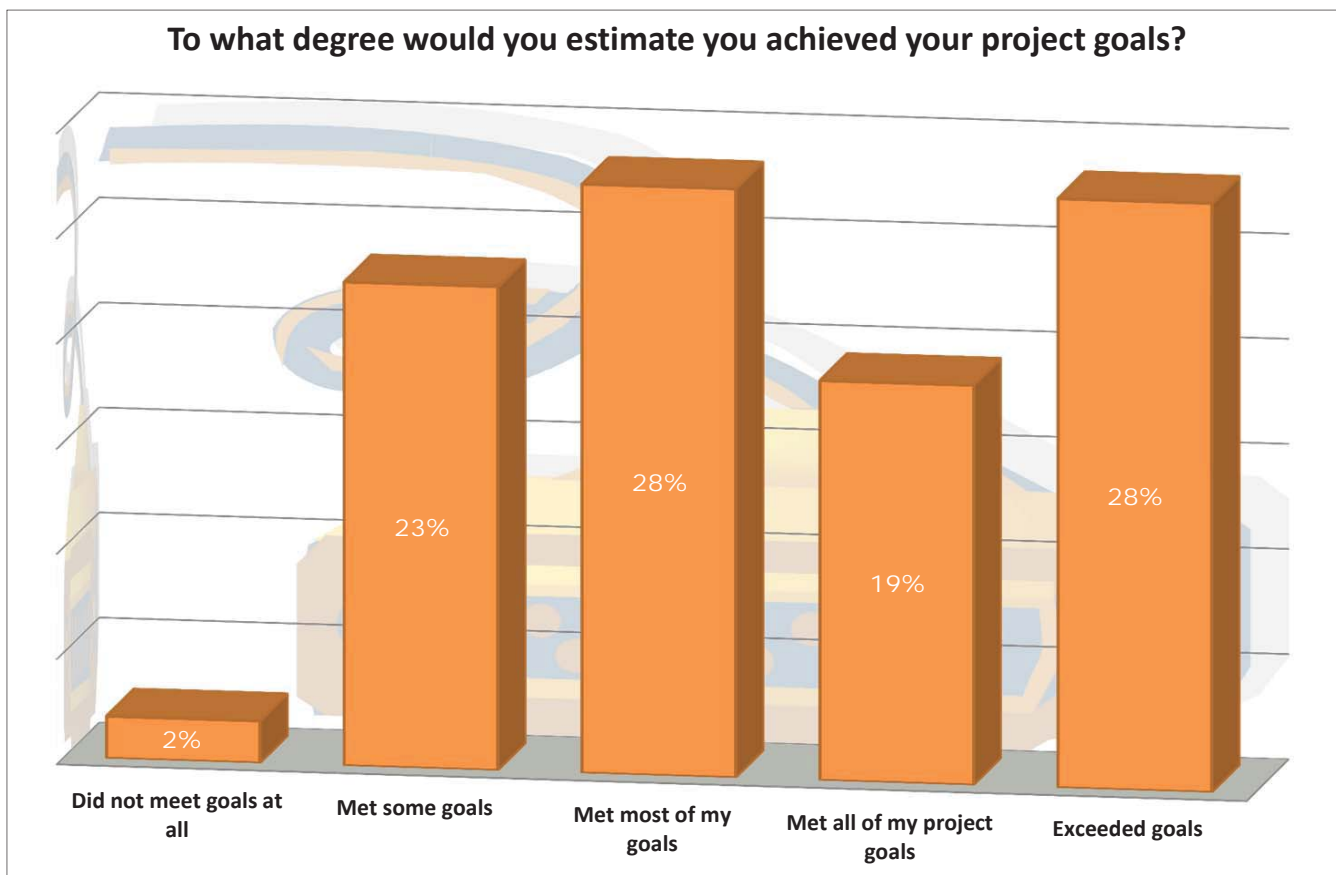| Did not meet goals at all	Met some goals	Met most of my goals	Met all of my project goals	Exceeded goals
2%	23%	28%	19%	28%

Exhibit 2C.3

The TIMAC participants worked on mentoring skills as well as technology skills during the course of the year, with specific training on topics such as listening, dealing with resistance, and giving feedback. Exhibit 2C.4 shows the results of their pre and post self-assessment of mentoring skills.

Pre and Post Surveys About Mentoring Skills

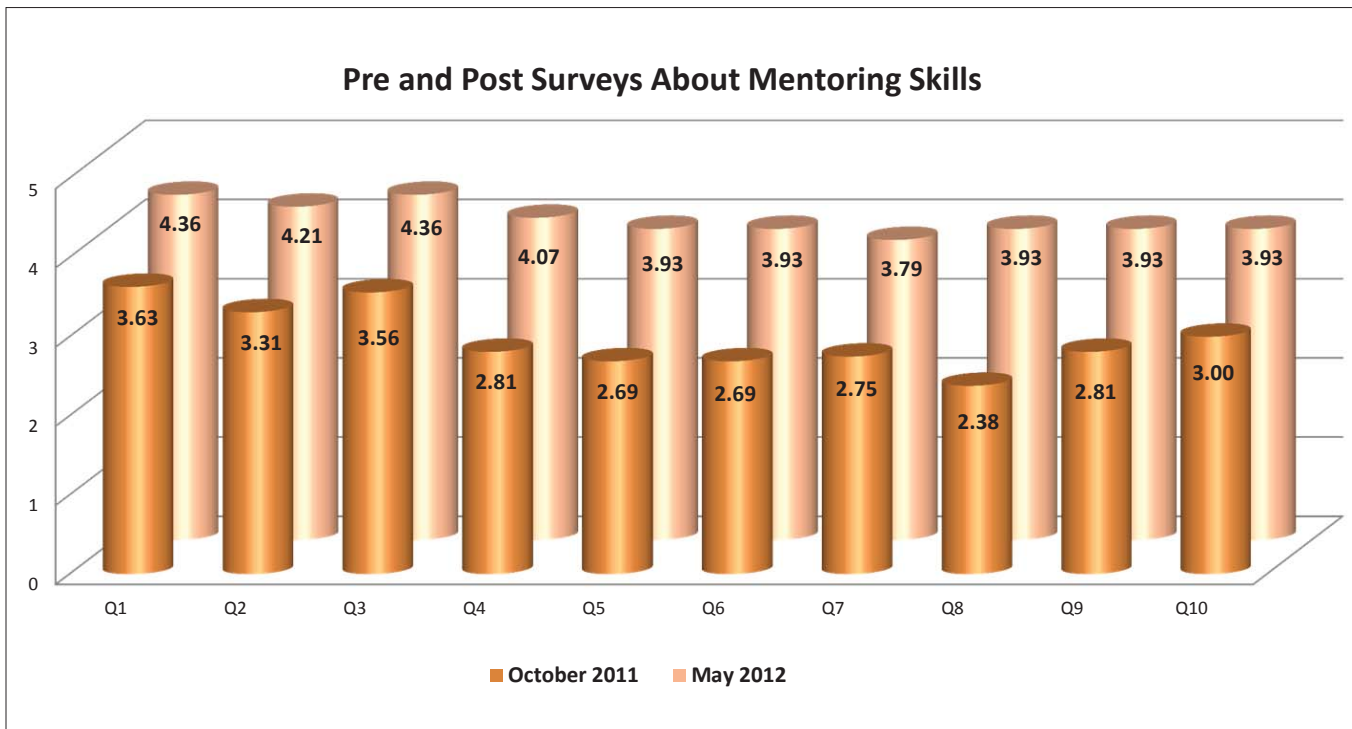|	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
October 2011	3.63	3.31	3.56	2.81	2.69	2.69	2.75	2.38	2.81	3.00
May 2012	4.36	4.21	4.36	4.07	3.93	3.93	3.79	3.93	3.93	3.93

■ October 2011   ■ May 2012

Exhibit 2C.4

Each participant designed and conducted a technology integration mentoring project during the year. Below are several examples of these projects.

Name: **Pamela Hughes**	
Agency: **Jewish Vocational Services (JVS)**	
Administrator: Abigail Ford	
Program Area: Adult Education	
Support Mentor: Branka Marceta	

Describe your project	Mentee(s)
At JVS, we strive to prepare our clients for the technological demands of the workplace. One step in this process is to give our clients opportunities to see how enjoyable and non-threatening technology can be. With this in mind, the goal of my project was to train staff on using the Eno Interactive Whiteboards, our newest technology, in both staff meetings and classroom workshops. Staff were taught how to use both the Eno software as well as special features available through Microsoft Office's OneNote application. Trainings were offered agency-wide with mentees receiving individual trainings, so they could confidently support other instructors.	Sharon Turner Athalia Markowitz

Name: **Lupe Lozano**
Agency: **El Monte/Rosemead Adult Education**
Administrator: Sara Shapiro
Program Area: ESL
Support Mentor: Susan Coulter

Describe your project	Mentee(s)
El Monte-Rosemead Adult School recently invested in interactive whiteboards (ENO boards) for the ESL classrooms. As a result, I decided to focus my project on helping teachers use the ENO boards. I started my project by sending an online survey to check teachers' interest and their technology experience. I then selected my core group and met with each teacher to discuss their goals. We agreed on a regular meeting time and date and got started. During each meeting, we reviewed specific areas of the ENO board, such as how to erase, how to change pen color and how to switch from the computer to the document camera. Once the teachers mastered these areas we explored different interactive Web sites to use in the adult ESL classroom. Because the ENO board can be used as a computer monitor, the possibilities for technology use are endless. As a result, our training sessions evolved into how to use Windows. Teachers were interested in scanning documents, copying files on a flash drive, minimizing, saving Web sites in favorites and many other areas. Overall, the project was very successful. Teachers had their technology questions answered and had an opportunity to practice what they learned. Their new technology skills made teaching easy and innovative for the teachers as well as interesting and fun for students. I found the experience was very rewarding for the teachers as well as for me. My expectation is to continue to work with my colleagues on how to fully use what the ENO board has to offer.	Mary Laffey ESL Beginning/High Jesse Veliz ESL Beginning/High Bruce Patnou ESL Beginning/Low - Intermediate High

	Name: **Wilder Ynoquio**
	Agency: **Rowland Adult and Community Education (RACE)**
	Administrator: Rocky Bettar
	Program Area: ESL
	Support Mentor: Barry Bakin

Describe your project	Mentee(s)
My technology project responds to one of the key issues addressed in our March 2011 WASC Self Study report. Our School Wide Action Plan states: "Creation of teacher's webpage as a new method of communication." My long-term technology project was to help three teachers from ASE/GED and ESL to create a Facebook webpage for their classes offered at RACE. The purpose of integrating this technology at RACE was to address the following: • Recruitment and advertisement of classes offered at RACE • Increase student enrollment • Integrating technology in the classroom • Improve communication • Increase quality of education according to the needs and demands of the community In order to understand the features of this social network, I had to experiment and explore my own personal Facebook account. I worked along with the teachers and helped them create their cover page, set private information, upload photos, build audience through students and staff, post community events, and embed Web link activities for students. During the process of this project, I was also able to help RACE create its Facebook page. Teachers now have their Facebook page linked with the RACE page thereby enhancing their online communication. This project has increased the interest of other program area teachers who are willing to participate and receive assistance in the implementation of this social network within their classes. The integration of this social media at RACE opens a wide variety of applications to be used in the classroom, not only for communication purposes, but to give teachers the opportunity to improve and increase the quality of their instruction.	Janna Socash Norm Chavez Peggy Toda

Supporting Transition

Federal policy for adult education emphasizes the importance of encouraging adults with basic skills deficits to see adult education as one step in their educational journey, not as an end in itself. With this in mind, learners are encouraged to consider and plan for either finding or improving their job situation, or continuing on to skills training or college courses.

The ePortfolio Project

In 2011-12, OTAN worked with five adult education teachers to explore the use of Google Docs and other associated Google products 'on the cloud' for the purpose of creating electronic portfolios, or ePortfolios, for adult learners. The goal was to have the adult learner gain understanding that she can have a collection of documents and other files online. These can be private or can be shared with individuals and/or the public for the purpose of showcasing and reflecting on the process and outcomes of her learning. By creating a personal Google account, once the learner leaves the program she is still the owner of her online documents and will be able to share them with future teachers and employers.

In collaboration with the OTAN technology coordinator, five pilot teachers developed plans for their programs and implemented the use of Google Docs. The programs ranged from a GED class, to an ESL resource computer lab to the Policy to Performance Project, to the Points of Entry Project. The last two programs were particularly appropriate for the pilot because the counselors and learners/clients worked on an Individual Action Plan as they were getting ready to enroll in local community college programs or re-enter society from prison, respectively.

The Policy to Performance (P2P) initiative was launched by the U.S. Department of Education (ED) Office of Vocational and Adult Education (OVAE) and is designed to support "Transitioning Adults to Opportunity." California is one of eight states participating in the initiative. The Adult Education Office selected 10 pilot programs that have the capacity to strengthen or build a comprehensive student support services component of their current postsecondary transition program. The pilot ended in June 2012. More information about the P2P may be found on the P2P Web site at http://www.policy2performance.org.

The Points of Entry (POE) initiative is a spin-off from P2P and seeks to use innovative approaches to facilitate learner access to career pathways and support services for ex-offenders. The initiative includes a focus on behavioral interventions and the integration of pre- and post-release services for adults approaching re-entry and for low-skilled adults to support their pursuit of education, training, and employment opportunities.
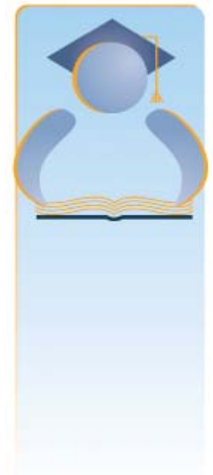
In the process of introducing Google Documents to their learners, the participating teachers also started using other Google products such as Google Voice and Google Calendar, thus increasing the intensity, frequency and effectiveness of communication with the learners. Simi Valley adult learners in Vicki Jones's pilot took the project to the next level when they created individual Web sites using Google Sites and embedded their documents and audio files from the past semester on their pages.

Four out of the five pilot teachers also participated in an online course created and facilitated by Dr. Helen Barrett, an international expert on electronic portfolios in education. She has advocated for the use of free Web 2.0 tools for ePortfolios, Google Apps being one of the options. (http://electronicportfolios.com/)
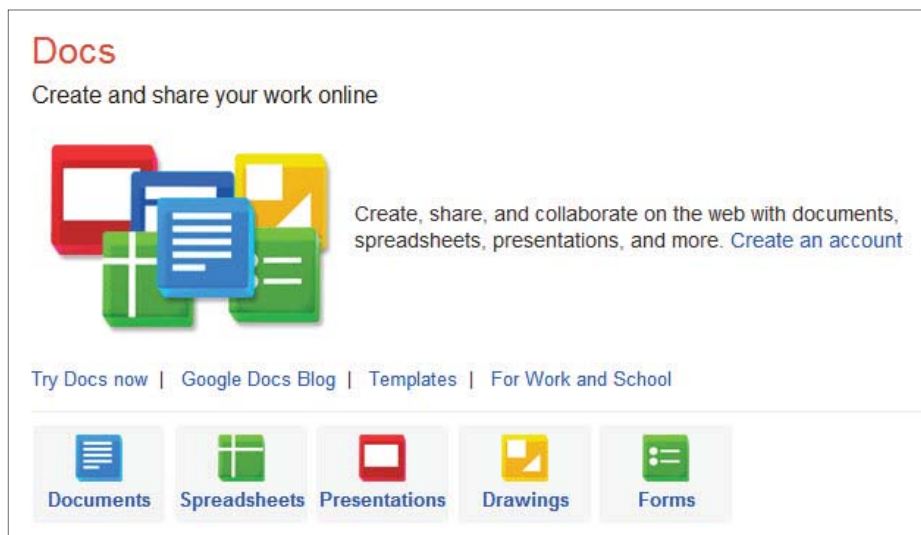
Patricia Oliva from Elk Grove Adult and Community Education (EGACE) and the Policy to Performance project is the transition specialist for her program. Her goal for the ePortfolio project was to have teachers and adult learners create and share ePortfolios as a tool for transition to postsecondary education and to the workforce. Her students used Google Docs to write essays, collect work, share documents, provide feedback, and reflect on learning and accomplishments. One of the challenges she encountered was that some students did not want to create a new Gmail account. Despite this, students learned some critical digital skills, and enjoyed the ability to comment on each other's documents. They also used Google Calendar to stay organized and develop time management skills.

Gurjeet Barayah was also a Transitions Specialist for EGACE as part of the Points of Entry Pilot Project, and his goal was to create a transition program for low-skilled adults incarcerated at the Rio Cosumnes Correctional Center who would be released within the timeframe of the project. Each student created an Individual Action Plan that could be easily shared on Google Docs with the four partner agencies: EGACE, Sacramento Employment and Training Agency, the Sheriff's Department, and Los Rios Community Colleges. The biggest challenge was keeping in touch with students after their release. Combined with the fact that many inmates did not initially have any computer skills and that they did not have Internet access from their living situations, it was a challenge to keep students using their Individual Action Plan once they were released.

Suzanne Murphy was the Transition Specialist at the Pittsburg Adult Education Center through the P2P project. Her goal was to recruit 25 students for transition to post-secondary education, and to have them use Google Docs to create career plans and educational portfolios. Some students found the first steps of creating a Gmail account challenging, but were eventually able to complete a document shared with them by the instructor and maintain this document as a personal education plan. They were also

able to add and check off college classes as they completed them. Most challenging for these students was the lack of Internet access outside of school so all their work had to be completed in the class.

Francisco Lopez, an ABE/GED instructor at Chaffey Adult School, focused with his students on transition to employment. His students all filled out a Goals Identification List online, and one student created a professional resume in Google Docs.

The goal of Victoria Jones, the ESL Language Lab instructor at Simi Valley Adult School, was to introduce students to the process of creating documents online, collaborating with their teacher via the Internet, and compiling samples of their work to be shared. She worked with a group of advanced ESL students to accomplish this goal. Many of the students created online documents, and some made their own Web page using Google Sites and posted their materials there. (Exhibit 3A.1) The biggest challenge for this group was attendance, since this project was done on an additional fourth day added to a three-day class.
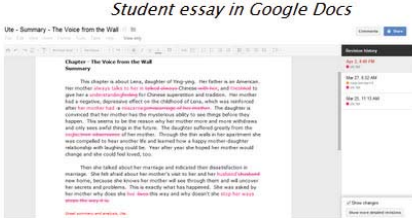
Exhibit 3A.1

Online Task Simulations

OTAN supports Moodle as a course management system. Although many professional development opportunities are available for teachers in the form of both face-to-face workshops, online workshops and professional learning communities, it soon became apparent that students needed more support in order to successfully navigate the Moodle environment.

A series of nine basic tutorials was developed and provided through a special online course on the OTAN Moodle server. These tutorials were designed to allow the student to watch and practice the necessary skills to access the Moodle courses, locate their courses, and change their profile page. Students are also shown how to do typical activities including writing assignments in Moodle and reviewing their grades. Each tutorial is presented in a concise manner with interactive activities to repeat the actions just

Exhibit 3B.1

demonstrated. They cover basic procedures such as how to log in, how to complete an assignment, and how to edit the student's profile page. (Exhibit 3B.1) Students may access these tutorials on their own, and teachers are also encouraged to show them in class as part of introducing their learners to any Moodle course.
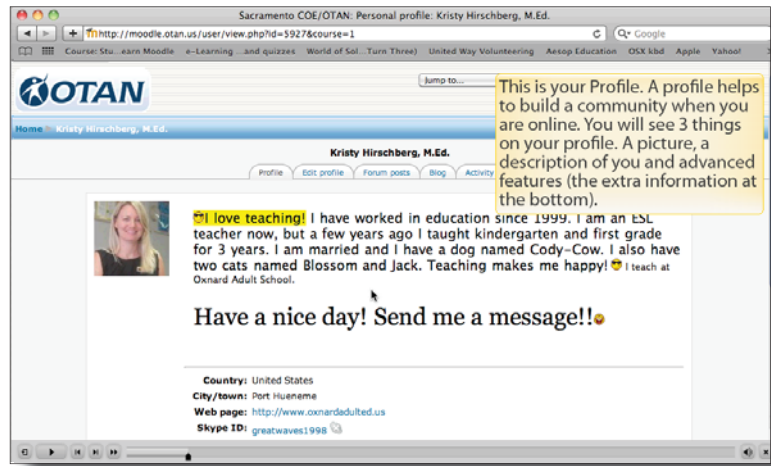
Mobile Applications

There has been a steady increase in the use of mobile phones by adults, and many have Internet-connected smartphones. With more than eight in ten American adults owning some kind of cell phone[1], there is a unique opportunity to connect with adult learners in a new way and to provide study opportunities and learning resources in a way that is easily available.

Exhibit 3C.1

Initially, OTAN built two mobile applications to support the ABE Transitions online course. The applications are built on the model of a jeopardy game called *What's Next?* The first application focuses on skills needed for successful transition to higher education, with topics such

as study skills, writing 101, goals and styles, and college bound. The second application is based on the lessons about future employment, with categories for job exploration, portfolios, the interview, and employer expectations. (Exhibit 3C.1) The game can be played by an individual on a phone, iPad or computer, or can be projected in the classroom as a whole group activity.

The next mobile application to be developed will be for vocabulary practice, also for the ABE Transitions course. The course has over 185 words in its glossary with approximately 80 words selected for inclusion in the mobile application. The application, *Words4U*, will provide students with three different activities for learning the vocabulary words. The first is a word review where the user is provided the definition of the word and a sample sentence. The second activity provides the definition and the user must choose the word that correctly matches the definition. (Exhibit 3C.2)

The last activity is a Concentration™- type game where users must match the word with the correct definition. (Exhibit 3C.3) Users have a choice of lists to study which correlate to the different word lists within the online course. The application will be completed and ready for pilot testing in the fall of 2012.

Exhibit 3C.2

Exhibit 3C.3

1 Source: The Pew Research Center's Internet & American Life Project, April 26 – May 22, 2011 Spring Tracking Survey. Retrieved from http://pewresearch.org/pubs/2083/cell-phones-texting-internet-photos, July 17, 2012.

Providing Information

An unprecedented amount of information is now available online, which can be overwhelming to the average adult education administrator, teacher, or staff person. OTAN strives to provide current and critical information on all areas of adult education at the local, regional, state and national levels, through the OTAN Web site at www.otan.us.

The OTAN Web Site Redesign

One change that was made in 2011 was the elimination of the password for most of the OTAN site. This was a major decision because without the password, OTAN will not be able to track its membership. The site will be more accessible to users and to search engines such as Google, so it was decided that accessibility was more important than data. There are some sections, however, that still require a password. For instance, to register for training, users must be a member of OTAN. Searching the want ads, grants database, and teacher resources will also require a member password. The rest of the site is open to anyone.

Exhibit 4A.1
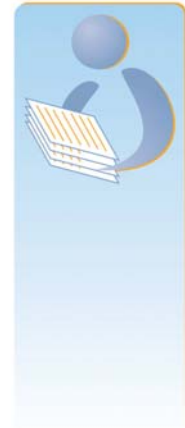
A major project for this two-year contract is the redesign of the OTAN Web site. (Exhibit 4A.1) The Web environment has significantly changed since the last redesign in 2006, and OTAN needs to stay abreast of Web evolution. Through much discussion and storyboarding, the staff came up with the design for the new site, and made decisions about what data to move and which sections to eliminate.

For example, as described previously, the resources for teachers will change substantially. In some areas, such as *Classroom Activities* or *Sites to Use with Students*, we now have searches with up to 350 results. This is too many links for teachers to sort through. The Teaching with Technology tool will replace those sections and along with Project-Based Learning, they will now highlight only the top 10 sites. Teachers wanting to search for classroom resources will now be referred to Teaching with Technology.

In addition to new graphics, design, and navigation, the new OTAN site will have a totally redesigned administrative back-end allowing non-technical staff to make changes such as adding and renaming menu categories and adding pages to the site, functions currently required to be completed by the programmers. Planning for the new back-end was completed in 2011-12, but the actual implementation remains to be done. Some sections, such as the Adult Education Dictionary and Teaching with Technology were completed in 2011-12, and data was moved over from other sections, but has not yet been made live on the new site.

Two of the biggest sections on the Web site are the Resources for Teachers and the Online Document Library. The document library houses relevant adult education research and reports from many sources and currently contains 1,000 items on a variety of topics. (Exhibit 4A.2)

DOCUMENT LIBRARY COLLECTION - ALL			
Adult Basic Education	35	Homeless	19
Adult Education	83	Migrant	9
Adult Literacy	60	Model Programs	4
Adult Secondary Education	8	Older Adults	15
Amnesty	1	Parent Education	13
Assessment	50	School Effectiveness	25
At Risk Persons	10	School-To-Work	1
CBE	5	Staff Development	43
Citizenship	8	Standards & Assessment	1
Community Colleges	14	Student Leadership	5
Correctional Education	31	Technology	67
Culture	14	Telecommunications	15
Disabled Populations	41	Transitional Programs	12
Distance Education	41	Vocational Education	44
Educational Research	19	Vocational ESL	8
Employability Skills	37	Volunteers	14
English (Second Language)	91	Welfare Reform	10
ESL Literacy	6	Women's Issues	9
Family Literacy	35	Workplace Education	86
Health Education	11		
Total Items In Collection: 1000			

Exhibit 4A.2
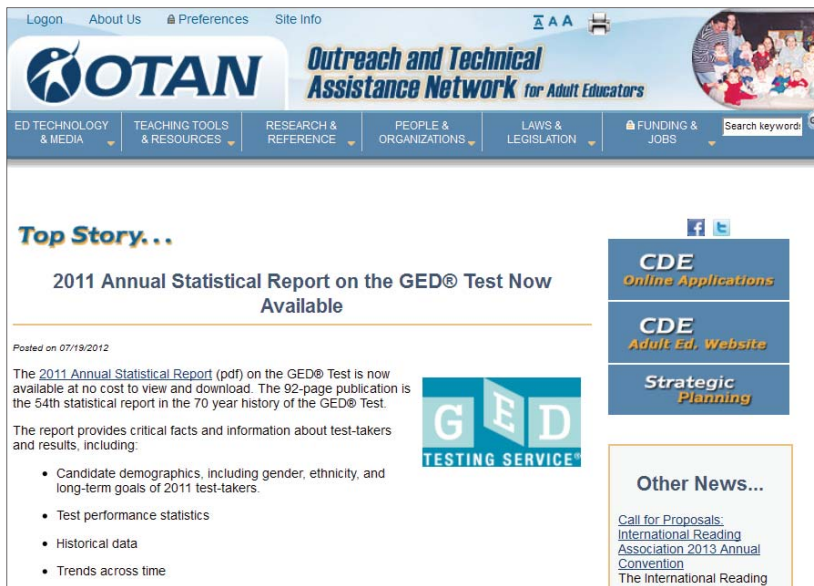
Exhibit 4A.3

In addition to planning for the redesign, much attention has been paid to another feature of the site, adult education news, with news items posted two or three times a week on the OTAN home page, receiving about 100 page views per weekday. In 2011-12, 144 news items were posted on topics such as WIA reauthorization updates, changes to the GED exam, new adult education research, and Web-based classroom activity articles. (Exhibit 4A.3)

Original content is posted monthly on the Web-based Classroom Activities page. Each article highlights a Web site or collection of sites for teacher and classroom use. Topics this year included a discussion of safety, privacy, ethics and etiquette of online communication; using text-to-speech software for reading and vocabulary instruction; online reading sites; tools for developing reading fluency, and several more. Articles are promoted through a news item on the home page each month.

Conference Exhibits

During the year, OTAN hosted a vendor table at eight state and regional adult education conferences, including the CCAE state conference in Fresno, the CATESOL state conference in Oakland, and the ACSA conference in Sacramento. Staff was able to speak with almost 300 conference goers at these events, letting them know about OTAN and what services are available for teachers and programs. (Exhibit 4B.1)

PROFESSIONAL CONFERENCE VENDOR EXHIBITS			
DATE	CONFERENCE	LOCATION	CONTACTS
5/4/12	CCAE State Conference	Fresno	47
4/13/12	CATESOL State Conference 2012	Oakland	54
3/10/12	CCAE - Bay Section	Berkeley	16
11/5/11	Northern CA CATESOL Conference	Davis	32
11/3/11	ACSA Conference - Sacramento	Sacramento	17
10/29/11	Los Angeles USD - Division of Adult & Continuing Education Conference	Los Angeles	64
10/29/11	CCAE South Coast Conference	Hacienda-La Puente Adult Education	37
10/18/11	San Diego Regional CATESOL Conference	San Diego County Office of Educaiton	27
	TOTAL	294	

Exhibit 4B.1

OTAN Newsletter

OTAN produces three editions of OTAN's *Online Connection* each year, a four to eight page newsletter providing subscribers with articles on new technologies as well as information on OTAN training and other services. In 2011-12 the themes covered extended professional development, education and career exploration, and adult education goes mobile. Articles and pull-out pages provided administrators and teachers with resources for classrooms and programs. (Exhibit 4B.2) The fall 2011 issue contained one pull-out page on workshops, available from OTAN, and another page containing news from the Adult Education Office at CDE.

OTAN Online Connection
A Publication for Members of the Outreach and Technical Assistance Network

www.otan.us — **Adult Education Goes Mobile** — Spring 2012

Time to Plan for Next Year!

TIMAC Application

The Technology Integration Mentor Academy (TIMAC) trains and supports technology-using teachers to become the technology mentor for their program. Entering its ninth year, TIMAC brings together a group of 12-15 technology leaders from around the state to improve technology and mentoring skills. The application for 2012-13 is at ZZZ .otan.us/timac (go to About), and due on **May 18**.

OTAC Application

Apply now for the Online Teaching Academy (OTAC) and join 14 colleagues from federally funded agencies to gain skills in online teaching, and to learn about the latest possibilities in converting face-to-face classes to a blended or online model. The application is available now at ZZZ .otan.us/otac and due on **May 18**.

Inside This Issue:
★ Moodle on Your Phone
★ Adult Ed on the Cloud
★ Apps for Administrators
★ Helping Adults Become Money-Wise
★ Teaching with Technology
★ Two Instructional Leaders

There's an App for That!

How many of your learners and colleagues in adult education already have a smartphone? Do you have one? As they become more affordable, the potential for educational use will only grow. Mobile devices offer more advanced computing ability and connectivity than a regular, feature phone.

Currently there are several different operating systems that work on smart phones. The two with the most applications are iOS and Android. In their respective App Store and Google Play (formerly Marketplace) there are thousands of applications that can be downloaded for free or prices ranging from $0.99 to $999.

Here are some apps that may supplement what you do in your classroom. Some are free and others not, and produced by independent developers as well as well-known publishers.

Apps for Apple Products
- **My Spell Test – The Custom Spelling Test Creator** by Ipoxi lets you create your own spelling list, add pronunciation recordings, and practice or take the test. ($2.99)
- **Everyday Mathematics Series** by McGraw Hill Education Group has nine titles in the series to help learners practice math facts for different skills. ($1.99 for each title)

Apps for Android
- **50 States** by Socratica, LLC, quizzes the user on identifying the states on a map, naming the capital, and more. (Free)
- **PowerCitizen USA Citizen** by Applimobile.com asks the user questions about U.S. government. Practice alone or play against others. (Free)

Apps for Both
- **Practice 4 GED Complete Skills** by Houghton Mifflin Harcourt provides a pretest, lessons and practice activities for each section of the GED. ($12.99)

Exhibit 4B.2

In January 2012, OTAN made some changes to the Web site and to user preferences which included encouraging users to subscribe to the digital version of the newsletter. The change has not been rapid, since it involves users updating their preferences on the site from snail mail to e-mail, but the winter newsletter was mailed to about 1800 subscribers, while the spring newsletter was mailed to 1400 subscribers and the PDF version was e-mailed to 400 members.

Monthly Online Digests

Two digests are produced and e-mailed each month. The first is for teachers, and highlights news of interest to teachers as well as several Web sites useful in the classroom, and includes links to registration for upcoming workshops. (Exhibit 4B.3) Nine issues of the digest were posted in 2011-12 (http://www.otan.us/digest/archive/index.html), and an e-mail promoting the digest was sent to about 2,500 teachers for each issue.

Exhibit 4B.3

The second digest is the Administrators' Digest, which contains a recap of news relevant to administrators and links to lengthier news articles on the OTAN site. (Exhibit 4B.4) Topics included the strategic plan for adult education in California, successful former adult education students, federal grants run by the Adult Education Office at CDE, and many more. Ten issues of the Administrators' Digest were produced and e-mailed to an average of 764 administrators each month.
(http://www.otan.us/admindigest/archive/index.html)

Online Meetings

OTAN provides Adobe Connect online meeting software on a server in order to offer online meeting services to OTAN projects as well as CALPRO and CATESOL. This year OTAN hosted 14 formal online meetings such as the Distance Learning Open Forums, TIMAC, and OTAC online meetings

Exhibit 4B.4

for current participants and alumni, and an informational meeting for bidders on the ALOE grants, with a total of 148 participants. There were also 11 informal meetings with 60 participants. CALPRO used Adobe Connect to host four online meetings for 29 participants, along with five webinars for 126 participants.
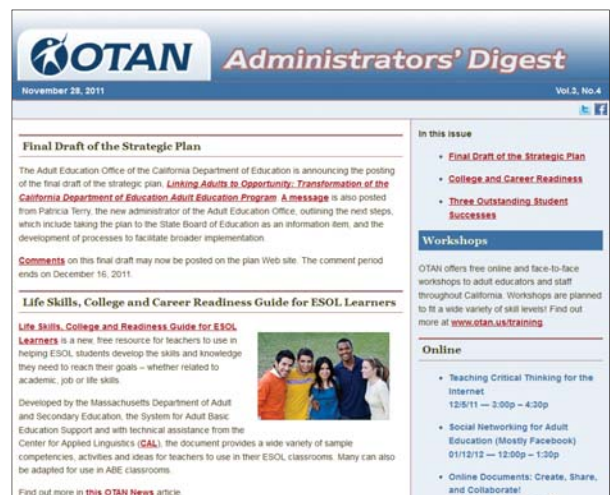
E-mail Lists

OTAN has historically provided hosting of e-mail lists for CDE, other leadership projects, and the field. In general, there seemed to be less demand for e-mail lists compared to previous years, perhaps as agencies and individuals find other ways, such as groups within e-mail and Google Groups, to communicate. This year six lists were hosted for groups such as CATESOL, Jail Educators, and Distance Learning. (Exhibit 4C.1)

E-MAIL LISTS HOSTED FOR 2011-12				
LIST NAME	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
CATESOL Job List	880	120	1	121
CA Distance Learning Project	169	42	77	119
CA Jail Educators	67	4	4	8
English For All Discussion	154	2	2	4
Adult with Disabilities Bay Area Network	58	1	5	6
CDE Leadership Projects	11	1	1	2
TOTAL	1339	170	90	260

Exhibit 4C.1

FIELD PARTNERSHIP TEAM LISTS HOSTED FOR 2011-12				
LIST NAME	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
CBO & FBO	29	1	6	7
Community College	23	2	0	2
Library & Litercy Programs	12	0	0	0
Partnership Team	24	4	4	8
Region 1	19	1	0	1
Region 2	12	0	0	0
Region 3	31	10	2	12
Region 4	32	4	1	5
Region 5	33	2	6	8
Region 7	28	0	0	0
Region 8	22	2	2	4
Region 9	28	1	1	2
Region 10	32	3	2	5
Region 11a	18	0	0	0
Region 11b	18	0	0	0
Region 11c	10	0	0	0
TOTAL	371	30	24	54

Exhibit 4C.2

The Field Partnership Team was reconstituted this year by Patricia Terry, Administrator of the Adult Education Office at CDE. OTAN provided an e-mail list for each regional representative as well as agency type groups such as community colleges and library literacy programs. Eighteen groups were created, and instructions provided to the list administrators. These lists have a total of 371 members, with a total of 54 messages sent between April when the lists were reconstituted and June 30. (Exhibit 4C.2)

Video of Professional Development Events

OTAN provides videography services to CDE, other leadership projects and adult education professional organizations. This year, video was recorded and streamed online as well as being provided on DVD for the following events:

- CALPRO/CDE New Administrators Orientation, 17 presentations recorded in November and posted to the CALPRO Video Gallery

- ACSA Adult Education Conference, three general sessions videotaped and posted on the ACSA conference site

Technology Planning

During 2011-12, 156 EL Civics funded agencies were required to submit a technology plan online. Resources posted to help staff complete the technology plan included an Implementation Guide with step-by-step instructions, PowerPoint slides providing an overview of each section, Frequently Asked Questions, a sample Instructor Skills Assessment, and model technology plans from previous years representing large, medium, and small agencies as well as community colleges and community-based organizations.

Technical support for submitting the online technology plan was provided by 37 phone and e-mail contacts, about half the number provided the previous year. Each technology plan was reviewed by two readers, and the 17 agencies that did not pass the review were offered assistance until all agencies had completed an appropriate plan.

Technology Plan Participants by Agency Type

Community College, 4
Consortium, 13
Library, 3
COE, 18
CBO, 1
Adult School, 115
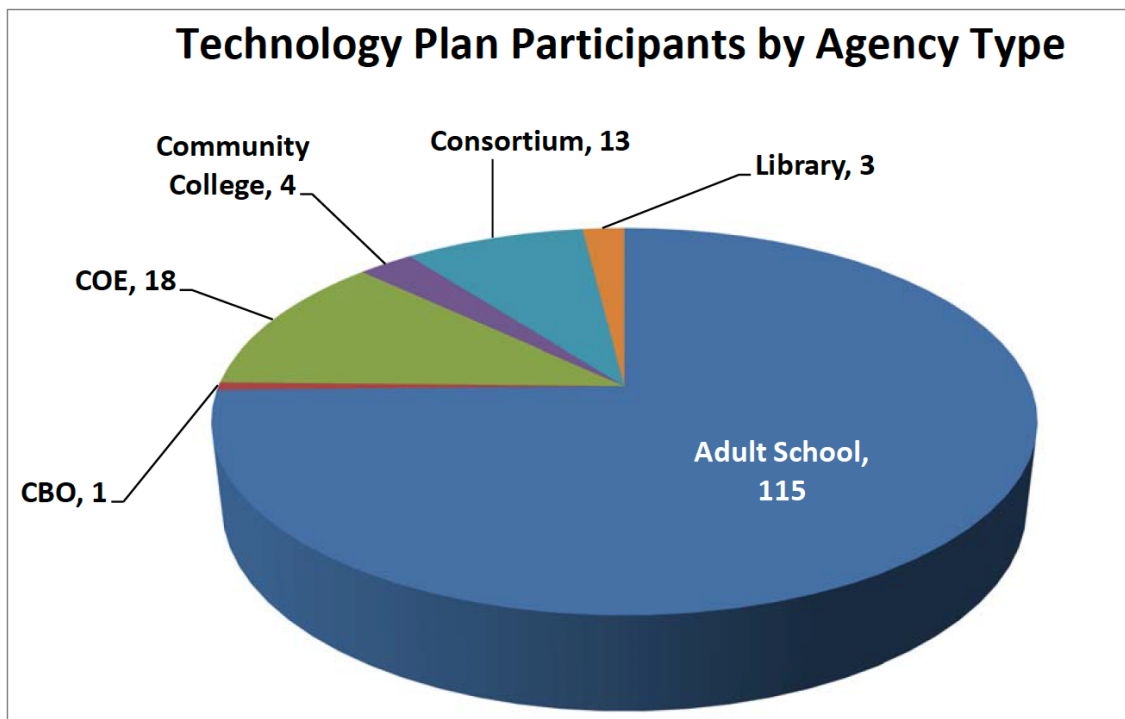
Exhibit 4D.1

Exhibit 4D.1 shows the types of agencies that completed technology plans. Although all types of providers are represented, adult schools are by far the most numerous. Exhibit 4D.2 shows the use by

Agency Technology Use Other Than Computers
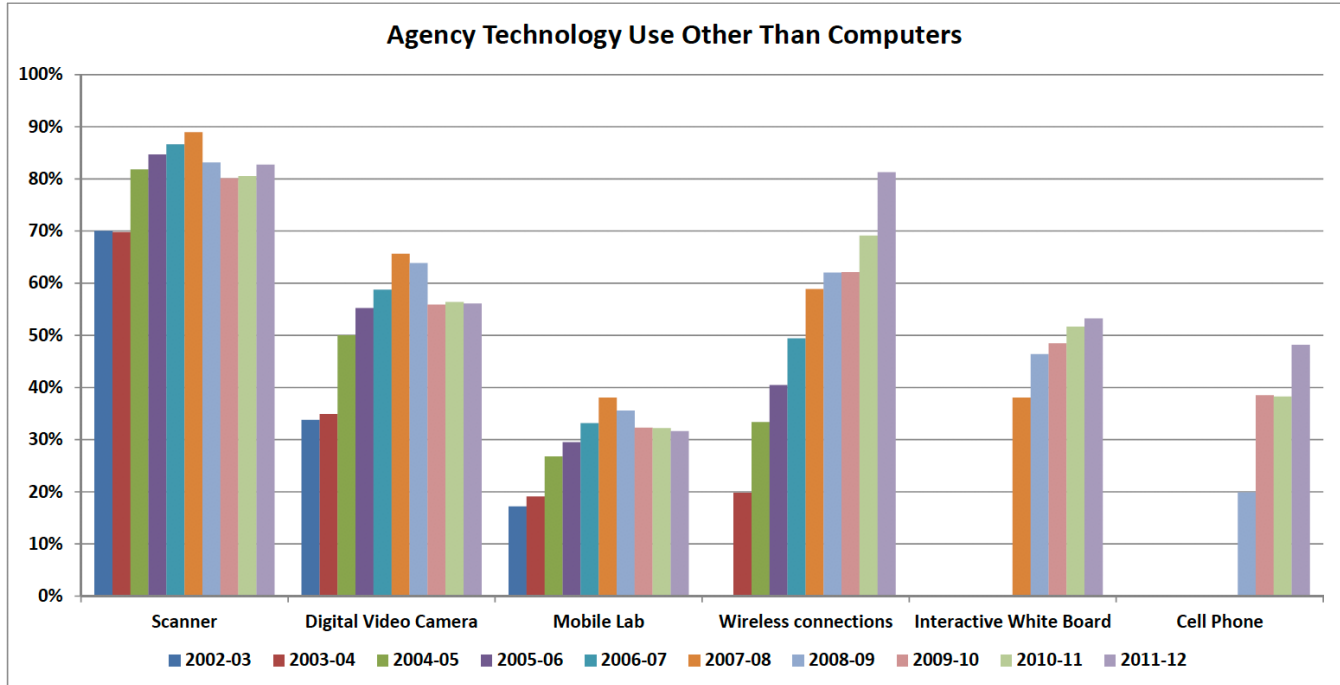
Exhibit 4D.2

agencies of technology other than computers over a period of 10 years. The use of scanners, digital video cameras, and mobile labs has remained fairly stable for the last three or four years, after initial growth. Implementation of wireless Internet access, however, has continued to grow rapidly despite tight budget years. Interactive whiteboards have also increased steadily, which is also reflected in the number of workshops OTAN offered on interactive whiteboard software. Cell phone use in the classroom was not even on the radar until 2008-09, and has more than doubled since then, from 20 percent to almost 50 percent.

Data on staff skills was collected on 1,965 instructors in 2011-12. Teachers rate themselves on a scale of 1 to 4 in each area indicated. This is the fourth year for the new technology integration self-assessment based on the federally funded AdultEdOnline project. The assessment focuses less on technical skills and more on integrating the skills into classroom activities. Exhibit 4D.3 shows
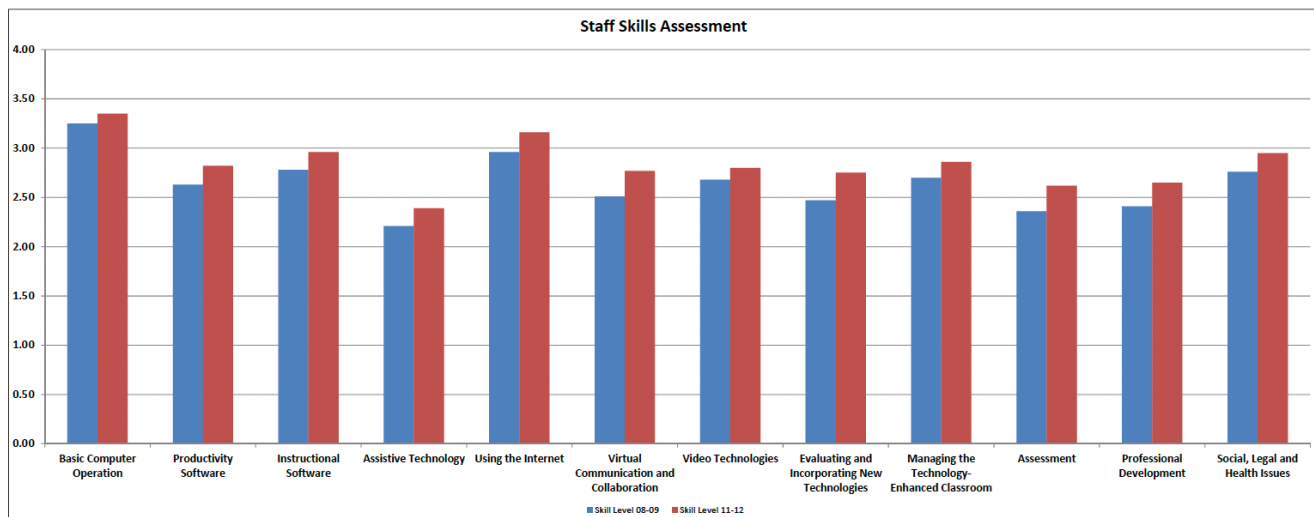
Exhibit 4D.3

that while a couple of skills have leveled off, including basic computer operation and social, legal and health issues, the rest have continued to increase incrementally. Teachers feel more confident about evaluating and incorporating new technologies, using the Internet and accessing professional development online, among other topics.

The new technology integration self-assessment asks about personal skills as well as classroom skills, assuming that teachers develop personal technology skills before they introduce those skills to their students. Exhibit 4D.4 confirms this, comparing personal and classroom skills in nine areas and showing the percentage of teachers who rated their skills as three or four on a four-point scale that goes from 1 to 4, where 3 equals good, but would like to improve more and 4 equals excellent. Personal skills are rated as higher than classroom skills for all items. Particular disparities are noted in Internet use, e-mail, and Web communication. These are three aspects of technology that are used
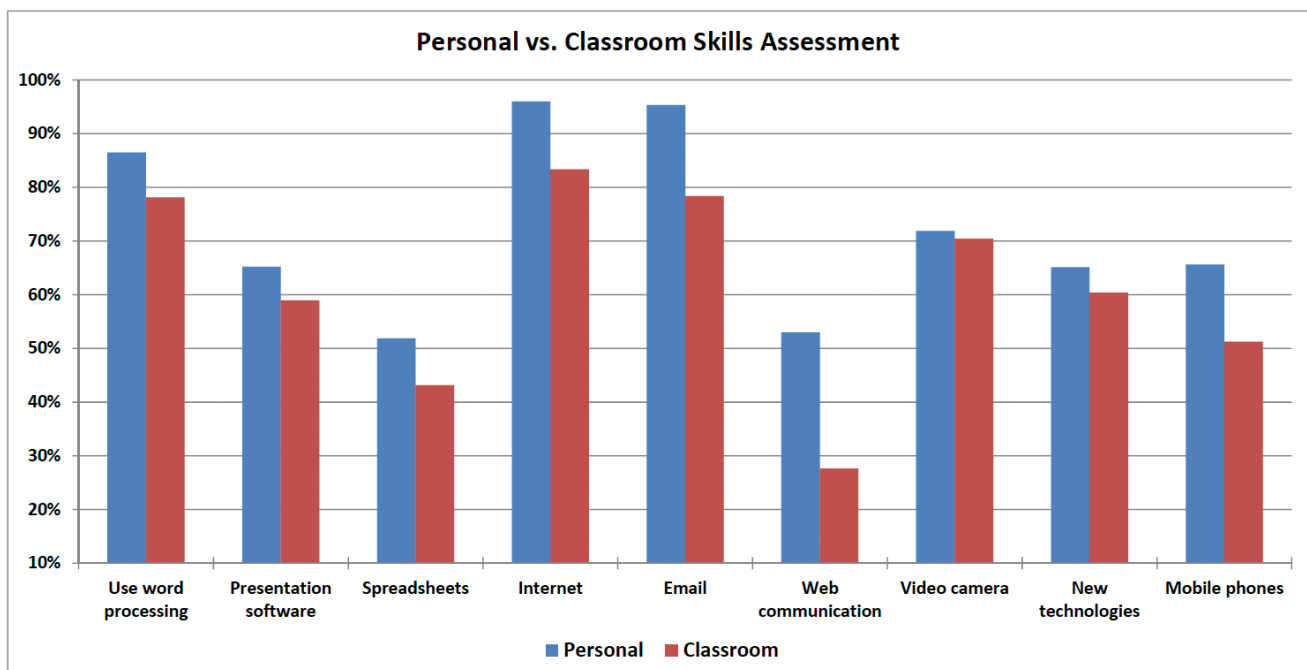
Exhibit 4D.4

regularly in many teachers' personal lives, but may not have translated into classroom activities. For example, almost all teachers now have e-mail accounts, but many are still not communicating with students via e-mail. Another area of greater disparity is the use of the mobile phone, a tool we are continuing to explore as a platform for instruction. The number of teachers personally comfortable with using mobile phones increased by 10 percent between 2008-09 and 2009-10, but held fairly steady in 2010-11. However, the use of mobile phones in the classroom has steadily increased. The difference between personal use and classroom use was 19 percentage points for the first year and 22 points in the second year, but has decreased to 14 points this year. (Exhibit 4D.5)

Teacher Use of Cell Phones 2011-12
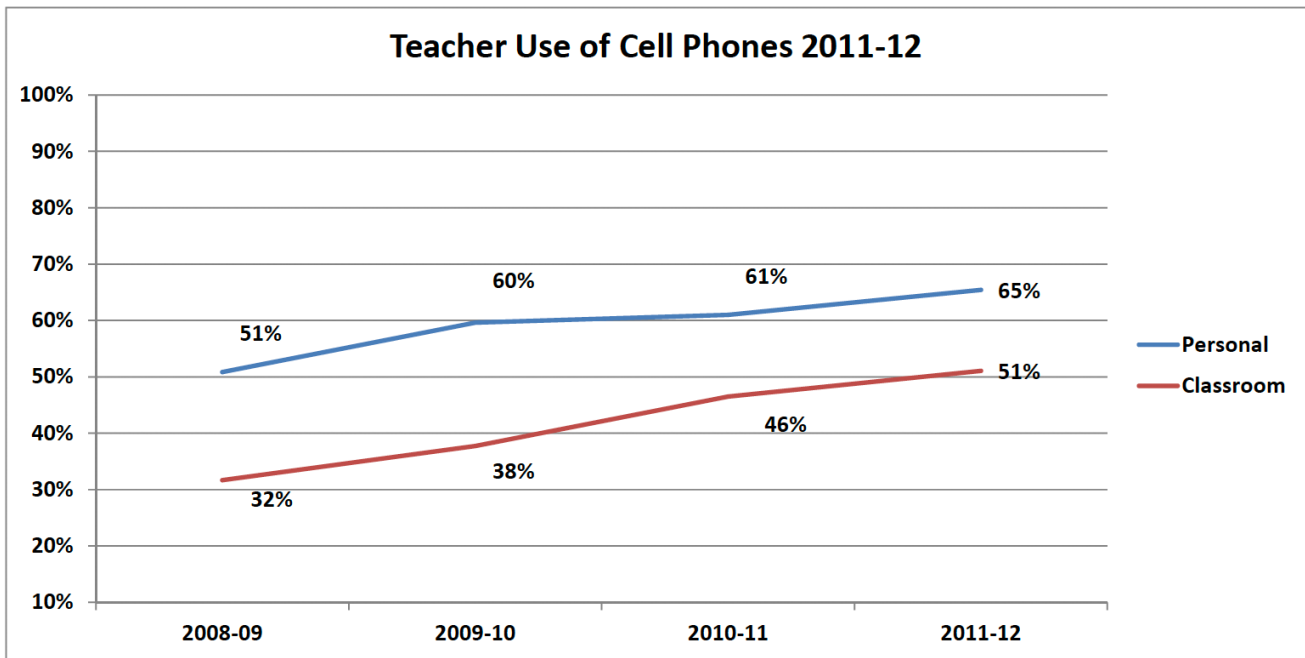
Exhibit 4D.5

Exhibit 4D.6 shows a year by year comparison for some skills, displaying the percentage of instructors

Teachers Who Rated Their Skills Good or Excellent
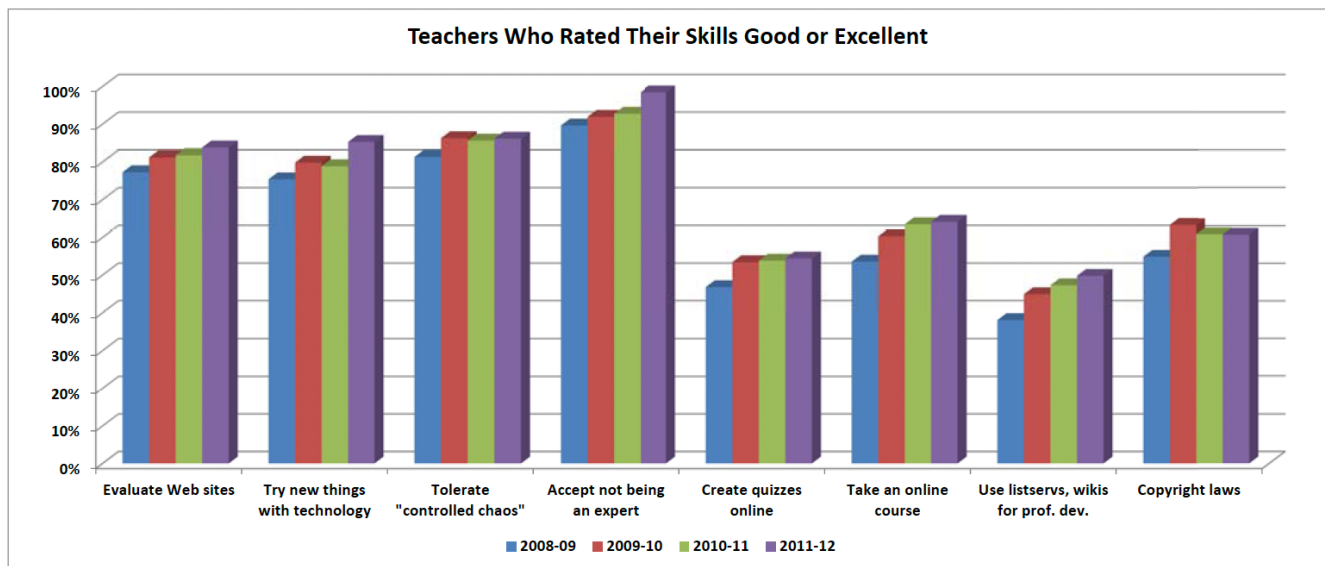
Exhibit 4D.6

who rated their skills as three or four on the same scale as used in Exhibit 4D.4. Almost all areas show at least incremental improvement. Significantly higher are "trying new things with technology" and "accept not being an expert." These are two key areas that indicate teachers are feeling more comfortable with the ever-changing nature of technology, and more willing to upgrade to newer versions or try new possibilities as they become available. Taking an online course has also continued to improve every year, presumably related to the multiple opportunities teachers have for online learning provided by OTAN and the other leadership projects as well as national offerings and publishers who

also provide online training and support. The only area that remained level was knowledge of copyright laws, one that OTAN touches on in several workshops, but that teachers are not generally enthused about.

For the fourth year, an optional student computer survey was provided as part of the technology plan. Thirty agencies surveyed their students in 2011-12, with a total of 5,130 students responding, about seven percent fewer than last year. One of the questions on the survey is "Do you have Internet access at home?" Data for ABE students shows that while several years ago beginning students were much less likely to have Internet access than advanced students, this has changed with the advent of smart phones. The high number of beginning literacy students with Internet access in 2010-11 is probably an anomaly, but data for 2011-12 shows that 60 to 70 percent of students at all levels are able to get online outside of school. This has implications for the ability of basic skills students to study partially or completely online. (Exhibit 4D.7)

Data on ESL students shows a similar picture, with 3,058 students responding, 30 percent fewer than the previous year. Home Internet access dropped from last year for the lower levels, but this could have to do with which geographic areas chose to administer the optional survey.

Exhibit 4D.7

access had increased for each level of instruction from 10 to 20 percent since 2008-09, and adult schools are responding to this level of access by providing more blended and online instruction. (Exhibit 4D.8)
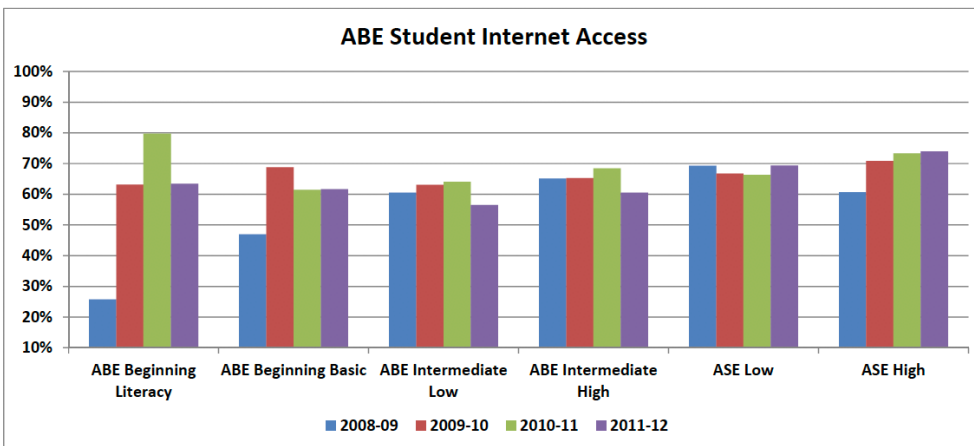
In addition to the technology planning form required by EL Civics Civic Participation funding, OTAN maintains a public version of the form that anyone can log in to and create an agency technology plan. Significant effort was spent this year on updating the public form to the same level as the required form, and making it accessible for users with disabilities.
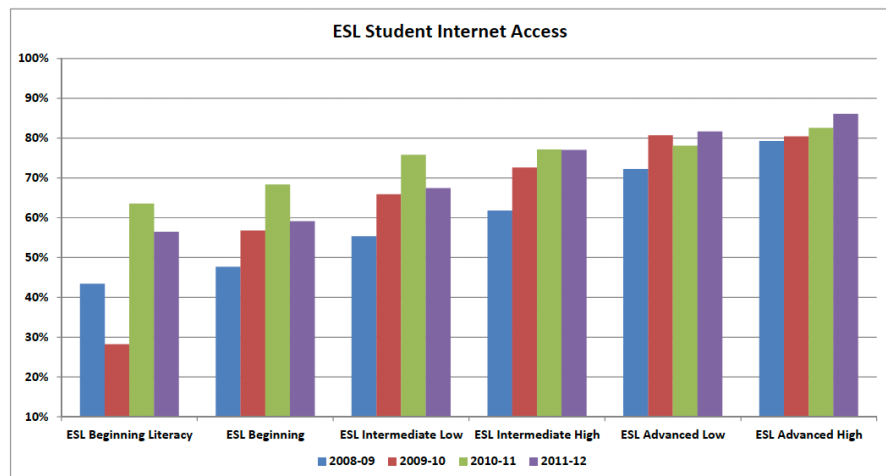
Exhibit 4D.8

Programming and Support

OTAN is one of several leadership projects funded by the Adult Education Office at CDE. The field requires that all the projects and the Adult Education Office work together seamlessly to provide services to local programs. OTAN's role is to provide technology support to the other projects to allow quick and effective collaboration as well as the implementation of joint projects. This support was provided in a variety of ways.

Online Grant Applications

OTAN continues to support the Adult Education Office with an extensive online data management system. The system consists of a database and three distinct Web applications: the agency-facing California Adult Education Online Application and Reporting site (http://adulted.otan.us), the CDE Staff Data Access administration area (http://cde.otan.us), and the public-facing California Adult Education Provider Directory (http://www.otan.us/caaeproviders/). By using the same dataset to present data in all three Web sites, data administration is greatly reduced and data quality is enhanced.

The California Adult Education Online Application and Reporting (CAE-OAR) site allows agencies to update their agency, site, and staff contact information in one area. Updates to this information are immediately available to CDE staff and the leadership projects. This area also provides agencies access to online reporting and deliverables for five CDE programs:

- The Workforce Investment Act (WIA) Title II grant application and online deliverables

- Course Approvals

- Innovation and Alternative Instructional Delivery Program Application and year-end program evaluation

- Year-End Attendance Report

- EL Civics Technology Plans

The California Adult Education Provider Directory leverages the self-reported agency contact information and combines this information with online mapping and program information from WIA, State apportionment, and Innovation Program data to provide the public with information on programs of interest in their neighborhood. The public can search by type of course offered, by ZIP Code, or use the advanced search for more options. Limited English speakers looking for a nearby program can search the directory for a list of local programs together with links to transit information and maps to the site. Since this data is agency-reported, the cost to provide this public service is minimal. (Exhibit 5A.1)

The CDE Staff Data Access site has been developed to provide online access to CDE data by CDE Adult Education Office consultants and analysts. It maintains agency and site level data and links to statistics and online grant applications for funding through WIA, to approval letters for state apportionment, to Year-End Attendance reports, and to the Technology Plans. (Exhibit 5A.2) This database provides the following functions:

Exhibit 5A.1

- Provides online access to CDE data for the CDE office and field staff
- Maintains agency and site level data
- Links to online grant deliverables for WIA, Approval Letters for State Apportionment, and Year-End Attendance Reports, and EL Civics Technology Plans
- Provides totals for WIA deliverables submitted to CASAS and CDE as well as online submittals
- Since this site is built upon the same database used for three Web applications as noted above, changes made on this site are immediately reflected on the CA Providers and CAE-OAR Web sites as well.
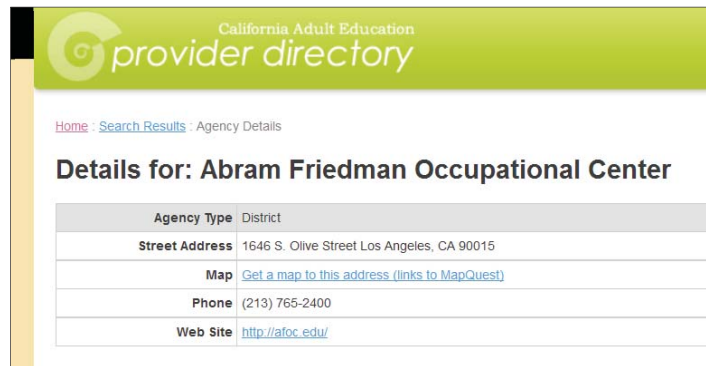
Exhibit 5A.2

OTAN staff provided seven instances of technical support to users of the Adult Education Office database (Exhibit 5B.2). This is down from 11 technical support requests last year, indicating that this system is meeting the need of the Adult Education Office at CDE.

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics, was successfully used in 2011-12 by 229 agencies to apply online for continued grant funding, submit budget information, and submit expenditure claim reports. Features include a user-friendly navigation system, help screens, and visitor access. In addition to real-time online statistics during the application period, CDE staff has online access to agency grant applications, budget worksheets, mid-year expenditure reports, final expenditure reports, and the annual audit status certification form for Community and Faith-Based Organizations. OTAN staff provided 121 instances of technical support to clients completing WIA forms.

Continuing features of the Course Approval Request System for CDE staff was completely revised this year in order to bring the organization and course numbering system into alignment with the California Basic Educational Data System (CBEDS). Lots of information was added to the Career Technical Education area, including information about courses that lead to career pathways and licenses or certificates. Continuing features for the field included real-time error checking, online access to prior

approval letters, and e-mail notification of deadlines and CDE announcements. OTAN staff provided 57 instances of technical support to clients completing course approvals.

OTAN facilitated technology planning by 156 agencies with English Language and Civics, Civic Participation funding in 2011-12. The Technology Plan Development section guided agencies to create a multi-part technology plan and submit it for review by technology field colleagues. Training on how to create and submit the technology plan was provided to the field through online meetings or webinars. This was the fourth year for the implementation of the staff skills self-assessment with
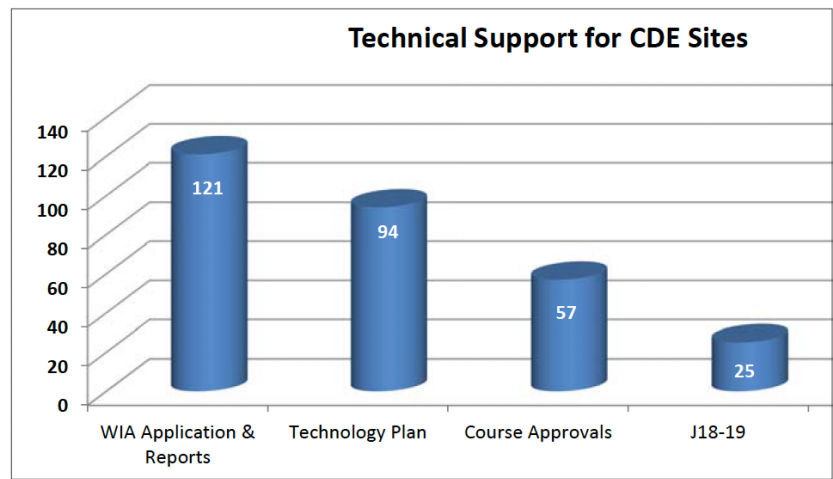
Exhibit 5B.1

more focus on classroom practice and more questions on newer technologies and online interactive activities, so this year agencies were able to compare results for four years. OTAN staff provided 94 instances of technical support to clients completing the technology plan.

The online system for adult schools to complete the J18-19A attendance reporting form was completely revised this year, and renamed the Year-End Attendance Report. It provides 232 agencies with a password protected online reporting system. Current and past reports can be mailed to the agencies in PDF format. Although the submission of the form is not required, OTAN staff provided 25 instances of technical support to clients completing it. (Exhibit 5B.1)

In 2008 OTAN took over responsibility for the Innovation and Alternative Instructional Delivery Program application and online evaluation forms. Due to the California budget crisis and legislation that suspended the education code for adult education, an application is no longer required except for agencies using federal Workforce Investment Act funds for distance learning, but agencies have been encouraged to continue submitting their application and evaluation forms in order to help CDE continue to track data about distance learning. Extensive modifications were made in the application form in order to comply with new federal requirements, and training was provided to only 10 participants in two online workshops. In addition, OTAN staff provided 37 instances of technical support to clients working with the application and evaluation.

Technical Support

Technical support for all CDE-related sites is reported in the section above. In addition, OTAN staff support the OTAN Web site, the Moodle online course server, a variety of e-mail lists, the Connect online meeting and webinar software, the Provider Directory described above, and the online Lesson Plan Builder. Exhibit 5B.2 shows the number of technical support instances provided for each product. The vast majority are OTAN Web site users who have forgotten their user name or password and did not notice the automatic link to get their password e-mailed to them. Moodle also required a lot of support because of the many teachers and students using it who are new to online learning.

Technical Support for OTAN Sites
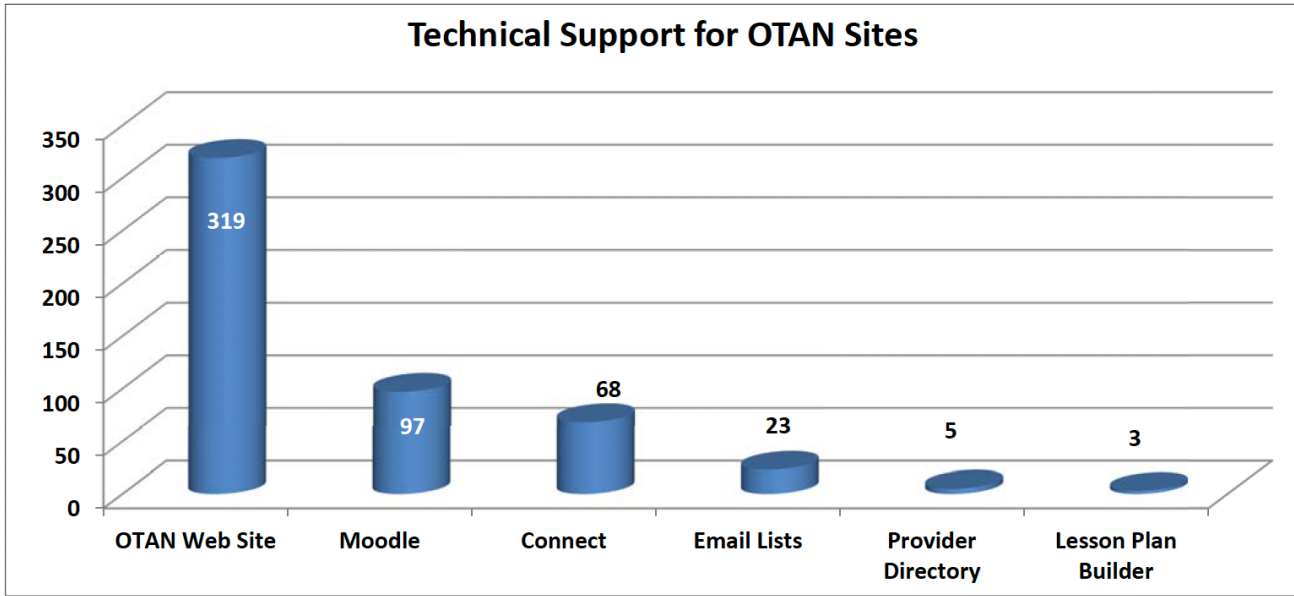
Exhibit 5B.2

Web 2.0 Support

Beyond supporting OTAN Web sites, staff also provides information and support to adult educators wanting to use OTAN e-mail lists, discussion boards, blogs, ePortfolios, and other uses of Google Docs. Staff provided 21 instances of support or information to adult educators who were implementing ePortfolios, creating Web pages with Weebly, creating a Google hangout for an online meeting, and various other requests.

Directed E-mail

OTAN is able to send mass e-mails to selected groups of OTAN members, and is the only source of contact directly with teachers. Therefore, CDE and other agencies sometimes ask OTAN to send out a notice, along with the notices that are sent regarding OTAN services and events. CALPRO is the primary user of this service. In 2011-12, 45 messages were sent to 46,497 individuals. Exhibit 5B.3 shows the various categories of directed e-mail sent.

DIRECTED E-MAIL 2011-12	
E-MAIL TYPE	**NUMBER SENT**
TEACHER DIGEST	18,575
OTHER AGENCIES	10,001
ADMINISTRATORS' DIGEST	7,637
TRAINING	3,787
DISTANCE LEARNING	2,171
CDE	1,655
OTHER	1,254
STUDENTS SUCCEED	538
TIMAC	461
OTAN NEWSLETTER	418
TOTAL SENT	**46,497**

Exhibit 5B.3

ALOE Projects

OTAN had the opportunity in 2011-12 to provide funding to the field for specific projects. Initially these funds were to support the creation of the Academics and Career Education Transition Centers (ACET Centers) proposed in the California Adult Education Strategic Plan, Linking Adults to Opportunity. Because of the decrease in funding for adult education along with changes in leadership in the Adult Education Office, the ACET Centers remained in the consideration stage and funding for them would have been premature. Therefore, in consultation with the Adult Education Office, the decision was made to repurpose these funds to focus on the implementation and increase of online instruction for adult learners, and named the Adult Learning through Online Education (ALOE) project.

A task of the Distance Learning Advisory Committee was to help develop the Request for Proposals (RFP), and the rubric for reviewing the proposals. The RFP was posted in October and due November 18, 2011. An information session was held online at the end of October, with 37 people attending. Twenty-five proposals were received, and 10 were funded, with funding announced in early December. Contracts were drawn up for funded agencies, and all contracts were in place by February 1, 2012. The funding was for 16 months and will continue through May 31, 2013. The following agencies are the selected ALOE participants:

Berkeley Adult School   **$20,000**
Now recognizing that over 50 percent of BAS students enrolled in the basic math course have Internet access at home, Berkeley Adult School will offer online math instruction and activities in support of their Adult Basic Education (ABE) math class. Curriculum will include a combination of commercial sites and sharable courses offered through OTAN.

Fairfield-Suisun Adult School   **$16,500**
Fairfield-Suisun Adult School will convert their newly developed Transitions course to a blended delivery format, blending direct instruction with online components. In addition, they will provide extensive professional development to their staff on creating online content and skills for effective online teaching.

Fremont Adult School   **$20,000**
Fremont Adult School will integrate online instruction into five existing English as a Second Language (ESL) courses. They will also update their distance learning classroom with technology to aid in the student orientation to distance learning, and create an orientation video.

Jewish Vocational Services   **$19,800**
Jewish Vocational Services will create a 90-minute online workshop based on their face-to-face workshop on the topic of "Identifying Transferrable Skills." The online module will include video and interactive quizzes. The end product will be delivered to 50 students at their site, and made available on their Web site, on the OTAN site and the Gateway to Careers Web site.

Pittsburg Adult School   **$12,137**
Pittsburg Adult Education Center will offer several of the online courses available through OTAN, including the USA Learns wrap-around course for intermediate ESL and the California High School Exit Exam (CAHSEE) Steps courses for students preparing for the CAHSEE. They will also include the Certified Nursing Assistant (CNA) English online lessons into their Vocational English as a Second Language (VESL) for Medical Professions course.

Riverside Adult School $17,179

Riverside Adult School will create an online "bridge course" for adult literacy students preparing to enter Certified Nursing Assistant Training or a Medical Assistant course. The course will be based on existing curriculum and will support students in becoming effective online learners.

San Bernardino Adult School $20,000

San Bernardino Adult School will collaborate with San Bernardino Valley College to create a blended "Transition to Success" course that will address the basic skills deficits of college-bound adult learners, and provide them an opportunity to become comfortable with online learning. The course will be offered three times to a total of 90 students.

San Juan Adult Education $16,144

The San Juan Adult Education program will partner with an elementary school and a high school within the district to provide blended instruction in English and basic skills to parents of the students. The Adult Education program will set up computers in the Parent Resource Center at each site, and provide support for parents to access online instruction from a variety of sources.

Stanislaus Literacy Center $19,040

The Stanislaus Literacy Center (SLC) will initiate the offering of an advanced online English as a Second Language course for learners selected from the 275 on their waiting list. Using the online course developed by OTAN, SLC will serve at least 75 students who would not otherwise be served.

Torrance Adult School $19,200

Torrance Adult School will add an online component to four existing English as a Second Language courses to be offered beginning in the fall of 2012. They will also develop a process for providing services to blended students, including registration, placement testing, assessment and orientation. Finally, they will establish a train-the-trainer model to expand the number of instructors comfortable with delivering the blended model.

With several exceptions, most agencies spent the spring of 2012 planning their projects and hiring and training teachers. The **Stanislaus Literacy Center** started right away, training an instructor on the OTAN ESL Advanced online course, and advertising the class at five family literacy centers. Students were individually screened and then attended a three-hour orientation in April. There were 25 students enrolled in the online course at that point.

Berkeley Adult School focused on math instruction for ABE students and offered an online component to their blended ABE class. Preliminary results showed that students with paired pre and post math scores showed a 4.06 point gain on the CASAS Math Test, as opposed to an average gain of 1.42 for the same period the year before. Berkeley is using an inexpensive commercial product, IXL Math.

Torrance Adult School was already experimenting with online instruction, but was finding it a challenge to retain students, so their project is to put more support, counseling and face time into their online offerings. The spring was comprised of hiring and training an instructor, and preparing orientation materials and a student handbook.

Fremont Adult School integrated an online component into four ESL courses using both USA Learns and the OTAN Advanced ESL course. As a result, the number of students in their distance learning program more than doubled. Three instructors were trained on Moodle and created two Moodle courses with audio files for students to practice dictation, to be delivered in the summer session.

The focus at **San Bernardino Adult School** is on transitioning students to the community college, San Bernardino Valley College (SBVC). The ALOE instructor worked on a Transition to Success course in collaboration with the English Department at SBVC. The students in this class met four times in person during the spring, and completed basic skills lessons online using Skills Tutor.

The **San Juan Adult Education** ALOE project is to work with low level ESL learners who are parents of elementary school students. The goal is to increase their digital literacy skills in order to prepare them for online learning. Two elementary schools are providing classroom space, and the adult school provides computers. An example of an early goal was to get each student set up with a Gmail account so that they could access the district student records system to see how their children are doing in school, and the school or class Web site for each child.

Pittsburg Adult Education Center has multiple projects planned and used the spring to select and train teachers, and give them a chance to become familiar with their chosen online curriculum. They purchased some mobile equipment for the ESL department, put out a call for ESL teachers to apply for the distance learning position, hired a teacher to start using GED Connection online videos in his GED class, and got the VESL Medical English instructor familiar with the English for Nursing Assistant online lessons.

Web Sites

OTAN hosts new Web sites for CDE projects as requested. The two that have been active this year are the strategic planning site, where the evolution of the strategic plan for adult education in the state is tracked and posted, and the Policy to Performance (P2P) Web site for a special project funded by the Office of Vocational and Adult Education. The strategic plan site has had several revisions as the plan has been further developed. The P2P Web site was built from scratch for the project that funded 10 adult education agencies to implement transition activities to help students move to employment or higher education. The final reports from all 10 agencies are now available on the site.

Another new site begun this year is one for the newly reconstituted Field Partnership Team formed to provide a conduit for information to flow between the Adult Education Office at CDE and the field. This site posts meeting announcements, agendas, minutes, and other relevant documents.

Students Succeed

The California Adult Education Students Succeed project has been hosted by OTAN for a number of years. Although it is not included as a deliverable in the current contract, the Adult Education Council of the Association of California School Administrators requested OTAN to produce two videos of successful students to present at the state conference luncheon. One of these was Joe Grinnell, formerly a student at Marysville Adult School. Joe had a history of gang and drug involvement as a teenager and soon dropped out of school. He found a job,

but continued with drugs and alcohol, and was eventually incarcerated several times. At last Joe made a decision to get clean and sober, and with the help of a program, he did. He then returned to school at Marysville Adult School to study for his GED, which he completed in 2011. He has a successful business as a plasterer, and has the ultimate goal of becoming a pastor.

The other recipients of the award were a couple, Ken Nguyen and Myhau Phan from Vietnam. They came to the U.S. as refugees from Vietnam, with no skills, very little English, and a young son. They both attended English classes at Santa Clara Adult School, and eventually moved to Sacramento where Ken began work as a delivery driver for a furniture company. Twenty years later, they own a successful furniture company and have put their two children through college. Their daughter teaches high school English and their son is the Director of Marketing for a software company in New York.

Increasing Distance Learning

In addition to the main OTAN contract, the California Department of Education, Adult Education Office, also contracts with OTAN to provide services and support to the field to increase and track distance learning, and online instruction in particular. The following sections of this report relate work completed on the Distance Learning Project.

The Online Teaching Academy

The Online Teaching Academy (OTAC) is a project with the goal of increasing online instruction for adult learners enrolled in California adult education agencies. OTAC accepted 12 experienced and/or aspiring online teachers and provided training and support for the initiation and development of online instruction. (Exhibit 6A.1) Participants could choose their subject area which included: ESL, ABE, ASE, and GED curriculum, or develop online projects focused on transition to employment, job training or postsecondary, as well as CTE courses with basic skills and/or work skills integrated into the curriculum. OTAC provided an environment of open sharing, collaboration, and personal and professional growth in the area of online instruction. Participants were guided in the process to create their own online or blended course presence using Moodle as a course management system. Projects could include stand-alone courses complete with assignments, assessments and other resources, supplemental materials to support classroom instruction, or projects could be developed to support existing online curriculum such as GED Connection or Crossroads Café.

Online Teaching Academy Mentors	Agency
Sandra Anderson	El Monte-Rosemead Adult School
Laura Cifuentes	Conejo Valley Adult School
Jhan Dunn	Glenn County Office of Education Adult Program
Tracy Foreman	Huntington Beach Adult School
Cindi Hartman	San Diego Community College District
Thomas Kennedy	City College of San Francisco
Arij Mousa	Placer School for Adults
Martha Platt	Culver City Adult School
Estela Puelma	Capistrano Adult School
Aaron Saenz	East Los Angeles Occupational Center
Ami Takanashi	Rowlan Adult and Community Education
Rebekah Villafana	LAUSD, DACE, Kennedy-San Fernando Community Adult School

Exhibit 6A.1

Participants were offered training on using Moodle, an open source course management system. OTAN provides hosting and support for all adult education agencies in California and wishes to further develop proficient Moodle users and online teachers. Moodle, as a course management system, offers many benefits including tools that allow for and encourage online discussions, collaborative projects, assignments, quizzes, interactive activities, branched lessons, and synchronous chats. Moodle provides the environment for teachers to create rich, robust and interactive course materials for teaching and learning in either a fully online environment, or "blended" where students meet at least minimally face-to-face with an instructor.

> "I think I got more from OTAC than one of my instructional technology classes at CSULA. The OTAC experience is really valuable and it targets the adult school teacher at the right level".
> - OTAC Participant

Participants made a significant time commitment to the course development and the use of a wide variety of online learning tools for potential inclusion in their online project. Participants spent an average of 10 hours a month working on their project, attending meetings and online workshops and/or in communication with their online teaching mentor or project coordinator. In addition, participants collaborated with their Administrator to develop a shared goal for this project and to secure any necessary release time to attend the required meetings.

At the end of the project year, participants met online and presented a final report on the scope of their project, the current status, future plans for additional development of their course and feedback on their overall experience with the Academy. Participants were also asked to complete a final project evaluation form online to provide feedback on the project. Evaluations were gathered after each training session and at the beginning and end of the project year. A summarized list of results is presented below.

> "I think one of the strengths of the OTAC program is the support we receive from so many in OTAN. Also having a mentor is key because we can connect with them at any time. There was not one staff member of OTAN that I didn't feel like I could approach and ask a question. It's rare to have such support! Thank you"!
> - OTAC Participant

- 100 percent of the participants reported creating all or part of an online course

- 55 percent of participants used their courses with 135+ students during the project year

- 100 percent reported that they shared information about Moodle or distance learning with teachers at their agencies

- 73 percent reported they incorporated new strategies for online teaching

OTAC participants were required to complete two survey questionnaires. One asked a series of questions regarding the participant's technology skills and practices. The other was the Distance Teaching Self-Assessment (DTSA, http://www.adultedonline.org) comprised of questions related to 49 distance teaching competencies. The answers to the DTSA were used as a pre/post-test to measure changes in their perception of readiness to teach online. There were significant gains in all areas except one. The greatest gains were in participants reported preparedness in using a course management system. These questions initially scored 37.5 percent (out of 100) where the post-test participants showed much more confidence at 65.9 percent out of 100, an overall gain of 28.4 percent.

The second highest gain was in curriculum. This series of questions was related to preparedness for identifying the strengths and weaknesses of a curriculum for particular students, identifying how their role may be different depending on the curriculum's delivery system, how to supplement curriculum with other instructional materials, identify the system requirements for the curriculum, identify technology the curriculum uses, and teaching students how to access and use the curriculum on their own. Initial scores on these questions were 59.1 percent on the pre-test and 77.3 percent on the post-test, a gain of just over 18 percent. (Exhibit 6A.2)

Before and After Self-Assessment Summary
Prepared Now

A = Instruction
B = Communication
C = Supporting and Motivating Students
D = Curriculum
E = Course Development
F = Is Distance Teaching for You?
G = Intake and Orientation
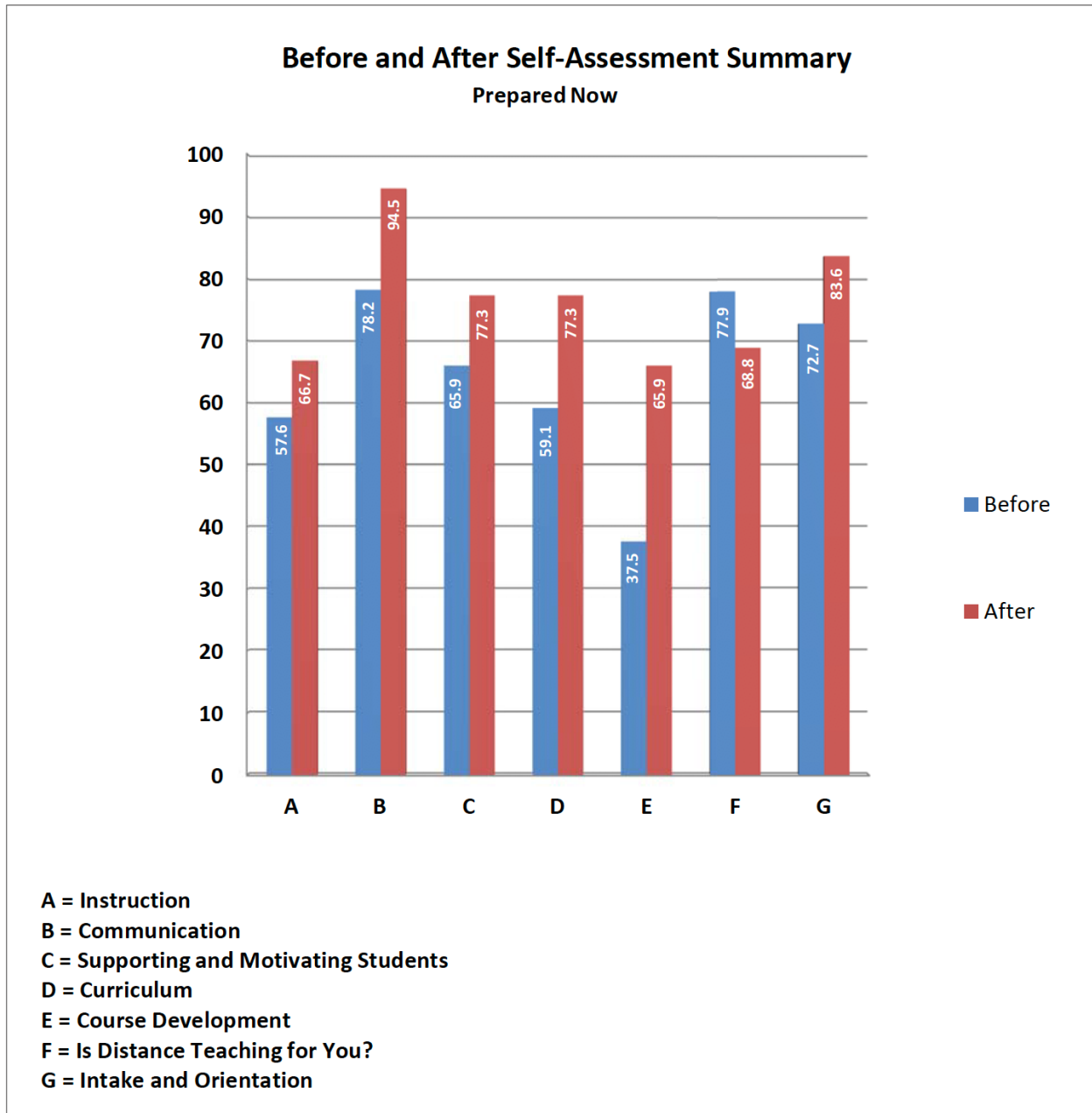
Participants also responded to a pre- and post-questionnaire on their skills with Moodle or another course management system, and the results show progress in every area. Teachers apparently felt much more comfortable after the training, creating online assignments, reviewing student work online, facilitating online discussions, and using synchronous tools like chat and Web conferencing. (Exhibit 6A.3)

Course Development

Prepared Now

How prepared are you to use the course management system (e.g., Moodle, Blackboard) on which your curriculum will be delivered? Can you do the following?

	Before	After
A	54.5	72.7
B	45.5	81.8
C	45.5	72.7
D	36.4	72.7
E	27.3	54.5
F	54.5	72.7
G	18.2	45.5
H	18.2	54.5

A = Show students how to use the system
B = Create assignments and enter them into the system
C = Review student work and provide feedback
D = Facilitate online discussions
E = Read and understand system reports on student progress
F = Create summative and formative assessments (quizzes)
G = Understand basic course management (add/remove students, backup/restore the course)
H = Create and understand how to use synchronous tools (chat, web conferencing)

Exhibit 6A.3

Distance Learning Online Workshops and Web Resources

In 2011-12, 35 Webinars were offered on distance learning topics, including an orientation to online teaching, a discussion of how to orient students to online learning, and many topics related to using the Moodle course management system. There were 374 participants served over the course of the year. (Exhibit 6B.1)

ONLINE DISTANCE LEARNING WORKSHOPS 2011-12			
DATE	TITLE	PARTCIPANTS	TRAINER
6/28/12	Admin Planning for Online-Blended Delivery (APOD)	4	Pearson, Penny
6/7/12	Orienting Students to Online Learning	15	Crawford, Katherine
5/10/12	Moodle: Create Online Interactive Activities (New!)	9	Wentworth, Francisca
4/16/12	Moodle: Getting the Most out of the Gradebook (Advanced)	8	Wentworth, Francisca
4/9/12	Moodle: Customizing Your Course and Grade Book	5	Roy, Blair
3/22/12	Moodle: Using the Lesson Activity	4	Pearson, Penny
3/12/12	Moodle: Using Audio to Enhance Teaching and Learning (New!)	4	Wentworth, Francisca
3/2/12	Moodle: Using the Quiz Activity to Assess Students	5	Coulter, Susan
2/28/12	Moodle: Create a Course Web Site	7	Roy, Blair
2/24/12	Creating a High Quality Online Course	18	Pearson, Penny
2/17/12	Moodle: Creating Assignments	7	Coulter, Susan
2/16/12	"USA Learns 2nd Course Moodle Wrap Around" Shared Course Orientation	9	Crawford, Katherine
2/10/12	So You Want to Teach Online?	12	Pearson, Penny
2/9/12	USA Learns: A Web-Based Tool for ESL Learners	12	Fella, Evelyn
0/23/12	"Advanced ESL" Shared Moodle Course Orientation	8	Wentworth, Francisca
1/19/12	Moodle: Create a Course Web Site	6	Roy, Blair

Exhibit 6B.1

ONLINE DISTANCE LEARNING WORKSHOPS 2011-12

DATE	TITLE	PARTCIPANTS	TRAINER
11/18/11	Moodle: Using the Lesson Activity	11	Pearson, Penny
11/17/11	Moodle: Customizing Your Course and Grade Book	11	Roy, Blair
11/14/21	Moodle: Create a Course Web Site	12	Roy, Blair
11/10/11	"USA Learns 2nd Course Moodle Wrap Around" Shared Course Orientation	12	Crawford, Katherine
11/9/11	USA Learns: A Web-Based Tool for ESL Learners	12	Fella, Evelyn
11/4/11	Moodle: Using the Quiz Activity to Assess Students	7	Coulter, Susan
10/27/21	Creating a High Quality Online Course	6	Pearson, Penny
10/24/11	Moodle: Using Audio to Enhance Teaching and Learning (New!)	8	Wentworth, Francisca
10/18/11	"Advanced ESL" Shared Moodle Course Orientation	16	Wentworth, Francisca
10/14/11	Moodle: Creating Assignments	10	Coulter, Susan
10/6/11	Moodle: Create Online Interactive Activities (New!)	6	Rosemberg, Leila
10/3/11	Moodle: Create a Course Web Site	17	Roy, Blair
9/22/11	Moodle: Create a Course Web Site	11	Roy, Blair
9/7/11	Innovation and Alternative Instructional Delivery Program Application Training	6	Marceta, Branka
8/29/11	Innovation and Alternative Instructional Delivery Program Application Training	4	Marceta, Branka
8/3/11	Moodle: Using the Quiz Activity to Assess Students	20	Pearson, Penny
7/20/11	Moodle: Creating Assignments	25	Pearson, Penny
7/7/11	Moodle: Create a Course Web Site	28	Pearson, Penny
7/6/11	Moodle: Create a Course Web Site	19	Pearson, Penny
	TOTAL WORKSHOPS: 35	**TOTAL PARTICIPANTS: 374**	

Exhibit 6B.1 (continued)

Participants were generally pleased with the objectives of the online workshops and would recommend attendance to their colleagues. (Exhibit 6B.2)

SUMMARY OF DISTANCE LEARNING WORKSHOP EVALUATIONS

5 = STRONGLY AGREE   3 = NEUTRAL   1 = STRONGLY DISAGREE
N=261

	5	4	3	2	1	AVERAGE SCORE
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	206	34	12	1	5	5
2. THE TRAINING WAS WELL-PACED	165	56	25	9	3	4
3. THE TRAINING MET YOUR EXPECTATIONS	167	74	9	3	5	5
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	142	80	27	3	6	4
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	212	35	5	0	6	5
					OVERALL AVERAGE	5

Exhibit 6B.2

The OTAN Web site offers six categories of information under Distance Learning:

Online Curriculum – this area provides links to 26 different online curriculum sites appropriate for adult learners.

Distance Teaching – provides links to a variety of tools and information for adult educators on distance teaching and learning.

Distance Learning Products – these are products offered by OTAN on a cost recovery basis, such as English for All DVDs and free downloadable workbooks to accompany GED Connection videos.

Distance Learning Forum - online discussions and presentations for adult educators on distance teaching and learning

Distance Learning E-mail List – OTAN hosts this e-mail list in order to provide an opportunity for discussion on current issues in distance education; research inquiries and assistance; professional networking; announcements of conferences, professional positions open and sought; and new products and services of interest to the Distance Learning community. As noted previously, 42 topics were discussed on the list in 2011-12.

Innovation Application – OTAN programs and supports the Innovation and Alternative Instructional Delivery Program application and evaluation forms, and a link to them is provided in this section.

The Innovation Programs Application
The Innovation and Alternative Instructional Delivery Programs online application and evaluation is posted every year as part of the OTAN contract. Under the Distance Learning Project contract, reviewers are hired to review and score each application. For applications with problems, agencies are contacted and assisted with making the necessary revisions. In 2011-12, there were 56 applications to review. Reviewers were trained through an online process, then applications were scored and agencies notified of the results by automatic e-mail.

Sharable Online Courses for Learners

OTAN continues to develop shared online courses for the adult education field. A new course to help students transition into work or to school was developed and piloted over the course of the 2011-12 school year. The course was designed to help low-literacy students with the basic vocabulary and skills required to pursue either of these goals. In addition, the course provides a foundational writing review section to help students learn the writing process and review basic grammar skills.

Four teachers were selected based on their current teaching assignment and their commitment to using the course with their students throughout the pilot. Those selected were Michelle Dullea from Sweetwater Unified School District, Fred Jorgenson from Moreno Valley Community Adult School[1], JoAnn Beshansky from Clovis Adult School, and Lori McClintick from Visalia Adult School. In addition, the two course developers, Debbie Jensen from Baldwin Park Adult and Community Education and Rhonda Koff from Elk Grove Adult and Community Education also piloted the material with their students. Ms. Koff recruited an additional four teachers to review the course materials and assist students in the course.

Pilot teachers were oriented to Moodle and the course in October 2011 and a general plan was developed for the pilot teachers to review the course materials and offer the course to their students in the spring term. The pilot teachers were also invited to participate in an online *ABE Pilot-Tech Support* course designed to support them in their implementation of the course and provide a centralized place for questions and technical assistance. This online support course was created in November 2011 and supported over 35 discussions on various aspects of the course including suggestions for curriculum improvements, ideas and resources for student orientation and support, and assistance using the features of Moodle.

All pilot teachers agreed to end the pilot portion of the course on April 15, 2012. At that time, a final online meeting was held asking for further feedback and suggestions for improving the course. The suggestions offered here guided the revision of the course that took place over the summer of 2012. Once all changes are in place the course will be distributed to the 13 agencies that requested the course during the 2011-2012 school year and further announcements will promote the course to teachers currently using Moodle as well as promoting the course through the OTAN newsletter, Teacher Digest, and directed e-mail.

OTAN continued to offer support to teachers who requested either of the other online courses; Advanced ESL and the USA Learns wrap around course. Teachers were provided a recorded webinar to orient them to the course materials and course management. In addition, teachers needing support sent requests to OTAN's support desk.

The Moodle Course Repository

OTAN offers other shared courses developed by other authors such as the National Repository for Online Courses (NROC) and the Moodle community. The NROC courses include *Algebra* (first and second semester) and a beta version of a *Developmental Math* course. Currently six adult education agencies have requested a copy of the NROC Algebra course, and three agencies have asked for the Developmental Math course. OTAN support occasionally receives requests for assistance with these two courses. OTAN also provides access to other shared courses such as *Digital Photography*, *Cool Tips 101* (a teacher training course for using Moodle), and *Internet Safety, Acceptable Use, Research and Copyright*, but these courses have not yet been put to use by adult educators.

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1 This teacher dropped out of the pilot in January due to other commitments.
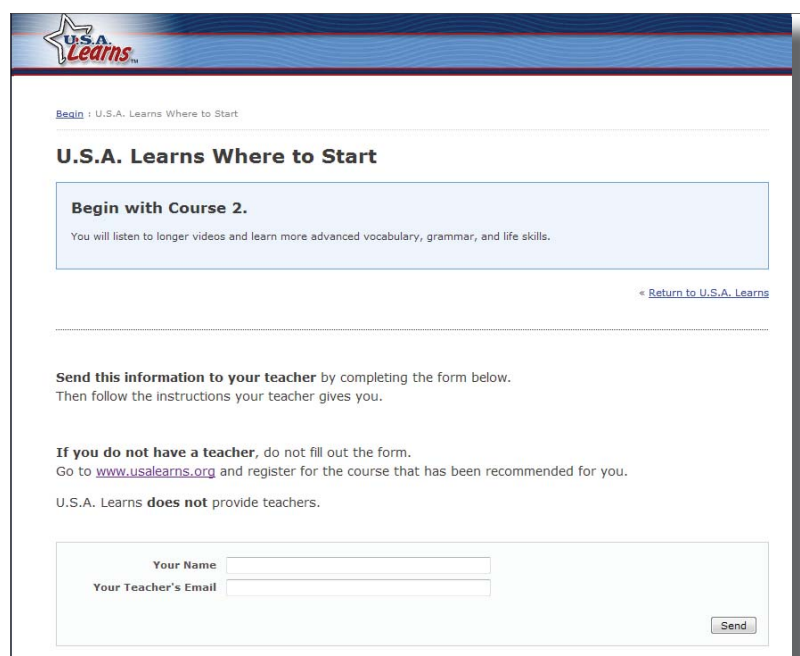
Enhancements to U.S.A. Learns

USALearns.org offers three free online ESL courses. It was developed by the Sacramento County Office of Education with federal funding from the Office of Vocational and Adult Education. OTAN has continued to support the site as it is used for distance learning by a number of agencies, and there were 335,000 visits from California in 2011-12, with the average visitor spending 28 minutes on the site and viewing 64 pages. Sixty percent of visits were by return visitors. This data indicates that students are using the site to study English, and spending time working through the lessons. Exhibit 6C.1 shows the number of visits during 2011-12 from the top 12 cities. Los Angeles, as expected because of the concentration of population, is the largest user, but San Francisco and San Jose are not far behind. However, there were a total of 584 California cities that sent learners to the site, and 127 of them had 500 or more visits, which demonstrates the wide use of the site.

USA LEARNS VISITS BY CITY FOR TOP 12 CITIES	
LOS ANGELES	36,305
SAN FRANCISCO	24,457
SAN JOSE	18,275
SAN DIEGO	10,774
SACRAMENTO	9,664
SANGER	7,902
BERKELEY	5,899
OAKLAND	5,647
FRESNO	5,367
FREMONT	4,579
CONCORD	4,408
WATSONVILLE	4,386

Exhibit 6C.1

Two major enhancements were made to the site this year. The first was the creation of an intake tool. Any learner can come to the site and complete the intake tool to receive a suggestion of where to start. For example, an intermediate learner might receive a recommendation to begin with the second course. Independent learners have a link to this tool when they register on the site, and teachers may also send their students to the intake tool, with instructions for having the scores e-mailed back to the teacher. (Exhibit 6C.2)

Exhibit 6C.2

Exhibit 6C.3

The second major addition is a collection of free online resources to provide additional practice for a particular lesson. The teacher can select additional resources for any lesson and any skill with which a student is having trouble. Exhibit 6C.3 shows some recommended sites for reading practice related to the First English Course unit on Places to Go. Similar results are available for every unit.

Statewide Curriculum Licensing
The statewide license for the 39 GED Connection videos from Kentucky Educational Television has been extended through December 31, 2013. At that time the GED test will be revised and new materials will be needed. OTAN posted the GED Connection videos online, and they may be used by any adult school or public institution in California. During the year, 2,832 students used the video site, completing 5,880 visits. There were visits from 201 cities in California, with the top 10 listed in Exhibit 6C.4. The pattern of usage for this site is different from other online curriculum, and reflects the fact that smaller and more rural programs are less likely to purchase the expensive online GED curriculum and are instead using this free resource provided by the state.

GED Connection Visits by City for Top 10 Cities	
San Diego	433
Chula Vista (Sweetwater)	415
Ventura	362
Westminster	335
Richmond	291
Rancho Cordova	272
Manteca	268
Daly City	212
Los Angeles	200
Fontana	180

Exhibit 6C.4

The Annual Distance Learning Report

OTAN publishes a report each year reviewing the data for distance learners. CASAS, which provides the assessment system for California adult education and collects the resulting data, provides the data on classes designated as distance classes. This data is combined with data from the Innovation Programs applications, and an annual report is produced.

The data is available in May for the previous year, so the report published this year covers 2010-11, the second year of decreased funding for adult schools. The attendance data for 2009-10 showed a 55 percent drop from the previous year, and 2010-11 continued this decrease, with an overall drop for the two years of 77 percent. (Exhibit 6D.1) In 2008-09, 73,809 students were served at a distance, while in 2010-11 only 16,775 students were served.
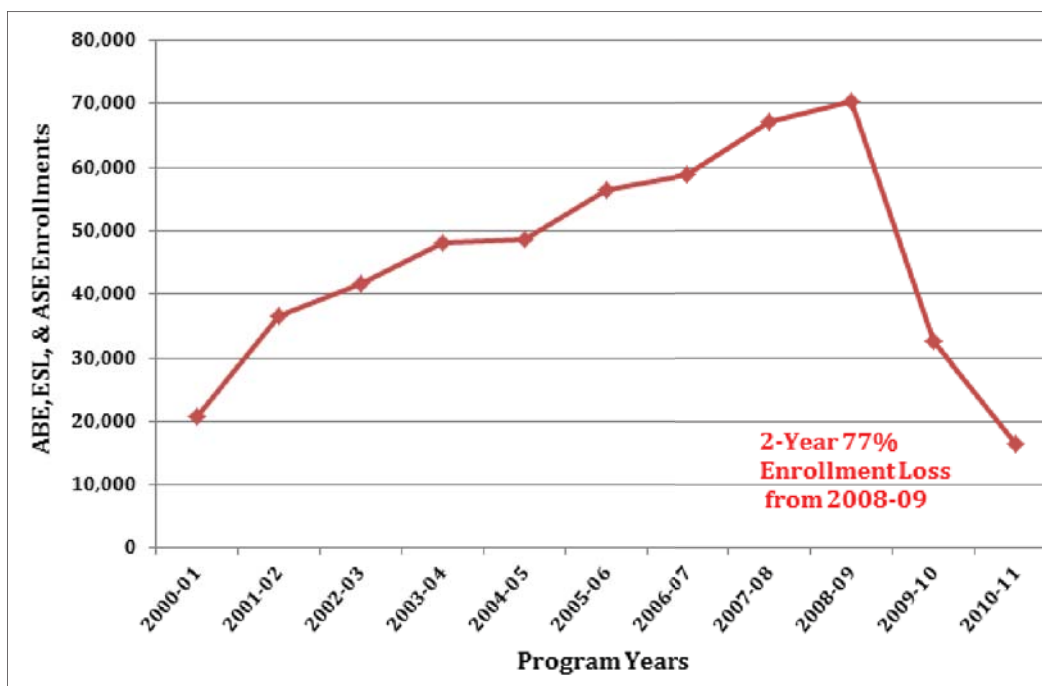
Exhibit 6D.1

Enrollment/Participation of WIA II Learners in ABE, ESL, ASE Innovation Programs from 2000 to 2011. (Source: CASAS 2011)

Although the number of students has decreased, those who participate in distance or blended learning continue to outpace their classroom counterparts in progress. Exhibit 6D.2 shows the gain in CASAS reading scores for ESL students in the classroom, in distance learning, and in a blended model which includes students enrolled in both distance and classroom courses. As in every previous year, distance learners generally do comparably or slightly better than classroom learners, and those who enroll in both show higher learning gains at every level.
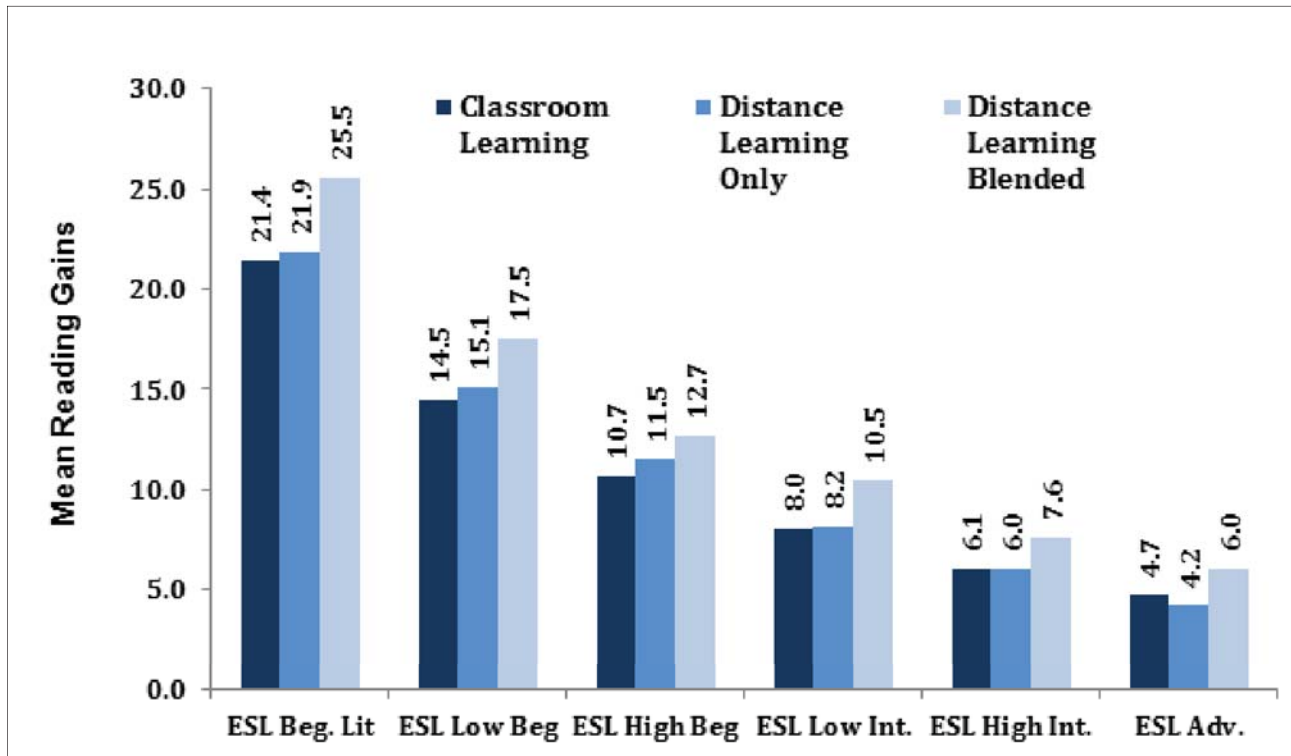
Comparative Reading Gain Scores by NRS ESL Functional Instructional Levels for Classroom and Distance Learning (Only and Blended) 2010-11. (Source: CASAS 2011)

Exhibit 6D.2

One challenge for distance-only learners is persistence. Not only in adult education, but in all levels of education from elementary through university, students at a distance persist at a lower rate than those in face-to-face classes. In 2010-11, distance learning only students had about a 50 percent persistence rate. However, blended learners had a rate slightly higher than 70 percent.

For further and more in depth data on the distance learning program see the California Adult Education Distance Learning Report.

Appendices

OTAN 2011 - 12

Quarterly Progress Reports

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
July 1, 2011 – September 30, 2011

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Define and promote 21st Century Skills through TIAC and through professional development materials.	
1A.1. Convene Technology Integration Advisory Committee	• The Technology Integration Advisory will be convened in March 2012 to review progress on TPACK online tool implementation
1A.2. Develop and revise handouts for workshops, webinars and presentations	• Handouts were updated for one presentation and 3 webinars
1B: Deliver workshop and webinars on technology integration, distance learning, and data management.	
1B.1. Deliver up to 32 face-to-face workshops	• Nine webinars were delivered to 128 participants during this quarter
1B.2. Deliver up to 60 webinars on technology and distance learning topics	• No face-to-face workshops were offered
1B.3. Hire and orient external trainers	• One new trainer was hired, and all 9 trainers received orientation to the new version of Adobe Connect software used for webinars
1C: Research new technologies and provide opportunities for agency staff to try them.	
1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences	• Staff continued to follow national email lists and professional journals
1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.	• One presentation was offered to 94 participants at Santa Ana College
1C.3. Produce at least one technology integration video.	• Final editing was done on two Transition to Work videos that include technology elements
1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities	
1D.1. Collect data on implementation of blended learning models and disseminate through workshops	• Information on blended models is collected primarily via Innovation Applications, which were due on 9/30/11
1D.2. Convene the Distance Learning Advisory Committee twice a year	• Invitations were sent to 21 Distance Learning Advisory members for a meeting in October
1D.3. Produce one video on distance or blended learning instructional models	• Work has not yet begun on the blended learning video
Task #2 – Connect Technology to the Curriculum	
2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.	
2A.1. Select and hire field colleagues	• The Technology Strategies Web Developer was hired and planning for the new framework was initiated
2A.2. Provide professional development for field colleagues	
2A.3. Solicit input on how to configure new online tool	• Four additional technology framework developers were hired, and professional development was provided on the TPACK model
2A.4. Create online shell for instructional strategies	
2A.5. Populate at least one section of the tool and pilot with several teachers	• An orientation and initial planning meeting was held in Culver City on Sept. 23
2A.6. Continue population of database, expanding to additional instructional areas	
2B: Provide professional development on how to use technology effectively in instruction, including video production	
2B.1. Develop workshops and other professional development on how to use the new tool	• These objectives will not occur until the new Web tool is live
2B.2. Produce one video on how to use the new TPACK tool	
2C: Host the Technology Integration Mentor Academy (TIMAC)	

OTAN/SCOE

PROGRESS REPORT (7/1/11 – 9/30/11) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2C.1. Prepare training materials for TIMAC	• Training materials were prepared for initial TIMAC meeting in October
2C.2. Hire TIMAC mentors	• Three mentors were hired for TIMAC participants in Southern California
2C.3. Meet with TIMAC participants 3 times in Sacramento	• Mentors were oriented via an online meeting
2C.4. Mentors make at least 1 site visit to each participant	• Planning and preparation was done for the TIMAC meeting in October
2C.5. Collect pre and post data on TIMAC participant skills	
2C.6. Host online meetings for participants and mentors	
2C.7. Develop, post and advertise TIMAC application for 2012-13	
2C.8. Participants present their projects at wrap-up in May	
2C.9. Review TIMAC applications for 2012-13 and select participants	
2C.10. Produce final TIMAC report and disseminate to participants and their administrators	
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.	
3A.1. Hire e-portfolio pilot teachers and provide training	• Two teachers were hired for the e-portfolio project, and three more are in the process of being hired
3A.2. Pilot simple e-portfolio tools and model effective practices	
3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices	
3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars	
3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	
3B: Research and identify simulations of online tasks related to transition	
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary	• Decision was made to begin with simulations for helping low literacy students gets started with Moodle as a course management system
3B.2. Select and create up to 3 online tasks or simulations	• Three short simulation videos were created. Simulations are still in beta, but are expected to be released during the next quarter
3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	
3C: Initiate development of an application for mobile delivery of basic skills instruction	
3C.1. Identify appropriate app with input from DLAC	• Research and consultations were initiated on the focus for an adult education mobile application
3C.2. Select and hire 2 teachers to pilot mobile app	
3C.3. Develop the application	
3C.4. Pilot with 2 teachers, up to 10 learners each	
Task #4 – Provide Adult Educators with Current Information and Research	
4A: Redesign and maintain the OTAN Web site, including mobile version	
4A.1. Create new design for OTAN Web site	• Extensive planning took place to design the new design of the OTAN Web site
4A.2. Develop new management system for Web site	• Research conducted on possible designs for a new content management system, and lead programmer attended a seminar on one possible tool
4A.3.Review all current content and move to new site as appropriate	
4A.4. Launch and advertise new site	
4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	

OTAN/SCOE

PROGRESS REPORT (7/1/11 – 9/30/11) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices	
4B.1. Host exhibit tables at up to 8 adult education conferences	• No regional or state conferences were held during this quarter
4B.2. Produce 3 issues of the OTAN Online Connection newsletter	• Newsletter articles for September were planned and submitted
4B.3. Produce and distribute two monthly digests	• Layout of newsletter included a CDE information pullout page
	• Newsletter mailed to 2484 members in September
4C: Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects	
4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects	• Four online meetings were held by OTAN with 15 participants
4C.2. Provide training and support to new and returning meeting hosts, and support online meetings	• CALPRO used Connect to host 10 online meetings
	• Discussions were held on supporting ACSA regional meetings via Connect, but there was not enough interest among members
4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects	• CATESOL held 4 board meetings online and 2 webinars using Connect
4C.4. Videotape conferences and other events, and provide streaming video of events	• Continued to host email lists for CDE and CALPRO
	• Planning occurred for videotaping the CALPRO New Administrators Orientation and the ACSA Adult Education Conference, both in November
4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool	
4D.1. Update and post the technology planning form	• The technology plan submission form was updated for 2011-12 and posted on August 1
4D.2. Provide training for agency staff on the technology planning process	• Sixteen agencies were assisted in developing their technology plans
4D.3. Provide technical support to users of online form	• Technology plan reviewers will be hired in December, as reviewing begins in January
4D.4. Hire field colleagues to review EL Civics technology plans	• The public version of the technology planning form was completely revised and updated to comply with current accessibility requirements
4D.5. Maintain a public version of the technology planning form	
Task #5 – Coordinate with CDE and other Leadership Projects	
5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE	
5A.1. Update online submission forms and modify as requested by CDE	• The EL Civics technology planning form was updated
	• The California Adult Education Provider Directory was updated and provided with a new graphical look
	• The Agency Contacts form was updated
	• Development continued on a redesign of the course approval form
	• The WIA budget form was updated
	• The Innovation Program evaluation form was updated and posted
5B: Provide telephone and online technical support for OTAN-authored Web sites and databases	
5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder	• Staff produced two videos on Students Succeed recipients to be shown at the ACSA conference
	• 753 users logged in to the Lesson Plan Builder during the quarter, and 344 worked on a lesson plan. 16,011 users are now registered.
	• Eleven users entered data into the Course Outline Builder
5C: Provide opportunities for agencies to share information and collaborate through email lists and online meetings	

OTAN/SCOE

PROGRESS REPORT (7/1/11 – 9/30/11) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5C.1. Provide opportunities for local agencies to use email lists and online meeting software	• Hosted email lists for Adults with Disabilities Bay Area Network • OTAN provided an online orientation to Facebook Groups to one client
5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)	
5D: Contract with adult education centers to provide technical support for technology and online instruction	
5D.1. Produce and post a Request for Proposals for agencies wishing to participate	• Development of the Request for Proposals was initiated, but not completed until October
5D.2. Select up to 9 agencies, and provide orientation	
5D.3. Monitor work of selected agencies and provide support	
5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools	
5E.1. Develop and host Web sites for specific projects as requested by CDE	• Support continued for the Policy to Performance project site • The strategic plan Web site was maintained • Adobe Connect server was maintained, serving OTAN and CALPRO • The combined professional development calendar was updated in collaboration with CASAS and CALPRO

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
October 1, 2011 – December 31, 2011

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Define and promote 21st Century Skills through TIAC and through professional development materials.	• The Technology Integration Advisory will be convened in March 2012 to review progress on TPACK online tool implementation • Handouts were updated for 12 presentations, five workshops and 3 webinars
1A.1. Convene Technology Integration Advisory Committee	
1A.2. Develop and revise handouts for workshops, webinars and presentations	
1B: Deliver workshop and webinars on technology integration, distance learning, and data management.	• 23 webinars were delivered to 241 participants during this quarter • Two face-to-face workshops were offered for 22 participants • One new trainer was hired and oriented
1B.1. Deliver up to 32 face-to-face workshops	
1B.2. Deliver up to 60 webinars on technology and distance learning topics	
1B.3. Hire and orient external trainers	
1C: Research new technologies and provide opportunities for agency staff to try them.	• Staff continued to actively follow national email lists and professional journals • Vendor tables were hosted at five regional and state conferences • Eleven presentations was offered to 520 participants at conferences • No new videos were produced in this quarter
1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences	
1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.	
1C.3. Produce at least one technology integration video.	
1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities	• 56 Innovation Programs applications, and 54 year end evaluations were reviewed and results sent to CDE • Distance Learning Advisory meeting held in October in Sacramento • Planning initiated for video on staying connected to learners at a distance through Facebook
1D.1. Collect data on implementation of blended learning models and disseminate through workshops	
1D.2. Convene the Distance Learning Advisory Committee twice a year	
1D.3. Produce one video on distance or blended learning instructional models	
Task #2 – Connect Technology to the Curriculum	
2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.	• Subject Matter Experts gave input on how to design the Technology for Teaching site • A Web interface was created for the SMEs to enter links and examples for all basic skills program areas • SMEs began entering information into the site
2A.1. Select and hire field colleagues	
2A.2. Provide professional development for field colleagues	
2A.3. Solicit input on how to configure new online tool	
2A.4. Create online shell for instructional strategies	
2A.5. Populate at least one section of the tool and pilot with several teachers	
2A.6. Continue population of database, expanding to additional instructional areas	
2B: Provide professional development on how to use technology effectively in instruction, including video production	• These objectives will not occur until the new Web tool is live
2B.1. Develop workshops and other professional development on how to use the new tool	
2B.2. Produce one video on how to use the new TPACK tool	

Page 1

OTAN/SCOE **PROGRESS REPORT (10/11 – 12/31/11) - CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Prepare training materials for TIMAC 2C.2. Hire TIMAC mentors 2C.3. Meet with TIMAC participants 3 times in Sacramento 2C.4. Mentors make at least 1 site visit to each participant 2C.5. Collect pre and post data on TIMAC participant skills 2C.6. Host online meetings for participants and mentors 2C.7. Develop, post and advertise TIMAC application for 2012-13 2C.8. Participants present their projects at wrap-up in May 2C.9. Review TIMAC applications for 2012-13 and select participants 2C.10. Produce final TIMAC report and disseminate to participants and their administrators	• 12 TIMAC participants attended a two-day training in Sacramento in October • During November, mentors made site visits to the 12 agencies of the participants • Two online meetings were held for participants to report on their progress • Participants worked on developing their technology projects • Materials developed for January training
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.	
3A.1. Hire e-portfolio pilot teachers and provide training 3A.2. Pilot simple e-portfolio tools and model effective practices 3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices 3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars 3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	• A total of five teachers have been hired for the ePortfolio project • Eight planning meetings occurred, online, by phone and face-to-face • Teachers received training on using Google Docs for ePortfolios
3B: Research and identify simulations of online tasks related to transition	
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary 3B.2. Select and create up to 3 online tasks or simulations 3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	• Three short simulation videos were created. • Videos were field tested with students and teachers, and minor edits made • Videos are now live on the Moodle site • Additional tutorials were planned for production in the following quarter
3C: Initiate development of an application for mobile delivery of basic skills instruction	
3C.1. Identify appropriate app with input from DLAC 3C.2. Select and hire 2 teachers to pilot mobile app 3C.3. Develop the application 3C.4. Pilot with 2 teachers, up to 10 learners each	• Two mobile applications were produced for iPhone and iPad • Technical testing was conducted to ensure that both applications work correctly on a variety of devices
Task #4 – Provide Adult Educators with Current Information and Research	
4A: Redesign and maintain the OTAN Web site, including mobile version	
4A.1. Create new design for OTAN Web site 4A.2. Develop new management system for Web site 4A.3. Review all current content and move to new site as appropriate 4A.4. Launch and advertise new site 4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	• Use of a content management system was researched and rejected • Home page and navigation programming were completed • Design and programming was initiated for internal pages

OTAN/SCOE

PROGRESS REPORT (10/1/11 – 12/31/11) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices	
4B.1. Host exhibit tables at up to 8 adult education conferences	• Exhibit tables were hosted at five regional and state conferences
4B.2. Produce 3 issues of the OTAN Online Connection newsletter	• Articles were written and layout completed for the Winter 2012 newsletter, to be mailed in January
4B.3. Produce and distribute two monthly digests	• Three Teacher Digests were produced and emailed to about 2300 teachers • Two issues of the Administrators Digest were produced and emailed to around 750 administrators
4C: Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects	
4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects	• Four formal online meetings were held by OTAN for 74 participants • Two informal online meetings were held by OTAN
4C.2. Provide training and support to new and returning meeting hosts, and support online meetings	• CALPRO used Connect to host 4 online meetings • CATESOL held 1 board meeting online
4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects	• Continued to host email lists for CDE and CALPRO
4C.4. Videotape conferences and other events, and provide streaming video of events	• OTAN videotaped the CALPRO New Administrators Orientation and provided streaming video for hosting on the CALPRO Web site • OTAN videotaped three general sessions at the ACSA conference in Sacramento, and provided streaming video to be hosted on the ACSA Web site
4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool	
4D.1. Update and post the technology planning form	• 26 agencies were assisted in developing their technology plans
4D.2. Provide training for agency staff on the technology planning process	• Five technology plan reviewers were contacted about reviewing technology plans in February
4D.3. Provide technical support to users of online form	• The public version of the technology planning form was maintained and complies with current accessibility requirements
4D.4. Hire field colleagues to review EL Civics technology plans	
4D.5. Maintain a public version of the technology planning form	
Task #5 – Coordinate with CDE and other Leadership Projects	
5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE	
5A.1. Update online submission forms and modify as requested by CDE	• The January Expenditure Claim Report (ECR) form was posted • Updates were made to the October ECR per CDE request • Workforce Investment Act (WIA) application draft posted for CDE review • Review site made live for reviewing Innovation Programs applications • Review site revised to reviewing agency technology plans
5B: Provide telephone and online technical support for OTAN-authored Web sites and databases	
5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder	• Two Students Succeed Videos shown at the ACSA conference in Sacramento • 639 users logged in to the Lesson Plan Builder during the quarter, and 281 worked on a lesson plan. 16,730 users are now registered. • Users entered data into the Course Outline Builder
5C: Provide opportunities for agencies to share information and collaborate through email lists and online meetings	
5C.1. Provide opportunities for local agencies to use email lists and online meeting software	• Hosted email lists for Adults with Disabilities Bay Area Network and for Distance

OTAN/SCOE

PROGRESS REPORT (10/1/11 – 12/31/11) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)	Learning • Provided information and support on Web 2.0 tools for two agencies
5D: Contract with adult education centers to provide technical support for technology and online instruction	
5D.1. Produce and post a Request for Proposals for agencies wishing to participate	• Access to Learning through Online Education (ALOE) request for proposals posted
5D.2. Select up to 9 agencies, and provide orientation	• 25 ALOE proposals received and reviewed
5D.3. Monitor work of selected agencies and provide support	• Ten proposals accepted and agencies notified • Information submitted to board of the Sacramento County Office of Education to initiate contracts with the ten agencies
5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools	
5E.1. Develop and host Web sites for specific projects as requested by CDE	• Support continued for the Policy to Performance project site • The strategic plan Web site was updated and access to public comments posted • Public comments collected and viewing access provided to CDE • Adobe Connect server was maintained, serving OTAN and CALPRO • The combined professional development calendar was maintained in collaboration with CASAS and CALPRO

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
January 1, 2012 – March 31, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Define and promote 21st Century Skills through TIAC and through professional development materials.	
1A.1. Convene Technology Integration Advisory Committee	• The Technology Integration Advisory was postponed to June 2012 to review progress on TPACK online tool implementation
1A.2. Develop and revise handouts for workshops, webinars and presentations	• Handouts were updated for 2 presentations, 3 workshops and 3 webinars
1B: Deliver workshops and webinars on technology integration, distance learning, and data management.	
1B.1. Deliver up to 32 face-to-face workshops	• Twenty-two webinars were delivered to 214 participants during this quarter
1B.2. Deliver up to 60 webinars on technology and distance learning topics	• Sixteen face-to-face workshops were offered for 221 participants
1B.3. Hire and orient external trainers	• No new trainers hired
1C: Research new technologies and provide opportunities for agency staff to try them.	
1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences	• Staff continued to actively follow national email lists and professional journals
1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.	• Two presentations were offered to 22 participants at the CCAE Bay Section conference
1C.3. Produce at least one technology integration video.	• Footage was shot for two short videos on Facebook for program promotion
1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities	
1D.1. Collect data on implementation of blended learning models and disseminate through workshops	• Coordination initiated for ePortfolio project presentation at the CCAE state conference
1D.2. Convene the Distance Learning Advisory Committee twice a year	• Distance Learning Advisory meeting held in March in Sacramento
1D.3. Produce one video on distance or blended learning instructional models	• Footage was shot for three short videos on using Facebook to create community within classes and for instruction
Task #2 – Connect Technology to the Curriculum	
2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.	
2A.1. Select and hire field colleagues	• Subject Matter Experts entered 275 resources in the areas of ESL, ABE, GED and ASE
2A.2. Provide professional development for field colleagues	• Resources were reviewed and formatted by OTAN staff
2A.3. Solicit input on how to configure new online tool	• A presentation was planned for the CCAE state conference in April
2A.4. Create online shell for instructional strategies	
2A.5. Populate at least one section of the tool and pilot with several teachers	
2A.6. Continue population of database, expanding to additional instructional areas	
2B: Provide professional development on how to use technology effectively in instruction, including video production	
2B.1. Develop workshops and other professional development on how to use the new tool	• Planning for four videos was initiated, but the videos were actually produced in the fourth quarter
2B.2. Produce one video on how to use the new TPACK tool	

OTAN/SCOE | **PROGRESS REPORT (1/1/12 – 3/31/12) - CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
2C: *Host the Technology Integration Mentor Academy (TIMAC)*	• 12 TIMAC participants attended a one-day training in Sacramento in January
2C.1. Prepare training materials for TIMAC	• 20 participants attended regional meetings in two locations, north and south
2C.2. Hire TIMAC mentors	• 15 participants and mentors attended an online meeting
2C.3. Meet with TIMAC participants 3 times in Sacramento	
2C.4. Mentors make at least 1 site visit to each participant	
2C.5. Collect pre and post data on TIMAC participant skills	
2C.6. Host online meetings for participants and mentors	
2C.7. Develop, post and advertise TIMAC application for 2012-13	
2C.8. Participants present their projects at wrap-up in May	
2C.9. Review TIMAC applications for 2012-13 and select participants	
2C.10. Produce final TIMAC report and disseminate to participants and their administrators	
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: *Pilot and disseminate strategies for learners to create and maintain e-portfolios.*	• Twelve phone or online meetings were held one-to-one or in small groups with the five pilot teachers
3A.1. Hire e-portfolio pilot teachers and provide training	• Teachers reported on their progress and received additional targeted training and support
3A.2. Pilot simple e-portfolio tools and model effective practices	
3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices	
3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars	
3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	
3B: *Research and identify simulations of online tasks related to transition*	• Four additional online tutorial videos for Moodle were created
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary	• A total of 9 videos are now posted
3B.2. Select and create up to 3 online tasks or simulations	
3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	
3C: *Initiate development of an application for mobile delivery of basic skills instruction*	• Two mobile applications were used in the classroom and independently as part of the ABE Transitions course
3C.1. Identify appropriate app with input from DLAC	• Planning was initiated for an additional application to reinforce vocabulary for the ABE Transitions course
3C.2. Select and hire 2 teachers to pilot mobile app	
3C.3. Develop the application	
3C.4. Pilot with 2 teachers, up to 10 learners each	
Task #4 – Provide Adult Educators with Current Information and Research	
4A: *Redesign and maintain the OTAN Web site, including mobile version*	• Work continued on the design of internal pages for the new site
4A.1. Create new design for OTAN Web site	• Information Specialist and programmer completed work on online finding aids for the adult education archives collection
4A.2. Develop new management system for Web site	• 35 news items were written and posted on the OTAN home page
4A.3. Review all current content and move to new site as appropriate	
4A.4. Launch and advertise new site	
4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	

PROGRESS REPORT (1/1/12 – 3/31/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OTAN/SCOE

OBJECTIVES AND MAJOR TASKS	STATUS
4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices	
4B.1. Host exhibit tables at up to 8 adult education conferences	• A vendor tables was hosted at the CCAE Bay Section conference
4B.2. Produce 3 issues of the OTAN Online Connection newsletter	• Winter 2012 newsletter was mailed to 1,827 members • Articles were written for the spring newsletter
4B.3. Produce and distribute two monthly digests	• Two Teacher Digests were produced and emailed to about 2500 teachers • Three issues of the Administrators Digest were produced and emailed to around 800 administrators
4C: Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects	
4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects	• Three formal online meetings were held by OTAN for 25 participants • Four informal online meetings were held for the Teach with Tech. ALOE projects and the ABE course pilot
4C.2. Provide training and support to new and returning meeting hosts, and support online meetings	• CALPRO used Connect to host 1 online meeting of the Professional Advisory Board
4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects	• Continued to host email lists for CDE and CALPRO
4C.4. Videotape conferences and other events, and provide streaming video of events	• No events were videotaped during this quarter
4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool	
4D.1. Update and post the technology planning form	• 153 agencies submitted technology plans in January
4D.2. Provide training for agency staff on the technology planning process	• Five field colleagues reviewed technology plans in February
4D.3. Provide technical support to users of online form	• 146 agencies passed, and 7 agencies had to make some changes and resubmit, but all 153 agencies were eventually approved
4D.4. Hire field colleagues to review EL Civics technology plans	
4D.5. Maintain a public version of the technology planning form	
Task #5 – Coordinate with CDE and other Leadership Projects	
5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE	
5A.1. Update online submission forms and modify as requested by CDE	• The Innovation Application for 2012-13 was programmed • The Innovation Evaluation form for 2011-12 was created • The new A-22 form was programmed and finalized • The YEAR, replacing the J18-19A was programmed
5B: Provide telephone and online technical support for OTAN-authored Web sites and databases	
5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder	• 608 users logged in to the Lesson Plan Builder during the quarter, and 273 worked on a lesson plan. 17,158 users are now registered. • 6 course outlines were created using the Course Outline Builder
5C: Provide opportunities for agencies to share information and collaborate through email lists and online meetings	
5C.1. Provide opportunities for local agencies to use email lists and online meeting software	• Hosted email lists for Adults with Disabilities Bay Area Network and for Distance Learning
5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)	• Webinars were provided on creating a course Web site and on using Google Docs
5D: Contract with adult education centers to provide technical support for technology and online instruction	
5D.1. Produce and post a Request for Proposals for agencies wishing to participate	• System set up for ALOE agencies to invoice for the first quarter

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OTAN/SCOE

PROGRESS REPORT (1/1/12 – 3/31/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5D.2. Select up to 9 agencies, and provide orientation	• OTAN staff were assigned as contacts for each of the agencies, and meetings, phone calls or email exchanges were held with all ALOE agencies
5D.3. Monitor work of selected agencies and provide support	• Instructions were provided for quarterly invoices
5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools	
5E.1. Develop and host Web sites for specific projects as requested by CDE	• Support continued for the Policy to Performance project site
	• Adobe Connect server was maintained, serving OTAN and CALPRO
	• The combined professional development calendar was maintained in collaboration with CASAS and CALPRO

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
April 1, 2012 – June 30, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Define and promote 21st Century Skills through TIAC and through professional development materials.	
1A.1. Convene Technology Integration Advisory Committee	• The Technology Integration Advisory met in June 2012 to review progress and provide feedback on TPACK online tool implementation
1A.2. Develop and revise handouts for workshops, webinars and presentations	• Handouts were updated for 15 presentations, 3 workshops and 4 webinars
1B: Deliver workshops and webinars on technology integration, distance learning, and data management.	
1B.1. Deliver up to 32 face-to-face workshops	• Nineteen webinars were delivered to 189 participants during this quarter
1B.2. Deliver up to 60 webinars on technology and distance learning topics	• Twelve face-to-face workshops were offered for 164 participants
1B.3. Hire and orient external trainers	• No new trainers hired
1C: Research new technologies and provide opportunities for agency staff to try them.	
1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences	• Staff continued to actively follow national email lists and professional journals
1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.	• Thirteen presentations were offered to 515 participants at four different conferences
1C.3. Produce at least one technology integration video.	• Video on Facebook for program promotion was edited, captioned and posted
1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities	
1D.1. Collect data on implementation of blended learning models and disseminate through workshops	• Information of blended learning models continues to be collected through the ALOE project and ABE Transitions course pilot
1D.2. Convene the Distance Learning Advisory Committee twice a year	• Footage was shot for three short videos on using Facebook to create community and provide skills practice
1D.3. Produce one video on distance or blended learning instructional models	
Task #2 – Connect Technology to the Curriculum	
2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.	
2A.1. Select and hire field colleagues	• The Technology Integration Advisory Committee met at Jefferson Adult School to review the site and provide feedback
2A.2. Provide professional development for field colleagues	• Modifications were made to the site based on feedback
2A.3. Solicit input on how to configure new online tool	
2A.4. Create online shell for instructional strategies	
2A.5. Populate at least one section of the tool and pilot with several teachers	
2A.6. Continue population of database, expanding to additional instructional areas	
2B: Provide professional development on how to use technology effectively in instruction, including video production	
2B.1. Develop workshops and other professional development on how to use the new tool	• The Teaching with Technology Web site was unveiled in a workshop at the CCAE

OTAN/SCOE

PROGRESS REPORT (4/1/12 – 6/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2B.2. Produce one video on how to use the new TPACK tool	• state conference in Fresno • Four videos were produced and posted on the site, one to provide an overview, and one for each of three program areas • Content was developed for a webinar on Teaching with Technology, to be offered in the fall of 2012
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Prepare training materials for TIMAC 2C.2. Hire TIMAC mentors 2C.3. Meet with TIMAC participants 3 times in Sacramento 2C.4. Mentors make at least 1 site visit to each participant 2C.5. Collect pre and post data on TIMAC participant skills 2C.6. Host online meetings for participants and mentors 2C.7. Develop, post and advertise TIMAC application for 2012-13 2C.8. Participants present their projects at wrap-up in May 2C.9. Review TIMAC applications for 2012-13 and select participants 2C.10. Produce final TIMAC report and disseminate to participants and their administrators	• Twenty TIMAC participants and alumni attended two online meetings • 12 TIMAC participants presented their final projects in May • The application for 2012-13 was posted, and seven applications were received • Because of low response, the application will be posted again in August and September • Work begun on the final TIMAC report
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.	
3A.1. Hire e-portfolio pilot teachers and provide training 3A.2. Pilot simple e-portfolio tools and model effective practices 3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices 3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars 3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	• Five phone or online meetings were held one-to-one or in small groups with the five pilot teachers • Teachers reported on their progress and received additional targeted training and support • Three conference presentations were made on using ePortfolios to 62 participants
3B: Research and identify simulations of online tasks related to transition	
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary 3B.2. Select and create up to 3 online tasks or simulations 3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	• A total of 9 Moodle tutorial videos are now posted • Information was provided to 170 participants at 12 distance learning workshops on how to locate and use the tutorials
3C: Initiate development of an application for mobile delivery of basic skills instruction	
3C.1. Identify appropriate app with input from DLAC 3C.2. Select and hire 2 teachers to pilot mobile app 3C.3. Develop the application 3C.4. Pilot with 2 teachers, up to 10 learners each	• Development continued on a mobile application to reinforce vocabulary for the ABE Transitions course • A glossary was created, with definitions and examples, and programming was initiated to turn these into an application
Task #4 – Provide Adult Educators with Current Information and Research	
4A: Redesign and maintain the OTAN Web site, including mobile version	
4A.1. Create new design for OTAN Web site	• Work continued on the design of internal pages for the new site

OTAN/SCOE

PROGRESS REPORT (4/1/12 – 6/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4A.2. Develop new management system for Web site	• Programming was completed on the Adult Education Dictionary to prepare it for the new site
4A.3. Review all current content and move to new site as appropriate	
4A.4. Launch and advertise new site	• Thirty-five news items were written and posted on the OTAN home page
4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	
4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices	
4B.1. Host exhibit tables at up to 8 adult education conferences	• A vendor table was hosted at the CCAE state conference and at the CATESOL conference, with 101 contacts completed
4B.2. Produce 3 issues of the OTAN Online Connection newsletter	• Spring 2012 newsletter was produced and mailed to 1,468 members, and emailed to 418 members
4B.3. Produce and distribute two monthly digests	• Three Teacher Digests were produced and emailed to 7,272 teachers
	• Three issues of the Administrators Digest were produced and emailed to over 2,500 administrators
4C: Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects	
4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects	• Four informal online meetings were held for TIMAC, OTAC, and the ABE pilot teachers
4C.2. Provide training and support to new and returning meeting hosts, and support online meetings	• CALPRO used Connect to host 2 online meetings
	• Continued to host email lists for CDE and CALPRO
4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects	• No events were videotaped during this quarter
4C.4. Videotape conferences and other events, and provide streaming video of events	
4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool	
4D.1. Update and post the technology planning form	• Follow up continued with 5 agencies that had not submitted technology plans
4D.2. Provide training for agency staff on the technology planning process	• Public version of the technology plan continues to be available online
4D.3. Provide technical support to users of online form	
4D.4. Hire field colleagues to review EL Civics technology plans	
4D.5. Maintain a public version of the technology planning form	
Task #5 – Coordinate with CDE and other Leadership Projects	
5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE	
5A.1. Update online submission forms and modify as requested by CDE	• The Innovation Application for 2012-13 was finalized and posted in May
	• The Innovation Evaluation form for 2011-12 was finalized and posted in May
	• The new A-22 form was posted, and revisions continued
	• The YEAR, replacing the J18-19A was posted
	• The final Expenditure Claim Report for WIA was revised per AEO instructions and posted in June.
5B: Provide telephone and online technical support for OTAN-authored Web sites and databases	
5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder	• 529 users logged in to the Lesson Plan Builder during the quarter, and 257 worked on a lesson plan
	• 17,299 users are now registered
	• Thirteen course outlines were created using the Course Outline Builder

OTAN/SCOE

PROGRESS REPORT (4/1/12 – 6/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5C: *Provide opportunities for agencies to share information and collaborate through email lists and online meetings*	
5C.1. Provide opportunities for local agencies to use email lists and online meeting software	• Hosted email lists for Adults with Disabilities Bay Area Network, the Technology Mentor Network, and Distance Learning
5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)	• Webinars were provided on creating a course Web site and on using Google Docs
5D: *Contract with adult education centers to provide technical support for technology and online instruction*	
5D.1. Produce and post a Request for Proposals for agencies wishing to participate	• Ten ALOE agencies continued to work on their online delivery programs
5D.2. Select up to 9 agencies, and provide orientation	• Invoices were received from three agencies
5D.3. Monitor work of selected agencies and provide support	• An online meeting was held in April to facilitate communication between the projects
5E: *Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools*	
5E.1. Develop and host Web sites for specific projects as requested by CDE	• Support continued for the Policy to Performance project site • Adobe Connect server was maintained, serving OTAN and CALPRO • The combined professional development calendar was maintained in collaboration with CASAS and CALPRO

Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
August 1, 2010 – September 30, 2010

OBJECTIVES AND MAJOR TASKS	STATUS
1. Design and implement a professional development system to support distance instructors.	
1A. Establish a professional corps of teachers through the Online Teaching Academy	• An online application for the Online Teaching Academy (OTAC) was developed, programmed, and advertised, with a deadline of September 30.
1B. Provide professional development opportunities on distance learning, including a series of webinars	• Process was initiated to hire four OTAC mentors were hired and provided initial orientation to the project.
1C. Host one Technology and Distance Learning Symposium	• A series of webinars on distance learning topics was planned, and one was offered in September to 20 participants.
1D. Recruit and train a group of field experts to review distance learning applications and provide recommendations	• Planning was initiated for the Technology and Distance Learning Symposium to be held in February, 2011, and a host site was secured at Hacienda La Puente Adult Education.
1E. Create and support an online application reviewing process	• Three field colleagues were recruited to review the distance learning applications.
	• An online review site for the distance learning applications was programmed and made live.
2. Establish a statewide mechanism for creating, sharing and supporting online courses.	
2A. Create two Moodle-based courses for use by adult schools	• Two Moodle-based courses were completed, and teachers were recruited to pilot the courses and provide feedback.
2B. Establish a mentoring system where course developers mentor instructors	• Course developers prepared to work with four pilot teachers each.
2C. Create and maintain a Web site for sharing online courses using Moodle	• http://moodle.otan.us hosts over 300 Moodle courses, many used only for training teachers, but with over 30 active courses with students enrolled.
3. In partnership with other states, modify USA Learns to create a gateway to a full range of learning materials to help adults learn English, improve their math and reading, and prepare for the GED.	
3A. Enhance the functionality of USA Learns with added tools to track learner progress	• Planning was initiated for improvements to the USA Learns teacher management functions.
3B. Expand USA Learns to include additional open education resources	
3C. Explore options and feasibility for leveraging statewide licenses for commercial curricula that could be combined with USA Learns	
3D. Initiate design of an intake tool to help learners select the appropriate course within USA Learns	
4. Evaluate the Distance Learning program	
4A. Retrieve data on distance learning outcomes	• This task takes place more towards the end of the school year because of constraints on receiving the data from CASAS.
4B. Report annually on learner progress via distance learning	

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Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
October 1, 2010 – December 31, 2010

OBJECTIVES AND MAJOR TASKS	STATUS
1. *Design and implement a professional development system to support distance instructors.*	
1A. Establish a professional corps of teachers through the Online Teaching Academy	• Two days of training in Sacramento were provided to 13 OTAC participants and four mentors.
1B. Provide professional development opportunities on distance learning, including a series of webinars	• Mentors worked with their mentees to help them make progress on their Moodle projects.
1C. Host one Technology and Distance Learning Symposium	• Plans were made and travel arrangements initiated for a second meeting at the Symposium in February.
1D. Recruit and train a group of field experts to review distance learning applications and provide recommendations	• A Web site and database were set up to collect evaluation data on OTAC.
1E. Create and support an online application reviewing process	• Six distance learning webinars were offered to 65 participants on topics such as Creating High Quality Online Courses and an orientation to teaching online.
	• Planning continued for the Technology and Distance Learning Symposium to be held in February, 2011.
	• A request for proposals was posted with a deadline in early December, and 30 sessions were scheduled.
	• A Web site for the Symposium was created with registration, information, maps and a schedule.
	• Three field colleagues and two OTAN staff reviewed and scored the distance learning applications.
	• Several online meetings were held to discuss the reviews and consider changes to the application for next year.
2. *Establish a statewide mechanism for creating, sharing and supporting online courses.*	
2A. Create two Moodle-based courses for use by adult schools	• Course developers worked with four pilot teachers each to pilot the sharable online courses.
2B. Establish a mentoring system where course developers mentor instructors	• An online form was created where pilot teachers can enter reflections and feedback as their students go through the courses.
2C. Create and maintain a Web site for sharing online courses using Moodle	• Research was conducted on other sharable courses and course repositories in order to create an adult education course repository.
	• http://moodle.otan.us hosts over 300 Moodle courses, many used only for training teachers, but with over 30 active courses with students enrolled.
3. *In partnership with other states, modify USA Learns to create a gateway to a full range of learning materials to help adults learn English, improve their math and reading, and prepare for the GED.*	
3A. Enhance the functionality of USA Learns with added tools to track learner progress	• Programming was begun to make some basic modifications to the USA Learns database to make it easier to provide technical support to users.
3B. Expand USA Learns to include additional open education resources	• A subject matter expert was hired to begin vetting links to external resources to be included in the USA Learns site.
3C. Explore options and feasibility for leveraging statewide licenses for commercial curricula that could be combined with USA Learns	
3D. Initiate design of an intake tool to help learners select the appropriate course within USA Learns	

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OTAN/SCOE

PROGRESS REPORT (8/1/10 – 9/30/10) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4. Evaluate the Distance Learning program	
4A. Retrieve data on distance learning outcomes	• Discussions were held with CASAS and with an evaluator to plan for the distance learning evaluation report.
4B. Report annually on learner progress via distance learning	

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Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
January 1, 2011 – March 31, 2011

OBJECTIVES AND MAJOR TASKS	STATUS
1. Design and implement a professional development system to support distance instructors.	
1A. Establish a professional corps of teachers through the Online Teaching Academy	• 13 OTAC participants met at Hacienda La Puente Adult School in February, and then attended the Technology and Distance Learning Symposium.
1B. Provide professional development opportunities on distance learning, including a series of webinars	• Mentors continued to support OTAC participants. • Programming was begun for the 2011-12 OTAC application.
1C. Host one Technology and Distance Learning Symposium	• A 12 page program was design and printed for the Symposium. • The Technology and Distance Learning Symposium to be held in February, offering 30 workshops and one keynote address to 159 attendees.
1D. Recruit and train a group of field experts to review distance learning applications and provide recommendations	• Time and travel were paid for two presenters at the Symposium in addition to OTAN trainers and support staff.
1E. Create and support an online application reviewing process	• Six Symposium sessions were videotaped, and the videos were published on the Symposium Web site, along with slides and handouts from other workshops. • 11 webinars were offered within the Distance Learning Forum, with 94 participants. • 3 face-to-face Moodle workshops were delivered at adult schools to 33 participants. • No Distance Learning applications were reviewed during this period.
2. Establish a statewide mechanism for creating, sharing and supporting online courses.	
2A. Create two Moodle-based courses for use by adult schools	• Course developers continued to work with four pilot teachers each to pilot the sharable online courses.
2B. Establish a mentoring system where course developers mentor instructors	• Pilot teachers entered 14 reflections in the online form regarding implementation and modification of the Moodle courses.
2C. Create and maintain a Web site for sharing online courses using Moodle	• A relationship was established with the National Repository of Online Courses as part of creating an adult education course repository. • The OTAN Moodle server hosts over 300 Moodle courses, many used for training teachers, but with over 45 active courses and over 350 active students.
3. In partnership with other states, modify USA Learns to create a gateway to a full range of learning materials to help adults learn English, improve their math and reading, and prepare for the GED.	
3A. Enhance the functionality of USA Learns with added tools to track learner progress	• Staff produced video and photographs on location at Corcoran High School Certified Nursing Assistant class to be included in the English for the Nursing Assistant online course.
3B. Expand USA Learns to include additional open education resources	
3C. Explore options and feasibility for leveraging statewide licenses for commercial curricula that could be combined with USA Learns	• Media developers planned and created preliminary templates for online activities for the same course
3D. Initiate design of an intake tool to help learners select the appropriate course within USA Learns	• A relationship with the Richmond Library Literacy program was established in order to explore the possibilities of using the Learner Web in adult education and contributing material to be included in learning plans.
4. Evaluate the Distance Learning program	
4A. Retrieve data on distance learning outcomes 4B. Report annually on learner progress via distance learning	• Contract paperwork was initiated for creating the Distance Learning Report for 2009-10. The actual work will be done in the fourth quarter.

Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
April 1, 2011 – June 30, 2011

OBJECTIVES AND MAJOR TASKS	STATUS
1. *Design and implement a professional development system to support distance instructors.*	
1A. Establish a professional corps of teachers through the Online Teaching Academy	• Online Teaching Academy (OTAC) participants evaluated the project providing feedback for next year
1B. Provide professional development opportunities on distance learning, including a series of webinars	• OTAC participants received extensive training using web conferencing in preparation for their final reports
1C. Host one Technology and Distance Learning Symposium	• OTAC ended with final online presentations by all participants
1D. Recruit and train a group of field experts to review distance learning applications and provide recommendations	• Seven webinars on distance learning topics were offered to 64 participants
1E. Create and support an online application reviewing process	• No distance learning applications were submitted or reviewed during this quarter
2. *Establish a statewide mechanism for creating, sharing and supporting online courses.*	
2A. Create two Moodle-based courses for use by adult schools	• Course pilots were completed and course developers made modifications to the courses based on feedback from the pilot teachers
2B. Establish a mentoring system where course developers mentor instructors	• A relationship was formalized with the National Repository of Online Courses as part of creating an adult education course repository.
2C. Create and maintain a Web site for sharing online courses using Moodle	• Course developer was hired and ABE focus group convened to select the topic of the ABE online course
	• The OTAN Moodle server hosts over 300 Moodle courses, many used for training teachers, but with over 45 active courses and over 350 active students.
3. *In partnership with other states, modify USA Learns to create a gateway to a full range of learning materials to help adults learn English, improve their math and reading, and prepare for the GED.*	
3A. Enhance the functionality of USA Learns with added tools to track learner progress	• Staff inserted videos and photographs into lessons to be included in the English for the Nursing Assistant online course.
3B. Expand USA Learns to include additional open education resources	• Media developers planned and created twenty different activity templates for online activities for the same course
3C. Explore options and feasibility for leveraging statewide licenses for commercial curricula that could be combined with USA Learns	• Lessons were edited and a production schematic was created by the content writer
3D. Initiate design of an intake tool to help learners select the appropriate course within USA Learns	
4. *Evaluate the Distance Learning program*	
4A. Retrieve data on distance learning outcomes	• CASAS provided distance learning data for the Distance Learning report
4B. Report annually on learner progress via distance learning	• Data was extracted from the Innovation Programs applications for the Distance Learning report
	• Distance Learning report was drafted

OTAN

Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
July 1, 2011 – September 30, 2011

OBJECTIVES AND MAJOR TASKS	STATUS
1. *Design and implement a professional development system to support distance instructors.*	
1A. Establish and expand a professional corps of teachers through the Online Teaching Academy	• Twelve Online Teaching Academy (OTAC) were selected to participate in 2011-12
1B. Provide professional development opportunities on distance learning, including a series of webinars	• Planning initiated for OTAC, with the first face-to-face vent planned for October • Five webinars on distance learning topics were offered to 103 participants • Distance learning application reviewers were hired, but the reviewing process took
1C. Host one Technology and Distance Learning Symposium	place in the following quarter
1D. Recruit and train a group of field experts to review distance learning applications and provide recommendations	• Twenty-two instances of technical support were provided for the Innovation Programs application
1E. Create and support an online application reviewing process	
2. *Establish a statewide mechanism for creating, sharing and supporting online courses.*	
2A. Create and pilot one Moodle-based course for use by adult schools	• An additional course developer was hired for the ABE transition course, and course content was finalized
2B. Continue to support a mentoring system where course developers mentor instructors	• Development began on an online game to accompany the ABE transition course • The two sharable ESL Moodle course were promoted, and agencies invited to request their own course shell
2C. Continue to maintain a Web site for sharing online courses using Moodle	• ESL Moodle course online orientations were scheduled • A Memorandum of Understanding was signed with the Butte Community College District and the Community College Chancellor's Office to allow OTAN to host the CAHSEE Steps online courses • The OTAN Moodle server hosts over 300 Moodle courses, many used for training teachers, and 139 of those have been developed with original course content.
3. *In partnership with other states, modify USA Learns to create a gateway to a full range of learning materials to help adults learn English, improve their math and reading, and prepare for the GED.*	
3A. Enhance the functionality of USA Learns with added tools to track learner progress	• The USA Learns site was supported, and additional programming was done to enhance the teacher course management section
3B. Expand USA Learns to include additional open education resources	• USA Learns received an award for innovation from the National Coalition for Literacy
3C. Explore options and feasibility for leveraging statewide licenses for commercial curricula that could be combined with USA Learns	• Final audio files were recorded for the English for the Nursing Assistant course • The English for the Nursing Assistant online course was completed and promoted
3D. Develop an online intake tool to help learners select the appropriate course within USA Learns	via email list messages and conference presentations
4. *Evaluate the Distance Learning program*	
4A. Retrieve data on distance learning outcomes	• The Distance Learning Report for 2009-10 was finalized and prepared for printing
4B. Report annually on learner progress via distance learning	

Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
October1, 2011 – December 31, 2011

OBJECTIVES AND MAJOR TASKS	STATUS
1. *Design and implement a professional development system to support distance instructors.*	
1A. Establish and expand a professional corps of teachers through the Online Teaching Academy	• Twelve Online Teaching Academy (OTAC) participants attended two days of training in Sacramento
1B. Provide professional development opportunities on distance learning, including a series of webinars	• Mentors worked with OTAC participants virtually and through one site visit each • Twelve webinars on distance learning topics were offered to 128 participants
1C. Host one Technology and Distance Learning Symposium	• Fifty-six distance learning application were reviewed by field reviewers, and agencies notified of results
1D. Recruit and train a group of field experts to review distance learning applications and provide recommendations	• Training was provided for Innovation Application reviewers
1E. Create and support an online application reviewing process	• The online reviewing site was updated and made live
2. *Establish a statewide mechanism for creating, sharing and supporting online courses.*	
2A. Create and pilot one Moodle-based course for use by adult schools	• Three pilot teachers were hired for the ABE Transitions course • ABE Course were created for the three pilot teachers and two developers, and pilot testing initiated
2B. Continue to support a mentoring system where course developers mentor instructors	• ABE Transitions course online games were completed for transition to college and transition to work
2C. Continue to maintain a Web site for sharing online courses using Moodle	• Sixteen teachers attended an online orientation to the sharable Advanced ESL online course • Twelve teachers attended an online orientation to the sharable USA Learns wrap-around course • Six course shells were provided for the USA Learns wrap-around, and 7 for Advanced ESL • Work continued on hosting the CAHSEE Steps online courses addressing some technical challenges • The OTAN Moodle server hosts over 300 Moodle courses, many used for training teachers, and 139 of those have been developed with original course content.
3. *In partnership with other states, modify USA Learns to create a gateway to a full range of learning materials to help adults learn English, improve their math and reading, and prepare for the GED.*	
3A. Enhance the functionality of USA Learns with added tools to track learner progress	• Planning was initiated for the USA Learns online intake tool • A content developer was hired to add open education resources and to provide content for the intake tool
3B. Expand USA Learns to include additional open education resources	
3C. Explore options and feasibility for leveraging statewide licenses for commercial curricula that could be combined with USA Learns	• Possibilities for licensing commercial content within USA Learns were explored, but it was determined that the site will need additional programming before that can happen
3D. Develop an online intake tool to help learners select the appropriate course within USA Learns	
4. *Evaluate the Distance Learning program*	
4A. Retrieve data on distance learning outcomes	• The Distance Learning Report for 2010-11 will be produced in the fourth quarter of 2011-12
4B. Report annually on learner progress via distance learning	

Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
January 1, 2012 – March 31, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
1. *Design and implement a professional development system to support distance instructors.*	
1A. Establish and expand a professional corps of teachers through the Online Teaching Academy	• Twelve Online Teaching Academy (OTAC) participants attended a day of training in Sacramento in January
1B. Provide professional development opportunities on distance learning, including a series of webinars	• OTAC mentors provided 6 regular meetings and/or one-on-one tutorial sessions for OTAC participants, along with email and phone support
1C. Host one Technology and Distance Learning Symposium	• OTAC mentors and coordinator provided five additional online trainings
1D. Recruit and train a group of field experts to review distance learning applications and provide recommendations	• Thirteen webinars on distance learning topics were offered to 108 participants
1E. Create and support an online application reviewing process	• Three hands-on workshops were provided to 39 participants
	• The Technology and Distance Learning Symposium was hosted in 2010-11
	• Revisions were made and programming begun for the Innovation Programs application and annual evaluation form
2. *Establish a statewide mechanism for creating, sharing and supporting online courses.*	
2A. Create and pilot one Moodle-based course for use by adult schools	• ABE Pilot continued with 3 pilot teachers, 4 non-editing teachers and 2 developers.
2B. Continue to support a mentoring system where course developers mentor instructors	• Pilot courses enrolled 112 students
2C. Continue to maintain a Web site for sharing online courses using Moodle	• Over 70 Assignments were submitted by students during the reporting period
	• OTAN supported pilot teachers via email and online meetings. Over 140 email messages were exchanged, and online 'teacher support' course was created with over 40 postings providing assistance, advice, resources and sample handouts.
	• Eight teachers attended an online orientation to the sharable Advanced ESL online course
	• Eight teachers attended an online orientation to the sharable USA Learns wrap-around course
	• Eleven course shells were provided for the USA Learns wrap-around course
	• Thirteen course shells were provided for the Advanced ESL course.
	• OTAN continues to support shared courses from NROC - Algebra, and Developmental Math
	• The OTAN Moodle server supports approximately 300 active courses and 3168 users
	• OTAN supports 65 courses for teacher training
	• The OTAN professional Development Community hosted on the Moodle server provides 4 online courses to support teachers in a variety of technology integration webinars.
	• An online request form was maintained allowing teachers to ask for copies of OTAN's shared courses
3. *In partnership with other states, modify USA Learns to create a gateway to a full range of learning materials to help adults learn English, improve their math and reading, and prepare for the GED.*	
3A. Enhance the functionality of USA Learns with added tools to track learner progress	• Programming and content were completed for the USA Learns intake tool
3B. Expand USA Learns to include additional open education resources	• An online back end was created for the content expert to enter resources for USA Learns students and she began entering resources
3C. Explore options and feasibility for leveraging statewide licenses for	

Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
April 1, 2012 – June 30, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
1. *Design and implement a professional development system to support distance instructors.*	
1A. Establish and expand a professional corps of teachers through the Online Teaching Academy	• Twelve Online Teaching Academy (OTAC) participants presented their projects via online meeting in May
1B. Provide professional development opportunities on distance learning, including a series of webinars	• OTAC mentors provided 5 regular meetings and several private meetings with OTAC participants
1C. Host one Technology and Distance Learning Symposium	• OTAC Participants spent over 127 hours in online meetings, trainings and presentations in Connect
1D. Recruit and train a group of field experts to review distance learning applications and provide recommendations	• OTAC mentors and participants spent over 264 hours in online meeting rooms for Connect training, mentoring and Moodle training.
1E. Create and support an online application reviewing process	• OTAC mentors also provided continuing email and phone support to OTAC participants.
	• OTAC mentors and coordinator provided three additional online webinars for Connect Training for participants
	• Seven webinars on distance learning topics were offered to 78 participants
	• Six hands-on workshops were provided to 83 participants
	• Programming was completed for the Innovation Programs application and annual evaluation form, and they were posted in May
2. *Establish a statewide mechanism for creating, sharing and supporting online courses.*	
2A. Create and pilot one Moodle-based course for use by adult schools	• ABE Pilot continued with 3 pilot teachers, 4 non-editing teachers and 2 developers. The ABE Pilot officially ended April 15, 2012, however students still participated in the courses and submitted assignments.
2B. Continue to support a mentoring system where course developers mentor instructors	• 81 Assignments were submitted by students during the reporting period
2C. Continue to maintain a Web site for sharing online courses using Moodle	• OTAN supported pilot teachers via email and online meetings. Over 185 email messages were exchanged, and online 'teacher support' course was created.
	• Four course shells were provided for the USA Learns wrap-around course.
	• One course shell was provided for the Advanced ESL course.
	• OTAN continues to support shared courses on Algebra, and Developmental Math
	• OTAN supports approximately 445 active Moodle courses and 2502 users
	• OTAN supports 78 courses for teacher training
	• The OTAN online professional Development Community provides 4 online courses to support teachers in a variety of technology integration webinars.
	• An online request form was maintained allowing teachers to ask for copies of OTAN's shared courses
3. *In partnership with other states, modify USA Learns to create a gateway to a full range of learning materials to help adults learn English, improve their math and reading, and prepare for the GED.*	
3A. Enhance the functionality of USA Learns with added tools to track learner progress	• The intake tool for USA Learns was created and posted on the site
3B. Expand USA Learns to include additional open education resources	• The expanded resources database for extra practice was created and posted on the USA Learns teacher site.
3C. Explore options and feasibility for leveraging statewide licenses for	

PROGRESS REPORT (4/1/12 – 6/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OTAN/SCOE

OBJECTIVES AND MAJOR TASKS	STATUS
commercial curricula that could be combined with USA Learns	• Links were added to video scripts and iTunes versions of the videos.
3D. Develop an online intake tool to help learners select the appropriate course within USA Learns	
4. Evaluate the Distance Learning program	
4A. Retrieve data on distance learning outcomes	• Data for the Distance Learning Report for 2010-11 was received from CASAS, and work began on writing the report.
4B. Report annually on learner progress via distance learning	