Cumulative Report

Years Sixteen through Eighteen

July 1, 2005 - June 30, 2008

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The California adult education delivery system works to increase learner outcomes by improving teacher competency and program quality and accountability. California faces the challenges of large numbers of adults who have low literacy and significant ethnic and language diversity, varied services provided by many educational agencies of different types, and the geography of a huge state.

The Outreach and Technical Assistance Network (OTAN) was an outcome of California's adult education strategic planning process of the 1980's, and was originally established as a California federally funded leadership project in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2008, 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.

The California Department of Education (CDE) Adult Education Office refunded the Outreach and Technical Assistance Network (OTAN) from July 1, 2005 through June 30, 2008 by contract #5000. 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. The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of the 2005-08 OTAN contract.

With the development and improvement of its services, OTAN has become an ever more essential component in the improvement of California's adult education program.

OTAN provides....

      Electronic collaboration

      Access to information

      Support for integrating technology into instruction

OTAN by the Numbers for 2005-08

32	Number of adult education listservs hosted by OTAN
61	Participants in the Technology Integration Mentor Academy (TIMAC)
62%	Largest member job category, teachers
69	Total number of adult education videos produced and posted
179	Number of former students included in Students Succeed project
212	Number of teachers mentored by TIMAC participants
382	Total participants in 38 hands-on workshops on OTAN online resources
516	Agency technology plans completed and approved in 2005-08
838	Total participants at 36 conference presentations about the OTAN Web site
1,175	Technical support services to clients for online grant applications and reports
1,219	Average Web site visits per week
1,644	Total number of listserv members
1,972	Titles in Adult Education Archives collection
3,117	Circulation of the quarterly OTAN Online newsletter
3,985	Attendance at 105 technology conference presentations
5,776	Total of all physical library collections
6,277	Total Web site members registered as of June 2008
179,345	Recipients of 136 email messages announcing items of interest

1. The OTAN Web site

The OTAN Web site strives to be the world's largest and most active site dedicated exclusively to adult education, with almost 20,000 electronic files and database records. OTAN members are part of a virtual electronic community of adult educators. New users register a sign-in name on the site and may choose to complete profile data that is used for networking.

Some members visit the site only periodically when searching for specific information. Others establish a regular pattern of usage, logging in every day to keep up on the "news" and to use the OTAN Web site for electronic resources, electronic networking, and as a gateway to other Web sites.

> *"There are many valuable Web sites and information sources available for teachers of adults online, but for my money, OTAN is the most valuable site for educators."*
> *- Glen Sparks, Principal, Amador Valley Adult & Community Education*

Over the three years of this contract, the Web has evolved quite a bit, and information has become more accessible from a variety of different sources. OTAN membership has fallen slightly, probably due to these changes. Membership has dropped from approximately 7,400 members in July 2005 to 6,300 members in June 2008. Periodically, inactive members are reminded by email about the Web site and those who do not respond are deleted from the active directory. (Exhibit 1.a)
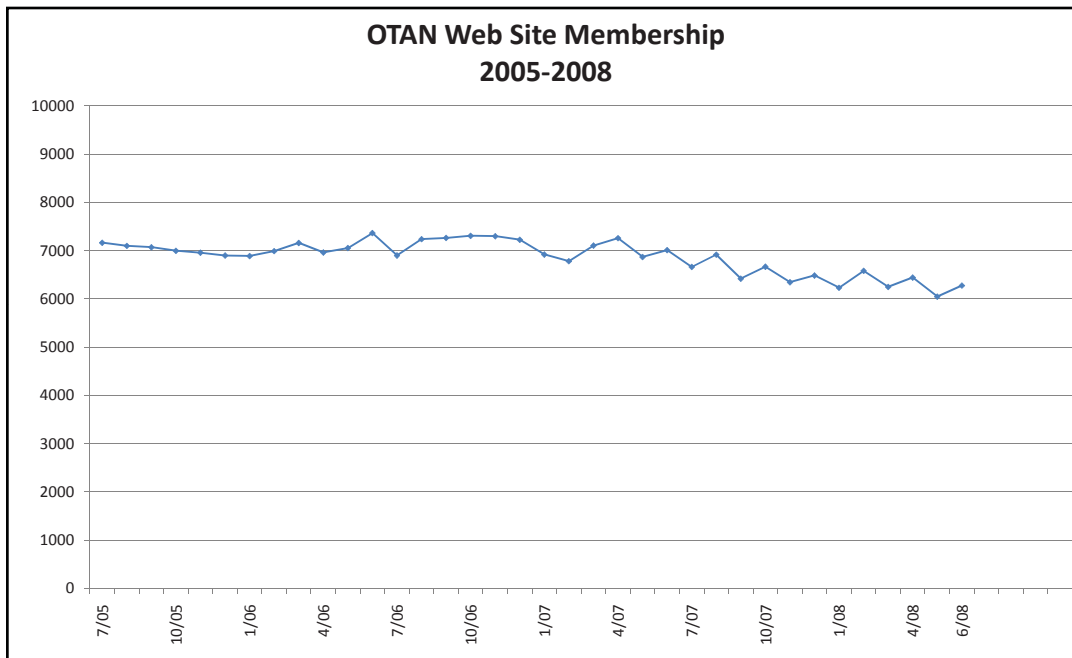
Exhibit 1.a

In addition to Web changes, users no longer need to log in to OTAN to submit applications, reports, and budgets to the California Department of Education. This year, OTAN completed a revision of all applications and reports, consolidating them onto one accessible site which is not part of the OTAN informational site. However, new members continue to join, particularly teachers, and Exhibit 1.b shows new members by month over the three years of the contract.
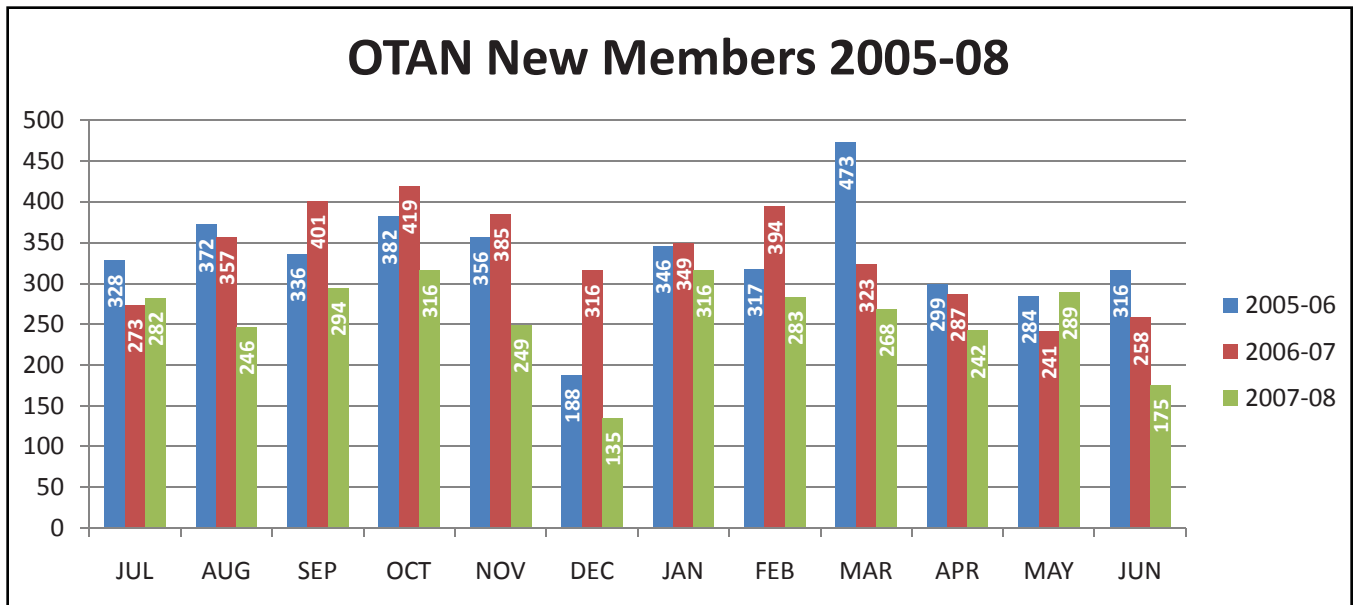
Exhibit 1.b

In November 2007, the Web tracking software OTAN had been using to track visitors to the site became prohibitively expensive for the number of visits tracked, and OTAN converted to the free Google Analytics. Analytics began tracking visits to the site at the end of November, and Exhibit 1.c shows a steady pattern of usage with between 1,000 and 2,000 visits per week, with a dip in December during the winter holidays and peaks in January and February when users were most likely looking for information on submitting grant deliverables and applications.

Exhibit 1.c

In the same time period, the vast majority of visitors, 89 percent, were from the United States, although users from many other countries also visited the site. (Exhibit 1.d) Sixty percent of all visits were from California.

Visits by Country

Legend:
- United States
- China
- Canada
- Mexico
- Spain
- Brazil
- France
- United Kingdom
- Australia
- Chile
- Colombia
- Germany
- Argentina
- Belgium
- India
- Turkey
- Italy
- South Korea
- Japan
- Peru
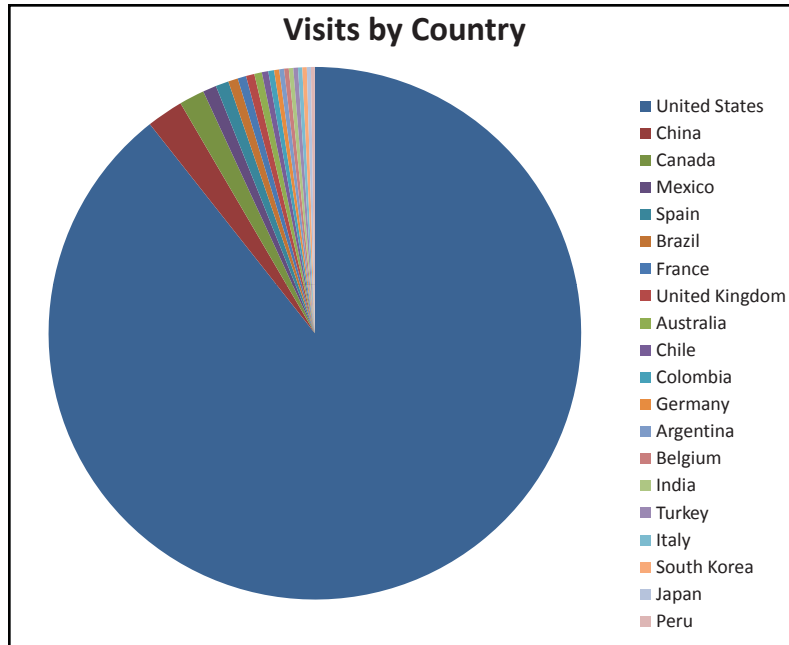
Exhibit 1.d

CITY	VISITS
Los Angeles	704
Fresno	588
Monterey Park	547
West Hollywood	503
South San Francisco	492
Alameda	486
San Diego	446
Carmichael	430
Berkeley	413
San Francisco	375
Oakland	350
San Leandro	339
Rancho Santa Fe	325
La Jolla	278
Eureka	276
Simi Valley	268
McClellan	262
Orange	260
San Jose	248

Exhibit 1.e

Exhibit 1.e shows visits by city as both a map and a list of the top 20 out of 480 cities.

Visits by City

Looking at membership, 58 percent of members are from K-12 adult schools, 14 percent from community colleges, two percent from community-based organizations, and one percent from libraries. Twenty-five percent are from other institutions such as private schools, universities, and state and federal agencies (Exhibit 1.f)

Membership by Agency Type

- K-12 Adult, 58%
- Other*, 25%
- CBO, 2%
- Community College, 14%
- Library, 1%
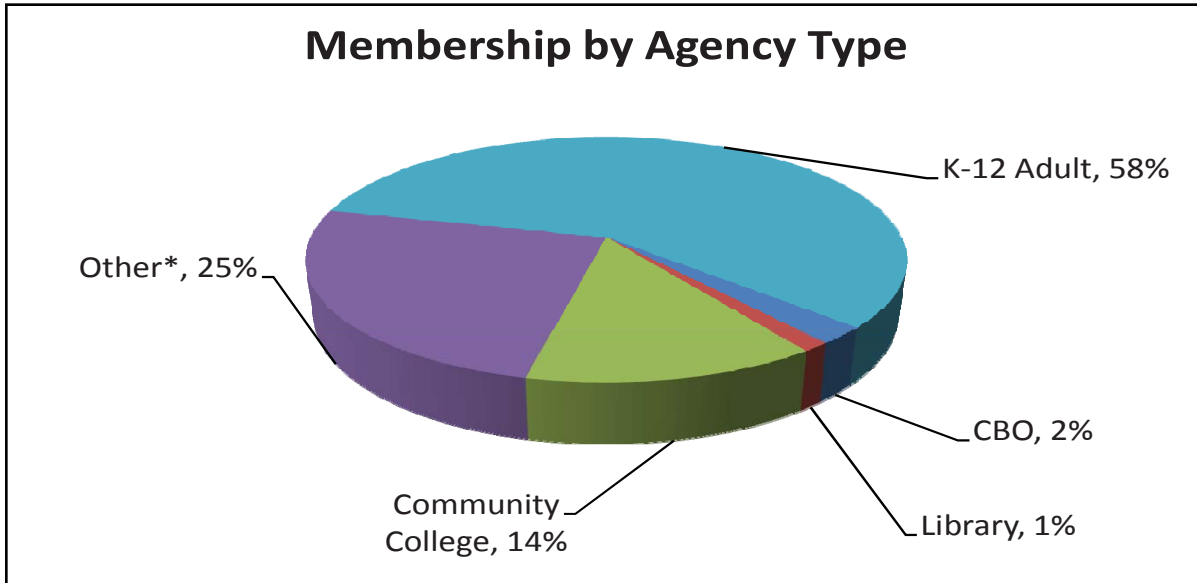
Exhibit 1.f

* Other includes Private, University, US/State/Co Agency, Workplace Development Program, COE

Membership by Job Category

- Student 3%
- State/Fed Administrators 0%
- Vendor, 1%
- Researcher 2%
- Support Staff 6%
- Administrator 17%
- Coordinator 6%
- State/Fed Professional Staff 1%
- Library Staff 1%
- Counselor 1%
- Teacher 62%
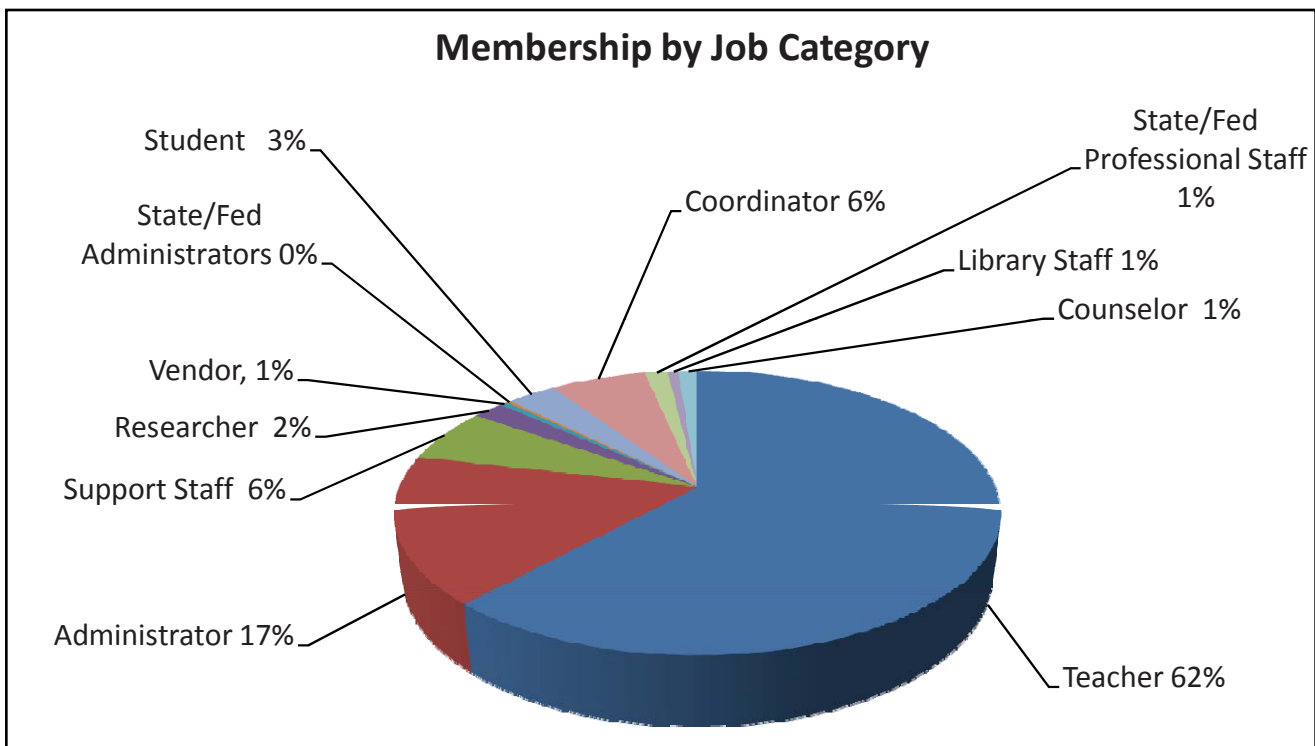
Exhibit 1.g

Over 60 percent are teachers, 17 percent are administrators, with the remainder distributed among other job categories. (Exhibit 1.g) Job-alike networking is one of the collaborative features of the OTAN Web site. Users can search the directory by name, geographic area, agency, job category, and area of interest or any combination.

"OTAN is the heart of adult education and the support we get from you is unbelievable. I always talk about OTAN - where would we be without you?"
- Donna Price, Resource Teacher, San Diego Community College District

News stories for California adult educators are posted on the OTAN home page. An RSS feed was added to the OTAN home page in 2007, allowing users to have OTAN news stories fed to their news aggregator. News items include announcements related to adult education in California, availability of online applications, addition of new resources to the OTAN Web site, and news about adult education nationally and internationally. In 2007-08, 120 news items were posted, compared to 77 news items the year before. This has been an area of growth on the site, with users noting that they log in to the site daily to find out what is going on in adult education. News items can be fed to a personalized Yahoo or Google home page, or some other news aggregator.

In FY 2005-06, OTAN initiated a total redesign of the Web site, including new menus, navigation, information architecture, and graphic design. The new Web site went live as planned in January 2007. Feedback on the new site has been generally positive.

Starting in November 2007, as mentioned above, all online reporting and application functions were combined at one Web address, www.otan.us/adulted. It took most of a year to complete the process, but response from the field has been extremely positive. This change will be discussed further in Section 4.

2. Electronic Collaboration

The Web site averaged 305 new members per month over the course of the contract. OTAN members may include in their profile data their information interests, and they may choose to be notified by email of new postings related to those interests. About 51 percent of the members choose to participate in this service. During the 2007-08 year, 32 email notifications were sent to different groups of OTAN members to alert them to new legislative postings, full-text document postings, opportunities available through OTAN and other leadership projects, and educational grant postings. There were 58,225 email messages generated in 2007-08. (Exhibit 2.a) Through news items and links, OTAN also facilitated surveys conducted by CASAS and CALPRO as well as promoting activities of these leadership projects.

DIRECTED EMAIL NOTIFICATION		
CATEGORY	**NOTIFICATIONS**	**MESSAGES SENT**
CDE Announcements	1	4,207
Classroom Activities	1	4,207
Elementary Basic Skills	5	8,037
ESL	6	9,013
Federal/State Grant Information	1	6,125
Full Text Documents	1	899
GED	1	1,997
General Announcementss	5	8,155
Internet in the Classroom	1	1,835
Legislative Information	5	3,906
Marketing Email	4	8,009
Use of Technology in Adult Instruction	1	1,835
TOTALS	**32**	**58,225**

Exhibit 2.a

The Adult Education listservs (electronic discussion groups) services provided by OTAN continued to be an important service to the field during the 2007-08 year. OTAN hosts both open and closed lists. Examples of open lists are the Technology Mentor Network and the CA Jail Educators list, to which any interested party may subscribe. The OTAN Web site has a page featuring easy subscription to public listservs hosted by OTAN and by other agencies for non-profit professional organizations and for other user groups. The most active of the public listservs hosted by OTAN continued to be the Technology Mentor Network, with 216 new topics and a total of 551 messages sent this year.

During 2007-08, OTAN continued to provide email list services to the CDE Adult Education and Field Partnership Team with 15 regional listservs and two sub-group lists for the use of representatives. These are closed lists, where members must be from the particular region. New Field Partnership Team representatives were trained on managing their regional list, and a total of 412 Partnership Team list messages were sent in 2007-08. (Exhibit 2.b) OTAN also began hosting one new Field Partnership Team listserv during the year.

PARTNERSHIP TEAM LISTS 2007-08			
DESCRIPTION	MEMBERS	NEW TOPICS	MESSAGES SENT
Partner Team - Advisory	20	8	33
Partner Team - Task	26	15	20
Partner Team - CAEEP	19	2	2
Partner Team - CBO	89	0	0
Partner Team - Community College	43	0	0
Partner Team - Library & Literacy	25	0	0
Partner Team - Region 1	22	28	32
Partner Team - Region 2	24	0	0
Partner Team - Region 3	26	1	1
Partner Team - Region 4	34	4	10
Partner Team - Region 5	25	0	0
Partner Team - Region 6	25	275	287
Partner Team - Region 7	48	3	3
Partner Team - Region 8	19	0	0
Partner Team - Region 9	48	8	10
Partner Team - Region 10	41	7	11
Partner Team - Region 11	49	2	3
Totals	583	353	412

Exhibit 2.b

A total of 17 lists were hosted this year outside of the Partnership Team lists, with a total of 1,317 members and 1,046 messages sent. (Exhibit 2.c)

LISTSERVS HOSTED OTHER THAN PARTNERSHIP TEAMS FOR 2007-08					
DESCRIPTION	**SERVING**	**MEMBERS**	**NEW TOPICS**	**REPLIES**	**MESSAGES SENT**
Adults with Disabilities Bay Area Network	Field	54	63	111	174
CA Jail Educators List	CDE	101	18	23	41
CA K-12 Adult Administrators	Field	100	1	0	1
California Distance Learning Project	Field	216	11	0	11
CALPRO Field Research Initiative List	CALPRO	13	1	5	6
CDE Leadership Projects	CDE	13	32	25	57
Council On Adult Basic Education	Field	29	16	52	68
English For All	Field	163	11	31	42
GED Academy	Field	53	12	0	12
GED Video Partners	Field	10	1	0	1
Innovation Programs	CDE	170	7	1	8
LPRP Connection	CALPRO	156	6	4	10
Native Language Literacy	Field	26	2	0	2
Project STAR	CDE	23	1	0	1
Reading Study Circles	CALPRO	46	24	37	61
Site Based Professional Development Pilot	CALPRO	38	0	0	0
Tech Mentor Network	OTAN	106	216	335	551
Grand Totals		**1,317**	**422**	**624**	**1,046**

Exhibit 2.c

The Question and Answer area on the OTAN Web site is designed as a place that adult educators can get information about any adult education topic. Members use a "send a question" form to query OTAN's adult education experts. Members may also answer questions posed by others. OTAN staff persons monitor the questions and consult field experts so no questions go unanswered. There is a browse feature and a keyword search to locate information already posted on a topic. There are currently 24 topics on these bulletin boards.

3. Technical Support / Training

OTAN support staff provides telephone and email technical support to new and continuing users. During 2007-08, technical support on the OTAN site and services was provided 432 times, and technical support regarding online applications and reporting for the Adult Education Office of the California Department of Education (CDE) was provided 389 times.

> *"I have found a number of Web sites my students will benefit from on the OTAN site."*
> *- Rob Waxman, Fairfield-Suisun Adult School*

OTAN surveys members who have received services, and in 2007-08, 95 surveys were returned out of 385 sent, or 24.7 percent. According to the survey, clients used technical services to resolve password problems, locate information on the Web site, interpret error messages, troubleshoot difficulties with browsers or other software, and download and/or upgrade browsers or other software. The number of technical support contacts is slightly higher than last year, reflecting increased use of the CDE office database. A high degree of satisfaction with technical support services is indicated by electronic client surveys. (Exhibit 3.a)

Technical Services Survey Results

Was your technical problem solved?

Answer	Number of Answers	Percent
Yes	83	87%
No	6	6%

How would you rate the technical assistance you received?
5 = Excellent   1=Poor

Answer	Number of Answers	Percent
5	69	73%
4	13	14%
3	5	5%
2	0	0
1	0	0

Please check what OTAN Technical Assistance Services helped you to do:

Task	Number of Answers	Percent
Resolve ID/password problems	38	40%
Other	15	16%
Locate information on the OTAN Web site	13	14%
Interpret or explain an error message	11	12%
Troubleshoot Web browser problems	4	4%
Make software selections	2	2%
Make hardware selections	1	1%
Troubleshoot firewall/proxy server problems	1	1%

Exhibit 3.a

One question on the client survey asked how the OTAN Web site has changed communication with other adult educators. Users noted that they were able to submit reports, surveys, and course approvals online, that they had better access to and response from CDE and Leadership Project staff, and that they were able to share more ideas and opinions through workgroups, conferences, and listservs. (Exhibit 3.b)

How has the use of the OTAN Web site changed how you communicate with other adult educators?		
Task	Number of Answers	Percent
Able to submit other data online (reports, surveys, etc.)	50	53%
Provides direct access to CDE and Leadership Project (CASAS, CALPRO, CDLP) staff	43	45%
Able to sbumit Course Approvals (A22) online	38	40%
Able to share more ideas and opinions through workgroups, conferences, and list servers	19	20%
Provides more direct, immediate communication	14	15%
Other	11	12%

Exhibit 3.b

In the same client surveys, users indicated how they have used the information in OTAN Resources. The largest number used the system to access workshop and conference information, as well as to find course outlines to use as models. Other uses included keeping current on legislative information impacting programs, locating information for improving instruction (best practices), looking up California and federal regulations, finding adult education program requirements, and getting information to support technology integration. Other goals included finding funding information for writing grant proposals, locating directory information about individuals, finding data to include in a presentation, and finding articles for writing reports. (Exhibit 3.c)

How have you used information in the OTAN Web site?		
Task	Number of Answers	Percent
For quick access to workshop and conference information	59	62%
To model on sample course outline/lesson plans	42	44%
To keep current on legislative information impact on programs	38	40%
To locate information for improving instruction (best practices)	36	38%
To find about education program requirements	34	36%
To look up California or federal regulations governing adult education	32	34%
For support in integrating technology into instruction	32	34%
To access funding information for writing proposals	25	26%
To locate directory information about individuals	24	25%
To find data for making a presentation	21	22%
To find references or full text articles for writing a report	20	21%
To locate vendors of adult education materials	14	15%
To obtain a multi-media presentation	10	11%
Other	5	5%

Exhibit 3.c

Surveys of both technical and reference services clients included a question on Web site ease of use. The majority of respondents, over 80 percent, rated the Web sites as "excellent" or "good" even though they had requested assistance. (Exhibit 3.d)

How would you rate the OTAN Web site for ease of use? 5 = Very easy		1 = Very difficult
Answer	**Number of Answers**	**Percent**
5	47	49%
4	30	32%
3	6	6%
2	1	1%
1	0	0

Exhibit 3.d

Hands-on training sessions are also provided through classes scheduled in appropriate lab sites around the state. Four OTAN Web site courses focus on locating and using Internet resources on the OTAN Web site as a portal. One course is specifically for administrators, another is for teachers, a third focuses on EL Civics resources for teachers, and the last focuses on the online Lesson Plan Builder. Handouts for the four training sessions are posted on the Web sit as PDF files, and there are additional specialized resources posted. During the 2007-08 year, four face-to-face training sessions and 13 online sessions on the use of the OTAN Web site were provided for a total of 86 total participants. (Exhibit 3.e)

OTAN WEB SITE WORKSHOPS				
DATE	**PRESENTATION TITLE**	**LOCATION**	**Trainer**	**PARTICIPANTS**
6/9/08	Internet Resources for Adult Ed Teachers	National City Adult School	L. Swanson	17
6/4/08	OTAN for Teachers	Online Workshop	L. Swanson	2
5/14/08	OTAN for Administrators	Online Workshop	L. Swanson	2
4/17/08	OTAN for Teachers	Online Workshop	L. Swanson	4
4/4/08	Internet Resources for ESL/EL Civics Teachers	Eureka Adult School	L. Swanson	3
2/29/08	Online Lesson Plan Builder	Online Workshop	T. Kerns	5
2/25/08	Internet Resources for ESL/EL Civics Teachers	Livermore Adult School	L. Swanson	13
1/24/08	OTAN for Teachers	Online Workshop	L. Swanson	4
12/4/07	OTAN for Administrators	Online Workshop	L. Swanson	1
11/29/07	OTAN for Teachers	Online Workshop	L. Swanson	1
11/16/07	Online Lesson Plan Builder	Online Workshop	T. Kerns	5
11/9/07	Online Lesson Plan Builder	Los Angeles USD	D. Batista	22
10/16/07	OTAN for Administrators	Online Workshop	L. Swanson	7
			TOTAL	**86**

Exhibit 3.e

Participant evaluations indicated a high degree of client satisfaction with the training. (Exhibit 3.f)

OTAN WEB SITE TRAINING EVALUATION SUMMARY	
EACH ITEM RATED ON A SCALE OF 1 TO 5	**AVERAGE SCORE**
1. The workshop objectives were clearly stated.	4.84
2. The overall workshop was easy to follow and understand.	4.74
3. The trainer spent ample time answering questions.	4.97
4. The workshop handouts and visual presentations were used effectively.	4.77
5. There was enough time to complete each section of the workshop without feeling rushed.	4.55
6. The hands-on portion of the workshop made the information easier to learn.	4.9
7. I feel comfortable enough with some of the skills I learned in this workshop to begin using them on my own.	4.65
8. I would highly recommend this workshop to a friend or colleague.	4.74
Overall Rating Average	4.77
Total Number of Responses	31

Exhibit 3.f

Although surveys at the conclusion of workshops give us important information about client satisfaction, OTAN is also committed to tracking the outcomes of training. Since 2004-05, the effort to track outcomes by soliciting feedback has included encouraging participants to complete a brief homework assignment. Those participants who submitted a homework assignment to OTAN received an extra hour of credit for continuing education and a certificate. In 2007-08, no participants in face-to-face workshops completed the homework assignment, probably related to a change in legislation that no longer requires teachers to complete professional development hours in order to maintain their credentials. However, many of the online workshops are skill-building workshops that are project-based. For example, in the online blogging workshop, participants learn to set up their own blog, and then they develop their blog further and email their instructor to review it. In these workshops, based on a sampling of 10 workshops, about 24 percent of participants completed their projects and received an extra hour of credit.

OTAN continued using the Adobe Connect online meeting system to conduct meetings and workshops online. These online workshops are implemented with the goal of meeting the needs of rural and remote programs, as well as all others, because travel is not necessary in order to attend. In addition, the cost of delivery is reduced. Also, a lower minimum registration is needed in order to conduct the workshops.

All technology plan training was conducted online, and will be described in Section 14. Sixty-eight technology skills workshops were also held on topics such as Using the Online Lesson Plan Builder, Using Moodle for Online Course Management, Tips for Using Google, Blogging, Wikis, Podcasting, and Orientation to Discovery Education Streaming, serving a total of 315 participants. (See Exhibit 18.c, as online training is also covered in Section 18) In addition, seven online meetings were held for about 70 participants in the Technology Integration Mentor Academy (TIMAC), the Leadership Projects, and for the Central Valley Distance Learning Group.

This year OTAN training staff has used a wiki for presentations, and for providing information to the field on educational technology. A wiki has been the ideal format for this information since it is constantly changing and includes links to many other sites that sometimes need to be updated. Wikis and blogs have seen wider use this year as sources of information as well as training tools.

OTAN responded to the need for technology integration in the corrections field by hosting a listserv for jail educators through which programs were able to more easily network with each other, share information, and plan events. One participant in the Technology Integration Mentor Academy was from the California State Prison at Solano. She was able to implement some new technologies in her classroom and that of a colleague at the prison, and there are future plans to work with the prison to produce a video about use of the interactive whiteboard in GED and computer classes there.

4. CDE Adult Education Office Support

O ver the past few years, OTAN has developed and supported six major Adult Education Office online systems, Web sites that allow the field to apply online for CDE grant applications and to complete mandated reporting requirements. These databases include:

- Adult Education Provider Directory
- Combined Adult Education Office Database
- Workforce Investment Act (WIA/AEFLA Adult education and Family Literacy -Sections 231 and 225, and EL Civics Online Grant application
- Course Approval System (formerly A22)
- English Literacy and Civics Education Teachnology Plan online submission
- J-18/19A Addendum, Annual Report of Adult Education, Average Daily Attendance, Enrollment, and Enrollees
- Innovation and Alternative Instructional Delivery Program

By 2007-08, there were five online grant application and reporting sites. Because of the challenge for agencies of having so many sites to keep track of, and in order to make all sites more compliant with accessibility requirements, OTAN initiated the large programming project of combining all the grant application and reporting forms into one site. This project is now complete (Exhibit 4.a), and agencies have the option of converting all forms to one sign-in name and password.

Exhibit 4.a

Another focus for 2007-08 has been the development of an **agency contact form** on this site, where all agencies can update contact information for superintendents, directors, principals, and many other coordinator positions, so that CDE and the Leadership Projects may contact the correct individuals for communications regarding such things as grant deliverables and professional development opportunities. The contact pages have been developed and revised with CDE and field input, and are now being required as a first step to all grant applications and reporting.

Data from the contact forms are used by the Adult Education Office to contact agencies, and the data is automatically sent to CASAS. All Leadership Projects also have access to the CDE office database so that they may access data and contact information. Although some agencies have yet to update their data, this process is well underway.

Data from these pages also updates the **California Adult Education Provider Directory**. The online Provider Directory includes both state and federally funded agencies. 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. While the simple search finds schools by zip code, the advanced search provides results based on county, agency type, or programs offered. (Exhibit 4.b)

Exhibit 4.b

The **Combined Adult Education Office Database** has been developed to provide online access to CDE data by CDE office and field staff. It maintains agency and site level data and links to online grant applications for funding through the Workforce Investment Act, to approval letters for state apportionment, to J18/19-A Addendum reports, and to the Technology Plans.

The **combined WIA/AEFLA supplemental funding application**, Section 225, Section 231, and EL Civics, was successfully used in 2007-08 by 249 agencies to apply online for continued grant funding, submit budget information, and report projected and final budget expenditures. 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.

> *"I just completed my online WIA application and I want to congratulate you on your wonderful new, user-friendly Web site."*
> *- Diane Paget, Anderson Valley Adult School*

Continuing features of the **Course Approval Request System** for CDE staff included online review and approval and search functions. Continuing features for the field included real-time error checking, online access to prior approval letters, and email notification of deadlines and CDE announcements.

OTAN facilitated technology planning by 162 agencies in 2007-08. The **Technology Plan Development Web site** guided agencies to create a seven-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 (conference call with shared online viewing). Fewer staff required training this year as no new agencies were admitted to the program and no significant revisions were made to the technology plan submission form. Five online trainings were offered to 14 new and continuing agency staff.

The online system for adult schools to complete the **J18/19-A Addendum** (the Annual Report of Adult Education Average Daily Attendance, Enrollment, and Enrollees) provides 322 agencies with a password protected online reporting system. Current and past reports can be mailed to the agencies in PDF format.

In 2007-08, because the California Distance Learning Project was discontinued, OTAN took over responsibility for the **Innovation and Alternative Instructional Delivery Program**. The application was revised and integrated into the grant application site. There were 103 applications submitted by June 30, 2008.

OTAN staff provides telephone technical support to adult educators using the five online systems. During the 2007-08 contract year, OTAN staff logged 125 services related to the Combined Federal Grant and 104 services related to the Technology Plan, , while the Course Approval Request System and J18/19-A Addendum reporting support logged 81 and 33 services respectively. Support was provided to 25 clients on the Innovation application. (Exhibit 4.c)

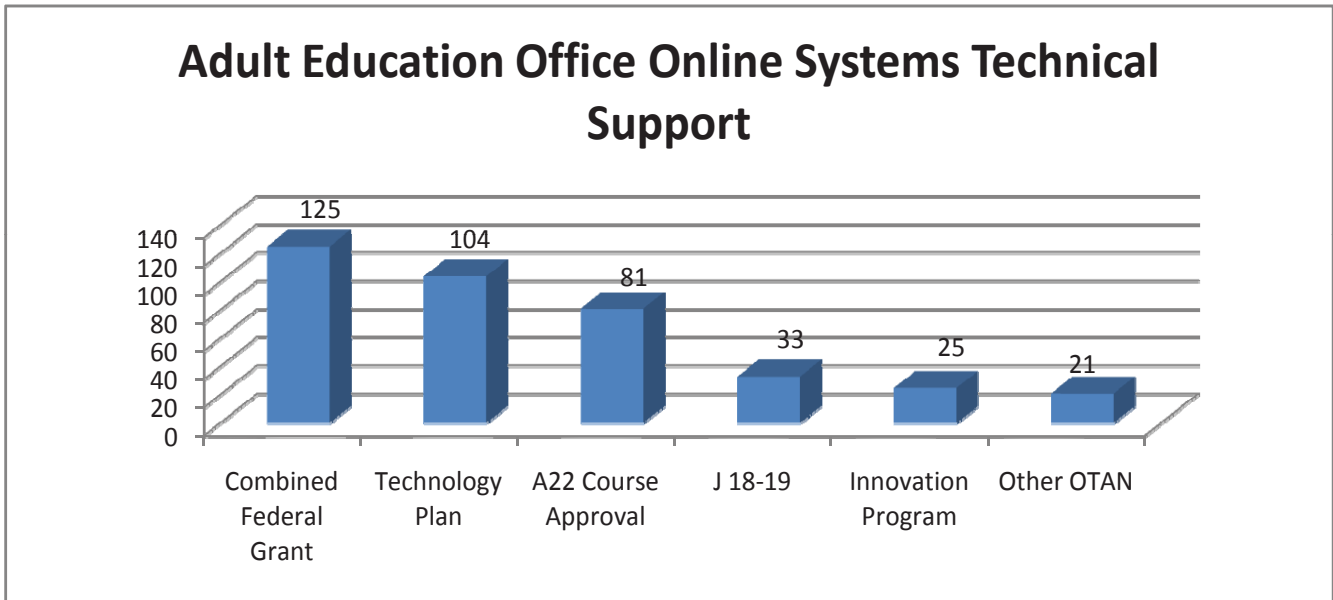**Adult Education Office Online Systems Technical Support**

Category	Value
Combined Federal Grant	125
Technology Plan	104
A22 Course Approval	81
J 18-19	33
Innovation Program	25
Other OTAN	21

Exhibit 4.c

5. Publicizing OTAN

OTAN uses a variety of strategies for publicizing OTAN products and services in order to ensure optimum usage of communicative technology by adult educators, and to obtain client input. These include print materials, the Web site, a promotional video, and directed emails.

OTAN uses as a marketing tool a colorful folder of materials highlighting OTAN's mission and major objectives. Inserts in the folder describe OTAN's services in four major areas – electronic collaboration, access to information sources, technology training for staff, and use of instructional technology. Folders are used to hold agendas for meetings and handouts for workshops. They are also mailed with a cover letter to new administrators in California adult schools.

OTAN markets its Web sites and other services at conferences held by professional organizations of California educator groups. Workshop presentations concentrate on new features of the Web site and vendor exhibits make sure there is continuing awareness of OTAN services and contact with new teachers and administrators.

OTAN staff continued to show the OTAN promotional video at conference workshops and vendor tables highlighting all of the OTAN services available to agencies. The video was produced in several versions. The version with narrative was shown at several conference workshops including CCAE and CATESOL, and versions with music only were shown at the OTAN vendor table at state conferences.

During the 2007-08 year, staff made two conference presentations on the OTAN Web sites to 34 participants (Exhibit 5.a)

PRESENTATIONS ON OTAN WEB SITE				
DATE	**CONFERENCE**	**PRESENTATION TITLE**	**PRESENTER**	**#**
8/22/07	PDC Managers Meeting	OTAN Services for PDCs	Marian	16
10/20/07	CATESOL, San Diego Regional	OTAN Online Resources for ESL Teachers	Branka	25
10/27/07	CATESOL, Los Angeles Regional	OTAN Online Resources for ESL Teachers	Branks	20
11/3/07	Downey Adult School	OTAN Resources for Teachers	Linda	9
1/30/08	CAEAA	OTAN Resources for New Administrators	Marian	15
1/30/08	CAEAA	OTAN Resources for CTE/Nursing	Marian	19
2/7/08	Amador Valley ACE	OTAN Resources for Teachers	Linda	18
3/15/08	CCAE Bay Area Winter 2008	An Outstanding Resource for Teachers	Branka	16
4/12/08	CATESOL State Conference	Online Resources for ESL Teachers	Branka	24
4/29/08	COABE 2008	Resources for Adult Educators	Branka	25

Exhibit 5.a

5/1/08	CCAE State Conference	OTAN Resources & Distance Learning	Marian	20
5/2/08	CCAE State Conference	Online Resources for Adult Educators	Linda S.	25
		TOTAL	**12**		**232**

Exhibit 5.a (continued)

OTAN had vendor exhibits at seven professional conferences and logged contacts with 278 individuals. (Exhibit 5.b)

PROFESSIONAL CONFERENCE VENDOR EXHIBITS		
DATE	**EXHIBIT LOCATION**	**EXHIBIT CONTACTS**
9/27/07	ACSA State Conference	46
10/22/07	San Diego Regional CATESOL	36
11/3/07	Northern Regional CATESOL	50
11/16/07	CCAE Southern Section	30
3/15/08	CCAE Bay Section	20
4/10/08	State CATESOL Conference	47
5/15/08	CCAE State Conference	49
	TOTAL	**278**

Exhibit 5.b

OTAN attempts to stimulate interest among inactive members. Members who are inactive for several months receive email reminders about the site before they are deleted. The reminders include their user IDs. An analysis of statistics shows that about five percent of inactive members who receive a marketing email respond by logging into the site. (Exhibit 5.c)

MARKETING EMAIL TOTALS			
DATE POSTED	**NUMBER EMAILS**	**LOGGED IN**	**RESULTS**
4/14/2008	2,039	221	10.8%
2/13/2008	1,980	73	3.7%
12/14/2007	1,789	64	3.6%
10/18/2007	1,995	74	3.7%
8/17/2007	2,186	68	3.1%
AVERAGE	**1,998**	**100**	**5%**

Exhibit 5.c

Printed marketing materials are developed and distributed at conferences and workshops within California. Services such as technology training classes and California Adult Education Products distribution are highlighted.The tri-fold color brochure is updated annually and widely distributed. A quarterly newsletter, *Online Connection*, is mailed to members providing a mailing address for the directory and an electronic version is also posted on the Web site. Three newsletters were mailed this year to 3,348 persons. (Exhibit 5.d)

OTAN Tri-fold Brochure

ELECTRONIC COLLABORATION

www.otan.us

www.adultedlessons.org

www.adultedlearners.org

John Fleischman, Executive Director
jfleischman@scoe.net

Marian Thacher, Director
mthacher@otan.us

Jerry Jones, Director, Technology Projects
jjones@scoe.net

Branka Marceta, Coordinator, Technology Projects
bmarceta@otan.us

To request Internet searches and reference services:
Lynda Lincoln, Library Media Specialist
llincoln@otan.us
916-228-2349

To borrow books and videos from the Employment Training and the Adult Education Reference Collections:
Shelley Shaver, Abstractor
sshaver@otan.us
916-228-2752

To order copies of VESL, VABE and Workplace curriculum:
Jeanine Eberhardt (veslwkpl@otan.us)
VESL/Workplace Clearinghouse, ECC
San Diego Community College District
4343 OceanView Blvd.
San Diego, CA 92113-1998
Phone: (619) 388-4941
Fax: (619) 388-4989

Outreach and Technical Assistance Network
Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003
UPS/FedEx: 10150 Missile Way, Mather, CA 95655

Telephone: 800-894-3113 (California Only)
                 916-228-2580
Fax: 916-228-2563

OTAN activities are funded by contract #5000 of the Federal P.L., 105-220, Section 223, from the Adult Education Office, Secondary, Postsecondary and Adult Leadership Division, California Department of Education. However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

OTAN
Outreach and Technical Assistance Network

Providing support for technology integration, electronic collaboration, and access to information for literacy and adult education providers.

www.otan.us

Exhibit 5.d (continued)

OTAN Cumulative Report 7/2005 - 6/2008

The Outreach and Technical Assistance Network provides support for technology integration, electronic collaboration, and access to information for adult educators

Technology Integration

OTAN supports adult education programs that are initiating or expanding the use of instructional technology by:

* Providing information and support for planning and implementing new technologies in adult education classrooms
* Conducting the Technology Integration Mentor Acadeny (TIMAC) to train and support site-based technology mentors
* Demonstrating technology products and best practices to teachers and administrators throughout California
* Maintaining an online, searchable vendor database of hardware, software, and print materials
* Piloting models for in-service training on integrating technology into instruction

OTAN Staff

Electronic Collaboration and Resources

OTAN Online Communication System is meeting the communication needs of adult educators by:

* Maintaining the OTAN Web site, a virtual adult education knowledge base and a jump-off point to the world of adult education and literacy resources
* Supporting an electronic forum for information exchange
* Providing technical support to users through telephone support and regional training
* Coordinating the online information exchange of specialized focus groups
* Continuing to develop and improve electronic services to best meet the needs of California adult educator

Reference Services and Special Information Collections

OTAN provides a system for the storage, retrieval and dissemination of current and historical adult education resources by:

* Maintaining a national network of information sources
* Providing reference services for California adult educators
* Maintaining electronic and physical collections on the latest innovations in adult education practice and research
* Maintaining a California VESL/Workplace Clearinghouse and an Employment Training Collection
* Housing the California Adult Education Archives, an historical collection benefiting practitioners

OTAN Tri-fold Brochure

ELECTRONIC COLLABORATION

Winter 2008 Newsletter, Front Page

OTAN Online Connection

A publication for members of the Outreach and Technical Assistance Network
www.otan.us

Winter 2008

Streaming Video

Become an OTAN Member!
By Marian Thacher

One of the great features of the OTAN Web site is the member directory. It's located on the OTAN site under People and Organizations | People. Registered OTAN members who allow their information to be shared are listed here. By searching the directory, you can locate the email address or phone number of a colleague from another program. Did you meet someone at a conference that you would like to get in touch with, or hear a great presentation and want to get a copy of the handout? Check and see if the person is an OTAN member. You can also search by agency. For example, type Los Angeles into the agency box and you will find 92 members from LAUSD.

Why Become a Member?

There are many reasons to register on the OTAN site and become a member of OTAN. One is so your colleagues can find you in the OTAN directory. When you register, you decide how much information to publish. You can include all your contact information, or just your name and email, with several choices in between. Since our site is protected by a login, you will not receive spam by registering for OTAN.

If you provide your address when registering, you will receive this newsletter in the mail. You also have the option of selecting topics about which you would like to receive an email when there is new information posted on the OTAN site. You can update your choices at any time by going to Preferences and then Edit My Profile.

Using a Document Camera
By Branka Marceta

ESL students using a document camera with teacher, Ann Taguchi

Similar to traditional overhead projectors, document cameras - also called digital presenters, document imagers, or visualizers - are used to project an image onto a bigger area on the wall. This equipment eliminates the need for transparencies, and allows for projecting color images and three-dimensional objects.

Hongyan Zheng teaches with a document camera

This device uses an electronic video camera to capture the video feed of the object placed under the head. The object can be a document, a worksheet, a can, a box, a medicine bottle, or a colorful page from a magazine or book. Suzanne Ludlum of Oakland Adult Education, has even projected real, live worms using the document camera to teach her high school diploma/concurrent classes about composting.

Prices for this piece of equipment range from $700 to $ 5,000. For most models, it is necessary to connect them to a separate LCD/data projector. A few models are available that are integrated with a projector.

Most document cameras have the following features:

- high resolution of the projected image (preferably more than 3 megapixels)
- the ability to zoom in and out
- auto and manual focus
- on-board control panel
- a remote control
- the ability to pause the video feed
- the ability to take photos
- a software program included to transfer the photos to a computer
- camera head that can be tilted or moved
- the ability to interconnect with other devices such as a TV or computer

Some major distributors of digital cameras are: AverVision, Boxlight, Canon, Dukane, Elmo, Epson, Lumens, and Toshiba. For links about the document camera visit this page: http://timac.wikispaces.com Document+Cameras.

OTAN has produced a number of videos in which teachers at the Milpitas Adult Education Program talk about their favorite features and activities when using this device. These videos can be found by following this path: | Home | Ed Tech & Media | Video Gallery | Technology Integration.

Inside this Issue

Moodle & You| Hot Potatoes in Moodle | OTAN Training Opportunities | Discovery Education Streaming and OTAN Videos Available on OTAN | Streaming Video for Professional Development | Tools for Screencasting A Site Visit to Castro Valley Adult School | OTAN-o-licious!

Exhibit 5.d (continued)

Spring 2008 Newsletter, Front Page

OTAN Online Connection

A publication for members of the Outreach and Technical Assistance Network
www.otan.us

Spring 2008

Social Networking

Discover Education Streaming

OTAN has completed our contract with Discovery Education to provide online education videos and other media to adult schools subscribing through our program. Passcodes are now being distributed and face-to-face or online training is available for staff of participating schools. To schedule training, contact Penny Pearson at ppearson@otan.us or 916-228-2580 to find out which option will work for you.

John Fleischman Promoted

In recognition of his excellent work at the local, state and national level, not only with adult education, but with technology in education at all levels, John Fleischman, has been promoted to Assistant Superintendent at the Sacramento County Office of Education. He will continue his involvement as Executive Director of OTAN as well as his responsibilities for technology services at SCOE.

Branka Marceta's New Daughter

Branka Marceta, Coordinator of Technology Projects for OTAN and leader of the Technology Integration Mentor Academy, has a new daughter. Born January 23, Adela Marceta Jazvo is healthy, happy and doing well. She attended her first technology conference, CUE in Palm Springs, and of course she has her own blog at babyadela.blogspot.com.

Apply for TIMAC by May 16, 2008
By Branka Marceta

The online application for the Technology Integration Mentor Academy (TIMAC) is now open through May 16, 2008. For the past four years, TIMAC has been a two-year commitment with 30 teachers from throughout the state participating in the Academy. Due to budget cuts, as of 2008-09, participation in TIMAC will be for one school year. For 2008-09, ten new participants will be selected, and up to five more may be added if the participating agency covers travel and tuition costs.

Suzanne Ludlum uses a MacBook for notetaking

The philosophy of TIMAC is that positive changes in teacher behavior are most likely to happen if the teacher is given ongoing support by a mentor who is a peer. During the five days of training, new TIMAC participants will be offered the tools not only to upgrade their technology skills but also to be a successful mentor and effectively set goals. The new TIMAC participant will become a mentor at her/his agency to one or more fellow teachers and help them formulate, realize, and evaluate their technology integration goals. In turn, each TIMAC participant is assigned a support mentor – one out of the growing number of enthusiastic, technology-savvy adult educators with experience in both professional development and technology integration.

Some examples of projects undertaken by TIMAC members so far include:

• Upgrading hardware
• Selecting and implementing educational software
• Establishing computer labs from the ground up
• Promoting better use of existing technology, such as LCD projectors
• Using emerging technologies such as interactive whiteboards, student response systems, document cameras/digital presenters, PC tablets

Castro Valley learners use wireless tablet PCs

• Establishing an online presence by creating Web sites or using Internet-based course management systems as well as Web 2.0 tools such as blogs & wikis
• Training on software to create worksheets, flyers, slide show presentations, and videos

All of these exciting projects have a long term goal – to improve the learning skills, and technology literacy of the adult learners we serve in California.

For further information, contact Branka Marceta at 916-228-2580 or bmarceta@otan.us. The application is available at http://www.otan.us/timac/applyonline.

Inside this Issue

Exhibit 5.d (continued)

6. Adult Education Collections

OTAN's second role is to provide access to information resources. The electronic resources that members access on the OTAN Web site include 19,580 electronic files. The resources are managed by a database system for efficient storage and searching. (Exhibit 6.a)

OTAN INFORMATION SERVICES	
WEB SITE/SECTION	**NUMBER OF FILES/RECORDS**
Adult Education Dictionary	627
Adult Education Links	189
Adult Education Products	101
CA Adult Education History	426
CDE Information	305
Course Outlines	325
Document Library	920
Education Grants	569
Expert Knowledge	340
Legislative Information	397
Lesson Plan Builder	5,360
Lesson Plans	294
Master Calendar	604
PDC Documents	703
Presentations	78
Reference Libraries	5,773
Students Succeed	362
Teaching Tools	1,785
Want Ads	422
TOTAL	**19,580**

Exhibit 6.a

Information is acquired from a national network of education clearinghouses and agencies. Content specialists and librarians evaluated and cataloged the data, and technical staff persons processed the files for online posting. During the project year, 61 new documents were added to the online collection, including current documents and archival digital files. (Exhibit 6.b)

DOCUMENT LIBRARY COLLECTION	
FISCAL YEAR	**NO. OF NEW DOCUMENTS**
2005-06	32
2006-07	32
2007-08	61

DOCUMENT LIBRARY COLLECTION - ALL			
Adult Basic Education	32	Homeless	19
Adult Education	79	Migrant	9
Adult Literacy	53	Model Programs	4
Adult Secondary Education	8	Older Adults	15
Assessment	48	Parent Education	13
At Risk Persons	10	School Effectiveness	24
CBE	5	School-To-Work	1
Citizenship	7	Staff Development	35
Community Colleges	13	Standards & Assessment	1
Correctional Education	29	Student Leadership	5
Culture	14	Technology	55
Disabled Populations	39	Telecommunications	15
Distance Education	34	Vocational Education	42
Educational Research	17	Vocational ESL	8
Employability Skills	37	Volunteers	14
English (Second Language)	86	Welfare Reform	10
ESL Literacy	5	Women's Issues	9
Family Literacy	33	Workplace Education	81
Health Education	11		
Total Items In Collection: 921			

Exhibit 6.b

Major information areas of OTAN Resources include:

- *Reference Libraries* – Searchable catalogs of five specialized libraries. Included are Adult Education Reference, CA Adult Education Archives, CA Professional Development Centers, Employment Training Library, and VESL Workplace Clearinghouse.

- *Document Library* – Full text documents in 35 topic areas of adult education, including the latest research and information for adult program management and instructional improvement.

- *CA Adult Education Information* – Funding, enrollment, and student progress data files from the CDE Adult Education Office, as well reports of surveys and state plans.

- *Teaching Tools and Resources* – Information to assist adult education teachers to implement technology in the classroom, find and create lesson plans, locate classroom activities, and pursue professional development. This area also includes the online Lesson Plan Builder, a tool allowing teachers to create and share lesson plans online.

- *Training Calendar –* This was the second year of implementation of the new combined training calendar, www.caadultedtraining.org. California adult educators may register for any California workshop or training from this site. Users may search by date, region, or sponsoring organization. A brief description of each event is provided with a link to online registration. Conferences and other professional development events are also listed with links to further information, presenter calls, programs, registration forms, or Web sites as appropriate.

- *Course Outlines* – 322 sample course outlines donated by California adult schools are displayed in relation to the online Course Approval system.

- *Codes and Regulations* – Excerpts of some state and federal laws and regulations of particular interest to California adult educators.

- *Adult Education Dictionary* – Over 600 adult education terms and acronyms can be searched alphabetically or by keyword or category.

- *Educational Grants* – Database of information about funding opportunities available to adult education service providers and educators. The Federal Register and selected professional publications are regularly monitored for grant information. The grant information is accessible by topic areas.

- *California Adult Education History* – Revised and updated in 2005 in coordination with the California Adult Education Sesquicentennial. Excerpts from a new book and new video on California adult education history along with searchable indexes, photos, audio clips from the adult education oral history project.

- *Legislative Information* – Updates on California and federal legislation in process and budget negotiations of interest to adult educators. Advice is posted here on how to influence the legislative process and links to government Web sites.

- *Presentations* – Presentations created by CDE, OTAN, or field agencies, and now available on the Web in PDF format. Currently, 78 handouts and slide sets are available.

- *Links to Staff Directories –* Searchable databases of State Directors of Adult Education and the U.S. Department of Education.

- *CA Adult Ed Products* – Online shopping for products of previous California leadership projects designed to assist the adult educator in making decisions about managing programs and improving classroom instruction. These resources are available through OTAN on a cost-recovery basis.

OTAN solicits user input and implements suggestions for improvement. As the depth of information on the site has grown, a variety of navigation aids have been developed – a keyword search, specialized fielded searches, a site outline (or map), and a site index (alphabetical). A popular navigation aid is the search box on the home page.

The OTAN Web site is also a gateway or portal to other Web sites of interest to California adult educators. Featured on the site is a searchable database of links. OTAN staff monitors other Web sites and selects the best. Members may select a category of interest, and an annotated list of sites with live links is returned.

In addition to the electronic resources, OTAN sponsors five physical collections, print and non-print. They are the Adult Education Reference, CA Adult Education Archives, CA Regional Resource Centers, Employment Training Library, and the VESL Workplace Clearinghouse.

7. Reference Services

O TAN is both a repository and collector of adult education resources and an active provider of client services. Responding to client needs for information communicated by phone or email, staff provides general information, researches the reference collections, and performs custom electronic searches of the OTAN Web site and other Internet information resources. The total number of direct queries answered was 225. (Exhibit 7.a)

Information and Reference Services 2007-08

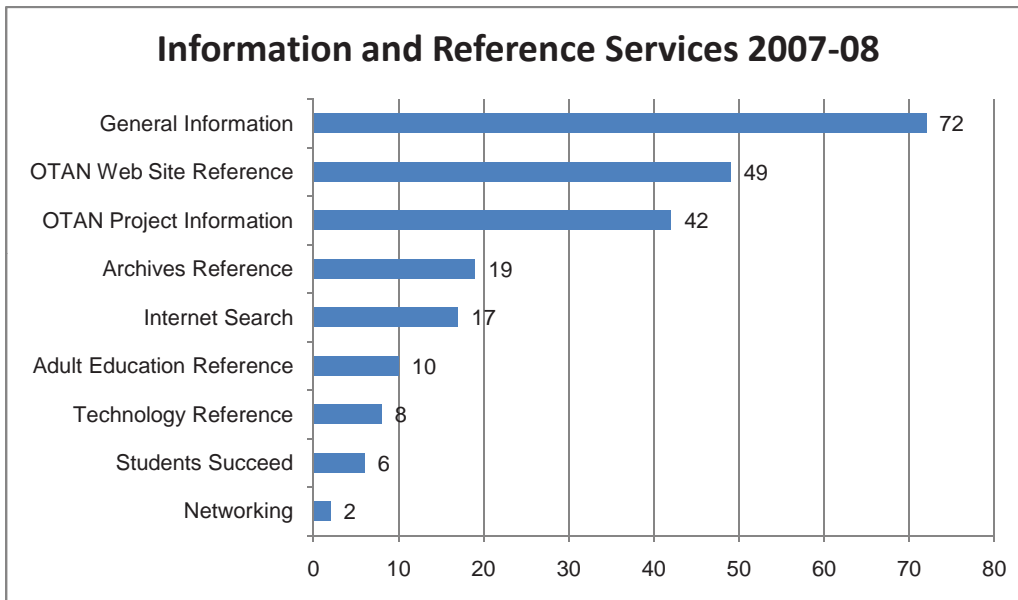| Category	Value
General Information	72
OTAN Web Site Reference	49
OTAN Project Information	42
Archives Reference	19
Internet Search	17
Adult Education Reference	10
Technology Reference	8
Students Succeed	6
Networking	2

Exhibit 7.a

Depending on the client profile and the type of need, clients may receive any one of several levels of service, suggestions for further research, referral to another information provider, bibliographic references, a complete electronic version of a document, loan of a circulating hard copy of an item, photocopies of pages of materials (within copyright restrictions), order information, or the opportunity to purchase a complete photocopy, CD-ROM, or duplicated cassette tape (California Adult Education Products, California Adult Education Archives, or VESL/Workplace Clearinghouse items). A total of 2,144 items were distributed by fax, email or U.S. mail to California adult educators in 2007-08.

In 2007-08, visitors drilled down on the OTAN Web site to find information 221,859 times, averaging 18,488 browses for information per month. OTAN switched to a less expensive Web data tracking system in November, and according to this system, Google Analytics, the main OTAN site received an average of 5,226 visits to the Web site per month between November and June.

Client surveys conducted during the year showed a high degree of satisfaction with OTAN reference services. Clients used OTAN as a portal to link to other Web sites that have good adult education resources, to support the integration of technology

into instruction, to locate information for improving instruction, for quick access to workshop and conference information, to keep current on legislative information impacting programs, to see models of sample course outlines and lesson plans, to locate directory information about individuals and programs, and more. (Exhibit 7.b)

How completely was your information need answered?		
5 = completely		**1 = not answered**
Answer	**Number of Answers**	**Percent**
5	17	85%
4	1	5%
3	1	5%
2	0	0%
1	1	5%

COMMENTS:
- I HAD A FAST AND HELPFUL RESPONSE
- THIS IS WHAT I WAS LOOKING FOR SO WE COULD CORRELATE MODEL PROGRAM STANDARDS WITH OUR COURSES OF STUDY
- EXCELLENT, WELL INFORMED
- STAFF MEMBER WAS EXTREMELY HELPFUL, PATIENT, AND KNOWLEDGEABLE
- I APPRECIATE HOW HELPFUL ALL STAFF MEMBERS ARE WHEN THE FIELD OR I HAVE A QUESTION OR CONCERN
- I HAVE BEEN VERY IMPRESSED WITH THE PROMPTNESS AND ACCURACY RECEIVED FROM THE OTAN STAFF. IF THEY DON'T KNOW AN ANSWER THEY ARE HAPPY TO FIND IT FOR YOU
- I REQUESTED AN ARTICLE ON TEACHING ILLITERATE ADULTS AND THEY FOUND IT FOR ME AS WELL AS MANY OTHER USEFUL LINKS

How would you rate the OTAN reference services?		
5 = excellent		**1 = poor**
Answer	**Number of Answers**	**Percent**
5	17	85%
4	2	10%
3	0	0%
2	0	0%
1	0	0%

COMMENTS:
- I APPRECIATE THE DIVERSITY OF INFORMATION AVAILABLE AND ALSO THE ABILITY TO KEEP ABREAST OF CURRENT DEVELOPMENTS IN ADULT EDUCATION
- THE STAFF IS FRIENDLY AND QUICK. I REALLY APPRECIATE THE INFORMATION I RECEIVED
- OUTSTANDING
- DATA REQUEST WAS PROVIDED IN A CLEAR, EFFICIENT MANNER
- THE STAFF INVOLVED WERE INFORMATIVE; THEY ANSWERED MY EMAILS QUICKLY AND I WAS VERY HAPPY WITH THE RESULTS

Exhibit 7.b

OTAN is responsible for making available at cost of distribution, the products of CDE Adult Education Office professional development and curriculum development efforts. The items are publicized on the OTAN Web site in the Products section and by presentations at professional conferences. An online ordering system is available. English for All CDs and DVDs continued to be the most popular with 600 items shipped during this contract period. (Exhibit 7.c and 7.d)
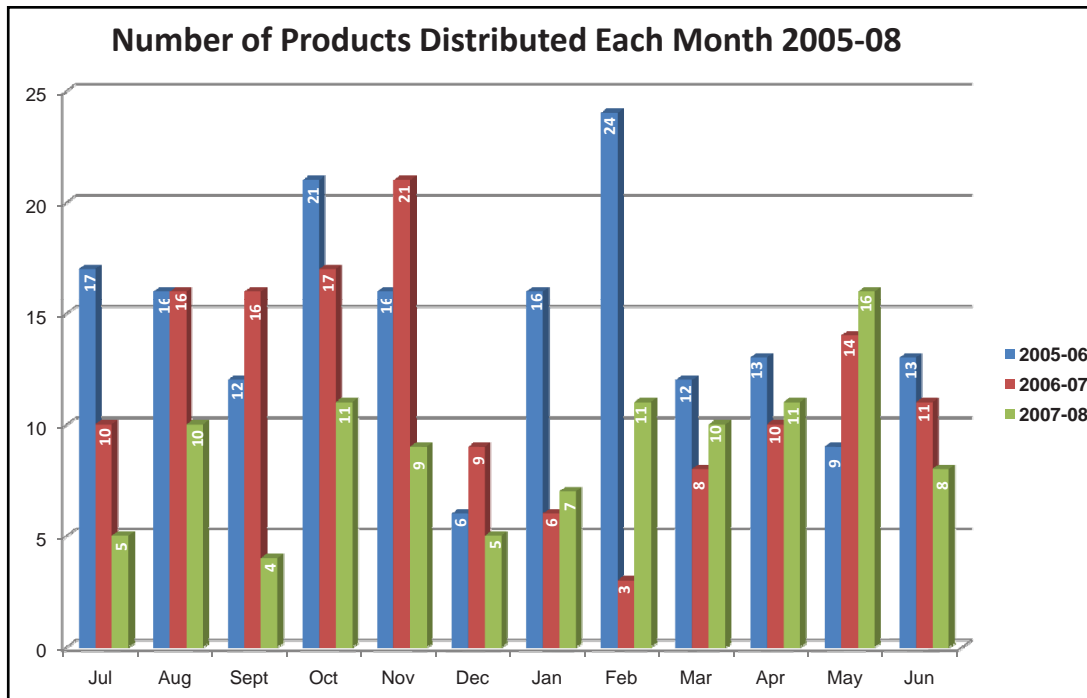
Number of Products Distributed Each Month 2005-08

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2005-06	17	16	12	21	16	6	16	24	12	13	9	13
2006-07	10	16	16	17	21	9	6	3	8	10	14	11
2007-08	5	10	4	11	9	5	7	11	10	11	16	8

Exhibit 7.c

Products Distributed by Category, 2005-08

- CA Adult Ed. History 4%
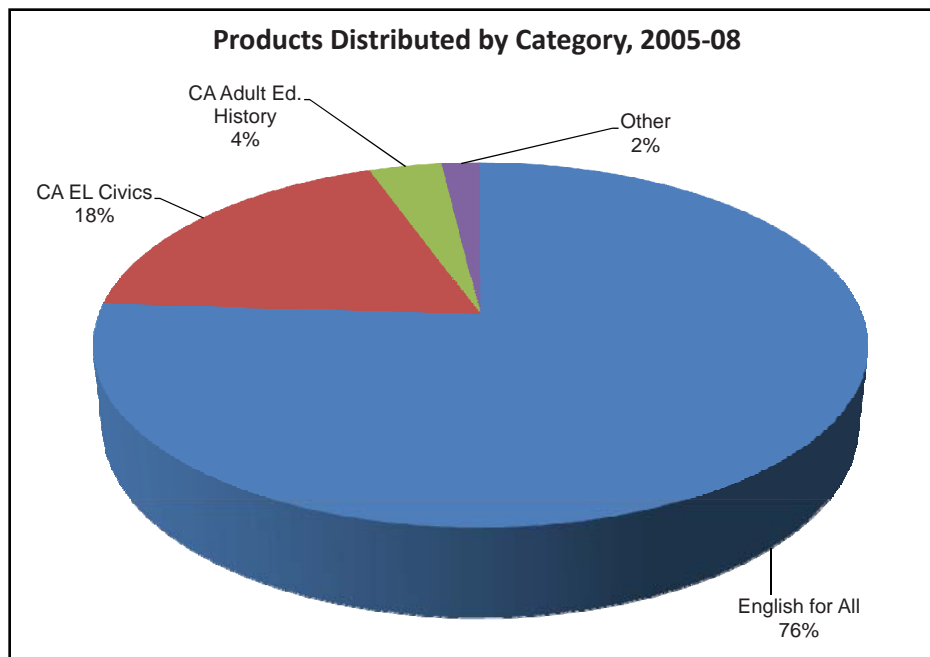- Other 2%
- CA EL Civics 18%
- English for All 76%

Exhibit 7.d

8. Electronic Resources for Improving Instruction

OTAN provides a host of services and resources for adult education teachers to assist with implementing technology-based instructional strategies. One of these is the online Lesson Plan Builder, at www.adultedlessons.org. This online tool allows teachers to create complete and detailed lesson plans, store them online, and share them with colleagues.

The Lesson Plan Builder was completed and went live in the final quarter of 2004-05. (See Exhibit 8.a) Following the launch of the site, OTAN collaborated with CALPRO to develop a workshop on lesson planning that integrated use of the Lesson Plan Builder into the curriculum.

> *"Thank you for reminding me to take another look at your pages which are very relevant to my work. Today, for example, I have found your Lesson Plan Builder pages very inspiring. Thank you again."*
> *- Jana Dorna, Teacher*

During 2005-06, this workshop was offered several times, and it was found that there was so much content in the workshop that frequently time ran out before the online Lesson Plan Builder could be presented. As a result, it was agreed that OTAN would hire a lesson planning expert to create a separate, follow-up workshop to train teachers on using the online tool. The new workshop was developed and offered four times to 73 participants across the state from Los Angeles to Redding.
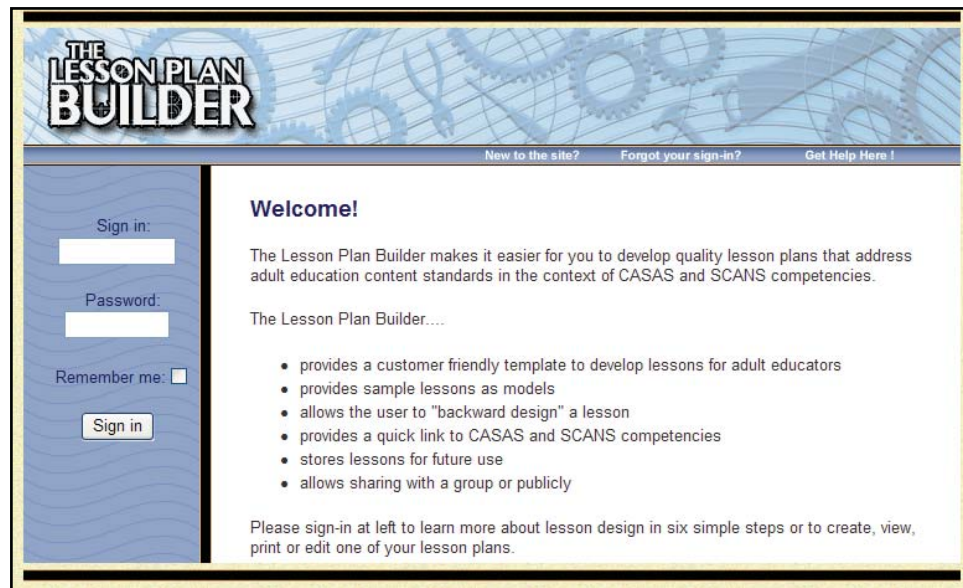

Exhibit 8.a

In 2007-08, OTAN significantly increased its offering of online workshops, and the Lesson Plan Builder was a natural for this delivery model. The workshop was offered three times during the year to a total of nine participants. Although the participant number is low, this was the initial year of large-scale implementation for online workshops, and it is expected to take some time for adult education teachers and programs to become acquainted and comfortable with this delivery model.

All three leadership projects, OTAN, CALPRO, and CASAS, have workshops on lesson planning, and discussions were held as to how to market these offerings together. Plans were initiated for a searchable online course list where these workshops would appear together when searching for lesson planning. There are currently 8,357 registered users, up from 3,167 last year. Some 3,404 users logged in during the year, up from 2,638 the year before, and an average of 283 per month, while 1,207 actually worked on a lesson plan.

Some adult schools promoted the tool internally to their teachers, and there were 32 programs that had 10 or more teachers registered by the end of the year. Los Angeles Unified School District led with 137 teachers registered, followed by Mt. Diablo with 37, San Diego Community College District with 33, Santa Ana College, 32, and Downey Adult School with 31. (Exhibit 8.b)

LESSON PLAN BUILDER REPORT	
Approximately 8,357 unduplicated users as of July 1, 2007	
Agencies with at least 10 people registered	
LAUSD (137)	Vallejo Adult School (17)
Mt. Diablo Adult Education (37)	Simi Valley Adult School (17)
San Diego Community College District (33)	Vista Adult School (15)
Santa Ana College (32)	Monterey Adult School (15)
Downey Adult School (31)	Eureka Adult School (15)
Burbank Adult School (31)	Fresno Adult School (14)
Merced Adult School (24)	Long Beach School for Adults (14)
Palm Springs Adult School (23)	Hayward Adult School (13)
Oakland Unified School District (21)	Fremont Adult School (13)
CALPRO (21)	ABC Adult School (13)
Bakersfield Adult School (20)	Metro North Adult Basic Education (13)
Hacienda La Puente Adult Education (20)	San Bernardino Adult School (13)
Sacramento City USD (20)	New Haven Adult School (12)
Stockton School for Adults (19)	Garden Grove Unified School District (12)
Chaffey Adult School (18)	Hanford Adult School (11)
El Monte-Rosemead Adult School (18)	Hemet Adult School (10)

Exhibit 8.b

In addition to high numbers of users, there are programs like Elk Grove Adult and Community Education that have created one account to be shared by all instructors. Elk Grove made a decision to put all their EL Civics lesson plans online, and currently boasts 76 lesson plans in the Lesson Plan Builder account. Exhibit 8.c lists the 42 agencies with ten or more lesson plans in the Lesson Plan Builder. (Exhibit 8.c)

LESSON PLAN BUILDER REPORT	
Agencies with 10 or More Lesson Plans	
Elk Grove Adult and Community Education (128)	Stockton School for Adults (26)
Los Angeles Unified School District (116)	Long Beach School for Adults (24)
Sacramento City USD (85)	Milpitas Adult Education (22)
Vallejo Adult School (84)	Eureka Adult School (21)
Downey Adult School (74)	Alhambra Unified School District (19)
New Haven Adult School (69)	El Monte-Rosemead Adult School (18)
Simi Valley Adult School (65)	Shasta Adult School (18)
Bakersfield Adult School (54)	Beaumont Adult School (16)
Happy Hearts Adult Learning Center (54)	Orange County Literacy Council (16)
Oakland Unified School District (53)	Chaffey Adult School (15)
Santa Ana College (52)	CASAS (14)
Mt. Diablo Adult Education (51)	Hanford Adult School (14)
Vista Adult School (48)	Merced Adult School (14)
ProjectSTAR (41)	Belmont Community Adult School (13)
Burbank Adult School (40)	Hayward Adult School (13)
Palm Springs Adult School (40)	Monterey Adult School (13)
San Diego Community College District (39)	ABC Adult School (11)
Garden Grove Unified School District (34)	Rancho Santiago (11)
CALPRO (32)	Winterstein Adult Center (11)
Fremont Adult School (30)	Clovis Adult Edycation (10)
Hacienda La Puente Adult Education (30)	Evans Community Adult School (10)

Exhibit 8.c

Lesson plans can be submitted for publication. Submitted lesson plans are reviewed by a field expert, and the author receives feedback on possible improvements. Once the author has made required changes, the lesson plan is made public. This year 33 lesson plans were submitted for review, but only four lesson plans were made public. The process of editing lesson plans for publication has been somewhat onerous for teachers, and one of the goals for the new contract is to streamline this process.

Adult education teachers and teacher/coordinators make up the largest group of Web site members with 68 percent of membership. To meet the needs of this client group, OTAN maintains a section of the Web site called Teaching Tools & Resources. The area is organized around six program clusters:

- Adult Basic Education / Adult Secondary Education / GED
- Adults with Disabilities
- English as a Second Language / Citizenship / English Literacy Civics
- Older Adults
- Parent and Consumer Education
- Career Technical Education

In addition, there is a special educational setting, Corrections.

Resources in the program areas include lesson plans, classroom activities, Web sites to use with students in the classroom, articles and references on classroom instruction, media (graphics, photos, sounds & video clips), project-based learning, and program specific software and software reviews.

Other kinds of full text resources and annotated links to other sites that teachers will find in Teaching Tools & Resources include tips for using the Internet in instruction, how to create a Web site, links to online tools, software tutorials, and information about online courses. One area that was popular in 2007-08 was Web-based Class Activities, written by Kristi Reyes of MiraCosta College, highlighting numerous Web 2.0 tools that teachers can use as part of language and basic skills instruction. Topics included online tools for creating quizzes, tools for creating online videos and cartoons with captions, sites for creating movie posters and other photo activities, and lesson activities based on National Public Radio's five minute essays on "This I Believe".

"My Resources" is a feature that allows teachers to bookmark links that they find interesting and want to visit again by clicking on a checkbox next to that item. Users can add notes about the item. To review selections, the user chooses Preferences from the top menu bar, and then My Resources. Over 1,100 clients have used My Resources to bookmark items, and 474 have organized their bookmarks into personalized folders, up from 141 last year.

OTAN also continued to maintain and expand the online dictionary for adult education. Adult education has a specialized vocabulary (including acronyms) in common use. An annual turnover of 30 percent is typical of adult education staff in California, and the dictionary is directed at the needs of the new personnel. Users can search by keyword or category. There is also a feature that allows the field to suggest terms and provide definitions. The dictionary now contains 624 terms, and can be viewed via the OTAN Web site, or independently at www.adultedterms.org.

9. Students Succeed Project
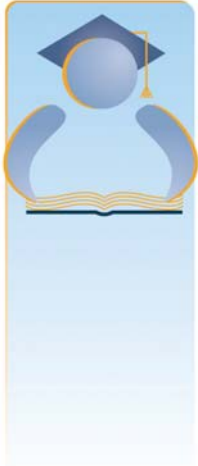
Adult education in California serves over two million students annually through a multiple provider system of public adult schools, community colleges, libraries, community and faith-based organizations, and correctional institutions. OTAN's California Adult Education Students Succeed project identifies learners who have reached their life goals as a result of their participation in the adult education system and disseminates the stories of the students and the exemplary programs that serve them at www.adultedlearners.org.

In 2007-08, there were two nomination deadlines, and a total 11 individuals were accepted and added to the Web site. At the end of the year, the stories of 179 successful students were posted on the project Web site representing 89 agencies.
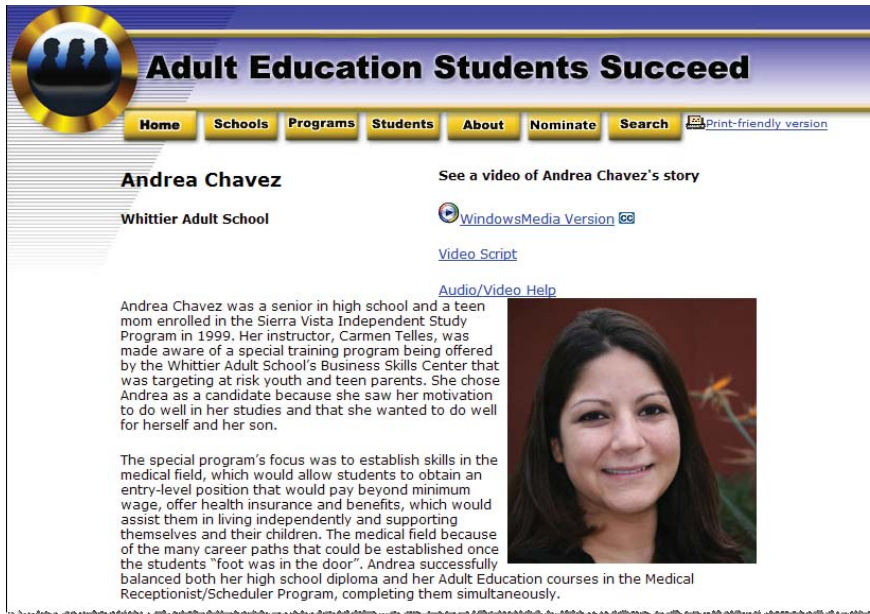
> *"You did a great job on the video. I thought you made it sound so touching...Thank you very much for the award. I will hang it at work so everyone can see it. It is an honor for me that my story was selected."*
> - Lourdes Cabral, Students Succeed Awardee

At the ACSA conference in September, three Students Succeed awardees were recognized at general sessions. OTAN produced a short video about each individual, highlighting their history, challenges overcome, participation in adult education classes, and current successes. One recipient was Lourdes Cabral, who had an undiagnosed visual impairment for many years. When she came to San Diego Community College District ESL classes, a counselor there helped her make accommodations for her illness, and encouraged her to continue her studies. She obtained her GED and took several courses in the Business Information Technology Program, and is now an employee of a federal agency. (Exhibit 9.a)

Exhibit 9.a

Another recipient, Andrea Chavez, completed her high school diploma as a young teen mother and enrolled in a special program for at-risk youth that helped her finish the Medical Receptionist/Scheduler Program at Whittier Adult School. She completed an internship at the Southern California University of Health Sciences, and was hired for an entry-level position. From there, she worked her way up to Senior Financial Insurance Coordinator, and has been able to create a stable and comfortable life for herself and her son. (Exhibit 9.b)

The final video production told the story of Gerardo Quinones, a young man who by his own account was headed for a life of gangs, crime, and incarceration, but made a decision after his son was born to turn his life around. He completed his GED and then enrolled in the Medical Assistant Program at Hacienda La Puente Adult School. He also earned his EKG Technician certification, and now works for the County of Los Angeles. (Exhibit 9.c)

Exhibit 9.b

To publicize the project, OTAN maintains the California Adult Education Students Succeed Web page, accessible from the People and Organizations section of the OTAN Web site and at www.adultedlearners.org. The page contains the learner success stories with photos, videos, and information about the adult education agencies that nominated them. The site may be searched by agency, program area, and learner name.

Nominations may be submitted by any California adult education agency at any time. All nominations are reviewed for completeness and for how closely they address the criteria stated on the nomination form.

Exhibit 9.c

10. Professional Development Center Support

OTAN has supported the regional network of adult education resource centers with technical and professional assistance for 17 years. In 2007-08, the centers continued to be managed by the California Adult Literacy Professional Development Project (CALPRO). Ten centers and two satellite centers were supported. The resource centers have maintained small depository collections of archival materials for which OTAN provided centralized cataloging and distribution and maintained an online searchable database accessed through the OTAN Web site and through the Web pages of the individual centers.

OTAN has continuously updated the manual for the PDC managers and provided a hands-on training for any new PDC Managers and support staff who needed it, on the features of the depository library system. Included in the manual are the depository cataloging and distribution system; the online searchable database; the optional feature for centers to enter their local materials in the online database, and a Web-based library circulation system. (Exhibit 10.a) In August 2007, 16 PDC managers and staff were trained on the library system and other OTAN services.

Exhibit 10.a

The OTAN Director and/or other key staff usually attend the Professional Development Center Managers quarterly meetings to update the managers on OTAN initiatives and to coordinate the delivery of OTAN staff development in the regions.

A decision was made this year to discontinue support for the PDCs due to budget constraints. OTAN updated the inventory for each of the PDC libraries, and encouraged the host agencies to retain the library materials for agency and regional use. Although the PDC libraries ceased to be maintained through CALPRO on June 30, 2008, the library data remains on the OTAN site and is accessible to staff in order to answer questions and track down materials.

11. California Adult Education Archives

OTAN maintains the only Archives of California Adult Education information. Included are books, reports (e.g. researchers and contractors), newsletters, other types of print documents (e.g. testimony, letters, and notes), files of adult educators and projects, videocassettes, audiocassettes, slides, and photographs. Over 100 donated items were cataloged into the collection during the contract period for a total of 1,972 cataloged titles. (Exhibit 11.a)

OTAN ADULT EDUCATION ARCHIVES COLLECTION			
TOPIC	**ITEMS**	**TOPIC**	**ITEMS**
Archives (by Title)	48	CASAS Final Report	13
309 Projects	16	CASAS IRCA	14
310 Projects	9	Community Colleges	15
Adult Ed. 1950's	11	Competency Based Education	36
Adult Ed. 1960's	21	Correctional Education	14
Adult Ed. 1970's	22	Crossroads Café	59
Adult Ed. 1980's	26	Disabled Populations	37
Adult Ed. 1990's	42	Distance Learning	26
Adult Ed. Handbook	16	Dissemination Network for AE	14
Adult Ed. History	12	English for All	30
Adult Ed. Institute (By Title)	19	GAIN	24
Adult Ed. Institute Policy Options	18	LA CAPS	40
Adult Ed. Statistics	12	Latino Adult Education Services	2
Adult Ed. Two-Thousands	21	Lifelines	22
Adult English (Second Language)	126	Madison Heights	21
Adult Leadership 1979	10	NOMOS Projects	13
Adult Literacy	83	Older Adults	13
Adult Performance Level	6	On Common Ground	35
Adult Schools	11	One Stop Centers	25
Adult Secondary Education	22	Oral History	56
Amnesty/IRCA	21	OTAN	92
CA State ABE Plans	22	Parent Education	27
CA Adult Ed. Competency Ed.	8	School Effectiveness	17
CalWORKS	4	Slides	15
CASAS (By Title)	103	Staff Development	170
CASAS Curriculum Index	19	Technology	4

Exhibit 11.a

CASAS Disabled Populations	3	Videos	71
CASAS Summer Inst.	24	Vocational Education	20
CBE Staff Development	38	Vocational ESL	78
CDE State and Federal Reports	47	Welfare Reform	2
Citizenship	58	Workforce Development	20
CLASS	20	Workplace Education	10
TOTAL ITEMS IN COLLECTION 1,972			

Exhibit 11.a (continued)

During the contract period, OTAN staff completed the upgrade of the combined library database from MS Access to an entirely Web-based cataloging system in Cold Fusion.

Preservation of significant California adult education archival material through digitization is an ongoing project. To date approximately 35 percent of the print titles in the Archives are also available electronically.

While the Archives do not circulate, they are accessible to adult educators through the database of bibliographic records that is electronically available on the OTAN Web site, through room-use in Sacramento or the regional PDC libraries, and through copies of items made for legitimate researchers (free of charge to those in California). During the contract period, two professional librarians were available to interpret the collection to clients and to use it as a resource for OTAN's reference services.

During the contract period, California adult educators found the Archives useful for many purposes. Usage was heaviest during the Sesquicentennial period, but adult school administrators continue to access the data related to California adult schools that OTAN identified and makes available on the California Adult Education History Web site http://www.caadultedhistory.org, which gets about 733 visits per month.

California adult educators used the Archives collection to locate information on: adult program enrollment statistics from the 1980s and 1990s, reports to the California Legislature on adult education, and California EL Civics products for use in ESL classes. They also used the Archives to understand the history and present status of adult education standards in California, the relationship between public K-12 schools and community colleges as deliverers of adult education in California, and the changes

> *"The chart was really handy and (the administrator) was able to complete her WASC application with full confidence in your data. Another example of the utility of the historical archives you developed at OTAN."*
> *- Steve Schwendimann, Consultant, CDE Adult Education Office*

in California adult class offerings since the 1940s. They found examples of vocational English as a second language models, workplace training models, and adult school needs assessment surveys.

Leadership Project and CDE Adult Education Office staff used the Archives to provide historical background to inform current initiatives for small schools, strategic planning, and model standards. They found samples of previously developed RFPs for project contractors and lists of graduates of leadership programs. They also located archival videos to incorporate in current staff development projects.

At the request of the Adult Education Office, OTAN maintains a process for sending CDE Adult Education Office documents to the CA State Library to comply with government depository regulations.

In 2007-08, OTAN forwarded two reports and related MARC records to the State Library on behalf of the Adult Education Office and also submitted two reports to all 17 full depositories. (Exhibit 11.b)

STATE LIBRARY SUBMISSION OF ADULT EDUCATION MATERIAL Interim Report 7/1/07 – 6/30/08						
CATEGORY/DOCUMENT TITLE	**REFERENCE ID**	**DATE PUBLISHED**	**DATE SENT**	**SUBMIT FORMAT**	**COPIES TO STATE LIBRARY**	**COPIES TO FULL DEPOSITORY**
CDE State and Federal Reports						
End-of-Year Progress Report to the California Legislature: Implementation of the Workforce Investment Act (WIA) Title II, Program Year 2007, July 1, 2006- June 30, 2007	5944	2008	4/22/08	PDF Print	2	1
Student Progress and Goal Attainment Report: Adult School Programs in CA, Program Year July 1, 2005 to June 30, 2006	5853	2007	9/20/07	PDF Print	2	1
OTAN						
CA Adult Education Technology Plan, 2007-11	5854	2007	9/20/07	PDF Print	2	

Exhibit 11.b

During the contract period, staff completed processing and developing finding aids for 10 archival collections, a major new resource for researchers. Full texts of the finding aids, each of which contains a detailed table of contents, are posted on the OTAN Web site. As a part of the processing, over 50 photos representing California Programs of Excellence were scanned into a database for display on the OTAN Web site and are available for other uses. A standards-based archiving template was added to the OTAN cataloging system, and the first .xml files of the finding aids were prepared for submission to the Online Archive of California for wider electronic distribution. (Exhibit 11.c)

CALIFORNIA ADULT EDUCATION ARCHIVES SPECIAL COLLECTIONS WITH FINDING AIDS		
COLLECTION TITLE	**DATES**	**SIZE**
Adult Education Conference Catalogs	1979-2008	Five file storage boxes
Adult Education Leadership Training Program	1985-1994	Two file storage boxes
California Adult Education Older Adults Program	1988-2000	One file storage box
California GED Academy	1984-2008	One document box
California Staff Development Institute	1994-2000	Eight file storage boxes One photo storage box
California Youth Authority (Charles F. Stocker)	1986-2000	One file storage box
CBAE ESL Experimental Curriculum	1970-1979	Two file storage boxes
CBAE ESL Experimental Curriculum	1981-2001	Three file storage boxes
Joint Board Committee on Noncredit and Adult Education	1997-2001	One file storage box
Richard L. Stiles (CDE Adult Education Consultant)	1978-1997	Three file storage boxes One oversize box

Exhibit 11.c

12. Workplace

OTAN has supported the efforts of local providers of literacy skills in a workplace context through two initiatives, the VESL Workplace Clearinghouse and the Employment Training Library.

"Wow! What a great selection of videos...Thanks so much."
- Edith Barnett, User of the Employment Training Library

The VESL Workplace Clearinghouse provides a response to the need that many agencies have for workplace learning and vocational English as a Second Language materials. Publicly funded curriculum development projects whose products are not commercially published deposit them in the VESL Workplace Clearinghouse, where they are catalogued and publicized, and single copies made available for the cost of duplication. A print catalog is distributed at appropriate adult education conferences and by mail, and an electronic version of the Clearinghouse catalog is available for searching on the OTAN Web site. (Exhibit 12.a) During 2007-08, the Clearinghouse catalog contained 469 items, and 124 items were distributed in response to 26 requests.

VESL SUMMARY OF MATERIALS & SERVICES	
SUMMARY ITEMS	**TOTAL**
Cataloged Titles	469
Requests Received	26
Materials Sent	124
Total Number of Catalogs Distributed	74

Exhibit 12.a

Since the catalogue was converted to CD in the previous year, OTAN copies and distributes the CD as requested, or it can be downloaded from the OTAN Web site as a PDF document. Because of budget cuts, the VESL Clearinghouse, which has been subcontracted to the San Diego Community College District, was moved back to the OTAN offices, and older and infrequently ordered materials were discarded.

The Employment Training Library that was originally developed with JTPA funding has been even more utilized with marketing to the adult education community. The collection consists of 1,186 print and video items. In 2007-08, 677 items were loaned to 141 patrons, and research using the collection was done for an additional 76 patrons. (Exhibit12.b) Because of budget cuts, OTAN will not be able to support the Employment Training Library in the future, so in the last few months of the contract, materials were offered to frequent borrowers and many of the materials were donated to agencies.

ETL SUMMARY OF MATERIALS & SERVICES	
SUMMARY ITEMS	**TOTAL**
Print and Video Items	1,186
Materials Loaned	677
Patrons Requesting Material	141
Patrons Requesting Research	76

Exhibit 12.b

13. Technology Integration Advisory Group

The field Technology Integration Advisory Group gives input on which emerging technologies to focus on and how OTAN can best provide services in this area to adult educators in California. The group in 2007-08 consisted of six instructors and seven administrators who were leaders in technology integration, and represented small, medium, and large programs, and the basic skills areas of both ESL and ABE/GED/ASE. (Exhibit 13.a) The group met in February 2008.

TECHNOLOGY INTEGRATION ADVISORY COMMITTEE 2007-08				
TEACHERS		**REGION**	**ADA**	**PROGRAM**
Barry Bakin	ESL Instructor LAUSD	11A	67,440	ESL
Susan Gaer	ESL Professor Santa Ana College	9	6,000	ESL
Ron Fujihara	ESL Instructor Long Beach School for Adults	11B	1,718	ESL
Blair Roy	ESL Teacher Garden Grove Adult School	9	3,120	ESL
Sheila Shaw	ABE Professor San Diego Community College	9	7,028	ABE
Lynn Starks	ABE Teacher Winterstein Adult School	3	2,553	ABE
ADMINISTRATORS				
Michael Barnes	Education Director Mary Lind Recovery Homes	11A	N/A	GED
Diana Batista	Assistant Principal Simi Valley Adult School	8	2,907	ESL
Carol Hirota	Principal Stockton School for Adults	6	1,416	ALL
Michele Hutchins	Principal Eureka Adult School	1	917	ALL
John Kerr	Director Baldwin Park ACE	11B	3,919	OA, ALL
Melanie Wade	Principal Fremont Adult School	4	1,850	ALL
Dave Williams	Vice Principal Beaumont Adult School	10	95	ASE/GED

Exhibit 13.a

After reviewing the accomplishments of the previous year, participants discussed the issue of declining membership on the OTAN Web site, and suggested causes such as the vast amounts of information now easily available online, unlike when OTAN first initiated its Web site. Professional organizations and CDE house adult education data making visits to the OTAN site not as crucial as it was in the past. In addition, OTAN hosts many Web sites in addition to the main site, and these statistics should be included when considering how much traffic is generated.

The second discussion at this meeting was about professional learning communities, and how an online component could support a move in this direction. The group reviewed several options in the lab, including social networking sites and blogs, and there was general consensus that this would be a good direction to explore. John Kerr demonstrated his administrator blog. Martha Rankin's administrator blog for Newport-Mesa Adult School was also reviewed.

The third brainstorm was about how to increase attendance in online workshops. Many ideas were suggested, including getting teachers into a lab to take an online workshop together, with a site-based facilitator present. It was also suggested that it takes three years for teachers to adopt a new technology, and since we are only in the first year, the attendance numbers should not be viewed as a problem.

The final discussion centered on the technology plan which is a requirement for those agencies with EL Civics Civic Participation funding. There were a number of suggestions for revising and refining the plan, and as a result, a focus group was convened later in the year, and many suggestions were implemented in the following year.

The committee met again in an online meeting in June 2008, to review progress based on previous discussions. In particular, changes to the technology plan were reviewed and further input was gathered.

14. Technology Planning Support

During 2007-08, 164 EL Civics agencies were required to submit a technology plan online. (Exhibit 14.a) Training was provided to 14 participants on how to proceed with the technology planning process via five online workshops. There was not a big demand for technology plan training because there were no changes in the technology plan submission form and no new agencies were allowed to apply. Only staff new to the technology planning process or those wishing for a refresher were encouraged to attend. Feedback on delivering the information via teleconference was generally favorable.

Technology Plan Participants by Agency Type

Community College, 13
Consortium, 1
Library, 3
COE, 4
CBO, 20
Adult School, 122
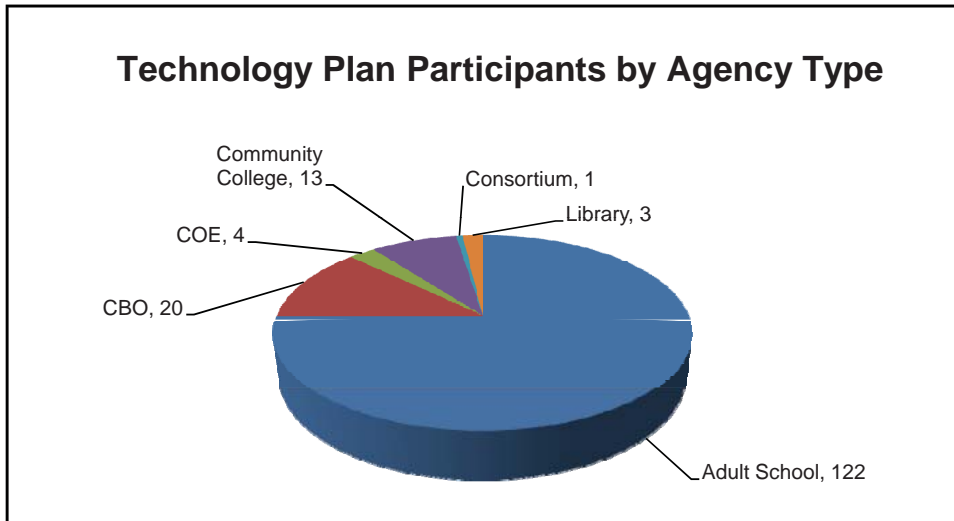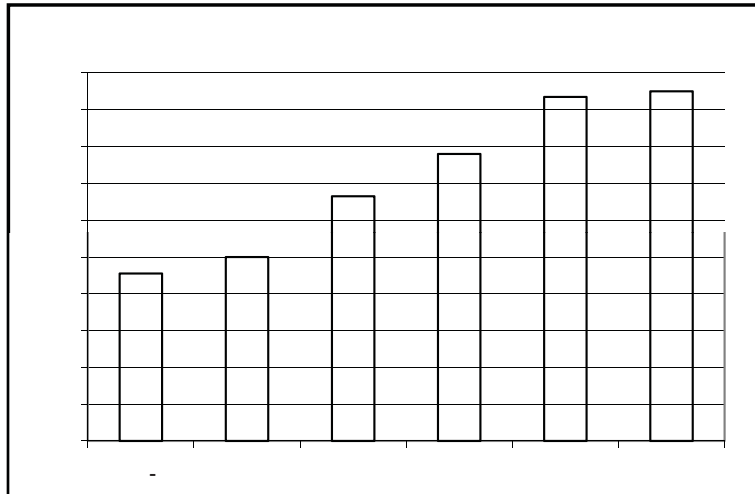
Exhibit 14.a

Technical support regarding submitting the online technology plan was provided in 104 phone and email contacts. Each technology plan was reviewed by two readers, and agencies that did not pass the review were offered assistance until all agencies had completed an appropriate

Exhibit 14.b

plan. Contacts with agencies to provide technology planning support totaled 41. Statewide data aggregated from the agency technology plans shows that the average number of computers per agency has risen every year, from 91 in 2002-03 to 190 in 2007-08 (Exhibit 14.b).

Exhibit 14.c shows the use by agencies of technology other than computers, and indicates that almost 100 percent of agencies are using digital cameras and LCD projectors, and that 90 percent are using scanners. Use of digital video, portable keyboards, wireless connections, and mobile labs has steadily increased. Use of PDAs or personal digital assistants such as Blackberries or iPhones has also increased, although these are probably being used by administrators and teachers rather than as classroom tools.

Technologies Used Other Than Computers
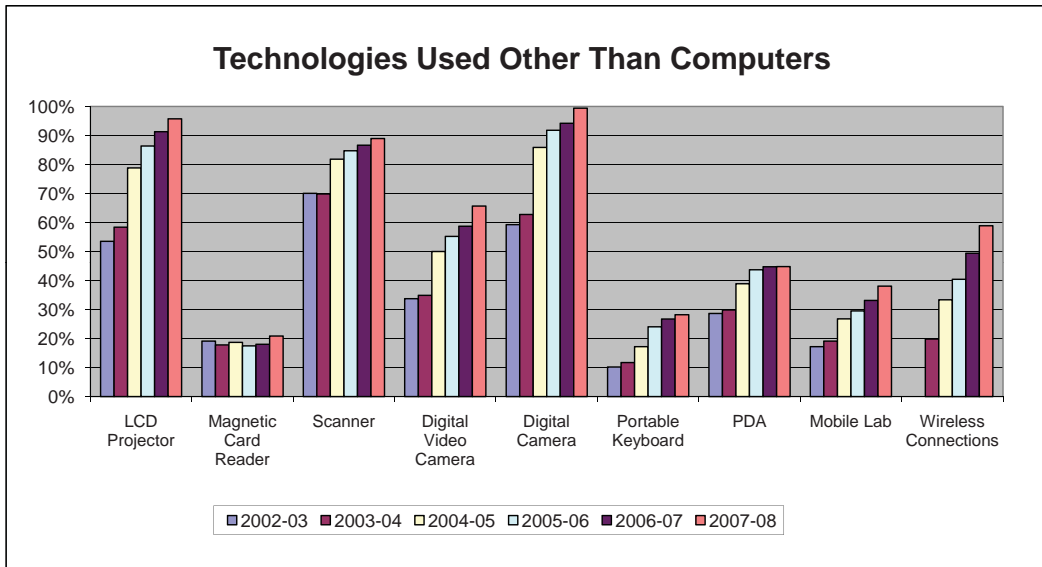
Exhibit 14.c

Data on staff skills was collected on 3,861 instructors, administrators, and support staff in 2007-08. A six-year comparison of staff computer skills assessment shows improved self-perception of computer skills in each year. (Exhibit 14.d) The data shows a steady increase in the statewide average on the eight technology skills shown in the chart. The survey asks staff to rate themselves in these areas on a scale from 0 (no experience) to 5 (expert). For example, the average rating for using a Web browser in 2002-03 was 1.88, while in 2007-08 it rose to 2.34.

Staff Computer Skills Assessment 6 Year Comparison
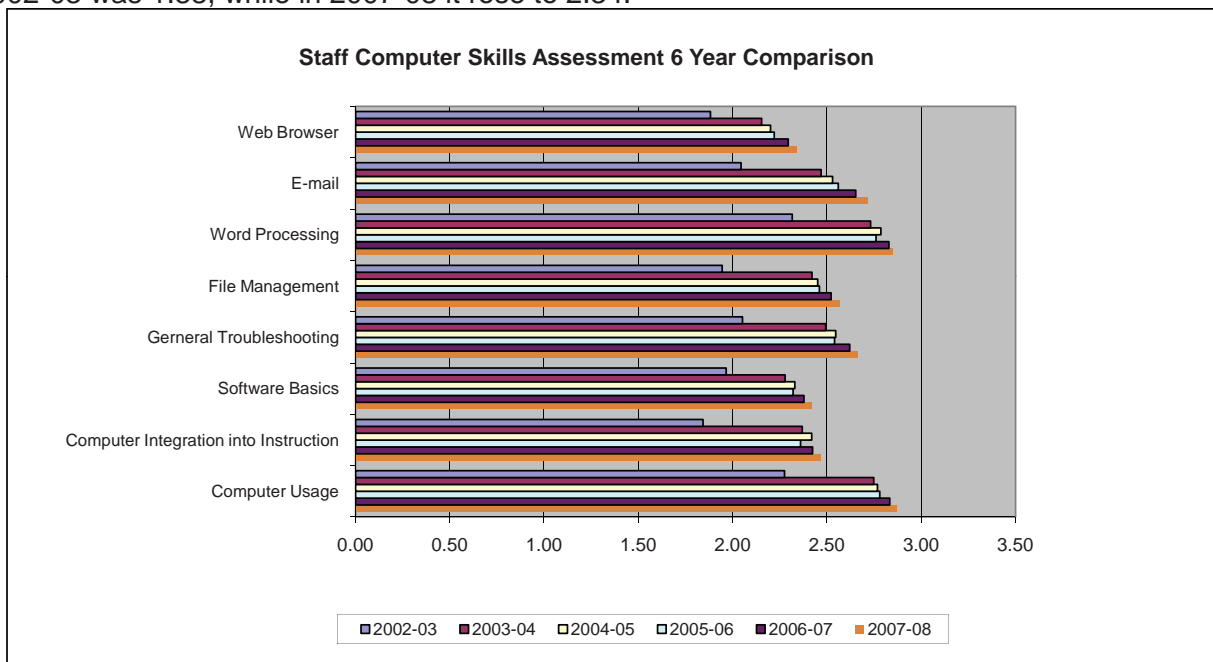
Exhibit 14.d

For the second year, an optional student computer survey was provided as part of the technology plan. Fifty-nine agencies surveyed their students in 2007-08, increased from 21 the year before. No Intermediate-Low or Intermediate-High ABE students were surveyed this year, so the data is far from complete, but it does show that many basic skills learners have computers and Internet access at home, and that the higher the level, the more likely a learner is to have his or her own Internet access.

Internet Access by ABE/ASE Students

	2006-07	2007-08
ABE Beginning Literacy	39%	27%
ABE Beginning Basic	40%	44%
ABE Intermediate Low	44%	
ABE Intermediate High	66%	
ASE Low	69%	68%
ASE High	79%	65%
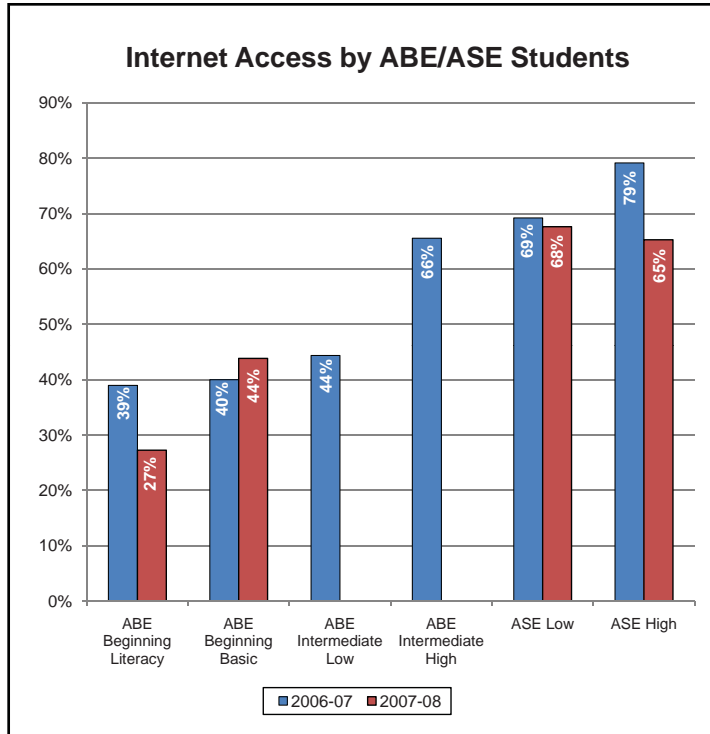
Exhibit 14.e

(Exhibits 14.e and 14.f) Data also showed that about 10 percent of students and teachers surveyed communicated with each other via email.

For the last three years, data has been collected on teacher uses of technology. These questions were asked only of teachers. Small but steady increases are shown in each of the areas displayed in Exhibit 14.g. More teachers have LCD projectors in their classrooms, more teachers are searching for lesson materials online, and slightly more teachers are communicating with students online. However, the number of teachers who have a Web site for their class has stayed steady at four percent. This is an area that is growing in K-12 and higher education, and can be expected to increase among adult educators in the future. Exhibit 14.h shows

some of the items related to technology-based classroom activities. Some items have remained level, such as creating a class project on the computer or using a class Web page, approaches that require more than average preparation time. However, more teachers are having their students go online to do practice activities and quizzes, and other online activities. Almost one quarter of all teachers surveyed are now assigning online activities.

Internet Access by ESL Students

	2006-07	2007-08
ESL Beginning Literacy	31%	28%
ESL Beginning	47%	41%
ESL Intermediate Low	50%	52%
ESL Intermediate High	61%	53%
ESL Advanced Low	65%	66%
ESL Advanced High	76%	67%

Exhibit 14.f

Classroom Teacher Practices - 3 Year Comparison of Practices Done Once A Week or More

Practice	2005-06	2006-07	2007-08
Create classroom materials in Word	55%	55%	56%
Present lessons using PowerPoint	10%	12%	14%
Keep roll, attendance, assignments, or grades on computer	30%	38%	48%
Use an LCD projector for demonstration of software, computer instruction	17%	20%	24%
Use the Internet to find lesson materials	43%	48%	52%
Communicate with students via Internet	14%	15%	15%
Maintain a class web page	4%	4%	4%

Exhibit 14.g

Classroom Practices for Students Performed Once a Week or More - 3 Year Comparison

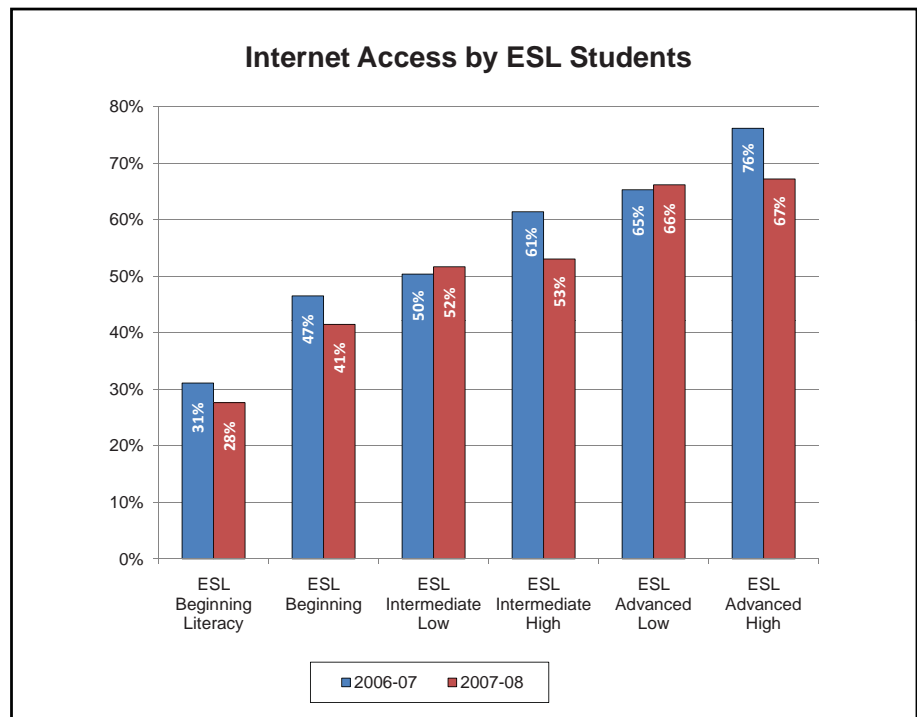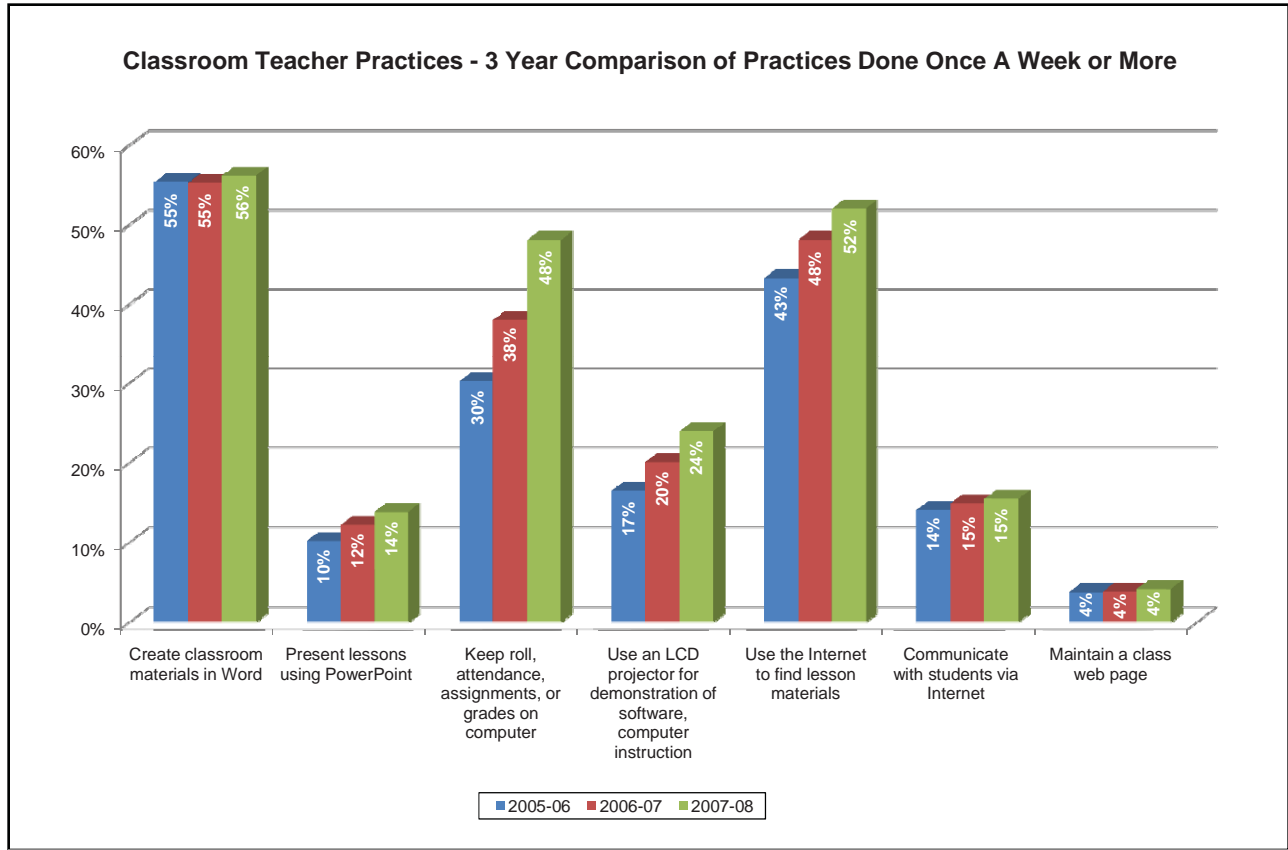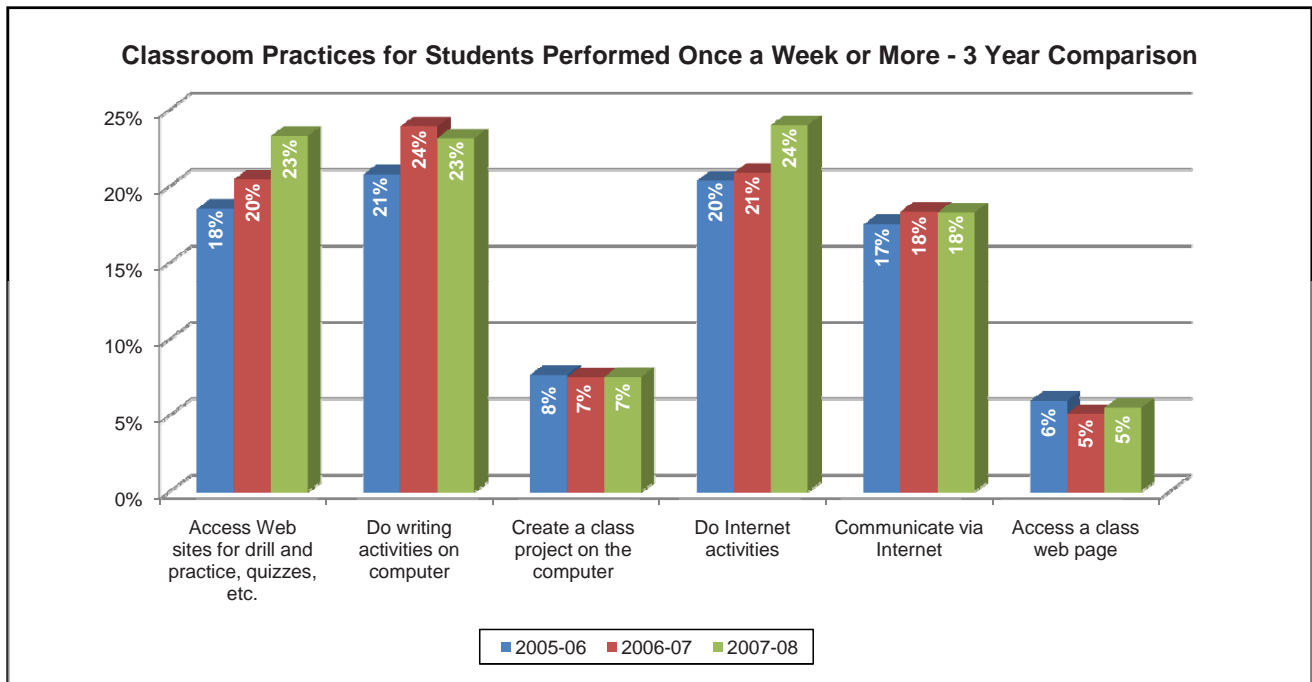| Practice	2005-06	2006-07	2007-08
Access Web sites for drill and practice, quizzes, etc.	18%	20%	23%
Do writing activities on computer	21%	24%	23%
Create a class project on the computer	8%	7%	7%
Do Internet activities	20%	21%	24%
Communicate via Internet	17%	18%	18%
Access a class web page	6%	5%	5%

Exhibit 14.h

15. New and Emerging Technologies

OTAN staff research and make available information regarding new and emerging technologies and available learning resources. Web sites and journals are monitored for current information, and a collection of print and non-print cataloged titles is maintained.

OTAN produces videos of best practices in technology integration, which are made available online and on DVD. In 2007-08, the following videos were produced and posted online with complete scripts and closed captioning. (Exhibit 15.a)

Multimedia in Education – an overview on using streaming media files (audio and video) in various instructional programs including ESL and Older Adults.

Registering for an OTAN Online Workshop – a "how to" video explaining how an online workshop works, how to register, and how to participate.

Vocational Education: Using a Course Management System – OTAN hosts a Moodle site for online course management, and provides access for adult education instructors. This video focuses on Emergency Medical Technician and Paramedic courses that provide much of the course content, quizzes and exams via Moodle.

Mobile Computer-Equipped Classroom: What It Takes to Run the Program – Oakland Adult School administrators and instructors explain how they manage their mobile classroom.

Mobile Computer-Equipped Classroom – Demonstrates how instructors at Oakland Adult School deliver mobile computer instruction to CBET classes in different neighborhoods.

Exhibit 15.a

During the year, OTAN staff made 23 technology presentations to 627 participants. (Exhibit 15.b) Technology presentations include conference presentations, speeches, and keynote addresses. John Fleischman was the keynote speaker on Technology as a Change Agent for Adult Education at the ACSA conference in September 2007.

TECHNOLOGY PRESENTATIONS				
Date	Conference	Presentation Title		#
6/20/08	CASAS Summer Institute	Tools to Support Distance Learners	John	27
6/18/08	CASAS Summer Institute	Collaboration Tools for the Classroom	Marian	25
6/17/08	CASAS Summer Institute	Technology for the Classroom	Marian	29
5/2/08	CCAE Conference	Interactive Whiteboards	Marian	13
5/2/08	CCAE State Conference (San Diego)	Discovery Education Streaming and Moodle	Penny	18
4/30/08	COABE National Conference	Discovery Education Streaming	Penny	20
4/29/08	COABE National Conference	Using Moodle: An Online Course Management System	Penny	25
4/14/08	CATESOL - TELL-IG Colloquium	Using Technology to Grow Democracy	Marian	15
4/14/08	CATESOL State Conference	Social Networking for Professional Development	Marian	14
4/12/08	CATESOL State Conference	Discovery Education Streaming: Multimedia Resources for the Adult Education Classroom	Penny	20
4/11/08	CATESOL State Conference	ESL Teachers as Technology Mentors	Branka	14
4/11/08	CATESOL State Conference	Noodling in Moodle	Penny	20
4/10/08	CATESOL State Conference	Blogs for Student Publishing and Professional Development	Branka	20
3/15/08	CCAE Bay Section Conference	Moodle: A Course Management System for the Adult Education Classroom	Penny	22
3/15/08	CCAE Bay Section Conference	Multi-Media in the Classroom Using Discovery Education	Penny	28
12/8/07	Alliance for Distance Education in CA	Adult Education & Technology	John	16
11/16/07	CCAE South Coast	Distance Learning, Technology and Curriculum	John Marian	17
11/2/07	National Center for Educational Research & Technology	Digital Native Tools: What Every Educator Should Know	John	65
9/28/07	ACSA Conference	Technology Planning - Reinventing Our Roles	Marian	8
9/28/07	ACSA Conference	Web 2.0 for Administrators	Marian	16
9/27/07	ACSA Conference	Technology as a Change Agent for Adult Education	John	150
8/30/07	CASAS Project Specialist Mtg	Technology Plan Update	Marian	30
TOTAL		23		627

Exhibit 15.b

Some of the other presentations included explanations and sometimes demonstrations of new technologies. Technologies featured included:

- Podcasting
- Online Social Networking
- Web Sites for Your Class
- Using Blogs in Education
- Interactive Whiteboards
- Web 2.0 Tools for Administrators
- Excel to Teach Budgeting and Charts

The Technology Integration Mentor Academy afforded participants opportunities to sample new technologies including digital cameras, portable keyboards, and interactive whiteboards. Additionally, academy members participated in several online meetings.

The Discovery Education Streaming (formerly Unitedstreaming) project was initiated in 2006-07. OTAN negotiated a favorable contract with Discovery Education's video Web site, which provides over 10,000 educational videos for classroom and student use. The purpose of the pilot was to determine whether there was enough content on the site appropriate for adults to make agency subscriptions worthwhile.

Based on the pilot, a decision was made to pursue a statewide agreement with Discovery Education to continue the project, and OTAN partially subsidized initial subscriptions for 44 agencies that signed up for two years. (Exhibit 15.c)

DISCOVERY EDUCATION USERS		
ABC Unified School District (22)	Grant Joint UHSD (0)	San Juan USD (62)
Anaheim UHSD (7)	Hanford Joint USHD (6)	San Mateo UHSD (15)
Baldwin Park USD (14)	Jefferson UHSD (20)	Santa Ana College (53)
Berkeley USD (2)	Kern UHSD (1)	Santa Barbara City College 11)
Burbank USD (6)	Manteca USD (1)	Santa Monica -Malibu USD (1)
Centinela Valley High School District (1)	Merced UHSD (11)	Simi Valley USD (20)
Chaffey Joint UHSD (10)	Mountain View-Los Altos UHSD (9)	Sonoma Valley USD (3)
Chino Valley USD (1)	Mt. Diablo USD (28)	South San Francisco USD (0)
Clovis USD (28)	No. Orange County Community College (1)	Stockton USD (22)
Culver City USD (29)	Oakland USD (16)	Sutter County Adult Education (1)
Downey USD (30)	Porterville USD (4)	Sweetwater UHSD (12)
Elk Grove USD (14)	Riverside COE (9)	Tulare Joint UHSD (31)
Eureka City School District (5)	Rowland USD (29)	Ukiah USD (19)
Fremont USD (32)	San Bernardino City USD (1)	Whittier UHSD (12)
Fresno USD (65)	San Diego Community College District (6)	

Exhibit 15.c

The subscriptions began in April 2008, and by June 30, 2008, 694 teachers had signed up for personal accounts. Those teachers logged in a total of 2,147 times, 3,499 videos were streamed, and 1,725 videos were downloaded. (Exhibit 15.d)

DISCOVERY EDUCATION STREAMING USAGE REPORT				
DATE	STREAMS	DOWNLOADS	TOTAL VIEWS	LOGINS
April 2008	1,258	462	2,400	907
May 2008	1,394	860	2,274	750
June 2008	847	403	1,250	490
TOTALS	**3,499**	**1,725**	**5,924**	**2,147**

Exhibit 15.d

To help agencies use this resource, OTAN offered both face-to-face and online workshops. The Discovery site offers many resources for teachers in addition to videos. They can create quizzes, writing prompts, and journal assignments. One instructor from Garden Grove Adult School created an English as a Second Language vocabulary activity by downloading a video about cooking, deleting the soundtrack, and adding her own track with pronunciation of vocabulary words along with text over the image. One of the biggest challenges for teachers is finding ideas and strategies for integrating this service into the curriculum. As teachers create more activities, assignments, quizzes and other projects using Discovery Education Streaming resources, they will be able to share these through the online community created on the site, so that all participating schools can share resources.

> *"The Discovery Education material was very basic but exactly on target for my Medical Terminology class. About 80% of the class is less than 25 years old. The technology milieu is familiar to them and they were at ease with it and I think relieved that we entered their comfort zone for a change instead of mine!"*
> *- Susan Frankle, Winterstein Adult School*

The OTAN Web site also provides resources for implementing technology. In the Teaching Tools and Resources area of the OTAN Web site, there are extensive resources to support teachers who want to integrate the Internet into instruction in adult education classrooms. These include lesson plans from California and beyond, annotated and searchable collections of Web links, professional development articles and resources, and information on instructional software.

In 2007, OTAN contracted with Remote-Learner.net to host Moodle, a course management system for adult education teachers at a low cost compared to other systems such as WebCT, BlackBoard, and Angel. Through 13 online and face-to-face workshops, OTAN helped teachers use Moodle to enhance their classroom curriculum. By the end of the 2007-08 school year, OTAN supported over 125 courses for 102 teachers.

OTAN has the flexibility to upgrade and enhance the Moodle course management system to take advantage of new developments, capabilities and features as they become available. The courses

hosted on Moodle are from a variety of program areas, such as ESL, Older Adults and vocational classes. Most of the instructors involved are using their Moodle site to make additional instructional material and resources available to students, rather than a full-blown online class. Although Moodle is designed to host online courses, most adult education teachers need more time to develop such courses fully. As teachers become more familiar and comfortable with this course management system, they are using more and more of the functionality that Moodle is capable of. For example, in one vocational program, the instructor set up the course so that the majority of testing and quizzes could be taken from home. This allowed students more time in the classroom to build necessary skills. One student in particular found this arrangement very convenient when his wife was having their first baby! After the delivery, the student was able to use his iPod in the waiting room to take the weekly quiz, meeting the deadline.

OTAN is also a liaison between publishers and practitioners. During the 2007-08 year, 15 contacts were made with vendors to identify adult appropriate materials and arrange demonstrations. Input and insights on the needs of the adult education field were provided to several publishers engaged in software development.

16. Best Practices in Instructional Technology Professional Development

Responding to the need for California's adult educators to integrate more technology into their classrooms, OTAN initiated the Technology Integration Mentor Academy (TIMAC) in 2004. During the end-of-year presentations in May 2008, the guests and attendees witnessed the graduation of Cohort 3, the third group of fifteen adult educators to go through the complete TIMAC program. The goals of TIMAC are to build a professional corps of technology mentors who will help the field of adult education in California use technology creatively and effectively in the classroom and to meet the varied needs of learners.

In 2007-08, there were 14 returning second-year participants in Cohort 3 and 16 newly selected first-year participants in Cohort 4 (Exhibit 16.a).
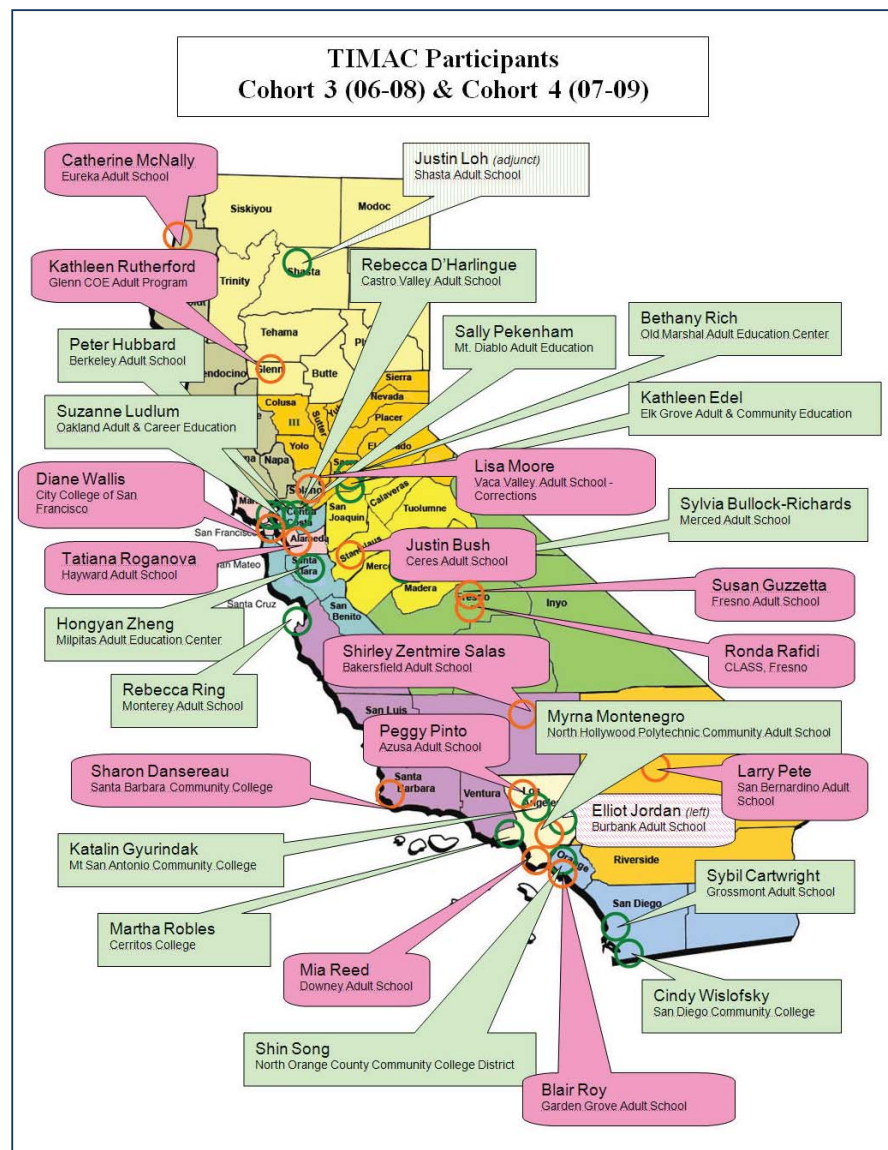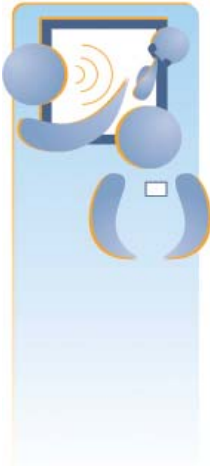

Exhibit 16.a

One member in Cohort 4 was an adjunct. Shasta Adult School paid for Justin Loh to participate in TIMAC and in turn implement a similar project within Shasta Unified School District. Participants represented Adult Basic Education (ABE), Adult Secondary Education (ASE), Career and Technical Education (CTE), Correctional Education, English as a Second Language (ESL), and Community Based English Tutoring (CBET). All program sizes and all CDE regions were represented.

Academy trainings were provided in Sacramento on October 11-12, 2007, January 18, 2008, and May 8-9, 2008. Participants developed project plans with a goal of integrating technology effectively into instruction. They also received training on the following topics:

- **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

- **Technology skills**
    - Methods to assess technology skills
    - Discussion boards and listservs
    - Portable keyboards
    - Word processing software
    - Presentation software
    - Photo-editing software
    - Online meetings and trainings
    - Web 2.0 Tools: Podcasting
    - Screencasting, Blogs and Wikis, Photo Sharing

> *"With any new training, there's always a certain amount of fear of not fitting in, doubts about your own abilities, and whether the other people will be friendly. A few hours later, I felt welcomed, secure in my own abilities, and amazed at some of the things other colleagues have created."*
> *- Cohort 4 Participant*

In May 2008, both first-year and second-year participants reported on the outcomes of their projects. Videos of selected presentations are available at OTAN's Web site under the following path: Home | Educational Technology and Media | TIMAC | Participants | Individual Participant's Page. All mentors scored themselves higher on mentoring skills at the end of the year than they had at the beginning. (Exhibit 16.b)

Technology Integration Mentors (TIMs) Mentoring Skills
Cohort 3 (2006-08) – Cohort's Second Year in Program
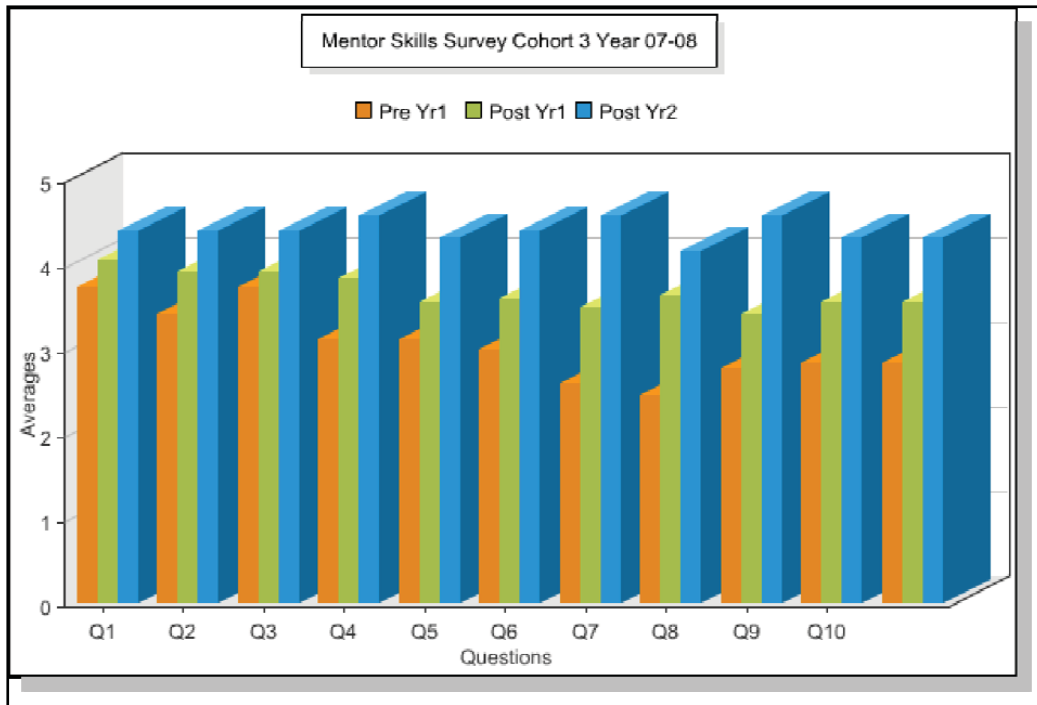
Items rated on the above chart:

1. Listening and communication skills
2. Ability to assess others' technology skills
3. Problem-solving skills with others
4. Knowledge of what makes a productive mentor/mentee relationship
5. Knowledge of how people change and how to overcome resistance
6. Skills in effectively giving feedback to your mentee
7. Ability to match different mentoring leadership styles with different mentee needs
8. Knowledge of the stages of mentoring
9. Ability to assess the needs of your mentee and write a mentor/mentee plan
10. Your overall rating of your mentoring skills

Mentors (TIMs) reported their mentoring skills increased in all 10 areas measured. The average increase in skills on a five-point Likert scale between pre-year one and year two was 1.33 (3.09 to 4.02) or a 43 percent increase. The greatest increases were in ability to assess mentee needs and write a plan, ability to match mentoring leadership style with mentee needs, and knowledge of mentoring stages.

Exhibit 16.b

Regarding project goals across both Cohort 3 and 4, 65 percent of all project goals were met, 24 percent were partially met, and 11.5 percent changed or were dropped. This completion rate represents

a very positive outcome for the academy, considering that participants are frequently articulating and realizing their project plans in the context of unavoidable program, staff, and administrative changes. (Exhibit 16.c & 16.d)
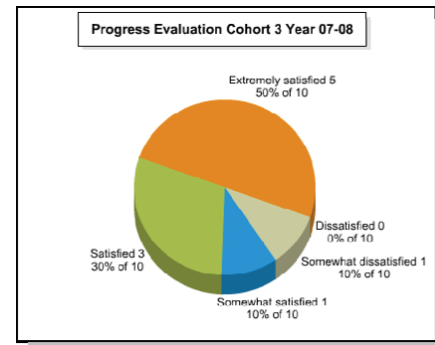

Technology Integration Mentors (TIMs)
Goal Completion and Skill Increase
Cohort 3 (2006-08) – Cohort's second year in program

All TIMs formulated goals for their project. A total of 36 goals were formulated by the 13 TIMs participating in the project.

- 56% (20) were completed
- 31% (11) were partially completed
- 14% (5) was not completed or changed

Progress Evaluation Cohort 3 Year 07-08

Extremely satisfied 5
50% of 10

Dissatisfied 0
0% of 10

Somewhat dissatisfied 1
10% of 10

Satisfied 3
30% of 10

Somewhat satisfied 1
10% of 10

TIMs in the project identified a total of 25 technology-based activities that they began using for the first time. In addition, there were 43 technology-based classroom activities that were done more often or better as a result of their participation in this project.

When using technology with students, TIMs in the project identified 16 technology-based activities they began using with students for the first time. In addition, there were 66 technology-based classroom activities that were done with students more often or better as a result of their participation in this project.

Exhibit 16.c

Technology Integration Mentors (TIMs)
Goal Completion and Skill Increase
Cohort 4 (2007-08) – Cohort's first year in program

All TIMs formulated goals for their project. A total of 35 goals were formulated by the 16 TIMs participating in the project.

Progress Evaluation Cohort 4 Year 07-08

Completed 29
74% of 39

Goal Changed 0
0% of 39

Not completed 3
8% of 39

Partially completed 7
10% of 39

- 74% (26) were completed
- 17% (6) were partially completed
- 9% (3) were not completed or changed

TIMs in the project identified a total of 22 technology-based activities that they began using for the first time. In addition, there were 15 technology-based classroom activities that were done more often or better as a result of their participation in this project.
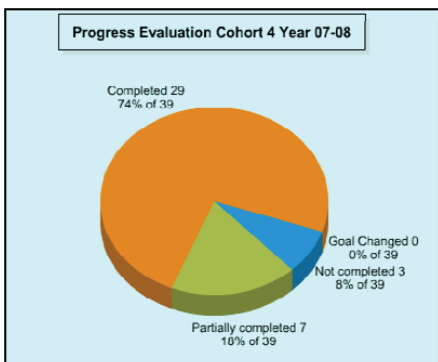
When using technology with students, TIMs in the project identified 19 technology-based activities they began using with students for the first time. In addition, there were 19 technology-based classroom activities that were done with students more often or better as a result of their participation in this project.

Exhibit 16.d

To guide participants in carrying out their projects, each individual is assigned a support mentor, a colleague adult educator with experience in mentoring and technology integration. The support mentor made at least one site visit to each mentee, and held one regional face-to-face meeting. TIMAC also hosted four online meetings during the year. Furthermore, many TIMAC participants attended and presented at regional and state conferences, thus fulfilling another TIMAC goal – to encourage TIMAC participants to share and learn in the setting of adult education professional development events.

In June 2008, an additional 15 applicants, Cohort 5, were accepted for 2008-09. Since the inception of the Academy, 60 adult education teachers have been served as mentor-teachers and many more as mentee-teachers while undertaking technology integration projects under the umbrella of TIMAC. (Exhibit 16.e)

TIMAC PARTICIPANT BY CDE REGION - COHORTS 1, 2, 3, & 4				
Cohort	**Year**	**Name**	**Agency**	**Program Area**
Region 1				
1	2004/06	Alvyn Dowleyne	Fairfield-Suisun Adult School	CTE
2	2005/07	April Oliver	Santa Rosa Jr. College	ESL
2	2005/07	Nancy Primrose	Ukiah Adult School	GED, HS Diploma, ABE, Jail
3	2006/08	Catherine McNally	Eureka Adult School	ESL, ABE, CTE, Citizenship
3	2006/08	Lisa Moore	Vaca Valley Adult School	CTE
Region 2				
2	2005/07	Jim Newell	Shasta Adult School	ESL, ABE, VESL
3	2006/08	Kathleen Rutherford	Glenn Adult Program	ESL, GED, HS Diploma
4	2007/09	Justin Loh	Shasta Adult School	ABE
Region 3				
2	2005/07	Lynn Andres	Orange Grove Adult School	AWD
2	2005/07	Pam Moyer	Woodland Adult Education	ESL, CBET, EL Citizenship
2	2005/07	Penny Pearson	Winterstein Adult Education	CTE
4	2007/09	Bethany Rich	Sacramento City USD, Old Marshall Adult School	ESL
4	2007/09	Kathleen Edel	Elk Grove Adult & Community Education	ESL

Exhibit 16.e

Cohort	Year	Name	Agency	Program Area
Region 4				
1	2004/06	Ana Solomon	Oakland Adult Education	ESL/CTE
1	2004/06	Janette Bauchou	Fremont Adult School	CTE
3	2006/08	Diane Wallis	City College of San Francisco	ESL
3	2006/08	Justin Bush	Ceres Adult School	ESL
3	2006/08	Tatiana Roganova	Hayward Adult School	ESL
4	2007/09	Peter Hubbard	Berkeley Adult School	ESL
4	2007/09	Suzanne Ludlum	Oakland Adult & Career Education	ESL, CTE, CBET
Region 5				
1	2004/06	Francisca Wentworth	Jefferson UHSD Adult Division	ESL
1	2004/06	Tina Sander	Santa Cruz Adult School	ESL
2	2005/07	David Doneff	San Mateo Adult School	ESL
2	2005/07	Edie Uber	Santa Clara Adult Education	ESL
4	2007/09	Hongyan Zheng	Milpitas Adult Education Center	ESL
4	2007/09	Rebecca D'Harlinque	Castro Valley Adult School	ESL
4	2007/09	Rebecca Ring	Monterey Adult School	ESL,ABE, GED, CTE
4	2007/09	Sally Peckenham	Mt. Diablo Adult Education	ESL
Region 6				
1	2004/06	Dave Lauter	Stockton School for Adults	ESL/ASE
4	2007/09	Sylvia Bullock-Richards	Merced Adult School	CTE

Exhibit 16.e (continued)

Cohort	Year	Name	Agency	Program Area
Region 7				
2	2005/07	Tom Elwood	Tulare Adult School	CTE
3	2006/08	Ronda Rafidi	Central Learning Adult School Site (C.L.A.S.S.)	GED, HS Diploma
3	2006/08	Susan Guzzetta	Fresno Adult & Community Education	ESL
Region 8				
1	2004/06	Diana Batista	Simi Valley Adult School	ESL
1	2004/06	Douglas Lagen	Lucia Mar Adult School	ABE/ASE/GED
1	2004/06	Kathleen Slattery	Salinas Adult School	ESL
2	2005/07	Lorelle Dawes	Ventura Adult & Continuing Education	ESL
3	2006/08	Sharon Dansereau	Santa Barbara City College	ESL
3	2006/08	Shirley Zentmire-Salas	Bakersfield Adult School	ESL
Region 9				
1	2004/06	Jennifer Gaudet	Santa Ana Community College	ESL
1	2004/06	Jim Brice	San Diego Community College	ESL
2	2005/07	Carrie Scott	Carlsbad Library	Adult Literacy
2	2005/07	Kristi Reyes	Mira Costa College	ESL, ABE, VESL
3	2006/08	L. Blair Roy	Garden Grove Adult Education	ESL
4	2007/09	Cindy Wislofsky	San Diego Community College District	ESL
4	2007/09	Shin Song	North Orange County Community College District	ESL
4	2007/09	Sybil Cartwright	El Cajon Adult Center	ESL

Exhibit 16.e (continued)

Cohort	Year	Name	Agency	Program Area
Region 10				
1	2004/06	Kathy Martens	Redlands Adult School	ESL
3	2006/08	Larry Peté	San Bernardino Adult School	ESL
Region 11				
1	2004/06	Ryan de la Vega	Long Beach School for Adults	ESL/CBET
1	2004/06	Susan Coulter	Baldwin Park Adult & Community Education	ABE
2	2005/07	Devon Markert	Torrance Adult School	ABE, ESL, VESL
2	2005/07	Josephine Majul	Alhambra Adult Education	ESL
2	2005/07	Leila Rosemberg	Culver City Adult School	ESL, ABE, GED, VESL
3	2006/08	Elliot Jordan	Burbank Adult School	ESL
3	2006/08	Margaret Pinto	Azusa Adult School	CTE
3	2006/08	Mia Reed	Downey Adult School	ESL
4	2007/09	Katalin Gyurindak	Mt. San Antonio Community College	ESL
4	2007/09	Martha Robles	Cerritos College	ESL, VESL
4	2007/09	Myrna Montenegro	North Hollywood Polytechnic Community Adult School	ESL

Exhibit 16.e (continued)

The Comprehensive Adult Student Assessment Systems (CASAS) conducted a research study, concluded in June of 2008, to examine the impact of teacher technology mentoring on student learning outcomes. The study focused on positive student learning outcomes and persistence in ESL classes of teachers who were TIMAC participants or mentees. Data from California adult schools participating in the federal Workforce Investment Act, Title II (WIA Title II) funding during program years 2003-04 through 2006-07 were used for the study. The following charts depict learner persistence, National Reporting System (NRS) level completions, and NRS level advancement rates among ESL classes that were part of TIMAC and three cohorts of ESL learners. Specifically, the performance of learners in ESL classes in three medium-sized adult schools in different parts of the state where the instructors

participated either in TIMAC or in OTAN's Instructional Technology Assistance Project (ITAP), a precursor of TIMAC, were contrasted with the overall learner performance in ESL classes—1) ESL learners from the same adult school, 2) ESL learners from other similar medium-sized adult schools, and, 3) statewide ESL learner performance.

TIMAC Data Groups for Adult Schools:

1. California Adult Schools: Data includes ESL learners from California adult schools

2. California Medium-Sized Adult Schools: Medium- sized adult schools (total annual enrollment of 501 to 8,000). Data includes ESL learners from California medium-sized adult schools

3. TIMAC Agency-All ESL classes: Adult School agency-wide data on ESL learners — agencies participating in the TIMAC project

4. TIMAC ESL: Adult school agency-level data from ESL classes taught by teachers who participated in the TIMAC project

Persistence Rate over Four-Year Period by ESL Learners
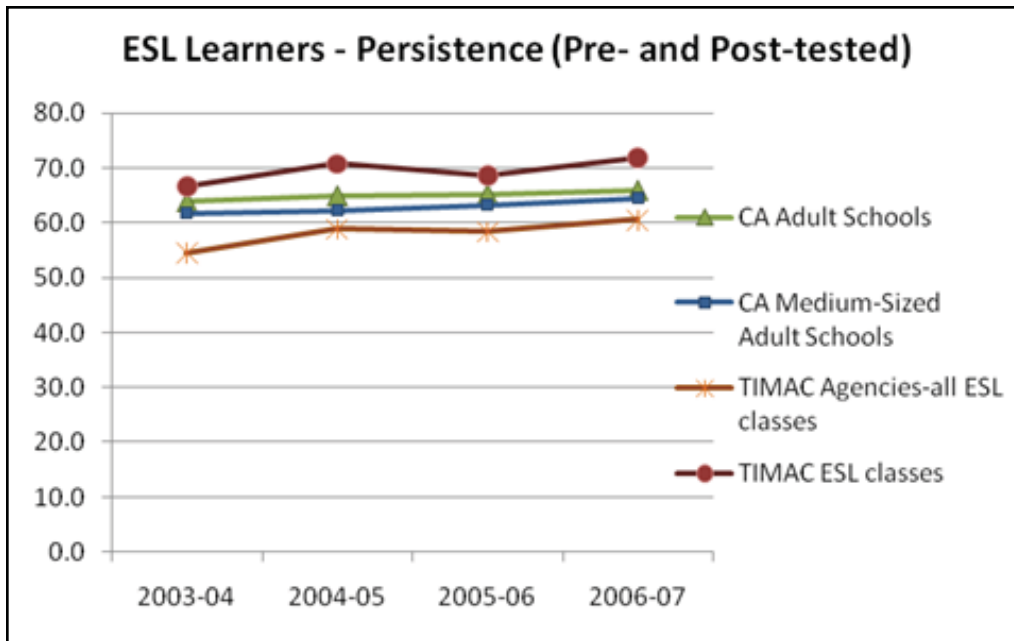**(Learners with Pre- and Post-Test)**

Exhibit 16.f

The persistence rates in Exhibit 16.f show that learners enrolled in a class where the instructor received technology mentoring and training had higher rates of paired pre- and post-test scores than learners in the three other ESL class cohorts. It appears that learners who experienced TIMAC teachers over this four-year period were more consistently tracked to obtain valid paired test scores than other ESL learners. This was especially prominent for students from the same adult school. This index is more a measure of administrative accuracy than learner performance; however, without valid pre- and post-test paired scores, a measure of learner performance is not

possible. With a ten or more consistent percentage point difference in persistence rates over a four-year period, persistence data from the same site deserves greater scrutiny, which may reveal promising practices leading to increasing persistence rates in general. It also may reflect that agencies tend to recommend their best teachers for participation in special projects such as TIMAC.

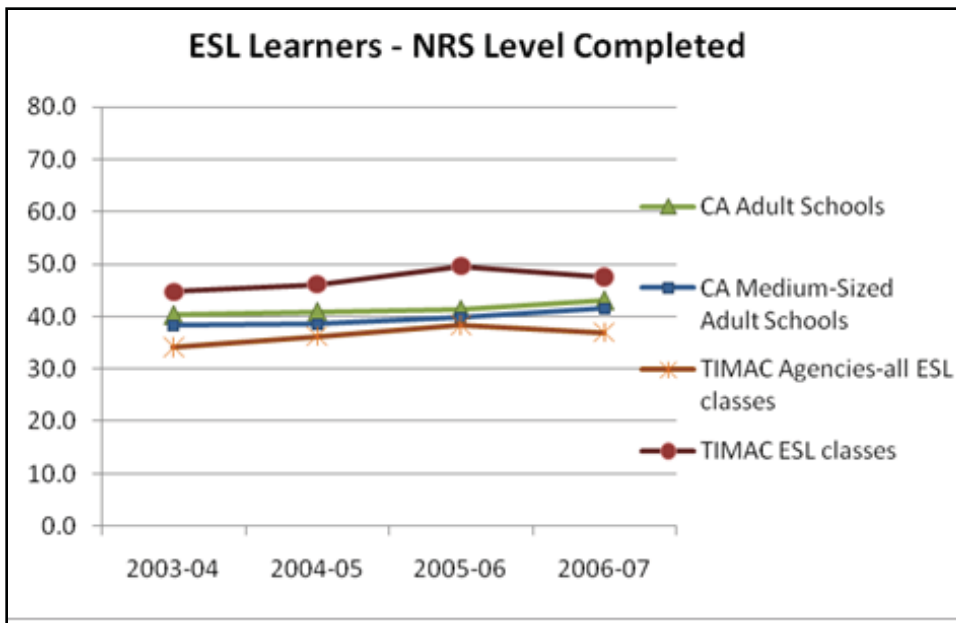**NRS Level Completion Rate by ESL Learners over Four-Year Period**

Exhibit 16.g

The NRS Level Completion Rates in Exhibit 16.g show TIMAC classes attaining superior rates of NRS Level Completion compared to the three other cohort classes of ESL learners. ESL learners in TIMAC classes appeared to be better able to consistently complete NRS Educational Functioning Levels over the four-year period than learners in ESL classes at their school as well as learners in ESL classes throughout California. NRS completion rates are calculated for the number of ESL learners who completed a level divided by the learners who took a pretest. Exhibit 16.g includes all learners who took a pre-test including learners with paired scores.

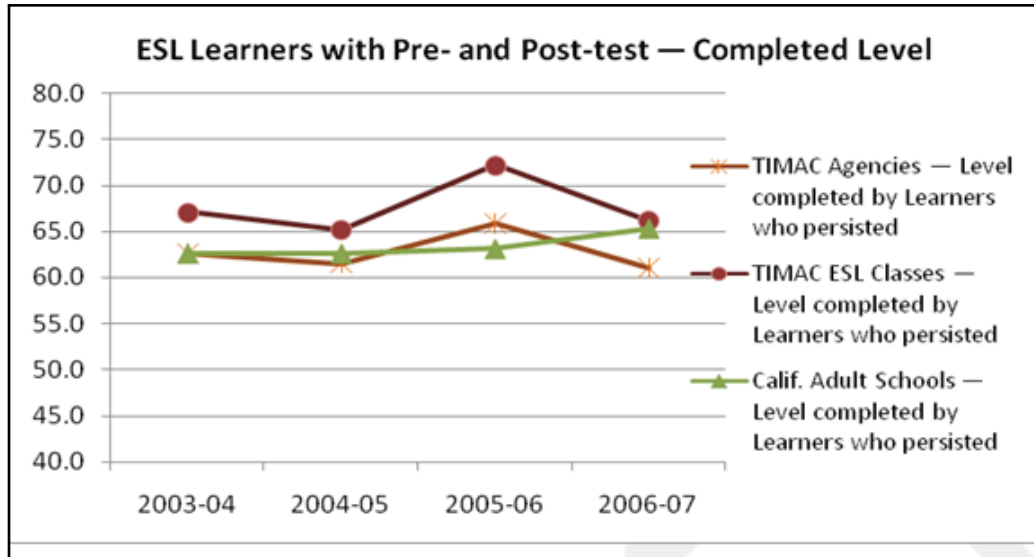**NRS Level Completion Rate by ESL Learners over Four-Year Period who persisted**

Exhibit 16.h

In Exhibit 16.h the data was modified to include only learners having valid pairs of pre- and post-tests. Differences in the NRS functional level completion rates are practically halved when considering only those learners having valid paired tests in Exhbit 16.h versus all eligible enrollments as shown in Exhibity 16.g. The data shows that learners in TIMAC classes who had valid pre- and post-tests continued to achieve higher rates of NRS Level Completion over the ESL learners with valid pre- and post-tests from the same agency.

Conclusions
The ESL learner performance of learners in classes where the instructor received technology mentoring and training through TIMAC and ITAP appeared to be superior to those attained by other ESL classes in the same adult school and also with the other two cohorts—medium-sized adult schools and statewide ESL performance. Learners in TIMAC classes attained higher persistence rates and NRS Level Completion rates compared to learners in other ESL classes. The magnitude and consistency of the differences in these particular rates over a four-year period will most likely prove to be real and reliable—or statistically significant. However, inferential tests of the data will be conducted in the future to ascertain the reliability of these apparent differences.

17. Technology Mentor Network

The Technology Mentor Network (TMN), is an email list for adult education professionals who are serving as either official or de facto technology mentors for teachers and others in their programs. Its membership held steady in 2007-08 with 106 members. There were 216 topics introduced this year, and a total of 551 messages posted. The Technology Mentor Network is a place for members to seek information and advice, and to share their experience and expertise with others throughout the state. Discussion topics have included use of blogs as teaching tools, digital storytelling, conference planning, purchase of various pieces of equipment, and more.

Regarding the goal of developing the Technology Mentor Network into a statewide organization with goals and objectives, the Technology Integration Mentor Academy (TIMAC) has evolved more rapidly than the TMN, and many technology leaders are active TIMAC participants or mentors. The TIMAC participants as they graduate from the program are moved from the TIMAC list to the Technology Mentor Network. Through this list, the alumni of the Academy, now three cohorts, can use the Technology Mentor Network to stay in touch with their colleagues and to network with new interested staff. TMN has continued to function as a place for discussion and an information clearinghouse. When someone has a question about how to use a piece of software, which brand of digital projector to buy, or which Web site is best for creating photo stories, TMN has been a useful service in providing access to a group of knowledgeable educators.
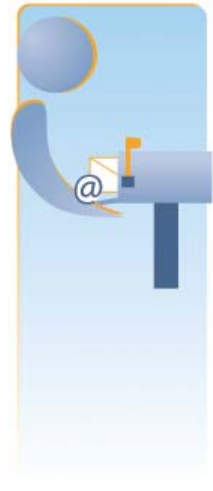
18. Training on Implementing Instructional Technology

OTAN offered face-to-face workshops on 10 different technology topics to California adult educators during the 2007-08 year. Topics included Beginning and Advanced PowerPoint, Creative Class Activities Using Word 2003, Orientation to Discovery Education Streaming, Blogs for Student Publishing, and more. (Exhibit 18.a)

FACE-TO-FACE WORKSHOPS
Easy Ways to Build Class Web Sites: Have you thought about creating a Web page for your class? In this workshop you will be shown ways to post assignments and student work, and have a class discussion board. You will see several free possibilities for creating a class Web page, and get started creating your own using SchoolNotes, and Yahoo!groups. We will also introduce you to the use of Wikis and Blogs for your classroom. This is a beginning level workshop, but it is designed for those comfortable using the Internet and computers. ***Prerequisites:*** Must be an OTAN member **prior to the workshop**.
Creating Web Pages with Google Page Creator: Participants will learn how to develop Web pages using tools from Google, including entering text, creating links to their pages or other Web sites, and adding pictures/clip art. We will also be exploring the use of Google Blogs. ***Prerequisites:*** Basic computer and Internet skills. Participants must be registered members of OTAN prior to the workshop and familiar with the Internet.
Using Moodle to Create a Course Web Site: Have you thought about using Moodle to create a Web site for your class, or teach an online class? Moodle is an online course management system where you can post assignments, have an online discussion, and organize documents for your students. You can also create quizzes and track student results. This workshop will introduce you to the Moodle system and offer you the chance to create a site for your class. After you complete this workshop, you will be eligible to receive your own Moodle course site from OTAN. ***Prerequisites:*** Basic computer and Internet skills.
Creative Classroom & Activity Ideas Using MS Word 2003: This workshop is designed for those with some previous experience using Microsoft Word 2003 for basic word processing. In this three hour, hands-on workshop, participants will learn how to use Word to create classroom handouts for student activities as well as how to introduce it to students. Participants will learn about working with AutoShapes, text boxes, tables, borders, clip art, MS Equation, forms and screen captures. ***Prerequisites:*** Participants must have basic word processing skills and be registered members of OTAN prior to the workshop. The lab we will be using MUST have Microsoft Word 2003 installed on all machines.
Beginning PowerPoint 2003 for Adult Education: In this hands-on workshop, participants will learn techniques they can use while creating PowerPoint presentations for their classroom or the marketing of their school site. They will learn about: creating and running basic presentations; adding and working with clip art; using design templates; and formatting text. ***Prerequisites:*** Participants must be registered members of OTAN prior to the workshop and familiar with computers. The lab to be used must have PowerPoint 2003 installed on all machines.

Exhibit 18.a

Advanced PowerPoint 2003 for Adult Education: In this hands-on workshop, participants will learn about some of the more advanced features of PowerPoint, such as adding sounds, music and video, creating self-timed presentations, and some advanced animation techniques for creating games and other classroom activities.
Prerequisites: Participants must be registered members of OTAN prior to the workshop. Participants must also be familiar with computers and have either attended the Beginning PowerPoint 2003 for Adult Education or familiar with all of the topics in the Beginning workshop. The lab to be used must have PowerPoint 2003 installed on all machines.

Creating Lesson Plans Online: This is a companion workshop to the CALPRO module on lesson planning. Participants will create an account for the Online Lesson Plan Builder at www.adultedlessons.org and begin to create a lesson plan. All features of the Online Lesson Plan Builder will be demonstrated and practiced, including uploading a worksheet, creating an evaluation rubric, sharing lesson plans with a group, and sharing lesson plans in a public collection.
Prerequisites: Basic computer and Internet skills.

Using Movie Maker in Adult Ed – In this workshop teachers will learn to use free video editing software that comes with Windows to create classroom video projects. These can include photos, audio, music, and video. (This workshop is currently being developed.)
Prerequisites: Basic computer and Internet skills. Participants must be registered members of OTAN prior to the workshop.

Exhibit 18.a (continued)

During the year, 26 hands-on training sessions were provided for 361 teachers. (Exhibit 18.b) Evaluations completed by participants at the end of the sessions indicated a high level of satisfaction with the training, with an overall average score of 4.78 out of 5.

TECHNOLOGY WORKSHOPS				
Date	**Location**	**Workshop Title**	**Trainer**	**#**
6/11/08	Chula Vista Adult School	Orientation to Discovery Education Streaming	Penny	12
6/10/08	Mt. Diablo Adult School	Orientation to Discovery Education Streaming	Penny	18
6/9/08	National City Adult School	Creative Classroom & Activity Ideas Using MS Word	Linda	14
5/30/08	El Monte-Rosemead Adult School	Creative Classroom & Activity Ideas Using MS Word	Linda	9
5/13/08	Oakland Adult School	Using Moodle to Create a Course Web Site	Penny	15
5/12/08	Clovis Adult School	Orientation to Discovery Education Streaming	Penny	22
5/1/08	CCAE Conference	Blogs for Student Publishing	Branka	24
4/28/08	Porterville Adult School	Advanced PowerPoint 2003 for Adult Education	Linda	10

Exhibit 18.b

Date	Location	Workshop Title	Trainer	#
4/4/08	Eureka Adult School	Creating Web Pages with Google Page Creator	Linda	7
3/27/08	Porterville Adult School	Beginning PowerPoint 2003 for Adult Education	Linda	11
3/15/08	Coachella Adult School	Advanced PowerPoint 2003 for Adult Education	Linda	11
3/14/08	Centennial Ed Center - Santa Ana	Creative Classroom & Activity Ideas Using MS Word	Linda	11
3/7/08	San Diego Community College	Creating Web Pages with Google Page Creator	Linda	13
2/22/08	Santa Rosa Junior College	Creative Classroom & Activity Ideas Using MS Word	Linda	12
2/15/08	Sunrise Tech Center - San Juan Unified Adult Ed	Orientation to Discovery Education Streaming	Penny	36
2/6/08	CDE	Using Adobe Connect	Penny	2
2/1/08	Orange County PDC	Creating Web Pages with Google Page Creator	Linda	14
1/23/08	Mountain View-Los Altos Adult School	Orientation to Discovery Education Streaming	Penny	10
12/14/07	Orange County PDC	Advanced PowerPoint 2003 for Adult Education	Linda	7
12/10/07	Eureka Adult School	Using Moodle to Create a Class Course	Penny	18
12/7/07	Eureka Adult School	Using Movie Maker in the Classroom	Penny	17
11/16/07	National City Adult School	Creative Classroom & Activity Ideas Using MS Word	Penny	22
11/9/07	Orange County PDC	Beginning PowerPoint 2003 for Adult Education	Linda	9
11/3/07	Downey Adult School	Beginning PowerPoint 2003 for Adult Education	Linda	7
10/12/07	Evans Adult School	Creative Classroom & Activity Ideas Using MS Word	Linda	15
8/17/07	Roseville Adult School	Easy Ways to Build Class Web Sites	Linda	15
TOTAL : 26		**TOTAL PARTICIPANTS: 361**		

Exhibit 18.b,(continued)

In addition to face-to-face workshops, OTAN offered 68 online workshops throughout the year, up from 22 the year before. These workshops were offered by 12 presenters on 26 topics. (Exhibit 18.c)

ONLINE TECHNOLOGY WORKSHOPS	
PRESENTER	**WORKSHOP TITLE**
Jayme Adelson-Goldstein	Picture Dictionaries in the ESL Classroom
Barry Bakin	Audio Editing with Audacity
Barry Bakin	Blogging in the Classroom
Barry Bakin	Create your Own Podcast
Barry Bakin	Wikis in the Classroom
Fernanda Carrera	Quia - Create your own Online Quizzes and Interactive Activities
Susan Coulter	Using Excel to Create Links and Hyperlinks
Susan Coulter	Using Excel to Create Student Study Activities
Susan Gaer	Using Google Documents
Susan Gaer	Using Google's Picasa for Classroom Photos
Melinda Holt	Google Goodies
Melinda Holt	Google It!
Trish Kerns	OTAN's Online Lesson Plan Builder
Penny Pearson	Creating Moodle Assignments
Penny Pearson	Introduction to Discovery Education Streaming
Penny Pearson	Journaling with Moodle
Penny Pearson	Using Moodle to Create a Course Web Site
Kristi Reyes	Using Google's Page Creator to Create a Class Webpage
Kristi Reyes	Using MovieMaker in the Classroom
Leila Rosemberg	Using Web Sites to Teach Math
Blair Roy	Using Discovery Education Streaming for Writing Prompts
Blair Roy	Using Discovery Education Streaming Quiz Builders
Blair Roy	Using Discovery Education Streaming's Assignment Builder
Linda Swanson	OTAN Services for Administrators
Linda Swanson	OTAN Services for Teachers
Marian Thacher	Technology Plan Training

Exhibit 18.c

Although attendance at these workshops was lower than in face-to-face workshops, and averaged four or five participants, since this is the second year of offering online workshops and the field is still getting acquainted with the technology as well as the idea of online learning, it is anticipated that attendance will improve in the future. While there are still some challenges with the technology, those who successfully participate are generally positive about the delivery mode, and many return to take multiple workshops.

The online workshops are conducted using Adobe Connect software. OTAN also supports a Connect server that hosts online meeting rooms for the other leadership projects, CASAS and CALPRO. Connect training has been conducted for all interested leadership and CDE staff, and technical support is provided by OTAN. CDE staff used OTAN facilities to conduct several online workshops, as well as two meetings of the Central Valley Distance Learning Network. Online meetings have proved a useful way to provide services and a sense of community to small and rural agencies.

Appendices

OTAN 2007-08

Quarterly Progress Reports

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract #5000
July 1, 2007 - September 30, 2007

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site	
1.1. Research, abstract, and index Web sites related to adult education	• Continued to make changes to the Web site based on observation and user suggestions.
1.2. Maintain and improve search systems that provide access to Web site resources	• Added a new way of tracking search terms that users enter, in order to improve findability of Web site resources
1.3. Upgrade OTAN Web site based on user input using latest technology	• Posted 26 news stories on the OTAN home page.
1.4. Explore and implement personalized access to Web resources	• Initiated new programming for the My Resources personalized bookmarking on the Web site, making it more Web 2.0.
2. Improve the electronic collaborative environment for adult educators	
2.1. Maintain and expand user registration system and searchable directory of registered users	• Web site averaged 205,765 user sessions (visits) per month.
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources	• The Web site directory averaged 274 new members per month for the quarter, with a membership total of 6,594.
2.3. Host list servers that encourage networking for program improvement	• Managed Leadership Projects and Partnership Team listservs.
2.4. Manage Q & A areas to facilitate sharing of best practices	• Managed listservs for K-12 Adult Ed Administrators, regional CA North Coast Administrators, Project Star, and Jail Educators, and OTAN Q & A site.
2.5. Use new technologies to support CDE Adult Education Office initiatives	
3. Provide technical support and training to OTAN Web site users	
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases	• Offered one hands-on workshop to 15 participants
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking	• Staff provided telephone and email technical support to 199 clients.
	• Staff provided specialized online database support to 158 clients.
3.3. Provide training materials in a variety of modalities (print and electronic)	• Staff provided 14 services regarding training set-up and follow-up.
3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions	• Continued to host online meetings and workgroups and two online workshops
3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations	• Submitted proposal to CEA conference organizer for workshop at the CEA regional conference in November.
3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources	
4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects	
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California	• Continued to make additions and improvements to CDE combined database.
4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials	• Added multiple "quick data entry" forms to CDE database for CDE staff use
	• Created Budget Worksheet for WIA/AEFLA for FY 2007-08
4.3. Support CDE's development of adult education online reporting systems	• Made additions and revisions to the group email and WIA deliverables report (CDE staff request)
4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site	• Conducted training and update report for CDE staff (8/13/07)
4.5. Support CDE's goal of coordinating databases of adult education program information	• Drafted proposed Contact Information collection form
	• Created a draft of combined online reporting menu system

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OTAN/SCOE　　　PROGRESS REPORT (7/1/2007 - 9/30/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites	• Created and went live with the 2007-07 EL Civics Technology Plan Submission site • Continued to support the combined online training registration system. • Maintained online directory of providers of adult education in California
5. Maximize client access to OTAN products and services and obtain client input	
5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings	• Disseminated 60 New Administrator packets • Summer 2007 newsletter mailed to 3,157 OTAN members.
5.2. Develop CD-ROMs for marketing OTAN's Web site and services	• OTAN promotional DVD completed and provided to 124 adult educators
5.3. Present workshops and host vendor tables at adult education conferences	• Hosted vendor table at the ACSA conference
5.4. Implement electronic notification strategies and online surveys for feedback	• Made one presentation on OTAN resources and services for 16 PDC managers and staff
5.5. Identify client categories and solicit input and feedback from representative focus groups	
B. Information and Reference Services	
6. Maintain and improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	• Information and reports gathered from national email lists, newsletters and Web sites.
6.2. Obtain pertinent data and prepare it for electronic access	• The number of new documents posted on the Web site totaled 89.
6.3. Catalog materials and maintain bibliographic databases	• 18 items were added to the online document collection.
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records and full text documents	• Web site statistics show 69,257 searches by users. • Staff responded directly to 22 requests for adult education and general information.
7.2. Respond to online, mail and telephone (800#) requests	• Staff responded directly to 5 requests for archival information.
7.3. Customized searches of online databases	• Customized searches of online databases totaled 8.
7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax	• Staff distributed a total of 1,201 items by fax, email or U.S. mail.
8. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources	
8.1. Improve and expand For Teachers Web site	• For Teachers is now incorporated into the main Web site and does not have a separate identity for tracking, but work has continued to add resources in this area.
8.2. Survey usage of the online lesson plan builder and add features as indicated by field input	• Five lesson plans were submitted for publication via Lesson Plan Builder, and reviewed by two experts. • 770 users logged in to the Lesson Plan Builder in this quarter, and 332 worked on a lesson plan.
9. Document and publicize CA Adult Education successful students and programs	
9.1. Research and publicize the stories of successful adult learners and programs	• Students Succeed project now contains 161 stories of former adult education students representing88 agencies.
9.2. Videotape stories of successful adult learners and programs	• Staff recorded13 client services regarding the Students Succeed program.
9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs	• Three additional Students Succeed videos were produced and screened at the ACSA conference, where awardees also received their plaques.
9.4. Assess value and utilization of successful students and exemplary programs project	

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OTAN/SCOE   **PROGRESS REPORT (7/1/2007 - 9/30/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
10. Support the regional network of adult education resource centers with technical assistance and professional services	
10.1. Provide assistance to CA Professional Development Center staff on usage of technology	• 224 items distributed to 10 PDC libraries. • Trained all PDC managers on the library online management system
10.2. Acquire materials, catalog, & distribute print and non-print resources	• Book, video, and DVD titles deposited in PDC libraries now total 701.
10.3. Provide technical assistance to support PDC libraries	
11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers	
11.1. Acquire and catalog additional items	• The CA Adult Ed Archives now totals 1,892 cataloged print, video, & slide/tapes.
11.2. Make database of bibliographic records available electronically	• During the quarter, PDF documents on the Web site were accessed 29,369 times.
11.3. Implement policy and procedures of digitizing prioritized archival items	• Completed the organization and indexing of the "Richard L. Stiles" archival collection
11.4. Research preservation issues and implement migration of resources to newer formats	• Added materials to archival collections of "Conference Catalogs" records.
11.5. Deposit with the CA State Library adult education products as required by statute	• Completed 50% of XML template for submitting finding aids to the Online Archive of CA
11.6 Contribute to the Online Archive of California standardized archival "finding aids"	
12. Support provision of local providers of literacy skills in a workplace context	
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• The VESL/VABE Clearinghouse collection totals 458 titles cataloged. • Responded to 10 inquiries.
12.2. Maintain online database of VESL/VABE/workplace materials	• Distributed 49 copies of the CD-ROM catalog. • Sent 29 VESL /VABE materials to 8 agencies.
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field	• VESL Workplace Clearinghouse database is now updated. • The Employment Training Library now totals 1,168print and video items.
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis	• Researched pre-employment work maturity and job search skills for 24 patrons.
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.	• Loaned 148 Employment Training items to 36 patrons.
C. Instructional Technology	
13. Obtain Instructional Technology Input from Field Advisory Group	
13.1 Identify and recruit members	• Technology Integration Advisory Committee did not meet during this quarter.
13.2 Develop input process and hold periodic meetings	• A focus group of OTAN Web site users was held on August 1 to obtain feedback on the new site and input for the next contract proposal...
13.3 Implement suggestions from the advisory group	
14. Provide planning support to agencies implementing new technology	
14.1. Assist local agencies with the technology planning process	• California Adult Education Technology Plan for 2007-11 finalized and reviewed by CDE
14.2. Maintain and improve online technology planner	• California Adult Education Technology Plan presented and distributed at the ACSA conference in September.
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009	• 100 copies of the Technology Plan provided to CDE. • All agencies that did not pass the review resubmitted their plans and were recommended for funding.
14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support	• Three client contacts were made regarding help with technology plans. • Provided online training on Breeze to 6 participants in two sessions
15. Research and make available information regarding new and emerging technologies and available learning resources	

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OTAN/SCOE   PROGRESS REPORT (7/1/2007 - 9/30/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
15.1. Research and acquire information regarding new technologies and resources 15.2. Identify and collect information about best practices in the use of instructional technology 15.3. Provide opportunities for adult educators to sample new technologies 15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects 15.5 Produce and make available online video-based demonstrations of technology integration 15.6 Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom 15.7 Promote with publishers the development of adult appropriate mediated materials	• Continued to support teachers using pilot licenses for Unitedstreaming • Continued to support Blackboard as an alternative way to create a Web presence for a class, or a complete online course. • Reviewed video on the ABE Program of Excellence with CALPRO and CDE staff. • Demonstrated at professional conferences the educational use of new technologies by presenting 4 workshops. • Provided information on distance learning to two agencies • Promoted development of adult appropriate materials with two vendors • Monitored listservs, Web sites and periodicals for current information on new educational technologies.
16. Facilitate Technology Integration Mentor Academy (TIMAC) 16.1. Recruit and select participants and trainers 16.2. Provide training and follow-up support 16.3. Evaluate Academy outcomes and make improvements 16.4 Support network of Academy graduates to provide statewide leadership in technology integration	• New cohort of TIMAC participants was notified, and planning for new year completed. • Promoted TIMAC through a panel presentation at ACSA • Continued development of TIMAC Web site, www.otan.us/timac.
17. Support Technology Mentor Network 17.1. Publicize Network and recruit members 17.2. Provide activities aimed at developing a sense of professional community 17.3. Collaborate to provide technology-based workshops and activities at state conferences 17.4 Encourage the Technology Mentor Network to grow as an organization with goals and objectives	• Continued to support the Technology Mentor Network email list, which hosted 72 messages in this quarter sent to 110 members. • Discussions occurred on topics such as new Web resources, best email accounts for students, recommendations for speaking activities, and more.
18. Provide training on planning and implementing instructional technologies 18.1. Provide training for instructors on various types of instructional technologies 18.2. Track and evaluate role and effectiveness of different modes of training	• Provided one training on the use of technology in instruction for a total of 15 participants. • Encouraged experimentation with online course building, podcasting and other technologies via listservs and Web site.

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract #5000
October 1, 2007 - December 31, 2007

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site	• Continued to make changes to the Web site based on observation and user suggestions, fixed several search problems • Posted 19 news stories on the OTAN home page. • Continued working on new programming for the My Resources personalized bookmarking on the Web site • Added captioning to several technology integration videos to make them 508 compliant
1.1. Research, abstract, and index Web sites related to adult education	
1.2. Maintain and improve search systems that provide access to Web site resources	
1.3. Upgrade OTAN Web site based on user input using latest technology	
1.4. Explore and implement personalized access to Web resources	
2. Improve the electronic collaborative environment for adult educators	• In this quarter we switched from using WebTrends to track Web stats to using Google Analytics. This results in different numbers. Web site averaged 201,370 user sessions (visits) per month. • The Web site directory averaged 253 new members per month for the quarter, with a membership total of 6,632. • Managed Leadership Projects and Partnership Team listservs. • Managed listservs for K-12 Adult Ed Administrators, regional CA North Coast Administrators, Project Star, and Jail Educators, and OTAN Q & A site.
2.1. Maintain and expand user registration system and searchable directory of registered users	
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources	
2.3. Host list servers that encourage networking for program improvement	
2.4. Manage Q & A areas to facilitate sharing of best practices	
2.5. Use new technologies to support CDE Adult Education Office initiatives	
3. Provide technical support and training to OTAN Web site users	• Staff provided telephone and email technical support to 90 clients. • Staff provided specialized online database support to 70 clients. • Staff provided 315 services regarding training set-up and follow-up. • Continued to host online meetings and workgroups and 24 online workshops • Presented a workshop on OTAN resources at the Correctional Education Association Region XX conference. • A correctional education teacher who is a TIMAC participant received the Teacher of the Year award at the CEA conference.
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases	
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking	
3.3. Provide training materials in a variety of modalities (print and electronic)	
3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions	
3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations	
3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources	
4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects	• Initiated complete revision of all online applications to update programming language and combine all applications on one site • Revised WIA deliverables report in CDE database • Added live feed of CASAS data to CDE database • Created Midyear Expenditure Report for WIA/AEFLA for FY 2007-08 • Continued to support the combined online training registration system. • Provided technical support to CALPRO for sending mass emails to the field • Maintained online directory of providers of adult education in California
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California	
4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials	
4.3. Support CDE's development of adult education online reporting systems	
4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site	
4.5. Support CDE's goal of coordinating databases of adult education program information	

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OTAN/SCOE — PROGRESS REPORT (10/1/2007 - 12/31/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
10.1. Provide assistance to CA Professional Development Center staff on usage of technology	• 99 items distributed to 9 PDC libraries. • Materials from the discontinued Central Valley PDC were picked up and brought to the CALPRO offices for storage
10.2. Acquire materials, catalog, & distribute print and non-print resources	
10.3. Provide technical assistance to support PDC libraries	• Book, video, and DVD titles deposited in PDC libraries now total 704.
11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers	
11.1. Acquire and catalog additional items	• The CA Adult Ed Archives now totals 1,905 cataloged print, video, & slide/tapes.
11.2. Make database of bibliographic records available electronically	• During the quarter, PDF documents on the Web site were accessed 20,941 times.
11.3. Implement policy and procedures of digitizing prioritized archival items	• Completed the organization and indexing of the "CDE Adult Education Staff" archival collection
11.4. Research preservation issues and implement migration of resources to newer formats	• Submitted one *English Literacy and Civics Education in California* report to the CA State Library depository
11.5. Deposit with the CA State Library adult education products as required by statute	• Added materials to archival collections of "Conference Catalogs" records.
11.6 Contribute to the Online Archive of California standardized archival "finding aids"	• Continued work on the XML template for submitting finding aids to the Online Archive of CA
12. Support provision of local providers of literacy skills in a workplace context	
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• The VESL/VABE Clearinghouse collection totals 458 titles cataloged. • Responded to 4 inquiries.
12.2. Maintain online database of VESL/VABE/workplace materials	• Distributed 3 copies of the CD-ROM catalog.
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field	• Sent 28 VESL /VABE materials to 5 agencies. • VESL Workplace Clearinghouse database updated.
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis	• The Employment Training Library now totals 1,186 print and video items.
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.	• Researched pre-employment work maturity and job search skills for 18 patrons. • Loaned 153 Employment Training items to 29 patrons.
C. Instructional Technology	
13. Obtain Instructional Technology Input from Field Advisory Group	
13.1 Identify and recruit members	• Technology Integration Advisory Committee did not meet during this quarter.
13.2 Develop input process and hold periodic meetings	• Input from the OTAN focus group was used in developing the proposal for the next OTAN contract
13.3 Implement suggestions from the advisory group	
14. Provide planning support to agencies implementing new technology	
14.1. Assist local agencies with the technology planning process	• California Adult Education Technology Plan for 2007-11 disseminated at CCAE South
14.2. Maintain and improve online technology planner	
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009	• 29 client contacts were made regarding help with technology plans. • Provided online training on Adobe Connect to 6 participants in two sessions
14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support	
15. Research and make available information regarding new and emerging technologies and available learning resources	
15.1. Research and acquire information regarding new technologies and resources	• Continued to support teachers using pilot licenses for Unitedstreaming
15.2. Identify and collect information about best practices in the use of instructional technology	• Negotiates a statewide agreement with Unitedstreaming, now called Discovery Education Streaming, open to all adult schools in the state
15.3. Provide opportunities for adult educators to sample new technologies	• Advertised and recruited participants for DE Streaming

OTAN/SCOE

PROGRESS REPORT (10/1/2007 - 12/31/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
10.1. Provide assistance to CA Professional Development Center staff on usage of technology	• 99 items distributed to 9 PDC libraries. • Materials from the discontinued Central Valley PDC were picked up and brought to the CALPRO offices for storage
10.2. Acquire materials, catalog, & distribute print and non-print resources	
10.3. Provide technical assistance to support PDC libraries	• Book, video, and DVD titles deposited in PDC libraries now total 704.
11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers	
11.1. Acquire and catalog additional items	• The CA Adult Ed Archives now totals 1,905 cataloged print, video, & slide/tapes.
11.2. Make database of bibliographic records available electronically	• During the quarter, PDF documents on the Web site were accessed 20,941 times.
11.3. Implement policy and procedures of digitizing prioritized archival items	• Completed the organization and indexing of the "CDE Adult Education Staff" archival collection
11.4. Research preservation issues and implement migration of resources to newer formats	• Submitted one *English Literacy and Civics Education in California* report to the CA State Library depository
11.5. Deposit with the CA State Library adult education products as required by statute	• Added materials to archival collections of "Conference Catalogs" records.
11.6 Contribute to the Online Archive of California standardized archival "finding aids"	• Continued work on the XML template for submitting finding aids to the Online Archive of CA
12. Support provision of local providers of literacy skills in a workplace context	
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• The VESL/VABE Clearinghouse collection totals 458 titles cataloged. • Responded to 4 inquiries.
12.2. Maintain online database of VESL/VABE/workplace materials	• Distributed 3 copies of the CD-ROM catalog.
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field	• Sent 28 VESL /VABE materials to 5 agencies. • VESL Workplace Clearinghouse database updated.
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis	• The Employment Training Library now totals 1,186 print and video items.
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.	• Researched pre-employment work maturity and job search skills for 18 patrons. • Loaned 153 Employment Training items to 29 patrons.
C. Instructional Technology	
13. Obtain Instructional Technology Input from Field Advisory Group	
13.1 Identify and recruit members	• Technology Integration Advisory Committee did not meet during this quarter.
13.2 Develop input process and hold periodic meetings	• Input from the OTAN focus group was used in developing the proposal for the next OTAN contract
13.3 Implement suggestions from the advisory group	
14. Provide planning support to agencies implementing new technology	
14.1. Assist local agencies with the technology planning process	• California Adult Education Technology Plan for 2007-11 disseminated at CCAE South
14.2. Maintain and improve online technology planner	
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009	• 29 client contacts were made regarding help with technology plans. • Provided online training on Adobe Connect to 6 participants in two sessions
14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support	
15. Research and make available information regarding new and emerging technologies and available learning resources	
15.1. Research and acquire information regarding new technologies and resources	• Continued to support teachers using pilot licenses for Unitedstreaming
15.2. Identify and collect information about best practices in the use of instructional technology	• Negotiates a statewide agreement with Unitedstreaming, now called Discovery Education Streaming, open to all adult schools in the state
15.3. Provide opportunities for adult educators to sample new technologies	• Advertised and recruited participants for DE Streaming

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OTAN/SCOE PROGRESS REPORT (10/1/2007 - 12/31/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects	• Continued to support Moodle as an alternative way to create a Web presence for a class, or a complete online course.
15.5 Produce and make available online video-based demonstrations of technology integration	• Demonstrated at professional conferences the educational use of new technologies by presenting four workshops for a total of 113 participants.
15.6 Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom	• Provided information on distance learning to two agencies
15.7 Promote with publishers the development of adult appropriate mediated materials	• Promoted development of adult appropriate materials with ten vendors
	• Monitored listservs, Web sites and periodicals for current information on new educational technologies.
16. Facilitate Technology Integration Mentor Academy (TIMAC)	
16.1. Recruit and select participants and trainers	• Both cohorts of TIMAC participants, 30 people, attended training in October
16.2. Provide training and follow-up support	• Promoted TIMAC through rap sessions at all 3 CATESOL regional conferences
16.3. Evaluate Academy outcomes and make improvements	• Continued to support TIMAC Web site, www.otan.us/timac.
16.4 Support network of Academy graduates to provide statewide leadership in technology integration	
17. Support Technology Mentor Network	
17.1. Publicize Network and recruit members	• Continued to support the Technology Mentor Network email list, which hosted 188 messages in this quarter sent to 119 members.
17.2. Provide activities aimed at developing a sense of professional community	• Discussions occurred on topics such as using blogs with students, digital TV, holiday activities, pronunciation software, and more.
17.3. Collaborate to provide technology-based workshops and activities at state conferences	
17.4 Encourage the Technology Mentor Network to grow as an organization with goals and objectives	
18. Provide training on planning and implementing instructional technologies	
18.1. Provide training for instructors on various types of instructional technologies	• Provided seven face-to-face trainings on the use of technology in instruction for a total of 95 participants.
18.2. Track and evaluate role and effectiveness of different modes of training	• Provided 24 online trainings on the use of technology in instruction for a total of 144 participants
	• Encouraged experimentation with online course building, podcasting, screencasting and other technologies via listservs and Web site.

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract #5000
January 1, 2008 - March 31, 2008

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site	
1.1. Research, abstract, and index Web sites related to adult education	• Continued to make changes to the Web site based on observation and user suggestions
1.2. Maintain and improve search systems that provide access to Web site resources	• Posted 39 news stories on the OTAN home page.
1.3. Upgrade OTAN Web site based on user input using latest technology	• Continued working on new programming for the My Resources personalized bookmarking on the Web site
1.4. Explore and implement personalized access to Web resources	• Added captioning to remaining technology integration videos to make them 508 508 compliant
	• Responded to Technology Services report from CDE regarding accessibility of Web site by deleting many legacy pages, revising all presentation files to be accessible, and making a variety of other revisions
2. Improve the electronic collaborative environment for adult educators	
2.1. Maintain and expand user registration system and searchable directory of registered users	• WebTrends reports that 11,961 people visited the OTAN Web site during this quarter
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources	• There were an average of 6,115 visits per month
2.3. Host list servers that encourage networking for program improvement	• The Web site directory averaged 285 new members per month for the quarter, with a membership total of 6,582.
2.4. Manage Q & A areas to facilitate sharing of best practices	• Managed Leadership Projects and Partnership Team listservs.
2.5. Use new technologies to support CDE Adult Education Office initiatives	• Managed listservs for K-12 Adult Ed Administrators, regional CA North Coast Administrators, Project Star, and Jail Educators, and OTAN Q & A site.
3. Provide technical support and training to OTAN Web site users	
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases	• Staff provided telephone and email technical support to 92 clients.
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking	• Staff provided specialized online database support to 142 clients.
3.3. Provide training materials in a variety of modalities (print and electronic)	• Staff provided 962 services regarding training set-up and follow-up.
3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions	• Continued to host online meetings and workgroups and 27 online workshops
3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations	• Provided a training on the OTAN Web site to 13 teachers at Livermore Adult School
3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources	• Presented on the OTAN Web site and resources to 15 new administrators and 19 Career and Technical Education administrators at CAEAA Conference
4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects	
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California	• Completed Web design and programming for new combined application site
4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials	• Created WIA application on new combined site
	• Converted Course Approval submission form for new site
4.3. Support CDE's development of adult education online reporting systems	• Revised WIA budget worksheet, midyear expenditure report and AASC form
4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site	• Continued to support the combined online training registration system.
	• Maintained online directory of providers of adult education in California

OTAN/SCOE

PROGRESS REPORT (1/1/2008 - 3/31/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4.5. Support CDE's goal of coordinating databases of adult education program information	
4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites	
5. Maximize client access to OTAN products and services and obtain client input	
5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings	• Disseminated 108 New Administrator packets • Revised design for OTAN folders and other print materials • OTAN promotional DVD provided to 20 adult educators
5.2. Develop CD-ROMs for marketing OTAN's Web site and services	
5.3. Present workshops and host vendor tables at adult education conferences	
5.4. Implement electronic notification strategies and online surveys for feedback	
5.5. Identify client categories and solicit input and feedback from representative focus groups	
B. Information and Reference Services	
6. Maintain and improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	• Information and reports gathered from national email lists, newsletters and Web sites. • The number of new documents posted on the Web site totaled 92. • 15 items were added to the online document collection.
6.2. Obtain pertinent data and prepare it for electronic access	
6.3. Catalog materials and maintain bibliographic databases	
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records and full text documents	• Web site statistics show 1,457 searches by users. • Staff responded directly to 33 requests for adult education and general information. • Staff responded directly to 7 requests for archival information. • Customized searches of online databases totaled 15. • Staff distributed a total of 689 items by fax, email or U.S. mail.
7.2. Respond to online, mail and telephone (800#) requests	
7.3. Customized searches of online databases	
7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax	
8. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources	
8.1. Improve and expand For Teachers Web site	• For Teachers is now incorporated into the main Web site and staff continued to add resources in this area. • Nine lesson plans were submitted for publication via Lesson Plan Builder, and reviewed by two experts. • 758 users logged in to the Lesson Plan Builder in this quarter, and 331 worked on a lesson plan. • Several changes were made to the Lesson Plan Builder Web site based on user and reviewer feedback
8.2. Survey usage of the online lesson plan builder and add features as indicated by field input	
9. Document and publicize CA Adult Education successful students and programs	
9.1. Research and publicize the stories of successful adult learners and programs	• Students Succeed project now contains164 stories of former adult education students representing 88 agencies.
9.2. Videotape stories of successful adult learners and programs	
9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs	
9.4. Assess value and utilization of successful students and exemplary programs project	

OTAN/SCOE

PROGRESS REPORT (1/1/2008 - 3/31/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
10. *Support the regional network of adult education resource centers with technical assistance and professional services*	
10.1. Provide assistance to CA Professional Development Center staff on usage of technology	• 280 items distributed to 9 PDC libraries. • Began preparations for retrieving those items not held in the OTAN central collection, as PDCs will close at the end of June
10.2. Acquire materials, catalog, & distribute print and non-print resources	
10.3. Provide technical assistance to support PDC libraries	• Book, video, and DVD titles deposited in PDC libraries now total 703.
11. *Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers*	
11.1. Acquire and catalog additional items	• The CA Adult Ed Archives now totals 1,939 cataloged print, video, & slide/tapes.
11.2. Make database of bibliographic records available electronically	• Completed processing the "CDE Adult Education Staff," the "CBAE ESL Experimental Curriculum," the "CA Adult Ed Older Adult Program," and the "CA Adult Ed Sesquicentennial Celebration" archival collections
11.3. Implement policy and procedures of digitizing prioritized archival items	
11.4. Research preservation issues and implement migration of resources to newer formats	• Submitted one *End-of-year Progress Report to the CA Legislature...Program Year 2007...report to the CA State Library depository*
11.5. Deposit with the CA State Library adult education products as required by statute	• Continued work on the XML template for submitting finding aids to the Online Archive of CA
11.6 Contribute to the Online Archive of California standardized archival "finding aids"	
12. *Support provision of local providers of literacy skills in a workplace context*	
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• The VESL/VABE Clearinghouse collection totals 461 titles cataloged. • Responded to 10 inquiries.
12.2. Maintain online database of VESL/VABE/workplace materials	• Distributed 15 copies of the CD-ROM catalog.
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field	• Sent 13 VESL /VABE materials to 3 agencies. • VESL Workplace Clearinghouse database updated.
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis	• The Employment Training Library now totals 1,165 print and video items. • Researched pre-employment work maturity and job search skills for 34 patrons.
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.	• Loaned 236 Employment Training items to 50 patrons.
C. Instructional Technology	
13. *Obtain Instructional Technology Input from Field Advisory Group*	
13.1 Identify and recruit members	• Technology Integration Advisory Committee met on 2/29/08, providing input on a variety of issues including Web site promotion and online workshops.
13.2 Develop input process and hold periodic meetings	• Research project recommended by Advisory Committee was not initiated due to rejection of budget amendment by CDE
13.3 Implement suggestions from the advisory group	
14. *Provide planning support to agencies implementing new technology*	
14.1. Assist local agencies with the technology planning process	• Agency technology plans were due on 1/31/08, and by March 31, 158 out of 164 had been submitted, and 157 reviewed
14.2. Maintain and improve online technology planner	• 23 client contacts were made regarding help with technology plans.
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009	
14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support	
15. *Research and make available information regarding new and emerging technologies and available learning resources*	
15.1. Research and acquire information regarding new technologies and resources	• Completed contract with Discovery Education to provide DE Streaming licenses to 46 adult education agencies
15.2. Identify and collect information about best practices in the use of instructional technology	

OTAN/SCOE

PROGRESS REPORT (1/1/2008 - 3/31/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
15.3. Provide opportunities for adult educators to sample new technologies	• Provided support to participating agencies, including two face-to-face workshops at school sites, and 25 online workshops
15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects	• Continued to support Moodle as an alternative way to create a Web presence for a class, or a complete online course.
15.5 Produce and make available online video-based demonstrations of technology integration	• Provided information on distance learning to 15 agencies, including information on how to participate in free online CAHSEE Preparation courses
15.6 Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom	• Monitored listservs, Web sites and periodicals for current information on new educational technologies.
15.7 Promote with publishers the development of adult appropriate mediated materials	
16. Facilitate Technology Integration Mentor Academy (TIMAC)	
16.1. Recruit and select participants and trainers	• The first year cohort of TIMAC participants, 15 people, attended training in January
16.2. Provide training and follow-up support	• Current participants and some alumni participated in six regional meetings, two of which were held online
16.3. Evaluate Academy outcomes and make improvements	• Continued to support TIMAC Web site, www.otan.us/timac.
16.4 Support network of Academy graduates to provide statewide leadership in technology integration	
17. Support Technology Mentor Network	
17.1. Publicize Network and recruit members	• Continued to support the Technology Mentor Network email list, which hosted 125 messages in this quarter sent to 123 members.
17.2. Provide activities aimed at developing a sense of professional community	• Discussions occurred on topics such as free puzzle making sites, using online surveys, electronic whiteboard technology, and more.
17.3. Collaborate to provide technology-based workshops and activities at state conferences	
17.4 Encourage the Technology Mentor Network to grow as an organization with goals and objectives	
18. Provide training on planning and implementing instructional technologies	
18.1. Provide training for instructors on various types of instructional technologies	• Provided nine face-to-face trainings on the use of technology in instruction for a total of 135 participants.
18.2. Track and evaluate role and effectiveness of different modes of training	• Provided 27 online trainings on the use of technology in instruction for a total of 78 participants
	• Encouraged experimentation with online course building, podcasting, screencasting and other technologies via listservs and Web site.

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract #5000
April 1, 2008 - June 30, 2008

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site	• Continued to make changes to the Web site based on observation and user suggestions • Posted 31 news stories on the OTAN home page. • Continued working on new programming for the My Resources personalized bookmarking on the Web site • Added captioning to remaining Students Succeed and TIMAC videos to make them 508 compliant • Improved accessibility of Students Succeed Web site and Adult Ed Dictionary
1.1. Research, abstract, and index Web sites related to adult education	
1.2. Maintain and improve search systems that provide access to Web site resources	
1.3. Upgrade OTAN Web site based on user input using latest technology	
1.4. Explore and implement personalized access to Web resources	
2. Improve the electronic collaborative environment for adult educators	• Google Analytics reports that the OTAN Web site received 14,160 during this quarter • There were an average of 4,720 visits per month • The Web site directory averaged 237 new members per month for the quarter, with a membership total of 6,366 • Initiated the California Adult Education Digest, a monthly email with contributions from all leadership projects and CDE. • Managed Leadership Projects and Partnership Team listservs. • Managed listservs for K-12 Adult Ed Administrators, regional CA North Coast Administrators, Project Star, and Jail Educators, and OTAN Q & A site.
2.1. Maintain and expand user registration system and searchable directory of registered users	
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources	
2.3. Host list servers that encourage networking for program improvement	
2.4. Manage Q & A areas to facilitate sharing of best practices	
2.5. Use new technologies to support CDE Adult Education Office initiatives	
3. Provide technical support and training to OTAN Web site users	• Staff provided telephone and email technical support to 144 clients. • Staff provided specialized online database support to 92 clients. • Staff provided 439 services regarding training set-up and follow-up • Continued to host online meetings and workgroups including an online meeting of distance learning programs in the central valley • Hosted 22 online workshops • Provided a training on the OTAN Web site to 20 teachers at Eureka Adult School and National City Adult School • Presented on the OTAN Web site and resources to 94 participants at CCAE, COABE and CATESOL conferences
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases	
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking	
3.3. Provide training materials in a variety of modalities (print and electronic)	
3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions	
3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations	
3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources	
4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects	• Completed programming for new Innovation Programs Application and WIA Final Expenditure Report • Converted J18-19a submission form for new site • Continued to support the combined online training registration system. • Maintained online directory of providers of adult education in California
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California	
4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials	
4.3. Support CDE's development of adult education online reporting systems	
4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site	

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OTAN/SCOE | PROGRESS REPORT *(4/1/2008 - 6/30/2008)* - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4.5. Support CDE's goal of coordinating databases of adult education program information	
4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites	
5. Maximize client access to OTAN products and services and obtain client input	
5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings	• Disseminated 25 New Administrator packets • Received new OTAN folders, brochures, and other print materials, and disseminated at COABE, CCAE and CATESOL conferences
5.2. Develop CD-ROMs for marketing OTAN's Web site and services	• Hosted a vendor exhibit at CATESOL and CCAE conferences
5.3. Present workshops and host vendor tables at adult education conferences	
5.4. Implement electronic notification strategies and online surveys for feedback	
5.5. Identify client categories and solicit input and feedback from representative focus groups	
B. Information and Reference Services	
6. Maintain and improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	• Information and reports gathered from national email lists, newsletters and Web sites.
6.2. Obtain pertinent data and prepare it for electronic access	• The number of new documents posted on the Web site totaled 69.
6.3. Catalog materials and maintain bibliographic databases	• 14 items were added to the online document collection.
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records and full text documents	• Staff responded directly to 23 requests for adult education and general information. • Staff responded directly to 4 requests for archival information.
7.2. Respond to online, mail and telephone (800#) requests	• Customized searches of online databases totaled 10.
7.3. Customized searches of online databases	• Staff distributed a total of 519 items by fax, email or U.S. mail.
7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax	
8. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources	
8.1. Improve and expand For Teachers Web site	• For Teachers is now incorporated into the main Web site and staff continued to add resources in this area.
8.2. Survey usage of the online lesson plan builder and add features as indicated by field input	• Thirteen lesson plans were submitted for publication via Lesson Plan Builder, and reviewed. • 706 users logged in to the Lesson Plan Builder in this quarter, and 362 worked on a lesson plan.
9. Document and publicize CA Adult Education successful students and programs	
9.1. Research and publicize the stories of successful adult learners and programs	• Students Succeed project now contains 165 stories of former adult education students representing 88 agencies.
9.2. Videotape stories of successful adult learners and programs	• We received several inquiries from several publishers about using Students Succeed stories as reading assignments in new textbooks.
9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs	• Initiated planning for the shooting of 3 new Students Succeed videos for the ACSA conference in September
9.4. Assess value and utilization of successful students and exemplary programs project	

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PROGRESS REPORT (4/1/2008 - 6/30/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OTAN/SCOE

OBJECTIVES AND MAJOR TASKS	STATUS
10. *Support the regional network of adult education resource centers with technical assistance and professional services*	
10.1. Provide assistance to CA Professional Development Center staff on usage of technology	• Worked on retrieving those items not held in the OTAN central collection, as PDCs closed at the end of June
10.2. Acquire materials, catalog, & distribute print and non-print resources	• Prepared for removal of references to the PDCs from the OTAN Web site
10.3. Provide technical assistance to support PDC libraries	• Book, video, and DVD titles deposited in PDC libraries now total 703.
11. *Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers*	
11.1. Acquire and catalog additional items	• The CA Adult Ed Archives now totals 1,966 cataloged print, video, & slide/tapes.
11.2. Make database of bibliographic records available electronically	• Completed processing the "California Youth Authority (Charles F. Stocker)" archival collections
11.3. Implement policy and procedures of digitizing prioritized archival items	• Submitted one *End-of-year Progress Report to the CA Legislature…Program Year 2007…*report to the CA State Library depository
11.4. Research preservation issues and implement migration of resources to newer formats	• Added materials to archival collections of "Conference Catalogs" records.
11.5. Deposit with the CA State Library adult education products as required by statute	• Continued work on the XML template for submitting finding aids to the Online Archive of CA
11.6 Contribute to the Online Archive of California standardized archival "finding aids"	
12. *Support provision of local providers of literacy skills in a workplace context*	
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• The VESL/VABE Clearinghouse collection totals 469 titles cataloged.
12.2. Maintain online database of VESL/VABE/workplace materials	• Responded to 18 inquiries. • Distributed 6 copies of the CD-ROM catalog.
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field	• Sent 54 VESL/VABE materials to 10 agencies. • VESL Workplace Clearinghouse database updated.
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis	• The Employment Training Library now totals 248 print and video items.
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.	• Loaned 140 Employment Training items to 26 patrons.
C. Instructional Technology	
13. *Obtain Instructional Technology Input from Field Advisory Group*	
13.1 Identify and recruit members	• Technology Integration Advisory Committee met online on 6/5/08, providing input on a variety of issues including Web site promotion and online workshops.
13.2 Develop input process and hold periodic meetings	• Initiated a CA adult education wiki for sharing program information informally
13.3 Implement suggestions from the advisory group	
14. *Provide planning support to agencies implementing new technology*	
14.1. Assist local agencies with the technology planning process	• Completed follow up and received submission of 162 out of 164 agencies (2 dropped out)
14.2. Maintain and improve online technology planner	• 8 client contacts were made regarding help with technology plans.
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009	
14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support	
15. *Research and make available information regarding new and emerging technologies and available learning resources*	
15.1. Research and acquire information regarding new technologies and resources	• Disseminated passcodes for DE Streaming licenses to 46 adult education agencies
15.2. Identify and collect information about best practices in the use of instructional technology	• Provided support to participating agencies, including two face-to-face workshops at

OTAN/SCOE

PROGRESS REPORT (4/1/2008 - 6/30/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
15.3. Provide opportunities for adult educators to sample new technologies	school sites, and 25 online workshops
15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects	• Continued to support Moodle as an alternative way to create a Web presence for a class, or a complete online course. • OTAN Moodle system now contains 760 users.
15.5. Produce and make available online video-based demonstrations of technology integration	• Provided information on distance learning to 10 agencies, including information on how to participate in free online CAHSEE Preparation courses
15.6 Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom	• Monitored listservs, Web sites and periodicals for current information on new educational technologies.
15.7 Promote with publishers the development of adult appropriate mediated materials	
16. Facilitate Technology Integration Mentor Academy (TIMAC)	
16.1. Recruit and select participants and trainers	• Both cohorts of TIMAC participants, 30 instructors, presented their final projects during a two-day meeting in May
16.2. Provide training and follow-up support	• Applications were received for next year, and 10 sponsored participants were selected. Five more will be paid for by their agencies.
16.3. Evaluate Academy outcomes and make improvements	• Continued to support TIMAC Web site, www.otan.us/timac.
16.4 Support network of Academy graduates to provide statewide leadership in technology integration	
17. Support Technology Mentor Network	
17.1. Publicize Network and recruit members	• Continued to support the Technology Mentor Network email list, which hosted 92 messages in this quarter sent to 108 members.
17.2. Provide activities aimed at developing a sense of professional community	• Discussions occurred on topics such as new cell phone laws, published adult ed reports, VoiceThread sites, and more.
17.3. Collaborate to provide technology-based workshops and activities at state conferences	
17.4 Encourage the Technology Mentor Network to grow as an organization with goals and objectives	
18. Provide training on planning and implementing instructional technologies	
18.1. Provide training for instructors on various types of instructional technologies	• Provided eight face-to-face trainings on the use of technology in instruction for a total of 107 participants.
18.2. Track and evaluate role and effectiveness of different modes of training	• Provided 22 online trainings on the use of technology in instruction for a total of 137 participants • Encouraged experimentation with online course building, podcasting, screencasting and other technologies via listservs and Web site.