



# Technology and Distance Learning for California Adult Education

Annual Report  
2021-2022



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OTAN  
P.O. Box 269003  
Sacramento, CA 95826-9003  
UPS/FedEx: 10150 Missile Way, Mather, CA 95655  
(916) 228-2580



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Renee Collins, Director, Adult Education Department

Brad Johnson, Systems Engineer

Angela Steele, Coordinator/Lead Application Developer

Neda Anasseri, Coordinator, Technology Projects

Anthony Burik, Coordinator, Distance Learning Projects

Justin Timko, Senior .NET Application Developer

Jong Choi, Senior .NET Application Developer

Inna Linnyk, Senior .NET Application Developer

Kiu Chuong, Budget Management, Compliance, and Support

Yolanda O'Shea, Database Designer

Doug Rennie, Video Production Specialist/Studio

Melinda Holt, Project Specialist II, Technology Integrator

Marjorie Olavides, Project Specialist I, Technology Training Development

Michael Pierce, Multimedia Design Specialist

David Espinoza, Senior Management Information Systems Specialist

Cheryl Young, Administrative Assistant

Brandon Wilson, Staff Secretary (Last day: September 2021)

Diana Volosenco, Staff Secretary (Hired April 2022)

<a href="#">Key Staff</a> .....	iii
<a href="#">Table of Contents</a> .....	iv

**INTRODUCTION**

<a href="#">Adult Education in California</a> .....	1
<a href="#">Adult Education Leadership Project</a> .....	2
<a href="#">Need for Instructional Technology</a> .....	3
<a href="#">Distance Learning for Adult Learners</a> .....	3
<a href="#">Mission and History of OTAN</a> .....	4
<a href="#">This Report</a> .....	4

**PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON VIA WORKSHOPS, WEBINARS, AND OTHER DELIVERY MODELS TO ALL WIOA-FUNDED ADULT EDUCATION AGENCIES IN CALIFORNIA**

<a href="#">Assist in the Process of Fostering and Supporting the California Adult Education Program and Instructors</a> .....	7
<a href="#">OTAN Advisory Committee (OAC)</a> .....	16
<a href="#">Host the Digital Leadership Academy (DLAC)</a> .....	17
<a href="#">Leverage Statewide Licensing of Technology-Based Content</a> .....	18
<a href="#">Host One Technology and Distance Learning Symposium (TDLS)</a> .....	24
<a href="#">Provide Technical Support and Coordination to the Adult Education Field for the Students Succeed Honor</a> .....	26
<a href="#">Provide Specialized Coaching and Extended Technical Support to Sparsely Populated Areas of California</a> .....	27

**PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT**

<a href="#">Research and Share Information on Emerging Technologies</a> .....	31
<a href="#">Review and Update The California Adult Education History Content and Library Resources Website</a> .....	32
<a href="#">Identify, Research, Compile, and Share Online and Open Educational Resources (OERs)</a> .....	33
<a href="#">Continue Development of Teaching with Technology Resource (TwT)</a> .....	34
<a href="#">Provide and Support for OTAN-created or Other Shared Courses</a> .....	35
<a href="#">Support Blended and Online Courses</a> .....	35
<a href="#">Provide Support for California Adult Educators in the Area of Online Learning</a> .....	37
<a href="#">Support Online Curriculum Sites</a> .....	38
<a href="#">Market OTAN Services</a> .....	40
<a href="#">Produce the OTAN Newsletter: Online Connection</a> .....	41
<a href="#">Produce and Distribute Two Monthly Online Digests of Relevant Adult Education Information: One for Administrators and One for Teachers</a> .....	42
<a href="#">Network with State Leadership Projects, Statewide Education Technology Projects, and Selected Professional Organizations to Glean Information for OTAN Constituents and to Share OTAN Projects with Other Entities</a> .....	42
<a href="#">Collaborate with State Leadership Projects and Other Entities</a> .....	42
<a href="#">Digital Learning Guidance Project</a> .....	44
<a href="#">Submit Quarterly Reports to CDE</a> .....	44
<a href="#">Submit OTAN Annual Report to CDE</a> .....	45



**USE TECHNOLOGY TO SUPPORT CDE ADULT EDUCATION OFFICE AND LEADERSHIP PROJECTS**

<a href="#">Develop and Support California Adult Education Reporting Website (CA-OAR)</a> .....	47
<a href="#">Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Application and Reporting Site (CA-OAR)</a> .....	47
<a href="#">Develop and Support Administrative Management System Website (CA-AMS)</a> .....	50
<a href="#">Develop and Support the CDE Evaluation System</a> .....	52
<a href="#">Provide Technical Support for CDE’s Online Application and Reporting Environment</a> .....	52
<a href="#">Support the Consolidated Annual Progress Report (Includes the Technology and Distance Learning Plan, Professional Development Plan, and Others as Required by the CDE AEO)</a> .....	53
<a href="#">Provide Environment for News and Communication</a> .....	54
<a href="#">Provide Training and Technical Services to CDE and State Leadership Projects</a> .....	56
<a href="#">Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed</a> .....	56
<a href="#">Respond to Requests from CDE and State Leadership Projects for Data and Reports</a> .....	57
<a href="#">Maintain and Update the Lesson Plan Builder</a> .....	58
<a href="#">Maintain, Expand, Update, and Align the OTAN Web Pages</a> .....	59
<a href="#">Provide Online Support and Technical Assistance</a> .....	60
<a href="#">California Adult Education Provider Directory</a> .....	61
<a href="#">Accessibility and Section 508 Compliance</a> .....	62
<a href="#">Develop and Support Website to Host and Share Civic Objectives and Additional Assessment Plans (COAAPS) for Field Use</a> .....	65

**APPENDICES**

OTAN 2021–22 Quarterly Progress Reports .....	A-D
<a href="#">July 1, 2021 – September 30, 2021</a> .....	A
<a href="#">October 1, 2021 – December 31, 2021</a> .....	B
<a href="#">January 1, 2022 – March 31, 2022</a> .....	C
<a href="#">April 1, 2022 – June 30, 2022</a> .....	D
<a href="#">Digital Leadership Academy (DLAC) Annual Report, Cohort 3, 2021–2022</a> .....	E
<a href="#">CDE WIOA Title II: Technology and Distance Learning Plan Update 2021–2022</a> .....	F

## Introduction

### Adult Education in California

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

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

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

In 2018, the California legislature mandated a change to the Adult Education Block Grant Program name, and it officially became the California Adult Education Program (CAEP). The program provides over \$550 million to support a coordinated approach between K–12 schools, community colleges, and community-based partners to provide educational opportunities to adult learners.

Adult education programs under WIOA, Title II, and CAEP had some notable accomplishments during the 2021–2022 fiscal year:

- OTAN continued to provide adult education agencies resources by maintaining a COVID-19 Field Support page with tools, guides, recordings, and other training opportunities to help educators connect with adult learners during the pandemic. The page included information, guidance, links to CASAS, CALPRO, CAEP, CDE, and other helpful resources and tools.

- With a focus on digital learning, OTAN partnered with national technology partner, ISTE, our state leadership projects of CALPRO, CASAS, and West Ed, and approximately 60 adult education advisors from throughout the state to develop the California Adult Education Digital Learning Guidance (CAEDLG). The guidance provides research and best practices in six targeted areas and will help aid adult education leaders, teachers, and support personnel in program development, technology integration, and technology-related capacity building
- Support and tools to prepare for the three-year planning process for consortia included professional development with regional training and webinars.

OTAN formally established the California Distance Learning Cooperative (CDLC) – a Canvas Project this last year. The goal of the CDLC is to give adult education agencies the same access to the Canvas LMS that the community and state colleges and many K–12 districts offer. Teachers have access to Canvas’ 24/7 helpline and 24/7 training portal beyond the many services offered by OTAN. These many resources will not only help teachers to be organized in their in-person, blended, and remote learning courses but will also provide a warm hand-off for students between adult education and the community college systems.

OTAN is included in several regional consortia plans as a resource for assisting with classroom technology integration, online and face-to-face educational technology training, and electronic communication tools. OTAN’s staff participated in CAEP TAP regional and statewide meetings and provided professional development as a partner to the project. The Sacramento County Office of Education (SCOE) Adult Education Director regularly attends Capital Adult Education Regional Consortium (CAERC) meetings and participates as a voting representative of SCOE.

### **Adult Education Leadership Projects**

California receives federal funding through the Workforce Innovation and Opportunity Act, Title II, and Adult Education and Family Literacy Act (AEFLA) for adult education. A percentage of these funds is set aside for three (3) statewide leadership projects: CASAS, CALPRO, and OTAN. These leadership projects’ roles are to improve adult education services throughout the state.

OTAN provides classroom educational technology integration through the following

- COVID-19 field support
- Face-to-face and online professional development
- Online, blended, and distance learning
- Online resources
- Technology and Distance Learning Symposium
- Digital Leadership Academy
- Teaching with Technology lessons and resources
- Web-Based Activities ideas and support materials

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

### **Need for Instructional Technology**

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

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

### **Distance Learning for Adult Learners**

Data gathered over the last year and previous years have shown that distance learning students make academic gains at least equal to learners in traditional classroom settings. While there are still challenges, learners who participate in a blended model that includes both face-to-face and distance instruction show even greater gains than either modality separately.

For many years, OTAN has undertaken the responsibility for distance learning in adult education. The 2021–2022 program year was rich with accomplishments that met the needs of educators and learners affected by the pandemic. Beyond providing just-in-time training and support to teachers to help them effectively deliver instruction at a distance, OTAN also provided strategies and support to keep learners engaged and moving toward their educational goals throughout the year. The impact of the pandemic and basic understanding of Adult Learner Theory shows us a greater need for blended and distance learning to support adult learners in all situations. Providing learners with a greater level of flexibility and learning options has emerged throughout the past year. Learners like these flexible options and have expressed their interest in keeping these options available in the future. It is a fact that the pandemic forced more use of distance and blended learning upon teachers and learners. It is also clear that training, development, and support for distance teaching and learning is stronger than ever. Continued support and dissemination of research and information on the modality of distance learning will ensure learners and teachers receive the support they need to be successful.

## **Mission and History of OTAN**

Updated in 2020: the vision of OTAN is to lead adult education through support for and the effective application of technology.

OTAN was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education has included the vision of the innovative use of technology to improve access for learners, to improve collaboration among providers, to provide resources to teachers, and ultimately to improve the quality of instruction.

## **This Report**

The Adult Education Office (AEO), Career and College Transition Division (CCTD), at the California Department of Education (CDE), has funded OTAN via contract CN200091 from July 1, 2021, through June 30, 2022. The source of the funding is the Workforce Innovation and Opportunity Act (WIOA). Signed into law on July 22, 2014, WIOA reauthorizes the Workforce Investment Act (Federal P.L. 105-220, the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223) for six years, from 2015 through 2020.

The Sacramento County Office of Education (SCOE) is responsible for the fiscal oversight for OTAN, which provides technology resources for adult education administrators, teachers, and learners throughout California.

The Sacramento County Office of Education, the current fiscal agent, respectfully submits this report to the California Department of Education, Adult Education Office, to detail the accomplishments of OTAN work completed during the 2021–2022 contract year.

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

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

Professional development is a key component for OTAN to provide to the field and to participate in appropriate learning opportunities for staff. OTAN provides professional development opportunities in several session formats, including in-person workshops at adult education sites, virtual real-time workshops using video-conferencing software, and access to online self-paced modules on topics relevant to adult education teachers. OTAN staff also participate in a variety of professional development opportunities throughout the year.

#### **Professional Development for OTAN Staff:**

In addition to presenting at conferences, OTAN staff attend sessions to learn agency practices and policies as they relate to our mission. Each OTAN staff member attended several workshop sessions in different areas of interest at each conference. This allowed staff to gather information and resources that could be shared with the adult education field through the OTAN website, social media, and other communication channels, as well as with OTAN trainers and temp exempt contractors.

The selection of professional development opportunities helped ensure the outcome would always be to provide the best customer service experience to the field. During the 2021–22 contract year, OTAN staff attended professional conferences and professional development events at the local, regional, state, and national levels. Depending on the professional development offered, all OTAN staff were able to participate. OTAN staff are now certified in Google, Microsoft, Creative Commons, and CK-12. Others are trained and continue to develop their knowledge in OER, augmented and virtual reality, Google for Education, and Microsoft Office tools in Education.

#### **Professional Development Opportunities Include the Following:**

- Ideal Consortium Institute, Online
- CCAE Sections, Online, and CA Statewide, In-person
- CATESOL Regionals, CA Statewide, Online
- CAEP Summit, Online



- ➔ ACSA 2021 Leadership Summit, Online
- ➔ CAEAA 2022 Conference, Online
- ➔ Annual EL Civics Conference, Online
- ➔ CDE AEO State Leadership Meetings, Online
- ➔ COABE 2022 National Conference, Online
- ➔ Moodle Administrator Training, Online
- ➔ CUE Spring Conference, In-person
- ➔ Zoomtopia, Online
- ➔ Adobe Max, Online
- ➔ CASAS Summer Institute 2022, In-person
- ➔ ISTE Live '22, In-person

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

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

### **Professional Development Opportunities for Teachers in the Field:**

OTAN continues to support adult education teachers in the field through a variety of professional development opportunities including in-person and online workshops, webinars, and access to self-paced courses on the OTAN Moodle server. Throughout the past year, OTAN served over 2,100 adult education staff in a variety of online workshops, webinars, and in-service events, as well as Targeted Assistance and Coaching sessions (TACo). In addition, OTAN hosted several online meetings, webinars, and special sessions that supported participants for special projects such as the Digital Leadership Academy, California Distance Learning Cooperative (CDLC), and meetings for the Training of Trainers events (ToT).

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*“ Thank you for all the great workshops you provide! ”*

*– Jody Schulz*

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## Results of All Events Broken Down by Type.

Event Type	Number of Events	Total Registered	Number Attended	Average Attendance
In-Person Inservice Workshops	1	11	11	100%
In-Person Open Workshops	1	28	25	89%
OTAN Office Hours	28	41	34	83%
OTAN Tech Talks	11	405	188	46%
Open Webinars	12	317	175	55%
Open Workshops	24	849	470	55%
Special Webinars	15	989	774	78%
Virtual Workshop (Inservice)	29	637	513	81%
Virtual Meeting	15	72	20	28%
<b>Grand Total</b>	<b>136</b>	<b>3,349</b>	<b>2,210</b>	<b>68%</b>

Exhibit 1.1

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*“ Thank you, Susan. Your class was exceptionally helpful in spicing up my own class. Using the Jamboard and Mentimeter were terrific additions to generating healthy discussions. There is so much I need to go back and review. OH...I shared the navigator site with my students, too. Such a wonderful collection of tools. Thank you, and thank you for the certificate. ”*

*– Kathy Farwell*

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## 2021–22: 653 Evaluations Submitted

Evaluation Questions	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	No Opinion	%
1. The objectives of the training were clearly stated.	564	86%	70	11%	10	2%	5	1%	2	0%
2. The training was well-paced.	492	75%	103	15%	40	6%	8	1%	5	1%
3. The training met your needs.	490	75%	95	16%	39	6%	18	3%	7	1%
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	425	65%	142	22%	52	8%	16	2%	5	1%
5. You would recommend OTAN's workshops to a friend or colleague.	569	87%	53	8%	17	3%	5	1%	1	0%
Overall % Average		78%		14%		5%		2%		1%

Exhibit 1.2

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

OTAN sessions, in the form of workshops and presentations, support integration of technology in the online classroom as well as OTAN's efforts to enhance and enrich online education and curriculum for Adult Ed providers. To support these efforts, OTAN continues to work closely with its own Subject Matter Experts (SMEs) to create appropriate materials and other resources for participants. These resources are written under a Creative Commons Attribution license, and teachers are encouraged to reuse or remix these materials and distribute them to their colleagues.

With collaboration and input from our OTAN Advisory Committee (OAC), OTAN also strives to identify and offer new and relevant professional development opportunities to the field. Through this collaboration, along with consultation with our SMEs, a need was identified to create series sessions whereby topics were identified and grouped as a progressive sequence and made

available as series during the 2021–22 contract year. A few sample workshop series with titles and abridged descriptions follow:

### ***A11y: Accessibility Series***

The Accessibility (A11y) series of workshops will guide participants through a variety of tools, resources, and learning modules around Accessibility. Sample titles and abridged descriptions include:

- **Creating Accessible Documents for Everyone** - provides basic information, vocabulary, and general information on Accessibility. Adding key accessibility features to documents and presentation will also be covered, as well as the tools available to check for 508 Compliance.
- **Accessibility in Microsoft** - guides participants through a variety of tools, resources, and learning modules around Accessibility tools contained within Microsoft Word and PowerPoint.
- **Accessibility in Google** – shows participants how to create accessible Docs and Slides. Introducing add-ons, like Grackle, to assist in accessibility checks will also be shown and modeled as well as Chromebook accessibility features.

### ***Instructional Practice Series***

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

- **Best Practices for High-Quality Online Instruction** - this session demonstrates how teachers can use tools within and external to a course management system for instruction, student practice, and assessment that are well-suited to various tasks within the discipline / subject.
- **Engaging Instruction** - this session provides focus on engagement practices using specific platforms (like Google Workspace and Microsoft Office) or specific tech tools and apps that can be used to engage in a classroom, hybrid, or blended setting.
- **Using Technology to Amplify Student Voice** – during this session, participants learn how they can empower students to speak up using a variety of technology tools. Guided practice includes discussion on the technology and different apps as they are explored for use in an adult education classroom to give students voice.

### ***OTAN also continued to develop new titles for sessions this year including:***

- **Building Communication and Community with Students** - this session helps build communication skills and techniques to use with students. Different communication

ideas that build a solid community within and beyond a classroom setting will be modeled.

- **HyFlex: Simultaneous Instruction** - This session gives teachers and staff ideas and information on how to deliver content and instruction using HyFlex. A hands-on version is available as well where attendees are shown how to set up and use different online systems including Zoom, Meet, and OWL's.
- **OERs: Opening, Demystifying, Finding, and Using** – this session takes a deep dive into Creative Commons licenses and the 5 R's that make up OERs.

### **OTAN Tech Talks**

Once a month, OTAN Tech Talks are offered to keep participants' skills current and relevant with education technology, blended learning, distance learning, formative assessments, communications, and more. Join OTAN trainers, guest speakers, and staff for a quick look at the tools, techniques, and tips specifically created for busy adult ed teachers. Every month, a new topic will be covered where participants get tips, videos, articles, and individual questions answered. The recordings are later posted on the OTAN website as well as the OTAN YouTube channel for teachers to find additional support whenever they may need it.

Samples of OTAN Tech Talks titles along with the attendance (#) presented in 2021–22 include:

- ***Creating Accessible Documents (19)***
- ***Simultaneous Instruction Using the HyFlex Model (57)***
- ***The Future of Digital Education: CK-12! (18)***
- ***Student Voice and Empowerment Through Technology (10)***

### **Planning Conference Presentations and Managing Subject Matter Experts**

OTAN works closely with the adult education field and hired 20 Subject Matter Experts (SMEs) to take advantage of their expertise to assist in delivery of professional development training sessions, materials, resources, and to provide timely presentations at local, regional, and statewide adult education conferences.

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

At the beginning of the year, OTAN staff met to decide which adult education and technology conferences would be the most strategic to attend, both to market OTAN services and to learn about new resources and methods for integrating technology into adult education programs.

Once conference selections were approved by the CDE Contract Monitor, OTAN staff and SMEs were assigned to a specific conference. They then wrote and submitted presentation proposals to conference committees and, as proposals were accepted, presentations and handouts (if any) were developed and approved by the CDE Contract Monitor.

This year, OTAN SMEs and staff presented 61 presentations that included 44 unique titles to approximately 1,789 attendees. OTAN was represented at national, state, and regional events at 12 different conferences, not including its own TDL Symposium, that were either in-person or online and in some cases hybrid (in-person and online).

### **A sampling of conference presentation titles and OTAN presenters include:**

- **Southwest Riverside County Adult Education Regional Consortium Summit 2021** – *Tech Up Your Citizenship Class*, Susan Gaer; *Teaching Vocabulary with Tech*, Kristi Reyes; *Accessibility Considerations for Adult Education*, Diana Vera Alba
- **COABE 2022** – *What’s New and Improved in Google?* Melinda Holt; *The Future of Digital Education*, Debbie Jensen
- **CCAIE State 2022** – *Get to Know Your Muslim Students*, Neda Anasseri; *Spotlight on Projects for All Teaching Modes!*, Barry Bakin; *And...Roll! Canvas LMS Is Now Accessible to Adult Ed Providers*, Renee Collins
- **CASAS SI 2022** – *Creating Accessible Documents: Giving Everyone an Equivalent Experience*, Penny Pearson; *Beyond Budgets – Sheet It!* and *Applied Digital Skills*, Melinda Holt; *California EL Civics Exchange: Accessible Instructional Materials for English Learners*, *Technology to Amplify Student Voice*, Anthony Burik; *Become Teacher Leaders: OTAN’s Digital Leadership Academy*, Neda Anasser

### **Provide Training-of-Trainer Event for OTAN Subject Matter Experts (SMEs)**

As in previous years, OTAN recruited Subject Matter Experts (SMEs) who have demonstrated expertise and promising practices in technology application and integration as well as online and blended learning implementation. OTAN staff identified and hired 20 external trainers to share their expertise conducting in-person and online workshops and presentations. External trainers also presented at conferences throughout the year. Additionally, some SMEs were hired for their expertise in managing various Learning Management Systems, including the OTAN managed Moodle instance, and reviewing the new Continuous Improvement Plans for the California Department of Education, Office of Adult Education.

To orient the external trainers to OTAN’s policies and procedures, SMEs were invited for a two-day Training of Trainers event held on Wednesday and Thursday, August 18–19, 2021. In addition to training, participants were provided with a list of new OTAN deliverables, projects, and initiatives. The activities during the two days were comprised of discussions and demonstrations for:

- Training workflow (scheduling, training database, calendars, etc.)
  - Training tips and forms to complete
  - Conference workflow (process and reminders)
- Procedure review: Timesheets and travel (using time tracker with practice)
- Continued training on making accessible, 508-compliant PowerPoints, handouts, tutorials, and YouTube videos
- Video conferencing/Zoom: video tips and tricks, layouts, and sound
- Information about the Triple E Framework and how to improve OTAN training
- Discussion about hybrid instruction and how OTAN can help with implementation

## **Training of Trainers 2021 Agenda**

**Wednesday, August 18 and Thursday, August 19 - 10:00 – 12:00 and 1:00 – 3:00 both days**

**Location: Zoom Meeting**

**Wednesday 8/18 AM – 10:00 to 12:00**

**10:00 AM – 15 min - Welcome and housekeeping, Link to Moodle course, Complete the attendance form - OTAN staff**

**10:15 AM – 60 min - Triple E Framework - Presentation, Discussion about signing up for the pilot - Susan G et al.**

**BREAK**

**11:15 AM – 45 min - How to make OTAN training better, Read this article as a prompt for discussion: [How to Fix 7 Fatal Flaws in Tech Professional Development](#)  - Anthony, OTAN staff**

**Wednesday 8/18 PM – 1:00 to 3:00**

**1:00 PM – 15 min - Welcome back!, Complete the attendance form - Renee**

**1:15 PM – 15 min - What is available with your scoe.net account? (MS Office, Adobe CC), scoe.net acct vs otan.us acct, Link scoe.net acct to external email (SG, DJ) -**

**Marjorie, OTAN staff****1:30 PM – 90 min - Accessibility - Penny, Michael, and David - Topics include: -**

- OTAN PPT, Word templates, Accessibility Resources page
- Full remediation needed for presentation materials
- Tools to make everything accessible (MS Office, Adobe CC, Color Contrast Analyzer)
- Improving audio description
- Color contrast – Adobe Light Room
- Referring teachers to external websites (hyperlink colors in slides, websites themselves)
- WAVE, Accessibility Insights – Chrome extensions

**(Time permitting) - Reminder - LinkedIn, Hoonuit, etc. for more PD - Anthony, OTAN staff****Thursday 8/19 AM – 10:00 to 12:00****10:00 AM - Welcome back!, Complete the attendance form****10:00 AM – 90 min - Training - Admin support, Review SME assignments - Brandon, Cheryl, Neda, Penny****BREAK****11:30 AM – 30 min - Video tips and tricks - Doug****(Time permitting) - Review of OTAN website, How to promote OTAN as a SME - Anthony, OTAN staff****Thursday 8/19 PM – 1:00 to 3:00****1:00 PM - Welcome back!, Complete the attendance form****1:00 PM – 90min - All things training - Marjorie, Penny, OTAN staff**

- Things Every SME Should Know



- Forms for SMEs to complete
- A quick preview of TDLS 2022
- Sign up for OTAN Tech Talks

## **BREAK**

**2:30 PM – 30 min - Talk about what hybrid instruction looks like at your agency and how OTAN can help - Doug**  
**Time for tech share? Complete the evaluation form!**

Due to the continued COVID stay-at-home orders, OTAN provided access to the event for the second consecutive year through the online conferencing software Zoom and recorded all sessions on both days. Individual orientations and reviews of policies and procedures were given to those requesting the review to ensure everyone had the same information or for clarification. For trainers who were unable to attend some of the training, but who had attended previous Training of Trainers events, there were no concerns over familiarity with their responsibilities and tasks. Recordings of the event and related resources are posted in the Training of Trainers course on the OTAN Moodle site.

## **OTAN Office Hours and Targeted Assistance Coaching Sessions**

OTAN Office Hours (OOH) were scheduled as part of OTAN's COVID-19 response to support the field. These online support hours provided adult educators the opportunity to ask questions and receive targeted technical support from OTAN training staff. At the start of the 2021–22 year, a diminished attendance was noted. Districts and adult education programs, using the OTAN model, began their own office hours to support their programs and staff. OTAN Office Hours were discontinued at the end of December 2021.

## **OTAN Advisory Committee (OAC) 2021–2022**

The OTAN Advisory Committee met twice in 2021–2022. Due to the continued risk of COVID-19 exposure and agency travel limitations, OAC members agreed that virtual meetings should continue via Zoom. The September 15, 2021, meeting took place from 9-12pm and had 36 attendees. The March 9, 2022, meeting took place during the same time with 32 attendees. OAC is comprised of a mix of administrators, teachers, site-support personnel, partners, CDE and State Leadership project staff, and a mix of OTAN staff from the development and training teams. Members represent a range of regions, partnership organizations, and program sizes. The first part of each OAC meeting was designed to include OTAN updates on targeted deliverables, but the bulk of the meeting was reserved for gathering OAC member input on OTAN tasks and educational technology requirements of the field. Using Zoom, participants worked in breakout sessions to discuss and make technology recommendations on topics including priority training needs, Technology and Distance Learning Symposium feedback, Open Education Resources repositories, sustaining momentum and propelling innovation, digital equity and learner supports, supporting quality in instruction, and enrollment and retention. They also suggested expanded

teacher and student involvement on the OAC. OTAN will focus on these latest recommendations as it moves forward into 2022–23. A save-the-date for OAC’s fall meeting was set for September 15, 2022.

### Host the Digital Leadership Academy (DLAC)

OTAN continues to provide a two-year digital leadership opportunity for adult education agencies, including both administrators and teachers. The two-year Digital Leadership Academy (DLAC), which combined elements of OTAN’s prior Technology Integration Mentoring Academy and the Online Teaching Academy, opened competitive applications in April of 2020. After 10 more people joined DLAC, the total number of participating individuals increased from 20 to 30, and the total number of participating agencies increased from 7 to 12.

The DLAC assists agencies in meeting their technology integration, online, or blended teaching goals. The program was designed to be flexible in how participants could best use the resources offered by OTAN to support their own agencies' goals in distance/blended education or technology enhancements. The DLAC uses elements that benefit the goal setting section on the Continuous Improvement Plan filed by all WIOA-funded adult education agencies.

The Sacramento County Office of Education (SCOE) was operating under COVID-19 travel restrictions, and all employees were working remotely. All DLAC meetings and training sessions were held virtually throughout the first and second year. Coordinators, coaches, and all DLAC participants attended these meetings. These sessions were recorded and posted in the DLAC online course for those who were unable to attend. Recordings were often referenced by participants and coaches to refresh memories on details regarding assignments, reports, and more. Project sessions allowed all teams to network, learn from one another, and participate in specific learning sessions. These learning sessions included accessibility, additional coaching on teamwork, leadership, Gallup Strengths, and other topics of interest to the group.

The flexibility of the virtual meeting worked well for DLAC. Participants were grateful for the ability to attend from either home or office. With the use of advanced features in web conferencing, teams were able to work among themselves, or network with other team members. Travel restrictions lessened and OTAN was able to bring the teams to Sacramento for a live final session in May of 2022. The teams presented their final project reports to their fellow DLAC members, coaches, coordinators, and invited guests. Below is a list of the participating agencies and team members for year two of the 2020–2022 Digital Leadership Academy:

AGENCY	PARTICIPANTS
Campbell Union High School District	Jill Moreci, Archana Nekkar, Lars Gundvedt
Garden Grove Unified School District	M'Liss Patterson, Alisa Takeuchi
Martinez Adult Education	Susan Rausch, Leif Williams
Moreno Valley Community Adult School	Lolitta Anderson, Michelle Randall, Alejandra Lupercio, Elsa Magana, Mr. Canales
Oxnard Adult School	Leticia Carabajal, Jill Wright

AGENCY	PARTICIPANTS
Pittsburg Adult Education Center	Mansoorah Shah-Zaeem, Frances Tornabene De Sousa
Placer School for Adults	Beth Lanning, Arij Mousa, Michele Raymond
Rowland Unified School District	Melissa Baumunk, Janet Hernandez, Karen Neville
San Diego Community College District	Monica Cueva, Elisia Doonan, Jessica Varnado-Swall
San Diego Unified School District	Nicole Lincoln, Nate Sachdeva
Santa Clara Unified School District	Patricia Pottorff Croghan, Bijal Varia
Tustin Adult School	Virginia Burrows, William Neddersen

Exhibit 1.3

In May of 2022, all DLAC participants shared their project outcomes from start, halfway mark, to completion. They shared their interest in and application into the academy, challenges, celebrations, future plans, and possible project enhancements. All reports were recorded and fully remediated for accessibility requirements. These reports are available to review on the OTAN website. A summary of all presenters and their projects are included in the Appendix section of this report. The DLAC participants were supported by five coaches based on geographic location. Each coach is a veteran adult education teacher or administrator who has experience in OTAN professional development projects.

### Leverage Statewide Licensing of Technology-based Content

OTAN works to provide statewide licensing opportunities for both adult education teachers and learners, and these include specialized offerings (typically pilot programs) in different program areas. For this program year, OTAN offered agencies several opportunities to participate in these offerings. These included ProLiteracy’s Voxy EnGen and New Readers Press Online as well as Achieve3000 which continued via pilot programs begun in 2020–21. OTAN continued support and access to several curriculum programs for the field: Northstar Digital Literacy, NROC materials such as EdReady Math and EdReady English, and Learn360. In addition, OTAN provided adult educators access to online professional development through the Essential Education self-paced online course Blended Learning in Adult Education.

In addition, the pilot offering of the Instructure Canvas learning management system which began in the second half of 2020–21 continued this year. Although it started as a pilot, all adult education agencies in the state will be offered access under an umbrella account for Canvas licensing once an agency becomes a member of the California Distance Learning Cooperative (CDLC). This will provide lower costs to individual agencies due to OTAN’s ability to negotiate lower per-license costs. Furthermore, additional services are provided, including more 24/7 support and special features available to teachers, such as Canvas Studio to provide more engaging learning activities for students.

### Voxy EnGen

This program is designed for language upskilling, targeted for organizations, educational agencies, and government institutions working to improve their talent pipeline, while providing economic mobility, civic participation, and a better quality of life for workers, immigrants, and

refugees. Voxy EnGen seeks to solve two problems at the same time: enable new Americans with English skills while addressing systemic talent shortages and preparing the workforce for the jobs of the future.

The platform is designed to target the underserved community of English-language learning immigrants who need workforce readiness skills with personalized learning in career-specific areas. Activities include real-world content on an easy-to-run platform where the learner, instructor, or work supervisor can monitor progress. Learners can choose from a variety of career pathways to improve their social interaction with workers and/or peers, learn specific English language skills aligned to the industry of their choice, and provide key milestones as they progress through the program. Materials on the platform are updated daily with lessons from popular media outlets like the Associated Press, as well as job-specific training materials by industry. Learners interact with multimedia lessons, including videos, images, articles, and audio recordings, reflective of English used in the real world. Examples of industry-specific English language acquisition include healthcare, manufacturing, technology, data science, aviation, business, and much more.

At the end of the 2020–21 school year, some agencies that had originally participated in the pilot requested more licenses to continue into the next year. These agencies included Highlands Community Charter & Technical Schools, Petaluma Adult School, and Valley Adult School. Although OTAN could not meet this request, Voxy EnGen employed some creative solutions to provide additional licenses under different grants and initiatives.

Between these three agencies, there were 347 participating students who completed 133,264 total activities; this comes to an average of about 385 activities per student. Of the 347 participating students, 295 were active and completed 706.4 total hours in the EnGen platform. The goal was to increase skills for language learners in six key areas: Vocabulary, Grammar, Speaking, Listening, Reading, and Writing. The most popular units and courses were Beginner English, TOEFL Prep, English for Early Childhood Education, Beginner Business Skills: Office Talk, and Beginner Business Skills: Work Email. Whether learners were beginners or more advanced, they had a lot of flexibility to customize the curriculum to meet their individual learning needs, as the list of most popular units and courses demonstrates.

In the first half of 2021–22, Valley Adult School was granted additional licenses through a grant program entitled “Write Her Future” with 305 learners and 1,230 hours of study time. The Write Her Future Institute is a program designed to empower women through literacy, by providing the opportunities and tools for women to improve their lives by granting access to the Voxy EnGen platform.

### **New Readers Press Online**

The pilot for New Readers Press Online provided preparation courses for both the HiSET® and Pre-HSE. The HiSET® Exam Prep Online course is designed to help learners succeed on the GED high school equivalency test. The course is ideal for blended or distance learning. The course contains four subject areas including reading and language arts, math, science, and social studies. The course provides confidence-based learning, badges, games, and study tools for engagement and independent learning. Teachers can create custom curriculum based on learner needs and track progress and study time.

The New Readers Press Online Learning Pre-HSE course guides learners through foundational content they need in order to move to the high school equivalence level work. This course is also ideal for blended or distance learning. Pre-HSE also includes the same four subject areas of reading and language arts, math, science, and social studies. It is designed with the same confidence and engagement tools as the HiSET® online course and allows teachers and administrators to customize the curriculum and track progress and study time.

At the start of the pilot in 2020–21, licenses for the Pre-HSE course were issued to nine (9) adult schools, and HiSET® licenses were issued to seven (7) agencies. See table below.

NEW READERS PRESS ONLINE - LICENCES ISSUED	
OTAN PILOT AGENCIES PRE-HSE	OTAN PILOT AGENCIES HiSET®
Alameda Adult School	Alameda Adult School
Apple Valley Adult Education	Baldwin Park Adult and Community
Berkeley Adult Education	Fresno Adult School
Fresno Adult School	Martinez Adult School
Hanford Adult School	Oakland Adult and Career Education
Oakland Adult and Career Education	Santa Ana College
Petaluma Adult School	Valley Adult School
Valley Adult School	Deliberately left blank
West Contra Costa Adult Education	Deliberately left blank

Exhibit 1.4

All 12 agencies decided to continue to participate in the New Readers Press Online pilot in 2021–22 and were provided support and training by New Readers Press throughout the pilot. Like the previous year, Santa Ana College was the most active agency. Between the 12 agencies, there were 780 students and 61 instructors participating from 34 classes. Of the 780 students, 468 of them were active and spent 2,150 hours of total time in the courses. These students completed 1,080 total tests, which included pre-tests, unit review tests, and post-tests.

At a webinar in June of 2022 to review the results of the pilot, representatives from ProLiteracy included learner testimony and reaction to using their online resources and also expressed their appreciation for being a part of these pilot programs and partnering with OTAN. This pilot was a great opportunity for all the participating agencies to get to know these products better and consider them for their students and classrooms.

### Achieve3000

This program is designed to increase reading skills through differentiated content and instruction. Learners take an initial assessment to provide information about their reading levels. Teachers assign appropriate activities and lessons to improve reading and comprehension. The lessons and activities allow learners to use different supports such as text-to-speech and speech-to-text tools, vocabulary supports, and automatically adaptive assessments to give all students the support they need to improve their reading skills. Achieve3000 also provides students in English-language acquisition, social studies, and science classes with grade-level, standards-aligned content differentiated to 12 Lexile levels in English and eight in Spanish.



Content provided to learners is upgraded every year to add timely, culturally relevant materials to ensure the lessons reflect the diverse populations in education. Teachers can offer lessons with more learning opportunities at all stages. These include embedded videos, expanded audio content, as well as opportunities for skills practice, thoughtful writing prompts, and social-emotional learning prompts. Learners have tools to ensure they are on track including lesson progress bars and split-screen design with a re-sizable reading pane allowing learners to easily refer to the lesson content. Achieve3000 added more content and lessons including materials from Creating Connections for U.S. and World History, the Ask a Scientist series to give learners the ability to have science questions answered by experts in the field, and Content Crosswalk to help teachers build collections of lessons and other materials. Achieve3000 also allows teachers to track learner progress toward College and Career Ready Lexile Ranges. For agencies that continue to use Achieve3000, these college and career readiness reports help track learner progress year after year.

The pilot which began in 2020–21 was extended to the 2021–22 academic year. Five agencies originally participated in the curriculum pilot: Conejo Valley Adult Education, Corona Norco Adult School, Fresno Adult School, McFarland Unified School District, and the Tuolumne County Office of Education. The primary goal of extending the pilot was to increase teacher and learner use of Achieve3000 and see significant gains in reading levels for adult learners. However, as opposed to the ProLiteracy pilots, this pilot did not see significant activity during the year; did not start up again until after the school year began and even then, it was nominal. Agencies reported high turnover over the summer and a lack of staff who were able to take over the pilot. When data was available, it was minimal. For example, in the third quarter, activity fluctuated between 5-12 active students; of those who were engaged, they demonstrated gains in Lexile levels. Although both OTAN and Achieve3000 tried to engage pilot agency staff and offer additional training and support, the pilot ended with not many results to share.

### **Northstar Digital Literacy Project**

Northstar Digital Literacy defines basic skills needed to perform tasks on computers and online. The ability of adults to successfully perform these tasks is assessed through online, self-guided modules. These modules are meant as assessments only and not as curriculum. It is expected that teachers provide needed instruction and appropriate curriculum for each module either in a face-to-face or blended learning setting. Competency assessments are available in fifteen (15) different skill areas divided into three main areas:

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

When individuals pass the Northstar proctored assessments (at approved sites), they obtain the Northstar Digital Literacy Certificate for that assessment. The certificate provides a credential that can be included in a resume or online portfolio. There is no cost to the learner to take the

assessment. In previous years, participants could also earn digital badges; however, changes were made on the administrative side of Northstar so additional data on how many digital badges were issued and/or claimed is no longer available.

As a Northstar member, OTAN supported three (3) adult education agencies from July 1, 2021 to June 30, 2022. These agencies included Jefferson Adult School, Monterey Adult School, and Napa Valley Adult School. The most active site was the Monterey Adult School.

Between the three agencies, the most popular modules assessed included:

- ➡ Email – 153 assessments taken and 119 passed, a 77.8% passing rate
- ➡ Internet Basics – 90 assessments taken and 68 passed, a 75.6% passing rate
- ➡ Basic Computer Skills – 80 assessments taken and 48 passed, a 60% passing rate
- ➡ Microsoft Word – 78 assessments taken and 56 passed, a 71.8% passing rate
- ➡ Mac OS – 18 assessments taken and 6 passed, a 33.3.% passing rate
- ➡ Google Docs – 17 assessments taken and 12 passed, a 70.6% passing rate

This includes both proctored assessments as well as non-proctored assessments.

OTAN will continue to recruit adult schools wishing to use Northstar for their digital literacy programs through the next program year.

### **NROC EdReady Math and EdReady English**

OTAN has maintained its membership with NROC and continues to provide access for California adult education agencies to products that include EdReady, NROC Math, NROC English, and HippoCampus. OTAN hosts courses that are shared with the field for math and English. Additionally, membership allows agencies that wish to use EdReady Math to select individualized learner goals. OTAN created additional scopes for CASAS Math and English.

This year saw five (5) active scopes in use on the OTAN EdReady server. Unfortunately, the amount of student activity in EdReady courses in 2021–22 was almost negligible. Although there have been high numbers of users in the system in previous years, we were not able to get anywhere close to the level of activity that we've had before. This may be due to the need for more promotion and training within the adult education field to help enhance the use of the system and show teachers and administrators alike how learners could benefit from EdReady math and English assessments and learning paths for students.

An additional benefit of NROC Network membership is that the organization is embarking on further improvements specifically targeted for adult learners. OTAN has worked closely with NROC focus groups for adult education over the years to provide suggestions and refinements to NROC projects for both math and English that are well suited to the learning needs of adult students.

The hope is that through this partnership, and along with continued training and promotion of Open Educational Resources like NROC EdReady courses, adult education agencies within



California will receive regular training, relevant news items, social media posts, and other technical assistance for math and other resources to help learners transition to college or career.

### **Learn360**

OTAN has held a long-term subscription to Learn360 (now owned by Infobase). Learn360 is a streaming multimedia resource primarily for K–12 schools. Teachers, students, and parents can access more than 191,500 media resources on any Internet-enabled device, anytime, anywhere, and engaging content landing pages make it easy to find the wealth of videos, interactives, printables, audio content, and maps and flags. Learn360 continually adds exciting enhancements, including easier playlist creation, improved search features, and an improved standards interface. Learn360 is a powerful tool for flipped classrooms, blended instruction, project-based learning, and 1:1 environments. Its media resources are provided by more than 600 top educational content providers, and that number is continually growing.

In 2021–22, users logged in 371 times, generating over 500 searches, almost 600 views, and almost 1,100 clicks. Users downloaded some of the videos, and there were almost 100 non-video views, meaning users were accessing other content available on the Learn360 platform.

Like NROC, OTAN hopes to do more promotion of Learn360 within the adult education field to let potential users know about the amount of video and related content they can access for use in their classrooms. Also, OTAN is considering adding another Infobase product, Classroom Video on Demand, to its subscription in the coming year and making both products available for search and review with a single logon.

### **Canvas and the CDLC**

Since the start of COVID-19 in March of 2020, the pandemic has pushed education into a new era. It afforded all of us an opportunity to rethink school, and many agencies, local educators, and state leaders elected to invest in initiatives that address the needs of teachers and learners. Once such initiative comes through a partnership agreement with the Sacramento County Office of Education and the California Adult Education Program-Technical Assistance Project (CAEP-TAP) and OTAN adult education leadership projects to help districts provide equitable access to distance, blended, and in-person learning through the Canvas Learning Management System (LMS). This partnership is titled the California Distance Learning Cooperative (CDLC). The Cooperative will allow all adult education agencies to provide opportunities for learning in a flexible environment; it will also provide skills and understanding of a learning management system in common use with California higher education agencies such as the University of California, California State University, and the California Community Colleges.

The CDLC agreement provides not only the learning management system, but also support services for both learners and teachers. These include 24/7x365 support, unlimited subscription training, and Canvas Studio, an interactive video platform. Agencies are provided with their own instance of Canvas, where they can assign administrators, teachers, course designers, or other roles as needed. Additionally, OTAN will share courses in program areas such as English Language Learning, Adult Basic Education, and Adult Secondary Education. These courses will be maintained through a CDLC Commons, a central repository of courses that any adult education agency can use with its learners.

On July 1, 2021, the CDLC had 25 pilot agencies and by June 30, that number had almost doubled to 50. Each agency receives a free Canvas instance for which an agency creates a unique URL as well as 50 free licenses to use as the agency sees fit. Moving forward, agencies will be able to purchase highly discounted licenses beyond the first 50 to serve their learner population.

At the end of June and start of July of 2021, a handful of agencies showed they were creating courses, assignments, and other activities in their Canvas instances. Many of these initial agencies used the spring and summer to accelerate their Canvas operations for fall of 2021. As agencies were added to the CDLC, they completed an initial implementation to get their instances ready to host courses and took steps to train teachers on developing Canvas courses and onboarding students to the LMS, including and the features they would encounter during their online learning.

Both OTAN and CAEP-TAP will continue to add adult education agencies throughout the next program year. Depending on funding, the goal is to add up to 127 adult education agencies to the CDLC. Training and support for all Canvas agencies under the CDLC will continue throughout future program years. As OTAN better understands the data that is included in Canvas instances, data reports on activity at adult education agencies around the state will be provided annually to the California Adult Education Office through the OTAN annual report. OTAN staff will continue to promote and recruit for Canvas use and participation in the CDLC through informational webinars and in-person presentations at conferences (for example, CCAE State, CASAS Summer Institute). Finally, OTAN provided the field with information on the Canvas projects by creating a Canvas CDLC informational page on the OTAN website. OTAN's adult education colleagues can be directed to the website for more information and resources.

### Host One Technology and Distance Learning Symposium (TDLS)



Exhibit 1.5

The Technology and Distance Learning Symposium (TDLS) is a favorite among adult educators in California and ideal for teachers, coordinators, administrators, and support staff in the network of California adult education providers under the Adult Education and Family Literacy Act, WIOA Title II, the federal grant administered by the Adult Education Office at the

California Department of Education, as well as adult educators from other agencies both in and outside of California. Participants receive new and timely information, dynamic presentations, and hands-on skill development to start or grow blended/distance learning programs and apply and enhance the use of technology in the classroom.

Held online for the second year in a row from March 2 through March 4, 2022, TDLS was attended by almost 800 adult educators and administrators from throughout California and, since it was delivered virtually, included a national audience. Attendees selected from over 70 technology-focused workshops that ranged from increasing technical skills in a specific software program to what steps were needed to effectively implement a blended/distance learning program at an adult education program, community college, and/or community organization.

This year's keynote speaker was Leslie Fisher. Leslie is a Global Conference Presenter, Education Technology Trainer, Web Developer, and Public Speaker. Her keynote was a tour through the Technology Time Machine – according to Leslie, we have always been surrounded by technology and watched as it changed the world. Her keynote session took an informative and entertaining look at what technology has meant to teachers throughout the decades while discovering great technology tools we can use now. TDLS participants also looked at where we are heading with a sneak peek at some products and features of the future. Leslie's keynote address was available via her website for 30 days as part of a series of education technology integration sessions recorded during the TDLS.

## **Platform**

After its success for OTAN's first virtual TDLS, was again hosted on OTAN's custom conference platform software that allowed registered users and presenters to view and attend sessions using Zoom. The custom platform was maintained and secured by OTAN developers since its introduction the previous year. The development team also created administrative tools that allowed OTAN staff to manage presentations, presenters, and Zoom room information. Registered users had the ability to view and filter the overall conference schedule and mark sessions to add to their own custom MyTDLS schedule. A total of 2,213 individual sessions were added to attendee schedules.

Using an in-house platform allowed customization and live maintenance both before and during the conference. Automated tools were also created to automate emailing all presenter participants who had submitted proposals with their acceptance status, create accounts for non-registered co-presenters, and register all approved presenters as registrants for the rest of the conference.

In addition, the platform encouraged users to complete session evaluations by making evaluation links available directly from the schedule as soon as a session was completed. A total of 1,111 session evaluations were completed throughout the conference and 112 overall symposium evaluations were completed by attendees.

Zoom was used as the video conferencing platform for TDLS. Using the OTAN Zoom server, and with the assistance of the Adult Education department at SCOE (OTAN, CAEP-TAP, and CAERC) as tech hosts, Zoom webinars and meetings were created using almost every Zoom license available for each TDLS presentation. OTAN trainings covering Zoom features and troubleshooting tips were held for the tech hosts who were tasked with providing tech support as well as being room monitors. Separate trainings were held for TDLS presenters, where they were given the opportunity to practice sharing and presenting on the Zoom platform. A TDLS pre-conference session was also held to familiarize attendees with the TDLS website, features, and platform. In addition to Zoom meeting and webinar spaces for the presentations, a separate Zoom meeting room was used as a space for a help desk, green room, and general chat.

Advertising for the TDLS Call for Proposals included two news items and 12 social media posts in October, November, and December, and advertising for the TDLS registration included one news item and five social media posts in January and February. Seven total email blasts, plus regular mention in the weekly Upcoming Activities field update, were sent out regarding submitting

proposals and registration. The Call for Proposals and registration were so popular that OTAN received 77 proposals and expanded registration to accommodate more than 700 registrants.

### **Video Production and Remediation**

Produced by OTAN, videos of the TDLS conference presentations were created and recorded using Zoom software. These videos were recorded live, so post-production was necessary to improve quality and make them fully accessible. Titles and credits were added, breakout sessions and pauses were edited out, sound was balanced, and presentation slides were checked for color contrast and modified as necessary. Videos were then captioned, and audio description was added as needed. After the completion of the remediation process, they were posted online for the field to view on-demand with an accessible video player supporting audio description with synchronized and downloadable transcripts. The total number of TDLS video presentation visitors surpassed 765 between March and June of 2022.

### **Provide Technical Support and Coordination to the Adult Education Field for the Students Succeed Honor**

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Exhibit 1.6

For many years, OTAN has managed the California Adult Education Students Succeed program that honors students who are successful as a result of the education received at adult education agencies around California. From July to December, OTAN makes arrangements to honor the top students who were nominated in the first half of the calendar year, and from January to June, a new nomination period opens and the process begins again.

At the start of the 2021–22 year, OTAN was working with the two learners who received the highest scores from the 2021 nominations – Miami Abdulal from Corona-Norco Adult School and America Moreno from Torrance Adult School – to create videos highlighting their success. Due to the challenges of remote video production (similar to the previous year), those videos were finalized and shared via the Students Succeed website in the winter of 2022. Both videos were added to OTAN’s Students Succeed website along with each student’s story. The site currently hosts 262 student stories, 46 of which have accompanying videos highlighting the success of adult education students, programs, and agencies.

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*“ OTAN - Thank you for all you do! ”*

*– Inocencia Dacumos*

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OTAN staff collaborated with ACSA (Association of California School Administrators) staff to include the two 2021 Students Succeed honorees in the ACSA Leadership Summit Every Student Succeeding virtual ceremony on November 7. Even though the Leadership Summit was held in person, awardees and their nominators, as well as OTAN staff, were not able to attend due to travel restrictions.



Exhibit 1.7  
Miami Abdula

The nomination period for Students Succeed opened on January 1, 2022. Communication about the Students Succeed recognition program included five email blasts, nine social media posts, and OTAN weekly update email blasts from mid-January through April. It was also mentioned in three monthly OTAN Digests and the winter OTAN Newsletter. The nomination period closed on April 15. There were 42

total nominations submitted. Of the 42 nominations, 34 scored the minimum to be recognized. All nominees and their nominators were notified in late May, including the top four honorees. (This was the first year in which the top four students were recognized instead of the top two.) OTAN was in initial discussions with ACSA about including the top two adult education honorees in an official ceremony at the ACSA Leadership Summit in November in San Diego. Recognition of the next two top honorees (3rd and 4th based on scoring) will take place at the virtual CAEP Summit in October.



Exhibit 1.8  
America Moreno

Finally, OTAN continued its weekly #MondayMotivation campaign on social media, recognizing a previous honoree with a link to the student's story on the Students Succeed website. This has been one way to create continual awareness of the Students Succeed program and hopefully encourage more adult education agencies to submit nominations in the future and bring recognition to their students and schools.

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

COVID-19 continued to affect adult education agencies across California and their ability to provide programs and services. OTAN continued its outreach through a variety of means to offer training and other opportunities to meet the needs of the field, but connecting with rural agencies in particular continued to be difficult for a variety of reasons. Sometimes, rural agencies are not aware of the assistance provided by OTAN and other state leadership projects, or they do not have enough staff to get involved in what OTAN can offer, or the agencies themselves have difficulty staying connected to OTAN due to their own technology challenges. However, OTAN began working on a plan to provide technical support to rural agencies so that OTAN could truly serve a more representative and diverse group of adult education agencies across the state.

Through an ongoing project with CAEP for targeted technical assistance (TTA) for adult education consortia, several TTA coaches reported rural agencies were in specific need of technical assistance with technology integration and resources designed to provide curriculum and other supports to learners with limited or no broadband access. Through this partnership, OTAN expects to identify and potentially provide these services both solely and in collaboration with CAEP once travel and other COVID-19 related restrictions are lifted.

During the year, OTAN also participated in CAEP TAP's new peer learning circle for rural agencies to gain a better understanding of the needs and challenges of these agencies and hear from rural educators directly on the situations in their localities. Additionally, OTAN invited administrators and teachers from rural agencies to participate in the OTAN Advisory Committee and two agencies agreed, adding their voices to discussions about technology use and application across the state.

In the winter of 2022 and throughout the spring, OTAN organized project work with three Subject Matter Experts (SMEs) to begin developing a coaching plan to better address the needs of small, rural agencies. Discussion included potential agencies in northern, central, and southern California and researching data sources (CASAS, NOVA, Adult Ed Pipeline). Identifying candidates for technical assistance in rural areas will happen in part through exploration of current agency reporting that self-identifies needed assistance. OTAN staff continued to identify resources to educate themselves on potential rural education issues, as well as examples of successful rural work from around the country that could be customized for agencies in California. Finally, staff prepared an introductory letter to send to potential rural partner agencies in anticipation of reaching out to potential agencies to encourage participation in coaching. No direct support to rural agencies was provided this year, but the hope is to identify partner agencies from around the state in the coming months that OTAN will work with in the coming year and beyond.

## Provide Information, Resources, and Technical Support

### Research and Share Information on Emerging Technologies

One of the many insights in the post-COVID-19 era for OTAN is a clearer understanding of what “new and emerging technologies” means to our many adult education agencies in the field. From OTAN’s perspective, some new and emerging technologies we have explored in recent years include blended, hybrid, and HyFlex models of instruction, the metaverse, artificial intelligence (or AI), augmented, virtual, and mixed realities, coding, and adaptive learning. However, for many adult education agencies, since March 2020 when they were thrown into remote learning overnight with little to no prior technology integration agencywide, there were and continue to be many current and long-standing edtech tools that were new to them. Since the spring of 2020, OTAN has focused on helping agencies learn about these tools and how teachers can integrate these tools into their practice, doing something “new” for their students and themselves. As some adult educators began transitioning back into face-to-face instruction in the 2021–2022 school year, while others remained in remote instruction environments, OTAN continued educating the field on both long-standing tech tools as well as new and emerging technologies.

Information about edtech tools that can be applied in a variety of classroom and administrative situations is continuous and abundant, which can be overwhelming to adult education administrators, teachers, and staff. OTAN strives to provide a “one-stop shop” for current and critical information on all areas of technology use in adult education at the local, regional, state, and national levels through the OTAN website. The website is continuously updated, and OTAN is always working on making information easily accessed by constituents, both in terms of navigating the site as well as making the site 508- and WCAG 2.1-compliant. The site is monitored to ensure information is current and compatible with computers and mobile devices that use a variety of browsers.

Services provided by OTAN during the contract year included creating and hosting online resources such as Open Educational Resources (OER), a lesson plan builder, online courses, teaching with technology resources, and web-based activity articles. In addition, OTAN continued to support online webinars on using educational technology with the adult learner. OTAN also offered “office hours” (carried over from 2020–21) that provided direct, one-on-one support on new tools and methods for teachers working to connect with and instruct their learners remotely, although a decision was made to discontinue office hours at the end of 2021. However, we have seen that



other adult educators offered office hours during the school year based on our model, and it is an activity that many teachers and agencies will continue to utilize to support learners.

The California Adult Education Professional Development calendar, promoted by OTAN communications, continued to serve as a central source of training information, special webinars, and other pertinent offers from all the state leadership projects supporting WIOA Title II agencies across the state. Through this centralized calendar, and with the efforts of weekly mass emails, social media, and word of mouth, OTAN has been able to reach across the state to help educators learn about professional development opportunities on various edtech tools and topics that in many cases were new to our colleagues.

Adult education constituents were also provided with additional synchronous online support and technical assistance via phone, web conferencing, and online tutorials. OTAN staff facilitated webinars about specific online resources for adult educators and learners recommended by the OTAN Advisory Committee and other adult education constituents. OTAN also provided focused content in its newsletters this year: “Coming Back to...What? Flexibility, Innovation, and Perseverance” in the fall, “OTAN Supports Adult Education” in the winter, and “Envisioning the Future of Adult Education” in the spring. In many cases, content detailed new developments in adult education that others could consider for their agencies.

OTAN staff members were also fortunate to attend both virtual conferences (such as ISTE, FETC, and COABE) and their first in-person conferences after two years (CUE, CCAE, and CASAS Summer Institute) where they had the opportunity to learn about new developments in the fast-changing and ever-evolving edtech world. Many of the ideas learned at these conferences were shared with adult educators in the field via OTAN communications. Additionally, OTAN staff members held memberships in a number of organizations and learned continually throughout the year about new tools and ideas by receiving these membership communications.

## **Review and Update The California Adult Education History Content and Library Resources Website**

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One of the websites that OTAN has long maintained is the California Adult Education History website. The website content is based on the book, *Meeting the Challenge: A History of California Adult Education From the Beginnings to the Twenty-First Century*, published to honor 150 years of adult education in the state with related videos and interviews added at the time. In the intervening years, not much has been done to update the site with more recent developments, but a decision was made in 2020–21 to pick up where the book left off.

To determine the scope and methods needed to update the adult education history website, OTAN assigned a retired adult education administrator with a strong knowledge of adult education in California to research and review the current site and provide an action plan addressing needed changes and revisions. The report was delivered in late May of 2021 and addressed the website’s most important need which was for the site to be updated with missing content. Furthermore, a draft scope of work identified costs, a redesign strategy, and the value an updated site would bring to practitioners across the state. The CDE and partners approved the action plan.



Exhibit 1.9  
CAAHistory Website Homepage

In the winter and spring of 2021–22, OTAN staff worked with the retired administrator over a series of meetings to begin work on the steps laid out in the action plan, with an emphasis on adding content that would continue where the original publication left off (around the mid-2000s) up to a more current time (at the moment envisioned to be the beginning of 2020 and the start of the COVID-19 pandemic), as well as looking at ways to include more diverse voices on the site through video and other means of communication.

Additional resources have been dedicated to this project in the 2022–24 contract. The work that has commenced in 2021–22 will continue in alignment with the redesign plan with periodic reviews by OTAN staff and others to stay aware of how the update is developing.

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

OTAN continues to provide information to the field about Open Educational Resources (OER). Open Educational Resources are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, videos, and animations.

Online and face-to-face workshops provide a primary means to inform the field about OER repositories, online resources for searching and sharing resources, and information about licensing using Creative Commons licensing options. News items and newsletters provide information on shared online resources such as OTAN’s Moodle courses for Advanced ESL, College Transition and Career Development, Putting English to Work, and Personal Success Through Writing. Additionally, OTAN provides training and support using OER created by the NROC Network, including NROC Developmental Math, EdReady Math, and Developmental English. All presentations and training sessions that provide handouts or other electronic resources are licensed as OER and freely available for others to use and share.

Articles, blog posts, and other resources about OER are shared with OTAN members through news items posted on the OTAN homepage and via social media. These communications provide information on best practices, new ideas, and initiatives to support using OER and free resources in the adult education setting. News items are normally posted three times a week. From July 1, 2021 – June 30, 2022, 115 news items were posted to the front page of the OTAN website:

**July/August/September** - 32 news items

**October/November/December** - 28 news items

**January/February/March** - 27 news items

**April/May/June** - 28 news items

Online webinars were offered on OER in general as well as on featured shared courses available through OTAN's Moodle server. As OTAN continues to explore the importance of accessibility in the creation process, more sessions on accessibility have been offered to the field that complement OER. The list below provides the dates, titles, and types of training offered.

## **2021**

- August 13 – Creating Accessible Documents – Online
- Creating Accessible Documents in Adult Education – Online (in-service)

## **2022**

- January 3 – Accessible Documents for Everyone – Online (in-service)
- January 14 – The Future of Digital Education: CK-12 – Online
- February 22 – Creating Accessible Documents in Adult Education – Online (in-service)
- June 1 – Open Educational Resources for Adult Education – Online
- June 2 – Opening, Demystifying, Finding, and Using OER – Online
- June 3 – Open Educational Resources vs Free Resources - Online
- June 29 – Using Google Workspace to Create Accessible Documents – Online

Throughout the course of the year, OTAN provided support through training, news items, webinars, and more on the value and availability of Open Educational Resources. Although the restrictions of COVID-19 continued to prevent scheduling live face-to-face events, OTAN made every effort to participate in virtual conferences and promote OER through its news items and other communications throughout the year. Additionally, OTAN provided training and support for teachers who create their own materials to license their work as Open Educational Resources through Creative Commons Licensing. OTAN will continue these efforts in the future and, through input from the field and the OTAN Advisory Committee, will provide further information and resources on using and licensing OER materials.

## **Continue Development of Teaching with Technology Resource (TwT)**

The OTAN training staff and Subject Matter Experts joined the OTAN programming staff in spending the 2021–22 contract year meeting and updating the TwT administrative submission site and public-facing website. Resources covered in TwT include instructional areas funded

through WIOA, Title II, namely English as a Second Language, Adult Basic Education, Adult Secondary Education, and High School Equivalency.

Subject Matter Experts are recruited and assigned as temp exempt contractors and were oriented to connect technology integration strategies to teaching content. For the 2021–22 contract year, very few items were either added or modified. Conversations and additional time spent with the programmers helped enhance the website and make it more current to today’s adult education classroom needs. The new website entries are designed to be fully accessible with enhanced browsing, searching, and navigation features. The new OTAN website was completed and released in December 2022.

### **Provide and Support for OTAN-created or Other Shared Courses**

OTAN provides 23 shared online courses created by Subject Matter Experts (SMEs) who are current or previous adult education teachers. While the SMEs were contracted to create courses on specific topics, a few experienced online teachers created courses on a variety of subjects and voluntarily shared these courses with OTAN.

OTAN has continued to work to migrate and update these 23 shared online course materials from Moodle to Canvas. Once ready, the courses will be made available within the Canvas Commons of the California Distance Learning Cooperative (CDLC) on the Canvas LMS.

With Moodle sunsetting at the end of December 2022, fewer requests for OTAN shared courses on Moodle were placed; approximately 40 requests were made during the 2021–22 school year. In addition, over 150 phone calls, emails, or Zoom requests for Moodle and/or Canvas support were handled to provide services and support for each LMS for both WIOA and non-WIOA agencies.

### **Support Blended and Online Courses**

The courses created by OTAN require yearly review to ensure activities, links, and resources work as expected. Where possible, the original author of the course spends approximately 30 hours reviewing and revising the course as needed. In addition to course review, course authors have been working to migrate the courses from Moodle to Canvas.

Currently, courses reviewed annually are Advanced ESL, College Transition and Career Development, Personal Success Through Writing, and Writing Pathways to Career Success. These courses are offered under a Creative Commons license for any teacher from a WIOA-funded agency to request. Additionally, there are 14 EL Civics courses aligned to Civic Objective Additional Assessment Plan (COAAP) modules. Currently and throughout the next contract cycle, OTAN plans to expand these offerings to allow more learners access to these courses in an online environment.


Putting English to Work online courses, obtained through a special Memorandum of Understanding with the Los Angeles Unified School District, are still offered to the field by OTAN. This year, approximately 40 course requests were fulfilled; over half of these requests were for Putting

English to Work 1, 2, and 3. We have also received numerous emails regarding the availability of PETW on the Canvas LMS.

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

### **Courses include:**

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

OTAN is also a member of the Innovating Distance Education in Adult Learning (IDEAL) Consortium. This project provides technical support, professional development, and a network of education leaders to improve blended and distance programming by learning from the experiences, triumphs, and challenges of other teachers, professional development leaders, and program administrators. The IDEAL Consortium offered OTAN a series of self-paced courses for teacher development. These courses are available through OTAN's Moodle server, <https://adulthoodcourses.org> 

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



**The available courses are:**

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

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


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

Through the Digital Leadership Academy (DLAC), OTAN supports agencies that wish to expand or develop their online or distance learning programs, or to implement program goals for their agency as identified within their CIP. Refer to the Digital Leadership Academy report in the Annual Report Appendix for additional details.

OTAN also maintains access to online professional development for teachers to learn more about blended teaching through Essential Education's online course, "Blended Learning for the Adult Educator." This self-paced course helps teachers understand the concepts, models, and resources of blended teaching, as well as provides guidance on development of an implementation plan.



Over 115 OTAN news items were posted over the year. Most related to online tools and curriculum items. A number of these directly referenced online learning resources and curriculum, including research articles and other links to online and blended teaching and learning, Open Educational Resources, gamification, virtual and augmented reality, and other technology tools to help learners meet their goals.

OTAN also provided teacher support through phone calls and email requests received through our [support@otan.us](mailto:support@otan.us)  email box as well as direct email and phone calls to OTAN staff. Over five hundred support phone calls and emails are reported in OTAN's client services database.

### **Support Online Curriculum Sites**

OTAN supports several online curriculum sites to provide learning resources for teachers in the field. Some sites are available to OTAN through memberships and/or subscriptions. In addition, OTAN has supported a learning management system (Moodle) giving the field access to a platform for online/distance and blended learning. A Canvas pilot started at the beginning of 2021 with the intention to provide all adult schools with access to their own Canvas website. Thus, OTAN will be phasing out the Moodle server by the end of 2022. During this period, OTAN began working with agencies to move to Canvas and transfer their courses on Moodle to that platform.

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

OTAN works to negotiate the best free or reduced cost offers for online curriculum licenses and professional development resources suggested by OTAN Advisory Committee members and adult educators in the field. OTAN continued to support the Curriculum Offers webpage highlighting the current available curriculum licenses, free resources, and other projects available to all California WIOA-funded (and in some cases, non-WIOA-funded) adult education agencies. OTAN continues to offer professional development from Essential Education, the CK-12 Foundation, and NROC for open education resources such as digital textbooks, interactives, and adaptive practice.

### **NorthStar**

OTAN is a sponsoring site for Northstar Digital Literacy and can support up to five adult education agencies to provide testing services for digital literacy skills. Three agencies actively used Northstar this year: Jefferson Adult School, Napa Valley Adult School, and Monterey Adult School, and continuing this year was OTAN through the Sacramento County Office of Education.

Each site can proctor assessment exams in several areas. These include Microsoft Office® products, Internet Basics, social media, Information Literacy, Basic Computer Skills, Career Search Skills, and Your Digital Footprint. The number of assessments increased in 2021–22 over 2020–21. Learners earn certificates when they pass a proctored assessment. This past year, 71 certificates were earned.

NORTHSTAR ASSESSMENTS PROCTORED AND PASSED - DATA TABLE	
LOCATION	# OF ASSESSMENTS PROCTORED AND PASSED
Napa Valley Adult School	6
Monterey Adult School	65

Exhibit 1.10

NORTHSTAR PASSED (NOT PROCTORED) ASSESSMENTS - SOFTWARE USED - DATA TABLE	
SOFTWARE USED	NUMBER PASSED
Windows 10	3
Microsoft Office 2016 - Excel	3
Microsoft Office 2016 - Word	42
Microsoft Office 2016 - PowerPoint	1
Basic Computer Skills	28
Google Docs	9
Internet Basics	54
Mac OS	6
Social Media	1
Using Email	99
<b>GRAND TOTAL</b>	<b>246</b>

Exhibit 1.11

### HippoCampus and EdReady (NROC)

Through an OTAN relationship with The NROC Project, access is available to the field to use HippoCampus and EdReady Math and English. HippoCampus offers free core academic materials through rich multimedia content, such as videos, animations, and simulations on general education subjects to middle-school and high-school educators and learners. Teachers can create an account and build rich playlists for learners. EdReady is a second resource from The NROC Project allowing learners to create a personalized learning path for both math and English. Through an initial assessment for math, learners can create a learning path to guide them to a specific goal such as passing a commonly used placement exam. OTAN provides adult education agencies with the ability to preview an institutional instance of EdReady which offers teachers the ability to view learners' progress and export performance data. Although EdReady is offered as a free resource, agencies can experience the benefits of membership through OTAN.

## Market OTAN Services

### Host Vendor Tables at State and Regional Conferences

OTAN continues to inform the field of services and resources available through its website, social media channels, and other electronic communication such as OTAN Newsletters and Digests. In addition to its web-based resources, OTAN is often invited to participate in events and conferences where materials are distributed to participants. In the last year, OTAN hosted four virtual and in-person booths and poster sessions at statewide conferences. Each event provided an opportunity for OTAN staff to distribute materials, talk about specific educational technology tools, and demonstrate new technologies such as virtual and augmented reality tools. During 2021–22, OTAN provided information and resources at the following events:

- ➔ CAEP-TAP Summit, Virtual, October 26-27, 2021
- ➔ CATESOL Fall Conference, Virtual, October 29-30 and November 5-6, 2021
- ➔ CCAE State, Hollywood, May 6-7, 2022
- ➔ CASAS Summer Institute, San Diego, June 16, 2022

### Other Efforts to Ensure the Field Is Aware of OTAN Services

It is very important for OTAN to stay connected to those in the adult education field. OTAN utilizes several communications tools to market OTAN services, training, and other resources. OTAN continues to be active on social media to stay connected to the adult education field by communicating timely information on upcoming events and news of interest to adult education practitioners. Currently, OTAN maintains a Twitter account, Facebook and LinkedIn pages, and a YouTube channel. One of the silver linings of COVID-19 and the major shift to working remotely and maintaining an online presence has been an increase in followers on all four social media sites starting in the spring of 2020 and a high level of activity and engagement with followers despite a dip in the 2021–22 program year from the previous year. Regarding social media activity:

- ➔ Twitter: 455 tweets in 2021–22 (versus 517 tweets in 2020–21)
- ➔ Facebook: 425 posts (versus 461 posts)
- ➔ LinkedIn: 415 posts (versus 457 posts)
- ➔ YouTube: 129 videos added (versus 108 videos, mostly the video recordings of COVID-19 related webinars hosted by OTAN)

Note that these figures – the number of tweets and posts – include original tweets and posts as well as retweets and reposts from others who are connected to adult education and/or are involved in matters that are deemed of interest to adult educators.

OTAN plans to remain active on social media in the coming year and will continue exploring promotional efforts to increase the number of followers and subscribers.

## Produce the OTAN Newsletter: Online Connection

In addition to vendor tables to help market OTAN services and resources, a four-to-six-page newsletter is produced three times per year. Newsletters are sent electronically to all 12,000 OTAN members who subscribe to the newsletter. For in-person events, hard copies are printed for distribution at workshops, State Leadership Team meetings, adult education professional events, and conferences. Each newsletter has a theme, and articles are selected that support that theme. The fall edition provides a center pull-out page that lists OTAN webinar and face-to-face training offerings and instructions for registering for them.

The Fall 2021 Online Connection's theme was "Coming back to...what? Flexibility, innovation, and perseverance!" Newsletter stories included some thoughts about the future of adult education, innovation in the time of COVID, and the 2021 Students Succeed winners. The Winter 2022 edition was titled "OTAN Supports Adult Education" and featured stories about how OTAN and the other state leadership projects work in partnership to provide support, as well as the changing nature of OTAN's support for the field. The theme of the Spring 2022 edition was "Envisioning the Future of Adult Education." Articles included thoughts about Web3, adult education and the metaverse, and a recap of TDLs 2022, our second-ever virtual symposium.

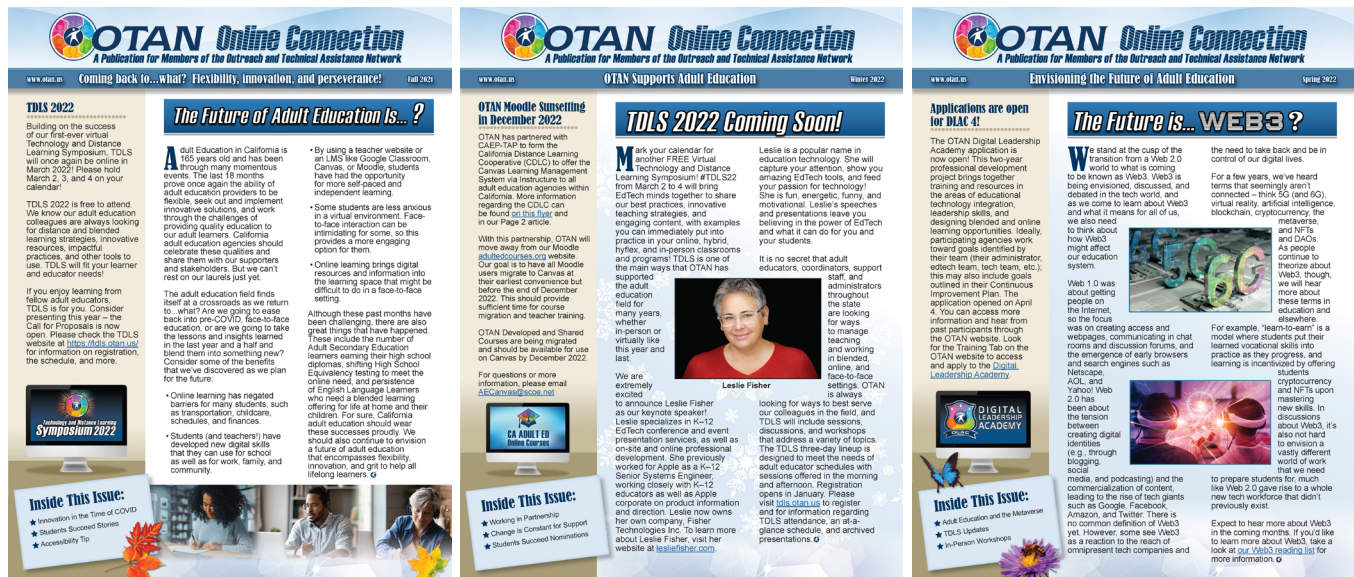


Exhibit 1.12

Electronic versions of all of the past [OTAN Online Connection newsletters](#) can be found on the OTAN website under the "Stay Connected" tab.

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

In addition to the Online Connection newsletter, OTAN has been keeping the adult education field informed for many years on activities and resources with monthly Digests. Previously, there were two Digests, one with news and resources of interest to teachers and the other with news and information of interest to administrators. Starting in January 2021, OTAN decided to combine




the two separate Digests into one. Over time, much of the content in both Digests overlapped, so one Digest was developed with some content unique to teachers and some to administrators, with the remaining content of interest to all adult educators. Also, a welcome message from the Director was added at the beginning to provide an opportunity to highlight recent and upcoming items of interest to the adult education field and provide a personal touch to the Digest. OTAN will continue with this unified Digest for the time being and will work on developing a clearer archive on the OTAN website with the unified Digests and previous Teacher and Administrator Digests.

The OTAN Digest is produced monthly during the school year for both teachers and administrators. The Digest provides curated news and information relevant to teachers and administrators, and it also provides a calendar of upcoming professional development opportunities that involve technology, including online workshops, face-to-face workshops (when OTAN staff can travel), and other events across the state; there is related information on contacting OTAN to schedule professional development training at an adult education agency. Each Digest links to the current and two previous monthly Web-based Class Activities, which include lesson ideas and resources for teachers on EdTech tools and topics. We also spotlight an OTAN resource or feature that is important for adult educators to know about.

After each issue is published, OTAN-subscribed teachers, coordinators, and administrators receive an email notifying them that the new Digest is available with a link to the new edition. Normally, OTAN publishes at least ten issues that are available on the OTAN website from September to June. In the 2021–2022 program year, we were able to add an additional Summer Digest for a total of 11.

All Digests are available to anyone through the “Stay Connected” tab on the OTAN website. Each monthly Digest has been available by date.

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

Networking and collaboration occurred on a regular basis among the three State Leadership Projects (SLPs). Through regularly scheduled quarterly meetings, the three projects, in collaboration with CDE Adult Education Office staff, reviewed and discussed project goals, services offered, and future professional development and other potential partnership activities for each leadership project. Examples of one area of collaboration include OTAN workshops and targeted presentations provided at the CASAS Summer Institute and at CALPRO’s Adult Education Leadership Institute. Upcoming training offered by the SLPs is shared jointly through the online California Adult Education Professional Development calendar (<https://www.caadultedtraining.org> ) maintained by OTAN. Both CASAS and CALPRO send information about their training to OTAN to disseminate to the field through this calendar.

### **Collaborate with State Leadership Projects and Other Entities**

OTAN staff participated in collaborative projects with several entities and continued to foster relationships with organizations and others who have similar interests in enhancing adult

education programs. Collaborative efforts in 2021–2022 included the following:

- ➔ Providing OTAN training updates to be included in State Leadership Projects newsletters and selected adult education professional organizations.
- ➔ Disseminating information, news items, and research briefs from State Leadership Projects to OTAN members.
- ➔ Providing marketing messages on behalf of CALPRO through OTAN’s social media channels to help boost attendance at various professional development institutes.
- ➔ Coordinating the work of our advisory group members, draft reviewers, and partner organizations including the CDE, the California Community Colleges Chancellor’s Office, ISTE, American Institutes for Research, CASAS, and WestEd to develop the California Adult Education Digital Learning Guidance, due to be published in the fall of 2022.
- ➔ Participating in information webinars hosted by Project IDEAL (Informing and Designing Education for All Learners).
- ➔ Partnering with the Association of California School Administrators (ACSA) to select and showcase outstanding adult learners through the Students Succeed recognition program.
- ➔ Participating in WorldEd online meetings to share with other states how California is serving adult educators.
- ➔ Disseminating content to adult education agencies from The NROC Project’s EdReady courseware for math and English skills.

OTAN staff and temp exempt contractors provided education technology-related presentations at several adult education professional association events including:

- ➔ California Adult Education Administrators Association (CAEAA)
- ➔ California Council for Adult Education (CCAEE) - regional and state conferences
- ➔ California Teachers of English to Speakers of Other Languages (CATESOL)
- ➔ Capital Adult Education Regional Consortium (CAERC)
- ➔ Commission on Adult Basic Education (COABE)

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*“I think the world of OTAN!! You have done so much to support the field—especially during the last 19 months! I'm a fangirl.”*

*– Jayme Adelson-Goldstein*

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## Digital Learning Guidance Project

In January of 2022 the OTAN staff partnered with ISTE to develop the California Digital Learning Guidance (referred to herein as Guidance). OTAN initiated development of the Guidance. To

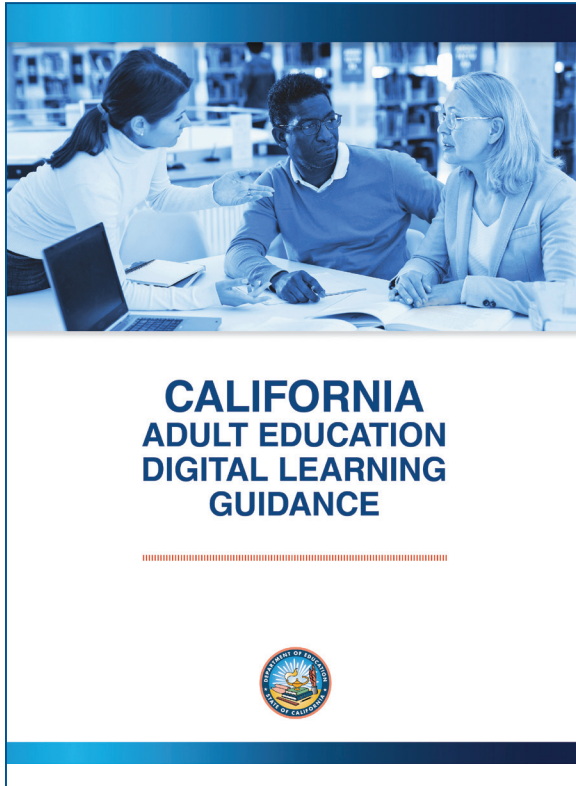


Exhibit 1.13  
CAAHistory Website Homepage

assist with research and writing, OTAN contracted with the International Society for Technology in Education (ISTE), CASAS, WestEd, and the American Institutes for Research for targeted writing assistance. To ensure broad-based input, OTAN convened a Digital Learning Advisory Committee with over 40 adult educators from the field to review and provide feedback. Our team met on a regular basis with ISTE to plan, design, and track progress on the various deliverables associated with the project. The Guidance is meant to serve as a practical resource for the many individuals who support adult learners including classroom teachers, classified and support staff, counselors and transition specialists, and school administrators. To ensure that the Guidance includes useful, research-based, and timely content, OTAN gathered input from state and national experts in the field of adult education. The Guidance is based on foundational, research-based digital learning practices, and includes chapters on ensuring digital equity, understanding adult learning theories, designing flexible learning experiences, adopting models that work, implementing effective digital assessments, and fostering equitable and inclusive digital communities. The Guidance includes several written vignettes sharing how adult education teachers have

implemented aspects of the Guidance in their classrooms. Deliverables also included four motivational videos highlighting the Guidance and a full literature review and appendices with a glossary of terms and related resources. OTAN plans to post the Guidance on its website and make it available to the public early in program year 2022–2023.

## Submit Quarterly Reports to CDE

Four quarterly reports were submitted to the AEO during the 2021–2022 contract year as part of the invoice packages. Each report included objectives and major tasks and provided a status update. Statistics were accumulated through each quarter and then aggregated for OTAN's Annual Report. Copies of the quarterly reports are included in the Appendix section of the Annual Report.

### **Submit OTAN Annual Report to CDE**

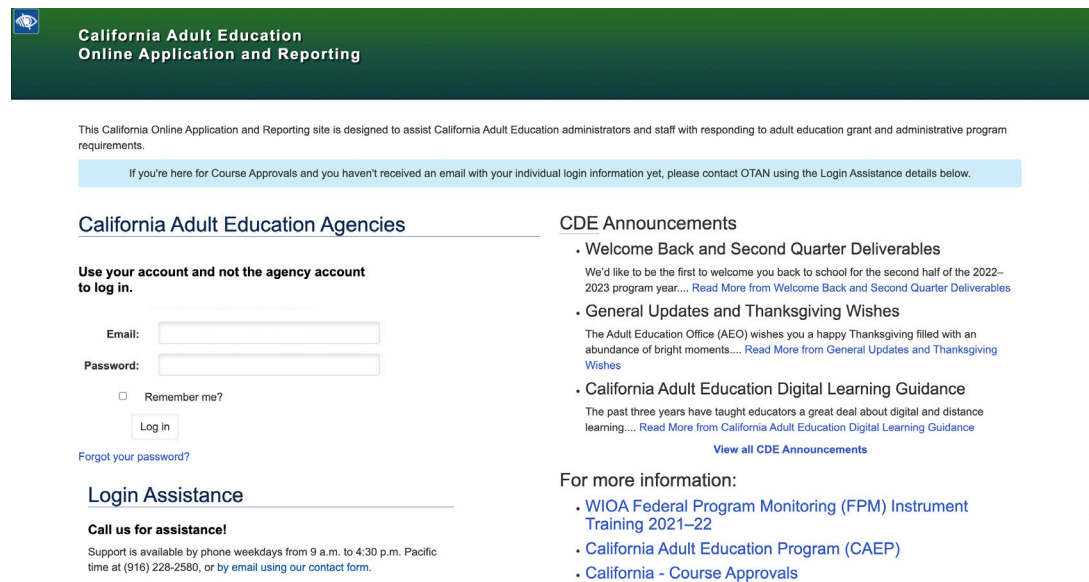
Data and information are gathered and documented on all contract tasks and deliverables through June 30 of each contract year. Once OTAN receives the adult education agency data from CASAS on blended and distance learning, the Annual Distance Learning Report is written and is included in the Appendix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

## Use Technology to Support CDE Adult Education Office and Leadership Projects

OTAN is one of three leadership projects funded by the Adult Education Office (AEO) at CDE. The field requires that all the projects and the AEO work together seamlessly to provide essential services to local adult education agencies. During 2021–22, OTAN continued its role of providing technology support to CDE and to the other State Leadership Projects to allow quick and effective collaboration. Below are highlights from the tasks performed under this section.

### Develop and Support California Adult Education Reporting Website (CA-OAR)

The 2021–22 fiscal year was the second year of the 2020–23 three-year competitive grant cycle. 209 agencies participated during the 2021–22 fiscal year, one fewer than in 2020–21.



The screenshot shows the homepage of the California Adult Education Online Application and Reporting (CA-OAR) website. At the top, there is a green header with the text "California Adult Education Online Application and Reporting". Below this, a message states: "This California Online Application and Reporting site is designed to assist California Adult Education administrators and staff with responding to adult education grant and administrative program requirements." A note follows: "If you're here for Course Approvals and you haven't received an email with your individual login information yet, please contact OTAN using the Login Assistance details below." The main content area is divided into two columns. The left column is titled "California Adult Education Agencies" and contains a login form with fields for "Email:" and "Password:", a "Remember me?" checkbox, and a "Log in" button. Below the form is a link for "Forgot your password?". The right column is titled "CDE Announcements" and lists three items: "Welcome Back and Second Quarter Deliverables", "General Updates and Thanksgiving Wishes", and "California Adult Education Digital Learning Guidance". Each item has a brief description and a "Read More" link. At the bottom of the right column, there is a link to "View all CDE Announcements". Below the login form, there is a section titled "Login Assistance" with the text "Call us for assistance!" and "Support is available by phone weekdays from 9 a.m. to 4:30 p.m. Pacific time at (916) 228-2580, or by email using our contact form."

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

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

The California Adult Education Online Application & Reporting (CA-OAR) site provides online access to required online Grant Applications, Grant Budgets, quarterly Expenditure Claim Reports (ECRs), Annual Audit Status Certifications for Community-Based Organizations (CBOs), the Continuous Improvement Plan, and an archive of emails sent by the Adult Education

Office (AEO) to the adult education agency field. It allows agencies to update information for their site's street and mailing addresses, as well as agency contacts, in one location. Agency updates are then immediately available to CDE staff and to the State Leadership Projects. The site also provides agencies with access to online reporting and deliverables for the following CDE programs:

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

In the 2019–20 fiscal year, the entire CA-OAR website was redesigned to be fully accessible and responsive. In 2020–21 and 2021–22, all newly added features and updates were designed to be fully accessible and responsive as well, and periodic accessibility testing of the entire website was performed. The site is 508 compliant and meets WCAG 2.1 guidelines.

New features developed during this fiscal year include

- A new login system that allows users to sign in with their own username and password (instead of one agency sharing credentials)
- A new role system that assigns a role to each user account. The roles are:
  - OAR Admin: Super user who manages agency users and roles within the OAR website
  - Approver: User who has access to edit, approve, and submit deliverables to CDE such as the budget, expenditure claims, or program plans like the Continuous Improvement Plan (CIP)
  - Editor: User who has editorial access to all OAR content
  - Read Only: User who has read only access to all OAR content which may be needed by program
- the Surveys page in the WIOA section of the CA-OAR, to provide access to CDE surveys like the Program Year Inquiry and survey results (Student Technology Intake Survey and Teacher Survey).

California Adult Education Online Application and Reporting Log Out mpierce@scoe.net - ABC Adult School

[My Account](#)
[Agency Contacts](#)
[WIOA](#)
[Course Approvals](#)
[Resources](#)
[Help and About](#)

[Home](#)

## Welcome ABC Adult School

The Adult Education system is publicly funded by California and the federal government, and makes public education programs available to all adults 18 years of age and older. Adult Education programs offer basic education courses and an opportunity to earn a high school diploma or a high school equivalency certificate. Adult Education also offers career certificated job training and English literacy and citizenship preparation programs. Adult Education programs are offered through local schools and community colleges, libraries, and community based organizations with locations throughout the cities and towns of California.

### Technical Assistance

For technical assistance with this website, contact OTAN Technical Support [via Email](#) or by phone (916) 228-2580.

### Program Assistance

Contact your Regional Consultant, Arturo Ambriz (Email: [aambriz@cde.ca.gov](mailto:aambriz@cde.ca.gov); Phone: 916-319-0489), for issues or questions regarding:

- Appropriate expenditures on claims
- Budgetary issues
- Issues related to deliverables or deliverable deadlines

Contact your Fiscal Analyst, Janet Morrison (Email: [jamorris@cde.ca.gov](mailto:jamorris@cde.ca.gov); Phone: 916-323-6045), for issues or questions regarding:

- Questions about payments, Grant Award Notifications or corrections to an Expenditure Claim Report

The CDE Adult Education Office Staff Directory is available in the [Help and About Menu](#)

Please be aware that this website gathers data for completion of various Federal and State-funded grants and projects and all contact information is considered public, including names, addresses, phone numbers, and email addresses. Using agency contact information instead of personal contact information is advised.


Archived documents on the website use Adobe Acrobat Reader. [Download a copy of Adobe's Reader here!](#)

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

California Adult Education Online Application and Reporting Log Out mpierce@scoe.net - ABC Adult School

[My Account](#)
[Agency Contacts](#)
[WIOA](#)
[Course Approvals](#)
[Resources](#)
[Help and About](#)

[Home](#) / [WIOA Dashboard](#)



**WIOA Navigation**

Navigation Information ⓘ

- [WIOA Dashboard](#)
- [Deliverables Summary](#)
- [Grant Award Notification](#)
- [Budget and Claim Reports](#)
- [Award and Claim Payments](#)
- [Surveys](#)
- [CDE Announcements Archive](#)

## Workforce Innovation and Opportunity Act Dashboard

### Action Items





Currently due deliverables and deliverables due within the next ninety days:

Deliverable	Submit To	Fiscal Year	Date Due
<b>Past due deliverables</b>			
First Quarter Employment and Earnings Follow-up Survey	CASAS (1320)	2019-20	10/31/2019
Second Quarter Employment and Earnings Follow-up Survey	CASAS (1320)	2019-20	01/31/2020
<b>Upcoming deliverables</b>			
<b>For January:</b>			
High School Equivalency (HSE) Certification	CASAS (1320)	2022-23	01/31/2023
Second Quarter Data Integrity Report	CASAS (1320)	2022-23	01/31/2023
Second Quarter Data, TOPSPRO Enterprise	CASAS (1320)	2022-23	01/31/2023
Second Quarter Expenditure Claim Report	OTAN	2022-23	01/31/2023
<b>For March:</b>			

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



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

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

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

### **Develop and Support Administrative Management System Website (CA-AMS)**

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

---

*“ Thank you so much for this course!  
I really learned and used a lot of tools you shared with my students!  
I feel like I'm a super cool teacher with all these new things I just  
incorporated with my class! ”*

*– Maria Luna Kamradt*

---



California Department of Education, Adult Education Office  
**Administrative Management System**      Admin   **Agency List**   State Program   Reports   WIOA   Utilities   Resources   Log off

Home / Agency List

🔍 Agency Search ^ Hide Search Fields

Agency or Fiscal Name   CAEP District   Analyst   Consultant   Agency Type   Program Type   Fiscal Year

     All Analysts   All Consultants   All Types   All Types   All Active Years

☰ Agency Results

383 agencies Items To Show   All Items

ID	Fiscal Agent Name	Agency Name	Agency Type	Consultant	Analyst	Specialist	CAEP District	County	Service Location	Agency ID	CASAS ID
1	ABC Unified School District	ABC Adult School	LEA	Ambriz	Morrison	LaFerla	6-Partnership for Adult Academic and Career Education	19-Los Angeles	64212	9377	1320/0
2	Acalanes Union High School District	Acalanes Adult Education	LEA	Medina	Davis	Hartley	12-Contra Costa Adult Education Consortium	07-Contra Costa	61630	9378	1805/0
3	Alameda Unified School District	Alameda Adult School	LEA	Martinez-Calderon	Morrison	Hartley	42-Northern Alameda Consortium for Adult Education	01-Alameda	61119	9379	427

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

## Workforce Innovation and Opportunity Act

🔄 All Deliverables 2021–22 (Due to: All) ^ Edit Filter Fields

37 Deliverables

Deliverable Name	Due To	Due Date	Due Date Exceptions	Submitted	Unsubmitted	Required	% Complete
Grant Award Notification (signed hard copy)	CDE	8/20/2021	9	209	0	209	100%
Grant Award Notification	OTAN	8/20/2021	22	209	0	209	100%
Grant Budget	OTAN	9/3/2021	10	209	0	209	100%
California English Literacy and Civics Education Objectives and Additional Assessment Plans (COAAP)	CASAS	10/31/2021	0	181	1	182	99%
First Quarter Data Integrity Report	CASAS	10/31/2021	0	232	0	232	100%
First Quarter Data, TOPSPro Enterprise	CASAS	10/31/2021	0	232	0	232	100%

Exhibit 2.5 - This is a screenshot of the AMS Deliverables Dashboard for 2021–22. It displays a list of deliverables associated with the WIOA grant, the organizations to which the deliverables are submitted, their due dates, and details about the numbers and percentages of agencies who have submitted the specified deliverables.

Prepare for Payment: 2021–22 (All Desks, All Payment Status, All LEA and Non-LEA)

^ Edit Filter Fields   ↓ Jump to Bottom

209 agencies

	Fiscal Agent Name	Agency Name	Desk	Service Location	County	Agency Type	Action*	Include in AO-401	OK To Pay															
									Q1				Q2				Q3				Q4			
									3940	3905	3913	3926	3940	3905	3913	3926	3940	3905	3913	3926	3940	3905	3913	3926
1.	ABC Unified School District	ABC Adult School	3	64212	19	LEA	<a href="#">Edit</a>	<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$				
2.	Acalanes Union High School District	Acalanes Adult Education	1	61630	07	LEA	<a href="#">Edit</a>	<input type="checkbox"/>	\$	\$		\$	\$		\$	\$		\$	\$					
3.	Alameda Unified School District	Alameda Adult School	3	61119	01	LEA	<a href="#">Edit</a>	<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$				
4.	Alvord Unified School District	Alvord Community Adult School	2	66977	33	LEA	<a href="#">Edit</a>	<input type="checkbox"/>	\$	\$		\$	\$		\$	\$		\$	\$					
5.	Antelope Valley Union High School District	Antelope Valley Adult School	2	64246	19	LEA	<a href="#">Edit</a>	<input type="checkbox"/>	\$	\$		\$	\$		\$	\$		\$	\$					
6.	Antioch Unified School District	Antioch Adult School	1	61648	07	LEA	<a href="#">Edit</a>	<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$				

Exhibit 2.6 - This is a screenshot of the AMS Payments screen for 2021–22. It displays a list of agencies, an “Edit” button to access a Payment Details page, and indicators for the claim and payment status for each resource code and quarter for each agency.

### Develop and Support the CDE Evaluation System

The Evaluation and Scoring System was programmed during the 2021–22 fiscal year to support the review and scoring of the Continuous Improvement Plan (CIP). This website allowed the OTAN development staff to assign pairs of readers to each agency’s Continuous Improvement Plan. Readers used the website to review plans and enter scores. The Evaluation site and Online Application and Reporting (OAR) website share data, enabling results from the Evaluation site to be immediately emailed to the submitting agency and displayed within the CIP module of the OAR system.

The Evaluation site opened in May 2022, and the first review was completed on May 4. The review process lasted for approximately six months, with the final review completed in October 2022. Twenty-seven agencies had their initial submission rejected, and about half of those needed several submission cycles in order to get an approved score from the reviewers.

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

OTAN staff provided technical support for users of the CA-OAR website via email or phone calls to any agency needing assistance. Support ranged from looking up usernames and passwords to providing instructions on how to find previously submitted deliverables. Support was provided 250 times for questions related to the following areas: Continuous Improvement Plan, Course Approvals, and WIOA questions related to technical aspects of the CA-OAR. Many of the calls OTAN previously received from WIOA constituents related to missed information shared by the CDE through OTAN communication channels. With the addition of an email archive (with link for sharing attachments) included in the CA-OAR, adult education agency staff can now access information from previously sent messages and no longer need to contact OTAN.

**California Adult Education  
Online Application and Reporting**

## Contact OTAN Technical Support

OTAN staff are available Monday through Friday between 8:30 a.m. and 4:30 p.m. pacific standard time. For technical assistance or reference services, call us at 916-228-2580 or toll free (CA only) at (916) 228-2580. Or, complete the form below to email us and we will respond in a timely manner.

**Have changes to contact information for your agency?**

To update any contact information, including address and staff changes, login to this Web site, and select "Agency Contacts" in the menu bar.

✉ Your contact information

**My name is: \***

**My agency is: \***

**My Email address is: \***

**My telephone number is: \***

**How should we contact you? \***

**I need information about or access to: \***

**Please enter a detailed description of your request: \***

Send me a copy of this message

fields with an asterisk (\*) are required.

Exhibit 2.7 - This is a screenshot of the OTAN Technical Support Contact Form, found on the CA-OAR website.

### **Support the Consolidated Annual Progress Report (Includes the Technology and Distance Learning Plan, Professional Development Plan, and Others as Required by the CDE AEO)**

This report is officially named the Continuous Improvement Plan (CIP). The CIP was first created during the 2020–21 fiscal year and updated for the 2021–22 year. A Word document version of the CIP containing instructions, background information, and requirements was posted on the California Online Application and Reporting (CA-OAR) website in December of 2021. The application officially opened for agencies on the CA-OAR on February 1, 2022. The CIP submission and review cycle took approximately nine months, with the first CIP submitted on March 14, 2022, and the last submitted (and reviewed) on October 10, 2022.

The CIP system development had four separate parts: The CA-OAR site, the California Evaluation and Scoring System (CA-ESS) site, the California Administrative Management System (CA-AMS) site, and a nightly automated workflow to ensure data submissions, resubmissions, CIP scoring status, and shared information with CASAS and agencies' IELCE plans were updated. Each of these processes is outlined below.

On the CA-OAR website, the CIP landing page allowed agencies to download the CIP guidance document and access CIP webinar recordings. The landing page also contained a link to submit an IELCE report to CASAS for relevant agencies. Once an agency user entered the module, they were prompted to enter at least one, and up to three, SMART (Specific, Measurable, Attainable, Relevant, and Timely) goals, complete with action steps. Agencies were provided with details to distribute access to a teacher survey, as well as access to the results of that survey. Additionally, agencies were provided with access to survey results for the Student Technology Intake Survey.

There were 3,126 total teacher surveys submitted. The Los Angeles Unified School District teachers had the most individual submissions at 236, followed by the California Department of Corrections with 176.

After reviewing their data and entering their SMART goals, agencies were able to submit their CIP plans for review. If the CIP was reviewed and sent back to the agency for updates, the application allowed agencies to re-enter the CIP module, update their goals and action steps, and then resubmit.

On the CA-ESS website, reviewers were assigned in pairs to review each CIP submission. Reviewers were able to log into the site and view a list of agencies' CIPs waiting for their review. The application allowed users to review each CIP plan, score it according to the rubric, and leave comments for the agency.

Twenty-seven (27) agencies had their initial submission rejected, and about half of those needed several submission cycles in order to get an approved score from the reviewers.

On the CA-AMS website, new pages were added to allow CDE consultants and analysts to review and approve agencies' CIP plans, and to view the status of all CIP deliverables.

Lastly, the automated workflow was a nightly service that allowed information to be shared between the three websites. This process re-opened CIPs for agencies on the CA-OAR website, as well as re-opened CIPs for review on the CA-ESS website, based on resubmissions and review statuses. It sent notifications about reviews and CIP status to agencies and reviewers and integrated with CASAS to retrieve information about agencies' IELCE plan statuses.

### **Provide Environment for News and Communication**

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

CDE and CALPRO requested 43 directed email messages during this contract year, while 115 total were sent out by OTAN. Emails sent on behalf of the AEO and State Leadership Project partners can be grouped into four broad categories: WIOA-related, updates from the AEO, surveys, and information related to professional development opportunities. OTAN also provides direct, specialized email for WIOA agencies and partners. These emails are by request and sent by OTAN on behalf of the AEO and partners.

NUMBER OF EMAILS SENT FOR EACH MONTH, FROM JULY 2021-JUNE 2022	
MONTH	EMAIL RECIPIENTS
July	73,694
August	76,285
September	88,565
October	98,176
November	53,848
December	51,187
January	80,556
February	93,781
March	66,411
April	81,479
May	100,907
June	34,777
<b>TOTAL</b>	<b>899,666</b>

Exhibit 2.8

NUMBER OF EMAILS SENT BY REQUESTOR, FROM JULY 2021-JULY 2022		
EMAIL REQUESTER	NUMBER OF EMAILS	RECIPIENT COUNT
CALPRO	20	115,357
CDE	30	17,410
OTAN	112	766,899
<b>TOTAL</b>	<b>162</b>	<b>899,666</b>

Exhibit 2.9

DURING THE 2021-22 FISCAL YEAR, OTAN HOSTED SIX WEBINARS AT THE REQUEST OF CDE			
WEBINAR DATE	TITLE	ATTENDANCE COUNT	ORGANIZATION
8/9/2021	Federal Program Monitoring Adult Education Instrument - Live Q&A	61	CDE, Adult Education Office
02/17/2022	Continuous Improvement Plan (CIP): Process and Requirements	118	CDE, Adult Education Office
03/18/2022	It's Not Too Early to Think About the 2022-23 Continuous Improvement Plan!	60	OTAN



DURING THE 2021-22 FISCAL YEAR, OTAN HOSTED SIX WEBINARS AT THE REQUEST OF CDE			
03/25/2022	Dive Deep into the Continuous Improvement Plan!	54	OTAN
4/1/2022	CIP Open Office Hours	5	OTAN
5/13/2022	CIP Open Office Hours for Resubmissions	1	OTAN

Exhibit 2.10

### Provide Training and Technical Services to CDE and State Leadership Projects

OTAN staff provided 11 instances of training and technical services to CDE and to State Leadership Projects in 2021–22.

A summary of training and services is listed below:

- The OTAN development team provided training and instructions on how to use the Continuous Improvement Plan (CIP) scoring and evaluation website to CDE staff and outside evaluators.
- OTAN provided hosting and support for a training webinar related to the 2021–22 Continuous Improvement Plan.
- OTAN provided technical support and collaboration to CASAS to ensure that their database and data transfer process remained in sync in order to allow agencies to view accurate status of their deliverables within the CA-OAR website.
- Several OTAN staff participated in CDE’s New Administrator Training as presenters as well as providing the communication conduit to inform agencies of the event.
- OTAN continued to provide hands-on training to State Leadership Project staff members on how to effectively use the online communication platform Zoom. OTAN staff acted as moderators for webinars and provided technical support for online training conducted by other State Leadership Projects. Zoom licenses purchased through OTAN are provided to the other State Leadership Projects.

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

OTAN’s staff responded to several requests for websites and digital collaboration tools during the 2021–22 contract year. Examples of requests included the following:

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

The California Adult Education Professional Development Calendar provides a one-stop training source for California adult educators (<https://www.caadultedtraining.org/> ). The site is hosted

on OTAN's website and includes training for all the State Leadership Projects that serve adult education. During this fiscal year the following updates were made:

- Add conference presentation information to the calendar
- Add new feature to allow users to add event information to a Google, Outlook, or Yahoo calendar

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

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

## California Adult Education

Professional Development

The one stop training source for California adult educators

Select Events by Type

Online

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

Face To Face

- Workshops
- Training
- Meetings
- Events & Conferences

Blended

Filter Events

### Upcoming Events

Today: August 24, 2021

Ongoing Self-Directed

Date(s)	Event Name	Where	Sponsor
Ongoing	<a href="#">Teaching Critical Thinking Skills (Self-Directed Online)</a>	Online	CALPRO
Ongoing	<a href="#">Middle-Skills Jobs Preparation in Adult Education (Self-Directed Online)</a>	Online	CALPRO
Ongoing	<a href="#">Designing Programs for Adults with Learning Disabilities, Session I, Understanding Learning Disabilities: Awareness for Adult Educators (Self-Directed Online)</a>	Online	CALPRO
Ongoing	<a href="#">Math Instructional Strategies (Self-Directed Online)</a>	Online	CALPRO

[View all Self Directed Trainings](#)

August

Exhibit 2.11 - California Adult Education Training Home Page

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

Requests for data and reports from OTAN during the 2021–22 contract year included the following:

**From the AEO:**


- Multiple reports in different formats to display the results of the Continuous Improvement Plan

- A Universal Report to share agency details and funding information with CASAS
- A report of Deliverables Percentage Complete by area and consultant for a snapshot view of the percentage of deliverables received from agencies
- A report of agencies previously active in the WIOA grant

### From State Leadership Projects:

- Provide the OTAN update for CASAS end-of-year report on leadership projects

## Maintain and Update the Lesson Plan Builder

The online [Lesson Plan Builder](#)  is a tool that allows teachers to create complete and detailed lesson plans and store them online. All registered users of the OTAN website may access the Lesson Plan Builder. There are currently 17,580 lesson plans stored in the Lesson Plan Builder from 978 users. 83 plans were created during the 2021–22 fiscal year.



My Lessons
New Lesson
Log off

## Writing Lesson Plans

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

Research has shown that effective teachers follow a methodology for planning and presenting a lesson.

The WIPPEA\* model with an emphasis on backward design is a guide for teachers in planning effective lessons. This model for lesson planning helps ESL, ABE, ASE, and other teachers create a smooth instructional flow and scaffold learning in small chunks.

The lesson planning model represents a continuous teaching cycle in which each learning concept builds on the previous one, thereby serving as an instructional roadmap for teachers. Using principles of backward design (G. Wiggins and J. McTighe, 1992) in which teacher plan lessons beginning with the end in mind, teachers target instruction both to the lesson objective and the evaluation of mastery of the objective. The teacher asks-and answers-the following questions at the beginning of lesson preparation: How will I expect students to demonstrate understanding or mastery of this objective? What type of evaluation activity will best assess students' ability to learn and apply their new knowledge? With the evaluation activity decided and clearly stated at the beginning of the lesson, the teacher and students have a clear understanding of where instruction is headed. The teacher then designs the lesson activities, following the WIPPEA stages and always keeping the end in mind as the lesson progresses through each stage.

Exhibit 2.12 - This is a screenshot of a user's home page after signing into the Lesson Plan Builder. The user's lessons are displayed in a list, with menu options on the left side of the screen.

## Maintain, Expand, Update, and Align OTAN Web Pages

During the 2021–22 program year, the site was routinely reviewed and updated with new content gleaned from local, state, and federal sources, as well as from a variety of print and online resources focused on adult education and how technology is effectively applied in adult education classrooms, programs, and schools.

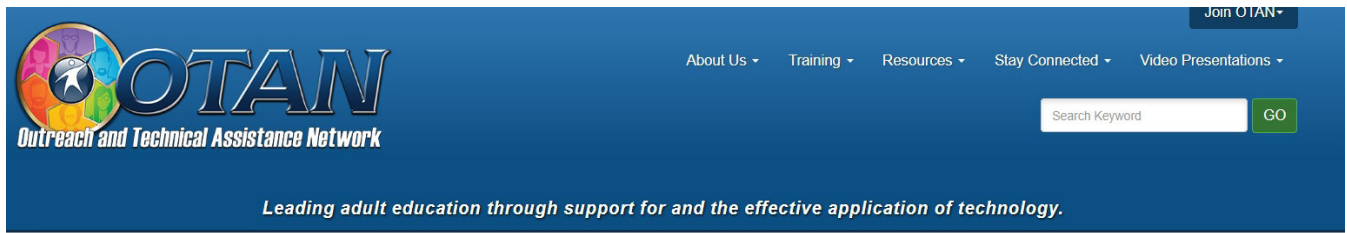
The OTAN website is fully responsive and meets WCAG 2.1 and Section 508 accessibility requirements. The design incorporates full accessibility, including responsive design features to accommodate access to the website via mobile and other assistive devices. As new content and features are added to the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

In 2021–22, OTAN added 126 News Items, twelve Web-Based Class Activities, eleven Digests, and three Newsletters. A new section was also added to the site to provide information and resources for the California Distance Learning Cooperative (A Canvas Project). During the 2021–22 program year, there were 56,858 visits to the otan.us website with a total of 161,608 page views.



Exhibit 2.13 - This is a screenshot of the OTAN website home page.





Home / Video Presentations

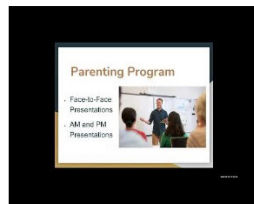
## Featured Videos



### Video Category

Teaching and Working Online
CK-12 Adult Ed Promotional Video
Academic and Workforce Training
Equity and Inclusion
LMS: Moodle, Google Classroom, and Canvas
Using Video
Google Tools

DLAC 2021 - Mid-Project Report:  
Oxnard Adult School



OTAN Tech Talk - 100% Online  
Instruction Doesn't Mean "No PBL!"



TDLS 2021 - Designing Adult Basic  
Education and ESL Courses for a  
Flexible Environment



Exhibit 2.14 - This is a screenshot of the OTAN Featured Videos homepage, which shows three featured video thumbnails and titles.

## Provide Online Support and Technical Assistance

OTAN provides support and technical assistance to the field in a variety of ways. Website content and items of interest, account features, reporting functions maintained by OTAN, and specific internet research on online tools and apps are all support and technical assistance items provided by OTAN staff. Regarding the OTAN website, over the course of the year, there were several key webpages visited, including the:

- ➔ Teaching with Technology site (7,092 total page views, with 6,190 unique views) Web-based Class Activities area (4,039 total page views, with 3,379 unique views)
- ➔ Web-based Class Activities area (3,032 total page views, with 2,546 unique views)
- ➔ Digital Leadership Academy site (1,875 total page views, with 1,510 unique views)
- ➔ Curriculum Offers page (1,260 total page views, with 962 unique views)
- ➔ Video Presentations page (6,604 estimated page views, 5,044 subscribers)


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



Overall, the OTAN website had 161,608 page views, 114,547 unique page views, and 56,858 unique visitors during the 2021–22 year.

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

### **California Adult Education Provider Directory**

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

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

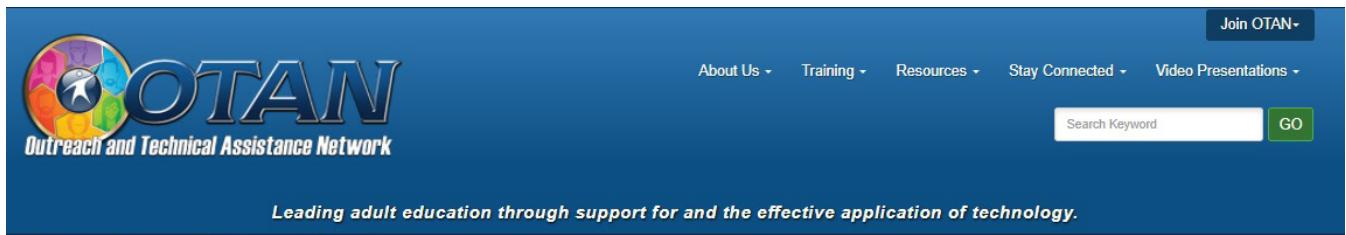
From July 1, 2021, through June 30, 2022, the California Adult Education Provider Directory had more than 49,170 page views from 26,408 people who accessed and used the site.

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*“ Thank you to Kristi for an excellent session. It is tough to present these days about technology because there are many “Dino-babies” (how IBM described its dated workforce) at one end of the technology spectrum & then these young guys who know how to use technology like the back of their hand. Kudos to Kristi for handling both ends of the spectrum so skillfully. ”*

*— Jean Rose*

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Home / Resources / CAE Provider Directory

## California AE Provider Directory

### Search for a Program

Enter a city name, zip code, or address into the Search location text box, choose a result radius from the Radius drop-down list, and select the Find button to search for Adult Education providers. Results within the chosen radius will be displayed below in a list ordered by distance from your search point. Please contact us if you need assistance finding an Adult Education provider.

Search by city, zip, or address

Search location:

Radius: 15 mi

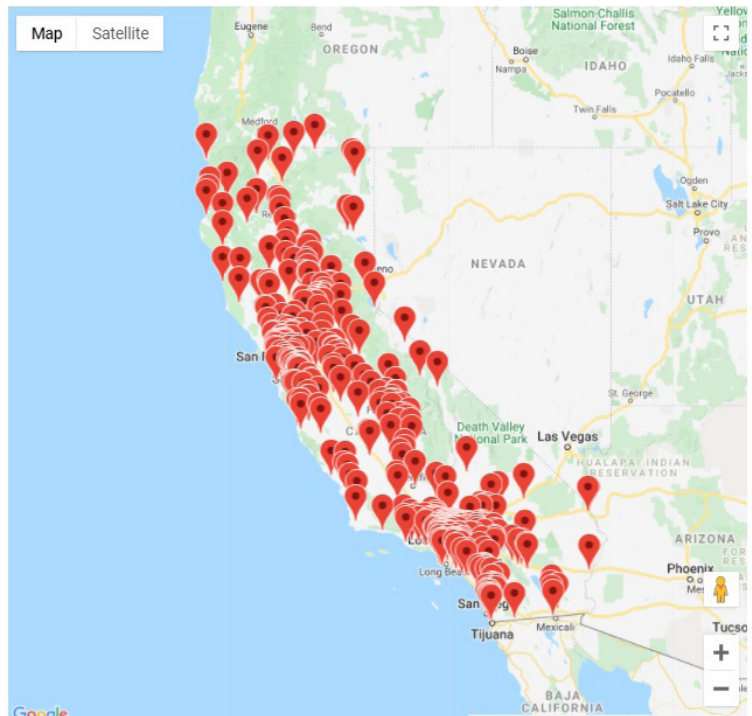


Exhibit 2.15 - This is a screenshot of the California Adult Education Provider Directory, which displays a map of providers on the right side, and options to search for providers on the left side.

## Accessibility and Section 508 Compliance

A few years ago, the OTAN website was rewritten and redesigned to be fully responsive and accessible, and to meet the requirements of WCAG 2.1 and Section 508. All new content subsequently added to the website is checked to ensure that it meets accessibility standards before being posted, and periodic scans of the website are run throughout the year to ensure that the OTAN website conforms to the standards.

The OTAN effort to ensure all materials posted on the website and distributed to our membership are fully accessible has expanded throughout OTAN's workflow. By working with the training staff and external temporary exempt employees, document accessibility training provides needed information, tutorials, and other resources to ensure materials submitted to OTAN are fully 508 compliant. This effort extends to the adult education field through webinars and workshops for teachers to learn about accessibility and provide strategies to ensure teachers review handouts and presentations for accessibility.

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

These efforts also require that OTAN work with compliance partners to ensure all multimedia meets the requirements of Section 508 and WCAG 2.1. As such, all videos and other media are remediated for full transcripts, closed captioning, and audio descriptors where required. Anyone can take advantage of these services whether they have a disability that needs accommodation or not. All videos on the OTAN website are presented on their individual pages, complete with transcripts and the ability to download them.

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

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*“ Hope you guys had a restful weekend. I have to say that I've had a great time at the DLAC final presentation. It was very well organized, right from our stay to the last min out of the door. I've loved my journey as a DLAC'er and it will always be remembered as one of the best training so far. Thank you for being so supportive and just having my back when I was there on my own. I truly appreciate it. ”*

*– Bijal Varia, Santa Clara ESL Department Program Lead  
ESL Curriculum, EL Civics and Professional Development*

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## DLAC 2022 - Final Presentation - Pittsburg Adult Education Center

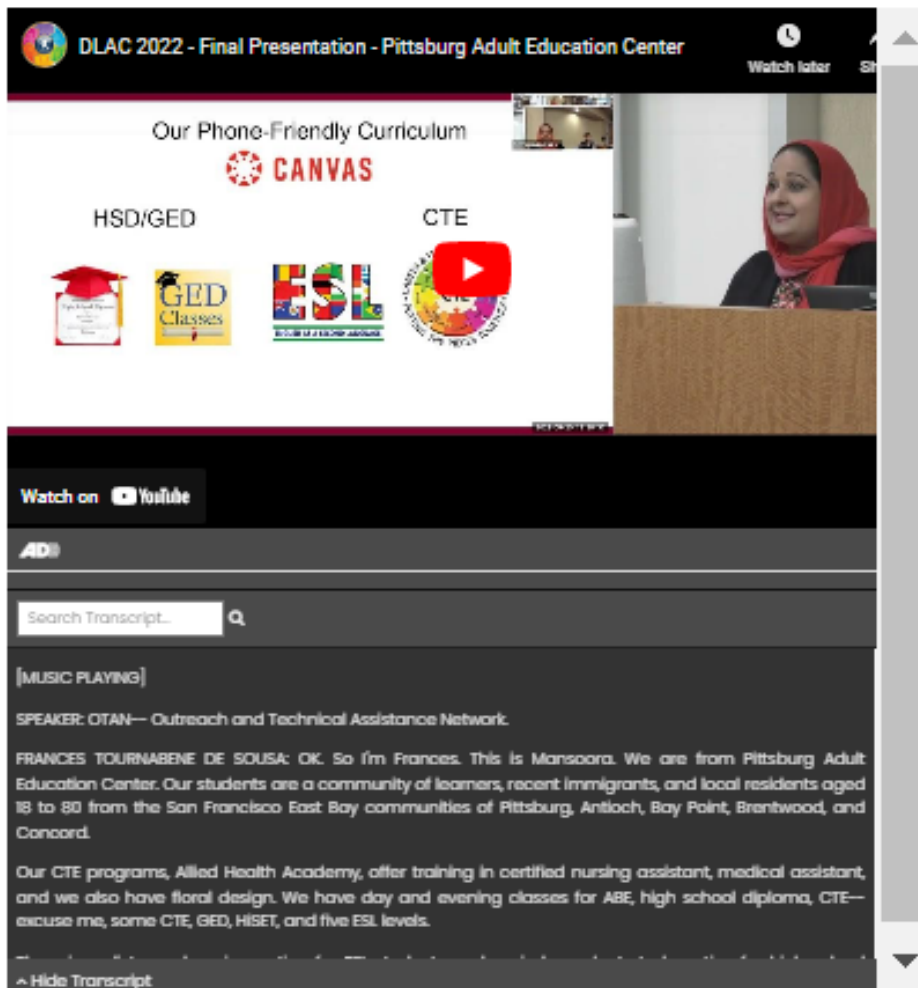
### Description

#### PRESENTERS:

Mansoorah Shah-Zaeem, ESL Instructor

Frances Tornabene De Sousa, ESL Instructor

DATE: 5/20/22



DLAC 2022 - Final Presentation - Pittsburg Adult Education Center

Watch later

Share

Our Phone-Friendly Curriculum

CANVAS

HSD/GED

GED Classes

ESL

CTE

Watch on YouTube

AD

Search Transcript...

[MUSIC PLAYING]

SPEAKER: OTAN— Outreach and Technical Assistance Network.

FRANCES TOURNABENE DE SOUSA: OK. So I'm Frances. This is Mansoorah. We are from Pittsburg Adult Education Center. Our students are a community of learners, recent immigrants, and local residents aged 18 to 80 from the San Francisco East Bay communities of Pittsburg, Antioch, Bay Point, Brentwood, and Concord.

Our CTE programs, Allied Health Academy, offer training in certified nursing assistant, medical assistant, and we also have floral design. We have day and evening classes for ABE, high school diploma, CTE— excuse me, some CTE, GED, HISET, and five ESL levels.

Hide Transcript

[Download Transcript Text File](#)

[HTML Transcript for Screen Reader](#)

[Download Transcript and Audio Description Merged Text File](#)

Exhibit 2.16 - This is a screenshot of the DLAC 2022 – Final Presentation: Pittsburg Adult Education Center video presentation on the OTAN website, displaying the video itself, a transcript below, and links to download the transcript.

## **Develop and Support Website to Host and Share Civic Objectives and Additional Assessment Plans (COAAPS) for Field Use**

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

The California EL Civics Exchange had been requested by California adult education agencies for several years to view and share EL Civics materials developed by other agencies. OTAN and CASAS first met in 2018–19 to discuss the project. During 2019–20, a formal request was made to the CDE for funding for development work. Funding was received in 2020–21, and the development process focused on two key components: enabling the upload of content that would be included on the website and creating the Exchange website itself. After months of development work, OTAN and CASAS were able to field test the website in April 2021 with a small number of agencies across the state, and feedback was helpful in being able to finalize the look and feel of the website and fix remaining bugs. At the CASAS Summer Institute in June 2021, OTAN and CASAS jointly announced the formal opening of the Exchange on July 1, 2021. Since that initial presentation, additional presentations to introduce the EL Civics Exchange and invite agency submissions were offered at CATESOL and CCAE conferences, as well as the CAEP Summit, OTAN’s TDLS, and the 2022 CASAS Summer Institute.

The focus during the 2021–22 program year was on working with agencies to produce and generate more content for the website as well as add more support materials for agency reference. During the 2021–22 program year, additional help and resource documents and videos were added to the site. Five new materials were added to the website during this time from three agencies (Los Angeles Unified School District, Mt. Diablo Adult Education, and MiraCosta Community College – Community Learning Center).

Moving forward, OTAN and CASAS will continue to support the inclusion of high-quality Instructional materials by focusing on two key components in its review of submissions: accessibility and licensing. Instructional materials are deemed accessible according to Section 508 of the Rehabilitation Act (amended 1998) and Web Content Accessibility Guidelines (WCAG) 2.1 recommendations. They are also licensed by Creative Commons nomenclature; in this case, instructional materials are licensed CC BY-NC-SA. Before the instructional materials become publicly available on the Exchange, CASAS will review the content requirements – the quality of presentation and practice materials, how the content teaches the COAAP, and appropriate Creative Commons licensing – using an agency-developed rubric, and OTAN will review that the content is fully accessible using accessibility tools built into the creation software (i.e., Microsoft



Office apps, Adobe PDF software). OTAN and CASAS will also consider how to provide more targeted support to agencies that face challenges making their instructional materials accessible and properly licensed.



**California EL Civics EXCHANGE** Resources Log in

A joint project of CASAS and OTAN funded by the California Department of Education, Adult Education Office.

### California EL Civics Exchange

Welcome to the California EL Civics Exchange. This Exchange is a repository for original EL Civics instructional materials created by California WIOA, Title II: AEFLA/EL Civics agencies. These materials can be used to teach EL Civics content to English language learners as part of the 30 hours of instruction required in California before administering an EL Civics Assessment (COAAP).

The materials are categorized by the seven EL Civics competency areas pictured below. To find instructional materials, you can click on any one of the competency area boxes. You can also search in the menu at the left by COAAP number, Level, or EL Civics topic (content/keyword).

Materials submitted on this site are from WIOA Title II Grant funded agencies in California and licensed under Creative Commons Attribution Non-Commercial Share Alike (CC-BY-NC-SA) use. They are intended for other WIOA Title II Grant agencies to share with appropriate credit to the authoring agency. In addition, these materials are accessible according to requirements of Section 508 of the Rehabilitation Act (amended in 1998) and Web Content Accessibility Guidelines (WCAG) 2.1 recommendations.

More information about the California EL Civics Program can be found on the CASAS website EL Civics Civic Participation and IELCE webpage.

[Begin the instructional materials submission process.](#)

#### Instructional Materials

- 
- 
- 
- 

Exhibit 2.17 - This is a screenshot of the EL Civics website home page. It shows narrative information about the site, categories of Instructional Materials, and other links.

*“ I am so pleased that I was able to attend this week's conference! It is the best conference that I have ever been to. Thank you for making the recording available. I have a better schema than I did in March 2020, but there is so much more to learn that when applied in the class, can create so much higher quality of experience for our adult ESL students! Thank you for including me. ”*

*– Jean Rose*

A joint project of CASAS and OTAN funded by the California Department of Education, Adult Education Office.

### Material Description and Details

[Instructional Materials Home](#)

#### Instructional Materials

- [Consumer Economics](#)
- [Community Resources](#)**
- [Health](#)
- [Employment](#)
- [Government and Law](#)
- [Transition](#)
- [Workforce Training](#)

#### Search Instructional Materials

Civic Objective or COAAP Number:

Instructional Material Keyword:

Levels:

**Material Program Year** 2019 – 2020  
**Submitter** Ryan de la Vega  
**Agency Name** Torrance Unified School District

COAAP Number	Competency Area	Civic Objective
11.6	Community Resources	Research and describe cultural backgrounds/barriers

**COAAP Task Titles**  
 Task 1: Identify and Describe a Classmate's Culture; Task 2: Write about Culture

Levels	Type of Assessment
Beginning Low	Oral
Beginning High	Written
Intermediate Low	
Intermediate High	
Advanced	

**Included Materials**  
 Teacher guide + student packet (some combination of teacher/student materials)

**Format**  
 Print (can be used digitally)

#### Documents






-  11.6, BL-BH, Task 1, Teacher and Student Packet
-  11.6, IL-A, Task 1, Teacher and Student Packet
-  11.6, BL-BH, Task 2 Teacher and Student Packet
-  11.6, IL, Task 2, Teacher and Student Packet
-  11.6, IH-A, Task 2, Teacher and Student Packet

Exhibit 2.18 - This is a screenshot of a Material Details page on the EL Civics website. It shows detailed information about a resource including submitter information, COAAP details, instruction levels, and a list of available resource documents.

*“ I just wanted to reach out to let the Outreach and Technical Assistance Network know your collection of virtual tours were a big help to my daughter Corrine! I'm currently helping her with a project she's working on for her geography class, and your 'Exploring the World Through Virtual Field Trips' page led us to some great sites to check out! Corrine and I wanted to make sure we thanked you. ”*

*– Michelle Bass*

# Appendix A

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN220124  
July 1, 2021 – September 30, 2021

**Outreach and Technical Assistance Network  
 Sacramento County Office of Education  
 Progress Report, Contract # CN220124  
 July 1, 2021 – September 30, 2021**

**OBJECTIVES AND MAJOR TASKS**

**STATUS**

Task 1	
<b>Section A Provide professional development opportunities online and face-to-face via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California.</b>	
<p>1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS</p> <p>Narrative: OTAN hired seventeen (17) subject matter experts (SME) to assist with training and support. Coordinators met individually with all SME to review time tracking, conference and webinar assignments, and communication protocol. In addition, OTAN held a virtual 8-hour training of trainers on August 18–19 for all SMEs. Two of the eight hours focused on accessibility and remediating materials and handouts. In the first quarter, OTAN offered ten conference presentations, six virtual in-service workshops, two public webinars, one private webinar, seven OTAN Office Hours, and three OTAN Tech Talks. Of the OTAN events scheduled, 317 attended. The 10 conference sessions had an additional 154 attendees. Evaluations are ongoing and are used to update, revise, and ensure relevance.</p>	<p>External staff were onboarded, and training is ongoing.</p>

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.A.2. CONDUCT FACE-TO-FACE OTAN ADVISORY COMMITTEE (OAC) MEETING ANNUALLY</p> <p>Narrative: The virtual Fall OAC meeting included OTAN updates and a review of 20–21 accomplishments. Using Zoom, participants worked in breakout sessions to develop and discuss technology recommendations on topics, such as: sustaining momentum and propelling innovation, digital equity and learner supports, supporting quality in instruction, and enrollment and retention. Participants included administrators, teachers, partners, classified support staff, CDE and State Leadership Project staff, and OTAN training and development team staff. A second meeting is scheduled for March 9, 2022.</p>	<p>The fall OAC meeting took place September 15, 2021, from 9-12pm with 36 attending.</p>
<p>1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC)</p> <p>Narrative: The third cohort of DLAC, consisting of 12 agencies, continued work on their implementation plans this quarter. While the agencies have remained the same heading into Year 2, the original DLAC group lost and regained three members of different agency groups. Five veteran coaches continued to hold regular meetings with their groups, and some coaches elected to bring all their agencies together during regular meetings for increased networking and resource sharing. OTAN contracted with Dr. Paul Porter again as the DLAC expert trainer, and the full cohort next meets virtually on October 13–15.</p>	<p>Twelve agencies and 30 members continued participation in DLAC. This is year two of two.</p>





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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p>1.A.4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO EXPAND ACCESS TO, AND THE USE OF, ONLINE CURRICULUM</p> <p>Narrative: OTAN continued training and technical assistance in online curriculum to agencies who wanted hybrid, blended, in-person supplemental, or remote options for learning. OTAN sustained individualized support through OTAN Office Hours, OTAN Tech Talks, and access to an OTAN Moodle trainer. Additional information is available in 1.A.6.</p>	<p>Ongoing training and access to online curriculum is available.</p>
<p>1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)</p> <p>Narrative: OTAN determined to host TDLS virtually March 2–4, 2022. The TDLS planning team secured keynote Leslie Fisher, a notable Educational Technology trainer. They also updated the TDLS website with the current 2022 Call for Proposals requirements and added presenter biography tools on the presenter dashboard. The Call for Proposals goes live October 1.</p>	<p>Planning is in progress for a virtual event, March 2–4, 2022.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.A.6. LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT</b></p> <p>Narrative: OTAN extended licensing for its technology-based content through June 2022 to current agencies at the recommendation of OAC. Moving forward, all statewide leveraged licensing will be for the full contract period (up to 2 years) so that participants have enough time for implementation and assessment of the product. New Readers Press online participants reported over 688 hours of study time. Voxy Engen reported 1025 completed activities and 50 hours of study time. Valley Adult School was granted additional licenses through a grant, "Write Her Future," with 305 learners and 1230 hours of study time. Achieve3000 agencies reported no learner activity for the first quarter. All piloting agencies for all programs are being targeted for additional training, support, and onboarding. Many agencies reported losing administrators and teachers who previously supported these curriculum pilot efforts.</p>	<p>OTAN extended licensing with current vendors based on recommendations from OAC.</p>
<p><b>1.A.7. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR</b></p> <p>Narrative: OTAN is working with the two learners who received the highest scores from the 2021 nominations to create videos highlighting their success. OTAN provided information about the two learners to ACSA for its celebration of students at the upcoming ACSA Leadership Summit in November. As no travel is recommended at this time due to the pandemic, awardees and their nominators will not attend in person.</p>	<p>In progress. The next nomination period is January 1-April 15, 2021.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.A.8 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA</p> <p>Narrative: OTAN invited administration and teachers from rural agencies to participate in OAC, and two agencies agreed. OTAN developed a coaching plan to better address the needs of small, rural agencies.</p>	<p>This task is in progress. OTAN has increased participation of rural agencies on the OAC.</p>
<p><b>Section B</b> OTAN strives, through research and promising practices, to provide a ‘one-stop shop’ for current and critical information in all areas of educational technology integration and online/blended learning innovations. This information is gleaned through local, regional, state, and national resources and condensed and provided through the OTAN website (<a href="http://www.otan.us">http://www.otan.us</a> ). The OTAN website is continuously updated and monitored to ensure information is current, compatible, and accessible (508 compliance) with computers and mobile devices that use a variety of browsers.</p>	
<p>1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES</p> <p>Narrative: OTAN has participated in online trainings and conferences to further learn about emerging technologies. (ISTE, IDEAL Consortium, California OER Conference). New technologies are shared via social media, newsletters, news items, and OTAN digests. OTAN shared news items about blended and distance learning, virtual math and science labs, and partner initiatives (WorldEd Remote ESOL Project, Remote Instruction Observation Tool, and BEST, Building an EdTech Strategy Toolkit). OTAN worked with CALPRO to develop a <a href="#">research brief on Distance Learning and Blended Learning models</a> . A webinar highlighting the brief took place on September 10.</p>	<p>Ongoing.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE</p> <p>Narrative: OTAN hired a retired administrator with a strong knowledge of adult education in California. OTAN will work with the administrator to determine next steps based on an action plan submitted in June 2021.</p>	<p>In progress. OTAN hired a temporary employee to lead this work.</p>
<p>1.B.3 IDENTIFY, RESEARCH, COMPILE, AND SHARE ONLINE OPEN EDUCATIONAL RESOURCES (OER)</p> <p>Narrative: At the September OAC meeting, the committee encouraged continued work in the area of open educational resources (OER), including more offerings for Career and Technical Education (CTE). They were particularly interested in OER aligned to Integrated English Literacy and Civics Education (IELCE) and Integrated Education and Training (IET). OTAN and CK-12 continued to grow their partnership. On the ck12.org website, the Adult Education section now houses online courses for Adult Basic and Secondary Education (ABE/ ASE). OTAN shares resources and materials via social media, news items, and direct messaging as appropriate.</p>	<p>Ongoing with input from OAC.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.B.4 CONTINUE DEVELOPMENT OF TEACHING WITH TECHNOLOGY (TWT) RESOURCE</b></p> <p>Narrative: The Teaching with Technology team consists of a team of four subject matter experts, two OTAN Training team staff, and two OTAN Development team staff. The OTAN Development team made upgrades to the administrative website, and SMEs have been testing the website functionality. SMEs began working with the OTAN developers to identify needed enhancements for the public facing website.</p>	<p>Four SMEs were hired to work on updating the TwT website's functionality.</p>
<p><b>1.B.5 PROVIDE AND SUPPORT OTAN-CREATED SHARED ONLINE AND BLENDED COURSES</b></p> <p>Narrative: During Quarter 1, OTAN fulfilled over 20 requests for shared or blank courses to teachers in the field and responded to over 40 instances of email, phone, and Zoom support to teachers using OTAN hosted LMS systems. Communication about the transition from Moodle to the Canvas LMS has been sent via email. OTAN sent a mass email to all Moodle teachers informing them that Moodle will no longer be hosted by OTAN after December 2022. Work continues with OTAN shared courses to prepare them for the California Distance Learning Cooperative (CDLC). These include the popular PETW courses. An updated MOU with LAUSD-DACE allows the migration of PETW courses to Canvas to continue. Other OTAN shared courses are being modified and improved and housed on the CDLC Commons. OTAN developers created API calls for getting Canvas data and storing it in a database. These include: all agencies' accounts; agencies' statistics (count of courses, teachers, students, discussion topics, etc.); agencies' users (admins, teachers, students); users' activities.</p>	<p>OTAN continued to offer Moodle support while transitioning to Canvas.</p>



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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.B.6 DISSEMINATION OF OTAN SERVICES</p> <p>Narrative: Due to the pandemic, OTAN did not host vendor tables at conferences in Quarter 1. OTAN plans to participate as a virtual exhibitor in the fall CAEP Summit and CATESOL conferences.</p>	<p>Planning is in progress for virtual booths at fall conferences.</p>
<p>1.B.7 SUBMIT QUARTERLY REPORTS TO CDE</p>	<p>Quarter 4 of 20–21 was submitted in July 2021. Quarter 1 will be submitted in October 2021.</p>
<p>1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE</p> <p>Narrative: The annual report components were distributed to staff in late July. The annual report is broken up into sections to allow members of the team to write and update sections of the annual report. The annual report was submitted to the OTAN graphic designer in late September 2021.</p>	<p>The 20–21 Annual Report is in progress and will be complete by December 2021.</p>
<p><b>Task 2</b></p>	
<p><b>Section C: Provide programming and hosting of the CDE’s AEO “Online Grant Applications and Reporting” environment.</b></p>	
<p>2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR)</p> <p>Narrative: The CA-OAR website opened several application modules to agencies during the first quarter, including the 2020–21 Final Expenditure Claim Report (ECR), the 2021–22 Grant Award Notice, the 2021–22 Grant Budget, and the 2021–22 First Quarter ECR. Individual user logins and roles tools went live, and accounts were created for all identified agency users. Sixty-six agencies submitted Course Approvals requests.</p>	<p>The OAR website was updated for the 2021–2022 fiscal year.</p>

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p><b>2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS)</b></p> <p>Narrative: The CA-AMS website opened review and approve application modules to support the modules opened on the CA-OAR: the 2020–21 Final Expenditure Claim Report (ECR), the 2021–22 Grant Award Notice, the 2021–22 Grant Budget, and the 2021–22 First Quarter ECR. Tools were created to manage agency users and roles. The Balance, Master Payments Paid, Encumbrance List, and Grant Award Data reports were updated for 2021–22.</p>	<p>OTAN prepared and opened the site for the 2021–2022 fiscal year.</p>
<p><b>2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM</b></p> <p>Narrative: OTAN developers supported reviewers with management of the CDE evaluation system until 100% of Continuous Improvement Plans were submitted in early August.</p>	<p>Ongoing.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT</p>	<p>OTAN staff provided 124 instances of email and phone support for the CA-OAR website this quarter. Approximately 2/3 of the support emails and phone calls were requests for assistance with the new login system.</p>
<p>Narrative: Examples of emails sent from the AEO to the field included:</p> <ol style="list-style-type: none"> <li>1. Costs for GED and Hi-Set Testing</li> <li>2. New Administrator Orientation - Day 1 Recap</li> <li>3. AB 130, New Administrator Orientation, Grant Budgets and more!</li> <li>4. Register now for New Administrator Orientation 2021</li> <li>5. WIOA 2021–22 Grant Award Notifications are now available</li> <li>6. Available Resources: OAR Admin User Guide</li> <li>7. WIOA 2021–22 Grant Award Notifications are now available</li> <li>8. WIOA Grant Award Notifications and Fiscal Year 2021–22</li> <li>9. 2020–21 Final Expenditure Claims are due July 31</li> <li>10. HSE Virtual Summer 2021 Convenings</li> <li>11. Section 243 IELCE Funding - Important Updates</li> <li>12. End of Year Information and Looking Ahead to 2021–22</li> </ol>	

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>2.C.5 SUPPORT THE CONTINUOUS IMPROVEMENT PLAN (INCLUDES THE TECHNOLOGY AND DISTANCE LEARNING PLAN, PROFESSIONAL DEVELOPMENT PLAN, AND OTHERS AS REQUIRED BY THE CDE AEO)</p> <p>Narrative: Reviews of the Continuous Improvement Plan continued from 4th quarter, with the last review completed on August 4, 2021.</p>	<p>OTAN reviewed CIP submissions until all were approved.</p>
<p>2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION</p> <p>Narrative: OTAN assisted CDE with the Welcome Back video with Carolyn Zachry, a Federal Program Monitoring (FPM) webinar and Q &amp; A, and with a new WIOA II grantee/new administrator orientation via Zoom. A repository of CDE AEO communications is stored on the home page and/or resources page of the OAR site. OTAN remediated the CDE 2021–22 WIOA Welcome video.</p>	<p>OTAN assisted with training webinars and access to OAR resources.</p>
<p>2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT</p> <p>Narrative: The development/programming team has worked closely with CDE to update and prepare the OAR site for the 21–22 fiscal year. OTAN staff provided technical assistance and training to CDE AEO staff via Zoom in preparation for the new grantee/administrator four-day training. OTAN provides Zoom licensing to CALPRO and CDE. Video recordings are remediated and posted upon request. OTAN responds to requests for sending mass emails, providing grantee contact information, and other requests as they arise. OTAN created a consolidated report of Student Technology Intake Survey data, as well as a consolidated report of Teacher Self-Assessment survey data for CDE, available on the AMS website.</p>	<p>OTAN provided training, technical support, and reports focused on survey data.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<b>Section D: Provide programming and hosting of technology information and tools for learning</b>	
<p><b>2.D.1 MAINTAIN AND UPDATE THE LESSON PLAN BUILDER</b></p> <p>Narrative: Forty-six (46) lesson plans were published during this quarter. Technical support was provided upon request.</p>	<p>The Lesson Plan Builder is being maintained.</p>
<p><b>2.D.2 MAINTAIN, EXPAND, UPDATE, AND ALIGN THE OTAN WEB PAGES</b></p> <p>Narrative: Thirty-four (34) news items were posted during this quarter, including a Back-to-School series, three Web-Based Class Activities, and two Digests (Summer and September). The OTAN website had 35,017 total unique page views and 16,430 total unique site visits.</p>	<p>Ongoing.</p>
<p><b>2.D.3 ACCESSIBILITY AND SECTION 508 COMPLIANCE</b></p> <p>Narrative: OTAN has established a contract with a compliance partner for video and webinar remediation to meet WCAG 2.1 and Section 508 requirements. Staff have been trained to remediate documents, handouts, and presentations in-house. Ongoing training and support are provided to OTAN Staff and external staff to ensure full compliance with accessibility. Eight titles were remediated including one for CDE, and two for CASAS. Additional titles included the revision of the OTAN welcome video on the YouTube Channel, and two OTAN Tech Talks.</p>	<p>Ongoing.</p>



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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p>2.D.4 DEVELOP AND SUPPORT WEBSITE TO HOST AND SHARE CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS (COAAPS) FOR FIELD USE</p>	<p>OTAN released the EL Civics Exchange website to the field on July 1.</p>
<p>Narrative: OTAN went live with the EL Civics Exchange website on July 1, 2021. Several new features were added during this quarter: a feedback archive, a copy-and-edit tool for instructional materials, and an activate/deactivate instructional materials feature. OTAN and CASAS meet every 6-8 weeks to aid with implementation.</p>	

# Appendix B

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN220124  
October 1, 2021 – December 31, 2021

**Outreach and Technical Assistance Network  
 Sacramento County Office of Education  
 Progress Report, Contract # CN220124  
 October 1, 2021 – December 31, 2021**

**OBJECTIVES AND MAJOR TASKS**

**STATUS**

Task 1	
Section A Provide professional development opportunities online and face-to-face via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California.	
<p>1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS</p> <p>Narrative: In Quarter 2, all training and support continued to be offered virtually. There were 42 training events with 361 participants. Training events included Office Hours, Tech Talks, open (registration) webinars and workshops, special events, and virtual in-services. Seven of the events were closed (registration) webinars for requesting agencies with a total of 44 participants. Attendance average was 59% of those who registered. In October, OTAN staff assisted with the CAEP Summit by providing conference support during the events and presenting six workshops. Staff also presented four virtual workshops and hosted an informational booth at CATESOL in late October and early November. OTAN staff have continued to work on their own professional development through participation in A11y Accessibility with David Berman, InstructureCon, CATESOL, COABE, USDLA, and the CAEP Summit.</p>	<p>Ongoing through virtual training.</p>

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.A.2. CONDUCT FACE-TO-FACE OTAN ADVISORY COMMITTEE (OAC) MEETING ANNUALLY</p> <p>Narrative: The fall OAC meeting took place September 15, 2021, from 9-12pm with 36 in attendance. During the second quarter, OTAN staff have been following up on OAC recommendations. These recommendations include expanded Canvas training and support, training in OWL and SWIVEL cameras for Hyflex classrooms, information and training on effective hybrid instructional models, additional guidance in developing accessible documents, and recruiting student voices to OAC. A progress report will be shared at the March 9 OAC meeting.</p>	<p>Ongoing. The second annual meeting is scheduled for 3/09/22.</p>
<p>1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC)</p> <p>Narrative: Cohort 3 of DLAC continued with the start of its second year of the two-year training. October 13-15, agencies took part in a 3-day professional development series focused on agency pilot projects and the launch of the IDEAL 102: Resource Evaluation course. Twenty-seven attendees along with their five coaches from all 12 sites participated. DLAC project meetings took place with DLAC's expert trainer, Dr. Paul Porter, and the five DLAC coaches in October, November, and December as online events. Project meetings focused on the continuation of Dr. Porter's segments on team building, communication, and conflict resolution. OTAN staff conducted virtual site visits for each agency. Meetings were facilitated by Dr. Porter and the coordinators. DLAC teams and their administrators participated, and meeting summaries were sent afterward.</p>	<p>Ongoing. The fall professional development event kicked off Year 2 with 27 participants from 12 sites.</p>


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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.A.4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO EXPAND ACCESS TO, AND THE USE OF, ONLINE CURRICULUM</p>	<p>Ongoing. Training and technical assistance included 42 events and 361 participants.</p>
<p>1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)</p> <p>Narrative: OTAN will host a virtual TDLS March 2-4, 2022. During Quarter 2, the planning team opened the Call for Proposals and received 62 presentation submissions. Communications to the field regarding the Call for Proposals included five TDLS-specific email blasts between 10/1 and 12/20 (extended deadline) in addition to weekly email blasts and 12 social media posts to Twitter, Facebook, and LinkedIn in October, November, and December. Also, during Quarter 2, staff developed and tested the registration system, due to open in January 2022. The planning committee chose to cap registration at 800 registrants for the virtual event.</p>	<p>Ongoing planning has occurred during Quarter 2 for the virtual TDLS event, March 2–4.</p>
<p>1.A.6. LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT</p> <p>Narrative: Three curriculum pilots continued in Quarter 2. For Voxy Engen, agencies reported over 275 students and over 2100 hours of study-time.</p> <p>For New Readers Press, agencies reported a combined total time of 640 hours spent in the course(s). And, for ACHIEVE3000, there was nominal activity. Agencies reported high turnover and lack of staff able to take over the pilot.</p>	<p>Ongoing.</p>



# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.A.7. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR</b></p> <p>Narrative: OTAN staff continued to produce the two video stories for the top-scoring 2021 Students Succeed winners. OTAN staff collaborated with ACSA staff to include the two 2021 Student Succeed honorees in the ACSA Leadership Summit <i>Every Student Succeeding</i> virtual ceremony on November 7. OTAN staff reviewed and revised the Students Succeed Nomination Information and Nomination Evaluation Rubric prior to opening the nomination period for 2022 on January 1.</p>	<p>In progress. The next nomination period is January 1–April 15, 2022.</p>
<p><b>1.A.8 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA</b></p> <p>Narrative: OTAN and CAEP TAP have been in discussion on how to provide extended support to rural agencies participating in TAP’s Targeted Technical Assistance. OTAN will plan to participate in TAP’s peer learning circles for rural agencies to have a better understanding of the needs and challenges for these agencies.</p>	<p>Ongoing.</p>
<p><b>Section B</b> OTAN strives, through research and promising practices, to provide a ‘one-stop shop’ for current and critical information in all areas of educational technology integration and online/blended learning innovations.</p> <p>This information is gleaned through local, regional, state, and national resources and condensed and provided through the OTAN website (<a href="http://www.otan.us">http://www.otan.us</a> ). The OTAN website is continuously updated and monitored to ensure information is current, compatible, and accessible (508 compliance) with computers and mobile devices that use a variety of browsers.</p>	

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES</b></p> <p>Narrative: OTAN participated in several virtual trainings and conferences to stay abreast of emerging technologies. Some of these trainings in Quarter 2 included: A11y Accessibility with David Berman, InstructureCon, CATESOL, COABE, USDLA, and the CAEP Summit. In addition, staff remained involved with professional organizations such as CCAE, COABE, CATESOL, ISTE, and ACSA. OTAN made progress on the Distance Learning Report during this period as part of its annual report. In consultation with Matthias Sturm, a well-known researcher in blended teaching and learning and distance education, the report provides a broad overview of the state of distance learning in California with recommendation for further research. OTAN News topics on emerging technologies included blended learning, digital navigation services, OTAN's upcoming Triple E Course, and external initiatives such as DRAW (Digital Resilience in the American Workforce), the EdTech Integration Strategy Toolkit, and the EdTech Genome Project.</p>	<p>Ongoing. OTAN researched and shared OTAN News on blended learning, digital navigation services, OTAN's upcoming Triple E Course, and other external initiatives.</p>
<p><b>1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE</b></p> <p>Narrative: OTAN staff met with the recently hired historian for this project to develop an initial scope and redesign plan.</p>	<p>Ongoing.</p>
<p><b>1.B.3 IDENTIFY, RESEARCH, COMPILE, AND SHARE ONLINE OPEN EDUCATIONAL RESOURCES (OER)</b></p> <p>Narrative: Work is in progress to revise open courses from Moodle to the new Canvas Commons. OTAN News included an OER topic in a December article.</p>	<p>Ongoing with input from OAC.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.B.4 CONTINUE DEVELOPMENT OF TEACHING WITH TECHNOLOGY (TWT) RESOURCE</p> <p>Narrative: The Teaching with Technology SME’s focus for 2021–22 is enhanced entries, realignment to standards, and added lesson plans. In Quarter 2, staff added CTE Sectors and CTE Anchor Standards as program area selection options on the TwT admin pages. Staff also added report pages to identify resources associated with each CCR and CTE standard.</p>	<p>Ongoing.</p>
<p>1.B.5 PROVIDE AND SUPPORT OTAN-CREATED SHARED ONLINE AND BLENDED COURSES</p> <p>Narrative: During Quarter 2, OTAN fulfilled over 10 requests for shared or blank courses to teachers in the field. OTAN provided over 50 instances of support for online courses. A reminder was sent to all Moodle teachers reminding them that access to Moodle will end in December 2022. Communication regarding access to Canvas and the California Distance Learning Cooperative (CDLC) has been ongoing via email and Canvas announcements. SMEs are working to update OTAN shared courses during the move from Moodle to Canvas. OTAN staff created an API with support from Instructure to monitor data and outcomes from the Canvas project.</p>	<p>OTAN provided over 50 instances of online and phone support to teachers using OTAN-hosted LMSs.</p>
<p>1.B.6 DISSEMINATION OF OTAN SERVICES</p> <p>Narrative: OTAN exhibited and disseminated information about OTAN at the following conferences:</p> <p>October 26–28, 2021: Exhibitor Booth – CAEP Summit 2021 (Virtual)            October 29–30 and November 5–6, 2021: Exhibitor Booth - CATESOL (Virtual)</p>	<p>OTAN hosted virtual booths at two fall conferences.</p>
<p>1.B.7 SUBMIT QUARTERLY REPORTS TO CDE</p>	<p>Quarter 1 of 2021–2022 was submitted in October 2021. Quarter 2 will be submitted in January 2022.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE	The 2020–2021 Annual Report was completed and distributed in December 2021.
<b>Task 2</b>	
<b>Section C: Provide programming and hosting of the CDE’s AEO “Online Grant Applications and Reporting” environment.</b>	
<p>2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR)</p> <p>Narrative: In Quarter 2, the CA-OAR website opened the Grant Award Amendments module. OTAN created, tested, and opened the 2021–2022 first quarter expenditure claim reports (ECR) and developed the second quarter ECR. Sixteen agencies submitted course approval requests.</p>	The CA-OAR website supports ongoing reporting and deliverable submission.
<p>2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS)</p> <p>Narrative: OTAN created and opened a review and approve application module for the Grant Awards Amendments on the CA-AMS website. Separately, OTAN developed an Accounts Receivable tool, and it is in testing by CDE. The tool will be released in January 2022.</p>	OTAN continues to update tools to assist in the function, review, and approval process for OAR reports.
<p>2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM</p> <p>Narrative: The CIP Review and Scoring module is currently under development and will be opened for testing in February 2022.</p>	OTAN is using the evaluation system for the CIP scoring.

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT</p> <p>Narrative: Examples of emails sent from the AEO to the field included:</p> <ul style="list-style-type: none"> <li>• 10/06 WIOA 2021–22 October Deliverables; First Expenditure Claim is Now Open</li> <li>• 11/09 LINCS Learning Portal</li> <li>• 12/03 2021–22 Grant Award Notifications Amendments are now available</li> <li>• 12/14 Seeking student designs for new Adult Ed logo!</li> </ul>	<p>OTAN staff provided 23 instances of email and phone support for the CA-OAR website this quarter.</p>
<p>2.C.5 SUPPORT THE CONTINUOUS IMPROVEMENT PLAN (INCLUDES THE TECHNOLOGY AND DISTANCE LEARNING PLAN, PROFESSIONAL DEVELOPMENT PLAN, AND OTHERS AS REQUIRED BY THE CDE AEO)</p> <p>The Continuous Improvement Plan was under development for the CA-OAR website. Testing is scheduled to take place in January with release to the field February 1.</p>	<p>The CIP was under development with planned enhancements from Year 1.</p>
<p>2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION</p>	<p>Ongoing as requested. There were no updates in Quarter 2.</p>
<p>2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT</p>	<p>Ongoing as requested. There were no updates in Quarter 2.</p>



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

OBJECTIVES AND MAJOR TASKS	STATUS
<b>Section D: Provide programming and hosting of technology information and tools for learning.</b>	
2.D.1 MAINTAIN AND UPDATE THE LESSON PLAN BUILDER	Twenty-one lesson plans were created during Quarter 2.
2.D.2 MAINTAIN, EXPAND, UPDATE, AND ALIGN THE OTAN WEB PAGES  Narrative: OTAN’s website has been updated with 28 new News Items, three web-based class activities, and three OTAN Digests. The OTAN website had 12,557 total unique page views and 13,149 total unique site visits. OTAN closed the Previous Webinars Table webpage per CDE’s request to close the COVID-19 Field Support section. Most recordings were redirected to the Video Presentations section.	Ongoing. In Quarter 2, there were 13,149 unique site visits.
2.D.3 ACCESSIBILITY AND SECTION 508 COMPLIANCE  Narrative: For new webpages that OTAN created during this quarter, each used OTAN’s accessible framework and was tested with accessibility tools (such as SortSite and WAVE) during development. OTAN continued to fully remediate all OTAN videos from various programs and projects within OTAN to full WCAG 2.1 and 508 compliance. During this period, OTAN remediated three video projects for posting to the OTAN website (OTAN Tech Talks on Hyflex, EL Civics Exchange Submitting materials, and Intro to EL Civics Exchange).	Ongoing.

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p data-bbox="159 352 854 495">2.D.4 DEVELOP AND SUPPORT WEBSITE TO HOST AND SHARE CIVIC OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS (COAAPS) FOR FIELD USE</p> <p data-bbox="159 537 899 825">Narrative: In Quarter 2, OTAN developed and added a tool that provides the ability for active materials to be edited and re-added to the approval workflow process. OTAN also updated the Feedback pages to differentiate them between New and Archived feedback. Twelve new users registered for the site during the 2nd quarter, and two new materials were submitted and successfully added to the public site.</p>	<p data-bbox="932 352 1451 457">Ongoing. Twelve new users registered with the site, and two new materials were submitted.</p>

# Appendix C

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN220124  
January 1, 2022 – March 31, 2022

**Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN220124  
January 1, 2022 – March 31, 2022**

**OBJECTIVES AND MAJOR TASKS**

**STATUS**

Task 1	
<b>Section A Provide professional development opportunities online and face-to-face via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California.</b>	
<p>1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS</p> <p>Narrative: In Quarter 3, all training and support continued to be offered virtually. There were 17 open training events with 502 participants. Training events included OTAN Tech Talks, open (registration) webinars and workshops, special events (Canvas, BEST), and CDE webinars (CIP). There were also 20 virtual, closed-registration in-services with 354 attending. OTAN staff offered nine (9) presentations at conferences including COABE and TDLS. OTAN staff have continued to work on their own professional development through participation in TDLS, CUE, CEA, SCOE School of Education, TESOL and CAEP Rural Peer Learning Circles.</p>	<p>Ongoing through virtual training. OTAN is advertising the option for in-person trainings again.</p>

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.A.2. CONDUCT FACE-TO-FACE OTAN ADVISORY COMMITTEE (OAC) MEETING ANNUALLY</p> <p>Narrative: The spring OAC meeting took place virtually on March 9, 2022, from 9-12pm with 32 attendees. Staff shared Quarter 2 program updates and outcomes based on OAC fall recommendations including OTAN presentations and communications, the CIP, the Student Technology Intake Survey, TDLS, curriculum offers, the California Distance Learning Cooperative (CDLC), the EL Civics Exchange, accessibility resources, DLAC, Students Succeed, and the Digital Learning Guidance project. OAC participants provided recommendations on relevant topics: priority training needs, TDLS feedback, and Open Education Resources repositories. OTAN will focus on these latest recommendations as it moves into the 4th quarter.</p>	<p>Completed for 2021–22, except for occasional communications to OAC.</p>
<p>1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC)</p> <p>Narrative: The third cohort of DLAC continues to progress through virtual meetings, coaching sessions, and providing presentations at TDLS. DLAC members are nearing completion of their site plans that reflect the work completed in the DL 101 course. Participants attended virtual professional development days January 20–22 and met in online project meetings February 12 and March 2. Coaches continue virtual meetings with their teams providing support for projects, encouragement, and review of TDLS presentations and the DL 101 Site Implementation plans. Data collection on DLAC participant skills and projects is in progress and will take place in Quarter 4 as DLAC participants complete their DL 101 course.</p>	<p>Ongoing. Preparations are being made to wrap up Cohort 3 and to advertise the upcoming Cohort 4.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.A.4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO EXPAND ACCESS TO, AND THE USE OF, ONLINE CURRICULUM</p> <p>Narrative: OTAN staff confirmed ongoing curriculum offers from Essential Education as well as NROC. Information was added to the OTAN website pertaining to NROC services for both teachers and learners (previously learners were not targeted). OTAN updated URL's for NROC as they were out of date due to an NROC website upgrade/revision.</p>	Ongoing.
<p>1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)</p> <p>Narrative: TDLS took place March 2–4, 2022. All aspects of the symposium were offered online beyond the call for presenters and registration. OTAN created the registration system and the conference platform. The platform allowed registered users to log in and access presentations. Seventy-six (76) presentations were hosted across the three-day conference. TDLS had 746 total registered attendees, and 522 logged in to participate during the conference. In Quarter 3, there was a strong focus on registration communications. Communication was via 2 email blasts, 5 social media posts, Weekly Update email blasts from late January to early March, one Digest and the Winter Newsletter. It was also shared via the CAEP Newsletter. OTAN staff reviewed the evaluations. Participants asked for more on Canvas and hybrid classrooms. There were also many requests to host a hybrid conference in 2023. Over 1100 individual presentation evaluations were submitted, and 111 TDLS evaluations were submitted. Feedback will be incorporated in planning for 2023.</p>	Completed. TDLS took place March 2–4, 2022.




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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.A.6. LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT</b></p> <p>Narrative: Three curriculum pilots continued in Quarter 3. For Voxy Engen, agencies reported 218 students with 211 total hours of study-time and 7,012 activities completed. For New Readers Press, agencies reported 177 students with 788 total hours spent in courses. And, for ACHIEVE3000, there was more reported activity than in Quarter 2. There were 5-12 active students; those who engaged, demonstrated gains in Lexile levels. OTAN staff is exploring new curriculum pilots for the 2022–24 contract period. Conversations with potential vendors include zSpace, other AR/VR vendors, Teknimedia, and AutoTutor from Institute of Education Sciences, Center for the Study of Adult Literacy.</p>	Ongoing.
<p><b>1.A.7. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR</b></p> <p>Narrative: The nomination period for Students Succeed opened on January 1, 2022. Communication about the Students Succeed recognition program included three email blasts, five social media posts, and OTAN Weekly Update email blasts from mid-January through March. It was also mentioned in three monthly OTAN Digests and the winter OTAN Newsletter. Two videos of the 2021 Students Succeed top-scoring awardees were finalized and shared via the Students Succeed website in Quarter 3.</p>	Ongoing. The nomination period closes April 15.

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.A.8 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA</b></p> <p>Narrative: OTAN staff held four meetings with three agency-level coaches (Exempt Temp Employees) to begin discussing the types of specialized coaching and technical support that will be provided to rural agencies. Discussion included potential agencies and researching data sources (CASAS, NOVA, Adult Ed Pipeline). OTAN also continues to support rural consortia who have been identified for CAEP Targeted Technical Assistance. OTAN participated in CAEP TAP hosted Peer Learning Circles for rural agencies.</p>	Ongoing.
<b>Section B</b>	<p><b>OTAN strives, through research and promising practices, to provide a ‘one-stop shop’ for current and critical information in all areas of educational technology integration and online/blended learning innovations.</b></p> <p><b>This information is gleaned through local, regional, state, and national resources and condensed and provided through the OTAN website (<a href="http://www.otan.us">http://www.otan.us</a> ). The OTAN website is continuously updated and monitored to ensure information is current, compatible, and accessible (508 compliance) with computers and mobile devices that use a variety of browsers.</b></p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES</b></p> <p>Narrative: OTAN participated in several virtual trainings and conferences to stay abreast of emerging technologies. Six attended CUE in March for sessions focused on Blended Learning, Equity, and Social Emotional Learning, and Canvas. Five attended in-person and one virtually. Two staff attended the Correctional Education Association Leadership Forum in-person in March to gain deeper understanding of correctional education and how to support education in jails and prisons with secure technology. As a results of attending, monthly meetings have been established to design edtech training starting in August. Staff from the California Department of Corrections and Rehabilitation (CDCR) also plan to apply to the next DLAC cohort. One staff virtually attended Online Learning Consortium (OLC) Accelerate 2022 conference. This large virtual conference addressed issues of digital learning, access, equity, and new digital learning opportunities. OTAN identified and disseminated information to the field via OTAN News items on artificial intelligence, open educational resources, micro-credentials, and OTAN's partnership with WorldEd on the BEST course. These were all shared on the OTAN website and via social media posts. OTAN also posted information about collaborations among the state leadership projects in the recent OTAN Newsletter. The article covered collaborative work on the CIP, CDLC, and EL Civics Exchange.</p>	<p>Ongoing. OTAN regularly shares relevant information and research with the field.</p>
<p><b>1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE</b></p> <p>Narrative: Three meetings took place with the OTAN Historian, and exempt temp employee, to develop an initial scope and redesign plan.</p>	<p>Ongoing.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.B.3 IDENTIFY, RESEARCH, COMPILE, AND SHARE ONLINE OPEN EDUCATIONAL RESOURCES (OER)</p> <p>Narrative: In collaboration with the OTAN Advisory Committee, OTAN continued discussions on providing OER resources (i.e., OER repositories) and moving forward with providing shared online courses through the Canvas Cooperative Commons. OTAN regularly shares OER materials via social media posts. Staff virtually attended the Online Learning Conference (OLC) Accelerate 2022 and shared resources with staff and the field.</p>	Ongoing.
<p>1.B.4 CONTINUE DEVELOPMENT OF TEACHING WITH TECHNOLOGY (TWT) RESOURCE</p> <p>Narrative: OTAN updated the database structure to add additional detail fields (author, additional websites, etc.) and updated the resource display.</p>	Ongoing.

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.B.5 PROVIDE AND SUPPORT OTAN-CREATED SHARED ONLINE AND BLENDED COURSES</b></p> <p>Narrative: During Quarter 3, OTAN provided over 40 instances of support to teachers working in Moodle and/or in Canvas. OTAN staff has been coordinating work with subject matter experts and Instructure to migrate online courses from Moodle to Canvas. Communications have been sent via email and the OTAN Newsletter to the field that Moodle will shut down as of December 2022. The field was also given information on how to join the California Distance Learning Cooperative (CDLC) to access Canvas and the many supports that come with it. A new Canvas API was added to pull agencies data by terms. OTAN also migrated data from Canvas and created Canvas Quarter 3 reports for:</p> <ul style="list-style-type: none"> <li>• Active agencies, courses, students, and teachers count</li> <li>• Student and teacher login count (distinct and not distinct)</li> <li>• Agency analytics data by terms</li> </ul> <p>Some Quarter 3 Canvas sample data:</p> <ul style="list-style-type: none"> <li>• Active courses: 175</li> <li>• Teacher Count: 84</li> <li>• Student Count: 1121</li> <li>• Distinct Logins: 3200</li> </ul>	<p>OTAN provided over 40 instances of online and phone support to teachers using OTAN-hosted LMSs.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.B.6 DISSEMINATION OF OTAN SERVICES</p> <p>Narrative: N/A</p>	<p>There were no vendor tables in Quarter 3.</p>
<p>1.B.7 SUBMIT QUARTERLY REPORTS TO CDE</p> <p>Narrative: N/A</p>	<p>Quarter 2 of 2021–2022 was submitted in January 2022. Quarter 3 will be submitted in April 2022.</p>
<p>1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE</p> <p>Narrative: The 2020–2021 Annual Report was completed and distributed in December 2021. Staff continued work on the Distance Learning Addendum Report and sent a draft of the document March 8 to CDE. A final, print version will be available early in Quarter 4.</p>	<p>Completed in December 2021.</p>
<b>Task 2</b>	
<b>Section C: Provide programming and hosting of the CDE’s AEO “Online Grant Applications and Reporting” environment.</b>	
<p>2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR)</p> <p>Narrative: During Quarter 3, OTAN opened the 2022–23 Program Year Inquiry on March 22, 2022 and the 2021–22 3rd Quarter Expenditure Claim Report on April 1, 2022. Four agencies submitted course approval requests, and three were approved; this is typical for this time of year.</p>	<p>The CA-OAR website supports ongoing reporting and deliverable submission.</p>



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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS)</b></p> <p>Narrative: In Quarter 3, OTAN created a data report for the 2022–23 Program Year Inquiry. The 3rd Quarter Expenditure Claim Report was also developed and opened. A Review/Approve tool was created and opened to allow CDE users to view all submitted ECRs, review them, and be approved by both a consultant and analyst. If an ECR is not approved, it gets sent back to the agency along with comments in the “Notes” field, and then the agency must make updates and resubmit.</p>	<p>OTAN continues to update tools to assist in the function, review, and approval process for OAR deliverables.</p>
<p><b>2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM</b></p> <p>Narrative: OTAN provided programming and hosting of the development and production environments for the CIP Review and Scoring website. During Quarter 3, the CIP Review site was being developed and tested by CDE and external reviewers.</p>	<p>In Quarter 3, OTAN provided CIP development and website testing.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT</p> <p>Narrative: Examples of emails from the AEO to the field included:</p> <ul style="list-style-type: none"> <li>• 1/3 Welcome back, January Deliverables, and Quarter 2 ECR is now open!</li> <li>• 1/7 Career/Pathway Navigators Survey</li> <li>• 1/10 Career/Pathway Navigators Survey *Corrected Link</li> <li>• 1/13 Reminder: Seeking student designs for new Adult Ed logo!</li> <li>• 1/18 Workforce Updates &amp; CASAS Webinar</li> <li>• 1/21 SAM.gov updates and January 25 Unique Entity ID Webinar</li> <li>• 2/3 Continuous Improvement Plan (CIP) portal is now open</li> <li>• 2/10 Upcoming Training on the Continuous Improvement Plan (CIP)</li> <li>• 3/2 CASAS Field Testing and Research</li> <li>• 3/22 WIOA 2022–23 Program Year Inquiry is open and due April 5</li> </ul>	<p>OTAN staff provided 36 instances of email and phone support for the CA-OAR website this quarter.</p>
<p>2.C.5 SUPPORT THE CONTINUOUS IMPROVEMENT PLAN (INCLUDES THE TECHNOLOGY AND DISTANCE LEARNING PLAN, PROFESSIONAL DEVELOPMENT PLAN, AND OTHERS AS REQUIRED BY THE CDE AEO)</p> <p>Narrative: OTAN opened the CIP on February 1 and provided progress updates to CDE as requested.</p>	<p>The CIP opened February 1.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION</p> <p>Narrative: OTAN produced and posted the 2021–22 CIP Overview Webinar video to the OAR resources page.</p>	Ongoing as requested.
<p>2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT</p> <p>Narrative: OTAN hosted and participated in the CIP webinar with CDE on February 17.</p>	Ongoing as requested.
<p><b>Section D: Provide programming and hosting of technology information and tools for learning.</b></p>	
<p>2.D.1 MAINTAIN AND UPDATE THE LESSON PLAN BUILDER</p>	Ongoing. Nineteen lesson plans were created during Quarter 3.
<p>2.D.2 MAINTAIN, EXPAND, UPDATE, AND ALIGN THE OTAN WEB PAGES</p> <p>Narrative: The OTAN website had 30,903 unique page views during this quarter. We added 3 new Web-Based Class Activities, 3 OTAN Monthly Digests, and 27 Adult Education News items.</p>	Ongoing. In Quarter 3, there were 14,504 unique site visits.

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>2.D.3 ACCESSIBILITY AND SECTION 508 COMPLIANCE</b></p> <p>Narrative: OTAN continues to provide training and resources for the field to create their own accessible documents for learners. Four trainings were offered this quarter, including two assisting teachers developing COAPPS and materials for the EL Civics Exchange. OTAN staff and exempt temp employees (ETE) are responsible to create and submit materials in a fully 508 compliant state. Seven videos were remediated in Quarter 3:</p> <p>OTAN Tech Talk Teaching Made Easier with Google Keep</p> <p>OTAN Tech Talk Turn PowerPoints into Accessible PDF's</p> <p>America Moreno Torrance Adult School CAESS '21 Honoree</p> <p>Continuous Improvement plan</p> <p>TDLS22 – Engaging practices for remote, hybrid, and flex adult education models</p> <p>TDLS22 – Piloting a Hyflex Classroom</p> <p>TDLS22 – Enhance the Learning Experience with LEARN360</p>	<p>Ongoing. OTAN continues work with 3Play to remediate videos, and training continues for the field to become more versed in creating accessible materials.</p>

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p>2.D.4 DEVELOP AND SUPPORT WEBSITE TO HOST AND SHARE CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS (COAAPS) FOR FIELD USE</p>	<p>Ongoing. OTAN and CASAS continue to meet monthly to refine the EL Civics Exchange website.</p>
<p>Narrative: In Quarter 3, seven new users registered in the system, two new materials were added, and 195 total documents were downloaded. OTAN staff continue to meet with CASAS staff on a monthly basis. Recent updates include a feature to count the number of material document downloads, merged materials, radio buttons and logic for yes/no material content updates after previous material submissions, website search error fixes, and changes to the Resources page.</p>	

# Appendix D

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN220124  
April 1, 2022 – June 30, 2022



**Outreach and Technical Assistance Network  
 Sacramento County Office of Education  
 Progress Report, Contract # CN220124  
 April 1, 2022 – June 30, 2022**

**OBJECTIVES AND MAJOR TASKS**

**STATUS**

Task 1	
Section A Provide professional development opportunities online and face-to-face via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California.	
<p>1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS</p> <p>Narrative: In Quarter 4, there were 19 open training events with 297 participants. Training events included OTAN Tech Talks, open (registration) webinars and workshops, special events (Canvas), and CDE webinars (CIP). There were also 13 closed-registration in-services with 95 attending. OTAN staff offered thirty-four (34) presentations at conferences including COABE, CATESOL, CCAE, and CASAS Summer Institute. Of the 34 presentations, 11 were offered by SMEs and 23 were offered by OTAN staff. A total of 1066 practitioners attended the conference presentations. OTAN staff have continued to work on their own professional development through participation in ADA Audio, CASAS Summer Institute, COABE, CATESOL, CCAE, ISTE, and Clifton Strengths Training.</p>	<p>Completed.</p>
<p>1.A.2. CONDUCT FACE-TO-FACE OTAN ADVISORY COMMITTEE (OAC) MEETING ANNUALLY</p> <p>Narrative: The spring OAC meeting took place virtually on March 9, 2022. Minimal activity has taken place in Quarter 4. The OTAN Director sent OTAN email updates and asked for advisory assistance in recruitment for two open positions. One advisory member sat on the interview panel for the Coordinator of Distance Learning Projects position.</p>	<p>Completed.</p>

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


OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC)</p> <p>Narrative: On May 2018–19, the DLAC Cohort 3 completed their final reports. Some teams participated remotely while others attended at the SCOE offices. Reports were recorded and will be posted on the OTAN website after remediation. Final exit surveys will be reviewed, and summary data presented in the annual report. On April 7, the applications for DLAC Cohort 4 opened. Email blasts and social media posts were sent out in April to recruit new agencies for Cohort 4. There have been 15 new registrations.</p>	Completed.
<p>1.A.4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO EXPAND ACCESS TO, AND THE USE OF, ONLINE CURRICULUM</p> <p>Narrative: OTAN staff continued leadership of Canvas implementation activities including implementation trainings, informational webinars, and in-person presentations at conferences (CCAIE, CASAS SI).</p>	Completed.
<p>1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)</p> <p>Narrative: TDLS took place March 2–4, 2022. Minimal activity took place in Quarter 4. OTAN staff met to begin planning TDLS 2023 in early June.</p>	Completed.

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p><b>1.A.6. LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT</b></p> <p>Narrative: Three curriculum pilots wrapped up in Quarter 4 – Voxy Engen, New Readers Press, and ACHIEVE3000. All curriculum projects reported final participation and other data. New Readers Press also presented an informational webinar on the project and included learner testimony and reaction to using their online resources. Final data and usage information will be reflected in the annual report. OTAN also continued work to provide the field with information on the Canvas projects by creating a Canvas “California Distance Learning Cooperative” informational page on the OTAN website. The page is still in draft form.</p>	Completed.
<p><b>1.A.7. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR</b></p> <p>Narrative: The nomination process for the 2022 Students Succeed closed on April 15. There were 42 total nominations submitted. Of the 42 nominations, 34 scored the minimum to be recognized. All nominees and their nominators were notified in late May, including the top four honorees. OTAN is in initial discussions with ACSA about including the top two adult education honorees in an official ceremony at the ACSA Leadership Summit in November in San Diego. Recognition of the next two top honorees (3rd and 4th based on scoring) will take place at the CAEP Summit. Video production for the 2022 honorees will begin in Quarter 1 of the 2022–23 program year.</p>	Completed.

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.A.8 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA</p> <p>Narrative: OTAN staff held six meetings with three agency-level coaches (Exempt Temp Employees) to discuss project work. Staff identified resources and prepared an introductory letter to send to potential rural partner agencies. The next step will be to reach out to potential agencies to encourage participation in coaching. No direct support to rural agencies was provided.</p>	<p>In progress.</p>
<p><b>Section B</b> OTAN strives, through research and promising practices, to provide a ‘one-stop shop’ for current and critical information in all areas of educational technology integration and online/blended learning innovations.</p> <p>This information is gleaned through local, regional, state, and national resources and condensed and provided through the OTAN website (<a href="http://www.otan.us">http://www.otan.us</a> ). The OTAN website is continuously updated and monitored to ensure information is current, compatible, and accessible (508 compliance) with computers and mobile devices that use a variety of browsers.</p>	

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES</b></p> <p>Narrative: Staff and SMEs attended COABE, CCAE, CASAS SI, the Correctional Education Association (CEA), and ISTE to gain knowledge, build partnerships, and discover and bring knowledge to California on emerging technologies in K–12 and higher education. OTAN identified and disseminated information to the field via OTAN News items on Web3 and the Metaverse, HyFlex, virtual reality, and technology trends. The spring newsletter also focused on Web3, with an article on adult education in the metaverse. These were all shared on the OTAN website and via social media posts. OTAN and SMEs also presented at conferences on HyFlex, the California Adult Education Digital Learning Guidance, SMART goals and the CIP process, DLAC application and benefits, CK12 tools and resources, and more. Appendix F of the OTAN Annual Report, also known as the Distance Learning Report, was published and disseminated to the field.</p>	Complete.
<p><b>1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE</b></p> <p>Narrative: Two meetings took place with the OTAN Historian, an exempt temp employee, to develop an initial scope and redesign plan. Additional resources have been dedicated to this project in the 2022–24 contract and work will commence in alignment with the redesign plan.</p>	In Progress.

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.B.3 IDENTIFY, RESEARCH, COMPILE, AND SHARE ONLINE OPEN EDUCATIONAL RESOURCES (OER)</p> <p>Narrative: OTAN continued work with subject matter experts and course developers on the use of open educational resources in the development of courses. Staff also had additional discussions with NROC to consider alternate licensing options for shared courses that OTAN wants to migrate from Moodle to Canvas for use within the California Distance Learning Cooperatives Canvas Commons.</p>	Complete.
<p>1.B.4 CONTINUE DEVELOPMENT OF TEACHING WITH TECHNOLOGY (TWT) RESOURCE</p> <p>Narrative: OTAN redesigned and updated the front-end Teaching with Technology resource pages to show all the new data on the OTAN website rewrite that's in development. Four SMEs worked with the development team to modify and test the administrative portal of the TwT while also working on the front-end page of TwT. As the administrative side has been updated to include standards, lesson plans, and creative common licenses, the SMEs worked on updating the site and entries. Approximately 60 entries were either created, modified, or moved over to the new administrative portal. The SMEs are also working on discontinuing some entries due to copyright use agreements.</p>	Complete.



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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.B.5 PROVIDE AND SUPPORT OTAN-CREATED SHARED ONLINE AND BLENDED COURSES</p> <p>Narrative: During Quarter 4, OTAN provided over 30 instances of support to teachers working in Moodle and/or in Canvas. OTAN staff has continued coordinating work with subject matter experts and Instructure to migrate online courses from Moodle to Canvas. Communications have been sent via email to the field that Moodle will shut down as of December 2022. The field was also given information on how to join the California Distance Learning Cooperative (CDLC) to access Canvas and the many supports that come with it.</p> <p>Some Quarter 4 Canvas data:</p> <ul style="list-style-type: none"> <li>• Active courses: 123</li> <li>• Teacher Count: 93</li> <li>• Student Count: 790</li> <li>• Distinct Logins: 2369</li> </ul>	Complete.
<p>1.B.6 DISSEMINATION OF OTAN SERVICES</p> <p>Narrative: OTAN staffed a vendor booth at the CCAE State Conference in Hollywood May 6–7 and a poster session at the CASAS Summer Institute in San Diego June 16.</p>	Complete.
<p>1.B.7 SUBMIT QUARTERLY REPORTS TO CDE</p> <p>Narrative: Quarter 3 of 2021–22 was submitted in April 2022. Quarter 4 will be submitted in July 2022.</p>	Completed.

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE</p> <p>Narrative: The 2020–21 Annual Report was completed and distributed in December 2021. The Distance Learning Report (Appendix F- Addendum) was completed and distributed in April 2022.</p>	Completed.
<b>Task 2</b>	
<b>Section C: Provide programming and hosting of the CDE’s AEO “Online Grant Applications and Reporting” environment.</b>	
<p>2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR)</p> <p>Narrative: In Quarter 4, OTAN opened course approvals on the OAR site to all agencies, WIOA and non-WIOA. Seventy-two (72) agencies have requested approval and 48 have received approval letters as of June 30, 2022. OTAN also developed and tested the following:</p> <ul style="list-style-type: none"> <li>• 2021–22 4th Quarter Expenditure Claim Report (to open July 1, 2022)</li> <li>• 2022–23 New Year setup (deliverables, grant award amounts, grant award notifications) (to release July 2022)</li> <li>• 2022–23 Grant Budget (to release July 2022)</li> <li>• 2023–27 Request for Application Eligibility Screening (to release in September 2022)</li> </ul>	Complete.

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS)</b></p> <p>Narrative: OTAN opened the 4th Quarter Expenditure Claim Report review and approve tool. OTAN also developed and tests the following reports to be available in July 2022:</p> <ul style="list-style-type: none"> <li>• 2022–23 New Year setup (reports, data summaries)</li> <li>• 2022–23 Deliverable due dates</li> <li>• 2022–23 Grant Budget</li> </ul> <p>OTAN also opened the course approvals to all agencies, WIOA and non-WIOA.</p>	Complete.
<p><b>2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM</b></p> <p>Narrative: OTAN and CALPRO used the evaluation system for review and scoring of the Continuous Improvement Plan opened May 2 for reviewers. Eighteen (18) reviewers reviewed plans from all submitting agencies. As of June 30, 2022, reviewers had approved plans for 198 agencies.</p>	Complete.

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT</p> <p>Narrative: OTAN staff provided 49 instances of email and phone support for the CA-OAR website this quarter. The AEO sent the following mass emails:</p> <ul style="list-style-type: none"> <li>• 6/22 End-of-Year Information and Preparations for 2022–23</li> <li>• 4/27 April Updates and Third Quarter Deliverables</li> <li>• 4/15 2022 HSE Summer Convenings</li> <li>• 4/4 Third Quarter Deliverables</li> </ul>	Complete.
<p>2.C.5 SUPPORT THE CONTINUOUS IMPROVEMENT PLAN (INCLUDES THE TECHNOLOGY AND DISTANCE LEARNING PLAN, PROFESSIONAL DEVELOPMENT PLAN, AND OTHERS AS REQUIRED BY THE CDE AEO)</p> <p>Narrative: As of June 30, 2022, reviewers had approved plans for 198 agencies. OTAN has provided ongoing reports to CDE/OTAN staff about the CIP status, as well as support to reassign submitted plans to reviewers as necessary.</p>	Complete.
<p>2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION</p> <p>Narrative: There were no activities in this quarter.</p>	Complete.
<p>2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT</p> <p>Narrative: OTAN provided a demonstration and training for OTAN and CALPRO reviewers of the CIP scoring site. OTAN also hosted four CIP Office Hours sessions for the field.</p>	Complete.

# OTAN/SCOE PROGRESS REPORT

## CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<b>Section D: Provide programming and hosting of technology information and tools for learning.</b>	
<p><b>2.D.1 MAINTAIN AND UPDATE THE LESSON PLAN BUILDER</b></p> <p>Narrative: Fourteen (14) lesson plans were created in this quarter.</p>	Complete.
<p><b>2.D.2 MAINTAIN, EXPAND, UPDATE, AND ALIGN THE OTAN WEB PAGES</b></p> <p>Narrative: The OTAN website had 25,070 unique page views during this quarter. We added 3 new Web-Based Class Activities, 3 OTAN Monthly Digests, and 31 Adult Education News items.</p>	Complete.

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>2.D.3 ACCESSIBILITY AND SECTION 508 COMPLIANCE</b></p> <p>Narrative: OTAN continues to provide training and resources for the field. Staff provided presentations on accessibility resources for adult educators at the CCAE conference and CASAS Summer Institute. OTAN also continued work to remediate and manage OTAN media (TDLS, OTT, DLAC, and others). Issues with color contrast made remediation of many of the TDLS videos not accessible. After consultation with others (Berman, Pacific ADA) it was determined that a short disclaimer warning viewers of the potential color-contrast issue was sufficient to allow remediation to proceed. Disclaimers will be posted with each affected video. (Note: OTAN has no control over websites presenters may choose to show/present. If those sites are not 508 compliant, these color contrast issues can arise. There is no intent to circumvent the law by providing a disclaimer; only to warn potential visually impaired individuals that <i>some</i> content may be difficult to view.)</p>	Complete.
<p><b>2.D.4 DEVELOP AND SUPPORT WEBSITE TO HOST AND SHARE CIVIC OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS (COAPS) FOR FIELD USE</b></p> <p>Narrative: In Quarter 4, four new users registered in the system, zero new materials were added, and 936 active materials were downloaded. The website had 494 unique visitors and 2146 unique page views. OTAN staff continue to meet with CASAS staff on a monthly basis. Recent updates included deletion of test materials per CASAS' request.</p>	Complete.

# Appendix E

Digital Leadership Academy  
(DLAC)

Annual Report, Cohort 3  
2021–2022



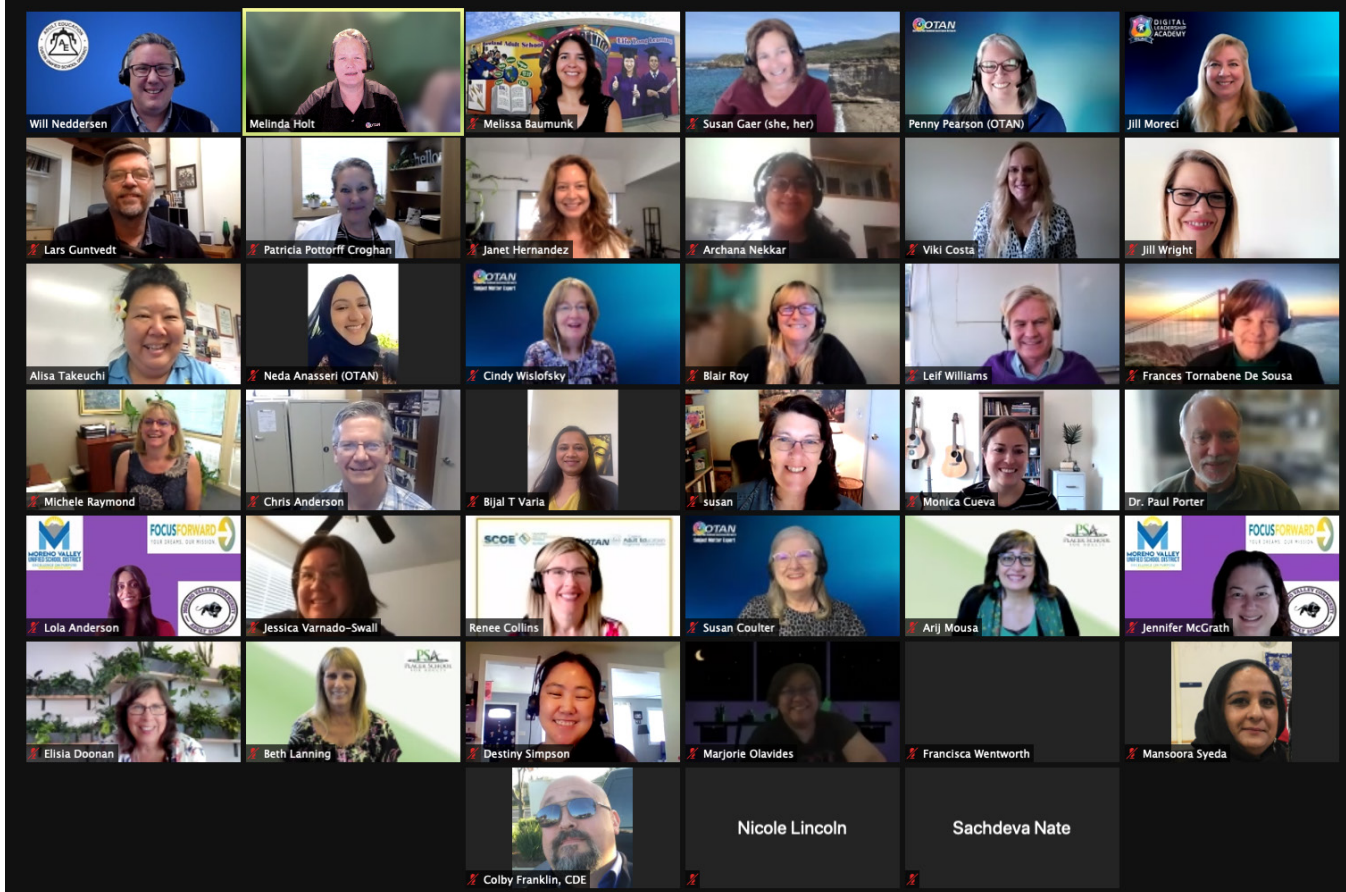


DIGITAL LEADERSHIP ACADEMY

2020-2022

# Digital Leadership Academy

(Annual Report, Cohort 3, 2020–2022, Year 2)



Group image of participating DLACers in May 2021 - Top left to bottom right: Will Neddersen, Melinda Holt - OTAN, Melissa Baumunk, Susan Gaer, Penny Pearson - OTAN, Jill Moreci, Lars Guntvedt, Patricia Pottorff Croghan, Janet Hernandez, Archana Nekkar, Viki Costa, Jill Wright, Alisa Takeuchi, Neda Anasseri - OTAN, Cindy Wislofsky, Blair Roy, Leif Williams, Frances Tornabene De Sousa, Michele Raymond, Chris Anderson, Bijal T Varia, Susan, Monica Cueva, Dr. Paul Porter, Lola Anderson, Jessica Varnado-Swall, Renee Collins - OTAN, Susan Coulter, Arij Mousa, Jennifer McGrath, Elisia Doonan, Beth Lanning, Destiny Simpson, Marjorie Olavides - OTAN, Francisca Wentworth, Mansoor Syeda, Colby Franklin - CDE, Nicole Lincoln, Sachdeva Nate

The entire adult education community in California has faced many challenges these past two years. Most agencies have offered some kind of remote teaching for their learners, and many have sought help from OTAN with distance and blended teaching training and support. As previous sections of the OTAN annual report demonstrate, the shift from face-to-face to virtual work has had a direct impact on how OTAN has delivered its two-year professional development program.

The final reports given by Cohort 2 (2018–2020), which were shifted to all virtual due to the shelter-in-place mandate issued by the State of California in March of 2020, proved to be good practice in guiding OTAN to develop a fully virtual Digital Leadership Academy for the next cohort. Up until the final reports in May of 2022 which are presented below, the entire process for Cohort 3 was handled virtually, from applications, to reviews, to selection and notification of teams, and all online meetings in 2020–21 and 2021–22. (DLAC teams had the option to travel to Sacramento for the final agency presentations.)

The 12 agencies that were accepted into the DLAC v3 cohort are listed in the table below. Each agency initially sent a team of two to four people to participate in the program. From the first to the second year of the program, there were personnel transitions in some of the DLAC teams, with the resulting participants listed below:

AGENCY	PARTICIPANTS
Campbell Union High School District	Lars Gundveldt, Jill Moreci, Archana Nekkar
Garden Grove Unified School District	M'Liss Patterson, Alisa Takeuchi
Martinez Adult Education	Susan Rausch, Leif Williams
Moreno Valley Community Adult School	Lolita Anderson, Fernando Canales, Cynthia Canchola, Alejandra Lupercio, Elsa Magana, Michelle Randall
Oxnard Adult School	Jill Wright
Pittsburg Adult Education Center	Mansoor Sha-Zaeem, Frances Tornabene De Sousa
Placer School for Adults	Chris Anderson, Chrissy Agee, Beth Lanning, Arij Mousa, Michele Raymond
Rowland Unified School District	Melissa Baumunk, Janet Hernandez, Karen Neville
San Diego Community College District	Monica Cueva, Elisia Doonan, Jessica Varnado-Swall
San Diego Unified School District	Nicole Lincoln, Nate Sachdeva
Santa Clara Unified School District	Bijal Varia, Patricia Pottorff Croghan
Tustin Adult School	William Nedderson, Virginia Burrows

Duplicate of exhibit 1.3 in section Host the Digital Leadership Academy

The structure of training and resources remained the same for DLAC v3 similar to previous cohorts. In year two, in partnership with the IDEAL Consortium, the IDEAL 102 online course was required in addition to the many resources and materials available on the OTAN website. DLAC teams continued to receive training and support in coaching and communication skills, developing effective teams, defining agency and team vision, and reviewing their own team strengths through the CliftonStrengths® Survey.



Each team enjoyed the support and dedication of an assigned coach to assist the teams to meet their program needs and complete their project. Each coach is a certificated adult education teacher and highly skilled in the use of technology to help teaching and promote student success. Coaches were responsible for consistent communication with their teams, reviewing project plans and providing guided discussions and suggestions for improvement, as well as participating in and facilitating regular online meetings throughout the year. Coaches were also tasked with providing research and support regarding tools that an agency may be interested in and assisting with making a decision that best fits the program and agency goals.

The reports and narratives provided below were submitted by each agency. They are provided in original format with minimal editing or revision of the content to ensure the authentic voice of each agency.

### Agency Project Mid-Term Narrative Reports<sup>1</sup>

#### Campbell Union High School District



Exhibit 1 - Campbell Adult and Community Education team from top left to bottom right: Lars Guntvedt, Francisca Wentworth (Coach), Jill Moreci and Archana Nekkar



Exhibit 2 - Jill Moreci presenting at DLAC

Submitted by: Jill Moreci; Archana Nekkar; Lars Guntvedt

#### Agency overview

Campbell Adult and Community Education (CACE) serves West San Jose and areas of the South Bay community. CACE has two locations: Del Mar High School and Blackford Learning Center. Our population consists of English learners (65%) and adult basic and secondary education (20%). The ethnicity mix of the student population includes 56% Hispanic, 25% Asian,

<sup>1</sup> Reports are added with minimal editing. They are presented as the agency wrote them.

13% White, and 4% Black/African American. Pre-pandemic, our student population was around 1,800+ students.

CACE joined the DLAC community in August of 2020 with a team that consists of one ASE teacher, Archana Nekkar, and two ESL teachers, Jill Moreci and Lars Guntvedt. The team is advised through the CACE administration team led by Leslie Johnson-Tatsuta.

Student learning outcomes at CACE include utilizing “current technology to accomplish a variety of tasks in daily life.” CACE prides itself on building technology education into the routine of English language instruction. The expectation of technology use mirrors our local community here in the Silicon Valley. CACE’s continuous improvement plan (CIP) includes the integration of the Canvas LMS into daily classroom activities. With this CIP in place and the pandemic looming, the CACE DLAC team shifted its priorities to three main goals for our technology plan. These three goals were connected to the CIP and the student learning outcomes.

1. **Canvas Pilot** - May 2021 to present - The team implemented Canvas in their online classrooms and reported successes. HiSET and the ASE programs found it difficult to integrate their curriculum into Canvas. The pilot continued in the hybrid blended learning format for 2021–22. Overall, progress was made. Two other teachers joined the pilot and transitioned successfully.
2. **CACE Connect** - This orientation program with several training modules was designed to introduce students to CACE and familiarize them with the digital literacy skills required to participate in CACE’s learning programs. Students received training for Zoom conferencing, email communication, basic computer features, and school accounts.

This course houses all of the presentation materials and resources that teachers and orientation staff have created. It is organized to allow individual presentations by teachers. It also has a step-by-step guide for orientation staff, as well as wrap-up checklists for students.

3. **Teacher Toolbox** - Teachers and students will continue to utilize technology to achieve their learning goals. The Toolbox will be a resource to equip teachers with the tools needed to teach with technology.

## **IDEAL DL 101 and 102**

Right out of the gate, we saw how analyzing group strengths could lead to equitable distribution of tasks. Our disjointed team began to form trusting bonds as we each took on responsibilities with which we felt comfortable. We all carry water because we all know that others depend on our individual efforts. Furthermore, the tasks that each takes on are not cumbersome because we all now know intuitively where our strengths lie. There is a confidence in others’ commitment.

## **Challenges and Changes**

Our goal has been to increase tech skill sets for teachers and students. Some teachers were reticent about changing from Google Classroom to Canvas. We shared our Canvas tech plan

at our spring PD. After the report, many teachers expressed interest and readiness to begin Canvas training.

Our school's mission is to advance students' quality of life by raising all forms of literacy and preparing learners for careers, college, and civic responsibility. Adhering to this goal, Lars Guntvedt and Jill Moreci took on new roles as digital literacy support coaches. They designed, developed, and implemented the "CACE Connect" orientation module in Canvas for online, in person, and hybrid learning. The four-day onboarding module is designed to train and prepare new students before they enter our ESL hybrid program. The module has detailed lessons and practice that help students go over basics like setting up and accessing student Gmail accounts, sending emails, logging into Zoom, and exploring its features.

### **DLAC Leadership Training**

**Team building** - The strengths assessment tests helped us understand individual strengths that lead to equitable distribution of tasks. Our disjointed team began to form trusting bonds as we took on responsibilities with which we each felt comfortable. We grew confident that each team member would bring to the group their strengths and could be relied upon to complete their tasks. Relying on strengths also allowed us to be confident that we knew each other and could realize where the gaps were.

**Setting up a culture for change and learning** - We began to introduce short topics of change in our regular full-staff meetings. We knew that Canvas would be a big change for our teachers, and we wanted to showcase ideas in preparation for the eventual roll out. We presented the Canvas "product" to entice interest. Since those initial steps at introducing Canvas, we have "onboarded" two new teachers who are now using Canvas regularly in their classrooms, and we have begun to "inspire" several others. The Canvas rollout has begun. One team member is currently conducting Canvas training sessions for teachers in preparation for their upcoming Fall 2022 debut. In Fall 2022, Canvas will be the standard for classroom management at CACE.

**Handling conflict** - Weekly team meetings were key to keeping the team focused on goals and tasks. The meetings end with a clear understanding of goals for the week. These can be small incremental goals, but they moved the group forward. Invariably, though, conflicts arose as members' teaching assignments changed and time commitments could not be met. This has been challenging, but each member brought their own super power to the group. The group respected each other and worked together for the good of the final project; each member could be counted on to do what they could to blend in a final project. Conflicts were discussed, blame was not levied, and most importantly, best intentions were assumed.

**Communication skills** - We grew more confident in our ability to build a unified message through collaborative work. TDLS, DLAC and CACE departmental meetings gave us moments to showcase new abilities to present information and complex outlines. Covid-distancing forced the group to redouble efforts towards clarity and cooperation. Over the last two years, each member of the team grew professionally as leaders and communicators. We accepted challenges and presented our findings of our shared work.

**Using and encouraging strengths** - We learned to feel comfortable delegating and sharing tasks. We saw how some tasks were better suited to others. For example, Archana was clearly

comfortable with communicating with outside agencies and setting up informational interviews. Jill showed a deep affinity for design and layout. Lars crafted much of the texts and gave strategic focus and vision.

**Challenges and barriers** - The CACE administration decided to return to school in the hybrid format, two days online and two days in class. We were inspired by Dr. Suess: "You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose." This model was new territory, so the four-day bootcamp was critical for its success. Overall, our students onboarded successfully, but we were challenged to find the equitable answers for students who still struggled with technology.

**Changes to the plan** - We wanted our Canvas training workshop to be ready this year, but more progress needs to be made. The realities of online teaching this past year have shown us that we need additional time to build our workshop goals.

### **DLAC Leadership Training**

Next year, we will further integrate the components of our technology plan. DLAC has given us the confidence and knowledge to execute a Canvas training program that offers assistance and ongoing support to our teachers in developing their Canvas classrooms. The CACE Connect orientation course will continue to be developed and utilized with modules, lessons, and resources for preparing and onboarding our students into our adult programs. The Teachers' Toolbox is a Canvas module that is housed in CACE Connect. The foundation is established, and we will continue to add and organize resources that will support our teachers and students in the years to come. We will strive to increase equitable access to technology by adding Chromebooks in every classroom, and we will pilot Smartboards in many classrooms this coming year. We will improve digital skills training for our students and staff as technology continues to evolve.

In spite of the fact that we were navigating teaching and learning online during a pandemic, the challenges of our unique circumstances were brought into perspective by the timing of the opportunity to join the DLAC cohort collaboration. It has been a privilege to work alongside our esteemed colleagues and experts in the world of adult education. Overall, we are pleased with the progress we have made over the past two years, and we are grateful to have had the opportunity to grow professionally and personally by participating in the DLAC program, particularly during this unprecedented time in the history of adult education.



**Garden Grove Unified School District**



Exhibit 3 - Garden Grove Adult Education team from top left to bottom center: M'Liss Patterson, Susan Coulter (Coach), and Alisa Takauchi



Exhibit 4 - Alisa Takauchi presenting at DLAC

**Submitted by: Alisa Takeuchi and M'Liss Patterson**

Garden Grove Adult Education (GGAE) is celebrating 50 years of serving adults ages 18-80 in our community. Our campus is conveniently located in east Garden Grove. Currently, we serve over 1,800 students who reside in 24 different cities. Due to our district's geographic location, we have the unique opportunity to be members in three different CAEP Consortia: Coast Adult Education Consortium, North Orange County Regional Consortium, and Rancho Santiago Adult Education Consortium. This school year, we offered seven levels of ESL classes, two sections of Adult Basic Education (ABE), four sections of High School Equivalency (HSE), two sections of Citizenship classes, two sections of Pronunciation, three ESL Support and three CTE courses. Most of our courses are offered through the Hyflex Model of Instruction. In addition to the GGAE course offerings, we host one credit course and two non-credit automotive courses in collaboration with Santa Ana College and one CTE HVAC course. The GGAE DLAC Cohort 3 Team consists of two staff members, M'Liss Patterson, the Director of Alternative and Adult Educational Programs and the 7-12 Virtual Learning Academy, and Alisa Takeuchi, an ESL teacher.

In the first year of DLAC, our team focused on revamping our marketing materials and approaches, creating a robust Orientation program, and providing students access to technology. As we made our way through year two of the program, we adjusted and narrowed our focus on Hyflex Instruction, Student Orientation, and using rubrics to evaluate digital resources. While we continue to use the tools we gleaned from year one for our marketing and technology check-out program, we realized that by focusing on the Hyflex Model of Instruction, Student Orientation, and rubrics, we would be aligning to our Continuous Improvement Plan (CIP) goals as well. Our CIP goals are focused on a greater percentage of Educational Functional Levels (EFL) gains



and increasing the number of transitional and support services for all students. To achieve our CIP goals, we needed to remove barriers for our adult learners. The Hyflex Model of Instruction provides the option for students to attend class in person or on Zoom for real-time instruction. Once they choose the format, we have students attend a mandatory Orientation program. During the program, we provide them with the resources and connections to services to help students be successful with their learning goals. When we support students with their goals, we reach our goals as well.

The DL 101 course has helped us to recognize and prioritize areas of potential growth. The information received through the monthly meetings and assignments helped us to narrow our focus and develop steps to create and achieve our program goals. One of our first assignments was to create goals and then develop and execute our individual site plan. At the end of our first year, we were able to reflect on the most impactful changes. The experience was powerful and energizing. We moved our registration to an online format, initiated our new Orientation program, experimented with a simplified marketing program, and initiated a student technology check-out program.

Destiny's IDEAL 102 Course provided opportunities for us to explore online resources and how to "Hone in on Our Needs." These tools directly influenced the next steps for our site and how we planned staff professional development. For example, we created rubrics for both our staff and students to help us evaluate the use of Owl Cameras we purchased to support our Hyflex model of instruction. The staff appreciated seeing the data from their colleagues and the students. The responses validated the funds devoted to the purchase. Additionally, we asked students and staff to use a rubric to evaluate our investment in online learning management systems for our ABE and ASE programs. Once again, the data from staff and students helped the entire program see the value in the changes we are making.

The most prominent challenges and barriers we faced toward meeting our goals included confirming that new approaches to marketing increased enrollment, getting students to attend orientation after they registered, and providing the staff with tools needed for the Hyflex model of instruction. Trusting each other and using the support from DLAC has allowed us to have the courage to move forward with our goals. Our new online registration format provides a more efficient way of gathering data and student information. The registration form includes a question that asks how students heard about our program. We used the students' responses to see what marketing strategies had the greatest impact. The online form also provided accuracy for gathering student contact information. This helped with communicating with students regarding orientation, CASAS testing, and ultimately placing students appropriately. In year two, the most impactful changes to our program include: marketing, recruitment, registration, and an increase in online curriculum and resources. As mentioned above, expensive color brochures were replaced with a simple, professional cost-effective postcard in three different languages. The information on the card directed students to our newly developed website and online registration form. We also increased our presence on social media and invested in a beautiful electronic marquee for the front of our campus. We eliminated wait lists by creating an efficient registration process. We combined Orientation with CASAS placement testing and spent time explaining to students the option to attend classes in person or via Zoom. Now that registration is completed online, we have been able to give our staff opportunities to learn new skills and support students in new ways. The introduction to rubrics and how to create our own helped us to evaluate

technology purchases and programs in place. We plan to use rubrics in the future to evaluate new purchases and programs.

Dr. Porter's strength-based leadership approach brought a positive focus to our team. First, we learned about each other, our strengths, and where they overlapped. Dr. Porter's Five Elements of a Highly Effective Team were also extremely impactful. As a new Director, I leaned on my DLAC partner to build a foundation of trust with the entire staff. Taking time to listen and to hear the goals and wishes from the entire staff helped us to find common ground and to develop a site plan that everyone wanted to support. Drawing on the strengths of the staff, we were able to come together and commit to making changes. Most recently, Dr. Porter's presentations on Cultural Proficiency have added another layer to our goals. We appreciate the enlightening topics that bring a new level of awareness. Understanding that we have our implicit biases will help campus leaders move towards creating a more inclusive and supportive campus environment.

Now it is time to look to the future and "next steps" for GGAE in the 2022–23 school year and beyond. First, we will continue to work on our current goals: marketing our programs, increasing enrollment and student EFL gains, providing more support services to our students, and offering Hyflex instruction in most courses. Second, we will look to increase professional development around Instructional Technology and Cultural Proficiency in a quest to build professional capacity and foster site leadership. And finally, we will stay connected with our DLAC colleagues for professional development opportunities.

In closing, in addition to Dr. Porter's trainings and Destiny's IDEAL assignments and feedback, we also greatly benefited from Penny and Neda's leadership, time with our DLAC coach, Susan Coulter, and collaborating with the Tustin Adult School team. Everyone provided the support we needed as we stepped out and took risks to bring about new changes in our program. We also enjoyed hearing from previous DLAC cohort members and how the experience in DLAC has continued to positively impact their programs even after they completed the course. We know that we too will continue to reap the benefits of DLAC as we look to the future.

## Martinez Adult Education



Exhibit 5 - Martinez Adult Education team from top left to bottom center:  
Susan Rausch, Leif Williams, and Blair Roy (Coach)

### Submitted by: Susan Rausch, ESL teacher, and Leif Williams, ELS teacher

DLAC Team members Susan Rausch and Leif Williams are ESL teachers at Martinez Adult Education (MAE) located in Martinez, CA, in the San Francisco East Bay.

MAE is a relatively small adult school. In 2021/22, our total student enrollment is about 1,100 students. Besides ESL, MAE programs also include ABE, ASE, CTE, and Community Ed.

Onsite MAE staff members instrumental to the progress and implementation of our DLAC Site Plan (SP) include MAE Director, Suzanne Murphy, ESL Program Assistant, Patty Pacheco, school office manager and former ESL Program Assistant, Aimee Wallace, and CTE Coordinator and IET instructor, Bruno Sablan. Our DLAC coach, Blair Roy, has also been an integral contributor to the development of our SP.

“Blended for All,” our original DLAC project goal, was to provide opportunities for ESL learners to gain digital skills and prepare them for online study by accessing course curricula through Canvas which was recently adopted by our school since it’s the most common LMS used by colleges. We planned to build a community of learners across departments at our school. This goal was to be achieved in a variety of steps. First, we planned to create how-to tutorials. Second, we would have MAE students who know how to navigate in Canvas help teach those who don’t. Lastly, we planned to make a replicable model to share with other schools in our Consortium.

As we worked through the IDEAL 101 course during year one of DLAC, our SP came into sharper focus. With the help of Blair, we developed the following SMART goal: By the end of December 2021, 75% of MAE ESL students enrolled in blended classes with access to instructional software, video conferencing classes, and extension activities will increase their listening, speaking, reading and writing skills as verified by increased CASAS test scores, EL Civics Assessment results, and improved retention. Happily, we had success towards reaching our goal with 67% of the above students increasing their CASAS scores and 84% of them passing their EL Civics assessments.

This SP goal aligned well with our CIP goal which stated: By the end of December 2021, 60% of ESL, ABE and ASE students enrolled in blended classes with access to instructional software, video conferencing classes, and extension activities will increase their listening, speaking, reading, writing and math skills as verified by increased CASAS test scores, EL Civics Assessment results, and improved retention.

The IDEAL 101 course helped us to develop our SP in several important ways. First, it has provided us with a useful framework to use in designing our SP. This framework helped us to create our Action Plan that has made us stay focused and on target to meet our SP goal. Finally, the course has given us opportunities to network and share ideas, tools, and strategies with our DLAC Cohort colleagues that have aided us with developing our SP.

The IDEAL 102 course helped us put our plan into action. Not only did we learn about more online resources but also how to evaluate them with the rubric we developed. Then we applied this rubric to several online resources we liked to see how well they met our rubric criteria. Through this process, we discovered what changes in online curricula we'd like to make.

For example, we decided to use Burlington English (BE) for our ESL distance learning (DL) program. Yet, because BE did not do well on certain parts of our rubric, Susan, our DL teacher, used it in tandem with Canvas to complement BE and thus better serve our students. While BE Core has some great additional practice exercises and unit tests, they aren't accessible to students, so Susan added them to the course through Canvas. In addition, the grammar lessons didn't meet our criteria, so she added YouTube videos to provide needed instruction. Also, we wanted to align DL with in-class instruction by adding select EL Civics objectives to the curriculum. So, she added EL Civics modules with our school-specific tests to the Canvas Courses.

Two of the biggest challenges and barriers we've encountered with implementing our SP include student recruitment and Canvas development. Since the start of the pandemic, student recruitment and retention has been a challenge. Another challenge for teachers has been the paid time and know-how to develop Canvas courses for our classes. Last but not least, we've experienced a general student reluctance to complete online Canvas coursework and other assignments at home.

We've hired the marketing firm "Full Capacity Marketing" to head our social media campaign to recruit students. We are also contacting our pre-pandemic students to invite them back to in-person classes. We are planning to survey our ESL students to identify common barriers to



student retention and develop a plan to alleviate these barriers. Finally, as an ESL department we plan to meet together to work on/get feedback on our Canvas courses.

As a result of our participation in this project, we've made a series of changes both program and agency-wide. With our input and guidance, Aimee created a Google Site website for online ESL student registration and orientation. She made Loom videos showing students how to join a Zoom class, designed an ESL Orientation Google Slide presentation, and developed an ESL student Technology and Digital Skills survey to determine if students needed technology and/or digital skills to participate in Distance Learning. Susan developed two ESL Distance Learning courses on Canvas. She collaborated with neighboring Mt. Diablo Adult Education and shared SP ideas and community resources. Susan and Aimee shared ideas for MAE's school-wide student services Canvas course which provides school, city and county resources. Susan also collaborated with our CTE Department to develop an IET Financial Services Course. Leif worked with Suzanne to purchase and test webcams for hybrid instruction.

In an effort to better support our ESL students' digital literacy skills and further prepare them for navigating Canvas, the CTE Department has added two computer courses, a Computer Basics course and another one specifically for Spanish Speakers. As a result of our expanded ESL/CTE Department collaboration, many of our ESL students are now dually enrolled in both ESL and CTE courses. Finally, our school has just purchased 60 laptops and 3 rolling carts for MAE student use. One of our next steps is to develop use procedures. We expect with continuous school use of these laptops, students will be more apt to use computers at home to review lessons and complete homework. As a result, we hope student progress and retention will increase.

Not only did Dr. Porter teach effective leadership methods, but he modeled them as he presented. These skills are useful in our classrooms, in the workplace, and in life. Once we discovered our strengths and weaknesses, we naturally delegated responsibilities according to talent and experience. We utilized each other's strengths while acknowledging our weaknesses, too. This process forced natural decisions of assigning certain tasks to the team member with strong skills in that area.

We appreciate our director Suzanne Murphy for setting a culture for change at our school and adopting the mantra, "Failing is another name for growing." At MAE we work together to meet our goals with a Growth Mindset, an important skill shared with us by Dr. Porter.

As problems arise at our school, two thoughts come to mind: how to support those in conflict and how to handle the conflict. Dr. Porter taught us effective ways to work on both. As head of our department, Leif often asks, "How can I support you?" This approach exhibits his skills as a positive, encouraging developer. He also helps team members narrow down the focus to what needs to be done. Then he directs others to handle what they are responsible for. Dr. Porter showed us the most effective way to handle conflict is to treat it as an opportunity. As we consider how to deal with conflict at our school, we've learned to handle it with compassion and curiosity, and to consider and then ask how others feel about the situation. Ultimately, Dr. Porter brought a lot of helpful tips to the table, and he reinforced that what we are doing is the best practice.

Our planned next project steps include updating our action plan with current projects that better meet our SP project goal, continuing work on resolving challenges and barriers, and improving upon and adding more Canvas courses.

In conclusion, we feel good about the direction of our SP project and feel positive about what we’ve achieved thus far. With our SP Action Plan as our guide, we have a good idea of where we are going and how to get there. We are thankful for the professional development we have received during DLAC, and look forward to sharing as well as utilizing these skills, tools, and resources.

### Moreno Valley Community Adult School



Exhibit 6 - Moreno Valley Community Adult School - DLAC Presenters

**Submitted by: Jennifer Griffin, Cohort Team Leader and Co-Lead Teacher; Lolita Anderson, ESL Instructor; Jennifer McGrath, Co-Lead Teacher and GED Teacher; Cynthia Canchola, Pharmacy Tech Instructor; Dr. Patricia Bazanos, MVCAS Principal; Susan Gaer, Coach**

Moreno Valley Community Adult School (MVCAS) is part of Moreno Valley Unified School District located in the city of Moreno Valley within Riverside County. Currently, MVCAS provides morning and evening classes, academic and non-academic programs, and other services to the community. MVCAS serves a diverse and varied socio-economic population of 500+ students, offering programs like ESL, GED, HSE, CTE, Computer Literacy, and Citizenship. The DLAC project was originally implemented by the previous principal, Dr. Patricia Bazanos. Our team has seen many changes over the two-year period, but we are proud of the collaboration and dedication to ensure that our project came to fruition. Currently our team consists of Ms. Lolita Anderson, lead and original member, Ms. Elsa Magana, new principal, Ms. Michelle Randall, new lead teacher, and Ms. Alejandra Lupercio, new member and ESL teacher. Additional collaborators are Mr. Fernando Canales, pilot teacher for our project, and Ms. Cynthia Canchola, inspiration for this course and pathway resource; they are both new members to the team as well. The project, a course called “Introduction to Medical Pathways,” centered around the needs of CTE students enrolled in the Pharmacy Tech class. After looking at Pharmacy Tech retention data, and course completion and surveying our students, it became evident that students were in need



of additional support. Initially, this project was not set to start until August 2022, but with the dedication and hard work of the team, MVCAS was able to start piloting the class in the spring semester of 2022. Our ability to pilot the IET Medical Prep course the spring of 2022 will align students currently taking the course and facilitate them into the Pharmacy Tech course, which starts in August. This course has five main modules including computer skills, customer service, medical terminology, mathematics, and anatomy and physiology. While piloting, it was deemed necessary to add a sub module that included an introduction to Canvas; students were provided an overview of how to navigate the Canvas digital platform, access, posting and interacting to allow for greater engagement with course materials.

The MVCAS project of creating an “Intro medical course” is aligned to our goal of creating hybrid and distance learning access to meet the needs of our student population. It also aligns to an additional goal within our agency of increasing student enrollment through access and based on interest and employability. MVCAS used frequent student surveys and gathered community data to gain a greater insight into the wants and needs of our surrounding community, both students and future employers. Our original focus was to create greater access for our students during the pandemic, but it has not changed to support both on-site and distance learners, because these are the individuals we serve. The Moreno Valley community is one of the top commuter communities within California, which causes many of our students to struggle to attend classes within the traditional classroom setting. With our shift during the pandemic, it opened our eyes to the possibilities that we could provide a hybrid model, thereby increasing enrollment and creating greater access for our students. Truly a win-win situation for all stakeholders involved.

The IDEAL 101 course assisted MVCAS to develop a site plan to transition our agency into distance and blended learning for adult learners. During this course, our agency developed skills in the following areas: Recruitment, Screening, Orientation, Instruction, and Assessment. Our agency goal is to develop and implement a hybrid model that allows instructional delivery to meet the needs of our adult students. We are currently in the implementation stages and in the closing the school year with success. An additional goal is to increase student enrollment by offering our community viable courses that will increase students' ability to be employable and more marketable, particularly in the medical field. MVCAS has created flyers, posted them on our website, emailed the flyers to students and our local partners, and we are posting on social media. We screened students using CASAS scores for academic placement and to support their learning and their success in the class. Each student attended an orientation which was used to communicate the requirements and expectations for the medical pathway course. Instruction is designed to strengthen the concepts that are being taught in Pharmacy Tech, EKG, Phlebotomy, and Medical Assistant, all offered through MVCAS. The prep course is designed to prepare students that are interested in the medical field and to create a solid foundation in vocabulary, math and reading comprehension that will support their learning in future pathway courses. Students will take formative and summative assessments given by an IET Medical Prep instructor. This will allow us to check for understanding and make adjustments to the pacing and content of the course.

IDEAL 102 assisted MVCAS to compile instruction and digital online resources, supported us to hone in on needs of our student and community population, explored rubrics we can use to assess our success, and to integrate technology into all our course offerings and to provide professional development for our instructors. This course allowed our agency to evaluate supplemental online

resources for distance and blended learning. It also provided us the opportunity to explore and identify gaps within our agency and to explore avenues and resources that will assist us in closing those gaps. Some of the helpful resources were Workforce EdTech Tool, Achieve OER, Evaluation Rubric, EdTech Center Online Resource Evaluation Rubric, and Evaluation Rubrics Analysis.

Some of the challenges encountered were the transition of our entire team from original members, the revamping of the entire course, name and content, and the transition to a new LMS. Once our new team was assembled, we found our rhythm, collaborating and flourishing to achieve the desired outcome. An additional challenge was the constant evolution of the course of both name and content. Throughout this evolution we created, reflected, revamped and reflected again. The course name was changed from “Bridging the Pharmacy Gap” to its current name of IET Med Prep so that it is more inclusive of all of our medical pathway courses rather than just Pharmacy Tech. We also changed our LMS system from Moodle to Canvas, strategically, to align with LMS used by our medical pathway courses. As an end result, the challenges and barriers became a driving force for our team. We did not sit idle, allowing this to stop our progress, but rather used it to be creative and innovative in the creation of our course to meet the needs of more of our students and to cast a large net within our community. These challenges were overcome through collaboration, brainstorming and sheer drive and determination of our collective team. The support, facilitation, and guidance from Susan Gaer was instrumental to our success as well.

As a result of our participation and partnership, we were able to implement several changes within our agency. This past school year we were able to offer both onsite and remote learning, a hybrid model to meet the needs of our students. Within that model, we felt that it offered additional flexibility for our students and allowed them to access learning in a way that best suited their needs. Throughout the fall semester, our team worked diligently to finalize our IET Med Prep course with the goal of piloting in the spring. We achieved this goal, implementation started in January, and our first class will complete the course at the end of May. The experience and skills acquired from our DLAC sessions have been valuable. We have used team building exercises that allowed us to bond and create capacity within our team. It has created a culture of learning and also of flexibility, ensuring that we can persevere and push through challenges. The focus on handling conflict, increasing communication and playing on our strengths are all improved skills and have been used as a team, not only within our DLAC team but within our agency as a whole. Additionally, this process assisted us in developing and refining our leadership, presentation and communication styles. All of these skills truly allowed us to flourish as a team and to create a course that will impact the future of our students. We also as individuals, team members and as an agency have been impacted and changed for the better.

Our next step is to continue to reflect and refine the IET course for the upcoming spring semester. We want to increase our enrollment by offering additional medical courses, adding to our pathway repertoire. This project will continue to be offered as a springboard into future careers for our students. From this initial project, we will look to formulate similar course offerings within other pathways.

We would like to thank OTAN and Dr. Porter for their support and guidance throughout the DLAC process and through the creation of our IET Medical Prep course. Without this process, we would not have been able to create a course that will meet the needs of our students and support their success.

### Oxnard Adult School



Exhibit 7 - Jill Wright, Oxnard Adult School

### Submitted by Jill Wright, ESL lead teacher and Tech Support teacher

Welcome to our DLAC final report! I am Jill Wright from Oxnard Adult School, presently a team of one. I am grateful to have had this opportunity as I have wanted to participate in the DLAC program since I heard about the TIMAC program several years ago. I was so excited when Kathy Greaves, our former principal, approved our plan to apply to DLAC, then disappointed again when my former partner withdrew the day before the first seminar. Kathy and I spoke and she gave me the green light to include anyone I wanted who was interested. In the end, she appointed Viki Costa when none of my colleagues stepped forward to join this two-year project, which was my good fortune. I am grateful for this opportunity to learn about my strengths, practice team-building, take advantage of coaching and mentoring, get to know everybody, and execute a project which will benefit all the students and teachers at our school. Deepest thank you to you all!

Since August 2021, my current focus is Assessment and Accountability. Previously, I taught different levels of ESL, including Multi-Level, Literacy, and Citizenship, was the ESL lead, Tech Support teacher, and on the WASC Leadership Team. I believe the skills and development I acquired through DLAC contributed to my choice as the new Manager of Assessment and Accountability.

Prior to January 2022, Viki Costa was the other half of our OAS team. She was the Teacher on Special Assignment, supporting and working closely with the ASE and ESL teachers by participating in department meetings and heading special reports and projects. Viki was also the WASC Coordinator and took the lead role for the plans and surveys. Viki worked for Oxnard Adult School for five years. She is now a full-time district Special Education Program Specialist.

Oxnard Adult School has been serving adults of the Oxnard, Port Hueneme, and Camarillo areas since 1937 as a part of the Oxnard Union High School District in Ventura County. OAS offers classes in the areas of Career Technical Education (CTE), Adult Basic Education (ABE), English as a Second Language (ESL), Adult Secondary Education (ASE), and U.S. Citizenship Preparation. We also have a program for young adult migrant students supported by district categorical funds which provides support and allows migrant students to successfully integrate into ESL, ASE, and CTE classes.

Pre-pandemic, there were usually about 4,750 students enrolled at Oxnard Adult School. This year we are close to typical with the current total at 4,145.

The population of Ventura County is just over 846,000. The racial distribution is 84.3% White (Hispanic/Latino population 39%), 2.3% African American, 1.9% Native American, 7.8% Asian, .3% Pacific Islander, and other races 3.4%.

OAS student enrollment is predominantly Hispanic (90%). Oxnard's population is 69% Hispanic. Whites make up 32% of the population, Asians 6%, and others each comprise 3%.

Oxnard is known as the strawberry capital of the United States, but also produces major crops of lemons, lima beans, celery, and cut flowers on 259,000 acres of rich farmland. Education, health, and professional management are the largest job sectors in the district. Manufacturing and tourism/hospitality are the other dominant employers in the area. Both the Naval Base and deep-water port in Port Hueneme are a significant part of the economy of the west county.

Until the pandemic, we offered classes at the main campus and ten off-campus locations. ESL was offered at the main campus and eight off-site locations. Currently, we offer classes at five off-campus locations as well as remote, hybrid, and hyflex classes. During the pandemic, the Oxnard Adult School left its campus of more than twenty years for the ground floor of a renovated office building. The new location offers fewer classrooms, and OAS shares the space with Condor High School, the OUHSD continuation high school, just as OAS shared a principal with Condor High School until April 30, 2022.



In our Implementation Meeting, October 2021, we discussed our participation in the DLAC program through the metaphor of moving goalposts or turning a ship, and how good things come to those with patience and persistence. We also discussed the many transitions we experienced. Dr. Porter's coaching on strengths helped us learn how to operate as a team and set up a culture of learning for ourselves. The team-building process was critical to our perseverance, and our private meeting with Dr. Porter, Penny, Neda, and Susan helped us decide how to handle the conflict we were experiencing. We experienced a lot of conflict at our site and learning how to handle this was crucial. In the end we took the summer off, which was so very necessary to preserve our sanity. Dr. P's, Neda's, Penny's, and Susan's support was invaluable to us!

Our greatest challenge was the lack of administrative support, which led to conflict. It was all hands-off. We had no encouragement or assistance to form a larger agency-wide team to execute and implement our project. We encountered many moving roadblocks and goalposts and learned to work around these, mostly by keeping our heads down, being quiet, and making no requests. The principal will be retired as of May 1, 2022, and our assistant principal sees the value in continuing and implementing our project. In fact, she is looking to include our project as a component of new student orientation and onboarding. So, come fall, we will be completely ready to go. This is why the support of OTAN has been so valuable to us. Now we have an excellent project to implement.

Some aspects of pre-program challenges continue to pose challenges. For example, shifting from pre-conceived notions of pencil and paper learning to incorporating technology as a learning medium, moving forward and integrating technology, and the lack of support and resources available. The need to change and expand thinking still exists as well.

Our DLAC project moved through three iterations.

1. First was a 30-hour, face-to-face pre-class orientation during which we could teach ESL students tech necessary for class only.
2. Second was a 30-hour, face-to-face pre-class class with tech COAAPs, which would be comprehensive and start from the very beginning, assuming no prior knowledge or experience. We envisioned all ESL students funneling through this class prior to beginning their ESL class.
3. That's when we got excited and expanded to four different sections, our final vision. We concentrated our time and efforts on the Basic Tech section, and include All Things Google, Microsoft Office, and Canvas for the other segments yet to be developed. We thought this iteration could also work for all students (ESL & ASE) and as a Pathway.
  - a. We start from the very beginning, assume zero prior knowledge or experience; be thorough and explicit; and include as tech objectives the minimum technology skills students need to be successful in school.
  - b. We break concepts down into more manageable bites (bytes?) - tech objectives, and embed three different technology COAAPs as literacy objectives.
  - c. We decided to teach both tech and literacy together. Each objective contains a tech skill, specific related vocabulary, specific relevant grammar, and an assessment.

Here is a link to our curriculum spreadsheet:

<https://docs.google.com/spreadsheets/d/10OMyL-h6FdLPizE1eT1CY6q3Po-NsH3oOPqhXWJcS7c/copy#gid=1708526970> 

Our project aligns with the needs of our agency, but not to our stated program goals which do not include technology. While our previous CIP had no technology goals, our 2018 WASC report did. This year's CIP does include technology goals.

Because I am now a team of one, learning a new job, and with limited staff to join and further develop our project, there are still ancillary materials that need to be developed in order to successfully pilot and fully implement our project. With the support of our assistant principal, and hopefully also our new principal, we will incorporate our project as part of our ESL student onboarding and expect to pilot at least part of our project late this semester.

The IDEAL courses were very helpful to us. IDEAL 101 gave us the structure to think about the placement of our project in our school offerings: the who, what, when and how. IDEAL 102 helped us develop a framework to use when evaluating online platforms, which will be immensely useful going forward. Thank you to Destiny Simpson who has been very helpful and positive while guiding us through our project.

Even though I am currently a team of one, Viki's vision, help, support, and insight were invaluable, and she was integral to moving our project forward to where it is now. I also want to give a very special and warm thank you to our mentor, Susan Gaer, for being a true leader and keeping us committed and focused to reach our goal. We have also shared a few laughs!



### Pittsburg Adult Education Center



Exhibit 8 - Pittsburg Adult Education Center team from top left to bottom center: Frances Tornabene De Sousa, Francisca Wentworth, Coach, and Mansoorah Syeda

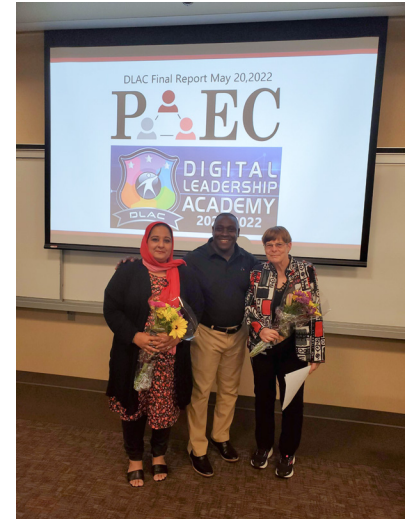


Exhibit 9 - Pittsburg Adult Education Center Team presenting at DLAC

**Submitted by: Frances Tornabene De Sousa and Mansoorah Shah-Zaeem.**

Our 2021–22 students are a community of learners, recent immigrants and local residents aged 18-80, from the S.F. East Bay communities of Pittsburg, Antioch, Bay Point, Brentwood and Concord.

Our C.T.E. programs offer training in Certified Nursing Assistant, Medical Assistant and Floral Design. Day and evening classes for ABE, HSD, and GED/HiSet and ESL (Basic, Low Beginning, High Beginning, Low Intermediate and High Intermediate) are available, and we are working on implementing an ESL Bridge class. There is a Distance Learning class option for ESL students and an Independent Study option for HSD. We are a proud testing site for PearsonVue.

Two academic counselors (1 morning and 1 evening) and a career transition counselor, who offers job search assistance, support our students. We have approximately 35 Instructors in all departments with evening and day classes.

Our DLAC team began with Frances Tornabene De Sousa, Team Leader, and Mansoorah Shah-Zaeem. We worked with our Administrator (Principal Dr. Danny Lockwood), ESL Department Chair (Liliya Berenboim), HSD/GED Department Chair (David Williams), and CTE Department Chair (Judith Solovieff), our registration and testing staff (John MacDonald and Pamela Spindel), and IT tech, Johnny Vigil Jr.

Participation in the Distance Leadership Academy was instrumental in advancing our California Department of Education Continuous Improvement Plan for Fiscal Year 2021–22 goals to implement Canvas as our schoolwide Learning Management System.

The development of our implementation plan quantified the tasks to be done and the order in which they had to be executed. Our priority has been to implement the dynamic features of Canvas efficiently to create as little work as possible for staff and teachers. As we had a small team and little IT support available, Mansoor and I spent much of the first year working on the technical infrastructure and organization. Mansoor took on the role of our PAEC Tech Support for department heads and course instructors and Canvas development. We supplied a list of departments and their courses, enrollment rosters for these courses from ASAP and school year calendar dates to our District IT tech, who set up an automated scheduled “migration” of ASAP enrollment to Canvas rosters. He was able to test and debug it with our Canvas Adoption trainer in our first year. Now we are able to hand-off maintenance of this task to our registration and test center staff this year. Canvas trainer hours were leveraged to provide three training webinars on best practices for department heads, and OTAN provided three hands-on customized professional development webinars for our teachers. A teacher training course in Canvas was created to house all these resources and course shells. We piloted online student orientation basics and practice for Zoom, Canvas, Gmail on Mac, PC, Tablet, Smartphone and e-textbook skills needed to participate in classes. Our second year, one-on-one training was provided to teachers on moving their courses to Canvas. Canvas allowed us to make online materials available on smartphones. For HSD students, their entire curriculum was transferred to Canvas; CTE students on Canvas have access to their e-books and links to supplemental teacher videos and testing. ESL uses Canvas to access ebooks and online resources on their smartphones.

Our Admin and Registration Staff were just brought on the Canvas team, through a nine-week implementation course training hosted by the Outreach and Technical Assistance Network (OTAN) and our agency is a member of OTAN’s California Distance Learning Cooperative (CDLC), which includes an Adult Ed-specific CDLC Commons, where adult education agencies can share materials as they are created that allow us to have continuing contact and collaboration with other Adult School Agencies.

We learned that establishing new tasks and timelines for staff requires daily follow-up to build productive relationships. We have recognized the needs of office staff, teachers and students with the same clarity and dialog to achieve an ongoing and self-perpetuating Canvas team that is flexible and receptive.

The Digital Leader Participant Course with IDEAL 101-102 Courses on Distance Education and Blended Learning gave us the training to build a realistic project to roll out to meet our school’s needs. Distance Leadership Academy (DLAC) virtual communication training with Dr. Porter gave us the skills to help others become more involved and support their efforts. We were taught how to use our strengths in their appropriate areas such as Mansoor’s achiever, and connectedness and multilingual skills for training teachers and students in online skills were supported by Frances’ analytic, organizational and arranger skills. Frances was willing to take charge and initiate; Mansoor was willing to get it done. As learners we have been able to fuel each other with information we need to complete our tasks.

We have faced challenges in getting information to all teachers, and barriers in technical equity for both teachers and students. Our Principal, Dr. Lockwood, has labored to provide teachers with laptops, paid professional development in Canvas for all teachers, outfitted the ESL Department classrooms with Chromebooks and equipped pilot classrooms with cameras and microphones for hyflex teaching. He has requested additional hours for our Computer Aide, Chicauac Mixcoatl-Martinez, to assume some Canvas responsibilities in Registration and Testing and the creation of a classified IT position to support Canvas. The growth of our agency infrastructure for Canvas is the foundation that puts us well on the way to bringing our teaching into the 21st century and giving our students the practice in the digital skills they need to succeed.

Our DLAC coach, Francisca Wentworth, expertly led our cohort of three agencies through weekly meetings where our collaboration was so instrumental in our progress that post-DLAC, we will continue to meet weekly to meet challenges together. From DLAC, we received the guidance to build our digital technology networks, the rich exchange of ideas and resources from our cohort members, and the support to evolve and implement equitable practices that will become our new norm.

From DLAC, we need the continued guidance to build our technology networks, the rich exchange of ideas and resources from our cohort members, and the support to evolve and implement equitable practices that will become our new norm.

We began with very little expertise in online teaching and now have teachers who embraced what they could do, and students who have multiplied their skills and want more access to digital resources. We had no training development in sight, and now we have a demand for it. As a school we moved ahead more in the last year than we have in the last five. Our training in DLAC has put our feet firmly on the path to continue digital learning.

Our team is dependent on administrative support to keep these goals a priority for our school and to continue to work with us to bring our teaching into the 21st century with software and design assistance to give our students the digital skills they need to succeed.

### Placer School for Adults



Exhibit 10 - Placer School for Adults team from top left to bottom right: Beth Lanning, Blair Roy (Coach), Chris Anderson, Arij Mousa, and Michelle Raymond



Exhibit 11 - Placer School for Adults team presenting at DLAC

Our DLAC team members consist of:

- Arij Mousa - CTE Program Coordinator
- Chrissy Agee - ESL Instructor and Department Chair
- Beth Lanning - Counselor
- Michele Raymond - Senior Administrative Assistant and CTE Instructor
- Chris Anderson - System Administrator and CTE Instructor - (Transferred to District)

Placer School for Adults (PSA) is located in the Sierra Foothills of Auburn. It serves Placer and Nevada Counties and provides several services to assist students in learning new trades, technology and earning a high school diploma GED and ESL. In 2018–19, we served 4,390 students, and unfortunately, due to COVID, student enrollment in 2020–21 dropped to 719 students and increased to 993 students in the 2021–22 year. Interesting fact – our persistence is actually higher. The students who have been enrolling are staying longer and hitting the 12-hour mark. In 2018-19, our persistence rate was 34%, and in 2020–21, it was 58%. With the return to classroom instruction and collaboration with other schools, PSA focused on building Integrated English Literacy and Civics Education (IELCE) in unserved areas in our community. Collaboration included Lincoln High School, Roseville Adult School, and PSA to provide English as a second language and digital literacy instruction to the parents of the Lincoln area. Placer School for Adults (PSA) has a robust Career Technical Education program. Every teacher in the program is an expert in their field and possesses a California Teaching Credential.

PSA's DLAC Team's primary goal is to help ESL students transition into career pathways, employment, or secondary education by helping them to develop academic, digital literacy, and



workforce readiness skills. Our secondary goal for our team is to utilize technology and staff expertise to develop a student onboarding system that focuses on pathways for students and the creation of an Individualized Pathway Plan emphasizing digital literacy and career readiness in a specific industry sector.

PSA got off to a great start developing our IELCE classes. Enrollment was high; however, during the last two years, we have experienced low attendance and a lack of student persistence due to Covid. We also found a challenge in a wide range of student literacy rates, from very low to almost proficient. In May 2021, PSA started a pilot with a forest management company named Mountain Enterprises. Fifty-three students were enrolled; however, attendance dropped due to students' long work hours, class times, and accessibility.

With more collaboration between agencies (Mountain Enterprises and PSA), PSA provided ESL to employees by adjusting our teaching models that allowed employees to attend ESL and digital literacy classes with online instruction. At the same time, Mountain Enterprise incentivized employees to participate with promotions and raises for those who increased their English proficiency. Students worked with an instructor in a blended teaching model and were given Chromebooks and an online curriculum (Pearson Active Tech). PSA's creativity continued as we brought students in to visit other pathways such as our clinical medical assisting program and construction pre-apprenticeship and OSHA.

PSA would like to thank the OTAN team, Dr. Porter, and our mentor Blair Roy for selecting PSA to participate in the instruction of IDEAL 101 and 102. Participation in DLAC has allowed us to work together as a team and kept us focused while creating blended learning classes for our students. We have created a technology survey to understand our students' needs better. We implemented a Chromebook loaner program for better equity in the classroom and focused on CASAS diagnostic pre- and post-assessment. We have formed teacher training sessions that have allowed our instructors to share technology resources and applications they use in the classroom, such as Quizlet, Kahoot, and Remind. PSA learned and focused on each other's strengths, building a collaborative team. Setting a culture of change and learning helped our team develop a more cohesive learning environment because we collaborated with staff. For example, we were able to work with our ESL teachers and learn how they deliver instruction to their students. We also learned the curriculum and technology tools used in each class. Handling conflict was also more manageable due to our collaboration in developing various teaching models and introducing classroom technology.

PSA recently increased our ESL student enrollment by 119 students with the creativity and support of Steven Casperite, PSA's Assistant Principal. Steven realized that PSA must maintain flexibility and negotiated with Mountain Enterprises to incentivize our program to make it a condition of employment. Chrissy Agee, our ESL Teacher and Department Chair, and Chris Staver, our Lead ESL Teacher, remained flexible in accommodating Mountain Enterprises with support of employees' needs, providing a blended learning model that allowed for flexibility in learning. PSA's next steps will be to continue collaboration with Mountain Enterprises, providing the company and its employees with improved digital literacy, English, and employability skills. The goal is to add 300 additional students to our program in the 2022–23 school year. To meet the needs of students, PSA has increased the number of Chromebooks available to provide equity for all students in the classroom. The DLAC program helped us with persistence in our

goals to build a viable IELCE program. It has allowed us to stay focused on our original goal, collaborate with our staff and industries in our region, by providing support and encouragement throughout the building of our IELCE program.

### Rowland Unified School District



Exhibit 12 - Rowland Adult and Community Education team from left to right: Lower left Melissa Baumunk, Janet Hernandez with Rocky Bettar, Susan Gaer, Coach, and Melissa Baumunk with Rocky Bettar



Exhibit 13 - Rowland Unified School District team presenting at DLAC

**Submitted by: Janet Hernandez, ESL teacher; and Melissa Baumunk, ESL teacher**

### Rowland DLAC Team

- Janet Hernandez: DLAC Team leader and ESL instructor, 25 years experience in K–12 and Adult Ed, 18–19 RACE Teacher of the Year, 2021 CCAE Excellence in Teaching Award
- Melissa Baumunk: ESL Program Coordinator, 24 years experience K–12 and Adult Ed, 20–21 RACE Teacher of the Year
- Karen Neville: ESL instructor, 27 years experience in Adult Ed, 2019 CCAE Excellence in Teaching Award, 21–22 RACE Teacher of the Year
- Susan Gaer: DLAC coach and OTAN Subject Matter Expert, 30 years experience in Adult Ed, CATESOL Past President

### Overview of RACE

Rowland Adult and Community Education (RACE) is in Rowland Heights (video). Located in the San Gabriel Valley of LA County, we are 17 miles north of Disneyland. RACE has 30 staff members, classified and certificated, with completely part-time faculty. RACE offers free community programs including ESL/Citizenship and ASE. Fee-based programs include Older



Adult, Parent Education, and Recreation. Some of our programs have both in-person and online courses. RACE is part of the Mt. SAC Consortium and has an active CCAE chapter.

**Pre-pandemic: (2018–2019)**

1. over 3,000 students in all programs (unduplicated)
  - a. over 6,000 students in all programs (duplicated)
  - b. 1,579 ESL students (unduplicated)
2. offered almost 500 (487) courses across all programs
3. held at 21 different sites throughout the Rowland Unified School District

**Currently: (2021–2022)**

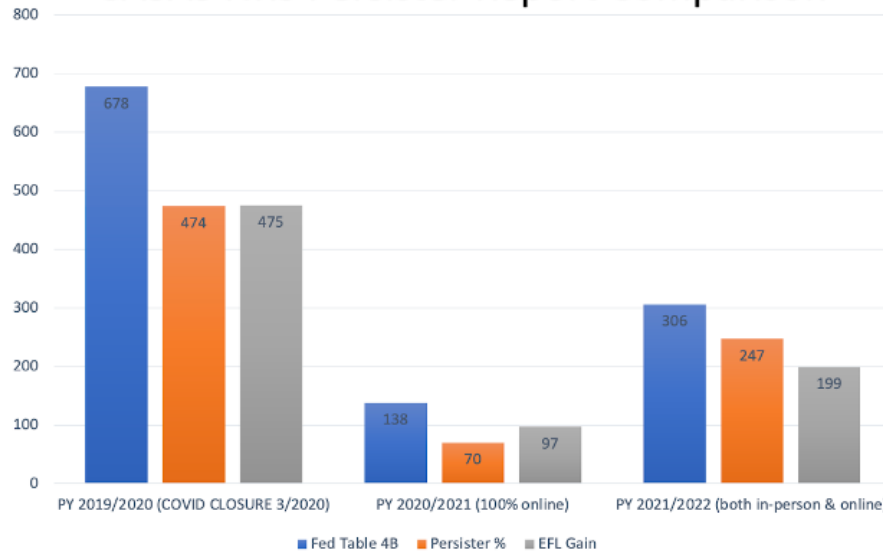
1. 588 students in all programs (unduplicated)
  - a. 1,900 adults in all programs (duplicated)
  - b. 328 ESL students (unduplicated), total online and in-person
2. offered almost 400 (391) courses across all programs
3. held at nine sites throughout the Rowland Unified School District

**CIP Goals**

Results from the Teacher Self-Assessment Survey showed 70% of teachers desire ample time to integrate technology into the curriculum, thus the DLAC team made this a priority. How are we addressing the results of the NRS data and the Teacher Self-Assessment Survey?

- In 2020, the ESL program began using Step Forward from Oxford University Press as its new core curriculum. Step Forward has online resources for teachers, including an online Classroom Presentation Tool (CPT). The curriculum also includes online practice for students. The ESL teachers have begun to incorporate the CPT into daily instruction and assign the online practice work to supplement class instruction.
- Currently, RACE dedicates time in quarterly meetings for ESL teachers to collaborate in learning strategies to fully incorporate Step Forward’s online resources. Through increased competency in utilizing these resources, teachers have a positive impact on student learner outcomes.
- By the end of this school year, ESL students will demonstrate increased rates of EFL Completion and Persistence Rates. The graph compares rates from 2019 to today.
- We continue to provide adequate technology for adult students to develop their 21st Century Skills through improved digital literacy. In Spring 2021, the DLAC team submitted a proposal to the FORUS Foundation to purchase five Chromebooks. Upon approval, the Chromebooks were placed in a classroom on our main campus that previously did not have computers available for students to use

### CASAS NRS Persister Report Comparison



Persister: Students with both a pre-test and post test



Exhibit 14 - CASAS NRS Persister Report - Bar Chart

### ESL Program Goals

Our DLAC goal was to create and pilot a sustainable online course so that RACE could maintain online instruction once we went back to in-person teaching. Implementation for 2021–22 did not go as planned. In hindsight, we realized that our online courses are sustainable. While there have been modifications to our original DLAC goals, we are using the site plan as a guide to create consistent and structured online classes and have decided to include in-person classes to our modifications.

ORIGINAL DLAC GOAL	OUTCOME
Offer one online class	Service a wider range of students by offering variety of leveled online classes
Use Weebly Website	Create Google Sites for all ESL teachers
Mail postcard/flier	Increase exposure on social media for recruitment
SMART goals for online classes	Establish SMART goals starting Fall 2022 for all ESL students
CASAS testing schedule not determined	Administer CASAS in-person testing on monthly basis for online students

ORIGINAL DLAC GOAL	OUTCOME
COVID restrictions	Schedule field trips for social engagement and interaction
Increase digital integration	Share digital tools by all ESL teachers

Exhibit 16 - DLAC Goals and Outcomes

### IDEAL Consortium Courses

**DL 101:** Upon acceptance to DLAC, the team eagerly set forth on this project. Expectations became clear, and the team began to form a vision to create a sustainable online course. We found the course handbook invaluable in both understanding and planning for an online course. We greatly benefited from our weekly meetings and received valuable input from our coach. DL 101, along with the support of our coach, helped us develop a site plan to meet the needs of our school.

**DL 102:** During Year 2, we developed a Digital Tools Rubric based on the Triple-E framework (engagement, enhancement, extension) along with a Digital Tools/Resources document. ESL teachers have started using both documents to evaluate possible digital tools for the classroom and have shared their insights during monthly meetings.

### Year 1: Challenges and Resolutions

1. The original DLAC team quickly changed from three to two members which resulted in strong collaboration between Melissa and Janet. At the end of year one, we welcomed Karen, an online teacher, to our DLAC team to implement a modified pilot course. Adjustments to our site plan remain fluid even today.
2. At the onset of COVID, RACE switched to teaching online. Because of the liberties teachers were given, online instruction was delivered inconsistently (Google Classroom, Facebook Live, teacher websites, Zoom, etc.). We later adopted Zoom schoolwide and implemented Gmail as the official form of communication between teachers and students.
3. School administration understood that DLAC would build strong leadership skills in its participants, but they did not realize that the project would result in changes to the ESL program. We informed them of our progress and developing site plan, and ultimately, RACE continued to offer online courses for the 2021–22 school year.

### Year 2: Challenges and Resolutions

1. With the uncertainty of our site plan’s implementation, we decided this was a perfect opportunity to reflect on best practices for both online and in-person instruction. The team developed a Venn Diagram to illustrate this reflection which became the basis for our TDLS presentation.
2. Our new member, Karen, had to play catch-up. Her involvement helped in creating new goals for our second year. During our DLAC meetings, Karen shared that teaching writing online was a struggle. Improvement of writing skills requires a one-

on-one approach that includes interaction with the student's work. She felt a sense of immediacy and personal attention was lost online. Google Slides was suggested, and our counselor gave a presentation during her online class. Though it went well, Google Slides had some shortcomings. With her newly gained knowledge of Google Slides, Karen felt confident exploring Google Docs as a means to get students writing online.

### Changes and Next Steps

- ➔ Supported by OTAN, ESL teachers are participating in ongoing Google Sites workshops during monthly ESL meetings. Teachers' Google Sites will be launched Fall 2022.
- ➔ Teachers received an introduction to SMART goals, with on-going training planned to support student progress.
- ➔ RACE increased tech focus for all ESL instructors (in-person and online) and is moving forward schoolwide.
- ➔ We have developed a growth mindset that has been transformational for our school culture.
- ➔ We are in the process of CASAS eTest piloting.
- ➔ Involvement in the DLAC project has catapulted our careers toward new journeys:
  - Melissa is now ESL Coordinator for RACE
  - Janet has submitted a TOSA proposal for the 2022–23 school year with emphasis on digital integration and teacher support
  - Karen has applied for the CALPRO Training-of-Teachers new module on supporting immigrant integration through civics education

### Summary

Participation in DLAC increased awareness of our strengths, weaknesses, opportunities and challenges. School closures due to COVID forced us to connect and teach using online platforms. Creating a site plan guided us to include a sustainable online course to meet the learning needs of all students.

This two-year journey taught us how to pivot and find opportunities in difficult situations. It helped us recognize the needs of our school. We learned how to look at our project through multiple lenses enabling us to create consistent and structured online courses while continuing to focus on digital learning opportunities in traditional classroom settings.

**San Diego Community College District**



Exhibit 17 - San Diego College of Continuing Education team from upper left to lower right: Jessica Varnado-Swail, Cindy Wislofsky (Coach), Monica Cueva, and Elisa Doonan

**Submitted by: Monica Cueva, ESL; Elisa Doonan, DSPS, and Jessica Varnado-Swail, ESL**

San Diego College of Continuing Education (SDCCE) is the institution providing noncredit education within the San Diego Community College District. We have been offering free classes and training to the public since 1914, and we are the largest non-credit institution in the state of California, currently serving over 12,000 students. We have seven campuses throughout San Diego and also offer classes at dozens of offsite locations. Adult learners can take free classes in the areas of English as a Second Language (ESL), Disability Support Programs and Services (DSPS), High School Diploma Equivalency, Emeritus (ages 55+), and many other programs. SDCCE offers several Career Technical Education certificate programs, including Automotive, Business and Accounting, Child Development, Healthcare, and more.

Our Digital Leadership Academy (DLAC) team consists of Monica Cueva (ESL), Elisa Doonan (DSPS), and Jessica Varnado-Swail (ESL). ESL has historically been the largest department at SDCCE, with over 5,000 student enrollments in the current semester, while DSPS is currently serving over 600. Combining our two departments into one team to work on a two-year cohesive project that would benefit our entire institution has been an exciting challenge for us. In previous years, the DLAC focus has been on WIOA-funded ESL and HSE programs. Having the DSPS perspective on our team has been incredibly valuable. We found that many of our learners in both programs face similar challenges to success in the online environment.



When our team applied to DLAC in summer 2020, we had a general idea of developing materials to assist faculty in making their online courses more accessible and equitable. Then, after participating in IDEAL Course 101, and spending more time in the (virtual) classroom with limited learners who struggled with the basics of connecting and communicating with their classmates and teachers, we decided that the most urgent need for both our departments was to develop and collate online readiness and orientation materials for low beginning level and limited learners.

The ESL department had already put a good deal of work towards this goal and had a library of over 50 YouTube video tutorials demonstrating how to do various tasks on Canvas and Zoom. We started offering five-to-six-week Online Learning Skills classes (beginning, intermediate, and advanced) in the 2020–21 academic year, and beginning level ESL teachers participated in twice-a-month meetups on Zoom during pandemic campus closures to share materials and ideas. Level meetup groups continue to meet to strengthen online teaching practices.

Our institution's biggest challenge from the start of the pandemic was a loss of student enrollment from our most vulnerable populations due to a lack of digital literacy and access to technology. In response to this challenge, our DLAC team developed our Digital Literacy Canvas Module while our institution implemented online orientations and piloted HyFlex courses throughout multiple programs, in which some of our Module materials have been used.

In August 2021, the ESL department piloted HyFlex and offered professional development to ESL faculty and Instructional Assistants. HyFlex course offerings have continued to be successful with 39 courses in Fall 2021 and 51 in Spring 2022. Faculty used the Owl camera in the Fall 2021 semester and transitioned to permanent technology that was installed in the classrooms with ceiling microphones and a mounted wall camera. Other departments, including Emeritus and DSPS, started offering classes in the HyFlex modality in Spring 2022. Due to our HyFlex offerings, we've started to increase our low digital literacy student population that we were not able to reach during our fully remote instruction period of the pandemic. The materials that we have created in our Digital Literacy Canvas Module have proven to be helpful to our faculty, classified professionals, and students as they prepare for and learn how to study online. The ESL Department used content from our Module to develop Online and HyFlex orientations, which was goal #1 on our Continuous Improvement Plan (CIP) 2020–21 and continues to be a goal for our current CIP.

We have shared our Digital Literacy Canvas Module to other CE faculty, administrators, and classified professionals by presenting in three SDCCE Flex Professional Development sessions. We expanded our reach to other institutions by presenting our Module at the Technology and Distance Learning Symposium (TDLS) in March 2022. Based on a feedback survey of 22 faculty administered in Fall 2021, almost 70% of faculty imported the Module into their course Canvas shell, and as of April 2022, there have been 137 total downloads of the Module from Canvas Commons!

As an example, DSPS faculty member Joy Cole has given the following testimonial: "Nothing could have prepared me and my students better than the online study guide when the pandemic started. The study guide photos and demonstrations are simple and effective for my students' learning styles." Students in Joy's Spring 2022 Communications for Disabled class have shared



their experiences in using our Canvas Module: “The icons on the screen were big and I was able to follow what you were talking about and showing me.”-P.P. "It is important for me to recognize when I am not sitting up straight in my wheelchair and readjust so people are able to see me better"-S.C.

We have been able to continuously update the Module for content and accessibility improvements. The IDEAL Course 102, with its focus on creating rubrics for evaluating resources, inspired us to develop our own rubric and use it to evaluate our Module. As a result of this, we included a descriptive list of free and open accessibility resources for faculty and students.

Over the last two years, we have solidified our goal, developed our Digital Literacy Canvas Module, presented at several conferences, and networked with our colleagues in adult education across the state (thanks, DLAC!). We have also greatly benefited from the support of our Vice President of Instruction, ESL and DSPS Deans and Program Chairs, DLAC Coach, and DLAC Cohort #1 SDCCE participants. The skills we learned from Dr. Porter’s presentations on time management, presentation skills, and interpersonal communication have been invaluable in helping us complete our DLAC project. Our work on this project will continue as we already have two presentations scheduled for Fall 2022 to share our Canvas Module with other faculty statewide. We will continue to revise and update the Module in Canvas Commons for all institutions to access. As our institution begins to offer more onsite course offerings, we plan to continue developing materials to meet our students’ shifting needs.

### San Diego Unified School District



Exhibit 18 - San Diego Adult Schools team from upper left to bottom center: Nate Sachdeva, Cindy Wislofsky (Coach), and Nicole Lincoln

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**Submitted by: Nate Sachdeva, Program Manager, and Nicole Lincoln, HSDP; San Diego Adult School – San Diego Unified School District**

We are San Diego Adult School. We are part of San Diego Unified School District, which has about 100,000 students across 180 schools. We are also part of a consortium with the San Diego College of Continuing Education. So, we target the students that are 18 and 19 years old, while our partners at SDCCE target our students who are 20 and over.

**Team members:**

- **Nate Sachdeva** - I am the program manager for San Diego Adult School. This is my 15th year with San Diego Unified. I've had teaching experience at the elementary and high school levels. I was a middle school vice principal, as well as an elementary school principal, prior to coming to central office and leading the San Diego Adult School. I came on board in February of 2020.
- **Nicole Lincoln** - I've been with San Diego Adult School for about eight years. Prior to that, I did five years in Los Angeles Unified as an elementary school teacher.
- **Krisley Tate** - She's our school counselor. She meets with students regarding some of the career options available to them.
- **Our teachers:** Esmeralda Escamilla who's located at our Crawford site; Rosa McCollum, who is at our Garfield site; Megan Johnson, who is at our Mira Mesa site, and Carrol Wise, who's also at our Mira Mesa site. They both work at the site together. And Carrol specifically works with our students in adult basic education.

At San Diego Adult School, we're offering an engaging comprehensive program for students who are seeking their high school diploma. So, we're really targeting those 18, 19-year-olds who are not successful at our comprehensive sites. We have transitioned to a flexible online educational experience. We've had a lot of learning over the last couple of years.

If we go back three or four years, we were a packet-based program. So luckily, prior to the pandemic, we began to transition over to an online platform utilizing Edmentum. That allowed us to reach the needs of more students, which is always what we want to do. Now we've also been able to partner with the College of Continuing Education.

One of the benefits of our program is that our students have the opportunity to take and pass a college-level course as part of our high school requirements. They get that support from our instructors, as well as tuition waived, for that college course. The idea is that our students will take a college course. If they choose to pursue secondary education beyond their high school diploma, they know that they have the confidence to be able to succeed in that setting.

There are four locations where students can come and receive services within our San Diego Unified School District: Crawford HSDP, Garfield HSDP, Lincoln HSDP, and Mira Mesa HSDP. All of our instructors are available five days a week to meet with students. We offer tutoring services if students need it—guidance, career, academic—in a welcoming environment for our students. Our Mira Mesa location also wants to attract students who need assistance in language support.

Our primary goal is to focus on students who have newly left high school in the 18-to-19-year range. Students over that age range can be serviced by our partners at San Diego Continuing Education.

A major benefit of our program is that our learning management system, Edmentum, is open 24 hours, seven days a week. So, students can log in and access their curriculum any time of the day. In addition to that, our students have the ability to earn college credit by going to continuing education or one of the local community colleges for that college credit.

So, why would we benefit from DLAC? We wanted to figure out a way to create meaningful relationships with our students. And over the past two years, we've added in an orientation piece where our students have an onboarding with our counselor, as well as the instructor. The counselor is able to go through the transcript prior to enrollment to let the students know what courses are going to be needed and if we are the right fit for them. They take the CASAS Math and Literacy Assessments, as we all do, but we also added in the Beable Literacy and Strengths Inventory Assessment. Then, this leads to our college and career planning meeting with our counselor.

So, looking at the results of an assessment that a student took, you can see what their strengths are, and then we can also connect that with possible careers that might be of interest to them. Our counselor can also lead into different college coursework or curriculum that might be beneficial to them or might be of interest to them.

So, in year one of DLAC, we were able to successfully transition our program 100% online. We were already kind of leaning in that direction. But when the pandemic hit, it was definitely the only way to go to be able to continue to service our students. When we opened up the later part of the 2021 school year, we were able to offer support to students who wanted to come in and receive that face-to-face assistance. And one thing we noticed was that we needed to improve our communication. We adopted technological tools, like Zoom, Google Voice, the Remind app, so that we could have more of a direct communication means with students.

What did we learn through this? We learned that students who were working full time, part-time students with children, were able to participate in our program more. The retention rates increased. We needed to do an overhaul of our drop-in approach. Students were more successful when we were able to meet them where they were, as opposed to them meeting us where we are. And it allowed greater opportunities for students to study over the weekend, the evenings, and other times when life would prevent them from coming into the more traditional setting that we were offering.

So, the shift that we made between years one and two of DLAC is in year one, we set our vision—we knew exactly where we wanted to go—but year two was figuring out exactly what it was going to look like and doing the work to get us there. So, when we implemented the Beable Literacy and Strengths Assessment, another benefit was the relationship between the instructor, counselor, and the student. It really allowed us to get an idea of who the student is on a personal level, and then have some conversations about what might be of interest to them, and just let them know that there are multiple people through our school that care about them and are knowledgeable of their own personal interests.

Through this, we also mapped out a coursework plan and career plan based on the goals of the students. We really were able to foster a relationship between our students as well. It's so important because, as we all know, during the pandemic, that was the most difficult piece for our instructors and our students. They didn't get to know each other on a personal level the way they used to. Especially with our population, it's so important to have adults on campus who they can trust and who they know a lot of interesting things about them, including their unique needs as students.

There is the RIASEC survey students receive while they take the Beable program with us. (RIASEC stands for Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.) Basically, it gears the students toward their career interests. It's similar to what we did with Dr. Porter when we first started with the interest survey and the Holland Codes. Students enjoy taking this. It really confirmed their thoughts about where their interests were once they completed it. We utilize that information, and the students can find out more about themselves. The counselor can sit down with a student and say, "These are the college courses that might lead you to the career that you're interested in." We can then set goals and monitor their progress throughout the school year.

#### **Some of the challenges that we faced:**

- We noticed that there was a limited amount of time that students had for taking the assessments.
- Going 100% online made it difficult to build a rapport with students.
- Transitioning from in-person seat time to remote made it difficult to sometimes meet the needs of some of our diverse learning populations, for example, some of our ESL students, some of our students with IEPs.
- We also noticed that some students had difficulty securing reliable technology resources, such as internet access.
- Sometimes students had difficulty communicating or being an advocate for their needs. If their computer didn't work for whatever reason, they had a difficult time making that known.
- We also noticed that it might be post-pandemic lack of motivation for some students, trying to just get back into the routine of things because just like the pandemic seemed to wear on all of us as instructors, we wondered if that might be the same for the students.

So, what has been our progress in year two? Our students are thinking beyond the diploma, which is really one of the goals that we set out for. We are a high school diploma program, but our journey does not stop the moment they receive the diploma. We want them to be not only focused on a job, but really be thinking about a career. We want them to be enthusiastic about that career. We want them to be really engaged and be a part of that process to make sure that we are providing the foundation for them to get there.

Moving forward this year during our trial period, we have had to do these assessments mid-year or as the students were already enrolled. Ideally, it will be part of our onboarding process so that our students will be able to get that knowledge and insight up front when they first enroll with us. Then, we can set that customized plan from day one. But that is where we get into the timing of all the assessments because we are adding extra layers and extra assessments on top of the already needed and required CASAS assessments.

In summary, Dr. Porter taught us to build on our own unique strengths as a team. We did that at the beginning of the school year to learn more about ourselves. Then, we wanted to expand that into the unique strengths of our students as well. We have really learned that meeting the needs of the students where they are is an important aspect of our students' success.

We used to have seat time requirements, including required times that they had to visit the Learning Lab. But during the pandemic, we realized that a lot of our students are working or are parents, and the typical hours of the school day do not fit their schedule. Those students were doing a lot of their work in the evenings or on weekends. We wanted to make sure that we were open and accessible to the needs of all our students. As we create that experience with our San Diego Adult School, we want it to be unique. We want our students to be excited about their next steps and feel like they are part of a community.

In closing, we just wanted to say thank you to the following individuals: Shout-out to Cindy, our DLAC coach, Neda and Penny, Dr. Porter, and Destiny, all of our DLACers, and our San Diego Adult School team members. Thank you very, very much.



**Santa Clara Unified School District**


Exhibit 19 - Santa Clara Unified School District team from top left to bottom center: Patricia Pottorff-Croghan, Francisca Wentworth (Coach) and Bijal Varia



Exhibit 20 - Santa Clara Unified School District Team presenting at DLAC

**Submitted by: Bijal Varia, Teacher on Special Assignment**

**Team Members**

- Bijal Varia from Santa Clara Adult Education, a teacher on special assignment who is in charge of curriculum, EL Civics, and professional development and now the sole member participating in the DLAC program from Santa Clara.
- Patricia Pottorff-Croghan, who is now the principal of Silicon Valley Adult Education. And all the hard work and all the sweat that has gone behind this project is because of Patricia and because of our team.

I would like to extend my gratitude to OTAN DLAC team members, Francisca Wentworth, Destiny Simpson, Neda Anasseri, Penny Pearson, Dr. Paul Porter, and our super teams, our collaborative teams from Campbell and Pittsburg.

Since March 2020, all areas of our school have been digitalized. DLAC has led our team and our school to begin and continue, iterate, innovate, reflect, execute, and exude immense tenacity in the face of great uncertainty. Our DLAC team and their school collaborations have guided and challenged us to graft out a focused and a strategic plan for our ESL team and hence, our school.

Our team vision started backwards. We were thrown into distance education overnight. We had an immediate challenge of switching a face-to-face program into a workable, flexible, living program, if you will. Just when we needed the help—the most help, if I say—the DLAC team



was at our side. Our mentor, Francisca, and other DLAC teams, especially CACE and Pittsburg, supported each other. And the collaborations were literally of the cutting edge 21st-century education.

Although it has been exciting, it has not been without challenges. The DLAC program has opened doors to us regarding what a state-of-the-art, cutting-edge learning environment looks like and guided us in this direction, from holding our hands to pushing us out of our comfort zone. So, thank you for that.

The mission of Santa Clara Adult Education is to empower adults of all ages and abilities to succeed in an ever-changing world. These are our school totals: in 2019–2020 pre-pandemic, we had 760 ESL students, and in 2020–2021, 590 ESL students during the pandemic. We are currently serving 3,250 students with 12,290 registrations in total. The ESL program totals are 4,019 registrations and 1,120 students.

Our ESL vision has been to implement a strong, sustainable, and progressive blended learning program that is student-centered and outcome-driven. Technology at SCAE is now an integral component in all of the school's endeavors. The DLAC team has designed, created, and implemented best practices in creating a distance learning program as well as a blended learning program.

We started off with two models: simplify and solidify, and slow and steady. The reason we used these models is, when we joined DLAC, we were extremely excited. We also had our minds running and racing in all directions. But then one day, we kind of sat back. And we said, what is realistic? Anything which is simple is solid. And it's workable. And it is achievable. So, we set realistic goals. We started off with making 10 goals to implement and cut them down to just three. We developed and implemented a blended classroom; integrated a scaffolded tech strand into the curriculum, and designed and implemented teacher PD focused on strength-based teaching and learning. And thank you, Dr. Porter. Because of you, we could do that.

We also created a transitional timeline just for our own sake, just to see where we started and where we are now. So, in 2019 and 2020, we were in a traditional classroom, limited technology, using books, paper, pens. During the pandemic, everybody went online. And so did we. The whiteboards, the Zoom rooms, everything replaced a classroom. Now 2021 and 2022, we're back in the classroom. We piloted a HyFlex, hybrid transition to the class. And we implemented a very strategic, simple, but strong plan to have students back in the classroom and use blended learning strategy.

We also had some accomplishments and something that we're really proud of. The main areas were materials development, acquisitions, fiscal resource redistribution, and strength-based school.

**Materials - in terms of materials, we now have:**

- Tech skill readiness, whether it's students or teachers
- Tech student mobile device check-out
- Student contract for ESL classes
- Goals and objectives for students, and those goals and objectives are also tech goals and objectives
- Alignment of technology skills taught by all the ESL levels
- Staff and student surveys
- Tech skills, pre and post
- EL Civics testing forms and materials
- Online learning student readiness surveys
- Online registration process for students
- ESL blended learning education student need survey

**Acquisitions:**

- Laptops for classroom/student check-out
- Interactive projectors for each classroom
- Teacher laptops and teaching stations: web camera, PCs, monitors, headphones, mouse
- Canvas pilot
- HyFlex pilot

And I would also like to say that now we have a teacher ready in the school who can troubleshoot problems for all the other levels if we ever want to implement a HyFlex or a hybrid program or distance learning across the school. So that's one of them, too.

**Acquired skills:**

- Personal: I just mentioned part of that skill is personal, too. I had no clue that I'd be the technology person of my school. Because I could not even print a paper. It's true. But look what I've become now. And I'm really proud of that.
- Team: My team looks up to me. They seek me out if they need any help. And I feel really, really grateful to be there and to be able to extend whatever little knowledge I have acquired and share the best teaching practices.
- Focused strategic planning
- Strength-based leadership skills

- ➔ Communication skills
- ➔ Accessibility skills

Believe it or not, my language has changed now. I'm using a lot of technological terms which I wasn't even aware of before. So that's been a great, great learning for me.

### **Team Building**

- ➔ 1.5 hours of collaboration time every week assigned to our staff, all the teachers and myself leading the collaborative meetings where we get together and plan the next steps for the next day, next week, next month, or next event. And I think that's where all the strengths are being used.
- ➔ Teachers are encouraged to demonstrate their strengths.
- ➔ Empowering team to take ownership of the climate of the team—and the climate of our school has changed, because everybody now has a voice. Everybody now has an opinion. And I think it makes a great difference. That's where the skills—that's where the feeling of ownership comes from.
- ➔ Active listening and respect
- ➔ ESL news bulletin to promote effective, timely communication
- ➔ Weekly ESL meetings to plan the next steps collaboratively and cohesively
- ➔ Meeting norms throughout the school

On our agenda every week, we post a quote. And this practice was introduced to us by Patricia. She would always post a quote, and we would always start our meetings with the quotes.

### **Conflict resolution and communication skills:**

- ➔ Active listening
- ➔ Addressing conflict
- ➔ Addressing challenges
- ➔ Assume positive intention
- ➔ Phrasing
- ➔ Active listening
- ➔ Body language

Everything has changed. We've now become relatively transparent.

**Strength-based program:**

- ➔ Strategic thinking
- ➔ Executing and influencing—weekly update on sharing best teaching practices on focused skills, the four main skills of reading, writing, speaking, and listening
- ➔ Relationship building with students, teachers, and other members of the school
- ➔ Utilizing individual and team strengths

**Challenges:**

- ➔ Time has always been a challenge.
- ➔ Student connection was a challenge. I think we're getting better and better at it now.
- ➔ Balance between blended learning and traditional classrooms—some teachers still kind of contemplate the old way of teaching. But it's OK. We're getting there.
- ➔ Skill level in technology
- ➔ There is always a fear of the unknown.
- ➔ Equity
- ➔ Accessibility

**Change:**

- ➔ The changed curriculum—blended learning now is the way forward.
- ➔ Fiscal resources
- ➔ Professional development—every teacher has an opportunity.
- ➔ Material development. Teachers also have input in developing resources, plans, and materials for the school.

This is our curriculum. And we implemented Canvas. And when we also piloted HyFlex, we piloted the program only for a term in fall of 2021 because we wanted to see if we were ready to implement it across the school. So, simplify. Solidify. Start with one level. Stop there. Troubleshoot. And then move on.

Professional development—all of our teachers had the opportunity to go through all of these materials, surveys, multiple surveys. Thank you for all of your collaboration. We learned a lot from all of you, too.

We developed a nice website. It has translation and accessibility tools and an online registration process.

Implementation from now on is going to be orientation with basic computer literacy, recruitment of students, hiring ESL teachers with technical skills, strategic goal alignment. Maybe in the future, we may pilot a distance learning class or a HyFlex across the board. We don't know yet. We're still in the process of planning.

Consideration—we're collecting data to find out the needs of our students. And how can we meet all their needs with equity?

The Digital Leadership Academy has assisted us in defining the online distance program. And that was implemented really quickly in the pandemic. Right now, we have put a hold on it. We're still getting our heads together and seeing if we want to take this forward. But blended learning is definitely going to be the way forward.

And last but not least, as a proud DLAC'er, I would definitely like to mention this. It is very important to have people in the organization with diversity and competencies. And nowadays, digital competencies—and not only in the bits and the bytes. But to understand how we lead an organization through this digital transformation—hat's what I learned—how to lead it. Participating in DLAC has led me to better understand what I do to realize the school goals, learner goals, and my personal goals. I use what I learn in my day-to-day situation both with my students and staff, which helps both students and teachers achieve the learning outcomes. So, a heartfelt thank you comes to all of you for making me a proud DLAC'er. I am going back with that bag full of knowledge. So, thank you, everybody.

## Tustin Adult School



Exhibit 21 - Tustin Adult School team from top left to bottom center: Laura Flores Miranda, Susan Coulter, Coach, and Will Neddersen.

**Submitted by: Will Neddersen, Coordinator; Laura Flores Miranda, Instructional Coach and former ESL Lead Teacher**

Steve Jobs said it best when he said, “I think this is the start of something really big. Sometimes the first step is the hardest one and we’ve just taken it.” For Tustin Adult School, the DLAC journey has been the first step into something big. Tustin Adult School is located in Orange County, California, and is a part of the Tustin Unified School District. We are a small community school that seeks to support adults in the areas of high school diploma or equivalency, English language skills, citizenship, and basic reading and writing. We currently serve 854 adults who represent 21 different languages in our ABE, ASE, and ESL programs; the previous year’s enrollment was 621. We are starting to see an increase in enrollment as we recover from the impact of the pandemic, but it is still not at the levels of pre-COVID years. Tustin Adult School has 30 hourly part-time teachers and 5 staff members who serve our students.

The DLAC team for Tustin Adult School is made up of three primary members: Will Neddersen, the school’s administrative Coordinator, and Laura Flores Miranda, Digital Coach (Year 1), and Virginia Burrows, ESL Lead Teacher (Year 2.) The DLAC team participated in the school’s leadership meetings to discuss and reflect on project goals for the past two years; the leadership team includes our Lead ABE/ASE and ESL teachers as well as counselors Lillian Tran-Chow and Stacie Sevcik.



When Tustin Adult School applied for DLAC two years ago, the focus was to integrate digital literacy skills into instruction, knowing that our faculty needed professional development to acquire those skills for themselves, as well as how to bring those skills into their classrooms, whether in-person or via distance learning. As COVID continued to affect how we connected with our students, the need became to equip learners and teachers for success in a distance learning format. The IDEAL 101 course further reinforced both of these needs by providing a tool to develop our implementation plan which includes the following components:

- build technology access for learners and staff
- develop recruitment strategies
- implement a new orientation for students as well as a digital literacy screening tool
- transition to CASAS eTesting
- adopt an ESL digital curriculum with professional development support

To begin, new laptops and iPads were purchased to address technology access. To recruit students, we learned from other DLAC members the importance of using social media to advertise and communicate about the school's programs and student success; a Twitter account (@tustinadulted) and Instagram account (@tustinadulted) were started, and postcards were sent out to students from the past three years. Our team also worked to build an online registration and assessment scheduling system for students, creating a Google Form to collect student enrollment information that the office staff could access and input into ASAP. This led to a refinement of the orientation video shown to students during their assessment appointments. A digital literacy screener was developed and put into use to identify areas where students may need support. These strategies aligned with the SMART goal created for the 2021–22 Continuous Improvement Plan (CIP) which was set on increasing the number of learners attending. These steps have helped provide a better understanding of students' digital abilities as they enter classes; onboarding workshops in basic digital skills focused on emailing, video platforms, and web navigation were created and piloted, but low enrollment and attendance prompted us to evaluate a different method of teaching these skills in the future. Furthermore, our agency transitioned to CASAS eTesting in Year One which presented an initial learning curve for both staff and students, but one that has benefited us in a myriad of ways. Finally, Burlington English was adopted for ESL with full implementation during Year 2 of DLAC. With this adoption, priority was given to support teachers at monthly ESL department meetings, 'Lunch and Learns' with a Burlington representative, as well as in-class coaching.

Moving into IDEAL 102, the focus moved to the evaluation of a curriculum or instructional tool through the use of a rubric; prior to this, Tustin Adult School had not utilized a formal tool to evaluate resources. As a team, we were able to reflect on other models to determine what key areas were important to include in our own rubric. We piloted this new instrument with USA Learns Citizenship as a way to bring access to a digital curriculum.

Our key rubric categories include

- a. Proven Effectiveness
- b. Accessibility

- c. Affordability
- d. User Experience
- e. User Support & Communication
- f. Data, Privacy & Security
- g. Longevity

These components ensure an explicit process to acknowledge what a given resource offers or lacks. Our goal is to use the rubric to evaluate a new printed curriculum with digital access for our ESL classes for the 2022–23 school year.

The COVID pandemic pushed our team to develop digital skills that had never been highly used prior. Many of the things we are routinely doing now were not commonplace in our classrooms prior to March 2020, including the use of synchronous video conferencing platforms (Zoom and Google Meet) asynchronous tools (ScreenCastify), presentation software (Google Slides), engagement apps (Kahoot, Baamboozle), collaborative apps (Padlet), and courseware designed to provide instruction, practice, and assessment for both in-person and online instruction (Burlington English, Edmentum, and Aztec.) Additionally, as we began COAAP instruction and assessment, our delivery of curricular units was accessible through digital “Choice Boards” which offered faculty the ability to find content from resource-linked menus. Many of these tools were introduced to us through DLAC, through discussion posts, tech slams, and overall networking. While the learning curve was steep at first, our instructors now have well-stocked digital toolboxes, a healthy comfort zone for using them, and an interest in new things. Office staff similarly had to learn new tools for facilitating online registration (Google Forms, SignUp.com), orientation (via a staff-and-leadership created bilingual video), and assessment (eTesting) all of which are foundational to our onboarding of students now.

Change is usually considered a process, but if COVID taught us nothing else, it was that change can and does occasionally occur overnight. The silver lining for Tustin was a never-before-experienced sense of interdependence among our team members who were suddenly scrambling to learn new strategies every day. As in our multi-level classrooms, we found ourselves in a learning community where some possessed strong tech skills, others few or none, and everything in between. DLAC couldn’t have come at a better time, guiding us as we worked to bring a diverse team with varying degrees of comfort and willingness into new roles and to better understand how digital tools, well-chosen and wisely used (aligning to the Triple E Framework and vetted via a specialized rubric), can enhance teaching and learning. The change also was thrust upon our office processes and staff, and while it felt uncomfortable and reactionary, we now possess tools and skills that make us more efficient.




Conflict in times of change is a foregone conclusion. DLAC, largely through the teaching of Dr. Porter, allowed TAS to recognize that leadership IS having those occasional difficult conversations, and that understanding personality types, as well as types of people, can make those exchanges more focused, intentional, and productive. Remembering to allow “attributional praise” to lead in those interactions can mark the difference between an atmosphere of respect and openness versus an environment of opposition and mistrust. Creating safe spaces for all manners of

communication is key and contributes to a supportive school culture that is welcoming, dynamic, and open to new ideas and change.

The impact DLAC has had on Tustin Adult School will forge our path as we plan professional development to introduce new and existing technology in ways that purposefully address and integrate the components outlined in the Triple E framework. Furthermore, we plan to increase our faculty's ability to recognize how a given tool or resource measures across multiple metrics. In terms of integrating technology through our piloted basic digital literacy workshops, we have learned that these skills are best addressed by a classroom community of learners versus frontloading them ahead of instruction. Our goal now is to bring a team of coaches into the classroom to support teachers in the instruction of digital literacy skills. Finally, including student and staff voices for future plans is also important; we are currently discussing quarterly surveys to determine the needs represented in our learning community and if we are meeting them.



Being a part of DLAC Cohort 3 has been our first step into something big. Creating the implementation plan may have had its challenges, but our team learned to work together as we took risks, experiencing success and failure, all the while moving forward. Trust has been built with faculty, staff and students to learn together, as well as take on new challenges in and out of the classroom. We are excited for our next steps.

**Agendas for DLAC Meetings**
**Wednesday, October 13, 2021**
**9:00am to 12:30pm**

Event Time	Event Details
9:00–9:15am	DLAC Team Updates - <i>Neda and Penny</i> <a href="#">Online Collaborative notes</a>  Implementation Support Calls Welcome new DLAC 3 members: <ul style="list-style-type: none"> <li>• Michelle Randall - Moreno Valley</li> <li>• Alejandra Lupercio - Moreno Valley</li> <li>• Karen Neville - Rowland</li> <li>• Virginia Burrows - Tustin</li> </ul>
9:15–10:15am	IDEAL 102: Resource Evaluation Kick Off - <i>Destiny Simpson</i>
10:15–10:45am	Pilot check in (successes and challenges) <a href="#">DLAC v3 Pilot Check in doc - October 2021</a> 
Break (15 min)	Break
11:00am–12:30pm	<a href="#">Tech Slam</a>  show and tell: Show your favorite tools & resources
12:30pm	Close

Thursday, October 14, 2021

9:00am to 12:30pm

Event Time	Event Details
9:00–9:05am	DLAC Team Updates - <i>Neda and Penny</i> <a href="#">Online Collaborative notes</a>   Welcome new DLAC 3 members: <ul style="list-style-type: none"><li>• Michelle Randall - Moreno Valley</li><li>• Alejandra Lupercio - Moreno Valley</li><li>• Karen Neville - Rowland</li><li>• Virginia Burrows - Tustin</li></ul>
9:05am–12:30pm	<a href="#">Fierce Conversations</a> 
12:30pm	Close

**Friday, October 15, 2021**
**9:30am to 12:30pm**

Event Time	Event Details
9:30–9:35am	<p>DLAC Team Updates - <i>Neda and Penny</i></p> <p><a href="#">Online Collaborative notes</a> </p> <p><a href="#">TDLS Call for proposals : OTAN News Item</a> </p> <p>Implementation Support Calls</p> <p>If you haven't scheduled your meeting; talk to Neda!</p> <p>Welcome new DLAC 3 members:</p> <ul style="list-style-type: none"> <li>• Michelle Randall - Moreno Valley</li> <li>• Alejandra Lupercio - Moreno Valley</li> <li>• Karen Neville - Rowland</li> <li>• Virginia Burrows - Tustin</li> </ul>
9:35am–12:15pm	<p>How do you deal with _____ ? - Dr. Porter</p> <p><a href="#">Working With You is Killing Me: Freeing Yourself from Emotional Traps at Work Video clip</a>  (also some clips on YouTube)</p> <p><i>Challenges in implementation - Tips and ideas (cont. During regular project meetings in the future)</i></p> <p>NAME IT! CLAIM IT! AIM IT!</p> <p>*Please download the file to your computer. You can fill it in using Adobe Acrobat.</p>
Break	Break TBA
12:15–12:15pm	Q & A and close



**Thursday, May 19, 2022**
**8:00am to 5:00pm**

Event Time	Event Details
8:00–9:00am	Breakfast, Welcome, & Housekeeping  5 minute prep., 15 minutes presentation, 10 minutes Q&A  OTAN Staff or Coaches will be time keepers (Thank you, Susan G.!)
9:00am–12:00pm	Cheryl and Diana - Reimbursements  <a href="mailto:cyoung@otan.us">cyoung@otan.us</a>   <a href="mailto:dvolosenco@otan.us">dvolosenco@otan.us</a>   Teams polish/finalize presentations  Work with coaches, OTAN staff
12:00–1:00pm	Networking Lunch
1:00–1:30pm	Santa Clara Unified School District (In-person)
1:30–2:00pm	Tustin Adult School (In-person)
2:00–2:30pm	San Diego Community College District - Continuing Ed. (Online)
2:30–3:00pm	Break
3:00–3:30pm	Martinez Adult Education (Online)
3:30–4:00pm	Campbell Union High School District (Hybrid)
4:00–4:30pm	Garden Grove Unified School District (Hybrid)
4:30pm	Close No host dinner (optional) - Restaurant details coming soon :)

**Friday, May 20, 2022**
**8:00am to 3:30pm**

<b>Event Time</b>	<b>Event Details</b>
8:00–9:00am	Breakfast, Welcome, & Housekeeping  5 minute prep., 15 minutes presentation, 10 minutes Q&A  OTAN Staff or Coaches will be timekeepers
9:00–9:30am	Moreno Valley Community Adult School (In-person)
9:30–10:00am	Padlet activity
10:00–10:30am	San Diego Unified School District (Online)
10:30–11:00am	Break
11:00–11:30am	Placer School for Adults (Online)
11:30–1:00pm	Networking Lunch
1:00–1:30pm	Rowland Unified School District (In-person)
1:30–2:00pm	Pittsburg Adult Education Center (In-person)
2:00–2:30pm	Oxnard Adult School (In-person)
2:30–3:00pm	Certificate awards, photos
3:00pm	Close

# Appendix F

California Department of Education

WIOA Title II: Technology and Distance  
Learning Plan Update

Program Year 2021–2022

Matthias Sturm, Adult Education Researcher and Consultant  
in collaboration with OTAN and CASAS staff.

Expect publication in April of 2023