



Technology and Distance Learning for California Adult Education

Annual Report
2019-2020



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Introduction

Adult Education in California

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

The California Community College Chancellor's Office (CCCCO) and the California Department of Education Adult Education Office jointly administer and allocate funding for the California Adult Education Program, formerly known as the Adult Education Block Grant (AEBG). Adult education program areas funded include:

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

As of July 2018, the California legislature mandated a change to the Adult Education Block Grant Program name and it officially became the California Adult Education Program (CAEP). The program provides over \$500 million to support a coordinated approach between K–12 schools, community colleges, and community-based partners to provide educational opportunities to adult learners.

“Thanks to your attention, we have been able to complete our AEFLA review and submit it successfully.”

– Andy Fiskum - Workforce Coordinator

Adult education programs under WIOA, Title II and CAEP had some notable accomplishments during the 2019–2020 fiscal year. Among these were:

- ➔ OTAN responded to the adult education field during the COVID-19 stay-at-home order in March 2020 by launching a COVID-19 Field Support page with tools, guides, recordings, and other training opportunities to help educators connect with adult learners during the pandemic. Additional support for teachers included regularly scheduled OTAN Office Hours (OOH) and OTAN Office Hours for Maximizing Moodle (OOHM). Both office hours were designed to provide just-in-time support and technology training in an informal format. The page included information, guidance, links to CASAS, CALPRO, CAEP, CDE, and other helpful resources and tools.
- ➔ The California Online Application and Reporting (CA-OAR) website was completely re-written in .NET. The website converted the submission of agency Budgets and quarterly Expenditure Claim Reports from paper submittal to electronic submission. This included the creation of a deliverable service and workflow to notify the CDE staff of submitted electronic deliverables, provide feedback from the CDE staff to agencies, and allow those deliverables to be approved or returned for agencies to make corrections. Additionally, the CA-OAR created a fully-electronic process for the competitive 2020–23 Request for Applications (RFA) WIOA, Title II grant cycle.
- ➔ The Administrative Management System (AMS) website implemented a new feature to allow the CDE staff to create electronic payments for agencies based on submitted expenditure claims and resource codes.
- ➔ Support and tools to prepare for the three-year planning process for consortia included professional development with regional training and webinars.
- ➔ OTAN Continued professional development and support via the CAEP (formerly AEBG) Technical Assistance Project (CAEP TAP).

The Outreach and Technical Assistance Network (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, 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.

The OTAN provides classroom educational technology integration through:

- 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 articles 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 life-long learning. Research has shown that adult learners, when shown how to effectively use technology, are highly motivated learners who are capable of absorbing both the content and technological skills necessary to succeed. Making the skills training in technology available and useful to adult learners will help ensure they take advantage of both the formal and informal learning opportunities online.

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

Distance Learning for Adult Learners

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

For many years, OTAN has undertaken the responsibility for distance learning in adult education. Adult education experienced the implementation of flex funding in 2008, and agencies were given local control over funding for adult education programs, including distance learning opportunities.

Over the course of the last decade, growth in reported distance learning classes is making a slow comeback. Additional information and details on the status of distance learning is available in Appendix F. Today, we closed out the 2019–2020 program year with accomplishments that met the needs of educators and learners affected by the pandemic by providing just-in-time training and support to teachers to help them effectively deliver instruction at a distance and provided strategies and support to keep learners engaged and continuing toward their educational goals as much as possible. It is clear there is a greater need for blended and distance learning to support adult learners in any situation. Although it is unfortunate that the pandemic forced this upon teachers and learners, it is 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

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

Created through California’s adult education strategic planning process in the 1980s, 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 quality of instruction.

This Report

The California Department of Education, Adult Education office, has funded OTAN via contract CN180031 from July 1, 2018 through June 30, 2020. The source of the funding is the Workforce Innovation and Opportunity Act (WIOA). Signed into law on July 22, 2014, WIOA reauthorizes the Workforce Investment Act (Federal P.L. 105-220, the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223) for six years, from 2015 through 2020.

The Sacramento County Office of Education, the current fiscal agent, respectfully submits this report to the California Department of Education, Adult Education Office to detail the accomplishments of OTAN work completed during the 2019–2020 contract year.

Impacts of COVID-19 Pandemic on OTAN Services to the Field

Special Section

During the last quarter of OTAN's contract year 2019–2020 the world was consumed by the novel coronavirus – COVID-19. In California, Governor Gavin Newsom declared a state of emergency on March 4, 2020, and then issued stay-at-home orders on March 19 while Sacramento County Office of Education Superintendent Dave Gordon announced plans for school closures on March 13 and State Superintendent of Education Tony Thurmond provided the 2019 Novel Coronavirus Guidance Update for Schools and Districts on March 5. Sacramento County Office of Education (SCOE) employees, including the OTAN office, were given the order to go home on March 17. At that time, it was clear that OTAN staff would need to move into remote work very quickly. Staff worked to deploy necessary equipment and support to staff to be able to telework. This included not only computers, but also virtual private network support, security protocols, and the development of standard practices for communicating with staff and accessing network drives. In general, OTAN staff was up and running smoothly and efficiently within 5 days.

Additionally, within the week of the stay-at-home order from the superintendent of SCOE, the California Department of Education, Office of Adult Education, made a specific request to OTAN to provide field support regarding remote teaching and learning for the entire state of California. At that time, OTAN deployed programmers, trainers, and coordinators to create a COVID-19 Field Support resource page. This resource page was a primary link to help guide teachers to resources based on program area, technology topics, and more. Through a collaboration of adult education teachers, the “I Can Go the Distance” resource allowed teachers a helpful “menu” of options to engage learners through remote teaching. Through OTAN's collaboration with other leadership projects, the network of ed-tech enthusiastic teachers and the support of the educational community, these resource pages soon became a primary informational resource for the adult education field throughout the state.

In addition, the California Department of Education asked OTAN to create and host online webinars and workshops in the effort to support teachers transitioning into remote teaching. On the OTAN website, the COVID-19 Field Support resource page, as well as the California Adult Professional Development training site, OTAN created a training schedule and recruited subject matter experts, and other special speakers, to provide online webinars on not only educational technology integration, but also on

strategies for teaching at a distance, reporting distance learning hours, issues surrounding digital equity and access, and many more relevant topics. These webinars were well attended with 144 webinars offered between March 2020 and June 30, 2020, with over 16,000 adult educators registered for these sessions. Attendance records show over 15,000 teachers attended these webinars.

The OTAN also collaborated closely with our other leadership projects, CALPRO and CASAS. Through these collaborations, OTAN was able to provide comprehensive training and support in all relative areas to ensure teacher confidence and support with new technologies that were never used before. A prime example is the use of web conferencing tools. Although there are many available tools such as Google Meet, GoToMeeting, WebEx, Zoom, and Adobe Connect, teachers had rarely used these tools in the ways that they were now required to do so in a very short period. Because of the severity of the stay-at-home order, teachers had to learn these new tools to teach at a distance in mere days. It became apparent that teachers needed further guidance and support after online webinars to ensure they were confident in their new skills. In response, OTAN scheduled OTAN Office Hours (OOH) to support the field. These sessions were specifically designed to allow teachers to drop in and meet with OTAN staff and subject matter experts in an informal setting for discussion and assistance with edtech tools and topics that can be used in an online learning environment. These sessions proved to be very popular, and may be continued through the next contract year. Until a solution to the pandemic is found, this new paradigm of remote teaching will likely continue into the near future.

Another factor impacting teachers in the need to be able to remote teach was access to created content and curriculum they could use immediately with their learners. The OTAN houses and supports several shared online courses through our Moodle server. With extended promotion and outreach, OTAN offered English language learning, adult basic education, and adult secondary education via Moodle online courses to teachers from both WIOA and non-WIOA funded agencies throughout the state. These courses were available for immediate use. Since many teachers were unfamiliar with the Moodle learning management system, additional training was needed. Thus, following the format of the OTAN Office Hours, Office Hours for Maximizing Moodle (OHMM) was created. OHMM also proved to be very popular not only in the immediacy of assisting teachers with remote teaching using Moodle, but also with providing teachers support and training as OTAN implemented a major upgrade of Moodle. Although this upgrade occurred during a very stressful time in everyone's work schedule, OTAN was able to successfully transfer several hundred courses and several thousand learners to the new system by the end of the contract year. The OTAN plans to continue with OHMM through the next contract year if there is still interest from the field.

As OTAN winds up the contract year still under heavy restrictions due to the pandemic, there are several 'silver linings' that both OTAN staff and adult education field members have identified. Primarily, there has been a cohesive sense of community, that we are all in this together. Secondly, teachers often reported high confidence and self-esteem as they gained critical digital literacy skills under these new conditions. Reports reflected positive attitudes of not only their own skills, but also that they were ready and willing to do whatever it takes to

connect and engage with their adult learners. Anecdotal reports also indicate that although ESL suffered a severe loss in enrollment, Adult Secondary Education and High School Equivalency programs saw a rise in registration, attendance, and completion. Data will show the success of these efforts in distance and blended teaching and learning for the adult education field in California. Overall, the application and implementation of distance and blended learning models has enjoyed an elevated level of success and acceptance during this major disruption in educational services in California, and the nation.

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

One of the goals of the National Educational Technology Plan is that all learners will have engaging and empowering learning experiences, both in and out of school, that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society. Anywhere, anytime learning augmented through research and best practices will allow teachers to provide their adult learners with options that best meet their individual learning needs while they transition to college or career. This became especially important in the 2019–2020 school year. A sustained approach to fostering and supporting California adult education programs and instructors is needed to move the field in the direction of more online and blended instruction.

The prospect of anywhere, anytime learning is rapidly gaining in popularity. Teaching online requires a set of skills which differ from those in a traditional classroom setting. During 2019–2020, OTAN continued to promote online learning, including training a core group of teachers who will serve a leadership role and strategically expand online distance learning opportunities offered through adult schools, by providing online curriculum assistance and technical support. The OTAN's role came to prominence in March 2020 due to the COVID-19 pandemic. Please refer to our COVID-19 section for a full report of OTAN's work during and after the official "stay-at-home" order.

The Digital Leadership Academy (DLAC) successfully completed year two of the two-year academy. Participants became distance education leaders at their agencies and in their regions. Each participant received coaching skills necessary to make a positive difference in the way educational technology is used to support adult learners. Little did they know, they would become "pioneers" and lead the way of distance learning at their agencies and become mentors to fellow teachers to assist with effective classroom education technology integration.

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

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

Professional development is a key component for OTAN to provide to the field and is equally as important in providing learning opportunities for staff. The OTAN provides training opportunities in several forms. During COVID-19, face-to-face workshops became virtual workshops via Zoom. The OTAN also provided access to online self-paced modules on topics relevant to adult education staff prior to and during the pandemic. The OTAN staff also participates in a variety of professional development opportunities throughout the year.

Professional Development for OTAN staff:

In addition to presenting at conferences, OTAN staff attends 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, or other communication channels, as well as with OTAN trainers and temp exempt contractors.

During the 2019–2020 contract year, OTAN staff attended professional conferences and professional development events at the local, regional, state, and national level. Depending on the professional development offered, all OTAN staff members were able to participate. OTAN staff members are now certified in Google, Microsoft, Creative Commons, and CK–12. Others are trained and continue to develop their knowledge in augmented and virtual reality, Google for Education, and Microsoft Office tools for education.

Professional Development Opportunities Included the Following:

- IDEAL Consortium Institute, Boston, MA
- ISTE Professional Learning Series, SkillRise, Online
- CCAE Sections, CA statewide
- CATESOL State and Regionals, CA statewide
- CAEP Summit, Orange County, CA
- About Students Summit, Riverside, CA
- ACSA 2019 Leadership Summit, San Francisco, CA
- CAEAA 2020 Conference, Sacramento, CA
- 4 Annual EL Civics Conferences, Northern and Southern California (some cancelled due to COVID-19)
- CDE AEO State Leadership Meetings, Sacramento, CA
- COABE 2020 National Conference, Virtual
- Moodle Administrator Training, Online
- CUE Spring Conference, Online
- Zoom, Zoomtopia, San Jose, CA

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

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

Professional Development Opportunities for Teachers in the Field:

OTAN continues to support adult education teachers in the field through a variety of professional development opportunities including face-to-face workshops, online webinars, and access to self-paced courses on the OTAN Moodle server. Throughout the past year, OTAN served 681 teachers in 31 face-to-face workshops and approximately 12,500 teachers in approximately 156 online workshops. In addition, OTAN hosted several online meetings and webinars that supported 34 participants for special projects, such as the Digital Leadership Academy and meetings for the Training of Trainers event.

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

Type of Event	Number of Events	Total Registered	Number Attended	Average Attendance
Face-to-Face	31	865	681	78.10%
Online	156	17468	8528	34.28%
Blended	10	255	250	98.33%
Grand Total	197	18588	9459	44.43%

Results represent all events broken down by type.

Type of F2F Event	Number of Events	Total Registered	Number Attended	Average Attendance
Conference	1	252	207	82.14%
Face-to-Face / Workshops	29	587	456	78.26%
Grand Total	30	839	663	78.39%

Results represent all events broken down by type.

Online Events	Number of Events	Total Registered	Number Attended	Average Attendance
Online / Webinars	99	16256	8154	46.88%
Online / Workshops	8	582	274	39.24%
Online Meeting	47	598	72	5.30%
Grand Total	154	17436	8500	33.80%

Exhibit 1.1

All Workshops Evaluation Summary Results

All Workshops	Strongly Agree(5)	Agree(4)	Neutral(3)	Disagree(2)	Strongly Disagree(1)	Average Score
1. The objectives of the training were clearly stated.	3530	340	108	61	127	4.7
2. The training was well-paced.	3031	664	236	108	123	4.53
3. The training met your expectations.	2873	721	310	103	138	4.47
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	2464	936	456	145	144	4.31
5. You would recommend OTAN's workshops to a friend or colleague.	3683	245	62	35	159	4.73
Overall Average:						4.55

Exhibit 1.2

“Huge kudos to OTAN and the Digital Learning Academy. Thankfully our CTE instructors were already on Moodle.”

– Ed Schmalzel

Face to Face Workshops Evaluation Summary Results

Face to Face Workshops	Strongly Agree(5)	Agree(4)	Neutral(3)	Disagree(2)	Strongly Disagree(1)	Average Score
1. The objectives of the training were clearly stated.	278	24	14	5	7	4.71
2. The training was well-paced.	245	50	17	8	8	4.57
3. The training met your expectations.	234	57	19	7	11	4.51
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	214	76	20	8	10	4.45
5. You would recommend OTAN's workshops to a friend or colleague.	278	27	8	3	12	4.7
Overall Average:						4.7

Exhibit 1.3

Online Workshops Evaluation Summary Results

Online Workshops	Strongly Agree(5)	Agree(4)	Neutral(3)	Disagree(2)	Strongly Disagree(1)	Average Score
1. The objectives of the training were clearly stated.	3246	316	94	55	120	4.7
2. The training was well-paced.	2780	614	29	100	114	4.61
3. The training met your expectations.	2633	644	291	95	127	4.46
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	2246	859	435	137	133	4.3
5. You would recommend OTAN's workshops to a friend or colleague.	3354	218	54	32	146	4.74
Overall Average:						4.74

Exhibit 1.4

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

With collaboration and input from our OTAN Advisory Committee (OAC), OTAN strives to identify and offer new and relevant professional development opportunities to the field. Through this collaboration, along with consultation with our SMEs, OTAN identified 20 new online workshop titles to offer during the 2019–2020 contract year; this especially supported our educators through the quarantine and COVID-19 stay-at-home order. These workshops not only support integration of technology in the online classroom, but also OTAN’s efforts to enhance and enrich online education and curriculum for adult education providers.

Online Workshop Descriptions

OTAN Tech Talks

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

Examples of OTAN Tech Talks topics include:

- ePortfolio in Adult Education
- Best Practice for Online Instruction
- Video Messaging with Loom
- Internet Safety for Students and Teachers
- Kahoot and Quizizz in the Adult Education Classroom
- HyperDocs in Adult Education

Virtual Reality for Adult Education

In this workshop, participants will be introduced to Virtual Reality, Google Cardboard viewers, and some awesome apps that are available to experiment with and create with and for their students. They will learn how to create and put Virtual Reality to use at the introductory level across ESL and academic curricula. Demonstrations and step-by-step instructions will be provided during this workshop. They won’t just be wowed by Virtual Reality— They will create it!

Tech Tools for Assessment (series)

In this three-part series, participants will look at how to use a variety of tech tools to integrate assessment into online classes by creating assessments that will reach learners on mobile devices and computers. The final part will be a feedback session open to participants sharing their assessments and getting assistance with specific questions on the tools we have covered. This session will be participant driven and their creations and input are welcome!

Strategies for Delivering DL Virtually

Adult education agencies are moving rapidly to ensure learners have access to their teachers and learning materials to continue toward their goals. In this session team members from OTAN and CASAS will present strategies and considerations for how teachers can deliver instruction at a distance.

Resources for Online Citizenship Classes

By adapting and incorporating online civics resources, participants will be able implement learning strategies appropriate for mixed-status ESL, Citizenship or Distance Learning environments. This online webinar will demonstrate a boilerplate Citizenship lesson plan and identify free online Citizenship resources.

Applied Digital Skills with Google - Virtual Bootcamp

Teachers are searching for ways to teach their adult learners, who have little or no exposure to technology, how to use apps and other online tools. With the help of teachers, Google has developed numerous digital skills lessons with step-by-step instructions using videos, templates and Google apps. There are even certifications available through Applied Digital Skills curriculum. Participants will learn how to navigate the courses, experience lessons as students, create teacher accounts, and master the curriculum so they can use it with their own students after attending this session.

Open Educational Resources and Adult Education

There are many free, customizable, and editable resources for adult educators and their learners. By using Open Educational Resources (OER) in the classroom and online, teachers and agencies can save money, revise and refresh curriculum, and give learners an opportunity to customize their learning. OER are “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits sharing, accessing, re-purposing—including for commercial purposes—and collaborating with others.” (NETP, 2010, pg. 56). The OTAN has continuously provided resources, workshops, and conference presentations on OER and where and how adult education agencies could consider using them as supplemental materials to classroom curriculum, or to replace curriculum with fully OER textbooks in a variety of subject areas.

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

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

The OTAN works closely with the adult education field and hired 24 subject matter experts (SMEs) to take advantage of their expertise and assist in delivery of professional development training sessions, materials, and resources, and to provide timely presentations at local, regional and statewide adult education conferences.

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

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

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

This year, OTAN SMEs and staff gave about 71 presentations on behalf of OTAN to approximately 1,400 attendees. The OTAN was represented at major conferences (including

state and regional events) that included California Adult Education Program (CAEP) Summit, California Teachers of English to Speakers of Other Languages (CATESOL) state and regional, California Council for Adult Education (CCAIE) regional conferences, English Literacy and Civics, ProLiteracy, and OTAN’s own Technology and Distance Learning Symposium (OTAN TDLS). Additional presentations were scheduled and planned for the Comprehensive Adult Student Assessment Systems Summer Institute (CASAS SI), CCAIE State conference, and Commission on Adult Basic Education (COABE) conference, as well as a fourth regional conference for English Literacy and Civics. However, these events were either cancelled, rescheduled, or otherwise impacted by COVID-19, and the presentations were not completed.

Sampling of OTAN presentation titles at 2019–2020 Conferences

CONFERENCE / DATE	TITLE	PRESENTER	ATTENDANCE
ProLiteracy, San Diego September 2019	Reaching Remote Learners with Technology	Penny Pearson OTAN STAFF	8
ProLiteracy, San Diego September 2019	Positioning your Organization to Take Advantage of Technology	Penny Pearson OTAN STAFF	80
ProLiteracy, San Diego September 2019	OTAN: Internet Resources for Adult Education	Anthony Burik and Neda Anasseri OTAN STAFF	28
ProLiteracy, San Diego September 2019	Tech Up Your Citizenship Class	Jennifer Gagliardi OTAN SME	24
CATESOL, San Jose October 2019	Chrome Apps and Extensions: Inspiring Digital Literacy	Melinda Holt OTAN STAFF	20
CATESOL, San Jose October 2019	360 Photos for ESL Instruction	Susan Gaer OTAN SME	40
CATESOL, San Jose October 2019	OTAN Resources for Adult Education	Anthony Burik OTAN STAFF	5
CATESOL, San Jose October 2019	The Future of Citizenship Preparation: Tech Up for Census, Civics, and Citizenship	Jennifer Gagliardi OTAN SME	15
CATESOL, San Jose October 2019	Digital Resources to Inspire the Beginning ESL Student	Alisa Takeuchi OTAN SME	27
CATESOL, San Jose October 2019	Using the Triple E Framework for Quality Tech Integration	Susan Gaer and Kristi Reyes OTAN SMEs	10
CATESOL, San Jose October 2019	Build a Google Site to Inform and Motivate Students	Cindy Wislofsky OTAN SME	29
About Students Consortium Annual Conference, Riverside October 2019	Using Tech Tools to Present to All Learners	Anthony Burik OTAN STAFF	35

CONFERENCE / DATE	TITLE	PRESENTER	ATTENDANCE
About Students Consortium Annual Conference, Riverside October 2019	Using Tech Tools to Present to All Learners	Anthony Burik OTAN STAFF	28
CCAIE South, Palm Springs October 2019	Putting English to Work Online	Paul Yung OTAN SME	3
CAEP Summit, Anaheim October 2019	OTAN Resources for Your ESL, ASE, and ABE Programs	Neda Anasseri and Penny Pearson OTAN STAFF	13
CAEP Summit, Anaheim October 2019	Using Technology to Help Students Set, Achieve, and Publicize Goals	Anthony Burik OTAN STAFF	23
CAEP Summit, Anaheim October 2019	Increase ESL Student Persistence with Technology and Workforce Skills	Ryan de la Vega OTAN SME	40
CAEP Summit, Anaheim October 2019	OTAN Vendor Table	OTAN STAFF	50
EL Civics, Pasadena January 2020	Digital Resources for EL Civics Assessment	Anthony Burik OTAN STAFF	34
EL Civics, Pasadena January 2020	CASAS Assessments for Citizenship Preparation	Jennifer Gagliardi OTAN SME	35
EL Civics, Pasadena January 2020	Licensing Your Creations, Copyright, and Creative Commons	Penny Pearson OTAN STAFF	15
EL Civics, Pasadena January 2020	Digital Resources for IET/ IELCE	Susan Gaer OTAN SME	19
EL Civics, Pasadena January 2020	Step Up to 2020: Census, Civics, and Citizenship	Jennifer Gagliardi OTAN SME	14
EL Civics, Pasadena January 2020	Tech Tools for EL Civics Workforce Skills	Alisa Takeuchi OTAN SME	7
EL Civics, Pasadena January 2020	OTAN Vendor Table	OTAN STAFF	30
EL Civics, Sacramento February 2020	Digital Resources for EL Civics Assessment	Anthony Burik OTAN STAFF	41
EL Civics, Sacramento February 2020	CASAS Assessments for Citizenship Preparation	Jennifer Gagliardi OTAN SME	21
EL Civics, Sacramento February 2020	Licensing Your Creations, Copyright, and Creative Commons	Penny Pearson OTAN STAFF	10
EL Civics, Sacramento February 2020	Digital Resources for IET/ IELCE	Francisco Pinedo OTAN SME	23

CONFERENCE / DATE	TITLE	PRESENTER	ATTENDANCE
EL Civics, Sacramento February 2020	Tech Tools for EL Civics Workforce Skills	Alisa Takeuchi OTAN SME	18
EL Civics, Sacramento February 2020	Step Up to 2020: Census, Civics, and Citizenship	Jennifer Gagliardi OTAN SME	33
EL Civics, Sacramento February 2020	OTAN Vendor Table	Marjorie Olavides OTAN STAFF	30
EL Civics, Santa Ana February 2020	Licensing Your Creations, Copyright, and Creative Commons	Penny Pearson OTAN STAFF	3
EL Civics, Santa Ana February 2020	Digital Resources for EL Civics Assessment	Anthony Burik OTAN STAFF	33
EL Civics, Santa Ana February 2020	CASAS Assessments for Citizenship Preparation	Jennifer Gagliardi OTAN SME	35
EL Civics, Santa Ana February 2020	Digital Resources for IET/ IELCE	Susan Gaer OTAN SME	24
EL Civics, Santa Ana February 2020	Tech Tools for EL Civics Workforce Skills	Ryan de la Vega OTAN SME	10
EL Civics, Santa Ana February 2020	Step Up to 2020: Census, Civics, and Citizenship	Jennifer Gagliardi OTAN SME	13
Technology and Distance Learning Symposium March 2020	Easy Word, Excel, and PowerPoint Projects for Language Practice	Barry Bakin OTAN SME	31
Technology and Distance Learning Symposium March 2020	The TDLS-cape Room Challenge	Anthony Burik OTAN STAFF	22
Technology and Distance Learning Symposium March 2020	Easily Make a Quiz or Survey using Google Forms	Cindy Wislofsky OTAN SME	Not Available
Technology and Distance Learning Symposium March 2020	OTAN Resources for Adult Education	Susan Coulter OTAN SME	31
Technology and Distance Learning Symposium March 2020	Easy Word, Excel, and PowerPoint Projects for Language Practice, Part 2	Barry Bakin OTAN SME	21
Technology and Distance Learning Symposium March 2020	The TDLS-cape Room Challenge, Part 2	Anthony Burik OTAN STAFF	30
Technology and Distance Learning Symposium March 2020	Increase ESL Student Persistence with Technology	Ryan de la Vega OTAN SME	Not Available
Technology and Distance Learning Symposium March 2020	Step Up to 2020: Census, Civics, and Citizenship	Jennifer Gagliardi OTAN SME	20

CONFERENCE / DATE	TITLE	PRESENTER	ATTENDANCE
Technology and Distance Learning Symposium March 2020	Gamify Your Online Course	Stephanie Thomas OTAN SME	Not Available
Technology and Distance Learning Symposium March 2020	Internet and Digital Safety	Melinda Holt and Marjorie Olavides OTAN STAFF	Not Available
Technology and Distance Learning Symposium March 2020	Accessibility on Chromebooks	Alisa Takeuchi OTAN SME	6
Technology and Distance Learning Symposium March 2020	Be More Productive with Windows 10	Farzana Cassim OTAN SME	Not Available
Technology and Distance Learning Symposium March 2020	Create Interactive Content with Google Slides and PowerPoint	Stephanie Thomas OTAN SME	32
Technology and Distance Learning Symposium March 2020	Integrating Online Learning in ABE and ASE Classrooms	Jaemi Naish OTAN SME	25
Technology and Distance Learning Symposium March 2020	Teaching with YouTube	Jennifer Gagliardi OTAN SME	32
Technology and Distance Learning Symposium March 2020	Accessibility on Chromebooks, Part 2	Alisa Takeuchi OTAN SME	3
Technology and Distance Learning Symposium March 2020	iOS 13 iPad: Important Features and Gestures Everyone Should Master!	Farzana Cassim OTAN SME	23
Technology and Distance Learning Symposium March 2020	Create Interactive Content with Google Slides and PowerPoint, Part 2	Stephanie Thomas OTAN SME	27
Technology and Distance Learning Symposium March 2020	Tech Troubleshooting for Teachers	Marjorie Olavides OTAN SME	Not Available
Technology and Distance Learning Symposium March 2020	Tracking Distance Learning Hours Using an Integrated Toolkit	Penny Pearson, OTAN STAFF with Janice Fera, CASAS	21
Technology and Distance Learning Symposium March 2020	Teaching Vocabulary with Technology	Susan Gaer OTAN SME	24
Technology and Distance Learning Symposium March 2020	Putting English to Work Online	Paul Yung OTAN SME	Not Available

CONFERENCE / DATE	TITLE	PRESENTER	ATTENDANCE
Technology and Distance Learning Symposium March 2020	Teaching Vocabulary with Technology, Part 2	Susan Gaer OTAN SME	30
Technology and Distance Learning Symposium March 2020	CK-12: Free Digital Interactive Textbooks (Meet Common Core Standards)	Debbie Jensen OTAN SME	Not Available
Technology and Distance Learning Symposium March 2020	Putting English to Work Online, Part 2	Paul Yung OTAN SME	Not Available
Technology and Distance Learning Symposium March 2020	Apps for Mobile Devices in the Adult Ed Class	Francisco Pinedo OTAN SME	15
Technology and Distance Learning Symposium March 2020	Gamify Your Classroom with Quizlet and Kahoot	Barry Bakin OTAN SME	23
Technology and Distance Learning Symposium March 2020	What's New in Google? LOTS!	Melinda Holt OTAN STAFF	Not Available
Technology and Distance Learning Symposium March 2020	Enhance the Learning Experience with Learn360	Susan Coulter OTAN SME	Not Available
Technology and Distance Learning Symposium March 2020	21Things4Students	Debbie Jensen OTAN SME	9
Technology and Distance Learning Symposium March 2020	Gamify Your Classroom with Quizlet and Kahoot, Part 2	Barry Bakin OTAN SME	12
Technology and Distance Learning Symposium March 2020	Teaching with FREE Online Tech Tools	Diana Vera-Alba OTAN SME	15
Technology and Distance Learning Symposium March 2020	Applied Digital Skills Free Lessons Use Today!	Melinda Holt OTAN STAFF	14
		TOTAL ATTENDANCE:	1392

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

As in previous years, the OTAN recruited subject matter experts (SMEs) who have demonstrated expertise and promising practices in technology integration and online and blended learning implementation. The OTAN staff identified and hired 21 external trainers to share their expertise conducting face-to-face and online workshops. External trainers also presented at conferences throughout the year. Some SMEs were hired for their expertise in managing various learning management systems, including OTAN managed Moodle, and reviewing the Technology and

Distance Learning Plans for the CA 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 Thursday and Friday, August 15–16, 2019, as well as a two-day check-in and debriefing during March 2020 TDLS for COVID-19 webinar planning sessions online via Zoom in April 2020. Participants were provided with a list of new OTAN deliverables, pilots, projects, and initiatives. Attendees were also given training. The activities during the day were comprised of discussions and demonstrations for:

- Training Workflow (scheduling, training database, calendars, etc.)
 - Conference Workflow (process and reminders)
 - Training Tips
- Procedure Review: Time Sheets and Travel (New Time Log and practice)
- Continued training on making 508 compliant PowerPoints, tutorials, handouts, and YouTube videos
- Video Conferencing Zoom: layouts, sound, breakout rooms, and meetings vs webinar spaces
- Support Resources & Certifications (Hoonuit, LinkedIn, Learn 360, and applied digital skills)
- Edtech Resources

Training of Trainers 2019–2020 Agenda

Thursday, August 15 and Friday, August 16, 2019

Thursday, August 15 - 9:00 AM - 5:00 PM

Location: Room B, C and Lab

9:00–9:30 AM - Arrivals and Continental Breakfast, Room B/C - All

9:30–10:15 AM

Welcome, Housekeeping - DB, MO

- Review Moodle course w/resources along with sign ins

10:15–11:15 AM

Supported Resources and Certifications - OTAN SMEs

- Hoonuit, LinkedIn, 360, ApSki...any new for you?
Any new certified folks?

11:15 AM–11:25 PM - Break / Move to Lab

11:25–12:20 PM - Tech Share - Anthony's new thing - SMEs, LAB

- Hands on practice

12:20 - OTAN Staff - Behind the Scenes - DB, Staff

- Who are they? What do they do?

12:30–1:30 PM - Lunch, Room B/C - All**1:30–2:15 PM - Zoom / Webinars are not OTT, Room C - MH, MO****2:15–3:30 PM - Conference proposals / calendars, procedure, Room C - PP, NA**

- Tech Share

3:30–3:40 PM - Break / Move to Lab ? or stay in C ?**3:40–4:50 PM****Working - on lots of stuff! - PP, NA, MH, AB, MO**

- Workshop titles and descriptions (Anthony, SME's)
Promo cards and pictures; (Anthony, Melinda, SME's)
Script writing for promo video; (SME's)
Scheduling webinars and studio releases (Melinda)
DATA sheets 1:1 (Penny / Neda)

5:30 PM - Group dinner (Mimosa House - 3155 Zinfandel Dr.)**Friday, August 16 - 8:00 AM–3:30 PM****Location: Room B, C and Lab****8:00–8:30 AM - Arrivals and Hot Breakfast, Room B/C - All****8:30–9:30 AM - Working Breakfast - MH, NA**

- Training Workflow (scheduling, training db, calcs, etc.)
Conference Workflow (reminders)
Training tips (discussion, all)

9:30–9:40 AM - Break / Move to Lab

9:40–10:50 AM - PROCEDURE REVIEW: Time Sheets, Travel , Lab - CY, BW

- New time log and practice

10:50 AM–11:00 PM - Break**11:00–12:00 PM - Promo Video Shoots, Lab - AB, MO, MH, et al.**

- Tech Share, work on descriptions, etc.

12:00–1:00 PM - LUNCH - ALL

- Who are they? What do they do?

1:00–2:30 PM - Templates - PP, AB

- Where and how to use; how to make accessible
Resources: Accessibility tools: Meeting the needs of diverse learners
Training teachers to author accessible content
WebAIM techniques for PDF
Accessible U - Michigan

2:30–3:00 PM - Questions? What can OTAN do for you?, Room C - SME's**3:00–3:30 PM - Wrap It Up, Room C - ALL**

For external trainers who were not able to attend the training of trainers event in August 2019, OTAN provided access to the event through Zoom online conferencing software. Individual orientations and reviews of policies and procedures were given to those requesting the review to ensure everyone had the same information. Every trainer who was unable to attend had attended previous training of trainers events; there were no concerns over familiarity with their responsibilities and tasks. A recording of the event and resources were posted in the training of trainers course on OTAN's Moodle server.

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

OTAN Advisory Committee (OAC) 2019–2020

The OTAN underwent significant leadership changes and organizational restructuring during the 2019–2020 contract year. The availability and commitment of the OTAN advisory committee was challenged to find an agreed upon meeting date and time that would fit all principal attendees including the Sacramento County Office of Education Director of Adult Education, OTAN staff,

and the numerous advisory members. With the change in leadership, the advisory committee will once again meet on an annual basis and, additionally as needed, to review OTAN tasks, discuss policy issues surrounding the WIOA Title II, AEFLA grant, and to address the educational technology requirements of the field.

Host the Digital Leadership Academy (DLAC)

The OTAN has a history of providing professional development, resources and technical support to adult education agencies and educators. Services provided include online workshops and face-to-face training in promising practices for technology integration, online and blended learning resources and training, electronic collaboration, educational resources, and much more. In keeping with changing technologies, new research, and advances in professional development, and to ensure our adult educators have access to quality professional growth, OTAN continues to provide a two-year digital leadership opportunity for adult education agencies, including both administrators and teachers. The two-year Digital Leadership Academy (DLAC), which combined elements of OTAN’s prior Technology Integration Mentoring Academy and the Online Teaching Academy, opened competitive applications in April of 2020.

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

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

AGENCY	PARTICIPANTS
Corona-Norco Unified School District	Kevin Belcher, Marci England, Christina Hyatt
El Monte Union High School District	Refugio Gonzalez, Janet Kershaw, Luis Serrano
Escondido Union High School District	Tom Allison, Stacey Campo, Lea Heredia, Elaine Moore, Rosa Rojo
Hacienda La Puente Unified School District	Armida Chow, Yecsenia Delgado-Lorenzo, Brenda Gomez
Los Angeles Community College District	Martha Clayton, Carmen Delgado, Luciano Morales
Mt. Diablo Unified School District	Maren Anton, Suanne McGovern, Jill White
San Juan Unified School District	Jody Barker, Linda Laymon, Marisol Richmond, Angela Rodriguez
Exhibit 1.5	

In May of 2020, all DLAC participants shared their final reports outlining their projects from start to finish, challenges, celebrations, and future plans and enhancements. A summary of all presenters and their projects is included in the Appendix section of this report. The DLAC participants were supported by four coaches based on geographic location. Each coach is a veteran adult education teacher or administrator who has experience in OTAN professional development projects.

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

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

This year saw ten (10) scopes and 22 goals established or in continued use on the OTAN EdReady server supporting 335 active student accounts, though only 60 learners were shown as actively logging in during the program year. Last year, OTAN reported the development of a specific math learning path designed to help learners with CASAS math testing. This new path was used by seventeen (17) learners with an average gain of eight (8) points from their initial score. Many learners who started the program under the initial pilot are continuing their math learning path on EdReady.

CASAS Math Readiness - OTAN

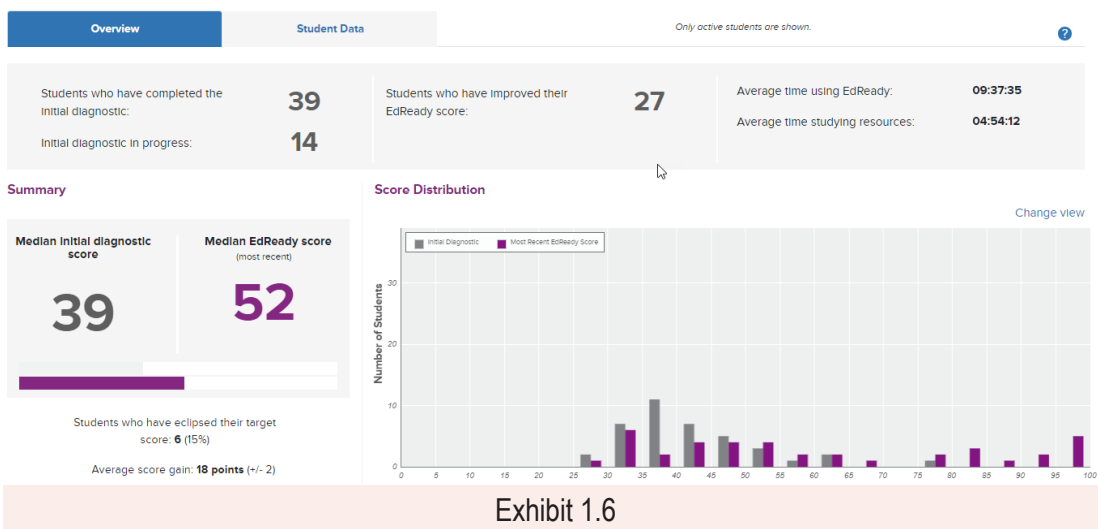


Exhibit 1.6

EdReady and The NROC Network added career technical pathways in math for over 157 CTE jobs. During the 2019–2020 academic year, health professions were the most popular CTE career pathways. The average gain for these study paths were 27 points. The OTAN continues to support and encourage EdReady to the field.

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

Through this partnership, and along with continued training and promotion of open educational resources, adult education agencies within California receive regular training, relevant news items, social media posts, and other technical assistance for math and other resources to help learners transition to college or career.

Host One Technology and Distance Learning Symposium (TDLS)

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

Held on March 6–7, 2020, at the Charles A Jones Career and Education Center in Sacramento,



Exhibit 1.7

TDLS was attended by over 200 adult educators and administrators from throughout California. Attendees selected from over 52 technology-focused workshops that ranged from increasing technical skills in specific software programs to what steps were needed to effectively implement a blended/distance learning program at an adult education district, community college, and/or community organization.

This year's keynote speaker was Mr. Josh Davies, Chief Executive Officer, for The Center for Work Ethic Development. Mr. Davies is passionate about helping others make a difference in their lives, jobs, and community. Through his work as a speaker and trainer, he has engaged and encouraged professionals across North America, the Middle East, and Asia. His engaging and connecting speaking style combined with relevant content make him an in-demand speaker. Training Magazine named him as one of the top 10 trainers under 40 in America and the Denver Business Journal tapped him as one of Denver's 40 Under 40.

Mr. Davies's keynote address, "Work Ethic: The Building Blocks for the 21st Century Workforce", shared how individuals with high work ethic skills have significant improvements in performance and graduate college at nearly double the average rate. The challenge is that fewer than 1 in 5 people have these skills, and almost all education is instead focused on academic and technical skills. While many believe that you can't teach "common sense", new research is showing that these skills can be developed at any age. The engaging and interactive presentation highlights simple training and leadership approaches that everyone can use to develop work-ethic. While in the past we have hoped to develop these skills through projects and group work, we need to make the learning of them as intentional as the rest of our instruction.



Exhibit 1.8

By using employer-based research, defining the seven skills of work-ethic, and applying innovative teaching methodology, you will discover how to make lasting behavioral change. We discovered how we can build the foundational skills of work-ethic and prepare our students with the skills for the 21st Century! His keynote address is available on OTAN's YouTube channel as part of a series of education technology integration sessions recorded during the symposium.

Leverage Statewide Licensing of Technology-based Content

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

Northstar Digital Literacy Project

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

- ➔ Basic Computer Skills
- ➔ Internet
- ➔ Email
- ➔ MS Word Office 2016
- ➔ MS Excel Office 2016
- ➔ Windows 10
- ➔ Mac OS
- ➔ Social Media
- ➔ Microsoft PowerPoint Office 2016
- ➔ Information Literacy
- ➔ Career Search Skills (New)
- ➔ Your Digital Footprint (New)

When individuals pass the Northstar proctored assessments (at approved sites), they obtain the Northstar Digital Literacy Certificate for that assessment. The certificate provides a credential that can be included in a resume or online portfolio. There is no cost to the learner to take the assessment. 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 four (4) adult education agencies from July 1, 2019, through June 30, 2020. Agencies included: Jefferson Adult School, Monterey Adult School, Glenn Adult School, and Napa Valley Adult School. The most active sites were Jefferson Adult School and Monterey Adult School. Glenn Adult School was unable to maintain their commitment, and Napa Valley Adult School joined late in the academic year. However, despite the change in participants, over 487 assessments were taken.

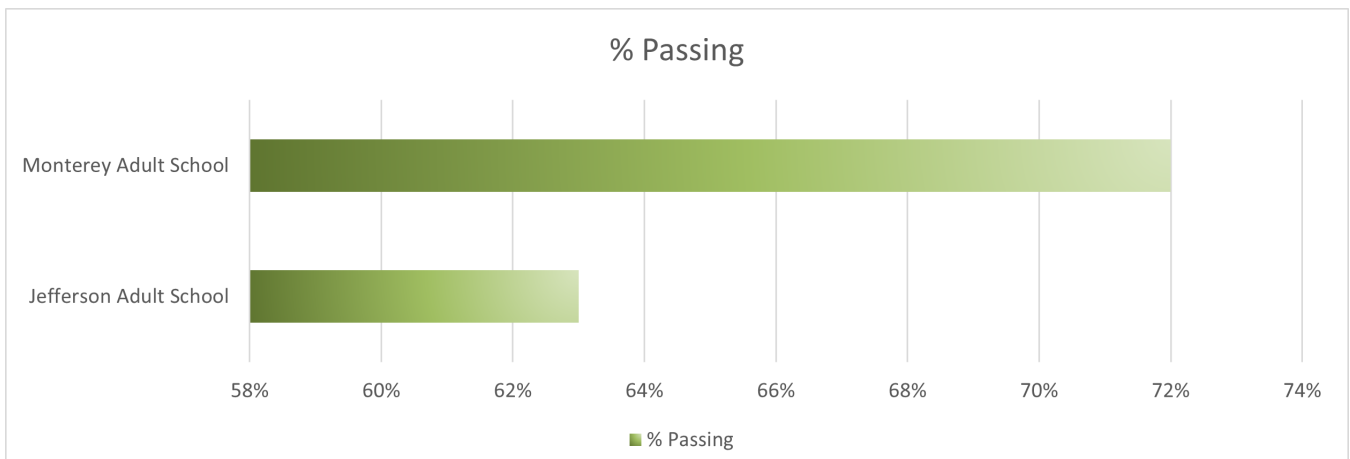


Exhibit 1.9

NUMBER OF ASSESSMENTS TAKEN 07/1/2019 THROUGH 6/30/2020 - DATA TABLE	
LOCATION	PASSING
Jefferson Adult School	63%
Monterey Adult School	72%
OTAN	95%

Exhibit 1.10

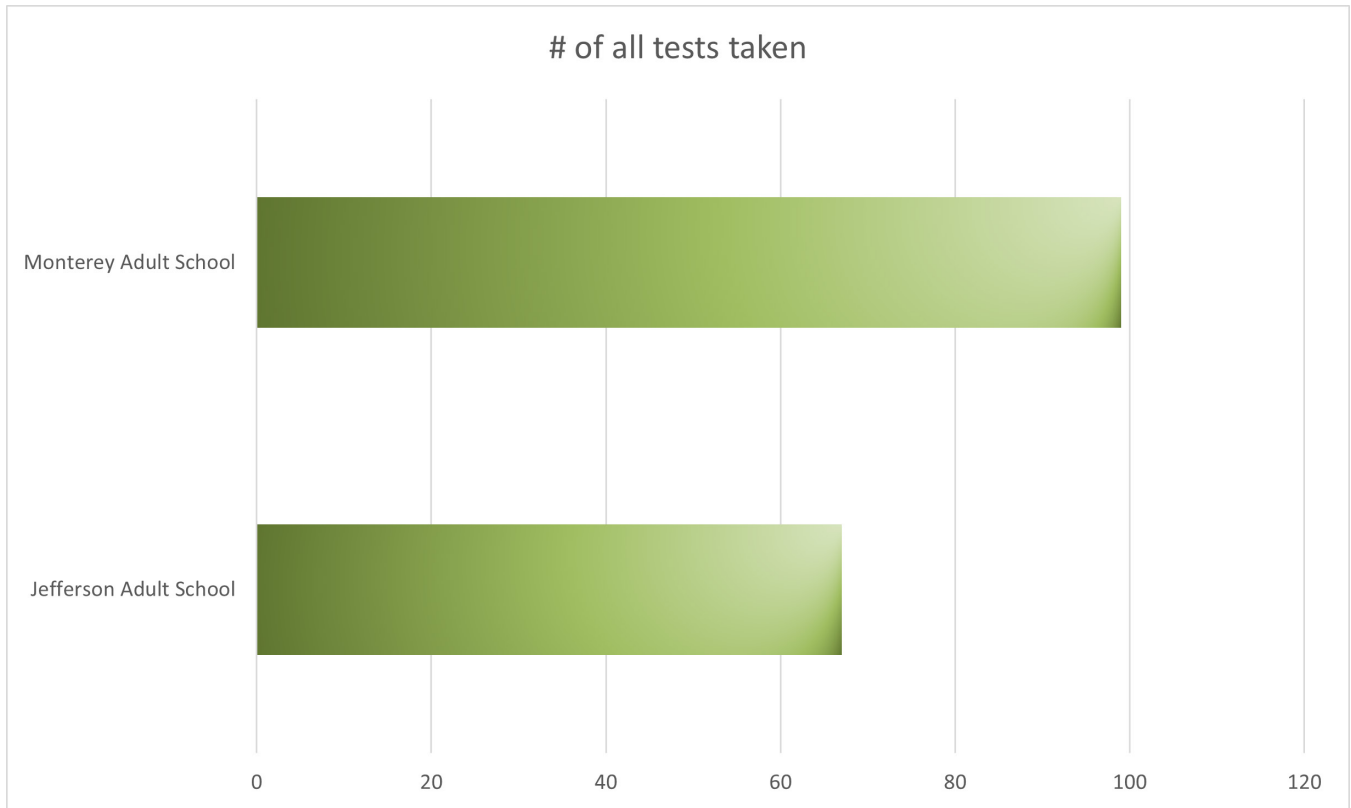


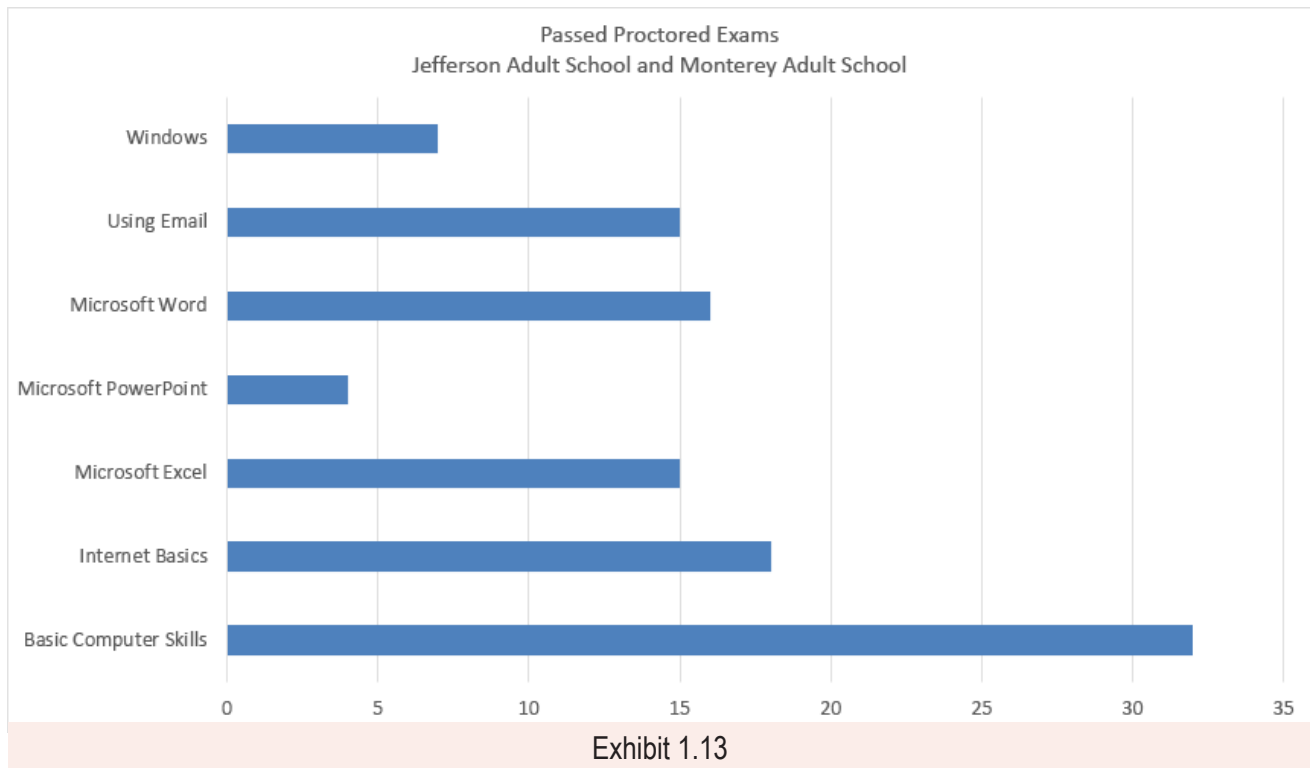
Exhibit 1.11

NUMBER OF ALL TESTS TAKEN 07/1/2019 THROUGH 6/30/2020 - DATA TABLE		
SCHOOL	# OF PROCTORED PASSED TESTS	# OF ALL TESTS TAKEN
Jefferson Adult School	40	67
Monterey Adult School	67	99

Exhibit 1.12

Each agency provided many assessments, but they were not necessarily proctored exams providing certificates of completion. Each site could choose which exams they wanted to offer, and the images below show the range of topics learners were assessed in from each site.

Jefferson Adult School and Monterey Adult School



PASSED PROCTORED EXAMS, JEFFERSON ADULT SCHOOL AND MONTEREY ADULT SCHOOL DATA TABLE

TOPIC	PASSED	COUNT OF TOPIC
Basic Computer Skills	Y	32
Internet Basics	Y	18
Microsoft Excel	Y	15

PASSED PROCTORED EXAMS, JEFFERSON ADULT SCHOOL AND MONTEREY ADULT SCHOOL DATA TABLE		
Microsoft PowerPoint	Y	4
Microsoft Word	Y	16
Using Email	Y	15
Windows	Y	7

Exhibit 1.14

NROC EdReady Math and EdReady English

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

The OTAN continued to support EdReady English courses through the online learning management system, Moodle.

Essential Education – Blended Learning in Adult Education Course


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

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

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

Provide Information, Resources, and Technical Support

Research and Share Information on Emerging Technologies

Information is continuous and abundant, which can be overwhelming to adult education administrators, teachers, and staff. The OTAN strives to provide a ‘one stop shop’ for current and critical information on all areas of adult education, including local, regional, state, and national levels through the OTAN website (<http://www.otan.us> ). The OTAN website is continuously updated, and information easily accessed by constituents. 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 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 supported online webinars on using educational technology with the adult learner. With the impact of the global pandemic due to the novel coronavirus – COVID-19, OTAN was called into action to deliver over 99 webinars in a very short period between March and June of 2020. These webinars served over 16,256 educators in a range of technology tools, data collection and reporting, and key technology “office hours” that provided direct, one-on-one support to teachers working feverishly to connect with and instruct their learners remotely.

Social media and the California Adult Education Professional Development calendar provided a central source of training information, special webinars and other pertinent offers for all of the state leadership projects supporting WIOA Title II agencies across the state. Through this centralized calendar, and with the efforts of social media, word of mouth, and mass emails, OTAN was able to reach across the state to help educators learn about professional development opportunities.

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

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

Online Video Production




Exhibit 2.1
Jesus Lopez-Varela

The OTAN produced two California Adult Education Students Succeed videos this past year. The students, Carlada Thomas from Sutter County Adult Education and Jesus Lopez-Varela from Oxnard Adult School, were honored at the Association of California School Administrators (ACSA) 2019 Leadership Summit held in San Francisco. Both videos were added to OTAN's Students Succeed website along with each student's story. The site currently hosts 232 student stories, 42 of which have accompanying videos highlighting the success of adult education students, teachers, and programs.



Exhibit 2.2
Carlada Thomas

Additional videos recorded at the Technology and Distance Learning Symposium (TDLS) were posted to OTAN's website. The following videos and their advertised descriptions were recorded at the 2020 Technology and Distance Learning Symposium held at Charles A. Jones Career and Education Center in Sacramento. All videos have a transcript, are closed captioned, and have audio descriptors. All videos from TDLS 2020 can be found on the [OTAN website under Video Presentations](#) .

Keynote speaker: Josh Davies

Work Ethic: The Building Blocks for the 21st Century Workforce

With the rapid change taking place in every sector of the workforce, a set of skills has emerged as the building blocks for the future. Sometimes called soft skills or career readiness, employers simply call them work ethic. Nearly 9 out of 10 hiring managers nationwide say work ethic is their most important factor in hiring. In the classroom, students with high work ethic have significant improvements in performance and graduate college at nearly double the average rate. The challenge is that fewer than 1 in 5 people have these skills, and almost all education is instead focused on academic and technical skills. While many believe that you can't teach "common sense," new research is showing that these skills can be developed at any age. This engaging and interactive presentation highlights simple training and leadership approaches that everyone can use to develop work ethic. While in the past we have hoped to develop these skills through projects and group work, we need to make the learning of them as intentional as the rest of our instruction. By using employer-based research, defining the seven skills of work ethic, and applying innovative teaching methodology, you will discover how to make lasting behavior change. Discover how you can build the foundational skills of work ethic and prepare your students with the skills for the 21st Century!

Jennifer Gagliardi – Milpitas Adult School and OTAN Subject Matter Expert

Step Up to 2020: Census, Civics, and Citizenship

Year 2020 will present three significant civics events: the decennial census (April), the general election (November), and the new 100 citizenship questions (December). Empower your students

to use the appropriate technology to meet and exceed the English language and civics tasks associated with these 2020 challenges, thereby shaping their future and the future of America.

Jaime Naish – Tamalpais Adult School and OTAN Subject Matter Expert
Integrating Online Learning in ABE and ASE Classrooms

Online learning can support student goal completion, college readiness, and participation in college and career pathways at an accelerated pace. Online learning provides adult learners greater accessibility, flexibility and self-direction in determining their educational pathway. Integrating a user-friendly and rigorous online learning program for GED and Diploma prep has proven to be an effective tool in high school equivalency completions at Tam Adult School. In this session, you will learn to effectively integrate online learning platforms in your ABE and ASE classrooms.

Sudie Whalen – American Institutes for Research
Increasing Equity in Online and Blended Learning

Adult educators know students are often busy with jobs, families, and other obligations. Research shows that offering online and blending learning opportunities improves equity of opportunity for students. This session will focus on how to improve equity through online and blended learning options.

Celine Signorini-Bakan and Grazia Mora – California College of Communication
On the Air: Using and Creating Podcasts in the ESL Classroom

Developing listening, speaking, and 21st century skills is crucial to the success of students. This presentation shares exciting ways to use podcasts to not only develop students' linguistic and cultural skills, but also to empower them to take an active role in their learning and become media creators through technology.


Francisco Pinedo – Soledad Adult School, OTAN Subject Matter Expert
Apps for Mobile Devices in the Adult Ed Class

This session will cover free apps used in AE classes (ESL, ABE, ASE, Cit Prep). Students can use the apps inside and outside of the classroom for extended learning opportunities.

Robin Morgan – ProLiteracy
Preparing Low-Skilled Adults for the Workplace

Have you been looking for a collection of learner-centered workplace preparation resources you can use to support students in and out of the classroom? ProLiteracy can help! Come check out our free online courses that will help learners to develop the skills they need to get a job, and keep the job.

In addition to the Adult Education Students Succeed and TDLS videos, OTAN produced and posted a variety of instructional videos to the OTAN YouTube Channel, organized in easy-to-navigate playlists.

The OTAN also continued its webinar series, OTAN Tech Talks (OTT). OTAN Tech Talks are designed for presenters to give short 20 to 30-minute presentations to assist webinar attendees with tips on a variety of edtech tools, technology integration strategies, resources, and more. These videos are captioned and available for public viewing on OTAN's YouTube channel. We also actively encourage adult education practitioners to present on the latest edtech tools and topics for their colleagues. A list and recordings of the 2019–2020 year for OTAN Tech Talks can be found on the [OTAN website under the heading Video Presentations](#) .

***Blended Learning Across Platforms* by Kimberly Guppy, LA City College**

Students in Adult classrooms come with a variety of needs and educational backgrounds, particularly in relation to technology. As we look to increase students' digital literacy, incorporating blended learning can be an expedient way to increase student confidence in using technology, make content available after hours, and streamline some instructional duties. This session will explore the use of blended learning in the adult education context by way of Learning Management Systems such as Canvas, Blackboard, and Moodle. Learn about ways blended learning can work in your context, from automating quizzes to student-created digital content.

***Data + Mail merge = MAGIC!* by Penny Pearson, OTAN Project Coordinator**

Communicating with learners is more important than ever. By using Microsoft Word®, mail merge, and built-in templates to demonstrate quick personalized messages, certificates and email messages you can stay connected to your learners and other community partners. Teachers and administrators can also create learner folders with critical information visible at a glance. Reward achievement with elegant certificates of achievement or other recognition. This demonstration may provide the impetus for agencies to train staff and teachers in mail merge to increase learner communications and feedback.

***21Things4Students* by Debbie Jensen, Baldwin Park Adult and Community Education and OTAN Subject Matter Expert**

We need to teach our students 21st Century Skills: to create–collaborate–communicate. 21Things4Students was designed for that. Students create digital portfolios, collaborate with each other, communicate, and share what they have learned. Every step along the way they are taught the digital skills needed to complete each task. Join us to learn about this great resource for our students but also for teachers. At this site teachers are also taught the most up-to-date digital tools to use in our own classrooms!

***Using Screencastify* by Monica Espinoza, Torrance Adult School**

Screencastify is a simple, easy-to-use, screencasting tool to record a screen while using the Chrome browser or a Chromebook. This OTT will show how teachers can use Screencastify as an instructional/assessment tool in adult education.

***Kahoot and Quizizz in the Adult Education Classroom* by Ryan de la Vega, Torrance Adult School and OTAN SME**

Motivate students with Kahoot & Quizizz - two game-based classroom response systems played by the whole class in real-time. In this OTT participants will be shown how to search for and develop games as well as monitor student progress using Kahoot and Quizizz. Adult education teachers can create and have students play games individually, in teams, and for homework on a variety of topics.

Internet Safety for Students and Teachers by Susan Gaer, retired and OTAN SME

Ever wonder how you can keep yourself and your learners safe when online? Is that even possible? It is possible and you can use mobile devices, apps, and online tools effectively and safely. During this OTT, the presenter will:

1. explain what a web presence is,
2. show how to design and maintain a presence online that suits the individual personally and professionally,
3. explain detection techniques to avoid scams such as pharming, phishing and smashing (and to explain what those terms mean)
4. have participants become more aware of phone settings to increase mobile safety,
5. show how to use the Internet safely. In today's society, technology touches every part of our lives: work, school, home and communities. For busy adult learners, it is critical that necessary digital literacy and the 21st century skills are integrated into their ESL coursework. Participants that attend the OTT will be shown free tools and project ideas for embedding technology skills into Adult ESL lessons.

Video Messaging with Loom by Susan Coulter, Baldwin Park Adult and Continuing Education and OTAN SME

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

Effective Cell Phone Use in Adult Education by Kevin Jordan, LAUSD DACE

Participants will be shown how to effectively use the cell phone in a classroom setting, not only with students, but for the teacher to be more effective and efficient with time in the classroom. This would cover students/teachers using their cell phone for 24/7 engagement through Learning Management Systems, Kahoot!, Remind, as well as Read Theory. If participants apply the tools, they can teach their students content as well as Digital Literacy to include posting to a website, email, and effective web usage to forward learning.

Best Practices for High-Quality Online Instruction by Kristi Reyes, Mira Costa Community College and OTAN Subject Matter Expert

Many adult education teachers believe that they are "teaching online" by having students use a website or a commercial software program. Enrollments in these types of distance learning, hybrid, or online classes shows low retention because the instruction is very passive, and students are not engaging with either the instructor or classmates. High-quality online teaching includes active learning, interaction, participation, and collaboration. The teacher provides timely and regular feedback. Teachers use tools within and outside of a course management system for instruction, student practice, and assessment that are well-suited to various tasks within the discipline / subject. This tech talk will provide an opportunity to discuss standards.

***ePortfolio: A Powerful Tool for Adult Ed Students and Teachers* by Jerry Yamashita, Highlands Charter Community School**

This presentation aims to cover the basics of the ePortfolio: what it is and is not, tools to build your first site, and ways you your students can use it inside and outside of the classroom. Real-life examples of ePortfolios will be shown and resources will be shared.

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

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

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

Articles, blog posts, and other resources are shared with OTAN members through news items posted on the OTAN homepage, Twitter, Facebook, and LinkedIn feeds. 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, 2019–June 30, 2020, 115 news items were posted to the homepage of the OTAN website, using the following schedule:

July/August/September - 38 news items

October/November/December - 33 news items

January/February/March - 28 news items

April/May/June - 16 news items (Note: OTAN shifted its publication schedule to post once-a-week news items focusing on upcoming tech training webinars during COVID-19)

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

2019

- September 9 – Putting English to Work in Moodle (PETW) – Face-to-face
- September 16 – Putting English to Work in Moodle (PETW) – Face-to-face
- September 18 – Putting English to Work in Moodle (PETW) – Face-to-face
- October 19 – Putting English to Work Online – Presentation
- November 6 – OERs for Adult Education – Online
- November 22 – Advanced-Level ESL Moodle Course – Online
- December 4 – OER: Open Educational Resources and Adult Education – Online

2020

- March 26 – The CK-12 Learning Platform for Adults – Online
- April 6 – Math Resources in Minutes! Introducing Skillblox - Online
- April 8 – Introduction to Moodle Part 1 – Online
- April 9 – Introduction to Moodle Part 2 – Online
- April 17 – Distance Learning with Putting English to Work in Moodle – Online
- May 27 – Student Success Online with 21Things4Students - Online
- June 2 – OERs to Enhance Adult Learning – Online


In addition, OTAN Office Hours for Maximizing Moodle (OOHMM) was created as a recurring online webinar in response to the growing need for Moodle support during the COVID-19 period. Eleven sessions were scheduled between May 1 and June 30, 2020, where adult educators were given assistance on using the OTAN Moodle server.

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

Continue Development of Teaching with Technology Resource (TwT)

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

Subject matter experts were recruited and assigned as temp exempt contractors and were oriented to connect technology-integration strategies to teaching content. For the 2019–2020 contract year, 572 items were either added or modified on TwT. Modifications included checking that links were still accurate, resources still available as originally entered, resource classifications revised, and small modifications made to ensure accuracy and accessibility. Exhibits 2.3, 2.5, and 2.6 show examples of resources in the Teaching with Technology section.

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

5 Dice: Order of Operations Game (Mobile App)

Tech Product/Equipment

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

Activity Description


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

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

Preparation

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

How-To

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

Teacher Tips

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

Levels

- Intermediate
- High

Subjects

Math

- Whole Number Skills

Exhibit 2.3

Teaching with Technology Web Page



Teaching with Technology

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

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

Look for a program area to match your lesson:

[ABE: Adult Basic Education](#)

[ASE: High School Diploma](#)

[ASE: High School Equivalency Preparation](#)

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

Exhibit 2 4

4Tests: 2014 GED Practice Tests

Example Web Site and/or Technical Equipment Required

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

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

More Ways

Computer(s), Internet access

Activity Description

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



Preparation

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

How-To

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

Teacher Tips

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

More Ways

- Since the GED Exam is no longer the only acceptable exam in California for a High School Equivalency, you may want to look at the [HISSET](#) or the [TASC](#) exams.

Exhibit 2.5

Loom: Video Messaging

Example Web Site and/or Technical Equipment Required

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

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

Activity Description

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



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

Preparation

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

How-To

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

More Ways


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

Documents

- [A0065C7E 5056 A629 C8BA4C3C4228071A](#)

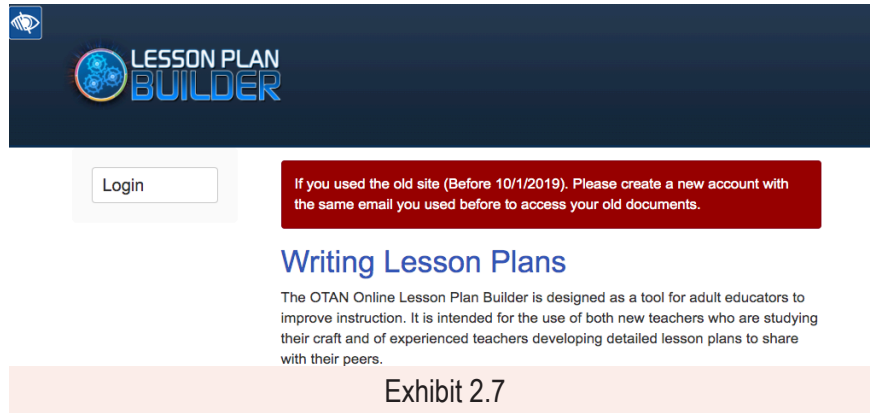
Exhibit 2.6

Maintain and Update the Lesson Plan Builder

[The Lesson Plan Builder](#)  is a tool that allows teachers to create, complete, and detail lesson plans and store them online. All registered users of the OTAN website may access the Lesson Plan Builder. There are currently 16,371 lesson plans stored in the Lesson Plan Builder from 863 users.

“I have already gotten feedback from our facility that they learned so much and are eager to put technology into action in their now fully online classes.”


— Jill Ibbotson, Saddleback College



Provide and Support OTAN-created Shared Courses


The OTAN provides 23 shared, online courses created by subject matter experts (SMEs) or adult education teachers. While the SMEs were contracted to create courses on specific topics, a few experienced, online teachers created courses on a variety of subjects and voluntarily shared these courses with OTAN.


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

Sample courses are available for review on the adulthoodcourses.org  site. A 'Course Request' form is available within courses and notifies OTAN for each request. Duplicated courses are placed within their school site category on <https://adulthoodcourses.org>. There were over 450 requests for shared courses over the year, with almost 300 of those requests coming at the onset of the COVID-19 pandemic. In addition, over 400 phone, email, or Zoom requests for Moodle support were handled. After March 2020, due to the COVID-19 pandemic, OTAN was given permission from CDE to expand services and support for Moodle to non-WIOA agencies through the end of the fiscal year and possibly beyond, if necessary.

Since the server housing the OTAN Moodle instance was outdated, OTAN migrated to a newer server. In the process, Moodle was upgraded from Moodle version 3.2 to version 3.8. Extensive testing was performed on OTAN's Moodle courses and with other shared Moodle courses to ensure links and activities remained intact from version to version. Once completed, the new copies were distributed to the teachers and agencies that requested these courses. Notifications regarding the update were sent to teachers beginning in late March. These notifications included instructions for teachers on how to backup and download their course and gradebooks. Teachers and agencies were also asked to indicate whether they wanted to keep their courses on the new server. Over one hundred teachers and over 300 courses were migrated. Courses included those that OTAN developed or other shared courses, and courses that were developed by teachers and/or agencies. To assist teachers and agencies with the transition, OTAN implemented "Office Hours for Maximizing Moodle" (OHMM). The OHMMs were an open forum on Zoom in which

teachers could ask specific questions, or simply listen in to understand what other agencies were practicing.

Major changes that came with Moodle version 3.8 were Web Content Accessibility Guidelines (WCAG) 2.0 and 508 accessibility compliance requirements. The Moove theme was chosen for its accessibility features; including font type (default and OpenDyslexic), an accessibility toolbar (allows the user to decrease and increase font size), and text contrast. In addition, [AccessiBe](#) , was installed to assist in achieving full compliance. The AccessiBe interface includes support for, but is not limited to, epilepsy, visual impairments, and screen readers.

Moodle 3.8 is also integrated with [H5P](#)  allowing teachers to create, edit, and share interactive videos, games, and quizzes within Moodle. These activities can be scored and reported to the Moodle gradebook.

With the upgrade from Moodle 3.2 to 3.8, OTAN is working to update the “Learning Moodle 3.X” course with new screenshots and videos featuring the upgraded site and include new sections on accessibility and H5P content.

Support Blended and Online Courses

The courses created by OTAN require yearly review to ensure activities, links, and resources work as expected. Where possible, the original author of the course spends approximately 30 hours reviewing and revising the course as needed.

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

Putting English to Work online courses, obtained through a special memorandum of understanding with the Los Angeles Unified School District, are still offered by OTAN to the field. Through the course of this year alone, over 450 course requests were fulfilled; over half of these requests were for Putting English to Work 1, 2, and 3.

The Literacy Information and Communication System (LINCS), a federal adult education information site, created several self-paced courses under their English Language Learner University (ELL-U). These courses provide opportunities for teachers of adult English Language Learners to engage in learning activities that maximize student outcomes. During this contract year LINCS offered these Creative Commons licensed courses to any adult education agency who wished to host them for their adult educators. The OTAN agreed to upload these courses and provide them to the field for professional development. These courses were underutilized, possibly due to the anxiety surrounding COVID-19. OTAN plans to promote the courses on a more frequent basis.

Courses include:

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

IDEAL Consortium**IDEAL Introduction to Blended Learning**

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

IDEAL Introduction to Mobile Learning


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

IDEAL Introduction to Open Educational Resources

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

Exhibit 2.8

The OTAN is also a member of the Innovating Distance Education in Adult Learning (IDEAL) Consortium. This project provides technical support, professional development and 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://adultedcourses.org> 

The 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, the Administrator and Teacher Digests, articles in the OTAN Online Connection newsletter, and several social media posts.

The available courses are:

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

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


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

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

The OTAN also maintains access to online professional development for teachers to learn more about blended teaching through Essential Education's online course, Blended Learning for the


Adult Educator. This self-paced course helps teachers understand the concepts, models, and resources of blended teaching, as well 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. Approximately 15 news items directly referenced online learning resources and curriculum, including research articles and other links to online and blended teaching and learning, open educational resources, gamification, augmented reality, and other technology tools to help learners meet their goals.

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

Conduct Curriculum Focus Webinars

The OTAN provided several methods of sharing curriculum information and resources to the field. A formalized schedule of targeted webinars is usually aligned to specific curriculum offers provided by OTAN. This year; there were no official offers made; however, many sessions were offered showcasing different curriculum options from our partners and other adult education enthusiasts. This was especially showcased through many online sessions offered to support the adult education field during the COVID-19 pandemic. Those offerings included up to 200 online webinars with over 14,000 attendees.

A detailed list of all the offerings made can be viewed on the OTAN [COVID-19 Field Support page](#)  where titles, presenters, resources and recorded videos can be viewed. Sample titles include *Using YouTube in Adult Education*, *Canva! Easy and Free Web-based Graphic Design*, *Learning Upgrade's Remote Learning Action Plan*, *Using Remind to Safely Communicate with Students*, *Guiding Student Progress from a Distance*, *HiSET Best Practices: COVID-19 & Closures*, *Distance Learning Considerations (in partnership with CASAS)*, and many more.

Support Online Curriculum Sites

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

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

system, Moodle. Through the generous support of Infobase, all adult education teachers served through OTAN access, Learn360 and the variety of learning resources available.

NorthStar

The OTAN is a sponsoring site for NorthStar’s Digital Literacy Assessment site and can support up to five adult education agencies to provide testing services for digital literacy skills. This past year saw the loss of two agencies: Glenn County Office of Education and Sweetwater Unified High School District. Added this year were Napa Adult School mid-year. Continuing this year was Jefferson Adult School, Monterey Adult School, and 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. With the loss of two agencies, the number of assessments dropped. Over the course of the year, out of 487 assessments, 137 certificates were issued through proctored exams.

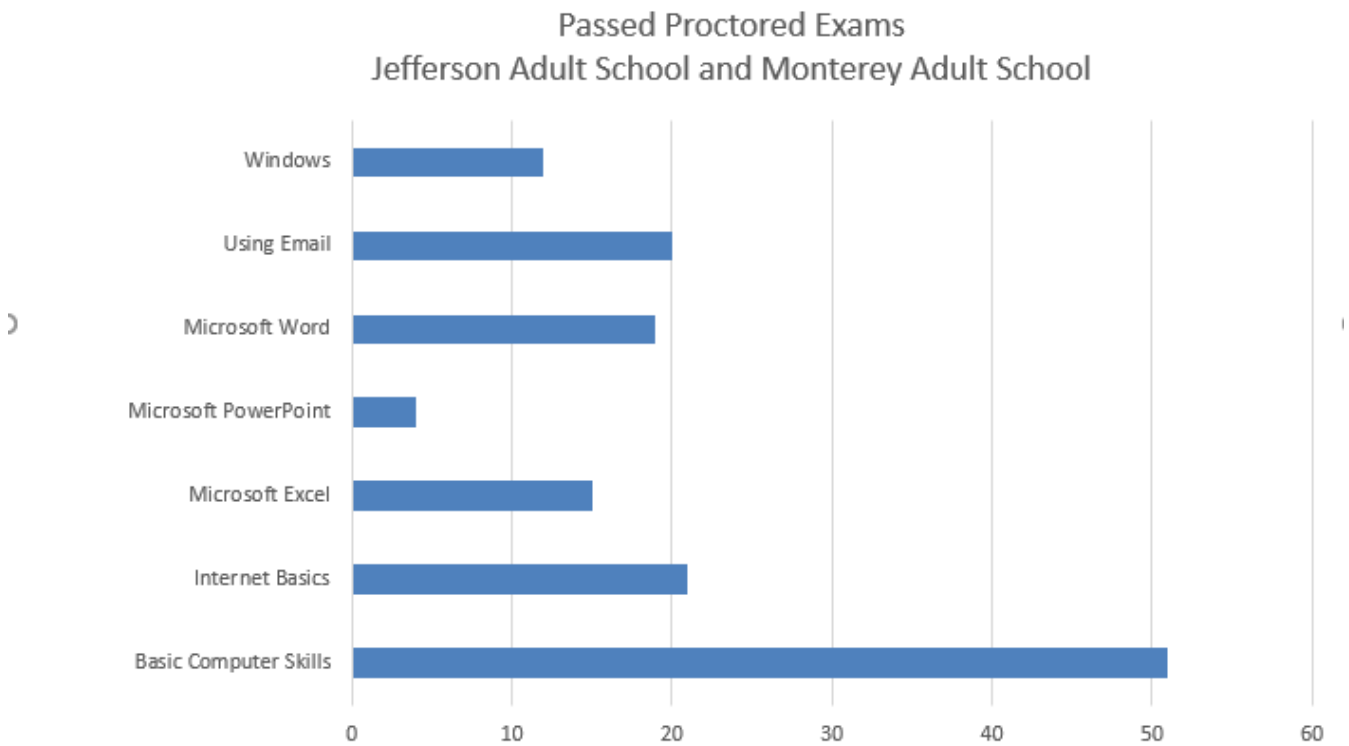


Exhibit 2.9

PROCTORED ASSESSMENTS FROM ALL NORTHSTAR PARTNER SCHOOLS - DATA TABLE	
TOPIC	COUNT OF TOPIC
Basic Computer Skills	51
Internet Basics	21
Microsoft Excel	15
Microsoft PowerPoint	4
Microsoft Word	19
Using Email	20
Windows	12

Exhibit 2.10

HippoCampus and EdReady (NROC)

Through an OTAN relationship with The NROC Project (that is their correct name, not an acronym) access is available to the field to use HippoCampus and EdReady Math and English. HippoCampus offers free core academic materials through rich multimedia content such as videos, animations, and simulations, on general education subjects to middle-school and high-school educators and learners. Teachers can create an account and build rich playlists for learners. EdReady is a second resource from The NROC Project allowing learners to create a personalized learning path for both math and English. Through an initial assessment for math, learners can create a learning path to guide them to a specific goal such as passing a commonly used placement exam. The OTAN provides adult education agencies the ability to 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 a membership through OTAN.

The OTAN works to negotiate the best free or reduced cost offers for online curriculum licenses and professional development resources suggested by our OTAN advisory committee members and adult educators in the field. Due to change in OTAN leadership and other unavoidable delays, an Advisory Committee meeting was not held this contract year. However, OTAN continued to support the website "Curriculum Offers" highlighting the current available curriculum licenses, free resources, and other projects available to all California WIOA-funded adult education agencies. The OTAN continues to offer professional development from Essential Education and CK-12 Foundation for open educational resources such as digital textbooks, interactives and adaptive practice.

Provide Online Support and Technical Assistance

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

- Teaching with Technology site (2,122 total page views, with 1,422 unique views),
- Web-based Class Activities (1,342 total page views, with 849 unique views),
- Digital Leadership Academy site (1,592 total page views, with 1,214 unique views).
- Curriculum Offers Page (947 total page views, with 618 unique views),
- COVID-19 Field Support Page (11,847 total page views, with 9,739 unique views), and
- YouTube (14,100 estimated page views, 284 subscribers)

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

PAGE TITLES	PAGE VIEWS	UNIQUE VIEWS
Teaching with Technology	2,122	1,422
Web-based Class Activities	1,342	849
Digital Leadership Academy	1,592	1,214
Curriculum Offers Page	947	618
COVID-19 Field Support	11,847	9,739
YouTube	14,100 (estimate)	284 subscribers

Exhibit 2.11

While support and assistance for websites maintained by OTAN account for most requests, time was also spent fielding questions unrelated to those specific websites. Questions from both adult education staff and adult learners included “How do I find a GED class?” and “What kind of technology can I use with my students?” to “How does my agency access the CDE reporting site?” and “What kind of technology trainings does OTAN provide?”. OTAN makes every effort to match the needed information to each request as well as to point the requestor to the appropriate website, organization, or other sources of information such as program locations and contact information.

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

New support provided to the field: OTAN Office Hours and Office Moodle Hours:

OTAN Office Hours

The OTAN Office Hours (OOH) were scheduled as part of OTAN’s COVID-19 response to support the field. These online office hours provide adult educators the opportunity to ask detailed

questions and receive support from OTAN staff as well as those in attendance. The online environment, currently using Zoom, is an open forum for discussions about, and assistance with, educational technology tools, methods of instruction, and items or issues related to blended and online learning environments. Targeted support is also provided within breakout rooms for those who need more direct assistance. This targeted assistance is supported well in this environment as both OTAN staff, and attendees, can show their computer screens to show problems and solutions to those attending.

OTAN Office Hours for Maximizing Moodle

As adult educators moved their instruction to online and remote teaching due to the COVID-19 pandemic, many turned to Moodle as a course management system. With the shared courses offered on the [California Adult Education Courses](#) site, teachers were able to use these courses immediately with learners. Many requested empty course shells to design their own online learning course. The many features and resources available in Moodle can be daunting to new users. Participants join us to get one-on-one support, help, suggestions and encouragement in using Moodle with learners. As with OTAN Office Hours, the virtual environment allows all participants to share their screens and demonstrate the problems or solutions they want to highlight.

Maintain, Expand, Update and Align OTAN Web Pages

An important and ongoing task is to provide current and relevant information in all areas of adult learning to be posted on the OTAN website (www.otan.us). During 2019–2020, the site was routinely reviewed and updated with new content gleaned from state and federal sources as well as from a variety of print and online resources focused on adult education and integrating technology into the adult education classroom. The OTAN programming team completed the beta testing of the new site and accessibility features through the end of the 2018–2019 fiscal year. In September of 2019, [OTAN announced the public launch of the site](#). The new design incorporates full accessibility, including responsive design features to accommodate access to the website via mobile and other assistive devices. Response to the new design was positive and OTAN is continuously working to ensure all users of the site have full access to the materials, research and resources available.

Market OTAN Services

Host Vendor Tables at State and Regional Conferences

The OTAN continues to inform the field of services and resources available through our website, online social media channels, and other electronic communication such as our newsletter and other digests. In addition to our web-based resources, OTAN is often invited to participate in events and conferences where materials are distributed to participants. In the last year, OTAN hosted seven (7) display and information tables across the state. Each event provided an opportunity for OTAN staff to distribute materials, talk about specific educational technology tools and demonstrate new technologies such as virtual and augmented reality tools. During 2019–2020 OTAN provided information and resources at the following events:

CATESOL State, San Jose, October 4–5, 2019

CAEP-TAP Summit, Garden Grove, October 29–30, 2019

CAEP-TAP CA Adult Education Google Summit, San Bernardino, December 6, 2019

EL Civics Conference, Pasadena, January 24, 2020

EL Civics Conference, Sacramento, February 7, 2020

CATESOL Chapter Conference, Los Padres, February 8, 2020

EL Civics Conference, Orange, February 28, 2020

The OTAN was also registered to host an exhibitor table at the EL Civics Conference originally scheduled to take place on March 13, 2020, in San Jose, as well as the CCAE State Conference to be held in Sacramento from April 23–25. Both events were cancelled due to COVID-19. OTAN plans to return to a regular exhibitor schedule, either as a virtual exhibitor or at in-person events, as appropriate in the future.



Exhibit 2.12

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. The OTAN utilizes several communication tools to market OTAN services, trainings, and other resources. The OTAN continues to be active on social media as a way to stay connected to the adult education field by communicating timely information on upcoming events and news of interest to adult education practitioners. Currently, the OTAN maintains a Twitter account, Facebook and LinkedIn pages, and a YouTube channel. One of the silver linings of the COVID-19 crisis was a marked increase in both activity and followers in the four months between March and June on all four social media sites. Regarding social media activity:

- Twitter: 343 tweets in 2019–2020; 153 (almost 45%) posted between March and June
- Facebook: 307 posts; 130 (over 42%) posted between March and June
- LinkedIn: 305 posts; no specific data available, but a similar percentage with Facebook posted between March and June
- YouTube: 128 videos added, 108 (over 84%) added between March and June and mostly the video recordings of COVID-19 related webinars hosted by OTAN

Regarding social media followers (net equals new followers minus those who unfollowed):

- Twitter: net 128 new followers; net 51 (almost 40%) new followers between March and June
- Facebook: net 155 new followers; net 105 (almost 68%) new followers between March and June
- LinkedIn: net 135 new followers; net 43 (almost 41%) new followers between March and June
- YouTube: net 284 new subscribers; net 186 (about 65%) new subscribers between March and June

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

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 4,200 OTAN members who subscribe to the newsletter. Hard copies are printed for distribution at workshops, State Leadership Team meetings, adult education professional events, and conferences. Each newsletter has a theme and articles are selected that support that theme. 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.

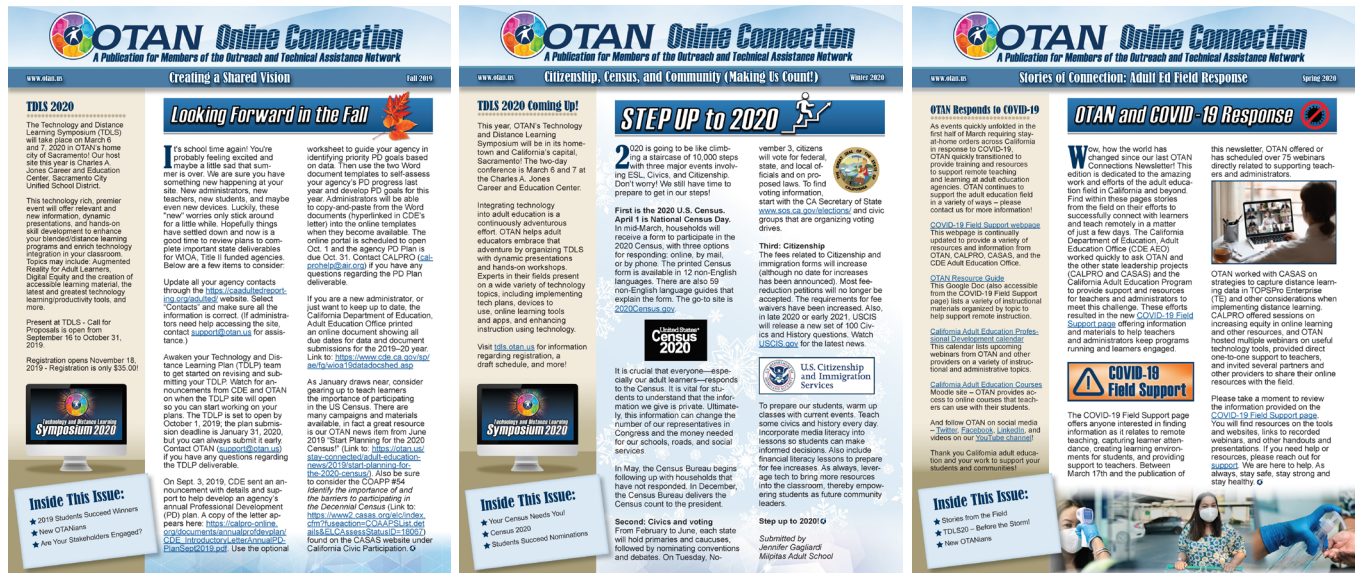


Exhibit 2.13

The fall 2019 Online Connection's theme was "Creating a Shared Vision." Newsletter stories included information about planning for fall deliverables and professional development, engaging stakeholders, and the 2019 Students Succeed winners. The winter 2020 edition carried the theme "Citizenship, Census, and Community (Making Us Count!)" and featured two field efforts

around planning for the 2020 Census and other important civic-related information. The spring 2020 was a special COVID-19 edition, and the theme was “Stories of Connection: Adult Ed Field Response.” Articles included four stories from the field on their COVID-19 responses to moving online, a list of the OTAN-developed resources for adult education practitioners in the wake of adult schools closing around the state, and a recap of TDLS 2020 in Sacramento.

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

Home / Stay Connected / Teachers' Digests / March 2020


Teacher Digest

Digest #118
March 2020

News

Still Time to Nominate a Deserving Student for the Adult Education Students Succeed Program 

The nomination period for the 2020 Adult Education Students Succeed Program is open.

Doing Our Own Digital Learning 

There are great uses of technology in education all over the country (and the world), but sometimes in our corner of the universe we feel frustration, overwhelm, and confusion when it comes to getting started with and sustaining technology use in the classroom.

Web-Based Class Activities

March

Developing Reading Skills for Healthcare Workers 
by Susan Coulter

Reading Skills for Healthcare Workers is a free online literacy curriculum based on CNA and general healthcare content. There are over 200 reading selections between grade levels 4.5 and 8.5, and they are focused on developing academic and content vocabulary.

February


Improve Student Reading Comprehension, Vocabulary, and Background Knowledge with ReadWorks 
by Susan Coulter


Readworks is a free, non-profit site focused on improving teacher effectiveness and student achievement in reading comprehension by providing free standards-aligned content, curriculum, and tools based on the highest quality cognitive scientific research on how to learn to read.

Spotlight On...

Web-based Class Activities!

Exhibit 2.14

The Teachers’ Digest (Exhibit 2.14) is produced monthly during the school year to introduce teachers to new and trending online tools, mobile apps, and websites. It also provides curated news and information relevant to teachers and provides a list of upcoming professional development opportunities that involve technology. This includes online workshops, face-to-face workshops, and other events across the state. Each digest links to the monthly Web-based Class Activity, which includes lessons and resources for teachers, including web “sittings” which are high interest websites for technology integration. After each issue is published, OTAN-subscribed teachers, coordinators, and administrators receive an email with links to the new edition, notifying them that the new digest is available. Normally, OTAN publishes at least ten issues that are available on the OTAN website from September to June. However, in the wake of COVID-19, OTAN only published eight issues, the last being the March 2020 digest. The plan is to return to the regular digest publication schedule in the fall of 2020. [Visit the Teachers’ Digest page.](#) 

The **Administrators' Digest** (Exhibit 2.15) is another monthly digital publication, produced for the purpose of keeping administrators current on the ever-changing landscape in adult education, making them aware of professional development opportunities for their staff and keeping them informed about items of importance such as application and reporting deadlines. An example of a national news item in the digest was news about applying for the Advancing Innovation in Adult Education Project in the March 2020 Digest. After each publication, an announcement is emailed to OTAN-subscribed administrators to advise them of its availability. Normally, OTAN publishes at least ten issues that are available on the OTAN website from September to June. However, in the wake of COVID-19, OTAN only published eight issues, the last being the March 2020 digest. The plan is to return to the regular digest publication schedule in the fall of 2020. [Visit the Administrators' Digest Page.](#) 

[Home](#) / [Stay Connected](#) / [Administrators' Digests](#) / [March 2020](#)

Administrators' Digest

Volume 11, Number 3
March 2020

APPLICATIONS FOR THE ADVANCING INNOVATION IN ADULT EDUCATION PROJECT ACCEPTED THROUGH APRIL 15, 2020

The U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) is excited to announce a new application period for the Advancing Innovation in Adult Education project. This project is identifying, highlighting, and disseminating innovative practices in adult education that lead to improved outcomes.

High-performing Adult Education and Family Literacy Act (AEFLA) grantees should submit their applications [by Wednesday, April 15](#). Use the [Advancing Innovation Checklist](#) to think about the characteristics of your program's practice and whether it meets the Advancing Innovation project's definition of "innovative." Register for one of our upcoming activities to learn more about the project and the application process.

- [Application Webinar](#): [Monday, March 9, 2020 from 2-3 pm ET](#)
- [Office Hours](#): [Wednesday, March 25, 2020 from 1:30-2:30 pm ET](#)

Questions? Contact the project at innovation@itincs.ed.gov. We would love to see one or more California adult education programs honored for their innovative programs!

As one of California's three adult education state leadership projects, OTAN is here to serve you! Contact us at support@otan.us or 916-228-2580.

NEWS YOU CAN USE

[Still Time to Nominate a Deserving Student for the Adult Education Students Succeed Program](#)


The nomination period for the 2020 Adult Education Students Succeed Program is open.

[Supporting Digital Learning](#)

Thursday, February 27 was Digital Learning Day, celebrating projects that teachers, administrators, support staff, and students have contributed to that

Exhibit 2.15

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 AEO staff, reviewed project goals and services offered and discussed 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.

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


shared with the adult education community through social media posts.

In the final quarter of the year, from March through June, the OTAN, and indeed the whole adult education field, was adversely impacted by the worldwide pandemic of the novel coronavirus – COVID-19. This situation brought together all three leadership projects, as well as the California Adult Education Program - Technical Assistance Project (CAEP TAP) to bring critical technical assistance services and support to all adult education programs across the state. Please review the section “Response to COVID-19” for more details on this partnership and services offered.

Submit Quarterly Reports to CDE

Four quarterly reports were submitted to the AEO during the 2019–2020 contract year as part of the invoice packages. Each report included objectives and major tasks and provided a status update. Statistics were accumulated through each quarter and then aggregated for the OTAN annual report. Copies of the quarterly reports are included in the appendices section of the annual report.

Submit OTAN Annual Report to CDE

Data and information are gathered and documented on all contract tasks and deliverables through June 30 of each contract year. Once the 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, and Section of the 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 the 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

The OTAN is one of three leadership projects funded by the Adult Education Office (AEO) at CDE. The field requires that all the projects and the AEO work together seamlessly to provide essential services to local adult education agencies. During 2019–2020, the OTAN continued its role of providing technology support to CDE and to the other leadership projects to allow quick and effective collaboration. Below are highlights from the tasks performed under this section.

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

The California Adult Education Online Application & Reporting (CA-OAR) site provides online access to required online grant applications, grant budgets, quarterly expenditure claim reports (ECRs), annual audit status certifications for community-based organizations (CBOs), 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 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
- Year End Attendance Report
- Technology and Distance Learning Plan (TDLP)

“Thank you so much to OTAN for all of the amazing webinars. They helped us make the transition to online classes so much. And I am grateful I attended DLAC so I had a clue of how to begin to teach online.”

– Jacquelyn Ellis, Catholic Charities

California Adult Education Online Application and Reporting

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.

California Adult Education Agencies

CDE Announcements

- **2019–20 Final Expenditure Claims due October 15**
This is a friendly reminder that Final Expenditure Claim Reports, and any unfinished revisions, should be completed and submitted to the California Department of Education by Thursday, October 15, 2020..... [Read More from 2019–20 Final Expenditure Claims due October 15](#)
 - **2020–21 Grant Award Notification and Budget Information**
The funding results for the 2020–21 WIOA, Title II: AEFLA federal grant have posted to the California Department of Education (CDE) Funding Results web page..... [Read More from 2020–21 Grant Award Notification and Budget Information](#)
 - **2019–2020 WIOA Expenditures and Final/Revised Final Claim Reports**
Your agency is receiving this message because it has not yet submitted a final Expenditure Claim Report (ECR) for 2019–2020 or has an unclaimed grant balance for 2019–2020.... [Read More from 2019–2020 WIOA Expenditures and Final/Revised Final Claim Reports](#)
- [View all CDE Announcements](#)

Exhibit 3.1

California Adult Education Online Application and Reporting Log Out AAA Test Account

Agency Contacts WIOA Course Approvals Resources Help and About

Home / WIOA Dashboard

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
Past due deliverables			
COAAPS (EL Civics Objectives and Additional Assessment Plans)	CASAS (0)	2019–20	10/31/2019
First Quarter Data Integrity Report	CASAS (0)	2019–20	10/31/2019
First Quarter Data, TOPSPRO Enterprise	CASAS (0)	2019–20	10/31/2019
First Quarter Employment and Earnings Follow-up Survey	CASAS (0)	2019–20	10/31/2019
California Accountability Training	CASAS (0)	2019–20	01/31/2020
CASAS Implementation Training	CASAS (0)	2019–20	01/31/2020
Second Quarter Data Integrity Report	CASAS (0)	2019–20	01/31/2020
Second Quarter Data, TOPSPRO Enterprise	CASAS (0)	2019–20	01/31/2020
Second Quarter Employment and Earnings Follow-up Survey	CASAS (0)	2019–20	01/31/2020

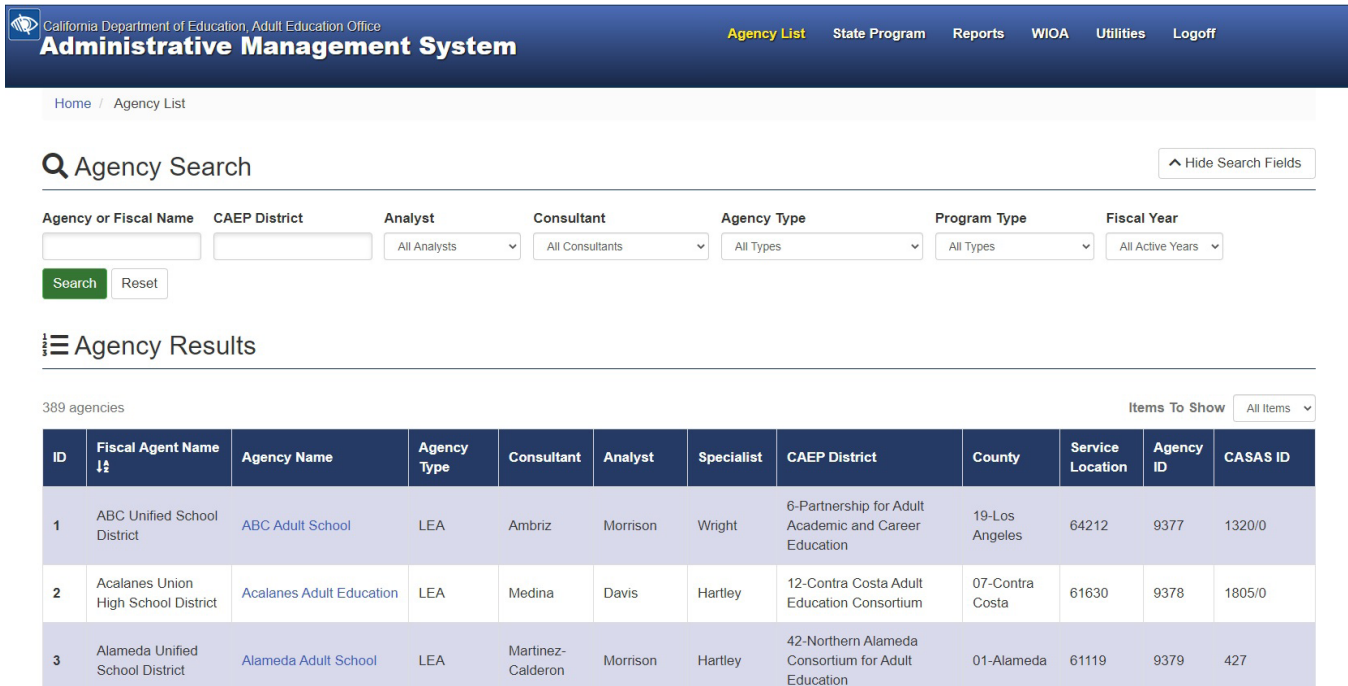
Exhibit 3.2

In the 2019–2020 fiscal year, the entire CA-OAR website was redesigned to be fully accessible and responsive. The site is 508 compliant and meets WCAG 2.1 guidelines.

The CDE Administrative Management System (AMS) website was developed to provide online access to agency contacts, due dates, and deliverable submissions by the CDE AEO consultants and analysts. This site provides agency and site-level data and links to statistics, downloadable spreadsheets, and archived .PDF copies of online deliverable submissions. The site also provides access to course approval letters for state apportionment.

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

- Online access to CDE data for the CDE office and field staff
- Agency and site level data
- Archived copies of all online deliverables for WIOA, course approvals, the technology plan, and the year end attendance report
- Agency filter by funding and region
- Totals and tracking statistics for deliverables.



The screenshot shows the 'Administrative Management System' interface. At the top, there is a navigation bar with links for 'Agency List', 'State Program', 'Reports', 'WIOA', 'Utilities', and 'Logoff'. Below the navigation bar is a search section titled 'Agency Search' with a 'Hide Search Fields' button. The search filters include 'Agency or Fiscal Name', 'CAEP District', 'Analyst' (All Analysts), 'Consultant' (All Consultants), 'Agency Type' (All Types), 'Program Type' (All Types), and 'Fiscal Year' (All Active Years). There are 'Search' and 'Reset' buttons. Below the search section is the 'Agency Results' section, which shows '389 agencies' and an 'Items To Show' dropdown set to 'All Items'. A table displays the first three results:

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	Wright	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 3.3

The OTAN hosts an online data management site consisting of a single database and three separate web applications. The web applications collect, store, and report the data. The site has a security certificate that meets the highest standard for protected transmission.

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

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

California Adult Education Provider Directory

Adult learners looking for a program or school can search the California Adult Education Provider Directory in a radius from 15 to 50 miles of an entered city, zip code, or address. Information from a search provides agency names, addresses, websites, and directions to the sites for local WIOA-funded adult education agencies. Agency websites provide additional information about enrollment and specific programs offered.

In addition to the OTAN staff using the directory to assist prospective adult learners, the CDE AEO staff and the other state leadership projects also use it to help members of the general public 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, 2019, through June 30, 2020, the California Adult Education Provider Directory had more than 59,928 page views from 29,184 people who accessed and used the site. The table below is a breakdown of page views and frequently accessed pages (by number, descending).

PAGE URL	PAGEVIEWS	UNIQUE PAGEVIEWS	BOUNCE RATE	AVG. TIME ON PAGE	EXIT RATE	AVG. GENERATION TIME
provider-directory	59,928	29,184	28%	00:00:47	47%	0.58s
/index	41,272	13,396	24%	00:00:32	59%	0.73s
namesearch	816	591	29%	00:00:12	8%	0.19s
/?fuseaction=welcome	278	180	24%	00:00:34	51%	2.49s
beverly-hills-adult-school	203	166	79%	00:01:31	37%	0.39s
los-angeles-technology-center	200	160	83%	00:01:37	36%	0.27s
irvine-adult-school	203	150	71%	00:01:24	42%	0.23s

PAGE URL	PAGEVIEWS	UNIQUE PAGEVIEWS	BOUNCE RATE	AVG. TIME ON PAGE	EXIT RATE	AVG. GENERATION TIME
willows-unified-school-district-glenn-caaep	189	146	86%	00:01:02	21%	0.26s
jefferson-community-adult-school	184	139	67%	00:00:31	42%	0.19s
reseda-community-adult-school	164	129	85%	00:01:19	46%	0.17s
evans-community-adult-school	141	127	80%	00:02:28	24%	0.28s
culver-city-adult-school	142	119	85%	00:02:02	44%	0.2s
garden-grove-adult-education-lincoln-education-center	131	116	67%	00:01:34	46%	0.24s
van-nuys-community-adult-school	139	113	92%	00:01:57	47%	0.16s
los-angeles-trade-technical-college	138	112	50%	00:01:38	35%	0.38s

Exhibit 3.4

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

During the 2019–2020 fiscal year, 194 agencies continued their participation in the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA), down from 196 in 2018–2019, and down from 199 in 2017–2018. Two agencies that participated in the previous fiscal year chose not to continue with the final year of this grant cycle.

During the full, competitive re-application process beginning in December of 2019, contact information for continuing agencies was updated in the CA-OAR website as necessary.

The OTAN staff provided technical support for using the CA-OAR via email or phone call to any agency needing assistance. Support ranged from looking up usernames and passwords to providing instructions on how to find previous agency plans on the OTAN website. Support was provided 316 times for questions related to the following areas: technology and distance learning plan, course approvals, and WIOA questions related to technical aspects of the CA-OAR. Many of the calls the 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 a 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 the OTAN.

[Home](#)

Welcome AAA Test Account

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, Shadidi Sia-Maat (Email: ssiamaat@cde.ca.gov; Phone: 916-323-7862), for issues or questions regarding:

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

Contact your Fiscal Analyst, Clifton Davis (Email: cdavis@cde.ca.gov; Phone: 916-323-5047), 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 3.5

During this contract year, a new website application was created to allow agencies to apply for and participate in the request for applications (RFA) for the 2020–2023 WIOA grant cycle. This RFA was a two-part process. Part 1 requested previous enrollment data from agencies in order to determine their eligibility to continue in part 2 of the RFA. Part 2 asked agencies to provide narrative responses to 12 different considerations, select the program areas in which they wanted to apply for funding, and to provide projected enrollment numbers.

Several additional features were added to the CA-OAR website to provide enhanced functionality to agencies. The CA-OAR site was updated to make signed grant award notifications (GANs) accessible to agencies. The website was also modified to host and support the Agency Professional Development Plan for CALPRO. Lastly, instructional documents and help videos were added to the Training and Resources section of the website, starting with the New Administrator Training.

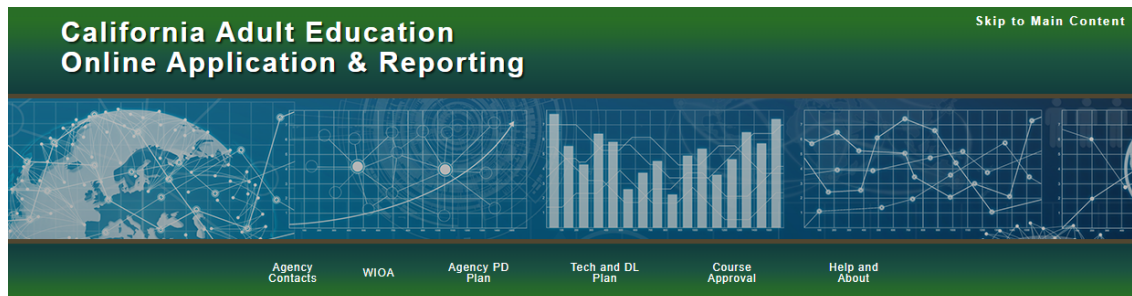
Develop and Support the Technology and Distance Learning Plan

The Technology and Distance Learning Plan (TDLP) was updated for the new fiscal year. The site was opened for current reporting in October 2019. The database was updated with new fields and tables. All qualifying agencies were given access, and the Implementation Guide was updated with new information. Additional programming was provided to create logins for new agencies.

Staff responded to email messages from the support box created specifically to address questions and issues related to the TDLP housed within the CA-OAR. A tutorial was created with step-by-step instructions for logging in and a second tutorial was posted with instructions for completing the TDLP. A total of 194 technology and distance learning plans were submitted, three fewer than last year. Local educational agencies (LEAs) continued to be the most dominant agency type.

TECHNOLOGY PLAN PARTICIPANTS BY AGENCY TYPE	
AGENCY TYPE	NUMBER OF AGENCIES
Charter School	1
County Office of Education (COE)	5
Collaboration	3
Community College	22
Community-based Organization	13
Correctional Institutions	1
Local Educational Agency (LEA)	142
Public Library	5
State Agency	2

Exhibit 3.6



[Index](#) » [T&DLP Home](#) » [T&DLP Home](#)

Logged on: **AAA Test Account** | [Logoff](#)

California Department of Education
WIOA, Title II: Technology and Distance Learning Plan
Program Year 2018–19

Table of Contents

- I. [Technical Tips](#)
- II. [Sample Teacher Skills Assessment](#)
- III. [Sample Learner Survey](#)
- IV. [Teacher and/or Learner Logon Information](#)
- V. [Technology and Distance Learning Plan](#)
 - A. [Implementation Guide](#)
 - B. [Progress Report](#)
 - C. [Tech & DL Planning Team](#)
 - D. [Funding Considerations](#)
 - E. [Learner Needs Assessment](#)
 - F. [Teachers Needs Assessment](#)
 - G. [Goals, Outcomes, Evaluation](#)
 - H. [Wrap-up and Submit](#)
- VI. [Adult Learner Survey Results](#)
- VII. [Teacher Skills Assessment Results](#)
- VIII. [Previous Technology Plans](#)

Getting Started – Technical Tips for Completing your Technology and Distance Learning Plan (TDLP)

Here are a few tips to help you complete your TDLP:

Navigating the application and saving your work:

- In the menu just to left of this text, sections marked with an "I" are just for your own information.
- In the menu, sections marked with checkboxes are required. When you complete a section, the checkbox will be marked off for you, to help you keep track of your progress.
- You may jump around and do the sections out of order. If you do, be sure to use the button at the bottom of the page to save your work.
- All fields are required.
- After you fill out anything, be sure to use the button at the bottom of each page to continue. This button saves your entries, and takes you to the next page. If you need to jump around to a different section, you may use links in the Table of Contents to do so, but be sure to save your entries first. Avoid using your browser's back button, as that may inadvertently overwrite your changes.
- If you would like to print out a draft copy of your work, you may use the "Wrap-up and Submit" link in the Table of Contents to do so. Draft copies will contain a watermark. To remove the

Exhibit 3.7

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

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

The CDE and CALPRO requested 64 directed email messages during this contract year, while 145 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. The OTAN also provides direct, specialized email for WIOA agencies and partners. These emails are by request and sent by the OTAN on behalf of the AEO and partners.

NUMBER OF EMAILS SENT	
MONTH	EMAIL RECIPIENTS
January	78902
February	64497
March	49000
April	75666
May	95229
June	74697
July	2762
August	10157
September	54844
October	53440
November	45286
December	26894

Exhibit 3.8

“I spoke to a Techie who spoke to me like I wasn’t stupid and who helped me immensely.”

– Brenda Harris, Moodle Teacher

NUMBER OF EMAILS SENT BY AGENCY		
EMAIL REQUESTOR	NUMBER OF EMAILS	RECIPIENT COUNT
CALPRO	18	75795
Other	4	42449
CDE	46	24199
OTAN	77	488831

Exhibit 3.9

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

The OTAN staff responded to several requests for websites and digital collaboration tools during the 2019–2020 contract year. Examples of requests included the following:

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

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

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

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

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

California Adult Education

Professional Development

The one stop training source for California adult educators

Select Events by Type

Online

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

Face To Face

- Workshops
- Training
- Meetings
- Events & Conferences

Blended

Filter Events

By Date ▼

By Sponsor ▼

Filter By Zip Code

Zip Code

Radius ▼

Upcoming Events

Today: March 26, 2019

Ongoing Self-Directed

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

[View all Self Directed Trainings](#)

March

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

Exhibit 3.10

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

Requests for data and reports from the OTAN during the 2019–2020 contract year included the following:

From the AEO:

- Multiple reports in different formats to display the results of the Request for Applications (RFA) process for the 2020–2023 WIOA grant cycle. Score results and summaries were displayed for multiple readers for each consideration of the application.
- A report of agency responses to RFA considerations relevant to the Local Workforce Development Boards.
- A report of Deliverables Percentage Complete by area and consultant for a snapshot view of the percentage of deliverables received from agencies.

From State Leadership Projects:

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

Collaborate with State Leadership Projects and Other Entities

The OTAN staff participated in collaboration projects with a number of entities and continued to foster relationships with organizations and others who have similar interests in enhancing adult education programs. Collaborative efforts in 2019–2020 included the following:

- ➔ Disseminating content to adult education agencies from The NROC Project’s EdReady courseware for math and English skills.
- ➔ Providing expert advice and online resources to CalFresh for their Mobile Up texting project.
- ➔ Participating in World Ed online meetings to share with other states how California is serving adult educators.
- ➔ Partnering with the Association of California School Administrators (ACSA) to select and showcase outstanding adult learners through Students Succeed recognition program.
- ➔ Providing data, reports, and technical support for webinars related to the 2020–2023 WIOA RFA.
- ➔ Providing the 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 the OTAN members.
- ➔ Participating in information webinars hosted by Project IDEAL (Informing and Designing Education for all Learners).
- ➔ Providing marketing messages on behalf of CALPRO through the OTAN’s social media channels to help boost attendance at various professional development institutes.

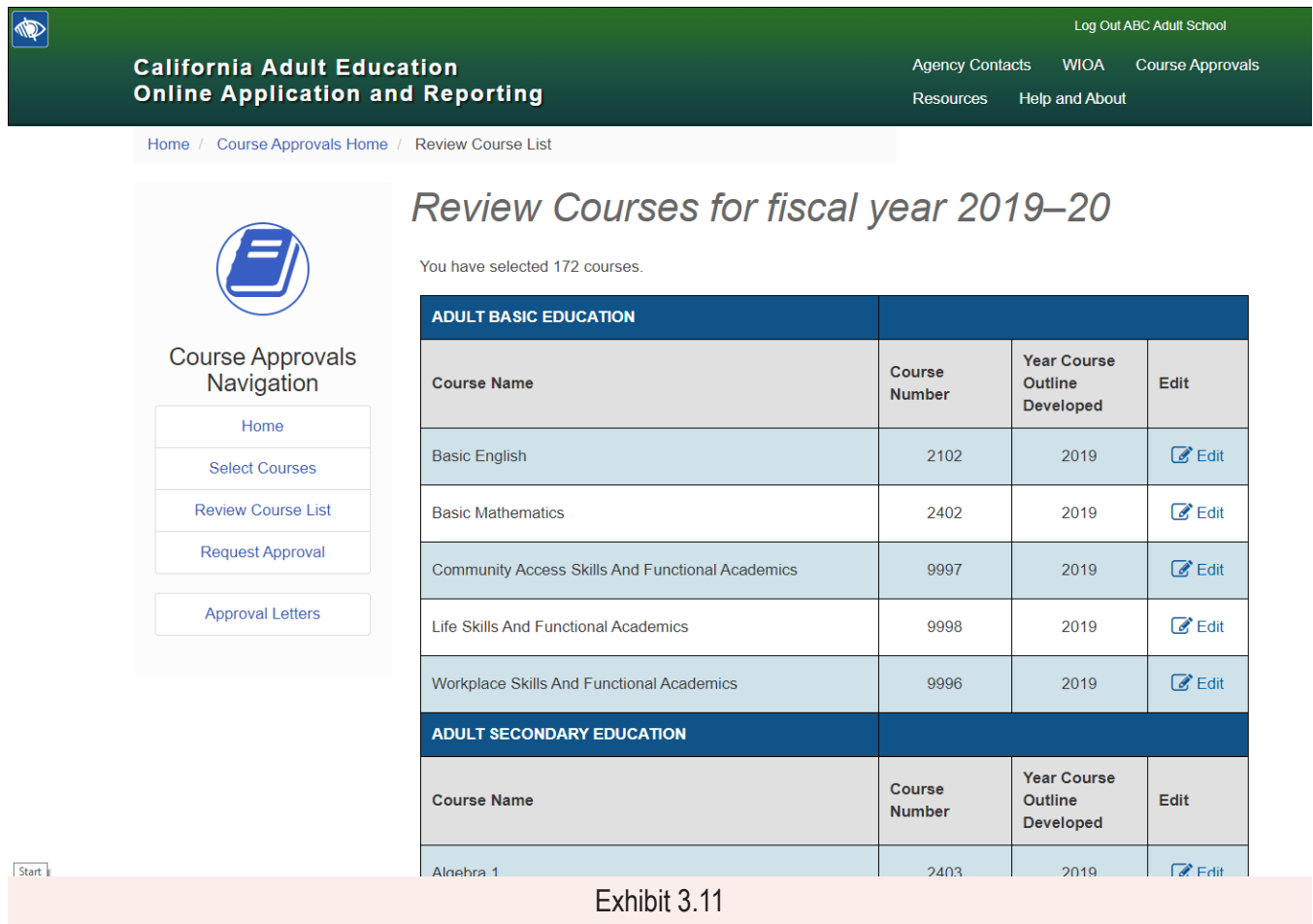
The OTAN staff and temp exempt contractors provided education technology-related presentations at several adult education professional association events including:

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

Maintain and Update CDE’s Course Approval Site

The Course Approval site was maintained and updated for the new fiscal year. The database was updated with new fields and tables and all qualifying agencies were given the ability to submit a course approval request. The site was opened for reporting in April 2019 and 145 agencies submitted a total of 326 course approval requests. Three hundred twenty-two of these courses were for high school credit. All course approval requests were approved.

During 2019–2020, the Course Approvals tool was re-written in .NET in preparation for the 2020–2021 fiscal year.



California Adult Education Online Application and Reporting

Log Out ABC Adult School

Agency Contacts WIOA Course Approvals
Resources Help and About

Home / Course Approvals Home / Review Course List

Review Courses for fiscal year 2019–20

You have selected 172 courses.

ADULT BASIC EDUCATION			
Course Name	Course Number	Year Course Outline Developed	Edit
Basic English	2102	2019	Edit
Basic Mathematics	2402	2019	Edit
Community Access Skills And Functional Academics	9997	2019	Edit
Life Skills And Functional Academics	9998	2019	Edit
Workplace Skills And Functional Academics	9996	2019	Edit
ADULT SECONDARY EDUCATION			
Course Name	Course Number	Year Course Outline Developed	Edit
Algebra 1	2403	2019	Edit

Course Approvals Navigation

- Home
- Select Courses
- Review Course List
- Request Approval
- Approval Letters

Exhibit 3.11

Provide Training and Technical Services to CDE and State Leadership Projects

The OTAN staff provided eleven (11) instances of training and technical services to the CDE and to State Leadership Projects in 2019–2020.

A summary of training and services is listed below:

- The OTAN development team provided training and instructions on how to use the Request for Applications (RFA) scoring and evaluation website to the CDE staff and outside evaluators.
- The OTAN provided hosting and support for a Local Workforce Development Board webinar related to the 2020–23 RFA.
- The OTAN provided technical support and collaboration to CASAS to ensure that their database and data transfer process remained in sync, to allow agencies to view accurate status of their deliverables within the CA-OAR website.
- Several OTAN staff participated in the CDE’s New Administrator Training as presenters as well as providing the communication conduit to inform agencies of the event.
- Continued hands-on training in how to effectively use the online communication platform Zoom was provided by the OTAN to State Leadership Project staff members. The OTAN staff acted as moderators for webinars and provided technical support for online trainings conducted by other State Leadership Projects. Zoom licenses purchased through OTAN are provided to the other State Leadership Projects.

Appendix A

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

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

OBJECTIVES AND MAJOR TASKS

STATUS

Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services	
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods	Provided 9 face-to-face workshops with 172 attendees. Provided 3 online workshops with 28 attendees. Also, provided four (4) Conference presentations with 140 attendees.
Host the Digital Leadership Academy (DLAC)	Scheduled and planned activities for the next DLAC face-to-face training in October 2019 at SCOE.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	iPathways and EdReady sites receive training and technical assistance as requested. Also promoted on OTAN Tech Talk this quarter.
Host One Technology and Distance Learning (TDL) Symposium: Set for March 6 and 7, 2020 at Charles A. Jones Career and Education Center in Sacramento, CA	Continued with TDLS 2020 planning including site visits. We are promoting “save the date” to the field through articles and social media. Secondly, OTAN staff is seeking a site for the 2021 TDLS in the southern portion of the state.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady. Continued two pilots: iPathways (through June 2020) and Revolution English
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Continue Development of Teaching with Technology (TwT)	Ongoing
Maintain and Update the Lesson Plan Builder (conversion to .NET in process)	Site conversion to .NET for preliminary changes and continued maintenance. (6 new lessons created on updated site)
Maintain and Update the Course Outline Builder	Continued maintenance. Plans to update information underway, needs 508 compliance.
Maintain the California Distance Learning Project (CDLP) Web Site as Necessary to Keep it Functioning	Web Site provides referrals to resources since website activities had limited functionality & were not supported.
Provide and Support OTAN-created Shared Courses	The OTAN staff provided continued Moodle support services this quarter.
Support Blended and Online Courses	Courses reviewed and updated sponsored shared courses. Added Moodle for teachers with resources and support.
Provide Support for California Adult Educators in the Area of Online Learning	Screencasts created by OTAN contributors were organized in a playlist on OTAN's YouTube Channel. Ongoing support through social media postings, OTAN Tech Talks and planning for DLAC.
Vocational English as a Second Language (VESL) Materials	Materials are accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.
Support Online Curriculum Sites	OTAN continues to support NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle.

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

OBJECTIVES AND MAJOR TASKS

STATUS

Task #2 – Provide Information, Resources, and Technical Support - Continued	
Provide Online Support and Technical Assistance	<p>OTAN staff provided 95 instances of e-mail and 34 phone support to constituents this quarter.</p> <p>Phone support is significant with just under 500 minutes dedicated to this support method.</p>
Maintain, Expand, Update and Align the OTAN Web Pages	<p>Launched new version of site written in .NET. The new site is accessible (section 508 compliant and meets Web Content Accessibility Guidelines – WCAG 2.1) and is mobile friendly. This includes the site pages, documents, and videos.</p>
Market OTAN Services	<p>Newsletter distribution, conference attendance and e-mail blasts promoting OTAN training occurred this quarter. OTAN is using social media with Twitter and Facebook to promote activity as well.</p>
Submit Quarterly Reports to CDE	<p>First quarter report submitted.</p>

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

OBJECTIVES AND MAJOR TASKS

STATUS

Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects	
<p>Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site</p> <p>Continued work on admin side of CA OAR reporting</p>	<p>Ongoing .NET conversion Created & opened 2019–20 Budget. Enabled the download and upload GANs electronically. Opened 2018–2019 AASC form. Changed new admin training to Training & Resources. Added welcome video from Dr. Zachry to WIOA Training & Resources GAN Administration and verification; on demand reports and Review and Admin of 2019–20 budget.</p>
<p>Provide Technology Support for CDE’s Online Application and Reporting Site</p>	<p>The OTAN staff provided 43 instances of email or phone support for the CA-OAR site this quarter.</p>
<p>Develop and Support the Technology and Distance Learning Plan</p>	<p>Continuous support to agencies in support of plan completion.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
<p>Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards TOTAL MASS emails sent for WIOA, for CDE, OTAN, TAP & CALPRO (67,663 emails sent) - July 2019 (Average 30 minutes each) Online Professional Learning Opportunities for ESL Teachers This Summer! (CALPRO) 30 SSID, Staffing, End of Year Deliverables and other important updates (CDE) 30 Final Expenditure Claim Report 2018–2019 (CDE) August 2019 (Average 30 minutes each) 2019 Orientation for New Administrators (CDE) (*240 minutes to prepare and send) OTAN Tech Talk – Data + Mail Merge = MAGIC! Coming Up! (OTAN) Reminder - WIOA, Title II: AEFLA Final Expenditure Claim Report is due August 15 (CDE) 2019-2020 WIOA, Title II: AEFLA Important Information (CDE) September 2019 (Average 15 minutes each with 5 mass emails at 30 minutes) CAEP TAP Webinar: Collaborative Curriculum Alignment Protocols (OTAN) CAEP TAP Webinar: Collaborative Curriculum Alignment Protocols (TAP) OTAN Workshop: Putting English to Work in Moodle (OTAN) OTAN Workshop: Teaching Vocabulary with Technology (OTAN) OTAN Teachers' Digest (OTAN) OTAN Workshop: Putting English to Work in Moodle (OTAN) 2020 TDLS Call for Proposals is Now Open (OTAN) Act Fast! Register Now for the CTE Conference (CDE) Reminder: 2019–2020 WIOA, Title II: AEFLA GAN and Budgets were due September 15, 2019 (CDE) CALPRO Fall 2019 Upcoming Courses (CALPRO) Getting oriented to the new OTAN website (OTAN) Annual Audit Status Certification 2018-19 (CDE) 2019–20 WIOA, Title II: AEFLA Grant Budget has not been submitted (CDE)</p>	<p>Collaboration Using Email lists, Directed Emails</p> <p>20 Total targeted emails</p> <p>1st quarter</p> <p>9 emails from CDE to Adult Ed Agencies</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
<p>Respond to Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed</p> <p>CALPRO (estimate 20 hours of support) Sent out 3 bulk emails to the field Updated server with code updates Provide database backups Run SQL scripts to fix data Redeployed applications on new server Provide contact data to Catherine</p>	<p>Ongoing space provided on CA-OAR for CALPRO professional development plan, hosted site on OTAN server.</p>
<p>Respond to Requests from CDE and State Leadership Projects for Data and Reports</p>	<p>No requests received.</p>
<p>Collaborate with State Leadership Projects and Other Entities</p> <p>Collaborate with CASAS and CALPRO and CDE on data collection and transfer Update programming for CALPRO PD plan and IELCE (currently on hold) Initial conversations with CDE AEO and CASAS planning E.L. Civics COAPP repository project</p>	<p>Ongoing per CDE AEO request.</p>
<p>Maintain and Update CDE’s Course Approval Site</p>	<p>Ongoing per CDE AEO request.</p>
<p>Provide Training and Technical Services to CDE and State Leadership Projects</p>	<p>There were no training requests from OTAN by CDE AEO or the other State Leadership Projects this quarter.</p>
Other Tasks Completed Outside of Contract Deliverables	
<p>No additional tasks outside of contract deliverables were requested by CDE this quarter.</p>	

Appendix B

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

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

OBJECTIVES AND MAJOR TASKS

STATUS

Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services	
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods	Provided 11 face-to-face workshops with 259 attendees. Provided five (5) online workshops with 149 attendees. Also, provided 14 conference presentations with 338 attendees.
Host the Digital Leadership Academy (DLAC)	Activities for DLAC face-to-face training were held October 10–11, 2019 at SCOE. One highlight was a CDE IET/IELCE presentation from Cory Rayala. IDEAL Consortium facilitated implementation webinar for training course on 12/13/19.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	iPathways and EdReady sites receive training and technical assistance as requested. Also promoted on OTAN Tech Talk this quarter.

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services - Continued	
Host One Technology and Distance Learning (TDL) Symposium: Set for March 6 and 7, 2020 at Charles A. Jones Career and Education Center in Sacramento, CA	Continued with TDLS 2020; Call for Proposals closed October 31, 2019. Registration opened mid-November. The OTAN staff is selecting a site for the 2021 TDLS in the southern portion of the state.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady. Continued two pilots: iPathways (through June 2020) and Revolution English
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Continue Development of Teaching with Technology (TwT)	Ongoing
Maintain and Update the Lesson Plan Builder (conversion to .net in process)	Site conversion to .NET for continued updates & maintenance. (43 new entries.)

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Maintain and Update the Course Outline Builder	Continued maintenance. Plans to update information underway, needs 508 compliance.
Maintain the California Distance Learning Project Web Site as Necessary to Keep it Functioning	Web Site provides referrals to resources since website activities had limited functionality & were not supported.
Provide and Support OTAN-created Shared Courses	The OTAN staff provided continued Moodle support services this quarter.
Support Blended and Online Courses	Courses reviewed and updated sponsored shared courses. Added Moodle for teachers with resources and support.
Provide Support for California Adult Educators in the Area of Online Learning	Screencasts created by OTAN contributors were organized in a playlist on OTAN's YouTube Channel. Ongoing support through social media postings, OTAN Tech Talks and planning for DLAC.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Vocational English as a Second Language (VESL) Materials	Materials are accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.
Support Online Curriculum Sites	OTAN continues to support NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle.
Provide Online Support and Technical Assistance	OTAN staff provided 141 instances of e-mail and 60 phone support to constituents this quarter. Phone support is significant with just under 600 minutes dedicated to this support method.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Maintain, Expand, Update and Align the OTAN Web Pages	OTAN website written in .NET. The site is accessible (section 508 compliant and meets Web Content Accessibility Guidelines – WCAG 2.1) and is mobile friendly. This includes the site pages, documents, and videos.
Market OTAN Services	Newsletter distribution, conference attendance and e-mail blasts promoting OTAN training occurred this quarter. OTAN is using social media with Twitter and Facebook to promote activity as well.
Submit Quarterly Reports to CDE	Second quarter report submitted.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects	
Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site Continued work on admin side of CA AMS reporting; Review admin of ECR Prep and Management of Payments Created data management tools.	Ongoing .NET conversion - Created & opened 1st Quarter ECR - Created Preliminary Eligibility Screening (for RFA). Updated web services to notify CDE of 2019–20 budget and ECR submissions. Reset rejected and approved deliverables. GAN Admin and verification.
Provide Technology Support for CDE’s Online Application and Reporting Site	OTAN staff provided 72 instances of email or phone support for the CA-OAR site this quarter.
Develop and Support the Technology and Distance Learning Plan	Continuous support and troubleshooting to agencies in support of plan completion due January 31, 2020.

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
<p>Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards TOTAL MASS emails sent for WIOA, for CDE, OTAN, TAP & CALPRO (125,620 emails sent average 30 minutes each) - OTAN Tech Talk on Screencastify + Teaching Vocabulary with Technology training Coming Up! Welcome Back Video Reminder - CALPRO 2019-2020 PLC Institute Application Deadline is Approaching! September 2019 OTAN Administrators' Digest Two OTAN Webinars Coming Up + A Reminder about TDLS 2020 Register for an upcoming CAEP TAP webinar! WIOA 2019-20 First Quarter Expenditure Claim is now open Upcoming U.S. Dept of Education WIOA Implementation Survey California College Affordability Summit, November 14-15, 2019 Technology and Distance Learning Symposium 2020 Call for Proposals is Closing Soon! Emergency Conditions Affecting Adult Education Programs October Deliverables Reminder Last Call! Technology and Distance Learning Symposium 2020 Call for Proposals is Closing Tonight! OTAN Tech Talk on HyperDocs and Rescheduled OERs Webinar Coming Up! CALPRO / CASAS IET Webinar: Introduction to Designing a Single Set of Learning Objectives for IET Please Join Us at an Open OTAN Training! Apply by December 10, 2019: CALPRO IET Implementation Clinic for Agency Teams November 2019 OTAN Administrators' Digest November 2019 OTAN Teachers' Digest Please Join Us at an Open OTAN Training on 11/15! OTAN Webinars Coming Up! Reminder – Apply by December 10, 2019: CALPRO IET Implementation Clinic for Agency Teams! 2020–23 Request for Applications, Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act OTAN Online Events Coming Up! Final Reminder - Apply by December 10, 2019: CALPRO IET Implementation Clinic for Agency Teams! Act Now! Request for Applications WIOA, Title II: AEFLA Program Years 2020–23 December 2019 Teachers' Digest December 2019 Administrators' Digest Register for OTAN’s Technology and Distance Learning Symposium! Duplicate Records – WIOA Applicant Eligibility Information Applicant Eligibility Information is due Monday, December 23, 2019</p>	<p>Collaboration Using Email lists, Directed Emails</p> <p>31 Total targeted emails</p> <p>2nd quarter 10 emails from CDE to Adult Ed Agencies</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
<p>Respond to Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed</p> <p>CALPRO (estimate 20 hours of support)</p> <p>Sent out 6 bulk emails to the field Updated server with code updates Provide database backups Run SQL scripts to fix data Redeployed applications on new server Provide contact data to Catherine</p>	<p>Continuous support and troubleshooting to agencies in support of plan completion due January 31, 2020.</p>
<p>Respond to Requests from CDE and State Leadership Projects for Data and Reports</p>	<p>No requests received.</p>
<p>Collaborate with State Leadership Projects and Other Entities</p> <p>Collaborate with CASAS and CALPRO and CDE on data collection and transfer Update programming for CALPRO PD plan and IELCE (currently on hold) Initial conversations with CDE AEO and CASAS planning E.L. Civics COAPP repository project</p>	<p>Ongoing per CDE AEO request.</p>
<p>Maintain and Update CDE’s Course Approval Site</p>	<p>Ongoing per CDE AEO request.</p>
<p>Provide Training and Technical Services to CDE and State Leadership Projects</p>	<p>There were no training requests from OTAN by CDE AEO or the other State Leadership Projects this quarter.</p>
Other Tasks Completed Outside of Contract Deliverables	
<p>No additional tasks outside of contract deliverables were requested by CDE this quarter.</p>	

Appendix C

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
January 1, 2020 – March 31, 2020

**Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
January 1, 2020 – March 31, 2020**

OBJECTIVES AND MAJOR TASKS

STATUS

Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services	
<p>Provide Professional Development Opportunities Online and Face-to-Face* Via Workshops, Webinars and Other Delivery Methods</p> <p>* note – all adult education programs and OTAN started “shelter-in-place” early March 2020 due to Covid-19 pandemic. There were no face-to-face workshops after March 9, 2020. All workshops and presentations were converted to online sessions.</p>	<p>Provided 9 face-to-face workshops with 155 attendees. Provided 23 online workshops with 1337 attendees. Also, provided 20 conference presentations</p>
<p>Host the Digital Leadership Academy (DLAC)</p>	<p>The OTAN hosted DLAC for online trainings January 17 and February 14. During this period, project implementation, coaching and site visits continued.</p>
<p>Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career</p>	<p>iPathways and EdReady sites receive training and technical assistance as requested. Also promoted on OTAN Tech Talk this quarter.</p>
<p>Host One Technology and Distance Learning (TDL) Symposium:</p> <p>Set for March 6 and 7, 2020 at Charles A. Jones Career and Education Center in Sacramento, CA</p>	<p>TDLS took place March 6–7, 2020, as planned. There were 252 registrants and 207 who participated.</p>
<p>Leverage Statewide Licensing of Technology-based Content</p>	<p>NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady. Continued two pilots: iPathways (through June 2020) and Revolution English</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support	
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Research and Share Information on Emerging Technologies	Around mid-March, OTAN shifted quickly to respond to the adult education field fully moving to remote learning. The OTAN provided many trainings to include Zoom, Google Classroom, Moodle and resources to assist with distance learning.
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing. The OTAN is available to provide schools with identifying and using OER or creating their own.
Continue Development of Teaching with Technology (TwT)	Ongoing. The site is in the process of being aligned to current standards and programs. It's also being converted to .NET programming for continued updates and maintenance.
Maintain and Update the Lesson Plan Builder (conversion to .net in process)	Site conversion to .NET is complete. (28 new entries.)
Maintain and Update the Course Outline Builder	Continued maintenance. Has been updated to .NET and meets Section 508 and WCAG 2.1 accessibility requirements.

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

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Maintain the California Distance Learning Project (CDLP) Web Site as Necessary to Keep it Functioning	Web Site provides referrals to resources since website activities had limited functionality & were not supported.
Provide and Support OTAN-created Shared Courses	The OTAN staff saw a swift upturn in Moodle shared courses as agencies transitioned to distance learning in mid-March.
Support Blended and Online Courses	Continued to support blended and online courses with webinars focused on LMS platforms and courses.
Provide Support for California Adult Educators in the Area of Online Learning	In mid-March, OTAN shifted to fully virtual trainings and support including OTAN Tech Talks, OTAN Office Hours, OTAN Moodle Office Hours, and other webinars to support distance learning.
Provide Support for California Adult Educators in the Area of Online Learning	In mid-March, OTAN shifted to fully virtual trainings and support including OTAN Tech Talks, OTAN Office Hours, OTAN Moodle Office Hours, and other webinars to support distance learning.

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

OBJECTIVES AND MAJOR TASKS

STATUS

Task #2 – Provide Information, Resources, and Technical Support - Continued	
Vocational English as a Second Language (VESL) Materials	Materials are accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.
Support Online Curriculum Sites	The OTAN continues to support NROC sites (EdReady, and online Math and English courses) and our learning management system: Moodle.
Provide Online Support and Technical Assistance	The OTAN staff provided 311 instances of e-mail and 116 phone support to constituents this quarter.
Maintain, Expand, Update and Align the OTAN Web Pages	The OTAN website was rewritten in .NET. While already working on updating its accessibility features, OTAN further explored and developed a plan to remediate OTAN documents and videos to meet Section 508 and WCAG 2.1 accessibility requirements.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Market OTAN Services	Newsletter distribution, conference attendance and e-mail blasts promoting OTAN training occurred this quarter. OTAN is using social media with Twitter, Facebook, and LinkedIn to promote activity as well.
Submit Quarterly Reports to CDE	Second quarter report submitted.
Task #3 – Provide Information, Resources, and Technical Support	
Provide Programming and Hosting of CDE's Adult Education Office's Online Grant Applications and Reporting Site Administrative Management System (AMS) Website Evaluation and Scoring System (ESS) Website	Ongoing .NET conversion and accessibility upgrades. Created and opened the RFA evaluation rubric. Created rating and review website for RFA readers. Opened third quarter ECR.
Provide Technology Support for CDE's Online Application and Reporting Site	OTAN staff provided 72 instances of email or phone support for the CA-OAR site this quarter.
OTAN staff provided 72 instances of email or phone support for the CA-OAR site this quarter.	Continuous support and troubleshooting to agencies in support of plan completion due January 31, 2020. Provided technology support to readers / evaluators.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Provide Information, Resources, and Technical Support - Continued	
<p>Respond to Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed</p> <p>CALPRO estimate 20 hours of support) Sent out 5 bulk emails to the field Updated server with code updates Provide database backups Run SQL scripts to fix data Redeployed applications on new server</p>	<p>Ongoing. Space provided on CA-OAR for CALPRO professional development plan, hosted site on OTAN server.</p>

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Provide Information, Resources, and Technical Support - Continued	
<p>Provide Opportunities for Agencies to Collaborate Using E-mail Lists and Directed E-mail TOTAL MASS emails sent for WIOA, for CDE, OTAN, TAP & CALPRO (192,259 emails) CDE Mass E-Mails 2019–20 Second Quarter Claim and other Important Fiscal Updates Online Application is open; WIOA, Title II: AEFLA 2020–23 Second Quarter Deliverables due January 31 EDGAR Workshop with Michael Brustein, Esq. Friendly Reminder - Online Application is open; WIOA, Title II: AEFLA 2020–23 WIOA, Title II: AEFLA 2020–23 Applications are due February 28, 2020 One week to go: Applications for WIOA, Title II: AEFLA 2020–23 are due February 28, 2020 Three Important Items of Interest for Adult Education Coronavirus Information Adult Education Resources during Covid-19 COVID-19 Updates and Surveys OTAN, TAP & CALPRO Mass E-mails Upcoming OTAN Activities to Support Adult Educators – Week of 3/30/2020 Upcoming OTAN Activities to Support Adult Educators Upcoming OTAN Activities to Support Adult Educators CALPRO Webinar on Math Teaching – Addressing Mistakes Upcoming OTAN Activities to Support Adult Educators OTAN Provides Support for Adult Ed During COVID-19 OTAN Tech Talk on Video Messaging with Loom Coming Up! Sacramento County Office of Education looking for Adult Education Director Apply Now! Applications for the Advancing Innovation in Adult Education Project Accepted through April 15 Sacramento County Office of Education looking for Adult Education Director OTAN Tech Talk on Internet Safety and Learn360 Webinar Coming Up! February 2020 OTAN Teachers' Digest February 2020 OTAN Administrators' Digest Nominate a Deserving Student for the Students Succeed Program CALPRO's Upcoming Online Professional Learning Opportunities Google Classroom Handout Registration for OTAN's Technology and Distance Learning Symposium ends on Feb 21st! Host a CALPRO Training in 2020 - Calendar is filling up! OTAN Job Posting: Project Specialist II, Programming/Application Development Open OTAN Training in Burbank! Open OTAN Training at SCOE! January 2020 Administrator Digest January 2020 Teacher Digest OTAN Webinars Coming Up! Last Chance to Apply for the CALPRO Integrated Education and Training Online Course! Register for OTAN's Technology and Distance Learning Symposium! CALPRO Regional Training: Using Questioning Strategies to Improve Instruction Nominate a Deserving Student for the Adult Education Students Succeed Program! OTAN Tech Talk on HyperDocs Coming Up!</p>	<p>Collaboration Using Email lists, Directed Emails</p> <p>44 total targeted emails</p> <p>11 emails from CDE to Adult Ed Agencies</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Provide Information, Resources, and Technical Support - Continued	
Respond to Requests from CDE and State Leadership Projects for Data and Reports	With the onset of COVID, CDE requested OTAN to organize a needs survey for the field. The OTAN was also advised that they could service the full adult education field to be able to meet the distance learning needs of all agencies serving adult education students in California.
<p>Collaborate with State Leadership Projects and Other Entities</p> <p>Collaborate with CASAS and CALPRO and CDE on data collection and transfer</p> <p>Initial conversations with CDE AEO And SLP on the new Continuous Improvement Plan (CIP)</p> <p>Collaborate with CDE AEO and SLP on development of an EL Civics COAPP repository</p>	Ongoing per CDE AEO request.
Maintain and Update CDE’s Course Approval Site	Ongoing per CDE AEO request. The site has been updated to .NET.
Provide Training and Technical Services to CDE and State Leadership Projects	The OTAN provided technical support to CDE and State Leadership Projects to transition successfully to remote training opportunities.
Other Tasks Completed Outside of Contract Deliverables	
No additional tasks outside of contract deliverables were requested by CDE this quarter.	

Appendix D

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
April 1, 2020 – June 30, 2020

**Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN180031
April 1, 2020 – June 30, 2020**

OBJECTIVES AND MAJOR TASKS

STATUS

Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services	
<p>Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods</p>	<p>Due to COVID-19 travel restrictions, site closures, and conference cancellations, all face-to-face workshops and presentations were put on hold until state and district restrictions are lifted in the future. The OTAN focused on webinars as the primary training delivery in order to provide adult education teachers and staff the training and resources needed to work and teach students remotely. To better serve the needs of adult education programs and staff, OTAN started an “OTAN Office Hours” series where adult education staff received targeted and/or individual support in real-time online meetings.</p> <p>The OTAN provided 87 online workshops with approximately 10,400 attendees. The OTAN provided targeted support with 39 OTAN Office Hours where average attendance was 14 attendees with the average duration at 1 hours 45 minutes each.</p>
<p>Host the Digital Leadership Academy (DLAC)</p>	<p>The DLAC cohort two held their final reports virtually on May 15, 2020. The OTAN released the DLAC applications for the third cohort to be held 2020–2022.</p>
<p>Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career</p>	<p>Educators utilizing iPathways and EdReady at their sites receive training and technical assistance as requested.</p>
<p>Host One Technology and Distance Learning (TDL) Symposium: Set for March 6 and 7, 2020 at Charles A. Jones Career and Education Center in Sacramento, CA</p>	<p>TDLS 2020 was held March 6–7, 2020 at Charles A. Jones Career and Education Center in Sacramento. Over 50 sessions were presented. TDLS had 252 registrants and 207 attendees.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services - Continued	
Leverage Statewide Licensing of Technology-based Content	The OTAN leverages statewide licensing with NorthStar, Learn360, NROC, and the Essential Education Online Distance and Blended Learning Teaching course, EdReady. The pilots for iPathways and Revolution English expired in June 2020. The training team is exploring new curriculum recommendations to present to the OTAN Advisory Committee in September.
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Continue Development of Teaching with Technology (TwT)	The development team completed a re-write of the TwT backend in .NET. This re-write fixed bugs and provided updated features for Subject Matter Expert (SME) users to upload and add documents.
Maintain and Update the Lesson Plan Builder (conversion to .net in process)	The development team continued to maintain the .NET Lesson Plan Builder.
Maintain and Update the Course Outline Builder	The OTAN is no longer maintaining the Course Outline Builder. The website is not in use. Teachers have the option to build courses on Moodle.
Maintain the California Distance Learning Project (CDLP) Web Site as Necessary to Keep it Functioning	The CDLP website is closed but continues to provide educators with referrals to related adult education resources.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS

STATUS

Task #2 – Provide Information, Resources, and Technical Support - Continued	
Provide and Support OTAN-created Shared Courses	With the push to online/distance learning due to the COVID-19 pandemic, over 60 adult education teachers requested new copies of OTAN Shared courses, Other Shared courses, or new blank courses in which to begin building their own courses. The OTAN shared over 150 courses to those teachers, which included both WIOA and non-WIOA agencies.
Support Blended and Online Courses	Amid the COVID-19 pandemic, OTAN performed a physical server move, and upgraded from Moodle v3.2 to v3.8 along the way. All OTAN Created and Other Shared courses were reviewed and updated; over 500 courses and 3000 users were migrated from the old server to the new.
Provide Support for California Adult Educators in the Area of Online Learning	The OTAN continued to offer an aggressive schedule of webinars and OTAN Office Hours, often two to three online events per day, which began in mid-March in response to school closures across the state. The OTAN offered Office Hours for Maximizing Moodle, essentially Office Hours geared towards answering/assisting teachers with Moodle questions. The OTAN continued to build its Resource Guide and collection of webinar recordings and handouts and reorganized its YouTube videos into playlists under the heading, Using Tools for Online Teaching, all meant to assist adult education teachers working in distance learning situations. Finally, OTAN opened applications for its third DLAC cohort on May 15, 2020.
Vocational English as a Second Language (VESL) Materials	Materials are available upon request. Documents are made accessible before providing them to requester.

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

OBJECTIVES AND MAJOR TASKS	STATUS
Task #2 – Provide Information, Resources, and Technical Support - Continued	
Support Online Curriculum Sites	The OTAN continues to support NROC sites (EdReady, and online Math and English courses) and our learning management system: Moodle.
Provide Online Support and Technical Assistance	The OTAN staff provided 543 instances of e-mail and 112 phone support to constituents this quarter. Additionally, OTAN staff responded to 400 emails specific to Moodle support.
Maintain, Expand, Update and Align the OTAN Web Pages	The development team is maintaining the OTAN website, and supporting the continued addition of new training articles, resources, and news stories by the OTAN training team. The OTAN has also added a COVID-19 Field Support section to the website, with content consistently updated by the training team, to provide up-to-date resources and information to the field.
Submit Quarterly Reports to CDE	Third quarter report was not submitted as OTAN shifted resources to support the field with the onset of COVID-19.

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects	
<p>Provide Programming and Hosting of CDE’s Adult Education Office’s Online Applications and Reporting (CA-OAR) Site</p> <p>Continued work on admin side of CA-OAR reporting</p>	<p>The development team continues to support and develop new features and tools for the CA-OAR site and the Administrative Management System (AMS) website. In this quarter, the team:</p> <p>Released a fully accessible and responsive re-design of the CA-OAR website</p> <p>Provided tools and reports to the support the 2020–2023 RFA process</p> <p>Created and opened the Q3 Expenditure Claim Report</p> <p>Converted the Course Approvals tool to .NET</p> <p>Opened the 2020–21 Course Approvals tool</p> <p>Added a new CASAS deliverable (Citizenship Recertification) to the CA-OAR and AMS sites for tracking and submission deadline information</p> <p>Created and supported a tool to review and score submitted Technology and Distance Learning Plans</p> <p>Completed a rewrite of the Tech Plan in .NET</p> <p>Completed a rewrite of the Annual Audit Status Certification (AASC) form submission in .NET</p>
<p>Provide Technology Support for CDE’s California Online Application and Reporting (CA-OAR) site</p>	<p>The OTAN staff provided 62 instances of email or phone support for the CA-OAR site this quarter.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Develop and Support the Technology and Distance Learning Plan	The OTAN training coordinators provided coaching and support to 60 agencies whose Technology and Distance Learning Plans were not approved upon submission. Fifty-nine of the 60 agencies were referred for payment in April 2020.
<p>Provide Opportunities for Agencies to Collaborate Using E-mail Lists and Directed E-mail</p> <p>MASS emails sent for WIOA, CDE, TAP, and CALPRO: 20</p> <p>MASS emails sent for OTAN directed to field (i.e., webinar updates, digests, etc.): 21</p> <p>MASS emails sent for OTAN via Moodle regarding Moodle updates: 400</p> <p>A sampling of email topics sent to the field included:</p> <p>6/18/20: RFA 2020–23 Applicants</p> <p>6/12/20: Upcoming OTAN Activities to Support Adult Educators – Week of 6/15</p> <p>5/21/20: 2019–2020 WIOA, Title II Spending Extension Authority</p> <p>5/21/20: The Digital Leadership Academy Online Application Is Now Open!</p> <p>4/29/20: Registration Links for CASAS Remote Testing Webinars</p>	<p>Collaboration Using Email lists, Directed Emails</p> <p>441 total targeted emails</p>

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Respond to Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed	<p>Ongoing space provided on CA-OAR for CALPRO professional development plan, hosted site on OTAN server</p> <p>Worked with CALPRO programmer to make updates to the Professional Development calendar</p> <p>Provided information, guidance, and troubleshooting assistance to CALPRO in migrating their Moodle server from v3.2 to v3.8..</p>
Respond to Requests from CDE and State Leadership Projects for Data and Reports	<p>The Director of OTAN presented virtually about the CA-OAR site and OTAN to CALPRO’s Leadership Institute on June 18, 2020.</p> <p>Provided 2020–23 RFA score reports in multiple formats to CDE and the Local Workforce Development Boards.</p> <p>Developed COVID-19 page 3/13/2020 as requested by Carolyn Zachry</p> <p>Developed Impact/Critical Events Survey for state administrators to design training and resource and support their programs and learners</p> <p>Developed space for CDE and SLPs on COVID page with resources and links to support each SLP .</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Task #3 – Use Technology to Support CDE’s Adult Education Office, and Leadership Projects - Continued	
Collaborate with State Leadership Projects and Other Entities	<p>Ongoing per CDE AEO request.</p> <p>Organized 12 webinars with CASAS and CALPRO to address the immediate needs for online operations (remote testing, reporting, equity, etc.)</p> <p>Worked with CASAS to finalize 2018–2019 Annual Report and plan/modify data elements needed for 2019–20 Annual Report</p> <p>Continuous Improvement Plan – ongoing development and tracking of plan elements and distribution of responsibilities with CDE and SLPs</p>
Maintain and Update CDE’s Course Approval Site	<p>Ongoing per CDE AEO request.</p> <p>Converted the Course Approvals tool to .NET</p> <p>Opened the 2020–21 Course Approvals tool</p>
Provide Training and Technical Services to CDE and State Leadership Projects	The Development team coordinator provided training to CDE on the RFA and scoring site.
Other Tasks Completed Outside of Contract Deliverables	
<p>OTAN pivoted and responded quickly to support the field when it was impacted by agency facility closures due to COVID-19. A COVID-19 Field Support page was developed with resources from all the SLPs and CDE. Staff responded to increased emails, calls, participation in webinars, office hours, and more. Face to face trainings became online webinars supporting educators to provide distance learning remotely. Services increased, including providing training and services to non-WIOA II agencies.</p>	

Appendix E

Digital Leadership Academy
(DLAC)

Annual Report, Cohort 2
2019–2020



DIGITAL
LEADERSHIP
ACADEMY

2019-2020

Digital Leadership Academy (Annual report, Cohort 2, 2019-2020)



Corono-Norco USD Team - Kevin Belcher, Christina Hyatt, Marci England
Not pictured, Susan Gaer, Coach



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



Escondido UHSD Team - Rosa Rojo, Elaine Mooe, Tom Allison, Stacy Campo, Susan Coulter (Coach)



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



LACCD Team - Carmen Delgado, Susan Gaer (Coach), Martha Clayton



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



San Juan USD Team, Blair Roy (Coach), Marisol Richmond, Jody Barker, Linda Laymon, and Angela Rodriguez

Year 2

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

Year two of this project saw great progress and many challenges. Especially in the final quarter of the year after the March shelter-in-place order issues throughout the state of California due to COVID-19. The teams were well prepared for this challenge and, as will be evidenced in their final reports, they were integral in their agencies remote teaching and learning goals. Many teams were called upon to lead their local adult schools in expanding remote teaching and distance and blended learning options. Some teams reported going beyond their own agencies to assist other agencies and adult schools in their vicinity.

Each team built upon the skills gained in the first year as evidenced through the CliftonStrengths® Survey through continued meetings and interactions, planning sessions, and execution of their plans and goals. The teams consisted of the following agencies: Corona-Norco Unified School District, El Monte Union High School District, Escondido Union High School District, Hacienda La Puente Unified School District, Los Angeles Community College District, Mt. Diablo Unified School District, and San Juan Unified School District. During the second year there were a few adjustments to teams due to attrition or other personal challenges that did not allow participants to continue.

The OTAN continued their partnership with the IDEAL Consortium and provided a second online facilitated course designed to help teams identify and rate various instructional materials including textbooks, online coursework and software, open educational resources and teacher created materials. Each team was able to review, and revise evaluation rubrics customized to their unique situations and requirements.

The DLAC teams continued to receive training and support in coaching and communication skills, developing teams, leadership skills and styles, and continued recognition of their own team strengths through the CliftonStrengths® Survey.

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

helping them to come to a decision that best fits with the program and agency goals.

Agency Project Final Reports:

Last year OTAN offered short summaries of end-of-year work by each agency. This year, full final reports as offered by each agency are provided. Very little editing or revisions are made in order to maintain the tone and integrity of each agencies report.

Corona-Norco Unified School District



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

Corona-Norco Adult School Final Report

Corona-Norco Adult School's (CNAS) role is to provide educational opportunities, promote transitional opportunities and prepare every adult student to be productive members of the community. In 2018–2019, CNAS served 3,454 unduplicated students and 6,170 duplicated at 18 different partner locations throughout the cities of Corona, Norco, and Eastvale.

School Demographics

Corona-Norco represents a wide range of learners,

- Ethnicity: Hispanic 74%, Non-Hispanic 26%
- Race: White 84%, Asian 13%, Black 2%
- Language: English 22%, Spanish 58%, Chinese 7%, Other 13%
- Gender: Male 34%, Female 66%
- Age: 18-21 9%, 22-29 16%, 30-39 23%, 40-49 27%, 50-59 17%, 60-69 5%, 70+ 3%

PROGRAM AREA	NUMBER OF CLASSES	NUMBER OF STUDENTS ENROLLED
Adult Basic Education	7	199
English as a Second Language	44	1750
Adult Secondary Education	8	482
Career Technical Education	29	1064
Integrated Education and Training	6	175
Community Interest	2	18
Credit Recovery	9	144

DLAC Team Members

- Thoibi Rublaitus, Principal
- Omar Andrade, Dean of Students
- Marci England, ESL Program Coordinator, DLAC Team Lead
- Kevin Belcher, ABE Instructor, DLAC Team Member
- Christina Hyatt, ABE Instructor, DLAC Team Member
- Kim Smith, HSE Instructor, On-Site Team Member
- Donna Michael, HSD Instructor, On-Site Team Member

In Spring of 2018, CNAS surveyed current ABE students to understand how they could better support student needs. Survey results:

- Desire for increased instruction
- 52% claimed they could commit 1-2 hours to online learning
- 35% were willing to devote even more time online

Accordingly, after committing a team to the Outreach and Technical Assistance Network's (OTAN)

Digital Leadership Academy (DLAC), CNAS began offering seven blended learning Bridge Adult Basic Education (ABE) classes where students collaboratively work four hours per week through direct instruction and an additional two through independent study on Canvas LMS, incorporating NROC's Developmental Math and English programs.

As an integral part of its Technology and Distance Learning Plan (TDLP), CNAS closely tracks the initiative's effect on CASAS Goals level gains, class level promotions, and HSD and Equivalency achievement. Because of the implementation of blended learning, CNAS determined that the 2018–2019 TDLP goal to increase ABE student gains by 70% needed to be more ambitious. Accordingly, the goal was adjusted to reflect a 5% increase in gains.

CNAS's initial DLAC goal was to increase cohesiveness and accessibility of their ASE, ESL, and ABE curriculum through blended and distance learning. This goal was soon refined to implement blended learning in the ABE program using the district preferred LMS of Canvas.

The IDEAL 101 course was essential to CNAS's learning and success as it detailed many pitfalls and resources to increase the program's effectiveness. Monthly sessions with Destiny, our course facilitator, and other DLAC teams, provided insight into model blended environments and helped CNAS overcome hurdles in creative ways.

In IDEAL 102, DLAC teams supported each other during the implementation phase, and each team created a rubric to systematically evaluate supplemental curriculum. The evidence-based practices these courses taught provided clear research-based instruction that helped CNAS build a solid blended learning program with confidence.

The implementation plan focused our attention on the big picture and the details to make the plan a success. The plan provided us with a way to communicate our vision with administration, teachers, and school staff.

Best practices, getting other teachers on board, orientation and student selection, helped us identify ways to prepare students for a blended course. For example, we implemented open computer lab hours to conduct a second orientation and offer computer time for students in the lab.

When COVID-19 began affecting our school, our DLAC team was called upon to lead the school in its transition to distance learning classes. Each DLAC member was responsible for training and supporting as many as twelve teachers across all programs, established online communication with their students, curated online curriculum, and facilitated online meetings. DLAC, Dr. Porter's leadership trainings, and the IDEAL courses helped us envision our emergency response, implement it, and rally our teachers by working tirelessly beside them to provide for our students.

During our DLAC one-year report and visit from the OTAN DLAC Leaders and Dr. Porter, our team described the process as a swelling wave - slow and steady but strong and always building momentum. We believe that this is thanks to many of the skills that Dr. Porter taught us. Together, we built upon both our DLAC team and our school technology culture by recognizing and encouraging strengths. Although we might not have recognized it at the time, this was foundational to advancements our school has made in our transition to blended learning ABE

classes and distance learning classes that were developed in response to COVID-19. Each member of our DLAC team is first and foremost a teacher at CNAS, meaning that we have never stopped being by the side of our teachers in this transition.

As CNAS continues to monitor the blended learning option, more accelerated learning options are being explored to provide more rigorous, accessible, digital instruction to the students. Our next steps stemming from this project include:

- Continuing to strengthen the ABE program by continuing to offer blended courses,
- Creating an HSE distance course using an LMS,
- Working with the diploma team to digitize content or convert to online courses and house all courses within an LMS,
- Sharing best practices with the CTE and ESL teams for getting students online at home and capturing hours from blended models,
- Making programs and classes accessible to more students, and
- Building leadership and support through the CNAS Tech Team.

Corona-Norco Adult School has made great strides to meet the needs of our students by accelerating learning and increasing access to learning. Not only did the DLAC team build a successful blended learning program, but also learned the skills necessary to lead an entire school through a two-week transition to distance education.

“I just wanted to thank you all profusely for making this challenging time manageable. You have been so patient, helpful, and positive with all of us as we are still anxious and learning along with our students. Thanks to your webinars I have been able to help my literacy students (who only have phones) and also my seniors (the oldest and most active turned 94 last week!) Special thanks to Melinda and Anthony, Neda, and all the instructors and all support people like Penny Pearson. You have made a huge impact these past two weeks as we navigate the online teaching world (and our home-schooling with kids!)”

*– Florence BeGole, Literacy and Older Adult Teacher
Mountain View Los Altos Adult School & Mountain View Senior Center*

El Monte Union High School District



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

El Monte-Rosemead Adult School Final Report

The El Monte-Rosemead Adult School serves about 11,000 students per year. It is located in the city of El Monte, which is an urban area with high population density and a mostly low-income population. We work in the Adult Secondary Education/Adult Basic Education/High School Equivalency Department (ASE/ABE/HSE).

The DLAC team includes Carrie Frogue the Program Administrator for the ASE/ABE/HSE department, Refugio Gonzalez the Lead Teacher for ASE, Janet Kershaw the Lead Teacher for ABE/HSE, and Luis Serrano the full-time teacher for the ASE/ABE/HSE independent lab.

Our DLAC project is to create ASE courses that can be delivered with a Blended Learning Model. Using Moodle for our learning management system, we began in August 2019 with the Social Science courses. The instructor meets with the students for two and a half hours per week and the students work on Moodle for the remainder of the course.

This project has been integrated into our school's Technology and Distance Learning Plan as one of its goals to build student's digital literacy skills. Measurable outcomes include students demonstrating digital literacy skills measured by teacher observation, course completion, and student surveys.

The program's goal is to assist students in building their digital literacy skills to be better prepared to succeed in a digital world. This project gently introduces students to an online learning platform. Many college courses are online, so our students will be better prepared for future learning opportunities. By participating in a blended course, students learn how to communicate with a lab instructor, access course resources, submit assignments, and take exams online. Teachers remotely communicate, monitor student progress, and provide additional resources when needed.

Our original project goal was to integrate technology to our existing pen and paper independent lab and home study program beginning with the social studies courses. Using the supported DL model as a guide, we planned to develop courses utilizing Moodle as the learning management system in order to provide digital resources along with the existing curriculum. Each course includes digital textbooks in our core Social Science curriculum and are supplemented with videos, handouts, online links, and other online resources.

This project goal was expanded in fall 2019 when there arose a need for a blended learning course to replace one of the teacher-directed courses. We had a teacher who was available for two and a half hours of instruction, but we needed to provide a teacher-directed U.S. History course that ran for six hours a week. This scenario provided an opportunity to offer our first blended learning course and utilize the U.S. History course we had created on Moodle. Since this instructor would teach a different blended Social Studies course each quarter, we set the goal of creating a new course each quarter.

The information and activities in the DL 101 course provided a foundation for the planning and implementation of our courses. Creating DL 101's implementation plan was essential in defining the many elements to consider when developing distance learning courses, such as determining the demographic target for our courses and defining the roles of the instructor, digital leaders, and administration. DL 101 helped us identify and develop various forms of student support and monitoring throughout the course. For example, we realized the importance of having an orientation so we developed an orientation system that begins with the counselors, then the instructor, and is imbedded within the course.

DL 102 helped us to realize the importance of evaluating digital resources as well as create a rubric for our own program. This rubric is a valuable tool that will guide us as we move forward with blended learning classes.

The largest challenge we faced concerned time. Prior to DLAC we each had very full schedules and we needed time to work together as a team as well as time to learn how to use Moodle. Our Program Administrator, recognizing this need, made adjustments that allowed us to schedule weekly meetings, trainings, and work time. The training provided by our DLAC coach, Blair Roy, has been invaluable for learning how to use Moodle. She is always available for any and all the questions we have.

We have used several of Dr. Porter’s team building activities in our department’s staff meetings. We have many new staff members who have never worked together before and we wanted to build a united team. We feel confident that Dr. Porter’s instruction will serve us well as we coach the many small groups in our new agency-wide project.

COVID-19 directly impacted the entire school’s instructional methods. Our department was best prepared to deal with distance learning since we offer all the high school core courses on our Moodle server in addition to our blended learning courses. The blended course fared well with the instructor using Zoom for weekly instruction. ASE, ESL and CTE instructors used a variety of tools including Google, Jupiter, email, and zoom. Each department experienced mixed levels of success often linked to the instructor’s tech skills.

This pandemic put in the forefront the urgency for the entire school to be better prepared for current and future shut-downs. Our administrators, recognizing this need, asked us to lead a project that will expand our blended learning model school-wide. The project begins this summer with instructors receiving curriculum development hours to create Moodle courses for their levels or subjects. Each department has placed its teachers into groups that include members with tech skills working with members that have content knowledge. The DLAC team will provide weekly training, meet with each group, and serve as coaches along the way. Regardless of whether there are future shut-downs, these blended courses will be offered to provide additional learning options.

We are amazed at the progress we have made in the last two years. It would not have been possible without DLAC. We began with a small goal for our department that has quickly grown to include our entire school. DLAC has provided us with all the tools we need to bring blended learning to our school.

“I don't know what we in the field would have done without all your help this spring. The only reason our teachers weren't wringing their hands even more was because of the help and guidance your team provided. You all really stepped up in the midst of chaos!”

– Elaine Kanakis, ESL Coordinator Hayward Center for Education and Careers (Hayward Adult School)

Escondido Union High School District



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

Escondido Union High School District Final Report

Agency Overview

Escondido Adult School (EAS) serves approximately 2,000 adult students through an extensive variety of courses. EAS is a K-12 adult school in Escondido Unified High School District (EUHSD) and a member of the Education to Career Network (ETCN) consortium. The main campus is located at 222 West Crest Street in Escondido CA 92025. EAS offers ABE, HSE, ESL, CTE, and community education programs.

Team members

Stacey Campo is our ETCN Technology Integration Specialist. She holds a teaching credential in Business Education, a master's degree in Educational Technology. She is a recipient of the ISTE Golden Disk Educator Award. Her expertise and enthusiasm for student-centered learning has been an integral component to the success of this team.

Elaine Moore is our Intermediate and advanced ESL teacher. She was a participant in the Technology Integration Mentor Academy (TIMAC) program. Elaine is fearless and constantly

strives for relevant change in her classroom curriculum in order to engage students in opportunities which support their adult goals.

Tom Allison is our team's assistant principal. Tom believes in leadership through service and is currently finishing his third year of working in adult education.

Project Description:

To deliver a blended learning model through the CANVAS learning management system in support of our ESL learners. Specifically, Elaine will implement CANVAS in her ESL Intermediate high and advanced classes. She will serve as a technology integration specialist on campus and encourage similar growth among her ESL team members.

Technology and Distance Learning Plan Integration (TDLP)

Participation in the academy, within the context of our goals, objectives, and student outcomes, aligns with the ETCN TDLP goal to increase our ESL learner's awareness of blended learning strategies and skills.

Program goal(s)

We will heighten critical thinking, digital fluency and communication skills of our students to enhance their occupational, educational and personal goals.

The highest priority goal is to enhance student access and instructor ability to provide integration technology resources.

Impact of IDEAL Consortium courses

Each of the IDEAL DL courses provided our team with foundational knowledge and a common vocabulary around blended learning, student orientation, and resource evaluation rubrics.

Development and execution of an implementation plan

Throughout the two-year process, effective communication and collaboration will serve as the backbone to successfully managing project timelines and meeting deadlines. Tom Allison, team lead, is responsible for the successful coordination and communication. Stacey Campo is responsible for technology-based logistics necessary for efficient and effective collaboration. Elaine Moore is responsible for content and pedagogy expertise. Each member is responsible for developing capacity through committed interaction with the team.

As a result of our IDEAL DL courses we updated our implementation plan to address crucial aspects of the project including demographic knowledge, recruitment, screening, orientation, access & support, communication & teaching, tracking, assessment, and professional development.

Examples of applied learning

Elaine Moore: My growth and development through DLAC these past two years has had a huge impact on how I've been changing my teaching style and lesson planning for my adult ESL students. Combining Malcome Knowles adult learning theory with blended learning, and the need for our students to know how to apply technology that is essential in our present-day world have given me the green light to grow exponentially these past two years.

My Google Sites, student portfolios:

Developing student portfolios has been an awesome opportunity for my students to learn and use technology combined with a great deal of personal creativity (BL) in how they collect, organize, and display their personal writing and projects they've done through-out the school year. Not only were they responsible for creating their own portfolios they were also responsible for evaluating and assessing three other portfolios as well as their own.

Challenges Barriers and Changes Made:

Elaine: Combined with the blended learning, I've been challenged to learn Canvas, a learning management system that allows me to better manage my time and lessons, but more importantly gives my students access to lessons anytime, anyplace, and at their own pace.

Stacey: The initial challenge was to provide professional development to acquire the technology skills necessary to understand and implement CANVAS into the instructional design of the instruction as well as the selection of EL Civics targeted learning activities for the ESL classroom. The consequent challenge was implementing technology blended learning activities for student access and consumption. The final challenge will be extending this learning to peer teachers in order to encourage a culture of blended learning throughout the EAS.

Tom: We lost one of our teachers and we were unable to fill the spot. Our initial goal was to create a pathway for ESL students to transition their digital literacy skills from one level to the next. However, having a smaller team allowed for singular focus and development at a single level. As more teachers are now introduced to the concepts, we have built capacity within our system to start small and expand.

COVID-19

Our ESL team now meets weekly for two hours via zoom following this generalized agenda:

Current COVID teaching experiences including successes and perceived failures

Current COVID PD experiences

Learning, thoughts and ideas to share

This has led to a weekly update page: <https://www.smores.com/p2708> 

A centralized digital resource page:

https://docs.google.com/document/d/18Stf_8t4k9zs1KJEVxGIkE3vSGim9RyqQ05nG93EqWc/edit 

Team Building

As a team we are very strong in the RELATIONSHIP theme. The Strategic and executing themes are our number two co-themes. We are weak in the influencing theme. We lead with our strengths and expect great things to happen.

Next Steps

Several of our ESL teachers are excited to move to a blended delivery model and have

developed online methods using various tools and platforms to engage students. We encourage the exploration of new resources and techniques as we influence towards a single learning management system, CANVAS, that is consistent for students, teachers and support staff.

Hacienda La Puente Unified School District



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

Hacienda La Puente Final Report

HLP AE is located in Los Angeles County, California. It serves approximately 20,000 students per year. It consists of three main campuses, several outreach sites and classes located in the workplace. The ethnic make-up of our students is predominantly Asian and Hispanic; however, we have served students from all over the world and every walk of life since being established in 1956.

HLP AE DLAC Team

Yecsenia Delgado, **Group Leader** Focus Area: Parent Education

Armida Chow, Focus Areas: ABE/ASE/IET

Brenda Gomez, Focus Area: English as a Second Language

Identified Projects

1. ESL

- a. Integrate Moodle into the Intermediate, Advanced and VESL classes (9 teachers)
- b. Resources website
- c. Orientation/Tech Lab
- d. Online Assessment for each COAAP
 - TDLP: ISTE 1 and ISTE 2

2. ABE/ASE/IET

- a. Expand distance learning opportunities (4 teachers) in ABE and ASE
- b. Generate digital homeroom for ABE/ASE/IET
- c. Create Google Classroom in the IET program (3 careers)
- d. Integrate Moodle courses in ABE
 - TDLP: ISTE 1d and ISTE 2b

3. Parenting

- a. Expand its online distance education program with 1 teacher
- b. Online Enrollment
- c. Enhance Presentations
- d. Spanish language

Development and execution of our DLAC project goals both in our team members' focus areas, as well as comprehensively throughout our program.

School Year 2017–2018 Pre-DLAC

1. Classrooms were equipped with basic technology for instructional use:
 - a. District issued laptops
 - b. Document camera
 - c. Projector

2. Computer labs were located at each main site. They were equipped with licensed software that was approximately 10 years old.
3. Usage of classroom technology and computer labs was not required and not used by all teachers.
4. Most instruction delivery methods were face to face. ESL and ASE programs have an existing blended learning component.
5. Distance Learning consisted of paper packets and accompanying DVDs was included in each ESL class.
6. Staff Professional Development was attended voluntarily, and conferences were outside of work hours.
7. Parenting program was only face-to-face workshops

School Year 2017–2018 Pre-DLAC

DLAC Goals School Years 2018–2020

Goals

Integrate technology into classroom instruction program-wide.

Equip teachers and students with the technological skills needed to live and work in a technological society.

Convert Distance Learning from paper packet and DVD delivery to online using Moodle.

Open online parenting program through Moodle.

Execution Plan

- Provide Chrome books for student use in the classroom to increase language proficiency as well as digital knowledge and skills
- EL Civics: Create one online assessment for each COAAP to be completed on ChromeBooks.
- Provide monthly professional development on technology conducted by OTAN and DLAC.
- Provide hands on support to the teachers in the classroom.
- Provide individual training sessions for teachers who requested it.
- Conduct a pilot with few classes.

- Provide training for staff and students
- Provide hands on support for staff and student
- Provide districts parents with more options to take parenting workshops on the go.
- Create and implement online parenting courses.

Challenges and Barriers

CHALLENGES AND BARRIERS	RESOLVED BY
Teacher learning curve and buy in	<ul style="list-style-type: none"> • Frequent training • Hands on support in and out of the classroom • Administrative support of DLAC team
Student learning curve and buy in	<ul style="list-style-type: none"> • Incentives for teachers and students to use technology in the classroom. • Personal classroom support by DLAC team.
Technology limitations and glitches, Wifi issues and district firewall	<ul style="list-style-type: none"> • Collaborate with administrators and the program TECH department. • Train teachers to troubleshoot their equipment.

IDEAL Consortium Courses DL 101 and 102 Experience

- Provided precise definitions and practical information on the different models of blended learning, how to evaluate which model would be best for programs, and the steps that needed to be taken for a successful implementation.
- Developed and executed a blended/distance learning implementation plan.
- Provided a forum for our DLAC cohort to collaborate, share experiences, successes, and failures.
- Piloted a Rubric which our agency needs when analyzing new technology resources or platforms for our classes.

Face To Face DLAC Meetings

Dr. Porter’s leadership sessions were invaluable to our team. He equipped the DLAC team with in-depth knowledge which trickled down to each and every staff member in our program.

DLAC Participation Results

Growth in the DLAC team

Each team member experienced an increase in the following:

- Technological skills
- Presentation skills
- Leadership and collaboration skills
- Communication and conflict resolution skills
- Online course administration skills

Growth in HLP AE Staff

- Created a Culture of Technology and Collaboration
- Created an atmosphere of learning through trial and error
- Created a more confident and equipped staff in technology
- Chromebooks utilized weekly

Growth in our students

- Increased confidence in use of Chromebooks, smartphone apps and other devices
- 30% of classes are online Blended Learning courses
- Increased parenting course registrations by over 300%

COVID-19 Learning and Contributions

HLP AE staff and students had already received much training in the use of technology before the closure. Digital knowledge and skills that were needed to successfully transition to online instruction were already in place:

- Teachers and students were already equipped with some technology skills.
- Teachers were accustomed to collaborating before the shutdown which resulted in collaboration and support occurring organically between staff members after the shutdown.
- Many students were already enrolled in and actively participating in online Distance Learning such as APEX, Aztec, and Google Classroom.
- Because of previous training and experience in using technology in the classroom, both

teachers and students quickly learned any new technology they needed for remote instruction, such as ZOOM.

- ESL /VESL Students were already familiar with Stand Out online workbook and Burlington English and transitioned easily to using it on their own devices at home.
- Students were already familiar with and knew how to access free websites located on our HLPAGE website that was created by the DLAC team and previously used in the classroom on Chromebooks.
- Teachers had already been communicating with students via text message, email, their DL Moodle courses and apps such as Remind, Google voice.
- Many teachers had already created a classroom website to house instructional materials and other pertinent information for their students. Students were already familiar with accessing that website from home.
- Existing Parenting Online Registration Form is being utilized to enroll new and returning students during closure.
- Digital learning platform, Aztec locator tests, is currently utilized to assess new students until CASAS remote testing is implemented.
- Our DLAC Group Leader, Yecsenia Delgado, presented a webinar for COABE.

Next Steps

- Continue educating and supporting teachers on use of technology in instruction with regular professional development training and hands on support.
- Increase the number of classes utilizing online Distance Learning.
- Increase the digital component of EL Civics.
- Provide a technology orientation for new registrants.
- Provide access to devices and digital instruction for students outside of classroom hours.

Los Angeles Community College District



Exhibit 5 - LACCD Team - Carmen Delgado, Susan Gaer (Coach), Martha Clayton

Los Angeles Community College District Final Report

Team members: Martha Clayton, ESL/ESL & Civics/VESL Instructor and Carmen Delgado, Technology & Computer Instructor (Luciano Morales left the team after year 1)

Los Angeles Community College District represents nine (9) colleges across the Los Angeles Area. For our participation in DLAC, we focused our efforts on the needs of the learner population at Los Angeles City College (LACC). For DLAC Y1 (2018–2019) the student population included 6844 Non-credit/Adult Education (NC/AdultEd) students. Ninety percent of this student group were English Language Learners. Forty-five percent of these students entered the NC/AdultEd program having earned less than a High School Diploma or equivalent. This population represents speakers of 26 primary languages other than English.

For DLAC Y2 (2019–2020) the student population included 6462 registered Non-credit/Adult Education (NC/AdultEd) students. Seventy-six percent of this student group were English Language Learners. Forty-two percent of these students entered the NC/AdultEd program having earned less than a High School Diploma. Additionally, this population represents speakers of 25 primary languages other than English.

Leading our DLAC team is Martha Clayton, ESL/ESL & Civics/VESL instructor and Digital Literacy Coordinator and Carmen Delgado Technology Instructor and Computer Instruction Team Leader. Our LACC team also includes Justin Gorance, EL Civics Coordinator, Nelines Colon-Paladini, WIOA Coordinator, Veda Hill, Curriculum Coordinator, Kimberly Guppy, Strong Workforce Coordinator, Angelica Ramirez, Dean of Academic Affairs, Noncredit, Adult Education, Basic Skills, and Dr. Imelda Perez, Assistant Dean of Academic Affairs, Adult Education. When we began DLAC, our primary project was to streamline the learner onboarding process to increase exposure and access to technology, which we refer to internally as SIS Workshops (TDLP Goal 2). We expanded our work to include Digital EL Civics (TDLP Goal 1) which focuses on creating EL Civics learning and assessment modules for distance/web-enhanced delivery through Canvas LMS. We identified these goals as being complementary and also vital for increasing student Digital Literacy and Technology Competencies, both of which are essential components of the ELP Standards for Adult Education and the CCR Standards for Adult Education. The interconnectedness of these goals and the importance of developing them simultaneously became apparent as we progressed through the IDEAL Consortium courses. During DL 101, we practiced methods for evaluating our ideas and established a framework for accomplishment. Through this evaluation we identified areas for improvement and tools to facilitate effective design. For DL 102 we developed internal tools for assessing the resources. The creation of an implementation plan and the development of a digital resources rubric played an important role in our project's success. Because of these we were able to create effective solutions for increasing learner access to and engagement with the technology tools that are available to them through the college.

During the development of Digital EL Civics, we studied our projected outcome through the lens of the stakeholder identified needs. This allowed us to recognize strengths and areas for improvement. The DLAC team was able to support instructors and students through the implementation of a concurrent instruction model that paired ESL instructors with Computer and Technology instructors. This collaboration increased effectiveness of both courses because scaffolding was consistent and complementary. Evidence that this strategy was successful can be found in the data compiled from the Digital EL Civics pilot.

During the Fall 2019 semester, four instructors integrated Digital EL Civics materials and assessments into their syllabus and coursework. In the class identified as Pilot ID 20310, 49 learners were enrolled in the Canvas course for COAAP 46.6 with 26 (53%) learners having engaged with the Digital EL Civics materials. Of this 53%, 20 learners had a pass rate of 100%. For COAAP 37, 38 learners were enrolled in Canvas with 21 (55.2%) participating. Of this 55%, 12 learners had a pass rate of 100%.

For Pilot ID 20312, 48 learners were enrolled in COAAP 46.6 with 33 (68.7%) participating. For COAAP 37, the same class enrolled 47 learners in the Canvas course with a participation from 33 (70%). During both EL Civics assessments, only one student did not pass due to absence. Pilot ID 20312 had a pass rate of 95%. For Pilot ID 22547, 53 learners enrolled in the Canvas course for COAAP 46.6 (Nutrition) with 19 (35.8%) participating in the online related activities and assessments. Of the 19, 76% passed, while 4 participants were absent for part of the assessments phase. Overall, during the pilot, 232 students were enrolled in the Digital EL Civics Canvas course with 78 (34%) engaging with the entirety of materials and assessments being offered. This exceeded out annual goal, as outlined in the program technology plan, of 20%

participation.

Nevertheless, even with these incredible successes, we still face our biggest challenge: student access to technology. This is a consistent issue, primarily due to funding limitations and the need for more professional development.

Unexpectedly, the COVID-19 quarantine has instigated some solutions for our program and projects. LACCD had distributed laptops through a scholarship program to many of our NC/AdultEd students so they can continue to attend classes remotely as well as facilitating increased access to professional development for instructors. Within our NC/AdultEd program, with encouragement and support from our administrators, we were able to utilize the team building skills we explored during DLAC to consider the strengths of colleagues and assign roles for the creation of a centralized training, communication, and resource hub called Digital Literacy, which is delivered through Canvas and is faculty led. Within hours of receiving our shelter-at-home directive from LACCD, we executed a response that offered instructors and students support and guidance during this incredibly stressful transition to emergency remote teaching. This was possible because of our leadership training that encouraged us to identify people's strengths and our IDEAL training that encouraged us to be diligent, logical, and critical about organizing workflow and resources.

We are continuing to train and share information to support instructors with emergency remote teaching and the new expectations that will arise from the COVID-19 experience. We have recently completed field testing remote COAAP assessment presentation in conjunction with CASAS and hope to continue to promote our Digital EL Civics model for adoption on a larger agency and state-wide scale.

“Clear, precise presentation! Very well executed. Both presenter and assistant spoke very clearly. So much information was covered, but it was presented in a very user-friendly way. Can't wait to start using it!”

– OTAN Training Attendee

Mt. Diablo Unified School District



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

Mt. Diablo Final Report

1. Mt. Diablo Adult Education Demographics




- 2019-20 MDAE student population on March 13, 2020: 3572
- 2019-20 MDAE student ESL population on March 13, 2020: 1946
- Number of languages represented in ESL: 41
- Number of teachers: ESL = 33; ABE/ASE = 13; CTEC = 31; AWD = 5; Parent ED = 12.

2. DLAC Team Members





- Maren Anton, CASAS/EL Civics, Distance Learning/ ESL Teacher
- Paige Endo, Vice Principal
- Suanne McGovern, ESL DL Teacher/Monument Impact Teacher
- Jill White, Satellite Family Literacy ESL Teacher

3. MDAE Two-year DLAC plan



2018–2019

- a. Develop a [Blended ESL Computer and Keyboarding IECLE class](#) 
- b. Develop Distance Learning ESL summer school 2019
 1. Digitize DL materials
 2. Create [Google Site](#) 
 3. Create an [orientation process](#) 

2019–20

- a. [Pilot Proposal](#) -teach DL materials at [ESL satellite classes](#)  for BL-Intermediate students prepare students for DL if they leave the face-to-face classes.
 2. [Downloading learning apps](#) 
 3. [Single sign-on usernames/passwords](#) 
 4. Creating Gmail and USALearns accounts
 5. Introducing DL Curriculum on Google Classroom
- b. Plan for online DL summer school 2020, housed in a Google Classroom.




4. MDAE 2019–20 Integration of Distance Learning Technology Plan into DLAC Plan: [Technology and Distance Learning Narrative Plan](#)

- a. **TDLP Goal #1:** By December 2020, 70% of ESL Int.Low to Adv. students will be able to email their teachers or EL Civics assessor. ESL teachers are trained on how to email students via ASAP for EL Civics COAAPS requiring an assessment via email/email attachment.
 2. DLAC teacher introduced [Proposal to integrate Google Forms](#)  into the ESL Department.
 3. DLAC teacher taught all levels of ESL students to answer required surveys through Google Forms on [Weebly](#) .
 4. EL Civics teacher to prepare procedures for teachers so that students can email EL Civics assessments:
 - Fall COAAP 46.6, 33.3, 73.2
 - Spring COAAP 54.1, 33.2, 71.1


- b. **TDLP Goal #2:** By Spring 2020, 100% of regularly attending students in AM/PM satellite classes will enroll in USAlearns LMS and/or download the USAlearns apps.
 3. Created a Distance Learning Google Classroom to house DL curriculum and student/teacher communication.
 4. Created a two-week curriculum for USAlearns for BL-Int. Low 1 ESL students.
 5. Created procedures for enrolling students in a fully online class and taking attendance via DL.
 6. Trained students and teachers on communication via Remind.
 7. Taught procedures on how to attend fully online classes if students need to drop face-to-face classes due to childcare or work schedules.
- c. **TDLP Future Goals:** By June 2020, be prepared to hold online-only DL summer school.
 4. DLAC teacher visits Loma Vista Center ESL classrooms to explain USAlearns.
 5. DLAC teachers share the log-on information for students who wish to attend online summer school.
 6. All ESL students without an email address to be given a single sign-on created by a formula to help teachers and students remember usernames and passwords. DLAC teacher to train ESL teachers on the process to prepare for online summer school and Fall 2020 registration.
 7. Development of Google Sites/Google Classroom for ESL students over the summer 2020 or for those who drop out of face-to-face classes Spring 2020
 8. Digitized DL curriculum and set of instructions for B.E., PET Moodle, and USAlearns LMS uploaded to DL Google Classroom.
 9. Procedures for student-teacher communications for the USAlearns with Remind and Google Classroom.

5. IDEAL Courses

- a. IDEAL Course 101 helped us prepare for DL Summer School 2019.
 - Orientation developed for DL ESL Summer classes 2019. Held two orientations (AM/PM) for the 144 students enrolled in the summer DL classes.
 - to enroll students in the appropriate DL curriculum
 - explain the requirements/expectations
 - assess their digital literacy and access to technology at home
 - sign up students using a new appointment system


- b. DL Curriculum made more accessible for students by converting DVDs to Mp4 and uploading lessons on a Google Site for access via smartphones.
- c. Staff training and collaboration (creation of a procedural manual) for ESL teachers new to DL for summer school drop-in appointments.
- d. Publicized DL summer school in ESL classes.
- e. Considered how to compile data comparing CASAS scores of students who attended DL over the summer to the CASAS scores of students returning in Fall who didn't attend summer school.
- f. IDEAL Course 102 helped us prepare for teaching LMS/apps in face-to-face ESL classes to improve student retention in DL and in anticipation of students needing an online learning setting.
- g. Based our pilot proposal for expanding DL curriculum for blended and online learning in satellite classes on the IDEAL102 courses.
 - Reviewed a [rubric for online resources](#)  to help us choose between USALearns LMS and apps and Burlington English LMS and apps.
 - Considered the pros/cons of both programs and chose USALearns.
 - [Barriers and successes](#)  occurred were dealt with during class.
 - Collected feedback from student and teacher surveys on Google Forms from two satellite classes with BL to Intermediate ESL.
 - [TDLS 2020](#)  Presentation included in our data, with plans for revising the pilot program to be introduced to all the ESL classrooms while still in session to improve student retention in DL programs.

6. COVID-19

- a. [Google Classrooms](#)  replacing face to face classrooms.
- b. Accelerated our pilot proposal in the satellites, and overnight we created Google Classrooms with DL curriculum for all ESL teachers.
- c. Trained students and teachers from a distance, not in person!
- d. Starting March 16, we had Zoom training for teachers twice a day for a week followed by twice a week.
- e. Forty-one (41) Google Classrooms are now up and running!

7. Dr. Porter and Team Building-Before and After Covid-19

- a. Gallup Strengths and Fierce Conversations - the two most valuable trainings from Dr. Porter 's Building Teams. Be open to new ideas, be curious, ask questions, and assign tasks to people based on their strengths.

- b. Based on these trainings, we formed a successful DLAC team with a few ESL teachers from the satellites. Remind and USALearns LMS and apps were already used by the same satellite teachers thanks to our pilot proposal. These same teachers became team leaders during COVID-19 trainings.
- c. After practicing at the satellites with USALearns and Google Classroom, we had one month to try these skills at our main campus where five ESL teachers showed interest in USALearns Apps, Google Forms for EL Civics Assessments, and USCIS citizenship apps in their classrooms. The DLAC team teachers taught students in these classes how to use these apps before COVID-19 closed down our school.
- d. After March 16, our DLAC team grew to include our entire staff, everyone learning and sharing together during our Zoom meetings.
- e. [Sharing Desk Classroom](#)  code:tfd5uig

San Juan Unified School District



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

San Juan Adult School Summary

San Juan Adult Education (SJAE), in San Juan Unified School District (SJUSD), is located in Sacramento County and serves the cities of Carmichael, Citrus Heights, Orangevale and Sacramento, spanning over 75 square miles. The district serves approximately 40,000 students over 64 schools. SJAE has two campuses and offers ESL classes at four off-site locations in the district. During the 2019-20 school year, SJAE served over 5,000 students between the program areas of ESL, ABE and ASE, CTE and Community Education. The largest program area is ESL, which serves over 2,000 students. The top three native languages spoken among our students are: English 24%, Farsi 23% and Spanish 21%. Our DLAC team members include Vice-Principal Angela Rodriguez and ESL Teachers, Linda Laymon, Jody Barker, Marisol Richmond.

Based on the 2017–2018 Technology and Distance Learning (DL) Teacher Skills Assessment results, teachers identified several concerns regarding technology integration. For example, 35% of teachers are comfortable with tech-based classroom projects, 25% of teachers have a class website, 40% feel comfortable supporting student’s online learning, and 65% of teachers stay current with new technology. This data demonstrated that several teachers are not using technology in the classroom which is an equity issue. We also recognize that teachers need training and ongoing support in order to feel proficient and confident enough to use technology in the classroom.

Our DLAC project was twofold: 1) provide monthly technology training “Tech Fridays” and 2) create a repository of technology resources and lessons that teachers could refer to at their convenience. Professional development topics include: G Suite for Education, textbook online resources, Quizlet, Kahoot, Bitly and accurate student data collection through the student management system ASAP. Currently, we hold these training sessions on Zoom as we attempt to support teachers’ transition to 100% DL due to COVID-19. The team created a Teacher Website to house all the lessons and links for tutorials from the Tech Friday training. Later, we started a Teacher Blog with updated tech training information and teacher comments of what technology worked for them. Lately, the blog has been our means to communicate with our teachers during the shelter-in-place. It serves as a central location to post information and communication from the district and site administration.

Our program goals started with assisting ESL teachers with basic tech skills. This evolved over time to helping teachers with technology implementation. Just as teachers were starting to become comfortable integrating educational technology, COVID-19 forced us to take our classes to 100% DL. After the school closures, the teachers have learned how to schedule, open, and run a Zoom meeting, use communication apps such as WhatsApp and Remind. Our staff has also attended OTAN-facilitated online training such as Zoom, Padlet, Screencastify, Google Classroom and Voice and many other programs to assist teachers in preparing for an online teaching environment. Our DLAC team has been acting as back-up to teacher groups or one-on-one to assist them in this transition.

As a result of the IDEAL Consortium DL 101 and 102 courses, the team started a fully online DL program at four sites. From 2003 to 2016, SJAE relied heavily on DVDs and worksheet packets for DL curriculum. Currently, our DL courses are on the learning management system (LMS) Canvas. In addition, we developed a DL student check-in, a system for tracking progress, and

onboarding procedures for new students. Everything is submitted online through the different programs and assignments. DL 102 taught our team how to develop a rubric to analyze and make wise choices for new online resources we would like to try.

It was imperative that we gained the trust and support of our colleagues and site administration to ensure successful implementation of our project. Dr. Porter enlightened us to better communicate using our individual strengths, and to better understand how each individual's talents contribute to the team's chemistry. We have utilized this knowledge to help us complete our DLAC assignments and work with our teachers. Based on the DLAC team's recommendation, the site administration invited Dr. Porter to present at our mid-year staff meeting.

We encountered some challenges with implementing Tech Fridays. There were non-attendance issues and teachers with lower tech skills were reluctant to learn higher technology. With support from administration, we were able to offer paid professional development to our staff. The training information was added to the teacher website and blog for easy access to tutorials and resources. Now most of the teachers are more willing to participate. DLAC gave us the skills, resources, and knowledge to be able to do this on a professional level. After Tech Fridays, we have learned that constant encouragement, check-ins, and reminders to teachers are important to maintain interest. Now with the COVID-19 crisis and the sudden transition to 100% DL, teachers have found good use for what they have learned and are coming back for more. Since the school closures, we have provided updates and resources on the Teacher Blog about the crisis from OTAN, the San Juan School District, and Sacramento County. We have posted updated lists of resources the teachers can use. We are so proud to share that some teachers have transitioned from attendees at Tech Fridays to leaders that assist with tech integration. Now, they do not hesitate to teach each other new strategies and share materials to better address our students' needs.

We recognize the new norm in our future programs will necessitate incorporating blended and DL environments. Digital literacy instruction and training, for students and teachers, should be an inherent part of our adult education program. The use of online LMS's, such as Google Classroom and Canvas, will also need to be an integral part of curriculum instruction and planning. Over the past two years, we have built the capacity to implement a DL component to all ESL classes. The DLAC team will recommend that the administration continue to support our efforts to provide ongoing support as teachers adapt to a new teaching model now dependent on educational technology.

“Of all the trainings that I most recently attended, this one is something that I felt was doable with the student that I have.”

– OTAN Training Attendee

Digital Leadership Academy Participants and Coaches

DLAC Coach Biographies

Susan Coulter, Baldwin Park Adult and Community Education

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



Exhibit 8 - Coach Susan Coulter

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

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



Exhibit 9 - Coach Susan Gaer

Blair Roy, OTAN Project Specialist (ret)

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



Exhibit 10 - Coach Blair Roy

Francisca Wentworth, Jefferson Adult School

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



Exhibit 11 - Coach Francisca Wentworth

Digital Leadership Academy Meeting Schedule

Year Two (Fall 2019 through Spring 2020)

Professional development days in Sacramento

- ➔ Thursday, October 10 and Friday, October 11, 2019
- ➔ Thursday, May 14 and Friday, May 15, 2020

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

- ➔ November 15, 2019
- ➔ December 13, 2019
- ➔ January 17, 2020
- ➔ February 14, 2020
- ➔ April 17, 2020
- ➔ June 19, 2020

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

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

Attending select local, regional, or state conferences

- ➔ Technology and Distance Learning Symposium, TBD
- ➔ Other conferences as appropriate

At school sites

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

Agendas Year Two
Agenda - Day 7 (Thursday, October 10, 2019)

Sacramento County Office of Education, 10474 Mather Blvd, Mather, CA
 Thursday meeting in Room B

Event Time	Event Details
8:00–8:30 AM	Continental Breakfast served in Room D.
8:30–9:00 AM	Welcome, Networking, Housekeeping New friends, welcome! Site visit recap Year 2
9:00 AM–12 PM - Continued	Dr. Paul Porter Review and next steps to apply Strengths more Components of excellent teams Having difficult conversations
12:00–1:00 PM	Working Lunch - Reimbursement (Cheryl) - What's for lunch? Hot lunch: Taco bar
1:00–4:00 PM	Dr. Paul Porter (cont.) Review and next steps to apply Strengths more Components of excellent teams Having difficult conversations
4:00–4:30 PM	Closing wrap-up, questions, partner up drivers to get to the hotel and back Social event?

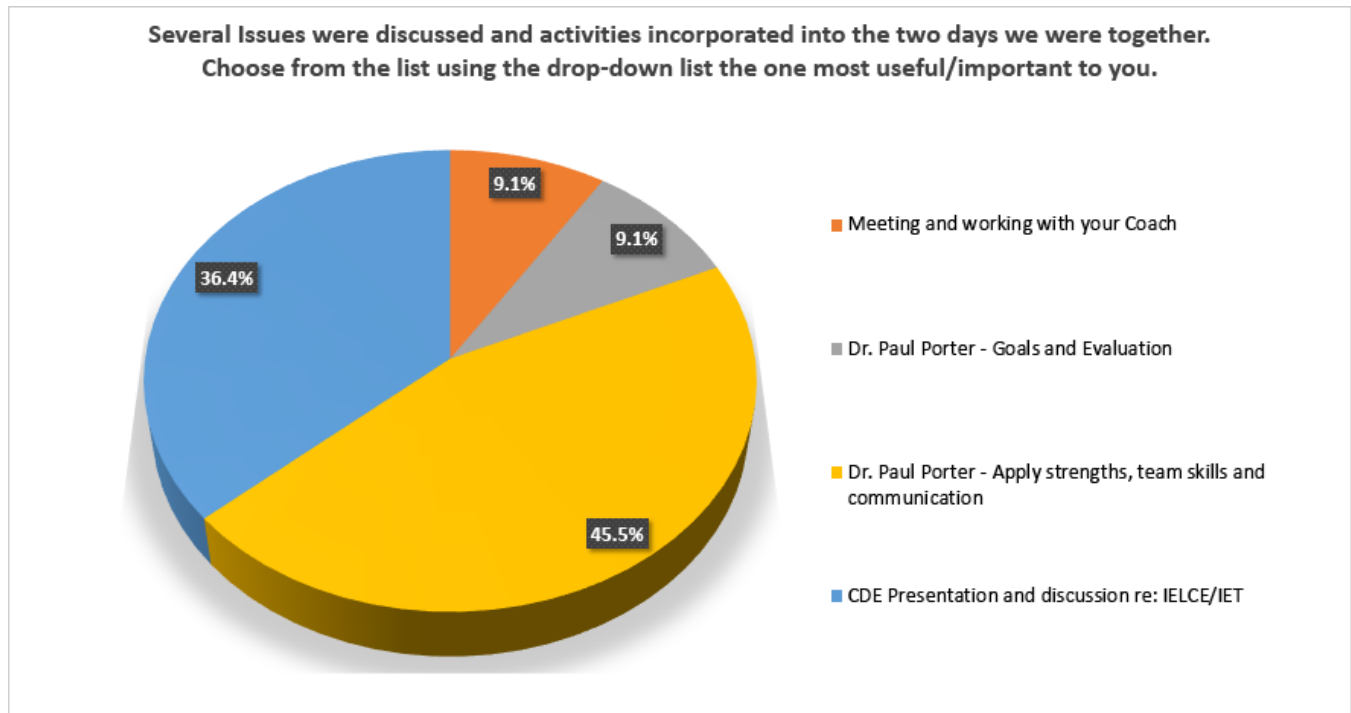
Agenda - Day 8 (Friday, October 11, 2019)

Event Time	Event Details
8:00–9:00 AM	Working breakfast: Networking and Housekeeping Hot breakfast: eggs, bacon, biscuits, fruit, coffee, tea, juice. Reminders (assignments?) Hoonuit licenses & training Discuss and create “learning lists” to meet your personal and project goals
9:00–10:00 AM	CDE: IET/IELCE Presentation

Event Time	Event Details
10:00–11:30 AM	Learning Objectives/Outcomes activity
11:30–12:30 PM	Working Lunch - Share what you're using, learning, etc. (all) - What's for lunch? Hot lunch: baked potato bar
12:30–1:30 PM	Learning Share Out Tom Allison: Facilitator Submit TDLS presentations
1:30–2:30 PM	IDEAL 101 Implementation webinar w/Destiny
2:30–3:00 PM	Walk, pair, share (with someone new) Topic:
3:00–3:30 PM	Report back
3:30–4:00 PM	Conversation: Strategies for DL/BL course reporting on MIS and TE How are you reporting your DL/BL courses?
4:00–4:30 PM	Closing: Until we meet again...online! Debrief, Evaluation, Feedback
Final Recordings:	YouTube Channel: OTANServesAdultEducation

Evaluation Survey of Day 7 and 8

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



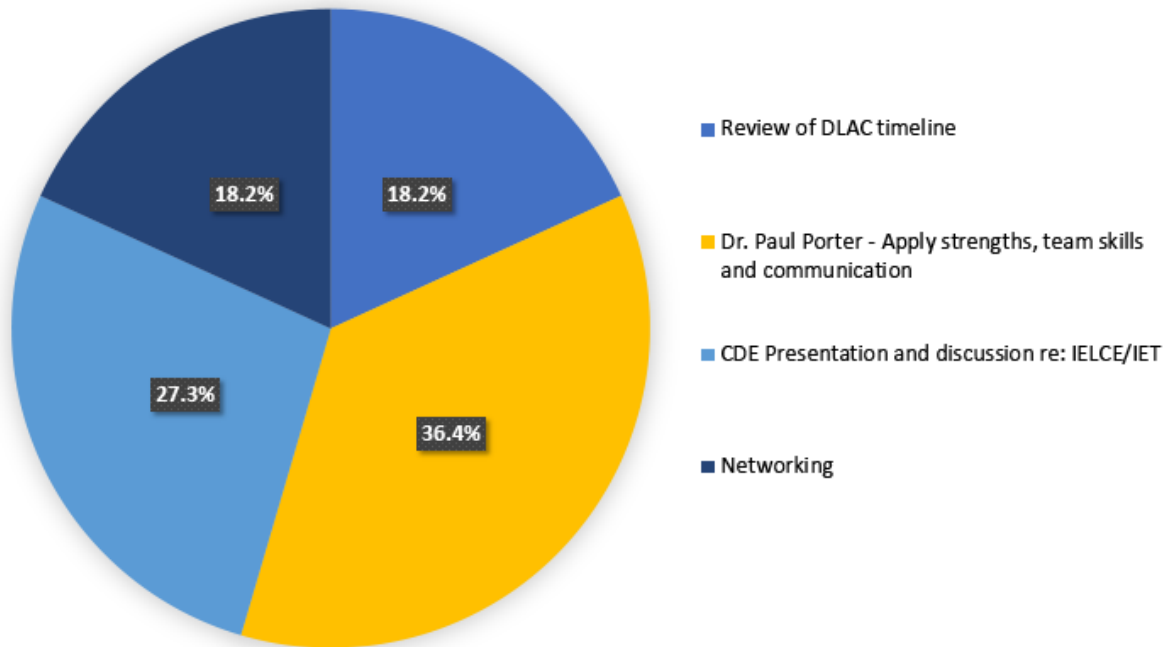
DAY 7-8 EVALUATIONS CHART 1 - ISSUES AND ACTIVITIES DISCUSSED - DATA TABLE		%
Meeting and working with your Coach		9.1%
Dr. Paul Porter - Goals and Evaluation		9.1%
Dr. Paul Porter - Apply strengths, team skills and communication		45.5%
CDE Presentation and discussion re: IELCE/IET		36.4%

Exhibit 12

“Melinda is knowledgeable and entertaining! Also, it is always helpful to have a second trainer online to help facilitate.”

– OTAN Training Attendee

Now choose a second topic that you felt was useful, surprising or highly significant to you and your goals. Choose from the list below.



DAY 7-8 EVALUATIONS CHART 2 - USEFUL TOPICS DISCUSSED - DATA TABLE

%

	%
Review of DLAC timeline	18.2%
Dr. Paul Porter - Apply strengths, team skills and communication	36.4%
CDE Presentation and discussion re: IELCE/IET	27.3%
Networking	18.2%

Exhibit 13

Call out: This training has by far exceeded all my expectations and has had a significant impact on integrating tech. in our program. I especially gain from Dr Porters sessions and the activities. Progress can still be made in making transportation from the LA area smoother and more convenient. A shuttle from the airport to the hotel would be appreciated. (DLAC Participant)

Loved the strengths and looking deeper into them. Loved the activity with the cards, thinking about the personal themes. (DLAC Participant)

Final Report Notifications

Day 9 (Thursday, May 14, 2020)

Day 10 (Friday, May 15, 2020)

Title: OTAN DLAC Team Reports: Concept to Implementation

Description: Join the OTAN run professional development academy final reports to learn how the 2-year Digital Leadership Academy (DLAC) participants took the journey to create projects at their agencies. Learn how the academy helped them develop projects that are aligned with their Technology and Distance Learning Plans and how their training in leadership, communication, team building, and personal strengths helped prepare them for the COVID-19 demands. The teams report that through DLAC training they developed a Distance Learning and/or Remote Teaching team ready to guide staff and administration in the process to move into remote teaching.

The schedule is listed below by time and agency presenting. There will be a question/answer period for each presentation as well built in breaks to allow each team to get set up and take care of any technical issues that arise. Every effort will be made that each session will begin on time.

We have 7 agencies and 7 10-15 minute presentations:

Part 1: 10–11:30am 5 agencies present:

- ➡ 10:00–10:15am – OTAN welcome, Meeting Housekeeping and DLAC overview
- ➡ 10:15–10:30am – Corona Norco Adult School
- ➡ <<5-minute break and DLAC overview>>
- ➡ 10:35–10:50am – EL Monte Rosemead Adult Education
- ➡ <<5-minute break and DLAC overview>>
- ➡ 10:55–11:10am – Escondido Adult School
- ➡ <<5-minute break and DLAC overview>>
- ➡ 11:15–11:30am – Hacienda La Puente Adult Education
- ➡ <<5-minute break and DLAC overview>>
- ➡ 11:35–11:50am – Q and A
- ➡ 11:50–12pm – OTAN closing and application instructions

Part 2: 1–2:30pm 3 agencies present:

- ➡ 1:00–1:15pm – OTAN welcome, Meeting Housekeeping and DLAC overview
- ➡ 1:15–1:30pm - Los Angeles Community College District

- <<5-minute break and DLAC overview>>
- 1:35–1:50pm – Mt Diablo Adult Education
- <<5-minute break and DLAC overview>>
- 1:55–2:10pm – San Juan Adult School
- 2:10–2:25pm – Q and A
- 2:25–2:30pm – OTAN closing and application instructions

Conclusion

This cohort of participants in the Digital Leadership Academy were enthusiastic, dedicated, and collaborative in their work not only among their own teams and agencies, but also in their sharing and supporting surrounding agencies and programs. This cohort were challenged with the shelter-in-place order in March due to the COVID-19 pandemic. However, they were well trained to continue teaching or provide support to their administration and other teachers to gain the needed skills to continue teaching through web conferencing tools such as Zoom. From their final reports it is obvious that this program positioned each team to be of immediate assistance to their programs. They helped in the implementation and support of programs switching to remote teaching and the establishment of online programs for their learners. They provided staff technology support, training and provided needed assurances that they were able to help and keep programs viable and moving forward providing services for learners.

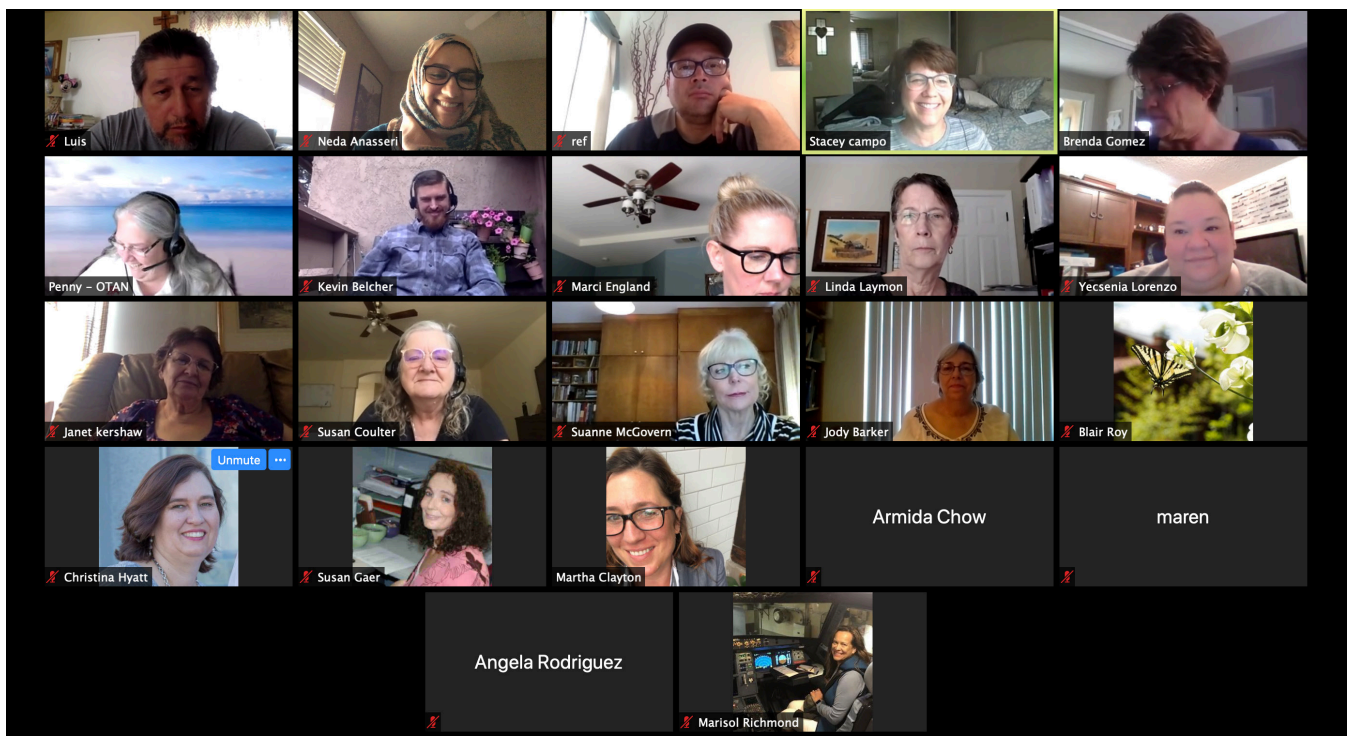


Exhibit 14 - Screen-shot - April 17, 2020 DLAC online meeting

Appendix F

California Department of Education

WIOA Title II: Technology and Distance Learning Plan
Update

Program Year 2018–2019 and 2018–2020

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

California Department of Education

WIOA Title II: Technology and Distance Learning Plan Update

Program Year 2018–2019 and 2019–2020*

*Report to include 2015–2016 to 2019–2020 Technology Distance Learning Plans (TDLP) data; OTAN 2018 administration of “Survey: Use of Computers, Mobile Devices, & Internet for Adult Learners; CASAS 2016–2019 WIA/WIOA, Title II data; 2019 CASAS data re. 2018–2019 Federal NRS Report; and CASAS 2017–2019 California WIOA, Title II: AEFLA Program Implementation Survey. The consolidation of data reflects a change in future reporting requirements of the California Department of Education, Adult Education Office (CDE). With the change from individual deliverables such as the TDLP, to a more comprehensive Continuous Improvement Plan (CIP), this report attempts to summarize the most up-to-date data and information available ending with the program year 2019–2020. It is unknown at this time how future reports on blended and distance learning in the state of California will reflect these reporting changes. Furthermore, the impact of the global COVID-19 pandemic is not accurately reflected in the data provided here. However, there is a more descriptive section with the annual report from OTAN that speaks more to the impact of COVID-19 on the adult education field in California. Data on specific learner outcomes and program development should be available in the next program year.

Introduction

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

In the context of rapid development, use, and adoption of new technology, the CDE came to the realization in the late 1980s and early 1990s that investments of time, money, and human resources must be made to establish an effective system of interconnectivity among adult education and literacy stakeholders. Such connectivity would need to include: the sharing of critical research and evaluations of new and existing policies and educational practices, new instructional methodologies, accountability strategies, and other emerging uses of technology. To meet these connectivity needs, the Outreach and Technical Assistance Network (OTAN) was established and eventually located in the Sacramento County Office of Education (SCOE). This long term experience positioned the OTAN to provide statewide support and training as a result of the COVID-19 pandemic during the final quarter of the 2019–2020 program year.

The mission of the OTAN at the county office (1994–present) was and is to provide electronic collaboration, access to information, and technical assistance for literacy and adult education providers. Their plan consisted of three general areas:

1. infrastructure—resources and access;
2. uses for technology—instructional, assessment, and student information systems; and
3. approaches to creating learning environments—distance learning, professional development, and communication.

As the mission of the OTAN has evolved to effectively address the needs of adult learners and their instructors, the International Society for Technology in Education (ISTE) has developed a set of standards for both teachers and students to encourage the effective use of technology integration in the classroom, blended learning, and distance learning contexts. OTAN provides the ISTE standards as a framework to administrators and instructors developing their own Technology and Distance Learning Plan (TDLP). The TDLP is a required deliverable for agencies receiving WIOA Title II funds. The plan was originally designed to help with agency program growth and evaluation. The start of the new program year in July of 2020 also marks the beginning of a new grant cycle for California agencies. As the CDE moved toward more streamlined, and digitally based grant management (online reporting, paperless submissions) there was also a desire to streamline and lessen the burden of multiple reports on agencies receiving grant funds. This process led to the development of a reporting system of continuing improvement. Agencies will no longer have multitudes of several different reporting requirements to ensure they are utilizing their grants correctly. Therefore in the program year 2020–2021 the TDLP in current form will no longer be required. Instead, agencies will provide CDE with a targeted plan toward identifying and planning for continuous improvement in all program areas, including integration of technology for instruction. This Continuous Improvement Plan (CIP) will allow agencies to concentrate on one singular report to the CDE indicating their plans to improve program development to support learner goals. The OTAN will continue agency support with these plans. Additionally, the OTAN will continue to provide long term professional development for adult educators to further the OTAN goals of supporting technology integration, distance and blended learning.

The OTAN has a long history of providing support through short-term training, and long-term professional development projects. Each long-term project was centered around technology integration (Technology Integration Mentoring Academy - TIMAC), online and distance teaching, (Online Teaching Academy - OTAC) and the current project, the Digital Leadership Academy (DLAC). DLAC was designed to help agencies meet one or more agency stated goals within their TDLP. The two-year program provides support, training, and resources in leadership, team building, communication, conflict resolution, technology integration, instructional strategies using technology, and the full development of a Blended or Distance Learning program that each agency implements over the course of the project. The Digital Leadership Academy will provide professional development to agencies in the future with a focus to support agency goals reported in the Continuous Improvement Plan as a whole, and more specifically as it relates to online teaching and learning. The OTAN will continue to assist agencies through the Academy, online

workshops and face-to-face training into the future. As of this writing, it is unclear what format this report will take in subsequent years. Between the California Department of Education, Adult Education Office, the other state leadership projects and the will of the adult education field, a new report and format may be developed to provide a broader view of blended and distance programs offered by adult education programs in California.

Before turning our gaze on the future, we may be well advised to look to the past and present during times of the COVID-19 pandemic. This report presents some stats regarding the impact of the shut-down of face-to-face program delivery after mid-March 2020 but robust 2019–2020 data will not be available before the Fall of 2021, and data on the ongoing part of the pandemic in the 2020–2021 program year will not be available before Fall 2022. We rely on anecdotal reporting from agencies about the impact of the pandemic and need to acknowledge many teachers' resilience. As David Rosen, in his capacity as a LINCS forum moderator, put it:

The word that I hear most often now that applies to teachers and learners who are overcoming these difficult feelings, including when using technology, is resilience. Before the pandemic, when I first heard "resilience" in the context of using technology I thought it was extreme. Now, with the need that learners and teachers (as learners themselves) have to use technology to meet the most basic needs, I think it makes sense.¹

This report includes some of the experiences and recommendations of teachers who participated in the DLAC, however more research on the impact of the DLAC and the OTAN's field support is needed to evaluate the adoption and adaptation of technology in relation to teaching practices, leadership vision, and program delivery of blended DL options. There is an emerging sense of the importance of risk management and contingency planning around adopting flexible, responsive, and scalable program delivery models to meet future crises and adapt to non-crisis related changing circumstances, such as student demographics and precarious employment. There is also rising concern regarding the effects of the rural/urban digital divide as well as socio-economic disparities, compounded by the effects of intersectionalities.

Looking back as far as 2015–2016 and into 2019–2020, the program year of the beginning COVID-19 pandemic, this report provides opportunities to reflect on what has been and what may be. Like previous reports, it reviews the perceived actual and needed skills of teachers through the lens of the ISTE Standards for Teachers, presents results from the Learner Technology Survey, and reviews distance learning enrollments and measurable skill gains. Additionally, it reports on the experiences of the DLAC participant programs with respect to the COVID-19 pandemic, makes a case for blended learning as a model for teaching practice and program delivery, and concludes with a set of recommendations for discussions with a variety of stakeholders.

¹ David J. Rosen, Moderator, Integrating Technology group, "Research on education software, including Apps", retrieved May 4, 2020, from <https://community.lincs.ed.gov/comment/29093#comment-29093>



ISTE Standards for Teachers

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

1. **Facilitate and inspire student learning and creativity**—Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
 - a. Promote, support and model creative and innovative thinking and inventiveness.
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. **Design and develop digital age learning experiences and assessments**—Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the standards.
 - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
 - b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
 - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
 - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

3. **Model digital age work and learning**—Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
 - a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 - b. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 - c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
 - d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. **Promote and model digital citizenship and responsibility**—Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
 - a. Advocate, model, and teach sage, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
 - b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
 - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

5. **Engage in professional growth and leadership**—Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
 - a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
 - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

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

Instructor Technology Competencies

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

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

Status of Technology Plan

The CDE has viewed Technology and Distance Learning Plans (TDLP) as a planning tool for program structure, professional development, and instructional materials to make the most effective use of available funds and to focus the program planning process on learning outcomes.² The number of agencies to submit a technology plan were 194 in 2015–2016, 188 in 2016–2017, 197 in 2017–2018, 195 in 2018–2019, and 192 in 2019–2020. Numbers of reporting agencies vary over the years due to a combination of factors; for example, Section 225 agencies were required to report separately and some agencies consolidated into consortiums to submit TDLPs. Over the last three reporting years, there were 21 extensions granted for late submissions and a 98.5% completion rate on average. The number of agencies to report decreased during the same period from 199 to 194. Between 2015–2016 and 2017–2018, the number of programs that submitted a technology plan increased by 8.8% but slightly decreased by 1.3% in 2018–2019 and more significantly by a further 17.5% in 2019–2020. There is no conclusive evidence as to the decline in submissions of the TDLP due by January 31st in the academic year. The COVID-19 outbreak may only have had an effect on the number of submissions of programs that may have been late to submit and had to prioritise activities mitigating the effects of site closures from mid-March onwards. Also, some programs may have generally prioritised other activities in compliance with grant requirements. For the 2020–2021 grant cycle, there are 209 WIOA funded agencies, however a technology plan will not be required as a deliverable.

PROGRAM AREAS AND MODES OF INSTRUCTION GOALS										
Years	2015-16		2016-17		2017-18		2018-19		2019-20	
Program Areas	%	N	%	N	%	N	%	N	%	N
ABE	13.4	55	14.7	65	11.6	52	11.8	52	12.6	46
ASE	26.8	110	24.4	108	26.1	117	26.8	118	30.5	111
ESL	48.4	199	47.4	210	48.3	216	49.0	216	51.1	186
Other	11.4	47	13.6	60	13.8	62	12.5	55	5.8	21
Modes of Instruction										
Face to Face	51.8	213	50.8	225	51	228	49.7	219	49.2	179
Blended DL	39.7	163	41.3	183	41.3	185	39.5	174	39.0	142
DL only	8.6	35	7.9	35	7.6	34	10.9	48	11.3	41

Figure 1. Program Areas and Modes of Instruction Goals included in Technology and Distance Learning Plans submitted during 2015–16 to 2019–2020 (Source: OTAN analyses of local Technology and Distance Learning Plan submittals)

Each agency was limited to a maximum submission of five goals. Agencies indicated program areas as well as the modes of instruction to be included in their technology goals. As shown in Figure 1, in 2019–2020, the agencies submitting Technology Plans were primarily ESL programs (51.1%), followed by ASE programs (30.5%), and ABE programs (12.6%), which reflects the

variety of students served by adult education within California. Face-to-face (F2F) modes of instruction accounted for half of the technology plans submitted in all five years. While the program areas of ASE and ESL recorded an increase of 3.7% and 2.7% respectively since 2015–16, the ABE program area decreased by 0.8% overall but recorded a high of 14.7% in 2016–2017. Blended DL remained stable as a mode of instruction at just below 40% while Face-to-Face decreased by 2.6% and DL only gained 2.7%. However, at just below 50%, Face-to-Face remains the most common mode of instruction before Blended DL (39%) and DL only (11.3%) in 2019–2020. Note that Blended DL is defined as a minimum of 51% of DL. There are likely program areas with a Blended DL mode of instruction at 50% and less not reflected here.

Technology Integration Self-Assessment for Instructors³

Adult education programs were instructed to survey at least 25 percent of their ABE, ASE, and ESL teaching staff using the *Technology Integration Skills Self-Assessment for Instructors (WIOA Title II: AEFLA)*. The thirteen technology integration competency areas of the survey instrument included the 47 technology skill indicators that instructors responded to. Instructors were first requested to indicate their perception of their current skill level for each of the 47 technology competency indicators using a four-point scale where:

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

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

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

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

³ This technology survey for teachers will be revised for the Continuous Improvement Plan. Although 25% of the adult education teachers will be required to complete the survey, it is anticipated it will be truncated to allow agencies to align their own professional development needs against the results by agency. Aggregated data will be collected and displayed through the California Adult Education Online Application and Reporting web site.

- 1. Facilitate and inspire student learning and creativity**
 - a. Virtual Communication and Collaboration
 - b. Video Technologies

- 2. Design and develop digital age learning experiences and assessments**
 - a. Instructional Software
 - b. Assistive Technology
 - c. Managing the Blended/Online Classroom and Distance Program
 - d. Assessment

- 3. Model digital age work and learning**
 - a. Basic Computer Operation
 - b. Productivity Software
 - c. Evaluating and Incorporating New Technologies

- 4. Promote and model digital citizenship and responsibility**
 - a. Using Online Resources
 - b. Social, Legal, and Health Issues

- 5. Engage in professional growth and leadership**
 - a. Managing the Technology-enhanced Classroom
 - b. Professional Development

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

TOTAL OVERALL AVERAGES 2018–2019			
SKILL CATEGORIES	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)
S1. Facilitate and inspire student learning and creativity.	2.98	2.88	0.1
S2. Design and develop digital age learning experiences and assessments	2.92	3.09	-0.17
S3. Model digital age work and learning	3.14	3.11	0.03
S4. Promote and model digital citizenship and responsibility	3.02	3.2	-0.18
S5. Engage in professional growth and leadership	2.97	3.15	-0.18
GRAND AVERAGES	3.01	3.09	-0.08

TOTAL OVERALL AVERAGES 2019–2020			
SKILL CATEGORIES	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)
S1. Facilitate and inspire student learning and creativity.	3.02	2.9	0.12
S2. Design and develop digital age learning experiences and assessments	2.97	3.11	-0.14
S3. Model digital age work and learning	3.18	3.14	0.04
S4. Promote and model digital citizenship and responsibility	3.06	3.22	-0.16
S5. Engage in professional growth and leadership	2.99	3.16	-0.17
GRAND AVERAGES	3.04	3.11	-0.07

Figure 2. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2018–2019 and 2019–2020 reclassified by the ISTE Standards for Teachers (Source: OTAN: Local Education Agency submittal of Technology and Distance Learning Plan).*

Figure 2 illustrates a summary of the results of the 3,737 and 3,283 instructors who responded to the Technology Integration Skills Self-assessment Instrument in 2018–2019 and 2019–2020 respectively. The results of this survey have been aligned to the ISTE Standards for Teachers for a new analysis of results. The grand averages of the perceived skill level of 3.01 and 3.04 over all thirteen Technology Skill Categories in 2018–2019 and 2019–2020 (classified under the five ISTE standards for teacher for this analysis) indicated teachers generally felt their current

technology skill levels were “low” to “good” and needed some improvement and they perceived these Skill Categories as slightly more “important” (at 3.09 and 3.11) than their average skill level. This average -0.08 and -0.06% difference indicated that there is a slight gap between the perceived skills possessed by instructors and the perceived importance these skills were to teaching. While the gap between skill level and instructional importance could be an indicator for the relative need for staff development or technical assistance, the average perceived skill level and the perceived instructional importance have been increasing incrementally by 0.11 and 0.09 from 2.93 and 3.02 respectively in 2017–2018.

A greater negative gap value demonstrated a greater possible need for staff development and assistance; conversely, a positive gap value the less the possible need for staff development and assistance. In 2017–2018, the largest negative gap occurred within the second ISTE standard, *Design and develop digital age learning experiences and assessments* where instructors rated their skill level as 2.79 (“low, need improvement to somewhat “good” but would like to improve more) and their perceived importance of that category as 2.99 (“important”). This skill differential meant that instructors needed additional assistance as they designed or adapted relevant learning experiences that incorporated digital tools and resources to promote student learning and creativity. The skill categories on the initial survey instrument were Instructional Software, Assistive Technology, Managing the Blended/Online Classroom and Distance Program, and Assessment. To address this gap, OTAN provided professional development to give teachers the skills necessary to develop technology-enriched learning environments, and to customize and personalize learning activities suitable to their students' diverse learning styles. In 2018–2019 and 2019–2020, the largest negative gaps were in the fourth and fifth ISTE standards *Promote and model digital citizenship and responsibility* and *Engage in professional growth and leadership*. These skill differentials mean that instructors also recognize that they need additional assistance in these skill categories. Future professional development opportunities should address the need reported by instructors relating to these categories.

The greatest positive difference in comparing a teaching skill to instructional importance was reported within the first ISTE standard, *Facilitate and inspire student learning and creativity* at +0.1 in 2018–2019 and +0.12 in 2019–2020 (+0.11 in 2017–2018). This indicates that teachers continue to feel very comfortable engaging students in exploring real-world issues and solving authentic problems using digital tools and resources. The initial survey instrument question topics were within Virtual Communication and Collaboration and Video Technologies. The third ISTE standard to *Model digital age work and learning* also continued to hold a positive difference at +0.03 in 2018–2019 and +0.04 in 2019–2020 (+0.03 in 2017–2018). The initial questionnaire with topics related to this standard included: Basic Computer Operation, Productivity Software, and Evaluating and Incorporating New Technologies.

Although classified differently from the results of the initial survey instrument, the fourth ISTE Standard, *Promote and model digital citizenship and responsibility* remained the most important skill category for future teaching at 3.2 in 2018–2019 and 3.22 in 2019–2020. All categories identified by the survey were regarded as “important”, but the second, fourth, and fifth ISTE standards (*Design and develop digital age learning experiences and assessments*, *Promote and model digital citizenship and responsibility*, and *Engage in professional growth and leadership*) stand out for its skill gap difference.

Digging Deeper into each Standard by Job Title

Figures 3-7 examine any differences by job title for self-assessed skill level and perceived instructional importance. Of the 3,737 and 3,283 instructors who completed the survey instrument in 2018–2019 and 2019–2020 respectively, approximately 9% were ABE/ASE or GED teachers, 56% ESL or Citizenship teachers, and 35% were “Other” instructors across both years. The “Other” instructors included Older Adult Instructors, Parent/Consumer Education Instructors, Adults with Disabilities Instructors, CTE Instructors, or were listed as “Other” instructors without specific details.

TOTAL OVERALL AVERAGES 2018-2019				
S1. DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	2.91	2.70	0.21	345
ESL	2.95	2.89	0.06	2,119
Other	3.05	2.90	0.15	1,273
GRAND AVERAGES	2.97	2.83	0.14	3,737

TOTAL OVERALL AVERAGES 2019-2020				
S1. DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	2.94	2.74	0.20	283
ESL	3.00	2.92	0.08	1,829
Other	3.07	2.89	0.18	1,171
GRAND AVERAGES	3.00	2.85	0.15	3,283

Figure 3. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2018–2019 and 2019–2020 reclassified by the second ISTE Standard for Teacher and Job Title (Source: OTAN: Local Education Agency submittal of Technology and Distance Learning Plans)*

In Figure 3, the first ISTE standard, *Facilitate and inspire student learning and creativity* held the greatest positive skill difference for all five standards (+0.10 in 2018–2019 and +0.12 in 2019–2020). This standard analysis stems from the initial survey categories of Virtual Communication and Collaboration and Video Technologies. When looking at the gap difference in 2018–2019

and 2019–2020, ABE Instructors feel the most confident in their current skill levels in regards to future instructional importance (0.21 and 0.20), followed by Other (0.15 and 0.18), and ESL instructors (0.06 and 0.08). Each of these student populations has varied needs that instructors must accommodate in order to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. In 2017-2018, instructors who identified themselves as “Other” felt the most confident in their current skill levels and the instructional importance of these.

TOTAL OVERALL AVERAGES 2018-2019				
S2. MODEL DIGITAL AGE WORK AND LEARNING	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.00	3.08	-0.08	345
ESL	2.85	3.08	-0.23	2,119
Other	3.04	3.15	-0.11	1,273
GRAND AVERAGES	2.96	3.10	-0.14	3,737

TOTAL OVERALL AVERAGES 2019-2020				
S2. MODEL DIGITAL AGE WORK AND LEARNING	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.01	3.15	-0.14	283
ESL	2.90	3.08	-0.18	1,829
Other	3.07	3.05	0.02	1,171
GRAND AVERAGES	2.99	3.09	-0.10	3,283

Figure 4. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2018–2019 and 2019–2020 reclassified by the third ISTE Standard for Teacher and Job Title (Source: OTAN: Local Education Agency submittal of Technology and Distance Learning Plan)*

Figure 4 portrays the results of the second ISTE standard, *Design and develop digital age learning experiences and assessments*. This standard includes the original survey skill categories of Instructional Software, Assistive Technology, Managing the Blended/Online Classroom and Distance Program, and Assessment. This standard has one of the most significant negative discrepancies between perceived skill level and instructional importance (-0.17 in 2018–2019 and -0.14 in 2019–2020). Amongst the various instructor groups, this negative discrepancy was highest for ESL instructors (-0.23 and -0.18) and the lowest for ABE Instructors (-0.08 and -0.14).

TOTAL OVERALL AVERAGES 2018–2019				
S3. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.13	3.03	0.10	345
ESL	3.07	3.09	-0.02	2,119
Other	3.25	3.17	0.08	1,273
GRAND AVERAGES	3.15	3.10	0.05	3,737

TOTAL OVERALL AVERAGES 2018–2019				
S3. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.19	3.10	0.09	283
ESL	3.11	3.12	-0.01	1,830
Other	3.29	3.18	0.11	1,171
GRAND AVERAGES	3.20	3.13	0.06	3,284

Figure 5. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2018–2019 and 2019–2020 reclassified by the fourth ISTE Standard for Teacher and Job Title (Source: OTAN: Local Education Agency submittal of Technology)*

Figure 5 examines the results of the third ISTE standard, *Model digital age work and learning*. This standard analysis includes the skill categories Basic Computer Operation, Productivity Software, and Evaluating and Incorporating New Technologies on the Instructor Self-Assessment Questionnaire. This standard held a small positive discrepancy between skill level across total average, but the results differ significantly when classified by job title. ESL instructors have a slight negative discrepancy (-0.02 in 2018–2019 and -0.01 in 2019–2020), whereas ABE instructors (+0.10 and +0.09) and Other instructors (+0.08 and +0.11) both have a positive difference. ABE and Other Instructors report a higher perceived skill level but a relatively lower perceived instructional importance whereas ESL instructors report a slightly higher perceived instructional importance over their perceived skill level in terms of basic computer skills and familiarity with new technologies. To develop this standard further, teachers need to exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society. Providing professional development and technical assistance to instructors addresses this need.

TOTAL OVERALL AVERAGES 2018-2019				
S4. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.00	3.09	-0.09	345
ESL	2.96	3.17	-0.21	2,119
Other	3.13	3.27	-0.14	1,273
GRAND AVERAGES	3.03	3.18	-0.15	3,737

TOTAL OVERALL AVERAGES 2019-2020				
S4. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.04	3.19	-0.15	283
ESL	3.01	3.20	-0.19	1,829
Other	3.14	3.25	-0.11	1,171
GRAND AVERAGES	3.06	3.21	-0.15	3,283

Figure 6. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2018-2019 and 2019-2020 reclassified by the fifth ISTE Standard for Teacher and Job Title (Source: OTAN: Local Education Agency submittal of Technology and Distance Learning Plans)*

Figure 6 shows the results of the fourth ISTE standard, *Promote and model digital citizenship and responsibility*. The Instructor Self-Assessment Skill Categories for this standard include Using Online Resources and Social, Legal, and Health Issues. In 2018–2019 and 2019–2020, the largest negative discrepancy for this standard is from ESL instructors (-0.21 and -0.19). Significant gap differences for ABE, ESL, and Other instructors emphasize a need for more professional development to advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.

TOTAL OVERALL AVERAGES 2018-2019				
S5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	2.97	3.06	-0.09	345
ESL	2.93	3.15	-0.22	2,119
Other	3.03	3.17	-0.14	1,273

TOTAL OVERALL AVERAGES 2018-2019				
S5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
GRAND AVERAGES	2.98	3.13	-0.15	3,737

TOTAL OVERALL AVERAGES 2019-2020				
S5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP	PERCEIVED SKILL LEVEL	PERCEIVED INSTRUCTIONAL IMPORTANCE	GAP DIFFERENCE (SKILL-IMPORTANCE)	N
ABE	3.00	3.08	-0.08	283
ESL	2.95	3.17	-0.22	1,829
Other	3.05	3.17	-0.12	1,171
GRAND AVERAGES	3.00	3.14	-0.14	3,283

Figure 7. *Instructor Summary Results of the Technology Skill Competency Categories Survey from 2018-2019 and 2019-2020 reclassified by the fifth ISTE Standard for Teacher and Job Title (Source: OTAN: Local Education Agency submittal of Technology and Distance Learning Plans)*

The results of Figure 7 showcase the fifth ISTE standard, *Engage in professional growth and leadership*. The initial survey instrument categories included in this analysis are Managing the Technology-Enhanced Classroom and Professional Development. All instructors identified a significant negative discrepancy between their current technology skills and the importance for future instruction of these (-0.15 in 2018–2019 and -0.14 in 2019–2020). This result demonstrates a need for continued professional development so that instructors have opportunities to evaluate and reflect on current research and professional practice on a regular basis in order to make effective use of existing and emerging digital tools and resources in support of student learning.

Staff Development

Although OTAN has a long history of providing technology integration and technical assistance to agencies across the state (more details on these services and the numbers of teachers and agencies served can be found in the Annual Report) during the last quarter of the 2019–2020 program year, the entire adult education system was disrupted by COVID-19 and the immediate shift to remote teaching required a coordinated response by the Department of Education, OTAN, and our sister state leadership projects, CALPRO and CASAS.

Through directives by the CDE Adult Education Office, it was clear that adult education providers needed critical information to ensure distance learning courses were properly created within the statewide assessment and data system TOPSPro Enterprise (TE) managed by CASAS and course instructional hours correctly recorded. Many agencies were new to remote teaching in

any form and needed a great deal of help technologically and procedurally to ensure their efforts were correctly reflected to the state. Distance learning programs are run and administered at the local level. Each agency has the choice of how their programs are developed and implemented. However, by participating in the WIOA Title II grant, agencies are required to follow the National Reporting Service (NRS) reporting guidelines for distance learners. For many teachers, this reporting requirement was new to them, or relegated to office staff who prepared data reports for the state. With the disruption of the pandemic, it was clear early on that a shift needed to take place to help agencies understand this reporting process and make sure their data collection and instructional strategies aligned.

The OTAN quickly partnered with CASAS to provide a series of training webinars discussing the NRS definition for distance learners and the methods they could use to report their teaching or ‘contact hours’ with their learners. These webinars were offered in the last quarter of the 2019–2020 program year so the data from this time period is not yet available as reported to the NRS. These training sessions were meant to inform teachers and administrators of the options of reporting contact hours with learners and providing specific conditions or scenarios to help understand the different models allowed by the NRS. California allows a great deal of flexibility to agencies to use all of these models, as well as combinations to accurately report teacher/learner interaction in the distance learning context. These Proxy Contact Hour models include:

- **Clock Time Model**, which assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time. The software should disconnect after a preset period of inactivity. The policy should describe the procedures used to develop proxy contact hours.
- **Teacher Verification Model**, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in, or completed, the assignment. The policy should describe the proxy contact hours assigned for completing requirements for each type of curriculum used.
- **Learner Mastery Model**, which assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically a minimum of 70%) earns the credit hours attached to the material. The policy should describe the proxy contact hours assigned for completion of units of material comprising the curriculum.⁴

By providing training and support to agencies on how to create and/or modify a class instance in TOPSPRO Enterprise (TE) and how to review and look at curriculum to establish an accurate proxy contact hour model, there is a hope that as data becomes available through CASAS and the state reports provided to the NRS, distance education reporting and skills gains, the 2019–2020 data, available from CASAS in Fall 2021, is expected to show a modest rise because of greater accuracy in reporting and understanding of the required elements to accurately report adult

4 NRS Technical Assistance Guide, 2019, <https://nrsweb.org/policy-data/nrs-ta-guide> 

learners at a distance. As these training efforts continue into the next program year, especially with continued disruption by the pandemic, teachers and administrators will be better prepared to embrace blended and distance learning models to keep learners engaged and moving toward their educational goals. Only time will tell how agencies respond to continuing their distance and blended services.

Learner Use of Technology Survey

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

For 2018–2019 and 2019–2020, there were 30,756 and 27,643 participants respectively who participated in the adult learner survey. As a point of comparison 57,867 respondents participated in 2017–2018 and 45,453 in 2017–2018. Since then participation declined by 39 %. The *Learner Use of Technology Survey* will no longer be administered from 2020–2021 onwards, however, a new instrument, the *Student Intake Survey*, may provide measures of technology access and use as well as insights into digital inequalities and exclusions in future reports.

ADULT LEARNER SURVEY DATA				
Years	2018–2019		2019–2020	
Questions Asked:	Percent	Number	Percent	Number
Do you have a computer in your home?	67.6	36,058	67.3	31,163
Do you use Internet in your home?	80.2	42,789	81.8	37,832
Do you use the Internet at school?	66.3	35,366	70.5	32,611
Do you use the Internet somewhere else?	73.7	39,288	73.8	34,159
Do you have a smartphone?	84.5	45,048	85.8	39,699
Do you text on your phone?	83.1	44,344	84.1	38,902
Do you learn on the Internet at school?	68.3	36,417	71.5	33,088
Do you learn on the Internet at home?	73.9	39,441	75.6	34,990
Do you learn through distance learning (your adult school)?	38.5	20,557	40.3	18,632
Do you know how to keep yourself safe on the Internet?	65.5	34,916	67.1	31,052
Do you know how to keep your kids/grandkids safe on the Internet?	57.7	30,756	59.7	27,643

Figure 8. *Learner Technology Survey Summary Results from 2018–2019 and 2019–2020 (Source: OTAN 2018–2020 administration of “Survey: Use of Computers, Mobile Devices, & Internet for Adult Learners”)*

As shown in Figure 8, the majority of respondents have the ability to text on their phones (79.5%), own a smartphone (78.2%), and have Internet access at home (77.4%). Only 38.8% of respondents reported learning through the distance learning program at their adult education program. The results of this survey indicate increased access to the internet at home, school, or other locations for adult learners. Additionally, the increased ownership of smart phones, text

messaging, and internet usage could lead to more technology integration between adult learners and their instructors. Despite the low rates of actual participation within an adult learner's school's distance learning program, the data suggest that many adult learners do not stop learning via the internet when they leave the classroom. Respondents to this survey indicated the lowest affirmative response in regards to how to keep their children or other dependents safe online (only 56.2%), so this may indicate an area that instructors could integrate into their curriculum.


The results of this survey indicate that there has not been any substantial increase in access to the internet at home, school, or other locations for adult learners since 2017–2018. While in 2017, internet usage at 90% of California households was at an all-time high up from 82% in 2013, the Public Policy Institute of California reported that “the digital divide persists across major demographic groups and in rural areas” and that “gaps persist for low-income, less educated, rural, African American, and Latino households”. While 73% percent of California households accessed the Internet using a cell phone in 2017, 25% of low-income households without broadband, cited affordability as a key barrier. Notably, these households were more likely to rely on cell phones to access the internet⁵. The ongoing COVID-19 crisis has laid bare the digital inequities that have long existed where income, age, race, education level, and where we all impact digital connectivity, online engagement and opportunities to leverage expertise into student learning and outcomes. The 2020 Census may reveal what internet access looks like for low-income households, likely to be students in ABE, ASE, and ESL programs. The stagnating results of this survey suggest that the focus should be laid on reaching out to households in digitally distressed areas, which “have a harder time using and leveraging the internet to improve their quality of life due to the type of internet subscription or devices owned.”⁶ However, there is also concern that the pandemic didn't help the Census 2020 effort but that it further “compounded the multiple dynamics that make the digital divide so wide and deep”.⁷


Distance Learning

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

The implementation of Flex-funding in 2008–2009 decreased fiscal resources to support adult education in general by shifting funding decision to local control and eliminating the more lucrative “Average Daily Attendance” model of funding for DL programs, DL enrollment plummeted more

5 Justin Goss, Courtney Lee, and Niu Gao, “California’s Digital Divide,” Public Policy Institute of California, 2019, <https://www.ppic.org/publication/californias-digital-divide/> 

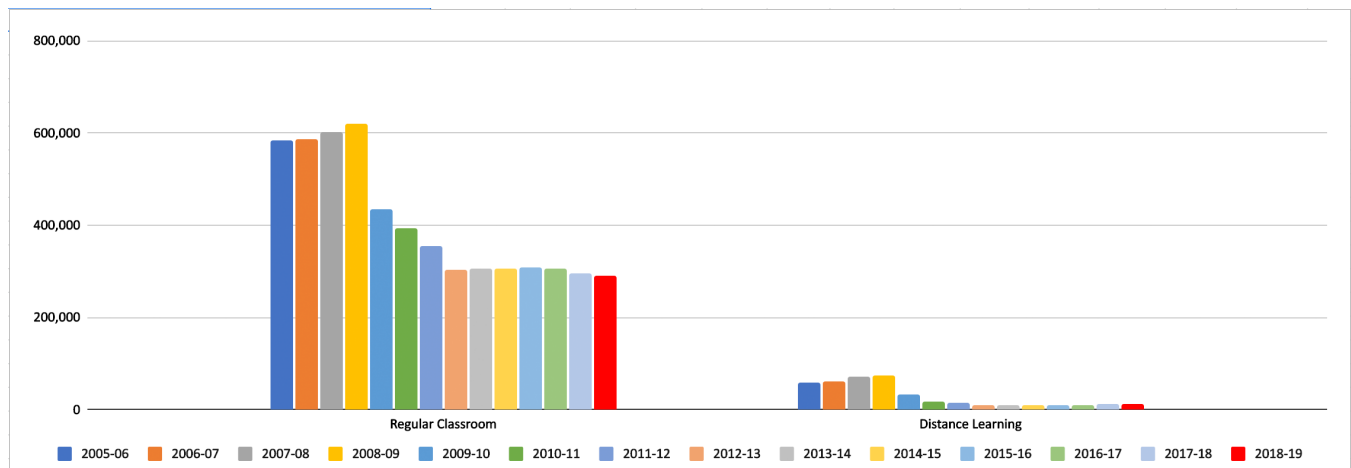
6 Roberto Gallardo and Cheyanne Geideman, “Digital Distress: What is it and who does it affect? Part 1.”, in Medium, 2019, <https://medium.com/design-and-tech-co/digital-distress-what-is-it-and-who-does-it-affect-part-1-e1214f3f209b> 

7 Jim Haigh, “Census 2020 woes expose deep digital divide and reinforce enduring need for paper options”, Keep Me Posted North America, 2020, <https://keepmepostedna.org/census-2020-woes-expose-deep-digital-divide-and-reinforce-enduring-need-for-paper-options/> 

severely than the Workforce Investment Opportunity Act (WIOA) which represented a 50.2% drop in enrollment compared with an 88.2% drop for DL. Data consistently shows that DL, especially Blended DL, would yield a significant Return on Investment (ROI) through:

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

Review of Past DL Results



REGULAR CLASSROOM VS DISTANCE LEARNER ENROLLMENTS														
Years	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Regular Classroom	583,088	586,632	602,837	618,767	434,428	392,918	354,066	302,169	305,182	304,831	308,288	305,728	296,010	288,966
Distance Learning	57,629	60,794	70,301	73,803	33,189	16,775	13,824	9,151	9,471	8,582	8,701	9,414	11,468	10,754

Figure 9. WIA/WIOA, Title II Adult Education Enrollments from 2007–2008 to 2018–2019 for Regular Classroom vs. Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (Source: CASAS 2007-2019 WIA/WIOA, Title II Data)

Figure 9 displays the combined adult student enrollments in ABE, ASE/GED, and ESL/Citizenship from 2007–2008 to 2018–2019 for regular classroom and DL students. Since these programs were federally funded through Workforce Investment Act WIA II/WIOA II funding, recipients were required to report program information to the Federal Government following the

National Reporting System (NRS) requirements. To be included in the Federal Government NRS accountability tabulations, learners were vetted to verify they met certain mandated criteria listed below under Possible Sources of DL Reporting Discrepancies.

Diminishing DL Enrollments

As displayed in Figure 9, the largest enrollment of regular classroom learners and DL learners qualifying for inclusion in NRS Tables was 692,570 in 2008–09, the last year of regular adult education funding. In 2008–2009, the enrollment for learners qualifying for the federal tables was 618,767 (89.8% of the total adult enrollment) for classroom learners and 73,803 (10.7% of the total adult enrollment) for distance learners. In the current reporting year 2018–2019, there were 299,720 enrollees qualifying for the federal tables. Of those enrollees, 288,966 (96.4%) were classroom learners and 10,754 (3.6%) were distance learners. Compared with 2008–2009 enrollments, 2018–2019 enrollments had a 56.7% drop in total WIA/WIOA, Title II enrollments and 85.4% drop in DL enrollments.

Possible Lack of Complete DL Reporting

The data in Figure 10 indicated that 48.3% of the federal DL enrollments for 2018–2019 came from only five adult schools (each having more than 700 DL enrollments): Sweetwater UHSD (1,538), Stockton USD (1,425), Huntington Beach UHSD (789), El Monte UHSD (736), and Coachella Valley USD (704). Sixteen adult schools accounted for an additional 39.3%, with DL enrollments ranging from more than 100 but less than 700 students. Seventy-three adult schools, representing about 77.7% of the adult schools submitting DL enrollment data, each with less than 100 enrollments, accounted for the remaining 12.4%.

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	%	N
Adult Schools >700 DL Learners	48.30%	5,192
Sweetwater Union High School District	N/A	1,538
Stockton Unified School District	N/A	1,425
Huntington Beach Union High School District	N/A	789
El Monte Union High School District	N/A	736
Coachella Valley Unified School District	N/A	704
Adult Schools with >100 and <700	39.30%	4,228
Lake Elsinore Unified School District	N/A	672
Los Angeles Unified School District	N/A	610
Madera Unified School District	N/A	453
Fontana Unified School District	N/A	351
Fremont Unified School District	N/A	291
Kern Union High School District	N/A	274
Norwalk-La Miranda Unified School District	N/A	257
Grossmont Union High School District	N/A	235
Elk Grove Unified School District	N/A	176

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	%	N
Torrance Unified School District	N/A	139
Yucaipa-Calimesa Joint Unified School District	N/A	136
Central Unified School District	N/A	135
Milpitas Unified School District	N/A	115
Berkeley Unified School District	N/A	107
Petaluma Joint Union High School District	N/A	105
Adult Schools with < 100 learners	12.40%	1,334
Total of Identified DL Enrollments	100%	n/a

Figure 10. *Adult Schools Where Distance Learning Was Identified for the 2018–2019 Federal NRS Report. (Source: CASAS 2019)*

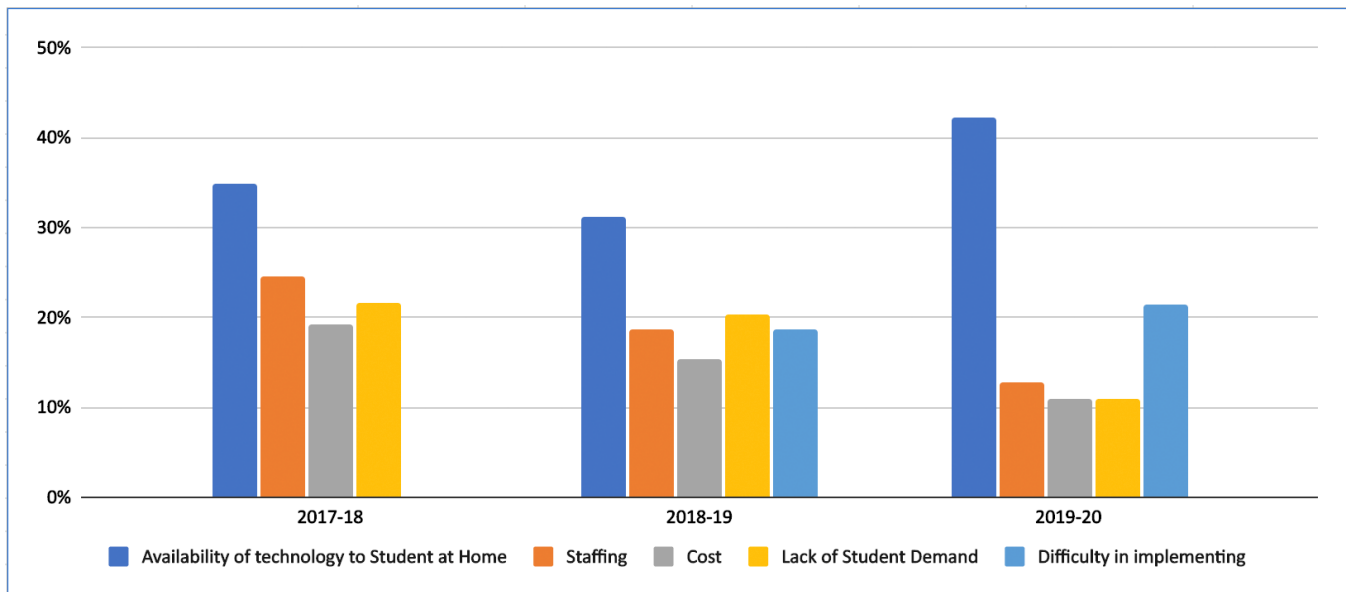
California WIOA, Title II Implementation Survey and Distance Learning

The results from the California WIOA, Title II AEFLA Program Implementation Survey confirms that more agencies offered distance learning options for students in program year 2018–2019 than previous years. For those programs that offered distance learning, ESL experienced a 6.7% in blended learning as shown in Figure 11. Agencies that offered both saw on average a 10% increase in the ABE program area.

DL PROGRAM STANDALONE, SUPPLEMENTAL, OR BOTH												
Type	Stand-Alone			Supplemental			Both			Did Not Offer		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
ABE	2.0%	4.4%	5.8%	34.0%	35.6%	27.0%	15.0%	25.0%	42.9%	21.6%	16.9%	24.3%
ASE	13.7%	13.8%	12.2%	28.8%	29.4%	17.5%	40.5%	46.3%	59.3%	7.8%	3.8%	11.0%
ESL	7.8%	6.9%	7.9%	34.6%	41.3%	28.6%	24.8%	28.1%	54.0%	18.3%	13.1%	9.5%

Figure 11. *California WIOA, Title II: AEFLA Program Implementation Survey Results from 2017–2018 to 2018–2019 for those agencies that indicated if their Distance Learning Program is Standalone, Supplemental, or Both. (Source: CASAS 2017–2019 California WIOA, Title II: AEFLA Program Implementation Survey)*

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



BARRIERS IN OFFERING DL FOR AGENCIES NOT USING DL			
Barrier	2017-2018	2018-2019	2019-2020
Availability of Technology to Student at Home	35%	31%	42%
Staffing	25%	19%	13%
Cost	19%	15%	11%
Lack of Student Demand	22%	20%	11%
Difficulty in implementing	N/A	19%	21%

Figure 12. California WIOA, Title II: AEFLA Program Implementation Survey Results from 2017–2018 to 2018–2019 for the top four (4) barriers in offering distance learning for agencies not using distance learning. (Source: CASAS 2017–2019 California WIOA, Title II: AEFLA Program Implementation Survey)

Waiting Lists and Need for DL Methods

Waiting lists are commonly established by agencies where student demand exceeds program offerings. Figure 13 shows that about half of agencies maintained waiting lists in 2018–2019 and 2019–2020. 49% of students on waiting lists in 2018–2019 and 81% of students on waiting lists in 2019–2020 were never enrolled in a class. It is not clear if the agencies maintaining waiting lists offered face-to-face, blended and distance learning options. If so, it is also not clear if students on waiting lists were offered alternative program delivery options and if they accepted or refused them. It is important to establish the need for blended and distance learning to help agencies meet the instructional needs of learners in their area. Students on waiting lists could be offered alternative options while waiting for face-to-face class and may join a face-to-face class or choose to remain in a blended or distance learning mode.

WAITING LISTS				
Year	2018-2019		2019-2020	
Do you maintain a waiting list?	N=221		N=220	
Yes	52.0%		48.6%	
No	48%		51.40%	
If yes, how many students are currently on the list?	2018-2019	2018-2019	2019-2020	2019-2020
Totals	Total	Never Enrolled Total	Total	Never Enrolled Total
ABE	668	337	442	406
ASE	678	369	779	524
ESL	7,110	3,434	4,459	3,669

Figure 13. California WIOA, Title II: AEFLA Program Implementation Survey Results from 2018–2019 and 2019–2020 of the Program Waitlist. (Source: CASAS 2018–2019 and 2019–2020 California WIOA, Title II: AEFLA Program Implementation Survey)

Measurable Skill Gains

Measurable Skill Gains (MSG) are available through the National Reporting System for Adult Education (NRS) by Entry Level (NRS Table 4) and Entry Level For Participants in Distance Education (NRS Table 4C). Figure 14 shows that the MSG rate for Distance Education participants is 5.5% higher than the Statewide Total in 2018–2019. There were just under 300,000 students and just above 11,000 Distance Education participants (27%) with a 24% share of students with MSGs. While Distance Education participants showed a higher MSG rate, there were 3% less who showed any MSG. However, it can be stated that Distance Education is a program delivery mode that yields MSG comparable to face-to-face programs. Note that these results do not take effects of Blended programs into account, where students may benefit from the use of technology as part of or an extension to face-to-face instruction.

MEASURABLE SKILL GAINS		2018-2019	
Education Type	Total Participants Served	Measurable Skill Gains	
		Num	Rate
Total Statewide	299,720	139,730	46.5%
Distance Education	11,192	5,815	52.0%

Figure 14. California WIOA, Title II: AEFLA Program Implementation Survey Results from 2018–2019 for Measurable Skill Gains for NRS Tables 4 and 4C (Source: CASAS 2018-19 California WIOA, Title II: AEFLA Program Implementation Survey)

Possible Sources of DL Reporting Discrepancies

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

- NRS Table tabulations. To be included in the NRS tabulations, all enrollees, both regular and DL only learners, must be vetted to meet the five NRS table enrollment inclusion criteria whereas learners enrolled in adult education programs and who responded to the Student Use of Technology Survey from 2016–2017 (Figure 3) were not necessarily subjected to the vetting process; that vetting process included the following five points: Each enrollee must:
 1. not be under the age of 16;
 2. not be concurrently enrolled in a non-adult education high school completion program;
 3. have a valid Instructional Level measured by a federally approved assessment;
 4. have attended the adult program at least 12 hours: and
 5. have attended classes where instruction was delivered more than 50 percent of the time via DL only for students to be included in Table 4C.
- Surveyed learners may be attending classes where more than 50 percent of instruction was delivered via regular face-to-face classroom instruction and supplemented by DL (possibly viewed by DL learners as “homework”) so were not included in the DL enrollments;
- Surveyed learners as well as teachers very possibly did not know or understand the NRS criteria for designating a class as distance learning;
- Waiting lists are maintained and reported for ABE, ASE, and ESL. Learners on waiting lists may have been offered and enrolled in a DL class while being on the waiting list for a F2F class. Data on agencies offering DL and maintaining waiting lists may reveal if waitlisted students were offered DL and if they were enrolled in DL temporary or permanently;
- Agencies participating in WIOA funding may not have fully identified all classes that could qualify as distance learning;
- A discrepancy between the declassification of “blended distance learning” as a distance learning modality reporting option and the NRS criteria for inclusion in the NRS Table 4C as “only learners having distance learning more than 50 percent of the time” obfuscated the power and positive value that the separate definition of blended DL has had over the years in evaluating the effectiveness of the two modalities of distance learning instruction. This discrepancy denies inclusion of learners in those classrooms that used distance learning modalities to supplement, support, and enrich the instruction offered in the classroom setting for less than 50 percent of the time.

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

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

Impacts of COVID–19 on DL

As reported in more detail earlier in this report, the issuing of stay-at-home orders on March 19, 2020, had a deep effect on the OTAN’s field support regarding remote teaching and learning for the entire state of California. In summary, the following strategies proved to be effective:

- A COVID-19 resource page as the primary link to help guide teachers to resources based on program area, technology topics and more. This webpage has been continually updated to provide a variety of resources and information from the OTAN, CALPRO, CASAS, and the CDE Adult Education Office.
- Online webinars and workshops to support teachers transitioning into remote teaching. These webinars were well attended with 144 webinars offered between March 2020 through June 30th, 2020 with over 16,000 adult educators registered for these sessions. Attendance records show over 15,000 teachers attended these webinars.
- Collaboration with the leadership projects CALPRO and CASAS to provide comprehensive training and support in all relative areas to ensure teacher confidence and support with new technologies that were never used before.
- Office Hours to support teachers needing additional help. These sessions were specifically designed to allow teachers to drop in at any time during that designated time period, ask specific questions and receive dedicated assistance from training staff and subject matter experts.
- Resource Guide, a Google Doc accessible from on the COVID–19 Field Support page, listing a variety of instructional materials organized by topic to help support remote instruction.
- Quarterly Newsletters, specifically a COVID–19 Edition in Spring 2020 outlining the OTAN’s response to the pandemic including the COVID–19 Field Support webpage, the OTAN Resource Guide, the California Adult Education Professional Development calendar listing webinars from the OTAN and other providers on a variety of instructional and administrative topics, the California Adult Education Courses Moodle site, and links to the OTAN’s social media outlets (Twitter, Facebook, LinkedIn, and a YouTube channel)
- Monthly Teachers’ Digests and Administrators’ Digests continued to be produced as regularly as possible and were supplemented by communications on the OTAN website and social media feeds frequently.
- Dissemination of information regarding upcoming OTAN activities to support adult educators on the OTAN website home page and social media outlets (Facebook, Twitter, LinkedIn, YouTube channel) on a regular and frequent basis.

These field supports provided to adult education agencies across California also further supported the ABE, ASE and ESL programs that were part of the 2018–2020 cohort of the Digital Leadership Academy (DLAC). In the final reports presented to the OTAN, many reflected on the effects of the OTAN’s field support role and the impacts of their DLAC participation. In summary, the following was noteworthy regarding agencies’ efforts adopting and adapting technology for blended learning and in response to the COVID–19 pandemic:

- Meeting the needs of students by accelerating learning and increasing access to learning. Regardless of future shut-downs, blended courses provide additional learning options.
- Building a successful blended learning program and the skills necessary to lead an entire school through a two week transition to distance education.
- Recognition of blended and DL environments as a new norm in future program delivery.
- Digital literacy instruction and training, for students and teachers, should be an inherent part of adult education programs.
- Support of the administration for teachers to adapt to a new teaching model now dependent on educational technology.
- Recognition of an urgency to be better prepared for current and future shut-downs.
- DLAC teams can be a resource within their schools to expand blended DL delivery options across all programs, providing weekly training, group meetings, and coaching.
- Weekly virtual staff meetings to address current COVID teaching experiences including successes and perceived failures; current COVID PD experiences, learning, thoughts and ideas to share.
- Exploration of new resources and techniques while moving towards a single learning management system, consistent for students, teachers and support staff.
- Distribution of laptops through a scholarship program to facilitate access to devices for students so that they could continue participating in the program.
- Facilitating increased access to professional development for instructors.
- The OTAN Leadership training that encourages to identify people’s strengths.
- IDEAL training that encourages to be diligent, logical, and critical about organizing workflow and resources.

In conclusion, agencies that actively adopted and adapted technology for blended DL program delivery were better prepared to respond to the discontinuation of face-to-face program delivery due to the COVID–19 outbreak since mid-March 2020. It has proven to be better to have more than one program delivery option. Blended learning can facilitate variable delivery options in a scalable and responsive way. Blended DL options enhance agencies’ ability to respond rapidly to changing circumstances. These should be considered for inclusion in risk management strategies and contingency plans for crisis and non-crisis situations. The DLAC provides adult education agencies opportunities to build robust capacity within the teaching staff and administration.

Making a Case for Blended Learning

Blended learning is widely seen as a combination of face-to-face in classroom and technology-mediated learning using devices such as computers, smartphones, tablets and other mobile devices with an internet connection.^{8,9} These devices may be provided by programs, or learners may be free to bring their own device. Blended learning in adult education is not only about the use of tools and resources. Instead, it is a way to think about program and curriculum development, including learning design and delivery. Using digital technology in a blended approach is not just learning how to operate digital devices and navigate the internet. These are important skills that enable participation in a blended learning program but, by themselves, are not necessarily blended learning. A blended learning approach is one that enhances and extends the application of adult learning principles to meet the changing needs of people learning, working and engaging in 21st century life.


The term blended learning was first used in relation to higher education in the late 1990s, a time of rapid increase of computer and internet use.¹⁰ It was not long after that adult education practitioners and researchers were exploring the relevancy of blended learning in adult education. Today, many learners are already online via their mobile devices.

Many adult education programs no longer view digital technology as supplemental to paper-based learning, and many educators have combined paper-based resources with digital technology in their teaching practices for quite some time. During the COVID-19 pandemic, programs had to shift to online and distance modes of delivery as in-person interactions were not possible due to program site closures. Some quickly adopted online learning options and others relied on texting, phone calls and mail for instruction and outreach.

The OTAN provided support, resources and training for many years for distance and blended teaching and learning. Over the course of the past 14 years, between the 2008 recession, changes in the adult education funding provisions, a general sense that blended and distance learning was somehow more difficult, or less effective, prevailed. Often agencies had a common attitude that distance was easier, when as a matter of fact, distance teaching can be much more time-consuming, and labor intensive, especially in the initial stages of content and course development, than a traditional classroom teaching experience. Agencies and teachers would abandon such efforts preferring to return to traditional brick and mortar models. However, as the adult education field continues to grapple with the many issues associated with developing,

8 Charles Graham, “Blended learning systems: definition, current trends, and future directions”, in Curtis Bonk and Charles Graham (Eds), “Handbook of Blended Learning: Global Perspectives, Local Designs”, 3–21, Pfeiffer Publishing, 2006

9 Agnieszka Palalas, “Blended Language Learning: International Perspectives on Innovative Practices”, Open University of China Press, 2019

10 Norm Friesen, “Defining blended learning. Learning Spaces” 2012, https://www.normfriesen.info/papers/Defining_Blended_Learning_NF.pdf 

implementing and growing their program areas during a pandemic, the desire for proven, and reliable strategies and resources to support blended learning is more pronounced. Trying to speculate on the future and how the state, local districts and individual agencies determine to continue their programs, is a futile exercise at this point in time. However, the OTAN has the proven ability to provide formal and informal training, resources and assistance when it comes to understanding and integrating technology, and providing these resources and training quickly to the field to leverage into alternative blended DL program delivery. Using blended learning modes adapted for remote instruction to adult learners has provided the needed flexibility for agencies, administrators, teachers, and learners, juggling all the associated challenges of surviving and thriving under the shadow of the pandemic.

The future will likely adopt new ways of supporting teachers and learners because of the known flexibility of blended learning methods and the effectiveness of technology tools to support them. During the OTAN's early support, teachers shared their frustrations on many levels, not just the inability to reach or retain learners in a virtual classroom, but also their own fears to returning to a traditional classroom where their own health could be compromised due lack of confidence in the safety protocols of their school, or their own personal health issues. After the initial urgency of the stay-at-home orders and school closures, and with support from not only the OTAN, but their local school administrators, teachers reported greater levels of confidence and success with technology helping them to remotely reach, and teach their learners. Although not perfect, the fact that these attitudes changed over time is a potential secondary indicator of how technology and blended teaching methods can indeed provide rich learning experiences and keep teachers and learners safe and healthy. Future data should provide more specific answers regarding learner success meeting their goals and their preference for learning methods and ways to connect to their teachers and schools.

For future reporting on blended DL program delivery for ABE, ASE, and ESL, desired outcomes and implications for adult education providers, intermediary organizations and broader networks, and policy and program planning, need to be articulated. A working definition of blended learning may be needed that fits the realities of adult education in California.

The following definition of blended learning may be proposed for discussion with stakeholders:


Blended learning is a flexible, responsive, and scalable approach to adult education program delivery and instructional practice. Program delivery agencies adopt and adapt blended learning modalities to deliver learner-centered programming responsive to changing circumstances. Teachers leverage presence and technology expertise in multimodal environments that attend to multiliteracies and intersectionalities of learners to communicate and collaborate with digital literacy skills in a connected world.

Evaluation of Program Impact


To evaluate efforts to adopt and adapt blended learning relative to its impact on the practices of teachers and the leadership of administrators, Guskey¹¹ and Grebow¹² can be put to work. Guskey's Model of Evaluation of Professional Development is based on the Levels of Learning Evaluation by Kirkpatrick¹³ and provides an evaluation approach that maps the successful outcomes of professional development activities on five levels. These coincide with the varying degrees that participants are involved with the learning content, and the benefits they feel they derived from the training experience: 1) participants' reaction to the professional development (honoring the learning experience and stimulating others to explore); 2) participants' learning (success indicators of participant learning); 3) indicators of organizational support and change (context and the impact of PD experiences); 4) participants' use of new knowledge of skills in practice (degree to which the new learning is put into daily practice); and 5) participants' learning outcomes (self-perceived outcomes of the learning experience of participants). The Guskey model can be used to articulate the success of the teacher training, providing a model for vetting interpretations and assessing impact.

Grebow interprets Guskey's model based not on levels but on a continuum, broken into three key phases: I Know; I Can Do; I Can Adopt and Adapt. Along this continuum, Grebow sees a 25/75 Rule of Learning, a 1:3 ratio of formal to informal learning. Assessing the effectiveness of PD as teachers progress over time is usually more time consuming than using levels and looking for outcomes in the short term. Outcomes often occur and can only be measured over a longer period. However, during the COVID-19 crisis, the rate of adoption and adaptation was accelerated rapidly by the immediate need of moving services online. Guskey's model and Grebow's interpretation are also useful for planning PD by reversing the five levels as Guskey suggests.¹⁴ The attainable improvements in participants' learning and the evidence that best reflects these improvements are considered, before stepping back to check if impacts are desirable and if new policies or practices must be implemented to gain these impacts. Then, types of organizational support or change that are needed to facilitate that implementation must be considered.

11 Thomas Guskey, "Evaluating professional development", Corwin Press, 2000

12 David Grebow, "At The Water Cooler of Learning", in Marcia Conner and James Clawson (editors), "Transforming Culture: An Executive Briefing on the Power of Learning,"2002, <https://marciaconner.com/water-cooler-learning/> 

13 Donald Kirkpatrick, "Evaluating Training Programs", Berrett-Koehler Publishers, 1994

14 Holly Kreider and Suzanne Bouffard, "A Conversation with Thomas R. Guskey", in The Evaluation Exchange, XI(4), Winter 2005/2006, 12–14, <https://archive.globalfrp.org/evaluation/the-evaluation-exchange/issue-archive/professional-development/a-conversation-with-thomas-r.-guskey> 

Demonstration Research

In response to the paucity of research about blended learning in adult education, a research project may be a valuable investment to undertake in the context of ABE, ASE, and ESL program delivery agencies in California. For instance, an exemplary demonstration study was conducted with an immigrant language program in British Columbia in 2018. Demonstration research examines real applications of innovations in progress in order to extrapolate possible extensions to other contexts. Findings included improvements with respect to access to classes and participation by students; student attendance, satisfaction with the program, retention, and engagement; interaction and reduced sense of isolation; use of English and students' ease in using English to pursue settlement goals; and students' confidence for using technology for learning and achieving their goals. This study also articulated the following best practices and conditions for blended learning:

- Stable wi-fi and consistent and sufficient technology support from school and network
- Sufficient portable devices on campus and access to devices for remote learning
- A Bring Your Own Device (BYOD) policy and practice for a seamless experience
- Experienced and knowledgeable teachers, with support from school and network
- Leadership by administration to provide technologies, resources, release time and support
- Orientation/transition blended learning classes to prepare students and relieve teachers
- Ongoing professional development and training for teachers from school and network
- Consistent teacher-student engagement and interaction with students (teacher presence)
- Integration of assessment activities into the blended learning program and curriculum

Blended Learning Benefits

The OTAN's experiences over three decades supporting adult education in California, the recent efforts of programs during the crisis, and research such as this demonstration research have demonstrated how blended learning provides spaces for online learning and remote instruction that benefit both students and teachers. These benefits of blended learning need to be considered:

1. Blended learning meets students' learning needs and goals.

BL accommodates a variety of learning styles. Preferences for a learning style may affect learner motivation. Presenting content in a variety of ways not only keeps learners motivated but also increases outcomes because learners are offered opportunities for preparation, review, repetition, and adaptation. BL enables more personalized learning, relevant to students' lives.

2. Blended learning encourages and enables independent learning.

Independent learning does not mean students are on their own. BL is self-paced and connected, in class and online. BL supports learner autonomy and self-reflection. Teacher presence and engagement with students both f2f and online is an important factor in BL.

3. Blended learning builds digital citizenship skills.

BL develops and expands digital literacy and real-world skills. It supports students in accessing resources and services online. Students develop needed multimodal literacy and digital skills.

4. Blended learning lowers anxiety levels in students.

Students engage online in more thoughtful discussions as they have time to craft their responses. They have opportunities to review and repeat activities as often as they need outside of the classroom. Many come prepared to work and interact at school because they have opportunities to engage with the content before class time. Students have more choice about how they learn, when they learn it, and when they practice what they have learned. Students who need to attend to family and other obligations can keep up and catch up with their peers. Students are more connected to their teacher and supported by their peers through formal and informal networks.

5. Blended learning improves attendance, engagement, and retention.

Higher motivation and participation through online and offline engagement with various content activities catering to a variety of learning preferences is a definite benefit of blended learning.

6. Blended learning puts teachers in the center of program delivery.

The role of the teacher as a facilitator, model, and leader in the classroom and online is strengthened. The role of the instructor in BL is key to the achievement of students. BL requires teachers to be centrally involved and engaged with their students to facilitate learning.

7. Blended learning expands access to information and knowledge.

Not only does BL improve access to information (web 1.0), but it also improves participation and collaboration (web 2.0). Learners benefit from online participation, which is especially important as many services and communications that adults need to access are moving to online delivery (e.g. government services, communication with schools, etc.)

8. Blended learning is flexible, responsive and scalable program delivery.

Programs with administrators with vision and leadership, teachers with PD and support, and assistance for technical troubleshooting and curriculum development, for blended learning are better prepared to meet increasing demands of online learning

through remote instruction during times of crises, changing learner demographics, and expanding client catchment areas. BL increases program capacity and funding stability by meeting changing circumstances.

Conclusion and Recommendations

The analysis by the OTAN of the Technology Plans submitted by agencies from 2015–16 to 2019–2020 program years concludes that amongst modalities of instruction, face-to-face (F2F) learning has decreased by 2.6% from 51.8% to 49.2%. The use of Blended DL decreased by less than 1% from 39.9% to 39%. While DL only represented 8.6% of plans in 2015–16, there were 11.3% DL only plans in 2019–2020. These numbers do not yet reflect the accelerated increase in DL only program delivery since the COVID–19 outbreak in mid-March 2020. The Instructor Technology Integration Skills Self-assessment instrument indicates self-perceived technology skills and important technology skills needed by adult education instructors. This data can be used to more effectively target professional development and technical assistance. In combination with the adult learner survey instrument, future research and evaluation of the impact of formal and informal professional development for teachers and administrators on the delivery of DL only and Blended DL programs will continue to focus on changes in teaching practice and adult learners' access and engagement with new technology.

As the results show from the California WIOA, Title II Implementation Survey, agencies are increasing their Distance Learning programs to keep up with student demand and increased technology in the home. However, the acceleration of DL adoption during the ongoing COVID–19 pandemic has uncovered internet access and online activity challenges for students whose intersectionalities (race, age, socio-economic status, immigration status, culture, gender, etc.) has had a negative impact on opportunities to participate in and benefit from program offerings. With the increased access to the internet at home for learners and within adult education program facilities, more students will benefit, however increased internet access affects people disproportionately (urban/rural, immigration status, multigenerational households, socio-economically disadvantaged families, etc.). To assure that DL only and BL program offerings benefit students, formal and informal professional development of teachers and administrators is paramount.

What will the 'new normal' after the COVID–19 pandemic look like? While some agencies, administrators, and teachers may prefer to return to face-to-face program delivery, DL only and BL are not only beneficial to teachers and students, they also present alternative program delivery options that are scalable and assure that agencies can be flexible to respond to changes in students' needs, teachers' expertises, program capacities, and client demographics. Future research should focus on blended DL programs and the effective use of technology, locally driven by agencies and consortia, with support provided by the state via organisations such as the OTAN. Such use of technology has the potential to extend the learning and leverages the opportunities to integrate and extend the learning process inside and outside of the classroom, serving a growing demographic that flows in and out of learning due to the precarity of employment during the COVID–19 pandemic. Blended DL is a viable alternative and extension to face-to-face ABE, ASE, and ESL program delivery, chiefly because of its flexibility, scalability, and responsiveness. This versatility of blended DL has the potential to translate into higher quality, greater satisfaction, more extensive reach, and increased return on investment.

Recommendations for future reporting

The following list of suggestions can provide potential research topics for future reports on California distance learning practices. These research approaches can provide ideas for any agency or organization interested in analyzing the distance and blended learning landscape within California.

- Mixed methods research. Future reporting should incorporate elements of qualitative research (e.g. multiple sites case study design). Research methods need to be integrated in the reporting process with enough time to allow for study protocols to be developed, data generation to take place, and analysis to be performed and validated.
- Quantitative data analysis. More analysis of quantitative data can be performed:
 - Student Technology Intake Surveys
 - NRS Tables 4: Measurable Skill Gains (MSG) by Entry Level and Table 4C: Measurable Skill Gains by Entry Level for Participants in Distance Education
 - NRS Table 5: Primary Indicators of Performance and Table 5A: Primary Indicators of Performance for Participants in Distance Education
- BL and DL only supply and demand analysis. Where are BL and DL only options offered? Who and where are the students who prefer BL or DL only? Can students search for BL and DL only providers and register for these programs? Are students on waiting lists offered Blended DL options while they retain their spot on the waiting list or instead of face-to-face? Do waitlisted students choosing a BL or DL only alternative prefer to return to face-to-face or not? Are online assessments (pre/post) for DL students available as an alternative to face-to-face and during program site closures, such as a pandemic?
- Reporting on State Quality Checklist 8. The State has written policies on the use of proxy hour models to assign the proxy hours for Distance Education participants in Adult Education. WIOA funded agencies report hours based on the National Reporting System (NRS) definitions of hours. All three models are allowed, and can be 'mixed' if needed.
- Promote and support BL Readiness. Agencies with BL and DL only program delivery before the COVID-19 pandemic were better prepared for a rapid response to the closure of in-person services. BL can be promoted and supported as flexible and responsive, on a continuum between face-to-face and DL only scalable solutions. DL is counterintuitive for many adult educators but scalable BL solutions may convince many because BL views teachers as an integral part of instruction and because student needs come first. Reluctant administrators may be convinced by a need for Blended DL readiness to build capacity for agencies and programs to be more responsive to changing circumstances. This can inform strategies for risk management and contingency plans.

- The OTAN Advisory Committee (OAC). OTAN is guided from the ABE, ASE, and ESL agencies and stakeholders via the OAC that meets twice a year. Issues raised as well as recommendations from working groups are a valuable source of information to inform the future activities.