



Technology and Distance Learning for California Adult Education

Annual Report
2017-18



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Introduction

Adult Education in California

The California Adult Education Program 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.

In 2015–16, the State set aside \$500 million jointly to the California Community College Chancellor’s Office (CCCCO) and to the California Department of Education (CDE) under the Adult Education Block Grant (AEBG) to allocate funding for adult education. In 2017–18, the allocation remained steady at \$500 million. Adult education areas funded through AEBG included:

- 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;
- Programs designed to develop knowledge and skills that enable adults (including senior citizens) to help children succeed in school.

In August 2017, “*Measuring our Success*” a report jointly authored by the CDE and the CCCC, was submitted to the State Legislature. It outlined a comprehensive and collaborative data and accountability plan for adult education in California.

“OTAN is such an awesome organization and I love being connected to it. It is always inspiring to be around so many progressive thinkers.”

– Adult School Director

OCTOBER 2017

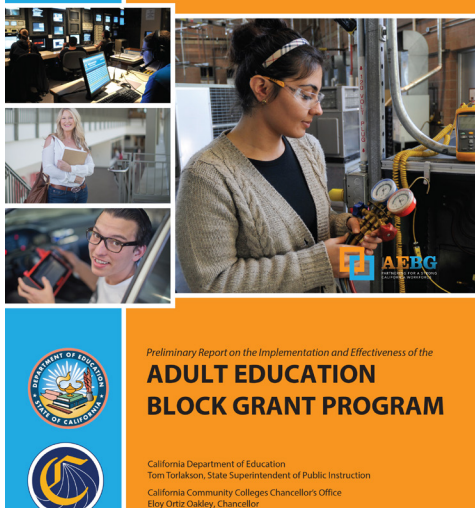


Exhibit Intro 1

In October 2017, a preliminary report was issued on the implementation and effectiveness of the AEBG program (<https://caladulthood.org/DownloadFile/220>). The October report included the following recommendations:

- Change the name from the Adult Education Block Grant to California Adult Education;
- Create a \$30 million performance-based incentive fund for adult education consortia;
- Allocate annual funding to support data and accountability systems for adult education;
- Create a dedicated annual allocation for statewide system operations for adult education;
- Alignment of federal and state reporting cycles.

The AEBG program had some notable accomplishments during 2016–17. Among these were:

- The expansion of the statewide network to over 400 adult education providers;
- Implementation of processes and tools to collect student-level data from consortia;
- Identification of the Sacramento County Office of Education (SCOE) to serve as the fiscal agent for the AEBG Technical Assistance Project (TAP);
- Development of policies for the alignment of students' fees between K–12 adult education and community college noncredit providers.

The Outreach and Technical Assistance Network (OTAN) has been 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 Director, Technology Projects Coordinator, Distance Learning Coordinator, and Programming and Application Development Coordinator participated in monthly AEBG TAP meetings. OTAN's Director regularly attends Capitol Adult Education Regional Consortium meetings and participates as a voting representative of SCOE.

Adult Education Leadership Project

California receives federal funding through the Workforce Innovation and Opportunity Act, Title II, for adult education. Part of these funds is set aside for statewide leadership projects such as OTAN to improve adult education services.

The Outreach and Technical Assistance Network (OTAN) provides classroom educational technology integration through:

- Face-to-face and online professional development
- Online, blended, and distance learning

- Online resources
- Technology and Distance Learning Symposium
- Digital Leadership Academy
- 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 technology 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 that 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 also 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 fits 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.

Since 2007, OTAN has undertaken the responsibility for distance learning in adult education. With the implementation of flex funding, enrollment in distance learning plummeted. However, the need for distance learning still exists, as does the need for professional development for distance educators and the dissemination of research and information on the modality of distance learning.

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 1980's, OTAN was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education has included the vision of the innovative use of technology to improve access for learners, to improve collaboration among providers, to provide resources to teachers, and ultimately to improve the quality of instruction.

This Report

The California Department of Education, Adult Education office, has funded OTAN via contract CN160223 from July 1, 2017 through June 30, 2018. 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 2017–18 contract year.

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. 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 different from a traditional classroom setting. During 2017–18, OTAN continued to promote online learning, including training a professional core of teachers who will serve a leadership role and strategically expand online distance learning opportunities offered through adult schools by providing online curriculum and technical support.

The Digital Leadership Academy (DLAC) successfully completed year two of the two-year academy. Participants received coaching skills necessary to make a positive difference in the way educational technology is used to support adult learners at their individual agencies and mentoring skills to assist teachers at their agencies with effective classroom education technology integration.

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 to participate in appropriate learning opportunities for staff. The

OTAN provides training opportunities in several forms, including face-to-face workshops at adult education sites, online workshops using web conferencing software, and providing access to online self-paced modules on topics relevant to adult education teachers. The OTAN staff also participate in a variety of professional development opportunities throughout the year.

Professional Development for OTAN staff:

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

Selection of professional development opportunities helped ensure the outcome would always be to provide the best customer service experience to the field. During the 2017–18 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 were able to participate. Professional development opportunities included the following:

- The OTAN trainers attended CUE 2017 National Conference in Palm Springs to learn about digital badges, virtual reality, Google for Educators, and Microsoft Office Education Suite
- Microsoft Educator Certification
- Annual Correctional Education Association Conference, Region 7 Training, McClellan Park
- Public Policy Institute research briefing on English Language Learners, Sacramento
- Ideal Consortium Institute, Minneapolis, MN
- ISTE Professional Learning Series, Online
- ISTE National Conference, Chicago, IL
- CCAE/Metro/LAUSD Dace Conference, Los Angeles
- CAREC, Sacramento
- GoOpen Summit, Oceanside
- SoCal Open Badges Symposium, Irvine
- CapCUE 2017 Tech Fest, Rocklin
- PASS Summit 2017, Seattle, WA
- I-DEA Integrated Digital English Acceleration, San Diego
- AEBG Summit 2018, Universal City

- About Students 'Making Connections' Winter Summit, Riverside
- The Learning Council, San Jose
- Digital Badges for CTE, Pomona
- ACSA 2017 Leadership Summit, San Jose
- CATESOL 2017 Annual Conference, Santa Clara
- CAEAA Conference, Sacramento
- Annual EL Civics Conference, Northern California, Sacramento
- CDE AEO Leadership Meeting, Sacramento
- NROC Member Meeting, Monterey
- CCAE Bay Section Winter Conference, Berkeley
- COABE National Conference, Phoenix, AZ
- Digital Badges in Adult Education, La Puente
- CCAE 2018 State Conference, Fresno
- CASAS 2018 Summer Institute, San Diego
- Moodle Administrator training, Online

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, 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:

The 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 523 teachers in 38 Face-to-face workshops and 34 teachers in 6 online workshops. The average evaluation rating for these sessions was a rating of 4 out of 5 (Agree) for face-to-face workshops and 5 out of 5 (Strongly Agree) for our online workshops. In addition, OTAN hosted several online meetings and webinars that supported 136 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	Percent Attended
Face-to-Face	39	775	535	69%
Online	6	252	170	67%
Blended	0	0	0	0%

Results represent all events broken down by type.

Type of F2F Event	Number of Events	Total Registered	Number Attended	Percent Attended
Workshop	38	760	523	69%
Training	0	0	0	0%
Meeting	1	15	12	80%
Events and Conf.	0	0	0	0%

Results represent all events broken down by type.

Type of Online Event	Number of Events	Total Registered	Number Attended	Percent Attended
Workshop	1	60	34	57%
Webinar	5	192	136	71%
Meeting	0	0	0	0%
Facilitated Courses	0	0	0	0%
Self-Directed Course	0	0	0	0%
Events and Conf.	0	0	0	0%

Exhibit 1.1

“I learned so much from this workshop – thank you! I can’t wait to use my new Google skills in the classroom.”

– OTAN workshop participant

Face-to-Face Workshops Evaluation Summary Results

Number of evaluations: 365

Strongly Agree ← Neutral → Strongly Disagree

	Strongly Agree		Neutral		Strongly Disagree		Average Score
1. The objectives of the training were clearly stated.	292	45	13	9	6	5	
2. The training was well-paced.	243	78	27	11	6	4	
3. The training met your expectations.	226	84	40	8	7	4	
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	203	105	40	11	6	4	
5. You would recommend OTAN's workshops to a friend or colleague.	286	54	10	6	9	5	
Overall Average:							5

Exhibit 1.2

Online Workshops Evaluation Summary Results

Number of evaluations: 65

Strongly Agree ← Neutral → Strongly Disagree

	Strongly Agree		Neutral		Strongly Disagree		Average Score
1. The objectives of the training were clearly stated.	53	7	2	1	2	5	
2. The training was well-paced.	45	14	1	3	2	4	
3. The training met your expectations.	44	14	4	2	1	5	
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	32	29	2	1	1	4	
5. You would recommend OTAN's workshops to a friend or colleague.	56	4	2	2	1	5	
Overall Average:							5

Exhibit 1.3

To support these professional development efforts, OTAN works closely with Subject Matter Experts 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 Subject Matter Experts (SMEs), OTAN identified four (4) new online workshop titles to offer during the 2017–18 contract year. These workshops not only supported integration of technology in the classroom, they also support OTAN’s efforts to enhance and enrich curriculum for AE providers. These new titles were “EL Civics: Digital Literacy and Internet Safety,” “Online Curriculum Series,” “Tech Troubleshooting for Teachers”, and “OTAN Tech Talks.”

Online Workshop Descriptions

Citizenship Prep: EdTech and Other Resources for Adult Ed

US Citizenship Online: the NEW N-400 and more! Participants will identify many teacher-created online resources in the form of websites, blogs, podcasts, and more. Examples of activities and ideas will be presented on how to use these resources inside and outside of the classroom. The official USCIS Citizenship Resource Center will be explored. CASAS Citizenship assessments and COAPPS will be discussed.

Creating Accessible Documents

As educators, we create. It may be presentations, worksheets, exams, practice problems—any number of resources to help our learners. As more and more of our materials are shared in the classroom as well as digitally through online resources, it is important to be aware of learners with physical challenges. This webinar will provide basic information and vocabulary of how to add key accessibility features to your documents and presentations. There are many tools available to check for 508 Compliance and to ensure ALL of your learners have access to the materials you create. Resources, checklists and online tools provided.

Exhibit 1.4

Creating Open Educational Resources

It is recommended that participants take the Open Educational Resources and Adult Education workshop before taking this session. As educators learn more about the power of Open Educational Resources, and the value of modifying properly licensed materials, teachers need tools to quickly make changes and create new works for their learners. This session will provide a list of online creation tools to help you revise, or create, learning materials for your students. Add text, graphics, interactive games or assessments as well as video. There are many online tools to help you create and license your own Open Educational Resources.

Digital Badges in Adult Education

Digital badges are being used by educational institutions to recognize learner's skills, experiences, and knowledge. This session will examine the potential of digital badging in adult education. We will begin this session with a definition of digital badges and a discussion of research which supports badging as a motivation for learners. Attendees will learn how to create, award, collect, and share digital badges they and their learners earn. There will be an open discussion on the possibilities of what digital badges would mean to learners as they prepare to transition to college or career.

Digital Badges With/Without Moodle

What are digital badges? In this session we will explore how to create, award, earn, and display digital badges to recognize a learner's skills, knowledge, and experience. Participants will create accounts with an open badge service and learn how to create and distribute badges. For participants with Moodle courses, the last part of the session will demonstrate how to create a badge within a Moodle course.

Exhibit 1.4 Continued

Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 1

Harness the power of the smartphones and tablets that more and more of your students have as a free student response system, or as a 24/7 flashcard delivery platform for flashcards you create for them. Participants will learn how to use Kahoot to create competitive and exciting quizzes that your students respond to using their smartphones and tablets. (They can use classroom laptops and desktops to answer as well.) Participants will learn how to use Quizlet to create flashcards for study and practice. For both Kahoot and Quizlet you use their respective websites to create the quizzes and flashcards, but students can access them from their smartphones and tablets! Part 1 focuses on Kahoot. Part 2 focuses on Quizlet.

Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 2

Harness the power of the smartphones and tablets that more and more of your students have as a free student response system, or as a 24/7 flashcard delivery platform for flashcards you create for them. Participants will learn how to use Kahoot to create competitive and exciting quizzes that your students respond to using their smartphones and tablets. (They can use classroom laptops and desktops to answer as well.) Participants will learn how to use Quizlet to create flashcards for study and practice. For both Kahoot and Quizlet you use their respective websites to create the quizzes and flashcards, but students can access them from their smartphones and tablets! Part 1 focuses on Kahoot. Part 2 focuses on Quizlet.

Easy to Make Quizzes for Websites and Blogs

Learn to create entertaining and engaging online quizzes using FREE websites. By the end of the workshop, you will have created a free online quiz that your students can access anytime! The quiz that you create can be embedded in your own blog or website.

EL Civics: Digital Literacy and Internet Safety

Learn about the two newest EL Civics objectives (47 and 48), focused on helping ESL students develop effective online communication skills. Information provided in this webinar includes: overview of objectives and COAAPs, where to find existing curriculum materials and resources, plus feedback and tips from agencies that have already offered these topics.

Exhibit 1.4 Continued

Excel Tips

Want to know productivity boosting tricks? Want to check out cool hidden features? How about more shortcuts, and awesome tiny tips? Then come to this workshop to learn and be prepared to save hours every week at your work.

Go to the Cloud with Office 365: OneDrive, Word, and Excel

Want to create, edit/format, and share your work files using MS Word, Excel, and OneDrive so they are always with you? Want to know how to access and use the OneDrive on your PC or tablets? How about how to manage and recover files? Or how to upload, organize, copy, and delete files? If you are as excited as I am to learn about Office 365 and its cool features, come to this workshop to go to the cloud with Office 365.

Google Tools and Drive

This workshop will introduce using different Google Tools in the classroom. During the hands-on workshop, all participants will learn how both students and teachers can access and utilize different online tools in a classroom. Along with creating both public and private event calendars, other tools like translator, calculator, maps, sites, and blogs will be discussed. The main focus of the workshop will be Google Drive, where participants will format and share documents for collaboration, create online forms, build online presentations (slideshows), share with colleagues and/or students, import and export different file formats, organize files and folders, and search for specific files.

Exhibit 1.4 Continued

Learn360 Resources for Adult Education

Save yourself some time! Don't just scour the Internet looking and looking for a video or clip to enhance a lesson. This session will review Learn360, a vetted, safe library that is correlated to standards, organized for schools, easy to use, and full of appropriate videos, clips and more from the industry's top producers.

With Learn360, teachers and students can stream and/or download from a premium library of over 130,000+ hand-picked videos, short videos, video clips, interactives, teacher guides, math activities, science diagrams, timelines and more. You will see content from 160+ producers including the History Channel, National Geographic, HBO, BBC, Shopware, Sunburst and more.

Learn360 resources can be added to your Google Classroom or your OTAN Moodle hosted course easily so your students can log in to one site and seamlessly access Learn360 resources within one interface. If you do not have a Moodle course or Google classroom, not to worry - you can share the links with your students in emails. Learn how to locate and share these resources today!

Licensing Your Creations (Copyright and Creative Commons)

You deserve proper credit and attribution for the work you do. This includes your video productions, classroom presentations, worksheets, workbooks or other creations you compile for your learners. As your colleagues recognize the quality of your work, you should always license your creations so other teachers and users know exactly how you intend for them to use your work. Open Educational Resources require materials are "resources that reside in the public domain or have been released under an intellectual property license" (NETP, 2010, pg. 56). This session will show you how to apply this special intellectual property licensing using Creative Commons licensing and other tools to make this process simple and fast. Sample files and resources will be provided. It is recommended that you take Open Educational Resources in Adult Education prior to taking this session.

Mobile Digital Literacy

Keep you and your students safe and sound on the Internet when using mobile devices. Learn how to create an effective web presence that will get you and your students noticed in a positive manner. Understand those buried settings on your phone which could be tracking your location. Create a home screen icon on your phone. All this, plus extra tips and tricks, will be covered in this hands-on presentation about mobile digital literacy.

Exhibit 1.4 Continued

Online Curriculum Series, Part One

OTAN is offering a series of three webinars, each focused on different curriculum suggested by our OTAN Advisory Committee members and the field. This is the first in the series. Vendors will be added as they are scheduled.

- **Shmoop** is a digital publisher with a one-of-a-kind approach to college and career readiness. Through humor, pop culture references, and a conversational approach to content, Shmoop is redefining online learning and connecting students to curriculum like never before. We pride ourselves on giving students an engaging and active learning experience. Students do not passively listen to lectures and take multiple-guess exams. Rather, each lesson is accompanied by an activity or project that promotes interactive, hands-on learning. While we strive to make our activities fun, each assignment is rigorous and goes beyond regurgitation of the material, instead promoting a range of critical thinking, reading, and writing skills. We prepare students for success in higher education and the workplace!

- **Northstar Digital Literacy:** Over the past few years, the Northstar Digital Literacy Assessment has grown to 525 sponsor test sites and 2,600,000 completed assessments. Northstar, widely used in education, workforce centers, and nonprofits, is undergoing a significant upgrade. All standards are being updated, modules are being redeveloped in HTML5, a new codebase will provide greater flexibility and dependability, and enhanced website will ease access, and curricula for each module will be developed. This webinar will provide a quick overview of the upgrade into V2.0

Exhibit 1.4 Continued

Online Curriculum Series, Part Two

OTAN is offering a series of three webinars, each focused on different curriculum suggested by our OTAN Advisory Committee members and the field. This is the second in the series. Vendors are listed below.

- **Edmentum:** Edmentum, formerly Plato Learning, is a leading provider of online instructional software. We understand that you have diverse populations of learners of all ages and ability levels and delivering personalized instruction to every learner can be a significant challenge. Our solutions can provide meaningful tools to help you quickly identify where learners currently are, pinpoint basic skill gaps, and automatically create a unique learning path to address the individual needs of all of your students. Our robust courses and adaptive assessments are used by thousands of customers nationwide, meeting the needs of a variety of program goals: ESL, HSE, ABE, HS Diploma, Credit Recovery, Workforce Readiness, WIOA, CTE, and many, many more.
- **SPARK3000 - offered by Achieve3000:** As the need to understand increasingly complex information in the workplace grows, many adults struggle to keep up. That's why Achieve3000, the leader in differentiated literacy instruction, created Spark3000. By reaching learners at their individual reading levels, assessing progress on an ongoing basis and adjusting reading levels continually, Spark3000 enables users to make critical reading and career gains. Plus, content can be tailored to meet teacher needs or student preferences, and includes Workforce Readiness and Career Exploration articles, preparing every student for success in college and career. Spark3000 is a fully digital solution, accessible anytime/anywhere via computer, tablet, or mobile device Spark3000 works with all calendar systems and offers adult learners the flexibility and convenience they need.

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). This webinar will introduce participants to the basics of Open Educational Resources; what are they, how can you find them, and considerations for determining their quality for use in your classroom.

Exhibit 1.4 Continued



OTAN Tech Talks

Keep your skill current and relevant with education technology, blended learning, distance learning, formative assessments, communications, and more. Join OTAN and take a quick look at the tools, techniques and tips specifically created for busy adult ed. teachers. Every month a new topic will be covered where participants get tips, videos, articles, and individual questions answered!

Privacy, Practice, Presence, and You

How comfortable do you feel about your presence online? Do you know your account settings for social media and other sites you log into? Join us and brainstorm strategies to become safe and confident citizens of the web, and help our adult learners to achieve the same. Participants will explore their own settings on Facebook and Google, and identify relevant resources that teach about Internet safety and digital citizenship.

Self-Directed: Excel Budgets

Learn how to create your own budget and pie graph. Teachers will receive a budget template, which includes two different interactive pay stubs, and linked budget and pie graph. Materials are appropriate as a classroom presentation or student technology project. Work through the online presentations and tutorials to complete the course. Register for this course at the [Adult Education Courses](#)  website. (Note: You will need to create an account.) Prerequisites: A basic knowledge of Excel is helpful but not necessary. You will also need a Moodle account in order to see your quiz results and progress through the course. If you do not have an account, you will be prompted to create one before you can enroll in the online course. Need help? Contact support@otan.us  with “Excel Budget Help” in the subject line.

Social Media for Adult Education

OTAN has been following and documenting the ways adult education field uses social media. This workshop will highlight promising practices and offer hands-on practice. The following list of activities will be customized to the needs of the participants. Explore ways agencies use Facebook pages and instructors use Facebook groups successfully to engage current and potential adult learners. Distinguish between features such as news feed, timeline, privacy settings for post, friends lists, events, pages, groups and

apps. Participate in a Facebook group and create your own. Understand Twitter basics and identify who to follow. Identify strategies to engage learners to interact professionally through social media and expand their education.

Tech Troubleshooting for Teachers

This session allows participants to become comfortable with their equipment, and learn different ways of troubleshooting technology, whether it be a laptop connecting to a projector, learning the difference between different adapters, or how to connect devices via Wi-Fi or Bluetooth. One of the most unnerving things that can happen to someone preparing to teach a class or begin a presentation is having technology that does not want to cooperate. It is recommended that participants bring their own devices (tablet, laptop, Apple TV, projector, adapters, etc.) so they can become more familiar with the equipment they will be using on a regular basis.

Exhibit 1.4 Continued

Planning conference presentations and managing Subject Matter Experts:

The OTAN works closely with the adult education field and hired over 16 Subject Matter Experts (SMEs) to take advantage of their expertise and assist in delivery of professional development training sessions, materials, resources, and to provide timely presentations at local, regional and statewide adult education conferences.

Significant time is spent reviewing SME key talents and 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 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 54 presentations on behalf of OTAN to approximately 1,350 attendees. OTAN was represented at major conferences (including state and regional events) that included Adult Education Block Grant Summit (AEBG TAP), Comprehensive Adult Student Assessment Systems Summer Institute (CASAS SI), California Teachers of English to Speakers of Other Languages (CATESOL), California Council for Adult Education (CCA), Commission on Adult Basic Education (COABE), English Literacy and Civics, and OTAN's own Technology and Distance Learning Symposium (OTAN TDLS).

Sampling of OTAN presentation titles at 2017–18 Conferences

CONFERENCE / DATE	TITLE	PRESENTER
CATESOL October 2017	EL Civics Blended Learning	Ryan de la Vega and Alisa Takeuchi OTAN SME's
CATESOL October 2017	Explore the World of Chrome Apps and Extensions for English Language Learners	Blair Roy OTAN STAFF
CATESOL October 2017	Developing Virtual Reality Lessons Using 360 Photos	Susan Gaer OTAN SME
AEBG-TAP Summit January 2018	Internet Resources for Adult Education	Joyce Hinkson, Penny Pearson, Neda Anasseri OTAN STAFF
AEBG-TAP Summit January 2018	Internet Resources for Adult Education	Joyce Hinkson, Penny Pearson, Neda Anasseri OTAN STAFF
EL Civics Central January 2018	EL Civics Blended Learning	Alisa Takeuchi OTAN SME
CATESOL OC February 2018	Chromebooks in Adult Education	Melinda Holt OTAN STAFF
EL Civics South February 2018	EL Civics Internet Safety and Online Communication and Collaboration	Karla Frizler OTAN SME
EL Civics South February 2018	Workforce Preparation for Adult Learners	Francisco Pinedo OTAN SME
EL Civics North March 2018	Tech Up Your Citizenship Class	Jennifer Gagliardi OTAN SME
COABE March 2018	Enhancing Your Googles!	Melinda Holt OTAN STAFF
CCAIE Bay Section March 2018	Mobile Devices: Formative Assessment	Anthony Burik OTAN STAFF
OTAN TDLS March 2018	Tech Troubleshooting for Teachers	Marjorie Olavides OTAN STAFF
OTAN TDLS March 2018	Creating Free, Openly Licensed Material for Adult Learners	Penny Pearson OTAN STAFF
OTAN TDLS March 2018	Chrome Apps and Extensions for AE	Melinda Holt OTAN STAFF
CCAIE May 2018	Using Technology to Enhance Your Adult Ed Class	Francisco Pinedo OTAN SME
CCAIE May 2018	Chrome Apps and Extensions for AE	Melinda Holt OTAN STAFF

Exhibit 1.5

CONFERENCE / DATE	TITLE	PRESENTER
CASAS SI June 2018	OTAN RESOURCES FOR AE	Joyce Hinkson, Penny Pearson, Neda Anasseri, Majorie Olavides OTAN STAFF
CASAS SI June 2018	Technology in Adult Education: Promising Practices and New Direction	Joyce Hinkson, Penny Pearson, Neda Anasseri OTAN STAFF

Exhibit 1.5 Continued

Providing Trainer-of-Trainer event for OTAN Subject Matter Experts

As in previous years, the OTAN recruited subject matter experts who have demonstrated expertise and promising practices in technology integration and online and blended learning implementation. The OTAN staff identified and hired 23 external trainers to share their expertise conducting face-to-face and online workshops. External trainers also presented at conferences throughout the year. Some Subject Matter Experts (SMEs) were hired for their expertise in managing Moodle and reviewing the Technology and Distance Learning Plans for the state 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 Friday, June 8 and Saturday, June 9, 2018 at the Sacramento County Office of Education. 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:

- Delivering effective workshops and conference presentations
- How to make PowerPoints, tutorials, handouts, and YouTube videos accessible
- Zoom vs. Adobe Connect: pros, cons, layouts, sound, breakout rooms, personalization
- Google Classroom resources
- Edtech trends
- Retiring old workshops and creating new workshops

“OTAN is my ‘go to’ site for anything related to education technology and adult ed.”

– OTAN workshop participant (10/17)

- Screencasting options
- Edtech resources
- Hands-on accessibility practice

SME End-of-Year Training Event

Friday, June 8 and Saturday, June 9, 2018

Saturday: 10:00 AM to 4:00 PM

Saturday: 9:00 AM to 3:00 PM

Location: SCOE Lab, Friday and Saturday

Food: Friday/Saturday box lunch (no rooms available)

Friday: Resources are in the [Moodle SME](#)  (formerly TOT) Course

10:00 AM – 10:30 AM

- Topics
- Housekeeping - please remember to sign in
- New at OTAN - New Secretary, webpage


10:00 AM – 12:30 PM

- Accessibility Training: PowerPoints, handouts and YouTube
~Michael Pierce and Michael Boyer

1:00 PM




- Lunch-take your lunch to the SCOE room A
Variety of boxed sandwich lunches from Panera and Seasonal Greens Salad

1:30 PM - 2:30 PM

- [Filing expenses/receipts:](#) 
 - OTAN rules on reimbursements: original receipts required, time frame for submitting receipts - postage-paid envelopes
 - Paperwork required:
 - NEW! You are required to supply fingerprints this year! (No, SCOE will not accept prior filings for prints. You have to go get them done, again.)

- Contracts for SMEs: Coming soon

2:30 PM – 4:00 PM

- Google classroom resources (Melinda)
- SMEs Survey Results
 - Discuss *new* topics; what trends do you see in the EdTech arena?
- <https://goo.gl/FcmRU4> 
- Review and discuss list of workshops we currently have. Assign or list who wants to, or is willing to teach on each topic.
- Always use “About OTAN” slide and in presentations
- Applied Digital Literacy Google Course:
 - <https://drive.google.com/drive/folders/1wf4SwRAS0rUs-L4wHSjPpCIYoztzCbCz?usp=sharing> 
- Or
- <https://goo.gl/M1nKHD> 
- Retiring old - creating new workshops

4:00 PM – 5:00 PM

- Tracking time as you complete SME activities and paperwork issues.
- Hours allotment document (subject to revision)
- Review the “time-tracking” spreadsheet; what we provide and what they should look for! Claiming hours.
- What is the best way to track your hours? Monthly emails, quarterly check-in, etc.
 - Preferred communication method. (Anthony)

Discussion

- Adobe Connect:
 - Pros: Polls, layouts, good for webinars, breakout rooms, plays music (to test audio), used on Moodle
 - Cons: Audio issues, surprise updates, Flash
 - Other: used by other leadership projects and AEBG TAP
- Zoom:
 - Pros: personalized rooms, good for meetings, automatic updates, free option for

teachers in AE - could be used on Moodle (Marjorie O. will test), user friendly “informal”, changing screens is much easier

- Cons: No resource upload option, rooms available for hosts not for specific meetings
- Other online meeting tools: Big Blue Button, Go-to-meeting, ??

6:00 PM

- Dinner Plans: Famous Burger
3101 Zinfandel Dr #132, Rancho Cordova, CA 95670

Saturday: Resources are in the [Moodle SME](#) (formerly TOT) Course




9:00 AM

- Breakfast (**Mather Room**)
Variety of breakfast sandwiches and soufflés from Panera, Greek yogurt with mixed berries, fresh fruit, mini scones

9:00 AM – 9:30 AM

- Welcome and other announcements (Joyce)

9:30 AM – 10:00/10:15 AM

- SME qualifications and SCOE contract requirements
- ([Application Form](#)) 
- We have to have this form filled out, **and** a resume by **June 30th**. Send to both nanasseri@otan.us  and ppearson@otan.us 
- Recommended: create LinkedIn page (if you do not have one)

10:30 AM – 12:00 PM

- Review allowed hours claimed for each type of training, workshop or conference presentation.
- Projected hours, plan to use hours, how much time are you really spending on projects (screencasts, creation of a new presentations, TDLP’s, etc.)?
- Looking for a different screencasting tool:
 - Continue with Screen-cast-o-matic (low cost) OR

- Camtasia (Tech Smith) (cost)
- Jing (Tech Smith) (free)
- Screencastify - Chrome Extension (free version w/premium option)
- Loom - Chrome Extension (free) see sample

12:00 PM

- Lunch (**Mather Room**)
- Variety of boxed sandwich lunches from Panera, Greek salad, mac and cheese.

12:45 – 1:30 PM

- Support resources:
 - Lynda, Atomic Learning (new name: Hoonuit)
 - Screencast-O-Matic
 - Adobe Connect,
Zoom
 - Learn 360, etc.
 - Other?
 - What are you using?

1:30 PM – 3:00 PM

- Accessibility Practice!
- Download your PPT presentations from the TDLS site. Run the Accessibility Checker, fix problems, and commiserate with your fellow presenters and us. Resend it to us.

3:00 PM – 3:15 PM



- **Shuttle Arrives**
- Sign up for to present on OTAN Tech Talk
<https://goo.gl/forms/ldBLqECo3JSNYevt1> 
- Fill out the OTAN SME/Trainer Survey - what are you interested in teaching?:
<https://goo.gl/FcmRU4> 

Exhibit 1.6

Two of the invited external trainers were not able to attend the Training of Trainers event in August 2017. For those who could not attend, OTAN provided access to the event through 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. Both of the trainers who were unable to attend had attended previous Training of Trainers events, so there was no concern over familiarity with their responsibilities and tasks. Trainers were provided with an overview and individualized assistance as requested.

In anticipation of OTAN’s partnership with the AEBG-TAP, last year OTAN brought 14 of the SMEs to Sacramento for three (3) days for additional cross training in many educational technology and online/distance learning topics.

OTAN Advisory Committee (OAC)

The OTAN Advisory Committee (OAC) met face-to-face at the Sacramento County Office of Education on October 5, 2017. Committee members included adult education teachers and administrators, non-profit and workforce directors, professional association leaders, leadership team members, and representatives from the California Department of Education. Nineteen members attended the October meeting.

	PARTICIPANT	AGENCY
	TEACHERS	
1.	Jhan Dunn	Glenn County Office of Education
2.	Cynthia Eagleton	San Mateo Adult School
3.	Ryan de la Vega	Torrance Adult School
	ADMINISTRATORS	
4.	Lynn Bartlett	San Juan Adult Education
5.	Francisca Wentworth	Jefferson Adult Education
6.	John Kerr	Baldwin Park Adult and Community Ed.
7.	Joel Abueg	Corrections and Rehabilitation
8.	Matthew Russo	Beaumont Adult School
	OUTSIDE PARTNERS	
9.	Dani Pedrotti	NROC
10.	Adriana Sanchez-Aldana	CCAIE
11.	Philip Sutton	El Camino Community College
	STAFF AND CDE	
12.	Carolyn Zachry	AEO
13.	Cliff Moss	AEO
14.	Diana Batista	Sacramento County Office of Ed.
15.	Joyce Hinkson	OTAN




Exhibit 1.7

PARTICIPANT		AGENCY
16.	Penny Pearson	OTAN
17.	Neda Anasseri	OTAN
18.	Anthony Burik	OTAN
19.	Kay Hartley	CASAS

Exhibit 1.7 Continued

The OAC meeting included updates from the OTAN Contract Monitor, Cliff Moss, and the Director of the Adult Education Office, Dr. Carolyn Zachry. The following topics were discussed:

New federal funding priorities, using surveys to fulfill the WIOA “wage-matching” requirement, and the move to electronic signatures for Grant Awards. Representatives from CASAS and CALPRO provided updates related to their specific projects. Members shared resources currently being used at their respective agencies. Those generating the most discussion and enthusiasm from the group included:

- **Portfolium** – <https://portfolium.com/> , an online portfolio for learners to showcase their education, awards, and experience. The site is paid for by employers looking for new hires.
- **MobileUp** – <http://mobileupproject.weebly.com/> . OTAN staff participated in this Workforce Innovation Project designed to advance English skills and workforce development through the use of cell phones.
- **Achieve3000** – <https://www.achieve3000.com/>  is online, daily differentiated instruction for non-fiction reading and writing.

Based on OAC member input, the program priority remained ESL. Curriculum and resources to support this population will continue to be the focus through 2017–18.

Host the Digital Leadership Academy (DLAC)

The Outreach and Technical Assistance Network (OTAN) has a 30-year 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 provided a two-year digital leadership opportunity for adult education agencies, including both administrators and teachers. The two-year Digital Leadership Academy, which combined elements of OTAN’s prior Technology Integration Mentoring Academy and the Online Teaching Academy, concluded in June 2018.

The Digital Leadership Academy 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 filed by all WIOA-funded adult education agencies.

Below is a list of the participating agencies and team members for year two of the 2016–18 Digital Leadership Academy:

AGENCY	PARTICIPANTS
Baldwin Park Adult and Community Education (Baldwin Park Unified School District)	Jessica Bayardo, Debbie Jensen, Mark Steimle
Catholic Charities of the Diocese of Santa Rosa	Jacquelyn Ellis, Alejandro Torres
Clovis Adult School (Clovis Unified School District)	Courtney McMahon, Mickey Obermire, Lila Young
Napa Adult School (Napa Valley Unified School District)	Peter MacDonald, Peggy Squires
National City Adult School (Sweetwater Union High School District)	Renee Small, Diana Vera-Alba
Oakland Adult School (Oakland Unified School District)	Suzanne Ludlum, Jeri Zowjah-Malik
San Diego Community College District	David Holden, Stephanie Thomas, Cindy Wislofsky
San Mateo Adult School (San Mateo Union High School District)	Deep Bhullar, Carol Gonella

Exhibit 1.8

In May of 2018, all DLAC participants shared their final reports outlining their progress, challenges, and successes for program development and learner gains. 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 was a veteran adult education teacher who had previous experience in other 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. OTAN’s membership allows agencies to select individualized learner goals as well as to have a customized URL.

Approximately 26 learning paths are currently established on the OTAN EdReady server to support over 970 learners with their math learning goals. Since last year's report, OTAN developed a specific math learning path designed to help learners with CASAS math testing. The CASAS learning path is still under development and OTAN is looking for volunteer agencies to test using this tool to help their learners pass the math exam.

A total of 48 agencies were identified from the 2017–18 Technology and Distance Learning Plan as specifically selecting some form of “math goal” for their learners. This compares with 31 agencies selecting a math goal in the previous year's Plan. The OTAN continues to promote and offer EdReady to any adult education agency that wishes to use it for their learners.

EdReady and The NROC Network added Career Technical Pathways in math for over 157 CTE jobs. Last year, Inland Career Education Center (San Bernardino City Unified Adult School) created a pilot with their CTE Welding program. Although the pilot project was small, 100 percent of the participants were able to obtain their welder certificate. During this year, one agency used the Medical Assisting pathway to support 21 learners.

An additional benefit to NROC Network membership is the organization is continually adding additional resources and other products that will be available for California adult education agencies through OTAN. One new product released in the fall of 2017 is the new EdReady English readiness program. EdReady English is designed to help learners prepare for college-level reading and writing courses without the instructor-graded writing activities that are built into the learning management system-installed course. The OTAN is working with our advisory committee to select interested agencies to pilot this new curriculum with Adult Secondary Education learners.

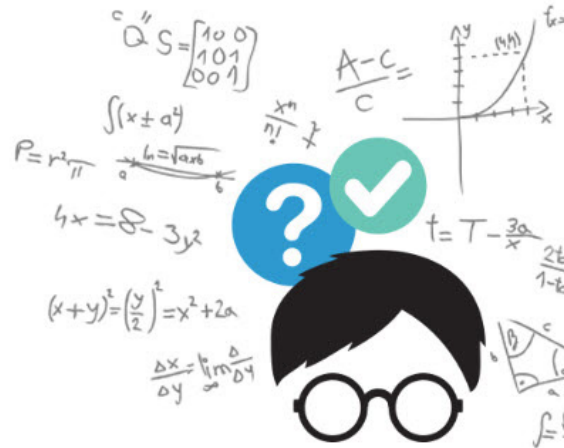
Through this partnership, and along with continued training and promotion of Open Educational Resources, adult education agencies within California receive regular training, relevant news items, social media posts, and other technical assistance for math and other resources to help learners transition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

“A big, hearty THANK YOU to everyone at OTAN and SCOE and NVAE who worked together to bring TDLS 2018 to life. This was probably the best TDLS I've attended. Location and hotel were fantastic, and the site was easy to get around and the tech worked!”

– TDLS participant

Get ready for college and career

EdReady lets you test yourself in math, then helps you with a customized study path. If you're thinking about what's next for college and career, be smart and know your options.



GET STARTED

GED-HSE Math Prep

Associated Goal

All ▾

Apply Filters

Overview Student Data

Only active students are shown.

Students who have completed the initial diagnostic:	61	Students who have improved their EdReady score:	48	Average time using EdReady:	15:06:01
Initial diagnostic in progress:	18			Average time studying resources:	09:22:16

Summary

Median Initial diagnostic score

24

Median EdReady score (most recent)

33

Students who have eclipsed their target score: **0 (0%)**

Average score gain: **12 points (+/- 2)**

Score Distribution

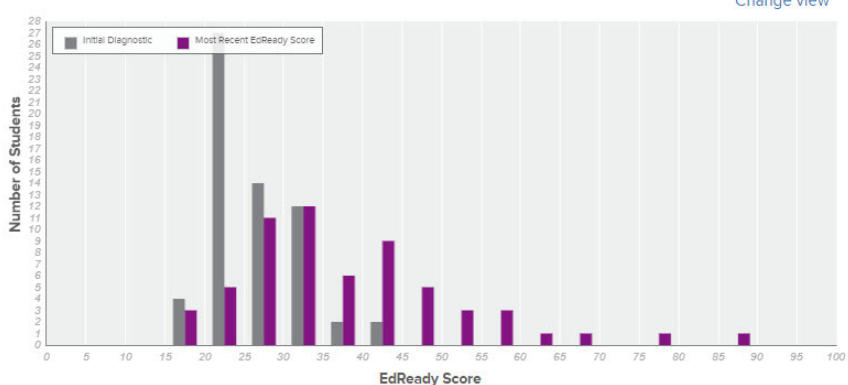


Exhibit 1.9 - Summary report showing the following stats:
 Students who have completed the initial diagnostic: 61, Initial diagnostic in progress: 18
 Students who have improved their EdReady score: 48
 Average time using EdReady: 15:06:01, Average time studying resources: 09:22:16
 Median initial diagnostic score: 24, Median EdReady score: 33

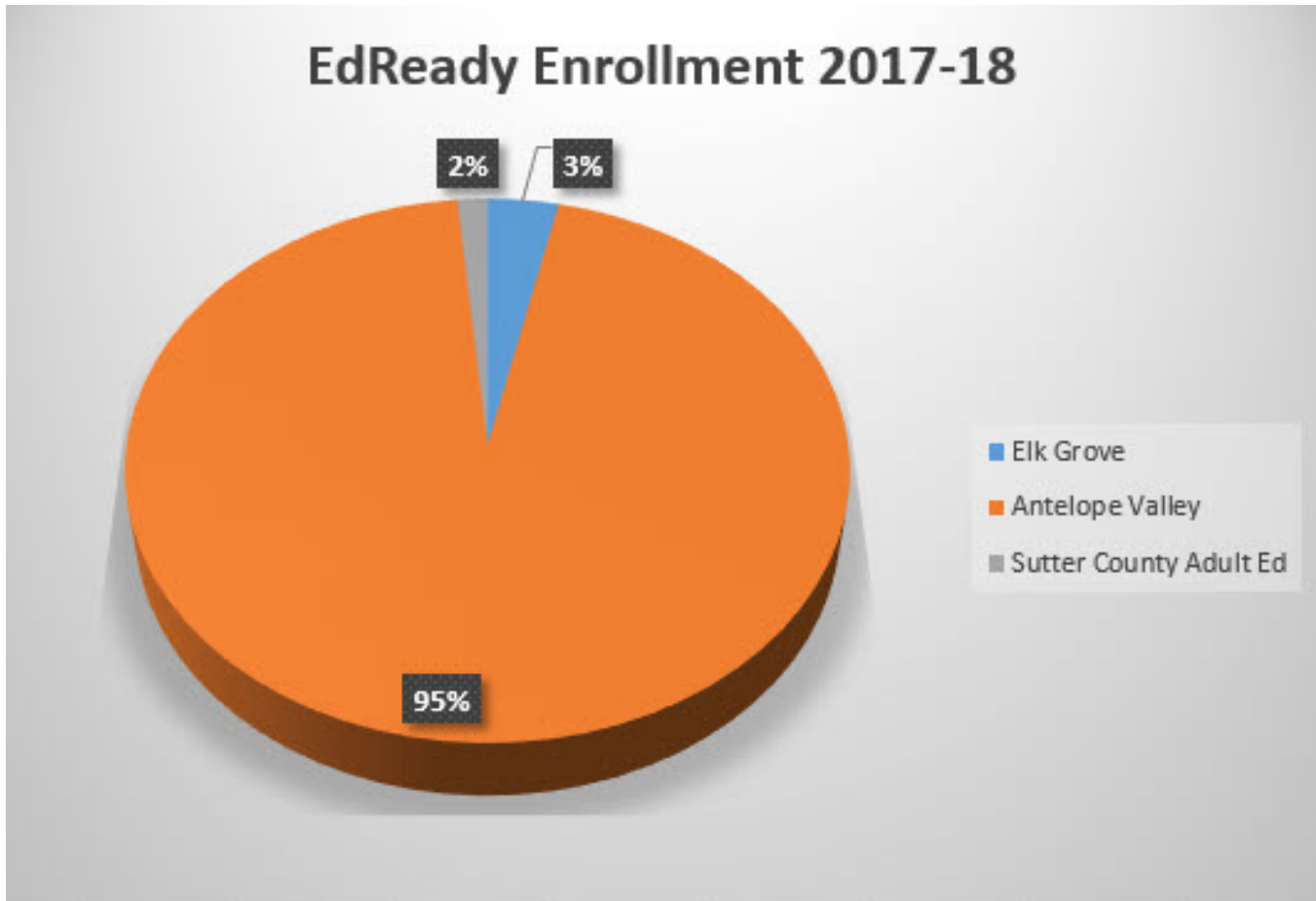


Exhibit 1.10
Bar chart showing EdReady Enrollment in 2017-18
Elk Grove: 3%
Antelope Valley: 95%
Sutter County Adult Ed: 2%

Host One Technology and Distance Learning Symposium (TDLS)

The Technology and Distance Learning Symposium (TDLS) is ideal for the 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 relevant and new information, dynamic presentations, and hands-on skill development to start or grow blended/distance learning programs and enhance technology in the classroom.



Exhibit 1.12

The event on March 9-10, 2017, held at Napa Valley Adult Education, was attended by over 200 adult educators and administrators from throughout California.

Attendees selected from over 30 technology-focused workshops that ranged from increasing technical skills in a specific software program to what steps were needed to effectively implement a blended/distance learning program at an adult education agency.

OTAN
 Technology and Distance Learning
Symposium 2018
 March 9-10, 2018
 Napa Valley Adult Education

Schedule at a Glance

Friday, March 9		Saturday, March 10	
Welcome	9:30-10:00 a.m.	Session 5	9:00-10:00 a.m.
Keynote	10:00-11:00 a.m.	Session 6	10:10-11:10 a.m.
Session 1	11:10 a.m.-12:00 p.m.	Session 7	11:20 a.m.-12:10 p.m.
Lunch	12:10-12:50 p.m.	Closing/Tech Slam	12:20-1:00 p.m.
Session 2	1:00-2:00 p.m.	Lunch Pickup	1:10 p.m.
Session 3	2:10-3:10 p.m.		
Session 4	3:20-4:20 p.m.		

Exhibit 1.11

This year’s keynote speaker was Dr. Barbara Nemko, Napa County Superintendent of Schools. Selected by the Center for Digital Education as one of the “Top 40 Innovators in Education”, Dr. Nemko describes herself as passionate about ed tech, even though she bravely admits to sometimes struggling with her own technology devices.

Dr. Nemko’s keynote address, “Changing Lives: The Power of Adult Education” focused on how Adult Education occupies a unique niche in California’s educational system and provides an entry point for the acquisition of marketable skills. She shared how the lives of families have been transformed by this essential program. Her keynote address is available on OTAN’s YouTube channel as part of a series of education technology integration sessions recorded during the Symposium.



Exhibit 1.13
 Dr. Barbara Nemko Presenting at TDLS 2018

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 and a pilot project that provided 200 Newsela PRO licenses adult educators to use with their adult learners. 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 10 different skill areas:

- ➔ Basic Computer Use
- ➔ Internet
- ➔ Windows Operating System
- ➔ Mac OS
- ➔ Email
- ➔ Microsoft Word
- ➔ Social Media
- ➔ Microsoft Excel
- ➔ Microsoft PowerPoint
- ➔ Information Literacy

When individuals pass the Northstar assessments (at approved sites), they can obtain the Northstar Digital Literacy Certificate. 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. Additionally, Northstar offers learners the option of receiving a digital badge. Digital badges can be added to a learner's online portfolio or digital backpack such as Credly or Mozilla.

As a Northstar member, OTAN continued to support six (6) adult education agencies through July 1, 2017 - June 30, 2018. Agencies included: Jefferson Adult School, Monterey Adult School, Glenn Adult School, Language Learning Center at Mt. San Antonio Community College, and Oakland Adult School. The table below represents an aggregate number of attempts on all 10 of the modules available to learners.

TOTAL RECORDS		365
Average Number Correct		27.38
Median Number Correct		26.75
Average Percent		85%
PERCENT PASSED		57%

Exhibit 1.14

Of the 365 attempts made, 251 modules met a passing score. However, no badges were claimed by learners. This is an unexpected result and may indicate more teacher awareness is needed to help learners use badges to show skills gained. This discrepancy between earned certificates and the claiming of digital badges may be an indication that teachers and/or learners are not aware of the growing value of digital badges.

NROC EdReady Math and EdReady English

Information on NROC Edready Math and Edready English 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”

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 8 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”!


Initially offered to 640 OTAN members and announced on OTAN's website and other social media sites, OTAN created 98 accounts. In total 29 instructors completed the module and earned a certificate showing their competencies. The remaining instructors are in different states of completion or have not started the course.

A reminder email was sent out to the initial list of 640 continuing the offer. Additional reminders and invitations to participate in the course offering were included in email communications and other forms throughout the year.

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. 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 will be updated, and information will be easily accessed by constituents. The site will be 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, course outline builder, online courses, and Vocational English as a Second Language (VESL) materials. OTAN also maintained the California Distance Learning Project (CDLP), an online site with high-interest stories and comprehension activities to support low-literacy learners.

Adult education constituents were also provided with synchronous online support and technical assistance via online chat, phone, 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, Digital Leadership Academy Report, and four OTAN quarterly reports are included as part of this OTAN Annual Report.

Online Video Production



Exhibit 2.1
Jodie Hoffman

The OTAN produced two Students Succeed videos this past year. The students, Jodie Hoffman of Golden Oak Adult School and Jagroop Kaur of Elk Grove Adult and Community Education, were honored at the Association of California School Administrators (ACSA) 2017 Leadership Summit held in San Jose. Both videos were added to OTAN's Adult Education Students



Exhibit 2.2
Jagroop Kaur

Succeed website along with each student's story. The site currently hosts over 200 student stories, 38 of which have accompanying videos highlighting the success of adult education students, teachers, and programs.

Additional videos recorded at the Technology and Distance Learning Symposium (TDLS) were posted to OTAN's YouTube Channel.

The following videos were recorded at the 2018 Technology and Distance Learning Symposium held at Napa Valley Adult Education. All videos have been closed captioned and have been posted to OTAN's YouTube Channel.

Changing Lives: The Power of Adult Education by Dr. Barbara Nemko, Napa County Superintendent of Schools



Exhibit 2.3
Dr. Barbara Nemko
at TDLS 2018

During the 2018 TDLS, Dr. Nemko provided an engaging presentation with numerous examples of how adult education served as the catalyst and momentum for improving lives. One of the powerful stories she shared was about her in-laws. After coming from different countries to settle in the United States they met at an adult school where both had enrolled to learn English.

Improve Communication and Speaking Practice with Google Voice by Cindy Wislofsky, San Diego Community College District

Session description: This presentation provides suggestions for using a free Google Voice phone number for dialogues, question-answering, interviewing, and general communication, along with how to access audio messages online for ESL classroom listening practice.

Tech Troubleshooting for Teachers by Marjorie Olavides, OTAN trainer

Session description: This workshop will review the differences among many common connectors and how to use them, provide teachers with quick and easy troubleshooting tips, and give ideas about what to do if all else fails.

Making Time Management Work: Classroom Skills to Workplace Skills by Lila Young, Clovis Unified School District

Session description: Time management is a challenge. Experts can tell you what to do, but how do you get started? This demonstration starts with goals (assigning hours per week to certain categories), track your hours for the week (determining if you met your desired goals), and assess if you have barriers (preventing you from meeting your goals). This demonstration is set up as an Excel spreadsheet, which will be available as a download.

In addition to the California Students Succeed and TDL Symposium videos, OTAN produced and posted a variety of instructional videos to the OTAN Techy YouTube Channel, organized in

easy-to-navigate playlists, to share with the field.

OTAN also debuted a new webinar series, entitled OTAN Tech Talks. OTAN Tech Talks were designed to give short 30-minute presentations to assist participants with tips on an EdTech tool, strategy, resource, and more. These videos are also available for public viewing.

Social Media Safety Tips by Karla Frizler, Saddleback College and OTAN Subject Matter Expert

Description: Learn strategies to stay safe online as you build your social media presence on Facebook, Instagram, SnapChat, and Twitter.

Chromebooks for Beginning ESL by Alisa Takeuchi, Garden Grove Adult Education, and OTAN Subject Matter Expert

Description: This webinar presentation will show teachers how Beginning Literacy/Low students can learn on Chromebooks. Focusing lower level ELL students on 21st Century learning and creating an atmosphere of developing their computer literacy skills will enhance their college and career readiness.

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. Open Educational Resources range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video, and animation. 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 supports 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 #GoOpen 2017 Regional Summit was held in Southern California at 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.

Articles, blog posts, and other resources are shared with OTAN members through News Items posted on the homepage, Facebook posts, and Twitter feeds. These articles provide information on best practices and new ideas and initiatives to support using OER in the adult education setting. News items are regularly posted. From July 1, 2017–June 30, 2018, 95 news items were posted to the front page of the OTAN website, using the following schedule:

July/August/September - 26 news items, twice a week posting

October/November/December - 17 news items, twice a week posting

January/February/March - 20 news items, twice a week posting

April/May/June - 32 news items, increased to three times a week posting

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 from the field 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 2017–18 contract year, 329 items were either added or modified.

Trello in Education

Trello is a visual collaboration tool that can be used for lesson planning, class organization, student research, organizing writing assignments, project based learning and more. It is free.

At first look, Trello is a program to help with organization. But it can help us in so many ways beyond just organizing. Here are five ways we can use Trello in our classrooms. Then we will drill down and see the nuts and bolts of one project to use in your class on Monday.

Lesson Planning

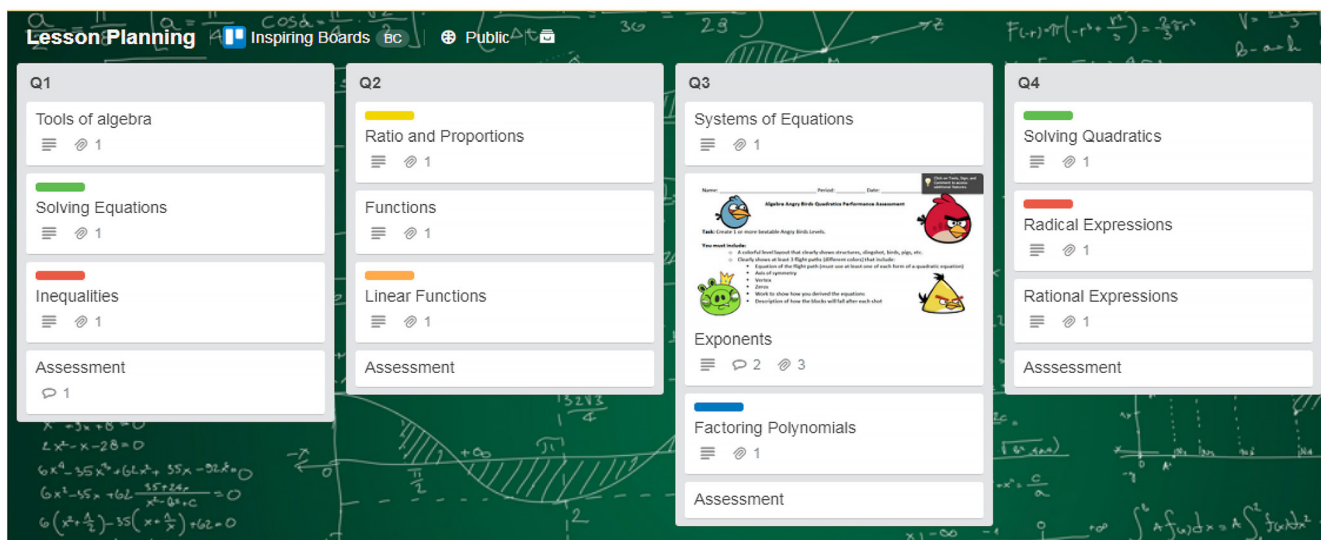


Exhibit 2.4

The board is titled, “Lesson Planning” and the lists are organized by quarters. On each list there are cards of links. On the backs of the cards (which are not shown) are descriptions of what each linked site includes and how to use them. PDF assignments are also included.

This lesson planning board is based on quarters. A different way to use Trello with lesson planning could be a single card having all components of one lesson: information, assignments, links etc., on that same card.

Structured Learning Paths

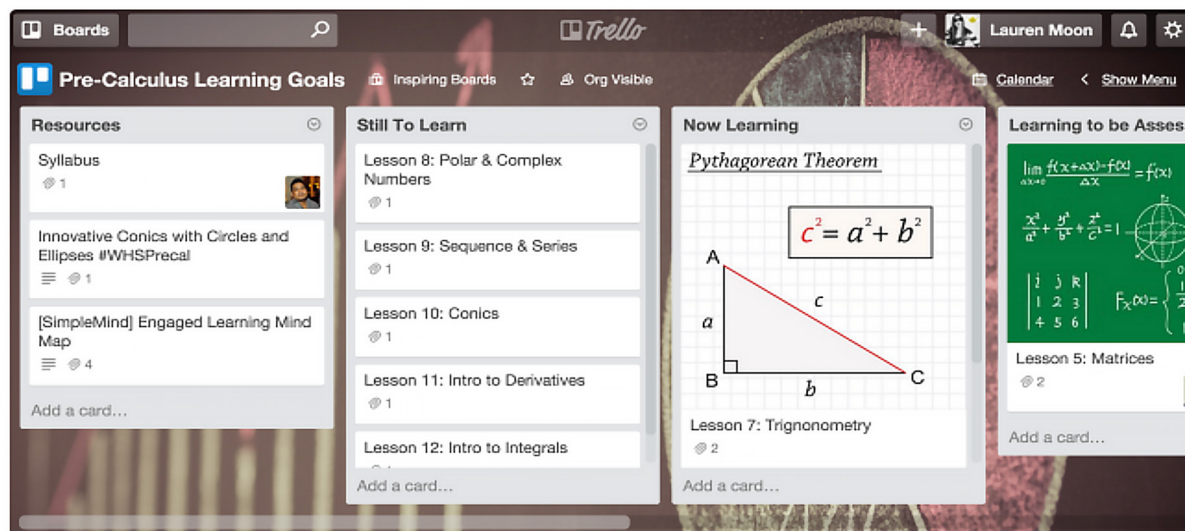



Exhibit 2.5

Trello board titled, “Pre-Calculus Learning Goals” with the lists of Resources, Still to Learn, Now Learning and Learning to be Assessed. Each list has cards with steps or lessons to be taken.

Another example board uses Trello as a “Structured Learning Path.” It gives the steps (on cards) to learning the topic. Here the topic is pre-calculus. The teacher discovered that this system allows the students to see what the next step is, also the steps preceding the assignments. If they are struggling, they can go back and review. The teacher commented, “Trello lets me as a teacher have a platform where I can go and have our lessons, our curriculum, our flow, and our standards, and all of my students can get there as well.”

Maintain and Update the Lesson Plan Builder


The online Lesson Plan Builder, at www.otan.us/members/lessonPlanBuilder/ , is a tool that allows teachers to create complete and detailed lesson plans and store them online. All registered users of the OTAN website may access the Lesson Plan Builder. There are currently 16,123 lesson plans stored in the Lesson Plan Builder from 22,200 users.



1. [Start a new Lesson Plan.](#)
2. [My Lesson Plans](#)
3. [Read more about writing Lesson Plans.](#)

Exhibit 2.6

Maintain and Update the Course Outline Builder

The Course Outline Builder (www.otan.us/cob ) makes it easy to develop and store course outlines for any area of adult education. Standards and competencies are available to be selected for each program area. These standards reflect broad agreement among subject matter experts

“Thank you again for your wonderful presentation last Friday. I heard nothing but positive feedback. OTAN and your presentation were referenced and/or mentioned all throughout the day.”

– Tonya Cobb, Paramount Adult School (2/27/18)

in adult education about what is desirable for adult students to know to be prepared for the rigors of postsecondary education and training.



COURSE OUTLINE BUILDER

Register

Sign in Name:

Password:

Login

Forgot your Sign in Name / Password?

Welcome!

The Course Outline Builder makes it easy for you to develop and store course outlines for any area of adult education. Content standards include California K12 standards, CASAS competencies, and draft standards for ESL, ABE, Parent Education, and Older Adults.

Create your course outlines here and download them as PDF documents. You can return to add, revise or delete course outlines at any time.

You may wish to create a department or agency account where all course outlines are stored and available.

Please sign-in at left to learn more about course outlines or to create, view, print or edit one of your course outlines.

For additional information about OTAN or technical support fill out our [Support Form](#).
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P.O. Box 269003 Sacramento, CA 95826-9003 | 916-228-2580 | 800-894-3113

OTAN activities are funded by contract CN150138 from the Adult Education Office, in the Career & College Transition Division, California Department of Education, with funds provided through Federal P.L., 105-220, Section 223. However, OTAN content does not necessarily reflect the position of that department or the U.S. Department of Education.

Exhibit 2.7

Maintain the California Distance Learning Project Website as Necessary to Keep it Functioning

OTAN continues to host and maintain the California Distance Learning Project (CDLP) (<http://cdlponline.org/>). Although the site has been online for many years and the content has not been updated, it continues to draw adult learners from California and throughout the world who want to improve their English reading and comprehension skills. In 2017–18, there were over 350,000 users. This number decreased from last year's record half a million users. The reason may be that the site's technology platform is becoming outdated. As adult learners upgrade their technology, they may migrate to sites with a flashier interface. New visitors to the site represented 74 percent, compared with last year's statistics that showed new and returning users evenly split, with 53 percent new and 47 percent returning users.

California Distance Learning Project
All Web Site Data

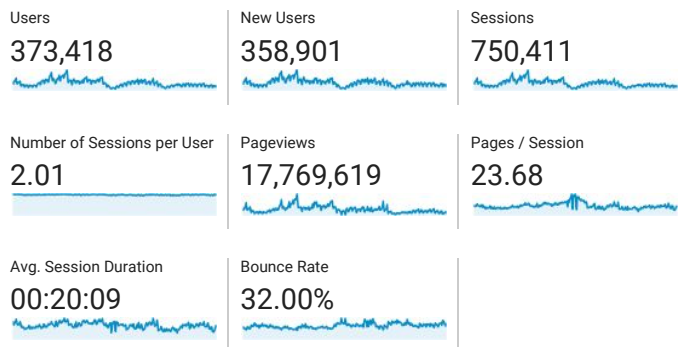
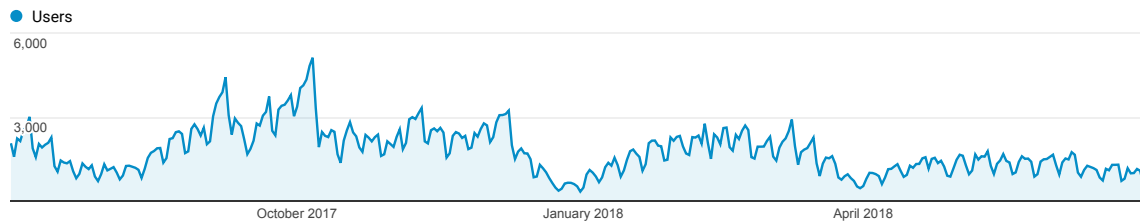
[GO TO REPORT](#)

Audience Overview

All Users
100.00% Users

Jul 1, 2017 - Jun 30, 2018

Overview



■ New Visitor ■ Returning Visitor

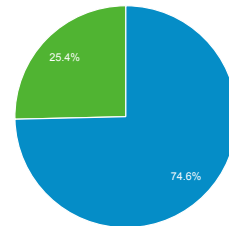


Exhibit 2.8

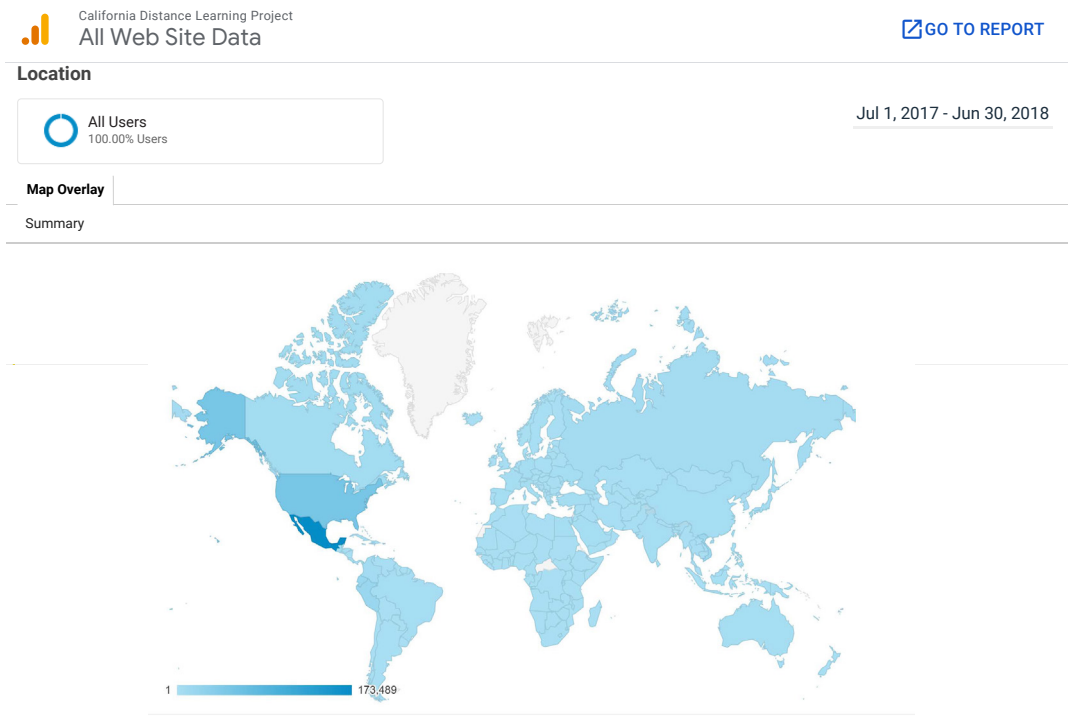
**CALIFORNIA DISTANCE LEARNING PROJECT
GOOGLE ANALYTICS WEBSITE DATA 2017-2018**

Users	373,418
New Users	358,901
Sessions	750,411
Sessions per User	2.01
Pageviews	17,769,619
Pages / Session	23.68
Avg. Session Duration	00:20:09
Bounce Rate	32%

Exhibit 2.9

Data obtained from Google Analytics indicate the top ten countries accessing CDLP include:

1. Mexico
2. United States
3. Ecuador
4. Peru
5. Vietnam
6. Canada
7. Colombia
8. Russia
9. Taiwan
10. China



Country	Acquisition			Behavior			Conversions		
	Users	New Users	Sessions	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	373,418 % of Total: 100.00% (373,418)	360,361 % of Total: 100.41% (358,901)	750,411 % of Total: 100.00% (750,411)	32.00% Avg for View: 32.00% (0.00%)	23.68 Avg for View: 23.68 (0.00%)	00:20:09 Avg for View: 00:20:09 (0.00%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. Mexico	173,489 (46.26%)	162,083 (44.98%)	423,603 (56.45%)	24.52%	29.45	00:27:12	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. United States	52,099 (13.89%)	51,367 (14.25%)	82,132 (10.94%)	35.08%	24.04	00:13:58	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. Ecuador	17,237 (4.60%)	16,531 (4.59%)	41,860 (5.58%)	20.21%	40.15	00:25:02	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. Peru	17,084 (4.56%)	16,897 (4.69%)	23,524 (3.13%)	46.07%	4.88	00:05:59	0.00%	0 (0.00%)	\$0.00 (0.00%)
5. Vietnam	14,559 (3.88%)	14,374 (3.99%)	23,957 (3.19%)	50.14%	5.02	00:05:53	0.00%	0 (0.00%)	\$0.00 (0.00%)
6. Canada	6,979 (1.86%)	6,828 (1.89%)	10,292 (1.37%)	40.27%	14.13	00:09:15	0.00%	0 (0.00%)	\$0.00 (0.00%)
7. Colombia	5,848 (1.56%)	5,711 (1.58%)	10,557 (1.41%)	34.10%	16.31	00:12:56	0.00%	0 (0.00%)	\$0.00 (0.00%)
8. Russia	5,775 (1.54%)	5,761 (1.60%)	9,437 (1.26%)	51.36%	9.05	00:07:51	0.00%	0 (0.00%)	\$0.00 (0.00%)
9. Taiwan	5,042 (1.34%)	5,000 (1.39%)	9,246 (1.23%)	51.84%	7.61	00:05:41	0.00%	0 (0.00%)	\$0.00 (0.00%)
10. China	4,642 (1.24%)	4,574 (1.27%)	6,215 (0.83%)	63.60%	3.59	00:03:55	0.00%	0 (0.00%)	\$0.00 (0.00%)

Rows 1 - 10 of 200

Exhibit 2.10

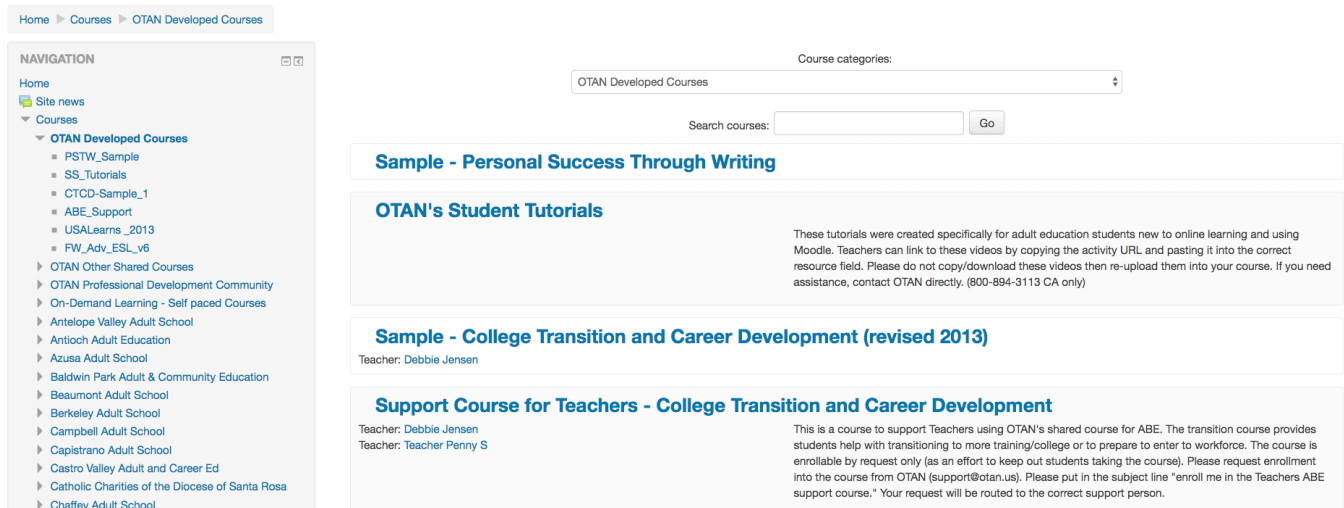
COUNTRY	USERS	NEW USERS	SESSIONS	BOUNCE RATE	PAGES / SESSION	AVG. SESSION DURATION
Mexico	173489	162083	423603	24.52%	29.45	00:27:12
United States	52099	51367	82132	35.08%	24.04	00:13:58
Ecuador	17237	16531	41860	20.21%	40.15	00:25:02
Peru	17084	16897	23524	46.07%	4.88	00:05:59
Vietnam	14559	14374	23957	50.14%	5.02	00:05:53
Canada	6979	6828	10292	40.27%	14.13	00:09:15
Colombia	5848	5711	10557	34.10%	16.31	00:12:56
Russia	5775	5761	9437	51.36%	9.05	00:07:51
Taiwan	5042	5000	9246	51.84%	7.61	00:05:41
China	4642	4574	6215	63.60%	3.59	00:03:55

Exhibit 2.11

Provide and Support for OTAN-created Shared Courses

The OTAN provides 15 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. Sample courses are available for review on the adulthoodcourses.org site. A specialized block within each course is available and notifies OTAN for course requests. Duplicated courses are placed within their School Site Category on adulthoodcourses.org. There were more than 100 requests for shared courses over the year. In addition, over 50 phone or email requests for Moodle support were handled.

California Adult Education Courses



The screenshot shows a Moodle course catalog page. At the top, there is a breadcrumb trail: Home > Courses > OTAN Developed Courses. Below this is a 'NAVIGATION' sidebar with a tree view of course categories. The main content area features a 'Course categories:' dropdown menu set to 'OTAN Developed Courses' and a search bar with a 'Go' button. Below the search bar, several course cards are displayed, including 'Sample - Personal Success Through Writing', 'OTAN's Student Tutorials', 'Sample - College Transition and Career Development (revised 2013)', and 'Support Course for Teachers - College Transition and Career Development'. Each card includes a title, teacher name, and a brief description.

Exhibit 2.12

California Adult Education Courses

Home ▶ Courses ▶ OTAN Other Shared Courses

NAVIGATION

- Home
- Site news
- Courses
 - OTAN Developed Courses
 - OTAN Other Shared Courses**
 - ADVESL2_ALOE_1
 - Digital Citizenship
 - OTAN_ELCIVICS
 - CIT_2013
 - College_Prep_Sample
 - SampleCAHSEEMathv2014
 - SAMPLENROCAIg1Sem1
 - SAMPLENROCAIg1Sem2
 - Sample - NROCDDevEngl
 - NROCDDevMath2017
 - NROCDDevMath2017_PA
 - Softskills_v1A
 - PETW1NEW-SAMPLE
 - PETW2NEW-SAMPLE
 - PETW3NEW-SAMPLE
 - Sample-TWS v4.0
 - Writing Pathway_1
 - OTAN Professional Development Community
 - On-Demand Learning - Self paced Courses
 - Antelope Valley Adult School
 - Antioch Adult Education
 - Azusa Adult School
 - Baldwin Park Adult & Community Education
 - Beaumont Adult School
 - Berkeley Adult School
 - Campbell Adult School
 - Capistrano Adult School
 - Castro Valley Adult and Career Ed
 - Catholic Charities of the Diocese of Santa Rosa
 - Chaffey Adult School
 - Charles A. Jones Career and Education Center
 - City College of San Francisco

Course categories:

OTAN Other Shared Courses

Search courses:

Sample - Advanced ESL 2: Additional Topics (ALOE)
Sample - Digital Citizenship
Sample - EL Civics through Distance Learning v1.0 (new 2013)
Sample - ESL Citizenship Preparation Course v1.0 (2013)
Sample - Getting Ready for College
Sample - High School Diploma Math Prep (Formerly CASHEE Math)
Sample - NROC Algebra 1 (Semester 1)
Sample - NROC Algebra 1 (Semester 2)
Sample - NROC Developmental English
Sample - NROC Developmental Math - Standard v2017 (No Pre-Assessments)
Sample - NROC Developmental Math with Pre-Assessments
Sample - Professional & Interpersonal Skills (aka Soft Skills) for Career Success 10/2014 v1
Sample - Putting English to Work 1 (PETW1)
Sample - Putting English to Work 2 (PETW2)
Sample - Putting English to Work 3 (PETW3)
Sample - The Write Stuff v4.0 (2017) Wentworth
Sample - Writing Pathways to Career Success

Exhibit 2.13

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.

Putting English to Work online courses, obtained through a special Memorandum of Understanding with the Los Angeles Unified School District, were all converted from Adobe Flash to a more appropriate and secure format. The work was completed during this year, along with testing and minor fixes.

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 year LINCS offered these Creative Commons Licensed courses to any adult education agency who wished to host them for their adult educators. OTAN agreed to upload two (2) courses as a test during the 2017–17 contract year and added the rest of the available courses during 2017–18. Marketing and support related to these new courses was provided to the adult education field.

Courses include:

- **Second Language Acquisition: Myths, Beliefs, and What the Research Shows (2 hours):** This course offers participants introductory, research-based information on second language acquisition (SLA) by exploring common myths and beliefs about how languages are taught and learned. Topics include: common myths and beliefs about SLA; knowledge about language and SLA; using student’s first language strategically; and interlanguage and assessment.
- **Teaching Adult ELLs Who are Emergent Readers (2.5 hours):** This course offers introductory, research-based information about teaching adult English language learners who are just beginning to acquire print literacy largely due to lack of access to formal schooling. This course clarifies how and why this particular population is unique, offers processes for identifying emergent readers, and explores a range of teaching and assessment strategies that build initial literacy.
- **Formative Assessment to Inform Quality Adult ESL Instruction (2 hours):** Participants learn to define formative assessment and explain its integral role in systematically planning and delivering adult ESL instruction, select and design a variety of formative assessment activities that engage learners in setting their own goals and monitoring their own progress, and use appropriate oral and written feedback techniques that inform learners of their progress.
- **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.

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

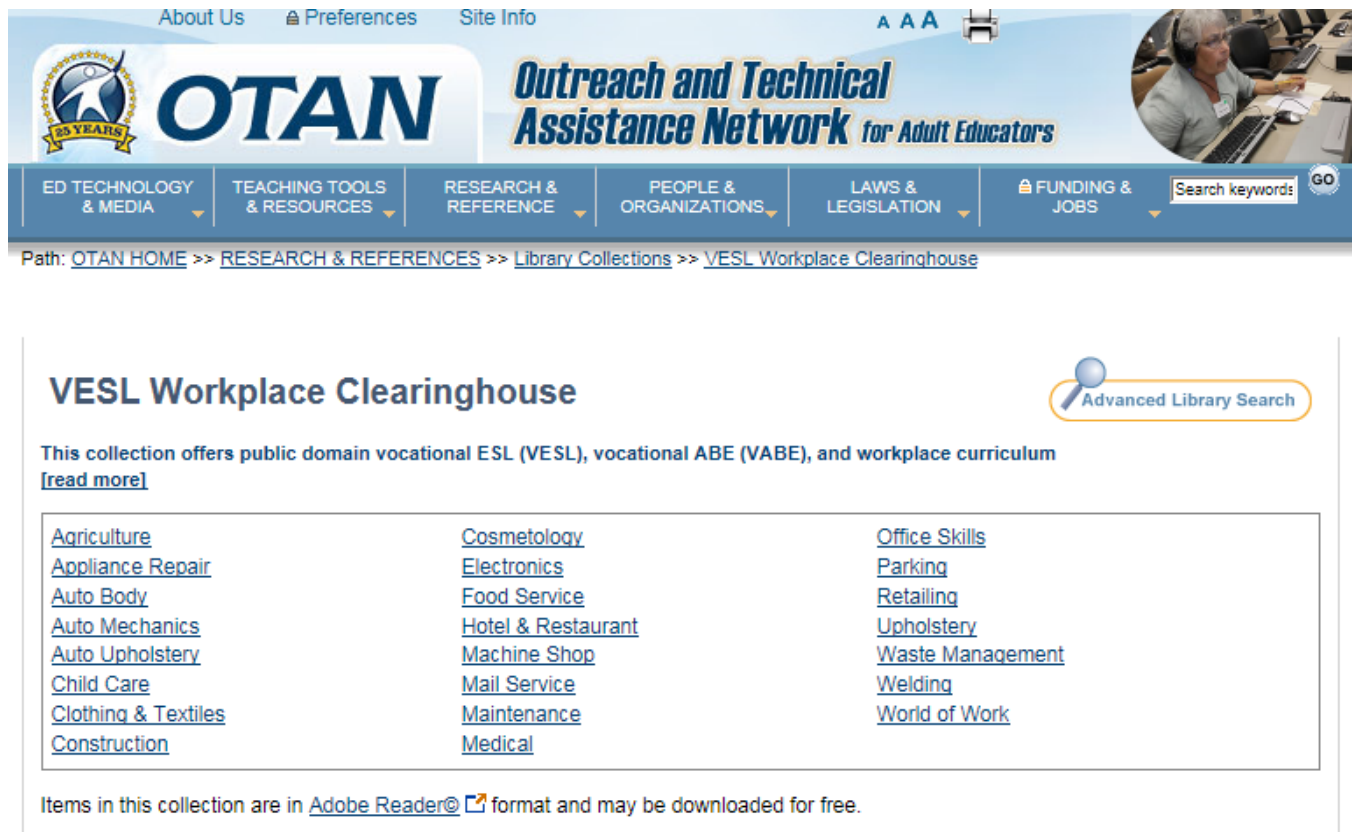
about online teaching and learning. Communication of these resources comes in several forms from articles in the OTAN Communicator newsletter, to news items posted on the OTAN website, and several social media posts from OTAN and OTAN staff throughout the year.

Additionally, OTAN partnered with Essential Education to offer an online professional development opportunity for teachers titled “Blended Learning for the Adult Educators.” This online, self-paced course allows teachers to learn the concepts, models, and resources of blended teaching, as well as to develop an implementation plan.

Vocational English as a Second Language (VESL) Materials

Vocational English as a Second Language (VESL) materials used to be in paper format only. When an agency requested a specific VESL package, the pages were copied and the requesting agency was charged a per-page-rate for the materials, which were then mailed to the agency.

Starting in 2015–16, OTAN logged the requests for VESL materials and determined the most popular materials. Using this information, the top five percent of the most-requested materials were scanned, made accessible, and posted to the OTAN website. During 2016–17, 20 VESL materials were made accessible and during 2017–18, an additional 10 materials were processed. These materials may now be downloaded for free by any adult education agency or interested party through the VESL Workplace Clearinghouse section of the OTAN website.



Path: [OTAN HOME](#) >> [RESEARCH & REFERENCES](#) >> [Library Collections](#) >> [VESL Workplace Clearinghouse](#)

VESL Workplace Clearinghouse

This collection offers public domain vocational ESL (VESL), vocational ABE (VABE), and workplace curriculum [\[read more\]](#)



Agriculture	Cosmetology	Office Skills
Appliance Repair	Electronics	Parking
Auto Body	Food Service	Retailing
Auto Mechanics	Hotel & Restaurant	Upholstery
Auto Upholstery	Machine Shop	Waste Management
Child Care	Mail Service	Welding
Clothing & Textiles	Maintenance	World of Work
Construction	Medical	

Items in this collection are in [Adobe Reader® PDF](#) format and may be downloaded for free.

Exhibit 2.14


Conduct Curriculum Focus Webinars


A total of four curriculum vendors were featured in OTAN's Curriculum Focus webinars. Two vendors presented on June 1, 2018, and two presented on June 15, 2018. Details are included below.



Welcome!
OTAN Online Curriculum Webinar Series
June 1, 2018

Tom Cytron-Hysom Program Consultant/Manager Northstar Digital Literacy Assessment E: support@digitalliteracyassessment.org O: 651.695.1734	Tabitha Tatum Regional Account Manager Shmoop University Inc. E: tabitha@shmoop.com C: 310.696.6591
---	---

 **NORTHSTAR**
DIGITAL LITERACY ASSESSMENT

 *shmoop* wants to make you a better lover...
...of literature, history, poetry and writing.

<http://www.otan.us>

Exhibit 2.15

June 1, 2018:

46 registered for the event

27 attended the event

17 attendees completed the event

Northstar Digital Literacy Assessment

<https://www.digitalliteracyassessment.org/> 

Guest speaker: Tom Cytron-Hysom, Program Consultant/Manager

Email: support@digitalliteracyassessment.org  - Phone: 651-695-1734

Description:

The Northstar Digital Literacy Project defines basic skills needed to perform

tasks on computers and online. The ability of adults to perform these tasks can be assessed through online, self-guided modules. Included are basic computer digital literacy standards and modules in ten main areas: Basic Computer Use, Internet, Windows Operating System, Mac OS, Email, Microsoft Word, Social Media, Microsoft Excel, Microsoft PowerPoint, and Information Literacy. Northstar is an assessment, not a curriculum.

When individuals pass the assessments at approved sites, they can obtain the Northstar Digital Literacy Certificate. This provides a credential for employment. There is no cost to complete the online assessments.

Shmoop

<https://www.shmoop.com/> 

Guest speaker: Tabitha Tatum, Regional Account Manager

Email: tabitha@shmoop.com  - Phone: 310-696-6591

Description:

Shmoop is a subscription service that provides learning guides, test prep materials, subject tutorials, teacher resources, essay writing guidance, and homework help.

Curriculum Focus Webinar Evaluation Summary Results

Strongly Agree ← Neutral → Strongly Disagree

	Strongly Agree		Neutral		Strongly Disagree	Average Score
1. The objectives of the training were clearly stated.	9	3	0	0	0	5
2. The training was well-paced.	10	2	0	0	0	5
3. The training met your expectations.	7	3	1	1	0	4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	5	6	1	0	0	4
5. You would recommend OTAN's workshops to a friend or colleague.	10	1	0	1	0	5
Overall Average:						5

Exhibit 2.16

What was the most useful part of the training?

- All
- Both Presentations. Like the new update to Northstar and the suggestion of Pre/Post testing Shmoop is new and would like to do more research.
- Assessment information demo.
- I Felt that it was informative but I didn't get much new information.
- This was a two part training with two very different products. My answers are different for each product. Northstar meet my training needs--Shmoop did not.
- Northstar's user-friendliness and relevancy. I am looking forward to using this as a pilot. Shmoop appears to have elements for a variety of instructional situations.
- Both parts were good.

What could have been done to make this training meet your needs more effectively?



- More detailed demos of course units in Shmoop.
- Would like to see a demo of Shmoop, similar to Northstar.
- I believe it was just right very informative.
- I'd need to be shown around the website.
- Shmoop doesn't seem right for my classroom. I teach Low Intermediate ESL and Shmoop's products are not the right target audience. So Tabitha's presentation was not useful for me. Side note: Tabitha should introduce herself with her full name. Just seems more professional.
- N/A
- Provide a copy of each speakers slides. I asked and was told a link to the recording would be sent. That is a pain in the neck. I have to transcribe everything of value about the presentation, even the urls if I want to make a report to my school. Would prefer to be able to copy a url or a few words to send off info.

Exhibit 2.16 - Continued

How will you use what you learned?

- I will share info.
- Speak to Admin staff
- Northstar - consider pre/post test strategy.
- I would try to add some of the vocabulary to my assessment and lessons plan I've been using here at the Salinas Public Library.
- Northstar might work well for our CTE program.
- I'm going to share what I learned about Northstar with the members of our school's tech team. We just recently had a conversation about whether and how to use it.
- I will review the downloaded materials for Northstar and Shmoop. I liked the idea of using Northstar as a Pre-test, and later followed by a Post-test in order for a student to receive his or her certificate.
- I will look into both products.

Exhibit 2.16 - Continued




Welcome!

OTAN Online Curriculum Webinar Series

June 15, 2018

Rick Lippert, Regional Director ACHIEVE 3000 805.701.3861 (m) rick.Lippert@achieve3000.com	Amy Dawson, Solutions Consultant Adult Learning/Strategic Education Partnerships 214.294.9589 (o) Amy.dawson@edmentum.com
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<http://www.otan.us>

Exhibit 2.17

June 15, 2018:

12 registered for the event

6 attended the event

4 attendees completed the event

Achieve3000

<http://www.achieve3000.com/> 

Guest speaker: Rick Lippert, Regional Director

Email: rick.Lippert@achieve3000.com  - Phone: 805-701-3861

Description:

Achieve3000 is a supplemental, online literacy program that delivers daily, differentiated instruction for non-fiction reading and writing. Instruction is tailored to each student's individual Lexile level.

Edmentum

<http://www.edmentum.com/> 

Guest speaker: Amy Dawson, Solutions Operations for Adult Learning/Strategic Plan Partnerships

Email: amy.dawson@edmentum.com  - Phone: 214-294-9589

Description:

Edmentum provides a number of online products designed to support K–higher education learners with adaptive curriculum, assessments, and content practice.

“I appreciate the way OTAN always goes above and beyond to support adult educators. Thank you!”

– OTAN webinar participant (1/18)

Curriculum Focus webinar Evaluation Summary Results

Strongly Agree ← Neutral → Strongly Disagree

	Strongly Agree		Neutral		Strongly Disagree	Average Score
1. The objectives of the training were clearly stated.	3	0	0	0	0	5
2. The training was well-paced.	3	0	0	0	0	5
3. The training met your expectations.	1	2	0	0	0	4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	0	3	0	0	0	4
5. You would recommend OTAN's workshops to a friend or colleague.	3	0	0	0	0	5
Overall Average:						5

What was the most useful part of the training?

- Integration/application of CCRS/ELL and HSE learning.
- I knew about Plato it was nice to see the updated version. It looks pretty good and like they may have improved their grade book. The other product was interesting, I would take a look at it if I was still teaching High School.

What could have been done to make this training meet your needs more effectively?

- It was effective, however, maybe structure 45 minute workshops so that presenters do not feel rushed.

How will you use what you learned?

- Will share information with faculty to compare services to Newsela.
- I would like to see some online Business oriented products for CTE computer applications like Word, Excel, PPT, Google Suite. Maybe the Cengage people or Labyrinth or BE Publishing. BE Publishing has a nice ebook on Google Drive/Suite.

Exhibit 2.18

Support Online Curriculum Sites

California Distance Learning Project (CDLP)

OTAN continues to host the California Distance Learning Project (CDLP) (www.cdlponline.org) (referenced previously in this section). The site provides adult learning activities designed to assist adult learners in improving their English reading skills. The CDLP site continues to receive significant internet traffic even though content has not been updated in some time. Data analytics indicate learners are logging in from all parts of California as well as from around the world.

The original stories included in CDLP as a basis for the learning activities were granted as part of an agreement with News 10 KXTV Sacramento. Subsequently, the station was purchased by ABC and renamed ABC 10. In 2017, the OTAN Director contacted the station to ask for permission to replace some of the older stories with current news stories. The station's news management team declined to grant permission to use their updated news stories for the CDLP site.

Updating CDLP will require a great deal of time and effort. This task may need to be revisited in the next contract to determine if keeping the website active is both reasonable and feasible. For now, the content areas include:

- ➔ Working
- ➔ Law and Government
- ➔ Family
- ➔ School
- ➔ Health and Safety
- ➔ Housing
- ➔ Money
- ➔ Science and Technology
- ➔ Services
- ➔ Going Places
- ➔ Nature

Provide Online Support and Technical Assistance

As a provider of technical assistance, a necessary function is to furnish technical support. 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.

While providing support, 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.

While support and assistance for websites maintained by OTAN account for the majority of 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 point the requestor to the appropriate website, organization, or other sources of information such as program locations and contact information.

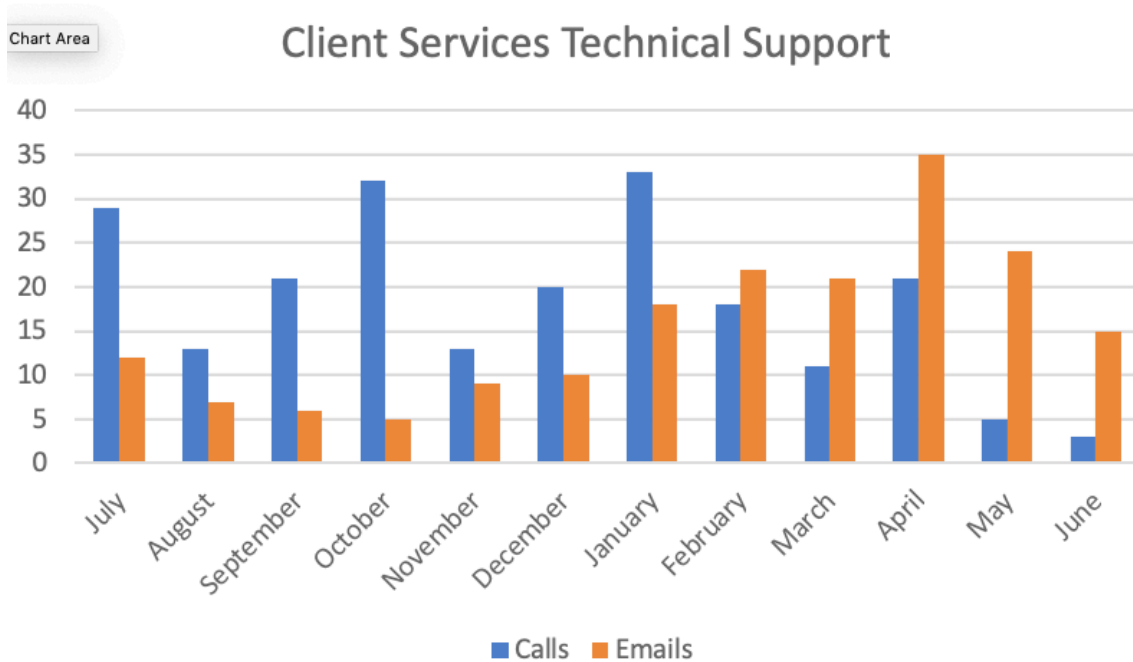


Exhibit 2.19

CLIENT SERVICES PHONE TECHNICAL SUPPORT 2017-2018		
PERIOD	NUMBER OF CALLS	TOTAL SERVICE MINUTES
July	29	225
August	13	133
September	21	290
October	32	306
November	13	150
December	20	305

Exhibit 2.20


CLIENT SERVICES PHONE TECHNICAL SUPPORT 2017-2018		
PERIOD	NUMBER OF CALLS	TOTAL SERVICE MINUTES
January	33	315
February	18	440
March	11	227
April	21	338
May	5	105
June	3	50

Exhibit 2.20 - Continued

CLIENT SERVICES EMAIL TECHNICAL SUPPORT 2017		
PERIOD	NUMBER OF EMAILS	TOTAL SERVICE MINUTES
July	12	60
August	7	60
September	6	70
October	5	50
November	9	70
December	10	165
January	18	130
February	22	435
March	21	400
April	35	798
May	24	191
June	15	225

Exhibit 2.21

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 2017–18, 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. The OTAN programming team continued to make progress with converting the site to .NET code to meet CDE specifications. A new web interface was designed and tested to incorporate accessibility, including responsive design features to accommodate access via mobile devices.

OTAN works to negotiate the best free or reduced-cost special offers for online curriculum licenses and professional development resources suggested by our OTAN Advisory Committee members and adult educators in the field. During 2017–18, OTAN added a new web page titled,

“Curriculum Offers” that highlights the current curriculum licenses and projects available to all California WIOA-funded adult education agencies. The web page currently lists three curriculum offers that include a self-paced blended learning course from Essential Education, a half-price reduction for Newslea Pro, and two online courses from NROC – Developmental English and Developmental Math <https://www.otan.us/browse/index.cfm?fuseaction=pageWcatid=35781>.

Audience Overview

Jul 1, 2017 - Jun 30, 2018

All Users
100.00% Users

Overview

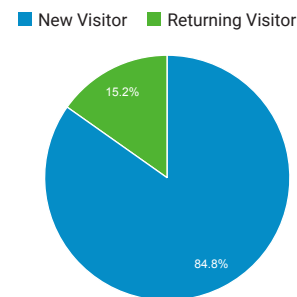
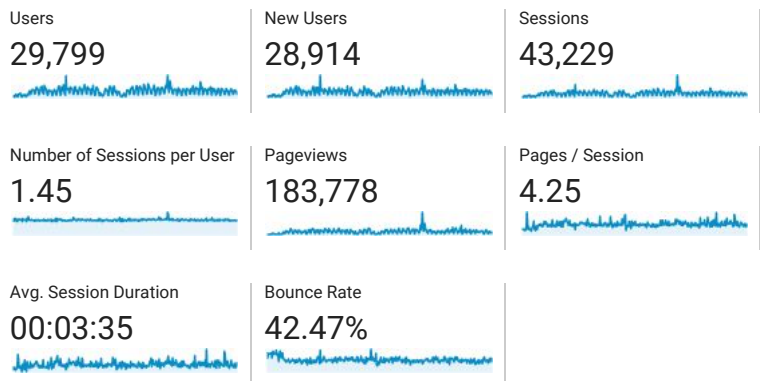
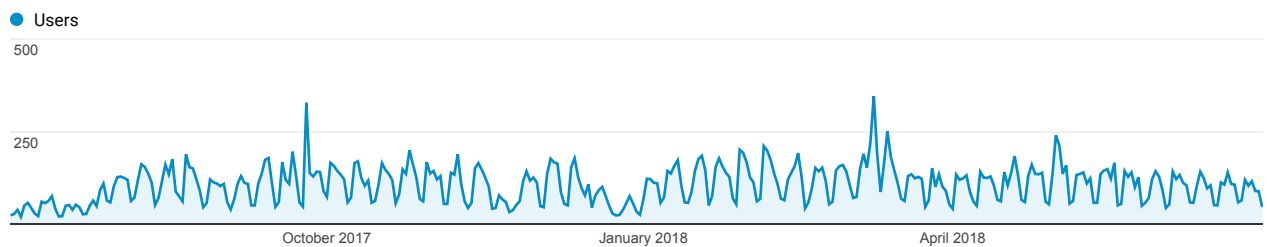


Exhibit 2.22

For the last several years, OTAN has used Google Analytics to track the total number of website visits (recently referred to as “sessions” by Google) to compare data over time. According to Google’s data, the main OTAN website had 29,799 sessions in 2016–17. This number jumped to 43,229 sessions in 2017–18, an increase of almost 70 percent. New users totaled 28,914 and accounted for 85 percent of the sessions. There were 183,778 page views, with an average of 4.25 sessions per user.

The United States lead as the country logging the most sessions on OTAN. The following countries are listed in the order of the amount of times their constituents visited the OTAN website:

- ➔ Mexico
- ➔ China
- ➔ Canada
- ➔ Philippines
- ➔ South Korea
- ➔ Japan
- ➔ Brazil
- ➔ Colombia
- ➔ India

In 2016–17, 80 percent of visitors to the OTAN website did so from a desktop computer. In 2017–18, this number dropped to 66 percent. This represents a 20 percent decrease over the last three years. Access to OTAN resources from mobile phones was 29 percent, an increase of 13 percent from 2016–17. Access by tablets showed a minimal increase.

As a compliance measure with web accessibility, OTAN website testing was conducted throughout the year. Specialized software was purchased to support web content and to comply with Section 508. All posted videos were reviewed for closed captioning. OTAN staff and Subject Matter Experts were trained in how to make PowerPoints and handouts accessible prior to having them posted to the OTAN website. Subject Matter Experts were also trained in how to close caption any screencasts or online tutorials they created for the OTAN website.

The OTAN website re-design and development is moving forward with Accessible+ Website

“I just wanted to send out this quick note to say Thank You for a GREAT conference. It was my first TDLS and it was so much fun and very, very organized. Just being surrounded by so many educators that are inspired by technology to use in the classroom was amazing.

I can't begin to understand all the work it took to get it all done, but from a participants perspective it seemed effortless; that's how good of a job you did.”

– Alisa Takeuchi (3/12/18)

Framework for responsive and accessible templates. Once all templates have been created, the new design will be tested for full accessibility compliance.



Top Story...

Using Technology to Increase Participation for Introverts

Posted on 07/11/2018

Who are you hearing from in your class?

We know students learn in different ways and are working to develop in their [zone of proximal development](#). Teachers regularly differentiate and personalize learning for students' dispositions, abilities, interests, backgrounds, and personality types. But it has taken the education community quite a long time to consider introverts.

The good news is, there are practices, assessments, and procedures that support introverts in an often extroverted world. Here are some ideas that use technology to increase participation for introverts.



- Participating through Google Docs collaboration:** Create a Google Doc discussion tracker and share it with students a few days before a class literature or civics discussion. Ask students to post in-depth questions about a shared reading to the doc. Students respond to their peers' questions, and the teacher reads some of the questions and answers aloud in class. This is a low-risk way for introverted students to participate and feel valued in a discussion.
- Participating through Google Classroom:** Post prompts on Google Classroom and ask students to respond to each other. Entries make a great formative assessment and learners' comments and questions can be used to track participation.



Exhibit 2.23

Market OTAN Services

Host Vendor Tables at State and Regional Conferences

It is important to have a continuous communication effort to let adult educators know about the free services and resources that OTAN provides. Many different methods were used to inform the adult education field, especially new teachers and administrators. Renting exhibit space at various adult education conferences and events is one of the methods for getting the word out about OTAN. During 2017–18, OTAN had a vendor table at the following events:

October 2017 – California Teachers of English to Speakers of Other Languages (CATESOL) in Santa Clara (200 visitors)

May 2018 California Council of Adult Education (CCAEE) state conference in Fresno (400 visitors)

June 2018 CASAS Summer Institute in San Diego (500 visitors)

Produce the OTAN Newsletter: Online Connection

In addition to vendor tables to help market OTAN services and resources, a four-to-eight-page newsletter is produced three times per year. Newsletters are sent electronically to all 1,758 OTAN members. 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. Two of the newsletters contain inserts listing all of the current online and face-to-face OTAN workshops and instructions for accessing them.

The Fall 2017 Online Connection's theme was "Putting the Pieces Together". Newsletter stories included information about the Adult Education Block Grant (AEBG) Technology Assistance Project (TAP), and how to use open digital badges and micro-credentials. The Winter edition of the Online Connection had a theme of "Making a Difference" and featured the story of adult educators taking the lead in providing food, supplies, clean up, and financial assistance after the devastation caused by the fires in California, hurricanes in Texas and Puerto Rico, and the earthquake in Mexico. The theme for Spring 2018 was "Integrate, Innovate, and Motivate" and featured articles highlighting innovative ways technology was being used in classrooms to inspire and motivate learners.




Exhibit 2.24


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

Another way in which OTAN reached out to the adult education community was 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. Since February 2016, the digests have been incorporated into the main OTAN site rather than being separate entities and both digests have received an updated look.



Exhibit 2.25

The Teachers’ Digest (Exhibit 2.23) was produced monthly during the school year to introduce teachers to new and trending online tools, mobile apps, and websites; to provide current news and information relevant to teachers; and to provide a list of upcoming professional development opportunities that involve technology, including online workshops and face-to-face workshops across the state. Each digest has a web-based Class Activity, which includes lessons and resources for teachers; and web “Sitings” which are high interest websites for technology integration. A total of nine issues were published and are now archived on the OTAN site. After each issue was published, OTAN-subscribed teachers, coordinators, and administrators received an email notifying them that the new digest was available with links provided to the digest. Nine Teachers’ Digests (September – May) were published, distributed electronically, or in hard copy format, and then posted to the OTAN website. [Visit the Teacher’s Digest page.](#) 

The Administrators’ Digest (Exhibit 2.24) 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 information about the White House advocating for increased focus on and efforts to expand STEM education. A total of 11 issues (from August to June) of the Administrators’ Digest were published. After each publication, an announcement was emailed to OTAN-subscribed administrators to advise them of its availability. [Visit the Administrators’ Digest page](#) 

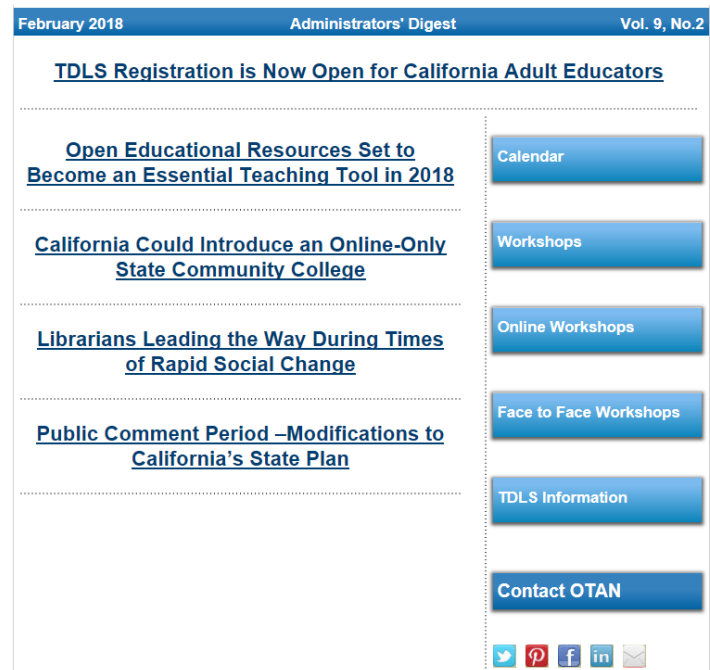


Exhibit 2.26

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). Examples include OTAN workshops and targeted presentations provided at the CASAS Summer Institute and at CALPRO’s Adult Education Leadership Institute. Upcoming training for the SLPs is shared jointly through the online California Adult Education Professional Development calendar (<https://www.caadulthoodtraining.org/>) housed on the OTAN server. Both CASAS and CALPRO send information about their training to OTAN to disseminate via targeted email lists.

During this contract year, OTAN staff provided workshop sessions for several professional organizations that support adult education. These included the California Council for Adult Education, the California Adult Education Administrators Association, the Association for California School Administrators, California Teachers of English to Students of Other Languages, and the Coalition on Adult Basic Education. Staff also presented at the CUE conference. This education technology conference was traditionally focused on K–12 teachers and recently expanded to include adult educators. Presentations from workshops at all these conferences are made accessible and posted on the OTAN website. Staff who had attended or presented at these conferences shared what they learned during a de-brief 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.

There were no collaboration requests by the Technology Information Center for Administrative Leadership (TICAL) during 2017–18. This may have been due to a change in their contract focus.

Submit Quarterly Reports to CDE

Four quarterly reports were submitted to the AEO during the 2017–18 contract year as part of the invoice package. 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 OTAN receives the adult education agency data from CASAS on blended and distance learning, the Annual Distance Learning Report is written and is included in the appendix section of OTAN's Annual Report. Once the Annual Report is completed and printed, copies are disseminated to the AEO, to each State Leadership Project, and to OTAN 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 AEO 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 2017–18, 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 category:

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




The CA-OAR site provides online access to required online grant applications, Grant budget reports, Quarterly Expenditure claims, Annual Audit reports for Community-Based Organizations (CBOs), and an archive of emails sent by the AEO to the adult education agency field. It allows agencies to update information for their site and staff 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 claims, and other online deliverables;
- Course approvals;
- Year End Attendance Report;
- Technology and Distance Learning Plan (TDLP).

The CDE Staff Data Access administration site was developed to provide online access to CDE data by 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 CDE AEO Admin 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. 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
 - CDE Staff Data Access administration area (<https://cde.otan.us> ) is for CDE staff
 - California Adult Education Provider Directory (<https://www.otan.us/caeproviders/> ) is for public use


The CA-OAR site allows agencies to update information for their site and staff 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 claims, and other online deliverables;
- Course approvals;
- Year End Attendance Report;
- Technology and Distance Learning Plan (TDLP).

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

About Us | Preferences | Site Info
AA A




OTAN

Outreach and Technical Assistance Network for Adult Educators

ED TECHNOLOGY & MEDIA

TEACHING TOOLS & RESOURCES


RESEARCH & REFERENCE

PEOPLE & ORGANIZATIONS

LAWS & LEGISLATION

FUNDING & JOBS

[Home](#) : [Advanced Search](#)



California Adult Education Provider Directory

Advanced Search

Site Name

Site Name (Partial match allowed)

Search by Telephone Area Code

Area Code (Exact match)

Search by County

<input type="checkbox"/> Alameda	<input type="checkbox"/> Kings	<input type="checkbox"/> Placer	<input type="checkbox"/> Sierra
<input type="checkbox"/> Alpine	<input type="checkbox"/> Lake	<input type="checkbox"/> Plumas	<input type="checkbox"/> Siskiyou
<input type="checkbox"/> Amador	<input type="checkbox"/> Lassen	<input type="checkbox"/> Riverside	<input type="checkbox"/> Solano
<input type="checkbox"/> Butte	<input type="checkbox"/> Los Angeles	<input type="checkbox"/> Sacramento	<input type="checkbox"/> Sonoma
<input type="checkbox"/> Calaveras	<input type="checkbox"/> Madera	<input type="checkbox"/> San Benito	<input type="checkbox"/> Stanislaus
<input type="checkbox"/> Colusa	<input type="checkbox"/> Marin	<input type="checkbox"/> San Bernardino	<input type="checkbox"/> Sutter
<input type="checkbox"/> Contra Costa	<input type="checkbox"/> Mariposa	<input type="checkbox"/> San Diego	<input type="checkbox"/> Tehama
<input type="checkbox"/> Del Norte	<input type="checkbox"/> Mendocino	<input type="checkbox"/> San Francisco	<input type="checkbox"/> Trinity
<input type="checkbox"/> El Dorado	<input type="checkbox"/> Merced	<input type="checkbox"/> San Joaquin	<input type="checkbox"/> Tulare
<input type="checkbox"/> Fresno	<input type="checkbox"/> Modoc	<input type="checkbox"/> San Luis Obispo	<input type="checkbox"/> Tuolumne
<input type="checkbox"/> Glenn	<input type="checkbox"/> Mono	<input type="checkbox"/> San Mateo	<input type="checkbox"/> Ventura
<input type="checkbox"/> Humboldt	<input type="checkbox"/> Monterey	<input type="checkbox"/> Santa Barbara	<input type="checkbox"/> Yolo
<input type="checkbox"/> Imperial	<input type="checkbox"/> Napa	<input type="checkbox"/> Santa Clara	<input type="checkbox"/> Yuba
<input type="checkbox"/> Inyo	<input type="checkbox"/> Nevada	<input type="checkbox"/> Santa Cruz	
<input type="checkbox"/> Kern	<input type="checkbox"/> Orange	<input type="checkbox"/> Shasta	

Search by Agency Type

<input type="checkbox"/> Charter School	<input type="checkbox"/> Community College	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Public Library
<input type="checkbox"/> COE	<input type="checkbox"/> Community-based Organization	<input type="checkbox"/> Local Educational Agency (LEA)	<input type="checkbox"/> State Agency
<input type="checkbox"/> Collaboration	<input type="checkbox"/> Correctional Institutions	<input type="checkbox"/> Local Public Agency	

Exhibit 3.1

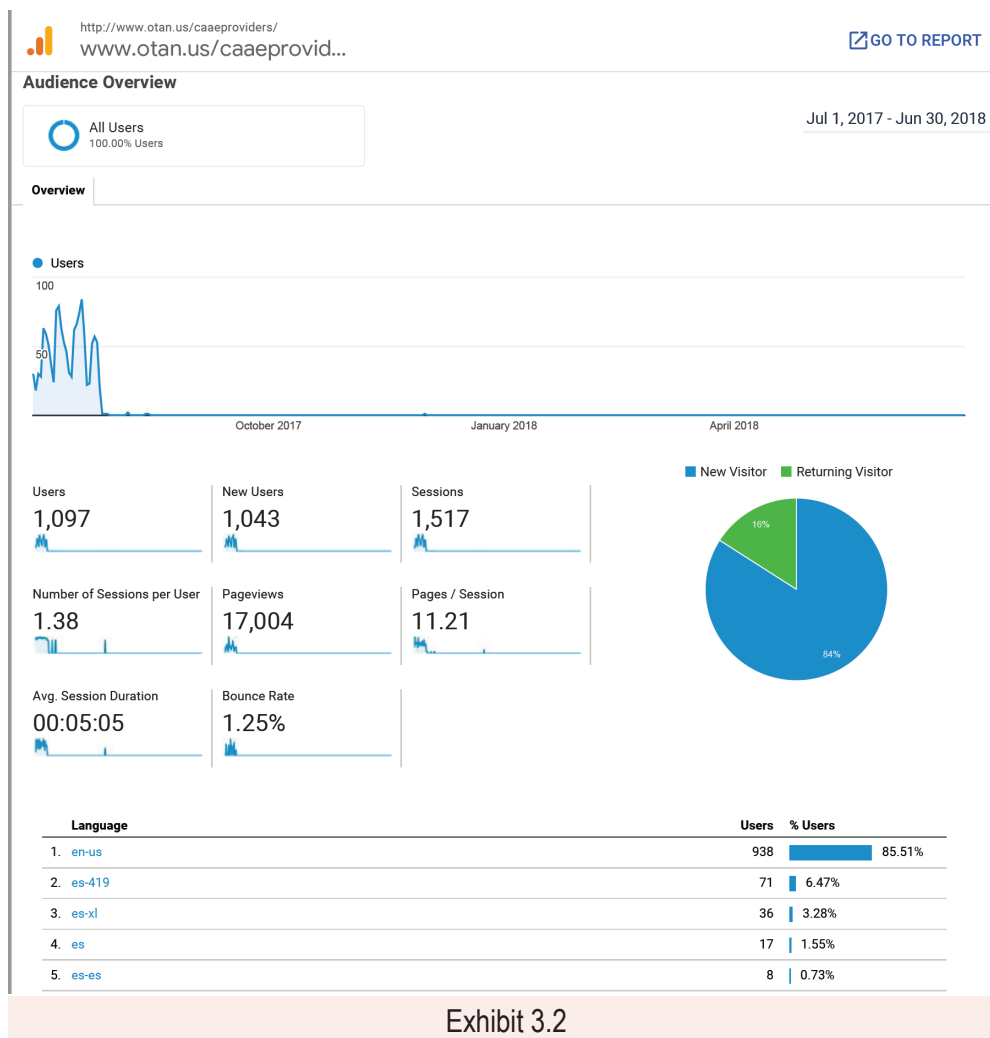
OTAN Annual Report 7/2017–6/2018

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Adult learners looking for a program or school can search the California Adult Education Provider Directory from 10 to 100 miles of an entered zip code. Other search options include searching by telephone area code, agency name, or by county. Information from a search will provide agency names, telephone numbers, and directions to the site. Many agencies have also included websites that provide additional information about enrollment and specific programs offered.

In addition to OTAN staff using the Directory to assist prospective adult learners, 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. During the 2017–18 fiscal year, the Directory was rolled into the OTAN website and is available to users, whether registered or unregistered. By using the same database to collect and display data in all three websites, data quality is enhanced. Updated information is also immediately available to stakeholders.

From July 1, 2017–June 30, 2018, the California Adult Education Provider Directory had more than 17,000 page views from 1,097 people who accessed and used the site.




LANGUAGE	USERS	NEW USERS	SESSIONS	BOUNCE RATE	PAGES / SESSION	AVG. SESSION DURATION
English USA	938	896	1306	1.23%	11.30	00:05:05
Spanish Latin America and the Caribbean	71	67	94	0.00%	12.74	00:05:59
Spanish Latin America	36	32	54	3.70%	7.74	00:03:10
Spanish Spain	8	8	14	0.00%	10.00	00:04:06
Taiwanese Mandarin	14559	14374	23957	50.14%	5.02	00:07:56
English Great Britain	6979	6828	10292	40.27%	14.13	00:00:58
Japanese Japan	5848	5711	10557	34.10%	16.31	00:08:15
Spanish USA	5775	5761	9437	51.36%	9.05	00:07:56
Japanese	5042	5000	9246	51.84%	7.61	00:02:54
	4642	4574	6215	63.60%	3.59	00:05:04

Exhibit 3.3


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

During 2016–17, eligible agencies were given the opportunity to participate in a competitive grant for WIOA funding. Although many of the applicants had been previously funded through WIOA, the competition required some updates to the infrastructure such as programming log-ins for new submitters. A new online application and an online scoring rubric were created and posted. The competition resulted in funding of 197 agencies. Of the 197 agencies, some of these were previous active agencies that were rolled into a collaboration, some were returning from previous years after a gap in funding, and some are new agencies. Data for any new agencies was incorporated into the CA-OAR and contact information for all agencies was updated as necessary.

In 2017–18, OTAN updated the security certificate on the CA-OAR. In addition, OTAN purchased a new domain name (CaliforniaAdultEducationReporting.org) and changed the website’s address to: <https://caadulredreporting.org/> . A re-direct link was placed on the site and disclaimer language was added to the main page to remind constituents to update their bookmarks to reflect the new web address. The domain name purchase and URL change were made to help constituents understand that the CA-OAR site is owned by CDE and the data is managed by OTAN. This change was approved by OTAN’s Contract Monitor.

Skip to Main Content

California Adult Education Online Application & Reporting



About this site

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 and have locations throughout the cities and towns of California.

**Workforce Innovation and Opportunity Act, Title II:
Adult Education and Family Literacy Act
Program Year 2018-19**

The WIOA, Title II: AEFLA grant provides supplemental funds for adult education to (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) assist adults who are parents or family members to obtain education and skills; (3) assist adults in attaining a secondary school diploma and postsecondary education and training, including through career pathways; and (4) assist immigrants and other individuals who are English language learners.

*** NOTICE 8/23/2018 ***

The California Adult Education Online Application and Reporting website has an updated URL.
Please update your bookmarks! The website and your logon information are unchanged.
 The new URL is <https://caadultedreporting.org/adulted>
 The new electronic signature process requires acknowledgment through email. To ensure that you are receiving email notifications from the California Department of Education and emails related to the new electronic signature process, please make sure agency contact email addresses are up-to-date (<https://caadultedreporting.org/contacts/index.cfm>). Also, please make sure that emails from adultedsupport@otan.us are not being flagged as spam.

California Adult Education agencies

Log on to this Web site

Your logon name:

Your password:

Logon now

You may continue to use a separate logon name and password for each reporting area, or you may combine all reporting areas into a single logon name and password. To change or combine your logons, contact OTAN Support at (816) 228-2580.

CDE Announcements

- 2018-19 WIOA, Title II: AEFLA GAN and BUDGET are due September 15
 This is a reminder that the 2018-2019 Budget Worksheet for the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act is due September 15, 2018... [Read More](#)
- 2018-19 Agency Prof Dev Plan – WIOA deliverable due Oct 31, 2018
 This letter provides an update on the Professional Development (PD) Plan, a requirement for 2018-19 recipients of the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (WIOA, Title II: AEFLA) program grants... [Read More](#)
- 2018-2019 WIOA, Title II: AEFLA BUDGET is OPEN
 The 2018-2019 Budget Worksheet for the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act is now open!... [Read More](#)
- WIOA Fourth Quarter Expenditure Claim Report due August 15th
 This is to remind all agencies that Wednesday, August 15, 2018, is the deadline for the Fourth Quarter Expenditure Claim Report (ECR) for program year 2017-18 of the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act... [Read More](#)

Exhibit 3.4

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 user names and passwords to providing instructions on how to find previous agency plans on the OTAN website. Phone support ranged from 2 minutes to 48 minutes, with an average support call lasting 10 minutes. Support was provided 134 times for questions related to the following areas: Technology and Distance Learning Plan, Course Approval, Year End Attendance Report, and WIOA questions related to technical aspects of the CA-OAR. Many of the calls OTAN previously received from WIOA constituents related to missed information shared by the CDE through OTAN communication channels. With the addition of an email archive (with link for sharing attachments) included in the CA-OAR, adult education agency staff now access information from previously-sent messages and no longer need to contact OTAN.

During this contract year, the Grant Application, Grant Budget, Expenditure Claim Report, and Annual Audit Status Certification were converted to .NET programming. Conversion will continue for the rest of the CA-OAR site. The list of upcoming WIOA deliverables were reviewed and updated. In addition, a Claim Payments section was added that helps agencies anticipate when a check should be received from CDE. The site interface was ‘refreshed’ with a more modern color scheme and background. An additional update included adding security certificates to all of the data management sites, changing the URLs from “http” to the more secure “https”. A video tutorial providing additional help with how to log in to the CA-OAR site was added. Programmers have begun the work to incorporate an electronic signature feature for the Expenditure Claims Report.

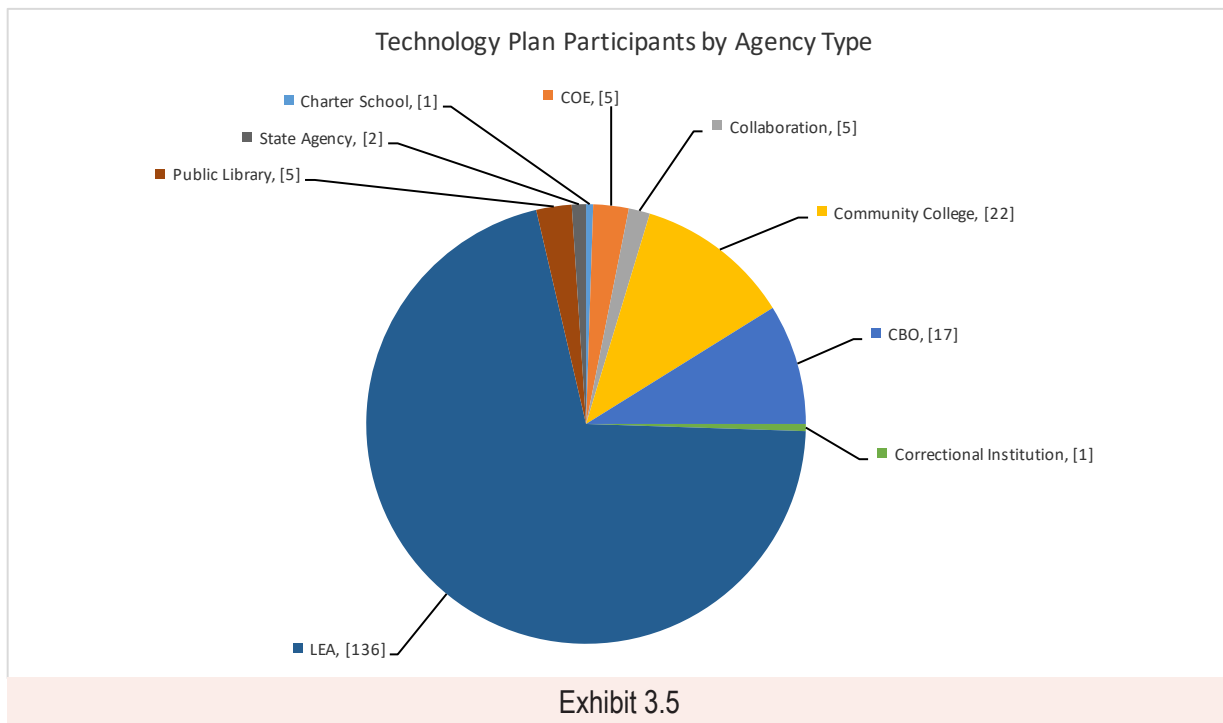
Maintain CDE’s Year End Attendance Report

During 2016–17, The Year-end Attendance Report was maintained with minor edits. The site had been scheduled for updating and revisions during the 2017–18 contract. However, CDE made the decision to discontinue this deliverable for fiscal year 2017–18.

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 September 2017. 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 new support box created specifically to address questions and issues related to the Technology and Distance Learning Plan 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 Technology and Distance Learning Plan. A total of 196 technology and distance learning plans were submitted, 17 more 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 PARTICIPANTS
Charter School	1
COE	5
Collaboration	3
Community College	22
Community-based Organization	17
Correctional Institutions	1
Local Educational Agency (LEA)	136
Public Library	5
State Agency	2

Exhibit 3.6

Technology plan reviewers included staff from the AEO, staff from OTAN, and OTAN's temp exempt contractors. The plans were read and scored separately by two reviewers and the scores were then averaged. If the final score for any agency was below passing, OTAN staff first notified the agency's AEO representatives, and then called the agency and provided any needed technical assistance (i.e., providing planning references and resources, phone consultation, connecting with agencies that have a history of success with technology and distance learning programs and planning). Once technical assistance was provided, the TDLP was re-submitted and re-reviewed.

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

OTAN maintains email lists (listservs) for CDE, other leadership projects, and the field. Directed email messages were requested by CDE AEO and by CALPRO during this contract year. Although OTAN maintains several discussion boards, this service was not requested during 2017–18.

Demand for and use of these lists has essentially ended. Most agencies and organizations have adopted alternate methods of connecting with their stakeholders. Social media sites such as Facebook, Twitter, LinkedIn, and private web-based groups are rapidly becoming the primary way organizations communicate. No listserves had activity during this fiscal year.

Emails sent on behalf of the AEO and state leadership project partners were grouped into four broad categories: WIOA-related, updates from the AEO, surveys, and information related to professional development opportunities.

OTAN also provides direct, specialized email for WIOA agencies and partners. These emails are by request and sent by OTAN on behalf of the AEO and partners.

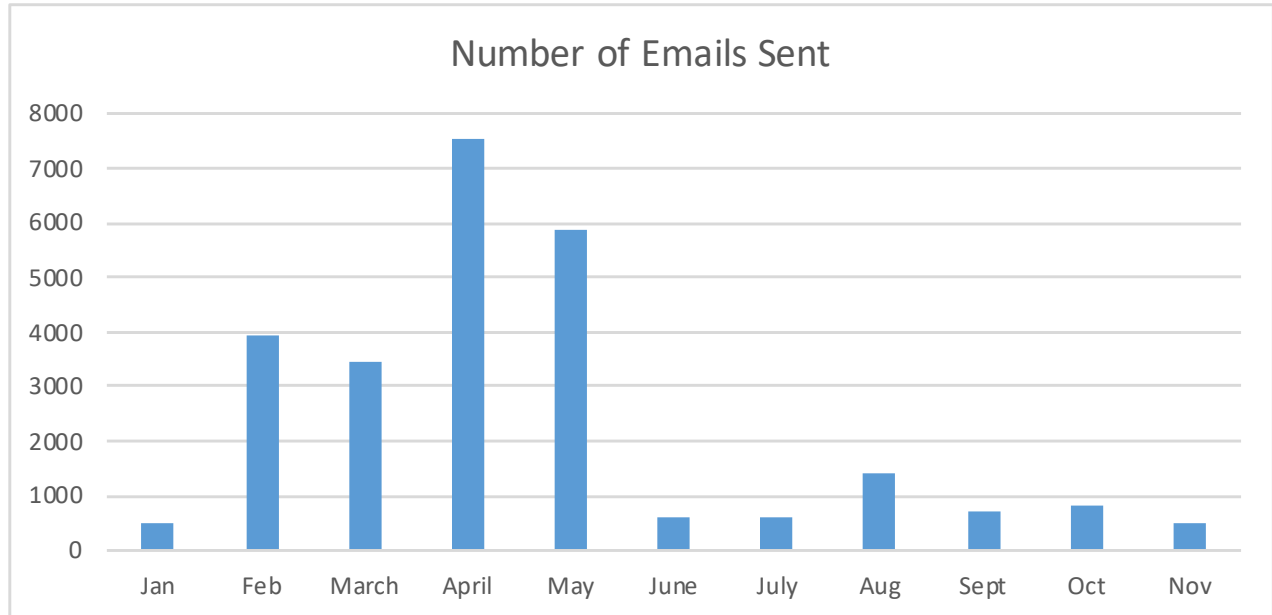


Exhibit 3.7


NUMBER OF EMAILS SENT	
MONTH	EMAILS
January	474
February	3947
March	3473
April	7544
May	5883
June	619
July	601
August	1391
September	688
October	833
November	525

Exhibit 3.8

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

OTAN staff responded to several requests for websites and digital collaboration tools during the 2016–17 contract year. Examples of requests included the following:

Additional data field added to the California Adult Education Professional Development website.

The California Adult Education Professional Development website provides a one-stop training source for California adult educators (<https://www.caadultedtraining.org/> ). The site is hosted on OTAN's website and includes training for all the State Leadership Projects that serve adult education. In addition, a data field was added for Adult Education Block Grant (AEBG) in 2016–17, and a second field for events and conferences sponsored by adult education associations was added in 2017–18. Adult educators can search for professional development in several different areas including:

- Online training
- Facilitated courses
- Webinars
- Self-directed courses
- Face to face training
- Meetings
- Events and Conferences

Constituents can search for training or events by date, by sponsor, and by time of day. Results can also be filtered by zip code.

Collaborative tools for conducting training, webinars, and meetings was provided.

OTAN purchased service licenses for Adobe Connect and for Zoom to be used by trainers from both CASAS and CALPRO. OTAN staff provided hands-on training in how to effectively use the collaboration tools and helped to set up and monitor the virtual rooms until the trainers were comfortable enough to use the software on their own.

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

Requests for data and reports from OTAN during the 2017–18 contract year included the following:

From the AEO:

- Additional website area for Consultants' access to electronically review data, including paperless review of Budgets and Claims.
- Additional web page for Analysts' access to electronically review data, including

paperless review of Budgets and Claims.

- Tracking system for initiation of payment on claims.
- Additional fields and sorting capability was added to AEO Analysts assignment page.
- Update to all areas of both the CA-OAR website and the CDE Staff Data Access page to reflect the AEO changes from Consultant Regions to Areas.

From State Leadership Projects:

- Provided OTAN update for CASAS end-of-year report on leadership projects.

Collaborate with State Leadership Projects and Other Entities

OTAN staff participated in collaboration projects with a number of entities and continues to foster relationships with organizations and others who have similar interests in enhancing adult education programs. Collaborative efforts in 2016–17 included the following:

- Disseminating content to adult education agencies from The NROC Project's EdReady courseware for math and English skills.
- Presenting at The NROC Project's membership meeting.
- Providing expert advice and online resources to Cal-Fed 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 to select and showcase outstanding adult learners through Students Succeed recognition program.
- Providing OTAN training updates to be included in State Leadership Projects newsletters and selected adult education professional organizations
- Disseminating information, news items, and research briefs from State Leadership Projects to OTAN members.
- Participating in information webinars hosted by Project IDEAL (Informing and Designing Education for all Learners).
- Providing marketing messages on behalf of CALPRO through OTAN's social media channels to help boost attendance at various professional development institutes.
- Presenting at CALPRO's Adult Education Leadership Institute.
- Presenting at the CASAS Summer Leadership Institute, serving as facilitators and recorders for workforce roundtable discussions, and assisting with technology logistics.

OTAN staff and temp exempt contractors provided education technology-related presentations at a number of adult education professional associations including:

- ➔ California Adult Education Administrators Association (CAAEA)
- ➔ 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)
- ➔ Open Badges



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 2018 and 137 agencies submitted course approval requests. All course approval requests were approved.

Provide Training and Technical Services to CDE and State Leadership Projects

OTAN staff provided 42 instances of training and technical services to the CDE and to State Leadership Projects in 2016–17. A summary of training and services is listed below:

- An online application training for the competitive grant application was held at the Sacramento County Office of Education’s computer lab for staff from CDE’s Adult Education Office. Training included how to access and log in to the grant application, how to move through the different sections, and how to complete the scoring using the online rubric. Each online application was scored by two different readers. Several OTAN staff participated in the scoring process during February 2017.
- An overview and discussion of distance learning in California, current trends, and possible next steps was provided to selected CDE staff on October 6, 2016 at the Sacramento County Office of Education.
- Several OTAN staff participated in CDE’s New Administrator Training as presenters as well as providing the communication conduit to inform agencies of the event.
- Hands-on training in how to effectively use the online communication platforms Zoom and Adobe Connect was provided by OTAN to State Leadership Project staff members. OTAN staff acted as moderators for webinars and provided technical support for online trainings conducted by other State Leadership Projects. Adobe Connect and Zoom licenses purchased through OTAN are provided to the other State Leadership Projects.
- In response to a consultant from the AEO, OTAN staff provided photos and stories authorized by respective adult learners for the CDE lobby display to commemorate Adult Education Week. In addition, OTAN staff created posters and created a video of AEO Director, Christian Nelson, to promote the event.

“The DLAC Program has been very valuable to me in that it has given me confidence in using technology with my students in the classroom.”

– DLAC participant

Appendix A

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN160223
July 1, 2017 – September 30, 2017

**Outreach and Technical Assistance Network
 Sacramento County Office of Education
 Progress Report, Contract # CN160223
 July 1, 2017 – September 30, 2017**

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 since July 1, 2017; 124 attendees and a 93% average attendance rate. Provided 1 online workshop; 34 attendees and a 62% average attendance rate
Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners	Meeting scheduled, venue set, and OAC members contacted
Host the Digital Leadership Academy (DLAC)	Date scheduled and venue set.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	EdReady sites receive training and technical assistance as requested.
Host One Technology and Distance Learning (TDL) Symposium	Date and venue set. Event will be held on March 10-11, 2018 at Napa Adult Education.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady, Newsela
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	Updated and moved to members' area of OTAN in June 2017. Site will continue to be maintained.
Maintain and Update the Course Outline Builder	Continued maintenance.
Maintain the California Distance Learning Project Website as Necessary to Keep it Functioning	Removed Flash videos, updated contact information.
Provide and Support OTAN-created Shared Courses	OTAN staff provided 20 Moodle support services this quarter.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Support Blended and Online Courses	Course revisions completed for PETW 1.
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 and planning for Digital Leadership Academy (DLAC).
Vocational English as a Second Language (VESL) Materials	Many of the materials have already been made accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.
Conduct Curriculum Focus Webinars	Identifying presenters in process.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Support Online Curriculum Sites	OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle. Moodle upgrade from 2.9 to 3.1 completed on August 11. A security certificate was purchased and installed on September 8 to provide encrypted access.
Provide Online Support and Technical Assistance	OTAN staff provided 84 instances of email or phone support to constituents this quarter.
Maintain, Expand, Update and Align the OTAN Web Pages	Reviewed and updated all tab links on the OTAN home page. Created new accessible framework for main Web page.
Market OTAN Services	Newsletter distribution, conference table, and email blasts promoting OTAN training occurred this quarter.
Submit Quarterly Reports to CDE	First quarterly report submitted.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Submit OTAN Annual Report to CDE	In process.
Task #3 – Use Technology to Support the California Department of Education (CDE), the Adult Education Office, and State Leadership Projects	
Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site	<p>Provided technical support for CALPRO’s PD Plan, created site for previewing and submitting proposals, hosted the application.</p> <p>OTAN purchased and installed security certificates to all public-facing sites to ensure the safest possible online environment.</p>
Provide Technology Support for CDE’s Online Application and Reporting Site	Annual Audit Certification form created and live online.
Maintain CDE’s Year-End Attendance Report	Updated April 2017; will be updated again April 2018.
Develop and Support the Technology and Distance Learning Plan	Updated for new fiscal year. Opened the Tech and DL site for current reporting.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email and Discussion Boards</p>	<p>Sent a total of 1188 emails to the field on behalf of the AEO</p> <p>Sent adult education survey (sponsored by James Irvine Foundation) to 4,289 OTAN members 8/9/17.</p>
<p>Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed</p>	<p>Created log-in, space on CA-OAR for CALPRO professional development plan. Provided accessible documents and links for announcement letter, FAQs, supplemental information, hosted site on OTAN server.</p>
<p>Respond to Requests from CDE and State Leadership Projects for Data and Reports</p>	<p>Sent monthly email blast for CALPRO related to research-based practices. 9/8 posted CALPRO's Integrated and Contextualized Workforce Skills Online Workshop Series to OTAN home page 9/11/17 sent email blast to all WIOA agencies for CALPRO to join their Professional Advisory Board.</p>
<p>Collaborate with State Leadership Projects and Other Entities</p>	<p>NROC, Cal-Fed, World Ed, ACSA, James Irvine Foundation</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Maintain and Update CDE's Course Approval Site	Added "Pharmacy" as separate listing.
Provide Training and Technical Services to CDE and State Leadership Projects	Online/distance learning discussion with CDE/AEO staff scheduled for October 6, 2017..

Appendix B

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN160223
October 1, 2017 – December 31, 2017

**Outreach and Technical Assistance Network
 Sacramento County Office of Education
 Progress Report, Contract # CN160223
 October 1, 2017 – December 31, 2017**

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 12 face-to-face workshops to 164 attendees. One online workshop was provided to 29 attendees.
Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners	Meeting held on October 5, 2017. Attendees included 22 OAC members and 1 guest.
Host the Digital Leadership Academy (DLAC)	Academy held October 12-13, 2017.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	EdReady sites receive training and technical assistance as requested.
Host One Technology and Distance Learning (TDL) Symposium	Date set for March 10-11, 2018 at Napa Adult School

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Distance and Blended Learning Teaching course, EdReady, Newsela
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing Screenshots captured of all playlists on OTAN's YouTube Techy channel. YouTube channel changed to be the brand account. All videos and non-customized channel URL are now the same, as are all the playlists.
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	Ongoing
Maintain and Update the Course Outline Builder	Ongoing
Maintain the California Distance Learning Project Website as Necessary to Keep it Functioning	No maintenance issues were reported this quarter.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Provide and Support OTAN-created Shared Courses	OTAN staff provided 3 Moodle support services to constituents this quarter. Two maintenance issues were resolved.
Support Blended and Online Courses	Putting English to Work course was updated with new audio files.
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 is provided.
Vocational English as a Second Language (VESL) Materials	Many of the materials have already been made accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.
Conduct Curriculum Focus Webinars	Identifying presenters in process.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Support Online Curriculum Sites	OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle. Moodle upgrade from 2.9 to 3.1 was completed. A security certificate was purchased and installed to provide encrypted access.
Provide Online Support and Technical Assistance	OTAN staff provided 84 instances of email or phone support to constituents this quarter.
Maintain, Expand, Update and Align the OTAN Web Pages	Reviewed and updated all tab links on the OTAN home page. Created new accessible framework for main Web page.
Market OTAN Services	Provided OTAN updates for CCAE and CALPRO newsletters
Submit Quarterly Reports to CDE	Second quarterly report submitted.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Submit OTAN Annual Report to CDE	Report is being printed and being made accessible for posting to OTAN Website.
<p>Task #3 – Use Technology to Support the California Department of Education (CDE), the Adult Education Office, and State Leadership Projects</p> <p>Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site</p>	<p>Added filters on the main agency listing page on the admin site to enable CDE AEO staff to search for just current year course approvals agencies and current year WIOA funded.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Technology Support for CDE's Online Application and Reporting Site	<p>OTAN purchased and installed security certificates to all public-facing sites to ensure the safest possible online environment.</p> <p>Prepared 2016–17 WIOA Grant Budget and submitted it to CDE for review.</p> <p>AASC form created and live online.</p> <p>Created draft report of payments initiated for CDE tracking of WIOA payments.</p>
Maintain CDE's Year-End Attendance Report	Site will be ready by April 15, 2018 deadline.
Develop and Support the Technology and Distance Learning Plan	Added a feature to the student survey to allow data to be entered on mobile devices.
Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email and Discussion Boards	A total of 12 mass emails were sent this quarter to 5,568 field recipients.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed	Created log-in, space on CA-OAR for CALPRO professional development plan. Provided accessible documents and links for announcement letter, FAQs, supplemental information, hosted site on OTAN server.
Respond to Requests from CDE and State Leadership Projects for Data and Reports	<p>10/10 Sent email for CALPRO to generate attendance for Communities of Practice</p> <p>10/10 sent emergency email for CDE regarding agencies experiencing local emergencies</p> <p>12/5 Sent guide for developing IET curriculum on behalf of CALPRO</p>
Collaborate with State Leadership Projects and Other Entities	NROC, Cal-Fed, World Ed, ACSA, James Irvine Foundation
Maintain and Update CDE's Course Approval Site	Ongoing
Provide Training and Technical Services to CDE and State Leadership Projects	No training or technical services requests were received this quarter.

Appendix C

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN160223
January 1, 2018 – March 31, 2018

**Outreach and Technical Assistance Network
 Sacramento County Office of Education
 Progress Report, Contract # CN160223
 January 1, 2018 – March 31, 2018**

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services</p>	
<p>Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods</p>	<p>Created and led new F2F workshop focused on technology troubleshooting for teachers in SCOE computer lab.</p> <p>Provided an “All Things Google” F2F workshop in SCOE computer lab.</p> <p>Provided an OTAN workshop for CCAE Bay Area conference.</p>
<p>Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners</p>	<p>Meeting held on October 5, 2017. Attendees included 22 OAC members and 1 guest. Next OAC meeting has been set for October 4, 2018.</p>
<p>Host the Digital Leadership Academy (DLAC)</p>	<p>Academy held October 12-13, 2017.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	EdReady sites receive training and technical assistance as requested.
Leverage Statewide Licensing of Technology-based Content	Symposium held on March 9-10. OTAN provided over 40 workshops to more than 200 attendees.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Teaching course, EdReady, Newsela
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing Screenshots captured of all playlists on OTAN's YouTube channel. YouTube channel changed to be the brand account. All videos and non-customized channel URL are now the same, as are all the playlists.
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Continue Development of Teaching with Technology (TwT)	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Maintain and Update the Lesson Plan Builder	Met with CDE contract monitor in March to talk about updating design of Lesson Plan Builder.
Maintain and Update the Course Outline Builder	Met with OTAN contract monitor on February 27, 2018. Until the CDE determines standards, direction is to focus on CTE and ESL sections of the Course Outline Builder.
Maintain the California Distance Learning Project Website as Necessary to Keep it Functioning	No maintenance required this month.
Provide and Support OTAN-created Shared Courses	OTAN staff provided 33 Moodle support services this quarter.
Support Blended and Online Courses	<p>Course revisions and updates are currently in the planning process.</p> <p>Video files were converted from Flash to MP4 and moved onto the OTAN Moodle server. The PETW courses were recoded to use the new format. All 3 of the PETW courses have been updated in the Moodle Master Repository and are ready for distribution.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
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 and planning for DLAC.
Vocational English as a Second Language (VESL) Materials	An additional 7 VESL modules related to Welding were made accessible and posted this quarter.
Conduct Curriculum Focus Webinars	Identifying presenters in process.
Support Online Curriculum Sites	OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle. Moodle upgrade from 2.9 to 3.1 completed on August 11. A security certificate was purchased and installed on September 8 to provide encrypted access.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Online Support and Technical Assistance	OTAN staff provided 116 instances of email or phone support to constituents this quarter.
Maintain, Expand, Update and Align the OTAN Web Pages	<p>Updated programming to use Google maps instead of MapQuest in the California Adult Education Provider Directory.</p> <p>Reviewed and updated all tab links on the OTAN home page. Created new accessible framework for main Web page.</p> <p>Reviewed admin site and updated OTAN staff listing.</p>
Market OTAN Services	Ongoing
Submit Quarterly Reports to CDE	First quarterly report submitted.
Submit OTAN Annual Report to CDE	In process.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Task #3 – Use Technology to Support the California Department of Education (CDE), the Adult Education Office, and State Leadership Projects</p> <p>Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site</p>	<p>Added filters on the main agency listing page on the admin site to enable CDE AEO staff to search for just current year course approvals agencies and current year WIOA funded.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Provide Technology Support for CDE's Online Application and Reporting Site</p>	<p>Made AEO requested changes to the Grant Budget and deployed to testing server.</p> <p>Updated security certificate for Students Succeed Website.</p> <p>Conducted a server update to manage each quarter's ECR and any revisions to allow the ECR reset functionality to be accessed by the CDE Analysts through the admin site.</p> <p>Prepared 2016-17 WIOA Grant Budget and submitted it to CDE for review.</p> <p>Created draft report of payments initiated for CDE tracking of WIOA payments.</p>
<p>Maintain CDE's Year-End Attendance Report</p>	<p>Scheduled for April 2017</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Develop and Support the Technology and Distance Learning Plan	Customized programming for data reporting to allow all 11 of the LAUSD sites to submit learner surveys independent from one another.
Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email and Discussion Boards	Sent a total of 23,071 emails to the field on behalf of the AEO this quarter.
Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed	<p>Created log-in, space on CA-OAR for CALPRO professional development plan. Provided accessible documents and links for announcement letter, FAQs, supplemental information, hosted site on OTAN server.</p> <p>Provided phone support for agencies regarding deadline for CALPRO's PD Plan housed on OTAN.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Respond to Requests from CDE and State Leadership Projects for Data and Reports</p>	<p>1/3/18 Sent "Research Based Practice" email blast for CALPRO to 533 recipients</p> <p>1/16 Sent information about CCRS online course on behalf of CALPRO</p> <p>2/6 Sent marketing flyer for CALORO's new online course</p> <p>2/14 Added front page news item regarding California Workforce Development Board seeking public comments on modifications to the state plan.</p> <p>2/15 Sent directed email to OTAN membership regarding public comment period for modifications to California's State Plan</p> <p>2/15 Sent directed email regarding Integrated EL Civics Program FAQs and Due Date Reminder</p> <p>3/19 Sent directed email marketing two facilitated March online courses for CALPRO.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Collaborate with State Leadership Projects and Other Entities	NROC, Cal-Fed, World Ed, ACSA, James Irvine Foundation
Maintain and Update CDE's Course Approval Site	Met with contract monitor on February 27, 2018. Meeting outcome: until policy decisions are made by CDE, focus updates on just two areas: CTE and ESL.
Provide Training and Technical Services to CDE and State Leadership Projects	Provided updates to AEO staff and State Leadership Projects on 3/14/18.
Other work beyond scope of OTAN contract:	
Making attachments accessible for distribution via OTAN listserv	March 8, 2018 - Flyer for 29th Annual CTE Conference March 7, 2018 made accessible and electronically disseminated.
Per AEO request, provided list of adult schools that were approved to offer Nursing Service programs to CCCCCO	

Appendix D

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN160223
April 1, 2018 – June 30, 2018

**Outreach and Technical Assistance Network
 Sacramento County Office of Education
 Progress Report, Contract # CN160223
 April 1, 2018 – June 30, 2018**

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services</p>	
<p>Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods</p>	<p>Created and led new F2F workshop focused on technology troubleshooting for teachers in SCOE computer lab.</p> <p>Provided an “All Things Google” F2F workshop in SCOE computer lab.</p> <p>Provided an OTAN workshop for CCAE Bay Area conference.</p> <p>Provided three new Tech Talks this quarter.</p>
<p>Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners</p>	<p>Meeting held on October 5, 2017. Attendees included 22 OAC members and 1 guest. Next OAC meeting has been set for October 4, 2018..</p>
<p>Host the Digital Leadership Academy (DLAC)</p>	<p>Academy held October 12-13, 2017.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	EdReady sites receive training and technical assistance as requested.
Leverage Statewide Licensing of Technology-based Content	Symposium held on March 9-10. OTAN provided over 40 workshops to more than 200 attendees.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, Essential Education Online Teaching course, EdReady, Newsela
Task #2 – Provide Information, Resources, and Technical Support	
Research and Share Information on Emerging Technologies	Ongoing Screenshots captured of all playlists on OTAN's YouTube channel. YouTube channel changed to be the brand account. All videos and non-customized channel URL are now the same, as are all the playlists.
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing
Continue Development of Teaching with Technology (TwT)	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Maintain and Update the Lesson Plan Builder	Met with CDE contract monitor in March to talk about updating design of Lesson Plan Builder. Removed "GED" from program areas and replaced with "HSE"
Maintain and Update the Course Outline Builder	Met with OTAN contract monitor on February 27, 2018. Until the CDE determines standards, direction is to focus on CTE and ESL sections of the Course Outline Builder.
Maintain the California Distance Learning Project Website as Necessary to Keep it Functioning	No maintenance required this month.
Provide and Support OTAN-created Shared Courses	OTAN staff provided 13 Moodle support services this quarter.
Support Blended and Online Courses	Course revisions and updates are currently in the planning process.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
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 and planning for DLAC.
Vocational English as a Second Language (VESL) Materials	An additional 7 VESL modules related to Welding were made accessible and posted this quarter.
Conduct Curriculum Focus Webinars	Identified and screened potential vendors for presenting. First webinar held on June 1, 2018 (NorthStar and Schmoop). Second webinar was held on June 15, 2018 (Achieve 3000 and Edmentum).

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Support Online Curriculum Sites	<p>OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle. Moodle upgrade from 2.9 to 3.1 completed on August 11. A security certificate was purchased and installed on September 8 to provide encrypted access.</p>
Provide Online Support and Technical Assistance	<p>OTAN staff provided 102 instances of email or phone support to constituents this quarter.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Maintain, Expand, Update and Align the OTAN Web Pages</p>	<p>Updated programming to use Google maps instead of MapQuest in the California Adult Education Provider Directory.</p> <p>Reviewed and updated all tab links on the OTAN home page. Created new accessible framework for main Web page.</p> <p>Reviewed admin site and updated OTAN staff listing.</p> <p>Moved all Students Succeed videos off Flash server to facilitate accessibility programming.</p> <p>All currently-posted Students Succeed videos to be accessible by end of June 2018.</p>
<p>Market OTAN Services</p>	<p>Ongoing</p>
<p>Submit Quarterly Reports to CDE</p>	<p>Fourth quarterly report submitted.</p>
<p>Submit OTAN Annual Report to CDE</p>	<p>In process.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Task #3 – Use Technology to Support the California Department of Education (CDE), the Adult Education Office, and State Leadership Projects</p> <p>Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site</p>	<p>Added filters on the main agency listing page on the admin site to enable CDE AEO staff to search for just current year course approvals agencies and current year WIOA funded.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Provide Technology Support for CDE's Online Application and Reporting Site</p>	<p>Purchased new domain names for the CA-OAR site to alleviate confusion by agencies. New domain and sub-domains will point to: https://caadulthoodreporting.org SSL certificate will be purchased to ensure security.</p> <p>Mark appropriate agencies as not required for IELCEPDP.</p> <p>Removed Instructional Categories and Job Training Categories from the CA-OAR contacts information page.</p> <p>Created logon for course approvals for collaborations.</p> <p>Made AEO requested changes to the Grant Budget and deployed to testing server.</p> <p>Updated security certificate for Students Succeed website.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Provide Technology Support for CDE's Online Application and Reporting Site</p>	<p>Conducted a server update to manage each quarter's ECR and any revisions to allow the ECR reset functionality to be accessed by the CDE Analysts through the admin site.</p> <p>Prepared 2016-17 WIOA Grant Budget and submitted it to CDE for review.</p> <p>AASC form created and live online.</p> <p>Created draft report of payments initiated for CDE tracking of WIOA payments.</p> <p>Added import programming for new CASAS deliverable. Added new displays for agency and CDE.</p>
<p>Maintain CDE's Year-End Attendance Report</p>	<p>Scheduled for April 2017.</p>
<p>Develop and Support the Technology and Distance Learning Plan</p>	<p>Customized programming for data reporting to allow all 11 of the LAUSD sites to submit leaner surveys independent from one another.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Opportunities for Agencies to Collaborate Using Email Lists, Wikis, Directed Email and Discussion Boards	Sent a total of 1082 emails to the field on behalf of the AEO
Respond to Requests from CDE and State Leadership Projects for Websites and Digital Collaboration Tools as Needed	<p>Created log-in, space on CA-OAR for CALPRO professional development plan. Provided accessible documents and links for announcement letter, FAQs, supplemental information, hosted site on OTAN server.</p> <p>Provided phone support for agencies regarding deadline for CALPRO's PD Plan housed on OTAN.</p> <p>Updated list of CDE/AEO consultants and regions. Replaced term "region" with "area" on all applicable sites.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Respond to Requests from CDE and State Leadership Projects for Data and Reports</p>	<p>5/22/18 Sent targeted email blast "Community of Practice on Best Practices in Postsecondary Transitions" professional development opportunity to 862 recipients.</p> <p>4/9/18 Sent "Application for Training of Trainers email blast for CALPRO</p> <p>4/27/18 Sent targeted email blast "Communities of Practice: Effective Teaching in Adult Education" deadline extension to 588 recipients in the San Diego area.</p> <p>Provided online area for CASAS to track training for collaborations.</p> <p>Sent out WIOA survey</p> <p>GAN data aggregation.</p> <p>6/6/18 Sent WIOA End of Year Reminders to WIOA agencies 6/6/18</p> <p>Sent New Regional Assignments for AEO</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Respond to Requests from CDE and State Leadership Projects for Data and Reports	Consultants to WIOA agencies 6/6/18 Sent Launching the Career Pathways Design Challenge to WIOA agencies 6/6/18
Collaborate with State Leadership Projects and Other Entities	NROC, Cal-Fed, World Ed, ACSA, James Irvine Foundation
Maintain and Update CDE's Course Approval Site	Ongoing
Provide Training and Technical Services to CDE and State Leadership Projects	Provided updates to AEO staff and State Leadership Projects on 3/14/18.
Other work beyond scope of OTAN contract:	
Per AEO request, added "other" category to California Adult Education Professional Development Calendar to share information about adult education professional associations.	May 8, 2018
Per AEO request, provide Title II Grantees contact list for Labor and Workforce Development Agency	June 1, 2018

Appendix E

Digital Leadership Academy
(DLAC)

Year Two Report, Final Reports, and Agendas
2017–2018

Digital Leadership Academy (DLAC) Year Two Report, Final Reports, and Agendas 2017–2018

The Digital Leadership Academy 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.

Applications were open in April 2016 and required a team of two to three individuals and their administrators to complete. All completed applications were reviewed by at least two OTAN staff and rated against a scoring rubric. Teams and administrators were notified in September 2016 of their participation. For the first round of the Digital Leadership Academy, eight (8) agencies were selected: Baldwin Park Adult and Community Education; Catholic Charities of Santa Rosa; Clovis Adult School; Napa Valley Adult Education, National City Adult School; Oakland Adult and Career Education, San Mateo Adult School; and San Diego Community College District.

Through OTAN partnerships with the IDEAL Consortium and the many resources available through OTAN’s website, participants received training on several topics including an online course *Distance Learning 101*, a second online course for Project Based Learning and several short sessions on specific technology topics such as using mobile devices in the classroom, understanding and using open educational resources, using multi-media to enhance teaching and many other technical topics of interest. In addition, DLAC teams received training and support in coaching skills, developing effective teams, defining agency and team vision, and reviewing their own team strengths through the CliftonStrengths® Survey.

Each team enjoyed the support and dedication of an assigned coach to assist 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.

Agencyⁱ Project Summaries

Baldwin Park Adult and Community Education

Summary

Our goal with the DLAC project was to establish a group of highly trained and motivated core of technology mentors for our own school and our consortium. The time spent together in classwork and working on projects has created a team that works well together, knows each other's strengths, and has a strong *esprit de corps*. Students at school are now earning credits using the blended courses created as a result of this program. We are seeing the growth of blended courses in our consortium as a product of our team mentoring teachers from surrounding districts. We started this project two years ago a bit unsure we could meet the high goals OTAN had set. We feel we have met the goals and want other teachers to gain the expertise and confidence we have now.

Catholic Charities of Santa Rosa

Summary

Catholic Charities of Santa Rosa targeted two programs as part of their project: Citizenship Classes and the Rent Ready program. Goals for the Citizenship classes targeted a 60 percent or higher score on the U.S. Civics, government, and history test. Direct instruction included the use of new technology tools including Kahoot, PowerPoint presentations, YouTube Videos, Smithsonian Institute Citizenship Videos and the learning management system Schoology. By the end of the project 95 percent of the students scored 60 percent or higher. The popularity of the technology tools and applications continues to be used and enjoyed by both teachers and learners in the program. The Rent Ready program is a financial literacy program providing financial resources, learning critical financial skills to manage budgeting, understanding credit reports and simple contracts such as rent or lease agreements. Although the initial goal of leading 75 percent of learners to completion of the course, just 70 percent completed all coursework. At the time, Santa Rosa faces serious challenges with wildfires and our agency could not provide a consistent volunteer to oversee the computer lab for learners. However, for those learners who had access to the internet, they were able to complete some work through the Schoology learning management system. Utilizing local library computer resources is under consideration to show learners how to access these local technology resources.

Clovis Adult Education

Summary

Clovis Adult Education (CAE) Technology and Distance Learning Plan focused on training, increasing technology accessibility to the classroom, updating existing software, and continuing to search for new software to enhance students' outcomes for both Academic and Career

Technical Education programs. To increase technology awareness to Academic and the CTE Nursing program, DLAC OTAN team offered training on MOODLE and other tools, such as Quizlet and Kahoot! To increase the accessibility of technology, CAE added another laptop cart for when the seven computer labs are full, giving students more access to technology in the classroom.

Clovis Adult Education took away shared ideas and encouragement from other schools. IDEAL 101 provided a checklist how to better prepare students for the future through technology. Dr.

Porter's expertise on conflict resolution and how to recognize strengths instead of weaknesses, helped better prepare students for the workplace.

The Digital Leadership Academy was a success and fun experience. The start and beginning goals were much different by the end of the project. The improvements utilizing the technology is astonishing. The DLAC team worked harder to provide the students with up-to-date resources, but student success has made it worthwhile.

Napa Valley Adult Education

Summary

Napa Valley Adult Education (NVAE) began their project with five goals spanning all program areas of Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL). In each goal, NVAE clearly identified specific learner goals for completion or testing outcomes. Using several technology tools introduced at the Academy, NVAE teachers gathered into Professional Learning Communities (PLC) to explore new technology tools and to provide training and support on existing software mobile applications. Goals for academic gains in ABE and ASE included the introduction and continuous use of commercial software (Apex, Aztec and/or Essential Education) as well as Google tools for writing presentations and more. Although NVAE faced serious challenges in the second year due to devastating wildfires in the region, staff persevered and with the newfound training and resources learned from the academy, the NVAE staff continued developing technology-supported Integrated EL Civics curriculum and materials in Health, hospitality, and business.

In summary, participation in the 2016-18 OTAN Digital Learning Academy, helped us gain depth of knowledge and establish the usage and integration of more technology at Napa Valley Adult Education in all of our programs. Our ESL, ASE, and ABE programs are richer because we are modeling 21st Century skills and technology in our classrooms for students. The knowledge and support that we have received from OTAN has been invaluable and appreciated.

National City Adult School (Sweetwater Union HSD)

Summary

National City Adult School (NCAS) aligned their Academy project to create more blended and distance learning opportunities for learners. The initial plan incorporated the use of the Northstar Digital Literacy Assessments, creation of teacher and student resource websites to support the digital literacy assessments and extensive on-site professional development to help teachers gain technology skills. In addition to supporting the digital literacy component, National City Adult School invested in several new technology resources including a dedicated ESL computer lab, and the implementation of a set of computers on wheels (COWs) in each classroom. As the project progressed and teachers gained more confidence, the addition of several other technology tools were introduced and implemented. These included Google Classroom; Learning UpGrade (a finalist XPrize ESL mobile application), Newsela, Spelling City, Marshall Adult Reading Skills, Quizlet and Quizizz. With additional resources, technology and a more confident teachers, NCAS enjoys a cohesive team of colleagues who embrace technology more readily, have learned skills to work effectively in teams and enjoy strong team rapport and support. The Academy helped NCAS teachers become more organized, empathetic and who value technology as an effective means to help our learners reach their educational and community goals.

Oakland Adult and Career Education

Summary

Oakland Adult and Career Education (OACE) worked in two areas during the Academy. Primary goals included the GED Fast Track Distance learning Program and implementing the Gold Standard Project Based learning program. Both areas aligned to our goals as stated in our Technology and Distance Learning Plan. The Distance Learning 101 course provided an excellent foundation to building our distance programs. The step-by-step details – from planning and recruitment to implementation and evaluation – helped OACE develop a model for our Fast Track GED distance learning class. In addition, the same model can be applied to other programs including ESL and Pathways. The clear and concise guidelines provided by DL 101 were key to our success to build a solid foundation for our distance learning program. DLAC was a great motivational and educational program our team. The OACE team learned a lot and shared a lot – with all the other DLAC members, as well as among the staff. DLAC gave the motivation to do “deep research,” and to develop offerings for OACE students that will guarantee their educational and career success.

San Mateo Adult School

Summary

The Academy was a very important step in bringing our school to a better use of technology and a refreshing openness toward new online programs. There is no end of how much it can change over the coming years, but the process is now established for a basic parameter to work within. As more teachers get on board with using new programs, bring in their expertise and different communication methods; a more cohesive approach to teaching with technology will emerge. Most importantly, we look forward to enhanced learner participation and outcomes by providing these tools. Students should be able study when they have time - whether at home, sitting at a bus stop, waiting for their children, or here at school. The use of English in their everyday lives needs to be increased if they are to become fluent for survival and occupational purposes.

San Diego Community College District

Summary

Over the last two years, we have increased our distance education offerings from two classes to nine, a four-fold growth. The number of instructors who are now Blackboard certified has grown from three to fifteen, a five-fold increase. Training and workshops for Blackboard have become more frequent and faculty are expressing more interest in exploring the tools and trends of distance education. Our original plan of developing Blackboard shells and content for face-to-face classes expanded rapidly to include hybrid and online courses. This unexpected shift resulted in a program-wide commitment to learn about, embrace, and develop distance education models. Additionally, instructors are developing online content and we are exploring venues for sharing and publishing this content either through OER resources or a localized version of OER, our district's Public Folders.

Our DLAC team is abundantly grateful to have had the opportunity to work with the knowledgeable and professional OTAN trainers and staff. The support from Branka Marceta, Penny Pearson, Susan Gaer, Dr. Paul Porter, Neda Anasserri, and other OTAN staff, as well as our colleagues at sister DLAC agencies, was tremendous. Our project was instrumental in getting the distance education ESL/ABE ball rolling at our agency and now it is unstoppable!

Digital Leadership Academy Participants and Coaches

Table (1) - Academy participants and coaches. To view presentations and resources used by each team, please refer to the DLAC Participants page at: <https://www.otan.us/digital-leadership-academy-1618/participants>. Be sure to select the name of the agency to view their final reports and other resources.

TABLE (1) - ACADEMY PARTICIPANTS AND COACHES	
Baldwin Park Adult and Community Education (Baldwin Park Unified School District)	
	Jessica Bayardo, Debbie Jensen, Mark Steimle
Catholic Charities of the Diocese of Santa Rosa	
	Jacquelyn Ellis, Valerie Winkler
Clovis Adult School (Clovis Unified School District)	
	Courtney McMahon, Mickey Obermire, Lila Young
Napa Adult School (Napa Valley Unified School District)	
	Peter MacDonald, Lori-Leanne Parris, Peggy Squires (Lori Gonzales)*
National City Adult School (Sweetwater Union High School District)	
	Renee Small, Diana Vera-Alba
Oakland Adult School (Oakland Unified School District)	
	Suzanne Ludlum, Jeri Zowjah-Malik
San Diego Community College District	
	David Holden, Stephanie Thomas, Cindy Wislofsky (Michelle Fischthal*)
San Mateo Adult School (San Mateo Union High School District)	
	Deep Bhullar, Carol Gonella (Gia Capadona*)
*(Original team member)	



Figure 1 - Jessica Bayardo, Debbie Jensen, Susan Gaer (Coach) Mark Steimle
Baldwin Park Adult and Community Education
(Baldwin Park Unified School District)



Figure 2 - Valerie Winkler, Anthony Burik (Coach), Jacquelyn Ellis,
Catholic Charities of the Diocese of Santa Rosa



Figure 3 - (Lori Gonzales*), Nada Anasseri (Coach) Peggie Squires, Peter MacDonald (not pictured), Lori-Leanne Parris (not pictured)
Napa Adult School (Napa Valley Unified School District)



Figure 4 - Lila Young, Courtney McMahon, Mickey Obermire, Susan Coulter (Coach)
Clovis Adult School (Clovis Unified School District)
(Baldwin Park Unified School District)

* These team members moved on to other challenges within adult education. Team member replacements are listed, but not pictured.



Figure 5 - Renee Small, Diana Vera-Alba Susan Coulter (Coach),
National City Adult School
(Sweetwater Union High School District)



Figure 6 - Jeri Zowjah-Malik, Anthony Burik (Coach),
Suzanne Ludlum,
Oakland Adult School
(Oakland Unified School District)



Figure 7 - Cindy Wislofsky, Susan Gaer (Coach)
Stephanie Thomas Michelle Fischthal* and David Holden
(not pictured)
San Diego Community College District



Figure 8 - Carol Gonella, Nada Anasseri (Coach),
Gia Capadona*
San Mateo Adult School
(San Mateo Union High School District)

DLAC Coach Biographies

Neda Anasseri¹, Sutter County Office of Education

Neda Anasseri is the coordinator of Adult Ed./WIOA II programs for Sutter County Office of Ed. Where she practices her training, teaching, and program development experience. Neda also assists the CA Department of Education's Leadership Projects (CASAS and OTAN) in delivering trainings and coaching agencies throughout CA with data, accountability, and education technology. Neda is an OTAN TIMAC 2014 completer and currently a Digital Leadership Project Coach. Neda found her true drive and passion in Adult Education. After earning her undergraduate degree she knew she wanted to grow in the adult education field so she prepared and earned a teaching credential and taught in the ABE, ASE, and ESL adult education classroom.

Anthony Burik², Mt. Diablo Adult Education

Anthony Burik is the ESL/Family Literacy/Citizenship Coordinator for Mt. Diablo Adult Education in the San Francisco Bay Area. At MDAE, he has also worked as an ESL teacher, Distance Learning teacher, EL Civics Project Leader, and GED test administrator, managing its GED testing center and helping open its current PearsonVUE test center. He is an active MDAE participant in the Contra Costa County Adult Education Consortium (CCCAEC). He has been an OTAN presenter and trainer since September 2014. He was also a participant in OTAN's Online Teaching Academy (OTAC) in 2013-2014. Anthony has been active in CATESOL, a statewide professional development association for ESL K–adult professionals, at the local and state levels. He currently serves on the Board of Directors as Outreach Coordinator, a new position he proposed to encourage more ESL professionals to join CATESOL and get current members to be more active within the organization.

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.

¹ Neda Anasseri accepted a position of Coordinator, Technology Integration Projects at OTAN in January 2018.

² Anthony Burik accepted a position of Project Specialist II, Technology Projects in February 2018.

Susan Gaer, Santa Ana College School of Continuing Education

Susan Gaer was the founder of TIMAC. She is jokingly referred to as the mother founder. Susan is 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.

Agenda Year Two

Year Two:

Professional development days in Sacramento


- October 12–13, 2017 (Thursday and Friday): Agenda
- May 17–18, 2018 (Thursday and Friday) – Final Reports: Agenda

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

- December 1, 2017
- February 16, 2018
- April 13, 2018
- June 15, 2018
- Technology and Distance Learning Symposium, March 9–10, 2018, Napa Valley Adult School

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, March, 2018 in the San Francisco Bay area
- 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)

All final report presentations were recorded and are available to review on the OTAN's YouTube Channel (<https://goo.gl/kWk77x> ).

Agenda - Day 7 (Thursday October 12, 2017)

- **Physical Location**
Sacramento County Office of Education,
10474 Mather Blvd, Mather, CA.
Mather Room
- **10:00-10:30 a.m.**
Welcome, Housekeeping
Introduce new members (Napa and San Diego)
- **10:30-11:00 a.m.**
Share what we learned at conferences and other events that affects our projects. TDLS
Call for Proposals is OPEN!
<https://www.otan.us/tdlsymposium/call-for-proposals> 
- **10:00 a.m.- 12:00 p.m.**
Paul Porter - What I see now, and how we are moving forward
Review of highly effective teams; dealing with change
- **12:00-12:45 p.m.**
Working lunch - Reimbursement (Cheryl)
- **12:45-2:30 p.m.**
Dr. Paul Porter: Mentor Leadership
- **2:30-2:45 p.m.**
Break
- **2:45-4:00 p.m.**
Dr. Paul Porter: Your Own Leadership Style
- **4:00-4:10 p.m.**
Closing wrap-up, questions, partner-up drivers to get to the hotel and back. Social event (optional) Restaurants close to your hotel.

Coaches; meet-up in the hotel lobby for 30-45 minutes

Interesting upcoming events:


From the Online Learning Consortium:

OCL Launches Research Center for Digital Learning and Leadership

Accessibility in the Virtual/Augmented Reality Space, Wednesday October 18, 2017 12:00 Eastern/9:00 AM Pacific an online webinar

Agenda - Day 8 (Friday, October 13, 2017)

- **8:00-8:30 a.m.**
Working breakfast and welcome
Overview of the day
- **8:30-9:30 a.m.**

Facilitated Discussion: (Susan Gaer with San Diego CCD)
Understanding the Community Colleges: Credit and Non credit
Funding mechanisms in credit and non credit
ABEG and how it is affecting community colleges
AB705 and how it is affecting community colleges
What are Adult schools hearing?
Strategies both digital and not for identifying issues and how to affect change
Penny's Notes: <https://goo.gl/4Xu4HF> 

➡ **9:30-10:15 a.m.**

Conferences - who's going, what are you presenting, think about TDLS, call for proposals are open

Surprise Activity!

➡ **10:15-10:30 a.m.**

Break

➡ **10:30 a.m.-12:00 p.m.**

In the lab: Jen Vanek and Leah Peterson – WorldEd
IDEAL 101 Site Plan – revisit and reimagine
Project Based Learning Course; an introduction and expectations

➡ **12:00-1:00 p.m.**

Working lunch
Make up photos (David, Deep, Peter, others who missed photo day)


➡ **1:00-1:30 p.m.**

Sneak Peak: USA Learns New Citizenship Course

➡ **1:30-2:30 p.m.**

Melinda Holt: Focus on the Clouds; A Discussion and Demo
How to access clouds, what clouds to use; where is cloud?
Google Cloud vs MSCloud; iCloud?
Devices that can access clouds?
Specific apps per cloud and how to access and use.









➡ **2:30-3:00 p.m.**

Debrief, evaluation and feedback
Fill out the evaluation form online in the DLAC Online Course
Final Mid-term
Recordings: YouTube OTANTechy Channel:
<https://www.youtube.com/playlist?list=PLanOvdxzbZVxssULL2vrDWX4ZUwCk5BznC>


Agenda - Day 9 (Thursday, May 17, 2018)

➡ **9:30-10:00 a.m.**

Breakfast [food in room D]
Meeting in Room A

- ↻ **10:00-10:30 a.m.**
 Welcome from Diana Batista, Director Adult Education, AEBG-TAP and Joyce Hinkson, Director, OTAN
 Housekeeping – Review agenda, 2018–2019 DLAC applications are open, volunteer to become a contact person for future participants
- ↻ **10:30-11:00 a.m.**
 Share what we learned at conferences and other events that affects our projects:
 - What did you present about and what conference?
 - What did you take back and implement after TDLS?
 - What other tips, tricks, and technologies did you learn about from other conferences, meetings and events?
 - Review the assignment submissions and start working on final presentations
- ↻ **11:00 a.m.-12:00 p.m.**
 Trip down memory lane – Poster review:
 San Diego CCD: <https://goo.gl/4jTj5k> 
 Catholic Charities: <https://goo.gl/6D2gtn> 
 Napa Valley AE: <https://goo.gl/NRnXdt> 
 San Mateo AS: <https://goo.gl/DSa5Xz> 
 Baldwin Park Adult and Community Education: <https://goo.gl/CMnByN> 
 Clovis AE: <https://goo.gl/eh3Vv9> 
 Sweetwater AE: <https://goo.gl/Zd4pFW> 
 Oakland AE: See Neda or Penny
 Short summary (what stands out?)
 Highlight a category
 What changed?
 What's next?
- ↻ **12:00-1:00 p.m.**
 Working Lunch – Reimbursements/Cheryl
- ↻ **1:00-1:30 p.m.**
 Link final report and slides to agenda
- ↻ **1:30-2:30 p.m.**
 Partner up with another team and discuss outline and presentation approach
- ↻ **2:30-4:00 p.m.**
 Work on presentations
 - Penny/Neda discuss guidelines
 - Review midterm reports on YouTube Channel – use this to inform your final report:
<https://www.youtube.com/playlist?list=PLanOvdxzbZVxssULL2vrDWX4ZUwCk5BznC>


➤ **4:00-4:15 p.m.**

Closing wrap-up, questions, partner-up drivers to get to the hotel and back
No host social/dinner plans at Casa Ramos (optional) Meet at 5:30 PM

Agenda - Day 10 (Friday, May 18, 2018)

➤ **Physical Location**

Sacramento County Office of Education,
10474 Mather Blvd, Mather, CA.
Room A [food in room D]

➤ **8:00-8:30 a.m.**

Working breakfast and welcome, overview of the day

➤ **8:30 a.m.-12:20 a.m.**

Final presentation: 15-20 minutes for team presentations + 10 minutes for questions, answers, thoughtful feedback and set up for the next report.
We will stick to the time slots on the schedule on behalf of our virtual guests. The presentations will be shared via mobile Webcast in real time and later archived on OTAN's YouTube Channel.

➤ **8:30-8:55 a.m.**

Final presentation: Oakland Adult Education
Instructors: Suzanne Ludlum, Jeri Zowjah-Malik
Administrator: Sue Pon
"Link to final report: Opens as a Google Doc
Link to final presentation: Opens as Google Slide

➤ **9:00-9:25 a.m.**

Final presentation: : Clovis Adult Education
Instructors: Mickey Obermire, Lila Young
Administrator: Courtney McMahan
Link to final report: Opens as a Google Doc
Link to final presentation: Open as a Google Slide

➤ **9:30-9:55 a.m.**

Working Lunch – Reimbursements/Cheryl
Final presentation: San Mateo Adult School
Instructors: Deep Bhullar, Carol Gonella
Administrator: Tim Doyle
Link to final report: Opens as a Google Doc
Link to final presentation: Opens as a Google Slide
Other Resources available in this Google Folder

➤ **10:00-10:25 a.m.**

Final presentation: Sweetwater Division of Adult Education
Instructors: Diana Vera-Alba, Renee Small
Administrator: Kevin Patrick

Link to final report: Opens in Google Docs
Link to final presentation: Opens in Google Slides

- **10:30-10:55 a.m.**
Final presentation: Catholic Charities of the Diocese of Santa Rosa
Instructors: Jacquelyn Ellis and Alejandra Torres
Administrator: Dina Lopez
Link to final report: Opens as a Google Doc
Link to final presentation: Presented from Schoology
- **11:00-11:25 a.m.**
Final presentation: Napa Valley Adult Education
Instructors: Peter MacDonald, Peggy Squires
Administrator: Judith Flores
Link to final report: Opens as a Google Doc
Link to final presentation: Opens as PowerPoint Presentation
- **11:30-11:55 a.m.**
Final presentation: San Diego Continuing Education/San Diego
Community College District
Instructors: Stephanie Thomas, Cindy Wislofsky
Administrator: Michelle Fischthal
Link to final report: Opens as a Google Doc
Link to final presentation: Opens as PowerPoint Presentation
- **12:00-12:25 p.m.**
Final presentation: Baldwin Park Adult and Community Education
Instructors: Jessica Bayardo, Debbie Jensen, Mark Steimle
Administrator: John Kerr
Link to final report: Opens as a Google Doc
Link to final presentation: Opens PowerPoint Presentation
- **12:30-1:30 p.m.**
Working Lunch
- **1:30-2:00 p.m.**
Fill out the testimonial form
- **2:00-3:00 p.m.**
Complete the course online evaluation form and participate in group debriefing discussion
- **3:00-3:30 p.m.**
Certificate presentations, individual photos, and group photos

ⁱ Agency summaries are direct excerpts from their final reports.

ⁱⁱ All links to external files and websites are removed for accessibility considerations

Appendix F

California Department of Education

WIA, Title II: Technology and Distance Learning Plan Update

Program Year 2016-2018

California Department of Education

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

Program Year 2016-18*

*Report to include 2016-17 Distance Learning Updates and 2017-18 Tech Plans Results and Developments

Introduction

The 2008–09 program year marked the last year that adult education was fully funded through a line item in the state budget. At that time, enrollment numbers were reported as classroom only (or regular learning), distance learning (DL) only, and blended DL, a combination of both DL and classroom only instructional modalities. The 2009–15 years marked the era when “Flex Funding” was in place and adult education funds became discretionary and were (temporarily) not a line item in the state budget. The 2014–15 annual report marked the end of Flex Funding and a transition from the primary focus of DL only to one that simply included DL as a viable instructional modality. The emphasis shifted to implementing Technology Plans statewide in local adult education programs. The distance learning section documentation was mainly to illustrate the salient differences between learners who were DL only and classroom only.

This report traces the evolution of the California Adult Education Technology Plan. Key elements were adopted as a resource that adult education programs could use in developing their own local technology plan.

Evolution of Technology Plan

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 Adult Education Office (AEO) of 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 1970’s to current days. 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 AEO 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 at Hacienda La Puente Adult School and eventually relocated in the Sacramento County Office of Education (SCOE).

The mission of 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 was comprised 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.


The Guiding Overarching Principle

The CDE’s State Leadership Projects for Adult Education worked with groups within the field to craft a statewide plan for using technology in adult education. The plan included documents to assist and guide decision makers in developing and administering technology plans at the local, regional, and state levels. As a result, policy was developed, legislation was proposed, resources were allotted, and programs were implemented.

The guiding overarching principle for the Plan’s development was: “...to provide access to quality education for any adult learner seeking instruction at any time, at any place, and at any pace needed to for them to gain proficiency in skills needed to make a next career or learning step.”

Practical Steps for Developing a Technology Plan

There was a need for an effective, comprehensive, and integrated technology system that was functional and accessible to all stakeholders within in the adult education provider network. Research studies as well as demographic and policy testimony were reviewed to develop the initial technology plan in 2001. The plan was reviewed by stakeholders from the field and subsequently approved and disseminated by CDE’s Adult Education Office.

In 2007, a workgroup was again assembled to solicit and incorporate field input for a new plan, the *California Adult Education Technology Plan, 2007-2011* (available at www.OTAN.US ). The workgroup was tasked to:

- review progress in the use of technology in adult education;
- provide a vision statement;
- adopt a set of core beliefs; and
- identify a list of six priority areas with suggested strategies of action for both the state and local levels.

The workgroup analyzed current systems and provided a vision of full technology integration. To be successful, the plan was determined to meet the following criteria:

- Define a baseline of technology resources;

- Make quality technology-based resources accessible to meet:
 - instructional needs;
 - assessment needs; and,
 - student information tracking needs;
- Reaffirm the learner access to instruction needs (“*any time, at any place, and at any pace needed to for them to gain proficiency in skills needed to make a next career or learning step*”);
- Provide adult educators with necessary skills and time to integrate technology into instruction and management activities;
- Use information technologies to collaborate, exchange, and explore new information and learning environments; and
- Have a clear vision.

Vision Statement

“Regular access to -- and use of -- technology is a central part of life-long learning. Technology is fully integrated into all curriculum, teaching, and administrative services of education.”

This statement in tandem with the Core Values were intended to permeate all decisions and actions associated with the development and implementation of the California Adult Education Technology Plan.

Core Values included:

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

Priority Steps for Technology Plan Development. From the Vision Statement and Core Values, Six Plan Priorities and corresponding detailed goals and action steps were adopted to help local adult schools develop and implement their own technology plans. Below is a summary of the priorities, goals, and action steps:

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

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

3. **Resources and Funding**—Adequate, equitable and on-going sources of funding will be available to support technology planning, acquisition, implementation, and evaluation;
 - Establish on-going funding sources
 - Advocate for adult education programs qualifying for the E-rate discount program and other state and federal funding opportunities
 - Research and document how technology affects student progress

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

within and beyond the classroom;

- Develop program standards for instructors and curriculum standards for learners that include technology information literacy
- Set priorities for acquisition of new technology-based materials
- Acquire and develop technology-based materials for correctional settings

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

- Provide funding for leadership activities and local professional development
- Continue to expand mentoring and peer coaching programs in technology
- Ensure the offering of technology-related sessions at conferences
- Provide academies and summer institutes for teachers and others in technology skills and integration
- Provide online professional development for teachers to increase their skills in using and integrating technology
- Sponsor and support research in the field of technology integration, and connect this research to practice
- Develop and distribute models of “promising practices” for technology integration

6. **Student Information Systems**—An electronic method for tracking and sharing student level data among agencies will be devised using a unique statewide student identifier to support a comprehensive attendance and student information system design.


Instructor Technology Competencies

There were 13 instructor technology competencies identified. Each of those 13 competencies included two to six skill indicators for a total of 47 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 13 technology competency areas on their instruction. The 13 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 California Department of Education, AEO instructions to adult education programs submitting new Technology and Distance Learning Plans stated: “...*The goal is to make the most effective use of available funds. The most important aspect of the planning process is to start with learning outcomes in mind. To accomplish the best possible results, agencies plan for program structure, professional development and instructional materials.*” (California Department of Education WIOA, Title II: Technology and Distance Learning Plan Program Year; available on <https://adulted.otan.us> )

In 2016–17 185 programs submitted a technology plan and 197 agencies submitted plans in 2017–18. 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.

	2015-16		2016-17	
PROGRAM AREAS	%	N	%	N
ABE	13.4	55	14.7	65
ASE	26.8	110	24.4	108
ESL	48.4	199	47.4	210
Other	11.4	47	13.6	60
MODES OF INSTRUCTION	%	N	%	N
Face to Face (F2F)	51.8	213	50.8	225
Blended DL	39.7	163	41.3	183
DL Only	8.6	35	7.9	35
#GOALS SUBMITTED		411		433

Figure 1. Program Areas and Modes of Instruction Goals included in Technology Plans submitted during 2015–16 and 2016–17. (Source: OTAN analyses of local Technology Plan submittals.)

As shown in Figure 1, the agencies submitting Technology Plans were primarily English as a Second Language (ESL) programs (47.4 percent), followed by Adult Secondary Education (ASE) programs (24.4 percent), and Adult Basic Education (ABE) programs (14.7 percent), which reflects the variety of students served by adult education within California. Face to face (F2F) modes of instructed accounted for over half of the technology plans submitted in both Program Year (PY) 2015–16 and 2016–17.

Technology Integration Self-Assessment for Instructors

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: AEFLAP). The 13 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” equals “very low” skill level;
- “2” equals “low, need improvement”;
- “3” equals “good, but would like to improve more”; or
- “4” equals “excellent”.

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

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

TOTAL OVERALL AVERAGES			
SKILL CATEGORIES	PERCEIVED SKILL LEVEL	PERCEIVED	GAP DIFFERENCE (SKILL-IMPORTANCE)
I. Basic Computer Operation	3.42	3.39	0.03
II. Productivity Software	2.97	2.94	0.03

TOTAL OVERALL AVERAGES			
SKILL CATEGORIES	PERCEIVED SKILL LEVEL	PERCEIVED	GAP DIFFERENCE (SKILL-IMPORTANCE)
III. Instructional Software	2.91	3.05	-0.15
SKILL CATEGORIES	Perceived Skill Level	Perceived Instructional Importance	Gap Difference (Skill-Importance)
V. Using Online Resources	3.11	3.13	-0.03
VI. Virtual Communication and Collaboration	2.91	2.89	0.02
VII. Video Technologies	2.94	2.72	0.22
VIII. Evaluating and Incorporating New Technologies	3.08	3.06	0.02
IX. Managing the Technology-Enhanced Classroom	3.10	3.18	-0.07
X. Managing the Blended/Online Classroom and Distance Program	2.89	3.06	-0.18
XI. Assessment	2.65	2.86	-0.21
XII. Professional Development	2.64	2.97	-0.33
XIII. Social, Legal and Health Issues	2.83	3.15	-0.32
GRAND AVERAGES	2.92	3.02	-0.10

Figure 2. Instructor Summary Results of the Technology Skill Competency Categories Survey from 2017-18. (Source: OTAN: Local Education Agency submittal of Technology).

Figure 2 illustrates a summary of the results of 3,593 instructors who responded to the Technology Integration Skills Self-assessment instrument. The average perceived skill level of 2.92 over all thirteen Technology Skill Categories 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 3.02) than their average skill level. This average -0.10 difference indicated that there is a slight gap between the perceived skills possessed by instructors and the perceived importance these skills were to teaching. The gap between skill level and instructional importance could be an indicator for the relative need for staff development or technical assistance.

The greater a negative gap value the greater the possible need for staff development and assistance; conversely, the greater the positive gap value the less the possible need for staff development and assistance.

The largest negative gap occurred within the skill category of Assistive Technology (-0.34) where instructors rated their skill level as 2.53 (“low, need improvement to somewhat “good” but would like to improve more) and their perceived importance of that category as 2.87 (“important). Other

areas with a larger negative discrepancy between skill level and instructional importance were the following: Professional Development (-0.33), and Social, Legal and Health Issues (-0.32). 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 skill category of Video Technologies.

When asked to rate their perceived importance of the same Technology Skill Competencies, on average instructors rated *I. Basic Computer Technology Competency Skills* the highest at 3.39 and *VII. Video Technologies* the lowest at 2.72. For two consecutive years, instructors identified these same two technology skill categories as having the same relative positions. The overall average of the thirteen Technology Skill Categories for Importance to current or future teaching was 3.02, indicating the Technology Skill Categories were generally viewed as “important”.

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 school were required to use “*Survey: Use of Computers, Mobile Devices, and Internet for Adult Learners*” to gather information for planning classroom technology, online homework assignments, and blended/distance learning.

For PY 2017–18, 57,867 respondents participated in the adult learner survey, an increase of 27 percent from the number of respondents in the previous year (45,453).

ADULT LEARNER SURVEY DATA, 2017–18		
Questions Asked	Percent	Number
Do you have a computer in your home?	66.8%	38,656
Do you use Internet in your home?	77.4%	44,765
Do you use the Internet at school?	61.6%	35,675
Do you use the Internet somewhere else?	70.2%	40,626
Do you have a smartphone?	78.2%	45,239
Do you text on your phone?	79.5%	46,025
Do you learn on the Internet at school?	61.6%	35,664
Do you learn on the Internet at home?	71.0%	41,072
Do you learn through distance learning (your adult school)?	38.8%	22,434
Do you know how to keep yourself safe on the Internet?	63.3%	36,615
Do you know how to keep your kids/grandkids safe on the Internet?	56.2%	32,546
Total:	63.1%	28,659

Figure 3. Learner Technology Survey Summary Results from 2017–18. (Source: OTAN 2017 administration of “Survey: Use of Computers, Mobile Devices, and Internet for Adult Learners”)

As shown in Figure 3, the majority of respondents have the ability to text on their phones (79.5 percent), own a smartphone (78.2 percent), and have Internet access at home (77.4 percent). Only 38.8 percent 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 percent), so this may indicate an area that instructors could integrate into their curriculum.

Distance Learning

Review of Past DL Results

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

Despite the implementation of Flex-funding in 2008-09 which increased fiscal resources to support DL program, DL enrollment plummeted more severely than the Workforce Innovation and Opportunity Act (WIOA) which represented a 50.2 percent drop in enrollment compared with an 88.2 percent 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.

Figure 4 displays the combined adult student enrollments in ABE, ASE/GED, and ESL/Citizenship from 2004-05 to 2016-17 for regular classroom and DL students. Since these programs were

federally funded through Workforce Innovation and Opportunity Act 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 4, 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 2008–09, the enrollment for learners qualifying for the federal tables was:

- 618,767 (89.3 percent of the total adult enrollment) for classroom learners
- 73,803 (10.7 percent of the total adult enrollment) for distance learners.

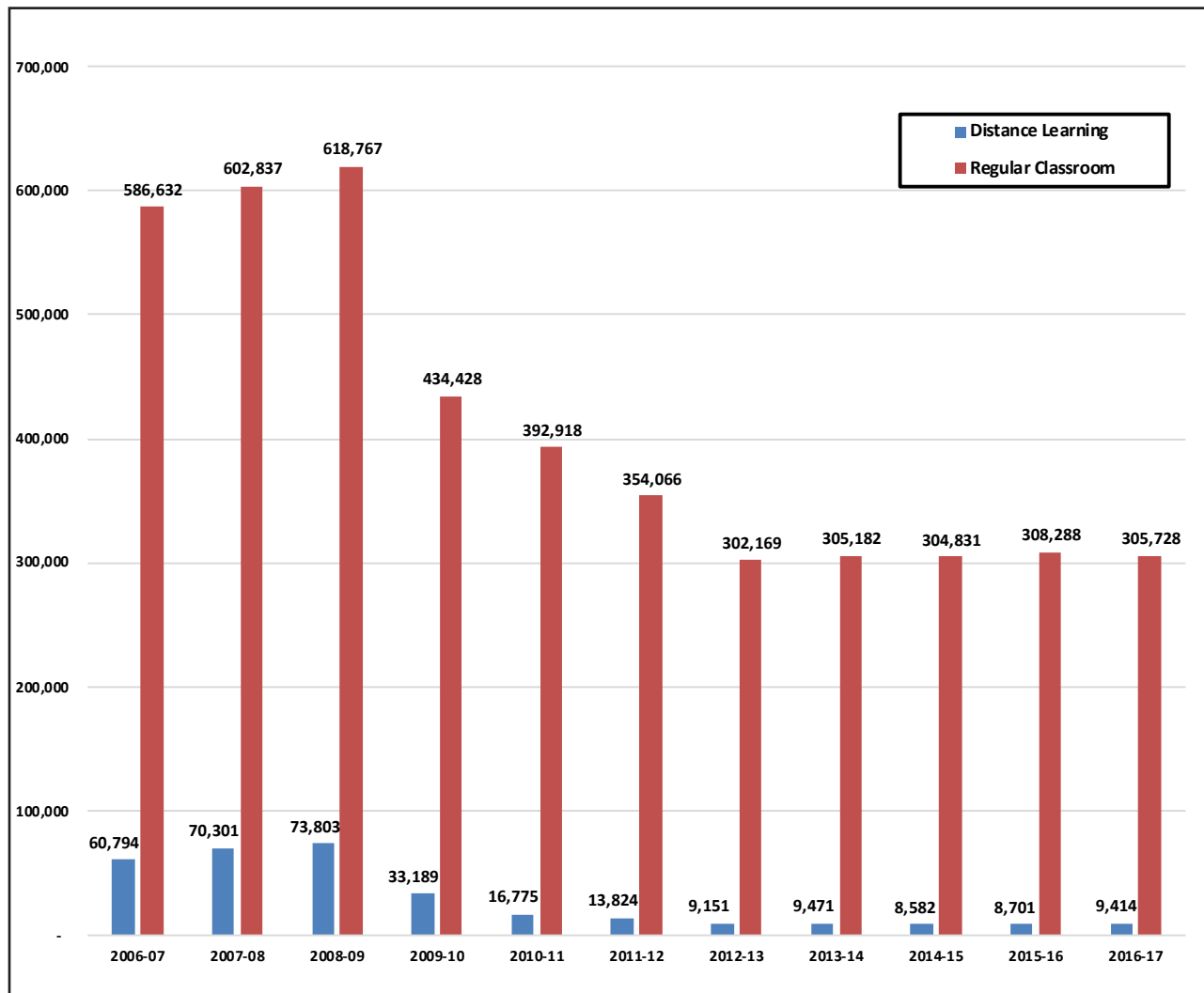


Figure 4. WIA/WIOA, Title II Adult Education Enrollments from 2006-07 to 2016-17 for Regular Classroom vs. Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (Source: CASAS 2016-17 WIA/WIOA, Title II Data)

Diminishing DL Enrollments

As displayed in Figure 4, 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 2008-09, the enrollment for learners qualifying for the federal tables was 618,767 (89.8 percent of the total adult enrollment) for classroom learners and 73,803 (10.7 percent of the total adult enrollment) for distance learners. In the current reporting year 2016-17, there were 315,142 enrollees qualifying for the federal tables. Of those enrollees, 305,728 (97 percent) were classroom learners and 9,414 (3 percent) were distance learners. Compared with 2008-09 enrollments, 2016-17 enrollments had a 50.6 percent drop in total WIA/WIOA, Title II enrollments and 87.2 percent drop in DL enrollments.

Possible Lack of Complete DL Reporting

The data in Figure 5 indicated that more than half (53 percent) of the federal DL enrollments for 2016-17 came from only four adult schools (each having more than 700 DL enrollments)—Sweetwater (2,032), Stockton (1,296), Torrance (898), and El Monte (747). Twelve adult schools accounted for an additional 38 percent, with DL enrollments ranging from more than 100 but less than 700 students. Fifty-eight adult schools, representing about 78 percent of the adult schools submitting DL enrollment data, each with less than 100 enrollments, accounted for the remaining 9 percent.

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	%	N
Adult Schools >700 DL Learners	53%	4,973
Sweetwater Union High School District		2,032
Stockton Unified School District		1,296
Torrance Unified School District		898
El Monte Union School District		747
Adult Schools with >100 and <700	38%	3,574
Lake Elsinore Unified School District		634
Los Angeles Unified School District		548
Madera Unified School District		460
Kern Union High School District		321
Coachella Valley Unified School District		320
Freemont Unified School District		287
Elk Grove Unified School District		225
Riverside Unified School District		221
Norwalk-La Mirada Unified School District		202
Roseville Joint Union High School District		138

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	%	N
Montebello Unified School District		109
Fresno Unified School District		109
Adult Schools with < 100 learners	9%	867
Total of Identified DL Enrollments	100%	9,414

Figure 5. Adult Schools Where Distance Learning Was Identified for the 2016-17 Federal NRS Report. (Source: CASAS 2018)

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 school and who responded to the *Student Use of Technology Survey from 2016–17* (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 that 50 percent of the time via DL only for students reported in CASAS Federal 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;
- 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.

It remains truly remarkable that 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.

Conclusion

The mission of OTAN was and is to provide electronic collaboration, access to information, and technical assistance for literacy and adult education. This report summarizes the development of California Adult Education technology plans and outlines practical steps towards the creation of such a plan for programs (i.e. the Core Values, Vision Statement, and the Six Plan Priorities.). The analysis by OTAN of the Technology Plans submitted by agencies during the 2016–17 program year concludes that amongst modalities of instruction, Face to Face (F2F) learning remains the most popular (50.8 percent), followed by Blended DL (41.3 percent), and DL only (7.9 percent). Blended DL plans increased slightly from the last PY by +1.6 percent, and DL only plans decreased slightly (-0.7 percent). 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 on the effectiveness of DL only and Blended DL programs will continue to focus on the adult learners' access and engagement with new technology. With the increased access to the internet at home for learners and within adult education program facilities, future research will focus on blended DL programs and the effective use of technology that extends the learning and leverages the opportunities to integrate and extend the learning process outside of the classroom and accelerate the student progress and outcomes.