OTAN

Outreach and Technical Assistance Network

Technology and Distance Learning for California Adult Education

Annual Report 2015–16

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USE TECHNOLOGY TO COORDINATE AND SUPPORT CDE AND STATE LEADERSHIP PROJECTS

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Introduction

Adult Education in California

The 2015–16 State Budget set aside $500 million jointly to the California Community College Chancellor's Office (CCCCO) and to the California Department of Education (CDE) to allocate funding for adult education. With the passage of the [AB 104 Budget Bill](#), the previously-passed [AB 86 legislation](#) began the transition from planning to implementation. This legislation, which authorized an appropriation rather than a grant, was known as the Adult Education Block Grant (AEBG). The intent of the funding was to support the 71 regional consortia (http://aebg.cccco.edu/Consortia/Consortia-List) across the state that provide adult education classes and related resources to adult learners.[i] OTAN is included as a partner in the Capital Area Education Regional Consortium, which is one of the largest in the state.

The Governor's focus for state-funded adult education programs included:

- Elementary and basic skills;
- Immigrant education (ESL, citizenship, El Civics);
- Adults with disabilities;
- Short-term career technical education programs with high employment potential;
- Apprenticeship programs

The March 2015 report on consortia progress was submitted to the Governor's Office by the Chancellor and Superintendent of Public Instruction. The report included the current status of the consortia, promising practices, key issues to be addressed, and the following six recommendations:

- Increase service levels to meet the demand for adult education in California;
- Improve programming to better prepare students for post-secondary education and/or transition to workforce;
- Provide adequate academic, social, and financial supports for all students to lower barriers to enrollment and promote student success;
- Align assessments for placement between the K–12 Adult and

ADULT EDUCATION REGIONAL PLANNING

2015
California Department of Education
Tom Torlakson, Superintendent
California Community Colleges Chancellor's Office
Brice W. Harris, Chancellor

Exhibit Intro 1
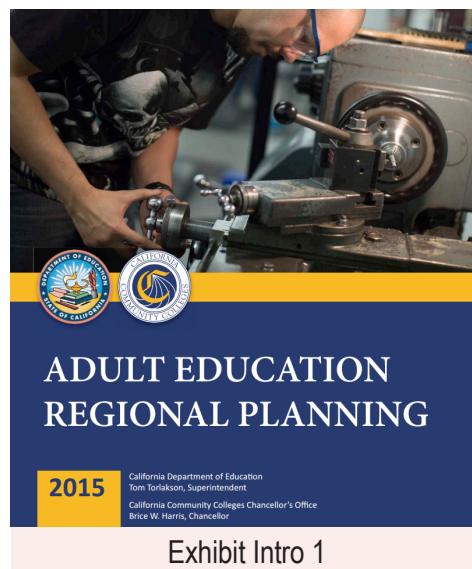
Community College providers to reduce barriers to student progress toward their educational and career goals;

⮁ Develop a common accountability approach to documenting and evaluating student progress between the K–12 Adult and community college systems; and

⮁ Maintain and extend structures for ongoing regional coordination among adult schools, community colleges and community partners.

Exhibit Intro 2

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 training, and electronic communication tools. OTAN's Director and Technology Projects Coordinator participate in monthly Capitol Adult Education Regional Consortium (CAERC) meetings and serve on various workgroup committees. This consortia is one of the largest, with 14 members and 22 partners. It is also closest in proximity to OTAN's physical location. The Sacramento County Office of Education serves as fiscal agent to both CAERC and OTAN.

Adult Education Leadership Project

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

The Outreach and Technical Assistance Network (OTAN) provides support and training

Exhibit Intro 3

for classroom technology integration and online collaboration, as well as support for the implementation of distance learning. In addition, OTAN supports the California Department of Education's Adult Education Office by programming, hosting, and maintaining the California Adult Education Online Application and Reporting site (https://adulted.otan.us/ ⬈)

Need for Instructional Technology

Funded to provide adult educators with technology training and technology integration skills, OTAN provides online resources that include technology-infused lesson plans and offers a hosted site where teachers can create their own online courses. Surveys show that teachers are more likely to use technology on a regular basis with their adult learners if they have the skills and confidence to do so.

Technology is an important and integral component 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 tech-savvy at a distinct disadvantage. Technology is also becoming an increasingly popular on-demand tool to provide the content for life-long learning. Research has shown that adult learners, when properly trained on how to 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.

Distance Learning for Adult Learners

California has historically been a national leader in providing instructional opportunities through distance learning. Data from California and elsewhere has shown that distance learning students make academic gains at least equal to learners in traditional classrooms, and learners participating in a blended model that includes both face-to-face and distance instruction produces even greater gains than either modality separately.

The OTAN has undertaken the responsibility for distance learning in adult education consecutively since 2007–08. With the implementation of flex funding, enrollment in distance learning showed a sharp decline. 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. The OTAN is helping to move adult distance learning in the direction of online delivery.

Mission and History of OTAN

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

The OTAN was created through California's adult education strategic planning process of the 1980's and was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2014, 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 CN150138 from July 1, 2015 through June 30, 2016. The source of the funding is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223.

The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the California Department of Education, Adult Education Office to detail the accomplishments of OTAN work completed during the 2015–16 contract year.

Provide Online Support and Training

Support Adult Education Agencies with Transitioning of Adult Education Learners to Work, Training, and Postsecondary Education

The Outreach and Technical Assistance Network (OTAN) gives adult educators tools and resources to support their teaching practice and to support their adult learners. These resources take many forms including the creation, support, revision, and distribution of online courses. The "Writing, College Transitions and Career Development" course was well received by adult educators. It served as the foundation course for the subsequent creation of additional courses including: "Professional & Interpersonal Skills for Career Success"; "Writing Pathways to Career Success"; and "Getting Ready for College". Through our partnership with NROC, teachers also have access to "Developmental Math and Developmental English" providing basic math and English writing skills. All courses are available for any qualified adult education teacher to use with their adult learners. A simple course request form is available on our learning management system (Moodle) for teachers to request a copy of the course. Below are descriptions of the three fundamental courses: Developmental Math; Developmental English; and Writing, College Transitions and Career Development. Descriptions for the two courses provided by NROC come from The NROC Project Web site: http://www.thenrocproject.org/.

> "*OTAN has given us professional development opportunities we otherwise never would have access to at a small, County Office of Education.*"
>
> *- Jhan Dunn, Teacher (Glenn COE)*

Developmental Math – A course from The NROC Project

The Developmental Math program is designed to be used with students striving to meet college entrance requirements. This multi-modal program allows learners to create their own pace and path through developmental mathematics.

Each learner may begin a unit by taking an adaptive pre-assessment that directs them to a customized path through the content needed to close their

proficiency gaps. The program offers audio, video, interactive simulations, puzzles, and other instructional approaches that engage a variety of learning styles and attitudes.

Topically organized, this program offers flexible modules that address concepts and skills taught in the traditional developmental math sequence of Arithmetic, Beginning, and Intermediate Algebra. Topics that provide a high-level, basic introduction to Statistics, Geometry, and Trigonometry are incorporated.
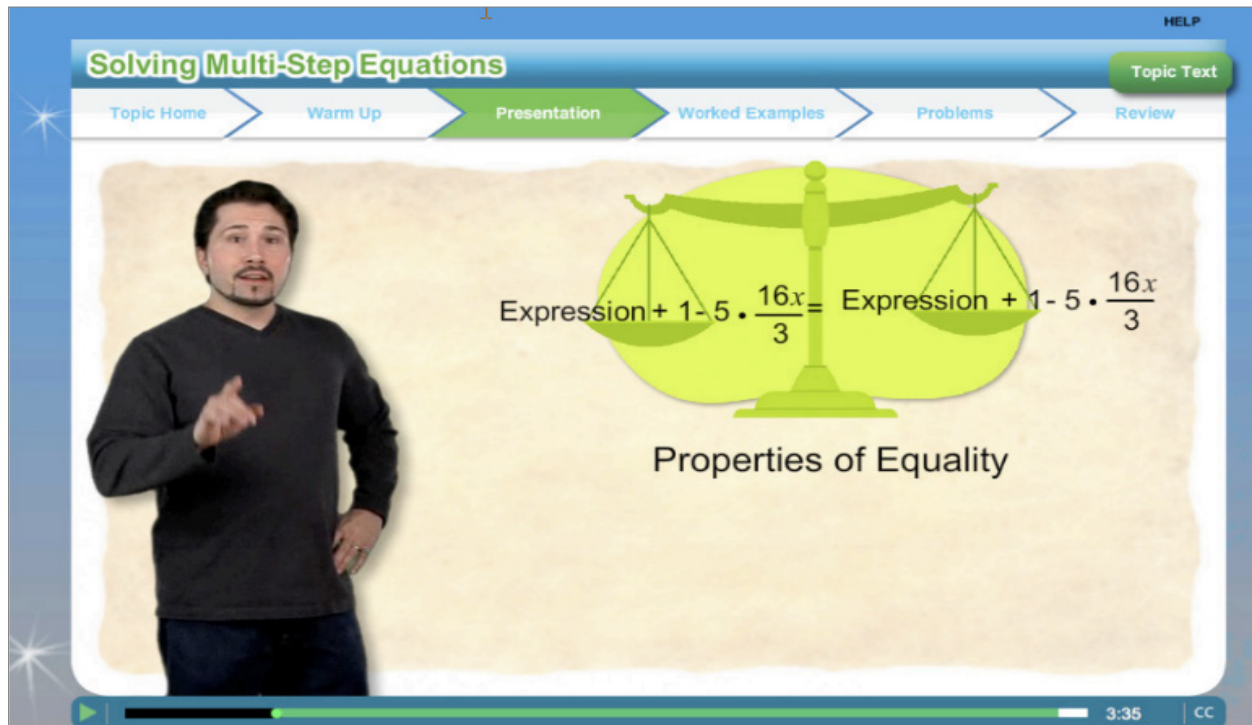
Exhibit 1.1

Developmental English – An Integrated Program

This collaboratively developed, innovative program of study is designed for students preparing for either college or a career. After conversations with developmental English instructors across the country and in-depth research into state and district studies, we elected to compress the standard developmental English curriculum—reading comprehension, writing, vocabulary building, grammar, punctuation, and usage skills—to allow learners to accelerate into credit-bearing college courses and certificate or postsecondary training programs, or to enter economically-viable career paths. The course also provides essential study skills, such as note and test taking, to build confidence and boost skills required for overall success at the college level and beyond. This program integrates numerous media-rich instructional approaches into basic reading and writing strategies in an engaging and efficient environment. The prescribed reading selections provide models that "show" rather than "tell" students how to read, comprehend, and

then respond to the writing assignment. The key is blending the reading and writing components so that students can combine critical reading with the writing process. This eliminates the redundancy that students often experience once they are classified as developmental learners. Institutions, instructors, and students can adapt and re-mix the content to meet varying program and learner requirements.

Introduction to College Reading and Writing

🗂 Resources   📖 My Journal

🏠

Introduction to College Reading and Writing

Being able to read and write allows you to communicate ideas, emotions, and information. When you read, you learn about the world around you. When you write, you share your experiences and thoughts with others. This unit will focus on the fundamental skills you will need for college-level reading and writing. You'll learn how to identify topic sentences and separate facts from opinions, which will help you write your own ideas more effectively.

1 Introduction

2 Pre-Reading

3 Active Reader

4 Post-Reading

5 Review

6 Pre-Writing

7 Writing Center

Foundations are lessons that support your learning for this Unit. These lessons will also help you study for Review and Unit Assessments.

🗂 Find Foundation lessons by clicking Resources at any time.

Writing Center Notifications

There are no notifications at this time.

Exhibit 1.2

Online Transition Skills Course

"Writing, College Transitions and Career Development" (also known as the "ABE Transition course") was developed for Moodle in 2011–12. The OTAN continues to support the course by updating course materials and ensuring embedded links and resources are still relevant to the course objectives. An example of changes and maintenance this year included replacing external links in the course that no longer exist and updating learner system requirements.

The course is aimed at helping intermediate-high ABE students to explore transitioning into a higher paying job or further education. Created by two experienced ABE teachers, the course provides a "Personal Success through Writing" review topic as well as two exploratory paths of seven study units in "Success in School" and 11 study units in "Job Preparation." Through an earlier pilot, participant feedback and suggestions refined the course by incorporating new teacher resources, activities, and new student completion features to help learners

see their progress through the course. Teachers have the flexibility to use one path or all paths in their instruction as well as edit the course to best suit their instructional needs. Embedded within the course are materials and resources from "Integrating Career Awareness
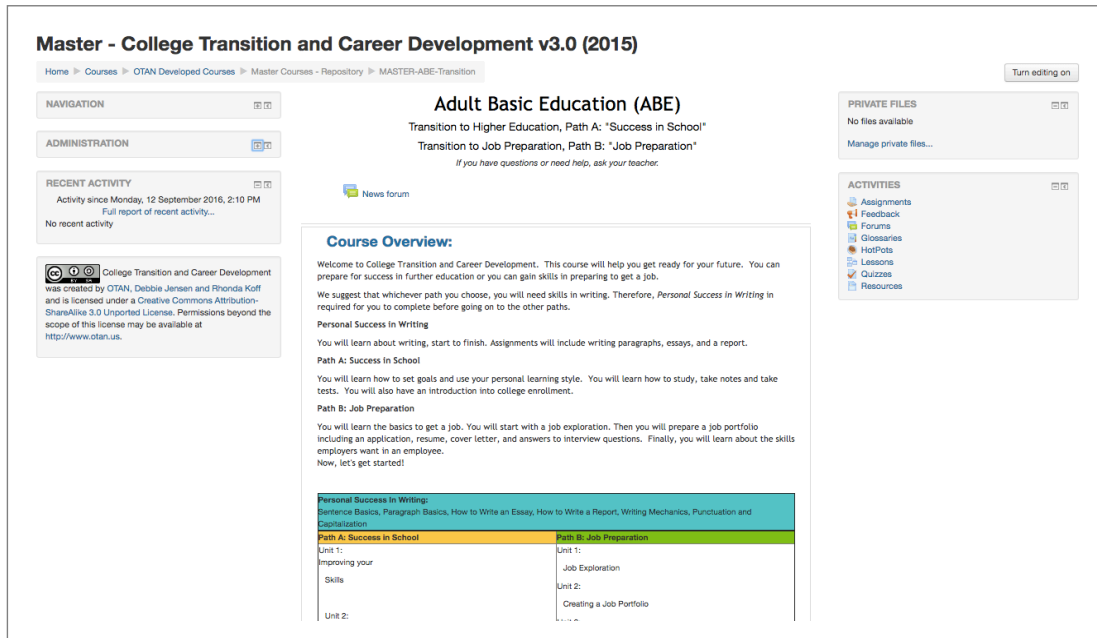
Exhibit 1.3

into the ABE & ESOL Classroom," a publication from the National College Transition Network, and providing teachers with additional student activities. There is also a Jeopardy™-like interactive

game called "What's Next?!" that is a fun classroom activity reviewing skills needed to transition to college or the work force. The OTAN also developed a companion vocabulary mobile application titled "Words4U" that gives students the ability to study words and play matching games to help build their vocabulary. This year both of these special applications were updated to meet new operating system standards. Students can find and download both "What's Next?" and "Words 4 U" from the iTunes App store and Google Play.

Teachers from any WIOA-funded agency can request a copy of the course and receive an orientation and continued technical support. Although most teachers ask OTAN to host the course on the OTAN Moodle server, they can upload a copy of the course on their own local Moodle server if desired.

Exhibit 1.4

Exhibit 1.5

Over the course of the year, OTAN provided both formal and informational marketing of these courses to share this resource with the field. The course developer provided three online orientations: one in October 2015, one in May 2016, and during the Online Boot Camp in June 2016. Additionally, the courses were promoted during conference presentations, summarized in OTAN Newsletter publications, and mentioned in Facebook and Twitter posts.

Community Model of Online Learning – EdReady (Math)

The OTAN continued to support participants of the Community Model of Online Learning (CMOL) through the end of the 2015–16 contract year. Previous reports outlined the process for selected agencies, project goals, and agency criteria. The three selected agencies, Baldwin Park Adult and Community Education, Fairfield-Suisun Adult School, and Torrance Adult School continued to implement EdReady for math curriculum. Although the project officially concluded at the end of June 2016, two of the three agencies elected to continue using EdReady by becoming members of The NROC Project. Membership not only provides support for their own EdReady instance, they also can leverage other NROC products including HippoCampus, Developmental Math, and their new Developmental English program.
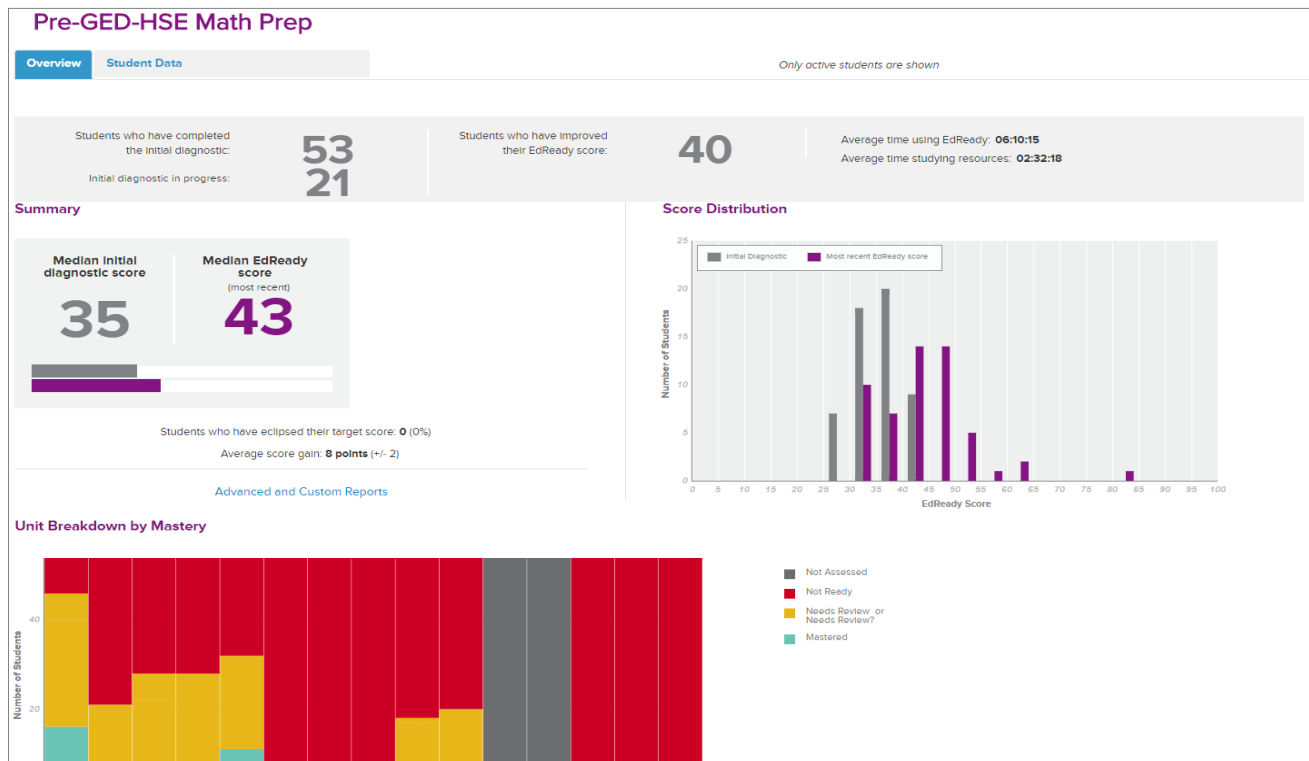
Exhibit 1.6

In addition, OTAN supported two additional agencies with specific goals for transitioning learners to college or career; Inland Career Education Center (San Bernardino Unified School District) and Antelope Valley Adult School. Inland Career Education heard about EdReady through

the OTAN newsletter and other communications and sought help for their welding program. EdReady released math alignments for over 140 Career Technical Education pathways and Inland Career Center wanted to pilot using EdReady to prepare their welding students for the national certification exam. The agency reported that although learners were initially reluctant to work extensively on the computer, by the end of the term it was difficult to get learners out of the computer lab. In addition, all learners who completed the EdReady math preparation for welding passed their national certification exam. Furthermore, when learners progressed to the next level of welding, their instructor was pleased to note that they did not need to do math review for the learners who completed the EdReady personalized learning program. Lastly, learners self-reported that they gained significant digital literacy skills and were able to search for jobs online, research and view materials related to welding, as well as fill out online applications.

Antelope Valley Adult School used EdReady consistently for Pre-GED-HSE math preparation. Throughout the year, learners showed steady progress. Antelope Valley Adult School plans to continue and expand their use of EdReady to additional Adult Basic and Secondary classes through the 2016–17 academic year.

Where possible, OTAN asked agencies to provide course/class numbers that would allow the tracking and correlation of learners taking the CASAS pre- and post-tests in reading and math. By the end of the 2015–16 academic year, CASAS data showed significant gains in both reading and math for those learners using EdReady. Generally, CASAS considers a three-point gain in pre- to post-test scores a significant gain. However, results from learners using EdReady showed almost double that gain.

Student ePortfolios

For more than five years, OTAN has been exploring the topic of ePortfolios. Various teachers from ESL, ABE, and ASE programs were trained to use platforms such as Mahara, Google Drive, and Weebly. Numerous learners created variations of ePortfolios ranging from collections of specific projects for a class or on a topic, to showcases of personal hobbies, and even an example of a promotional piece for a business that the adult learner owned.

In July 2015, OTAN staff and selected California adult education teachers were invited by the LINCS Technology and Learning Discussion Group to participate in a week-long discussion about Online Learning Portfolios and Micro-credentials. The OTAN Technology Projects Coordinator, Branka Marceta, shared the history of the project, followed by discussion posts by the California teachers.

The teachers who shared their work on the OTAN ePortfolio project included:

- ⮑ Jennifer Gagliardi, Milpitas Adult School
- ⮑ Debbie Jensen, Baldwin Park Adult and Community Education
- ⮑ Victoria Jones, Simi Valley Adult School and Career Institute
- ⮑ Suzanne Murphy, Pittsburg Adult Education
- ⮑ Sharon Ram, Fremont Adult & Continuing Education

What follows is a brief look back at the history of this pilot. In 2011–12 the goal for the pilot was to have the adult learner understand the concept of an ePortfolio. ePortfolios can be private or can be shared only with designated individuals or be made public for the purpose of showcasing the learning and process reflection. In collaboration with the OTAN coordinator, the five pilot teachers developed plans for their programs and implemented the use of Google Documents. The programs ranged from a GED class (now High School Equivalency preparation) to an ESL resource computer lab to the Policy to Performance Project to the Points of Entry Project. In the process of introducing Google Documents to their learners, the participating teachers also started using other Google products such as Google Voice and Google Calendar, thus increasing the intensity, frequency, and effectiveness of communication with the learners. Simi Valley adult learners took the pilot to the next level when they created individual Web sites using Google Sites and embedded their documents and even audio files from the past semester.

In school year 2011–12, Patricia Oliva held the assignments of Transition Specialist under the Policy to Performance Pilot and taught writing skills and strategies, and a college success class at Elk Grove Adult and Community Education Program. Her goal was for adult learners and teachers to create and share ePortfolios using Google Documents as a tool to transition to post-secondary education or the workforce. Ms. Oliva worked with 14 adult learners who used Google Documents to write essays, collect work, share documents, provide feedback, and reflect on learning and accomplishments.

Some successes identified were:

- ➲ Students learned how to create and share documents on a Google platform. Some students used Google Documents to write essay drafts and collect information. Students really liked the comment feature for feedback.
- ➲ Students that had previously not followed up with the Transition Specialist started using Google Voice to text the Transition Specialist on a regular basis.
- ➲ Students expressed that Google calendar helped them stay organized.
- ➲ Students ended with a portfolio as a collection of employment tools and information they can use to transition to college or training.
- ➲ Students were able to access their ePortfolio anywhere they can get Internet connection.
- ➲ Google Documents helped the Transition Specialist maintain and manage the Individual Action Plans, an important deliverable for the project.

Some challenges encountered were:

- ➲ Some students that did not have a Gmail account and did not want to create a new e-mail account.
- ➲ Some students thought that using Google Documents would be extra work.
- ➲ It took some time to get used to Google as a study and transition tool.

In the school year 2011–12, Francisco Lopez held the assignment of the ABE and ASE teacher at Chaffey Adult School. His goal for the ePortfolio was to assist students to transition from school to work. Mr. Lopez wanted his students to get familiar with the use of Google Documents. He worked with nine learners. In a short-term project lasting just a few weeks, the adult learners

accomplished the following:

- Four learners filled out a Goals Identification List document and communicated with the teacher about it.
- One learner created a professional resume, shared it with the teacher, and revised it based on teacher comments.
- A group of GED learners inserted comments on one shared document for the duration of one week, reflecting on their learning.

Over the years of the pilot duration, participating teachers presented at local and state conferences, as well as in online workshops about the ePortfolio projects with which they engaged their learners.

This year, OTAN worked with two teachers to document their work on this topic through video recordings of online presentations. Debbie Jensen from Baldwin Park Adult and Community Education shared how she supported colleagues in ESL, ABE, and CTE to implement learner ePortfolios in their individual classes.

Additionally, Sharon Ram created a three-part video presentation about her efforts over the years to establish learner ePortfolios as a mainstay of the VESL classes offered at Fremont Adult and Continuing Education, showcasing learner results and useful tools.

Supporting Transitioning Goals and Tracking for Core Performance

The OTAN has been following and documenting the different ways the adult education field uses social media to track core performance for learners. An increasing number of adult education agencies are creating and maintaining social media presence on Facebook, Twittter, LinkedIn, Instagram, and other platforms.

Online and face-to-face workshops as well as conference presentations on this topic highlight promising practices and offer hands-on practice. The following list of activities is 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 among features such as news feed, timeline, privacy settings for posts, friends' lists, events, pages, groups, and apps.
- Participate in a Facebook group and create your own.
- Understand Twitter basics and identify whom to follow.
- Identify strategies to engage learners to interact professionally through social media and expand their education.

One potential benefit that is highlighted in the workshops and presentations is the possibility to connect through social media with learners who left the program. These connections allow agencies to gather information needed for the core performance follow-up required through the National Reporting System for the funding under the Workforce Innovation and Opportunity Act, Title II.

Provide Information, Resources, Technology Training, and Technical Support to the Field

Research, Develop, and Share Information on Emerging Technologies

Information and teaching methods for using technology in the adult education classroom are constantly changing. Trying to stay at the forefront of these changes can be overwhelming to adult education administrators, teachers, and staff who have other daily priorities.

The OTAN strives to be a 'one stop shop' for California's adult education programs to help teachers locate current and critical information applicable to all areas of adult education, including local, regional, state, and national levels, but especially in the area of technology integration in the classroom. Many strategies are used to accomplish this goal.

The first strategy is subscribing to selected professional organizations that provide information relevant to adult education and technology integration. As a member organization in 2015–16, OTAN received a variety of newsletters and periodicals which included the following:

- California Teachers of English to Speakers of Other Languages (CATESOL)
- Commission on Adult Basic Education (COABE)
- California Council for Adult Education (CCAE)
- California Adult Education Administrators Association (CAEAA)
- International Society for Technology in Education (ISTE)
- The NROC Project
- Computer Using Educators (CUE)
- LERN.org

Next, OTAN joined national adult education discussion groups hosted by the federal LINCS (Literacy Information and Communication System) professional learning community. The OTAN staff frequently participated in national discussions on adult education topics such as Open Educational Resources (OERs), the use of social media, and online instruction in adult education.

Additionally, OTAN staff members were assigned to search the Web to discover what new tech tools and Web sites were being used in adult education and to determine how these resources could best be used in adult education.

This past year, several OTAN staff attended conferences to discover what was new and trending in educational technology including: the Google Summit in Watsonville; National Repository of Online Courses (NROC) in Monterey; Computer Using Educators (CUE) in Palm Springs; International Society for Technology in Education (ISTE) in Denver, CO; and the eLearning Strategies Symposium in Costa Mesa. At these conferences, the OTAN staff attended workshops on various technology integration topics with the goal of learning about emerging technologies in the field of education.

After gleaning new information, techniques, and methodologies from all these sources, the next step was dissemination. Here are a few statistics to demonstrate the ways in which we reached out to adult educators to share information. More specific examples will follow in various sections of this report.

OTAN Sharing Methods Summarized

- Three (3) newsletters were published, and mailed or e-mailed to members, and distributed at various meetings, conferences, and workshops
- 134 news items were posted to the OTAN Web site
- 62 new Web sites or tools were introduced to teachers via the Teachers' Digest
- 38 new online resources were added to the Teaching with Technology section of the OTAN Web site
- 10 Web-based class activities were posted on the OTAN Web site
- 90 online workshops were presented
- 47 face-to-face, three-hour workshops were conducted
- 1359 adult educators attended these workshops
- 62 presentations were made at conferences
- 176 entries were posted to Facebook
- Innumerable Tweets were posted during conferences and other events sharing insights and tips from conference sessions, legislative updates, and information pertinent to adult education teachers and administrators.

News appropriate for the adult education programs was plentiful with topics ranging from national news on grant money available to programs that prepare students for naturalization, to more local news regarding the many professional development opportunities available to adult educators in the state. News items were posted to the OTAN home page, in the digests, and on the OTAN Facebook page.

Exhibit 2.1

OTAN also boasts a Facebook page where connections are made with those active in social media. A total of 176 posts were made to the OTAN Facebook page on topics which included: online learning, adult education-related national news, Open Educational Resources, technology tips, professional development opportunities, teaching strategies, research on immigrant education, and employment opportunities.

Twitter was also used to share insights and tips from conference sessions, legislative updates, and information pertinent to adult education teachers and administrators.

Another part of the sharing and dissemination process involves presentations at local, state and national conferences and meetings. Examples of the conferences and meetings attended where presentations were made include: California Council for Adult Education (CCAE) State Conference, California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Association of California School Administrators (ACSA) Leadership Summit, Comprehensive Adult Students Assessment System (CASAS) Summer Institute, and OTAN's very own Technology and Distance Learning Symposium (TDLS).

The OTAN provides information, research and anecdotal use cases of online and blended learning practices through news items, social media and newsletter items. Sharing this information allows agencies to further explore and decide whether implementation would be a good fit. Sources of this information come from conference presentations and multiple social media postings including both individuals and other adult education support agencies from around the country. Furthermore, state adult education schools often share their program successes, instructional strategies and plans for educational technology through these same channels.

The Technology and Distance Learning Plan is a key planning tool to help agencies plan and implement their program goals for implementing classroom educational technology tools as well as planning for other distance learning projects. In 2015–16, 194 agencies submitted a Technology Plan and 411 goals were identified. The breakdown below represents a snapshot of agency identified goals related to technology integration, online, and distance learning goals.

Goals by program area:

- Adult Basic Education – 55
- Adult Secondary Education – 110
- English as a Second Language – 199
- Other – 47

Goals by delivery method:

- Face-to-face – 213
- Blended – 163
- Distance learning – 35

In addition, professional development opportunities are offered where blended learning models are shared, including the Online Teaching Academy (OTAC), the Technology Integration Mentor Academy (TIMAC), conference presentations at the Technology and Distance Learning

Symposium (TDLS), and online workshops such as *So You Want to Teach Online, Creating a High-Quality Online Course, and Orienting Students to Online Learning*.

Collaborate with State Leadership Projects and Statewide Education Technology Services

The three leadership projects regularly shared information and resources that would benefit our constituents. OTAN provided directed e-mails that helped market CALPRO's online classes and webinars as well as posted information related to their Communities of Practice. OTAN hosted several CASAS TOPSPro trainings in the Sacramento County Office of Education's computer lab that benefited adult education agencies in the area. OTAN sent information regarding its future webinars and online workshops which were published in CALPRO's quarterly newsletter, and provided face-to-face workshops on technology-related topics at the CASAS Summer Institute. OTAN, CASAS, and CALPRO also participated in several state and professional association meetings and events to share information related to technology, distance, and online learning.

Meetings and events during 2015–16 included:

- ⮞ Adult Education Block Grant Summit
- ⮞ California Adult Education Administrators Association (CAEAA)
- ⮞ California Council for Adult Education (CCAE)
- ⮞ California Department of Education's Leadership Team Meeting
- ⮞ CALPRO's New Administrator Institute
- ⮞ Technology and Distance Learning Symposium

Possibly due to collaboration efforts with the State Leadership Projects and Statewide Education Technology Services, 2015–16 was the first time that several professional organizations actively sought to include adult educators as participants. These organizations included: Computer Using Educators (CUE); Leadership 3.0 (affiliation of CUE), Association of California School Administrators (ACSA), Technology Information Center for Administrative Leadership (TICAL), eLearning Strategies Symposium; and the International Society for Technology in Education (ISTE). Attending and presenting at these organizations has forged stronger links with the K–12 and community college communities, who are now beginning to view adult education as a critical and vital component of the education cycle.

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

Provide Professional Development Opportunities

Once again this year, the OTAN recruited adult education teachers who have demonstrated expertise and promising practices in technology integration and online and blended learning implementation. The OTAN staff identified and hired 24 external trainers to share their expertise conducting face-to-face and online workshops. External trainers also presented at conferences throughout the year.

To orient the external trainers to OTAN's policies and procedures, they were invited for a one-day Training of Trainers event held in mid-August at the Sacramento County Office of Education.

They were provided with a list of new OTAN deliverables, pilots, projects, and initiatives. The activities during the day were comprised of discussions and demonstrations for delivering effective workshops and conference presentations; exploring the Moodle "Training of Trainers" course; gaining access to and exploring Atomic Learning and Lynda.com; and hands-on practice with Adobe Connect hosting software to enhance skills used for delivering online workshops with confidence.

Training of Trainers

August 14, 2015

10:30 a.m. – 4:30 p.m.

Objectives:

- Identify complete and correct procedure for submitting time sheets
- Recognize penalties for late submission
- List new OTAN deliverables, projects, and initiatives
- Identify own individual tasks under OTAN projects
- Access Online PD
- Create effective homework assignments
- Conduct a successful online meeting session in Adobe Connect
- Consider Ed Tech and Alumni Share

10:30 – 11:00 Library Meeting Room

- Welcome
- Objectives for the day
- Online Workshops & Face to Face Workshops

11:00 – 11:30 Library Meeting Room

- Overview of the OTAN year
- Curriculum
- TDLS in Fresno, March 11-12, 2016 – Please be our ambassadors
- Pilots – CMOL (EdReady), GED Academy, KET

11:30 – 12:00 Computer Lab

- Reimbursement (Charlotte)
- Timesheet and work logs
- Deadlines for submission
- Task descriptions

12:00 – 12:30 Computer Lab

- Training database – attendance, certificates, homework

Exhibit 2.2

- Online Moodle Course for all resources – adultedcourses.org/OTAN Professional Development Community/OTAN Training of Trainers' Course
- Explore OTAN Training of Trainers' Course on adultedcourses.org – training resources

12:30 – 1:30 Library Meeting Room

- Lunch

1:30 – 2:00 Computer Lab

- Moodle – Login Forum Posting Activity
- Atomic Learning – login, explore, find a lesson to go back to
- Lynda.com – login, explore, find a lesson to go back to

2:00 – 3:30 Computer Lab

- Adobe Connect overview of planning and running an online meeting
- Adobe Connect hands on practice
- Set up headphones and mic – run audio wizard
- Pre-workshop – Prep room, time to be there, templates, no wireless, audio wizard, emails to roster if warranted, homework for additional time
- During workshop – 2 computers/browsers, recover from crashes, pause and annotate, creating interactivity – polls, questions
- Post-workshop – Training database for attendance, homework, certificates
- Lynda.com – Adobe Connect tutorials reminder

3:30 – 3:45

- Break

3:45 – 4:30

- Adding workshop dates to OTAN Techy calendar
- Delivering dynamite presentations
- Wrap up any loose ends
- Evaluations

Exhibit 2.2 Continued

Five of the twenty-four external trainers were not able to attend the Training of Trainers event in August 2015. Individual orientations and reviews of policies and procedures were conducted to ensure everyone had the same information. All five trainers had attended a previous Training of Trainer's event, so there was no concern over familiarity with their responsibilities and tasks. They were provided with an overview and individualized assistance as requested.

This group of external trainers presented 42 online workshops, 15 face-to-face workshops, and 26 conference presentations during the 2015–16 fiscal year (Exhibit 2.3).

2015−16 Workshops and Presentations by External Trainers

DATE	TITLE	LOCATION	TRAINER
	Online Workshops		
9/9/15	Citizenship Prep: EdTech and Other Resources for Adult Ed	Online	Gagliardi, Jennifer
9/23/15	So You Want to Teach Online?	Online	Burik, Anthony
10/14/15	Using the OTAN Teaching with Technology Search Tool	Online	Ely, Bethany
10/15/15	Moodle v2: Create and Host Online Meetings (2 hours) (Updated!)	Online	Wentworth, Francisca
10/16/15	Moodle Courses for ABE/ASE	Online	Jensen, Debbie
10/26/15	Apple TV + iPad = Interactive White Board	Online	Pinedo, Francisco Xavier
10/28/15	Paper (Tests) to Pixels: Lessons Learned from One Technology Project	Online	Burik, Anthony
10/29/15	Create Quick and Easy PowerPoint Slide Shows for Discussion	Online	Bakin, Barry
11/18/15	Moodle v2: Getting the Most out of the Gradebook (Updated!)	Online	Wentworth, Francisca
11/19/15	Google Tools and Drive	Online	Wislofsky, Cindy
11/20/15	Moodle Courses for ESL	Online	Jensen, Debbie
11/20/15	Easy to Make Quizzes for Web Sites and Blogs	Online	Bakin, Barry
12/10/15	Creating a High-Quality Online Course	Online	Ram, Sharon
12/11/15	Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 1	Online	Bakin, Barry
1/13/16	Citizenship Prep: EdTech and Other Resources for Adult Ed	Online	Gagliardi, Jennifer
1/21/16	Orienting Students to Online Learning	Online	Ram, Sharon
2/4/16	Moodle v2: Using Badges to Celebrate Achievement	Online	Ram, Sharon
2/5/16	Easy to Make Quizzes for Web Sites and Blogs	Online	Bakin, Barry
2/10/16	Moodle v2: Integrate Learn360 Media into Moodle	Online	Coulter, Susan
2/19/16	Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 1	Online	Bakin, Barry
2/26/16	Moodle Courses for ESL	Online	Jensen, Debbie
4/1/16	Using the OTAN Teaching with Technology Search Tool	Online	Ely, Bethany
4/27/16	Moodle v2: Create and Host Online Meetings (2 hours) (Updated!)	Online	Wentworth, Francisca
4/27/16	So You Want to Teach Online?	Online	Burik, Anthony
5/26/16	Create Quick and Easy PowerPoint Slide Shows for Discussion	Online	Bakin, Barry
5/27/16	Free Web Tools to Use with Your Students (Updated!)	Online	Reyes, Kristi
6/6/16	Moodle Courses for ABE/ASE	Online	Jensen, Debbie
6/7/16	Easy to Make Quizzes for Web Sites and Blogs	Online	Bakin, Barry
6/8/16	Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 1	Online	Bakin, Barry
6/8/16	Create a Learning Journey with Thinglink	Online	Gaer, Susan
6/9/16	Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 2	Online	Bakin, Barry
6/9/16	Citizenship Prep: EdTech and Other Resources for Adult Ed	Online	Gagliardi, Jennifer
6/10/16	Go to the Cloud with Office 365:OneDrive, Word, and Excel	Online	Cassim, Farzana

Exhibit 2.3

6/10/16	Moodle v2: Using the Quiz Activity to Assess Students	Online	Coulter, Susan
6/13/16	Moodle Courses for ESL	Online	Jensen, Debbie
6/13/16	iPads in Adult Education	Online	Pinedo, Francisco Xavier
6/14/16	So You Want to Teach Online?	Online	Burik, Anthony
6/15/16	iPads in Adult Education	Online	Pinedo, Francisco Xavier
6/15/16	Free Web Tools to Use with Your Students (Updated!)	Online	Reyes, Kristi
6/16/16	Nearpod for Interactive Classrooms	Online	Gaer, Susan
6/17/16	Excel Tips	Online	Cassim, Farzana
6/17/16	Moodle v2: Integrate Learn360 Media into Moodle	Online	Coulter, Susan
	Total Online Workshops by External Trainers: **42**		

DATE	TITLE	LOCATION	TRAINER
	Face-to-Face Workshops		
9/3/15	iPads in Adult Education	ABC Adult School	Gaer, Susan
9/11/15	iPads in Adult Education	Conejo Valley Adult School	Gaer, Susan
9/16/15	SmartBoards in Your Classroom	Baldwin Park Adult Education Center	Pinedo, Francisco Xavier
9/18/15	Mobile Devices in Adult Education Part 1	Glendale Community College - Garfield	Gaer, Susan
10/16/15	Mobile Devices in Adult Education Part 2	Glendale Community College - Garfield	Gaer, Susan
11/6/15	iPads in Adult Education	Conejo Valley Adult School	Gaer, Susan
12/11/15	Mobile Devices in Adult Education Part 1	Pasadena City College - Community Ed Ctr	Gaer, Susan
1/13/16	Office 365 for Adult Education	Baldwin Park Adult & Community Ed.	Cassim, Farzana
1/13/16	Office 365 for Adult Education	Baldwin Park Adult & Community Ed.	Cassim, Farzana
1/15/16	iPads in Adult Education	Conejo Valley Adult School	Gaer, Susan
1/29/16	Mobile Devices in Adult Education Part 2	Pasadena City College - Community Ed Ctr	Gaer, Susan
3/25/16	Mobile Devices in Adult Education Part 1	Glendale Community College - Garfield	Gaer, Susan
4/29/16	Mobile Devices in Adult Education Part 2	Glendale Community College - Garfield	Gaer, Susan
4/29/16	Office 365 for Adult Education	Corona-Norco Adult School	Cassim, Farzana
6/1/16	EL Civics: Digital Literacy & Internet Safety	Rowland Adult School - Lerona	Frizler, Karla
	Total Face to Face Workshops by External Trainers: **15**		

Exhibit 2.3 Continued

"Thanks for your quick reply, for researching the problem, and for referring me to the correct AEO consultant. And a big thanks for all the resources offered through OTAN. We teachers really appreciate your work!"

- Bev

DATE	TITLE	LOCATION	TRAINER
	Conference Presentations		
11/13/15	Preparing for Your Future: College Transition and Career Development on OTAN Moodle Plus Professional and Interpersonal Skills (Soft Skills for Career Success)	CATESOL State Conference 2015, Anaheim, CA	Jensen, Debbie
11/13/15	Technology Skills for Computer-Based Testing	CATESOL State Conference 2015, Anaheim, CA	Lenton, Evelyn
11/14/15	Excel Budgets	CATESOL State Conference 2015, Anaheim, CA	Coulter, Susan
1/29/16	Citizenship Preparation Resources	EL Civics Conference South, Cerritos, CA	Gagliardi, Jennifer
2/26/16	Citizenship Preparation Resources	EL Civics Conference North, Concord, CA	Gagliardi, Jennifer
3/11/16	The Future of Education	TDLS Fresno	Vodicka, Dr. Devin
3/11/16	EL Civics: Digital Literacy, Online Communication & Internet Safety	TDLS Fresno	Frizler, Karla
3/11/16	APP-mazing Race: Mobile Devices, Long-term, Self-directed Projects Part 1	TDLS Fresno	Gaer, Susan
3/11/16	Who is Sam R? My School? What & Why?	TDLS Fresno	Batista, Diana
3/11/16	APP-mazing Race: Mobile Devices, Long-term, Self-directed Projects Part 2	TDLS Fresno	Gaer, Susan
3/11/16	Faculty Communication and Collaboration Online	TDLS Fresno	Frizler, Karla
3/11/16	So You Want to Teach Online?	TDLS Fresno	Burik, Anthony
3/11/16	BYOiP - iPads in Adult Education	TDLS Fresno	Cassim, Farzana and Pinedo, Francisco
3/11/16	Computerized Testing with Moodle	TDLS Fresno	Obermire, Mickey
3/12/16	Moodle Courses for ESL	TDLS Fresno	Jensen, Debbie
3/12/16	Energize Students with Interactive Assessments Using Computers/Mobile Devices	TDLS Fresno	Bakin, Barry
3/12/16	Paper (Tests) to Pixels: Lessons from One Technology Project	TDLS Fresno	Burik, Anthony
3/12/16	Using Multi Media in Moodle	TDLS Fresno	Wentworth, Francisca
3/12/16	TIMAC: Sustained Professional Development for Technology Integration	TDLS Fresno	Saenz, Aaron and Jones, Elena and Glicker, Eric
3/12/16	Citizenship Preparation Resources for Adult Education	TDLS Fresno	Gagliardi, Jennifer
3/12/16	Moodle Courses for ABE/ASE	TDLS Fresno	Jensen, Debbie
4/22/16	Apple TV + iPad = Interactive White Board	CCAE State Conference 2016, San Francisco,, CA	Pinedo, Francisco
4/22/16	Using MultiMedia on Adultedcourses. Org	CCAE State Conference 2016, San Francisco,, CA	Wentworth, Francisca
4/23/16	Online Resources for the Classified Staff Toolbox	CCAE State Conference 2016, San Francisco,, CA	Murphy, Suzanne
4/23/16	Citizen Preparation Resources for Adult Education	CCAE State Conference 2016, San Francisco,, CA	Gagliardi, Jennifer
4/23/16	Paper (Tests) to Pixels: Lessons Learned from One Technology Project	CCAE State Conference 2016, San Francisco,, CA	Burik, Anthony
	Total Presentations by External Trainers: **26**		

Exhibit 2.3 Continued

Provide Professional Development for OTAN Staff Learning

Maintaining a high level of understanding and practice with new educational technology tools as well as trends and relevant issues in adult education is one key area of OTAN's expertise. To achieve this, OTAN staff participates in a wide variety of professional development and personal learning activities throughout the year.

Not only do staff attend conferences as key presenters, they also attend other sessions to learn agency practices and policies as they relate to our mission. During the 2015–16 contract year, OTAN staff attended 17 professional conferences at the local, regional, state, and national level. The professional conferences included:

- ⮑ California Tech for Schools Summit, Davis
- ⮑ Google Apps for Education, Watsonville
- ⮑ CapCUE 2015 Tech Fest, Sacramento
- ⮑ ACSA 2015 Leadership Summit, Sacramento
- ⮑ CATESOL 2015 Annual Conference, Anaheim
- ⮑ Designing a Better Future for Adult Learners, Redwood City
- ⮑ eLearning Strategies Symposium, Costa Mesa
- ⮑ CAEAA Conference, Long Beach
- ⮑ 5th Annual EL Civics Conference, Norwalk
- ⮑ 1st Annual EL Civics Conference, Concord
- ⮑ ACCE 2016 State Conference, Monterey
- ⮑ NROC Member Meeting, Monterey
- ⮑ CUE National Conference, Palm Springs
- ⮑ COABE National Conference, Dallas, TX
- ⮑ CCAE 2016 State Conference, San Francisco
- ⮑ CASAS 2016 Summer Institute, San Diego
- ⮑ ISTE National Conference, Denver, CO

Exhibit 2.4

When attending conferences and professional meetings, OTAN staff typically provide presentations, participate in expert panels, or share pertinent feedback from the adult education community. Exhibit 2.5 represents the number of sessions presented at these conferences by OTAN staff or trainers over the course of the 2015–16 contract year.

Each OTAN staff member attended several workshop sessions at each conference in different areas of interest. This allowed staff to gather information and resources that could be shared with the adult education field through the OTAN Web site, social media, and other communication channels.

OTAN staff members also report their own means of personalized learning for their special interests and areas of expertise. These tools include subscriptions to e-mail newsletters, attending online webinars provided by vendors, educational agencies and non-profit organizations, subscriptions to online resources such as Lynda.com, and Atomic Learning.

Period		Number of sessions	Total of attendees
2015	September	1	3
	November	8	240
	December	5	80
2016	January	2	82
	February	4	166
	March	31	914
	April	6	178
Exhibit 2.5			

The OTAN trainers are always working to create, revise, and review our 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.

Online Workshops on Distance Teaching Topics

The OTAN supports adult education teachers interested in exploring and implementing online or blended teaching as part of their instructional practice. To this end, OTAN offers many online webinars to help teachers understand the most promising practices for implementing a sound online program, including learning about potential online curriculum and how to use a learning management system. The OTAN hosts and supports a Modular Object-Oriented Dynamic Learning Environment (MOODLE) server for all qualified adult education agencies who wish to use it for online and blended teaching.

The 14 distance and blended learning, online workshop topics included:

Moodle Series

- Moodle v2: Create a Course Web Site
- Moodle v2.9 and Its New Features!
- Moodle v2: Adding Audio in Your Course
- Moodle v2: Create and Host Online Meetings
- Moodle v2: Getting the Most out of the Gradebook
- Moodle v2: Integrate Learn360 Media into Moodle
- Moodle v2: Using Badges to Celebrate Achievement

- Moodle v2: Using the Quiz Activity to Assess Students
- Moodle Courses for ABE/ASE
- Moodle Courses for ESL

Online and Blended Teaching

- Creating a High-Quality Online Course
- Creating Videos for Instruction (aka "Blenderizing Instruction")
- Orienting Students to Online Learning
- Paper (Tests) to Pixels: Lessons Learned from One Technology Project

Exhibit 2.6 below provides more detail on the workshops presented on distance teaching topics and the number of attendees.

2015–16 Online Workshops on Distance Teaching Topics

DATE	TITLE	TRAINER	ATTENDEES
8/25/15	Moodle v2.9 and Its New Features!	Roy, Blair	6
8/26/15	Moodle v2.9 and Its New Features!	Roy, Blair	7
8/27/15	Moodle v2.9 and Its New Features!	Roy, Blair	2
9/1/15	Moodle v2.9 and Its New Features!	Roy, Blair	4
9/4/15	Moodle v2.9 and Its New Features!	Roy, Blair	6
9/23/15	So You Want to Teach Online?	Burik, Anthony	6
10/14/15	Moodle v2: Creating a Course Web Site	Roy, Blair	7
10/15/15	Moodle v2: Create and Host Online Meetings	Wentworth, Francisca	2
10/16/15	Moodle Courses for ABE/ASE	Jensen, Debbie	4
10/20/15	Moodle v2: Adding Audio in Your Course (New!)	Roy, Blair	4
10/28/15	Paper (Tests) to Pixels: Lessons Learned from One Technology Project	Burik, Anthony	3
10/29/15	Online Curriculum Series, Part 1	Pearson, Penny	25
11/18/15	Moodle v2: Getting the Most out of the Gradebook	Wentworth, Francisca	4
11/20/15	Moodle v2: Creating a Course Web Site	Roy, Blair	4
11/20/15	Moodle Courses for ESL	Jensen, Debbie	3
12/10/15	Creating a High-Quality Online Course	Ram, Sharon	6
12/16/15	Creating Videos for Instruction (aka "Blenderizing Instruction")	Holt, Melinda	6
1/21/16	Orienting Students to Online Learning	Ram, Sharon	6
1/26/16	Online Curriculum Series, Part 2	Pearson, Penny	11
2/4/16	Moodle v2: Using Badges to Celebrate Achievement	Ram, Sharon	4
2/10/16	Moodle v2: Integrate Learn360 Media into Moodle	Coulter, Susan	3
2/17/16	Moodle v2: Creating a Course Web Site	Roy, Blair	3
2/26/16	Moodle Courses for ESL	Jensen, Debbie	3
4/19/16	Moodle v2: Creating a Course Web Site	Roy, Blair	1
4/27/16	Moodle v2: Create and Host Online Meetings	Wentworth, Francisca	3
4/27/16	So You Want to Teach Online?	Burik, Anthony	3
5/18/16	Distance/Blended Learning - Guest Speaker	Pearson, Penny	8
5/27/16	Succeeding in the Blended Classroom - Jared Amalong	Pearson, Penny	10
6/6/16	Moodle Courses for ABE/ASE	Jensen, Debbie	2
6/7/16	Moodle v2: Creating a Course Web Site	Roy, Blair	9
6/10/16	Moodle v2: Using the Quiz Activity to Assess Students	Coulter, Susan	6
6/13/16	Moodle Courses for ESL	Jensen, Debbie	6
6/14/16	So You Want to Teach Online?	Burik, Anthony	11
6/17/16	Moodle v2: Integrate Learn360 Media into Moodle	Coulter, Susan	4
6/24/16	Distance/Blended Learning - Nell Eckersley	Pearson, Penny	9
	Total Online Workshops on Distance Teaching: 35	**Total Attendees:**	**201**

Exhibit 2.6

After the workshops were conducted, participants were requested to complete an evaluation (Exhibit 2.7). Of the 201 possible evaluations, 127 evaluations were completed and all of those were overwhelmingly positive. Ninety-one percent of the evaluations showed the attendee would very likely recommend OTAN's workshops to a friend or colleague.

Summary of 2015–16 Online Workshops on Distance Teaching Evaluations						
5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree						
Total Number of Evaluations: **127**						
	5	**4**	**3**	**2**	**1**	**Average Score**
1. The objectives of the training were clearly stated.	105	13	4	2	3	4.7
2. The training was well-paced.	101	21	0	2	3	4.7
3. The training met your expectations.	93	22	6	3	3	4.6
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	83	26	12	3	3	4.4
5. You would recommend OTAN's workshops to a friend or colleague.	116	5	1	1	4	4.8
					Overall Average:	4.6
Exhibit 2.7						

The OTAN also offered a three-hour, face-to-face version of using Moodle for distance teaching. The session had 14 attendees from several agencies. After the training, Grossmont Adult School chose to offer Moodle to their staff. One teacher from Grossmont currently has two active courses with enrolled students. Two teachers from Vista Adult School attended the workshop and one of those teachers is now actively using Moodle. Workshop evaluations revealed more practice would be necessary for most participants to feel comfortable using Moodle with their students. Teachers wishing to use Moodle, but still not feeling confident in the implementation, will be encouraged to attend OTAN webinars on specific Moodle topics.

Online and Face-to-Face Workshops on Technology Topics

Besides distance teaching, the OTAN staff and external trainers offered many other topics for professional development. Thirty-three different titles were available online this year, nine of which were new titles and 24 offered last year and were included again by popular demand. Here is the complete list:

Social Media, Privacy, and Safety for Adult Educators

- ➲ Browser Extensions and Apps - What You Need to Know (New!)
- ➲ Digital Literacy and Citizenship Toolkit
- ➲ EL Civics: Digital Literacy & Internet Safety
- ➲ Privacy, Practice, Presence, and You
- ➲ Social Media for Adult Education

Mobile Technology in Adult Education

- ➲ Apple TV + iPad = Interactive Whiteboard
- ➲ iPads in Adult Education

➲ Mobile Devices: Basics
➲ Mobile Devices: Collaboration, Interactivity, and Critical Thinking
➲ Mobile Devices: Formative Assessment

Productivity Tools

➲ Create Quick and Easy PowerPoint Slide Shows for Discussion
➲ Creating Accessible Documents (New!)
➲ Creating Videos for Instruction (aka "Blenderizing Instruction") (New!)
➲ Data + Mail Merge = Magic!
➲ Educational Technology Sharing through Alumni Online Meetings (New!)
➲ Interactive Quizzing with PowerPoint I
➲ Interactive Quizzing with PowerPoint II
➲ Interactive Whiteboards - Creating Student Activities
➲ Licensing Your Creations (Copyright & Creative Commons) (New!)
➲ Organizing Your Online Resources (New!)

Online Tools

➲ An Online Presence for Teachers
➲ Citizenship Preparation Resources for Adult Education
➲ Creating a Web Site with Google
➲ Creating Open Educational Resources (New!)
➲ Customizing Google Tools!
➲ Digital Badges in Adult Education (New!)
➲ Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones (New!)
➲ Easy to Make Quizzes for Web Sites and Blogs (New!)
➲ ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN
➲ Free Web Tools to Use with Your Students (Updated!)
➲ Google Tools and Drive
➲ Google Voice in Adult Education
➲ Open Educational Resources and AE
➲ OTAN's Teaching with Technology Search Tool is for You!

One of the 'hot topics' in adult education technology use was whether or not to use social media and if so, what some of the privacy concerns around its use might include. Research showed that many adult learners were actively using social media and suggested that teachers had a responsibility to teach the pitfalls as well as the benefits around its use. As a possible solution, OTAN offered two workshops related to social media: "Social Media for Adult Education" and "Privacy, Practice, Presence and You."

Another topic popular during 2015–16 was "Open Educational Resources." It was noted that an increasing number of non-profit organizations and teachers were excited to share what they knew, producing Creative Commons Licensed – Share and Share Alike materials and then offering them freely to others.

YouTube has become a very popular way to learn new skills and adult education teachers are interested in learning how to create videos to post on their own YouTube channel. To accommodate this interest, OTAN staff added a "Creating Videos for Instruction" workshop to our repertoire.

Exhibit 2.8 shows the list of all workshops on technology topics that were conducted online. There was a total of 46 workshops presented with 406 participants. This year's average registrant-to-attendee conversion rate was up to 54 percent over last year's 51 percent, which as you may recall, exceeded the attendance statistics found on several Web sites and reports such as Adobe Connect Blog and the ON24 Webinar Benchmarks Report. The 2016 ON24 Webinar Benchmarks Report states that webinar audiences are spending more time consuming content, a record of 57 minutes, which is up from 38 minutes back in 2010. Joe Hyland, ON24's Chief Marketing Officer said that, "even with well-documented declines in consumer attention spans, particularly in their online activities, webinars are continuing a trend of increased attendance, stronger engagement, and more audience interaction."[1] This was wonderful news as we continued to expand our online offerings.

2015–16 Online Workshops on Technology Topics

DATE	TITLE	TRAINER	ATTENDEES
8/19/15	EL Civics: Digital Literacy & Internet Safety	Marceta, Branka	15
9/9/15	Citizenship Prep: EdTech and Other Resources for Adult Ed	Gagliardi, Jennifer	10
9/15/15	Open Educational Resources and AE	Pearson, Penny	8
9/29/15	Creating Open Educational Resources	Pearson, Penny	6
10/13/15	Licensing Your Creations (Copyright & Creative Commons) (New!)	Pearson, Penny	10
10/14/15	Using the OTAN Teaching with Technology Search Tool	Ely, Bethany	4
10/26/15	Apple TV + iPad = Interactive White Board	Pinedo, Francisco Xavier	10
10/29/15	Create Quick and Easy PowerPoint Slide Shows for Discussion	Bakin, Barry	7
10/30/15	Educational Technology Sharing through Alumni Online Meetings	Marceta, Branka	8
11/10/15	Data + Mail Merge = Magic!	Pearson, Penny	2
11/19/15	Google Tools and Drive	Wislofsky, Cindy	10
11/20/15	Easy to Make Quizzes for Web Sites and Blogs	Bakin, Barry	5
12/8/15	Creating Accessible Documents (New!)	Pearson, Penny	9
12/11/15	Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 1	Bakin, Barry	5
12/18/15	Educational Technology Sharing through Alumni Online Meetings	Marceta, Branka	6
1/12/16	Open Educational Resources and AE	Pearson, Penny	4
1/13/16	Citizenship Prep: EdTech and Other Resources for Adult Ed	Gagliardi, Jennifer	16
2/5/16	Easy to Make Quizzes for Web Sites and Blogs	Bakin, Barry	7
2/12/16	Educational Technology Sharing through Alumni Online Meetings	Marceta, Branka	6
2/17/16	Organizing Your Online Resources (New!)	Swanson, Linda	4
2/19/16	Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 1	Bakin, Barry	5
3/8/16	Creating Accessible Documents (New!)	Pearson, Penny	5

Exhibit 2.8

3/29/16	Data + Mail Merge = Magic!	Pearson, Penny	6
4/1/16	Using the OTAN Teaching with Technology Search Tool	Ely, Bethany	2
5/25/16	Digital Badges in Adult Education	Roy, Blair	8
5/26/16	Create Quick and Easy PowerPoint Slide Shows for Discussion	Bakin, Barry	4
5/27/16	Free Web Tools to Use with Your Students (Updated!)	Reyes, Kristi	8
6/6/16	Social Media for Adult Education	Marceta, Branka	15
6/6/16	Customizing Google Drive!	Holt, Melinda	19
6/7/16	Privacy, Practice, Presence, and You	Marceta, Branka	10
6/7/16	Easy to Make Quizzes for Web Sites and Blogs	Bakin, Barry	9
6/8/16	Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones	Bakin, Barry	19
6/8/16	Create a Learning Journey with Thinglink	Gaer, Susan	8
6/9/16	Citizenship Prep: EdTech and Other Resources for Adult Ed	Gagliardi, Jennifer	10
6/9/16	Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones	Bakin, Barry	13
6/10/16	Go to the Cloud with Office 365:OneDrive, Word, and Excel	Cassim, Farzana	25
6/13/16	iPads in Adult Education	Pinedo, Francisco Xavier	6
6/13/16	Customizing Google Tools!	Holt, Melinda	21
6/15/16	iPads in Adult Education	Pinedo, Francisco Xavier	4
6/15/16	Free Web Tools to Use with Your Students	Reyes, Kristi	8
6/15/16	Licensing Your Creations (Copyright & Creative Commons) (New!)	Pearson, Penny	7
6/16/16	Creating Accessible Documents (New!)	Pearson, Penny	8
6/16/16	Digital Badges With/Without Moodle	Roy, Blair	5
6/16/16	Nearpod for Interactive Classrooms	Gaer, Susan	8
6/17/16	Excel Tips	Cassim, Farzana	15
6/24/16	Educational Technology Sharing through Alumni Online Meetings	Marceta, Branka	6
Total Online Workshops: 46		**Total Attendees:**	**406**

Exhibit 2.8 Continued

Participants who attended online workshops completed a total of 329 evaluations (Exhibit 2.9). The scores were similar to those from previous years. Evaluation results indicated that 85 percent of attendees were likely or very likely to try implementing the new skills they learned and 92 percent would recommend OTAN workshops to a friend or colleague.

Summary of 2015–16 Evaluations of Online Workshops on Technology Topics						
5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree						
Total Number of Evaluations: **329**						
	5	**4**	**3**	**2**	**1**	**Average Score**
1. The objectives of the training were clearly stated.	269	29	11	4	16	4.6
2. The training was well-paced.	233	54	21	6	15	4.5
3. The training met your expectations.	229	53	24	6	17	4.4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	204	76	28	7	14	4.4
5. You would recommend OTAN's workshops to a friend or colleague.	290	13	8	2	16	4.7
					Overall Average:	**4.5**

Exhibit 2.9

Face-to-Face Workshops on Technology Topics

Three-hour, face-to-face workshops have been the mainstay of professional development offered by the OTAN since its beginnings. This year we had 17 titles, many of which had two parts for a more in-depth look at the topic or tool.

- Chromebooks in Adult Education (New!)
- Creating Web Pages with Weebly I & II
- Creating a Web Site with Google
- Digital Badges in Adult Education (New!)
- EL Civics: Digital Literacy & Internet Safety
- Google Tools and Drive I & II
- Interactive Whiteboards - Creating Student Activities
- Internet Resources for ESL/EL Civics Teachers
- Internet Resources for Adult Ed Teachers
- iPads in Adult Education
- Mobile Devices in Adult Education I & II
- Moodle: Create a Course Website
- Open Education Resources for Adult Educators
- PowerPoint 2010/2013 for Adult Education (Beginning and Advanced)
- Privacy, Practice, Presence, and You
- Social Media for Adult Education
- Using iPads in Adult Education

The total number of workshops offered was up slightly this year with a total of 46 and 648 participants in attendance. Exhibit 2.10 shows the detail of the face-to-face workshops that were presented.

2015–16 Face-to-Face Workshops on Technology Topics

DATE	TITLE	LOCATION	ATTENDEES	TRAINER
7/23/15	Social Media for Adult Education	Compton Adult School	18	Marceta, Branka
8/13/15	Creating Web Sites with Google	Vista Adult School	6	Holt, Melinda
8/13/15	Creating Web Sites with Google	Vista Adult School	9	Holt, Melinda
8/13/15	Creating Web Sites with Google	Vista Adult School	11	Holt, Melinda
8/13/15	Privacy, Practice, Presence, and You	Vista Adult School	10	Marceta, Branka
8/13/15	Privacy, Practice, Presence, and You	Vista Adult School	8	Marceta, Branka
8/13/15	Privacy, Practice, Presence, and You	Vista Adult School	7	Marceta, Branka
8/13/15	Open Educational Resources (OERs)	Vista Adult School	10	Pearson, Penny
8/13/15	Open Educational Resources (OERs)	Vista Adult School	7	Pearson, Penny
8/13/15	Open Educational Resources (OERs)	Vista Adult School	8	Pearson, Penny
8/21/15	Google Tools and Drive I	Oakland Adult and Career Ed. - McClymonds	17	Holt, Melinda
8/21/15	Google Tools and Drive I	Morgan Hill Community Adult School	14	Holt, Melinda
9/3/15	iPads in Adult Education	ABC Adult School	23	Gaer, Susan
Exhibit 2.10				

9/11/15	iPads in Adult Education	Conejo Valley Adult School	12	Gaer, Susan
9/11/15	Google Tools and Drive I	Torrance AS - Griffith Adult Education Center	15	Holt, Melinda
9/16/15	Google Tools and Drive I	Baldwin Park Adult Education Center	34	Holt, Melinda
9/16/15	SmartBoards in Your Classroom	Baldwin Park Adult Education Center	28	Pinedo, Francisco Xavier
9/18/15	Mobile Devices in Adult Education Part 1	Glendale Community College - Garfield Campus	15	Gaer, Susan
9/18/15	Google Tools and Drive I	El Monte-Rosemead Adult School - Ramona	33	Holt, Melinda
9/23/15	Chromebooks for Adult Education	Folsom-Cordova Adult School	7	Marceta, Branka
9/25/15	Google Tools and Drive II	El Monte-Rosemead Adult School - Ramona	31	Holt, Melinda
10/1/15	Google Tools and Drive I	San Leandro Adult School	29	Holt, Melinda
10/16/15	Mobile Devices in Adult Education Part 2	Glendale Community College - Garfield	11	Gaer, Susan
10/20/15	Chromebooks for Adult Education	El Monte-Rosemead Adult School - Ramona	18	Marceta, Branka
11/6/15	iPads in Adult Education	Conejo Valley Adult School	11	Gaer, Susan
11/18/15	Google Tools and Drive I	Simi Valley Adult School	14	Holt, Melinda
12/7/15	Google Tools and Drive II	San Leandro Adult School	29	Holt, Melinda
12/11/15	Mobile Devices in Adult Education Part 1	Pasadena City College - Community Ed Ctr	11	Gaer, Susan
12/11/15	SmartBoards in Your Classroom	Sacramento COE	8	Roy, Blair
1/5/16	Google Tools and Drive I	San Juan Adult School - Sunrise Tech Center	16	Marceta, Branka
1/11/16	Chromebooks for Adult Education	San Leandro Adult School	9	Holt, Melinda
1/13/16	Office 365 for Adult Education	Baldwin Park Adult & Community Ed.	13	Cassim, Farzana
1/13/16	Office 365 for Adult Education	Baldwin Park Adult & Community Ed.	13	Cassim, Farzana
1/15/16	iPads in Adult Education	Conejo Valley Adult School	13	Gaer, Susan
1/15/16	Google Tools and Drive I	El Monte-Rosemead Adult School - Ramona	11	Holt, Melinda
1/22/16	Mobile Devices in Adult Education Part 2	Alameda Adult School	14	Marceta, Branka
1/29/16	Mobile Devices in Adult Education Part 2	Pasadena City College - Community Ed Ctr	10	Gaer, Susan
1/29/16	Google Tools and Drive II	Morgan Hill Community Adult School	11	Holt, Melinda
2/22/16	Chromebooks for Adult Education	Tamalpais Adult School	11	Holt, Melinda
3/4/16	Google Tools and Drive I	Pasadena City College - Community Ed Ctr	13	Holt, Melinda
3/25/16	Mobile Devices in Adult Education Part 1	Glendale Community College - Garfield	11	Gaer, Susan
4/1/16	Google Tools and Drive II	Pasadena City College - Community Ed Ctr	14	Holt, Melinda
4/1/16	Beginning PowerPoint 2010 for Adult Education	Capistrano Adult School	12	Swanson, Linda
4/29/16	Office 365 for Adult Education	Corona-Norco Adult School	13	Cassim, Farzana

Exhibit 2.10 Continued

4/29/16	Mobile Devices in Adult Education Part 2	Glendale Community College - Garfield	6	Gaer, Susan
6/1/16	EL Civics: Digital Literacy & Internet Safety	Rowland Adult School - Adult Ed Ctr #1 - Lerona	4	Frizler, Karla
	Total face-to-face workshops: 46	**Total Attendees:**	**648**	

Exhibit 2.10 Continued

Of the 17 titles offered during 2015–16, only 12 were requested. The most popular workshops were those with some element of Google involved, whether it was Google Tools, or Chromebooks, or Web site creation. This is probably the result of many schools adopting Google's Apps for Education (GAFE) to enable document sharing and collaboration for both staff and students.

Participants continued to respond positively when completing evaluations of the training they received (Exhibit 2.11). Responses were roughly the same as previous years, with no major shifts in the scores. Even though OTAN's face-to-face workshops allow for more time with the material (three hours for face-to-face compared to one-and-a half for online workshops), the percentage of participants that would feel comfortable implementing the new skills was exactly the same at 85 percent. The level of material introduced seemed to be appropriate for the vast majority of participants, so it does not appear that any major changes are necessary.

Summary of 2015–16 Face-to-Face Workshops Evaluations						
5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree						
Total Number of Evaluations: **337**						
	5	**4**	**3**	**2**	**1**	**Average Score**
1. The objectives of the training were clearly stated.	261	55	16	2	3	4.7
2. The training was well-paced.	218	74	28	13	4	4.5
3. The training met your expectations.	206	80	36	14	1	4.4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	196	92	33	13	3	4.4
5. You would recommend OTAN's workshops to a friend or colleague.	266	49	16	1	5	4.7
				Overall Average:		4.5

Exhibit 2.11

Conference Presentations

The training staff met at the beginning of the year to decide which adult education and technology in education conferences would be the most strategic to attend, both to market OTAN services and to learn about new resources and methods for using technology in adult education programs. Because there are many conferences and it is not possible to attend them all, it is important to identify which conferences will be the most beneficial to the agencies we serve. Once conference selections were approved by the CDE Contract Monitor, OTAN staff members that were assigned to a particular conference wrote proposals and submitted them to the conference committees. If the workshop proposals were accepted, then presentations and handouts (if any) were developed and approved by the CDE Contract Monitor.

OTAN trainers, both internal and external, provided information on new educational technologies to the field through a variety of presentations at these conferences. In 2015–16, 62 presentations were made at 14 different conferences to 1,932 attendees (Exhibit 2.12). This continued the upward trend in conference participation, both on the part of OTAN delivering presentations and on the part of participants choosing to attend our sessions, in lieu of others offered at the conferences.

2015–16 Face-to-Face Workshops on Technology Topics

DATE	PRESENTATION TITLE	LOCATION	PRESENTER	ATTENDEES
9/26/15	Twitter Camp	CapCUE Tech Fest 2015 - Sacramento	Joyce Hinkson	3
11/6/15	Student Data Privacy	ACSA Leadership Summit 2015	Joyce Hinkson	18
11/13/15	Preparing for Your Future: College Transition and Career Development on OTAN Moodle Plus Professional and Interpersonal Skills	CCAE South Coast & Southern Sections Fall Conference	Debbie Jensen	15
11/13/15	Technology Skills for Computer-Based Testing	CCAE South Coast & Southern Sections Fall Conference	Evelyn Lenton	15
11/13/15	OTAN – Educational Technology for 25 Years	CATESOL 46th Annual Conference, Anaheim	Branka Marceta, Joyce Hinkson	19
11/13/15	Using Technology to Offer Learning Opportunities Beyond the Classroom Walls	CATESOL 46th Annual Conference, Anaheim	Blair Roy	7
11/14/15	Excel Budgets	CCAE South Coast & Southern Sections Fall Conference	Susan Coulter	15
11/15/15	Mobile Devices for ESL Educators	CATESOL 46th Annual Conference, Anaheim	Blair Roy, Susan Gaer	74
12/4/15	From Cell Phones to Social Networking	eLearning Strategies Symposium, Costa Mesa	Joyce Hinkson	27
12/4/15	Open Education Resources in Adult Education	eLearning Strategies Symposium, Costa Mesa	Penny Pearson	5
12/4/15	Blended/Distance Learning in Adult Education: The Past Shapes the Future	eLearning Strategies Symposium, Costa Mesa	Branka Marceta	8
12/5/15	Privacy, Practice, Presence, and You	eLearning Strategies Symposium, Costa Mesa	Branka Marceta	17
12/5/15	Using the Google Cloud!	eLearning Strategies Symposium, Costa Mesa	Melinda Holt	23
1/29/16	Citizenship Preparation Resources	5th Annual EL Civics Conference, Cerritos	Jennifer Gagliardi	27
1/29/16	EL Civics Resources by OTAN	5th Annual EL Civics Conference, Cerritos	Blair Roy	55
2/26/16	Citizenship Preparation Resources	1st Annual EL Civics Conference - North	Jennifer Gagliardi	20
2/26/16	EL Civics Resources by OTAN	1st Annual EL Civics Conference - North	Branka Marceta	30
2/26/16	About OTAN	1st Annual EL Civics Conference - North	Branka Marceta	100
3/11/16	BYOiP - iPads in Adult Education Part 1	TDLS 2016, Fresno	Farzana Cassim, Francisco Pinedo	21
3/11/16	BYOiP - iPads in Adult Education Part 2	TDLS 2016, Fresno	Farzana Cassim, Francisco Pinedo	12
3/11/16	Creating Videos: Blenderizing Instruction!	TDLS 2016, Fresno	Melinda Holt	33
3/11/16	So You Want to Teach Online?	TDLS 2016, Fresno	Anthony Burik	13
3/11/16	Faculty Communication and Collaboration Online	TDLS 2016, Fresno	Karla Frizler	20
Exhibit 2.12				

Date	Title	Location	Presenter	Attendance
3/11/16	APP-mazing Race: Mobile Devices, Long-term, Self-directed Projects Part 1	TDLS 2016, Fresno	Susan Gaer	22
3/11/16	APP-mazing Race: Mobile Devices, Long-term, Self-directed Projects Part 2	TDLS 2016, Fresno	Susan Gaer	24
3/11/16	Community Model of Online Learning	TDLS 2016, Fresno	Joyce Hinkson	34
3/11/16	Who is Sam R? My School? What & Why?	TDLS 2016, Fresno	Diana Batista	33
3/11/16	Open Educational Resources Enhance Adult Education	TDLS 2016, Fresno	Penny Pearson	33
3/11/16	The Future of Education	TDLS 2016, Fresno	Dr. Devin Vodicka	164
3/11/16	EL Civics: Digital Literacy, Online Communication & Internet Safety	TDLS 2016, Fresno	Karla Frizler	20
3/11/16	Using OTAN's Teaching with Technology Search Tool	TDLS 2016, Fresno	Linda Swanson	39
3/12/16	Online Teaching Academy Panel Discussion	TDLS 2016, Fresno	Various	12
3/12/16	APP-mazing Race: And the Winning Team is...	TDLS 2016, Fresno	Susan Gaer	32
3/12/16	Chromebooks for Adult Education	TDLS 2016, Fresno	Branka Marceta	21
3/12/16	Moodle Courses for ABE/ASE	TDLS 2016, Fresno	Debbie Jensen	11
3/12/16	Using Multimedia in Moodle Part 1	TDLS 2016, Fresno	Francisca Wentworth	7
3/12/16	Using Multimedia in Moodle Part 2	TDLS 2016, Fresno	Francisca Wentworth	7
3/12/16	Citizenship Preparation Resources for Adult Education	TDLS 2016, Fresno	Jennifer Gagliardi	16
3/12/16	TIMAC: Sustained Professional Development for Technology Integration	TDLS 2016, Fresno	Branka Marceta, Aaron Saenz, Elena Jones, Eric Glicker	15
3/12/16	The New and Improved USA Learns	TDLS 2016, Fresno	John Fleischman	28
3/12/16	Energize Students with Interactive Assessments Using Computers/Mobile Devices Part 1	TDLS 2016, Fresno	Barry Bakin	30
3/12/16	Energize Students with Interactive Assessments Using Computers/Mobile Devices Part 2	TDLS 2016, Fresno	Barry Bakin	30
3/12/16	Paper (Tests) to Pixels: Lessons from One Technology Project	TDLS 2016, Fresno	Anthony Burik	6
3/12/16	Boy, We Need Those Stinking Badges!	TDLS 2016, Fresno	Blair Roy	18
3/12/16	Moodle Courses for ESL	TDLS 2016, Fresno	Debbie Jensen	23
3/12/16	#AdultEDU EdTech Share Slam	TDLS 2016, Fresno	Blair Roy, Penny Pearson, Branka Marceta	53
3/12/16	Organizing Online Resources Visually	TDLS 2016, Fresno	Linda Swanson	23
3/14/16	Scaling EdReady Use with Insights fro OTAN	NROC Member Meeting, Monterey	Penny Pearson	22
3/16/16	Open Educational Resources for the Teacher and Learner	Computer Using Educators (CUE), Palm Springs	Penny Pearson	35
3/18/16	WIOA and Adult Education	Computer Using Educators (CUE), Palm Springs	Joyce Hinkson	70
3/19/16	Tech Trends and Legislation	Computer Using Educators (CUE), Palm Springs	John Fleischman, Joyce Hinkson	42
3/19/16	Boy, We Need Those Stinking Badges	Computer Using Educators (CUE), Palm Springs	Blair Roy	92

Exhibit 2.12 Continued

Date	Presentation	Conference/Location	Presenter(s)	Attendees
4/11/16	Chromebooks for Adult Education	COABE National Conference, Dallas, TX	Branka Marceta, Blair Roy	31
4/11/16	Operation OER! Resources for Learner Success	COABE National Conference, Dallas, TX	Penny Pearson, Joyce Hinkson	27
4/12/16	Using Google in Adult Education	COABE National Conference, Dallas, TX	Melinda Holt	45
4/22/16	Educational Technology for College and Career Readiness	CCAE State 2016, San Francisco	Joyce Hinskon, Penny Pearson, Blair Roy, Branka Marceta	45
4/22/16	Using Multimedia on Adultedcourses. Org	CCAE State 2016, San Francisco	Francisca Wentworth	10
4/23/16	Citizen Preparation Resources for Adult Education	CCAE State 2016, San Francisco	Jennifer Gagliardi	27
4/23/16	Online Resources for the Classified Staff Toolbox	CCAE State 2016, San Francisco	Suzanne Murphy	20
4/23/16	EdTech Planning for Adult Learners Success	CCAE State 2016, San Francisco	Penny Pearson, Branka Marceta	25
6/22/16	Technology in Adult Ed: Promising Practices and New Directions	CASAS Summer Institute	Joyce Hinkson, Branka Marceta, Penny Pearson, Blair Roy	60
6/29/16	We Need Those Stinking Badges!	ISTE, Denver, CO	Blair Roy	103
	Total Conference Presentations: 62		**Total Attendees**	**1,932**

Exhibit 2.12 Continued

When presentation evaluations were available, they were reviewed and presentations were revised with the CDE AEO Contract Monitor's input.

Conduct Online Curriculum-Focused Webinars

OTAN offered a series of webinars, each focused on different curriculum suggested by our OTAN Advisory Committee members and the field. For the 2015–16 contract year three sessions were scheduled, October 29, 2015, January 26, 2016, and April 28, 2016. Descriptions of the sessions are listed below.

October 29, 2015 (3:00 pm – 4:00 pm)

Burlington English:

Burlington English is a blended curriculum for adult education that offers courses in General English, EL Civics, CASAS Preparation, and Career Pathways, (including over 35 individual Career courses). The contextualized blended courses best prepare students for accelerated learning and success!

NROC Developmental English:

The latest release from the non-profit NROC Project, Developmental English is designed to help adult learners striving to meet college entrance requirements. The course integrates and compresses the standard developmental English curriculum: reading comprehension, writing, vocabulary building, grammar, punctuation, and usage skills to help learners accelerate into college-credit courses.

This sequence, also appropriate for advanced English Language Learners, enables learners to make predictions about their reading, analyze rhetorical structures, build vocabulary, and improve writing mechanics. More information is available at: NROCenglish.org/.

Live Action English Interactive:

Live Action English Interactive is a classic that's been around for years and is used all over the world. This is the first student and teacher book based on James J. Asher's Total Physical Response (TPR). Each page has an illustrated action series of imperatives in a logical order, telling how to do an activity that everyone is familiar with (get up in the morning, chew a piece of gum, iron a shirt, open a present, eat an orange, clean house, take a hike, 75 action series in all).

Each lesson is a vocabulary lesson that teaches the words in a fun context to be acted out in class. Instructions are included for getting students to the point where they can tell each other what to do, one person giving the "instructions" and the other performing each action as it comes.

January 26, 2016 (3:00 pm – 4:00 pm)

"News for You"

From New Readers Press "News for You", is an interactive weekly news source in an easy-to-read format. Written at levels 3-6, it provides engaging non-fiction reading and writing practice to ABE and ESL learners alike. Genuine articles from the Washington Post and Associated Press include audio, highlighted vocabulary, and exercises that test comprehension and give practice with answering online question types like those in computer-based standardized tests. Puzzles, polls, story archives, and additional activity ideas make this an invaluable learning tool.

EdReady-NROC

EdReady is a personalized, college-readiness solution for math. It is being used in adult education around the country for in-person and online skills development, for credit recovery, HSE prep, college-entrance preparation, and more. EdReady comes with a compendium of pre-aligned assessments to specific academic pathways for certificates and applied degrees. Rather than preparing students under a generic "readiness" model, EdReady allows students, teachers, and programs to focus on the math requirements for specific fields of study, thereby improving the efficiency and relevance of the required work.

Steck-Vaughn Fundamental Skills

The program's digital and online course contains the same content as the subject areas and lessons via the print preparation for HSE in both Spanish and English. Also featured is the new Steck Vaughn Fundamentals for low-literacy students

designed specifically for adults. The program delivers independent, self-directed learning along with guidance and support to assure that students make successful progress.

April 28, 2016 (3:00 pm – 4:00 pm, cancelled)

The April 28th session was cancelled due to a lack of vendor participation.

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

The 2015–16 OTAN Advisory Committee (OAC) included 33 members representing K–12 adult education teachers and administrators, community college, non-profit, university, library literacy, community-based, workforce development and leadership projects (Exhibit 2.13). This was an increase of two members from the previous year's total. The committee met face-to-face on Thursday, November 13, 2015 and there was one online meeting via Adobe Connect in March 2016. Three OTAN staff and 24 committee members participated in the face-to-face meeting with an additional two members participating via conference call. The meeting included agency updates as well as discussions about topics to be included in a planned series of OTAN webinars for teachers and administrators, an update on the selected Community Model of Online Learning (CMOL) projects, ideas for workshop topics for the Technology and Distance Learning Symposium, and future OTAN-produced videos.

OTAN Advisory Committee Members

PARTICIPANT	AGENCY	AGENCY TYPE
TEACHERS		
Cindy Wislofsky	San Diego Community College	Community College
Kay Johnson	Jefferson Adult Education	District
Anthony Burik	Mt. Diablo Adult Education	District
Jhan Dunn	Glenn County Office of Education	Co. Office of Education
Evelyn Lenton	Antelope Valley Adult School	District
Michelle Dullea	Sweetwater: Division of Adult Education	District
Cynthia Eagleton	San Mateo Adult School	District
Jesse Golden	Jewish Vocational Services	Community-based Organization
Barry Bakin	LAUSD DACE, Evans Service Area	District
ADMINISTRATORS		
Diana Batista	Oxnard Adult School	District
Lynn Bartlett	San Juan Adult Education	District
Portia La Ferla	Torrance Adult School	District
Bob Harper	Campbell Adult and Community Ed.	District
John Kerr	Baldwin Park Adult & Community Ed.	District
Anthony Hernandez	Beaumont Adult School	District

Exhibit 2.13

Jodi Loeffler	Bakersfield Adult School	District
Lynne Nicodemus	Pittsburg Adult Education Center	District
Joel Abueg	CA Corrections & Rehabilitation	State Agency
OUTSIDE PARTNERS		
Ahrash Bissell	NROC Project	Non-profit
Gabe Martinez Cabrera	Digital Promise	Non-profit
Lisa Dale	California State Library	Library Development Services
Philip Sutton	El Camino Community College	Community College
Kathy Kossick	Sacramento Employment and Training Agency	Workforce Development
STAFF & CDE		
Chris Nelson	AEO	CA Dept. of Education
Cliff Moss	AEO	CA Dept. of Education
John Fleischman	Sacramento Co. Office of Education	OTAN
Joyce Hinkson	OTAN	OTAN
Penny Pearson	OTAN	OTAN
Branka Marceta	OTAN	OTAN
Blair Roy	OTAN	OTAN
Catherine Green	CALPRO	CALPRO
Patty Long	CASAS	CASAS
Exhibit 2.13 Continued		

Based on the number of students served by program area at each agency, advisors selected the following priority areas for 2015–16:

- ➲ English as a Second Language
- ➲ Adult Basic Education
- ➲ Adult Secondary Education
- ➲ Adults with Disabilities

OTAN advisors shared successes and challenges at their specific agencies and gave input on the types of resources that would be most valuable for their teachers to use in the classroom. OTAN purchased usage licenses for the following resources which met several of the criteria OAC members wanted.

1. The NROC Project (EdReady, HippoCampus)
2. KET Fast Forward
3. GED Essential Education
4. Aztec

Online Video Production

The OTAN produced five Students Succeed videos this past year. Two students, Crystal Montero of Berkeley Adult School and Ruben Chacon of Baldwin Park Adult and Community Education,
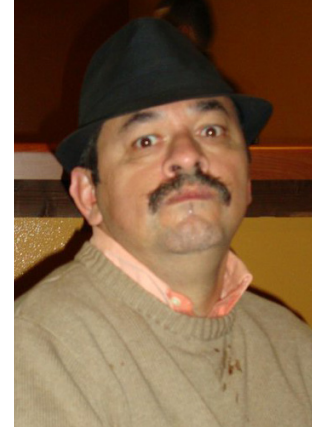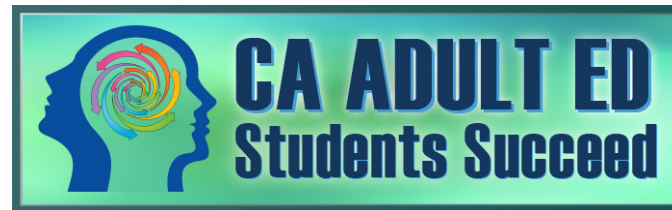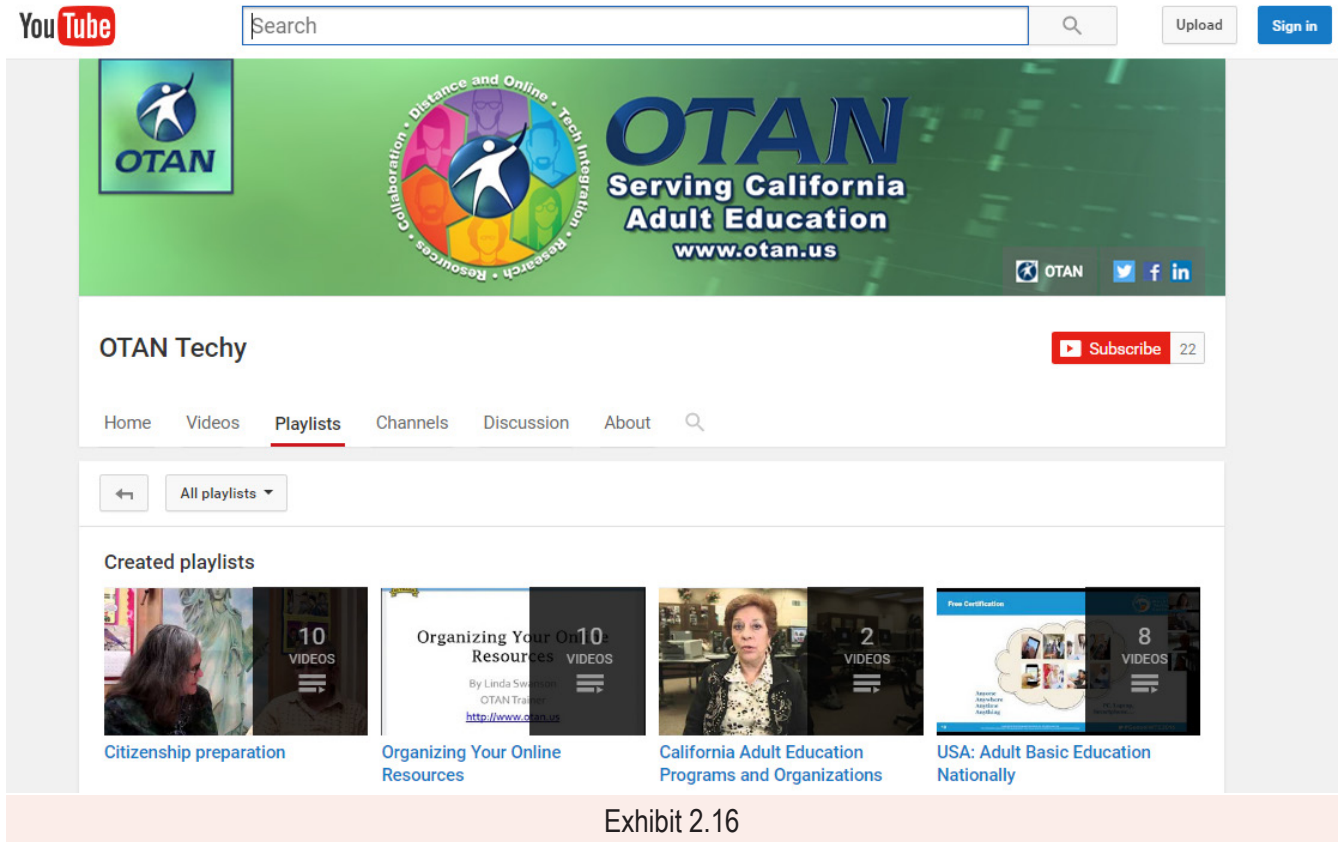

Exhibit 2.14

Crystal Montero

were honored at the Association of California School Administrators (ACSA) 2015 Leadership Summit held in Sacramento. All five videos were added to OTAN's Adult Education Students Succeed Web site along with each student's story. The site currently hosts 208 student stories, 35 of which have accompanying videos highlighting the success of adult education students, teachers, and programs.

Exhibit 2.15

Ruben Chacon

Other videos, which were recorded at the TDL Symposium, are publicly available for viewing included:

- The Future of Education by Dr. Devin Vodicka
- The New and Improved USA Learns
- #AdultEDU EdTech Share Slam
- Chromebooks for Adult Education
- Paper (Tests) to Pixels: Lessons from One Technology Project
- Who is Sam R? My School? What & Why?
- Creating Videos: Blenderizing Instruction!
- EL Civics: Digital Literacy, Online Communication, & Internet Safety
- LAUSD-WIOA Technology Integration Best Practices
- Faculty Communication and Collaboration Online
- Citizenship Preparation Resources for Adult Education
- APP-mazing Race: And the Winning Team is…

The keynote speaker at the TDL Symposium this year was California Superintendent of the Year, Dr. Devin Vodicka. Dr. Vodicka shared insights about educational transformation and digital learning, and the exciting journey of the Vista Unified School District as it has embraced personalized learning with extensive use of digital/blended resources. Dr. Vodicka also connected local efforts with emerging national and state initiatives such as Computer Science for All, Future Ready Schools, and #GoOpen.

In addition to the California Students Succeed and TDL Symposium videos, OTAN produced and posted to the OTAN Techy YouTube Channel. Videos were organized in easy-to-navigate playlists, to share with the field.

Exhibit 2.16

- ⮑ Technology Integration Mentor Academy (TIMAC) videos and Online Teaching Academy (OTAC) videos: TIMAC and OTAC participants presented their projects online and in front of their peers and administrators in May 2016
- ⮑ Demonstration videos on using Moodle, PoodLL, Screencast-o-matic, and Symbaloo
- ⮑ Teaching with Technology videos demonstrating online tools
- ⮑ ePortfolio videos highlighting projects at Baldwin Park Adult and Community Education and Fremont Adult and Continuing Education

Maintain and Expand the OTAN Web Site

An important and ongoing task for OTAN is to provide current and relevant information in all areas of adult education at the local, regional, state, and national levels through the OTAN Web site (http://www.otan.us). The Web site was continually 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.

Exhibit 2.17

The OTAN Web site location and content was shared at face-to-face trainings, conferences, through electronic newsletters and digests, and via OTAN social media accounts on Facebook, Twitter, LinkedIn, and Pinterest.

For the last several years, OTAN has used Google Analytics to track the total number of Web site visits and to determine the number of new visitors as compared to returning visitors.
According to Google Analytics, the OTAN Web site had 25,949 session visits during 2015–16. This number is 6,212 less than in the previous year. New visitors to the OTAN site represented 66 percent (17,126) of the total and returning visitors 34 percent (8,823).

From July 1, 2015 through June 30, 2016, there were a reported 76,410 page views (210 per day). Visitors from over 160 countries accessed the OTAN Web site. People from the United States (21,811), Russia (313), United Kingdom (278), Canada (249), and Mexico (233) were the most active users. Brazil, Philippines, China, and Spain also had more than 100 visitors each (Total 588). The most popular method of accessing the OTAN Web site was still the desktop or laptop computer; this method of access increased from 82.5 percent in 2014–15 to 83.88 percent in 2015–16, a 1.6 percent increase. Access by cell phone stayed about the same from 11.7 percent in 2014–15 to 11.85 percent in 2015–16. Tablet access as a percentage of total sessions decreased slightly from 5.8 percent in 2014–15 to 4.26 percent in 2015–16.
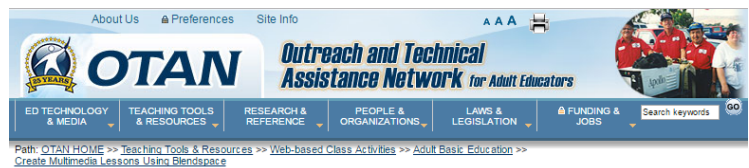
Visitors to the OTAN Web site usually began with the home page and looked at the featured News article.

Some of the topics highlighted in 2015–16 included:

- Technology for Future Ready Leaders
- EL Civics Retained and Expanded Under WIOA
- U.S. Citizenship and Immigration Services Announces Citizenship and Integration Grant Program
- Developers and Adult Ed Programs Collaborate to Make Apps for Low-Skilled Learners
- Parent Engagement Strategies for English Language Learners
- Academic Preparedness of Low-Income Students
- Career Pathways Leading Improved Services

In addition to News stories, original content was created by OTAN staff and temp exempt contractors and was posted monthly on the Web-based Class Activities page. Content was also shared through OTAN's social media channels on Twitter, Facebook, LinkedIn, and Pinterest. Each article highlighted a Web site or collection of sites for teachers to use with their students. A total of 10 Web-based Class Activities were posted during the year. Topics included:
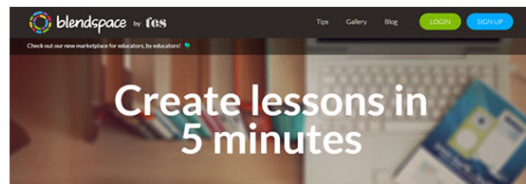

Exhibit 2.18

- High School Equivalency Test Preparation
- NoRedInk: Use it to Improve Writing Skills
- Teaching Study Strategies
- Create Multimedia Lessons
- Build Resource Collections for Lessons
- Slideware Options for Making Great Presentations (Parts I and II)
- Improve Reading Skills with Lower Level Stories
- Inspirational Reading and Writing Activities
- Online Health Resources for Low Level Readers

In addition to posting original content and news items, the OTAN staff maintained the site by searching for and fixing broken links.

The toll-free contact number was disabled due to lack of use and the 1-800 number was removed from the footer of the main Web page.

All OTAN programmers successfully completed a course in .NET programming, accessibility, and responsive design. The first Web section to be completed with the new format completely

incorporated was the California Adult Education History site (http://www.caadultedhistory.org/
). Staff periodically reviewed content and ran Web site checkers to ensure continued
accessibility compliance and compatibility with mobile technology.

Expand the Teaching with Technology Site

The OTAN staff and subject matter experts from the field researched, reviewed, and selected
content appropriate for inclusion on the Teaching with Technology section of the OTAN Web site
to continue population of the database, covering all instructional areas funded through WIOA.
Colleagues from the field were recruited and assigned as temp exempt contractors. They were
oriented to connect technology integration strategies to teaching content in the areas of: English
as a Second Language, Adult Basic Education, Adult Secondary Education and High School
Equivalency. Exhibit 2.19 provides a sample activity from Teaching with Technology.
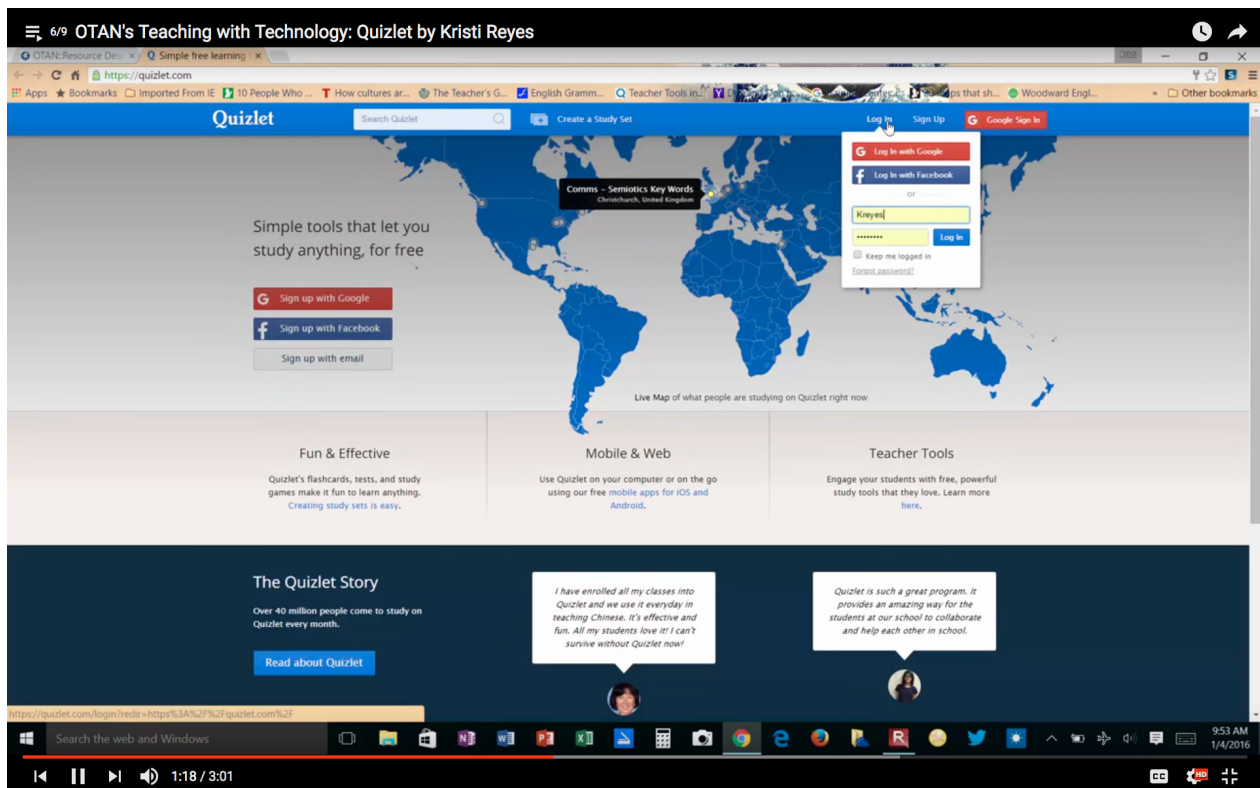
Exhibit 2.19

The group met online 12 times throughout the year to share and standardize the individual
and collective work. The OTAN trainer and tech support staff member reviewed all the entries
and did additional programming to make them accessible and uniform. This staff member
also generated multiple lists and reports to direct the work of the group this year. The OTAN
programmer continued to modify the back-end data entry site and the front-end section of OTAN
Web site to present the resources in appealing, meaningful, and accessible ways.

Subject matter experts created screencasts as a way to promote OTAN's resources to the general
public and to provide teachers with information about how to use popular online resources. The
videos were posted on OTAN's YouTube Channel. Topics included:

- *Remind* by Susan Gaer
- *Grammar Gorillas* by Kristi Reyes
- *NoRedInk* by Susan Coulter
- *Padlet* by Kristi Reyes
- *ReadWriteThink: Consumerism* by Debbie Jensen
- *Quizlet* by Kristi Reyes
- *Future Me* by Kristi Reyes
- *Memrise for Vocabulary* by Debbie Jensen
- *Quizlet Live* by Susan Gaer

In 2015–16, there were more than 75 resources added or modified, totaling 880 entries in Teaching with Technology. Online workshops in October 2015 and April 2016, a presentation at the Technology Distance Learning Symposium, and the OTAN news page were some of the ways new resources posted to the Teaching with Technology site were publicized to the adult education community.

Support Blended/Online Courses and Moodle

A Moodle programmer was hired to support specialized Moodle modules such as Learn360, PoodLL, and Connect-2-Moodle to ensure compatibility and functionality of the learning management system. These are ongoing tasks and require continued support.

Learn360

Learn360 is a streaming digital delivery service. Teachers and students can access more than 130,000 multimedia resources—including high-quality full-length videos, video clips, images, audio files, articles, activities, worksheets, and more—on any Internet-enabled device, anytime, anywhere. The enhanced, state-of-the-art platform, featuring the content, navigation, educator tools, speed, and performance that today's online experience demands, makes Learn360 a powerful tool for flipped classrooms, blended instruction, project-based learning, and 1:1 environments. Content is provided by more than 200 top educational producers.

Connect-2-Moodle

Connect-2-Moodle provides a Single Sign On (SSO) environment in which information passes effortlessly in both directions between the two platforms so users cannot tell where Moodle ends and Adobe Connect begins. It seamlessly integrates a flexible, live virtual classroom solution (Adobe® Connect™) into OTAN's Learning Management System (Moodle®). Users can enter Adobe Connect meetings, launch presentations, and watch event recordings with a single click from inside their assigned Moodle course.

PoodLL

PoodLL was designed for language learning courses and offers a variety of interactive integrations for Moodle users to record video and audio. Both teachers and learners can easily record audio and video within the learning management environment.

Additionally, significant support was required for specialized Putting English to Work online courses obtained through a special Memorandum of Understanding with the Los Angeles Unified School District. These courses will be completed in the 16–17 contract year and made available to the field for English language instruction.

The remaining courses located on the California Adult Education Courses site (also known as the OTAN Moodle site), also required phone and e-mail support. Courses offered included OTAN-created courses as well as other shared courses. When an agency requested a copy of the course, an OTAN staff member created a course shell and then copied the requested course into the shell for the requesting agency. Instructors without a lot of experience using Moodle often called requesting support, which was provided by one of several OTAN staff who are considered to be 'Moodle experts'. Courses made available to the field during 2015–16 include:

OTAN Developed Courses

- ➲ Advanced ESL v5.0
- ➲ College Transition and Career Development
- ➲ USA Learns Wrap Around Course

OTAN Other Shared Courses

- ➲ Advanced ESL 2: Additional Topics (ALOE)
- ➲ Developmental English
- ➲ Developmental Math
- ➲ Digital Citizenship
- ➲ Digital Photography
- ➲ EL Civics through Distance Learning v1.0
- ➲ ESL Citizenship Preparation Course v1.0
- ➲ Getting Ready for College
- ➲ High School Diploma Math Prep (Formerly CAHSEE Math)
- ➲ Professional & Interpersonal Skills (aka Soft Skills) for Career Success
- ➲ Tech Tools for Teachers
- ➲ The Write Stuff v3.0
- ➲ Writing Pathways to Career Success

Maintain OTAN-Authored Web Sites and Databases

Programming and maintenance activities were ongoing tasks in support of the various sites and databases for which OTAN is responsible. During the year, a few special projects were conducted including one to integrate both the Administrators' Digest and the Teachers' Digest

into the main OTAN Web site and to create an "administrative area" so that staff could more easily add new digests to both.

The Administrators' Digest took on a significant design change which gave the digest a minimalist feel, with information only visible when an item was selected. The Teachers' Digest changed a few graphics and was placed within the main OTAN site.

An area that took more programming staff time than usual this year was managing and thwarting the multiple hacking attempts that were made against OTAN sites. The acronym 'OTAN' is also the same acronym used by NATO in many parts of the world. Whenever NATO was involved with global conflicts, OTAN experienced a major increase in the number of attempted hacking attacks. This created extra work on the part of the programming team to counteract the attacks and keep data safe.

As part of OTAN's mission to support adult education, our Web sites filled important roles. The list of sites that OTAN hosted on our servers in the 2015–16 year included:

- Main OTAN Web site – http://www.otan.us
- Lesson Plan Builder - http://lessonplanbuilder.org/
- California Adult Education History - http://www.caadultedhistory.org/
- California Students Succeed - http://www.adultedlearners.org/
- California Distance Learning Project - http://www.cdlponline.org/
- California Adult Education Professional Development - http://www.caadultedtraining.org/
- Course Outline Builder - http://www.otan.us/COB/
- California Adult Education Provider Directory - http://www.otan.us/caaeproviders/

A necessary function of any Web site is technical support when there are questions about how the site functions, where items of interest might be located, or a way to contact someone when problems with the Web site are identified. As a result, OTAN staff responded to a variety of phone calls and e-mail messages. A total of 348 phone calls were responded to in addition to 308 e-mail messages. This accounted for a little over 56 hours of time spent on phone calls and 53 hours responding to e-mails (Exhibits 2.20 and 2.21)
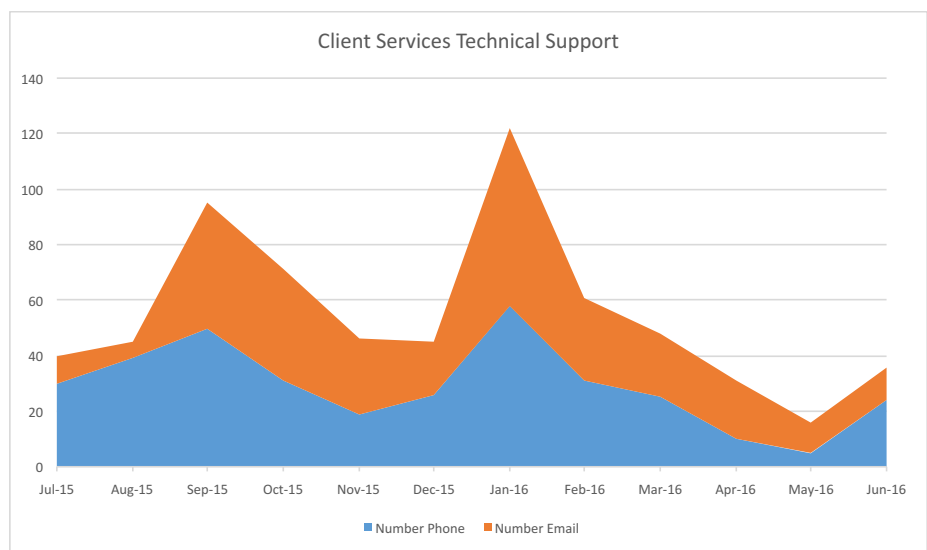

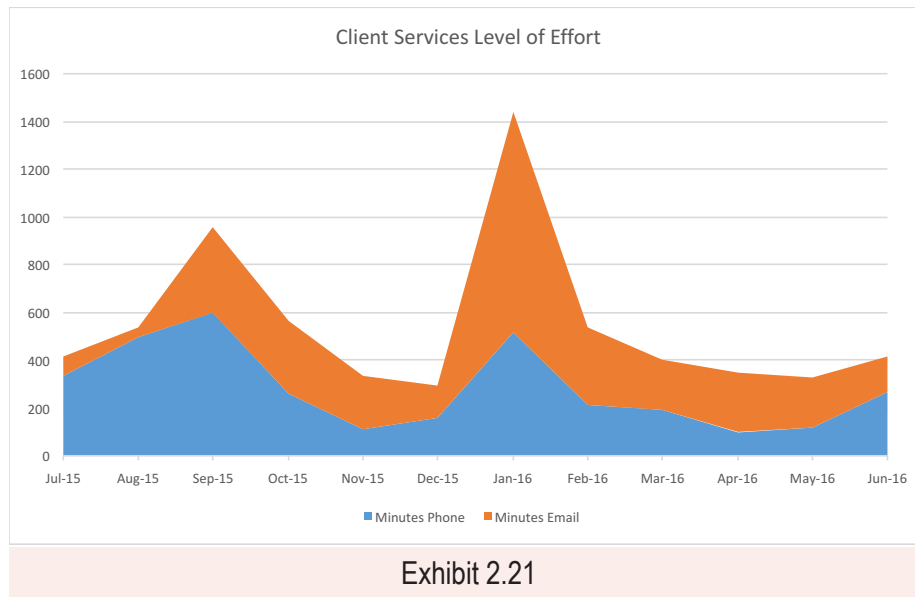Exhibit 2.20

Client Services Level of Effort

Exhibit 2.21

While technical support of the Web sites probably accounted for the majority of the requests, we also spent time fielding questions such as "How do I find my GED transcript?" or "I want to enroll as an adult education student. How do I find a school close to where I live?" Many other requests for information that were related to adult education, but did not fall into the technology integration area were received and responded to by OTAN staff. When such requests came in, we made every effort to get the client to the proper organization or other source of information.

Provide Accessible Vocational English as a Second Language (VESL) Materials

For many years, OTAN has offered (at a nominal fee) a collection of VESL curriculum materials that were gathered from agencies across the state. When an order for materials came in, an OTAN staff member photocopied and mailed the materials to the purchasing agency. A small fee was charged to offset the cost of the copying and mailing. In 2014–15, the decision was made with the CDE AEO Contract Monitor to scan all the materials and have them available online as PDF files. These files could then be downloaded free of charge.

As VESL materials were ordered, they were entered into a database. A list was generated that contained the most-ordered VESL modules. This list was then sorted and used as a guide in converting the most-ordered VESL modules first.

A text recognition scan was completed on each digitized document, converting the text into readable text for screen readers. Then the documents were scanned again to tag the different elements of the PDF so that screen readers could properly access the document. After this tagging was done, the documents were checked page by page to edit the tags and to make sure the tags were in proper reading order and labeled correctly. An "alternate text field" was then created for each image to describe the image to the user if the picture contained information relating to the text on the page. The average time to accomplish these tasks was about three minutes per page under optimal conditions, but sometimes much longer if there were many images or items other than straight text, which is often the case in educational materials. Once all corrections were made, a final scan was completed to ensure full compliance with Section 504 requirements.

After the documents were made into accessible PDF's (Exhibit 2.22) they were uploaded and linked to the VESL Workplace Clearinghouse section on the OTAN Web site (Exhibit 2.23). An area was set up (and tested) so users could easily download the VESL materials. During the 2015-16 year, 34 modules (from the list of those most requested) were made accessible, bringing the total to 51. Two-hundred ninety-two documents are yet to be processed.
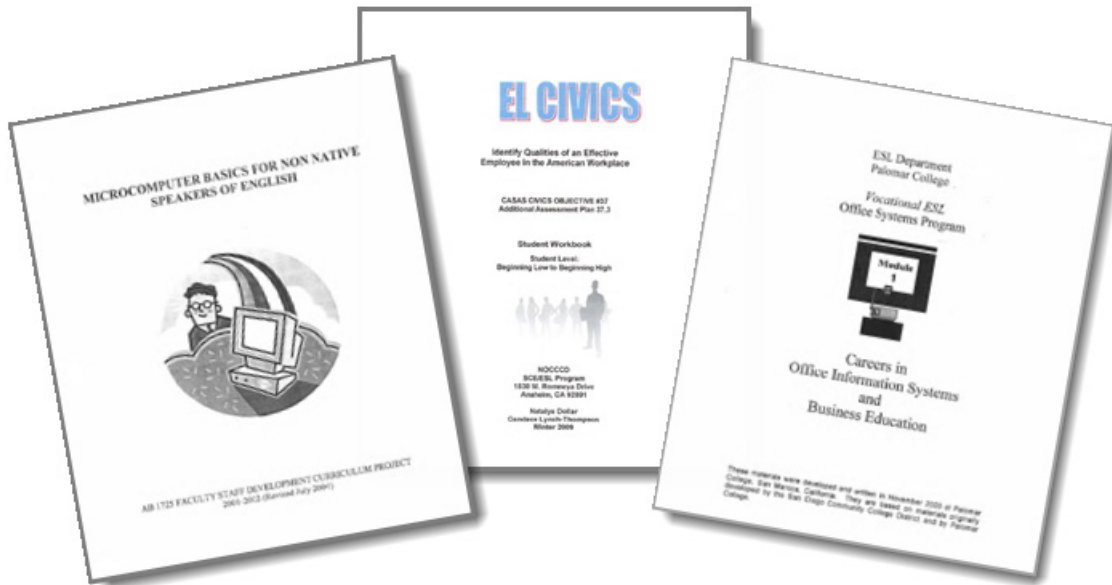

Exhibit 2.22

Exhibit 2.23

Communicate OTAN resources and services to the field

Host Vendor Tables at State and Regional Conferences

Due to high turnover in the adult education field, it is important to have a continuous communication effort to let teachers know about the free services and resources that OTAN provides. Those new to adult education are not familiar with our services and resources. Many different methods were used to inform new adult education administrators and teachers about ways OTAN could benefit them. Connecting directly with adult educators by renting exhibit space at various conferences has proved to be beneficial.

This past year, OTAN had exhibit space at three major conferences (Exhibit 2.24): California Teachers of English to Speakers of Other Languages (CATESOL) State Conference which was held in Anaheim; the Association of Community and Continuing Education (ACCE) Conference in Monterey; and the California Council for Adult Education (CCAE) State Conference in South San Francisco. The ACCE conference was a new venue for OTAN. Individual contact was made with 16 representatives and many others saw the booth

Exhibit 2.24

and OTAN logo. A spike in visits to the OTAN Web site occurred just after the conference ended. It was a good first effort. The other two conferences had more attendees. At CATESOL, contact was made with 77 educators and at CCAE 51 participants stopped by the exhibit booth. Typically conferences in Southern California have higher attendance, so these numbers were anticipated.

Produce the OTAN Newsletter: Online Connection

The OTAN published four-to-eight page newsletters three times this past year. The lead story for the OTAN Online Connection Fall 2015 issue (Exhibit 2.25) focused on rethinking how schools work in order to bolster student engagement and drive more innovation, as well as shifting to deeper learning approaches. Other information in the newsletter included the many professional development opportunities OTAN would be offering. The highlight of the OTAN Online Connection Winter 2016 newsletter was information about the two most recent recipients of the Adult Education Students Succeed award. The OTAN Online Connection Spring 2016 newsletter featured the Technology and Distance Learning Symposium, hosted at the Fresno Adult School on March 11–12, 2016.

Exhibit 2.25

The newsletters were sent electronically to an average of 1,700 recipients, approximately 50 were mailed via regular postal mail, and hundreds more were distributed at conferences, meetings, and workshops during the year.

Online Digests

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. In February 2016, the digests were incorporated into the main OTAN site rather than being separate entities and both digests received an updated look.

Exhibit 2.26

The Teachers' Digest (Exhibit 2.26) was produced monthly during the school year to introduce teachers to new and trending online tools, mobile apps, and Web sites; 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. A total of 10 issues were published and are now archived on the OTAN site. After each issue was published, OTAN-subscribed teachers, coordinators, and administrators received an e-mail notifying them that the new digest was available with links provided to the digest.

The Administrators' Digest (Exhibit 2.27) was also a monthly digital publication produced for the purpose of keeping administrators on top of 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 the announcement from the U.S. Department of Education, Office of Career, Technical, and Adult Education regarding the program memorandum entitled Vision for the Adult Education and Family Literacy Act (AEFLA) in the Workforce System and Initial Implementation of the Workforce Innovation and Opportunity Act (WIOA). This program memorandum contained a framework for action to support implementation
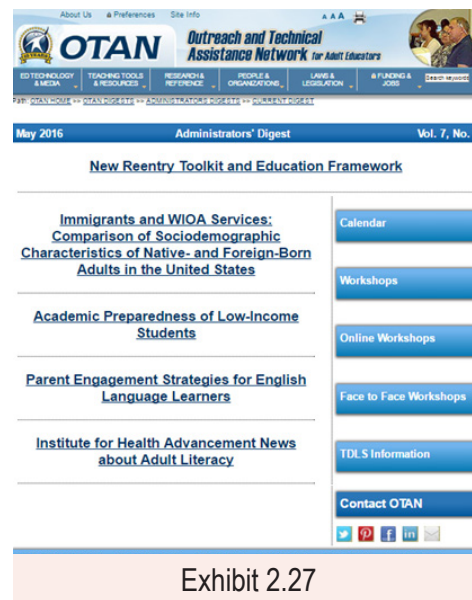
Exhibit 2.27

activities that would help realize the vision for AEFLA in WIOA. This was timely information to put into the hands of adult education program administrators. Eight issues of the digest were published and then an announcement was e-mailed to OTAN-subscribed administrators to advise them of its availability.

Provide Technology–related Capacity–Building Services

Technology Integration Mentor Academy (TIMAC)

This was the last year for the Technology Integration Mentor Academy (TIMAC). Initiated in the fall of 2004, the TIMAC was a peer-mentoring-based professional development initiative with the goal of supporting individuals at adult education agencies to become the technology mentor for their program(s) and thereby increase the effective use of technology in adult education classrooms. Although instructors from any program area could apply, the focus was on mentoring instructors in basic skills (ESL, ABE, and ASE). In addition, within its twelve-year existence, the Academy has seen the development of a group of professionals committed to providing leadership in the field of adult education in California to implement effective technology integration and positively contribute to all aspects of creating and maintaining high-quality programs. Over the decade that TIMAC was in existence, 138 teachers from 90 agencies received training and sustained professional development support. These teachers created an exponential result as they transferred education technology skills and knowledge to other teachers at their sites.

2015-16 Technology Integration Mentors – Cohort 12

First Name	Last Name	Agency	CDE Region	County
Renee	Small	Sweetwater UHSD Adult Education	9	San Diego
Elena	Jones	Glenn Adult Program	2	Glenn
Elsie	Chandler	Milpitas Adult Education	5	Santa Clara
Sue	DeVinny	Tamalpais Adult School	1	Marin
Aaron	Saenz	LAUSD DACE, Evans Community Adult School	11a	Los Angeles
Eric	Glicker	Rancho Santiago CCD, Santa Ana College	9	Orange
Tommie	Martinez	Fresno Adult School	7	Fresno
Francisco	Pinedo	Soledad Adult School	5	Monterey

Exhibit 3.1

As the last cohort, participants this year continued to focus on integrating technology into classroom instruction. Projects included increased effective use of presentation equipment, Chromebooks and iPads, as well as more effective use of software, electronic curriculum, and

TIMAC Cohort 12 Online Meeting # 5 , Friday, May 13, 2016 12:30- 2:30 pm
Smile, This meeting may be recorded.

Agenda
- Welcome
- About logistics for May 19-20
- Dry run for presentations

Exhibit 3.2

online resources. TIMAC participants also created Web-based resources such as interactive polls, Web sites, wikis, blogs, and social networks to extend learning beyond the classroom. The booklet with project descriptions is included in Appendix E. One of the many valuable aspects of this professional development was participation in five online meetings throughout the year. These provided the opportunities for the colleagues in Cohort 12 to practice using the online text-chat feature, voice-over-the-Internet for listening and speaking, Web cam feed, and sharing one's screen - all valuable skills for synchronous online meeting and collaboration.

Online Teaching Academy

The Online Teaching Academy (OTAC) continued into its sixth year in 2015–16 providing participants with instruction, training, and practice in online teaching for adult instruction.

The Academy accepted nine teachers from across the state, with one accepted participant opting out just before our first meeting in October. Participants received individual support for either the initiation of online teaching or for further development of their online teaching goals.

Exhibit 3.3

Back row from left to right: Francisca Wentworth, Elizabeth Kolakoski, Gale Mejico, Frances Tornabene de Sousa, Pablo Rodriguez, Penny Pearson, Jesse Golden, Susan Coulter

Front row from left to right: Evelyn Lenton, Lori Parris, Rebecca Ring, Shuping Wang, Mickey Obermire

Participants had the option to either select subject areas of interest including ESL, ABE, ASE, and HSE curriculum, or to develop their own customized online projects.

Name	Agency	County	CDE Region
Jesse Golden	JVS / Jewish Vocational Service	San Francisco	4-Bay
Elizabeth Kolakoski	Fairfield-Suisun Adult School	Solano	4-Bay
Gale Mejico	Downey Adult School	Los Angeles	9-RIMS - San Bernardino
Mickey Obermire	Clovis Adult Education	Fresno	7-Costa Del Sur
Lori-Leann Parris	San Leandro Unified School District - Adult School	Alameda	4-Bay
Rebecca Ring	Pittsburg Adult Education Center	Contra Costa	4-Bay
Pablo Rodriguez	City College of San Francisco	San Francisco	4-Bay
Frances Tornabene de Sousa	Pittsburg Adult Education Center	Contra Costa	4-Bay
Shuping Wang	San Bernardino Adult School	San Bernardino	9-RIMS - San Bernardino

Exhibit 3.4

Customized projects focused on transition to employment, job training, postsecondary education, as well as short-term CTE courses with basic skills and work skills integrated into the curriculum. The OTAC provided an environment of open sharing, collaboration, and personal and professional growth in the area of online instruction. Participants were guided in the process

to create their own online or blended course presence using Moodle as a course management system. Projects could include stand-alone courses complete with assignments, assessments, and other resources. Supplemental materials to support classroom instruction or projects could be developed to support existing online curriculum.

The OTAN provided OTAC participants with an online learning experience through a facilitated course offered through EdTech Leaders Online (ETLO) titled, "Teaching Students in Blended Classrooms." This course was designed to prepare educators to teach in a blended classroom environment. Participants learned effective strategies for managing and teaching students in blended environments and explored the ways blended learning can effectively support standards-based teaching and learning in all subject areas. Participants learned techniques to foster learner collaboration in an online learning community through online discussion and group projects and to assess student work. Participants also learned to meet the learning needs of students by selecting and suing a variety of teaching strategies that aid in personalizing learning for students. During the course, participants learned about and practiced using tools to teach critical thinking skills, explored student academic integrity issues, and the safe and legal use of online resources. Additionally, participants learned about and practiced using instructor tools in the Moodle course management system. Course content included online readings, Web-based and multimedia activities, and facilitated online discussions.

The online course ran from October 2015 through December 2015. During that time, course statistics showed the course was viewed thousands of times in each month and participants posted hundreds of discussion topics.

Period ending (Month)	Views	Posts
January 31, 2016	117	4
December 31, 2015	1073	185
November 30, 2015	2679	520
October 31, 2015	3215	599

Exhibit 3.5

With over 7,623 views and 1,308 forum posts, it was clear the content, resources and facilitation kept learners interested and engaged in the materials provided in the course. Participants contributed online posts to multiple discussion forums on diverse subject areas. There was a consistent effort of sharing and supporting each other with the course with each participant providing hundreds of posts.

"OTAN is my 'go-to' site for adult education resources!"

Discussion Posts
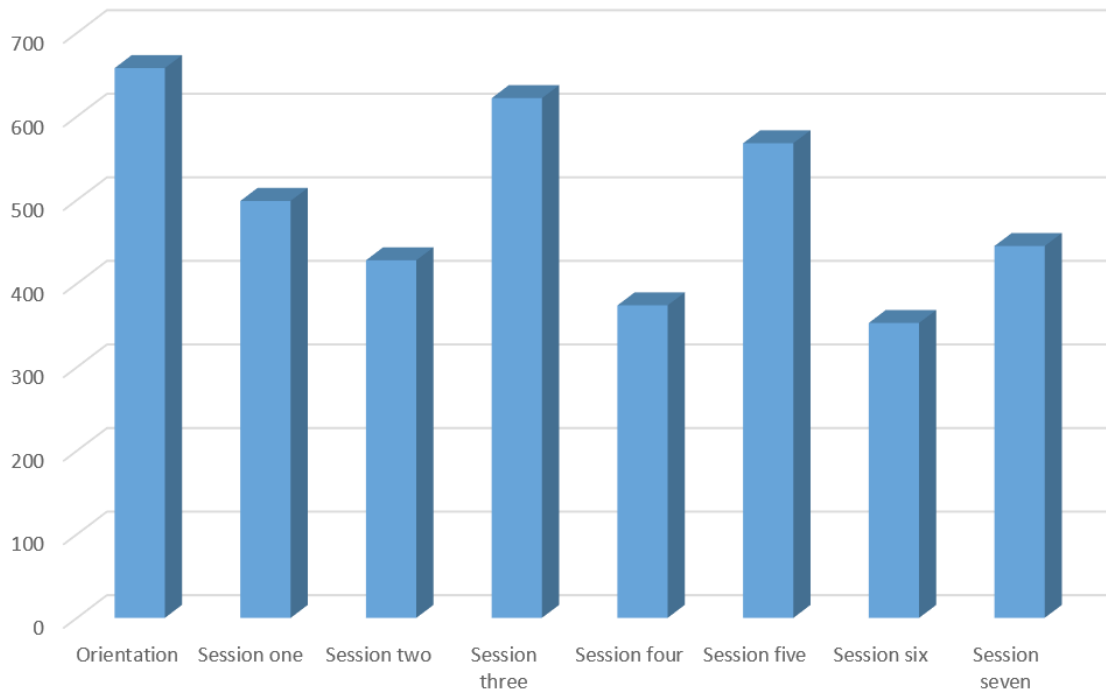
Exhibit 3.6

The online course remains active as OTAC participants continue to visit the course and review course resources as well as past discussion forums.

The OTAC participants dedicated a significant amount of time to the project. Through course surveys, participants reported they spent an average of 7.5 hours per week working on the materials in the online course. Some reported as little as 3 hours per week, others up to 15 or 20 hours per week. From January 2016 through May 2016, participants reported a reduction in the number of hours per week working specifically on OTAC tasks. They found they spent more time in the planning and implementation of their teaching materials in order to transition to a more robust blended learning experience for their students.

Exhibit 3.7
OTAC Mentors
Susan Coulter, Francisca Wentworth, and Evelyn Lenton

Participants were required to develop an online or blended teaching project related to their program area of instruction. They could use course materials developed by OTAN or other adult educators willing to share their course materials, or develop a unique project of their own. Each participant created their plan as part of their online course. Each project was reviewed and modified by both the course instructor as well as through peer feedback and mentor support. Appendix E provides descriptions of each project in the program booklet for the OTAC and TIMAC final reports held in May 2016.

Although there were differing levels of self-reported completions of OTAC projects, all participants were committed to continuing their efforts to develop their online or blended learning efforts and to implement them with their learners. Many have shared their successes and plan to keep their projects continuing into the future.

Technology and Distance Learning Symposium

Fresno Adult School was the setting for the exciting and well-attended Technology and Distance Learning Symposium 2016. During the March 11–12, 2016 event, approximately 40 sessions were offered. Several dozen carefully-selected presenters offered the best and most current approaches for using and integrating technology for in-class and learning at a distance. The array of planned presentations were designed to inform, improve skills, and spark new ideas to use within classroom, program, or the emerging consortia in regions throughout the state.

Topics included digital badging, interactive assessments, open educational resources, online collaboration, using mobile devices, resources for citizenship preparation, and more. Two new features this year were the inclusion of live streaming in selected sessions and the APP-mazing Race. APP-mazing Race participants competed in four peer teams. After using new apps or software programs and learning new tech skills, participants presented their APP-mazing Race challenges with their teammates in front of a cheering audience. A panel of judges were tasked with the very difficult job of choosing just one top-scoring team. For those not attending this premier professional development event in person, live streaming was available.

Exhibit 3.8

Dr. Devin Vodicka provided an inspirational keynote with poignant examples of how education positively impacts lives. The future of education will include an increase in the demand for 'knowledge workers' and our job as adult educators has never been more important. As a nationally-recognized digital-age leader, Dr. Vodicka believes in the four elements of trust (an essential component of developing a true learning community): consistency, compassion, communication, and competency. Finally, he shared what might be the two most important questions to ask when brainstorming change: "Who cares?" and "What is possible here?" Answering these questions can lead to incredible results!

The popular and fast-paced EdTech Share Slam was the culminating high-energy event for day one of the Symposium.

Social media hashtags #tdls16, #adultedu, and #edtech were used by attendees to share the learning with colleagues at the Symposium as well as with those who were unable to attend this year.

Exhibit 3.9

Presentation handouts for most sessions and video recordings of some presentations, including the Keynote, can be found on the OTAN Web site, at www.otan.us and on OTAN's YouTube Channel at https://www.youtube.com/channel/UC4AEwX_lm1xmkxNA2V9RRUA/.

Overall evaluation of the event categorized 100 percent of the responses as either "Excellent" or "Good" for the program content, session topics, presenters, symposium organization, and the host site, Fresno Adult School.

Selection for Grant Extensions to the Community Model of Online Learning Projects (CMOL)

In September 2014, three adult education agencies were selected for the Community Model of Online Learning (CMOL) pilot through a Request for Proposal application. The purpose was to increase the quantity, quality, and effectiveness of online and blended instruction to support adult learners. Each agency (Baldwin Park Adult and Community Education; Fairfield-Suisun Adult School; and Torrance Adult School) met the following criteria:

- ⮞ California-based, Workforce Investment Act, Title II, Adult Education and Family Literacy Act (WIA II, AEFLA) funded agency with a history of success serving adult learners;
- ⮞ Implemented at least one online or blended course for adult learners;
- ⮞ Have a math or transition focus;
- ⮞ Participate in an Assembly Bill 86 consortium.

The pilots all met the three goals for creating the pilots:

1. Initiate and/or enhance agency use of online and blended learning opportunities for adult learners.
2. Decrease the amount of time students must spend in remediation courses to complete a high school diploma or equivalency or to transfer to career technical education, apprenticeship programs, community college, or an institution of higher education through use of EdReady (https://www.edready.org) a non-profit project focused on new models of digital content development, distribution, and use.
3. Leverage existing OTAN distance learning instructional resources and professional development offerings.

				Pretest Average Score	Post-test Average Score	Average Gain
Agency ID	**Agency**	**Modality**	**Total**			
1002	Antelope Valley	Reading	32	233.53	238.78	5.25
1331	San Bernardino	-	-	-	-	-
1490	Fairfield-Suisun	Reading	255	232.11	238.29	6.18
1820	Baldwin Park	Reading	61	223.25	227.15	3.90
1838	Torrance Adult School	Reading	11	237.82	242.09	4.27
All Agencies		**Reading**	**359**	**230.91**	**236.56**	**5.65**
1002	Antelope Valley	Math	136	222.21	226.76	4.54
1331	San Bernardino	-	-	-	-	-
1490	Fairfield-Suisun	Math	254	219.69	225.42	5.68
1820	Baldwin Park	Math	101	216.23	221.49	5.32
1838	Torrance Adult School	Math	28	233.46	238.21	4.84
All Agencies		**Math**	**519**	**220.42**	**225.69**	**5.25**

All ED Ready Classes

*Excluded Learners:
- Gain<-10

Exhibit 3.10

CASAS conducted a data review and found that adult learners at all three pilot sites made significant gains in pre-and-post math assessments. Based on a recommendation from the OTAN Advisory Committee and with approval from the California Department of Education, OTAN granted a one-year extension to each of the pilot projects. Additional information about the projects, including project data and program descriptions, can be found in the Community Model of Online Learning Report included in the separate OTAN Distance Learning Report. The pilots' extension ended on June 30, 2016.

Leverage Statewide Licensing of Technology-Based Content

OTAN sought input from the OTAN Advisory Committee, the CDE, administrators, and teachers at adult education agencies about what online content was the most helpful to the field. The following products were ranked in priority and OTAN purchased licenses at a discount to share with any eligible adult education agencies. The following online curriculum licenses were purchased for the period of July 1, 2015 through June 30, 2016.

GED Academy

This product was used to prepare learners for the High School Equivalency (HSE) exam. Essential Education's GED Academy had been used during the 2014–15 fiscal year with an initial purchase of 1,000 seat licenses for 41 agencies. After reviewing student use data, the number of seat licenses was reduced to 536 for the 2015–16 year,

Exhibit 3.11a

distributed among 27 agencies. Seat licenses were increased or decreased based on usage data for each agency. The OTAN Director contacted each of the agencies by phone and e-mail to determine interest in remaining part of the pilot project and to determine if refresher training was needed for existing staff or if orientation training was needed for any new hires.

Feedback at the end of the pilot indicated that the majority of the adult education teachers using the product said it provided a benefit to their adult learners. Approximately two percent of the participating teachers did not like the animated videos used as part of the content delivery and said they would look elsewhere for online curriculum after the pilot ended.

KET Fast Forward

This product was selected as an alternative to the GED Academy program that also helped to prepare adult learners for the HSE assessment. Instead of purchasing seat licenses for distribution, OTAN purchased a 'discount' option which allowed interested and eligible adult education agencies to secure KET Fast Forward licenses at a 70 percent discount.

Although this program was marketed through OTAN distribution lists, e-mail blasts, workshop and conference presentations, very few adult education agencies

Exhibit 3.11b

purchased the program – even with the deep discount. A few exceptions were ABC Adult School (62 licenses), Elk Grove Adult School (41 seat licenses), and Glendale Community College (48 seat licenses). Due to the lack of interest, the OTAN Advisory Committee advised against continuing the pilot after June 30, 2016. There are currently no plans to renew the KET agreement.

EdReady

Through OTAN's membership with NROC, California adult education agencies have access to products that include EdReady, NROC Math, NROC English, and HippoCampus. Although available at no cost for personal use, OTAN's membership allows agencies to select individualized learner goals as well as have a customized URL.

Exhibit 3.11c

The OTAN focused on NROC's EdReady math component to help adult learners avoid the time and cost of remedial math courses as they pursued community college or specialized certifications that lead to jobs. Students received immediate feedback, could test for college readiness, see study options, and get a personalized study path that would fill in any learning gaps. EdReady was the curriculum used for the Community Model of Online Learning (CMOL) project, which ended June 30, 2016.

Besides CMOL participant agencies Baldwin Park Adult and Community Education, Fairfield-Suisun Adult School, and Torrance Adult School, two additional sites used EdReady in 2015-16. EdReady content was hosted on an OTAN server and OTAN staff provided technical support for Antelope Adult School and Inland Career Education Center in San Bernardino.

Cisco Networking Academy

In collaboration with Cisco Systems, Inc., OTAN was able to offer free online content for several online, self-paced courses designed to foster interest in choosing technology as a career. Courses included:

- ➲ Computer Literacy
- ➲ Technology for the Entrepreneur
- ➲ The Internet of Everything

CISCO SYSTEMS

NETWORKING
ACADEMY

Exhibit 3.11d

Nine adult education agencies used the Cisco Networking Academy courses with a total of 57 adult learners. Cisco also offered instructor-led technology courses that resulted in industry-recognized certificates upon successful completion.

Collaboration with Local, State, and National Projects Related to Technology, Distance, and Online Learning

In the past year, OTAN has followed the Barbara Bush Foundation Adult Literacy XPrize project (http://adultliteracy.xprize.org/about/overview). Partnering with Dollar General Literacy Foundation, these two organizations offered a $7 million competition challenging teams of developers to create mobile literacy learning applications for adult learners. The OTAN was able to join initial conversations and planning meetings to talk to potential developers about the nature of the adult learner and other specifics about using mobile devices to deliver quality learning materials for adults.

The OTAN continues to foster relationships with organizations and others who have similar interests in enhancing adult education programs. In some cases, the OTAN Advisory Committee (OAC) provides guidelines and suggestions to develop relationships that may help the adult education field. For example, through

BURLINGTON
ENGLISH

Exhibit 3.11e

discussions and sharing of information with commercial organizations such as Burlington English, OTAN was able to share with the field this English language program as well as help to inform Burlington English of potential future enhancements anticipated with the new WIOA requirements. As a result, Burlington English has added career pathways, CASAS exam preparation, and test practice materials for adult learners. The OTAN was able to share these new resources through our Vendor Webinar series informing the field about new or improved curriculum offerings. Through an OTAN-negotiated group purchase, Burlington English initiated a pilot project for AEBG consortium members which resulted in substantial cost savings for adult education agencies. A partnership with Kentucky Educational Television (KET) allowed a deeply-discounted statewide group purchase of KET Fast Forward, curriculum for preparing adult learners for high school equivalency exams.

World Education is one of the newest partnerships OTAN has acquired. Online curriculum from this entity will be used with the forthcoming participants of the Digital Leadership Academy, set to begin October 2016.

WORLD EDUCATION

Exhibit 3.11f

Support Online Curriculum Sites

California Distance Learning Project (CDLP)

The content for the California Distance Learning Project (http://cdlponline.org) has not been updated since the site was first created; however, it still receives significant Internet traffic. Not only are learners logging in from multiple California locations, the site still receives significant Internet traffic from throughout the world. Contact information was revised to remove the name of a former OTAN staff member and was replaced with the more generic support@otan.us. Any support inquiries go first to the director and are then routed to the correct staff person to provide the needed assistance.
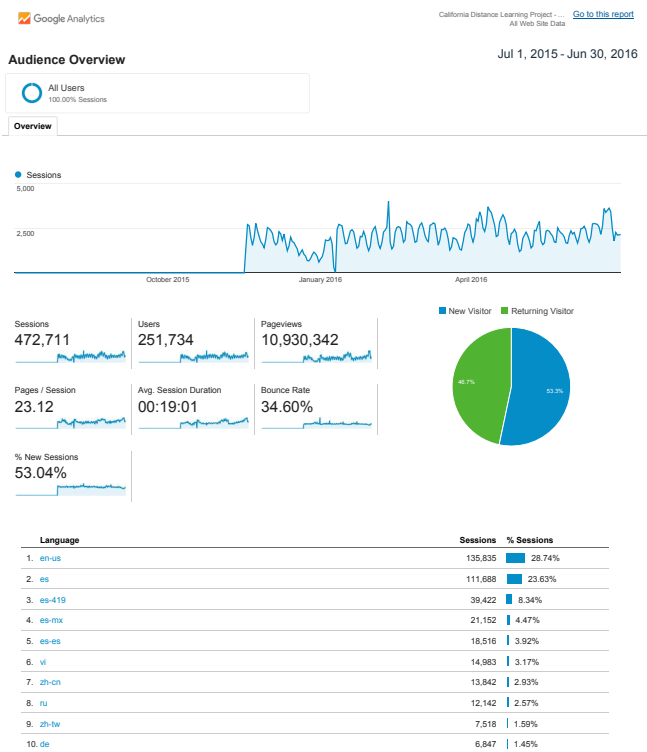
Exhibit 3.12

Provide Channels of Communication for Adult Educators

Social Media

With changing technology and new methods of communication, OTAN is staying current in the field by providing alternative means to communication. The OTAN has a greater presence through social media including a Facebook page, Twitter, and LinkedIn accounts. A Pinterest account was created and is in development. The OTAN leverages these tools to disseminate information via multiple channels to gain the greatest coverage of our membership and those interested in adult education in California.

Professional development projects such as TIMAC and OTAC created specific Facebook Groups to provide additional resources and information to current and past participants in those projects. Not only does OTAN initiate communication with these groups, but members also share information and resources with each other. Social media tools are fostering a greater sense of

community within California's adult education agencies. By connecting with these agencies, OTAN extends the reach of their work because posts are visible on multiple agency Facebook pages.

In conjunction with office OTAN Twitter posts, several staff have their own Twitter accounts and frequently post resources, interesting sites, and new research. The OTAN frequently "re-tweets" these posts to disseminate information. By using the power of networking, the OTAN can reach beyond our membership to other adult education networks and interested agencies.

Exhibit 3.13

Provide Professional Development Opportunities and Other Options to Support Online Learning

In support of online teaching and learning efforts, the OTAN provides video tutorials for our Moodle server. Many of these short videos are created in response to a user requesting help on a specific topic while working in Moodle. Some of the videos created in the past year were: Import Items Across Courses, Edit General Section, and Profile Update. These videos are housed on the OTAN YouTube channel and organized within a playlist.

The OTAN hosts and maintains a list of courses which we share with WIOA funded adult education teachers. Samples of the shared courses are located on the California Adult Education Courses Web site. Within each of the shared courses there is a link to an online request form. Once the form is completed, the OTAN staff are notified. Each request is vetted to ensure the request is from a Workforce Innovation and Opportunity Act (WIOA) funded agency. During the past year, there were over 85 requests for shared courses. In addition, teachers requested over 50 empty course shells to develop their own course content.

Through online and face-to-face workshop offerings, OTAN supported teachers as they learned to deliver instructional content online. Some of the workshop titles offered over the year were: Creating a High-Quality Online Course, Moodle Courses for ABE/ASE and ESL, Moodle v2: Adding Audio in Your Course, and Moodle v2: Creating a Course Web Site. OTAN staff and subject matter experts maintained and updated an online course, *Learning Moodle 2.9 for the Adult Ed Teacher*. This online course provides resources, activities and assessments to help teachers learn how to use Moodle to create an effect online course.

Distance Learning Webinars

The OTAN hosted three very special guests to talk about the value of online learning, mobile learning strategies, and the role of Open Educational Resources to improve instruction and save learners a significant amount in textbook costs. Since California joined the #GoOpen federal initiative launched by the Federal Office of Educational Technology, these topics gained particular interest from the field. The sessions were scheduled for May 18, May 27, and June 24, 2016.

Session descriptions:

May 18, 2016.

Join us for an informative discussion with Dr. Barbara Illowsky, Dean of Basic Skills & Open Educational Resources for the Online Education Initiative, at Foothill-De Anza Community College District. Dr. Illowsky is well known for her tireless advocacy for open educational resources to provide high-quality education textbooks and reduce costs for learners. She is also credited with bringing legislation to the California Community College System that mandates that research and content coming from government grants to the college system must be openly licensed with a Creative Commons-Attribution license (CC-BY). She is the co-author of the 2013 OCW Educator Award for Open Courseware Excellence (ACE) for her open textbook and advocacy work. Discussion will center around teachers being creators of Open Educational Resources and her journey in creating and publishing "Collaborative Statistics", an open textbook now being used around the world.

Exhibit 3.14
Dr. Barbara Illowsky

May 27, 2016.

An increasingly-proven way to increase access to education and to lower costs for schools is by using Open Educational Resources (OER). During this workshop, you'll learn what OER is, who uses OER, and where you can find free, openly-licensed educational materials. In addition, you'll learn about the development of OER-based degrees in community colleges and a campaign to introduce OER to K–12 schools.

Join us for an informative discussion with James Glapa-Grossklag, Dean, Educational Technology, Learning Resources, and Distance Learning at College of the Canyons. Mr. Glapa-Grossklag currently serves as President of the Open Education Consortium and President of the Directors of Educational Technology in California Higher Education, and was previously President of the Community College Consortium for Open Educational Resources. He earned tenure as a faculty member in history, and has taught online, hybrid, and face-to-face classes.
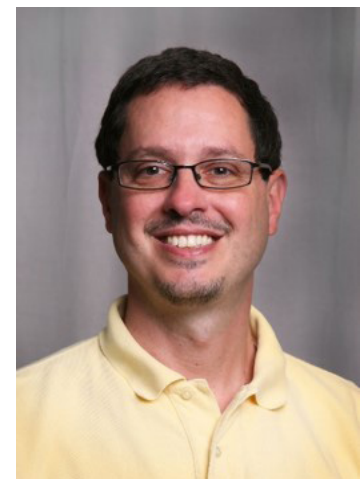
Exhibit 3.15
James Glapa-Grossklag

June 24, 2016.

Join OTAN and Nell Eckersley, Director of Instructional Technology and Communications, and Manager Support and Technical Assistance Center with the Literacy Assistance Center (LAC) located in New York City. Ms. Eckersley is well known among education technology enthusiasts and presents on technology integration, mobile devices, emerging Web 2.0 technologies and much more. Join us for a lively discussion and demonstration of a variety of mobile applications for adult learners. Bring your ideas and questions so they can be shared and answered within this one-hour session.

Exhibit 3.16
Nell Eckersley

Use Technology to Coordinate and Support CDE and State Leadership Projects

OTAN Training for California Department of Education, Adult Education Office Staff

The OTAN staff provided the following training for California Department of Education's (CDE) Adult Education Office (AEO) staff:

August 26, 2015: OTAN staff members Joyce Hinkson, Penny Pearson, Branka Marceta, and Randi Knutson provided a 90-minute overview of OTAN services and specific training on how to access data and information from the California Adult Education Online Application and Reporting site to all Adult Education Office staff. This session was held at the California Department of Education.

Throughout the year, Branka Marceta provided online training related to the Technology and Distance Learning Plan. Adult Education Office staff presence was noted in several of the online sessions.

Randi Knutson provided personalized training via phone and e-mail related to online budget and claims reports on the CDE's Online Application and Reporting site to AEO support staff.

Melinda Holt provided personalized training related to listserv creation, updating, and dissemination to AEO consultants.

Host Adobe Connect Online Meetings for California Department of Education or State Leadership Projects

OTAN provided server-based Adobe Connect online meeting software to offer online meeting services for OTAN, the CDE, and the state leadership projects. This year OTAN hosted 44 formal online meetings: 7 TIMAC and 14 OTAC meetings for current participants and alumni, 11 meetings for the Teaching with Technology team, 7 Technology and Distance Learning Plan, 2015–2016 Orientation meetings, and 5 #AdultEDU Tech Slam and Alumni Online meetings.

CALPRO continued to use the Adobe Connect software for online meetings to support their professional development training. The OTAN staff provided support and training to CALPRO staff on an as-needed basis.

As referenced in Section 2, OTAN provides training and support to new and returning meeting hosts for online meetings in Adobe Connect as part of the hands-on practice during OTAN's annual Training of Trainers' event.

Host E-mail Lists for the AEO at CDE, and for Other Leadership Projects as Requested

OTAN maintains e-mail lists (listservs) for CDE, other leadership projects, and the field. As in previous years, demand for and use of these lists continued to decrease. Agencies and organizations are now adopting alternate methods of remaining in contact with their stakeholders. Social media sites such as Facebook, Twitter, LinkedIn, and privately managed e-mail lists are rapidly becoming the primary way organizations communicate. Fewer listservs were active this year than in last year; six lists had activity during this fiscal year, down from 12 during the previous fiscal year. In those six lists, nearly 16,000 messages were sent, and of those, over 14,000 were to lists used by the AEO for WIOA.

OTAN also provides direct, specialized e-mail for WIOA agencies and partners. These e-mails are by request and sent by OTAN on behalf of the AEO and CalPRO. During this fiscal year, OTAN sent a total of 16,106 e-mails, 10,219 on behalf of the AEO and the remainder on behalf of CALPRO.

Exhibit 4.1

Number of E-mails Requested by OTAN partners

CDE: 5887	CalPRO: 10219

Number of E-mails

Exhibit 4.1 Continued
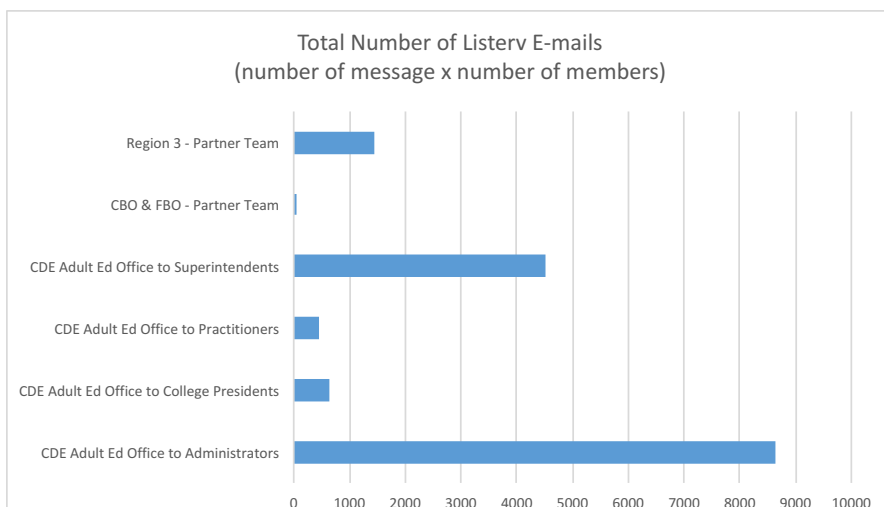
Provide Updating and Hosting of Online Grant Applications and Reporting Site (CA-OAR)

OTAN hosts an online data management site that consists of a single database and three separate Web applications that collect, store, and report this data:

➲ California Adult Education Online Application and Reporting (CA-OAR) site (http://adulted.otan.us ⬀) is for field agencies

⊃ CDE Staff Data Access administration area (http://cde.otan.us) is for CDE staff
⊃ California Adult Education Provider Directory (CAEPD) (http://www.otan.us/ caaeproviders/) is for public use

By using the same database to collect and display data in all three Web sites, data quality is enhanced and updated information is immediately available to all stakeholders.

The California Adult Education Online Application and Reporting Web site (CA-OAR) 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 e-mails sent by the AEO to the field. During this year, the re-application for the grant, the budget, the expenditure claims, the audit status form for CBOs, and the list of upcoming WIOA deliverables were all reviewed and updated.

California Adult Education
Online Application and Reporting

Skip to main content

Help, Links, Who to Contact

Index   You are not logged on.

About this site

Adult education is a public education program for all adults. Public funding is available to adult schools which offer free to low-cost classes for adults 18 and older; it is not offered to individual students. Students can get a high school diploma, general education diploma (GED), learn about jobs, learn to speak English, and learn how to become a U.S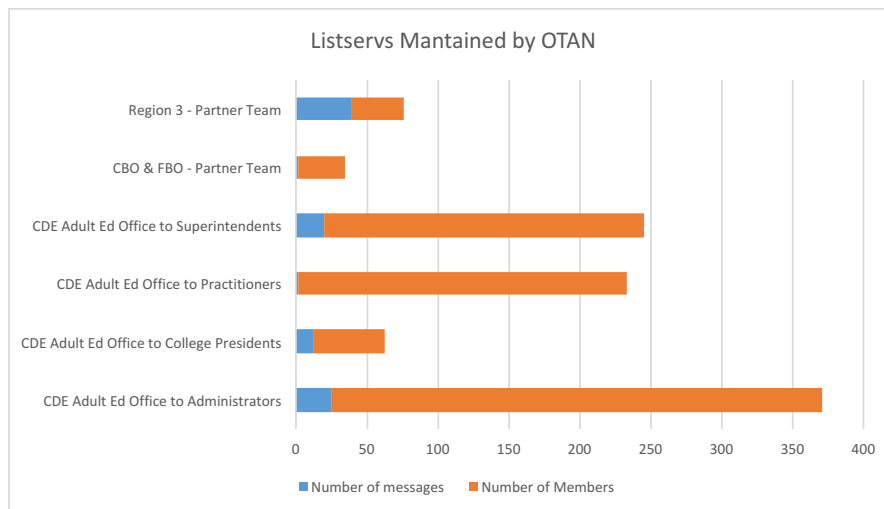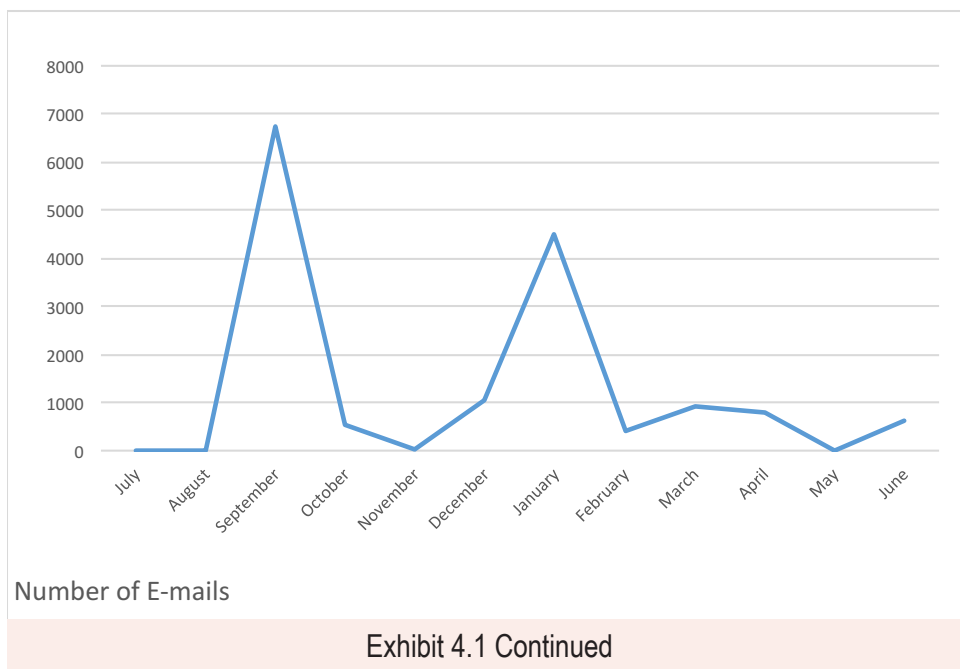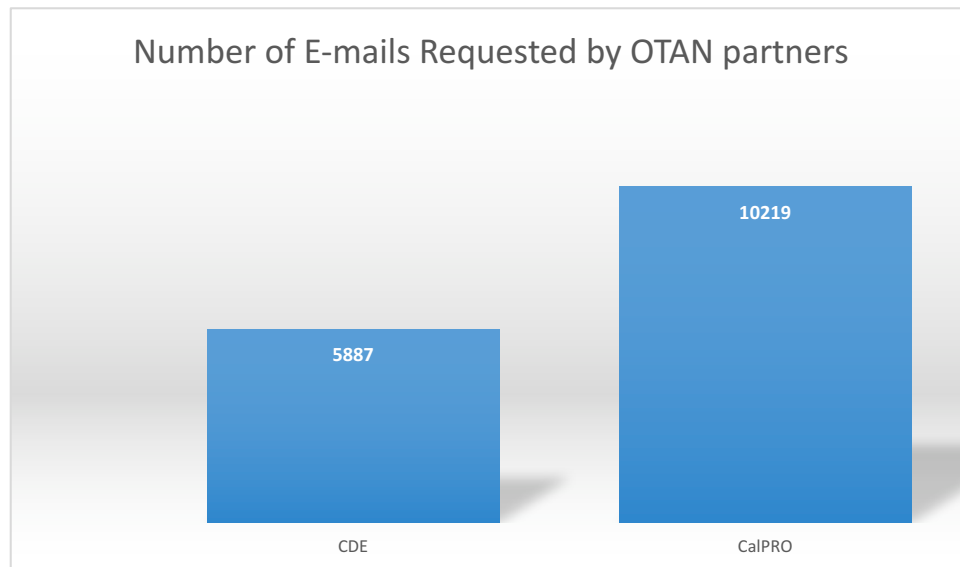. citizen. Adult schools are located in many cities and towns. Adult education agencies approved for WIA funding may logon to their account below.

California Adult Education agencies.   **If you do not know or lost your logon...**

Log on to this Web site   **Call us for assistance!**

Your logon name: [   ]   Support is available by phone weekdays from 9 a.m. to 4:30 p.m. Pacific time at (916) 228-2580, or by
Your password: [   ]   e-mail using our contact form.

              [Logon now]

You may continue to use a separate logon name and password for each reporting area, or you may   **For more information about specific areas within this site**
combine all reporting areas into a single logon name and password. To change or combine your logon
(s), contact OTAN Support at (916) 228-2580.   Non-Federal Funds Expended for Adult Education
                                                             Report non-federal sources of instructional funding. For California adult education agencies that
                                                             are not currently participating in Workforce Investment Act, Title II funding.

                                                             Course Approvals

Exhibit 4.2

The site also allows agencies to update contact information for their agency, site, and staff in one area. Agency updates are immediately available to CDE staff and the leadership projects. This area also provides agencies access to online reporting and deliverables for the following CDE programs:

⊃ The Workforce Innovation and Opportunity Act (WIOA) grant application, grant budget, expenditure claims, and other online deliverables
⊃ Course Approvals
⊃ The Year-End Attendance Report
⊃ The Technology and Distance Learning Plan

The CDE Staff Data Access administration area 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 helpful 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
- ⮂ Totals and tracking statistics for deliverables

| Home | Agency List | Prof. Dev. Plan | State Program | WIOA | Reports | Analyst | Field Contact Search | Logoff | Skip to mai |

California Department of Education — Adult Education Office — Administration

CDE AEO Admin

Home : Agency List

Agency List

374 top level agencies.

	Agency Name	County Code	District Vendor Code	Agency ID	CASAS ID	CDE Region	Consultant	Analyst	Agency Type
1.	ABC Unified School District	19	64212	9377	1320	11a	Cliff Moss	Janet Morrison	LEA
2.	Acalanes Union High School District	07	61630	9378	1805	4	Christine Hess	Janet Morrison	LEA
3.	Alameda Unified School District	01	61119	9379	427	4	Christine Hess	Janet Morrison	LEA
4.	Alpaugh Unified School District	54	71803	9487		8	Cory Rayala	Janet Morrison	LEA
5.	Alvord Unified School District	33	66977	9448		10	Irene Castorena-Krueger	Janet Morrison	LEA
6.	Amador County Unified School District	03	73981	9561		6	David Stang	Janet Morrison	LEA
7.	Anderson Union High School District	45	69856	9381	1995/5015	2	Vicki Prater	Janet Morrison	LEA
8.	Anderson Valley Unified School District	23	65540	9382	1301	1	Vicki Prater	Janet Morrison	LEA
9.	Antelope Valley Union High School District	19	64246	9383	1002	11b	Diane Hurley	Janet Morrison	LEA
10.	Antioch Unified School District	07	61648	9384	1021	4	Christine Hess	Janet Morrison	LEA
11.	Apple Valley Unified School District	36	75077	9576		10	Irene Castorena-Krueger	Janet Morrison	LEA
12.	Arcadia Unified School District	19	64261	9558		11b	Diane Hurley	Janet Morrison	LEA

Exhibit 4.3

The OTAN staff provided technical support for using the CA-OAR via e-mail or phone call to any agency needing assistance. Support was provided 184 times for questions related to the Technology and Distance Learning Plan, and 118 times for WIOA questions related to technical aspects of the CA-OAR.
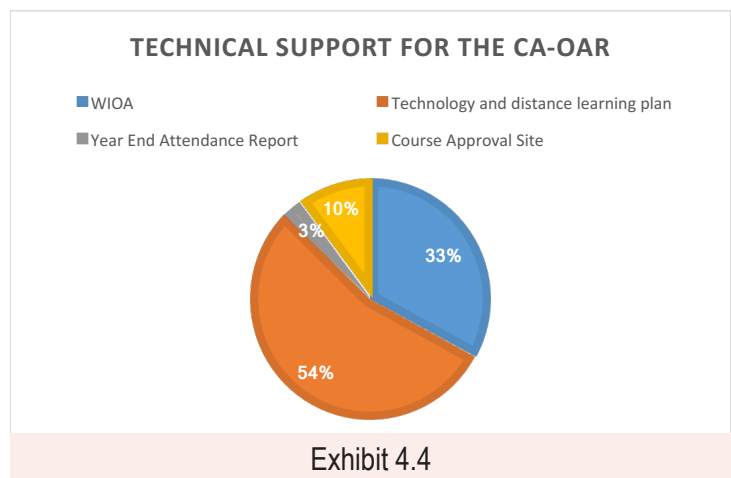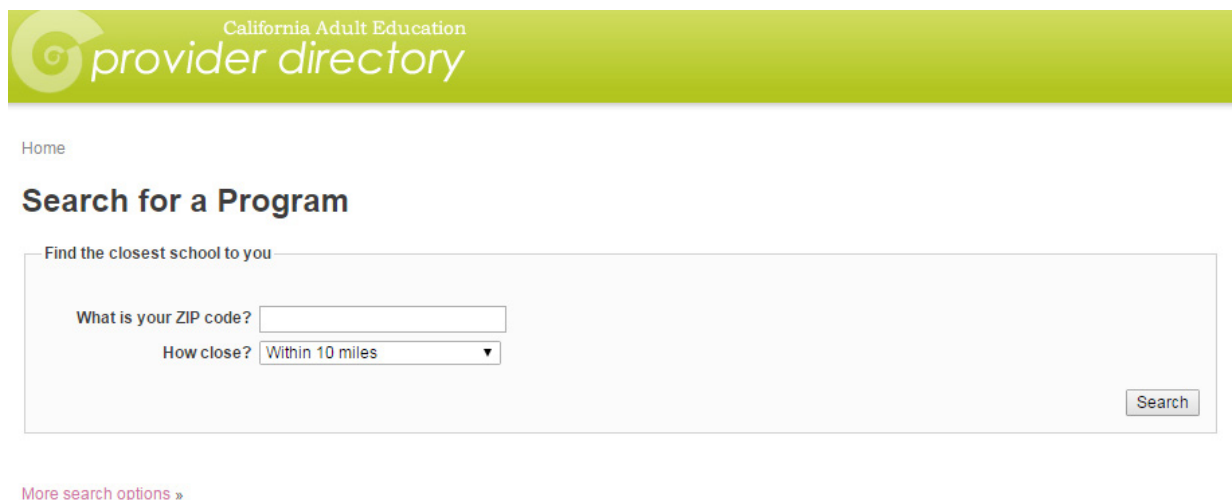
The California Adult Education Provider

TECHNICAL SUPPORT FOR THE CA-OAR

- ■ WIOA
- ■ Technology and distance learning plan
- ■ Year End Attendance Report
- ■ Course Approval Site

10%
3%
33%
54%

Exhibit 4.4

Directory (http://www.otan.us/caaeproviders/ ⬈) uses the same data that is collected on the CA-OAR site. The Directory provides a searchable database of adult education agencies available to prospective adult learners. The data is continually updated by the agencies themselves, and immediately provided to the public.

The OTAN staff often receive requests, through phone or e-mail, from the general public wanting to know where they can obtain a high school diploma, GED, or career training.

The Directory provides a way that information can be easily located by county, or within range of a specified zip code. Agency information often links to a map and directions to the facility, as well as the types of classes offered.

Exhibit 4.5

Create Technology and Distance Learning Plan Database to Track Agencies Submitting Tech Plans, and Process of Submission, Review, and Approval of Electronic Tech Plans

The Technology and Distance Learning Plan (TDLP) is one of the Program and Accountability requirements for all California agencies approved for funding in 2016–2017 for the grant under the federal Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act, Sections 201–243 of Public Law 113–128.

The California Department of Education's (CDE) Adult Education Office contracts with the Outreach and Technical Assistance Network (OTAN) to provide technical assistance and collect this information and data.

In addition to the online planning tool, Teacher Skills Self-assessment and Learner Computer Survey are both required in numbers not lower than 25 percent of overall ABE, ASE, and ESL teaching staff and not lower than 10 percent of overall ABE, ASE, and ESL learner population.

An implementation guide is available for agencies ready to start working on the plan. (Appendix F Technology and Distance Learning Plan Implementation Guide, Appendix G, Instructor Self-Assessment, and Appendix H, Learner Survey for Technology Plan)

Before completing the online form, agencies are encouraged to contact OTAN for individual technical help and guidance. The deadline for receiving online submission of the new Technology and Distance Learning Plan was midnight, January 31, 2016.

A technology plan database was created to track agencies submitting the Technology and Distance Learning Plans, as well as the submission process, review, and approval of those technology plans. Statistics gathered from adult learner use of technology showed that of the over 40,000 responses, the two top reasons provided for how technology was used were:

1. Get information/do research, and
2. Connect with social media.
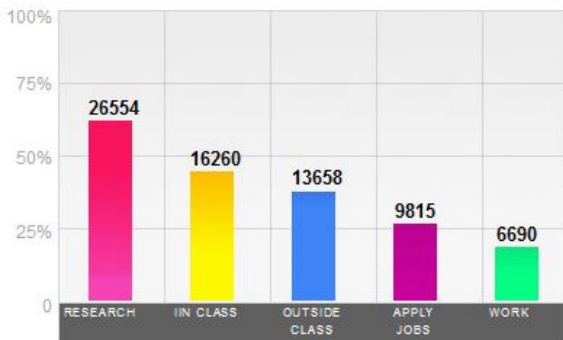
Number of total responses: 41858

	(n)	%
Get information/do research	26554	63%
Learn in class	16260	39%
Learn outside class	13658	33%
Apply for jobs	9815	23%
Work	6690	16%
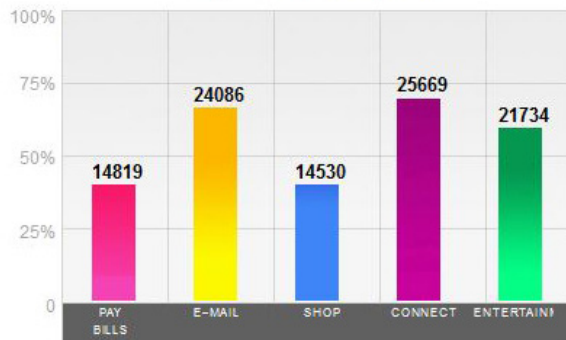
Number of total responses: 41858

	(n)	%
Pay bills	14819	35%
E–mail	24086	58%
Shop	14530	35%
Connect w/social media	25669	61%
Entertainment	21734	52%

Exhibit 4.6

One hundred and ninety agencies submitted a technology and distance learning plan. Of this group, Local Education Agencies (LEAs) were the largest group, followed by community colleges and then community-based organizations.

Exhibit 4.7
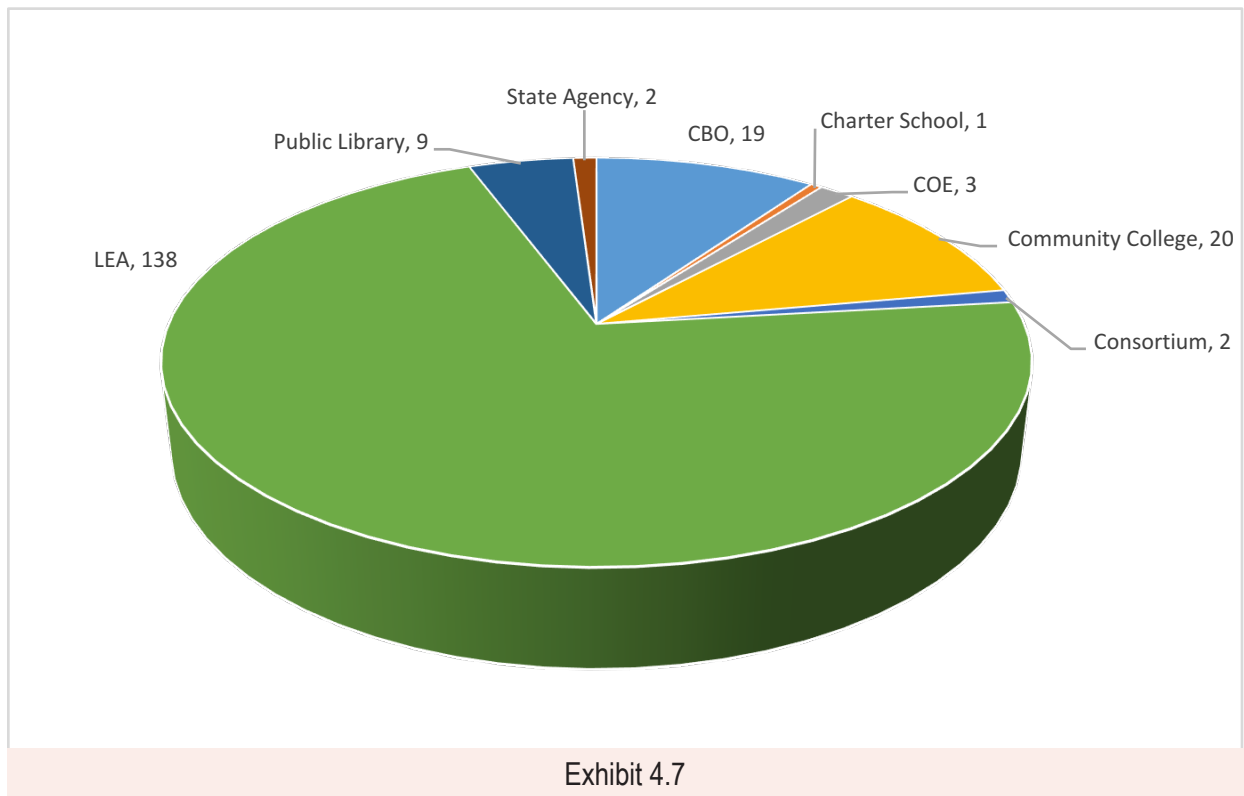
Agencies identified up to five (5) specific goals for program improvement through the TDLP. Of the 194 agencies submitting a plan, there were 411 specific goals articulated. Each goal was assigned to a specific program area. Of the 411 goals, 55 were aligned to Adult Basic Education (ABE), 110 to Adult Secondary Education (ASE), 199 to English as a Second Language (ESL), and 47 assigned as Other. Agencies also reported on the mode of delivery for each goal. These delivery modes included 213 face-to-face, 163 blended, and 35 distance learning goals.

Public Technology Plan Development Tool

The OTAN continues to provide an online Technology Plan Development Tool that is available to the public. It is based on the format and content of the EL Civics Technology Plan from previous years. New agencies first create an account and then use helpful resources including a sample technology plan, printer-friendly sample skills assessment form, and helpful hints for completing the technology plan. Frequently Asked Questions and answers are posted as a further support for completing a technology plan. The public tool is scheduled to be updated during the 2016–18 contract to resemble the current Technology and Distance Learning Plan that was redesigned in 2014.

Maintain CDEs Year-End Attendance Report

The Year-End Attendance Report site was maintained. Minor edits were completed. This site is scheduled to be updated in OTAN's 2016–18 contract.

Maintain CDE's Course Approval Site

The Course Approval site was maintained. This site is scheduled to be updated in OTAN's 2016–18 contract.

The CDE Staff Data Access administration area was updated with the following reports and data entry screens:

- Access for CDE analysts to reset an ECR for agency resubmittal
- Access for CDE analysts to enter received dates for hard copy documents
- Downloadable report for Program Income and Fees as reported by the field
- Downloadable report of Non-Federal Funds Expended for Adult Education

Produce Four Quarterly OTAN Progress Reports

Four quarterly reports were produced and sent electronically to the CDE Contract Monitor. Each quarterly report was also sent with a hard copy matching the invoice for that reporting quarter. Copies of each quarterly report are included at the end of this report in Appendices A, B, C, and D.

Produce OTAN Annual Report

When all training statistics and evaluations have been aggregated, OTAN provides an annual report to the AEO, each of the State Leadership Projects, and posts the report online for public view.

Respond to Technical Requests from CDE and State Leadership Projects

OTAN sent out 38 mass e-mails on behalf of CDE and the SLPs for a total of 20,168 e-mails to individual recipients. Subjects included WIOA announcements, deadline reminders, training opportunities, notices of events on behalf of other SLPs, announcements related to the Technology and Distance Learning Symposium, and several general announcements to the field.

In addition to mass e-mails, OTAN staff answered 382 support phone calls and e-mails, logging nearly 50 hours assisting the field with technical issues. E-mail and phone support calls included: assistance with logon to the CA-OAR Web site, questions about how to fill out online forms, inquiries about deadlines and required reporting, and requests for additional information related to the CA-OAR site.

OTAN staff responded to specialized data requests, creating a report summarizing Program Income and Fees reported by agency, and a summary of Non-Federal Funds Expended as reported by the field.

Introduction

[i] AEBG, Partnering for a Strong California Workforce http://aebg.cccco.edu , accessed July 2016.

Provide Information, Resources, Technology Training, and Technical Support to the Field

[1] On24 Releases 2016 Webinar Benchmarks Showing Customers Spending More on Webinars, Yahoo Finance. Accessed on June 2, 2016 from https://finance.yahoo.com/news/on24-releases-2016-webinar-benchmarks-130000187.html .

Appendix A

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN150138

July 1, 2015 – September 30, 2015

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN150138
July 1, 2015 – September 30, 2015

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Support Adult Education Agencies with Transitioning of Adult Education Learners to Work, Training, and Postsecondary Education	
Provide and Support the Online Transition Skills Course	Ongoing
Align OTAN-Created Shared Online Courses to College and Career Readiness Standards (CCRS) for Adult Education, as Appropriate	No training or technical assistance requests in first quarter.
Provide Professional Development and Support for Student e-Portfolios	One face-to-face workshop was dedicated to this topic.
Support Transitioning Goals and Tracking for Core Performance Follow-up with Social Media	
Task #2 – Provide Information, Resources, Technology Training, and Technical Support to the Field	
Research and Share Information on Emerging Technologies	Four news articles on OTAN Web site were posted on this topic.
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Models	35 training and conference sessions were delivered this quarter.
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	Scheduled for October 15, 2015
Online Video Production	Video shoot scheduled for two Students Succeed honorees.
Expand the Teaching with Technology Site	In progress.

OBJECTIVES AND MAJOR TASKS	STATUS
Maintain OTAN-authored Web Sites and Databases	Ongoing
Conduct Online Curriculum Focus Webinars to Learn About Distance Learning Curriculum Products	First webinar scheduled for October 29, 2015
Support Blended/Online Courses and Moodle	10 Moodle-related online workshops have been established.
Maintain and Expand the OTAN Web Site	Ongoing
Provide Accessible Vocational English as a Second Language (VESL) Materials	Identification completed of 10 most-requested materials.
Catalog and House Adult Education Archives	Online repository is being updated.
Communicate OTAN Resources and Services to the Field	Four conference/professional association meeting presentations completed this quarter.
Task #3 – Provide Technology-related Capacity-building Services	
Host the Technology Integration Mentor Academy (TIMAC)	Scheduled
Host the Online Teaching Academy(OTAC)	Scheduled
Host One Technology and Distance Learning (TDL) Symposium	March 2016

OBJECTIVES AND MAJOR TASKS	STATUS
Selection for Grant Extensions to the Community Model of Online Learning (CMOL)	Completed
Leverage Statewide Licensing of Technology-based Content	KET Fast Forward; GED Academy implemented. OTAN Advisors will provide input at Oct. mtg.
Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	Provided technical assistance at AEGB event; collaborated with CUE, eLearning Symposium, ISTE to include adult education as a conference strand
Support Online Curriculum Sites	Ongoing
Provide Synchronous Online Support and Technical Assistance	Ongoing
Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	A total of 21 online workshops will be offered; two new face-to-face workshops on Chromebooks and digital badges will be offered.
Task #4 – Use Technology to Coordinate and Support CDE and State Leadership Projects	
Provide Training and Technical Services to CDE and State Leadership Projects	Face-to-face training for CDE/AEO staff held on August 26, 2015.

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Updating and Hosting of Online Grant Applications and Reporting Systems for the Adult Education Office at CDE	Funding results and budget posted and disseminated.
Refine and Support the Technology and Distance Learning Plan	Posted. No inquiries from field this quarter.
Maintain CDE's Year-End Attendance Report	Ongoing
Maintain CDE's Course Approval Site	Ongoing
Provide Requested Data and Reports to CDE and State Leadership Projects	Data provided to CASAS for Annual Performance Report.
Produce Annual Distance Learning Report	Completed for 2013-14 data.
Produce Four Quarterly OTAN Progress Reports	In progress.
Produce OTAN Annual Report	In progress.
Provide Opportunities for Local Agencies to Collaborate Electronically	No requests this quarter.

OBJECTIVES AND MAJOR TASKS	STATUS
Respond to Technical Requests from CDE and State Leadership Projects	CDE – 1 mass email (monitoring review for non-LEAs) CALPRO – 3 mass emails for course marketing

Appendix B

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN150138

October 1, 2015 – December 31, 2015

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN150138
October 1, 2015 – December 31, 2015

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Support Adult Education Agencies with Transitioning of Adult Education Learners to Work, Training, and Postsecondary Education	
Provide and Support the Online Transition Skills Course	Ongoing
Align OTAN-Created Shared Online Courses to College and Career Readiness Standards (CCRS) for Adult Education, as Appropriate	One technical assistance call was answered this quarter.
Provide Professional Development and Support for Student e-Portfolios	
Support Transitioning Goals and Tracking for Core Performance Follow-up with Social Media	There were no requests for this topic in Quarter Two.
Task #2 – Provide Information, Resources, Technology Training, and Technical Support to the Field	
Research and Share Information on Emerging Technologies	Two news articles on OTAN Web site were posted on this topic.
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Models	46 training and conference sessions were delivered this quarter.
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	Held on October 15, 2015; 24 attendees.
Online Video Production	2 videos shot this quarter.
Expand the Teaching with Technology Site	In progress.

OBJECTIVES AND MAJOR TASKS	STATUS
Maintain OTAN-authored Web Sites and Databases	Ongoing
Conduct Online Curriculum Focus Webinars to Learn About Distance Learning Curriculum Products	First webinar held on October 29, 2015
Support Blended/Online Courses and Moodle	10 Moodle-related online workshops have been established.
Maintain and Expand the OTAN Web Site	Ongoing
Provide Accessible Vocational English as a Second Language (VESL) Materials	Identification completed of 10 most-requested materials. VESL materials electronically scanned.
Catalog and House Adult Education Archives	Online repository is being updated.
Communicate OTAN Resources and Services to the Field	Eleven conference/professional association meeting presentations completed this quarter.
Task #3 – Provide Technology-related Capacity-building Services	
Host the Technology Integration Mentor Academy (TIMAC)	First session held October 22-23, 2015.
Host the Online Teaching Academy(OTAC)	First session held October 8-9, 2015.

OBJECTIVES AND MAJOR TASKS	STATUS
Host One Technology and Distance Learning (TDL) Symposium	March 2016 at Fresno Adult School
Selection for Grant Extensions to the Community Model of Online Learning (CMOL)	Completed
Leverage Statewide Licensing of Technology-based Content	KET Fast Forward; GED Academy implemented. Negotiated group buy option with Burlington English (per OTAN Advisory Committee recommendation).
Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	Collaborated with Project Tomorrow to include adult education in their surveys and data set.
Support Online Curriculum Sites	Ongoing
Provide Synchronous Online Support and Technical Assistance	Ongoing
Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	A total of 21 online workshops will be offered; two new face-to-face workshops on Chromebooks and digital badges offered.
Task #4 – Use Technology to Coordinate and Support CDE and State Leadership Projects	
Provide Training and Technical Services to CDE and State Leadership Projects	Face-to-face training for CDE/AEO staff held on August 26, 2015.

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Updating and Hosting of Online Applications and Reporting Systems for the Adult Education Office at CDE	Streamlined OAR site by removing 6 obsolete categories as requested.
Refine and Support the Technology and Distance Learning Plan	Posted. Responded to 2 inquiries from field this quarter.
Maintain CDE's Year-End Attendance Report	Ongoing
Maintain CDE's Course Approval Site	Ongoing
Provide Requested Data and Reports to CDE and State Leadership Projects	Data provided to CASAS for Annual Performance Report.
Produce Annual Distance Learning Report	Completed for 2013-14 data.
Produce Four Quarterly OTAN Progress Reports	In progress.
Produce OTAN Annual Report	In progress.
Provide Opportunities for Local Agencies to Collaborate Electronically	No requests this quarter.

OBJECTIVES AND MAJOR TASKS	STATUS
Respond to Technical Requests from CDE and State Leadership Projects	CDE – 7 mass e-mails (Monitoring Review for non-LEAs; WIOA GANS; WIOA AEFLA Notice; Technology and Distance Learning Plan Learner Survey; Technology and Distance Learning Plan Instructor Survey; Open Comment for WIOA; Webinar for RFP to support current/formerly incarcerated Californians) CALPRO – 1 mass e-mail for course marketing

Appendix C

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN150138

January 1, 2016 – March 31, 2016

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN150138
January 1, 2016 – March 31, 2016

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Support Adult Education Agencies with Transitioning of Adult Education Learners to Work, Training, and Postsecondary Education	
Provide and Support the Online Transition Skills Course	Ongoing
Align OTAN-Created Shared Online Courses to College and Career Readiness Standards (CCRS) for Adult Education, as Appropriate	There were no technical assistance requests this quarter.
Provide Professional Development and Support for Student e-Portfolios	
Support Transitioning Goals and Tracking for Core Performance Follow-up with Social Media	There were no requests for this topic in Quarter Three.
Task #2 – Provide Information, Resources, Technology Training, and Technical Support to the Field	
Research and Share Information on Emerging Technologies	Three news articles on OTAN Web site were posted on this topic – including technology for Future Ready leaders, powerful presentations, and a tech tool for demographic research.
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars, and Other Delivery Models	36 training and conference sessions were delivered this quarter.
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	Held on October 15, 2015; 24 attendees.

OBJECTIVES AND MAJOR TASKS	STATUS
Online Video Production	16 videos were shot this quarter including: 12 at TDLS; 1 video for CALPRO; 3 videos for Adult Education Students Succeed.
Expand the Teaching with Technology Site	17 resources were added this quarter.
Maintain OTAN-authored Web Sites and Databases	New area was created for the Administrators' Digest and Teachers' Digest. The Educational Grants search was updated and improved.
Conduct Online Curriculum Focus Webinars to Learn About Distance Learning Curriculum Products	Two of the three webinar series have been completed.

OBJECTIVES AND MAJOR TASKS	STATUS
Support Blended/Online Courses and Moodle	Ten Moodle-related online workshops have been established. More than 40 requests for Moodle courses were fulfilled. Half of the course requests were for copies of developed courses which OTAN offers and half were for empty course shells which teachers will use to create and develop content for their students' needs. In addition, professional development was offered through 5 OTAN online workshops, one face-to-face Moodle workshop and 4 conference presentations.
Maintain and Expand the OTAN Web Site	Two videos were added to Students Succeed site; broken links fixed; TDLS presentations were added.
Provide Accessible Vocational English as a Second Language (VESL) Materials	Identification completed of 10 most-requested materials. VESL materials electronically scanned. Content is being made accessible in .PDF printable format.

OBJECTIVES AND MAJOR TASKS	STATUS
Catalog and House Adult Education Archives	Online repository is being updated.
Communicate OTAN Resources and Services to the Field	37 conference and professional association meeting presentations completed this quarter. (ACSA, CCAE regional, ACCE, TDLS –34 sessions)
Task #3 – Provide Technology-related Capacity-building Services	
Host the Technology Integration Mentor Academy (TIMAC)	Next session will be held May 19-20, 2016.
Host the Online Teaching Academy(OTAC)	Next session will be held May 19-20, 2016.
Host One Technology and Distance Learning (TDL) Symposium	Held on March 11-12, 2016 at Fresno Adult School – 172 registrations with rate of attendance at 89%.
Selection for Grant Extensions to the Community Model of Online Learning (CMOL)	Completed. Site visitations are scheduled in May.

OBJECTIVES AND MAJOR TASKS	STATUS
Leverage Statewide Licensing of Technology-based Content	KET Fast Forward; GED Academy implemented. Negotiated group buy option with Burlington English (per OTAN Advisory Committee recommendation). Currently working with Cisco Networking Academy to establish pilots and with Aztec to negotiate state group buy.
Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	Collaborated with Project Tomorrow to include adult education in their surveys and data set. Reaching out to World Education to provide expertise for their webinars.
Support Online Curriculum Sites	Ongoing
Provide Synchronous Online Support and Technical Assistance	Ongoing
Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	A total of 17 online workshops were provided this quarter; 15 face-to-face workshops were provided.

OBJECTIVES AND MAJOR TASKS	STATUS
Task #4 – Use Technology to Coordinate and Support CDE and State Leadership Projects	
Provide Training and Technical Services to CDE and State Leadership Projects	Face-to-face training for CDE/AEO staff held on August 26, 2015.
Provide Updating and Hosting of Online Applications and Reporting Systems for the Adult Education Office at CDE	Completed design and content revisions to WIOA grant application and supported open application period.
Refine and Support the Technology and Distance Learning Plan	Completed programming for WIOA 2016-17 AEO admin Web site. Responded to requests for programming support from the AEO. Implemented changes to data handling to allow for proper display of CASAS deliverable reporting data on OAR and AEO admin Web sites.

OBJECTIVES AND MAJOR TASKS	STATUS
Maintain CDE's Year-End Attendance Report	188 agencies submitted plans. Instructional materials for FY 2015-16 made public. Learner survey results for FY 2015-16 posted. Teacher survey results for FY 2015-16 posted. Review site was updated and made live.
	Work scheduled for April 2016.
Maintain CDE's Course Approval Site	Work scheduled for April 2016.
Provide Requested Data and Reports to CDE and State Leadership Projects	Data provided to CASAS for Annual Performance Report.
Produce Annual Distance Learning Report	Completed for 2013-14 data.
Produce Four Quarterly OTAN Progress Reports	In progress. Reports for Quarters one and two were completed and submitted.
Produce OTAN Annual Report	In progress.
Provide Opportunities for Local Agencies to Collaborate Electronically	5 lists were active with a total of 44 posts this quarter.

OBJECTIVES AND MAJOR TASKS	STATUS
Respond to Technical Requests from CDE and State Leadership Projects	CDE – 10 mass e-mails (WIOA MOU; WIOA change in reporting requirements; WIOA Grant reapplication deadline reminder; WIOA Grant application open for 2016-17; Updates and changes to the course approval process; Technology and Distance Learning Plan Learner Survey; Technology and Distance Learning Plan Instructor Survey; Resubmission of HSD data; Mexican High School Certificate in US; End of Year Data and Document submission deadline reminder) CALPRO – 2 mass e-mails for course marketing. Constituents – 2 mass e-mails for conference and event announcements. Total = 3,595 emails sent.

Appendix D

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN150138

April 1, 2016 – June 30, 2016

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN150138
April 1, 2016 – June 30, 2016

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Support Adult Education Agencies with Transitioning of Adult Education Learners to Work, Training, and Postsecondary Education	
Provide and Support the Online Transition Skills Course	Ongoing
Align OTAN-Created Shared Online Courses to College and Career Readiness Standards (CCRS) for Adult Education, as Appropriate	Ongoing
Provide Professional Development and Support for Student e-Portfolios	There was one technical assistance request this quarter.
Support Transitioning Goals and Tracking for Core Performance Follow-up with Social Media	There was one request for this topic in Quarter Four.
Task #2 – Provide Information, Resources, Technology Training, and Technical Support to the Field	
Research and Share Information on Emerging Technologies	Four news articles were posted on the OTAN front page on the topic of Emerging Technologies this quarter. Articles included: Slideware Options for Making Great Presentation (Parts I and II); Interactive Maps: Eligible-To-Naturalize in the U.S.; World-renowned Physicist Michio Kaku to Explore Crossroads Between the Brain and Learning in ISTE 2016 Opening Keynote; and Edutopia: QR Codes Can Do That?

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars, and Other Delivery Models	48 training and conference sessions were delivered this quarter.
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	Completed. Date set for next OAC meeting in 2nd quarter of 2016-17.
Online Video Production	17 videos were shot and edited this quarter including: 7 videos of OTAC presentations; 8 videos of TIMAC presentations; and 2 California Adult Education Students Succeed videos.
Expand the Teaching with Technology Site	9 resources were added or modified this quarter.

9 video screencasts were created about most popular resources and added to OTAN's YouTube Channel at: https://www.youtube.com/playlist?list=PLanOvdxbZVxtsYOPbiUGtC47WbBLmvDUo |

OBJECTIVES AND MAJOR TASKS	STATUS
Maintain OTAN-authored Web Sites and Databases	This quarter, OTAN experienced a higher than usual number of attempted hacking attacks, which created extra work on the part of the programming team to counteract.
Conduct Online Curriculum Focus Webinars to Learn About Distance Learning Curriculum Products	All three webinar series were completed, with the last one finished on June 24.

OBJECTIVES AND MAJOR TASKS	STATUS
	A total of 12 Moodle-related online courses were established. More than 50 requests for Moodle courses were fulfilled. Most of the course requests were for empty course shells which teachers will use to create and develop content for their students' or staff needs.

In addition, professional development to support blended/online courses and Moodle was offered through eight OTAN online workshops and two conference presentations this quarter. |
| Support Blended/Online Courses and Moodle | |
| Maintain and Expand the OTAN Web Site | Two videos were added to the California Adult Education Students Succeed site; broken links were detected and fixed. The 1-800 number was removed from all OTAN footer pages. |

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Accessible Vocational English as a Second Language (VESL) Materials	Identification completed of 10 most-requested materials. VESL materials electronically scanned. Content was made accessible in .PDF printable format.
Catalog and House Adult Education Archives	Online repository is being updated.
Communicate OTAN Resources and Services to the Field	16 conference and professional association meeting presentations completed this quarter. (ACSA, CAERC, CCAE conference and Board meeting, CALPRO Leadership Institute, CASAS Summer Institute, COABE, STEM Academy, ISTE National Conference)
Task #3 – Provide Technology-related Capacity-building Services	
Host the Technology Integration Mentor Academy (TIMAC)	Last session was held May 19-20, 2016.
Host the Online Teaching Academy(OTAC)	Last session was held May 19-20, 2016.

OBJECTIVES AND MAJOR TASKS	STATUS
Host One Technology and Distance Learning (TDL) Symposium	Completed. Held on March 11-12, 2016 at Fresno Adult School – 172 registrations with rate of attendance at 89%.
Selection for Grant Extensions to the Community Model of Online Learning (CMOL)	Completed. Site visitations to all three agencies completed.
Leverage Statewide Licensing of Technology-based Content	KET Fast Forward; GED Academy implemented. Negotiated group buy option with Burlington English (per OTAN Advisory Committee recommendation). Currently working with Cisco Networking Academy to establish pilots and with Aztec to negotiate state group buy.
Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	Collaborated with Project Tomorrow to include adult education in their surveys and data set. Reached out to World Education to provide expertise for their webinars. Joined Project IDEAL.

OBJECTIVES AND MAJOR TASKS	STATUS
Support Online Curriculum Sites	Ongoing
Provide Synchronous Online Support and Technical Assistance	Ongoing
Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	In Q4, OTAN provided 12 online workshops related to online/distance teaching and learning, and 5 face-to-face workshops on distance learning.
Task #4 – Use Technology to Coordinate and Support CDE and State Leadership Projects	
Provide Training and Technical Services to CDE and State Leadership Projects	Completed. Added two more consultants as administrators for CDE listservs.
Provide Updating and Hosting of Online Applications and Reporting Systems for the Adult Education Office at CDE	Support the 4Q ECR for FY2015-16 Completed programming for WIOA 2016-17 AEO admin Web site.

OBJECTIVES AND MAJOR TASKS	STATUS
Refine and Support the Technology and Distance Learning Plan	Responded to requests for programming support from the AEO. Implemented changes to data handling to allow for proper display of CASAS deliverable reporting data on OAR and AEO admin Web sites.
Maintain CDE's Year-End Attendance Report	Year End Attendance Report live (April 2016). 188 agencies submitted plans. Instructional materials for FY 2015-16 made public. Learner survey results for FY 2015-16 posted. Teacher survey results for FY 2015-16 posted. Review site was updated and made live.
Maintain CDE's Course Approval Site	Work was completed in April 2016.
Provide Requested Data and Reports to CDE and State Leadership Projects	New courses added as requested by CDE (April 2016).

Data provided to CASAS for Annual Performance Report. |

OBJECTIVES AND MAJOR TASKS	STATUS
Produce Annual Distance Learning Report	Completed for 2013-14 data.
Produce Four Quarterly OTAN Progress Reports	In progress. Reports for Quarters one, two and three were completed and submitted.
Produce OTAN Annual Report	In progress.
Provide Opportunities for Local Agencies to Collaborate Electronically	6 lists were active with a total of 80 posts this quarter.
Respond to Technical Requests from CDE and State Leadership Projects	CDE – two mass e-mails (Change in WIOA Reporting Requirements, Program Implementation Survey, California Career Pathways Trust – Technical Assistance Project – Call for Subject Matter Experts) CALPRO – one mass e-mail for online course; Request fulfilled for database listing of all WIOA-funded agencies. Total = 1,510 emails sent this quarter.

Appendix E

Online Teacher Academy and
Technology Integration Mentor Academy
(OTAC/TIMAC)

Presentations
May 19-20, 2016

Online Teaching Academy and Technology Integration Mentor Academy (OTAC/TIMAC)

By OTAN

Presentations
May 19-20, 2016
Sacramento County Office of Education

OTAN Vision
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.

Presentation Schedule
OTAC Thursday, May 19, 2016

1:05 PM	Elizabeth Kolakoski	Fairfield Suisun Adult School
1:20 PM	Gale Mejico	Downey Adult School
1:35 PM	Jesse Golden	JVS – Jewish Vocational Service
1:50 PM	Lori-Leanne Parris	San Leandro Adult School
2:05 PM	Mickey Obermire	Clovis Adult Education
2:35 PM	Frances Tornabene de Sousa	Pittsburg Adult Education Center
2:50 PM	Pablo Rodriguez	Community College of San Francisco
3:05 PM	Shuping Wang	Inland Career Education Center
3:20 PM	Rebecca Ring	Pittsburg Adult Education Center

TIMAC   Friday, May 20, 2016

11:05 AM	Francisco Pinedo	Soledad Adult School
11:20 AM	Elena Jones	Glenn Adult Program
11:35 AM	Aaron Saenz	LAUSD DACE, Evans Community Adult School
11:50 AM	Elsie Chandler	Milpitas Adult Education
1:05 PM	Eric Glicker	Rancho Santiago CCD, Centennial Education Center
1:20 PM	Tommie Martinez	Fresno Adult School
1:35 PM	Renee Small	Sweetwater UHSD Adult Education
1:50 PM	Sue DeVinny	Tamalpais Adult School

	Name: Elizabeth Kolakoski
	Agency: Fairfield Suisun Adult School
	Administrator: James Woods
	Program Area: English Language Acquisition Coordinator
	Support Mentor: Francisca Wentworth

Project Description:

Blended Learning for ELA using the Station Rotation Model.

We have established Blended Learning classrooms using the Station Rotation model. Each class has 3 stations built around new learning.

Computers - Students on computers, listening, reading, answering questions, and preparing for discussions.

F2F/ Small Group - Teachers explain concepts and/or provide interventions to heterogeneous groups.

Group Work - Students work together on projects related to the new learning.

The goals are to help students become more responsible for their learning, have students use technology as a learning tool, and use academic English when contributing to F2F and online discussions.

Notes:

Online Teaching Academy

	Name: Gale Mejico, RN
	Agency: Downey Adult School
	Administrator: Mariana Pacheco, Cindy Grafton, Blanca Rochin
	Program Area: CTE – Vocational Nursing
	Support Mentor: Evelyn Lenton

Project Description:

The project created an online course that serves as a resource to help vocational nursing students succeed in our 48 week program. The site provides weekly content for students to meet objectives for theoretical and clinical components. Currently, theory resources include PowerPoint handouts and chapter quizzes. Clinical resources contain frequently used documentation forms and skill procedures lists. In addition to weekly focus content, students have access to view and download the program student handbook and website links for the Board of Vocational Nursing and Psychiatric Technicians and the National Council for State Boards of Nursing.

Notes:

	Name: Jesse Golden
	Agency: JVS – Jewish Vocational Service
	Administrator: Abby Snay, Executive Director
	Program Area: Workforce Readiness
	Support Mentor: Evelyn Lenton

Project Description:

Acing the Interview: Preparation complements a JVS in-person workshop that is available free to the general public. The workshop helps jobseekers to move towards confidence and success in interviewing. The online course includes preparation activities that take 30-45 minutes, as well as resources for further exploration, a video overview of interviewing, and links to recommended online resources related to interviewing.

The course is limited to those who register for the in-person workshop. At registration they receive an enrollment key that is specific to the workshop for which they registered.

Notes*:*

	Name: Lori-Leanne Parris
	Agency: San Leandro Adult School
	Administrator: Bradley Frazier
	Program Area: Computer Basics/Digital Literacy
	Support Mentor: Susan Coulter

Project Description:

This project involved identifying and collecting tools and curriculum for a digital literacy/computer skills class. By design, making it through part of this computer skills class ensures an increased level of digital literacy skills that will support our students' acquisition of 21st century skills.

The class will include 4 sections:
- Computer Parts
- Basic Computer Use
- Internet Basics
- Email

Many free tools/resources are used. (I.e. YouTube videos, Mousing Around, NorthStar Digital Literacy, and GCFLearnFree.) Only one section of the Moodle course will be completed and the remainder of the curriculum will continue to be finalized after the OTAC cohort is over.

Notes:

	Name: Mickey Obermire
	Agency: Clovis Adult Education
	Administrator: Gwen Ross, Ed Schmazel, Kevin Cookingham
	Program Area: CTE
	Support Mentor: Susan Coulter

Project Description:

This project began the process of creating customized video presentations of the clinical skills that are taught in the program. The goal was to provide the students with an additional resource to be used before and after hands-on training of clinical skills. It allows an opportunity to emphasize in writing and with media the key learning goals of the skill. The students can watch and listen to the procedure. They can also stop and start it to focus on areas of difficulty for them. There will be 22 videos created for this program.

My goal was to learn new ways to present lessons to my students in an online format. I will also be adding classroom lectures to the program using the Moodle course sites.

Notes:

Name: Frances Tornabene de Sousa	
Agency: Pittsburg Adult Education Center	
Administrator: Lynne Nicodemus	
Program Area: ESL	
Support Mentor: Francisca Wentworth	

Project Description:

Mobile friendly (smart phone) adaptation of two (2) Moodle Courses- *The Write Stuff* and *Writing for Career Pathways.* Internet access via Smartphones is available to most students who do not have home access to a computer or internet service. This format allows students to study writing any moment they are free from other responsibilities. Writing well is achieved only by practice and this format maximizes practice time.

Notes:

	Name: Pablo Rodriguez
	Agency: City College of San Francisco
	Administrator: Maria Rosales
	Program Area: GED Math in Spanish
	Support Mentor: Susan Coulter

Project Description:

As I saw students struggling with the new 2014 GED version of Math in Spanish, I decided to build an online GED Math course. All GED Math testing material learners will encounter in the original GED test is provided in Spanish. With the support of OTAC, I have started creating the course providing resources and materials for learners in Spanish. It is difficult for learners to find materials in Spanish and they often waste significant time looking for support resources. My goal is to provide an online resource with activities and materials in Spanish to ensure learners have everything they need to successfully pass the GED Math course.

Notes:

	Name: Shuping Wang, B. A. and M. A., ESL Instructor
	Agency: Inland Career Education Center
	Administrator: Karen Bautista and Jesus Galdamez
	Program Area: ESL
	Support Mentor: Evelyn Lenton

Project Description:

I created a Moodle online course to provide supplemental resources and assessments for my ESL advanced level students. The course is based on the textbook *Future: English for Results Level 5*. This online course includes online ESL learning resources in listening, speaking, reading, writing, grammar, citizenship Q&As, as well as a pretest, 10 unit tests, one midterm test, one final exam, a final survey, and other components. Students enrolled in the course can practice their English skills, communicate with the teacher, other students, and take the tests at their own pace, time and a location they choose.

This has been a very rewarding experience. I am looking forward to creating more courses to use in my other ESL classes and a VESL class in Health profession.

Notes:

	Name: Rebecca L. Ring
	Agency: Pittsburg Adult Education Center
	Administrator: Lynne Nicodemas
	Program Area: ASE: ELA
	Support Mentor: FranciscaWentworth

Project Description:

Our ASE program has combined the HSD and GED English Language Arts. The ELA now consists of two levels with two sessions each. The goal of my project is to develop an online portion to one of the HSD/GED English Language Arts with the hope of eventually having online materials for all four sessions. The ultimate goal is to make the classes a blend of online and face-to-face, with each session starting out with a higher percentage of face-to-face instruction, and then as the weeks go by to decrease the amount of face-to-face time and increase the online work.

Notes:

OTAC Support Mentors:

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. Susan integrates technology into her class every day and believes that technology projects build students' self-esteem and pride. As a Technology Integration Mentor, Susan helped her colleague, Debbie Jensen, create an interactive Web site which includes links to search engines, dictionaries, translators, bus schedules, online maps, and the county library system. Students used their Web site both in class and at home to study vocabulary words or to practice skills they learn in class. When that free hosting service was discontinued, Susan single-handedly moved the content to another platform, and has been teaching others how to use it. Susan has been featured in OTAN newsletters and OTAN videos describing how she effectively uses technology in her teaching. She is also a presenter and online trainer for OTAN and other professional organizations.

Francisca Wentworth, Jefferson Adult School

Francisca Wentworth has been an ESL teacher for many years and has taught ESL at Jefferson Adult Division for the last 23 years. She was recently promoted to Director of Adult Education at Jefferson Union High School District. She provides professional development for teachers and developed and maintains an extensive resource website for teachers and students to integrate technology into their classes. She has been a leader in online learning and has developed three ESL online courses in Moodle. Two of her courses are available on the OTAN California Adult Education Courses website. She has been an OTAC mentor since 2011 and is an OTAN trainer. In addition to her work with Jefferson and OTAN, Francisca currently teaches German online. Francisca holds a Bachelor and Master of Arts degree in German from the University of California, Irvine and California State University, Long Beach and a Master's Degree in Educational Administration from California State University, San Francisco. She participated in ITAP and the first TIMAC Cohort and was a support mentor for TIMAC. In addition to technology, she loves languages and speaks Spanish, German and some Mandarin.

Evelyn Lenton, Antelope Valley Adult School

Evelyn Lenton is program coordinator for ASE - high school diploma, GED prep, CAHSEE prep, and ABE, as well as the GED chief examiner at Antelope Valley Adult Education. In their GED preparation program, Evelyn has led efforts to introduce and sustain computer and web-based delivery of curriculum. She was a member of the first OTAC class and has been a support mentor for OTAC for the past three years. Additionally she presents at conferences and online workshops for OTAN on topics of Technology Skills for the GED Exam and Moodle v2 Advanced Features.

TIMAC Cohort 12

	Name: Francisco Xavier Pinedo Jr
	Agency: Soledad Adult School
	Administrator: Jeff Lopez
	Program Area: ESL
	Support Mentor: Farzana Cassim

Project Description:	
We have an interactive whiteboard (IWB) in class, and for this project I showed Mr. Garcia how to use the IWB. Mr. Garcia learned to connect and project from his laptop to the IWB. Then Mr. Garcia mastered using the IWB and got students to come up to the board and write answers, sentences, and interact with the board.	Who was/were your mentee(s)? **Jose Garcia**

Notes:

	Name: Elena Jones
	Agency: Glenn Adult Program/ SuccessOne! Charter High School
	Administrator: Jhan Dunn
	Program Area: Glenn County
	Support Mentor: Jaemi Naish

Project Description:	
Teacher Mentor to Phil Dunning • Facilitate implementation and use of Odysseyware • Introduce online professional development options and oversee completion of at least one online PD webinar • Provide instruction on use of Chromebooks in classrooms • Provide online instruction for and practice teaching resources Provide 2 additional mini trainings at faculty meetings • Odysseyware, KET, Newsela • Kahoot, Green Screen, Google Forms	Who was/were your mentee(s)? **Phil Dunning**

Notes:

	Name: Aaron Saenz
	Agency: Los Angeles Unified School District Division of Adult and Career Education, Evans Adult Education Service Center
	Administrator: Clif de Cordoba
	Program Area: CTE
	Support Mentor: Farsana Cassim

Project Description:	
Mentor three instructors in utilizing classroom available technologies to support student learning. Mirian Rios and Patricia Burns are academic instructors and Theresa Lownds teaches ESL. The first phase of the Evans TIMAC project was to ensure all necessary software and hardware available in all Evans classrooms was properly installed and calibrated. In phase II, the mentee's individual technology comfort was self-evaluated and course curriculums were evaluated for areas where technology integration would be most beneficial to student learning outcomes. In phase III, mentees were trained on the technology available in the classroom including smart boards, LCD projectors, and digital document cameras. In phase IV, mentees designed lesson plans infused with technology integration and the demonstrations were documented via digital media. In the final phase, mentees will continue to improve their technology skills and assist in identifying new mentees interested in continuing the mentorship program on campus.	Who was/were your mentee(s)? **Mirian Rios** **Theresa Lownds** **Patricia Burns**

Notes:

Two mentees were very fearful of technology, so I took the approach of baby steps. This tactic was successful with one mentee and I am waiting to see results for the second. The third mentee was very eager and is actively seeking new avenues of technology integration on her own.

	Name: Elsie Chandler
	Agency: Milpitas Adult Education
	Administrator: Usha Narayan
	Program Area: ESL
	Support Mentor: Jaemi Naish

Project Description:

The three goals for this year at our school were:
- To bring digital literacy outcomes and assessments to the ESL program
- To pilot the Burlington English distance learning
- To have learners using Web-based English learning Web sites, Chromebooks, Kahoot (app for evaluation), and USA Learns, as a result of their teachers being comfortable with these tools and resources

Who was/were your mentee(s)?

Nikki Washington

Notes:

	Name: Eric Glicker
	Agency: Rancho Santiago Community College District
	Administrator: Dr. Sergio Sotelo
	Program Area: English as a Second Language (ESL)
	Support Mentor: Farzana Cassim

Project Description:

The purpose of the project was to teach the instructors how to use the Apple iPad and various educational apps installed on the iPad as teaching tools in their classrooms. iPad carts were available at Centennial Education Center and the instructors checked out iPads to work with their classes. The students used the iPad apps to successfully supplement their classroom instruction.	Who was/were your mentee(s)? **Robin Storti** **Monica Rojas**

Notes:

	Name: Tommie Martinez
	Agency: Fresno Adult School
	Administrator: Andre Pecina
	Program Area: ESL
	Support Mentor: Jaemi Naish

Project Description:	
The goal is for ESL learners to help each other and help teachers to access and master the content of USA Learns – a free Web site to learn English.	Who was/were your mentee(s)? **Elisa Musso**

Notes:

	Name: Renee Small
	Agency: Sweetwater UHSD Adult Education
	Administrator: Bernard Balanay
	Program Area: ESL
	Support Mentor: Farzana Cassim

Project Description:

	Who was/were your mentee(s)?
The goal was to have teachers use more effectively and frequently the document cameras, the new smart/interactive TV, and online resources to improve the learning outcomes for their students.	**Jennie Pyles** **Diana Arellano**

Notes:

	Name:	Sue DeVinny
	Agency:	Tam Adult School, Larkspur, CA
	Administrator:	Jaemi Naish, GED Program Coordinator
	Program Area:	ESL/GED
	Support Mentor:	Branka Marceta

Project Description:	
As well as taking on a variety of technology leadership roles at our Tam Adult School site, my main TIMAC project was to develop a classroom webpage that I could share not only with my own students but all colleagues interested in creating a website of their own. Several instructors immediately showed an interest and Susan Bertin, an experienced ESL teacher in our program, was ready to get started. Sharing and teaching other teachers how to create their own webpage will be an on-going project into the summer and fall.	Who was/were your mentee(s)? **Susan Bertin**

Notes:

TIMAC Support Mentors:

Jaemi Naish, Tamalpais Adult School

Jaime Naish holds the position of an HSE Counselor and Coordinator with Tamalpais Adult School (TAS). She participated in TIMAC Cohort 10 in 2013-14 with the goal to increase technology use across all programs and staff members at TAS. A secondary project was for GED/HSD teachers to provide access and exposure to technology to their students by identifying and using at least 3 websites and/or online learning platforms in their teaching on a bimonthly basis. The final project was to mentor the ESL coordinator to improve computer skills from the beginning level to an intermediate level. At the Technology and Distance Learning Symposium in 2015 Jaemi presented about TAS participation in a pilot to implement new online curriculum in the preparation for High School Equivalency Certificate.

Farzana Cassim, LAUSD Division of Adult and Career Education, Evans Service Center

Farzana Cassim has experience in adult education and technology as an ESL learner, as a CTE teacher, and as an educational technology support person at Evans Service Center, LAUSD Division of Adult and Career Education. She participated in TIMAC Cohort 8 in 2011-13 and helped her 3 mentees attain their personalized training plans successfully and proficiently in a few months. The projects included: downloading, converting, and saving YouTube videos, podcasts, and images; using a document camera to its full potential: and managing files on a PC, sending and opening Email attachments, using basic MS Word for creating and delivering lessons. Farzana presented multiple times at the Technology and Distance Learning Symposium and other conferences on the topics of using document cameras and iPads.

Appendix F

California Department of Education

WIA, Title II: Technology and Distance Learning Plan

Program Year 2014-2015

CALIFORNIA DEPARTMENT OF EDUCATION
WIA, TITLE II: TECHNOLOGY AND DISTANCE LEARNING PLAN
PROGRAM YEAR 2014–15

http://adulted.otan.us ↗

The California Department of Education's (CDE) Adult Education Office contracts with the Comprehensive Adult Student Assessment Systems (CASAS), Outreach and Technical Assistance Network (OTAN), and California Adult Literacy Professional Development Project (CALPRO) to provide technical assistance and collect information and data for the Adult Education and Family Literacy Act (AEFLA) grants. This Technology and Distance Learning Plan is one of the Program and Accountability requirements.

Agencies funded for WIA Title II EL Civics, Civic Participation in 2014-2015 and submitted their technology plan in 2013-14 will **not** need to update their EL Civics progress narratives from last year. All agencies are required to submit a Technology and Distance Learning Plan for all AEFLA funded programs.

The goal is to make the most effective use of available funds. The most important aspect of the planning process is to start with learner outcomes in mind. In order to accomplish the best possible results, agencies plan for program structure, professional development and instructional materials. Finally, planning is a tool for making decisions about what technology to buy, where to put it, how to use it, how to maintain it, and how to teach others to use it. Planning increases awareness of particular needs, such as the need to budget for technical support and replacement cost once equipment has been purchased or scheduling and budgeting for sustained professional development. The act of planning also raises awareness of possible solutions.

The deadline for receiving online submission of the new Technology and Distance Learning Plan is midnight, January 31, 2015.

If you need help with your user name, password, or other technical problems, contact OTAN technical support at support@otan.us ↗ or 800-894-3113. If you have questions about the content of your plan, or need help developing a particular section, review the resources linked to each section of the plan. If your question is not answered there, contact

Branka Marceta, 916-228-2580 or bmarceta@otan.us ↗

If you have questions about policy regarding the technology plan, please contact your CDE regional consultant.

AGENCY CONTACTS IN THE TOP MENU

Your Contact Information: When you log in to the California Adult Education Online Application and Reporting Site, http://adulted.otan.us, you will have the option to update your agency contacts by selecting Agency Contacts. Select Program Level Contacts, and scroll down to WIA II Coordinator, and be sure this section is completed. You can make changes here and then choose Save and Continue at the bottom of the page. This will take you back to the same page, but you can now select Tech and DL Plan from the top menu to begin work on your plan.

Please note that if the Tech & DL Team leaders are different from the WIA Title II Coordinator, you can add the other person's name and e-mail address in the same box, separated by commas. This will ensure that the Tech and DL Plan leaders receives e-mail notifications about the Tech and DL Plan.

To Do First

Teacher Skills Self-assessment: The technology plan requires that instructors take a technology integration skills self-assessment (not lower than 25% of teaching staff). This assessment is focused on teaching with technology and delivery of blended/distance learning classes. Teachers will rate their skills in 13 different areas of technology integration, and will also indicate the importance of each item to their teaching. Individual results will be immediately available, with areas of focus highlighted.

Link for teachers: http://adulted.otan.us/tp/assessment

Individual Professional Development Plan (Optional): Instructors will have the option of creating a personal professional development plan. This plan is not a requirement, but may be a useful option for many teachers. To create the plan, the user selects the competencies they wish to work on in the coming year, no more than four. For each of those competencies, learning strategies and a list of objectives are created with a timeline. The plan can be saved, downloaded, and printed. Administrators may request teachers to e-mail a copy of their professional development plan.

Learner Computer Survey: The technology plan includes a survey regarding use of computers, mobile devices and the Internet by adult learners. Agencies are now required to use this survey with a sample of learner population (not lower than 10%) to gather information for planning classroom technology, online homework assignments, and blended/distance learning.

Link for adult learners: http://adulted.otan.us/tp/studentsurvey

Teacher and Student Login Information: Please create passwords unique to your agency. (Examples of passwords that are too generic: ESLstudents, adultSchool, adulted)

Sections I through III

These are informational sections containing the Implementation Guide, Sample Teacher Skills Self-Assessment, Sample Learner Survey and details about the submission process.

Section IV

This is where you set up passwords for Teacher Skills Self-Assessment and Learner Survey. There are no usernames necessary for these two assessments.

Section V – 2014-2015 Technology and Distance Learning Plan

The technology plan must address all of the requested questions in a complete, accurate, in-depth, and thoughtful manner. Each section must be completed, but may be completed during separate sessions and in the order most convenient for you. The plan is divided as follows:

A. Vision Statement

A vision statement conveys a compelling picture of how your program will look in the future in regards to technology. A vision statement will provide your agency with a foundation from which you will later develop your specific goals. It should reflect your dreams for how things might look different in the future. A powerful, succinct vision statement will be an important tool for communicating to your staff, the public, and funders the intent of your technology and distance learning plan. Everyone on the technology committee should be involved in creation of the vision to ensure

that every person supports the final version. It should be focused on outcomes, not just technology. In other words, how will using technology in classroom help your learners meet their goals?

Sample vision statement #1:
"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."
Source: National Education Technology Plan 2010, http://tech.ed.gov/netp/

Sample vision statement #2:
"EGACE will promote student use of technology to enhance employability, improve business and interpersonal communication skills, and facilitate achievement of personal and professional goals."
Source: Elk Grove Adult and Community Education EL Civics Tech Plan 2013-14

B. TECHNOLOGY AND DISTANCE LEARNING PLANNING TEAM

Your planning team is at the heart of your technology planning process. This is your opportunity to bring everyone who has a stake in your program's technology to the table. Your team may be large or small depending on the size of your program, but it should be as inclusive as possible, and should meet on a regular schedule. Consider including administrators, instructors, support staff, technology experts, students, community members and board members. It's important that at least one or two of these people have a good grasp of the current availability and possibilities of technology. Choose the people appropriate for your agency. Be sure they know what will be asked of them, and why it is important for them to attend. In addition to attending meetings, team members may be involved in collecting information, researching technology solutions, and communicating with others about the plan. A team approach ensures that each group will have its concerns heard and will take ownership of the plan. This process will make the implementation phase easier, because someone from each area can play a role in educating his or her peers.

An agency may choose to have two different persons leading technology integration and blended/distance learning efforts.

C. FUNDING CONSIDERATIONS

The funding section asks you to answer questions on how you plan to provide technical support for your program, provide teacher development on the use of technology, and replace equipment

Total cost of ownership, sometimes referred to as TCO, is an important consideration in technology planning. It is easy to forget when you are buying computers that staff is needed to support those computers, that replacement schedule is 3 to 5 years, and that staff training is necessary. So, the total cost of each technology is significantly more than its purchase cost.

D. LEARNER NEEDS ASSESSMENT

Also known as Survey: Use of Computers, Mobile Devices and Internet for Adult Learners, this tool will provide insight in what types of technologies are already available to the students and where and how they use them, including the use of the Internet and mobile devices.

In this section you will decide and describe what group of learners will take the survey. Please note that the number is at least 10% of your agency's ESL, ABE and ASE learner population.

In section VI of the Tech and DL Plan, you will be able to view the results of the Learner Survey, presented in charts and for questions. You will also be able to download the results in a form of a spreadsheet with answers to all questions.

E. TEACHERS NEEDS ASSESSMENT

Technology Integration Skills Self-assessment, this tool will provide insight in what skills instructors are already comfortable with and what skills they find important for their current teaching assignment, and the related skills gap.

In this section you will decide and describe what group of teachers will take the survey. Please note that the number of teachers to take assessment must be at least 25% of your agency's ESL, ABE and ASE teaching staff.

In section VII of the Tech and DL Plan, you will be able to view the results, presented in bar graphs.

F. GOALS, OUTCOMES, EVALUATION

Learning outcomes

This section is the heart of your plan. Here you will define the learning outcomes of this planned technology integration and/or blended/distance learning delivery model. You will be asked to classify your goals under the [ISTE-S standards](#) for students. Agencies are encouraged to set at least one goal for each program area (ABE, ASE, ESL) but may also start small and work with one learner population at a time. There is a maximum of five goals.

Program structure
The purpose of the program structure question is to help you decide how much time and what mode of delivery will be needed to achieve the goal, whether the instruction will be delivered in a face-to-face environment only or in a variation of a [blended model](#). This is just an approximation.

Technology
A checklist is provided to identify the technology tools needed to achieve the goal. This may be the technology you already have in place or something you may need to purchase.

Professional Development
The results of both learner survey and teacher self-assessment are available immediately under sections VI and VII. The results will help you identify areas for professional development, aligned with the learner outcome goals you define. Consider taking advantage of the professional development offered by [CALPRO](#) and [OTAN](#).

Instructional materials
Another important piece for achieving the desired learner outcome is selecting appropriate instructional materials. Please be aware that this information will be available for other agencies to view. Contact information is listed for teachers and coordinators to network and share successes and challenges regarding various textbooks, online resources, digital curricula, and specific technology. There is a maximum of three instructional materials per goal, so please list the ones that will be used the most.

Evaluation
This section contains your strategies for reviewing and evaluating your technology plan on an ongoing basis to see where you have progressed, which goals have not been met, whether learners are benefiting from technology

implementation, and how the plan will be reviewed and revised. There is a maximum of ten evaluation strategies per goal.

G. WRAP-UP AND SUBMIT

This is where you will be able to view whether information is missing and what you may need to revise. You will also be able to print a draft copy of your technology and distance learning plan under this section.

SECTION VII

This is an informational section where adult learner Survey Results can be viewed, presented in charts and for select questions. You will also be able to download the results in a form of a spreadsheet with answers to all questions.

SECTION VII

This is an informational section where you will be able to view the results of the teacher skills self-assessment, presented in bar graphs and for all questions. Links to to previous years will be available here for comparison if agencies submitted Tech Plans for EL Civics from 2002-2014.

SECTION IX

This is where you can access Previous Technology Plans in PDF format.

****

All sections must be completed and submitted by the deadline. Plans will be reviewed, scored, and recommended for approval.

The technology plan update must be submitted online. The submission site becomes available in September, at http://adulted.otan.us/. Before completing the online form, each agency is required to attend the online training or to contact Branka Marceta for individual technical help and guidance, bmarceta@otan.us, 916 228 2580.

Appendix G

Technology Integration Self-Assessment

Instructors (WIOA Title II: AEFLA TDLP)

Technology Integration Self-Assessment for Instructors (WIOA Title II: AEFLA TDLP)

Name: _____   Date: _____

(Please note that this printout is for your reference only. When you take this assessment online you will also have the opportunity to create an individual professional development plan.)

My Skill Level Now	Importance for my Teaching Now or in the Future
1= very low	1= not important
2= low, need improvement	2= somewhat important, but not high priority
3= good, but would like to improve more	3= important
4= excellent	4= highly important

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4

I. Basic Computer Operation

There are some basic skills and knowledge that both you and your students need to have in order to learn with technology. You need to be familiar with basic start-up steps (turning a computer on and off, opening, using and closing files), using the keyboard, printers, and trouble-shooting simple problems.

		1	2	3	4	1	2	3	4
1.	I can perform basic computer operations, such as managing files, opening and closing programs (Microsoft Word, Excel), moving between programs.								
2.	I can help students learn basic computer operations in the context of instruction, such as file management, keyboarding, using the toolbar, or printing documents.								
3.	I can fix minor computer problems, such as the computer freezing, not printing, or no sound coming from the speakers.								

II. Productivity Software

Productivity software allows people to perform various tasks, including creating written documents, creating graphs and spreadsheets, and creating presentations. Popular productivity software are Microsoft Word, Excel, and PowerPoint.

		1	2	3	4	1	2	3	4
1.	I can use functions of a word processing program to create a variety of documents.								
2.	I can implement classroom activities in which students use word processing software to complete assignments or projects.								
3.	I can use the features of presentation software to create presentations.								
4.	I can implement classroom activities in which students use a presentation program to complete assignments or projects.								

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4
5.	I can use relevant features of a spreadsheet for personal use and to automate administrative tasks, such as keeping a gradebook.								
6.	I can implement classroom activities in which students use a spreadsheet to complete assignments or projects such as making a budget or graphing the results of a class survey.								
7.	I can locate, scan, and manipulate graphics and save them in a variety of formats.								
8.	I can implement classroom activities in which students use graphics to complete assignments or projects.								

III. Instructional Software

Instructional software includes a wide array of programs. It ranges from complete curriculum solutions online, such as Aztec, Plato, GED Academy and SkillsTutor, to those used for specific skill development -- reading, writing, math, work skills, English as a Second Language skills, and other content areas.

1.	I can evaluate and use a variety of instructional software programs, including drill & practice.								
2.	I can track student progress and intervene appropriately.								
3.	I can develop individual learning plans for students based on the particular software.								

IV. Assistive Technology

Assistive Technology (AT) is a generic term that includes assistive, adaptive, and rehabilitative devices and the process used in selecting, locating, and using them. AT promotes greater independence for people with disabilities by enabling them to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to or changed methods of interacting with the technology needed to accomplish such tasks. (from Wikipedia [http://en.wikipedia.org/wiki/Assistive_technology])

1.	I can make computers and other technology more accessible to adults with disabilities, for example by making the cursor speed slower, or increasing font size.								
2.	I can locate software such as graphic organizers and text-to-speech software and/or assistive devices such as adaptive keyboards.								

V. Using Online Resources

Many classes have access to and use the Internet on a regular basis. Internet in the classroom can be an effective tool for teaching and learning.

1.	I personally use online resources on a regular basis for purposes such as research and communication.								
2.	I can use the online resources as an instructional tool on a regular basis, with students moving easily between Web sites and other sources of information.								
3.	I can evaluate the content of Web sites for validity and appropriateness.								
4.	I can create and maintain a Web site for class information and communication.								
5.	I know how to save and share my documents, bookmarks, and other materials online.								
6.	I encourage my students to save and share materials online.								

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4

VI. Virtual Communication and Collaboration

People today communicate using a variety of online technology tools. Some examples include e-mail, wikis, shared online documents, blogs, and social networking sites.

1.	I use e-mail regularly, and can send and receive attachments.								
2.	I can help students set up an e-mail account and I can communicate with students via e-mail to receive and respond to assignments and for other communication.								
3.	I have created a blog or wiki, or shared a document online, or posted a comment on a Web site.								
4.	I have used one of these in the classroom and/or had students create one of these: discussion board, blog, podcast, and/or instant messaging.								
5.	I can help learners become comfortable with online learning, for example by maintaining a class Web site where students receive and complete assignments.								
6.	I can communicate with my students via a social networking site.								

VII.   Video Technologies

Video technologies include video cameras and other digital media tools as well as video editing software. These tools can be used to create both teacher and student-generated videos.

1.	I can use a video camera for personal use.								
2.	I can use videos effectively in the classroom to deliver content.								
3.	I can locate appropriate videos online to illustrate course content.								
4.	I can create video projects - for example, use video to document student progress or give students a video camera and a video project assignment								
5.	I can set up and use a webcam to communicate with others through Web-based video conferencing programs such as Skype.								

VIII.   Evaluating and Incorporating New Technologies

One of the most difficult tasks you may face is simply keeping up with current technologies and choosing what is best to use in your classroom and program. Sometimes the challenge is that our students are way ahead of us!

1.	I can use multiple new technologies personally.								
2.	I keep up with new developments in technology and consider whether they can be effective learning tools.								
3.	I can look for ways to use new technologies in the classroom, and evaluate results.								
4.	I can use features of a mobile device or phone such as text messaging, Web access, and apps.								
5.	I can use various cell phone features in the context of the classroom, e.g., texting, locating information, using maps and other educational applications.								

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4

IX. Managing the Technology-Enhanced Classroom

Learning to manage the technology-enhanced classroom is a challenging task for most teachers. You need to think about what you want student outcomes to be -- and then be able to select and use the technologies that will enhance those outcomes. You also need to be willing to take risks and experiment with new ideas and tools, and allow your students to sometimes be more expert than you are.

		1	2	3	4	1	2	3	4
1.	I can select technology appropriate for each learning task.								
2.	I am willing to take risks to try new things and I don't panic when things go wrong.								
3.	I frequently assign class projects, which integrate a variety of technologies.								
4.	I can tolerate "controlled chaos" in the classroom as groups of students work on a variety of tasks related to the lesson or project assigned.								
5.	I can accept not being the expert and acknowledge students as more expert than the teacher in some things.								

X. Managing the Blended/Online Classroom and Distance Program

The promise of online learning and teaching brings forth a unique set of challenges and successes for programs, teachers and learners. From selecting the curriculum and content and the digital platform, to orienting learners, to teacher compensation, these are just some aspects of this model of delivery that all levels of education are exploring and implementing.

		1	2	3	4	1	2	3	4
1.	I can use basic features of learning management systems such as assignments, announcements, chats, quizzes and gradebooks.								
2.	I employ appropriate tools and strategies to create an online community for my learners.								
3.	I pay attention to my online voice, am positive, personal, professional and approachable.								
4.	I manage my time effectively when preparing and running online/blended courses and interacting online with my learners.								
5.	I provide timely and regular feedback to my learners.								

XI. Assessment

There are some technology applications that can be used to evaluate learner outcomes. Many software programs have built-in assessments. You can also create your own customized assessments using online tools, and you can incorporate project-based assessments as you integrate technology into your classroom.

		1	2	3	4	1	2	3	4
1.	I can use commercial computer-based assessments or the learning management system of a large instructional software program.								
2.	I can create online quizzes and other assessments.								
3.	I can incorporate technology into performance-based assessment such as videotaping a role play, assigning student presentations with software, or using e-portfolios.								

		My skill level now				Importance for my teaching now or in the future			
		1	2	3	4	1	2	3	4

XII.   Professional Development

Keeping up with and integrating technology into classrooms requires continuous learning and exploring. There are many ways you can continue to learn, including doing research online, subscribing to e-mail lists, using Twitter or other social networking sites, talking to friends, attending conferences, and even using this self-assessment tool.

1.	I participate regularly in professional development courses or workshops related to integrating technology or new technologies into the curriculum.								
2.	I have taken, or am comfortable taking, professional development courses online.								
3.	For some of my professional development. I use listservs (e-mail discussion lists), blogs, wikis, social media and other Web-based resources								
4.	I have an online Professional Learning Network, including colleagues I've met virtually as well as in person.								

XIII.   Social, Legal and Health Issues

The instructor serves as role model when it comes to using technology. This includes knowing and obeying copyright, privacy and other computer and Internet usage laws, modeling healthy habits while using computers, and thinking and talking about the role of technology in society.

1.	I can identify appropriate 'Acceptable Use' policies and I have a procedure in place to monitor student computer use and enforce the policy.								
2.	I can identify current copyright laws for educators and I have a procedure for communicating these to students								
3.	I use good ergonomic practices when sitting at the computer, and I model these for students.								
4.	I cover topics of Internet safety, privacy and security in my instruction.								
5.	I cover topics of digital footprint and online reputation in my instruction.								
6.	I share strategies and techniques with my adult learners to increase their information literacy.								
7.	I can identify multiple roles of technology in society, reasons that technology is important, and ways it impacts our daily lives.								

Appendix H

Learner Survey for Technology Plan

Survey: Use of Computers, Mobile Devices & Internet for Adult Learners

Your name: _____   Teacher name: _____

Date: _____ MM-DD-YYYY   Class:

☐ ABE Beginning Literacy	☐ ESL Beginning Literacy	☐ Other
☐ ABE Beginning Basic	☐ ESL Low Beginning	☐ _____
☐ ABE Intermediate Low	☐ ESL High Beginning	☐
☐ ABE Intermediate High	☐ ESL Intermediate Low	☐
☐ ABE Multi-level	☐ ESL Intermediate High	☐
☐ ASE Low	☐ ESL Advanced	☐
☐ ASE High	☐ ESL Multi-level	

1. Do you have a computer at home?   Yes   No

2. Who uses the computer in your home?

   ☐ Myself
   ☐ My husband
   ☐ My wife
   ☐ My child/ren
   ☐ My parents
   ☐ My siblings
   ☐ My friend/roommate
   ☐ Everyone
   ☐ Other, explain

   _____

3. Do you use a computer at school?   Yes   No

4. Do you use the Internet at home?   Yes   No

5. Do you use the Internet at school?   Yes   No

6. Do you use the Internet somewhere other than home or school?

   ☐ Work
   ☐ Shopping centers
   ☐ Restaurants
   ☐ Library
   ☐ Community Center
   ☐ Friends/relative's House
   ☐ Other, explain

   _____

Survey: Use of Computers, Mobile Devices & Internet for Adult Learners

7.   Do you have a smartphone [for example iPhone, HTC One, Samsung Galaxy 4]?   Yes   No

8.   Do you text on your phone [use SMS/MMS]?   Yes   No

9.   What do you do when you are on the computer, the internet or on your mobile device?

☐ Get information/do research
☐ Learn in class
☐ Learn outside class
☐ Apply for jobs
☐ Work
☐ Pay bills
☐ Email
☐ Shop
☐ Connect with friends and family on Facebook and/or other social media
☐ Get entertainment [watch videos/listen to music/read for pleasure/ play games}
☐ Other, explain

_____

10.   If you communicate with your teacher with technology how do you do it?

☐ Talk on the phone
☐ Email
☐ Facebook or other social media
☐ Online course like Moodle, Edmodo
☐ Text by phone
☐ Other, explain

_____

11.   Do you learn on the Internet at school?   Yes   No

12.   Do you learn on the Internet at home?   Yes   No

13.   Do you learn through your adult school's distance learning program?   Yes   No

14.   Do you know how to keep yourself safe on the Internet?   Yes   No

15.   Do you know how to keep your kids/grandkids safe on the Internet?   Yes   No