

Technology and Distance Learning for California Adult Education

Annual Report 2010-11



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- October 1, 2010 - December 31, 2010 B
- January, 1, 2011 - March 31, 2011 C
- April 1, 2011 - June 30, 2011 D

California Continues to Face Challenges

The year 2010-11 did not bring relief from the global economic crisis, and California continued to address a large budget deficit. Adult Education remained in “Tier 3” funding that was made flexible the previous year, allowing districts to spend adult education money in other areas. Adding to the challenges for school districts, federal American Recovery and Reinvestment Act money was no longer available, resulting in many layoffs that were postponed the previous year.

The number of programs cut or eliminated was difficult to determine because flexibility eliminated the ability to track adult education funding with a budget code number. However, based on the experience of the Adult Education Office (AEO) in the California Department of Education (CDE), and data on student attendance and assessment, it appears that adult education has been reduced by approximately 50 percent. According to Debra Jones, the Administrator of the AEO, California served 1.2 million adult learners in 2008, and in 2010-11 the number has been reduced to 600,000.¹ This is a drastic diminution of a previously robust program, and many adult learners are no longer being served in the ways they were prior to the cuts.

At the same time, according to the Adult Education Needs Assessment prepared for the California Department of Education Adult Education Office by WestEd, the need for increasing the basic skills of the working population in the state has become more critical than ever. “Because the annual number of high school graduates replaces a very small fraction of the workforce, California must increase the educational attainment of adults currently in the workforce to maintain its economic vitality.”² A large number of baby boomers are retiring, and consequently there will not be enough workers with the skills required to maintain the tax base to pay for needed services and to pay into the retirement system.

Along with immigrants, native speakers often need support for increasing basic skill levels. Almost one-third of all California students fail to graduate from public high schools within four years. All told, 5.3 million people lack a high school diploma.³ All of these adult learners require technology skills to communicate and to manage information in the digital age.

Adult Education Leadership Projects

California receives federal funding through the Workforce Investment Act, Title II, for adult education, and part of these funds are set aside for leadership projects. Leadership includes professional development and other activities designed to improve adult education services. In California we currently have three leadership projects:

- 1 Debra Jones in testimony to the Little Hoover Commission, June 23, 1011
- 2 Darche, S., Nayar, N., Downs, P., Adult Education in California: Strategic Planning Process Needs Assessment, WestEd, November 2009, p.7.
- 3 Ibid, p.16.



- Comprehensive Adult Student Assessment Systems (CASAS) provides assessment and accountability tools and training
- California Adult Literacy Professional Development Project (CALPRO) provides professional development regionally and statewide
- OTAN provides support for technology integration and online collaboration, and support for the implementation of distance learning

Need for Instructional Technology

The job market continues to change and technology has become an integral component of almost every job category as well as most types of education. In the last 50 years, our economy has shifted from predominantly manufacturing to predominantly producing information and providing services. Information services alone grew from 36 percent in 1967 to 56 percent of the national economy in 1997.⁴ *Reach Higher, America*, the 2008 report from the National Commission on Adult Literacy, reminds us that “the American economy requires that most workers have at least some postsecondary education or occupational training to be ready for current and future jobs...”⁵ For adult learners to succeed personally and financially, they need technology skills that did not exist 10 years ago.

The National Education Technology Plan (NETP), published by the U.S. Department of Education Office of Educational Technology in 2010, refers to the president’s goal of raising the number of college graduates in the U.S. from 41 percent to 60 percent. There is no way to do this without increasing the skills of adults, as there are not enough high school students in the pipeline to meet the goal without adults returning to school. The NETP notes that “technology-based learning and assessment systems will be pivotal in improving student learning...”⁶

Adult education programs need professional development for teachers, demonstrations of how technology can improve classroom instruction, and support to implement online learning. The Outreach and Technical Assistance Network (OTAN) is funded to provide this direction and professional development.

Distance Learning for Adult Learners

California has been a national leader in providing educational opportunities for adult students who are unable to attend traditional classes. Forty percent of all adult distance learners are studying in California. Data from California and elsewhere has demonstrated that distance learning students make gains at least equal to those of traditional classroom students, and that a blended model that includes both face-to-face and distance instruction produces greater gains than either modality separately. The academic year 2010-11 marks the third year that responsibility for distance learning in adult education has been assigned to OTAN. In 2008-09, over 73,000 adult learners participated in distance learning, up from 56,000 students in 2007-08. Although enrollment in distance learning decreased by 55 percent in 2009-10, primarily due to budget cuts to programs, there is still a need for professional development for distance educators, and for the dissemination of research and information on the modality of distance learning. It is also incumbent on California to move adult distance learning in the direction of online delivery.

4 21st Century Skills, Education and Competitiveness, a Resource and Policy Guide, on the 21st Century Skills Web site at www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf, p.2

5 *Reach Higher, America: Overcoming Crisis in the U.S. Workforce*, National Commission on Adult Literacy, 2008, p. v

6 National Education Technology Plan. Executive Summary, p.7, www.ed.gov/sites/default/files/netp2010_execsumm.pdf

Mission and History of OTAN

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.

OTAN was created by California's adult education strategic planning process of the 1980's, and was originally established in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2011, has included a 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 the Outreach and Technical Assistance Network (OTAN) from July 1, 2008 through June 30, 2011 by contract CN088109. 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. In addition, a second contract was added in 2010-11, the OTAN Distance Learning Project, CN100220, also from the California Department of Education Adult Education Office. Sections 1 through 15 of this report cover the first contract, and Sections 16 through 19 cover the Distance Learning Project. The Sacramento County Office of Education (SCOE), the fiscal agent, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of both 2010-11 OTAN contracts.

OTAN by the Numbers

30	Number of Technology Integration videos on the OTAN Web site
33	Number of adult education e-mail lists hosted by OTAN
34	Number of face-to-face workshops provided
65	Online workshops presented
84	Products sold
127	Number of news stories posted on the OTAN Web site
156	Agencies completed technology plans for 2010 -11
160	Average number of new OTAN members per month
185	Number of former students included in Students Succeed project
429	Total participants at 19 presentations about technology
469	Number of local hands-on workshop participants
642	Participants in online workshops
771	Technical support services to clients
2,034	Total number of listserv members
2,437	Circulation of the quarterly OTAN Online newsletter
3,706	Average Web site visits per month
4,629	Total Web site members registered as of June 2011
24,829	Unique visitors to the OTAN Web site
44,476	Number of visits to the OTAN Web site

1. A Portal for California Adult Educators

The OTAN Web site strives to be the world's largest and most active site dedicated exclusively to adult education, with over 26,500 electronic files and database records. OTAN members are part of a virtual electronic community of adult educators. New users register on the site and may choose to complete profile data that is used for networking.

Some members visit the site only periodically when searching for specific information. Others establish a regular pattern of usage, logging in several times a week to keep up on news from the field, locate electronic resources, network with colleagues, and to use the site as a gateway to other Web sites. Many users visit one or more of the specialized Web sites hosted by OTAN, such as the Students Succeed Project, the Lesson Plan Builder, the Moodle Course Hosting site, and the Technology Integration Mentor Academy (TIMAC) project, all discussed later in this report.

The main OTAN Web site at www.otan.us receives an average of 3,706 visits per month. (Exhibit 1.a) A typical pattern shows higher usage at the beginning of the school year, dropping off over the winter holidays, and maintaining steady throughout the spring. Membership on the site has maintained at a level of about 4,825 throughout the year, although slight attrition has brought the total down by 377 members from July to June, or down about eight percent. This is actually a positive demonstration of commitment to OTAN in a year when overall adult

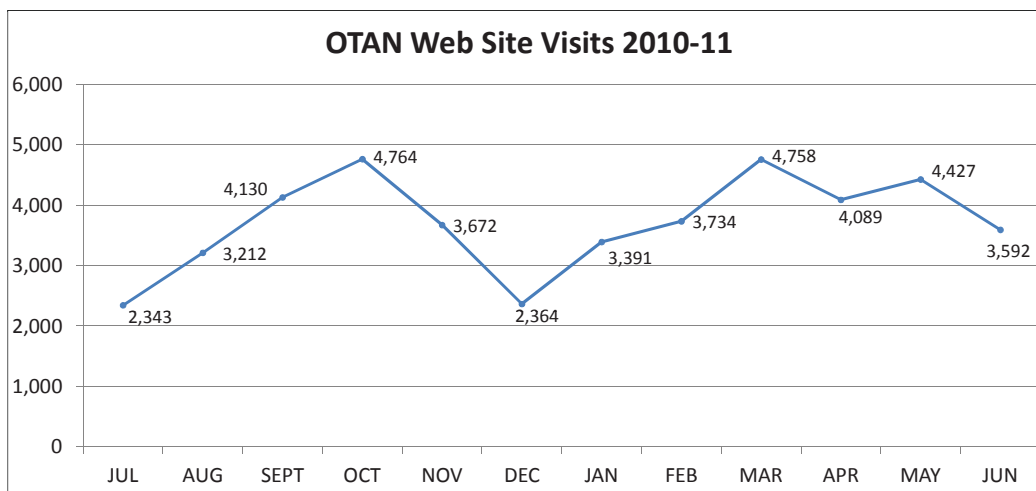


Exhibit 1.a

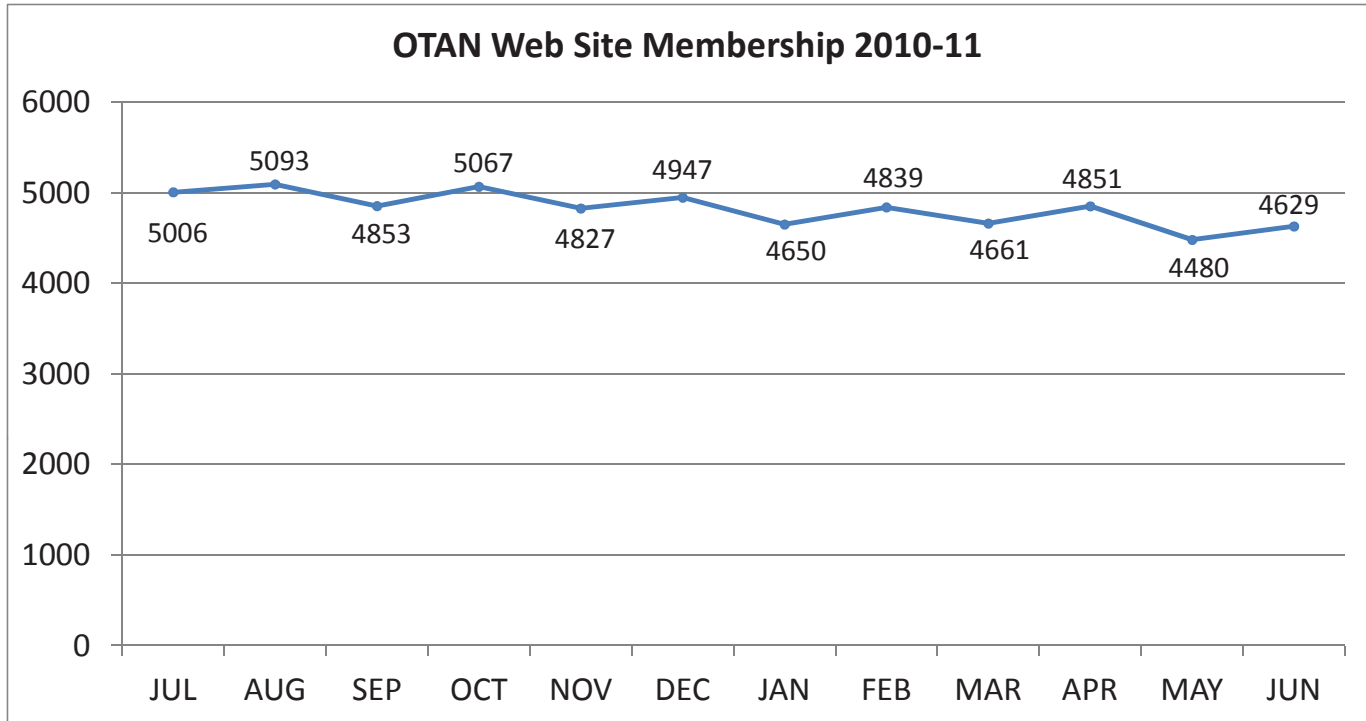


Exhibit 1.b

education funding and programs decreased by approximately 50 percent. (Exhibit 1.b) Every two months, inactive members are reminded by e-mail about the Web site and those who do not respond are deleted from the active directory, accounting for the slight zigzag of the numbers. However, new members have been joining at the rate of about 175 per month, which has kept membership relatively steady. (Exhibit 1.c)

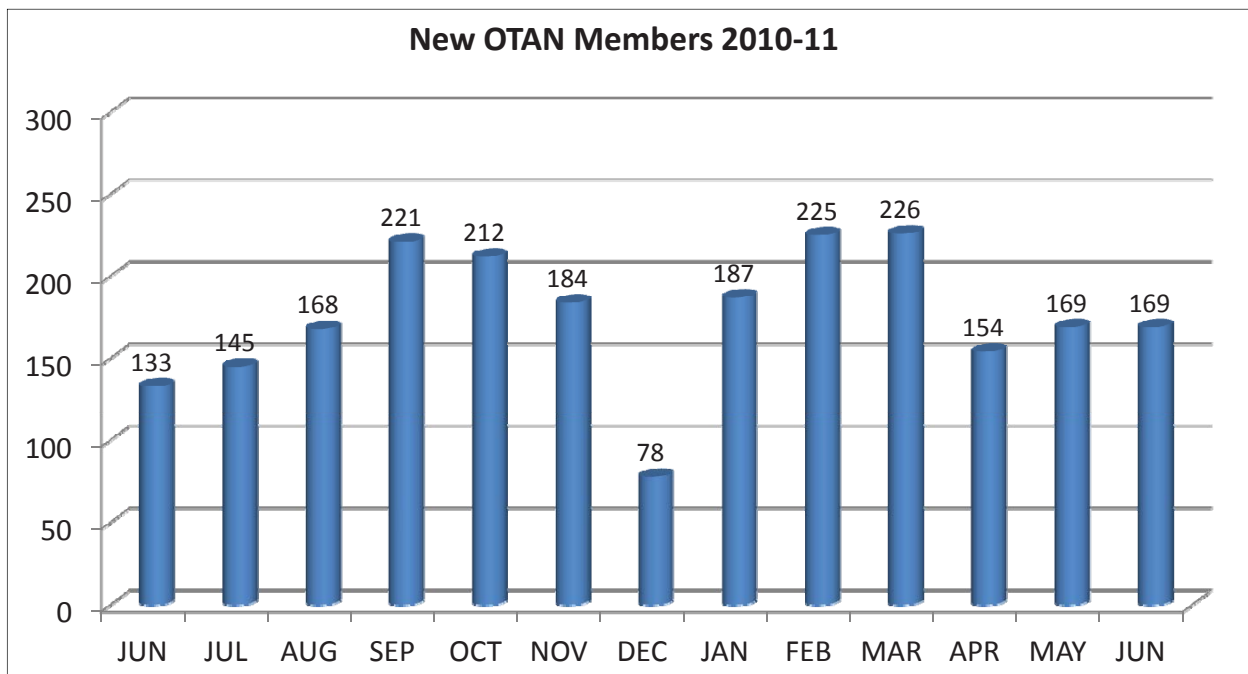


Exhibit 1.c

The vast majority of visitors to the site, 84 percent, were from the United States, although users from many other countries also visited the site. (Exhibit 1.d) Seventy-three percent of all U.S. visits, 27,352, were from California. Exhibit 1.e shows visits by city as both a map and a list of the top 25 cities out of 479 total cities.

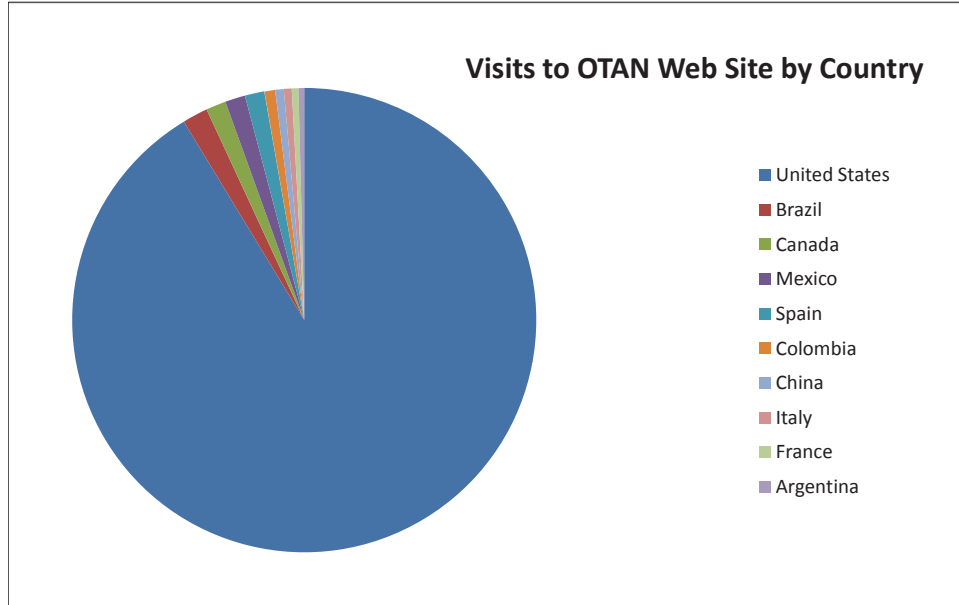


Exhibit 1.d

CITY	VISITS
Los Angeles	2,737
Sacramento	2,105
South San Francisco	1,753
San Francisco	1,119
Oxnard	981
San Jose	966
Carmichael	872
San Diego	795
San Marcos	457
Oakland	437
Paramount	426
Santa Ana	346
San Mateo	319
Torrance	318
Fresno	281
Berkeley	225
Salinas	224
Elk Grove	213
Chula Vista	201

VISITS TO OTAN WEB SITE BY CITY

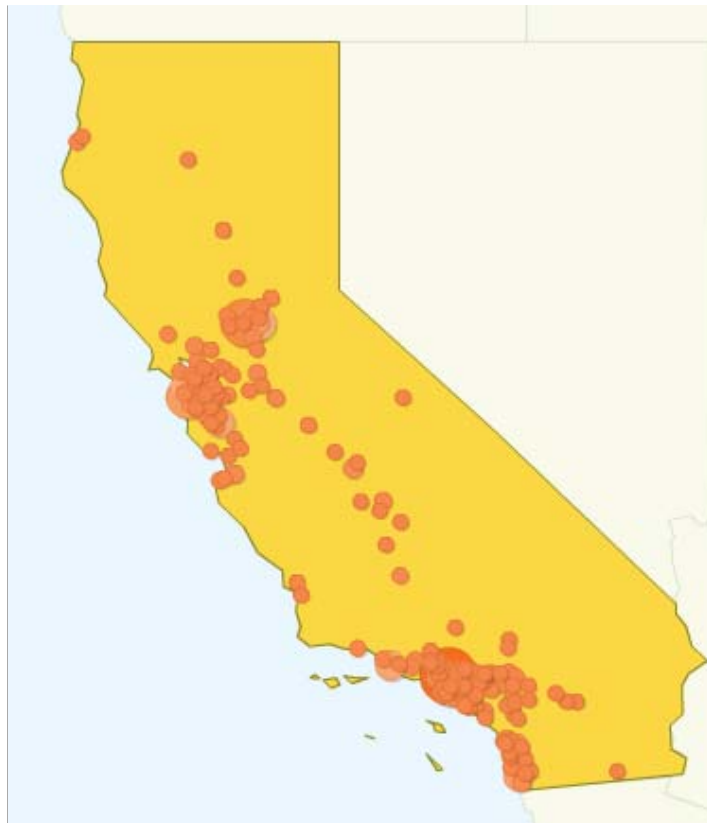


Exhibit 1.e

OTAN Membership

Looking at membership, 59 percent of members are from K12 adult schools, 14 percent from community colleges, 3 percent from community-based organizations, 2 percent from libraries, 2 percent from corrections, and 20 percent from other institutions such as private schools, universities and state and federal agencies. (Exhibit 1.f) Almost 60 percent are teachers, 16 percent are administrators, with the remainder distributed among other job categories. (Exhibit 1.g) Job-alike networking is one of the collaborative features of the OTAN Web site. Users can search the directory by name, geographic area, agency, job category, and area of interest or any combination.

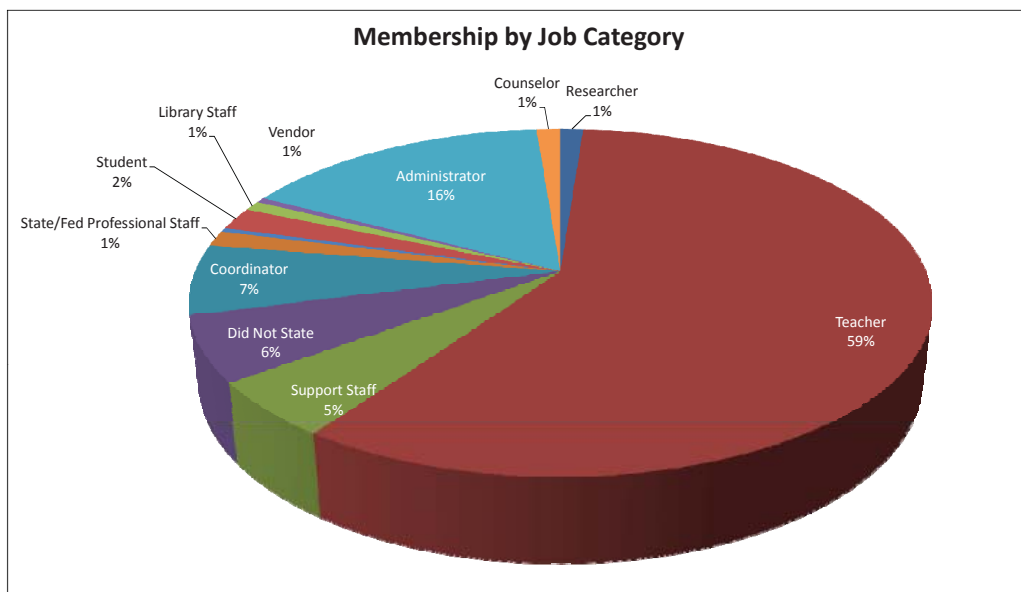
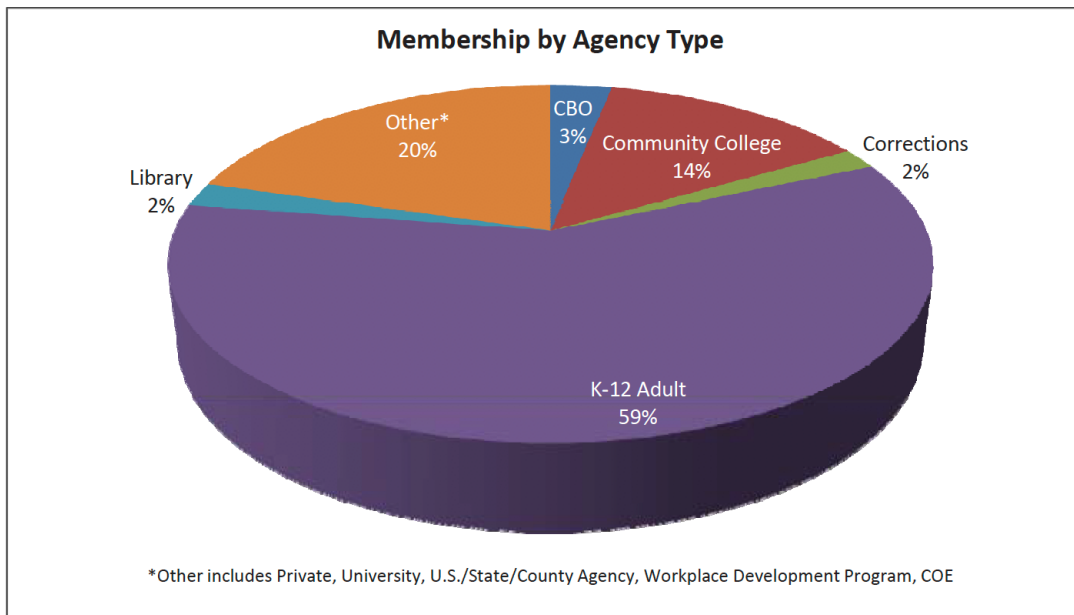


Exhibit 1.g

News Stories

News stories for California adult educators are posted on the OTAN home page. A Real Simple Syndication (RSS) feed allows users to have OTAN news stories feed to their news aggregator. News items include announcements related to adult education in California, posting of applications and reporting sites, addition of new resources to the OTAN Web site, and news about adult education nationally and internationally. In 2010-11, 127 news items were posted. Exhibit 1.h shows the 10 most frequently read news items from the past year. The number of times read column shows the number of times a reader clicked to read more or see the full story. Many more read the first part of each story simply by visiting the home page, as the home page receives about 122 visits per day.

TOP 10 NEWS ARTICLES FOR 2010-11		
TITLE	TIMES READ	DATE POSTED
OTAN Hiring Distance Learning Coordinator	82	8/25/10
New Lesson Plans for EL Civics and ABE	57	11/12/10
Using Online Video in the Classroom: Ideas for Integration	53	9/13/10
Apply Now for Online Teaching Academy	46	9/1/10
Free Webinars: 21st Century Skills Partnership	45	9/6/10
Students Can Follow Antarctica Expedition	44	8/23/10
Instructors Forum Webinars	43	10/18/10
New Distance Learning Coordinator	43	10/28/10
ACSA Conference in Sacramento September 30 - October 1	42	9/24/10
CASAS Launches New Adult Low-Level Literacy Curriculum	42	11/4/10

Exhibit 1.h

Digests

OTAN also produces two monthly online digests of information, the OTAN Teachers' Digest (Exhibit 1.i) and the OTAN Administrators' Digest (Exhibit 1.j). The OTAN Teachers' Digest was produced eight times during the year, and e-mailed to all teachers who were members of OTAN, with approximately 2,350 e-mail notices sent out to announce each issue. The Teacher Digest contains links to useful Web sites for all program areas, and announces professional development opportunities available from OTAN. Monthly views of this digest ranged from 100 to 322 and averaged 170 views per month. The Teachers' Digest is an important communication tool because there are not many ways to communicate statewide directly with teachers. Although there is a lot of turnover among adult education teachers, OTAN is constantly promoting Web site membership via workshops and conference presentations. Teacher membership gives OTAN a way to contact teachers at a specific agency or in a specific region regarding face-to-face workshops and other opportunities.

The OTAN Administrators' Digest was implemented in June 2009, and sent out in the middle of each month so as not to compete with the Teachers' Digest, which is sent at the beginning of the month. Six issues were produced, with an average of 200 visits per issue. Items included webinar and workshop announcements, conference information, and national developments related to adult education such as movement towards reauthorization of the Workforce Investment Act.

Resources for Teachers

One section of the OTAN Web site, Teaching Tools & Resources, contains many resources for teachers. Resources are divided by program area, and each program area contains lesson plan collections, links to classroom activities, Web sites appropriate for student assignments, links to media, suggestions for project-based learning activities, and professional development articles. These areas are constantly reviewed and developed, with links added and deleted as Web sites change, emerge, and disappear. OTAN staff added 480 Web links and other items to this area in 2010-11.



Exhibit 1.i



Exhibit 1.j

Maintaining and Upgrading the Web Site

This year OTAN continued its presence in the realm of social media. The OTAN Twitter account has been active, posting links to news items and other items of interest, and participating in some national discussions. OTAN has now posted over a thousand tweets, and there is a link to follow OTAN on Twitter on the home page. The OTAN Facebook page has also been active. Announcements and news items are posted to Facebook, generally receiving over 100 views, and the page has 120 “Likes.”

At the request of CDE, several additions were made to the Web site, most notably additional information about the strategic plan for adult education, now titled Linking Adults to Opportunity. In November, comments from the field were collected online and provided to the team at CDE for review and inclusion in the next draft of the plan, which was posted in April 2011.

Another new Web site was created for California’s participation in the Policy to Performance initiative from the Office of Vocational and Adult Education in Washington. The site is at www.otan.us/cap2p and announces the 10 agencies selected for the project as well as providing a timeline for project activities.

Videos have been produced and added to the video gallery, including three Students Succeed videos, and two Technology Integration videos focused on cell phone use in instruction and on transition to work via a parolee literacy program.

Client Services

Adult educators call OTAN with a variety of requests for information. Thirty-three client questions were answered about general topics such as technology in the classroom, online resources and research, and other topics not specific to OTAN contract deliverables. Regarding OTAN projects, 49 services were provided, as well as 17 instances of research requested by a client. (Exhibit 1.k)

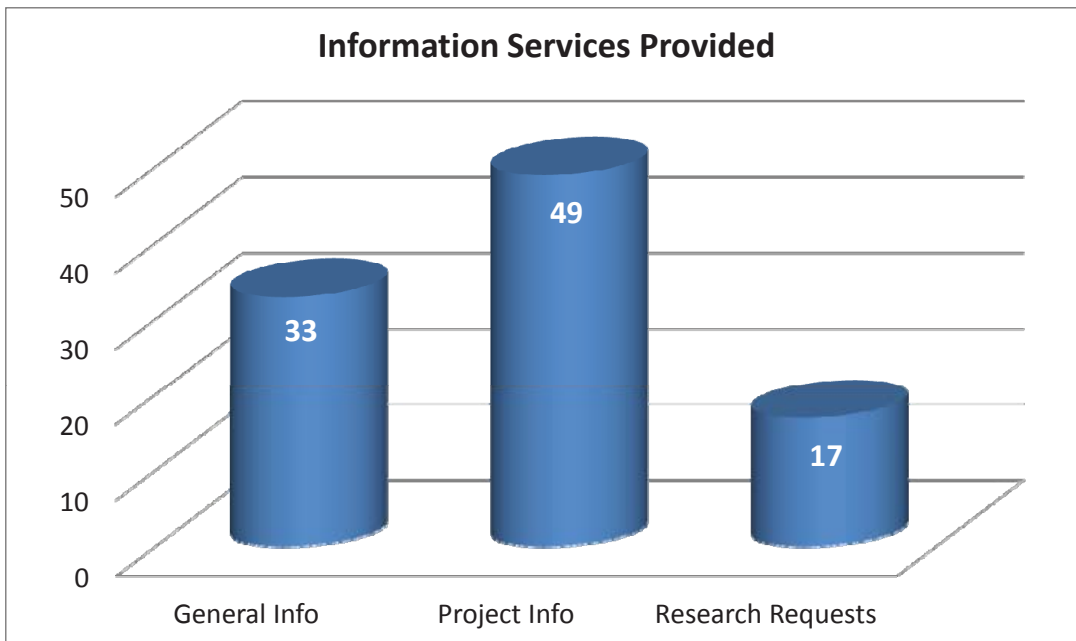


Exhibit 1.k

2. Electronic Collaboration



OTAN members may include areas of interest in their profile data, and may choose to be notified of new postings related to their interests. About 89 percent of the members choose to participate in this service. During the 2010-11 year, 43 e-mail notifications were sent to different groups of OTAN members alerting them to information on distance learning, digest announcements, and professional development opportunities available through OTAN and other leadership projects. A total of 60,188 e-mail messages were generated. (Exhibit 2.a) Through news items and links, OTAN also supported events conducted by CASAS and CALPRO and promoted activities conducted by the Adult Education Office of CDE.

DIRECTED E-MAIL NOTIFICATION		
CATEGORY	NOTIFICATIONS	MESSAGES SENT
Administrative Digest	6	4,242
CDE Announcements	4	792
Distance Learning	3	5,905
For Other Agencies	5	3,100
Legislative Information	6	9,733
Marketing	6	11,888
Teacher Digest	8	18,796
Training	12	8,832
TOTAL	43	60,188

Exhibit 2.a

E-mail Lists

The Adult Education electronic discussion group services provided by OTAN continued to be an important service to the field in 2010-11. OTAN hosted a total of 33 lists during the year, but quite a few were not used. There were four active lists used by the Adult Education Office at CDE, and nine lists used by other adult education groups. Some were open lists such as the Distance Learning Network and the Technology Mentor Network, to which any interested party may subscribe. Closed lists are limited to membership in a particular group or program.

During 2010-11, OTAN continued to provide e-mail list services to the CDE Adult Education Field Partnership Team with a main Partnership Team list and two active regional lists. These are closed lists, where members must be from the particular region. A total of 185 Partnership Team list messages were sent in 2010-11. The main Partnership Team list was the most active, with 47 topics and 62 total messages.

Ten active lists were hosted outside of the Partnership Team lists, with a total of 2,134 members and 326 messages sent. (Exhibit 2.b) Three of these lists were to support CALPRO projects, including the Reading Circles list and the Workshop Facilitators Network. Other lists were provided to field groups such as the Adults with Disabilities Bay Area Network, and OTAN's Technology Mentor Network.

E-MAIL LISTS HOSTED FOR 2010-11				
LIST NAME	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
Adult with Disabilities Bay Area Network	70	16	34	50
CA Distance Learning Project	274	25	17	42
CA Jail Educators	100	1	1	2
CALPRO Discussion List	32	6	0	6
CALPRO Reading Circles	56	4	3	7
CALPRO Workshop Facilitators Network	356	5	8	13
CATESOL Job List	1,054	139	6	145
CDE Leadership Projects	13	8	4	12
Project STAR Discussion	61	7	6	13
Tech Mentor Network	118	19	17	36
TOTAL	2,134	230	96	326

Exhibit 2.b

The most active of the public listservs hosted by OTAN was the California Teachers of English to Speakers of Other Languages (CATESOL) Jobs List, with 139 topics and a total of 145 messages, followed by the Distance Learning Project list, with 25 new topics and a total of 42 messages posted. The Distance Learning list was an important source of information for programs offering distance learning, providing notices about webinars, reporting requirements, the implementation of fees, and other topics.

The OTAN Web site has a page offering easy subscription to public lists hosted by OTAN and by other agencies such as the Literacy Information and Communication System (LINCS).

New Technologies to Support the Adult Education Office

OTAN continued to make available online meeting capacity to the Adult Education Office and to the other Leadership Projects. In particular, OTAN staff supported CALPRO staff by providing software and server support for their online meetings and trainings.

Moodle is an online course management package that provides a shell for teachers to create online courses and track students. OTAN continued to offer Moodle course shells to any adult education instructor or administrator that requested one, hosting courses on an OTAN server.

OTAN, in collaboration with other departments at the Sacramento County Office of Education, has continued to pursue new technologies that simplify Webcasting and make it more accessible to the individual desktop. The CASAS Winter Consortium event was again conducted as a presentation and panel discussion by several adult education leaders which was then posted as streaming video and made available on DVD.

3. Technical Support and Training

OTAN support staff provides telephone and e-mail technical support to adult educators for the OTAN Web site and all the online applications and reports required by CDE. During 2010-11, technical support regarding the OTAN site and services was provided 335 times, most often for the main OTAN site, but also for other services such as the Moodle course management system, GED Connection streaming videos and the e-mail lists. (Exhibit 3.a) Technical support regarding online

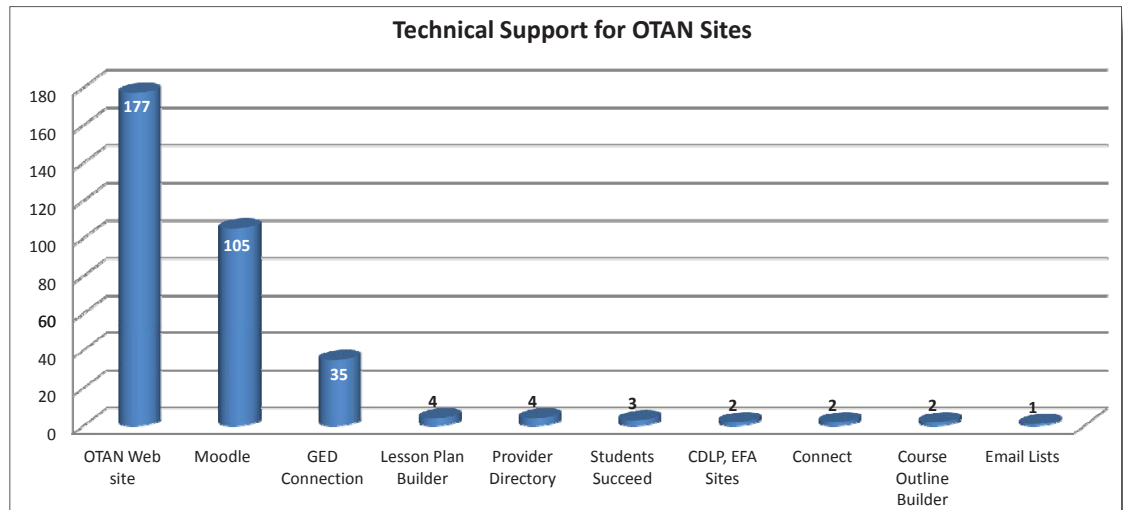


Exhibit 3.a

applications and reporting for the Adult Education Office of the California Department of Education (CDE) was also provided 335 times. The Workforce Investment Act (WIA) application and reports required the most support, but the Technology Plan, Innovation Programs application, and Course Approvals also received a significant number of calls or e-mails. (Exhibit 3.b)

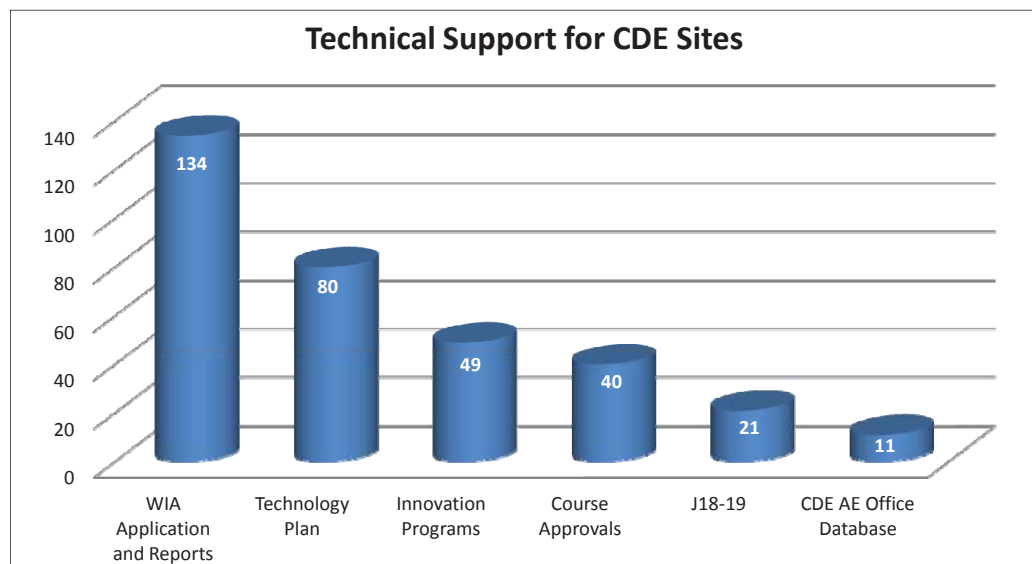


Exhibit 3.b

Web Site Training

Training sessions are provided through classes scheduled in appropriate lab sites around the state as well as online. There are several OTAN Web site courses that focus on locating and using Internet resources by using the OTAN Web site as a portal. One is specifically for administrators, one for teachers generally, one that focuses on Adult Basic Education (ABE) and Adult Secondary Education (ASE) resources for teachers, and one that focuses on the online Lesson Plan Builder. Handouts for these trainings are posted on the Web site along with additional specialized resources. During the 2010-11 year, five face-to-face training sessions and one online workshop on the use of the OTAN Web site were provided for 84 participants. (Exhibit 3.c)

OTAN WEB SITE TRAINING SESSIONS			
DATE	AGENCY	TITLE	#
10/19/10	Tamalpais Adult School	Internet Resources of Adult Ed Teachers	14
2/4/11	Napa Valley Adult School	Internet Resources of Adult Ed Teachers	10
2/11/11	Emerson Community Adult School, LAUSD	Internet Resources of ESL/ EL Civics Teachers	12
3/29/11	Bassett Adult School	Internet Resources of Adult Ed Teachers	11
4/29/11	Abram Friedman Occupational Center, LAUSD	OTAN's Online Lesson Plan Builder	25
6/2/11	Online	Online Resources for ABE/ASE/GED Teachers	12
TOTAL			84

Exhibit 3.c

The evaluations by participants were generally very favorable. (Exhibit 3.d)

Typical comments responding to the question, "How will you use what you learned?" include:

- Great resource for ideas, lesson plans and professional development and much, much more
- I am going to build my resources in such a manner that my lesson planning is going to become much easier
- Try to create a teacher blog (learned where to find info on that). Today I created my own folder for resources and will use that material in my class

SUMMARY OF WEB SITE WORKSHOP EVALUATIONS						
1 = STRONGLY DISAGREE	3 = NEUTRAL			5 = STRONGLY AGREE		
N = 74						
	1	2	3	4	5	AVERAGE SCORE
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	0	0	0	8	68	5
2. THE TRAINING WAS WELL-PACED	0	0	3	10	61	5
3. THE TRAINING MET YOUR EXPECTATIONS	0	0	3	15	56	5
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	0	0	4	11	59	5
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	0	0	2	9	63	5
OVERALL AVERAGE						5

Exhibit 3.d

Online Meetings

OTAN continued using the Adobe Connect online meeting system to conduct online meetings and workshops. While online meetings are often conducted on the fly and may not be tracked, over 40 meetings were conducted by OTAN staff on a variety of topics, mostly in pairs or small groups, making it possible for participants to share documents and Web sites without having to travel. Exhibit 3.e shows a sampling of those meetings. Data for all uses of Connect, including webinar and meeting attendance, shows over 3,000 hours for the year for all users, and over 1,000 hours just for meeting hosts and webinar presenters.

SAMPLING OF ONLINE MEETINGS 2010-11		
DATE	TOPIC	PARTICIPANTS
7/30/10	Lesson Plan Builder Review	3
9/24/10	TIMAC Cohort 8	3
9/25/10	ACSA workshop planning	3
10/15/10	Innovation Application Rubric Development	4
10/18/10	Review Strategic Plan Comments	2
10/19/10	Advanced ESL Pilot Orientation	5
10/21/10	Lesson Plan Builder Review	3
10/26/10	Innovation Application Orientation	5
11/4/10	Innovation Application Review	6
11/12/10	TIMAC Alumni Meeting	4
12/9/10	Shared Training Calendar Planning	7
2/7/11	Webinar Planning with AlphaPlus	4
2/11/11	TIMAC Cohort 8	13
3/11/11	Webinar Planning with AlphaPlus	4
3/11/11	TIMAC Cohort 8	16
3/30/11	ABE Shared Course Focus Group	8
4/1/11	Parent Education Curriculum Meeting	7
4/15/11	TIMAC Alumni Meeting	2
4/15/11	TIMAC Cohort 8	10
4/27/11	Learner Web Meeting	3
5/28/11	TIMAC Application Reading	6
6/14/11	Berkeley Distance Learning Planning	3
6/28/11	OTAC Application Reading	5
6/29/11	ePortfolio Meeting	4
6/30/11	ABE Shared Course Focus Group	7

Exhibit 3.e

OTAN also hosts online meetings for CALPRO. CALPRO uses Adobe Connect for webinars, online course meetings, and other meetings. In 2010-11, all users were in Connect rooms for more than 2,300 hours, and hosts of meetings, webinars, and forums were in for 1,000 hours.

Online Workshops

Online workshops have been implemented with the goal of meeting the needs of rural and remote programs, as well as all others. Because no travel is necessary in order to attend, and the cost of delivery is less, a lower minimum registration is needed in order to conduct the workshops. Sixty-five online workshops were offered on a variety of technology topics such as Teaching Critical Thinking for the Internet, Using the Interactive Whiteboard, and Easy Excel Activities for the Classroom. Online workshops served a total of 642 participants. Exhibit 3.f displays a sampling of those workshops. Participants may request a certificate for 1.5 professional development hours for attending a workshop, and 2.5 hours if they complete the follow-up assignment and turn it in to the instructor.

SAMPLING OF ONLINE WORKSHOPS 2010-11		
WORKSHOP	TRAINER	PARTICIPANTS
OTAN Resources for Library Literacy Programs	Branka Marceta	27
Technology Plan Training	Branka Marceta	26
Simple Free Web Tools for Your Students	Kristi Reyes	15
Interactive Whiteboards - Student Activities	Blair Roy	8
Create Free Online Quizzes	Barry Bakin	23
Using Picture Dictionaries in Multilevel ESL	Jayme Adelson-Goldstein	11
Getting Started with Your Own Wiki	Barry Bakin	14
Online Forms	Melinda Holt	6
Online Documents	Melinda Holt	10
Teaching Critical Thinking for the Internet	Branka Marceta	8
10 Activities Using Google Search	Melinda Holt	18

Exhibit 3.f

Attendance continues to be a challenge with online workshops. The percentage of those registered who actually attend ranges from 13 percent to 100 percent, with the average at 52 percent. Procedures were initiated this year to investigate ways to increase attendance. For several workshops, phone calls were made to remind participants on the morning of the event. The results did not show a marked increase in participation, but one possible reason is that phone numbers were not collected in the registration form, so the form will be modified for next year. There will also be an option to choose to receive a text message reminder via mobile phone.

Training Materials

Although hard copy handouts are still used for some workshops, OTAN training staff has moved more toward using wikis (editable Web pages) for presentations. A wiki has been the ideal format for information on technology, since it is constantly changing and includes links to many other sites that sometimes need to be updated. A blog and a wiki are maintained in support of the Technology Integration Mentor Academy.

“Thank you so much! This (handout) was exactly what I was looking for. Thank you for assisting me immediately. It is very much appreciated.”

*- Bea Zavala, North Hollywood Polytechnic
ECC*

Video

Video of Debra Jones, Administrator of the Adult Education Office at the California Department of Education, and a panel of field representatives discussing the use of data for student goal-setting and transitioning students to the workplace and training, was produced for the CASAS Winter Consortium. Three videos were also produced about successful community members who are former adult education students. These were shown at the Association of California School Administrators (ACSA) Adult Education conference.

Regarding technology in the classroom, a video introduction to using cell phones in the ESL classroom was produced and posted, along with a video showcasing a parolee literacy project that has been successful in helping parolees find employment.

4. CDE Adult Education Office Support

OTAN continues support the Adult Education Office with an extensive online data management system. The system consists of a database and three distinct Web applications: the agency-facing California Adult Education Online Application and Reporting site (<http://adulthood.otan.us>), the CDE Staff Data Access administration area (<http://cde.otan.us>), and the public-facing California Adult Education Provider Directory (<http://www.otan.us/caaproviders/>). By using the same data set to present data in all three Web sites, data administration is greatly reduced and data quality is enhanced.

The California Adult Education Online Application and Reporting (CAE-OAR) site allows agencies to update their agency, site, and staff contact information in one area. Updates to this information are immediately available to CDE staff and the leadership projects. This area also provides agencies access to online reporting and deliverables for five CDE programs:

- The Workforce Investment Act (WIA) Title II grant application and online deliverables
- State Apportionment reporting
- Innovation and Alternative Instructional Delivery Program application and year-end program evaluation
- The J18/19-A Addendum Report
- EL Civics Technology Plans

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics, was successfully used in 2010-11 by 232 agencies to apply online for continued grant funding, submit budget information, and report projected and final budget expenditures (Exhibit 4.a). Features include a user-friendly



Agency Contacts	Course Approval	WIA Title II	Innovation Program	EL Civics
WIA Home Year-by-Year Summary Grant Application Budget Expenditure Claim				
Workforce Investment Act Title II: Adult Education and Family Literacy Budget Worksheet				
Fiscal Year	Date Due	Date Completed (Click on link to download a PDF copy)	Take Action	
FY 2011-12	September	Incomplete Revision last worked on 10/31/2011 Completed Revision 10/24/2011 Completed Revision 10/20/2011	I would like to finish my previously	

Exhibit 4.a

navigation system, help screens, and visitor access. In addition to real-time online statistics during the application period, CDE staff has online access to agency grant applications, budget worksheets, mid-year expenditure reports, final expenditure reports, and the annual audit status certification form for Community and Faith-Based Organizations. OTAN staff provided 134 instances of technical support to clients completing WIA forms.

Continuing features of the Course Approval Request System for CDE staff included online review, approval and search functions. Continuing features for the field included real-time error checking, online access to prior approval letters, and e-mail notification of deadlines and CDE announcements. OTAN staff provided 40 instances of technical support to clients completing course approvals. OTAN facilitated technology planning by 160 agencies with English Language and Civics, Civic Participation funding in 2010-11. The Technology Plan Development Web site guided agencies to create a seven-part technology plan and submit it for review by Technology Field Colleagues. Training on how to create and submit the technology plan was provided to the field through online meetings, or webinars. This was the third year for the implementation of the staff skills self-assessment with more focus on classroom practice and more questions on newer technologies and online interactive activities, so this year agencies were able to compare results for three years. Four webinars were offered to 73 new and continuing agency staff. OTAN staff provided 80 instances of technical support to clients completing the technology plan.



Exhibit 4.b

The California Adult Education Provider Directory (Exhibit 4.b) leverages the self-reported agency contact information and combines this information with online mapping and program information from WIA, State apportionment, and Innovation Program data to provide the public with information on programs of interest in their neighborhood. The public can search by type of course offered, by ZIP Code, or use the advanced search for more options. Limited English speakers looking for a nearby program can search the directory for a list of local programs together with links to transit information and maps to the site. Since this data is agency-reported, the cost to provide this public service is minimal.

CDE Staff Data Access

Home Agency List Tech Plan State Program Carl Perkins WIA/AEFLA Reports Analyst F

Workforce Investment Act/Adult Education
Section 225, Section 231 and English Lit
Fiscal Year 2010-11

Number of active agencies for FY 2010

OTAN			CASAS		
Deliverable	Submitted	Unsubmitted	Deliverable	Program Type	Submitted
AASC Subm	18	11	Core Perf. Q1	231/EI Civ	228
Grant App Subm	232	0	DIR Q1	231/EI Civ	228
Grant Bud Subm	231	1	Topspro Q1	231/EI Civ	229
			Core Perf. Q2	231/EI Civ	228
			DIR Q2	231/EI Civ	229

Exhibit 4.c

The CDE Staff Data Access site (<http://cde.otan.us>) has been developed to provide online access to CDE data by CDE Adult Education Office consultants and analysts. It maintains agency and site level data and links to statistics and online grant applications for funding through the Workforce Investment Act, to approval letters for state apportionment, to J18/19-A Addendum reports, and to the Technology Plans. (Exhibit 4.c) This database serves the following functions:

- Provides online access to CDE data for Adult Education Office (AEO) and field staff
- Maintains agency and site level data
- Links to online grant deliverables for Workforce Investment Act, Approval Letters for State Apportionment, J18/19-A Addendum Reports, and Technology Plans
- Provides totals for WIA deliverables submitted to CASAS and CDE as well as online submittals
- Since this site is built upon the same database used for all three Web applications as noted above, changes made on this site are immediately reflected on the CA Providers and CAE-OAR Web sites as well.

OTAN staff provided 11 instances of technical support to users of the Adult Education Office database (see Exhibit 3.b). This is down from 93 technical support requests last year, indicating that the database is functioning well, CDE staff has become more comfortable using it, and it is meeting the need of the Adult Education Office at CDE.

The online system for adult schools to complete the J-18/19A Addendum (the Annual Report of Adult Education Average Daily Attendance, Enrollment, and Enrollees) provides 243 agencies with a password protected online reporting system. Current and past reports can be mailed to the agencies in Portable Document Format (PDF). Although the submission of the J-18/19A form is not required, OTAN staff provided 21 instances of technical support to clients completing it.

In 2008, OTAN took over responsibility for the Innovation and Alternative Instructional Delivery Program application and online evaluation forms. Due to the California budget crisis and legislation that suspended the education code for adult education until 2013, an application is no longer required except for agencies using federal Workforce Investment Act funds for distance learning, but agencies have been encouraged to continue submitting their application and evaluation forms in order to help CDE continue to track data about distance learning. Extensive modifications were made in the application form in order to comply with new federal requirements, and training was provided to 41 participants in two online workshops. OTAN staff provided 49 instances of technical support to clients working with the application and evaluation.

5. Publicizing OTAN

OTAN uses a variety of strategies for publicizing OTAN products and services in order to ensure optimum usage of communicative technology by adult educators, and to obtain client input. These include print materials, packets of information for new administrators, the Web site, the promotional video, directed e-mails, and OTAN's newsletter.

Print Materials

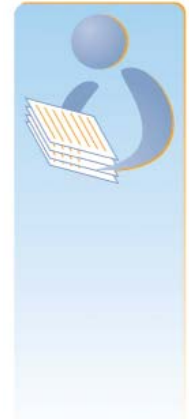
OTAN distributes an informational folder of materials highlighting OTAN's mission and major objectives. Inserts in the folder are updated every year and describe OTAN's services in three major areas – electronic collaboration and information, support for instructional technology, and distance learning. They also contain a trifold brochure on OTAN services, and a copy of the most recent newsletter. Folders are distributed at conferences and workshops, and mailed with a cover letter to new administrators in California adult schools.

Vendor Tables

OTAN promotes its Web sites and services at the conferences held by professional organizations of California educator groups. Vendor exhibits aim to make sure that there is continuing awareness of OTAN services and to make contact with new teachers and administrators. A video about OTAN services is shown on a continuous loop. This year OTAN hosted a vendor table at five conferences and spoke with a total of 271 attendee contacts. (Exhibit 5.a)

PROFESSIONAL CONFERENCE VENDOR EXHIBITS		
DATE	CONFERENCE	CONTACTS
10/5/10	ACSA Conference	37
10/16/10	Los Angeles USD - DACE Conference	68
11/13/10	Northern California CATESOL	22
4/8/11	CATESOL State Conference 2011	81
4/17/11	COABE-CCAIE National Conference	63
TOTAL		271

Exhibit 5.a



Conference Presentations

During the 2010-11 year, staff made eight conference presentations on the OTAN Web sites to 159 participants. (Exhibit 5.b) All of these presentations provided a general introduction to the resources on the OTAN Web site and related sites, and were presented at both regional and statewide conferences. Since California Council for Adult Education (CCAЕ) was combined with the national Commission on Adult Basic Education (COABE) conference this year, one presentation included national attendees.

OTAN WEB SITE CONFERENCE PRESENTATIONS			
DATE	TITLE	LOCATION	PARTICIPANTS
9/13/10	OTAN Online Resources for Diverse Learners	Los Angeles Regional CATESOL	8
9/28/10	OTAN for New Administrators	ACSA Pre-Conference	45
10/16/10	OTAN Online Resources: What's New and Exciting?	San Diego Regional CATESOL	25
10/30/10	Internet Resources for Adult Education	CCAЕ South Coast and Southern Section Joint Fall Conference	16
11/13/10	OTAN Online Resources - What's New and Exciting?	Northern Regional CATESOL	16
11/13/10	OTAN Online Resources for Transformative Teaching and Learning	Northern Regional CATESOL	12
4/8/11	OTAN – Online Resources for the Art of Language Teaching	CATESOL 2011	12
4/19/11	OTAN – Outstanding Resources for Adult Educators	COABE/CCAЕ 2011 San Francisco	25
TOTAL			159

Exhibit 5.b

Marketing E-mails

Visitors to the OTAN Web site must register in order to go beyond the home page. Part of the registration process encourages members to provide an e-mail address and sign up to receive specific kinds of information. Members are also included, if they choose, in the OTAN member directory. In order to keep the member directory updated, an e-mail is sent periodically to members who have not logged in for six months or more, and members who do not respond to the e-mail are deleted. In this way, membership statistics reflect active users only. These e-mails are sent every other month, and 9,178 total messages were sent during the contract year.

E-mail blasts are also sent to announce new issues of the teacher and administrator digests, to promote workshops, and in support of the Adult Education Office at CDE and of the other leadership projects. A total of 37 such e-mails were sent this year to 48,300 recipients. (Exhibit 5.c)



INFORMATIONAL E-MAILS		
DATE POSTED	E-MAIL TYPE	NUMBER SENT
8/30/10	Training	3,474
9/2/10	Teacher Digest	2,459
9/14/10	Training	264
9/14/10	Training	250
10/6/10	Training	364
10/7/10	Training	629
10/7/10	Training	220
10/13/10	Teacher Digest	2,446
10/13/10	For Other Agencies	2,928
10/15/10	CDE	238
10/19/10	For Other Agencies	1,531
10/25/10	Distance Learning	3,411
10/27/10	Training	250
10/28/10	Admin Digest	857
11/3/10	Teacher Digest	2,410
11/10/10	Training	250
11/16/10	For Other Agencies	2,748
12/7/10	Distance Learning	2,294
12/9/10	Admin Digest	823
1/13/11	Teacher Digest	2,226
1/21/11	Admin Digest	1,032
2/3/11	Teacher Digest	2,278
2/11/11	CDE	237
2/22/11	Distance Learning	200
3/3/11	Training	107
3/7/11	Training	235
3/9/11	For Other Agencies	1,880
3/15/11	Teacher Digest	2,298
3/23/11	For Other Agencies	646
3/23/11	CDE	68
3/31/11	Admin Digest	779
4/4/11	CDE	249
4/7/11	Teacher Digest	2,312
4/7/11	Training	457
5/3/11	Teacher Digest	2,367
6/10/11	Training	2,332
6/17/11	Admin Digest	751
	TOTAL	48,300

Exhibit 5.c

Newsletter

A quarterly newsletter, *OTAN Online Connection*, is mailed to members who have provided a mailing address for the directory and an electronic version is posted on the Web site. Three newsletters were mailed this year to over 3,000 subscribers.

- The fall issue looked at online instruction, highlighting OTAN's new Online Teaching Academy (OTAC), and other professional development opportunities in support of increasing online instruction in adult education.
- The winter issue focused on free resources in the realm of social media. An article highlighted the various ways that adult education programs are using Facebook, and other articles referred readers to free sites for creating an online discussion or posting an audio file.
- The spring issue reported on the increasing ability to share information and resources via the Web. Articles explained copyright issues and how to use Creative Commons licensing, as well as strategies for sharing audio, video, documents, and links. (Exhibit 5.d)



OTAN Online Connection
A Publication for Members of the Outreach and Technical Assistance Network

www.otan.us Share & Share Alike Spring 2011

Links for This Issue
Go to www.delicious.com/otan.adulted to find all links mentioned in this issue.

Policy to Performance Application
On March 4, 2011, the CA Department of Education's Adult Education Office released a Request for Application (RFA) for the Policy to Performance pilot grants. You can find the RFA at www.cde.ca.gov/ta/ta/af. Applications due April 1, 2011.

Tech and DL Symposium
Symposium handouts and videos are available online: www.otan.us/tdl/symposium.

Inside This Issue:

- ★ Protect Copy Rights: Use Creative Commons
- ★ Copyleft—Our Safe Haven from Copyright Don'ts
- ★ Symposium 2011 Report
- ★ Save Files Online
- ★ Social Bookmarking
- ★ Sharing Digital Media

The Power of Sharing

Sharing is easier and faster than it has ever been. Share your photos and videos instantly on **Picasa** or **YouTube**. Share your thoughts with the world in 140 characters or less on **Twitter**. Share your favorite music video with 150 of your closest friends on **Facebook**. Sharing information and content is one of the more powerful uses of the Internet.

We witnessed the power of sharing information during recent events in Tunisia, Egypt, Bahrain, and other countries in the Middle East. By following tags like **#Egypt** and **#Bahrain** on Twitter, you could get minute-by-minute commentaries from people in the midst of demonstrations and confrontations as they sent tweets and voice messages converted to tweets via their mobile phones. Now the U.S. State Department has a Twitter account in Farsi, along with its official account at Twitter.com/StateDept.

In this issue, you can read about sharing files, documents, photos, music, voice and video online. In the previous issue we wrote about Facebook and Twitter for adult educators. A social networking site we have not mentioned, though, is **LinkedIn**. LinkedIn.com is a tool for building a professional network. It allows you to locate people in your profession or alumni from your high school or college. When you create your account you can indicate whether you are interested in career opportunities, expertise requests, or requests from friends and acquaintances to reconnect.

The site can be used to find job opportunities or potential applicants for a position. This is a tool that more advanced students and those in the process of beginning or developing a career need to know about.

Sharing has gone from a value we learned in kindergarten to a 21st century skill. There are many ways to share, and a lot to know about what, when, where and how to share. These are skills that we as adult educators need in order to thrive in our own careers, and that our students need to participate in further education, careers, and community responsibilities. By modeling these skills for our students, we are showing how to create a positive personal presence online. We need to all be aware that everything we post online becomes virtually part of our resume.

Exhibit 5.d

Technology Integration Advisory Committee

In order to get input from the field, OTAN continued to host two advisory committees this year. The Technology Integration Advisory Committee (TIAC) consisted of six administrators, four instructors, and representatives from the California Department of Education and CALPRO. (Exhibit 5.e) The committee met in December 2010, and the discussion centered on direction for OTAN for the next five years. Small groups worked on strategies and suggested deliverables around five central themes:

- Transitioning students to postsecondary education and to work
- Connecting technology to the curriculum
- Providing professional development on 21st century skills
- Improving distance learning
- Coordinating with the Adult Education Office at CDE, and with the other leadership projects

TECHNOLOGY INTEGRATION ADVISORY COMMITTEE			
	TITLE AND AGENCY	REGION	AGENCY TYPE
INSTRUCTORS			
Barry Bakin	ESL Instructor, Los Angeles USD	11c	District
Susan Gaer	ESL Professor, Santa Ana College	9	Community College
Kathleen Bywater	ESL and CTE Coordinator, Riverside Adult School	10	District
Cindy Wislofsky	ESL Professor, San Diego Community College District	9	Community College
ADMINISTRATORS			
Michael Barnes	Director, Mary Lind Foundation	11a	CBO
John Kerr	Director, Baldwin Park Adult and Community Education	11b	District
Brant Choate	Principal, Charles A. Jones Skills Center, Sacramento Adult Education	3	District
Vittoria Abbate-Maghsoudi	Assistant Director of Adult Education, Mt. Diablo Adult Education	4	District
Debbie Glass	Principal, Merced Adult School	7	District
Dawn Buboltz	Principal, Chaffey Adult School	10	District
STAFF			
Jacques LaCour	Deputy Director, CALPRO		
John Fleischman	Assistant Superintendent, Sacramento County Office of Education		
Penny Pearson	Distance Learning Coordinator, OTAN		
Branka Marceta	Technology Projects Coordinator, OTAN		
Sheila Bollenbach	Consultant, Adult Education Office, California Department of Education		
Marian Thacher	Director, OTAN		

Exhibit 5.e

Distance Learning Advisory Committee

The Distance Learning Advisory Committee (DLAC) met in October and May. Membership consisted of five instructors, six administrators, two outside partners, and seven staff of leadership projects and the Adult Education Office at CDE. (Exhibit 5.f)

DISTANCE LEARNING ADVISORY COMMITTEE			
	TITLE AND AGENCY	REGION	AGENCY TYPE
INSTRUCTORS			
Vicki Buhler	High School and GED Instructor, Hanford Adult School	8	District
Katherine Crawford	ESL/GED Instructor, Elk Grove Adult and Community Education	3	District
Susan Nettinga	ESL Instructor, Fremont Adult School	4	District
Evelyn Lenton	High School Diploma Coordinator, Antelope Valley Adult School	11b	District
Kay Johnson	ESL and Citizenship Instructor, Jefferson Adult Division	5	District
ADMINISTRATORS			
Paul Yung	Distance Learning Coordinator, Los Angeles USD	11c	District
Lynn Bartlett	Distance Learning Coordinator, San Juan Adult Education	3	District
Portia La Ferla	ESL Program Coordinator, Torrance Adult School	11a	District
Kay Hartley	Principal, Vallejo Adult School	1	District
Trish Kerns	ESL Instructor, Sacramento Adult Education	3	District
Glen Sparks	Director, Amador Valley Adult Education	3	District
OUTSIDE PARTNERS			
Jacquie Brinkley	Programs Consultant, California State Library		State Library
Marsha Reske	Distance Education Coordinator, American River College		Community College
STAFF			
Sheila Bollenbach	Consultant, Adult Education Office, CDE		CDE
John Fleischman	Assistant Superintendent, Sacramento County Office of Education		Leadership Project
Catherine Green	Research Analyst, CALPRO		Leadership Project
Branka Marceta	Technology Projects Coordinator, OTAN		Leadership Project
Penny Pearson	Distance Learning Coordinator, OTAN		Leadership Project
Marian Thacher	Director, OTAN		Leadership Project
Jay Wright	Program Manager, CASAS		Leadership Project

Exhibit 5.f

At the October meeting, members heard an update on the Library Literacy distance learning project, in which tutors work with learners at a distance using Acer touch boards. One project is at the Richmond Library, and another is between the San Diego Library Literacy Program and tutors in Nevada. They received updates on all OTAN distance learning projects, had an opportunity to review and give input on the plans for OTAC, and participated in planning workshops for the Technology and Distance Learning Symposium held in February.

In May, after updates from participants regarding budget cuts and the status of current programs, participants heard two presentations from outside partners. The first was a further update on the California State Library Literacy Distance Learning Project. The second was from the Distance Education Coordinator at American River College, who described the support and structure offered for distance and blended courses at the college, noting that, as in adult education, blended learning results in the most positive learning outcomes.

OTAN staff provided updates on the Technology and Distance Learning Symposium, the Online Teaching Academy, the Distance Learning Forum, and the online course repository (all discussed in Section 16). The group then discussed data from the November 2010 CASAS Classroom Questionnaire to determine whether they could agree on a common definition of blended learning, and determine initial steps to be taken to begin collecting data on blended courses. It was decided that the best approach at this point would be to identify promising practices in this area and promote them through professional development.

6. Adult Education Electronic Collections

The electronic resources that members access on the OTAN Web site include over 26,000 electronic files and database records which are managed by a database system for efficient storage and searching. (Exhibit 6.a)



OTAN INFORMATION SERVICES	
WEB SITE/SECTION	NUMBER OF FILES/RECORDS
Adult Education Dictionary	662
Adult Education Links	175
Adult Education Products	99
CA Adult Education History	427
CDE Adult Ed Links	31
Course Outlines	325
Document Library	991
Education Grants	639
Expert Knowledge	148
Legislative Information	422
Lesson Plan Builder	10,968
Lesson Plans	447
Master Calendar	1,159
News Items	752
PDC Documents	698
Presentations	160
Reference Libraries	5,637
Students Succeed	764
Teaching Tools	2,000
Want Ads	124
TOTAL	26,628

Exhibit 6.a

Information is acquired from a national network of education clearinghouses and agencies. An Information Specialist evaluated and cataloged new documents. Exhibit 6.b shows the categories of information and number of total documents in the online collection. During the project year, 39 new documents were added to the online collection. Topics emphasized in new acquisitions included emerging technologies for adult education and literacy, adult reading strategies and courses of study, and the certification and credentialing of adult education instructors.

DOCUMENT LIBRARY COLLECTION - ALL			
Adult Basic Education	35	Homeless	19
Adult Education	83	Migrant	9
Adult Literacy	59	Model Programs	4
Adult Secondary Education	8	Older Adults	15
Amnesty	1	Parent Education	13
Assessment	49	School Effectiveness	25
At Risk Persons	10	School-To-Work	1
CBE	5	Staff Development	43
Citizenship	8	Standards & Assessment	1
Community Colleges	13	Student Leadership	5
Correctional Education	31	Technology	67
Culture	14	Telecommunications	15
Disabled Populations	41	Transitional Programs	9
Distance Education	40	Vocational Education	43
Educational Research	19	Vocational ESL	8
Employability Skills	37	Volunteers	14
English (Second Language)	90	Welfare Reform	10
ESL Literacy	7	Women's Issues	9
Family Literacy	35	Workplace Education	85
Health Education	11		
Total Items In Collection: 991			

Exhibit 6.b

Major information areas of OTAN Resources include:

- Teaching Tools and Resources** – Information to assist adult education teachers to implement technology in the classroom, find and create lesson plans, locate classroom activities, and pursue professional development. This area also includes the online Lesson Plan Builder, a tool allowing teachers to create and share lesson plans online.
- California Adult Education Professional Development Calendar** – An online calendar showing events by OTAN, CASAS and CALPRO, as well as regional, state and national conferences, at www.caadultedtraining.org. California adult educators may register for any California workshop or training from this site. Users may search by date, region, or sponsoring organization. A brief description of each event is provided with a link to online registration. Conferences and other professional development events are also listed with links to further information, presenter calls, programs, registration forms, or Web sites as appropriate. This calendar has been updated to make it easier for users to search for types of events such as online workshops, webinars, online facilitated courses and online self-paced courses.
- Course Outlines** – Sample course outlines donated by California adult schools are displayed in relation to the online Course Approval system. There are currently 325 course outlines posted.

- **Adult Education Dictionary** – There are 662 adult education terms and acronyms that can be searched alphabetically or by keyword or category. Terms were added and updated during the year.
- **Educational Grants** – Database of information about funding opportunities available to adult education service providers and educators. The Federal Register and selected professional publications are regularly monitored for grant information. The grant information is accessible by topic areas and contains 639 grant possibilities.
- **Legislative Information** – Updates on California and federal legislation in process and budget negotiations of interest to adult educators. Advice is posted here on how to influence the legislative process and links to government Web sites.
- **Presentations** – Presentations created by CDE, OTAN, or field agencies, and now available on the Web in PDF format. Currently 160 handouts are available.
- **California Adult Education History** – A PDF version of *Meeting the Challenge*, a book on the history of adult education in California by Linda West, the script and excerpts from a video on California adult education history, downloadable data on the starting years of adult schools in California, and searchable indexes, photos, PDF files, and audio clips from the adult education oral history project.
- **Links to Staff Directories** – Searchable databases of California adult education providers, State Directors of Adult Education, and the U.S. Department of Education.
- **CA Adult Ed Products** – Online shopping for products of previous California leadership projects designed to assist the adult educator in making decisions about managing programs and improving classroom instruction. These resources are available through OTAN on a cost-recovery basis.
- **Reference Libraries** – Searchable catalogs of three specialized libraries. Included are Adult Education Reference, California Adult Education Archives, and VESL Workplace Clearinghouse. Approximately one-third of the California Adult Education Archives materials are available online as full-text PDF files. The Adult Education Reference collection is available for circulation via UPS.
- **Online Documents** – Full text documents in 38 topic areas of adult education, including the latest research and information for adult program management and instructional improvement, with 16 new documents this year.
- **CA Adult Education Data** – Funding, enrollment, and student progress data files from the CDE Adult Education Office, as well reports of surveys and state plans.
- **Codes and Regulations** – Excerpts of some state and federal laws and regulations of particular interest to California adult educators.

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

OTAN provides customized research for California adult educators upon request. Seventeen requests for research were completed this year by the Information Specialist and other staff persons. Requests included such varied topics as:

- Vocational ESL and vocational ABE curriculum for specific jobs
- Text of federal Workforce Investment Act authorization legislation
- California adult education history photos
- Sample GED essays
- Jail education history
- History of community colleges and public school districts as providers of adult education
- Medical terminology for LEP students

OTAN is responsible for making available, at cost of distribution, the products of CDE Adult Education Office professional development and curriculum development products, as well as other grant-funded curriculum products. The items are available in the Products section of the OTAN Web site and can be ordered online. This year 84 items were shipped, with English for All DVDs and CDs continuing to be the most popular items. The VESL/Workplace Clearinghouse curriculum items are also ordered regularly. A new product now available from the VESL/Workplace Clearinghouse is a set of ready-to-use materials that address the interest of ESL students in soft skills and American workplace expectations. (Exhibit 6.c)

2010-11 PRODUCT SALES	
PRODUCT	# OF ITEMS SOLD
English for All Video DVD Collection	32
English for All Video CD Collection	22
VESL/Workplace Clearinghouse	22
California EL Civics Products	6
California Adult Education History Videos	2
TOTAL	84

Exhibit 6.c

7. Electronic Resources for Improving Instruction

Adult education teachers and teacher/coordinators make up the largest group of Web site members with 59 percent of membership. To meet the needs of this client group, OTAN maintains a section of the Web site called Teaching Tools & Resources.



Online Resources for Teachers

The instructor resources area is organized around six program clusters:

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

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

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

Documents and annotated links to other sites that teachers will find in Teaching Tools & Resources include tips for using the Internet in instruction, how to create a Web site, links to online tools, software tutorials, and information about online courses. One area highlighted in 2010-11 was Web-based Class Activities, written by Kristi Reyes of MiraCosta College, emphasizing numerous Web 2.0 tools that teachers can use as part of language and basic skills instruction. Topics this year have included classroom uses of online video, audio-enhanced reading skills instruction, easy ways to create student polls and surveys, and tools to help teachers get organized. The Web-based Class Activities page was viewed over 3,000 times during the year.

Lesson Plan Builder

The online Lesson Plan Builder, at www.adultedlessons.org, is a tool that allows teachers to create complete and detailed lesson plans, store them online, and share them with colleagues. All three leadership projects, OTAN, CALPRO, and CASAS have workshops on lesson planning. There are currently 15,470 registered users, up from 12,449 last year. Some 2,808 users logged in during the year, an average of 234 per month, and 1,254 actually worked on a lesson plan.

*"I was impressed by the completeness of the Lesson Plan Builder. There were options I'd never thought of before and examples of ways to do things."
- Adult Education Teacher*

Some adult schools have encouraged teachers to use the lesson plan builder, and there were 53 programs that had 10 or more teachers registered by the end of the year. Los Angeles USD led with 216 teachers registered, followed by Burbank with 47, Hacienda La Puente with 39 and Mt. Diablo with 37. (Exhibit 7.a)

LESSON PLAN BUILDER REPORT	
Agencies with 10 or More Teachers Registered	
Los Angeles Unified School District (216)	Fremont Adult School (16)
Burbank Adult School (47)	Centennial Education Center (15)
Hacienda La Puente Adult Education (39)	Monterey Adult School (15)
Mt. Diablo Adult Education (37)	Salinas Adult School (15)
Oakland Unified School District (36)	Santa Clara Adult Education (15)
Downey Adult School (34)	Ventura Adult Education (15)
Santa Ana College (34)	Long Beach School for Adults (14)
San Diego Community College District (29)	AFOC (13)
Sweetwater Union High School District (29)	Berkeley Adult School (13)
El Monte-Rosemead Adult School (28)	Alameda Adult School (12)
Norwalk-La Mirada Adult School (25)	Baldwin Park Adult & Community Education (12)
Eureka Adult School (24)	Bassett Adult School (12)
Merced Adult School (24)	Garden Grove Unified School District (12)
Vista Adult School (24)	Madera Adult School (12)
Hayward Adult School (22)	Martinez Adult Education (12)
Chaffey Adult School (21)	Old Marshall Adult School (12)
Palm Springs Adult School (21)	South San Francisco Adult Education (12)
Rowland Adult and Community Education (21)	East Side Adult Education (11)
Simi Valley Adult School (21)	Hanford Adult School (11)
Bakersfield Adult School (20)	Hemet Adult School (11)
Fresno Adult School (20)	Pleasant Valley Adult School (11)
Sacramento City USD (20)	Visalia Adult School (11)
CALPRO (19)	ABC Adult School (10)
Elk Grove Adult and Community Education (19)	Alliant International University (10)
Vallejo Adult School (19)	Azusa Adult School (10)
San Bernardino Adult School (18)	Jefferson Adult School (10)
Stockton School for Adults (18)	Rancho Santiago Community College District (10)
Milpitas Adult Education (17)	ROP (10)
New Haven Adult School (17)	

Exhibit 7.a

In addition to high numbers of users, there are programs like Elk Grove Adult and Community Education that have created one account to be shared by all instructors. Elk Grove made a decision to put all their EL Civics lesson plans online, and currently lists 76 lesson plans in the Lesson Plan Builder account.

OTAN and CASAS lesson plan experts reviewed EL Civics lessons on the Lesson Plan Builder in order to add new lessons to the public lesson plan collection. There are currently 34 EL Civics lesson plans available, with some in each of the five categories: consumer economics, community resources, health, employment, and government and law.

My Resources

“My Resources” is a feature that allows teachers to bookmark links that they find interesting and want to visit again by clicking on a checkbox next to that item. Users can add notes about the item. To review selections, the user chooses Preferences from the top menu bar, and then My Resources. About 950 clients have used My Resources to bookmark items, and 248 have organized their bookmarks into personalized folders.

Course Outline Builder

A relatively new project initiated last year was the online Course Outline Builder. Standards and competencies are available to be selected for each program area. Those teaching ESL courses can choose from CASAS competencies and Secretary’s Commission on Achieving Necessary Skills (SCANS) competencies. Those teaching ABE classes can choose from ABE standards and also from K12, first through eighth grade competencies. Those teaching ASE courses can choose from the California High School Standards for different subject areas. There are currently 46 course outlines saved on this site at www.otan.us/COB. (Exhibit 7.b)

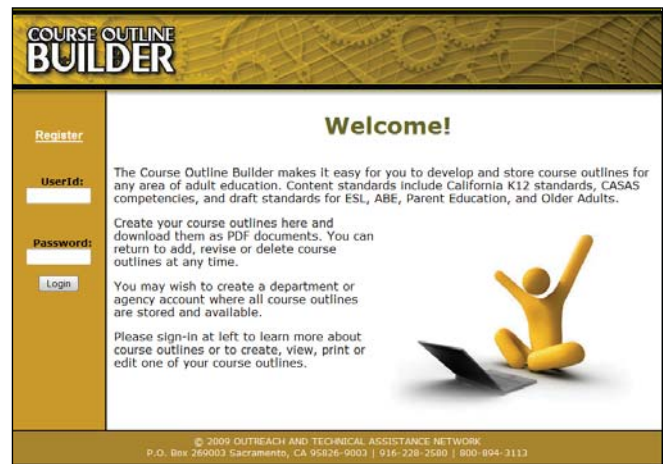


Exhibit 7.b

Adult Education Dictionary

OTAN continued to maintain and expand the online dictionary for adult education that is located in the OTAN Research & Reference area of the Web site. Adult education has a specialized vocabulary, including acronyms, in common use. An annual turnover of 30 percent is typical of adult education staff in California, and the dictionary is directed at the needs of this new personnel. Users can search by keyword or category. There is also a feature that allows the field to suggest terms and provide definitions. The dictionary now contains 662 terms, and can be viewed via the OTAN Web site, or independently at www.adultedterms.org. (Exhibit 7.c)

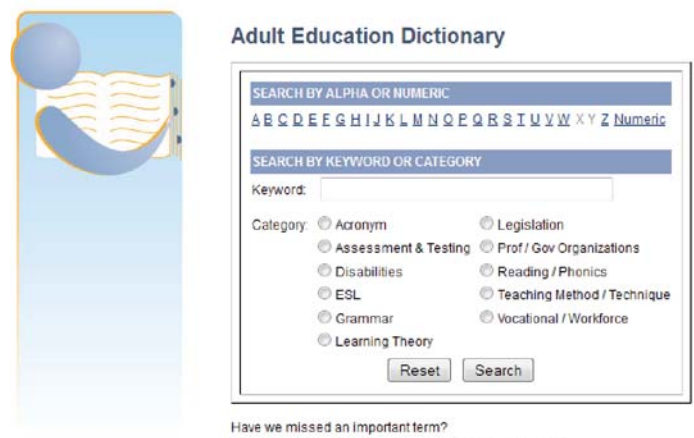


Exhibit 7.c

8. Students Succeed Project

Adult education in California served 600,000 students in 2010-11. Education is provided through a multiple provider system of public adult schools, community colleges, libraries, community and faith-based organizations, and correctional institutions. OTAN's California Adult Education Students Succeed project identifies learners who have reached their life goals as a result of their participation in the adult education system and disseminates the stories of these students and the exemplary programs that serve them (www.adultedlearners.org).

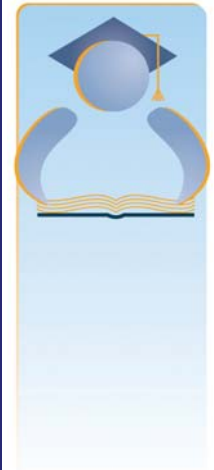
In 2010-11, there were two nomination deadlines, and a total of four individuals were accepted and added to the Web site. At the end of the year, the stories of 184 successful students were posted on the project Web site representing 95 agencies.

At the ACSA conference in October 2010, three Students Succeed awardees were recognized at general sessions. OTAN produced a short video about each individual, highlighting their history, challenges overcome, participation in adult education classes, and current successes. One recipient was Frank Ganz, who earned his high school diploma in 2009 at the age of 83. His graduation was celebrated by his wife, four children, twelve grandchildren, five great grandchildren, and one great, great grandchild. Mr. Ganz began working at a candy store at the age of 13, and joined the Navy during World War II, when he was only 16 years old. "Inside it always burned that I didn't finish," he said. "I was always embarrassed. It bugged me all of my life that I did not have my high school diploma." Once he retired from the auto parts business, and saw his grandchildren going off to college, he decided to go back to school. He earned his diploma at Metropolitan Adult Education Program in San Jose.



Frank Ganz

The next recipient, Noelia Ramirez, was a good student as a child. She started high school with college prep and GATE classes, loved music and was in a punk rock band. She began intentionally skipping a lot of classes so she could spend more time with her music friends which led to D's and F's. At the same time, due to family issues, she was living in foster care and was responsible for the care of three younger children. Through the intervention of her high school guidance counselor, she enrolled in a cosmetology course at Soledad Adult School. Principal Linda Coyne and the counselor saw her potential and were determined to get her back into the high school program. She graduated, and continued on to college. She now





Noelia Ramirez

holds two Bachelor degrees and a Master's degree in Spanish. She is employed at the California Department of Education and for a time was the regional consultant for Soledad Adult School.

The final video production told the story of Carrie Tibke, who came to Charles A. Jones Career and Education Center (CAJ) in Sacramento with a history of domestic abuse described as "almost unimaginable" by CAJ's principal, Nancy Compton. Carrie fled her family of origin on the east coast, determined to provide a peaceful life for herself and her son. She enrolled in the Medical Assisting program at CAJ, but the long term abuse resulted in medical issues requiring her to temporarily leave school to have surgery. Even though some days she had to sleep on a friend's couch and come to school tired and hungry, she eventually completed her education. She received a scholarship, was the speaker at her graduation, and is now employed as a medical assistant.

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



Carrie Tibke

9. Technology Planning Support

During 2010-11, 156 EL Civics funded agencies were required to submit a technology plan online. Training was provided to 73 participants on how to proceed with the technology planning process via four webinars. These webinars were directed to new staff who had not worked with the technology plan previously, and experienced technology planners attended the trainings as well.

Technical support regarding submitting the online technology plan was provided by 80 phone and e-mail contacts. Each technology plan was reviewed by two readers, and the 17 agencies that did not pass the review were offered assistance until all agencies had completed an appropriate plan.

Exhibit 9.a shows the types of agencies that completed technology plans. Although all types of providers are represented, adult schools are by far the most numerous. Exhibit 9.b shows the percentage of agencies using technology other than computers over a period of nine years. Use of LCD projectors and digital cameras was increasing steadily through 2007-08, and then leveled off.

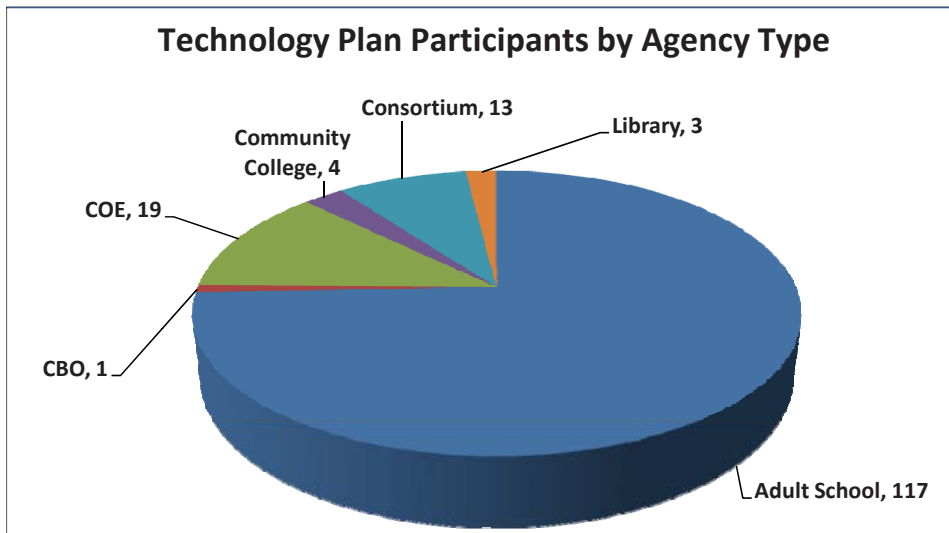


Exhibit 9.a

While the implementation of mobile labs decreased and then held steady this year, wireless connections have continued to increase. They took another jump in 2010-11, probably because wireless is less expensive than running wires, and also because some of the challenges to maintaining a secure wireless network have been addressed.

Interactive whiteboards continue to grow in popularity. They have now been implemented widely in K12 programs, and adult schools are catching up, with over 50 percent of programs using at least one this year. Using cell phones as part of instruction was not even asked about until 2008-09. The use almost doubled in 2009-10 to 39 percent, but held steady this year.



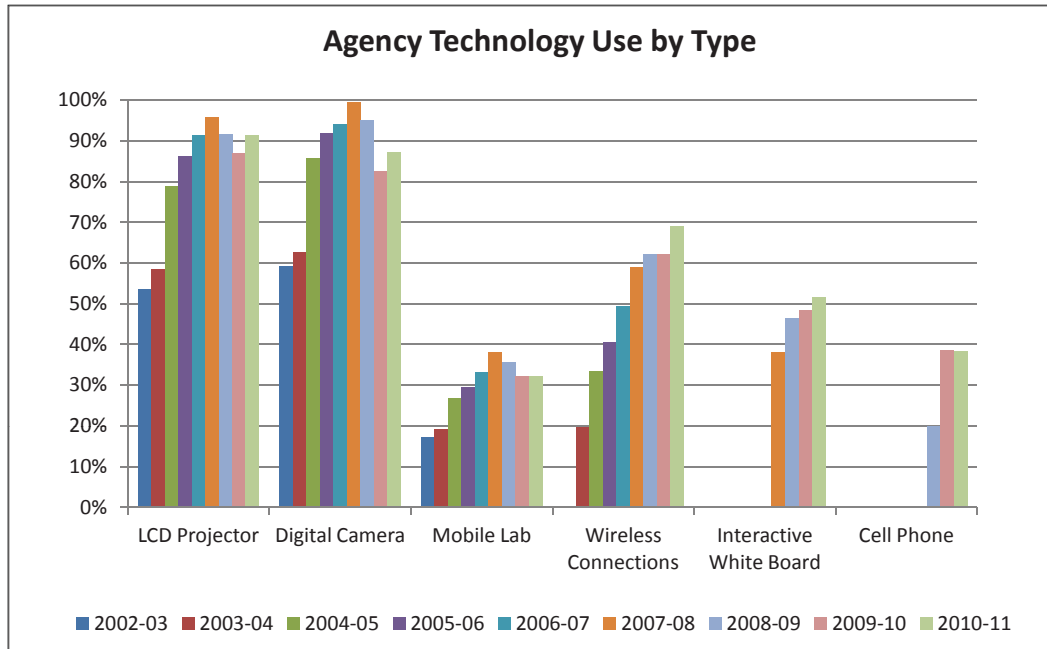


Exhibit 9.b

Data on staff skills was collected on 2,166 instructors in 2010-11. Teachers rate themselves on a scale of one to four in each area indicated. This is the third year for the new technology integration self-assessment based on the federally funded AdultEdOnline project. The new assessment focuses less on technical skills and more on integrating the skills into classroom activities. Exhibit 9.c shows a slight increase in self-reported skills in almost all areas over the three years. Basic computer skills, assistive technology, and video technology remained virtually the same as the previous year. Knowledge of social, legal, and health issues involving technology use decreased .03 of a point. The overall increase in technology skills is attributable to both increased skills of existing staff, and turnover in which older teachers who did not grow up with technology retired and younger teachers who have grown up with technology replaced them.

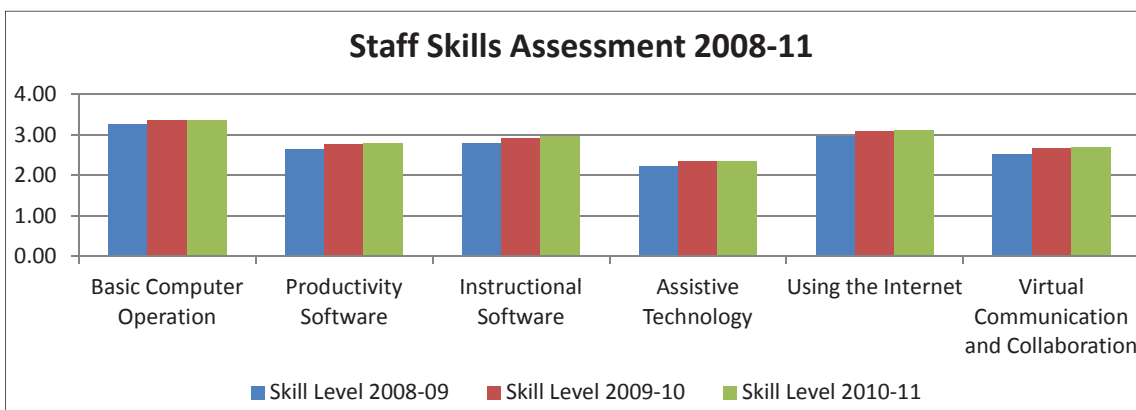


Exhibit 9.c

The new technology integration self-assessment asks about classroom skills as well as personal skills, assuming that teachers develop personal technology skills before introducing those skills to their students. Exhibit 9.d confirms this, comparing personal and classroom skills in nine areas and showing the percentage of teachers who rated their skills as three or four on a four point scale, where three equals good and four equals excellent. Personal skills are rated as higher than classroom skills for all

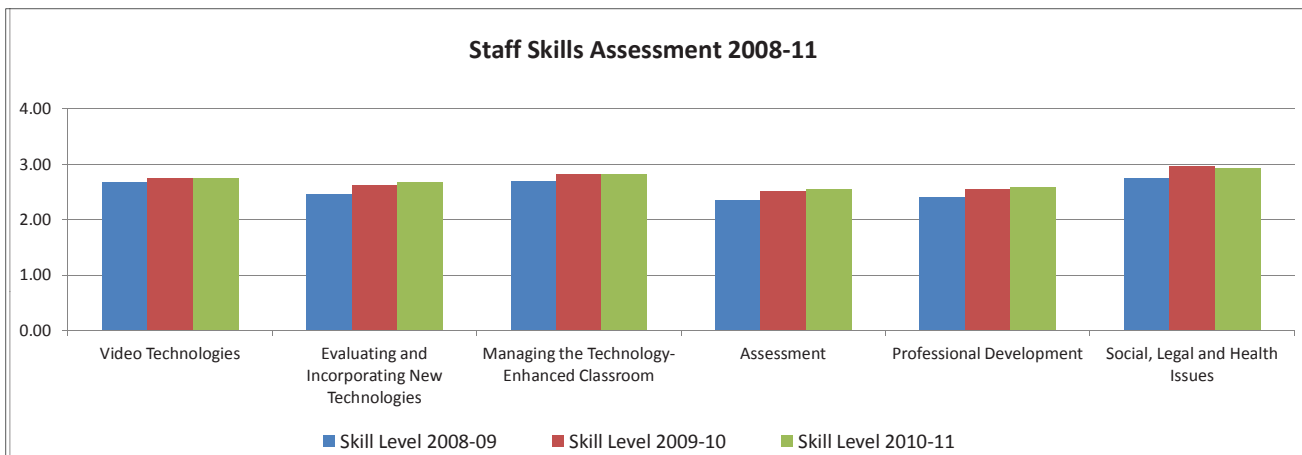


Exhibit 9.c (Continued)

items. Particular disparities are noted in Internet use, e-mail, and Web communication. These three aspects of technology are used regularly in many teachers' personal lives, but may not have translated into classroom activities. For example, almost all teachers now have e-mail accounts, but many are still not communicating with students via email. Another area of greater disparity is the use of the mobile

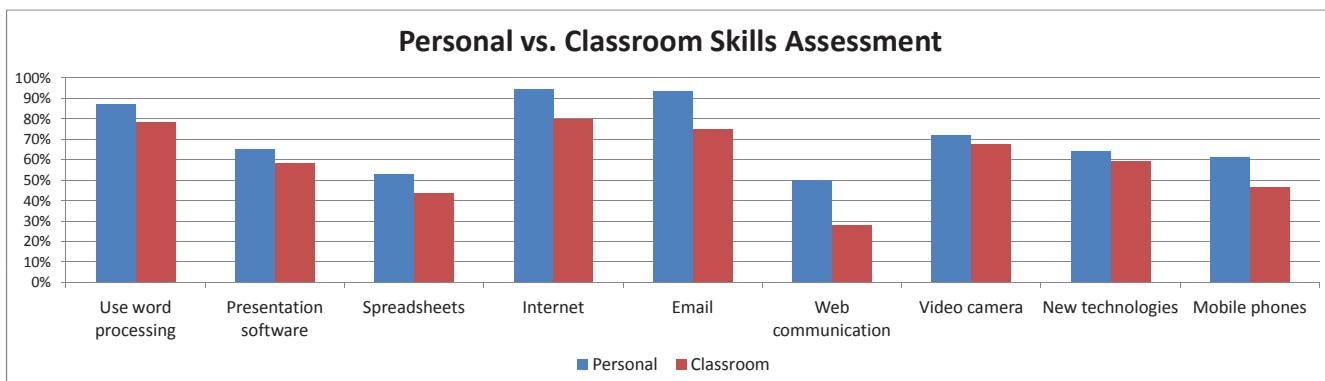


Exhibit 9.d

phone, a tool we are beginning to explore as a platform for instruction. The number of teachers personally comfortable with using mobile phones increased by 10 percent between 2008-09 and 2009-10, but held steady in 2010-11. However, the use of mobile phones in the classroom has steadily increased. The difference between personal and classroom use was 19 percentage points for the first year and 22 points in the second year, but has decreased to 15 points this year. (Exhibit 9.e)

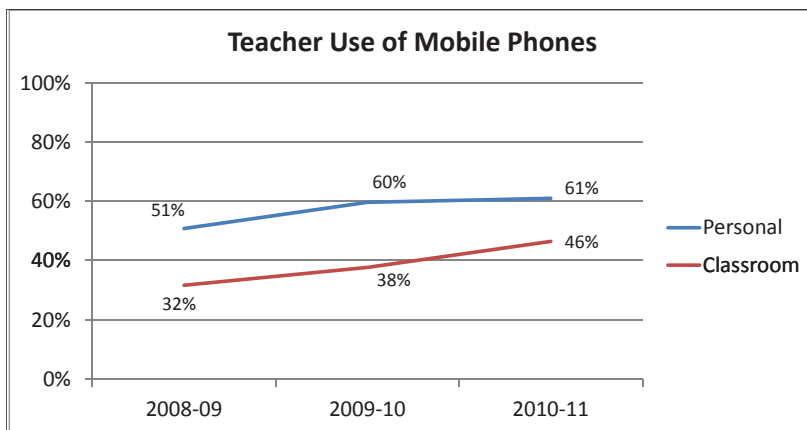


Exhibit 9.e

Exhibit 9.f shows a year by year comparison for some skills, displaying the percentage of instructors who rated their skills as three or four on the same scale as used in Exhibit 9.d. Areas that show continued improvement include accepting not being an expert in every classroom activity (an important one for technology integration!), taking an online course, and using e-mail lists and wikis

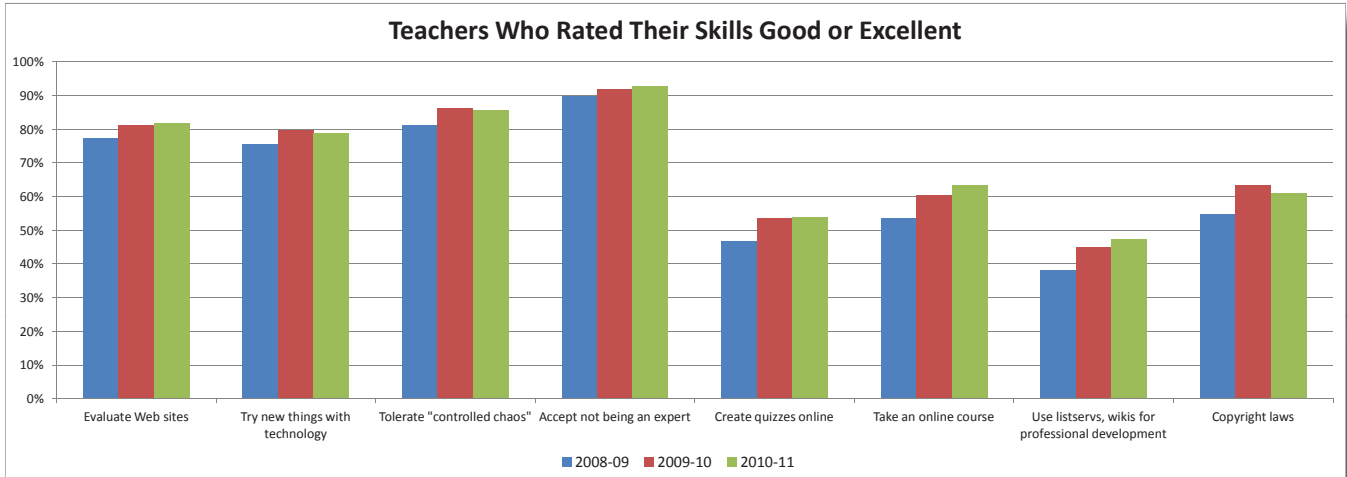


Exhibit 9.f

for professional development. These may represent the ubiquitous nature of online professional development, as well as CALPRO's and OTAN's persistent use of online courses and webinars to deliver professional development. The only area that decreased significantly was knowledge of copyright laws.

For the third year, an optional student computer survey was provided as part of the technology plan. Forty-two agencies surveyed their students in 2010-11, with a total of 6,464 students responding, about the same as the previous year. One of the questions on the survey is "Do you have Internet access at home?" Data for ABE students shows that more and more students do have Internet access outside of school.

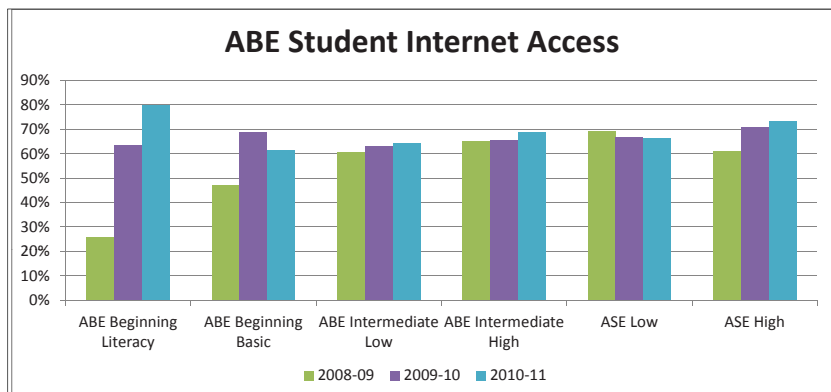


Exhibit 9.g

Most striking are the numbers for ABE Beginning Literacy. The large increase is most likely attributable to smart phones and students being able to get online with their phones. Smart phones are making the Internet much more accessible to many more people. This has implications for the ability of basic skills students to study partially or completely online. (Exhibit 9.g)

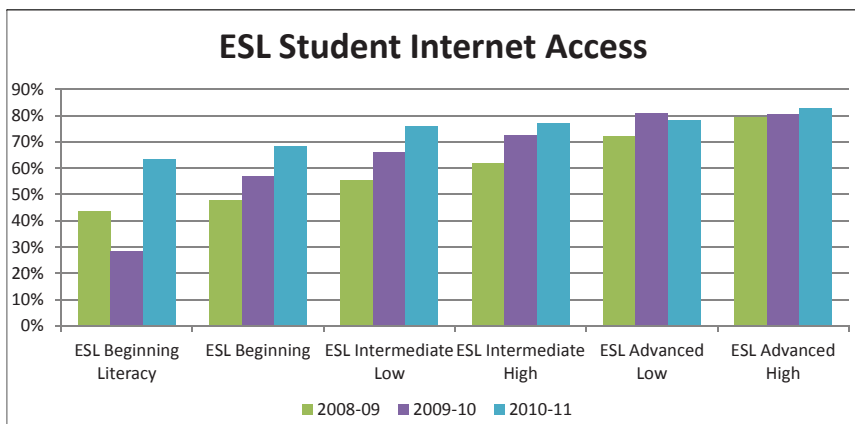


Exhibit 9.h

Data on ESL students shows a similar picture, with 4,369 students responding. Home Internet access has continued to increase for all levels except one, and beginning literacy students have increased much more quickly than other levels, probably again attributable to Internet access via mobile phone. (Exhibit 9.h)

10. New and Emerging Technologies

OTAN staff research, collect, and distribute information regarding new and emerging technologies and available learning resources. Information is collected and shared via Web sites, e-mail lists, and video.

Video

OTAN produces videos of best practices in technology integration, which are made available online and on DVD. In 2010-11, a video on using mobile devices or cell phones in learning was produced and posted online. This video highlights how adult education teachers and students from Jefferson Community Adult School in Los Angeles, Santa Ana Community College in Santa Ana, and San Diego Community College in San Diego are using their cell phones in and out of the classroom to make learning accessible anywhere and anytime. Through the use of cell phones, which most students have with them at all times, teachers are creating communities and new connections with their students, as well as extending teaching and learning beyond the walls of the classroom. Some of the activities teachers have created encourage students to work in groups to send text messages as part of dictation practice or to complete cloze exercises, conduct and record interviews on their cell phones, and listen to and follow directions of recorded messages by the teacher. The teachers are able to assess their students' progress through text and voice messages the students send to their teacher. Teachers report that their students are engaged and excited about using their cell phones as an extension of the classroom providing more educational opportunities for their students. (Exhibit 10.a)

In addition to producing the video, OTAN trainers demonstrated the use of student response systems, or clickers, in several conference presentations, and at the ABE Initiative training in October. CALPRO also used the clickers in the STAR Project training. A video on using clickers in the classroom was produced in 2009-10.



Exhibit 10.a

Social Media

The trend towards using social media for communication and community building took even deeper root in the past year. OTAN continued to publish news items and other posts of interest via Facebook and Twitter. OTAN's Facebook page was



updated on a regular basis, featuring links to other adult education providers at the state and national level. In July 2010, OTAN staff participated as a guest discussant on the national Technology and Distance Learning and Adult Literacy and Professional Development email lists hosted by the National Institute for Literacy (NIFL) at the time, and currently by LINCS. In the three part discussion under the title Using Social Media in Teaching and Professional Development, participants explored popular social media tools available and how they may be used in teaching and professional development. Then they signed up for a small group to learn how to use the social media tool of their choice. California adult educators learned alongside colleagues from other states and shared ideas for teaching and learning. Small groups then shared back what they learned with the Technology and Professional Development Lists.

OTAN staff members continued to model using Twitter for professional development by posting updates during various events. At the national COABE/CCAEE conference OTAN staff were among the top tweeters in social media terminology.

In addition to using social media tools, OTAN staff offered a number of presentations showcasing promising uses of social media for the adult education field in California as well as nationally, such as:

- Project Ideal Conference - Social Networking to Support Distance Learning
- ACSA Adult Education Conference, Focus + Connections = Impact - What Does Twitter Have to Do with Adult Ed? And What is It, Anyway?
- Technology and Distance Learning Symposium - Social Networking for Adult Education
- COABE/CCAEE 2011: Literacy to Work-Adult Education for a Global Economy - Social Networking for Professional Development
- COABE/CCAEE 2011: Literacy to Work-Adult Education for a Global Economy - Using Social Media Tools in Adult Education
- CASAS Summer Institute - Technology in Adult Education: Promising Practices and New Directions

The presentations summarized reasons for educators to use social media. The following three reasons were identified:

- Using social media carries the promise of more exposure for adult schools to potential learners not currently being served
- It reinforces and deepens communication with the existing alumni population
- Educators use these tools to create personal professional development networks and model lifelong learning and positive online presence. The following activities were identified among the programs and teachers using Facebook:

- o Post news on a regular basis
- o Post photos and videos
- o Encourage discussion
- o Provide resources
- o Spotlight success stories
- o Feature current catalog
- o Run contests to increase fan base
- o Get fans to post about their experience in the program
- o Feature work by individual teachers/ classes

For the Technology Integration Mentor Academy (TIMAC) this year, a Facebook group was created so that current participants and alumni could communicate and share resources. Discussions took place and photos, videos, and relevant links were uploaded, creating a sense of community among more than 40 adult educators who have been a part of TIMAC over the last seven years. (Exhibit 10.b)



Exhibit 10.b

Electronic Portfolios

In the school year 2009-10, OTAN produced a report following the first part of the small pilot for a number of ABE/ESL teachers to try out an electronic portfolio (ePortfolio) for learners in adult education programs. Four teachers worked with a number of adult learners while exploring Mahara, an open source ePortfolio platform created in New Zealand. By the end of phase one, about a dozen portfolios had been created by learners.

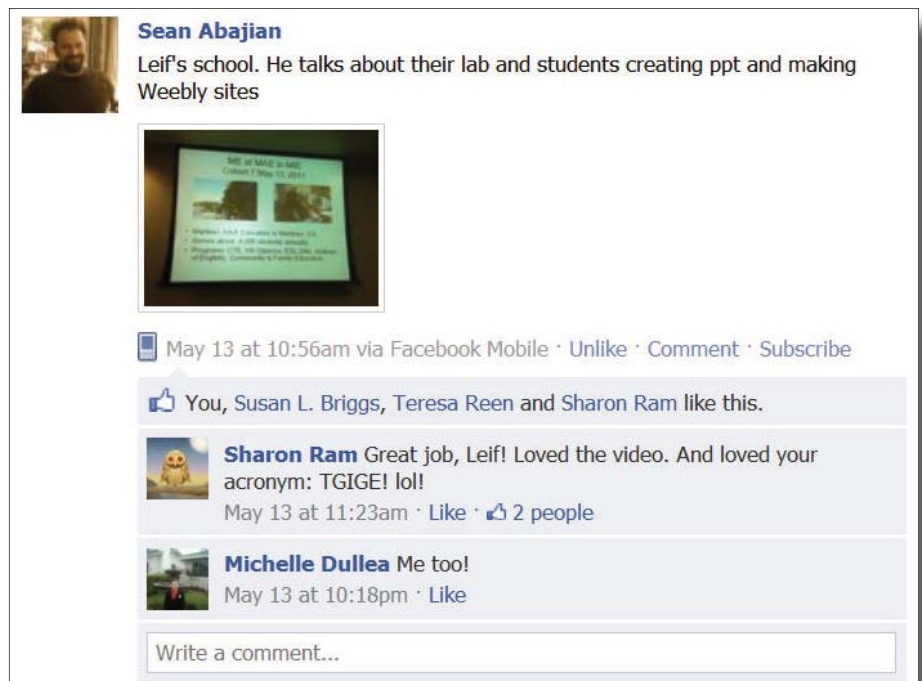


Exhibit 10.b (Continued)

George Ramirez, a student in Mr. Lopez's ABE Language Arts class in 2009-10, was promoted to GED but he still needed to complete ABE Mathematics. Mr. Lopez met George Ramirez at his water shop while customers came in and out. The resulting page (Exhibit 10.c) was posted, and as a follow up, Mr. Ramirez wanted to create a Web page about his business using the same platform.

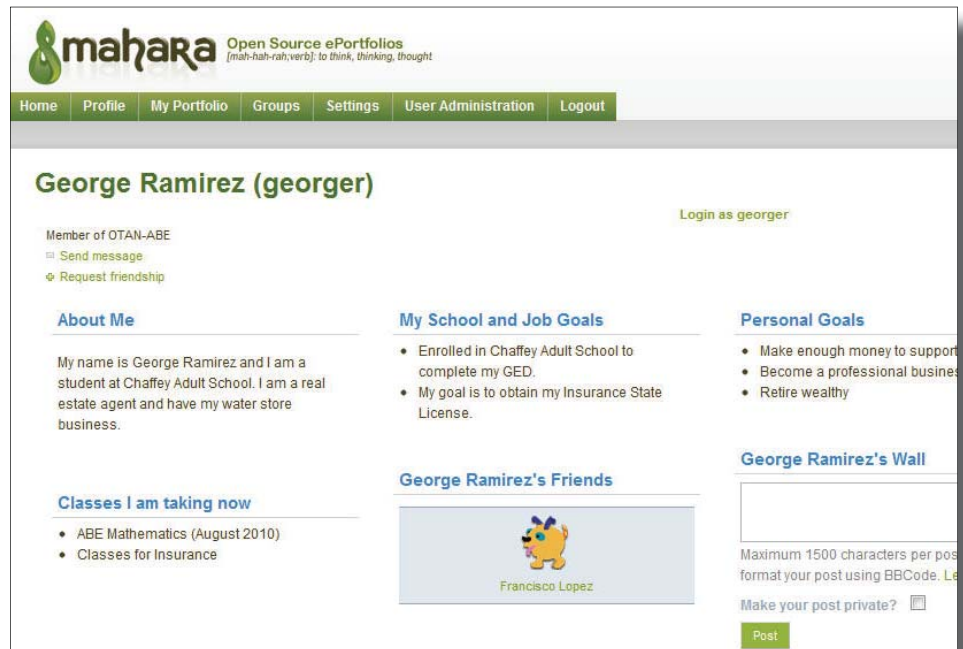


Exhibit 10.c

In the school year 2010-11, OTAN continued this feasibility study, exploring effective and meaningful approaches to using ePortfolios in adult education programs, and as shown in Exhibit 10.d, addressed the following questions:

For students:

- What is the purpose of creating an online portfolio? What are the benefits? Are there any disadvantages?
- What are the differences between the learning/academic portfolio and the professional portfolio?
- Who is the audience for the portfolio?
- What technology skills are necessary to create an ePortfolio?
- What content should go in the portfolio?
- What are the advantages/disadvantages of being able to view portfolios by other learners in the group?
- What are the accessibility and portability options for content uploaded in the ePortfolio platform hosted by adult education schools?

For teachers:

- What are the issues related to the safety and legality of posting student personal information online? What personal and contact information is safe to include?
- What are the different privacy options available?
- What techniques would bring about the learner's sense of audience?
- Who is the ultimate audience for the portfolios?
- What are the technical requirements for student access to the ePortfolio platform?
- How much teacher time is needed for an ePortfolio project?
- What systems are in place to allow teachers to work on ePortfolios, in addition to other tasks?
- Should portfolios be optional or mandatory? Which learners choose to create an ePortfolio? Why?
- What is the advantage of having the students join groups within ePortfolio platform?

For administrators:

- What is the overall cost of implementation of ePortfolios?
- What resources are needed?

For state staff:

- Should a platform be adopted that all the agencies use?
- Should learners be able to have their portfolio hosted even when no longer in the adult education system?
- As learners leave and re-enter the adult education system, what systems can be put in place to track their work and progress via an ePortfolio?
- Is the focus on sharing test data, academic successes, projects or other?
- What are the accessibility and portability options for content uploaded into the ePortfolio platform?

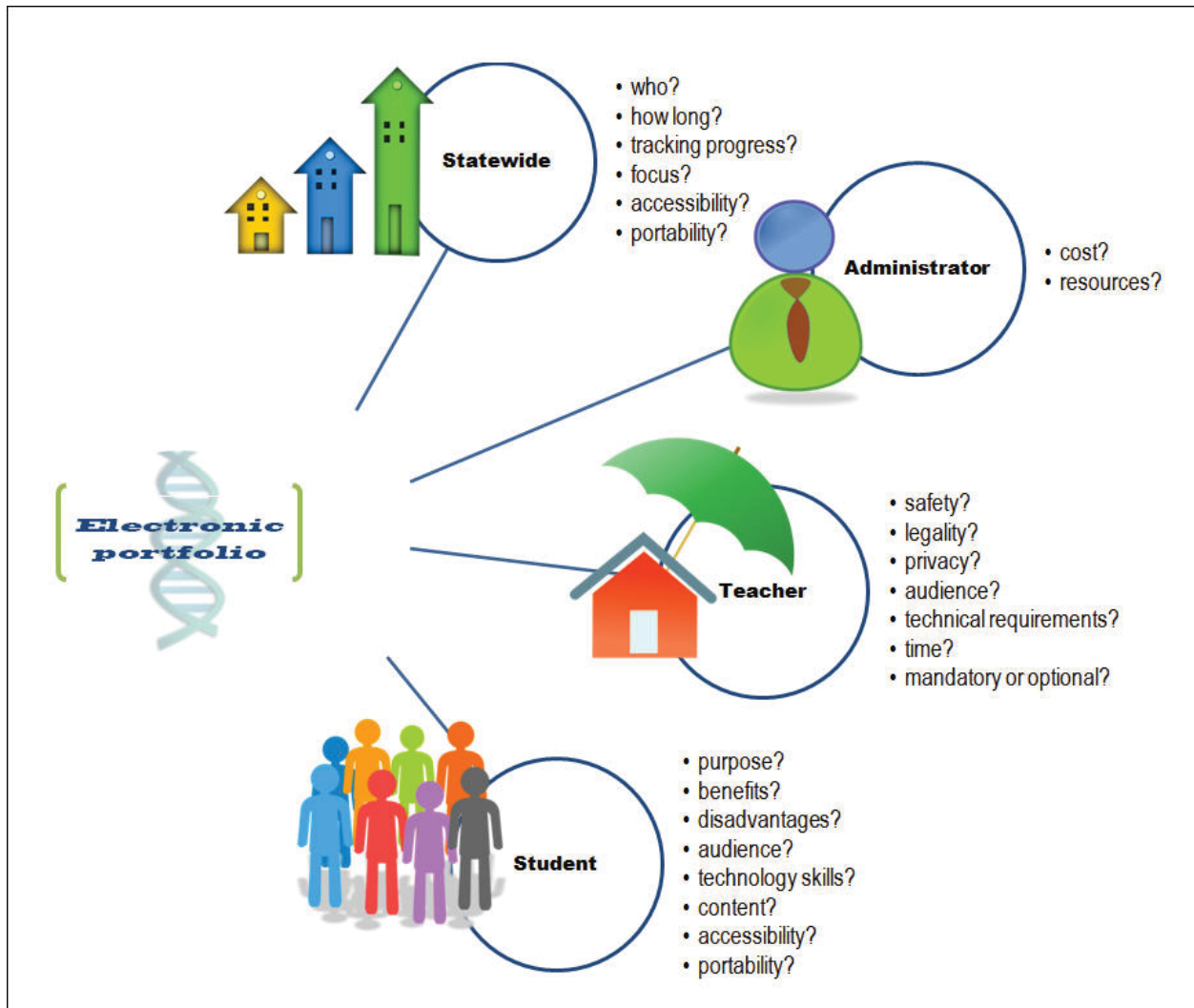


Exhibit 10.d

The participating teachers were selected based on recommendations from their administrators and previous activities related to technology integration were:

- Francisco Lopez, Chaffey Adult School, ABE Reading/Writing, ESL and computer lab classes
- Victoria Jones, Simi Valley Adult School and Career Institute, ESL and computer lab classes
- Suzanne Murphy, Vallejo Adult School, CTE courses and an Employability Skills class preparing ABE/ASE and ESL learners for the workplace by covering job search and soft skills

The teachers continued training on the Mahara platform via formal online meetings. With teacher-directed support and mentoring in the classroom, their students were to create an online portfolio, entering some information about themselves, adding work samples, and sharing it with the teacher. However, all three instructors found it difficult to integrate the ePortfolio project into their classroom instruction. The project was revised at that point, and the three teachers created a portfolio page for their professional purposes and reported on the process.

For comparison purposes, they used another platform, a wiki, to post the same content.

Instructors reported the following difficulties with the Mahara platform:

- The platform was not intuitive, and limited in formatting options
- Uploading photos, files, and creating links was time consuming
- After not working on the platform for a period of time, it took a long time to re-learn it
- There were too many steps in the process
- Students would not always get confirmation that they were registered and could not get onto the site during class

The following advantages of the platform were reported:

- The ability to customize who could access pages
- The capabilities of the program to include many different types of work (video, audio, written work) were impressive and had a lot of potential

When asked if this could be done with students in the classroom, the participants responded:

- Needs to be implemented with a goal at the program level, whether the purpose is for counselors and teachers to have that data or for students to showcase their work
- Having a resume on a wiki, and creating a simple Web page would be easier for students
- Would like to use a platform, but not necessarily this one, for students to extend learning outside the classroom and prepare for the future and current growing requirements to be able to apply for jobs online and upload resumes

Going forward, OTAN will support electronic portfolio efforts in the field independent of any particular platform, and work individually with programs to find the best solution for an online portfolio platform.

Presentations

During the school year 2010-11, OTAN staff reached 429 participants in 19 conference sessions presenting new and emerging technologies. (Exhibit 10.e) Some of these presentations included explanations and sometimes demonstrations of the following emerging technologies and new uses of the existing ones:

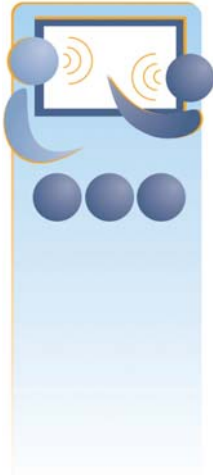
Twitter	Online Document Sharing
Mail Merge	Social Networking
Moodle	Wikis
Smartboards	Math Web Sites

2010-11 TECHNOLOGY PRESENTATIONS			
DATE	TITLE	LOCATION	#
9/30/10	What Does Twitter Have to Do with Adult Education and What is It, Anyway?	ACSA Adult Education Conference	12
10/30/10	Mail Merge = MAGIC!	CCAIE South & South Coast Conference	12
10/30/10	Using Moodle to Create a Class Web Site	CCAIE South & South Coast Conference	10
10/30/10	Teaching Critical Thinking for the Internet	CCAIE South & South Coast Conference	10
2/25/11	SmartBoards in Adult Education	TDL Symposium 2011	22
2/25/11	Online Documents - Create, Share, and Collaborate on the Cloud	TDL Symposium 2011	27
2/25/11	Word & Mail Merge: Magic in the Classroom	TDL Symposium 2011	16
2/25/11	Social Networking for Adult Education	TDL Symposium 2011	28
2/25/11	Wikis For All	TDL Symposium 2011	15
2/26/11	Extend Learning Beyond the Classroom	TDL Symposium 2011	24
2/26/11	GED Connection Goes Paperless	TDL Symposium 2011	15
2/26/11	21st Century Skills	TDL Symposium 2011	30
2/26/11	Teach Math Using Free Web Sites	TDL Symposium 2011	20
4/8/11	Using Moodle to Supplement Instruction in the ESL Classroom	CATESOL	10
4/17/11	Social Networking for Professional Development	COABE/CCAIE Conference	18
4/17/11	Using Social Media Tools in Adult Education	COABE/CCAIE Conference	15
4/19/11	21st Century Skills	COABE/CCAIE Conference	73
4/19/11	Online Documents - Create, Share, and Collaborate on the Cloud	COABE/CCAIE Conference	32
6/14/11	Technology in Adult Education: Promising Practices and New Directions	CASAS Summer Institute, San Diego	40
TOTAL PARTICIPANTS			429

Exhibit 10.e

11. Professional Development on Emerging Technologies

One of the main areas of responsibility for OTAN is keeping up with developments in educational technology, and sharing new possibilities and instructional strategies with the field. Professional development is offered through online workshops as well as face-to-face lab training sessions.



Face-to-Face Workshops

OTAN made available face-to-face training on 17 different topics:

- Advanced PowerPoint for Adult Education
- Beginning PowerPoint for Adult Education
- Cell Phones in Adult Education
- Create, Share, Review, and Collaborate with Online Documents
- Creating Web Pages with Weebly
- Creating Web Pages with WordPress
- Creative Classroom & Activity Ideas Using MS Word
- Interactive Whiteboards – Creating Student Activities
- Internet Resources for Adult Ed Teachers
- Internet Resources for ESL/EL Civics Teachers
- Moodle: Create a Course Web Site
- Online Document and Tools – Create and Share on the Cloud!
- OTAN’s Online Lesson Plan Builder
- Social Networking for Adult Education (Mostly Facebook)
- Teaching Critical Thinking for the Internet
- Using Web Sites to Teach Math

Over the course of the year, OTAN trainers offered 34 face-to-face training sessions in labs to 469 participants. Of these, 29 workshops were on technology topics, and 405 adult educators participated. Topics included Teaching Critical Thinking for the Internet, Beginning PowerPoint for Adult Education, Online Documents and Tools, and more. (Exhibit 11.a) The remaining workshops were on distance learning topics. (See Exhibit 13.b)

“I just got a voice announcement through Skype that I have two viruses in my system and to contact the site. I broke down the online URL using the information from the Critical Thinking Internet class. I discovered that it was not Skype, but a personal one!”
- Sue Pace, Adult Education Teacher

2010-11 FACE-TO-FACE WORKSHOPS ON EMERGING TECHNOLOGIES				
DATE	TITLE	LOCATION	TRAINER	#
9/10/10	Using Web Sites to Teach Math	Sweetwater San Ysidro Adult Education	Rosemberg, Leila	14
9/17/10	Beginning PowerPoint 2007 for Adult Education	Sweetwater San Ysidro Adult Education	Swanson, Linda	15
10/19/10	Internet Resources for Adult Ed Teachers	Tamalpais Adult School	Swanson, Linda	14
10/22/10	Advanced PowerPoint 2007 for Adult Education	Sweetwater San Ysidro Adult Education	Swanson, Linda	7
10/22/10	Teaching Critical Thinking for the Internet	Sweetwater San Ysidro Adult Education	Marceta, Branka	12
10/29/10	Beginning PowerPoint 2007 for Adult Education	Fremont Adult and Cont. Education	Swanson, Linda	13
10/29/10	Online Documents and Tools - Create and Share on the Cloud!	North Hollywood-Poly CAS	Holt, Melinda	17
11/18/10	Student Activities with Interactive Whiteboards	Abram Friedman Occupational Center	Roy, Blair	16
11/19/10	Beginning PowerPoint 2007 for Adult Education	Abram Friedman Occupational Center	Swanson, Linda	19
12/3/10	Advanced PowerPoint 2007 for Adult Education	Abram Friedman Occupational Center	Swanson, Linda	10
12/3/10	Student Activities with Interactive Whiteboards (SmartBoard)	Conejo Valley Adult School	Roy, Blair	17
1/24/11	Creative Classroom & Activity Ideas Using MS Word 2007	San Diego	Swanson, Linda	24
1/26/11	Teaching Critical Thinking for the Internet	Community College	Marceta, Branka	9
1/28/11	Advanced PowerPoint 2007 for Adult Education	Milpitas Adult Education	Swanson, Linda	12
1/28/11	Introduction to Using Cell Phones in the Classroom	Fremont Adult and Continuing Education	Gaer, Susan	16
1/28/11	Teaching Critical Thinking for the Internet	North Hollywood-Poly CAS	Marceta, Branka	5
2/4/11	Internet Resources for Adult Ed Teachers	Venice - Emerson Community Adult School	Swanson, Linda	10
2/11/11	Internet Resources for ESL/EL Civics Teachers	Napa Valley Adult School	Swanson, Linda	12

Exhibit 11.a

2010-11 FACE-TO-FACE WORKSHOPS ON EMERGING TECHNOLOGIES				
DATE	TITLE	LOCATION	TRAINER	#
2/28/11	Student Activities with Interactive Whiteboards	Berkeley Adult School	Roy, Blair	12
3/3/11	Student Activities with Interactive Whiteboards	South San Francisco Adult Education	Roy, Blair	17
3/11/11	Beginning PowerPoint 2007 for Adult Education	Alameda Adult School	Swanson, Linda	16
3/25/11	Student Activities with Interactive Whiteboards	East Side Adult Education	Roy, Blair	10
3/29/11	Internet Resources for Adult Ed Teachers	Bassett Adult School	Swanson, Linda	11
4/15/11	Student Activities with Interactive Whiteboards	Culver City Adult School	Roy, Blair	14
4/22/11	Beginning PowerPoint 2003 for Adult Education	Culver City Adult School	Swanson, Linda	19
4/29/11	OTAN's Online Lesson Plan Builder	Abram Friedman Occupational Center	Marceta, Branka	25
5/4/11	Online Documents and Tools - Create and Share on the Cloud!	Mt. San Antonio College	Holt, Melinda	15
5/31/11	Using Cell Phones to Enhance Learning	Montgomery Adult School	Marceta, Branka	15
TOTAL TRAININGS:29		TOTAL PARTICIPANTS: 405		

Exhibit 11.a (Continued)

OTAN received 386 online evaluations of these workshops which were overall positive. Not all participants felt ready to apply the skills after three hours of instruction, which is normal, and not everyone felt that the pace was right for them, which is always a challenge in a group with widely disparate computer skills. (Exhibit 11.b)

Below are a few comments from the evaluations:

- This was a fun, anxiety-free, hands-on introduction to the Smart Board, including the notebook software
- I learned enough to feel comfortable using PowerPoint on my own
- Each step was explained thoroughly. I was never lost. I appreciated the pace of the class.
- The presenter showed the basics of each area, and then always presented a more advanced method of using the skill
- The sites presented and activities demonstrated will help with the ESL class, and especially the pronunciation class

SUMMARY OF FACE-TO-FACE WORKSHOP EVALUATIONS						
1 = STRONGLY DISAGREE	3 = NEUTRAL			5 = STRONGLY AGREE		
N=825						
	1	2	3	4	5	AVERAGE SCORE
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	3	7	13	128	674	5
2. THE TRAINING WAS WELL-PACED	4	6	38	172	605	5
3. THE TRAINING MET YOUR EXPECTATIONS	3	6	44	191	581	5
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	3	11	54	202	555	5
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	4	4	16	75	726	5
OVERALL AVERAGE						5

Exhibit 11.b

Online Workshops and Webinars

OTAN continues to offer a wide variety of online workshops and webinars, for adult education teachers. Twenty-eight different online workshop titles were offered this year. Many titles were offered three times over the course of the year. A total of 65 workshops were presented. In total, 1,159 participants registered for workshops, and of those 642 attended. This is a 55 percent ratio of enrollment to attendance, a figure that is average for online events, but one we hope to increase in the future through more concerted marketing efforts in addition to a greater awareness of the convenience and ease of accessing online professional development by the field. Thirty-four of these online workshops were on technology topics, serving 320 participants. (Exhibit 11.c) Most of the remaining workshops were on distance learning topics. (See Exhibit 13.c)

ONLINE TECHNOLOGY WORKSHOPS & WEBINARS 2010-11			
DATE	TITLE	NUMBER OF PARTICIPANTS	TRAINER
7/14/10	OTAN Resources for Library Literacy Programs Providers	27	Marceta, Branka
9/23/10	Student Activities with Interactive Whiteboards	6	Roy, Blair
10/7/10	Online Documents: Share, Review and Collaborate!	4	Holt, Melinda
10/8/10	Easy Excel Activities for the Classroom: Bingo and Study Helpers	3	Coulter, Susan
10/15/10	Getting Started with Your Own Wiki Web Site	3	Bakin, Barry
10/22/10	Simple Free Web Tools to Use with Basic Literacy Students	15	Reyes, Kristi

Exhibit 11.c

ONLINE TECHNOLOGY WORKSHOPS & WEBINARS 2010-11			
DATE	TITLE	NUMBER OF PARTICIPANTS	TRAINER
10/27/10	Teaching Critical Thinking for the Internet	4	Marceta, Branka
10/28/10	Student Activities with Interactive Whiteboards	8	Roy, Blair
10/29/10	Create Quick and Easy Slide Shows for Instruction	5	Bakin, Barry
11/18/10	Online Forms - Collecting, Analyzing, and Sharing Data	1	Holt, Melinda
11/19/10	Create FREE Online Quizzes	23	Bakin, Barry
12/2/10	Using Picture Dictionaries in the Multilevel ESL Classroom	11	Goldstein, Jayme
12/3/10	Teaching Critical Thinking for the Internet	2	Marceta, Branka
12/3/10	Using Web Sites to Teach Math	3	Rosemberg, Leila
12/9/10	Online Slide Shows – Create, Share and Present!	3	Holt, Melinda
12/10/10	Getting Started with Your Own Wiki Web Site	14	Bakin, Barry
1/13/11	Online Forms - Collecting, Analyzing and Sharing Data	6	Holt, Melinda
1/28/11	Create Quick and Easy Slide Shows for Instruction	9	Bakin, Barry
2/3/11	Student Activities with Interactive Whiteboards	10	Roy, Blair
2/4/11	Using Cell Phones to Enhance Learning	8	Gaer, Susan
2/10/11	Online Documents: Share, Review and Collaborate!	10	Holt, Melinda
2/18/11	Create FREE Online Quizzes	17	Bakin, Barry
3/4/11	Easy Excel Activities for the Classroom: Bingo and Study Helpers	11	Coulter, Susan
3/10/11	Online Slide Shows - Create, Share, and Present!	6	Holt, Melinda
3/11/11	Simple Free Web Tools to Use with Basic Literacy Students	4	Reyes, Kristi

Exhibit 11.c (Continued)

ONLINE TECHNOLOGY WORKSHOPS & WEBINARS 2010-11			
DATE	TITLE	NUMBER OF PARTICIPANTS	TRAINER
3/16/11	Digital Technologies and Adult Literacy	30	Sturm, Matthias
3/17/11	Teaching Critical Thinking for the Internet	8	Marceta, Branka
4/14/11	Effective Search Strategies for Students	3	Holt, Melinda
5/12/11	Online Documents: Share, Review and Collaborate!	5	Holt, Melinda
5/20/11	Using Picture Dictionaries in the Multilevel ESL Classroom	18	Goldstein, Jayme
6/2/11	Effective Search Strategies for Students	18	Holt, Melinda
6/2/11	Online Resources for ABE/ASE/GED Teachers	12	Swanson, Linda
6/9/11	Online Forms - Collecting, Analyzing and Sharing Data	5	Holt, Melinda
6/10/11	Teaching Critical Thinking for the Internet	8	Marceta, Branka
TOTAL WORKSHOPS: 34		TOTAL PARTICIPANTS: 320	

Exhibit 11.c (Continued)

OTAN served 20 percent more attendees through online sessions than in face-to-face workshops, and participants were generally pleased with the results. However, scores for these sessions are somewhat lower than for the hands-on sessions. This can be explained partly by a few sessions that encountered technical problems. Last year, OTAN made a decision to move from hosting a telephone conference call with each session to using the online chat or voice over the Internet by utilizing a microphone. This is still quite new for our audience, and takes some getting used to. The advantages are the lower cost and the ability to record sessions for future viewing. (Exhibit 11.d)

SUMMARY OF ONLINE WORKSHOP EVALUATIONS						
1 = STRONGLY DISAGREE	3 = NEUTRAL			5 = STRONGLY AGREE		
N=375						
	1	2	3	4	5	AVERAGE SCORE
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	2	5	8	75	285	5
2. THE TRAINING WAS WELL-PACED	3	6	21	82	263	5
3. THE TRAINING MET YOUR EXPECTATIONS	3	5	24	100	243	5
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	2	6	31	107	229	4
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	3	2	6	36	328	5
OVERALL AVERAGE						5

Exhibit 11.d

Below are some of the responses to the question “What was the most useful part of the training?”

- Having the trainer show how to use various aspects of Moodle by first doing it in her screen and then having us practice in our screen
- The evenly-paced, well-demonstrated delivery and the apparently unflappable host
- Gaining familiarity with PBworks and seeing what a wiki looks like. I can see there is light at the end of the tunnel
- Easy to see presentation technology and audio, ability to ask questions
- I loved the pre-made handouts; also the trainer was very patient and repeated the steps several times

Moodle: An Online Course Management System

Moodle is an open-source course management system that allows teachers to provide online materials to students in either a full online course or through blended classes. In October 2009, OTAN completed the move from Moodle hosting by a vendor to hosting on the SCOE servers. This move gave OTAN more control over assigning courses, adding and deleting courses, and adding features to the server allowing the inclusion of new types of student activities. During 2010-11, OTAN supported over 2,000 users on Moodle and 90 active courses.

Professional development is needed for instructors to feel comfortable with Moodle and then be able to create the kinds of course content and activities their students need. OTAN requires instructors interested in teaching with Moodle attend a foundational training, *Create a Course Web Site*, to learn the Moodle interface and basic functions of the course management system. OTAN provided five face-to-face sessions on *Using Moodle to Create a Course Web Site* to 64 participants, and five online foundation workshops to 46 participants, with the result that 110 people participated in our basic Moodle training sessions. In addition, OTAN offered eight online workshops training teachers on advanced Moodle features, such as creating assignments, quizzes, and lessons. Fifty-two people attended these workshops representing a 47 percent return from the initial foundational sessions.

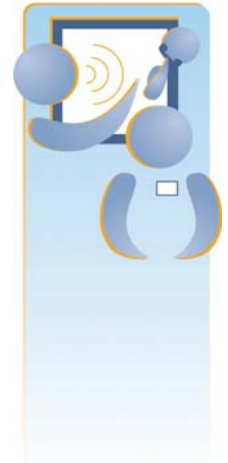
“Thanks for a wonderful Moodle training - I was impressed and overwhelmed with the capabilities of the program.”
- Virginia Burrows, San Juan Capistrano Adult School

OTAN staff also gave two conference presentations during the year to 20 attendees on how Moodle can be used within the adult education classroom. There were additional presentations which included information about Moodle as the application used to build and deliver content in a distance learning course. The majority of the participating programs offer blended courses using Moodle as a Web presence to support a traditional face-to-face classroom.

In 2010-11, the trend toward vocational and computer courses continued. Almost 50 percent of the supported courses are in the area of career technical education focusing on medical related skills and computer usage. Adult Basic Education and English as a Second Language courses each accounted for 20 percent of total courses.

12. The Technology Integration Mentor Academy

In its seventh year, the Technology Integration Mentor Academy (TIMAC) still adheres to the original concept of a peer-mentoring-based professional development initiative. The goal is to support 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 may apply, the focus is on mentoring instructors in basic skills (ESL, ABE, and ASE/GED). Since 2004, the Academy has fostered the development of a group of professionals committed to providing leadership to the field of adult education in California in implementing effective technology integration. (Exhibit 12.a)



This was one of the most "growing" experiences of my entire career. I was stretched and yet felt supported immensely.



Beautifully organized. Lots of interactive activities with cohort friends. Time given for questions. Thanks.

Exhibit 12.a

Twelve participants were accepted into TIMAC based on an application process. Exhibits 12.b and 12.c show the geographic and program distribution of the participants.

Technology Integration Mentors, Cohort 7 (2010-11)

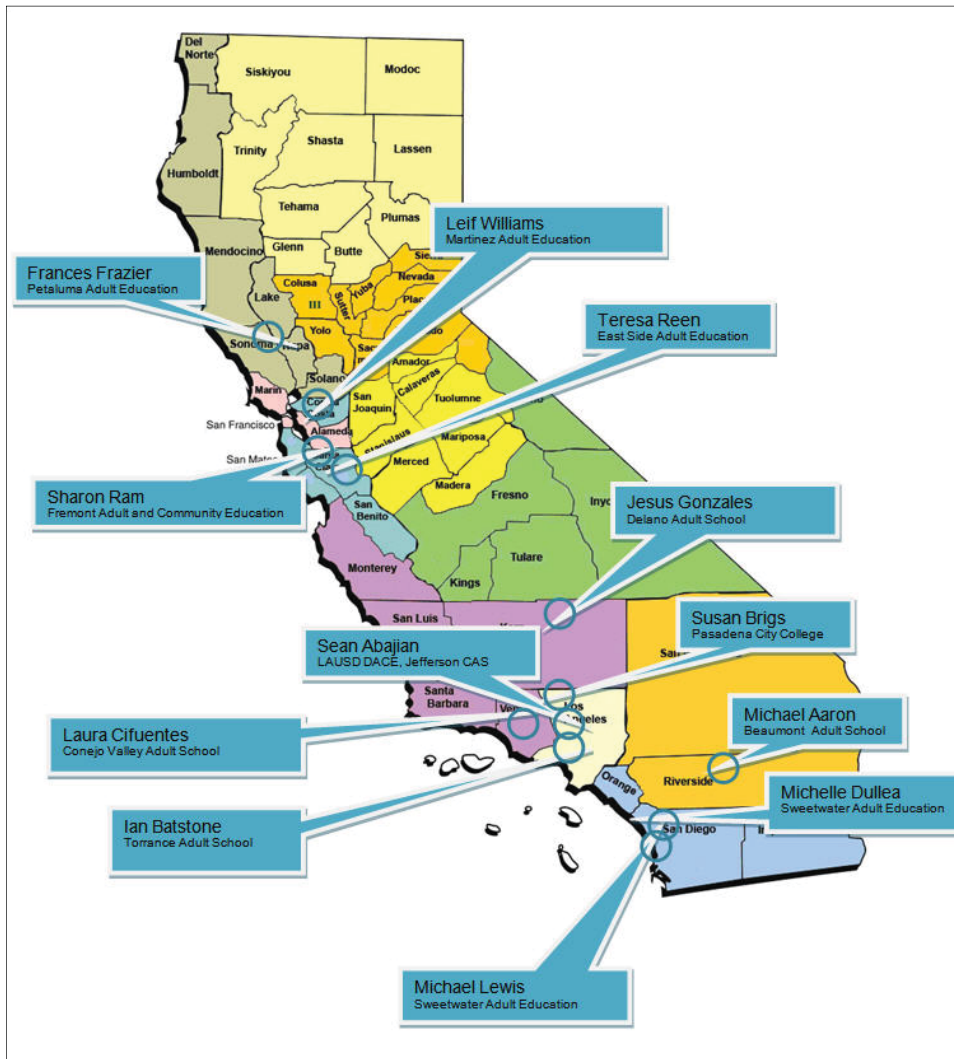


Exhibit 12.b

Technology Integration Mentor	Agency	Agency Size	Program Areas Represented
Michael Aaron	Beaumont Adult School	Large	ESL
Sean Abajian	Jefferson Education & Career Center, LAUSD DACE	Medium	ESL
Ian Batstone	Torrance Adult School	Large	ESL
Susan Leilani Briggs	Pasadena City College	Medium	ESL
Laura Cifuentes	Conejo Valley Adult Education	Large	ESL
Michelle Dullea	Sweetwater UHSD, Chula Vista Adult School	Very Large	ESL, HS, IS
Frances Frazier	Petaluma Adult School	Medium	ESL, Citizenship
Jesus Gonzalez	Delano Adult School	Medium	Administration
Michael Lewis	Sweetwater UHSD, Montgomery Adult School	Very Large	ABE, ASE, GED
Sharon Ram	Fremont Adult School	Very Large	ESL
Teresa Reen	East Side Adult Education Program	Large	ESL
Leif Williams	Martinez Adult Education	Very Large	ESL

Exhibit 12.c

Throughout the 2010-11 year of the TIMAC project, data was collected on the types of training and support being provided, progress of TIMAC mentors, and impact on participants' sites. Following are some of the data related to the TIMAC Project:

2010-11 Technology Integration Mentors (Cohort 7)

- Number of Technology Integration Mentors: 12
- Number of adult education agencies represented: 11
- Number of mentees served: 46*
- Program areas represented: English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE)/Test of General Educational Development Preparation (GED), ESL Citizenship and Independent Study (IS). One participant was an administrator.
- Number of CDE, Adult Education Office regions represented: 8 of 10
- Program size represented: Range from medium to very large. Four programs were medium (200-999), four were large (1000-3500), and three were very large (>3500) and one was a community college.

* Numbers represent formal number of mentees assessed as full participants in the program. Many other teachers received less formal mentoring services.

The support mentors this year were Blair Roy from OTAN, Susan Coulter from Baldwin Park Adult and Community Education, and Diane Wallis from City College of San Francisco. Each support mentor worked with four participants.(Exhibit 12.d)

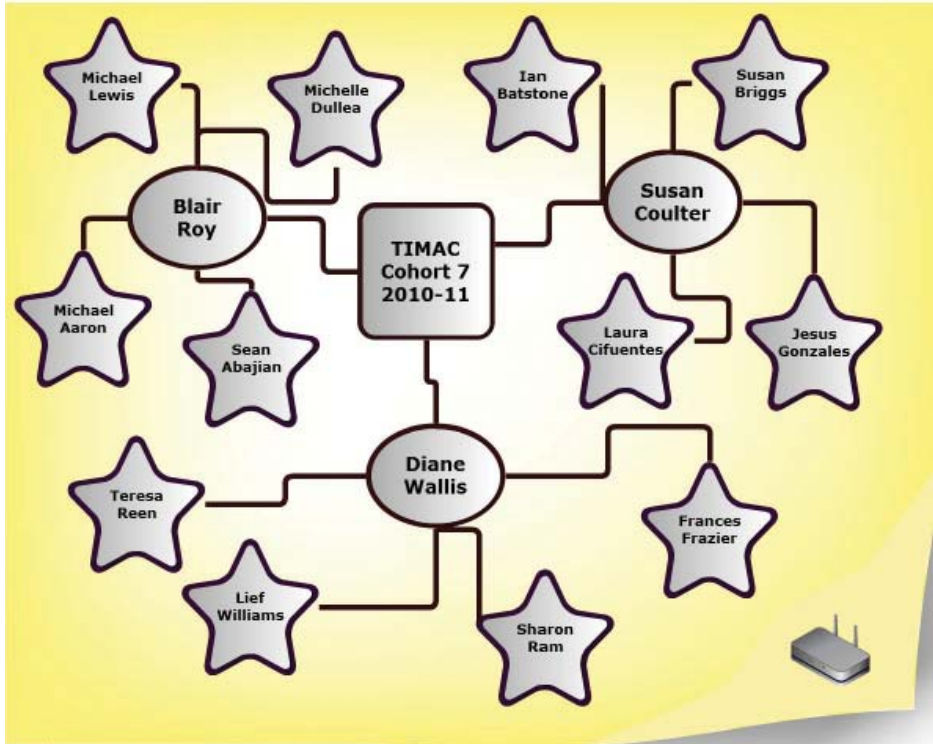




Exhibit 12.d

In 2010-11, programs and individual teachers worked to continue the level of quality of their programs, and to expand the resources and services to existing and potential new learners, despite severe budget cuts and restructuring. For these reasons, tools for building Web sites, online learning management systems, mobile learning, and social networking sites were the focus of many projects in TIMAC.


Following are the descriptions of projects by four participants ranging from using tools for formative and summative evaluation, to creating Web sites both for teacher-to-teacher and teacher-to-student communication, to technologically advanced efforts to utilize mobile applications for cell phones in teaching and learning.

	Name: Sharon Ram
	Agency: Fremont Adult School
	Administrator: Steve Giudici
	Program Area: ESL
	Support Mentor: Diane Wallis


Describe your project	Mentee(s)
<p>FACE (Fremont Adult & Continuing Education) teachers from three departments (CBET, HS, and ESL) integrated SENTEO clickers into their curriculum. SENTEO clickers are interactive remotes with which each student can key in their response to a question as it is presented on an overhead projector. Each teacher was expected to create three relevant lessons to implement using the Notebook Software. Teachers created math, grammar, vocabulary, and multilevel lessons. Students monitored their own progress that was shown on the remotes and on the summative graphs. Teachers expressed that they gained immediate insight into student learning. Student learning was reported to be enhanced as they engaged in an alternative to the paper and pencil approach to learning.</p>	<p>Asha Pathania Sherie Tillman Pamela Weiss-Barr Yelena Zimon</p>

	Name: Michael Lewis
	Agency: Sweetwater Union High School District Adult Division
	Administrator: Ramon Leyba
	Program Area: ABE/High School Subjects/GED
	Support Mentor: Support Mentor: Blair Roy

Describe your project	Mentee(s)
<p>My project was to develop a school/division wide vision program that would train mentee teachers in recognizing and screening students with vision problems. The vision program would also show teachers how to provide a classroom environment facilitating vision activities. This was done through online training of teachers and developing wiki Web sites. The wiki provided a hub for:</p> <ul style="list-style-type: none"> • Teacher training • Updating program data for teachers • Links to vision information that teachers can utilize on a daily basis <p>The project also included implementing a computer program in the classroom called BrainBuilder, which greatly automates vision activities for the student.</p>	<p>Sharon Valencia Laurianne Bella Merlyne Plantz George (Ted) Parsons Lisa Diaz Courtney Granillo Michelle Dullea Lisa James Robert Ferrell Monty Lish</p>

	Name: Laura Cifuentes
	Agency: Conejo Valley Adult School
	Administrator: Bette Empol
	Program Area: ESL
	Support Mentor: Susan Coulter

Describe your project	Mentee(s)
<p>At the Conejo Valley Adult School we are committed to preparing our ESL and GED students for the workplace and for higher education.</p> <p>My first project this year was to help two teachers create a Web page for one of their classes. This was new for me too, so I learned along with them. I am very proud of the work they accomplished.</p> <p>My second project was to set up an electronic binder where we could store all of the materials that teachers need to prepare their students for one of the EL Civics assessments. This Wikispaces site will make preparation and access to materials easier for the teachers and also create a common place where teachers can upload documents, presentations and links that might be helpful to their colleagues.</p>	<p>Karie Lynch Christine Schweers</p>

	Name: Sean Abajian
	Agency: Jefferson Community Adult School, LAUSD
	Administrator: Ann L. Reed
	Program Area: ESL
	Support Mentor: Blair Roy

Describe your project	Mentee(s)
<ul style="list-style-type: none"> Launched Hooper41, a Digital Learning Laboratory (see Hooper41.org) Developed new mLearning blended curriculum and suite of tools using simple cell phone technology applications including quizzes and SMS text messaging Created a .edu Web site for the school (see JCAS.edu). Organized workshop on blogging in computer lab for students with invited guest from KPCC radio who introduced new hyperlocal blog on Central.org (see video: youtube.com/edtechsean) Organized digital story-telling workshop with Echo Park Film Center where students created video "Change We Want in the World" (see DVD) Started and managing social media group on Facebook for Adult ESL Students Created JCAS-TV with original video content 	<p>Jefferson Community Adult School faculty and staff</p>

Throughout the year, TIMAC participants complete a number of evaluation instruments including project planning tools, pre-and post-surveys about mentoring skills, and overall evaluations about the long term project and individual workshops. Complete results are available in the TIMAC annual report. The following is a selection of data collected.

At the end of the project, 36 mentees/school-site colleagues were surveyed. Ninety-two percent (33 of 36) recommended that other teachers participate as mentees in similar programs. (Exhibit 12.e)

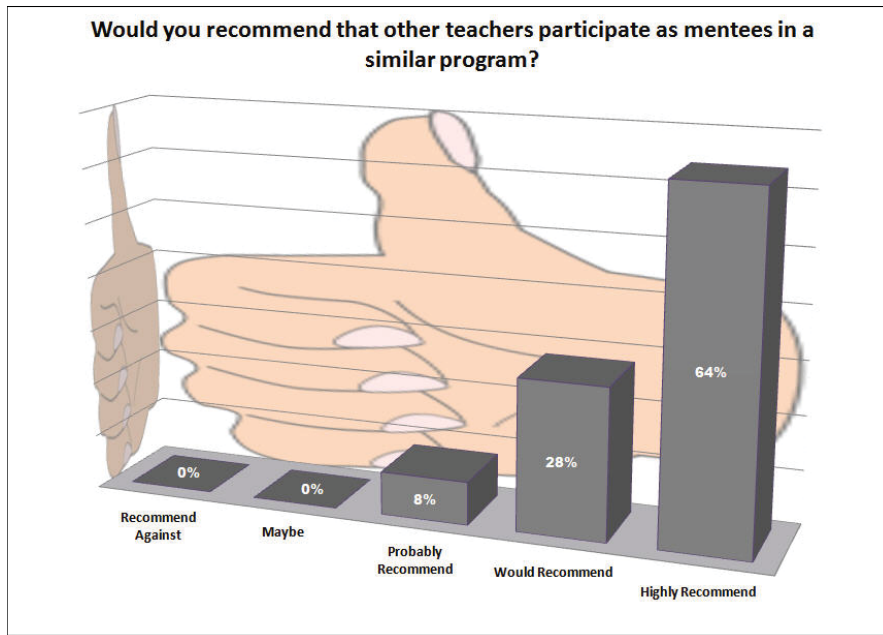


Exhibit 12.e

At the end of the year, 10 of the 12 Technology Integration Mentors (TIMs) were surveyed and asked to rate the degree of technology integration in the classroom on a scale of 1 to 10 where 10 equals “daily integration.” Mentors rated their degree of technology integration at an average of 8.5. (Exhibit 12.f)

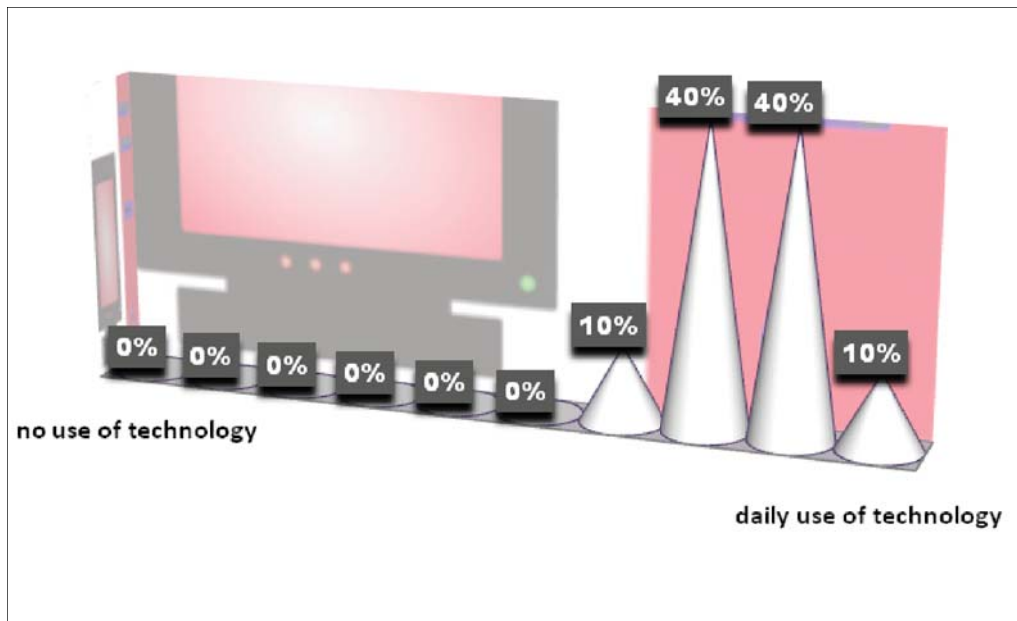


Exhibit 12.f

TIMs reported their mentoring skills increased in all 10 areas measured. The average increase in skills on a five-point Likert scale between pre and post was 0.57 (3.26 to 3.82) or a nine percent increase. The greatest increases were in knowledge of how people change and how to overcome resistance, skill in effectively giving feedback to mentee, and ability to assess the needs of mentee and write a mentor/mentee plan. (Exhibit 12.g)

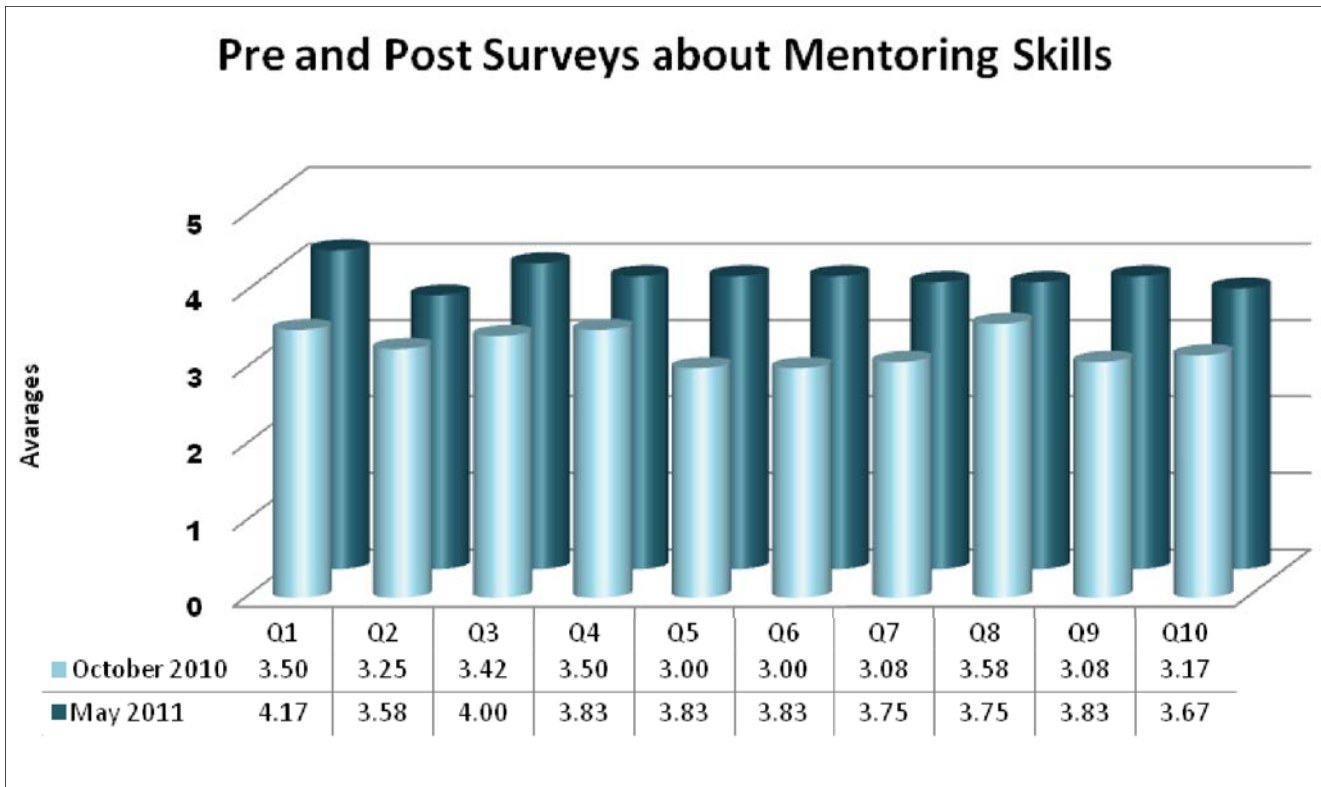


Exhibit 12.g

Items rated on the above chart:

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

All TIMs formulated goals for their project. A total of 45 *primary* and *secondary* goals were formulated by the 12 TIMs participating in the project. (Exhibit 12.h)



Exhibit 12.h

- 67% (30) were completed
- 31% (14) were partially completed
- 2% (1) were not completed

In their teaching practice, TIMs identified a total of 16 technology-based activities that they began using for the first time. In addition, there were 20 technology-based classroom activities that were done more often or better as a result of their participation in this project.

When using technology with students, TIMs in the project identified 10 technology-based activities they began using with students for the first time. In addition, there were 43 technology-based classroom activities that were done with students more often or better as a result of their participation in this project.

Considering the economic climate, TIMAC participants still had a strong presence at regional, state, and even national level adult literacy education events. These are conference presentations held by TIMAC alumni and current participants. (Exhibit 12.i)

TIMAC CONFERENCE PRESENTATIONS				
Event	Participant	Agency	Cohort	Presentation/ Workshop Title
CATESOL State Conference 2011, The Art and Passion of Language Teaching	Cindy Wislofsky & panel	SDCCD Continuing Education	4	Using Technology for the Art and Passion of Language Teaching
CATESOL State Conference 2011, The Art and Passion of Language Teaching	Kristi Reyes Eli Clarke	MiraCosta Community College	2	Extend Learning Beyond the Classroom
CATESOL State Conference 2011, The Art and Passion of Language Teaching	Katalin Gyurindak Abdel-Allah Belblidia	Mt. San Antonio Community College	4	Spice Up Your Teaching with Edmodo
CATESOL State Conference 2011, The Art and Passion of Language Teaching	Candace Lynch-Thompson Natalya Dollar	NOCCCD	5	Video Projects in Adult ESL
COABE/CCAE National/State Conference 2011: Literacy to Work; Adult Education for the Global Economy	Kathy Bywater	Riverside Adult School	5	Transitioning English Learners into Health Care Career Classes
COABE/CCAE National/State Conference 2011: Literacy to Work; Adult Education for the Global Economy	Michael Lewis	Sweetwater UHSD, Montgomery Adult School	7	Sensory Processing in the Modern Classroom
Technology and Distance Learning Symposium 2011	Sean C. Abajian	Jefferson CAS, LAUSD DACE	7	Cellphone Curriculum 2.0—New Learning Tools for Adult Education
Technology and Distance Learning Symposium 2011	Leila Roseberg	Culver City Adult School	2	Teach Math Using Free Web Sites
Technology and Distance Learning Symposium 2011	Kristi Reyes	MiraCosta Community College	2	Extend Learning Beyond the Classroom—Web-based Activities

Exhibit 12.i

13. Professional Development for Distance Learning

Professional development on a variety of topics in the area of distance learning has been offered by OTAN since assuming responsibility for distance learning in 2008. Professional resources are offered through a variety of delivery models.

Online Resources for Adult Educators

The OTAN Web site maintains a section on Distance Learning under Teaching Tools & Resources.

The Distance Learning section is divided into six areas:

- **Online Curriculum** – Links to Web-based curriculum resources, mostly free, that can be used for online or other distance instruction, such as CAHSEE – Stepping into Your Future, HippoCampus for online high school courses, English for All, USA Learns, and GED Connections. There are currently 25 such links.
- **Distance Teaching** – Twenty-eight links to professional development resources for teachers such as the distance teaching self-assessment created by AdultEdOnline. All research reports on California distance learning are linked here. Also hosted here is a video created by the California Distance Learning Project on the Nuts and Bolts of Distance Learning in Adult Education.
- **Distance Learning Products** – OTAN provides duplication and shipping services for some distance learning products that were produced with grant funding or for which California holds a state license, including *English for All*, *GED Connection* and *Putting English to Work 1*. A total of 84 items were shipped this year, of which 54 were CDs or DVDs with videos and support materials for the *English for All* Web site.
- **Distance Learning Forum** – Eight distance learning webinars were offered in 2010-11, including an overview of distance learning, and a research presentation from AlphaPlus Centre staff in Canada on technology and adult literacy. Both of these sessions were recorded and the recordings are posted with accompanying scripts and slides.
- **Distance Learning E-mail List** – This discussion list has 274 members, which is 38 more than in the previous year, indicating expanding interest in offering distance learning alternatives. There were 25 new topics introduced on the list this year, including discussion of renewing the statewide license for GED Connection, and curriculum recommendations for parent education courses. The list also provided a place for discussions following the Distance Learning Forum webinars.
- **Innovation Application** – This page links to the application site, where agencies may log in and complete the application for the Innovation and Alternative Instructional Delivery Program as well as the annual program evaluation form.



Presentations and Workshops

Thirteen conference presentations were made on distance learning topics to 518 attendees. Topics included USA Learns, New Realities of Distance Learning, Using Moodle to Supplement Instruction, and more. Conferences included California Council on Adult Education which was offered in combination with the national COABE conference this year, ACSA, and the Technology and Distance Learning Symposium. (Exhibit 13.a)

DISTANCE LEARNING PRESENTATIONS 2010-11			
DATE	TITLE	LOCATION	NUMBER ATTENDING
8/18/10	Social Networking to Support Distance Learning	Project IDEAL Conference	26
9/30/10	What's New in Distance Learning	ACSA Conference	12
9/30/10	How Can A Teacher Create an Online Course	ACSA Conference	18
10/4/10	Technology and Virtual Learning	ACSA Conference	160
2/25/11	Using OTAN's Web Site for Distance Education	Technology & Distance Learning Symposium	12
2/25/11	Moodle: A Course Management System	Technology & Distance Learning Symposium	31
2/25/11	Online Learning-The Future of Education	Technology & Distance Learning Symposium	133
2/26/11	USA Learns: Web-based Learning for ESL Students	Technology & Distance Learning Symposium	22
2/26/11	Nuts and Bolts of Distance Learning	Technology & Distance Learning Symposium	9
2/26/11	ESL Courses: Moodle-Ready	Technology & Distance Learning Symposium	25
4/18/11	Technology Integration and 21st Century Skills	COABE/CCAЕ Conference	20
4/19/11	Innovations with Teaching and Learning Beyond the Classroom	COABE/CCAЕ Conference	20
4/20/11	Moodle Course Repository	COABE/CCAЕ Conference	30
			TOTAL: 518

Exhibit 13.a

A total of 31 workshops were offered on distance learning topics in 2010-11 to a total of 305 participants. Five of these were face-to-face sessions at agencies, and the rest were conducted online. (Exhibits 13.b and 13.c) The basic introduction to Moodle, which teachers are required to attend before being assigned their own Moodle course site, was offered nine times to 110 participants. There were also eight webinars offered on more advanced Moodle topics.

FACE-TO-FACE DISTANCE LEARNING WORKSHOPS 2010-11				
DATE	TITLE	LOCATION	TRAINER	#
12/3/10	Using Moodle to Create a Course Web Site	Venice - Emerson Community Adult School	Pearson, Penny	11
2/11/11	Using Moodle to Create a Course Web Site	Madera Adult School	Pearson, Penny	14
3/1/11	Using Moodle to Create a Course Web Site	Bassett Adult School	Pearson, Penny	8
3/5/11	Using Moodle to Create a Course Web Site	Abram Friedman Occupational Center	Pearson, Penny	11
5/7/11	Using Moodle to Create a Course Web Site	Venice - Emerson Community Adult School	Pearson, Penny	20
TOTAL TRAININGS: 5		TOTAL PARTICIPANTS: 64		

Exhibit 13.b

ONLINE DISTANCE LEARNING WORKSHOPS 2010-11			
DATE	TITLE	PARTICIPANTS	TRAINER
9/8/10	Distance Learning Offers New Solutions	20	Bartlett, Lynn
10/7/10	So You Want to Teach Online?	21	Pearson, Penny
10/21/10	Creating a High Quality Online Course	20	Pearson, Penny
11/2/10	Using Moodle to Create a Course Web Site	9	Pearson, Penny
11/4/10	USALearns: A Web-Based Tool for ESL Learners	5	Fella, Evelyn
11/18/10	Moodle: Creating Assignments	7	Pearson, Penny
11/19/10	Moodle: Using the Lesson Activity	4	Pearson, Penny
12/9/10	Orienting Students to Online Learning	4	Crawford, Katherine

Exhibit 13.c

ONLINE DISTANCE LEARNING WORKSHOPS 2010-11			
DATE	TITLE	PARTICIPANTS	TRAINER
12/10/10	Building Community and Collaboration Online	4	Reyes, Kristi
1/13/11	So You Want to Teach Online?	12	Pearson, Penny
1/26/11	Using Moodle to Create a Course Web Site	6	Pearson, Penny
1/27/11	Creating a High Quality Online Course	13	Pearson, Penny
3/3/11	Moodle: Using the Quiz Activity to Assess Students	2	Pearson, Penny
3/7/11	So You Want to Teach Online?	9	Pearson, Penny
3/17/11	Orienting Students to Online Learning	10	Crawford, Katherine
3/21/11	Creating a High Quality Online Course	11	Pearson, Penny
3/23/11	USALearns: A Web-Based Tool for ESL Learners	5	Fella, Evelyn
3/24/11	Moodle: Using the Quiz Activity to Assess Students	10	Pearson, Penny
3/28/11	Moodle: Creating Assignments	5	Pearson, Penny
4/5/11	Using Moodle to Create a Course Web Site	11	Pearson, Penny
4/13/11	Moodle: Using the Lesson Activity	7	Pearson, Penny
4/29/11	Building Community and Collaboration Online	3	Reyes, Kristi
5/5/11	Creating a High Quality Online Course	6	Pearson, Penny
5/11/11	Using Moodle to Create a Course Web Site	20	Pearson, Penny
5/19/11	Moodle: Creating Assignments	9	Pearson, Penny
6/3/11	Moodle: Using the Lesson Activity	8	Pearson, Penny
TOTAL WORKSHOPS: 26		TOTAL PARTICIPANTS: 241	

Exhibit 13.c (Continued)

14. Increase Online Distance Learning

Online learning has become more and more common as part of higher education, job training, and K12 education, and adult students must not be left behind as the field grows. This year, OTAN received augmented funding from the California Department of Education to support and promote online instruction. Some activities were moved to that new contract, the Distance Learning Project (DLP), and are reported in Sections 16 - 19 of this report. However, the OTAN contract continued to support some distance learning activities, including support for the California Distance Learning Project (CDLP) and English for All Web sites, and licensing of GED Connection curriculum.

CDLP Web Site

The basic skills reading Web site www.cdiponline.org was built by the California Distance Learning Project and is now supported by OTAN. (Exhibit 14.a) The site is used by both ABE and intermediate ESL students, and received 1,300,273 visits during the year, which is an average of about 25,000 visits per week. Users



Exhibit 14.a

continue to average about 19 pages per visit, reflecting that they are using the site for learning, not just finding it through a search engine and leaving after viewing one or two pages. This is also demonstrated by the fact that 42 percent of the traffic comes directly to the site, and 43 percent comes from referring sites, such as a link that a teacher has posted on a course Web site. The usage pattern also reflects that most visitors are accessing the site from schools, since usage drops on the weekends and was low over the winter holidays. (Exhibit 14.b)

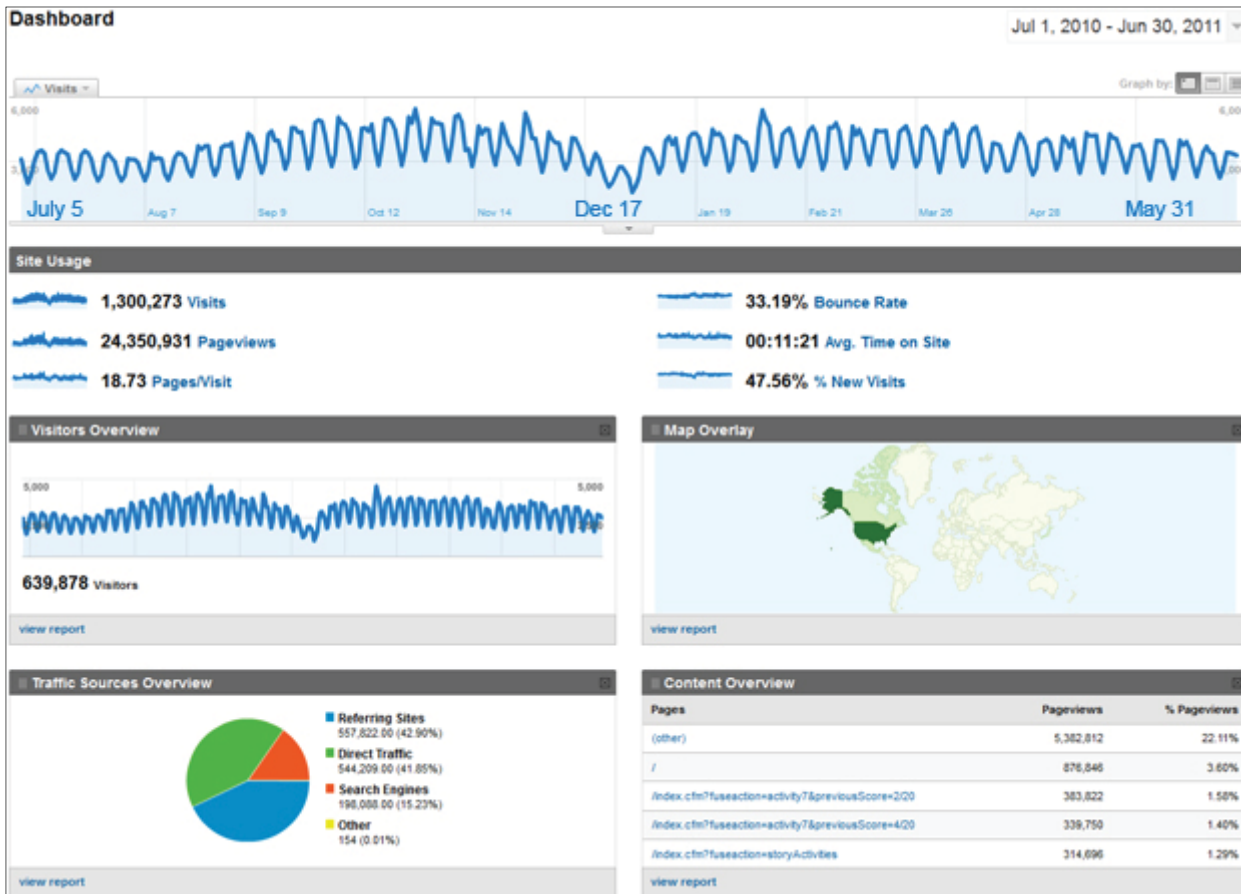


Exhibit 14.b

Although visitors came from 217 countries, 24 percent were from the United States, and 21 percent of those were from California. The more than 66,000 visits from California represent 918 cities, up from 526 cities, last year, with the top cities being Los Angeles, San Francisco, San Jose, and Sacramento. (Exhibit 14.c) OTAN staff provided only seven instances of technical support to CDLP site users, reflecting the stability of the site.

English for All

English for All (www.myefa.org) is a free online English course created with federal funding through the Cyberstep grant. Since that funding ended, OTAN has supported the site for classroom teachers and their students, lab settings, and distance courses in California.

CDLP CITIES



Exhibit 14.c

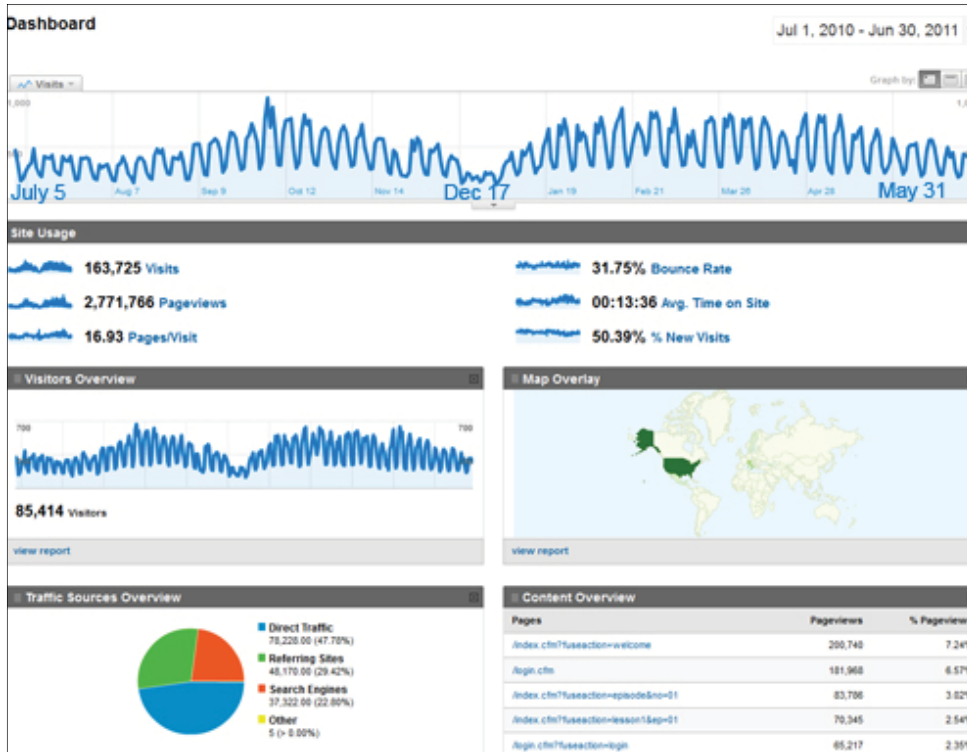


Exhibit 14.d

During 2010-11, the site received 163,725 visits, or an average of more than 3,000 visits per week. This is down 17 percent from the previous year, probably reflecting the fact that many users are discovering the newer site, USA Learns, which contains the same instructional content with additional learning activities. (Exhibit 14.d) Users viewed an average of 17 pages per visit. Like the CDLP site, the usage pattern also reflects that most visitors are accessing the site from schools, since usage drops on the weekends and was also low over the winter holidays. Only 23 percent of visitors find the site through a search engine. Most are coming directly to the site via a bookmark (48 percent) or a link from a referring site (29 percent).

Although visitors came from 178 countries, 62 percent were from the U.S., and almost 22 percent of those are from California. For the first time this year, Texas surpassed California as the most active user of the site. The 22,567 visits from California came from 362 cities, the top cities being San Diego, Los Angeles, San Francisco, and Sacramento. Also high were Downey, Chula Vista, San Jose and Camp Pendleton. (Exhibit 14.e) OTAN staff provided only two instances of technical support to users of English for All.

ENGLISH FOR ALL CITIES

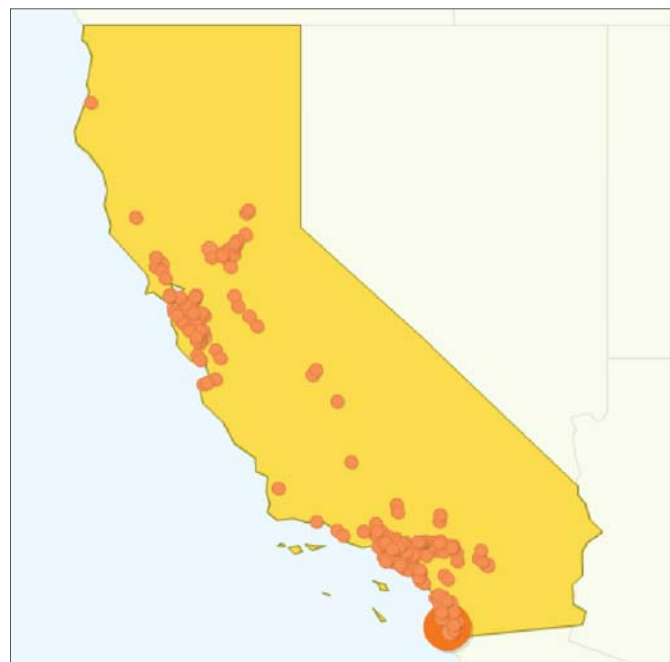


Exhibit 14.e

USA LEARNS CITIES



Exhibit 14.f

USA Learns

The USA Learns site, www.usalearns.org, was developed through a federal project with funding from the Office of Vocational and Adult Education, and launched in November 2008. It contains three courses, a Beginning English course (ESL) based on the materials from Putting English to Work 1, an Intermediate English Course based on materials from English for All, and a Practice English and Reading course based on materials from the CDLP Web site. The site continues to be very popular with learners, and received almost 4 million visits over the course of the year, or on average, 75,500 visits per week. The United States accounted for 2.4 million of those visits, or 63 percent, and California represented about 15 percent of visits from the U.S with 366,600 visits. (Exhibit 14.f)

GED Connection

OTAN continued to license the statewide digital rights for GED Connection from Kentucky Educational Television. Adult education programs may make copies of the DVDs. Programs are also allowed to broadcast the 39 episodes on cable or educational television. CDLP previously developed print materials to accompany each video, and these continued to be available for free by download from the Web site.

The 39 videos have also been converted to streaming video and posted on a password protected site within the OTAN site to ensure access by only publicly funded programs in California. There are currently 168 agencies or individuals who have created accounts to view the videos online. A teacher or agency may create an account and share it with all students and teachers at a site if they wish, so the number of users is likely much higher than 168.

GED CONNECTION CITIES

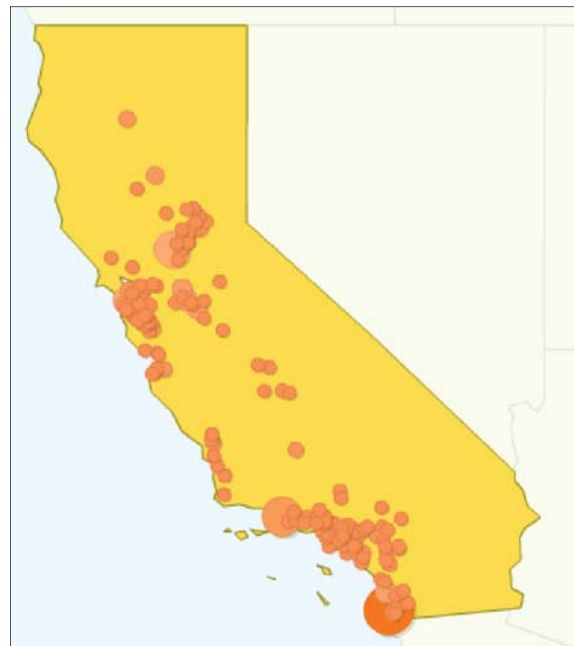


Exhibit 14.g

Statistics currently show that during the year there were 5,218 visits to the video site by 2,386 visitors. Sixty percent are direct traffic, where a student has the site bookmarked or types in the URL. The GED program is not offered by all adult education programs, and is an important program for a different set of agencies than those focused primarily on ESL, as shown in Exhibit 14.g. The cities with the highest use for this site include the large metropolitan areas, but there are also more small and rural locations such as Manteca, Stockton, Modesto, Redding, and Ventura. OTAN staff responded to 35 requests for technical support related to the GED Connection videos during the year, and 13 requests for project information. The videos and print materials were promoted in the GED Academy, sponsored by the California Council on Adult Education.

15. Statewide Infrastructure for Distance Learning

Distance learning is expanding rapidly in areas of education other than adult education. It has been a challenge to keep state and federal regulations current with the realities of what is possible in distance and especially online instruction. The year 2009-10 was particularly challenging, as federal distance learning regulations expanded at the same time that the California Education Code was suspended for adult education. The student enrollment data for distance courses in 2009-10, the last year for which data is available, shows a marked drop in enrollment, over fifty percent. A further decrease is expected for 2010-11, for which data is not yet available. (Exhibit 15.a)

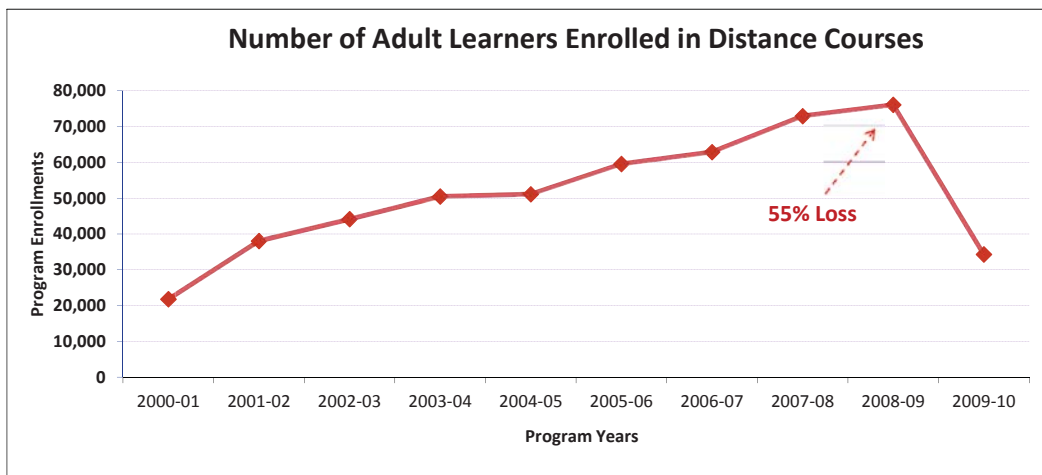


Exhibit 15.a

OTAN has supported the Adult Education Office of CDE in updating the distance learning application and evaluation forms.

Distance Learning Policy

The Distance Learning Advisory Committee met twice as a whole group. The biggest policy issue under discussion concerned blended learning and the definition of distance learning. The federal definition is that the student receives more than 50 percent of instruction at a distance. This is calculated in California by designating some classes as distance and others as face-to-face, and comparing the number of total instructional hours for each. Ideally, the state would benefit from being able to track the various models of blended instruction being implemented during the suspension of the education code for adult education. However, since there is such a wide variation in the definition of blended held at the agency level, a decision was made to collect data only on a few specific programs with promising models, and to disseminate that information.

16. Professional Development System for Distance Instructors



OTAN hosted the first year of the Online Teaching Academy (OTAC v1.0) in 2010-11. The goal of this project is to provide one year of training and support for the initiation and development of online instruction for adult learners. This cohort of 12 adult education teachers started in November 2010 with two full days of training at the OTAN offices in Sacramento, followed by another two days attending the biennial Technology and Distance Learning Symposium in Southern California in February 2011, and finally finishing up with online synchronous reports in May 2011.

The project supported teachers from ESL, ASE, ABE, GED, and CTE who represented both northern and southern California. Participants started their projects with the idea of creating their own online or hybrid course using a course management system (Moodle). (Exhibit 16.a)

OTAC PARTICIPANT	AGENCY	PROGRAM AREA
BRIAN HUFFINE	HUNTINGTON BEACH ADULT EDUCATION	ASE
CYNTHIA EAGLETON	SAN MATEO ADULT EDUCATION	ESL
EVELYN LENTON	ANTELOPE VALLEY ADULT EDUCATION	ASE, GED, CAHSEE
JOSE LOPEZ	SANTA ANA COLLEGE COMMUNITY EDUCATION	ESL
JULIE DAVIS	MT. DIABLO ADULT EDUCATION	CTE
KAY JOHNSON	JEFFERSON ADULT SCHOOL	ESL, ASE
LEILA ROSEMBERG	CULVER CITY ADULT EDUCATION	ASE, GED
MARY MURPHY-CLAGETT	SWEETWATER ADULT EDUCATION	ESL, CITIZENSHIP
MELINDA SIMICA	VISTA ADULT EDUCATION	CTE
MICHELLE DULLEA	SWEETWATER ADULT EDUCATION	ASE
RYAN DE LA VEGA	TORRANCE ADULT EDUCATION	ESL
STEVE MUNOZ	BASSETT ADULT EDUCATION	ABE

Exhibit 16.a

OTAC participants received technical and teaching support from four mentor teachers. (Exhibit 16.b) Each were selected for their program expertise as well as current and past experience with online and/or blended distance teaching, their experience with using Moodle or other course management system, and their desire to mentor other interested teachers.

MENTOR TEACHER	AGENCY	PROGRAM AREA
DONNA EDWARDS-BROWN	EVANS ADULT EDUCATION	ESL
FRANCISCA WENTWORTH	JEFFERSON ADULT SCHOOL	ESL
KATHERINE CRAWFORD	ELK GROVE ADULT & COMMUNITY EDUCATION	GED, ESL
SUSAN COULTER	BALDWIN PARK ADULT SCHOOL	ABE, ESL

Exhibit 16.b

Though initial training and orientation to Moodle was the main focus, participants were also introduced to ideas and concepts to translate their good teaching strategies to an online environment: the critical need for explicit communication; an introduction to shared resources such as a wiki where they could find and share additional research and resources on online learning; and an orientation to using Adobe Connect, a synchronous Web conferencing tool. In addition to the face-to-face session, some participants attended online workshops offered by OTAN expanding their technical knowledge throughout the year. These workshops included additional training on using specific modules or activities within Moodle, or learning about other online resources they could use as part of their online teaching practice.

OTAC participant project topics included algebra courses, migration of video check-out materials to an online environment, staff development for adult education teachers providing adult education resources and best teaching practices, a citizenship preparation course with all 100 questions on the citizenship test, and more. In each case, participants learned new skills and found unique ways to connect with their learners.

As with any new project, there were stories of triumph and frustration. Through their reporting and feedback, adjustments will be made to the OTAC program to provide more comprehensive support and resources next year. These changes include more choices to use developed curriculum such as GED Online or other shared Moodle courses, additional online experiences as both a student and a teacher, and a centralized online course to continue collaboration and support throughout the year.

“OTAC was an awesome experience. It really opened the door for me in terms of using technology in education and spilled over into personal life as well. I see its great value to teachers, students and education as a whole. Thanks for the ride of a lifetime!”
- OTAC v1.0 participant

“Every time I learn to add a new resource or activity to my page, it feels like an “ah ha” moment because it is exciting to see how I can adapt the material I have to the online medium.”
- OTAC v1.0 participant

Technology and Distance Learning Symposium

The biennial Technology and Distance Learning Symposium, a statewide conference, was held in southern California at Hacienda La Puente Adult School on February 25-26, 2011. Planning for this event was begun in September 2010 and continued throughout the fall and early spring. Hacienda La Puente and Principal Vickie Rossier graciously hosted the event free of charge, and provided three classrooms and two labs (Exhibit 16.c) for concurrent sessions, along with a large room for the keynote (Exhibit 16.d) and a cafeteria for lunches.



Exhibit 16.c



Exhibit 16.d

A total of 159 adult educators attended the Symposium on one or both days. Thirty concurrent sessions were offered by a variety of presenters chosen partly by invitation and partly through an open request for proposals. Seven concurrent sessions were videotaped and the videos are posted on the Symposium Web site, along with slides and handouts from all sessions, at www.otan.us/tdlsymposium. Evaluations were collected for each workshop, analyzed by staff for future reference, and results sent to the presenters.

Distance Learning Application and Evaluation

The online application for distance learning, referred to as the Innovation and Alternative Instructional Delivery Program, is developed and supported by OTAN. In the past, applications were reviewed by CDE staff, but in 2010-11 OTAN created an online reviewing process, and recruited three field colleagues along with two OTAN staff. These five individuals were trained on the reviewing site and process. They reviewed all 82 applications and evaluations, and made recommendations to CDE for approval, or in some cases requested more information. OTAN staff followed up and worked with those agencies that needed to enter more information.

Substantial changes were made to the Innovation and Alternative Instructional Delivery Programs application for 2010-11, which was posted at the beginning of May 2010. The application was further refined for the 2011-12 year. The main changes were in entering information about curriculum materials for specific courses. The goal is to standardize these entries in order to be able to extrapolate data on most frequently used curriculum and make that information widely available.

California has implemented a learner mastery model of assigning hours to curriculum, but has not had a consistent recommendation for proxy hours across programs. Last year OTAN convened work groups, as part of the Distance Learning Advisory Committee, on ESL curriculum, ABE and High School curriculum, and GED or Test Preparation curriculum. The field groups met online to discuss the materials and assign recommended attendance hours for each. The resulting document was then disseminated for comment and a second meeting was held to get further input and revise the recommendations, which were then published on the application's Web site. In 2010-11, the same process was followed to develop a curriculum list with proxy hour recommendations for Parent Education courses, and those recommendations are now posted.

"Just wanted to thank you for your tireless effort in providing an awesome TDL Symposium! I learned so much and I can't thank you enough for your encouragement and support. You are all A+++ in my book!"
- Michelle Dullea, Sweetwater UHSD

Based on these documents, the Innovation Programs application was revised to include drop-down lists of curriculum for each course in the basic skills areas, with the recommended hours already populated. Agencies have the option to change the hours along with other aspects and justify the changes in a narrative. There is also an option to add other commercial or locally produced materials, and to assign hours and mastery levels to these. This approach makes it easier for agencies to complete the application, and helps agencies new to distance learning select curriculum appropriate for each course. A webinar was offered in September to showcase improvements to the application and evaluation.

"I want to thank you for hosting the (TDL) conference last week. The conference was one of the best I have attended with each workshop informative and well organized."
- Guy Malain, Shasta Adult School

17. Sharable Online Courses

Based on input from the Distance Learning Advisory Committee as well as the Technology Integration Advisory Committee, OTAN created two sharable online courses. Both committees supported this project as a means to provide the field with additional curriculum in an online environment, saving both teacher time for development and other costs for administration.

The first course supports the second course on the free site USA Learns, which is also supported by OTAN (see Section 14). The USA Learns second course is an intermediate English language course. The additional online course, known as the USA Learns Wrap-Around Course, provides additional materials aligned with the activities, vocabulary, and topics covered within the USA Learns site. It provides writing assignments, online discussion opportunities, additional quizzes, and a place in which to build a sense of community for online students.

The second course developed by OTAN, Advanced ESL, offers 18 units of study in competency-based topics such as computers and technology, careers, banking and finances, health, and other topics. Each lesson includes vocabulary, reading, dictation, and other writing practice, and quizzes. Advanced ESL was chosen because it is often difficult to fill an advanced level class on site, and there can be a wide range of language abilities at the advanced level, with some students needing more classroom practice and some needing additional independent assignments, which the online course provides.

Each course was piloted in the field by adult education teachers at Campbell Adult School, Fremont Adult School, San Mateo Adult School, and Jefferson Adult School. Each pilot instructor was asked to provide feedback through an online form as frequently as possible. This form allowed them to provide suggestions for making correction to errors found within the course, both in the content as well as the functionality of the course. They provided critical beta testing of activities and related student reaction to the course. These pilot teachers were also asked to provide feedback on the overall quality and structure of the course, what challenges were faced by both teacher in delivering the course as well as students as they experienced the course. In all, pilot teachers provided 26 pieces of feedback on the Advanced ESL course and 29 on the USA Learns Moodle Wrap-Around course.

“We have been using the chat (USA Learns) in the computer lab for two weeks now. My students LOVE it. So, now, I had two students use the chat feature at home! It was really wonderful news”
- Pilot teacher

The course developers became the mentors for the pilot teachers, assisting them with technical problems and responding to their requests for additional information or activities. Developers used feedback from the pilots to make changes to the course structure and advise pilot teachers on Moodle functions and features.



In addition to providing student and teacher feedback on course content, the pilots also demonstrated that there is a wide range of technical ability among teachers, and that in many cases a significant amount of support and professional development will be required for the teacher to feel comfortable using the courses. An additional pilot was initiated in the spring with Berkeley Adult School where the program was moving from a video checkout model to an online instruction model, and support was provided to two ESL teachers in order to track exactly how much support teachers might need to implement online instruction. The results of this pilot will be available in 2011-12.

The Moodle Web Site

The sharable courses are made available through a Moodle course repository Web site, <http://moodle.otan.us>. The site hosts a variety of offerings through the Moodle course management system.

Shared Courses by OTAN

These are the courses developed by OTAN and described above. Agency staff can look at the shared courses in order to decide whether to request a course shell be set up for their program. If they decide they want a course, OTAN staff then uploads a fresh copy of the course and assigns the teacher to the course. The teacher can then enroll and track students.

Agency-Developed Courses

A number of agencies are developing their own Moodle courses for either online or blended use. Some districts have their own Moodle server and the adult school is able to use it, but others choose to have OTAN host their courses. Agencies choosing this option are Vista Adult School with nine active courses, Jefferson Adult Division also with nine active courses, Elk Grove Adult & Community Education with five courses, and Evans Adult School in the Los Angeles Unified School District Adult Education program with four courses. Course topics range from ESL and GED to Career Development to Medical Terminology and other medical classes.

Shared Courses by Others

The National Repository of Online Courses has allowed OTAN to host three of their high school math courses, including two semesters of Algebra and a developmental math course. Culver City Adult School was a pilot site for these courses, and they are now available to any agency wanting to use them. There is also a digital photography course available, and OTAN is in negotiations with the Community College Chancellor's Office to host two courses for CAHSEE preparation, one for math and one for English language arts.

Self-Paced Course

So far OTAN has produced one complete self-paced course on using Excel to teach about budgeting. This is a professional development course for teachers. It is not instructor-led, so teachers can access and complete the class activities at any time. A certificate is automatically issued upon completion.

Professional Development Courses

Each face-to-face workshop offered by OTAN has a Moodle component where participants go to learn more, practice the skills they learned, and complete homework assignments. The development of this site is a new feature this year, and adds a continuing dimension to the workshops.

18. Online Curriculum for Learners

Enhancements were made to www.usalearns.org which is a free Web site for learning English funded by the Office of Vocational and Adult Education in the U.S. Department of Education, and launched in November 2008. Development was done by the Sacramento County Office of Education and although OTAN was not involved in the development, the site was promoted to California adult education programs, and OTAN conducted a study in 2008 to determine proxy attendance hours that should be awarded to students completing units in each of the three courses contained in the site. USA Learns continues to be popular with ESL programs, and received almost 4 million visits in 2010-11 from 1.3 million unique visitors, indicating that many users are students who return multiple times to the site. The average time on site is about 25 minutes. Los Angeles residents alone visited the site 57,000 times during the year, and the site was accessed from 580 different cities and towns in California.

USA Learns currently contains three courses. Course one is based on content from Putting English to Work 1, a beginning ESL course developed by the Los Angeles Unified School District (LAUSD). Course 2 is based on English for All, an intermediate course developed by the Sacramento County Office of Education through another federal grant, and also based on content from LAUSD. Course 3 is based on the CDLP student site and contains news stories with vocabulary and comprehension activities designed for ABE students. (Exhibit 18.a)



Exhibit 18.a

The USA Learns site was originally developed to provide instruction to independent learners, but since its inception it has also been widely used by adult schools as well as high schools and other formal programs. However, it did not have a well-developed teacher or administrative side for tracking student activity by class. Improvements were made by OTAN to make the site more user friendly for California adult education instructors. The following enhancements were made to the teacher side:

- Teachers can now view and download reports on student grades and class grades, and download their grade book for a specific class
- Teachers can edit student information such as password and e-mail address, in the event that a student mistypes their information, or forgets their username or password
- Teachers can add or delete courses
- Teachers can delete students from a course
- Many stories were added to the third course, and the Scope and Sequence document was updated to reflect all content covered in the three courses

Work was begun on collecting links to outside resources that could be used to augment each unit of each course. Although links were collected, they have not yet been integrated into the teacher site, as some extensive programming will be needed to allow teachers to assign outside links to individual students. This work will be completed in the second year of the distance learning contract.

Another major improvement was to change the color scheme of the three different sites, which initially all looked the same. There is a site where independent learners enter the courses, a site for students enrolled in a class, and a site for teachers. Now that each site has a different background color, it is much easier to provide technical support to teachers and learners. A distinction can immediately be made by knowing the color of the site being used. This has been especially important when offering help to limited English speakers.

Based on feedback from users and from those supporting the site, improvements have also been made to the student experience on the site. Since it was originally developed for independent learners, it was not anticipated that a learner might want to enroll in the same course multiple times, or enroll in two courses with different teachers. These needs have now been addressed, including:

- Students can add courses from more than one teacher
- Students can see a list of courses they are enrolled in and add or delete courses
- Students can repeat a course many times without overwriting their scores from the previous course

One feature in the planning stages, but not yet implemented, is an online intake tool. This tool will be developed in the second year of the contract, to assist independent learners as well as those studying with a teacher to choose the correct course for their language level and goals.

Statewide Curriculum Licenses

OTAN has maintained a statewide license for the use of the GED Connections videos owned by Kentucky Educational Television. This license was initiated by the California Distance Learning Project, and has been maintained by OTAN based on feedback from programs stating that GED Connections is the main curriculum being used for distance GED courses. The videos are offered online by OTAN via a password-protected site, GEDresources.org, which is available to any California education agency. (Exhibit 18.b) The GED Connections contract will continue through December 2013, at which time the GED test will be revised and new curriculum materials will be needed.

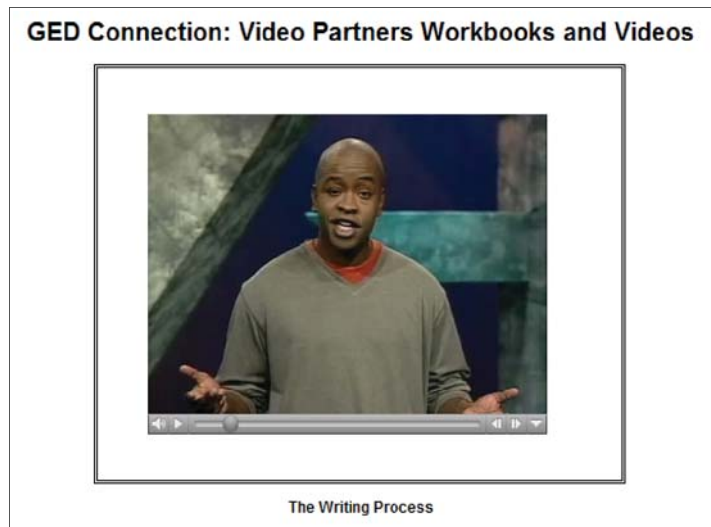


Exhibit 18.b

OTAN has also continued CDLP’s relationship with McGraw-Hill for GED Online. This comprehensive online curriculum is offered to California agencies at an excellent price per seat, and continues to be widely used.

This year a great deal of interest was shown by agencies in comprehensive online course delivery systems for high school credits. Since adult education funding was put into budget flexibility, providing a way for high school students to make up needed credits for graduation has become an important role for adult schools in serving the needs of the district. Agencies were surveyed about which programs they were using. Odysseyware provided a very attractive pricing model for California and some agencies purchased this product either on their own or through their district license. Agencies are also using Apex, Aventa, Class.com, and Study Island.

English for the Nursing Assistant

In 2010-11, OTAN had the opportunity to leverage funds and support additional curriculum that can eventually be incorporated into the USA Learns site. Many ESL students are looking for ways to get jobs in the health care field. Certified Nursing Assistant is an entry level healthcare position which requires training and certification. Many non-native speakers of English may have experience in health care in their native country, but their language skills are a barrier to success in training and passing a certification exam in English.

The English for the Nursing Assistant site (Exhibit 18.c) created four highly interactive lessons about communicating with patients. Topics include effective communication, nonverbal communication, communication barriers, and communication strategies. Activities include listening to lectures and taking notes, skills that students will need in the CNA class. Lessons also include video of Nursing Assistants interacting with patients, many photographs of work situations, and audio for vocabulary development and listening practice. The project was finished at the end of the year, and will be promoted to adult education programs in the following year.



English for the Nursing Assistant
Communication on the Job

Home About Us Lesson 1 Lesson 2 Lesson 3 Lesson 4 Help

Welcome!

This Web site is intended to help ESL learners prepare for their academic studies in becoming a Certified Nursing Assistant. In this Communication unit, you will have many opportunities to listen, take notes, practice speaking skills and learn the vocabulary necessary for a profession in the health care field.

	<p>Lesson 1 Effective Communication Learn to identify and use effective communication skills when meeting patients. Practice asking permission and making polite requests.</p> <p>CNA Skill: Opening Procedure</p>		<p>Lesson 2 Nonverbal Communication Identify nonverbal cues in client and CNA communication. Practice using <i>going to</i> and <i>will</i> for explaining procedures and making offers.</p> <p>CNA Skill: Assisting to ambulate with a transfer belt</p>
	<p>Lesson 3 Communication Barriers Learn to identify communication barriers. Identify the meaning of idioms and multiple meaning words.</p> <p>CNA Skill: Steps for returning a person to bed</p>		<p>Lesson 4 Communication Strategies Learn to identify good communication strategies for use with clients and supervisors. Practice phrases for clarifying and confirming instructions.</p> <p>CNA Skill: Closing Procedure</p>

Exhibit 18.c

19. Distance Learning Annual Evaluation

California has published an annual report on the state of distance learning in adult education since 2002, covering the years since 2000. There was a short hiatus when the California Distance Learning Project closed down, but OTAN took up this task as part of the distance learning contract and reports on the distance learning data have now been published through 2009-10. The report is produced in May and June, based on data retrieved from the CASAS statewide data system, which is not available until the following year. California has in the past served about 40 percent of all adult distance learners in the country, and these reports have been used when giving testimony to Congress and the state legislature.

Outcomes continued to be positive in 2009-10, as shown in the report on the OTAN Web site at www.otan.us. As in previous years, students who are enrolled in both distance and classroom courses make the most gains, although this year distance students closed the achievement gap with classroom learners in both level completion and persistence, especially in ESL, and the outcomes for distance only and classroom have been converging since 2007-08. (Exhibit 19.a)

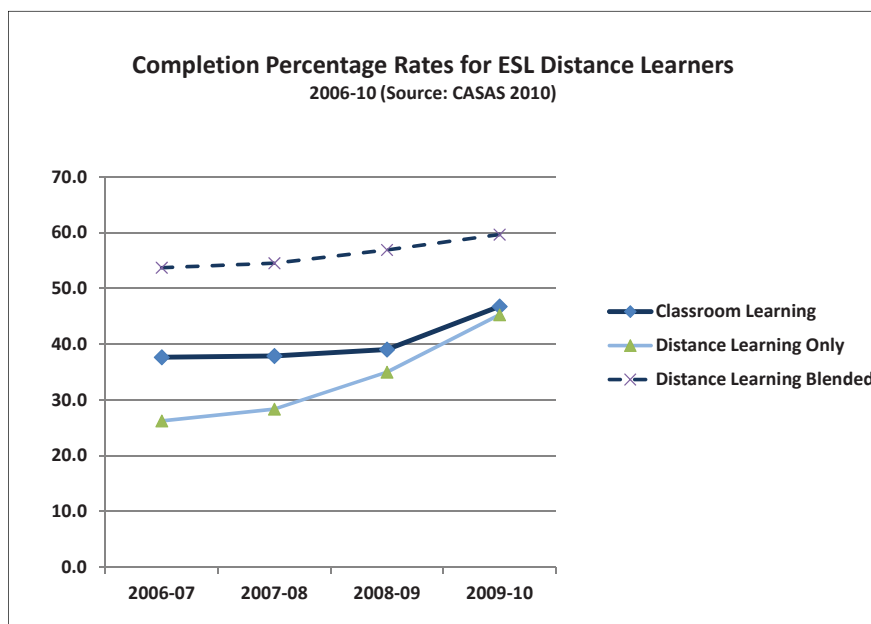


Exhibit 19.a

2009-10 is the first year that we see the effects of putting adult education funds into flexibility, reflected in a 55 percent drop in the number of students actually enrolled in distance courses (see Exhibit 15.a). We are likely to see this trend continue for a while, judging from the declining number of distance learning applications submitted by agencies.

Although overall enrollment has declined in tandem with budget cuts, results for distance learning instructional delivery continue to improve, and in the coming years California adult education will move toward more online delivery as access to the Internet becomes more affordable and necessary for every community and socio-economic level in California.

Appendices

OTAN 2010 - 11

Quarterly Progress Reports

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN088109
 July 1, 2010 – September 30, 2010

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication and Information <i>1. Provide a Web Portal for California Adult Educators with news, information, and links</i>	
1.1. Provide news and information to the adult education community 1.2. Research, abstract, and index Web sites related to adult education 1.3. Maintain and improve search systems that provide access to Web site resources 1.4. Maintain and upgrade OTAN Web site based on user input using latest technology 1.5. Explore and implement personalized access to Web resources	<ul style="list-style-type: none"> • Thirty-two news items posted on the OTAN Web site • Produced a September edition of the Administrators Digest, sent to all adult education administrators registered on OTAN • Maintained OTAN Quick Search and advanced search capacity on Web site • Added 110 items to the OTAN Web site
2. <i>Improve the electronic collaborative environment for adult educators</i> 2.1. Maintain a searchable directory of registered users 2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources 2.3. Host list servers that encourage networking for program improvement 2.4. Use new technologies to support CDE Adult Education Office initiatives	<ul style="list-style-type: none"> • OTAN member directory updated on a regular basis, with 389 new members this quarter, and a total of 5,067 members • The September issue of the teacher digest was emailed to almost 2,500 teachers • A total of 8,397 email messages were sent to members with information about a variety of adult education topics • Hosted 40 email lists
3. <i>Provide technical support and training to administrators and teachers</i> 3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases 3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking 3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video) 3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations	<ul style="list-style-type: none"> • Provided 262 instances of telephone and email technical support to clients, of which 162 were in support of CDE databases such as the WIA application • Sent 103 client satisfaction survey that is sent within 24 hrs of service, with 45 percent returned, and almost all said their question was answered and that service was excellent • Sent new longer client satisfaction surveys, with a 21 percent return rate and with the majority rating the service excellent • Continued to promote access to online workshops for remote locations
4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i> 4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California 4.2. Support CDE's development of adult education online grant applications 4.3. Support CDE's development of adult education online reporting systems 4.4. Support CDE's goal of coordinating databases of adult education program information 4.5. Support efforts to make leadership activities seamless to the field 5. <i>Maximize client access to OTAN products and services and obtain client input</i> 5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings 5.2. Use video and other media for marketing OTAN's Web site and services 5.3. Present workshops and host vendor tables at adult education conferences	<ul style="list-style-type: none"> • Completed programming of major changes in the WIA Expenditure Claim Report • Completed and posted the Technology Planning form • Made improvements to grant applications site and online reporting system • Made requested improvements to CDE office database • Supported the online training calendar shared by all leadership projects and CDE <ul style="list-style-type: none"> • Sent Fall newsletter to the printer, for October mailing • Presented 6 conference workshops to 121 participants at the ACSA conference • Hosted a vendor table at the ACSA conference and at 3 CATESOL regional

OTAN/SCOE PROGRESS REPORT (7/1/10 – 9/30/10) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5.4. Implement electronic notification strategies and online surveys 5.5. Establish an advisory group to provide input on the grant	conferences
6. <i>Maintain and improve electronic resource collections on adult education practice and research</i> 6.1. Maintain and improve linkages to the national adult education information network 6.2. Obtain pertinent data and prepare it for electronic access	<ul style="list-style-type: none"> Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible posted documents to the OTAN online document collection in accessible format Posted eight new documents to the online document library, which totals 980 documents
7. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i> 7.1. Improve and expand teacher resources on the OTAN Web site 7.2. Survey usage of the online lesson plan builder and add features as indicated by field input 7.3. Review lesson plans and maintain lesson plan collection 7.4. Develop an online course outline builder	<ul style="list-style-type: none"> Added or edited 110 resources on the teachers area of the Web site Posted two new articles on Web-based classroom activities for teachers There were 739 logins to the Lesson Plan Builder site by 4,766 visitors There are currently 13,560 registered users of the Lesson Plan Builder Work continued on reviewing lesson plans to publish for EL Civics
8. <i>Document and publicize California Adult Education successful students and programs</i> 8.1. Research and publicize the stories of successful adult learners and programs 8.2. Videotape stories of successful adult learners and programs 8.3. Digitize videotape collections and use to publicize California adult programs 8.4. Assess value and utilization of successful students and exemplary programs project.	<ul style="list-style-type: none"> Produced three videos about successful former students, which were shown at the ACSA conference Students Succeed Web site received 27,195 visits from 24,227 visitors during the quarter
B. Instructional Technology Support 9. <i>Provide planning support to agencies implementing new technology</i> 9.1. Assist local agencies with the technology planning process 9.2. Maintain and improve online technology planner	<ul style="list-style-type: none"> Annual technology planning form was posted August 1 Staff responded to 19 requests for technical assistance with the technology plan which was posted August 1
10. <i>Research and make available information regarding new and emerging technologies and available learning resources</i> 10.1. Research and acquire information regarding new technologies and resources 10.2. Identify and collect information about best practices in the use of instructional technology 10.3. Provide opportunities for adult educators to sample new technologies 10.4. Produce and make available online video-based demonstrations of technology integration	<ul style="list-style-type: none"> Continued to build an online social networking site for the ABE Initiative, which currently has 160 members Worked with four pilot teachers on the ePortfolio project Continued to train teachers on using Moodle for online course management Video gallery on the OTAN site now contains 85 videos
11. <i>Provide professional development related to new possibilities in educational technology</i> 11.1. Offer online and face-to-face workshops on new technologies	<ul style="list-style-type: none"> Provided 6 online workshops on technology topics to 100 participants, covering

OTAN/SCOPE PROGRESS REPORT (7/1/10 – 9/30/10) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>11.2. Disseminate information on new technologies via state and regional conference presentations</p>	<p>topics such as Technology Planning, Using the Interactive Whiteboard, and OTAN Resources for Library Literacy Programs</p> <ul style="list-style-type: none"> Offered 2 face-to-face workshops at agencies to 29 participants on technology topics including PowerPoint and Web Sites to Teach Math
<p>12. Facilitate Technology Integration Mentor Academy (TIMAC)</p> <p>12.1. Recruit and select participants, trainers and mentors</p> <p>12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration</p> <p>12.3. Evaluate and report on TIMAC outcomes</p> <p>12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration</p>	<ul style="list-style-type: none"> Communicated with new TIMAC participants and prepared for training days in October
<p>C. Distance Learning</p>	
<p>13.. Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning</p>	
<p>13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site</p>	<ul style="list-style-type: none"> Presented on distance learning at the ACSA conference and at Project IDEAL Web resources for distance learning were maintained, and links added
<p>13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"</p>	
<p>13.3. Host one (1) California Technology and Distance Learning Symposium</p>	
<p>13.4. Conduct distance learning workshops at state and regional conferences</p>	
<p>14.. Increase and support implementation of Web-base distance learning opportunities for adult learners</p>	
<p>14.1. Support existing CDLP Adult Learning Activities and English for All Web sites</p>	<ul style="list-style-type: none"> English for All and CDLP Web sites were maintained
<p>14.2. Continue licensing curriculum products to be used at a distance</p>	<ul style="list-style-type: none"> English for All received over 33,000 visits and CDLP over 294,000 during the quarter State license for digital rights to the GED Connection videos was extended to December 2011 Thirty-nine GED Connection videos are being streamed online, and so far 144 agencies and teachers have created an account, and there were 470 visits to the video site by 286 visitors during the quarter
<p>15.. Support statewide infrastructure for implementing and expanding distance learning</p>	
<p>15.1. Support Innovation Programs online application and reporting system</p>	<ul style="list-style-type: none"> Innovation Programs application and annual evaluation form were due September 30, and were supported with 40 instances of tech support
<p>15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements</p>	<ul style="list-style-type: none"> Offered a webinar on the new Innovation Programs application to 20 participants

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN088109
 October 1, 2010 – December 31, 2010

OBJECTIVES AND MAJOR TASKS	STATUS
<p>A. Electronic Communication and Information</p> <p>1. <i>Provide a Web Portal for California Adult Educators with news, information, and links</i></p> <p>1.1. Provide news and information to the adult education community</p> <p>1.2. Research, abstract, and index Web sites related to adult education</p> <p>1.3. Maintain and improve search systems that provide access to Web site resources</p> <p>1.4. Maintain and upgrade OTAN Web site based on user input using latest technology</p> <p>1.5. Explore and implement personalized access to Web resources</p> <p>2. <i>Improve the electronic collaborative environment for adult educators</i></p> <p>2.1. Maintain a searchable directory of registered users</p> <p>2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources</p> <p>2.3. Host list servers that encourage networking for program improvement</p> <p>2.4. Use new technologies to support CDE Adult Education Office initiatives</p> <p>3. <i>Provide technical support and training to administrators and teachers</i></p> <p>3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases</p> <p>3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking</p> <p>3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)</p> <p>3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations</p> <p>4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i></p> <p>4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California</p> <p>4.2. Support CDE's development of adult education online grant applications</p> <p>4.3. Support CDE's development of adult education online reporting systems</p> <p>4.4. Support CDE's goal of coordinating databases of adult education program information</p> <p>4.5. Support efforts to make leadership activities seamless to the field</p> <p>5. <i>Maximize client access to OTAN products and services and obtain client input</i></p> <p>5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings</p> <p>5.2. Use video and other media for marketing OTAN's Web site and services</p>	
	<ul style="list-style-type: none"> • Twenty-seven news items posted on the OTAN Web site • Produced October and December editions of the Administrators Digest, sent to all adult education administrators registered on OTAN • Maintained OTAN Quick Search and advanced search capacity on Web site • Added 145 items to the OTAN Web site
	<ul style="list-style-type: none"> • OTAN member directory updated on a regular basis, with 466 new members this quarter, and a total of 4,939 members • The October and November issues of the teacher digest were emailed to almost 2,500 teachers • A total of 23,471 email messages were sent to members with information on 16 different adult education topics • Hosted 40 email lists
	<ul style="list-style-type: none"> • Provided 185 instances of telephone and email technical support to clients, of which 65 were in support of CDE databases such as the WIA application • Sent 68 client satisfaction survey that is sent within 24 hrs of service, with 46 percent returned, and almost all said their question was answered and that service was excellent • Sent new longer client satisfaction surveys, with a 21 percent return rate and with the majority rating the service excellent • Continued to promote access to online workshops for remote locations
	<ul style="list-style-type: none"> • Supported and debugged programming for the WIA Expenditure Claim Report • Made improvements to grant applications site and online reporting system • Made requested improvements to CDE office database • Redesigned the online training calendar with input from all leadership projects
	<ul style="list-style-type: none"> • Mailed Fall newsletter to over 2600 members, and produced the Winter newsletter for January mailing

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

OBJECTIVES AND MAJOR TASKS	STATUS
<p>11.2. Disseminate information on new technologies via state and regional conference presentations</p>	<p>topics such as teaching critical thinking for the Web, using wikis, using online forms, and creating high quality online courses</p> <ul style="list-style-type: none"> Offered 11 face-to-face workshops at agencies to 139 participants on technology topics including Using Interactive Whiteboards, Teaching Critical Thinking for the Internet, and Web Sites to Teach Math
<p>12. Facilitate Technology Integration Mentor Academy (TIMAC)</p>	
<p>12.1. Recruit and select participants, trainers and mentors</p>	<ul style="list-style-type: none"> Provided two days of training for 12 new TIMAC participants
<p>12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration</p>	<ul style="list-style-type: none"> School site visits by support mentors Two online meetings with participants and support mentors
<p>12.3. Evaluate and report on TIMAC outcomes</p>	<ul style="list-style-type: none"> One online meeting for TIMAC alumni
<p>12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration</p>	
<p>C. Distance Learning</p>	
<p>13. Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning</p>	
<p>13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site</p>	<ul style="list-style-type: none"> Six of the 20 online workshops this quarter were on distance learning topics, serving 65 participants
<p>13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"</p>	<ul style="list-style-type: none"> Planning continued for the Technology and Distance Learning Symposium in February
<p>13.3. Host one (1) California Technology and Distance Learning Symposium</p>	<ul style="list-style-type: none"> A call for Symposium proposals was issued and proposals were reviewed
<p>13.4. Conduct distance learning workshops at state and regional conferences</p>	<ul style="list-style-type: none"> Web resources for distance learning were maintained, and links added
<p>14. Increase and support implementation of Web-based distance learning opportunities for adult learners</p>	
<p>14.1. Support existing CDLP Adult Learning Activities and English for All Web sites</p>	<ul style="list-style-type: none"> English for All and CDLP Web sites were maintained
<p>14.2. Continue licensing curriculum products to be used at a distance</p>	<ul style="list-style-type: none"> English for All received over 40,000 visits and CDLP over 348,000 during the quarter State license for digital rights to the GED Connection videos was extended to December 2011
	<ul style="list-style-type: none"> Thirty-nine GED Connection videos are being streamed online, and so far 144 agencies and teachers have created an account, and there were 1,412 visits to the video site by 768 visitors during the quarter
<p>15. Support statewide infrastructure for implementing and expanding distance learning</p>	
<p>15.1. Support Innovation Programs online application and reporting system</p>	<ul style="list-style-type: none"> Innovation Programs application and annual evaluation form were reviewed and scored by a field team, and agencies notified of results
<p>15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements</p>	<ul style="list-style-type: none"> Based on reviews, recommended changes to the application were documented

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN088109
 January 1, 2011 – March 31, 2011

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication and Information	
1. <i>Provide a Web Portal for California Adult Educators with news, information, and links</i>	
1.1. Provide news and information to the adult education community	<ul style="list-style-type: none"> • Thirty-four news items posted on the OTAN Web site
1.2. Research, abstract, and index Web sites related to adult education	<ul style="list-style-type: none"> • Produced January and March editions of the Administrators Digest, sent to all adult education administrators registered on OTAN
1.3. Maintain and improve search systems that provide access to Web site resources	<ul style="list-style-type: none"> • Maintained OTAN Quick Search and advanced search capacity on Web site
1.4. Maintain and upgrade OTAN Web site based on user input using latest technology	<ul style="list-style-type: none"> • Added 233 items to the OTAN Web site
1.5. Explore and implement personalized access to Web resources	
2. <i>Improve the electronic collaborative environment for adult educators</i>	
2.1. Maintain a searchable directory of registered users	<ul style="list-style-type: none"> • OTAN member directory updated on a regular basis, with 622 new members this quarter, and a total of 4,951 members
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources	<ul style="list-style-type: none"> • The January, February and March issues of the teacher digest were emailed to about 2,300 teachers
2.3. Host list servers that encourage networking for program improvement	<ul style="list-style-type: none"> • A total of 1,986 email messages were sent to members with information on 12 different adult education topics
2.4. Use new technologies to support CDE Adult Education Office initiatives	<ul style="list-style-type: none"> • Hosted 40 email lists • Continued to work with CDE on the Policy to Practice Web site for California
3. <i>Provide technical support and training to administrators and teachers</i>	
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases	<ul style="list-style-type: none"> • Provided 222 instances of telephone and email technical support to clients, of which 77 were in support of CDE databases such as the WIA application
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking video)	<ul style="list-style-type: none"> • Offered 3 face-to-face trainings on resources on the OTAN Web site, to 33 participants at Bassett, Venice and Napa adult schools
3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)	<ul style="list-style-type: none"> • Continued to promote access to online workshops for remote locations
3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations	<ul style="list-style-type: none"> • Continued to develop the OTAN Twitter and Facebook accounts to reach adult educators throughout the state
4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i>	
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California	<ul style="list-style-type: none"> • Updated the WIA grant application for 2011-12, made it live, sent reminder emails to agencies, and provided technical support to applicants
4.2. Support CDE's development of adult education online grant applications	<ul style="list-style-type: none"> • Provided technical support to field and CDE staff for the January Expenditure Claim Report
4.3. Support CDE's development of adult education online reporting systems	<ul style="list-style-type: none"> • Programmed a major revision to the combined adult education professional development site
4.4. Support CDE's goal of coordinating databases of adult education program information	
4.5. Support efforts to make leadership activities seamless to the field	
5. <i>Maximize client access to OTAN products and services and obtain client input</i>	
5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings	<ul style="list-style-type: none"> • Mailed Winter newsletter to over 2500 members, and produced the Spring newsletter for April mailing
5.2. Use video and other media for marketing OTAN's Web site and services	

OTAN/SCOPE PROGRESS REPORT (1/1/11 – 3/31/11) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5.3. Present workshops and host vendor tables at adult education conferences 5.4. Implement electronic notification strategies and online surveys 5.5. Establish an advisory group to provide input on the grant	<ul style="list-style-type: none"> Presented 15 conference workshops to 429 participants at the Technology and Distance Learning Symposium There were no other conferences during this quarter Initiated planning for the Distance Learning Advisory Committee, although the meeting was moved to May 6
6. <i>Maintain and improve electronic resource collections on adult education practice and research</i> 6.1. Maintain and improve linkages to the national adult education information network 6.2. Obtain pertinent data and prepare it for electronic access	<ul style="list-style-type: none"> Monitored national email lists and publications for announcements of pertinent publications, and posted news items, links, and where permissible posted documents to the OTAN online document collection in accessible format Posted 9 new documents to the online document library, which totals 990 documents
7. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i> 7.1. Improve and expand teacher resources on the OTAN Web site 7.2. Survey usage of the online lesson plan builder and add features as indicated by field input 7.3. Review lesson plans and maintain lesson plan collection 7.4. Develop an online course outline builder	<ul style="list-style-type: none"> Added or edited 147 resources on the teachers area of the Web site Posted three new articles on Web-based classroom activities for teachers There were 5,157 visits to the Lesson Plan Builder site by 4,314 visitors, with a total of 26,340 page views There were 349 actual logins to work on lesson plans There are currently 14,643 registered users of the Lesson Plan Builder
8. <i>Document and publicize California Adult Education successful students and programs</i> 8.1. Research and publicize the stories of successful adult learners and programs 8.2. Videotape stories of successful adult learners and programs 8.3. Digitize videotape collections and use to publicize California adult programs 8.4. Assess value and utilization of successful students and exemplary programs project.	<ul style="list-style-type: none"> Continued to support the California Adult Education Students Succeed Web site Students Succeed Web site received 26,588 visits from 23,982 visitors during the quarter
B. Instructional Technology Support	
9. <i>Provide planning support to agencies implementing new technology</i> 9.1. Assist local agencies with the technology planning process 9.2. Maintain and improve online technology planner	<ul style="list-style-type: none"> Staff responded to 37 requests for technical assistance with the technology plan which was due January 31, 2011 Staff and field colleagues reviewed 147 submitted technology plans Initiated and update of the public technology plan (different from the form used for EL Civics deliverable)
10. <i>Research and make available information regarding new and emerging technologies and available learning resources</i> 10.1. Research and acquire information regarding new technologies and resources 10.2. Identify and collect information about best practices in the use of instructional technology 10.3. Provide opportunities for adult educators to sample new technologies	<ul style="list-style-type: none"> Continued to host the online social networking site for the ABE Initiative, which currently has 167 members Continued training for new pilot teacher on the ePortfolio project, and

OTAN/SCOE
 PROGRESS REPORT (1/1/11 – 3/31/11) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
10.4. Produce and make available online video-based demonstrations of technology integration	<ul style="list-style-type: none"> communicated with the other two pilot teachers Followed international email discussions on ePortfolio developments Continued to train teachers on using Moodle for online course management Shot footage for video on using mobile phones for basic skills instruction
11. <i>Provide professional development related to new possibilities in educational technology</i> 11.1. Offer online and face-to-face workshops on new technologies 11.2. Disseminate information on new technologies via state and regional conference presentations	<ul style="list-style-type: none"> Provided 22 online workshops on technology topics to 213 participants, covering topics such as teaching critical thinking for the Web, using wikis, using online forms, and creating high quality online courses Offered 16 face-to-face workshops at agencies to 196 participants on technology topics including Using Interactive Whiteboards, Teaching Critical Thinking for the Internet, and Using Moodle
12. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i> 12.1. Recruit and select participants, trainers and mentors 12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration 12.3. Evaluate and report on TIMAC outcomes 12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration	<ul style="list-style-type: none"> Provided one face-to-face day of training for 12 participants on Jan 21 Conducted 2 online meetings for training and networking with participants and support mentors Promoted and supported TIMAC presentations at the Technology and Distance Learning Symposium, CATESOL and CCAE/COABE
C. Distance Learning 13. <i>Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning</i> 13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site 13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs" 13.3. Host one (1) California Technology and Distance Learning Symposium 13.4. Conduct distance learning workshops at state and regional conferences	<ul style="list-style-type: none"> Eleven of the 22 online workshops this quarter were on distance learning topics, serving 94 participants The Technology and Distance Learning Symposium was held in February at Hacienda la Puente Adult School. A total of 159 people attended 31 sessions Handouts and videos of the Symposium were posted online Web resources for distance learning were maintained, and links added
14. <i>Increase and support implementation of Web-base distance learning opportunities for adult learners</i> 14.1. Support existing CDLP Adult Learning Activities and English for All Web sites 14.2. Continue licensing curriculum products to be used at a distance	<ul style="list-style-type: none"> English for All and CDLP Web sites were maintained English for All received almost 47,000 visits and CDLP about 342,000 during the quarter Thirty-nine GED Connection videos are being streamed online, and so far 160 agencies and teachers have created an account, and there were 1,548 visits to the video site by 706 visitors during the quarter
15. <i>Support statewide infrastructure for implementing and expanding distance learning</i> 15.1. Support Innovation Programs online application and reporting system 15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements	<ul style="list-style-type: none"> Revisions were begun to the programming of the Innovation Programs application A focus group on Parent Education curriculum recommendations was organized, but the actual meeting took place on April 1

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN088109
 April 1, 2011 – June 30, 2011

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication and Information	
1. <i>Provide a Web Portal for California Adult Educators with news, information, and links</i>	
1.1. Provide news and information to the adult education community 1.2. Research, abstract, and index Web sites related to adult education 1.3. Maintain and improve search systems that provide access to Web site resources 1.4. Maintain and upgrade OTAN Web site based on user input using latest technology 1.5. Explore and implement personalized access to Web resources	<ul style="list-style-type: none"> • Thirty-four news items posted on the OTAN Web site, for a total of 127 this year • Produced the June edition of the Administrators Digest, sent to all adult education administrators registered on OTAN • Maintained OTAN Quick Search and advanced search capacity on Web site • Added 283 items to the OTAN Web site
2. <i>Improve the electronic collaborative environment for adult educators</i> 2.1. Maintain a searchable directory of registered users 2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources 2.3. Host list servers that encourage networking for program improvement 2.4. Use new technologies to support CDE Adult Education Office initiatives	<ul style="list-style-type: none"> • OTAN member directory updated on a regular basis, with 492 new members this quarter, and a total of 4,399 members • The April and May issues of the teacher digest were emailed to over 2,300 teachers • A total of 10,016 email messages were sent to members with information on seven different topics • Hosted 40 email lists • Strategic Plan Web site updated with new draft • Continued to work with CDE on the Policy to Practice Web site for California
3. <i>Provide technical support and training to administrators and teachers</i> 3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases 3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking 3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video) 3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations	<ul style="list-style-type: none"> • Provided 129 instances of telephone and email technical support to clients, of which 31 were in support of CDE databases such as the WIA application • Offered one webinar on resources on the OTAN Web site to 12 participants • Continued to promote access to online workshops for remote locations • Continued to develop the OTAN Twitter and Facebook accounts to reach adult educators throughout the state • OTAN now has over 1,000 tweets and 554 followers • OTAN Facebook page has 111 Likes
4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i> 4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California 4.2. Support CDE's development of adult education online grant applications 4.3. Support CDE's development of adult education online reporting systems 4.4. Support CDE's goal of coordinating databases of adult education program information 4.5. Support efforts to make leadership activities seamless to the field	<ul style="list-style-type: none"> • Revised and posted the Innovation Programs application, meeting CDE Web standards • Updated and revised parts of the online applications site for 2011-12 • Updated J18-19 and A22 forms and posted for the coming year • Updated to Provider Directory to meet CDE standards • Initiated update and new look for the Adult Ed Office database • Implemented a new quality control system for reviewing all Web pages for compliance before posting
5. <i>Maximize client access to OTAN products and services and obtain client input</i>	

OTAN/SCOPE PROGRESS REPORT (4/1/11 – 6/30/11) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>10.2. Identify and collect information about best practices in the use of instructional technology</p> <p>10.3. Provide opportunities for adult educators to sample new technologies</p> <p>10.4. Produce and make available online video-based demonstrations of technology integration</p>	<ul style="list-style-type: none"> • currently has 166 members • Completed ePortfolio project and gathered feedback from teachers • Followed international email discussions on ePortfolio developments • Continued to train teachers on using Moodle for online course management • Completed editing of mobile phone in classroom video, and shot two videos on transition topics
<p>11. <i>Provide professional development related to new possibilities in educational technology</i></p> <p>11.1. Offer online and face-to-face workshops on new technologies</p> <p>11.2. Disseminate information on new technologies via state and regional conference presentations</p>	<ul style="list-style-type: none"> • Offered 15 online workshops on technology topics to 141 participants, covering topics such as teaching critical thinking for the Web, using wikis, using online forms, and creating high quality online courses • Offered 6 face-to-face workshops at agencies to 108 participants on technology topics including Using Cell Phones to Enhance Learning, Online Tools and Documents, and Using Moodle • Eleven conference presentations on technology and distance learning topics to 295 participants
<p>12. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i></p> <p>12.1. Recruit and select participants, trainers and mentors</p> <p>12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration</p> <p>12.3. Evaluate and report on TIMAC outcomes</p> <p>12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration</p>	<ul style="list-style-type: none"> • Provided one face-to-face day of training for 12 participants on May 12 • Hosted end-of-year presentations on May 13 • Conducted field review of applications for 20011-12 • Notified applicants and communicated details of 2011-12 schedule • Produced annual TIMAC report
<p>C. Distance Learning</p> <p>13. <i>Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning</i></p> <p>13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site</p> <p>13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"</p> <p>13.3. Host one (1) California Technology and Distance Learning Symposium</p> <p>13.4. Conduct distance learning workshops at state and regional conferences</p>	<ul style="list-style-type: none"> • Seven of the 15 online workshops this quarter were on distance learning topics, serving 64 participants • Web resources for distance learning were maintained, and links added
<p>14. <i>Increase and support implementation of Web-base distance learning opportunities for adult learners</i></p> <p>14.1. Support existing CDLP Adult Learning Activities and English for All Web sites</p> <p>14.2. Continue licensing curriculum products to be used at a distance</p>	<ul style="list-style-type: none"> • English for All and CDLP Web sites were maintained • English for All received 43,000 visits and CDLP about 315,000 during the quarter • 907 agencies and teachers have created an account for GED Connection online, and there were 1,074 visits to the video site by 529 visitors during the quarter
<p>15. <i>Support statewide infrastructure for implementing and expanding distance learning</i></p> <p>15.1. Support Innovation Programs online application and reporting system</p> <p>15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements</p>	<ul style="list-style-type: none"> • The Innovation Programs application was revised and made accessible • Parent Education curriculum recommendations were posted