Technology and Distance Learning for California Adult Education

Annual Report 2012-13

John Fleischman, Executive Director

Joyce Hinkson/Marian Thacher, Director

Jerry Jones, Computer Networks Director

Branka Marceta, Technology Projects Coordinator

Randi Knutson, Database Projects Coordinator

Penny Pearson, Distance Learning Projects Coordinator

Yolanda O'Shea, Database Designer

John Burge, Project Specialist II

Blair Roy, Project Specialist II

Melinda Holt, Project Specialist I

Linda Swanson, Computer Technology Support and Trainer

Randy Bayne, Senior Management Information Systems Specialist

Douglas Rennie, Video Production Specialist

Linda West, Archivist and Information Specialist

Charlotte Barcellos, Executive Assistant

Darla Sullivan, Staff Secretary

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Introduction

Challenges in California Continue

The recession beginning in 2008 continued in 2012/13, and adult education programs continued to experience severe budget cuts and in some cases programs were closed by their district. The EdSource Report, *At Risk: Adult Schools in California*, reported that in a survey conducted in October 2011, "23 of the state's 30 largest school districts had major cuts to their adult education programs, including Anaheim Union High School District, which eliminated its 73-year-old program in 2010/11."[1] The same survey found that only one large program remained the same. The number of programs being cut or eliminated is still difficult to determine because flexibility eliminated the ability to track adult education funding with a budget code number.

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.

Immigrants, along with 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 people need familiarity with the technology needed to communicate and to manage information.

The Governor's announcement of his May 2013 Revision was a mixture of good and bad news for adult education and the full impact remains to be seen in the coming year.

Adult Education Leadership Projects

California receives federal funding through the Workforce Investment Act, Title II, for adult education. Part of these funds is 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:

- OTAN provides support for technology integration and online collaboration, as well as support for the implementation of distance learning.
- CASAS provides assessment and accountability tools and training
- CALPRO provides regional and statewide professional development

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1   EdSource report downloaded at http://www.edsource.org/pub12-adult-school-california.html on August 20, 2012.

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.

Need for Instructional Technology

The job market continues to change and technology has become an important and 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 ten years ago.

The Education Technology Taskforce formed by State Superintendent of Public Instruction, Tom Torlakson, recently presented its findings. Its charge was to prepare a California Education Technology Blueprint. Taking the National Education Technology Plan as its framework, the group made a number of recommendations, including:

- Promote the use of online instructional materials

- Support "any time, any place, any pace" learning

- Encourage and reward teachers and administrators' use of technology to support current and emerging paradigms of learning

- Develop guidance documents for 21st century competencies[6]

The Outreach and Technical Assistance Network (OTAN) is funded to serve as the vehicle to make these and other goals related to technology and distance learning a reality for adult learners in California.

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 even greater gains than either modality separately.

The academic year 2012/13 marks the fifth 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.

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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   Memo from the Education Technology Taskforce downloaded at http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf on August 20, 2012.

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 through California's adult education strategic planning process of the 1980's, and was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2012, has included the vision of the innovative use of technology to improve access for learners, to improve collaboration among providers, to provide resources to teachers, and ultimately to improve the quality of instruction.

This Report
The California Department of Education Adult Education Office has funded the Outreach and Technical Assistance Network (OTAN) from July 1, 2011 through June 30, 2013 by contract CN110150. 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 two-year contract was added in 2010/11, the OTAN Distance Learning Project, CN100220, also from the California Department of Education Adult Education Office. The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of both 2012/13 OTAN contracts.

Promoting 21st Century Skills

The role of OTAN is to provide information and professional development to the adult education field about what technology and equipment on which to focus for both administration and teaching, and how to effectively use technology to improve instruction. In 2012/13, OTAN employed a variety of strategies to provide these services.

OTAN Advisory Committee

Due to the overlap of committee members and an OTAN commitment to leverage resources when possible, the Technology Integration Advisory Committee and the Distance Learning Advisory Committee were combined to form the OTAN Advisory Committee (OAC). This newly-formed committee meets face-to-face once a year and holds an online meeting or meetings via Adobe Connect or phone conference as needed. The face-to-face meeting of the Advisory Committee was held on November 1, 2012 at the Sacramento County Office of Education. Five OTAN staff and 14 committee members participated in the face-to-face meeting with an additional two members participating via conference call. The meeting included agency updates as well as discussions about topics to be included in a planned series of OTAN Webinars for teachers and administrators, an update on the ALOE projects, and ideas about expanding the vocabulary set for the mobile application, Words4U.

A follow-up phone conference with committee members was held on April 5, 2013. Committee members provided advice and direction to OTAN as to what types of commercial adult learning products or state licensing options could be purchased for California adult education agencies. Based on input and discussion from the committee, OTAN secured licenses for Crossroads Café to support English Language Learners and GED Academy to support adult learners in passing the GED test. OTAN's CDE Contracts Monitor, Cliff Moss, approved the purchase of the licenses.

Professional Development Materials

OTAN offered 14 face-to-face workshop topics and 45 online webinar or workshop topics this year. Each session provided a handout for participants, either digitally or in hard copy. Most workshop handouts were revised at least once this year. Topics such as Online Documents, based on Google Docs, a site that changes and adds features on a regular basis, required handout revisions every time it was offered.

In addition to workshop handouts, OTAN staff and trainers provided 35 presentations at regional, state and national conferences, and the handout for each of these was developed for its particular audience. In some cases, the handout was simply a Web address or QR code leading to a wiki or Web page containing the information. This approach has proved popular because most handouts contain Web addresses for a variety of resources, some quite lengthy, so it is more convenient for participants to be able to click on the links rather than type them into a search bar.

Face-to-Face Workshop on Technology Topics

OTAN staff provided 28 hands-on face-to-face workshops for 391 participants on a variety of technology topics in 2012/13. (See Exhibit 1B.1) Twelve instructors were hired as temporary staff to present workshops and webinars. Upon request, 14 topics were available to the field:

- Internet Resources for Adult Education Teachers

- Internet Resources for ESL/EL Civics Teachers

- Social Networking for Adult Education

- PowerPoint for Adult Education (Beginning and Advanced PowerPoint for 2003, 2007 or 2010)

- Using Web Sites to Teach Math

- Mobile Devices in Adult Education

- Online Documents and Tools – Create and Share on the Cloud

- Creating Web Pages with Weebly

- Creating Web Pages with WordPress

- OTAN's Online Lesson Plan Builder

- Interactive Whiteboards – Creating Student Activities (Promethean, SmartBoard, or other brands)

- Teaching Critical Thinking for the Internet

- Creative Classroom & Activity Ideas Using MS Word

- Moodle: Create a Course Web Site

> *"I always learn a lot from taking both online and face-to-face workshops, and will look to take more in the future. I appreciate the courses provided by OTAN. Thank you"!*
> *- Workshop participant*

	2012/13 FACE-TO-FACE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	**TITLE**	**LOCATION**	**TRAINER**	**#**
10/12/12	Moodle: Create a Course Web Site	Pittsburg Adult School	Pearson, Penny	18
11/13/12	Interactive Whiteboards - Creating Student Activities	Baldwin Park Adult Education Center	Roy, Blair	13
11/15/12	Beginning PowerPoint 2007 (or 2010) for Adult Education	Downey Adult School	Swanson, Linda	11
11/16/12	Moodle: Create a Course Web Site	Riverside Adult School	Pearson, Penny	9
11/27/12	Interactive Whiteboards - Creating Student Activities	Garden Grove Adult School	Roy, Blair	14
12/5/12	Mobile Devices in Adult Education Part 1	Fairfield-Suisun Adult Education	Marceta, Branka	14

Exhibit 1B.1

2012/13 FACE-TO-FACE WORKSHOPS ON TECHNOLOGY TOPICS				
DATE	**TITLE**	**LOCATION**	**TRAINER**	**#**
1/10/13	Online Documents and Tools - Create and Share on the Cloud!	Martinez Adult School	Holt, Melinda	9
1/24/13	Online Documents - Create and Share on the Cloud! Part 2	Martinez Adult School	Holt, Melinda	9
1/31/13	Moodle: Create a Course Web Site	Los Angeles USD - Evans Adult School	Roy, Blair	19
2/1/13	Online Documents and Tools - Create and Share on the Cloud!	Alameda Adult School	Holt, Melinda	7
2/13/13	Social Media for Adult Education	Berkeley Adult School	Marceta, Branka	11
2/15/13	Creating Web Pages with Weebly	Fresno Adult School - Cesar Chavez Campus	Swanson, Linda	11
2/20/13	Social Media for Adult Education	Rowland Adult School - Adult Education, Ctr #1 - Lerona	Marceta, Branka	10
3/1/13	Beginning PowerPoint 2007 (or 2010) for Adult Education	Grossmont Adult School - Foothills Campus	Swanson, Linda	16
3/7/13	Creating Web Pages with Weebly	Martinez Adult School	Swanson, Linda	9
3/14/13	10 Search Activities for You and Your Students	Mt. San Antonio College	Holt, Melinda	19
3/15/13	Creating Web Pages with Weebly (Follow-up)	Fresno Adult School - Cesar Chavez Campus	Swanson, Linda	8
3/15/13	10 Search Activities for You and Your Students1352	Mt. San Antonio College	Holt, Melinda	28
3/22/13	Beginning PowerPoint 2007 (or 2010) for Adult Education	Glendale Community College - Garfield Campus	Swanson, Linda	19
3/29/13	Advanced PowerPoint 2007 (or 2010) for Adult Education	Glendale Community College - Garfield Campus	Swanson, Linda	20
4/5/13	Interactive Whiteboards - Creating Student Activities	Glendale Community College - Garfield Campus	Pinedo, Francisco	11
4/12/13	Online Documents and Tools - Create and Share on the Cloud!	Fresno Adult School - Cesar Chavez Campus	Holt, Melinda	16

Exhibit 1B.1 (continued)

2012/13 FACE-TO-FACE WORKSHOPS ON TECHNOLOGY TOPICS				
DATE	**TITLE**	**LOCATION**	**TRAINER**	**#**
4/26/13	Mobile Devices in Adult Education Part 1	Torrance Adult School - Griffith Adult Education Center	Gaer, Susan	22
5/3/13	Social Media for Adult Education	El Monte-Rosemead Adult School - Ramona	Marceta, Branka	18
5/17/13	Online Documents and Tools - Create and Share on the Cloud!	Petaluma Adult Learning Center	Holt, Melinda	15
Total Workshops: 28		**Total Participants: 463**		

Exhibit 1B.1 (continued)

Participants generally responded positively in their evaluations. (Exhibit 1B.2) As with prior years' evaluations, the highest average score continues to be for recommending the OTAN workshop to colleagues, and the lowest was for feeling comfortable to start using the new skills learned. Again, it is no surprise that it might take more than a three-hour workshop to feel comfortable using a new skill. All workshops assign homework for participants to practice their skills, and instructors follow up and respond to homework submissions. Participants who complete the homework assignment receive an additional hour of professional development credit.

SUMMARY OF FACE-TO-FACE TECHNOLOGY WORKSHOP EVALUATIONS						
5 = STRONGLY AGREE 3 = NEUTRAL 1 = STRONGLY DISAGREE N=256						
	5	**4**	**3**	**2**	**1**	**AVERAGE SCORE**
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	211	30	7	4	4	5
2. THE TRAINING WAS WELL-PACED	169	66	13	6	2	5
3. THE TRAINING MET YOUR EXPECTATIONS	175	55	22	1	3	5
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	174	54	19	5	4	5
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	212	33	6	2	3	5
					OVERALL AVERAGE	5

Exhibit 1B.2

Webinars on Technology Topics

OTAN offered a total of 66 webinars or online workshops on technology topics in 2012/13 for 562 participants. Attendance ranged from 1 to 23, with an average of eight participants per session. The 44 available webinar or online workshop topics included:

- 10 Activities Using Google Search for You and Your Students

- Admin Planning for Online/Blended Delivery (APOD), Part I

- Admin Planning for Online/Blended Delivery (APOD), Part II

- An Online Presence for Teachers

- Apps for Administrators: How Your Phone or Tablet Can Make You More Productive

- Advanced ESL Shared Moodle Course Orientation

- CNA English: Academic and Skills Lessons for Health Care Provider ESL Students

- College Transition and Career Development Orientation

- Create Free Online Quizzes

- Create Quick and Easy PowerPoint Slide Shows for Instruction

- Creating a High Quality Online Course

- Data + Mail Merge = Magic!

- ePortfolios for Empowered Students and Happy Teachers – A Pilot by OTAN

- From On-the-Ground to Online with Dr. Susan Manning

- Interactive Whiteboards – Creating Student Activities

- Interactive Quizzing with PowerPoint – Part 2

- OTAN Online Trainer Review Session

- Online Documents: Create, Share, and Collaborate!

- Mobile Devices Part I: Basics to Use in the Classroom

- Mobile Devices Part II: Activities Using Voice and Camera

- Mobile Devices Part III: Applications to Use in the Classroom

- Moodle v2: Add a Synchronous Meeting Activity

- Moodle v2: Create a Course Web Site

- Moodle v2: Create Online Interactive Activities

- Moodle v2: Creating Assignments

- Moodle v2: Customizing Your Course and Grade Book

- Moodle v2: Getting the Most Out of the Gradebook (Advanced)

- Moodle v2: Integrate Learn360 Media into Moodle

- Moodle v2: Transitioning to the New Version of Moodle

- Moodle v2: Using Audio to Enhance Teaching and Learning

- Moodle v2: Using the Lesson Activity

- Moodle v2: Using the Quiz Activity to Assess Students

> *"I loved Susan Manning's webinar. I vote for more of those. So inspirational!"*
> *- April Oliver, Santa Rosa Community College*

- Orienting Students to Online Learning

- Simple Free Web Tools to Use with Your Students

- So You Want to Teach Online?

- Social Networking for Adult Education (Mostly Facebook)

- Teaching Critical Thinking for the Internet

- Teaching Online: Web Conferencing and Other Synchronous Tools

- Technology Skills for the GED 2014 GED Exam

- Three Fun Online Activities for Students

- USA Learns: A Web-Based Tool for ESL Learners

- USA Learns 2nd Course Moodle Wrap Around Shared Course Orientation

- Using Picture Dictionaries in the Multilevel ESL Classroom

- Using the New Teaching with Technology Search Tool to Enhance Your Lessons

> *"Just want to say thanks for the great class this morning. What I learned will make my job much easier."*
> - Workshop participant

Exhibit 1B.3 shows the webinars offered and Exhibit 1B.4 shows the number of webinar attendees by county for counties with ten or more attendees. The Los Angeles Division of Adult and Community Education had by far the most attendees with 164, but 11 other counties had ten or more teachers attending. Exhibit 1B.5 is a list of the 13 agencies with ten or more participants. Again, Los Angeles tops the list, but some more rural agencies like Glenn County Office of Education are also represented. A total of 95 agencies had at least one webinar participant, up from 75 just one year ago.

2012/13 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	TITLE	TRAINER	#
7/6/12	Moodle v2: Transitioning to the New Version of Moodle1190	Roy, Blair	27
7/10/12	Moodle v2: Create a Course Web Site1184	Roy, Blair	10
7/12/12	Moodle v2: Customizing Your Course and Grade Book1182	Roy, Blair	11
7/13/12	Moodle v2: Using Audio to Enhance Teaching and Learning1195	Wentworth, Francisca	11
7/19/12	Moodle v2: Using the Quiz Activity to Assess Students1186	Coulter, Susan	13
7/24/12	Moodle v2: Transitioning to the New Version of Moodle1191	Pearson, Penny	10
7/26/12	Moodle v2: Creating Assignments1188	Coulter, Susan	6
7/31/12	Moodle v2: Transitioning to the New Version of Moodle1192	Roy, Blair	5

Exhibit 1B.3

2012/13 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS

DATE	TITLE	TRAINER	#
8/9/12	Moodle v2: Create a Course Web Site1185	Pearson, Penny	8
8/14/12	Moodle v2: Transitioning to the New Version of Moodle1193	Pearson, Penny	4
8/16/12	Moodle v2: Customizing Your Course and Grade Book1183	Roy, Blair	6
8/17/12	Moodle v2: Create Online Interactive Activities1196	Wentworth, Francisca	9
8/20/12	Moodle v2: Transitioning to the New Version of Moodle1217	Roy, Blair	3
8/23/12	Moodle v2: Using the Quiz Activity to Assess Students1187	Coulter, Susan	5
8/24/12	Moodle v2: Using Audio to Enhance Teaching and Learning1197	Wentworth, Francisca	3
8/24/12	Using the Teaching with Technology Search Tool to Enhance Your Lessons1202	Ely, Bethany	8
8/30/12	Moodle v2: Creating Assignments1189	Coulter, Susan	3
9/7/12	College Transition and Career Development Orientation1220	Pearson, Penny	5
9/14/12	Moodle v2: Create a Course Web Site1230	Roy, Blair	2
9/14/12	Moodle v2: Create Online Interactive Activities1231	Wentworth, Francisca	2
9/27/12	Moodle v2: Create a Course Web Site1233	Roy, Blair	4
9/28/12	Moodle v2: Transitioning to the New Version of Moodle1246	Roy, Blair	1
10/4/12	Mobile Devices Part 1: Basics to Use in the Classroom1222	Gaer, Susan	4
10/9/12	So You Want to Teach Online?1265	Pearson, Penny	11
10/10/12	Teaching Critical Thinking for the Internet1234	Marceta, Branka	1
10/11/12	Technology Skills for the 2014 GED Exam1244	Lenton, Evelyn	23
10/12/12	Using the Teaching with Technology Search Tool to Enhance Your Lessons1239	Ely, Bethany	9
10/12/12	Moodle v2: Customizing Your Course and Grade Book1256	Roy, Blair	5
10/18/12	Mobile Devices Part 2: Activities Using Voice and Camera1223	Gaer, Susan	5

Exhibit 1B.3 (continued)

2012/13 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS

DATE	TITLE	TRAINER	#
10/19/12	Simple Free Web Tools to Use with Your Students1240	Reyes, Kristi	6
10/23/12	Orienting Students to Online Learning1267	Pearson, Penny	4
10/24/12	Online Documents: Create, Share, and Collaborate!1248	Holt, Melinda	5
10/25/12	Mobile Devices Part 3: Applications to Use in the Classroom1224	Gaer, Susan	4
10/26/12	Create Quick and Easy PowerPoint Slide Shows for Instruction1272	Bakin, Barry	11
10/30/12	Moodle v2: Using the Lesson Activity1276	Pearson, Penny	4
11/1/12	Moodle v2: Customizing Your Course and Grade Book1257	Roy, Blair	5
11/6/12	Creating a High Quality Online Course1269	Pearson, Penny	3
11/7/12	Interactive Whiteboards - Creating Student Activities1294	Pinedo, Francisco	4
11/9/12	College Transition and Career Development Orientation1221	Pearson, Penny	15
11/14/12	Social Media for Adult Education1286	Marceta, Branka	2
11/14/12	Moodle v2: Create a Course Web Site1302	Roy, Blair	4
11/26/12	Moodle v2: Using Audio to Enhance Teaching and Learning1297	Wentworth, Francisca	6
11/27/12	So You Want to Teach Online?1266	Pearson, Penny	8
11/29/12	10 Activities Using Google Search for You and Your Students1249	Holt, Melinda	8
11/30/12	Create FREE Online Quizzes1274	Bakin, Barry	4
11/30/12	Teaching Online: Web Conferencing and Other Synchronous Tools1300	Fanning, Barbara	4
12/3/12	Advanced ESL Shared Moodle Course Orientation1305	Wentworth, Francisca	8
12/4/12	Orienting Students to Online Learning1268	Pearson, Penny	4
12/4/12	CNAEnglish: Academic and Skills Lessons for Health Care Provider ESL students1321	Fella, Evelyn	7
12/5/12	An Online Presence for Teachers1283	Swanson, Linda	3

Exhibit 1B.3 (continued)

\ 2012/13 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	TITLE	TRAINER	#
12/13/12	Creating a High Quality Online Course1270	Pearson, Penny	8
12/13/12	Moodle v2: Using the Quiz Activity to Assess Students1326	Coulter, Susan	4
12/14/12	Moodle v2: Getting the Most out of the Gradebook (Advanced) 1280	Wentworth, Francisca	6
1/11/13	College Transition and Career Development Orientation1237	Pearson, Penny	5
1/16/13	Online Documents: Create, Share, and Collaborate!1250	Holt, Melinda	2
1/17/13	Teaching Online: Web Conferencing and Other Synchronous Tools1301	Fanning, Barbara	7
1/29/13	Teaching Critical Thinking for the Internet1235	Marceta, Branka	8
1/31/13	10 Activities Using Google Search for You and Your Students1251	Holt, Melinda	6
2/1/13	Mobile Devices Part 1: Basics to Use in the Classroom1225	Gaer, Susan	9
2/5/13	Moodle v2: Using the Lesson Activity1278	Roy, Blair	8
2/6/13	Moodle v2: Customizing Your Course and Grade Book1339	Roy, Blair	3
2/7/13	USA Learns: A Web-Based Tool for ESL Learners1332	Fella, Evelyn	5
2/8/13	Mobile Devices Part 2: Activities Using Voice and Camera1226	Gaer, Susan	4
2/8/13	Simple Free Web Tools to Use with Your Students1243	Reyes, Kristi	3
2/28/13	Online Documents: Create, Share, and Collaborate!1252	Holt, Melinda	9
3/4/13	Moodle v2: Create Online Interactive Activities1308	Wentworth, Francisca	2
3/5/13	Moodle v2: Create a Course Web Site1336	Roy, Blair	5
3/7/13	Using Picture Dictionaries in the Multilevel ESL Classroom1253	Goldstein, Jayme	12
3/7/13	Moodle v2: Creating Assignments1328	Coulter, Susan	2
3/11/13	Moodle v2: Customizing Your Course and Grade Book1340	Roy, Blair	1
3/15/13	Create Quick and Easy PowerPoint Slide Shows for Instruction1273	Bakin, Barry	5

Exhibit 1B.3 (continued)

2012/13 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	**TITLE**	**TRAINER**	**#**
3/21/13	Moodle v2: Using the Quiz Activity to Assess Students1327	Coulter, Susan	2
3/22/13	College Transition and Career Development Orientation1238	Pearson, Penny	8
3/29/13	Mobile Devices Part 3: Applications to Use in the Classroom1227	Gaer, Susan	6
4/3/13	Social Media for Adult Education1287	Marceta, Branka	5
4/4/13	10 Activities Using Google Search for You and Your Students1345	Holt, Melinda	3
4/11/13	Technology Skills for the 2014 GED Exam1304	Lenton, Evelyn	23
4/15/13	Moodle v2: Getting the Most out of the Gradebook (Advanced) 1310	Wentworth, Francisca	2
4/23/13	Moodle v2: Using the Lesson Activity1279	Roy, Blair	1
4/24/13	An Online Presence for Teachers1284	Swanson, Linda	7
4/25/13	Online Documents: Create, Share, and Collaborate!1255	Holt, Melinda	7
4/26/13	Create FREE Online Quizzes1275	Bakin, Barry	8
4/26/13	Moodle v2: Using Audio to Enhance Teaching and Learning1307	Wentworth, Francisca	1
5/3/13	Three Fun Online Activities for Students1242	Reyes, Kristi	4
5/6/13	Advanced ESL Shared Moodle Course Orientation1317	Wentworth, Francisca	2
5/7/13	USA Learns: A Web-Based Tool for ESL Learners1334	Fella, Evelyn	3
5/8/13	Moodle v2: Create a Course Web Site1337	Roy, Blair	6
5/15/13	Moodle v2: Customizing Your Course and Grade Book1370	Roy, Blair	3
5/22/13	Moodle v2: Using the Lesson Activity1371	Roy, Blair	2
5/29/13	Teaching Critical Thinking for the Internet1236	Marceta, Branka	4
6/4/13	College Transition and Career Development Orientation1420	Jensen, Debbie	21
6/5/13	Technology Skills for the 2014 GED Exam1421	Lenton, Evelyn	23

Exhibit 1B.3 (continued)

2012/13 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	TITLE	TRAINER	#
6/6/13	Data + Mail Merge = Magic!1422	Pearson, Penny	22
6/17/13	Moodle v2: Create a Course Web Site1381	Roy, Blair	6
6/17/13	Moodle v2: Getting the Most out of the Gradebook (Advanced) 1382	Wentworth, Francisca	9
6/17/13	Create Quick and Easy PowerPoint Slide Shows for Instruction1383	Bakin, Barry	10
6/17/13	Moodle v2: Integrate Learn360 Media into Moodle1407	Roy, Blair	16
6/18/13	So You Want to Teach Online?1384	Pearson, Penny	12
6/18/13	Simple Free Web Tools to Use with Your Students1385	Reyes, Kristi	12
6/18/13	USA Learns: A Web-Based Tool for ESL Learners1386	Fella, Evelyn	3
6/18/13	Create FREE Online Quizzes1387	Bakin, Barry	14
6/19/13	Moodle v2: Customizing Your Course and Grade Book1388	Roy, Blair	2
6/19/13	Three Fun Online Activities for Students1389	Reyes, Kristi	10
6/19/13	CNAEnglish: Academic and Skills Lessons for Health Care Provider ESL students1390	Fella, Evelyn	3
6/19/13	Orienting Students to Online Learning1391	Pearson, Penny	9
6/20/13	Online Documents: Create, Share, and Collaborate!1392	Holt, Melinda	14
6/20/13	Creating a High Quality Online Course1393	Pearson, Penny	15
6/20/13	Moodle v2: Using the Quiz Activity to Assess Students1394	Coulter, Susan	2
6/20/13	ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN1414	Marceta, Branka	6
6/21/13	Moodle v2: Creating Assignments1395	Coulter, Susan	5
6/21/13	Mobile Devices Part 1: Basics to Use in the Classroom1396	Gaer, Susan	11
6/21/13	Mobile Devices Part 2: Activities Using Voice and Camera1397	Gaer, Susan	9
6/21/13	Mobile Devices Part 3: Applications to Use in the Classroom1398	Gaer, Susan	10

Exhibit 1B.3 (continued)

2012/13 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	TITLE	TRAINER	#
6/24/13	Moodle v2: Create Online Interactive Activities1399	Wentworth, Francisca	5
6/24/13	Technology Skills for the 2014 GED Exam1403	Lenton, Evelyn	4
6/24/13	Data + Mail Merge = Magic!1409	Pearson, Penny	6
6/24/13	Interactive Quizzing with PowerPoint1411	Swanson, Linda	21
6/25/13	Interactive Whiteboards - Creating Student Activities1400	Pinedo, Francisco	15
6/25/13	Apps for Administrators & Teachers: How Your Phone or Tablet Can Make You More Productive1408	Thacher, Marian	7
6/25/13	USA Learns 2nd Course Moodle Wrap Around Shared Course Orientation1412	Roy, Blair	4
6/25/13	An Online Presence for Teachers1413	Swanson, Linda	12
6/26/13	Moodle v2: Using the Lesson Activity1405	Roy, Blair	2
6/26/13	Social Media for Adult Education1416	Marceta, Branka	9
6/26/13	Interactive Quizzing with PowerPoint - Part 21426	Swanson, Linda	19
6/27/13	10 Activities Using Google Search for You and Your Students1401	Holt, Melinda	19
6/27/13	Moodle v2: Using Audio to Enhance Teaching and Learning1402	Wentworth, Francisca	2
6/27/13	Teaching Critical Thinking for the Internet1417	Marceta, Branka	5
6/27/13	College Transition and Career Development Orientation1423	Jensen, Debbie	4
6/28/13	Using the Teaching with Technology Search Tool to Enhance Your Lessons1404	Ely, Bethany	22
6/28/13	Advanced ESL Shared Moodle Course Orientation1406	Wentworth, Francisca	6
6/28/13	ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN1418	Marceta, Branka	4
6/28/13	Moodle v2: Add a Synchronous Meeting Activity1425	Roy, Blair	6
	Total Online Workshops: 132	Total Participants: 960	

Exhibit 1B.3 (continued)

2012/13 COUNTIES WITH 10 OR MORE WEBINAR ATTENDEES	
COUNTY	**ATTENDEES**
Los Angeles	164
None Designated	91
San Diego	43
Sacramento	29
Alameda	28
San Mateo	26
Ventura	21
Orange	17
Butte	16
Santa Clara	15
San Francisco	14
Sonoma	14
Contra Costa	12

Exhibit 1B.4

2012/13 AGENCIES WITH 10 OR MORE WEBINAR ATTENDEES	
AGENCY	**ATTENDEES**
Los Angeles Unified School District	103
Sweetwater Union High School District	34
None Designated	33
Rowland Unified School District	28
Rowland Adult School	22
Rancho Santiago Community College District	16
Glenn County Office of Education	15
Petaluma Adult School	15
San Mateo Adult School	14
Simi Valley Adult School	14
Catholic Charities CYO	13
Fremont Unified School District	12
Stanislaus Literacy Center	12

Exhibit 1B.5

A total of 705 evaluations were received regarding online workshops. Participants responded very positively to the workshops (Exhibit 1B.6). Ninety-six percent of participants either agreed or strongly agreed that they would recommend the webinar to colleagues, and 87 percent agreed or strongly agreed that they were ready to implement the new skill. This is a significant increase from the previous year's evaluation which indicated that only 64 percent believed they were ready to implement the skill or skills taught in the online workshop.

SUMMARY OF ONLINE WORKSHOP EVALUATIONS						
5 = STRONGLY AGREE 3 = NEUTRAL 1 = STRONGLY DISAGREE N= 705						
	5	**4**	**3**	**2**	**1**	**AVERAGE SCORE**
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	545	122	22	9	7	5
2. THE TRAINING WAS WELL-PACED	482	137	57	24	5	5
3. THE TRAINING MET YOUR EXPECTATIONS	455	179	49	17	5	5
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	440	175	58	18	14	4
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	611	68	13	4	9	5
					OVERALL AVERAGE	**5**

Exhibit 1B.6

Research on Technology Topics

OTAN subscribes to a variety of journals and magazines related to educational technology and circulate them among the staff. Each individual may choose the publication(s) that he or she receives. We also subscribe to the national adult education e-mail lists hosted by the federal LINCs adult education system, and frequently participate in national discussions on adult education topics such as the use of social media and online instruction in adult education. In addition, staff keeps up with technology podcasts and blogs, updating their skills through focused professional development and individual exploration.

OTAN staff provides information on new educational technologies to the field through conference presentations. In 2012/13, 34 presentations were made at 13 different conferences to 828 attendees. (Exhibit 1C.1)

2012/13 PRESENTATIONS ON TECHNOLOGY TOPICS				
DATE	**TITLE**	**PRESENTER**	**LOCATION**	**#**
6/14/13	Word + Mail Merge = MAGIC!	Penny Pearson	2013 CASAS Summer Institute, San Diego	25
6/12/13	Electronic Portfolios for Empowered Learners and Happy Teachers	Branka Marceta	2013 CASAS Summer Institute, San Diego	16
6/11/13	Technology in Adult Education: Promising Practices and New Directions	Branka Marceta	2013 CASAS Summer Institute, San Diego	40
6/11/13	Can Social Media in Adult Education Help with Student Follow-up?	Branka Marceta	2013 CASAS Summer Institute, San Diego	25
5/4/13	Electronic Portfolios for Empowered Students and Happy Teachers	Branka Marceta	CATESOL Northern Regional Conference	6

Exhibit 1C.1

**2012/13 PRENSATATIONS ON TECHNOLOGY TOPICS**
DATE	**TITLE**	**PRESENTER**	**LOCATION**	**#**
5/4/13	Using Cell Phones in the Adult Education Classroom	Branka Marceta	CATESOL Northern Regional Conference	25
4/20/13	OTAN: Teaching with Technology and Telling the Stories of Student Success	Linda Swanson	CCAE State Conference, Sacramento	15
4/18/13	Electronic Portfolios for Empowered Learners and Happy Teachers	Branka Marceta	CCAE State Conference, Sacramento	25
4/15/13	Facebook for Adult Education	Branka Marceta	Leadership 3.0 Symposium, Irvine, CA	15
4/12/13	Powerhouse Potpourri	Penny Pearson	Leadership 3.0 Symposium, Irvine, CA	15
4/12/13	Apps for Apps - Using Keynote Remote	Blair Roy	Leadership 3.0 Symposium, Irvine, CA	100
4/12/13	Mobile Computing, Mobile Learning	Blair Roy	Leadership 3.0 Symposium, Irvine, CA	25
4/12/13	Using Cell Phones in the Classroom	Blair Roy	Leadership 3.0 Symposium, Irvine, CA	15
3/27/13	An ESL Web-based Tool for Distance Education: U.S.A. Learns	Melinda Holt	New Orleans, LA	25
3/25/13	Tips for Adult Educators	Blair Roy	2013 NROC Member Meeting	5
3/2/13	Electronic Portfolios for Connecting Learners and Teachers	Branka Marceta	CATESOL Los Angeles Regional	5
3/2/13	Adding an Online Componet to your Classroom	Blair Roy	CATESOL Los Angeles Regional	10
2/25/13	Going the Distance with OTAN and USA Learns!	Blair Roy	TDL Symposium - Berkeley Adult School	10
2/23/13	U.S.A. Learns: An ESL Web-based Tool for Distance Education	Melinda Holt	TDL Symposium - Berkeley Adult School	19
2/23/13	Using Multimedia to Engage Learners...with free and fun resources!	Joyce Hinkson	TDL Symposium - Berkeley Adult School	23
2/23/13	College Transition and Career Development–an Orientation	Penny Pearson	TDL Symposium - Berkeley Adult School	11
2/23/13	Moodle: Create a Course Web Site	Blair Roy	TDL Symposium - Berkeley Adult School	20
2/23/13	Electronic Portfolios for Empowered Learners and Happy Teachers	Branka Marceta	TDL Symposium - Berkeley Adult School	26
2/23/13	Sustained Professional Development for Technology Integration	Branka Marceta	TDL Symposium - Berkeley Adult School	9
2/22/13	Online & Blended Teaching: A Professional Development Journey	Penny Pearson	TDL Symposium - Berkeley Adult School	33

Exhibit 1C.1 (continued)

2012/13 PRENSENTATIONS ON TECHNOLOGY TOPICS				
DATE	**TITLE**	**PRESENTER**	**LOCATION**	**#**
2/22/13	The Power of Technology to Transform Adult Learning	John Fleischman	TDL Symposium - Berkeley Adult School	110
2/22/13	Improving Your PowerPoint Skills	Linda Swanson	TDL Symposium - Berkeley Adult School	20
2/22/13	VESL Class Learners Create Their Own Web Sites	Branka Marceta	TDL Symposium - Berkeley Adult School	7
2/1/13	What OTAN has to Offer	Joyce Hinkson	Santa Cruz County Office of Education	32
11/9/12	CDE Briefing for Adult Educators with State Leadership Projects	Branka Marceta	ACSA's 2012 Leadership Summit	70
10/27/12	Word + Mail Merge = MAGIC!	Penny Pearson	Fall CUE - American Canyon High School	12
10/27/12	Using Moodle in the Classroom	Blair Roy	CCAE Conference - Palm Springs	5
10/26/12	Cell Phones in the Classroom. It's OK!	Blair Roy	CCAE Conference - Palm Springs	14
10/20/12	Social Media in Adult/ESL Education (mostly Facebook)	Branka Marceta	CATESOL San Diego Regional Conference,	15
Total Conference Presentations: 34		**Total Participants: 828**		

Exhibit 1C.1 (continued)

In addition to conference presentations, OTAN produced a variety of videos including:

- Five videos on how to use the Teaching with Technology tool

- Eight short simulation videos for students reflecting the Moodle changes from Version 1.9 to the Version 2.3 upgrade

- CALPRO video on the topic of Integrated Education and Training

- CALPRO New Administrators Orientation video

- Student Succeed videos

- Technology and Distance Learning sessions

- Blended learning instructional model

- TIMAC presentation videos

Promoting Distance and Blended Instruction

Since OTAN staff works with agencies submitting Innovation and Alternative Instructional Delivery Programs applications and evaluations, they are aware of how agencies are beginning to experiment with blended instruction. Blended learning is defined as any time a student learns at least in part, at a supervised brick-and-mortar location away from home and at least in part, through online delivery with some element of student control over time, place, path, and/or pace. It is used synonymously with "hybrid learning."

Blended learning is still the most frequently used model for providing adult learners with experience in online learning. Adult education programs generally begin with supplemental Web sites that provide learners with extra materials to enhance their traditional classroom learning. Over time, and with professional development, teachers begin to explore other ways to help students learn at any time and at their own pace.

Through OTAN's effort to support and develop teachers in using a course management system (Moodle), more and more adult education teachers are using Moodle as an online component to their face-to-face instruction. Students are introduced to the courses by their face-to-face teachers and provided continuous support throughout the term.

Promoting Distance and Blended Instruction - Agency Examples

Several adult education agencies are offering online and blended programs to help students succeed. Many of the **Access to Learning through Online Education (ALOE)** participants are actively engaged in exploring and implementing different aspects of online and blended learning at their agencies.

Fairfield-Suisun Adult Education offers more than 20 online courses for students wanting to earn their High School Equivalency or to Transition to College or Career. Fairfield-Suisun supports over 500 students in their online/blended courses. After initially receiving the ALOE grant from OTAN, Fairfield-Suisun provided professional development and training on the Moodle course management system to all of their Adult Secondary Education teachers, one Career Technical Education teacher and one Parent Education teacher. As the project progressed, weekly staff meetings continued professional development and technical trouble-shooting sessions for those teachers using Moodle. The Parent education program saw 30 parents complete their *"1-2-3 Magic"* parent education program. Plans are on track for translating that course into Spanish and completing a Spanish version of the course.

The ALOE project allowed Fairfield-Suisun to review and analyze their program progress and goals. Part of the learning curve was to recognize that although technology integration was enthusiastically received by teachers, there was a need to "go slow" with students, virtually eliminating any initial technical and instructional challenges, as well as frustrations with not only the learning management system, but with school policies and requirements. Through a completely revised student orientation stressing school information and policies, student goal-setting and a comprehensive introduction to the Moodle course management system, Fairfield-Suisun has experienced less technical difficulties and students are more responsive and productive in their online courses.

Torrance Adult School (also an ALOE participant) set out to offer intermediate and advanced ESL courses online. In both cases, Torrance chose to use the OTAN created shared courses for *USA Learns Moodle Supplemental Course* and *Advanced ESL.* Torrance used this opportunity to bring all interested teachers together and formulate a plan for their project, assign tasks to their team members and work toward common goals to implement blended learning options in their ESL program.

Torrance developed marketing materials, online registration via a survey or online form, and a comprehensive student orientation to ensure students fully understood how to access their courses when they were away from the school site as well as understanding school and classroom policies. There were challenges along the way including staff changes that caused some student confusion and likely resulted in some students dropping out of the program. Additional staff were assigned as mentor teachers to help teachers understand how to use Moodle and manage their student enrollment. In addition, staff also facilitated an ongoing forum discussion and weekly chat sessions to assist teachers with technology issues.

In their pilot ESL Intermediate course using the *USA Learns Moodle Supplemental Course*, Torrance enrolled 14 students in the hybrid course and eight students were active[1] throughout the course (September through November 2012). From this pilot, Torrance was able to refine and re-define roles, responsibilities and tasks for both students and teachers. With a goal to keep all students engaged and active in these blended courses, Torrance anticipates that they will be able to show higher student retention and significant CASAS gains in the future.

As more and more adult education agencies become willing to implement some type of online/blended learning, there will be a need for continued support for both administrators and teachers. There are many issues related to good program development where agencies need guidance and leadership. Some issues that still persist include:

- Proper identification and support of quality teachers for an online/blended program

- A means or formula to determine appropriate compensation for teachers who teach an online/ blended course[2]

- Implementation of accurate tools to measure and report student success and gauge student retention and persistence

1 "Active" in this case means students being logged in to the course and participating on a weekly basis.

2 Many agencies have come to different ways to compensate teachers, but there are no easy answers that would fit all agencies across the state.

Distance Learning Advisory Committee

The OTAN Distance Learning Advisory Committee met in October 2012 and May 2013. The committee includes administrators, teachers, outside partners, and state level staff. (Exhibit 1D.1) In October, participants shared information about their experiences with online and blended learning at their respective sites. The May meeting extended the discussion with more information shared about issues surrounding personnel and staffing of online and blended courses as well as curriculum and administrator support for teachers and programs.

2012/13 DISTANCE LEARNING ADVISORY COMMITTEE	
	TITLE AND AGENCY
ADMINISTRATORS	
Vitttoria Abbate-Maghsoudi	Assistant Principal, Mt. Diablo Adult School
Jennifer Barrett Grove	Assistant Principal, Placer School for Adults
Burr Guthrie	Principal, Berkeley Adult School
Bob Harper	Principal, Campbell Adult Education
Kay Hartley	Principal, Fairfield-Suisun Adult Education
TEACHERS	
Lynn Bartlett	Distance Learning Coordinator, San Juan Adult Education
Susan Escobar	Distance Learning Coordinator, Elk Grove Adult and Community Education
Karla Frizler	Distance Learning Coordinator, Torrance Adult School
Debbie Jenson	ABE Instructor, Baldwin Park Adult and Community Education
Kay Johnson	ESL/Citizenship Instructor, Jefferson Adult Education
Kathleen Jain	ESL Instructor, Berkeley Adult School
Rhonda Koff	ABE Instructor, Elk Grove Adult and Community Education
Portia La Ferla	ESL Coordinator, Torrance Adult School
Evelyn Lenton	ASE/GED Instructor, Antelope Valley Adult School
Karen Malkiewicz	ESL Instructor, Elk Grove Adult and Community Education
Crystal Robinson	Distance Learning Coordinator, Sweetwater USD
Lynn Sanchez	ESL Instructor, Stanislaus Literacy Center
Paul Yung	Distance Learning Coordinator, Los Angeles USD
OUTSIDE PARTNERS	
Jacquie Brinkley	Literacy Coordinator, California State Library
STATE LEVEL STAFF	
John Fleischman, OTAN	Cliff Moss, CDE
Catherine Green, CALPRO	Penny Pearson, OTAN
Joyce Hinkson, OTAN	Blair Roy, OTAN
Branka Marceta, OTAN	Patricia Terry, CDE

Exhibit 1D.1

Connect Technology to the Curriculum

O TAN has provided professional development that supports the effective integration of technology into the curriculum.

Teaching with Technology Web Site

Teaching with Technology (www.otan.us/teachwtech/) is one of the OTAN-created resources proving to be a very popular and useful tool for adult education teachers.

Based on the Technological Pedagogical Content Knowledge (TPACK) framework (www.tpack.org), OTAN has focused on revising the vast collection of links to teacher resources on the OTAN Web site. Field experts were hired and trained on the TPACK model and concepts. The group developed a process for reviewing all the OTAN resources in order to add them to the Teaching with Technology site. A database was created with fields (changing when applicable) for the following information on each technology resource:

- Title

- Web Site or Technical Equipment Required

- Web Site Example

- Example Documents

- Activity Description

- Preparation

- How To

- Teacher Tips

- More Ways

- Keywords

- Levels

- Subjects and Subject Subcategories

- Standards
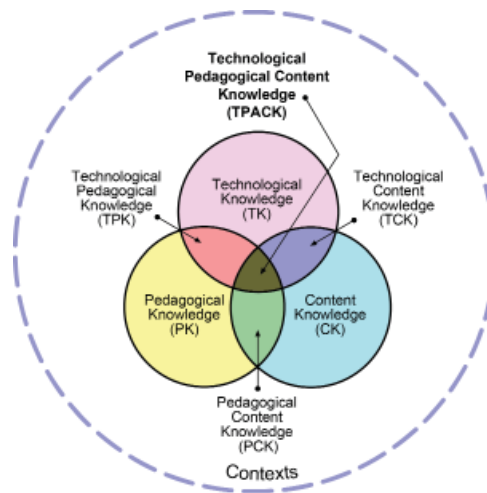
The field group has entered 506 resources for all levels of ESL, ABE, ASE: General Education Development, and ASE: High School Diploma subjects. Users may search the site using multiple filters such a program area, level, skill and competency, or they may search using keywords such as "reading fluency" or "comics." This project will continue with more resources added to the site each year.

Additionally, OTAN created four short videos in which subject matter experts describe how to use this resource. The educators featured in the videos are:

- Bethany Ely, Elk Grove Adult and Community Education

- Barry Bakin, LAUSD DACE, East Los Angeles Occupational Center

- Debbie Jensen, Baldwin Park Adult and Community Education

- Leila Rosemberg, Culver City Adult School

The Teaching with Technology (TwT) site is a popular feature of the OTAN Web site. Between July 1, 2012 and June 30, 2013, the site logged 9,643 visitors. Of that number, 5,782 were "unique users", those who had not used the site previously.

The Technology Integration Mentor Academy

The Technology Integration Mentor Academy (TIMAC) provides training to effectively use educational technology in the classroom. TIMAC attendees learn technology skills and upon academy completion, serve as mentors to other teachers in their agencies. Participants affirm that the training is very beneficial and the skills they learn are being immediately implemented to enhance the learning experiences of their students. The connection of technology to the curriculum is yet another way to promote 21st century skills for adult learners.

What Training was Provided at the Academy?

TIMAC training was provided by experienced adult education technology mentors from across the state. Training fell into three categories, all of which proved to be vital to the development of effective mentors. These three areas included:

- **Mentoring theory and practice**
  - Progressive mentoring skills model
  - Framework for mentoring
  - Listening, communications, helping and problem-solving skills
  - Dealing with resistance
  - Goal setting
  - Team building
  - Working with administrators and technology support staff

- **Technology integration philosophy**
  - Key points
  - Roadblocks
  - Lesson swap
  - Working with program goals and priorities
  - Project planning

- **Technology skills**
  - Web presence: wikis and Web sites, social networking; learning management systems such as Moodle
  - Online meetings and trainings
  - Interactive whiteboards and document cameras for teaching and learning
  - Presentation software – design and delivery
  - Use of cell phones and tablets in education

During the training, Cohort 9 participants planned a project in collaboration with colleagues and administrators at their schools, and implemented the project during the winter and spring of 2013. E-mail, online meetings, phone conferences, and face-to-face meetings were used to provide on-going support to the mentors as they returned to their schools to implement their projects and positively impact technology integration.

Who Were the Technology Integration Mentors (TIMs)?
Participants in Cohort 9 were teachers from eight adult education programs throughout California.

Technology Integration Mentor	Agency	Program Area
Debbie Jensen	Baldwin Park Adult and Community Education	ABE/ASE
Leticia Hernandez	Castro Valley Adult and Career Education	CTE/ESL/ABE/ASE
Elaine Moore	Escondido Adult School	ESL
Martha Platt	Culver City Adult School	ESL
Ami Takanashi	Rowland Adult and Community Education	ESL
Stephanie Thomas	San Diego Community College, Continuing Education	ESL
Diana Vera-Alba	Sweetwater UHSD Adult Education, National City	ESL
Diane Wilson	Fairfield-Suisun Adult Education	ASE

At the end of the project, 16 mentees, school site colleagues of the participants, were surveyed. One-hundred percent (16 out of 16) reported that the project met or exceeded most or all of their goals. (Exhibit 2A.1 and 2A.2)
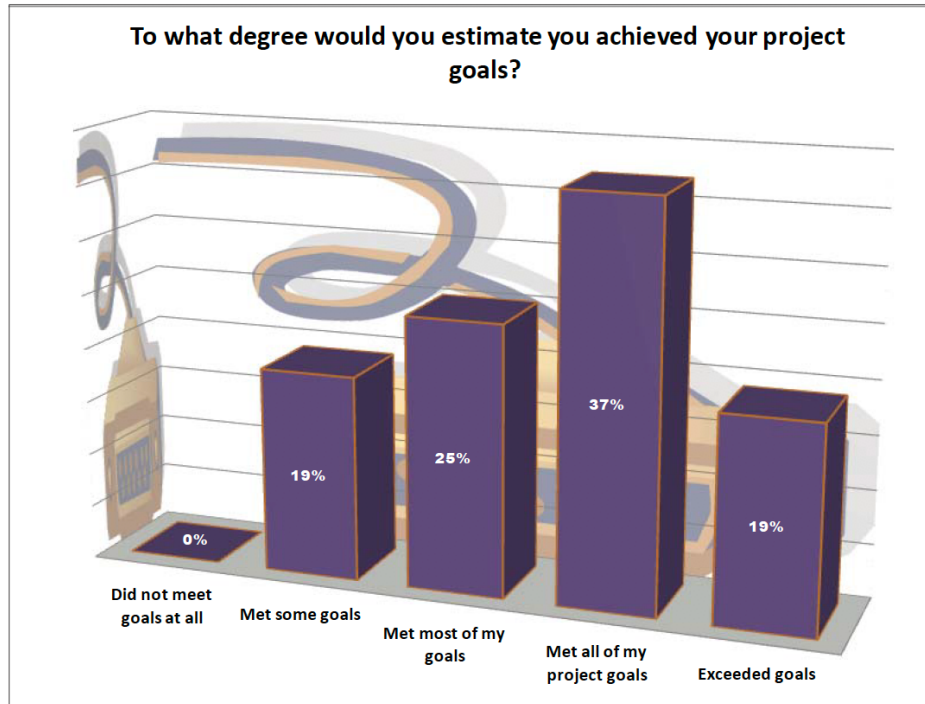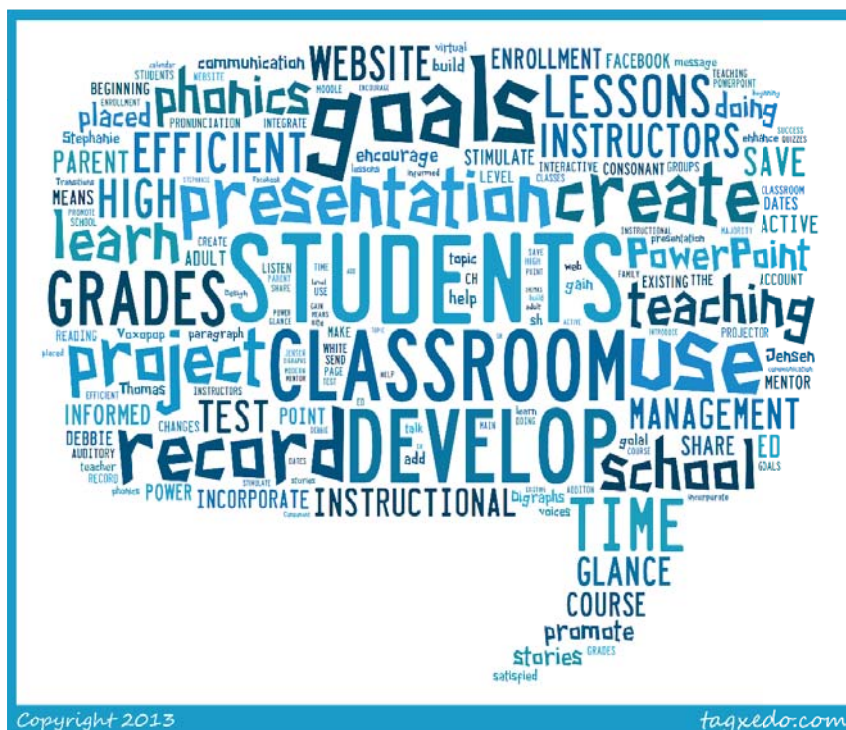

Exhibit 2A.1

Exhibit 2A.2

TEACHING WITH TECHNOLOGY

TIMAC participants worked on mentoring skills as well as technology skills during the course of the year, with specific training on topics such as listening, dealing with resistance, and giving feedback. Exhibit 2A.3 shows the results of their pre- and post- self-assessment of mentoring skills.

Pre and Post Surveys about Mentoring Skills

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
October 2011	3.63	3.31	3.56	2.81	2.69	2.69	2.75	2.38	2.81	3.00
May 2012	4.36	4.21	4.36	4.07	3.93	3.93	3.79	3.93	3.93	3.93
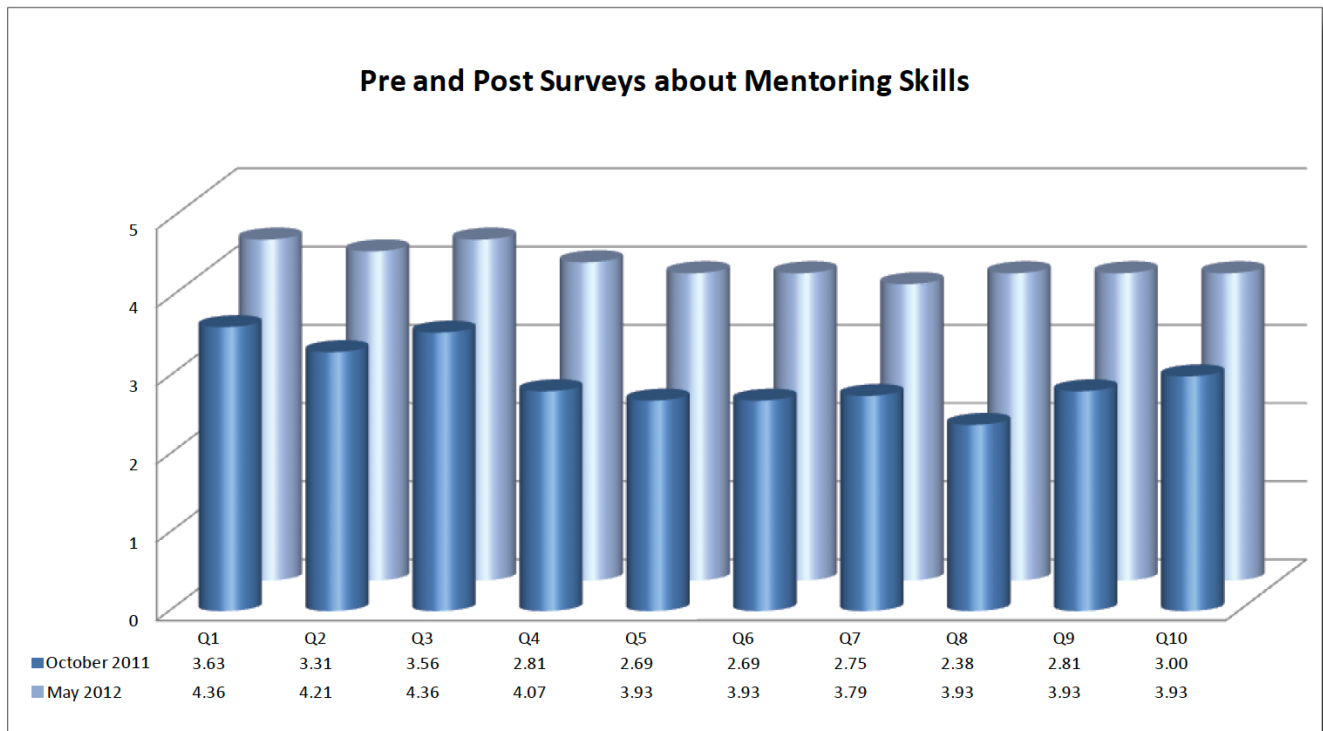
Exhibit 2A.3

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

Mentors (TIMs) reported their mentoring skills increased in all 10 areas measured. The greatest increases were in:

- Knowledge of the stages of mentoring
- Ability to assess the needs of your mentee and write a mentor/mentee plan

Each participant designed and conducted a technology integration mentoring project during the year.

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Below are three examples of these projects.

	Name: **Leticia Hernandez**
	Agency: **Castro Valley Adult and Career Education**
	Administrator: **Susie Passeggi**
	Program Area: **CTE**
	Support Mentor: **Bethany Rich Ely**

This year my project plan was to implement new technology in the classrooms that would not only keep students engaged, but make learning fun and interactive. I did this by installing and introducing Interactive White Boards (IWB) in our classrooms. I trained over 20 instructors in two sessions on how to use the IWB. Over the past several months, instructors have used templates to build fun and interactive lessons. I have observed students having fun learning and have seen retention levels increase. I also introduced the MimioVote, which is an IWB assessment tool. It can measure student comprehension on the spot, with maximum class participation. It has been a wonderful journey these past eight months. I was not only able to empower our school with technology but I also learned a great deal myself.	Who was/were your mentee(s)? • Karen Gelender • Ruth Rosenthal • Mindy Christopoulos • Megan Morgan • Caresse Nguyen

	Name: **Diana Vera-Alba**
	Agency: **Sweetwater Union High School District**
	Administrator: **Bernard Balanay**
	Program Area: **ESL**
	Support Mentor: **Susan Coulter**

My TIMAC project consisted of using a voice-based e-learning tool called Voxopop. Voxopop utilizes talk groups (message boards) that use voice rather than text. It's like having a virtual classroom where students can use their oral skills to interact from their home computer or anywhere that has Internet access. Voxopop enables teachers to integrate technology into their curriculum while allowing students to develop their speaking, pronunciation and writing skills. Students have the opportunity to practice their pronunciation and conversation skills as well as their writing skills when they respond online to question prompts that are pre-recorded by their teacher.	Who was/were your mentee(s)? • Laura Canche • Eileen Peca

	Name: **Martha Platt**
	Agency: **Culver City Adult School**
	Administrator: **Veronica Montes**
	Program Area: **ESL**
	Support Mentor: **Barry Bakin**

Three ESL teachers learned to use interactive projectors with two applications:
 	
 • Presentation software for course texts
 	
      • Displays pages in the textbook with tools to enhance and modify the projected image
 	
 • Interactive projector tools
 	
      • Allows users to create/modify other file types
 	
 Teachers practiced using the projector and applications individually and with the TIMAC mentor to become familiar with the tools and functions. After they began using the projectors in instruction, we met periodically to share successes and brainstorm solutions to problems. All teachers are comfortable with this technology and are using it daily in their Beginning ESL classes.
	Who was/were your mentee(s)?
	
	 • Jose Hernandez
	
	 • Sydney Navas
	
	 • Janet Owens

Supporting Transition

Federal policy for adult education emphasizes the importance of encouraging adults with basic skills deficits to see adult education as one step in their educational journey, not as an end in itself. To this end, learners are encouraged to consider and plan for either finding or improving their job situation, or continuing on to skills training or college courses. OTAN plays a role in guiding programs to focus on the skills learners will need to successfully make these transitions.

The ePortfolio Project

In 2012/13, OTAN worked with four adult education teachers to explore the use of Google Docs and other associated Google services 'on the cloud' for the purpose of creating electronic portfolios, or ePortfolios, for adult learners.

The goal was for the adult learner to gain an understanding of ePortfolios to create a collection of personal learning documents and other files online. These files can be private or can be shared with individuals and/or the public for the purpose of showcasing and reflecting on the process and outcome of the student's learning. By creating a personal Google account, the learner will be able to access and share his or her online documents with future teachers and employers.

In collaboration with the OTAN coordinator, the four pilot teachers developed plans for their programs and implemented the use of Google Docs. The programs ranged from a GED class to an ESL resource computer lab to transition service helping adult learners.
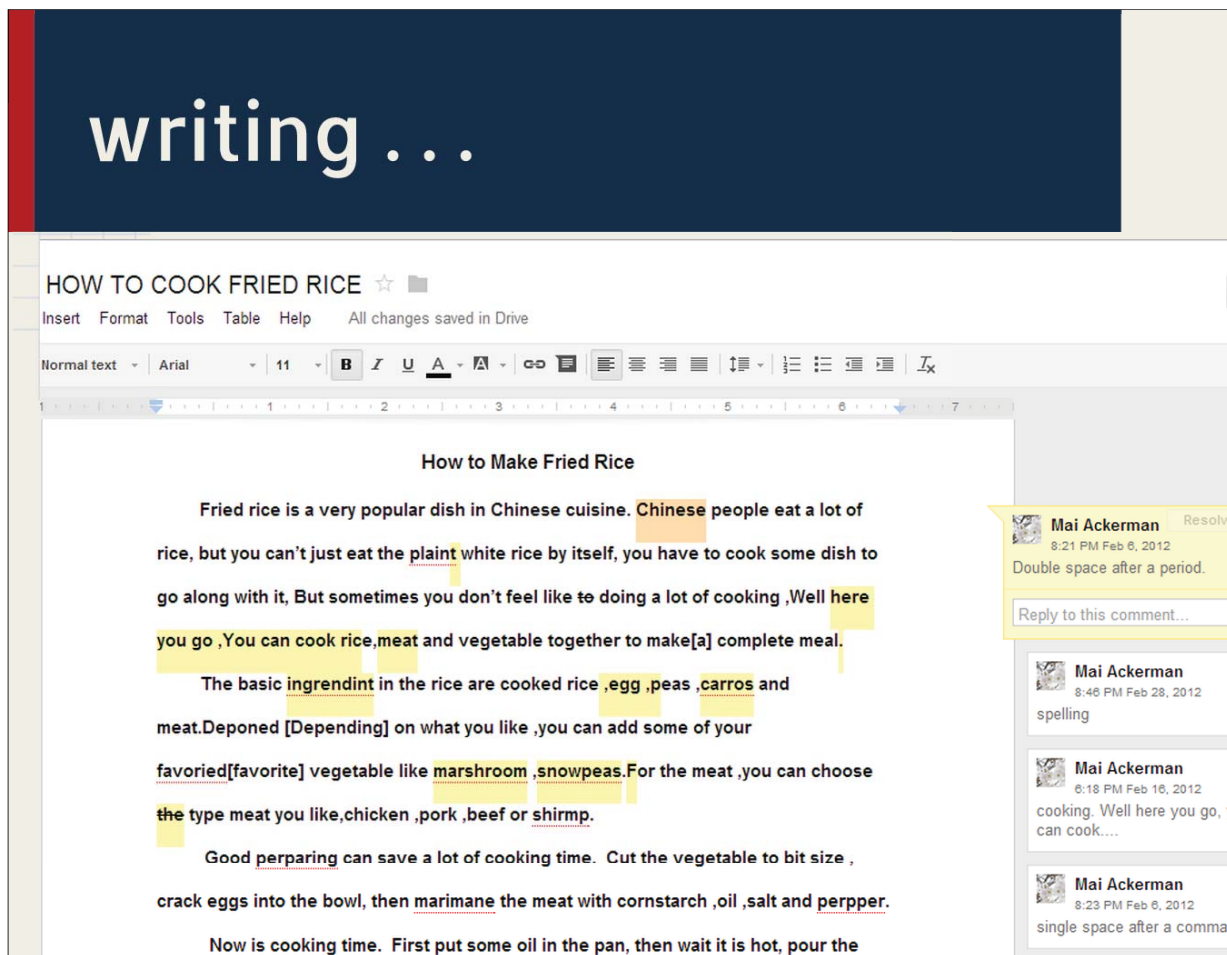
In the process of introducing Google Documents to their learners, the participating teachers also used other Google services such as Google Voice and Google Calendar, thus increasing the intensity, frequency and effectiveness of communication with the learners.

Suzanne Murphy continued this year as a Transition Specialist at the **Pittsburg Adult Education Center**, working with HSD and GED students transitioning to post-secondary education. Her assignment expanded to Career Technical Education Coordinator, Career/Transition Center, and WIA Business Communication Skills instructor. Her goal for this year was to continue using Google Documents and Google Calendar with both the Transition students and the students participating in the WIA Business Communication Skills class. She also planned to continue to use Google Voice to communicate to all students regarding upcoming workshops, events, and appointments. Also incorporated was the use of Google Drive, to help students and staff maintain and access their documents on any computer. Suzanne was able to communicate using Google Voice with many more students since they established the Career/Transition Center. She was able to remind students about scheduled workshops and they could respond back. With the addition of the WIA Business Skills Training, Suzanne had students working with Google Documents

so they could share their PowerPoint presentations with the teacher and other students in the class. Students also completed evaluations using Google documents. Students who did not have a Gmail account, established one and learned how to use and share the Google Calendar.

The goal of Victoria (Vicki) Jones, the ESL Language Lab instructor at **Simi Valley Adult School**, was to introduce the use of ePortfolios to a larger number of students. In addition to the Transitions class, she taught students in both the day and evening Advanced Low/High ESL classes to use Google products for writing and presentation projects, English practice and EL Civics topics. One of the continuing challenges at Simi Valley Adult School was happily overcome this year by the addition of fiber optic cables and a new dedicated Internet connection. This improved the school's Internet speed, helping students avoid the frustration that plagued many of the lessons prior to the start of the 2012/13 school year. Some of the accomplishments this year included introducing many new students to the use of Gmail, Google+ and Google Drive (Docs). The advanced evening ESL class was scheduled once a week to work on ePortfolio lessons and all advanced ESL classes used Google Drive for writing projects emphasized in the EL Civics Objectives. This year, two additional teachers began using Google Drive to instruct and edit their students' writing through the use of sharing and commenting on student work. (Exhibit 3A.1)

Exhibit 3A.1

Gurjeet Barayah taught in the Adult Secondary Education department at **Elk Grove Adult and Community Education**. His classes included a GED test preparation course as well as a high school diploma program in which students completed work online with assistance from a classroom instructor. At the onset of the school year, they hoped to better engage learners in the classroom through the use of Google Drive and Google Voice. In the HSD program, students were given the opportunity to submit assignments for grading online and were rewarded with the opportunity to earn additional credit on assignments through revision. In the GED and HSD programs, the instructor was available to students through Google Voice and the Android Mobile Application. Between the two classes, Gurjeet received hundreds of phone calls and text messages from students with questions about classes, absences, and assistance with their work. This communication tool made it easier for students to connect with the instructor and created a 'virtual community' of learners. Student engagement, as well as retention, in both programs improved from the teachers' previous experiences. In addition to improved communication, many students utilized Google Drive to track their goals throughout the semester as well as to submit assignments for grading and feedback. Students became much more accountable for their actions - particularly when they were absent from class. Communication with students became much more convenient and consistent.

Patricia Oliva continued this year as a Transition Specialist at **Elk Grove Adult and Community Education**. Her goal this year was to use ePortfolios to help students develop the literacy skills necessary to transition to non-remedial post-secondary education and to help students develop technical skills and foundational workplace skills necessary to transition to employment. Patricia was able to provide transitioning services and support to the Career Academic Development Class (CAD), High School, GED, vocational ESL and Advanced ESL students. Students created a career development ePortfolio and shared their documents with teachers and a transition specialist. Additionally, students developed technology skills. The ASE department is now requiring all students to create a Google account for their career development portfolio.

In addition to specific projects at their schools, pilot teachers also presented at OTAN's Technology and Distance Learning Symposium, February 22-23 held at Berkeley Adult School and at the California Council for Adult Education (CCAE) State Conference, April 17-19, in Sacramento.

Online Task Simulations

OTAN supports Moodle as a course management system. Although many professional development opportunities are available for teachers in the form of face-to-face workshops, online webinars and professional learning communities, it soon became apparent that students needed more support to successfully navigate the Moodle environment.

A series of nine basic tutorials was developed and provided through a special online course. These tutorials were designed to allow students to watch and practice the necessary skills to access the Moodle courses, locate their courses, and change their profile page. Students are also shown how to do typical activities including writing assignments and reviewing their grades. Each tutorial is presented in a concise manner with interactive activities to practice the actions just demonstrated. They cover basic procedures

such as how to log in, how to complete an assignment, and how to edit a student's profile page. (Exhibit 3B.1) Students may access these tutorials on their own, but teachers are encouraged to show them in class as part of introducing their learners to any Moodle course.

New services for Moodle teachers included an internal Moodle repository where teachers can use these simulations for student orientations and course navigation. Each tutorial allows teachers to 'import' the activity into their courses and set up the activity to report a grade to the grade book.
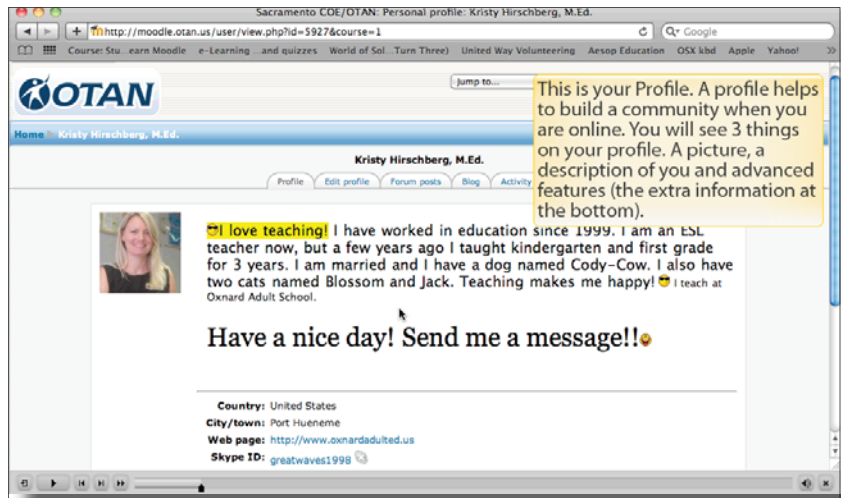

Exhibit 3B.1

Mobile Applications

There is a steady increase in the use of mobile phones by adults, and many have Internet-connected smartphones. With more than half of American adults owning some kind of smartphone[1], there is a unique opportunity to connect with adult learners in a new way and to provide study opportunities and learning resources in a way that is easily available.

Exhibit 3C.1

Initially, OTAN built three mobile applications to support the ABE Transitions online course. Two of the applications are built on the model of a Jeopardy game and are called *What's Next?* The first application focuses on skills needed for successful transition to higher education, with topics such as Study Skills, Writing 101, Goals and Styles, and College Bound. The second application is based on lessons about future employment, with categories for Job Exploration, Portfolios, The Interview, and Employer Expectations. (Exhibit 3C.1) The game can be played by an individual on a phone, iPad or computer, or can be projected in the classroom as a whole group activity.

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1 Source: The Pew Research Center's Internet & American Life Project, Smartphone Ownership 2013, June 2013. Retrieved from http://pewinternet.org/Reports/2013/Smartphone-Ownership-2013.aspx, August 5, 2013.

The third mobile application to be developed was *Words4U*. This application is also for the ABE Transitions course and contains 80 selected and vetted words for vocabulary practice. *Words4U* includes three different activities to help students learn vocabulary in an engaging game-like interface. The first activity is a word review where the user is provided the definition of the word and a sample sentence. The second activity provides the definition and the user must choose the word that correctly matches the definition. (Exhibit 3C.2) The last activity is a Concentration™ type game where users match the word with the correct definition. (Exhibit 3C.3) Users have a choice of lists to study which correlate to the different word lists within the online course. These include:

- Personal Success in Writing

- Success in School

- Job Exploration

- Job Preparation & Portfolio

Exhibit 3C.2

- Soft Skills in the Workplace

The application was pilot tested in the fall of 2012, submitted to iTunes for review in winter 2012, and is now available for free download on the iTunes Web site.

Exhibit 3C.3

Providing Information

OTAN strives to provide current and critical information on all areas of adult education at the local, regional, state, and national levels through the OTAN Web site at www.otan.us. The Web site will be reorganized and updated, and information will be disseminated in a variety of ways.

The OTAN Web Site and Redesign
The OTAN Web site is shared at face-to-face trainings, conferences, through electronic newsletters and digests, and via OTAN social media accounts such as Facebook and Twitter.

According to Google Analytics, the OTAN Web site had 44,246 visits during 2012/13. This number includes an almost even split of new visitors (50.6%) and returning visitors (49.4%). From July 1, 2012 through June 30, 2013, there were a reported 143,106 page views, with the OTAN home page receiving an average of 392 'hits' per day. Visitors from more than 150 countries accessed the OTAN Web site, with those from the United States, Mexico, Canada and Spain being the most active users.

One of the major projects currently being undertaken is the redesign of the OTAN Web site; the previous redesign having occurred in 2006 (Exhibit 4A.1).

During the 2012/13 contract year, OTAN database team members attended specific workshops and completed training on Web design and programming to acquire the expertise necessary to transform the Web site from the application development platform ColdFusion to ASP.NET, meeting CDE's requirements for accessibility. Server space was designated for the database team to try out what they had learned and to experiment with ASP.NET. A new color scheme was selected and a page layout has been developed. A review team identified outdated files, which were archived or purged from the site. The Teaching with Technology tool was updated and enhanced and is now an easy-to-use option for teachers searching for classroom resources.
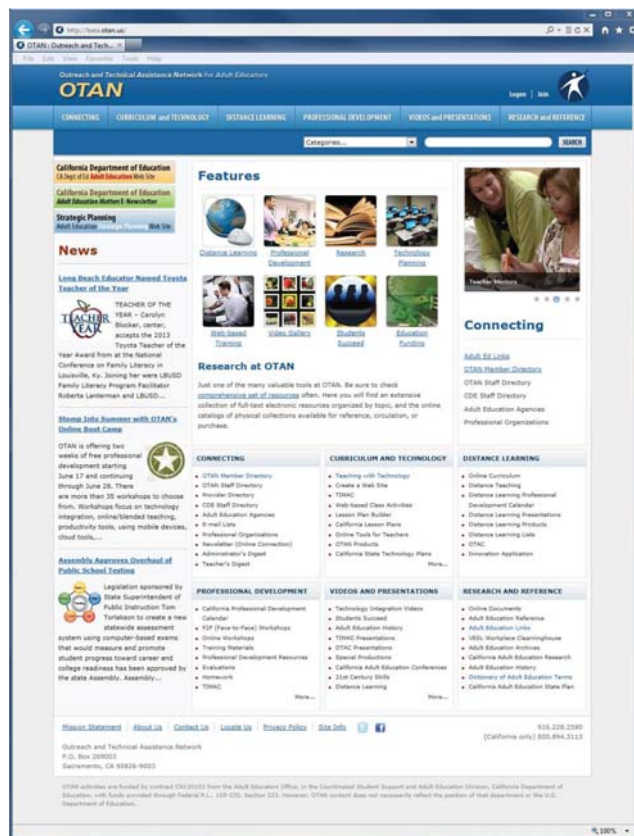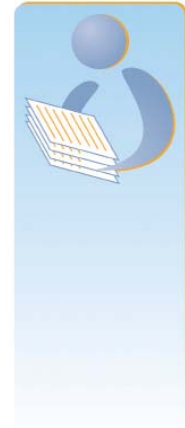

Exhibit 4A.1

In addition to new colors and graphics, design and navigation, the new OTAN site will have a totally redesigned administrative back-end allowing non-technical staff to make changes such as adding and renaming menu categories and adding pages to the site. One of the largest sections on the Web site is the Online Document Library. The document library houses relevant adult education research and reports from many sources and currently contains over 1,000 items on a variety of topics. (Exhibit 4A.2)

DOCUMENT LIBRARY COLLECTION - ALL			
Adult Basic Education	36	Health Education	11
Adult Education	82	Homeless	19
Adult Literacy	59	Migrant	9
Adult Secondary Education	9	Model Programs	4
Amnesty	1	Older Adults	15
Assessment	47	Parent Education	13
At Risk Persons	10	School Effectiveness	27
CBE	5	School-To-Work	1
Citizenship	9	Staff Development	44
Community Colleges	14	Student Leadership	5
Correctional Education	32	Technology	69
Culture	14	Telecommunications	15
Disabled Populations	41	Transitional Programs	16
Distance Education	42	Vocational Education	46
Educational Research	19	Vocational ESL	8
Employability Skills	37	Volunteers	14
English (Second Language)	91	Welfare Reform	11
ESL Literacy	6	Women's Issues	9
Family Literacy	35	Workplace Education	86
Total Items In Collection: 1011			

Exhibit 4A.2

Exhibit 4A.3

Another feature of the site is adult education news, with news items posted two or three times a week on the OTAN home page, receiving about 100 page views per weekday. In 2012/13, 173 news items were posted on topics such as WIA reauthorization updates, changes to the GED examination, new adult education research, and Web-based classroom activity articles. (Exhibit 4A.3)

Original content is posted monthly on the Web-based Class Activities page and shared through OTAN's social media channels. Each article highlights a Web site or collection of sites for teachers to use with their students. Topics this year included multimedia learning materials, presidential election sites, where to find ABE and adult high school math videos, using technology to create quizzes, QR codes, free online lessons, writing prompts, graphic organizers, audience response systems, and using technology to enhance teaching and learning.

Conference Exhibits

During the year, OTAN hosted a vendor table at five state and regional adult education conferences, including the CCAE state conference in Sacramento, the Northern California CATESOL conference in Concord, the Los Angeles CATESOL, the CCAE South Coast Fall Conference in Palm Springs, and the San Diego Regional CATESOL. Staff spoke with almost 200 conference attendees at these events, letting them know about OTAN and what services are available for teachers and programs. (Exhibit 4B.1)

PROFESSIONAL CONFERENCE VENDOR EXHIBITS			
DATE	CONFERENCE	LOCATION	CONTACTS
5/4/13	Northern CA CATESOL	Mt. Diablo Adult School	33
4/19/13	CCAE State Conference	Sheraton Grand Hotel, Sacramento	69
3/5/13	Los Angeles Regional CATESOL	University of Southern California	31
10/26/12	CCAE South Coast Fall Conference	Palm Springs, CA	27
10/20/12	San Diego Regional CATESOL	Southwestern College, Chula Vista	24
		Total Contacts	184

Exhibit 4B.1

OTAN Newsletter

OTAN produces three editions of OTAN's *Online Connection* each year, a four to eight page newsletter providing subscribers with articles on new technologies as well as information on OTAN training and other services. In 2012/13, themes covered mobile technology, education and career exploration, and building partnerships. Articles and pull-out pages provide administrators and teachers with resources for classrooms and programs. (Exhibit 4B.2)

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

www.otan.us | **Technology Integration Strengthens Adult Education** | Spring 2013

Golden Oak Adult School

Golden Oak Adult School in Valencia proudly maintains a 65-year tradition of serving adult learners. Current course offerings include traditional General Educational Development, High School Diploma, English as a Second Language, Adults with Disabilities, as well as Community Education and Enrichment (CEE) classes.

CEE classes include Arts and Crafts, Business Skills, Computers/Software, Home and Garden, Languages, Music, Photography, Bridge Classes for ESL, and certificate programs for Computers, Culinary Basics, Custodial Maintenance, Horticulture, Medical Billing and Coding, Electronic Health Records, Phlebotomy, and Masonry.

Golden Oak Adult School strives to nurture students, allowing them to achieve their potential, while encouraging lifelong learning. For information, visit their Web site at: www.goldenoakadultschool.com.

Inside This Issue:

- Mobile Technology Classroom in Oakland
- High School Credit Recovery and Adult Education
- Computer-based GED Testing
- Special Webinar Guest: Dr. Susan Manning
- Nominate Successful Adult Learners
- TIMAC & OTAC Nominations Open

2013 Technology and Distance Learning Symposium a Big Success!

The Technology and Distance Learning Symposium (TDLS) was held February 22-23 at Berkeley Adult School. Our attendance cap of 150 was easily reached, with several more on the waiting list. We would like to offer our thanks to the staff and administration of Berkeley Adult School for providing the venue and to the many presenters, volunteers and OTAN staff for making the Symposium a remarkable technology event.

On day two of the Symposium, TDLS shared conference space with the California Council for Adult Education (CCAE). Participants could choose to attend TDLS sessions or CCAE sessions. If sessions were full, workshop attendance priority was given to TDLS-registered participants for TDLS workshops and CCAE-registered participants for CCAE workshops. Most evaluations indicated participants liked the idea of combining the two events to save on travel costs.

This year, many attendees used the social networking site, Twitter, to share real-time information and photos about TDLS presentations and happenings. See the posts as well as several presentation and workshop handouts at www.otan.us/tdlsymposium.

To download or view workshop information (including the keynote speech), select "See the Schedule" and choose a workshop. Video recordings are available of the keynote address, *The Power of Technology to Transform Adult Learning*, and other selected presentations.

Evaluation results showed that 100 percent of participants rated TDLS program content, session topics, and overall event organization as "Excellent." One problem noted by some participants was the abundance of so many wonderful workshops, making it difficult to choose which one to attend during each session!

OTAN will sponsor one symposium per year and alternate between Northern and Southern California. We hope you will join us for the 2014 Technology and Distance Learning Symposium in Southern California!

Exhibit 4B.2

Changes previously made to the OTAN Web site and to user preferences included encouraging users to subscribe to the digital version of the newsletter. The change from postal service delivery to e-mail has not been rapid, since it involves users updating their preferences on the OTAN Web site, but change is occurring. The total number of OTAN newsletters disseminated to constituents for the 2012/13 fiscal year was 3,717. Of this number, 49 percent were e-mailed. This compares with 31 percent of the newsletters emailed in 2011/12.

Monthly Online Digests

Two digests are produced and e-mailed each month. The first is for teachers, and highlights news of interest to teachers as well as several Web sites useful in the classroom, and includes links to registration for upcoming workshops and webinars. (Exhibit 4B.3) Nine issues of the digest were posted in 2012/13 (www.otan.us/digest/archive/index.html), and an e-mail promoting the digest was sent to an average of 2,500 teachers for each issue. This number is about the same as in 2011/12.

The second digest is the Administrators' Digest, which contains a recap of news relevant to administrators and links to more in-depth news articles on the OTAN site. (Exhibit 4B.4) Topics included ways to promote adult education and

Exhibit 4B.3

family literacy, legislation related to adult education, proposed changes in immigration policy, online professional learning communities, and many more. Ten issues of the Administrators' Digest were produced and e-mailed to an average of 918 administrators each month. This represents an increase of over 150 administrators from 2011/12 to 2012/13. (www.otan.us/admindigest/archive/index.html)
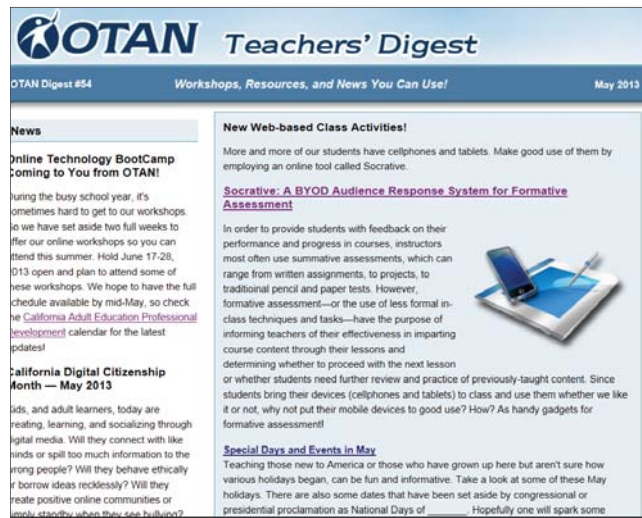

Exhibit 4B.4

Online Meetings

OTAN provides server-based Adobe Connect online meeting software in order to offer online meeting services to OTAN projects as well as CALPRO and CATESOL. This year OTAN hosted 15 formal online meetings such as the TIMAC and OTAC online meetings for current participants and alumni, with a total of 71 participants. CALPRO used Adobe Connect to host a total of 15 online meetings and webinars. Some of the meeting and webinar titles included: the Administrators' Forum, CALPRO e-COP, Understanding the Adult Learner, and Questioning Strategies.

E-mail Lists

OTAN has historically hosted e-mail lists for CDE, other leadership projects, and the field. In general, there seemed to be less demand for e-mail lists compared to previous years, perhaps as agencies and individuals find other ways, such as groups within e-mail and Google Groups, to communicate. This year six lists were hosted for groups such as CATESOL, Jail Educators, and Distance Learning (Exhibit 4C.1).

E-MAIL LISTS HOSTED FOR 2012/13	
LIST NAME	**MESSAGES SENT**
CATESOL Job List	235
CBO & FBO Partner Team	13
CDE Adult Education Practitioners	11
CA Distance Learning Project	5
CA Jail Educators	1
Adult with Disabilities Bay Area Network	3
TOTAL	**268**

Exhibit 4C.1

The Field Partnership Team was reconstituted last year by Patricia Terry, Administrator of the Adult Education Office at CDE. OTAN provided an e-mail list for each regional representative as well as agency groups such as community colleges and library literacy programs. Seventeen groups exist and are moderated by adult education administrators within each region. The regional lists have a total of 427 members. A total of 184 messages were sent between July 1, 2012 and June 30, 2013. This shows a significant increase in usage from last year when only 54 messages were sent.

Video of Professional Development Events

OTAN provides videography services to CDE, other leadership projects and adult education professional organizations. This year, video was recorded and streamed online for the following events:

- CALPRO/CDE New Administrators Orientation, 16 videos were recorded in 2012/13 and posted to the CALPRO Video Gallery. OTAN also created a 30-minute highlight reel for CALPRO featuring various videos pertaining to adult education. The highlight reel was shown at the NAO Conference.

- Annual Winter Consortium with Pat Terry and discussion panel. This event was streamed and DVDs were produced.

- Seven TIMAC presentations were taped and edited for streaming video.

- Seven Technology and Distance Learning Symposium presentations were taped and streamed from the 2013 TDL Conference.

Technology Planning

During 2012/13, 153 EL Civics funded agencies were required to submit a technology plan online. Resources posted to help staff complete the technology plan included an Implementation Guide with step-by-step instructions, PowerPoint slides providing an overview of each section, Frequently Asked Questions, a sample Instructor Skills Assessment, and model technology plans from previous years representing large, medium and small agencies as well as community colleges and community-based organizations.

Technical support for submitting the online technology plan was provided through 37 phone and e-mail contacts, about half the number provided the previous year. 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 4D.1 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 4D.2 shows the use by agencies of technology other than computers over a period of ten years. The LCD projector continues to be the piece of technology that teachers appear to use most consistently, year after year. The use of mobile labs has remained fairly stable for the last few years while implementation of wireless Internet access has continued to increase, despite tight budget times. Interactive whiteboard use has also increased, which is reflected in the number of webinars OTAN offered on interactive whiteboard software. Cell phones were the only technology that actually showed an increase in classroom use during 2012/13, moving from 20 percent in 2008/09 to over 50 percent.
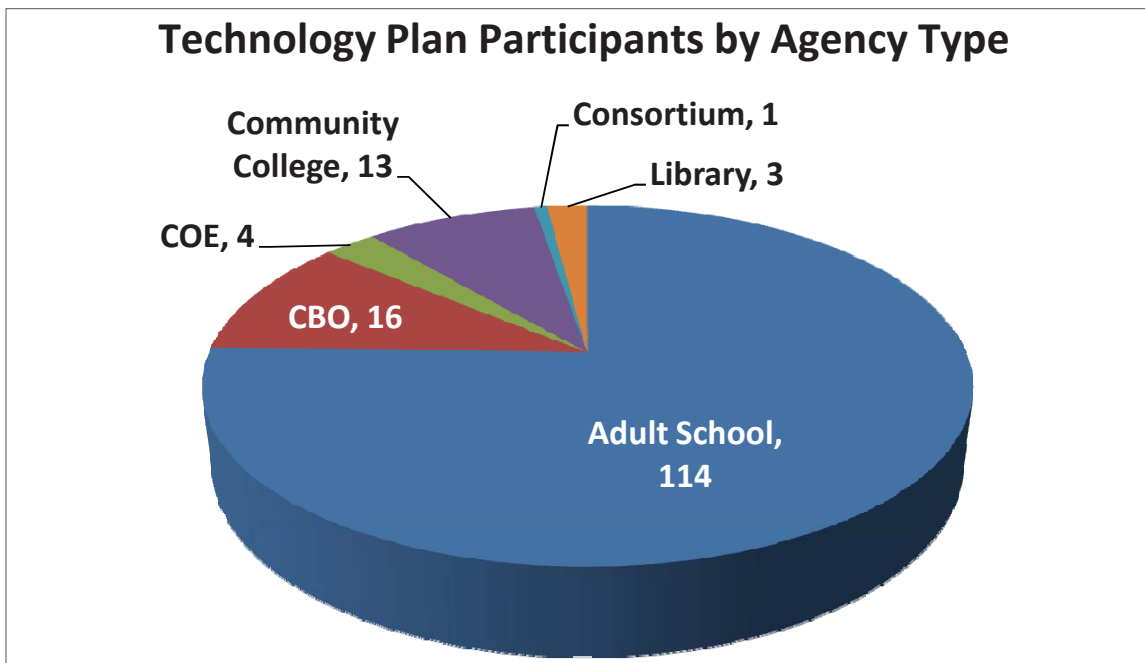

Technology Plan Participants by Agency Type

Community College, 13
Consortium, 1
Library, 3
COE, 4
CBO, 16
Adult School, 114

Exhibit 4D.1

Technology Used by Agencies

Legend: 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13

Categories: LCD Projector, Mobile Lab, Wireless connections, Interactive White Board, Cell Phone
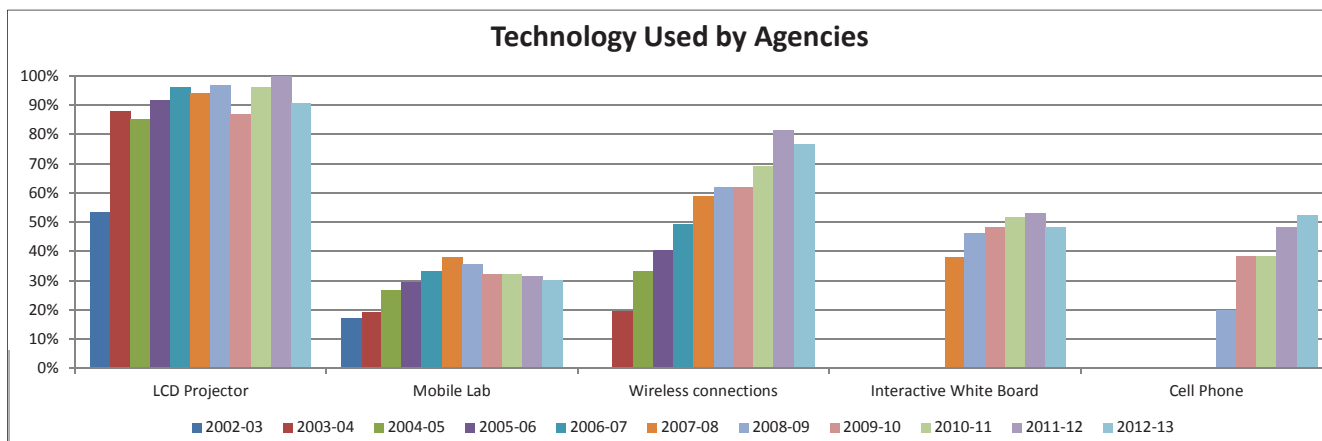
Exhibit 4D.2

Data on staff skills was collected on 1,953 instructors in 2012/13. This number reflects a small drop, with 12 fewer instructors completing the survey as compared to the previous year. Teachers rate themselves on a scale of 1 to 4 in each area indicated. This is the fifth year for the new technology integration self-assessment based on the federally funded AdultEdOnline project. The assessment focuses less on technical skills and more on integrating the skills into classroom activities. Exhibit 4D.3 shows that every skill area has continued to show an incremental increase. Teachers feel more confident about everything from basic computer operation to evaluating and incorporating new technologies.
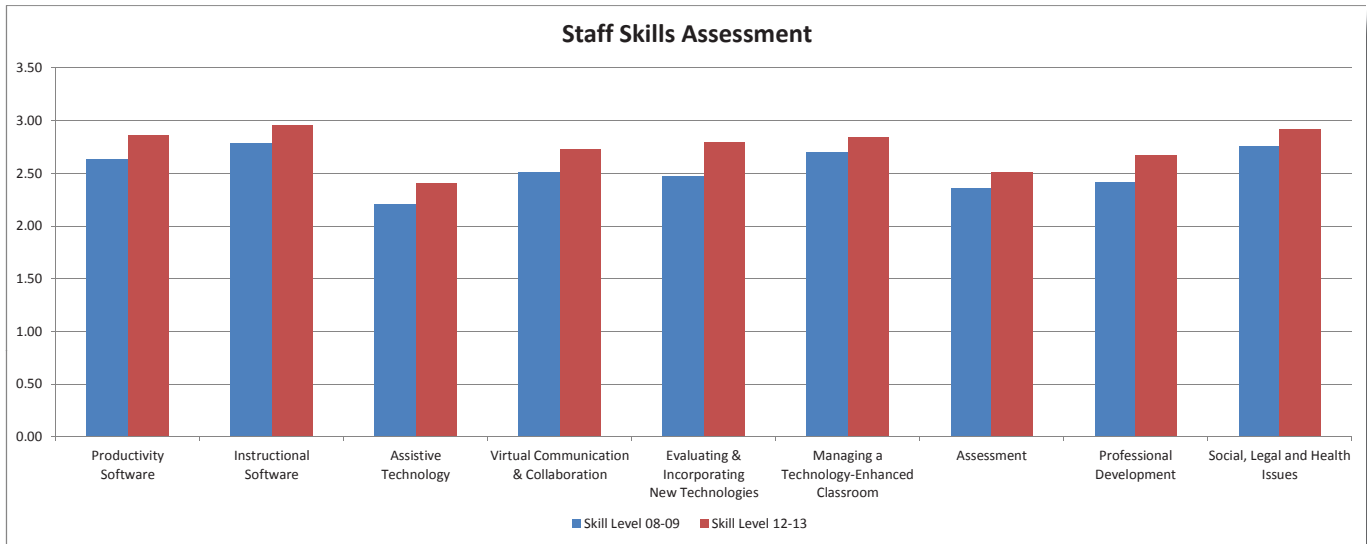

Exhibit 4D.3

The new technology integration self-assessment asks about personal skills as well as classroom skills. Exhibit 4D.4 shows that in all areas, with the exception of using a video camera, it appears that teachers first develop their personal technology skills before they introduce those skills to their students. As with last year's reporting, differences between personal skills and classroom skills are noted in Internet use, e-mail, and Web communication. An additional disparity in using spreadsheets was noted in the latest
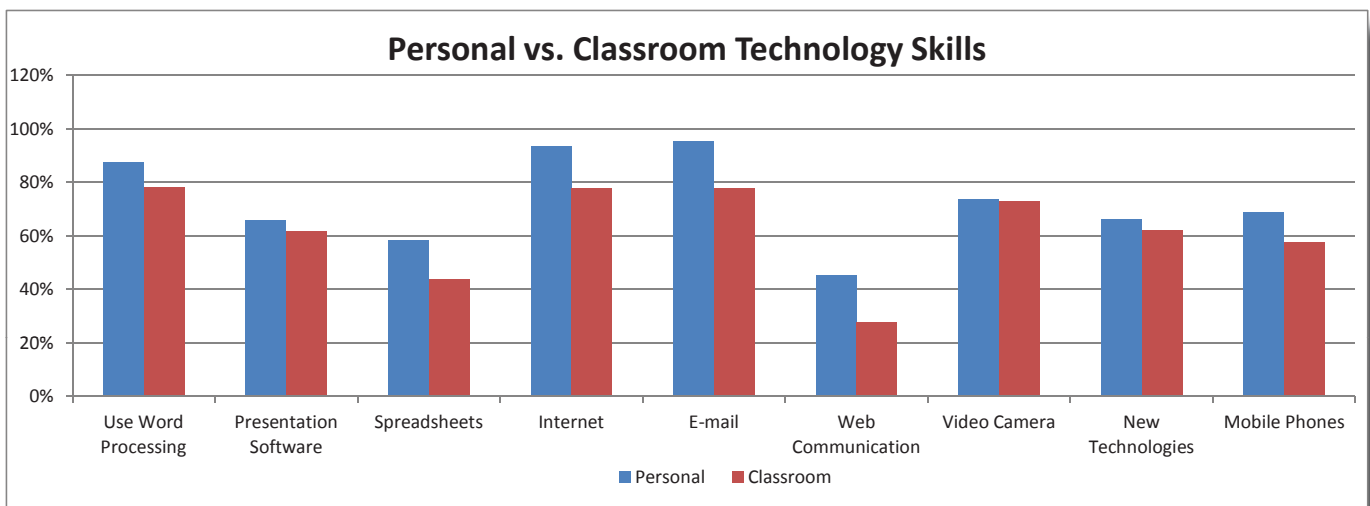

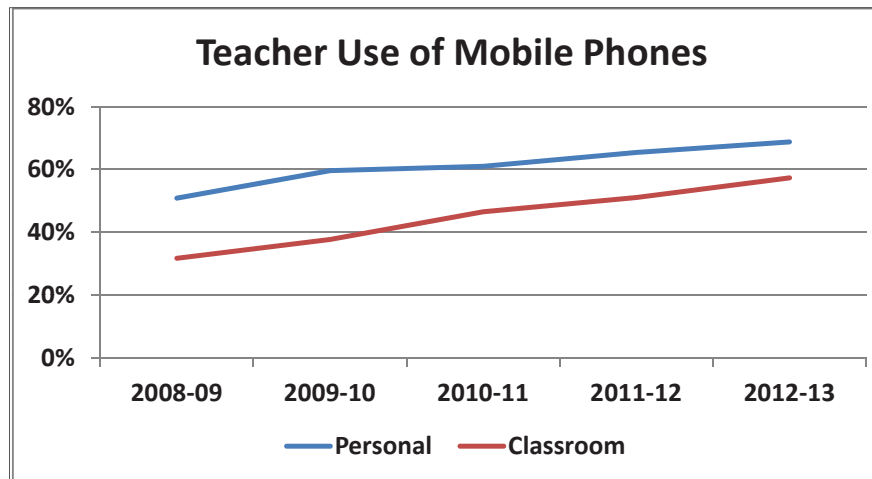Exhibit 4D.4

Teacher Use of Mobile Phones

Exhibit 4D.5

assessment results. These technology skills may be used regularly in many teachers' personal lives, but do not seem to have translated into classroom activities. One technology that seems to be showing a steady increase is the use of mobile phones in the classroom. The difference between personal use and classroom use was 19 percentage points for the first year mobile phones were included in the tech assessment, 14 percentage points for last year's report and has dropped further to a difference of only 12 percentage points this year. (Exhibit 4D.5)

Exhibit 4D.6 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 4D.4. With the exception of "Take an online course", all skill areas for 2012/13 were unremarkable. "Take an online course" showed incremental improvement. This area has continued to improve every year. This may be due to the multiple opportunities teachers now have for online learning such as that provided by OTAN and other leadership projects as well as national offerings and publishers who also provide online training and support.
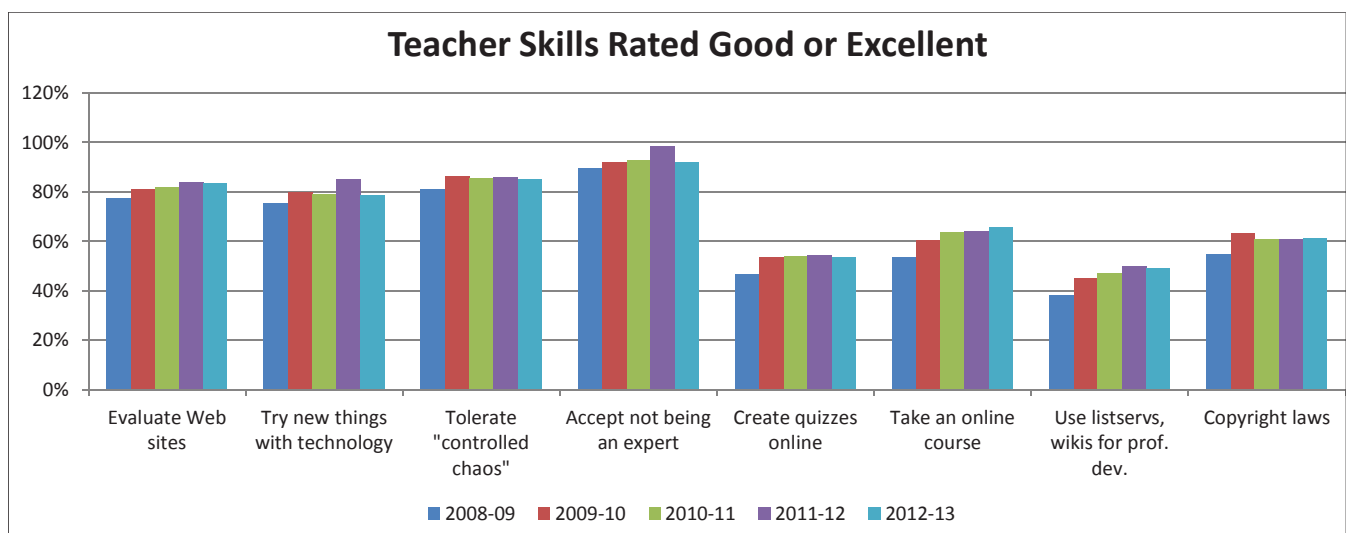
Teacher Skills Rated Good or Excellent

Exhibit 4D.6

For the fifth year, an optional student computer survey was provided as part of the technology plan. Thirty agencies surveyed their students in 2012/13, with a total of 4,970 students responding, about three percent fewer than last year. One of the questions on the survey is "Do you have Internet access at home?" Data for ABE students shows that, while several years ago beginning students were much less likely to have Internet access than advanced students, this has changed with the advent of smart phones. The high number of beginning literacy students with Internet access reported in 2010/11 is probably an anomaly. Data for 2012/13 shows that 62 to 81 percent of students at all levels are able to get online outside of school. This has implications for the ability of basic skills students to study partially or completely online.

Data on ESL students shows a similar picture, with 3,310 students responding, 8.2 percent more than the previous year. Home Internet access increased from last year for the lower levels, but this could have to do with which geographic areas chose to administer the optional survey. Overall, Internet access has increased for each level of instruction from 2008/09. The exception was ESL Beginning Literacy which peaked in 2010/11 at 64 percent. Adult schools are responding to this level of access by continuing to provide more blended and online instruction.

In addition to the technology planning form required by EL Civics Civic Participation funding, OTAN maintains a public version of the form that anyone can log in to and create an agency technology plan.

Programming and Support

OTAN is one of three leadership projects funded by the Adult Education Office at CDE. The field requires that all the projects and the Adult Education Office work together seamlessly to provide services to local programs. OTAN's role is to provide technology support to the other projects allowing quick and effective collaboration as well as the implementation of joint projects. This support was provided in a variety of ways.

Online Grant Applications

OTAN continues to 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://adulted.otan.us), the CDE Staff Data Access administration area (http://cde.otan.us), and the public-facing California Adult Education Provider Directory (www.otan.us/caaeproviders/) By using the same dataset 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 (CA-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

- Course Approvals

- Innovation and Alternative Instructional Delivery Program Application and year-end program evaluation

- The Year-End Attendance Report

- EL Civics Technology Plans

The California Adult Education Provider Directory leverages the self-reported agency contact information and combines this information with online mapping and program information from WIA, State apportionment, and

Exhibit 5A.1

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. (Exhibit 5A.1)
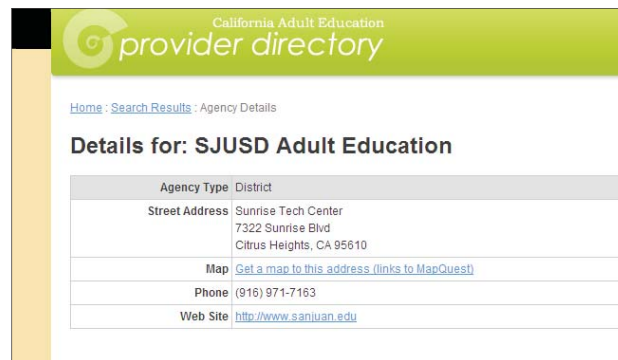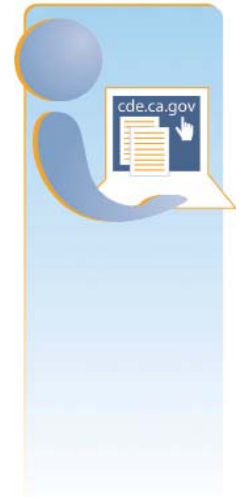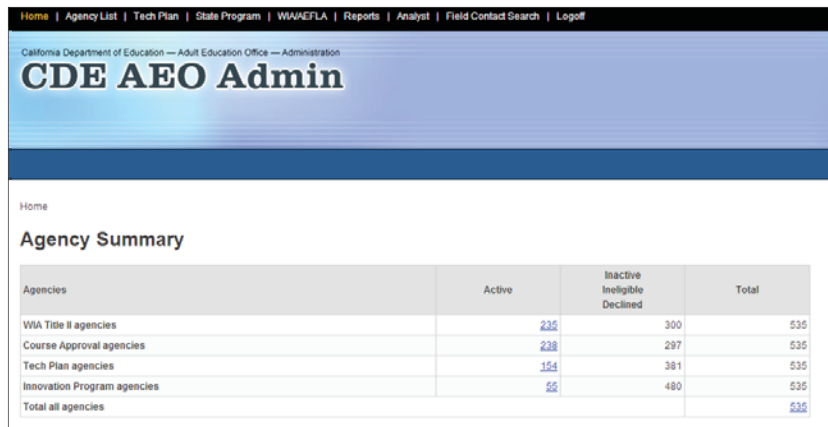
The CDE Staff Data Access site has been developed to provide online access to CDE data by CDE Adult Education Office consultants and analysts. It maintains agency and site level data and links to statistics and online grant applications for funding through the Workforce Investment Act, to approval letters for state apportionment, to Year-End Attendance reports, and to the Technology Plans. (Exhibit 5A.2) This database provides the following functions:

Exhibit 5A.2

- Provides online access to CDE data for the CDE office and field staff
- Maintains agency and site level data
- Links to online grant deliverables for Workforce Investment Act, Approval Letters for State Apportionment, and Year-End Attendance Reports, and EL Civics 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 CA-OAR Web sites as well.

OTAN staff provided five instances of technical support to users of the Adult Education Office database. This is down from seven technical support requests last year and 11 technical support requests the year before. This seems to indicate that this system is meeting the need of the Adult Education Office at CDE.

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics, was successfully used in 2012/13 by 216 agencies to apply online for continued grant funding, submit budget information, and submit expenditure claim reports. Features include a user-friendly 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 108 instances of technical support to clients completing WIA forms.

The Course Approval Request System: The system was used by 236 school districts to complete and receive their requests online.

Techonoloy Planning: OTAN facilitated technology planning by 152 agencies with English Language and Civics, Civic Participation funding in 2012/13. The Technology Plan Development Web site guided agencies to create a multi-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. OTAN staff provided 87 instances of technical support to clients completing the technology plan.

The Year-End Attendance Report: OTAN provided 232 agencies with the option of reporting attendance through this online system. In 2012/13, 53 agencies completed the report for Fiscal Year 2011/12. This data is reported after the end of the fiscal year, or one year in arrears.

Online Reporting System: Although submission of the form is not required, OTAN staff provided 25 instances of technical support to clients completing it.

In 2008, OTAN assumed 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, 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 to help CDE track data about distance learning. Training was provided to participants in two online workshops. In addition, OTAN staff provided 23 instances of technical support to clients working with the application and evaluation. (Exhibit 5B.1)
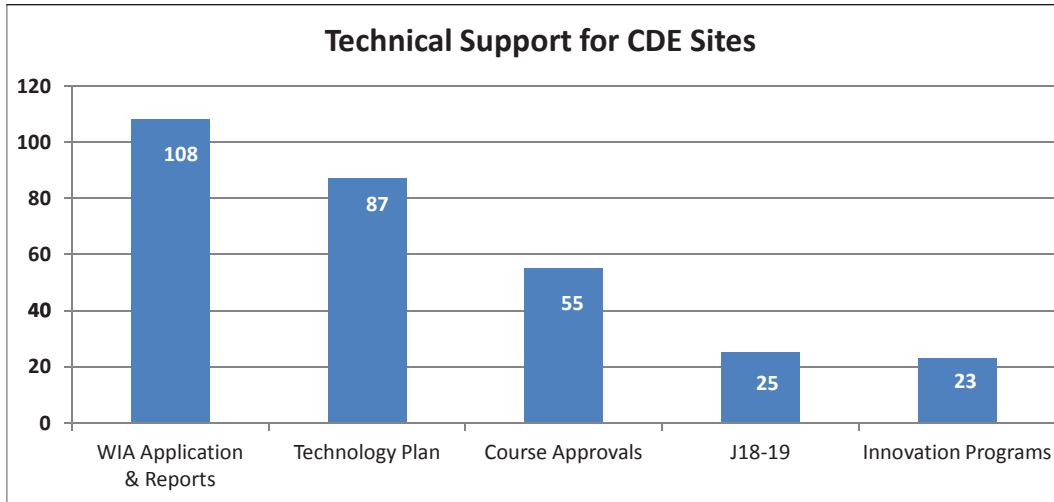
Technical Support for CDE Sites

Category	Value
WIA Application & Reports	108
Technology Plan	87
Course Approvals	55
J18-19	25
Innovation Programs	23

Exhibit 5B.1

Technical Support

Technical support for all CDE-related sites is reported in the section above. In addition, OTAN staff supports the OTAN Web site, the Moodle online course server, a variety of e-mail lists, the Connect online meeting and webinar software, the Provider Directory described above, and the online Lesson Plan Builder. Exhibit 5B.2 shows the number of technical support instances provided for each product. The vast majority are OTAN Web site users who have forgotten their user name or password and did not notice the automatic link to get their password e-mailed to them. Moodle also required a great deal of support due to the many teachers and students new to online learning.
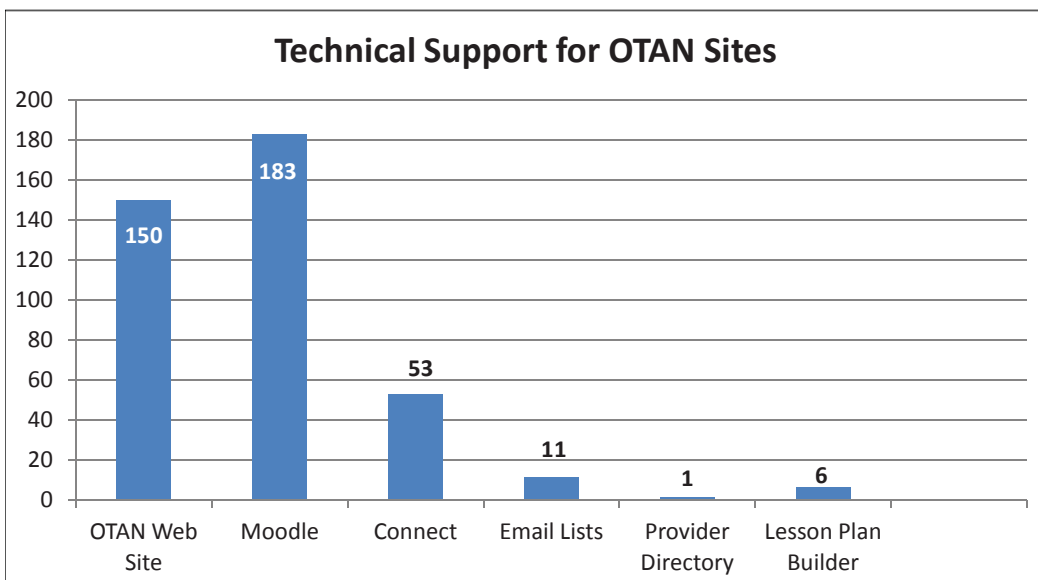
Technical Support for OTAN Sites

Category	Value
OTAN Web Site	150
Moodle	183
Connect	53
Email Lists	11
Provider Directory	1
Lesson Plan Builder	6

Exhibit 5B.2

Web 2.0 Support

Beyond supporting OTAN Web sites, staff also provided information and support to adult educators wanting to use OTAN e-mail lists, discussion boards, blogs, ePortfolios and other uses of Google Docs. Staff provided 27 instances of support or information to adult educators who were implementing ePortfolios, creating Web pages with Weebly, creating a Google hangout for an online meeting, and various other requests.

Directed E-mail

OTAN is able to send mass e-mails to selected groups of OTAN members, and is the only source of contact directly with teachers. Therefore, CDE and other agencies sometimes ask OTAN to send out a notice, along with the notices that are sent regarding OTAN services and events. CALPRO is the primary user of this service. In 2012/13, 61 messages were sent to 57,820 individuals. The total number of messages sent increased by 14 and the total number of individuals to receive directed e-mail messages increased by 11,323 from the previous year. Some of these increases may be attributed to more constituent requests to have OTAN newsletters sent to them electronically rather than receiving a hard copy. Exhibit 5B.3 shows the various categories of directed e-mails sent.

2012/13 DIRECTED E-MAIL	
E-MAIL TYPE	**NUMBER SENT**
TEACHER DIGEST	19,982
ADMINISTRATORS' DIGEST	9,184
OTHER AGENCIES	8,913
TRAINING	8,536
CDE	3,400
STUDENTS SUCCEED	2,516
TIMAC	2,555
OTAN NEWSLETTER	1,667
DISTANCE LEARNING	1,067
TOTAL	57,820

Exhibit 5B.3

Access to Learning through Online Education (ALOE) Projects

ALOE projects at ten different agencies were funded through OTAN in 2012/13. Approved projects were deemed to be replicable and had to support the California Adult Education Strategic Plan. The ALOE project goals were to focus on the implementation and expansion of online instruction for adult learners. Pre- and post- paired test scores clearly showed that every agency with an ALOE-supported online or blended class posted student gains, with the highest increases in reading and listening skills.

Funding for the original grantees was for 16 months and continued through May 31, 2013. ALOE project coordinators from each site participated in two online meetings to ask questions, and share project information, ideas, and best practices with colleagues. OTAN staff provided technical support throughout the duration of the project, and each ALOE agency received a site visit from an OTAN project coordinator or the director.

ALOE project best practices were shared at conferences and at the last Technology and Distance Learning Symposium on February 22-13, 2013. Any products as a result of ALOE funding, including videos, rubrics, learning guides, course content and materials, will be housed on the OTAN Web site to be freely shared with adult education providers.

This first deeper look at ALOE data through CASAS analysis showed that over 1,000 adult learners were served through the project. Students ranged in age from 16 years to over 60 years, with an almost even split between male and female students. Students came from a variety of educational backgrounds; almost half selected English as the language in which they were most fluent, with Spanish being the second most spoken language.

The following agencies participated as ALOE project sites:

Berkeley Adult School $20,000

After conducting a survey revealing that over 50 percent of Berkeley Adult School students enrolled in the basic math course have Internet access at home, this agency focused on math instruction for ABE students and offered an online component to their blended ABE class. Curriculum included a combination of commercial sites and sharable courses offered through OTAN. Equipment purchased with ALOE funds was integrated in the classroom and used to support the teaching of numeracy skills such as budgeting and estimation. NROC Developmental Math pilot materials and the online subscription site IXL Math were used to supplement instruction.

An unduplicated count showed that 71 students were served through the ALOE project at Berkeley Adult School in two sections of Adult Basic Education. Of this number, over 80 percent had completed three years or less of high school.

BERKELEY	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	18	215.17	224.28	9.11*
	Math	19	210.79	213.00	2.21

* CASAS considers a gain of 3 points "significant"

Fairfield-Suisun Adult School $16,500

Fairfield-Suisun Adult School converted their School-to-Career Transitions course to a blended delivery format, blending direct instruction with online components. Teachers embraced the idea of putting their courses online and ultimately, this agency converted not only their Transitions course but 12 additional courses. During the summer of 2012, the Adult Secondary Education (ASE) department chair and two teachers wrote activities for each ASE course and entered all of the quizzes into Moodle. To support the conversion of face-to-face courses to online, teachers were given extensive professional development on creating online content and skills for effective online teaching.

FAIRFIELD-SUISUN	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	141	232.91	237.28	4.19*
	Math	7	223.14	213.43	8.29^

* CASAS considers a gain of 3 points "significant"   ^N too low to report

Fremont Adult School $20,000

Fremont Adult School integrated online instruction into five existing English as a Second Language courses (Multilevel VESL Lab + USA Learns 1 and 2 Online, three classes of Advanced ESL + Advanced ESL Moodle Course, and Beginning Communication Skills + USA Learns 1 Online). Curriculum included both USA Learns and the OTAN Advanced ESL course. Three instructors were trained on Moodle and created two Moodle courses with audio files for students to practice dictation.

This agency also updated their distance learning classroom with technology that included an LCD projector and screen to aid in the student orientation to distance learning, and created a distance learning orientation video for students. Agency staff also participated in professional development related to blended/online learning.

The ALOE coordinator at Fremont Adult School noted that student enrollment increased over 100 percent after the implementation of the online courses (from 25 students to 65 students). Due to the high demand for online courses, a summer schedule was implemented and served an additional 48 students. As of this report, Fremont notes they are now serving more students in the blended class format than they serve in the traditional program.

Principal Steve Giudici is determined to continue successful elements of the ALOE project and plans to keep the program going by leveraging site funds after grant funds are exhausted. Resources created as a result of the ALOE grant will be posted on the OTAN Web site.

FREMONT	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	127	217.46	225.23	7.25*
	Listening	42	207.95	215.38	7.43*

*CASAS considers a gain of 3 points "significant"

Jewish Vocational Services $19,800

Jewish Vocational Services (JVS) created a 90-minute online workshop based on their face-to-face workshop on the topic of "Identifying Transferrable Skills."   The online module includes video and interactive quizzes. The goal of the project was to deliver the online course to 50 students on site, and to make it available on their Web site. At the end of the project, 130 students participated in the online course through one of six blended workshops provided by JVS staff. Of this total, 90 students completed an exit survey. Results from the answers tallied on the satisfaction rating showed that 31 percent of students 'strongly agreed', 49 percent of students 'agreed' and 13 percent of students were 'neutral'. No students indicated that they were not satisfied with the course. Course content was shared with OTAN and with the Gateway to Careers Web site. JVS created an information page and podcast about the online module that is available at: www.jvs.org/podcasts.shtml/.

Data analysis was not done for this agency because their approved ALOE project was a course relating to transferrable skills. Students participated in pre- and post-surveys rather than academic assessments.

Pittsburg Adult Education Center $12,137

Pittsburg Adult Education Center (PAEC) will offered several of the online courses available through OTAN, including the USA Learns Wrap-around Course for Intermediate ESL, Advanced ESL and Advanced English for the Nursing Assistant. They also included the Certified Nursing Assistant English online lessons into their VESL for Medical Professions course. Pittsburg staff participating in ALOE provided some valuable "Lessons Learned" that was shared with other participating agencies through a distribution list and through a conference presentation at the Technology and Distance Learning Symposium.

1. Outdated technology can prevent you moving forward in offering valuable education options to students. PAEC administrators were unaware how outdated some of our computers were.

2. It was very valuable to have a teacher who has some experience with Moodle (and was willing to learn more) partner with the instructional teachers developing the NROC Developmental Math, Algebra I and GED Connections Moodle. This was key to moving the projects forward and this partnership will provide the foundation in developing more online classes.

3. Recruit and incorporate teachers who are motivated. The power and influence they provide will help jumpstart the project and keep it moving forward.

4. You can lead--but students may not be ready to follow. One part of our ESL online program was to offer the opportunity to Skype in to meet with the teacher. So far no student has been interested in making this kind of connection. We also discovered that some students just wanted to be on their own and only participated minimally with the teacher despite a number of ways of contacting the teacher (phone, email, Skype, in person). However, contact with the teacher did seem to be a key ingredient in persistence. We also expected more students to show an interest in the online program, but the general preference seems to be for our DVD distance learning class.

5. More marketing to PAEC students and the community has the potential to increase the number of students participating in our online programs.

6. Developing capacity (programs, experienced staff, and technology) to offer online learning opportunities takes time.

PITTSBURG	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	27	228.85	234.22	5.37*

*CASAS considers a gain of 3 points "significant"

Riverside Adult School $17,179

Riverside Adult School created an online "bridge course" for adult literacy students preparing to enter Certified Nursing Assistant (CAN) Training or a Medical Assistant (MA) course. The course is based on existing curriculum that consists of ten core topics related to medical or nursing assistant training. The format supports students in becoming effective online learners. The course is being used as part of an effort to recruit ABE and ESL learners into a CTE field.

All incoming CNA and MA students must successfully complete the "Assessment Test" with a minimum score of 17 in reading and 17 in math. The maximum possible score is 20 in reading and 20 in math. Students who earn a score of 11 to 14 either in reading, math, or both are referred to the Bridge course associated with their chosen CTE program. The data collected below is based upon a sampling of Bridge students who attempted the course during the 2012/13 school year.

RIVERSIDE	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	10	219.5	227.4	7.9*

*CASAS considers a gain of 3 points "significant"

In addition to the online bridge course, Riverside Adult School also created a Web page with additional support and resources for students. Examples of the resources includes a set of links to help prepare students for successful test taking, CASAS Appraisal Test practice items, and interview expectations and tips.

ALOE project staff stated that, in general, students who completed the Bridge Course verbalized an increased confidence relating to familiarity with CTE course material, improved reading comprehension, and math skill development. This finding is further confirmed via student's pre- and post-assessment test scores, as well as their level of CTE course participation and course completion rates.

An unexpected finding was that the MA and CNA bridge courses provided students with the opportunity to clarify any misconceptions regarding the MA and CNA role and responsibilities. Four students that failed to complete their bridge course indicated that it was because they learned that the job requirements and duties were not what they had expected and did not want to pursue that form of employment. They expressed gratitude that they learned of this mismatch early enough to change career focus.

San Bernardio Adult School $20,000

San Bernardino Adult School collaborated with San Bernardino Valley College to create a blended "Transition to Success" course to address the basic reading skill deficits of college-bound adult learners, and provide them an opportunity to become comfortable with online learning. Students met every other week with the instructor at the adult school from 3:30 p.m. to 5:30 p.m. Classroom time was used to engage students in test-taking strategies, self-regulatory skills, college and career searching, guest speakers and field trips. This time also allowed students to bond as a cohort. The online portion of the course used a program called "My Skills Tutor" to provide individualized reading instruction. Students were encouraged to invest their time following a regular weekly schedule.

Program Outcomes

- 67 students were referred and enrolled in the Transition to Success class.

- 33% (22 students) attended orientation and attended the class.

- 14% (three students) completed 20 or more hours of the course and passed the *Accuplacer* exams at the Community College.

- Three students started attending classes at the local community college, and feel like they have a stronger connection because they already know their advisor at the community college.

- 100% of those who enrolled at Community College either placed in English 015 or 101 which are credit earning courses.

- 100% of those who enrolled at Community College met the graduation reading competency requirement for the community college.

The ALOE project was the jumpstart needed to start a collaborative effort between the K-12 Adult School and the local Community College. Administrators from both agencies have made a commitment for ongoing collaboration.

SAN BERNARDINO	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	12	234.50	244.25	9.75*
	Math	28	228.96	230.89	1.93*

*CASAS considers a gain of 3 points "significant"

San Juan Adult Education $16,144

The San Juan Adult Education ALOE project focus was on working with low-level ESL learners who are parents of elementary school students. The goal was to increase parents' digital literacy skills in order to prepare them for online learning.

The San Juan Adult Education program originally partnered with Encina High School and Howe Avenue Elementary School within the San Juan Unified School District to provide blended instruction in English and basic skills to parents of students at those sites. Due to the large number of parent requests, Dyer Kelly Elementary School was also included in the project, for a total of three locations. The Adult Education program set up computers in the Parent Resource Center at each site, and provided support for parents to access online instruction from a variety of sources.

Parents received testing, module placement, and tutoring from ALOE project staff. Instruction was individualized and incorporated a range of curricular areas from ABE, ESL, ASE, and GED. Computer literacy and help with mock interviews was also offered, depending on the needs of the learner. The resource centers at each of the targeted sites averaged 20 parents per day. Many of the parents reported, in the course exit interview, that they felt more confident about their ability to help their child or children with their homework as well as being more willing to communicate with school personnel.

SAN JUAN	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	21	217.29	228.48	5.19*

*CASAS considers a gain of 3 points "significant"

Stanislaus Literacy Center $19,040

The Stanislaus Literacy Center (SLC) initiated an advanced online/blended English as a Second Language course for learners targeted from the 275 on their waiting list. The course, which ended on May 16, 2013, consisted of 18 units and ran for 19 weeks. Each unit had activities that included listening, reading, writing, vocabulary development and grammar practice.

The onsite Learning Center was used by the ALOE project for orientation of students and meetings with the instructor. If any student needed access to computers and the Internet, they were allowed to come to the center and use the lab. However, most students enrolled in the online/blended English as a Second Language course accessed the program from a computer other than those in the Literacy Center.

Students who pre- and post-tested showed an average gain of 6.4 points on the CASAS reading comprehension test. Students who completed the program reported that they gained confidence due to their increased ability to communicate in English. Teachers noted that their students' ability to read in English greatly improved. Five of the students who enrolled in the online program worked full time. Those students noted better communication between themselves and their superiors or colleagues.

A best practice noted by the SLC staff was to actively recruit and incorporate volunteers to help make personal calls to students who had been absent or had not shown any activity in their online course for a period of two weeks. Staff credited this practice, among others, as being particularly helpful in establishing meaningful connections with students that lead to increased persistence.

STANISLAUS	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	34	221.68	226.32	4.76*

* CASAS considers a gain of 3 points "significant"

Torrance Adult School $19,200

Prior to ALOE funds becoming available, Torrance Adult School was already experimenting with online instruction, but was finding it a challenge to retain students. This project allowed them to put more resources, including tutoring and counseling services, towards supporting individual students.

Torrance Adult School added an online component to four existing English as a Second Language courses that were offered in the fall of 2012. They developed a process for providing services to blended students, including registration, placement testing, assessment and orientation. Teacher professional development to support instructors in becoming comfortable with delivering content in a blended environment was provided via a train-the-trainer model. This training helped to expand the number of instructors interested in teaching online and resulted in the creation of the *Torrance Adult School Teacher's Guide to Online Teaching and Moodle*. The guide answers questions and provides sample scenarios of online discussions, and digital assignments. Other sections in the guide include an overview of Teaching in Online Learning Environments, Teaching an Online Course, Teaching and Learning Challenges, Assessing Student Learning, Resources and Moodle. The guide will be made available to all California adult educators on the OTAN Web site.

TORRANCE	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	11	236.82	244.28	7.36*
	Listening	42	207.95	215.38	7.43*

*CASAS considers a gain of 3 points "significant"

Web Sites

From July 1, 2012 through June 30, 2013, there were 18,987 registered users for the Lesson Plan Builder. Of this total, 793 teachers worked on a lesson plan. There were 1,718 logins to the site.

OTAN hosts new Web sites for CDE projects as requested. In 2011/12, activity was high on the OTAN-created Strategic Planning and Policy to Performance (P2P) sites. Since that time, the strategic planning site has served its purpose and the P2P project ended. The highest activity noted on Web sites for CDE projects for last year was related to posting of the final reports in July 2012. No new sites were created during the fiscal year 2012/13.

A site previously supported by OTAN and recently revived, is for the Field Partnership Team to use as a conduit for information to flow between the Adult Education Office at CDE and the field. This site posts meeting announcements, agendas, minutes, and other relevant documents. The site is available at: http://partnershipteam.wordpress.com/

Students Succeed

The California Adult Education Students Succeed project has been hosted by OTAN for a number of years. In November 2012, OTAN partnered with ACSA to showcase California's two adult Students Succeed winners, Magdalena Cerda-Baez, and Travon Willis, at the ACSA Leadership Summit.

Magdalena (Nena) Cerda-Baez was nominated through Sweetwater Adult Education. Nena grew up and completed high school in Mexicali, Mexico, located on the border between Baja California Norte and Imperial County, CA. Her brothers and sisters went on to higher education and became teachers and school administrators. But, because she had difficulty reading and comprehending, Nena was sure she would never be able to complete college.

When she moved to the United States in 1995, Nena knew she would need to learn English, but doubted that English classes would be helpful. She decided to try anyway, and enrolled in English as a Second Language (ESL) classes at Montgomery Adult School in the Sweetwater Union High School District near San Diego. The ESL classes revealed that Nena's reading problems were due to dyslexia which caused her reading to be very slow while her oral comprehension was described as "extremely keen." She persevered, and though she struggled with reading, completed all levels of ESL while she also completed Parenting classes.

Nena often mentions that her experience as an adult education student is what prepared her to be a successful mother and environmental activist. Her studies helped to boost her self-esteem and prepared her to seek employment while she helped her children do well in their studies. Nena's efforts to serve her community have led to accomplishments and recognition that she would not have believed possible as a struggling reader in Mexicali.

Fremont Adult and Continuing Education's nomination for the Students Succeed award was Travon Willis. Travon overcame many barriers on his way to success through the adult education program. When Travon Willis was only ten years old, his father died while in prison. When his mother became addicted to drugs and was no longer able to care for Travon and a sibling, his grandmother stepped in and raised them both. At 19 years old, before graduating from high school, he was married.

At the age of 26, Travon started working toward a high school diploma at Fremont Adult and Continuing Education (FACE). He has always believed this was one of the best decisions he ever made. In the two years he attended, 2004-06, he overcame poor grades and moved from the freshman level to attaining all the credits necessary to complete the program and earn his High School Diploma. He also won an Academic Achievement Award in Math and the Community Advisory Council Scholarship.

At the time of his Students Succeed award, Travon was enrolled in a doctorate program for Clinical Psychology at John F. Kennedy University, maintaining a 4.0 grade point average. His long-term goal is to open a rehabilitation facility.

Increasing Distance Learning

Asustained approach to fostering and supporting California adult education programs and instructors is needed in order to move the field in the direction of more online and blended instruction.

OTAN offered workshops and Webinars on a variety of distance learning topics, supported Access to Learning through Online Education (ALOE projects), made presentations at adult education professional conferences on distance learning topics, hosted one statewide Technology and Distance Learning Symposium, hosted Moodle courses for California Adult Education agencies, and provided professional development services for administrators.

Technology and Distance Learning Symposium

OTAN hosted the Technology and Distance Learning Symposium (TDLS) on February 22-23, 2013 at Berkeley Adult School. The Symposium was targeted to administrators, coordinators, and teachers planning for or already implementing distance, blended or online instruction as well as those integrating technology in the classroom. Over 200 participants attended TDLS and evaluations were overwhelmingly positive. Feedback indicated that some of the most popular workshops were those that were hands-on and held in the school's computer labs. Some of the workshop topics included: How to Use iPads in the Classroom, Creating Screencasts as a Supplemental Resource, Mobile Devices as a Classroom Teaching Tool, and How to Incorporate an Online Component to Enhance Teaching and Promote Learning.

The Online Teaching Academy

The Online Teaching Academy (OTAC) is a project with the goal of increasing online instruction for adult learners enrolled in California adult education agencies. OTAC accepted 10 teachers and provided training and support for the initiation and development of online instruction (Exhibit 6A.1). Participants could choose their

ONLINE TEACHING ACADEMY V3.0

Exhibit 6A.1

subject area which included: ESL, ABE, ASE, and GED curriculum, or develop online projects focused on transition to employment, job training or postsecondary education, as well as CTE courses with basic skills and/or work skills integrated into the curriculum. OTAC provided an environment of open sharing, collaboration, and personal and professional growth in the area of online instruction. Participants were guided in the process to create their own online or blended course presence using Moodle as a course management system. Projects could include stand-alone courses complete with assignments, assessments and other resources, supplemental materials to support classroom instruction, or projects could be developed to support existing online curriculum.

Participants were offered training on using Moodle, an open source course management system. OTAN provides hosting and support for all adult education agencies in California and wishes to further develop proficient Moodle users and online teachers. Moodle offers many benefits including tools that allow for and encourage online discussions, collaborative projects, assignments, quizzes, interactive activities, branched lessons, and synchronous chats. Moodle provides the environment for teachers to create rich, robust and interactive course materials for teaching and learning in either a fully online environment, or "blended" classes where students meet, at least minimally, face-to-face with an instructor. This year, OTAN added Learn360 to selected Moodle courses, providing access to hundreds of high-quality, supplemental video clips to support student learning. This new addition will provide future OTAC participants with many more multimedia resources to enhance their online courses.

Participants made a significant time commitment to course development and the use of a wide variety of online learning tools for potential inclusion in their online project. Participants spent an average of 10 hours a month working on their project, attending meetings and online workshops and/or in communication with their online teaching mentor or project coordinator. In addition, participants collaborated with their Administrator to develop a shared goal for this project and to secure any necessary release time to attend the required meetings.

At the end of the project year, participants met online and presented a final report on the scope of their project, the current status, future plans for additional development of their course and feedback on their overall experience with the Academy. Participants were also asked to complete a final project evaluation form online for providing feedback on the project.

Evaluations were gathered after each training session and at the beginning and end of the project year. A summarized list of results is presented below.

- 89% of the participants reported creating all or part of an online course

- 44% of participants used their courses with 120+ students during the project year

- 100% reported that they shared information about Moodle or distance learning with teachers at their agencies

- Participants gained experience and skills developing the following Moodle tools:

  o Assignments

  o Quizzes

  o Links to Other Web pages

  o Discussion Forums

  o Chat Sessions

  o Lessons

     o   Glossaries

     o   Books

     o   Web Pages (authored by the participant)

     o   Hot Potatoes Activities

     o   NanoGong Activities

- OTAC participants shared information and online/blended learning with 85 other teachers at their school sites.

OTAC participants were required to complete two survey questionnaires. One asked a series of questions regarding the participant's technology skills and practices. The other was the Distance Teaching Self-Assessment (DTSA at www.adultedonline.org) comprised of questions related to 49 distance teaching competencies divided into seven main sections: Instruction, Communication, Supporting and Motivating Students, Curriculum, Course Development, "Is Distance Teaching for You?", and Intake and Orientation. The answers to the DTSA were used as a pre/post-test to measure changes in their perception of readiness to teach online.

There were significant gains in all seven areas except one. The greatest gains were in participants' reporting preparedness in Course Development (72 percent positive change) and Supporting and Motivating Students (70 percent positive change). In both cases, participants reported their level of preparedness at the beginning of the project at 30 percent and 12.5 percent as "prepared now." At the end of the OTAC project, participants reported their levels of preparedness at 85 percent prepared for Course development and 100 percent prepared for Supporting and Motivating Students.

Exhibit 6A.2
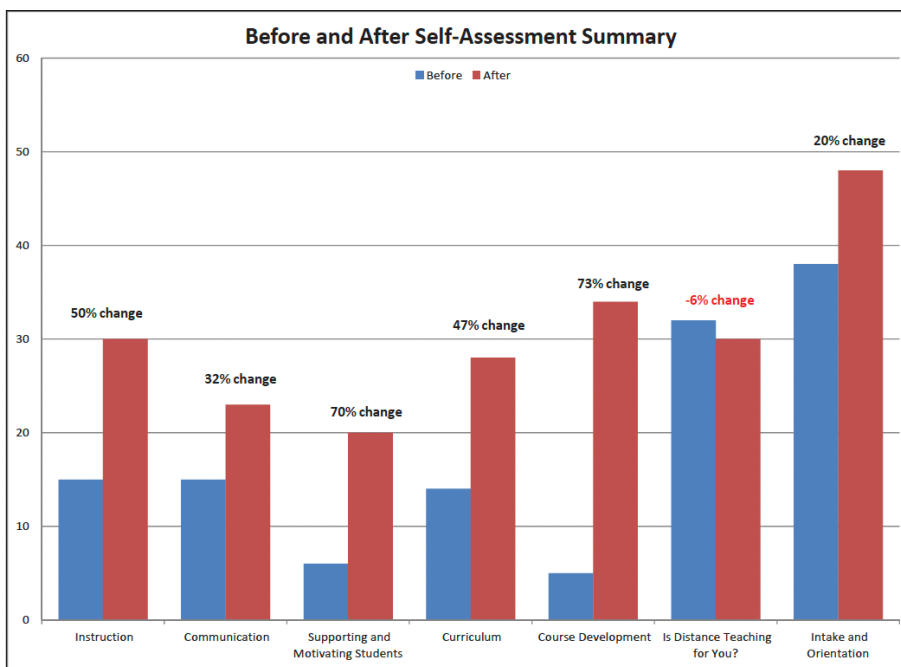
The next highest gain was in Curriculum. This series of questions was related to preparedness in identifying the strengths and weaknesses of a curriculum for particular students, identifying how their role may be different depending on the curriculum's delivery system, how to supplement curriculum with other instructional materials, identify the system requirements for the curriculum, identify technology the curriculum uses and teaching students how to access and use the curriculum on their own. Initial scores on these questions were 46.7 percent on the pre-test and 93.3 percent on the post-test, a gain of just over 18 percent. (Exhibit 6A.2)

The only area that showed losses or a reduction in confidence came with the question "Is Distance Teaching for You?" This question had a "prepared now" response rate of 91 percent at the beginning of the project. This showed OTAC participants were confident and prepared to teach online. However, after the OTAC project, when asked this question again, their "prepared now" responses dropped by six points to 85 percent. This reduction is consistent throughout all previous years of OTAC. It appears that once participants receive significant training on online/blended teaching, they realize the level of skills they have is not quite where it should be.

However, given the fact that after the project all other question areas reported higher scores for preparedness, this small change in one area shows participants are much more aware of the level of dedication and commitment required to be effective online/blended teachers.

Participants also responded to a pre- and post-questionnaire on their skills with Moodle or another course management system, and the results show progress in every area. After the training, teachers felt much more comfortable creating online assignments, reviewing student work online, facilitating online discussions, and using synchronous tools like chat and Web conferencing. (Exhibit 6A.3)
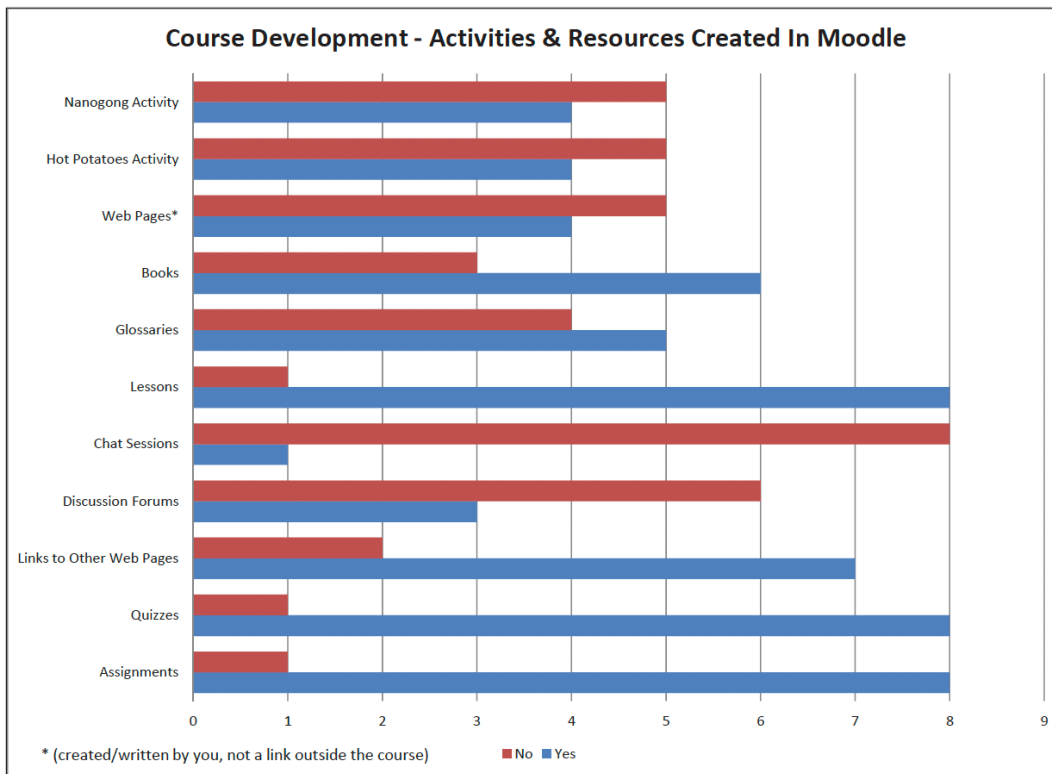

Course Development - Activities & Resources Created In Moodle

* (created/written by you, not a link outside the course) ■ No ■ Yes

Exhibit 6A.3

Distance Learning Webinars and Web Resources

In 2012/13, 75 Webinars were offered on distance learning topics, up from only 45 the previous year. These included an orientation to online teaching, a discussion of how to orient students to online learning, and many topics related to using the Moodle course management system. In addition, there were several orientations to OTAN's shared courses as well as other online learning resources such as the *English for the Nursing Assistant* Web site to help ESL students prepare for academic studies to earn their Certified Nursing Assistant credentials. There were 477 participants served over the course of the year (Exhibit 6B.1). Participants were generally pleased with the objectives of the webinars and would recommend attendance to their colleagues. (Exhibit 6B.2)

2012/13 DISTANCE LEARNING WORKSHOPS			
Date	**Course Name**	**Attendees**	**Trainer**
7/6/12	Moodle v2: Transitioning to the New Version of Moodle	27	Roy, Blair
7/10/12	Moodle v2: Create a Course Web Site	10	Roy, Blair
7/12/12	Moodle v2: Customizing Your Course and Grade Book	11	Roy, Blair
7/13/12	Moodle v2: Using Audio to Enhance Teaching and Learning	11	Wentworth, Francisca
7/19/12	Moodle v2: Using the Quiz Activity to Assess Students	13	Coulter, Susan
7/24/12	Moodle v2: Transitioning to the New Version of Moodle	10	Pearson, Penny
7/26/12	Moodle v2: Creating Assignments	6	Coulter, Susan
7/31/12	Moodle v2: Transitioning to the New Version of Moodle	5	Roy, Blair
8/8/12	#1_Admin Planning for Online-Blended Delivery (APOD)	13	Pearson, Penny
8/9/12	Moodle v2: Create a Course Web Site	8	Pearson, Penny
8/14/12	Moodle v2: Transitioning to the New Version of Moodle	4	Pearson, Penny
8/16/12	Moodle v2: Customizing Your Course and Grade Book	6	Roy, Blair
8/17/12	Moodle v2: Create Online Interactive Activities	9	Wentworth, Francisca
8/20/12	Moodle v2: Transitioning to the New Version of Moodle	3	Roy, Blair
8/23/12	Moodle v2: Using the Quiz Activity to Assess Students	5	Coulter, Susan
8/24/12	Moodle v2: Using Audio to Enhance Teaching and Learning	3	Wentworth, Francisca
8/30/12	Moodle v2: Creating Assignments	3	Coulter, Susan
9/7/12	College Transition and Career Development Orientation	5	Pearson, Penny
9/14/12	Moodle v2: Create a Course Web Site	2	Roy, Blair
9/14/12	Moodle v2: Create Online Interactive Activities	2	Wentworth, Francisca
9/27/12	Moodle v2: Create a Course Web Site	4	Roy, Blair
9/28/12	Moodle v2: Transitioning to the New Version of Moodle	1	Roy, Blair
10/9/12	So You Want to Teach Online?	11	Pearson, Penny
10/12/12	Moodle: Create a Course Web Site	18	Pearson, Penny
10/12/12	Moodle v2: Customizing Your Course and Grade Book	5	Roy, Blair
10/23/12	Orienting Students to Online Learning	4	Pearson, Penny
10/25/12	#2_Admin Planning for Online/Blended Delivery (APOD)	2	Pearson, Penny
10/30/12	Moodle v2: Using the Lesson Activity	4	Pearson, Penny
11/1/12	Moodle v2: Customizing Your Course and Grade Book	5	Roy, Blair
11/6/12	Creating a High Quality Online Course	3	Pearson, Penny
11/9/12	College Transition and Career Development Orientation	15	Pearson, Penny
11/14/12	Moodle v2: Create a Course Web Site	4	Roy, Blair
11/16/12	Moodle: Create a Course Web Site	9	Pearson, Penny
11/26/12	Moodle v2: Using Audio to Enhance Teaching and Learning	6	Wentworth, Francisca
11/27/12	So You Want to Teach Online?	8	Pearson, Penny
12/3/12	Advanced ESL Shared Moodle Course Orientation	8	Wentworth, Francisca
12/4/12	Orienting Students to Online Learning	4	Pearson, Penny
12/4/12	CNA English: Academic and Skills Lessons for Health Care Provider ESL students	7	Fella, Evelyn
12/13/12	Creating a High Quality Online Course	8	Pearson, Penny

Exhibit 6B.1

**2012/13 DISTANCE LEARNING WORKSHOPS**
Date	**Course Name**	**Attendees**	**Trainer**
1/11/13	College Transition and Career Development Orientation	5	Pearson, Penny
1/31/13	Moodle: Create a Course Web Site	19	Roy, Blair
2/5/13	Moodle v2: Using the Lesson Activity	8	Roy, Blair
2/6/13	Moodle v2: Customizing Your Course and Grade Book	3	Roy, Blair
2/7/13	USA Learns: A Web Based Tool for ESL Learners	5	Fella, Evelyn
3/4/13	Moodle v2: Create Online Interactive Activities	2	Wentworth, Francisca
3/5/13	Moodle v2: Create a Course Web Site	5	Roy, Blair
3/7/13	Moodle v2: Creating Assignments	2	Coulter, Susan
3/11/13	Moodle v2: Customizing Your Course and Grade Book	1	Roy, Blair
3/21/13	Moodle v2: Using the Quiz Activity to Assess Students	2	Coulter, Susan
3/22/13	College Transition and Career Development Orientation	8	Pearson, Penny
4/23/13	Moodle v2: Using the Lesson Activity	1	Roy, Blair
4/26/13	Moodle v2: Using Audio to Enhance Teaching and Learning	1	Wentworth, Francisca
4/26/13	From On-the-Ground to Online with Dr. Susan Manning	12	Pearson, Penny
5/6/13	Advanced ESL Shared Moodle Course Orientation	2	Wentworth, Francisca
5/7/13	USA Learns: A Web Based Tool for ESL Learners	3	Fella, Evelyn
5/8/13	Moodle v2: Create a Course Web Site	6	Roy, Blair
5/15/13	Moodle v2: Customizing Your Course and Grade Book	3	Roy, Blair
5/22/13	Moodle v2: Using the Lesson Activity	2	Roy, Blair
6/4/13	College Transition and Career Development Orientation	21	Jensen, Debbie
6/17/13	Moodle v2: Create a Course Web Site	6	Roy, Blair
6/18/13	So You Want to Teach Online?	12	Pearson, Penny
6/18/13	USA Learns: A Web Based Tool for ESL Learners	3	Fella, Evelyn
6/19/13	Moodle v2: Customizing Your Course and Grade Book	2	Roy, Blair
6/19/13	CNA English: Academic and Skills Lessons for Health Care Provider ESL students	3	Fella, Evelyn
6/19/13	Orienting Students to Online Learning	9	Pearson, Penny
6/20/13	Creating a High Quality Online Course	15	Pearson, Penny
6/20/13	Moodle v2: Using the Quiz Activity to Assess Students	2	Coulter, Susan
6/21/13	Moodle v2: Creating Assignments	5	Coulter, Susan
6/24/13	Moodle v2: Create Online Interactive Activities	5	Wentworth, Francisca
6/25/13	USA Learns 2nd Course Moodle Wrap Around Shared Course Orientation	4	Roy, Blair
6/26/13	Moodle v2: Using the Lesson Activity	2	Roy, Blair
6/27/13	Moodle v2: Using Audio to Enhance Teaching and Learning	2	Wentworth, Francisca
6/27/13	College Transition and Career Development Orientation	4	Jensen, Debbie
6/28/13	Advanced ESL Shared Moodle Course Orientation	6	Wentworth, Francisca

Exhibit 6B.1 (continued)

SUMMARY OF DISTANCE LEARNING WORKSHOP EVALUATIONS						
5 = STRONGLY AGREE 3 = NEUTRAL 1 = STRONGLY DISAGREE N=340						
	5	**4**	**3**	**2**	**1**	**AVERAGE SCORE**
1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED	267	56	9	6	2	5
2. THE TRAINING WAS WELL-PACED	235	62	29	12	2	5
3. THE TRAINING MET YOUR EXPECTATIONS	213	93	24	8	2	4
4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN	188	93	42	9	8	4
5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE	301	27	6	3	3	5
					OVERALL AVERAGE	5

Exhibit 6B.2

The OTAN Web site offers six categories of information under Distance Learning:

Online Curriculum – this area provides links to online curriculum sites appropriate for adult learners.

Distance Teaching – provides links to a variety of tools and information for adult educators on distance teaching and learning.

Distance Learning Products – these are products offered by OTAN on a cost recovery basis.

Distance Learning Forum - online discussions and presentations for adult educators on distance teaching and learning

Distance Learning E-mail List – OTAN hosts this e-mail list in order to provide an opportunity for discussion on current issues in distance education; research inquiries and assistance; professional networking; announcements of conferences, professional positions open and sought; and new products and services of interest to the Distance Learning community.

Innovation Application – OTAN supports the Innovation and Alternative Instructional Delivery Program application and evaluation forms.

The Innovation Programs Application
The Innovation and Alternative Instructional Delivery Programs online application and evaluation is posted every year as part of the OTAN contract. Under the Distance Learning Project contract, reviewers are hired to review and score each application. For applications with problems, agencies are contacted and assisted with making the necessary revisions. In 2012/13, there were 47 applications to review. Reviewers were trained through an online process, then applications were scored and agencies notified of the results by automatic e-mail.

College Transition and Career Development

OTAN has led the development of three online courses for adult learners. In 2010/11, two ESL courses were created, an advanced ESL course with 18 weeks of content and activities, and a wrap-around course with additional content to support the second course within USA Learns, including writing and discussion activities as well as enhanced vocabulary development. In 2011/12, the focus was on development of a transition course for ABE learners. This course was completed and piloted in spring of 2012, and was offered widely for use by teachers in fall of 2012.

"Whether the student is going directly into the workforce, military, academic, or vocational training, OTAN's course, 'College Readiness/ Career Development' , definitely prepares the student for the next step. So, thank you for supporting college readiness and career development for our students and for allowing the site to be used in different adult schools."
- Michelle, Winnett, Fairfield-Suisun and Vallejo Adult Schools

The goal of the course is to assist ABE and adult high school learners to transition to employment or postsecondary education. There are three sections in the course, one that focuses on basic writing skills, one on transition to postsecondary education, and a third on transition to work. An online orientation was offered for teachers interested in using the course, and the course authors supported the teachers as they set up their courses and began teaching. All courses were taught in a blended model, so no course was delivered solely online.

All teachers were supported through an online support course where teachers could post questions, report errors and ask advice. It was also an area for administrative support to provide technical support if activities or resources within the course did not work properly.

The course was requested by 27 agencies throughout 2012/13. In most cases, the course was used within Adult Basic Education classes as supplemental material. However, several agencies reported their desire to use the course material for their advanced English Language classes. Preliminary discussions with teachers indicate the materials are well-suited for these learners and they progressed through the material successfully.

Support for Other Online Sharable Courses

OTAN continued to offer support to teachers who requested either of the other online courses; Advanced ESL or the USA Learns Wrap-around Course. Teachers were provided a recorded webinar to orient them to the course materials and course management. In addition, teachers needing extra support sent requests to OTAN's help desk.

The Moodle Course Repository

OTAN offers other shared courses developed or authored by entities such as the National Repository for Online Courses (NROC) or the Moodle community. NROC courses include Algebra (1st and 2nd semester) and a beta-version of a Developmental Math course. Unfortunately, as OTAN transitioned from one version of Moodle to another, these courses required significant work and/or reprogramming. There is considerable interest in hosting NROC courses as it allows adult education teachers more flexibility to scaffold the materials for their students. It is anticipated that additional NROC courses can be added in the next contract year[1].

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1   NROC has changed their membership structure and continued participation in the project will require a yearly subscription/ support fee. At the time of writing this report, the OTAN Advisory Committee expressed their desire that OTAN maintain their membership.

Although OTAN provides access to other shared courses such as *Digital Photography*, *Cool Tips 101* (a teacher training course for using Moodle), *Internet Safety, Acceptable Use,* and *Research and Copyright*, there were no requests for OTAN to supply a copy of these courses. *(Note: these courses are easily found through other Moodle course sharing sites.)*

Enhancements to U.S.A. Learns

USALearns.org offers three free online ESL courses. It was developed by the Sacramento County Office of Education with federal funding from the Office of Vocational and Adult Education. OTAN has continued to support the site as it is used for distance learning by a number of agencies. There were 312,000 visits from California in 2012/13, with the average visitor spending 28 minutes on the site and viewing 58 pages. Sixty-nine percent of visits were by return visitors, up from 60 percent in the previous year. This data indicates that students are using the site to study English, and spend time working through the lessons.

Exhibit 6C.1 shows the number of visits during 2012/13 from the top 12 cities. Los Angeles, as expected because of the concentration of population, is the largest user, but San Francisco and San Jose are not far behind. However, there were a total of 575 California cities that sent learners to the site, and 131 of them had 500 or more visits, demonstrating the wide use of the site.

USA Learns Visits by City for Top 12 cities
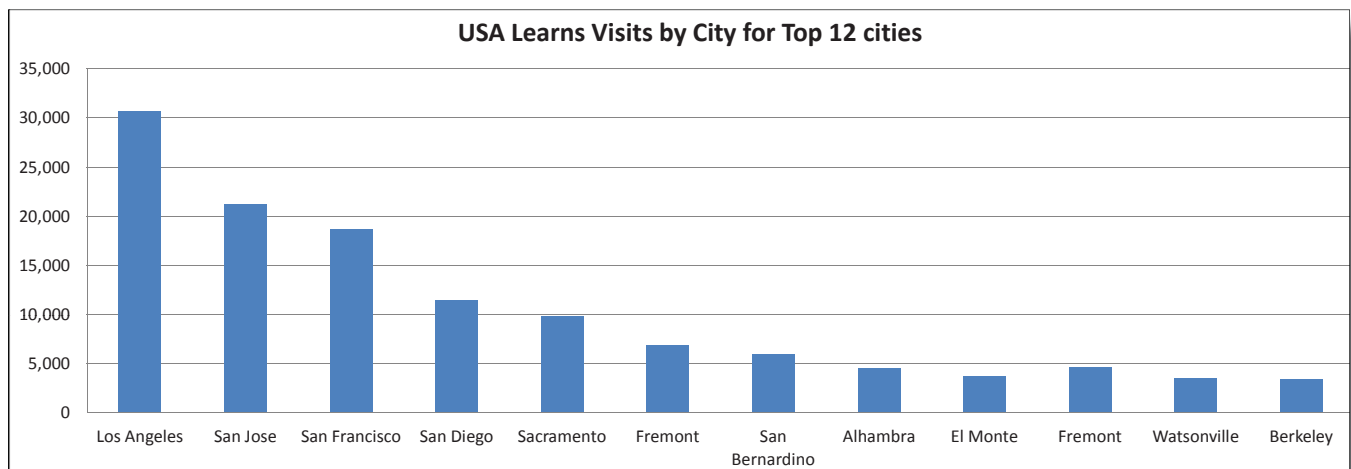
Exhibit 6C.1

Two enhancements were made to the site this year. The first was the creation of a Facebook presence. Learners can join the U.S.A. Learns Facebook group and ask other learners questions regarding their lessons or access the supplemental English activities posted (Exhibit 6C.2).
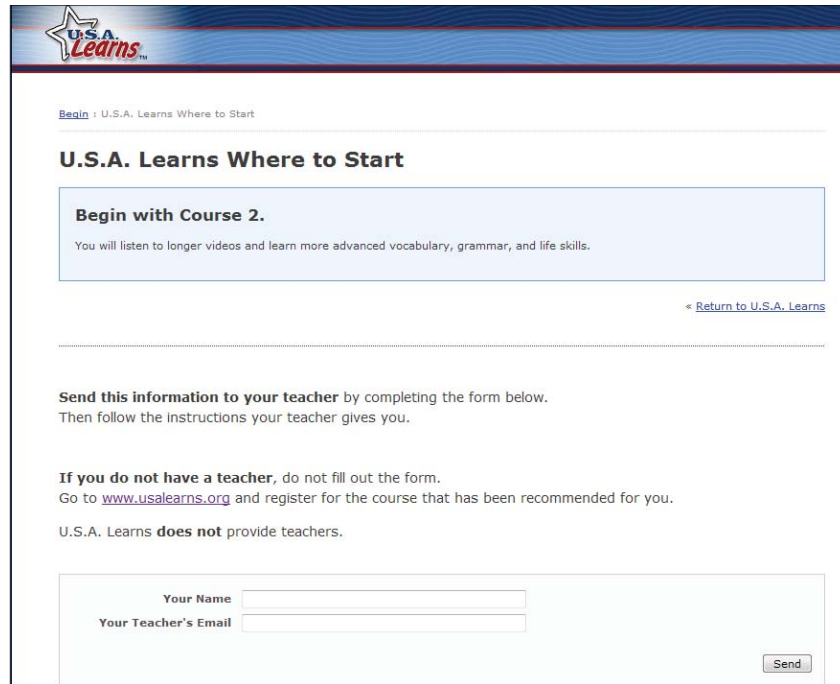

Exhibit 6C.2

The second enhancement involves additional lessons using iOS devices. There are five free U.S.A. Learns apps available through the AppStore. Based on the Web site's first course, the lessons include vocabulary and matching and spelling lessons. Plans are in development to create the currently proprietary apps to be available on Android systems (Exhibit 6C.3).
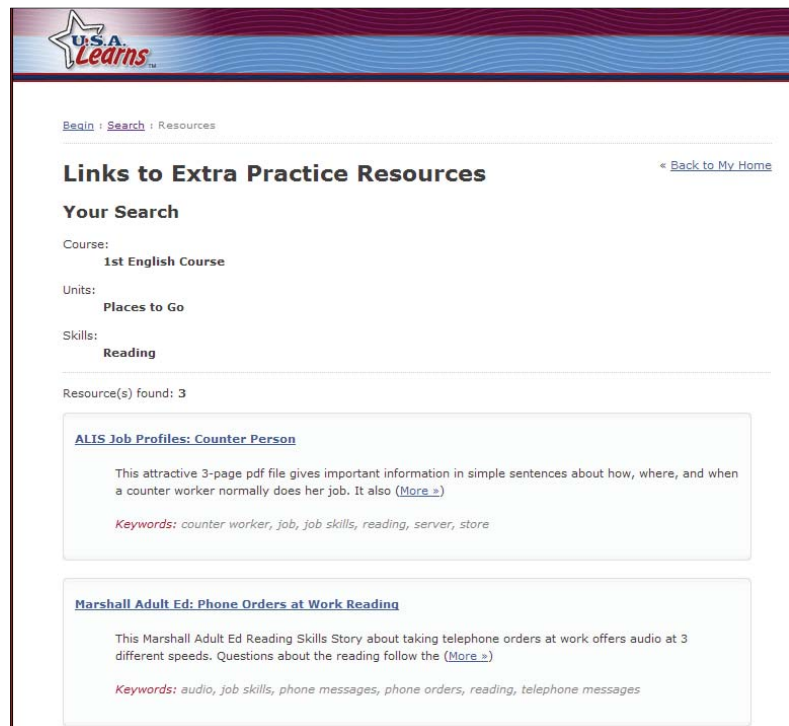
Exhibit 6C.3

Statewide Curriculum Licensing

The statewide license for the 39 GED Connection videos from Kentucky Educational Television has been extended through December 31, 2013. At that time, the GED test will be revised and new materials will be needed. OTAN posted the GED Connection videos online, and they may be used by any adult school or public institution in California. During the year, 2,748 students used the video site, completing 5,250 visits. There were visits from 192 cities in California, with the top 10 listed in Exhibit 6C.4. The numbers are down slightly from last year and could reflect the shrinking of adult schools statewide. We expect the usage of this site to increase over the next six months as students try to complete their GED before the requirements change on January 1, 2014.

GED CONNECTION VISITS BY CITY FOR TOP 10 CITIES	
CITY	VISITS
SAN DIEGO	458
MANTECA	292
RANCHO CORDOVA	231
RICHMOND	230
LOS ANGELES	224
DALY CITY	222
CHULA VISTA	203
SANTA ANA	203
REDDING	143
SAN JOSE	134

Exhibit 6C.4

The Annual Distance Learning Report

OTAN publishes a report each year reviewing the data for distance learners. CASAS, which provides the assessment system for California adult education and collects the resulting data, provides this data on classes designated as distance learning classes. This data is combined with data from the Innovation Programs applications, and an annual report is produced.

The data is available in May for the previous year, so the report published this year covers 2011/12, the third year of decreased funding for adult schools. Exhibit 6D.1 shows the growth and change in the Innovation Program from 2000/2001 to 2011/12 (when standardized non-duplicated student enrollment data has been available). In 2011/12, 56 adult schools were approved to offer Distance Learning (DL) programs, and 40 submitted year-end evaluations. Nearly 14,000 learners participated in these programs and 11,224 qualified for inclusion in the National Reporting System (NRS) tables for federal AEFLA accountability. The chart displays the growth of DL over the initial nine years (2000 through 2008/09) as well as the dramatic drop in reported enrollments for the ensuing three years of flex funding (2009 through 2012). Overall, Chart 2 shows steady growth in student participation in DL over a nine-year period until the budget crisis and implementation of flex funding that occurred in 2009. From 2000/01 to 2008/09, the program grew in enrollment 239 percent (20,812 to 70,472). With the implementation of flex funding, enrollment plummeted during the next three years to only 13,825 for an 80 percent drop in enrollment from program year 2008/09. This presented a denial of educational access for 56,477 least-educated most-in-need learners and their families. All were previously engaged in critical core-curriculum programs of adult literacy that assisted them to become more independent and more economically self-sufficient. Flex funding has currently been extended through 2014/15.
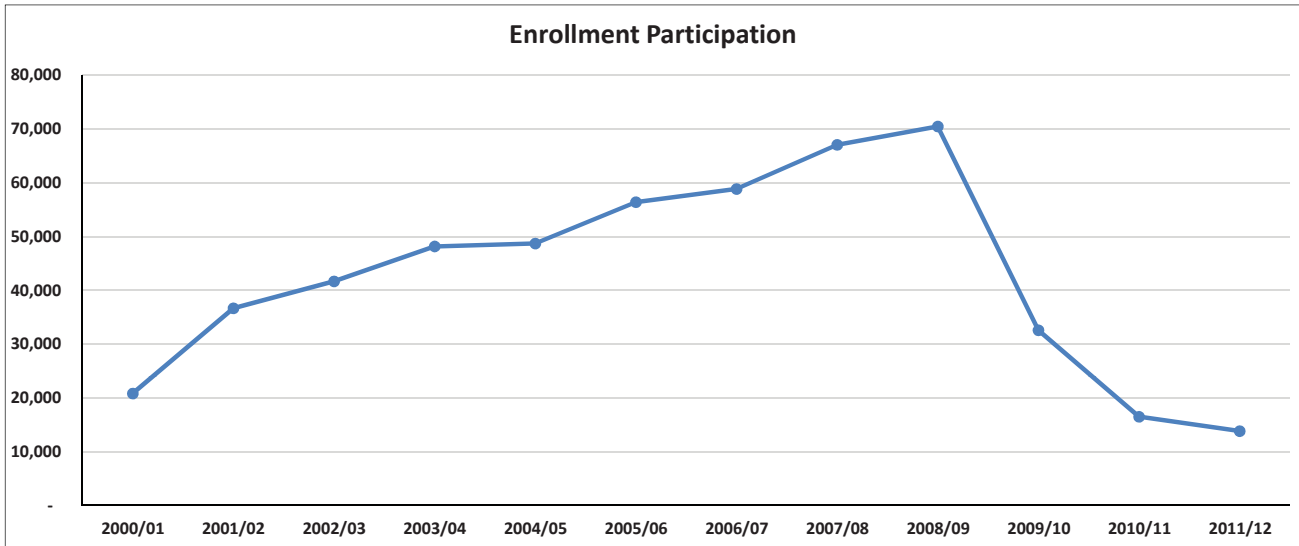
Enrollment Participation

Exhibit 6D.1 *Enrollment/Participation of AEFLA Learners in ABE, ESL, ASE Enrolled in the Innovation Programs from 2000 to 2012. (Source: CASAS 2012).*

Distance learning blended and classroom learning had the highest level of completion rates. Despite the negative fiscal impacts of flex funding, adult schools persisting to provide DL only almost doubled the completion rate from 2009/10 (Exhibit 6D.2)
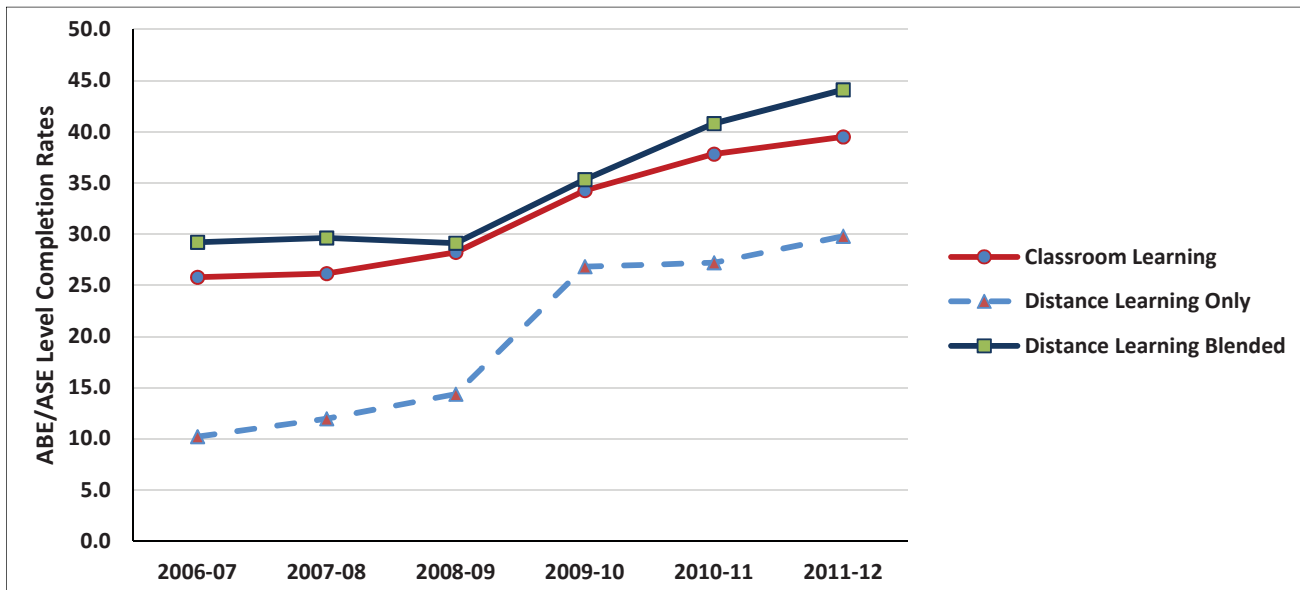

Exhibit 6D.2 *Federal AEFLA Table 4 NRS Level Completion Percent Rates of ABE/ASE Distant Learners Participating in the Innovation Program 2006-12 versus Classroom ABE/ASE Learners (Source: CASAS 2006-12)*

For further and more in depth data on the distance learning program, see the California Adult Education Distance Learning Report.

Appendices

OTAN 2012/13
Quarterly Progress Reports

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
July 1, 2012 – September 30, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Promote 21st Century Skills through TIAC and through professional development materials.	
1A.1. Convene Technology Integration Advisory Committee	• Invitations were sent to 30 OTAN Advisory Committee members (a combination of Distance Learning and Technology Integration) for a meeting in November
1A.2. Develop and revise handouts for workshops, webinars and presentations	• Handouts were created for up to 5 new webinars
1B: Deliver workshops and webinars on technology integration, distance learning, and data management.	
1B.1. Deliver up to 32 face-to-face workshops	• One webinar was delivered to 13 participants during this quarter
1B.2. Deliver up to 60 webinars on technology and distance learning topics	• No face-to-face workshops were offered
1B.3. Hire and orient external trainers	• Eleven trainers were hired have received orientation to the new version of Adobe Connect software used for webinars
1C: Research new technologies and provide opportunities for agency staff to try them.	
1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences	• Staff continued to follow national e-mail lists and professional journals
1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.	• No presentations or vendor tables were hosted at state or regional conferences
1C.3. Produce at least one technology integration video.	• Planning started for video recording sessions at Technology and Distance Learning Symposium in lieu of a tech integration video.
1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities	
1D.1. Continue to collect data on implementation of blended learning models and disseminate through workshops	• Information on blended models is collected primarily via Innovation Applications due later in the year and via ALOE – Access to Learning through Online Education ending in May 2013
1D.2. Convene the Distance Learning Advisory Committee twice a year	• Invitations were sent to 30 OTAN Advisory Committee members (a combination of Distance Learning and Technology Integration) for a meeting in November
1D.3. Produce one video on distance or blended learning instructional models	• Work has not yet begun on the blended learning video
Task #2 – Connect Technology to the Curriculum	
2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.	
2A.1. Select and hire field colleagues	• The Technology Strategies Web Developer was hired and planning for the new framework was continued
2A.2. Provide professional development for field colleagues	• Three additional technology framework developers were hired and input of the new resources was continued
2A.3. Solicit input on how to continue to populate information	• Four planning meetings were held about Teaching with Technology framework
2A.4. Continue population of the database and pilot with several teachers	• Additional features were added to the administrative portion of the Teaching with Technology section of the Web site
	• Maintained the Web site for Teaching with Technology (TwT) and added 4 videos
2B: Provide professional development on how to use technology effectively in instruction, including video production	

PROGRESS REPORT (7/1/12 – 9/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

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OBJECTIVES AND MAJOR TASKS	STATUS
2B.1. Develop workshops and other professional development on how to use the new tool	• Two orientation Webinars were held about how to use Teaching with Technology (TwT)
2B.2. Produce one video on how to use the new TPACK tool	• Produced four videos on how to use the new (TwT) tool
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Prepare training materials for TIMAC	• TIMAC final report for Cohort 8 was completed and disseminated
2C.2. Hire TIMAC mentors	• TIMAC applications were reviewed and 7 participants were initially chosen
2C.3. Meet with TIMAC participants 3 times in Sacramento	• Application was reopened at the end of September and 3 more participants were added to Cohort 9
2C.4. Mentors make at least 1 site visit to each participant	• Training materials were prepared for initial TIMAC Cohort 9 meeting in October
2C.5. Collect pre and post data on TIMAC participant skills	• Three mentors were hired to support TIMAC participants
2C.6. Host online meetings for participants and mentors	• Mentors were oriented via an online meeting and/or electronic communication
2C.7. Participants present their projects at wrap-up in May	• Planning and preparation was done for the TIMAC meeting in October
2C.8. Produce final TIMAC report and disseminate to participants and their administrators	
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.	
3A.1. Hire e-portfolio pilot teachers and provide training	• Four teachers were hired for the e-portfolio project
3A.2. Expand E-portfolio pilot to additional 20 learners, five per pilot teacher. Develop new models and examples	• Three online meetings were held to discuss the progress of the project
3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices	• Planning started for presentations at this year's conferences about the project
3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars	
3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	
3B: Research and identify simulations of online tasks related to transition	
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary	• Eight short simulation videos were created in the form of orientations for students to reflect the change in Moodle environment when the upgrade was done from 1.9 to 2.3
3B.2. Select and create up to 3 online tasks or simulations	
3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	
3C: Expand development of mobile applications for OTAN and delivery of basic skills instruction	
3C.1. Identify appropriate app with input from Advisory Committee	• Word4U mobile application developed, programmed and submitted to iTunes for distribution.
3C.2. Select and hire 2 teachers to pilot mobile app	• Planning started to hire teachers to pilot mobile application out of the group that is using College Transition and Career Development course
3C.3. Develop the application	
3C.4. Pilot with 2 teachers, up to 10 learners each	
Task #4 – Provide Adult Educators with Current Information and Research	
4A: Redesign and maintain the OTAN Web site, including mobile version	
4A.1. Create new design for OTAN Web site and maintain it.	• Further planning took place and programming has begun for the new OTAN Web site, however this task has been superseded by other CDE priorities such as WIA re-application tool
4A.2. Develop new and maintain management system for Web site	
4A.3. Review all current content and move to new site as appropriate	• News writer was hired to write news items and other content, and
4A.4. Launch and advertise new site	

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PROGRESS REPORT (7/1/12 – 9/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	• Information Specialist was hired to maintain research document collection
4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices	
4B.1. Host exhibit tables at up to 8 adult education conferences	• No regional or state conferences were held during this quarter
4B.2. Produce 3 issues of the OTAN Online Connection newsletter	• Newsletter articles for September were planned and submitted
4B.3. Produce and distribute two monthly digests	• Administrator digest was produced and distributed for July, August and September • Teacher digest was produced for August
4C: Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects	
4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects	• CALPRO used Connect to host 11 online meetings • CATESOL held 2 board meetings online
4C.2. Provide training and support to new and returning meeting hosts, and support online meetings	• Created three new email lists for CDE AEO • Offered technical support to a CDE consultant to use the back-end of the listserv
4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects	• Continued to host email lists for CDE and CALPRO
4C.4. Videotape conferences and other events, and provide streaming video of events	• Videos filmed and edited for CALPRO with the topic of Integrated Education and Training • Planning continued for videotaping the CALPRO New Administrators Orientation in November
4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool	
4D.1. Update and post the technology planning form	• The technology plan submission form was updated for 2011-12 and posted on August 1
4D.2. Provide training for agency staff on the technology planning process	• Fifteen agencies were assisted in developing their technology plans
4D.3. Provide technical support to users of online form	• Four technology plan reviewers were hired
4D.4. Hire field colleagues to review EL Civics technology plans	
4D.5. Maintain a public version of the technology planning form	
Task #5 – Coordinate with CDE and other Leadership Projects	
5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE	
5A.1. Update online submission forms and modify as requested by CDE	• The EL Civics technology planning form was updated for 2012-13 • Course approval form modified based on the input from the field • The WIA budget form was updated for 2012-13 • New WIA summary deliverables page was created in coordination with CASAS • The Innovation Program application and evaluation form was updated and posted
5B: Provide telephone and online technical support for OTAN-authored Web sites and databases	
5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder	• Staff produced two videos on Students Succeed recipients to be shown at the ACSA conference • 459 users logged in to the Lesson Plan Builder during the quarter and 188 worked on a lesson plan; 18,063 users are now registered. • 22 course outlines were created this quarter for a total of 118 course outlines available; six logged into the Course Outline Builder during the quarter; 119 users are now registered.

OTAN/SCOE

PROGRESS REPORT (7/1/12 – 9/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5C: Provide opportunities for agencies to share information and collaborate through email lists and online meetings	
5C.1. Provide opportunities for local agencies to use email lists and online meeting software	• Created and hosting 3 new e-mail lists for dissemination of the Implementation Guide for the Strategic Plan.
5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)	
5D: Contract with adult education centers to provide technical support for technology and online instruction	
5D.1. Produce and post a Request for Proposals for agencies wishing to participate	• Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot
5D.2. Select up to nine agencies, and provide orientation	
5D.3. Monitor work of selected agencies and provide support	• Processed quarterly reports for the agencies participating in ALOE
5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools	
5E.1. Develop and host Web sites for specific projects as requested by CDE	• Updated the strategic plan Web site with the Implementation Guide • Adobe Connect server was maintained, serving OTAN and CALPRO • The combined professional development calendar was maintained in collaboration with CASAS and CALPRO

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Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
October 1, 2012 – December 31, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21ˢᵗ Century Skills	
1A: Promote 2 1ˢᵗ Century Skills through TIAC and through professional development materials.	
1A.1. Convene Technology Integration Advisory Committee	• Technology Integration Advisory Committee (a combination of distance learning and technology integration advisory committee groups) was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically.
1A.2. Develop and revise handouts for workshops, webinars and presentations	• Handouts were created for up to five new webinars. • Handouts were created for two new online workshops.
1B: Deliver workshops and webinars on technology integration, distance learning, and data management.	
1B.1. Deliver up to 32 face-to-face workshops	• Thirty-four (34) online workshops were delivered to 201 participants.
1B.2. Deliver up to 60 webinars on technology and distance learning topics	• Eight face-to-face workshops to 97 participants were offered.
1B.3. Hire and orient external trainers	• Eleven trainers were hired and received orientation to the new version of Adobe Connect software used for online workshops.
1C: Research new technologies and provide opportunities for agency staff to try them.	
1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences	• Staff continued to follow national e-mail lists and professional journals. • Vendor tables were hosted at two conferences: CCAE South Coast fall conference and CATESOL regional conference.
1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.	• Planning took place for video recording sessions at Technology and Distance Learning Symposium in lieu of a tech integration video.
1C.3. Produce at least one technology integration video.	• Five presentations were made at four conferences.
1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities	
1D.1. Continue to collect data on implementation of blended learning models and disseminate through workshops	• Information on blended models is collected primarily via Innovation Applications due later in the year and via ALOE – Access to Learning through Online Education ending in May 2013.
1D.2. Convene the Distance Learning Advisory Committee twice a year	• Technology Integration Advisory Committee was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically.
1D.3. Produce one video on distance or blended learning instructional models	• OTAN is reviewing current Innovation Application and interviewing ALOE participants to make selections for showcasing promising practices in online and blended learning instructional models.
Task #2 – Connect Technology to the Curriculum	
2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.	
2A.1. Select and hire field colleagues	• The Technology Strategies Web Developer was hired and planning for the new

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OTAN/SCOE

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

OBJECTIVES AND MAJOR TASKS	STATUS
2A.2. Provide professional development for field colleagues	framework was continued.
2A.3. Solicit input on how to continue to populate information	• Three additional technology framework developers were hired and input of the new resources was continued.
2A.4. Continue population of the database and pilot with several teachers	• Four planning meetings were held about Teaching with Technology framework. • Additional features were added to the administrative portion of the Teaching with Technology section of the Web site. • One hundred twenty-nine (129) new entries were made in the Teaching with Technology (TwT) section of the site and added four videos.
2B: Provide professional development on how to use technology effectively in instruction, including video production	
2B.1. Develop workshops and other professional development on how to use the new tool	• One orientation online workshop was held about how to use Teaching with Technology (TwT).
2B.2. Produce one video on how to use the new TPACK tool	• Produced four videos on how to use the new (TwT) tool.
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Prepare training materials for TIMAC	• TIMAC final report for Cohort 8 was completed and disseminated.
2C.2. Hire TIMAC mentors	• TIMAC applications were reviewed and seven participants were initially chosen.
2C.3. Meet with TIMAC participants 3 times in Sacramento	• Application was reopened at the end of September and three more participants were added to Cohort 9.
2C.4. Mentors make at least 1 site visit to each participant	• Training materials were prepared for initial TIMAC Cohort 9 meeting in October.
2C.5. Collect pre and post data on TIMAC participant skills	• Three mentors were hired to support TIMAC participants.
2C.6. Host online meetings for participants and mentors	• Mentors were oriented via an online meeting and/or electronic communication.
2C.7. Participants present their projects at wrap-up in May	• Planning and preparation was completed for the TIMAC meeting in October.
2C.8. Produce final TIMAC report and disseminate to participants and their administrators	
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.	
3A.1. Hire e-portfolio pilot teachers and provide training	• Four teachers were hired for the e-portfolio project.
3A.2. Expand E-portfolio pilot to additional 20 learners, five per pilot teacher. Develop new models and examples	• Five online meetings were held to discuss the progress of the project (two TIMAC, one APOD, two OTAN training).
3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices	• Planning started for presentations at this year's conferences about the project.
3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars	
3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	
3B: Research and identify simulations of online tasks related to transition	
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary	• Eight short simulation videos were created in the form of orientations for students to reflect the change in Moodle environment when the upgrade was done from 1.9 to 2.3.
3B.2. Select and create up to 3 online tasks or simulations	• Fourteen screencast tutorials were created and posted for OTAN Moodle users. *Moodle Morsels* provide technology support as well as just-in-time learning for teachers.
3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	
3C: Expand development of mobile applications for OTAN and delivery of basic skills instruction	

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OTAN/SCOE

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

OBJECTIVES AND MAJOR TASKS	STATUS
3C.1. Identify appropriate app with input from Advisory Committee 3C.2. Select and hire 2 teachers to pilot mobile app 3C.3. Develop the application 3C.4. Pilot with 2 teachers, up to 10 learners each	• Words4U mobile application was developed, programmed and submitted to iTunes for distribution. Now available from iTunes store under "Sacramento County Office of Education". • Planning started to hire teachers to pilot mobile application out of the group that is using College Transition and Career Development course.
Task #4 – Provide Adult Educators with Current Information and Research	
4A: Redesign and maintain the OTAN Web site, including mobile version	
4A.1. Create new design for OTAN Web site and maintain it. 4A.2. Develop new and maintain management system for Web site 4A.3. Review all current content and move to new site as appropriate 4A.4. Launch and advertise new site 4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	• Programming and content review began for the new OTAN Web site, but was superseded by other CDE priorities such as WIA re-application tool. With CDE permission, this task has been re-prioritized and moved to a subsequent contract year. • News writer was hired to write news items and other content. • Information Specialist was hired to maintain research document collection.
4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices	
4B.1. Host exhibit tables at up to 8 adult education conferences 4B.2. Produce 3 issues of the OTAN Online Connection newsletter 4B.3. Produce and distribute two monthly digests	• Vendor tables were hosted at two regional conferences. • Winter 2013 newsletter was published and distributed (929 hard copies were mailed and 541 emailed copies were disseminated.) • Administrator digest was produced and distributed for November and December 2012. • Teacher digest was produced for October, November and December 2012.
4C: Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects	
4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects 4C.2. Provide training and support to new and returning meeting hosts, and support online meetings 4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects 4C.4. Videotape conferences and other events, and provide streaming video of event	• CALPRO did not use Connect to host online meetings this quarter. • CATESOL did not hold any board meetings online this quarter. • Created three new email lists for CDE AEO. • Offered technical support to a CDE consultant to use the back-end of the listserv. • Continued to host email lists for CDE and CALPRO. • Videos filmed and edited for CALPRO with the topic of Integrated Education and Training. • The CALPRO New Administrators Orientation was videotaped in November 2012. • Provided seven instances of support for Adobe Connect users. • Provided seven instances of support for listservs.
4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool	
4D.1. Update and post the technology planning form 4D.2. Provide training for agency staff on the technology planning process 4D.3. Provide technical support to users of online form 4D.4. Hire field colleagues to review EL Civics technology plans 4D.5. Maintain a public version of the technology planning form	• The technology plan submission form was updated for 2011-12 and posted on August 1, 2012. • Fifteen agencies were assisted in developing their technology plans. • Four technology plan reviewers were hired. • A total of 20 technical support issues were received and resolved regarding the tech plan.
Task #5 – Coordinate with CDE and other Leadership Projects	

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OTAN/SCOE

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

OBJECTIVES AND MAJOR TASKS	STATUS
5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE	
5A.1. Update online submission forms and modify as requested by CDE	• The EL Civics technology planning form was updated for 2012-13. • Course approval form modified based on input from the field. • The WIA Expenditure Claim Report form was updated for 2012-13. • Draft WIA Grant Application for 2013-14 was created and submitted to the CDE for review. • The Innovation Program application and evaluation form was updated and posted; 46 agencies submitted applications.
5B: Provide telephone and online technical support for OTAN-authored Web sites and databases	
5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder	• Staff produced two videos on Students Succeed recipients that were shown at the ACSA conference. • Four hundred eighty-nine (489) users logged in to the Lesson Plan Builder during the quarter and 231 worked on a lesson plan; 18,277 users are now registered. • Twenty-two (22) course outlines were created this quarter for a total of 118 course outlines available; six users logged into the Course Outline Builder during the quarter; 119 users are now registered. • Provided telephone and e-mail technical support to 114 clients, of which 42 were in support of CDE databases such as Course Approvals, WIA, Innovation, and J18/19.
5C: Provide opportunities for agencies to share information and collaborate through email lists and online meetings	
5C.1. Provide opportunities for local agencies to use email lists and online meeting software	• Created and hosted three new e-mail lists for dissemination of the Implementation Guide for the Strategic Plan.
5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)	• No agencies requested technical support for using Web 2.0 tools this quarter.
5D: Contract with adult education centers to provide technical support for technology and online instruction	
5D.1. Produce and post a Request for Proposals for agencies wishing to participate	• Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot.
5D.2. Select up to nine agencies, and provide orientation	
5D.3. Monitor work of selected agencies and provide support	• Conducted two site visits of participating agencies (Pittsburg Adult School and Riverside Adult School). • Processed quarterly reports for the agencies participating in ALOE. • Provided telephone and e-mail technical support to six clients of the ALOE project.
5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools	
5E.1. Develop and host Web sites for specific projects as requested by CDE	• Updated the strategic plan Web site with the Implementation Guide. • Adobe Connect server was maintained, serving OTAN and CALPRO. • The combined professional development calendar was maintained in collaboration with CASAS and CALPRO.

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
January 1, 2013 – March 31, 2013

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Promote 21st Century Skills through TIAC and through professional development materials.	
1A.1. Convene Technology Integration Advisory Committee	• Technology Integration Advisory Committee (a combination of distance learning and technology integration advisory committee groups) was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. A second meeting was held online on April 5, 2013 from 9:00 A.M. until noon with a total of 15 participants. Meeting minutes were compiled and shared electronically.
1A.2. Develop and revise handouts for workshops, webinars and presentations	• Handouts were created for up to five new webinars. • Handouts were created for two new online workshops.
1B: Deliver workshops and webinars on technology integration, distance learning, and data management.	
1B.1. Deliver up to 32 face-to-face workshops	• Thirty-six (36) online workshops were delivered to 255 participants.
1B.2. Deliver up to 60 webinars on technology and distance learning topics	• Sixteen face-to-face workshops to 195 participants were offered.
1B.3. Hire and orient external trainers	• Eleven trainers were hired and received orientation to the new version of Adobe Connect software used for online workshops.
1C: Research new technologies and provide opportunities for agency staff to try them.	
1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences	• Staff continued to follow national e-mail lists and professional journals. • Vendor tables were hosted at two venues: Los Angeles Regional CATESOL conference and the Technology and Distance Learning Symposium.
1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.	• Fifteen presentations were made at four conferences.
1C.3. Produce at least one technology integration video.	• Video recording sessions focused on technology integration were completed at the Technology and Distance Learning Symposium and posted on the OTAN Web site.
1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities	
1D.1. Continue to collect data on implementation of blended learning models and disseminate through workshops	• Information on blended models is collected primarily via Innovation Applications due later in the year and via ALOE – Access to Learning through Online Education ending in May 2013.
1D.2. Convene the Distance Learning Advisory Committee twice a year	• Technology Integration Advisory Committee was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. A second meeting was held online on April 5, 2013 from 9:00 A.M. until noon with a total of 15 participants. Meeting minutes were compiled and shared electronically.
1D.3. Produce one video on distance or blended learning instructional models	• One video was produced on blended learning instructional models. The video will be posted when the transcription is completed to meet accessibility standards.
Task #2 – Connect Technology to the Curriculum	
2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.	
2A.1. Select and hire field colleagues	• The Technology Strategies Web Developer was hired and planning for the new

OTAN/SCOE PROGRESS REPORT 01/1/13 – 03/31/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2A.2. Provide professional development for field colleagues 2A.3. Solicit input on how to continue to populate information 2A.4. Continue population of the database and pilot with several teachers	framework was continued. • Three additional technology framework developers were hired and input of the new resources was continued. • Four planning meetings were held about Teaching with Technology framework. • Additional features were added to the administrative portion of the Teaching with Technology section of the Web site. • One hundred twenty-nine (129) new entries were made in the Teaching with Technology (TwT) section of the site and added four videos.
2B: Provide professional development on how to use technology effectively in instruction, including video production 2B.1. Develop workshops and other professional development on how to use the new tool 2B.2. Produce one video on how to use the new TPACK tool	• One orientation online workshop was held about how to use Teaching with Technology (TwT). • Four videos on how to use the new (TwT) tool were produced.
2C: Host the Technology Integration Mentor Academy (TIMAC) 2C.1. Prepare training materials for TIMAC 2C.2. Hire TIMAC mentors 2C.3. Meet with TIMAC participants 3 times in Sacramento 2C.4. Mentors make at least 1 site visit to each participant 2C.5. Collect pre and post data on TIMAC participant skills 2C.6. Host online meetings for participants and mentors 2C.7. Participants present their projects at wrap-up in May 2C.8. Produce final TIMAC report and disseminate to participants and their administrators	• TIMAC training materials completed. • Three mentors were hired to support TIMAC participants. • TIMAC was held in October 2012 and in January 2013. • Mentors made a minimum of one site visit to each participant. • Pre data was collected on TIMAC participant skills. • Online meetings were hosted between face-to-face meetings.
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education *3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.* 3A.1. Hire e-portfolio pilot teachers and provide training 3A.2. Expand E-portfolio pilot to additional 20 learners, five per pilot teacher. Develop new models and examples 3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices 3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars 3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	• Teachers in the e-portfolio project met in online meetings on a monthly basis and shared promising practices. • Teachers in the e-portfolio project presented at two conferences: CATESOL Los Angeles Regional, and Technology and Distance Learning Symposium.
3B: Research and identify simulations of online tasks related to transition 3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary 3B.2. Select and create up to 3 online tasks or simulations	• Input on types of tasks that support transition to employment and postsecondary was solicited through field input. • Eight short simulation videos were created in the form of orientations for students to

OTAN/SCOE PROGRESS REPORT 01/1/13 – 03/31/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	reflect the change in Moodle environment when the upgrade was done from 1.9 to 2.3. • Fourteen screencast tutorials were created and posted for OTAN Moodle users. *Moodle Morsels* provide technology support as well as just-in-time learning for teachers. Information was disseminated via conference presentations, TIMAC, OTAN Web site, webinars and workshops.
3C: Expand development of mobile applications for OTAN and delivery of basic skills instruction	
3C.1. Identify appropriate app with input from Advisory Committee	• Advisory committee was convened and input received on mobile app.
3C.2. Select and hire 2 teachers to pilot mobile app	• Committee members piloted app and provided additional feedback.
3C.3. Develop the application	• Words4U mobile application was developed, programmed and submitted to iTunes for distribution. Now available from iTunes store under "Sacramento County Office of Education".
3C.4. Pilot with 2 teachers, up to 10 learners each	• Piloting completed. Suggestions were incorporated into final product.
Task #4 – Provide Adult Educators with Current Information and Research	
4A: Redesign and maintain the OTAN Web site, including mobile version	
4A.1. Create new design for OTAN Web site and maintain it.	• Programming and content review began for the new OTAN Web site, but was superseded by other CDE priorities such as WIA re-application tool. With CDE permission, this task has been re-prioritized and moved to a subsequent contract year.
4A.2. Develop new and maintain management system for Web site	
4A.3. Review all current content and move to new site as appropriate	
4A.4. Launch and advertise new site	• Students Succeed page re-design completed.
4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	• News writer was hired to write news items and other content. • Information Specialist was hired to maintain research document collection.
4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices	
4B.1. Host exhibit tables at up to 8 adult education conferences	• Vendor tables were hosted at five regional conferences.
4B.2. Produce 3 issues of the OTAN Online Connection newsletter	• Winter and Spring 2013 newsletters were published and distributed (929 hard copies were mailed and 604 emailed copies were disseminated.)
4B.3. Produce and distribute two monthly digests	• Administrator digests were produced and distributed for January, February, and March 2013. • Teacher digests were produced for January, February and March 2013.
4C: Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects	
4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects	• CALPRO used Connect to host three online meetings this quarter. • CATESOL used Connect for one board meeting online this quarter.
4C.2. Provide training and support to new and returning meeting hosts, and support online meetings	• Continued to host email lists for CDE and CALPRO. • Provided seventeen instances of support for Adobe Connect users.
4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects	• Provided seven instances of support for listservs.
4C.4. Videotape conferences and other events, and provide streaming video of event	• Videotaped and edited the 2013 Winter Consortium. • Videotaped and streamed the CSBA live Webcast. • Videotaped and edited the TDL Symposium.
4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool	

OTAN/SCOE PROGRESS REPORT 01/1/13 – 03/31/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4D.1. Update and post the technology planning form 4D.2. Provide training for agency staff on the technology planning process 4D.3. Provide technical support to users of online form 4D.4. Hire field colleagues to review EL Civics technology plans 4D.5. Maintain a public version of the technology planning form	• Seven technology plan reviewers reviewed 161 technology plans. • A total of 60 technical support issues were received and resolved regarding the tech plan • Public version of the technology planning form is available on OTAN's Web site and has been recommended to three or more adult education practitioners.
Task #5 – Coordinate with CDE and other Leadership Projects	
5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE	
5A.1. Update online submission forms and modify as requested by CDE	• The EL Civics technology planning reviewing site was updated for 2012-13. • Course approval form modified based on input from the field. • The WIA Expenditure Claim Report form was updated for 2012-13. • Draft WIA Grant Application for 2013-14 was created and submitted to the CDE for review.
5B: Provide telephone and online technical support for OTAN-authored Web sites and databases	
5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder	• Staff produced two videos on Students Succeed recipients that were shown at the ACSA conference. • Four hundred seventy-two (472) users logged in to the Lesson Plan Builder during the quarter and 229 worked on a lesson plan; 18,714 users are now registered. • Eight (8) course outlines were created this quarter for a total of 124 course outlines available; three users logged into the Course Outline Builder during the quarter; 132 users are now registered. • Provided telephone and e-mail technical support to 125 clients, of which 44 were in support of CDE databases such as Course Approvals, WIA, and J18/19.
5C: Provide opportunities for agencies to share information and collaborate through email lists and online meetings	
5C.1. Provide opportunities for local agencies to use email lists and online meeting software 5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)	• Continued to host three new e-mail lists for dissemination of the Implementation Guide for the Strategic Plan. • Two agencies requested technical support for using Web 2.0 tools this quarter.
5D: Contract with adult education centers to provide technical support for technology and online instruction	
5D.1. Produce and post a Request for Proposals for agencies wishing to participate 5D.2. Select up to nine agencies, and provide orientation 5D.3. Monitor work of selected agencies and provide support	• Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot. • Conducted one site visit of participating agencies (Jewish Vocational Services). • Processed quarterly reports for the agencies participating in ALOE. • Provided telephone and e-mail technical support to four clients of the ALOE project.
5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools	
5E.1. Develop and host Web sites for specific projects as requested by CDE	• Updated the strategic plan Web site with the Implementation Guide. • Adobe Connect server was maintained, serving OTAN and CALPRO. • The combined professional development calendar was maintained in collaboration with CASAS and CALPRO.

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
April 1, 2013 – June 30, 2013

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Promote 21st Century Skills through TIAC and through professional development materials.	
1A.1. Convene Technology Integration Advisory Committee	• Technology Integration Advisory Committee (a combination of distance learning and technology integration advisory committee groups) was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. A second meeting was held online on April 5, 2013 from 9:00 A.M. until noon with a total of 15 participants. Meeting minutes were compiled and shared electronically.
1A.2. Develop and revise handouts for workshops, webinars and presentations	• Handouts were created for up to four new webinars. • Handouts were created for two new online workshops.
1B: Deliver workshops and webinars on technology integration, distance learning, and data management.	
1B.1. Deliver up to 32 face-to-face workshops	• Fifty-nine (59) online workshops were delivered to 509 participants.
1B.2. Deliver up to 60 webinars on technology and distance learning topics	• Six (6) face-to-face workshops were offered to 98 participants.
1B.3. Hire and orient external trainers	
1C: Research new technologies and provide opportunities for agency staff to try them.	
1C.1. Research new developments in technology through journals, news aggregators, e-mail lists and educational technology conferences	• Staff continued to follow national e-mail lists and professional journals. • Vendor tables were hosted at two venues: Northern California CATESOL conference and the California Council on Adult Education State Conference.
1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.	• Fourteen presentations were made at four conferences.
1C.3. Produce at least one technology integration video.	• Video recording sessions focused on technology integration were completed at the Technology and Distance Learning Symposium and posted on the OTAN Web site.
1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities	
1D.1. Continue to collect data on implementation of blended learning models and disseminate through workshops	• Information on blended models was collected primarily via Innovation Applications and via ALOE – Access to Learning through Online Education which ended in May 2013.
1D.2. Convene the Distance Learning Advisory Committee twice a year	• Technology Integration Advisory Committee was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. A second meeting was held online on April 5, 2013 from 9:00 A.M. until noon with a total of 15 participants. Meeting minutes were compiled and shared electronically.
1D.3. Produce one video on distance or blended learning instructional models	• One video was produced on blended learning instructional models. The video was transcribed posted on the OTAN Web site.
Task #2 – Connect Technology to the Curriculum	
2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.	
2A.1. Select and hire field colleagues	• The Technology Strategies Web Developer was previously hired and planning for the new framework was continued.
2A.2. Provide professional development for field colleagues	

OTAN/SCOE PROGRESS REPORT 04/1/13 – 06/30/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2A.3. Solicit input on how to continue to populate information	• One new framework developer was hired and input of the new resources in Teaching with Technology (TwT) was continued.
2A.4. Continue population of the database and pilot with several teachers	• Additional features were added to the administrative portion of the Teaching with Technology section of the Web site. • Forty seven (47) new entries were made in the Teaching with Technology (TwT) section of the OTAN Web site.
2B: Provide professional development on how to use technology effectively in instruction, including video production	
2B.1. Develop workshops and other professional development on how to use the new tool	• During OTAN's Online Boot Camp in June, one more orientation online workshop was held about how to use Teaching with Technology (TwT).
2B.2. Produce one video on how to use the new TPACK tool	• Five videos on how to use the new (TwT) tool were produced and previously posted on the OTAN Web site.
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Prepare training materials for TIMAC	• TIMAC training materials completed.
2C.2. Hire TIMAC mentors	• Three mentors were previously hired to support TIMAC participants.
2C.3. Meet with TIMAC participants 3 times in Sacramento	• TIMAC was held in October 2012, January 2013 and May 2013.
2C.4. Mentors make at least 1 site visit to each participant	• Support mentors communicated with participants via online meeting and e-mail an average of two hours per month.
2C.5. Collect pre and post data on TIMAC participant skills	• Post data was collected on TIMAC participant skills and experience to be included in the final report.
2C.6. Host online meetings for participants and mentors	• Online meetings were hosted between face-to-face meetings.
2C.7. Participants present their projects at wrap-up in May	• End-of-year presentations in May 2013 were video-recorded.
2C.8. Produce final TIMAC report and disseminate to participants and their administrators	• TIMAC Web site was updated for current application cycle. • TIMAC Application review site updated for current application cycle.
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.	
3A.1. Hire e-portfolio pilot teachers and provide training	• Teachers in the e-portfolio project met in online meetings on a monthly basis and shared promising practices.
3A.2. Expand e-portfolio pilot to additional 20 learners, five per pilot teacher. Develop new models and examples	• Teachers in the e-portfolio project presented at: CCAE State and in OTAN Online Boot Camp.
3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices	• Teachers in the e-portfolio project wrote final reports to be posted on OTAN Web site and included in the OTAN annual report.
3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars	
3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	
3B: Research and identify simulations of online tasks related to transition	
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary	• Input on types of tasks that support transition to employment and postsecondary was solicited through field input.
3B.2. Select and create up to 3 online tasks or simulations	• Eight short simulation videos were previously created and posted.

OTAN/SCOE PROGRESS REPORT 04/1/13 – 06/30/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	• *Moodle Morsels* provide technology support as well as just-in-time learning for teachers. Information was disseminated via conference presentations, TIMAC, OTAN Web site, webinars and workshops.
3C: Expand development of mobile applications for OTAN and delivery of basic skills instruction	
3C.1. Identify appropriate app with input from Advisory Committee	• All tasks in this section were completed by third quarter.
3C.2. Select and hire 2 teachers to pilot mobile app	
3C.3. Develop the application	
3C.4. Pilot with 2 teachers, up to 10 learners each	
Task #4 – Provide Adult Educators with Current Information and Research	
4A: Redesign and maintain the OTAN Web site, including mobile version	
4A.1. Create new design for OTAN Web site and maintain it.	• Programming and content review began for the new OTAN Web site, but was superseded by other CDE priorities such as WIA re-application tool. With CDE permission, this task has been re-prioritized and moved to a subsequent contract year.
4A.2. Develop new and maintain management system for Web site	
4A.3. Review all current content and move to new site as appropriate	
4A.4. Launch and advertise new site	
4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	• News writer produced four articles this quarter.
	• Information Specialist continued to maintain research document collection.
	• Updated the training database.
4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, e-mail digests and event notices	
4B.1. Host exhibit tables at up to 8 adult education conferences	• Vendor tables were hosted at two conferences.
4B.2. Produce 3 issues of the OTAN Online Connection newsletter	• Spring 2013 newsletter was published and distributed (506 hard copies were mailed and 666 e-mailed copies were disseminated.)
4B.3. Produce and distribute two monthly digests	• Administrator digests were produced and distributed for April, May, and June 2013.
	• Teacher digests were produced for April, May, and June 2013.
4C: Host online meetings, e-mail lists, webinars and streaming video for CDE and other Leadership Projects	
4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects	• OTAN provided two connect sessions this quarter.
	• Continued to host e-mail lists for CDE and CALPRO.
4C.2. Provide training and support to new and returning meeting hosts, and support online meetings	• Provided 20 instances of support for Adobe Connect users.
	• Provided one instance of support for listservs.
4C.3. Host e-mail lists for CDE Adult Education Office and other Leadership Projects	• No conferences were videotaped or streamed this quarter.
4C.4. Videotape conferences and other events, and provide streaming video of event	
4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool	
4D.1. Update and post the technology planning form	• One hundred fifty four (154) technology plans were reviewed and recommended for funding.
4D.2. Provide training for agency staff on the technology planning process	
4D.3. Provide technical support to users of online form	• Public version of the technology planning form is available on OTAN's Web site and has been recommended to three or more adult education practitioners.
4D.4. Hire field colleagues to review EL Civics technology plans	• A total of three (3) technical support issues were received and resolved regarding the tech plan.
4D.5. Maintain a public version of the technology planning form	
Task #5 – Coordinate with CDE and other Leadership Projects	
5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE	

OTAN/SCOE PROGRESS REPORT 04/1/13 – 06/30/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5A.1. Update online submission forms and modify as requested by CDE	• Course approval form updated for 2013-14. • The Year End Attendance Report was updated for 2012-13. • The WIA Expenditure Claim Report form was updated for 2012-13. • Draft WIA Grant Application for 2013-14 was created and submitted to the CDE for review. • Updated and hosted the April Expenditure Claim Report for WIA Title II. • Created and hosted the Innovation and Alternative Instructional Delivery Program End-of-Year Report for FY 2012-13.
5B: Provide telephone and online technical support for OTAN-authored Web sites and databases	
5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder	• Created and hosted the Innovation and Alternative Instructional Delivery Program End-of-Year Report for FY 2012-13. • Provided current mailing information to CDE staff in support of the WIA Title II Grant Award Letter. • Provided e-mail support to CDE staff for Professional Development opportunities during summer 2013 (803 e-mails). • Provided e-mail support to CDE for WIA Title II grant availability. (83 e-mails) • Provided e-mail support to CDE staff for WIA Title II additional data requests to agencies (maintenance of effort data request) • Three hundred and eighteen (318) users logged in to the Lesson Plan Builder during the quarter and 170 worked on a lesson plan; 18,945 users are now registered. • Eight (8) course outlines were created this quarter for a total of 133 course outlines available; three users logged into the Course Outline Builder during the quarter; 140 users are now registered. • Provided telephone and e-mail technical support to 108 clients, of which 29 were in support of CDE databases such as Course Approvals, WIA, and J18/19.
5C: Provide opportunities for agencies to share information and collaborate through e-mail lists and online meetings	
5C.1. Provide opportunities for local agencies to use e-mail lists and online meeting software	• Updated and continued to host three new e-mail lists for dissemination of the Implementation Guide for the Strategic Plan. • One agency requested technical support for using Web 2.0 tools this quarter.
5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)	
5D: Contract with adult education centers to provide technical support for technology and online instruction	
5D.1. Produce and post a Request for Proposals for agencies wishing to participate	• Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot. • Site visits were made to all 10 ALOE agencies. Received all end-of-year reports and processed quarterly invoices for the agencies participating in ALOE. End-of year reports from agencies included data compiled by CASAS, task accomplishment, and lessons learned. • Provided telephone and e-mail technical support to three clients of the ALOE project.
5D.2. Select up to nine agencies, and provide orientation	
5D.3. Monitor work of selected agencies and provide support	
5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools	

OTAN/SCOE PROGRESS REPORT 04/1/13 – 06/30/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5E.1. Develop and host Web sites for specific projects as requested by CDE	• Adobe Connect server was maintained, serving OTAN and CALPRO. • The combined professional development calendar was maintained in collaboration with CASAS and CALPRO.

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Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
July 1, 2012 – September 30, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
1. Provide professional development for distance and blended instruction.	
1A. Continue to develop a professional corps of teachers through the Online Teaching Academy	• OTAC applications were reviewed and 11 participants were initially chosen, and one participant was not re-assigned to adult education and was therefore no longer eligible
1B. Provide professional development opportunities on distance learning, including a series of webinars	• Application was reopened at the end of September and 1 more participant was selected,
1C. Make presentations at professional conference on distance learning topics	• OTAC coordinator provided two online planning meetings for mentors
1D. Host one (1) California Technology and Distance Learning Symposium	• OTAN facilitated two online meetings with all ALOE participants
1E. Organize Administrative Planning for Online/Blended Delivery (APOD) Advisory Group (AG) to plan focused technology professional development for administrators	• 22 online webinars on distance learning topics were offered during this period with 161 participants.
	• OTAN staff select the site and coordinated logistics for the Technology and Distance Learning Symposium 2013(TDLS).
	• Created Web site with call for presenters and online registration for TDLS
	• Initial information was disseminated about registration and call for presenters for TDLS
2. Establish a statewide mechanism for obtaining, sharing and supporting online courses.	
2A. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content	• The development, implementation and set up of a new version of Moodle was completed.
2B. Support the implementation of online and blended courses developed by OTAN and others.	• 13 online workshops with 109 participants were offered to help transition teachers to the new version of Moodle.
2C. Update Moodle software to latest version.	• OTAN successfully transitioned over 250 courses from the old Moodle server to the new California Adult Education Courses web site.
	• Over 1300 users are active on the new California Adult Education Courses site.
	• Revisions and modifications were completed on the College Transition and Career Development course (ABE Transition course), and released to the field.
	• A series of webinars to orient teachers to the College Transition and Career Development course was planned throughout year. The first orientation was offered in September 2012.
	• OTAN continues to support teachers using the College Transition and Career Development course through an online course specifically for teachers using the course. Over 15 teachers are currently enrolled. In September (when the course was created) there were over 1000 logged events on this support course.
	• Work is continuing to offer additional online shared courses from National Repository of Online Courses (NROC) and other resources. Examples of courses include Algebra – an Open Course, Developmental Math, OTAN's Advanced ESL and USA Learns Wrap Around Course, College Transition and Career Development.
	• Potential additional shared courses include Tech Tools for Teachers and Digital Literacy. Initial plans for review criteria and selection of course reviewers are in progress.
	• An online request form for available OTAN shared courses is maintained on the California Adult Education Courses web site.
	• There were multiple requests for copies of OTAN's shared courses: 3 for USA

OTAN/SCOE

PROGRESS REPORT (4/1/12 – 6/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
	Learns, 3 for Advanced ESL and 9 for the College Transition and Career Development course.
3. *Host and support the online reviewing process for Innovation and Alternative Instructional Delivery Programs applications*	
3A. Maintain an online reviewing Web site for Innovation and Alternative Instructional Delivery applications.	• Web site for Innovation and Alternative Instructional Delivery Application was posted and made available
3B. Hire and train reviewers, and review applications.	• 23 agencies received technical support while filling out the Innovation and Alternative Instructional Delivery Application.
4. *Evaluate the Distance Learning program*	
4A. Retrieve data on distance learning outcomes	• Distance Learning Report for 2010-11 was published and distributed.
4B. Publish and disseminate distance learning report	

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Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
October 1, 2012 – December 31, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
1. *Provide professional development for distance and blended instruction.*	
1A. Continue to develop a professional corps of teachers through the Online Teaching Academy	• OTAC held at Sacramento County Office of Education on January 17-18, 2013 for 10 participants and four mentor teachers.
1B. Provide professional development opportunities on distance learning, including a series of webinars	• OTAC coordinator provided four online planning meetings for mentors. • OTAC mentor teachers scheduled. • OTAN facilitated two online meetings with all ALOE participants.
1C. Make presentations at professional conference on distance learning topics	• No additional online webinars on distance learning topics were offered during this quarter (four webinars were offered to help develop online teaching Creating a High Quality Online Course, 11/01/12 and 12/13/12; Orienting Students to Online Learning. Provided an Orientation to College Transition and Career Development course).
1D. Host one (1) California Technology and Distance Learning Symposium	• OTAN staff selected the site and coordinated logistics for the Technology and Distance Learning Symposium 2013 (TDLS).
1E. Organize Administrative Planning for Online/Blended Delivery (APOD) Advisory Group (AG) to plan focused technology professional development for administrators	• Created Web site with call for presenters and online registration for TDLS. • Initial information was disseminated about registration and call for presenters for TDLS.
2. *Establish a statewide mechanism for obtaining, sharing and supporting online courses.*	
2A. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content	• The development, implementation and set up of a new version of Moodle was completed. • Fifteen (15) online workshops with 96 participants were offered to help transition teachers to the new version of Moodle.
2B. Support the implementation of online and blended courses developed by OTAN and others.	• OTAN successfully transitioned over 250 courses from the old Moodle server to the new California Adult Education Courses web site. • Over 1,300 users are active on the new California Adult Education Courses site. • Revisions and modifications were completed on the College Transition and Career Development course (ABE Transition course) and released to the field. • A series of webinars to orient teachers to the College Transition and Career Development course was planned throughout year. The first orientation was offered in September 2012.
2C. Update Moodle software to latest version.	• OTAN continues to support teachers using the College Transition and Career Development course through an online course specifically for teachers using the course. Over 21 teachers are currently enrolled. • Work is continuing to offer additional online shared courses from National Repository of Online Courses (NROC) and other resources. Examples of courses include Algebra – an Open Course, Developmental Math, OTAN's Advanced ESL and USA Learns Wrap around Course, College Transition and Career Development. • Potential additional shared courses include Tech Tools for Teachers and Digital Literacy. Initial plans for review criteria and selection of course reviewers are in progress. • An online request form for available OTAN shared courses is maintained on the California Adult Education Courses web site. • There were multiple requests for copies of OTAN's shared courses: five for USA

OTAN/SCOE

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

OBJECTIVES AND MAJOR TASKS	STATUS
Instructional Delivery applications.	and made available.
3B. Hire and train reviewers, and review applications.	• No agencies asked for technical support this quarter.
4. Evaluate the Distance Learning program	
4A. Retrieve data on distance learning outcomes	• The California Adult Education 2010-11 Innovation and Alternative Instructional Delivery Program: A Review (The Distance Learning Report) was published and distributed.
4B. Publish and disseminate distance learning report	

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Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
January 1, 2013 – March 31, 2013

OBJECTIVES AND MAJOR TASKS	STATUS
1. Provide professional development for distance and blended instruction.	
1A. Continue to develop a professional corps of teachers through the Online Teaching Academy	• OTAC was held at Sacramento County Office of Education on January 17-18, 2013 for 10 participants and four mentor teachers.
1B. Provide professional development opportunities on distance learning, including a series of webinars	• OTAC coordinator provided four online planning meetings for mentors. • OTAC mentor teachers scheduled.
1C. Make presentations at professional conference on distance learning topics	• Four webinars were previously offered to help develop online teaching: Creating a High Quality Online Course and Orienting Students to Online Learning. In addition, an Orientation to College Transition and Career Development course was provided.
1D. Host one (1) California Technology and Distance Learning Symposium	• OTAC and other distance learning information was provided at professional conferences.
1E. Organize Administrative Planning for Online/Blended Delivery (APOD) Advisory Group (AG) to plan focused technology professional development for administrators	• The Technology and Distance Learning Symposium 2013 (TDLS) was held at the Berkeley Adult School on 2/22-2/23/13. • APOD was combined with OTAN Advisory Committee (OAC) to plan focused technology professional development for administrators.
2. Establish a statewide mechanism for obtaining, sharing and supporting online courses.	
2A. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content	• The development, implementation and set up of a new version of Moodle was completed.
2B. Support the implementation of online and blended courses developed by OTAN and others.	• There are currently over 2,700 users on the Moodle server. Of those 2,700, 816 were active during this quarter. • Revisions and modifications were completed on the College Transition and Career Development course (ABE Transition course) and released to the field. • A series of webinars to orient teachers to the College Transition and Career Development course was planned throughout year. The first orientation was offered in September 2012.
2C. Update Moodle software to latest version.	• OTAN continues to support teachers using the College Transition and Career Development course through an online course specifically for teachers using the course. Over 21 teachers are currently enrolled. • Work is continuing to offer additional online shared courses from National Repository of Online Courses (NROC) and other resources. Examples of courses include Algebra – an Open Course, Developmental Math, OTAN's Advanced ESL and USA Learns Wrap around Course, College Transition and Career Development. • Potential additional shared courses include Tech Tools for Teachers and Digital Literacy. Initial plans for review criteria and selection of course reviewers are in progress. • An online request form for available OTAN shared courses is maintained on the California Adult Education Courses web site. • There were multiple requests for copies of OTAN's shared courses: two for USA Learns, five for Advanced ESL and four for the College Transition and Career Development course.
3. Host and support the online reviewing process for Innovation and Alternative Instructional Delivery Programs applications	
3A. Maintain an online reviewing Web site for Innovation and Alternative	• Web site for Innovation and Alternative Instructional Delivery Application was posted

OTAN/SCOE

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

OBJECTIVES AND MAJOR TASKS	STATUS
Instructional Delivery applications.	and made available.
3B. Hire and train reviewers, and review applications.	• No agencies asked for technical support this quarter.
4. Evaluate the Distance Learning program	
4A. Retrieve data on distance learning outcomes	• The California Adult Education 2010-11 Innovation and Alternative Instructional Delivery Program: A Review (The Distance Learning Report) was published and distributed.
4B. Publish and disseminate distance learning report	

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Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
April 1, 2013 – June 30, 2013

OBJECTIVES AND MAJOR TASKS	STATUS
1. Provide professional development for distance and blended instruction.	
1A. Continue to develop a professional corps of teachers through the Online Teaching Academy	• OTAC Web site and database redesigned with new application self-assessment. Application process for 2013-2014 opened to new participants.
1B. Provide professional development opportunities on distance learning, including a series of webinars	• OTAC mentor teachers scheduled multiple online meetings with participants preparing for online final reports in May 2013.
1C. Make presentations at professional conference on distance learning topics	• OTAC participants presented their final reports in May 2013.
1D. Host one (1) California Technology and Distance Learning Symposium	• Hosted guest Webinar with Dr. Susan Manning "From On-the-Ground to Online".
1E. Organize Administrative Planning for Online/Blended Delivery (APOD) Advisory Group (AG) to plan focused technology professional development for administrators	
2. Establish a statewide mechanism for obtaining, sharing and supporting online courses.	
2A. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content	• There are currently over 3,188 users on the Moodle server. Of those 3,188, 1,263 were active during this quarter.
2B. Support the implementation of online and blended courses developed by OTAN and others.	• A series of six (6) webinars to orient teachers to the College Transition and Career Development course were conducted throughout the year and 58 participants attended.
2C. Update Moodle software to latest version.	• OTAN continues to support teachers using the College Transition and Career Development course through an online course specifically for teachers using the course. Over 29 teachers are currently enrolled.
	• An online request form for available OTAN shared courses is maintained on the California Adult Education Courses Web site.
	• There were multiple requests for copies of OTAN's shared courses: one for USA Learns, two for Advanced ESL and two for the College Transition and Career Development course.
3. Host and support the online reviewing process for Innovation and Alternative Instructional Delivery Programs applications	
3A. Maintain an online reviewing Web site for Innovation and Alternative Instructional Delivery applications.	• One agency asked for technical support this quarter.
3B. Hire and train reviewers, and review applications.	
4. Evaluate the Distance Learning program	
4A. Retrieve data on distance learning outcomes	• The California Adult Education 2011-12 Innovation and Alternative Instructional Delivery Program: A Review (The Distance Learning Report) is currently being drafted.
4B. Publish and disseminate distance learning report	