OTAN
Outreach and Technical Assistance Network

Technology and Distance Learning
for California Adult Education

Annual Report
2020–2021

Prepared for:
Adult Education Office (AEO), Career and College Transition Division (CCTD),
at the California Department of Education (CDE)

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SCOE
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Introduction

Adult Education in California

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

Efforts continued with the California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE) under the California Adult Education Program, formerly the Adult Education Block Grant (AEBG), to allocate funding for adult education. Adult education program areas funded include

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

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

Adult education programs under WIOA, Title II, and CAEP had some notable accomplishments during the 2020–2021 fiscal year:

- OTAN continued to provide adult education agencies resources during the COVID-19 stay-at-home transitions by maintaining a COVID-19 Field Support page with tools, guides, recordings, and other training opportunities to help educators connect with adult learners during the pandemic. The page included information,

guidance, links to CASAS, CALPRO, CAEP, CDE, and other helpful resources and tools.

➲ The California Online Application and Reporting (CA-OAR) website added a new module for agencies to complete and submit their Continuous Improvement Plan (CIP). This included a separate website update to allow the OTAN and CASAS staff to review and score submitted CIPs.

➲ Support and tools to prepare for the three-year planning process for consortia included professional development with regional training and webinars.

➲ Continued professional development and support via the CAEP Technical Assistance Project (CAEP TAP) was offered.

The Outreach and Technical Assistance Network (OTAN) is included in several regional consortia plans as a resource for assisting with classroom technology integration, online and face-to-face educational technology training, and electronic communication tools. OTAN's staff participated in CAEP TAP regional and statewide meetings and provided professional development as a partner to the project. The Sacramento County Office of Education (SCOE) Adult Education Director regularly attends Capital Adult Education Regional Consortium (CAERC) meetings and participates as a voting representative of SCOE.

Adult Education Leadership Projects

California receives federal funding through the Workforce Innovation and Opportunity Act, Title II, and Adult Education and Family Literacy Act (AEFLA) for adult education. A percentage of these funds is set aside for three (3) statewide leadership projects: CASAS, CALPRO, and OTAN. These leadership projects' roles are to improve adult education services throughout the state.

The OTAN provides classroom educational technology integration through the following

➲ COVID-19 field support

➲ Face-to-face and online professional development

➲ Online, blended, and distance learning

➲ Online resources

➲ Technology and Distance Learning Symposium

➲ Digital Leadership Academy

➲ Teaching with Technology lessons and resources

➲ Web-Based Activities ideas and support materials

➲ Technical assistance for technology planning

➲ Programming, hosting, and maintaining the California Department of Education's (CDE) Online Application and Reporting Site

➲ Negotiated prices on selected online curriculum

Need for Instructional Technology

Technology remains an important and integral part of almost every job category, as well as most types of education. Many jobs now require an online application process, putting those who are not technologically literate at a distinct disadvantage. Technology is an ever-increasing tool to provide content for lifelong learning. Research has shown that adult learners, when shown how to effectively use technology, are highly motivated learners who are capable of absorbing both the content and technological skills necessary to succeed. Making the skills training in technology available and useful to adult learners will help ensure they take advantage of both the formal and informal learning opportunities online.

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

The pandemic proved the critical necessity of digital literacy skills and the abilities for everyone to move fluidly through technology. From filling out forms, receiving critical communications about the status of a COVID test, using mobile applications to track and/or find vaccination sites, communicating with loved ones when not allowed to visit in person, to using phone apps to prove vaccination status or negative COVID test, technology was essential. All these events surrounding the pandemic brought to the forefront the critical need for digital literacy skills.

Distance Learning for Adult Learners

Data gathered over the last year and years previous have shown that distance learning students make academic gains at least equal to learners in traditional classroom settings. While there are still challenges, learners who participate in a blended model that includes both face-to-face and distance instruction show even greater gains than either modality separately.

For many years, OTAN has undertaken the responsibility for distance learning in adult education. The 2020–21 program year was rich with accomplishments that met the needs of educators and learners effected by the pandemic. Beyond providing just-in-time training and support to teachers to help them effectively deliver instruction at a distance, OTAN also provided strategies and support to keep learners engaged and continuing toward their educational goals throughout the year. The impact of the pandemic and basic understanding of Adult Learner Theory shows us a greater need for blended and distance learning to support adult learners in all situations. Providing learners with a greater level of flexibility and learning options has emerged throughout the past year. Learners like these flexible options and have expressed their interest in keeping these options available in the future. It is a fact the pandemic forced more use of distance and blended learning upon teachers and learners. It is also clear that training, development, and support for distance teaching and learning is stronger than ever. Continued support and dissemination of research and information on the modality of distance learning will ensure learners and teachers receive the support they need to be successful.

Mission and History of OTAN

Updated in 2020: the vision of OTAN is to lead adult education through support for and the effective application of technology.

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

This Report

The Adult Education Office (AEO), Career and College Transition Division (CCTD), at the California Department of Education (CDE), has funded OTAN via contract CN200091 from July 1, 2020, through June 30, 2021. The source of the funding is the Workforce Innovation and Opportunity Act (WIOA). Signed into law on July 22, 2014, WIOA reauthorizes the Workforce Investment Act (Federal P.L. 105-220, the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223) for six years, from 2015 through 2020.

The Sacramento County Office of Education (SCOE) is responsible for the fiscal oversight for OTAN, which provides technology resources for adult education administrators, teachers, and learners throughout California.

The Sacramento County Office of Education, the current fiscal agent, respectfully submits this report to the California Department of Education, Adult Education Office, to detail the accomplishments of OTAN work completed during the 2020–21 contract year.

2020–2021 Impacts of COVID–19 Pandemic on OTAN Services to the Field

Special Section

The spring of 2020 was a momentous time as the US and many parts of the world quickly responded to the global COVID-19 pandemic and the need to severely limit human contact. In adult education, schools closed, and teachers, staff, and students shifted to remote teaching, learning, and work as best as they could. Some agencies were better prepared for the shift depending on their use of technology prior to the shutdown, while others struggled from the beginning. That spring OTAN did its best to train the field in a flurry of online events on the use of technology tools to enhance the virtual classroom.

As the spring came to a close, OTAN staff discussed the need to pause and consider steps for the future, unknown as it was at the time. OTAN scheduled a webinar for the field in the middle of June to recap what it had done the previous three months and how it could best serve the field moving forward. A number of ideas came out of that webinar that OTAN immediately implemented. For example, field practitioners identified a number of tools and topics that they wanted to learn more about, so OTAN began scheduling specific webinars that summer and into the fall that matched the need. The field also identified the need for more webinar series on tech tools in order to dive deeper and provide time in between online sessions to practice and better understand how to use the tools.

As the summer turned to fall, it became clear that California adult educators (with a few exceptions here and there) would not be returning to schools for in-person instruction, so OTAN continued to provide training and support for educators who had to begin the school year online. OTAN maintained Office Hours on a two-day-a-week schedule, carried over from the end of 2019–20; the need for and value of Office Hours were affirmed in the June webinar. Much like the field, OTAN needed to rethink its own programming in the virtual world, kicking off its third cohort of the two-year Digital Leadership Academy with an online welcome and orientation. Similarly, the restrictions on travel continued, preventing OTAN staff from visiting adult education agencies and attending conferences and professional development events; in short, everything was online for the foreseeable future.

With no clear end of COVID-19 in sight, OTAN, like our colleagues around the state, had to take a long-term approach to working online. For example, OTAN made the decision in the fall to hold its Technology and Distance Learning Symposium 2021 online for the first time. This presented both a challenge and an opportunity—a challenge in that it was the first ever virtual conference hosted by OTAN, and an opportunity to rethink some of the basic premises of

the event given a new environment in which to work. For example, while attendance had been limited to between 200 and 250 people at previous in-person conferences, 800 people ultimately registered for virtual TDLS, with a good number of first-time attendees as well as participants from outside California. Similarly, OTAN was able to attract some out-of-state presenters who wouldn't have travelled to previous in-person conferences. Both developments seem to be a byproduct of California and out-of-state adult educator attendance at OTAN webinars and the increase in OTAN recognition within the state and across the country since the start of COVID-19. OTAN decided to build its own conference platform; due to its success, it was one of the most commented on and appreciated features of the event. OTAN is now left with the decision on how to proceed with TDLS in the future – return to solely in-person when it is safe to do so, keep it online, or create some hybrid version of the event.

Another example of rethinking OTAN programming is the composition of the OTAN Advisory Committee (OAC). For many years, this advisory group was limited to experts from across California with the occasional program partner, such as NROC, WorldEd, and Digital Promise, invited from outside the state. As remote work continued, however, OTAN decided to invite a few experts from around the country to participate in OAC. With travel no longer a concern, OTAN could take advantage of expertise from our national partners to provide added perspective on adult education. Again, when COVID-19 travel restrictions are lifted, OTAN will have to decide how to keep this OAC composition intact should it desire that additional expertise.

A final example of rethinking OTAN work is our partnership with the content provider CK-12 to bring adult education Open Educational Resources (OER) content to a wider audience. This is a partnership borne out of meetings and conference attendance for a few years prior to COVID-19 that took on a new dimension in the last year, related to the heightened need for quality, educator-created online content that COVID-19 has laid bare. OTAN and CK-12 were able to develop an adult education section on the mostly K–12 website focused on ABE and ASE content freely available to not only California adult educators but any teachers from across the US. This is another way that OTAN is recognized for its work both in-state and outside of California.

COVID-19 has been a challenging time for all of us, but in 2020–21 OTAN has looked for ways to take advantage of the situation in which we have found ourselves. As the above examples show, OTAN has continued to be responsive to the needs of the field, as well as made the most of new opportunities that have arisen. Like our colleagues around the state, we have learned some new practices during COVID-19 that have given us the opportunity to rethink some of our work moving forward. As adult education and education in general consider what we might bring from our time working during COVID-19, there will be even more opportunities for OTAN to advocate for blended learning, digital literacy, educator support, and a host of other topics that take the best lessons learned from in-person and online instruction and work for the benefit of all adult education stakeholders.

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

One of the goals of the National Educational Technology Plan is that all learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society. Anywhere, anytime learning augmented through research and best practices will allow teachers to provide their adult learners with options that best meet their individual learning needs while they transition to college or career. This became especially important in the 2020–21 school year. A sustained approach to fostering and supporting California adult education programs and instructors is needed to move the field in the direction of more online and blended instruction.

The prospect of anywhere, anytime learning is rapidly gaining in popularity. Teaching online requires a set of skills which differ from those in a traditional classroom setting. During 2020–21, OTAN continued to promote online learning, including training a core group of teachers who will serve a leadership role, and strategically expand online distance learning opportunities offered through adult schools by providing online curriculum assistance and technical support. OTAN's role came to prominence in 2020, due to the COVID-19 pandemic, and continued through the 2020–21 program year. Please refer to our COVID-19 section for a full report of OTAN's work during and after the official "stay-at-home" order.

The Digital Leadership Academy (DLAC) successfully completed year one of the two-year academy. OTAN increased the number of participants from 20 to 30 allowing 12 agencies to participate and receive the training needed to lead their agencies to digital progress. Participants are distance education leaders at their agencies and in their regions. They are learning and increasing their skills through the leadership and IDEAL courses offered through World Education. Each participant is receiving coaching skills necessary to make a positive difference in the way educational technology is used to support adult learners.

The OTAN offered workshops and webinars on a variety of technology integration and distance learning topics and provided technology integration and distance learning presentations at adult education professional learning conferences. In addition, OTAN hosted its first nationwide virtual Technology and Distance Learning Symposium (TDLS) and provided technology-related, capacity-building services for Workforce Innovation and Opportunity Act (WIOA)-funded adult education agencies. Presentations included modules showing effective online teaching, online math tutorials, technology assessments and certifications, digital tools for learner engagement, and supplemental online curriculum and content.

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

Professional development is a key component for OTAN to provide to the field and to participate in appropriate learning opportunities for staff. The OTAN provides training opportunities in several forms, including in person and virtual workshops tailored to a specific adult education site, online workshops using Zoom web conferencing, and providing access to online self-paced modules on topics relevant to adult education teachers. The OTAN staff also participate in a variety of professional development opportunities throughout the year.

Professional Development for OTAN Staff:

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

Selection of professional development opportunities helped ensure the outcome would always be to provide the best customer service experience to the field. During the 2020–21 contract year, OTAN staff attended professional conferences and professional development events at the local, regional, state, and national levels. Depending on the professional development offered, all OTAN staff were able to participate. OTAN staff are now certified in Google, Microsoft, Creative Commons, and CK–12. Others are trained and continue to develop their knowledge in OER, augmented and virtual reality, Google for Education, and Microsoft Office tools in education.

Professional Development Opportunities Include the Following:

- Ideal Consortium Institute, Online
- CCAE Sections, CA statewide, Online
- CATESOL State and Regionals, CA statewide, Online
- CAEP Summit, Online
- ACSA 2020 Leadership Summit, Online
- CAEAA 2021 Conference, Online
- Annual EL Civics Conference, Online
- CDE AEO State Leadership Meetings, Online
- COABE 2021 National Conference, Online
- Moodle Administrator Training, Online
- CUE Spring Conference, Online
- Zoomtopia, Online
- Adobe Max, Online

- ➲ ISTE Live '21, Online
- ➲ CASAS Summer Institute 2021, Online

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

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

Professional Development Opportunities for Teachers in the Field:

OTAN continues to support adult education teachers in the field through a variety of professional development opportunities including online workshops, webinars, and access to self-paced courses on the OTAN Moodle server. Throughout the past year, OTAN served over 3,800 adult education staff in a variety of online workshops, webinars, online in-service events, and targeted assistance and tutoring during OTAN Office Hours. In addition, OTAN hosted several online meetings, webinars, and special sessions that supported participants for special projects, such as the Digital Leadership Academy and meetings for the Training of Trainers event.

Results of all Events Broken Down by Type.

Online Events	Number of Events	Total Registered	Number Attended	Average Attendance
OTAN Office Hours	104	578	391	67.65%
OTAN Tech Talks	9	411	144	35.04%
Open Webinars	44	3,088	1,540	49.87%
Open Workshops	32	1,430	828	57.90%
Special Webinar	6	1,040	663	63.75%
Virtual Workshop (Inservice)	17	378	282	74.60%
Grand Total	**212**	**6,925**	**3,848**	**55.57%**

Exhibit 1.1

All Workshops Evaluation Summary Results

All Workshops	Highly Agree(5)	Agree(4)	Neutral(3)	Disagree(2)	Strongly Disagree(1)	Average Score
1. The objectives of the training were clearly stated.	922	70	24	8	17	4.77
2. The training was well-paced.	823	145	37	18	14	4.64
3. The training met your expectations.	792	144	68	12	16	4.57
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	729	190	81	24	13	4.50
5. You would recommend OTAN's workshops to a friend or colleague.	935	50	11	4	23	4.72
Overall	80.25%	11.44%	4.22%	1.26%	1.59%	4.64
					Overall Average:	4.64

Exhibit 1.2

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

With collaboration and input from our OTAN Advisory Committee (OAC), OTAN strives to identify and offer new and relevant professional development opportunities to the field. Through this collaboration, along with consultation with our SMEs, OTAN identified over 20 new online workshop titles to offer during the 2020–21 contract year. OTAN workshops, webinars, and other online events support integration of technology in the online classroom as well as OTAN's efforts to enhance and enrich online education and curriculum for adult education providers.

Below are some sample workshop and webinar titles with abridged descriptions:

Using Technology for Student Outreach - Tech Flips & Flops

Join this webinar for a live discussion on technology best practices and lessons learned for student outreach, communication, and accessing remote learning. Adult school staff from Tamalpais and Petaluma will lead a conversation to share what has worked and what has flopped in efforts to engage adult learners in remote learning.

OERs for Adult Education (series)

By using Open Educational Resources (OER) in the classroom and online, teachers and agencies can save money, revise and refresh curriculum and give learners an opportunity to customize their learning. OER's are "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits sharing, accessing, re-purposing—including for commercial purposes—and collaborating with others." (NETP, 2010, pg. 56).

CK-12 - Free Digital Textbooks for AE (series)

Adult learners now have a space on the CK-12 website with FlexBooks® 2.0 specifically customized for high school and equivalency learners. CK-12 helps tailor the learning to individual student needs and offer teachers suggested steps for struggling learners and automatic grading. Each FlexBook® 2.0 is filled with simulations, videos, interactive activities, and adaptive practice.

Effective Practices for Quality Online ESL Instruction

To best teach ESL online, we need to attempt to recreate all that makes our in-person ESL classes so effective: student-centered instruction, active learning, and a feeling of community with many opportunities for students to interact with the instructor and their classmates. We can replicate these qualities in online instruction with advanced planning, an organized and clear course design in Canvas, timely and effective instructor communication and feedback, and application of the standards for quality online instruction.

Google – Applied Digital Skills

Adult Education teachers teach many academic skills, but students (and teachers) need digital skills as well. Google's Applied Digital Skills is a free curriculum designed to help students learn digital skills while using them in practical life applications like budgeting, creating a resume, planning an event, or researching and writing a report. The video-based course of lessons is easy to use and walk users through a project to completion.

Planning Conference Presentations and Managing Subject Matter Experts

The OTAN works closely with the adult education field and hired 21 Subject Matter Experts (SMEs) to take advantage of their expertise and assistance in delivery of professional development training sessions, materials, resources, and to provide timely presentations at local, regional, and statewide adult education conferences.

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

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

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

This year OTAN SMEs and staff gave 69 online presentations at 11 conferences to approximately 3,200 attendees. The OTAN was represented at national, state, and regional events that included the California Adult Education Program (CAEP) Summit, California Teachers of English to Speakers of Other Languages (CATESOL) state and regional, California Council for Adult Education (CCAE) regional conferences, English Literacy and Civics (EL Civics), Coalition on Adult Basic Education (COABE), and OTAN's own Technology and Distance Learning Symposium (OTAN TDLS). Additional presentations were scheduled and planned for the Comprehensive Adult Student Assessment Systems Summer Institute (CASAS SI), CCAE State conference, and Commission on Adult Basic Education (COABE) conference.

A sampling of conference presentation titles include:

CONFERENCE / DATE	TITLE	PRESENTER	ATTENDANCE
LARAEC September 2020	Understanding Digital Equity, Inclusion, and Literacy	Anthony Burik OTAN STAFF	43
CAEP TAP October 2020	Ways to Engage the Googles	Melinda Holt OTAN STAFF	81
EL Civics December 2020	Resources for Citizenship Teachers	Jennifer Gagliardi OTAN SME	50
CATESOL Los Padres February 2021	Assessing Students Remotely	Alisa Takeuchi OTAN SME	27
COABE March 2021	Creating Teacher Leaders Through a 2-year Academy	Neda Anasseri OTAN STAFF	26

CONFERENCE / DATE	TITLE	PRESENTER	ATTENDANCE
COABE March 2021	Voice, Video, and Vectors in Google Slides	Melinda Holt OTAN SME	83
CCAE State April 2021	Putting English to Work Online	Paul Yung OTAN SME	13
CCAE State April 2021	The Future of Digital Education: CK-12	Debbie Jensen OTAN SME	37
Technology and Distance Learning Symposium March 2021	Engaging Faculty in Pandemic Remote Learning	Jill Wright and Viki Costa OTAN SMEs	18
Technology and Distance Learning Symposium March 2021	Microsoft Outlook Email (Web Version)	Farzana Cassim OTAN SME	36
Technology and Distance Learning Symposium March 2021	Make It Stick: Vocabulary and Technology Come Together	Kristi Reyes OTAN SME	67
Technology and Distance Learning Symposium March 2021	Tech Troubleshooting	Marjorie Olavides OTAN STAFF	20
CASAS SI June 2021	CASAS Assessments for Citizenship Prep Objectives	Jennifer Gagliardi OTAN SME	113
CASAS SI June 2021	Teaching with Technology	Susan Coulter OTAN SME	104
Exhibit 1.3			

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

As in previous years, the OTAN recruited Subject Matter Experts who have demonstrated expertise and promising practices in technology integration and online and blended learning implementation. The OTAN staff identified and hired 21 external trainers to share their expertise conducting face-to-face and online workshops. External trainers also presented at conferences throughout the year. Some Subject Matter Experts (SMEs) were hired for their expertise in managing various Learning Management Systems, including OTAN managed Moodle, and reviewing the Technology and Distance Learning Plans for the state Department of Education, Office of Adult Education.

" *OTAN!! Excellent and professional. Thank you.* "

– Patricia Bradshaw

To orient the external trainers to OTAN's policies and procedures, SMEs were invited for a two-day Training of Trainers event held on Thursday and Friday, August 2020–21, 2020. In addition to training, participants were provided with a list of new OTAN deliverables, projects, and initiatives. The activities during the two days were comprised of discussions and demonstrations on the following:

- ➲ Training workflow (scheduling, training database, calendars, etc.)
    - Conference workflow (process and reminders)
    - Training tips
- ➲ Procedure review: Timesheets and travel (with new time tracker and practice)
- ➲ Continued training on making accessible, 508-compliant PowerPoints, handouts, tutorials, and YouTube videos
- ➲ Video conferencing/Zoom: video tips and tricks, layouts, sound, breakout rooms, and meetings vs webinar spaces
- ➲ Support resources and certifications (Hoonuit, LinkedIn, Learn360, and ISTE SkillRise)
- ➲ Edtech resources

Training of Trainers 2020–2021 Agenda

Thursday, August 20 and Friday, August 21, 2020

Thursday, August 20 - 10:00 AM - 3:00 PM
Location: Zoom Meeting

10:00–11:00 AM - Welcome, Housekeeping, Video Welcome (Renee Collins) - NA, PP, MO

- Review Moodle course w/resources along with sign-ins

11:00–11:50 AM - Discussion: Experiences and Feedback - AB

- Survey Homework; What will your fall/spring look like?
- What can OTAN do to help the field?; etc.

11:50 AM–12:00 PM - Training Topic Ideas: Form - MH

12:00–1:00 PM - Lunch on own (or virtually?) - All

1:00–1:30 PM - Training site - MH, AS

1:30—3:00 PM - Training site - PP, AB

- Guidelines for submitting presentations/documents
  Create accessible documents, convert/export to PDF, check accessibility, submit files
  to OTAN

Friday, August 21 - 10:00 AM - 3:00 PM
Location: Zoom Meeting

10:40—10:30 AM - Announcements: Data sheets covered by Penny & Neda - NA, PP

10:30—11:00 AM - VIDEO Q&A - what works for Webinar and video - NA, DR, AB

11:00 AM—12:00 PM - PROCEDURE REVIEW: Timesheets, Travel, Time Tracker, SME submissions and deadlines, etc. - CY, BW

12:00—1:00 PM - Lunch on own (or virtually?) - All

1:00—1:45 PM - Training Workflow scheduling, calendar, workshop as webinar; Hands-on training online - how do we do that?!; Webinar Etiquette, how to's, breakouts, and how they break out Zoom - MH, AB, MO

1:45—1:50 PM - SkillRise/ISTE Interview opportunity (volunteer) - MH, NA

2:00—End - Share and Show Tech Teacher of the Year, and more! - ALL

The Training of Trainers (ToT) event in August 2020 was provided by OTAN through Zoom web conferencing. Following the ToT event, Individual meetings were scheduled to discuss policies, assignments, and procedures with each trainer. Every trainer who was unable to attend has attended previous training of trainers events; there were no concerns over familiarity with their responsibilities and tasks. A recording of the event and resources were posted in the training of trainers course on OTAN's Moodle Learning Management System.

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

OTAN Office Hours

The OTAN Office Hours (OOH) were scheduled as part of OTAN's COVID-19 response to support the field. These online office hours provided adult educators the opportunity to ask detailed questions and receive support from OTAN staff, as well as those in attendance. The online environment, currently using Zoom, was an open forum for discussions about and assistance with educational technology tools, methods of instruction, and items or issues related to blended and online learning environments. Targeted support was also provided within breakout rooms for those who needed more direct assistance; this assistance was supported well in the online environment as both OTAN staff and attendees could share their computer screens to show

problems and solutions to those attending. OOH was put on hold in June 2021 to coincide with summer sessions at adult education programs and will resume September 2021.

OTAN Office Hours for Maximizing Moodle

As adult educators moved their instruction to online and remote teaching due to the COVID-19 pandemic, many turned to Moodle as a course management system. With the shared courses offered on the California Adult Education Courses ⬀ site, teachers were able to use these courses immediately with learners. Many requested empty course shells to design their own online learning courses. The many features and resources available in Moodle can be daunting to new users. A topic-specific Office Hours was created to address the support requests of Moodle users. As with OTAN Office Hours, the virtual environment allowed all participants to share their screens and demonstrate the problems, or solutions, they wanted to highlight within their Moodle course shells. After a few months, teachers became comfortable using Moodle and attendance dwindled significantly. Due to the lower attendance, Moodle Office Hours were discontinued and Moodle users were invited to join OTAN Office Hours for assistance.

OTAN Advisory Committee (OAC) 2020–2021

The OTAN Advisory Committee met twice in 2020–2021. The COVID-19 pandemic made it impossible to meet in person, so both meetings were held virtually via Zoom. The September 9, 2020, meeting took place from 9-12 pm and had 24 attendees. The March 10, 2021, meeting took place during the same time frame with 33 attendees. OAC is comprised of a mix of administrators, teachers, partners, CDE and State Leadership project staff, and a mix of OTAN staff from the development and training teams. Members represent a range of regions, partnership organizations, and program sizes. The first part of each OAC meeting was designed to include OTAN updates, but the bulk of the meeting was reserved for gathering OAC member input on OTAN tasks and educational technology requirements of the field. Using Zoom, participants worked in breakout sessions to discuss and make technology recommendations on topics including distance learning guidance, curriculum licensing, rural outreach, ed tech innovative practices, professional development, open educational resources, IET/IELCE, CTE, learning management systems, and accessibility. Members also asked for a method to share information from their organizations with OTAN, through a Canvas course or Google folder for example. They also suggested expanded teacher and student involvement on the OAC. OTAN

> *" I wanted you to know that Dr. David Rosen gave a wonderful shout-out about Anthony and all of his work with tools for student goal setting! I understand he has an article that is out this month as well. Great work Anthony! "*
>
> *– Carolyn Zachry, CDE*

will focus on these latest recommendations as we move forward into 2021–2022. A save-the-date for OAC's fall meeting was set for September 15, 2021. As travel limitations are in place due to the pandemic, OAC members agreed that virtual meetings should continue for 2021–2022.

Host the Digital Leadership Academy (DLAC)

The OTAN has a history of providing professional development, resources, and technical support to adult education agencies and educators. Services provided include online workshops and face-to-face training in promising practices for technology integration, online and blended learning resources and training, electronic collaboration, educational resources, and much more. In keeping with changing technologies, new research, and advances in professional development, and to ensure our adult educators have access to quality professional growth, OTAN continues to provide a two-year digital leadership opportunity for adult education agencies, including both administrators and teachers. The two-year Digital Leadership Academy (DLAC), which combined elements of OTAN's prior Technology Integration Mentoring Academy and the Online Teaching Academy opened competitive applications in April of 2020. After 10 more people joining DLAC, the total number of participating individuals increased from 20 to 30, and the total number of participating agencies increased from seven to 12. Many showed interest, and according to our website visit analytics, we had over 4,000 visitors.

The DLAC is currently assisting agencies in meeting their technology integration, or online or blended teaching goals. The program was designed to be flexible in how participants could best use the resources offered by OTAN to support their own agencies' goals in distance/blended education or technology enhancements. The DLAC uses elements that benefit the goal setting section on the Continuous Improvement Plan filed by all WIOA-funded adult education agencies.

The Sacramento County Office of Education (SCOE) was operating under COVID-19 travel restrictions, and all employees were working remotely. All DLAC meetings and training sessions were held virtually throughout the first year. Coordinators, coaches, and all DLAC participants attended these meetings. These sessions were recorded and posted in the DLAC online course for those who were unable to attend. Recordings were often referenced by participants and coaches to refresh memories on details regarding assignments, mid-project report formats, and more. Project sessions allowed all teams to network, learn from each other, and participate in specific learning sessions. These learning sessions included accessibility, additional coaching on teamwork, strengths, and other topics of interest to the group.

The flexibility of the virtual meeting worked well for DLAC. Participants were grateful for the ability to attend from either home or office. With the use of advanced features in web conferencing, teams were able to work among themselves, or network with other team members. Although a

" We love your services. "

— Lorraine Villegas, Lompoc Unified School District, Adult Ed and Career Center

sufficient substitute, it is with great anticipation that OTAN hopes to bring them to Sacramento for a live final session where they will present their final project report to their fellow DLAC members, coaches, coordinators, and invited guests.

Below is a list of the participating agencies and team members for year two of the 2020–2022 Digital Leadership Academy:

AGENCY	PARTICIPANTS
Campbell Union High School District	Jill Moreci, Archana Nekkar, Lars Gundvedt
Garden Grove Unified School District	M'Liss Patterson, Alisa Takeuchi
Martinez Adult Education	Susan Rausch, Leif Williams
Moreno Valley Community Adult School	Lolita Anderson, Jennifer Griffin, Jennifer McGrath
Oxnard Adult School	Viki Costa, Jill Wright
Pittsburg Adult Education Center	Mansoora Shah-Zaeem, Frances Tornabene De Sousa
Placer School for Adults	Chris Anderson, Beth Lanning, Arij Mousa, Michele Raymond
Rowland Unified School District	Melissa Baumunk, Janet Hernandez, Bette Baber (dropped 11/2020)
San Diego Community College District	Monica Cueva, Elisia Doonan, Jessica Varnado-Swall
San Diego Unified School District	Nicole Lincoln, Nate Sachdeva
Santa Clara Unified School District	Patricia Pottorff Croghan, Bijal Varia
Tustin Adult School	Laura Flores Miranda, William Neddersen

Exhibit 1.4

In May of 2021, all DLAC participants shared their mid-project reports outlining their projects from start to halfway into the academy, including challenges, celebrations, year two plans, and enhancements. All reports were recorded and fully remediated for accessibility requirements. These reports are available to review on the OTAN website. A summary of all presenters and their projects is included in the Appendix section of this report. The DLAC participants were supported by five coaches based on geographic location. Each coach is a veteran adult education teacher or administrator who has experience in OTAN professional development projects.

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

The OTAN has maintained their membership with NROC and provided access for California adult education agencies to products that include EdReady, NROC Math, NROC English, and HippoCampus. OTAN hosts courses that are shared with the field for math and English. Additionally, membership allows agencies who wish to use EdReady Math to select individualized learner goals. OTAN created additional scopes for CASAS Math and English.

This year saw six (6) active scopes in use on the OTAN EdReady server. Seventy-two learners completed the diagnostic assessment, and 46 learners showed improvement in their learning path. In this group nine (9) students met their learning goals in math or English. Of the Career Technical Education scopes, medical assisting was still active, continuing the trend from last year.

The EdReady server supports over 45 scopes, with over 1,190 learners on the system. Of those, there are 290 active users (non-duplicated count). The CASAS Math Readiness Goal was popular and showed 41 users logged in to the system and completed the initial diagnostic. And of those, 27 improved their EdReady Score. Six reached or eclipsed their target score. Although there are high numbers of users on the system, more promotion and training to the adult education field would help enhance the use of the system and show teachers and administrators alike how learners could benefit from EdReady math and English assessments and learning paths for students.
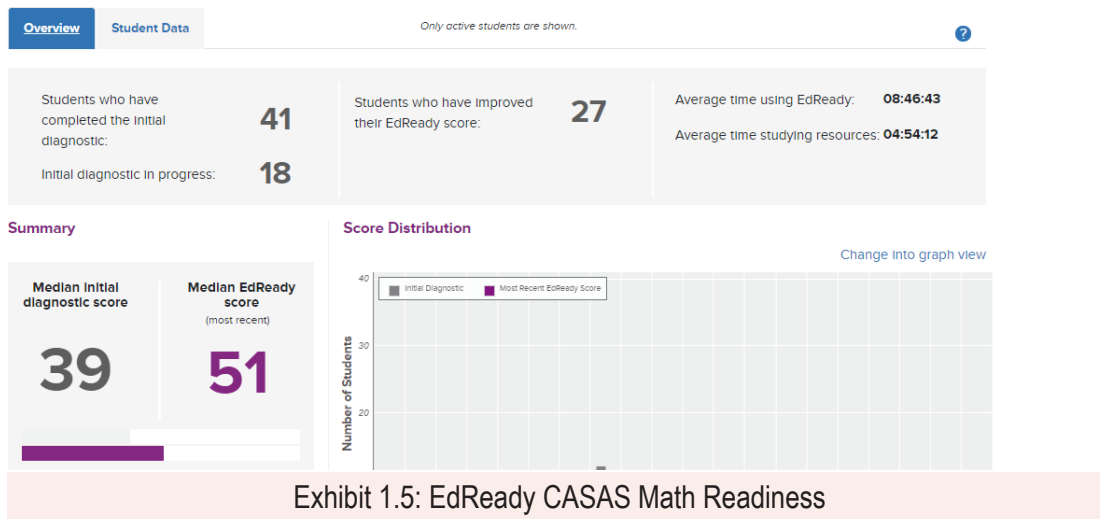
Exhibit 1.5: EdReady CASAS Math Readiness

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

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

Host One Technology and Distance Learning Symposium (TDLS)

Exhibit 1.6

The Technology and Distance Learning Symposium (TDLS) is a favorite among adult educators in California and ideal for teachers, coordinators, and administrators in the network of California adult education providers under the Adult Education and Family Literacy Act, WIOA Title II, the federal grant administered by the Adult Education Office at the California Department of Education. Participants receive relevant and new information, dynamic presentations, and

hands-on skill development to start or grow blended/distance learning programs and enhance technology in the classroom.

Held virtually from March 3 through March 5, 2021, the TDLS was attended by over 800 adult educators and administrators from throughout California. Since it was delivered virtually, the TDLS generated a national audience. Attendees selected from over 84 technology-focused workshops that ranged from increasing technical skills in a specific software program to what steps were needed to effectively implement a blended/distance learning program at an adult education program, community college, and/or community organization.

This year's keynote speaker was Brooks Harper. He is an author, speaker, and career expert. He is known for Sharing words of encouragement reaching the Head, Heart & Funny Bone. His company helps students and professionals discover, develop, market, and sell their knowledge, skills, and abilities that bring tangible value to the marketplace.

Brooks Harper has spoken at hundreds of conferences and campuses nationwide to more than 1,000,000 students, educators, and professionals. His books *Why Should We Hire You? - 7 Skills to Make Mills* and *JUST C-H-I-L-L-L* have been incorporated into Career and Technology Education Curricula as the go-to books for teaching interview skills, self-marketing, personal branding, and soft skills development. Brooks aspires to the belief that EVERY DAY is an interview and an opportunity to turn learning into earning.

Mr. Harper's keynote address, "Impassioned in Your Profession," reminded us to keep "investing in ourselves and the return into others." The keynote description: "Impassioned in Your Profession is a high-energy keynote that reaches the HEAD, HEART, and FUNNY BONE inspiring educators to passionate performance! Brooks Harper provides words of encouragement preparing us to approach each day with anticipation instead of apprehension. He discusses the power of gratitude, value development, and strategies to avoid burnout." His keynote address was available on OTAN's YouTube channel for 30 days as part of a series of education technology integration sessions recorded during the TDLS.

Platform

This virtual TDLS was made possible by creating a custom conference platform software that allowed registered users and presenters to view and attend sessions using Zoom. The development team created administrative tools that allowed the OTAN staff to manage presentations, presenters, and Zoom room information. Registered users had the ability to view and filter the overall conference schedule and mark sessions to add to their own custom schedule. 3,719 individual sessions were added to attendee schedules.

The platform encouraged users to complete session evaluations by making evaluation links available directly from the schedule as soon as a session was completed. 1,070 session evaluations were completed throughout the conference, and 106 overall symposium evaluations were completed by attendees.

Zoom was used as the video conferencing platform for the TDLS. Using the OTAN Zoom server, and with the assistance of the Adult Education department at SCOE (OTAN, CAEP-TAP, and CAERC) as tech hosts, Zoom webinars and meetings were created using almost every

Zoom license available for each TDLS presentation. Trainings covering Zoom features and troubleshooting tips were held for the tech hosts, who were tasked with providing tech support as well as being room monitors. Separate trainings were held for TDLS presenters, where they were given the opportunity to practice sharing and presenting on the Zoom platform. A TDLS pre-conference session was also held to familiarize attendees with the TDLS website, features, and platform. In addition to Zoom meeting and webinar spaces for the presentations, a separate Zoom meeting room was used as a space for a help desk, green room, and general chat.

Advertising for the TDLS Call for Proposals included one news item and 14 social media posts in December and January, and advertising for the TDLS registration included two news items and seven social media posts in January and February. Six total email blasts, plus regular mention in the weekly Upcoming Activities field update, were sent out regarding submitting proposals and registration. The Call for Proposals and registration were so popular that the OTAN received a record number of proposals and expanded registration twice to accommodate more than 800 registrants.

Video Production and Remediation

Videos produced by OTAN of the TDLS conference presentations were created and recorded using Zoom software. These videos were recorded live, so post-production was necessary to improve quality and make them fully accessible. Titles and credits were added, breakout sessions and pauses were edited out, sound was balanced, and presentation slides were checked for color contrast and modified, as necessary. Videos were then captioned and posted online for the field to view on-demand. The total number of TDLS video presentation visitors surpassed 1,155 between March and June of 2021.

Leverage Statewide Licensing of Technology-based Content

The OTAN works to provide statewide licensing opportunities for both learners and teachers. These options include specialized offerings in different programs. For this program year OTAN offered agencies several options: ACHIVE3000, Voxey EnGen, and ProLiteracy New Readers Press Online. OTAN continued support and access to several curriculum programs for the field: Northstar Digital Literacy Project and NROC materials such as EdReady Math and EdReady English. In addition, OTAN continued to provide adult educators access to online professional development through the Essential Education self-paced, online course, *Blended Learning in Adult Education*. A new addition late in the program year included providing a pilot offering of the Canvas by Instructure learning management system. Although starting as a pilot, all of the adult education agencies in the state will be offered access under an umbrella account for Canvas licensing. This will allow lower costs to individual agencies due to OTAN's ability to negotiate lower per-license costs. Additional services are provided, including more support and special features, so teachers can provide more engagement and learning activities for learners.

ACHIEVE3000

This program is designed to increase reading skills through differentiated content and instruction. Learners take an initial assessment to provide information about the learners, reading levels. Teachers assign appropriate activities and lessons to improve reading and comprehension. The lessons and activities allow learners to use different supports such as text-to-speech and

speech-to-text tools, vocabulary supports, and automatically adaptive assessments to give all students the support they need to improve their reading skills. ACHIEVE3000 also provides students in English language acquisition, social studies, and science classes with grade-level, standards-aligned content differentiated to 12 Lexile levels in English and 8 in Spanish.

Content provided to learners is upgraded every year to add timely, culturally relevant materials to ensure the lessons reflect the diverse populations in education. Teachers can offer lessons with more learning opportunities at all stages. These include embedded videos, expanded audio content, opportunities for skills practice, thoughtful writing prompts, and social-emotional learning prompts. Learners have tools to ensure they are on track including lesson progress bars and a split-screen design with a re-sizable reading pane allowing them to easily refer to the lesson content. ACHIEVE3000 added more content and lessons: materials from *Creating Connections* for U.S. and World History; the Ask a Scientist series giving learners the ability to have science questions answered by experts in the field; and Content Crosswalk, helping teachers build collections of lessons and other materials.

ACHIEVE3000 also allows teachers to track learner progress toward College and Career Ready Lexile Ranges. For agencies who continue to use ACHIEVE3000, these college and career readiness reports help track learner progress year after year.

Five (5) agencies participated in the curriculum pilot this year: Conejo Valley Adult Education, Corona Norco Adult School, Fresno Adult School, Mcfarland Unified School District, and Tuolumne County Office of Education. All agencies combined supported 77 learners in the program. Corona Norco Adult School supported the most learners at 24, Fresno and Mcfarland supported just under 20 learners, and Conejo Valley and Tuolumne supported the rest of the learners.

There were over 275 logins over the course of the year, with 136 learners logging in after school hours. The 77 learners in the program completed 117 activities. Preliminary reading assessments showed this group of learners had an average Lexile level of 996. The majority of learners were at the 6th grade level (1045L). The time period for this data was March through June 2021. Given the short time period, no Lexile gains were recorded.

ACHIEVE3000 CURRICULUM PILOT - 2020–2021			
AGENCY	**TOTAL LOGINS**	**AFTER SCHOOL LOGINS**	**ACTIVITIES**
OTAN-Conejo Valley Adult Ed	N/A	N/A	N/A
OTAN-Corona Norco Adult School	126	83	41
OTAN-Fresno Adult School	76	4	37
OTAN-Mcfarland Unified School District	32	32	7
OTAN-Tuolumne County Office of Education	43	17	32
GRAND TOTAL	**277**	**136**	**117**
Exhibit 1.7: Achieve3000 Usage 2020–21			

The pilot for these agencies is extended to the 2021–22 academic year. The primary goal will be to increase teacher and learner use of ACHIEVE3000 and see significant gains in reading levels for adult learners.

Voxy EnGen

This program is designed for language upskilling targeted for organizations, educational, and government institutions working to improve their talent pipeline while providing economic mobility, civic participation, and a better quality of life for workers, immigrants, and refugees. Voxy EnGen seeks to solve two problems at the same time: enable new Americans with English skills while addressing systemic talent shortages and preparing the workforce for the jobs of the future.

The platform is designed to target the underserved community of English-language learning immigrants who need workforce readiness skills with personalized learning in career-specific areas. Activities include real-world content on an easy to run platform where the learner, instructor, or work supervisor can monitor progress. Learners can choose from a variety of career pathways to improve their social interaction with workers and/or peers, learn specific English language skills aligned to the industry of their choice, and provide key milestones as they progress through the program. Materials on the platform are updated daily with lessons from popular media outlets like the Associated Press, as well as job-specific training materials by industry. Learners interact with multimedia lessons, including videos, images, articles and audio recordings, reflective of English used in the real world. Examples of industry-specific English language acquisition include healthcare, manufacturing, technology, data science, aviation, business, and much more.

The Voxy EnGen pilot provided 120 licenses to five (5) agencies including Valley Adult School, Santa Monica-Malibu Unified School District Adult Education Center, Petaluma Adult School, Oakland Adult & Career Education, and Highlands Community Charter & Technical School. At the end of the 2020–21 school year, some agencies requested more licenses to continue the pilot into the next year. These agencies included Highlands, Petaluma, and Valley Adult School. Although OTAN could not meet this request, Voxy EnGen employed some creative solutions to provide additional licenses under different grants and initiatives.

Over the course of the program year there were 24,584 activities completed, with over 661 hours of study time. Out of this pilot group, Petaluma Adult School showed the highest number of activated learners who spent on average 11 hours of study time. Of that group of learners, 71% had taken at least one Voxy Proficiency Assessment (VPA). Valley Adult School showed the highest number of completed VPA's at 47 with almost 400 hours of study time.

> " *Keep doing good work, OTAN. We need you!!!*
> *Couldn't have made it through the pandemic/online work*
> *without you.* "
>
> *– TDLS participant*

VOXY ENGEN PILOT - HIGHEST VPAS - DATA TABLE	
AGENCY	**NUMBER VPA'S COMPLETED**
Valley Adult School	47
Petaluma Adult School	15
CA Innovative Career Academy/Highlands Community Charter and Technical Schools	4
Santa Monica-Malibu Unified School District Adult Education Center	1
Oakland Adult and Career Education	0
GRAND TOTAL	**67**

Valley Adult School accounts for the majority of VPA's completed.

- Valley Adult School
- Petaluma Adult School
- CA Innovative Career Academy/Highlands Community Charter & Technical Schools
- Santa Monica-Malibu Unified School District Adult Edu Center
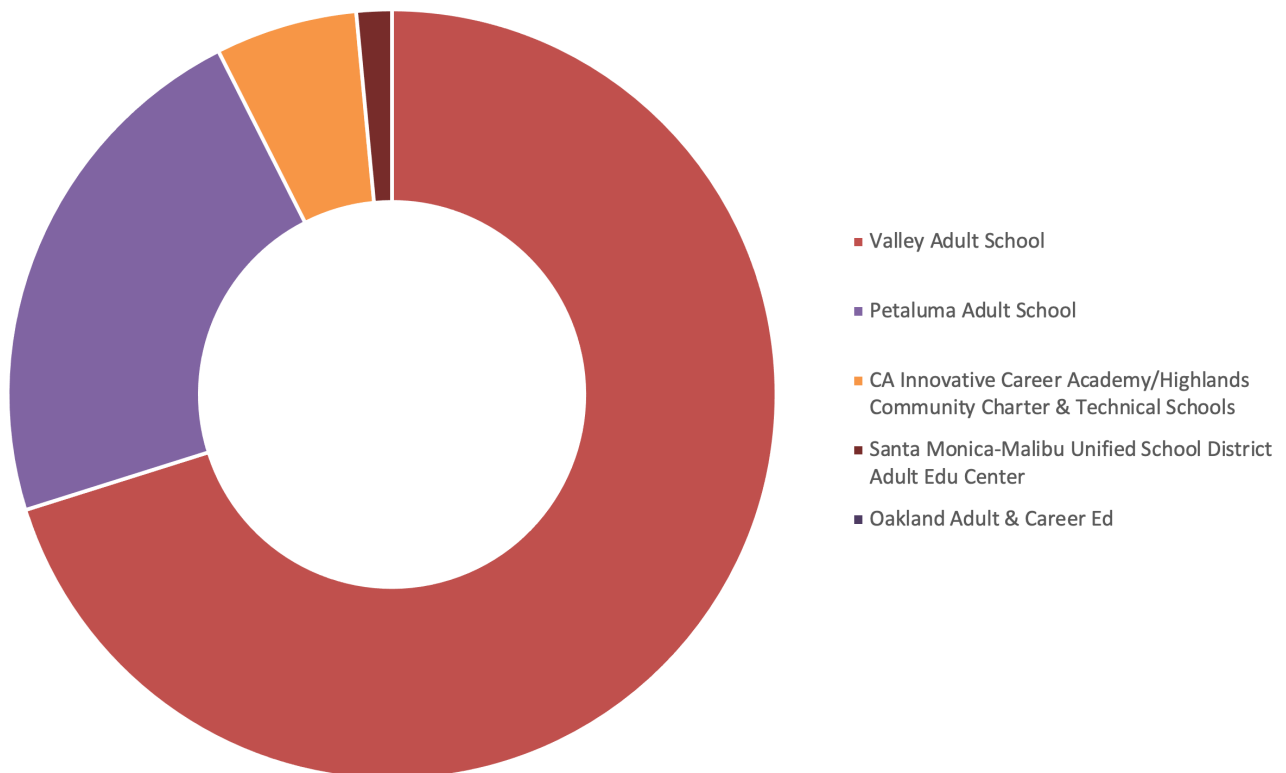- Oakland Adult & Career Ed

Exhibit 1.8: Voxy EnGen Pilot - VPA's Completed

Across all participating agencies, those learners designated as "high beginner" accounted for the majority of the VPA's completed.

VOXY ENGEN PILOT - LEARNER TYPE - DATA TABLE	
LEARNER TYPE	**NUMBER VPAS COMPLETED**
High Beginner	41
Low Intermediate	12
Intermediate	7
Beginner	3
Low Advanced	2
High Intermediate	2
TOTAL	**67**

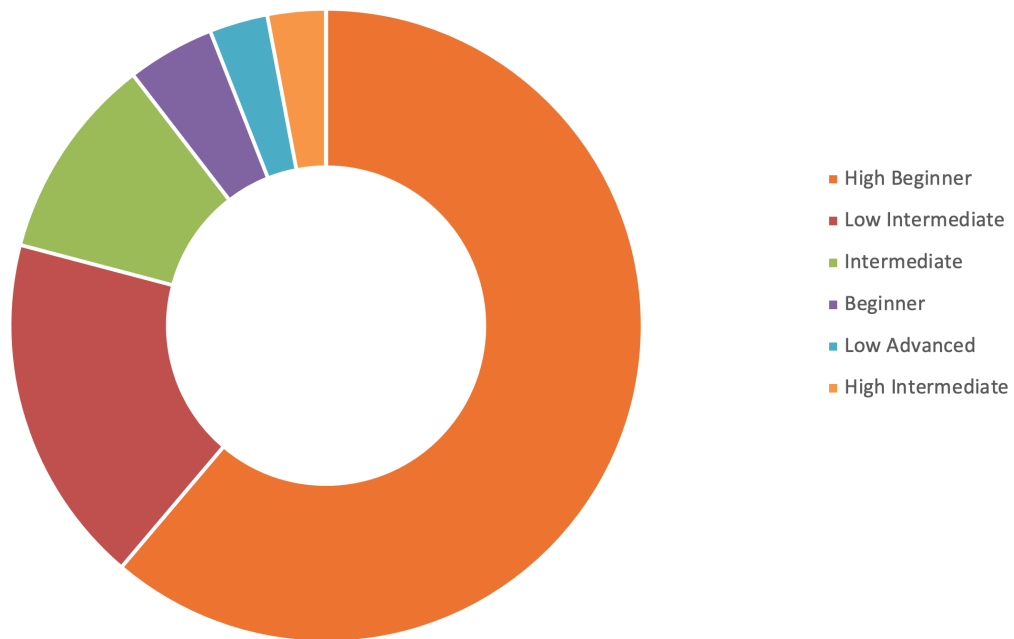High Beginner accounts for the majority of VPA's completed.

Exhibit 1.9: Voxy EnGen Pilot - Learner Type

There were five (5) most frequently completed courses, they include *Beginner English, Introduction to Warehouse Machinery, Beginner Literacy English, Workforce Skills: Construction, and Beginner Business Skills: Phone Calls, Meetings, and Presentations*. Learners accessed these courses on Voxy EnGen on desktop computers (75%), Android devices (11.4%), and iOS devices (13.5%).

With the approval of CDE Adult Education Office, the Voxy EnGen pilot will continue through the next program year. With a longer period to try the program, meet with teachers, and provide additional supports for direct instruction, it is anticipated that there will be a higher number of assessments completed and learners who are successful in meeting their learning and career goals not only in English language acquisition, but also in contextualized English for their chosen career path.

New Readers Press Online

The pilot for New Readers Press Online provides preparation courses for both the HiSET® and Pre-HSE. The HiSET® Exam Prep Online course is designed to help learners succeed on the GED high school equivalency test. The course is ideal for blended or distance learning. The course contains four subject areas including reading and language arts, math, science, and social studies. The course provides confidence-based learning, badges, games, and study tools for engagement and independent learning. Teachers can create custom curriculum based on learner needs and track progress and study time.

The New Readers Press Online Learning Pre-HSE course guides learners through foundational content they need in order to move to the high school equivalence level work. This course is also ideal for blended or distance learning and includes the same four subject areas of reading and language arts, math, science, and social studies. It is designed with the same confidence and engagement tools as the HiSET® online course and allows teachers and administrators to customize the curriculum, tracking progress and study time.

Licenses for the Pre-HSE course were issued to nine (9) adult schools, and HiSET licenses were issued to the seven (7) agencies listed in the following table.

NEW READERS PRESS ONLINE - LICENCES ISSUED	
OTAN PILOT AGENCIES PRE-HSE	OTAN PILOT AGENCIES HiSET
Alameda Adult School	Alameda Adult School
Apple Valley Adult Education	Baldwin Park Adult and Community
Berkeley Adult Education	Fresno Adult School
Fresno Adult School	Martinez Adult School
Hanford Adult School	Oakland Adult and Career Education
Oakland Adult and Career Education	Santa Ana College
Petaluma Adult School	Valley Adult School
Valley Adult School	Deliberately left blank
West Contra Costa Adult Education	Deliberately left blank
Exhibit 1.10	

All 12 agencies participating in the Pro Literacy New Readers Press Online pilot were provided support and training by New Readers Press. Santa Ana College was the most active with 360 learners, 16 instructors, and 4 classes. In total, 572 learners were uploaded into the programs, with 53 teachers and 21 classes.

NEW READERS PRESS ONLINE - PARTICIPATING AGENCIES - DATA TABLE	
AGENCIES	**NUMBER**
Santa Ana College	360
Alameda Adult School	74
Fresno Adult School	67
Valley Adult School	25
West Contra Costa Adult Education	22
Berkeley Adult School	13
Oakland Adult and Career Education	5
Petaluma Adult School	4
Martinez Adult School	2
Baldwin Park Adult and Community	0
Apple Valley Adult Education	0
Hanford Adult School	0
Grand Total	**572**

SANTA ANA COLLEGE accounts for the majority of 'Students Uploaded'.
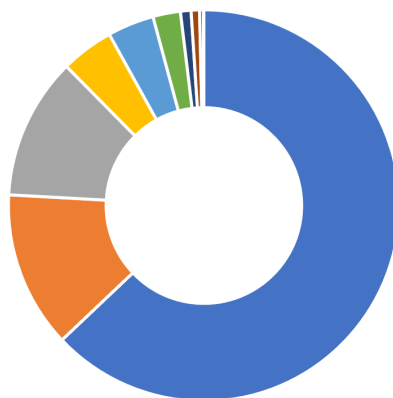
- SANTA ANA COLLEGE
- ALAMEDA ADULT SCHOOL
- FRESNO ADULT SCHOOL
- VALLEY ADULT SCHOOL
- WEST CONTRA COSTA ADULT EDUCATION
- BERKELEY ADULT SCHOOL
- OAKLAND ADULT AND CAREER EDUCATION
- PETALUMA ADULT SCHOOL
- MARTINEZ ADULT SCHOOL
- BALDWIN PARK ADULT AND COMMUNITY
- APPLE VALLEY ADULT EDUCATDION

Exhibit 1.11: New Readers Press Online - Participating Agencies

" *Thank you OTAN for all you do for us on the frontlines of Adult Ed.* "

– *Ed Schmalzel*

Santa Ana College, Alameda Adult School, and Fresno Adult School were the most active through the first year of the pilot. These three agencies showed over 1,050 hours spent in various courses.

NEW READERS PRESS ONLINE - MOST ACTIVE AGENCIES - DATA TABLE				
AGENCIES	TIME SPENT IN COURSE	TIME SPENT IN LESSON	TIME SPENT IN PRACTICE	TIME SPENT IN TESTS
Alameda	181:00:20	71:50:13	16:24:00	32:08:28
Fresno	98:17:33	29:51:41	18:21:04	18:27:49
Santa Ana	785:25:20	192:16:42	223:46:31	152:16:46

Total Time Spent in Course by Institution

785:25:20

181:00:20

98:17:33

TOTAL_TIME_SPENT_IN_COURSE

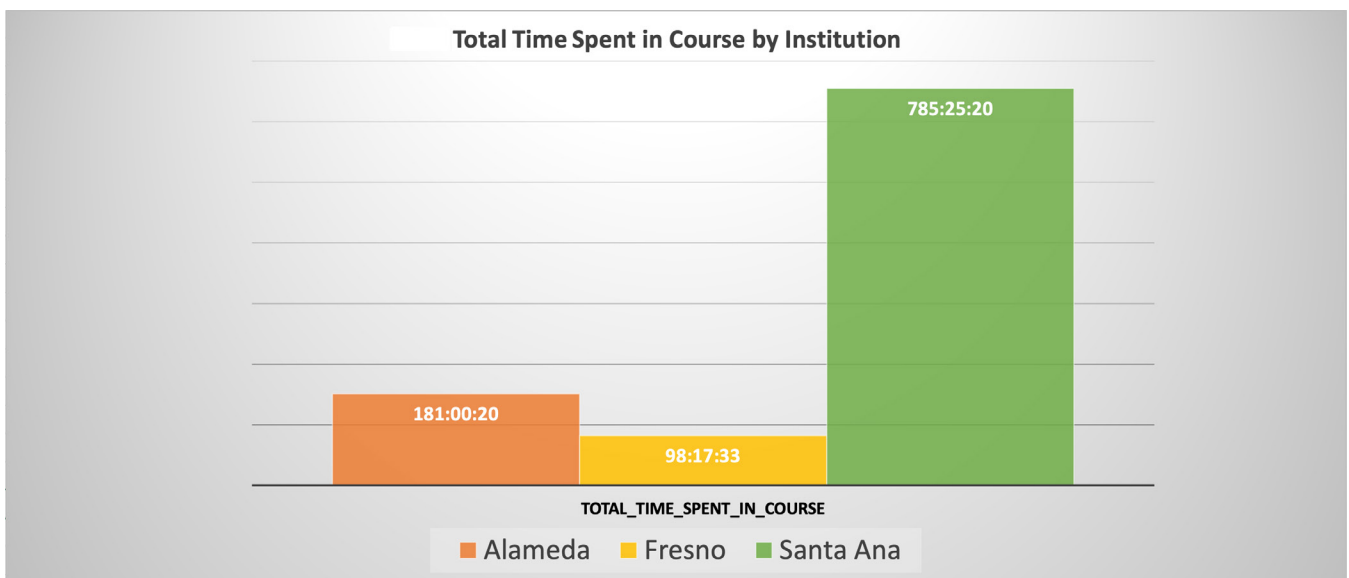■ Alameda ■ Fresno ■ Santa Ana

Exhibit 1.12: New Readers Press Online - Most Active Agencies

As with Voxy EnGen, and the approval of CDE Adult Education Office, the New Readers Press Online Learning pilot will continue through the next program year. With a longer period to try the program, meet with teachers, and provide additional supports for direct instruction, it is anticipated that there will be a higher number of courses completed and learners who are successful in meeting their learning and career goals in preparation for the high school equivalency or HiSET® exams.

Northstar Digital Literacy Project

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

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

When individuals pass the Northstar proctored assessments (at approved sites), they obtain the Northstar Digital Literacy Certificate for that assessment. The certificate provides a credential that can be included in a resume or online portfolio. There is no cost to the learner to take the assessment. In previous years participants could also earn digital badges; however, changes were made on the administrative side of Northstar so additional data on how many digital badges were issued and/or claimed is no longer available.

As a Northstar member, OTAN supported four (4) adult education agencies from July 1, 2019, through June 30, 2020. Agencies included Jefferson Adult School, Monterey Adult School, Glenn Adult School, and Napa Valley Adult School. The most active sites were Jefferson Adult School and Monterey Adult School. Glenn Adult School was unable to maintain their commitment. Although they offered over 140 exams, only one passed with a proctor. However, despite the change in participants, Monterey Adult School and Jefferson Adult School provided over 227 assessments.

> *"In-person is the best, but your virtual TDLS was almost as great."*
>
> *– TDLS participant*

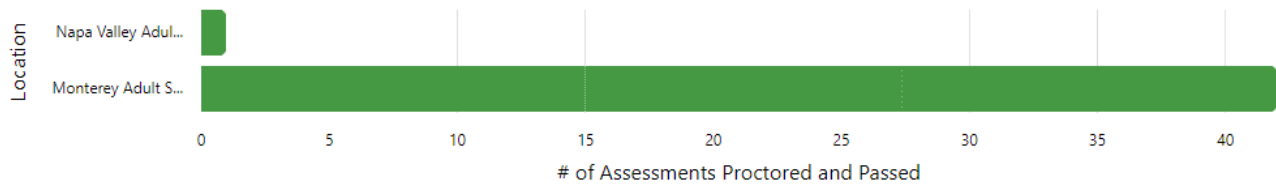| NORTHSTAR ASSESSMENTS PROCTORED AND PASSED - DATA TABLE	
LOCATION	# OF ASSESSMENTS PROCTORED AND PASSED
Napa Valley Adult School	1
Monterey Adult School	43

Assessments Proctored and Passed

Exhibit 1.13 - # Assessments Proctored and Passed

> " *Thank you THANK YOU for your response!*
> *On a Sunday! The same day I emailed you! And in the middle of the afternoon!*
> *AND, to make things more wonderful, not only did you answer the questions I was asking, you answered the questions I wanted to ask next!*
> *Thanks again for all your hard work this spring!*
> *And talk to you soon.* "
>
> *– Jill Wright, Oxnard*

Monterey Adult School:

Monterey Adult School provided 86 exams, and 42 of them were proctored show a passing rate of 50%. Monterey offered assessments in four (4) primary areas. Basic Computer Skills had the most assessments taken, followed by Using Email, Internet Basics, and Google documents.

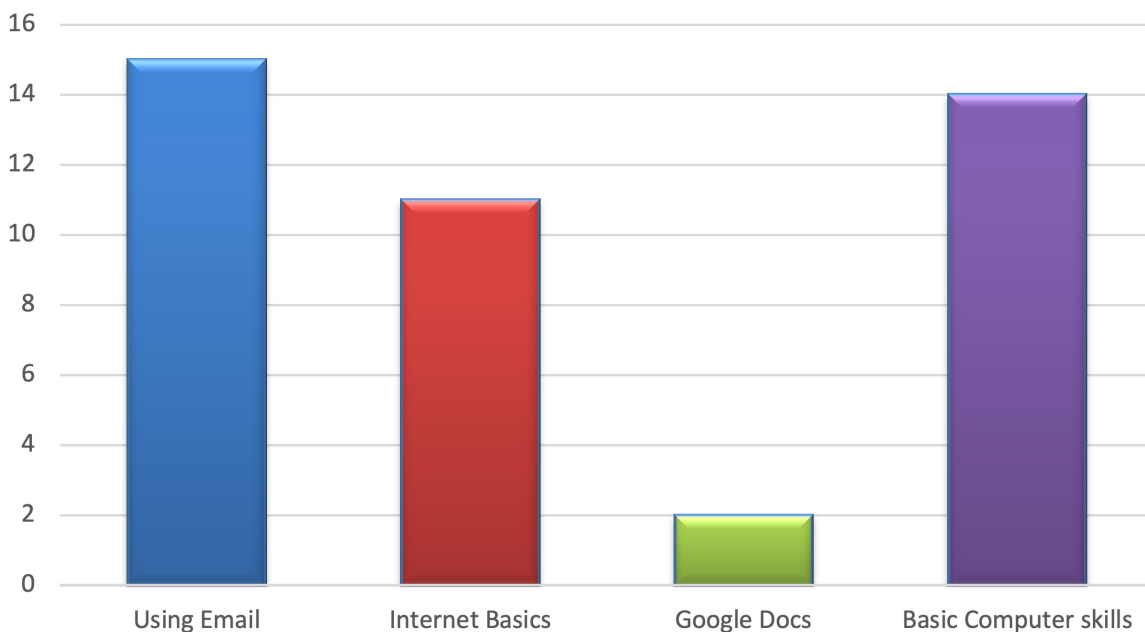| NORTHSTAR PROCTORED PASSED EXAMS MONTEREY ADULT SCHOOL - DATA TABLE				
AGENCY	USING EMAIL	INTERNET BASICS	GOOGLE DOCS	BASIC COMPUTER SKILLS
Monterey Adult School - OTAN	15	11	2	14

Monterey Proctored Passed Exams

Exhibit 1.14 - Northstar Proctored Passed Exams Monterey Adult School

The OTAN will continue to recruit adult schools wishing to use Northstar for their digital literacy programs through the next program year.

NROC EdReady Math and EdReady English

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

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

Essential Education – Blended Learning in Adult Education Course

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

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

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

Canvas Pilot

The pandemic has pushed education into a new era. It afforded all of us an opportunity to rethink school, and many agencies, local education, and state leaders elected to invest in initiatives that address the needs of teachers and learners. One such initiative comes through a partnership agreement with the Sacramento County Office of Education and the California Adult Education Program-Technical Assistance Project (CAEP-TAP) and OTAN adult education leadership projects to help districts provide equitable access to distance, blended, and in-person learning through the Canvas Learning Management System (LMS). This partnership is titled the California Distance Learning Cooperative (CDLC). The CDLC will provide an opportunity for all adult education agencies to provide opportunities for learning in a flexible environment. It will also provide skills and understanding of a learning management system in common use with California higher education agencies such as University of California, California State University, and Community Colleges.

The Cooperative agreement provides not only the learning management system, but also supports for both learners and teachers. These include 24/7x365 support, unlimited subscription training, and Canvas Studio, an interactive video platform. Agencies are provided with their own instance of Canvas, where they can assign administrators, teachers, course designers, or other roles as needed. Additionally, OTAN will share courses in program areas such as English Language Learning, Adult Basic Education, and Adult Secondary Education. These courses will be maintained through a CDLC Commons, a central repository of courses that any adult education agencies can use with their learners. The table below lists the agencies participating as of July 1, 2021. For a geographical reference, see this map.

CANVAS PILOT - AGENCIES PARTICIPATING	
ABC Adult School	Fresno Adult School
Berkeley Adult School	Los Angeles Regional Adult Education Consortium
Burbank Adult School	Milpitas Adult Education
Campbell Adult and Community Education	Montebello Community Adult School
Castro Valley Adult and Career Education	Oakland Adult and Career Education
Charles A. Jones Career and Education Center	Santa Clara Adult Education
Claremont Adult School	Sutter County Adult Education
Culver City School	Tamalpais Adult School
East Side Adult Education	Tulare Adult School
Elk Grove Adult and Community Education	Tuolumne County Superintendent of Schools
Folsom Cordova Adult School	Washington Adult School / WUSD
Fontana Adult School	West Contra Costa Adult Education

Exhibit 1.15

Initially, the Cooperative secured 5,000 licenses to distribute among 25 agencies. CAEP-TAP and OTAN sent out invitations to sign up for the pilot and asked agencies how many licenses they would need to support their learners. The original 25 agencies submitted their interest and asked for almost 10,000 licenses. A metric was devised to ensure an equitable division of the licenses for all agencies. Agencies did not receive their total requested numbers, but all were satisfied they would use the licenses provided efficiently throughout the pilot. Moving forward, agencies will be able to purchase highly discounted licenses to serve their learner population.

Although this pilot project started late in the contract year, it was expected that agencies would use the spring and summer to accelerate their Canvas operations for fall of 2021. At the end of June, a handful of agencies showed they were creating courses, assignments, and other activities in their Canvas instances. The chart below summarizes current activities with the pilot agencies as of the end of the program year.

CANVAS PILOT - AGENCIES ACTIVITIES					
COURSES	GRADE DISTRIBUTION	ASSIGNMENTS	DISCUSSION TOPICS	FILES UPLOADED	MEDIA RECORDINGS
65	0	6,349	938	5,549	229

Exhibit 1.16

Both OTAN and CAEP-TAP will continue to add adult education agencies throughout the next program year. Dependent on funding, the goal is to add 127 more adult education agencies to the Cooperative. Training and support for all Canvas agencies under the Cooperative will continue throughout future program years. Data reports will be provided annually to the California Adult Education Office through the OTAN annual report.

Online Video Production

Exhibit 1.17
Crystal Espinoza

The OTAN produced two California Adult Education Students Succeed videos this past year. The students, Crystal Espinoza from Clovis Adult Education and Logan Hindle from Charles A. Jones Career and Education Center, were honored at the Association of California School Administrators (ACSA) 2020 Leadership Summit held online due to COVID-19. Both videos were added to OTAN's Students Succeed website along with each student's story. The site currently hosts 242 student stories, 44 of which have accompanying videos highlighting the success of adult education students, teachers, and programs.

Exhibit 1.18
Logan Hindle

Additional videos recorded at the Technology and Distance Learning Symposium (TDLS), held virtually in March 2021 due to COVID-19, were posted to the OTAN's website under Video Presentations. This year, the OTAN tried to remediate as many TDLS 2021 videos as possible using unspent money reserved for travel. Except for the Keynote speaker video (which is no longer posted on the OTAN website due to an arrangement with the presenter), all videos have a transcript, are closed captioned, and have audio descriptors.

Keynote speaker: Brooks Harper
Reaching the Head, Heart, and Funny Bone

Brooks Harper will present a high-energy keynote to kick off TDLS that reaches the head, heart, and funny bone, inspiring educators to passionate performance! Brooks provides words of encouragement preparing us to approach each day with anticipation instead of apprehension. He discusses the power of gratitude, value development, and strategies to avoid burnout.

Julie Caspersen Schultz and Marcia Brook, ESL Faculty, Sierra College
Building Community and Engaging and Connecting with Students in Canvas

Finding creative/engaging ways to connect with students and build community online can be done through the many tools in Canvas. Come and learn about building community, and engaging/ connecting with students through Canvas Modules, Assignments, Discussions, and Pages all with an equity mindset!

Renee Ramig, Katy Gerard, Shari Becker, and MeeYing Coffer, Mt. Diablo Adult Education
3 Teachers & A Techie - A Panel Discussion of Best Practices for Successful Online Learning

On March 16, 2020, F2F classes stopped at Mt. Diablo Adult Education (MDAE). The three dental assistant teachers worked with a support person (and self-proclaimed techie) to move their entire curriculum online in less than two weeks. These teachers will share their process - what worked and what definitely did not - and where they are now almost a year later. There will

be time for participants to join in the discussion to share their successes and challenges about moving to online / hybrid teaching and learning.

Celine Signorini-Bakan, California College of Communications
All You Need is Google Jamboard

This workshop will help the participants to master Google Jamboard, a modern, innovative, and fun digital tool that promotes student engagement through multiple activities. I will share my experience and demonstrate how to use Jamboard for different subjects, including Grammar, Writing, Listening, Speaking, and Reading. We will create effective Jamboards to share knowledge, explain concepts, and offer collaborative platforms to students, promoting the implementation of 21st century skills in online classes. In addition, we will create interactive Jamboards to develop vocabulary in a lively way.

Renee Ramig, Mt. Diablo Adult Education
Canvas LMS – Best Practices and Work Time

Did you recently move to using Canvas? Do you need time to work on your Canvas courses? In this 2-hour session, learn some best practices related to Canvas, where to find the best Canvas resources online, get your Canvas questions answered, and then have time to work on creating / upgrading your Canvas courses during this workshop.

Heather Martin and Marcia Luptak, Elgin (IL) Community College
Designing Adult Basic Education and ESL Courses for a Flexible Environment

Due to COVID, Elgin Community College's (ECC) Adult Education department found itself unprepared for the instant switch to online delivery. Instead of opting for a temporary solution, ECC decided to develop courses for flexible delivery so that the courses could be adapted as needed in response to COVID restrictions as well as in a post-COVID environment. This flexibility allows the program to adapt to the fluid nature of COVID and makes hybrid delivery (both F2F or online) a possibility in a post-COVID environment. Presenters will discuss the development process and successes and challenges they encountered throughout the development and implementation of the courses.

Neda Anasseri, OTAN Coordinator, Martha Clayton, Los Angeles City College, and DLAC teams from Placer School for Adults, San Diego Adult School, and Pittsburg Adult Education Center
Digital Leadership: A 2-year Professional Development Opportunity for Educators and Administrators

The Digital Leadership Academy (DLAC) is a 2-year professional opportunity sponsored by OTAN for adult educators to learn and/or enhance their skills in integrating technology, teaching and facilitating online distance learning, and providing blended courses for adult learners.

Rusanna Hernandez, Fontana Adult School
Getting Started With Computers Sessions

To address the major gaps in students' knowledge base with respect to technology and digital skills, Fontana Adult School began a two-and-a-half week, in-person class session to help students succeed with online learning. They were taught very basic skills, like double-clicking, where certain keys on the keyboard were, like tab, what caps lock was compared to the shift key, etc. Students were also taught how to use various Office365 programs, like Outlook, including emailing and calendaring, Excel, Word, and Powerpoint. The presenter will share the daily PowerPoint slides she used for each class session, strategies she used for safety during COVID-19, sample work by students, and the CASAS results.

Kristi Reyes, MiraCosta College Continuing Education and OTAN Subject Matter Expert
Replicating Classic Classroom Activities for Remote Instruction with Tech Tools

Attend this workshop to find ways to replicate some of the best F2F activities in synchronous online instruction with readily available and easy-to-use tech tools that will transform your remote teaching into a more student-centered, interactive experience for everyone.

Debbie Jensen, OTAN Subject Matter Expert, and Lindsay Kincaid, CK-12
The Future of Digital Education: CK-12

CK-12 offers teachers free online interactive, AI-assisted resources to meet the needs of every student. Join this 2-hour session to learn more about CK-12 and to get started with creating your first FlexBook!

Rita Van Dyke-Kao, Santiago Canyon College Division of Continuing Education
The Liquid Syllabus: Welcoming Online Students at the Front Door

One of the first impressions students may have of your online course is your syllabus. Learn how to apply equity-minded practices to your existing syllabus using Google Sites, and to transform it into a liquid syllabus that is mobile-friendly, interactive, and welcoming for all students.

Chris Vela Che, Katrina Tamura, and Kristi Reyes, MiraCosta College Continuing Education
Using Images, GIFs, Emojis, and Videos for Productive Practice

Memes, TikTok, emojis, and GIFs: Today communication is all about visuals! Multimedia benefits language learners and can be used to prompt student production of the target language forms. Successfully used online activities will be demonstrated, and resources will be provided.

The OTAN also continued its webinar series, OTAN Tech Talks (OTT). OTAN Tech Talks are designed for presenters to give short 20- to 30-minute scripted presentations to assist webinar attendees with tips on a variety of EdTech tools, technology integration strategies, resources, and more. We also actively encourage adult education practitioners to present the latest EdTech tools and topics for their colleagues. These videos are captioned and available for public viewing

on OTAN's YouTube channel. A similar list of recordings for OTAN Tech Talks from the 2020–2021 year that have been fully remediated can be found on the <u>OTAN website under Video Presentations</u> 🔗

***100% Online Instruction Doesn't Mean "No PBL!"* by Barry Bakin, LAUSD DACE**
Description: Manage Online Project Based Learning (PBL) using common software, be it Office 365 or Google Suite for Education Apps. Projects to get your students "learning by doing" again are possible!

***Spotlight Adult Education Thru Social Media* by Cynthia Eagleton, San Mateo Adult School**
Description: Social media can cast a spotlight on our wonderful adult education programs - bringing attention to our offerings and building a community with not only our current students, but potential students, the broader community, and other agencies we ally with in purpose. Learn tricks and tips to accomplish these great ends, including: mastering hashtags – the Dewey Decimal system of the digital world, organizing and streamlining your task load with Hootsuite, understanding why accessibility matters, and more as time allows!

***Using Technology to Help Students Set, Monitor, and Achieve Goals* by Anthony Burik, OTAN Project Specialist**
Description: Goal-setting is a crucial step for students to be able to reach their objectives. In this Tech Talk, we'll look at tech tools – stand-alone apps, social media, and learning management system functions – that educators can use as students set and achieve SMART goals. We'll also consider using technology to highlight student achievements and encourage students to keep going.

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

Provide Specialized Coaching and Extended Technical Support to Sparsely Populated Areas of California

Although outreach to OTAN membership was extensive over the year, due to the travel limitations of the COVID-19 pandemic, connecting with rural agencies was difficult. Through a sister project with CAEP for a targeted technical assistance project for adult education consortia, several coaches reported rural agencies were in specific need of technical assistance with technology integration and resources designed to provide curriculum and other supports to learners with limited or no broadband access. Through this partnership, OTAN expects to identify and provide these services in collaboration with CAEP once travel and other COVID-19 related restrictions are lifted.

Future planning is leading the OTAN to work on technology options for rural agencies. Many agencies in rural areas have unstable or intermittent broadband access for all learners, and all residents for that matter. Identifying these areas will happen through exploration of current agencies that self-identify as needing assistance in rural areas, as well as working with the CASAS for statewide data that helps us identify agencies that show registration and student completion rates.

Provide Information, Resources, and Technical Support

Research and Share Information on Emerging Technologies

One of the many lessons of COVID-19 for the OTAN is a clearer understanding of what "new and emerging technologies" means to our many adult education agencies in the field. From the OTAN's perspective, some new and emerging technologies we have explored in recent years include artificial intelligence (or AI), augmented, virtual, and mixed realities, makerspaces, coding, robotics, and adaptive learning. But for many adult education agencies in March 2020, thrown into remote learning overnight with little to no prior technology integration agencywide, there were many current and long-standing EdTech tools that were new to them. Since the beginning of the stay-at-home order in the waning months of the 2019–2020 school year, the OTAN has focused on helping agencies learn about these tools and how teachers can integrate these tools into their practice, doing something "new" for their students and themselves. As adult educators hopefully transition back into face-to-face instruction in the coming 2021–2022 school year, the OTAN plans on returning to study some of the new and emerging technologies.

Information about EdTech tools that can be applied in a variety of classroom and administrative situations is continuous and abundant, which can be overwhelming to adult education administrators, teachers, and staff. The OTAN strives to provide a "one stop shop" for current and critical information on all areas of technology use in adult education at the local, regional, state, and national levels through the OTAN website. The OTAN website is continuously updated, and the OTAN is always working on making information easily accessed by constituents, both in terms of navigating the site as well as making the site 508- and WCAG 2.1-compliant. The site is monitored to ensure information is current and compatible with computers and mobile devices that use a variety of browsers.

Services provided by the OTAN during the contract year included hosting online resources such as Open Educational Resources (OER), a lesson plan builder, online courses, teaching with technology resources, and web-based activity articles. Through some of these resources, we have explored EdTech tools such as H5P (HTML5 Package), the liquid syllabus, tools for remote, distance, and blended learning, and a variety of classroom tools like Wizer. me, Wakelet, and Google extensions. In addition, OTAN continued to support online webinars on using educational technology with the adult learner. With the global pandemic casting a shadow over the beginning months of the 2020–2021 school year, the OTAN continued to deliver a varied webinar schedule between July and December of 2020 as teachers worked remotely. The OTAN also offered "office hours" (carried over from the spring of 2020)

that provided direct, one-on-one support to teachers working to connect with and instruct their learners remotely. (We see that other adult educators offered office hours during the school year, and it is an activity that many teachers and agencies will carry over moving forward to support learners.)

The California Adult Education Professional Development calendar, promoted by OTAN communications, provided a central source of training information, special webinars, and other pertinent offers from all the state leadership projects supporting WIOA Title II agencies across the state. Through this centralized calendar, and with the efforts of weekly mass emails, social media, and word of mouth, OTAN was able to reach across the state to help educators learn about professional development opportunities on various EdTech tools and topics that in many cases were new to our colleagues.

Adult education constituents were also provided with additional synchronous online support and technical assistance via phone, web conferencing, and online tutorials. Webinars about specific online resources for adult educators and learners recommended by the OTAN Advisory Committee and other adult education constituents were facilitated by OTAN staff. We also provided focused content in our OTAN newsletters this year - "Going the Distance...Digitally" in the fall, "Making the Transition" in the winter, and "Technology and Equity" in the spring.

The OTAN staff members were also fortunate to attend virtual conferences throughout the year (such as ISTE, FETC, COABE, CCAE, and others, which OTAN staff members also hold memberships to) where they had the opportunity to learn about new developments in the fast-changing and ever-evolving EdTech world during COVID-19 instruction. Many of the ideas learned at these conferences were shared with adult educators in the field.

Monitoring and informational reports that include the Continuous Improvement Plan (CIP), Digital Leadership Academy (DLAC) Report, and four OTAN quarterly reports, are included as part of this OTAN Annual Report.

Review and Update The California Adult Education History Content and Library Resources Website

To determine the scope and methods needed to update the California adult history website, the OTAN assigned a retired adult education administrator to research and review the current adult education history site and provide an action plan addressing needed changes and revisions.

The action plan report was delivered in late May of 2021 and addressed the website's important need to be updated with missing content. Furthermore, a draft scope of work identified costs, a redesign strategy, and the value that an updated site will bring to practitioners across the state. The CDE and partners approved the action plan. Additional research and content development is scheduled to be completed in the 2021–22 OTAN contract year.

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

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

Articles, blog posts, and other resources are shared with OTAN members through News Items posted on the OTAN homepage and Twitter, Facebook, and LinkedIn feeds. These communications provide information on best practices, new ideas, and initiatives to support using OER and free resources in the adult education setting. News items are normally posted three times a week. From July 1, 2020 – June 30, 2021, 101 news items were posted to the front page of the OTAN website, using the following schedule (Note: Especially in the beginning months of the COVID-19 stay-at-home order, OTAN shifted its publication schedule to post once-a-week news items focusing on upcoming tech training webinars):

July/August/September - 19 news items

October/November/December - 26 news items

January/February/March - 29 news items

April/May/June - 27 news items

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

2020

- ⮞ July 17 – Teaching with Free Online Tech Tools – Online
- ⮞ October 6 – Advanced-Level ESL Moodle Course – Online
- ⮞ October 30 – OERs for Adult Education – Online

2021

- January 29 – OERs for Adult Education, Part 2 – Online
- February 4 – Advanced-Level ESL Moodle Course – Online
- April 7 – CK-12: Free Digital Textbooks for Adult Education, Part 1 – Online
- April 14 – CK-12: Free Digital Textbooks for Adult Education, Part 2 – Online
- April 28 – CK-12: Free Digital Textbooks for Adult Education, Part 3 – Online
- May 24 – Canvas Commons: Easy as 1, 2, 3! - Online
- May 28 – Moodle: Putting English to Work – Online

Throughout the course of the year, OTAN provided support through training, news items, webinars, and more on the value and availability of Open Educational Resources. Although the restrictions of the COVID-19 pandemic hindered live face-to-face events, OTAN made every effort to participate in virtual conferences and promote OER through news items and Digests throughout the year. Additionally, OTAN provided training and support for teachers who create their own materials to license their work as Open Educational Resources through Creative Commons Licensing. OTAN will continue these efforts in the future, and through input from the field and the OTAN Advisory Committee, will provide further information and resources on using and licensing OER materials.

Continue Development of Teaching with Technology Resource (TwT)

The OTAN training staff and Subject Matter Experts joined the OTAN programming staff in spending the 2020-21 contract year meeting and updating the TwT administrative submission site and public-facing website. Resources covered in TwT include instructional areas funded through WIOA, Title II, namely English as a Second Language, Adult Basic Education, Adult Secondary Education, and High School Equivalency. Subject Matter Experts were recruited and assigned as temp exempt contractors and were oriented to connect technology integration strategies to teaching content. For the 2020–21 contract year, very few items were either added or modified. Most of the time was spent with the programmers to enhance the website and make it more current to today's adult education classroom needs.

This new website is almost completed and ready for educators to use.

Provide and Support for OTAN-created or Other Shared Courses

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

The OTAN has continued to work to create and update online course materials for 14 Civic Objective and Additional Assessment Plans (COAAPS). A sample of topics include Employment

(33.7), Banking (1.6), Digital Literacy and Online Communication (48), and several others. Each course provides a glossary, discussion forums, quizzes, multimedia, and other interactive activities for learners.

Sample courses are available for review on the School Site Category on the Adult Education Courses ⬀ site. A specialized block within each course is available and notifies OTAN for course requests. Duplicated courses are placed within their School Site Category. There were over 150 requests for shared courses over the year. In addition, over 175 phone calls, email, or Zoom requests for Moodle support were handled. After March 2020, due to the COVID-19 pandemic, OTAN was given permission from CDE to expand services and support for Moodle to non-WIOA agencies and has continued to do so since.

In January 2021, a Canvas pilot program was initiated by providing 5,000 licenses to 25 adult education agencies. OTAN staff and key personnel at these agencies have received training via Zoom and self-paced training on the Canvas LMS to help agencies successfully implement Canvas and online coursework.

Support Blended and Online Courses

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

Currently these yearly reviewed courses are Advanced ESL, College Transition and Career Development, Personal Success Through Writing, and Writing Pathways to Career Success. These courses are offered under a Creative Commons license for any teacher to request from a WIOA-funded agency. Additionally, there are 14 EL Civics courses, which are aligned by Civic Objective Additional Assessment Plan (COAAP) modules. Currently and throughout the next contract cycle, OTAN plans to expand these offerings to allow more learners access to these courses in an online environment.

Putting English to Work online courses, obtained through a special Memorandum of Understanding with the Los Angeles Unified School District, are still offered to the field by OTAN. Through the course of this year alone, over 150 course requests were fulfilled; over half of these requests were for Putting English to Work 1, 2, and 3.

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

Courses include:

- ➲ **The Role of Culture in the Education of Adult English Language Learners (3 hours):** This course provides techniques and strategies to help educators create a culturally inclusive learning environment and facilitate cross-cultural understanding. It explores a range of topics related to the role of culture in teaching classes with adult ELLs.

- ➲ **Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction (3.5 hours):** This course explores the basics of instructional planning and execution in adult ESL classrooms using the Communicative Language Teaching approach and other student-centered instructional practices. Topics include understanding the communicative needs of your students, planning communicative language teaching lessons that integrate communication skills with life skills, work readiness, civics content, and implementing student-centered instruction practices and classroom management strategies.

- ➲ **Integrating Technology in the Adult Education Classroom (4 hours):** The course is designed for instructors who are at the beginner/intermediate level of knowledge of technology tools and technology integration in the classroom. This course examines the why, how, and what questions for integrating technology in the adult education classroom: *Why* is technology important for instruction in learning? *How* do you approach integrating technology? *What* tools can you use to integrate technology?

IDEAL Consortium

The OTAN is also a member of the Innovating Distance Education in Adult Learning (IDEAL) Consortium. This project provides technical support, professional development, and a network of education leaders to improve blended and distance programming by learning from the experiences, triumphs, and challenges of other teachers, professional development leaders, and program administrators. The IDEAL Consortium offered OTAN a series of self-paced courses for teacher development. These courses are available through OTAN's Moodle server, https://adultedcourses.org

As more California agencies express an interest in online/blended learning and other topics, OTAN plans to continue to promote these courses through our social media channels, as well as other communication channels, such as OTAN's *Online Connection* newsletter and the Teacher and Administrator Digest.

The available courses are:

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

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

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

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

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

Through the Digital Leadership Academy (DLAC), OTAN supports agencies that wish to expand or develop their online or distance learning programs, or to implement program goals for their agency as identified within their CIP. Refer to the Digital Leadership Academy report in the Annual Report Appendix for additional details.

The OTAN also maintains access to online professional development for teachers to learn more about blended teaching through Essential Education's online course, "Blended Learning for the Adult Educator." This self-paced course helps teachers understand the concepts, models, and resources of blended teaching, as well as provides guidance on development of an implementation plan.

Over 115 OTAN news items were posted over the year. Most related to online tools and curriculum items. Approximately 15 directly referenced online learning resources and curriculum, including research articles and other links to online and blended teaching and learning, Open Educational Resources, gamification, augmented reality, and other technology tools to help learners meet their goals.

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

Support Online Curriculum Sites

The OTAN supports several online curriculum sites to provide learning resources for teachers in the field. Some sites are available to OTAN through memberships and/or subscriptions. In addition, OTAN supports a learning management system (Moodle) giving the field access to a platform for online/distance and blended learning. With the Canvas pilot started this year, the intent is to provide all adult schools with access to their own Canvas website. Additionally, OTAN will be phasing out the Moodle server by the end of the 2022–2023 program year. During this period OTAN will work with agencies to move to Canvas and transfer their courses to that platform.

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

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

NorthStar

The OTAN is a sponsoring site for Northstar's Digital Literacy Assessment site and can support up to 5 adult education agencies to provide testing services for digital literacy skills. Three agencies actively used Northstar this year: Jefferson Adult School, Napa Valley Adult School,

and Monterey Adult School. This past year saw the loss of two agencies: Glenn County Office of Education and Sweetwater Unified High School District. Added mid-year was Napa Adult School. Continuing this year was Jefferson Adult School, Monterey Adult School, and OTAN through the Sacramento County Office of Education. Each site can proctor assessment exams in several areas. These include Microsoft Office® products, Internet Basics, social media, Information Literacy, Basic Computer Skills, Career Search Skills, and Your Digital Footprint. With the loss of two agencies, the number of assessments dropped. Learners earn certificates when they pass a proctored assessment. Although over the course of the year 227 assessments were taken, only 44 certificates were earned by passing a proctored exam.

NORTHSTAR ASSESSMENTS PROCTORED AND PASSED - DATA TABLE	
LOCATION	# OF ASSESSMENTS PROCTORED AND PASSED
Napa Valley Adult School	1
Monterey Adult School	43
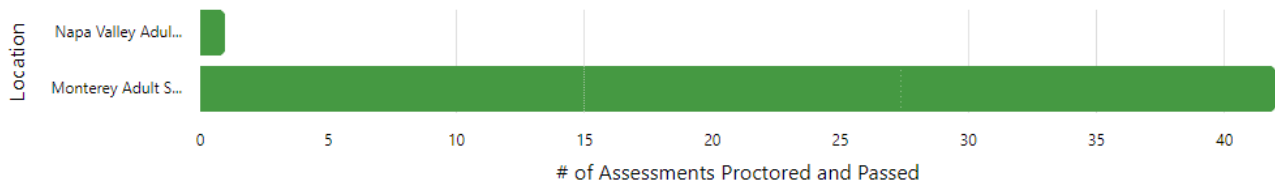
Exhibit 1.19 - # Assessments Proctored and Passed

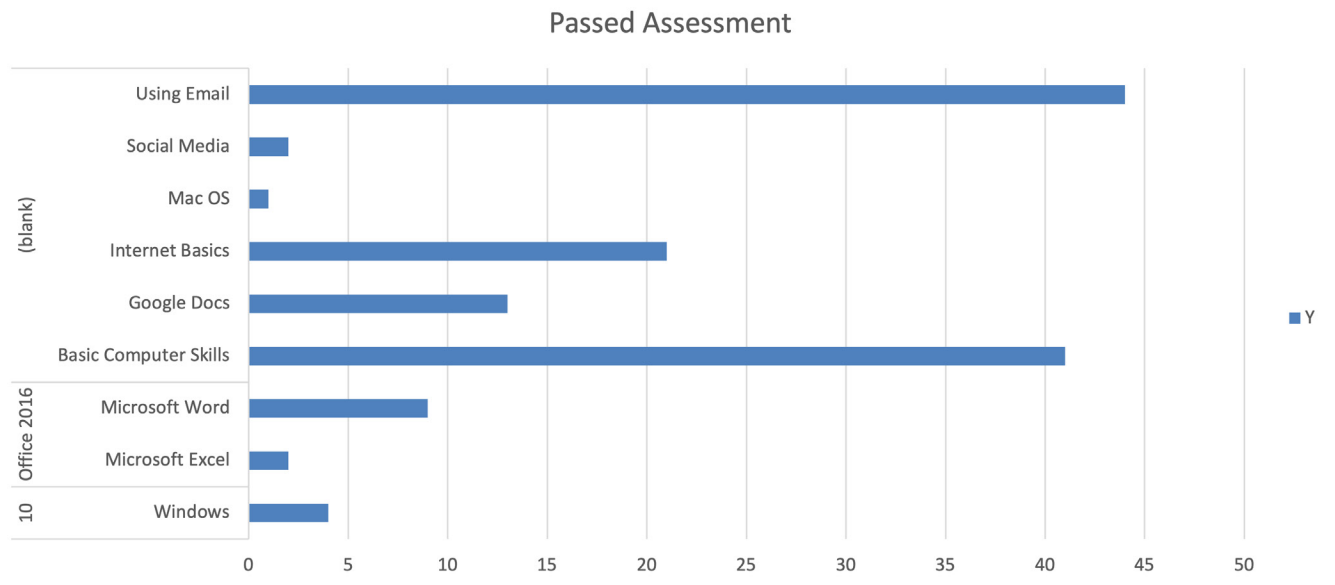| NORTHSTAR PASSED (NOT PROCTORED) ASSESSMENTS - SOFTWARE USED - DATA TABLE	
SOFTWARE USED	NUMBER PASSED
Windows 10	4
Microsoft Office 2016 - Excel	2
Microsoft Office 2016 - Word	9
Basic Computer Skills	41
Google Docs	13
Internet Basics	21
Mac OS	1
Social Media	2
Using Email	44
GRAND TOTAL	**137**

Passed Assessment

Exhibit 1.20

HippoCampus and EdReady (NROC)

Through an OTAN relationship with The NROC Project, access is available to the field to use HippoCampus and EdReady Math and English. HippoCampus offers free core academic materials through rich multimedia content, such as videos, animations, and simulations on general education subjects, to middle-school and high-school educators and learners. Teachers can create an account and build rich playlists for learners. EdReady is a second resource from The NROC Project allowing learners to create a personalized learning path for both math and English. Through an initial assessment for math, learners can create a learning path to guide them to a specific goal such as passing a commonly used placement exam. The OTAN provides adult education agencies the ability to preview an institutional instance of EdReady which offers teachers the ability to view learners' progress and export performance data. Although EdReady is offered as a free resource, agencies can experience the benefits of membership through OTAN.

> " *Hello, you amazing OTAN people! Just wanted to stop by and tell you how much we appreciate you and your support!* "
>
> – *Kathleen Porter*

Market OTAN Services

Host Vendor Tables at State and Regional Conferences

The OTAN continues to inform the field of services and resources available through our website, online social media channels, and other electronic communication such as our newsletter and other digests. In addition to our web-based resources, OTAN is often invited to participate in events and conferences where materials are distributed to participants. In the last year, OTAN hosted four (4) virtual booths at statewide conferences. Each event provided an opportunity for OTAN staff to distribute materials, talk about specific educational technology tools, and demonstrate new technologies such as virtual and augmented reality tools. During 2020–21, OTAN provided information and resources at the following events:

CATESOL State, Virtual, October 8–10, 2020

CAEP-TAP Summit, Virtual, October 26–29, 2020

CCAE State, Virtual, April 21–23, 2021

CATESOL Spring Conference, Virtual, May 7–8, 2021

Other Efforts to Ensure the Field is Aware of OTAN Services

It is very important for OTAN to stay connected to those in the adult education field. The OTAN utilizes several communications tools to market OTAN services, training, and other resources. The OTAN continues to be active on social media as a way to stay connected to the adult education field by communicating timely information on upcoming events and news of interest to adult education practitioners. Currently, the OTAN maintains a Twitter account, Facebook and LinkedIn pages, and a YouTube channel. One of the silver linings of COVID-19 and the major shift to working remotely and maintaining an online presence has been an increase in both activity and followers on all four social media sites starting in the spring of 2020 and continuing through the 2020-2021 program year. Regarding social media activity:

- ⮕ Twitter: 517 tweets in 2020–2021 (versus 343 tweets in 2019–2020)
- ⮕ Facebook: 461 posts (versus 307 posts)
- ⮕ LinkedIn: 457 posts (versus 305 posts)
- ⮕ YouTube: 108 videos added, mostly the video recordings of COVID-19 related webinars hosted by OTAN

Note that these figures – the number of tweets and posts – include original tweets and posts as well as retweets and reposts from others who are connected to adult education and/or are involved in matters that are deemed of interest to adult educators.

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

- ➲ Twitter: net 43 new followers in 2020–2021 (versus net 128 new followers in 2019–2020)
- ➲ Facebook: net 20 new followers (versus net 155 new followers)
- ➲ LinkedIn: net 85 new followers (versus net 135 new followers)
- ➲ YouTube: net 101 new subscribers (versus net 284 new subscribers)

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

Produce the OTAN Newsletter: Online Connection

In addition to vendor tables to help market OTAN services and resources, a four-to-six-page newsletter is produced three times per year. Newsletters are sent electronically to all 4,200 OTAN members who subscribe to the newsletter. Hard copies are printed for distribution at workshops, State Leadership Team meetings, adult education professional events, and conferences. Each newsletter has a theme, and articles are selected that support that theme. The fall edition provides a center pull-out page that lists OTAN webinar and face-to-face training offerings and instructions for registering for them.

The Fall 2020 Online Connection's theme was "Going the Distance...Digitally." Newsletter stories included silver linings in the time of COVID, some tips for staying physically fit while working online, and the 2020 Students Succeed winners. The Winter 2021 edition was titled "Making the Transition" and featured stories from the field and OTAN about how adult educators have been transitioning to working remotely, as well as one school's journey from in-person to online instruction. The theme of the Spring 2021 edition was "Technology and Equity." Articles included OTAN's own learning on a variety of equity topics, two stories from the field regarding their equity efforts, and a recap of TDLS 2021, our first-ever virtual symposium.

> **"** *Honestly, I really enjoy and gain a lot from every OTAN training, ToT or otherwise. I am very appreciative of the opportunity to be involved with OTAN and to be among such an amazing group of adult educators.* **"**
>
> *– OTAN SME, 2020 Training of Trainers*

Exhibit 1.21

Electronic versions of all of the past OTAN Online Connection newsletters can be found on the OTAN website under the "Stay Connected" tab.

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

In addition to the newsletter, Online Connection, OTAN has been keeping the adult education field informed for a number of years on activities and resources with two monthly Digests, one with news and resources of interest to teachers and the other with news and information of interest to administrators. Both Digests have been posted on the main OTAN website. All Digests have been available to anyone through the "Stay Connected" tab. Each monthly Digest has been available by date.

Starting in January 2021, the OTAN decided to combine the two separate Digests into one. Over time, much of the content in both Digests overlapped, so one Digest was developed with some content unique to teachers and some to administrators, with the remaining content of interest to all adult educators. Also, a welcome message from the Director was added at the beginning to provide an opportunity to highlight recent and upcoming items of interest to the adult education field and provide a personal touch to the Digest. The OTAN will continue with this unified Digest for the time being, and will work on developing a clearer archive on the OTAN website with the unified Digests and previous Teacher and Administrator Digests.

The OTAN Digest is produced monthly during the school year for both teachers and administrators. The Digest provides curated news and information relevant to teachers and administrators and it also provides a calendar of upcoming professional development opportunities that involve technology, including online workshops, face-to-face workshops (when OTAN staff can travel), and other events across the state; there is related information on contacting OTAN to schedule

professional development training at an adult education agency. Each Digest links to the current and previous monthly Web-based Class Activities, which include lesson ideas and resources for teachers on EdTech tools and topics. We also spotlight an OTAN resource or feature that is important for adult educators to know about.

After each issue is published, OTAN-subscribed teachers, coordinators, and administrators receive an email notifying them that the new Digest is available with a link to the new edition. Normally, OTAN publishes at least ten issues that are available on the OTAN website from September to June. Although we were only able to publish eight Digests during the 2019–2020 program year in the wake of the COVID outbreak, we were able to return to our regular publication schedule during 2020–2021. The OTAN published four Teacher and Administrator Digests from September through December, and six OTAN Digests from January through June. Visit the OTAN Digest page.

Network with State Leadership Projects, Statewide Education Technology Projects, and Selected Professional Organizations to Glean Information for OTAN Constituents and to Share OTAN Projects with Other Entities

Networking and collaboration occurred on a regular basis among the three State Leadership Projects (SLPs). Through regularly scheduled quarterly meetings, the three projects, in collaboration with CDE AOE staff, reviewed project goals, services offered, and discussed future professional development and other potential partnership activities for each leadership project. Examples of one area of collaboration include OTAN workshops and targeted presentations provided at the CASAS Summer Institute and at CALPRO's Adult Education Leadership Institute. Upcoming training offered by the SLPs is shared jointly through the online California Adult Education Professional Development calendar (https://www.caadultedtraining.org) maintained by the OTAN. Both CASAS and CALPRO send information about their training to OTAN to disseminate to the field through this calendar.

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

In the final quarter of the 2019–2020 year, from March through June, OTAN, and indeed the whole adult education field, was adversely impacted by the worldwide COVID-19 pandemic. This situation brought together all three leadership projects, as well as the California Adult Education Program (CAEP) and the California Community College Chancellors Office (CCCCO), to bring critical technical assistance services and support to all adult education programs across the state. Please review the section, "Response to COVID-19," for more details on this partnership and services offered.

Collaborate with State Leadership Projects and Other Entities

The OTAN staff participated in collaborative projects with several entities and continued to foster relationships with organizations and others who have similar interests in enhancing adult education programs. Collaborative efforts in 2020–2021 included the following:

- Disseminating content to adult education agencies from The NROC Project's EdReady courseware for math and English skills

- Providing expert advice and online resources to Cal-Fed for their Mobile Up texting project

- Participating in World Ed online meetings to share with other states how California is serving adult educators

- Partnering with the Association of California School Administrators (ACSA) to select and showcase outstanding adult learners through the Students Succeed recognition program

- Providing data, reports, and technical support for webinars related to the 2020–23 WIOA RFA

- Providing OTAN training updates to be included in State Leadership Projects newsletters and selected adult education professional organizations

- Disseminating information, news items, and research briefs from State Leadership Projects to OTAN members

- Participating in information webinars hosted by Project IDEAL (Informing and Designing Education for All Learners)

- Providing marketing messages on behalf of CALPRO through OTAN's social media channels to help boost attendance at various professional development institutes

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

- California Adult Education Administrators Association (CAEAA)

- California Council for Adult Education (CCAE) - regional and state conference

- California Teachers of English to Speakers of Other Languages (CATESOL)

- California Workforce Association (CWA)

- Capital Adult Education Regional Consortium (CAERC)

- Commission on Adult Basic Education (COABE)

- Computer-Using Educators (CUE)

- International Society for Technology in Education (ISTE)

Submit Quarterly Reports to CDE

Four quarterly reports were submitted to the AEO during the 2020–2021 contract year as part of the invoice packages. Each report included objectives and major tasks and provided a status update. Statistics were accumulated through each quarter and then aggregated for the OTAN's Annual Report. Copies of the quarterly reports are included in the Appendix section of the Annual Report.

Submit OTAN Annual Report to CDE

Data and information are gathered and documented on all contract tasks and deliverables through June 30 of each contract year. Once the OTAN receives the adult education agency data from CASAS on blended and distance learning, the Annual Distance Learning Report is written and is included in the Appendix section of the OTAN's Annual Report. Once the Annual Report is completed and printed, copies are disseminated to the AEO, to each state leadership project, and to the OTAN's staff. One copy is mailed to Stanford University for inclusion in the Adult Education Library Archive. An electronic version is made accessible and is then posted to the OTAN website .

Use Technology to Support CDE Adult Education Office and Leadership Projects

The OTAN is one of three leadership projects funded by the Adult Education Office (AEO) at CDE. The field requires that all the projects and the AEO work together seamlessly to provide essential services to local adult education agencies. During 2020–21 the OTAN continued its role of providing technology support to CDE and to the other State Leadership Projects to allow quick and effective collaboration. Below are highlights from the tasks performed under this section.

Develop and Support California Adult Education Reporting Website (CA-OAR)

The 2020–21 fiscal year was the beginning of the three-year competitive grant cycle. 210 agencies initially participated in the WIOA funding grant, but one agency elected to drop-out midyear, ending the fiscal year with 209 participating agencies. This is an increase of 15 agencies from the 2019–20 fiscal year, in which 194 agencies were active in the grant.

California Adult Education Online Application and Reporting

This California Online Application and Reporting site is designed to assist California Adult Education administrators and staff with responding to adult education grant and administrative program requirements.

California Adult Education Agencies

Use your account and not the agency account to log in.

Email:

Password:

☐ Remember me?

Log in

Forgot your password?

Login Assistance

Call us for assistance!

Support is available by phone weekdays from 9 a.m. to 4:30 p.m. Pacific time at (916) 228-2580, or by email using our contact form.

CDE Announcements

- Register now for New Administrator Orientation 2021

  This is a reminder to register for the New Administrator Orientation (NAO), especially if you have been in your position for less than three years... Read More from Register now for New Administrator Orientation 2021

- Award Notification Reminder and Student Broadband Survey

  This is a friendly reminder that electronic Grant Award Notifications (GAN) are due today, Friday, August 20, 2021... Read More from Award Notification Reminder and Student Broadband Survey

- WIOA 2021–22 Grant Award Notifications are now available

  Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education Family Literacy Act (AEFLA) 2021–22. Grant Award Notifications (GAN) are now available to download through the Adult Education Online Application and Reporting website (reporting site)... Read More from WIOA 2021–22 Grant Award Notifications are now available

View all CDE Announcements

Exhibit 2.1 - This is a screenshot of the OAR home page.

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

The California Adult Education Online Application & Reporting (CA-OAR) site provides online access to required online Grant Applications, Grant Budgets, quarterly Expenditure Claim Reports (ECRs), Annual Audit Status Certifications for Community-Based Organizations (CBOs), the Continuous Improvement Plan, and an archive of emails sent by the Adult Education Office (AEO) to the adult education agency field. It allows agencies to update information for their site's street and mailing addresses, as well as agency contacts, in one location. Agency updates are then immediately available to CDE staff and to the State Leadership Projects. The site also provides agencies with access to online reporting and deliverables for the following CDE programs:

- ➲ Workforce Innovation and Opportunity Act (WIOA) Grant Application, Grant Budget, Expenditure Claim Reports, and other online deliverables
- ➲ Course Approvals
- ➲ Continuous Improvement Plan
- ➲ Teacher Survey form and results
- ➲ Student Technology Intake Survey form and results

In the 2019–20 fiscal year the entire CA-OAR website was redesigned to be fully accessible and responsive. During the 2020–21 fiscal year all newly added features and updates were designed to be fully accessible and responsive as well, and periodic accessibility testing of the entire website was performed. The site is 508 compliant and meets WCAG 2.1 guidelines.

New features developed during this fiscal year include

- ➲ the Continuous Improvement Plan module;
- ➲ the 2021–22 Program Year Inquiry, a form for agencies to provide information in order to continue in the grant in 2021–22 and
- ➲ the Surveys page in the WIOA section of the CA-OAR, to provide access to CDE surveys like the Program Year Inquiry and survey results (Student Technology Intake Survey and Teacher Survey).

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

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

Log Out asteele@otan.us - AAA Adult School

**California Adult Education
Online Application and Reporting**

My Account   Agency Contacts   WIOA

Course Approvals   Resources   Help and About

Welcome AAA Adult School

The Adult Education system is publicly funded by California and the federal government, and makes public education programs available to all adults 18 years of age and older. Adult Education programs offer basic education courses and an opportunity to earn a high school diploma or a high school equivalency certificate. Adult Education also offers career certificated job training and English literacy and citizenship preparation programs. Adult Education programs are offered through local schools and community colleges, libraries, and community based organizations with locations throughout the cities and towns of California.

Technical Assistance

For technical assistance with this website, contact OTAN Technical Support via Email or by phone (916) 228-2580.

Program Assistance

Contact your Regional Consultant, Arturo Ambriz (Email: aambriz@cde.ca.gov; Phone: 916-319-0489), for issues or questions regarding:

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

Contact your Fiscal Analyst, Janet Morrison (Email: jamorris@cde.ca.gov; Phone: 916-323-6045), for issues or questions regarding:
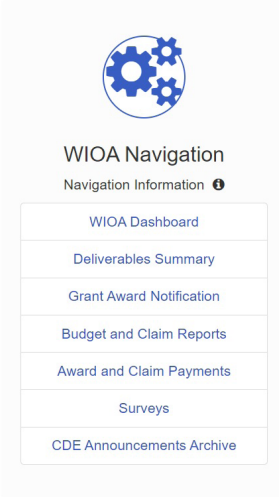
Exhibit 2.2 - This is a screenshot of the OAR home page, after a user has logged in.

Log Out asteele@otan.us - AAA Adult School

**California Adult Education
Online Application and Reporting**

My Account   Agency Contacts   WIOA   Course Approvals   Resources   Help and About

Home / WIOA Dashboard

WIOA Navigation

Navigation Information ⓘ

WIOA Dashboard

Deliverables Summary

Grant Award Notification

Budget and Claim Reports

Award and Claim Payments

Surveys

CDE Announcements Archive

Workforce Innovation and Opportunity Act Dashboard

Action Items

🕐 Currently due deliverables and deliverables due within the next ninety days:

Deliverable	Submit To	Fiscal Year	Date Due
Past due deliverables			
First Quarter Employment and Earnings Follow-up Survey	CASAS (1320)	2019–20	10/31/2019
Second Quarter Employment and Earnings Follow-up Survey	CASAS (1320)	2019–20	01/31/2020
Upcoming deliverables			
For October:			
California English Literacy and Civics Education Objectives and Additional Assessment Plans (COAAP)	CASAS (1320)	2021–22	10/31/2021
First Quarter Data Integrity Report	CASAS (1320)	2021–22	10/31/2021
First Quarter Data, TOPSPro Enterprise	CASAS (1320)	2021–22	10/31/2021
First Quarter Employment and Earnings Follow-up Survey	CASAS (1320)	2021–22	10/31/2021

Exhibit 2.3 - This is a screenshot of the WIOA dashboard, which provides an overview of an agency's overdue deliverables, deliverables upcoming in the next three months, and access to other pages in the WIOA module via the WIOA navigation menu links on the left side of the page.

The CA-OAR and related sites are an online data management system hosted by OTAN, consisting of a single database and multiple separate web applications. The web applications collect, store, and report the data. The site has a security certificate that meets the highest standard for protected transmission.

- ⮱ The California Adult Education Online Application and Reporting (CA-OAR) site (https://caadultedreporting.org ⬀) is for field agencies.

- ⮱ The Administrative Management System (https://cde.otan.us ⬀) is for the CDE staff.

- ⮱ The Evaluation and Scoring System (https://cde-eval.otan.us ⬀) is used for external users to review and score submitted deliverables, such as the Continuous Improvement Plan and the Request for Applications (in relevant fiscal years).

- ⮱ The California Adult Education Provider Directory (https://otan.us/provider-directory/ ⬀) is for public use.

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

Develop and Support Administrative Management System Website (CA-AMS)

The CDE Administrative Management System (AMS) website provides online access to agency contacts, due dates, and deliverable submissions by agencies to the CDE AEO consultants and analysts. The CDE consultants can review and approve submitted Grant Award Notifications (GANs), Budgets, Expenditures Claim Reports (ECRs), and annual plans. The CDE fiscal analysts can review and approve GANs Budgets, ECRs, and Program Year Inquiry submissions. Fiscal Analysts also have tools on the AMS to review agency claims, prepare payments, and view reports. All AMS users can access agency and site-level data and links to statistics, downloadable spreadsheets, and archived .PDF copies of online deliverable submissions. The site also provides access to course approval letters for state apportionment.

❝ Hello, you wonderful OTAN people! I just wanted to take a minute to thank you for your unbelievable, stellar, magnificent, above-and-beyond support of our first-ever virtual CCAE State Conference last week. You made us all look like pros, as the technical aspects of the conference were without a glitch! I must say, the conference was a smashing success and your support played a very significant role in that success.
We so appreciate you all! ❞

— Kathleen Porter

California Department of Education, Adult Education Office
Administrative Management System

Admin   Agency List   State Program   Reports   WIOA   Utilities   Resources   Log off

Home / Agency List

🔍 Agency Search

Agency or Fiscal Name	CAEP District	Analyst	Consultant	Agency Type	Program Type	Fiscal Year
		All Analysts	All Consultants	All Types	All Types	All Active Years

Search   Reset

☰ Agency Results

383 agencies

Items To Show All Items

ID	Fiscal Agent Name ⬍	Agency Name	Agency Type	Consultant	Analyst	Specialist	CAEP District	County	Service Location	Agency ID	CASAS ID
1	ABC Unified School District	ABC Adult School	LEA	Ambriz	Morrison	LaFerla	6-Partnership for Adult Academic and Career Education	19-Los Angeles	64212	9377	1320/0
2	Acalanes Union High School District	Acalanes Adult Education	LEA	Medina	Davis	Hartley	12-Contra Costa Adult Education Consortium	07-Contra Costa	61630	9378	1805/0
3	Alameda Unified School District	Alameda Adult School	LEA	Martinez-Calderon	Morrison	Hartley	42-Northern Alameda Consortium for Adult Education	01-Alameda	61119	9379	427

Exhibit 2.4 - This is a screenshot of the Agency List page of the AMS. It shows a table listing agencies and relevant information about their CDE analysts, consultants, and location details.

California Department of Education, Adult Education Office
Administrative Management System

Admin   Agency List   State Program   Reports   WIOA   Utilities   Resources   Log off

Home / WIOA / Deliverables 2020–21

Workforce Innovation and Opportunity Act

🥧 All Deliverables 2020–21 (Due to: All)

Edit Filter Fields

Deliverable Name	Due To	Due Date ⬍	Due Date Exceptions	Submitted	Unsubmitted	Required	% Complete
Grant Application (electronic)	OTAN	2/1/2020	0	208	0	208	100%
Grant Award Notification	OTAN	10/16/2020	0	208	0	208	100%
Grant Budget	OTAN	10/23/2020	0	208	0	208	100%
California English Literacy and Civics Education Objectives and Additional Assessment Plans (COAAP)	CASAS	10/31/2020	0	179	2	181	98%
First Quarter Data Integrity Report	CASAS	10/31/2020	0	231	1	232	99%
First Quarter Data, TOPSPro Enterprise	CASAS	10/31/2020	0	231	1	232	99%
First Quarter Employment and Earnings Follow-up Survey	CASAS	10/31/2020	0	153	0	153	100%
First Quarter Expenditure Claim Report	OTAN	10/31/2020	1	208	0	208	100%
California Accountability Training	CASAS	1/31/2021	0	231	1	232	99%
CASAS Implementation Training	CASAS	1/31/2021	0	231	1	232	99%
		Due Date					

Exhibit 2.5 - This is a screenshot of the AMS Deliverables Dashboard for 2020–21. It displays a list of deliverables associated with the WIOA grant, the organizations to which the deliverables are submitted, their due dates, and details about the numbers and percentages of agencies who have submitted the specified deliverables.

Payment Summary

- ⚖ Claim Made and Approved by Consultant/Analyst
- ✔ Payment Prepped
- $ Payment Made

⊞ Prepare for Payment: 2020–21 (All Desks, All Payment Status)   ∧ Edit Filter Fields   ↓ Jump to Bottom

208 agencies

	Fiscal Agent Name	Agency Name	Desk	Service Location	County	Agency Type	Action*	Include in AO-401	OK To Pay																
									Q1				Q2				Q3				Q4			
									3940	3905	3913	3926	3940	3905	3913	3926	3940	3905	3913	3926	3940	3905	3913	3926
1.	ABC Unified School District	ABC Adult School	3	64212	19	LEA	☑ Edit	☐		$	$	$		$	$	$		$	$	$		$	$	$
2.	Acalanes Union High School District	Acalanes Adult Education	1	61630	07	LEA	☑ Edit	☐		$				$				$				$		
3.	Alameda Unified School District	Alameda Adult School	3	61119	01	LEA	☑ Edit	☐		$	$	$		$	$	$		$	$	$		$	$	$
4.	Alvord Unified School District	Alvord Community Adult School	2	66977	33	LEA	☑ Edit	☐		$	$			$	$			$	$			$	$	
5.	Antelope Valley Union High School District	Antelope Valley Adult School	2	64246	19	LEA	☑ Edit	☐		$	$			$	$			$	$			$	$	
6.	Antioch Unified School District	Antioch Adult School	1	61648	07	LEA	☑ Edit	☐		$	$			$	$			$	$			$	$	
7.	Apple Valley Unified School	Apple Valley Adult	2	75077	36	LEA	☑ Edit	☐		$	$			$	$			$	$			$	$	

Exhibit 2.6 - This is a screenshot of the AMS Payments screen for 2020–21. It displays a list of agencies, an "Edit" button to access a Payment Details page, and indicators for the claim and payment status for each resource code and quarter for each agency.

Develop and Support the CDE Evaluation System

The Evaluation and Scoring System was programmed during the 2020–21 fiscal year to support the review and scoring of the Continuous Improvement Plan (CIP). This website allowed the OTAN development staff to assign pairs of readers to each agency's Continuous Improvement Plan. Readers used the website to review plans and enter scores. The Evaluation site and Online Application and Reporting (OAR) website share data, enabling results from the Evaluation site to be immediately emailed to the submitting agency and displayed within the CIP module of the OAR system.

The Evaluation site opened in May 2021, and the first review was completed on May 4. The review process lasted for several months, with the final review completed on August 3. Thirty-nine agencies had their initial submission rejected, and about half of those needed several submission cycles in order to get an approved score from the reviewers.

Provide Technical Support for the CDE's Online Application and Reporting Environment

The OTAN staff provided technical support for users of the CA-OAR website via email or phone call to any agency needing assistance. Support ranged from looking up usernames and passwords to providing instructions on how to find previously submitted deliverables. Support was provided 391 times for questions related to the following areas: Continuous Improvement Plan, Course Approvals, and WIOA questions related to technical aspects of the CA-OAR. Many of the calls

OTAN previously received from WIOA constituents related to missed information shared by the CDE through OTAN communication channels. With the addition of an email archive (with link for sharing attachments) included in the CA-OAR, adult education agency staff can now access information from previously sent messages and no longer need to contact OTAN.
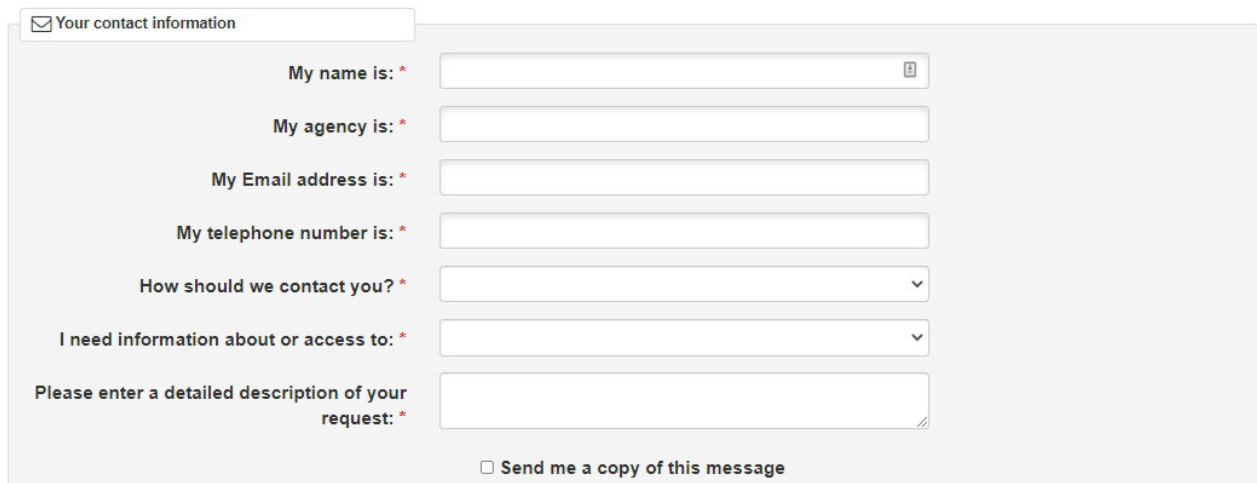
**California Adult Education
Online Application and Reporting**

Contact OTAN Technical Support

OTAN staff are available Monday through Friday between 8:30 a.m. and 4:30 p.m. pacific standard time. For technical assistance or reference services, call us at 916-228-2580 or toll free (CA only) at (916) 228-2580. Or, complete the form below to email us and we will respond in a timely manner.

Have changes to contact information for your agency?
To update any contact information, including address and staff changes, login to this Web site, and select "Agency Contacts" in the menu bar.

✉ Your contact information

My name is: *

My agency is: *

My Email address is: *

My telephone number is: *

How should we contact you? *

I need information about or access to: *

Please enter a detailed description of your request: *

☐ Send me a copy of this message

Exhibit 2.7 - This is a screenshot of the OTAN Technical Support Contact Form, found on the CA-OAR website.

Support the Consolidated Annual Progress Report (Includes the Technology and Distance Learning Plan, Professional Development Plan, and Others as Required by the CDE AEO)

This report is officially named the Continuous Improvement Plan (CIP). The CIP was created during the 2020–21 fiscal year. A Word document version of the CIP containing instructions, background information, and requirements was posted on the California Online Application and Reporting (CA-OAR) website in December of 2020. The application officially opened for agencies on the CA-OAR on February 4, 2021. The CIP submission and review cycle took approximately six months, with the first CIP submitted on February 16, 2021, and the last submitted (and reviewed) on August 3, 2021.

The CIP system development had four separate parts: The CA-OAR site, the California Evaluation and Scoring System (CA-ESS) site, the California Administrative Management System (CA-AMS) site, and a nightly automated workflow to ensure data submissions, resubmissions, CIP

scoring status, and shared information with CASAS and agencies' IELCE plans were updated. Each of these processes is outlined below.

On the CA-OAR website, the CIP landing page allowed agencies to download the CIP guidance document and access CIP webinar recordings. The landing page also contained a link to submit an IELCE report to CASAS, for relevant agencies. Once an agency user entered the module, they were prompted to enter at least one, and up to three, Specific, Measurable, Attainable, Relevant and Timely (SMART) goals, complete with action steps. Agencies were provided with details to distribute access to a teacher survey, as well as access to the results of that survey. Additionally, agencies were provided with access to survey results for the Student Technology Intake Survey.

There were 3,280 total Teacher surveys submitted. The Los Angeles Unified School District teachers had the most individual submissions at 422, followed by Los Angeles Community College District with 140.

After reviewing their data and entering their SMART goals, agencies were able to submit their CIP plans for review. If the CIP was reviewed and sent back to the agency for updates, the application allowed agencies to re-enter the CIP module, update their goals and action steps, and then resubmit.

On the CA-ESS website, reviewers were assigned in pairs to review each CIP submission. Reviewers were able to log into the site and view a list of agencies' CIPs waiting for their review. The application allowed users to review each CIP plan, score it according to the rubric, and leave comments for the agency.

Thirty-nine (39) agencies had their initial submission rejected, and about half of those needed several submission cycles in order to get an approved score from the reviewers.

On the CA-AMS website, new pages were added to allow CDE consultants and analysts to review and approve agencies' CIP plans, and to view the status of all CIP deliverables.

Lastly, the automated workflow was a nightly service that allowed information to be shared between the three websites. This process re-opened CIPs for agencies on the CA-OAR website, and re-opened CIPs for review on the CA-ESS website, based on resubmissions and review statuses. It sent notifications about reviews and CIP status to agencies and reviewers, and integrated with CASAS to retrieve information about agencies' IELCE plan statuses.

> *" As a resident of Massachusetts, I believe that your work and conference in California has national relevance, especially at a time of urgent need for leadership and excellence to guide us through a period of increasingly rapid changes. "*
>
> *— TDLS participant*

Home / WIOA Dashboard / Continuous Improvement Plan / Continuous Improvement Plan Home

Workforce Innovation and Opportunity Act

Continuous Improvement Program Fiscal Year 2020–21

The California Department of Education (CDE) is integrating three previously separate deliverables required of WIOA, Title II: AEFLA funded agencies into a new deliverable called the Continuous Improvement Plan. The following guide will describe the purpose of the Continuous Improvement Plan (CIP), provide an overview of the process for completing the plan, and outline the steps for achieving continuous improvement goals that lead to student success.

The CIP asks agencies to consider current relevant data, to write specific performance goals, and to identify strategies for achieving continuous improvement and learner success. Replacing the Professional Development Plan, the Technology and Distance Learning Plan, and the Integrated English Literacy and Civics Education Plan, the CIP offers agencies consolidated guidance and resources to ensure successful implementation of performance goals. By setting SMART goals using the CIP, agencies can improve student outcomes by providing related professional development to instructors and other relevant personnel; supporting implementation of staff's new knowledge and skills; and monitoring change in teacher/staff practice and the impact on student outcomes.

Webinars and additional resources intended to assist agencies with preparing their CIP, will be posted to this web page before the module is released in early February 2021. After reading through the CIP guide, please check this page frequently for updates. The CIP is due to CDE by April 30, 2021.

- Continuous Improvement Plan Guide (Word Document) 📄
- Online Webinar - Introduction and Overview of the Continuous Improvement Plan (CIP)
- Online Webinar - Administrators Forum SMART Goals and the CIP

NOTE: IELCE Report

Agencies receiving Section 243 Integrated English Literacy and Civics Education (IELCE) funding must also complete the online IELCE Report. Please visit the CASAS California Integrated English Literacy and Civics Education Report web page for more information and reference documents.

📄 Print a copy of your Continuous Improvement Plan

Your Continuous Improvement Plan for Fiscal Year 2020–21 was successfully submitted on 4/28/2021 1:10:23 PM

WIOA Navigation

Navigation Information ⓘ

WIOA Dashboard

Deliverables Summary

Grant Award Notification

Budget and Claim Reports

Award and Claim Payments

Surveys

CDE Announcements Archive

Exhibit 2.8 - This is a screenshot of the Continuous Improvement Plan landing page on the CA-OAR website.

Utilities / WIOA / Deliverable Listing 2020–21

⊞ WIOA, Title II: AEFLA Agency-Level Continuous Improvement Plan: FY 2020–21 (All Consultants)

⌃ Edit Filter Fields

Agency Count: 208

ID	Fiscal Agent ↓↑	Agency Name	CAEP District	Consultant	Analyst	Date Required	Submit Date	IELCE Report Submit Date	Review Status of CIP Module	Full Deliverable Status (All Modules)	Action
1	ABC Unified School District	ABC Adult School	6-Partnership for Adult Academic and Career Education	Ambriz	Morrison	4/30/2021	📄 6/15/2021		Approved	Accepted	Review
2	Acalanes Union High School District	Acalanes Adult Education	12-Contra Costa Adult Education Consortium	Medina	Davis	4/30/2021	📄 6/15/2021	n/a	Approved	Accepted	Review
3	Alameda Unified School District	Alameda Adult School	42-Northern Alameda Consortium for Adult Education	Martinez-Calderon	Morrison	4/30/2021	📄 8/10/2021		Approved	Accepted	Review
4	Alvord Unified School District	Alvord Community Adult School	46-About Students Regional Consortium, Riverside	Franklin	Brenneman	4/30/2021	📄 6/10/2021	n/a	Approved	Accepted	Review
5	Antelope Valley Union High School District	Antelope Valley Adult School	2-Antelope Valley Regional Adult Education Consortium	Stang	Brenneman	4/30/2021	📄 7/28/2021	n/a	Approved	Accepted	Review
6	Antioch Unified School District	Antioch Adult School	12-Contra Costa Adult Education Consortium	Medina	Davis	4/30/2021	📄 6/15/2021	n/a	Approved	Accepted	Review

Exhibit 2.9 - This is a screenshot of the Continuous Improvement Plan Review and Approve page on the CA-AMS website.

Provide Environment for News and Communication

The OTAN provides technical assistance to CDE and the State Leadership Project partners in distributing information and resources to the field by sending out email messages to both the field and WIOA agencies as well as hosting webinars.

The CDE and CALPRO requested 43 directed email messages during this contract year, while 115 total were sent out by the OTAN. Emails sent on behalf of the AEO and State Leadership Project partners can be grouped into four broad categories: WIOA-related, updates from the AEO, surveys, and information related to professional development opportunities. The OTAN also provides direct, specialized email for WIOA agencies and partners. These emails are by request and sent by the OTAN on behalf of the AEO and partners.

NUMBER OF EMAILS SENT FOR EACH MONTH, FROM JULY 2020–JUNE 2021	
MONTH	**EMAIL RECIPIENTS**
July	40,809
August	75,364
September	102,757
October	112,559
November	22,863
December	50,880
January	2,537
February	33,738
March	56,582
April	63,778
May	64,192
June	43,610
Exhibit 2.10	

NUMBER OF EMAILS SENT BY REQUESTOR, FROM JULY 2020–JULY 2021		
EMAIL REQUESTER	**NUMBER OF EMAILS**	**RECIPIENT COUNT**
CALPRO	16	94,145
CDE	27	13,175
OTAN	68	552,013
Other	3	9,215
Exhibit 2.11		

DURING THE 2020–21 FISCAL YEAR, THE OTAN HOSTED SEVEN WEBINARS AT THE REQUEST OF CDE			
WEBINAR DATE	**TITLE**	**ATTENDANCE COUNT**	**ORGANIZATION**
8/17/2020	Federal Program Monitoring Adult Education Instrument - Live Q&A	31	CDE, Adult Education Office
08/24/2020	Welcome Back! Adult Education 2020/21	232	CDE, Adult Education Office
09/03/2020	Fall 2020: Considerations When Implementing Distance Learning (CASAS)	43	CASAS
09/10/2020	Increasing Measurable Skill Gains through Distance Learning	93	CA Adult Education Leadership Projects, Staff
09/24/2020	Recording Distance Learning in TOPSpro Enterprise (CACAS)	46	CASAS
01/26/2021	Introduction and Overview of the Continuous Improvement Plan (CIP)	153	CDE, Adult Education Office
01/28/2021	Introduction and Overview of the Continuous Improvement Plan (CIP)	180	CDE, Adult Education Office

Exhibit 2.12

Provide Training and Technical Services to CDE and State Leadership Projects

The OTAN staff provided 10 instances of training and technical services to the CDE and to State Leadership Projects in 2020–21.

A summary of training and services is listed below:

➲ The OTAN development team provided training and instructions on how to use the Continuous Improvement Plan (CIP) scoring and evaluation website to the CDE staff and outside evaluators.

➲ The OTAN provided hosting and support for a training webinar related to the 2020–21 Continuous Improvement Plan.

➲ Provided technical support and collaboration to CASAS to ensure that their database and data transfer process remained in sync, to allow agencies to view accurate status of their deliverables within the CA-OAR website.

- ➲ Several OTAN staff participated in the CDE's New Administrator Training as presenters as well as providing the communication conduit to inform agencies of the event.

- ➲ The OTAN continued to provide hands-on training to State Leadership Project staff members on how to effectively use the online communication platform Zoom. The OTAN staff acted as moderators for webinars and provided technical support for online training conducted by other State Leadership Projects. Zoom licenses purchased through the OTAN are provided to the other State Leadership Projects.

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

The OTAN's staff responded to several requests for websites and digital collaboration tools during the 2020–21 contract year. Examples of requests included the following:

- ➲ Provide technology and functionality updates to the California Adult Education Professional Development website

The California Adult Education Professional Development Calendar provides a one-stop training source for California adult educators (https://www.caadultedtraining.org/ ⤷). The site is hosted on the OTAN's website and includes training for all the State Leadership Projects that serve adult education. During this fiscal year the following updates were made:

- ➲ Improved the backend service that retrieves event data from CASAS, CALPRO, and CAEP, in addition to the OTAN training events

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

The OTAN purchased licenses and provided training for Zoom online conferencing software to be used by trainers from both CASAS and CALPRO. The OTAN's staff provided hands-on

> ❝ *A huge shout out to OTAN! TDLS was wonderful. It was a very well-coordinated and organized virtual event. Thank you for all the hard work you all put in. It was just awesome. Please share your secret for being so calm and always carrying a smile on your face. I was so tired at the end of the event on Friday, and you looked like you were ready for another TDLS. I don't know how you do it.* ❞
>
> *— Archana Nekkar*

training on how to effectively use the collaboration tools and helped to set up and monitor the virtual rooms in collaboration with the trainers.

Exhibit 2.13 - California Adult Education Training Home Page

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

Requests for data and reports from the OTAN during the 2020–21 contract year included the following:

From the AEO:
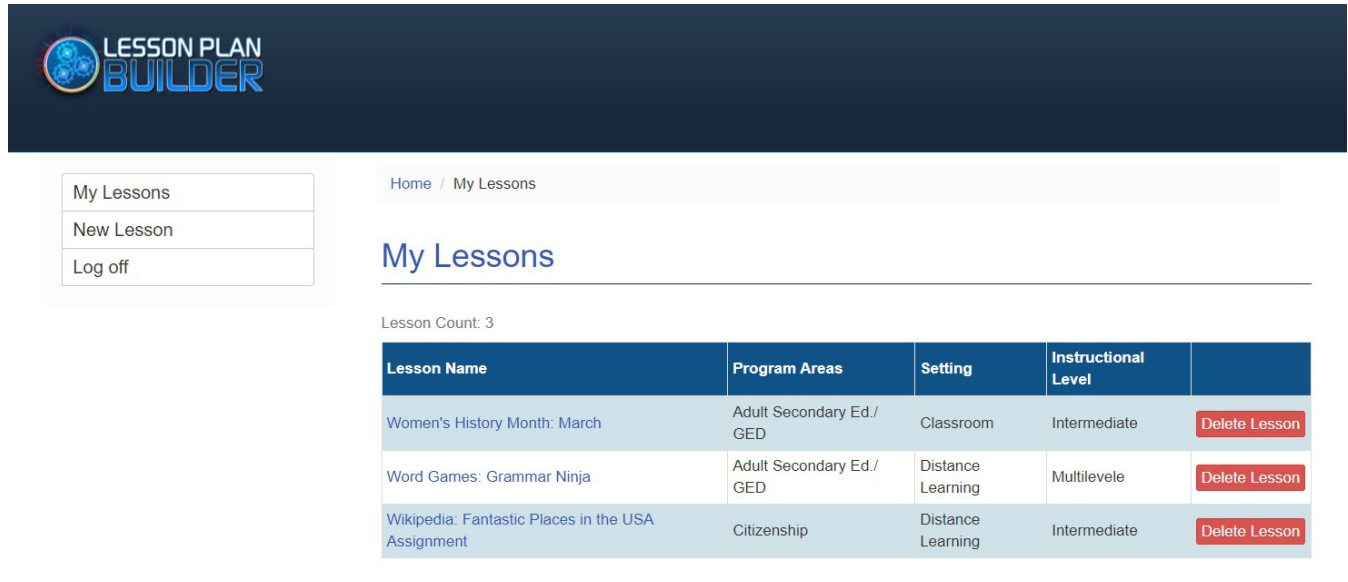
- ⮞ Multiple reports in different formats to display the results of the Continuous Improvement Plan
- ⮞ A Universal Report to share agency details and funding information with CASAS
- ⮞ A report of Deliverables Percentage Complete by area and consultant for a snapshot view of the percentage of deliverables received from agencies
- ⮞ A report of agencies previously active in the WIOA grant

From State Leadership Projects:

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

Maintain and Update the Lesson Plan Builder

The online Lesson Plan Builder ⬀ is a tool that allows teachers to create complete and detailed lesson plans and store them online. All registered users of the OTAN website may access the Lesson Plan Builder. There are currently 16,371 lesson plans stored in the Lesson Plan Builder from 925 users. This is an increase of 273 lesson plans during the 2020–21 fiscal year.

Home / My Lessons

My Lessons

Lesson Count: 3

Lesson Name	Program Areas	Setting	Instructional Level	
Women's History Month: March	Adult Secondary Ed./ GED	Classroom	Intermediate	Delete Lesson
Word Games: Grammar Ninja	Adult Secondary Ed./ GED	Distance Learning	Multilevele	Delete Lesson
Wikipedia: Fantastic Places in the USA Assignment	Citizenship	Distance Learning	Intermediate	Delete Lesson

Exhibit 2.14 - This is a screenshot of a user's home page after signing into the Lesson Plan Builder. The user's lessons are displayed in a list, with menu options on the left side of the screen.

Maintain, Expand, Update, and Align OTAN Web Pages

An important and ongoing task is to provide current and relevant information in all areas of adult learning to be posted on the OTAN website (www.otan.us ⬀). During 2020–21, the site was routinely reviewed and updated with new content gleaned from state and federal sources, as well as from a variety of print and online resources focused on adult education and integrating technology into the adult education classroom. Two important changes to the OTAN website included the addition of an Accessibility Resources webpage, which includes OTAN-developed resources as well as resources a user can use to learn more about accessibility and create their own accessible content, and the reorganization of the Video Presentations section of the website to house fully remediated recordings of OTAN webinars and presentations from throughout the year. The OTAN website also includes the new OTAN vision statement that was updated during the year.

During the 2019–20 fiscal year, the OTAN website was rewritten to be fully responsive and to meet WCAG 2.1 and Section 508 accessibility requirements. The new design incorporates full accessibility, including responsive design features to accommodate access to the website via mobile and other assistive devices. As new content and features are added to the site, the OTAN staff routinely scan the entire website to ensure that it continues to meet accessibility standards.

Exhibit 2.15 - This is a screenshot of the OTAN website home page.

> " *Thank you for this conference. It really was special for me. It was the first time I was able to attend, and I really enjoyed it a lot.* "
>
> *– TDLS participant*

OTAN

Outreach and Technical Assistance Network

Join OTAN

About Us ▾   Training ▾   Resources ▾   Stay Connected ▾   Video Presentations ▾

Search Keyword   GO

Leading adult education through support for and the effective application of technology.
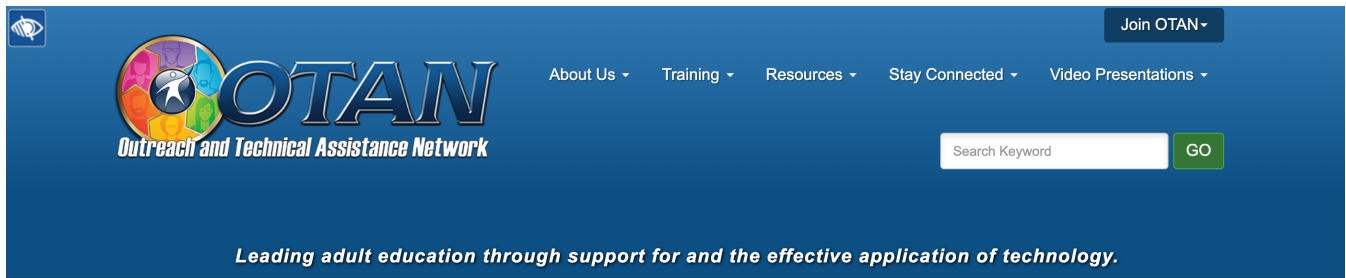
Home / Resources / Accessibility Resources

Accessibility Resources

OTAN is committed to sharing information about accessibility with the adult education field. On this page, you will find OTAN-developed resources as well as resources you can use to learn more about accessibility and create your own accessible content.

OTAN Resources

- OTAN Accessibility Resources Flyer ⧉ (PDF)
- OTAN Website Accessibility Features ⧉ (PDF)

Getting Started

- IDEA - Individuals with Disabilities Education Act ⧉
- Americans with Disabilities Act ⧉
- The A11Y Project ⧉ (A11Y stands for accessibility)
- Accessibility Toolkit ⧉ from Designers for Learning
- National Center on Accessible Educational Materials ⧉
- National Center on Disability and Access to Education ⧉
- WebAIM ⧉

Exhibit 2.16 - This is a screenshot of the Accessibility Resources page. It displays a list of links to documents and resources about accessibility information and guidance.

Provide Online Support and Technical Assistance

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

- ⮑ Teaching with Technology site (8,934 total page views, with 7,389 unique views)
- ⮑ Web-based Class Activities area (4,039 total page views, with 3,379 unique views)
- ⮑ Digital Leadership Academy site (3,189 total page views, with 2,550 unique views)
- ⮑ Curriculum Offers page (2,578 total page views, with 1,866 unique views)
- ⮑ Past Webinars page (1,089 total page views, with 950 unique views)
- ⮑ COVID-19 Field Support page (10,905 total page views, with 9,862 unique views)
- ⮑ Video Presentations page (5,322 estimated page views)

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

Overall, the OTAN website had 184,374 page views, 128,508 unique page views, and 68,719 unique visitors during the 2020–21 year.

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

The OTAN staff responds to direct and indirect (forwarded) email messages, phone calls, and "requested presentations at adult education conferences", and may use any combination of those communication systems depending on the need and requirements of the support. Approximately 607 support requests were responded to by OTAN's training, programming, media, and website staff. These requests for support include 508 email or phone support messages, and an additional 99 phone support contacts.

" Thank you for supporting CCAE! Thank you for all the great trainings you offered during this pandemic!
I learned so much! "

— Sandy Matsumura

" Thank you to all of those involved. This was so brilliantly executed. Only OTAN could pull this off. Kudos! "

— TDLS participant
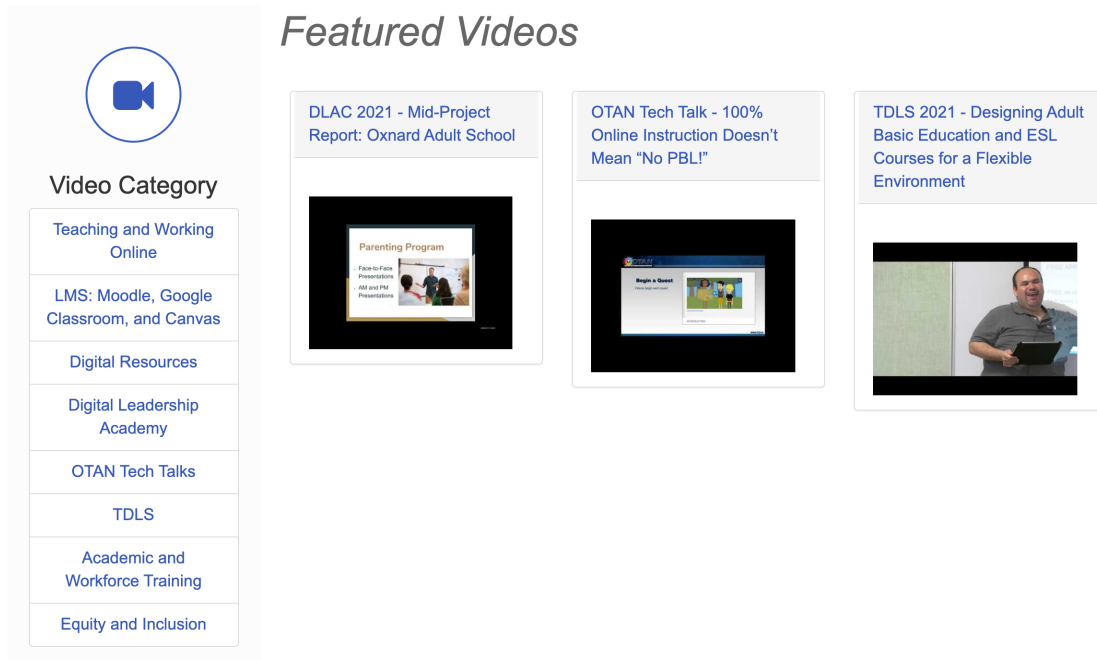
Exhibit 2.17 - This is a screenshot of the Video Presentations page. Video category links are displayed on the left side of the page, and a set of featured videos are displayed on the right side.

California Adult Education Provider Directory

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

In addition to the OTAN staff using the directory to assist prospective adult learners, the CDE AEO staff and the other State Leadership Projects also use it to help members of the general public wanting to know where they can obtain a high school diploma, career training, or other educational options. The directory is available on the OTAN website and is available to all users, whether registered or unregistered.

From July 1, 2020, through June 30, 2021, the California Adult Education Provider Directory had more than 34,243 page views from 22,651 people who accessed and used the site.
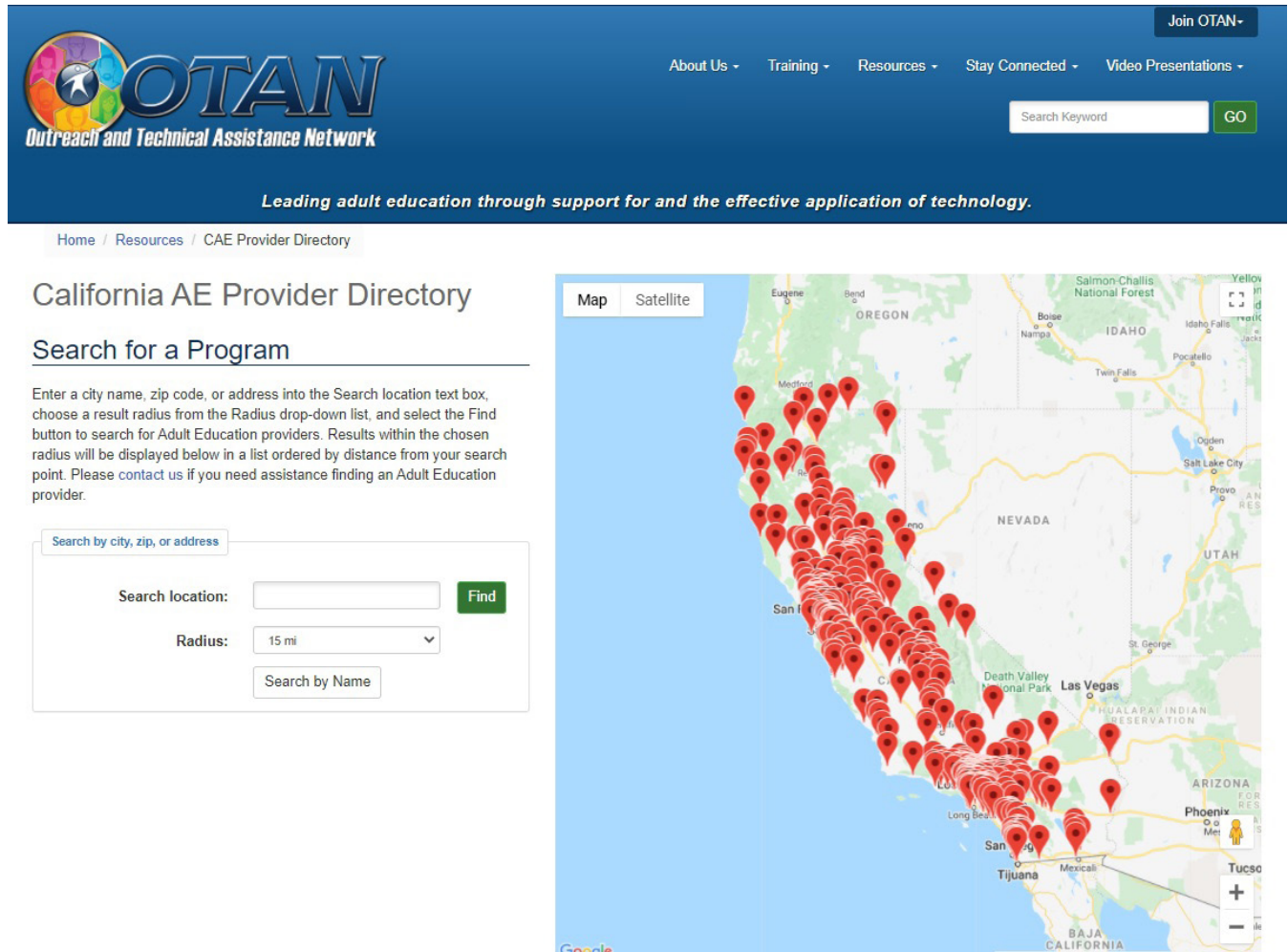
Exhibit 2.18 - This is a screenshot of the California Adult Education Provider Directory, which displays a map of providers on the right side, and options to search for providers on the left side.

Accessibility and Section 508 Compliance

The OTAN website was rewritten and redesigned in the 2019–20 fiscal year to be fully responsive and accessible, and to meet the requirements of WCAG 2.1 and Section 508. All new content subsequently added to the website is checked to ensure that it meets accessibility standards before being posted, and periodic scans of the website are run throughout the year to ensure that the OTAN website conforms to the standards.

The OTAN effort to ensure all materials posted on the website and distributed to our membership are fully accessible has expanded throughout OTAN's workflow. By working with the training staff and external temporary exempt employees, document accessibility training provides needed

information, tutorials, and other resources to ensure materials submitted to OTAN are fully 508 compliant. This effort extends to the adult education field through webinars and workshops for teachers to learn about accessibility and provide strategies to ensure teachers review handouts and presentations for accessibility.

Additionally, OTAN provides a full accessibility resources webpage (launched during the 2020–21 year) with many resources, checklists, tutorials, videos, and other items to help teachers and administrators understand the importance of creating materials that are accessible to all. As there is more emphasis on equity and equal access, these efforts will result in more general knowledge of the importance of providing an equivalent learning experience for all learners and provide direct support as well.

These efforts also require that OTAN work with compliance partners to ensure all multimedia meets the requirements of Section 508 and WCAG 2.1. As such, all videos and other media are remediated for full transcripts, closed captioning, and audio descriptors where required. Anyone can take advantage of these services whether they have a disability that needs accommodation or not. All videos on the OTAN website are presented on their individual pages, complete with transcripts and the ability to download them.

The OTAN continues to expand training to the field on accessibility through short OTAN Tech Talks, longer demonstration webinars, and upon request for virtual face-to-face workshops for adult schools across the state. Additionally, through the expertise of the OTAN programming team, OTAN and CDE websites will reflect full accessibility features and capabilities into the future.

> *Dear OTAN Team, I just finished viewing the recording in the development site. All I have to say is….OTAN team, you ROCK!!! Thank you for taking the time to do all the editing and working your magic to produce a quality product. Other than 3 spelling errors and 1 wording error on the closed captioning which were minor, the video looks and sounds great! I can't even tell that we did all of these remotely with all the background noise and some technical difficulties we experienced during the recording….Many thanks to all and special thanks to Marjorie and Melinda for all the coaching, guidance, and support throughout this process.*
>
> *— Abby Medina & David Stang, CDE*

Exhibit 2.19 - This is a screenshot of the DLAC 2021 – Mid-Project Report: Campbell Adult School video presentation on the OTAN website, displaying the video itself, a transcript below, and links to download the transcript.

Develop and Support Website to Host and Share Civic Objectives and Additional Assessment Plans (COAAPS) for Field Use

OTAN, along with its sister leadership project CASAS, made great strides in 2020–21 in developing a website to host and share EL Civics Civic Objectives and Additional Assessment Plans (COAAPs) for use by the California adult education field. The California EL Civics Exchange (as it is now known) is a repository for original EL Civics instructional materials created by California WIOA, Title II: AEFLA/EL Civics agencies. The instructional materials teach EL Civics content to English language learners and are a part of the 30 hours of instruction required in California before administering a COAAP assessment. (Since COAAP assessments are high stakes, however, they are not included on the website.) The Exchange has been a joint project between OTAN and CASAS, funded by the California Department of Education Adult Education Office.

The California EL Civics Exchange has been requested by California adult education agencies for a number of years as a means to view and share EL Civics materials developed by other agencies. OTAN and CASAS first met in 2018–19 to discuss the project. While OTAN and CASAS continued to meet throughout 2019–20, a formal request was made to the CDE for funding for development work. Funding was received in 2020–21, and the development process focused on two key components: enabling the upload of content that would be included on the website and creating the Exchange website itself. After months of development work, OTAN and CASAS were able to field test the website in April 2021 with a small number of agencies across the state, and feedback was helpful in being able to finalize the look and feel of the website and fix remaining bugs. At the CASAS Summer Institute in June 2021, OTAN and CASAS jointly announced the formal opening of the Exchange on July 1, 2021.
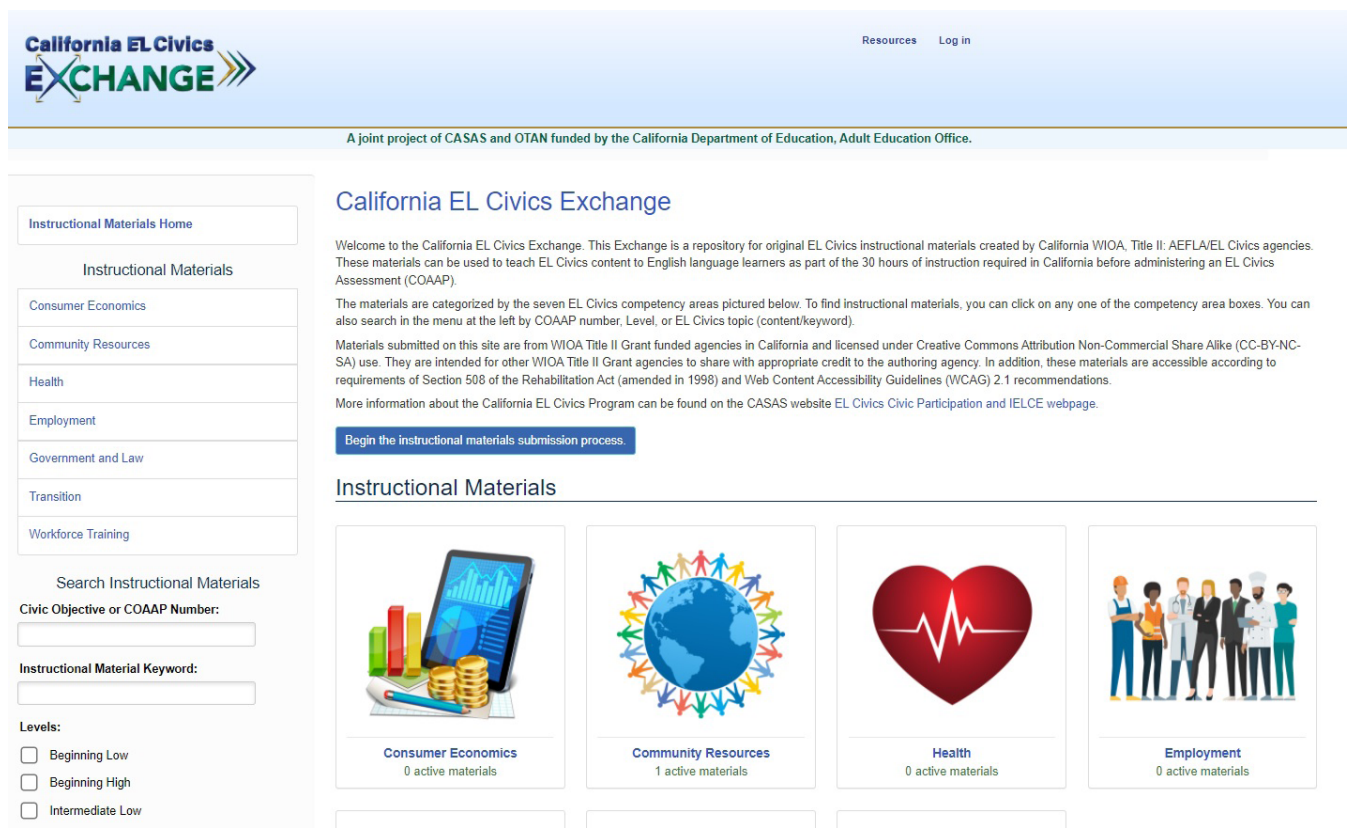
Moving forward, OTAN and CASAS will continue to support the inclusion of high-quality Instructional materials by focusing on two key components in its review of submissions: accessibility and licensing. Instructional materials are deemed accessible according to Section 508 of the Rehabilitation Act (amended 1998) and Web Content Accessibility Guidelines (WCAG)

" I would like to take this opportunity to thank you and the OTAN team for offering all of us adult educators all these amazing workshops. Each and every single one of them has been an inspiring learning experience for me. "

— Kirti Venkatasamy, Integrated Education and Training (IET) Instructor, Curriculum Specialist

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2.1 recommendations. They are also licensed by Creative Commons nomenclature; in this case, instructional materials are licensed CC BY-NC-SA. This license allows users to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, so long as attribution is given to the creator. If a user remixes, adapts, or builds upon the material, they must license the modified material under identical terms. Before the instructional materials become publicly available on the Exchange, CASAS will review the content requirements – the quality of presentation and practice materials, how the content teaches the COAAP, and appropriate Creative Commons licensing – using an agency-developed rubric, and OTAN will review that the content is fully accessible using accessibility tools built into the creation software (i.e., Microsoft Office apps, Adobe PDF software).

OTAN and CASAS will continue to meet in 2021–22 to discuss further developments to the EL Civics Exchange and how to continue promoting the Exchange and encouraging submissions from California adult education agencies.

Exhibit 2.20 - This is a screenshot of the EL Civics website home page. It shows narrative information about the site, categories of Instructional Materials, and other links.

A joint project of CASAS and OTAN funded by the California Department of Education, Adult Education Office.

Material Description and Details

<table>
<tr><td></td><td>Instructional Materials Home</td></tr>
</table>

Material Program Year	2020 – 2021
Submitter	Sandra Watts
Agency Name	Rancho Santiago Community College District

Instructional Materials

- Consumer Economics
- **Community Resources**
- Health
- Employment
- Government and Law
- Transition
- Workforce Training

COAAP Number	**Competency Area**	**Civic Objective**
48.1	Community Resources	Use online tools to learn/communicate/collaborate

COAAP Task Titles
Task 1: Identify Internet Uses & Communication Techniques; Task 2: Interpret an Online Communication; Task 3: Write an Email.

Levels	**Type of Assessment**
Beginning Low	Oral
Beginning High	Written
Intermediate Low	
Intermediate High	
Advanced	

Search Instructional Materials

Civic Objective or COAAP Number:

Instructional Material Keyword:

Levels:

Included Materials
Student-only packet – with instructions to the student

Format
Print (can be used digitally)
Visuals - Graphic/Photo/Chart

🔍 Search

✖ Clear All

📄 Documents

- 📄 48.1, ADV, Tasks 1-3, Student Practice Packet
- 📄 48.1, BH, Tasks 1-2, Student Practice Packet
- 📄 48.1, BL, Tasks 1-2, Student Practice Packet
- 📄 48.1, IH, Tasks 1-3, Student Practice Packet
- 📄 48.1, IL, Tasks 1-3, Student Practice Packet

Exhibit 2.21 - This is a screenshot of a Material Details page on the EL Civics website. It shows detailed information about a resource including submitter information, COAAP details, instruction levels, and a list of available resource documents.

Appendix A

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN200091

July 1, 2020 – September 30, 2020

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN200091
July 1, 2020 – September 30, 2020

OBJECTIVES AND MAJOR TASKS	STATUS
Task 1	
Section A **Provide professional development opportunities online and face-to-face via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California.**	
1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS Narrative: Seventeen Subject Matter Experts (SME) have been hired. Due to the ongoing restrictions with COVID-19, all training and support have been virtual. OTAN provided 34 online workshops with approximately 1,335 attendees. OTAN provided targeted support with 34 online OTAN Office Hours where average attendance was 8 registered attendees. Added in September, virtual workshops (inservice for program staff only) are being delivered to the field upon request. There were 3 virtual workshops for two different agencies this quarter. In addition, there were 5 webinars scheduled by CDE and the other CA leadership projects. These 5 webinars were open to the field (no attendance was taken) which focused on reporting, new administrators, and functions of the leadership projects. The Training of Trainers for external trainers took place August 2020–21 with 17 in attendance. OTAN training staff have participated in their own professional learning by accessing organizational memberships like ISTE and IDEAL Consortium/World Education and through participation in conferences, including three attending the IDEAL Consortium Summer Institute.	All external staff have been onboarded and training is ongoing.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.2. CONDUCT FACE-TO-FACE OTAN ADVISORY COMMITTEE (OAC) MEETING ANNUALLY Narrative: The OAC meeting included OTAN updates and a review of 2019–20 accomplishments. Using Zoom, participants worked in breakout sessions to develop and discuss technology recommendations on topics, such as curriculum, rural outreach, ed tech innovative practices, professional development, open education resources, distance learning, IET/IELCE, CTE, and learning management systems. Participants included administrators, teachers, partners, CDE and State Leadership Project staff, and OTAN training and development team staff. A second meeting is scheduled for March 10, 2021.	The fall OAC meeting took place September 9, 2020, from 9-12 pm with 24 attending of 28 invited.
1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC) Narrative: The third cohort of DLAC applications closed on August 14. Twelve agencies were selected out of 39 that applied. Agencies were notified on September 18 and will have their first virtual 3-day training October 21–23. OTAN has contracted with Dr. Paul Porter as the DLAC expert trainer as well as with five DLAC coaches.	Twelve agencies and 30 members have been identified for DLAC 2020-22.
1.A.4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO EXPAND ACCESS TO, AND THE USE OF, ONLINE CURRICULUM Narrative: OTAN has provided increased training and technical assistance in online learning management systems and online curriculum to agencies moving to fully online, remote instruction as a result of the pandemic. OTAN has developed and maintained a COVID-19 Field Support page to assist educators with distance learning instruction.	OTAN has increased training with Moodle and Google Classroom. OTAN has also increased individualized support through OTAN Office Hours, OTAN Office Hours Maximizing Moodle, and OTAN Tech Talks.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS) Narrative: OTAN will host a virtual TDLS March 3–5, 2021. The event was expanded from two to three days as a result of it being fully online.	Planning is in progress for a virtual event.
1.A.6. LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT Narrative: OTAN leverages statewide licensing with NorthStar, Learn360, NROC, and the Essential Education Online Distance and Blended Learning Teaching course, EdReady. The training team shared new curriculum recommendations with the OTAN Advisory Committee in September and is moving forward with purchase orders for Voxy, ProLiteracy, Learning Upgrade, CrowdEd Learning, and SkillsBlox.	OTAN is moving forward with licensing based on the recommendations from OAC.
1.A.7. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR Narrative: OTAN is working with the two learners who received the highest scores from the 2019–20 nominations to create videos highlighting their success. OTAN is also providing information about the two learners to ACSA for its celebration of students at the upcoming ACSA Virtual Leadership Summit in November.	In progress. The next nomination period is January 1-April 15, 2021.
1.A.8 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA Narrative: OTAN asked for recommendations on how to best support rural and underserved agencies at the September OAC meeting. Training staff are exploring who to and how to best reach out virtually to provide support. Access to technology and Internet is a huge challenge, especially in light of COVID.	In progress. OAC recommended training in devices like RACHEL (oer2go.org).

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS **STATUS**

Section B — The OTAN strives, through research and promising practices, to provide a 'one stop shop' for current and critical information in all areas of educational technology integration and online/blended learning innovations. This information is gleaned through local, regional, state, and national resources and condensed and provided through the OTAN website (http://www.otan.us). The OTAN website is continuously updated and monitored to ensure information is current, compatible, and accessible (508 compliance) with computers and mobile devices that use a variety of browsers.	
1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES Narrative: OTAN has participated in online trainings and conferences to further learn about emerging technologies (ISTE, IDEAL Consortium, World Education). New technologies are shared via social media, newsletters, and teacher and administrator digests. The Teaching with Technology resources have also been updated on the OTAN website.	Ongoing
1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE Narrative: OTAN has identified a small number of individuals qualified to complete this task and is moving forward with hiring for this temp exempt position.	In progress. OTAN is starting the contract process for this position.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.3 IDENTIFY, RESEARCH, COMPILE, AND SHARE ONLINE OPEN EDUCATIONAL RESOURCES (OER) Narrative: At the OAC meeting, members said many are not familiar with OER resources and OTAN can help provide more exposure. OTAN has been researching and sharing CK-12 (great for ABE, free, accessible, and reaches learners across the state), Creative Commons, and Moodle. OTAN has presented two OER-related webinars this quarter, one on OTAN's partnership with CK-12 and free online textbooks available for adult education, and a second on free online OER-related resources for adult education. OTAN promoted both webinars through social media and email blasts to the field.	Ongoing with input from OAC.
1.B.4 CONTINUE DEVELOPMENT OF TEACHING WITH TECHNOLOGY (TWT) RESOURCE Narrative: The Teaching with Technology team consists of a team of five Subject Matter Experts. Due to programming bugs and fixes, there has been a delay in adding new activities to the Teaching with Technology webpage during this quarter. The team is focused on embedding the College and Career Readiness Standards (CCRS).	Five SMEs have been hired to work on updating the activities with the College and Career Readiness Standards.
1.B.5 PROVIDE AND SUPPORT OTAN-CREATED SHARED ONLINE AND BLENDED COURSES Narrative: OTAN currently has 29 shared online Moodle courses. During Quarter 1, OTAN has fulfilled approximately 120 requests for shared or blank courses to teachers in the field. Two online workshops were given which showcased using Putting English to Work in Moodle. In addition, OTAN responded to over 250 email requests for Moodle support, while over 100 people were provided live assistance within their Moodle courses over the course of eleven weekly "Office Hours for Maximizing Moodle" sessions.	OTAN has 29 shared Moodle courses and provides ongoing technical support via workshops, Office Hours, and email.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.6 DISSEMINATION OF OTAN SERVICES Narrative: Due to the pandemic, OTAN did not host vendor tables at conferences in Quarter 1. Many conferences have decided to go virtual, and OTAN is planning to participate as a virtual exhibitor in the fall CAEP Summit and CATESOL conferences.	Planning is in progress for virtual booths at fall conferences.
1.B.7 SUBMIT QUARTERLY REPORTS TO CDE	Quarter 4 of 2019–20 was submitted in July 2020. Quarter 1 will be submitted in October 2020.
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE	The 2019–20 Annual Report is in progress and will be completed by December 2020.
Task 2	
Section C: **Provide programming and hosting of the CDE's AEO "Online Grant Applications and Reporting" environment.**	
2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR) Narrative: OTAN officially opened the 2020–21 fiscal year on the OAR website. OTAN released the new .NET version of the OAR back in June, but accessibility work and preparation for the new program year continued all summer long. The site is fully responsive and accessible. Agencies can now log in to the site, download/upload their 2020–21 Grant Award Notice (GAN), and complete their budget (after their signed GAN is approved by CDE). Within a few weeks they will be able to submit their first quarter Expenditure Claim Report.	OTAN prepared and opened the site for the 2020–21 fiscal year.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS) Narrative: OTAN created database records and website accounts for agencies new to the grant cycle, updated website pages, reports, and documents to reflect new consultant and analyst assignments by CAEP districts instead of CDE areas, created and opened the Grant Award Notice (GAN) review and approve tool for CDE analysts, and opened the Final Expenditure Claim Report (ECR) review and approve tool for CDE analysts and consultants.	Site conversion to .NET for preliminary changes and continued maintenance. (6 new lessons created on updated site)
2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM	The CDE Evaluation System website had no activities during this Quarter 1

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT Narrative: Examples of emails sent from the AEO to the field included: 1. 2020–2021 WIOA, Title II: AEFLA Important Updates 2. Welcome Back! Weekly Updates 3. Emergency Conditions Affecting Adult Education Programs 4. Identifying the PPE needs of Adult Education 5. New Administrator Training – Registration 6. New Grantee/Administrator Orientation Meeting Information 7. 2019–20 Annual Audit Status Certification Form 8. 2019–20 WIOA Expenditures and Final/Revised Final Claim Reports 9. 2020–21 Grant Award Notification and Budget Information 10. 2019–20 Final Expenditure Claims due October 15	OTAN staff provided 45 instances of email or phone support for the CA-OAR site this quarter.
2.C.5 SUPPORT THE CONTINUOUS IMPROVEMENT PLAN (INCLUDES THE TECHNOLOGY AND DISTANCE LEARNING PLAN, PROFESSIONAL DEVELOPMENT PLAN, AND OTHERS AS REQUIRED BY THE CDE AEO) Narrative: The OTAN training and development/programming staff have been involved in two planning meetings with CDE and the State Leadership Projects to develop the new annual Continuous Improvement Plan (CIP). A draft Word version will be available late fall for review.	The draft Continuous Improvement Plan is in development.

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION Narrative: OTAN assisted CDE with the Welcome Back video with Carolyn Zachry, a Federal Program Monitoring (FPM) webinar and Q & A, and with a new WIOA II grantee/new administrator orientation via Zoom webinar. A repository of CDE AEO communications are stored on the home page of the OAR site. OTAN restructured the Training and Videos Resource page on the CA-OAR website to include additional training videos, instructional documents, and other resources. OTAN also assisted with the distribution of two statewide surveys via the CAEP website and email. The Student Technology Intake Survey for all agencies in California was created to share with their learners (both WIOA- and CAEP-funded). A report of survey results is sent weekly to the CDE.	OTAN assisted with training webinars, access to OAR resources, and two statewide surveys: a reopening survey and a student technology survey.
2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT Narrative: The development/programming team has worked closely with CDE to update and prepare the OAR site for the 2020–21 fiscal year. OTAN staff provided technical assistance and training to CDE AEO staff via Zoom in preparation for the new grantee/administrator four-day training. OTAN provides Zoom licensing to CALPRO and CDE. Video recordings are remediated and posted upon request. OTAN responds to requests for sending mass emails, providing grantee contact information, and other requests as they arise. OTAN also created a Universal Report to share agency details, contact information, and program participation data with CASAS for the current WIOA grant cycle. OTAN provided detailed breakdown reports of 2020–23 Request for Applications (RFA) scoring for individual agencies, including individual reviewer's scores for each consideration and section, for use by CDE in the RFA appeals process.	OTAN provided training, technical support, and reports focused on the RFA process and new program year.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS   **STATUS**

Section D: Provide programming and hosting of technology information and tools for learning	
2.D.1 MAINTAIN AND UPDATE THE LESSON PLAN BUILDER Narrative: OTAN finished the conversion to .NET by implementing the selection of standards for lesson plans, making printable lessons plans, and some other bug fixes and usability enhancements.	The Lesson Plan Builder has been updated and is being maintained.
2.D.2 MAINTAIN, EXPAND, UPDATE, AND ALIGN THE OTAN WEB PAGES Narrative: OTAN has addressed accessibility and responsiveness of its website in compliance with Section 508 and WCAG 2.1. OTAN staff regularly monitor and update the main website (otan.us) and other supported websites to ensure information is current and functional. OTAN staff wrote 19 news items or articles for the OTAN home page. Administrator and teacher digests were reinstated in September after a hiatus due to the pandemic.	Ongoing.
2.D.3 ACCESSIBILITY AND SECTION 508 COMPLIANCE Narrative: OTAN has established a contract with a compliance partner for video and webinar remediation to meet WCAG 2.1 and Section 508 requirements. Staff have been trained to remediate documents, handouts, and presentations in-house. Ongoing training and support are provided to OTAN Staff and external staff to ensure full compliance with accessibility.	OTAN completed a WebArt review in August 2020. The website, documents, and videos are fully accessible and responsive.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.D.4 DEVELOP AND SUPPORT WEBSITE TO HOST AND SHARE CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS (COAAPS) FOR FIELD USE Narrative: OTAN worked with CASAS's requirements to design, develop, and implement the EL Civics project. The project is created in ASP. Net MVC using C# on the back end, with the SQL server database. OTAN continues to work on the web application, improving the UI, and adding more features on back end and front end. The website layout has been changed to include a top menu bar and a left side menu bar for easier website navigation. The EL Civics web application contains an Accessibility Menu for users with disabilities. A first progress review meeting with CASAS took place in August, and another is scheduled for October.	The EL Civics repository is in the planning and development stage.

Appendix B

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN200091

October 1, 2020 – December 31, 2020

OBJECTIVES AND MAJOR TASKS   **STATUS**

Task 1	
Section A Provide professional development opportunities online and face-to-face via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California.	
1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS Narrative: In Quarter 2, all training and support continue to be offered virtually with the addition of "series" workshops implemented wherein successive webinars are built around one overarching topic. Of the 13 virtual workshops OTAN provided, nine were part of a series both on Microsoft and Google platforms with approximately 290 participants. There were an additional 12 webinars scheduled where total attendance stood at roughly 280 participants. In addition, OTAN also offered 20 OTAN Office Hours with anywhere from 3 to 10 participants. The last Moodle Office Hours were held this quarter (11 total) with an average attendance of 2 to 4 participants. In October, the OTAN training team assisted with the CAEP Director's Event and the CAEP Summit by providing webinar training to all presenters beforehand, conference support during the events, presentations, and targeted technical assistance for Zoom when needed. OTAN also provided conference presentations and workshops for CATESOL 2020, EL Civics, and COABE affiliate, Northern Adult Education Conference '20, presentations. OTAN staff have continued to work on their own professional development through participation in Zoomtopia, ISTE 20 Live, the CAEP Summit, and ACSA.	Ongoing through virtual training.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.2. CONDUCT FACE-TO-FACE OTAN ADVISORY COMMITTEE (OAC) MEETING ANNUALLY Narrative: The fall OAC meeting took place September 9, 2020, from 9-12 pm with 24 attending of 28 invited. During the second quarter, OTAN staff have been following up on OAC recommendations. These recommendations include exploring LMS systems, pursuing statewide leveraged licensing and curriculum pilots/offers, developing accessibility guidance documents and webinars, and supporting teachers to learn/teach digital literacy remotely, including support for parents of K–12 learners. A progress report will be shared at the March 10 OAC meeting.	Ongoing. The second annual meeting is scheduled for 3/10/21.

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC) Narrative: The third cohort of DLAC kicked off with a 3-day virtual training October 21–23, 2020, with 36 participants from 12 sites. The October professional development included introductions, the DLAC timeframe, layout of expected deliverables and progress, and Strengths Coach training using the Clifton/Gallup assessments. DLAC project meetings took place with DLAC's expert trainer, Dr. Paul Porter, and the five DLAC coaches in October, November, and December online events. Project meetings focused on team building, conflict resolution, and strengths development. Dr. Paul Porter also met individually with DLAC sites and their coaches to explore the impacts of leadership strengths. Participants have started the IDEAL 101 virtual course with facilitator Destiny Simpson. The course is offered using Moodle and provides additional instruction in project planning and student recruitment. On December 8, members of DLAC 2 requested to have a "reunion" to share about participants, recent experience with remote learning. Six DLAC 2018–2020 agencies and 18 members shared 10-minute presentations.	Ongoing. Kick-off for Cohort 3 occurred in October with 36 attendees from 12 sites.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO EXPAND ACCESS TO, AND THE USE OF, ONLINE CURRICULUM Narrative: In Quarter 2, OTAN continued with regular offerings of Moodle Office Hours. OTAN assisted 29 teachers over 11 Moodle Office Hours. Twelve instructors participated in an Advanced ESL online webinar for the no-cost, OTAN-shared Moodle course that was developed for Advanced ESL students. OTAN presented to the Capital Adult Education Regional Consortium (CAERC) on Northstar Digital Literacy. OTAN continues to provide access to Essential Education's self-paced course, "Blended Learning in Adult Education." No users signed up for, nor completed, this module during this quarter. OTAN has continued to maintain a COVID-19 Field Support page to assist educators with distance learning instruction, including online curriculum.	Ongoing. Online Moodle Office Hours, an online consortium meeting, and curriculum offers help practitioners expand use of online curriculum.
1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS) Narrative: OTAN will host a virtual TDLS March 3–5, 2021. The event was expanded from two to three days because of it being fully online. OTAN's programming team has been helping to build an internal virtual platform for the event. Ongoing TDLS planning has included the editing and posting of the call for proposal which was posted and advertised on 11/15/2020. The TDLS planning committee agreed to expand registration and open the symposium attendee capacity to 400 (from 200). The TDLS committee has been meeting bi-weekly through Quarter 2 and includes the training staff and one programming staff member.	Ongoing planning has occurred during Quarter 2 for the virtual TDLS event, March 3–5.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.6. LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT Narrative: OTAN continued efforts with ProLiteracy to complete student privacy documentation and clearance from SCOE CNTS (technology department) for all offered pilot courses including Pre-GED and HiSet from New Readers Press and Voxy EnGen. A second pilot project for Achieve3000 also received clearance for learner privacy and passed approval from CNTS. Achieve3000 offered an informational webinar to any interested agencies. Initial invitations to participate were offered to the 25 new WIOA Title II grant recipients.	In progress. Interested agencies now have access to Achieve 3000.
1.A.7. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR Narrative: OTAN staff continued to produce the two video stories for the top-scoring 2020 Students Succeed winners. OTAN staff collaborated with ACSA staff to include video segments of the two 2020 Students Succeed winners in the ACSA Leadership Summit *Every Student Succeeding* virtual ceremony on November 5. OTAN staff reviewed and revised the Students Succeed Nomination Information and Nomination Evaluation Rubric prior to opening the nomination period for 2021 on January 1.	In progress. The next nomination period is January 1 - April 15, 2021.
1.A.8 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA Narrative: N/A	Ongoing. No action took place on this item in Quarter 2.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Section B **The OTAN strives, through research and promising practices, to provide a 'one stop shop' for current and critical information in all areas of educational technology integration and online/blended learning innovations.** **This information is gleaned through local, regional, state, and national resources and condensed and provided through the OTAN website (http://www.otan.us ⬜). The OTAN website is continuously updated and monitored to ensure information is current, compatible, and accessible (508 compliance) with computers and mobile devices that use a variety of browsers.**	
1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES Narrative: OTAN has participated in several virtual trainings and conferences to stay abreast of emerging technologies. Some of these trainings in Quarter 2 included ISTE, CATESOL, Zoomtopia, Adobe Max, Digital Leadership Academy, CAEP Summit, and ACSA Leadership. In addition, staff have remained involved with professional organizations such as CCAE, COABE, CATESOL, ISTE, and ACSA. OTAN completed the Distance Learning Report during this period as part of our annual report. In consultation with Matthias Sturm, a well-known researcher in blended teaching and learning and distance education, the report provides a broad overview of the state of distance learning in California with recommendations for further research. OTAN also worked with CK-12 to explore and ultimately create an adult education page for adult-specific OER resources, including flex books.	Ongoing. OTAN researched and shared information regarding distance learning in California and CK-12 flex books for adult education.
1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE Narrative: OTAN has identified a small number of individuals qualified to complete this task and is moving forward with hiring for this temp exempt position.	Ongoing. A position has been established and current recruitment is in process.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.3 IDENTIFY, RESEARCH, COMPILE, AND SHARE ONLINE OPEN EDUCATIONAL RESOURCES (OER) Narrative: At the OAC meeting, members said many are not familiar with OER resources, and OTAN can help provide more exposure. OTAN has been researching and sharing CK-12 (great for ABE, free, accessible, and reaches learners across the state), Creative Commons, and Moodle. OTAN has presented two OER-related webinars this quarter, one on OTAN's partnership with CK-12 and free online textbooks available for adult education, and a second on free online OER-related resources for adult education. OTAN promoted both webinars through social media and email blasts to the field.	Ongoing with input from OAC.
1.B.4 CONTINUE DEVELOPMENT OF TEACHING WITH TECHNOLOGY (TWT) RESOURCE Narrative: The Teaching with Technology team consists of a team of five Subject Matter Experts. Due to programming bugs and fixes, there has been a delay in adding new activities to the Teaching with Technology webpage during this quarter. The team is focused on embedding the College and Career Readiness Standards (CCRS).	Five SMEs have been hired to work on updating the activities with the College and Career Readiness Standards.
1.B.5 PROVIDE AND SUPPORT OTAN-CREATED SHARED ONLINE AND BLENDED COURSES Narrative: OTAN currently has 29 shared online Moodle courses. During Quarter 1, OTAN has fulfilled approximately 120 requests for shared or blank courses to teachers in the field. Two online workshops were given which showcased using Putting English to Work in Moodle. In addition, OTAN responded to over 250 email requests for Moodle support, while over 100 people were provided live assistance within their Moodle courses over the course of 11 weekly "Office Hours for Maximizing Moodle" sessions.	OTAN has 29 shared Moodle courses and provides ongoing technical support via workshops, Office Hours, and email.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.6 DISSEMINATION OF OTAN SERVICES Narrative: Due to the pandemic, OTAN did not host vendor tables at conferences in Quarter 1. Many conferences have decided to go virtual, and OTAN is planning to participate as a virtual exhibitor at the fall CAEP Summit and CATESOL conferences.	Planning is in progress for virtual booths at fall conferences.
1.B.7 SUBMIT QUARTERLY REPORTS TO CDE	Quarter 4 of 2019–20 was submitted in July 2020. Quarter 1 will be submitted in October 2020.
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE	The 2019–20 Annual Report is in progress and will be complete by December 2020.
Task 2	
Section C: Provide programming and hosting of the CDE's AEO "Online Grant Applications and Reporting" environment.	
2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR) Narrative: In Quarter 2, OTAN created, tested, and opened the 2020–2021 first and second quarter expenditure claim reports (ECR).	ECR reports opened for Quarters 1 and 2.
2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS) Narrative: OTAN rewrote the CASAS data import service and the automated notification and approval tasks and moved them to the AMS site. OTAN created and opened the ECR Review and Approve tool and updated the Balance and Master Payments reports for 2020–2021. Additionally, OTAN created a tool to add new agencies to the course approval system.	OTAN continues to update tools to assist in the function, review, and approval process for OAR reports.
2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM	The CDE Evaluation System website had no activities during this Quarter 2.

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT Narrative: Examples of emails sent from the AEO to the field included: • 10/02/20 2020–21 Grant Award Notification and Budget Information • 10/08/20 2019–20 Final Expenditure Claims due October 15 • 10/14/20 2019–20 Final Expenditure Claims are due tomorrow, October 15, 2020 • 10/20/20 WIOA 2020–21 October Deliverables; First Expenditure Claim is Now Open • 10/30/20 WIOA 2020–21: First Quarter Deliverables are due October 31 • 11/09/20 U.S. PIAAC Skills Map: State and County Indicators of Adult Literacy and Numeracy • 11/17/20 Rethink Adult Ed Challenge • 12/01/20 The Online Application and Reporting website scheduled maintenance December 4, 2020 from 8 pm – 12 am • 12/15/20 Important mid-year WIOA updates and the new Continuous Improvement Plan • 12/18/20 State Superintendent Tony Thurmond Announces Mini Grants Now Available to Educators to Address Equity and Opportunity Gaps	OTAN staff provided 62 instances of email and phone support for the CA-OAR website this quarter.
2.C.5 SUPPORT THE CONTINUOUS IMPROVEMENT PLAN (INCLUDES THE TECHNOLOGY AND DISTANCE LEARNING PLAN, PROFESSIONAL DEVELOPMENT PLAN, AND OTHERS AS REQUIRED BY THE CDE AEO)	The initial development version of the Continuous Improvement Plan (CIP) was created. Testing is planned for January 2021.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION Narrative: OTAN assisted with the development and distribution of the Racial Equity Survey. OTAN also assisted CDE with hosting meetings to draft and finalize the Word version of the CIP. Support and hosting continue for the Student Technology Intake Survey (hosted on caladulted.org). Data is pulled monthly and sent to CDE for distribution.	Ongoing as requested.
2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT Narrative: OTAN met with the CDE to develop and disseminate the Racial Equity Questionnaire to the adult education field. Staff also assisted with the hosting of Zoom meetings in the development of the CIP, including an updated Teacher survey. OTAN rewrote the Client Services application in .NET. Client Services allows user-entry to track services provided to CDE and the field by OTAN staff.	Ongoing as requested.
Vocational English as a Second Language (VESL) Materials	Materials are accessible and available for free downloading. When requests for other materials come in, those are also made accessible and available for free downloading.
Support Online Curriculum Sites	OTAN continues to support NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle.
Section D: Provide programming and hosting of technology information and tools for learning.	
2.D.1 MAINTAIN AND UPDATE THE LESSON PLAN BUILDER	Thirty-nine lesson plans were created during Quarter 2.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.D.2 MAINTAIN, EXPAND, UPDATE, AND ALIGN THE OTAN WEB PAGES Narrative: OTAN staff completed the revision of the Video Presentations webpage so that the fully accessible versions of remediated videos would be housed on the OTAN website. In addition, the website content would match the playlist content organized on the OTAN YouTube channel. OTAN continues to address accessibility and responsiveness of its website in compliance with Section 508 and WCAG 2.1. OTAN staff regularly monitor and update the main website (otan.us) and other supported websites to ensure information is current and functional.	Ongoing.
2.D.3 ACCESSIBILITY AND SECTION 508 COMPLIANCE Narrative: For new webpages that OTAN created during this quarter, each used OTAN's accessible framework and was tested with accessibility tools (such as SortSite and WAVE) during development. OTAN continued to fully remediate all OTAN videos from various programs and projects within OTAN to full WCAG 2.1 and 508 compliance. During this period, OTAN remediated 17 video projects for posting to the OTAN website.	Ongoing.

OBJECTIVES AND MAJOR TASKS	STATUS
2.D.4 DEVELOP AND SUPPORT WEBSITE TO HOST AND SHARE CIVIC OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS (COAAPS) FOR FIELD USE Narrative: OTAN continues to regularly meet with the CASAS EL Civics team to demonstrate progress on the application. The third quarter focused on development of the back-end content and accessibility workflow, and the preliminary front-end design. OTAN continued to provide advisory information to CASAS on Creative Commons licensing and worked on instructions and other informational pieces for the application with CASAS staff. Additionally, OTAN offered an online webinar on accessibility to continue informing the field of the importance of providing accessible materials to all learners.	Back-end content development and front-end design continued with the CASAS team.

Appendix C

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN200091

January 1, 2021 – March 31, 2021

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN200091
January 1, 2021 – March 31, 2021

OBJECTIVES AND MAJOR TASKS **STATUS**

Task 1	
Section A **Provide professional development opportunities online and face-to-face via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California.**	
1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS Narrative: In Quarter 3, OTAN continues to foster and support adult education programs and instructors with virtual learning opportunities. OTAN added two SME to review the new-in-2021 Continuous Improvement Plans (CIP). Forty-six (46) professional learning events including webinars, virtual workshops, OTAN Tech Talks, and OTAN office hours took place with 855 attendees. In addition, there were 89 conference presentations by SMEs and staff presented at COABE, TDLS, and the EL Civics conferences. Staff participated in technology-focused events and built their own professional toolboxes at events including COABE, TDLS, Leslie Fischer webinars, Canvas, Zoom, Google EDU, Google Trainer PD, EL Civics, NDIA, and SCOE's Implicit Bias equity-based workshop.	Training and support are ongoing through virtual training.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.2. CONDUCT FACE-TO-FACE OTAN ADVISORY COMMITTEE (OAC) MEETING ANNUALLY Narrative: The spring OAC meeting took place virtually on March 10, 2021, from 9-12 pm, with 33 attendees. Staff shared 3rd quarter program updates and outcomes based on OAC fall recommendations including OAR site updates, TDLS, the EL Civics Exchange and Students Succeed websites, new accessibility resources, new curriculum offers, and the launch of the 5,000-licenses Canvas LMS pilot. OAC participants provided recommendations on relevant topics: curriculum licensing, distance learning guidance, Canvas LMS support, and communication about accessibility. Participants also asked for a method to share information with OTAN, through a Canvas course or Google folder for example. They also suggested expanded teacher and student involvement on the OAC. OTAN will focus on these latest recommendations as we move into the 4th quarter.	The second annual meeting took place 3/10/21.
1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC) Narrative: The third cohort of DLAC continues to progress through virtual meetings, coaching sessions, and providing presentations at TDLS. DLAC members are nearing completion of their site plans that reflect the work completed in the DL 101 course. Participants attended virtual professional development days January 20–22 and met in online project meetings February 12 and March 2. Coaches continue virtual meetings with their teams providing support for projects, encouragement, and review of TDLS presentations and the DL 101 Site Implementation plans. Data collection on DLAC participant skills and projects is in progress and will take place in Quarter 4 as DLAC participants complete their DL 101 course.	DLAC participants met virtually January-March to continue their projects and DL 101 course.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO EXPAND ACCESS TO, AND THE USE OF, ONLINE CURRICULUM Narrative: In Quarter 3, OTAN continued virtual workshops for agencies. Several sessions at TDLS focused on best practices for curriculum implementation and online models such as blended and hybrid. OTAN provided field support through phone calls, email, and consultation with Castro Valley in preparation for their fall professional learning plans in a new hybrid environment. OTAN also launched a pilot project with Canvas on March 26 by providing 5,000 licenses to 25 adult education agencies. OTAN continues to support Moodle with over 125 courses.	Support is ongoing through virtual trainings, phone, and email support.
1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS) Narrative: Pandemic restrictions required OTAN to rethink the delivery of the Symposium. As a result, OTAN programming staff created an in-house, online conference registration system and conference platform to host a fully virtual event that took place March 3-5, 2021, serving over four times the number of participants. Advertising for the symposium included 2 OTAN News items, 7 social media posts for the call for proposals, and 7 posts to announce the registration. Six total email blasts, plus regular mention in the weekly field update, were sent out about submitting proposals and registration. Registration was so popular that OTAN expanded registration to accommodate more than 800 registrants. The TDLS committee met bi-weekly through Quarter 3 to continue preparation for the event. OTAN staff reviewed and accepted over 82 session presentations and hosted keynote speaker, Brooks Harper. TDLS evaluations were reviewed by staff and the planning and technical assistance teams. TDLS outcomes and evaluations were shared with the OTAN Advisory Committee.	OTAN hosted TDLS March 3-5, 2021, with more than 800 registrants.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.6. LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT Narrative: OTAN continued to offer curriculum pilots to the field with ACHIEVE3000, New Readers Press (ProLiteracy), and Voxy ENGEN. Progress is being made to secure quotes to extend the offers through June 20, 2022. ACHIEVE3000 has 36 learners and 5 teachers. New Readers Press has 452 users across 12 agencies, and Voxy EnGen has 70 learners across 5 agencies. Recruitment for pilots is through continuous messaging via OTAN News items, OTAN Digests, and social media posts. This messaging is suspended when pilot limits are reached.	Current curriculum pilots are full and in progress.
1.A.7. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR Narrative: The 2021 Students Succeed nomination period opened on January 1 and will close on April 15. To publicize the open nomination period, OTAN has sent two email blasts to California members and posted twice on social media, as well as included a notice about Students Succeed in every weekly upcoming activities email blast to the field since January. To better promote the Students Succeed program, OTAN began a #MondayMotivation social media campaign in January. Due to remote production work, the two 2020 student videos have yet to be completed.	The 2021 nomination period opened January 1.
1.A.8 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA Narrative: OTAN has extended support to five remote consortia and their members. OTAN hired coaches to provide 1:1 technical assistance and professional development resources provided by OTAN and its sister state leadership projects.	OTAN is providing support to five remote consortia and their members.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS **STATUS**

Section B	**The OTAN strives, through research and promising practices, to provide a 'one stop shop' for current and critical information in all areas of educational technology integration and online/blended learning innovations.** **This information is gleaned through local, regional, state, and national resources and condensed and provided through the OTAN website (http://www.otan.us ⬚). The OTAN website is continuously updated and monitored to ensure information is current, compatible, and accessible (508 compliance) with computers and mobile devices that use a variety of browsers.**
1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES Narrative: OTAN has participated in several virtual trainings and conferences to stay abreast of emerging technologies in Quarter 3. These include COABE, Leslie Fischer, Wrike, Canvas, Google EDU, NDIA, CAEAA, and Future of Education Technology. OTAN presented at the EL Civics online conferences/video workshop and TDLS on a variety of topics to enhance the knowledge and experience of adult educators on emerging technologies. Beginning in January, OTAN rolled out a partnership with Instructure to begin a pilot program for 24 adult education agencies. OTAN staff has received training via Zoom and self-paced training on the Canvas LMS and has started supporting the field with self-paced and live, virtual trainings to help agencies successfully roll out Canvas and online coursework. During 3rd Quarter, OTAN also launched its Accessibility Resources page and OTAN, in partnership with CK-12, launched an adult education page on CK-12's OER website. These new opportunities are being shared in webinars and via OTAN News items, the OTAN Digests and Newsletters, and social media posts.	OTAN is continuously sharing new learning through webinars, News Items, Digests, and social media.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE Narrative: OTAN met with three retired administrators to review and brainstorm ideas on how to proceed with the redesign of the history site. OTAN is looking for an SME/administrator to restructure and implement the adult education history and library resources website.	OTAN continues to seek a leader for this work.
1.B.3 IDENTIFY, RESEARCH, COMPILE, AND SHARE ONLINE OPEN EDUCATIONAL RESOURCES (OER) Narrative: OTAN continues to share open resources through news items, social media posts, and webinars. Several sessions at TDLS addressed OER (CK-12, SARA, NROC). Additionally, OTAN continues to establish partnerships and other relationships with providers of OER materials. A new partnership with CK-12 providing OER FlexBooks, created and designed for adult learners, launched in late March 2021. OTAN continues to work with a designated SME to enhance the FlexBooks on the adult education CK-12 page on CK-12.org. OTAN developed a three-webinar series to enhance usage of CK-12 for ABE and ASE adult learners.	OER vendor, CK-12, launched an Adult Education page on their website to address adult learner needs.
1.B.4 CONTINUE DEVELOPMENT OF TEACHING WITH TECHNOLOGY (TWT) RESOURCE Narrative: In Quarter 3, there were no new materials added to the TwT. OTAN is redesigning the website for an improved webpage/web tool experience, and it is expected to be completed in late April 2021.	A rebuild of the TwT website will make it more functional for users.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.5 PROVIDE AND SUPPORT OTAN-CREATED SHARED ONLINE AND BLENDED COURSES Narrative: OTAN provided over 60 instances of online, phone, or Zoom support to teachers using OTAN-created, shared courses on Moodle. OTAN offered a Moodle workshop: *Moodle! Create an Online Course* by Marjorie Olavides and Blair Roy for Charles A. Jones on 1/4/21, and also conducted a Moodle webinar, *Advanced-Level ESL Moodle Course* by Francisca Wentworth on 2/4/21. In anticipation of the roll-out of the Canvas pilot, OTAN offered a webinar, *Canvas Basics – An Introduction* by Diana Vera-Alba for Pittsburg Adult School on 2/10/21 and Campbell Adult Education on 3/19/21. Canvas licensing was assigned to 24 agencies on 3/26/21. OTAN worked in partnership with Instructure to build online, self-guided administrative training for Canvas site managers.	OTAN provided over 60 instances of online, phone, or Zoom support to teachers using Moodle shared courses.
1.B.6 DISSEMINATION OF OTAN SERVICES	OTAN did not host vendor tables in Quarter 3 but have registered to host tables at upcoming events.
1.B.7 SUBMIT QUARTERLY REPORTS TO CDE	Quarter 2 of 2020–2021 was submitted in January 2021. Quarter 3 will be submitted in April 2021.
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE	The 2019–20 Annual Report was completed and distributed in December 2020.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS   **STATUS**

Task 2	
Section C: Provide programming and hosting of the CDE's AEO "Online Grant Applications and Reporting" environment.	
2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR) Narrative: In Quarter 3, OTAN developed and tested the 3rd Quarter expenditure claim report, and the plan is to open it April 5. OTAN created a page to house the Technology Survey results from the Teacher Survey and the Student Technology Intake Survey. The Survey page will be tested and opened in mid-April. OTAN programmers built, tested, and opened the Continuous Improvement Plan (CIP) tool on the OAR website. Work was also done to set up a scoring and review process for the CIP submissions. The CDE course approval process was updated, tested, and moved to production.	OAR now houses the CIP, 2020–21 3rd Qtr ECR, technology survey results, and an updated course approval page.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS) Narrative: OTAN created a universal report within the OAR reporting system for the purpose of sharing data with CASAS. OTAN programmers also developed the 3rd Quarter ECR Review and Approve tool. An updated Course Approvals Review and Approve tools is in development.	OTAN continues to update tools to assist in the function, review, and approval process for OAR deliverables.
2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM Narrative: OTAN created a scoring and review system for the Continuous Improvement Plan with input from CDE, CALPRO, and OTAN. The system was established to be reviewed initially by CALPRO and OTAN, with referral to CDE consultants upon approval of agency CIP submissions.	The focus for this quarter included developing and testing a CIP scoring and review tool.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT Narrative: In January, all funded agencies were required to update their OAR password, and this accounted for 180 of the support emails. Examples of emails sent from the AEO to the field during 3rd Quarter include: • 2/4/2021 Action Required - Adult Ed Reporting Site Account Management: Account on Hold • 1/29/2021 Continuous Improvement Plan Portal to open February 1 • 1/27/2021 WIOA 2020–21 Second Quarter Deliverables Reminder • 1/22/2021 Reminder - Adult Ed Reporting Site Account Management: Password Update • 1/15/2021 Adult Ed Reporting Site Account Management: Password Update • 1/8/2021 WIOA 2020–21 Second Quarter Claim is Open and Second Quarter Deliverables Reminder	OTAN staff provided 236 instances of email and phone support for the CA-OAR website this quarter.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.5 SUPPORT THE CONTINUOUS IMPROVEMENT PLAN (INCLUDES THE TECHNOLOGY AND DISTANCE LEARNING PLAN, PROFESSIONAL DEVELOPMENT PLAN, AND OTHERS AS REQUIRED BY THE CDE AEO) Narrative: The Continuous Improvement Plan was tested in January and opened to the field in early February. OTAN developed a CIP review workflow in the Administrative Management System (AMS), created a CIP deliverable page in AMS, and created a scoring and review system for the CIP. OTAN is in the process of hiring reviewers and developing training and norming sessions. CIP submissions are due April 30, and scoring and review will occur beginning in May.	The Continuous Improvement Plan was released to the field February 1.
2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION Narrative: OTAN remediated and posted the Continuous Improvement Plan videos to the OAR resources page. These videos include a CIP Overview and a SMART Goals and CIP Tutorial led by Dr. Carolyn Zachry and hosted by CALPRO. Two social media posts about these resources were posted in late January.	Resources to complete the CIP were posted to the OAR resources page.
2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT Narrative: OTAN assisted with two CIP-related webinars with CDE on January 28 and on March 4, during TDLS. OTAN remediated and posted the January 28 webinar to the OAR website. OTAN also set up Zoom meetings for the 2021 State Leadership Project meetings.	Ongoing as requested.

OBJECTIVES AND MAJOR TASKS	STATUS
Section D: Provide programming and hosting of technology information and tools for learning.	
2.D.1 MAINTAIN AND UPDATE THE LESSON PLAN BUILDER	Twenty-two lesson plans were created during Quarter 3.
2.D.2 MAINTAIN, EXPAND, UPDATE, AND ALIGN THE OTAN WEB PAGES Narrative: The OTAN website had 37,900 unique page views during this quarter. We added three new Web-Based Class Activities, three OTAN Monthly Digests, a winter OTAN Newsletter, and an Accessibility Resources page. OTAN continues to address accessibility and responsiveness of its website in compliance with Section 508 and WCAG 2.1. OTAN staff regularly monitor and update the main website (otan.us) and other supported websites to ensure information is current and functional.	OTAN had 37,900 unique page views during this quarter.
2.D.3 ACCESSIBILITY AND SECTION 508 COMPLIANCE Narrative: OTAN continued training in the creation of accessible documents through scheduled webinars. A new addition to the OTAN website is the Accessible Resources page where resources, links, and recorded training webinars on the importance of accessibility are posted. For new webpages that OTAN created during this quarter, each used OTAN's accessible framework and was tested with accessibility tools (such as SortSite and WAVE) during development. OTAN continued to fully remediate all OTAN videos from various programs and projects within OTAN to full WCAG 2.1 and 508 compliance. During this period, OTAN remediated 14 training online webinars, including OTAN Tech Talks, for posting to the OTAN website.	OTAN launched the Accessibility Resources page to assist the field with document remediation.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.D.4 DEVELOP AND SUPPORT WEBSITE TO HOST AND SHARE CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS (COAAPS) FOR FIELD USE Narrative: OTAN continues to regularly meet with the CASAS EL Civics team to demonstrate progress on the EL Civics Exchange website. The third quarter continued the development of the front-end and back-end content as well as a workflow system. OTAN programmers created a development environment and facilitated testing with both OTAN and CASAS users in preparation for a beta release in Quarter 4.	OTAN and CASAS users are testing the EL Civics Exchange functionality in preparation of a beta release in Quarter 4.

Appendix D

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN200091

April 1, 2021 – June 30, 2021

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN200091
April 1, 2021 – June 30, 2021

OBJECTIVES AND MAJOR TASKS   **STATUS**

Task 1	
Section A **Provide professional development opportunities online and face-to-face via workshops, webinars and other delivery models to all WIOA-funded adult education agencies in California.**	
1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS Narrative: In Quarter 4, OTAN continued to foster and support California adult education programs and instructors with online training, webinars, and workshops. There were thirty-nine (39) professional learning events with 421 registered participants who attended. OTAN also presented at two virtual conferences, California Council for Adult Education (CCAE) and CASAS Summer Institute (CASAS SI), with a total of 13 presentations, and an attendance total of 946. Nine SME/reviewers evaluated and provided feedback on the first annual Continuous Improvement Plan (CIP). Staff participated in professional development to enhance their own learning at events including CCAE, CASAS SI, and ISTE.	OTAN provided direct training support to 1,367 educators via online training, webinars, workshops, and conference presentations.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.2. CONDUCT FACE-TO-FACE OTAN ADVISORY COMMITTEE (OAC) MEETING ANNUALLY Narrative: OTAN analyzed feedback from a Google Survey in which OAC members provided feedback on the spring meeting and indicated their interest in continuing as an advisory committee member. All members indicated an interest in continuing to serve in this capacity. Members also expressed a need to expand the advisory committee to include more teacher and student involvement. An invite was sent out via the OTAN Digest with little response. OTAN will continue to recruit new members. OTAN is also exploring hosting a Canvas course for advisory members to share information with and among advisory members. The next advisory meeting will be held virtually via Zoom on September 15, from 9-12 pm. Invitations were sent out.	The next OAC meeting is scheduled for September 15, 2021. Invitations were sent out via Zoom.
1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC) Narrative: The third cohort of DLAC presented their mid-project report May 13-14 via Zoom, and a recording of the presentations will be posted on the OTAN website. All groups successfully completed the DL 101 Course and are prepared to implement their site plans in the second year of training. Participants attended online project meeting days on April 16 and June 18. They also continued to meet online with coaches and OTAN staff in support of their projects.	All DLAC participants completed Year 1 requirements and are now prepared to implement site plans in Year 2.

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO EXPAND ACCESS TO, AND THE USE OF, ONLINE CURRICULUM Narrative: In Quarter 4, OTAN continued to expand access to and the use of online curriculum through the ongoing support of the Moodle LMS and its 125 courses as well as 32 OTAN shared courses. Simultaneously, OTAN continued the Canvas pilot initiating support and training for 25 participating agencies. OTAN is working with Canvas to convert shared Moodle courses so agencies can access those courses in the future as OTAN moves away from Moodle and fully into the Canvas LMS. The OTAN Canvas Leadership team has been developing plans to expand access to Canvas in 2021–22 and 2022–23.	OTAN is providing training and technical assistance as it moves from the Moodle LMS to Canvas LMS.
1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS) Narrative: Staff reviewed participant feedback from TDLS 2021 and is using these suggestions to plan for TDLS 2022. The next TDLS will be fully virtual again and is scheduled for March 2-4, 2022. In Quarter 4, OTAN staff worked on programming for the in-house conference platform including the call for proposals account login and expanded social/ interactive features.	TDLS 2022 has been scheduled for March 2-4 and will be fully virtual.

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.6. LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT Narrative: OTAN continued statewide licensing pilots for Essential Education, Voxy, New Readers' Press, and Spark (Achieve) 3000. Thirteen teachers signed up for the Essential Education blended learning course. Two completed the course to earn certificates. OTAN will continue to offer this professional development course until all 186 remaining licenses are used. Voxy had 217 learners in Quarter 4. Valley Adult School learners, the most active of those enrolled, completed six multi-unit Voxy courses. There are 12 agencies participating in the New Readers Press HiSet and Pre-GED pilot with 497 students registered in the system. These learners are supported by 49 teachers distributed across 17 classes. The most active agencies reported a combined total of over 1,064 hours of learners engaged in the available courses overall. SPARK3000 supported 5 teachers and a total of 77 learners. During this quarter, there were 127 total logins to the program materials. Over the course of this past quarter, 184 assignments were issued to students, and over 35 hours of learner program activity were recorded.	Licensing pilots for technology-based content continue to be popular with agencies and students.

OBJECTIVES AND MAJOR TASKS	STATUS
1.A.7. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR Narrative: The two 2020 Students Succeed videos were completed, shared with the students and their agencies, and posted on the Students Succeed website. The two videos were also highlighted in the ongoing #MondayMotivation campaign. The 2021 Students Succeed nomination period closed on April 15, and 25 nominations were submitted for consideration. Of the 25, 20 scored enough points for recognition on the website, and the top two nominations came from Corona-Norco Adult School and Torrance Adult School. All students and their nominators were notified by late May, and certificates of recognition were mailed to the 20 students. OTAN plans on working remotely to produce the 2021 videos and hopes to begin production by late summer to have the videos completed by the end of the year.	The 2020 videos have been posted to the Students Succeed website, and 2021 recipients were honored in May 2021.
1.A.8 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA Narrative: OTAN continued support to five remote consortia and their members. OTAN is exploring the use of remote technology devices with pre-loaded OER curriculum to support students in these rural locations.	There was ongoing support for rural consortia in Quarter 4.
Section B	**The OTAN strives, through research and promising practices, to provide a 'one stop shop' for current and critical information in all areas of educational technology integration and online/blended learning innovations.** **This information is gleaned through local, regional, state, and national resources and condensed and provided through the OTAN website (http://www.otan.us ☐). The OTAN website is continuously updated and monitored to ensure information is current, compatible, and accessible (508 compliance) with computers and mobile devices that use a variety of browsers.**

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES Narrative: With the return to in-person instruction, OTAN has worked on providing information to the field on blended learning models, such as BlendFlex and HyFlex, that are getting a lot of attention as ways to arrange instruction and programs post-COVID (for example, see the OTAN 4/29 news item, How to Approach Hybrid Teaching).	OTAN continued to share new learning through webinars, News Items, Digests, and social media.
1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE Narrative: An OTAN subject matter expert drafted an outline for the update of the California adult education history content and library resources website. The outline discussed the types of data and information needed to rebuild or redesign the site.	A draft outline developed in Quarter 4 will help identify how to update and maintain the Adult Ed History website moving forward.
1.B.3 IDENTIFY, RESEARCH, COMPILE, AND SHARE ONLINE OPEN EDUCATIONAL RESOURCES (OER) Narrative: OTAN continues to share OER information primarily through webinars and conference presentations. Continued efforts to find OER materials in the form of OER textbooks through the continued partnership with CK-12 continues to grow. CK-12 and OTAN partnered to offer an adult education page with flexbooks that address the needs of the Adult Ed students in ABE and ASE programs. Currently, the CK-12 and OTAN teams are adding an ESL section in efforts to help all teachers in adult education have a space to find resources for their students. OTAN hosted a three-part webinar and presented at three conferences on the CK-12 adult education page.	CK-12 has been a key partner in making OER available to the field.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.4 CONTINUE DEVELOPMENT OF TEACHING WITH TECHNOLOGY (TWT) RESOURCE Narrative: OTAN's subject matter experts who are working on the Teaching with Technology (TWT) resources created a final outline of needs to enhance the TWT page (both public and admin. pages), including the Triple E framework layout and the College and Career Readiness (CCR) standards. The team also created language to allow the inclusion of Creative Commons Licensing when needed. Working with the development team, the backend TPACK (technological, pedagogical, and content knowledge) website was updated to incorporate new math and CCR standards. Additionally, many feature options were added to each resource, including customizable WIPPEA sections, an image attribution builder, and enhanced tags and tools.	The OTAN development team is helping provide needed enhancements to the TWT resource page.
1.B.5 PROVIDE AND SUPPORT OTAN-CREATED SHARED ONLINE AND BLENDED COURSES Narrative: OTAN provided over 40 instances of online, phone, or Zoom support to teachers using Canvas or OTAN-created shared courses on Moodle. OTAN conducted a single Moodle webinar, Putting English to Work (PETW) by Paul Yung, on 5/28/2021. OTAN also offered one Canvas webinar, Canvas Commons – Easy as 1,2, 3! by Francisco Pinedo, on 5/24/2021, and one Canvas workshop, Canvas Basics – An Introduction by Diana Vera-Alba, for Milpitas Adult School on 5/19/2021. The June web-based article was also Canvas Commons 1, 2, 3.	OTAN provided over 40 instances of support and has expanded trainings to include Canvas.
1.B.6 DISSEMINATION OF OTAN SERVICES Narrative: Hosted vendor tables included: CATESOL (virtual) May 7: Approximately 5 visitors CCAE (virtual) April 21 – 23: Approximately 30 visitors	OTAN hosted two vendor tables during Quarter 4.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
1.B.7 SUBMIT QUARTERLY REPORTS TO CDE	Quarter 3 of 2020–2021 was submitted in April 2021. Quarter 4 will be submitted in July 2021.
1.B.8 SUBMIT OTAN ANNUAL REPORT TO CDE	The 2020–21 Annual Report is in development and will be completed in December 2021.
Task 2	
Section C: **Provide programming and hosting of the CDE's AEO "Online Grant Applications and Reporting" environment.**	
2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR) Narrative: The following activities took place in Quarter 4: • Opened the 3rd quarter ECR • Tested and opened the 4th quarter ECR • Released the GAN Amendments to agencies • Created and released the Program Year Inquiry to gather updated FFATA forms, updated agency contacts, and provided user emails and roles for individual logins (future feature) • Set up backend data for the 2021–22 fiscal year • Developed features and tools to enable individual user logins with different levels of access according to roles • 65 agencies have submitted Course Approval requests	OTAN continued to support the accountability and reporting work via the OAR site.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS) Narrative: In Quarter 4, OTAN's development team • tested and opened the 3rd and 4th quarter ECR review and approve tool; • updated the GAN review and approve tool for processing of GAN Amendments; • created a summary review of Program Year Inquiry survey data; • developed features and tools to enable individual user logins with different levels of access according to roles; • updated the end of year payments and ECR reports; and • updated the Course Approvals review tool for 2021–22 and moved it to production.	OTAN continued to support the accountability and reporting work via the OAR's AMS site.
2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM Narrative: OTAN updated the review site and automation workflow to support non-CDE consultant reviewers. OTAN provided regular status updates to CALPRO, CASAS, and CDE during the Continuous Improvement Plan (CIP) evaluation period.	OTAN created the automation workflow for CIP reviews.

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT Narrative: The following were emails to the field from the CDE Adult Ed Office: • HSE Virtual Summer 2021 Convenings 7/13 • Section 243 IELCE Funding - Important Updates 7/1 • End-of-year Information and Looking Ahead to 2021–22 7/1 • WIOA 2021–22 Inquiry is due today, June 4 6/4 • WIOA 2020–21 Grant Award Amendments and important information about next year 4/28 • WIOA 2020–21 Grant Award Updates 4/8	OTAN staff provided 43 instances of email and phone support for the CA-OAR website this quarter.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.5 SUPPORT THE CONTINUOUS IMPROVEMENT PLAN (INCLUDES THE TECHNOLOGY AND DISTANCE LEARNING PLAN, PROFESSIONAL DEVELOPMENT PLAN, AND OTHERS AS REQUIRED BY THE CDE AEO) Narrative: OTAN provided ongoing report data (agencies pass/fail/submit status and review status) during the review process, and technical support for the Continuous Improvement Plan administration and review. Nine (9) OTAN subject matter experts (SMEs) were partnered with nine CALPRO SMEs and staff to assist in the reviewing and evaluation of agencies' CIPs. An onboarding webinar and guiding documents were provided. The reviews were completed by June 30th. The first and second review went to the SMEs, and if agencies did not pass the 3rd time, the agency was forwarded to the coordinators managing the reviewing of the CIP, one from OTAN and another from CALPRO. Only two agencies are still pursuing CIP approval status and OTAN is working to help them submit and pass.	OTAN worked together with CALPRO, CASAS, and CDE to support the CIP review process.
2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION Narrative: No specific videos or communications were made this quarter.	This is ongoing as requested.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT Narrative: The development team provided training to the CIP reviewers and CDE consultants on how to use the Reviewing website. They also provided training to CDE consultants on the OAR Course Approvals process. The OTAN training team worked with CASAS and CDE on the EL Civics Exchange website completion and promotion and provided guidance to the field on OER licensing and 508 accessibility requirements and tools.	Support to CDE and the State Leadership Project is ongoing as requested.
Section D: Provide programming and hosting of technology information and tools for learning.	
2.D.1 MAINTAIN AND UPDATE THE LESSON PLAN BUILDER	Twenty-four (24) lessons plans were published during the third quarter.
2.D.2 MAINTAIN, EXPAND, UPDATE, AND ALIGN THE OTAN WEB PAGES Narrative: The following activity occurred during Quarter 4: • Total Unique Page views = 29,930 • Total Unique Site Visits = 14,692 • Newsletters = 1 (Spring 2021) • OTAN Digests = 3 (April, May, and June 2021) • News Posts = 32	OTAN had close to 30,000 unique page views in Quarter 4.
2.D.3 ACCESSIBILITY AND SECTION 508 COMPLIANCE Narrative: In Quarter 4, OTAN remediated 101 videos through 3Play. Videos were from TDLS 2021, Students Succeed, DLAC 2021, TWT, Online Webinars, Administrators Forum SMART Goals and the CIP, and an OTAN Tech Talk. OTAN continues to test all new web pages for accessibility, ensuring WCAG 2.1 standards and Section 508 compliance.	OTAN continues to put a strong emphasis on releasing accessible videos and documents and has increased training to the field in this area.

OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2.D.4 DEVELOP AND SUPPORT WEBSITE TO HOST AND SHARE CIVIC OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS (COAAPS) FOR FIELD USE Narrative: The EL Civics website was released in beta during Quarter 4. The EL Civics team is currently working to build awareness of the site and to solicit material submissions from a hand-picked group of agency users. Currently only one resource is available on the site. The site will release with open registration on July 1.	CASAS and OTAN launched the EL Civics Exchange at CASAS Summer Institute in June.

Appendix E

Digital Leadership Academy
(DLAC)

Annual Report, Cohort 3

2020–2021

Digital Leadership Academy
(Annual Report, Cohort 3, 2020–2022)
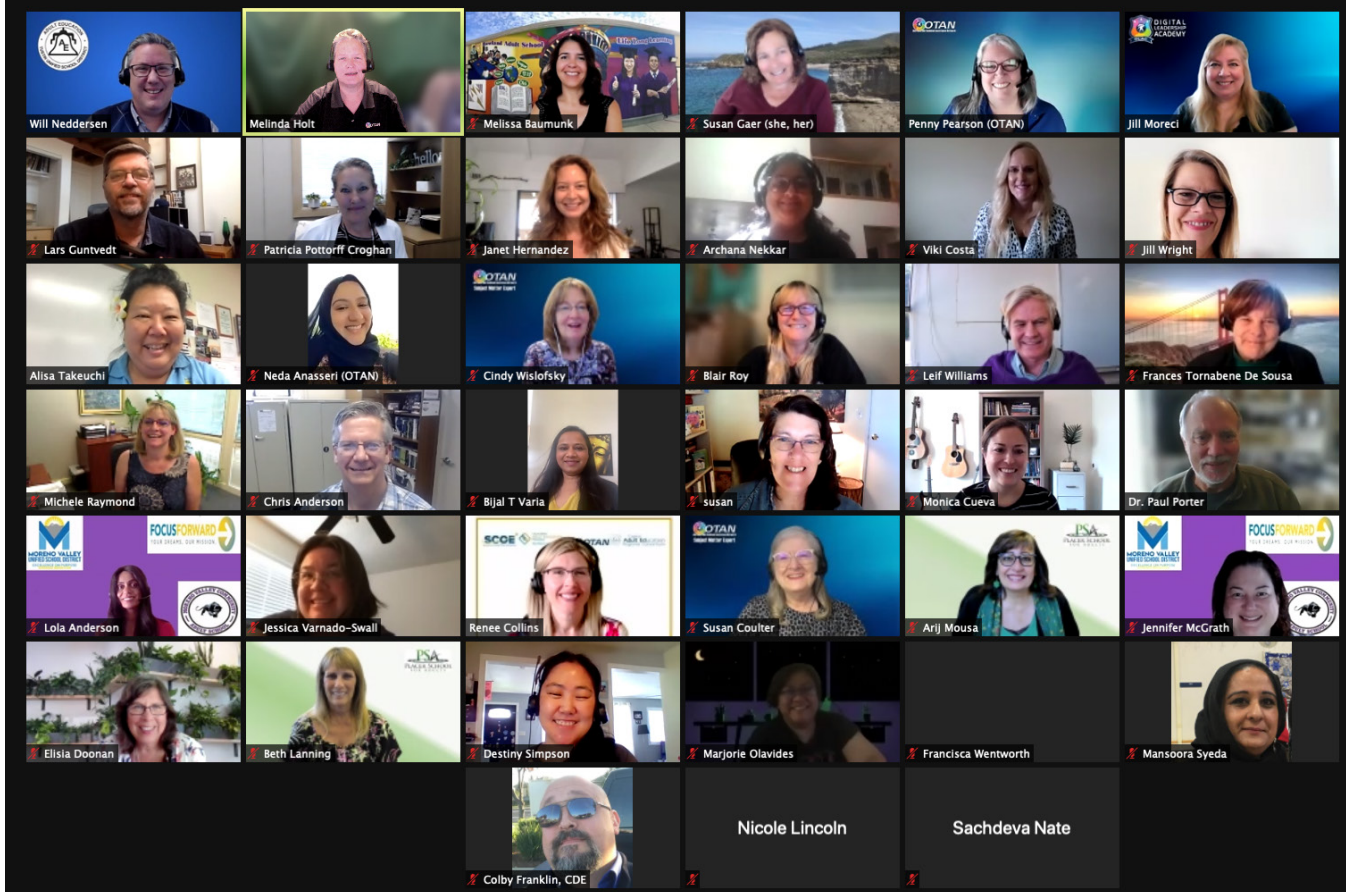
DLACers in May 2021 - Top left to bottom right: Will Neddersen, Melinda Holt - OTAN, Melissa Baumunk, Susan Gaer, Penny Pearson - OTAN, Jill Moreci, Lars Guntvedt, Patricia Pottorff Croghan, Janet Hernandez, Archana Nekkar, Viki Costa, Jill Wright, Alisa Takeuchi, Neda Anasseri - OTAN, Cindy Wislofsky, Blair Roy, Leif Williams, Frances Tornabene De Sousa, Michele Raymond, Chris Anderson, Bijal T Varia, Susan, Monica Cueva, Dr. Paul Porter, Lola Anderson, Jessica Varnado-Swall, Renee Collins - OTAN, Susan Coulter, Arij Mousa, Jennifer McGrath, Elisia Doonan, Beth Lanning, Destiny Simpson, Marjorie Olavides - OTAN, Francisca Wentworth, Mansoora Syeda, Colby Franklin - CDE, Nicole Lincoln, Sachdeva Nate

The entire adult education community in California faced many challenges this past year. Most agencies were offering some kind of remote teaching for their learners, and many sought help from OTAN with distance and blended teaching training and support. As previous sections of the OTAN annual report will reflect, the shift from face-to-face to virtual work had a direct impact on how OTAN could continue to deliver our two-year professional development program.

As reported in last year's report, the final reports given by Cohort 2 were shifted to all virtual due to the shelter-in-place mandate issued by the State of California. It proved to be good practice in guiding OTAN to develop a fully virtual Digital Leadership Academy for the next cohort. The entire process for cohort 3 was handled virtually, from applications, to reviews, to selection and notification of teams, and the first online meeting in October 2020.

There were a few changes to the program this year. Primarily, OTAN was able to increase the number of participants from 20 to 30. This allowed 12 agencies to participate rather than only seven or eight. This was an exciting development for OTAN as well as the field. The online application opened in April of 2020, and OTAN saw 39 agencies interested in the DLAC project. There were 18 agencies who completed the application, 10 agencies started an application, and another 10 agencies created accounts but did not start an application. The 12 agencies that were accepted into the DLAC v3 cohort are listed in the table below. Each agency sent a team from two to four people to participate in the program.

AGENCY	PARTICIPANTS
Campbell Union High School District	Archana Nekkar, Lars Gundveldt
Garden Grove Unified School District	M'Liss Patterson, Alisa Takeuchi
Martinez Adult Education	Susan Rausch, Leif Williams
Moreno Valley Community Adult School	Lolita Anderson, Jennifer Griffin, Jennifer McGrath
Oxnard Adult School	Viki Costa, Jill Wright
Pittsburg Adult Education Center	Mansoora Sha-Zaeem, Frances Tornabene De Sousa
Placer School for Adults	Chris Anderson, Beth Lanning, Arij Mousa, Michele Raymond
Rowland Unified School District	Melissa Baumunk, Janet Hernandez
San Diego Community College District	Monica Cueva, Elisia Doonan, Jessica Varnado-Swall
San Diego Unified School District	Nicole Lincoln, Nate Sachdeva
Santa Clara Unified School District	Patricia Pottorff Croghan, Bijal Varia
Tustin Adult School	Laura Flores Miranda, William Neddersen

Another shift with the DLAC project for this cohort coincided with the CDE office consolidating agency professional development deliverables into a new Continuous Improvement Plan (CIP). The new reporting mechanism replaced the Technology and Distance Learning Plan (TDLP) which OTAN used as a primary means to ask agencies to identify specific goals from the TDLP and apply it to their work in DLAC. OTAN shifted to accommodate this change by encouraging teams to identify goals that aligned with the work agencies would identify in their CIP. As all agencies were still under stay-at-home orders, most were eager to understand distance and blended teaching as it applied to their programs. The structure of training and resources

remained the same for DLAC v3. In partnership with the IDEAL Consortium, the Innovating Distance Education in Adult Learning IDEAL 101 online course was required in addition to the many resources and materials available on the OTAN website. DLAC teams received training and support in coaching and communication skills, developing effective teams, defining agency and team vision, and reviewing their own team strengths through the CliftonStrengths(R) Survey.

Each team enjoyed the support and dedication of an assigned coach to assist the teams to meet their program needs and complete their project. Each coach was a certificated adult education teacher and highly skilled in the use of technology to help teach and promote student success. Coaches were responsible for consistent communication with their teams, review of project plans, and providing guided discussions and suggestions for improvement as well as participation and facilitation of regular online meetings throughout the year. Coaches were also tasked with providing research and support regarding tools in which an agency may be interested and assist them with making a decision that best fits with the program and agency goals.

The reports and narratives provided below were submitted by each agency. They are provided in original format with minimal editing or revision of the content to ensure the authentic voice of each agency.

Agency Project Mid-Term Narrative Reports[1]

Campbell Union High School District

Exhibit 1 - Campbell Adult and Community Education team from top left to bottom right: Lars Guntvedt, Francisca Wentworth (Coach), Jill Moreci and Archana Nekkar

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1   Reports are added with minimal editing. They are presented as the agency wrote them.

Submitted by: Jill Moreci; Archana Nekkar; Lars Guntvedt

Agency overview

Campbell Adult and Community Education (CACE) serves the West San Jose and Campbell areas. With a student population of around 1,800 students, CACE operates through a central office on the Del Mar High School campus, the Blackford Learning Center with its five classrooms, computer lab, and office, the Bascom Public Library, and various partnership sites in area elementary schools. The majority of our population comes to us for English language instruction (65%) followed by basic and secondary education (20%). The ethnicity mix of the student population includes 56% Hispanic, 25% Asian, 13% White, and 4% Black/African American.

CACE joined the DLAC community in August of 2020 with a team that consists of Jill Moreci, Archana Nekkar, and Lars Guntvedt. Jill and Lars are ESL teachers, and Archana and Lars teach HiSET students. We are advised through the CACE administration team led by Leslie Johnson-Tatsuta.

DL 101

Our team felt overwhelmed by the possibilities of tasks that could be undertaken through the DLAC process. The DL 101 course helped refine and give shape to the vision of our project.

We got a peek into everything from blended learning, limitations of recruiting, predicting student success or student failure, and scaffolding technology skills that can boost success rates. These were all uncertainties that we had coming into this series. DL 101 opened up the universe of distance learning for us. Our overall knowledge base of what digital learning encompasses and what it is today was solidified through exploration of examples of best practices and existing procedures. We gained confidence in knowing that not everything is known. People are still exploring and experimenting with digital classrooms; this gave us the assurance that we were permitted to be uncertain and to try something different.

One of the best benefits of the DL 101 process has been the interaction with other agencies going through the same process. To see what has been successful and what has been possible is a huge boost in confidence. Weekly meetings with our coach, as well as innumerable zoom meetings and email exchanges with other agencies, have resulted in so many helpful tips and concrete examples that were graciously explained by partner agencies.

Accomplishments to date

1. Sequenced plan of action - With all our grandiose plans to implement digital learning post-Covid, we needed guidance to map out the best possible path forward. We knew that the CACE administration was planning a Canvas implementation for the 2021-2022 school year, but how could that be done smoothly? Our plan was to assist in the implementation of Canvas for all classes. The plan became a two-year rolling implementation. First, we decided to pilot Canvas in our respective classrooms during the last month of this current school year. Second, we determined that our current tech "bootcamp" will be converted into a Canvas module. Finally, the last stage of our plan will be to create a teacher tech resource site.

2. Canvas sandboxing - Many of our efforts have been focused on getting our collective feet wet with Canvas. We, as content experts, are creating user friendly interfaces that will best integrate with the class content.

Team building - Right out of the gate, we saw how analyzing group strengths could lead to equitable distribution of tasks. Our disjointed team began to form trusting bonds as we each took on responsibilities with which we felt comfortable. We all carry water because we all know that others depend on our individual efforts. Furthermore, the tasks that each takes on are not cumbersome because we all now know intuitively where our strengths lie. There is a confidence in others' commitment.

Setting up a culture for change and learning - As we began to understand where our projects were taking us, we introduced short topics of change in our weekly staff meetings. We knew that Canvas would be a big change for our teachers, and we wanted to showcase ideas that they could begin to mull over in preparation for the eventual roll out. The intent is to present the Canvas "product" to entice interest and to have greater teacher buy-in. We have presented inviting home page designs, page sequencing processes, and page creation to name a few.

Handling conflict - Weekly team meetings are key to keep the team focused on goals and tasks. The meetings end with a clear understanding of goals for the week. These can be small incremental goals, but they are kept, and they move the group forward. We all are committed to seeing the process through. We understand that individual efforts together become win/win situations.

Communication skills - Through the ongoing presentation requirements in the DLAC format, we are growing more confident in our ability to build a unified message through collaborative work. TDLS, DLAC, and CACE departmental meetings have given us moments to showcase new abilities to present information and complex outlines. The positive reception of our presentations has bolstered our confidence to lead these upcoming efforts towards Canvas implementation. Covid-forced distancing has required the group to redouble efforts towards clarity and cooperation.

Using and encouraging strengths - As mentioned previously, we learned early on that once we had identified one another's strengths, we felt comfortable delegating and sharing tasks. We could clearly see how some tasks were better suited to certain individuals. For example, Archana was comfortable with communicating with outside agencies and setting up informational interviews. She arranged many interviews, a task that helped our group tremendously. Archana became our liaison for third-party coordination.

What challenges and barriers have you encountered? - March 2020 threw all of us onto an unchartered path. Even today we still have no clear answers about how classes will look in the future, and how to define student success and outcomes. We would like to quote Dr. Seuss here: "You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose." By moving to Canvas LMS, we are hoping to better equip ourselves and our colleagues and guide our students as they continue their journey beyond us. Because we know that students will encounter Canvas in most educational settings, we want them to be prepared for the future wave of technology in education.

Changes to the plan - We have had to adapt our plan and our desired goals. Initially, we wanted to have a full-blown teacher workshop along with a pilot run of Canvas ready by the end of Spring 2021. This proved to be too involved. We have scaled back our project to just rolling out three pilot classrooms with Canvas that can be used to adjust the final version over the summer before the whole-school debut.

DLAC Project timeline - Our newly revised DLAC schedule of tasks are as follows:

➲ End of May 2021 - two-week pilot run of Canvas in three classrooms
  • Lars - ESL 3, evening class
  • Jill - ESL 4, morning class
  • Archana - HiSET, morning class
➲ Summer 2021 - Adjust master layout and provide CACE shells for all teachers
➲ Fall 2021 - Create Canvas bootcamp course for students to use upon enrollment
  • Canvas
  • Zoom
  • Email
  • Google Suite
  • Cambridge LMS (for Ventures workbook)
➲ Spring 2021 - Create a Teacher Tech Center - an online resource center for teachers to learn about useful Apps for their classrooms. This will also serve as a deeper dive into Canvas.

Benefits of the DLAC team - We see our interaction with the DLAC teams as vital for us to be successful in our plan. Input from other teams, advice from Canvas veterans and support from others who are pushing envelopes are all important. Our team confidence is bolstered by the ongoing support and camaraderie shared in the DLAC community. Reign on, DLAC! One more year to go!

Garden Grove Unified School District

Exhibit 2 - Garden Grove Adult Education team from top left to bottom center: M'Liss Patterson, Susan Coulter (Coach), and Alisa Takauchi

Submitted by: Alisa Takeuchi and M'Liss Patterson

The Garden Grove Adult Education (GGAE) campus is hosted at Lincoln Education Center (LEC) and located in the heart of Garden Grove. LEC is one of the oldest campuses in the Garden Grove Unified School District, and it is situated close to Garden Grove High School and the Civic Center. Both the 5 and 22 Freeways provided easy access to the campus. For the 2021–22 school year, we served over 1,800 students. This is approximately 60% of our pre-COVID enrollment, but we are still pleased with the percentage of students who we were able to support through both Distance Learning; in the last quarter of the school year, we offered the option for in-person instruction as well. This school year we offered seven levels of ESL classes, two sections of Adult Basic Education (ABE), four sections of High School Equivalency (HSE), Citizenship classes, two sections of Pronunciation, and VESL and CTE courses. In addition to the GGAE course offerings, we hosted two non-credit and credit Automotive classes in collaboration with Santa Ana College. The GGAE DLAC Cohort 3 Team consists of two staff members: Alisa Takeuchi, an ESL teacher, and M'Liss Patterson, the Director of Alternative and Adult Educational Programs and the 7–12 Virtual Learning Academy.

The Ideal 101 course helped us recognize and prioritize areas of potential growth. The information received through the monthly meetings and assignments helped us narrow our focus and develop steps to achieve our program goals. This school year we were able to revamp our marketing

to be more efficient and cost effective. Post cards were mailed to students from the previous three years in lieu of mailing an expensive color brochure to every resident in the City of Garden Grove. We also developed a New Student Orientation class. The initial classes were offered via Zoom due to the campus closure, but once our district allowed us to bring students back to in-person instruction, we developed an in-person Orientation class that helped our students safely navigate the transition back to campus. The class also allowed us to screen students for correct class placement and the need for additional technology support. We continue to offer both classes depending on which class format our students prefer; we are proud to be able to offer this choice. We started the Orientation class in January and have successfully welcomed over 300 students to our campus via the Zoom Orientation class; once the school opened for in-person in April, we welcomed almost 200 students back to campus.

The skills learned in the Ideal 101 course have been applied in many ways. We completed a needs assessment survey for both staff and students; the information allowed us to focus on specific areas of growth. The Ideal 101 course provided ways to monitor progress and identify ways to support our staff through the unique challenges of Distance Learning. There is a chapter for Administrators that proved to be an integral part of creating our goals and next steps. As the Director, I implemented a weekly Stand-Up meeting for our office staff, and we scheduled weekly collaboration time for teachers. Both allowed for better communication, opportunities to listen to the staff, and time for them to get to know me and for me to gain their trust. The support and feedback from our coach, Destiny, and our fellow DLAC colleagues provided opportunities to learn from one another as well.

Fortunately, the climate and culture of the GGAE campus has historically been harmonious, and issues of conflict are rare. When they do arise, the administration and teacher leaders on campus are open to listening and working towards a collaborative solution. The techniques from Dr. Porter have helped us better identify the strengths of our staff, and we have proactively sought to recognize and draw upon those strengths. Dr. Porter's techniques and strategies for open and ongoing communication have positively impacted the way our staff have interacted throughout the year. Campus leaders have been intentional about improving communication and creating an environment that allows staff members to safely share their insights and concerns. Dr. Porter's Five Elements of a Highly Effective Team were also helpful. As a new Director, I leaned on my partner to build a foundation of trust with the entire staff. Taking time to listen and to hear their goals and wishes helped us find common ground and develop a plan. Drawing on our strengths, we were able to come together and commit as a staff towards making change. Because the staff already had a history of collaboration and a "we are all in this together" attitude, there was extraordinarily little pushback when we presented our goals.

Dr. Porter's Strength-based approach brought a positive focus to our team. First, we learned about one another and where our strengths overlapped, as well as the unique strengths each of us possess. We wish we could have given the test to our entire staff, but the experience allowed us to think about our collective strengths and how we can use those as we continue to make changes on our campus.

The most prominent challenges and barriers we faced included time to meet, to collaborate, and to share with the staff. Additionally, societal uncertainties and not knowing the future of teaching in the pandemic created some stressful moments. We had a limited, restricted lens as

Page 7

we attempted to create new policies and systems. It helped when we were able to meet with our coach and with our colleagues at Tustin Adult School and to know that we were not alone.

As we come to the end of our first year, we are proud of the changes we have been able to make. Each teacher received a new laptop, we created a technology check-out program for students, and we plan to add more technology to the classrooms. One of the most impactful changes includes an online registration process. Prior to COVID, we had an outdated triplicate paper registration form; it took a fair amount of time for a clerk to complete the form with each student. Now, all students can self-register online, and if they need language support, the form has already been translated and is available in several different languages. Another positive change includes a mandatory Orientation class for all new students. The Orientation class informs students about all programs offered on our campus. We have already made changes for next year, including CASAS (Comprehensive Adult Student Assessment Systems) testing and time with a counselor to hear about student support services offered through our campus, district, and community. We have also chosen to move some of our Fall course offerings to a different time of day; we are adding a High School Diploma class to the evening schedule and a new Ethnic Studies class in the afternoon, and we are bringing back our CTE HVAC class.

Our next steps include improving our marketing campaign by broadening our scope with radio and TV advertisements, strengthening partnerships with stakeholders, refining registration and expanding our orientation classes and testing procedures. Improved screening during the Orientation class will help us provide more support and secure better placement for students. We will also continue to expand our social media presence, add more student testimonials, and develop a more robust ABE program.

In closing, we are looking forward to year two. The valuable experiences and the learning we gleaned in year one have been priceless. We appreciate Penny and Neda's leadership, Dr. Porter's presentations, Destiny's DL 101 course and feedback, time with our coach, Susan, and collaborating with the Tustin Adult School team. We also enjoyed hearing from previous DLAC cohort members and how the experience has continued to positively impact their programs even after they completed the course. We are grateful for this opportunity.

Martinez Adult Education

Exhibit 3 - Martinez Adult Education team from top left to bottom center: Susan Rausch, Leif Williams, and Blair Roy (Coach)

Submitted by: Susan Rausch, ESL teacher, and Leif Williams, ELS teacher

Martinez Adult Education (MAE) is a relatively small adult school. In 2019–20 our total student enrollment was 1,250 students. In addition to ESL, MAE programs include ABE, ASE, CTE, and Community Ed.

Our onsite MAE staff members who are instrumental to the progress and implementation of our DLAC Site Plan (SP) include our Director, Susan Murphy, our ESL Program Assistant, Aimee Wallace, and our CTE Coordinator and IET Instructor, Bruno Sablan.

The DLAC 101 course has helped us in the development of our SP in several important ways. First, it has provided us with a useful framework to use in designing our SP. This framework helped us to create our Action Plan that has kept us focused and on target to meet our SP goal. Our DLAC Coach, Blair Roy, with her expert guidance and technical skills, has also been a great help to us in the process of developing our SP. Finally, the course has given us the opportunity to network and share ideas, tools, and strategies with our DLAC Cohort colleagues who have aided us with developing our SP.

Some accomplishments we've achieved thus far in developing our SP include the following:

1. Collaborating with neighboring Mt. Diablo Adult Education and sharing SP ideas and community resources

Page 9

2. Creating a Teacher Share Desk class on Canvas to house useful resources for teaching online Canvas Accomplishment

3. Creating a Google site website for online ESL student registration and orientation

4. Creating a loom video showing students how to join a Zoom class

5. Creating a ESL Orientation Google Slide presentation

6. Creating a ESL student Technology & Digital Skills survey

We are thankful for the opportunity to learn and perfect many skills taught to us during DLAC's virtual training sessions. For example, in August 2020 one of our visions when we were completing our application for DLAC was to work together with other departments with the goal of obtaining a synergistic effect for our school. As the ESL Coordinator for our school, Leif has been working with other MAE departments over the years, and this experience has been a plus in building an inter-departmental team for our SP. This spring Susan is working with Bruno Sablan, our CTE Coordinator and business teacher, to pilot an IET/IELCE class called Intro. to Financial Services/Entrepreneurship. During this collaborative effort she has used many team building and communication tips gained from Dr. Porter.

This year everyone has had to learn new technology skills, and our ESL teachers have had to work double time to master these skills. Not only have we had to learn Zoom, Google Classroom, and Canvas, but we have also had to learn how to teach our ESL students to successfully access and navigate these online tools. Also, DLAC has taught us to embrace humility, making us realize that at times our students know more about computers than we do. On top of that, we are now learning technology alongside our students which has strengthened our student–teacher bond. Finally, DLAC has provided us with helpful resources and support as well as ways to engage our students in this brand-new world of teaching online.

Our Director, Suzanne Murphy, has spearheaded the schoolwide adoption of Canvas as our LMS. Last year she brought in several Canvas trainers to assist our staff in transitioning to Canvas. She has worked together with CTE instructors to select a Canvas template for our school and created Canvas Sandboxes for all the teachers to practice developing courses. Since then, MAE staff have been supported by our onsite Canvas administrators and one-to-one Canvas tutoring. Some of the Canvas accomplishments we have made

Time, technology, and fear have been our greatest challenges and barriers. Learning to teach online has been quite a challenge for most teachers. This new learning curve has taken time away from building and working on our SP. We find that we often spend time during our DLAC team meetings trying to figure out technology challenges instead of the task at hand. Most of our frustrations have been knowing that something can be done, not knowing how to do it, or forgetting how we did it, and then trying to carve out time to fix the problem, whatever it is. As a result of this need to learn technology, time has not been devoted to recruiting students as it should. Also, many of our students are afraid of the unknown related to COVID, e.g., fear of getting COVID if they go to school. Therefore, our school needed to create a safety video to encourage and reassure them that it's safe to return to campus. Welcome Back Video

Another challenge we have faced this past year is how to administer the state-mandated CASAS tests remotely. Aimee Wallace, our ESL Program Assistant, has been working tirelessly on perfecting this process. Also, teachers have had to figure out how to give the EL Civics tests online. Since September 2020 we have made several changes to improve the administration of these tests. In March 2021 Susan and Bruno started planning and preparing for a new IET class that would combine teaching skills, materials, and techniques from both CTE and ESL. We recruited students from our highest-level ESL class and presented them with an eight-week pilot course called Introduction to Financial Services and Entrepreneurship. We have already decided we need to expand the course to 12 weeks next fall.

Moving forward our goal is to develop a Blended Learning (BL) model for our ESL program. Once we have created this, we will need to provide professional development training for our ESL staff. Moreover, we will need continual technology training for our staff. With our new BL model, we want to identify and target our students' needs and goals. Therefore, we went to develop a teacher-student interview process to capture this information. In addition, we need to develop a student-teacher agreement on class expectations. Many of our students are not getting the "flipped classroom" concept. Many expect to learn everything in our Zoom sessions and are not devoting themselves to studying in the LMS at home. To both motivate our students as well as help determine which skills they need to complete, we would like to start using digital badges, basically helping our students to complete a grid showing mastery in the skill sets with technology, EL Civics, and ESL. To show mastery we would like to help our students build e-portfolios which could be used to help them gain employment. Above all we want our students to have choices in their learning.

We aim to be a school that provides choice and autonomy to our students. We believe that this gives them valuable opportunities to develop their ability to make choices and decisions about their own learning. This strategy is quite foreign to many of our ESL students who come from countries where choice in how students learn is not an option. Therefore, we need to teach this concept as well. How we can best do this is still a work in progress.

In conclusion, we feel good about the direction of our SP and feel positive about what we've achieved thus far. With our SP Action Plan as our guide, we have a good idea of where we are going and how to get there. We look forward to learning more from DLAC next year as we know it will help us with the implementation of our SP.

Moreno Valley Community Adult School

Submitted by: Jennifer Griffin, Cohort Team Leader and Co-Lead Teacher; Lolita Anderson, ESL Instructor; Jennifer McGrath, Co-Leader Teacher and GED Teacher; Cynthia Canchola, Pharmacy Tech Instructor; Dr. Patricia Bazanos, MVCAS Principal; Susan Gaer, Coach

Moreno Valley Community Adult School (MVCAS) provides instruction for ESL, ABE, and ASE programs (GED and HSD) plus CTE classes (Pharmacy Tech and Phlebotomy). Additionally, we offer Microsoft Certification and Citizenship Classes. Prior to the pandemic, the school averaged 2,800 students per year. However, due to the COVID pandemic we currently have 696 students

enrolled in a 100% distance learning program for all classes. In our CTE Pharmacy Tech Program we have 32 students enrolled who will benefit from the current job market's projected needs.

The CTE Pharmacy Technician Course is a 9-month course with an externship program that is designed to prepare students to obtain a Pharmacy Technician License from the State of California Pharmacy Board. This license will allow students to gain entry-level jobs in a hospital, retail, and long-term care pharmacy setting. The prerequisites for licensure upon completion of this course are a HS Diploma or GED, a social security card, and off-site externship hours. Most students receive a job offer upon completion of their externships. Currently in the Inland Empire, which consists of both Riverside and San Bernardino counties, there is high demand for pharmacy technicians due to the growing healthcare needs of the community which were compounded by the COVID-19 pandemic. Current projections indicate that over the next two years there will be a need for at least 2,000 more pharmacy technicians.

MVCAS has a goal of increasing the enrollment of the CTE Pharmacy Tech program with current ESL and ABE students coming eligible for an entry-level career pathway. To address this need MVCAS has worked to create a Pharmacy Tech Bridge Course to successfully transition students into the CTE Pharmacy Tech pathway. While developing this course, the Pharmacy Tech teacher noted that there were deficits in students' learning in five basic skill areas. The following skills are critical to success in the Pharmacy Tech Course:

- ➲ Customer Service
- ➲ Medical Terminology
- ➲ Anatomy and Physiology
- ➲ Medical Mathematics CASAS Math Test
- ➲ Computer and Digital Literacy Skills (Orientation)

To better prepare students for the transition, the bridge course will be centered around the five modules mentioned above. The goal is to provide students the necessary background knowledge to be successful.

Our plan is to create the bridge course using Moodle, an online learning platform. We are collaborating with Burlington English and our CTE Pharmacy Tech teacher to build the curriculum and program from the ground up. We will be utilizing a variety of resources such as the curriculum from the Pharmacy Technician course materials, Aztec, Burlington English Pharmacy Tech Career Unit resources (pending permissions), Nitro Type, along with other resources for medical terminology, anatomy, and physiology. We have scheduled times to meet as a team over Summer 2021 to continue to gather resources and organize modules in time for our pilot launch in Fall 2021.

To date we have developed the Orientation materials for the Bridge course and have incorporated this class into our Fall 2021 Master Schedule. The Orientation materials included the creation of technology boot camps for students to access via our school website. These are self-directed tutorials that give students access to a variety of technology-related tools such as using Google Classroom, logging into Zoom, Burlington English, and Aztec programs.

We have been participating in OTAN's Digital Leadership Academy, where they are providing us assistance to create this course and meet our goal of enhancing blended learning and technology integration to better serve our students. During the first year of a two-year professional development commitment, we have been working closely with our OTAN Mentor Coach, Susan Gaer, and have participated in the DLAC DL 101 course. The skills obtained in the DL 101 and DLAC virtual training sessions have been used throughout the entire process of our course development. We met regularly as a team and with our coach to collaborate and bounce ideas off one another. Susan has been a valuable resource in helping us to sharpen our presentation and planning skills throughout the DLAC process. Additionally, the DLAC virtual meetings allowed us to learn from other CA Adult Education agencies about how they were supporting students.

As a team, we found Dr. Porter's presentation on the Gallup Strengths and Weaknesses to be very enlightening in providing us insights into each team member's leadership styles, strengths, and weaknesses. To our surprise we discovered that all three of us were very different in our strengths, and this provided us with more clarity in our team building and roles in the planning and implementation of the project.

Additionally, working as a team meant that inevitably there would be disagreements or "conflict." To manage conflict as it arose in this process, the team agreed to the following meeting norms:

- ➲ Stay on task.
- ➲ Agree to keep an open mind.
- ➲ All voices are equal in strength and volume.

Using these norms, we were able to keep things professional and productive as we developed the course.

Essentially, communication skills are another vital area of our team building; we learned to cultivate these skills better through our DLAC training. We learned that as a team, each member had different styles of communication, and we needed to keep that at the forefront of our minds as we worked together. Being aware of team members' styles of communication helped to alleviate the rise of tension or conflicts.

DLAC has been a valuable resource as we navigated through an unprecedented culture of change and learning this past year due to the pandemic. MVCAS, like all other local education agencies, was forced to pivot to a virtual environment for learning. The DLAC process allowed us to carefully analyze student needs in the present virtual learning environment and anticipate needs that may arise moving forward. The virtual conferences allowed us valuable time to network with other agencies and learn about the strategies that they were using and look for ways that we could incorporate them at MVCAS.

In the next steps of our planning process, we have scheduled meetings to plan and develop the course modules over Summer 2021. We will continue to collaborate with the CTE Pharmacy Tech teacher to look at the curriculum currently being used. The information gained from the CTE teacher and course curriculum will serve as a roadmap as we work to bridge the learning gap for students who may be interested in pursuing a career in the medical pathway.

To recruit students, we will be advertising via social media, school websites, and virtual classroom visits. We will be holding online virtual orientations where we will have the CTE teacher, former students, and counselor discuss the current Pharmacy Tech course and its requirements. Here, we hope to offer students insight into the program and spark an interest in the bridge course. It is our plan to enroll potential students in the bridge course to begin in Fall 2021.

For screening purposes, we will be looking at the potential students' CASAS pretest scores. We have determined that ESL students scoring at the NRS Level 6 - Advanced ESL with a score of 221 or higher on the Reading and Listening tests and ABE/ASE students scoring at the NRS Level 5 or 6 - Adult Secondary Education with a score of 239 or higher on the Reading tests, will be ideal candidates for this course. Additionally, we recognize that some of these students may also score at the NRS 3 or 4 Levels on the Math tests at the same time. We will still consider these students because the math interventions will be at the middle school grade level equivalencies in the Medical Math course module.

Finally, the development of this course would not be possible without the assistance of OTAN and the DLAC Ideal course which was facilitated by Destiny Simpson. This course provided valuable insight into things to consider as we worked to build this course from the ground up. The information gained in the DLAC courses made this process not only easier, but also effective and efficient. In working with the OTAN staff and our DLAC coaches, we were able to divide the task into manageable steps. We are excited to see how this course plays out once implemented.

Oxnard Adult School

Submitted by: Jill Wright, ESL Lead Teacher and Tech Support Teacher, and Viki Costa, Teacher on Special Assignment

We learned so much about our strengths thanks to Dr. Paul Porter. Dr. Porter has the true gift of providing us with strategies and tools to make an impact utilizing our strengths as individuals. The flow of collaborating and working as a team became much smoother after Dr. Porter gave us each an example of recognizing and maximizing our individual strengths. Our thanks to Destiny Simpson for facilitating development of our site plan project. Destiny was very helpful and positive while guiding us through our project. We want to express a very special and warm thank you to our mentor, Susan Gaer, for being a true leader and keeping us committed and focused to reach our goal. We have also shared a few laughs!

Oxnard Adult School is in Ventura County and has been serving adults of the Oxnard, Port Hueneme, and Camarillo areas since 1937 as a part of the Oxnard Union High School District. OAS offers classes in the areas of Career Technical Education (CTE), Adult Basic Education (ABE), English as a Second Language (ESL), Adult Secondary Education (ASE), and U.S. Citizenship. In addition to the regular adult education classes, the main campus houses a program for young adult migrant students supported by district categorical funds. This provides support for migrant students that allows them to successfully integrate into ESL, ASE, and CTE classes.

Up until the pandemic, we offered classes at the main campus and ten off-campus locations. ESL was offered at the main campus and eight off-site locations.

Usually there are about 7,000-8,000 students enrolled at Oxnard Adult School. This year it looks a little different with totals at 6,287 due to Covid.

Oxnard is known as the strawberry capital of the United States, but also produces major crops of lemons, lima beans, celery, and cut flowers on 259,000 acres of rich farmland.

Education, health and professional management are the largest job sectors in the district. Manufacturing and tourism/hospitality are the other dominant employers in the area. Both the Naval Base and deep-water port in Port Hueneme are a significant part of the economy of the west county.

The population of Ventura County is just over 846,000. The racial distribution is 84.3% White (Hispanic/Latino population 39%), 2.3% African American, 1.9% Native American, 7.8% Asian, .3% Pacific Islander, and 3.4% other races.

OAS student enrollment is predominantly Hispanic (56%), especially in Oxnard, where the population is 69% Hispanic. Whites make up 32% of the population, Asians 6%, and others each comprise 3%.

Before we started, we encountered the following barriers and challenges:

- An uneven distribution of technology services and resources
- A need to change and expand thinking - fermenting OAS culture
- A shift from pre-conceived notions of learning to incorporating technology as a learning medium
- A move forward with technology
- A lack of supports and resources available

The changes that have been made to continue moving forward include:

- remote testing for EL Civics assessment;
- more desire to try and utilize online learning platforms;
- viewpoints shifting from paper and pencil to using tech simply by being available and participating in How to…;
- teachers learning to accept that they don't know everything and they will make mistakes; and
- teachers being more willing to collaborate with one another and ask for guidance from teacher leads.

Our next steps:

- ⮑ Move to a new building where technology will be more available. (June)
- ⮑ Write a course curriculum that incorporates and teaches technology. (July)
- ⮑ Teach and deliver through different learning methods: distance, hybrid, and face to face. (August and going forward)

The support our team will need to continue moving forward:

- ⮑ Administrative school site support and district administrative support
- ⮑ Manage student enrollment to minimize negative impact on student persistence
- ⮑ More collaboration with the EL Civics team to effectively embed COAPPS in our course curriculum
- ⮑ Site procedures and protocols for best practices with multimedia instructional delivery

The support and help that we will need from the DLAC staff:

- ⮑ Continued mentoring
- ⮑ Site visit with DLAC Team
- ⮑ Receive guidance from the DLAC Team

Additional areas that are important for us to continue progressing in the right direction:

- ⮑ Use Zoom instead of Google Meet
- ⮑ Access to Microsoft 365
- ⮑ Develop a certificated technology coach to help teachers and students; before, during and after classes
- ⮑ Continued teacher collaboration
- ⮑ Blocked time for consistent and ongoing teacher collaboration

This year has been one of tremendous growth for us, thanks to DLAC, the pandemic, and the challenges posed by our impending move and our WASC mid-cycle report. When the pandemic sent us home, we grew because we had no other choice, and it was painful. DLAC has helped us articulate our growth and format how we can share these accomplishments with teachers and students at our site as our DLAC project. Our Orientation to Online Learning curriculum unit will provide a medium for our students' (and teachers') ongoing and online proficiency. Technology is not a trend. It is here to stay, and it is our responsibility to facilitate this growth so our students can meet their needs and their families' needs. We must move forward to remain relevant.

Pittsburg Adult Education Center

Exhibit 4 - Pittsburg Adult Education Center team from top left to bottom center: Frances Tornabene De Sousa, Francisca Wentworth, Coach, and Mansoora Syeda

Submitted by: Frances Tornabene De Sousa and Mansoora Shah-Zaeem, in collaboration with our Administrator (Principal Danny Lockwood), ESL Department Chair (Liliya Berenboim), HSD/GED Department Chair (David Williams), and CTE Department Chair (Judith Solovief), our registration and testing staff (John MacDonald and Pamela Spindel), and IT tech, Johnny Vigil, Jr.

Our 2,000 students are a community of learners, recent immigrants, and residents aged 18-80, from the S.F. East Bay communities of Pittsburg, Antioch, Bay Point, Brentwood, and Concord. Our CTE. programs offer training in C.N.A. and Allied Health Careers, Business and Computer Skills, and Floral Design. We offer ABE, HSD, and GED courses and currently four ESL levels. We also have independent HSD study, Distance Learning for ESL students, and are a testing site for PearsonVue. We have academic counselors and a transition counselor who offers job search assistance. We have approximately 35 instructors in all departments with evening and day classes.

The development of an implementation plan quantified the tasks to be completed and the order in which they had to be executed. Execution of the implementation plan has demonstrated how relationships are crucial to guaranteeing staff and inter-departmental engagement. How do you convince someone to take on a new task? The needs of the participant must be validated and met, and they need to be provided with the conditions needed to execute it.

For example, we have an IT tech as our root administrator for our Canvas LMS. We were able to meet his needs—recognition that our school is only one of his responsibilities and streamline his crucial task of integrating ASAP- Canvas automatic enrollment by prioritizing direct assistance from our Canvas Trainer Da'Shira Jackson (2 Hrs) to coach him and restructuring a strict hierarchy of admin access (approved by our principal). Our IT Tech now knows he has complete control of what happens in his sector, the ASAP-Canvas root level, and that is his sole responsibility. He delegates Canvas activity below that level to our PAEC Tech Support (Mansoora) who supports Department Heads and course instructors. He asked for the information he needs to set up his system: a list of departments and their courses, enrollment rosters for these courses from ASAP, and school-year calendar dates to set up an automated "migration" schedule. We provided the information so he can now conduct a test and debug it with our Canvas trainer before our next quarter (Summer).

This resolution took one hour of Canvas Trainer supported planning and then weeks to gather materials from main office administrative staff, registration office staff and deliver the information to our IT Tech. We learned that establishing new tasks and timelines for staff requires daily follow-up to build productive relationships. We began on April 20 and expect to run the test before or on May 20. We will have to recognize the needs of office staff, teachers, and students with the same clarity and dialog to achieve an ongoing and self-perpetuating online team that is flexible and receptive.

DLAC's virtual communication training gave us the skills to help others become more involved and support their efforts. We were taught how to use our strengths in their appropriate areas. Mansoora's achiever, connectedness, and multilingual skills for training teachers and students in online skills were supported by Frances' analytic, organizational, and arranger skills. Frances was willing to take charge and initiate, and Mansoora was willing to get it done. As learners we have been able to fuel each other with information we need to complete our tasks. We have been able to widen our project team to include administration, staff, and teachers as acknowledged integral participants in the change to a culture of online learning.

Students attend orientation, are tested, and enrolled in courses. We have now added online orientation, before students are enrolled in courses, with two orientations held each week. All students are enrolled in a "Digital Boot Camp" Orientation and emailed a Zoom meeting link to this practical class. Orientation covers basics and practice for Zoom, Canvas, Gmail on Mac, PC, Tablet, and Smartphone. Our multilingual trainer has student enrollment information and explains teacher's expectations, and when and where to pick up books and other class materials. Tech Support is daily and can be attended as needed by students and staff. We have a clerical aide who will be trained to conduct online orientation.

We have faced challenges in getting information to all teachers, as well as barriers in technical equity for both teachers and students. All teachers are now supplied with laptops by our department, but the 20 laptops for students have not been distributed to students because we do not yet have a loan agreement/policy in place.

Our next steps are to complete our online orientation by adding study skills, how-to videos and illustrations for students, create a team to work with administration to develop a loan agreement

so that students can borrow laptops from the school, and support our ASAP–Canvas integration.

We will develop a best practices approach for Canvas with our Canvas Trainer and plan a series of practical workshops that will help teachers use Canvas as well as other online best practices (What's App, Zoom, CK-12) our teachers have developed. Our ABE/HSD department is close to establishing online courses for Fall 2021, and we want to build ESL and CTE department online course development in Canvas to meet the needs of our students.

Our team is dependent on administrative support to keep these goals a priority for our school and to continue to work with us to bring our teaching into the 21st century with software and design assistance to give our students the digital skills they need to succeed.

From DLAC, we need the continued guidance to build our technology networks, the rich exchange of ideas and resources from our cohort members, and the support to evolve and implement equitable practices that will become our new norm.

We began with very little expertise in online teaching and now have teachers who embraced what they could do, and students who have multiplied their skills and want more access to digital resources. We had no training development in sight, and now we have a demand for it. As a school we moved ahead more in the last year than we have in the last five. Our training in DLAC has put our feet firmly on the path to continue digital learning.

Placer School for Adults

Exhibit 5 - Placer School for Adults team from top left to bottom right:
Beth Lanning, Blair Roy (Coach), Chris Anderson, Arij Mousa, and Michelle Raymond

Submitted by: Arij Mousa, CTE Program Coordinator; Chrissy Agee, ESL Instructor and Department Chair; Beth Lanning, Counselor; Chris Anderson, Site System Administrator and CTE Instructor; Michele Raymond; Senior Administrative Assistant and CTE Instructor

Placer School for Adults (PSA) has a robust Career Technical Education (CTE) program. Every teacher in the program is an expert in their field and possesses a California Teaching Credential. Our primary goal is to help our ESL students transition into career pathways, employment, or secondary education by helping them to develop academic, digital literacy, and workforce readiness skills. Our secondary goal for our team is to utilize technology and staff expertise to develop a student onboarding system that focuses on pathways for students and the creation of an Individualized Pathway Plan emphasizing digital literacy and career readiness in a specific industry sector.

PSA aligns with industry sectors and provides courses for career pathways:

- Business and Finance
  - Excel
  - Accounting
  - QuickBooks
- Building and Construction Trades
  - Construction Pre-Apprenticeship
- Health Science and Medical Technology
  - Clinical Medical Assistant
- Manufacturing and Product Development
  - Welding
- Workforce Preparation
  - Introduction to Microsoft Office
  - Google Apps
  - Career Exploration
  - How to Boost Your Job Prospects
  - Employability Skills

Placer School for Adults is in the foothills of Northern California, in Auburn. PSA also serves the surrounding communities with satellite classes in Lincoln and Rocklin, and provides Inmate Education programs for Placer County and Nevada County Jails. Our main program areas are High School Diploma, GED Preparation, ESL, and CTE. Currently our student population is approximately 679 students—a dramatic decline of more than 50% due to COVID.

Participating in the DLAC 101 program has helped our team come together with an effective plan to integrate our ESL students into our technology courses. The formation of our new DLAC Team has helped us stay focused on our students and goals while gaining knowledge from one another. DLAC has also helped us organize and build our program by providing tools for implementation. Lack of technology skills and technology equipment is a barrier for many of

our ESL students, so implementing a plan to interface students with technology while they are learning the English language has been our primary goal. It has been nice networking with other schools as we have gained and shared ideas and knowledge with other programs.

Through working with our ESL department chair, we have come to a greater understanding of the needs of our ESL students and how the program supports their goals. As a result of this collaboration, we invited our ESL students to visit our Clinical Medical Assistant (CMA) Program so they could experience the skill set required to become a medical assistant, thus bringing together our ESL and CTE programs. Our ESL teachers have become more aware of the Career Pathway courses that we offer, and our CTE instructors have learned more about the ESL program, thus bridging the gap between the two. We have become more united with our ESL teachers and each other because of our DLAC training.

Some of our challenges are student recruitment, hiring credentialed CTE instructors, introducing the career pathways to our ESL students, scheduling, and student lack of required prerequisites to join our career pathway programs. Participation in DLAC has allowed us to work together as a team and has kept us focused while creating blended learning classes for our students. We have created a technology survey to better understand the needs of our students, implemented a Chromebook loaner program for better equity in the classroom, and focused on CASAS diagnostic pre- and post-assessment. We have formed teacher training sessions that have allowed our instructors to share technology resources and applications they use in the classroom such as Quizlet, Kahoot, and Remind.

PSA has always been at the forefront of setting a culture for change and learning. PSA staff are currently reading *Culture Code* by Daniel Coyle, a book that encourages team building and creating highly successful groups. Sharing and discussing our assigned chapters of the book at staff meetings has helped us to become more unified. We have all taken the Myers Briggs Personality Type Indicator assessment, learned about each of the four categories and where we scored, and discussed the strengths and complementary skills of each member at our staff meetings. OTAN provided team-building workshops which featured team-building and leadership specialist Dr. Paul Porter as a presenter who guided the DLAC teams. This experience has given our DLAC members a better understanding of the strengths that each one of us brings to the team. We have capitalized on this training and have already started implementing it into the fabric of our school.

As mentioned previously, the challenges that we have experienced are recruiting students into our CTE Pathways. We have advertised by using the local newspaper, Facebook, flyers, mailers, website catalog, and word of mouth. We would also like to expand our CTE pathways to meet the labor market information needs in our region. It has been difficult to communicate with our ESL students regarding pathway options. Many have very limited knowledge of the English language, and it is difficult to explain requirements and prerequisites. Many of the students do not have the technology equipment or internet services to support technology. This makes it difficult for them to do coursework at home. Many students cannot attend morning sessions because of their work schedules; others have a difficult time with evenings because of family and childcare. Schedule conflicts are always an issue, but we try to design classes around times when students will be available.

This past year the ESL department introduced online classes, a blended online class, and in-person ESL class; we have more options than ever before to meet student needs during COVID. An ESL and Digital Literacy class was also offered as an option for ESL students who wanted more practice using G Suite apps and overall digital literacy skills. An online survey was implemented in all ESL and CTE classes to help us determine the needs of our students for career pathways, workforce readiness, and technology skills. Many of the ESL students still preferred online class due to COVID concerns, so this was a great opportunity for our students to continue learning and to increase their computer skills. ESL teachers used the LMS Google Classroom to run the online and blended online classes. Google Classroom allowed students to submit weekly homework assignments, access instructional resources (videos, links to teacher presentations, online resources like News for You, Learning Upgrade, and Read Theory) and receive important class-related announcements. To address the challenge of students who did not have a laptop computer or tablet to use at home, we created a Chromebook loaner program. Not as many ESL students took advantage of this program as we had hoped, since many still preferred to use their mobile phones to join online classes with the Google Meet or Zoom apps. In Spring 2021, all enrolled ESL students were given a technology survey that they could complete online. The results of the survey told our DLAC team that of those surveyed, 68% have a personal computer and 100% have internet access. We also learned that ESL students need the most help with sending attachments in emails, using Google Suite (Google docs, forms, Meet), searching for information online, and using Microsoft Office applications (Word, Excel, PowerPoint). This information helped the team plan for our Fall 2021 course offerings, including creating an IET delivery model for ESL and Digital Literacy (Tues/Thurs morning classes) and Microsoft Office Applications for the Workplace (Mon/Wed evenings) for ESL students to enroll in concurrently. The ESL teachers also focused on CASAS pre- and post-test matches in Spring 2021. CASAS testing was offered in Auburn at the adult school campus, with daytime or evening testing session options. For the ESL students who live in Rocklin and were participating in online classes, we set up CASAS testing at one of our district high schools in Loomis, which is closer to Rocklin, so students would not have to drive as far to test in Auburn. CASAS post testing will not be completed for another few weeks, so those pre- and post-test matches will show up in a later report.

In closing, working with OTAN, DLAC teams, industry partners, and our consortium has helped us increase our enrollment and student growth. We are glad to have been given this opportunity to participate in the DLAC Program and would like to thank our administrators Eric Vereyken and Steven Casperite, the OTAN team, and our mentor Blair for their support during this past year. We are looking forward to another year.

Rowland Unified School District

Exhibit 6 - Rowland Adult and Community Education team from left to right: Lower left Melissa Baumunk, Janet Hernandez with Rocky Bettar, Susan Gaer, Coach, and Melissa Baumunk with Rocky Bettar

Submitted by: Janet Hernandez, ESL teacher; and Melissa Baumunk, ESL teacher

Rowland Adult and Community Education (RACE) is celebrating its 50th year of providing quality adult education to Rowland Heights and the surrounding communities. Rowland Heights is an unincorporated area of Los Angeles County located in the San Gabriel Valley. Pre-pandemic, RACE served 6,050 adults and offered more than 600 courses across all programs which were held at 21 different sites throughout the Rowland Unified School District. Although these numbers have been reduced because of the pandemic, RACE continues to serve adult students and the community fully online. We plan to return to our standard operations with the added option of online ESL classes in Fall 2021. Courses include Parent Education, English as a Second Language, Citizenship Preparation, Older Adults, and Adult Secondary Education. RACE also offers an abundance of fee-based classes for arts and crafts, cooking, computer skills, health/well-being, online advanced career training, industry certification, and general interest.

RACE goes through a rigorous accreditation process as part of the Western Association of Schools and Colleges (WASC). Schools that go through this process are committed to making sure what is offered meets the high standard necessary for student success. RACE is proud to have been continuously accredited every six years over the past 42 years.

Our mission at RACE is to inspire students to develop and achieve their goals through quality and meaningful educational programs. This mission did not change when the pandemic hit.

Page 23

In fact, RACE teachers attended webinars and supported one another as we learned how to navigate the world of online teaching.

RACE's vision identifies and addresses the needs of a culturally, academically, and economically diverse community by building bridges that provide the students the opportunity to be informed, productive, and engaged community members. During the pandemic, RACE's staff and teachers worked tirelessly to connect to students through messaging apps, email, phone calls, and handwritten correspondence. We worked hard to keep building bridges through a virtual format. Classes offered at RACE support our Schoolwide Learner Outcomes which afford students the opportunity to become responsible community members, lifelong learners, effective communicators, problem solvers, and culturally aware individuals.

Rocky Bettar, 2020 RUSD Administrator of the Year and 2018 California Adult Ed Administrator of the Year, is the Director of RACE. He has been RACE's fearless leader for 25 years, guiding the school through various turbulent times, with a vision always focused on our students, community, and staff. The RACE DLAC team members are ESL instructors Janet Hernandez, 2019 RACE Teacher of the Year, and Melissa Baumunk, 2021 RACE Teacher of the Year, along with our DLAC coach, Susan Gaer. Janet has taught elementary and middle school for 19 years. This is Janet's fifth year as an ESL teacher with RACE. Melissa has 22 years of experience in the K-12 educational setting as both a teacher and a school administrator. This is Melissa's second year in Adult Education. Susan taught ESL for more than 40 years and is now retired. As a retired professor, she is an OTAN Subject Matter Expert and CATESOL President.

When we were accepted into DLAC, we dutifully read through all the information and correspondence, calendared dates for the next two years, and set forth on this project. Once we started the DL 101 course, the expectations became clear, and the RACE team began to form a vision to create a sustainable online course. We found the course handbook invaluable in both understanding and planning for a Distance Learning course. Additionally, we greatly benefited from our weekly meetings with our coach, Susan. We used these meetings to review our weekly assignments and received valuable input from her. The structure of the DL 101 course, along with the support of our coach, helped us develop a Site Plan to meet the needs of our school. During the first year of DLAC, our team started developing resources to recruit students for our pilot course. We met with our office staff to discuss how the new course might affect the current registration process, both for the beginning registration and monthly open enrollment. We are developing a plan for student orientation which will include the use of our school's recently upgraded computer lab. We have developed overview videos of our online courses to share with prospective students. Additionally, we have applied for the FORUS grant which, if accepted, will provide us funds to purchase Chromebooks for student use to access the online course.

RACE is a small adult school; therefore, we have a small DLAC team. The RACE team members already worked well together, so we had the good fortune to not require a great deal of team building. However, we did value having the opportunity to complete the Gallup Strengths Assessment, review our personalized strengths insights guides, and create our team strengths grid with our coach. We learned each team member's top five themes, the characteristics of those themes, and saw the overall traits of the team members. Most valuable for us was learning about our personal balconies and basements. This led to personal reflection on how we approach working with others. Most importantly, it made us more aware and conscientious of how we work in collaborative settings. In summary, each of us has something special to bring.

Page 24

To build a culture of change at RACE, we need to maintain a balance between what is already successfully in place at the school and identify changes that would benefit our students, moving forward. The sudden move to online learning was not ideal. However, there have been benefits for several students. At RACE, we found that the benefit of online learning is that students who otherwise are unable to attend classes at school can attend class online. This includes students with young children in the home who have challenges with childcare, students who are home caregivers for others and are unable to leave, students with transportation challenges, and students in remote locations, for example from their home country, or from out of town. Additionally, we found that online learning is less of a conflict for students who also work. Online learning has increased digital literacy skills for students through the daily use of technology. Students can use digital media at will, for example, rewatch videos and/or listen to audio repeatedly. Students have increased confidence in self-study learning activities through independent online practice and various learning media such as websites and videos.

Through student surveys and discussion, we identified our primary challenge to online learning is the lack of in-person, social engagement, and interaction for our students. To address this challenge, the RACE plan for online learning will highlight social interaction for students such as scheduled bi-monthly class sessions in person, field trips to apply newly learned English skills in real-world scenarios, participation in school wide functions and, a student favorite, potlucks.

In planning for next steps, our team met with school administration to review our Site Plan and implementation. The main challenge for implementation is the uncertainty of the COVID-19 pandemic. As we plan for implementing this course in Fall 2021, we still do not know what the status of the pandemic will be and its impact on instruction. However, despite this uncertainty, we have planned for an opportunity to prepare our teachers for increased digital literacy skills to support the increased demand for the use of technology for instruction. We have worked with our ESL Coordinator to provide school-wide training on using Microsoft Office Suite. Additionally, we look to propose training on the use of the upgraded technology throughout our school and continued training on the digital components of our ESL textbook, Step Forward.

Summary

- We plan to return to in-person classes for the upcoming Fall session.

- Our focus is to offer an online option for our ESL students once we return to in-person teaching.

- We applied for a FORUS Grant (Friends of Rowland Unified School). We asked for funds to purchase Chromebooks for our adult students.

- We are working on Action Steps from our Site Plan, to be completed during summer, before our Fall 2021 session catalog.

- We will recruit our current class and will ask other ESL teachers for recommendations of students who require online learning.

- We will advertise in our Fall 2021 catalog and on social media sites.

- We created an "Online Course Survey" to be used during registration to see if prospective students have devices for online learning.

- ➲ We will have in-person orientation at the beginning of the year in our computer lab.
- ➲ We will have Zoom orientation during open enrollment.

San Diego Community College District

Exhibit 7 - San Diego College of Continuing Education team from upper left to lower right: Jessica Varnado-Swail, Cindy Wislofsky (Coach), Monica Cueva, and Elisia Doonan

Submitted by: Monica Cueva, ESL; Elisa Doonan DSPS, and Jessica Varnado-Swall, ESL

San Diego College of Continuing Education (SDCCE) is the institution providing noncredit education within the San Diego Community College District. We are the largest noncredit institution in the state of California and have been offering free classes and training to the public since 1914. We have seven campuses throughout San Diego and (before the pandemic) also offered classes at dozens of offsite locations.

Our team consists of Monica Cueva (ESL), Elisia Doonan (DSPS), and Jessica Varnado-Swall (ESL). ESL has historically been the largest department at SDCCE, with nearly 6,400 students enrolled in the current semester, while DSPS is currently serving around 1,260. Combining our two departments into one team to work on a cohesive project that would benefit both has been an exciting challenge for us. A lot of the DLAC focus has been on ESL and HSE programs, and having the DSPS perspective on our team has been incredibly valuable. We found that many of our learners in both programs face similar challenges to success in the online environment.

When our team applied to DLAC last summer, we had a general idea of developing materials to assist faculty in making their online courses more accessible and equitable to their learners. Then, after participating in the IDEAL course, and spending more and more time in the (virtual) classroom with limited learners who struggle with the basics of connecting and communicating with their classmates and teachers, we decided that the most urgent need for both our departments was to develop and collate online readiness and orientation materials for low beginning level and limited learners.

The ESL department has already put a good deal of work towards this goal and has a library of over 50 YouTube video tutorials demonstrating how to do various tasks on Canvas and Zoom. We have also been offering 5-6-week Online Learning Skills classes (beginning, intermediate, and advanced) throughout the 2020–21 academic year, and beginning level ESL teachers have been sharing materials and ideas in twice-a-month meetups on Zoom since the pandemic started.

Because so many resources already exist in various digital locations, our goal is not only to produce more orientation/tutorial videos and checklists to fill the gaps and address issues that have not yet been covered, but also to collect the resources together into a cohesive and organized Canvas module. We will ensure the resources are fully accessible and meet Universal Design guidelines, and then publish the module in Canvas Commons. This will not only benefit the faculty and instructional assistants in our institution, but also provide a base for other institutions to use when developing their own materials for similar purposes.

This year we have refined our goal, built our team, gathered our support network, and networked with our colleagues in adult education across the state (thanks, DLAC!). We have developed multiple video tutorials and other orientation materials in collaboration with others in our institution. Our next steps include simplifying the newly released district Netiquette Guidelines to make them more accessible to low-level and limited learners, developing more video tutorials and visual checklists, and beginning the process of building the orientation module in Canvas.

San Diego Unified School District

Exhibit 8 - San Diego Adult Schools team from upper left to bottom center: Nate Sacheva, Cindy Wislofsky (Coach), and Nicole Lincoln

Submitted by: Nate Sachdeva, Program Manager, and Nicole Lincoln, HSDP; San Diego Adult School – San Diego Unified School District

At San Diego Adult Schools we offer a flexible online educational experience for students who are seeking a High School Diploma but for whom the traditional seat-time classroom model might not work. We are a no-cost Accelerated Distance Learning / Independent Study program through San Diego Unified School District that currently offers two types of diplomas via online courses. Instructors are available five days a week during which we offer tutoring, guidance, and a welcoming online learning environment. Our students receive free College & Career Transition Support as well as the opportunity to complete one San Diego Community College degree applicable course at no cost.

The San Diego Adult Schools consist of six sites hosted at San Diego Unified High Schools throughout the district. We have learning centers at Crawford HSDP, Garfield HSDP, Lincoln HSDP, Madison HSDP, Mira Mesa HSDP, and Morse HSDP. We currently have approximately 400 students enrolled in our high school diploma program across all of our schools. We also offer an Adult Basic Education program at Mira Mesa HSDP which caters to students who need English language skills supports. Our program primarily targets at risk students who are between the ages of 18 and 19 years and 11 months. Our partners at San Diego Continuing Education targets students who are 20 years and older. We offer option 1 and option 2 diplomas through a flexible, independent study online program with in-person support from our instructors. Students can access the core curriculum through the Edmentum learning platform and are able to earn

Page 28

their college course credits through San Diego Continuing Education or from one of our local Community Colleges.

Our DLAC team consists of Nate Sachdeva, program manager, and Nicole Lincoln, high school diploma instructor, at Lincoln HSDP. Our site team members include our San Diego Adult School Counselor, Kirsley Tate, Esmeralda Escamilla at Crawford HSDP, Rosa McCollum at Garfield HSDP, Sandra Piper at Madison HSDP, Megan Johnson at Mira Mesa HSDP, Carol Wise at Mira Mesa ABE, and Debra Villegas at Morse HSDP.

DLAC 101 aligned perfectly with our goals and needs during this time. San Diego Adult Schools transitioned from a packet-based program to an online platform approximately two years ago, and the COVID-19 pandemic has accelerated the need for this change. The assignments, readings, activities, and virtual professional development in DLAC 101 allowed us to plan appropriately and get feedback from our peers while designing our new online experiences for students.

During the 2020-2021 school year we have successfully transitioned to a 100% online learning environment with in-person support as needed at our Learning Centers. We have learned that our virtual experience caters especially well to working students or students with children and other responsibilities during typical school hours. Students have thrived when given the opportunity to work during evenings and weekends around their busy schedules. We initially had challenges with securing devices and internet access for our students and were able to receive district support to ensure our students were able to access our online curriculum. Ensuring that our students all had access to devices and internet connectivity was essential, and we are extremely grateful for our district's support. We are in the process of purchasing additional Chromebooks for future students in the event that our district is unable to support our program with technology after the pandemic.

We utilized the support offered from OTAN to redesign our recruitment strategies, orientation process, and enrollment procedures and are excited to put these new ideas into practice during the Fall 2021. We plan to incorporate a strengths inventory for our new students similar to the Gallop Exercise we completed during DLAC 101. This assessment will allow us to learn more about the strengths, interests, and values of our incoming students to cater to their individual needs and ensure their success beyond our program. We hope to make the experience at San Diego Adult School unique and rewarding. We want our students to be excited about the next steps after earning their high school diploma.

When San Diego Adult Schools began to transition to an online option, our teachers had typical concerns regarding their own technology expertise as well as the skills needed by the students to be successful. The pandemic accelerated the transition to the online program because our schools closed and students were forced to use technology to access their schoolwork. This ended up being a silver lining as we were pleasantly surprised at how quickly our teachers and students adapted to the virtual learning environment. Since our program consists of a majority of former San Diego Unified students, most of our students have had experience using Chromebooks on a daily basis since middle school. We believe this made our transition much smoother. Additionally, for our students who participated in our district's credit recovery program, iHigh, using the Edmentum platform was similar to the Edgenuity platform they used at iHigh.

The pandemic also caused our Adult Education to pivot from our hard-copy enrollment

and assessment procedures that we had used in the past. In previous years students were able to go to the sites directly to meet their teacher, take the CASAS assessment, and complete the paperwork needed to enroll in our school. Since these were no longer options, we created an online enrollment form, adopted CASAS remote eTests, and enrolled our students centrally. The process changes have been found to be very efficient, and students have reported that the enrollment process was quick and seamless from their perspective. We are very happy with the new procedures, and we will continue to use the online enrollment form moving forward. The big piece that has been missing with our new ways of business have been the lack of relationships between the school and the teacher which we will address in our next steps.

While we have seen many students succeed during the past year, we have noticed that when we look at our student data, students with disabilities and students who are English Learners have not seen the same gains as other populations. While students are now able to access their core curriculum any time they need to, accessing the student supports was not as easy, and the Zoom sessions were not as effective as in-person support for all students. We have adopted the Beable learning platform which scaffolds content reading to the individual reading level of the students. Beable will allow students who are English Learners and students with disabilities to access core content as well as explore career opportunities.

We are revamping our student orientation and hope to create a short course that will review expectations and the unique benefits of our program. We have surveyed our teachers and are in the process of creating the orientation plan. Some ideas that have been offered include having a video overview. We have begun to offer virtual counselor office hours for prospective students. We will utilize OTAN's support as we continue this transition and improve our orientation and recruitment processes. While this has been an extremely challenging year for obvious reasons, our team has appreciated the support from OTAN and highly recommend the DLAC experience for all schools.

Santa Clara Unified School District

Exhibit 9 - Santa Clara Adult Education from left to right: Patricia Pottorff-Croghan, Francisca Wentworth (Coach), and Bijal Varia

Submitted by: Patricia Pottorff-Croghan, ESL Supervisor; Bijal Varia, ESL Teacher

Santa Clara Adult Education is in the Silicon Valley, the hub of technology. We serve a diverse population of students.

- ➲ Santa Clara Adult Education is located at 1840 Benton Street in Santa Clara, CA.
- ➲ We have focused on the ESL Program.
- ➲ 2019–2020 pre-pandemic, we served around 760 ESL students.
- ➲ 2020–2021, we have served 590 ESL students (distance education).

Our vision for a blended learning format for ESL core classes is that purposeful instruction is supported through technology where the learning is teacher guided and student driven through collaboration between teacher/student/peers. It is our belief that by offering blended learning, we will capture a wider audience of learners, retain more students, and have a higher rate of completion of classes that will prepare them for integration into the community. The blended learning model will allow the student more control of the space, place, pace, and time in their own learning.

Introduce team members, mention on-site team members.

- Bijal Varia, Advanced ESL Teacher
- Patricia Pottorff Croghan, ESL Supervisor
- On-Site Team Members
- Carrie Casto, SCAE Principal
- Christine Berdianski, SCAE Program Administrator
- Rebekah Carson, ESL Teacher
- Andrew Foerder, ESL Teacher
- Natalie Herrera, ESL Teacher
- Cris Johnson, ESL Teacher
- Anita Kodi, ESL Teacher
- Toshiko Sasaki, ESL Teacher
- Sajeemas Pasakdee, ESL Transition Specialist
- Christina Schell, PC Technician
- Maikhanh Le, Clerical Assistant
- Gaby Corrales, School Secretary

How did IDEAL 101 and the development and execution of an implementation plan help you to meet your program goals?

Technology at SCAE is now an integral component at SCAE in all the school's endeavors. Since March 2020, all areas have been digitized. DLAC has led our team and our school

Page 31

to begin and continue to iterate, innovate, reflect, execute, and exude immense tenacity in the face of great uncertainty. The DLAC team has guided and challenged us to draft out a focused and strategic plan for our ESL team. As we were thrown into distance education overnight, the DLAC team was at our side. Our mentor, Francisca, and the other teams, supported each other and the collaborations were of the "cutting edge" 21st century education. Now our challenge is one of bringing back students to the classroom in a blended learning program that can support all needs of our students. Although it has been exciting, it has not been without challenges. In developing the learning program, our vision has been to implement a strong, sustainable, and progressive blended learning program that is student centered and outcome driven. The DLAC program has opened doors to us regarding what a state-of-the-art learning environment looks like and guided us in this direction—from "holding our hands" to "pushing us out of the nest." Professional online learning opportunities, modeling of LMS and best practices, specific and focused training of "whatever" we stated we needed was planned for and implemented, including individual instruction in conjunction with small and large group activities, networking with other agencies and strength and team building development with personal insights. But with all of this, they provided us with a wealth of experts to guide us.

Accomplishments to date

Material development

- Tech skill readiness survey, student/teacher
- Tech student agreement device checkout
- Student contract for ESL classes
- Goals and objectives for student in forms
- Alignment of technology skills taught by ESL levels
- Student/teacher first language videos "online registration"
- Staff/student surveys needs data
- Tech skills, pre/post
- EL Civics testing forms, materials
- Online learning student readiness
- Online registration process for students
- ESL blended learning education student survey

Acquisitions

- Laptops for classroom/student checkout
- Interactive projectors for each classroom
- Teacher laptops and teaching stations: web camera, pc, monitors, headphones, mouse

- Refurbished classroom: furniture, maps, flags, signage
- Canvas pilot

Skills utilized from DLAC training sessions

- Personal growth (strengths, leadership, team building, planning, organizing)
- Team building and growth (strengths, communication)
- Developing and guiding teams
- LMS choice
- Marketing and recruiting
- Focused strategic planning of building a program and implementing a team
- Strengths/Leadership/Communication skills workshops by Dr. Porter

Team Building

- Slow focused implementation of PLC features in Monday morning collaboration time (still in the implementation)
- Teachers allowed to demonstrate their strengths within the team
- Awareness that they have power over the ESL team climate
- Allowing for authentic team and individual voice and active listening
- News Bulletin effective communication
- Monthly ESL meetings to plan the next steps collaboratively and cohesively
- An opportunity to attend the TDLS as well as present as a team was offered not only to the DLAC Members but also to other teachers
- More staff professional trainings

Setting a Culture for Change and Learning

- It is "ok to experiment with the new."
- We learn from failures.
- We learn from the team.
- We reach out to ask "for help" without hesitation.
- Change comes with time.
- Change is not easy.

Handling Conflict

- ➲ Active listening
- ➲ Address conflict as soon as possible
- ➲ Address problems constructively

Communication Skills

- ➲ Phrasing
- ➲ Active listening
- ➲ Body language/posturing
- ➲ Document usage for conversation
- ➲ Direct
- ➲ Transparency in communication

Using and Encouraging Strengths

- ➲ Executing
- ➲ Influencing
- ➲ Relationship Building
- ➲ Strategic Thinking

Challenges/Barriers

- ➲ Time management
- ➲ Students' engagement
- ➲ Student connection
- ➲ Diverse learning needs
- ➲ Lack of technology skills, teachers/students
- ➲ Funding
- ➲ Dealing with teacher anxiety
- ➲ Opening doors to blended learning
- ➲ Momentum/synergy
- ➲ Equity for tech devices

What changes have been made

Fiscal Resources

- ➲ Laptops/Chromebook (staff/students)
- ➲ Interactive projectors
- ➲ Teachers' work stations (web cameras, monitors, computers, headphones, mouse)
- ➲ Collaboration time incorporated

Curriculum

- ➲ LMS: Google classroom, Canvas
- ➲ Ventures online components
- ➲ Online resources collaboration
- ➲ Online applications, Google suite
- ➲ Curriculum alignment for levels
- ➲ Technology strand for ESL levels created
- ➲ EL Civics curriculum and testing online
- ➲ Implemented synchronous/asynchronous class time
- ➲ Online tutoring
- ➲ Transition Specialist with basic computer skill tutoring
- ➲ Pilot classes of blended learning

Professional Development

- ➲ TDLS Symposium
- ➲ CATESOL Conference
- ➲ Equity Training
- ➲ South Bay Consortium PD
- ➲ Teacher-guided PD
- ➲ Outside PD professional training, CASAS
- ➲ Proctor training
- ➲ Canvas
- ➲ Leadership/strengths/team building

Material Development

- Staff/student surveys
- Tech skills pre/post
- EL Civics testing form
- Online learning readiness
- Online registration process for students
- ESL blended learning education student survey
- SCAE technical skills survey
- ESL learner agreement
- ESL student goals agreement

Website

- Translation and accessibility tools
- Online registration

What are your planned "next steps"

Implementation fall of 2021 focus:

- Orientation/ basic computer literacy
- Recruiting students, retention of DL students, face to face, hybrid components
- Hiring ESL teachers with tech skills
- Data collection: blended classes, distance learning, face to face
- PD before students come to class: Ventures, Canvas, interactive projectors, tech strand implemented in course planning, tech mentoring for new teachers, onboarding of new teachers

What support do you and your team need?

Continuing support in:

- SCAE site support/staff
- Agency partnerships
- Access schools/visits/PDs with shared materials of programs that are exemplary
- PLC team training for staff

- Interactive projector training, online
- Onsite Canvas training for staff

What help do you need from DLAC staff

- Canvas training for slow, focused integration
- Continuous constructive feedback for improvement (strengths/areas of improvement in the program/team)
- Low-cost Gallup strength assessment survey for our staff and Dr. Porter
- TDLS presentations and completion of Moodle 101 activity allocated in different time frame

Other areas you feel are important

- Data collection of the individual steps of our program to guide all steps to ensure a student-focused and outcome-based program and the flexibility to revise as needed
- Student retention
- Program expansion
- More incorporation with SCUSD (Sacramento City Unified School District) to access fiscal and soft resources

Summary

The Digital Leadership Academy has assisted us in defining the online distance program that was implemented quickly in a pandemic. The DLAC team has brought us collaboration, support, shared resources, and most importantly the best practice of how to implement different programs while giving us insights to teams, leadership, and strengths. They have been an invaluable part of the continuation of our distance program in our school through the pandemic and beyond. Now as we look forward to returning in some fashion to the classroom, DLAC has given us the foundation, support, and tools, and the power to not lose the positive things our students have experienced in distance education. DLAC has guided our school into the new frontiers of our ever-changing education and brought forth the synergy of this exciting time. Most importantly, DLAC has provided tireless support through the turbulent time of a pandemic.

Tustin Adult School

Exhibit 9 - Tustin Adult School team from left to right: Laura Flores Miranda, Susan Coulter, Coach, and Will Neddersen.

Submitted by: Will Neddersen, Coordinator; Laura Flores Miranda, Instructional Coach and former ESL Lead Teacher

Change can be ignored if a school is successful. At times, you need that extra nudge to take the first step on a path of change. Applying for the Digital Leadership Academy (DLAC) and being accepted was Tustin Adult School's first step towards change. Tustin Adult School is in Orange County, California, and is a part of Tustin Unified School District. Tustin Adult School is a small community school that seeks to support adults in the areas of high school diploma completions or preparation for an equivalency, build English language skills, prepare students to be successful on their path to citizenship, and increase basic reading and writing skills. We currently serve 458 adults in our ABE, ASE, and ESL programs. The previous year's enrollment was 1,239. We attribute the decline in enrollment to the COVID-19 pandemic. Tustin Adult School has 25 hourly, part-time teachers who serve our students.

The DLAC team for Tustin Adult School is made up of two primary members who attend DLAC meetings—Laura Flores Miranda and Will Neddersen. Laura has served as Tustin Adult School's first Instructional Coach since the position started in January of 2021. Before this position, Laura served as the Lead ESL teacher for five years. The Instructional Coach position is designed to support staff as they integrate digital literacy skills into their instruction. Will Neddersen is the Tustin Adult School Coordinator. He became the school's administrator three years ago. The work of creating Tustin Adult School's distance learning plan also included work with the school's

leadership team. There are two other members besides Laura and Will on the team who have contributed to the work—Virginia Burrows and Stacie Sevcik. Their insight and reflection helped to draft the project goals and action plan that we are now beginning to implement.

When Tustin Adult School applied for DLAC, the focus was to integrate digital literacy skills into our teachers' instruction. We knew our teachers needed professional development on the skills for themselves and how to bring the skills into classroom instruction, whether in-person or distance learning. COVID-19 showed how much our teachers needed to learn so they personally could navigate teaching remotely and be able to support their students through remote learning. There was also a need to address our distance learning programs. The current offering for our ASE programs used an online program that would provide real-time data for the students and staff to use. Our ESL program used a DVD program with paper packets. When looking at the change needed for Tustin Adult School through the lens of the Distance Learning IDEAL 101 course, it helped focus our attention on essential components needed to create a distance learning implementation plan. The IDEAL 101 course had us reflect on our student recruitment, basic digital literacy skills students and staff needed to be successful in distance learning, as well as structures needed in the areas of instruction and assessment. The course was designed with reflective questions for our DLAC team to research and answer for our school. Tustin Adult School was able to create an action plan that focuses on five key areas: Technology access for learners and staff, Recruitment, Screening/Orientation, Professional Development and Support for Staff, and Instruction and Assessment.

Another element that has supported the process for creating Tustin Adult School's vision has been the DLAC virtual training sessions focusing on team building, creating a culture of change, handling conflict, developing communication skills, and valuing and using individuals' strengths. Change cannot happen without a team who can trust that the best interests for the school, students, and staff is authentic. Skills modeled for team building were used at department meetings to engage everyone in the meeting. Another focus for building trust has been communicating with staff members they know where the school is in implementation of its action plan. Improved communication has allowed staff to provide their input. One example was the development of the Continuous Improvement Plan (CIP) for our WIOA (Workforce Innovation and Opportunity Act) funding. Staff were presented the data and dialogued about what they saw and heard. Starting this year, all meetings for Tustin Adult School use a one stop agenda to find notes and resources from past meetings as well as see topics for current meetings. The established norms are there for the team to be reminded of how to hold each other accountable during a meeting. Laura and Will have used the insight gained on each other's individual strengths to communicate and work smarter in leadership and DLAC. The entire leadership team will take the Strengths Assessment at the beginning of the 2021–22 school year. Professional development has been increased to build teachers' digital literacy skills. Office Hours have been offered by leadership team members to support teachers after professional development to get clarifying questions answered or learn something new. We have found that there are a group of teachers who continue to need base level support in learning these skills where other teachers are ready to go deeper or move into more advanced trainings like Google Forms. This has started the conversation in leadership to offer differentiated or tier professional development to build on teachers' skills at their varying proficiency levels. A challenge around professional development is allocating funds due to limited amounts that can be used from WIOA funds.

Change is a process that Tustin Adult School is going through currently, and we started to address meeting students' needs remotely to keep the learning going. Tustin Adult School went to an asynchronous design to offer lessons online that students could access on a newly created school distance learning webpage. The staff found it difficult to stay connected with students through email, especially with those who did not have access to a device or internet. For the beginning of the 2020–21 school year, a change was made to the delivery of instruction on a live, web-based video platform starting with Google Meet and then using Zoom. This way students could interact with their teachers and peers and receive feedback. Teachers created Google Sites to house essential information for the class that students could access as Tustin Adult School does not have a learning management system (LMS) available to the school. Enrollment had to move to an online process to limit physical interaction between the student, and office staff. The online enrollment form included questions on access to devices and the internet to understand how the student will interact with the class. For the first time, Tustin Adult School had an orientation video, created by a lead teacher, to share with students.

To see meaningful change take shape for staff and students, Tustin Adult School DLAC members used the IDEAL 101 course along with insight from other school members to map out action steps to support authentic change and not be on the reactionary side of change. We are working on the goal of recruiting students. We have learned from other DLAC members how they have used social media to promote their programs and student success. Tustin Adult School has recommitted to using our Facebook page and has added Twitter (@tustinadulted) and Instagram accounts (@tustinadulted). We are also working on a plan to mail postcards out to the community. A Screening Survey is now a part of the enrollment process. It is used to determine if students can email, navigate a website, and have access to a device. We have started to purchase technology to loan to students, so they are equipped with a device for learning. We are currently issuing them to ASE students but hope to find more funds to purchase more devices to loan to other students. As we have heard other agencies describe their orientation process for new students, we will be going back to record a new orientation video or videos to help students understand what they will need to be successful in class. Onboarding Workshops have been developed in the areas of email, web-based video platforms, and website navigation and will be piloted at summer school to help screened students go into their classes prepared to interact with their teachers. Teacher professional development for the opening of the 2021-22 school year will reinforce skills and concepts introduced this past year, as well as support for using Burlington English, the new ESL online curriculum. This is where differentiation for teachers who are ready to dive deeper into the digital skills will be offered with the support of OTAN and other outside agencies. Starting Fall 2021, we will move from paper and pencil CASAS testing to CASAS eTesting. The behind-the-scenes IT work is currently under way to ensure we are ready. To have success you need a plan; being a part of DLAC has helped Tustin Adult School invest in creating an action plan to implement change.

Agendas for DLAC Meetings

Wednesday, October 21, 2020

Agenda Day 1

Zoom meeting link: https://otan.zoom.us/j/93951406119

Zoom ID: 939 5140 6119

We welcome all of you to our first virtual DLAC meeting. We are excited to have you here with us!

As we explore this new media for this project, please remain flexible if there is a need to make changes or adjustments throughout the 3-day event.

Event Time	Event Details
8:30–9:30	Welcome, Meeting Norms, housekeeping *Find a Friend on FlipGrid! DLAC Timeline, resources, and important dates
9:30–9:45	{Break} Please stand up, move around, close your eyes for awhile.
9:45–10:45	Shared Vision and Goals (Dr. Porter) with Breakout room activity
10:45–11:00	{Break} Please stand up, move around, close your eyes for awhile.
11:00–12:00	Communications and Coaching (Dr. Porter) with Breakout room activity
12:00–12:20	Breakout session with coaches

Event Time	Event Details
12:20–12:30	Close and reminders for Thursday Evaluation Day 1

Thursday, October 22, 2020

Agenda Day 2

Zoom meeting link: https://otan.zoom.us/j/93951406119

Zoom ID: 939 5140 6119

8:30 - 1:00pm (time change)

Event Time	Event Details
8:00–8:30	OTAN Office Hours with Neda, Penny, Coaches, and Dr. Porter (optional)
8:30–8:45	Welcome, Meeting Norms, housekeeping Hoonuit accounts (Anthony Burik) - 10-15 minutes https://learnit.hoonuit.com Username: your work email - Password: cohort3
8:45–10:15	Communications/coaching, continued with Breakout room activity
10:15–10:25	{10-min. Break} Please stand up, move around, close your eyes for awhile.
10:25–11:30	Strengths with Breakout room activity

Event Time	Event Details
11:20–11:30	{10-min. Break} Please stand up, move around, close your eyes for awhile.
11:30–12:50	Strengths, continued with Breakout room activity
12:50–1:00	Close and reminders for Friday Evaluation Day 2

Friday, October 23, 2020

Agenda Day 3

Zoom meeting link: https://otan.zoom.us/j/93951406119

Zoom ID: 939 5140 6119

8:30 - 1:00pm (time change)

Event Time	Event Details
8:00–8:30	Strengths Office Hours with Dr. Porter (optional)
8:30–8:35	Morning introductions and review of the prior day
8:35–9:45	Strengths Continued,
9:45–9:50	{5-min. Break} Please stand up, move around, close your eyes for awhile.
9:50–10:45	Begin Time Management (more on this topic in later sessions)
10:45–11:45	Orientation to Distance Learning 101 with WorldEducation and Destiny Simpson Enrollment notification will arrive after this orientation
11:45–12:30	Start Team Building (more on this topic in project meetings)
12:30–12:50	Breakout rooms with coaches
12:50–1:00	Close and reminders for future online meetings Evaluation Day 3

Wednesday, January 20, 2021

Note: New Update for Zoom is available. Open your Zoom App, choose your profile image, and select "Check for updates"

Agenda Day 1

Zoom meeting link: https://otan.zoom.us/j/94503682927

Zoom ID: 945 0368 2927

Passcode: 648027

We welcome you back to the virtual DLAC meeting.

Event Time	Event Details
8:30–8:35	Welcome Online Collaborative notes
8:35–10:30	IDEAL 101 Site Plan Webinar with Destiny Simpson {Break} Please stand up, move around, close your eyes for awhile Continue Site Plan Webinar with Maren Anton, Mt. Diablo Adult Education with Breakout room activity (by agency)

Event Time	Event Details
10:50–12:20	Accessibility workshop with Penny Pearson with possible Breakout room activity (TBD)
12:20–12:30	Close and reminders for Thursday Evaluation Day 1

Thursday, January 21, 2021

Agenda Day 2

Zoom meeting link: https://otan.zoom.us/j/94503682927

Zoom ID: 945 0368 2927

Passcode: 648027

We welcome you back to the virtual DLAC meeting.

Event Time	Event Details
8:30–8:35	Welcome, Meeting Norms, housekeeping Online Collaborative https://docs.google.com/document/d/1zcqNV3yDWbY4UaTYEJUhgnaToR1fksj6tfYoppjLlRo/edit?usp=sharingotes
8:35–10:45	Leadership with Breakout room activity (random) {Break} Please stand up, move around, close your eyes for awhile.

Event Time	Event Details
11:00–12:00	Accessibility workshop, part 2 with Breakout room activity (random)
12:00–12:30	TDLS reminders Close and reminders for Friday Evaluation Day 2

Friday, January 22, 2021

Agenda Day 3

Event Time	Event Details
8:30–8:35	Welcome, Meeting Norms, housekeeping Online Collaborative notes
8:35–10:45	Change and Influence with Breakout room activity (by teams/agency) {Break} Please stand up, move around, close your eyes for a while
11:00–12:00	Presentation Tips with Dr. Porter with Breakout room activity (TBD)
12:00–12:30	Breakout session with coaches Close and reminders for Feb. and upcoming calendar invites Evaluation Day 3

Wednesday, May 12, 2021

Agenda Day 1

9:00am–12:30pm

Note: New Update for Zoom is available. Open your Zoom App, choose your profile image and select "Check for updates"

Zoom meeting link: https://otan.zoom.us/j/94503682927

Zoom ID: 945 0368 2927

Passcode: 648027

Event Time	Event Details
9:00	Welcome Online Collaborative notes ↗ May Presentations ↗ *Other announcements:* • Learning Upgrade content writer: vinod@learningupgrade.com ↗ • CATESOL Ron Lee Technology Award ↗ • Google Digital Garage ↗, CK-12 and OTAN ↗ • Present an OTAN Tech Talk ↗ June 11th 2021 - 1-2pm
9:15–11:00	Instruction webinar - Destiny
11:00–11:15	Break
11:15–12:30	Meet with coaches Evaluation: Link in the course opens just after noon. ↗ Close

Thursday, May 13, 2021

Agenda Day 2

9:00am–12:30pm

Note: New Update for Zoom is available. Open your Zoom App, choose your profile image and select "Check for updates"

Zoom meeting link: https://otan.zoom.us/j/94503682927

Zoom ID: 945 0368 2927

Passcode: 648027

Event Time	Event Details
9:00	Welcome Online Collaborative notes ⬀
9:15–9:40	Garden Grove (25 min)
9:45–10:10	San Diego USD (25 min)
10:15	Break (10 min)
10:25–10:50	Campbell (25 min)
10:55–11:20	Moreno Valley (25 min)
11:25	Break (5 min)
11:30–11:55	Oxnard (25 min)
12:00–12:25	Tustin (25 min)
12:25–12:30	Reminders and Close Evaluation: Link for Mid-project reporting days ⬀

Friday, May 14, 2021

Agenda Day 3

9:00am–12:30pm

Note: New Update for Zoom is available. Open your Zoom App, choose your profile image and select "Check for updates"

Zoom meeting link: https://otan.zoom.us/j/94503682927

Zoom ID: 945 0368 2927

Passcode: 648027

Event Time	Event Details
9:00	Welcome Online Collaborative notes ↗
9:15–9:40	Martinez (25 min)
9:45–10:10	Rowland (25 min)
10:15	Break (10 min)
10:25–10:50	Placer (25 min)
10:55–11:20	SDCCD-Continuing Ed.
11:25	Break (5 min)
11:30–11:55	Pittsburg (25 min)
12:00–12:25	Santa Clara (25 min)
12:25–12:30	Certificates and Close Padlet Certificate Selfie ↗ :)

Appendix F

California Department of Education

WIOA Title II: Technology and Distance
Learning Plan Update

Program Year 2020–2021

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

Expect publication in March of 2022