



Technology and Distance Learning for California Adult Education

Annual Report - 2022-2023



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

Submitted by:



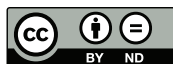
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Introduction

Outreach and Technical Assistance Network (OTAN)

OTAN was originally established as a California adult education leadership project in December 1989. The vision of OTAN is to lead adult education through support for and the effective application of technology.

OTAN is one of three state leadership projects in California whose role is to improve adult education services throughout the state in two primary ways by offering support, resources, and professional development to administrators, educators, and support personnel.

- OTAN assists adult education agencies and their staff in implementing best practices in digital learning such as ensuring digital equity, understanding adult learning theories, designing flexible learning experiences, adopting models that work, implementing effective digital assessments, and fostering equitable and inclusive digital communities.
- OTAN also supports the accountability and reporting systems for the California Department of Education's implementation and monitoring of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act.

OTAN's team consists of 18 professionals—with expertise in adult education, educational technology, and development of IT solutions—who work to support the adult education community in California.

Annual Report – Purpose and Structure

The purpose of OTAN's Annual Report is to provide adult education partners, including the CDE Adult Education Office, Sacramento County Office of Education, educators and staff members, and the public, with a comprehensive overview of OTAN's activities, progress, and achievements over the course of a year.

The Annual Report provides aggregate data and comprehensive narratives on OTAN's contract objectives/deliverables and follows a similar format to the contract itself. OTAN divides its deliverables into two primary tasks and four sections. Task I includes deliverables that provide distance learning and technology integration training and technology-related capacity-building services. Task I has two sections: (A) Provide professional development opportunities online and in-person via workshops, webinars, and other delivery models to all WIOA-funded adult education agencies in California; and (B) Provide information, resources, and technical support. Task II's deliverables use technology to support CDE's Adult Education Office and

California's state leadership projects (including CASAS, CALPRO, and the California Adult Education Program). Task II also has two sections: (C) Provide programming and hosting of CDE AEO's online application and reporting environment, and (D) Provide programming and hosting of technology information and tools for learning. The Annual Report's Appendices includes OTAN's four quarterly reports from July 2022 through June 2023.

More detail as to the structure of the report can be found in the Table of Contents.

Highlights

OTAN had some notable accomplishments during the 2022–23 year, including the following:

- [OTAN continued to serve the California adult education field through a variety of professional development offerings and other initiatives.](#)
- [OTAN began the fourth two-year cohort of the Digital Leadership Academy \(DLAC\) with nine new agencies.](#)
- [OTAN hosted its first-ever hybrid Technology and Distance Learning Symposium.](#)
- [OTAN honored four successful adult education students at two events for the first time.](#)
- [OTAN began offering training and resources on artificial intelligence in adult education after the introduction of ChatGPT and other AI tools.](#)
- [OTAN sunsetted its Moodle LMS site and continued its transition to making the Canvas LMS as well as training and resources available to adult education agencies around the state.](#)
- [OTAN developed a variety of implementation materials that complemented the Digital Learning Guidance.](#)
- [OTAN supported the WIOA II Request for Application \(RFA\) process for adult education agencies interested in participating in the 2023–27 funding cycle.](#)
- [OTAN continued to support the CDE Adult Education Office and its fellow State Leadership Projects by providing training and technical support.](#)
- [OTAN improved multiple websites for enhanced use by both staff and SMEs as well as external users.](#)

This Report

The CDE Adult Education Office, Career and College Transition Division (CCTD), has contracted with and funded OTAN via Contract CN220124 from July 1, 2022, through June 30, 2023. The source of the funding is the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act grant. 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).

The Sacramento County Office of Education, the current fiscal agent for Contract CN220124, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of OTAN work completed during the 2022–23 contract year.

Provide Professional Development Opportunities Online and In-Person Via Workshops, Webinars, and Other Delivery Models to All WIOA-Funded Adult Education Agencies in California

Foster and Support the California Adult Education Program and Instructors

Professional development is a key service for OTAN to provide to the field. OTAN provides professional development opportunities in several session formats, including in-person workshops at adult education sites, virtual real-time workshops using video conferencing software, conference and event presentations, access to online self-paced modules on topics relevant to adult education teachers, and more.

In addition to OTAN staff who provide professional development to adult educators, OTAN recruited Subject Matter Experts (SMEs) from the adult education field who have demonstrated expertise and promising practices in technology application and integration as well as online and blended learning implementation. In 2022–23, OTAN staff identified and hired 25 external trainers to share their expertise conducting in-person and online workshops and presentations. External trainers also presented at conferences throughout the year. Additionally, some SMEs were hired for their expertise in managing various Learning Management Systems, including the OTAN-managed Moodle and Canvas instances, reviewing the new Continuous Improvement Plans for the CDE Adult Education Office, and revising the Course Approvals system for adult education agencies.

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 in-person and online workshops, webinars, and access to self-paced courses. OTAN sessions support integration of technology in the online classroom as well as OTAN's efforts to enhance and enrich online education and curriculum for Adult Ed providers. In the past year, OTAN served over 2,100 adult educators during 176 scheduled online workshops, webinars, and in-service events, as well as 18 Targeted Assistance and Coaching sessions (TACOs), which are “on-demand” informal training and troubleshooting sessions designed to meet more immediate, spontaneous needs. In addition, OTAN hosted several online meetings, webinars, and special

sessions that supported participants for special projects such as the Digital Leadership Academy, the California Adult Education Digital Learning Guidance, the California Distance Learning Cooperative (CDLC), the California EL Civics Exchange, and the Training of Trainers (ToT).

To support these professional development efforts, OTAN continues to work closely with its own Subject Matter Experts (SMEs) to create, review, and revise, their presentation 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. These resources are made accessible before distribution and are written under a Creative Commons Attribution license; teachers are encouraged to reuse or remix these materials and distribute them to their colleagues.



22–23 Training Summary


176 Training Sessions $\frac{2148 \text{ Attendees}}{3468 \text{ Registrants}} = 61.94\% \text{ Attendance}$

- 619 Attendees for
- 36 In-Person Trainings
- 1406 Attendees for
- 132 Online Trainings
 - 123 Attendees at
 - 8 OTAN Tech Talks

plus!
18 TACOs over 14 hours

Exhibit 1.1

22–23 Training Evaluation Summary

27.23% Completion Rate ←  **585 Evaluations from 2148 Attendees**

Evaluation Questions	Agree or Strongly Agree	No Opinion, Disagree, or Strongly Disagree
Objectives of the training were clearly stated:	95.88% (559 responses)	4.12% (24 responses)
Training was well-paced:	92.62% (540 responses)	7.38% (43 responses)
Training met attendees' needs:	87.82% (512 responses)	12.18% (71 responses)
Attendees felt comfortable enough with learned skills to use them on their own:	86.90% (504 responses)	13.10% (76 responses)
Would recommend an OTAN workshop to a friend/colleague:	96.17% (553 responses)	3.83% (22 responses)
Overall average:	91.87% (2668 responses)	8.85% (236 responses)

Exhibit 1.2

Evaluation information and links are announced during and at the close of most OTAN events, and reminders are sent automatically to those who attended the day after; additional messages are also sent when appropriate. The OTAN team regularly discusses solutions for ongoing improvement of evaluation collection and submissions.

With collaboration and input from our OTAN Advisory Committee (OAC), OTAN also strives to identify and offer new and relevant professional development opportunities to the field. Through this collaboration, along with consultation with our SMEs, a need was identified to create series sessions whereby topics were identified and grouped as a progressive sequence and made available as series during the 2022–23 contract year. A few sample workshop series with titles and abridged descriptions are included here:

A11y: Accessibility Series

The Accessibility (A11y) series of workshops will guide participants through a variety of tools, resources, and learning modules around Accessibility. Sample titles and abridged descriptions include:

- **Creating Accessible Documents for Everyone** – Provides basic information, vocabulary, and general information on accessibility. Adding key accessibility features to documents and presentations as well as the tools available to check for 508 Compliance.
- **Accessibility in Microsoft** – Guides participants through a variety of tools, resources, and learning modules around accessibility tools contained within Microsoft Word and PowerPoint.
- **Accessibility in Google** – Shows participants how to create accessible Docs and Slides. Introducing add-ons, like Grackle, to assist in accessibility checks will also be shown and modeled as well as Chromebook accessibility features.

Instructional Practice Series

Teaching, now more than ever, requires that students become engaged with the instruction. Along with organizing time and activities, teachers must also find and organize content that is specific to the classes they are teaching. This series contains sessions that cover engagement, practices for online instruction, and tips for teachers in developing curriculum using different online apps with their students. Sample titles and abridged descriptions include:

- **Best Practices for High-Quality Online Instruction** – This session demonstrates how teachers can use tools within and external to a course management system for instruction, student practice, and assessment that are well-suited to various tasks within the discipline or subject.
- **Engaging Instruction** – This session provides focus on engagement practices using specific platforms (like Google Workspace and Microsoft Office) or exploring specific tech tools and apps that can be used to engage in a classroom, hybrid, or blended setting.
- **Using Technology to Amplify Student Voice** – During this session, participants learn how they can empower students to speak up using a variety of technology tools. Guided practice includes discussion on the technology and different apps as they are explored for use in an adult education classroom to give students voice.

OTAN also continued to develop new titles for sessions this year including:

- **Building Communication and Community with Students** – This session helps build communication skills and techniques to use with students. Different communication ideas that build a solid community within and beyond a classroom setting will be modeled.

- **HyFlex: Simultaneous Instruction** – This session gives teachers and staff ideas as well as information on how to deliver content and instruction using HyFlex. A hands-on version is available as well where attendees are shown how to set up and use different online systems including Zoom, Meet, and OWLs.
- **OERs: Opening, Demystifying, Finding, and Using** – This session takes a deep dive into Creative Commons licenses and the 5 R's that make up OERs.

Planning Conference Presentations

Each year, OTAN meticulously plans its conference schedule, strategically assigning OTAN staff and SMEs to represent OTAN in presentations covering diverse topics such as technology integration, online and blended teaching, and various delivery methods relevant to adult education programs.

At the start of each year, OTAN staff convene to make informed decisions about the adult education and technology conferences that offer the most strategic value. This process not only helps promote OTAN's services but also provides a valuable opportunity to discover new resources and innovative methods for incorporating technology into adult education programs. Once the conference selections are approved by the CDE Contract Monitor, OTAN staff and SMEs are then assigned to specific conferences. Subsequently, they collaborate to create and submit presentation proposals to conference committees. As these proposals get accepted, the team works diligently to develop presentations and any necessary handouts, all of which undergo approval by the CDE Contract Monitor to ensure the highest quality standards are met.

This year, OTAN staff and SMEs presented 73 unique titles 86 times to approximately 1,964 attendees. OTAN was represented at national, state, and regional events at 14 different conferences, not including its own Technology and Distance Learning Symposium, that were either in-person or online and in some cases hybrid (in-person and online).

A sampling of conference presentation titles and OTAN presenters include:

- **CATESOL 2022:** *Tech Up Your Citizenship Class*, Susan Gaer; *Teaching Vocabulary with Tech*, Kristi Reyes; *Accessibility Considerations for Adult Education*, Diana Vera Alba
- **CAEP Summit 2022:** *Getting Started with Blended Learning*, Anthony Burik; *New Teacher in Adult Education? Let Me Show You the Way!*, Alisa Takeuchi; *CK-12: Expanding Digital FlexBook for Adult Education*, Debbie Jensen; *Instill ESL Students' Confidence in Writing with Collaborative Tasks*, Kristi Reyes
- **CCAE State 2023:** *Get to Know Your Muslim Students*, Neda Anasseri; *Spotlight on Projects for All Teaching Modes!*, Barry Bakin; *And...Roll! Canvas LMS Is Now Accessible to Adult Ed Providers*, Renee Collins

Targeted Assistance and Coaching Opportunity

Targeted Assistance and Coaching Opportunities (TACO) continue as a method of support for adult educators using Zoom, Teams, or Google Meet. An addition to email and phone support, TACOs are scheduled between OTAN SMEs and adult education staff who have relatively quick questions about online apps, settings, account permissions, or information after a workshop. A TACO is created for up to four participants and scheduled for no longer than 20 minutes with an OTAN trainer or SME. To date, TACOs have been scheduled for Canvas setups and administration, Google apps and settings, as well as using Canva to create homepage graphics.

OTAN Tech Talks

OTAN Tech Talks is a monthly opportunity to stay up to date with the latest in education technology, blended learning, distance learning, formative assessments, communication tools, and much more. These engaging sessions bring together OTAN trainers, guest speakers, and our expert staff to provide a quick and focused exploration of tools, techniques, and invaluable tips tailored specifically for busy adult education teachers.

Each month, we delve into a fresh topic, equipping participants with valuable insights, video resources, informative articles, and the chance to have their individual questions addressed. As an added benefit, we archive these sessions on the OTAN website and our YouTube channel. This means that even after the live event, teachers can access these recordings whenever they need additional support, making it easier than ever to enhance their teaching skills with the latest educational technologies.

Samples of OTAN Tech Talks titles include:

- ***Google Keep for Teachers***
- ***Supporting ESL Students in CTE Pathways***
- ***Creative Ways to Engage All Levels of Online Learners***

The Continuous Improvement Plan and Course Approvals

OTAN staff and SMEs also support initiatives in the adult education field such as the Continuous Improvement Plan and Course Approvals.

While the Continuous Improvement Plan (CIP) is usually an annual deliverable, there was no CIP conducted in 2022–23 due to adult education agencies working on the WIOA RFA which was due in 2022–23 for a new four-year term. However, two SMEs revised training materials and created a handbook for CIP reviewers for future submission and scoring periods.

Work also started with the Online Application and Reporting Course Approval page update. OTAN formed a committee consisting of the State Director for Adult Education, two CDE education program consultants, two SMEs, and the OTAN director that met throughout the year. The work included reviewing and updating content, Ed Code, and CTE course options.

The site went live in June after testing with all the new CTE course codes. OTAN presented the changes to the CDE staff and planned to offer a webinar for the field in August 2023 in preparation for the launch of the revised site in PY 2023–2024.

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

A substantial amount of effort goes into identifying the unique talents and areas of expertise held by our SMEs. To orient them to OTAN’s policies and procedures, SMEs were invited for a two-day Training of Trainers (ToT) event held on Thursday and Friday, August 18–19, 2022. Since COVID stay-at-home orders had eased throughout 2021–22, OTAN decided to offer the ToT in a hybrid format for the first time. SMEs were invited to join ToT in-person at SCOE or online through the online conferencing software Zoom.

The activities during the two days included discussions and demonstrations:

- Discussion about blended learning and how to reference blended learning in training activities throughout the year
- Information about the new BEST and TIPS courses organized and offered by SMEs
- Training workflow (scheduling, conference presentations, training database, Microsoft Office and Adobe access for SME work, etc.)
- Procedure review: Timesheets and time tracker, administrative support for SMEs
- Continued training on making accessible, 508-compliant PowerPoints, handouts, and videos, with focus on addressing color contrast issues
- Sharing tech tools for the classroom and work productivity

For more details and information [view the full ToT 2022 Agenda](#). 

Recordings of both days of the event and related resources were posted in the Training of Trainers online course on the OTAN Canvas site. For any trainer who was unable to attend some of the training but who had attended previous ToT events, there were no concerns over familiarity with their responsibilities and tasks. Individual orientations and reviews of policies and procedures were given to those requesting the review to ensure everyone had the same information or for clarification.

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 with OTAN trainers.

The selection of professional development opportunities helped ensure the outcome would always be to provide the best customer service experience to the field. During the 2022–23 contract year, OTAN staff attended 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, Google for Education, Microsoft Office tools in Education, and newer topics such as augmented and virtual reality.

Professional development opportunities included the following:

- IDEAL Consortium Institute, Online
- CCAE Sections, Online, and its statewide conference, In-person
- CATESOL Regionals, Online, and its statewide conference, In-person
- CAEP Summit 2022, Online
- ACSA 2022 Leadership Summit, In-person
- Zoomtopia 2022, Online
- Adobe Max 2022, Online
- CAEAA 2023 Conference, Online
- CDE AEO State Leadership Meetings, Hybrid
- COABE 2023 National Conference, Online
- CUE Spring Conference 2023, In-person
- CASAS Summer Institute 2023, In-person
- ISTE Live 2023, In-person

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.

Conduct OTAN Advisory Committee (OAC) Meetings

Host In-Person and Virtual OAC Meetings Annually

The main purpose of the OTAN Advisory Committee (OAC) is to monitor and impact the big picture or vision of OTAN, celebrate successes, address issues of concern, and develop strategies to address the concerns. OTAN feels that it is essential to have a platform in which our adult education agencies can voice their interests, concerns, and needs. OAC is comprised of a mix of administrators, teachers, site-support personnel, partners, CDE and State Leadership project staff, and a mix of OTAN staff from the development and training teams. In 2022–23, OAC also had three student representatives. Members represent a range of geographic regions, partnership organizations, and program sizes.

OAC met twice in 2022–23. With agency travel limits still in place in some cases due to the pandemic, OAC members agreed that virtual meetings should continue via Zoom. The

September 15, 2022, meeting took place from 9:00 a.m. to 12:00 p.m. and had 37 attendees. The March 15, 2023, meeting took place during the same time with 36 attendees.

The first part of each OAC meeting was designed to include OTAN updates on targeted deliverables, but the bulk of the meeting was reserved for gathering OAC member input on OTAN tasks and educational technology requirements of the field. Participants worked in Zoom breakout sessions to discuss and make technology recommendations on topics including the role of blended and distance learning in post-pandemic programming, marketing campaigns and recruitment innovations, development of digital literacy skills for staff and students, and integration of technology in in-person classes and within support services such as registration, orientation, tutoring, and more. Members also provided feedback on best practices for hybrid courses, embracing mastery learning, individualized differentiation, artificial intelligence (or AI), device access/partnerships, and Canvas training for instructors.

OTAN will focus on these latest recommendations as we move forward in 2023–24. A save-the-date for an in-person fall meeting was set for September 29, 2023. Members who cannot otherwise travel will have an option to participate online in a hybrid format.

Host the Digital Leadership Academy (DLAC)

Transforming Adult Education through Digital Leadership

The Digital Leadership Academy (DLAC), a two-year initiative that evolved from OTAN's Technology Integration Mentoring Academy and Online Teaching Academy, has been at the forefront of empowering adult education agencies. Through DLAC, OTAN continues to effectively support participating agencies by providing them with a guided framework with which to align their resources and the unique objectives outlined in their Continuous Improvement Plan (CIP), a critical requirement for WIOA-funded adult education agencies. In the 2022–2023 year, DLAC participants embarked on the first year of their hybrid-learning journey combining online and in-person experiences, fostering team building, and promoting the exchange of knowledge through copious collaboration opportunities. In addition to on-site and virtual meetings with DLAC coaches, the entire cohort met with OTAN staff in-person throughout the year.

In October 2022, DLAC teams gathered to meet one another, collaborate, learn more about the strengths and styles of their individual team members, and to solidify their ideas regarding the project they would be tackling over the next two years. In-person sessions in January 2023 focused on strengths, conflict resolution, and coaching strategies.

In May 2023, DLAC teams gave mid-project updates by presenting their progress in-person to the rest of the cohort and to DLAC staff. During this event, teams also unveiled their plans for year two, collaborated about upcoming challenges, learned from expert guest speakers, and celebrated the end of their first year of propitious professional growth.

The DLAC journey continues to transform adult education by advancing digital leadership, enriching lives, and empowering learners and educators alike. DLAC is well received by all participants as evidenced by glowing reviews on first-year, post-meeting surveys, such as:

- 97% overall satisfaction rating
- 96% positive rating when asked if information presented would help participants towards agency goals
- Over 70% positive comments when participants were asked to provide overall feedback regarding the DLAC experience (positive or negative) in an open-ended format. Some comments included:
 - “The DLAC training days are filled with topics and activities that are so important to learn! I really do not have any suggestions for improvements...keep up the good work!”
 - “It was all very well organized, deeply satisfying, and inspiring.”
 - “There was a good balance of activities and information presentation. We had fun learning, and I look forward to the follow-up activities and the next meeting. All aspects were well organized, and I appreciate OTAN/SCOE 's hospitality.”
 - “Honestly, it was all wonderful. I didn't want it to end.”
 - “Please don't change anything!”



Exhibit 1.3

The continued success and positive reception of DLAC is attributed to the dedicated DLAC team, featuring OTAN staff and experienced coaches, and the exceptional professionals in each cohort. The 2022–2024 cohort, OTAN’s 4th DLAC cohort, attracted applications from nine agencies and welcomed 28 participants, including the California Department of Corrections and Rehabilitation (CDCR), our largest group, and Los Angeles Unified School District (LAUSD) pioneering the Adult Education Virtual Academy (AEVA). What follows are some reflections from each agency after participating in the first year of DLAC.

“I learned tools I can use that I didn't know about before!”

– Online Formative Assessment Tools participant

AGENCY	PARTICIPANTS
Apple Valley Adult Education	Adele McClain, Claudia Escobar, Melina Bezada
California Department of Corrections and Rehabilitation	Lynne Ruvalcaba, Bryan Boel, John Richards, Patrick O’Neill, Vera Valdivia-Abdallah, Erin Case
Clovis Adult Education	Chun Hee McMahan, Hannah Gandy, Elaine Sims
East Side Adult Education	Michelle Chuang, Michael Delaney, Maricel Manglicmot
Folsom Cordova Adult School	Abram Jones, Cindy Knoble
Grossmont Adult Education	Jennifer Owens, Jenna Hanson, Nichole Middleton, Barbara Van Dyken
Los Angeles Unified School District AEVA	Bernadine Gonzalez, Josh Eick, Prishay Wilson
Torrance Adult School	Ryan Whetstone, Hilary Estes, Meredith Tait
Victor Valley College	Martha Mendez, Lilia Aguirre, Rebecca Monjaraz

Exhibit 1.4

Apple Valley Adult Education

Apple Valley Adult Education (AVAE) has experienced significant growth, now serving over 640 students, with a primary focus on ESL and GED programs. They credit DLAC’s IDEAL 101 course and the site plan for streamlining registration and orientation processes, fostering improved communication among team members, and identifying clear transitional pathways for students.

DLAC training, particularly in team building, conflict resolution, effective communication, and harnessing individual strengths, has proven highly beneficial. Challenges were encountered, such as navigating two different systems (AVAE and Victor Valley College, below) and aligning projects, but these were effectively addressed by making strategic staff assignments and gaining a better understanding of available resources.

Looking ahead, Apple Valley Adult Education aims to provide continued support for enrollment, expand their course offerings, and establish data sharing agreements. They express the need for assistance with software navigation to enhance their operational efficiency.

California Department of Corrections and Rehabilitation (CDCR) – Office of Correctional Education

The CDCR’s Office of Correctional Education (OCE), entrusted with providing educational programs for incarcerated individuals, embarked on a transformative journey by joining the DLAC initiative. This strategic move allowed them to meticulously craft individual site plans and a comprehensive technology blueprint that seamlessly aligned with their program goals and unique technological requirements. What sets the CDCR apart is their remarkable adaptability within the DLAC framework. They ingeniously tailored the IDEAL 101 course to cater to their distinctive needs, achieving significant strides in meeting their program objectives. Their ability to efficiently integrate DLAC’s training in areas such as team building, conflict resolution, communication, and harnessing individual strengths to drive collective success is indeed noteworthy.

Although challenges initially loomed in aligning DLAC with CDCR's specific needs, the organization adeptly maneuvered past these hurdles through strategic adjustments. Looking ahead, CDCR envisions building upon their meticulously crafted strategic plan, enhancing digital literacy across their programs, and expanding their digital offerings. Their participation in DLAC is not just impressive; it's profoundly impactful. Their unwavering commitment to education and adaptability within a complex correctional system is commendable. The collaborative spirit cultivated within CDCR holds the promise of benefiting the entire organization, reflecting in notable milestones such as the development of site plans, the inception of a strategic plan, and the establishment of an Educational Technology Advisory Committee. CDCR's respectful approach to education, centering on rehabilitation rather than punishment, is both insightful and praiseworthy, setting a humane standard within the correctional system. Their successful adoption of technology, exemplified by the provision of laptops to students and the seamless integration of Canvas, has had a transformative effect on student morale and self-esteem, reaffirming the power of education within correctional facilities. Their partnerships and collaboration with CSUS reflect a sense of hope and optimism among students, making them a beacon of progress within the correctional education landscape.

CDCR's ability to harness individual strengths within their team serves as a model that should be widely shared throughout the organization. This strengths-based approach holds immense potential for fostering positive, long-term change within the correctional system, with the active involvement of advisory groups ensuring the sustainability of these efforts. Their respect and collaboration with "custody partners" are invaluable, bridging the often-challenging gap between education and incarceration. In a challenging correctional environment, CDCR's adaptability is praiseworthy, demonstrating their unwavering commitment to the education and rehabilitation of the incarcerated population. Their participation in DLAC serves as a testament to how meaningful change can be achieved within a large and intricate system, setting an example for others facing similar challenges. Their contentment with OTAN's support indicates their readiness to continue their transformative journey independently, further exemplifying their dedication to fostering education within correctional facilities.

Clovis Adult Education

Clovis Adult Education, with its focal point on career technical education in health careers, has strategically outlined clear objectives. Their goals revolve around transitioning from Moodle to Canvas and ensuring the proficiency of nursing instructors in utilizing this digital platform. IDEAL 101 has played a pivotal role in providing structure to these objectives, enhancing time management, and improving overall goal attainment. Their primary aim is to equip all nursing instructors with proficiency in effectively utilizing Canvas.

Their significant progress is evidenced by the successful migration of all classes to Canvas, achieved with minimal disruptions, and the establishment of an "All Things Canvas" classroom. Looking ahead, their envisioned next steps encompass the completion of forms and digital training for instructors, with potential periodic DLAC assistance for project oversight.

The presentation by Clovis Adult Education was highly regarded for showcasing how DLAC has not only refined their program goals but also furnished the much-needed structure

and focus for tangible progress. Their unwavering commitment to leveling the playing field with technology in the medical field is commendable, and the seamless transition to Canvas is a testament to their technical prowess and adaptability. The delicate balance they maintain between adhering to medical standards and regulations, while meeting the unique requirements of adult education, is recognized as a significant achievement. Additionally, their practice of sharing personal learning journeys and nurturing new educators as leaders demonstrates a strong commitment to knowledge dissemination and empowerment within their educational community.

Their commendable efforts in transitioning from Moodle to Canvas, encompassing the successful entry of 89 courses into Moodle, are highly noteworthy. The emphasis on fostering a sense of community among their students is deeply valued, acknowledging its substantial impact, both socially and educationally. To effectively measure their goal of ensuring all instructors are proficient in Canvas, it is recommended that they establish specific, measurable objectives and interim measures of progress to celebrate incremental achievements along the way. Their approach of leveraging individual strengths and meeting educators at their current technology adoption levels is hailed as a brilliant strategy. As they outline their plans for the second year, including the implementation of forms and additional training, it is evident that their persistence, unwavering dedication, clear vision for the future of nursing training, and cohesive teamwork are the driving forces behind the success of their program.

East Side Adult Education

Located in San Jose, East Side Adult Education (ESAE) serves a diverse student body, with its ESL department being the largest. Within the DLAC framework, ESAE has set ambitious goals focused on closing the technology gap, advancing digital literacy, and seamlessly integrating technology into their educational practices. These goals are in line with the overarching DLAC mission of transforming adult education through digital innovation. To overcome challenges related to resource refinement and practice enhancement, ESAE has laid out a proactive plan for implementation in Fall 2023.

The team's presentation highlighted their fundamental commitment to leveraging individual strengths, leading to the effective execution of various program components. These diverse talents collaboratively contribute to the program's overall success, underlining the significance of continued sharing of individual efforts to maintain a collective focus on overarching objectives. ESAE's commitment to supporting teachers through specific plans is commendable, emphasizing ongoing feedback to refine methods and ensure teacher success. The introduction of a Blended Learning Lesson Plan model provides educators with a structured format while fostering freedom and creativity within this framework, ultimately promoting teaching excellence. Impressive strides have been made in adopting Northstar, Canvas, and IDEAL 101, positioning ESAE as a potential resource for other DLAC participants, especially with the continued growth in Canvas usage. Their future plans, including the acquisition of technology resources and expanding ESL classes, reflect a strong commitment to providing diverse opportunities for their students, and their unwavering focus on student success and strengths-based approaches are commendable. These reflections serve as instrumental reference points for shaping future initiatives and fostering positive change within the program, and we eagerly anticipate the opportunity to visit and further engage with ESAE's program.

Folsom Cordova Adult School

Folsom Cordova Adult School (FCAS) has set forth a comprehensive array of goals, focusing on skill identification among learners, the seamless integration of language learning and digital literacy, heightened student engagement, progress monitoring, and the nurturing of a supportive learning environment. In pursuit of these objectives, their upcoming endeavors encompass further Northstar integration and feasibility studies for Canvas implementation. FCAS radiates a spirit of determination and success, and we commend their dedicated efforts.

FCAS showcased their creativity with a super-hero-themed presentation that actively involved the audience. This creative spirit is likely emblematic of their day-to-day leadership within their school. Their clear vision, emphasizing equity improvement, knowledge enhancement of Canvas, technological advancement, and the provision of HyFlex classes, reflects its central role in guiding their actions. FCAS's commitment to understanding and utilizing strengths within their team and staff is laudable, emphasizing the importance of this approach in fostering a positive and efficient work environment. Their approach to equity, offering students a plethora of learning choices and alternatives, along with the use of a survey tool, appears promising. The plan to set up pilot classes and schedule training sessions is a logical progression in FCAS's program, with the call to celebrate smaller milestones serving as a valuable reminder of the importance of recognizing incremental successes. Acknowledging the pivotal role of their supportive and enthusiastic principal highlights the significance of administrative collaboration in ensuring the program's future success and sustainability. In summary, FCAS's presentation exudes positivity and energy, reflecting their commitment to driving their plans forward.

Grossmont Adult Education

Grossmont Adult Education's recent program review presentation showcased a range of significant achievements and areas for development within their educational program. Their clear objectives, friendly and positive demeanor, and the philosophy of teachers learning alongside students were particularly commendable. The team's adventurous and experimental approach to education was recognized as a sustainable strategy. The introduction of before and after class sessions, which blend literacy training with course content, was praised for its innovative approach. Grossmont's emphasis on teamwork and utilizing individual strengths was noted as a significant strength. It was suggested that the team continue to celebrate their successes along the way and to monitor the issue of device accessibility, as 71% of students lack devices for online study. Additionally, further clarity on the orientation program and the selection of key objectives for focused monitoring were recommended. In conclusion, Grossmont's dedication to providing quality education, integrating technology, and supporting students was evident in their presentation, making them a notable example in the field of adult education.

Grossmont Adult Education's Technology Integration Plan has several objectives, primarily focusing on ESL programs and expanding technology integration. Their next steps involve further Northstar integration, piloting Canvas, and HyFlex opportunities.

Los Angeles Unified School District (LAUSD) – Adult Education Virtual Academy (AEVA)

AEVA, a part of LAUSD, embarked on its journey in August 2022, and in a relatively short span, has achieved notable milestones. Key accomplishments to date include a remarkable surge in registered students, significant expansion in class offerings, and robust staff growth. The DLAC training, particularly in communication and conflict resolution, played a pivotal role in fostering effective collaboration among AEVA team members.

While the journey has been marked by successes, it has not been without its share of challenges. Maintaining accountability with limited staffing and navigating through setbacks, including the principal's leave of absence, presented hurdles to overcome. However, AEVA responded effectively by completing its site plan, recording substantial growth in student enrollment and staff, and demonstrating a commendable capacity to adapt and thrive.

Looking forward, AEVA has set ambitious next steps, including program expansion, enhanced student resources, increased staff recruitment, and professional development. The team also seeks support in specific areas, such as software navigation. AEVA's journey is a testament to their remarkable growth and adaptability, with their commitment to students and responsive approach at the forefront of their achievements. Their story serves as an inspiring example of a dynamic and innovative educational program.

Torrance Adult Education

Torrance Adult School (TAS) is an educational powerhouse serving a substantial population of 2,350 students across multiple campuses, with a primary focus on ESL, Adult Basic Education (ABE), and Adult Secondary Education (ASE). Their commitment to enhancing ESL programs, harnessing digital tools, and expanding online and distance learning options reflects their dedication to meeting the diverse needs of their student community. The presentation by TAS shed light on their commendable efforts, and their mission to fight for the digitally disenfranchised stands as a testament to their vision.

One standout aspect of TAS's approach is the collaboration between teachers and administration, a partnership that bodes well for their future endeavors. Their well-defined objectives, including promoting digital integration for ESL, implementing HyFlex ESL and ABE classes, conducting professional development, introducing Northstar Digital Literacy, and utilizing Canvas, provide a clear roadmap to guide their mission. TAS has achieved significant progress, from incorporating technology into all ESL classes to offering online and distance learning options for ESL and Citizenship. Their commitment to sharing, implementing Northstar proctor training, and adopting Canvas on a substantial scale showcases their remarkable accomplishments. Moving forward, their Phase II plans for Northstar, integration with ABE/ASE, and incorporation of Northstar Computer Basics into ESL reflect a forward-looking strategy. However, it's essential for TAS to prioritize goals to avoid overloading themselves and to establish specific measures of progress for more precise evaluation of their success. Their eagerness to collaborate with DLAC partners is commendable, and crafting a concrete plan for collaboration, such as visits and resource sharing, will likely yield fruitful outcomes. TAS's active participation in DLAC, coupled with their commitment to fostering a culture of learning

within their team, positions them as invaluable assets to the education community. Their programs hold immense promise, and a visit to witness these initiatives in action is eagerly anticipated.

Victor Valley College

Victor Valley College (VVC) and Apple Valley Adult School share a collaborative vision to provide top-notch ESL courses to the Apple Valley community. Their transformative journey within the DLAC framework has yielded remarkable outcomes, significantly elevating ESL services, amplifying student enrollment, and invigorating student engagement. Their pursuit of excellence remains undeterred, with a continued call for support in strengthening team dynamics and seamlessly integrating technology.

The DLAC program stands as a testament to pioneering the transformation of adult education through digital leadership. It has empowered educational agencies to not only adapt but thrive in a swiftly evolving landscape. The impact of DLAC on VVC and Apple Valley Adult School is a testament to the profound change that can be achieved when innovation and education converge, enhancing the learning experience for countless students in the Apple Valley Community.

Looking Ahead to Year Two

The Digital Leadership Academy (DLAC) will continue its mission in 2023, driving innovation and excellence in adult education. DLAC's flexible approach has allowed agencies to align their unique objectives with the Continuous Improvement Plan, benefiting both learners and educators alike. The success of DLAC owes much to the dedicated DLAC team, the exceptional Cohort 4, and the invaluable participation of various agencies. The hybrid learning journey, blending online and in-person experiences, has fostered team building and knowledge sharing among participants.

These agencies exemplify how DLAC has enabled them to adapt and thrive in a rapidly evolving educational landscape, making strides in technology integration, student engagement, and program growth. The DLAC journey continues, and we eagerly anticipate the next chapter in this ongoing transformation of adult education.

Leverage Statewide Licensing of Technology-based Content

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. These include specialized offers via pilot programs, ongoing offers, and other resources from partner organizations, all in different program areas. For the 2022–23 year, OTAN offered agencies the opportunity to participate in two pilot programs: one with Northstar Digital Literacy, and the other with Learning Upgrade. OTAN continued support and access to several curriculum programs for the field: Infobase Learn360 and Classroom Video on Demand and NROC materials such as EdReady Math and EdReady English. In addition, OTAN provided adult educators access to online professional development through the Essential Education self-paced, online course Blended Learning in Adult Education. Finally, OTAN shared information about other products created and managed by partner organizations among adult education agencies in California.

ADULT EDUCATION AGENCIES NEW TO PILOT PROGRAMS SPONSORED BY OTAN	
Northstar Digital Literacy	Learning Upgrade
Apple Valley Adult School	Bassett Adult School
Burbank Adult School	Castro Valley Adult and Continuing Education
Castro Valley Adult and Continuing Education	Huntington Beach Adult School
East Side Adult Education	Los Angeles Southwest College
Jefferson Adult School (returning)	Manteca Adult School
Los Angeles Southwest College	Santa Monica–Malibu Adult Education Center
MiraCosta College	Tamalpais Adult School
Monterey Adult School (returning)	Visalia Adult School
Napa Valley Adult Education (returning)	West Valley Occupational Center, LAUSD
Palo Alto Adult School	
San Diego College of Continuing Education	
San Juan Adult Education	
Santa Monica–Malibu Adult Education Center	
Torrance Adult School	

Exhibit 1.5

Northstar Digital Literacy Project

Northstar Digital Literacy defines basic skills needed to perform tasks on computers and online. The ability of adults to successfully perform these tasks is assessed through online assessments. It is expected that teachers provide needed instruction and appropriate curriculum for each module either in a face-to-face or blended learning setting. Competency assessments are available in fifteen (15) different skill areas divided into three main areas:

- **Essential Computer Skills:** Basic Computer Skills, Internet Basics, Using Email, Windows, and Mac OS
- **Essential Software Skills:** Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Google Docs
- **Using Technology in Daily Life:** Social Media, Information Literacy, Career Search Skills, Accessing Telehealth Appointments, Your Digital Footprint, and Supporting K–12 Distance Learning

When an individual passes a proctored Northstar assessment, they obtain a certificate for that skill area. 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.

OTAN has been a sponsoring site for Northstar Digital Literacy for a number of years, supporting adult education agencies as official locations to provide testing services for digital literacy skills. In 2022–23, OTAN expanded the number of locations that it sponsored from

four to 15 by the end of the year (including itself as one of the agencies that it sponsored). For these new agencies and others in need of a refresher on the Northstar program, OTAN hosted a series of webinars presented by Northstar personnel in the winter as a way to onboard adult educators and orient them to both the assessments and learning resources.

In terms of usage, seven of the 15 locations had at least 10 learning hours on the platform. Among all agencies, the total number of unique users was 372 with 837 learning hours logged. These users took 2,250 assessments, of which 1,550 assessments were passed for an assessment pass rate of 69%. We know that some agencies new to Northstar had adult education staff take the assessments and spend time on the platform to become familiar with the product in anticipation of introducing students to the assessments and learning materials.

OTAN will extend its current pilot program through PY 2023–24 for these new and returning agencies.

Learning Upgrade

Learning Upgrade is a mobile app that enables agencies to rapidly upskill adult learners, including immigrants, refugees, and English language learners. Learners use an engaging smartphone-based learning program that teaches English, math, GED prep, digital literacy, and job skills. Over 3 million adults have completed lessons, including learners at the Los Angeles Public Library and Sweetwater Adult Education. According to Learning Upgrade, students average one year of growth every three months to reach proficiency, earn diplomas, and enter job training. Teachers get full access to the powerful Learning Upgrade Learning Management System for tracking and monitoring student activity.

OTAN entered into a pilot with Learning Upgrade at the start of 2023 to provide access for adult educators to use the app with adult learners through the first half of the year. The pilot provided an extension of the normal amount of time that Learning Upgrade provides in its trial period, which is three months, so that educators would have use of Learning Upgrade for the entire spring term through the end of June. During this time, nine agencies expressed interest in participating in the pilot and students at four of those agencies completed most of the lessons – almost 2,100 in total – recorded during the pilot.

During the spring, OTAN discussed with Learning Upgrade the possibility of extending the pilot into the 2023–24 year. This would provide adult educators more time to use the app to increase familiarity with the product and recruit additional adult education agencies that would like to be a part of the pilot.

Learn360 and Classroom Video on Demand

OTAN has held a long-term subscription to Learn360 (now owned by Infobase) with Classroom Video on Demand (CVOD) added in PY 2022–23. Learn360 + CVOD is a streaming multimedia resource primarily for K–12 schools. Teachers, students, and parents can access more than 191,500 media resources on any Internet-enabled device, anytime, anywhere, and engaging digital content landing pages make it easy to find a wealth of streaming video, eLearning modules, research databases, and eBook collections spanning a variety of core subject areas and grade levels. Learn360 + CVOD continually adds exciting enhancements,

including easier playlist creation, improved search features, and an improved standards interface. Learn360 + CVOD is a powerful tool for flipped classrooms, blended instruction, project-based learning, and 1:1 learning environments. Its media resources are provided by more than 600 top educational content providers, and that number is continually growing.

Initially, Infobase provided access to these services only through the OTAN-hosted Moodle LMS site, but through OTAN's partnership with Infobase, all adult education teachers through OTAN can create free Learn360 + CVOD accounts to access the variety of learning resources which can be added to the Canvas LMS and other platforms like Google Classroom.

In 2022–23, Learn360 users generated over 600 searches, almost 500 views, and almost 1,100 clicks, while CVOD users generated over 600 searches, about 220 views, and over 800 clicks. In addition to viewing and working with the videos on Learn360 + CVOD, users accessed other non-video content – games, activities, printables, and others – available on the platform. They could also add quiz questions to videos that could be used for student comprehension of the video content.

OTAN hopes to do more promotion of Learn360 +CVOD to the adult education field through webinars and conference presentations to let them know about the amount of video and related content that they can access for use in their classrooms.

NROC EdReady Math, EdReady English, and HippoCampus

Through an OTAN relationship with The NROC Project, access is available to the field to use EdReady Math and English as well as HippoCampus. EdReady is an NROC resource that allows learners to create a personalized learning path for both math and English, and OTAN hosts courses that are shared with the adult education field. 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. OTAN provides adult education agencies with 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 richer math and English courses as a benefit of OTAN membership.

Similar to PY 2021–22, the amount of student activity in EdReady courses in 2022–23 was almost negligible. Although there have been high numbers of users in the system in previous years, we were not able to get anywhere close to the level of activity that we've had before. This may be due to the need for more promotion and training to the adult education field that 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.

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. This is another resource that OTAN can promote more so that teachers and students can take advantage of the learning resources available through this platform.

It is hoped that through this partnership, and along with continued training and promotion of Open Educational Resources like NROC EdReady courses, adult education agencies within California will 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.

Essential Education

OTAN offers free access to online professional development for teachers to learn more about blended learning and 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. A few years ago, OTAN obtained a set number of licenses for access to the course and will continue to offer access until the licenses are consumed.

Other Partner Resources

OTAN partners with a number of adult education organizations and will periodically list curricular products created and maintained by those organizations for the benefit of adult educators. During the pandemic, OTAN worked with CK-12 to create an adult education page on its platform to house free, customizable textbooks in different program areas (ABE and ASE, then ESL and CTE). OTAN has also had a long-standing relationship with Internet and Media Services at the Sacramento County Office of Education and currently lists the IMS programs USA Learns English and Citizenship online courses as well as the Skills for the Nursing Assistant online course. Finally, OTAN has worked with ISTE in recent years on a number of initiatives and currently lists on the OTAN website the ISTE Skillrise initiative which focuses on upskilling workers in digital workplace competencies.

Host One Technology and Distance Learning Symposium (TDLS)



Exhibit 1.6

The annual Technology and Distance Learning Symposium (TDLS) 2023 showcased the importance of Digital Teaching and Learning to advance technology in education. TDLS 2023 was OTAN’s first-ever hybrid event hosted at the Chula Vista Adult School in the Sweetwater Union High School District, situated in the greater San Diego region. Chula Vista Adult School, as the 2023 host site, offered advanced technology options suitable for delivering a hybrid event, aligning with OTAN’s mission to showcase adult schools in California.

Call for Presenters and Proposals

The Call for Presenters form was revised to accommodate a hybrid conference format, providing presenters the option to present in-person or online. The Call for Proposals was launched in October, resulting in a total of 87 presentations submitted that addressed the Category Strands which included Digital Equity and Access, Blended and Hybrid Learning, Online Engagement and Assessment, and Program Administration and Coordination.

Registration and Attendee Diversity

The registration process was updated to include online payments for both in-person and virtual attendees. Registration opened in early January and closed a week before the start of TDLS. Online registration for virtual attendees remained open until the first day of TDLS. Registration numbers are as follows:

- A total of 369 people registered for TDLS, with 356 paid or complimentary. (13 people never paid, so they were not able to access the conference platform.)
- Among attendees, 177 were in-person, with 175 paid or complimentary.
- There were 192 online attendees, with 181 paid or complimentary.
- 155 registrants received complimentary access.
- Payment methods included 123 PayPal payments, 61 purchase orders, and 17 check payments.

TDLS welcomed a diverse audience of adult education instructors, administrators, support staff, and professionals from various organizations, including libraries, correctional facilities, and community-based organizations. Attendee numbers are as follows:

- Administrators: 45 attendees
- Staff: 49 attendees (support, counselors, librarians, etc.)
- Instructors: 170 attendees
- Unspecified roles: 83 attendees
- Vendors: 9 attendees

Presentation Variety, Bootcamps, and Planning

A total of 84 presentations were scheduled, providing attendees with nine to eleven different session opportunities per concurrent session block; each day, there were four session blocks. The keynote presented by Dr. Cherina Betters and the closing session, OTAN's traditional Tech Slam, received high praise from attendees.

Three 3-hour Bootcamps were introduced for the first time. The Bootcamp topics included preparing for Google Educator certification, an introduction to organizing Canvas modules and courses, and Microsoft tools for the classroom and office productivity. However, these sessions did not see high attendance. OTAN will consider whether to offer the Bootcamps again at TDLS 2024.

In terms of conference planning, OTAN staff organized the event's needs, including the platform, handouts, catering, and contracts. The Sweetwater/Chula Vista team collaborated with OTAN staff to address technology and facility logistics.

Web Analytics

TDLS 2023 was the conference's first-ever hybrid event, attracting 371 attendees from across California and even from states like Virginia. Approximately 52.3% of attendees participated virtually. During TDLS, the website received significant traffic, with 958 visits and 503 unique visitors. Pageviews reached 3,335, with 2,250 unique pageviews. The event attracted attendees and visitors from various cities and states, with California represented predominantly.

Conference Platform

The development team made multiple updates to the conference platform for TDLS 2023. The checkout process was enhanced to provide a more user-friendly experience, including adding options for checks and purchase orders (POs) for those who did not want to use PayPal. The conference platform added fields to reflect which presentations were going to be in-person, online, or hybrid with both a legend and an updated filtering system. This provided a clear path for users to navigate the schedule based on their needs and preferences.

The back-end system was also updated to provide a better experience for administrators. The registration panel was updated to allow admins to filter users by paid status. The back-end system also provided easier access to the conference statistics by simply logging in as an administrator and viewing the admin dashboard. Additionally, the emailer program was updated to save the last message to provide quicker access for modifications along with an additional option to email registrants who have not paid yet.

Symposium Evaluations

Attendees shared their thoughts on TDLS 2023, highlighting community building, clear communication, valuable sessions, and the variety of topics as key strengths.

- Attendees praised the breakfast offerings, with positive comments on the variety and presentation.
- The keynote address by Dr. Betters received high praise for its professionalism, inspiration, and energy.
- Attendees appreciated the hybrid format for its convenience and inclusivity.
- Some reported minor issues with sound and online participation.
- Suggestions included improving room moderator training and reducing time gaps between sessions.

Areas for Improvement

- Attendees requested more beginner-friendly sessions.
- Technical issues, especially with sound, were noted and should be addressed.
- Some felt there were too many concurrent sessions.
- Better communication between in-person and online participants is recommended.

TDLS 2023 was a successful hybrid event that brought together a diverse audience and offered valuable insights into technology and distance learning in adult education. Attendees praised the event's organization, variety of sessions, and the inclusion of hybrid options. Valuable feedback and suggestions have been noted for improvement in future editions of TDLS.

Provide Technical Support and Coordination for the Adult Education Students Succeed Honor



CALIFORNIA ADULT EDUCATION Students Succeed

Exhibit 1.7

Since the early 2000s, OTAN has managed the California Adult Education Students Succeed (CAESS) program. This includes a yearly process of celebrating adult learners who are successful because of the education received at adult education agencies. Those nominated for this award become honorees because they inspire and embody a resilient spirit, overcome difficult challenges, contribute within their own communities, and improve their own circumstances.



Exhibit 1.8
Nicholas Marks



Exhibit 1.9
Diana Viscarra



Exhibit 1.10
Helen (Hoa) Hoang



Exhibit 1.11
Melina Bezada

At the start of the 2022–23 year, OTAN was working with the four learners who received the highest scores from the 2022 nominations – Nicholas Marks from LAUSD Adult Education Venice Skills Center, Diana Viscarra from Sequoia Adult School, Helen (Hoa) Hoang from Simi Institute for Careers and Education, and Melina Bezada from Apple Valley Adult School – to create videos highlighting their success. (This was the first year that four learners were selected, an increase from two learners in previous years.) OTAN once again engaged in remote video production due to travel and location challenges to create the videos which were ultimately added to the Students Succeed website that hosts student success stories.

CAEP TAP (October 26) and ACSA (November 3) Conferences

With the shift from two to four honorees, two adult learners (Hoang and Bezada) were honored for the first time at the CAEP Summit, which took place online, while the other two learners (Marks and Viscarra) were honored at the ACSA Leadership Summit. Coordinating both honoree and nominator participation in both conferences requires a steadfast stream of communication about travel, disability accommodations, and their personal travel requirements based on where each live in California, which begins when the top four honorees were selected in May. CAEP and ACSA representatives were also contacted and briefed on any honoree needs for accessibility, table reservations, and shared files about the honoree for their presentation. On the days of each award ceremony, OTAN picks up the nominator and honoree from the airport (if traveling by air), and ensures they safely get to each event and back to their terminal for home. In addition, expenses for roundtrip travel/mileage, managing of receipts for parking, honoree reimbursements, and conference registrations are coordinated by OTAN staff.

2023 Students Succeed Nominations

Prior to the 2023 nomination window opening, from October to December, the nomination rubric was reviewed for accuracy and alignment to the WIOA goals. Also, changes to the nomination webpage reflected a clearer procedural process and updated rubric format. Beginning January 2 to Saturday, April 1, the nomination webpage opened on the OTAN website. A nomination may be submitted from any California adult education agency. Communication about the nomination process happened in the following ways:

1. Upcoming OTAN Activities Weekly Email Blasts—Nomination process listed weekly.
2. Social Media: Posted 2-3x/week as a reminder with the link and deadline on LinkedIn, Twitter, and Facebook.
3. News articles featured in the January, February, and March Digests.

Once the nomination window closed, three readers scored each nomination using the rubric, submitted scoring on an Excel Spreadsheet with comments, and then met to build consensus on four, top scoring nominees. Two were selected for the ACSA award and two for CAEP recognition.


Thirty-six nominations were turned in from agencies around the state. Thirty-two adult learners met the minimum rubric requirements for recognition on the CAESS webpage. Letters of Congratulations were emailed to every eligible agency, nominator, and honoree. In addition, a framed certificate with additional congratulatory messages and postcards were sent either to the agency or to the individual based on each nominator's response to the request. Agencies were required to approve an honoree's narrative and send a picture of each person. Honorees electronically signed the waiver provided by OTAN for their pictures and narratives to appear on the CAESS website. Additionally, each honoree's picture and story were added to the CAESS Students Page by the Web Development Team by the first week in June. Four Letters of Regret were emailed along with a stationery border with the nominator's words about each student to present to their adult learner. These tasks were completed by mid-May.



Exhibit 1.12

The top four scoring honorees, Ri’Keishia Seward, Cecilia Delgado, Francisco Solano, and Maria Cornellier were celebrated with letters to the following legislators: Congresswoman Nanette Diaz Barragan, Assemblymember Mike Gipson, Congressman Eric Swalwell, Senator Dianne Feinstein, Senator Aisha Wahab, Assemblymember Liz Ortega, Assemblymember Mia Bonta, Congresswoman Barbara Lee, and Senator Nancy Skinner. Before sending each email, a phone call had to be made to individual offices for the correct contact and email information. This occurred because a legislator’s email does not respond to an email address out of their district.

Celebratory Honoree Video

A “[Celebrating CAESS 2023 Honorees](#)”  slideshow/video was constructed, checked, and updated for accessibility and added to the CAESS About page. Each honoree is highlighted with their picture and words from their narrative. This video has been shared on social media and with all Subject Matter Experts, as well as included in OTAN Upcoming Activities, OTAN Digests, and the upcoming Fall Newsletter.

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

In 2022–23, OTAN continued working on a plan to provide technical support to rural agencies so that OTAN could truly serve a more representative and diverse group of adult education agencies across the state. During the year, OTAN continued its outreach through a variety of means to offer training and other opportunities to meet the needs of the field, but connecting with rural agencies in particular continued to be difficult for a variety of reasons. Sometimes, rural agencies are not aware of the assistance provided by OTAN and other state leadership projects, or they do not have enough staff to get involved in what OTAN can offer, or the agencies themselves have difficulty staying connected to OTAN due to their own technology challenges. Nevertheless, OTAN searched for ways to create connections with rural educators; for example, OTAN invited administrators and teachers from rural agencies to participate in the OTAN Advisory Committee, adding their voices to discussions about technology use and integration.

In the winter of 2022 and throughout the spring, OTAN organized project work with three SMEs to continue developing a coaching plan to better address the needs of small, rural agencies. Discussion included identifying potential agencies in northern, central, and southern California and researching data sources (CASAS, NOVA, Adult Ed Pipeline). Identifying candidates for technical assistance in rural areas will happen in part through exploration of current agency reporting that self-identifies needed assistance. OTAN staff continued to identify resources to educate themselves on potential rural education issues as well as examples of successful rural work from around the country that could be customized for agencies in California. Finally, staff prepared an introductory letter to send to potential rural partner agencies to encourage participation in this coaching activity.

After this notice was sent to the field in the spring about the rural coaching project, OTAN connected with two agencies—Corcoran Adult School and Palo Verde College. OTAN held introductory meetings with agency staff and met staff at spring adult education conferences. OTAN also made site visits to the agencies to learn more about the schools and their communities, as well as the technology goals that each agency had identified where OTAN could potentially provide support. OTAN will continue to communicate with the agencies for future partner work to best support these agencies.

Provide Information, Resources, and Technical Support

Research and Share Information on Emerging Technologies

During 2022–23, OTAN continued its dedication and support for digital literacy and enhanced training in the field of adult education through its work and research conducted in this period, focusing on new and continuing topics such as AI training, hyflex training, and hybrid and blended efforts. Many of these topics are informed by the California Adult Education Digital Learning Guidance which was posted on the OTAN website in September.

AI Training and Emerging Technologies

In response to the growing importance of artificial intelligence (AI) in education, especially since public interest in ChatGPT took off in November, OTAN has expanded its efforts to provide training and resources on AI integration in adult education settings. Initial workshops and webinars which began at TDLs 2023 were developed to help educators understand the potential of AI in improving learning outcomes. OTAN began tracking research initiatives that have been launched to explore AI-driven adaptive learning platforms that can personalize instruction for adult learners, enhancing their engagement and success. OTAN has collaborated with experts and organizations in the field to stay up to date on AI advancements and their applicability in adult education. Information on AI tools and best practices began to be disseminated to educators through various channels.

Hyflex Training and Hybrid Learning

OTAN has placed a strong emphasis on hyflex training models, recognizing their effectiveness in providing flexibility to learners. Hyflex workshops and training sessions have been designed to prepare educators to implement this approach effectively. Research has been conducted to evaluate the outcomes of hyflex learning in adult education, with a focus on learner engagement and achievement. OTAN's website now hosts a variety of learning materials on hyflex learning, offering resources, case studies, and practical guidance for educators interested in adopting this model. OTAN's IDEAL membership has added to our understanding of hyflex learning by learning from other educators around the country.

Blended and Hybrid Efforts

The concept of blended and hybrid learning continues to be at the forefront of OTAN's work. OTAN trainers offer effective strategies for blending online and face-to-face instruction. OTAN has collaborated with adult education agencies to develop and implement blended and hybrid programs that cater to the diverse needs of learners. Resources, lesson plans, and best

practices related to blended and hybrid learning are readily available on the OTAN website, enabling educators to make informed decisions about their instructional approach.

Digital Literacy

OTAN remains committed to promoting digital literacy among adult learners and educators. Specialized training programs on digital literacy have been designed to address the specific needs of adult learners who may have limited prior exposure to technology. OTAN has actively advocated for the integration of digital literacy into adult education curricula, recognizing it as a fundamental skill for the 21st century. OTAN's digital literacy initiatives extend beyond traditional classroom settings, with a focus on equipping adult learners with the digital skills necessary for workforce readiness and personal empowerment.

Continued Support and Outreach

OTAN's website continues to be a comprehensive resource hub for all things related to technology use in adult education. Efforts have been made to enhance accessibility and compliance with web accessibility standards. Online resources, Open Educational Resources (OER), lesson plan builders, and web-based activity articles are regularly updated to reflect the latest developments in edtech and instructional strategies.

Collaboration and Information Dissemination

OTAN remains actively engaged with the adult education community, promoting collaboration and information sharing. The California Adult Education Professional Development Calendar continues to serve as a central source of training information. Webinars, coaching sessions, mass emails, social media, and newsletters continue to be used as effective communication channels to inform educators about professional development opportunities, new edtech tools, and emerging trends. OTAN staff members continue to attend virtual and in-person conferences, sharing insights and knowledge gained from these events with the broader adult education community. Membership in relevant organizations ensures that OTAN stays informed about the latest tools and ideas in the ever-evolving edtech landscape.

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

One of the websites that OTAN has long maintained is the California Adult Education History website. The website content is based on the book *Meeting the Challenge: A History of California Adult Education, from the Beginnings to the Twenty-First Century*, originally published in 1995 and updated in 2005 to honor 150 years of adult education in the state, with related videos and interviews added at the time. In the intervening years, not much has been done to update the site with more recent developments, but a decision was made in 2020–21 to pick up where the book left off.

At that time, OTAN assigned a retired adult education administrator with a strong knowledge of adult education in California to research and review the current site. She provided an action plan addressing needed changes and revisions and a draft scope of work in late May of 2021. She began her contract work in the 2021–22 year based on her recommendations.



Exhibit 1.13
CA Adult Ed History Website Homepage

Work in 2022–23 included research and data gathering as well as guiding conversations with experts in the state who can serve as project advisors moving forward. Topics explored included funding and flex at the end of the 2000s, the reorganization of adult education towards a consortium model in the early 2010s, the continuation and evolution of distance learning, developments at CDE and with the State Leadership Projects, and the beginnings of the COVID-19 pandemic and its effects on adult education. Planning is also being done to include a wider range of voices and perspectives in the history of adult education in the last two decades than was previously done, both in the writing of content and video vignettes.

In the coming year, the implementation of ideas for revising the website and more field outreach will begin, as well as content creation and updates to the appendices included in the updated publication that will bring the history of California adult education up to date.

Continue Development of the Teaching with Technology Resource (TwT)

In 2022 and 2023, the OTAN training staff and Subject Matter Experts (SMEs) continued their collaboration with the OTAN programming team on the Teaching with Technology (TwT) resource, focusing on refining the TwT administrative submission site and public-facing website. These efforts were part of the ongoing commitment to provide valuable resources for adult education.

The TwT platform remained dedicated to instructional areas funded through WIOA, Title II, including English as a Second Language, Adult Basic Education, Adult Secondary Education, High School Equivalency, Career Technical Education (CTE), and Adults with Disabilities (AwD). SMEs who represent each program area are regularly aligning technology integration strategies with teaching content.

Throughout the 2022–23 year, the team made strategic additions and modifications to the platform. Substantial time and effort were invested in discussions and collaboration with the programming team to ensure the website's relevance to the evolving needs of adult education classrooms. During this contract year, SMEs modified 83 resources and added 27 brand new resources to the TwT website.

The newly enhanced TwT website boasts a user-friendly interface with improved accessibility features, making browsing, searching, and navigation more intuitive. This user-centric approach ensures that the platform caters to the diverse needs of educators and learners.



Exhibit 1.14
This image shows the Teaching with Technology front page on the OTAN website.



Exhibit 1.15
A Teaching with Technology page describing the Triple E Framework.

In addition to the website's overhaul, regular updates and a wealth of new materials, including lesson plans, were continuously added and updated throughout 2022 and 2023. This commitment to ongoing improvement reflects the OTAN team's dedication to serving the adult education community with valuable resources and up-to-date content. During 2022–23, there were 7,198 visitors to the TwT webpages with 5,315 of them being unique visitors.

Home / Resources / Teaching with Technology / Resource Details

[Home](#)

[Program Areas](#)

[CCRs Categories](#)

Q Search

Keyword

[Search](#)

Accessibility Features for ALL Our Learners


Quick links: [Top](#) [Lesson Plan](#) [Standards](#)

Details

Additional Websites: [Exploring Accessibility Features of Web Browsers](#) [Accessibility—for everyone, Microsoft](#) [Explore Google's accessibility features](#)

Activity Description

Accessibility is a requirement to meet the needs of our learners with disabilities, but as we include these features in our lessons, we improve the success for all our learners.



Source: [Unsplash](#) [by iMin Technology](#) (License: CC0/Public Domain)

Exhibit 1.16
A Teaching with Technology resource page about Accessibility Features for ALL Learners.

Provide and Support OTAN-created or Other Shared Courses

For many years, OTAN has provided and supported online courses that it has created or secured for the benefit of adult educators. For example, before sunsetting its Moodle LMS site at the end of 2022, OTAN provided 23 shared online courses on its Moodle server created by Subject Matter Experts (SMEs) who were current or previous 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. Through its partnerships with other adult education organizations, OTAN has a number of online courses that are also open educational resources available for educators

and students. Finally, OTAN will sometimes work with vendors to make resources available; for example, OTAN expanded its license with Learn360/Infobase to not only have access to its courses and lessons, but also to its Classroom Video on Demand resources that can be integrated with online courses.

OTAN has also been using its own developed online courses as the primary resource for some of its professional development for the field. For example:

- The Triple E course, which is designed to walk instructors through a process of designing lesson plans that Engage, Enhance, and Extend learning for students according to the Triple E Framework, began with 16 enthusiastic educators, some of whom included OTAN's subject matter experts. The course broke into 3 groups of 4–5 educators each. The groups each had a coach, and the coaches met with their groups once a week. Each coach had at least 3 completers earning a Triple E certificate for completing the course.
- The BEST (Building an EdTech Strategy Toolkit) Course is designed to walk instructors through a thoughtful process of designing strategic, sustainable instructional routines that leverage educational technology and are centered around the factors that most impact their learners. Twenty-eight (28) adult educators throughout our state signed up for the course. Five of the 28 did not accept their invitation to join the course via Canvas. A small group of five (5) completed the full course and earned certificates. The timing of this course was difficult as many educator schedules vary during the holidays.

Since Moodle was sunsetted in December 2022, OTAN has continued its work to migrate these shared online course materials from Moodle to Canvas and update the content as needed. OTAN has also begun work to implement a new California Adult Education Commons which will benefit the entirety of adult education agencies within the state of California, not just those participating in the California Distance Learning Cooperative (CDLC). Once ready, the courses will be made available within this Commons space on the Canvas LMS.

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. In addition to course review, course authors have been working to migrate the courses from Moodle to Canvas.

Currently, these 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 from a WIOA-funded agency to request. Additionally, there are 14 EL Civics courses, which are aligned to Civic Objective Additional Assessment Plan (COAAP) modules. Putting English to Work online courses, obtained through a special Memorandum of Understanding with the Los Angeles Unified School District, are in the process of being migrated. OTAN plans to expand these offerings to allow more learners access to these courses in an online environment.


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. As more California agencies express an interest in online/blended learning and other topics, OTAN has been working with IDEAL to migrate courses that were previously available in Moodle to Canvas (as IDEAL does not maintain a Canvas server).

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

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 monthly Digests and articles in the OTAN Online Connection newsletter, and several social media posts from OTAN throughout the year.

Over 150 OTAN news items were posted over the year. Most were related to online tools and curriculum items. A number of these directly referenced online learning resources and curriculum, including research articles and other links to online and blended teaching and learning, Open Educational Resources, gamification, virtual and augmented reality, and other technology tools to help learners meet their goals.

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.

OTAN also provided teacher support through phone calls and email requests received through our support@otan.us  email box as well as direct email and phone calls to OTAN staff. Over five hundred support phone calls and emails are reported in OTAN's client services database.

Provide Support, Access, and Shared Adult Education Courses to Learning Management Systems Platforms

Management of the Instructure Canvas learning management system, which began as a statewide pilot in the second half of 2020–21, continued this year with OTAN becoming solely responsible for Canvas and the California Distance Learning Cooperative (CDLC) after jointly managing the initiative with the California Adult Education Program Technical Assistance Project (CAEP TAP). All adult education agencies in the state are offered access under an umbrella account for Canvas licensing once an agency becomes a member of the CDLC. This will provide lower costs to individual agencies due to OTAN's ability to negotiate lower per-license costs. Furthermore, additional services are provided, including more 24/7 support and special features available to teachers, such as Canvas Studio, to provide more engaging learning activities for students.

Prior to Canvas, OTAN had supported a Moodle learning management system (California Adult Education Courses) for many years giving the field access to a platform for online, distance, and blended learning. With the switch to Canvas, OTAN phased out its Moodle server at the end of 2022. Up until the time of the phase out, OTAN continued to provide phone, email, and Zoom support to adult education staff with Moodle courses and worked with agencies to transfer their courses to the Canvas platform.

Since the inception of the CDLC, there have been over 50 agencies enrolled in the CDLC. Once an agency completes an MOU between the agency and SCOE, the agency receives a free Canvas instance, where they can assign administrators, teachers, course designers, or other roles as needed. An agency creates a unique Canvas URL, as well as receives 50 free licenses to use as the agency sees fit. Agencies are also able to purchase highly discounted licenses beyond the first 50 to serve their learner population. They typically complete an initial implementation to get their instances ready to host courses as well as take steps to train teachers on developing Canvas courses and onboarding students to the LMS and the features they would encounter during their online learning. Throughout the year, OTAN worked to add additional agencies to the CDLC.

As of June 2023, 39 adult education agencies had active MOUs. Work continued to onboard new agencies. Instances for each WIOA-funded agency were generated in June 2023. Agencies with these OTAN-generated instances will still need to opt-in to participate in the CDLC via the MOU process. Additionally, there are additional agencies who are active users of Canvas but have yet to submit MOUs. Systems on the OTAN end continue to be developed and refined in this regard to keep better track of agencies and their statuses. For subsequent years, OTAN worked with Instructure to establish two agreements, one for licenses (11,000) and another for services to support implementation. 2022–23 data for Canvas includes:

- ➔ 358 active courses
- ➔ 142 teachers
- ➔ 3177 students
- ➔ 20472 distinct logins

OTAN provided support for CDLC adult education staff using Canvas courses through the Canvas Training Portal, live and recorded webinars, Q&A sessions, email, phone, and Zoom. There were 157 instances of OTAN support logged; however, this may not reflect support from Canvas via the 24/7 Tier 1 support available to CDLC agencies and/or support from the CAEP Technical Assistance Project (CAEP TAP) staff. Over half of OTAN's training sessions were focused on Canvas. 93 Canvas sessions were facilitated through OTAN's training calendar, where out of 1,175 registrants, 654 attended (55.66% attendance rate).

OTAN developed public-facing Canvas courses for staff training, including a course for the WIOA Title II: AEFLA New Administrator Orientation training at the start of the 2022–23 year which has had over 600 visits. In addition, OTAN worked with Instructure to revise new-agency onboarding and implementation, updated the CDLC webpage, secured a Canvas Commons course template, and scaffolded services in stronger support of adult education agencies.

One project that OTAN also has been working on is creating a CDLC Canvas Commons, a central repository of courses and other resources that any adult education agency can download for use with its learners or upload to share with adult education colleagues. Through this Commons, OTAN and agencies will be able to share courses in program areas such as ESL, Adult Basic Education, Adult Secondary Education, CTE, and other adult education program areas. Once this CDLC Canvas Commons is developed, OTAN plans to maintain this shared space and consider how to add more agencies through this initiative.

Training and support for all Canvas agencies under the CDLC will continue throughout future program years. As OTAN better understands the data that is included in Canvas instances, data reports on activity at adult education agencies around the state will be provided annually to the California Adult Education Office on an ongoing basis. OTAN staff will continue to promote and recruit for Canvas use and participation in the CDLC through informational webinars and in-person presentations at conferences (for example, CAEP Summit, CCAE State Conference, CASAS Summer Institute, and others). Finally, OTAN has provided the field with information on the Canvas participation and projects by creating an updated Canvas CDLC informational page on the OTAN website that we can always direct our adult education colleagues to for more information and resources.

Disseminate Information about OTAN Content and Services

Efforts to Ensure the Field Is Aware of OTAN Services and Information

It is very important for OTAN to stay connected to those in the adult education field. OTAN utilizes several communications tools to market OTAN services, training, and other resources.

Information about a wide variety of edtech-related topics is shared with OTAN members through news items posted on the OTAN homepage. These communications provide information on best practices, new ideas, and initiatives in adult education in California and elsewhere. News items are normally posted two or three times a week. In 2022–23, 152 news items were posted to the front page of the OTAN website, an increase from the previous year's total of 115.

OTAN continues to be active on social media to stay connected to the adult education field by communicating timely information on upcoming events and news of interest to adult education practitioners. Currently, OTAN maintains a Twitter account, Facebook and LinkedIn pages, and a YouTube channel. OTAN plans to remain active on social media and will continue exploring promotional efforts to increase the number of followers and subscribers.

Produce and Distribute One Monthly Online Digest of Relevant Adult Education Information for Administrators and Teachers

For many years, OTAN has been keeping the adult education field informed on activities and resources with monthly Digests. 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 and face-to-face

workshops. There is related information on contacting OTAN to schedule training at an adult education agency. Each Digest links to the current and two 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, a typical academic year. In the 2022–23 program year, we were able to add an additional Summer Digest for a total of 11.

All Digests are available to anyone through the “Stay Connected” tab on the OTAN website. Each monthly Digest has been available by date.

Produce the OTAN Newsletter: Online Connection

A four-to-six-page newsletter is produced three times per year. Newsletters are sent electronically to all 12,000 OTAN members who subscribe to the newsletter. For in-person events, 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 two center pull-out pages that list OTAN professional development offerings as well as OTAN adult education resources.

The Fall 2022 Online Connection’s theme was “(Hy)Lighting Hybrid & HyFlex.” Newsletter stories included an introduction to the new California Adult Education Digital Learning Guidance, some field examples of preparing students for blended and hybrid learning, and the 2022 Students Succeed winners. The Winter 2023 edition was titled “Decision Making with Data” and featured OTAN’s work with data and how data is used in adult education, as well as the sunset of OTAN’s California Adult Education Courses Moodle site. The theme of the Spring 2023 edition was “AI and the Tech (R)Evolution.” Articles included an introduction to conversational (or chat) AI, using ChatGPT in the adult education classroom, and a recap of TDLS 2023, our first-ever hybrid symposium.

“ I am a conference snob and would rate this 10 out of 10. This was exceptionally well organized, well laid out physically, well-vetted presenters, did not contain sales pitches, and the hospitality was impeccable. ”

– TDLS participant

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

www.otan.in Fall 2022

TDLS 2023
The Technology and Distance Learning Symposium (TDLS) will be a hybrid event offering in-person and virtual sessions! Our friends at Chula Vista Adult School/Delaware Union High School District will be hosting our in-person option. Please hold March 3 and 4 of 2023 on your calendar!

Registration will open in January. We know our adult education colleagues are always looking for distance and blended learning strategies, innovative resources, instructional practices, and other tools to use. TDLS will fit your learner and educator needs!

If you enjoy learning from fellow adult educators, TDLS is for you. Consider presenting this year – the Call for Proposals is now open. Please check the TDLS website at <https://tdls.org/us> for information on registration, the schedule, and more.

OTAN Releases New Digital Learning Guidance
The impact of COVID-19 and the resulting reliance on digital learning in California provided both the opportunity and the momentum for a comprehensive review of the role digital technology plays in supporting adult learning. To that end, the California Adult Education Office, provided funding for OTAN to create the California Adult Education Digital Learning Guidance.

In January of 2022, OTAN initiated development of the Guidance. To assist with research and writing, OTAN contacted with the International Society for Technology in Education, CASAS, WestEd, and the American Institutes for Research for targeted writing assistance. To ensure broad-based input, OTAN convened a Digital Learning Advisory Committee with over 40 adult educators from the field to review and provide feedback.

The Guidance is meant to serve as a practical resource for the many individuals who support adult learners – classroom teachers, classified and support staff, counselors and transition specialists, school administrators, and consortium members in designing and implementing digital learning experiences with adult learners in mind.

The Guidance is based on foundational research-based digital learning practices and is divided into seven distinct chapters, a key word glossary, and supplemental materials. Topics discussed in each chapter are as follows:

- Chapter 1: Overview, purpose, and history of digital learning in California
- Chapter 2: Equity and access
- Chapter 3: Adult learning theories and critical foundations for digital learning
- Chapters 4 and 5: Designing and adopting flexible learning experiences
- Chapter 6: Digital assessments and data-driven instruction
- Chapter 7: How to foster healthy, equitable, and inclusive digital communities.

Threaded throughout the Guidance are vignettes featuring California adult educators providing practical real-world examples of meaningful learning using online environments. Vignettes highlight the work of adult educators across the state and feature a broad range of programs and settings.

OTAN released a PDF version of the Guidance and later this year a full HTML version will be available on the OTAN website. The OTAN website will house many ways to use this Guidance within your agency.

Inside This Issue:

- Students Succeed Horribly
- Envisioning the Future
- New OTANians

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A Publication for Members of the Outreach and Technical Assistance Network

www.otan.in Winter 2023

Canvas Renewal & Onboarding Process
Agencies with current MOUs (Memorandum of Understanding) for FY 22-23:

- Download & complete the new 22-24 MOU (Memorandum of Understanding).
- Include a purchase order for the number of licenses requested (\$8.27/license, includes management fee).
- Pay invoices within 30 days of receipt.
- Any new licenses will be available as of July 1, 2023.

Agencies who would like to onboard with the California Distance Learning Cooperative (CALDC) and use Canvas at their site for FY 23-24 should also use the 4-step process outlined above.

Prompt renewal of MOU's helps OTAN to get a sense of the field in the next program year. We appreciate your partnership and dedication to the adult learners we all serve.

For further questions and/or support please contact janet@otan.in or [951-261-5000](tel:951-261-5000).

Data and Our Work in Adult Education
Like other educational organizations, OTAN recognizes the importance of data to inform our work and gauge the effectiveness of select tools and spaces we discuss with adult educators in the field. For example, in the newly released California Adult Education Digital Learning Guidance in which OTAN was the Lead Agency, data is referenced throughout the document.

Teacher Self-Assessment which asks questions in four different areas: general technology use, specific classroom technology use, opinions and attitudes on technology integration, and areas of technical needs and improvement. Both surveys are a part of the Continuous Improvement Plan, an agency can use the results from both tools to plan for staff training, student learning, equipment purchases, partnerships, and more.

The student survey can be completed throughout the year, while the teacher survey was issued in January.

For a number of years, OTAN has taken the survey results, data from our partner CASAS, and NRS Federal Reporting Table data and produced a Distance Learning Report with analysis of adult education in the state and recommendations for further research and reporting. These annual reports can be found on the OTAN website at <https://otan.in/annual-reports/>. This is another resource that OTAN provides to the field that we hope helps agencies make informed decisions about how to effectively apply technology in the programs and services they offer their learners.

Inside This Issue:

- FAREWELL to AN ONLINE COURSES
- Survey Adult School and Canvas
- TDLS 2023
- Students Succeed Horribly

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

www.otan.in Spring 2023

CAAE 2023 Award Winners
Congratulations to retired OTAN Coordinator Penny Pinner and CAEP TAP Coordinator Dr. Veronica Parker who were recognized for their dedication to the CCAE community at their state conference.

Conversational Artificial Intelligence (Chat AI)
If you have used an internet search to get information, you know how the distance between two points, or "define a word" that are placed in a search tool have answers given as links to websites that may have the correct information.

Artificial Intelligence (AI) is taking search to the next level - a conversation. When a request is placed within an online AI tool, the resulting answer describes or explains in conversational form.

How does it work? In simple terms, the tool scans the internet's webpages, files, and other information to grab bits and pieces to form an answer. The answer given is in sentence or paragraph form (conversation) and may or may not include references. More information may be requested related to the same topic and more answers given. "Valid" A conversation with a machine is born!

As with all technologies, it is up to the user to be aware. Even ChatGPT includes a few cautions: "While we have safeguards in place, the system may occasionally generate incorrect or misleading information and produce offensive or biased content. Please don't share any sensitive information in your conversations."

OTAN is not recommending any Chat AI platform over another - we are still looking and chatting! However, you can expect more on this exciting innovative technology in the future - maybe we'll chat!

Inside This Issue:

- Roll with the Techno-Accord and Adult Ed in your Instruction
- TDLS Updates
- New OTANians

Exhibit 1.17

Electronic versions of all of the past [OTAN Online Connection newsletters](https://www.otan.in) can be found on the OTAN website under the "Stay Connected" tab.


Host Vendor Tables at State and Regional Conferences

In addition to our communications including news items, social media, digests, and newsletters, OTAN is often invited to participate in events and conferences where materials are distributed to participants. In the last year, OTAN hosted five virtual and in-person booths and poster sessions 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 2022–23, OTAN provided information and resources at the following events:

- CATESOL State Conference, Pasadena, September 29–October 2, 2022
- CAEP Summit, Virtual, October 25–28, 2022
- CCAE South Coast and Southern Sections, Palm Springs, November 18–19, 2022
- CCAE State, Oakland, April 14–15, 2023
- CASAS SI, June 15, 2023

Network and Collaborate with Other Organizations to Gain Information for OTAN Constituents and to Share OTAN Projects

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 Adult Education Office staff, reviewed and discussed project goals, services offered, and future professional development and other potential partnership activities. 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 OTAN. Both CASAS and CALPRO send information about their training to OTAN to disseminate to the field via the calendar.

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, both in California and across the country. Collaborative efforts in 2022–23 included the following:

- Providing OTAN training updates to be included in SLP communications and adult education professional organization materials.
- Participating in information webinars hosted by partners such as WorldEd and the IDEAL (Innovating Digital Education in Adult Learning) Consortium to share with other states how California is serving adult educators and to learn about work being done in other states.
- Disseminating information, news items, and research briefs from SLPs and other organizations to OTAN members.
- Providing promotional messages through OTAN's news items and social media to help share partner resources and boost attendance at partner professional development events.
- Coordinating advisory group members and partner organizations, including CDE, the California Community Colleges Chancellor's Office, ISTE, SLPs, and others to continue the work on projects such as the California Adult Education Digital Learning Guidance and the EL Civics Exchange.

OTAN staff and SMEs also provided education technology-related presentations at several adult education professional association events including those organized by:

- California Council for Adult Education (CCAEE) - State and regional conferences
- California Teachers of English to Speakers of Other Languages (CATESOL)
- Association of California School Administrators (ACSA)
- Commission on Adult Basic Education (COABE)
- Adult education consortia such as the Capital Adult Education Regional Consortium (CAERC)

OTAN staff and SMEs were also able to learn and share information from these partner organizations by attending their events.

“Just wanted to thank you for the trainings. They were great, and I am sure my staff will put what they've learned to use.”

– Elvis Carias, Assistant Principal of Burbank Adult School

Continue the Development of the Digital Learning Guidance Project

The California Adult Education Digital Learning Guidance (DLG) has continued its journey to empower adult educators across the state during the 2022–23 year. OTAN has made progress on implementation, continued to collaborate via partnerships, and produced a variety of resources that are available to support digital learning practices.

The DLG Journey to Implementation

The DLG project, initiated in partnership with the International Society for Technology in Education (ISTE), CASAS, WestEd, and the American Institutes for Research, has evolved to become an example of digital learning excellence. OTAN’s ongoing collaborations have been instrumental in shaping the DLG, ensuring it remains at the forefront of digital education practices.

This shift from production of the DLG to implementation marks a significant milestone. Implementation is where OTAN sees tangible results. It is where we measure the impact of the DLG on educators’ practices, learners’ experiences, and the broader field of adult education.

The DLG was never meant to be a static document gathering dust on a shelf. It was conceived to be a living, breathing resource that empowers educators with the knowledge and tools to drive change in their classrooms. The DLG needed to be more than just a set of guidelines. It had to be an opportunity for change, a roadmap for educators to navigate the ever-evolving digital setting.

The transition from document production to implementation is a testament to OTAN’s commitment to meaningful change in adult education. It is about turning words on paper into actions that enrich the learning journeys of countless individuals. OTAN invites the adult education field to join us on this transformative journey as we bring the DLG to life, one classroom at a time.

DLG Implementation Highlights

A Canvas Course

OTAN’s DLG Canvas course, spanning six vital chapters, offers educators an opportunity to deepen their understanding of the variety of topics listed. This interactive, six-week course has been designed to accommodate busy schedules, with an expected workload of one to two hours per week.

*“I truly love being a part of DLAC and TDLS!
It’s an honor in every way!”*

– TDLS participant

Pilot Course: Harnessing the Power of Digital Teaching through the Digital Learning Guidance



Welcome to the Digital Learning Guidance Course

Welcome to this online course designed to introduce adult educators and program staff to [The California Adult Education Digital Learning Guidance](#) (“Digital Learning Guidance”). This course is a gateway to the world of digital learning for adult education, a resource designed with the shared insights of state and national experts, educators, support staff, and school leaders.

Exhibit 1.18
Screenshot of the homepage of OTAN's DLG Canvas course

“ Thank you Marjorie, I had found a work around, but I was not happy with it; your suggestion worked! I appreciate you reaching out to me. I was able to fix my classroom for tomorrow's lesson plan! ”

*– Michele Raymond, Senior Administrative Assistant,
Placer School for Adults*

Facilitator's Guide

Our Facilitator's Guide with PowerPoint slide decks for each of the six chapters are a versatile resource suitable for Professional Learning Communities (PLCs) and professional development sessions. With options to focus on specific chapters or complete the entire DLG, this resource provides flexibility to educators.

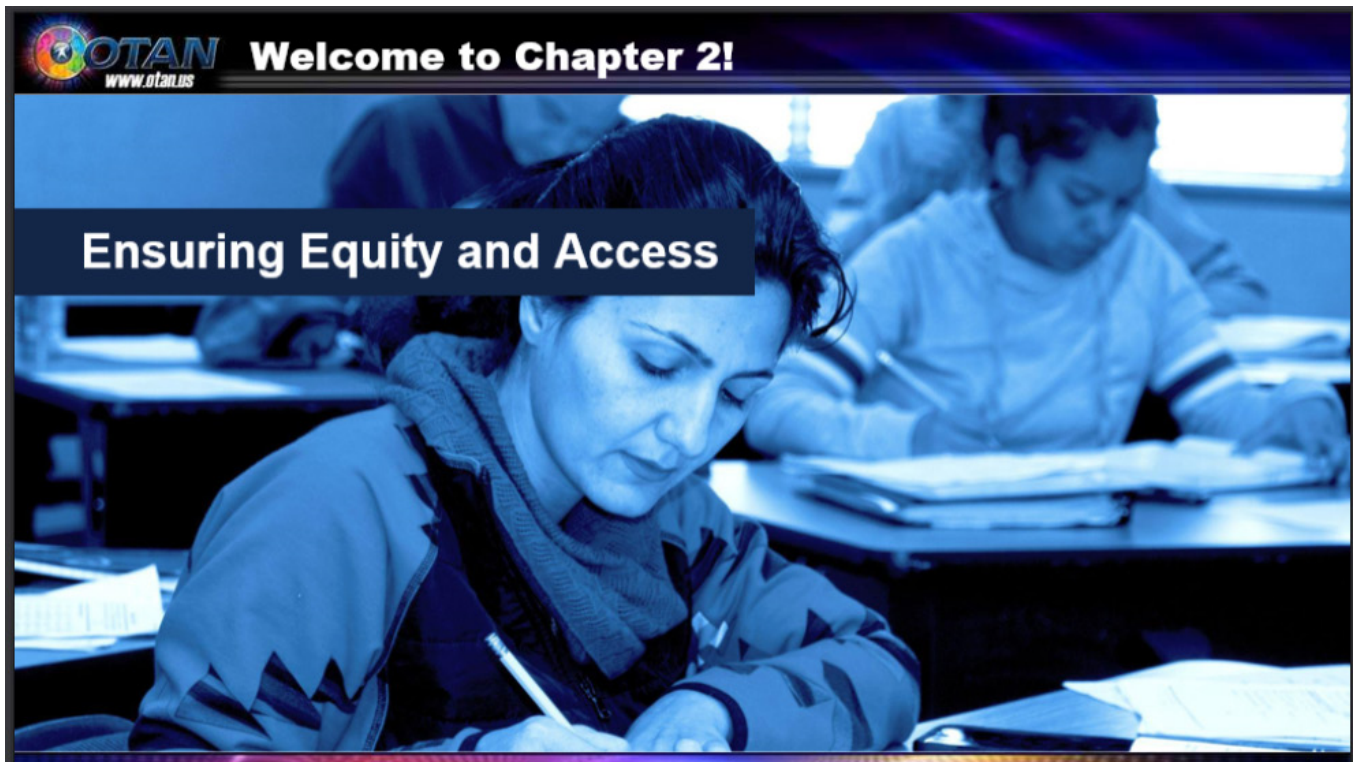


Exhibit 1.19

Screenshot of the opening slide of DLG Chapter 2, Equity and Access from the Facilitator's Guide PowerPoint slides

“ Many thanks to all and special thanks to Marjorie and Melinda for all the coaching, guidance, and support throughout this process. ”

– Abygail Medina & David Stang, Education Program Consultants, CDE Adult Education Office

Reader's Guides

Our Reader's Guides offer an overview of key DLG chapter ideas, encouraging critical thinking and reflection. Users can use them independently or alongside the DLG for a comprehensive learning experience.



California Adult Education Digital Learning Guidance

Chapter 7: Fostering Healthy, Equitable, and Inclusive Digital Communities

Think about:

- How does integrating social-emotional learning into the classroom or digital environment benefit learners?

Community Building – Creating a healthy and inclusive online learning community requires intentional effort from adult educators. Strategies include fostering relationships among learners, encouraging collaboration, and promoting positive digital communication. Building a supportive classroom community goes beyond academic content and helps facilitate deep learning and meaningful connections.

Social-Emotional Learning – Social and emotional learning (SEL) is crucial for successful learning, and adult educators play a vital role in fostering SEL skills. SEL encompasses goal setting, empathy, positive relationships, responsible decision-making, and emotional management. Integrating SEL into the classroom environment, whether physical or digital, helps learners feel supported and accepted. Educational institutions can address learners' social-emotional needs by providing resources and creating safe and supportive learning environments. Building positive relationships is key, and educators can engage in self-reflection, be culturally competent, communicate positively, have high expectations while providing support, apply adult learning theories, involve learners in goal-setting and self-regulation, and create healthy, equitable, and inclusive learning environments. Adult educators should also facilitate opportunities for learners to connect with peers through collaborative activities. While addressing systemic inequalities and the effects of past negative educational experiences or chronic stress may pose challenges, schools can empower learners and support their social-emotional well-being. By prioritizing SEL, educators contribute to a positive and enriching learning experience for their students.

Cultivating Educator Well-Being – Adult educator SEL is crucial for building relationships, managing classrooms, and modeling SEL skills. Institutional support is important for educator well-being, including gathering data, providing time for relationship-building, considering digital learning impacts, offering support and access to mental health resources, integrating SEL in professional development, and providing well-being activities. Regular check-ins and communication are essential. Appendix A of the Guidance offers additional resources for cultivating educator and staff well-being.

Digital Citizenship – Digital citizenship is essential in today's digital world. Adult educators can promote positive digital citizenship by fostering inclusive, equitable, and culturally aware practices. ISTE's SkillRise and DigCitCommit programs provide frameworks for adult and K–12 learners to develop digital citizenship competencies, such as expanding perspectives, using technology safely and ethically, engaging in civic activities, making informed decisions, and being mindful of online actions and safety. The classroom serves as a supportive environment for cultivating digital citizenship skills and modeling positive behavior.

For consideration:

- What strategies can adult educators employ to foster a healthy and inclusive online learning community?
- What steps can educational institutions take to promote positive digital citizenship and cultivate a safe and inclusive online environment?

Exhibit 1.20
Screenshot of the Reader's Guide for DLG Chapter 7, Fostering Healthy, Equitable,
and Inclusive Digital Communities

OTAN is committed to empowering educators across California with the knowledge and tools they need to enhance digital learning experiences, and we look forward to engaging the field on the DLG and the ideas and tools it contains.

Submit Quarterly Reports to CDE

Four quarterly reports were submitted to the CDE Adult Education Office during the 2022–23 contract year as part of the invoice packages. Each report was organized by Tasks (I and II) and Sections (A to D). Within each section, there were several task objectives. Each report included a status update and brief narrative for each task objective. Statistics were accumulated through each quarter and then aggregated for OTAN's Annual Report. Copies of the quarterly reports are included in the Appendix section of the Annual Report.

Submit the 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. The Annual Report is submitted to OTAN's contract monitor by December and copies are disseminated to the Adult Education Office and fellow State Leadership Projects, to Sacramento County Office of Education leadership, to OTAN's staff, and to Stanford University for inclusion in the Adult Education Library Archive. An electronic version is made accessible and then posted to the OTAN website.

The Annual Technology and Distance Learning Report, a subset of the Annual Report, is written and included in the Appendix section of OTAN's Annual Report once OTAN receives the 2022–23 adult education agency data from CASAS on blended and distance learning and it is reviewed and analyzed along with data submitted by agencies to OTAN. The Distance Learning Report is submitted no later than April following the contract year being reported on and is made accessible and added to the OTAN website.

“ It is always a class act from A to Z! The communication before the meeting and the directions given were clear and thorough. The sessions were all so interesting and monitoring was actually really fun. Marjorie, Melinda, Aubrey, and Karin were so incredibly helpful to me. The lunch and breakfast were fantastic and thank you for the goodie bag! ”

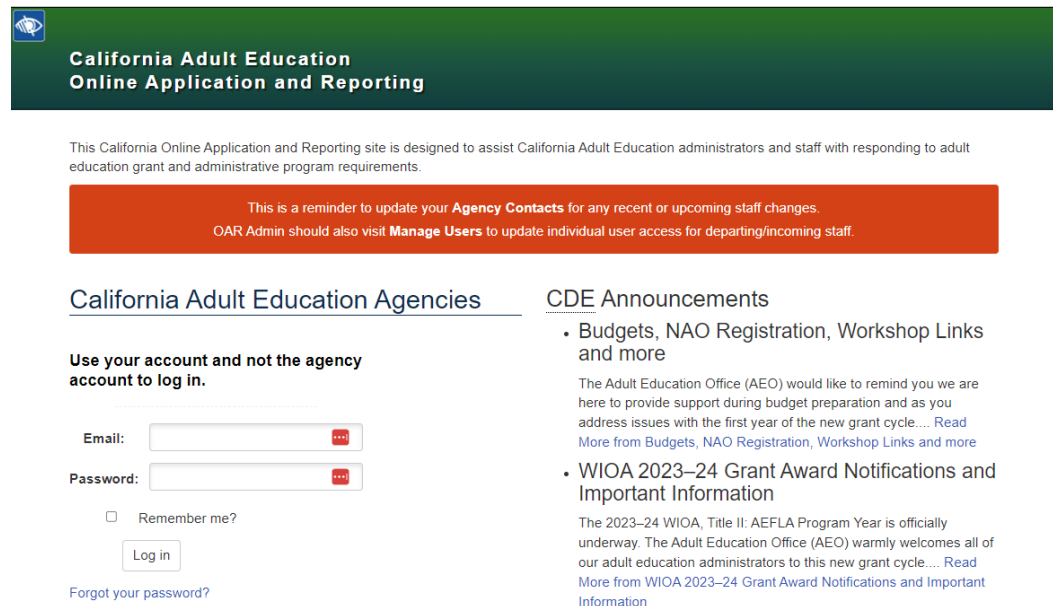
– TDLS participant

Provide Programming and Hosting of the CDE’s AEO “Online Grant Applications and Reporting” Environment

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 2022–23, 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 the California Adult Education Online Application and Reporting Website (CA-OAR)

The 2022–23 fiscal year was the third and final year of the 2020–23 three-year competitive Workforce Innovation and Opportunity Act (WIOA), Title II grant cycle. 207 agencies participated during the 2022–23 fiscal year, two fewer than in 2020–21.



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.

This is a reminder to update your **Agency Contacts** for any recent or upcoming staff changes. OAR Admin should also visit **Manage Users** to update individual user access for departing/incoming staff.

California Adult Education Agencies

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

Email:

Password:

Remember me?

[Forgot your password?](#)

CDE Announcements

- Budgets, NAO Registration, Workshop Links and more
The Adult Education Office (AEO) would like to remind you we are here to provide support during budget preparation and as you address issues with the first year of the new grant cycle... [Read More from Budgets, NAO Registration, Workshop Links and more](#)
- WIOA 2023–24 Grant Award Notifications and Important Information
The 2023–24 WIOA, Title II: AEFLA Program Year is officially underway. The Adult Education Office (AEO) warmly welcomes all of our adult education administrators to this new grant cycle... [Read More from WIOA 2023–24 Grant Award Notifications and Important Information](#)

Exhibit 2.1 - This is a screenshot of the California Adult Education Online Application & Reporting website home page.

Provide Programming and Hosting of the Online 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 Self-Assessment form and results
- ➔ Student Technology Intake Survey form and results

The site is 508 compliant and meets WCAG 2.1 guidelines. Periodic accessibility testing of the entire website was performed.

The following additional updates were made during the 2022–23 year.

- ➔ The Applicant Eligibility Screening was updated to reflect the new content for 2023–27. Reports were set up to provide comprehensive submission data for CDE to review and determine if the agency can proceed to the actual Request for Applications (RFA) Online Application.
- ➔ The RFA Online Application was updated to reflect the new content for 2023–27. Agencies passing eligibility were set up to proceed to the actual RFA Online Application.
- ➔ The LWDB database was updated to reflect LWDB changes since the last RFA; this included mostly contact/representative changes and some address changes. This was to show the correct LWDB for the agency when filling out their Agency Information on the Online Application.



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.

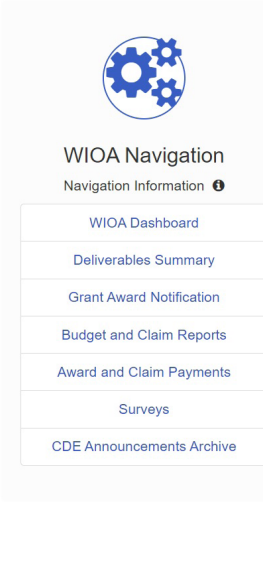
Technical Assistance

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

Program Assistance

Exhibit 2.2 - This is a screenshot of the OAR home page, after a user has logged in.

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

“ Short, sweet, and straight to the point. ”

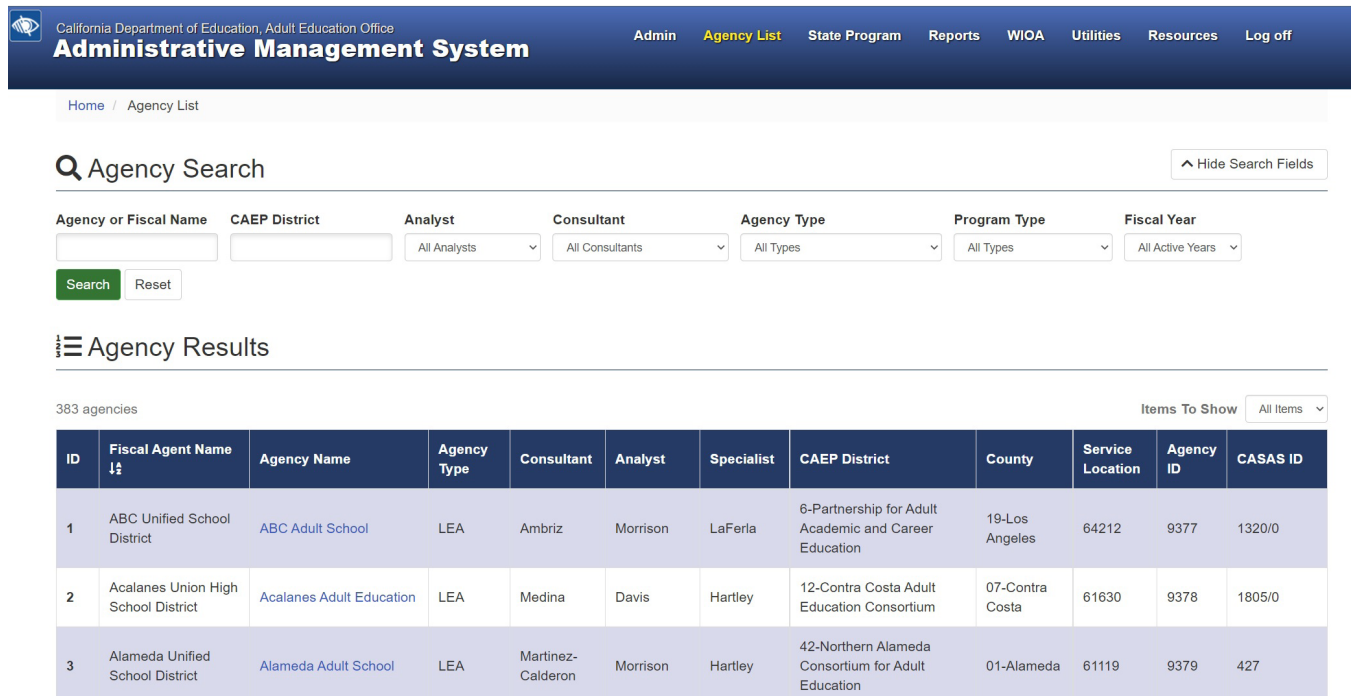
– WIOA Title II AEFLA RFA 2023–27 Webinar participant

Adult Education Provider Directory database and make sure constituents receive accurate information when searching for an adult education program.

Develop and Support the 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.

In addition to developing and supporting the modules described above, during the 2022–23 program year the AMS website was updated to provide reporting, administrative, and fiscal review of the 2023–27 Request for Applications (RFA) for WIOA, Title II.



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.

“ Well paced, great research (love the resources)! ”

– Creating Instructional Videos participant

Workforce Innovation and Opportunity Act

All Deliverables 2022–23 (Due to: All)

[^ Edit Filter Fields](#)

35 Deliverables

Deliverable Name	Due To	Due Date ↓↑	Due Date Exceptions	Submitted	Unsubmitted	Required	% Complete
Grant Award Notification (signed hard copy)	CDE	10/26/2022	4	206	0	206	100%
Grant Award Notification	OTAN	10/26/2022	6	206	0	206	100%
California English Literacy and Civics Education Objectives and Additional Assessment Plans (COAAP)	CASAS	10/31/2022	0	174	8	182	95%
First Quarter Data Integrity Report	CASAS	10/31/2022	0	228	0	228	100%
First Quarter Data, TOPSPRO Enterprise	CASAS	10/31/2022	0	228	0	228	100%
First Quarter Employment and Earnings Follow-up Survey	CASAS	10/31/2022	0	202	0	202	100%
Grant Budget	OTAN	11/9/2022	9	206	0	206	100%

Exhibit 2.5 - This is a screenshot of the AMS Deliverables Dashboard for 2022–23. 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.

Develop and Support the CDE Evaluation System

The Evaluation and Scoring System is used to support the review and scoring of the Continuous Improvement Plan (CIP) and the WIOA, Title II Request for Applications (RFA). The website allows the OTAN development staff to assign pairs of readers to each agency’s CIP or RFA. Readers use the website to review plans and enter scores. These activities generate reports for the use of CDE analysts and consultants.

During the 2022–23 year, the CDE Evaluation site was updated to handle scoring for the 2023–27 RFA. 224 agencies submitted an RFA. Scoring was updated to use a new scoring rubric. New thresholds were set up to produce third reviews that were assigned to a specific CDE staff member, and if necessary, a fourth review to be conducted by a different CDE staff member. Reports were set up to provide CDE with scoring status and data during the review process.

The CDE Evaluation site was also updated to handle Local Workforce Development Board (LWDB) reviews of 2023–27 RFA submissions. The LWDB review system was set up to allow up to three people from each LWDB to be able to review applications. The system was also configured to allow CWDB staff to conduct reviews for any agency on an as-needed basis if the assigned agency was unable to complete their review. Reports were set up to provide CDE and the LWDB with status updates and data during the review process.

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

OTAN staff provided technical support for users of the CA-OAR website via email or phone calls 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 177 times for questions related to the following areas: WIOA, Title II Request for Application (RFA), Course Approvals, and WIOA questions related to technical aspects of the CA-OAR. 27 bulk emails were sent to Adult Education agencies on behalf of CDE during 2022–23.

Many of the calls OTAN previously received from WIOA constituents were 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.

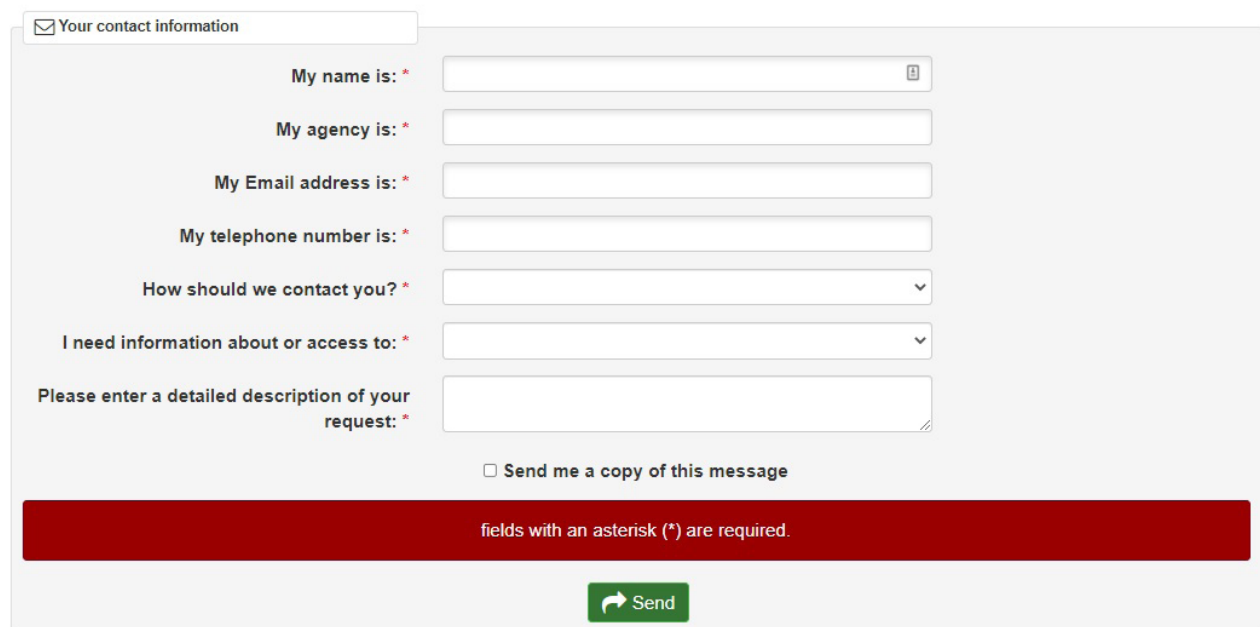
California Adult Education Online Application and Reporting

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.



The screenshot shows a contact form titled "Your contact information" with a mail icon. It contains several input fields, each with an asterisk indicating it is required: "My name is:", "My agency is:", "My Email address is:", "My telephone number is:", "How should we contact you?" (a dropdown menu), and "I need information about or access to:" (a dropdown menu). Below these is a larger text area for "Please enter a detailed description of your request:". There is a checkbox for "Send me a copy of this message". A red banner at the bottom of the form states "fields with an asterisk (*) are required." and a green "Send" button is at the bottom right.

Exhibit 2.6 - This is a screenshot of the OTAN Technical Support Contact Form, found on the CA-OAR website.

Support and Maintain the Continuous Improvement Plan

The Continuous Improvement Plan (CIP) is a WIOA, Title II deliverable that asks agencies to consider current relevant data, to write specific performance goals, and to identify strategies for achieving continuous improvement and learner success. 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.

The CIP was first created during the 2020–21 fiscal year and updated for the 2021–22 year. There was no Continuous Improvement Plan (CIP) deliverable for 2022–23 as agencies were involved with the WIOA, Title II RFA process during the year to be considered for the next four-year cycle of funding.

When submissions are required, the CIP system has five separate parts:

1. The CA-OAR site, where agencies enter and submit data about their CIPs.
2. The California Evaluation and Scoring System (CA-ESS) site, which is used by reviewers to read and score CIP submissions from agencies.
3. The California Administrative Management System (CA-AMS) site, which is used by CDE analysts and consultants to review agencies' CIP plans and view reports about CIP submissions.
4. A nightly automated workflow to ensure data submissions, resubmissions, CIP scoring status, and shared information with CASAS and agencies' IELCE plans are updated.
5. The Teacher Self-Assessment Survey and Student Technology Intake Survey, which are used by agencies to gather data about their instructors and students for use in goal setting.

In 2022–23, the teacher self-assessment was updated with minor wording and functionality changes. This was completed and deployed near the beginning of the fiscal year due to agency requests that OTAN provide access to the survey. Because no CIP was required for 2022–23, only some agencies submitted the survey. Nevertheless, there were still 1,870 submissions.

During 2022–23, the Student Technology Intake Survey with input from field educators was also modified with updated questions and responses and released on July 3, 2023. Agencies will use survey submission data in their 2023–24 CIPs.

Provide Environment for News and Communication

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 requested 27 directed email messages during this contract year, CALPRO requested 33, while 76 total were sent out by OTAN during the 2022–23 program year. 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. OTAN also provides direct, specialized email for WIOA agencies and partners. These emails are by request and sent by OTAN on behalf of the AEO and partners.

NUMBER OF EMAILS SENT FOR EACH MONTH, FROM JULY 2022–JUNE 2023	
MONTH	EMAIL RECIPIENTS
July	89,010
August	77,172
September	79,546
October	96,205
November	59,030
December	77,620
January	103,466
February	74,562
March	52,088
April	60,335
May	2,729
June	33,145
TOTAL	804,908

Exhibit 2.7

NUMBER OF EMAILS SENT BY REQUESTOR, FROM JULY 2022–JULY 2023		
EMAIL REQUESTER	NUMBER OF EMAILS	RECIPIENT COUNT
CALPRO	33	151,403
CDE	27	13,141
OTAN	76	640,364
TOTAL	136	804,908

Exhibit 2.8

“ Everything was very good. You don't need to change anything! ”

– Creating Instructional Videos participant

DURING THE 2022-23 FISCAL YEAR, OTAN HOSTED FIVE WEBINARS AT THE REQUEST OF CDE

WEBINAR DATE	TITLE	ATTENDANCE COUNT	ORGANIZATION
8/22/2022	WIOA Title II AEFLA RFA 2023-27	177	CDE, Adult Education Office
8/25/22	2022-23 Federal Program Monitoring Adult Education Instrument Training, Part 2 - Live Q&A	107	CDE, Adult Education Office
9/19/2022	Eligible Training Provider List	27	CDE, Adult Education Office
1/4/2023	Local Board Review of WIOA, Title II: AEFLA PY 23-27 Applications	35	CDE, Adult Education Office
5/5/2023	CIP Open Office Hours	3	OTAN

Exhibit 2.9

Provide Training and Technical Services to CDE and State Leadership Projects

OTAN staff provided training and technical services to the CDE and to State Leadership Projects in 2022–23 in the form of hosting and supporting webinars and meetings, creating reports, and other services as needed.

A summary of training and services is listed below:

- The OTAN development team provided training and instructions to the CDE staff and outside evaluators on how to use the Scoring and Evaluation website to read and score RFA submissions.
- OTAN provided technical support to LWDB reviewers during an RFA review demonstration.
- 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.
- OTAN continued to provide hands-on training to CDE and State Leadership Project staff members on how to effectively use the online communication platform Zoom. OTAN staff acted as moderators for webinars and provided technical support for online training conducted by other CDE and State Leadership Projects. Zoom licenses purchased through 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

OTAN’s staff responded to several requests for websites and digital collaboration tools during the 2022–23 contract year. Examples of requests included the following:

- Provide technology and functionality updates to the California Adult Education Professional Development Calendar 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 OTAN’s website and includes trainings for all the State Leadership Projects that serve adult education.

California Adult Education Professional Development

The one stop training source for California adult educators

Select Events by Type

- Online
 - Webinars
 - Workshops
 - Meetings
 - Facilitated Courses
 - Self-Directed Courses
 - CDE /SLP Event
 - Presentation
 - Facilitated Discussion/Workgroup
 - Facilitated Discussion/Workgroup
- In-person
 - Workshops
 - Training
 - Meetings
 - CDE /SLP Event
 - Presentation
 - Facilitated Discussion/Workgroup
- Blended

Filter Events

By Date

Upcoming Events

Today: September 20, 2023

Ongoing Self-Directed

Date(s)	Event Name	Event Type	Sponsor
Ongoing	CASAS eTest Proctor Certification for Administering Tests	CASAS Training, Available 24/7	CASAS
Ongoing	Module 1: CASAS Implementation Overview	CASAS Training, Available 24/7	CASAS
Ongoing	Module 2: CASAS eTest Implementation	CASAS Training, Available 24/7	CASAS
Ongoing	CASAS Paper Test Proctor Certification	CASAS Training, Available 24/7	CASAS

[View all Self Directed Trainings](#)

September

Date(s)	Start Time	Event Name	Event Type	Where	Sponsor
September 20, 2023	12:00 PM	Empower Your PD Journey: Learn and Present at Spring CUE	Online Presentation	OTAN Online Webinar	OTAN
September 20, 2023	02:00 PM	EL Civics Basics: Civic Participation & IELCE Requirements & Best Practices W/CAASPP	Online Workshop	Zoom online	CASAS

Exhibit 2.10 - This is a screenshot of the California Adult Education Training Home Page.

OTAN purchased licenses and provided training for Zoom online conferencing software to be used by trainers from both CASAS and CALPRO. OTAN’s staff provided hands-on training on how to effectively use the collaboration tools and helped to set up and monitor the virtual rooms in collaboration with the trainers.

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

Requests for data and reports from OTAN during the 2022–23 contract year included the following:

From the AEO:


- Multiple reports in different formats to display the results of the RFA application and review process
- Universal Report updates, to share agency details and funding information with CASAS

From State Leadership Projects:

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

Provide Programming and Hosting of Technology Information and Tools for Learning

Maintain and Update the OTAN Website

An important and ongoing task is to provide current and relevant information on all areas of adult learning to be posted on the OTAN website (www.otan.us) . During the 2022–23 program year, the site was routinely reviewed and updated with new content gleaned from local, state, and federal sources, as well as from a variety of print and online resources focused on adult education and how technology is effectively applied in adult education classrooms, programs, and schools.

The OTAN website is fully responsive and meets WCAG 2.1 and Section 508 accessibility requirements. The 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, OTAN staff routinely scan the entire website to ensure that it continues to meet accessibility standards.

In 2022–23, OTAN added 152 News Items, 12 Web-Based Class Activities, 11 Digests, three newsletters, and 68 videos. A new section was also added to the site to provide information about the Digital Learning Guidance created by OTAN on behalf of CDE. During the 2022–23 program year, there were 58,154 visits to the otan.us website with a total of 159,864 page views.

Also during 2022–23, the backend of the OTAN website was updated to provide user-friendly tools for OTAN staff to make content updates. Additional databases were connected to the website, allowing it to automatically display updated OTAN training offerings and Teaching with Technology resources. The Web-based Class Activity and Video Presentation tools were updated to allow each item to be assigned to multiple categories instead of a single category.

“ The Keynote Speaker. She was amazing. I learned so much and she was engaging and funny. Every year, TDLS has really great guest speakers. Thank you so much. ”

– TDLS participant

Join OTAN / Membership

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OTAN
Outreach and Technical Assistance Network

Leading adult education through support for and the effective application of technology.

About Us Professional Development Resources Stay Connected Video Presentations



Technology and Distance Learning Symposium 2024

March 1 – 2, 2024
Fremont Adult and Continuing Education
4700 Calaveras Avenue, Fremont, CA 94538



Top Story...

Upcoming OTAN Activities - September

Posted on 09/18/2023

Upcoming OTAN Activities

(Updated as of 9/14/23: All times PST)

Sunday, September 17th: Constitution Day and Citizenship Day | [Click here for teaching resources](#)



Exhibit 2.11 - This is a screenshot of the OTAN website home page.

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Home / Video Presentations / Featured Videos



Teaching and Working Online

Academic and Workforce Training

Equity and Inclusion

LMS: Moodle, Google Classroom, and Canvas

Using Video

Google Tools

Featured Videos

DLAC 20-22 - Mid-Project Report: Oxnard Adult School



OTAN Tech Talk - 100% Online Instruction Doesn't Mean "No PBL!"



TDLS 2021 - Designing Adult Basic Education and ESL Courses for a Flexible Environment



Exhibit 2.12 - This is a screenshot of the OTAN Featured Videos homepage, which shows three featured video thumbnails and titles.

Online Support and Technical Assistance


OTAN provides support and technical assistance to the field in a variety of ways. 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 provided by OTAN staff. Regarding the OTAN website, over the course of the year, there were several key webpages visited, including the:

- Teaching with Technology area (7,198 total page views with 5,315 unique views)
- Web-based Class Activities area (3,369 total page views, with 2,505 unique views)
- Digital Leadership Academy area(s):
 - 1,986 page views and 1,411 unique views for DLAC-specific pages under the "Professional Development" and "training" headings
 - 885 more page views and 640 unique views for DLAC video content under the "Video Presentations" headings
 - Grand total of 2,871 page views and 2,051 unique views between the two sections
- Curriculum Offers page (2,380 total page views, with 1,939 unique views)
- Video Presentations page had 4,936 estimated page views and 3,773 unique views including (3 highest):
 - 885 page views and 640 unique views for DLAC video content
 - 820 page views and 655 unique views for TDLS video content
 - 550 page views and 422 unique views for OTAN Tech Talks

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

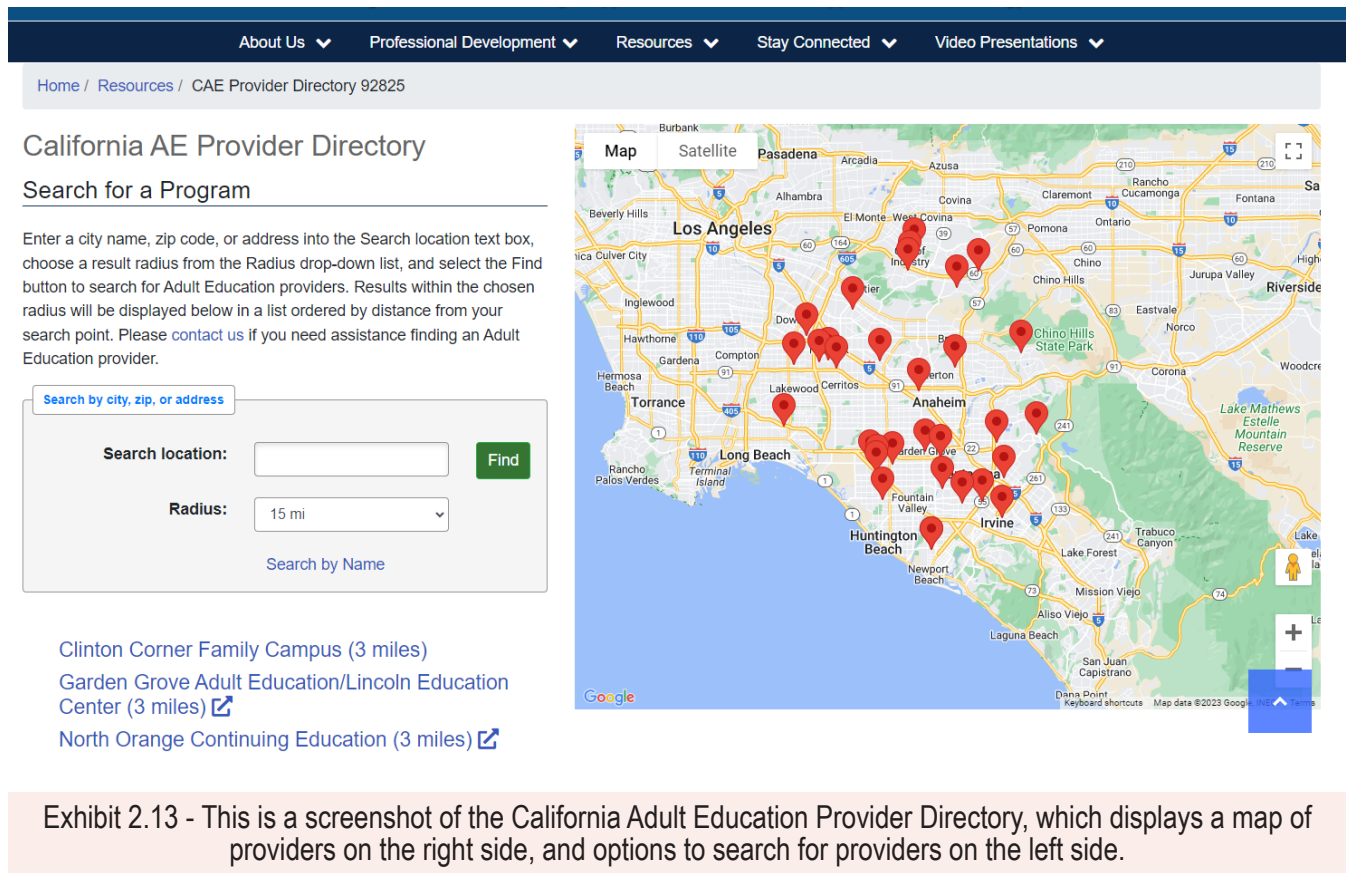
OTAN staff responds to direct and indirect (forwarded) email messages, phone calls, and online meetings, and may use any combination of those communication systems depending on the need and requirements of the support. While support and assistance for websites maintained by OTAN account for most field requests, time was also spent responding to questions unrelated to those specific websites. As a state leadership project that serves California adult education, 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.

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 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, 2022, through June 30, 2023, the California Adult Education Provider Directory had more than 49,412 page views from 24,038 people who accessed and used the site.



Evaluate and Develop a Website Hosted in the Cloud

During 2022–23, OTAN explored the requirements for hosting a website, a database, and storage in a cloud hosting environment, and if a decision was made to move forward, it would create a document to detail the requirements to migrate the California Adult Education Students Succeed website. The goal would be to migrate the Students Succeed website from on-premises server hosting to a cloud environment. After exploration and evaluation of developing a website hosted in the cloud, OTAN determined that it was more cost efficient and effective to continue to use SCOE servers at this time, so OTAN did not move forward with this activity.

Ensure Accessibility and Section 508 Compliance

A few years ago, the OTAN website was rewritten and redesigned 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 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. During 2022–23, 118 videos were remediated through 3Play Media for posting on OTAN-managed websites.

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.

“ One of the BEST PDs I attend, year after year. Love OTAN!!!! Everything was valuable, and I appreciate the tech slam! ”

– TDLs participant

TDLS 2023 - A HyFlex Teacher Guide - Tips Tools and Engaging Activities

Featured Videos

HyFlex (hybrid + flexibility) course design provides a hybrid format for in-person and online students while adding a flexible participation policy. To support faculty teaching in this new modality, San Diego College of Continuing Education ESL Department developed a HyFlex Teacher Guide, which contains information and instructions about technology, best practices, digital literacy, and HyFlex friendly lesson plans. We are two experienced Hyflex instructors and the co-authors of the Guide. We will give an overview of the Guide, then demonstrate two Hyflex friendly teaching activities that engage both in-person and remote students and that build class community. Audience members will follow along and participate. The activities can be easily adapted for fully online or Hybrid classes of any level in any field. This workshop provides ready-to-use interactive lesson plans, tips for building a successful Hyflex class community, and access to the Guide and teaching resources.

PRESENTERS:

Jia Sun, San Diego College of Continuing Education
 Johanna Gleason, San Diego College of Continuing Education

DATE: 3/3/2023

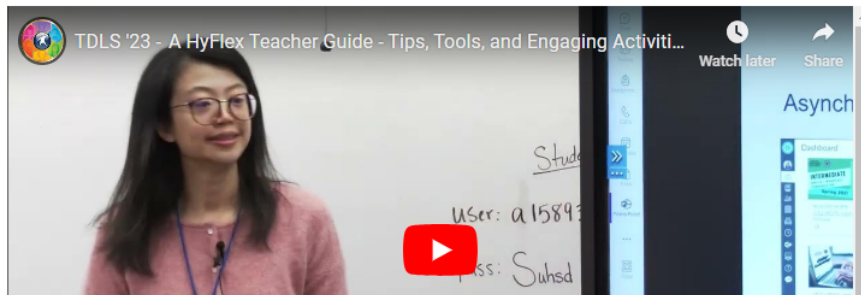


Exhibit 2.14 - This is a screenshot of the “TDLS 2023 – A HyFlex Teacher Guide – Tips, Tools, and Engaging Activities” video presentation on the OTAN website, displaying the video description above the video itself.

Support and Maintain Website to Host and Share Instructional Materials for EL Civics COAAPS

The California EL Civics Exchange is a repository for hosting and sharing instructional materials related to EL Civics Civic Objectives and Additional Assessment Plans (COAAPs) that have been created by California WIOA, Title II: AEFLA/EL Civics agencies for use by the California adult education field. 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 California EL Civics Exchange had been requested by California adult education agencies for several years to view and share EL Civics materials developed by other agencies. OTAN and CASAS first met in 2018–19 to discuss the project. During 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: 1) enabling the upload of content that would be included on the website; and 2) 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 finalizing 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. Since that initial presentation, additional presentations to introduce the EL Civics Exchange and invite agency submissions have been offered at CATESOL and CCAE conferences, as well as the CAEP Summit, OTAN’s TDLS, and the CASAS Summer Institute.

The focus during the 2022–23 program year continued to be on working with agencies to produce and generate more content for the website as well as add more support materials for agency reference. During the 2022–23 program year, eight new materials were added to the website from three agencies (El Monte-Rosemead Adult School, Huntington Beach Adult School, and Torrance Unified School District). A new Civic Objective (CO), 55: Social and Emotional Learning, was added to the Health section, and 14 other COAAPs were added to the site under various COs. Nineteen new users were created from 17 different agencies.

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) 2.1 recommendations. They are also licensed by Creative Commons nomenclature; in this case, instructional materials are licensed CC BY-NC-SA. 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 also consider how to provide more targeted support to agencies that face challenges making their instructional materials accessible and properly licensed.

“Melinda is just a great trainer, there is nothing else to say about that. It was perfect!”

– Using Chrome Web Browser participant

California EL Civics Exchange

Resources Log in

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

California EL Civics Exchange

Health

† Denotes Section 243-funded Civic Objectives

<p>26: Accessing Low Cost Health Services</p> <p>COAAP: 26.3, 26.4</p> <p>1 available</p>	<p>27: Health and Safety Precautions †</p> <p>COAAP: 27.4, 27.5, 27.6, 27.7</p> <p>2 available</p>	<p>28: Accessing Health Care</p> <p>COAAP: 28.1, 28.5, 28.6, 28.7, 28.8, 28.9</p> <p>1 available</p>
<p>29: Health Insurance Coverage/Issues</p> <p>COAAP: 29.2</p> <p>0 available</p>	<p>30: Using Pharmacies/Medication †</p> <p>COAAP: 30.4, 30.5</p> <p>0 available</p>	<p>31: Prevention/Treatment of Substance Abuse</p> <p>COAAP: 31.2</p> <p>0 available</p>

Exhibit 2.15 - 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.

California EL Civics Exchange

Resources Log in

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

Material Description and Details

Material Program Year 2019 – 2020

Submitter Ryan de la Vega

Agency Name Torrance Unified School District

COAAP Number	Competency Area	Civic Objective
46.6	Health	Access resources for nutrition education and information on healthy foods

COAAP Task Titles
Task 1: Compare Food Labels; Task 2: Analyze Eating Habits

Levels	Type of Assessment
Beginning Low	Written
Beginning High	
Intermediate Low	

Exhibit 2.16 - 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.

5,374 MATERIALS WERE DOWNLOADED DURING THE 2022-23 YEAR.	
MONTH	RESOURCES DOWNLOADED
July	183
August	498
September	496
October	563
November	707
December	291
January	451
February	266
March	620
April	474
May	355
June	470
TOTAL	5,374

Exhibit 2.17

Create, Update, and Maintain Websites to Support Administrative and Training Activities

OTAN develops and supports a wide range of websites and web-based tools that allow OTAN staff to manage the organization and tracking required to provide training and services to adult education agencies.

Travel

The Travel tool on the OTAN Admin website allows OTAN staff to document and track details about staff travel activities, including flights, hotels, car rentals, conference fees, and other information. During 2022–23, OTAN created a pre-approved list of staff and Exempt Temp Employees (ETEs, also known as SMEs or Subject Matter Experts) who travel to facilitate more efficient creation of travel records.

Training

The training and presentation sections of the OTAN Admin website allow OTAN staff and designated ETEs to create and manage training sessions, including creating courses, sessions, and presentations, setting event times, dates, and descriptions, and managing lists of attendees.

During 2022–23, an “Add to Calendar” link was added to registration confirmation emails which allows users to add events to their Google, Yahoo, or Outlook calendars. A Note field was added to web calendar events, and event types were consolidated from 10 to 5

event types. Reports for session evaluation data were added to the system as well. A new Conference Presentations area was added to manage and track presentations that are given at conferences, rather than presentations that are given at stand-alone training events.

ETE Time Tracker

The ETE Time Tracker on the OTAN Admin website allows OTAN staff to assign tasks and hours to ETEs for their work providing training and coaching. The ETEs can then report time and categories of work to be approved by OTAN employees.

During 2022–23, the reporting method was changed from the date work was completed to the pay period work was completed. New reports were created to display hours reported and approved by pay period.

Lesson Plan Builder

The Lesson Plan Builder allows users to create lesson plans.

During 2022–23, the Lesson Plan Builder website was updated to include enhanced functionality and to incorporate the College and Career Readiness Standards. The backend was rewritten to improve the overall code structure and increase efficiency. The front end was updated to provide easier navigation for users and to provide users with the ability to share lessons plans with others. Individual Lesson Plan sections (Resources, Warm-up, Introduction, Presentation, Practice, and Application) were updated to allow users to add as many instances of each item as necessary. The Print/Preview feature was updated to generate a more professional looking print version.

DLAC

The Digital Leadership Academy (DLAC) website allows users to submit applications to participate in the biennial DLAC program. Once applications are submitted, the website provides OTAN staff with tools to review and score applications.

OTAN supported the user application process on the DLAC website and closed the application on August 19, 2022. The DLAC website was re-opened for a short window to allow new applications.

“Great job OTAN! You are champions!”

– TDLs participant

Appendix A. Quarter 1, 2022 Progress Report

Outreach and Technical Assistance Network

Sacramento County Office of Education

Contract Number 220124

July 1, 2022 – September 30, 2022

**Outreach and Technical Assistance Network
Sacramento County Office of Education
Quarter 1, 2022, Progress Report, Contract Number 220124
July 1, 2022 – September 30, 2022**

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
TASK I: PROVIDE DISTANCE LEARNING AND TECHNOLOGY-INTEGRATION TRAINING AND TECHNOLOGY-RELATED CAPACITY-BUILDING SERVICES	
SECTION A: PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON VIA WORKSHOPS, WEBINARS, AND OTHER DELIVERY MODELS TO ALL WIOA-FUNDED ADULT EDUCATION AGENCIES IN CALIFORNIA.	
<p>1.A.1. ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS</p> <p>Narrative: OTAN has identified 25 exempt-temp employees (ETE) to date to provide additional training and support for California practitioners. OTAN welcomed three new ETE staff to the pool of trainers, coaches, and facilitators after observing them in practice during online presentations at various events as well as at in-person conferences. OTAN assisted ETE with the SCOE onboarding/hiring process in July and August. Coordinators met 1:1 with ETE in August to review assignments, contracted hours, and expectations. Over 5000 hours were assigned. OTAN hosted a two-day hybrid Training of Trainers (ToT) on August 18 and 19 at SCOE and online. Training topics included ETE contracts, accessibility, training and reimbursement guidelines, the Digital Learning Guidance, as well as the BEST and Triple E courses organized by the ETEs. OTAN provided all of the resources and training materials in a Canvas course. OTAN has had a greater focus on accessibility for training materials. At the ToT, OTAN staff provided a refresher on accessibility, including new PPT and Word templates for use in 2022–23 and an introductory training on how to resolve color contrast issues in materials. OTAN staff access professional development for themselves through memberships to ISTE, ProLiteracy, and CUE. In Quarter 1, staff participated in professional development (PD) with the IDEAL Institute, CATESOL, the State High School Equivalency Office, and the California Workforce Association’s Meeting of the Minds. Within the first quarter of 2022–23, there were a variety of online sessions scheduled for practitioners including in-services for agency only PD (8), special webinars for the CDE-AEO (5), workshops open to the field including OTAN Tech Talks (9) and in-person workshops held at sites (7). OTAN also offered two presentations at the Sequoia Adult Education Conference PD Summit and 10 presentations by 7 OTAN trainers at CATESOL 2022.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.2. CONDUCT IN-PERSON AND VIRTUAL OTAN ADVISORY COMMITTEE (OAC) MEETINGS ANNUALLY</p> <p>Narrative: The virtual Fall OAC meeting was held on September 15, 2022, from 9 a.m. -12 p.m. with 30 in attendance and included OTAN updates and a review of 2021–22 accomplishments. Participants included administrators, teachers, students, partners, classified support staff, CDE and State Leadership Project staff, and OTAN training and development team staff. OTAN provided all the resources and meeting materials in a Canvas course. Using Zoom, participants worked in breakout sessions to develop and discuss technology recommendations on the following topics: the role of blended and distance learning in post-pandemic programming; marketing campaigns and recruitment innovations; development of digital literacy skills for staff and students, and integration of technology in in-person classes and within support services such as registration, orientation, tutoring, and more. The spring meeting is scheduled for March 15, 2023, and will be hybrid.</p>	Ongoing
<p>1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC)</p> <p>Narrative: The DLAC (cohort 4) application closed on August 19. Nine agencies and 28 participants were confirmed to participate in the 2-year training program. In September, OTAN notified participants of their acceptance and helped participants to make arrangements for the initial hybrid meeting scheduled for October. Two participating agencies of particular mention are CDCR and LAUSD. CDCR is the largest group to participate in DLAC, and they'll be focusing on building an EdTech plan for their agency. LAUSD is unique in that they have the first 100% virtual adult education academy. This is the first fully virtual academy to participate in DLAC. In this quarter, DLAC has also seen the exit of 2 coaches and the recruitment of their replacements. Yecsenia Delgado and Christina Hyatt, former DLAC participants themselves, will be the new coaches. During this quarter, OTAN also met with Dr. Porter, our expert trainer, to design the 2-year PD and to build an agenda for the October 2-day training.</p>	Ongoing


**OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.4 LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT</p> <p>Narrative: OTAN renewed contracts with Infobase (for Learn360, Classroom Video on Demand, and Infobase Learning Cloud). Staff explored potential curriculum offers to include Brainchild, Teknimedia, and Newsela. Meetings were held with vendors of each product to learn more about their resources and to discuss what might be included in a pilot offer for the field.</p>	<p>Ongoing</p>
<p>1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)</p> <p>Narrative: A planning team is meeting on a bi-weekly basis to plan for TDLS 2023. OTAN confirmed the host site, Chula Vista Adult School, in Sweetwater Union High School District, in the greater San Diego region. OTAN met to revise the Call for Presenters form for a hybrid conference. The Call for Proposals will go live in October. OTAN also met to discuss the redesign of the registration site to include online payments for both in-person and virtual attendees. Registration will open in late December or early January. OTAN is also updating the content on the TDLS website itself.</p>	<p>Ongoing</p>

**OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.6. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR</p> <p>Narrative: OTAN’s Students Succeed 2022 honorees have all been video recorded. The videos are in the process of being edited. The text has been written and housed on the Students Succeed page on the OTAN website. OTAN is recording other people important to each honoree who helped with their journey. B-roll and pictures are currently being collected. Communication with honorees and nominators has been occurring regularly to ensure participation in the virtual CAEP Summit or the in-person ACSA Conference. Currently, OTAN is coordinating with the CAEP TAP setting up zoom links for nominees, nominators, and people interested in viewing the CAEP TAP recognition ceremony online. The CAEP TAP team has been an efficient partner in assisting with this process. OTAN’s contact at ACSA has helped OTAN obtain numerous luncheon tickets for honoree supporters to attend for free. In the works is a video production effort by ACSA to tape the adult education students, beyond the work OTAN is doing in this regard. In an effort to further recognize OTAN’s Students Succeed honorees, articles or videos are featured in social media and on the OTAN website each Monday.</p>	<p>Ongoing</p>
<p>1.A.7. PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA</p> <p>Narrative: OTAN met with ETE coaches to provide assignments and hours for this project. OTAN plans to notify the Contract Monitor once agencies are identified and plans are made to begin working with agencies.</p>	<p>Ongoing</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
SECTION B: PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT	
<p>1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES</p> <p>Narrative: OTAN was requested to submit sessions for CAEP Summit, CATESOL, and ongoing agency-requested sessions. OTAN attended and presented 10 sessions at CATESOL and hosted an exhibit table. Also, as part of its transition to .NET, the OTAN training administration portal continued to be updated to allow all OTAN trainers the ability to sign in securely, view and update training rosters, add sessions based on specific topics, and create session reports. This process is ongoing, and features will be added during the remainder of the year. OTAN produced news items on Augmented Reality, national efforts such as Digital Resilience in the American Workforce (DRAW), and highlighted CA digital equity efforts (e.g., expanding broadband). OTAN's SMEs added sections to CK12 (CK12.org/adulted) . There are now ESL and CTE book options within CK12. OTAN's CK12 trainer continues to present at conferences. Over the course of Quarter 1, OTAN scheduled and hosted 29 in-person and online workshops, webinars, special events, and virtual meetings as well as 12 conference presentations.</p>	Ongoing
<p>1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE</p> <p>Narrative: OTAN met with the ETE responsible for the Adult Education History and Library content to discuss the assignment, contract hours, and expectations. An initial meeting is scheduled for Quarter 2.</p>	Ongoing
<p>1.B.3 CONTINUE DEVELOPMENT OF THE TEACHING WITH TECHNOLOGY (TWT) RESOURCE</p> <p>Narrative: OTAN worked with the TWT team to finalize the front-end display of TWT resources on the updated OTAN website pages. Twenty-two resources were updated during this quarter. Alignments to the College and Career Readiness Standards and the Triple E framework were completed. The TWT team expanded to include a SME who has experience teaching CTE. This new member will create resources CTE teachers can use to teach with technology.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.4 PROVIDE AND SUPPORT SHARED ONLINE RESOURCES AND COURSES</p> <p>Narrative: OTAN has a number of open educational resources that are also online courses available for educators and students. The Triple E Framework course launched in mid-September with 12 participants. This course is designed to walk instructors through a process of designing lesson plans that engage, enhance, and extend learning for students. Registration is currently open for the Building an EdTech Strategy Toolkit (BEST) course to start in late October. BEST is designed to walk instructors through a thoughtful process of designing strategic, sustainable instructional routines that leverage educational technology and are centered around the factors that most impact their learners. OTAN has also expanded its license with Learn360 to not only have access to its courses and lessons, but also to its Classroom Videos on Demand.</p>	Ongoing
<p>1.B.5 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEMS PLATFORMS FOR CALIFORNIA AGENCIES</p> <p>Narrative: There are currently 50 agencies listed in the California Distance Learning Cooperative (CDLC). The following Quarter 1 data shows the activity in Canvas:</p> <ul style="list-style-type: none"> • Number of courses: 1395 • Teacher Count: 868 • Student Count: 12316 • Distinct Logins: 4576 <p>OTAN provides support for CDLC adult education staff using Canvas courses through Canvas’s Training Portal, live and recorded webinars, Q&A’s, and 1:1 support. There were 28 instances of OTAN support logged; however, this may not reflect support from Canvas via the 24/7 Tier 1 support or support from the CAEP Technical Assistance Project (CAEP TAP) staff. New in Quarter 1, OTAN developed public-facing Canvas courses for staff training. OTAN developed a course for the WIOA Title II: AEFLA New Administrator Orientation training, and it has had 625 visits. OTAN continues to provide support to adult education staff with Moodle courses and also sends reminders that the Moodle site will sunset at the end of 2022.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.6 DISSEMINATION OF OTAN SERVICES</p> <p>Narrative: OTAN has promoted its services in varying ways in Quarter 1. OTAN staffed a vendor booth at the CATESOL State Conference in Pasadena September 29 – October 2. The fall newsletter is under production and review from OTAN staff and is expected to go to print in Quarter 2. The summer, September, and October OTAN Digests have all been published on the OTAN website. Each Digest includes a director’s message, web-based articles written by OTAN’s SMEs, a teacher and administrator article section, a calendar of training events, and a spotlight highlighting an OTAN service. OTAN posts a minimum of 3 postings daily to Twitter, Facebook, and LinkedIn highlighting upcoming events and activities: Students Succeed, resources for teachers and administrators to support teaching and learning, and more. OTAN continues to monitor communications from the State Leadership Projects and other organizations to share items of interest with the field – for example, DRAW from WorldEd and updates on Digital Equity Act/broadband efforts in California.</p>	Ongoing
<p>1.B.7 DIGITAL LEARNING GUIDANCE PROJECT</p> <p>Narrative: OTAN contracted with an ETE to continue the work on the California Adult Education Digital Learning Guidance (CAEDLG). OTAN’s ETE, a former director of OTAN, acts as the lead and organizes the agendas and work plan for bi-weekly meetings between OTAN and ISTE. In August, OTAN’s ETE worked with programmers to design the CAEDLG page on OTAN’s main website. The page was made available to the field on September 1. When the CAEDLG was published on the OTAN website, staff created social media posts, an OTAN News Item, and began including the link in the weekly email blast to the field.</p>	Ongoing
<p>1.B.8 SUBMIT QUARTERLY REPORTS TO CDE</p>	Completed. The Quarter 1 Report will be submitted by 10/31/22.
<p>1.B.9 SUBMIT ANNUAL REPORT TO CDE</p> <p>Narrative: OTAN is compiling data and developing the 21–22 Annual Report to CDE for submission in December 2022.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
TASK II: USE TECHNOLOGY TO SUPPORT THE CDE’S ADULT EDUCATION OFFICE AND LEADERSHIP PROJECTS	
Section C: PROVIDE PROGRAMMING AND HOSTING OF THE CDE’S AEO “ONLINE GRANT APPLICATIONS AND REPORTING” ENVIRONMENT	
<p>2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR)</p> <p>Narrative: The California Adult Education Online Application and Reporting (CA-OAR) website received 11,777 visits from 4,442 unique visitors. OTAN developed and tested the following:</p> <ul style="list-style-type: none"> • 2022–23 WIOA New Year activities (creating data for agency deliverables and award amounts) • 2023–27 RFA Part 1, Eligibility Screening (opened September 1, 2022) • 2023–27 RFA Part 2, Grant Application (to open November 10, 2022) • 2022–23 Grant Award Notifications (opened September 26, 2022) • 2022–23 Grant Budget (opened September 26, 2022) • 2022–23 1st Quarter Expenditure Claim Report (to open October, 2022) <p>OTAN also maintained and supported the CDE course approval process. Eighty-nine (89) agencies requested approval, and 87 received approval letters as of September 30, 2022.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS)</p> <p>Narrative: OTAN developed and tested the following:</p> <ul style="list-style-type: none"> • 2022–23 WIOA New Year activities (creating updated reports) • 2022–23 Grant Award Notifications, Review and Approve opened September 26, 2022) • 2022–23 Grant Budget, Review and Approve (opened September 26, 2022) • 2022–23 1st Quarter Expenditure Claim Report, Review and Approve (to open October 2022) <p>The development environment was used to test all programming activities listed above.</p> <p>OTAN also updated the list of agencies requesting Course Approvals to include details about the agency’s educational consultant and CAEP district. The list page was also updated to allow users to filter results by consultant.</p>	<p>Ongoing</p>
<p>2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM</p> <p>Narrative: The development and production environments were used for external users to continue reviewing Continuous Improvement Plan (CIP) submissions. Reviewers evaluated Continuous Improvement Plans (CIPs) submitted by nine agencies.</p>	<p>Ongoing.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE’S ONLINE APPLICATION AND REPORTING ENVIRONMENT</p> <p>Narrative: OTAN staff provided 60 instances of email and phone support for the CA-OAR website this quarter. The Adult Education Office sent the following mass emails:</p> <ul style="list-style-type: none"> • 9/29/2022 SAM Renewal (Oct and Nov 22) • 9/23/2022 WIOA 2022–23 Grant Award Notifications • 9/22/2022 SAM Registration - Action Required • 9/6/2022 Links and Info for New Administrator Orientation - September 7–15, 2022 • 8/17/2022 Register now for New Administrator Orientation 2022 • 8/17/2022 Agency Information for Get Connected! California (High Speed Internet) • 8/16/2022 Welcome Back and Important Updates • 7/19/2022 Center of Excellence for Strategic Partnership’s Regional Sessions • 7/1/2022 Final Expenditure Claim Is Open, WIOA 2021–22 	<p>Ongoing</p>
<p>2.C.5 SUPPORT AND MAINTAIN THE CONTINUOUS IMPROVEMENT PLAN</p> <p>Narrative: OTAN worked with CALPRO to train reviewers of the plans. OTAN and CALPRO served as the secondary set of reviewers when a plan did not pass more than two times. Regular coaching was offered to agencies who did not pass. The Evaluation System was maintained for the reviewers to evaluate Continuous Improvement Plans (CIPs) submitted by nine remaining agencies. Eight agencies finalized the submission and acceptance of their CIP plans.</p>	<p>Completed 2022 review of plans.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION</p> <p>Narrative:</p> <ul style="list-style-type: none"> • OTAN recorded, remediated, and then posted the Federal Program Monitoring Adult Education Instrument Training Part 1 on the CA-OAR website early in August of 2022. • OTAN hosted and participated in the WIOA Title II AEFLA RFA 2023–27 webinar on August 22, 2022, by giving a live demonstration of the RFA Part 1, Eligibility Screening module on the CA-OAR website. • OTAN scheduled and hosted the Federal Program Monitoring Adult Education Instrument Training Q&A on August 25, 2022. • Over a span of five days, OTAN hosted the New Administrator Orientation via Zoom on September 7, 8, 13, 14, 15 2022. • OTAN scheduled and hosted the Eligible Training Provider List webinar for EDD Workforce Services Branch at the request of the AEO on September 19, 2022. 	Ongoing
<p>2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECT</p> <p>Narrative:</p> <ul style="list-style-type: none"> • OTAN hosted the WIOA Title II AEFLA RFA 2023–27 webinar on August 22, 2022, for CDE. The webinar was remediated through 3Play and posted on the CA-OAR website. • OTAN updated the Universal Report for 2022–23 for use by CASAS and CDE. 	Ongoing

**OTAN/SCOE PROGRESS REPORT
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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
SECTION D: PROVIDE PROGRAMMING AND HOSTING OF TECHNOLOGY INFORMATION AND TOOLS FOR LEARNING	
<p>2.D.1 MAINTAIN AND UPDATE THE OTAN WEBSITE</p> <p>Narrative: The OTAN website had 34,891 unique page views during this quarter, from 12,348 unique visitors. OTAN added three new Web-Based Class Activities, 2 OTAN Monthly Digests, 55 Adult Education News items, and 29 videos to the website. Additionally, pages were created on the site to feature the California Adult Education Digital Learning Guidance and four associated videos.</p>	Ongoing
<p>2.D.2 EVALUATE AND DEVELOP A WEBSITE HOSTED IN THE CLOUD</p> <p>Narrative: No activities were completed this quarter.</p>	No activity in this quarter
<p>2.D.3 ACCESSIBILITY AND SECTION 508 OF THE REHABILITATION ACT COMPLIANCE</p> <p>Narrative: Thirty-five (35) videos were remediated through 3Play in Quarter 1.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.D.4 DEVELOP AND MAINTAIN WEBSITE TO HOST AND SHARE INSTRUCTIONAL MATERIALS FOR ENGLISH LITERACY AND CIVICS EDUCATION – CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS FIELD USE</p> <p>Narrative: OTAN met with the CASAS team to discuss website improvements and updated active materials’ details as requested by CASAS. OTAN also created a quarterly report and graphics in Excel for material download information. As materials are submitted, CASAS and OTAN continue to review all materials for content, licensing, and accessibility before posting to the EL Civics Exchange per the agreed upon workflow.</p>	Ongoing
<p>2.D.5 CREATE, UPDATE, AND MAINTAIN WEBSITES TO SUPPORT ADMINISTRATIVE AND TRAINING ACTIVITIES</p> <p>Narrative: The following website updates occurred:</p> <ul style="list-style-type: none"> • Training: Organizational features were added to the administration site. • CA Professional Development: Presentation data from OTAN staff and ETEs was added. Additionally, a new feature was added to allow users to add training events to participants’ personal calendars. • ETE Time Tracking: The website was updated for the 2022–23 fiscal year. • DLAC: OTAN supported the user application process on the DLAC website and closed the application on August 19, 2022. • TDLS: The TDLS website home page was updated to show placeholder details for the 2023 Symposium. • Teaching with Technology: OTAN added pages to display resource reports per College and Career Readiness standard(s) and Career Technical Education sector. • Lesson Plan Builder: Three new lesson plans were created. • Digital Learning Guidance: A page was created on the OTAN website to host the Guidance PDF. Four additional pages were created to host related videos. 	Ongoing

Appendix B. Quarter 2, 2022 Progress Report

Outreach and Technical Assistance Network

Sacramento County Office of Education

Contract Number 220124

October 1, 2022 – December 31, 2022

**Outreach and Technical Assistance Network
Sacramento County Office of Education
Quarter 2, 2022, Progress Report, Contract Number 220124
October 1, 2022 – December 31, 2022**

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
TASK I: PROVIDE DISTANCE LEARNING AND TECHNOLOGY- INTEGRATION TRAINING AND TECHNOLOGY-RELATED CAPACITY-BUILDING SERVICES	
SECTION A: PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON 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	Ongoing
<p>Narrative: During the 2022–23 second quarter, OTAN facilitated 35 professional development sessions both online and in-person and instructed 424 participants on a variety of technology topics. Where 22 sessions were held online using Zoom, there were 13 in-person workshops held at adult education sites as part of their professional development. OTAN sent presenters virtually and in-person to four conferences during the 2022–23 second quarter including: CATESOL 2022, CAEP Summit '22, CCAE South, and CCAE Central. There were 22 unique titles presented, and approximately 461 participants were in attendance. OTAN continues to update professional development materials for all session types to meet all accessibility requirements. OTAN training staff presented and/or participated in professional development opportunities including ProLiteracy (Oct 3–5), CUE (Oct 22–23), CAEP Summit (virtual – Oct 25–28), ACSA (Nov 3–4), CCAE Central (Nov 4–5), Zoomtopia (Nov 8–9), CTE Conference (Nov 16–18), and CCAE South (Nov 19–20). Work continued with onboarding ETE for projects throughout quarter 2, and some assignments were shifted with the CIP reviewing and scoring not occurring in 2022–23. Coordinators met with each ETE to check in on assignments and deliverables planned for the 2022–23 program year. Work also started with the Online Application and Reporting Course Approval page update. OTAN formed a committee who met twice during quarter 2 consisting of the State Director for Adult Education, two CDE education program consultants, two SMEs, and the OTAN director.</p>	

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.2. CONDUCT IN-PERSON AND VIRTUAL OTAN ADVISORY COMMITTEE (OAC) MEETINGS ANNUALLY</p> <p>Narrative: The virtual fall OAC meeting took place September 15, 2022, from 9 a.m. -12 p.m. with 36 in attendance. During the second quarter, OTAN staff have been following up on OAC recommendations. These recommendations include sharing or developing resources for blended learning strategies, providing support for increasing digital literacy for teachers and students, sharing resources about growing an agency’s social media presence, incorporating ongoing, targeted coaching as a professional development option, and developing a repository of classroom technology resources for teachers. A progress report will be shared at the March 15 OAC meeting. In addition, OTAN has communicated and shared resources via email twice with OAC members.</p>	Ongoing
<p>1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC)</p> <p>Narrative: Teams from nine different agencies began their 2-year journey in the Digital Leadership Academy (DLAC). Each agency has identified a project that will address a need or barrier affecting their learners. The DLAC 4 teams met in a hybrid environment in late October for in-person and online professional development and team building. Each team was given a coach and established weekly check-ins. The teams started on their IDEAL 101 course right away with a webinar kick-off and regular online monthly meetings in November and December. OTAN continues to assist teams in their project progress. One coach was able to make an initial site visit to East Side Adult School in December 2022. Evaluations were distributed and reviewed with OTAN staff following the October training.</p>	Ongoing

**OTAN/SCOE PROGRESS REPORT
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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.4 LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT</p> <p>Narrative: Meetings continued with potential Curriculum Offer vendors in the fall – Newsela, Learning Upgrade. OTAN also contacted existing vendors – Northstar Digital Literacy, NROC, Essential Ed – to review current offers and to discuss how to promote them to the field. OTAN distributed a survey to the field in December to gauge interest in three proposed Curriculum Offer pilots – Northstar Digital Literacy, Newsela, and Learning Upgrade. Webinars took place on Learn 360 and Essential Ed, advertised via weekly emails and social media.</p>	Ongoing
<p>1.A.5. HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)</p> <p>Narrative: TDLS is scheduled for the afternoon of March 2 and for full days on March 3–4. OTAN staff met biweekly throughout quarter 2 to plan and organize the TDLS conference needs (platform, handouts, catering, and contracts). The Sweetwater/Chula Vista team met with OTAN staff as needed to address major technology and facility logistics. The Call for Proposals was opened on the TDLS website in October 2022 and closed at the end of December 2022. Eighty-seven (87) presentations were submitted. During this quarter, the Registration process was updated to accommodate hybrid conference content and to include PayPal payments. Information about TDLS registration was disseminated daily on social media, in news items for the digest and newsletter and through email blasts.</p>	Ongoing
<p>1.A.6. PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR</p> <p>Narrative: The nomination process and rubric were revised and updated on the webpage. Advertising for the nomination period occurs daily on social media through student succeeds videos, posts, email blasts, and news items in the digest and newsletter. Two top-scoring students were recognized at the CAEP Summit in October, and two top-scoring students were recognized at the ACSA Leadership Summit in November. The first of the four 2022 honorees’ videos was edited and put into remediation at the close of quarter 2.</p>	Ongoing.

**OTAN/SCOE PROGRESS REPORT
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OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.7. PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA</p> <p>Narrative: OTAN staff and SMEs assigned to this project are in the process of identifying potential agencies across the state, starting with review of 2021–22 Continuous Improvement Plans (CIPs) for mention of requested technical support. Finalized initial contact email will be sent to adult education directors/other primary contacts in quarter 3.</p>	Ongoing
SECTION B: PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT	
<p>1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES</p> <p>Narrative: Over the course of quarter 2, OTAN scheduled and hosted 35 professional development sessions. OTAN presented 10 sessions at the CAEP Summit, October 25–28. The CK-12 website now includes a CTE and ESL Flexbook category. Each new category has 3–4 books. OTAN responded to 52 email support box requests and three general phone technical support requests during this quarter. Due to a training gap with newer staff, the technical support phone requests are under-reported, and staff training will take place to resolve the issue.</p>	Ongoing
<p>1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE</p> <p>Narrative: The exempt temp employee working on the Adult Education History deliverable restarted project meetings. She has been meeting with several adult educators around the state to let them know about the project and make connections for future work including possible recordings and reviews of drafted chapters. In addition, she is continuing to research and organize content into major segments (e.g., great recession, flex funding, birth of adult ed consortia). The current Adult Education History site was updated to ASP.NET, and a new website URL was created.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.3 CONTINUE DEVELOPMENT OF THE TEACHING WITH TECHNOLOGY (TWT) RESOURCE</p> <p>Narrative: The TwT website recently went through a substantive update. While redevelopment of this site was occurring, five new resources were added, and 63 resources were updated. The updated TwT resource pages went live with the updated OTAN website in December 2022.</p>	Ongoing
<p>1.B.4 PROVIDE AND SUPPORT SHARED ONLINE RESOURCES AND COURSES</p> <p>Narrative: OTAN shares online resources and courses, most of them open education resources (OER), as a regular practice. Online resources are communicated on social media by days of the week: Mondays: Students Succeed; Tuesday: TDLS 2022 Videos; Wednesday: Web Based Activities for teachers; and Thursday: Accessibility.</p> <p>The Triple E course which is designed to walk instructors through a process of designing lesson plans that engage, enhance, and extend learning for students according to the Triple E Framework continued into quarter 2, culminating in a show-and-tell session on October 24. The course began with 16 enthusiastic educators, some of whom included OTAN’s subject matter experts. The course broke into 3 groups of 4–5 educators each. The groups each had a coach, and the coaches met with their groups once a week. Each coach had at least 3 completers earning a Triple EEE certificate for completing the course.</p> <p>The BEST (Building an EdTech Strategy Toolkit) Course kicked off on October 31 and continued in November and December, ending in a show-and-tell on December 12. Twenty-eight (28) adult educators throughout our state signed up for the course. Five of the 28 did not accept their invitation to join the course via Canvas. A small group (5) completed the full course and earned certificates. The timing of this course was difficult as many educator schedules vary during the holidays.</p>	Ongoing

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CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.5 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEMS PLATFORMS FOR CALIFORNIA AGENCIES</p> <p>Narrative: There are 52 Canvas instances that have been created since the launch of the California Distance Learning Cooperative (CDLC) project. Currently, there are 39 agencies participating in the CDLC, 27 of which were active during quarter 2. The following quarter 2 data shows the activity in Canvas:</p> <ul style="list-style-type: none"> • Number of courses: 1520 • Teacher Count: 948 • Student Count: 13110 • Distinct Logins: 5408 <p>OTAN provides support for CDLC adult education staff using Canvas courses through Canvas’s Training Portal, live and recorded webinars, Q&A’s, and 1:1 support. Agencies have been invited to share resources via the CDLC Canvas Commons. There were 35 instances of OTAN support logged; however, this may not reflect support from Canvas via the 24/7 Tier 1 support or support from the CAEP Technical Assistance Project (CAEP TAP) staff. Fifteen (15) Canvas sessions were facilitated through OTAN’s training calendar. Daily Canvas support was available through the AECanvas@scoe.net  mailbox. OTAN also continued to provide phone, email, and Zoom support to adult education staff with Moodle courses until CA Adult Education Courses sunset on December 31, 2022. OTAN Shared Courses are still in the process of being migrated from Moodle to Canvas. During quarter 2, OTAN worked with Instructure to revise new-agency onboarding and implementation and to scaffold services in stronger support of adult education agencies.</p>	<p>Ongoing</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.6 DISSEMINATION OF OTAN SERVICES</p> <p>Narrative: OTAN continues to regularly promote its services. OTAN hosted vendor tables at the CAEP Summit (virtual), October 25–28, and the CCAE South Conference November 18–19. Along with announcements of upcoming activities, OTAN produced news items such as the Triple E Framework for technology integration, digital literacy being non-negotiable for the workplace, implementing a flipped classroom model, fostering use of technology through instructional coaching, and considering whether virtual reality is an adult education reality. During quarter 2, OTAN also released the OTAN Fall Newsletter and published three OTAN Digests. Production of the winter newsletter began in December with submission of articles.</p>	Ongoing
<p>1.B.7 DIGITAL LEARNING GUIDANCE PROJECT</p> <p>Narrative: OTAN/ISTE continued to meet biweekly throughout quarter 2. Items of discussion included expanding the California Adult Education Distance Learning Guidance (referred to herein as Guidance) page on the OTAN website, planning for a promotional video introducing the Guidance to the field in an interactive way, and designing supplemental materials to help adult education practitioners access the Guidance individually or with their agency-level teams. Based on feedback from the Advisory team, OTAN determined that a facilitator’s guide and self-paced Canvas course would be the most essential needs at this time. OTAN began the contracting process with ISTE in December, and work on the supplemental materials will begin upon execution of the contract early in quarter 3.</p>	Ongoing
<p>1.B.8 SUBMIT QUARTERLY REPORTS TO CDE</p>	Completed. The quarter 1 report will be submitted by 01/31/23.
<p>1.B.9 SUBMIT OTAN ANNUAL REPORT TO CDE</p> <p>Narrative: Due to unforeseen delays, the 2021–22 Annual Report is in final development and will be delivered early in quarter 3 after editing and an accessibility check.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
TASK II: USE TECHNOLOGY TO SUPPORT THE CDE’S ADULT EDUCATION OFFICE AND LEADERSHIP PROJECTS	
Section C: PROVIDE PROGRAMMING AND HOSTING OF THE CDE’S AEO “ONLINE GRANT APPLICATIONS AND REPORTING” ENVIRONMENT	
<p>2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (OAR)</p> <p>Narrative: The California Adult Education Online Application and Reporting (CA-OAR) website received 3,776 visits from 1,107 unique visitors. OTAN developed and tested the following:</p> <ul style="list-style-type: none"> • 2022–23 2nd Quarter Expenditure Claim Report (opened October 2022) • 2022–23 Teacher Self-Assessment and Report • 2022–23 Student Technology Intake Survey Report – for agencies <p>OTAN also maintained and supported the CDE course approval process. Twenty-four (24) agencies requested approval, and 24 received approval letters as of December 31, 2022.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS)</p> <p>Narrative: OTAN developed and tested the following:</p> <ul style="list-style-type: none"> • 2022–23 2nd Quarter Expenditure Claim Report, Review and Approve (opened October 2022) • 2022–23 Student Technology Intake Survey Report – summary of all agencies • 2023–27 RFA Administrative Review <p>The Grant Award Notice Review/Approve tool and the Expenditure Claim Report (ECR) tool were updated to show due date exceptions for individual agencies in addition to the deliverable due date.</p> <p>The AMS website was updated to add notifications to assigned CDE consultants for each course approval request made by an agency.</p>	Ongoing
<p>2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM</p> <p>Narrative: OTAN developed and tested the 2023–27 RFA Scoring and Review site for reviewers to read RFAs. The site opened in December 2022. Reviewers included local workforce development boards, CDE consultants, and state leadership project personnel.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE’S ONLINE APPLICATION AND REPORTING ENVIRONMENT</p> <p>Narrative: In the second quarter OTAN sent the following bulk emails:</p> <ul style="list-style-type: none"> • 10/12/2022 WIOA, Title II 2022–23 First Quarter Deliverables • 10/19/2022 2023–27 WIOA Request for Applications • 10/25/2022 California Adult Education Digital Learning Guidance • 11/18/2022 General Updates and Thanksgiving Wishes • 12/01/2022 Begin your 2023–27 WIOA, Title II: AEFLA Online Application now • 12/07/2022 2023–27 WIOA, Title II: AEFLA Online Application is due in one week • 12/15/2022 Due Today, 2023–27 WIOA, Title II: AEFLA Grant Application <p>OTAN responded to 41 email and 1 phone support requests in relation to the OAR/AMS website.</p>	<p>Ongoing</p>
<p>2.C.5 SUPPORT AND MAINTAIN THE CONTINUOUS IMPROVEMENT PLAN</p> <p>Narrative: The Continuous Improvement Plan (CIP) module on the reporting website, along with the CIP Reviewing section of the Scoring and Review website, were maintained to allow continued submission and reviews of agencies with incomplete CIPs. As of December 2022, one agency remained. Regular reports were sent to CDE with the status of agency CIP reviews.</p>	<p>Completed. There will be no CIP in 2022–2023 as the new WIOA II AEFLA RFA was released and will be used as a reference for agency goals, data, and progress.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION</p> <p>Narrative: OTAN remediated and then posted the Eligible Training Provider List (WIOA) webinar from September 19 on the CA-OAR website in December 2022.</p> <p>OTAN recorded, hosted, and participated in the AEFLA Readers Conference webinar on December 16, 2022.</p>	Ongoing
<p>2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECTS</p> <p>Narrative: OTAN provided training webinars with CDE on how to access and submit the WIOA Title II AEFLA 2023–27 RFA for agencies as well as how to review and score submitted RFAs for CDE staff and assigned reviewers (webinars listed in 2.C.6).</p>	Ongoing
SECTION D: PROVIDE PROGRAMMING AND HOSTING OF TECHNOLOGY INFORMATION AND TOOLS FOR LEARNING	
<p>2.D.1 MAINTAIN AND UPDATE THE OTAN WEBSITE</p> <p>Narrative: The OTAN website had 13,986 unique page views during this quarter, from 9,719 unique visitors. OTAN added 3 new Web-Based Class Activities, 3 OTAN Monthly Digests, 45 Adult Education News items, and 28 videos to the website.</p> <p>In December 2022 OTAN released an updated version of the OTAN website with a slightly updated design and a back-end rewrite. The back-end was switched from the Umbraco content management system to OTAN’s standard .NET project setup. The update also included the new extended features and front-end of the Teaching with Technology section.</p>	Ongoing
<p>2.D.2 EVALUATE AND DEVELOP A WEBSITE HOSTED IN THE CLOUD</p> <p>Narrative: No activities were completed this quarter.</p>	No activity in this quarter

**OTAN/SCOE PROGRESS REPORT
CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.D.3 ACCESSIBILITY AND SECTION 508 OF THE REHABILITATION ACT COMPLIANCE</p> <p>Narrative: Three (3) videos were remediated through 3Play in quarter 2.</p>	Ongoing
<p>2.D.4 DEVELOP AND MAINTAIN WEBSITE TO HOST AND SHARE INSTRUCTIONAL MATERIALS FOR ENGLISH LITERACY AND CIVICS EDUCATION – CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS FIELD USE</p> <p>Narrative: OTAN added a new COAAP and Civic Objective category (Social and Emotional Learning) to the EL Civics website in response to a request from CASAS. Additionally, the materials display was updated with the agency name and other fields as requested by CASAS. During the second quarter, 1,561 materials were downloaded by users.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.D.5 CREATE, UPDATE, AND MAINTAIN WEBSITES TO SUPPORT ADMINISTRATIVE AND TRAINING ACTIVITIES</p> <p>Narrative: The following website updates occurred:</p> <ul style="list-style-type: none"> • Travel: The OTAN programming team continues to add functionality to the travel section of the OTAN administrative area of its website based on input and requests from the OTAN office staff. • Training: The OTAN programming team continues to add functionality to the training section of the OTAN administrative area of its website based on input and requests from the OTAN training staff. Within the 2nd quarter, more advanced reporting features were added along with the ability to add solo title presentations. • Students Succeed: The Students Succeed website was updated for the new application cycle, to open in January 2023. • DLAC: The DLAC website was reopened for a short window to allow new applications. • TDLS: Narrative: The Call for Proposals was opened on the TDLS website in October 2022 and closed at the end of December 2022. Eighty-seven (87) presentations were submitted. During this quarter the Registration process was updated for hybrid conference content and to include PayPal payments. • Lesson Plan Builder: The Lesson Plan builder website was updated to include enhanced functionality and to incorporate the College and Career Readiness Standards. It is currently being tested by OTAN staff and SMEs. • Digital Learning Guidance: The full content from the California Adult Education Digital Learning Guidance, with additional resources and navigation options, is being developed on the OTAN website and will go live in early quarter 3. 	<p>Ongoing</p>

Appendix C. Quarter 3, 2023 Progress Report

Outreach and Technical Assistance Network

Sacramento County Office of Education

Contract Number 220124

January 1, 2023 – March 31, 2023

**Outreach and Technical Assistance Network
 Sacramento County Office of Education
 Quarter 3, 2023, Progress Report, Contract Number 220124
 January 1, 2023 – March 31, 2023**

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
TASK I: PROVIDE DISTANCE LEARNING AND TECHNOLOGY- INTEGRATION TRAINING AND TECHNOLOGY-RELATED CAPACITY-BUILDING SERVICES	
SECTION A: PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON VIA WORKSHOPS, WEBINARS, AND OTHER DELIVERY MODELS TO ALL WIOA- FUNDED ADULT EDUCATION AGENCIES IN CALIFORNIA.	
<p>1.A.1 ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS</p> <p>Narrative: During the third quarter, OTAN facilitated 62 professional development sessions both online and in-person and instructed 548 participants on a variety of technology topics. There were 38 Instructure-led Canvas sessions using Zoom, 15 online sessions including workshops, special webinars related to OTAN distance learning offerings, and CDE webinars. Within the 3rd quarter OTAN staff and SME's facilitated 8 in-person workshop sessions at adult education sites as part of their professional development. Beyond its own Symposium held in March, OTAN sent presenters virtually and in-person to 2 conferences during the 3rd quarter including the World Education Strategy and the Spring CUE conference. There were 6 unique titles presented at CUE, and approximately 57 participants attended three of those sessions. Virtual counts are unavailable for the other three sessions as the host did not provide that information. Staff also participated in CAEAA to further their own professional development. Work also continued with the Online Application and Reporting Course Approval page update. The development committee, consisting of the State Director for Adult Education, two CDE education program consultants, two SMEs, and the OTAN director, reviewed and updated content, Ed Code, and CTE course options. It will be ready for testing in Quarter 4.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.2 CONDUCT IN-PERSON AND VIRTUAL OTAN ADVISORY COMMITTEE (OAC) MEETINGS ANNUALLY</p> <p>Narrative: The OTAN Advisory Committee met virtually from 9 a.m. -12 p.m. on March 15 with 36 participating. Both meetings in 2022–23 were held virtually as requested by OAC members. The March agenda included a welcome and a CDE update by Dr. Carolyn Zachry and Dr. Cory Rayala. It also included a discussion of OTAN and OAC member updates, a presentation by Matthias Sturm and Anthony Burik on the California Adult Education Technology and Distance Learning report, and break-out groups to discuss the post-pandemic status of the field. OAC members, while in their breakout groups discussed new content such as best practices for hybrid courses, embracing mastery learning, individualized differentiation, AI, device access/partnerships, and Canvas training for instructors. Relevant information is regularly shared with OAC members outside the two annual meetings. In Quarter 3, there was 1 newsletter, 3 digests, and 2 emails sent directly to OAC members. OTAN tentatively scheduled the next meeting to be in-person on September 29 at SCOE.</p>	<p>Ongoing</p>
<p>1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC)</p> <p>Narrative: DLAC Cohort 4 is supported by six coaches. OTAN recruited one additional coach in Quarter 3, for a total of six, to assist with the needs and support to the California Department of Corrections and Rehabilitation. Coaches performed site visits to offer support and to understand the needs of the learners and teachers at each agency. In January 2023, OTAN hosted DLAC 4 in person at SCOE. The two days of professional learning included ongoing training on the Clifton Strengths, conflict resolution, and coaching strategies. OTAN staff and subcontractors performed the training. Feedback from evaluations indicated an increased desire for team-building time and facilitation by Dr. Porter. Overall, evaluations were strong, and the training was well received.</p>	<p>Ongoing</p>

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.4 LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT</p> <p>Narrative: OTAN moved forward with two vendors: Northstar Digital Literacy and Learning Upgrade. In Quarter 3, OTAN hosted introductory webinars for each. Six agencies signed up to pilot Learning Upgrade and 10 agencies for Northstar. Newsela is on hold for the 2023–24 program year.</p>	Ongoing
<p>1.A.5 HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)</p> <p>Narrative: OTAN hosted its first-ever hybrid TDLS at Chula Vista Adult School on March 3–4. OTAN also organized for the first time three 3-hour Bootcamps on the Thursday afternoon before the official start of TDLS. Adult educators attended both in-person and virtually, hailing from all over California and from states as far away as Virginia; 52.3% (194) of the 371 attendees attended TDLS virtually this year. OTAN’s audience for this symposium were largely adult education instructors from K–12 or community college organizations. Attendee background also included a mix of roles from administration to support staff and organizations such as libraries, correctional facilities, and community-based organizations. This variety of adult education professionals had between 9 and 11 different session opportunities for each of the 1-hour session blocks that were held each day (4 per day) in addition to the opening/keynote session and the closing session. Overall, there were 84 total presentations on the schedule and 83 for conference goers to choose from; one session was cancelled. Attendees completed 337 individual session evaluations for the 86 different presentations they could have attended, including meals, the keynote address, and the closing session. Both the keynote and closing were highly regarded by conference participants.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.6 PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR</p> <p>Narrative: Students Succeed nominations remained open through the close of Quarter 3. Since January 4, 2023, OTAN's social media has shared over 110 posts on LinkedIn, Twitter, and Facebook urging adult education agencies to nominate a deserving adult learner. Additionally, nomination information dominated the OTAN home page. A total of four articles written for the Winter Newsletter and January-March Digests focused on different aspects of the Students Succeed nominations, from how to nominate a student to honoree information. Weekly Monday Motivational social media featured a student honoree and nomination links for a total of 10 posts. During the quarter, OTAN released an additional Students Succeed honoree video. It has been showcased on the Students Succeed website, on OTAN social media, and forwarded to the student's school district's public information officer for distribution. OTAN and TAP staff met twice to discuss student scoring and CAEP presentation of honorees for the CAEP Summit 2023 in October.</p>	Ongoing.
<p>1.A.7 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA</p> <p>Narrative: OTAN began contacting rural agencies across the state and followed up with two – Corcoran Adult School and Palo Verde College (PVC). Staff had introductory meetings with program contacts and scheduled initial site visits to learn more about the schools and their needs. At Corcoran Adult School, one need is more digital skills training for students. At PVC, some needs are for Canvas course development and continued work on online/distance/hybrid learning. As OTAN and the agencies continue to discuss support, they will narrow the focus and work on setting SMART goals as a way to track progress in the identified work.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS


OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
SECTION B: PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT	
<p>1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES</p> <p>Narrative: During the third quarter, OTAN facilitated 62 professional development sessions both online and in-person. Additional information about these sessions can be located in A.1.A. OTAN has begun to look into Artificial Intelligence (AI) with the explosion of interest in ChatGPT. OTAN’s first AI sessions were scheduled at TDLS. OTAN has also written a few news items on AI, as well as news items on blended learning and UDL. OTAN responded to two phone support requests and 75 email support service requests in Quarter 3.</p>	Ongoing
<p>1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE</p> <p>Narrative: The exempt temp employee (ETE) working on the Adult Education History deliverable is continuing to meet and interview adult educators around the state and recently attended CCAE to facilitate those in-person connections. OTAN staff met twice with the Adult Ed History ETE to review progress to date and plot out work moving forward with emphasis on content creation through the rest of this fiscal year.</p>	Ongoing
<p>1.B.3 CONTINUE DEVELOPMENT OF THE TEACHING WITH TECHNOLOGY (TWT) RESOURCE</p> <p>Narrative: OTAN’s team of Subject Matter Experts (SMEs) working on the TwT project continue to meet monthly and discuss successes and challenges with completing and modifying entries. Seven new entries were added and 61 were updated in Quarter 3. The TwT section of the OTAN website was updated to prioritize entries with lesson plans aligned to the Triple E Framework. Activities with lesson plans will be sorted and appear first in search results.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.4 PROVIDE AND SUPPORT SHARED ONLINE RESOURCES AND COURSES</p> <p>Narrative: OTAN shares online resources and courses, most of them open education resources (OER), as a regular practice. Now that the Moodle Adult Ed Courses website has sunset, OTAN is focusing on providing support for courses on our Canvas/CDLC site. OTAN provides support for CDLC adult education staff using Canvas courses through the Canvas Training Portal, live and recorded webinars, Q&As, and 1:1 support. OTAN Shared Courses are still in the process of being migrated from Moodle to Canvas. Additional information on CDLC and Canvas support can be located in Section 1.B.5. Other OER courses such as those on CK-12 and NROC are available to the field, and staff provide support on an as-needed basis.</p>	<p>Ongoing</p>

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.5 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEMS PLATFORMS FOR CALIFORNIA AGENCIES</p> <p>Narrative: There are 53 Canvas instances that have been created since the launch of the California Distance Learning Cooperative (CDLC) project. Currently, there are 35 agencies actively participating in the CDLC. The following Q3 data shows the activity in Canvas:</p> <ul style="list-style-type: none"> • Number of courses: 123 • Teacher Count: 81 • Student Count: 1287 <p>OTAN provides support for CDLC adult education staff using Canvas courses through the Canvas Training Portal, live and recorded webinars, Q&As, and 1:1 support. Agencies have been invited to share resources via the CDLC Canvas Commons. There were 51 instances of OTAN support logged via phone, email, or Zoom; however, this does not reflect support from Canvas via the 24/7 Tier 1 support. Thirty-seven (37) Canvas training sessions were facilitated by OTAN, where out of 418 registrants, 205 attended. During Quarter 3, OTAN worked with Instructure to revise new-agency onboarding and implementation, updated the CDLC webpage, secured a Canvas Commons course template, and scaffolded services in stronger support of adult education agencies. Further technological support was provided through aecanvas@scoe.net  by members from the OTAN Leadership team. Periodic check-ins via email, Zoom, and phone were provided when necessary and logged into Client Services. Updated weekly global announcements about Canvas professional development through OTAN was highlighted in LMS platform.</p>	<p>Ongoing</p>

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.6 DISSEMINATION OF OTAN SERVICES</p> <p>Narrative: OTAN continues to regularly promote its services. OTAN did not host vendor tables in Quarter 3. The winter OTAN Online Connection (OTAN newsletter) was disseminated electronically, mailed as requested, and distributed at conferences. Three monthly digests were published through Quarter 3 in January, February, and March. Relevant adult education information including news items for administrators and teachers, events and upcoming professional development, web-based class activities, and lessons for teaching with technology were highlighted throughout. Weekly <i>Upcoming OTAN Activities</i> were provided each week in Q3. Additionally, the <i>Upcoming Sessions</i> within the Professional Development Tab remained current. Home page news items were featured on the home page and regularly rotated. Staff participated in State Leadership Project and association meetings to stay abreast of current issues in the field and to share about OTAN’s projects.</p>	Ongoing
<p>1.B.7 DIGITAL LEARNING GUIDANCE (DLG) PROJECT</p> <p>Narrative: The DLG website was revised to provide web-based access to the Guidance document at the Chapter level. OTAN contracted with the Internet Media Services (IMS) department at SCOE to begin creating videos highlighting the key points of each Chapter. Two videos were completed this quarter. An OTAN SME worked with IMS to provide content, storyboarding, and high-quality photos of adult ed students and teachers to support the video development. OTAN executed a contract with ISTE to create two supplements to the DLG—a facilitator’s guide and a Canvas course that help practitioners to engage with the DLG content. OTAN and ISTE met weekly throughout Quarter 3 on the design and feedback of these items. Two agencies have requested ongoing support and training specific to the DLG. Two SMEs are taking the lead in providing presentations at conferences on the DLG and presented at TDLS in March.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.B.8 SUBMIT QUARTERLY REPORTS TO CDE</p> <p>Narrative: The 2020–21 Annual Report was completed and distributed in December 2021. Staff continued work on the Distance Learning Addendum Report and sent a draft of the document March 8 to CDE. A final, print version will be available early in Quarter 4.</p>	Completed. The Quarter 3 report will be submitted by 04/30/23.
1.B.9 SUBMIT OTAN ANNUAL REPORT TO CDE	Completed
TASK II: USE TECHNOLOGY TO SUPPORT THE CDE’S ADULT EDUCATION OFFICE AND LEADERSHIP PROJECTS	
Section C: PROVIDE PROGRAMMING AND HOSTING OF THE CDE’S AEO “ONLINE GRANT APPLICATIONS AND REPORTING” ENVIRONMENT	
<p>2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (CA-OAR)</p> <p>Narrative: The California Adult Education Online Application and Reporting (CA-OAR) website received 7,589 visits from 3,916 unique visitors. OTAN developed and tested the following:</p> <ul style="list-style-type: none"> • 2022–23 2nd Quarter Expenditure Claim Report (opened January 3, 2023) • 2022–23 3rd Quarter Expenditure Claim Report (opened April 3, 2023) • RFA Scoring and Review • 2023–27 New Agency Inquiry • GAN Amendment <p>OTAN also maintained and supported the CDE course approval process. Twenty-two (22) agencies received approvals in Quarter 3, and 133 agencies have received approvals so far, this fiscal year. Two hundred and sixteen (216) agencies have yet to request approval. The course approval tool has been under development during the third quarter to add new sectors, data, and pathways for the next fiscal year.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS)</p> <p>Narrative: OTAN developed and tested the following:</p> <ul style="list-style-type: none"> • 2022–23 2nd Quarter Expenditure Claim Report, Review and Approve (opened January 3, 2023) • 2022–23 3rd Quarter Expenditure Claim Report, Review and Approve (opened April 3, 2023) • 2023–27 RFA Administrative Review and Reports 	Ongoing
<p>2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM</p> <p>Narrative: The 2023–27 RFA Scoring and Review site went live in December 2022 and was used through the third quarter for reviewers to read RFAs. Reviewers included local workforce development boards, CDE consultants, and state leadership project personnel.</p>	Ongoing
<p>2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE’S ONLINE APPLICATION AND REPORTING ENVIRONMENT</p> <p>Narrative: In the third quarter, OTAN sent the following bulk emails:</p> <ul style="list-style-type: none"> • 1/4/2023 Welcome Back and Second Quarter Deliverables • 1/12/2023 Emergency Conditions Affecting Adult Education Programs • 2/8/2023 Upcoming Webinars and a Grant Opportunity • 2/14/2023 Grant Opportunity from EDD *Time Sensitive* • 3/7/2023 Requirement for and Use of Adult Student Social Security Numbers • 3/21/2023 Call for Presenters - CTE Conference 2023 <p>OTAN responded to 30 email support requests in relation to the OAR/AMS websites.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.C.5 SUPPORT AND MAINTAIN THE CONTINUOUS IMPROVEMENT PLAN</p> <p>Narrative: No updates</p>	<p>Completed. There will be no CIP in 2022–23 as the new WIOA II AEFLA RFA was released and will be used as a reference for agency goals, data, and progress.</p>
<p>2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION</p> <p>Narrative: OTAN hosted the Jan 4, 2023, CA Workforce Development Board webinar to review RFA applications.</p>	<p>Ongoing</p>
<p>2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECTS</p> <p>Narrative: OTAN assisted the CDE Adult Education Office with a Zoom training on 2/27 as requested by CDE; staff also sat in on the NASDAE webinar to assist on 3/8.</p>	<p>Ongoing</p>
<p>SECTION D: PROVIDE PROGRAMMING AND HOSTING OF TECHNOLOGY INFORMATION AND TOOLS FOR LEARNING</p>	
<p>2.D.1 MAINTAIN AND UPDATE THE OTAN WEBSITE</p> <p>Narrative: The OTAN website had 27,450 unique page views during this quarter, from 8,485 unique visitors. OTAN added 3 new Web-Based Class Activities, 3 OTAN Monthly Digests, 36 Adult Education News items, and 8 videos to the Website.</p> <p>During the third quarter, OTAN converted the content from the Digital Learning Guidance PDF document into web pages.</p>	<p>Ongoing</p>
<p>2.D.2 EVALUATE AND DEVELOP A WEBSITE HOSTED IN THE CLOUD</p> <p>Narrative: No activities were completed this quarter.</p>	<p>No activity in this quarter</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.D.3 ACCESSIBILITY AND SECTION 508 OF THE REHABILITATION ACT COMPLIANCE</p> <p>Narrative: Eight (8) videos were remediated through 3Play in Quarter 3.</p>	Ongoing
<p>2.D.4 DEVELOP AND MAINTAIN WEBSITE TO HOST AND SHARE INSTRUCTIONAL MATERIALS FOR ENGLISH LITERACY AND CIVICS EDUCATION – CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS FIELD USE</p> <p>Narrative: Ongoing meetings with CASAS continued during the third quarter. OTAN and CASAS also presented three sessions on the ELC Exchange at TDLS. The OTAN programming team created materials' download reports and graphics in Excel. Lastly, a newly created COAAP, 76.1, Hospitality, Tourism, and Recreation was added to the EL Civics Exchange website. CASAS and OTAN continue to work with agency contacts to submit materials to the ELC Exchange that meet content and accessibility requirements.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>2.D.5 CREATE, UPDATE, AND MAINTAIN WEBSITES TO SUPPORT ADMINISTRATIVE AND TRAINING ACTIVITIES</p>	Ongoing
<p>Narrative: The following website updates occurred:</p> <ul style="list-style-type: none"> • Travel: The OTAN programming team continues to add functionality to the travel sections of the administrative area of its website based on input and requests from the OTAN office staff. • Training: The OTAN programming team continues to add functionality to the training and presentation sections of the administrative area of its website based on input and requests from the OTAN training staff. • Students Succeed: The Students Succeed nomination form was updated with new content during the third quarter. • TDLS: The TDLS website was used to host the schedule and online portion of the TDL Symposium on March 2–4, 2023. • Lesson Plan Builder: During the third quarter, Lesson Plan Builder updates were tested by OTAN staff and SMEs. Development continues based on feedback from users to fix bugs and enhance functionality. • Digital Learning Guidance: The content from the Digital Learning Guidance document PDF was extracted and created as webpages on the OTAN website. 	

Appendix D. Quarter 4, 2023 Progress Report

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract Number 220124

April 1, 2023 – June 30, 2023

**Outreach and Technical Assistance Network
 Sacramento County Office of Education
 Quarter 4, 2023, Progress Report, Contract Number 220124
 April 1, 2023 – June 30, 2023**

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
TASK I: PROVIDE DISTANCE LEARNING AND TECHNOLOGY- INTEGRATION TRAINING AND TECHNOLOGY-RELATED CAPACITY-BUILDING SERVICES	
SECTION A: PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES ONLINE AND IN-PERSON VIA WORKSHOPS, WEBINARS, AND OTHER DELIVERY MODELS TO ALL WIOA- FUNDED ADULT EDUCATION AGENCIES IN CALIFORNIA.	
<p data-bbox="159 730 1117 835">1.A.1 ASSIST IN THE PROCESS OF FOSTERING AND SUPPORTING THE CALIFORNIA ADULT EDUCATION PROGRAM AND INSTRUCTORS</p> <p data-bbox="159 877 1166 1696">Narrative: During the fourth quarter, OTAN facilitated 48 professional development sessions both online and in-person and instructed 366 participants on a variety of technology topics. There were 25 Instructure-led Canvas sessions and another 17 online sessions that included presentations and workshops. During this quarter, OTAN staff and subject matter experts (SME) facilitated 6 in-person workshop sessions at adult education sites where 101 adult education staff attended. Fourteen SMEs spent nearly 300 hours in the final fiscal quarter on preparing and providing scheduled presentations (outside of conference presentations). Staff presented during the quarter at several conferences doubled as professional development. Sessions were attended as professional development at COABE 2023, CCAE State '23, and CASAS SI. Additional virtual professional development was accessed through Instructure, Northstar, and WorldEd. While there was no Continuous Improvement Plan (CIP) conducted in 2022–23, two SMEs revised training materials and created a handbook for CIP reviewers. The revision to the Course Approval site continued. The site went live in June after testing with all the new CTE course codes. OTAN presented the changes to the CDE staff and plans to offer a webinar for the field in August 2023. In preparation for the launch of program year 2023–24, staff conducted the third of three check-in meetings with SMEs in May/June and surveyed staff about availability in August for the annual Training of Trainers.</p>	Ongoing

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.2 CONDUCT IN-PERSON AND VIRTUAL OTAN ADVISORY COMMITTEE (OAC) MEETINGS ANNUALLY</p> <p>Narrative: The final meeting of PY 2022–23 was March 15. A save-the-date went out for an in-person OAC meeting to take place on September 29, 2023, at the Sacramento County Office of Education. Staff reviewed OAC recommendations from the March 15 break-out sessions with the goal of incorporating some into future training and offerings. Some themes that arose included using LMS orientation courses to address students on waiting lists, equity-based professional development, the use of AI in teaching and learning, flexibility in learning options: face-to-face, blended, and online, assessing digital learning skills, and leveraging statewide partnerships to access devices for students.</p>	<p>Ongoing</p>
<p>1.A.3. HOST THE DIGITAL LEADERSHIP ACADEMY (DLAC)</p> <p>Narrative: DLAC participants completed the first year of their 2-year training with mid-project reports in May. Agencies shared about their journey with DLAC during the first year as well as addressed their plans for year 2. Teams were provided feedback on their reports and met with OTAN staff, their coach, and Dr. Porter, to review the feedback and to address concerns and considerations for year 2. By the end of year 1, one participant dropped out due to a promotion to a new position; the agency will fill that spot with a new participant. There are currently 29 DLAC participants.</p>	<p>Ongoing</p>

OTAN/SCOE PROGRESS REPORT

CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS Progress Narrative	STATUS of 22–23 Deliverables
<p>1.A.4 LEVERAGE STATEWIDE LICENSING OF TECHNOLOGY-BASED CONTENT</p> <p>Narrative: OTAN continued with its two pilots with Northstar and Learning Upgrade. Four additional Northstar locations were added to bring the total to 14, and 3 more Learning Upgrade sites were added to bring the total to 9. OTAN plans to continue both pilots in the PY 2023–24 year to provide agencies sufficient time with the products to determine if they will want to continue with the products after the pilot. Two presentations on OTAN Curriculum Offers were given at the CCAE State Conference and CASAS SI. We have included information about Curriculum Offers in the weekly Upcoming Activities email blast and periodic social media posts. OTAN began a review of the data to see usage during PY 2022–23 to determine how to support agencies in PY 2023–24 (whether agencies need more or less support as they continue in the pilots).</p>	Ongoing
<p>1.A.5 HOST ONE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)</p> <p>Narrative: The Technology and Distance Learning Symposium occurred in Q3 of 2023. The website platform created for the TDLS is updated and improved throughout the year by OTAN programmers based on need assessments completed after each TDLS. TDLS results from the quarter 3 report were shared with pertinent members of both the training and development team during planning and debrief meetings held in early April. Ideas to improve the next TDLS were gleaned from collaboration and discussion of attendee feedback, but a formal planning document is yet to come. The Call for Proposal edits have been submitted to the development team. The category strands now align to topics in the Digital Guidance Document. OTAN is currently reviewing options for keynote speakers. A prototype for a shorter program book was developed, and OTAN will continue to explore how to develop a shorter book for TDLS 2024.</p>	Ongoing

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<p>1.A.6 PROVIDE TECHNICAL SUPPORT AND COORDINATION TO THE ADULT EDUCATION FIELD FOR THE STUDENTS SUCCEED HONOR</p> <p>Narrative: The California Adult Education Students Succeed (CAESS) nomination period closed on April 1, 2023. Thirty-six nominations were reviewed and scored. Nominators and school administrators were notified of the results either by a congratulatory letter or a regrets notice. There were four nominators who received a regrets notice. Attached to the email was a graphic of the teacher’s words with a beautiful border, so the nominator could give it to the adult learner. Congratulatory letters were also sent to adult learners with a framed, personalized certificate. The field was notified by the Monday Motivational CAESS post on Facebook, Twitter, and LinkedIn each week, a weekly reminder in the Upcoming OTAN Activities post and email blast, and news items. ACSA & CAEP TAP have been notified of the four top honorees, and links have been sent with students’ personal stories and pictures. One video has been taped at Salinas Adult School. Three more tapings will occur August 2, 15, and 24. The videos will go through an editing process and then accessibility remediation before being released to the Students Succeed website.</p>	Ongoing.
<p>1.A.7 PROVIDE SPECIALIZED COACHING AND EXTENDED TECHNICAL SUPPORT TO SPARSELY POPULATED AREAS OF CALIFORNIA</p> <p>Narrative: OTAN began discussions with two agencies – Palo Verde College and Corcoran Adult School – and did initial site visits to meet with agency leads and discuss support moving forward. OTAN will continue to communicate with the agencies for future support that OTAN can provide.</p>	Ongoing

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SECTION B: PROVIDE INFORMATION, RESOURCES, AND TECHNICAL SUPPORT	
<p>1.B.1 RESEARCH AND SHARE INFORMATION ON EMERGING TECHNOLOGIES</p> <p>Narrative: OTAN tasks its staff and SME’s to submit presentations, workshops, poster sessions, and presentations as in-person and virtual presenters at a variety of statewide and national conferences. Presentations include those on using technology effectively, formative assessment techniques and practices, digital guidance, and diversity and inclusion. Sample titles include:</p> <ul style="list-style-type: none"> • Online Teaching Best Practices: Ensure Quality and Foster Student Persistence (CASAS SI 23) • Words and Blended Learning with Canvas (CASAS SI 23) • Augmented Reality in Adult Education (CCAIE State 23) • Using Technology to Amplify Student Voice (CCAIE State 23) • Elevate Students with Applied Digital Skills (COABE 23) • Ramp Up Online Safety (COABE 23) <p>OTAN staff and SMEs subscribe to a variety of organizations and online learning systems to keep abreast of technologies, curriculum needs, and teaching methods relevant to adult education. Organizations include those that have online learning areas, research and articles written by the adult education field, and conferences to which OTAN sends staff for professional development. Subscriptions include, but are not precluded to, Computer Using Educators (CUE), Coalition on Adult Basic Education (COABE), California Council for Adult Education (CCAIE), International Society for Technology in Education (ISTE), Literacy Information and Communication System (LINCS), World Ed Organization, NorthStar, and LinkedIn Learning.</p>	Ongoing
<p>1.B.2 REVIEW AND UPDATE THE CALIFORNIA ADULT EDUCATION HISTORY CONTENT AND LIBRARY RESOURCES WEBSITE</p> <p>Narrative: The SME continued work on new chapter content and identifying contacts for future interviews. Our OTAN SME also met with colleagues at the CCAIE State Conference to share the work done to this point and ways that colleagues might get involved in 2023–24.</p>	Ongoing

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<p>1.B.3 CONTINUE DEVELOPMENT OF THE TEACHING WITH TECHNOLOGY (TWT) RESOURCE</p> <p>Narrative: Eighteen (18) new entries were added and 72 were updated during the fourth quarter. Regular updates and reformatting requests from SMEs are still occurring. OTAN programmers added small feature updates to the TPACK back-end website: new resources will automatically have a blank lesson plan created; text areas now allow users to paste without including formatting; added Lesson Plan filters to resource page search.</p>	Ongoing
<p>1.B.4 PROVIDE AND SUPPORT SHARED ONLINE RESOURCES AND COURSES</p> <p>Narrative: Ongoing online and phone support is facilitated daily about online courses and Canvas resources. Over 40 instances of support via phone, email, or Zoom were provided. Outreach and communication about online resources and courses is provided through our monthly digests, spring newsletter, website, and social media. OTAN began work to implement a new California Adult Education Commons which will benefit the entirety of adult education agencies within the state of California, not just those participating in the California Distance Learning Cooperative (CDLC).</p>	Ongoing

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<p>1.B.5 PROVIDE SUPPORT, ACCESS, AND SHARED ADULT EDUCATION COURSES TO LEARNING MANAGEMENT SYSTEMS PLATFORMS FOR CALIFORNIA AGENCIES</p> <p>Narrative: OTAN worked with Instructure to establish two agreements, one for licenses (11,000) and another for services to support implementation. Moodle was sunsetted for the field in December of 2022. Work to get courses off Moodle and onto Canvas continues to be done “behind the scenes.” Fourth quarter data includes:</p> <ul style="list-style-type: none"> • 110 active courses • 57 teachers • 965 students <p>Work continues to onboard new agencies. Instances for each WIOA-funded agency were generated in June 2023. Agencies will need to opt-in to participate in the CDLC via the MOU process. As of June 2023, 39 agencies have active MOUs. There are additional agencies who are active users of Canvas but have yet to submit MOUs. Systems continue to be developed and refined in this regard.</p>	<p>Ongoing</p>
<p>1.B.6 DISSEMINATION OF OTAN SERVICES</p> <p>Narrative: OTAN hosted a vendor table at the CCAE State Conference in Oakland (4/14–4/15) and a poster session at the CASAS Summer Institute (6/15). OTAN produced the spring newsletter, and it was disseminated electronically as well as distributed at a variety of conferences including CASAS SI and CCAE. Also, OTAN mailed print versions upon request. On the first of each month, the Digest is published and email blasted to all agencies in the state. Relevant information includes a Director’s Message, Website Spotlight, Calendar of Upcoming Events, Web-Based Class Activities, and pertinent articles for educators. Announcements are published through email blasts, upcoming OTAN Activity news items, and social media. OTAN participated and shared updates at the State Leadership Project quarterly meeting and during OTAN/CDE scheduled quarterly meetings. As a partner organization, OTAN shared information about its spring activities at the Board Meeting of the CCAE State Conference.</p>	<p>Ongoing</p>

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<p>1.B.7 DIGITAL LEARNING GUIDANCE (DLG) PROJECT</p> <p>Narrative: The 4th quarter closed with five deliverables completed. ISTE partners delivered the implementation of the facilitator’s guide and course layout. The course layout has been 90% built on Canvas by OTAN SME. Two SMEs are assigned to regularly present on DLG and share implementation strategies. They presented at CASAS SI in June 2023 and at the Riverside ABOUT Consortium conference in May 2023. A subcontractor of OTAN, Internet Media Services at SCOE, created six short video clips that prepare and advertise each DLG chapter. OTAN finalized six chapter-specific reading guides that walk people through each DLG chapter and provide thought-provoking pre-reading and post-reading questions.</p>	Ongoing
<p>1.B.8 SUBMIT QUARTERLY REPORTS TO CDE</p>	Completed. The Quarter 4 report will be submitted by 07/31/23.
<p>1.B.9 SUBMIT OTAN ANNUAL REPORT TO CDE</p>	Completed

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TASK II: USE TECHNOLOGY TO SUPPORT THE CDE’S ADULT EDUCATION OFFICE AND LEADERSHIP PROJECTS	
Section C: PROVIDE PROGRAMMING AND HOSTING OF THE CDE’S AEO “ONLINE GRANT APPLICATIONS AND REPORTING” ENVIRONMENT	
<p>2.C.1 DEVELOP AND SUPPORT CALIFORNIA ADULT EDUCATION REPORTING WEBSITE (CA-OAR)</p> <p>Narrative: The California Adult Education Online Application and Reporting (CA-OAR) website received 6,800 visits from 4,505 unique visitors. OTAN developed and tested the following:</p> <ul style="list-style-type: none"> • 2023–27 New Grant Cycle Setup • 2023–24 New Year Setup <ul style="list-style-type: none"> • Award Amounts • Deliverables • GAN • Grant Budget • 4th Quarter ECR • Manage Account <p>OTAN maintained and supported the CDE course approval process. Thirty-nine (39) agencies received approvals in quarter 4, and 201 agencies have received approvals so far this fiscal year. Three hundred and thirty-five (335) agencies have yet to request approval. The course approval tool was opened for the 2023–24 fiscal year in June 2023. The tool has newly added sectors, data, and pathways for the fiscal year.</p> <p>The 2022–23 Program Year Inquiry survey was released as a bulk email to WIOA agencies during quarter 4, with directions to update all Agency Contacts for the upcoming fiscal year.</p>	Ongoing

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<p>2.C.2 DEVELOP AND SUPPORT THE CDE ADMINISTRATIVE MANAGEMENT SYSTEM (AMS)</p> <p>Narrative: OTAN developed and tested the following:</p> <ul style="list-style-type: none"> • 2023–27 New Grant Cycle Reports • 2023–24 New Year AMS Setup <ul style="list-style-type: none"> • GAN • Grant Budget • 4th Quarter ECR Review/Approve • AMS File Cabinet 	Ongoing
<p>2.C.3 DEVELOP AND SUPPORT THE CDE EVALUATION SYSTEM</p> <p>Narrative: No activities</p>	Ongoing
<p>2.C.4 PROVIDE TECHNICAL SUPPORT FOR THE CDE'S ONLINE APPLICATION AND REPORTING ENVIRONMENT</p> <p>Narrative: In the 4th quarter OTAN sent the following bulk emails:</p> <ul style="list-style-type: none"> • 4/11/2023 Third Quarter Deliverables, NAO Save the Date and lots more! • 5/26/2023 Input Needed—Digital Equity Plan • 6/5/2023 Welcome to the 2023–27 WIOA, Title II: AEFLA Grant Cycle • 6/5/2023 2023–27 WIOA, Title II: AEFLA—New Grantee Setup • 6/26/2023 Updates for New Grantees: for 2023–24 WIOA, Title II: AELFA <p>OTAN responded to 45 email support requests in relation to the OAR/AMS websites.</p>	Ongoing

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<p>2.C.5 SUPPORT AND MAINTAIN THE CONTINUOUS IMPROVEMENT PLAN</p> <p>Narrative: no activities</p>	<p>Completed. There will be no CIP in 2022–23 as the new WIOA II AEFLA RFA was released and will be used as a reference for agency goals, data, and progress.</p>
<p>2.C.6 PROVIDE ENVIRONMENT FOR NEWS AND COMMUNICATION</p> <p>Narrative: On May 9, OTAN produced the Welcome Back 2023 video with Carolyn Zachry for WIOA, Title II agencies.</p>	<p>Ongoing</p>
<p>2.C.7 PROVIDE TRAINING AND TECHNICAL SERVICES TO THE CDE AND STATE LEADERSHIP PROJECTS</p> <p>Narrative: OTAN produced and posted the Welcome Back 2023 video with Carolyn Zachry for WIOA, Title II agencies to the reporting website.</p>	<p>Ongoing</p>
<p>SECTION D: PROVIDE PROGRAMMING AND HOSTING OF TECHNOLOGY INFORMATION AND TOOLS FOR LEARNING</p>	
<p>2.D.1 MAINTAIN AND UPDATE THE OTAN WEBSITE</p> <p>Narrative: The OTAN website had 13,170 unique page views during this quarter, from 9,825 unique visitors. OTAN added 3 new Web-Based Class Activities, 3 OTAN Monthly Digests, 36 Adult Education News items, and 3 videos to the website. During the fourth quarter, OTAN continued to make website improvements and content updates.</p>	<p>Ongoing</p>
<p>2.D.2 EVALUATE AND DEVELOP A WEBSITE HOSTED IN THE CLOUD</p> <p>Narrative: No new activities</p>	<p>No progress</p>

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<p>2.D.3 ACCESSIBILITY AND SECTION 508 OF THE REHABILITATION ACT COMPLIANCE</p> <p>Narrative: Seventy-two (72) videos were remediated through 3Play in quarter 4. OTAN coordinators and directors reviewed a draft of OTAN guidance for the field on accessibility.</p>	Ongoing
<p>2.D.4 DEVELOP AND MAINTAIN WEBSITE TO HOST AND SHARE INSTRUCTIONAL MATERIALS FOR ENGLISH LITERACY AND CIVICS EDUCATION – CIVICS OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS FIELD USE</p> <p>Narrative: OTAN met with the CASAS team and discussed website improvements. OTAN developers created the materials’ download reports and graphics in Excel. Staff continue to work on submission of accessible materials to the EL Civics Exchange.</p>	Ongoing
<p>2.D.5 CREATE, UPDATE, AND MAINTAIN WEBSITES TO SUPPORT ADMINISTRATIVE AND TRAINING ACTIVITIES</p> <p>Narrative:</p> <ul style="list-style-type: none"> • Travel: The OTAN programming team continues to add functionality to the travel sections of the administrative area of its website based on input and requests from the OTAN office staff. • The OTAN programming team has continued to add functionality to the training and presentation sections of the administrative area of its website based on input and requests from the OTAN training staff. In this quarter, more statistical reporting is available to: track types of professional development by date, title, and trainer; aggregate evaluation data; create workshop counts based on training staff; and find specific past events. • The ETE Tracker was updated for the 2023–24 fiscal year during the fourth quarter. New reports were also created to display hours reported and approved by pay period. • The development team continues to make small content and field updates to the Teaching with Technology (TwT) system at the request of the TwT team. 	Ongoing