OTAN
Outreach and Technical Assistance Network

Technology and Digital Learning
for California Adult Education
Program Year 2023–2024

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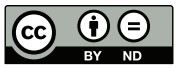

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Introduction

As we prepare this report, we acknowledge that it has been five years since the start of the COVID-19 pandemic in March 2020. Like many of our colleagues, we continue to work on understanding the impact of the pandemic on education in general and digital learning models and the technology associated with them in particular. The pandemic dramatically reshaped adult education at the time, and the field continues to evolve in this post-pandemic era in which we find ourselves. We remember the rapid shift to online learning and how the importance of technology as well as access to devices, internet connectivity, and technology skills became issues that we continue to wrestle with five years later. The pandemic raised a host of personal and mental health concerns that continue to cause stress and burnout among educators, as well as recognition of the social and emotional well-being of students. As has been the case historically, however, California adult education providers and educators continue to show resilience, ingenuity, tenacity, and grit in their perseverance to provide educational services to adult learners in our state.

The pandemic pushed adult education programs to embrace online learning whether they were prepared or not, and five years later, we can say that blended distance learning is here to stay. Combining in-person elements with remote learning in a variety of ways creates digital learning models that cater to student needs and preferences, provide more access for adult learners, and offer options that fit busy work schedules, family care commitments, and geographic limitations. To support our students, we still need to concern ourselves with equity issues related to the use of technology, not only internet access but also device ownership and skill building that has resulted from the shift of many resources and services to online-only or online-first provision after COVID. A central question for education providers should also be how to better design blended distance learning using technology for students with little access to the internet.

For many years, OTAN has analyzed and reported on adult learner participation in online and distance learning programs in California adult education agencies in the hopes of better understanding the state of digital learning from year-to-year and determining shifts and trends in the delivery of digital learning. This report provides a broad overview of the state of digital learning in Workforce Innovation and Opportunity Act (WIOA), Title II Adult Education and Family Literacy Act (AEFLA) funded adult schools and community colleges in California in Program Year 2023–2024 with recommendations for continued support for teachers and programs, as well as issues for further research to continuously improve adult education services for Californians. Building on the reports of previous years, we continue working on making connections between the data and recommendations, articulating evidence-based strategies. With the *California Adult Education Digital Learning Guidance* (DLG) being reviewed and updated as of the writing of this report, we have begun asking new questions to gather data to support the study of topics explored in the DLG, and we will build on these in the coming years—for example, the use of artificial intelligence (AI) and how it is expanding into and being implemented in a variety of adult education learning environments.

The Background of This Report

As a result of California state legislation in the early 1990s, distance learning was first seen as an “innovation program” that adult education agencies could create by spending up to five percent of their apportionment on non-traditional educational approaches. Distance learning reports initially included information from the Innovation Program applications that agencies submitted annually, adult school program data reports, and data collected from local adult education agencies that submitted data to the National Reporting System (NRS). In Program Year 2009–10, flex funding was legislated for California school districts, allowing funds allocated for adult education to be used for any purpose local school boards of education deemed necessary. School districts were no longer bound by the California Education Code to serve adult learners, and state reporting requirements were no longer required. In subsequent years until 2013–14, only the NRS data was reported on in distance learning reports.

Simultaneously, starting in 2001, adult education agencies submitted what in time after a few revisions became an annual Technology and Distance Learning Plan (TDLP) that was meant to capture an agency’s ongoing and proposed technology integration goals as well as data from a self-assessment of teacher technology skills and a learner survey on technology access and usage. Aggregated information from the TDLP has been included in the Outreach and Technical Assistance Network’s (OTAN) annual reports. In the 2016–17 OTAN annual report, the first comprehensive distance learning report was included that took a deeper dive into both the TDLP and NRS data. In the OTAN annual reports since then, TDLP and NRS data has continued to be included and reviewed with more in-depth analysis and—in the last few years—recommendations for continued support, policy considerations, and further research. Even though the TDLP was incorporated into a reporting deliverable known as the Continuous Improvement Plan (CIP), agency technology goals and the teacher and learner survey data gathered for the CIP remained key elements of distance learning reports.

In spring 2022, OTAN, in partnership with advisory group members, draft reviewers, and partner organizations, produced the *California Adult Education Digital Learning Guidance* (DLG). The purpose of the DLG is to enable adult educators in California to design and implement effective digital learning experiences. The DLG is intended to inform the practice of all California educators, support staff, and school leadership who work with adult learners. The heart of the DLG includes six chapters which focus on the following topics:

- Ensuring equity and access
- Foundations of adult education and digital learning
- Designing flexible learning experiences
- Adopting models that work
- Data-driven instruction and digital assessments
- Fostering healthy, equitable, and inclusive digital communities

In fall 2023, new supplemental materials were added, including Reader's Guides that provide an overview of each chapter's key topics and ideas and that can be used independently or alongside the DLG, a Facilitator's Guide with PowerPoint slide decks for one-hour live, synchronous professional development sessions for each DLG chapter, and an eight-week online course to introduce each chapter's key topics and ideas interactively. These additional resources will make the insights presented in the DLG more accessible and actionable for implementation.

For this report, we identified gaps in annually collected data that could further inform topics and support strategies and recommendations. It includes initial findings about digital equity strategies and strategies to help adults develop digital skills. OTAN continues to explore where data collected by CASAS and OTAN would help to inform topics and strategies, and how the DLG could potentially provide a framework for future distance learning reports, reorganizing the data and its analysis to better inform the broad topics listed in the document. For more information, please visit the Digital Learning Guidance section of the OTAN website.

The Content of This Report

Changes were made to this report in program year 2020–2021, namely in the scope of the report and a desire to add to the quantitative analysis some qualitative evaluation of the ways in which California adult education agencies are serving adult learners. This report builds on these changes and in numerous places references data from prior years, provides comparisons, and offers insights into some of the new delivery models such as HyFlex options. In previous reports, we have used the term **blended distance learning** as a "working definition" to provide some context for the use of technology in distance learning and to underline the fact that most distance learning is blended unless there is no in-person element at all and unless it is provided exclusively by remote instruction. We view blended distance learning as a term that has the potential of serving as a working definition that is crafted in a local context, responding to demographic circumstances and curricular needs of the students at adult education agencies. We also recognize that common definitions[1] are needed so that data can be collected consistently across different contexts and locations.

The reports of the two previous years included a recommendation to better define blended distance learning program delivery modalities with the goal of enabling more detailed and consistent reporting of blended distance learning programming at adult schools. For this year's report, we included more detailed definitions based on the DLG to provide guidance to agencies for their blended distance learning delivery and reporting, and we asked agencies to keep these definitions in mind when providing feedback to the WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey in early 2025.

- **Distance education:** Learning occurs outside of a physical classroom.
- **Blended learning:** Learning occurs in both physical and virtual spaces.

1 Cherewka, Hart, Vanek, Yamashita (2024). Distance and Digital Education Definitions and Reporting Practices: What We Have and What We Need. World Education.

- **HyFlex model:** Learning occurs simultaneously in physical and virtual spaces; learners choose whether to attend class face-to-face or online, synchronously or asynchronously.

Although the distinction was not included in the Update Survey, we continue to note the difference between blended and hybrid learning and urge our colleagues to understand the difference from the DLG:

- **Blended learning:** Learning experiences that utilize digital or online learning tools that are connected to face-to-face instruction.
- **Hybrid learning:** Learning experiences that utilize digital or online learning tools, but digital learning and face-to-face instruction are not connected.

This year's report still refers to program offerings with an online element of more than 50% as blended distance learning programs as the findings in this report are based on data collected by the Comprehensive Adult Student Assessment System (CASAS) and OTAN using the 50% demarcation with respect to students reported in regular classroom or distance learning settings. Agencies need guidance with more detailed and consistent definitions and practices for reporting data to accurately reflect their service delivery that meets a variety of student needs. Starting with this year's report and moving forward, we will be mindful of the differences between distance education and blended, hybrid, and HyFlex learning and attempt to collect data that can provide insight into each of these different modalities.

Further, the report continues to include a component of agency voice where adult schools were invited to share: their agency goals; practices; professional development strategies to ease the burden and stress on teachers pushed into a new delivery model that they may, or may not, be well prepared for; student barriers to learning and how they addressed them; and other issues that rose to the top that provide insight and ideas to potentially improve program delivery through distance and blended offerings to meet the needs of learners.

This report represents an effort to not only look at the statistics, but to also provide data to inform meaningful conversations with agencies offering distance and blended programs with learners during the past year and for the future. In the report two years ago, we asked, "What will our 'new normal' look like?" Findings since have shown that distance and blended learning were not only beneficial to teachers and students, but they also presented alternative program delivery options that are scalable and demonstrated that agencies could be flexible to respond to changes in students' needs, teachers' expertise, program capacities, and client demographics.

In 2021–22, we saw instructors and learners returning to in-person instruction, and, in 2022–23, we were able to see even more what our "new normal" looked like after close to 100% online instruction during the pandemic. Some agencies have returned to the way their programs were delivered before, while others have adopted various blended distance learning approaches that respond to the needs of differentiated student demographics. Although there has been a wealth of data collected annually already, our additional surveying continues to show that there is more to tell about the efforts of California adult education programs to make different options all work.

Such use of technology has the potential to extend learning and be more inclusive. It leverages the opportunities to integrate and expand the learning process inside and outside of the classroom, serving a growing demographic that flows in and out of learning due to the precariousness of employment or other changes in the lives of our learners that require the flexibility of a multitude of learning models they can choose from. Blended distance learning is a viable alternative and extension of face-to-face ABE/ASE and ESL program delivery, chiefly because of its flexibility, scalability, and responsiveness. This versatility of blended distance learning has the potential to translate into higher quality, greater satisfaction, more extensive reach, and increased return on investment. Its potential for increased inclusiveness provides educational opportunities and contributes to more equitable adult education in California.

More research, program development, instructional support, and communities of practice should focus on blended distance learning program delivery and the effective and equitable use of technology, locally driven by agencies and consortia, with support provided by the state via organizations such as OTAN, CASAS, the California Adult Literacy Professional Development Project (CALPRO), and the California Adult Education Program (CAEP).

Methodology

This report presents findings drawing from data with quantitative and qualitative properties. It draws from data for program years 2023–2024 provided by OTAN and CASAS, such as the NRS Federal Reporting Table 4 (n=285,394) and Table 4C (n=57,976), the Student Technology Intake Survey (n=60,064) and Teacher Self-Assessment (n=3,216) representing individual students and teachers, as well as the WIOA Title II AEFLA Program Implementation Survey (n=225) and the WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey (n=108) providing agency-level feedback. The data collection tools referred to in this report can be found in Appendix B.

The Student Technology Intake Survey was revised for Program Year 2023–24 and incorporated more questions to deepen the sector's knowledge about equitable access and learner use of technology for learning in the future. The survey was first developed in the fall of 2020. It was reviewed and updated in the spring of 2023 by the same development team and was released in its new form July 1, 2023. Some language was clarified and additional answer options were provided for some questions. For instance, an Other answer choice was added to the question "How do you connect to the internet?" allowing respondents to express their concerns (see Figure 7 in the section Digital devices and connectivity). Most significantly, the question "Do you have data limits at home or on your phone that would keep you from learning?" was revised to "Do you have reliable and affordable internet at home?" changing the focus of the question from connectivity for the purpose of the respondent's learning to connectivity at home without any specifications with respect to user and purpose. This change can be interpreted as a shift from a focus on digital equity to a focus on digital access alone and may warrant adding additional questions to better understand students' connectivity and its use for the benefit of learning. Students should be completing the survey annually at intake; however, we received feedback that agencies may appreciate more flexibility, allowing for when and how often to ask students to complete the survey. The Student Technology Intake Survey is now housed on the CAEP website and a link to it also can be found on the California Adult Education Online Application and Reporting (CA-OAR) site.

For the last three years, OTAN conducted the California Update Survey as an additional survey with the goal of deepening understanding of experiences with distance learning at WIOA Title II funded agencies and their adult schools. Further explored were agencies' experiences with respect to student persistence, waitlists or program availability, blended and distance program delivery including HyFlex options, program strategies to respond to the limitations of in-person program delivery due to the pandemic, professional development supports, "future proofing" for responsive and resilient program delivery, and Social and Emotional Learning (SEL) and digital citizenship. The survey was initially designed based on the focus groups conducted as part of the data generation and reporting in the 2020–21 program year and has allowed for casting a much wider net by leveraging survey methodology with the opportunity to ask open-ended questions. The survey has produced deeper insights and consistent findings over the last years. This year, we added more questions about digital citizenship and digital equity and eliminated a few questions that had produced consistent findings in the past years. For last year's report, we began to experiment with artificial intelligence (AI) applications to leverage their ability to summarize larger quantities of qualitative data while maintaining essential human elements needed in data analysis. We have continued to explore the use of AI this year, using Notebook LM to look deeper at issues within a "walled garden" containing qualitative data gathered for this report. In an effort to enhance the quality of the data and consistency in reporting, the survey now makes reference to definitions of blended distance learning modalities as noted above.

Building on the reports of previous years, this report continues to provide a multi-year lens including data from the last five program years when available and feasible. Selected findings were first presented during a workshop at OTAN's annual Technology and Digital Learning Symposium (TDLS) 2025 at the Long Beach School for Adults on March 8, 2025. Participants were invited to reflect on the findings and engage in a discussion about the role of online and blended learning as well as the impact of technology adoption in the delivery of program offerings. This report shares some feedback from TDLS session participants.

This Report

The California Department of Education Adult Education Office, Career and College Transition Division (CCTD) contracted with and funded OTAN via Contract CN220124 from July 1, 2023, through June 30, 2024. 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).

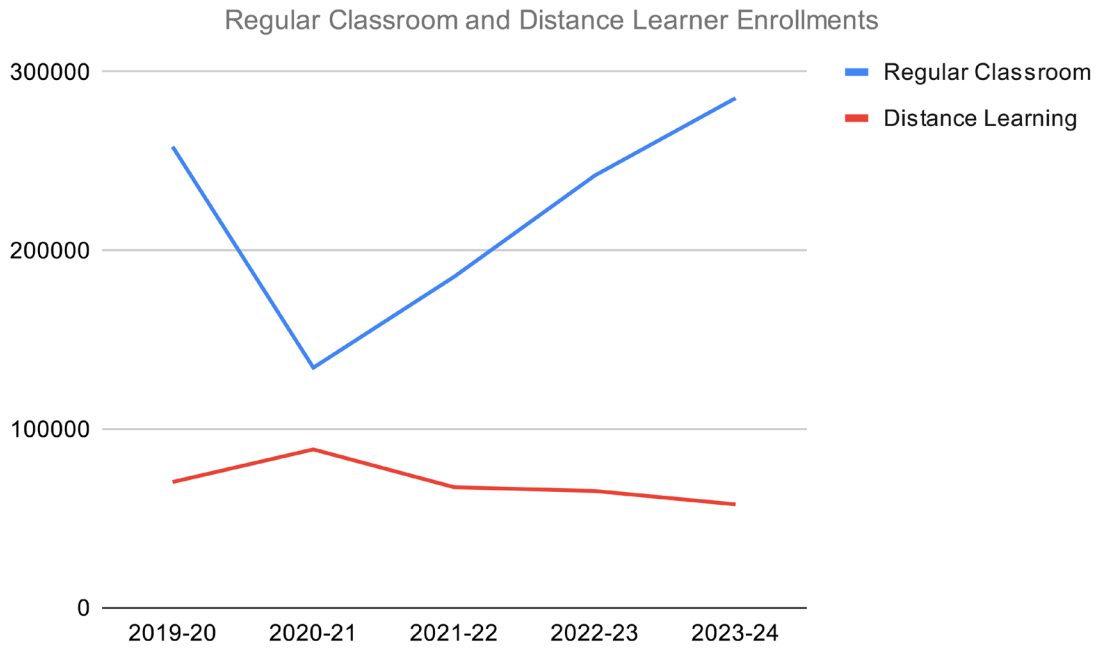
The Sacramento County Office of Education, the fiscal agent for Contract CN220124, respectfully submits this report to the CDE Adult Education Office on California adult education technology and digital learning during the 2023–24 contract year.

Findings

Before the start of the pandemic, at WIOA-funded agencies in program year 2018–19, there were 299,720 students in regular classrooms and 10,754 distance learning students reported. During the three program years between 2018 and 2021, regular classroom enrollments decreased by more than half, a result of suspending most in-person instruction at the start of the COVID-19 pandemic in March 2020, which then rebounded in program year 2021–22. At the same time, distance learning enrollments increased by more than eight times, demonstrating the responsiveness and innovation of adult schools by providing remote instruction at a rate many times the distance learning offerings before the pandemic.

In the program year 2021–22, the number of distance learning students began to decline while the number of students in regular classrooms increased compared to the previous program year, but not to the extent of pre-pandemic levels. Given an end to limitations with respect to in-person program delivery due to the pandemic, an increase in regular classroom enrollments and decrease in distance learning enrollments is not surprising.

Nevertheless, even as agencies continue to explore and adapt blended distance learning program delivery options that best serve adult education students, the trend of increased enrollment of students in regular classrooms and decreased enrollment of students in distance learning since program year 2020–21 has continued. We will explore blended distance learning options further in the Program implementation and distance learning section; figure 11 in the section on Online Learning provides findings about distance education, blended learning, and HyFlex modalities for the program year 2023–24. Figure 1 below shows the enrolments in regular classrooms and distance learning (online element of more than 50%) for the program years 2019–20 to 2023–24.



REGULAR CLASSROOM AND DISTANCE LEARNER ENROLLMENTS - DATA TABLE	PY 2019-20	PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24
Regular Classroom	**258,201**	**134,492**	**185,371**	**242,068**	**285,394**
Distance Learning	**70,483**	**88,749**	**67,588**	**65,466**	**57,976**
Total	**328,684**	**223,241**	**252,959**	**307,534**	**343,370**

Figure 1. *WIOA, Title II Adult Education Enrollments for program years 2019–20 to 2023–24 for Regular Classroom vs. Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (Source: CASAS 2020–2024)*

The figure 1 chart and table display the combined adult student enrollments for regular classroom and distance learning students for the program years from 2019–20 to 2023–24. In the last program year, there were 285,394 learners enrolled in regular classrooms, almost returning to the 2018–19 total five years later.

There were 57,976 students enrolled in distance learning in the last program year, compared to 65,466 students in program year 2022–23 and continuing its decline from a high of 88,749 during the pandemic when regular classroom enrollments were lowest. While the number of students enrolled in distance learning is declining, it still represents 17% of the overall student enrollment (down from 21% the previous year and 27% the year before that). During the program year 2020–21, distance learning enrollments were almost 40% of the total, nearly doubling the 21% in 2019–20, all of which far exceeds pre-pandemic levels.

Student enrollment in regular classrooms and distance learning combined decreased by 2,940 students overall between the 2018–19 and 2022–23 program years, but

has increased by 32,896 students this program year compared to the 2018–19 pre-pandemic total. Although the total number of students enrolled has grown, more data and analysis about modalities of blended distance learning program delivery is needed to understand if their availability and use open the door to more flexible, inclusive, and equitable programs and services that cater to more varied student needs at adult schools.

Putting the yearly aggregated student enrollments in regular classrooms and distance learning into the larger context of all publicly funded (either federal WIOA and/or state CAEP funded) adult education programs in California combined, the number of "Adults Served" who had one or more hours of instruction or positive attendance in an adult education program, and/or who received services in a K–12 adult school or noncredit services at a community college, was: 626,211 (328,684 WIOA-funded) in the 2019–20 program year when school closures during the COVID-19 pandemic started in March; 439,536 (223,241 WIOA-funded) in the 2020–21 program year during the pandemic; 491,152 (252,959 WIOA-funded) in the 2021–22 program year when many schools returned to in-person instruction; and 599,002 (307,534 WIOA-funded) in 2022–23, the program year reviewed in last year's report.[2] In the 2023–24 program year, there were 679,246 (343,370 WIOA-funded) student enrollments.[3]

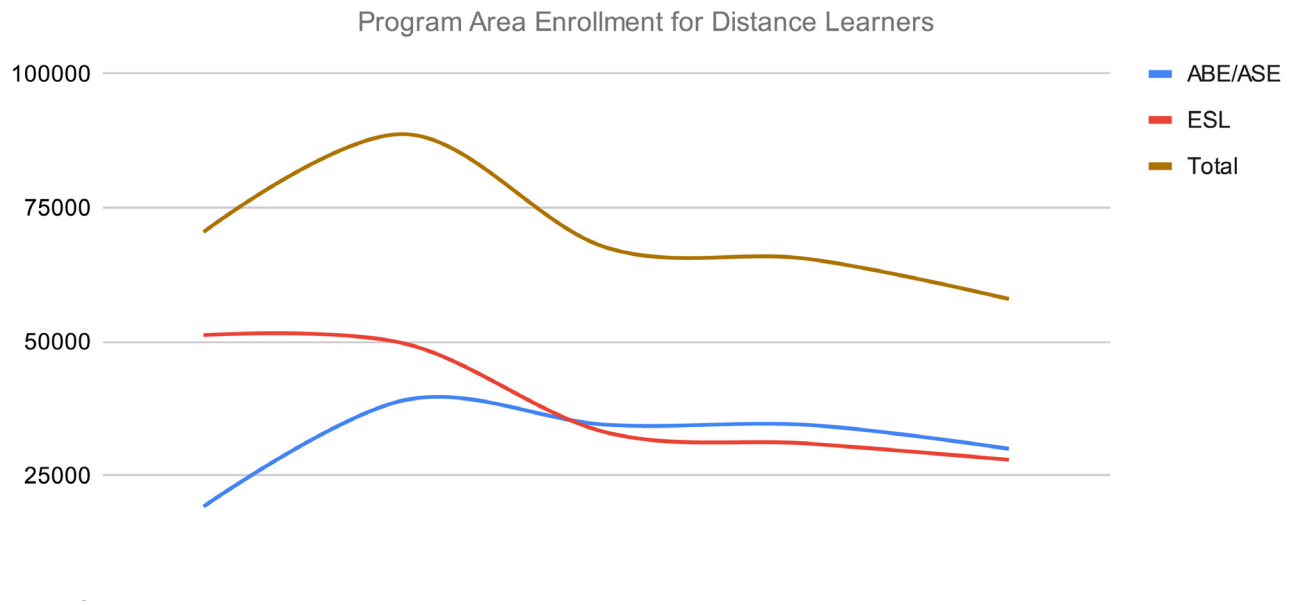
In last year's report, we also shared feedback from TDLS 2024 session participants wondering how programs, districts, and/or counties were defining blended distance learning as well as the varied program modalities, and how the data collected reflects the realities at programs. Other participants wondered if programs had fully considered the pros and cons of blended distance learning models or if they were used to focusing on smaller changes to the program. At this year's TDLS session, we shared selected findings again ahead of the release of this report and asked for feedback on blended distance learning modalities, highlighting the importance of selecting the most suitable approach for adult education providers based on their specific circumstances and extending to considerations about challenges in HyFlex implementation and the potential role of AI in analyzing topics such as delivery model effectiveness. Participants wondered if fewer agencies are offering HyFlex options because of a lack of equipment, a lack of training, and/or a lack of interest from teaching staff; if there was enough support as teaching in HyFlex mode is hard; and if it would be better to treat HyFlex as distance learning to get a better picture for decision making purposes. One participant expressed the hope that HyFlex would be adopted more because student needs should always come first, providing flexible options to attend classes remotely.

2 Last year's report included totals from the Adult Education Pipeline: AEP Score Card for Adults Served in Program Years 2018–19 to 2021–22, however updated information for the dashboards available on LaunchBoard was moved to the new California Community Colleges Chancellor's Office DataVista. Some differences in extracting, loading and transforming data files, and adjustments to the agency crosswalk and data resubmissions by some districts resulted in slightly different totals reflected in this year's report.

3 See California Adult Education Program Scorecard: CAEP Time Trend: Reportable Individuals All Programs Statewide Overall for Program Years 2019–20 to 2023–24. https://datavista.cccco.edu/data_views/reports_and_insights

Distance Learning Enrollments

Due to federal requirements through first WIA II and then WIOA II funding, provider agencies have been required to report program information to the federal government following the National Reporting System (NRS) guidelines. In program years reported on in previous Technology and Distance Learning Plan Updates, the diminishing enrollment of distance learning students through program year 2018–19 was attributed to a possible lack of complete reporting of distance learning students. The Figure 2 chart and table show the enrollment of distance learning students for Adult Basic Education (ABE)/Adult Secondary Education (ASE) and English as a Second Language (ESL) in each program year since program year 2018–19, indicating a steep increase to 70,483 in 2019–20 and 88,749 distance learners in 2020–21. In 2021–22, there was a notable decrease to 67,588 distance learners just below the enrollment level of 2019–20 when the COVID-19 pandemic began, but still six times the enrollment of prior years. The downward trend in distance learner enrollment has continued in the last two program years. In 2023–24, 30,019 students were enrolled in ABE/ASE classes and 27,957 students in ESL for a total of 57,976 enrolled distance learning students.

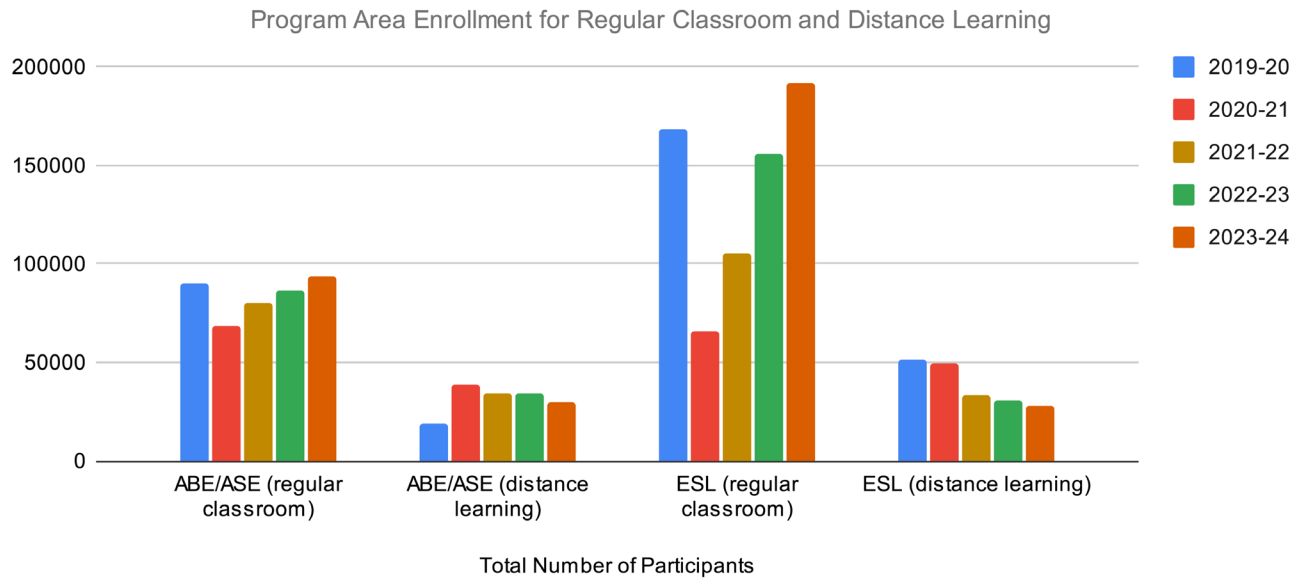


PROGRAM AREA ENROLLMENT FOR DISTANCE LEARNERS - DATA TABLE	2019-20	2020-21	2021-22	2022-23	2023-24
ABE/ASE	19,247	39,109	34,510	34,476	30,019
ESL	51,236	49,640	33,078	30,990	27,957
Total	70,483	88,749	67,588	65,466	57,976

Figure 2. *WIOA, Title II Adult Education Enrollments in ABE/ASE and ESL for program years 2019–20 to 2023–24 for Distance Learner Enrollments Qualifying for NRS Table 4C. (Source: CASAS 2020–2024)*

Comparing ABE/ASE and ESL distance learners enrollment with regular classroom enrollment during the same periods, the Figure 3 chart and table below illustrate the at first declining but now rebounding numbers in ESL attendance in regular classrooms: 168,533 students in 2019–20, 66,201 in 2020–21, 105,109 in 2021–22, and 155,440 in 2022–23. Last program year, there were 191,585 students enrolled in ESL regular classrooms, almost reaching the total of 194,516 students in 2018–19 before the pandemic. Regular classroom enrollment in ABE/ASE classes had also declined and rebounded during the same period following a similar trend; last program year, there were 93,209 learners, still under the 2018–19 figure of 105,204. The decline in both program areas until 2020–21 was certainly due to the restrictions to in-person programming, and when these restrictions were lifted and many provider agencies returned to in-person instruction, regular classroom enrollments increased again.

Distance learning student enrollments in ABE/ASE and ESL tell a slightly different story. While there were enrollment increases in both until program year 2020–21, distance learning student enrollment in ABE/ASE decreased less than in ESL in 2021–22 and held steady in 2022–23, while distance learning student enrollment in ESL continued to decrease. In the last program year, distance learning student enrollment in both decreased: ABE/ASE by 12.9% (to 30,019 learners) and ESL by 9.8% (to 27,957 learners) compared to the previous year.



PROGRAM AREA ENROLLMENT FOR REGULAR CLASSROOM AND DISTANCE LEARNING - DATA TABLE	2019-20	2020-21	2021-22	2022-23	2023-24
ABE/ASE (regular classroom)	**89,668**	**68,291**	**80,262**	**86,628**	**93,809**
ABE/ASE (distance learning)	**19,247**	**39,109**	**34,510**	**34,476**	**30,019**
ESL (regular classroom)	**168,533**	**66,201**	**105,109**	**155,440**	**191,585**
ESL (distance learning)	**51,236**	**49,640**	**33,078**	**30,990**	**27,957**
Total	**328,684**	**223,241**	**252,959**	**307,534**	**343,370**

Figure 3. *WIOA, Title II Adult Education Enrollments in ABE/ASE and ESL for program years 2019–20 to 2023–24 for Regular Classroom and Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (Source: CASAS 2020–2024)*

In previous Technology and Distance Learning Plan Updates, provider agencies reporting enrollment of distance learning students were few. For the program year 2018–19, only five agencies reported more than 700 distance learning students and 15 agencies reported between 100 and 700 distance learning students.[4] The number of agencies reporting more distance learning students in both categories has grown since then overall, but there has also been a decline in the number of agencies since last year's report.

4 See Appendix F: WIOA Title II: Technology and Distance Learning Plan Update for Program Year 2018–2019 and 2019–2020 in Annual Report (July 1, 2019 to June 30, 2020) at https://otan.us/about-us/reports/

Figure 4 shows the categories within which the agencies identifying distance learning enrollments in their adult schools fall. See Appendix A for a detailed list of all adult schools with more than 700 distance learning students and between 100 and 700 distance learning students for the program years from 2019–20 through 2023–24.

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
Adult Schools >700 DL Learners	60.8%	35,247	65.2%	42,631	58.8%	39,735	64.9%	57,595	67.3%	47,411
Adult Schools with >100 and <700	34.4%	19,927	30.8%	20,095	37.7%	25,501	32.7%	29,020	30.8%	21,671
Adult Schools with < 100 learners	4.8%	2,802	4.0%	2,633	3.5%	2,352	2.4%	2,134	2.0%	1,401
Total of Identified DL Enrollments	100%	57,976	100%	65,466	100%	67,588	100%	88,749	100%	70,483

Figure 4. *Overview of enrollment at adult schools with > 700, 100-700, and < 100 distance learning students for the program years 2023–24, 2022–23, 2021–22, 2020–21, and 2019–20. Federal NRS Report. (Source: CASAS 2020–2024)*

In 2023–24, 60.8% of distance learner enrollments were at adult schools with more than 700 distance learning students, the highest percentage but a 4.4% decline from 65.2% in the previous year, compared with a 6.4% increase from 58.8% in 2021–22. For reference, the percentage of distance learner enrollments at adult schools with more that 700 distance learner enrollments was 48.3% in 2018–19 before the start of the pandemic, so there has been an increase of 12.5% percentage points over the years in this category.

Adult schools with between 100 and 700 distance learning students increased their share slightly by 3.6% to 34.4% in 2023–24 after having reduced their share by 6.9% to 30.8% in 2022–23 compared to 37.7% in the previous year. In previous years, 32.7% of schools were in the medium category in 2020–21, 30.8% in 2019–20, and, for reference, 39.3% in the 2018–19 program year before the pandemic. Many of these adult schools have increased their enrollment numbers of distance learning students over this period and are now in the category of adult schools with more than 700 distance learning students; however, some have also dropped out of their previous categories.

Some adult schools with less than 100 distance learning students (12.4% of enrolled learners were in this category in 2018–19) are now in the medium category. Since the program year 2019–20 when the pandemic began, there also have been more enrollments at adult schools with less than 100 distance learning students over the years. In 2023–24, 4.8% of enrollments fell into this category, compared with 4% in 2022–23, 3.5% in 2021–22, 2.4% in 2020–21, and 2% in the 2019–20 program year.

However, there were fewer reported distance learning students overall in 2023–24. The total distance learning student enrollment was 57,976 for the 2023–24 program year, compared to

65,466 for in 2022–23, 67,588 the previous year, 88,749 in 2020–21, and 70,483 in the 2019–20 program year. For reference, in the program year 2018–19 before the pandemic, 10,754 was the Total of Identified DL Enrollments (almost 5.4 times less than the total in 2023–24).

Students and Technology for Distance Learning

For the 2023–24 program year, statewide results from the Student Technology Intake Survey were available for the third time for an entire program year which allows for a full comparison with previous years. The survey is required to be completed annually by all students at the point of enrollment or soon after. The survey was launched in the Fall of 2020 as a new instrument[5] that can support agencies in gathering and sharing learner data on technology ownership and usage; in the spring of 2023, the survey was reviewed and revised as described earlier in the Introduction. The findings presented in this section take these changes into account. The purpose of the survey is to gather data related to student access and distance learning barriers. Trend data is provided for state and local analysis, but student-level information is shared only with their agency. The data allows agencies to identify gaps in access to technology and to understand how learners use technology in their day-to-day lives.[6] This aggregated learner data can also be shared with legislators, Local Workforce Development Boards (LWDBs), and other adult education partners.

Many agencies' outreach and promotion activities have taken advantage of technology to reach prospective students. The majority option remains word of mouth; in the program year 2023–24, six out of ten (61.3%) students participating in the survey were told about their adult school by a family member or a friend, compared to 4.5% more in 2022–23 and 6.1% more in 2021–22. However, two out of ten (22.4%) found information on a website, which was 3.6% less than the year before (26%) and 5.3% less the year before that. While outreach and promotion via Family / friends and websites have been declining, Advertising (6.8%) and Catalogs (4.8%) remain small but stable outreach and promotion strategies in 2023–2024. Figure 5 also includes a newly added category for outreach and promotion by email (2.9%) for the 2023–24 program year. Including answer choices about the role of social media with respect to outreach and promotion purposes on the one hand and for ongoing communication and follow-up with students on the other may be a useful addition to the Student Technology Intake Survey to better understand the potential impact of technology.

5 For online access to the survey visit https://caladulted.org/StudentTechnologyIntakeSurvey

6 California Department of Education Adult Education Office. Continuous Improvement Plan. Program Year: 2023–24, p. 7

HOW DID YOU HEAR ABOUT OUR SCHOOL?		TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,647) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Family or Friend	Yes	36,835	61.3%	26,733	65.8%	18,644	67.4%
	No	23,229	38.7%	13,922	34.2%	9,014	32.6%
Website	Yes	13,476	22.4%	10,555	26.0%	7,657	27.7%
	No	46,585	77.6%	30,100	74.0%	20,001	72.3%
Advertisement	Yes	4,076	6.8%	3,264	8.0%	2,017	7.3%
	No	55,988	93.2%	37,391	92.0%	25,641	92.7%
Catalog	Yes	2,861	4.8%	1,991	4.9%	1,238	4.5%
	No	57,203	95.2%	38,664	95.1%	26,420	95.5%
Email	Yes	1,736	2.9%	n/a	n/a	n/a	n/a
	No	58,328	97.1%	n/a	n/a	n/a	n/a

Figure 5. *Promotion and outreach of adult school programs. Student Technology Intake Survey Results for program years 2023–24 (n=60,064), 2022–23 (n=40,647), and 2021–22 (n=27,658) (Source: OTAN 2022–2024)*

Digital Devices and Connectivity

As adult education agencies encourage adults to participate in their programs, the *Digital Learning Guidance* notes in Chapter 2 that "A prerequisite to engaging in digital learning is ensuring digital equity, including access to digital devices, connectivity to high-speed internet, and developing digital literacy skills."[7] The *Digital Learning Guidance* also suggests ways to gather information from learners to better understand their needs related to access, including surveys, outreach practices, and relationship building. Taken together, this data can provide insight into what devices, connectivity, and digital skills students have or don't and where an adult education agency can work to ensure digital equity and access for all learners.

Some of the key questions of the Student Technology Intake Survey ask about devices and Internet connectivity in the context of digital learning. We know from research done by other organizations like the Pew Research Center that nine in ten (91%) U.S. adults own a smartphone, compared to 81% five years ago[8] during the 2018–19 program year before the start of the pandemic. In the Student Technology Intake Survey Results for program years 2022–23 and 2021–22, roughly the same number (93.9%) as in the two previous program years (95% and 95.7% respectively) said that their cell phone was a smartphone—this

7 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 30. https://otan.us/Resources/DigitalLearningGuidance

8 Pew Research Center. Mobile Fact Sheet. Mobile phone ownership over time. https://www.pewresearch.org/internet/fact-sheet/mobile/

question was dropped from the survey for the 2023–24 program year, perhaps assuming that most cell phones are now smartphones (see Figure 6). Looking further into the type of smartphones, for example, to determine if smartphones have up-to-date operating systems, apps, and security protocols may further contribute to a better understanding of the value of smartphones for learning and daily life.

IS YOUR CELL PHONE A SMARTPHONE?		TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,647) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
	Yes	n/a	n/a	38,170	93.9%	26,272	95.0%
	No	n/a	n/a	2,485	6.1%	1,386	5.0%

Figure 6. *Students' access to smartphones. Student Technology Intake Survey Results for program years 2022–23 (n=40,647) and 2021–22 (n=27,658) (Source: OTAN 2022–2023)*

When students were asked how they connected to the internet, a declining number of students (70.6%) used a connection at home in 2023–24, compared to 72.8% in 2022–23 and 76.8% in 2012–22. Figure 7 also illustrates that, this year, an increasing number of students (46.6%) used their phone to get online, compared to 38.1% and 35.8% in the two previous program years. More used a personal hotspot (6.9%) in 2023–24 and fewer used WIFI in the community (4.8%) than in years before. Additionally this year, respondents could also choose Other (3.0%), although there was no way to specify what other means might be.

HOW DO YOU CONNECT TO THE INTERNET?		TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,647) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Wifi/Internet connection in my home	Yes	42,396	70.6%	29,600	72.8%	21,236	76.8%
	No	17,668	29.4%	11,055	27.2%	6,422	23.2%
Through my phone	Yes	27,995	46.6%	15,472	38.1%	9,913	35.8%
	No	32,069	53.4%	25,183	61.9%	17,745	64.2%
Personal Hotspot	Yes	4,146	6.9%	2,361	5.8%	1,535	5.5%
	No	55,915	93.1%	38,294	94.2%	26,123	94.5%
WiFi in the community	Yes	2,891	4.8%	2,446	6.0%	1,205	4.4%
	No	57,173	95.2%	38,209	94.0%	26,453	95.6%
Other	Yes	1,788	3.0%	n/a	n/a	n/a	n/a
	No	58,276	97.0%	n/a	n/a	n/a	n/a

Figure 7. *Students' ways to connect to the internet. Student Technology Intake Survey Results for program years 2023–24 (n=60,064), 2022–23 (n=40,647), and 2021–22 (n=27,658) (Source: OTAN 2022–2024)*

As Figure 8a shows, four in five students (80.2%) who took the Student Technology Intake Survey in the program year 2023–24 reported having reliable and affordable internet at home. Around one in ten students said that it either was too expensive (10.9%) or that it was too slow to use or usually not working (9.0% combined), potential barriers to successful online learning.

DO YOU HAVE RELIABLE AND AFFORDABLE INTERNET AT HOME?	TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,647) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Yes	48,148	80.2%	n/a	n/a	n/a	n/a
No, it is too expensive right now	6,519	10.9%	n/a	n/a	n/a	n/a
No, it usually doesn't work	1,561	2.6%	n/a	n/a	n/a	n/a
No, it is too slow to use	3,835	6.4%	n/a	n/a	n/a	n/a

Figure 8a. *Students' reliable and affordable internet at home. Student Technology Intake Survey Results for program years 2023–24 (n=60,064) (Source: OTAN 2024)*

In previous years, students were asked about data limits at home or on the phone that prevented them from learning (Figure 8b). Every fifth student (20.2% in 2022–23, 19.4% in 2021–22, and 20.8% in 2020–21) reported barriers to learning because of data limits, a trend which may well persist. Reliable, affordable, and unlimited connectivity to the internet supports access to opportunities and equity.

DO YOU HAVE DATA LIMITS AT HOME OR ON YOUR PHONE THAT WOULD KEEP YOU FROM LEARNING?	TOTAL (N=40,657) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22	TOTAL (N=23,026) 20-21	% 20-21
Yes	8,203	20.2%	5,377	19.4%	4,781	20.8%
No	22,100	54.4%	15,286	55.3%	13,185	57.3%
I don't know	10,352	25.5%	6,995	25.3%	5,060	22.0%

Figure 8b. *Students' data limits as barriers to online learning. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)*

Although the majority of students have access to reliable and affordable internet access, these findings suggest that there is an increasing lack of access to the internet from home for some students and an increasing reliance on mobile devices as the main source of connection. They continue to underline the importance of mobile devices for access and a need to design for mobile learning. Bring-Your-Own-Device (BYOD) policies at adult schools and free public wifi in the communities they serve would provide more seamless opportunities of connection.

Online Learning

Through blended distance learning, agencies can provide more flexible program options with online learning. When students were asked in the 2023–24 program year if they had ever taken an online (remote) class before, a declining number of them (40.1%) said that they had compared to the previous years (46.3% in 2022–23 and 54.8% in 2021–22) when they were asked about taking online classes before without indicating that online also meant remote (Figure 9). For reference, 71% did in the 2020–21 program year during the pandemic.

HAVE YOU EVER TAKEN AN ONLINE (REMOTE) CLASS?	TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,657) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Yes	24,089	40.1%	18,809	46.3%	15,145	54.8%
No	35,975	59.9%	21,846	53.7%	12,513	45.2%

Figure 9. *Students having taken online classes before. Student Technology Intake Survey Results for program years 2023–24 (n=60,064), 2022–23 (n=40,647), and 2021–22 (n=27,658) (Source: OTAN 2022–2024)*

When students were asked if they preferred to learn online (remote), in-person, or both (hybrid), more than half (52.1%) said that they preferred in-person while almost a third (30.6%) would opt for hybrid learning (Figure 10a)

DO YOU PREFER TO LEARN ONLINE (REMOTE), IN-PERSON, OR BOTH (HYBRID)?	TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,657) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Online (remote)	10,291	17.3%	n/a	n/a	n/a	n/a
In-person	31,037	52.1%	n/a	n/a	n/a	n/a
Both (hybrid)	18,196	30.6%	n/a	n/a	n/a	n/a

Figure 10a. *Students' preferences about online learning. Student Technology Intake Survey Results from 2023–24 (Source: OTAN 2024)*

In 2022–23, 55.4% had said that they wanted to continue learning online, compared to 63.1% and 93.9% in the previous years (Figure 10b). In the future, it may be worth investigating why students prefer to learn online, hybrid, or in-person and the benefits they are hoping to gain depending on their preference.

WHAT IS YOUR FEELING ABOUT LEARNING ONLINE?	TOTAL (N=40,657)	%	TOTAL (N=27,658)	%	TOTAL (N=23,026)	%
	22-23	22-23	21-22	21-22	20-21	20-21
I will continue to learn online.	22,539	55.4%	17,449	63.1%	21,618	93.9%
I don't think I can learn online right now.	18,116	44.6%	10,209	36.9%	1,408	6.1%

Figure 10b. *Students' feelings about online learning. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)*

In our effort to better understand the ways agencies deliver programs, we included a question about what hybrid or blended distance learning formats agencies had been using in the WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey for program year 2023–24. In adult schools with more than 700 distance learners enrolled, more than two thirds (67.7%) reported that they provided programs via distance education methods but almost eight out of ten (77.8%) said they used blended learning modalities, including HyFlex (44.4%). In adult schools with between 100 and 700 distance learners, almost eight out of ten had distance education courses (77.3%) while more than two thirds employed blended learning modalities, including a similar share of HyFlex (43.2%). In adult schools with a distance learner enrollment of less than 100, HyFlex played a lesser role (29.8%), but the majority of agencies were using blended learning (70.2%). The needed investment in reliable technology, maintenance, and training to sustain programs offered in HyFlex modes most likely contributes to a smaller adoption in schools with fewer distance learner enrollments (Figure 11).

WHAT BLENDED DISTANCE LEARNING FORMATS HAS YOUR AGENCY BEEN USING?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	23-24	22-23	23-24	22-23	23-24	22-23
Distance education	67.7%	n/a	77.3%	n/a	63.8%	n/a
Blended learning	77.8%	n/a	70.5%	n/a	70.2%	n/a
HyFlex	44.4%	n/a	43.2%	n/a	29.8%	n/a

Figure 11. *Blended distance learning formats used at agencies. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program year 2023–24 (Source: OTAN 2025)*

Digital Devices for Online Learning

In the program year 2023-24, cell phones remain the most common choice of devices used for online learning (64.5% compared to 64.5% in 2022–23 and 64.1% in 2021–22) . Laptops and computers (and Chromebooks in this category as of this program year) were used by 53.6% in 2023–24, compared to 63.1% in 2021–22 and 64.3% in 2021–22, for online learning (Figure 12).

WHICH DEVICE(S) DO YOU OR CAN YOU USE FOR ONLINE LEARNING? (CHECK ALL THAT APPLY)		TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,657) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Cell phone	Yes	38,759	64.5%	26,199	64.4%	17,732	64.1%
	No	21,305	35.5%	14,456	35.6%	9,926	35.9%
Laptop or computer or chromebook (or chromebook added in 2023-24)	Yes	32,221	53.6%	24,265	59.7%	17,788	64.3%
	No	27,843	46.4%	16,390	40.3%	9,870	35.7%
Tablet	Yes	10,228	17.0%	7,555	18.6%	5,450	19.7%
	No	49,836	83.0%	33,100	81.4%	22,208	80.3%
Not sure	Yes	2,613	4.4%	n/a	n/a	n/a	n/a
	No	57,451	95.6%	n/a	n/a	n/a	n/a
None (I don't have a device)	Yes	4,421	7.4%	2,404	5.9%	1,201	4.3%
	No	55,643	92.6%	38,251	94.1%	26,457	95.7%

Figure 12. *Students' use of devices for online learning. Student Technology Intake Survey Results for program years 2023–24 (n=60,064), 2022–23 (n=40,647), and 2021–22 (n=27,658) (Source: OTAN 2022–2024)*

For reference, 76% had reported using cell phones in the program year 2020–21 during the pandemic when the Student Technology Intake Survey was implemented, but it was administered to only a select number of students. This figure also shows that there is an increasing number of students who reported that they did not have a device. While only 1% of those participating in the survey had no device in 2020–21, 4.3% did not have one in 2021–22 and 5.9% in 2022–23. In 2023–24, 7.4% reported that they did not have a device for online learning; the increase in students without reliable access to devices for learning is a troubling trend.

Online Learning Challenges

As we learned during the pandemic and the switch to online learning, adult education students not only need a set of digital skills but also optimal conditions to be successful online learners. One common challenge is that a significant amount of students have to share the device they use for learning online, likely with another member of their household. Figure 13 shows that 26.2% of survey respondents reported that they had to share their device in 2023–24, a lesser number of students than in the previous years (32.8% in 2022–23 and 33.7% in 2021–22) but still a concern. For reference, in 2020–21 during the pandemic, 39.4% reported that they had to share their device.

DO YOU SHARE THIS COMPUTER, LAPTOP, OR OTHER DEVICE WITH OTHERS AT HOME?	TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,657) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Yes	15,763	26.2%	13,354	32.8%	9,311	33.7%
No	44,301	73.8%	27,301	67.2%	18,347	66.3%

Figure 13. *Students having to share devices for online learning. Student Technology Intake Survey Results for program years 2023–24 (n=60,064), 2022–23 (n=40,647), and 2021–22 (n=27,658) (Source: OTAN 2022–2024)*

Even though the overall percentage is declining, a quarter of students who responded to the survey still may not be able to choose when they can learn online and likely cannot participate in synchronous online offerings that require them to be present online at a specific time. For some students, having to rely on asynchronous independent study may mean decreased persistence and learning progress, due to a lack of opportunity to connect and socialize with other students in their classes and receive peer support.

Similarly, another common challenge is having a quiet place to study at home. Figure 14 shows that a significant number of students are impacted that way. In 2023–24, 14.6% did not have a quiet place to study, compared to 17.1% in 2022–23, 15.7% in 2021–22, and 12.6% in 2020–21. This finding remains particularly significant in light of the return to in-person instruction, which should have alleviated stresses on households brought on by the pandemic, such as school age children being forced to study at home rather than at their school locations.

DO YOU HAVE A QUIET PLACE TO STUDY AT HOME?	TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,657) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Yes	51,283	85.4%	33,719	82.9%	23,306	84.3%
No	8,781	14.6%	6,936	17.1%	4,352	15.7%

Figure 14. *Students' study space for online learning. Student Technology Intake Survey Results for program years 2023–24 (n=60,064), 2022–23 (n=40,647), and 2021–22 (n=27,658) (Source: OTAN 2022–2024)*

Email usage is commonly used as one indicator of a person's digital access and ability. When looking specifically at students' access to email and a smartphone and how they connect, Figure 15 shows that nine of ten students (90.8%) used email during the 2023–24 program year. In previous years, a third of students had reported not using email at home or at school (34.3% in 2022–23 and 34.4% in 2021–22). Although the percentage of students using email has significantly increased, we cannot differentiate if some students did not have access to email or if they lacked the ability to use it. The question assumes that the ability to use email is present or is simply concerned with using email as an outcome of students' access and ability to use it.

DO YOU USE EMAIL?	TOTAL (N=60,064)	%	TOTAL (N=40,657)	%	TOTAL (N=27,658)	%
	23-24	23-24	22-23	22-23	21-22	21-22
Yes	54,523	90.8%	26,721	65.7%	18,140	65.6%
No	5,541	9.2%	13,934	34.3%	9,518	34.4%

Figure 15. *Students' use of email. Student Technology Intake Survey Results for program years 2023–24 (n=60,064), 2022–23 (n=40,647),and 2021–22 (n=27,658) (Source: OTAN 2022–2024)*

Online Learning Supports

When students were asked during the 2023–24 program year about what would help them to study online, an increasing number (44.0%) in 2023–24 selected flexible study times, similarly to those in previous years (40.7% in 2022–23 and 41.2% in 2021–22). This helps to make the argument that students would benefit from multiple blended learning options at their adult school. Even more students (40.8%) than in years before (28.7% and 27.3% previously) said they needed a device to study online, and 16.8% (14.6% and 14.1% previously) said that a mobile hotspot to get on the Internet would be helpful. Newly added to the Student Technology Intake Survey for the 2023–24 program year, 17.4% said that they would benefit from a basic computer and keyboarding class and 16.2% from tech support for online classes and resources. In 2022–23 and 2021–22, 25.6% and 24.8% respectively said they needed assistance with getting into online textbooks or classes and 14.7% and 15.1% respectively said they needed help with technical troubleshooting.

PLEASE MARK THE ITEMS BELOW THAT WOULD HELP YOU TO STUDY ONLINE. (CHECK ALL THAT APPLY)		TOTAL (N=60,064) 23-24	% 23-24	TOTAL (N=40,657) 22-23	% 22-23	TOTAL (N=27,658) 21-22	% 21-22
Flexible study times	Yes	26,418	44.0%	16,544	40.7%	11,388	41.2%
	No	33,646	56.0%	24,111	59.3%	16,270	58.8%
A device to help me study online	Yes	24,485	40.8%	11,660	28.7%	7,562	27.3%
	No	35,579	59.2%	28,995	71.3%	20,096	72.7%
Help to get on the Internet like a mobile hotspot	Yes	10,113	16.8%	5,924	14.6%	3,894	14.1%
	No	49,951	83.2%	34,731	85.4%	23,764	85.9%
A basic computer and keyboarding class	Yes	10,479	17.4%	n/a	n/a	n/a	n/a
	No	49,585	82.6%	n/a	n/a	n/a	n/a
Tech support for online classes and resources	Yes	9,723	16.2%	n/a	n/a	n/a	n/a
	No	50,341	83.8%	n/a	n/a	n/a	n/a
Help getting into my online textbooks and/or classes	Yes	n/a	n/a	10,409	25.6%	6,870	24.8%
	No	n/a	n/a	30,246	74.4%	20,788	75.2%
Help getting into my online textbooks and/or classes	Yes	n/a	n/a	5,965	14.7%	4,182	15.1%
	No	n/a	n/a	34,690	85.3%	23,476	84.9%

Figure 16. *Students' online learning needs. Student Technology Intake Survey Results for program years 2023–24 (n=60,064), 2022–23 (n=40,647), and 2021–22 (n=27,658) (Source: OTAN 2022–2024)*

As of the 2023–24 program year, this question also provides students with the opportunity to add other items that would help them to study online. Many students expressed a preference for in-person classes over online learning but also mentioned needing or wanting a computer, laptop, or tablet. Difficulties with technology, internet access, and needing help with computer skills are frequently noted. Other needs and preferences include: A quiet place to study, help with childcare, flexible study times or class schedules, financial assistance or support, and tutoring or additional help with classes.

When we asked the participants at TDLS 2025 to reflect on some of these Student Technology Intake Survey findings, specific areas of concern were highlighted, such as the declining metrics in high-level tech proficiency and digital learning participation, alongside mismatches between student preferences for virtual learning and available program offerings. Some wondered "why digital learning isn't at least holding pace with the increased infrastructure and capacity for digital learning" and if "there are programs or other support systems in place that can alleviate the potential burden while also providing equity to learners and teachers that may not have access to this type of instruction on site." Others asked "why digital learning is declining with the funding and push for digital learning increasing" and if "the CA Adult Ed community is missing out on leveraging digital learning to increase access and enrollment."

Teachers and Technology for Distance Learning

Chapter 4 of the *Digital Learning Guidance* asks, "What does an effective lesson look like in the digital age?"[9] In designing lessons and classroom instruction for flexible learning experiences, a number of factors must be considered, including using a technology integration model or framework to guide the use of technology in the classroom, selecting the right digital tools depending on purposes, learning goals, and outcomes, and ways to evaluate digital content, resources, and tools for pedagogical and technical usability.

Measuring teacher confidence, opinions, and competencies in the classroom allows agencies to understand instructors' strengths and identify where they need additional support. The purpose of the Teacher Self-Assessment is to understand the technology skills, knowledge, and needs of teachers with respect to the general technology use in education, specific technology uses in the classroom, opinions and attitudes on technology integration, and areas of technical needs and improvement. The Teacher Self-Assessment must be completed by at least 25% of teachers in each agency as part of the annual CIP.[10] [Note: In 2022–23, agencies were not held to this requirement by the CDE as many agencies focused on completing their applications for the 2023–27 WIOA II RFA (Request for Applications), hence the smaller number of submissions that year versus 2023-24.]

Chapter 3 of the *Digital Learning Guidance* also notes, "Regardless of modality, programs that implement models for digital learning need to include basic digital literacy skills development for…educators. In addition to basic digital literacy skills, educators need professional development in effective technology integration."[11] As an agency develops its CIP, OTAN provides training to support the application and integration of technology into the classroom and program development in blended distance learning practices. For example, agencies can apply to participate in OTAN's two-year Digital Leadership Academy (DLAC), take training through online webinars, face-to-face workshops, and online courses, and receive referrals to specific resources that would most benefit program goals.[12]

9 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 67. https://otan.us/Resources/DigitalLearningGuidance

10 California Department of Education Adult Education Office. Continuous Improvement Plan. Program Year: 2021–22, p. 6

11 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 61. https://otan.us/Resources/DigitalLearningGuidance

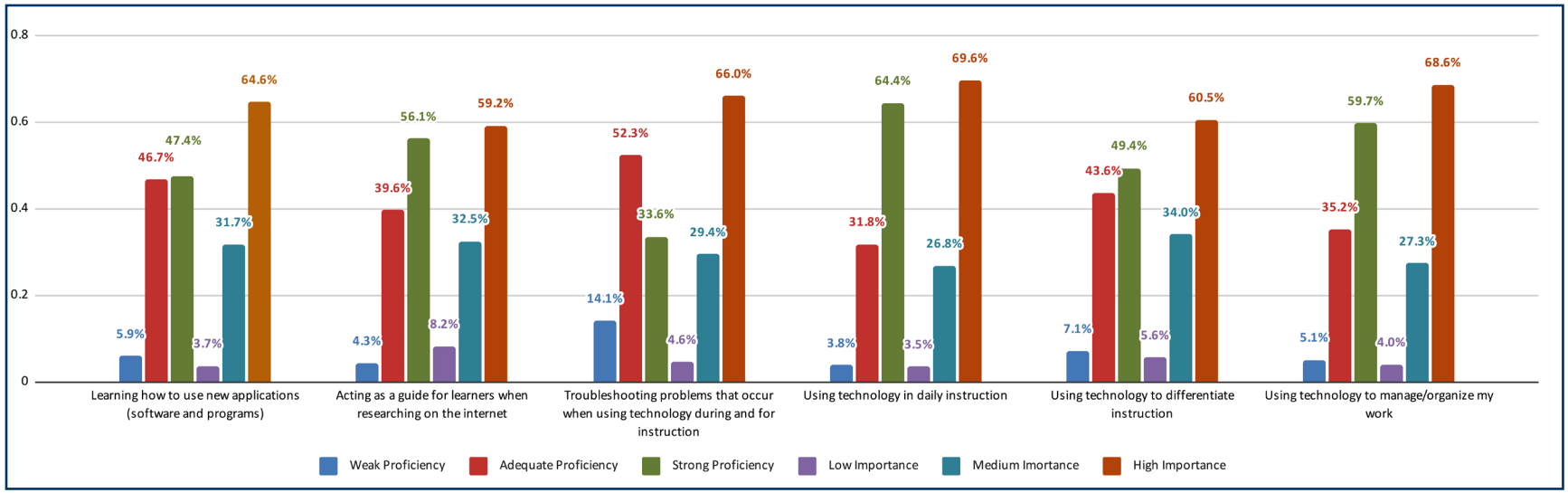
12 California Department of Education Adult Education Office. Continuous Improvement Plan. Program Year: 2021–22, p. 15

General Technology Use in Education

In the Technology and Distance Learning Updates prior to program year 2020–21, OTAN reported on teacher self-assessments of their technology skills and their perceived value for instruction based on the ISTE Standards for Teachers to help improve future professional development opportunities through local agencies as well as for services available through the three state leadership projects (OTAN, CASAS, CALPRO). The section on General technology use in education in the Teacher Self-Assessment employs a similar approach, asking teachers to rate their skills and the importance they place on various tasks. The ratings available to self-assess skills were weak, adequate, and strong proficiency. The ratings available to describe a value of importance with regards to these skills were low, medium, and high.

Starting with last year's report, we highlighted the percentage of teachers who rated their proficiency either weak or adequate combined with a value of high importance. We did this to acknowledge that a self-assessment of adequate is inconclusive with respect to whether teachers truly feel confident enough to adopt and integrate technologies. We also want to point out that while teachers place a high importance on certain uses of technology with learners, they may or may not have enough proficiency in those areas to be effective. These might be issues that adult schools consider when planning what professional development to offer during the school year.

When asked about the importance placed on tasks, teachers rated Integrating technology into daily instruction (69.6%), Using technology to manage/organize my work (68.6%), and Troubleshooting problems that occur when using technology during and for instruction (66.0%) highest. More than 90% though considered each area of high or medium importance, with more respondents selecting high over medium in each case (see chart and table in Figure 17).



GENERAL TECHNOLOGY USE IN EDUCATION - DATA TABLE 2023-24 (N=3,216)	PROFICIENCY			IMPORTANCE		
	Weak	Adequate	Strong	Low	Medium	High
Learning how to use new applications (software and programs)	5.9%	46.7%	47.4%	3.7%	31.7%	64.6%
Acting as a guide for learners when researching on the internet	4.3%	39.6%	56.1%	8.2%	32.5%	59.2%
Troubleshooting problems that occur when using technology during and for instruction	14.1%	52.3%	33.6%	4.6%	29.4%	66.0%
Integrating technology into daily instruction	3.8%	31.8%	64.4%	3.5%	26.8%	69.6%
Using technology to differentiate instruction	7.1%	43.6%	49.4%	5.6%	34.0%	60.5%
Using technology to manage/ organize my work	5.1%	35.2%	59.7%	4.0%	27.3%	68.6%

Figure 17. *General Technology Use in Education. CIP Teacher Assessment Survey Results for program year 2023–24 (n=3,216) (Source: OTAN 2024)*

As alluded to before, in reports for the 2021–22 program year and before, we compared results of weak proficiency with high importance to determine areas where professional development activities may have the most impact and assist agencies in the planning of training activities. In the 2022–23 report and again this year, we combined the weak and adequate proficiency results and displayed them side-by-side with the high importance results to get a better sense of areas where professional development would be needed to continue to support teachers to become more tech-savvy with training that targets their proficiency levels as shown in Figure 18. For future surveying, it may be more useful to employ a four-point scale so that respondents can choose between four more differentiated answer choices (e.g. not proficient, less proficient, more proficient, very proficient).

AREAS OF WEAK AND ADEQUATE PROFICIENCY AND HIGH IMPORTANCE TO TEACHING 2022-23 (N=1,881) AND 2023-24 (N=3,216)	WEAK AND ADEQUATE PROFICIENCY 2023-24	WEAK AND ADEQUATE PROFICIENCY 2022-23	HIGH IMPORTANCE 2023-24	HIGH IMPORTANCE 2022-23
Troubleshooting problems that occur when using technology during and for instruction	66.4%	64.7%	66.0%	68.4%
Learning how to use new applications (software and programs)	52.6%	49.8%	64.6%	66.7%
Using technology to differentiate instruction	50.7%	48.1%	60.5%	62.0%
Acting as a guide for learners when researching on the internet	43.9%	39.0%	59.2%	60.7%
Using technology to manage/ organize my work	40.3%	38.1%	68.6%	69.3%
Integrating technology into daily instruction	35.6%	35.5%	69.6%	69.8%

Figure 18. *Areas of Weak and Adequate Proficiency and High Importance to Teaching. General Technology Use in Education. CIP Teacher Assessment Survey Results for program years 2022–23 (n=1,881) and 2023–24 (n=3,216) (Source: OTAN 2023 and 2024)*

In 2023–24, Troubleshooting problems that occur when using technology during and for instruction (66.4% weak or adequate proficiency and 66.0% high importance) again topped the list as in previous program years (64.7% and 68.4% respectively in 2022–23). In the area of Learning how to use new applications (software and programs), 52.6% rated themselves having weak or adequate proficiency and 64.6% considered the area highly important (compared to 49.8% and 66.7% respectively the year before). These items in particular might be considered areas of future professional development, given the gaps.

Five out of ten (50.7% compared to 48.1% before) rated themselves having weak or adequate proficiency in the area of Using technology to differentiate instruction and six out of ten (60.5% in 2023–24 and 62.0% in 2022–23) considered it an area of high importance. Acting as a guide

for learners when researching the internet was also an area of weak and adequate proficiency (43.9% in 2023–24 and 39.0% in 2022–23) and was highly important to respondents (59.2% in 2023–24 and 60.7% in 2022–23).

Using technology to manage/organize my work was considered an area of weak and adequate proficiency by 40.3% of teachers completing the survey in 2023–24 and 38.1% in 2022–23 while they regarded it to be an area of high importance (68.6% in 2023–24 and 69.3% in 2022–23). More than a third (35.6% in 2023–24 and 35.5% in 2022–23) rated their proficiency as weak and adequate with respect to Integrating technology into daily instruction and 69.6% in 2023–24 and 69.8% in 2022–23 regarded it as an area of high importance for their professional development.

Specific Technology Use in the Classroom

The use of specific technologies for teaching and learning may vary greatly by the frequency with which they are used. Teachers were asked to rate descriptions of technology uses based on the amount of time they spent working with them.

In the program year 2023–24, more than half of teachers responding to the survey and almost the same percentage as in the program years before (51.5%) reported that they used Internet resources for developing lesson plans / ideas (websites, extensions, search tools like Google, Bing) on a daily basis. For reference, 57.3% selected this category in 2020–21 during the pandemic.

Similarly, 72.2 % responded that Computers in all environments (classroom, remote teaching) were used daily but 84% selected this category in the 2020–21 program year during the pandemic. A lesser number of teachers in 2023–24 (45.2%) but also similar to the two previous years said they used mobile devices (primarily smartphones or feature phones) on a daily basis. For reference, 57.6% selected the same category in 2020–21 during the pandemic.

It is notable that a considerable number of teachers responding to the survey report that they never used Assistive Technology hardware (puff sticks, special mouse, large key keyboards, communication boards) (68.2%) and Assistive Technology Tools (screen readers, magnifiers, JAWS, Immersive Reader, NVDA) (54.3%) during the 2023–24 program year (Figure 19).

SPECIFIC TECHNOLOGY USE IN THE CLASSROOM 2023-24 (N=3,216)	DAILY	WEEKLY	MONTHLY	YEARLY	NEVER
Applications and Internet	%	%	%	%	%
Internet resources for developing lesson plans / ideas (websites, extensions, search tools like Google, Bing)	**51.5%**	**31.1%**	**11.1%**	**3.0%**	**3.3%**
Apps for tablets / mobile devices	**30.2%**	**17.4%**	**12.9%**	**9.1%**	**30.3%**
Assistive Technology Tools (screen readers, magnifiers, JAWS, Immersive Reader, NVDA)	**27.6%**	**25.6%**	**16.7%**	**8.1%**	**22.0%**
Test Preparation (I.E. HSE, Certifications, etc.)	**25.2%**	**21.7%**	**19.1%**	**10.0%**	**24.0%**
Assessment (formative, summative, check for understanding, EL Civics Assessments)	**22.0%**	**30.7%**	**26.7%**	**9.2%**	**11.3%**
Virtual Classroom Design (Website, Learning Management System / LMS, Blogs, etc.)	**15.0%**	**19.0%**	**21.1%**	**13.5%**	**31.3%**
Management programs for student data (I.E. Tops Enterprise Reports, Student Information System, and Launchboard)	**8.9%**	**10.2%**	**13.7%**	**13.0%**	**54.3%**
Hardware	%	%	%	%	%
Computer in all environments (classroom, remote teaching)	**72.2%**	**15.7%**	**4.3%**	**2.0%**	**5.8%**
Mobile devices (primarily smartphones or feature phones)	**45.2%**	**22.0%**	**9.6%**	**3.2%**	**20.0%**
Active Board (e.g., White Board, SMART board, smart/touch TV's)	**43.4%**	**14.3%**	**6.1%**	**4.1%**	**32.1%**
Digital video cameras (digital display, projectors, presentation devices, and document cameras)	**42.0%**	**17.9%**	**10.0%**	**5.6%**	**24.6%**
Tablets (e.g., iPads, Microsoft Surface)	**20.3%**	**14.4%**	**9.7%**	**5.9%**	**49.6%**
Assistive Technology hardware (sip-and-puff switch, special mouse, large key keyboards, communication boards)	**11.1%**	**6.7%**	**6.8%**	**7.1%**	**68.2%**

Figure 19. *Specific Technology Use in the Classroom. CIP Teacher Assessment Survey Results for program year 2023–24 (n=3,216) (Source: OTAN 2024)*

Recently, applications and platforms that use Generative Artificial Intelligence (GenAI) have emerged in the adult education sector in various ways and have begun to affect the practices of teachers and managers. One of the revisions to the *Digital Learning Guidance* currently underway will include a new chapter on GenAI. For future reporting, we are considering adding questions about the use of GenAI to next year's WIOA Title II: Technology and Digital Learning California Update Survey.

Opinions and Attitudes on Technology Integration

Technology integration is the use of technology tools in education content areas to allow students to apply computer and technology skills to learning and problem-solving.[13] The role of technology integration in education continues to be a topic of debate, not only because of the recent example of the COVID-19 pandemic when many adult schools, teachers, and students were thrust into remote teaching and learning. The Teacher Self-Assessment emphasizes a recognition that lessons and the curriculum and not technology by itself drive the use of technology. The opinions and attitudes of teachers on technology integration are important factors when creating and employing curriculum.

There was relatively little change when comparing the findings in most categories shown in Figure 20 below with previous program years. In 2023–24, 84.7% (86.1% in 2022–23, 87.8% in 2021–22, and 84.9% in 2020–21) agreed or strongly agreed that learners create products that showed higher levels of learning when using the internet.

When asked in 2023–24 if they thought technology had changed their teaching, 92.5% (compared to 92.1%, 92.2%, and 94.3% in previous years) agreed or strongly agreed that it had and 76.7% (compared to 77.1%, 76.2%, and 76.1% in previous years) thought that most technology would improve their ability to teach. In addition, 94.0% of respondents in 2023–24 (94.1% in 2022–23, 93.6% in 2021–22 and 93.3% in 2020–21) agreed or strongly agreed that they thought technology was a good tool for collaboration with other teachers.

13 California OTAN Teacher Survey for the Continuous Improvement Plan (CIP), p. 1

OPINIONS AND ATTITUDES ON TECHNOLOGY INTEGRATION 2023-24 (N=3,216)	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
When using the internet…	%	%	%	%
Learners create products that show higher levels of learning	**29.3%**	**55.4%**	**11.8%**	**3.5%**
Learners are more motivated	**29.7%**	**56.7%**	**11.5%**	**2.1%**
Learners are often distracted when online (ads, personal emails, and social media)	**17.8%**	**45.0%**	**32.0%**	**5.2%**
There is more learner collaboration	**17.6%**	**51.1%**	**27.3%**	**3.9%**
Plagiarism is a problem	**19.6%**	**38.2%**	**32.9%**	**9.4%**
There are too many unreliable sources	**16.1%**	**44.9%**	**34.0%**	**5.0%**
I think…	%	%	%	%
Electronic media will replace printed text within five years	**19.9%**	**47.2%**	**29.2%**	**3.7%**
Most technology would improve my ability to teach	**23.6%**	**53.1%**	**20.6%**	**2.7%**
Technology has changed the way that I teach	**39.9%**	**52.6%**	**6.4%**	**1.1%**
Learners are more knowledgeable than I am when it comes to technology	**7.2%**	**21.6%**	**54.5%**	**16.8%**
We are expected to learn new technologies without formal training	**13.2%**	**36.7%**	**43.0%**	**7.1%**
There is too much technological change coming too fast without enough support for teachers	**13.1%**	**37.3%**	**42.2%**	**7.5%**
Technology is a good tool for collaboration with other teachers	**34.3%**	**59.7%**	**5.0%**	**1.1%**
Technology is unreliable	**3.8%**	**20.6%**	**59.2%**	**16.4%**

Figure 20. *Opinion and Attitudes on Technology Integration. CIP Teacher Assessment Survey Results for program year 2023–24 (n=3,216) (Source: OTAN 2024)*

In the last program year, 71.3% (70.5%, 71.9%, and 74.4% in previous years) disagreed or strongly disagreed that they thought learners were more knowledgeable than they were when it came to technology and 75.6% (compared to 73.8%, 74.9%, and 72.7% in previous years) did not think that technology was unreliable.

But 8.4% fewer teachers (49.9%) in 2022–23 than the year before (58.3%) strongly agreed or agreed that they were expected to learn new technologies without formal training; notably, the year before that, 2.5% more teachers had agreed or strongly agreed to this statement (55.8%). Also, fewer teachers (50.4%) than the year before (53.1%) agreed or strongly agreed that there was too much technological change coming too fast without enough support for teachers; the year before that, 4.9% fewer teachers (58%) compared to the previous year thought the same.

Finally, more than eight out of ten teachers responding to the survey (86.4% in 2023–24 compared to 87.5% in 2022–23, 86.2% in 2021–22, and 81.6% in 2020–21) agreed or strongly agreed that learners were more motivated when using the Internet. These findings may

indicate an acceptance of the use of technologies and a continuing need for formal training to use technologies to meet teaching expectations.

Areas of Technical Needs and Improvement

Every program year, teachers are asked about the technology support they received in instructional settings to assist with setting priorities for professional development, resources, and infrastructure to support technology integration. They are also asked about additional support they may need. In last year's report, the results on this point were inconclusive and could not be reported; after revisions to the CIP Teacher Self-Assessment Survey, this year's report again includes information about the additional supports teachers need to use technology in ways that improve teaching and learning.

In the 2023–24 program year, more teachers (75.7%) reported that they received help aligning the integration of technology with the implementation of standards, for instance, College and Career Readiness and/or English Language Proficiency Standards (compared to 64.4% in 2022–23, 48.6% in 2021–22, and 56% in 2020–21). Also, more respondents (67.9%) in 2023–24 than in years before (61.1%, the year before, 57.3% two years ago, and 66.3% three years ago) reported that they received many opportunities to collaborate with colleagues on how to use technology.

A similar number of teachers (81.3%) as in previous years (compared to 81.1%, 76.1%, and 76.2% respectively) said they had sufficient access to technology tools and resources to integrate into instruction, such as software, paid subscriptions for tools like Quizlet and Kahoot, and learning management systems. An increasing percentage of respondents (84.0%) reported in 2023–24 that they had enough time to integrate technology into their curriculum (75.1%, 67.6%, and 69.9% in previous years) (Figure 21a).

AREAS OF TECHNICAL NEEDS AND IMPROVEMENT - TEACHER SUPPORTS	2023-24 (N=3,216)	2022-23 (N=1,881)	2021-22 (N=3,056)
1a. I have received or taken technology training when offered by my agency	89.3%	90.3%	90.4%
2a. I have enough time to integrate technology into my curriculum	84.0%	75.1%	67.6%
3a. I receive enough technical support from my administration to keep computers and applications running (assigned technical support from district, school, volunteers etc.)	87.3%	81.2%	78.4%
4a. I receive sufficient access to hardware technology tools to integrate into my instruction (computers, document cameras, smart boards, etc.)	86.5%	81.1%	76.1%
5a. I receive sufficient access to technology tools/resources to integrate into my instruction (software: paid subscriptions for tools like Quizlet, Kahoot, a learning management system / LMS, etc.)	81.3%	72.9%	66.8%
6a. I have fast internet, or access to fast internet	88.1%	83.6%	82.3%
7a. I receive many opportunities to collaborate with colleagues on how to use technology	67.9%	61.1%	57.3%
8a. I receive many options for professional development in the areas of technology	71.3%	66.1%	62.2%
9a I receive help aligning the integration of technology with the implementation of standards (e.g., college and career readiness and/or English language proficiency state standards)	75.7%	64.4%	48.6%

Figure 21a. *Areas of Technical Needs and Improvement - Teacher Supports. CIP Teacher Assessment Survey Results for program years 2023–24 (n=3,216), 2022–23 (n=1,881), and 2021–22 (n=3,056) (Source: OTAN 2022–2024)*

When asked if they received or took technology training when offered by their agency, a similar number of teachers (89.3%) said that they did in 2023–24 compared to 90.3% in 2022–23, 90.4% in 2021–22, and 92.7% in 2020–21. An increasing number of teachers (88.1%) report having fast internet or access to it (compared to 83.6%, 82.3%, and 84.2%); an equally high percentage (87.3%, compared to 81.2%, 78.4%, and 81.8%) said that they had received enough technical support from their administration to keep computers and applications running with assigned technical support from the district, school, or volunteers.

Teachers who reported having technical needs were also asked in which areas they needed more improvements (Figure 21b). Overall, fewer teachers indicated that they needed more time, access, or support than two years ago when results were available for the 2021–22 program year.

AREAS OF TECHNICAL NEEDS AND IMPROVEMENT - TEACHER NEEDS (N=3,216)	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	N/A
1b I need more time to learn to use applications	2.1%	4.3%	2.9%	1.4%	89.3%
2b I need more time to integrate technology into my curriculum (ABE, ASE, ESL, math, GED, diploma, etc.)	7.3%	8.0%	0.5%	0.2%	84.0%
3b I need more technical support to keep computers and applications running (assigned technical support from district, school, volunteers etc.)	6.2%	5.9%	0.4%	0.2%	87.3%
4b I need more access to hardware technology tools to integrate into my instruction (computers, document cameras, smart boards, etc.)	6.8%	5.3%	1.1%	0.2%	86.5%
5b I need more access to technology tools / resources to integrate into my instruction (software: paid subscriptions for Quizlet, Kahoot, a Learning management system / LMS, etc.)	7.9%	9.0%	1.2%	0.6%	81.3%
6b I need faster access to the internet or access to fast internet	8.2%	3.3%	0.3%	0.1%	88.1%
7b I need more opportunities to collaborate with colleagues on how to use technology	10.4%	16.2%	4.3%	1.2%	67.9%
8b I need more options for professional development in the areas of technology	9.2%	14.6%	3.9%	1.0%	71.3%
9b I need more help aligning the integration of technology with the implementation of standards (e.g., college and career readiness and/or English language proficiency state standards)	5.9%	12.1%	4.8%	1.7%	75.7%

Figure 21b. *Areas of Technical Needs and Improvement - Teacher Needs. CIP Teacher Assessment Survey Results from PY 2023–24 (n=3,216) (Source: OTAN 2024)*

In the 2023–24 program year, more than a quarter of teachers (26.6%) who had indicated having technical needs agreed or strongly agreed that they needed more opportunities to collaborate with colleagues on how to use technology. More collaboration with their colleagues was also a need for teachers responding to the survey two years before and the year before that; a similar number of teachers (26.2% in 2021–22) said they wanted to collaborate more, but the previous year there were even more teachers who said so (32.7% in 2020–21).

A bit less than a quarter (23.8%) agreed or strongly agreed in 2023–24 that they needed more options for professional development in the areas of technology. Two years ago, more teachers than this year said that they needed more options for professional development in the areas of technology (28.4% in 2021–22); the previous year even more teachers said they agreed or strongly agreed to the same statement (36.2% in 2020–21).

Professional Development Priorities

The AEFLA Program Implementation Survey also collects information about professional development (PD) needed by administrators and coordinators as well as instructors. Agencies are asked to indicate whether they have no need (do not need or want any professional development now), a basic need (need or want some professional development, but not of the highest priority), or an advanced need (need professional development in this area, and need to receive it soon) for each of the priorities in the current program year. Although there are many options in which a respondent can indicate a need, this year's report only presents the technology and equity-related areas of professional development needs. All agencies continue to report an advanced or basic need for administrators and coordinators in the following technology-related areas in the 2023–24 program year.

In the previous program year, one out of ten (10%) adult schools with more than 700 distance learning students, 6% of those with between 100 and 700, and 5% of schools with less than 100 had identified an advanced need for Transitioning to remote online learning (similar to 8%, 6%, and 9% in the 2021–22 program year). In 2023–24, adult schools with more than 700 distance learning students reported no advanced need (0%), those with between 100 and 700 learners reported less of an advanced need (3%), and schools with less than 100 learners reported the same advanced need (5%) as the year before. Although this is a significant downward trend, especially for adult schools with more than 700 distance learning students, there was still significant basic need for Transitioning to remote online learning reported: 39% of schools with more than 700 distance learning students, 32% of schools with between 100 and 700 learners, and 25% of schools with less than 100 learners.

Advanced need for professional development in the area of Transitioning to remote testing has remained similar in 2023–24: 11% of schools with more than 700 distance learning students, 7% of schools with between 100 and 700 learners, and 7% of schools with less than 100 learners (compared to 14%, 4%, and 7% respectively in 2022–23, and 8%, 12%, and 17% in 2021–22).

Also noteworthy is that fewer respondents from schools with high and medium distance learner enrollments saw an advanced need for professional development with respect to Equity in adult education in 2023–24: 11% and 9% compared to 19% and 16% in 2022–23 (and 17% and 17% in 2021–22). For schools with less than 100 distance learner enrollments, 7% (compared 8% in 2022–23 and 15% in 2021–22) (Figure 22). While equity is an issue not only related to technology, it is included in these findings with its application to access and use of technologies in mind. Again, this figure included items not related to technology and equity in reports of previous years; these have been removed to focus on technology and equity-related issues.

ADVANCED NEED FOR PD FOR ADMINISTRATORS AND COORDINATORS (RE: TECHNOLOGY AND EQUITY)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Transitioning to remote online learning	0%	10%	3%	6%	5%	5%
Transitioning to remote testing	11%	14%	7%	4%	7%	7%
Equity in adult education	11%	19%	9%	16%	7%	8%

Figure 22. *Professional Development Priorities for Administrators and Coordinators (re: Technology and Equity). California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2023–2024)*

Additionally, Figure 23 below provides details about the professional development needs for instructors that correspond to the advanced needs for administrators and coordinators in Figure 22 above. Note that this figure also included items not related to technology and equity in reports of previous years; these have been removed to focus on technology and equity-related issues.

Integration of technology was an advanced professional development need again for more respondents in 2023–24 - 40% in schools with high distance learner enrollment compared to 33% in 2022–23 and 46% in 2021–22; 27% in schools with medium enrollment compared to 23% and 29% in the years before; and 17% in schools with low enrollment compared to 11% and 22%.

Notable is that more teachers from agencies with high distance learner enrollment but fewer teachers from agencies with medium and small enrollment said that they had an advanced need for professional development in Computer-based instructional strategies/curriculum. In 2023–24, almost three times as many (28%) schools with high enrollment reported an advanced need than the year before (compared to 10% in 2022–23 but 25% in 2021–22), a return to similar levels reported in the program year before that. However, schools with medium enrolment reported less advanced need compared to each of the two previous years (18% in 2023–24, 20% in 2022–23, and 28% in 2021–22) and similarly did schools with low enrollment (11% in 2023–24, 22% in 2022–23, and 24% in 2021–22.

Transitioning to remote online learning was an advanced professional development need for adult schools with more than 700 distance learning students (11% in 2023–24 compared to 19% in 2022–23 and 17% in 2021–22), for those with between 100 and 700 learners (9%, 7%, and 7% respectively), and for schools with less than 100 learners (7%, 5%, and 13% respectively).

Transitioning to remote testing was also an advanced need for adult schools with more than 700 distance learning students (11% in 2023–24 compared to 19% in 2022–23 and 3% in 2021–22), for those with between 100 and 700 learners (7%, 8%, and 9% respectively), and for schools with less than 100 learners (7%, 7%, and 8% respectively).

An advanced need for professional development related to Equity in adult education was again reported more by instructors in schools with high distance learner enrollment (17% in 2023–24 compared to 14% in 2022–23 and 17% in 2021–22) but less in schools with medium (9% compared to 19% and 17% respectively) and low (10% compared to 12% and 19%) enrollment.

ADVANCED NEED FOR PD FOR INSTRUCTORS (RE: TECHNOLOGY AND EQUITY)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	**2023-24**	**2022-23**	**2023-24**	**2022-23**	**2023-24**	**2022-23**
Integration of technology	40%	33%	27%	23%	17%	11%
Computer-based instructional strategies/ curriculum	28%	10%	18%	20%	11%	22%
Transitioning to remote online learning	11%	19%	9%	7%	7%	5%
Transitioning to remote testing	11%	19%	7%	3%	7%	7%
Equity in adult education	17%	14%	9%	19%	10%	12%

Figure 23. *Professional Development Priorities for Instructors (re: Technology and Equity). California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2023–2024)*

Chapter 3 of the *Digital Learning Guidance* lists qualities that should be taken into consideration when planning and implementing effective professional development; for example, it is long-term and ongoing, it is collaborative, it is personalized, and it provides opportunities for coaching and peer learning as well as self-study and reflection.[14] These are important whether professional development happens in-person, online, or in a blended arrangement and would seem to align with some informal supports for blended distance learning that all adult schools implemented to some degree as shown in Figure 24.

Implementation supports were reported by more adult schools with more than 700 distance learners in 2023–24 than in the last year and slightly less than two years ago (78% compared to 67% in 2022–23 and 86% in 2022–23), while more of those in schools with between 100 and 700 distance learner enrollments (73% compared to 78% and 51%) reported slightly less than last year but more than two years ago; in agencies with less than 100 distance learner enrollments, there was less of a change since last year (51% compared to 48% and 44%).

Informal supports like communities of practice have become a lot more commonplace for instructors in all agencies in 2023–24 (89% in schools with high enrollment, 91% in schools with medium enrollment, and 78% in schools with low distance learner enrollment, compared to 48%, 48% and 43% in 2022–23 and 50%, 35% and 26% in 2021–22).

14 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 61-62. https://otan.us/Resources/DigitalLearningGuidance

Help lines and tech support have also been reported to be in place more in adult schools with high distance learner enrollment in 2023–24 than the year before (67% compared to 38% in 2022–23 and 64% in 2021–22). Instructors at schools with medium and small distance learner enrollment received similar support through help lines and tech support in 2023–24 (75% and 49%, compared to 74% and 70% in 2022–23 and 48% and 39% in 2021–22).

WERE THERE OTHER INFORMAL SUPPORTS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Implementation supports	78%	67%	73%	78%	51%	48%
Community of practice	89%	48%	91%	48%	78%	43%
Help lines and tech support	67%	38%	75%	74%	49%	48%
Other	56%	n/a	25%	n/a	11%	n/a

Figure 24. *Blended Distance Learning Informal Supports. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

Newly added for the 2023–24 program year, respondents were able to choose Other as an answer choice and 56% of schools with more than 700 distance learners, 25% with 100-700 learners, and 11% with less than 100 learners did so and many respondents elaborated on the type of supports:

- **Technology Support:** Dedicated technology support for teachers, including in-house IT staff and a Teacher on Special Assignment (TOSA) for technology, specific roles like the District's Coordinator of Instructional Technology, and blended distance learning training for ESL Coordinators
- **Professional Development (PD) and Training:** Ongoing PD offered at various levels (in-house, district, state) and through diverse formats (webinars, CASAS Summer Institute, conferences)
- **Collaboration and Peer Support:** Collaboration through faculty co-chairs communicating with faculty, Professional Learning Communities (PLCs), and regional collaborating conferences (CAEP, CASAS, CCAE, TDLS)
- **Administrative Support:** Administrators supporting teachers' efforts through feedback, problem-solving, and possessing the necessary tech skills to assist teachers
- **Focus on Improving Instruction:** Continuous improvement of teaching practices, facilitated through technology integration, collaboration, and ongoing learning opportunities
- **Support for New Teachers:** Specific support structures for new teachers, including training on blended distance learning and guidance on specific program requirements and mentoring of new colleagues by seasoned teachers

Professional Development Challenges and Opportunities

When discussing professional development needs of instructors with participants at this year's Technology and Digital Learning Symposium (TDLS), several key challenges and opportunities became evident for professional development in digital learning. In summary, challenges include ensuring effective technology integration, addressing tech support needs, and supporting complex models like HyFlex. Opportunities lie in directly responding to teacher requests for PD, exploring technology to improve efficiency and support, and leveraging digital learning modalities more effectively, which all require targeted and relevant professional development initiatives.

Challenges:

- **Need for Effective Technology Integration Training:** Educators require professional development that goes beyond basic digital literacy skills and focuses on **effective technology integration** in their teaching. This is further supported by the observation that teachers want professional development specifically on teaching and incorporating technology.
- **High Tech Support Needs:** The high and seemingly increasing need for tech support suggests that teachers may lack the necessary skills or confidence in using technology, indicating a challenge in current professional development offerings or a need for more sustained support.
- **Potential Burden of Basic Computer Skills Instruction:** Teachers are currently leading basic computer skills instruction in class. This is a burden on their time and expertise. Providing equitable access to this type of instruction through other means or adequate professional development to handle this more effectively is needed.
- **Program Delivery using HyFlex Models:** Providing teachers with the necessary support and training to deliver more complex modalities effectively.

Opportunities:

- **Addressing Teacher Requests for PD:** Offer professional development on teaching/incorporating technology to improve teaching practice.
- **Supporting Technology Use for Organization:** More professional development about using technology to organize work directly addresses teacher's practical needs and could improve efficiency, e.g, through training where teachers can see direct implementation in their everyday lesson planning.
- **Leveraging Digital Learning for Increased Access:** Leverage digital learning more effectively by offering professional development for teachers about designing and delivering engaging blended distance learning experiences.
- **Exploring the Role of AI:** Explore the role of Artificial Intelligence to support teachers and provide professional development on utilizing these tools.
- **Alleviate the Burden of Basic Computer Skills Instruction:** Develop programs or support systems that can alleviate this burden while ensuring equity for learners and teachers.

Program Implementation and Distance Learning

This section reviews results related to blended distance learning from the California WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey for the program year 2023–24 in the following areas: distance learning classes, online tools and resources, distance learning barriers, student persistence, waiting lists, and Social Emotional Learning and digital citizenship.

The AEFLA Program Implementation Survey collects information pertaining to program management, student transitions to post-secondary education, training, employment, budget issues, coordination, planning for professional development, distance learning, and English Literacy & Civics Section 231 and 243 programs. Over the last few years, some of the Survey questions have been modified to reflect the impact of COVID-19 on the WIOA, Title II: AEFLA program as well as post-pandemic developments.[15]

This section also includes results from the WIOA Title II: Technology and Digital Learning California Update for Program Year 2023–2024 Survey conducted by OTAN with agencies in early 2025 to provide more details about the aforementioned areas as well as Social Emotional Learning (SEL) and digital citizenship included in the last chapter of the *Digital Learning Guidance*.

Distance Learning Classes

The AEFLA Program Implementation Survey results for the 2023–24 program year showed that a significant percentage of adult schools with more than 700 distance learning students provided ASE (89%) and ESL (94%) programs in a remote or hybrid/HyFlex learning format (compared to 95% for both in 2022–23 and 100% for both in 2021–22). A similar percentage of schools with 100-700 distance learners (89% in 2023–24, compared to 88% in 2022–23 and 86% in 2021–22) had ASE remote or hybrid/HyFlex formats but fewer (68%) of these agencies had ESL programs with remote or hybrid/HyFlex formats (compared to 73% and 86% the years before). These modalities also decreased in both ASE (65% compared to 74% and 78% in prior years) and ESL (54% compared to 55% and 65%) in schools with less than 100 distance learners over the last two years.

ABE programs in remote or hybrid/HyFlex modes (83% in 2023–24, compared to 76% in 2022–23 and 88% in 2021–22) were again offered in more schools with the highest distance learner enrollment than the year before. There was a decrease in this category in schools with medium distance learning enrollment (51% in 2023–24, compared to 58% in 2022–23 and 57% in 2021–22) and those with the smallest enrollment numbers (33% compared to 47% and 54%).

15 For more info on the California WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey visit: https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/ca-wioa-survey

A significant increase in remote or hybrid/HyFlex learning formats were reported for IELCE/IET (Integrated EL Civics/Integrated Education and Training) programs for schools with more than 700 distance learning students (61% in 2023–24, compared to 48% in 2022–23 and 54% in 2021–22).

CTE programs provided in remote or hybrid/HyFlex learning formats were reported by a larger percentage of programs in 2023–24: 67% of adult schools with high distance learner enrollment (compared to 71% in both 2022–23 and 2021–22). Learners in half of the schools with a medium enrollment were offered courses in remote or hybrid/HyFlex learning formats in 2023–24 (51% compared to 48% in 2022–23 and 54% in 2021–22) and a quarter of schools with smaller enrollment offered remote or hybrid/HyFlex learning format in 2023–24 (25% compared to 24% and 40% the years before (Figure 25).

WHAT PROGRAMS DO YOU PROVIDE NOW IN A REMOTE OR HYBRID/HYFLEX LEARNING FORMAT? (SELECT ALL THAT APPLY)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
ABE	83%	76%	51%	58%	33%	47%
ASE	89%	95%	89%	88%	65%	74%
ESL	94%	95%	68%	73%	54%	55%
IELCE/IET	61%	48%	25%	30%	16%	16%
CTE	67%	71%	51%	48%	25%	24%
None	0%	0%	4%	4%	15%	16%
Other	6%	5%	6%	7%	7%	8%

Figure 25. *Programs with remote or hybrid/Hyflex Classes. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2022–2024)*

Figure 26 shows that among classes offered in online or hybrid formats in 2023–24, 65% and 60% (compared to 82% and 60% in 2022–23 and 79% and 70% in 2021–22) of ASE classes were offered in remote or hybrid/HyFlex formats in adult schools with more than 700 distance learners and those with between 100 and 700 learners respectively. Schools with the highest number of distance learners reported a significant decrease of ESL classes offered this way after a significant increase was reported last year (40% in 2023–24, compared to 95% in 2022–23 and 50% in 2021–22). In adult schools with less than 100 distance learning students, only 9% of IELCE/IET classes were offered in a remote or hybrid/HyFlex format last year (compared to 46% in 2022–23 and 68% in 2021–22) while only 26% of ABE classes were offered in remote or hybrid/HyFlex formats in 2023–24 (compared to 69% and 62% in previous years) and 42% of ASE classes (compared to 61% in both the years prior).

IF YOU ARE USING ONLINE OR HYBRID FORMATS, WHAT PERCENTAGE OF YOUR CLASSES ARE OFFERED IN A REMOTE OR HYBRID/HYFLEX FORMAT?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
ABE	59%	65%	34%	59%	26%	69%
ASE	65%	82%	60%	60%	42%	61%
ESL	40%	95%	22%	35%	21%	34%
IELCE/IET	31%	48%	13%	52%	9%	46%
CTE	26%	42%	25%	41%	11%	34%
Other	14%	50%	7%	32%	1%	70%

Figure 26. *Hybrid/Hyflex Classes. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2022–2024)*

In this year's WIOA Title II: Technology and Digital Learning California Update for Program Year 2023–2024 Survey, agencies were asked again if their use of blended distance learning was due to administrative support and/or if teachers were the driving force. Overall, in adult schools with more than 700 and between 100 and 700 distance learners, administrative support and teacher-led initiative went hand-in-hand the most (78% and 82% in 2023–24, compared to 57% and 76% in 2022–23 and 67% and 84% in 2021–22). Less than the previous year were able to rely on both the administration and teachers as driving forces of blended distance learning in adult schools with less than 100 distance learning students (70% in 2023–24, compared to 81% in 2022–23 and 70% in 2021–22).

WAS BLENDED DISTANCE LEARNING SUPPORTED BY ADMINISTRATION AND/OR TEACHER-LED?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Admin supported	22%	5%	11%	17%	19%	10%
Teacher-led	0%	33%	2%	20%	4%	14%
Both	78%	57%	82%	76%	70%	81%

Figure 27. *Blended Distance Learning Admin Support and/or Teacher-led. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

When asked if students and teachers were interested in blended distance learning, the majority of agencies indicated that they were but only adult schools with more than 700 distance learning students reported an increase in 2023–24—they were also the highest at 100% (compared to 80% in 2022–23 and 93% in 2021–22), those with between 100 and 700 distance learning students were at 71% in 2023–24 (compared to 91% and 95% previously), and those with less than 100 distance learning students were at 66% in 2023–24 (compared with 83% in 2022–23 and 86% in 2021–22) (Figure 28).

WERE THE STUDENTS AND TEACHERS INTERESTED IN BLENDED DISTANCE LEARNING?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	100%	80%	71%	91%	66%	83%
No	0%	20%	27%	9%	34%	7%

Figure 28. *Blended Distance Learning Student and Teacher Interest. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

Note that in last year's report, we provided results for three questions in this section that have since been removed from the 2023–24 WIOA Title II: Technology and Distance Learning California Update Survey: *Have student enrollment and retention numbers been affected by your agency's return to in-person instruction?, Were there efforts for any HyFlex offerings (simultaneous in-person and remote instruction)?,* and *Do you consider HyFlex a medium to strong need, and would you embrace professional training around it?*. Either a question had become obsolete or findings were consistent over the last years - they were removed to make room for additional questions that had emerged in other areas.

Online Tools and Resources

Provider agencies were also asked to identify online tools and resources that had been most helpful for remote and hybrid/HyFlex learning in the 2023–24 program year. In previous reports, these open-ended responses were filtered by adult schools with more than 700 distance learners, between 100 and 700 distance learners, and less than 100 or no distance learning student enrollment, and tagged with keywords for analysis.

In last year's report, findings showed that schools with the least distance learning student enrollment had used Zoom (54% in 2022–23 compared to 48% in 2021–22) and Canvas (18% and 15%) significantly less than schools with medium enrollment had used Zoom (57% and 76%) and Canvas (38% and 34%) and schools with the highest enrollment had used Zoom (62% and 74%) and Canvas (67% and 65%), but the margin for Zoom had narrowed in the 2022–23 program year. Burlington English was used more consistently by about a third (33%, 34%, and 29%) of schools in the three school categories in 2022–23 (compared to 44%, 30%, and 21% in 2021–22) and Google Classroom was used by roughly a quarter (24%, 25%, and 22% respectively) across them (compared to 30%, 21%, and 16%).

The survey for the 2023–24 program year only gathered 38 responses on this issue - not enough to support a comparative figure. Agency responses revealed a significant reliance on Learning Management Systems (LMS), with Canvas being the most frequently mentioned platform. Video conferencing tools, particularly Zoom, were also heavily utilized. A variety of online curriculum and educational software were employed, including specific programs like Burlington English, Aztec, and Edgenuity. Google's suite of tools, including Google Classroom and Google Meet, were also prominent.

Various other specialized educational resources for different subjects and levels were mentioned, as well as hardware to support students like laptop and Chromebook loaners and classroom equipment for blended program delivery like Smart TVs and OWL cameras. For example, when agencies were asked last year to list the online tools and resources that had been most helpful for remote and hybrid/HyFlex learning, the findings showed that Chromebooks and laptops used as student loaner devices had become more common in schools with more than 700 and between 100 and 700 distance learning students (24% and 15% compared to 17% and 11%), but not so in schools with less than 100 distance learners (9% compared to 10% previously) between the 2021–22 and 2022–23 program years.

Selecting digital learning tools is a crucial part of designing flexible learning experiences. Chapter 4 of the *Digital Learning Guidance* provides insight into selecting tools that address learning goals and outcomes as well as the various purposes of using tools - for example, for communication, collaboration, and learning management. There is also information on evaluating digital learning tools for both pedagogical and technical usability.

Distance Learning Barriers

In the three program years before the start of the pandemic, the results showed that barriers related to the availability of technology to students at home, staffing, costs, and lack of demand had decreased.[16] Beginning with the 2020–21 program year, trends have been less consistent when comparing adult schools with large, medium, and small distance learner enrollment.

As Figure 29 illustrates, a main barrier in offering remote or hybrid/HyFlex learning for adult schools remains the availability of technology to students at home in 2023–24. The number of students affected increased again in schools with more than 700 distance learner enrollment (72% compared to 57% in 2022–23 and 75% in 2021–22) but decreased in schools with between 100 and 700 and schools with less than 100 at 47% and 42% respectively (compared to 67% and 60% in 2022–23, and 69% and 57% in 2021–22).

For these two school categories, Tracking attendance/recordkeeping was reported as a more significant barrier (57% and 42% respectively, compared to 16% for both school categories in 2022–23 and 19% and 21% in 2021–22 respectively). For schools with high enrollment, Difficulty in pre- and post-testing students also remained a significant barrier at 67%, the same (67%) as the year before and slightly less (75%) the year before that.

Difficulties in implementing is a slightly more pronounced barrier in 2023–24 for all schools: 28% at schools with high distance learner enrollment, 15% at schools with medium enrollment, and 11% in schools with low enrollment (compared to 24%, 20%, and 20% respectively in 2022–23 and 25%, 19%, and 25% in 2021–22).

Difficulties in maintaining remained a notable barrier for remote or hybrid/HyFlex learning for around one in five schools in 2023–24 (22%, 17%, and 16%, compared to 24%, 17%, and 15% in 2022–23, and 13%, 14%, and 22% in 2021–22).

16 Ibid.

Staffing was still a notable barrier to agencies with high distance learner enrollment but not a barrier at all for schools with medium and low enrollment (44%, 0%, and 0% in 2023–24, compared to 52%, 45%, and 37% in 2022–23, and 54%, 40%, and 42% in 2021–22). In the same way, Cost in offering blended distance learning (33%, 0%, and 0% in 2023–24, compared to 29%, 19%, and 20% in 2022–23, and 25%, 21%, and 25% in 2021–22) was a non-issue for schools with medium and low enrollment in the last program year.

Availability of technology at the agency was selected as a barrier by more schools across the three school categories (33%, 22%, and 23% in 2023–24, compared to 24%, 15%, and 11% in 2022–23, and 13%, 11%, and 11% in 2021–22).

An increased percentage of schools with medium and low distance learner enrollment reported a lack of student demand as a barrier in offering remote or hybrid/HyFlex learning in 2023–24 (50% and 39% compared to 17% and 19% in 2022–23, and 13% and 22% in 2021–22) while it only increased slightly in schools with high enrollment (11% in 2023–24, compared to 10% and 8% the years before). This finding may explain why Staffing and Cost was not a barrier for schools with medium and low enrollment in the 2023–24 program year.

Lack of information about online learning programs was a lower barrier in previous years (10%, 3%, and 3% in 2022–23 and 8%, 7%, and 6% in 2021–22) for schools in the three school categories and was removed as an answer choice in the survey for the 2023–24 program year.

BARRIERS TO AGENCIES IN OFFERING REMOTE OR HYBRID/HYFLEX LEARNING	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Difficulty in pre- and post-testing students	67%	67%	29%	60%	21%	35%
Availability of technology to students at home	72%	57%	47%	67%	42%	60%
Staffing	44%	52%	0%	45%	0%	37%
Tracking attendance/recordkeeping	17%	33%	57%	16%	42%	16%
Cost	33%	29%	0%	19%	0%	20%
Difficulty in implementing	28%	24%	15%	20%	11%	20%
Difficulty in maintaining	22%	24%	17%	17%	16%	15%
Availability of technology at agency	33%	24%	22%	15%	23%	7%
Lack of student demand	11%	10%	50%	17%	39%	19%
Lack of information about online learning programs	n/a	10%	n/a	3%	n/a	3%
Other	33%	29%	7%	19%	7%	11%

Figure 29. *Distance Learning Barriers. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2022–2024)*

Chapter 5 of the *Digital Learning Guidance* mentions some of these challenges to implementation – for example, access to devices and staffing-related issues such as professional development, digital skills training, and instructional concerns. It recommends deliberate and thoughtful steps to plan and implement the creation of a strong infrastructure that addresses funding, professional development, technical support, time, and learner support, a collaborative approach to curriculum development and implementation, and a balance of short- and long-term perspectives to implement, maintain, and grow distance learning.[17]

Note that in last year's report, we provided results for two questions in this section that have since been removed from the 2023–24 WIOA Title II: Technology and Digital Learning California Update Survey: *Are current policies hindering or affecting blended distance learning in-person or remotely?* and *Has there been a shortage of teachers and/or support staff to support blended distance learning in-person and/or remotely?*

Blended distance learning program delivery strategies allow adult schools to build capacity for remote, online, and blended program offerings and respond to changing circumstances while minimizing the negative effects on staff and clients. (The devastating Los Angeles fires and the changeover from the Biden to Trump administrations, both in January 2025, are two situations that come to mind in this regard.) When agencies were asked in early 2025 if their delivery approach in the 2023–24 program year was flexible enough to respond to changing circumstances by offering blended distance learning modalities, 100% (compared to 91% in 2022–23 and 100% in 2021–22) of respondents from adult schools with more than 700 distance learning students said that it was while 93% (compared to 94% and 98% previously) from schools with medium distance learning student enrollment and 83% (compared to 100% and 83% previously) from schools with less than 100 distance learners did (Figure 30).

IS YOUR AGENCY'S CURRENT DELIVERY APPROACH FLEXIBLE ENOUGH TO RESPOND TO CHANGING CIRCUMSTANCES BY OFFERING BLENDED DISTANCE LEARNING MODALITIES?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	100%	91%	93%	94%	83%	100%
No	0%	9%	7%	6%	15%	0%

Figure 30. *Flexibility and Responsiveness of Delivery Approach. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

17 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 82-83. https://otan.us/Resources/DigitalLearningGuidance

Blended distance learning program delivery strategies built into contingency plans and risk management may contribute to "future-proofing" efforts of agencies as they adapt to unexpected changing circumstances and navigate post-pandemic challenges. When asked if their agency's risk strategy and contingency plan included blended distance learning, again almost eight out of ten adult schools with more than 700 distance learning students (78% in 2023–24 compared to 52% in 2022–23 and 79% in 2021–22), two thirds of schools with 100-700 distance learners (66% compared to 89% and 88% previously) and six out of ten schools with less than 100 distance learners (60% compared to 82% and 85% previously) said that their agency did. (Figure 31). Agencies with medium and low distance learner enrollment may see fewer reasons to engage in processes to develop risk strategies and contingency plans that include blended distance learning options; perhaps the investment for a smaller number of learners is too costly and the financial risks outweigh the crisis benefits, or these schools do not have the capacity to include more learners to justify the investment, or they might focus more on learners who need or prefer in-person programming.

IS BLENDED DISTANCE LEARNING CONSIDERED IN YOUR AGENCY'S RISK STRATEGY AND CONTINGENCY PLAN?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	78%	52%	66%	89%	60%	82%
No	22%	48%	27%	11%	40%	18%

Figure 31. *Blended Distance Learning as Risk Strategies and Contingency Plans. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

Student Persistence

Persistence is a critical factor in the success and goal attainment of adult learners.[18] The AEFLA Program Implementation Survey asked WIOA, Title II funded agencies about the strategies they used to promote and sustain student persistence again in the 2023–24 program year.

Figure 32 shows that slightly more (94%) adult schools with more than 700 distance learning students in 2022–23 (compared to 91% in 2022–23 and 92% in 2021–22) indicated that their student persistence strategies included Remote learning, blended online learning, or hybrid/HyFlex. Slightly less than the year before but still three quarters in adult schools with 100-700 distance learning students (76% compared to 80% and 81%) and only more than half in adult schools with less than 100 distance learning students (58% compared to 62% and 69% before) said the same.

18 California WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey for the 2020–21 program year, p. 5

Additionally, reported uses of Other COVID-related persistence strategies to support remote student learning (e.g., flexible modalities of class offerings and access to technology) showed a decreasing trend this year for the top two school categories (44% compared to 76% and 67% before) and 28% (compared to 37% and 50%), while schools with low distance learner enrollment slightly rebounded since the 2021–22 program year (28% compared to 26% and 44% before) respectively (Figure 32). Note that this figure included items not related to technology in reports of previous years; these have been removed to focus on technology-related issues.

WHAT STRATEGIES ARE YOU USING TO PROMOTE AND SUSTAIN STUDENT PERSISTENCE? (RE: TECHNOLOGY)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	**2023-24**	**2022-23**	**2023-24**	**2022-23**	**2023-24**	**2022-23**
Remote learning, blended online learning, hybrid/HyFlex	94%	91%	76%	80%	58%	62%
Other COVID-related persistence strategies to support remote student learning. (e.g., flexible modalities of class offerings and access to technology)	44%	76%	28%	37%	28%	26%

Figure 32. *Student persistence (re: Technology). California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2022–2024)*

In our effort to better understand the findings on Remote learning, blended online learning, hybrid/HyFlex in the previous figure, the WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program year 2023–24 asked responding agencies to identify which strategies were used to promote and sustain student persistence in distance blended learning. The answer choices referred to the definitions of Distance education, Blended learning and HyFlex based on the *Digital Learning Guidance* as noted earlier in this report. The figure from the previous report is also included for comparison.

Eight out of ten (78%) schools with high distance learner enrollment, seven out ten (71%) schools with medium enrollment, and six out of ten (57%) schools with low enrollment used distance education modalities for their program delivery. Between half and two thirds of schools offered programs in a blended learning environment to increase student persistence (56% for high enrollment schools, 68% for medium enrollment schools, and 60% for low enrollment schools). HyFlex simultaneous in-person and remote classrooms were offered by a third of schools with high distance learner enrollment, almost half the schools with medium enrollment, and a quarter of schools with low enrollment. Notably, the adult schools with the highest enrollment of distance learner students do not offer the most accessible learning options (Figure 33a).

WHAT STRATEGIES ARE USED TO PROMOTE AND SUSTAIN STUDENT PERSISTENCE IN DISTANCE BLENDED LEARNING?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Distance education	78%	n/a	71%	n/a	57%	n/a
Blended learning	56%	n/a	68%	n/a	60%	n/a
HyFlex	33%	n/a	46%	n/a	26%	n/a
Other	22%	n/a	9%	n/a	15%	n/a

Figure 33a. *Strategies to promote and sustain student persistence. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program year 2023–24 (Source: OTAN 2025)*

In previous years, when respondents were asked more specifically about strategies used to promote and sustain student persistence in distance blended learning, 57% and 62% (both 86% in 2021–22 during the pandemic) of adults schools with more than 700 distance learning students had used Remote learning and Blended online learning and 33% (64% before) had used hybrid/HyFlex classes (Figure 33b).

For schools with medium distance learning student enrollment, Remote learning had been used most and at a similar rate at 82% (81% before) and Blended online learning (70% and 72% before), while hybrid/HyFlex learning (54% both years) had been strategies used less.

Schools with less than 100 distance learning students had relied on these strategies less in 2021–23 but had increased their use of Blended online learning by 10 percentage points (67% compared to 57%) and hybrid/HyFlex learning by 27 percentage points (57% compared to 30%), while Remote learning had decreased by 10 percentage points (51% in 2022–23 compared to 61% in 2021–22).

WHAT STRATEGIES ARE USED TO PROMOTE AND SUSTAIN STUDENT PERSISTENCE IN DISTANCE BLENDED LEARNING?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Remote learning	n/a	57%	n/a	82%	n/a	51%
Blended online learning	n/a	62%	n/a	70%	n/a	67%
Hybrid/HyFlex	n/a	33%	n/a	54%	n/a	57%
Other COVID-related persistence strategies	n/a	24%	n/a	28%	n/a	19%

Figure 33b. *Blended Distance Learning Persistence Strategies. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–2023 (n=92) (Source: OTAN 2024)*

In this year's WIOA Title II: Technology and Digital Learning California Update Survey, responding agencies reported employing multi-faceted approaches to support student persistence and engagement, particularly in online and blended learning environments. Key strategies included ensuring updated and high-quality online content, maintaining regular communication through various channels to address attendance and barriers, and providing clear scheduling information. They emphasized proactive student support through teacher check-ins, consistent monitoring of progress, individualized contracts, and offering persistence incentives.

Agencies also expressed the importance of fostering student engagement through in-person orientations, goal-setting, motivation strategies, time management guidance, and opportunities for community involvement. Flexibility was increased through 24/7 access and varied scheduling options, including distance education, blended learning and HyFlex models. Recognizing the importance of support, agencies described providing staff outreach for absent students, intake processes that focused on student persistence, and dedicated support for online tools like Canvas, Google Classroom, and Google Meet. Technology access was assured by some agencies through accessible mobile computer labs, open labs, and loaner laptops and Chromebooks, complemented by student technology training and front-loading essential digital literacy skills.

Waiting Lists

At agencies where waiting lists exist, students may or may not be offered an alternative educational opportunity for various reasons. In 2020–21, the Technology and Distance (now Digital) Learning Plan Update began exploring questions about the role of waitlists to capture students otherwise not served as well as encourage agencies to offer more flexible alternatives to students waiting for a class of any delivery modality: Are students on waiting lists for in-person program options offered blended distance learning options? Do they retain their spots on the waiting list while participating in blended distance learning? Can waitlisted students decide to stay in blended distance learning classes or decide to return to in-person instruction when a spot in an on-site class is available?

The AEFLA Program Implementation Survey does not provide details about students on waiting lists. Identifying potential blended distance learning students on waitlists is not possible at this time and having moved away from collecting student-level data to class-level data does not allow for tracking individual student choices of different program delivery modalities. However, the WIOA Title II: Technology and Digital Learning California Update Survey for the 2023–2024 program year continued to explore opportunities for blended distance learning related to waitlisted students in more detail.

AEFLA Program Implementation Survey results for 2023–24 show in Figure 34 that slightly more adult schools with more than 700 distance learning students (61% compared to 57% in 2022–23 and 63% in 2021–22) and schools with less than 100 distance learning students (45% compared to 43% and 26% before), but fewer schools with between 100 and 700 distance learning students when compared to the previous program year (51% in 2023–24, 64% in 2022–23, and 51% in 2021–22 during the pandemic), maintained a waiting list. (Note that percentages do not add up to 100% in some figures in this section; the results reflect data as reported.)

ARE YOU MAINTAINING A WAITING LIST?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	61%	57%	51%	64%	45%	43%
No	33%	43%	48%	33%	51%	53%

Figure 34. *Waiting Lists. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2022–2024)*

In last year's report, we provided median numbers for how many students were on the waiting list in the 2021–22 program year. Data from the California WIOA, Title II: AEFLA Program Implementation Survey for the last two years have been based on the highest cumulative numbers; therefore, this section references only the highest cumulative numbers for the 2023–24 and 2022–23 programs years.

In 2023–24, the highest cumulative number of students on the waiting list decreased for ABE/ASE students in adults schools with more than 700 distance learner enrollment (40 compared to 60 in 2022–23) and increased in the other two school categories (321 in 2023–24 compared to 301 the year before in schools with medium enrollment, and 321 this year compared to 147 last year in schools with low enrollment). For ESL, there was a much larger difference in the highest cumulative number of students on waiting lists in schools with high distance learner enrollment compared to the year before (2,616 compared to 423) and a much smaller difference in schools with low enrollment (335 compared to 255); in schools with medium enrollment, students on waiting lists for ESL courses decreased slightly (335 in 2023–24 compared to 400 in 2022–23) (Figure 35).

IF YES, HOW MANY STUDENTS ARE CURRENTLY ON THE LIST? (HIGHEST CUMULATIVE)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
ABE/ASE	40	60	321	301	321	147
ESL	2,616	423	335	400	335	255

Figure 35. *Students on Waiting Lists. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2022–2024)*

Fewer students on waiting lists for ABE/ASE classes were not able to take a class in the fall term of the 2023–24 program year: None (0 compared to 15 the year before) for adult schools with high distance learner enrollment, only 4 students (compared to 58 previously) in schools with medium enrollment, and less than half (15 compared to 34) in schools with low enrollment.

For ESL classes, more students were never able to take a class in schools with more than 700 distance learner enrollment (135 compared to 104 students) and in schools with less than 100

learners (495 compared to 62) but in schools with 100-700 learners, less than half the learners compared to the previous year (20 in 2023–24 and 54 in 2022–23) were not (Figure 36).

HOW MANY STUDENTS WERE NEVER ABLE TO TAKE A CLASS IN THE FALL TERM? (AVERAGE)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
ABE/ASE	0	15	4	58	15	34
ESL	135	104	20	54	495	62

Figure 36. *Students on Waiting Lists Not Taking a Class. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2022–2024)*

Agencies were also asked again if they worked with adult education schools in their region to accommodate students. More schools with more than 700 distance learners (44% compared to 29%) and more schools with less than 100 distance learners (39% compared to 37%) did in 2023–24 than in 2022–23, but adult schools with 100-700 distance learners worked less (47% compared to 54%) with other adult schools in their region (Figure 37). (Note that percentages do not add up to 100% in some figures in this section; the results reflect data as reported.)

DO YOU WORK WITH ADULT EDUCATION SCHOOLS IN YOUR REGION TO ACCOMMODATE STUDENTS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=225) and 2022-23 (n=209)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	44%	29%	47%	54%	39%	37%
No	22%	43%	17%	17%	24%	22%

Figure 37. *Collaboration with Other Schools to Accommodate Students on Waiting Lists. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2023–24 (n=225) and 2022–23 (n=209) (Source: CASAS 2022–2024)*

Figure 38 shows that waitlisted students at more adult schools with high distance learning student enrollment offered distance blended learning options to students on waitlists in 2023–24 than in 2022–23 (78% compared to 57%), while fewer schools with medium enrollment (52% compared to 72%) and fewer schools with low enrollment (36% compared to 73%) did so. (Note that percentages do not add up to 100% in some figures in this section; the results reflect data as reported.)

ARE STUDENTS ON THE WAITING LIST OFFERED DISTANCE BLENDED LEARNING OPTIONS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	78%	57%	52%	72%	36%	73%
No	22%	14%	48%	20%	62%	19%

Figure 38. *Blended Distance Learning Options for Students on Waiting Lists. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

In this year's WIOA Title II: Technology and Digital Learning California Update Survey, agencies were also asked if they partnered with other agencies in their consortium to offer online options. Four out of ten (41%) schools with 100-700 distance learners and a third (34%) of schools with less than 100 distance learners said that they did, but only one out of five (22%) schools with more than 700 distance learner enrollment said that they did (Figure 39a).

DOES YOUR AGENCY PARTNER WITH OTHER AGENCIES IN YOUR CONSORTIUM TO OFFER ONLINE OPTIONS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	22%	n/a	41%	n/a	34%	n/a
No	79%	n/a	59%	n/a	66%	n/a

Figure 39a. *Collaboration with Other Schools to Accommodate Students on Waiting Lists. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program year 2023–24 (n=108) (Source: OTAN 2024–2025)*

Figure 39b is included for comparison to previous years, when provider agencies were asked if they worked with adult education schools in their region to accommodate students. More schools with less than 100 distance learners and more schools with 100-700 distance learners did in 2022–23 than in 2021–22, but adult schools with more than 700 distance learners worked less with other adult schools in their region. (Note that percentages do not add up to 100% in some figures in this section; the results reflect data as reported.)

DO YOU WORK WITH ADULT EDUCATION SCHOOLS IN YOUR REGION TO ACCOMMODATE STUDENTS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2022-23 (n=209) and 2021-22 (n=218)	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Yes	29%	38%	54%	33%	37%	26%
No	43%	62%	17%	67%	22%	74%

Figure 39b. *Collaboration with Other Schools to Accommodate Students on Waiting Lists. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)*

When asked if students retained their spot on the waiting list for in-person instruction, 78% of adults schools with more than 700 distance learning students said that they did in the 2023–24 program year (compared to 67% in 2022–23), 52% of schools with a medium distance learning enrollment did (compared to 77%), and 40% of schools with less than 100 distance learning students said that they did (compared to 80%) (Figure 40). (Note that percentages do not add up to 100% in some figures in this section; the results reflect data as reported.)

DO THEY RETAIN THEIR SPOT ON THE WAITING LIST FOR IN-PERSON INSTRUCTION?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023–24 (n=108) and 2022–23 (n=92)	2023–24	2022–23	2023–24	2022–23	2023–24	2022–23
Yes	78%	67%	52%	77%	40%	80%
No	22%	33%	39%	23%	53%	20%

Figure 40. *Blended Distance Learning In-person Options for Waitlisted Students. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

Social Emotional Learning (SEL) and Digital Citizenship

A safe and supportive learning environment is crucial for adult learners. Teachers can foster such an environment by being culturally aware, encouraging, and setting high but achievable expectations. Also, distance learning is more likely to be viewed as independent learning, but teacher presence is an important factor in students' success when learning online.[19] Involving learners in goal-setting and creating opportunities for peer connection are also important strategies.

Learning as a Social Experience

Chapter 7 of the Digital Learning Guidance mentions learning as a social experience. Social and emotional learning skills are foundational to successful participation in learning, life, and work. Social and Emotional Learning (SEL) includes the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions.[20] SEL skills for successful learning and life are articulated by five core competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.[21]

In early 2025, agency representatives were asked about the use of SEL in the WIOA Title II: Technology and Digital Learning California Update Survey for the second time. For 2023–2024, nine out of ten (89%) of adult schools with more than 700 distance learners reported that they supported SEL (compared to 55% in 2022–2023). Seven out of ten (73% similar to 71% the year before) in schools with 100-700 distance learners reported that they supported SEL, but only a bit more than half (55% compared to 77%) of schools with less than 100 distance learners did (Figure 41).

19 Lowenthal, P.R. (2009). The evolution and influence of social presence theory on online learning. Online education and adult learning: New frontiers for teaching practices. https://patricklowenthal.com/the-evolution-and-influence-of-social-presence-theory-on-online-learning/

20 See Social and Emotional Learning. Guidance and resources for supporting social and emotional learning. California Department of Education. https://www.cde.ca.gov/ci/se/index.asp

21 See California Transformative SEL Competencies. California Department of Education. https://www.cde.ca.gov/ci/se/tselcompetencies.asp

HAS SOCIAL AND EMOTIONAL LEARNING (SEL) BEEN SUPPORTED AT YOUR AGENCY THROUGH INSTRUCTION, TRAINING, OR OTHER MEANS OF DELIVERY?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	89%	55%	73%	71%	55%	77%
No	11%	45%	25%	29%	43%	23%

Figure 41. *Social and Emotional Learning (SEL). WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

Preparing for Digital Citizenship

When classrooms provide safe, supportive environments, they are also good places for a student to develop as a positive digital citizen and model for others. Chapter 7 of the *Digital Learning Guidance* also raises awareness about what it means to be a citizen in a digital world. The concept of digital citizenship can help educators and learners to take a proactive approach to interacting with others in digital spaces. Two frameworks for digital citizenship are highlighted:

- The ISTE SkillRise Initiative[22] defines a digital citizen as someone who promotes inclusion, equity, and cultural awareness. It emphasizes using technology ethically and responsibly to challenge bias and promote equity.
- The ISTE DigCitCommit Competencies[23] focus on a proactive approach to digital citizenship. It highlights being inclusive, informed, engaged, balanced, and alert while using technology. Both frameworks aim to help learners become positive digital citizens who contribute to a safe and inclusive online environment.

Figure 42 shows the first results from the WIOA Title II: Technology and Digital Learning California Update Survey for the last two program years about if digital citizenship had been supported through instruction, training, or other means of delivery. In 2023–24, all adult schools with more than 700 distance learners (100% compared to 58% in 2022–23) said that it had been, 42% percentage points more than the year before. Roughly the same percentage as the year before (80% compared to 81%) reported that digital citizenship had been supported in schools with 100-700 distance learners and slightly less (77% compared to 82%) reported that it had been in schools with less than 100 distance learners.

22 See Profile of a LifeLong Learner. SkillRise. ISTE. https://skillrise.org/profile

23 See Digital Citizenship in Education. ISTE. https://iste.org/digital-citizenship/

HAS DIGITAL CITIZENSHIP (WHAT IT MEANS TO BE A CITIZEN IN A DIGITAL WORLD) BEEN SUPPORTED AT YOUR AGENCY THROUGH INSTRUCTION, TRAINING, OR OTHER MEANS OF DELIVERY?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108) and 2022-23 (n=92)	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Yes	100%	58%	80%	81%	77%	82%
No	0%	42%	18%	19%	19%	18%

Figure 42. *Digital Citizenship. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program years 2023–24 (n=108) and 2022–23 (n=92) (Source: OTAN 2024–2025)*

Successful Strategies for Blended Distance Learning

Ways that Agencies are Addressing Program Delivery Issues

In the California WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey for the 2023–24 program year, agencies were asked about the successful strategies they employed to deliver remote learning effectively.

Technology and Infrastructure: Providing staff development and training on new online tools and curriculum, ensuring access to reliable technology (devices, internet, and learning platforms like Canvas, Google Classroom, MS Teams, Zoom), and offering technical support were crucial. Some agencies found success with HyFlex models in smaller programs, while others leveraged specific software like Burlington English and Edgenuity. The use of OWL cameras for enhanced interaction in HyFlex settings and making iPads with WiFi available to students also proved effective. Loaner programs for Chromebooks and hotspots addressed the digital divide.

Instructional and Communication Strategies: Connecting remote teaching with specific curriculum, utilizing a mix of synchronous (live instruction on Zoom and Google Meet) and asynchronous learning, and adapting curriculum with clear instructions and visuals were key. Regular and clear communication through various channels (emails, text messages, phone calls), providing flexible learning options and office hours, and offering student help videos and multi-language support materials enhanced engagement. Teachers also emphasized setting learning goals, providing regular feedback, and offering varied learning experiences through apps, websites, and videos. Some agencies found success in leveraging experienced online teachers and implementing co-teaching models.

Support Services and Engagement: Offering online enrollment, open labs for technology access and support, and providing comprehensive student support services (FAFSA, medical, employment applications) were important. Ensuring student connection through regular check-ins, monitoring progress, and offering in-person learning centers and counseling services aided

persistence. Proactive outreach to non-attending students and providing digital literacy training were also highlighted. Some agencies found success in requiring in-person onboarding and final exams to maintain accountability.

Respondents to the Program Implementation Survey were also asked again this year to list any additional support they would like the AEFLA program to provide. Last year, respondents had reported that adult schools were looking for continued support in adapting to a post-pandemic environment. Their requests focused on improving online instruction, professional development opportunities, access to technology and resources, and collaboration among educators.

This year, the AEFLA programs were lauded for their positive impact, empowering community members to achieve their personal, professional, and educational goals through effective instruction and support. Organizations like CDE, CASAS, and OTAN were recognized for their valuable assistance. However, several areas for improvement were highlighted, including the need for more relevant CALPRO training, feedback on IELCE program implementation, and co-teaching models. The ESL waiting list remains a significant issue, indicating a high community need.

Adult ed programs also seek clearer guidance on student technology assessment and the Continuous Improvement Plan. Logistical concerns include the limitations of allowable devices for remote CASAS testing, difficulties in recruiting part-time credentialed staff, the need for a consolidated calendar of events, and desires for increased funding, a functional student portal with online records, and more timely budget information. Overall, the responses from agencies expressed gratitude for existing support while advocating for more practical, accessible, and better-communicated resources and requirements to enhance program effectiveness and reach.

Ways that Agencies are Addressing Digital Equity and Access Issues

As a new addition to the WIOA Title II: Technology and Digital Learning California Update Survey for the 2023–24 program year, we asked if agencies had a digital equity strategy, such as a device loaner program, a device purchase assistance program, or refurbished device donation program (Figure 43). Device ownership is not only more strongly associated with beneficial uses of the internet than having in-home internet, but members from households with computers and no home internet connection are more likely to use the internet outside of the home in beneficial ways, especially when their devices work well.[24]

All adult schools with high distance learner enrollment reported that they had a device loaner program (100%) while almost seven out of ten schools with medium enrollment (68%) and more than eight out of ten schools with low enrollment (85%) said the same. Far fewer schools reported that they offered device purchase assistance (11% for high, 2% for medium, and 11% for low distance learner enrollment schools) or leveraged refurbished device donations to

24 Gonzales, A. L., & Zhang, C. (Xinyi) (2025). First-level fundamentals: Computer ownership is more important for internet benefits than in-home internet service. *Journal of Computer-Mediated Communication*, 30(3), https://doi.org/10.1093/jcmc/zmaf007

support students without access to technologies (11% for high, 9% for medium, and 11% for low distance learner enrollment schools).

DOES YOUR AGENCY HAVE A DIGITAL EQUITY STRATEGY, SUCH AS A DEVICE LOANER PROGRAM, A DEVICE PURCHASE ASSISTANCE PROGRAM, OR REFURBISHED DEVICE DONATION PROGRAM?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108)	**2023-24**	**2022-23**	**2023-24**	**2022-23**	**2023-24**	**2022-23**
Device loaners	100%	n/a	68%	n/a	85%	n/a
Device purchase assistance	11%	n/a	2%	n/a	9%	n/a
Refurbished device donations	11%	n/a	9%	n/a	11%	n/a
Other	22%	n/a	32%	n/a	19%	n/a

Figure 43. *Digital Equity Strategy. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program year 2023–24 (n=108) (Source: OTAN 2025)*

Survey respondents also provided a variety of answers, describing a multi-faceted approach to providing technology access for students but also highlighting current limitations and ongoing efforts to expand support:

- On-site computer labs are available for student use.
- In-class devices are provided for students to use during instructional time.
- Chromebooks are loaned to students and loaner laptops are offered to distance learning students while supplies last.
- Students in need are referred to local libraries for computers and hotspots.
- Workforce partners and counselors share resources for free/low-cost internet and devices.
- Students with children in some districts have access to a loaner program through their child's school, and students may use the FAFSA (Free Application for Federal Student Aid) process for Pell Grants to obtain digital devices[25] or other grants for the acquisition of new phones that one agency reported having received for students in need.

Many agencies rely on in-class resources, limited loaner programs for specific groups, and external partnerships to support student digital equity, while actively seeking funding and developing plans to expand device accessibility in the future. They made mention of the following current limitations and future plans:

- Many currently do not provide devices for all students or have a general device loaner program due to a lack of funds.
- Student computers stay in the classroom and are not typically available to take home, sometimes with the exception of limited distance learning offerings.

25 The Free Application for Federal Student Aid (FAFSA) is the first step in the process of obtaining government-provided student aid, providing students access to the Pell Grant.

- Future aspirations include having tablets available for students.
- There is a desire to expand the on-site loaner program to include a take-home option for consistent learners with home WIFI.
- One agency reported having applied for grants to acquire more devices (tablets, laptops, etc.) for students.
- Another agency's Adult Education department aims to establish its own loaner program, mirroring one available at the college level.

Also for the first time, survey respondents were asked what kind of strategies their agency has been using to help adult learners develop digital skills. Adult schools with more than 700 distance learners reported that all of them (100%) offered Basic digital literacy courses (e.g., Introduction to Computers, Computer Basics), Training on productivity apps like Microsoft Office or Google Suite, and Integrating digital skills training into program/content courses. In adult schools with 100-700 distance learners, these strategies are used by eight or nine out of ten schools (89%, 82%, and 86%), and adult schools with less than 100 distance learners employed these strategies even less (75%, 60%, and 60%) but more than any other strategies. These included Access to digital skills programs like Northstar and Use of Digital Navigators or other in-person/virtual support (Figure 44).

WHAT KIND OF STRATEGIES IS YOUR AGENCY USING TO HELP ADULT LEARNERS DEVELOP DIGITAL SKILLS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
2023-24 (n=108)	**2023-24**	**2022-23**	**2023-24**	**2022-23**	**2023-24**	**2022-23**
Basic digital literacy courses (e.g., Introduction to Computers, Computer Basics)	100%	n/a	89%	n/a	75%	n/a
Access to digital skills programs like Northstar	33%	n/a	41%	n/a	26%	n/a
Training on productivity apps like Microsoft Office or Google Suite	100%	n/a	82%	n/a	60%	n/a
Integrating digital skills training into program/content courses	100%	n/a	86%	n/a	66%	n/a
Use of Digital Navigators or other in-person/virtual support	44%	n/a	9%	n/a	28%	n/a
Other	22%	n/a	5%	n/a	9%	n/a

Figure 44. *Digital Skills Development Strategy. WIOA Title II: Technology and Digital (previously Distance) Learning California Update Survey Results for program year 2023–24 (n=108) (Source: OTAN 2025)*

Some agencies also provided extensive comments explaining how their programs have leveraged classroom technology and offered technology support, while facing challenges due to funding limitations. They shared future goals that focused on expanding digital literacy training, increasing tech support, and achieving full technology integration for all learners, including exploring remote testing options. Following are more details on agencies' current state, challenges and future goals.

- Agencies described their current technology integration and use. Some explained that all classrooms were equipped with student technology (Chromebooks, laptops, and desktops) for accessible engagement during instruction and that students utilized classroom laptops for writing and practice tests. Specific online programs like Burlington English, Aztec, and Essential Education were used in instruction and teachers taught students how to use PowerPoint for presentations. In some agencies, there was an open lab accessible to students where CASAS testing was also conducted online each semester.
- In other agencies, leveled digital literacy workshops were offered concurrently with ESL classes. In one, a Career Guidance Technician provided in-person computer skills training support. In another, job development training included support for adult learners' digital skills and there was a learning center for digital support. In yet another agency, the coordinator sometimes provided technology support to students in the home. Generally, teachers assisted students with using various online programs (Edgenuity, Lexia, and Aztec) and students could be referred to Intro to Computers courses for extra help, in English or in Spanish.
- Some challenges but also many future goals were mentioned. One agency lost its Tech Integration Program due to funding issues, making it difficult to expand technology training. Generally, there was a recognized need for more tech support, especially for lower-level ESL students. For the future, 100% technology integration for all students, including older learners, was a goal at one agency. For another, there was a desire to expand the offering of basic digital literacy courses (e.g., Introduction to Computers, Computer Basics) and training on productivity apps (Microsoft Office or Google Suite) within ESL and EL Civics classes. Yet another agency expressed interest in integrating digital skills training into all program and content courses. The potential use of Digital Navigators or other in-person and virtual tech support was also mentioned, and obtaining a grant to administer the CASAS test remotely was a future goal.

Recommendations

This report provides information on the current state of blended distance learning in California WIOA Title II funded adult education, based on data annually collected by CASAS and OTAN. The following recommendations are based on findings from the Technology and Digital (previously Distance) Learning for California Adult Education reports over the last five program years, during and after the COVID-19 pandemic. These are recommendations for our adult education colleagues to consider, whether they work in state leadership roles or roles in adult education agencies. This year, we also organized our recommendations with the Digital Learning Guidance in mind, referring to parts of the DLG that speak to these considerations.

Develop Guidelines for Better Blended Distance Learning Reporting

(See DLG Chapter 5 - Adopting Models that Work)

- Better define distance education, blended learning, hybrid learning, and HyFlex learning and how California adult education agencies deliver instruction in these modalities.
- Review arbitrary criteria (e.g., 50% = distance; independent study vs distance) and provide more reporting options on various blended distance learning program delivery modalities that allow adult schools more flexibility and accuracy in reporting.
- Provide guidance with consistent definitions and practices which must go hand-in-hand with reporting so criteria are better reflected in CASAS data.
- Partner with leadership organizations and adult education agencies in these efforts, especially as they relate to data collection and reporting. This issue could be addressed through continued work with state leadership partners and the US Office of Career, Technical, and Adult Education (OCTAE).

Use Data to Support Blended Distance Learning Adoption

(See DLG Chapters 2 - Ensuring Equity and Access - and 5 in particular)

- Continue to improve current data collection tools and methods that can generate data related to topics and strategies in the *Digital Learning Guidance* (e.g., equitable access to technology for learning, device and connectivity issues, teacher development of digital skills, implementation of digital learning modalities, integration of Social Emotional Learning (SEL) and digital citizenship)
- Continue to identify gaps in annually collected data that could further inform topics and support strategies and recommendations in the *Digital Learning Guidance*.

Provide Professional Development and On-demand Support

(See DLG Chapter 3 - Foundations of Adult Education and Digital Learning)

- Provide teacher training and support on blended distance learning topics, specifically with respect to distance education and blended, hybrid, and HyFlex modalities as defined by the *Digital Learning Guidance*.
- Explore and introduce the field to new and emerging technologies in concert with the revised *Digital Learning Guidance* (e.g., generative AI) that provide added value for adult schools.
- Continue to offer short- and long-term professional development opportunities (e.g., DLAC) that have an impact directly on the technology integration efforts of adult schools.
- Offer more presentations at the Technology and Digital Learning Symposium (TDLS) and throughout the year, especially those with a connection to distance education and blended, hybrid, and HyFlex modalities as well as data generated from adult schools in these areas.

- Provide future-proofing training to help agencies anticipate future events and develop methods to plan for and minimize the potential impacts - for example, quickly converting from in-person to online teaching and learning.
- Continue to be responsive to the field (i.e., LMS support, technology integration) and flexible enough to offer professional development and support whenever and wherever needed.

Support Research to Better Report on Blended Distance Learning

(See DLG - Literature Review)

- Measure long term impact of professional development on teaching practice and program delivery, using professional development evaluation frameworks for educational settings.[26]
- Explore student access to digital devices, Internet connectivity, and digital skills training, and the way students are able to leverage online engagement, study, and activities into tangible outcomes.
- Investigate why students may prefer to learn online, hybrid, or in-person and the benefits they are hoping to gain in a qualitative study carried out at selected adult schools, using multiple case study analysis[27] (Stake, 2005), including semi-structured interviews with students.
- Focus additional data collection via the WIOA Title II: Technology and Digital Learning California Update Survey on issues in the current program year, acknowledging that issues shift from year-to-year.

Finally, in this year's Technology and Digital Learning Symposium, one participant's evaluation of the session where some findings of this year's report were first presented in March 2025 mentioned:

> *I would like to see more collaboration between data collectors and agencies providing data like this in the future.*

26 For example, see Guskey, T. R. (2000). *Evaluating Professional Development*. Corwin Press.

27 Stake, R. E. (2005). Multiple Case Study Analysis. Guilford Press.

Appendices

Appendix A: Adult Schools Identifying Distance Learning Enrollments

Figure 45 lists all adult schools in the categories of more than 700 distance students and between 100 and 700 distance learning students for the program years 2023–24, 2022–23, 2021–22, 2020–21, and 2019–20, the program year during the COVID-19 pandemic.

This figure uses the same color coding as several other figures in this report to delineate this categorization across program years. Agencies that have participated in OTAN's Digital Leadership Academy (DLAC) starting in 2016 through the current two-year (2022–2024) cohort are also color coded. The table is sorted by the most recent program year; color coding illustrates which categories adult schools fell into in the previous program years.

LEGEND:
Adult Schools with more than 700 learners
Adult Schools with 100-700 learners
Adult Schools with less than 100 learners
Former agencies that have participated in OTAN's DLAC between 2016 and 2024

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
Adult Schools >700 DL Learners	60.8%	35,247	65.2%	42,631	58.8%	39,735	64.9%	57,595	67.3%	47,411
Los Angeles Unified School District		9,476		14,785		9,804		19,488		23,180
Los Angeles Community College District		3,257		2,673		2,798		2,725		3,660
Five Keys School and Programs		2,925		3,079		3,055		1,677		n/a
Glendale Community College District		2,255		n/a		n/a		452		n/a
Mt. San Antonio Community College District		2,173		2,029		2,043		1,597		1,581
Five Keys School and Programs (Jail Program)		2,081		2,078		1,321		235		n/a
Stockton Unified School District		1,647		2,034		1,768		1,270		1,422

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
Antelope Valley Union High School District		1,620		1,491		1,564		n/a		n/a
San Bernardino City Unified School District		1,577		1,634		1,566		1,356		1,157
MiraCosta Community College District		1,208		1,510		1,160		1,531		571
Coachella Valley Unified School District		1,037		801		873		1,389		690
Visalia Unified School District		1,005		931		797		690		479
El Monte Union High School District		955		908		1,321		273		628
Kern Union High School District		887		792		883		n/a		n/a
Grossmont Union High School District		848		1,083		1,497		1,830		1,484
Cerritos Community College District		810		710		543		544		440
Lake Elsinore Unified School District		774		1,062		750		821		506
Pasadena Area Community College District		712		730		709		554		987

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
Adult Schools >100 & <700 DL Learners	34.4%	19,927	30.8%	20,095	37.7%	25,501	32.7%	29,020	30.8%	21,671
Mount San Jacinto Community College District		672		632		668		966		946
Fremont Unified School District		666		404		663		595		579
Oxnard Union High School District		663		734		952		1,408		177

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
South Orange County Community College District		634		726		783		678		n/a
Corona-Norco Unified School District		563		1,419		772		782		162
Santa Rosa Junior College		542		520		665		345		420
Simi Valley Unified School District		524		371		214		263		106
Val Verde Unified School District		516		463		438		199		n/a
Hacienda La Puente Unified School District		509		257		404		847		232
Clovis Unified School District		475		541		665		1,134		690
Sweetwater Union High School District		473		405		410		1,285		568
Torrance Unified School District		427		544		1,021		921		1,101
Chaffey Joint Union High School District		416		536		804		1,218		n/a
Vallejo City Unified School District		366		378		575		n/a		n/a
Sutter County Office of Education		365		451		386		397		301
Elk Grove Unified School District		356		502		757		755		65
Hemet Unified School District		351		n/a		n/a		n/a		n/a
Whittier Union High School District		349		205		402		723		135
Riverside Unified School District		349		480		583		791		62
Mount Diablo Unified School District		338		246		382		853		864

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
Pasadena Unified School District		335		n/a		n/a		n/a		n/a
Berkeley Unified School District		311		345		446		571		177
Placer Union High School District		310		266		227		126		106
Lompoc Unified School District		304		386		197		222		n/a
Madera Unified School District		300		277		274		236		349
Escondido Union High School District		297		358		612		n/a		n/a
North Orange County Community College District		296		387		393		921		184
Pars Equality Center, Los Angeles		283		n/a		138		255		n/a
San Leandro Unified School District		280		417		455		564		551
Moreno Valley Unified School District		275		175		275		387		1
Fairfield-Suisun Unified School District		272		201		174		457		569
Twin Rivers Unified School District		269		443		402		427		8
Campbell Union High School District		263		290		724		778		366
Petaluma Joint Union High School District		257		228		297		434		243
Napa Valley Unified School District		248		156		264		511		n/a
Montebello Unified School District		247		712		1,170		1,362		1,552
Acalanes Union High School District		246		319		276		166		198

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
Ventura Unified School District		238		216		300		766		51
Fresno Unified School District		227		411		843		933		211
Tustin Unified School District		224		355		289		n/a		n/a
Norwalk-La Mirada Unified School District		222		228		253		n/a		n/a
Chino Valley Unified School District		221		311		293		914		n/a
Fontana Unified School District		209		342		454		557		626
Sanger Unified School District		208		179		227		317		n/a
Porterville Unified School District		205		188		197		376		7
Jurupa Unified School District		204		181		178		314		n/a
Merced Union High School District		188		180		238		n/a		n/a
Covina-Valley Unified School District		185		231		370		556		9
Castro Valley Unified School District		180		175		262		n/a		n/a
ABC Unified School District		179		185		194		n/a		n/a
Pacific Grove Unified School District		171		110		n/a		n/a		n/a
Salinas Union High School District		170		121		232		910		145
Liberty Union High School District		170		121		166		314		102
El Rancho Unified School District		168		206		232		196		n/a
Beaumont Unified School District		166		143		167		172		115
Burbank Unified School District		165		153		147		631		823

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
Inglewood Unified School District		152		113		172		205		n/a
Folsom Cordova Unified School District		150		n/a		n/a		213		412
Snowline Joint Unified School District		150		119		n/a		n/a		n/a
Redlands Unified School District		141		139		n/a		n/a		n/a
William S. Hart High School District		141		134		186		n/a		n/a
Coast Community College District		137		n/a		n/a		307		359
Elk Grove Unified School District (Jail Program)		127		104		121		203		n/a
San Juan Unified School District		126		572		665		574		148
Lucia Mar Unified School District		113		n/a		142		143		216
Turlock Unified School District		109		107		308		367		109
Oroville Union High School District		109		432		309		320		9
Yucaipa-Calimesa Joint Unified School District		108		119		103		237		50
Fremont Union High School District		107		710		511		545		n/a
Monrovia Unified School District		105		n/a		n/a		197		n/a
Contra Costa County Office of Education (Jail Program)		105		109		n/a		n/a		n/a

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 23-24	N 23-24	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20
Adult Schools < 100 DL Learners	4.8%	2,802	4.0%	2,633	3.5%	2,352	2.4%	2,134	2.0%	1,401
Total of Identified DL Enrollments	100%	57,976	100%	65,466	100%	67,588	100%	88,749	100%	70,483

Figure 45. *List of adult schools with enrollment of distance students of > 700, 100-700 and < 100 for the program years 2023–24, 2022–23, 2021–22, 2020–21, and 2019–20. Federal NRS Report. (Source: CASAS 2020–2024)*

Appendix B: Survey Tools

Student Technology Intake Survey 2023-24

File attachment: StudentTechIntakeSurvey-r1-a11y.pdf

Continuous Improvement Plan Teacher Assessment

File attachment: CA OTAN Teacher Survey for CIP-a11y.pdf

AEFLA Program Implementation Survey

File attachment: 2022-23 AEFLA Program Implementation Survey_FINAL-a11y-1.pdf

WIOA Title II: Technology and Digital Learning California Update Survey

https://survey.otan.us/WioaTechDL24