



# **Technology and Distance Learning for California Adult Education**

Annual Report 2014-15



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## Introduction

### Adult Education in California

In 2013-14, the Governor and legislators required districts that still had adult education programs to maintain them for a period of two years. The Community College Chancellor's Office and Superintendent of Public Instruction jointly provided two-year planning and implementation grants to regional consortia of community college districts for the purpose of developing regional plans to serve the educational needs of adults. Fiscal year 2014-15 was the second year of the planning grant. Consortia were allowed to apply to have their planning funds extended into the 2015-16 fiscal year to help cover the gap between planning and implementation as a result of the August 30, 2015 deadline for adult education block grant allocations.

Dedicated outreach efforts during 2014-15 resulted in adult education moving up in priority and becoming part of the education conversation. The Governor's focus for state-funded adult education programs included:

- elementary and basic skills;
- immigrant education (ESL, citizenship, workforce preparation);
- adults with disabilities;
- short term career technical education programs with high employment potential;
- programs for apprentices.

The Governor's May 2015 budget included direct, dedicated state funding. The new budget held long-awaited good news for adult education. Called "a gift to adult students" by some, a total of \$500 million in Proposition 98 Funds was allocated for an Adult Education Block Grant, with a provision that existing K-12 adult education programs be funded for another year. The Block Grant allowed more time for recently-formed local consortia, which numbered 70 and covered the entire state. Consortia consist of adult schools, community colleges, nonprofits, and other entities that support adult learners. Each consortium determined what programs their region needed, how those programs would be funded, and what entity would provide them, based on their implementation plan. No more than five percent of the funding was to be used for administration.

The Department of Finance was unable to ascertain an exact dollar amount



of the total that would be allocated to preserve current adult education programs. Adult school providers put the figure at somewhere close to \$300 million. The remaining amount was to be used by regional consortium. Consortium members will determine, based on regional plans, which programs and support services would be provided to best meet the needs of their constituents.

An AB 86 Web site (<http://ab86.cccco.edu>) was established to provide general information as well as updates from both the California Community Colleges Chancellor's Office and the California Department of Education.

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**AB86** COLLABORATING TO BETTER SERVE  
THE EDUCATIONAL NEEDS OF ADULTS

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## TECHNICAL ASSISTANCE WEBINARS

The AB 86 Work Group is hosting a series of Technical Assistance Webinars. These twice-monthly webinars will provide regional consortia with tools to assist them during the planning process. Topics will vary each week so check here for an updated schedule.

### UPCOMING WEBINARS

September 12: Topic TBD  
September 26: Topic TBD

[CLICK HERE](#) for call-in information

THE PURPOSE OF AB 86 SECTION 76, ARTICLE 3 IS TO PROVIDE GRANT FUNDS TO REGIONAL CONSORTIUM TO CREATE AND IMPLEMENT A PLAN TO BETTER PROVIDE ADULTS IN ITS REGION WITH ALL OF THE FOLLOWING:

- » ELEMENTARY AND SECONDARY BASIC SKILLS, INCLUDING CLASSES REQUIRED FOR A HIGH SCHOOL DIPLOMA OR HIGH SCHOOL EQUIVALENCY CERTIFICATE
- » CLASSES AND COURSES FOR IMMIGRANTS ELIGIBLE FOR EDUCATION SERVICES IN CITIZENSHIP AND ENGLISH AS A SECOND LANGUAGE AND WORKFORCE PREPARATION CLASSES IN BASIC SKILLS
- » EDUCATION PROGRAMS FOR ADULTS WITH DISABILITIES
- » SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS WITH HIGH EMPLOYMENT POTENTIAL
- » PROGRAMS FOR APPRENTICES

[VIEW AB 86 SECTION 76, ARTICLE 3](#)

[OVERVIEW](#)

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Exhibit Intro 1

## Adult Education Leadership Projects

California received federal funding through the Workforce Investment Act, Title II, for adult education. Part of these funds were set aside for statewide leadership projects. Leadership includes professional development and other activities designed to improve adult education services. In 2014-15 California had three leadership projects:

- Outreach and Technical Assistance Network (OTAN) provided support and training for classroom technology integration and online collaboration, as well as support for the implementation of distance learning.
- Comprehensive Adult Student Assessment Systems (CASAS) provided assessment and accountability tools and training.
- California Adult Literacy Professional Development Project (CALPRO) provided regional and statewide professional development on adult education teaching methods and curricula.

## Need for Instructional Technology

Technology is an important and integral component of almost every job category as well as most types of education. Many jobs now require an online application process, putting those who are not tech savvy at a disadvantage. Technology is also becoming an increasingly popular on-demand tool to provide the content for life-long learning. Research has shown that adult learners, when properly trained on how to use technology, are highly motivated learners that are capable of absorbing both the content and technological skills necessary to succeed. Making the skills training in technology available and useful to adult learners will help ensure they take advantage of both the formal and informal learning opportunities online. When adult learners have gained confidence in their ability to use technology efficiently, they will be more likely to also effectively use technology as a tool for learning.

OTAN is funded to provide adult educators with the technology training and technology integration skills, online resources that include technology-infused lesson plans, and offer a hosted site where they can create their own online courses. Teachers are more likely to use technology on a regular basis with their adult learners if they have the skills and confidence to do so.

## Distance Learning for Adult Learners

California has historically been a national leader in providing instructional opportunities through distance learning. Data from California and elsewhere has shown that distance learning students make academic gains at least equal to learners in traditional classrooms, and learners participating in a blended model that includes both face-to-face and distance instruction produces even greater gains than either modality separately.

OTAN has undertaken the responsibility for promoting distance learning in adult education consecutively since 2007-08. With flex funding, enrollment in distance learning has shown a sharp decline. However, the need for distance learning still exists as does the need for professional development for distance educators and the dissemination of research and information on the modality of distance learning. OTAN is helping to move adult distance learning in the direction of online delivery.

### **Mission and History of OTAN**

OTAN's goal is to lead California adult education in the integration of technology into the educational process, ultimately empowering learners to meet their academic, employment, and civic goals.

OTAN was created through California's adult education strategic planning process of the 1980's and was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2014, has included the vision of the innovative use of technology to improve access for learners, to improve collaboration among providers, to provide resources to teachers, and ultimately to improve the quality of instruction.

### **This Report**

The California Department of Education, Adult Education Office has funded OTAN via contract CN130103 from July 1, 2013 through June 30, 2015. This contract includes the original OTAN work as well as incorporating a previously separate contract for the California Distance Learning Project, also from the California Department of Education, Adult Education Office. The source of the funding is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223.

The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of OTAN work completed during the 2014-15 contract year.





## Promote 21st Century Skills

### Research and Share Information on Emerging Technologies

The role of OTAN is to provide timely information to California adult educators and administrators, and to provide professional development related to effective use and integration of educational technologies to improve instruction. In 2014-15, OTAN employed a variety of strategies to provide these services.

In order to provide pertinent information related to adult education and technology integration into the classroom, OTAN staff members subscribed to a variety of professional organizations including:

- California Teachers of English to Speakers of Other Languages (CATESOL)
- Commission on Adult Basic Education (COABE)
- California Council for Adult Education (CCAEE)
- California Adult Education Administrators Association (CAEAA)
- International Society for Technology in Education (ISTE)
- National Repository of Online Courses (NROC)
- Computer Using Educators (CUE).

Information gleaned from these organizations was passed on to the field via news stories, meetings, workshops, and conferences throughout the year.

OTAN also subscribed to a variety of journals and magazines related to educational technology. OTAN staff members read and shared information gleaned from these publications with colleagues and adult education constituents. In addition, OTAN subscribed to the national adult education e-mail lists hosted by the federal LINC's adult education system, and frequently participated in national discussions on adult education topics such as the use of social media and online instruction in adult education. OTAN staff members searched the Web to discover what new technologies were being used in education and determined how they could best be used in adult education. And finally, this past year several OTAN staff attended conferences including the National Repository of Online Courses (NROC) Conference in Monterey, the Computer Using Educators (CUE) Conference in Palm Springs, and the eLearning Strategies Symposium in Orange County. At these conferences, OTAN staff attended workshops on various technology integration topics with the goal of learning about emerging technologies in the field of education. OTAN used its Web site, listservs, and newsletters to share pertinent research and relevant information related to adult education, technology integration into the classroom, newly available curriculum, and other Web resources.



OTAN also used their Facebook page and Twitter account to disseminate information. During the year, 166 news items were posted to the OTAN Web site. Three newsletters were published, and mailed or e-mailed to members, and distributed at various meetings, conferences, and workshops. Twelve new online documents were posted to the OTAN site. More than 30 topics were posted to our Facebook page on topics which included: online teaching and learning, open education resources, technology tips, professional development opportunities, teaching strategies, and employment opportunities. Twitter was used to share insights and tips from conference sessions, legislative updates, and information pertinent to adult education teachers and administrators.

OTAN staff continued to do research on emerging technologies in order to keep the adult education field informed about new hardware and online tools being used successfully in education. This information was then presented at a full range of conferences, meetings, and workshops including: Comprehensive Adult Students Assessment System (CASAS) Summer Institute, CCAE State and Section Conferences, CATESOL State Conference, COABE National Conference, Association of California School Administrators (ACSA) Leadership Summit, Adult Education Office Field Partnership meetings, and OTAN's very own Technology and Distance Learning Symposium (TDLS). (The section below on Professional Development Opportunities provides more detail on the various conference presentation titles.)

### Research, Develop, and Share Information on Mobile Technologies

OTAN previously hired a content expert and mobile app programmer to create four mobile apps that were iPhone or iPad compatible. These apps were posted on iTunes and made available free of charge. The apps titles included:

- What's Next: (School) - with information related to transitioning to college
- What's Next (Work) - with information related to landing a job
- Words4U - containing vocabulary from selected Advanced ESL courses
- Words4U<sup>2</sup> - a vocabulary-building app with three categories of words related to Technology, Government, and Law. (Exhibit 1.1)

Based on subsequent information from adult education constituents, it was learned that up to 40 percent of adult learners were unable to use the iOS version of OTAN apps because they owned Android mobile devices instead. So, in 2014-15, with permission from CDE Contract Monitor, Cliff Moss, OTAN added Android capability and posted all of the mobile apps to the Google Play online store. Now adult learners have a choice of format when using the free apps.

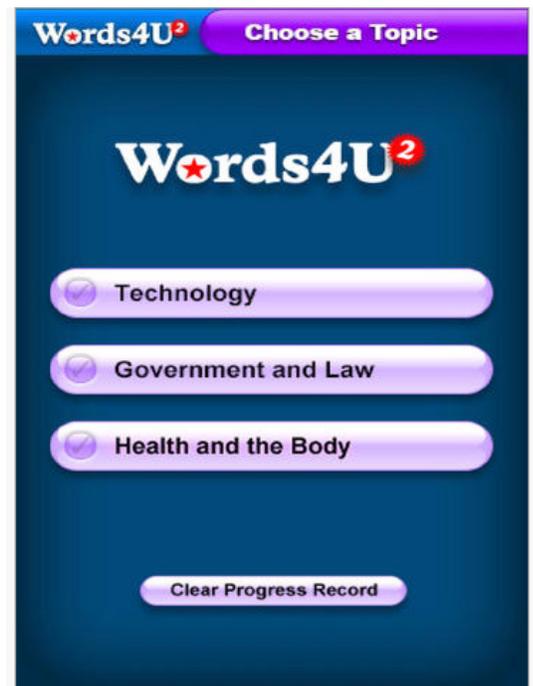


Exhibit 1.1

This year at least six conference presentations focused on using mobile devices for educational purposes. A few of the titles presented included: A Bird's Eye View of Mobile Devices, Mobile Devices in Adult Education: Cell Phone Basics, and iPads in Adult Ed: Tips, Tricks, Productivity Apps and iBooks. The topic came up often during networking sessions, which provided less structured opportunities for sharing new apps for education.

The Teaching with Technology team, which consisted of three OTAN staff members and several external trainers, identified at least 29 mobile apps that they found useful. Activities were entered into the Teaching with Technology section of the OTAN Web site to show teachers how they, too, could use the apps in their classrooms.

OTAN offered two face-to-face workshop topics this year on using mobile technologies. The first was *Using iPads in Adult Education* and the second was *Mobile Devices in Adult Education*. The Mobile Devices workshop was offered in two parts at one agency to provide a more in-depth experience so instructors would be more likely to use the technology in their classrooms. The iPad workshop was offered at four agencies with a total of 75 participants and the Mobile Devices workshop was offered at five agencies with a total of 64 participants.

In addition to our face-to-face workshops, one of our external trainers also presented the *Mobile Devices in Adult Education* as an online workshop in two parts with 9 participants in the first part and 8 participants in the second part. The evaluations completed by participants commented that they enjoyed the opportunity to try out apps while being guided by the instructor on how to use them in the class environment. They also expressed the fact that the workshop expanded their awareness of alternative modalities, using technology to help students with more interactive learning, and anywhere, anytime learning. Interest in using mobile technologies for educational purposes seems to be on the rise. This topic will continue to be on the list of workshops offered in the next year.

### **Provide Professional Development Opportunities**

Each year, OTAN recruits adult education teachers who have demonstrated expertise and best practices in technology integration and online and blended learning implementation. OTAN staff identified and hired 18 external trainers to share their expertise conducting face-to-face and online workshops. External trainers also presented at conferences throughout the year.

To orient the external trainers to OTAN's policies and procedures, selected teachers were invited for a one-day Training of Trainers event held in early September at Sacramento County Office of Education. During the event, external trainers were provided an orientation to OTAN's mission and an overview of upcoming projects. The activities during the day were comprised of discussions, and demonstrations for delivering effective workshops and conference presentations. In addition, time was devoted to hands-on practice with Adobe Connect hosting software to enhance skills used for delivering online workshops with confidence.

OTAN's external trainers presented 36 online workshops, 7 face-to-face workshops, and 24

conference sessions during 2014-15. (Exhibit 1.2)

**2014-15 WORKSHOPS & PRESENTATIONS BY EXTERNAL TRAINERS**

DATE	TITLE	LOCATION	TRAINER
	<b>Online Workshops</b>		
6/17/2015	Paper (Tests) to Pixels: Lessons Learned from One Technology Project	Online	Burik, Anthony
6/17/2015	Interactive Whiteboards - Creating Student Activities	Online	Pinedo, Francisco Xavier
6/10/2015	So You Want to Teach Online?	Online	Burik, Anthony
5/21/2015	Citizenship Preparation Resources for Adult Education	Online	Gagliardi, Jennifer
5/12/2015	Creating a High Quality Online Course	Online	Ram, Sharon
5/8/2015	Moodle v2: Using the Quiz Activity to Assess Students	Online	Coulter, Susan
5/8/2015	Free Web Tools to Use with Your Students (Updated!)	Online	Reyes, Kristi
5/7/2015	Technology Skills for Computer Based Testing	Online	Lenton, Evelyn
5/5/2015	Orienting Students to Online Learning	Online	Ram, Sharon
4/24/2015	Moodle v2: Integrate Learn360 Media into Moodle	Online	Coulter, Susan
4/17/2015	Using the Teaching with Technology Search Tool to Enhance Your Lessons	Online	Ely, Bethany
4/17/2015	Create Quick and Easy PowerPoint Slide Shows for Instruction	Online	Bakin, Barry
4/15/2015	Create FREE Online Quizzes	Online	Bakin, Barry
4/10/2015	EL Civics: Digital Literacy and Internet Safety	Online	Frizler, Karla
4/9/2015	Citizenship Preparation Resources for Adult Education	Online	Gagliardi, Jennifer
2/27/2015	Mobile Devices in Adult Education Part 2: Mobile Apps	Online	Gaer, Susan
2/27/2015	Create FREE Online Quizzes	Online	Bakin, Barry
2/25/2015	Moodle v2: Add a Synchronous Meeting Activity	Online	Wentworth, Francisca
2/13/2015	Mobile Devices in Adult Education Part 1: Basics to Use in the Classroom	Online	Gaer, Susan
2/10/2015	Creating a High Quality Online Course	Online	Ram, Sharon
2/3/2015	Orienting Students to Online Learning	Online	Ram, Sharon
1/28/2015	Paper (Tests) to Pixels: Lessons Learned from One Technology Project	Online	Burik, Anthony
1/8/2015	Moodle v2: Getting the Most out of the Gradebook	Online	Wentworth, Francisca
12/16/2014	Using Google in the ESL Classroom	Online	Wislofsky, Cindy
12/15/2014	Free Web Tools to Use with Your Students (Updated!)	Online	Reyes, Kristi

Exhibit 1.2

12/12/2014	Create FREE Online Quizzes	Online	Bakin, Barry
12/4/2014	Moodle v2: Add a Synchronous Meeting Activity	Online	Wentworth, Francisca
12/3/2014	Google Voice in Adult Education	Online	Murphy, Suzanne
12/3/2014	Create Quick and Easy PowerPoint Slide Shows for Instruction	Online	Bakin, Barry
11/21/2014	Professional and Interpersonal Skills (aka Soft Skills) for Career Success	Online	Jensen, Debbie
11/20/2014	Moodle v2: Getting the Most out of the Gradebook	Online	Wentworth, Francisca
11/14/2014	EL Civics: Digital Literacy and Internet Safety	Online	Frizler, Karla
11/12/2014	So You Want to Teach Online?	Online	Burik, Anthony
11/7/2014	Using the Teaching with Technology Search Tool to Enhance Your Lessons	Online	Ely, Bethany
10/15/2014	Interactive Whiteboards - Creating Student Activities	Online	Pinedo, Francisco Xavier
10/10/2014	Moodle v2: Integrate Learn360 Media into Moodle	Online	Coulter, Susan
	<b>Face to Face Workshops</b>		
9/19/2014	Using iPads in Adult Education	Mt. San Antonio College	Gaer, Susan
12/16/2014	Using SmartBoards in Your Classroom	Tamalpais Adult School	Wentworth, Francisca
1/5/2015	Interactive Whiteboards - Creating Student Activities	Monterey Adult School	Pinedo, Francisco Xavier
3/3/2015	Mobile Devices in Adult Education	Downey Adult School	Gaer, Susan
3/20/2015	Mobile Devices in Adult Education Part 1	Capistrano Adult School	Gaer, Susan
4/8/2015	Mobile Devices in Adult Education Part 1	Corona-Norco Adult School	Gaer, Susan
4/17/2015	Mobile Devices in Adult Education Part 2	Capistrano Adult School	Gaer, Susan
	<b>Presentations</b>		
4/30/2015	Google Voice in Adult Education	CCAЕ State Conference 2015, Universal City	Murphy, Suzanne
3/14/2015	Using One Note as an Educational Tool	TDLS San Leandro	Batista, Diana
3/14/2015	Shared Courses: Advanced ESL and The Write Stuff	TDLS San Leandro	Wentworth, Francisca

Exhibit 1.2 Continued

3/14/2015	Moodle v2: Using the Quiz Activity to Assess Students	TDLS San Leandro	Coulter, Susan
3/14/2015	Create One Shared Google Drive Account for Your Class	TDLS San Leandro	Wislofsky, Cindy
3/14/2015	Simple Free Web Tools	TDLS San Leandro	Reyes, Kristi
3/14/2015	Mobile Devices in Adult Education: Cell Phone Basics	TDLS San Leandro	Gaer, Susan
3/14/2015	Paper (Tests) to Pixels: Lessons from One Technology Project	TDLS San Leandro	Burik, Anthony
3/14/2015	Technology Skills for Computer Based Testing	TDLS San Leandro	Lenton, Evelyn
3/14/2015	Using OTAN's Teaching with Technology Search Tool	TDLS San Leandro	Ely, Bethany
3/14/2015	Tech Tips for All	TDLS San Leandro	Wislofsky, Cindy
3/14/2015	Mobile Devices in Adult Education: Mobile Apps	TDLS San Leandro	Gaer, Susan
3/14/2015	Helping Adults Manage Their Digital Footprints	TDLS San Leandro	Donahue, Joe
3/14/2015	What Does Your Personal Learning Network Look Like?	TDLS San Leandro	Thacher, Marian
3/14/2015	Helping Adults Evaluate Information Online	TDLS San Leandro	Donahue, Joe
3/13/2015	iPads in AdultEd: Tips, Tricks, Productivity Apps and iBooks	TDLS San Leandro	Cassim, Farzana
3/13/2015	iPads in AdultEd: Lesson Activities	TDLS San Leandro	Cassim, Farzana
3/13/2015	Professional and Interpersonal Skills Shared Course	TDLS San Leandro	Jensen, Debbie
3/13/2015	Orienting Students to Online Learning	TDLS San Leandro	Ram, Sharon
3/13/2015	Google Voice in Adult Education	TDLS San Leandro	Murphy, Suzanne
3/13/2015	Managing Learners Projects in Google Drive	TDLS San Leandro	Wentworth, Francisca
3/13/2015	EL Civics - Digital Literacy and Internet Safety	TDLS San Leandro	Frizler, Karla
3/13/2015	Ipad + Apple TV = Interactive WhiteBoard	TDLS San Leandro	Pinedo, Francisco Xavier
3/13/2015	Citizenship Preparation Resources for Adult Education	TDLS San Leandro	Gagliardi, Jennifer

Exhibit 1.2 Continued

3/13/2015	Learn English through Text and Audio Instruction? Piloting Cell-ed	TDLS San Leandro	de Maine, Lionel, Curtis, Don, Ascher Webber, Alison
3/13/2015	Blended Learning in Family Literacy and ESL Classrooms	TDLS San Leandro	Ludlum, Suzanne
3/13/2015	High School Equivalency through GED Academy	TDLS San Leandro	Naish, Jamie, Springwater, Adam
3/13/2015	Get Organized with a Class Web Site!	TDLS San Leandro	Wong, Sally
3/13/2015	Burlington English: A Panel of Distance and Blended Learning Programs	TDLS San Leandro	Zimon, Yelena, Sohn, Heidi, Simonovich, Heather, LaBatt, Miranda
3/13/2015	Digital Literacy and Citizenship for Adult Learners and their K12 Students	TDLS San Leandro	Lapus, Merve
3/13/2015	Helping Adults Manage Their Digital Footprints	TDLS San Leandro	Donahue, Joe
3/13/2015	Helping Adults Evaluate Information Online	TDLS San Leandro	Donahue, Joe
3/13/2015	CASAS Online Resources	TDLS San Leandro	Long, Patty
3/13/2015	Introduction to California Learns, Free Resource from OTAN	TDLS San Leandro	Valine, Jan
10/25/2014	Technology Enhanced Language Learning: Tech Demo Slam - Think. Connect. Create. Share.	CATESOL State Conference 2014, Santa Clara, CA	Gagliardi, Jennifer
10/25/2014	OTAN's USA Learns Wrap Around Course - A Modified Version	CATESOL State Conference 2014, Santa Clara, CA	Burik, Anthony
10/24/2014	The Interactive Classroom - Interactive Whiteboards and more!	CATESOL State Conference 2014, Santa Clara, CA	Pinedo, Francisco Xavier

Exhibit 1.2 Continued

OTAN staff are always researching new and emerging trends in using technology in education. Often the new technologies are created to support either the K-12 or college level learners, but with a little creativity they can be adapted for use with adult learners.

To discover new trends, blogs and Twitter feeds from technology educators were followed, as

well as Facebook and Linked-In accounts belonging to technology leaders. Local and national conferences, and online workshops and webinars were also attended by OTAN Staff for the primary purpose of staying current with the changing face of adult education and educational technology. The conferences and workshops that were attended for this primary purpose included:

- International Society for Technology in Education (ISTE) National Conference 2014
- California High School Equivalency Conference 2014
- CAEAA Conference 2015
- Google for Education Summit 2015
- CUE National Conference 2015
- SMART Notebook Beginning Class
- eLearning Symposium
- NROC Member Meeting
- GED's Northern California Professional Development Roadshow
- Unconference Webinar sponsored by CUE and Technology Information Center for Administrative Leadership (TICAL)

As an example of opportunities afforded by attending the 5-day ISTE Conference in Atlanta, GA, three OTAN staff attended and met with others in the field of education technology, including teachers, technology coordinators, library media specialists, and others. Some of the topics covered in workshops attended by OTAN Staff included: Influencing and supporting technology integration in classrooms, new policy proposals related to student data privacy and security, how to use Google forms to solicit student feedback, digital storytelling, and what it takes to design an effective MOOC (Massive Open Online Course). In addition to the many informative workshop sessions, the conference boasted an exhibit hall with over 500 exhibitors demonstrating the newest and most promising educational technologies.

Other conferences on the list that were useful to attend in regards to learning about new technologies included the CUE conferences, both the national conference in Palm Springs and the more local section conference in Napa. This year, OTAN's Director attended the national conference and learned about some new sites and online instructional tools including Gyazo, Quizizz, Plickers, EdPuzzle, Go Formative, Screen Leap, and Record it. All but one are free sites or tools. These tools and sites were explored and introduced to the field in OTAN publications and workshops.

Our programming staff also took the opportunity to attend the Adobe Max International conference this year. They learned about new innovations in the programming field, which helped them to produce well designed Web sites and databases that support our online resources as well as CDE's California Adult Education Application and Reporting site. (See other sections of the report for examples of their work.)

### **Online Workshops on Distance Teaching Topics**

Distance teaching and online learning continued to be hot topics, but the rush to develop online

courses seems to have declined somewhat. Several years ago, many agencies may have thought that offering online classes might be a way to save financial resources, but they soon realized that there is no real time or cost savings associated with online education. It is more about making education convenient for their learners and improving persistence rates through providing anytime, anywhere learning. There is a lot involved in developing a good online course, and it takes a considerable amount of time to build one.

Despite this trend, OTAN continued to offer both online and face-to-face workshops on distance teaching topics. Approximately 50 percent of the distance learning workshop topics involved the use of Moodle, which is the course management system OTAN hosts for adult education programs in California. No new topics were introduced this year. Instead we focused on teaching those that were the most popular last year, along with introductory workshops that discussed what it takes to be a good online teacher and how to create a high-quality online course. We presented 29 online workshops which had a total of 182 attendees. The number of workshops offered was similar to last year, but the number of attendees declined somewhat. (Exhibit 1.3)

**2014-15 Online Workshops on Distance Teaching Topics**

DATE	TITLE	TRAINER	ATTENDEES
6/25/2015	Distance/Blended Learning - Guest Speaker	Pearson, Penny	2
6/17/2015	Paper (Tests) to Pixels: Lessons Learned from One Technology Project	Burik, Anthony	9
6/10/2015	So You Want to Teach Online?	Burik, Anthony	9
6/4/2015	Moodle v2: Create a Course Web Site	Roy, Blair	5
5/22/2015	Moodle v2: Create a Course Web Site	Roy, Blair	6
5/12/2015	Creating a High Quality Online Course	Ram, Sharon	3
5/11/2015	Online Curriculum Series, Part 3	Pearson, Penny	3
5/8/2015	Moodle v2: Using the Quiz Activity to Assess Students	Coulter, Susan	4
5/5/2015	Orienting Students to Online Learning	Ram, Sharon	10
5/4/2015	Moodle v2: Create a Course Web Site	Roy, Blair	3
4/24/2015	Moodle v2: Integrate Learn360 Media into Moodle	Coulter, Susan	4
4/16/2015	Distance/Blended Learning - Guest Speaker	Pearson, Penny	8
4/7/2015	Moodle v2: Create a Course Web Site	Roy, Blair	3
3/27/2015	Online Curriculum Series, Part 2	Pearson, Penny	9
2/27/2015	Moodle v2: Create a Course Web Site	Roy, Blair	4
2/25/2015	Moodle v2: Add a Synchronous Meeting Activity	Wentworth, Francisca	7
2/10/2015	Creating a High Quality Online Course	Ram, Sharon	12
2/3/2015	Orienting Students to Online Learning	Ram, Sharon	6
1/28/2015	Paper (Tests) to Pixels: Lessons Learned from One Technology Project	Burik, Anthony	11
1/21/2015	Online Curriculum Series, Part 1	Pearson, Penny	14
1/15/2015	Moodle v2: Create a Course Web Site	Roy, Blair	5

Exhibit 1.3

1/8/2015	Moodle v2: Getting the Most out of the Gradebook	Wentworth, Francisca	5
12/4/2014	Moodle v2: Add a Synchronous Meeting Activity	Wentworth, Francisca	6
11/21/2014	Professional and Interpersonal Skills (aka Soft Skills) for Career Success	Jensen, Debbie	11
11/20/2014	Moodle v2: Getting the Most out of the Gradebook	Wentworth, Francisca	6
11/12/2014	So You Want to Teach Online?	Burik, Anthony	5
11/3/2014	Moodle v2: Create a Course Web Site	Roy, Blair	8
10/10/2014	Moodle v2: Integrate Learn360 Media into Moodle	Coulter, Susan	3
10/2/2014	Moodle v2: Create a Course Web Site	Roy, Blair	1
	Total Distance Teaching Online Workshops: 29	Total Attendees:	182

Exhibit 1.3 Continued

The 12 available distance and blended learning, online workshop or webinar topics included:

### Moodle Series

- Moodle v2: Create a Course Web Site
- Moodle v2: Add a Synchronous Meeting Activity
- Moodle v2: Communication in Your Online Course
- Moodle v2: Creating Rubrics for Criteria-based Assessment
- Moodle v2: Getting the Most Out of the Gradebook
- Moodle v2: Integrate Learn360 Media into Moodle
- Moodle v2: Using the Quiz Activity to Assess Students

### Online and Blended Teaching

- Creating a High Quality Online Course
- Orienting Students to Online Learning
- So You Want to Teach Online?
- Paper (Tests) to Pixels: Lessons Learned from One Technology Project (*New!*)
- Professional and Interpersonal Skills (aka: Soft Skills) for Career Success

At the close of the various workshops, participants were given the opportunity to evaluate the training they received on these distance teaching topics. One-hundred ten evaluations were completed and the overwhelming majority of the participants thought that the training was well-paced and 94 percent said they would recommend OTAN’s workshops to a friend. This continued to speak well of the value of the online professional development OTAN provides. Many adult educators feel more comfortable with the online delivery method. (See Exhibit 1.4 for the results of the Online Workshops on Distance Teaching Topics Evaluation Survey.)

OTAN continued to offer the three-hour, face-to-face version of using Moodle for distance teaching, but this year no agencies requested a basic Moodle workshop. This may support the

assumption made earlier regarding the realization that teaching takes time, regardless what methodology is used. But it is important to note that the Online Teaching Academy (OTAC) had 11 participants representing 10 agencies this year, so we are hopeful that with sustained professional development, distance teaching and online learning will continue to blossom in adult education.

**SUMMARY OF 2014-15 DISTANCE TEACHING ONLINE WORKSHOP EVALUATIONS**

5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree						
Total Number of Evaluations: <b>110</b>						
	5	4	3	2	1	Average Score
1. The objectives of the training were clearly stated.	86	16	7	0	1	4.7
2. The training was well-paced.	78	22	9	0	1	4.6
3. The training met your expectations.	67	25	14	3	1	4.4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	63	26	20	1	0	4.4
5. You would recommend OTAN's workshops to a friend or colleague.	94	13	2	0	1	4.8
<b>Overall Average:</b>						<b>4.6</b>

Exhibit 1.4

**Face-to-face Workshops on Technology Topics**

In addition to distance teaching topics, OTAN staff continued to offer many other options for professional development. Fourteen different face-to-face workshop topics were offered, which resulted in 42 face-to-face workshops with a total of 596 participants in attendance. This was a 23 percent increase in the number of workshops and a 21 percent increase in the number of participants over the previous year. The reason for the increase may have been that the outlook for adult education in the state seems to have improved this past year. The workshops were hosted by 23 different agencies across the state. (Exhibit 1.5)

**2014-15 FACE-TO-FACE WORKSHOPS ON TECHNOLOGY TOPICS**

DATE	TITLE	LOCATION	TRAINER	ATTENDEES
6/1/2015	Mobile Devices in Adult Education	Turlock Adult School	Marceta, Branka	10
5/22/2015	Internet Resources for Adult Ed Teachers	South Bay Adult School - Redondo Beach	Swanson, Linda	18
4/17/2015	Mobile Devices in Adult Education Part 2	Capistrano Adult School	Gaer, Susan	7
4/8/2015	Mobile Devices in Adult Education Part 1	Corona-Norco Adult School	Gaer, Susan	16

Exhibit 1.5

3/30/2015	Using SmartBoards in Your Classroom	Baldwin Park Adult Education Center	Roy, Blair	14
3/25/2015	Advanced PowerPoint 2013 for Adult Education	San Diego Comm. College	Swanson, Linda	12
3/20/2015	Mobile Devices in Adult Education Part 1	Capistrano Adult School	Gaer, Susan	13
3/6/2015	Google Tools and Drive II	Berkeley Adult School	Holt, Melinda	18
3/3/2015	Mobile Devices in Adult Education	Downey Adult School	Gaer, Susan	9
2/26/2015	Google Tools and Drive II	Downey Adult School	Holt, Melinda	9
2/20/2015	Google Tools and Drive I	Berkeley Adult School	Holt, Melinda	20
2/18/2015	Beginning PowerPoint 2013 for Adult Education	San Diego Comm. College	Swanson, Linda	12
1/16/2015	Google Tools and Drive I	Whittier Adult School	Holt, Melinda	29
1/9/2015	Google Tools and Drive I	Whittier Adult School	Holt, Melinda	34
1/8/2015	Google Tools and Drive I	Downey Adult School	Holt, Melinda	13
1/5/2015	Interactive Whiteboards - Creating Student Activities	Monterey Adult School	Pinedo, Francisco Xavier	7
12/17/2014	Using iPads in Adult Education	ABC Adult School	Roy, Blair	27
12/16/2014	Using SmartBoards in Your Classroom	Tamalpais Adult School	Wentworth, Francisca	10
12/15/2014	Google Tools and Drive I	Woodland Adult Education	Holt, Melinda	20
12/5/2014	Open Education Resources for Adult Educators	Fremont Adult and Cont. Education	Pearson, Penny	3
12/5/2014	Mobile Devices in Adult Education	Alameda Adult School	Marceta, Branka	12
12/4/2014	Google Tools and Drive I	Simi Valley Adult School	Holt, Melinda	12
12/4/2014	Google Tools and Drive I	Simi Valley Adult School	Holt, Melinda	14
12/2/2014	Google Tools and Drive I	San Leandro Adult School	Holt, Melinda	32
11/14/2014	Using iPads in Adult Education	Los Angeles USD - Central Office	Roy, Blair	19
11/7/2014	Internet Resources for Adult Ed Teachers	Fremont Adult and Cont. Education	Swanson, Linda	5

Exhibit 1.5 Continued

10/31/2014	Google Tools and Drive II	Fremont Adult and Cont. Education	Holt, Melinda	16
10/9/2014	Using iPads in Adult Education	Los Angeles USD - Harbor Service Area	Roy, Blair	20
10/9/2014	Creating Web Pages with Weebly	Downey Adult School	Swanson, Linda	13
9/26/2014	Internet Resources for ESL/EL Civics Teachers	Petaluma Adult School	Swanson, Linda	9
9/26/2014	Google Tools and Drive I	Fremont Adult and Cont. Education	Holt, Melinda	19
9/19/2014	Using iPads in Adult Education	Mt. San Antonio College	Gaer, Susan	9
9/4/2014	Social Media for Adult Education	Vista Adult School	Marceta, Branka	15
9/4/2014	Advanced PowerPoint 2010 for Adult Education	Vista Adult School	Swanson, Linda	10
9/4/2014	Google Tools and Drive I	Vista Adult School	Holt, Melinda	10
9/4/2014	Internet Resources for Adult Ed Teachers	Vista Adult School	Swanson, Linda	10
9/4/2014	Internet Resources for Adult Ed Teachers	Vista Adult School	Swanson, Linda	13
9/4/2014	Social Media for Adult Education	Vista Adult School	Marceta, Branka	10
9/4/2014	Social Media for Adult Education	Vista Adult School	Marceta, Branka	10
9/4/2014	Google Tools and Drive II	Vista Adult School	Holt, Melinda	14
8/28/2014	Interactive Whiteboards - Creating Student Activities	Placer School for Adults	Roy, Blair	8
8/26/2014	Interactive Whiteboards - Creating Student Activities	Placer School for Adults	Roy, Blair	15
	Total Workshops: 42	Total Participants:		596

Exhibit 1.5 Continued

The titles of the face-to-face workshops (other than distance teaching) offered this year included the 13 topics listed below. Four new workshop titles were added this year and they are noted on the list. Of those four, the “Using iPads in Adult Education” was the most popular and it was presented at four agencies. “Open Education Resources” was requested once, but the other two were never requested and will be offered as online workshops in the future.

- Be Productive and Create Classroom Activities Using Word 2010-2013
- Citizenship Preparation Resources for Adult Education (*New!*)
- Creating Web Pages with Weebly (Part 1 and 2)
- Creating Web Sites with Google Sites
- EL Civics: Digital Literacy and Internet Safety (*New!*)
- Google Tools and Drive (Part 1 and 2)
- Interactive Whiteboards – Creating Student Activities (any brand)
- Internet Resources for Adult Education Teachers (can also be targeted to ESL or EL Civics)
- Mobile Devices in Adult Education
- Open Education Resources for Adult Education (*New!*)
- PowerPoint for Adult Education (Beginning and Advanced on 2010 or 2013)
- Social Media for Adult Education
- Using iPads in Adult Education (*New!*)

Participants continued to respond positively in their evaluations of face-to-face workshops. (Exhibit 1.6) As with prior years' evaluations, the highest average score continued to be for recommending the OTAN workshop to colleagues, and the lowest was for feeling comfortable enough to start using the new skills learned. Since new skills take time to learn, this was an expected result. Many workshops assigned homework to allow participants to practice their skills, and instructors follow up on homework submissions with feedback. Participants who completed the homework assignment received an additional hour of professional development credit.

**SUMMARY OF 2014-15 FACE-TO-FACE WORKSHOP EVALUATIONS**

5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree						
Total Number of Evaluations: <b>382</b>						
	5	4	3	2	1	Average Score
1. The objectives of the training were clearly stated.	299	51	18	6	8	4.6
2. The training was well-paced.	256	70	34	11	11	4.4
3. The training met your expectations.	246	81	33	12	10	4.4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	239	91	34	7	11	4.4
5. You would recommend OTAN's workshops to a friend or colleague.	302	49	20	4	7	4.7
<b>Overall Average:</b>						<b>4.5</b>

Exhibit 1.6

**Online Workshops on Technology Topics**

OTAN offered a total of 41 online workshops or webinars on technology topics (not including distance teaching topics) in 2014-15 for 245 participants, which was a bit of a decrease over last year. Ten instructors were hired as temporary staff to present these workshops in addition to OTAN Staff. Attendance ranged from 0 to 16, with an average of 6 participants per session. The 23 available technology online workshop or webinar topics included:

### Social Media, Privacy and Safety for Adult Education

- Digital Literacy and Citizenship Toolkit
- El Civics: Internet Safety and Digital Literacy
- Privacy, Practice, Presence, and You
- Social Media for Adult Education

### Mobile Technology in Adult Education

- Mobile Devices in Adult Education Part 1: Basics to Use in the Classroom
- Mobile Devices in Adult Education Part 2: Mobile Apps
- Using iPads in Adult Education (*New!*)

### Productivity Tools

- Create Quick and Easy PowerPoint Slide Shows for Instruction
- Data + Mail Merge = Magic!
- Interactive Quizzing Part 1
- Interactive Quizzing Part 2
- Interactive Whiteboards - Creating Student Activities

### Online Tools and Resources

- An Online Presence for Teachers
- Citizenship Preparation Technology Resources (*New!*)
- Create FREE Online Quizzes
- Creating Web Sites - Wix and Google Sites
- ePortfolios for Empowered Students and Happy Teachers
- Google Tools and Drive
- Google Voice in Adult Education (*New!*)
- Open Education Resources and Adult Education (*New!*)
- Simple Free Web Tools to Use with Your Students
- Technology Skills for the 2014 HSE (GED) Exam
- Using the New “Teaching with Technology” Search Tool to Enhance Your Lessons

Exhibit 1.7 shows the list of non-distance learning, online workshops and webinars delivered during the course of the year. One interesting thing to note is that OTAN averaged approximately 51 percent attendance, which exceeds the attendance statistics found on several Web sites and reports such as Adobe Connect Blog and the ON24 Webinar Benchmarks Report. The Adobe Connect Blog post dated March 5, 2014 titled “Webinar Engagement by Numbers” states that 36 percent average attendance is pretty standard, even a bit on the high side and that industry standards range between 30 and 40 percent attendance to registration rates. The ON24 Webinar report 2014 edition showed an average of 42.9 percent of registrants actually attended a live webinar, so OTAN’s synchronous workshops and webinars are ahead of at least some reports in attendance.

Some sessions provided digital handouts for participants, but due to the nature of constantly changing technology and improved help features for some sites and software, handouts are not always provided.

**2014-15 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS**

DATE	TITLE	TRAINER	ATTENDEES
6/17/2015	Interactive Whiteboards - Creating Student Activities	Pinedo, Francisco Xavier	5
6/17/2015	ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN	Marceta, Branka	10
6/11/2015	Digital Literacy and Citizenship Toolkit	Marceta, Branka	6
6/3/2015	Privacy, Practice, Presence, and You	Marceta, Branka	3
5/27/2015	Google Tools and Drive	Holt, Melinda	10
5/21/2015	Citizenship Preparation Resources for Adult Education	Gagliardi, Jennifer	3
5/15/2015	Data + Mail Merge = Magic!	Pearson, Penny	4
5/8/2015	Free Web Tools to Use with Your Students (Updated!)	Reyes, Kristi	6
5/7/2015	Technology Skills for Computer Based Testing	Lenton, Evelyn	3
5/6/2015	Google Tools and Drive	Roy, Blair	12
5/6/2015	Creating Web Sites - Wix and Google	Holt, Melinda	5
4/17/2015	Using the Teaching with Technology Search Tool to Enhance Your Lessons	Ely, Bethany	6
4/17/2015	Create Quick and Easy PowerPoint Slide Shows for Instruction	Bakin, Barry	6
4/15/2015	Google Tools and Drive	Holt, Melinda	7
4/15/2015	Create FREE Online Quizzes	Bakin, Barry	7
4/10/2015	EL Civics: Digital Literacy and Internet Safety	Frizler, Karla	6
4/9/2015	Citizenship Preparation Resources for Adult Education	Gagliardi, Jennifer	3
3/27/2015	Creating a Web Site with Google	Holt, Melinda	4
3/25/2015	Creating Web Sites - Wix and Google	Holt, Melinda	10
3/18/2015	Privacy, Practice, Presence, and You	Marceta, Branka	2
2/27/2015	Mobile Devices in Adult Education Part 2: Mobile Apps	Gaer, Susan	3
2/27/2015	Create FREE Online Quizzes	Bakin, Barry	4
2/20/2015	Open Educational Resources and AE	Pearson, Penny	5
2/13/2015	Mobile Devices in Adult Education Part 1: Basics to Use in the Classroom	Gaer, Susan	9
2/11/2015	Social Media for Adult Education	Marceta, Branka	9
12/18/2014	Data + Mail Merge = Magic!	Pearson, Penny	2
12/17/2014	Digital Literacy and Citizenship Toolkit	Marceta, Branka	4
12/16/2014	Using Google in the ESL Classroom	Wislofsky, Cindy	12
12/16/2014	Online Resources for ESL/Math Teachers	Swanson, Linda	4
12/15/2014	Free Web Tools to Use with Your Students (Updated!)	Reyes, Kristi	4
12/12/2014	Create FREE Online Quizzes	Bakin, Barry	0

12/10/2014	Interactive Quizzing with PowerPoint - Part 2	Swanson, Linda	2
12/3/2014	Google Voice in Adult Education	Murphy, Suzanne	16
12/3/2014	Create Quick and Easy PowerPoint Slide Shows for Instruction	Bakin, Barry	4
11/19/2014	Social Media for Adult Education	Marceta, Branka	9
11/19/2014	Google Tools and Drive	Holt, Melinda	9
11/18/2014	Interactive Quizzing with PowerPoint - Part 1	Swanson, Linda	10
11/14/2014	EL Civics: Digital Literacy and Internet Safety	Frizler, Karla	9
11/7/2014	Using the Teaching with Technology Search Tool to Enhance Your Lessons	Ely, Bethany	4
10/24/2014	Open Educational Resources and AE	Pearson, Penny	4
10/15/2014	Interactive Whiteboards - Creating Student Activities	Pinedo, Francisco Xavier	4
	Total Online Workshops: 41	Total Attendees:	245

Exhibit 1.7 Continued

A total of 225 evaluations were received regarding online workshops. Participants continued to respond very positively to the workshops. (Exhibit 1.8) The evaluations reflected that 87 percent either agreed or strongly agreed that the training was well paced compared to 92 percent last year, and 88 percent agreed or strongly agreed that they were ready to implement the new skill (which is essentially the same as last year’s score of 87 percent). The implementation number of 87 percent continued to indicate that our teachers are becoming more comfortable with technology in general and more willing to use it in the classroom. Eighty-six percent either agreed or strongly agreed that their training expectations were met which would indicate we were describing our workshops correctly and reaching the people who wanted to learn a particular skill or topic. Ninety-three percent of participants either agreed or strongly agreed that they would recommend the workshop to colleagues, which was a good sign that we were meeting the needs of the participants. Hopefully they will take additional workshops to continue their professional development and maybe bring a colleague next time.

**SUMMARY OF 2014-15 ONLINE WORKSHOP EVALUATIONS**

5 = Strongly Agree    3 = Neutral    1 = Strongly Disagree						
Total Number of Evaluations: <b>225</b>						
	5	4	3	2	1	Average Score
1. The objectives of the training were clearly stated.	161	48	11	5	0	4.6
2. The training was well-paced.	141	55	23	5	1	4.5
3. The training met your expectations.	129	66	23	6	1	4.4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	140	59	16	8	2	4.5
5. You would recommend OTAN's workshops to a friend or colleague.	183	27	10	3	2	4.7
<b>Overall Average:</b>						<b>4.5</b>

Exhibit 1.8

At the beginning of each year, OTAN Staff meet to decide which conferences will be the most strategic to attend. It is important that we target the state level conferences in order to market our services, particularly to those new to adult education. It is often surprising how many administrators and teachers have never heard of OTAN. Attending these conferences affords us the opportunity to build awareness of both our professional development offerings as well as our Web site resources.

OTAN trainers, both internal and external, provided information on new educational technologies to the field through a variety of presentations at these conferences. In 2014–15, 66 presentations were made at 11 different conferences to 1,587 attendees. (Exhibit 1.9) This continued the upward trend in conference participation, both on the part of OTAN delivering presentations and on the part of participants choosing to attend our sessions, in lieu of others offered at the conferences.

**2014-15 TECHNOLOGY PRESENTATION TOPICS AND LOCATIONS**

DATE	TITLE	LOCATION	PRESENTER	ATTENDEES
6/23/2015	Technology in Adult Ed.: Promising Practices and New Directions	CASAS Summer Institute, San Diego	Hinkson, Joyce, Marceta, Branka, Pearson, Penny, Roy, Blair	75
6/15/2015	CALPRO Leadership Institute	CALPRO Office, Sacramento	Hinkson, Joyce	23
4/30/2015	Social Media and Student Data: Implications for District Policy and Student Privacy	CCAЕ State Conference 2015, Universal City	Marceta, Branka	27
4/30/2015	Tech Trends in Adult Education	CCAЕ State Conference 2015, Universal City	Hinkson, Joyce	93
4/30/2015	Google Voice in Adult Education	CCAЕ State Conference 2015, Universal City	Murphy, Suzanne	12
4/22/2015	A Bird's Eye View of Mobile Devices	COABE National Conference 2015, Denver, CO	Roy, Blair, Hinkson, Joyce	15
4/21/2015	Digital Literacy for Adult Learners: Bits, Bytes and Beyond the Basics	COABE National Conference 2015, Denver, CO	Pearson, Penny, Marceta, Branka	15
3/19/2015	Legislative Update	CUE National Conference, Palm Springs	Fleischman, John	63
3/14/2015	Using One Note as an Educational Tool	TDLS San Leandro	Batista, Diana	31

Exhibit 1.9

3/14/2015	Shared Courses: Advanced ESL and The Write Stuff	TDLS San Leandro	Wentworth, Francisca	20
3/14/2015	Moodle v2: Using the Quiz Activity to Assess Students	TDLS San Leandro	Coulter, Susan	15
3/14/2015	Create One Shared Google Drive Account for Your Class	TDLS San Leandro	Wislofsky, Cindy	22
3/14/2015	Simple Free Web Tools	TDLS San Leandro	Reyes, Kristi	26
3/14/2015	Mobile Devices in Adult Education: Cell Phone Basics	TDLS San Leandro	Gaer, Susan	20
3/14/2015	Paper (Tests) to Pixels: Lessons from One Technology Project	TDLS San Leandro	Burik, Anthony	9
3/14/2015	Technology Skills for Computer Based Testing	TDLS San Leandro	Lenton, Evelyn	7
3/14/2015	Using OTAN's Teaching with Technology Search Tool	TDLS San Leandro	Ely, Bethany	9
3/14/2015	Tech Tips for All	TDLS San Leandro	Wislofsky, Cindy	17
3/14/2015	Privacy, Practice, Presence, and You	TDLS San Leandro	Marceta, Branka	8
3/14/2015	Mobile Devices in Adult Education: Mobile Apps	TDLS San Leandro	Gaer, Susan	26
3/14/2015	Access to Learning through Online Education (ALOE), OTAN Pilot	TDLS San Leandro	Hinkson, Joyce	14
3/13/2015	TIMAC: Sustained Professional Development for Technology Integration	TDLS San Leandro	Marceta, Branka	5
3/14/2015	Helping Adults Manage Their Digital Footprints	TDLS San Leandro	Donahue, Joe	10
3/14/2015	What Does Your Personal Learning Network Look Like?	TDLS San Leandro	Thacher, Marian	13
3/14/2015	Helping Adults Evaluate Information Online	TDLS San Leandro	Donahue, Joe	11
3/13/2015	iPads in AdultEd: Tips, Tricks, Productivity Apps and eBooks	TDLS San Leandro	Cassim, Farzana	27
3/13/2015	iPads in AdultEd: Lesson Activities	TDLS San Leandro	Cassim, Farzana	19
3/13/2015	Professional and Interpersonal Skills Shared Course	TDLS San Leandro	Jensen, Debbie	11
3/13/2015	Orienting Students to Online Learning	TDLS San Leandro	Ram, Sharon	16
3/13/2015	Google Voice in Adult Education	TDLS San Leandro	Murphy, Suzanne	20
3/13/2015	Open Education Resources in Adult Education	TDLS San Leandro	Pearson, Penny	24
3/13/2015	Managing Learners Projects in Google Drive	TDLS San Leandro	Wentworth, Francisca	29
3/13/2015	EL Civics - Digital Literacy and Internet Safety	TDLS San Leandro	Frizler, Karla	27

Exhibit 1.9 Continued

3/13/2015	Online Teaching Academy Panel (OTAC)	TDLS San Leandro	Pearson, Penny	18
3/13/2015	Ipad + Apple TV = Interactive WhiteBoard	TDLS San Leandro	Pinedo, Francisco Xavier	14
3/13/2015	Google Tools and Drive I	TDLS San Leandro	Holt, Melinda	30
3/13/2015	Increasing Math Skills: Community Model of Online Learning, OTAN Pilot	TDLS San Leandro	Hinkson, Joyce	9
3/13/2015	Citizenship Preparation Resources for Adult Education	TDLS San Leandro	Gagliardi, Jennifer	7
3/13/2015	Google Tools and Drive II	TDLS San Leandro	Holt, Melinda	32
3/13/2015	AdultEDU Tech Demo Slam	TDLS San Leandro	Roy, Blair	47
3/13/2015	Learn English through Text & Audio Instruction? Piloting Cell-ed	TDLS San Leandro	de Maine, Lionel, Curtis, Don, Webber, Alison	16
3/13/2015	Blended Learning in Family Literacy/ESL Classrooms	TDLS San Leandro	Ludlum, Suzanne	15
3/13/2015	High School Equivalency through GED Academy	TDLS San Leandro	Naish, Jaemi, Springwater, Adam	7
3/13/2015	Get Organized with a Class Web Site!	TDLS San Leandro	Wong, Sally	23
3/13/2015	Burlington English: A Panel of Distance and Blended Learning Programs	TDLS San Leandro	Zimon, Yelena, Sohn, Heidi, Simonovich, Heather, LaBatt, Miranda	25
3/13/2015	Digital Literacy and Citizenship for Adult Learners and their K12 Students	TDLS San Leandro	Lapus, Merve	150
3/13/2015	Helping Adults Manage Their Digital Footprints	TDLS San Leandro	Donahue, Joe	16
3/13/2015	Helping Adults Evaluate Information Online	TDLS San Leandro	Donahue, Joe	10
3/13/2015	CASAS Online Resources	TDLS San Leandro	Long, Patty	12
3/13/2015	Introduction to California Learns, Free Resource from OTAN	TDLS San Leandro	Valine, Jan	14
1/30/2015	CALPRO and OTAN, Resources for programs and professional development	English Literacy and Civics Education Conference, Anaheim	Marceta, Branka	80
1/30/2015	OTAN Resources for Civic Participation and Technology	English Literacy and Civics Education Conference, Anaheim	Marceta, Branka	22

Exhibit 1.9 Continued

11/15/2014	The New Technology and Distance Learning Plan – Make it Yours	CCAIE South Coast Section Fall 2014, Palm Springs	Marceta, Branka	26
11/14/2014	Data + Mail Merge = Magic!	CCAIE South Coast Section Fall 2014, Palm Springs	Pearson, Penny	12
11/14/2014	Online Resources for the Staff Toolbox	CCAIE South Coast Section Fall 2014, Palm Springs	Marceta, Branka	17
11/7/2014	Technology, Distance Learning, and Blended Learning Models	ACSA Leadership Summit 2014, San Diego	Hinkson, Joyce	16
11/6/2014	Social Media and Student Data: Implications for District Policy and Student Privacy	ACSA Leadership Summit 2014, Lead to Inspire, San Diego	Hinksn, Joyce	25
10/25/2014	Technology Enhanced Language Learning: Tech Demo Slam - Think. Connect. Create. Share.	CATESOL State Conference 2014, Santa Clara	Gagliardi, Jennifer	40
10/25/2014	OTAN's USA Learns Wrap Around Course - A Modified Version	CATESOL State Conference 2014, Santa Clara	Burik, Anthony	5
10/24/2014	Teaching with Technology Search Tool to Enhance Your Lessons	CATESOL State Conference 2014, Santa Clara	Marceta, Branka	7
10/24/2014	Adding an Online Component to Your Classroom	CATESOL State Conference 2014, Santa Clara	Roy, Blair	17
10/24/2014	The Interactive Classroom - Interactive Whiteboards and more!	CATESOL State Conference 2014, Santa Clara	Pinedo, Francisco Xavier	15
7/30/2014	Paradigm Shift: Let Open Educational Resources (OER) Transform your Teaching Practice	SCOIE STEM Academy with UC Davis, Davis	Pearson, Penny	25

Exhibit 1.9 Continued

7/30/2014	Open Educational Resources: A Paradigm Shift	UC Davis School of Education, Davis, CA	Pearson, Penny	25
7/16/2014	Paradigm Shift: Let Open Educational Resources (OER) Transform your Teaching Practice	UC Davis School of Education, Davis, CA	Pearson, Penny	26
7/16/2014	Open Educational Resources: A Paradigm Shift	SCOE STEM Academy with UC Davis, Davis, CA	Pearson, Penny	25
	Total Conference Presentations: 66	Total Participants:		1587

Exhibit 1.9 Continued

### OTAN Advisory Committee

The OTAN Advisory Committee (OAC), was comprised of 31 members and included representation from K-12 adult education teachers and administrators, community college, non-profit, university, library literacy, community-based, and leadership projects. This was an increase of 3 members from the previous year’s total. (Exhibit 1.10) The committee met face-to-face on November 13, 2014 and there was one online meeting via Adobe Connect in March 2015. Three OTAN staff and 22 committee members participated in the face-to-face meeting with an additional 2 members participating via conference call. The meeting included agency updates as well as discussions about topics to be included in a planned series of OTAN webinars for teachers and administrators, an update on the selected CMOL projects, ideas for workshop topics for the TDL Symposium, and future OTAN-produced videos. Advisors selected the following priority areas for 2014-15:

- Adult Basic Education
- Adult Secondary Education
- English as a Second Language
- Adults with Disabilities

These priorities were selected by committee members based on the number of students in each category who were served at their agency.

OTAN advisors shared successes and challenges at their specific agencies and gave input on the types of resources that would be most valuable for their teachers to use in the classroom. OTAN purchased usage licenses for two resources that met several of the criteria OAC members wanted.

1. California Learns Portal
2. GED Online Academy

**2014-15 OTAN ADVISORY COMMITTEE MEMBERS**

Participant	Agency	Agency Type
<b>TEACHERS</b>		
Cindy Wislofsky	San Diego Community College	Community College
Kay Johnson	Jefferson Adult Education	District
Anthony Burik	Mt. Diablo Adult Education	District
Jhan Dunn	Glenn County Office of Education	County Office of Education
Evelyn Lenton	Antelope Valley Adult School	District
Michelle Dullea	Sweetwater, Division of Adult Education	District
Cynthia Eagleton	San Mateo Adult School	District
Jesse Golden	Jewish Vocational Services	Community-Based Organization
Leila Rosemberg	Culver City Adult School	District
Barry Bakin	LAUSD DACE, Evans Service Area	District
<b>ADMINISTRATORS</b>		
Paul Yung	LAUSD Division of Adult and Career	District
Lynn Bartlett	San Juan Adult Education	District
Portia LaFerla	Torrance Adult School	District
Kay Hartley	Fairfield-Suisun Adult School	District
Burr Guthrie	Berkeley Adult School	District
Bob Harper	Campbell Adult and Community Education	District
John Kerr	Baldwin Park Adult and Community Education	District
Anthony Hernandez	Beaumont Adult School	District
Jodi Loeffler	Bakersfield Adult School	District
Lynne Nicodemus	Pittsburg Adult Education Center	District
Joel Abueg	Contra Costa County Parolee Program	County Office of Education
<b>OUTSIDE PARTNERS</b>		
Ahrash Bissell	NROC	Non-profit
Carla Lehn	California State Library	Library Development Services
Phillip Sutton	El Camino Community College	Community College
<b>STAFF and CDE</b>		
Cliff Moss	California Department of Education	California Department of Education
John Fleischman	Sacramento County Office of Education	OTAN
Joyce Hinkson	OTAN	OTAN
Penny Pearson	OTAN	OTAN
Branka Marceta	OTAN	OTAN
Catherine Green	CALPRO	CALPRO
Patty Long	CASAS	CASAS

Exhibit 1.10

Welcome Students to California Learns!



Welcome to the California Learns Instructional Resource Portal that provides single sign-on access to both subscription-based services and free educational Web sites. These portal resources have been selected to help you succeed in school. Check with your teacher for your schools User ID and student password!

You've got access to all of the resources below and a lot more!



Exhibit 1.11

The California Learns Portal (Exhibit 1.11) offered unlimited use of a variety of online resources that included:

- Learn 360 - a repository of hundreds of educational videos and archived audio files
- World Book Encyclopedia (English and Spanish editions)
- API Images
- Literacy Reference Center
- Web 2.0 Resources

The GED Online Academy contained online curriculum designed to prepare adult learners to successfully pass any of the High School Equivalency tests. The Academy included a learning management system, instructional videos, and online assessments.

OTAN continued to use feedback and suggestions from OAC members when purchasing access to online resources that would best serve the needs of California's adult education community.

### OTAN-produced Videos

OTAN produced two Students Succeed videos, which were shown at the ACSA Conference in November. This year, both successful students, Saul Godinez and Grely Mazariegos, had attended Tamalpais Adult School.

Other videos, which were recorded at the TDL Symposium, and are publicly available for viewing included:

- Blended Learning in Family Literacy and ESL Classrooms
- iPad + Apple TV = Interactive WhiteBoard (Exhibit 1.12)
- iPads in AdultEd: Tips, Tricks, Productivity Apps, and iBooks
- iPads in AdultEd: Lesson Activities
- Mobile Devices in Adult Education: Cell Phone Basics (Exhibit 1.13)
- Mobile Devices in Adult Education: Mobile Apps
- Shared Courses: Advanced ESL and The Write Stuff
- #AdultEDU Tech Demo Slam

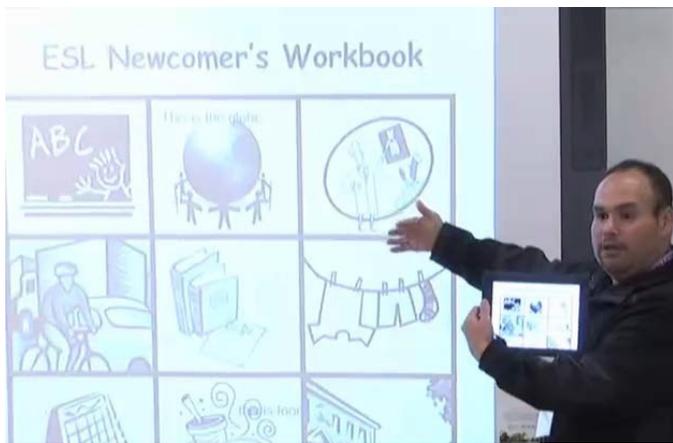


Exhibit 1.12

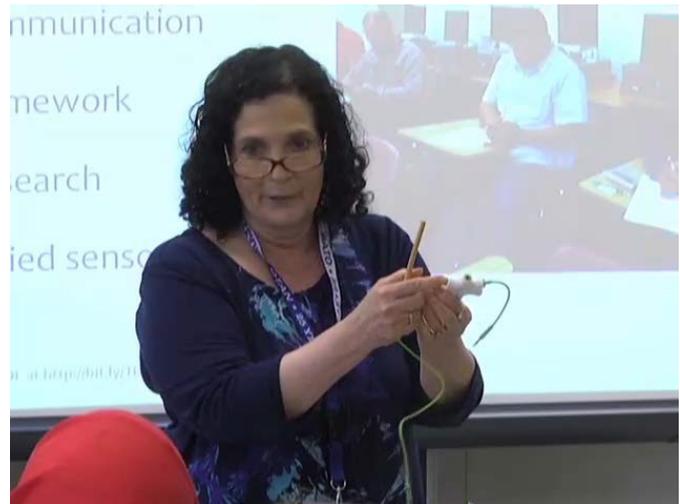


Exhibit 1.13

The keynote speaker at the TDL Symposium this year was Merve Lopus of Common Sense Media, who presented his session online through OTAN's Adobe Connect server. The presentation was recorded and is available on the OTAN Web site for viewing.

In addition to the TDL Symposium videos, OTAN produced:

- Technology Integration Mentor Academy (TIMAC) and Online Teaching Academy (OTAC) presentation videos: TIMAC and OTAC participants presented their projects online and in front of their peers and administrators in May 2015.
- Demonstration videos on how to use features of Moodle were posted to the OTAN Techy YouTube Channel to share with the field.





## Connect Technology to the Curriculum

### Continue Development of the Teaching with Technology Site

In the 25th year of existence, OTAN continued to provide professional development that supported the effective integration of technology into the curriculum. One of the OTAN-created resources, Teaching with Technology ([www.otan.us/teachwtech/](http://www.otan.us/teachwtech/)), proved to be an especially popular and useful tool for adult education teachers.

In 2014-15, OTAN continued to revise the vast collection of links to teacher resources on the OTAN Web site, based on the Technological Pedagogical Content Knowledge (TPACK) framework by Koehler, M.J. and Mishra, P (2006). Field experts, hired as technology framework developers, were trained on the TPACK model and concepts. During the first three years, 745 entries were made in the Teaching with Technology section. In the year 2014-15 the group met on a monthly basis and continued to revise the process of adding resources and activities to the Teaching with Technology site resulting in 105 new entries and 463 updates.

The adult educator members of the 2014-2015 technology framework developer team were:

- Bethany Ely, Elk Grove Adult and Community Education, Folsom-Cordova Adult School
- Kristi Reyes, Mira Costa Community College
- Debbie Jensen, Baldwin Park Adult and Community Education
- Susan Coulter, Baldwin Park Adult and Community Education

Some of the focus was on mobile applications. OTAN programmers made edits and changes to the back-end interface in order for the technology framework developers to be able to mark the new resources appropriately and reflect the evolving nature of the learning material used on mobile devices. (Exhibit 2.1).



#### 2. Mobile apps (optional)

Mobile Apps

App Type  Web site activity with accompanying mobile app(s)  
 Mobile app

Device Type  iPhone  
 iPad  
 Android Phone  
 Android Tablet  
(If not listed above, other device type)  
Other Device Type

Price  Free (no advertisements)  
 Free (with advertisements)  
 Paid (check developer's site or the online store for current prices)

Link to Apple Store

Link to Google Store

Link to Developer Site

Link for Review

Exhibit 2.1

Users could search the site using multiple filters such as program area, level, skill, and competency, or they could search using keywords such as “job interview,” “budget,” or “decimals.”

## Provide Professional Development on Ways to Use the Teaching with Technology Tool

Bethany Ely, OTAN’s external trainer and project lead for Teaching with Technology, offered two online workshops in November 2014 and April 2015. Titled “Teaching with Technology Search Tool to Enhance Your Lessons,” the presentation attracted attendees from all program areas who learned how to use the tool. Participants provided the following answers to the question in online evaluations, “How will you use what you learned?”

- I DEFINITELY will be using materials for holidays that we explored on the elcivics.com website and will probably make this my “go-to” site.
- I will use it in my ESL class to provide them lessons from the Internet websites provided by OTAN so I can effectively teach all the lessons needed by my students. It could also widen my knowledge on how to teach effectively in my class using the websites for teachers..
- Will use OTAN technology tools to update and enhance my lesson plans! It’s always good to add fresh ideas. Thanks, OTAN!

Additionally, Ms. Ely presented on the Teaching with Technology project at the Technology and Distance Learning Symposium in March 2015. (Exhibit 2.2).

## Host the Technology Integration Mentor Academy (TIMAC)

In the eleventh year of existence, TIMAC continued to focus on integrating technology into classroom instruction. Participants in Cohort 11 were teachers from nine adult education programs throughout California (Exhibit 2.3). Teachers wishing to become mentors were required to submit a written application explaining their interest in the program and their ability to provide active leadership at their respective sites as well as statewide. All selected participants were also required to display their commitment to the integration of technology into instruction in their own classrooms and in their program. It was not necessary that TIMAC

Mentors be “experts” in the field of technology. It was, however, essential that each applicant be able to take a leadership role in their program in relation to technology.

Projects for 2014-15 included:



Exhibit 2.2

First Name	Last Name	Agency	CDE Region	County
Neda	Anasseri	Folsom Cordova Adult School	3	Sacramento
Edward	Carr	Mary Lind Recovery Centers	11a	Los Angeles
Pamela	Chui	Mount San Antonio College	11b	Los Angeles
Natalya	Dollar	North Orange County CCD School of Continuing Education	9	Orange
Maria	Grubb	El Monte-Rosemead Adult School	11b	Los Angeles
Linda	Hsu	Berkeley Adult School	4	Bay
Alfred	Miller	Berkeley Adult School	4	Bay
Thoibi	Rublaitus	Corona-Norco Adult School	10	Riverside
Diana	Smith	Vista Adult School	9	San Diego
Joel	Vilanova	Learning Quest Stanislaus Literacy Center	6	Stanislaus

Exhibit 2.3

- Equipping classrooms with data projectors, teacher stations, and document cameras
- Using iPads for projects by ESL teachers and learners
- Establishing Web sites for ESL and ABE teachers
- Incorporating smart data projectors in instruction
- Using Chromebooks for projects by ESL teachers and learners
- Establishing the viability of use of Microsoft OneDrive and Google Drive in adult education
- Curating most useful Web-based resources for learners to use during summer break
- Establishing blended instruction for ESL, ABE and ESL classes through the use of Moodle-based courses and other commercial and free online curriculum

As self-reported by the participants, over 40 colleagues, mentees, and adult education teachers were engaged in increased technology use over the course of the school year. Participants reported completing, or partially completing, 47% of their original goals. (Exhibit 2.4).

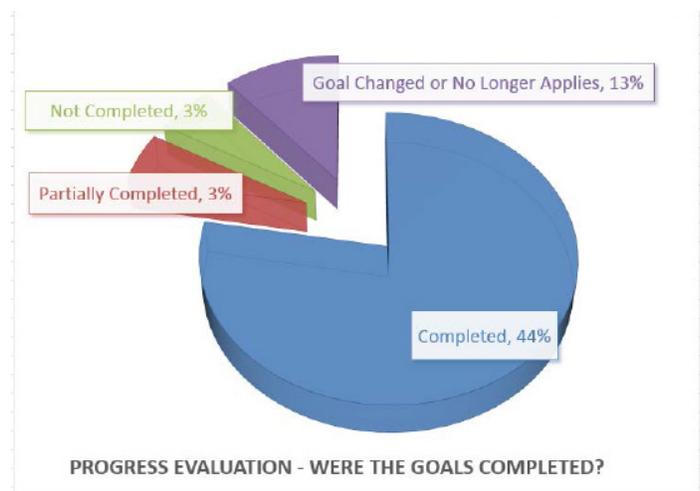


Exhibit 2.4

These are some comments adult education teachers made about TIMAC Cohort 11 participants:

- I appreciated having one-on-one support to learn new technology that I wanted to use with my class.
- The best part of mentoring experience was having our mentor provide the hands-on training and the collaboration with other mentee teachers.
- The best part was being trained by someone who is so patient, knowledgeable, and enthusiastic about technology to the extent that I became confident in my newly acquired skills.
- My mentor co-taught with me to assist my students with their learning. I found this to be extremely helpful as did my students. It allowed more one on one instruction.
- In my opinion, the best part of the mentoring experience has been the great success it has been with the students. They truly enjoy the time they get to work on any subject, no matter if it is math, or reading and writing. The students themselves remind us when they need to be doing their blended learning, and even ask us if they can continue it for longer periods of time.

### **Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning**

In order to provide more quality open source resources, OTAN has continued to maintain a membership with the NROC Project, a non-profit community-guided effort focused on new models of digital content development, distribution, and use. The cornerstone project of The Monterey Institute for Technology and Education (MITE), NROC has been funded by The William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation, and by NROC member institutions nationwide. The NROC membership is united by a belief in open and equal access to high-quality education and the power of media to personalize learning. It was founded in 2003, with the goal of creating a repository of high-quality courses and making them open and accessible to everyone.

HippoCampus is a repository of high-quality multimedia learning objects from The NROC Project and from Khan Academy, PhET, SIATech, and others. Learners can access free, multimedia content created and curated by NROC to learn subjects such as math, English, and social studies. Teachers can build custom playlists to mix and match content from HippoCampus and anywhere on the Web, creating a virtual lesson plan. Institutions get a custom version of the site, standards correlations, and tech support with membership.

Another NROC product is EdReady (made available in 2014), a math solution to help learners avoid the time and cost of remedial math courses in higher education. Students can test for college readiness, see study options, and get a personalized study path to fill in their knowledge gaps. Educators and institutions can drive college completion, improve retention, and generate data to impact student success. EdReady is available to all learners at no cost. However, NROC does provide member support for individualized EdReady sites. As the OTAN advisory committee learned about EdReady, OTAN created a pilot project to introduce the EdReady math resources to three adult learning agencies in the form of the “Community Model of Online Learning” (CMOL)

pilot.

OTAN provided a public webinar in July 2014 to all adult education agencies who might be interested in the pilot project. Project goals included the desire to find a good model of online learning using EdReady that was scalable and could be implemented across adult education agencies throughout the state. Secondly, OTAN sought to discover whether this personalized learning program would show definite gains for learners aligned to specific learning goals such as completing a high school equivalency exam or to pass and enter a community college entrance exam without the need for developmental math classes. Data collected from each site included math CASAS testing as well as through the EdReady site.

Interested agencies filled out an application stating specifically how they intended to use the EdReady curriculum, agreed to provide data and timely quarterly reports, were a WIA Title II funded agency, had implemented at least one online or blended course for adult learners, had a math or transition focus, and participated in an Assembly Bill 86 consortium. The three agencies accepted included: Baldwin Park Adult and Community Based Education, Fairfield-Suisun Adult School, and Torrance Adult School. Each agency received grant funds of \$75,000 to implement and run the pilot.

Initial findings from all three agencies showed learners made good, if not outstanding gains in their math learning goals using EdReady. As each agency made their reports, it was clear that EdReady was meeting the initial goal of helping learners personalize their learning and avoid taking developmental math classes if they were college bound.

In addition to the HippoCampus, <http://www.hippocampus.org> , and EdReady resources, <https://edready.org> , OTAN provided NROC's Developmental Math course on the California Adult Education Courses site so that teachers could modify the content, based on their learner population.

### **Leverage Statewide Licensing of Technology-Based Content**

OTAN sought input from the OTAN Advisory Committee, the CDE, administrators, and teachers at adult education agencies about what activities were the most helpful to the field. Leveraging statewide licensing of technology-based content had been at the top of the list of priorities considering the diminished budgets for purchasing instructional materials.

### **GED Academy Seat License Pilot Project**

In response to the expressed need and recommendation by the OTAN Advisory Committee and the field, 1,000 seat licenses and 500 practice tests were available to WIA Title II funded adult education agencies in 2013-14. Seat licenses were disseminated based on interest, location (urban vs. rural), and number of enrolled ASE students. The purpose of the pilot was to help Adult Secondary Education (ASE) students prepare for successful completion of the GED® test. During the first year of the two-year pilot, GED Academy added additional content to prepare adult learners for the TABE® and HiSet® online tests, in addition to the GED®. The additional

content aligned with California legislation that increased the number of vendors with tests approved to meet requirements for High School Equivalency. Collectively, all three online tests are referred to as High School Equivalency or HSE exams.

During the initial phase of the pilot project, OTAN held an orientation webinar and staff from Essential Education’s GED Academy provided training and technical support, including site visitations when warranted. During the first few months after implementation, the GED Academy’s California liaison and the Director of OTAN followed up with site pilot project coordinators via e-mail and phone calls to check on progress and to answer any questions.

At the six month mark, an online survey was sent to coordinators at all participating pilot project sites to solicit feedback. If a message bounced, or if the coordinator did not reply to the survey, the OTAN Director followed up with a personal phone call. Of the 41 participating sites (Exhibit 2.5), seven messages bounced because the coordinator had left the agency. After conferring with the site principal, four of the seven agencies decided to relinquish their assigned licenses. Those seat licenses were then re-distributed to other agencies.

The OTAN GED Academy Pilot Project will continue for one more year. Agencies will be monitored and provided with necessary technical assistance and training throughout the pilot. Each agency will provide the following information at the conclusion of the pilot project:

- Number of students who were provided a seat license
- Number of students who completed teacher-assigned academy modules
- Mode of student access (online at home, online at the agency, combination)
- Anecdotal information that may assist with future pilots of a similar nature

Data will be shared with the OTAN Advisory Committee and with the CDE. The information will be used to assist OTAN and the CDE in future decisions regarding online and blended learning environments.

### Curriculum Focus Webinars

OTAN offered a series of three webinars, each focused on different

GED Seat License Pilot Project Participating Agencies	County
ABC Adult School	Los Angeles
Alameda Adult School	Alameda
Anderson Valley Adult School	Mendocino
Berkeley Adult School	Alameda
Central Adult School	Fresno
Central Union Adult School	Imperial
Compton Adult School	Los Angeles
Corning Adult School	Tehama
Elk Grove Adult and Community Education	Sacramento
Fairfield-Suisun Adult School	Solano
Fremont Adult and Continuing Education	Alameda
Fremont Union High School District Adult School	Santa Clara
Fresno Adult School	Fresno
Glenn Adult Program	Glenn
Grossmont Adult School	San Diego
Hamilton Adult School	Glenn
Hesperia Adult School	San Bernardino
Jefferson Adult School	San Mateo
Learning Quest Stanislaus	Stanislaus
Livermore Adult Community Education	Alameda
Madera Adult School	Madera
Merced Adult School	Merced
Mt. San Antonio College	Los Angeles
Mt. San Jacinto College	Riverside
Oakland Adult School	Alameda
Placer School for Adults	Placer
Pittsburg Adult Education Center	Contra Costa
Roseville Adult School	Placer
San Mateo Adult School	San Mateo
Santa Monica-Malibu Unified School District	Los Angeles
Simi Valley Adult School and Career	Ventura
South Bay Adult School	Los Angeles
Stockton School for Adults	San Joaquin
Tamalpais Adult School	Marin
Torrance Adult School	Los Angeles
Tulare Adult School	Tulare
Ventura Adult and Continuing Education	Ventura
Volunteer Center of Santa Cruz County	Santa Cruz
Watsonville Aptos Adult Education	Santa Cruz

Exhibit 2.5

online curricula suggested by the OTAN Advisory Committee members.

### **Online Curriculum Series, Part 1 - January 21, 2015**

Blended Schools Network (BSN) provides benchmark quality online curriculum for the K-12 marketplace, complete hosted course authoring tools, professional development for teachers, and a learning management system (LMS) environment. BSN content serviced over 300,000 course enrollments last year through member school districts. Through BSN, schools have access to 212 different K-12 courses with over 15,000 lessons, 12,000 videos, and 8,000 distinct modules. Schools and districts rely on the highly engaging content to create a blended learning environment for their students to ensure improved opportunities for student success.

OpenEd is the largest K-12 educational resource library, offering over 1,000,000 free assessments, homework assignments, videos, games, and lesson plans for every Common Core Math, Language Arts, Literacy, and Next Generation Science standard. OpenEd makes it easy for teachers to find and assign resources to their class by providing lesson plans (list of videos and assessments) for every grade and subject. Teachers can modify these lesson plans or create their own.

OpenEd is used to perform resource-oriented teaching by over 100,000 teachers. Some awards it has gathered include the 2014 “Best in Show” award at ISTE for the assessment tool, 2014 Trendsetter award for its Open Source Catalog from EdTech Digest, and the 2014 Awards of Excellence from Tech & Learning.

CK-12 provides open-source content and technology tools to help teachers provide learning opportunities for students globally. Free access to high-quality, customizable educational content in multiple modalities suited to multiple student learning styles and levels allow teachers, students, and others to innovate and experiment with new models of learning. CK-12 helps students and teachers alike by enabling rapid customization and experimentation of teaching and learning styles.

### **Online Curriculum Series, Part 2 - March 27, 2015**

Learn360 is a video service where teachers and students can stream or download from a library with over 11,000 full videos and 100,000 video clips, teacher guides, audio programs, original source newsreels, images, math activities, science diagrams, timelines, and other valuable resources. Learn360 materials are aligned to Common Core, State and National Standards. Finding the right clip is easy for all teachers and students.

KET’s program Fast Forward, is a comprehensive, mobile-friendly online course to help students prepare for the tests that will open doors to college, career, and the world beyond. There are self-paced courses, pre-tests to evaluate levels of need, alignment with GED® Test, HiSET, TASC, videos introduce and clarify concepts, and courses are aligned with Common Core State Standards and College and Career Readiness Standards.

**Online Curriculum Series, Part 3 - May 11, 2015**

EASY, the Way to Learn English, offers a full interactive ESL curriculum from newcomer through intermediate. The scope and sequence for EASY Part 1 includes six courses for entry level through intermediate students. EASY at Work is designed for high beginner to advanced students to teach job readiness and employability skills. EASY is closely correlated to CASAS and BEST Plus Literacy Skills. This series covers job search, interviewing, employer requirements and expectations. EASY is also available on a mobile app so learners can interact with the materials at any time! More information is available at <http://www.easyesl.net> 

The Business SoftSkills Company provides a series of job readiness and soft skills video courses. Each video lesson is made up of short, informative chapters of information using role playing, case studies, exercises, and a review and quiz. The Career Enhancement Set includes 13 video lessons, Student Workbooks and Instructor's Guide, true or false tests, and Quick Reference Cards. The video set is closed captioned and used by adult education agencies, community colleges, military facilities, prisons, and individuals. Materials are available for licensing either online or in DVD format. For more information, visit <http://www.businesssoftskills.com/> 

NROC - The NROC Project is a national, non-profit movement impacting college and career readiness. The project is funded by the Bill & Melinda Gates Foundation, The William and Flora Hewlett Foundation, and most importantly by NROC members across the country. Member institutions represent more than six million students from middle school to college across the U.S. NROC believes in open and equal access to education and the power of new media to personalize learning. Content and applications to impact student success are publicly delivered Web sites like HippoCampus and EdReady.





## Support Transition of Adult Learners to Work, Training, and Postsecondary Education

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

### Online Transition Skills Course

“Writing, College Transitions and Career Development” (also known as the “ABE Transition course”) was developed for Moodle in 2011/2012. OTAN continued to support it. The course is aimed at helping intermediate high ABE students to explore transitioning into a higher-paying job or further education. Created by two experienced ABE teachers, the course provides a “Personal Success through Writing” review topic as well as two exploratory paths of seven study units in “Success in School” and 11 study units in “Job Preparation.”

Embedded within the course are materials and resources from “*Integrating Career Awareness into the ABE & ESOL Classroom*”, a publication from the National College Transition Network, and provides teachers with additional student activities. There is also a Jeopardy™-like interactive game called, “What’s Next?!” that is a fun classroom activity teaching skills needed to transition to college or the work force. There is also a companion vocabulary app, “Words4U,” that gives students the ability to study words and play matching games to help build their vocabulary.

Any teacher from a WIA Title II funded agency can request a copy of the course and will receive an orientation and continued technical support.

Additionally, in 2014-15, one of the original creators, Debbie Jensen, also shared with the adult education field a course about Professional and Interpersonal Skills (a.k.a. Soft Skills) for Career Success. (Exhibit 3.1)



Soft Skills for Career Success

Course Overview:

Introduction	Soft Skills
<ul style="list-style-type: none"> <li>o Block 1: Overview and Syllabus</li> <li>o Block 2: Unit 1: Why Should I Care about Soft Skills?</li> <li>o Block 3: Soft Skills in the Workplace</li> </ul>	<ul style="list-style-type: none"> <li>o Block 4: Time Management</li> <li>o Block 5: Positive Attitude</li> <li>o Block 6: Teamwork</li> <li>o Block 7: Problem-solving</li> <li>o Block 8: Work Ethic</li> <li>o Block 9: Self-confidence</li> <li>o Block 10: Prioritize Projects</li> <li>o Block 11: Receiving Criticism at Work</li> <li>o Block 12: Working Under Pressure</li> <li>o Block 13: Video Assignments</li> <li>o Block 14: Final Test and Assignment</li> </ul>

-  Student Tutorials on Using Moodle (PDF)
-  Syllabus
-  Notes to Teachers

**COURSE REQUEST**

OTAN is providing this course to the CA adult education field at no cost. The course can be hosted by OTAN here on this site, or if you have your own Moodle server, you can host your own copy. [Fill out the form here](#). OTAN support will get back to you within a reasonable period of time.

**ACTIVITIES**

-  Assignments
-  HotPots
-  Lessons
-  Quizzes
-  Resources

Exhibit 3.1

Employers state that one critical need for successful employees is an understanding and use of vocational soft skills. This course identifies those skills and goes over individual skills.

At the end of this course, the learners will:

- be able to identify soft skills
- understand what skills employers are looking for
- learn how to manage time
- create and sustain a positive attitude
- work well on a team
- identify different ways to solve problems
- know what employers are looking for in an excellent employee
- prioritize projects
- know how to receive criticism
- work successfully under pressure
- write a 250 word essay on “What I Have Learned”

**Provide Professional Development and Support for Student ePortfolios**

In the June 17, 2015 online presentation, “ePortfolios for Empowered Students and Happy Teachers,” adult education teachers who participated in the OTAN pilot this school year, shared how they explored the use of Google Drive for the purpose of creating electronic portfolios for adult learners. The goal was for the adult learner to understand that he or she could have a collection of documents and other files online. These documents could be made private or could be shared publically for the purpose of showcasing and reflecting on the process and the outcomes of his or her learning. By creating a personal Google account the learner, as the owner of his/her online documents, would be able to share them with future teachers and potential employers. Participating teachers also shared how they were using other Google tools to increase the intensity, frequency, and effectiveness of communication with the learners. The teacher-participants were:

- Debbie Jensen, Baldwin Park Adult and Community Education
- Suzanne Murphy, Pittsburg Adult School
- Jennifer Gagliardi, Milpitas Adult Education

### **Baldwin Park Adult and Community Education ABE**

Debbie Jensen works as an ABE teacher at Baldwin Park Adult and Community Education in Southern California. She also works with OTAN on developing online courses and evaluating technology in the classroom. She uses ePortfolio with her ABE students using Google apps to show their best work both individually and collaboratively. Her students are expanding their portfolios to include job focused student documents such as resumes, job searches, applications, and cover letters. Students put their presentations on their class Google site, <https://sites.google.com/site/bpacebasics/> .

According to Debbie, some of her students come to class fearful of technology. From the first day she tried to make a safe place for them to try, fail, and try again until they succeeded with this new online world. She demonstrated any task over and over, and inevitably she made mistakes. She tried new uses of online applications and talked her way through the instructions, making blunders as she went. Debbie says that it makes for a bit of discomfort for her, but the students see her fail and do not worry so much when they fail.

This group of students came to Google Drive and Google sites in March of 2015. One of the assignments was to use Google Slides and introduce themselves, including where they were from, using Google Maps. Students learned a lot about features such as permissions and sharing, and the option to make presentations available to the public. The shared presentation titled, "Tech Terms," required each student to look up the definition of a technology term and find an image to illustrate it. This proved to be a fun way to expand vocabulary.

The major success was that students embraced the technology. Those who were afraid at first taught each other and the presentations were well received. Students were excited to see their work online and be able to share it with others.

In the fall, Debbie plans to expand the ePortfolios to include vocational applications such as memos, resumes, cover letters, and job searches.

### **Pittsburg Adult Education Center CTE/ASE**

Suzanne Murphy is a full-time Transition Specialist and Career and Technical Education (CTE) Department Chair at Pittsburg Adult Education Center in Pittsburg, CA. As the Transition Specialist, with the help of a Policy to Performance (P2P) grant that was awarded to her school four years ago, she established a program that connects students to their local community college. As the coordinator of the school's CTE program, she oversees the CTE departments and the school's FOCUS grant from CalWorks that provides a six-week academic and career program for their clients as they are job searching. Her experience with ePortfolio began with an OTAN ePortfolio pilot project in 2010 in another school district where she was a CTE business

teacher. Over the years her program changed from using a commercial electronic portfolio product to using Google apps, such as Google documents, sites, voice, and calendar, because those products were free and accessible through the school.

According to Suzanne, as her adult learners went through the job search process, much of the information they submitted to employers was online. Employers asked for links to their online portfolios and presence such as LinkedIn or Facebook. Suzanne’s learners created ePortfolios in Google Sites in order to learn how to post their resume, references, and certifications, and make them public or private at a click of a button. Students used this site as a way to store all their necessary job search information, but also they could e-mail the link to an employer or network to help them in the search process. By the end of the year, most sites were still a work in progress. On their own the adult learners created a profile, uploaded a picture, a resume and copies of their certifications where applicable, as shown in the following examples:

- <https://sites.google.com/site/jaimepetilo546/home/profile> 
- <https://sites.google.com/site/smurphpractice/> 
- <https://sites.google.com/site/jamiebeckwith27/> 

### Milpitas Adult School Citizenship Preparation

Jennifer Gagliardi has been teaching ESL and Citizenship at Milpitas Adult School in California for more than 12 years. She also maintains U.S. Citizenship Podcast ([uscitizenpod.com](http://uscitizenpod.com) ) , a daily blog about Citizenship, Naturalization, and Immigration news and resources. By year’s end, her students completed a class project in which they developed individual ePortfolios that documented their preparation for the U.S. Citizenship Interview.

(Exhibit 3.2) Eligibility for U.S. citizenship is associated with a very tangible item: an applicant’s legal permanent residence card or his/her Green Card. The participants in Milpitas Adult School Citizenship class used Chromebooks to create a collaborative Google Slide show about Eligibility. Students copied a master slide which displayed a photo of a green card. Students then replaced the name, date, country, and other info on the Green Card master with their own info and added the title, “I have been a legal permanent resident for \_\_ years.” Then the students took pictures of each other and directly uploaded these photos to their ePortfolios and Google drive and added them to their revised Green Card. They exported their slides to one class slide show which seemed to grow before their eyes. Students were transfixed as they read through the



Exhibit 3.2

display together--a real bonding moment. See the slide show here: Citizenship Eligibility <http://goo.gl/aZ1l8Z> 📄.

To view the Citizenship ePortfolio Deliverables, see <http://www.uscitizenpod.com/p/citizenship-eportfolio-project.html> 📄.

### Support Transitioning Goals and Tracking for Core Performance Follow up with Social Media

Online and conference presentations by OTAN demonstrated examples of how adult education programs, individual administrators, and teachers use Facebook and Twitter.

Online workshops were held in November 2014 and February 2015. Three face-to-face workshops were held at Vista Adult School in August 2014. The 2014-2015 workshop covers both Facebook and Twitter.

For a number of years OTAN staff have been curating resources on the topic of social media in adult education in the form of an Electronic handout at <http://webtwopointohinadulted.wikispaces.com/Social+Networking> 📄. The presentation identifies three main reasons why Facebook is being used in adult education:

- Using social networking media carries the promise of more exposure for adult schools to potential learners not currently being served.
- It reinforces and deepens communication with the existing alumni population. Additionally, it may help collect the Core Performance Follow-up data that is the requirement for the National Reporting System for Adult Education Programs.
- Educators use these tools to create personal professional development networks and model lifelong learning and civic participation.

OTAN has a robust presence on Facebook and Twitter and models the appropriate use for the field. (Exhibit 3.3).

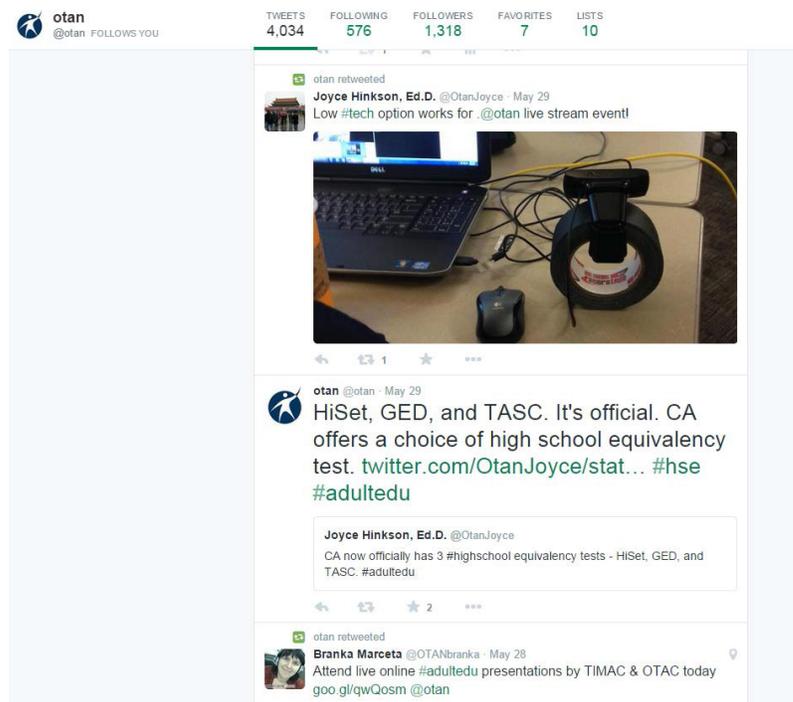


Exhibit 3.3



## Promote and Support Blended Distance Learning

### Competitive Selection for Community Model of Online Learning (CMOL) Pilot

OTAN disseminated a Request for Proposal (RFP), due August 1, 2014, to establish three pilot projects with the purpose of increasing the quantity, quality, and effectiveness of online and blended instruction to support adult learners. Proposals were requested from agencies that met the following criteria:

1. California-based, Workforce Investment Act, Title II, Adult Education and Family Literacy Act (WIA II, AEFLA) funded agency with a history of success serving adult learners
2. Implemented at least one online or blended course for adult learners
3. Have a math or transition focus
4. Participate in an Assembly Bill 86 consortium

The goals of the Community Model of Online Learning were to:

1. Initiate or enhance agency use of replicable, online and blended learning opportunities for adult learners through collaboration with agencies that were part of their regional consortium;
2. Decrease the amount of time students must spend in remediation courses to complete a high school diploma or equivalency or to transfer to career technical education, apprenticeship programs, community college, or an institution of higher education through use of EdReady (<https://edready.org> ) EdReady is a non-profit project focused on new models of digital content development, distribution, and use;
3. Leverage existing OTAN distance learning instructional resources and professional development offerings.

Preference was given to WIA II, AEFLA-funded agencies with a history of supporting adult learners. Proposed projects needed to focus on one or more of the following program areas:

- Adult Secondary Education (math)
- High School Equivalency testing (math portion)
- High School Diploma (math portion)
- Postsecondary transition skills

A webinar was held to provide any interested agencies with an overview of the RFP, requirements for qualified participation, and the proposed pilot



projects. A total of 16 participants attended the webinar, representing 14 adult education agencies. Eleven agencies submitted proposals for funding consideration. All proposals received initial screening and were determined to be from an eligible agency. A review panel consisting of OTAN and CDE staff members worked in teams of two to review randomly-assigned proposals.

Each of the team members read and scored the assigned proposals separately and then met to discuss. Scores from the two team members were averaged, resulting in a total score. Total scores from all teams were then reviewed and the three agencies with the highest scores were selected for funding. Although the original intent was to fund one agency located in the north, one central and one in the south part of the state, the selected agencies sorted by region in this manner:

1. Baldwin Park Adult and Community Education - south region
2. Fairfield-Suisun Adult School - north region
3. Torrance Adult School - south region

Each of the three winning agencies submitted a budget (which was subsequently approved by the CDE contract monitor) detailing how the \$75,000 grant was to be allocated.

Pilot project site administrators, coordinators, and designated classroom teachers participated in two informational webinars and also received face-to-face training on the EdReady site by the NROC staff. Each site was provided a customized EdReady Web site (Exhibit 4.1) and had the option to include their logo on the entry page.

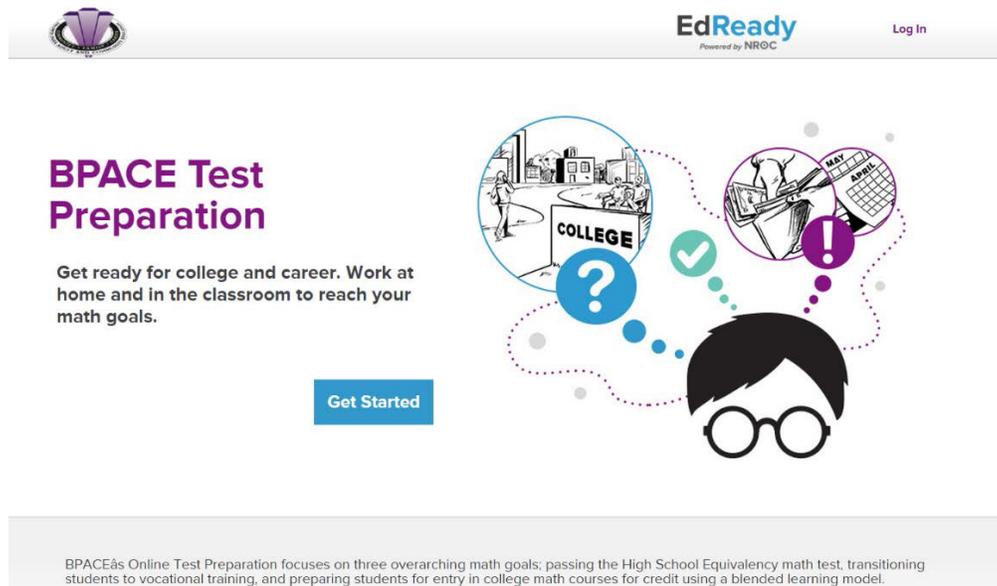


Exhibit 4.1

Paired pre- and post-test data were collected and analyzed by CASAS. Adult learners at all three sites showed significant\* gains in math. A total of 399 adult learners (based on unduplicated

enrollment figures) participated in the three pilot projects. Courses included:

- GED Prep
- ABE/Pre-GED
- High School Diploma.

Adult learners in the CMOL pilots came from a variety of educational backgrounds, that ranged from attending school for only three years to attending for 13 or more years. Participants ranged in age from 16 to more than 60 years old with the majority claiming English as the language in which they were most fluent, with Spanish being the second most frequently-spoken language.

CMOL project best practices were shared at the March 2015 Technology and Distance Learning Symposium and in OTAN newsletters and conference presentations.

### Baldwin Park Adult and Community Education

Test	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average gain
Math	53	218.85	225.17	6.32*
Reading	6^	216.50	224.50	8.00^

\* CASAS considers a gain of 3 points “significant”

^ N is too low for reporting

### Fairfield-Suisun Adult School

Test	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average Gain
Math	85	214.84	221.06	6.22*
Reading	92	224.78	231.41	6.63*

\* CASAS considers a gain of 3 points “significant”

### Torrance Adult School

Test	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average gain
Math	34	232.76	236.12	3.35*
Reading	6^	237.83	241.67	3.83^

\* CASAS considers a gain of 3 points “significant”

^ N is too low for reporting

## Outcomes

Even though full implementation did not take place until Fall 2014, every agency reported an increase from pre- to post-test results in math, which was the focus of the pilot project. The average math gain among all three of the pilots was an impressive 5.69. Fairfield-Suisun’s adult learners also posted pre- and post-test results in reading. Adult learners at the agencies in Baldwin Park and Torrance also showed a pre- and post-test gain in reading; however, the number of adult learners with matched scores was too low for reporting purposes.

### Host One Technology and Distance Learning Symposium (North)

OTAN’s annual Technology and Distance Learning Symposium (TDLS 15) was held at San Leandro Adult School March, 13-14, 2015 (Exhibit 4.2). Participants chose from more than 40 separate sessions with something for everyone. Attendees looking for ways to increase their knowledge of blended or online learning were able to choose from: “Orienting Students to Online Learning,” “Blended Learning in Family Literacy and ESL Classrooms,” “Distance and Blended Learning and Teaching,” or “Access to Learning through Online Education”. Those wanting to increase their personal tech skills attended: “Tech Tips for All,” “Using One Note as an Educational Tool,” or “Google Tools and Drive.”

Keynote speaker Merve Lopus, from Common Sense Media, provided a presentation titled, “Digital Literacy and Citizenship for Adult Learners and Their K12 Students.” He shared free digital citizenship curriculum and resources to help engage adult learners and families in activities that promote critical thinking, and using the Internet safely, respectively, and responsibly as a connected citizen.



There were several “firsts” at TDLS15: first time for a keynote to present online in real time from another city, first time that an AdultEdu “Tech Slam” was included in the Symposium, first time for all evaluations to be collected electronically, and first time a QR code on attendee

Exhibit 4.2

badges was used to link directly with the online schedule and to view live Tweets (#tdls15).

All attendees at TDLS 15 contributed to making it a fun, collaborative, and collegial event. OTAN would like to acknowledge and thank the administration and staff from San Leandro Adult School for their gracious hospitality in hosting the symposium. Kudos to Superintendent Mike McLaughlin, San Leandro Adult School Principal Brad Frazier, and the San Leandro Unified School District Board of Education.

Handouts and presentation materials are available to view and download at the TDLS 15 Web site at <http://www.otan.us/tdlsymposium> .

### **Support Administrators in Planning For Online Instruction**

With the retirement of the Innovation Program application and the transition to the new Workforce Investment and Opportunity Act (WIOA), and under the guidance and direction of the California Department of Education, OTAN developed the “Technology and Distance Learning Plan.” This application is a new required deliverable for all adult education agencies as part of the WIA Title II EL Civics, Civic Participation grant program. In this transition to WIOA requirements, OTAN provided extensive support, training, and guidance for new agencies who applied for the grant for the first time or well-established agencies that had completed prior year WIA Title II grant applications.

This new application specifically required agencies to provide a vision statement for program development as it relates to technology integration and blended learning. The plan also required agencies to define a technology and distance learning team, define funding considerations, gather a learner needs assessment as well as a teachers needs assessment, and to define specific goals aligned to ISTE-S Standards. The plan also asked agencies to define program structure for how instruction is delivered, what professional development was needed (based on the prior needs assessments), and what instructional materials were used and how the overall plan was to be evaluated.

Since the Technology and Distance Learning Plan is a new deliverable for all adult education agencies receiving grant funds. OTAN provided eight online webinars reviewing the new application. In addition, OTAN staff met individually with agency team members to ensure they were completing the plan document correctly. Extensive outreach also encouraged those agencies that needed to complete the plan to do so before the deadline date of January 31, 2015.

As OTAN receives more guidance and direction from CDE regarding the implementation of the new WIOA program guidelines and deliverables, OTAN will continue to provide technical support to the field.

### **Support Blended and Online Courses Developed by OTAN**

Blended learning is defined as any time a student learns, at least in part, at a supervised brick-and-mortar location away from home and at least in part, through online delivery with some

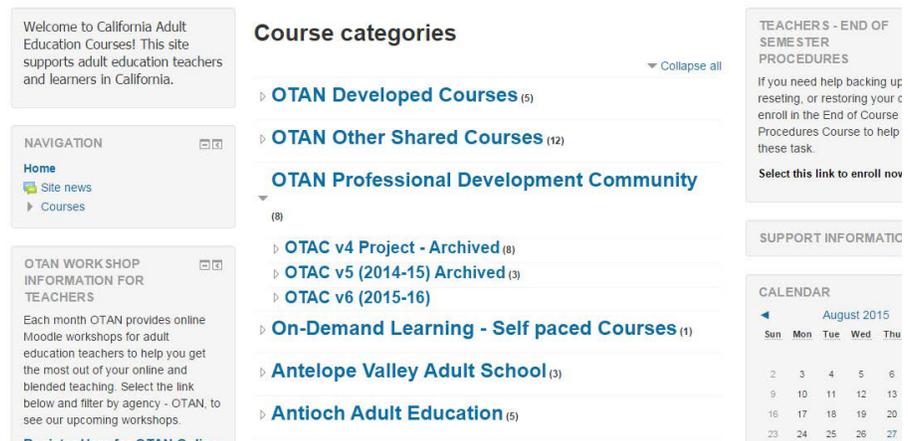
element of student control over time, place, path, or pace. It is used synonymously with “hybrid learning.” Since OTAN staff works with agencies submitting the Technology and Distance Learning Plan (formerly the Innovation and Alternative Instructional Delivery Programs) applications and evaluations, they are aware of how agencies are using blended instruction to meet adult learners’ academic needs.

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

Through OTAN’s effort to support and train teachers in the use of a course management system (Moodle), more and more adult education teachers are using Moodle as an online component to their face-to-face instruction (Exhibit 4.3). OTAN provides online and face-to-face workshops to provide Moodle orientation to adult education teachers.

During the past year, OTAN fulfilled over 45 requests by teachers for online course shells. These course shells provide teachers the platform to create and design their own courses to meet the specific needs of their learners. OTAN provides technical support and other assistance throughout the year.

### California Adult Education Courses



OTAN offered five courses that were developed in past years. Titles included: *OTAN Student Tutorials*, *Advanced ESL*, *College Transition and Career Development (for learners)*, *College Transition and Career Development Support course for Teachers*, and a *USA Learns Wrap Around Course* that aligns with the USA Learns online curriculum. Courses are reviewed every year to ensure the materials and hyperlinks are still valid and working correctly.

Exhibit 4.3

During the year, copies of the following OTAN developed courses were requested as follows: three Advanced ESL, five College Transition and Career Development, and two USA Learns Moodle Wrap Around Course.

In addition to courses created by OTAN, there are other courses shared by California adult education teachers or found through other shared course repositories. Any adult education

teacher and OTAN member who has Moodle experience or training can request a copy of these courses to use with their learners. Each course is licensed as Creative Commons and teachers are allowed to modify the courses to meet learner needs. The list below represents the current OTAN Other Shared Courses:

- Advanced ESL - Additional Topics
- CAHSEE Math
- Cool Tips 101 - Teacher Training
- Developmental Math - Standards
- Digital Citizenship
- EL Civics through Distance Learning
- ESL Citizenship Preparation Course
- Getting Ready for College
- Professional and Interpersonal Skills (a.k.a. Soft Skills) for Career Success
- Tech Tools for Teachers
- The Write Stuff (Advanced ESL Writing)

### Support Blended/Online Courses Developed by Other Entities

OTAN supports hundreds of online courses through its Moodle site <http://adulthoodcourses.org>.  With over 150 teachers using this resource, the demands for current resources to enhance online teaching and learning has grown. Providing engaging content and synchronous communication tools for teachers and learners are helpful in the online teaching environment. For this reason OTAN continued support for two Moodle activities. The first Learn360 provided teachers with thousands of online content titles they could easily embed into their courses. The second, using the Web conferencing tool Adobe Connect, allowed teachers to create real-time synchronous discussion, tutoring sessions or online lectures for learners. Each activity provided ease of use with a single sign-on feature, allowing teachers and students to move from Moodle to Learn360 or Adobe Connect without additional login requirements. Read more about these activities below.

#### What is Learn360?

Learn360 is an online media and content service providing over 80,000 multimedia clips and resources on a variety of topics. Teachers can seamlessly integrate Learn360 media into their Moodle course. Content was provided from more than 80 educational producers including; A&E History, National Geographic, National Science Foundation, and more. Also available popular series such as; Math Mastery, Get a Life-Career Options, Health Care and Technology: STEM Careers in Two Years, and Harold Syntax Guide. There are new videos on Career and Technical Education, Trade and Industrial Skills, Health, Guidance, Nutrition, Government, Science, and Literature.

#### What is Adobe Connect?

Adobe Connect is a live, interactive online meeting room where teachers can share audio, video, presentations, or their computer screen with their students. Teachers create meetings

and students attend all from within their online course. The meeting sessions can be recorded and viewed at any time. This new activity is as close to in-person teaching as one can get for an online and blended-learning environment.

These two components provided all the necessary tools available for teachers and learners alike to continue their learning and collaboration from anywhere, at any pace and at any time. OTAN will continue to explore new services and activities that would benefit the adult education teachers and learners that use the OTAN Moodle site.

In August, OTAN upgraded the Moodle server (<http://adulthoodcourses.org/> ) to version 2.6. This upgrade included improved responsiveness for mobile platforms, better course and text editing, and streamlined course management.

### Conduct Focus Groups to Review Distance Learning Curriculum Recommendations

The purpose of the focus groups and subsequent distance learning product webinars was to inform the adult education field about future distance learning curriculum purchases. Based on interest, need, and recommendation of surveyed OTAN Advisory Committee members, several vendors were contacted and asked if they would be interested in presenting product solutions to address the needs of adult education agencies. Three dates were scheduled for the presentations with a total of eight vendors (Exhibit 4.4).

Date	Vendors
January 21, 2015	Blended Schools OpenEd.io CK-12
March 27, 2015	KET-FastForward Learn360
May 11, 2015	Professional skills for Business EASY (The way to learn English) The NROC Project



Exhibit 4.4

Each webinar was one hour in length and featured several curriculum providers. Each curriculum provider was allotted five PowerPoint slides and was given 15 minutes to provide a presentation which included:

- Screenshot
- Adult education target audience(s)
- Information about the curriculum or resource
- Names of California agencies that currently use the curriculum or resource
- Quotes, data, or other supporting information
- Contact information, Web or demo site

Vendors also distributed additional information through handouts to the webinar participants.

## Produce Annual Distance Learning Report

### Background

OTAN produced the thirteenth and final report in a series of research papers on the California Innovation and Alternative Instructional Delivery Program. The purpose was to provide current information on the implementation of distance learning (DL) and offer comparative information on adult education DL in California.

Prior to 2009-10, data used to develop this annual report came from three data sources that local adult schools were required to submit annually: Innovation Programs Applications from adult schools choosing to participate in the DL program, adult school program data reports including demographics, and data being submitted for the National Reporting System (NRS) to satisfy data collection requirements in receiving funding from the WIA Title II. Since 2008-09, the legislatively-required Flex Funding of adult education state funding has been in place which provided that the provisions and requirements of Education Code Section 52522 to be optional for local agencies to follow and would remain so until Flex Funding was discontinued. To date, Flex Funding has been extended through 2014-15. Under Flex Funding there was no legislated floor nor ceiling limit on the amount of budget local school districts could or should spend on adult education and its programs. Like the permissive nature of DL, there was no requirement for adult schools participating in the Innovation Programs to submit an annual application nor annual evaluation. Adult schools have been encouraged to submit applications and maintain the same records as before, because accountability would remain critical to the furtherance of DL in the future. Preparing applications and maintaining records incur costs that have deterred many adult schools from submitting applications and completing a thorough accountability documentation. Even though the state reporting requirements have been optional through Flex Funding, the federal NRS reporting requirements continue to be in force for participating WIA II agencies. Data reported through the NRS was used in this report to document the current status of DL in California.

With the implementation of Flex Funding, school districts were no longer bound by the California Education Code to serve adult learners, and State reporting requirements were no longer required. This action impacted the reported number of adult learners participating in the Innovation Programs during the following five years of flex funding implementation (2009-10 to

the current reporting program year 2013-14), resulting in an 88 to 87 percent drop in unduplicated enrollment (70,472 in 2008-09 to 9,151 in 2012-13 and to 9,471 in 2013-14 ). Current reporting enrollments for 2013-14 were less than half (43.5%) of the enrollments reported in the first reporting year (2000-01). Some school districts have persisted, continued, and even expanded their delivery of instruction via DL despite the costs for data collection and reporting. Many others made major cuts to DL programs, in some cases eliminating them entirely. Still others ceased offering instruction to adults all together. This presented a denial of educational access for over 61,000 least educated most in need learners and their families who were previously engaged in critical core curriculum programs of adult literacy that were assisting them to become more independent and more economically self-sufficient.

Innovation Programs participation was, and has been available only to state-funded adult schools in the K12 system. In 2008-09 the former federal Office of Vocational and Adult Education, currently Office of Career, Technical, and Adult Education (OCTAE) issued assessment requirements and guidelines for programs seeking WIA II reimbursement for learner gains in DL courses; California began requiring all WIA Title II funded agencies to submit an Innovation Programs application if any of their federal fund reimbursements were generated from use of DL instruction. Since no additional funding was attached to DL, no additional agencies have applied.

Through six program years (2005-06 to 2011-12), this report compared and contrasted key outcome data between classroom learning, distance learning only (DL Only), and a blend of classroom and distance learning (DL Blended). The importance of DL Blended as an effective intervention whenever possible was clearly documented. This had major program implications at the state and national levels. When classroom and the Innovation Programs data were compared, it was clear that the DL Blended approach provided consistently superior results than either face-to-face classroom or DL by itself in increasing student learning outcomes.

In California, the adult education DL Blended model had a very specific description. It referred to adult schools with Innovation Programs that offered somewhat simultaneous classroom and DL courses in which learners could dual enroll. The key considerations were that each course must have its own approved course outline, course number, assigned instructor, separate student roster, and distinctive and different full-length course materials. The courses could share the same course outline (California Department of Education, Adult Education Form A22), meaning the courses covered the same designated competencies, but the course materials must be different, and each course had its own course number.

### **Data**

Data for this report came from learners monitored on their progress throughout the time they were enrolled in WIA Title II funded programs. From this data reported to the NRS, three categories of the percentages of learners were combined: those completing an instructional level and moving up into a higher instructional level; those leaving the program after completing an instructional level, and those progressing within but not completing the same instructional level. The degree of positive impact or attribution attained by each program area was documented. ABE (Adult Basic Education), ASE (Adult Secondary Education), and ESL (English as a Second Language), all experienced higher percentages of positive impact in 2013-14 compared to the prior year

2012-13:

- For ABE, the positive impact was 94.3 percent compared to 66.2 percent for the prior year, a 28.1 percent positive gain.
- ESL had 86.6 percent compared to 77.0 percent, a 9.6 percent positive gain.
- ASE had 84.2 percent compared to 72.3 percent for the prior year for a 10.2 percent positive gain.

Results from the two negative status categories (left program before attaining an instructional level completion or not showing up for instruction or attending less than 12 hours) between the two years, showed that the 2013-14:

- ABE results had more positive trends with 28.1 percent fewer enrollees either 'left or had insufficient attendance) than enrollees from 2012-13;
- fewer (17.8 percent) ESL 2013-14 enrollees had either 'left or had insufficient attendance' than did enrollees in 2012-13; and
- 14.9 percent fewer 2013-14 ASE enrollees comprised the two negative status categories.

For the past two years, 2012-13 and 2013-14, the results had a dramatic positive change of 14 to 22 percent gain from the 26 to 28 percent attained during prior four years (2008-2012) for learners completing and moving up to a higher instructional level.

When data from ABE, ASE, and ESL were aggregated collectively, a greater percentage of enrollees were found to have completed one or more educational levels and either moved up a level or left the program since the implementation of flex funding than before flex funding was implemented. Programmatically, this was more dramatically true for both ABE and ESL than it was for ASE.

The enrollments in distance learning for K-12 were contrasted against those for adult education. In the most recent reported year, 2012-13, there was over a 100 percent difference in enrollments between K-12 enrollments in distance learning which grew 76 percent while adult education enrollments had a loss of 34 percent. The data also showed that enrollments over 2008-13 in distance learning increased by 289 percent in K-12 compared to an 88 percent decrease in distance learning enrollments in adult education.

The second demographic contrasted was the DL enrollments for each geographic region in the state. Besides the general overall dramatic reduction in DL enrollment experienced when Flex Funding was implemented, there were subtle but salient proportionate enrollment percentage share shifts among the geographic regions.

The four largest region enrollment and proportionate share losers in 2013-14 were:

- Los Angeles went from an enrollment of 49,416 to 45,186 with -20.3 percent share loss;
- South Bay went from 6,166 to 6,004 and with a -6.4 percent share loss;
- Bay went from 6,176 to 5,874 and with a -4.9 percent share loss; and
- Capitol went from 5,081 to 4,651 with a -2.1 percent loss.

Five regions made proportionate percentage share gains from the apparent losses made in 2013-14 by Los Angeles, South Bay, Bay, and Capitol and they were:

- Southern with 17.8 percent gain
- Delta Sierra at 12.2 percent
- Costa del Sur at 2.4 percent
- Central Valley at 1.3 percent
- North Coast at 1.0 percent

The third demographic contrasted was gender:

- Female enrollments outnumbered males two to one.
- The proportion of female DL enrollments in all three program areas increased from 60.9 – 67.6 percent during regular funding to 62.5 – 71.8 percent during Flex Funding compared to male enrollments which went from 32.4 – 39.1 percent during regular funding to 28.2 – 37.5 percent.
- The strongest difference in the proportional share of enrollment between females and males occurred in ESL with a 9.0 percent increase, increasing from 62.8 percent in 2008-09 to 71.8 percent in 2013-14. Males showed a corresponding 9.0 percent decrease, decreasing from 37.2 percent to 28.2 percent

The fourth demographic contrasted was age groups which displayed a decrease in enrollments for 2013-14 across all age groups over all three program areas:

- The percent or proportional share of enrollment decreased in 2013-14 compared to 2008-09 across each program area for each age grouping except those aged 31 to 40.
- The age group 31 to 40 increased 21.0 percent for ABE, 24.6 percent for high school diploma or GED, and 25.9 percent for ESL.

The greatest decrease in 2013-14 for the proportional share of enrollment varied for each program area:

- ABE was the least affected in decreased percentage shares with a 8.4 percent decrease for those aged 51 to 61.
- High School Diploma or GED preparation programs showed a 20.7 percent decrease for those 16 to 20 years of age. This marked decrease could indicate a diminished role DL recently had under Flex Funding with the high school drop-out recovery efforts.
- ESL was 16.6 percent for those 21 to 30 years of age.

The fifth and last demographic contrasted was Highest Degree of Education enrollees had attained prior to enrollment in DL. DL continued to mainly serve the least educated in ABE, HS, and GED programs.

- ABE, HS, and GED programs increased their proportional shares of enrollment across the

demographic of Highest Degree Earned during flex funding for learners enrolled in those programs without a diploma of high school graduation nor a certificate for successfully passing the GED.

- ABE went from 54.6 percent to 58.0 percent and ASE went from 77.8 to 80.8 percent.
- ESL had their proportional share decrease from 54.9 percent in 2008-09 to 43.7 percent in 2013-14.

In the school year 2014-2015, the Adult Education Office in the Career & College Transition Division, California Department of Education, discontinued this program and the related online planning tool. In the same year, a new planning tool was introduced in the form of the Technology and Distance Learning Plan which combines elements of both the EL Civics Technology Plan and the Innovation and Alternative Delivery Program Application.

The redesign was based on input from the field during the many years of facilitation of both planning tools, as well as suggestions from the reviewers. Reviewers included teachers, coordinators, and administrators representing a variety of agencies serving adult learners. In addition to the online planning form, there are two other deliverables:

- \* Technology Integration Skills Self-assessment for Instructors and
- \* Survey on the Use of Computers, Mobile Devices and Internet for Adult Learners.

Future reporting on distance learning will include data from the new Technology and Distance Learning Plan as well as CASAS-collected data under the WIA Title II and WIOA Title II grants.



## Promote Online Learning

Support for California adult education distance learning programs and instructors is needed to move the field in the direction of offering more online and blended learning opportunities. Throughout the year OTAN offers continuous assistance for this effort through phone conferences, online communication and support and online instructional workshops on a variety of online learning topics. One of the online learning topics OTAN presented was how to use a learning management system to create online courses for adult learners. OTAN also provided face-to-face training upon request. Additionally, OTAN provided presentations at adult education professional conferences within California as well as nationally. Furthermore OTAN hosted the Technology and Distance Learning Symposium providing two days of workshops and information on a variety of technology and online teaching and learning subjects.



### Online Teaching Academy

The Online Teaching Academy (OTAC) continued into its fifth year in 2014-15 providing participants with instruction, training, and practice in online teaching for adult instruction. The Academy accepted 10 teachers from across the state (Exhibit 5.1). Participants received individual support for either the initiation of online teaching or for further development of their online teaching goals.



Exhibit 5.1

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

**OTAC v5 (Version 5) Participants and Mentor Teachers.**

**TABLE 1 LIST OF OTACV5 PARTICIPANTS.**

<b>Participant Name</b>	<b>Adult Education Agency</b>	<b>CDE Region</b>	<b>Administrator</b>
Sandra Davenport	Pittsburg Adult Education Center	4	Lynne Nicodemus
Susan Hoopes	Oroville Adult Education	2	Jeff Ochs
Dori Campbell	Mt. San Jacinto College	9	Teri Safranek
Dan Andrew Legaspi	Downey Adult School	5	Blanca Rochin
Leonor Gonzalez	Downey Adult School	5	Blanca Rochin
Sharon Mason	Palo Alto Adult School	5	Alexandra Scott
April Oliver	Santa Rosa Junior College	1	Marti Estrin
<i>Selene Kurland*</i>	<i>LAUSD DACE Harbor Service Center</i>	<i>11c</i>	<i>Imelda Macias</i>
Martha Robles	Cerritos College	12	Graciela Vasquez
Carol Gonella	San Mateo Adult School	4	Tim Doyle

**\*Member withdrew due to health considerations**

Exhibit 5.2

OTAN provided OTAC participants with an online learning experience through a facilitated course offered through EdTech Leaders Online (ETLO) titled, “Teaching Students in Blended Classrooms.” This course was designed to prepare educators to teach in a blended classroom environment. Participants learned effective strategies for managing and teaching students in blended environments and explored the ways blended learning can effectively support standards-based teaching and learning in all subject areas. Participants learned techniques to foster learner collaboration in an online learning community through online discussion and group projects and to assess student work. Participants also learned to meet the learning needs of all students by selecting and using a variety of teaching strategies that aid in personalizing learning for students. During the course, participants learned about and practiced using tools to teach critical thinking skills, explored student academic integrity issues, and the safe and legal use of

online resources. Additionally, participants learned about and practiced using instructor tools in the Moodle course management system. Course content included online readings, Web-based and multimedia activities, and facilitated online discussions.

The online course ran from October 2014 through December 2014. During that time, course statistics showed the course was viewed thousands of times in each month, and participants posted hundreds of discussions. (See Exhibit 5.3) With over 8,700 views it was clear the content, resources and facilitation kept learners interested and engaged in the materials provided in the course. Participants contributed online posts to multiple discussion forums. There was a consistent effort of sharing and supporting each other within the course with each participant providing hundreds of posts.

**Statistics for Online Course Participation by OTAC Participants**

Month	Views	Posts
October 30, 2014	2377	200
November 30, 2014	3706	307
December 30, 2014	2643	367

Exhibit 5.3

The online course remains active with OTAC participants continuing to visit the course and review course resources as well as past discussion forums.

OTAC participants dedicated a significant amount of time to the project. Not only through their active participation in the online course, but also in the planning, development, and implementation of a blended learning activity or course by the end of the project year. Through course surveys, participants reported they spent an average of six hours per week working on the materials in the online course. From January 2015 through May 2015, participants reported a reduction in the number of hours per week working specifically on OTAC tasks. They found they spent more time in the planning and implementation of their teaching materials in order to transition to a more robust blended learning experience for their students.

Participants were required to develop an online or blended teaching project related to their program area of instruction. They could use course materials developed by OTAN or other adult educators willing to share their course materials, or develop a unique project of their own. Each participant created their plan as part of their online course. Each project was reviewed and modified by both the course instructor as well as through peer feedback and mentor support. Appendix E provides descriptions of each project in the program booklet for the OTAC and TIMAC final reports held in May 2015.

Although there were differing levels of self-reported completions of OTAC projects, all participants were committed to continuing their efforts to develop their online or blended learning efforts and to implement them with their learners. Many have shared their successes and plans to keep their projects continuing into the future.

**Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning**

OTAN continued to provide opportunities for the adult education field to participate in online workshops and forums related to online or distance and blended learning. These workshops were promoted through the California Adult Education Professional Development calendar, various newsletters including the OTAN Newsletter, the Teachers’ Digest, and the Administrators’ Digest. Each publication gave OTAN an opportunity to inform the field about OTAN online and face-to-face offerings as well as highlight activities and events for online or distance learning. In addition to these services, OTAN also provided frequent communications to the field through social media including Twitter and special FaceBook groups. For example, in the Online Teaching Academy FaceBook group there were an estimated 95 postings regarding online and blended teaching as well as other resources and research to support distance learning and related issues (Exhibit 5.4).

As the use of Moodle as a course management system grew within the adult education community, there were more opportunities to find courses developed by other teachers and share them with the field. Exhibit 5.5 gives details about two new courses. OTAN promoted and provided access to these courses through online workshops, Moodle training sessions and the OTAC and TIMAC projects.

**Support Online Learning**

For over 20 years OTAN has provided support and professional development opportunities for online learning. OTAN actively seeks new materials and resources for adult education teachers and learners. Through the past year, OTAN provided the following services and professional development opportunities for any adult education teacher to support their efforts to implement or develop online or blended teaching and learning:

- Hosting Moodle, an online learning management system
- Providing extensive professional development opportunities, both online and face-to-face workshops
- Connect to Moodle, an Adobe Connect product installed on

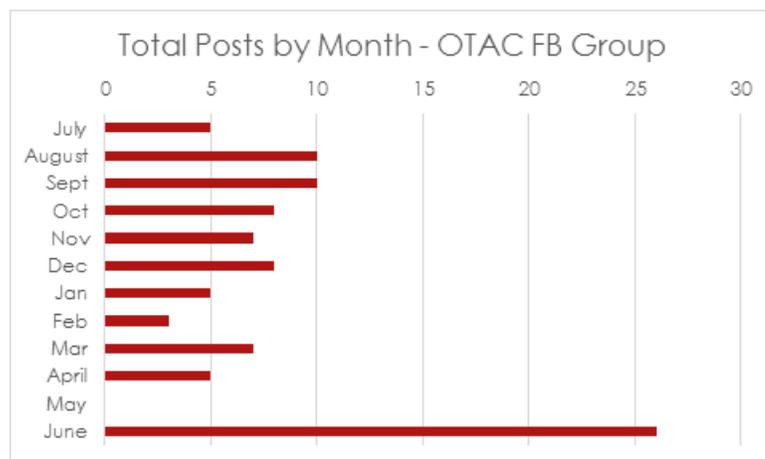
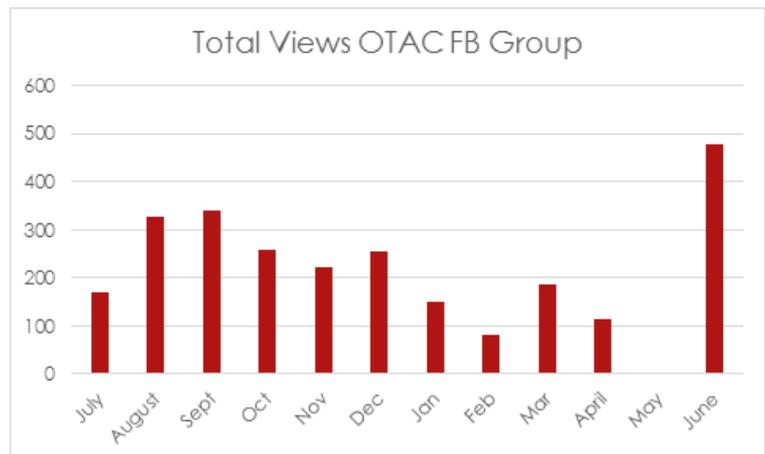


Exhibit 5.4

Course Title	Description	Developer	Agency
Getting Ready for College	This course is designed to help learners navigate and manage their learning goals to ensure their success. Topics include time management, note taking skills, enrolling in college, effective study skills and more. (This is an adapted course based on OTAN's "Transition to Higher Education, Path A – Success in School.")	Daniel Murray	Torrance Adult School
Professional and Interpersonal Skills (a.k.a. Soft Skills) for Career Success	This course focuses learners on the importance of professional skills in the workplace. Units cover time management, positive attitude, teamwork, ethics, problem solving and more.	Debbie Jensen	Baldwin Park Adult School

Exhibit 5.5

- the OTAN Moodle server to allow instructors real-time (synchronous) teaching opportunities
- Connect-the-Dots, an aggregating program allowing learners a dashboard of online learning tools with a single sign-on

OTAN contracted with two online learning experts Allison Mollica and Jared Amalong. Each guest brought their own personal experiences with online and blended teaching to OTAN members who attended their online sessions. (Exhibit 5.6)

Allison Mollica is a Google Apps for Education Trainer, Teacher and Google Apps Certified Administrator. Allison is an international Google Summit featured speaker and global trainer. She has worked with schools to develop a customized approach to deploying and leveraging Google Apps for Education in their environment. She has a background in both business and education with a MA.Ed. Technology in Education degree from Lesley University and Advanced Professional Certificate in Online Teaching. Currently a Virtual Instructor at New Hampshire's Virtual Learning Academy (a public 100% online school for grades 6-12), Allison facilitates learning for Web Design 1 and 2, Computing for College and Careers and Social Media. She also works in course and curriculum development.

Jared Amalong has been a full-time educator in English and Career Technical Education for over 10 years. His passion for technology and sharing his skills and expertise with others is highly regarded through professional development opportunities, conference presentations, and one-to-one training with teachers. Twice recognized as Placer County's Teacher of the Year, as well as a Google Certified Education Trainer, Jared continues his outreach and passion for teachers through the Capitol Region Academies for the Next Economy (CRANE) working to increase support and growth of ICT pathways, networking, and computer science.

### Support Online Curriculum Sites

OTAN continued to provide support and professional development on using USA Learns, including the availability of a supplemental Moodle course aligned to the USA Learns second course through conference presentations and online workshops. The USA Learns site is very popular and supported by staff at the Sacramento County Office of Education. Other sites OTAN oversees include the California Distance Learning Project that still receives significant Internet

**Allison L. Mollica, M. Ed | amtechnology.org**

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**Allison L. Mollica, M. Ed | Virtual Instructor | GAFE Trainer/Teacher**

Resume, Support for schools and organizations to leverage Google Apps for Edu. Official partner with Google for Education & Apps Events as international consultant, speaker and trainer. Contact me directly [allisonmollica@gmail.com](mailto:allisonmollica@gmail.com) for training, workshops & event scheduling. You can also find me in the [Google Education Directory](#). I am also a proud virtual instructor for NH's only virtual public school [www.vlacs.org](http://www.vlacs.org). See what the [Huffington Post](#) has to share about VLACS.





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Learning Activity



**Jared Amalongo**

Information and Communication Technologies Sector  
Coordinator at Placer County Office Of Education  
Sacramento, California Area | Education Management

Current Placer County Office Of Education, Placer County Office of Education - 49er Regional Occupation Program

Previous Roseville Joint Union High School District, Rocklin High School Football, Rocklin Unified School District

Education National University

[Send a message](#)

Substitution	Augmentation	Modification	Redefinition
<p>Tech acts as a direct tool substitute, with no functional change.</p> <p><i>cup of coffee</i></p>	<p>Tech acts as a direct tool substitute, with functional improvement.</p> <p><i>latte</i></p>	<p>Tech allows for significant task redesign.</p> <p><i>caramel macchiato</i></p>	<p>Tech allows for the creation of new tasks, previously inconceivable.</p> <p><i>pumpkin spice</i></p>
S	A	M	R

### The Five Keys to Success in a Blended Learning Classroom

AKA Things I wish I knew in 2011.

Exhibit 5.6

traffic from throughout the world.

OTAN continued and expanded support for resources available through NROC and the EdReady math preparation site. The Community Model for Online Learning (CMOL) provided three agencies with access to a customized Web site to help adult learners learn critical math skills to complete their high school equivalency or to prepare for college entrance examinations. OTAN collaborated with NROC to provide support and professional development for all three agencies throughout the year. The project will continue through the 2015-16 academic year. For more information on the CMOL project, review the section titled, Promote and Support Blended Distance Learning in this report.

### **Provide Synchronous Online Support and Technical Assistance via Online Chat, Discussion Boards, Posted Frequently Asked Questions, Phone, and Tutorials**

With changing technology and means and methods of communication, OTAN stayed current with the field by providing alternative means to communication. As mentioned earlier in the report, OTAN had a greater presence through social media including a FaceBook page, and Twitter account. OTAN leveraged these tools to disseminate information via multiple channels to gain the greatest coverage of our membership and those interested in adult education in California.

Professional development projects such as TIMAC and OTAC created specific FaceBook Groups to provide additional resources and information to current and past participants in those projects. Not only did OTAN initiate communication with these groups, but members also shared information and resources with each other. Social media tools are fostering a greater sense of community within California's adult education agencies. By connecting with these agencies, OTAN extends the reach of their work because posts are visible on multiple agency FaceBook pages.

In conjunction with OTAN Twitter posts, several staff have their own Twitter accounts and frequently posted resources, interesting sites, and new research. OTAN frequently "re-tweeted" these posts to disseminate the information. By using the power of networking, OTAN can reach beyond our membership to other adult education networks and interested principle individuals and agencies.

In support of online teaching and learning efforts, OTAN provided tutorials for our Moodle site. "Moodle Morsels" is a short series of tutorials to help teachers understand some of the nuances of course management. Several new "Morsels" were added during the 2014-15 year on topics that included: "Deleting Groups of Students Quickly," "Adding Non-editing Teachers," "Messaging Notifications," "How to Access Recordings from Adobe Connect," "Custom Welcome Message Creation," "Adding a Voki," "Badges in Moodle," and "How to Fix a Jump in a Lesson." In addition, OTAN also has a series of very simple student tutorials geared to low-literacy learners to help them in the process of creating Moodle accounts, signing on, and completing various Moodle course activities such as assignments and posting comments to course discussion groups.

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Moodle Course activity report. Retrieved July 18, 2015.



## Provide Current Research and Information to the Field

### Maintain, Expand and Update the OTAN Web Site and Physical Archives

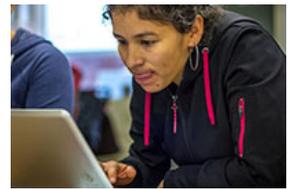
An important and ongoing task for OTAN is to provide current and critical information on all areas of adult education at the local, regional, state, and national levels through the OTAN Web site at <http://www.otan.us> . The Web site is continually being updated with new content gleaned from state and federal sources as well as from a variety of print and online resources focused on adult education.

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

Google Analytics is used as a way to track the number of visitors as well as certain geographic information. In previous years, OTAN used Google Analytics to track the total number of Web site visits, and to determine the number of new visitors as compared to returning visitors. In 2014, Google changed the way Web site visits were counted. As part of the change, Google replaced ‘visitors’ with the term “sessions”, with a session defined as the period of time a user is actively engaged with the Web site, app, etc. All usage data, including screen views, events, and e-Commerce are now associated with a session. Users have had at least one session within the selected data range, including both new and returning users. “Sessions” is the number of times the site was visited, whereas “users” is how many people initiated sessions.

According to Google Analytics, the OTAN Web site had 32,161 sessions from 21,714 users during 2014-15. Since the changes Google made to data tracking, “visitors” and “sessions” can no longer be matched for comparison from 2013-14 through 2014-15. New visitors to the OTAN site represented 66 percent (21,240) of the total and returning visitors 34 percent (10,921).

From July 1, 2014 through June 30, 2015, there were a reported 100,075 page views (274 per day). Visitors from over 160 countries accessed the OTAN Web site. People from the United States (29,497) Canada (328) Mexico (225) India (174) and the United Kingdom (154) were the most active users. Brazil, Philippines, Germany, and Spain also had more than 100 visitors each (Total 495). The most popular method of accessing the OTAN Web site was still the desktop or laptop computer; however; this method of access dropped from 88 percent in 2013-14 to 82.5 percent in 2014-15, a 29.6 percent decrease. Access by cell phone increased from 6.8 percent in 2013-14 to 11.7 percent in 2014-15 (+27.7 percent). Tablet access as a percentage of total sessions increased slightly from 5.3 percent in 2013-14 to 5.8 percent in 2014-15. These statistics support OTAN’s charge to make Web content mobile device accessible.



The Web site is continually monitored and updated with new content as necessary. Particular attention was given to reviewing the hundreds of links and online resources located in the Adult Education Links section of the OTAN Web site. (Exhibit 6.1). OTAN staff and Temp Exempt employees reviewed 590 resources from 47 categories. After reviewing the resources, a determination was made to keep, revise, or delete the resource, based on its currency and relevancy to adult educators. As discovered, broken links were either fixed or an alternate site was found.

Exhibit 6.1

Of particular interest to those visiting the OTAN Web site are the featured news articles (Exhibit 6.2). Relevant and informative news items were selected and posted two to three times per week on the OTAN home page. During 2014-15, news items on a variety of topics were posted, including:

- Mentoring for Student Success
- California’s \$250 Million Career Pathways Trust Grants
- Digital Learning Day
- Workforce Innovation and Opportunity Act (WIOA) Passed by Senate -
- Integrating Technology in Adult Education Classrooms
- Financial Aid Toolkit
- From Adult Education to College: Success Factors, Challenges, and Tools
- How Are Students’ Roles Changing in the New Economy of Information?
- Making Skills Everyone’s Business – A Call to Transform Adult Learning in the U.S.
- Super Teacher Tools

Exhibit 6.2

Original content is posted monthly on the Web-based Class Activities page and shared through OTAN’s social media channels on Twitter and Facebook. Each article highlights a Web site or collection of sites for teachers to use with their students. A total of 10 Web-based Class Activities were posted this year. Topics included Open Educational Resources (OER), formative assessments, how to create interactive images, using current events in the classroom, and how to embed questions within a video, among others.

**Open Education Resources Through OER Commons**

*by Debbie Jensen, Baldwin Park Adult & Community Education, Baldwin Park, CA  
Posted December 2014*

What are OER? According to Wikipedia, "Open Educational Resources (OER) are freely accessible, openly licensed documents and media that are useful for teaching, learning, and accessing as well as for research purposes." Think of it! A world of free material to help you prepare your lessons and provide great interactive examples of what you are trying to teach. And you can change it to fit the needs of your class! It doesn't get any better unless they throw in some chocolate.

So how do we find OER? If you Google the term, you find many links to articles and lists. There are [search engines](#) created just for searching the Internet for OER.

**A Look at OER Commons**

To get started, we will look at one repository of OER: [OER Commons](#)

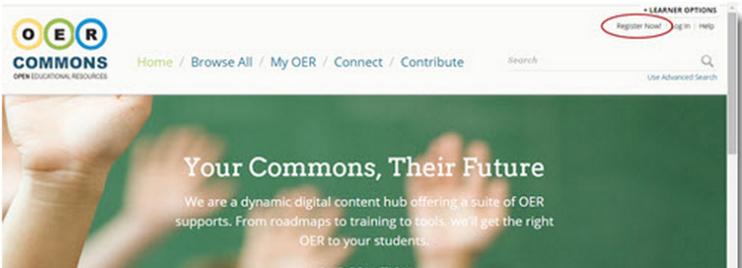


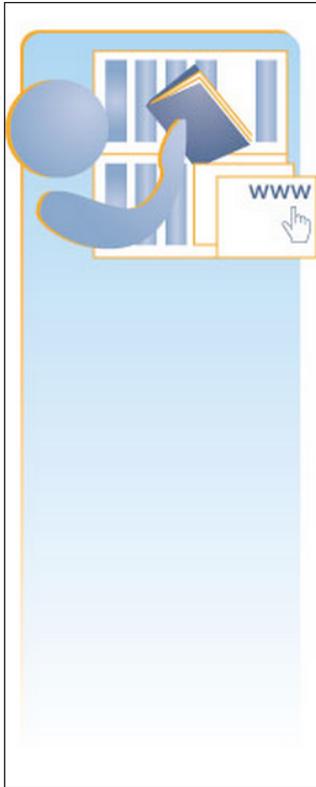
Exhibit 6.3

Legislation updates and other information relevant to the adult education community were a big part of the news articles posted by OTAN. In 2013-14, 124 news articles were posted and in 2014-15, that number jumped to 166.

A pending move of the Curriculum and Instruction Division to the main building at SCOE diminished the allotted space for OTAN. In addition, the one part-time staff member OTAN had who was responsible for collecting, cataloging, and archiving adult education-related materials retired. After year-long negotiations between CDE, OTAN, and the Stanford Library system, a Deed of Gift was signed by the CDE, California Council for Adult Education, OTAN, and the Stanford Library system, to allow transfer of the entire adult education Reference Collection and the Archives from the OTAN Library (Exhibit 6.4), to two separate Stanford libraries – Cecil H. Green Library in Palo Alto and Stanford University Library in Redwood City. On May 26, 2015, SCOE staff from the Facilities Office delivered the following collections:

- Archives Collection – Redwood City
  - 358 banker boxes total, with 56 banker boxes for the Archives Special Collections

- Reference Collection – Palo Alto
  - 69 banker boxes



### Library Collections

**Adult Ed Archives**  
This historical collection of California adult education materials consists of curriculum, staff development, and assessment materials, CDE handbooks, working notebooks of adult education leaders, and sample products from local education agencies. Many are available in PDF format.

**Adult Ed Reference**  
This current professional collection of print, video, and media materials on adult education topics circulates to California adult educators. The collection emphasizes aspects of adult literacy and educational technology. Use the bibliographic records to make your selection.

**Online Documents**  
In this area you will find full-text documents featuring research and promising practices for adult education program management, instructional improvement, and proposal writing.

Exhibit 6.4

Each collection was accompanied by detailed inventory sheets. Catalog files were also submitted electronically. Students enrolled in Stanford’s Library Science program will provide the work necessary to set up the collections in the new surroundings, catalog the inventory, and make the collections available to anyone who wishes to do research related to adult education in California.



OTAN Library

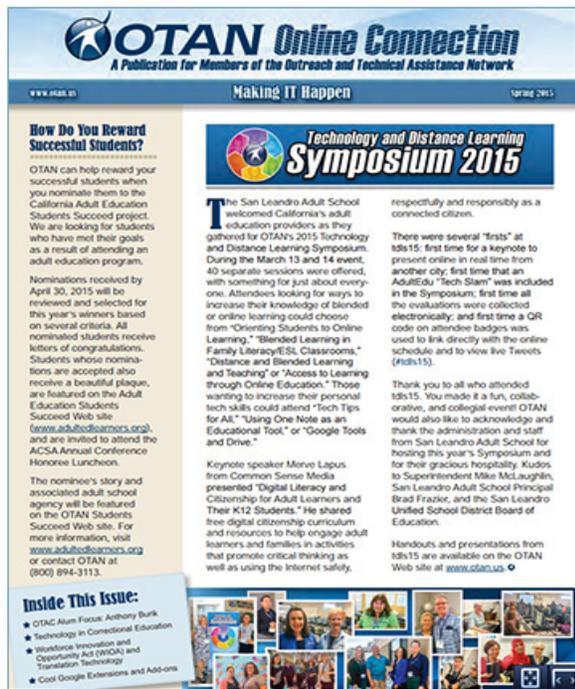
Exhibit 6.5

### Market the OTAN Services

One of the ways new adult education teachers and administrators learn about OTAN services is through direct contact at selected conferences and leadership summits focused on adult learning (Exhibit 6.6). An OTAN staff member shares printed materials about OTAN training and resources and answers any questions related to reserving a trainer to deliver face-to-face, personalized professional development at agency sites. During 2014-15, OTAN rented vendor table space at three venues: the CATESOL 2014 Annual Conference in Santa Clara and the CCAE South Coast Section Fall Conference in Palm Springs during the second quarter and the 2015 CCAE State Conference in Universal City during the fourth quarter. CCAE attendance was approximately 400, 94 of whom stopped by the OTAN table. CATESOL drew a smaller attendance than CCAE, with 51 participants coming to the OTAN table. However, this number is up from last year's count which may indicate more adult educators are able to access funds for professional development.



Exhibit 6.6



Another way OTAN markets services is through OTAN's *Online Connection* (Exhibit 6.7), a four-to-eight-page newsletter for subscribers. Electronic and print copies are produced three times per year. Themes for 2014-15 included: digital citizenship and literacy, online assessment, technology in correctional education and problem-solving in technology-rich environments. Newsletters are sent electronically unless specifically requested by a recipient to have a hard copy mailed instead. Each of the three newsletter mailings were sent electronically to 1,511 subscribers; with only 52 hard copies sent via the United States Postal Service. This is a significant reduction from previous years when hundreds of hard copies were mailed. Printed copies of the newsletter are still used as part of the content included in new administrator packets and are distributed at

Exhibit 6.7

targeted workshops, conferences (including the Technology and Distance Learning Symposium), and adult education professional association meetings. OTAN also shared information about upcoming workshops and training opportunities via CASAS regional meetings and the CCAE newsletter, *The Communicator*.

Two digests were produced and electronically disseminated each month. The first digest was for adult education teachers (Exhibit 6.8), and highlighted news of interest to classroom teachers. The digest also included several Web sites or lesson plans that could be used with adult learners. Links to register for upcoming workshops and webinars were a part of each digest. Nine issues of the digest were created and posted in 2014-15 ([www.otan.us/digest/archive/index.html](http://www.otan.us/digest/archive/index.html)).

The second digest was the Administrators' Digest (Exhibit 6.9), which contained a recap of news particularly relevant to administrators and links to more in-depth news articles on the OTAN site. Topics included information on the new Workforce Innovation and Opportunity Act, new administrator appointment to CDE's Adult Education Office, lifelong learning as a mindset, AB 86 regional collaboration, and many more. Nine issues of the Administrators' Digest were created and produced and then e-mailed to OTAN-subscribed administrators each month. In addition to subscribers, information promoting both digests was sent to leadership projects and shared with social media outlets.

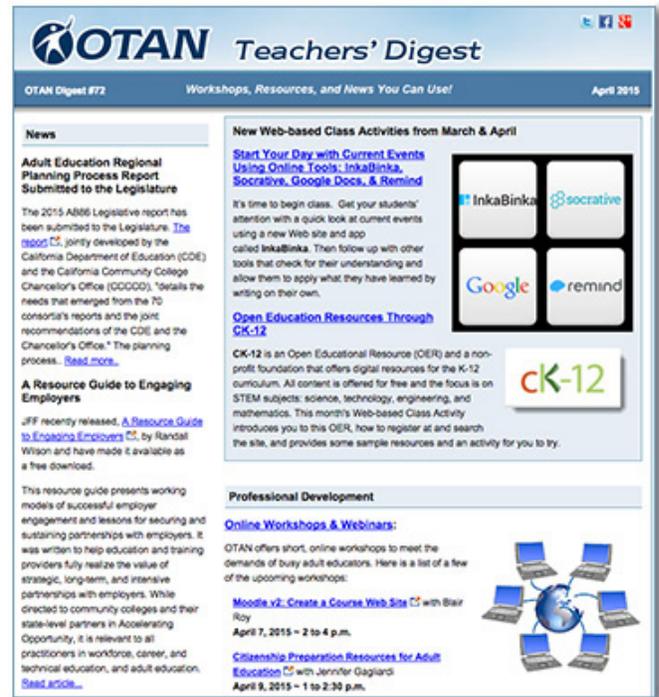


Exhibit 6.8



Exhibit 6.9

### Provide Training and Technical Services to the CDE and State Leadership Projects

OTAN provided server-based Adobe Connect online meeting software to offer online meeting services for OTAN and Leadership projects. This year OTAN hosted 33 formal online meetings: 12 monthly meetings for the TIMAC and OTAC current participants and alumni, 12 monthly meetings for the Teaching with Technology team, 1 meeting for the Community of Online Learning (CMOL) pilot participants, and 8 Technology and Distance Learning Plan orientation meetings.

CALPRO used Adobe Connect to host a total of 8 meetings and webinars to orient their facilitators in their online courses. Some of the orientations were for the following courses:

- Math Programs Panel
- Effective Lesson Planning
- Evidence-based Writing Instruction
- Postsecondary Transitions
- Integrated Education and Training

Each of the online meetings was fully supported from start to finish by at least one OTAN staff member.

OTAN has historically hosted e-mail lists for CDE, other leadership projects, and the field. In general, there seemed to be less demand for e-mail lists compared to previous years, perhaps because agencies and individuals find other ways, such as groups within e-mail and Google Groups, to communicate. E-mail lists (Exhibit 6.10) were used to send announcements regarding a CDE AEO webinar and subsequent posted video, the Request for Application, Innovation Application, quarterly updates, information related to monitoring, and legislation. Regional e-mail lists were created and used to send information targeted to agencies in specific areas of the state (Exhibit 6.11). E-mail messages were also sent on behalf of CALPRO and CASAS to advertise trainings and to request constituent feedback.

This year OTAN created a weekly e-mail that was sent to each CDE AEO



Exhibit 6.10

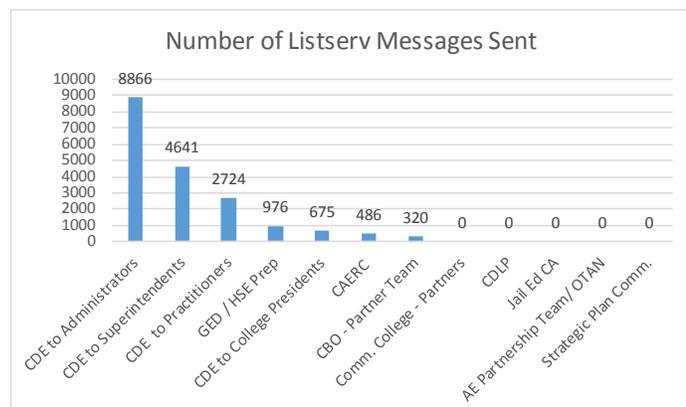


Exhibit 6.11

consultant with any contact changes to superintendents, adult education administrators, and WIA coordinators in his or her own region.

In addition to hosting online meetings and e-mail lists, OTAN provided videography services to CDE, other leadership projects, and adult education professional organizations. During 2014-15, 42 videos were recorded and streamed online which included:

- A total of 12 New Administrator videos for CALPRO. These videos were recorded, edited and posted to the CALPRO Video Gallery.
- Two California Adult Education Students Succeed videos were produced in conjunction with ACSA. Both videos were showcased at the November 2014 ACSA Leadership Summit held in San Diego. (Exhibit 6.12)
- Eight technology and distance learning videos were produced, including on-site at adult education agencies and at the Technology and Distance Learning Symposium (Exhibit 6.13)
- Ten TIMAC presentation videos
- Ten OTAN presentation videos



Exhibit 6.12



Exhibit 6.13





## Coordinate with the CDE and State Leadership Projects

### Provide Support and Hosting of Online Grant Applications and Reporting Systems for the AEO at the CDE

OTAN is one of three leadership projects funded by the Adult Education Office (AEO) at CDE. The AEO and the leadership projects that support the adult education community need to seamlessly work together to provide services to local programs. OTAN's role has, and continues to be, to provide technology support to the AEO and to the other leadership projects. The support OTAN provides allows quick and effective collaboration among the entities as well as the implementation of joint projects and was provided in a variety of ways.

OTAN hosts an online data management system that consists of a database and three separate Web applications:

- California Adult Education Online Application and Reporting (CA-OAR) site (<http://adulted.otan.us> ) – for agencies
- CDE Staff Data Access administration area (<http://cde.otan.us> ) – for CDE staff
- California Adult Education Provider Directory (CAEPD) (<http://www.otan.us/caaeproviders/> ) – for the public

By using the same dataset to present data in all three Web sites, data administration is greatly reduced and data quality is enhanced.

The CA-OAR site allows agencies to update their agency, site, and staff contact information in one area. Updates to this information are immediately available to CDE staff and the leadership projects. This area also provides agencies access to online reporting and deliverables for the following CDE programs:

- The Workforce Investment Act (WIA) Title II grant application and online deliverables
- Course Approvals
- The Year-End Attendance Report
- Technology and Distance Learning Plans

The CDE AEO Admin site (Exhibit 7.1) was developed to provide online



access to CDE data by CDE AEO consultants and analysts. Agency and site-level data and links to statistics and online grant applications for funding through the Workforce Investment Act are maintained. The site also provides access to approval letters for state apportionment. Additional features include information helpful for CDE Analysts, a place where CDE staff can search for field contact reports, and a list of e-mail distribution lists that can be used to efficiently disseminate information to specific adult education constituents and communities. The database behind the CDE AEO Admin site provides the following functions:

- Online access to CDE data for the CDE office and field staff
- Agency and site level data
- Links to online grant deliverables for Workforce Investment Act, Approval Letters for State Apportionment, and Year-End Attendance Reports, and EL Civics Technology Plans
- Totals for WIA deliverables submitted to CASAS and CDE as well as online submittals

Since this site is built upon the same database used for all of the Web applications, changes



The screenshot shows the CDE AEO Admin website interface. At the top, there is a navigation menu with links: Home | Agency List | Prof. Dev. Plan | State Program | WIOA | Reports | Analyst | Field Contact Search | Listservs | Logoff. Below the navigation is a header for the California Department of Education — Adult Education Office — Administration, with the main title "CDE AEO Admin". The main content area is titled "Agency Summary" and contains a table with the following data:

Agencies	Active	Inactive Ineligible Declined	Total
WIA Title II agencies	<a href="#">234</a>	300	534
Course Approval agencies	<a href="#">240</a>	294	534
Tech Plan agencies	<a href="#">199</a>	335	534
Total all agencies			<a href="#">534</a>

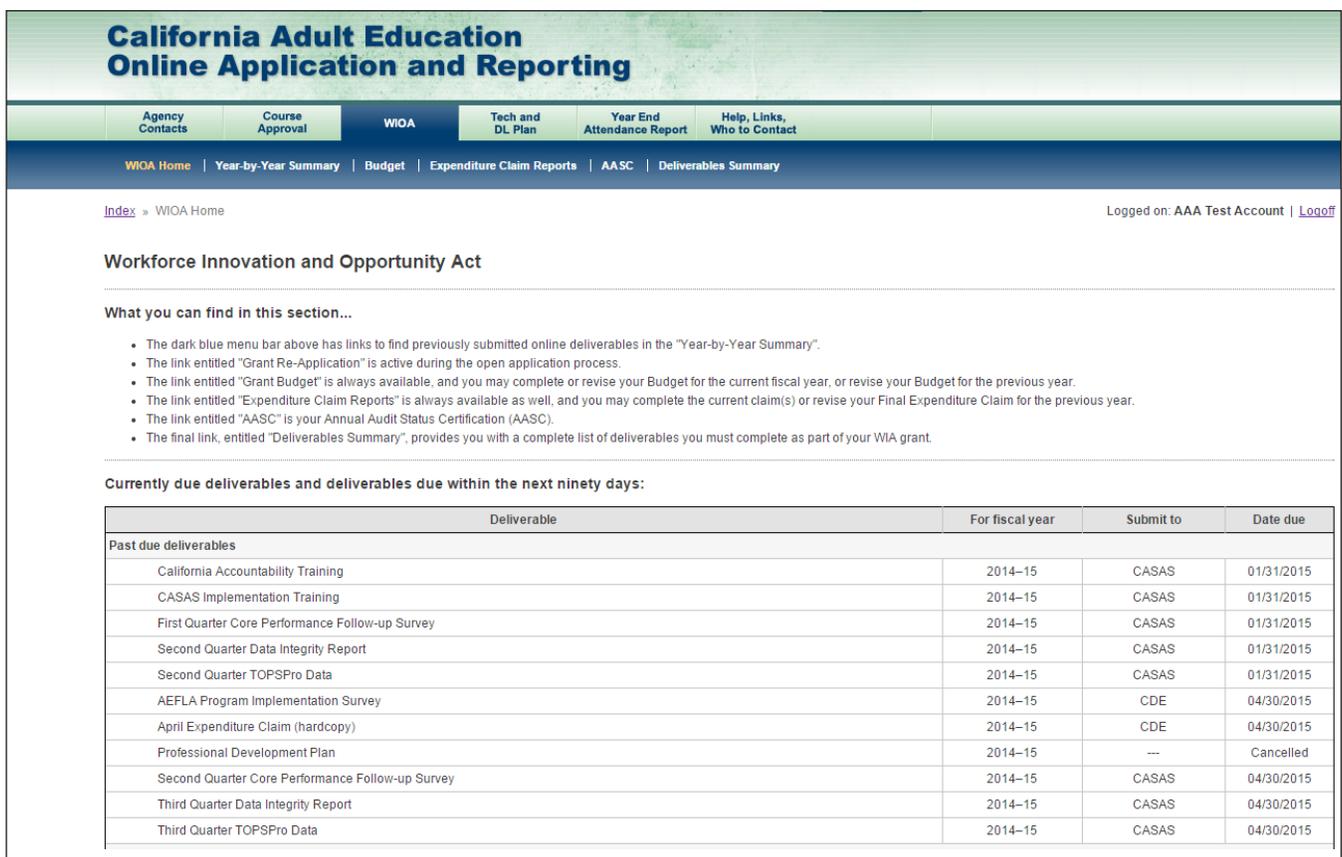
Exhibit 7.1 CDE AEO Admin Agency Summary

made on this site are immediately reflected on the CAEPD and CA-OAR Web sites as well. OTAN staff provided 112 instances of technical support to users of the AEO database in 2014-15. The number of support requests more than tripled from the previous year’s total of 33. This difference may be due to two different factors: the number of adult education administrators new to the position, and better communication that sends an alert when a deliverable is past due.

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and Technology and Distance Learning Plan was successfully used in 2014-15 by 199 agencies to apply online for continued grant funding, submit budget information, and submit expenditure

claim reports. Features of the CA-OAR include a user-friendly navigation system and help screens. In addition to real-time online statistics during the application period, CDE staff has online access to agency grant applications, budget worksheets, mid-year expenditure reports, final expenditure reports, and the annual audit status certification form for Community-Based Organizations. OTAN staff provided 122 instances of technical support to clients completing WIA forms. Support requests were reduced during this fiscal year since the grant was a re-application from the previous year and agencies were very familiar with the Web site.

The California Adult Education Provider Directory (Exhibit 7.3) leverages the self-reported agency contact information and combines this information with online mapping and program information from WIA/AEFLA and State apportionment data to provide the public with information



**California Adult Education Online Application and Reporting**

Agency Contacts | Course Approval | **WIOA** | Tech and DL Plan | Year End Attendance Report | Help, Links, Who to Contact

WIOA Home | Year-by-Year Summary | Budget | Expenditure Claim Reports | AASC | Deliverables Summary

Logged on: AAA Test Account | [Logout](#)

**Workforce Innovation and Opportunity Act**

What you can find in this section...

- The dark blue menu bar above has links to find previously submitted online deliverables in the "Year-by-Year Summary".
- The link entitled "Grant Re-Application" is active during the open application process.
- The link entitled "Grant Budget" is always available, and you may complete or revise your Budget for the current fiscal year, or revise your Budget for the previous year.
- The link entitled "Expenditure Claim Reports" is always available as well, and you may complete the current claim(s) or revise your Final Expenditure Claim for the previous year.
- The link entitled "AASC" is your Annual Audit Status Certification (AASC).
- The final link, entitled "Deliverables Summary", provides you with a complete list of deliverables you must complete as part of your WIA grant.

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

Deliverable	For fiscal year	Submit to	Date due
<b>Past due deliverables</b>			
California Accountability Training	2014-15	CASAS	01/31/2015
CASAS Implementation Training	2014-15	CASAS	01/31/2015
First Quarter Core Performance Follow-up Survey	2014-15	CASAS	01/31/2015
Second Quarter Data Integrity Report	2014-15	CASAS	01/31/2015
Second Quarter TOPSPRO Data	2014-15	CASAS	01/31/2015
AEFLA Program Implementation Survey	2014-15	CDE	04/30/2015
April Expenditure Claim (hardcopy)	2014-15	CDE	04/30/2015
Professional Development Plan	2014-15	---	Cancelled
Second Quarter Core Performance Follow-up Survey	2014-15	CASAS	04/30/2015
Third Quarter Data Integrity Report	2014-15	CASAS	04/30/2015
Third Quarter TOPSPRO Data	2014-15	CASAS	04/30/2015

Exhibit 7.2 - California Adult Education Online Application and Reporting Site

on programs of interest in their neighborhood. The public can search from the main page by ZIP Code and distance or use the 'advanced search' for more options that include a search by telephone area code, district or site name, county, or agency type. Once a site is located, information provided includes the physical address and city, a map to the address, phone number, and the Web site link. The Directory may be accessed from the OTAN site or directly at: <http://www.otan.us/caaeproviders/>. Since this data is agency-reported, the cost to provide this valuable public service is minimal.



The screenshot shows the 'California Adult Education provider directory' website. At the top, there is a green header with the OTAN logo and the text 'California Adult Education provider directory'. Below the header, the page is titled 'Home' and 'Search for a Program'. A search box is present with the heading 'Find the closest school to you'. Inside the search box, there is a text input field for 'What is your ZIP code?' and a dropdown menu for 'How close?' with 'Within 25 miles' selected. A 'Search' button is located at the bottom right of the search box. Below the search box, there is a link for 'More search options »'.

Exhibit 7.3 Adult Education Provider Directory

During 2014-15, WIA Title II/AEFLA-funded agencies were required to submit a technology and distance learning plan online. Resources posted to help staff complete the technology plan included an Implementation Guide with step-by-step instructions, PowerPoint slides providing an overview of each section, Frequently Asked Questions, a sample Instructor Skills Assessment, and model technology plans from previous years representing large, medium, and small agencies as well as community colleges and community-based organizations.

Technical support for submitting the online technology plan was provided through 100 phone and e-mail contacts, a triple increase from the technical support requests we received in 2013-14. Each technology plan was reviewed by two readers, and the 20 agencies that did not pass the review were offered assistance until all agencies had completed an appropriate plan. In 2013-14, 11 agencies did not pass the initial review.

Exhibit 7.4 shows technology plan participants by agency type. Adult schools (listed as LEA on the chart) continue to be the most numerous, with a total of 141. Exhibit 7.5 provides example data sets of some of the student responses collected as part of the Technology and Distance Learning Plan survey. Instructors were asked to survey at least ten percent of their adult learners. According to the data collected, over 32,000 adult learners took part in the technology survey.

Specific programming tasks completed for 2014-15 include:

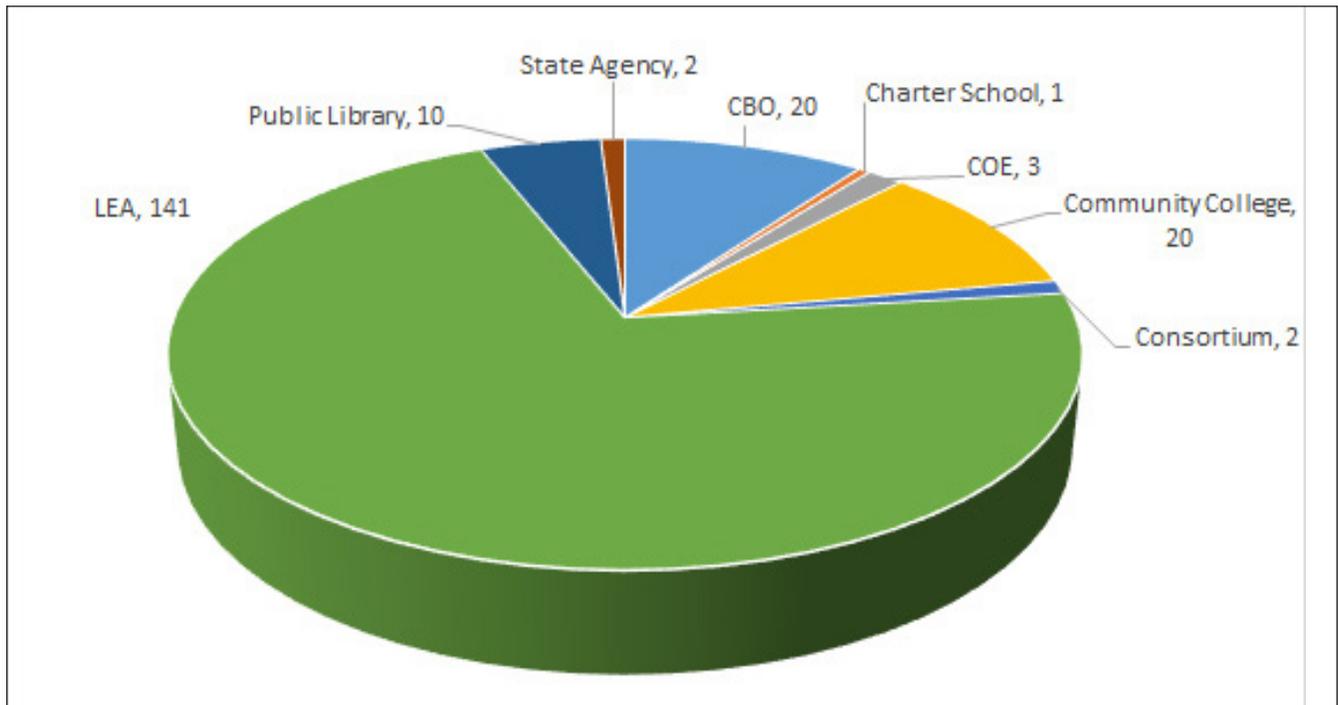


Exhibit 7.4 Tech Plan Participants by Agency Type

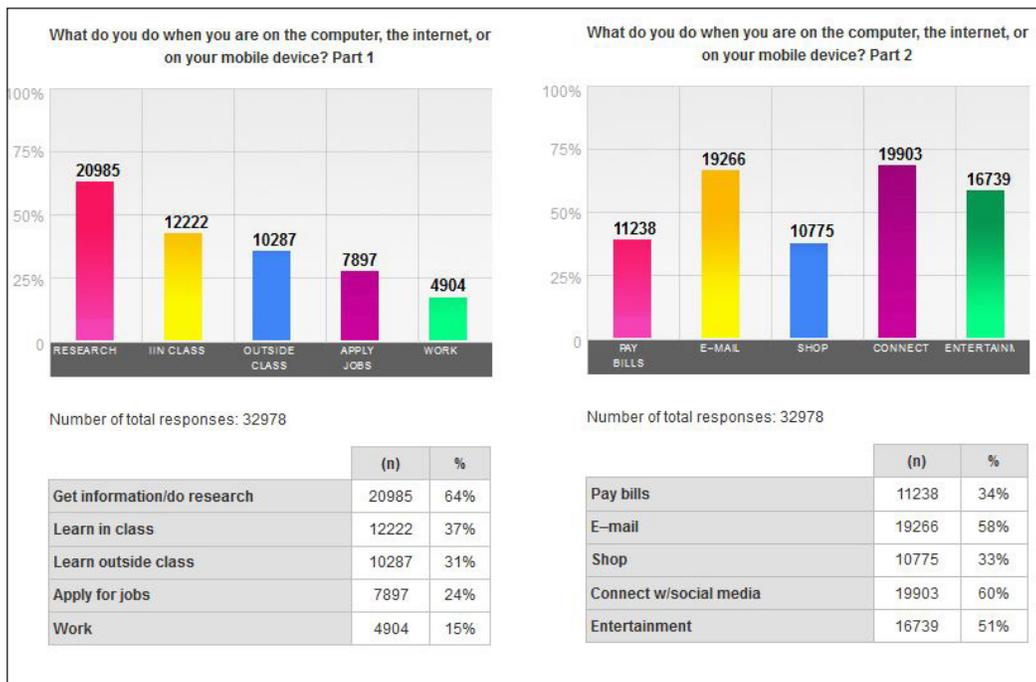


Exhibit 7.5 Technology Used by Agencies

- WIA deliverables listing for agencies was extensively updated and two new sections were added (“Upcoming” and “Overdue”) to assist agencies in tracking the many deliverables due to CASAS, CDE, and OTAN
- WIA grant budget form was updated and posted
- WIA Expenditure Claim Report form was updated and posted
- WIA Expenditure Claim Form was revised to include quarterly reporting of Program Income and Fees and Non-federal sources of Funds expended
- WIA online Grant Re-Applications was programmed, tested and posted
- WIA Annual Audit Status Certification for Community-Based Organizations was updated and posted
- Technology and Distance Learning Plan database was updated
- Technology and Distance Learning Plan submission form was updated and posted

### **Provide Technology Support for the OTAN Web, Online Application, and Reporting Site**

Technical support is requested by phone or through OTAN’s e-mail system at support@otan.us. During 2014-15, OTAN staff provided technical support to 263 constituents. A total of 1,079 teachers logged in to the Lesson Plan Builder and OTAN provided technical assistance to just four of those teachers. Eight constituents requested and received assistance related to library resources.

### **Develop and Support the Technology and Distance Learning Plan**

OTAN staff provided 136 instances of telephone or e-mail support to assist agencies in completing their technology plans. Since this year all agencies were required to attend orientation training, eight separate online sessions were held with a total of 188 participants. A number of agencies were not able to attend any of the sessions and were provided individual orientations to complete their technology plans.

In addition to telephone and e-mail assistance, OTAN created tutorials for adult education constituents charged with completing the CDE’s AEFLA application and provided technical support for the CDE to provide information to AEFLA applicants.

### **Contract with Adult Education Centers to Provide Technical Support for Technology and Online Instruction**

OTAN provided the following opportunities for local agencies to use hosted e-mail lists and online meeting software:

- Online meeting to connect with the agencies participating in Community Model of Online Learning (CMOL) pilot
- Provided and maintained a blog (Exhibit 7.6) for the Field Partnership Team (FPT) including notes and handouts for meetings dating back to April 2012 - <http://partnershipteam.wordpress.com/> 

HOME
ABOUT

*California Department of Education*

## Adult Education Office Field Partnership Team

Meeting Agendas, Notes, and Handouts



### Meeting 02/04/2015

Posted on [February 3, 2015](#) by [teacherbranka](#) | [Leave a comment](#)

downloadable document : [FPT Minutes 5 Feb 2015](#)

#### Field Partnership Team Meeting, Feb. 5, 2015

#### Update from the CDE

Russ Weikle reported that the CA Superintendent's priorities include adult education as part of the career readiness initiative. While there is an emphasis on career technical education (CTE), academic components get adults ready for employment.

A new bill – SB148 – is a job-training bill to fund CTE, which include adults. The bill calls for \$600 million per year. The bill is modeled after the Agriculture incentive funding formula: 30% based on the number of CTE participants; a percentage based on concentrators; 38% based on CTE completion – a certificate, credential or successful passing of a third party assessment. The bill is structured to support incentives and rewards. Two percent is set aside for rural districts or districts with a high dropout rate that is above the state average.

*Discussion point: The bill appears to target K–12; it is an opportunity to lobby to get adult education included in the bill. While adult education is not excluded, it is not specifically called out. The CDE can add language as part of the bill analysis; suggestions should go to Cliff Moss, [cmoss@cde.ca.gov](mailto:cmoss@cde.ca.gov).*

Workforce and Innovation Act (WIOA): The AEO is completing the State Plan to submit to the federal government and to the State Board of Education. The plan is a transition plan from the former Workforce Investment Act, Title II: Adult Education and Family Literacy Act to WIOA. For 2015-16, it will be business as usual. There will be a re-application for those agencies currently funded by the federal grant and the superintendent or CEO of the agency will have to sign assurances. Going forward, El Civics will be formalized into the State Plan. Performance-based accountability, professional development, and integration of technology will be key.

Exhibit 7.6 Adult Education Office Field Partnership Team Blog

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

This task includes developing and hosting Web sites for specific projects as requested and providing technical assistance related to Web sites and digital collaboration tools.

During 2014-15, OTAN provided the following services in this category:

- Maintained the Adobe Connect server
- Hosted and maintained the combined professional development calendar in collaboration with CALPRO and CASAS (<http://www.caadultedtraining.org/> )
- Transferred GED electronic discussion board data to CALPRO
- Posted the CDE Fall Update
- Posted the Technology and Distance Learning Plan, teacher survey, student survey, and survey results
- Updated and posted the Year End Attendance Report
- Updated the Course Approval database

OTAN provided the following requested data and reports to the CDE and State Leadership Projects during 2014-15:

- Quarterly progress reports
- OTAN annual report
- CMOL Pilot progress report
- Project information for the CASAS 2013-14 California Annual Performance Report
- WIA Title II deliverables data exchange
- Adult education agencies contact data for CASAS and CALPRO provided in a weekly summary e-mail

**California Adult Education Professional Development**  
The one-stop training source for California adult educators

 Search:

**Select events by type**  
(Number in parenthesis indicates total in that type)

Online (44)

- Webinars (0)
- Workshops (29)
- Facilitated Courses (0)
- Self-Directed Courses (15)
- Meetings (0)
- Events & Conferences (0)

Blended (3)

- Face To Face (46)
- Workshops (21)
- Training (21)
- Meetings (1)
- Events & Conferences (3)

**Filter events**

By Date

By Time of Day

**Filter by ZIP Code**

Within:  miles of ZIP Code:

July 27, 2015

**Upcoming Events**

22 events

DATE(s)	START TIME	EVENT NAME	EVENT TYPE	WHERE	SPONSOR
<b>ONGOING SELF-DIRECTED</b>					
Ongoing	12:00 AM	<a href="#">Self-Directed: Excel Budgets</a>	Online / Self-Directed Courses	OTAN Online	OTAN
<b>JULY</b>					
07/29/2015	01:00 PM	<a href="#">Internet Resources for Adult Ed Teachers</a>	Face To Face / Workshops	Compton Adult School	OTAN
07/30/2015	01:00 PM	<a href="#">Beginning PowerPoint 2013 for Adult Education</a>	Face To Face / Workshops	Compton Adult School	OTAN
<b>AUGUST</b>					
08/06/2015	01:00 PM	<a href="#">Be Productive and Create Classroom Activities Using Word 2010 or (2013)</a>	Face To Face / Workshops	Compton Adult School	OTAN
08/10/2015	01:00 PM	<a href="#">Mobile Devices in Adult Education Part 1</a>	Face To Face / Workshops	Compton Adult School	OTAN
08/13/2015	01:00 PM	<a href="#">Using iPads in Adult Education</a>	Face To Face / Workshops	Compton Adult School	OTAN
08/13/2015	08:00 AM	<a href="#">Vista Professional Development: Creating Web Sites with Google</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/13/2015	10:45 AM	<a href="#">Vista Professional Development: Creating Web Sites with Google</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/13/2015	02:45 PM	<a href="#">Vista Professional Development: Creating Web Sites with Google</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/13/2015	08:00 AM	<a href="#">Vista Professional Development: Open Educational Resources (OERs)</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/13/2015	10:45 AM	<a href="#">Vista Professional Development: Open Educational Resources (OERs)</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/13/2015	02:45 PM	<a href="#">Vista Professional Development: Open Educational Resources (OERs)</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/13/2015	08:00 AM	<a href="#">Vista Professional Development: Privacy, Practice, Presence, and You</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/13/2015	10:45 AM	<a href="#">Vista Professional Development: Privacy, Practice, Presence, and You</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/13/2015	02:45 PM	<a href="#">Vista Professional Development: Privacy, Practice, Presence, and You</a>	Face To Face / Workshops	Vista Adult School	OTAN
08/21/2015	08:30 AM	<a href="#">Google Tools and Drive I</a>	Face To Face / Workshops	Morgan Hill Community Adult School	OTAN
08/21/2015	02:00 PM	<a href="#">Google Tools and Drive I</a>	Face To Face / Workshops	Oakland Adult and Career Ed. - McClymonds High School	OTAN

Exhibit 7.7 California Adult Education Professional Development Calendar

## Introduction

1. EdSource <http://edsources.org/2015/governors-proposed-budget-called-a-gift-to-adult-education/72945>, accessed June 2015.

## Promote and Support Blended DL

i The research papers can be found on the OTAN Web site at [http://www.otan.us/browse/index.cfm?fuseaction=view\\_ft&catid=31483&recno=4478](http://www.otan.us/browse/index.cfm?fuseaction=view_ft&catid=31483&recno=4478)

ii In the fall of 2008 Assembly Bill 1163 was passed authorizing school districts to claim and expend up to five percent of their adult block entitlement for those innovation programs and more than five percent, but no more than 15 percent of its adult block entitlement if the program is approved by the Superintendent under the bill. The bill requires a school district to maintain specified accountability mechanisms for those programs, including maintaining documentation of the hours of student attendance required for apportionment purposes.

The legislation amended Education Code Section 52522. It includes a specific definition of distance learning as follows:

“Distance learning” means instruction in which the pupil and instructor are in different locations and interact through the use of computer and communications technology. Distance learning may include video or audio instruction in which the primary mode of communication between pupil and instructor is instructional television, video, tele courses, or any other instruction that relies on computer or communications technology.”

The authorization began in January 2009, but there is little indication that it changed the nature of program participation for the 2008–09 fiscal year.



# Appendix A

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN130103  
July 1, 2014 – September 30, 2014

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN130103**  
 July 1, 2014 – September 30, 2014

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<b>Task #1 – Promote 21<sup>st</sup> Century Skills</b>	
Research and Share Information on Emerging Technologies	Ongoing
Research, Develop and Share Mobile Technologies	In progress
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Models	In progress
Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21 <sup>st</sup> Century Skills Crucial to the Success of Adult Learners	To be done. Meeting will be held on November 13, 2014.
Special Projects Related to 21 <sup>st</sup> Century Skills	In progress
<b>Task #2 – Connect Technology to the Curriculum</b>	
Continue Development of the Teaching with Technology Site	In progress
Provide Professional development on Ways to Use the Teaching with Technology Site	In progress
Host the Technology Integration Mentor Academy (TIMAC)	Eleven applicants accepted for academy. One had to resign due to family issues. Ten applicants continuing.

OBJECTIVES AND MAJOR TASKS	STATUS
Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	Produced two videos for Students Succeed. Provided still photos for ACSA's Leadership Summit.
Leverage Statewide Licensing of Technology-Based Content	GED, HiSET, and TASC Academies will be provided until June 2015.
<b>Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education</b>	
Provide and Support Online Transition Skills Course	Ongoing
Provide Professional Development and Support for Student ePortfolios	In progress
<b>Task #4 – Promote and Support Blended Distance Learning</b>	
Pilot Project for Community Model of Online Learning (CMOL)	Three adult education agencies selected: Baldwin Park, Torrance and Fairfield-Suisun. All sites have EdReady-specific Web addresses.  Project overview and technical training webinars held September 2014.

OBJECTIVES AND MAJOR TASKS	STATUS
Host One Technology and Distance Learning Symposium (North)	Planning started. Event to be held at San Leandro Adult School.
Support Administrators on Planning for Online Instruction	In progress
Support Blended/Online Courses Developed by OTAN	Ongoing
Support Blended/Online Courses Developed by Other Entities	Ongoing
Conduct Focus Groups to Review Distance Learning Curriculum Recommendations	To be done
Produce Annual Distance Learning Report	To be done Spring 2015.
<b>Task #5 – Promote Online Learning</b>	
Online Teaching Academy (OTAC)	Eleven applicants accepted. In progress
Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	Ongoing
Support Online Curriculum Sites	Ongoing
Provide Synchronous Online Support and Technical Assistance	Ongoing

OBJECTIVES AND MAJOR TASKS	STATUS
<b>Task #6 – Provide Current Research and Information to the Field</b>	
Maintain, Expand and Update the OTAN Web Site and Physical Archives	Ongoing
Market OTAN Services	Ongoing
Provide Training and Technical Services to CDE and State Leadership Projects	8/14/14 – New admin. Orientation Posted 13 videos from presentation with links to PowerPoint. Transcriptions for each video are underway.
<b>Task #7 – Coordinate with CDE and State Leadership Projects</b>	
Provide Programming and Hosting of Online Grant Applications and Reporting Systems for the Adult Education Office at CDE	As requested. GANS update, ECRs programming this quarter.
Provide Technology Support for CDE's AEO Online Application and Reporting Site	Streamlined application in response to meeting with contract monitor and another CDE consultant this quarter.
Develop and Support the Technology and Distance Learning Plan	Plan posted. Training webinar series developed and posted. First two webinars completed.

<b>OBJECTIVES AND MAJOR TASKS</b>		<b>STATUS</b>
Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards		Ongoing
Respond to Technical Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed		As needed

# Appendix B

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN130103  
October 1, 2014 – December 31, 2014

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN130103**  
 October 1, 2014 – December 31, 2014

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<b>Task #1 – Promote 21<sup>st</sup> Century Skills</b>	
Research and Share Information on Emerging Technologies	Ongoing
Research, Develop and Share Mobile Technologies	In progress
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Models	New workshops: Using iPads in Adult Education; Open Educational Resources and Adult Education; Paper Tests to Pixels: Lessons Learned; Soft Skills for Career Success; Citizenship Preparation Technology Resources; Google Voice in Adult Education
Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21 <sup>st</sup> Century Skills Crucial to the Success of Adult Learners	Meeting held on November 13, 2014. Eighteen (18) Advisors, one CDE rep, and five OTAN staff attended. Meeting notes were disseminated electronically on November 17, 2014.
Special Projects Related to 21 <sup>st</sup> Century Skills	In progress

OBJECTIVES AND MAJOR TASKS	STATUS
<b>Task #2 – Connect Technology to the Curriculum</b>	
Continue Development of the Teaching with Technology Site	In progress
Provide Professional development on Ways to Use the Teaching with Technology Site	In progress
Host the Technology Integration Mentor Academy (TIMAC)	First session held on October 30-31, 2014.
Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	Produced two videos for Students Succeed. Provided still photos for ACSA's Leadership Summit.
Leverage Statewide Licensing of Technology-Based Content	GED, HiSET, and TASC Academies will be provided until June 2015.
<b>Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education</b>	
Provide and Support Online Transition Skills Course	Ongoing
Provide Professional Development and Support for Student ePortfolios	In progress

OBJECTIVES AND MAJOR TASKS	STATUS
<b>Task #4 – Promote and Support Blended Distance Learning</b>	
Pilot Project for Community Model of Online Learning (CMOL)	All three pilot agencies have customized EdReady URLs and have completed initial training. OTAN mentors assigned.
Host One Technology and Distance Learning Symposium (North)	Web page developed. Call for Presenters disseminated.
Support Administrators on Planning for Online Instruction	In progress
Support Blended/Online Courses Developed by OTAN	Ongoing. 11/18/14 - Encrypted local core to automatically delete spam accounts on Moodle for OTAN-created accounts and courses created by other entities. 11/13/14 – Posted new course developed by Torrance Adult School ALOE project.
Support Blended/Online Courses Developed by Other Entities	Ongoing
Conduct Focus Groups to Review Distance Learning Curriculum Recommendations	To be done

OBJECTIVES AND MAJOR TASKS	STATUS
Produce Annual Distance Learning Report	To be done Summer 2015.
<b>Task #5 – Promote Online Learning</b>	
Online Teaching Academy (OTAC)	First session held October 16-17, 2014.
Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	In progress
Support Online Curriculum Sites	Ongoing
Provide Synchronous Online Support and Technical Assistance	Ongoing
<b>Task #6 – Provide Current Research and Information to the Field</b>	
Maintain, Expand and Update the OTAN Web Site and Physical Archives	Ongoing
Market OTAN Services	Ongoing
Provide Training and Technical Services to CDE and State Leadership Projects	Disseminated two directed e-mails for CALPRO this quarter. Provided technical support for CALPRO training calendar data exchange.

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>Task #7 – Coordinate with CDE and State Leadership Projects</b></p>	
<p>Provide Programming and Hosting of Online Grant Applications and Reporting Systems for the Adult Education Office at CDE</p>	<p>Posted Technology and DL plan. Posted updated California State Plan extension.</p>
<p>Provide Technology Support for CDE's AEO Online Application and Reporting Site</p>	<p>Streamlined application in response to meeting with contract monitor and another CDE consultant this quarter.</p>
<p>Develop and Support the Technology and Distance Learning Plan</p>	<p>Posted. Training webinar series developed and posted. Seven webinars completed.</p>
<p>Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards</p>	<p>Ongoing</p>
<p>Respond to Technical Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed</p>	<p>Rebuilt four listservs with current data from the database for CDE AEO communications use.</p>

# Appendix C

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN130103  
January 1, 2015 – March 31, 2015

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN130103**  
 January 1, 2015 – March 31, 2015

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<b>Task #1 – Promote 21<sup>st</sup> Century Skills</b>	
Research and Share Information on Emerging Technologies	Ongoing
Research, Develop and Share Mobile Technologies	Completed 2/15. All mobile apps are now IOS and Android compatible and available on both iTunes and GooglePlay.
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Models	In progress
Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21 <sup>st</sup> Century Skills Crucial to the Success of Adult Learners	Completed. First meeting held November 2014. Follow-up phone conference held 2/26/15.
Special Projects Related to 21 <sup>st</sup> Century Skills	In progress
<b>Task #2 – Connect Technology to the Curriculum</b>	
Continue Development of the Teaching with Technology Site	In progress
Provide Professional development on Ways to Use the Teaching with Technology Site	In progress
Host the Technology Integration Mentor Academy (TIMAC)	Eleven applicants accepted for academy. Second session held on January 23, 2015.

OBJECTIVES AND MAJOR TASKS	STATUS
Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	Produced two videos for Students Succeed. Provided still photos for ACSA's Leadership Summit.
Leverage Statewide Licensing of Technology-Based Content	GED, HiSET, and TASC Academies will be provided until June 2015.
<b>Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education</b>	
Provide and Support Online Transition Skills Course	Ongoing
Provide Professional Development and Support for Student ePortfolios	In progress
<b>Task #4 – Promote and Support Blended Distance Learning</b>	
Pilot Project for Community Model of Online Learning (CMOL)	Pilot implemented at all sites.
Host One Technology and Distance Learning Symposium (North)	Symposium was held at San Leandro Adult School on March 13-14, 2015
Support Administrators on Planning for Online Instruction	In progress. Two of three webinars completed.

OBJECTIVES AND MAJOR TASKS	STATUS
Support Blended/Online Courses Developed by OTAN	Ongoing
Support Blended/Online Courses Developed by Other Entities	Ongoing
Conduct Focus Groups to Review Distance Learning Curriculum Recommendations	In progress. First of three webinars completed on 12/5/14.
Produce Annual Distance Learning Report	To be completed Summer 2015.
<b>Task #5 – Promote Online Learning</b>	
Online Teaching Academy (OTAC)	Eleven applicants accepted for academy. Second session held on January 23, 2015.
Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	Programmed registration link for sites using OTAN training for in-service PD (1/14)
Support Online Curriculum Sites	Ongoing
Provide Synchronous Online Support and Technical Assistance	Ongoing
<b>Task #6 – Provide Current Research and Information to the Field</b>	
Maintain, Expand and Update the OTAN Web Site and Physical Archives	Ongoing

<b>OBJECTIVES AND MAJOR TASKS</b>		<b>STATUS</b>
Market OTAN Services		Ongoing
Provide Training and Technical Services to CDE and State Leadership Projects		<p>Provided list of all K-12 Adult schools since 2007-08 that closed due to flexibility, per CDE request.</p> <p>Disseminated two directed e-mails for CALPRO this quarter.</p>
<b>Task #7 – Coordinate with CDE and State Leadership Projects</b>		
Provide Programming and Hosting of Online Grant Applications and Reporting Systems for the Adult Education Office at CDE		Posted Technology and DL plan.
Provide Technology Support for CDE's AEO Online Application and Reporting Site		Streamlined application in response to meeting with contract monitor and another CDE consultant this quarter.
Develop and Support the Technology and Distance Learning Plan		Posted. Training webinar series developed and posted. First three webinars completed.
Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards		Ongoing

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Respond to Technical Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed	Compiled and provided list of agencies that had not entered course approvals. E-mail regarding course approval completion sent to 57 agencies..

# Appendix D

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN130103  
April 1, 2015 – June 30, 2015

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN130103**  
 April 1, 2015 – June 30, 2015

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p><b>Task #1 – Promote 21<sup>st</sup> Century Skills</b></p> <p>Research and Share Information on Emerging Technologies</p>	Ongoing
<p>Research, Develop and Share Mobile Technologies</p>	<p>Completed 2/15. All mobile apps are now available on both iTunes and GooglePlay.</p>
<p>Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Models</p>	<p>Ongoing</p> <p>Training webinar series developed and posted. All assigned webinars completed.</p>
<p>Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21<sup>st</sup> Century Skills Crucial to the Success of Adult Learners</p>	<p>Completed. First meeting held November 2014. Follow-up phone conference held 2/26/15.</p>
<p>Special Projects Related to 21<sup>st</sup> Century Skills</p>	<p>Six videos from TDLS focused on 21<sup>st</sup> Century skills were produced and posted.</p>
<p><b>Task #2 – Connect Technology to the Curriculum</b></p>	
<p>Continue Development of the Teaching with Technology Site</p>	<p>This quarter, 49 additions were made to the TwT</p>

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Provide Professional development on Ways to Use the Teaching with Technology Site</p>	<p>site, for a total of 102 additions this year.</p>
<p>Host the Technology Integration Mentor Academy (TIMAC)</p>	<p>Topic included in face-to-face sessions at selected school sites.                      Eleven applicants accepted for academy. Final session held on May 28, with participant sharing of individual projects.</p>
<p>Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning</p>	<p>Produced two videos for Students Succeed.                      Provided still photos for ACSA's Leadership Summit. Presented at COABE, CCAE, NROC, CUE, and CASAS Summer Institute, and CALPRO's Leadership Institute..</p>
<p>Leverage Statewide Licensing of Technology-Based Content</p>	<p>GED, HiSET, and TASC Academies will be provided until June 2015. CA Learns Portal access provided to 42 agencies. EdReady portal provided to 3 CMOL pilot projects.</p>
<p><b>Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education</b></p>	

OBJECTIVES AND MAJOR TASKS	STATUS
Provide and Support Online Transition Skills Course	Ongoing
Provide Professional Development and Support for Student ePortfolios	Ongoing
<b>Task #4 – Promote and Support Blended Distance Learning</b>	
Pilot Project for Community Model of Online Learning (CMOL)	All agencies have customized EdReady URLs and have completed initial training. OTAN mentors assigned. First set of data collected.
Host One Technology and Distance Learning Symposium (North)	Symposium held at San Leandro Adult School on March 13-14, 2015.
Support Administrators on Planning for Online Instruction	Presentations posted; videos created.
Support Blended/Online Courses Developed by OTAN	All webinars completed.
Support Blended/Online Courses Developed by Other Entities	Ongoing
Conduct Focus Groups to Review Distance Learning Curriculum Recommendations	Ongoing
	All Webinars completed.

OBJECTIVES AND MAJOR TASKS	STATUS
Produce Annual Distance Learning Report	In progress.
<b>Task #5 – Promote Online Learning</b>	
Online Teaching Academy (OTAC)	Eleven applicants accepted for academy. Final session held on May 28, 2015.
Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	Online learning topics presented in Webinars, at conferences, and in face-to-face sessions.
Support Online Curriculum Sites	Ongoing
Provide Synchronous Online Support and Technical Assistance	Ongoing
<b>Task #6 – Provide Current Research and Information to the Field</b>	
Maintain, Expand and Update the OTAN Web Site and Physical Archives	Ongoing
Market OTAN Services	Ongoing

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Provide Training and Technical Services to CDE and State Leadership Projects</p>	<p>Added comment box to ECR.                      Provided log on, password information to CDE AEO admin.                      Disseminated two directed e-mails for CALPRO this quarter. Posted one newsletter item for CALPRO.</p>
<p><b>Task #7 – Coordinate with CDE and State Leadership Projects</b></p>	
<p>Provide Programming and Hosting of Online Grant Applications and Reporting Systems for the Adult Education Office at CDE</p>	<p>Posted Technology and DL plan.</p>
<p>Provide Technology Support for CDE's AEO Online Application and Reporting Site</p>	<p>Streamlined application in response to meeting with contract monitor and another CDE consultant this quarter.</p>
<p>Develop and Support the Technology and Distance Learning Plan</p>	<p>Added graphic representations for learner and teacher survey results  <a href="https://adulted.otan.us/info.cfm?fuseaction=tp">https://adulted.otan.us/info.cfm?fuseaction=tp</a>                      Held orientation a total of 8 times.</p>

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards</p>	<p>Provided e-mail list and contact information of all agencies that have courses in Information and Communication Technologies sector to Gary Page, CDE industry sector coordinator, per CDE AEO request.</p>
<p>Respond to Technical Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed</p>	<p>Ongoing</p> <p>Compiled and provided list of agencies that had not entered course approvals. E-mail regarding course approval completion sent to 57 agencies. Provide weekly updates regarding key adult ed personnel changes in all WIA agencies.</p> <p>Both A22 Course Approvals and the YEAR made live on the CAE OAR site on April 15.</p> <p>Sent agency notices announcing course approval site opened April 29.</p>

# Appendix E

Online Teacher Academy and  
Technology Integration Mentor Academy  
(OTAC/TIMAC)

Presentations  
May 29-30, 2015

# Online Teacher Academy and Technology Integration Mentor Academy (OTAC/TIMAC)



By OTAN



Presentations  
May 28-29, 2015  
*Sacramento County Office of Education*

#### OTAN Vision

To lead California adult education in the integration of technology into the educational process, ultimately empowering learners to meet their academic, employment and civic goals.

OTAN began in 1989 as a federally funded project through the California Department of Education, Adult Education Office. For the fiscal years 2011-13, OTAN activities are funded by contract CN130103 from the Career & College Transition Division, California Department of Education, with funds provided through Federal P.L., 105-220, Section 223. However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

## **TIMAC Thursday, May 28, 2015**

11:30	Neda Anasseri	Folsom Cordova Adult School
11:40	Edward Carr	Mary Lind Recovery Centers
11:50	Pamela Chui	Mount San Antonio College
12:05	Natalya Dollar	North Orange County CCD School of Continuing Education
1:45	Maria Grubb	El Monte Rosemead Adult School
1:55	Linda Hsu	Berkeley Adult School
2:15	Alfred Miller	Berkeley Adult School
2:25	Thoibi Rublaitus	Corona-Norco Adult School
2:35	Diana Smith	Vista Adult School
2:45	Joel Vilanova	Learning Quest Stanislaus Literacy Center

## **OTAC Friday, May 29, 2015**

11:10	Sandra Davenport	Pittsburg Adult Education Center
11:20	Susan Hoopes	Oroville Adult Education
11:30	Dori Campbell, MA Ed.	Mt. San Jacinto College
11:40	Leonor Gonzalez	Downey Adult School
11:50	Dan Andrew Legaspi	Downey Adult School
1:20	Sharon Mason	Palo Alto Adult School
1:30	Sharon Ram	Fremont Adult & Continuing Education
1:40	April Oliver	Santa Rosa Junior College
1:50	Martha Robles	Cerritos College
2:00	Carol Gonella	San Mateo Adult School



Name: **Neda Anasseri**

Agency: **Folsom Cordova Unified School District**

Administrator: **Rhonda Koff**

Program Area: **ABE, ASE, ESL**

Support Mentor: **Bethany Ely**

**Project description**

There was an enormous need for technology in the classrooms at Folsom Cordova Adult School (FCAS). Until this year, teachers delivered instruction with only a whiteboard, CD player and handouts. My TIMAC project focused on obtaining technology in all FCAS classrooms and providing training to 11 ESL & ASE mentee teachers. As a result of my TIMAC project, each classroom now has a teacher computer, digital projector, and document camera to help deliver instruction and increase technology use in the classroom.

Who was/were your mentee(s)?

**Sherrie Cramer,  
Stephanie Miller,  
John Rutometkin,  
Jack Ferguson,  
Beth Verhage,  
Elizabeth Parks,  
Graham Wright,  
Victoria Zhovinskaya,  
Stella Salakova,  
Rhonda Koff,  
Colin Kelly**

Notes:



Name: **Edward Carr**  
 Agency: **Mary Lind Recovery Centers**  
 Administrator: **Michael Barnes**  
 Program Area: **ESL, ABE, ASE, CTE**  
 Support Mentor: **Farzana Cassim**

**Project description**

At Mary Lind Center, Ronnie Brock was learning basic computer skills, spreadsheets, borders, shading and basic calculations so that he can do the ordering for the menu for each day for breakfast, lunch and dinner. In other words, he was using Microsoft Excel for improved productivity in his job as a cook. Betty O'Dell was the other kitchen staff and learning the same skills. Now Delroy Nersbeth is filling this position. He has already set up an email account: he can read, send, reply to an email message and attach a file.

Who was/were your mentee(s)?

**Delroy Nersbeth**

Notes:

	Name: <b>Pamela Chui</b>	
	Agency: <b>Mount San Antonio College</b>	
	Administrator: <b>Liza Becker</b>	
	Program Area: <b>ESL</b>	
Support Mentor: <b>Farzana Cassim</b>		
<b>Project description</b>		
<p>My project involves mentoring two teachers in the use of our department's iPads. Through one-on-one meetings, my mentees are learning about different applications and how to integrate iPad technology into their teaching. They are utilizing the iPads as a supplemental tool to help their learners acquire English. Their goal is to become comfortable with the iPads and to use them with their students.</p>		<p>Who was/were your mentee(s)?</p> <p><b>XinHua DeFranco</b></p> <p><b>Marilyn Martin</b></p>
Notes:		



Name: **Natalya Dollar**

Agency: **North Orange County Community College District  
School of Continuing Education, NOCCCD, SCE**

Administrator: **Jorge Gamboa**

Program Area: **ESL**

Support Mentor: **Farzana Cassim**

**Project description**

The main goal of my TIMAC project was the implementation of the iPads and classroom technology into teaching ESL in NOCCCD, School of Continuing Education. The project included faculty trainings, in-class demonstrations, and individual projects with three ESL instructors. Results of the project: the list of useful iPad ESL apps was compiled and distributed to ESL instructors. Three faculty iPad workshops and 37 in-class demonstrations were conducted at Anaheim and Cypress campuses. Eleven ESL instructors checked out iPads during this trimester. Three mentees completed their projects and successfully use iPads and classroom technology on weekly bases. The project of implementation of iPads into teaching will continue next trimester at Wilshire ESL location.

Who was/were your mentee(s)?

**Kelly Monroe**

**Pat McCabe**

**Uma Machanda**

Notes:



Name: **Maria Grubb**

Agency: **El Monte Rosemead Adult School**

Administrator: **Sara Shapiro**

Program Area: **ESL**

Support Mentor: **Barry Bakin**

**Project description**

The goal of my TIMAC project was to help teachers at El-Monte/Rosemead Adult School set up their own classroom websites using Wix.  
 My three official mentees for this project were two ESL teachers and one resource coordinator. I also conducted a series of four workshops on Wix for 13 of our evening ESL teachers. Through these workshops, my mentees and most of the teachers were able to create classroom websites that met their needs. At this time these sites are being used primarily to display student work, classroom photos and to provide links to educational websites.

Who was/were your mentee(s)?

- Bic Bguyen**
- Graec Hinojosa**
- Josie Majul**

Notes:



Name: **Linda Hsu**  
 Agency: **Berkeley Adult School**  
 Administrator: **Burr Guthrie**  
 Program Area: **ESL**  
 Support Mentor: **Bethany Ely**

**Project description**

In doing my TIMAC project, I worked with two teachers from the ESL department on two different projects. One endeavor was to use an Epson document camera and projector to take pictures of students and to record and play back videos of them. In this project the teacher worked with literacy level students to enable them to read, write and understand other students' personal information, e.g. their name, address and phone number. The goal of the second project was to enable post-literacy level ESL students to use Chrome books to find websites and read information from them that would assist them in their daily lives. Both of these projects were very successful in empowering the students to learn English that is applicable to their lives.

Who was/were your mentee(s)?

**Barbara Andrews**  
**Carol Parsons**

Notes:



Name: **Alfred Miller**

Agency: **Berkeley Adult School**

Administrator: **Burr Guthrie**

Program Area: **ESL, ABE, ASE, CTE**

Support Mentor: **Bethany Ely**

**Project description**

My project involved working with four mentees around Google Drive and Docs, Microsoft OneDrive, Interactive Whiteboards, and Document Cameras. Two of the mentees are from the ABE department and two are from the ESL department. The two ABE mentees wanted to learn about the Doc Cam and the Interactive Whiteboard. They were trained and delighted at the different ways they can use it in their teaching to benefit student learning. One of the ESL mentees wanted to learn about Google Drive and Docs and see how she might be able to use it in her curriculum. She reported that she was able to assist a student with Google Docs and editing their resume. The final mentee wanted to compare Google Drive and Docs to Microsoft OneDrive for collaborative student writing projects. After training, she concluded that Google Drive and Docs is better for the suggested feature, as well as opening an account with any email address.

Who was/were your mentee(s)?

**Cris Taylor**

**Gale Lacourt**

**Larry Viles**

**Mary Schoen**

**Linda Hsu**

Notes:



Name: **Thoibi Rublaitus**  
 Agency: **Corona-Norco Adult School**  
 Administrator: **JoDee Slyter**  
 Program Area: **ESL**  
 Support Mentor: **Farzana Cassim**

**Project description**

The first goal of this project was to enable a teacher who never used a computer before to teach the lab section of her class independently. This was the Transition to College & Career course and had a lab component where the students did web quest activities. The mentee teacher learned to research web search engines to create effective web-quest activities and to design worksheets using word document and conduct a class in the lab. The second goal was to assist one of the program coordinators to create a resources tab on the school’s existing website and populate it with a list of web links as student resources. Given that the school was to be closed for almost three months summer break, the mentor and the mentee decided to make this a summer school resource for student self-access lessons for the summer. In addition to achieving these two goals, the participant managed to coordinate two technology integration workshops at Corona-Norco Adult School by inviting tech experts from TIMAC (using the doc camera) and OTAN (using mobile phones in ESL classrooms). The second workshop was open to other teachers in the region as well. The workshops will be followed up in the new school year with the second phase of the mobile devices workshop and the teacher websites will be developed besides getting an online professional learning community to share ideas, provide technical support and stay connected.

Who was/were your mentee(s)?

**Marci England**  
**Bernadine Pohlrs**

Notes:



Name: **Diana Smith**  
 Agency: **Vista Adult School**  
 Administrator: **Tara Biancamando**  
 Program Area: **ESL, ABE, ASE**  
 Support Mentor: **Barry Bakin**

**Project description**

The purpose of this project is to introduce Moodle courses to two levels: Advanced ESL and ABE/Prep. Teachers will be introduced to and instructed in how to use Moodle. These two teachers, Rosa De La Cruz and Pattie Campbell, will also be the mentees in this project. Students will be introduced to Moodle, create a Moodle account, and begin to use several Moodle courses at school and at home. By using Moodle courses with their students, teachers will begin to create a blended learning environment. Integrating Moodle courses into Advanced ESL and ABE/Prep will provide students with the ability to learn and do school work outside of classroom hours.

Who was/were your mentee(s)?

**Rosa De La Cruz**  
**Patti Campbell**

Notes:

	<b>Name: Joel Vilanova</b>
	<b>Agency: Learning Quest</b>
	<b>Administrator: Karen Williams</b>
	<b>Program Area: ASE</b>
	<b>Support Mentor: Bethany Ely</b>
<b>Project description</b>	
<p>My mentoring project involves introducing instructors and students to Blended Learning. Participating GED instructors will be able to offer Blended Learning instruction, in which 25% of weekly class time will be spent online.</p> <p>At the end of this mentoring project, participating instructors will be able to:</p> <ol style="list-style-type: none"> <li>1. define Blended Learning</li> <li>2. become familiar with at least one of three adaptive learning applications: Khan Academy, ReadTheory.org, Typing.com</li> <li>3. Use one of the adaptive learning application's teacher account in order to track student progress.</li> <li>4. Integrate basic Blended Learning concepts with the current curriculum.</li> </ol>	<p>Who was/were your mentee(s)?</p> <p><b>Sarena Chea, Jean Simmons, Kelly Garces, Josephine Alexander-Hutchins, Victor Pantoja, Alexandra Hancock, Cathy Bankson, Terry Godinez, Sandy Frabrocini</b></p>
Notes:	

## **TIMAC Support Mentors:**

### **Barry Bakin, Pacoima Skills Center, LAUSD DACE**



Barry has served in many roles in the Division of Adult and Career Education of the Los Angeles Unified School District. First and foremost, he has been a classroom teacher of ESL for adult immigrant students at Pacoima Skills Center and more recently the East LA Occupational Center. He was also the ESL Coordinator for the night program at the Main Campus of South Gate Community Adult School. For many years he served as a technology adviser for DACE. Being a classroom teacher gives him the opportunity to experiment with the technologies that he learns about with his own students. Barry also acted as a group leader in PBworks summer boot camps. For many years Barry has shared his experiences and expertise with other teachers through numerous conference presentations and trainings, sponsored by CATESOL, CUE, OTAN, CALPRO and others.

### **Bethany Ely, Elk Grove Adult and Community Education**



Bethany has held positions as an adult ESL teacher and counselor at Sacramento City Unified School District and Elk Grove Adult and Community Education, as well as CSUS College of Continuing Education. She is an active technology user and has been involved in OTAN's Teaching with Technology project - to redesign its online resources for teachers to make them more directly connected to curriculum standards in an online search tool. This project involves contributing to the new design of the site, and reviewing Web links to designate where they should be placed on the site. She was a Cohort 4 participant in OTAN's Technology Integration Mentor Academy in 2007-09.

### **Farzana Cassim, LAUSD Division of Adult and Career Education, Evans Service Center**



Farzana Cassim has significant and relevant experience in adult education and technology both as an ESL learners and as a CTE teacher and tech support staff with Evans Service Center, LAUSD Division of Adult and Career Education. She participated in TIMAC Cohort 8 in 2012-13 and presented twice at the Technology and Distance Learning Symposium. Her experience and warm personality make her a great support mentor for adult education colleagues.

# Online Teaching Academy

## Outreach and Technical Assistance Network



Name: **Sandra Davenport**

Agency: **Pittsburg Adult Education Center**

Administrator: **Lynne Nicodemus**

Program Area: **ESL**

Support Mentor: **Evelyn Lenton**

### Project description

Before I started teaching adults ESL, my career for many years was as an accountant. Because we have college-level accounting and QuickBooks classes at Pittsburg Adult Education Center, I have discussed a career in accounting with a number of students, and encouraged them to take the classes. Several students, who all had the requisite CASAS reading score to take these classes, told me they dropped out because they were overwhelmed by the large number of specialized accounting vocabulary words they encountered. Adult ESL students, in general, still have a much smaller English vocabulary than a native speaker of English. For these students, the learning load of domain-specific vocabulary while at the same time trying to learn accounting theory was just too much.

My project, therefore, is to create a Moodle-based course that students would take prior to beginning an accounting class or QuickBooks class. The course focuses on the meaning and usage of one hundred or so of the most commonly used accounting terms. I include basic accounting theory, which is their natural context. I am building the course around eight short, simple accounting videos developed by Ann Weiss at acclets.com, and used with her permission. I hope that this course will give them enough knowledge and confidence to succeed in the college-level classes they will be taking.

The target population for this course is adult ESL students. I have had several students with college degrees and accounting experience in their native countries, who are working in lesser jobs because they don't know English accounting terminology. However, native speaking high school graduates and other adults interested in small business bookkeeping for itself or as an entry into the accounting world would benefit from it, too. . Finally, although QuickBooks is touted as an accounting program for which you don't need to know accounting (not true, in my opinion), my program will explain enough theory that students with no accounting background will understand much more, and have a better experience in QuickBooks classes.

Notes:



Name: **Susan Hoopes**

Agency: **Oroville Adult Education Center**

Administrator: **Jeff Ochs**

Program Area: **ABE/HSD**

Support Mentor: **Susan Coulter**

### Project description

I created a blended English class worth five credits for my high school diploma students. The course is based on the book, *The Hiding Place*, by Corrie Ten Boom. The online portion includes vocabulary practice, quizzes, and written responses in a forum in a Moodle course. The face to face portion of the class includes reading the book, further discussion, and a presentation project.

This has been an interesting experience. I am looking forward to completing more courses to use in my high school diploma classes.

Notes:



Name: **Dori Campbell, MA Ed.**

Agency: **Mt. San Jacinto College**

Administrator: **Teri Safranek**

Program Area: **GED Prep Course/S.M.A.R.T Goals**

Support Mentor: **Susan Coulter**

## Project description

My project's focus is on S.M.A.R.T. Goals for our GED Prep course. I believe that goals written down are dreams with deadlines. By having students put their goals on paper provides them with a road map that gives them a purpose for coming to class each meeting, in addition to taking a test to obtain their high school equivalency diploma (HSED). We all need a purpose to help keep us on our various courses in life as well as being able to see a light at the end of the proverbial tunnel. My blended learning course titled: Taking Steps Towards S.M.A.R.T. Goals, takes student through six (6) steps that educates them on:

- What S.M.A.R.T. Goals are
- Why they need goals
- Contains Videos, Quizzes, and Crossword puzzles to reinforce comprehension and retention.
- Ending with the students writing their S.M.A.R.T. Goals

Notes:



Name: **Leonor Gonzalez**

Agency: **Downey Adult School**

Administrator: **Blanca Rochin**

Program Area: **Career Technical Education (CTE)**

Support Mentor: **Evelyn Lenton**

### Project description

For my project I am putting together an Intro to Medical Assisting Course. This will be a blended course designed to take place over a period of 4 weeks. Students will participate in the online course with discussions, reading material and some quizzes as well. Student will meet in the classroom once a week for lab practice. This practical session will allow the instructor to check for understanding and apply the skills discussed during the week online.

Week 1 students will learn about the field of Medical Assisting

Week 2 students will learn policies and procedures for HIPAA and OSHA

Week 3 students will learn about Vital signs

Week 4 students will learn about injections

Notes:

# Online Teaching Academy

Outreach and Technical Assistance Network



Name: **Dan Andrew Legaspi**

Agency: **Downey Adult School**

Administrator: **Blanca Rochin**

Program Area: **Career Technician Education – Pharmacy Technician**

Support Mentor: **Evelyn Lenton**

## Project description

My project focuses on building a 5-week introduction module for the Pharmacy Technician program we currently have in place in Downey Adult School. I started a 5-week blended learning module on September 2014 using the Edmodo LMS but have found that it has limited capability in regards to student interaction as well having a teacher-controlled environment. I am now building a new module with the same concept in mind, only more interactive, dynamic and definitely teacher-controlled. The course will focus on introductory concepts for pharmacology, pharmacy practice, pharmacy calculations as well as administrative duties used in the pharmacy setting. In addition to the materials I currently have, I am also adding various technological elements into the course such as Adobe Connect, Vittle (Video recorded tutorials), and Screencasts. While building, I am also drafting comparisons between Edmodo and Moodle to list the compare and contrast each system's features and capabilities.

Notes:

# Online Teaching Academy

## Technical Assistance Network



Name: **Sharon Mason**

Agency: **Palo Alto Adult School**

Administrator: **Alexandra Scott**

Program Area: **ESL**

Support Mentor: **Francisca Wentworth**

### Project description

My project has been to create an ESL online book club for students in our distance-learning program. The club met for 8 weeks and read one book, *The Invention of Hugo Cabret*. Though all the students reported liking to read in their first language, most said they had never read a book in English before. They all completed the book and had insightful responses to it. Each week, the students met in person for an hour and had about 6 hours of activities online including discussion boards, asynchronous spoken discussions, videos, quizzes and vocabulary study. To support the online aspects of the book club, I created a Weebly site and a class Moodle.

The Weebly site was designed to publicize the book club. We handed out flyers with the URL, linked it to the school website, tweeted about it and put it on the school Facebook page. The website gave the book club schedule, introduced the book we would be reading, linked to information about the book, and had a contact page that students could use to ask questions about the club and to register. I had never made a website before and was amazed at how easy it was to do and how easy it was to spend hours and hours doing it. The website was useful and I will certainly make a website for any class I teach in the future.

The Moodle was the students' entry point to all online work. Building the Moodle was a straightforward, if sometimes frustrating, process. Eventually, any problem could be solved. The online course design problems have proved trickier. My goal for the Moodle was to create opportunities for authentic communication, both written and spoken and to support student comprehension of the book and interest in reading it. I believe I was able to achieve the later goal but student participation in online discussions was disappointing. Despite my students' expressions of enthusiasm for the book and the book club, they did not go to the Moodle as early in the week as they needed to and did not participate in the written discussions as fully as I expected. When asked why, some said the discussion questions were too hard, some said they were too easy and all agreed that they didn't want others to see their English. I appreciated the support of my mentor, Francisca Wentworth and my OTAC peer group, April Oliver and Martha Robles as they helped me search for solutions. I have implemented some of their suggestions and some of the students' suggestions but I'm not convinced that I have solved the puzzle. I still have work to do if I am going to offer the book club again in the fall.

Notes:

# Online Teaching Academy



Name: **Sharon Ram**

Agency: **Fremont Adult & Continuing Education**

Administrator: **Steve Giudici**

Program Area: **ESL**

Support Mentor: **Evelyn Lenton**

## Project description

To diversify and update the content in the FACE ESL Distance Learning Program, in Fall 2014 we launched online courses in Burlington English (BE) as an extension of Distance Learning online. Six other teachers joined me in supporting learners on a new platform. In Phase One of the pilot, we enrolled 125 students in courses in multi-level courses in Everyday English, English in America and Career Extension Courses. Teachers used the program in various capacities: classroom instruction, blended learning, and online learning. To add important components such as peer contact, collaboration, building an online community, and discussions, I created a Discussion course in Moodle (Social format). I was able to try out the course with a select group of students over 2 quarters. The BE Discussion course is open to all BE students. Each week I post a guided question and invite participants to share their experiences and comments. Students have posted comments about their goals and their specific course content. Students who completed all the required posts per quarter received a digital badge in Moodle. The purpose of the discussion forum is for students to respond to material and develop critical thinking and analytical skills My hope is to engage learners in an online community that is reflective, informative, supportive and relevant.

In addition, seven teachers formed a teacher community in Freedcamp to capture ideas, ask questions, and receive training as we implemented the BE Program.

My future plans are to set up additional orientations for the BE Moodle Course and to invite more learners to participate in the online community to share their learning experiences and to ultimately discuss and apply what they have learned.

Notes:

# Online Teaching Academy



## Technical Assistance Network

Name: **April Oliver**

Agency: **Santa Rosa Junior College**

Administrator: **Martin Estrin**

Program Area: **ESL**

Support Mentor: **Francisca Wentworth**

### Project description

My original OTAC project plan was to use the OTAN Advanced ESL course with my students. However, after taking the Teaching Students in Blended Classrooms Online Course, I soon realized the importance of building community within Moodle and extending classroom walls in a hybrid-type setting. I also wanted to focus on integrating reading activities into Moodle, because I had not seen it addressed in other courses. My final project focused on reading because it meshed with my current courses I was teaching, it fit with my participation in my agency's Reading Apprenticeship Focused Inquiry Group (RA FIG) and it was a way to experiment with using technology in reading instruction and building community online. I was especially curious to see how I could use Moodle to help students with their reading skills.

I already had experience using Moodle as an instructor, so I felt very comfortable creating activities and resources. I piloted my course with ESL students in an advanced reading course. I started the first class with an orientation in the lab, but then the students were responsible for accessing Moodle after every class session. I created my course on the Moodle server at SRJC (with Moodle 2.7), because I wanted my students to learn how to navigate my agency's system. Some of the items I created for my course included:

- A syllabus using the Book resource and a follow-up Moodle quiz
- A class glossary to practice guessing the meaning of vocabulary in context
- Classroom norms and reading strategies lists using Google Drive
- Forums for journal entries and responding to other students

Some challenges were technical issues like students not being able to go back to edit and finish their journal posts before other students responded to these unfinished posts, so I taught students to word process their journals first, then paste them into Moodle. Another challenge was that I found it time-consuming to grade students' glossary entries and give feedback, but then I discovered Moodle logs and I was able to focus in on each individual student and grade his/her entries at the same time. A success I discovered is that more students are signing up for online classes at Santa Rosa Junior College and they have told me they feel comfortable using Moodle. In the future, SRJC's ESL classes will be changing because the curriculum is being revised and the reading and writing classes will be combined. I would like to continue to integrate the reading activities and resources that I created in Moodle into the new courses at all levels.

Notes:

# Online Teaching Academy

Technical Assistance Network



Name: **Martha Robles**

Agency: **Cerritos College**

Administrator: **Graciela Vasquez**

Program Area: **ESL**

Support Mentor: **Francisca Wentworth**

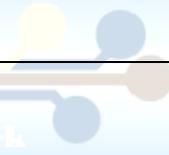
## Project description

The goal for participating in the OTAC Program was to generate an online course for the non-credit English as a Second Language Program at the Adult Education Department, Cerritos College, develop course curriculum and, once approved by the Curriculum/State, offer the online course through the Adult Education Department. As most projects go, some changes in the development and/or project are bound to occur. While this OTAC project was happening, faculty and staff of AED generated an entire lesson and assessment to meet one of our long-term goals, to introduce AED students to more technology, and specifically laptops.

My project included two components: the Laptop Computer Lesson, USA Learns 1st Course (summer 2015), and USA Learns 2nd Course (fall 2015) all housed within the Moodle site supported by OTAN. The Laptop computer lesson encompasses: A PowerPoint lesson, Student practice and Skills building activities as well as a Vocabulary and Skills Assessments. The USA Learns 1st and USA Learns 2nd Courses will be utilized as created with supplemental activities and practice depending on the needs of the students and standard online practices. The first course will begin May 26, 2015, and will begin with a night class, gather for a brick and mortar class one night and go online for the second night. Finally, there have been many challenges, but my lead mentor, Francisca Wentworth and fellow OTAC participants, have been a great resource as well as the online course with Lesley and all the great support, ideas, and materials from fellow OTAC mentees. Thank you!

In conclusion, as we continue to develop materials/lessons, the final phase an AED Advanced ESL course will be added to the possible online courses. We hope to make these courses available for students that wish to pursue/further their English language skills via an online format.

Notes:



Name: **Carol Gonella**

Agency: **San Mateo Adult School**

Administrator: **Tim Doyle**

Program Area: **ESL**

Support Mentor: **Susan Coulter**

## Project description

**TAKING THE STEP FROM ADULT SCHOOL TO A SAN MATEO COUNTY COMMUNITY COLLEGE** is the title of my project. It aims to collect all the relevant materials available to aid a student in their decision to progress to Community College.

The purpose of this is two-fold: to help the student; and to provide a vehicle for the Community College and Adult school to use in moving students appropriately.

While each of the campuses has a great website, there is no way for students to compare the colleges. These college websites do not speak to the students' abilities to make this change. This is an attempt to provide a forum for comparison and further thought about the change.

The course has two main focuses. The first is a questionnaire as to the student's readiness to make the change. Goals, test taking ability, study style and skills, and note taking skills are all discussed and the student is asked to evaluate their own capabilities. Writing ability is not only discussed but actually tested. In this area the teacher is involved in evaluating work and advising the student as to its efficacy. The second focus is on a discussion and comparison of the two campuses, location, transportation availability and costs, student assistance available, curricular paths available and costs, including possible ways to offset some costs.

Forums are provided for students to exchange information and ideas with others. Teacher availability with "office hours" at set times and through anytime emails provides a route for the student to clarify any questions about the course.

Notes:

# Online Teaching Academy

## OTAC Support Mentors:

### **Susan Coulter, Baldwin Park Adult and Community Education**



Susan Coulter was a part of OTAC and TIMAC before they even had their names. In 2003 she was one of the participants in ITAP, out of which came TIMAC as we know it. Susan integrates technology into her class every day and believes that technology projects build students' self-esteem and pride. As a Technology Integration Mentor, Susan helped her colleague, Debbie Jensen, create an interactive Web site which includes links to search engines, dictionaries, translators, bus schedules, online maps, and the county library system. Students used their Web site both in class and at home to study vocabulary words or to practice skills they learn in class. When that free hosting service was discontinued, Susan single-handedly moved the content to another platform, and has been teaching others how to use it. Susan has been featured in OTAN newsletters and OTAN videos describing how she effectively uses technology in her teaching. She is also a presenter and online trainer for OTAN and other professional organizations.

### **Francisca Wentworth, Jefferson Adult School**



Francisca Wentworth has been an ESL teacher for many years and has taught ESL at Jefferson Adult Division for the last 22 years. She is also the Instructional Technology Coordinator and webmaster for Jefferson Adult School. She provides professional development for teachers and developed and maintains an extensive resource website for teachers and students to integrate technology into their classes. She has been a leader in online learning and has developed three ESL online courses in Moodle. Two of her courses are available on the OTAN California Adult Education Courses website. She has been an OTAC mentor since 2011 and is an OTAN trainer. In addition to her work with Jefferson and OTAN, Francisca currently teaches German online. Francisca holds a Bachelor and Master of Arts degree in German from the University of California, Irvine and California State University, Long Beach and a Master's Degree in Educational Administration from California State University, San Francisco. She participated in ITAP and the first TIMAC Cohort and was a support mentor for TIMAC. In addition to technology, she loves languages and speaks Spanish, German and some Mandarin. Her other love is music. She plays flute, South American ethnic flutes and guitar and performs locally in the San Francisco Bay Area.

### **Evelyn Lenton, Antelope Valley Adult School**



Evelyn Lenton is program coordinator for ASE - high school diploma, GED prep, CAHSEE prep, and ABE, as well as the GED chief examiner at Antelope Valley Adult Education. In their GED preparation program, Evelyn has led efforts to introduce and sustain computer and web-based delivery of curriculum. She was a member of the first OTAC class and has been a support mentor for OTAC for the past two years. Additionally she presents at conferences and online workshops for OTAN on topics of Technology Skills for the 2014 GED Exam and Moodle v2 Advanced Features.

# Appendix F

Community Model of Online Learning  
(CMOL)

Reports  
2014-2015

Baldwin Park Adult and Community Education  
Fairfield-Suisun Adult School  
Torrance Adult School

## Final Progress Report - Baldwin Park

Our Test Prep classes officially opened on October 14<sup>th</sup> with 20 new Hewlett Packard desktop computers. We offered classes in the morning, afternoon and evening. Large posters were placed around campus advertising the class and our counseling office helped refer students. During our second quarter, we were also able to place a small article in a local newspaper.



In addition to the new computers, we were able to

**Math prep:** A new math preparation course is being offered through Baldwin Park Unified's Adult and Community Education program.

Test Preparation Math will focus on TABE scores, GED math and college-level math courses. Morning, afternoon and evening sessions are available.

For more information, contact the counseling office, call 626-939-4456 or go to [www.bpace.k12.ca.us](http://www.bpace.k12.ca.us).

purchase calculators and headsets for our lab. We got off to a slow start; however, academic classes are open entry as long as there is space available, so we were able to add students throughout the quarter.



The first week we introduced the course. Students were given a course syllabus and we set up email and [adultedcourses.org](http://adultedcourses.org) accounts. Student folders were set up with account and password information.

Time was taken to introduce our Moodle Test Prep course. Students completed an online survey asking questions about general demographics, computers and other Internet devices in the home,



Community Model of Online Learning

 News forum

 GED 2014 Formula Sheet

 Technology Survey

Community Model of Online Learning  
Baldwin Park Unified School District Adult and Community Education

and familiarity with online learning. Students were also asked to introduce themselves to the class in the Moodle Forum post and to respond to another student's post. At the end of the week, they were introduced to EdReady and took their first assessment test.

The second week we introduced our first Mission Challenge, which was a short video screencast challenging students to calculate the area needed to be painted and to determine the amount and cost of paint needed to paint the room. Students were encouraged to work in groups to solve the challenge, but each student was required to



submit their answers online as part of a Moodle quiz. Our goal was to create a sense of community and to encourage students to help each other.

Students had several weekly assignments. They were asked to make a forum post each week giving their opinion about time management or different components of the course. They were also asked to respond to at least one other student's post. Each week we introduced a new Mission Challenge, which dealt with time management and fractions during our first quarter. Students seemed to have a lot of difficulty with fractions so many of our Mission Challenges focused on fractional concepts. Students also had two calculator worksheets to complete each week, which were five to eight word problems. They could take the worksheets home if needed.

During our second quarter, instruction focused on fractions, ratios and proportions, percent, interest, and probability. In addition to the Mission Challenges, we added three new Kahoot activities to reinforce learning. The last couple of weeks we started adding

Community Model of Online Learning  
Baldwin Park Unified School District Adult and Community Education

CK-12 resource sheets on the specific topic being covered that week, which included a written explanation, video links, and practice questions.

During our third quarter, instruction focused on different aspects of Geometry including the Pythagorean theorem. We continued to use CK-12 resource sheets and Kahoot activities to reinforce learning.

Our students needed a lot of encouragement. Each week on Sunday at 5:00 pm we would identify the Top Learners for the week and post their names in a



FlashVortex.com banner in our Moodle Test Prep Course. Students completing a section of the High School Equivalency goal and moving on to the next section were also acknowledged in an email blast sent to all students. Four students completed section one in the first quarter, seven in the second quarter, and three in the third quarter. One student completed HSE3 the last week of school.

Teachers met weekly to discuss student progress and any concerns they had during the first six weeks of the first quarter. Teachers followed up on students who were

not attending and reported to the Teacher-on-Special-Assignment (TSA) over the program. Teachers worked as a team to develop the Test Prep course and to adjust as needed to meet student needs. Teachers were also encouraged to respond to their students' posts.

**Congratulations to  
Adilene Miranda**  
for completing HSE1 and moving on to HSE2. Way to Go!  
**Top Learners for the week:**  
Magalleli Coraza ([Awesome Learner](#))  
Buoy Lim and Khristine Rodriguez  
Karina Hernandez  
Randy Gerardo  
**Keep up the GREAT work!**

Community Model of Online Learning  
Baldwin Park Unified School District Adult and Community Education

We were eventually able to hire two more teachers to fill open positions, which we were subbing out. During our second quarter, we were no longer able to meet as a group weekly due to schedule conflicts; however, we were able to meet informally to discuss student needs.

Throughout the year we saw a trend in negative CASAS growth when students transitioned to a higher CASAS test level. Since we were using eTests Online, we decided to continue using the same testing procedures and to not worry about negative CASAS test scores assuming they would go up in the following quarter.

### **Test Prep Overall Data**

We had 123 students enrolled in the Test Prep course this last year; however, 18 students never attended. Of the 105 students that attended, there were 12 students who never set up an EdReady account and 9 students who were never CASAS tested.

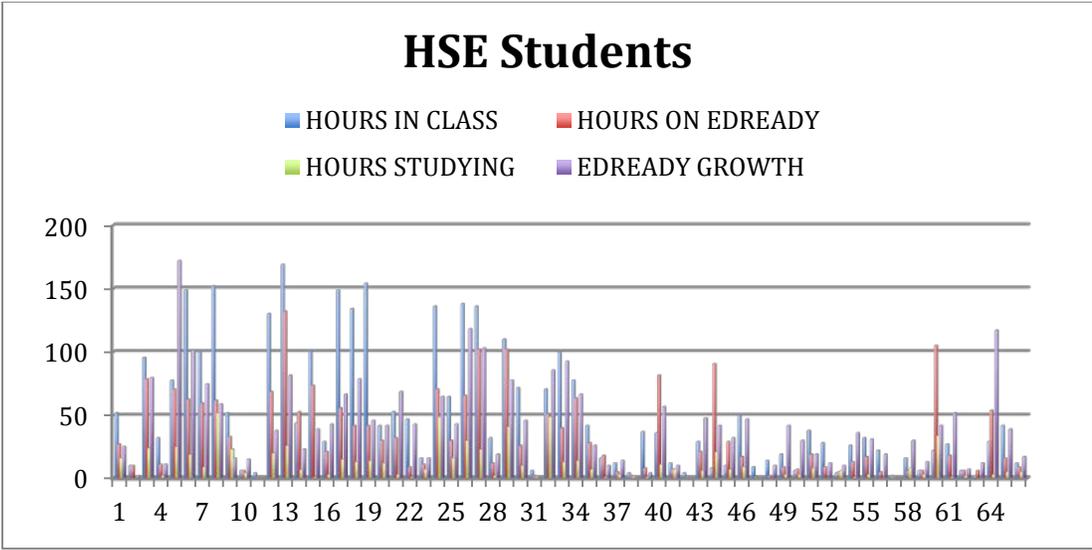
Looking at CASAS pretest scores we found a range of 197 to 246, a median score of 221 and an average score of 220.

CASAS post testing took place the last week of each quarter. Of the 84 students who were CASAS pretested, 43 were post tested. The average gain was an increase of 6.3 points with a high of 20 points and a low of -7 points.

### **High School Equivalency (HSE)**

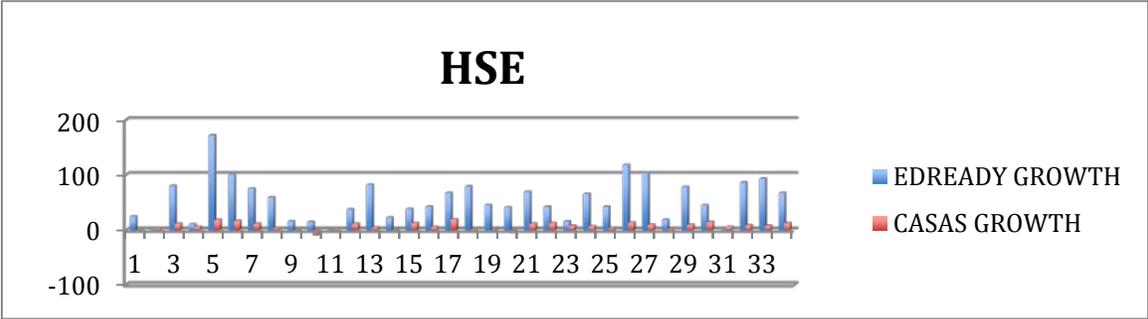
We served 66 HSE students. Among our HSE students, we found a CASAS pretest range of 197 to 246, a median score of 219, and an average score of 218.8. The average Edready growth was 40.9 points, and the average time using the study resources was 10.7 hours. 66 students worked on HSE1, 22 on HSE2, and 5 on HSE3.

Community Model of Online Learning  
 Baldwin Park Unified School District Adult and Community Education



One HSE student attended class only 8 hours, but spent 91 hours on EdReady, 21 hours using the study resources, and showed an EdReady growth of 42. We found that several students came to class occasionally but continued to work online.

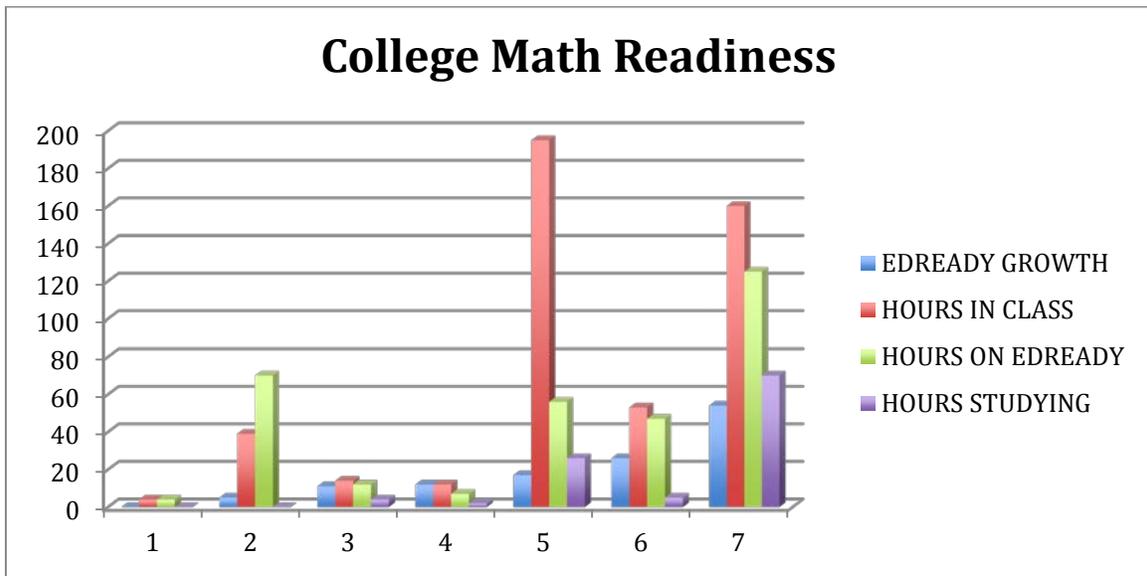
We also compared growth on EdReady and growth on CASAS and found that an increase in EdReady score resulted in an increase in CASAS score a majority of the time; however, the increase in CASAS score was small compared to the increase in EdReady growth.



### College Math Readiness

We served seven College Math Readiness students this last year. Among these students, we found a CASAS pretest range of 219 to 232, a median score of 223 and an average score of 225. Only three students were post tested showing an average CASAS growth of 4.7 points.

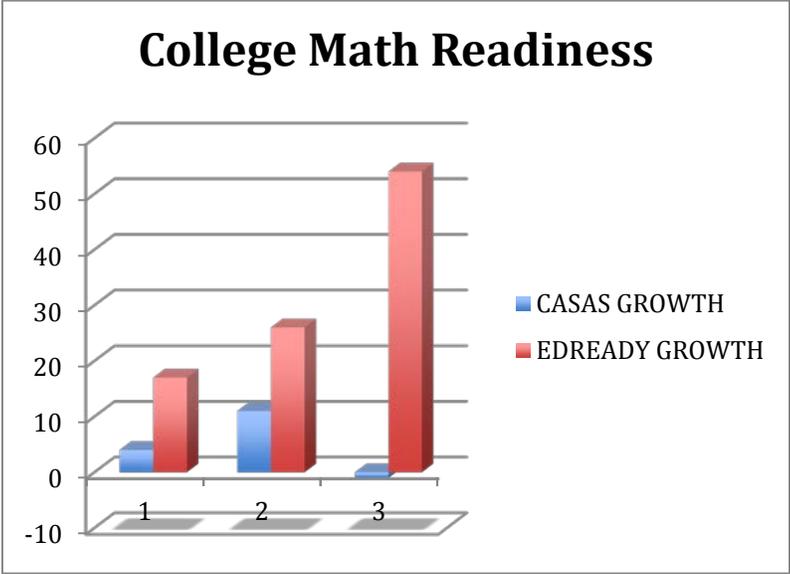
One student attended only four hours and showed no growth on EdReady. We found EdReady growth ranged from 0 to 54 points with a median growth of 12 points and an average of 17.9 points.



Student 2 on the above graph started in the TABE EdReady course, and there showed EdReady growth of 57 points and spent 30 hours using the study resources.

We also looked at CASAS growth and EdReady growth; however, only three students were post tested on CASAS. Student 3 on the chart was pretested on a CASAS Level B test and then post tested on a Level C test. We have seen a trend in negative CASAS growth when students transition to a higher CASAS test level.

Community Model of Online Learning  
Baldwin Park Unified School District Adult and Community Education

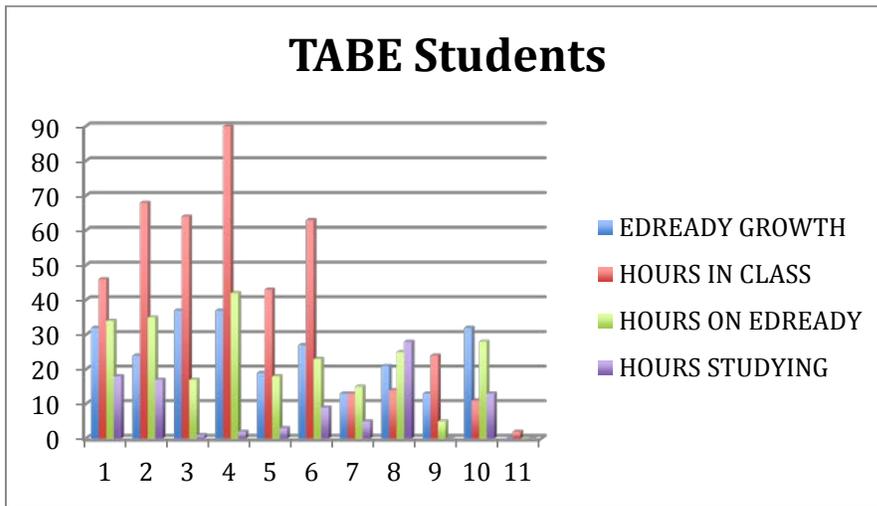


Many of our college prep students come to us needing extensive review. We feel students testing less than 230 on a CASAS math test should first complete HSE. We wanted students to feel successful, so we divided the HSE course into three sections: HSE1, HSE2, and HSE3. Students receive a certificate after completing each section. By first placing College Math Readiness students in HSE, this would give students a firm foundation. After completing HSE, a majority of the College Math Readiness course would be review for them. Then, they would go on to tackle the more advanced skills needed for college. We feel the College Math Readiness course is too overwhelming for most adult school students. Students get discouraged and do not persist. We would like to consider this for next year.

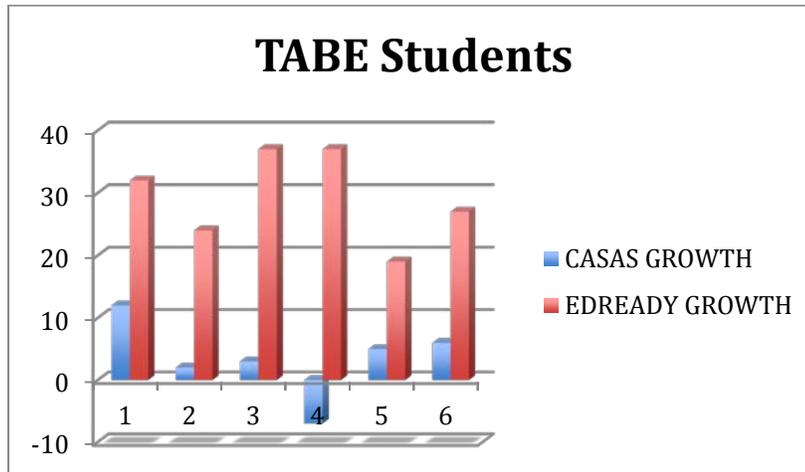
Community Model of Online Learning  
Baldwin Park Unified School District Adult and Community Education

**TABE**

We served 11 TABE students this last year. Among these students, we found a CASAS pretest range of 202 to 243, a median score of 226 and an average score of 227. Six students were post tested showing an average CASAS growth of 3.5 points.



We also looked at CASAS and EdReady growth.



Student 4 did not take a higher level CASAS posttest, and we do not know why his score was so low. Students 2, 3, and 5 did take a higher level CASAS posttest and showed positive CASAS growth.

Community Model of Online Learning  
 Baldwin Park Unified School District Adult and Community Education

ABE teachers use the TABE test to validate learning. Some of our Test Prep students showed surprising results.

### TABE Math Scores (Online Adaptive)

	<b>Computation</b>	<b>Applied</b>	<b>Combined</b>	<b>Date</b>
Matthew	8	5.6	6.6	11/24/15
	8.6	7.2	7.7	12/22/15
	8.4	7.9	8.2	1/21/15

Buoy	5.4	4.4	5	11/10/14
	10.7	11.4	11	1/22/15

Raul			*5.2	12/30/14
	8.9	10.8	10.1	2/11/15

Michael			5.4	3/25/15
			9.0	4/16/15

Laszlo			5.9	2/27/15
			6.7	6/4/15

\*Given a TABE Level A Form 9 paper test.

Community Model of Online Learning  
Baldwin Park Unified School District Adult and Community Education

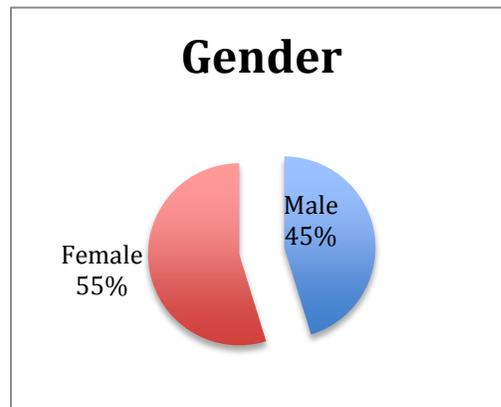
Raul completed TABE Test Prep and enrolled in the Electrician class. Buoy had completed HSE1 and was close to completing HSE2 when she took the TABE test. She passed the math test with ease; however, her reading level is holding her back from the Pharmacy Tech class. She continued in the Test Prep course and during the last week of school was able to complete all three sections of HSE. She has decided to now focus on her reading. Matthew and Michael both passed the TABE Math Test and enrolled in the Electrician Class. Five of the eleven TABE Test Prep students have enrolled in our Career Technical Education program.

In reviewing the data, we feel we need to focus students more on the study resources. We want to continue to build a sense of community and camaraderie amongst our students and plan to continue using a Test Prep Moodle Course. We were not able to offer summer school for our academic students this year, but we are excited and pleased that some of our students are continuing to use EdReady throughout the summer.

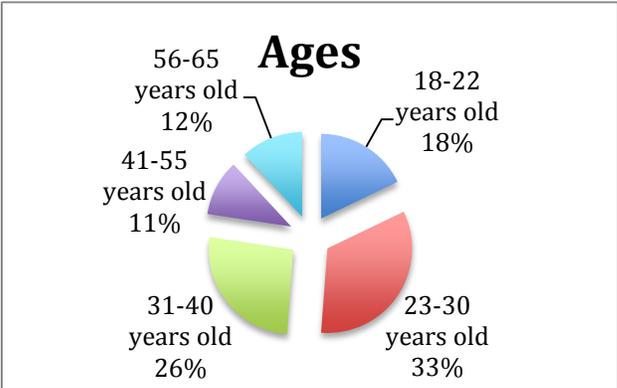
*Demographics*

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<b>Gender</b>	
Male	38
Female	46



Community Model of Online Learning  
 Baldwin Park Unified School District Adult and Community Education

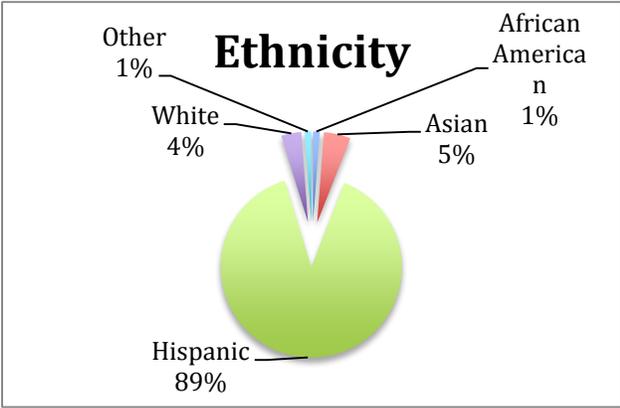


**Ages**

18-22 years old	15
23-30 years old	28
31-40 years old	22
41-55 years old	9
56-65 years old	10

**Ethnicity**

Black	1
Asian	4
Hispanic	75
White	3
Other	1



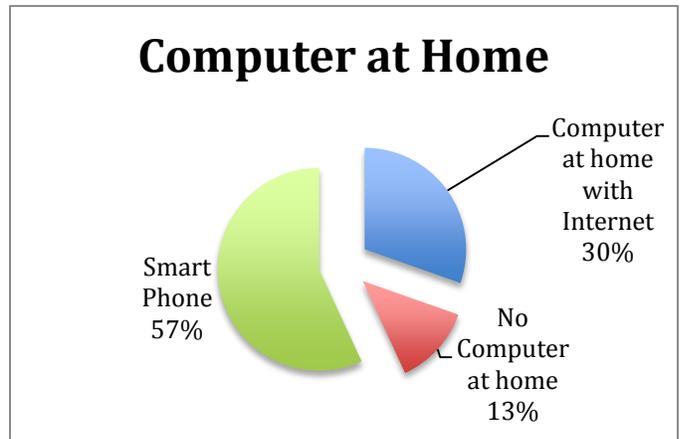
Community Model of Online Learning  
Baldwin Park Unified School District Adult and Community Education

*Technology Survey*

We asked students to complete a technology survey. We had seventy-two unduplicated student responses during the school year.

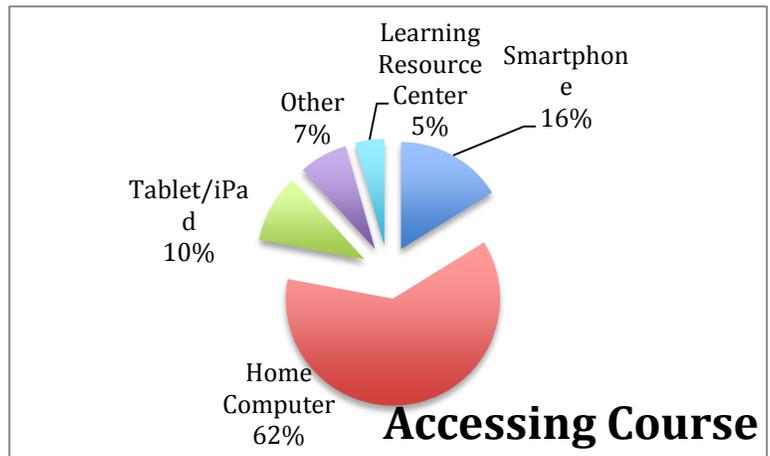
**Computer at Home**

Computer at home with Internet	31
No Computer at home	13
Smart Phone	58



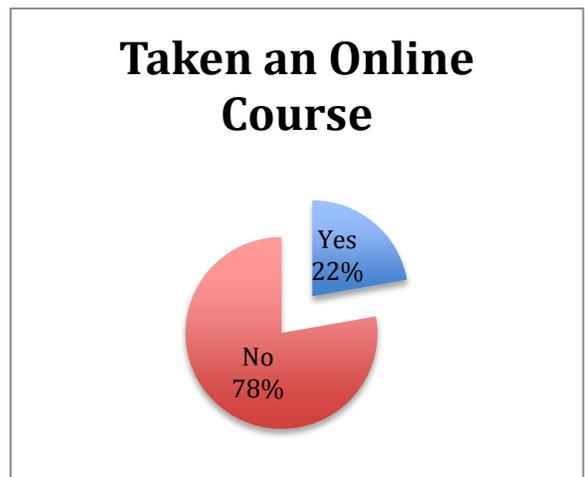
**Accessing Course**

Smartphone	11
Home Computer	42
Tablet/iPad	7
Other	5
Learning Resource Center	3



**Taken an Online Course**

Yes	16
No	56





**Fairfield-Suisun Adult School  
Vacaville Education Extension Program  
Vallejo Regional Education Program  
Community Model of Online Learning  
2014-15**

**Activities:**

**October**

Fairfield-Suisun Adult School staff participated in NROC online training on Edready.

**November**

Training meeting conducted by Fairfield-Suisun Adult School with support from Branca Marceta. Five staff members from FSAS, two staff members from Vacaville Education Extension Program and one staff member from Vallejo Adult School. Meeting was primarily a discussion of logistics.

Fairfield-Suisun Adult School teachers met weekly in November to set up classes in Edready and discuss logistics of online learning. One staff member from Vallejo Regional Education Center attended each of the meetings.

Two FSAS classes began using Edready during their class time.

**December**

Fairfield-Suisun Adult School students continued work in Edready. Please see student data report.

Fairfield-Suisun Adult School staff participated in OTAN training on using the chat feature in Moodle.

Graphics tablets were ordered for teachers to use in writing math problems when engaging in online instruction.

## January

Received signed contracts for participation in CMOL grant activities from Vallejo Regional education center and Vacaville Education Extension Program.

Vacaville reports that the program has minimal technology available for student use. They do, however, have wireless connectivity. We recommended that they use grant funds to purchase chrome books and a charging cart. They were enthusiastic about this idea and reported that they would be ordering.

Fairfield-Suisun Adult School adult basic education and high school math classes added new students to the blended class using Edready at the beginning of the quarter.

## February

The teacher coordinating technology for Fairfield-Suisun Adult School went to Vacaville to do Edready orientation with their math teacher. Chrome book order not yet in, so Vacaville did not begin instruction.

The teacher coordinating technology for Fairfield-Suisun Adult School went to Vallejo to assist Vallejo teacher, who had been attending staff training meetings, with setting up Edready for her class. They had technology difficulty, so Vallejo agreed to have district tech support come and assist with unblocking the site.

Fairfield-Suisun Adult School teachers began work on how to use graphic tablets and deliver online instruction.

## March

With the beginning of third quarter, Fairfield-Suisun Adult School algebra teacher began using Edready as an instructional tool in a blended learning model.

New students added to high school math with beginning of quarter.

## April

Fairfield-Suisun Adult School (FSAS) teachers, with assistance from the technology support teacher by OTAN staff, were successful using Adobe Connect to communicate with students using online instructional delivery.

Vacaville still did not receive delivery of chrome books, though they did receive the charging cart.

Vallejo was still not using Edready as an instructional tool.

## May

After an additional visit to Vallejo by the FSAS technology coordinating teacher, Vallejo began using Edready in one class that meets one day a week.

Vacaville began using Edready in one class by “juggling” use of available computers, as chrome books still had not arrived.

Fairfield-Suisun Adult School continued with blended learning instruction in adult basic education, adult high school math, and adult high school algebra.

Fairfield-Suisun Adult School technology coordinating teacher met with Vallejo algebra teacher, who states that he plans to use Edready in a summer class.

## **Challenges:**

1. Fairfield-Suisun Adult School was minimally successful in establishing a working partnership with our other regional adult programs, Vallejo Regional Education Center and Vacaville Education Extension Program.
2. It has been challenging to get the active support of the administrators of the two partner schools.
3. Fairfield-Suisun Adult School has just begun to deliver online instruction.
4. Fairfield-Suisun Adult School needs to do a better job of managing CASAS pre and post assessments for adult secondary students.

## **Successes:**

1. Though it took a long time for partnering schools to begin instructional use of Edready, they did begin working on the program with students.
2. Fairfield-Suisun Adult School math teachers are very enthusiastic about the value of Edready as a blended learning instructional tool.
3. Fairfield-Suisun Adult School students were encouraged by their progress when working on Edready. Several students reported that they now experience much less math anxiety, as they have developed confidence that they CAN do math! Please see attached data chart # 1
4. Correlation to CASAS post test gains: Please see attached data chart #2.

## **Recommendations:**

1. It is critical that there be a consistent project manager when working in a consortium model. The partnering schools need to receive consistent support from a project manager to assure that they are implementing the program.
2. It would be helpful to receive face-to-face training on how to use Adobe Connect (in moodle) as a vehicle for online instructional delivery.

Fairfield-Suisun Adult School  
 Vacaville Education Extension Program  
 Vallejo Regional Education Center  
 Community Model of Online Learning  
 2014-15

Fairfield-Suisun ABE			Fairfield-Suisun High School Math			Fairfield-Suisun High School Algebra			Vacaville			Vallejo					
Point Gain	Hours on Edready		Point Gain	Hours on Edready		Point Gain	Hours on Edready		Point Gain	Hours on Edready		Point Gain	Hours on Edready				
0-5	2	0-1	4	0-1	6	0-5	1	0-1	5	0-5	3	0-1	7	0-5	4	0-1	5
6-10	10	2-4	8	2-4	20	6-10	4	2-4	2	6-10	1	2-4	2	6-10		2-4	2
11-15	0	5-9	8	5-9	12	11-15	1	5-9	6	11-15		5-9		11-15		5-9	
16-20	11	10	3	16-20	5	16-20	3	10	2	16-20	3	10		16-20		10	
21-24	0	11-15	6	21-24	5	21-24	2	11-15	1	21-24	1	11-15		21-24		11-15	
25-30	1	15-20	2	25-30	5	25-30	4	15-20	2	25-30		15-20		25-30		15-20	
31-35	4	20-30	5	31-35	4	31-35	1	20-30		31-35		20-30		31-35		20-30	
36-40	0	30-40	2	36-40	5	36-40	1	30-40	1	36-40		30-40		36-40	1	30-40	
41-45	5	40-50		41-45	5	41-45	0	40-50		41-45		40-50		41-45	2	40-50	
46-50	1	106	1	46-50	1	46-50	1			46-50				46-50			
51-55	0			51-55	1	51-55				51-55				51-55			
56-60	1			56-60	1	56-60				56-60				56-60			
61-65	0			61-65	0	61-65				61-65				61-65			
66-70	0			66-70	1	66-70				66-70				66-70			
71-75	0			71-75	2	71-75				71-75	1			71-75			
<b>Total</b>	<b>41</b>		<b>41</b>		<b>62</b>		<b>18</b>		<b>18</b>		<b>9</b>		<b>9</b>		<b>7</b>		<b>7</b>

# Community Model of Online Learning (CMOL) Final Report

## Torrance Adult School



### **TAS CMOL TEAM – TORRANCE ADULT SCHOOL**

Dr. Wayne Diulio – Director of Adult and Alternative Education  
Jin Chon – EdReady Administrator; EdReady Teacher; Registration/Orientation Support  
Portia La Ferla – CMOL Grant Monitor and Coordinator  
Tamekia Bernard - EdReady Teacher; Orientation Support  
Robin Dreizler – Director of ECC Outreach  
Paula Takamine – Counselor

### **TAS CMOL TEAM PARTNERS**

El Camino College  
South Bay Adult School

## **1. Overview**

TAS students have had particular success using OdysseyWare online courses for high school completion, however, the majority of our learners struggle with math skills, leading to difficulty with high school completion, and to students subsequently placing into remedial math courses when they transition to college. Our Consortium partner, El Camino College (ECC), finds that the majority of students entering their community college also need remedial math.

Our CMOL project goal for TAS was to work with our consortium partners to provide remedial math assistance to students in the South Bay area by implementing the EdReady math readiness system, and to improve outcomes for students preparing to take the Accuplacer® at ECC.

Our plan was to:

- Improve outcomes for students who need to improve math skills
- Identify and assist students needing remedial math to improve math placement test scores
- Offer math remediation to students with high school completion or equivalency goals, referred by the TAS counselor
- Collaborate with our adult education consortium partners to offer South Bay adult learners math assistance through the EdReady system

## **2. Timelines and Progress toward Objectives:**

Our two previous reports outlined our progress toward project goals through March 2015. Since that report, the Torrance Adult School (TAS) CMOL Team accomplished all but one of the goals set for the third quarter of offering the TAS EdReady math readiness program.

The number of students in the program almost doubled during this quarter. In addition, the continuation of a bi-weekly data feed from ECC enabled TAS to offer the program to additional ECC students. TAS reached out to our Consortium partners and members of other Consortia but, due to the short timeline of the grant, the partners were unable to begin a new program or could not disrupt what they already had in place for remedial math (see further details under Objective 4 below). Although South Bay Adult School was unable to implement the CMOL program at their school, they committed to referring students who would benefit from the program to TAS.

### **April 2015:**

- TAS received two lists of email addresses of El Camino College (ECC) students who had recently taken ECC placement tests. The ECC student lists included all students who had taken the placement test regardless of whether they passed or not, so the lists cannot be seen as an accurate indicator of need. The email blasts contained the following information:

*The Torrance Adult School (TAS) and El Camino College (ECC) are doing all we can to help you succeed in placing into college-level math courses. We are offering a **FREE**, personalized online program called **TAS EdReady** for select students. The program prepares you for taking the Accuplacer® math placement exam.*

*You will have a team of TAS math instructors to provide tutoring, academic coaching, and encouragement whenever you need it as you work through the program.*

- Four email blasts were sent out to students between April 14 and 24. Eight students enrolled in the program out of 967 students on the list.

### **May 2015:**

- TAS received two lists of email addresses of ECC students who had recently taken ECC placement tests. Four email blasts were sent out to students between May 3 and 27. Four students enrolled in the program out of 1407 students on the list.

It should be noted that ECC offers a summer math camp for students preparing to take the Accuplacer®. Participants are cautioned that they should not schedule any other math review

activities while they are participating in the math camp. The availability of the math camp had a negative impact on enrollment into the TAS EdReady program.

**June 2015:**

- The final student survey was sent out to 102 students. 38 students (37%) responded to the survey. (See *Final Data #4* for more details)
- 36 students took the second CASAS math test (Form #506 M). (See *Final Data #8* for more details)

**Objective 1: Improve outcomes for students who need to improve math skills**

Based on CASAS math post-test results, 67 % of students improved their math skills.

- The average raw score gain was 0.86 and the average scale score gain was 2.14.
- *Final Data Charts #8, #9 and #10* show that students with college readiness and employment goals made higher CASAS gains than students whose goal was to prepare to take the GED or CASHEE.
- Students whose CASAS scores did not improve were students who joined the project late or whose math levels were at the basic arithmetic level (see comments in *Lessons Learned* section of this report.)

**Objective 2: Identify and assist students needing remedial math to improve math placement test scores**

- El Camino College Director of Outreach, Robin Dreizler, identified students who had taken the ECC math placement test. Multiple e-blasts were sent to those on the lists. A total of 28 students enrolled to the program from this outreach effort.
- As of the writing of this report ECC has not identified any TAS EdReady students who have retaken the ECC math placement test. We will continue to follow up on the progress of these students.

**Objective 3: Offer math remediation to students with high school completion or equivalency goals referred by the TAS counselor**

- 33 students who were referred and enrolled in the program.
- To date, we have identified one student who passed CAHSEE and received her high school diploma after 12 hours of study with EdReady.
- To date, we have identified one student who passed GED Math after using EdReady for 34 hours.

We will continue to monitor the progress of students in this goal.

#### **Objective 4: Collaborate with our adult education consortium partners to offer South Bay adult learners math assistance through the EdReady system**

Due to the short timeline for the grant, we were unable to accomplish this objective. Reasons given by the partner districts included:

- Lack of time and personnel to implement the project
- They had other math programs that were working well for them and they could not disrupt what was already in place
- Inability to find a qualified math teacher
- The perception that EdReady might not be a good fit for their students

### **3. Data Gathered:**

Throughout our CMOL project, we collected a combination of quantitative and qualitative data, including:

- EdReady usage
- In-Progress student survey and Final Student Survey
- Pre- and Post-CASAS testing data
- TAS EdReady lab sign-in and sign-out information

All data is attached as a separate file.

### **4. Accomplishments:**

During the CMOL grant period:

- We achieved 102 of an estimated 105 enrollments for our TAS EdReady goals
- 2 students successfully passed CAHSEE and GED math tests.
- We administered CASAS pre- and post- math tests and obtained paired scores for 35 % of enrollees. Our TE Course codes are 998810 (CMOL – HSE Prep), 999110 (CMOL- College Prep), and 999210 (CMOL – CTE Prep)
- Of the 36 students who took pre- and post- math tests, 24 students (67%) made learning gains. The mean gain was 2.14.
- For students in the GED K-8 goal, 38 of 53 students (71.6%) improved their EdReady scores. The median gain was 11 points.
- The 5 students who appear in the GED Prep 9-12 goal are students who were in the K-8 goal but wanted to take the 9-12 diagnostic. All of them returned to the K-8 goal and did not work in the 9-12 goal.

- For students in the Accuplacer Arithmetic Prep goal, 34 of 39 students (87%) improved their EdReady scores. The median gain was 18 points. Four students completed this goal.
- For students in the Accuplacer Elementary Algebra goal, all five students improved their EdReady scores. The median gain was 37 points.

## **5. Findings and Lessons Learned:**

From the TAS EdReady data (*Final Data #5, #6, and #7*), students in the goal *Save Money and Time on College Math Courses* put more time into using EdReady and its resources. These students proved to be the most successful at reaching their goals. They are academically better prepared to work toward their goals and, since they entered the program with relatively high skills, their goals are more attainable within a shorter time period.

The majority of the TAS EdReady students had the goal of passing the GED/CASHEE. 15 of them (28%) completed the orientation but did not continue with the program. These students had to begin with Unit 1: Whole Numbers. Beginning at this level of math signifies that their goals are long term rather than short-term. Many of the students were disheartened when they realized how far they were from their goals. These students were discouraged by their scores on the diagnostic test. For example, a student with a diagnostic score of 20 in K-8 math sees the goal of 90 as unreachable. For these students, a topic with an EdReady recommended time of 30 minutes actually takes many hours, which further discourages the learner.

In order to deal with the issue of student discouragement, we recommend diagnostic testing for smaller goals, beginning with K-5 skills, then grades 6 to 8, and then grades 9 to 12. These changes can easily be made in EdReady by the agency.

The CASAS math tests are not a good measure of progress for students with very low math skills. They do not adequately measure the limited incremental learning achieved since these students take much longer to make progress. Both the pre and post test results are a product of much guesswork by these students who have not mastered so many of the skills being measured.

There were clear differences between the GED students and the El Camino College students. The students recruited from ECC had a very different set of issues. These students spent more time in EdReady, completed more topics, and made better progress. They needed much less teacher assistance. They wanted a high-quality, free, convenient, online program for math review and remediation. However, many of the students who responded to our outreach were unwilling to go through the 2.5 hour orientation and (CASAS) testing process that we required

for participation. Approximately one third of the ECC students who enquired about EdReady did not show up to their orientations. We plan to modify procedures and significantly shorten the orientation and testing time for these students.

TAS developed several replicable or sharable work products:

- TAS EdReady Weebly website, [tasedready.weebly.com](http://tasedready.weebly.com)
- Student contracts including one for high school students aged 18 or above
- Student reference guide

Students found these resources to be very useful and of critical importance. The contracts and reference guide have been sent with this report.

EdReady is an excellent online system. Students with higher levels of math skills are able to work independently with little teacher assistance. However, students with low skill levels cannot use it successfully without significant teacher assistance as can be seen in *Final Data Charts #5, #6 and #7* which show how often students took advantage of open lab time and the number of emails seeking assistance that they exchanged with teachers.

The following EdReady issues were identified by TAS students and instructors. In turn, NROC made application changes that were applied to all EdReady instances.

- After the June 1, 2015 updates on EdReady, students found problems with Time Out logic. New updates fixed the problem.
- 45 inactive student accounts were permanently deleted from the database. NROC was able to restore all student records from backup by June 12, 2015.
- A typo was found. The problem was different from the solved example. Topic Review for Real Numbers -> Order of Operations -> Exponents. This issue was forwarded June 12, 2015.
- A student experienced frustration where she was forced to repeat a unit which she had previously completed and mastered. This issue was forwarded June 12, 2015.
- Students reported that the female teacher in the EdReady system talks too fast. They preferred the delivery style of the male EdReady teacher.

The responsiveness of the EdReady support staff to any issues we discovered is a large part of what makes EdReady such a user friendly system.

The Final Student Survey results can be found in *Final Data #4*. Students were very satisfied with the program. Many of the comments indicate that for students who did not reach their goals, the issue was time. They started late in the school year or a long way from their goals and needed more time to learn.

## **6. Teacher Feedback and Recommendations**

- EdReady is an easy to use and effective program for helping students to learn or relearn mathematics at their own pace. The information contained in the system is very helpful and well organized.
- It would improve the system for students if EdReady could store which question on *Practice* a student is at before he/she logs out or gets timed-out. Otherwise a student needs to start from question number 1 each time.
- It would improve the system for students if EdReady added more questions to the *Topic Test* instead of concluding a student has mastered a topic after 1 to 3 questions. It is not an adequate number of questions for many of the students we served.
- Support from NROC has been outstanding.

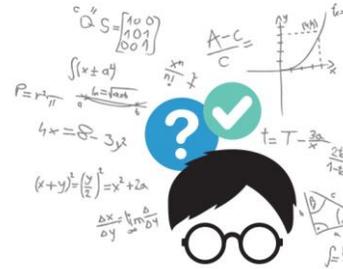
## **7. Future Plans**

TAS plans to:

- Integrate TAS EdReady into our current ASE program
- Continue to support CMOL students
- Explore the use of EdReady as our TAS math diagnostic
- Seek ongoing funding to support TAS EdReady and our CMOL goals
- Involve our Consortium partners from the beginning of the 2015-16 school-year with EdReady as a support to their remedial math programs
- Explore future uses of EdReady to align with our Consortium needs



Torrance  
Adult  
School



<http://torranceadultschool.edready.org>

# Online Student Reference Guide: Torrance EdReady 2014 – 2015

**Student login & password information:**

Login ID (Student Email Address): \_\_\_\_\_

Password: \_\_\_\_\_

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## Introduction to Student Guide

Your Student Guide is a reference for you to use only as needed. When you have a question, simply look up the topic in the Table of Contents (TOC), and you'll find your answer. Think of the Reference Guide as a tutor or friend. It's there when you need it, but there's no need to read the entire document today.

Ready to get started? Please read the following and you'll be on your way!

## Getting Started with EdReady

In this guide, you will be introduced to the basics of using a math readiness system called EdReady. This guide has step-by-step directions and pictures for you to follow.

### What is EdReady?

EdReady is a math readiness system to help students avoid the time and cost of remedial courses. You may use EdReady to:

- determine your readiness to take the GED®
- determine your readiness to take college-level math courses.
- follow a personalized study path to master specific concepts in math.
- prepare for specific standardized exams, such as the Accuplacer®
- help manage and achieve academic and employment goals.

EdReady is based around the concept of "goals" - what students want to achieve. Within those goals, students take an assessment or two to understand where they stand in relation to their goal and then pursue a personalized study path based on their diagnostic results - enabling students to study and develop the necessary skills and knowledge to achieve their goals.

### Who can help?

Questions about EdReady, technical issues	<a href="mailto:edready@tastusd.org">edready@tastusd.org</a> <a href="tel:(310)972-6500"> (310) 972-6500 Ext. 8419</a>
Feedback about course, student guide, student surveys, orientation	Jin Chon, CMOL Lead Teacher <a href="mailto:jchon@tastusd.org">jchon@tastusd.org</a>

## **How to Have a Successful Online Learning Experience**

Online learners are a unique group. They are self-motivated, self-disciplined and self-starting. Most online learners are juggling work, home and school. To be successful ...

### **An effective online student:**

- Gets organized and stays organized.
- Reads and follows written directions.
- Learns effectively outside of the traditional Face-to-Face classroom.
- Functions well with receiving input and feedback that is asynchronous (not immediate).
- Communicates effectively, efficiently and politely in writing (email).
- Has basic knowledge of computers and the Internet.
- Is able to troubleshoot technical difficulties.

## Registration

Once on your EdReady site's homepage,

**<http://torranceadultschool.edready.org>,**

click on the **Get Started** button to register for the site. If you're already registered, skip ahead to the Log In section of this guide.

The screenshot shows the EdReady homepage. At the top left is the Torrance Adult School logo (TAS) and at the top right is the EdReady logo with a 'Log In' link. The main content area features the heading 'Get ready for college and career' and a paragraph: 'EdReady lets you test yourself in math, then helps you with a customized study path. If you're thinking about what's next for high school, college and career, be smart and know your options.' Below this text is a blue 'Get Started' button with a white arrow pointing to the right. To the right of the text is a graphic of a person's head with glasses, a question mark, and a checkmark, surrounded by various mathematical formulas and graphs. Below the main content is a video player with the title 'Accelerate your path to COLLEGE AND CAREER'. Below the video player is a small text box: 'Torrance Adult School If you have any questions about the Torrance EdReady program, please contact the Torrance EdReady Help Desk at edready@tastad.org.'

On the **Sign Up** page, enter your name, email address, password, and zip code. The email address you enter will be your username for EdReady. Make sure that you use a valid email address that will remain accessible to you. EdReady will send messages (such as password reset emails) to this address. Once you are finished, click the **Sign Up** button.



### Sign Up

Sam Student

sam@email.edu  
Your activation email will be sent to this address.

Choose a Password Confirm your Password

90504 ? why is this required?

By clicking the button you agree to the [privacy policy](#). **SIGN UP**

[view our privacy policy](#) | [terms & conditions](#)

[Already have an account with EdReady? Log In](#)

After clicking the **Sign Up** button, you will see a screen like this.



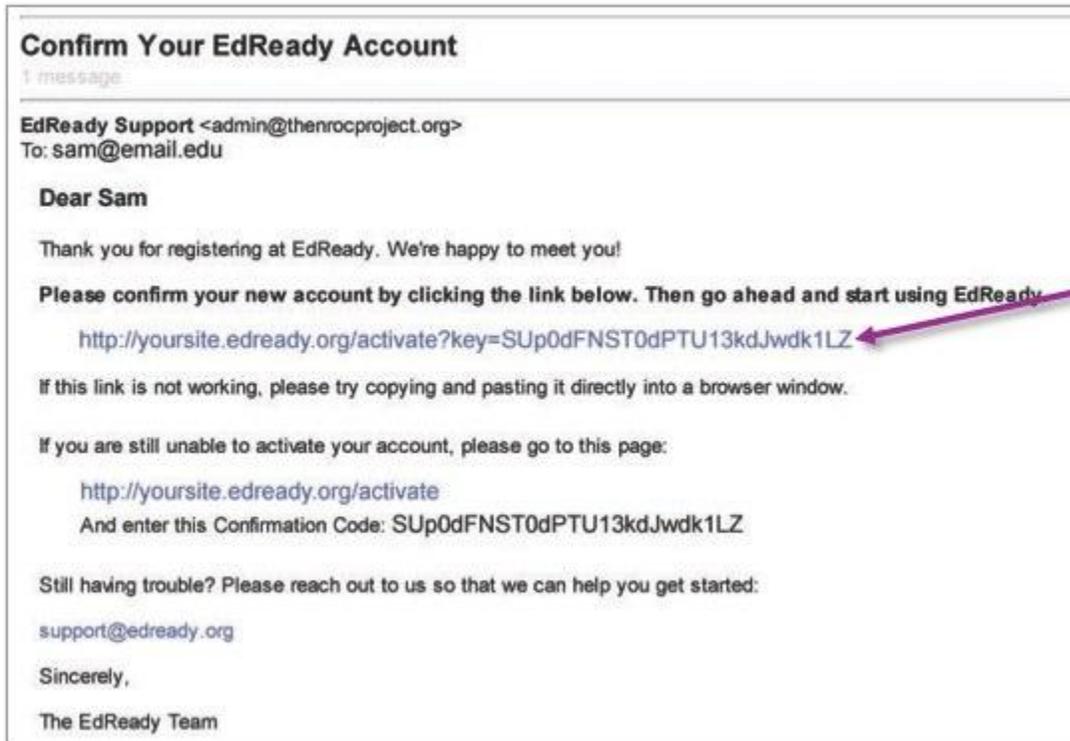
### Sign Up

#### Almost Finished...

Your account registration has been submitted and a confirmation email will be sent to you to verify your email address. Please check your inbox: if you don't get a message within 5 minutes, it is possible that there was an error in your email address: sam@email.edu.

You'll need to confirm your email address before you can continue, so go to your email program and look for an email from EdReady.

You should get an email that looks similar to this:



To complete your registration, click the link in the email (or copy-and-paste it into a web browser). Clicking the link will automatically log you into the EdReady site.

If the link doesn't work for you, follow the instructions in the email under "If you are still unable to activate your account." You can also send a message to [edready@tastusd.org](mailto:edready@tastusd.org) and we can help you.

### Logging In

To log in to EdReady, click the **Log In** link found in the header. A dropdown window will appear: enter your Email & Password and click the **Log In** button to enter the site.

**TAS**  
Torrance Adult School  
ready@tasusd.org

**EdReady**  
Powered by NROC

Log In

Get ready for college and career

EdReady lets you test yourself in math, then helps you with a customized study path. If you're thinking about what's next for high school, college and career, be smart and know your options.

Get Started

Accelerate your path to COLLEGE AND CAREER

Torrance Adult School  
If you have any questions about the Torrance EdReady program, please contact the Torrance EdReady Help Desk at [edready@tasusd.org](mailto:edready@tasusd.org).

# Forgot Your Password?

Next to the **Log In** button found on the 'Log In' dropdown window, you will see a **Forgot Password?** link: click this link to request a new password.

The screenshot shows the EdReady website interface. On the left, there is a section titled "Get ready for college and career" with a "Get Started" button. The main content area features a "Log In" dropdown menu with a "Forgot Password?" link highlighted by a purple arrow. Below the main content, there is a video player with the title "Accelerate your path to COLLEGE AND CAREER".

Torrance Adult School  
EdReady  
Powered by K12CUE

Get ready for college and career

EdReady lets you test yourself in math, then helps you with a customized study path. If you're thinking about what's next for high school, college and career, be smart and know your options.

Get Started

Log In

Forgot Password?

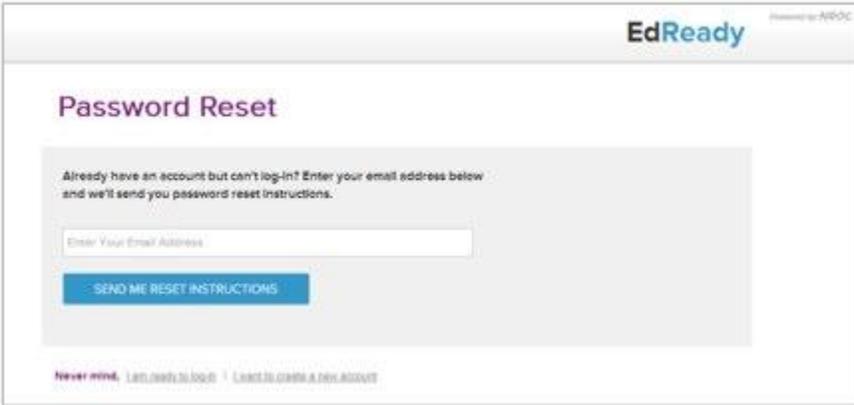
Accelerate your path to COLLEGE AND CAREER

Torrance Adult School  
If you have any questions about the Torrance EdReady program, please contact the Torrance EdReady Help Desk at edready@tastusd.org.

Enter your EdReady Username (your email address) in the box and click the **SEND ME RESET INSTRUCTIONS** button.

## Forgot Your Password? – Cont.

EdReady will send you a new password via email.



The screenshot shows the EdReady website's password reset interface. At the top right, the EdReady logo is displayed next to the text "Powered by ABOC". The main heading is "Password Reset". Below this, a message reads: "Already have an account but can't log-in? Enter your email address below and we'll send you password reset instructions." There is a text input field labeled "Enter Your Email Address" and a blue button labeled "SEND ME RESET INSTRUCTIONS". At the bottom left, there is a small link that says "Never mind, I can log in" with a right-pointing arrow.

You can change this password after logging in from your **My Account** page, but will not be forced to change it.

# Student Dashboard

Each time you log in to EdReady, you will start on your **Home Dashboard**.

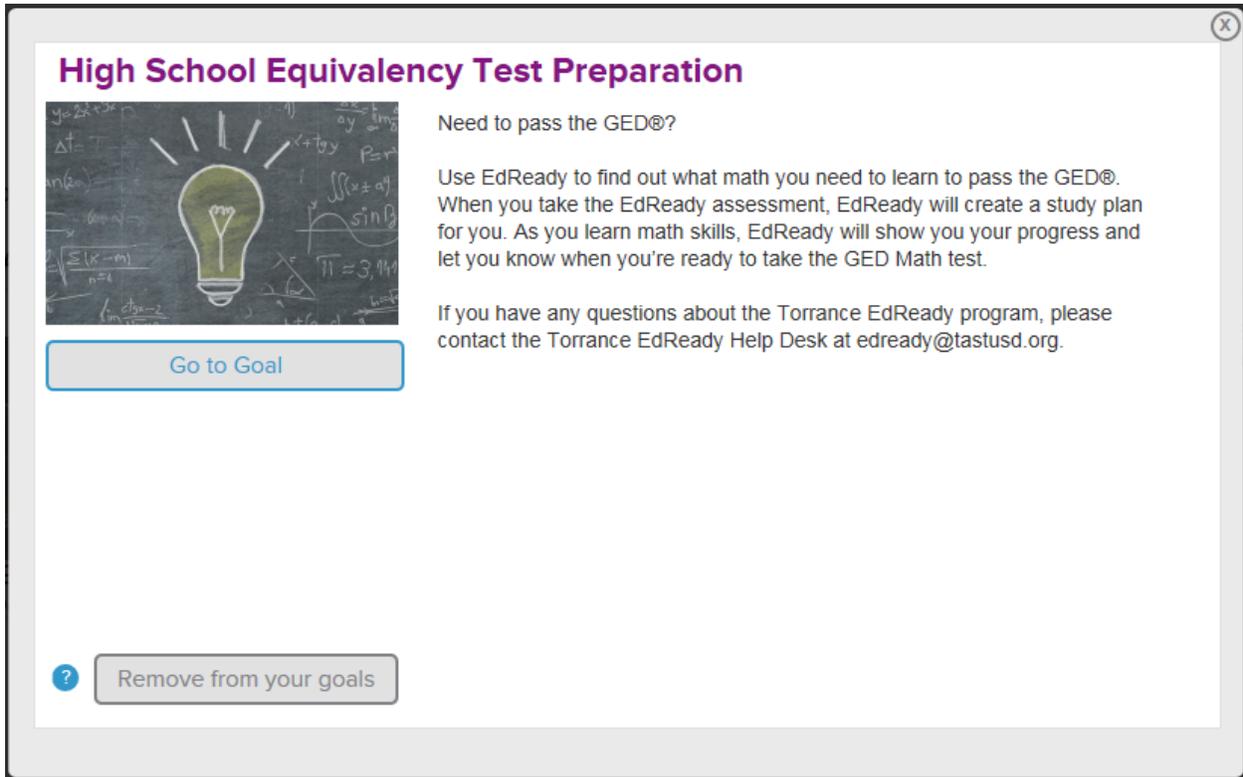
The screenshot shows the EdReady Student Dashboard interface. At the top left is the Torrance Adult School (TAS) logo with the tagline 'educate or that works'. To the right is the EdReady logo, 'Powered by NROC', and the user name 'Sam Student'. Below the navigation bar is a 'Dashboard' link. The main heading is 'What do you want to be ready for?' followed by the text 'EdReady will help you prepare for high school, college and career goals.' Below this are two tabs: 'Your goals' (selected) and 'All goals'. A search bar with a key icon and the text 'Enter a key to add goals' is located to the right. Three goal cards are displayed: 'Accuplacer Prep: Arithmetic', 'Accuplacer Prep: Elementary Algebra', and 'High School Equivalency Test Preparation'. Each card features a 'PLACEMENT' graphic with a bar chart and a 'More Info' question mark icon and a 'Go to Goal' checkmark icon. Annotations include a box on the left saying 'Click to see Goal Info.' with an arrow pointing to the 'More Info' icon of the first goal. A box on the right says 'Goal Image' with an arrow pointing to the bar chart of the first goal. Another box on the right says 'Goal Title' with an arrow pointing to the title of the third goal.

Here you will see all of the **goals** available for you to work on in EdReady. Each goal is displayed with its name and a corresponding image. All of the work you do within EdReady will be within the context of your goal(s).

## Goal Information

To see more information about each goal, you can either click on the  link below the goal name or the goal image to open the larger goal card.

Here you will see more information about what this goal is and why you may want to work on it.

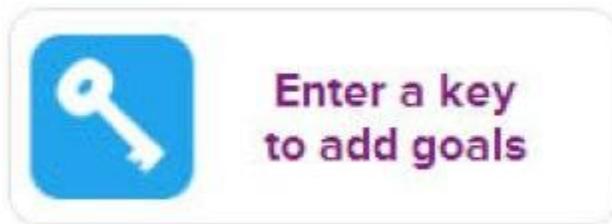


The screenshot shows a goal card with a title "High School Equivalency Test Preparation" in purple. On the left is an image of a glowing lightbulb on a chalkboard with math formulas. To the right of the image is the text: "Need to pass the GED®?", "Use EdReady to find out what math you need to learn to pass the GED®. When you take the EdReady assessment, EdReady will create a study plan for you. As you learn math skills, EdReady will show you your progress and let you know when you're ready to take the GED Math test.", and "If you have any questions about the Torrance EdReady program, please contact the Torrance EdReady Help Desk at edready@tastusd.org." Below the image is a "Go to Goal" button. At the bottom left is a "Remove from your goals" button with a question mark icon. A close button (X) is in the top right corner of the card.

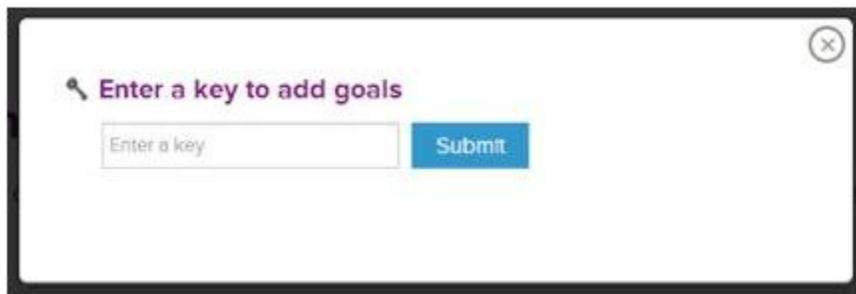
## Joining a Goal using a Key

### Joining a Goal using a Key

If you have been given a goal key, you won't see the associated goal listed on your Dashboard. Instead, click the **Enter a key to add goals** button on the right-hand side of the Dashboard.



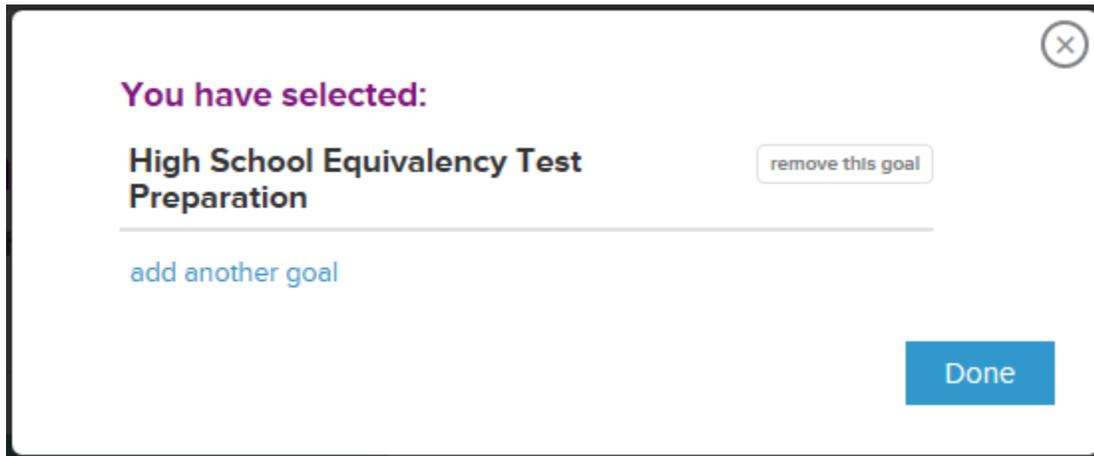
In the pop-up window that opens, enter your key in the textbox and click the **Submit** button.



The name of the goal you just joined will be displayed. If you feel you have entered an incorrect key, you can click the **remove this goal** button.

### Joining a Goal using a Key – Cont.

If you have another key to enter, click the **add another goal** link and the key input textbox will be displayed again.

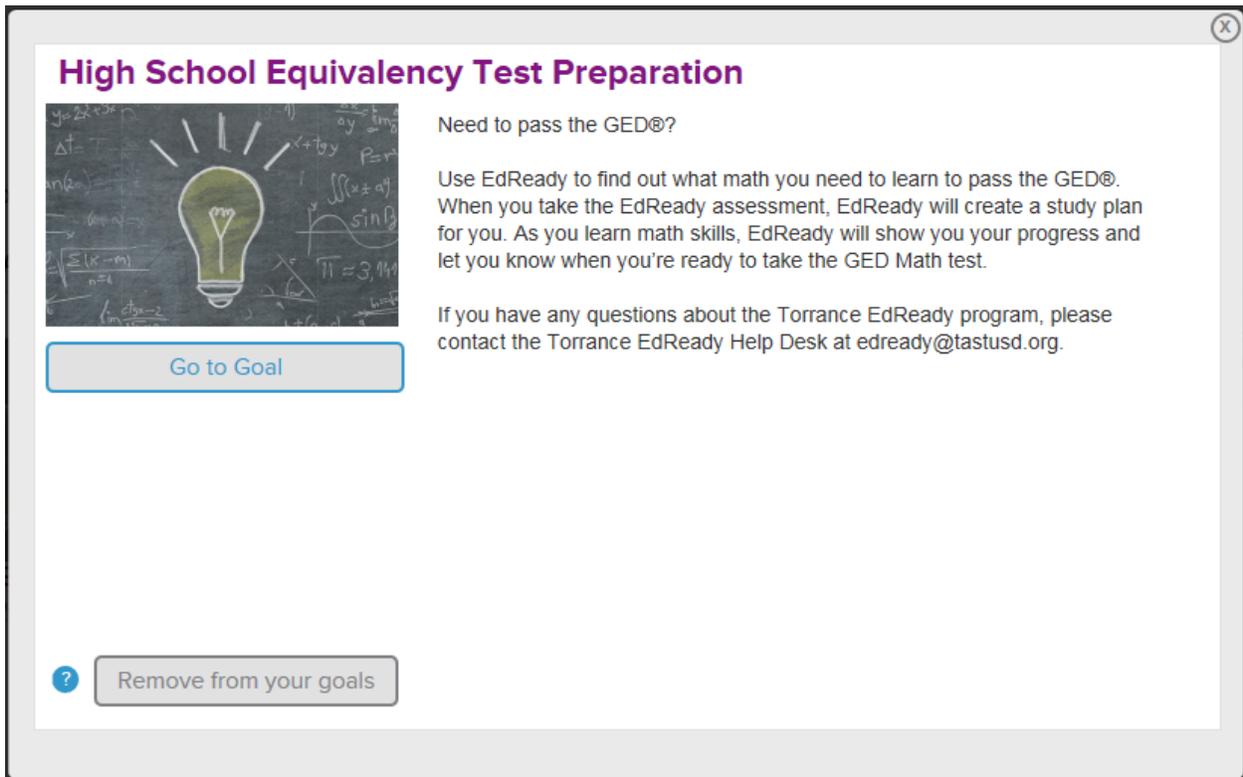


Once you are finished, you can close this window by clicking the **Done** button or the (X) in the top right-hand corner.

## Work on/Go to a Goal

Most of the time you spend in EdReady will be working on the goal(s) you have joined. To select a goal on the Dashboard to work on, you can:

- Click on the **Go to Goal** link below the goal name
- Click on the goal image to open the larger goal card & then click the **Go to Goal** button



The screenshot shows a goal card titled "High School Equivalency Test Preparation" with a lightbulb icon on a chalkboard background. The card includes a "Go to Goal" button and a "Remove from your goals" button with a question mark icon. The text on the card reads: "Need to pass the GED®?", "Use EdReady to find out what math you need to learn to pass the GED®. When you take the EdReady assessment, EdReady will create a study plan for you. As you learn math skills, EdReady will show you your progress and let you know when you're ready to take the GED Math test.", and "If you have any questions about the Torrance EdReady program, please contact the Torrance EdReady Help Desk at edready@tastusd.org."

## Assessments

Every EdReady goal contains one or more math assessments for you to try. This **Assessments** Page shows you all of the available assessments and will also show you your results and progress as you work with and complete the assessments.

You can click the **house** icon at any time to return to your Dashboard. The details you saw on the back of the larger goal card are also available by clicking on the goal image.

The screenshot displays the EdReady interface for 'High School Equivalency Test Preparation'. At the top, there are logos for 'TAS Torrance Adult School' and 'EdReady Powered by NROC'. Below the logos is a navigation bar with a home icon and the word 'Assessments'. The main content area features a title 'High School Equivalency Test Preparation' with a lightbulb icon. Below this are two assessment cards. Each card has a progress bar at the top with a question mark, a 'view details' link, and a 'Start assessment' button. Two callout boxes with arrows point to the home icon and the goal card image, respectively.

Depending on the version of EdReady you are using, you may have one or more assessments listed here.

If you want to see the Units included in an assessment, click the **view details** link below the assessment name.

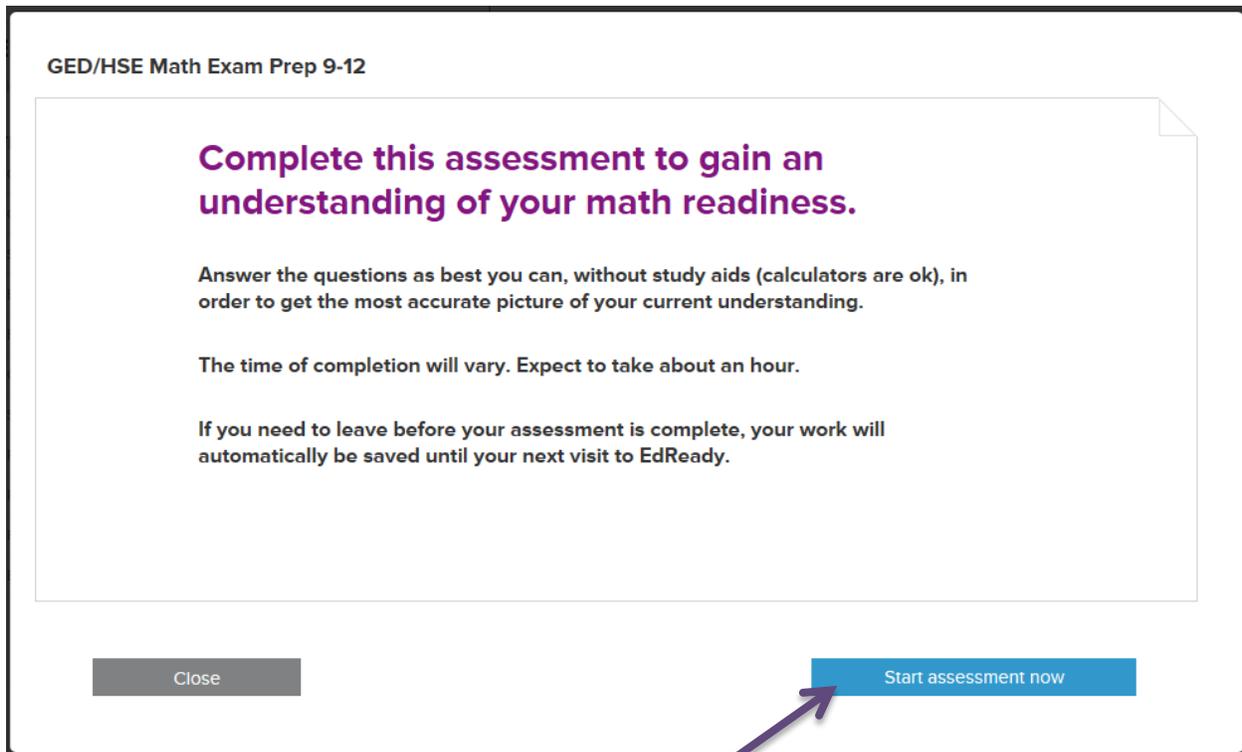
You may have noticed that there is a “?” listed on your assessment score bar and next to each Unit: As you progress through the site, the status displayed here (and elsewhere in the system) will update to reflect your most current activity. The “?” indicates that you have not yet completed any part of that assessment.

The screenshot shows the EdReady interface for 'High School Equivalency Test Preparation'. At the top, there are logos for Torrance Adult School, TAS, and EdReady. Below the header, there is a navigation bar with 'Assessments' and a home icon. The main content area features a lightbulb icon and the title 'High School Equivalency Test Preparation'. Below this, there are two assessment sections. The first section is 'GED/HSE Math Exam Prep 9-12', which includes a 'view details' link and a list of units with progress bars. The units listed are: Geometry, Concepts in Statistics, Solving Equations and Inequalities, Exponents and Polynomials, Factoring, Graphing, Systems of Equations and Inequalities, Rational Expressions, Radical Expressions and Quadratic Equations, Functions, and Exponential and Logarithmic Functions. Each unit has a progress bar with a question mark. A purple arrow points to the 'Start assessment' button for this section. The second section is 'GED/HSE Math Exam Prep K-8', which also has a 'view details' link and a 'Start assessment' button.

When you are ready to test your math knowledge, click the **Start Assessment** button

## Initial Diagnostic

So that EdReady can understand what math concepts you know and what concepts you might need to work on, you are asked to take an initial diagnostic (i.e., a brief, first test) – this diagnostic will cover all of the Units you see listed under **view details** (shown above). After clicking the **Start Assessment** button, you'll see the window below:



*This diagnostic test is designed to take about an hour to complete, but that time will vary from person to person. Just work at whatever pace you're comfortable with.*

*Click the **Start assessment now** button to start.*

## Initial Diagnostic – Cont.

Each question will be displayed in a window like you see here.

In the header, above the question, you'll find summary information about the diagnostic and your progress.

The current question will be displayed below: all questions are either in multiple-choice format (shown to the left) or fill-in-the blank.

The screenshot shows the assessment interface. At the top, the assessment name is "GED/HSE Math Exam Prep 9-12", the unit is "Geometry", and there is a progress bar. Below this, the question asks: "Which of the following triangles is an acute isosceles triangle?". Three triangles are shown as options: 1) A triangle with angles 80°, 60°, and 40°. 2) A right-angled triangle with a right angle symbol and two equal sides. 3) A triangle with angles 10°, 150°, and 20°. At the bottom, there are three buttons: "Save and close", "I don't know", and "Submit".

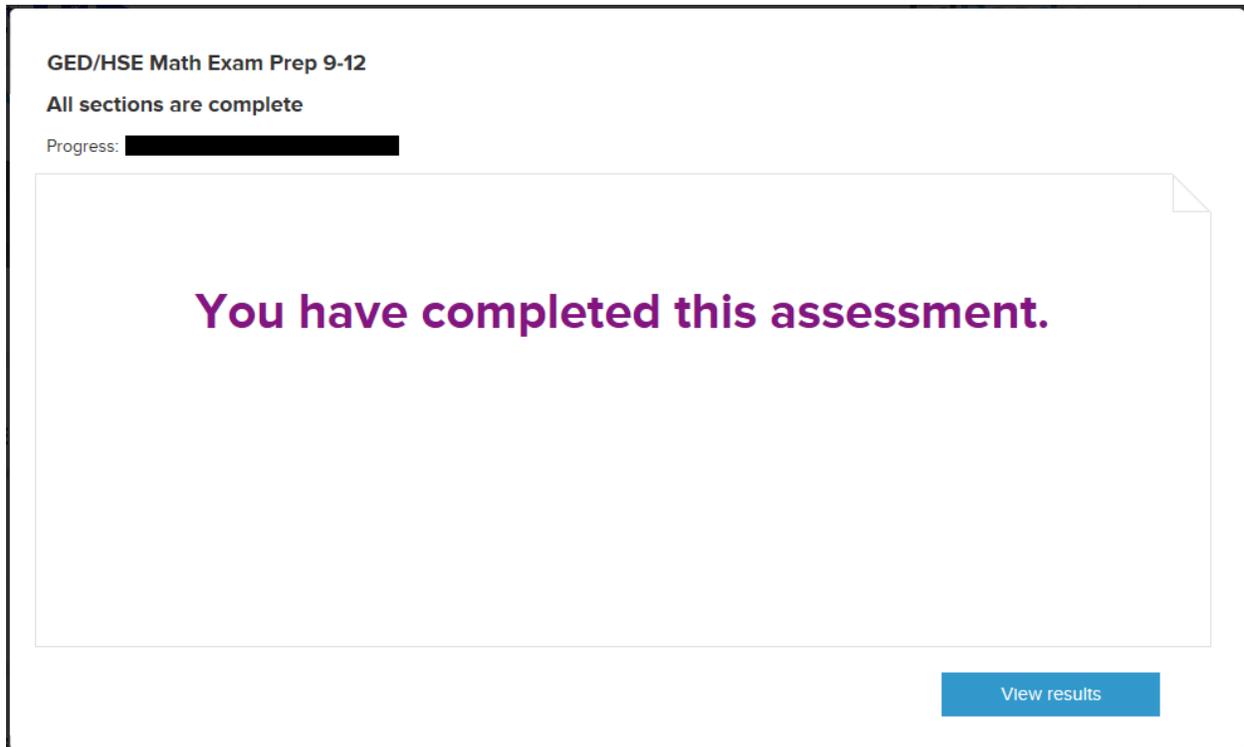
All the action buttons are displayed below the question:

- **Save and close:** if you'd like to save your progress and finish the test at a later time, click this button. The assessment pop-up window will close and you'll be able to return and finish your work later (for more details, see [Finishing the Assessment Later](#) below).
- **I don't know:** this will skip the question without submitting an answer. Remember that EdReady is trying to determine what material you do/don't know so that you can get the resources you need for success, so it is better to skip a question you don't know than to submit a guess.
- **Submit:** once you have selected or entered the answer to the question, click this button to submit your response.

**Initial Diagnostic – Cont.**

*EdReady will continue to present you with questions until you have finished the assessment, at which time you'll see the message shown here.*

*Click the **View results** button to close the pop-up window and see how you did.*



## Finishing the Assessment Later

If you click the **Save and Close** button, the assessment pop-up window will close and you'll be taken back to the Assessments page:

The screenshot shows the EdReady interface for 'High School Equivalency Test Preparation'. At the top left is the Torrance Adult School logo with 'TAS' and 'educator that works'. At the top right is the EdReady logo with 'Powered by NROC'. Below the header is a navigation bar with a home icon and the word 'Assessments'. The main content area features a lightbulb icon and the title 'High School Equivalency Test Preparation'. There are two progress bars, each from 0 to 100, with a question mark icon in the center. The first progress bar is for 'GED/HSE Math Exam Prep 9-12' and is labeled 'In progress'. Below it is a 'view details' link and a 'Continue assessment' button. A purple arrow points to this button. The second progress bar is for 'GED/HSE Math Exam Prep K-8' and has a 'Start assessment' button.

When you are ready to start the assessment again, just click the **Continue assessment** button.

Note: the introductory screen for the assessment will display first, just like the first time you started the test, but the button will now say "**Continue assessment now.**"

## View Assessment Results

After finishing the initial diagnostic, you will be taken back to the assessments page, with a few notable differences:

The Score Bar now shows your EdReady score (inside the purple circle). Each time you demonstrate an improvement of your math knowledge, this score will increase.

The Units included in the assessment are again listed, but now each has a status (i.e., a categorical score) based on your most recent test results. As you improve your math knowledge in EdReady, each status will update accordingly.

The screenshot displays the EdReady interface for 'High School Equivalency Test Preparation'. At the top left, there are logos for 'Torrance Adult School' and 'TAS'. At the top right, it says 'EdReady Powered by NROC'. Below the logos is a navigation bar with 'Assessments' selected. The main content area features a score bar showing a score of 42 out of 100. Below the score bar, there is a section titled 'GED/HSE Math Exam Prep 9-12' with a 'view details' link. This section is divided into two parts: 'Units you should study:' and 'Units you did well on:'. The 'Units you should study:' section lists various math topics with corresponding status bars: Geometry (NEEDS REVIEW), Concepts In Statistics (NOT READY), Solving Equations and Inequalities (NEEDS REVIEW), Factoring (NOT READY), Graphing (NEEDS REVIEW), Systems of Equations and Inequalities (NOT READY), Rational Expressions (NEEDS REVIEW), Radical Expressions and Quadratic Equations (NOT READY), Functions (NOT READY), and Exponential and Logarithmic Functions (NOT READY). The 'Units you did well on:' section lists 'Exponents and Polynomials' with a status bar labeled 'mastered?'. At the bottom right of the main content area, there is a blue button labeled 'Go To Study Plan'. Three purple arrows point to the score bar, the 'NEEDS REVIEW' status for Geometry, and the 'Go To Study Plan' button.

When you are ready to move on, click the **Go To Study Plan** button.

## **What Does my EdReady Score Mean?**

Your EdReady score is an indicator of your current overall mastery of the tested material. Don't be concerned about your score if it isn't as high as you want: EdReady will create a **personalized Study Plan** so that you can improve your score and your math knowledge. Each time you re-test yourself (in your personalized Study Plan) and show improved knowledge, your score will improve.

## **What Does the Unit Status Mean?**

There are four different statuses that you'll see throughout EdReady, both at the Unit level and Topic level (Topics are like chapters in a Unit):

- **NOT READY:** you still need to study.
- **NEEDS REVIEW:** you mastered between 50-90% of the material.
- **mastered?:** you didn't master all the material (get over 90%), but you did pretty well and may not need to study it more, depending on the target score.
- **MASTERED:** you know at least 90% of the material!

# Study Plan

## The Score Bar

Now that you have a target score, you can work to improve your math knowledge and

The screenshot displays the EdReady interface for a student. At the top, the 'Score Bar' is highlighted with a purple box, showing a current score of 42 (in a purple circle) and a target score of 90 (in a blue circle). Below the score bar, the 'Geometry' study plan is shown. A purple bracket on the left side of the page points to the 'Current' score. On the right side, a purple box highlights the 'Email/Print Study Plan' button. The study plan includes a 'Mastery' section and a list of units: 'Figures in 1 and 2 Dimensions', 'Properties of Angles', 'Circles', and 'Solids'. Each unit has a progress bar and buttons for 'Check your Knowledge' and 'View Resources'. The 'Circles' unit is currently selected, indicated by a downward-pointing triangle above its progress bar.

Since you will be spending most of your time in EdReady working from your Study Plan, let's take a moment to understand how to use and navigate it.

### The Score Bar

Just like on your **Study Options** page, the Score Bar shows your EdReady score (in purple) and your target score (in blue). In addition, there are now 'dots' all along the line: these are the Units included in this assessment. The purple dots (between your two scores) are Units you need to study in order to reach your target Edready score. Any gray dots you may see off to the right of your target score are Units that are also included in the assessment, but that you will not need to study in order to reach your target score.

The triangle of the currently selected Unit will be pointed down and you'll see a line connecting the dot to the current unit section of the page.

## Current Unit

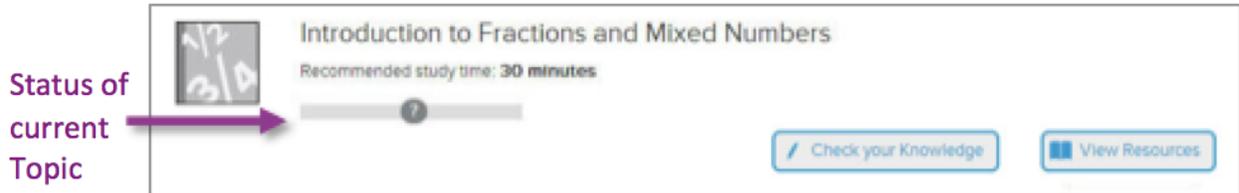
The Unit that is currently open for studying is shown in the main section of the page. While you have an overall unit status (in the screenshot above, the "Fractions and Mixed Numbers" unit has a status of "Needs Review"), you'll notice that each Topic also has its own status.

The initial diagnostic assessment can't always cover all the material included in all the units (without being really long!), so some Units will show a "?" as the status – this just indicates that you haven't yet answered enough questions for this topic for EdReady to determine if you know the material.

Any Topics in this Unit that you've already mastered are listed under the **Topics you have mastered in this unit** link in the right-hand column. As you master Units, they will also be listed in this right-hand column.

## Studying the Material

For each topic listed under the current unit, you will see the following information:



### Status of current Topic:

Using the above image as an example, this student has not yet answered enough questions related to 'Introduction to Fractions and Mixed Numbers' to demonstrate mastery (or lack thereof), so the topic-level status is shown as a "?". As you **Check your Knowledge** to test yourself on the included material, the status will update. As you improve your performance, the status may change from **Not Ready** to **Needs Review** and finally to **Mastered**.

### Check your Knowledge:

Clicking the **Check your Knowledge** button will allow you to take a mini-test, covering just the material in this Topic. If you don't have a status for a Topic (like in the example above), we suggest that you **Check your Knowledge** before you study the resources – that way, if you find you already know the material, you can master it quickly without spending any extra time on it!

You will want to **Check your Knowledge** after you've viewed or studied resources for this topic so you can test your current level of understanding. Any time you complete one of these tests, your current EdReady score (on the Score Bar) will reflect your latest mastery levels.

**Note:** rather than taking a pre-test for each Topic individually, you can click the **Check your Mastery** button near the top of the page to test all Topics in this Unit at the same time!

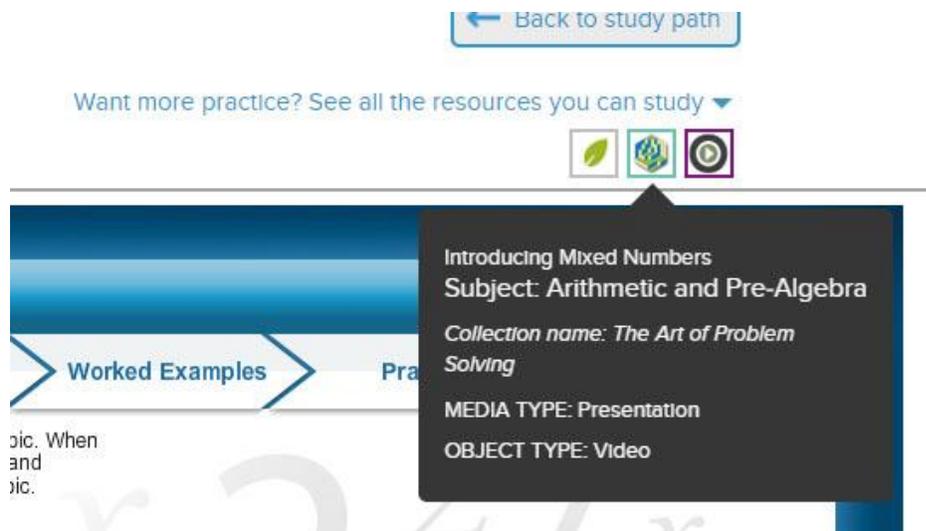
**Studying the Material – Cont.**

**View Resources:**

Clicking the **View Resources** button opens the online course material(s) for this topic so that you can study the content. Your display will update to one like below:



The bottom section of the page will open up to the default resource for you to study. If there are alternative resources available, you will see a **Want more practice? See all the resources you can study** link above the resource. If you click this link, you'll see icons for each available resource.



### Studying the Material – Cont.

You can hover over any of these to learn more about the material, or click on it to study the selected item.

When you are finished studying, click the **Back to study path** button to return to your study path.

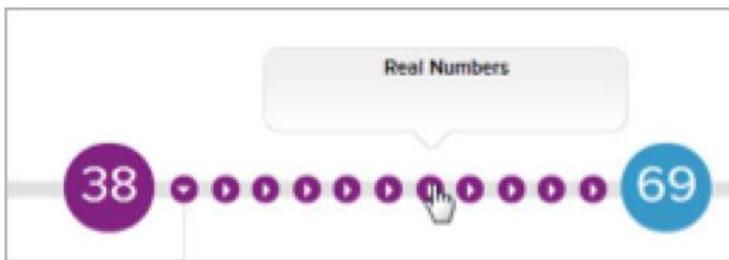
Once you feel that you have studied the resources (for a Topic) enough, be sure to click the **Check your Knowledge** button on your Study Plan to improve your EdReady score.

## Selecting a Unit to Study (Study Plan)

The Units in EdReady are presented in a suggested order: since math topics tend to build on one another, it is recommended that you study in the presented order. That being said, you are free to study the Units (& Topics!) in whatever order you want!

You have two ways to choose a different Unit:

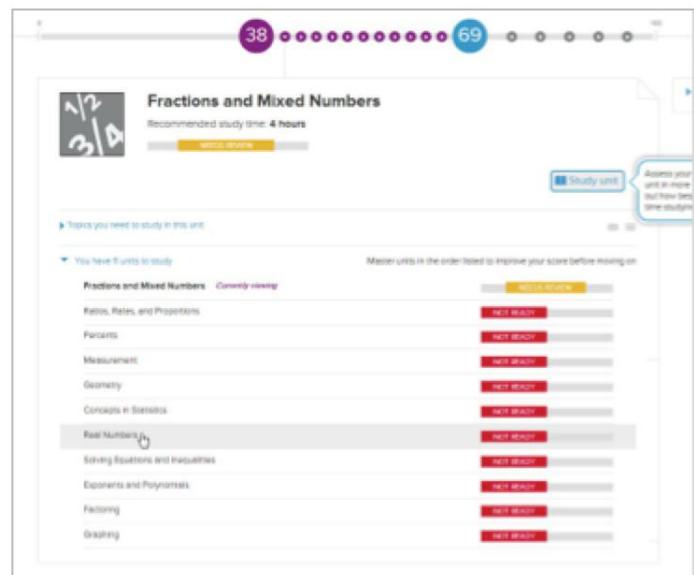
1. Click on the Unit 'dot' in the Score Bar. You can hover over each dot to see the Unit name:



2. In the current Unit, click the **You have # units to study** link, then click on the **Unit you wish to study**:

You will be taken to the selected Unit (note the change in how the score bar displays – you are no longer on the first Unit):

You can also choose to study units individually, outside of the context of the Study Plan.

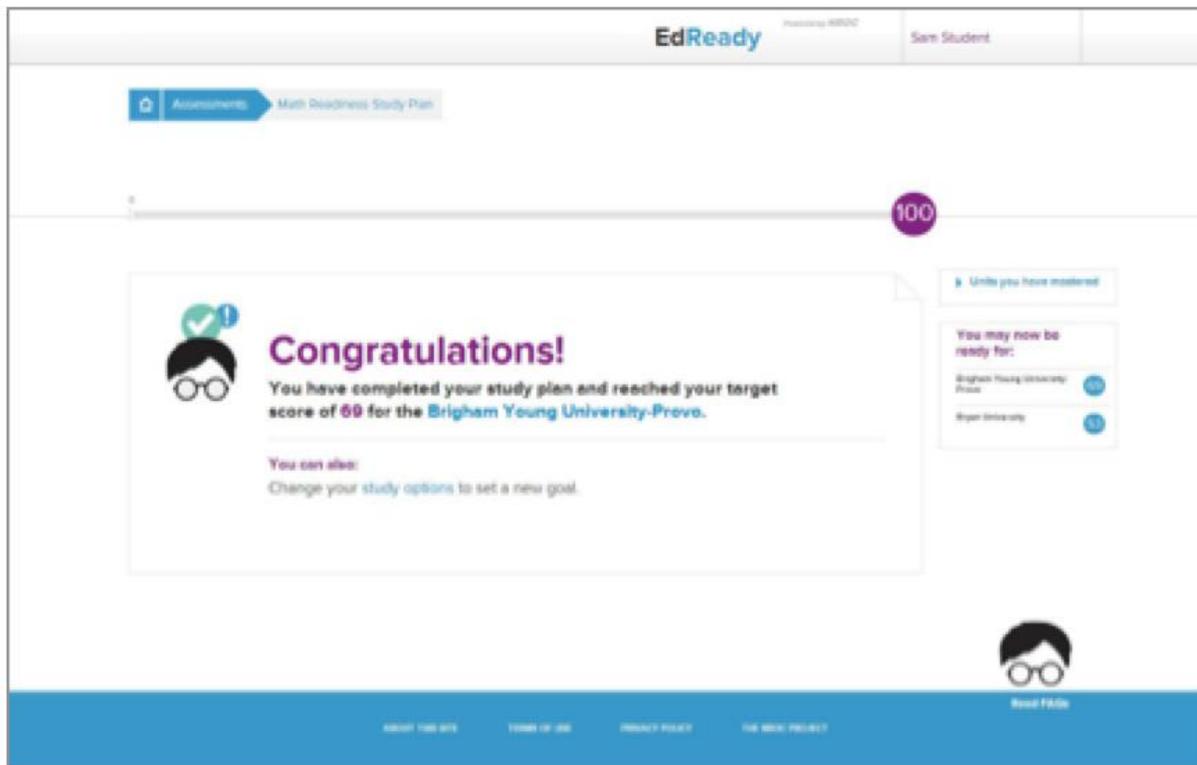


## Reaching Your Target Score

### Reaching your Target Score

As you continue to study (by re-testing your knowledge of the Units and Topics), you will notice that Units you have mastered will no longer appear on the Score Bar. Each time you **Check your Knowledge**, your EdReady score will update to reflect your latest performance... as your score increases, you should see your EdReady score move along the score bar towards your target score.

Eventually, once your EdReady score reaches your target score, you'll see a screen like this:



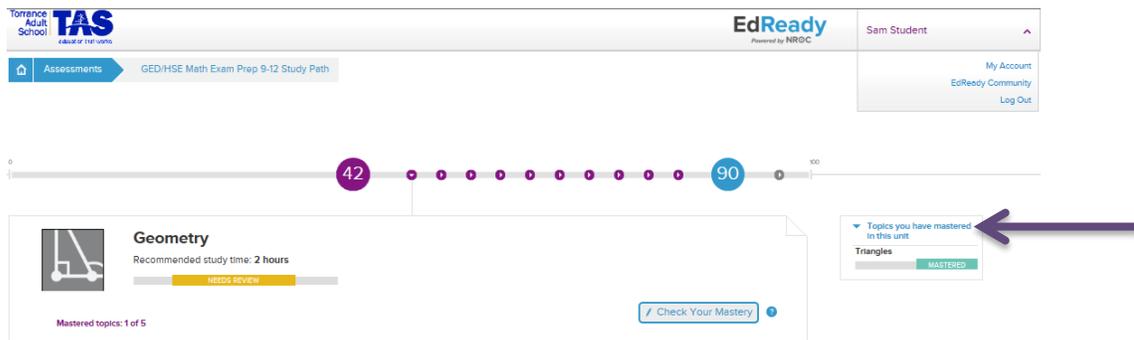
If your current score is less than 100 and you'd like to continue studying any non-mastered Units, click the link to '**Change your study options...**' This will automatically reset your target score to 100 and you will return to your Study Plan.

# Unit-level Study

While you are still working to improve your EdReady score, you can also choose to study an individual Unit at any time... even Units that you have previously mastered!

There are two ways to access the Unit-level Study Plan:

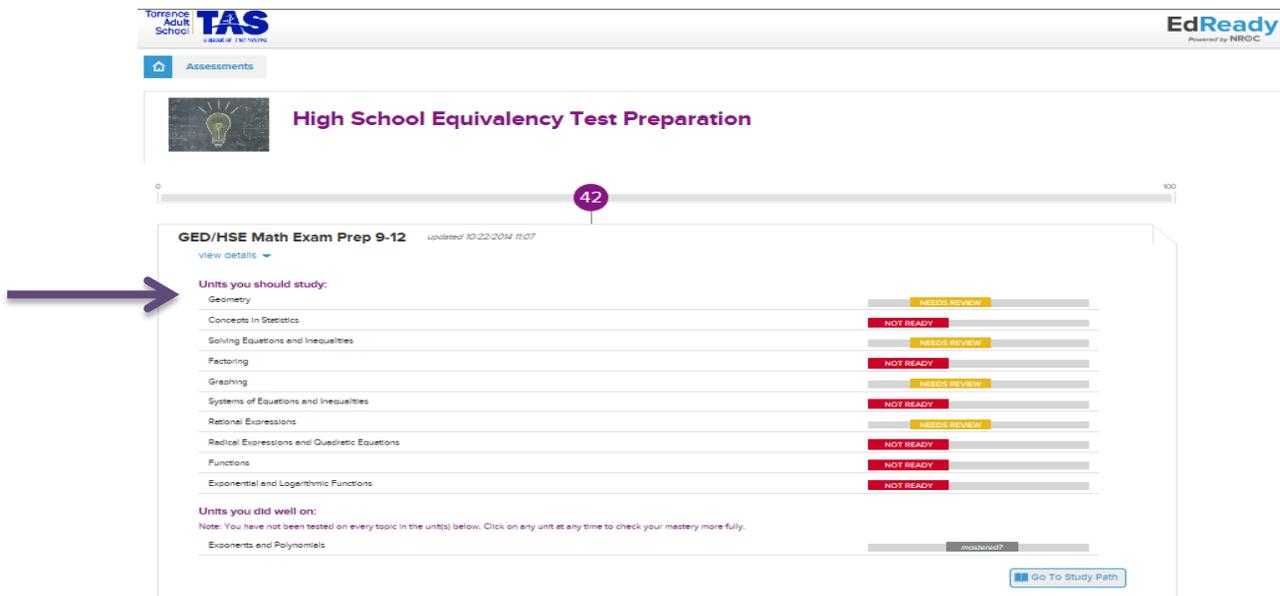
1. Click on the name of a mastered Unit under the **Topics you have mastered in this unit** heading on the right-hand side of your Study Plan:



2. Return to the **Assessments Page** for this Goal (you can get there by clicking the **Assessments** link in the breadcrumbs).

View all the Units in this assessment by clicking the **View Details** link under the assessment name.

Once you see all Units, click on any **Unit Name** to study that Unit.



### Unit-level Study – Cont.

Either way, you will end up on your Unit-level Study Plan for the selected Unit. It is similar to your full Study Plan, but note that the Score Bar only shows this single Unit and lacks a target score.

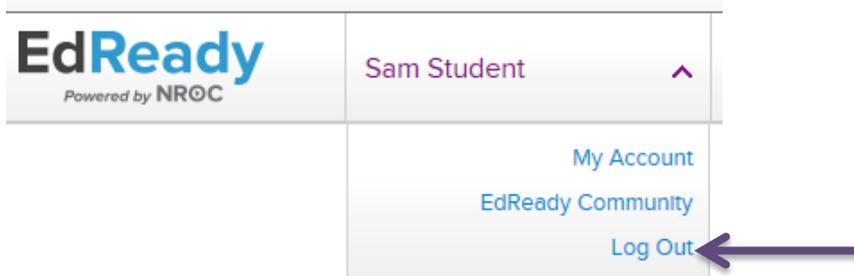
Another notable difference is that **Topics you have already mastered** will be listed in the regular study area, so you can view the associated resources and review your knowledge at any time.

Any progress you make here (to your EdReady score & Unit/Topic status) will also be reflected in your full Study Plan.

## My Account: Update, Change Password, Export Data

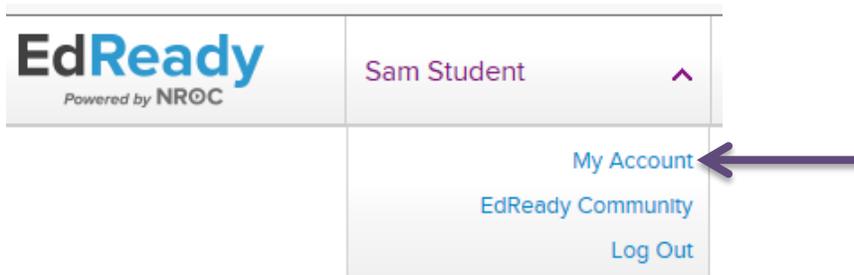
Whenever you are finished using EdReady, log out by clicking on your **Name** in the header bar.

Then, click the **Log Out** link shown in the dropdown menu.



If you need to change any of your account information, such as your Name or Password, navigate to the **My Account** page.

Click on your **Name** in the header bar. Then, click the **My Account** link shown in the dropdown menu.



**Edit your account information and preferences:**

**Account Information:**

First name:  Last name:

Email address:  Zip code:

I want to receive updates and announcements from EdReady

Account created: 09/15/2014 11:29  
Last login: 10/22/2014 18:52  
Total # of logins: 11

**Change your password:**

Current password:

New password:  Verify new password:

**Student data export:**  
Export your student file for your devices.  
[Download your Data](#)

**Deactivate your account:**  
Your username will no longer be active and you will no longer be able to log into EdReady and access your data.  
[Deactivate your account](#)

Your EdReady account information is not shared. Aggregate data with no personal identifiers is used by EdReady for reporting and product improvements.  
[View our privacy policy | Terms & conditions](#)

### **Update Account Information**

You can change your First name, Last name, and Zip code on this page: just type the updated information into the available text boxes and click the **Save changes** button.

***Note that your Email address (also your EdReady username) cannot be changed.***

### **Change your Password**

To change your password, enter your current password in the 'Current password' textbox. Then, enter your new password in both the 'New password' and 'Verify new password' textboxes. Click the **Change your password** button to submit your password update.

### **Student data Export**

You can easily export all of your EdReady activity in an easy-to-read report. Just click the **Download your data** link under the '**Student data export**' header and you will download your personalized Excel report.

## **Technical Requirements**

Operating System: Microsoft® Windows® XP (32 bit) or higher (for Windows users) or Mac OS X v10.6 or v10.7 (for Mac users). iOS devices (e.g., iPads) are supported as well, but not all content will be available.

Browser: Internet Explorer 9.0 or later, Mozilla Firefox 4.0 or later, Google Chrome, Safari 5.0 or later.

Flash Player 10.1 or higher recommended.

Internet Connection: A high-speed Internet connection such as DSL or Cable Modem is highly recommended.

Need a valid email address to register an account on EdReady. This email will serve as their username when logging in.



# TAS EdReady Student Contract

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## What is EdReady?

EdReady is a math readiness system. It can be used for assessment and remediation. After a student takes the EdReady assessment, *the program will create an individualized study plan* that targets areas of need.

## Resources

Torrance Adult School (TAS) will provide appropriate resources and assistance to enable students to achieve their goals including:

- Assistance with log-in IDs and passwords and accessing the EdReady website
- Providing regular teacher hours, and providing regular hours for access to on-campus computers. TAS will not provide computers for students to take home.

## Computer Access

TAS will provide computers for students to use when on-campus, but the bulk of activities for classes taken through EdReady will be performed off-campus. Every student requires easy and frequent access to a computer with web access in the home or another easily accessible off-campus location.

## Completion

EdReady will be available until June 15, 2015.

## Expectations for Student Success:

- Students can work from home but must work on campus a minimum of 6 hours per week.
- Students will begin the EdReady assessment at orientation and are required to finish it within one week.
- Students must use the EdReady resources to study before taking unit assessment tests.
- Students can email [edready@tastusd.org](mailto:edready@tastusd.org) with questions and will receive a response within 24 hours.
- Students need to take pre and post CASAS math tests. The tests must be taken on campus. Taking these tests keeps EdReady free of charge to you.
- Students need to take a post survey before the completion date.

**To be successful, students should:**

- Login, use EdReady study resources, and make consistent progress toward goals.
- Reach out to the instructor for help in person or through email
- Always check for and respond to email messages from the teacher

**Signature and Dates:**

I understand that I am enrolling in [REDACTED]. The Torrance Adult School cannot issue a high school diploma through work that I complete through this program.

I have read and understand the terms of this agreement and agree to all provisions of it.

**Student:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Student ID #)

**Student Goal:**

\_\_\_\_\_



# TAS EdReady Student Contract

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## What is EdReady?

EdReady is a math readiness system. It can be used for assessment and remediation. After a student takes the EdReady assessment, *the program will create an individualized study plan* that targets areas of need.

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- Assistance with log-in IDs and passwords and accessing the EdReady website
- Providing regular teacher hours, and providing regular hours for access to on-campus computers. TAS will not provide computers for students to take home.

## Computer Access

TAS will provide computers for students to use when on-campus, but the bulk of activities for classes taken through EdReady will be performed off-campus. Every student requires easy and frequent access to a computer with web access in the home or another easily accessible off-campus location.

## Completion

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- Students can work from home but must work on campus a minimum of 6 hours per week.
- Students will begin the EdReady assessment at orientation and are required to finish it within one week.
- Students must use the EdReady resources to study before taking unit assessment tests.
- Students can email [edready@tastusd.org](mailto:edready@tastusd.org) with questions and will receive a response within 24 hours.
- Students need to take pre and post CASAS math tests. The tests must be taken on campus. Taking these tests keeps EdReady free of charge to you.
- Students need to take a post survey before the completion date.

**To be successful, students should:**

- Login, use EdReady study resources, and make consistent progress toward goals.
- Reach out to the instructor for help in person or through email
- Always check for and respond to email messages from the teacher

**Signature and Dates:**

I understand that I am enrolling in **a not-for-credit program**. The Torrance Adult School cannot issue a high school diploma through work that I complete through this program.

I have read and understand the terms of this agreement and agree to all provisions of it.

**Student:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**(Print Name)**

**(Student ID #)**

**Parent/Guardian:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**(Print Name)**

**Release of Information**

We do not give out any information to anyone regarding our students without their written permission. Please fill out the boxes below indicating your wishes. You may change this information any time.

I do not want Torrance Adult Scholl to give out any information about me to anyone.

I give my permission for the following person(s) listed below access to my information at Torrance Adult School:

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Student Goal:**

\_\_\_\_\_

# Appendix G

Executive Summary: 2013-14 Distance Learning Report

## ***The California Adult Education 2013-14 California Innovation and Alternative Instructional Delivery Program — A Review***

### ***Executive Summary***

This is the thirteenth and final report in a series of research papers on the California Innovation and Alternative Instructional Delivery Program. The purpose was to provide current information on the implementation of distance learning (DL) and offer comparative information on adult education DL in California.

Prior to the 2009-10, data used to develop this annual report came from three data sources that local adult schools were required to annually submit: Innovation Programs Applications from adult schools choosing to participate in the DL program; adult school program data reports including demographics; and data being submitted for the National Reporting System (NRS) to satisfy data collection requirements in receiving funding from the Workforce Investment Act, Title II (WIA II). Since 2008-09, the legislatively required Flex Funding of adult education state funding has been in place which provided that the provisions and requirements of Education Code Section 52522 to be optional for local agencies to follow and would remain so until Flex Funding was discontinued. To date Flex Funding has been extended through 2014-15. Under Flex Funding there was no legislated floor nor ceiling limit on the amount of budget local school districts could or should spend on adult education and its programs. Like the permissive nature of DL, there was no requirement for adult schools participating in the Innovation Programs to submit an annual application nor annual evaluation. Adult schools have been encouraged to submit applications and maintain the same records as before because accountability would remain critical to the furtherance of DL in the future. Preparing applications and maintaining records incur costs that have deterred many adult schools from submitting applications and completing a thorough accountability documentation. Even though the state reporting requirements have been optional through Flex Funding, the federal NRS reporting requirements continue to be in force for participating WIA II agencies. Data reported through the NRS was used in this report to document the current status of DL in California.

With the implementation of Flex Funding, school districts were no longer bound by the California Education Code to serve adult learners, and; State reporting requirements were no longer required. This action impacted the reported number of adult learners participating in the Innovation Programs during the following five years of flex funding implementation (2009-10 to the current reporting program year 2013-14), resulting in an 88 to 87 percent drop in unduplicated enrollment (70,472 in 2008-09 and to 9,151 in 2012-13 and 9,471 in 2013-14 ). Current reporting enrollments for 2013-14 were less than half (43.5%) of the enrollments reported in the first reporting year (2000-01). Some school districts have persisted, continued, and even expanded their delivery of instruction via DL despite the costs for data collection and reporting. Many others made major cuts to DL programs, in some cases eliminating them entirely. Still others ceased offering instruction to adults all together. This presented a denial of educational access for over 61,000 least educated most in need learners and their families who were previously engaged in critical core curriculum programs of adult literacy that were assisting them to become more independent and more economically self- sufficient.

Innovation Programs participation was, and has been available only to state-funded adult schools in the K12 system. In 2008-09 the former federal Office of Vocational and Adult Education, currently OCTAE (Office of Career, Technical, and Adult Education) issued assessment requirements and guidelines for programs seeking WIA II reimbursement for

learner gains in DL courses; California began requiring all WIA II funded agencies to submit an Innovation Programs application if any of their federal fund reimbursements were generated from use of DL instruction. Since no additional funding was attached to DL, to date no additional agencies have applied.

Through six program years (2005-06 to 2011-12), this report compared and contrasted key outcome data between classroom learning, distance learning only (DL Only), and a blend of classroom and distance learning (DL Blended). The importance of DL Blended as an effective intervention whenever possible was clearly documented. This had major program implications at the state and national levels. When classroom and the Innovation Programs data were compared, it was clear that the DL Blended approach provided consistently superior results than either Face to Face classroom or DL by itself in increasing student learning outcomes.

In California, the adult education DL Blended model had a very specific description. It referred to adult schools with Innovation Programs that offered somewhat simultaneous classroom and DL courses in which learners could dual enroll. The key considerations were that each course must have its own approved course outline, course number, assigned instructor, separate student roster, and distinctive and different full-length course materials. The courses could share the same course outline (California Department of Education, Adult Education Form A22), meaning the courses covered the same designated competencies, but the course materials must be different, and each course had its own course number.

Data for this report come from learners monitored on their progress throughout the time they were enrolled in WIA II funded programs. From this data reported to the NRS, three categories of the percentages of learners were combined: completing an instructional level and moving up into a higher instructional level; leaving program after completing an instructional level, and; progressing within but not completing the same instructional level, the degree of positive impact or attribution attained by each program area was documented. ABE (Adult Basic Education), ASE (Adult Secondary Education), and ESL (English as a Second Language), all experienced higher percentages of positive impact in 2013-14 compared to the prior year 2012-13:

- For ABE, the positive impact was 94.3 percent compared to 66.2 percent for the prior year, a 28.1 percent positive gain;
- ESL had 86.6 percent compared to 77.0 percent, a 9.6 percent positive gain; and
- ASE had 84.2 percent compared to 72.3 percent for the prior year for a 10.2 percent positive gain.

Results from the two negative status categories (left program before attaining an instructional level completion or not showing up for instruction or attending less than 12 hours) between the two years, showed that the 2013-14:

- ABE results had more positive trends with 28.1 percent fewer enrollees either 'left or had insufficient attendance) than enrollees from 2012-13;
- fewer (17.8 percent) ESL 2013-14 enrollees had either 'left or had insufficient attendance' than did enrollees in 2012-13; and
- 14.9 percent fewer 2013-14 ASE enrollees comprised the two negative status categories.

For the past two years, 2012-13 and 2013-14, the results took a dramatic positive change of 14 to 22 percent gain from the 26 to 28 percent attained during prior four years (2008-2012) for learners completing and moving up to a higher instructional level.

When data from ABE, ASE, and ESL were aggregated collectively, a greater percentage of enrollees were found to have completed one or more educational levels and either moved up a level or left program since the implementation of flex funding than before flex funding was implemented. Programmatically this was more dramatically true for both ABE and ESL than it was for ASE.

In the 2009-10 program year, the legislated flex funding was implemented for school districts in California, 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. Although the data shared in this report showed general positive performance gains for learners enrolled in Innovation Programs Initiative (distance learning) in all three program areas ABE, ASE, and ESL) since flex funding was implemented, it also showed a dramatic decrease (over 80 percent) in enrollments in these programs. Since what proved to be the restrictive nature of flex funding was implemented. With Flex Funding in place, most of the local adult schools had severely reduced budgets and therefore greatly diminished resources to operate and offer the range and density of services and programs they had offered under regular funding. The report also identified four demographics that had salient changes since the implementation of Flex Funding. Distance learning enrollments in K-12 compared to those in adult education were also included in these analyses. The following contrasted changes were reported:

- Enrollment trends for K-12 and Adult Education
- Geographic Regions;
- Gender;
- Age Groups; and
- Highest Degree of Education learners had attained prior to enrollment in DL.

Data from 2008-09 (last year of regular funding) and 2013-14 (fifth and current reporting year of flex funding) were contrasted.

The enrollments in distance learning for K-12 were contrasted against those for adult education. In the most recent reported year, 2012-13, there was over a 100 percent difference in enrollments between K-12 enrollments in distance learning which grew 76 percent while adult education enrollments had a loss of 34 percent. The data also showed that enrollments over 2008-13 in distance learning increased by 289 percent in K-12 compared to an 88 percent decrease in distance learning enrollments.

The second demographic contrasted was the DL enrollments for each geographic region in the state. Beside the general overall dramatic reduction in DL enrollment experienced when Flex Funding was implemented, there were subtle but salient proportionate enrollment percentage share shifts among the geographic regions.

The four largest region enrollment and proportionate share losers in 2013-14 were:

- Los Angeles went from an enrollment of 49,416 to 45,186 with -20.3 percent share loss;
- South Bay went from 6,166 to 6,004 and with a -6.4 percent share loss;
- Bay went from 6,176 to 5,874 and with a -4.9 percent share loss; and
- Capitol went from 5,081 to 4,651 with a -2.1 percent loss.

Five regions made proportionate percentage share gains from the apparent losses made in 2013-14 by Los Angeles, South Bay, Bay, and Capitol and they were:

- Southern with 17.8 percent gain;
- Delta Sierra at 12.2 percent;
- Costa del Sur at 2.4 percent;
- Central Valley at 1.3 percent; and, as mentioned previously,
- North Coast at 1.0 percent.

Even though the first four of these primarily rural regions lost enrollments, they did make proportionate percentage gains from the losses experienced by the more urban and suburban regions. One of the original goals for establishing distant learning throughout the state was to be able to establish better access to learning opportunities for adults in more remote rural areas where access to adult learning resources were scarce.

The third demographic contrasted was gender.

- Female enrollments outnumbered males two to one.
- The proportion of female DL enrollments in all three program areas increased from 60.9 – 67.6 percent during regular funding to 62.5 – 71.8 percent during Flex Funding. compared to
- Male enrollments went from 32.4 – 39.1 percent during regular funding to 28.2 – 37.5 percent.
- The strongest difference the proportional share of enrollment between females and males occurred in ESL with a 9.0 percent increase for increasing from 62.8 percent in 2008-09 to 71.8 percent in 2013-14. Males showed a corresponding 9.0 percent decrease decreasing from 37.2 percent to 28.2 percent

The fourth demographic contrasted was age groups which displayed a decrease in enrollments for 2013-14 across all age groups over all three program areas

- The percent or proportional share of enrollment decreased in 2013-14 compared to 2008-09 across each program area for each age grouping except those aged 31 to 40.
- The age group 31 to 40 increased:
  - 21.0 percent for ABE,
  - 24.6 percent for high school diploma or GED, and
  - 25.9 percent for ESL.

The greatest decrease in 2013-14 for the proportional share of enrollment varied for each program area for:

- ABE it was the least affected in decreased percentage shares with a 8.4 percent decrease for those aged 51 to 61;
- High School Diploma or GED preparation programs it was a 20.7 percent decrease for those 16 to 20 years of age--this marked decrease could indicate a diminished role DL recently had under Flex Funding with the high school drop-out recovery efforts.
- ESL it was 16.6 percent for those 21 to 30 years of age.

The fifth and last demographic contrasted was Highest Degree of Education enrollees had attained prior to enrollment in DL. In both ABE and HS/GED programs, DL continued to mainly serve the least educated.

- ABE and HS/GED programs increased their proportional shares of enrollment across the demographic of Highest Degree Earned during flex funding for learners enrolled in those programs without a diploma of high school graduation nor a certificate for successfully passing the GED;
- ABE went from 54.6 percent to 58.0 percent and ASE went from 77.8 to 80.8 percent.
- ESL had their proportional share decrease from 54.9 percent in 2008-09 to 43.7 percent in 2013-14.