



# Technology and Distance Learning for California Adult Education

Annual Report 2016–17



Prepared for:  
California Department of Education  
Coordinated Student Support and Adult Education Division  
Adult Education Office

Submitted by:  
Sacramento County Office of Education

Contract Number CN160223  
2017

OTAN activities are funded by contract CN160223 in the Coordinated Student Support the Adult Education 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 the department or the U.S. Department of Education.

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## Introduction

### Adult Education in California

In 2015–16, California set aside \$500 million jointly to the California Community College Chancellor’s Office (CCCCO) and to the California Department of Education (CDE) to allocate funding for adult education. Funding was initiated by Assembly Bill 104 and subsequently amended by Assembly Bill 1602 (Adult Education Block Grant).

Regional Consortia received funding in two parts:

1. Up to \$375 million for school districts and county offices of education that operated adult education programs in 2012–13 and subsequently became members of regional consortia. Each of these providers received the same amount of funding in 2015–16 as it spent on adult education in 2012–13.
2. At least \$125 million based on each region’s “share of the statewide need” for adult education. To determine need the CCCCCO and CDE were required to consider measures related to adult population, employment, immigration, educational attainment, and adult literacy.

In 2016–17, different funding rules went into effect. The CCCCCO and the CDE were directed to distribute block grant funding based on:

1. The amount allocated to each consortium in the prior year;
2. The consortium’s need for adult education;
3. The consortium’s effectiveness in meeting those needs.

Although different funding rules were applied, the seven specified adult education areas for 2016–17 remained the same as in 2015–16. These areas included:

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

A report in response to Education Code Section 84917 was jointly authored by the CCCCO and the CDE and published in October 2016. The 226–page [Adult Education Block Grant Report](#) was based on all available data and provided a summary of the adult education plan for each of the 71 Consortia funded under Adult Education Block Grant (AEBG). In addition, the report listed the distribution schedule for each Consortium, the types and levels of services provided by each Consortium, the effectiveness of each Consortium in meeting the educational needs of adults in its respective region, and progress made related to the delivery of education and workforce services for adults.

In 2016–17, the first full year of AB 104’s groundbreaking legislation, K–12 adult schools and community colleges came together to create strategies for training leading to employment. In some regions, it marked the first time these entities had collaborated together through regular planning meetings.

Prior to AB 104, K–12 local adult education programs and community college non-credit programs operated separately and autonomously, with little or no articulation. State oversight was also divided between the CDE, responsible for K–12 adult education, and the CCCCO, responsible for community college programs.

Outcomes from the first year of implementation included the development of a statewide collaborative infrastructure in which member agencies shared Consortia information and resources, developed data systems to monitor outcomes, aligned funding and programs, and figured out how much money should be allotted to which programs. According to the 2016–17 Adult Education Block Grant report, every major region in the state and in urban, suburban, and rural areas has made substantial progress in achieving the goals of AB 104.

The Outreach and Technical Assistance Network (OTAN) has been included in several regional Consortia plans as a resource for assisting with classroom technology integration, online and face-to-face training, and electronic communication tools. OTAN’s Director and Technology Projects Coordinator participated in monthly Capital Adult Education Regional Consortium (CAERC) meetings and served on various workgroup committees. This Consortium is one of the largest, with 14 members and 22 partners. It is also closest in proximity to OTAN’s physical location. The Sacramento County Office of Education serves as fiscal agent to both CAERC and OTAN.



Exhibit Intro 2

## Adult Education Leadership Project

California receives federal funding through the Workforce Innovation and Opportunity Act, Title II, for adult education. Part of these funds is set aside for statewide leadership projects such as OTAN to improve adult education services.

The Outreach and Technical Assistance Network (OTAN) provides support and training for classroom technology integration and online collaboration, as well as support for the implementation of distance learning. In addition, OTAN supports the California Department of Education’s Adult Education Office by programming, hosting, and maintaining the California Adult Education Online Application and Reporting site (<https://adulthood.otan.us/>)



**California Adult Education Online Application & Reporting** Skip to Main Content

**About this site**

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

**Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act Program Year 2017-18**

The RFA contains the guidelines and application for the WIOA, Title II: AEFLA grant funding outlined in sections 201-203. This is an open competitive grant for the program year beginning July 1, 2017, through June 30, 2018. This will be followed by a re-application process in program years two and three, 2018-19 and 2019-20. A Word document of the RFA is available for download at <http://www.cde.ca.gov/fg/fo/98/wioa17fa.asp>.

The WIOA, Title II: AEFLA grant provides supplemental funds for adult education to (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) assist adults who are parents or family members to obtain education and skills; (3) assist adults in attaining a secondary school diploma and postsecondary education and training, including through career pathways; and (4) assist immigrants and other individuals who are English language learners.

**California Adult Education agencies** **CDE Announcements**

Log on to this Web site

Your logon name:

Your password:

Logon now

- **WIOA: 2016-17 End of Year Data Submission Notification**  
The purpose of this memorandum is to notify all local grant recipients of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) that the FY 2016-17 End of Year Data and Document submissions guidelines have been posted... [Read More](#)
- **Notification of Posting of 2016-17 WIOA Title II: AEFLA Program Implementation Survey**  
This memorandum serves as notification of posting of the 2016-17 WIOA Title II: AEFLA Program Implementation Survey. The survey is due June 30, 2017... [Read More](#)
- **ESL and Citizenship Enrollment Rate Survey**

**Exhibit Intro 3**

## Need for Instructional Technology

Funded to provide adult educators with technology training and technology integration skills, OTAN provides online resources that include technology-infused lesson plans and offers a hosted site where teachers can create their own online courses. Surveys show that 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.

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 technology literate at a distinct 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.

## Distance Learning for Adult Learners

California is considered to be 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. Learners participating in a blended model that includes both face-to-face and distance instruction produces even

greater gains than either modality separately.

The OTAN has undertaken the responsibility for distance learning in adult education consecutively since 2007–08. With the implementation of flex funding, enrollment in distance learning showed 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. The OTAN is helping to move adult distance learning in the direction of online delivery.

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

The 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.

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

### **This Report**

The California Department of Education, Adult Education Office has funded OTAN via contract CN160223 from July 1, 2016 through June 30, 2017. The source of the funding is The Workforce Innovation and Opportunity Act (WIOA). Signed into law on July 22, 2014, WIOA reauthorizes the Workforce Investment Act (Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223) for six years, from 2015 through 2020.

The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the California Department of Education, Adult Education Office to detail the accomplishments of OTAN work completed during the 2016–17 contract year.

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*“OTAN provides tremendous support to adult schools, staff, and administrators across California. I wanted to make sure you know how much we appreciate you—and what a good job OTAN does to promote, teach and support technology integration in California adult schools.”*

*– Jaemi Naish, Program Coordinator/Counselor  
(Tamalpais Adult School)*

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

One of the goals of the National Educational Technology Plan is that all learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society. Anywhere, anytime learning augmented through research and best practices will allow teachers to provide their adult learners with options that best meet their individual learning needs while they transition to college or career.

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

The prospect of anywhere, anytime learning is rapidly gaining in popularity. Teaching online requires a set of skills different from a traditional classroom setting. During 2016–17, OTAN continued to promote online learning, including training a professional core of teachers who will serve a leadership role and strategically expand online distance learning opportunities offered through adult schools by providing online curriculum and technical support.

The Digital Leadership Academy (DLAC) successfully completed year one of the two year academy. Participants received coaching skills necessary to make a positive difference in the way educational technology is used to support adult learners at their individual agencies.

OTAN offered workshops and webinars on a variety of technology integration and distance learning topics, and also provided technology integration and distance learning presentations at adult education professional conferences. In addition, OTAN hosted a statewide Technology and Distance Learning Symposium (TDLS) and provided technology-related capacity-building services for Workforce Innovation and Opportunity Act (WIOA)-funded adult education agencies. Services included modules showing how to be an effective online teacher, online math tutorials, technology assessments and certifications, and supplemental online curriculum and content.

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

Professional development is a key component for OTAN to provide to the field and to participate in appropriate learning opportunities for staff. The OTAN provides training opportunities in several forms, including face-to-

face workshops at adult education sites, online workshops using Web conferencing software, providing access to online self-paced modules on topics relevant to adult education teachers. The OTAN staff also participate in a variety of professional development opportunities throughout the year.

### **Professional Development for OTAN staff:**



Not only do staff attend conferences as key presenters, they also attend other sessions to learn agency practices and policies as they relate to our mission. Each OTAN staff member attended several workshop sessions at each conference in different areas of interest. This allowed staff to gather information and resources that could be shared with the adult education field through the OTAN Web site, social media, and other communication channels.

Selection of professional development opportunities were to ensure the outcome would always be to provide the best customer service experience to the field. During the 2016-17 contract year OTAN staff attended over 20 professional conferences at the local, regional, state, and national level including:

- The OTAN Programmers attended training in .NET (This training was selected to prepare for the conversion of the OTAN Web site from ColdFusion to .NET).
- The OTAN trainers attended CUE Conference to learn about digital badges, 3D map imaging, Google Tools, and Microsoft Office Education Suite.
- The OTAN infrastructure support team attended training in accessibility, including color, design, and layout.
- The OTAN team received information related to adult education and education technology via electronic newsletter and journal subscriptions.
- Leading Edge Certification, Online
- Summer Institute on Digital Badging, Corona Norco
- Brain Theory with David Berg, Auburn, CA
- 71st Annual Correctional Education Association Conference, Long Beach
- Adult English Language Learners Workforce Convening, Sacramento
- Project Ideal, Boston
- ISTE Professional Learning Series, Online
- CCAE/Metro/LAUSD Dace Conference, Los Angeles
- CAREC, Sacramento
- GoOpen Summit, Vista
- SoCal Open Badges Symposium, Irvine
- Virtual Reality in the Classroom Bootcamp, Chino
- 13th Annual Open Education Conference, Richmond, Virginia
- CapCUE 2016 Tech Fest, Sacramento



- ACSA 2016 Leadership Summit, San Diego
- CATESOL 2016 Annual Conference, San Diego
- eLearning Strategies Symposium
- CAEAA Conference, Long Beach
- Annual EL Civics Conference, Central Valley, Bakersfield
- Annual EL Civics Conference, Southern California, Vista
- Annual EL Civics Conference, Northern California, Santa Clara
- CDE AEO Leadership Meeting, Sacramento
- NROC Member Meeting, Monterey
- CCAE Regional, Bay Section, San Francisco
- CATESOL Regionals, Los Angeles
- Innovations Conference, San Francisco
- CUE 2017 National Conference, Palm Springs
- COABE National Conference, Coronado Springs, FL
- Digital Badges for Riverside About Learners Consortium-Launch, Corona
- Leadership 3.0, Redondo Beach
- CCAE 2016 State Conference, Long Beach
- CASAS 2016 Summer Institute, Garden Grove
- ISTE National Conference, San Antonio, TX

OTAN staff members also report their own means of personalized learning for their special interests and areas of expertise. These tools include subscriptions to e-mail newsletters, attending online webinars provided by vendors, educational agencies and non-profit organizations, subscriptions to online resources such as [Lynda.com/](#)  and [Atomic Learning](#) .

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

### **Professional Development opportunities for teachers in the field:**

The OTAN continues to support adult education teachers in the field through a variety of professional development opportunities including face-to-face workshops, online webinars, and access to self-paced courses on the OTAN Moodle server. Throughout the past year OTAN served 714 teachers in 43 Face-to-face workshops and 200 teachers in 16 online workshops. The average evaluation rating for these sessions was a rating of 4 out of 5 (Agree) for face-to-

face workshops and 5 out of 5 (Strongly Agree) for our online workshops. In addition, OTAN hosted several online meetings and webinars that supported 95 participants for special projects, such as the Digital Leadership Academy and meetings for the Training of Trainers event.

Results represent all face-to-face and all online events.

Type of Event	Number of Events	Total Registered	Number Attended	Percent Attended
Face-to-Face	47	1152	769	67%
Online	29	482	200	41%
Blended	0	0	0	0%

Results represent all events broken down by type.

Type of F2F Event	Number of Events	Total Registered	Number Attended	Percent Attended
Workshop	43	1093	714	65%
Training	0	0	0	0%
Meeting	4	59	55	93%
Events and Conf.	0	0	0	0%

Results represent all events broken down by type.

Type of Online Event	Number of Events	Total Registered	Number Attended	Percent Attended
Workshop	16	211	105	50%
Webinar	4	81	41	51%
Meeting	8	182	54	30%
Facilitated Courses	0	0	0	0%
Self-Directed Course	1	8	0	0%
Events and Conf.	0	0	0	0%

Exhibit 1.1

*“We had all our students create a Gmail account (no small feat, mind you...about 500 students) and the IL-ADV took an Assessment on Google forms for their EL Civics! It was a rough road, but now the students are situated and we can move forward and do more assessments and surveys. I’m REALLY excited. This was all inspired from you and your enthusiasm for Google Tools. Thank you.*

*The workshops and passion you have are working! ”*

*– OTAN workshop attendee*

## Face-to-Face Workshops Evaluation Summary Results

Number of evaluations: 411

Strongly Agree ← Neutral → Strongly Disagree						
	Strongly Agree		Neutral		Strongly Disagree	Average Score
1. The objectives of the training were clearly stated.	317	63	14	7	10	5
2. The training was well-paced.	255	94	43	6	13	4
3. The training met your expectations.	231	98	55	16	11	4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	220	121	43	18	9	4
5. You would recommend OTAN's workshops to a friend or colleague.	313	64	13	8	13	5
<b>Overall Average:</b>						<b>4</b>
<b>What was the most useful part of the training?</b>						
<ul style="list-style-type: none"> <li>• My eyes are open...</li> <li>• Information about Learn 360</li> <li>• The ideal of teaching an online class in the future.</li> <li>• everything!</li> <li>• Navigating hands on per steps in the handout (I can't learn tech just from reading, I need to have practical experience)</li> <li>• How to navigate the course</li> <li>• How to create an account and join with course as student or participant</li> <li>• Tricks and tips about hiding; linking to Learn 360.</li> <li>• hands on learning</li> <li>• good overall picture</li> <li>• examples where we followed along with presenter</li> <li>• -being able to browse the sample courses to see if I could use some or part of them for my own classes -</li> <li>• It offers many useful resources that I like</li> <li>• Finding out that OTAN has a Career "bank" of courses for students already established and that I can have a "copy" of the course to teach and add to further!</li> <li>• Getting an overview in the beginning seeing the courses already available for use</li> <li>• Handout and information on resources for use outside of the workshop. Seeing some of the errors we may encounter, which will alleviate my panic if/when I see them later.</li> </ul>						

Exhibit 1.2

## Online Workshops Evaluation Summary Results

**Number of evaluations: 121**

Strongly Agree ← Neutral → Strongly Disagree						
	Strongly Agree	Neutral	Strongly Disagree	Average Score		
1. The objectives of the training were clearly stated.	87	25	8	0	1	5
2. The training was well-paced.	73	29	14	5	0	4
3. The training met your expectations.	71	32	15	2	1	4
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	60	45	13	3	0	4
5. You would recommend OTAN's workshops to a friend or colleague.	102	15	4	0	0	5
<b>Overall Average:</b>						<b>5</b>
<b>What was the most useful part of the training?</b>						
<ul style="list-style-type: none"> <li>• The most useful part of the training was the hands-on experience at the end of the session.</li> <li>• Everything!</li> <li>• The specific uses of Google tools for ESL classes</li> <li>• Using google groups.</li> <li>• discussions groups</li> <li>• Walking through it. Explanations were clear. Unfortunately I was interrupted and didn't get to hear all of it.</li> <li>• Applications for the ESL classroom. General tips and tool for navigating the platform. Opportunities for clarifications and questions but not interrupting the entire presentation. It flowed well.</li> <li>• Before the training, I thought Goolge Drive was just for storing up files. Now I know that there are many more things I can do with it. The training also helped me to see that Google Drive can be very useful tool for teaching.</li> <li>• Seeing what the possibilities are.</li> <li>• both halves were great. i'll use some of what Melinda showed and some of what cindy showed. I liked those forms we filled out at the end. well use one for students in DLAC course</li> <li>• How to convert MS Office files to Google files.</li> <li>• provided open source materials through OTAN that my learners can use</li> <li>• Having a look at some current approaches to systems approaches to learning.</li> <li>• The most useful are always the handouts to use after the presentations.</li> </ul>						

Exhibit 1.3

To support these professional development efforts, OTAN works closely with subject matter experts to create appropriate presentation materials and other resources for participants. These resources are written under a Creative Commons Attribution license and teachers are encouraged to reuse or remix these materials and distribute them to their colleagues.

As a result of our collaboration with our OTAN Advisory Committee (OAC), OTAN strives to identify and offer new and relevant professional development opportunities to the field. Through this collaboration, along with consultation with our Subject Matter Experts (SME), OTAN identified three (3) new online workshop titles to offer during the 2016-17 contract year. These workshops not only supported integration of technology in the classroom, they also support OTAN efforts to enhance and enrich math curriculum for AE providers. These new titles were “#AdultEd TechSlam,” “Online Resources for Developmental Math,” and “Online Resources for Developmental English.”

### **Online Workshop Descriptions**

#### ***Citizenship Prep: EdTech and Other Resources for Adult Ed***

US Citizenship Online: the NEW N-400 and more! Participants will identify many teacher-created online resources in the form of Web sites, blogs, podcasts, and more. Examples of activities and ideas will be presented on how to use these resources inside and outside of the classroom. The official USCIS Citizenship Resource Center will be explored. CASAS Citizenship assessments and COAPPS will be discussed.

#### ***Creating Accessible Documents***

As educators, we create. It may be presentations, worksheets, exams, practice problems -- any number of resources to help our learners. As more and more of our materials are shared in the classroom as well as digitally through online resources, it is important to be aware of learners with physical challenges. This webinar will provide basic information and vocabulary of how to add key accessibility features to your documents and presentations. There are many tools available to check for 508 Compliance and to ensure ALL of your learners have access to the materials you create. Resources, checklists and online tools provided.

Exhibit 1.4



### ***Creating Open Educational Resources***

It is recommended that participants take the Open Educational Resources and Adult Education workshop before taking this session. As educators learn more about the power of Open Educational Resources, and the value of modifying properly licensed materials, teachers need tools to quickly make changes and create new works for their learners. This session will provide a list of online creation tools to help you revise, or create, learning materials for your students. Add text, graphics, interactive games or assessments as well as video. There are many online tools to help you create and license your own Open Educational Resources.

### ***Digital Badges in Adult Education***

Digital badges are being used by educational institutions to recognize learner's skills, experiences, and knowledge. This session will examine the potential of digital badging in adult education. We will begin this session with a definition of digital badges and a discussion of research which supports badging as a motivation for learners. Attendees will learn how to create, award, collect, and share digital badges they and their learners earn. There will be an open discussion on the possibilities of what digital badges would mean to learners as they prepare to transition to college or career.

### ***Digital Badges With/Without Moodle***

What are digital badges? In this session we will explore how to create, award, earn, and display digital badges to recognize a learner's skills, knowledge, and experience. Participants will create accounts with an open badge service and learn how to create and distribute badges. For participants with Moodle courses, the last part of the session will demonstrate how to create a badge within a Moodle course.

Exhibit 1.4 Continued

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*“The workshop OTAN provided at the CUE Conference was one of the most useful I attended.”*

*– CUE evaluation*

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***Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 1***

Harness the power of the smartphones and tablets that more and more of your students have as a free student response system, or as a 24/7 flashcard delivery platform for flashcards you create for them. Participants will learn how to use Kahoot to create competitive and exciting quizzes that your students respond to using their smartphones and tablets. (They can use classroom laptops and desktops to answer as well.)

Participants will learn how to use Quizlet to create flashcards for study and practice. For both Kahoot and Quizlet you use their respective Web sites to create the quizzes and flashcards, but students can access them from their smartphones and tablets! Part 1 focuses on Kahoot. Part 2 focuses on Quizlet.)

***Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 2***

Harness the power of the smartphones and tablets that more and more of your students have as a free student response system, or as a 24/7 flashcard delivery platform for flashcards you create for them. Participants will learn how to use Kahoot to create competitive and exciting quizzes that your students respond to using their smartphones and tablets. (They can use classroom laptops and desktops to answer as well.)

Participants will learn how to use Quizlet to create flashcards for study and practice. For both Kahoot and Quizlet you use their respective Web sites to create the quizzes and flashcards, but students can access them from their smartphones and tablets! Part 1 focuses on Kahoot. Part 2 focuses on Quizlet.)

***Easy to Make Quizzes for Web Sites and Blogs***

Learn to create entertaining and engaging online quizzes using FREE Web sites. By the end of the workshop, you will have created a free online quiz that your students can access anytime! The quiz that you create can be embedded in your own blog or Web site.

***EL Civics: Digital Literacy & Internet Safety***

Learn about the two newest EL Civics objectives (47 & 48), focused on helping ESL students develop effective online communication skills. Information provided in this webinar includes: overview of objectives and COAAPs, where to find existing curriculum materials and resources, plus feedback and tips from agencies that have already offered these topics.



**Excel Tips**

Want to know productivity boosting tricks? Want to check out cool hidden features? How about more shortcuts, and awesome tiny tips? Then come to this workshop to learn and be prepared to save hours every week at your work.

**Go to the Cloud with Office 365: OneDrive, Word, and Excel**

Want to create, edit/format, and share your work files using MS Word, Excel, and OneDrive so they are always with you? Want to know how to access and use the OneDrive on your PC or tablets? How about how to manage and recover files? Or how to upload, organize, copy, and delete files? If you are as excited as I am to learn about Office 365 and its cool features, come to this workshop to go to the cloud with Office 365.

**Google Tools and Drive**

This workshop will introduce using different Google Tools in the classroom. During the hands-on workshop, all participants will learn how both students and teachers can access and utilize different online tools in a classroom. Along with creating both public and private event calendars, other tools like translator, calculator, maps, sites, and blogs will be discussed. The main focus of the workshop will be Google Drive, where participants will format and share documents for collaboration, create online forms, build online presentations (slideshowes), share with colleagues and/or students, import and export different file formats, organize files and folders, and search for specific files.

Exhibit 1.4 Continued

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*“I was very pleased with the two days spent at the TDL symposium. Time well spent!”*

*– TDLs evaluation*

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### ***Learn360 Resources for Adult Education***

Save yourself some time! Don't just scour the Internet looking and looking for a video or clip to enhance a lesson. This session will review Learn360, a vetted, safe library that is correlated to standards, organized for schools, easy to use, and full of appropriate videos, clips and more from the industry's top producers.

With Learn360, teachers and students can stream and/or download from a premium library of over 130,000+ hand-picked videos, short videos, video clips, interactives, teacher guides, math activities, science diagrams, timelines and more. You will see content from 160+ producers including the History Channel, National Geographic, HBO, BBC, Shopware, Sunburst and more.

Learn360 resources can be added to your Google Classroom or your OTAN Moodle hosted course easily so your students can log in to one site and seamlessly access Learn360 resources within one interface. If you do not have a Moodle course or Google classroom, not to worry - you can share the links with your students in e-mails. Learn how to locate and share these resources today!

### ***Licensing Your Creations (Copyright & Creative Commons)***

You deserve proper credit and attribution for the work you do. This includes your video productions, classroom presentations, worksheets, workbooks or other creations you compile for your learners. As your colleagues recognize the quality of your work, you should always license your creations so other teachers and users know exactly how you intend for them to use your work. Open Educational Resources require materials are "resources that reside in the public domain or have been released under an intellectual property license" (NETP, 2010, pg. 56). This session will show you how to apply this special intellectual property licensing using Creative Commons licensing and other tools to make this process simple and fast. Sample files and resources will be provided. It is recommended that you take Open Educational Resources in Adult Education prior to taking this session.

### ***Mobile Digital Literacy***

Keep you and your students safe and sound on the Internet when using mobile devices. Learn how to create an effective Web presence that will get you and your students noticed in a positive manner. Understand those buried settings on your phone which could be tracking your location. Create a home screen icon on your phone. All this, plus extra tips and tricks, will be covered in this hands-on presentation about mobile digital literacy.

### ***Open Educational Resources and Adult Education***

There are many free, customizable, and editable resources for adult educators and their learners. By using Open Educational Resources (OER) in the classroom and online, teachers and agencies can save money, revise and refresh curriculum and give learners an opportunity to customize their learning. OER are “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits sharing, accessing, re-purposing—including for commercial purposes—and collaborating with others.” (NETP, 2010, pg. 56). This webinar will introduce participants to the basics of Open Educational Resources; what are they, how can you find them, and considerations for determining their quality for use in your classroom.

### ***Privacy, Practice, Presence, and You***

How comfortable do you feel about your presence online? Do you know your account settings for social media and other sites you log into? Join us and brainstorm strategies to become safe and confident citizens of the Web, and help our adult learners to achieve the same. Participants will explore their own settings on Facebook and Google, and identify relevant resources that teach about Internet safety and digital citizenship.

### ***Self-Directed: Excel Budgets***



Learn how to create your own budget and pie graph. Teachers will receive a budget template, which includes two different interactive pay stubs, and linked budget and pie graph. Materials are appropriate as a classroom presentation or student technology project. Work through the online presentations and tutorials to complete the course. Register for this course at the [Adult Education Courses](#)  Web site. (Note: You will need to create an account.) Prerequisites: A basic knowledge of Excel is helpful but not necessary. You will also need a Moodle account in order to see your quiz results and progress through the course. If you do not have an account, you will be prompted to create one before you can enroll in the online course. Need help? Contact [support@otan.us](mailto:support@otan.us)  with “Excel Budget Help” in the subject line.

Exhibit 1.4 Continued

### ***Social Media for Adult Education***

OTAN has been following and documenting the ways adult education field uses social media. This workshop will highlight promising practices and offer hands-on practice. The following list of activities will be customized to the needs of the participants. Explore ways agencies use Facebook pages and instructors use Facebook groups successfully to engage current and potential adult learners. Distinguish between features such as news feed, timeline, privacy settings for post, friends lists, events, pages, groups and apps. Participate in a Facebook group and create your own. Understand Twitter basics and identify who to follow. Identify strategies to engage learners to interact professionally through social media and expand their education.

### ***Using the OTAN Teaching with Technology Search Tool***

Are you interested in finding technology to enhance your lessons? If so, the new “Teaching with Technology” search tool is for you! In this online workshop, you will learn how to use this tool to locate and learn about Web sites and other technologies that are suitable for your lessons. You will learn effective strategies for searching by program area, level, skill, and/or standard/CASAS competency to locate technology resources appropriate for your adult education class.

Exhibit 1.4 Continued

### **Planning conference presentations and managing Subject Matter Experts:**

The OTAN works closely with the adult education field and hired over 20 Subject Matter Experts (SME) to take advantage of their expertise and assist in delivery of professional development training sessions, materials, resources, and to provide timely presentations at local, regional and statewide adult education conferences.

Significant time is spent reviewing SME key talents and to align their work with appropriate conferences. At the beginning of each year a conference schedule is developed and SME’s are assigned to present on behalf of OTAN on various technology integration and online/blended teaching topics.

The training staff met at the beginning of the year to decide which adult education and technology in education conferences would be the most strategic to attend, both to market OTAN services and to learn about new resources and methods for integrating technology into adult education programs. Because there are many conferences and it is not possible to attend them all, it is important to identify which conferences will be the most beneficial to the agencies we serve. Once

conference selections were approved by the CDE Contract Monitor, OTAN staff members who were assigned to a particular conference wrote proposals and submitted them to the conference committees. When the workshop proposals were accepted, presentations and handouts (if any) were developed and approved by the CDE Contract Monitor.

This year SME's gave 49 presentations on behalf of OTAN serving 1310 participants and attendees. Conferences include California Council for Adult Education (CCAЕ), both state and regional events, Comprehensive Adult Student Assessment Systems (CASAS), California Teachers of English to Speakers of Other Languages (CATESOL), both state and regional, English Literacy & Civics (both state and regional). The OTAN staff delivered 32 conference presentations with an audience of 944 attendees.

### 2016–2017 Conference Presentations - OTAN Staff

DATE	PRESENTATION TITLE	LOCATION	PRESENTER(S)	# OF ATTENDEES
8/16/2016	OTAN Resources and Services	Sacramento County Office of Education	Joyce Hinkson	27
9/24/2016	OER for Adult Education (Session 1)	LAUSD MetroEd (CCAЕ Regional)	Penny Pearson	14
9/24/2016	CCAЕ La Metro Conference	LAUSD - Slawson SE Occupational Center	Linda Swanson	52
9/25/2016	OER for Adult Education (Session 3)	LAUSD MetroEd (CCAЕ Regional)	Penny Pearson	18
9/25/2016	OER for Adult Education (Session 2)	LAUSD MetroEd (CCAЕ Regional)	Penny Pearson	2
11/11/2016	Adult Education Leadership Project Roundtable	ACSA 2016 Leadership Summit	Blair Roy, Penny Pearson, Branka Marceta	35
11/29/2016	CATESOL State Conference 2016	CATESOL State Conference 2016	Linda Swanson	59
1/20/2017	EL Civics: Digital Literacy & Internet Safety	El Civics Conference, Central Valley	Branka Marceta	21
1/20/2017	EL Civics Resources by OTAN (repeat session)	El Civics Conference, Central Valley	Blair Roy	20
1/20/2017	EL Civics Resources by OTAN	El Civics Conference, Central Valley	Blair Roy	23
2/3/2017	EL Civics: Digital Literacy & Internet Safety	El Civics Conference, Southern California	Branka Marceta	10
2/3/2017	Digital Literacy in EL Civics and WIOA	El Civics Conference, Southern California	Branka Marceta	12
2/3/2017	EL Civics Resources by OTAN	El Civics Conference, Southern California	Blair Roy	18
3/3/2017	Online forms for EL Civics	EL Civics Conference, Northern California	Branka Marceta	35
3/3/2017	EL Civics Resources by OTAN	EL Civics Conference, Northern California	Branka Marceta	5

Exhibit 1.5

3/4/2017	Great Class Tech Tools to use Tomorrow	Berkeley Adult School	Penny Pearson	23
3/4/2017	Digital Literacy for Adult Learners and Their Educators	CATESOL LA Regional	Branka Marceta	9
3/4/2017	Social Media for Adult Education	CATESOL LA Regional	Branka Marceta	10
3/10/2017	Advancing Your Google	Anaheim	Melinda Holt	55
3/15/2017	APP-mazing Race Finale During Lunch	TDLS 2017, Anaheim	OTAN Staff	16
3/15/2017	App-LAB	TDLS 2017, Anaheim	OTAN Staff	12
3/15/2017	Digital Leadership Academy: Planning Session	TDLS 2017, Anaheim	Branka Marceta, Penny Pearson	27
3/15/2017	Advancing Your Google!	TDLS 2017, Anaheim	Melinda Holt	47
3/15/2017	#AdultEdu EdTech Share Slam	TDLS 2017, Anaheim	Branka Marceta, Penny Pearson	125
3/15/2017	Digital Skills for Adult Learners and Their Educators	TDLS 2017, Anaheim	Branka Marceta	38
3/17/2017	How to Create and Maintain a Positive Online Presence	CUE, Palm Springs	Branka Marceta, Blair Roy, Melinda Holt, Joyce Hinkson	26
4/3/2017	Advancing Your Google	COABE, Orlando FL	Melinda Holt	53
4/4/2017	Digital Skills for Adult Learners and Their Educators	COABE, Orlando FL	Branka Marceta, Penny Pearson, Joyce Hinkson, Blair Roy	36
4/21/2017	Digital Badges for Teacher PD	Lead 3.0 Conference	Joyce Hinkson	71
6/14/2017	Quick Tools to Create Accessible Documents for Learners with Disabilities	CASAS Summer Institute 2017	Penny Pearson	28
6/14/2017	EdReady Math and Welder Certification	CASAS Summer Institute 2017	Penny Pearson	50
6/14/2017	Technology in Adult Education: Promising Practices and New Directions	CASAS Summer Institute 2017	Joyce Hinkson, Branka Marceta, Penny Pearson, Blair Roy	76
6/15/2017	Go OER! Go Open! Go Innovation! Go Opportunities	CASAS Summer Institute 2017	Penny Pearson	32
	<b>TOTAL CONFERENCE PRESENTATIONS: 82</b>		<b>TOTAL ATTENDEES:</b>	<b>1085</b>

Exhibit 1.5 Continued

**2016–2017 Conference Presentations - Subject Matter Experts**

DATE	PRESENTATION TITLE	LOCATION	PRESENTER(S)	# OF ATTENDEES
9/24/2016	CCAIE La Metro Conference	LAUSD - Slawson SE Occupational Center	Linda Swanson	52
11/29/2016	CATESOL State Conference 2016	CATESOL State Conference 2016	Linda Swanson	59
1/20/2017	Tech Up Your Citizenship Class	El Civics Conference, Central Valley	Jennifer Gagliardi	25
2/3/2017	Tech Up Your Citizenship Class	El Civics Conference, Southern California	Jennifer Gagliardi	10
3/3/2017	Tech Up Your Citizenship Class	EL Civics Conference, Northern California	Francisco Pinedo, Branka Marceta, Jennifer Gagliardi	12
3/3/2017	Make your EL Civics Interactive	EL Civics Conference, Northern California	Francisco Pinedo	45
3/4/2017	Energize Students with Interactive Assessments Using Computers and Mobile Devices	CATESOL LA Regional	Barry Bakin	14
3/4/2017	iPads for Instruction and iPad User Tips for Everyone	CATESOL LA Regional	Farzana Cassim, Barry Bakin	13
3/4/2017	iPads in Adult Education	CATESOL LA Regional	Farzana Cassim	15
3/10/2017	Advancing Your Google	Anaheim	Melinda Holt	55
3/15/2017	Development Math and English for Adult Learners	TDLS 2017, Anaheim	Debbie Jensen	27
3/15/2017	Tech Up Your Citizenship Class (Repeat)	TDLS 2017, Anaheim	Jennifer Gagliardi	7
3/15/2017	DACE Develops Innovative Flipped Learning Training Using Schoology LMS	TDLS 2017, Anaheim	Sean Abajian, Barry Bakin, Anabell Brigida-Gallegos, Darren Kelley	26
3/15/2017	Easy eBooks to Support Blended Learning	TDLS 2017, Anaheim	Sudie Whalen	39
3/15/2017	Technology to Create and Manage Your ESL/EL Civics Resources	TDLS 2017, Anaheim	Natalya Dollar	13
3/15/2017	Teaching Vocabulary with Technology to Enhance Literacy	TDLS 2017, Anaheim	Kristi Reyes	45
3/15/2017	Open Source Badges in Moodle	TDLS 2017, Anaheim	Mickey Obermire	18
3/15/2017	Presentations on Steroids!	TDLS 2017, Anaheim	Susan Coulter, Susan Gaer, Debbie Jensen	27
3/15/2017	Office 365 for Adult Education (Repeat)	TDLS 2017, Anaheim	Farzana Cassim	20

Exhibit 1.6



3/15/2017	EL Civics: Online Communication and Internet Safety	TDLS 2017, Anaheim	Karla Frizler	15
3/15/2017	Energize Students with Interactive Assessments Using Computers/Mobile Devices	TDLS 2017, Anaheim	Barry Bakin	33
3/15/2017	Office 365 for Adult Education	TDLS 2017, Anaheim	Farzana Cassim	24
3/15/2017	Interactive Workforce Preparation for Adult Learners	TDLS 2017, Anaheim	Francisco Pinedo	28
3/15/2017	Putting English to Work 1 is NOW Online!	TDLS 2017, Anaheim	Paul Yung, Penny Pearson	21
3/15/2017	Digital Badges to Empower Students	TDLS 2017, Anaheim	Thoibi Rublaitus, Omar Andrade, Paola Ringer, Kevin Belcher	30
3/15/2017	The Power of Padlet	TDLS 2017, Anaheim	Cindy Wislofsky	18
3/15/2017	Excel Tips (Repeat)	TDLS 2017, Anaheim	Farzana Cassim	7
3/15/2017	Tech Up Your Citizenship Class	TDLS 2017, Anaheim	Jennifer Gagliardi	13
3/15/2017	Advancing Your Google!	TDLS 2017, Anaheim	Melinda Holt	47
3/15/2017	Logos Tell a Story!	TDLS 2017, Anaheim	Debbie Jensen, Susan Coulter, Susan Gaer	26
3/15/2017	Excel Tips	TDLS 2017, Anaheim	Farzana Cassim	18
3/15/2017	Digital Literacy; A Call to Action	TDLS 2017, Anaheim	Nell Eckersley	125
3/15/2017	Best Practices in Implementation of Digital WIOA Technology Survey	TDLS 2017, Anaheim	Sean Abajian, Launa Prince, Farzan Cassim, Bill Hrycyna	27
3/15/2017	APP-mazing Race: Mobile Devices, Long-Term, Self-Directed Projects, Part 2	TDLS 2017, Anaheim	Susan Gaer	16
3/15/2017	EL Civics Blended Learning	TDLS 2017, Anaheim	Ryan de la Vega	31
3/15/2017	Building Stronger Family Engagement through Blended Learning	TDLS 2017, Anaheim	Suzanne Ludlum, Jeri Zowjah-Malik	27
3/15/2017	MOBILE UP-Cellphone First Education for Low-Wage Workers	TDLS 2017, Anaheim	Alison Ascher Webber, Grazia Mora	20
3/15/2017	Teacher as Learner: Developing Skills to Help Students Persist	TDLS 2017, Anaheim	Anthony Burik and Penny Pearson	41
3/15/2017	Twitter for Conferences and Your Own Personal Learning Network	TDLS 2017, Anaheim	Nell Eckersley	23

Exhibit 1.6 Continued



3/15/2017	APP-mazing Race: Mobile Devices, Long-Term, Self-Directed Projects, Part 1	TDLS 2017, Anaheim	Susan Gaer	16
3/15/2017	Tech Tips Over the Years	TDLS 2017, Anaheim	Cindy Wislofsky	26
4/3/2017	Advancing Your Google	COABE, Orlando FL	Melinda Holt	53
5/5/2017	MOBILE UP- Cellphone First Education for Low-Wage Workers	CCAIE State 2017, Long Beach	Alison Ascher Webber, Branka Marceta	45
5/5/2017	Using Office 365 and OneDrive in Adult Education	CCAIE State 2017, Long Beach	Farzana Cassim	35
5/5/2017	Teaching Job Readiness Skills with Technology	CCAIE State 2017, Long Beach	Francisco Pinedo	50
5/6/2017 Need correct date or	OTAN Resources for Your Teaching Tool Kit	COABE 2017: Today's Magic For Tomorrow's Dreams!, Orlando, FL	Susan Coulter	20
5/6/2017	Tech Up Your Citizenship Class	CCAIE State 2017, Long Beach	Jennifer Gagliardi	30
5/6/2017	Energize Students with Interactive Assessments Using Computers /Mobile Devices	CCAIE State 2017, Long Beach	Barry Bakin	45
5/6/2017	My Beginning Learners CAN Use Integrated Technology!	CCAIE State 2017, Long Beach	Susan Gaer	40
6/14/2017	Tech Up Your Citizenship Class	CASAS Summer Institute 2017	Jennifer Gagliardi	25
6/15/2017	Got Standards! Get Results for Learners in Technology	CASAS Summer Institute 2017	Susan Gaer	40
6/15/2017	Digital Literacy for Adults	CASAS Summer Institute 2017	Susan Gaer	60
	<b>TOTAL CONFERENCE PRESENTATIONS: 82</b>		<b>TOTAL ATTENDEES:</b>	<b>1597</b>

Exhibit 1.6 Continued

### Providing Trainer-of-Trainer event for OTAN Subject Matter Experts

As in previous years, the OTAN recruited subject matter experts who have demonstrated expertise and promising practices in technology integration and online and blended learning implementation. The OTAN staff identified and hired 22 external trainers to share their expertise conducting face-to-face and online workshops. External trainers also presented at conferences throughout the year. Some SME's were hired for their expertise in managing Moodle and reviewing the Technology and Distance Learning Plans for the state Department of Education, Office of Adult Education.

To orient the 15 external trainers to the OTAN's policies and procedures, they were invited for a one-day Training of Trainers event held in mid-September at the Sacramento County Office of Education. They were provided with a list of new OTAN deliverables, pilots, projects, and initiatives. The activities during the day were comprised of discussions and demonstrations for:

- delivering effective workshops and conference presentations
- exploring the Moodle "Training of Trainers" course
- gaining access to and exploring [Atomic Learning](#)  and [Lynda.com](#) 
- Reviewing best practices for creating technology integration videos with Screencast-o-matic
- hands-on practice with Screencast-o-matic software
- managing and creating a YouTube channel

### **Training of Trainers**

**September 23, 2016**

**9:30 AM - 4:30 PM**

#### **Objectives:**

- List new OTAN deliverables, projects, and initiatives
- Learn Best Practices for Creating Videos
- Explore Screencast-O-Matic
- Manage your YouTube Channel
- Identify complete and correct procedure for submitting time sheets
- Understanding your Data Sheet
- Access Online PD
- Create effective homework assignments
- Conduct a successful online meeting session in Adobe Connect 9
- Consider joining and presenting for Tech Slams by OTAN

#### **9:30 AM – 10:00 AM Library Meeting Room**

- Welcome
- Objectives
- Online Workshops & Face to Face Workshops – new formats for some

Exhibit 1.7

**10:00 AM – 10:30 AM Library Meeting Room**

- Overview of the OTAN year – new staff
- Curriculum – NorthStar, NROC, OER for ABE/ASE MOOC
- TDLS in Anaheim, March 10 -11, 2017, NOCCCD – Please be our ambassadors
- Pilot – Zoom

**10:30 AM – 11:00 AM Computer Lab**

- Best Practices for Creating Videos

**11:00 AM – 11:15 AM Break****11:15 AM – 12:30 PM Computer Lab**

- Login to Moodle
- Screencast-O-Matic

**12:30 – 1:30 Library Meeting Room**

- Networking Lunch with mini-presentations


**1:30 PM – 2:00 PM Computer Lab**

- Manage your YouTube Channel

**2:00 PM- 2:30 PM**

- Reimbursement (Cheryl & Patricia)
- Timesheet and work logs
- Deadlines for submission
- Task descriptions

**2:30 PM – 3:00 PM Computer Lab**


- Training database – attendance, certificates, homework, badges
- Explore OTAN Training of Trainers' Course on [adultedcourses.org](http://adultedcourses.org)  – training resources
- Adding workshop dates to OTAN Techy calendar

**3:00 PM – 3:15 PM**

- Break

## Exhibit 1.7 Continued

**3:15 PM – 4:30 PM**

- Atomic Learning – login
- [Lynda.com](#)  – login
- Adobe Connect – Meet 9+
- Adobe Connect hands on practice
- Pre-workshop
- During workshop
- Post-workshop
- Delivering dynamite presentations
- Wrap up any loose ends
- Evaluations

## Exhibit 1.7 Continued

**Training of Trainers****August 18, 2017****10:00 AM – 4:00 PM****Objectives:**


- List new OTAN deliverables, projects, and initiatives
- Review best practices for creating videos – what worked, challenges, creative solutions
- Revisit Screencast-o-matic
- Manage your YouTube Channel
- Identify complete and correct procedures for submitting time sheets
- Understanding your Data Sheet
- Access Online PD - Lynda.com & Atomic Learning
- Conduct successful workshops/presentations
- Tech Slams at TOT

## Exhibit 1.8

**10:00 AM – 10:30 AM Library Meeting Room**

- Welcome
- Objectives
- Overview of the OTAN year
- Curriculum and PD for teacher pilots
- TDLS hosted by Napa Valley Adult School on March 9 & 10, 2018 – Please be our ambassadors

**10:30 AM – 11:00 AM Computer Lab**

- Login to TOT Online course – <http://adulthoodcourses.org/> 
- Online Workshops & Face to Face Workshops
- Best Practices for Creating Videos
  - Login to Screencast-O-Matic (SOM)
  - Create a video tutorial with a script

**11:00 AM – 11:15 AM Break****11:15 AM – 12:30 PM Computer Lab**

- Continue SOM project
- Tech slam
- Login to Moodle – OTAN TOT course

**12:30 – 1:30 Library Meeting Room**

- Networking Lunch with tech slams/tips

**1:30 PM – 2:00 PM Computer Lab**

- Manage your YouTube Channel

**2:00 PM - 2:30 PM**

- Reimbursement
- Timesheet and work logs
- Deadlines for submission
- Task descriptions




**2:30 PM – 3:00 PM Computer Lab**

- Training database – attendance, certificates, homework, badges
- Adding workshop dates to OTAN Techy calendar
- Post-workshop
- Training database for attendance
- Homework
- Certificates

**3:00 PM – 3:15 PM**

- Break

**3:15 PM – 4:00 PM**

- [AtomicLearning.com](http://AtomicLearning.com) 
- [Lynda.com](http://Lynda.com) 
- [Zoom.us](http://Zoom.us) 
- Discussion – How to deliver dynamite presentations? - brainstorm to create a list of ideas
- Wrap up any loose ends
- Evaluations

**4:05 PM**

- Shuttle pick up

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**Exhibit 1.8 Continued**

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Three of the fifteen external trainers, which were invited, were not able to attend the Training of Trainers event in September 2016. For those who could not attend, OTAN provided access to the event through online conferencing software. Individual orientations and reviews of policies and procedures were conducted to those requesting the review to ensure everyone had the same information. All three trainers had attended previous Training of Trainer's event, so there was no concern over familiarity with their responsibilities and tasks. They were provided with an overview and individualized assistance as requested.

Also, in anticipation of OTAN's partnership with the AEBG-TAP, to prepare our SME for potential expanded training duties, we brought 14 of the 22 SME's to Sacramento for three (3) days for cross training in many educational technology and online/distance learning topics.



**OTAN's Training of Trainers Plus****June 21-23, 2017**Link to evaluation: <http://www.otan.us/training/eval/> Our Facebook group: Web: <https://www.facebook.com/groups/tototan/> Online zoom meeting room for Farzana to join us: <https://zoom.us/s/599380519> New online Zoom Meeting room for Farzana to join us: <https://zoom.us/s/9162282357> **Location:**

SCOE Conference Center, 3661 Whitehead St, Suite 100, Mather, CA 95655

**Objective**

Provide OTAN trainers with cross training and discussions of potential new workshops aligned to the new issues surrounding AE (AEBG grant, WIOA considerations, CTE pathways, etc.). This is an initial exposure to the content of the workshops. If you are called upon to do a training in your region, you will have local resources through OTAN staff and/or the original trainer. Also, this will help to prepare you to present on behalf of OTAN at local, regional, and state conferences.

**Wednesday, June 21, 2017****Rooms X & Z****11:00 AM** Welcome & introduction (Continental Breakfast)

- TOT is August 18 2017 (Blair Roy)
- About screencasts (Branka Marceta, Blair Roy)
- What's in development? (Branka Marceta)
- About conferences we attended this year (Penny Pearson)

**11:30 AM – 12:30 PM** Networking Lunch (*Citrus-Rosemary Chicken, Greek Salad, Italian Antipasto Salad, Mashed Potatoes*) - topic: Kristi about Tech for Vocab**12:30 PM - 2:30 PM** Google I (Melinda Holt)**2:45 PM - 4:45 PM** OTAN resources (Web site review) (Blair Roy and Susan Coulter)**Thursday, June 22, 2017****Rooms W & Y****8:00 AM – Breakfast** (Scrambled eggs, Potatoes, Bacon, Sausage)

**9:00 AM - 12:00 PM** YouTube (Teaching with) (Branka Marceta and Jennifer Gagliardi)

**12:00 PM – 1:00 PM** Networking Lunch (*Variety of sandwiches: Turkey, Ham, Roast Beef, Veggie...all with condiments on the side. Red potato salad, Chips.*) - topic: Susan G & Karla about Digital Literacy Skills screencasts - <https://padlet.com/frizzyscc/otantot> 

**1:00 PM - 3:00 PM** Google II (Melinda Holt) , also about Google Classroom for Public Accounts


**3:15 PM - 5:15 PM** Social Media (Branka Marceta)


## Friday, June 23, 2017

### Rooms W & Y

**8:00 AM – Breakfast** (*French Toast w/ bacon, sausage, and scrambled eggs*)

**9:00 AM - 12:00 PM** Mobile Devices – based on participant needs – cover topics from all three workshops (Susan Gaer)


**12:00 PM – 1:00 PM** Networking Lunch (*Honey lemon chicken, mashed potatoes, garden salad, Caesar salad*) - topic: Penny about PETW on [adultedcourses.org](http://adultedcourses.org) 


**1:00 PM - 3:00 PM** Open Educational Resources for Adult Education (Penny Pearson)  
Resource folder for everyone: <https://goo.gl/rELeck> 

**3:15 PM - 4:00 PM** Discussion and evaluation (Blair Roy)

- Ideas for new workshops
- What does your agency need? (Penny Pearson)
- What to claim for this time here?

### Google Resources from Mickey

YouTube in the Classroom - <https://goo.gl/WoBHBC> 

Googlize Your Google Classroom 2017 - <https://goo.gl/jkpYJ1> 

Susan Coulter suggestion for TED Ed - <https://www.youtube.com/watch?v=C4Uc-cztsJo> 



Exhibit 1.9  
Training of Trainers Plus - Group Photo

### OTAN Advisory Committee (OAC)

The OTAN Advisory Committee (OAC) met face-to-face at the Sacramento County Office of Education on October 13, 2016. Committee members include adult education teachers and administrators, non-profit and workforce directors, professional association leaders, leadership team members, and California Department of Education representatives. The OAC roster includes 33 members and all but three were able to attend the meeting.

	PARTICIPANT	AGENCY	AGENCY TYPE
	<b>TEACHERS</b>		
1.	Cindy Wislofsky	San Diego Community College	Community College
2.	Kay Johnson	Jefferson Adult Education	District
3.	Anthony Burik	Mt. Diablo Adult Education	
4.	Jhan Dunn	Glenn County Office of Education	
5.	Evelyn Lenton	Antelope Valley Adult School	
6.	Michelle Dullea	Sweetwater: Division of Adult Education	
7.	Cynthia Eagleton	San Mateo Adult School	
8.	Barry Bakin	LAUSD DACE, Evans Service Area	
	<b>ADMINISTRATORS</b>		
9.	Diana Batista	Oxnard Adult School	
10.	Lynn Bartlett	San Juan Adult Education	
11.	Portia La Ferla	Torrance Adult School	
12.	Bob Harper	Campbell Adult and Community Edu.	
13.	John Kerr	Baldwin Park Adult and Community Ed.	
14.	Matthew Russo	Beaumont Adult School	
15.	Jodi Loeffler	Bakersfield Adult School	
16.	Lynne Nicodemus	Pittsburg Adult Education Center	
17.	Joel Abueg	Corrections & Rehabilitation	
	<b>OUTSIDE PARTNERS</b>		
18.	Ahrash Bissell	NROC	
19.	Patti Constantakis	Digital Promise	
20.	Lisa Dale	California State Library	
21.	Philip Sutton	El Camino Community College	
22.	Kathy Kossick	Sacramento Employment and Training Agency	
23.	Jan Half	Non-profit	
24.	Adriana Sanchez-Aldana	California Council for Adult Education	
	<b>STAFF &amp; CDE</b>		
25.	Chris Nelson	AEO	
26.	Cliff Moss	AEO	
27.	Vicki Prater	AEO	

	PARTICIPANT	AGENCY	AGENCY TYPE
28.	Joyce Hinkson	OTAN	
29.	Penny Pearson	OTAN	
30.	Branka Marceta	OTAN	
31.	Blair Roy	OTAN	
32.	Catherine Green	CALPRO	
33.	Patty Long	CASAS	

The meeting included updates from Adult Education Office consultants Cliff Moss and Vicki Prater. Topics included a review of OTAN services, updates on how education technology was being used at adult education agencies around the state, agency technology integration and training priorities, program priorities, curriculum recommendations and webinar topic requests.

Based on program priorities and curriculum recommendations from OAC members, OTAN will negotiate and purchase a state license for a product that provides support for a variety of reading levels, including ESL. One product that was suggested and will be researched is Newsela. Newsela is an online newsletter that contains current events and news articles that can be scaled to apply to reading levels from grade two through grade 12. Comprehension checks are included to assess prior knowledge before the article is read and understanding after the article is completed. Teachers have the ability to track student progress and adjust reading levels based on comprehension scores.

### Digital Leadership Academy (DLAC)

The Outreach and Technical Assistance Network (OTAN) has a long history of providing professional development, resource and technical support to adult education agencies and educators for over 25 years. Services provided include online workshops and face-to-face training in promising practices for technology integration, online and blended learning resources and training, electronic collaboration, educational resources and much more. In keeping with changing technologies, new research and advances in professional development and in an effort to ensure our adult educators have access to quality professional growth, the OTAN announces a new opportunity for adult education agencies, including their administrators and teachers, through the Digital Leadership Academy (DLAC). This new program will combine the OTAN's previous Academies (Technology Integration Mentoring Academy and the Online Teaching Academy) and offer the program for a full two years to ensure agencies can meet projected goals.

The Digital Leadership Academy will assist agencies in meeting their technology integration, or online or blended teaching goals. The program is designed to be flexible in how agencies can best use the resources offered by the OTAN to support their own agency goals. DLAC will be aligned to the Technology and Distance Learning Technology Plan filed by all WIOA funded adult education agencies.

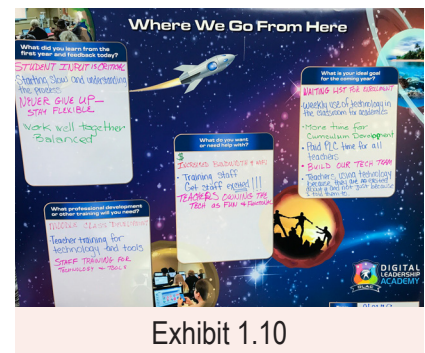


Exhibit 1.10


**The following is the project timeline for 2016-2018:*****Year One***

- **Professional development days in Sacramento**
  - October 20–21, 2016 (Thursday and Friday)
  - January 26–27, 2017 (Thursday and Friday)
  - May 18–19, 2017 (Thursday and Friday)
- **Online DLAC project meetings on Fridays, 12:30–2:30 p.m.**
  - December 9, 2016
  - February 24, 2017
  - April 14, 2017
  - June 23, 2017 (took place March 11, 2017 during Technology and Distance Learning Symposium)
- **Online meetings and communication for teams with the OTAN staff and/or coach throughout the year (flexible times)**
- **Online coursework and tutorials customized to team's needs (throughout the year, 10–40 hours)**
- **Attending select local, regional, or state conferences**
  - Technology and Distance Learning Symposium, March 10–11, 2017 in Anaheim
  - Other conferences as appropriate
- **At school sites**
  - Continuous team work on development of project goals
  - Visits by coaches and OTAN staff (up to three times, TBD)
  - Complete DLAC data collection forms as needed

***Year Two***

- **Professional development days in Sacramento**
  - October 12–13, 2017 (Thursday and Friday)
  - May 17–18, 2018 (Thursday and Friday)
- **Online DLAC project meetings on Fridays, 12:30–2:30 p.m.**
  - December 1, 2017

- February 16, 2018
- April 13, 2018
- June 15, 2018
- Technology and Distance Learning Symposium, **March 9–10, 2018**, Napa Valley Adult School.
- **Online meetings and communication for teams with OTAN staff and/or coach throughout the year (flexible times)**
- **Online coursework and tutorials customized to team’s needs (throughout the year, 10–40 hours)**
  - Attending select local, regional, or state conferences
  - Technology and Distance Learning Symposium, March, 2018 in the San Francisco Bay area
  - Other conferences as appropriate
- **At school sites**
  - Continuous team work on development of project goals
  - Visits by coaches and OTAN staff (up to three times, TBD)

Participating agencies provided a mid-project report in May 2017. All presentations are available to review on the OTAN’s YouTube Channel (<https://goo.gl/kWk77x> ).

*Table 1 List of Participating Agencies and Team Members for Digital Leadership Academy*

<b>Baldwin Park Adult &amp; Community Education (Baldwin Park Unified School District)</b>	
	Jessica Bayardo, Debbie Jensen, Mark Steimle
<b>Catholic Charities of the Diocese of Santa Rosa</b>	
	Jacquelyn Ellis, Valerie Winkler
<b>Clovis Adult School (Clovis Unified School District)</b>	
	Courtney McMahon, Mickey Obermire, Lila Young
<b>Napa Adult School (Napa Valley Unified School District)</b>	
	Peter MacDonald, Lori-Leanne Parris, Peggy Squires (Lori Gonzales)*
<b>National City Adult School (Sweetwater Union High School District)</b>	
	Renee Small, Diana Vera-Alba



<b>Oakland Adult School (Oakland Unified School District)</b>	
	Suzanne Ludlum, Jeri Zowjah-Malik
<b>San Diego Community College District</b>	
	David Holden, Stephanie Thomas, Cindy Wislofsky (Michelle Fischthal*)
<b>San Mateo Adult School (San Mateo Union High School District)</b>	
	Deep Bhullar, Carol Gonella (Gia Capadona*)
<b>*(Original team member)</b>	

In May of 2018 all DLAC participating groups will present their final reports outlining the progress, challenges and successes for program development and learner gains. A summary of all presenters and their projects will be included in the 2017-2018 Annual.



<http://www.bbc.co.uk/worldservice/learningenglish/words/protectingvenice/>

**PHRASE:**

comes to mind

high tides (Poner atencido)

designed (Compuerka presa)

floodgates (Compuerka presa)

**DEFINITION:**

to appear suddenly or immediately

the tide at its highest level

to attract someone to notice or for someone or something made or done intentionally

a gate designed to regulate the flow

**DRAW a PICTURE:**

ice and water probably springs to

is that unusually high tides often harm to its centuries-old architecture, millions of visitors each year.

mobile barriers designed to protect have been successfully tested.

floodgates will shut off the Venice water levels get too high.

<http://www.bbc.co.uk/worldservice/learningenglish/words/protectingvenice/>

**WORD or PHRASE:**

Springs to mind / spin to mind

high tides / hai tay / (Hightides)

draws / draw

designed / dsainz

floodgates / fludgates / (Crown)

**DEFINITION:**

it's an expression / to appear sudden

the tide at its highest level at the time of high water

to attract someone to notice or someone or something made or done intentionally

planned

a gate designed to regulate the flow of water

**DRAW a PICTURE:**

**PROBLEM:**

problem is that unusually high tides often serious harm to its centuries-old architecture, draws millions of visitors each year.

our new mobile barriers designed to protect have been successfully tested.

ably, 78 floodgates will shut off the Venice when water levels get too high.

Exhibit 1.11

Digital Leadership Academy participants are supported by four coaches based on geographic location. Each coach is a veteran adult education teacher and has previous experience in other OTAN professional development projects. See Appendix E for coach biographies, participant lists, and meeting agendas.

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

The OTAN has maintained their membership with NROC and provided access for California adult education agencies to products that include EdReady, NROC Math, NROC English and HippoCampus. Although available at no cost of personal use, OTAN’s membership allows agencies to select individualized learner goals as well as have a customized URL.

Thirty-one agencies were identified from the Technology and Distance Learning Plan as specifically selecting some form of “math goal” for their learners. Due to this interest, these agencies were invited to use OTAN’s EdReady server. Although several agencies expressed interest, Antelope Valley Adult School took full advantage of the curriculum.

Three-hundred fifty (350) learners took the initial diagnostic during the 2016-17 academic year. Of that number 210 improved their score. Over the course of the year the average amount of time spent using EdReady was nine hours and 51 minutes (9:51).

<u>GOAL NAME</u>	<u># STUDENTS COMPLETED</u> <u>I.D.</u>	<u>AVG INITIAL SCORE</u>	<u>AVG CURRENT SCORE</u>	<u># IMPROVED SCORE</u>	<u>AVERAGE OF TIME USING EDREADY</u>
AVAS-HSE2020.03	50	26.3	31.0	16	3:35:18
AVAS-PHSE2000.01	40	35.0	46.6	27	8:12:51
AVAS-PHSE2000.03	65	33.7	42.5	35	6:22:05
AVAS-HSE2020.02	30	25.2	32.8	20	12:39:29
AVAS-HSE2030.01	69	25.2	35.8	53	16:21:02
zzzOLD.AVAS-PHSE2004	1	33.0	52.0	1	65:15:55
AVAS-HSE2020.01	36	30.0	45.5	27	13:50:27
AVAS-PHSE2000.02	59	34.1	46.0	31	7:45:11
<b>GRAND TOTAL</b>	<b>350</b>	<b>30.0</b>	<b>40.3</b>	<b>210</b>	<b>9:51:34</b>

*Table 2 EdReady goals and scores for Antelope Valley Adult School.*

Additionally, Torrance Adult School and Baldwin Park Adult and Community Education who were past participants in our Community Model for Online Learning (CMOL) project, decided to become members of the NROC Network and continue to use EdReady with their learners. The chart below shows the average time each agency’s learners spent using EdReady.

## THE POWER OF EDREADY & TECHNOLOGY TO TRANSFORM LEARNERS

### TEACHING KINESTHETIC WELDING STUDENTS

**What does a #%!\*&\$ computer have to do with WELDING!?**

**I HATE Computers!**

**I'm using technology to find work, take additional welding certifications and earning a living wage.**

After completing their initial math pathway, all learners took their national welder certification. This performance-based assessment allowed learners to showcase their welding skills to a proctor. **Every learner passed their Certified Welder exam!** They were now ready to move forward with additional training and endorsements in specialized welding programs if they choose. Of course, their certification qualified them to begin welding work immediately too!

**So, can you help me set up my laptop to get to EdReady?**

**EdReady**

**Come on, class is over, it's time to go!**

**Noooooooo! I'm not finished!**

**Give me back my computer!**

A small group of welders at **Inland Career Education Center** (San Bernardino City Unified Adult School) were assigned to review math subjects. But not using a textbook, they were asked to create accounts and log-on to online lessons from the **Welding Technology** assessment through EdReady. These kinesthetic learners wanted to use their hands manipulating objects and machinery. Their initial response was less than enthusiastic!

Learners struggled to log-on and remember their username, password and other credentials. But after the 3rd class day, learners looked forward to learning math through EdReady and were able to log-in without further trouble. **They were captivated by the individualized lessons and some began asking about using EdReady outside the classroom.** They brought (and sometimes bought!) laptops, smartphones and tablets to class to ensure they could access EdReady. Keep in mind, most of these students proclaimed long and loud their dislike of technology on day one!

**OTAN**  
Outreach and Technical Assistance Network

Credits and Contact Information:  
Many thanks to Rosa Leon Blanco, Instructor,  
Inland Career Education Center and her welding students.  
Graphic design: Michael Pearce,  
Multimedia Design Specialist, OTAN  
For further information contact Penny Pearson,  
Coordinator Distance Learning Projects, ppearson@otan.us

It is important to note that after the initial struggles, learners started to stay longer and longer in the computer lab. The teacher discovered not only were they using the computers to complete EdReady lessons, they were researching jobs, filling out online applications and looking at careers that involved welding. It was often a struggle to get them **out** of the computer lab!

**EdReady**  
Powered by NROC

Exhibit 1.12  
Using EdReady Math to help welders meet their math requirements and pass their national welding certification exam.

### Average Time Spent Using EdReady

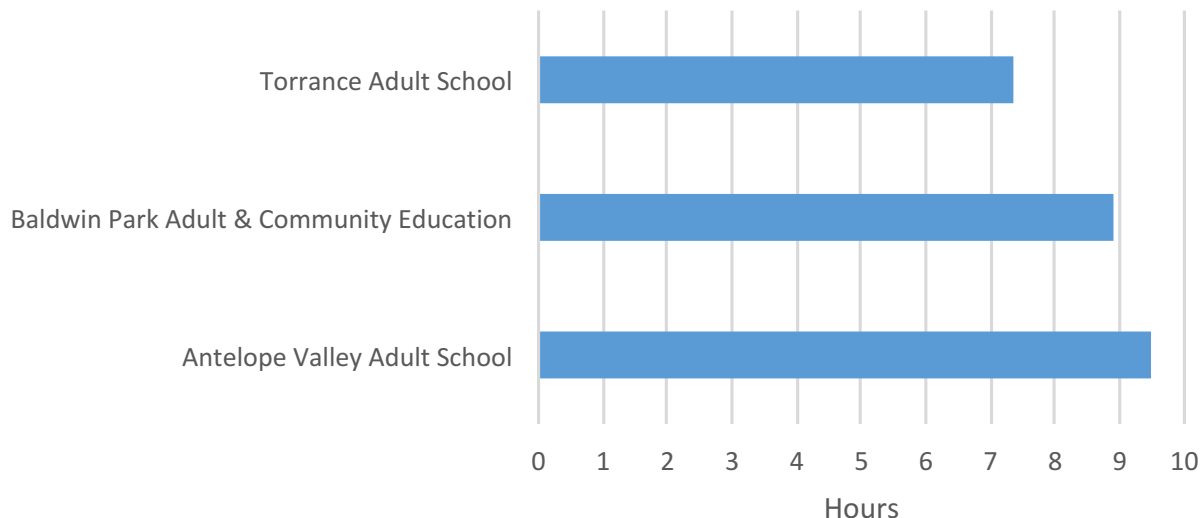


Exhibit 1.13



In total with 615 learners taking the initial diagnostic 353 improved their score, that's 57% of the learners made improvements in their math skills.

EdReady and The NROC Network team also worked tirelessly to create Career Technical Pathways in math for over 157 CTE jobs. Inland Career Education Center (San Bernardino City Unified Adult School) created a pilot with their CTE Welding program. Although a small pilot, 100% of the participants were able to obtain their welder certificate.

An additional benefit to NROC Network membership is the organization is continually adding additional resources and other products that will be available for California adult education agencies through OTAN. One new product scheduled for release in the fall of 2017 is the new EdReady English readiness program. EdReady English is designed to help learners prepare for college-level reading and writing courses without the instructor-graded writing activities that are built into the learning management system-installed course.

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

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

The Technology and Distance Learning Symposium (TDLS) is ideal for the teachers, coordinators and administrators in the network of California adult education providers under the Adult Education and Family Literacy Act, WIOA Title II, the federal grant administered by the Adult Education Office at the California Department of Education.

This event offers relevant and new information, dynamic presentations, and hands-on skill development to start or grow blended/distance learning programs and enhance technology integration in the classroom.

The event held on March 10-11, 2017 at the Anaheim Campus of the North Orange Community College District, was attended by adult educators and administrators from throughout California. Attendees selected from over 30 technology-focused workshops that ranged from increasing technical skills in a specific software program to how to create and effectively use digital badges with adult learners.

This was the second year that the APP-mazing Race was a featured highlight. Participants competed in small teams to create projects using their personal iPads and mobile devices with the purpose of increasing the digital literacy skills of the adult learners they serve. Workshops throughout



**OTAN**  
*Open and Transformative Network*

**Technology and Distance Learning Symposium 2017**

March 10-11, 2017  
 Anaheim Campus of North Orange Community College District, School of Continuing Education



**Schedule at a Glance**

Friday, March 10		Saturday, March 11	
Welcome	9:30-9:50 a.m.	Session 5	9:00-10:00 a.m.
Session 1	10:00-11:00 a.m.	Session 6	10:10 a.m.-11:10 p.m.
Session 2	11:10 a.m.-12:10 p.m.	Session 7	11:20-12:20 p.m.
Lunch/Tech Slam!	12:10-1:10 p.m.	Lunch/App-mazing	12:30-1:30 p.m.
Keynote	1:20-2:20 p.m.	Race Awards	
Session 3	2:30-3:30 p.m.		
Session 4	3:40-4:40 p.m.		

Exhibit\_1.14

the Symposium provided training, support, and individual assistance. The APP-mazing Race culminated with three teams showcasing their projects in front of a panel of judges and the TDLS audience.



Exhibit 1.15  
Nell Eckersley Presenting at TDLS 2017

This year’s keynote presenter was Nell Eckersley, manager of the New York City Support and Technical Assistance Center as well as the Director of Instructional Technology and Communications within the Literacy Assistance Center in New York, New York. In addition, Ms. Eckersley is a partner in the Ed Tech Center at World Education. In all of her roles, she is an advocate and true believer in the power of educational technology to transform the lives of adult learners. Through her various roles, she champions adult education teachers to explore and embrace the prudent use of technology in their instruction and curriculum.

Ms. Eckersley’s presentation was titled, “Digital Literacy; A Call to Action”. She provided a broad perspective of the challenges faced by adult education programs across the nation and shared promising practices on topics ranging from assessment to data collection. Ms. Eckersley also spoke about how WIOA includes digital literacy as a workforce preparation activity for adult education. The term ‘digital literacy’ has been defined as “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information” (Museum and Library Services Act of 2010). Her keynote address is available on OTAN’s YouTube channel as part of a series of education technology integration sessions recorded during the Symposium .



Exhibit\_1.16



Exhibit\_1.17

## Leverage Statewide Licensing of Technology-based Content

The OTAN works to provide statewide licensing opportunities for both learners and teachers. This year OTAN became a sponsoring site for the Northstar Digital Literacy project and provided teacher professional development opportunities through Essential Education.

### Northstar Digital Literacy Project

The Northstar Digital Literacy Project defines basic skills needed to perform tasks on computers and online. The ability of adults to successfully perform these tasks are assessed through online, self-guided modules. These modules are meant as assessments only, and not as curriculum. It is expected that teachers provide needed instruction and appropriate curriculum for each module either in a face-to-face setting or a blended learning setting. Competency assessments are available in 10 different skill areas:

- Basic Computer Use
- Internet
- Windows Operating System
- Mac OS
- E-mail
- Microsoft Word
- Social Media
- Microsoft Excel
- Microsoft PowerPoint
- Information Literacy

When individuals pass the Northstar assessments (at approved sites), they can obtain the Northstar Digital Literacy Certificate. The certificate provides a credential that can be included in a resume or online portfolio. There is no cost to the learner to take the assessment. Additionally, Northstar offers learners the option of receiving a digital badge as a credential as well. These digital badges can be added to a learner portfolio or digital backpack such as Credly or Mozilla.

As a Northstar member, OTAN sponsored seven (7) adult education agencies through a pilot project from July 1, 2016 - June 30, 2017. Agencies included: Jefferson Adult School, Monterey Adult School, Glenn Adult School, Language Learning Center at Mt. San Antonio Community College, National City Adult School, Napa Adult School, and Oakland Adult School. The table below represents an aggregate number of attempts on all 10 of the modules available to learners.



<b>TOTAL RECORDS</b>		<b>768</b>
Average Number Correct		27.38
Median Number Correct		26.75
Average Percent		85%
<b>PERCENT PASSED</b>		<b>57%</b>

Of the 768 attempts made 447 modules met a passing score. However, only 54 badges were claimed by learners. The discrepancy between earned certificates and the claiming of digital badges may be an indication that teachers and/or learners are not aware of the growing value of digital badges.

### **Essential Education – Blended Learning in Adult Education Course**

The OTAN partnered with Essential Education to offer agencies special vouchers to complete an online professional development course specifically designed to help instructors understand and implement Blended Learning strategies in their classroom. The course is designed specifically for adult education teachers and covers topics such as what is blended learning, choosing a model that works best for your site, choosing appropriate tools, and reviewing different assessment options. It takes about 8 hours to complete, which includes time to develop an implementation plan. The course is completely online and provides a multi-media experience, resources and life-long access to the course materials. Here is what Essential Education says about the course:

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

Initially offered to 640 OTAN members, and announced on OTAN's Web site and other social media sites, OTAN created 98 accounts. In total 29 instructors completed the module and earned a certificate showing their competencies. The remaining instructors are in different states of completion or have not started the course.

A reminder e-mail was sent out to the initial list of 640 continuing the offer. Also additional reminders and invitations to participate in the course offering were included in e-mail communications and other forms throughout the year.

Essential Education is allowing OTAN to continue offering this Blended Learning module until all 300 licenses are used. This is a bonus to OTAN and efforts to continue offering blended teaching professional development. Continued promotion and monitoring of teacher completion of the units will be reported throughout the next year as well.

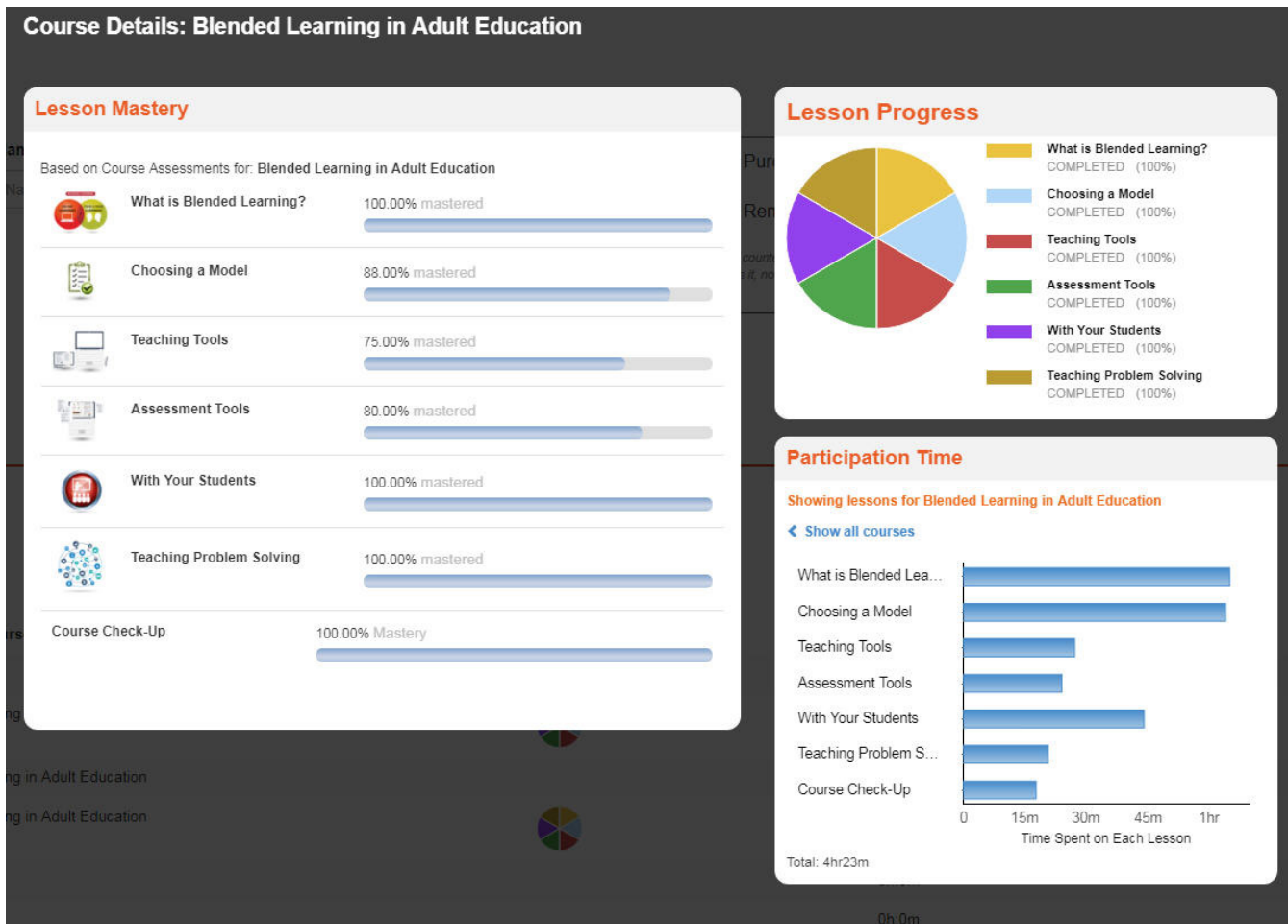



Exhibit 1.18  
Essential Education Certificate of Lesson Mastery, *Blended Learning In Adult Education*

*“I just wanted to thank you for coming all the way to Castro Valley, creating a session for our time frame and needs, and for all you did to provide such an excellent presentation at our school yesterday! At our closing session we asked people to share out something they will implement from the day, and several people mentioned some of the tech tools you included in your training.”*

*– Susie Passeggi, Director,  
Castro Valley Adult & Career Education*

## Provide Information, Resources, and Technical Support

### Research and Share Information on Emerging Technologies

Information is continuous and abundant, which can be overwhelming to adult education administrators, teachers and staff. During 2016–17, OTAN provided a ‘one stop shop’ for current and critical information on all areas of adult education, including local, regional, state and national levels through the OTAN Web site (<http://www.otan.us>) . The OTAN Web site was updated and information was posted in accessible format. The site was monitored to ensure information is current and compatible with computers and mobile devices that use a variety of browsers.

OTAN-provided services during this contract year included hosting electronic resources such as Open Educational Resources (OER), a lesson plan builder, California Distance Learning Project (CDLP), course outline builder, online courses, and Vocational English as a Second Language (VESL) materials. OTAN also provided adult education constituents with synchronous online support and technical assistance via online chat, discussion boards, posted frequently asked questions, phone, and tutorials. Webinars about specific online resources for adult learners recommended by the OTAN Advisory Committee and other adult education constituents was provided.

Monitoring and informational reports that include the Distance Learning Report, and four OTAN quarterly reports are included as part of this OTAN Annual Report.

### Online Video Production



Exhibit 2.1  
George Lopez

The OTAN produced two Students Succeed videos this past year. The students, Jeffrey George of Sonoma County Library’s Adult Literacy Program and Patty Lopez of North Valley Occupational Center, were honored at the Association of California School Administrators (ACSA) 2016 Leadership Summit held in San Diego. Both videos were added to OTAN’s Adult Education Students Succeed Web site along with each student’s story. The site



Exhibit 2.2  
Patty Lopez

currently hosts 210 student stories, 36 of which have accompanying videos highlighting the success of adult education students, teachers, and programs.

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

***Digital Literacy; A Call to Action*** was the keynote presentation at TDL Symposium. The presenter, Nell Eckersley, Director of Instructional Technology and Communications Manager, Support and Technical Assistance Center (STAC) Literacy Assistance Center New York, NY, delivered an engaging, informative presentation to the TDL Symposium attendees.

Workshop Description: The Workforce Innovation and Opportunity Act (WIOA) includes digital literacy as a workforce preparation activity for adult education, defining digital literacy as “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information” (the Museum and Library Services Act of 2010). Never has it been more important for us all to develop and deepen these skills. Nell will share some experiences from her work in New York City, the broad challenges faced by adult education programs in these particularly turbulent times. From funding to assessment to data collection, with all that on our plates, how can we manage to integrate digital literacy into our own lives, never mind into our instructional practice? In this call to action, we will look at some promising practices for doing just that for ourselves, our students, and our colleagues.

***Twitter for Conferences and Your Own Personal Learning Network*** by Nell Eckersley, Director, Instructional Technology and Communications Manager, Support and Technical Assistance Center (STAC) Literacy Assistance Center New York, NY

Workshop Description: Many of us have Twitter accounts we have never really used, or we have stayed away from Twitter altogether as the value of a 140 character message from a stranger seems dubious. But Twitter has been in the news a lot lately and it isn’t going away. Come to this session to learn the basics of Twitter, how to use it effectively at conferences and how to develop your own personal learning network by using Twitter lists, joining EdChats, and more. We will explore supportive tools like Storify and practice synthesizing conference notes into Tweets accompanied with links to actual content. We will discuss ways that all of this can be used with students.

***Digital Badges to Empower Students*** by Thoibi Rublaitus, Corona-Norco Unified School District, Omar Andrade, Corona-Norco Unified School District, Paola Ringer, Corona-Norco Unified School District, Kevin Belcher, Corona-Norco Unified School District

Corona-Norco Adult School, as part of the Riverside ABout Students Regional Consortium’s initiative, is gearing up to launch the first batch of Digital Badges for students. This presentation will highlight the basics of Digital Badges and the journey the school has taken towards this project. When the objective is to empower students with a powerful 21st Century employability advantage, the bug is worth spreading. Come get the Digital Badging bug from us!

***Best Practices in Implementation of Digital WIOA Technology Survey*** by Sean Abajian, Los Angeles Unified School District, Launa Prince, Los Angeles Unified School District, Farzana Cassim, Los Angeles Unified School District, Bill Hrycyna, Los Angeles Unified School District  
Workshop Description: Division of Career & Adult Education (LAUSD)’s Sean Abajian led an effort across Los Angeles (2015) in switching to the digital collection of mandatory WIOA

Technology Plan annual learner/teacher surveys, doubling collection from 2014. In 2016 a team of Instructional Technology Teacher Advisors were brought onboard making it possible to double yet again surveys collected (10,000+ student and 300+ teacher surveys). Best practices for successful implementation and survey results demonstrating technology trends will be shared.

***LEAP Into WIOA: New NRS Reporting for 2017*** by Jay Wright, CASAS

Workshop Description: On July 1, 2016, we officially transitioned from WIA (Workforce Investment Act) to WIOA (Workforce Innovation and Opportunity Act.) With this large-scale federal shift came many changes to the dynamics of how we now meet state and federal reporting standards. This workshop focuses on how the new NRS Tables affect these day to day considerations.

In addition to the California Students Succeed and TDL Symposium videos, OTAN produced and posted a variety of instructional videos to the OTAN Techy YouTube Channel, organized in easy-to- navigate playlists, to share with the field.

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

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

The state of California joined the national #GoOpen Initiative in 2015 and hosted the #GoOpen Regional Summit in southern California in October 2016. The OTAN staff attended this Summit and provided information and resources to ensure adult education stakeholders were included in future planning and OER implementation strategies.

Articles, blog posts and other resources are shared with OTAN members through News Items posted on the homepage, FaceBook posts and Twitter feeds. These articles provide information on best practices and new ideas and initiatives to support using OER in the adult education setting.

The OTAN will continue these efforts in the future and through input from the field and the OTAN Advisory Committee will provide further information and resources not only on the availability of using OER but will also expand training to include training teachers to create and license their



own work and share those resources with the adult education field.

## Continue Development of Teaching with Technology Resource (TwT)

The OTAN staff and subject matter experts from the field researched, reviewed, and selected content appropriate for inclusion in the Teaching with Technology section of the OTAN Web site. Resources covered instructional areas funded through WIOA, including: English as a Second Language, Adult Basic Education, Adult Secondary Education, and High School Equivalency.

Subject matter experts were recruited and assigned as temp exempt contractors and were oriented to connect technology integration strategies to teaching content. For the 2016–17 contract year, 108 articles were either added or modified.

### The sounds of English and the International Phonetic Alphabet

This chart contains all the sounds (phonemes) used in the English language. For each sound, it gives:

- The **symbol** from the International Phonetic Alphabet (IPA), as used in [phonetic transcriptions](#) in modern dictionaries for English learners — that is, in A. C. Gimson’s phonemic system with a few additional symbols.
 

The chart represents British and American phonemes with one symbol. One symbol can mean two different phonemes in American and British English. See the footnotes for British-only and American-only symbols.
- Two English **words** which use the sound. The underline shows where the sound is heard.
- The links labeled **AM** and **BR** play sound recordings where the words are pronounced in American and British English. The British version is given only where it is very different from the American version.

To print the chart, use the [printable PDF version](#).

vowels			consonants		
IPA	examples	listen	IPA	examples	listen
ʌ	CUP, LUCK	<a href="#">AM</a>	b	BAD, LAB	<a href="#">AM</a>
ɑː	ARM, FATHER	<a href="#">AM</a> <a href="#">BR</a>	d	DID, LADY	<a href="#">AM</a>
æ	CAT, BLACK	<a href="#">AM</a>	f	FIND, IF	<a href="#">AM</a>
e	MET, BED	<a href="#">AM</a> 1	g	GIVE, FLAG	<a href="#">AM</a>
ə	AWAY, CINEMA	<a href="#">AM</a> 2	h	HOW, HELLO	<a href="#">AM</a>
ɜːr	TURN, LEARN	<a href="#">AM</a> <a href="#">BR</a> 2	j	YES, YELLOW	<a href="#">AM</a>
ɪ	HIT, SITTING	<a href="#">AM</a>	k	CAT, BACK	<a href="#">AM</a>
iː	SEE, HEAT	<a href="#">AM</a>	l	LEG, LITTLE	<a href="#">AM</a>
ɒ	HOT, ROCK	<a href="#">AM</a> <a href="#">BR</a> 3	m	MAN, LEMON	<a href="#">AM</a>
ɔː	CALL, FOUR	<a href="#">AM</a> <a href="#">BR</a> 4 5	n	NO, TEN	<a href="#">AM</a>
ʊ	PUT, COULD	<a href="#">AM</a>	ŋ	SING, FINGER	<a href="#">AM</a>
uː	BLUE, FOOD	<a href="#">AM</a>	p	PET, MAP	<a href="#">AM</a>
aɪ	FIVE, EYE	<a href="#">AM</a>	r	RED, TRY	<a href="#">AM</a> 8
aʊ	NOW, OUT	<a href="#">AM</a>	s	SUN, MISS	<a href="#">AM</a>
eɪ	SAY, EIGHT	<a href="#">AM</a>	ʃ	SHE, CRASH	<a href="#">AM</a>
oʊ	GO, HOME	<a href="#">AM</a> 6	t	TEA, GETTING	<a href="#">AM</a> 9
ɔɪ	BOY, JOIN	<a href="#">AM</a>	tʃ	CHECK, CHURCH	<a href="#">AM</a>
eə	WHERE, AIR	<a href="#">AM</a> <a href="#">BR</a> 1 7	θ	THINK, BOTH	<a href="#">AM</a>

Exhibit 2.3




The Subject Matter Experts who work on adding resources to the Teaching with Technology section performed an additional set of tasks this year. They researched, prepared and presented about tools that were used in the AppMazing Race during the Technology and Distance Learning Symposium 2017.

AppMazing Race participants competed in small teams to create projects using personal iPads and other mobile devices. Support was available in additional workshops and individual help throughout the symposium. This opening session presented reasons to use mobile technology in order to increase the digital literacy and skills of adult learners we serve. Educational technology theory and best practices presented guided teams on their mission. In subsequent sections, the tools presented were used to create logos, online presentations and interactive assessments. For additional information about the TDL Symposium, see Section One: *Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services*.

### **Maintain and Update the Lesson Plan Builder and the Course Outline Builder**

The OTAN supports various tools to help teachers and administrators with course development and program growth. Two of these online tools are the Lesson Plan Builder and the Course Outline Builder.


The online Lesson Plan Builder, at [www.otan.us/members/lessonPlanBuilder/](http://www.otan.us/members/lessonPlanBuilder/) , is a tool that allows teachers to create complete and detailed lesson plans and store them online. In the 2016-17 fiscal year, the Lesson Plan Builder, which had been a stand-alone Web site, was rolled into the OTAN Web site and is available to all registered users.

The Lesson Plan Builder currently has 22,200 users and 16,002 lesson plans.



1. [Start a new Lesson Plan.](#)
2. [My Lesson Plans](#)
3. [Read more about writing Lesson Plans.](#)

Exhibit 2.4

The Course Outline Builder makes it easy for to develop and store course outlines for any area of adult education. Standards and competencies are available to be selected for each program area. These standards reflect broad agreement among subject matter experts in adult education about what is desirable for adult students to know to be prepared for the rigors of postsecondary education and training. There are currently 527 users of the Course Outline Builder and 721 course outlines saved on the site at [www.otan.us/cob](http://www.otan.us/cob) .

COURSE OUTLINE BUILDER

Register

Sign in Name:

Password:

Forgot your Sign in Name /Password?

## Welcome!

The Course Outline Builder makes it easy for you to develop and store course outlines for any area of adult education. Content standards include California K12 standards, CASAS competencies, and draft standards for ESL, ABE, Parent Education, and Older Adults.

Create your course outlines here and download them as PDF documents. You can return to add, revise or delete course outlines at any time.

You may wish to create a department or agency account where all course outlines are stored and available.

Please sign-in at left to learn more about course outlines or to create, view, print or edit one of your course outlines.




For additional information about OTAN or technical support fill out our [Support Form](#).

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P.O. Box 269003 Sacramento, CA 95826-9003 | 916-228-2580 | 800-894-3113

OTAN activities are funded by contract CN150138 from the Adult Education Office, in the Career & College Transition Division, California Department of Education, with funds provided through Federal P.L., 105-220, Section 223. However, OTAN content does not necessarily reflect the position of that department or the U.S. Department of Education.

Exhibit 2.5

## Maintain the California Distance Learning Project Web Site as Necessary to Keep it Functioning

OTAN continues to host and maintain the California Distance Learning Project (CDLP) (<http://cdlponline.org/> ) . Although the site has been online for many years and the content is outdated<sup>1</sup>, it continues to draw adult learners from California and the world who want to improve their English reading skills. In 2016–17, there were over half a million users, almost double the number from the previous year. New users and returning users were almost evenly split, with 53 percent new and 47 percent returning users.

*“I just wanted to mention how much I got from your Creating Accessible Documents workshop. I’ve been working with a group at school to see how we can better serve students with disabilities. It was an excellent webinar.”*

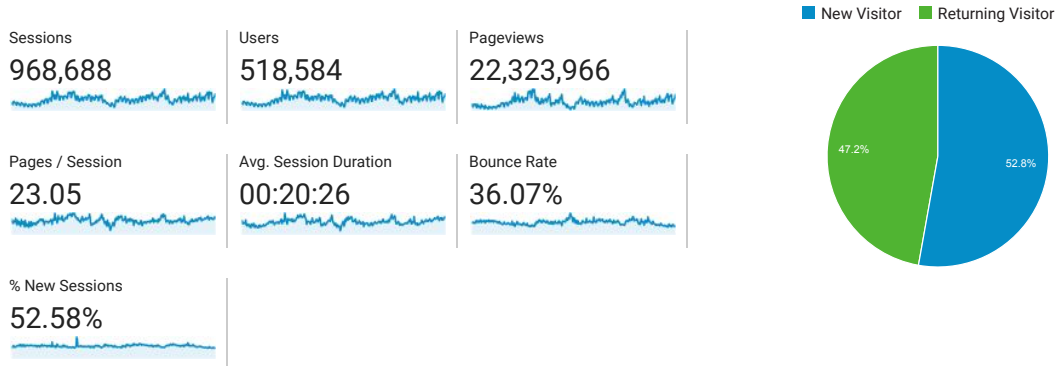
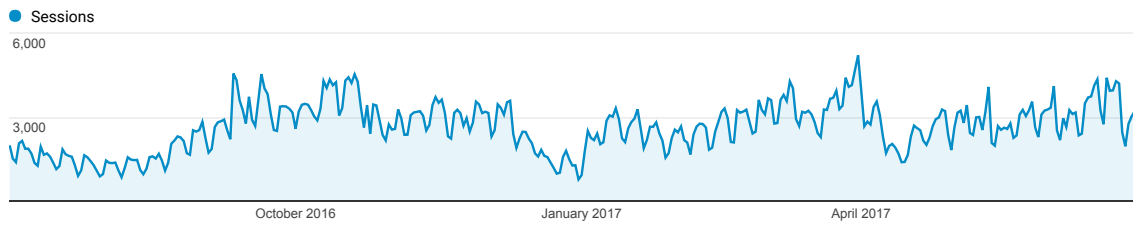
*– OTAN workshop attendee*

**Audience Overview**

All Users  
100.00% Sessions

Jul 1, 2016 - Jun 30, 2017

**Overview**

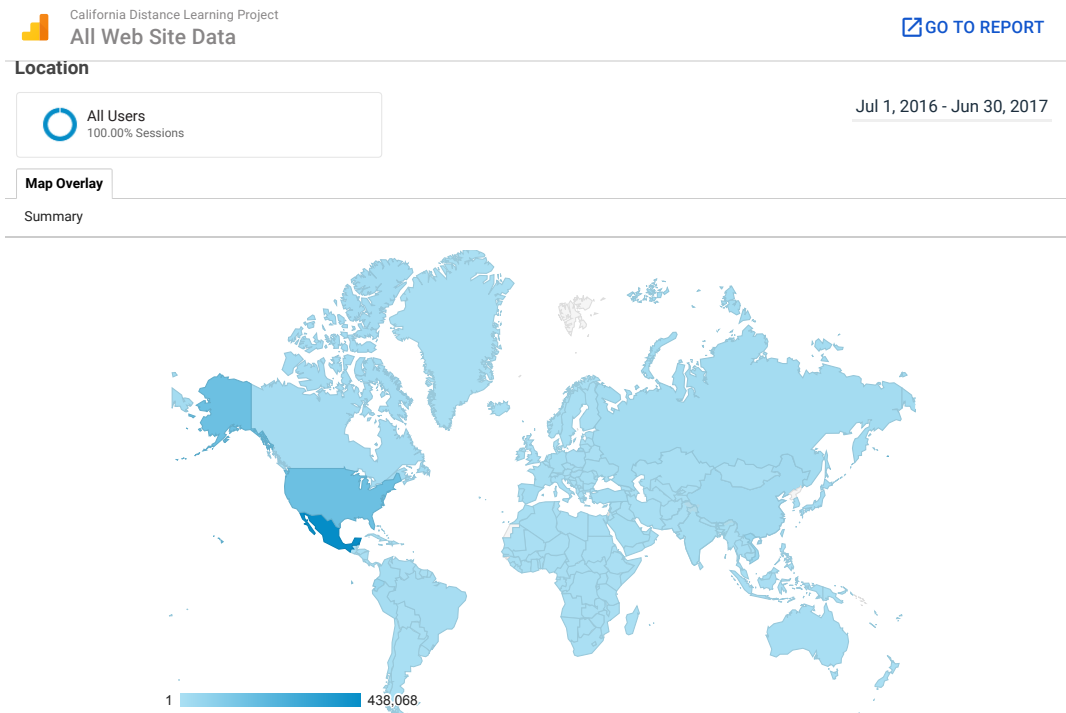


Language	Sessions	% Sessions
1. es	265,784	27.44%
2. en-us	250,633	25.87%
3. es-419	121,210	12.51%
4. es-mx	62,017	6.40%
5. es-es	37,479	3.87%
6. vi	25,653	2.65%
7. zh-cn	24,751	2.56%
8. ru	17,692	1.83%
9. es-xl	17,017	1.76%
10. zh-tw	10,447	1.08%

Exhibit 2.6

Data obtained from Google Analytics indicate the top ten countries accessing CDLP include:

1. Mexico
2. United States
3. Ecuador
4. Vietnam
5. China
6. Russia
7. Canada
8. Japan
9. Columbia
10. Peru



Country	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	968,688 100.00% (968,688)	52.81% Avg for View: 52.58% (0.42%)	511,526 % of Total: 100.42% (509,364)	36.07% Avg for View: 36.07% (0.00%)	23.05 Avg for View: 23.05 (0.00%)	00:20:26 Avg for View: 00:20:26 (0.00%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: \$0.00 (0.00)
1. Mexico	438,068 (45.22%)	39.05%	171,079 (33.44%)	22.72%	31.89	00:32:04	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. United States	165,784 (17.11%)	70.29%	116,531 (22.78%)	50.82%	19.87	00:12:08	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. Ecuador	45,659 (4.71%)	45.65%	20,843 (4.07%)	18.32%	41.75	00:26:03	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. Vietnam	43,139 (4.45%)	55.90%	24,115 (4.71%)	45.66%	6.14	00:07:35	0.00%	0 (0.00%)	\$0.00 (0.00%)
5. China	19,689 (2.03%)	76.32%	15,027 (2.94%)	59.62%	3.96	00:04:08	0.00%	0 (0.00%)	\$0.00 (0.00%)
6. Russia	17,217 (1.78%)	66.12%	11,384 (2.23%)	51.51%	6.11	00:05:17	0.00%	0 (0.00%)	\$0.00 (0.00%)
7. Canada	14,598 (1.51%)	60.06%	8,768 (1.71%)	33.76%	19.53	00:13:49	0.00%	0 (0.00%)	\$0.00 (0.00%)
8. Japan	14,505 (1.50%)	41.54%	6,025 (1.18%)	26.85%	27.19	00:15:45	0.00%	0 (0.00%)	\$0.00 (0.00%)
9. Colombia	13,352 (1.38%)	53.28%	7,114 (1.39%)	33.28%	18.28	00:14:35	0.00%	0 (0.00%)	\$0.00 (0.00%)
10. Peru	11,631 (1.20%)	75.52%	8,784 (1.72%)	48.10%	7.11	00:07:40	0.00%	0 (0.00%)	\$0.00 (0.00%)

Rows 1 - 10 of 212

Exhibit 2.7

## Provide and Support for OTAN-created Shared Courses

The OTAN provides 15 shared online courses created by Subject Matter Experts or adult education teachers. While the SME's were contracted to create courses on specific topics, a few experienced online teachers created courses on a variety of subjects, and voluntarily shared these courses with OTAN. Sample courses are available for review on the [adultedcourses.org](http://adultedcourses.org) site. A specialized block within each course is available and notifies OTAN for course requests. Duplicated courses are placed within their School Site Category on [adultedcourses.org](http://adultedcourses.org). There were more than 100 requests for shared courses over the year. In addition, over 50 phone or e-mail requests for Moodle support were handled as well.

### Sample - Personal Success Through Writing

#### OTAN's Student Tutorials

These tutorials were created specifically for adult education students new to online learning and using Moodle. Teachers can link to these videos by copying the activity URL and pasting it into the correct resource field. Please do not copy/download these videos then re-upload them into your course. If you need assistance, contact OTAN directly. (800-894-3113 CA only)

### Sample - College Transition and Career Development (revised 2013)

Teacher: Debbie Jensen

#### Support Course for Teachers - College Transition and Career Development

Teacher: Debbie Jensen  
Teacher: Teacher Penny S

This is a course to support Teachers using OTAN's shared course for ABE. The transition course provides students help with transitioning to more training/college or to prepare to enter to workforce. The course is enrollable by request only (as an effort to keep out students taking the course). Please request enrollment into the course from OTAN (support@otan.us). Please put in the subject line "enroll me in the Teachers ABE support course." Your request will be routed to the correct support person.

### Sample - USA Learns Wrap Around Course (revised 2013)

#### Sample - Advanced ESL v6.0 (revised 2017)

Teacher: Kay Johnson  
Teacher: Francisca Wentworth

This course is an Advanced-Level ESL course designed for adult education students. It can be used as a stand alone course or as an addition to, a class that meets face-to-face. Each unit has activities that include listening, reading, writing, vocabulary development, and grammar practice. Before you begin, please take the pre-course survey and the pre-test. You can also review some computer terms. At the end of the course there will be a post-survey and a final test.

## Exhibit 2.8

Sample - Advanced ESL 2: Additional Topics (ALOE)

Sample - Digital Citizenship

Sample - Digital Photography

Sample - EL Civics through Distance Learning v1.0 (new 2013)

Sample - ESL Citizenship Preparation Course v1.0 (2013)

Sample - Getting Ready for College

Sample - High School Diploma Math Prep (Formerly CASHEE Math)

Sample - NROC Developmental English

Sample - NROC Developmental Math - Standard v2017 (No Pre-Assessments)

Sample - NROC Developmental Math with Pre-Assessments

Sample - Professional & Interpersonal Skills (aka Soft Skills) for Career Success 10/2014 v1

Sample - Putting English to Work 1 (PETW1)

Sample - Putting English to Work 2 (PETW2)

Sample - Putting English to Work 3 (PETW3)

Sample - Tech Tools for Teachers

Sample - The Write Stuff v3.0 (2015)

Sample - Writing Pathways to Career Success

Exhibit 2.9



## Support Blended and Online Courses

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

Additionally, significant support was required for specialized Putting English to Work online courses obtained through a special Memorandum of Understanding with the Los Angeles Unified School District. These courses were scheduled to be released in the 2016-17 contract year and made available to the field for English language instruction. However, significant changes in the online environment from using video files formatted in Adobe Flash, required extensive work to convert the files to a more appropriate and secure format. The work to convert and test the new MP4 file format will continue through 2017-18. Although the courses are complete, until this conversion process is complete there are some learners that may not be able to fully access the online videos as originally intended.

The Literacy Information and Communication System (LINCS) a federal adult education information site, created several self-paced courses under their English Language Learner University (ELL-U). These courses provide opportunities for teachers of adult English Language Learners to engage in learning activities that maximize student outcomes. During this year LINCS offered these Creative Commons Licensed courses to any adult education agency who wished to host them for their adult educators. OTAN agreed to upload two (2) courses as a test. These were Principles of the Language of Teaching and the Role of Culture. OTAN plans to add the rest of the available courses during the 2017-18 contract year and provide support, marketing and other information to the field about their availability.

### Courses include:

- **Second Language Acquisition: Myths, Beliefs, and What the Research Shows (2 hours):** This course offers participants introductory, research-based information on second language acquisition (SLA) by exploring common myths and beliefs about how languages are taught and learned. Topics include: common myths and beliefs about SLA; knowledge about language and SLA; using student's first language strategically; and interlanguage and assessment.
- **Teaching Adult ELLs Who are Emergent Readers (2.5 hours):** This course offers introductory, research-based information about teaching adult English language learners who are just beginning to acquire print literacy largely due to lack of access to formal schooling. This course clarifies how and why this particular population is unique, offers processes for identifying emergent readers, and explores a range of teaching and assessment strategies that build initial literacy.
- **Formative Assessment to Inform Quality Adult ESL Instruction (2 hours):** Participants learn to define formative assessment and explain its integral role in systematically planning and delivering adult ESL instruction, select and design a variety of formative assessment activities that engage learners in setting their own goals

and monitoring their own progress, and use appropriate oral and written feedback techniques that inform learners of their progress.

- **The Role of Culture in the Education of Adult English Language Learners (3 hours):** This course provides techniques and strategies to help educators create a culturally inclusive learning environment and facilitate cross-cultural understanding. It explores a range of topics related to the role of culture in teaching classes with adult ELLs.
- **Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction (3.5 hours):** This course explores the basics of instructional planning and execution in adult ESL classrooms using the Communicative Language Teaching approach and other student-centered instructional practices. Topics include: understanding the communicative needs of your students, planning communicative language teaching lessons that integrate communication skills with life skills, work-readiness, and civics content, and implementing student-centered instruction practices and classroom management strategies.

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

The OTAN continues to provide support and resources for instructors wishing to learn more about online teaching and learning. Communication of these resources come in several forms from articles in the OTAN Communicator newsletter, to news items posted on the OTAN web site and several social media posts from OTAN and OTAN staff throughout the year.

*News items related to online teaching or learning: 8*

*Online workshops related to online teaching, curriculum or other resources: 10 with 69 attendees.*

*Through the course of the year there were 148 Facebook posts, 150 Tweets on Twitter. Topics included online teaching, learning and other resources.*

Additionally, OTAN partnered with Essential Education to offer an online professional development opportunity for teachers titled “Blended Learning for the Adult Educators.” This online, self-paced course allows teachers to learn the concepts, models and resources of blended teaching as well as to develop an implementation plan.

### **Special Webinars by Distance Learning Experts**

The OTAN scheduled two special guests for distance learning webinars. One was held January 20, 2017 but the other cancelled at the last moment. The guest of the January 20th webinar continued to offer strategies and resources to continue the use of Open Educational Resources to improve instruction. A unique aspect of this session however was the use of hardware to achieve this goal. The Remote Area Community Hotspot for Education & Learning (RACHEL)

device is a portable device that provides a local area network connection. This connection is directly to the RACHEL device which is loaded with 400MB of open source or Creative Commons licensed learning materials.

[RACHELoffline.org](http://RACHELoffline.org) 

Guest speakers:

Frank Martin, U.S. Justice Director, World Possible, and Jeremy Schwartz, Executive Director, World Possible

When: Friday, January 20th, at 12:00 Noon Pacific Daylight Time

Description:

*With the changing environment of adult education in California including new requirements of WIOA, new trends in educational technology, and the state and districts embracing the #GoOpen initiative – there is much work to do! This can be especially daunting to our larger adult education consortia members who are now seeking new and innovative ways to serve all adults who need our services. One such service may help agencies who wish to provide internet services to remote or incarcerated adults who have little access to online resources, or because of circumstance, are not permitted access to the “wild” Web. Remote Area Community Hotspot for Education and Learning (RACHEL) online may be a feasible, cost-effective resource!*

*Come join Frank Martin and Jeremy Schwartz of World Possible discuss the different adult education use cases for RACHELoffline. This small wireless device allows agencies to upload their own content or Open Education Resources from a large library of relevant materials and through a secure local area network, learners can access these materials. Not only do learners gain necessary digital literacy skills, they can also experience the full richness of materials available on the World Wide Web.*



Exhibit 2.10  
Frank Martin  
U.S. Justice Director, World Possible

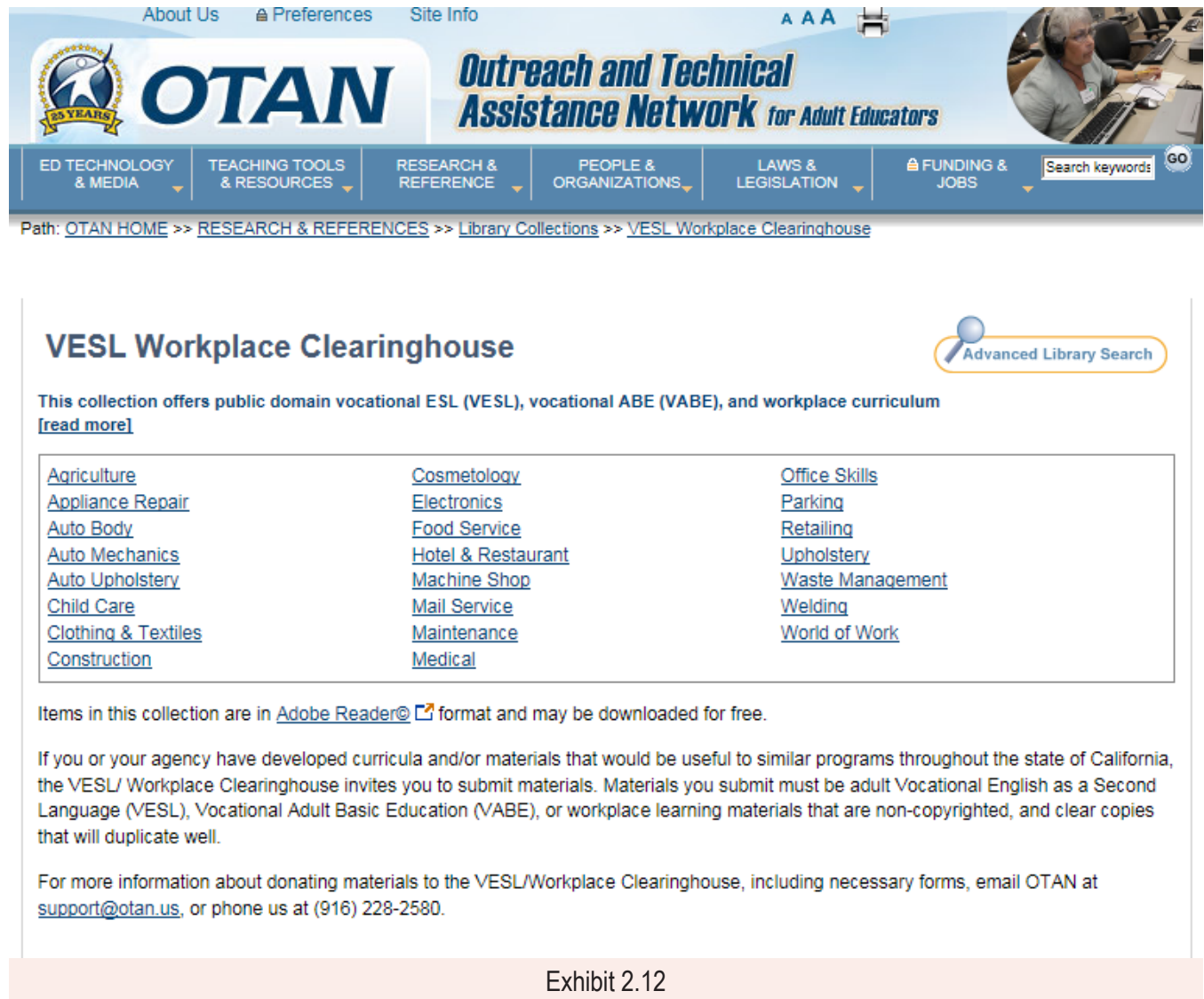


Exhibit 2.11  
Jeremy Schwartz  
Executive Director, World Possible

## Vocational English as a Second Language (VESL) Materials

Vocational English as a Second Language (VESL) materials used to be in paper format only. When an agency requested a specific VESL package, the pages were copied and the requesting agency was charged a per-page-rate for the materials, which were then mailed to the agency.

Starting in 2015–16, OTAN logged the requests for VESL materials and determined the most popular materials. Using this information, the top five percent of the most-requested materials were scanned, made accessible, and posted to the OTAN Web site. During 2016–17, an additional 20 VESL materials were made accessible. The materials may now be downloaded for free by any adult education agency or interested party through the VESL Workplace Clearinghouse section of the OTAN Web site.



The screenshot shows the OTAN website interface. At the top, there are navigation links for "About Us", "Preferences", and "Site Info". The main header features the OTAN logo with "25 YEARS" and the text "Outreach and Technical Assistance Network for Adult Educators". Below the header is a blue navigation bar with categories: "ED TECHNOLOGY & MEDIA", "TEACHING TOOLS & RESOURCES", "RESEARCH & REFERENCE", "PEOPLE & ORGANIZATIONS", "LAWS & LEGISLATION", and "FUNDING & JOBS". A search bar is located on the right of this bar. Below the navigation bar, the breadcrumb path is: "Path: OTAN HOME >> RESEARCH & REFERENCES >> Library Collections >> VESL Workplace Clearinghouse".

The main content area is titled "VESL Workplace Clearinghouse" and includes an "Advanced Library Search" button. Below the title, it states: "This collection offers public domain vocational ESL (VESL), vocational ABE (VABE), and workplace curriculum [read more]".

<a href="#">Agriculture</a>	<a href="#">Cosmetology</a>	<a href="#">Office Skills</a>
<a href="#">Appliance Repair</a>	<a href="#">Electronics</a>	<a href="#">Parking</a>
<a href="#">Auto Body</a>	<a href="#">Food Service</a>	<a href="#">Retailing</a>
<a href="#">Auto Mechanics</a>	<a href="#">Hotel &amp; Restaurant</a>	<a href="#">Upholstery</a>
<a href="#">Auto Upholstery</a>	<a href="#">Machine Shop</a>	<a href="#">Waste Management</a>
<a href="#">Child Care</a>	<a href="#">Mail Service</a>	<a href="#">Welding</a>
<a href="#">Clothing &amp; Textiles</a>	<a href="#">Maintenance</a>	<a href="#">World of Work</a>
<a href="#">Construction</a>	<a href="#">Medical</a>	

Items in this collection are in [Adobe Reader](#) format and may be downloaded for free.

If you or your agency have developed curricula and/or materials that would be useful to similar programs throughout the state of California, the VESL/ Workplace Clearinghouse invites you to submit materials. Materials you submit must be adult Vocational English as a Second Language (VESL), Vocational Adult Basic Education (VABE), or workplace learning materials that are non-copyrighted, and clear copies that will duplicate well.

For more information about donating materials to the VESL/Workplace Clearinghouse, including necessary forms, email OTAN at [support@otan.us](mailto:support@otan.us), or phone us at (916) 228-2580.

Exhibit 2.12

## Conduct Curriculum Focus Webinars

OTAN offered a series of webinars, each focused on different curriculum suggested by our OTAN Advisory Committee members and the field. For the 2016–17 contract year three sessions were scheduled, November 15, 2016, February 7, 2017 and April 11, 2017. Descriptions of the sessions are listed below.

### November 15, 2016 Session Descriptions:

#### Reading Horizons

Helping struggling readers and English Language Learners (ELLs) learn to read is extremely important, but can also be very challenging. Because struggling readers often feel defeated by their past experiences with reading, they can be resistant to instruction. For ELLs, the task of learning a new language is a daunting task that can leave them feeling overwhelmed. These factors make it crucial that for these students to have early and frequent successes throughout the course of reading instruction to keep them motivated and engaged. Join us this session to learn more about how Reading Horizons can help your adult literacy students.

#### The NROC Project, Developmental English

The latest initiative from The NROC Project, Developmental English is designed to help learners striving to meet college entrance requirements. The course integrates and compresses the standard developmental English curriculum—reading comprehension, writing, vocabulary building, grammar, punctuation and usage skills—and allows learners to accelerate into college-credit courses. This sequence enables learners to make predictions about their reading, analyze rhetorical structures, build vocabulary, and improve writing mechanics. Join members of the NROC team to learn more about the NROC English project



The slide features the OTAN logo at the top left and a circular logo with a star in the center at the top right. The main title is "Welcome to the OTAN Vendor Webinar". Below the title, contact information for Rob Openshaw and Heidi Sonnenberg is listed on the left, and contact information for Dani Pedrotti is listed on the right. The OTAN logo includes the text "Outreach and Technical Assistance Network". The URL "http://www.otan.us" is located at the bottom right of the slide.

<b>Rob Openshaw</b> Sales Director 801-335-7122 <a href="mailto:Rob.Openshaw@readinghorizons.com">Rob.Openshaw@readinghorizons.com</a>	<b>Dani Pedrotti</b> Director of Membership Development NROC Project 253-732-4788 <a href="mailto:dpedrotti@thenrocproject.org">dpedrotti@thenrocproject.org</a>
<b>Heidi Sonnenberg</b> Curriculum Director Reading Horizons	

<http://www.otan.us>

Exhibit 2.13



## February 7, 2017 Session Descriptions:

### Certiport

Certiport provides industry certification in programs like the Microsoft Office Specialist (MOS), QuickBooks Certified User (QBCU), Autodesk Certified User (ACU), Adobe Certified Associate (ACA), IC3 Digital Literacy and Entrepreneurship and Small Business. These industry certifications help individuals distinguish themselves to employers and further their careers.

### US CitizenPod

Teachers and students are using uscitizenpod's materials (pdfs based on the N-400), pptx, podcasts (mp3), videos, ebook, etc to prepare for the USCIS citizenship interview.

### Tecknimedia

Teknimedia is a leading provider of e-learning software for Digital Literacy training, assessment, and certification for Adult Education and Workforce Development programs. Our Computer Literacy Series (CLS) courses teach the essential computer concepts and skills needed by adult education learners in today's digital world and offer the finest in multimedia and interactive instruction. Our Digital Skills Assessment, Total TekAssess (TTA), is Teknimedia's online, comprehensive, and fully customizable computer skills assessment, placement, and "test-out" tool. With a question bank of over 900 performance and knowledge-based questions, TTA is the ideal solution for measuring basic computer, Internet, e-mail, Microsoft Office knowledge and skills, as well as typing speed and accuracy. Teknimedia offers online and offline delivery.



**Welcome!**

<b>Teknimedia</b> <i>Karen L. Noll</i> Account Manager 888-752-0770 <a href="mailto:k.noll@teknimedia.com">k.noll@teknimedia.com</a> <a href="http://Teknimedia.com">Teknimedia.com</a>	<b>US Citizenship Podcast</b> <i>Jennifer Gagliardi</i> Instructor, Milpitas Adult School, OTAN Trainer <a href="mailto:uscitizenpod@gmail.com">uscitizenpod@gmail.com</a> <a href="mailto:jgagliar@musd.org">jgagliar@musd.org</a> <a href="http://uscitizenpod.com">uscitizenpod.com</a>	<b>Certiport</b> <i>Todd Adamson</i> Territory Manager, Higher Education 888-222-7890 x220 <a href="mailto:Todd.Adamson@pearson.com">Todd.Adamson@pearson.com</a> <a href="http://Certiport.com">Certiport.com</a>
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<http://www.otan.us>

Exhibit 2.14



**April 11, 2017 Session Descriptions:****E.L. Civics OER Text**




Susan Gaer, Educational Consultant and Author

This is a ESL Beginning Literacy textbook focused on EL CIVICS lessons, Materials are all free and may be remixed. They include audio, backline masters, text book along with the teacher's guide.

**Essential Education**


Dan Griffith & Adam Springwater

Blended Learning in Adult Education. An online professional development opportunity for California teachers. This online course starts with the basics of educational technology concepts, and then gives the instructor the tools and skills to blend #edtech with their direct instruction. Research shows that blending traditional classroom instruction with technology improves student learning and motivation. The challenge is for the adult education instructor to find the time and technical knowledge to make it happen! This course takes approximately 6 -10 hours to complete online.



# Welcome!

<b>E.L. Civics OER Text</b> <i>Susan Gaer,</i> Edu Consultant & Author 714-287-3475 <a href="mailto:susangaer@gmail.com">susangaer@gmail.com</a>	<b>Blended Learning in Adult Education</b> <i>Dan Griffith or Adam</i> <i>Springwater</i> National Sales Manager    Blended Learning Specialist 828-228-5450                    707-272-2665 <a href="mailto:dan@essentialed.com">dan@essentialed.com</a> <a href="mailto:adam@essentialed.com">adam@essentialed.com</a>
--	--



<http://www.otan.us>

Exhibit 2.15

The series reached 24 attendees and a handful provided evaluations on the sessions. In all, each session was rated highly and attendees provided constructive feedback on how they could use the information provided.

Strongly Agree ← Neutral → Strongly Disagree

	Strongly Agree	Neutral	Strongly Disagree	Average Score
1. The objectives of the training were clearly stated.	5	1	0	5
2. The training was well-paced.	5	0	1	5
3. The training met your expectations.	5	1	0	5
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	4	2	0	5
5. You would recommend OTAN's workshops to a friend or colleague.	6	0	0	5
<b>Overall Average:</b>				<b>5</b>

**What was the most useful part of the training?**

- Learning about the wide range of resources available.
- The resources that were developed for the Citizenship classes. I liked hearing about the computer applications training and certification.
- Finding curriculum formerly unknown to me is an important part of developing my own class curriculum. This give me the opportunity to view some different offerings.
- I'm a citizenship teacher, and Jennifer's section was particularly helpful to me.

**What could have been done to make this training meet your needs more effectively?**

- Well done as is.
- I think it was very good and provided participants the ability to interact either by text or by microphone. It was well monitored.
- I think the timing and variety were great.

**How will you use what you learned?**

- Follow links to utilize some of the trials for more knowledge.
- I have already sent out the Citizenship info to our teachers and have made a folder of the information on mos certification.
- I plan to follow up on 2 of the software offerings and get mor information to see if they would work for my MEE project.
- I will access the uscitizenpod website myself and share it with my students.

Exhibit 2.16

		Strongly Agree ← Neutral → Strongly Disagree					
		Strongly Agree	Neutral		Strongly Disagree	Average Score	
1. The objectives of the training were clearly stated.		2	0	0	0	5	
2. The training was well-paced.		2	0	0	0	5	
3. The training met your expectations.		2	0	0	0	5	
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.		1	1	0	0	5	
5. You would recommend OTAN's workshops to a friend or colleague.		2	0	0	0	5	
<b>Overall Average:</b>						<b>5</b>	
<b>What was the most useful part of the training?</b>							
<ul style="list-style-type: none"> <li>I'll personally use the Blended learning offering and my co-teachers with literacy will be shown the OER materials by Susan</li> </ul>							
<b>What could have been done to make this training meet your needs more effectively?</b>							
<ul style="list-style-type: none"> <li>just more of the same</li> </ul>							
<b>How will you use what you learned?</b>							
<ul style="list-style-type: none"> <li>already stated</li> </ul>							

Exhibit 2.17


### MOODLE upgrades

No major updates were performed on OTAN's Moodle server, [adultedcourses.org](http://adultedcourses.org), during the 2016-2017 contract year. The specialized plugins continue to be maintained and provide the following valuable resources:

- Connect2Moodle – teachers can create and host Adobe Connect meetings with their learners.
- Learn360/Infobase - gives teachers access to thousands of vetted videos, articles, and images that are easily added to a Moodle course.
- poodll - provides teachers and learners a reliable and easy method to record audio and video within Moodle assignments, forums, and quizzes.

## Support Online Curriculum Sites

### California Distance Learning Project (CDLP)

OTAN continues to host the California Distance Learning Project ([www.cdlponline.org](http://www.cdlponline.org) ) (referenced previously in this section). The site provides adult learning activities designed to assist adult learners in improving their English reading skills. The CDLP site continues to receive significant Internet traffic even though content has not been updated in some time. Data analytics indicate learners are logging in from all parts of California as well as from around the world.

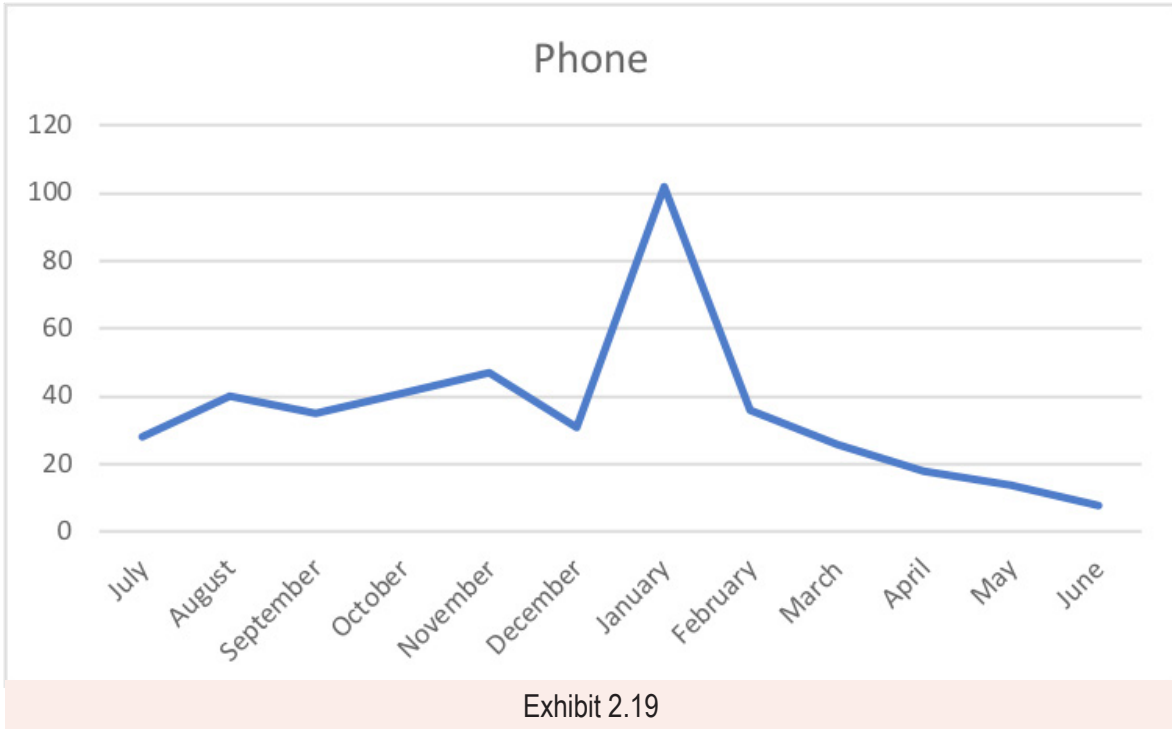
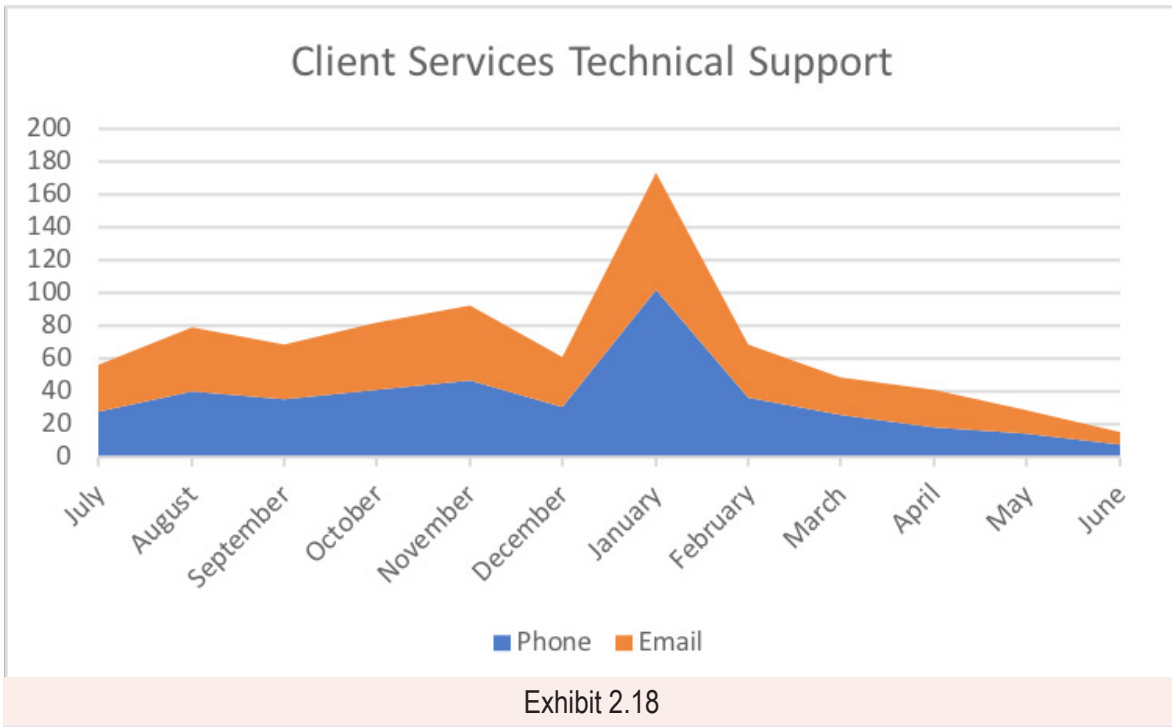
In 2015–16, OTAN programmers used the CDLP’s code to practice conversion to .NET format. Eventually, the entire site will be converted to .NET code. Future plans include adding more news items to the current areas of:

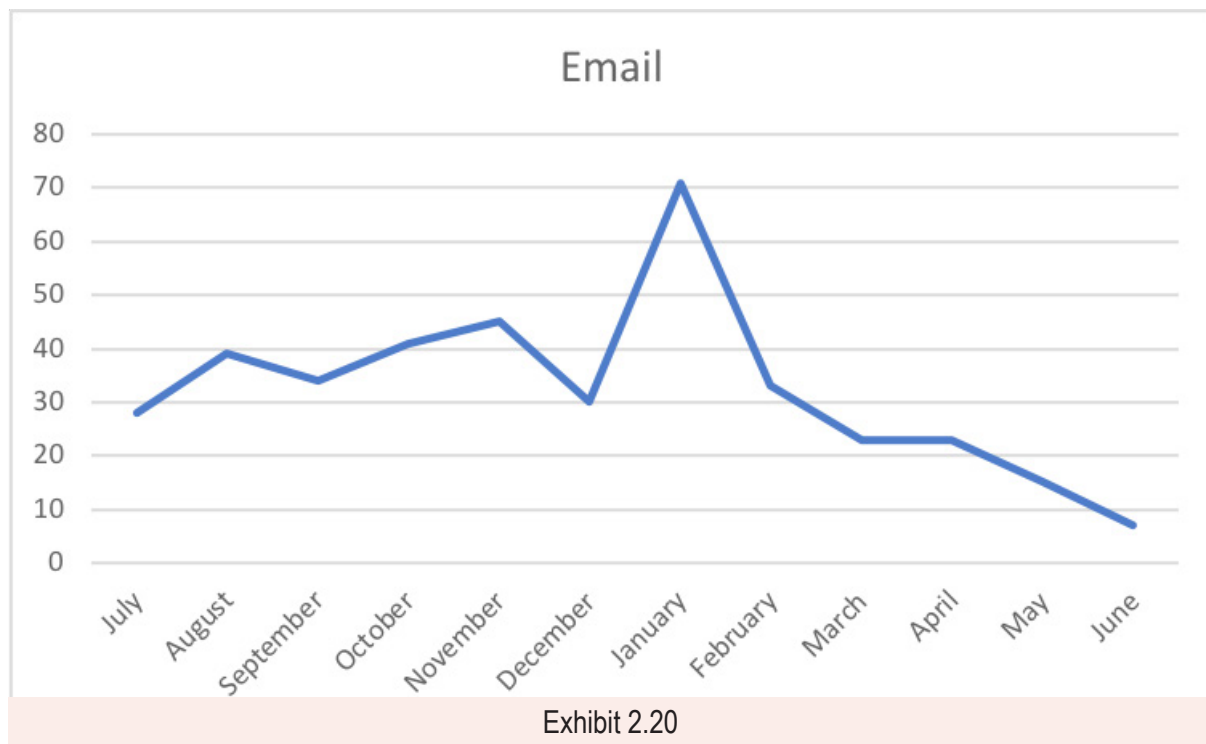
- Working
- Law and Government
- Family
- School
- Health and Safety
- Housing
- Money
- Science and Technology
- Services
- Going Places
- Nature

## Provide Online Support and Technical Assistance

A necessary function as a provider of technical assistance is to furnish technical support. Questions about how the OTAN site functions along with technical difficulties therein, location of items of interest, and providing answers or information to the field are all achieved through direct access by e-mail or phone support - to that, OTAN staff responded to a variety of phone calls and e-mail messages as well as a mixture of both. A total of 426 phone calls and 389 e-mails were responded to by OTAN’s support, training, programmer and Web site staff.

While support for the Web sites maintained by OTAN accounted for the majority of the support requests, time was also spent fielding questions from “How do I find a GED class?” and “What kind of technology can I use with my students?” to “How does my agency access the CDE reporting site?” and “What kind of technology trainings does OTAN provide?” OTAN makes every effort to get the client the needed information or pointed to the correct organization or other source of information.





### Produce Annual Distance Learning Report

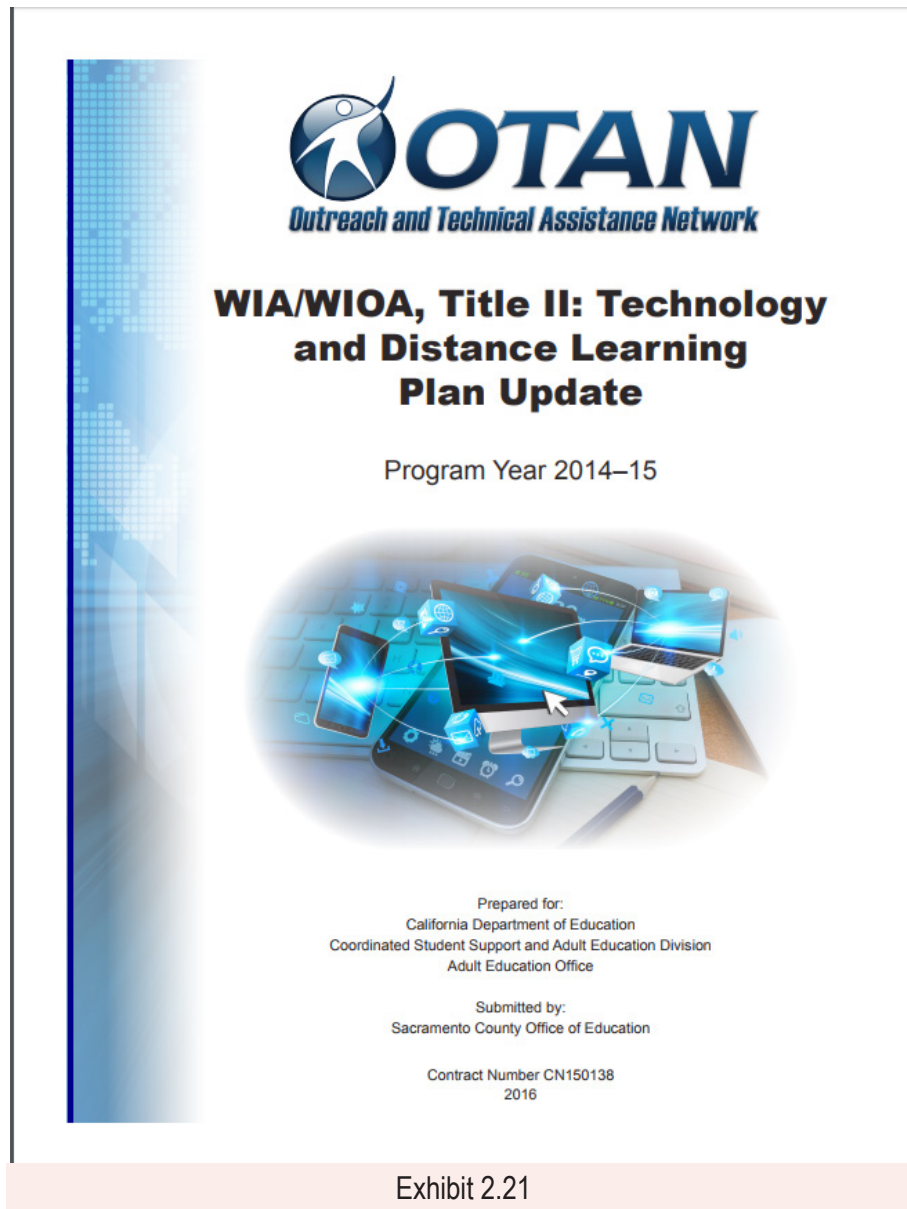
Each year, OTAN contracts with CASAS to aggregate the data for the Annual Distance Learning Report. Since data is not available until spring, the reporting period is one year behind the contract year. The report traces the evolution of the California Adult Education Technology Plan. Key elements were adopted as a resource that adult schools could use in developing their own local technology plan.

The 2008–09 Program Year marked the last year that adult education was fully funded through a line item in the State Budget. At that time, enrollment numbers were reported as “classroom only” (or “regular learning”), “Distance Learning (DL) only”, and “blended DL” (a combination of both DL and Classroom Only modalities).


The years 2009–13 ushered in the era of “Flex Funding” when adult education funds became discretionary and were (temporarily) not line items in the budget. The 2014–15 annual report marked the end of Flex Funding and a transition from the primary focus of DL “only” to one that simply included DL as a viable instructional modality. The emphasis shifted to implementing Technology Plans for statewide local adult schools. The Distance Learning section documentation was mainly to illustrate the salient differences between learners who were DL “only” and classroom “only”.

The most current annual distance learning report, “WIA and WIOA Title II: Technology and Distance Learning Plan Update (Program Year 2015–16) is included in the Appendices section of this report.





### **Maintain, Expand, Update and Align OTAN Web Pages**

An important and ongoing task is to provide current and relevant information in all areas of adult learning to be posted on the OTAN Web site ([www.otan.us](http://www.otan.us) ). During 2016–17, the site was routinely reviewed and updated with new content gleaned from state and federal sources as well as from a variety of print and online resources focused on adult education. The OTAN programming team made progress with converting the site to .NET code to meet CDE specifications. A new Web interface was designed for to give the home page an updated look and feel.

For the last several years, OTAN has used Google Analytics to track the total number of Web site visits (now referred to as “sessions” by Google) to compare the number of new visitors to the number of returning visitors. According to Google Analytics, the main OTAN Web site had 27,399 sessions in 2016–17; this represents 1,450 more sessions than the previous contract year. New visitors accounted for 60 percent of the sessions with the other 40 percent represented returning users. There were 83,764 page views, with an average of 229 page views per day. The United States was still the country with the most sessions on OTAN. The following countries are listed in the order of the amount of times their constituents went to the OTAN Web site:

- United Kingdom
- China
- Philippines
- Mexico
- Canada
- India

Eighty (80) percent of the users who accessed the OTAN Web site did so from a desktop computer. This represents a decrease of four percent from the previous year. Access to OTAN resources from mobile phones was 16 percent, an increase of four percent from the previous contract year. Access by tablets remained the same as last year at four percent.

As a compliance measure with Web accessibility, two OTAN staff attended Web Access Training from School Insurance Authority in May 2017. Preliminary tests were conducted on OTAN Web sites to determine current state and level of accessibility compliance. The overview was presented to all OTAN staff and suggested actions were generated from the team. Accessible+ Web Site Framework was purchased to support Web content and to comply with Section 508. Job Access with Speech (JAWS) screen reader was purchased for accessibility testing and a laptop that could be dedicated for JAWS screen reader testing was purchased.

All videos were reviewed to make sure closed captioning and transcripts were included. If videos were identified that did not have closed captioning or transcripts, it was hidden from public view and OTAN staff began the process to ensure the video met Web Content Accessibility Guidelines (WCAG) and accessibility standards.

The OTAN Web site re-design and development was started using Accessible+ framework for responsive and accessible templates for a new OTAN Web site development home page. Secondary and tertiary page templates with optional layouts were started. Once the templates have all been created, the new design will be tested for full accessibility compliance. The entire site re-design will be completed by the end of the current OTAN contract in 2018.



OTAN Outreach and Technical Assistance Network

CONNECTING TOOLS ▾ CURRICULUM & TECHNOLOGY ▾ DISTANCE LEARNING ▾ PROFESSIONAL DEVELOPMENT ▾ VIDEOS & PRESENTATIONS ▾ RESEARCH & REFERENCE ▾

Logon Join OTAN About Us ▾

Categories... Search Keyword GO



## Top Story...

### Annual IDEAL Institute August 22-23, 2017

Posted on 08/24/2017



**T**he IDEAL Consortium, a project of the EdTech Center at World Education, Inc., is working to develop effective distance education programs for adult learners, raising the quality of blended and distance online learning across the United States through new educational technology innovations and collaborative research and practice.

For 15 years, Project IDEAL, now renamed as the IDEAL Consortium, has provided technical assistance, web-based tools, and publications to member states to help them design and implement distance education and blended learning programs based on their distinct needs. Now, as part of the EdTech Center, IDEAL continues to ensure opportunities for distance education leaders from different states to meet and learn from each other, gain new insight into what works, and access professional development materials. Technical support is available to members on data collection and analysis, reporting, distance education and blended learning program design, instructional strategies, mobile learning, and selection and use of online curricula. Research, workshop topics, and ongoing discussion respond to the needs and interests of consortium membership.

IDEAL Consortium members are gearing up for the annual IDEAL Institute that will take place August 22-23, 2017 in Minneapolis. The Institute is an opportunity for member states to check in with each other and make connections. The Institute offers a peer network where members compare notes about best practices, policy implementation, innovative ideas, and overcoming challenges.

At this year's Institute, meeting topics will include:

- Mobile learning: Promising practices for engagement and extending reach of adult education programs - Alison Webber

### Exhibit 2.22



## Market OTAN Services

### Host Vendor Tables at State and Regional Conferences

It is important to have a continuous communication effort to let adult educators know about the free services and resources that OTAN provides. Many different methods were used to inform the adult education field, especially new teachers and administrators. Renting exhibit space at various adult education conferences and events is one of the methods for getting the word out

about OTAN. During 2016–17, OTAN had a vendor table at the following events:

**September 2016 – California Council of Adult Education (CCAЕ) Los Angeles Unified/ Division of Adult and Career Education Conference**

**September 2016 – Capitol Adult Education Regional Consortium (CAERC)**

**November 2016 California Teachers of English to Speakers of Others Languages (CATESOL)**

**January 2017 – English Literacy and Civics (EL Civics) Central Valley**

### Produce the OTAN Newsletter: Online Connection

In addition to vendor tables to help market OTAN services and resources, a four-to-eight-page newsletter is produced three times per year. Newsletters are sent electronically to all 1,758 OTAN members. Hard copies are printed for distribution at workshops, State Leadership Team meetings, adult education professional events, and conferences. Each newsletter has a theme and articles are selected that support that theme. Two of the newsletters contain inserts listing all of the current online and face-to-face OTAN workshops and instructions for accessing them. The Fall 2016 Online Connection’s theme was “Digital Literacy”. Newsletter stories included how technology is being used in Corrections Education, a recap of OTAN’s Technology Bootcamp, and the new Digital Leadership Academy (DLAC). The theme for Spring 2017 was “Connect with Tech” and featured articles highlighting ways that technology could be used in the classroom as well as with professional development. The Winter edition of the Online Connection had a theme of “Celebrating Success” and featured the stories of the two Students Succeed winners.

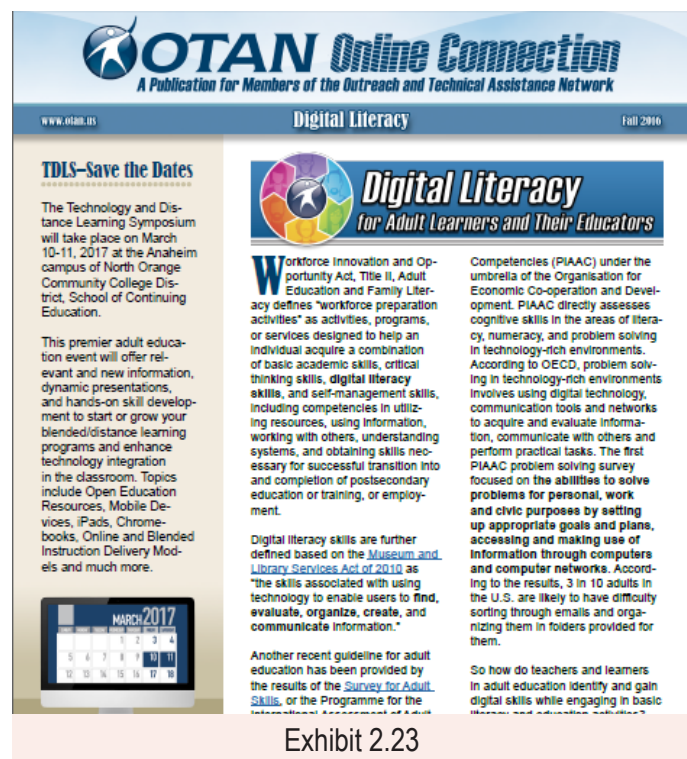


Exhibit 2.23

### Online Digests

Another way in which OTAN reached out to the adult education community was with two monthly digests – one with news and resources of interest to teachers and the other with news and information of interest targeted to administrators. Since February 2016, the digests have been incorporated into the main OTAN site rather than being separate entities and both digests have received an updated look.



Exhibit 2.24

The Teachers' Digest was produced monthly during the school year to introduce teachers to new and trending online tools, mobile apps, and Web sites; to provide current news and information relevant to teachers; and to provide a list of upcoming, professional development opportunities that involve technology, including online workshops and face-to-face workshops across the state. Each digest includes a Web-based Class Activity, which includes lessons and resources for teachers; and Web "Sittings"

which are high interest Web-sites for technology integration. A total of nine issues were published and are now archived on the OTAN site. After each issue was published, OTAN-subscribed teachers, coordinators, and administrators received an e-mail notifying them that the new digest was available with links provided to the digest.

The Administrators' Digest was also a monthly digital publication produced for the purpose of keeping administrators current on the ever-changing landscape in adult education, making them aware of professional development opportunities for their staff, and keeping them informed about items of importance such as application and reporting deadlines. An example of a national news item in the digest was the announcement from the National Conference of State Legislatures which launched a searchable database, a result of activity across legislatures in all states following the 2014 passage of the Workforce Innovation and Opportunity Act (WIOA). The database contains legislation enacted in state legislatures during the 2015 session. Included are issues related to WIOA implementation, such as sector strategies, career pathways, adult education, career and job training, work-based learning, pay-for-performance initiatives, state plan and/or governance issues, and general workforce

Exhibit 2.25

legislation. Twelve issues of the digest were published and then an announcement was e-mailed to OTAN-subscribed administrators to advise them of its availability.

### **Submit Quarterly Reports to CDE**

Four quarterly reports were submitted to the AEO during the 2016–17 contract year as part of the invoice package. Each report included objectives and major tasks and provided a status update. Statistics were accumulated through each quarter and then aggregated in the annual report. Copies of the quarterly reports are included in the appendix section of the OTAN Annual Report.

### **Submit OTAN Annual Report to CDE**

Data and information is gathered and documented on all contract tasks and deliverables through June 30 of each contract year. Once OTAN receives the adult education agency data from CASAS on blended and distance learning, the Annual Distance Learning Report is written and is included in the appendix section of OTAN’s Annual Report. Once the Annual Report is completed and printed, copies are disseminated to the AEO, to each State Leadership Project, and to OTAN staff. An electronic version is made accessible and is then posted to the OTAN Web site.

During 2016–17, OTAN conducted pilot projects, created technology-integration videos, presented dozens of face-to-face and online workshops, and offered statewide licensing for learners’ computer skills, math, reading and digital literacy skills.

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*“Thanks again for a great seminar. This was my third one with you and they are always informative. If you have a chance, I would love copies of your handouts on CC licensing to share with my students. I am in the process of writing a new composition course for our program that has a research paper component, and this would be very helpful.*

*Also, I am curious if you archive these webinars? I am in charge of professional development for our Continuing Ed. faculty, and I would love to have a workshop during our fall professional development training week. The one you teach on OER for Adult Ed would be perfect. ”*

*– Denise Salcido, Assistant Professor, High School Diploma/Adult Basic Education/Continuing Education, Santiago Canyon College*

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## Use Technology to Support CDE Adult Education Office and Leadership Projects

OTAN is one of several leadership projects funded by the Adult Education Office (AEO) at CDE. The field requires that all the projects and the AEO work together seamlessly to provide essential services to local programs. During 2016–17, OTAN continued its role of providing technology support to CDE and to the other leadership projects to allow quick and effective collaboration. Below are highlights from the tasks performed under this section category:

### Provide Programming and Hosting of CDE’s Adult Education office’s Online Grant Application and Reporting Site (CA-OAR)

OTAN hosts an online data management site consisting of a single database and three separate Web applications. The Web applications collect, store, and report the data. In 2016–17, OTAN upgraded this site with a security certificate that meets the highest standard for secure transmission.

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

By using the same database to collect and display data in all three Web sites, data quality is enhanced. Updated information is also immediately available to stakeholders.

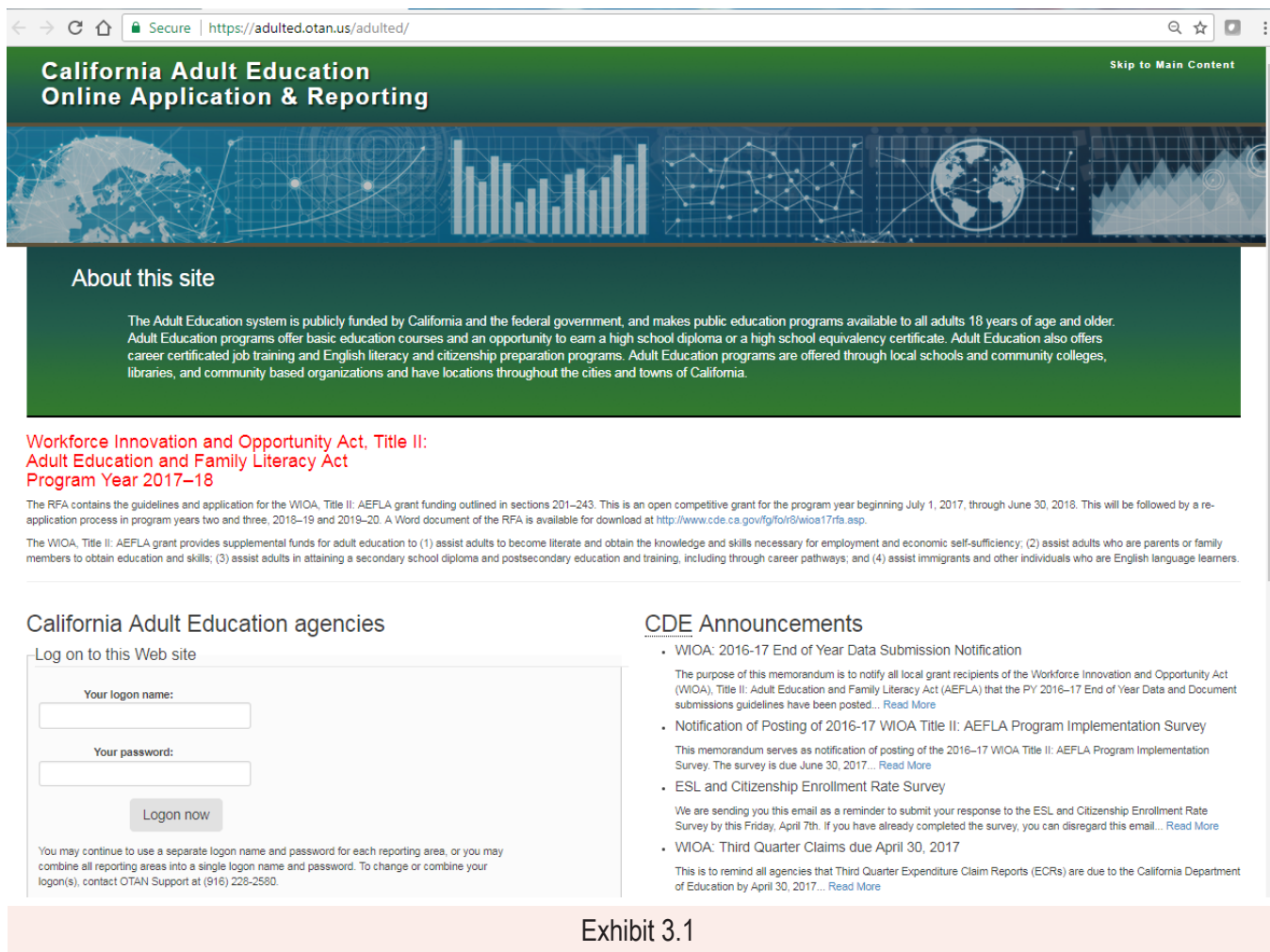
The California Adult Education Online Application and Reporting (CA-OAR) site provides online access to required online grant applications, Grant Budget reports, Quarterly Expenditure claims, Annual Audit reports for Community-Based Organizations (CBOs), and an archive of e-mails sent by the AEO to the field.

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*“Your workshop was great. I liked the forms’ websites, how to shorten a URL, and the idea of the mail merge. That’s brilliant!”*

*– OTAN workshop attendee*

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**California Adult Education Online Application & Reporting** Skip to Main Content

**About this site**

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

**Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act Program Year 2017-18**

The RFA contains the guidelines and application for the WIOA, Title II: AEFLA grant funding outlined in sections 201-243. This is an open competitive grant for the program year beginning July 1, 2017, through June 30, 2018. This will be followed by a re-application process in program years two and three, 2018-19 and 2019-20. A Word document of the RFA is available for download at <http://www.cde.ca.gov/gf/fo/9/wioa17rfa.asp>.

The WIOA, Title II: AEFLA grant provides supplemental funds for adult education to (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) assist adults who are parents or family members to obtain education and skills; (3) assist adults in attaining a secondary school diploma and postsecondary education and training, including through career pathways; and (4) assist immigrants and other individuals who are English language learners.

**California Adult Education agencies**

Log on to this Web site

Your logon name:

Your password:

You may continue to use a separate logon name and password for each reporting area, or you may combine all reporting areas into a single logon name and password. To change or combine your logon(s), contact OTAN Support at (916) 228-2580.

**CDE Announcements**

- **WIOA: 2016-17 End of Year Data Submission Notification**  
The purpose of this memorandum is to notify all local grant recipients of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) that the PY 2016-17 End of Year Data and Document submissions guidelines have been posted... [Read More](#)
- **Notification of Posting of 2016-17 WIOA Title II: AEFLA Program Implementation Survey**  
This memorandum serves as notification of posting of the 2016-17 WIOA Title II: AEFLA Program Implementation Survey. The survey is due June 30, 2017... [Read More](#)
- **ESL and Citizenship Enrollment Rate Survey**  
We are sending you this email as a reminder to submit your response to the ESL and Citizenship Enrollment Rate Survey by this Friday, April 7th. If you have already completed the survey, you can disregard this email... [Read More](#)
- **WIOA: Third Quarter Claims due April 30, 2017**  
This is to remind all agencies that Third Quarter Expenditure Claim Reports (ECRs) are due to the California Department of Education by April 30, 2017... [Read More](#)

Exhibit 3.1

One section of the CA-OAR site allows agencies to update information for their site and staff in one location. Agency updates are then immediately available to CDE staff and to the leadership projects. This section also provides agencies with access to online reporting and deliverables for the following CDE programs:

- Workforce Innovation and Opportunity act (WIOA) grant application, grant budget, expenditure claims, and other online deliverables;
- Course approvals;
- Year End Attendance Report;
- Technology and Distance Learning Plan (TDLP).

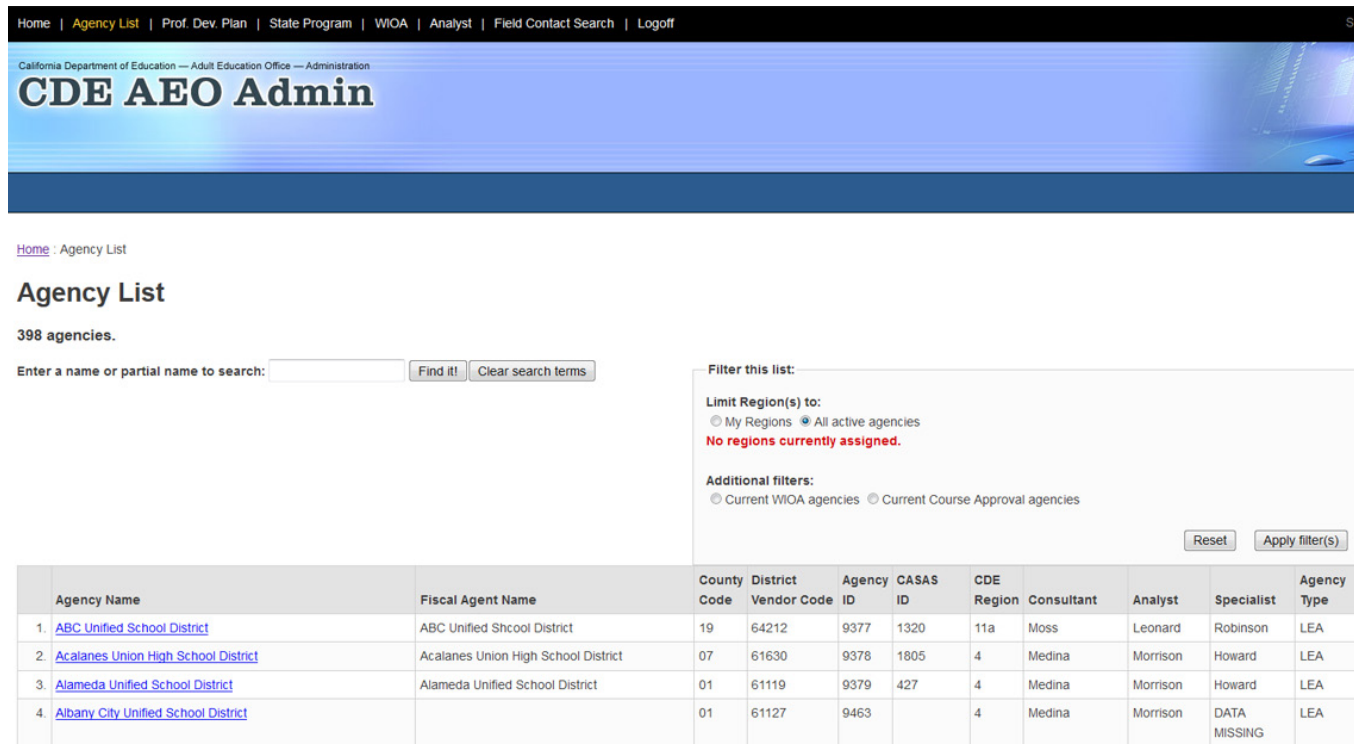
The CDE Staff Data Access administration area was developed to provide online access to CDE data by CDE AEO consultants and analysts. This site provides agency and site-level data and links to statistics, downloadable spreadsheets, and archived .PDF copies of online deliverable submissions. The site also provides access to course approval letters for stat apportionment. Additional features include information helpful for CDE analysts such as agency history and

analyst contact notes. The database behind the CDE AEO Admin site provides the following:

- Online access to CDE data for the CDE office and field staff;
- Agency and site level data;
- Archived copies of all online deliverables for WIOA, Course Approvals, the Technology Plan, and the Year End Attendance Report;
- Agency filter by funding and region;
- Totals and tracking statistics for deliverables.

### Provide Technology Support for CDE’s Online Application and Reporting Site (CA-OAR)

During 2016–17, eligible agencies were given the opportunity to participate in a competitive grant for WIOA funding. Although many of the applicants had been previously funded through WIOA, the competition required some updates to the infrastructure such as programming log-ins for new submitters. A new online application and an online scoring rubric were created and posted.



Home | Agency List | Prof. Dev. Plan | State Program | WIOA | Analyst | Field Contact Search | Logoff

California Department of Education — Adult Education Office — Administration

## CDE AEO Admin

Home : Agency List

### Agency List

398 agencies.

Enter a name or partial name to search:

Filter this list:

Limit Region(s) to:  
 My Regions  All active agencies  
**No regions currently assigned.**

Additional filters:  
 Current WIOA agencies  Current Course Approval agencies

Agency Name	Fiscal Agent Name	County Code	District Vendor Code	Agency ID	CASAS ID	CDE Region	Consultant	Analyst	Specialist	Agency Type
1. <a href="#">ABC Unified School District</a>	ABC Unified School District	19	64212	9377	1320	11a	Moss	Leonard	Robinson	LEA
2. <a href="#">Acalanes Union High School District</a>	Acalanes Union High School District	07	61630	9378	1805	4	Medina	Morrison	Howard	LEA
3. <a href="#">Alameda Unified School District</a>	Alameda Unified School District	01	61119	9379	427	4	Medina	Morrison	Howard	LEA
4. <a href="#">Albany City Unified School District</a>		01	61127	9463		4	Medina	Morrison	DATA MISSING	LEA

Exhibit 3.2

The OTAN staff provided technical support for using the CA-OAR via e-mail or phone call to any agency needing assistance. Support ranged from looking up user names and passwords to providing instructions on how to find previous agency plans on the OTAN Web site. Phone support ranged from 3 minutes to 45 minutes, with an average support call lasting 11 minutes. Support was provided 118 times for questions related to the following areas: Technology and Distance

Learning Plan, Course Approval, Year End Attendance Report, and WIOA questions related to technical aspects of the CA-OAR. Many of the calls OTAN previously received from WIOA constituents related to missed information shared by the CDE through OTAN communication channels. With the addition of an e-mail archive (with link for sharing attachments) included in the CA-OAR, adult education agency staff now access information from previously-sent messages and no longer need to contact OTAN.

During this contract year, the Grant Application, Grant Budget, Expenditure Claim Report and Annual Audit Status Certification were converted to .NET programming. Conversion will continue for the rest of the CA-OAR site. The list of upcoming WIOA deliverables were reviewed and updated. In addition, a Claim Payments section was added that helps agencies anticipate when a check should be received from CDE. The site interface was ‘refreshed’ with a more modern color scheme and background. An additional update included adding security certificates to all of the data management sites, changing the URLs from “http” to the more secure “https”.

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 2016.

### Maintain CDE’s Year End Attendance Report

The Year End Attendance Report was maintained with minor edits completed. The site is scheduled to be updated in OTAN’s 2017–18 contract.

Year End Attendance Report (YEAR)

July 1, 2016 — June 30, 2017

When you are done, press “Calculate Totals” at the bottom of the page to save your changes and continue with your submittal.

Enter your average daily attendance information as indicated below.

PROGRAMS	Total Enrollment	Hours of Attendance	Completions*	Not Served/Waiting List
<b>I. Adult Basic and Secondary Education</b>				
a . Adult Basic Education (ABE / K-8)	0	0	0	0
b . Adult Secondary Education (ASE / 9-12)	10	0	0	5
c . HSE Test Preparation	20	400	18	5
<b>II. English as a Second Language</b>				
d . English Language Acquisition (ELA)	20	3000	0	0
e . Citizenship Preparation	0	0	0	0
f . Civic Participation	0	0	0	0
<b>III. Career Technical Education</b>				
g . Agriculture and Natural Resources	0	0	0	0
h . Arts, Media and Entertainment	0	0	0	0
i . Building Trades and Construction	0	0	0	0
j . Education, Child Development, Family Services	0	0	0	0
k . Energy and Utilities	0	0	0	0
l . Engineering and Design	0	0	0	0
m . Fashion and Interior Design	0	0	0	0
n . Finance and Business	0	0	0	0
o . Health Science and Medical Technology	0	0	0	0
p . Hospitality, Tourism, and Recreation	0	0	0	0
q . Information Technology	0	0	0	0
r . Manufacturing and Product Development	0	0	0	0
s . Marketing, Sales, and Service	0	0	0	0
t . Public Services Industry	0	0	0	0
u . Transportation Industry	0	0	0	0
<b>IV. Social Literacy and Consumer Education</b>				
v . Independent Living Skills for Students with Disabilities	0	0	0	0
w . Parenting / Family / Aging Education	0	0	0	0
Total Duplicated Count	50	3400	18	10
Total Non-Duplicated Enrollment Count	0			

Exhibit 3.3

## Develop and Support the Technology and Distance Learning Plan

The Technology and Distance Learning Plan (TDLP) was updated for the new fiscal year. The site was opened for current reporting in September 2016. The database was updated with new fields and tables, all qualifying agencies were given access, and the Implementation Guide was updated with new information. Additional programming was provided to create logins for new agencies.

Staff responded to 42 messages from the new support box created specifically to address questions and issues related to the Technology and Distance Learning Plan housed within the CA-OAR. A tutorial was created with step-by-step instructions for completing the Technology and Distance Learning Plan.

California Department of Education  
WIOA, Title II: Technology and Distance Learning Plan  
Program Year 2017–18

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- [i / Technical Tips](#)
- [i / Questions & Answers](#)
- [I. / Implementation Guide](#)
- [II. / Sample Teacher Skills Assessment](#)
- [III. / Sample Learner Survey](#)
- [IV. / Teacher and/or Learner Logon information](#)
- [V. / Technology and Distance Learning Plan](#)
  - [A. / Progress Report](#)
  - [B. / Vision Statement](#)
  - [C. / Tech & DL Planning Team](#)
  - [D. / Funding Considerations](#)
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  - [G. / Goals, Outcomes, Evaluation](#)
  - [H. / Wrap-up and Resubmit](#)
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- [VII. / Teacher Skills Assessment Results](#)
- [VIII. / Previous Technology Plans](#)
- [IX. / Download your submitted plan](#)

### Getting Started – Technical Tips for Completing your Technology and Distance Learning Plan (TDLP)

[\[Printer-friendly copy\]](#)

#### Here are a few tips to help you complete your TDLP:

Navigating the application and saving your work:

- In the menu just to left of this text, sections marked with an "I" are just for your own information.
- In the menu, sections marked with checkboxes are required. When you complete a section, the checkbox will be marked off for you, to help you keep track of your progress.
- You may jump around and do the sections out of order. If you do, be sure to use the button at the bottom of the page to save your work.
- All fields are required.
- After you fill out anything, be sure to use the button at the bottom of each page to continue. This button saves your entries, and takes you to the next page. If you need to jump around to a different section, you may use links in the Table of Contents to do so, but be sure to save your entries first. Avoid using your browser's back button, as that may inadvertently overwrite your changes.
- If you would like to print out a draft copy of your work, you may use the "Wrap-up and Submit" link in the Table of Contents to do so. Draft copies will contain a watermark. To remove the watermark, submit your online application. After it is submitted online, you will have a final, formatted copy.
- If necessary, you may revise your TDLP. The TDLP will be open for completion and revisions until January 31, 2018.

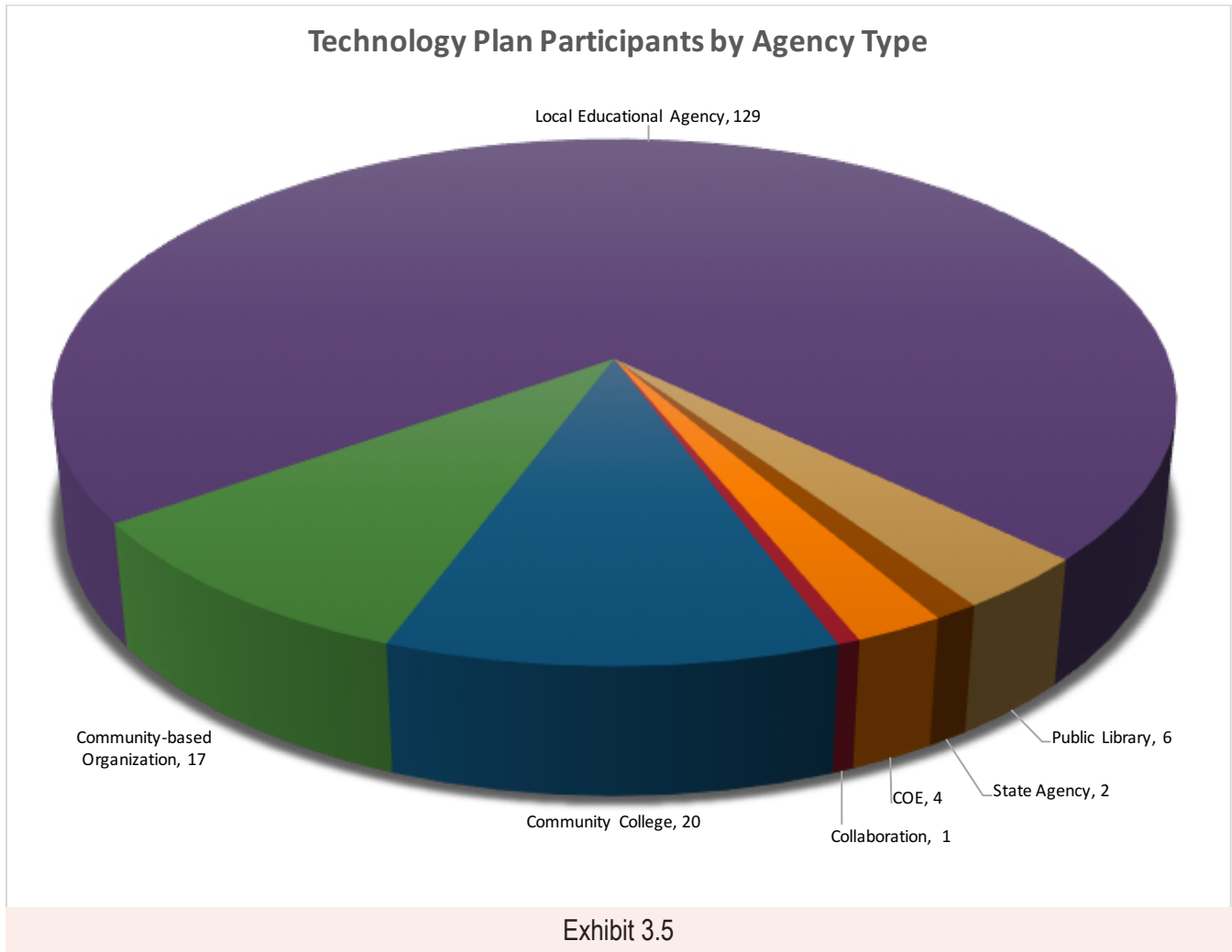
### Exhibit 3.4

*“You folks at OTAN are simply the best!”*

*– Diane Hurley, Consultant, Adult Education Office  
(California Department of Education)*



A total of 179 technology and distance learning plans were submitted, with Local Educational Agencies (LEAs) being the most dominant agency type.



Technology plan reviewers included staff from the AEO, staff from OTAN, and OTAN’s temp exempt contractors. The plans were read and scored separately by two reviewers and the scores were then averaged. If the final score for any agency was below passing, OTAN staff contacted the agency and provided any needed technical assistance (i.e., providing planning references and resources, phone consultation, connecting with agencies that have a history of success with technology and distance learning programs and planning). Once technical assistance was provided, the TDLP was re-submitted and re-reviewed.



California Department of Education  
WIOA, Title II: Technology and Distance Learning Plan  
Program Year 2017–18

Table of Contents

[Getting Started](#)

No plans have been assigned

[Administration](#)

Getting Started

[\[Printer-friendly copy\]](#)

Thank you for participating in the WIA, Title II: Technology and Distance Learning Plan review process. The Tech & DL Plans that have been assigned to you for review are listed below.

The Tech & DL Plan Review is divided into individual sections. Each section must be reviewed, but may be reviewed during different sessions and in the order most convenient for you.

**Do not click the "Review Complete" button until you are sure that you will not be making any changes to your review.** Once the "Review Complete" button has been clicked, no changes can be made to your review.

Currently

- agencies are assigned to you.
- reviews have been completed by you.
- agencies have not yet been reviewed.

Exhibit 3.6

## California Adult Education Provider Directory

All WIOA agencies have access to the CA-OAR site and update their own information.

The data collected on the CA-OAR site is used to refresh the Provider Directory database and make sure constituents receive accurate information when searching for an adult education program.

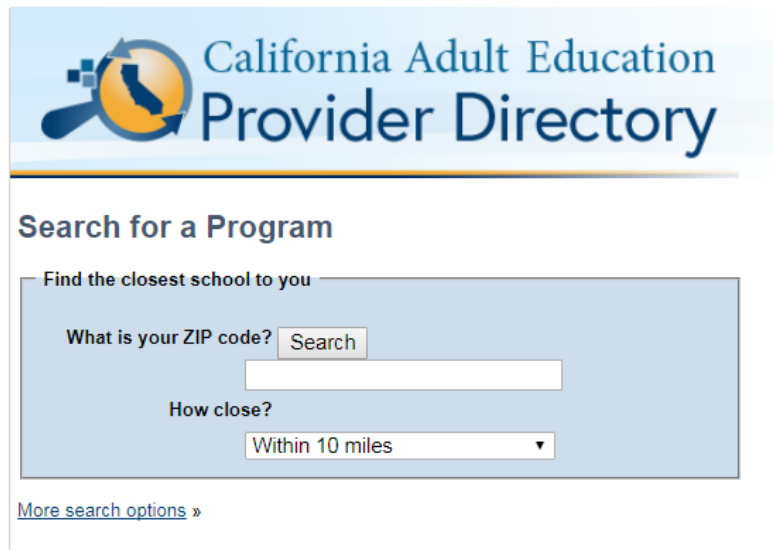


Exhibit 3.7

Adult learners looking for a program or school can search the Provider Directory from 10 to 100 miles of an entered zip code. Other search options include searching by telephone area code,

agency name, or by county. Information from a search will provide agency names, telephone numbers, and directions to the site. Many agencies have also include Web sites that provide additional information about enrollment and specific programs offered.

During 2016–17, the header and graphic elements of the California Adult Education Provider Directory (<https://www.otan.us/caaeproviders/>) was redesigned to give it an updated look.

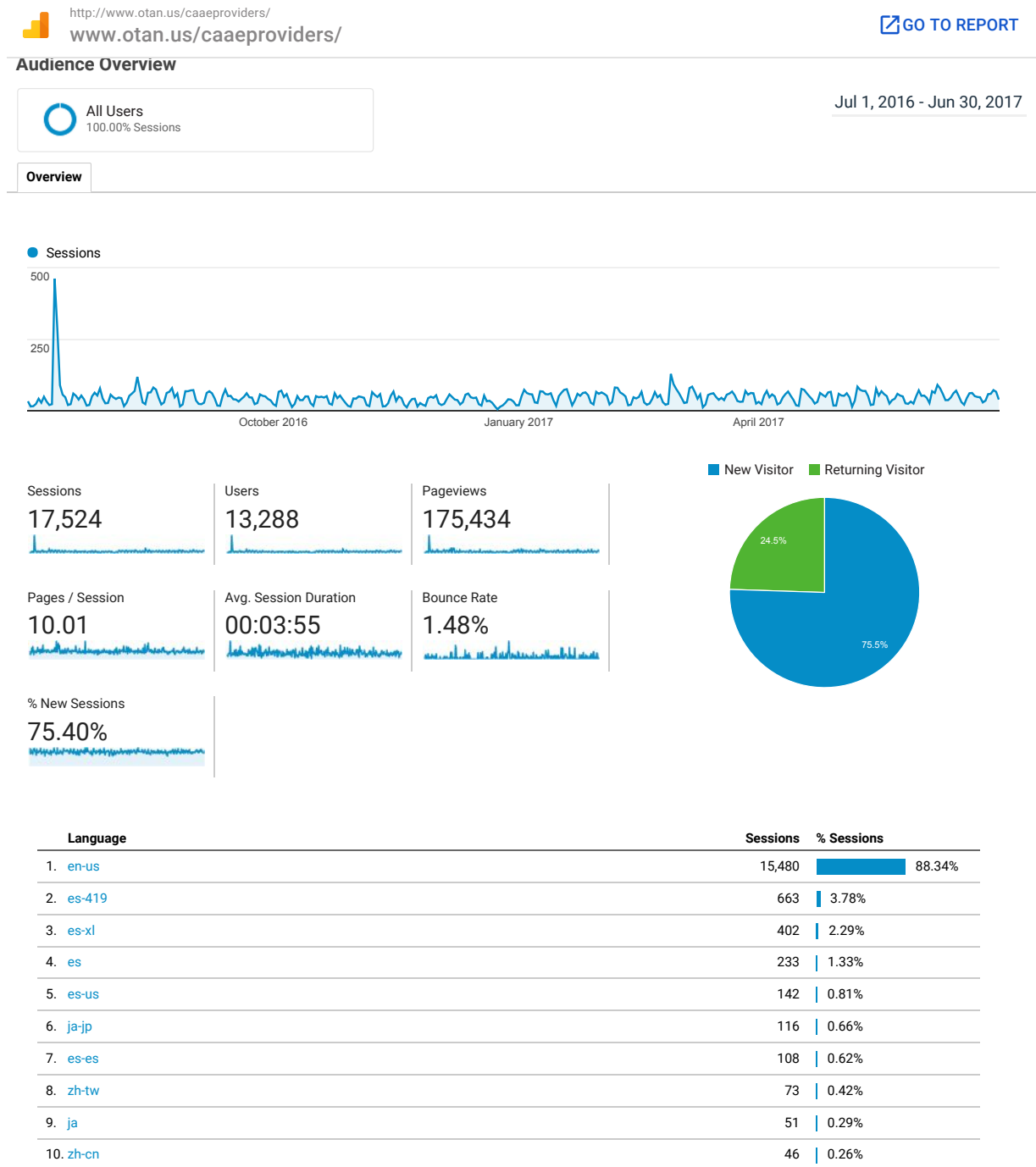


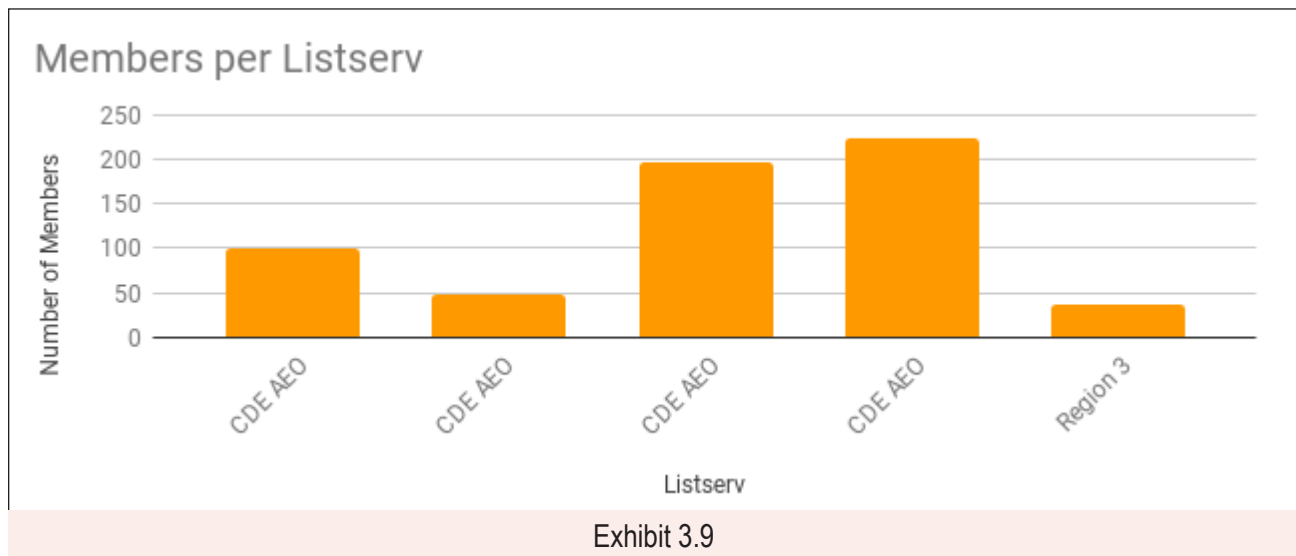
Exhibit 3.8

The Provider Directory allows information to be easily located by county, or within range of a specified zip code. Agency information is often linked to a map and directions to the site, as well as to the types of classes offered. In addition to OTAN staff using the Provider Directory to assist prospective adult learners, CDE AEO staff and the other state leadership projects also use it to help the general public wanting to know where they can obtain a high school diploma, career training, or other educational options.

From July 1, 2016–June 30, 2017, over 13,000 users accessed the Provider Directory.

### Collaboration Using E-mail Lists, Wikis, Directed E-mail, and Discussion Boards

OTAN maintains e-mail lists (listservs) for CDE, other leadership projects, and the field. Directed e-mail messages were requested by CDE AEO and by CALPRO during this contract year. Although OTAN maintains several discussion boards, this service was not requested during 2016–17.



Demand for and use of these lists has decreased dramatically. Most agencies and organizations have adopted alternate methods of connecting with their stakeholders. Social media sites such as Facebook, Twitter, LinkedIn, and private Web-based groups are rapidly becoming the primary way organizations communicate. Five lists had activity during this fiscal year, down from six the previous fiscal year. In those five lists, 45 messages were sent, and of those, only 20 messages were sent to lists moderated by the AEO for WIOA.

E-mails sent on behalf of the AEO and state leadership project partners were grouped into four broad categories: WIOA related, updates from the AEO, surveys, and information related to professional development opportunities.

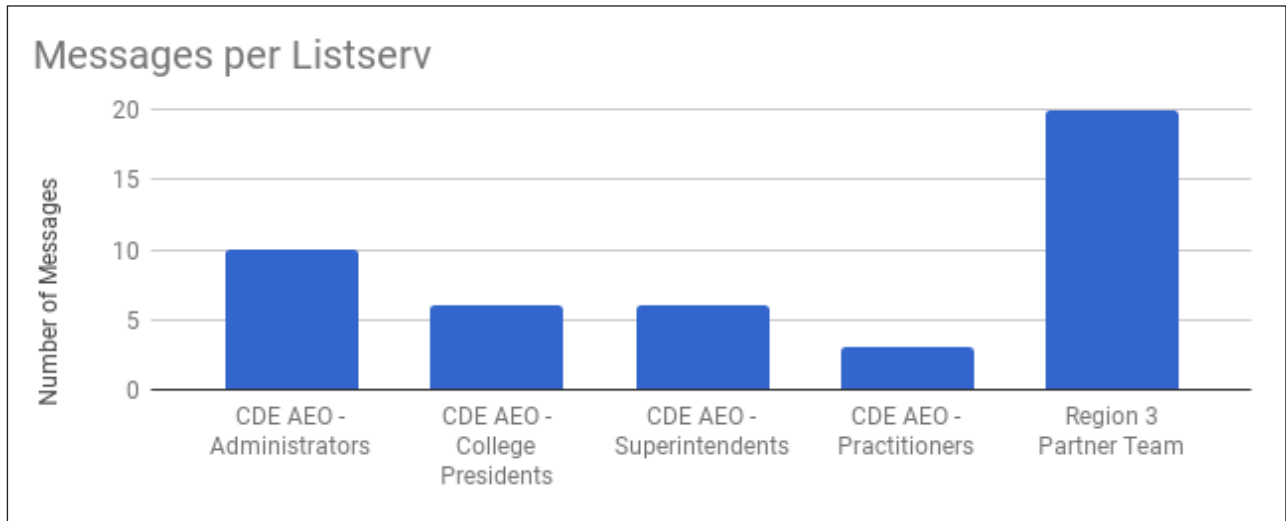


Exhibit 3.10

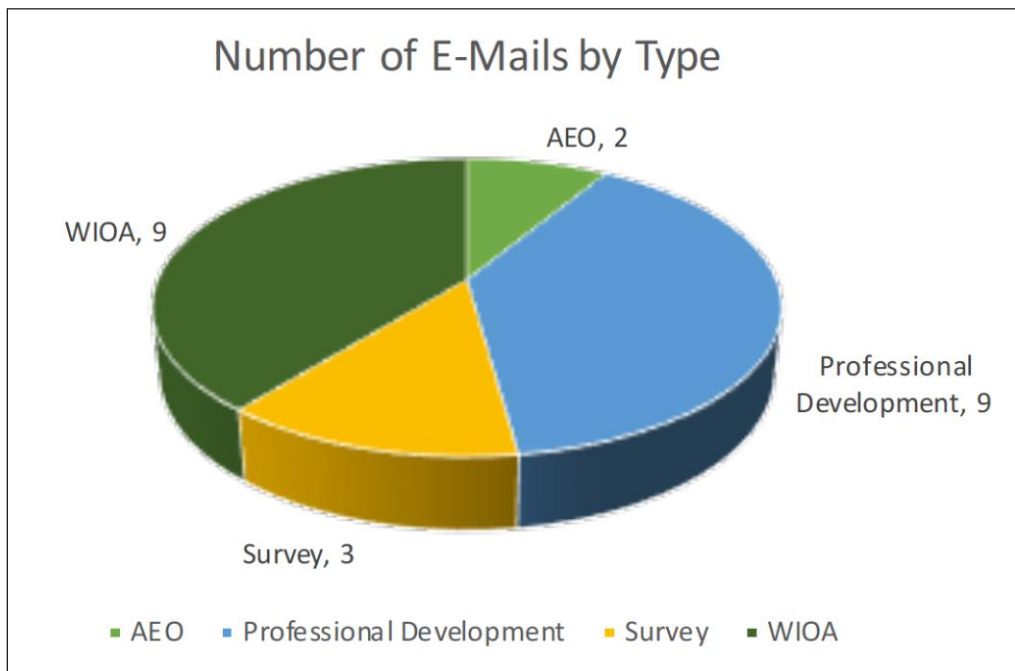
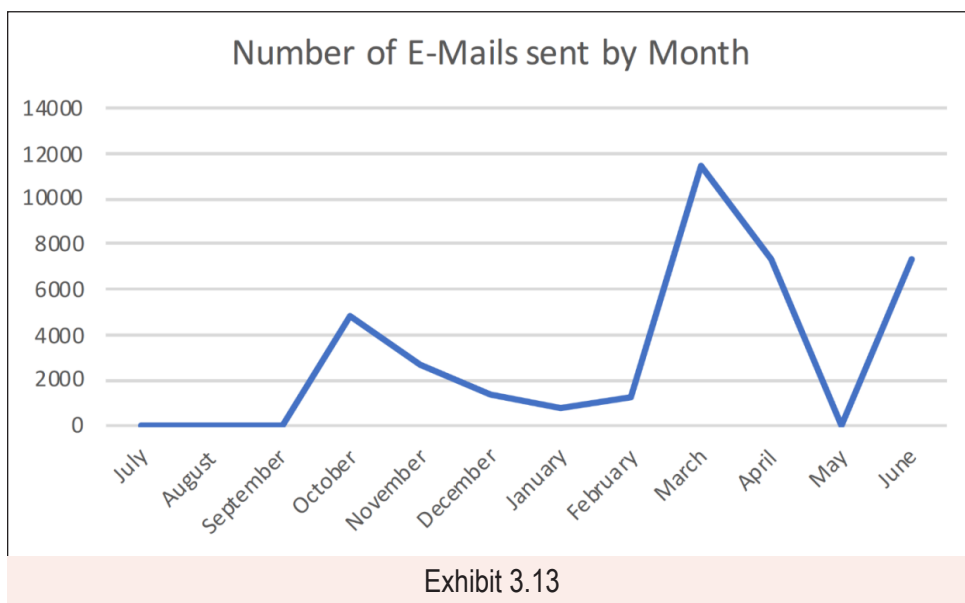
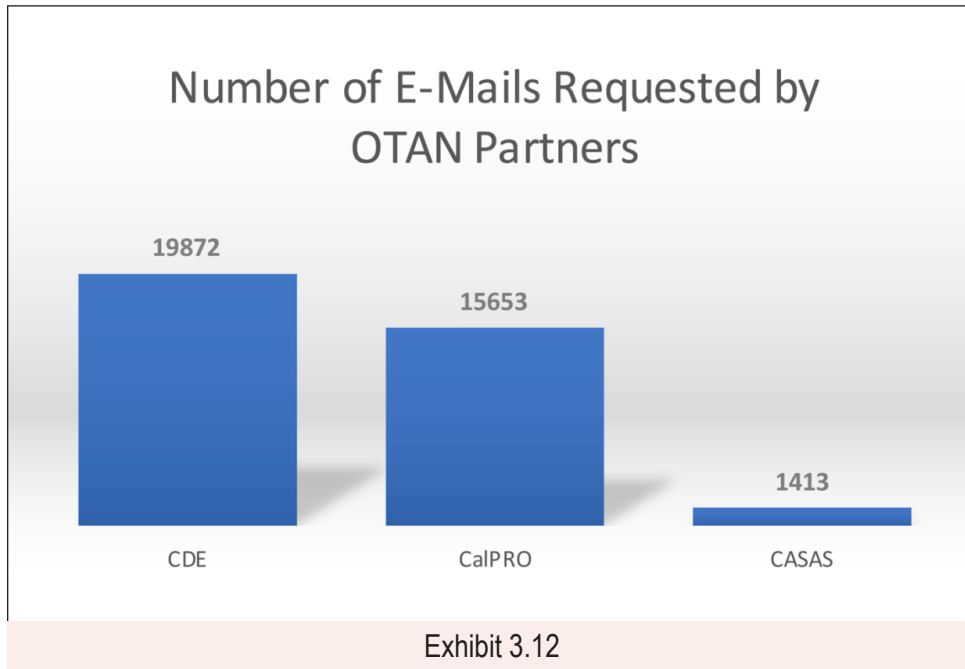


Exhibit 3.11

OTAN also provides direct, specialized e-mail for WIOA agencies and partners. These e-mails are by request and sent by OTAN on behalf of the AEO and partners. During this fiscal year, OTAN sent a total of 36,938 e-mails—19,872 on behalf of the AEO and the remainder on behalf of its leadership partners.






## **Respond to Requests from CDE and State Leadership Projects for Web sites and Digital Collaboration Tools as Needed**

OTAN staff responded to several requests for Web sites and digital collaboration tools during the 2016–17 contract year. Examples of requests included the following:

### **Additional data field added to the California Adult Education Professional Development Web site.**

The California Adult Education Professional Development Web site provides a one-stop training source for California adult educators (<https://www.otan.us/caaeproviders/> ). The site is hosted on OTAN’s Web site and includes training for all three of the State Leadership Projects. Adult educators can search for professional development in several different areas including:

- Online training
- Facilitated courses
- Webinars
- Self-directed courses
- Face-to-face training
- Meetings

An additional “Events & Conferences” section was included as a new search area this past year. As with the other areas, constituents will be able to search the new Events & Conferences section by date, by sponsor, and by time of day. Results can also be filtered by zip code.

### **One new listserv for WIOA stakeholders was created.**

Upon request from the AEO, a new listserv was created for WIOA stakeholders to ensure that important information needed by this group would be received in a timely manner.

### **Creation of new online application for competitive WIOA grant.**

Although the funding cycle did not start until July 1, 2017, a major effort went into the preparation, setting up of the database infrastructure, and programming for the competitive WIOA grant application and for the online review and scoring site. OTAN provided many hours of technical assistance to agency staff who were not familiar with completing a grant application online.


### **Collaborative tools for conducting training, webinars, and meetings was provided.**

OTAN purchased service licenses for Adobe Connect and for Zoom to be used by trainers from both CASAS and CALPRO. OTAN staff provided hands-on training in how to effectively use the collaboration tools and helped to set up and monitor the virtual rooms until the trainers were comfortable enough to take over.

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

Requests for data and reports from OTAN during the 2006–17 contract year included the following:

### From the AEO:

- Core Performance Survey e-mail blast to all WIOA-funded agencies.
- Survey related to statewide ESL and Citizenship enrollments for both WIOA and AEBG consortia (delivered to 1,586 recipients).
- Breakdown of costs for hosting and management of Technology and Distance Learning Plan and reviewer sites.
- Additional fields and sorting capability was added to AEO Analysts assignment page.
- Per request, a section was added on OTAN's main page to post OTAN annual reports. 2015-16 report posted: <http://www.otan.us/aboutus/index.cfm?fuseaction=annualreports&catid=35462> / 

### From State Leadership Projects:

- Provided OTAN update for CASAS end-of-year report on leadership projects.

## Collaborate with State Leadership Projects and Other Entities

OTAN staff participated in collaboration projects with a number of entities and continues to foster relationships with organizations and others who have similar interests in enhancing adult education programs. Collaborative efforts in 2016–17 included the following:

- Disseminating content to adult education agencies from The NROC Project's EdReady courseware for math and English skills.
- Presenting at The NROC Project's membership meeting.
- Providing expert advice and online resources to Cal-Fed for their Mobile Up texting project.
- Participating in World Ed online meetings to share with other states how California is serving adult educators.
- Partnering with the Association of California School Administrators to select and showcase outstanding adult learners through Students Succeed recognition program.
- Providing OTAN updates to be included in State Leadership Projects newsletters.
- Disseminating information, news items, and research briefs from State Leadership Projects to OTAN members.
- Participating in information webinars hosted by Project IDEAL (Informing and Designing

Education for all Learners).

- Assisting the Joyce Foundation with disseminating a survey designed to find out what population of adult learners was most likely to be enrolled in workforce training.
- Providing marketing messages on behalf of CALPRO through OTAN's social media channels to help boost attendance at various professional development institutes.
- Presenting at CALPRO's Adult Education Leadership Institute.
- Presenting at the CASAS Summer Leadership Institute and assisting with technology logistics.

**OTAN staff and temp exempt contractors provided education technology-related presentations at a number of adult education professional associations including:**

- California Association of Adult Education Administrators (CAAEA)
- California Council for Adult Education (CCAЕ) - regionals and state conference
- California Department of Corrections and Rehabilitation (CDCR)
- California Teachers of English to Speakers of Other Languages (CATESOL)
- California Workforce Association (CWA)
- Capital Adult Education Regional Consortium (CAERC)
- Commission on Adult Basic Education (COABE)
- Computer Using Educators (CUE)
- International Society for Technology in Education (ISTE)
- Leadership 3.0
- Open Badges

## Great Class Tech Tools to Use Tomorrow

Engage your learners on mobile devices and lead discussions and check for understanding. Experience engaging and energizing activities with tools such as Remind, Today's Meet, Quizizz Kahoot.it, Quizlet Live, and more; tools that adult ed teachers use effectively to support learning and community-building their classrooms.

Where: CCAE Bay Area, Saturday March 4th, 2017 8:30 a.m. - 2:30 p.m.

Presenter: Penny Pearson

Berkeley Adult School: <http://bas.berkeleyschools.net/about-bas/>

Find this handout here <https://goo.gl/54XZsM> 



Exhibit 3.14

- ACSA Summit 2017

ACSA Summit 2017 - Technology Tips for Administrators



Technology Tips, Demos,  
Time-savers, and Cool Tools!


Diana Batista, Director AE & AEBG-TAP  
Joyce Hinkson, Director, OTAN  
Penny Pearson, Coordinator  
Blair Roy, Project Specialist

<http://www.otan.us>

Slide 1

Google Slides

Exhibit 3.15



**Technology in Adult Ed.:  
Promising Practices and  
New Directions**

OTAN at CASAS Summer Institute 2017, Hyatt Regency, Orange County

Exhibit 3.16

## Maintain and Update CDE’s Course Approval Site

The Course Approval site is part of the CA-OAR site. For adult education agencies to receive apportionment, all courses must be approved by the CDE. The Course Approval site is the place for agencies to enter their course list and find descriptions and sample class outlines. Once approved by the CDE, an electronic certification of course approval will be issued to the agency. A course outline builder tool is also available.

For 2016–17, the course list was updated for CDE’s Course Approval Site for the new fiscal year. The database was updated with new fields for the fiscal year and all qualifying agencies were given the ability to submit a course approval request.

Course Approval Home
Select Courses
Review Course List
Request Approval
Approval Letters

[Index](#) » [Course Approval Home](#) » Program Areas

/courseApproval/index.cfm

Select, Delete, or Add Courses FY 2017-18

I. Academics	II. Career Technical Education
<a href="#">Adult Basic Education</a>	<a href="#">Agriculture and Natural Resources</a>
<a href="#">Adult Secondary Education / High School</a>	<a href="#">Arts, Media, and Entertainment</a>
<a href="#">Civic Engagement and ASE Electives</a>	<a href="#">Building Trades, Construction</a>
<a href="#">English as a Second Language</a>	<a href="#">Business and Finance</a>
	<a href="#">Education, Child Development, and Family Services</a>
	<a href="#">Energy, Environment, and Utilities</a>
	<a href="#">Engineering and Architecture</a>
	<a href="#">Fashion and Interior Design</a>
	<a href="#">Health Science &amp; Medical Tech</a>
	<a href="#">Hospitality, Tourism and Recreation</a>
	<a href="#">Information and Communication Technologies</a>
	<a href="#">Manufacturing and Product Development</a>
	<a href="#">Marketing, Sales and Service</a>
	<a href="#">Public Service</a>
	<a href="#">Transportation</a>

Exhibit 3.17

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

OTAN staff provided 42 instances of training and technical services to the CDE and to State Leadership Projects in 2016–17. A summary of training and services is listed below:

- An online application training for the competitive grant application was held at the Sacramento County Office of Education’s computer lab for staff from CDE’s Adult Education Office. Training included how to access and log in to the grant application, how to move through the different sections, and how to complete the scoring using the online rubric. Each online application was scored by two different readers. Several OTAN staff participated in the scoring process during February 2017.



- An overview and discussion of distance learning in California, current trends, and possible next steps was provided to selected CDE staff on October 6, 2016 at the Sacramento County Office of Education.
- Several OTAN staff participated in CDE’s New Administrator Training as presenters as well as providing the communication conduit to inform agencies of the event.
- Hands-on training in how to effectively use the online communication platforms Zoom and Adobe Connect was provided by OTAN to State Leadership Project staff members. OTAN staff acted as moderators for webinars and provided technical support for online trainings conducted by other State Leadership Projects. Adobe Connect and Zoom licenses purchased through OTAN are provided to the other State Leadership Projects.
- In response to a consultant from the AEO, OTAN staff provided photos and stories authorized by respective adult learners for the CDE lobby display to commemorate Adult Education Week. In addition, OTAN staff created posters and created a video of AEO Director, Christian Nelson, to promote the event.

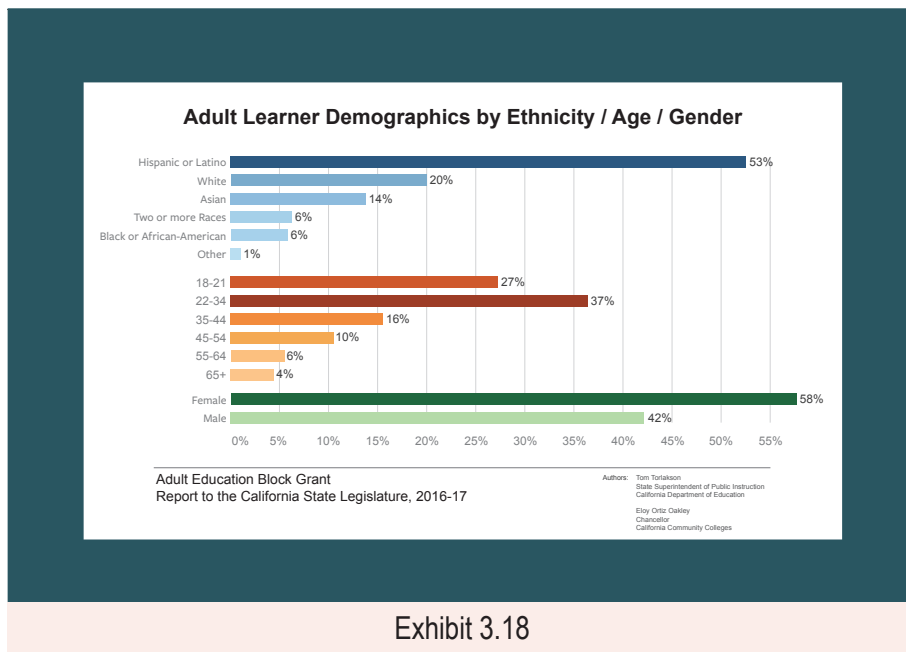


Exhibit 3.18



Exhibit 3.19

**Provide Information, Resources, and Technical Support**

<sup>1</sup> The original videos on the site were removed once the license agreement with a local television station expired. All additional instructional materials are still available on the site.

# Appendix A

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN160223  
July 1, 2016 – September 30, 2016

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN160223**  
 July 1, 2016 – September 30, 2016



<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p><b>Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services</b></p>	
<p>Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods</p>	<p>Provided 17 face-to-face workshops since July 1, 2016; 160 attendees and a 95% average attendance rate.                      Provided 13 online workshops; 111 attendees and a 74% average attendance rate.</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>Meeting scheduled, venue set, and OAC members contacted</p>
<p>Host the Digital Leadership Academy (DLAC)</p>	<p>Applications received and reviewed.                      Participants selected.</p>
<p>Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career</p>	<p>Three presentations were provided by OTAN staff this quarter.</p>
<p>Host One Technology and Distance Learning (TDL) Symposium</p>	<p>Date set and venue scheduled.</p>
<p>Leverage Statewide Licensing of Technology-based Content</p>	<p>NorthStar, Learn360, NROC - EdReady</p>
<p><b>Task #2 – Provide Information, Resources, and Technical Support</b></p>	

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Ongoing. OER MOOC facilitation – Fall 2016 scheduled.
Continue Development of Teaching with Technology (TwT)	No new resources added this quarter due to contract delay.
Maintain and Update the Lesson Plan Builder	Maintenance only. Redesign will start in November 2016.
Maintain and Update the Course Outline Builder	Maintenance only. Redesign will start in January 2017.
Maintain the California Distance Learning Project Web Site as Necessary to Keep it Functioning	Updated contact information.
Provide and Support OTAN-created Shared Courses	OTAN staff provided 11 Moodle support services this quarter.
Support Blended and Online Courses	Course revisions and updates are currently in the planning process.



OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Support for California Adult Educators in the Area of Online Learning	<p>Screencasts created by OTAN contributors were organized in a <a href="#">playlist</a>  OTAN's YouTube Channel. Ongoing support through social media postings and planning for DLAC.</p>
Vocational English as a Second Language (VESL) Materials	<p>Materials are being made accessible and available for free downloading.</p>
Conduct Curriculum Focus Webinars	<p>Identifying presenters in process.</p>
Support Online Curriculum Sites	<p>OTAN continues to support CDLP, NROC sites (EdReady, and online Math and English courses) and our learning management system – Moodle.</p>
Provide Online Support and Technical Assistance	<p>OTAN staff provided 107 instances of e-mail or phone support to constituents this quarter.</p>
Produce Annual Distance Learning Report	<p>Compiled, made accessible, and posted on OTAN Web site at: <a href="http://www.otan.us/about-us/reports/AnnualReport-Final15-16-Rev3-OnlineVersion.pdf">http://www.otan.us/about-us/reports/AnnualReport-Final15-16-Rev3-OnlineVersion.pdf</a> </p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Maintain, Expand, Update and Align the OTAN Web Pages	Checked all queries in contacts folder to make sure everything meets security parameters. Booth events scheduled. DACE presentation completed.
Market OTAN Services	First quarterly report submitted.
Submit Quarterly Reports to CDE	In process.
Submit OTAN Annual Report to CDE	
<b>Task #3 – Use Technology to Support the California Department of Education (CDE), the Adult Education Office, and State Leadership Projects</b>	
Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site	Created e-mail archive and link for sharing attachments.
Provide Technology Support for CDE’s Online Application and Reporting Site	Prepared 2016-17 WIOA Grant Budget and submitted it to CDE for review. Prepared and deployed 2015-16 WIOA AASC form. Created draft report of payments initiated for CDE tracking of WIOA payments.

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Maintain CDE's Year-End Attendance Report	Scheduled for April 2017.
Develop and Support the Technology and Distance Learning Plan	Updated for new fiscal year. Opened the Tech and DL site for current reporting in September 2016.
Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards	Sent a total of 1004 e-mails to the field on behalf of the AEO
Respond to Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed	Created new listserv for WIOA stakeholders.
Respond to Requests from CDE and State Leadership Projects for Data and Reports	Provided OTAN update for CASAS end-of-year report on leadership projects.
Collaborate with State Leadership Projects and Other Entities	NROC, Cal-Fed, World Ed, ACSA
Maintain and Update CDE's Course Approval Site	Scheduled for March/April 2017.
Provide Training and Technical Services to CDE and State Leadership Projects	Online/distance learning discussion with CDE/AEO staff scheduled for October 6, 2016.

# Appendix B

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN160223

October 1, 2016 – December 31, 2016

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN160223**  
 October 1, 2016 – December 31, 2016

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p><b>Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services</b></p> <p>Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods</p>	<p>Provided 11 face-to-face workshops since October 1, 2016; 154 attendees and a 95% average attendance rate.          Provided 6 online workshops; 42 attendees and a 66% average attendance rate.</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>Meeting held on October 13, 2016 with 32 attendees. Discussion topic added by Bob Harper to encourage OTAN to apply for CCCC grant</p>
<p>Host the Digital Leadership Academy (DLAC)</p>	<p>First face-to-face orientation and training held on October 20-21, 2016</p>
<p>Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career</p>	<p>Ongoing-OTAN continues to develop training and support for users of OTAN's EdReady site.</p>

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Host One Technology and Distance Learning (TDL) Symposium	Scheduled for March 10-11, 2017 at North Orange CCD, School of Continuing Education in Anaheim
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, EdReady purchased for use by WIOA-funded agencies.
<b>Task #2 – Provide Information, Resources, and Technical Support</b>	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Exploration of sharing LINC-developed, self-paced courses as applicable to integrating technology.
Continue Development of Teaching with Technology (TwT)	New resources are vetted and added each quarter.
Maintain and Update the Lesson Plan Builder	Maintenance only. Redesign will start in February 2017.
Maintain and Update the Course Outline Builder	Maintenance only. Redesign will start in March 2017.
Maintain the California Distance Learning Project Web Site as Necessary to Keep it Functioning	Removed product information.



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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Provide and Support OTAN-created Shared Courses	Ongoing. Temp exemptions hired to update courses as needed. Continued support and revision/maintenance of courses (Checking links, status of resources used, update as necessary.
Support Blended and Online Courses	Continued support through online training, OTAN YouTube channel (tutorials), email and phone support.
Provide Support for California Adult Educators in the Area of Online Learning	Ongoing. Support via face-to-face and online workshops. Reply to specific inquiries for research materials, web resources and others data as needed.
Vocational English as a Second Language (VESL) Materials	Materials are being made accessible and available for free downloading.
Conduct Curriculum Focus Webinars	Identifying presenters in process.
Support Online Curriculum Sites	Updated contact information on cdlponline.org site;

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Provide Online Support and Technical Assistance	OTAN staff provided 42 instances of e-mail or phone support to constituents this quarter.
Produce Annual Distance Learning Report	In process. New report template being developed.
Maintain, Expand, Update and Align the OTAN Web Pages	<p>Removed outdated photos from Web header queue, linked to updated photo database.</p> <p>Posted review process and rubric for scoring Students Succeed applications.</p> <p>Added direct link to OTAN online courses from OTAN front page.</p> <p>Added direct link to Students Succeed from OTAN front page.</p> <p>Updated OTAN staff photo page.</p>
Market OTAN Services	Provided OTAN training information for CASAS, CCAE, COABE, and ACSA Adult Education Council newsletters.


OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Submit Quarterly Reports to CDE	Second quarterly report submitted.
Submit OTAN Annual Report to CDE	Waiting to be processed at SCOE print shop.
<b>Task #3 – Use Technology to Support the California Department of Education (CDE), the Adult Education Office, and State Leadership Projects</b>	
Provide Programming and Hosting of CDE’s Adult Education Office’s Online Grant Applications and Reporting Site	Programmed new log-in for grant submitters. Created online scoring rubric,
Provide Technology Support for CDE’s Online Application and Reporting Site	Secured SCOE computer lab for February 2017 WIOA reader application training.  Met with CDE AEO team on December 19 to finalize online application updates and get feedback for edits.
Maintain CDE’s Year-End Attendance Report	Scheduled for April 2017.
Develop and Support the Technology and Distance Learning Plan	Sent deadline reminder message to all WIOA agencies with direct links for updating plan, teacher computer skills survey, and learner computer skills survey.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

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>10/6 – Sent e-mail blast for CALPRO about Evidence-based Writing Instruction in the ABE Classroom course.</p> <p>10/19 Sent directed CALPRO e-mail to specified regions regarding Postsecondary Transitions online course.</p> <p>11/17 – reviewed all e-mail lists and deleted lists that had no activity for two years (AE_Admins 2014; GEDHSEPrep)</p> <p>12/12 Sent CALPRO e-mail blast about Introduction to the English Language Proficiency Standards for Adult Education webinar.</p> <p>Created new listserv for WIOA stakeholders.</p>
<p>Respond to Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed</p>	

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Respond to Requests from CDE and State Leadership Projects for Data and Reports	<p>Provided adult learner stories and photos for CDE lobby display.</p> <p>Provided breakdown of costs for hosting and management of TDLP and reviewer sites.</p> <p>Added fields and sorting capability to AEO Analysts assignment page.</p> <p>Created section on OTAN main page to post OTAN annual reports. 2015-16 report posted: <a href="http://www.otan.us/about-us/index.cfm?fuseaction=annualreports&amp;catid=354">http://www.otan.us/about-us/index.cfm?fuseaction=annualreports&amp;catid=354</a> </p>
Collaborate with State Leadership Projects and Other Entities	NROC, Cal-Fed, World Ed, ACSA
Maintain and Update CDE's Course Approval Site	Scheduled for March/April 2017.
Provide Training and Technical Services to CDE and State Leadership Projects	10/6 Online/distance learning discussion with CDE/AEO and OTAN staff

# Appendix C

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
Progress Report, Contract # CN160223  
January 1, 2017 – March 31, 2017



**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN160223**  
 January 1, 2017 – March 31, 2017

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<b>Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services</b>	
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods	Provided 12 face-to-face this quarter to 92 attendees. Provided 13 online workshops and meetings to 100 attendees.
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 October 13, 2016 with 32 attendees. Discussion topic added by Bob Harper to encourage OTAN to apply for CCCCD grant.
Host the Digital Leadership Academy (DLAC)	Second face-to-face training held on January 26-27, 2017.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	Ongoing-OTAN continues to develop training and support for users of OTAN's EdReady site.
Host One Technology and Distance Learning (TDL) Symposium	Held March 10-11, 2017 at North Orange CCD, School of Continuing Education in Anaheim

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, EdReady purchased and used by WIOA-funded agencies.
<b>Task #2 – Provide Information, Resources, and Technical Support</b>	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Exploration of sharing LINC-developed, self-paced courses as applicable to integrating technology.
Continue Development of Teaching with Technology (TwT)	New resources are vetted and added each quarter.
Maintain and Update the Lesson Plan Builder	Maintenance only. Redesign began in February 2017.
Maintain and Update the Course Outline Builder	Maintenance only. Redesign began in March 2017.
Maintain the California Distance Learning Project Web Site as Necessary to Keep it Functioning	Removed product information.

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Provide and Support OTAN-created Shared Courses	Ongoing. Temp exempts hired to update courses as needed. Continued support and revision/maintenance of courses (Checking links, status of resources used, update as necessary.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Support Blended and Online Courses</p>	<p>Through input from the field and our advisory committee, OTAN updated the third course, of Putting English to Work (PETW 3), to provide the same content by scripting, recording, editing and uploading related audio files for each of the 24 units in the course. This additional content aligns with the course topics and provides continuity between the courses. The addition of audio files provides learners with the same types of activities and language practice the other two courses provide. OTAN anticipates releasing and sharing this course next year.</p> <p>Continued support through online training, OTAN YouTube channel (tutorials), email and phone support.</p>

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

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Support for California Adult Educators in the Area of Online Learning	Ongoing. Support via face-to-face and online workshops. Reply to specific inquiries for research materials, web resources and others data as needed.
Vocational English as a Second Language (VESL) Materials	Materials are being made accessible and available for free downloading.
Conduct Curriculum Focus Webinars	Last curriculum focus webinar was completed on April 11, 2017, fulfilling the contract deliverable.
Support Online Curriculum Sites	Updated contact information on cdlponline.org site
Provide Online Support and Technical Assistance	OTAN staff provided 180 instances of e-mail or phone support to constituents this quarter.
Produce Annual Distance Learning Report	New report template developed. Data received from CASAS and data from agencies' Technology and Distance Learning Plans will be incorporated into report.

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p>Maintain, Expand, Update and Align the OTAN Web Pages</p>	<p>Removed non-functioning links from Distance Learning section of Web site.</p> <p>Added new photos to rotating image option on main OTAN Web page.</p> <p>Repaired broken link to archived reports and added new link for Distance Learning reports.</p>
<p>Market OTAN Services</p>	<p>Provided OTAN training information for CASAS, CCAE, COABE, and ACSA Adult Education Council newsletters.</p> <p>Provided OTAN information at ACSA Adult Education Leadership Council meeting and CAERC meeting.</p>
<p>Submit Quarterly Reports to CDE</p>	<p>Third quarterly report submitted.</p>
<p>Submit OTAN Annual Report to CDE</p>	<p>In progress</p>



OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>Task #3 – Use Technology to Support the California Department of Education (CDE), the Adult Education Office, and State Leadership Projects</b></p>	
<p>Provide Programming and Hosting of CDE's Adult Education Office's Online Grant Applications and Reporting Site</p>	<p>Completed programming for online application and online scoring.</p>
<p>Provide Technology Support for CDE's Online Application and Reporting Site</p>	<p>Completed online application and first round of online scoring.</p>
<p>Maintain CDE's Year-End Attendance Report</p>	<p>In progress.</p>
<p>Develop and Support the Technology and Distance Learning Plan</p>	<p>Sent deadline reminder message to all WIOA agencies with direct links for updating plan, teacher computer skills survey, and learner computer skills survey.</p>
<p>Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards</p>	<p>1/23 – Sent e-mail blast for CALPRO Webinars for Instructors</p> <p>2/7 -- Sent e-mail blast for CALPRO Professional Learning Opportunities</p> <p>2/14 electronically distributed CALPRO's monthly e-mail broadcast with selected strategies and resources.</p>

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<p>Respond to Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed</p>	<p>3/24 Sent ESL and Citizenship Enrollment Rate Survey to AE constituents for CDE AEO.</p> <p>3/15 CALPRO research-Based Practices</p> <p>3/01 CALPRO Research-Based Practices</p> <p>2/17 Core Performance Survey for CDE AEO</p> <p>2/17 Plazas Comunitarias for CDE AEO</p> <p>2/07 Professional Learning Opportunities from CALPRO</p>

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Respond to Requests from CDE and State Leadership Projects for Data and Reports	<p>Created and posted electronic application for CA-OAR site.</p> <p>2/21 – OTAN staff assisted with reading and scoring of WIOA grant applications.</p> <p>2/15 – Core Performance Survey e-mail blast for CDE to all WIOA-funded agencies</p> <p>3/21 Developed survey for AEO related to ESL and citizenship enrollments statewide (both WIOA and AEBG Consortia).</p> <p>3/23 AEO survey delivered to 1,586 recipients.</p>
Collaborate with State Leadership Projects and Other Entities	NROC, Cal-Fed, World Ed, ACSA, Project IDEAL
Maintain and Update CDE's Course Approval Site	Scheduled for March/April 2017.
Provide Training and Technical Services to CDE and State Leadership Projects	Online application training provided.

# Appendix D

Outreach and Technical Assistance Network

Sacramento County Office of Education

Progress Report, Contract # CN160223

April 1, 2017 – June 30, 2017

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN160223**  
 April 1, 2017 – June 30, 2017

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
<b>Task #1 – Provide Distance Learning and Technology-integration Training and Technology-related Capacity-building Services</b>	
Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars and Other Delivery Methods	Provided 13 face-to-face trainings this quarter to 205 attendees. Provided 8 online workshops and meetings to 52 attendees.  Hosted Training of Trainers to cross-train participants on OTAN workshops – June 21-23.
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 October 13, 2016 with 32 attendees. Next OAC meeting scheduled for October 5, 2017.
Host the Digital Leadership Academy (DLAC)	All three DLAC training sessions were completed in May 2017.
Provide Training and Technical Assistance to Expand Access to Online Math Curriculum for Transitioning Students from School to Career	Ongoing-OTAN continues to develop training and support for users of OTAN's EdReady site.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Host One Technology and Distance Learning (TDL) Symposium	Held March 10-11, 2017 at North Orange CCD, School of Continuing Education in Anaheim. Planning in process for 2018 TDLS.
Leverage Statewide Licensing of Technology-based Content	NorthStar, Learn360, NROC, EdReady purchased and used by WIOA-funded agencies.
<b>Task #2 – Provide Information, Resources, and Technical Support</b>	
Research and Share Information on Emerging Technologies	Ongoing
Identify, Research, Compile, and Share Online and Open Educational Resources (OER)	Exploration of sharing LINC-developed, self-paced courses as applicable to integrating technology. OER shared during OTAN conference presentations.
Continue Development of Teaching with Technology (TwT)	New resources are vetted and added each quarter.
Maintain and Update the Lesson Plan Builder	Lesson Plan Builder update completed June 2017.



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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Maintain and Update the Course Outline Builder	Course Outline Builder update completed June 2017.
Maintain the California Distance Learning Project Web Site as Necessary to Keep it Functioning	Removed product information and updated contact information.
Provide and Support OTAN-created Shared Courses	Ongoing. Temp exempts hired to update courses as needed. Continued support, revision, and maintenance of courses (Checking links, status of resources used, update as necessary.
Support Blended and Online Courses	Continued support and promotion of the Putting English to Work (PETW) course were provided through email, online workshops, conference presentations and phone calls.  Continued support through online training, OTAN YouTube channel (tutorials), email and phone support.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Provide Support for California Adult Educators in the Area of Online Learning	Ongoing. Support via face-to-face and online workshops. Reply to specific inquiries for research materials, web resources and others data as needed.
Vocational English as a Second Language (VESL) Materials	Four VESL materials were requested and posted this quarter. Each package was made accessible and available for free downloading.
Conduct Curriculum Focus Webinars	The third of 3 webinars was completed on April 11, 2017, fulfilling the contract deliverable.
Support Online Curriculum Sites	Ongoing
Provide Online Support and Technical Assistance	OTAN staff provided 5 mass e-mails for CDE this quarter for a total of 11,066 messages. OTAN provided one mass e-mail for CALPRO to 4,062 constituents. OTAN sent 5 mass e-mails to OTAN members for a total of 10,119 messages this quarter.

OTAN/SCOE PROGRESS REPORT CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
Produce Annual Distance Learning Report	New report template developed. Data received from CASAS and data from agencies' Technology and Distance Learning Plans will be incorporated into report.  Ongoing.
Maintain, Expand, Update and Align the OTAN Web Pages	
Market OTAN Services	Provided OTAN training information for CASAS, CCAE, COABE, and ACSA Adult Education Council newsletters.  Provided OTAN information at ACSA Adult Education Leadership Council meeting and CAERC meeting.
Submit Quarterly Reports to CDE	Fourth quarterly report submitted.
Submit OTAN Annual Report to CDE	In progress
<b>Task #3 – Use Technology to Support the California Department of Education (CDE), the Adult Education Office, and State Leadership Projects</b>	

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Provide Programming and Hosting of CDE's Adult Education Office's Online Grant Applications and Reporting Site	Completed programming for online application and online scoring.
Provide Technology Support for CDE's Online Application and Reporting Site	Completed online application and first round of online scoring.
Maintain CDE's Year-End Attendance Report	In progress.
Develop and Support the Technology and Distance Learning Plan	Sent deadline reminder message to all WIOA agencies with direct links for updating plan, teacher computer skills survey, and learner computer skills survey.
Provide Opportunities for Agencies to Collaborate Using E-mail Lists, Wikis, Directed E-mail and Discussion Boards	6/17 – Sent e-blast for CALPRO related to Designing Programs for Adults with Learning Disabilities to 3,530 administrators and teachers.  6/28 -- Sent e-blast for CALPRO related to Career Pathways Programming for Lower-Skilled Adults and Immigrants to 532 administrators and teachers.

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

<b>OBJECTIVES AND MAJOR TASKS</b>	<b>STATUS</b>
Respond to Requests from CDE and State Leadership Projects for Web Sites and Digital Collaboration Tools as Needed	4/6 Videotaped Chris Nelson for AE Week at CDE.
Respond to Requests from CDE and State Leadership Projects for Data and Reports	Created and posted electronic application for CA-OAR site.
Collaborate with State Leadership Projects and Other Entities	NROC, Cal-Fed, World Ed, ACSA, Project IDEAL
Maintain and Update CDE's Course Approval Site	Course Approval site was updated.
Provide Training and Technical Services to CDE and State Leadership Projects	Online application training provided.

# Appendix E

Digital Leadership Academy  
(DLAC)

Year One Report  
and

Coach Biographies and Agendas  
2016–2017





## Digital Leadership Academy (DLAC)

The Outreach and Technical Assistance Network (OTAN) has a long history of providing professional development, resource and technical support to adult education agencies and educators for over 25 years. Services provided include online workshops and face-to-face training in promising practices for technology integration, online and blended learning resources and training, electronic collaboration, educational resources and much more. In keeping with changing technologies, new research and advances in professional development and in an effort to ensure our adult educators have access to quality professional growth, the OTAN announces a new opportunity for adult education agencies, including their administrators and teachers, through the **Digital Leadership Academy (DLAC)**. This new program will combine the OTAN's previous Academies (Technology Integration Mentoring Academy and the Online Teaching Academy) and offer the program for a full two years to ensure agencies can meet projected goals.

The **Digital Leadership Academy** will assist agencies in meeting their technology integration, or online or blended teaching goals. The program is designed to be flexible in how agencies can best use the resources offered by the OTAN to support their own agency goals. DLAC will be aligned to the Technology and Distance Learning Technology Plan filed by all WIOA funded adult education agencies.

### **The following is the project timeline for 2016-2018:**

#### *Year One*

- **Professional development days in Sacramento**
  - October 20–21, 2016 (Thursday and Friday)
  - January 26–27, 2017 (Thursday and Friday)
  - May 18–19, 2017 (Thursday and Friday)
- **Online DLAC project meetings on Fridays, 12:30–2:30 p.m.**
  - December 9, 2016
  - February 24, 2017
  - April 14, 2017
  - June 23, 2017 (took place March 11, 2017 during Technology and Distance Learning Symposium)
- **Online meetings and communication for teams with the OTAN staff and/or coach throughout the year (flexible times)**
- **Online coursework and tutorials customized to team's needs (throughout the year, 10–40 hours)**

- **Attending select local, regional, or state conferences**
  - Technology and Distance Learning Symposium, March 10–11, 2017 in Anaheim
  - Other conferences as appropriate
- **At school sites**
  - Continuous team work on development of project goals
  - Visits by coaches and OTAN staff (up to three times, TBD)
  - Complete DLAC data collection forms as needed

### **Year Two**

- **Professional development days in Sacramento**
  - October 12–13, 2017 (Thursday and Friday)
  - May 17–18, 2018 (Thursday and Friday)
- **Online DLAC project meetings on Fridays, 12:30–2:30 p.m.**
  - December 1, 2017
  - February 16, 2018
  - April 13, 2018
  - June 15, 2018
  - Technology and Distance Learning Symposium, **March 9–10, 2018**, Napa Valley Adult School.
- **Online meetings and communication for teams with OTAN staff and/or coach throughout the year (flexible times)**
- **Online coursework and tutorials customized to team's needs (throughout the year, 10–40 hours)**
  - Attending select local, regional, or state conferences
  - Technology and Distance Learning Symposium, March, 2018 in the San Francisco Bay area
  - Other conferences as appropriate
- **At school sites**
  - Continuous team work on development of project goals
  - Visits by coaches and OTAN staff (up to three times, TBD)

Participating agencies provided a mid-project report in May 2017. All presentations are available to review on the OTAN's YouTube Channel (<https://goo.gl/kWk77x>) .

*Table 1 List of Participating Agencies and Team Members for Digital Leadership Academy*

<b>Baldwin Park Adult &amp; Community Education (Baldwin Park Unified School District)</b>	
	Jessica Bayardo, Debbie Jensen, Mark Steimle
<b>Catholic Charities of the Diocese of Santa Rosa</b>	
	Jacquelyn Ellis, Valerie Winkler
<b>Clovis Adult School (Clovis Unified School District)</b>	
	Courtney McMahon, Mickey Obermire, Lila Young
<b>Napa Adult School (Napa Valley Unified School District)</b>	
	Peter MacDonald, Lori-Leanne Parris, Peggy Squires (Lori Gonzales)*
<b>National City Adult School (Sweetwater Union High School District)</b>	
	Renee Small, Diana Vera-Alba
<b>Oakland Adult School (Oakland Unified School District)</b>	
	Suzanne Ludlum, Jeri Zowjah-Malik
<b>San Diego Community College District</b>	
	David Holden, Stephanie Thomas, Cindy Wislofsky (Michelle Fischthal*)
<b>San Mateo Adult School (San Mateo Union High School District)</b>	
	Deep Bhullar, Carol Gonella (Gia Capadona*)
<b>*(Original team member)</b>	

In May of 2018 all DLAC participating groups will present their final reports outlining the progress, challenges and successes for program development and learner gains. A summary of all presenters and their projects will be included in the 2017–2018 Annual.

### Exhibits:

Sweetwater: <https://photos.app.goo.gl/E29t7nouy5zmlSbd2> 

Baldwin Park: <https://photos.app.goo.gl/jySKpiRQpIVIX3nC3> 

Napa Valley AS <https://photos.app.goo.gl/WtmoAW5JzEVyUJXx2> 

## **DLAC Coach biographies and agendas**

### **Nada Anasseri, Sutter County Office of Education**

Neda Anasseri is the coordinator of Adult Ed./WIOA II programs for Sutter County Office of Ed. Where she practices her training, teaching, and program development experience. Neda also assists the CA Department of Education's Leadership Projects (CASAS and OTAN) in delivering trainings and coaching agencies throughout CA with data, accountability, and education technology. Neda is an OTAN TIMAC 2014 completer and currently a Digital Leadership Project Coach. Neda found her true drive and passion in Adult Education. After earning her undergrad she knew she wanted to grow in the adult education field so she prepared and earned a teaching credential and taught in the ABE, ASE, and ESL adult education classroom.

### **Anthony Burik, Mt. Diablo Adult Education**

Anthony Burik is the ESL/Family Literacy/Citizenship Coordinator for Mt. Diablo Adult Education in the San Francisco Bay Area. At MDAE, he has also worked as an ESL teacher, Distance Learning teacher, EL Civics Project Leader, and GED test administrator, managing its GED testing center and helping open its current PearsonVUE test center. He is an active MDAE participant in the Contra Costa County Adult Education Consortium (CCCAEC). He has been an OTAN presenter and trainer since September 2014. He was also a participant in OTAN's Online Teaching Academy (OTAC) in 2013-2014. Anthony has been active in CATESOL, a statewide professional development association for ESL K-adult professionals, at the local and state levels. He currently serves on the Board of Directors as Outreach Coordinator, a new position he proposed to encourage more ESL professionals to join CATESOL and get current members to be more active within the organization.

### **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. As an ABE instructor, Susan integrated technology into her class daily. She believes that technology projects build students' self-esteem and pride. When her district suddenly installed new software on all classroom computers, she created short screencasts to help teachers and students learn MS Office 2007. Microsoft Word was presented as a series of screencasts and documents to practice their skills. PowerPoint was presented as a series of screencasts called Mission Technology. As a Technology Integration Mentor, Susan helped her colleague create an interactive Web site which includes links to search engines, dictionaries, translators, bus schedules, online maps, and the county library system. Students use the Web site both in class and at home to study vocabulary words or to practice skills they learn in class. Susan has been featured in OTAN newsletters and OTAN videos describing how she effectively uses technology in her teaching. Susan currently writes articles for OTAN's Teachers' Digest and Web-based activities for OTAN's Teaching with Technology resource. She is also an OTAN presenter and trainer.

**Susan Gaer, Santa Ana College School of Continuing Education**

Susan Gaer was the founder of TIMAC. She is jokingly referred to as the mother founder. Susan is a full time professor of ESL at Santa Ana College. She has taught in ASE, ABE and ESL for more than 40 years. Susan has been integrating technology into her instruction since 1989. She is also an OTAN trainer, author and frequent presenter for COABE, CCAE, CATESOL and TESOL. She is currently President-Elect of CATESOL and will be Professor Emeritus at Santa Ana College on December 21.



Jessica Bayardo, Debbie Jensen, Susan Gaer (Coach)  
Mark Steimle  
*Baldwin Park Adult & Community Education  
(Baldwin Park Unified School District)*



Valerie Winkler, Anthony Burik (Coach), Jacquelyn Ellis,  
*Catholic Charities of the Diocese of Santa Rosa*



(Lori Gonzales\*), Nada Anasseri (Coach)Peggie Squires  
Peter MacDonald (not pictured), Lori-Leanne Parris (not  
pictured)  
*Napa Adult School (Napa Valley Unified School District)*



Lila Young, Courtney McMahon, Mickey Obermire, Susan  
Coulter (Coach)  
*Clovis Adult School (Clovis Unified School District)  
(Baldwin Park Unified School District)*





Renee Small, Diana Vera-Alba Susan Coulter (Coach),  
National City Adult School  
(Sweetwater Union High School District)



Jeri Zowjah-Malik, Anthony Burik (Coach),  
Suzanne Ludlum,  
Oakland Adult School (Oakland Unified School District)



Cindy Wislofsky, Susan Gaer (Coach) Stephanie Thomas  
Michelle Fischthal\* & David Holden (not pictured)  
San Diego Community College District



Carol Gonella, Nada Anasseri (Coach) (Gia Capadona\*)  
San Mateo Adult School  
(San Mateo Union High School District)

## Agenda – Day 1 & 2 October 20 & 21, 2016

### Phone Calls to Administrators (Wednesday, October 12, 2016)

Sample [e-mail message with questions and the link to the sign-up form.](#) 

**Training Days 1 & 2 location: Sacramento County Office of Education**  
[maps and directions](#) 


- Thursday : Room C for meeting. Library meeting room for lunch
- Friday: Room C for Meeting. Room D for lunch.
- Computer lab both days.





DLAC teams and OTAN staff working on the first meeting day

### Agenda - Day 1 (Thursday October 20, 2016)

- **10:00-10:30 a.m.**  
Welcome, Housekeeping (bathrooms, meals & agenda)  
String Stories
- **10:30-11:00 a.m.**  
Icebreaker & Anyone Can Learn - a video by Kahn Academy  
<https://youtu.be/JC82II2cjqA> 

Sal Kahn interview with Carol Dweck about the Growth Mindset  
<https://youtu.be/wh0OS4MrN3E> 

➔ **11:00 a.m.- 12:30 p.m.**

Presentation/Workshop: Goal of DLAC (or why you're here) To increase the effective use of educational technology and define what is being accomplished in terms of increasing learners digital skills. Educational Technology encompasses both distance/blended learning and integration in the classroom.

- What we need from you (a facilitated conversation):
  - What is important now? (what are the priorities of your agencies? This is your opportunity to tell us what to do, what you need to meet your goals.)
  - How can technology serve us and our learners?
- More about DLAC and tying to your goals and needs:
  - Timeline (first year only)
  - Deliverables (supplies provided)
    - Articulate goals in the TDLP (due by 1/31/2017)
- **Work with colleagues/administrators/learners to accomplish those goals**
  - Participate in online meetings for project updates and consult with coaches
  - Share successes/challenges (social media, video clips, conference presentations, local news and public service announcements)
  - Coordinate site visits with Coach and OTAN staff
  - Distance Learning 101 (implementation plan)
  - OTAN membership (required)
- Resources
  - OTAN's Moodle course (our electronic meeting place, eTextbook and resource repository. Go here first!)
  - OTAN's Adobe Connect
  - Atomic Learning - for your personal development
  - Facebook Group (optional)

➔ **12:30-1:30 p.m.**








Working lunch - Reimbursement (Cheryl) - What's for lunch?


➔ **1:30-3:00 p.m.**

In the lab: StrengthsFinder assessment. (In the DLAC Moodle Course)  
Digital Literacy Skills and WIOA

- **3:00-3:45 p.m.**  
IDEAL Consortium DL 101 Course Orientation, Jen Vanek, WorldEd, Facilitation
- **3:45-4:30 p.m.**  
Prepping for Friday:  
Closing wrap-up, questions, partner up drivers to get to the hotel & back  
Social event (optional)




### **Agenda - Day 2 (Friday, October 21, 2016)**

- **8:00-8:30 a.m.**  
Working breakfast
- **9:00-9:30 a.m.**  
Intro & Warm up
- **9:30-10:30 a.m.**  
Dr. Paul Porter: Shared Vision and Goals  
Dr. Paul Porter: Communications and Coaching
- **10:30-10:45 a.m.**  
Break
- **10:45 a.m. - 12:15 p.m.**  
Dr. Paul Porter: Strengths
- **12:15 a.m. - 1:00 p.m.**  
Working lunch & Photos - What's for lunch?  
Photo sessions in the SCOE Studio  
Photographer: Doug Rennie, Helping: Susan Coulter, DLAC coach
- **1:00-1:15 p.m.**  
Walk, Pair and Share (Strengths Theme)
- **1:15-3:30 p.m.**  
Dr. Paul Porter: Team-building Skills
- **3:30-4:00 p.m.**  
Debrief, Evaluation, Feedback
- **Summary of Agency and Participant Goals, Administrator Goals, and Agency TDLP Goals**
  - [Baldwin Park](#) 
  - [Catholic Charities](#) 
  - [Clovis Unified School District](#) 
  - [Napa Valley](#) 
  - [Oakland](#) 
  - [San Diego Community College District](#) 
  - [San Mateo](#) 

- [Sweetwater Union High School District](#) 
- ➔ **What's for Lunch, Day 1?**  
*Breakfast:* Continental  
*Lunch:* Build your own taco bar. Chicken, tortillas, jalapenos, lettuce, limes, cheddar cheese, sour cream. Served with Spanish rice, vegetarian refried beans, tortilla chips, and pico de gallo. Fruit salad and Tuscan salad.
- ➔ **What's for Lunch, Day 2?**  
*Hot breakfast:* scrambled eggs, bacon, sausage links, breakfast potatoes, fruit.  
*Lunch:* Baked potato bar including: turkey and ham cubes, bacon bits, sour cream, cheese, green onions, and butter. Fruit salad and greek salad.

### **Agenda Days 3 & 4 January 26 & 27, 2017**

#### **Agenda - Day 3 (Thursday January 26, 2017)**

- ➔ **10:00-10:30 a.m.**  
 Welcome, Housekeeping (bathrooms, meals & agenda)  
 Branka and Penny talk about role clarification and norms related to follow-through, communication, etc.
- ➔ **10:30 a.m. - 12:30 p.m.**  
 Dr. Paul Porter (balloon-less) activities throughout  
 10:00 a.m. - 5:00 p.m.:  
 Strength-building-Review  
 StrengthsFinder [assessment results In the DLAC online course.](#) 
- **Team Building**
  - **How does a team leader bring a team together**
  - Lost at Sea (also use Strengths)
- ➔ **12:30-1:30 p.m.**  
 Networking Lunch - Reimbursement (Cheryl)  
[What's for lunch?](#) 
- ➔ **1:30-2:00 p.m.**  
 Conflict Style Survey
- ➔ **2:00-3:00 p.m.**  
 In the lab: Jen Vanek - WorldEd, [CA IDEAL 101 - Implementation Plan Review](#) 
- ➔ **3:00-5:00 p.m.**  
 Dr. Paul Porter
  - Conflict/Resolution

- “Going to process”
- Setting norms
- Resistance & Change (Buttermilk)
- Time Management

➤ **5:00-5:15 p.m.**

Prepping for Friday:

Closing wrap-up, questions, partner up drivers to get to the hotel & back

Social event (optional)

**Agenda - Day 4 (Friday, January 27, 2017)**

➤ **8:00-8:30 a.m.**

Registration and [Hot breakfast](#) 

➤ **8:50-9:30 a.m.**

Future planning: The rest of the year (TDLS, online meetings, interim reports in May

Next Year: Options: 2nd WorldEd course on Project Based Learning

Coaching (guest presenter)

➤ **9:30-10:30 a.m.**

Branka - Digital Literacy -> [link to slideshow](#) 

➤ **10:30-10:45 a.m.**

Break

➤ **10:45-11:30 p.m.**

DL 101 Implementation and TDLP Goals (SMART goals)

➤ **11:30 a.m. - 12:15 p.m.**

Learning Management Systems and online curriculum (Moodle, Canvas, Edmodo, Blackboard) Shared courses (AICC) [Moodle specific: change the layout of the home page (clean it up, remove blocks, show only weekly activities etc.)]

➤ **12:15 a.m. - 1:00 p.m.**

Networking Lunch & Photos - [What's for lunch?](#) 

➤ **1:00-1:15 p.m.**

Walk, Pair and Share (Projects Theme)

➤ **1:15-2:15 p.m.**

Penny - supporting online learners with technology and other “non-techy” strategies

➤ **2:15-3:30 p.m.**

Atomic Learning - assign relative courses to help with your implementation plan OR to develop your personal technology skills

➤ **3:30-4:00 p.m.**

Debrief, Evaluation, Feedback

Fill out the form online:

<https://goo.gl/forms/3mia3LwJjnbJFIff2> 

Camtasia. Video edit w sound edit

➤ **Summary of Agency and Participant Goals, Administrator Goals, and Agency TDLP Goals**

- [Baldwin Park](#) 
- [Catholic Charities](#) 
- [Clovis Unified School District](#) 
- [Napa Valley](#) 
- [Oakland](#) 
- [San Diego Community College District](#) 
- [San Mateo](#) 
- [Sweetwater Union High School District](#) 

➤ **What's for Lunch, Day 3?**

*Breakfast:* Continental

*Lunch:* Chicken and Veggie fajitas, Spanish rice, vegetarian refried beans, Caesar salad, and Greek salad.

➤ **What's for Lunch, Day 4?**

*Hot breakfast:* Scrambled eggs, potatoes, bacon, sausage, and fruit.

*Lunch:* Penne pasta with Italian sausage in an alfredo sauce, spaghetti with your choice of marinara or sun-dried tomato cream sauce, garden salad, and Caesar salad.

## Agenda Day 5 & 6, May 18 & 19, 2017

### Agenda - Day 5 (Thursday May 18, 2017)

➤ **Physical location**

Sacramento County Office of Education, 10474 Mather Blvd, Mather, CA  
Room C [food in room D]

➤ **Online video stream on Friday**

<http://flash2.scoe.net/scoecast.html> 

➤ **10:00-10:30 a.m.**

Welcome, Housekeeping

➤ **10:30 a.m. - 12:00 p.m.**

Share what we learned at conferences and other events that affects our projects:



- What did you present about and what conference?
- What did you take back and implement after TDLS?
- What other tips, tricks, and technologies did you learn about from other conferences, meeting and events?







Go over the assignment submissions and start working on the presentations.

- **12:00 a.m. - 1:00 p.m.**  
Working Lunch - Reimbursement (Cheryl) - What's for lunch?  
Chicken and Veggie fajitas, spanish rice, vegetarian refried beans, fruit salad, and garden salad.
- **1:00-2:00 p.m.**  
In the lab: Jen Vanek - WorldEd, CA IDEAL 101 - Assessment Review
- **3:00-5:00 p.m.**  
Work on presentations
- **5:00-5:15 p.m.**  
Closing wrap-up, questions, partner up drivers to get to the hotel & back  
Social event (optional)

### Agenda - Day 6 (Friday May 19, 2017)

- **8:00-8:30 a.m.**  
Working breakfast and welcome, Overview of the day  
Scrambled eggs, bacon, sausage, breakfast potatoes, fruit.
- **8:30 a.m. - 12:20 p.m.**  
*Project updates: 15 minutes for team presentations + 10 minutes for questions, answers and thoughtful feedback.*  
*We will stick to the time slots on the schedule because of the virtual guests. The presentations will be shared via mobile Webcast in real time and later archived on OTAN's YouTube Channel.*
- **8:30-8:55 a.m.**  
Project update: Napa Valley Adult Education  
**Instructors: Lori Gonzalez, Peggy Squires**  
**Administrator: Lori-Leanne Parris**  
link to presentation -> <https://docs.google.com/presentation/d/1yO7NK-Gvnjc1qrqJ6vAKg8Z5C9pMAkRFNQYKTPJ12B4/edit> 
- **8:55-9:20 a.m.**  
Project update: Clovis Adult Education  
**Instructors: Mickey Obermire, Lila Young**  
**Administrator: Courtney McMahon**  
link to presentation -> [https://docs.google.com/presentation/d/1q57uc2p99Z0TFTFKWWlwmfVwrj21hl-w4Mb96pTxWHs/edit#slide=id.g1dd9abd0d6\\_1\\_1172](https://docs.google.com/presentation/d/1q57uc2p99Z0TFTFKWWlwmfVwrj21hl-w4Mb96pTxWHs/edit#slide=id.g1dd9abd0d6_1_1172) 
- **9:20-9:45 a.m.**  
Project update: San Mateo Adult School  
**Instructors: Deep Bhullar, Carol Gonella**  
**Administrator: Tim Doyle**  
link to presentation -> [https://docs.google.com/presentation/d/1Rg-R6BQfV3iFLmobl5\\_xDmrYB3xJtw3m5jKOcrOfbKY/edit](https://docs.google.com/presentation/d/1Rg-R6BQfV3iFLmobl5_xDmrYB3xJtw3m5jKOcrOfbKY/edit)

- **9:45-10:10 a.m.**  
 Project update: Sweetwater Division of Adult Education  
**Instructors: Diana Vera-Alba, Renee Small**  
**Administrator: Kevin Patrick**  
 link to presentation -> <https://docs.google.com/presentation/d/1FCvAsMJy-yPLZOhqsdKaoVAKuyE1fCM4iK8WcTfxuqY/pub?start=false&loop=false&delayms=3000&slide=id.p> 
- **10:10-10:35 a.m.**  
 Project update: Catholic Charities of the Diocese of Santa Rosa  
**Instructors: Jacquelyn Ellis, Valerie Winkler**  
**Administrator: Dina Lopez**
- **10:55 - 11:20 a.m.**  
 Project update: Oakland Adult Education  
**Instructors: Suzanne Ludlum, Jeri Zowjah-Malik**  
**Administrator: Sue Pon**
- **11:20-11:45 a.m.**  
 Project update: San Diego Continuing Education/San Diego Community College District  
**Instructors: Stephanie Thomas, Cindy Wislofsky**  
**Administrator: Michelle Fischal, Kate Alder**  
 link to presentation -> [https://docs.google.com/presentation/d/1jVpi2Mc6NFxAXxFpA8AJ\\_9dk83R5\\_IG2MGAR6TtAaTI/pub?start=false&loop=false&delayms=3000&slide=id.g21afd28e3f\\_0\\_16](https://docs.google.com/presentation/d/1jVpi2Mc6NFxAXxFpA8AJ_9dk83R5_IG2MGAR6TtAaTI/pub?start=false&loop=false&delayms=3000&slide=id.g21afd28e3f_0_16) 
- **11:45 a.m. -12:20 p.m.**  
 Project update: Baldwin Park Adult and Community Education  
**Instructors: Jessica Bayardo, Debbie Jensen, Mark Steimle**  
**Administrator: John Kerr**  
 link to presentation -> [https://bpusd-my.sharepoint.com/personal/dwjensen569\\_bpusd\\_net/\\_layouts/15/WopiFrame.aspx?docid=07d606b66c3c048f88bd1929d44f45cc6&authkey=AZc3L62YUfQvUQ0YTujzEzE&action=view](https://bpusd-my.sharepoint.com/personal/dwjensen569_bpusd_net/_layouts/15/WopiFrame.aspx?docid=07d606b66c3c048f88bd1929d44f45cc6&authkey=AZc3L62YUfQvUQ0YTujzEzE&action=view) 
- **12:20 a.m. -1:00 p.m.**  
 Working Lunch - What's for lunch?  
 Stuffed shells w/ spicy italian sausage in alfredo sauce, Spaghetti w/ marinara or sun dried tomato pesto cream sauce (spaghetti is the vegetarian option), Fruit salad, and Greek salad.
- **1:00-1:15 p.m.**  
 Certificate presentations & Photos
- **1:15-2:30 p.m.**  
 Small Group Work (by sites)
- **2:30-3:00 p.m.**  
 Debrief, Evaluation, Feedback  
 Fill out the evaluation form online in the [DLAC online course](#) .

Final Recordings: YouTube OTANTechy Channel:

<https://www.youtube.com/playlist?list=PLanOvdxzbZVxssULL2vrDwX4ZUwCk5BznC>

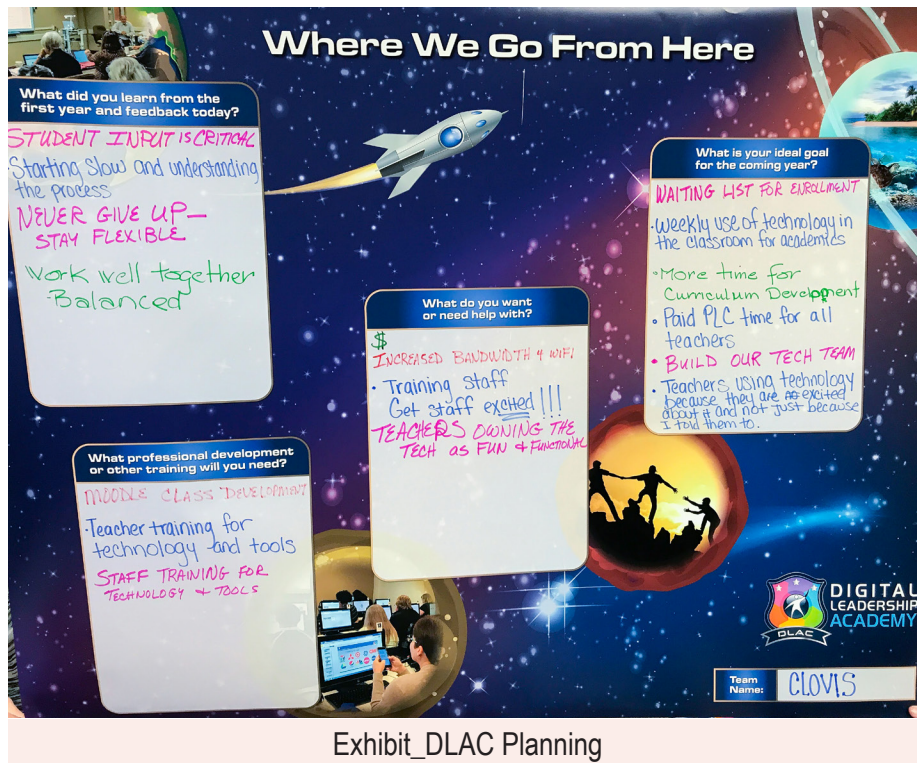


➔ 8:30 a.m.

Project updates

- Teams will have written up a Project Report before the meeting and submitted it as an assignment in the DLAC online course
- Each Team has 15 minutes to give a Project Update and about 10 minutes for the Feedback from the group.
- Teams will prepare a presentation which includes the following:
- Brief overview of your agency (# of students, location, what program areas you are working with)
- Introduce team members, mention on-site team members
- Technology and Distance Learning Plan Integration (TDLP) (List identified program goal(s))
- How did DL 101 and the development and execution of an implementation plan help you to meet your TDLP or program goals?
- Accomplishments to date
- How have you used the skills learned at DLAC face-to-face sessions
  - Team Building
  - Setting a Culture for Change and Learning
  - Handling Conflict
  - Communications Skills
  - Using and Encouraging Strengths
- What Challenges and barriers have you encountered
- What Changes have been made
- What are your planned “next steps”
- What support do you and your team need
- What help do you need from DLAC staff
- Other areas you feel are important
- Summary
- **Feedback** following each presentation, others will be responsible for

- Asking insightful questions
  - Offering meaningful praise and encouragement
  - Offering thoughtful questions such as: “Have you thought about....?”
- ➔ 1:15-2:30 p.m.  
Small Group Work (by sites)
- I. **Talk further about our barriers and struggles (maybe do a SWOT)**
  - II. **Impressions and feedback from the team’s coach**
  - III. **What do the teams need assistance with?**
  - IV. **What professional development do the teams need?**
  - V. **Summer visit**
    - a. Who should be invited?
    - b. What might the day look like?
    - c. What are their goals?
    - d. When?
- ➔ Afternoon team discussion topics will be using large colorful chart paper that will structure the discussion and teams will fill in as they go. Coaches will move between the teams.



# Appendix F

California Department of Education

WIA, Title II: Technology and Distance Learning Plan Update

Program Year 2015-2016

## **California Department of Education**

# **WIA and WIOA Title II: Technology and Distance Learning Plan Update**

## **Program Year 2015-16**

### **Report Outline**

#### **Introduction**

#### **Evolution of Technology Plan**

- Guiding Overarching Principle
- Practical Steps for Developing a Technology Plan
- Vision Statement
- Core Values
- Priority Steps for Technology Plan Development
- Instructor Technology Competencies

#### **Status of Technology Plan**

- Technology Integration Self-Assessment for Instructors
- Learner Use of Technology

#### **Distance Learning**

- Review of Past DL Results
- Diminishing DL Enrollments
- Possible Lack of Complete DL Reporting
- Possible Sources of DL Reporting Discrepancies

#### **Introduction**

This report traces the evolution of the California Adult Education Technology Plan. Key elements were adopted as a resource that adult schools could use in developing their own local technology plan.

The 2008-09 Program Year marked the last year full funding was provided for distance learning. At that time, enrollment numbers were reported as “classroom only” (or “regular learning”),



“Distance Learning (DL) only”, and “blended DL” (a combination of both DL and Classroom Only modalities. The years 2009-13 ushered in the era of “Flex Funding” when adult education funds became discretionary and were (temporarily) not line items in the budget. The 2014-15 annual report marked the end of Flex Funding and a transition from the primary focus of DL “only” to one that simply included DL as a viable instructional modality. The emphasis shifted to implementing Technology Plans for statewide local adult schools. The Distance Learning section documentation was mainly to illustrate the salient differences between learners who were DL “only” and classroom “only”.

### **Evolution of the California Adult Education Technology Plans**

California has a rich history of providing highly effective and accountable educational opportunities for their least educated, most in need, and rapidly expanding adult population. The California Department of Education (CDE) has relied heavily on the commitment and active interaction of talented personnel from local educational agencies throughout the state from the 1970’s to current days. The CDE has used its discretionary federal leadership funds to develop, identify, train, and equip local educational agencies to implement and maintain education programs that best meet the emerging basic educational needs of adults throughout California.


In the context of rapidly-emerging development and universal use of technology, the CDE came to the realization in the late 1980s and early 1990s, that investments of time, money, and human resources must be made to establish an effective system of interconnectivity between adult education and literacy stakeholders. Such connectivity would need to include: the sharing of: critical research and evaluations of new and existing policies and educational practices; new instructional methodologies; accountability strategies; and other emerging uses of technology. To meet these connectivity needs, the Outreach and Technical Assistance Network (OTAN) was established and eventually located in the Sacramento County Office of Education.

The mission of OTAN at the county office (1994–present) was (and is) to provide electronic collaboration, access to information, and technical assistance for literacy and adult education providers. Their plan was comprised of three general areas: (1) infrastructure—resources and access; (2) uses for technology—instructional, assessment, and student information systems; and (3) approaches to creating learning environments—distance learning, professional development, and communication.

**The Guiding Overarching Principle.** The CDE’s Adult Education Leadership Projects worked with field workgroups to craft a statewide plan for using technology in adult education. The plan included documents to assist and guide decision makers in developing and administering technology plans at the local, regional, and state levels. As a result, policy was developed, legislation was proposed, resources were allotted, and programs were implemented.

*The guiding overarching principle for the Plan’s development was: “...to provide access to quality education for any adult learner seeking instruction at any time, at any place, and at any pace needed to for them to gain proficiency in skills needed to make a next career or learning step.”*

**Practical Steps for Developing a Technology Plan.** An effective, comprehensive, and integrated technology system was needed. That system had to be fully functional and accessible to all stakeholders in the adult education provider network. Research studies, demographic and policy testimony were reviewed, to develop the initial technology plan in 2001. The Plan was reviewed by stakeholders from the field and subsequently approved and disseminated by the CDE’s Adult Education Office.

In 2007, a workgroup was again assembled to solicit and incorporate field input for a new plan, the California Adult Education Technology Plan, 2007-2011 (available at [www.otan.us](http://www.otan.us) ). The workgroup was tasked to:

- review progress in the use of technology in adult education;
- provide a vision statement;
- adopt a set of core beliefs; and
- identify a list of six priority areas with suggested strategies of action for both the state and local levels.

The workgroup analyzed current-day technologies and provided a vision of full technology integration. To be successful, the plan must:

- Define a baseline of technology resources;
- Make quality technology-based resources accessible to meet:
  - instructional needs;
  - assessment needs; and,
  - student information tracking needs;
- Reaffirm the learner access to instruction needs (*any time, at any place, and at any pace needed for them to gain proficiency in skills needed to make a next career or learning step*);
- Provide adult educators with necessary skills and time to integrate technology into instruction and management activities;
- Use information technologies to collaborate, exchange, and explore new information and learning environments; and
- Have a clear Vision.

**Vision Statement.** “Regular access to -- and use of -- technology is a central part of life-long learning. Technology is fully integrated into all curriculum, teaching, and administrative services of education.” This statement in tandem with the Core Values were intended to permeate all decisions and actions associated with the development and implementation of the California Adult Education Technology Plan.

**Core Values** included:

1. Promote **equity** by fostering greater access to education for all;
2. Promote **lifelong learning**;
3. Promote **self-development** and esteem;
4. Support interaction and development of **learning communities and cooperation**;
5. Encourage and promote strong program **leadership**;
6. Support the building of a **learning society** with both rights and responsibilities for learner and providers;
7. Strengthen participation in society and in the **democratic process**;
8. Reach a great **diversity** of learners, learning needs, learning contexts, and modes of learning;
9. Equip learners to succeed and advance in an increasingly **technology-driven workplace and world**.

**Priority Steps for Technology Plan Development.** From the Vision Statement and Core Values, Six Plan Priorities and corresponding detailed goals and action steps were adopted to help local adult schools develop and implement their own technology plans. Below is a summary of the priorities, goals, and action steps:

1. “**Access**—Adult learners enrolled in California adult education agencies will have equal access to technology hardware and electronic learning resources;
  - Support the expansion of Web-based learning opportunities and programs
  - Make distance learning a modality rather than an exception
  - Pilot test new collaboration tools
  - Develop a media production showing this technology vision and plan
  - Explore further how to reach and serve underserved populations
  - Develop partnerships and collaborations
  
2. **Infrastructure**—California adult education agencies will have a minimum level of connectivity, and commonly agreed-upon standards for refreshing technology hardware and support services commensurate with the infrastructure;
  - Connect every school to the broadband high-speed network
  - Offer staff development for program techs on a regional or state-wide basis
  - Increase coordination between technical support and instructional staff


- Define a benchmark or standards for the ratio of techs to computers in adult programs
  - Promote wider implementation of technology planning at the local level
  - Develop awareness/training in “real cost of ownership” issues in technology
3. **Resources and Funding**—Adequate, equitable and on-going sources of funding will be available to support technology planning, acquisition, implementation, and evaluation;
- Establish on-going funding sources
  - Advocate for adult education programs qualifying for the E-rate discount program and other state and federal funding opportunities
  - Research and document how technology affects student progress
4. **Curriculum Materials and Instructional Resources**—All programs will have available a variety of electronic learning resources to address the distinct needs of their learners within and beyond the classroom;
- Develop program standards of instructors and curriculum standards for learners that include technology information literacy
  - Set priorities for acquisition of new technology-based materials
  - Acquire and develop technology-based materials for correctional settings
5. **Professional Development**—Effective, systematic and diverse professional development opportunities will be made available to all teachers and staff; and
- Provide funding for leadership activities and local professional development
  - Continue to expand mentoring and peer coaching programs in technology
  - Ensure the offering of technology-related sessions at conferences
  - Provide academies and summer institutes for teachers and others in technology skills and integration
  - Provide online professional development for teachers to increase their skills in using and integrating technology
  - Sponsor and support research in the field of technology integration, and connect this research to practice

- Develop and distribute models of “promising practices” for technology integration
6. **Student Information Systems**—An electronic method for tracking and sharing student level data among agencies will be devised using a unique statewide student identifier to support a comprehensive attendance and student information system design.

**Instructor Technology Competencies.** There were 13 Instructor Technology Competencies identified. Each of those 13 competencies included two to six skill indicators for a total of 47 technology skill indicators. From these indicators, the *Technology Integration Skills Self-Assessment for Instructors (WIOA Title II: AEFLA TDLP)* instrument was developed and used to assess the adult education instructors on the perceived skill level they had and their perceived importance that each of the 47 skill indicators had in the 13 technology competency areas on their instruction. The 13 Technical Competency Areas are:

- I. **Basic Computer Operation**
- II. **Productivity Software**
- III. **Instructional Software**
- IV. **Assistive Technology**
- V. **Using Online Resources**
- VI. **Virtual Communication and Collaboration**
- VII. **Video Technologies**
- VIII. **Evaluating and Incorporating New Technologies**
- IX. **Managing the Technology-Enhanced Classroom**
- X. **Managing the Blended/Online Classroom and DL Program**
- XI. **Assessment**
- XII. **Professional Development**
- XIII. **Social, Legal and Health Issues**

### Status of Technology Plan

CDE’s instructions to Adult Schools submitting new Technology and Distance Learning Plans stated: “...*The goal is to make the most effective use of available funds. The most important aspect of the planning process is to start with learning outcomes in mind. To accomplish the best possible results, agencies plan for program structure, professional development and instructional materials.*” (CALIFORNIA DEPARTMENT OF EDUCATION WIA, TITLE II: TECHNOLOGY AND DISTANCE LEARNING PLAN PROGRAM YEAR 2014–15 <https://adulthood.otan.us> )

Approximately 200 agencies submitted a technology plan in 2014-15 and 2015-16. Each agency was limited to a maximum submission of five goals. Agencies indicated program areas as well

as the modes of instruction to be included in their technology goals. As shown in Figure 1, the percentage of goals for each of the program areas were about the same for both years for each of the program areas with ESL having the most goals for both years followed in order by ASE, ABE, and then Other. Face-to-Face (F2F) accounted for more than half the technology plan goals followed by Blended DL and concluding with DL Only.

PROGRAM AREAS	2014-15		2015-16	
	N	%	N	%
ABE	51	13.00%	55	13.38%
ASE	102	26.10%	110	26.76%
ESL	182	46.50	199	48.42
Other	56	14.30%	47	11.44%
MODES OF INSTRUCTION	N	%	N	%
Face to Face (F2F)	200	51.10%	213	51.82%
Blended DL	153	39.10%	163	39.66%
DL Only	38	9.70%	35	8.52%
<b>#GOALS SUBMITTED</b>	<b>391</b>		<b>411</b>	

Figure 1. Program Areas and Modes of Instruction Goals Included in Technology Plans submitted During 2014-15 and 2015-16. (Source: OTAN analyses of local Technology Plan submittals.)

**Technology Integration Self-Assessment for Instructors.** Adult schools were instructed to survey at least 25 percent of their ABE, ASE, and ESL teaching staff using the *Technology Integration Skills Self-Assessment for Instructors (WIOA Title II: AEFLAP)*. The 13 technology integration competency areas of the survey instrument included the 47 technology skill indicators that instructors responded to. Instructors were first requested to indicate their perception of their current skill level for each of the 47 technology competency indicators using a four-point scale where:

- “1” equals “very low” skill level;
- “2” equals “low, need improvement”;
- “3” equals “good, but would like to improve more”; or
- “4” equals “excellent”.

Next, they were to rate how important each technology indicator was on their current or future teaching; using a four-point scale:

- “1” equals “not important”;
- “2” equals “somewhat important, but not high priority”;



- “3” equals “important”; or
- “4” equals “highly important”.

Figure 2 illustrates a summary of the results of 3,189 instructors who responded to the Technology Integration Skills Self-assessment instrument. The average perceived skill level of 2.90 over all 13 Technology Skill Categories indicated teachers generally felt their current technology skill levels were “low” to “good” and needed some improvement and they perceived these Skill Categories as slightly more “important” (at 2.97) than

TOTAL OVERALL AVERAGES			
SKILL CATEGORIES	Perceived Skill Level	Perceived Instructional Importance	Gap Difference (Skill-Importance)
I. Basic Computer Operation	3.39	3.36	0.03
II. Productivity Software	2.94	2.90	0.04
III. Instructional Software	2.90	3.06	-0.16
IV. Assistive Technology	2.50	2.79	-0.29
V. Using Online Resources	3.05	3.07	-0.02
VI. Virtual Communication and Collaboration	2.82	2.80	0.02
VII. Video Technologies	2.89	2.68	0.21
VIII. Evaluating and Incorporating New Technologies	3.01	2.97	0.04
IX. Managing the Technology-Enhanced Classroom	3.10	3.16	-0.06
X. Managing the Blended/Online Classroom and Distance Program	2.83	2.99	-0.16
XI. Assessment	2.58	2.81	-0.23
XII. Professional Development	2.59	2.95	-0.36
XIII. Social, Legal and Health Issues	2.82	3.12	-0.30
<b>GRAND AVERAGES</b>	<b>2.90</b>	<b>2.97</b>	<b>-0.07</b>

Figure 2. Instructor Summary Results of the Technology Skill Competency Categories Survey from 2016-17. (Source: OTAN: Local Education Agency submittal of Technology).

their average skill level. This average -0.07 difference indicated the slight gap between the skill level and the perceived importance that the skill categories had to their current or future teaching. The gap between skill level and instructional importance could be an indicator for the relative need for staff development or technical assistance.

The greater a negative gap value, the greater the possible need for staff development and

assistance; conversely, the greater the positive gap value, the less the possible need for staff development and assistance.

The largest negative gap of **-0.36** occurred in Skill Category XII., Professional Development, where instructors rated their skill level as 2.59 (“low, need improvement to somewhat “good” but would like to improve more) and their perceived importance of that category as 2.95 (“important). This negative gap was followed by Social, Legal and Health Issues (**-0.30**), Assistive Technology (**-0.29**) and Assessment Technology Skill Competencies (**-0.23**). For future staff development and assistance, a more concentrated effort should be considered in these in these four categories. The greatest positive gap in comparing skill to importance of skill was found in Skill Category VII., Video Technologies. Instructor perceptions of their skill in video technologies overshadowed the perception of skill importance relative to current or future impact to their teaching.

When asked to rate their perceived importance of the same Technology Skill Competencies, on average instructors rated *I. Basic Computer Technology Competency Skills* the highest at 3.39 and *VII. Video Technologies* the lowest at 2.68. For two consecutive years, instructors identified these same two technology skill categories as having the same relative positions. The overall average of the 13 Technology Skill Categories for Importance to current or future teaching was 2.97, indicating the Technology Skill Categories were generally viewed as “important”.

**Learner Use of Technology Survey.** Adult schools were also instructed to survey at least 10 percent of their learners regarding their use of computers, mobile devices and the Internet. In the submission of their local Technology Integration Plans, adult schools were required to use “*Survey: Use of Computers, Mobile Devices, & Internet for Adult Learners*” to gather information for planning classroom technology, online homework assignments, and blended/distance learning.

The results from the surveys used in this report and last year’s report indicated adult learners across California had greater access to, and use of, technology than those reported for similar learners across the nation noted in the 2014–15 Annual Report. Participation in the adult learner survey last year was very high with 28,659 learners responding. This year’s response of 45,453–27 percent higher than last year.

As shown in Figure 3, responses to 10 of the 11 questions were more than 50 percent positive “Yes”. Only one question, “*Do you learn through your adult school’s distance learning program?*” yielded a less than 50 percent positive “Yes” at 35.4 percent. A similar result was found last year. In contrast to this low “Yes” response to this question:

- 70.5 percent of the learners surveyed indicated learning on the Internet at home;
- 77.3 percent use the Internet at school; and
- 54.9 percent indicate learning on the Internet at school.

Although the 35.4 percent result “for learning through their adult school’s distance learning program” noted above (also in Figure 3 below) was lower than learner responses to all the other questions in the survey, the official federal NRS WIOA, Title II report of current participation numbers and rates of learners in DL in California were alarmingly much lower.

2015-16 (2016-17*) LEARNER SURVEY DATA		
Questions Asked	Number	Percent
	YES	YES
Do you have a computer in your home?	32592	71.7%
Do you use Internet in your home?	25776	56.7%
Do you use the Internet at school?	35147	77.3%
Do you use the Internet somewhere else?	24541	54.0%
Do you have a smartphone?	35026	77.1%
Do you text on your phone?	36002	79.2%
Do you learn on the Internet at school?	24964	54.9%
Do you learn on the Internet at home?	32046	70.5%
Do you learn through distance learning (your adult school)?	16084	35.4%
Do you know how to keep yourself safe on the Internet?	28273	62.2%
Do you know how to keep your kids/ grandkids safe on the Internet?	24798	54.6%
<b>Averages of Averages</b>	<b>28659</b>	<b>63.1%</b>
<b>Total Rows of Data</b>	<b>45453</b>	
<b>*Period when data was obtained and 100 percent of the 45,453 learners responded to every question posed.</b>		

Figure 3. Learner Technology Survey Summary Results from 2016-17 for this 2015-16 Annual Report. (Source: OTAN 2017 administration of “Survey: Use of Computers, Mobile Devices, & Internet for Adult Learners”)

### Distance Learning

**Review of Past DL Results.** In the past several Annual Reports, it was documented that:

- Distance Learning (DL) Only (>50% instruction time) was slightly less effective in attainment of educational gains than face-to-face (F2F) classroom instruction;
- F2F, when supplemented with < 50% DL supplemental instructional learning time (Blended DL), proved to be significantly more effective than F2F only or DL only.

The fact that DL has not dramatically grown since the lack of fiscal resources which occurred with the implementation of Flex funding in 2008-09 is puzzling to say the least. Since 2008-09,

the opposite happened. To date, DL enrollment plummeted more severely than the Workforce Investment Opportunity Act (WIOA) which represented a 50.2% drop in enrollment compared with an 88.2% drop for DL.

Data consistently shows that DL - especially Blended DL - would yield a significant Return on Investment (ROI) through:

- lower administrative costs
- higher proportion of learners attaining educational goals;
- higher proportion of accountability measures completed by DL learners than regular learners;
- higher reading acquisition rates by DL learners than regular learners; and,
- greater open educational source accessibility—any time, any place, and at any pace.

Figure 4 displays the combined adult student enrollments in ABE, ASE/GED, and ESL/Citizenship from 2004-05 to 2015-16 for regular classroom and DL students. Since these programs were federally funded through Workforce Investment Act WIA II/WIOA II funding, recipients were required to report program information to the Federal Government following the National Reporting System (NRS) requirements. To be included in the Federal Government NRS accountability tabulations, learners were vetted to verify they met certain mandated criteria listed below under Possible Sources of DL Reporting Discrepancies.

**Diminishing DL Enrollments.** As displayed in Figure 4, the largest enrollment of regular classroom learners and DL learners qualifying for inclusion in NRS Tables was 692,570 in 2008–09—the last year of regular adult education funding. In 2008-09, the enrollment for learners qualifying for the federal tables was:

- 618,767 (89.8 percent of the total adult enrollment) for classroom learners
- 73,803 (10.7 percent of the total adult enrollment) for distance learners.

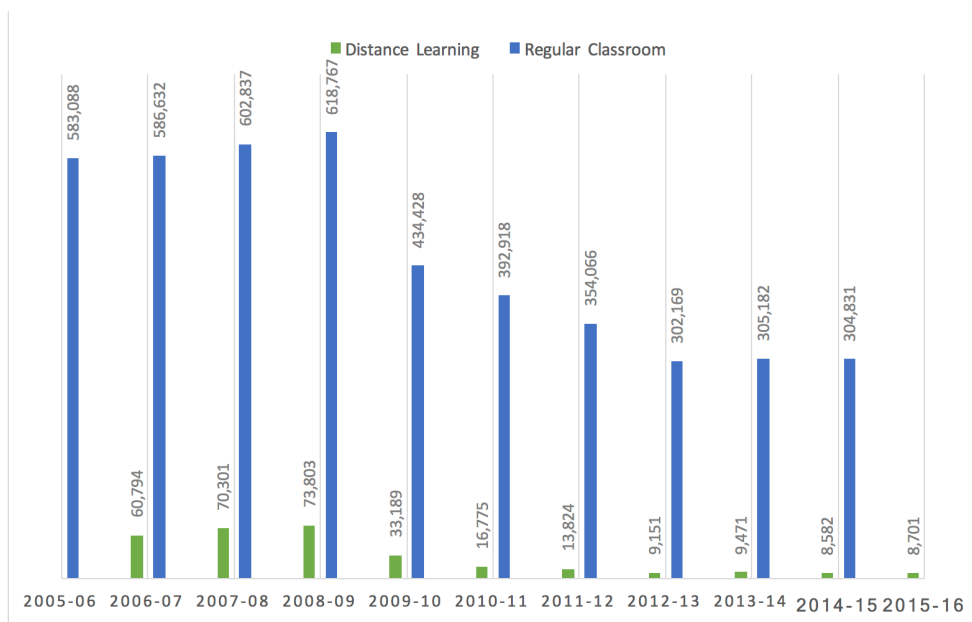


Figure 4. WIA/WIOA, Title II Adult Education Enrollments from 2004-05 to 2015-16 for Regular Classroom vs. Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (Source: CASAS 2005-16 WIA/WIOA, Title II Data)

In this current reporting year, 2015–16, there were 316,989 enrollees qualifying for the federal tables. Of those:

- 308,288 (**97.3** percent) were classroom learners and
- 8,701 (**2.7** percent) were distance learners

Compared with 2008–09 enrollments; 2015–16 enrollments had a:

- **50.2** percent drop in total WIA/WIOA, Title II enrollments and
- **88.2** percent drop in DL enrollments.

**Possible Lack of Complete DL Reporting.** The data in Figure 5 indicated that: **more than half (57%)** of the federal DL enrollments for 2015–16 came from only **three adult schools** (each having more than 1,000 DL enrollments)—

- Sweetwater (2,265)
- Torrance (1,412)
- Stockton (1,288)

**Seven adult schools** accounted for an additional **28%**, each having more than 100 but less than 1,000 DL enrollments; while **31 adult schools**, representing about 75% of the adult schools submitting DL enrollment data, each with less than 10 enrollments, accounted for the remaining **14%**.

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	N	%
<b>3 Adult Schools &gt;1000 DL Learners</b>	<b>4,965</b>	<b>57%</b>
Sweetwater Union High School District	2,265	
Torrance Unified School District	1,412	
Stockton Unified School District	1,288	
<b>7 Adult Schools with &gt;100 and &lt;1000</b>	<b>2,479</b>	<b>28%</b>
Los Angeles Unified School District	734	
El Monte Union High School District	435	
Kern Union High School District	384	
Fremont Unified School District	340	
Downey Unified School District	255	

Elk Grove Unified School District	189	
Riverside Unified School District	142	
<b>31 Adult Schools with &lt; 10 learners</b>	<b>1,257</b>	<b>14%</b>
<b>Total of Identified DL Enrollments</b>	<b>8,701</b>	<b>100%</b>

Figure 5. Adult Schools Where Distance Learning Was Identified for the 2015-16 Federal NRS Report. (Source: CASAS 2017)

From Figure 3, 2015–16 Learner Survey Data showed that 16,084 learners indicated they learned through DL program offered through their adult school; and, 32,046 learners indicated learning on the Internet at home. Discrepant data of only 8,701 in 2015-16 were officially reported as distance learners in the federal reporting tables, NRS Table 4C. This 8,701 number being but a fractional amount identified through the Learner Survey—54.1 percent of those reporting DL at their adult school and only 27.2 percent reporting they learn on the Internet at home.

**Possible Sources of DL Reporting Discrepancies.** The noted reported discrepancies in accounting for DL enrollments might be due to:

- NRS Table tabulations. To be included in the NRS tabulations, all enrollees, both regular and DL only learners, must be vetted to meet the five NRS table enrollment inclusion criteria whereas learners enrolled in adult school and who responded to the *Student Use of Technology Survey from 2016–17* (Figure 3) were not necessarily subjected to the vetting process; that vetting process included the following five points: Each enrollee must:
  1. not be under the age of 16;
  2. not be concurrently enrolled in a non-adult education high school completion program;
  3. have a valid Instructional Level measured by a federally approved assessment;
  4. have attended the adult program at least 12 hours; and
  5. have attended classes where instruction was delivered more that 50 percent of the time via DL only for students to be included in Table 4C,
- Surveyed learners may be attending classes where more than 50 percent of instruction was delivered via regular face-to-face classroom instruction and supplemented by DL (possibly viewed by DL learners as “homework”) so were not included in the DL enrollments;
- Surveyed learners as well as teachers very possibly did not know or understand the NRS criteria for designating a class as distance learning;
- Agencies participating in WIOA funding may not have fully identified all classes that could qualify as distance learning;



- A discrepancy between the declassification of “blended distance learning” as a distance learning modality reporting option and the NRS criteria for inclusion in the NRS Table 4C as “only learners having distance learning more than 50 percent of the time” obfuscated the power and positive value that the separate definition of blended DL has had over the years in evaluating the effectiveness of the two modalities of distance learning instruction. This discrepancy denies inclusion of learners in those classrooms that used distance learning modalities to supplement, support, and enrich the instruction offered in the classroom setting for less than 50 percent of the time.

A clarifying solution would be to add a reporting category where DL is used <50 percent of the time to augment, supplement, enrich, and/or complement Regular F2F Classroom Instruction—Blended DL This would allow reports to capture the value and efficacy that DL brings to adult learners in this day and age.

It remains truly remarkable that for many years now, reports on DL have demonstrated consistent, persistent, and superior performance attained by adult learners experiencing an instructional modality that blends DL with classroom instruction. These comparisons were contrasted against learning occurring only as DL by itself and classroom learning by itself.