

Technology and Distance Learning for California Adult Education

Annual Report 2012-13



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OTAN
P.O. Box 269003
Sacramento, CA 95826-9003
UPS/FedEx: 10150 Missile Way, Mather, CA 95655
(916) 228-2580

John Fleischman, Executive Director

Joyce Hinkson/Marian Thacher, Director

Jerry Jones, Computer Networks Director

Branka Marceta, Technology Projects Coordinator

Randi Knutson, Database Projects Coordinator

Penny Pearson, Distance Learning Projects Coordinator

Yolanda O'Shea, Database Designer

John Burge, Project Specialist II

Blair Roy, Project Specialist II

Melinda Holt, Project Specialist I

Linda Swanson, Computer Technology Support and Trainer

Randy Bayne, Senior Management Information Systems Specialist

Douglas Rennie, Video Production Specialist

Linda West, Archivist and Information Specialist

Charlotte Barcellos, Executive Assistant

Darla Sullivan, Staff Secretary

Key Staff i
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Introduction

Challenges in California Continue

The recession beginning in 2008 continued in 2012/13, and adult education programs continued to experience severe budget cuts and in some cases programs were closed by their district. The EdSource Report, *At Risk: Adult Schools in California*, reported that in a survey conducted in October 2011, “23 of the state’s 30 largest school districts had major cuts to their adult education programs, including Anaheim Union High School District, which eliminated its 73-year-old program in 2010/11.”¹ The same survey found that only one large program remained the same. The number of programs being cut or eliminated is still difficult to determine because flexibility eliminated the ability to track adult education funding with a budget code number.

At the same time, according to the Adult Education Needs Assessment prepared for the California Department of Education Adult Education Office by WestEd, the need for increasing the basic skills of the working population in the state has become more critical than ever. “Because the annual number of high school graduates replaces a very small fraction of the workforce, California must increase the educational attainment of adults currently in the workforce to maintain its economic vitality.”² A large number of baby boomers are retiring, and consequently there will not be enough workers with the skills required to maintain the tax base to pay for needed services and to pay into the retirement system.

Immigrants, along with native speakers, often need support for increasing basic skill levels. Almost one-third of all California students fail to graduate from public high schools within four years. All told, 5.3 million people lack a high school diploma.³ All of these people need familiarity with the technology needed to communicate and to manage information.

The Governor’s announcement of his May 2013 Revision was a mixture of good and bad news for adult education and the full impact remains to be seen in the coming year.

Adult Education Leadership Projects

California receives federal funding through the Workforce Investment Act, Title II, for adult education. Part of these funds is set aside for leadership projects. Leadership includes professional development and other activities designed to improve adult education services. In California we currently have three leadership projects:

- OTAN provides support for technology integration and online collaboration, as well as support for the implementation of distance learning.
- CASAS provides assessment and accountability tools and training
- CALPRO provides regional and statewide professional development

1 EdSource report downloaded at <http://www.edsource.org/pub12-adult-school-california.html> on August 20, 2012.

2 Darche, S., Nayar, N., Downs, P., Adult Education in California: Strategic Planning Process Needs Assessment, WestEd, November 2009, p.7.

3 Ibid., p. 16.



2012/13 FACE-TO-FACE WORKSHOPS ON TECHNOLOGY TOPICS				
DATE	TITLE	LOCATION	TRAINER	#
1/10/13	Online Documents and Tools - Create and Share on the Cloud!	Martinez Adult School	Holt, Melinda	9
1/24/13	Online Documents - Create and Share on the Cloud! Part 2	Martinez Adult School	Holt, Melinda	9
1/31/13	Moodle: Create a Course Web Site	Los Angeles USD - Evans Adult School	Roy, Blair	19
2/1/13	Online Documents and Tools - Create and Share on the Cloud!	Alameda Adult School	Holt, Melinda	7
2/13/13	Social Media for Adult Education	Berkeley Adult School	Marceta, Branka	11
2/15/13	Creating Web Pages with Weebly	Fresno Adult School - Cesar Chavez Campus	Swanson, Linda	11
2/20/13	Social Media for Adult Education	Rowland Adult School - Adult Education, Ctr #1 - Lerona	Marceta, Branka	10
3/1/13	Beginning PowerPoint 2007 (or 2010) for Adult Education	Grossmont Adult School - Foothills Campus	Swanson, Linda	16
3/7/13	Creating Web Pages with Weebly	Martinez Adult School	Swanson, Linda	9
3/14/13	10 Search Activities for You and Your Students	Mt. San Antonio College	Holt, Melinda	19
3/15/13	Creating Web Pages with Weebly (Follow-up)	Fresno Adult School - Cesar Chavez Campus	Swanson, Linda	8
3/15/13	10 Search Activities for You and Your Students1352	Mt. San Antonio College	Holt, Melinda	28
3/22/13	Beginning PowerPoint 2007 (or 2010) for Adult Education	Glendale Community College - Garfield Campus	Swanson, Linda	19
3/29/13	Advanced PowerPoint 2007 (or 2010) for Adult Education	Glendale Community College - Garfield Campus	Swanson, Linda	20
4/5/13	Interactive Whiteboards - Creating Student Activities	Glendale Community College - Garfield Campus	Pinedo, Francisco	11
4/12/13	Online Documents and Tools - Create and Share on the Cloud!	Fresno Adult School - Cesar Chavez Campus	Holt, Melinda	16

Exhibit 1B.1 (continued)

2012/13 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS			
DATE	TITLE	TRAINER	#
12/13/12	Creating a High Quality Online Course1270	Pearson, Penny	8
12/13/12	Moodle v2: Using the Quiz Activity to Assess Students1326	Coulter, Susan	4
12/14/12	Moodle v2: Getting the Most out of the Gradebook (Advanced) 1280	Wentworth, Francisca	6
1/11/13	College Transition and Career Development Orientation1237	Pearson, Penny	5
1/16/13	Online Documents: Create, Share, and Collaborate!1250	Holt, Melinda	2
1/17/13	Teaching Online: Web Conferencing and Other Synchronous Tools1301	Fanning, Barbara	7
1/29/13	Teaching Critical Thinking for the Internet1235	Marceta, Branka	8
1/31/13	10 Activities Using Google Search for You and Your Students1251	Holt, Melinda	6
2/1/13	Mobile Devices Part 1: Basics to Use in the Classroom1225	Gaer, Susan	9
2/5/13	Moodle v2: Using the Lesson Activity1278	Roy, Blair	8
2/6/13	Moodle v2: Customizing Your Course and Grade Book1339	Roy, Blair	3
2/7/13	USA Learns: A Web-Based Tool for ESL Learners1332	Fella, Evelyn	5
2/8/13	Mobile Devices Part 2: Activities Using Voice and Camera1226	Gaer, Susan	4
2/8/13	Simple Free Web Tools to Use with Your Students1243	Reyes, Kristi	3
2/28/13	Online Documents: Create, Share, and Collaborate!1252	Holt, Melinda	9
3/4/13	Moodle v2: Create Online Interactive Activities1308	Wentworth, Francisca	2
3/5/13	Moodle v2: Create a Course Web Site1336	Roy, Blair	5
3/7/13	Using Picture Dictionaries in the Multilevel ESL Classroom1253	Goldstein, Jayme	12
3/7/13	Moodle v2: Creating Assignments1328	Coulter, Susan	2
3/11/13	Moodle v2: Customizing Your Course and Grade Book1340	Roy, Blair	1
3/15/13	Create Quick and Easy PowerPoint Slide Shows for Instruction1273	Bakin, Barry	5

Exhibit 1B.3 (continued)

such as how to log in, how to complete an assignment, and how to edit a student's profile page. (Exhibit 3B.1) Students may access these tutorials on their own, but teachers are encouraged to show them in class as part of introducing their learners to any Moodle course.

New services for Moodle teachers included an internal Moodle repository where teachers can use these simulations for student orientations and course navigation. Each tutorial allows teachers to 'import' the activity into their courses and set up the activity to report a grade to the grade book.

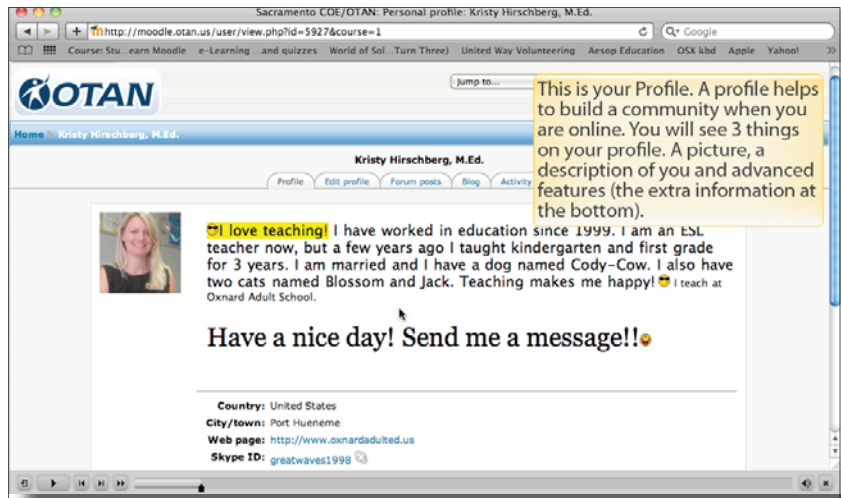


Exhibit 3B.1

Mobile Applications

There is a steady increase in the use of mobile phones by adults, and many have Internet-connected smartphones. With more than half of American adults owning some kind of smartphone¹, there is a unique opportunity to connect with adult learners in a new way and to provide study opportunities and learning resources in a way that is easily available.



Exhibit 3C.1

the game can be played by an individual on a phone, iPad or computer, or can be projected in the classroom as a whole group activity.

Initially, OTAN built three mobile applications to support the ABE Transitions online course. Two of the applications are built on the model of a Jeopardy game and are called *What's Next?* The first application focuses on skills needed for successful transition to higher education, with topics such as Study Skills, Writing 101, Goals and Styles, and College Bound. The second application is based on lessons about future employment, with categories for Job Exploration, Portfolios, The Interview, and Employer Expectations. (Exhibit 3C.1) The

¹ Source: The Pew Research Center's Internet & American Life Project, Smartphone Ownership 2013, June 2013. Retrieved from <http://pewinternet.org/Reports/2013/Smartphone-Ownership-2013.aspx>, August 5, 2013.

Changes previously made to the OTAN Web site and to user preferences included encouraging users to subscribe to the digital version of the newsletter. The change from postal service delivery to e-mail has not been rapid, since it involves users updating their preferences on the OTAN Web site, but change is occurring. The total number of OTAN newsletters disseminated to constituents for the 2012/13 fiscal year was 3,717. Of this number, 49 percent were e-mailed. This compares with 31 percent of the newsletters emailed in 2011/12.

Monthly Online Digests

Two digests are produced and e-mailed each month. The first is for teachers, and highlights news of interest to teachers as well as several Web sites useful in the classroom, and includes links to registration for upcoming workshops and webinars. (Exhibit 4B.3) Nine issues of the digest were posted in 2012/13 (www.otan.us/digest/archive/index.html), and an e-mail promoting the digest was sent to an average of 2,500 teachers for each issue. This number is about the same as in 2011/12.

The second digest is the Administrators' Digest, which contains a recap of news relevant to administrators and links to more in-depth news articles on the OTAN site. (Exhibit 4B.4) Topics included ways to promote adult education and family literacy, legislation related to adult education, proposed changes in immigration policy, online professional learning communities, and many more. Ten issues of the Administrators' Digest were produced and e-mailed to an average of 918 administrators each month. This represents an increase of over 150 administrators from 2011/12 to 2012/13. (www.otan.us/admindigest/archive/index.html)

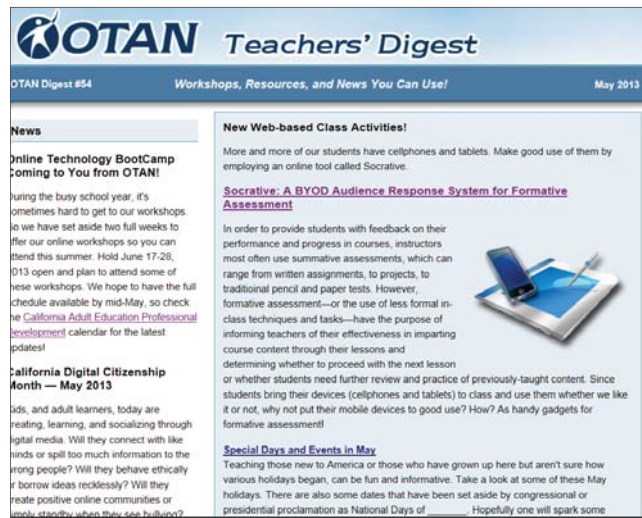


Exhibit 4B.3



Exhibit 4B.4

Online Meetings

OTAN provides server-based Adobe Connect online meeting software in order to offer online meeting services to OTAN projects as well as CALPRO and CATESOL. This year OTAN hosted 15 formal online meetings such as the TIMAC and OTAC online meetings for current participants and alumni, with a total of 71 participants. CALPRO used Adobe Connect to host a total of 15 online meetings and webinars. Some of the meeting and webinar titles included: the Administrators' Forum, CALPRO e-COP, Understanding the Adult Learner, and Questioning Strategies.

E-mail Lists

OTAN has historically hosted e-mail lists for CDE, other leadership projects, and the field. In general, there seemed to be less demand for e-mail lists compared to previous years, perhaps as agencies and individuals find other ways, such as groups within e-mail and Google Groups, to communicate. This year six lists were hosted for groups such as CATESOL, Jail Educators, and Distance Learning (Exhibit 4C.1).

E-MAIL LISTS HOSTED FOR 2012/13	
LIST NAME	MESSAGES SENT
CATESOL Job List	235
CBO & FBO Partner Team	13
CDE Adult Education Practitioners	11
CA Distance Learning Project	5
CA Jail Educators	1
Adult with Disabilities Bay Area Network	3
TOTAL	268

Exhibit 4C.1

The Field Partnership Team was reconstituted last year by Patricia Terry, Administrator of the Adult Education Office at CDE. OTAN provided an e-mail list for each regional representative as well as agency groups such as community colleges and library literacy programs. Seventeen groups exist and are moderated by adult education administrators within each region. The regional lists have a total of 427 members. A total of 184 messages were sent between July 1, 2012 and June 30, 2013. This shows a significant increase in usage from last year when only 54 messages were sent.

Video of Professional Development Events

OTAN provides videography services to CDE, other leadership projects and adult education professional organizations. This year, video was recorded and streamed online for the following events:

- CALPRO/CDE New Administrators Orientation, 16 videos were recorded in 2012/13 and posted to the CALPRO Video Gallery. OTAN also created a 30-minute highlight reel for CALPRO featuring various videos pertaining to adult education. The highlight reel was shown at the NAO Conference.
- Annual Winter Consortium with Pat Terry and discussion panel. This event was streamed and DVDs were produced.
- Seven TIMAC presentations were taped and edited for streaming video.
- Seven Technology and Distance Learning Symposium presentations were taped and streamed from the 2013 TDL Conference.

Technology Planning

During 2012/13, 153 EL Civics funded agencies were required to submit a technology plan online. Resources posted to help staff complete the technology plan included an Implementation Guide with step-by-step instructions, PowerPoint slides providing an overview of each section, Frequently Asked Questions, a sample Instructor Skills Assessment, and model technology plans from previous years representing large, medium and small agencies as well as community colleges and community-based organizations.

Technical support for submitting the online technology plan was provided through 37 phone and e-mail contacts, about half the number provided the previous year. Each technology plan was reviewed by two readers, and the 17 agencies that did not pass the review were offered assistance until all agencies had completed an appropriate plan.

Exhibit 4D.1 shows the types of agencies that completed technology plans. Although all types of providers are represented, adult schools are by far the most numerous. Exhibit 4D.2 shows the use by agencies of technology other than computers over a period of ten years. The LCD projector continues to be the piece of technology that teachers appear to use most consistently, year after year. The use of mobile labs has remained fairly stable for the last few years while implementation of wireless Internet access has continued to increase, despite tight budget times. Interactive whiteboard use has also increased, which is reflected in the number of webinars OTAN offered on interactive whiteboard software. Cell phones were the only technology that actually showed an increase in classroom use during 2012/13, moving from 20 percent in 2008/09 to over 50 percent.

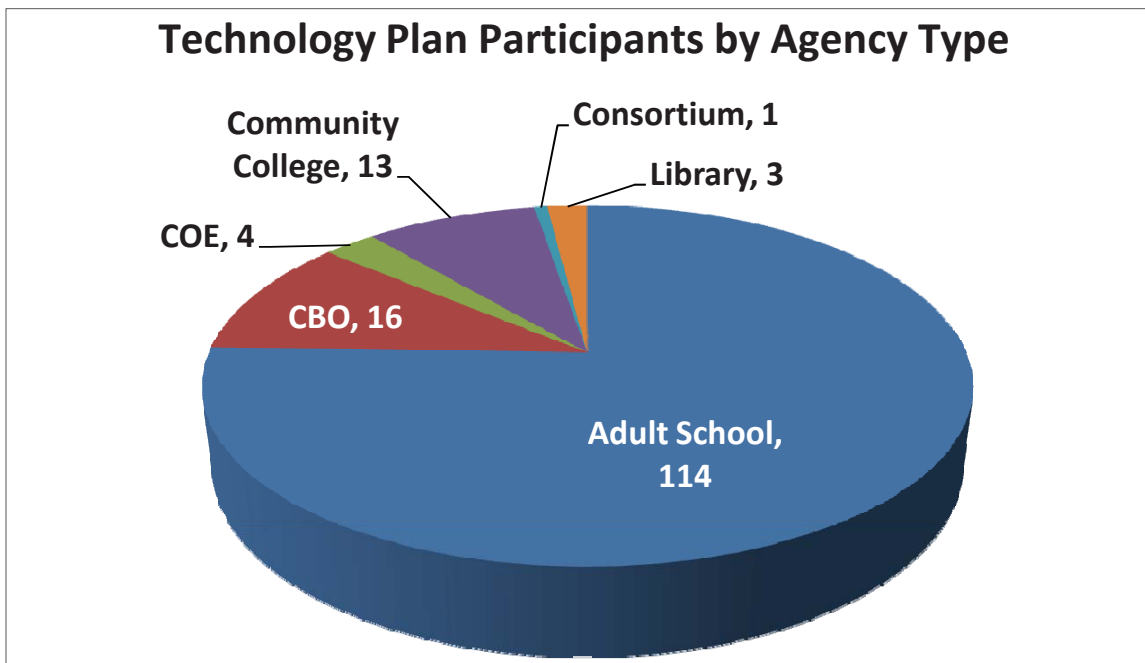


Exhibit 4D.1

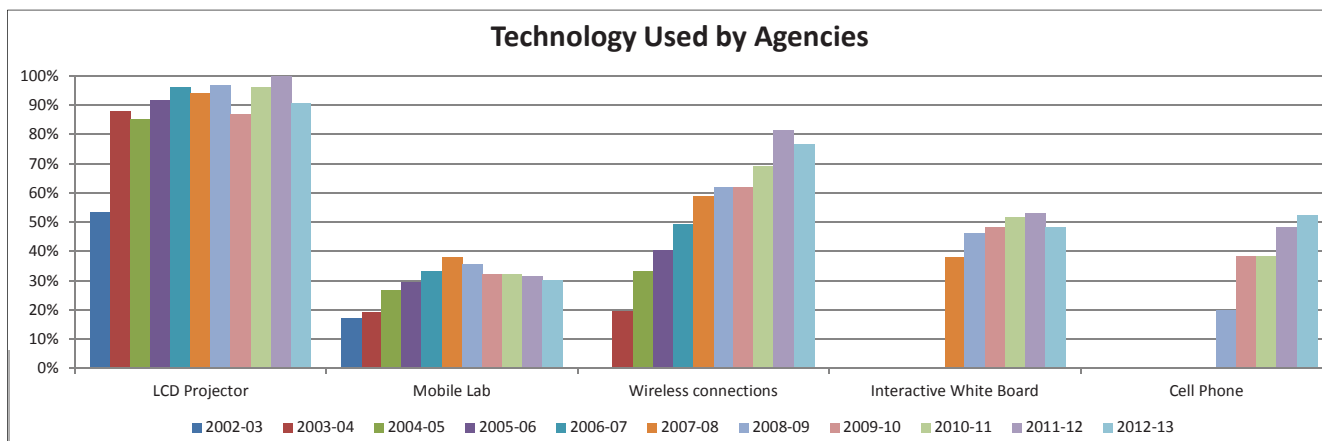


Exhibit 4D.2

Data on staff skills was collected on 1,953 instructors in 2012/13. This number reflects a small drop, with 12 fewer instructors completing the survey as compared to the previous year. Teachers rate themselves on a scale of 1 to 4 in each area indicated. This is the fifth year for the new technology integration self-assessment based on the federally funded AdultEdOnline project. The assessment focuses less on technical skills and more on integrating the skills into classroom activities. Exhibit 4D.3 shows that every skill area has continued to show an incremental increase. Teachers feel more confident about everything from basic computer operation to evaluating and incorporating new technologies.

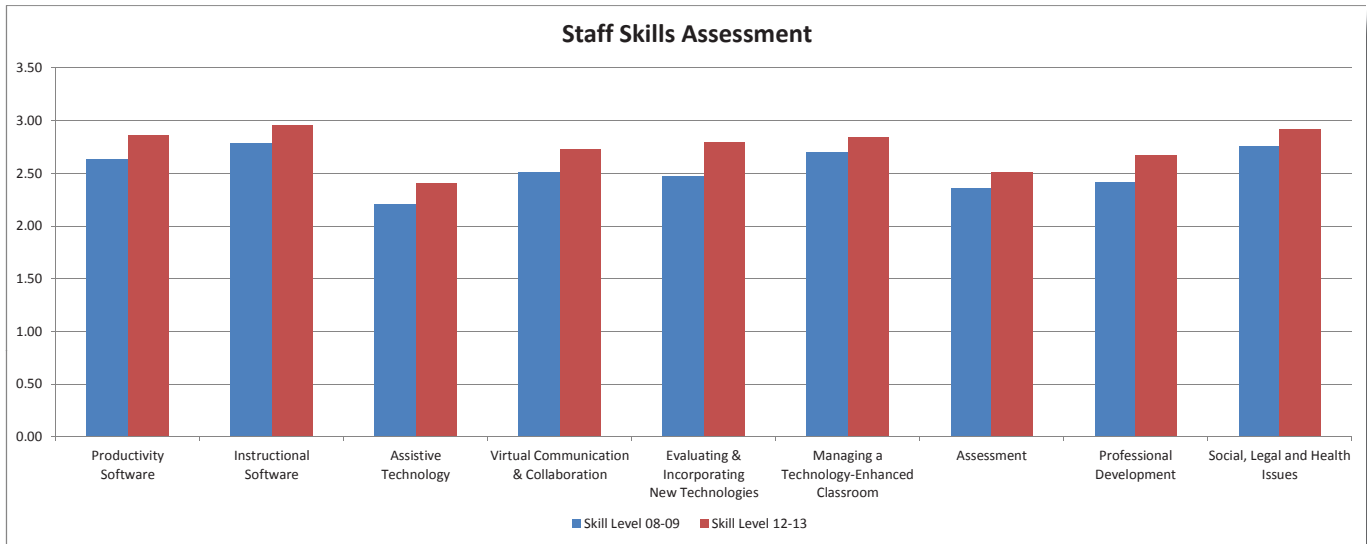


Exhibit 4D.3

The new technology integration self-assessment asks about personal skills as well as classroom skills. Exhibit 4D.4 shows that in all areas, with the exception of using a video camera, it appears that teachers first develop their personal technology skills before they introduce those skills to their students. As with last year's reporting, differences between personal skills and classroom skills are noted in Internet use, e-mail, and Web communication. An additional disparity in using spreadsheets was noted in the latest

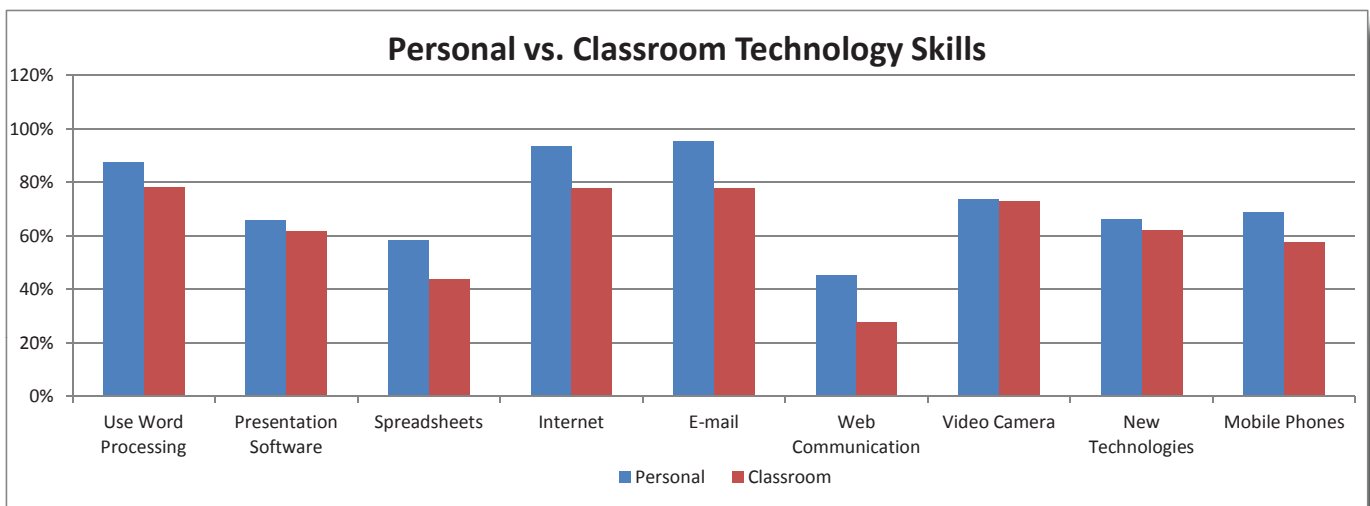


Exhibit 4D.4

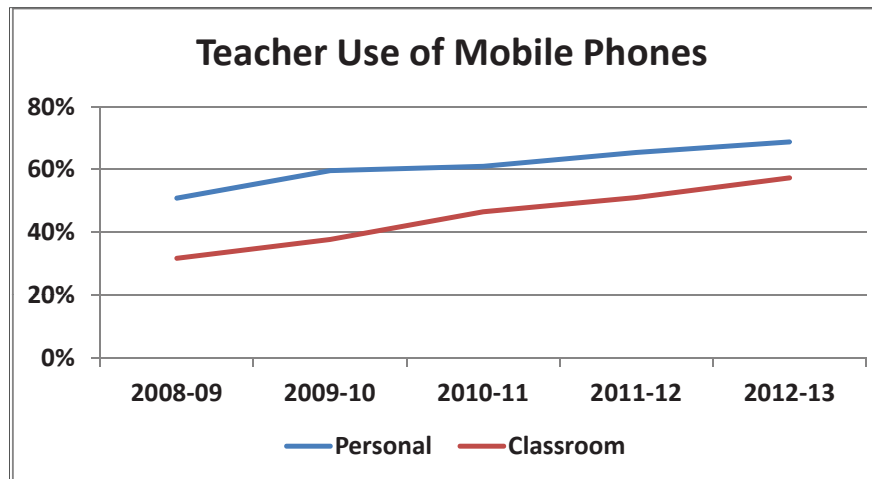


Exhibit 4D.5

assessment results. These technology skills may be used regularly in many teachers' personal lives, but do not seem to have translated into classroom activities. One technology that seems to be showing a steady increase is the use of mobile phones in the classroom. The difference between personal use and classroom use was 19 percentage points for the first year mobile phones were included in the tech assessment, 14 percentage points for last year's report and has dropped further to a difference of only 12 percentage points this year. (Exhibit 4D.5)

Exhibit 4D.6 shows a year-by-year comparison for some skills, displaying the percentage of instructors who rated their skills as three or four on the same scale as used in Exhibit 4D.4. With the exception of "Take an online course", all skill areas for 2012/13 were unremarkable. "Take an online course" showed incremental improvement. This area has continued to improve every year. This may be due to the multiple opportunities teachers now have for online learning such as that provided by OTAN and other leadership projects as well as national offerings and publishers who also provide online training and support.

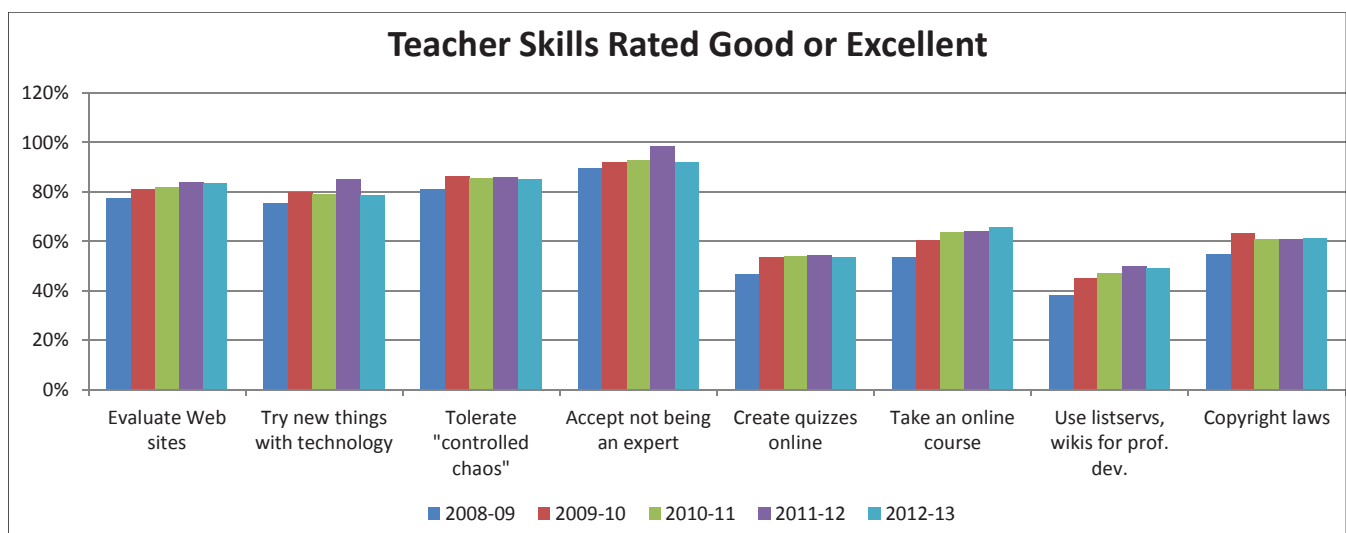


Exhibit 4D.6

For the fifth year, an optional student computer survey was provided as part of the technology plan. Thirty agencies surveyed their students in 2012/13, with a total of 4,970 students responding, about three percent fewer than last year. One of the questions on the survey is “Do you have Internet access at home?” Data for ABE students shows that, while several years ago beginning students were much less likely to have Internet access than advanced students, this has changed with the advent of smart phones. The high number of beginning literacy students with Internet access reported in 2010/11 is probably an anomaly. Data for 2012/13 shows that 62 to 81 percent of students at all levels are able to get online outside of school. This has implications for the ability of basic skills students to study partially or completely online.

Data on ESL students shows a similar picture, with 3,310 students responding, 8.2 percent more than the previous year. Home Internet access increased from last year for the lower levels, but this could have to do with which geographic areas chose to administer the optional survey. Overall, Internet access has increased for each level of instruction from 2008/09. The exception was ESL Beginning Literacy which peaked in 2010/11 at 64 percent. Adult schools are responding to this level of access by continuing to provide more blended and online instruction.

In addition to the technology planning form required by EL Civics Civic Participation funding, OTAN maintains a public version of the form that anyone can log in to and create an agency technology plan.

Programming and Support

OTAN is one of three leadership projects funded by the Adult Education Office at CDE. The field requires that all the projects and the Adult Education Office work together seamlessly to provide services to local programs. OTAN's role is to provide technology support to the other projects allowing quick and effective collaboration as well as the implementation of joint projects. This support was provided in a variety of ways.

Online Grant Applications

OTAN continues to support the Adult Education Office with an extensive online data management system. The system consists of a database and three distinct Web applications: the agency-facing California Adult Education Online Application and Reporting site (<http://adulthood.otan.us>), the CDE Staff Data Access administration area (<http://cde.otan.us>), and the public-facing California Adult Education Provider Directory (www.otan.us/caaeproviders/) By using the same dataset to present data in all three Web sites, data administration is greatly reduced and data quality is enhanced.

The California Adult Education Online Application and Reporting (CA-OAR) site allows agencies to update their agency, site, and staff contact information in one area. Updates to this information are immediately available to CDE staff and the Leadership projects. This area also provides agencies access to online reporting and deliverables for five CDE programs:

- The Workforce Investment Act (WIA) Title II grant application and online deliverables
- Course Approvals
- Innovation and Alternative Instructional Delivery Program Application and year-end program evaluation
- The Year-End Attendance Report
- EL Civics Technology Plans

The California Adult Education Provider Directory leverages the self-reported agency contact information and combines this information with online mapping and program information from WIA, State apportionment, and Innovation Program data to provide the public with information on programs of interest in their neighborhood. The public can search by type of course offered, by ZIP Code, or use the advanced search for more options. Limited English speakers looking for a nearby program can search the directory for a list of local programs together with links to transit information and maps to the site. Since this data is agency-reported, the cost to provide this public service is minimal. (Exhibit 5A.1)

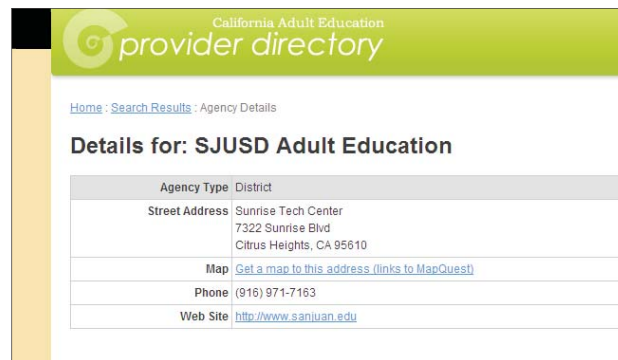
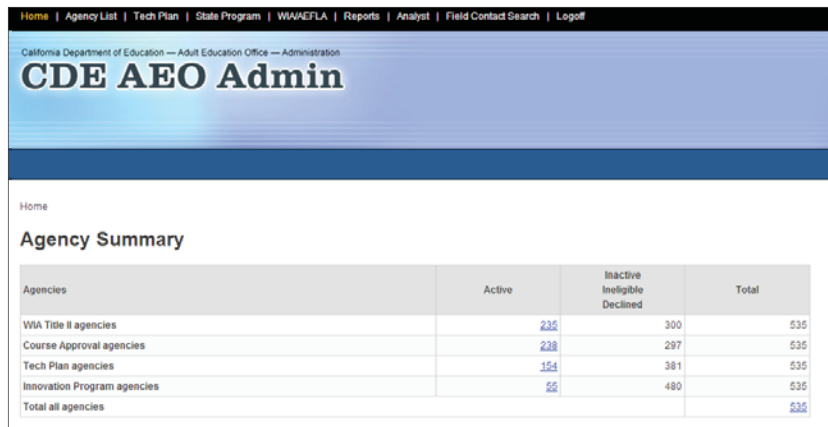


Exhibit 5A.1



The CDE Staff Data Access site has been developed to provide online access to CDE data by CDE Adult Education Office consultants and analysts. It maintains agency and site level data and links to statistics and online grant applications for funding through the Workforce Investment Act, to approval letters for state apportionment, to Year-End Attendance reports, and to the Technology Plans. (Exhibit 5A.2) This database provides the following functions:



The screenshot shows the 'CDE AEO Admin' interface. At the top, there is a navigation menu with links: Home, Agency List, Tech Plan, State Program, WIA/AEFLA, Reports, Analyst, Field Contact Search, and Logout. Below the navigation is the header 'California Department of Education — Adult Education Office — Administration' and the main title 'CDE AEO Admin'. The main content area is titled 'Home' and 'Agency Summary'. It contains a table with the following data:

Agencies	Active	Inactive Ineligible Declined	Total
WIA Title II agencies	235	300	535
Course Approval agencies	238	297	535
Tech Plan agencies	154	381	535
Innovation Program agencies	55	480	535
Total all agencies			535

Exhibit 5A.2

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

Since this site is built upon the same database used for all three Web applications as noted above, changes made on this site are immediately reflected on the CA Providers and CA-OAR Web sites as well.

OTAN staff provided five instances of technical support to users of the Adult Education Office database. This is down from seven technical support requests last year and 11 technical support requests the year before. This seems to indicate that this system is meeting the need of the Adult Education Office at CDE.

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics, was successfully used in 2012/13 by 216 agencies to apply online for continued grant funding, submit budget information, and submit expenditure claim reports. Features include a user-friendly navigation system, help screens, and visitor access. In addition to real-time online statistics during the application period, CDE staff has online access to agency grant applications, budget worksheets, mid-year expenditure reports, final expenditure reports, and the annual audit status certification form for Community and Faith-Based Organizations. OTAN staff provided 108 instances of technical support to clients completing WIA forms.

The Course Approval Request System: The system was used by 236 school districts to complete and receive their requests online.

Technology Planning: OTAN facilitated technology planning by 152 agencies with English Language and Civics, Civic Participation funding in 2012/13. The Technology Plan Development Web site guided agencies to create a multi-part technology plan and submit it for review by Technology Field Colleagues. Training on how to create and submit the technology plan was provided to the field through online meetings or webinars. OTAN staff provided 87 instances of technical support to clients completing the technology plan.

The Year-End Attendance Report: OTAN provided 232 agencies with the option of reporting attendance through this online system. In 2012/13, 53 agencies completed the report for Fiscal Year 2011/12. This data is reported after the end of the fiscal year, or one year in arrears.

Online Reporting System: Although submission of the form is not required, OTAN staff provided 25 instances of technical support to clients completing it.

In 2008, OTAN assumed responsibility for the **Innovation and Alternative Instructional Delivery Program** application and online evaluation forms. Due to the California budget crisis and legislation that suspended the education code for adult education, an application is no longer required except for agencies using federal Workforce Investment Act funds for distance learning, but agencies have been encouraged to continue submitting their application and evaluation forms to help CDE track data about distance learning. Training was provided to participants in two online workshops. In addition, OTAN staff provided 23 instances of technical support to clients working with the application and evaluation. (Exhibit 5B.1)

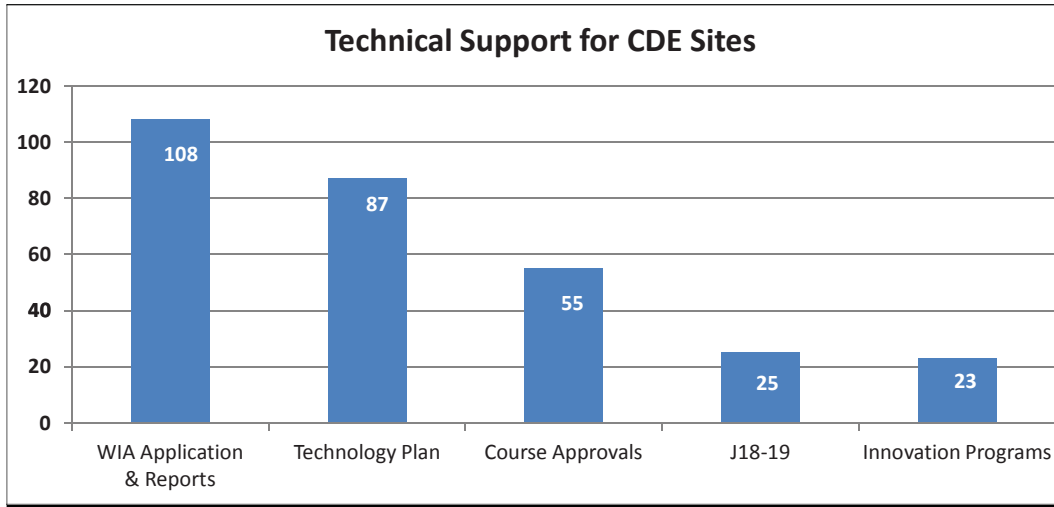


Exhibit 5B.1

Technical Support

Technical support for all CDE-related sites is reported in the section above. In addition, OTAN staff supports the OTAN Web site, the Moodle online course server, a variety of e-mail lists, the Connect online meeting and webinar software, the Provider Directory described above, and the online Lesson Plan Builder. Exhibit 5B.2 shows the number of technical support instances provided for each product. The vast majority are OTAN Web site users who have forgotten their user name or password and did not notice the automatic link to get their password e-mailed to them. Moodle also required a great deal of support due to the

many teachers and students new to online learning.

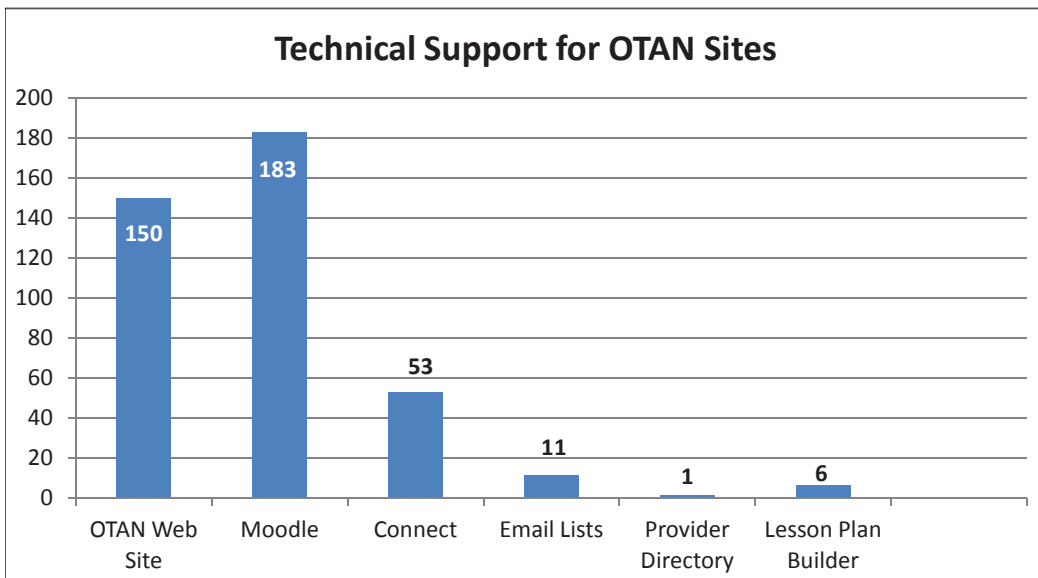


Exhibit 5B.2

Web 2.0 Support

Beyond supporting OTAN Web sites, staff also provided information and support to adult educators wanting to use OTAN e-mail lists, discussion boards, blogs, ePortfolios and other uses of Google Docs. Staff provided 27 instances of support or information to adult educators who were implementing ePortfolios, creating Web pages with Weebly, creating a Google hangout for an online meeting, and various other requests.

Directed E-mail

OTAN is able to send mass e-mails to selected groups of OTAN members, and is the only source of contact directly with teachers. Therefore, CDE and other agencies sometimes ask OTAN to send out a notice, along with the notices that are sent regarding OTAN services and events. CALPRO is the primary user of this service. In 2012/13, 61 messages were sent to 57,820 individuals. The total number of messages sent increased by 14 and the total number of individuals to receive directed e-mail messages increased by 11,323 from the previous year. Some of these increases may be attributed to more constituent requests to have OTAN newsletters sent to them electronically rather than receiving a hard copy. Exhibit 5B.3 shows the various categories of directed e-mails sent.

2012/13 DIRECTED E-MAIL	
E-MAIL TYPE	NUMBER SENT
TEACHER DIGEST	19,982
ADMINISTRATORS' DIGEST	9,184
OTHER AGENCIES	8,913
TRAINING	8,536
CDE	3,400
STUDENTS SUCCEED	2,516
TIMAC	2,555
OTAN NEWSLETTER	1,667
DISTANCE LEARNING	1,067
TOTAL	57,820

Exhibit 5B.3

Access to Learning through Online Education (ALOE) Projects

ALOE projects at ten different agencies were funded through OTAN in 2012/13. Approved projects were deemed to be replicable and had to support the California Adult Education Strategic Plan. The ALOE project goals were to focus on the implementation and expansion of online instruction for adult learners. Pre- and post- paired test scores clearly showed that every agency with an ALOE-supported online or blended class posted student gains, with the highest increases in reading and listening skills.

Funding for the original grantees was for 16 months and continued through May 31, 2013. ALOE project coordinators from each site participated in two online meetings to ask questions, and share project information, ideas, and best practices with colleagues. OTAN staff provided technical support throughout the duration of the project, and each ALOE agency received a site visit from an OTAN project coordinator or the director.

ALOE project best practices were shared at conferences and at the last Technology and Distance Learning Symposium on February 22-13, 2013. Any products as a result of ALOE funding, including videos, rubrics, learning guides, course content and materials, will be housed on the OTAN Web site to be freely shared with adult education providers.

This first deeper look at ALOE data through CASAS analysis showed that over 1,000 adult learners were served through the project. Students ranged in age from 16 years to over 60 years, with an almost even split between male and female students. Students came from a variety of educational backgrounds; almost half selected English as the language in which they were most fluent, with Spanish being the second most spoken language.

The following agencies participated as ALOE project sites:

Berkeley Adult School \$20,000

After conducting a survey revealing that over 50 percent of Berkeley Adult School students enrolled in the basic math course have Internet access at home, this agency focused on math instruction for ABE students and offered an online component to their blended ABE class. Curriculum included a combination of commercial sites and sharable courses offered through OTAN. Equipment purchased with ALOE funds was integrated in the classroom and used to support the teaching of numeracy skills such as budgeting and estimation. NROC Developmental Math pilot materials and the online subscription site IXL Math were used to supplement instruction.

An unduplicated count showed that 71 students were served through the ALOE project at Berkeley Adult School in two sections of Adult Basic Education. Of this number, over 80 percent had completed three years or less of high school.

BERKELEY	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	18	215.17	224.28	9.11*
	Math	19	210.79	213.00	2.21

* CASAS considers a gain of 3 points “significant”

Fairfield-Suisun Adult School \$16,500

Fairfield-Suisun Adult School converted their School-to-Career Transitions course to a blended delivery format, blending direct instruction with online components. Teachers embraced the idea of putting their courses online and ultimately, this agency converted not only their Transitions course but 12 additional courses. During the summer of 2012, the Adult Secondary Education (ASE) department chair and two teachers wrote activities for each ASE course and entered all of the quizzes into Moodle. To support the conversion of face-to-face courses to online, teachers were given extensive professional development on creating online content and skills for effective online teaching.

FAIRFIELD-SUISUN	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	141	232.91	237.28	4.19*
	Math	7	223.14	213.43	8.29^

* CASAS considers a gain of 3 points “significant”

^N too low to report

Fremont Adult School \$20,000

Fremont Adult School integrated online instruction into five existing English as a Second Language courses (Multilevel VESL Lab + USA Learns 1 and 2 Online, three classes of Advanced ESL + Advanced ESL Moodle Course, and Beginning Communication Skills + USA Learns 1 Online). Curriculum included both USA Learns and the OTAN Advanced ESL course. Three instructors were trained on Moodle and created two Moodle courses with audio files for students to practice dictation.

This agency also updated their distance learning classroom with technology that included an LCD projector and screen to aid in the student orientation to distance learning, and created a distance learning orientation video for students. Agency staff also participated in professional development related to blended/online learning.

The ALOE coordinator at Fremont Adult School noted that student enrollment increased over 100 percent after the implementation of the online courses (from 25 students to 65 students). Due to the high demand for online courses, a summer schedule was implemented and served an additional 48 students. As of this report, Fremont notes they are now serving more students in the blended class format than they serve in the traditional program.

Principal Steve Giudici is determined to continue successful elements of the ALOE project and plans to keep the program going by leveraging site funds after grant funds are exhausted. Resources created as a result of the ALOE grant will be posted on the OTAN Web site.

FREMONT	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	127	217.46	225.23	7.25*
	Listening	42	207.95	215.38	7.43*

*CASAS considers a gain of 3 points "significant"

Jewish Vocational Services \$19,800

Jewish Vocational Services (JVS) created a 90-minute online workshop based on their face-to-face workshop on the topic of "Identifying Transferrable Skills." The online module includes video and interactive quizzes. The goal of the project was to deliver the online course to 50 students on site, and to make it available on their Web site. At the end of the project, 130 students participated in the online course through one of six blended workshops provided by JVS staff. Of this total, 90 students completed an exit survey. Results from the answers tallied on the satisfaction rating showed that 31 percent of students 'strongly agreed', 49 percent of students 'agreed' and 13 percent of students were 'neutral'. No students indicated that they were not satisfied with the course. Course content was shared with OTAN and with the Gateway to Careers Web site. JVS created an information page and podcast about the online module that is available at: www.jvs.org/podcasts.shtml/.

Data analysis was not done for this agency because their approved ALOE project was a course relating to transferrable skills. Students participated in pre- and post-surveys rather than academic assessments.

Pittsburg Adult Education Center \$12,137

Pittsburg Adult Education Center (PAEC) will offered several of the online courses available through OTAN, including the USA Learns Wrap-around Course for Intermediate ESL, Advanced ESL and Advanced English for the Nursing Assistant. They also included the Certified Nursing Assistant English online lessons into their VESL for Medical Professions course. Pittsburg staff participating in ALOE provided some valuable “Lessons Learned” that was shared with other participating agencies through a distribution list and through a conference presentation at the Technology and Distance Learning Symposium.

1. Outdated technology can prevent you moving forward in offering valuable education options to students. PAEC administrators were unaware how outdated some of our computers were.
2. It was very valuable to have a teacher who has some experience with Moodle (and was willing to learn more) partner with the instructional teachers developing the NROC Developmental Math, Algebra I and GED Connections Moodle. This was key to moving the projects forward and this partnership will provide the foundation in developing more online classes.
3. Recruit and incorporate teachers who are motivated. The power and influence they provide will help jumpstart the project and keep it moving forward.
4. You can lead--but students may not be ready to follow. One part of our ESL online program was to offer the opportunity to Skype in to meet with the teacher. So far no student has been interested in making this kind of connection. We also discovered that some students just wanted to be on their own and only participated minimally with the teacher despite a number of ways of contacting the teacher (phone, email, Skype, in person). However, contact with the teacher did seem to be a key ingredient in persistence. We also expected more students to show an interest in the online program, but the general preference seems to be for our DVD distance learning class.
5. More marketing to PAEC students and the community has the potential to increase the number of students participating in our online programs.
6. Developing capacity (programs, experienced staff, and technology) to offer online learning opportunities takes time.

PITTSBURG	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	27	228.85	234.22	5.37*

*CASAS considers a gain of 3 points “significant”

Riverside Adult School **\$17,179**

Riverside Adult School created an online “bridge course” for adult literacy students preparing to enter Certified Nursing Assistant (CAN) Training or a Medical Assistant (MA) course. The course is based on existing curriculum that consists of ten core topics related to medical or nursing assistant training. The format supports students in becoming effective online learners. The course is being used as part of an effort to recruit ABE and ESL learners into a CTE field.

All incoming CNA and MA students must successfully complete the “Assessment Test” with a minimum score of 17 in reading and 17 in math. The maximum possible score is 20 in reading and 20 in math. Students who earn a score of 11 to 14 either in reading, math, or both are referred to the Bridge course associated with their chosen CTE program. The data collected below is based upon a sampling of Bridge students who attempted the course during the 2012/13 school year.

RIVERSIDE	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	10	219.5	227.4	7.9*

*CASAS considers a gain of 3 points “significant”

In addition to the online bridge course, Riverside Adult School also created a Web page with additional support and resources for students. Examples of the resources includes a set of links to help prepare students for successful test taking, CASAS Appraisal Test practice items, and interview expectations and tips.

ALOE project staff stated that, in general, students who completed the Bridge Course verbalized an increased confidence relating to familiarity with CTE course material, improved reading comprehension, and math skill development. This finding is further confirmed via student’s pre- and post-assessment test scores, as well as their level of CTE course participation and course completion rates.

An unexpected finding was that the MA and CNA bridge courses provided students with the opportunity to clarify any misconceptions regarding the MA and CNA role and responsibilities. Four students that failed to complete their bridge course indicated that it was because they learned that the job requirements and duties were not what they had expected and did not want to pursue that form of employment. They expressed gratitude that they learned of this mismatch early enough to change career focus.

San Bernardino Adult School \$20,000

San Bernardino Adult School collaborated with San Bernardino Valley College to create a blended “Transition to Success” course to address the basic reading skill deficits of college-bound adult learners, and provide them an opportunity to become comfortable with online learning. Students met every other week with the instructor at the adult school from 3:30 p.m. to 5:30 p.m. Classroom time was used to engage students in test-taking strategies, self-regulatory skills, college and career searching, guest speakers and field trips. This time also allowed students to bond as a cohort. The online portion of the course used a program called “My Skills Tutor” to provide individualized reading instruction. Students were encouraged to invest their time following a regular weekly schedule.

Program Outcomes

- 67 students were referred and enrolled in the Transition to Success class.
- 33% (22 students) attended orientation and attended the class.
- 14% (three students) completed 20 or more hours of the course and passed the *Accuplacer* exams at the Community College.
- Three students started attending classes at the local community college, and feel like they have a stronger connection because they already know their advisor at the community college.
- 100% of those who enrolled at Community College either placed in English 015 or 101 which are credit earning courses.
- 100% of those who enrolled at Community College met the graduation reading competency requirement for the community college.

The ALOE project was the jumpstart needed to start a collaborative effort between the K-12 Adult School and the local Community College. Administrators from both agencies have made a commitment for ongoing collaboration.

SAN BERNARDINO	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	12	234.50	244.25	9.75*
	Math	28	228.96	230.89	1.93*

*CASAS considers a gain of 3 points “significant”

San Juan Adult Education

\$16,144

The San Juan Adult Education ALOE project focus was on working with low-level ESL learners who are parents of elementary school students. The goal was to increase parents’ digital literacy skills in order to prepare them for online learning.

The San Juan Adult Education program originally partnered with Encina High School and Howe Avenue Elementary School within the San Juan Unified School District to provide blended instruction in English and basic skills to parents of students at those sites. Due to the large number of parent requests, Dyer Kelly Elementary School was also included in the project, for a total of three locations. The Adult Education program set up computers in the Parent Resource Center at each site, and provided support for parents to access online instruction from a variety of sources.

Parents received testing, module placement, and tutoring from ALOE project staff. Instruction was individualized and incorporated a range of curricular areas from ABE, ESL, ASE, and GED. Computer literacy and help with mock interviews was also offered, depending on the needs of the learner. The resource centers at each of the targeted sites averaged 20 parents per day. Many of the parents reported, in the course exit interview, that they felt more confident about their ability to help their child or children with their homework as well as being more willing to communicate with school personnel.

SAN JUAN	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	21	217.29	228.48	5.19*

*CASAS considers a gain of 3 points “significant”

Stanislaus Literacy Center

\$19,040

The Stanislaus Literacy Center (SLC) initiated an advanced online/blended English as a Second Language course for learners targeted from the 275 on their waiting list. The course, which ended on May 16, 2013, consisted of 18 units and ran for 19 weeks. Each unit had activities that included listening, reading, writing, vocabulary development and grammar practice.

The onsite Learning Center was used by the ALOE project for orientation of students and meetings with the instructor. If any student needed access to computers and the Internet, they were allowed to come to the center and use the lab. However, most students enrolled in the online/blended English as a Second Language course accessed the program from a computer other than those in the Literacy Center.

Students who pre- and post-tested showed an average gain of 6.4 points on the CASAS reading comprehension test. Students who completed the program reported that they gained confidence due to their increased ability to communicate in English. Teachers noted that their students’ ability to read in English greatly improved. Five of the students who enrolled in the online program worked full time. Those students noted better communication between themselves and their superiors or colleagues.

A best practice noted by the SLC staff was to actively recruit and incorporate volunteers to help make personal calls to students who had been absent or had not shown any activity in their online course for a period of two weeks. Staff credited this practice, among others, as being particularly helpful in establishing meaningful connections with students that lead to increased persistence.

STANISLAUS	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	34	221.68	226.32	4.76*

* CASAS considers a gain of 3 points “significant”

Torrance Adult School \$19,200

Prior to ALOE funds becoming available, Torrance Adult School was already experimenting with online instruction, but was finding it a challenge to retain students. This project allowed them to put more resources, including tutoring and counseling services, towards supporting individual students.

Torrance Adult School added an online component to four existing English as a Second Language courses that were offered in the fall of 2012. They developed a process for providing services to blended students, including registration, placement testing, assessment and orientation. Teacher professional development to support instructors in becoming comfortable with delivering content in a blended environment was provided via a train-the-trainer model. This training helped to expand the number of instructors interested in teaching online and resulted in the creation of the *Torrance Adult School Teacher’s Guide to Online Teaching and Moodle*. The guide answers questions and provides sample scenarios of online discussions, and digital assignments. Other sections in the guide include an overview of Teaching in Online Learning Environments, Teaching an Online Course, Teaching and Learning Challenges, Assessing Student Learning, Resources and Moodle. The guide will be made available to all California adult educators on the OTAN Web site.

TORRANCE	MODALITY	# OF STUDENTS WITH PAIRED SCORES	PRE-TEST AVERAGE SCORE	PRE-TEST AVERAGE SCORE	AVERAGE GAIN
	Reading	11	236.82	244.28	7.36*
	Listening	42	207.95	215.38	7.43*

*CASAS considers a gain of 3 points “significant”

Web Sites

From July 1, 2012 through June 30, 2013, there were 18,987 registered users for the Lesson Plan Builder. Of this total, 793 teachers worked on a lesson plan. There were 1,718 logins to the site.

OTAN hosts new Web sites for CDE projects as requested. In 2011/12, activity was high on the OTAN-created Strategic Planning and Policy to Performance (P2P) sites. Since that time, the strategic planning site has served its purpose and the P2P project ended. The highest activity noted on Web sites for CDE projects for last year was related to posting of the final reports in July 2012. No new sites were created during the fiscal year 2012/13.

A site previously supported by OTAN and recently revived, is for the Field Partnership Team to use as a conduit for information to flow between the Adult Education Office at CDE and the field. This site posts meeting announcements, agendas, minutes, and other relevant documents. The site is available at: <http://partnershipteam.wordpress.com/>

Students Succeed

The California Adult Education Students Succeed project has been hosted by OTAN for a number of years. In November 2012, OTAN partnered with ACSA to showcase California's two adult Students Succeed winners, Magdalena Cerda-Baez, and Travon Willis, at the ACSA Leadership Summit.

Magdalena (Nena) Cerda-Baez was nominated through Sweetwater Adult Education. Nena grew up and completed high school in Mexicali, Mexico, located on the border between Baja California Norte and Imperial County, CA. Her brothers and sisters went on to higher education and became teachers and school administrators. But, because she had difficulty reading and comprehending, Nena was sure she would never be able to complete college.



When she moved to the United States in 1995, Nena knew she would need to learn English, but doubted that English classes would be helpful. She decided to try anyway, and enrolled in English as a Second Language (ESL) classes at Montgomery Adult School in the Sweetwater Union High School District near San Diego. The ESL classes revealed that Nena's reading problems were due to dyslexia which caused her reading to be very slow while her oral comprehension was described as "extremely keen." She persevered, and though she struggled with reading, completed all levels of ESL while she also completed Parenting classes.

Nena often mentions that her experience as an adult education student is what prepared her to be a successful mother and environmental activist. Her studies helped to boost her self-esteem and prepared her to seek employment while she helped her children do well in their studies. Nena's efforts to serve her community have led to accomplishments and recognition that she would not have believed possible as a struggling reader in Mexicali.



Fremont Adult and Continuing Education's nomination for the Students Succeed award was Travon Willis. Travon overcame many barriers on his way to success through the adult education program. When Travon Willis was only ten years old, his father died while in prison. When his mother became addicted to drugs and was no longer able to care for Travon and a sibling, his grandmother stepped in and raised them both. At 19 years old, before graduating from high school, he was married.

At the age of 26, Travon started working toward a high school diploma at Fremont Adult and Continuing Education (FACE). He has always believed this was one of the best decisions he ever made. In the two years he attended, 2004-06, he overcame poor grades and moved from the freshman level to attaining all the credits necessary to complete the program and earn his High School Diploma. He also won an Academic Achievement Award in Math and the Community Advisory Council Scholarship.

At the time of his Students Succeed award, Travon was enrolled in a doctorate program for Clinical Psychology at John F. Kennedy University, maintaining a 4.0 grade point average. His long-term goal is to open a rehabilitation facility.

Increasing Distance Learning

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.

OTAN offered workshops and Webinars on a variety of distance learning topics, supported Access to Learning through Online Education (ALOE projects), made presentations at adult education professional conferences on distance learning topics, hosted one statewide Technology and Distance Learning Symposium, hosted Moodle courses for California Adult Education agencies, and provided professional development services for administrators.

Technology and Distance Learning Symposium

OTAN hosted the Technology and Distance Learning Symposium (TDLS) on February 22-23, 2013 at Berkeley Adult School. The Symposium was targeted to administrators, coordinators, and teachers planning for or already implementing distance, blended or online instruction as well as those integrating technology in the classroom. Over 200 participants attended TDLS and evaluations were overwhelmingly positive. Feedback indicated that some of the most popular workshops were those that were hands-on and held in the school's computer labs. Some of the workshop topics included: How to Use iPads in the Classroom, Creating Screencasts as a Supplemental Resource, Mobile Devices as a Classroom Teaching Tool, and How to Incorporate an Online Component to Enhance Teaching and Promote Learning.

The Online Teaching Academy

The Online Teaching Academy (OTAC) is a project with the goal of increasing online instruction for adult learners enrolled in California adult education agencies. OTAC accepted 10 teachers and provided training and support for the initiation and development of online instruction (Exhibit 6A.1). Participants could choose their



ONLINE TEACHING ACADEMY v3.0



Exhibit 6A.1

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

Participants were offered training on using Moodle, an open source course management system. OTAN provides hosting and support for all adult education agencies in California and wishes to further develop proficient Moodle users and online teachers. Moodle offers many benefits including tools that allow for and encourage online discussions, collaborative projects, assignments, quizzes, interactive activities, branched lessons, and synchronous chats. Moodle provides the environment for teachers to create rich, robust and interactive course materials for teaching and learning in either a fully online environment, or “blended” classes where students meet, at least minimally, face-to-face with an instructor. This year, OTAN added Learn360 to selected Moodle courses, providing access to hundreds of high-quality, supplemental video clips to support student learning. This new addition will provide future OTAC participants with many more multimedia resources to enhance their online courses.

Participants made a significant time commitment to course development and the use of a wide variety of online learning tools for potential inclusion in their online project. Participants spent an average of 10 hours a month working on their project, attending meetings and online workshops and/or in communication with their online teaching mentor or project coordinator. In addition, participants collaborated with their Administrator to develop a shared goal for this project and to secure any necessary release time to attend the required meetings.

At the end of the project year, participants met online and presented a final report on the scope of their project, the current status, future plans for additional development of their course and feedback on their overall experience with the Academy. Participants were also asked to complete a final project evaluation form online for providing feedback on the project.

Evaluations were gathered after each training session and at the beginning and end of the project year. A summarized list of results is presented below.

- 89% of the participants reported creating all or part of an online course
- 44% of participants used their courses with 120+ students during the project year
- 100% reported that they shared information about Moodle or distance learning with teachers at their agencies
- Participants gained experience and skills developing the following Moodle tools:
 - Assignments
 - Quizzes
 - Links to Other Web pages
 - Discussion Forums
 - Chat Sessions
 - Lessons

- Glossaries
 - Books
 - Web Pages (authored by the participant)
 - Hot Potatoes Activities
 - NanoGong Activities
- OTAC participants shared information and online/blended learning with 85 other teachers at their school sites.

OTAC participants were required to complete two survey questionnaires. One asked a series of questions regarding the participant's technology skills and practices. The other was the Distance Teaching Self-Assessment (DTSA at www.adultedonline.org) comprised of questions related to 49 distance teaching competencies divided into seven main sections: Instruction, Communication, Supporting and Motivating Students, Curriculum, Course Development, "Is Distance Teaching for You?", and Intake and Orientation. The answers to the DTSA were used as a pre/post-test to measure changes in their perception of readiness to teach online.

There were significant gains in all seven areas except one. The greatest gains were in participants' reporting preparedness in Course Development (72 percent positive change) and Supporting and Motivating Students (70 percent positive change). In both cases, participants reported their level of preparedness at the beginning of the project at 30 percent and 12.5 percent as "prepared now." At the end of the OTAC project, participants reported their levels of preparedness at 85 percent prepared for Course development and 100 percent prepared for Supporting and Motivating Students.

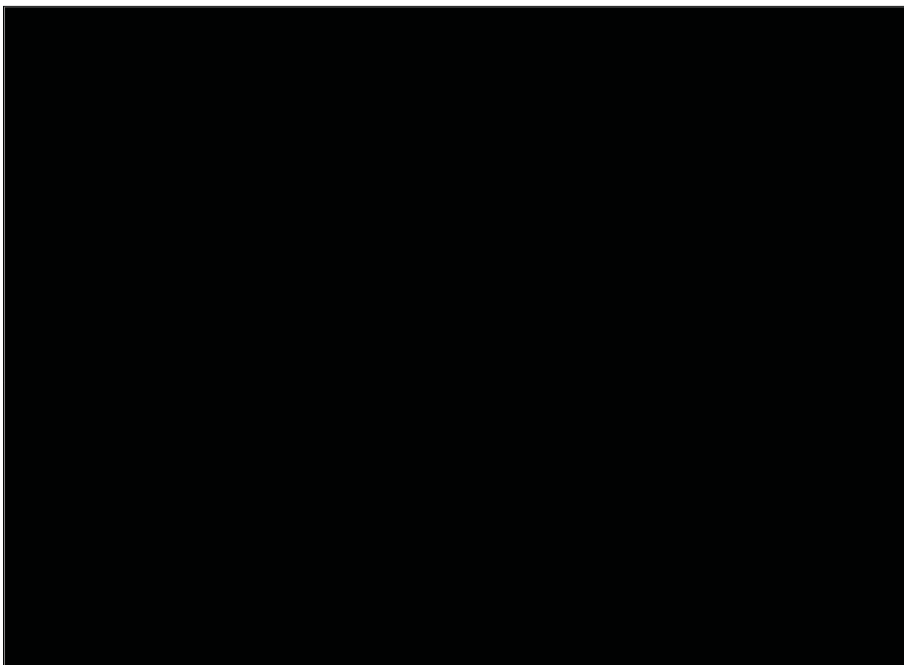


Exhibit 6A.2

The next highest gain was in Curriculum. This series of questions was related to preparedness in identifying the strengths and weaknesses of a curriculum for particular students, identifying how their role may be different depending on the curriculum's delivery system, how to supplement curriculum with other instructional materials, identify the system requirements for the curriculum, identify technology the curriculum uses and teaching students how to access and use the curriculum on their own. Initial scores on these questions were 46.7 percent on the pre-test and 93.3 percent on the post-test, a gain of just over 18 percent. (Exhibit 6A.2)

The only area that showed losses or a reduction in confidence came with the question “Is Distance Teaching for You?” This question had a “prepared now” response rate of 91 percent at the beginning of the project. This showed OTAC participants were confident and prepared to teach online. However, after the OTAC project, when asked this question again, their “prepared now” responses dropped by six points to 85 percent. This reduction is consistent throughout all previous years of OTAC. It appears that once participants receive significant training on online/blended teaching, they realize the level of skills they have is not quite where it should be.

However, given the fact that after the project all other question areas reported higher scores for preparedness, this small change in one area shows participants are much more aware of the level of dedication and commitment required to be effective online/blended teachers.

Participants also responded to a pre- and post-questionnaire on their skills with Moodle or another course management system, and the results show progress in every area. After the training, teachers felt much more comfortable creating online assignments, reviewing student work online, facilitating online discussions, and using synchronous tools like chat and Web conferencing. (Exhibit 6A.3)



Exhibit 6A.3

Distance Learning Webinars and Web Resources

In 2012/13, 75 Webinars were offered on distance learning topics, up from only 45 the previous year. These included an orientation to online teaching, a discussion of how to orient students to online learning, and many topics related to using the Moodle course management system. In addition, there were several orientations to OTAN’s shared courses as well as other online learning resources such as the *English for the Nursing Assistant* Web site to help ESL students prepare for academic studies to earn their Certified Nursing Assistant credentials. There were 477 participants served over the course of the year (Exhibit 6B.1). Participants were generally pleased with the objectives of the webinars and would recommend attendance to their colleagues. (Exhibit 6B.2)

College Transition and Career Development

OTAN has led the development of three online courses for adult learners. In 2010/11, two ESL courses were created, an advanced ESL course with 18 weeks of content and activities, and a wrap-around course with additional content to support the second course within USA Learns, including writing and discussion activities as well as enhanced vocabulary development. In 2011/12, the focus was on development of a transition course for ABE learners. This course was completed and piloted in spring of 2012, and was offered widely for use by teachers in fall of 2012.

“Whether the student is going directly into the workforce, military, academic, or vocational training, OTAN’s course, ‘College Readiness/ Career Development’, definitely prepares the student for the next step. So, thank you for supporting college readiness and career development for our students and for allowing the site to be used in different adult schools.”
- Michelle, Winnett, Fairfield-Suisun and Vallejo Adult Schools

The goal of the course is to assist ABE and adult high school learners to transition to employment or postsecondary education. There are three sections in the course, one that focuses on basic writing skills, one on transition to postsecondary education, and a third on transition to work. An online orientation was offered for teachers interested in using the course, and the course authors supported the teachers as they set up their courses and began teaching. All courses were taught in a blended model, so no course was delivered solely online.

All teachers were supported through an online support course where teachers could post questions, report errors and ask advice. It was also an area for administrative support to provide technical support if activities or resources within the course did not work properly.

The course was requested by 27 agencies throughout 2012/13. In most cases, the course was used within Adult Basic Education classes as supplemental material. However, several agencies reported their desire to use the course material for their advanced English Language classes. Preliminary discussions with teachers indicate the materials are well-suited for these learners and they progressed through the material successfully.

Support for Other Online Sharable Courses

OTAN continued to offer support to teachers who requested either of the other online courses; Advanced ESL or the USA Learns Wrap-around Course. Teachers were provided a recorded webinar to orient them to the course materials and course management. In addition, teachers needing extra support sent requests to OTAN’s help desk.

The Moodle Course Repository

OTAN offers other shared courses developed or authored by entities such as the National Repository for Online Courses (NROC) or the Moodle community. NROC courses include Algebra (1st and 2nd semester) and a beta-version of a Developmental Math course. Unfortunately, as OTAN transitioned from one version of Moodle to another, these courses required significant work and/or reprogramming. There is considerable interest in hosting NROC courses as it allows adult education teachers more flexibility to scaffold the materials for their students. It is anticipated that additional NROC courses can be added in the next contract year¹.

1 NROC has changed their membership structure and continued participation in the project will require a yearly subscription/support fee. At the time of writing this report, the OTAN Advisory Committee expressed their desire that OTAN maintain their membership.

Although OTAN provides access to other shared courses such as *Digital Photography*, *Cool Tips 101* (a teacher training course for using Moodle), *Internet Safety, Acceptable Use*, and *Research and Copyright*, there were no requests for OTAN to supply a copy of these courses. (Note: these courses are easily found through other Moodle course sharing sites.)

Enhancements to U.S.A. Learns

USALearns.org offers three free online ESL courses. It was developed by the Sacramento County Office of Education with federal funding from the Office of Vocational and Adult Education. OTAN has continued to support the site as it is used for distance learning by a number of agencies. There were 312,000 visits from California in 2012/13, with the average visitor spending 28 minutes on the site and viewing 58 pages. Sixty-nine percent of visits were by return visitors, up from 60 percent in the previous year. This data indicates that students are using the site to study English, and spend time working through the lessons.

Exhibit 6C.1 shows the number of visits during 2012/13 from the top 12 cities. Los Angeles, as expected because of the concentration of population, is the largest user, but San Francisco and San Jose are not far behind. However, there were a total of 575 California cities that sent learners to the site, and 131 of them had 500 or more visits, demonstrating the wide use of the site.

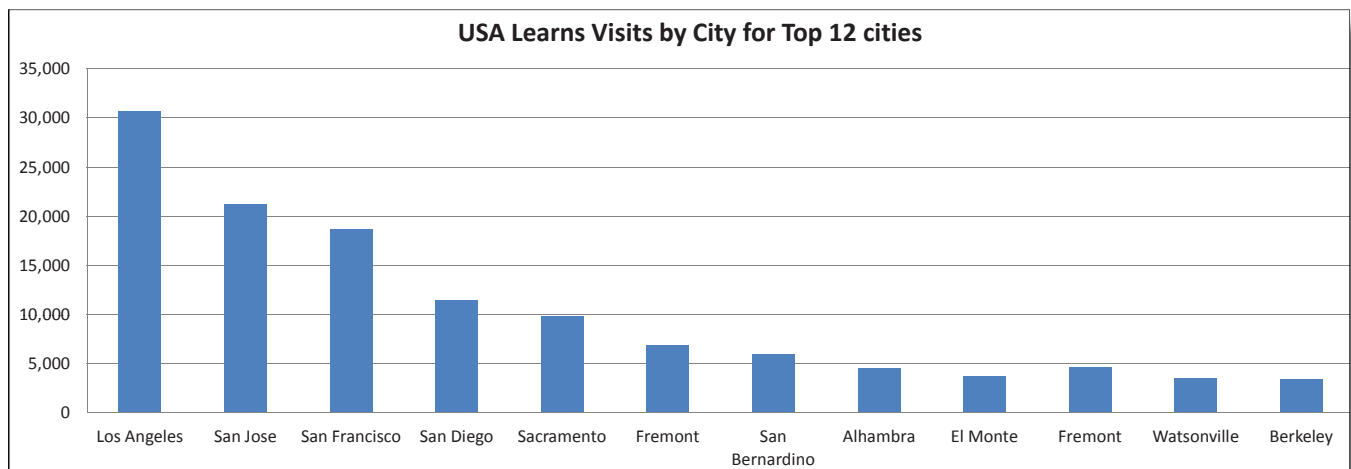


Exhibit 6C.1

OTAN/SCOPE PROGRESS REPORT (7/1/12 – 9/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2B.1. Develop workshops and other professional development on how to use the new tool	<ul style="list-style-type: none"> Two orientation Webinars were held about how to use Teaching with Technology (TwT) Produced four videos on how to use the new (TwT) tool
2B.2. Produce one video on how to use the new TPACK tool	
<i>2C: Host the Technology Integration Mentor Academy (TIMAC)</i>	
2C.1. Prepare training materials for TIMAC	<ul style="list-style-type: none"> TIMAC final report for Cohort 8 was completed and disseminated
2C.2. Hire TIMAC mentors	<ul style="list-style-type: none"> TIMAC applications were reviewed and 7 participants were initially chosen
2C.3. Meet with TIMAC participants 3 times in Sacramento	<ul style="list-style-type: none"> Application was reopened at the end of September and 3 more participants were added to Cohort 9
2C.4. Mentors make at least 1 site visit to each participant	<ul style="list-style-type: none"> Training materials were prepared for initial TIMAC Cohort 9 meeting in October
2C.5. Collect pre and post data on TIMAC participant skills	<ul style="list-style-type: none"> Three mentors were hired to support TIMAC participants
2C.6. Host online meetings for participants and mentors	<ul style="list-style-type: none"> Mentors were oriented via an online meeting and/or electronic communication
2C.7. Participants present their projects at wrap-up in May	<ul style="list-style-type: none"> Planning and preparation was done for the TIMAC meeting in October
2C.8. Produce final TIMAC report and disseminate to participants and their administrators	
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
<i>3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.</i>	
3A.1. Hire e-portfolio pilot teachers and provide training	<ul style="list-style-type: none"> Four teachers were hired for the e-portfolio project
3A.2. Expand E-portfolio pilot to additional 20 learners, five per pilot teacher. Develop new models and examples	<ul style="list-style-type: none"> Three online meetings were held to discuss the progress of the project Planning started for presentations at this year's conferences about the project
3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices	
3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars	
3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	
<i>3B: Research and identify simulations of online tasks related to transition</i>	
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary	<ul style="list-style-type: none"> Eight short simulation videos were created in the form of orientations for students to reflect the change in Moodle environment when the upgrade was done from 1.9 to 2.3
3B.2. Select and create up to 3 online tasks or simulations	
3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	
<i>3C: Expand development of mobile applications for OTAN and delivery of basic skills instruction</i>	
3C.1. Identify appropriate app with input from Advisory Committee	<ul style="list-style-type: none"> Word4U mobile application developed, programmed and submitted to iTunes for distribution.
3C.2. Select and hire 2 teachers to pilot mobile app	<ul style="list-style-type: none"> Planning started to hire teachers to pilot mobile application out of the group that is using College Transition and Career Development course
3C.3. Develop the application	
3C.4. Pilot with 2 teachers, up to 10 learners each	
Task #4 – Provide Adult Educators with Current Information and Research	
<i>4A: Redesign and maintain the OTAN Web site, including mobile version</i>	
4A.1. Create new design for OTAN Web site and maintain it.	<ul style="list-style-type: none"> Further planning took place and programming has begun for the new OTAN Web site, however this task has been superseded by other CDE priorities such as WIA re-application tool
4A.2. Develop new and maintain management system for Web site	<ul style="list-style-type: none"> News writer was hired to write news items and other content, and
4A.3. Review all current content and move to new site as appropriate	
4A.4. Launch and advertise new site	

OTAN/SCOPE **PROGRESS REPORT (7/1/12 – 9/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
<p>5C: <i>Provide opportunities for agencies to share information and collaborate through email lists and online meetings</i></p>	
<p>5C.1. Provide opportunities for local agencies to use email lists and online meeting software</p>	<ul style="list-style-type: none"> Created and hosting 3 new e-mail lists for dissemination of the Implementation Guide for the Strategic Plan.
<p>5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)</p>	
<p>5D: <i>Contract with adult education centers to provide technical support for technology and online instruction</i></p>	
<p>5D.1. Produce and post a Request for Proposals for agencies wishing to participate</p>	<ul style="list-style-type: none"> Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot
<p>5D.2. Select up to nine agencies, and provide orientation</p>	
<p>5D.3. Monitor work of selected agencies and provide support</p>	<ul style="list-style-type: none"> Processed quarterly reports for the agencies participating in ALOE
<p>5E: <i>Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools</i></p>	
<p>5E.1. Develop and host Web sites for specific projects as requested by CDE</p>	<ul style="list-style-type: none"> Updated the strategic plan Web site with the Implementation Guide Adobe Connect server was maintained, serving OTAN and CALPRO The combined professional development calendar was maintained in collaboration with CASAS and CALPRO

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
 October 1, 2012 – December 31, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Task #1 – Promote 21st Century Skills 1A: Promote 21st Century Skills through TIAC and through professional development materials.</p> <p>1A.1. Convene Technology Integration Advisory Committee</p> <p>1A.2. Develop and revise handouts for workshops, webinars and presentations</p> <p>1B: Deliver workshops and webinars on technology integration, distance learning, and data management.</p> <p>1B.1. Deliver up to 32 face-to-face workshops</p> <p>1B.2. Deliver up to 60 webinars on technology and distance learning topics</p> <p>1B.3. Hire and orient external trainers</p> <p>1C: Research new technologies and provide opportunities for agency staff to try them.</p> <p>1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences</p> <p>1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.</p> <p>1C.3. Produce at least one technology integration video.</p> <p>1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities</p> <p>1D.1. Continue to collect data on implementation of blended learning models and disseminate through workshops</p> <p>1D.2. Convene the Distance Learning Advisory Committee twice a year</p> <p>1D.3. Produce one video on distance or blended learning instructional models</p>	<ul style="list-style-type: none"> • Technology Integration Advisory Committee (a combination of distance learning and technology integration advisory committee groups) was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. • Handouts were created for up to five new webinars. • Handouts were created for two new online workshops. <ul style="list-style-type: none"> • Thirty-four (34) online workshops were delivered to 201 participants. • Eight face-to-face workshops to 97 participants were offered. • Eleven trainers were hired and received orientation to the new version of Adobe Connect software used for online workshops. <ul style="list-style-type: none"> • Staff continued to follow national e-mail lists and professional journals. • Vendor tables were hosted at two conferences: CCAE South Coast fall conference and CATESOL regional conference. • Planning took place for video recording sessions at Technology and Distance Learning Symposium in lieu of a tech integration video. • Five presentations were made at four conferences. <ul style="list-style-type: none"> • Information on blended models is collected primarily via Innovation Applications due later in the year and via ALOE – Access to Learning through Online Education ending in May 2013. • Technology Integration Advisory Committee was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. • OTAN is reviewing current Innovation Application and interviewing ALOE participants to make selections for showcasing promising practices in online and blended learning instructional models.
<p>Task #2 – Connect Technology to the Curriculum 2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.</p> <p>2A.1. Select and hire field colleagues</p>	<ul style="list-style-type: none"> • The Technology Strategies Web Developer was hired and planning for the new

OTAN/SCOPE PROGRESS REPORT (10/1/12 – 12/31/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2A.2. Provide professional development for field colleagues 2A.3. Solicit input on how to continue to populate information 2A.4. Continue population of the database and pilot with several teachers	framework was continued. Three additional technology framework developers were hired and input of the new resources was continued. Four planning meetings were held about Teaching with Technology framework. Additional features were added to the administrative portion of the Teaching with Technology section of the Web site. One hundred twenty-nine (129) new entries were made in the Teaching with Technology (TwT) section of the site and added four videos.
2B: <i>Provide professional development on how to use technology effectively in instruction, including video production</i> 2B.1. Develop workshops and other professional development on how to use the new tool 2B.2. Produce one video on how to use the new TPACK tool	One orientation online workshop was held about how to use Teaching with Technology (TwT). Produced four videos on how to use the new (TwT) tool.
2C: <i>Host the Technology Integration Mentor Academy (TIMAC)</i> 2C.1. Prepare training materials for TIMAC 2C.2. Hire TIMAC mentors 2C.3. Meet with TIMAC participants 3 times in Sacramento 2C.4. Mentors make at least 1 site visit to each participant 2C.5. Collect pre and post data on TIMAC participant skills 2C.6. Host online meetings for participants and mentors 2C.7. Participants present their projects at wrap-up in May 2C.8. Produce final TIMAC report and disseminate to participants and their administrators	TIMAC final report for Cohort 8 was completed and disseminated. TIMAC applications were reviewed and seven participants were initially chosen. Application was reopened at the end of September and three more participants were added to Cohort 9. Training materials were prepared for initial TIMAC Cohort 9 meeting in October. Three mentors were hired to support TIMAC participants. Mentors were oriented via an online meeting and/or electronic communication. Planning and preparation was completed for the TIMAC meeting in October.
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: <i>Pilot and disseminate strategies for learners to create and maintain e-portfolios.</i> 3A.1. Hire e-portfolio pilot teachers and provide training 3A.2. Expand E-portfolio pilot to additional 20 learners, five per pilot teacher. Develop new models and examples 3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices 3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars 3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	Four teachers were hired for the e-portfolio project. Five online meetings were held to discuss the progress of the project (two TIMAC, one APOD, two OTAN training). Planning started for presentations at this year's conferences about the project.
3B: <i>Research and identify simulations of online tasks related to transition</i> 3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary 3B.2. Select and create up to 3 online tasks or simulations 3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC	Eight short simulation videos were created in the form of orientations for students to reflect the change in Moodle environment when the upgrade was done from 1.9 to 2.3. Fourteen screencast tutorials were created and posted for OTAN Moodle users. Moodle Morsels provide technology support as well as just-in-time learning for teachers.
3C: <i>Expand development of mobile applications for OTAN and delivery of basic skills instruction</i>	

OTAN/SCOPE PROGRESS REPORT (10/1/12 – 12/31/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
3C.1. Identify appropriate app with input from Advisory Committee 3C.2. Select and hire 2 teachers to pilot mobile app 3C.3. Develop the application 3C.4. Pilot with 2 teachers, up to 10 learners each	<ul style="list-style-type: none"> Words4U mobile application was developed, programmed and submitted to iTunes for distribution. Now available from iTunes store under "Sacramento County Office of Education". Planning started to hire teachers to pilot mobile application out of the group that is using College Transition and Career Development course.
Task #4 – Provide Adult Educators with Current Information and Research 4A: <i>Redesign and maintain the OTAN Web site, including mobile version</i> 4A.1. Create new design for OTAN Web site and maintain it. 4A.2. Develop new and maintain management system for Web site 4A.3. Review all current content and move to new site as appropriate 4A.4. Launch and advertise new site 4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection	<ul style="list-style-type: none"> Programming and content review began for the new OTAN Web site, but was superseded by other CDE priorities such as WIA re-application tool. With CDE permission, this task has been re-prioritized and moved to a subsequent contract year. News writer was hired to write news items and other content. Information Specialist was hired to maintain research document collection.
4B: <i>Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices</i> 4B.1. Host exhibit tables at up to 8 adult education conferences 4B.2. Produce 3 issues of the OTAN Online Connection newsletter 4B.3. Produce and distribute two monthly digests	<ul style="list-style-type: none"> Vendor tables were hosted at two regional conferences. Winter 2013 newsletter was published and distributed (929 hard copies were mailed and 541 emailed copies were disseminated.) Administrator digest was produced and distributed for November and December 2012. Teacher digest was produced for October, November and December 2012.
4C: <i>Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects</i> 4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects 4C.2. Provide training and support to new and returning meeting hosts, and support online meetings 4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects 4C.4. Videotape conferences and other events, and provide streaming video of event	<ul style="list-style-type: none"> CALPRO did not use Connect to host online meetings this quarter. CATESOL did not hold any board meetings online this quarter. Created three new email lists for CDE AEO. Offered technical support to a CDE consultant to use the back-end of the listserv. Continued to host email lists for CDE and CALPRO. Videos filmed and edited for CALPRO with the topic of Integrated Education and Training. The CALPRO New Administrators Orientation was videotaped in November 2012. Provided seven instances of support for Adobe Connect users. Provided seven instances of support for listservs.
4D: <i>Assist local agencies with technology planning through training, technical support, and an online technology planning tool</i> 4D.1. Update and post the technology planning form 4D.2. Provide training for agency staff on the technology planning process 4D.3. Provide technical support to users of online form 4D.4. Hire field colleagues to review EL Civics technology plans 4D.5. Maintain a public version of the technology planning form	<ul style="list-style-type: none"> The technology plan submission form was updated for 2011-12 and posted on August 1, 2012. Fifteen agencies were assisted in developing their technology plans. Four technology plan reviewers were hired. A total of 20 technical support issues were received and resolved regarding the tech plan.
Task #5 – Coordinate with CDE and other Leadership Projects	

OTAN/SCOPE PROGRESS REPORT (10/1/12 – 12/31/12) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE</p> <p>5A.1. Update online submission forms and modify as requested by CDE</p>	<ul style="list-style-type: none"> • The EL Civics technology planning form was updated for 2012-13. • Course approval form modified based on input from the field. • The WIA Expenditure Claim Report form was updated for 2012-13. • Draft WIA Grant Application for 2013-14 was created and submitted to the CDE for review. • The Innovation Program application and evaluation form was updated and posted; 46 agencies submitted applications.
<p>5B: Provide telephone and online technical support for OTAN-authored Web sites and databases</p> <p>5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder</p>	<ul style="list-style-type: none"> • Staff produced two videos on Students Succeed recipients that were shown at the ACSA conference. • Four hundred eighty-nine (489) users logged in to the Lesson Plan Builder during the quarter and 231 worked on a lesson plan; 18,277 users are now registered. • Twenty-two (22) course outlines were created this quarter for a total of 118 course outlines available; six users logged into the Course Outline Builder during the quarter; 119 users are now registered. • Provided telephone and e-mail technical support to 114 clients, of which 42 were in support of CDE databases such as Course Approvals, WIA, Innovation, and J18/19.
<p>5C: Provide opportunities for agencies to share information and collaborate through email lists and online meetings</p> <p>5C.1. Provide opportunities for local agencies to use email lists and online meeting software</p> <p>5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)</p>	<ul style="list-style-type: none"> • Created and hosted three new e-mail lists for dissemination of the Implementation Guide for the Strategic Plan. • No agencies requested technical support for using Web 2.0 tools this quarter.
<p>5D: Contract with adult education centers to provide technical support for technology and online instruction</p> <p>5D.1. Produce and post a Request for Proposals for agencies wishing to participate</p> <p>5D.2. Select up to nine agencies, and provide orientation</p> <p>5D.3. Monitor work of selected agencies and provide support</p>	<ul style="list-style-type: none"> • Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot. • Conducted two site visits of participating agencies (Pittsburg Adult School and Riverside Adult School). • Processed quarterly reports for the agencies participating in ALOE. • Provided telephone and e-mail technical support to six clients of the ALOE project.
<p>5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools</p> <p>5E.1. Develop and host Web sites for specific projects as requested by CDE</p>	<ul style="list-style-type: none"> • Updated the strategic plan Web site with the Implementation Guide. • Adobe Connect server was maintained, serving OTAN and CALPRO. • The combined professional development calendar was maintained in collaboration with CASAS and CALPRO.

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
 January 1, 2013 – March 31, 2013

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Task #1 – Promote 21st Century Skills</p> <p><i>1A: Promote 21st Century Skills through TIAC and through professional development materials.</i></p> <p>1A.1. Convene Technology Integration Advisory Committee</p> <p>1A.2. Develop and revise handouts for workshops, webinars and presentations</p> <p><i>1B: Deliver workshops and webinars on technology integration, distance learning, and data management.</i></p> <p>1B.1. Deliver up to 32 face-to-face workshops</p> <p>1B.2. Deliver up to 60 webinars on technology and distance learning topics</p> <p>1B.3. Hire and orient external trainers</p> <p><i>1C: Research new technologies and provide opportunities for agency staff to try them.</i></p> <p>1C.1. Research new developments in technology through journals, news aggregators, email lists and educational technology conferences</p> <p>1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.</p> <p>1C.3. Produce at least one technology integration video.</p> <p><i>1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities</i></p> <p>1D.1. Continue to collect data on implementation of blended learning models and disseminate through workshops</p> <p>1D.2. Convene the Distance Learning Advisory Committee twice a year</p> <p>1D.3. Produce one video on distance or blended learning instructional models</p>	<ul style="list-style-type: none"> • Technology Integration Advisory Committee (a combination of distance learning and technology integration advisory committee groups) was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. A second meeting was held online on April 5, 2013 from 9:00 A.M. until noon with a total of 15 participants. Meeting minutes were compiled and shared electronically. • Handouts were created for up to five new webinars. • Handouts were created for two new online workshops. <ul style="list-style-type: none"> • Thirty-six (36) online workshops were delivered to 255 participants. • Sixteen face-to-face workshops to 195 participants were offered. • Eleven trainers were hired and received orientation to the new version of Adobe Connect software used for online workshops. <ul style="list-style-type: none"> • Staff continued to follow national e-mail lists and professional journals. • Vendor tables were hosted at two venues: Los Angeles Regional CATESOL conference and the Technology and Distance Learning Symposium. • Fifteen presentations were made at four conferences. • Video recording sessions focused on technology integration were completed at the Technology and Distance Learning Symposium and posted on the OTAN Web site. <ul style="list-style-type: none"> • Information on blended models is collected primarily via Innovation Applications due later in the year and via ALOE – Access to Learning through Online Education ending in May 2013. • Technology Integration Advisory Committee was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. A second meeting was held online on April 5, 2013 from 9:00 A.M. until noon with a total of 15 participants. Meeting minutes were compiled and shared electronically. One video was produced on blended learning instructional models. The video will be posted when the transcription is completed to meet accessibility standards.
<p>Task #2 – Connect Technology to the Curriculum</p> <p><i>2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.</i></p> <p>2A.1. Select and hire field colleagues</p>	<ul style="list-style-type: none"> • The Technology Strategies Web Developer was hired and planning for the new

OTAN/SCOE PROGRESS REPORT 01/1/13 – 03/31/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
2A.2. Provide professional development for field colleagues 2A.3. Solicit input on how to continue to populate information 2A.4. Continue population of the database and pilot with several teachers	framework was continued. Three additional technology framework developers were hired and input of the new resources was continued. Four planning meetings were held about Teaching with Technology framework. Additional features were added to the administrative portion of the Teaching with Technology section of the Web site. One hundred twenty-nine (129) new entries were made in the Teaching with Technology (TwT) section of the site and added four videos.
2B: Provide professional development on how to use technology effectively in instruction, including video production	
2B.1. Develop workshops and other professional development on how to use the new tool	<ul style="list-style-type: none"> One orientation online workshop was held about how to use Teaching with Technology (TwT).
2B.2. Produce one video on how to use the new TPACK tool	<ul style="list-style-type: none"> Four videos on how to use the new (TwT) tool were produced.
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Prepare training materials for TIMAC	<ul style="list-style-type: none"> TIMAC training materials completed.
2C.2. Hire TIMAC mentors	<ul style="list-style-type: none"> Three mentors were hired to support TIMAC participants.
2C.3. Meet with TIMAC participants 3 times in Sacramento	<ul style="list-style-type: none"> TIMAC was held in October 2012 and in January 2013.
2C.4. Mentors make at least 1 site visit to each participant	<ul style="list-style-type: none"> Mentors made a minimum of one site visit to each participant.
2C.5. Collect pre and post data on TIMAC participant skills	<ul style="list-style-type: none"> Pre data was collected on TIMAC participant skills.
2C.6. Host online meetings for participants and mentors	<ul style="list-style-type: none"> Online meetings were hosted between face-to-face meetings.
2C.7. Participants present their projects at wrap-up in May	
2C.8. Produce final TIMAC report and disseminate to participants and their administrators	
Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education	
3A: Pilot and disseminate strategies for learners to create and maintain e-portfolios.	
3A.1. Hire e-portfolio pilot teachers and provide training	<ul style="list-style-type: none"> Teachers in the e-portfolio project met in online meetings on a monthly basis and shared promising practices.
3A.2. Expand E-portfolio pilot to additional 20 learners, five per pilot teacher. Develop new models and examples	<ul style="list-style-type: none"> Teachers in the e-portfolio project presented at two conferences: CATESOL Los Angeles Regional, and Technology and Distance Learning Symposium.
3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices	
3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars	
3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report	
3B: Research and identify simulations of online tasks related to transition	
3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary	<ul style="list-style-type: none"> Input on types of tasks that support transition to employment and postsecondary was solicited through field input.
3B.2. Select and create up to 3 online tasks or simulations	<ul style="list-style-type: none"> Eight short simulation videos were created in the form of orientations for students to

OTAN/SCOE PROGRESS REPORT 01/1/13 – 03/31/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC</p>	<p>reflect the change in Moodle environment when the upgrade was done from 1.9 to 2.3.</p> <ul style="list-style-type: none"> • Fourteen screencast tutorials were created and posted for OTAN Moodle users. <i>Moodle Morsels</i> provide technology support as well as just-in-time learning for teachers. Information was disseminated via conference presentations, TIMAC, OTAN Web site, webinars and workshops.
<p>3C: <i>Expand development of mobile applications for OTAN and delivery of basic skills instruction</i></p> <p>3C.1. Identify appropriate app with input from Advisory Committee</p> <p>3C.2. Select and hire 2 teachers to pilot mobile app</p> <p>3C.3. Develop the application</p> <p>3C.4. Pilot with 2 teachers, up to 10 learners each</p>	<ul style="list-style-type: none"> • Advisory committee was convened and input received on mobile app. • Committee members piloted app and provided additional feedback. • Words4U mobile application was developed, programmed and submitted to iTunes for distribution. Now available from iTunes store under "Sacramento County Office of Education". • Piloting completed. Suggestions were incorporated into final product.
<p>Task #4 – Provide Adult Educators with Current Information and Research</p> <p>4A: <i>Redesign and maintain the OTAN Web site, including mobile version</i></p> <p>4A.1. Create new design for OTAN Web site and maintain it.</p> <p>4A.2. Develop new and maintain management system for Web site</p> <p>4A.3. Review all current content and move to new site as appropriate</p> <p>4A.4. Launch and advertise new site</p> <p>4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection</p>	<ul style="list-style-type: none"> • Programming and content review began for the new OTAN Web site, but was superseded by other CDE priorities such as WIA re-application tool. With CDE permission, this task has been re-prioritized and moved to a subsequent contract year. • Students Succeed page re-design completed. • News writer was hired to write news items and other content. • Information Specialist was hired to maintain research document collection.
<p>4B: <i>Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, email digests and event notices</i></p> <p>4B.1. Host exhibit tables at up to 8 adult education conferences</p> <p>4B.2. Produce 3 issues of the OTAN Online Connection newsletter</p> <p>4B.3. Produce and distribute two monthly digests</p>	<ul style="list-style-type: none"> • Vendor tables were hosted at five regional conferences. • Winter and Spring 2013 newsletters were published and distributed (929 hard copies were mailed and 604 emailed copies were disseminated.) • Administrator digests were produced and distributed for January, February, and March 2013. • Teacher digests were produced for January, February and March 2013.
<p>4C: <i>Host online meetings, email lists, webinars and streaming video for CDE and other Leadership Projects</i></p> <p>4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects</p> <p>4C.2. Provide training and support to new and returning meeting hosts, and support online meetings</p> <p>4C.3. Host email lists for CDE Adult Education Office and other Leadership Projects</p> <p>4C.4. Videotape conferences and other events, and provide streaming video of event</p>	<ul style="list-style-type: none"> • CALPRO used Connect to host three online meetings this quarter. • CATESOL used Connect for one board meeting online this quarter. • Continued to host email lists for CDE and CALPRO. • Provided seventeen instances of support for Adobe Connect users. • Provided seven instances of support for listservs. • Videotaped and edited the 2013 Winter Consortium. • Videotaped and streamed the CSBA live Webcast. • Videotaped and edited the TDL Symposium.
<p>4D: <i>Assist local agencies with technology planning through training, technical support, and an online technology planning tool</i></p>	

OTAN/SCOE PROGRESS REPORT 01/1/13 – 03/31/13 – CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>4D.1. Update and post the technology planning form</p> <p>4D.2. Provide training for agency staff on the technology planning process</p> <p>4D.3. Provide technical support to users of online form</p> <p>4D.4. Hire field colleagues to review EL Civics technology plans</p> <p>4D.5. Maintain a public version of the technology planning form</p>	<ul style="list-style-type: none"> Seven technology plan reviewers reviewed 161 technology plans. A total of 60 technical support issues were received and resolved regarding the tech plan Public version of the technology planning form is available on OTAN's Web site and has been recommended to three or more adult education practitioners.
<p>Task #5 – Coordinate with CDE and other Leadership Projects</p> <p>5A: <i>Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE</i></p>	
<p>5A.1. Update online submission forms and modify as requested by CDE</p>	<ul style="list-style-type: none"> The EL Civics technology planning reviewing site was updated for 2012-13. Course approval form modified based on input from the field. The WIA Expenditure Claim Report form was updated for 2012-13. Draft WIA Grant Application for 2013-14 was created and submitted to the CDE for review.
<p>5B: <i>Provide telephone and online technical support for OTAN-authored Web sites and databases</i></p>	
<p>5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder</p>	<ul style="list-style-type: none"> Staff produced two videos on Students Succeed recipients that were shown at the ACSA conference. Four hundred seventy-two (472) users logged in to the Lesson Plan Builder during the quarter and 229 worked on a lesson plan; 18,714 users are now registered. Eight (8) course outlines were created this quarter for a total of 124 course outlines available; three users logged into the Course Outline Builder during the quarter; 132 users are now registered. Provided telephone and e-mail technical support to 125 clients, of which 44 were in support of CDE databases such as Course Approvals, WIA, and J18/19.
<p>5C: <i>Provide opportunities for agencies to share information and collaborate through email lists and online meetings</i></p>	
<p>5C.1. Provide opportunities for local agencies to use email lists and online meeting software</p>	<ul style="list-style-type: none"> Continued to host three new e-mail lists for dissemination of the Implementation Guide for the Strategic Plan.
<p>5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)</p>	<ul style="list-style-type: none"> Two agencies requested technical support for using Web 2.0 tools this quarter.
<p>5D: <i>Contract with adult education centers to provide technical support for technology and online instruction</i></p>	
<p>5D.1. Produce and post a Request for Proposals for agencies wishing to participate</p>	<ul style="list-style-type: none"> Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot.
<p>5D.2. Select up to nine agencies, and provide orientation</p>	<ul style="list-style-type: none"> Conducted one site visit of participating agencies (Jewish Vocational Services).
<p>5D.3. Monitor work of selected agencies and provide support</p>	<ul style="list-style-type: none"> Processed quarterly reports for the agencies participating in ALOE. Provided telephone and e-mail technical support to four clients of the ALOE project.
<p>5E: <i>Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools</i></p>	
<p>5E.1. Develop and host Web sites for specific projects as requested by CDE</p>	<ul style="list-style-type: none"> Updated the strategic plan Web site with the Implementation Guide. Adobe Connect server was maintained, serving OTAN and CALPRO. The combined professional development calendar was maintained in collaboration with CASAS and CALPRO.

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN110150
 April 1, 2013 – June 30, 2013

OBJECTIVES AND MAJOR TASKS	STATUS
<p>Task #1 – Promote 21st Century Skills</p> <p><i>1A: Promote 21st Century Skills through TIAC and through professional development materials.</i></p> <p>1A.1. Convene Technology Integration Advisory Committee</p> <p>1A.2. Develop and revise handouts for workshops, webinars and presentations</p> <p><i>1B: Deliver workshops and webinars on technology integration, distance learning, and data management.</i></p> <p>1B.1. Deliver up to 32 face-to-face workshops</p> <p>1B.2. Deliver up to 60 webinars on technology and distance learning topics</p> <p>1B.3. Hire and orient external trainers</p> <p><i>1C: Research new technologies and provide opportunities for agency staff to try them.</i></p> <p>1C.1. Research new developments in technology through journals, news aggregators, e-mail lists and educational technology conferences</p> <p>1C.2. Present workshops on technology topics and host vendor tables at state and regional adult education conferences.</p> <p>1C.3. Produce at least one technology integration video.</p> <p><i>1D: Research and promote distance and blended learning models through DLAC, disseminating best practices, and supporting sites such as English for All and CDLP Adult Learning Activities</i></p> <p>1D.1. Continue to collect data on implementation of blended learning models and disseminate through workshops</p> <p>1D.2. Convene the Distance Learning Advisory Committee twice a year</p> <p>1D.3. Produce one video on distance or blended learning instructional models</p>	
<p>Task #2 – Connect Technology to the Curriculum</p> <p><i>2A: Work with a focus group of field colleagues to develop a framework for the use of technology as a tool in various content areas.</i></p> <p>2A.1. Select and hire field colleagues</p> <p>2A.2. Provide professional development for field colleagues</p>	
	<ul style="list-style-type: none"> • Technology Integration Advisory Committee (a combination of distance learning and technology integration advisory committee groups) was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. A second meeting was held online on April 5, 2013 from 9:00 A.M. until noon with a total of 15 participants. Meeting minutes were compiled and shared electronically. • Handouts were created for up to four new webinars. • Handouts were created for two new online workshops.
	<ul style="list-style-type: none"> • Fifty-nine (59) online workshops were delivered to 509 participants. • Six (6) face-to-face workshops were offered to 98 participants.
	<ul style="list-style-type: none"> • Staff continued to follow national e-mail lists and professional journals. • Vendor tables were hosted at two venues: Northern California CATESOL conference and the California Council on Adult Education State Conference. • Fourteen presentations were made at four conferences. • Video recording sessions focused on technology integration were completed at the Technology and Distance Learning Symposium and posted on the OTAN Web site.
	<ul style="list-style-type: none"> • Information on blended models was collected primarily via Innovation Applications and via ALOE – Access to Learning through Online Education which ended in May 2013. • Technology Integration Advisory Committee was held on November 2, 2012 from 10:00 A.M. – 4:00 P.M. at SCOE. Fourteen of the 30 invitees and nine staff (including representatives from CALPRO and CASAS) and CDE attended the committee meeting. Meeting minutes were compiled and shared electronically. A second meeting was held online on April 5, 2013 from 9:00 A.M. until noon with a total of 15 participants. Meeting minutes were compiled and shared electronically. • One video was produced on blended learning instructional models. The video was transcribed posted on the OTAN Web site.
	<ul style="list-style-type: none"> • The Technology Strategies Web Developer was previously hired and planning for the new framework was continued.

OTAN/SCOE PROGRESS REPORT 04/1/13 – 06/30/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>2A.3. Solicit input on how to continue to populate information</p> <p>2A.4. Continue population of the database and pilot with several teachers</p>	<ul style="list-style-type: none"> One new framework developer was hired and input of the new resources in Teaching with Technology (TWT) was continued. Additional features were added to the administrative portion of the Teaching with Technology section of the Web site. Forty seven (47) new entries were made in the Teaching with Technology (TWT) section of the OTAN Web site.
<p>2B: <i>Provide professional development on how to use technology effectively in instruction, including video production</i></p> <p>2B.1. Develop workshops and other professional development on how to use the new tool</p> <p>2B.2. Produce one video on how to use the new TPACK tool</p>	<ul style="list-style-type: none"> During OTAN's Online Boot Camp in June, one more orientation online workshop was held about how to use Teaching with Technology (TWT). Five videos on how to use the new (TWT) tool were produced and previously posted on the OTAN Web site.
<p>2C: <i>Host the Technology Integration Mentor Academy (TIMAC)</i></p> <p>2C.1. Prepare training materials for TIMAC</p> <p>2C.2. Hire TIMAC mentors</p> <p>2C.3. Meet with TIMAC participants 3 times in Sacramento</p> <p>2C.4. Mentors make at least 1 site visit to each participant</p> <p>2C.5. Collect pre and post data on TIMAC participant skills</p> <p>2C.6. Host online meetings for participants and mentors</p> <p>2C.7. Participants present their projects at wrap-up in May</p> <p>2C.8. Produce final TIMAC report and disseminate to participants and their administrators</p>	<ul style="list-style-type: none"> TIMAC training materials completed. Three mentors were previously hired to support TIMAC participants. TIMAC was held in October 2012, January 2013 and May 2013. Support mentors communicated with participants via online meeting and e-mail an average of two hours per month. Post data was collected on TIMAC participant skills and experience to be included in the final report. Online meetings were hosted between face-to-face meetings. End-of-year presentations in May 2013 were video-recorded. TIMAC Web site was updated for current application cycle. TIMAC Application review site updated for current application cycle.
<p>Task #3 – Support Transition of Adult Learners to Work, Training, and Postsecondary Education</p>	
<p>3A: <i>Pilot and disseminate strategies for learners to create and maintain e-portfolios.</i></p> <p>3A.1. Hire e-portfolio pilot teachers and provide training</p> <p>3A.2. Expand e-portfolio pilot to additional 20 learners, five per pilot teacher. Develop new models and examples</p> <p>3A.3. E-portfolio pilot teachers provide feedback through online forms and meetings, identifying effective practices</p> <p>3A.4. Disseminate effective e-portfolio practices through conference presentations, workshops and webinars</p> <p>3A.5. Produce a final report on the e-portfolio project, to be included in OTAN final report</p>	<ul style="list-style-type: none"> Teachers in the e-portfolio project met in online meetings on a monthly basis and shared promising practices. Teachers in the e-portfolio project presented at: CCAE State and in OTAN Online Boot Camp. Teachers in the e-portfolio project wrote final reports to be posted on OTAN Web site and included in the OTAN annual report.
<p>3B: <i>Research and identify simulations of online tasks related to transition</i></p>	
<p>3B.1. Identify needed online tasks and simulation that support transition to employment and postsecondary</p> <p>3B.2. Select and create up to 3 online tasks or simulations</p>	<ul style="list-style-type: none"> Input on types of tasks that support transition to employment and postsecondary was solicited through field input. Eight short simulation videos were previously created and posted.

OTAN/SCOE PROGRESS REPORT 04/1/13 – 06/30/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>3B.3. Disseminate tasks and simulations through conference presentations, workshops, webinars, and through TIMAC</p>	<ul style="list-style-type: none"> Moodle <i>Morsels</i> provide technology support as well as just-in-time learning for teachers. Information was disseminated via conference presentations, TIMAC, OTAN Web site, webinars and workshops.
<p>3C: Expand development of mobile applications for OTAN and delivery of basic skills instruction</p>	
<p>3C.1. Identify appropriate app with input from Advisory Committee</p>	
<p>3C.2. Select and hire 2 teachers to pilot mobile app</p>	<ul style="list-style-type: none"> All tasks in this section were completed by third quarter.
<p>3C.3. Develop the application</p>	
<p>3C.4. Pilot with 2 teachers, up to 10 learners each</p>	
<p>Task #4 – Provide Adult Educators with Current Information and Research</p>	
<p>4A: Redesign and maintain the OTAN Web site, including mobile version</p>	
<p>4A.1. Create new design for OTAN Web site and maintain it.</p>	<ul style="list-style-type: none"> Programming and content review began for the new OTAN Web site, but was superseded by other CDE priorities such as WIA re-application tool. With CDE permission, this task has been re-prioritized and moved to a subsequent contract year.
<p>4A.2. Develop new and maintain management system for Web site</p>	<ul style="list-style-type: none"> News writer produced four articles this quarter.
<p>4A.3. Review all current content and move to new site as appropriate</p>	<ul style="list-style-type: none"> Information Specialist continued to maintain research document collection.
<p>4A.4. Launch and advertise new site</p>	<ul style="list-style-type: none"> Updated the training database.
<p>4A.5. Hire news writer to write news items and other content, and Information Specialist to maintain research document collection</p>	
<p>4B: Make OTAN services accessible to the field through vendor tables at conferences, newsletter, brochures, e-mail digests and event notices</p>	
<p>4B.1. Host exhibit tables at up to 8 adult education conferences</p>	<ul style="list-style-type: none"> Vendor tables were hosted at two conferences.
<p>4B.2. Produce 3 issues of the OTAN Online Connection newsletter</p>	<ul style="list-style-type: none"> Spring 2013 newsletter was published and distributed (506 hard copies were mailed and 666 e-mailed copies were disseminated.)
<p>4B.3. Produce and distribute two monthly digests</p>	<ul style="list-style-type: none"> Administrator digests were produced and distributed for April, May, and June 2013. Teacher digests were produced for April, May, and June 2013.
<p>4C: Host online meetings, e-mail lists, webinars and streaming video for CDE and other Leadership Projects</p>	
<p>4C.1. Host Adobe Connect online meeting software and provide support to other leadership projects</p>	<ul style="list-style-type: none"> OTAN provided two connect sessions this quarter.
<p>4C.2. Provide training and support to new and returning meeting hosts, and support online meetings</p>	<ul style="list-style-type: none"> Continued to host e-mail lists for CDE and CALPRO. Provided 20 instances of support for Adobe Connect users. Provided one instance of support for listservs. No conferences were videotaped or streamed this quarter.
<p>4C.3. Host e-mail lists for CDE Adult Education Office and other Leadership Projects</p>	
<p>4C.4. Videotape conferences and other events, and provide streaming video of event</p>	
<p>4D: Assist local agencies with technology planning through training, technical support, and an online technology planning tool</p>	
<p>4D.1. Update and post the technology planning form</p>	<ul style="list-style-type: none"> One hundred fifty four (154) technology plans were reviewed and recommended for funding.
<p>4D.2. Provide training for agency staff on the technology planning process</p>	<ul style="list-style-type: none"> Public version of the technology planning form is available on OTAN's Web site and has been recommended to three or more adult education practitioners.
<p>4D.3. Provide technical support to users of online form</p>	
<p>4D.4. Hire field colleagues to review EL Civics technology plans</p>	
<p>4D.5. Maintain a public version of the technology planning form</p>	<ul style="list-style-type: none"> A total of three (3) technical support issues were received and resolved regarding the tech plan.
<p>Task #5 – Coordinate with CDE and other Leadership Projects</p>	
<p>5A: Provide programming and hosting of online grant applications and reporting systems for the Adult Education Office at CDE</p>	

OTAN/SCOE PROGRESS REPORT 04/1/13 – 06/30/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>5A.1. Update online submission forms and modify as requested by CDE</p>	<ul style="list-style-type: none"> Course approval form updated for 2013-14. The Year End Attendance Report was updated for 2012-13. The WIA Expenditure Claim Report form was updated for 2012-13. Draft WIA Grant Application for 2013-14 was created and submitted to the CDE for review. Updated and hosted the April Expenditure Claim Report for WIA Title II. Created and hosted the Innovation and Alternative Instructional Delivery Program End-of-Year Report for FY 2012-13.
<p>5B: Provide telephone and online technical support for OTAN-authored Web sites and databases</p>	
<p>5B.1. Provide technical support for the online forms and other Web sites such as Students Succeed, Lesson Plan Builder, and Course Outline Builder</p>	<ul style="list-style-type: none"> Created and hosted the Innovation and Alternative Instructional Delivery Program End-of-Year Report for FY 2012-13. Provided current mailing information to CDE staff in support of the WIA Title II Grant Award Letter. Provided e-mail support to CDE staff for Professional Development opportunities during summer 2013 (803 e-mails). Provided e-mail support to CDE for WIA Title II grant availability. (83 e-mails) Provided e-mail support to CDE staff for WIA Title II additional data requests to agencies (maintenance of effort data request) Three hundred and eighteen (318) users logged in to the Lesson Plan Builder during the quarter and 170 worked on a lesson plan; 18,945 users are now registered. Eight (8) course outlines were created this quarter for a total of 133 course outlines available; three users logged into the Course Outline Builder during the quarter; 140 users are now registered. Provided telephone and e-mail technical support to 108 clients, of which 29 were in support of CDE databases such as Course Approvals, WIA, and J18/19.
<p>5C: Provide opportunities for agencies to share information and collaborate through e-mail lists and online meetings</p>	
<p>5C.1. Provide opportunities for local agencies to use e-mail lists and online meeting software</p>	<ul style="list-style-type: none"> Updated and continued to host three new e-mail lists for dissemination of the Implementation Guide for the Strategic Plan. One agency requested technical support for using Web 2.0 tools this quarter.
<p>5C.2. Provide technical support to agencies wishing to use Web 2.0 tools (blogs, Google Docs, etc.)</p>	
<p>5D: Contract with adult education centers to provide technical support for technology and online instruction</p>	
<p>5D.1. Produce and post a Request for Proposals for agencies wishing to participate</p>	<ul style="list-style-type: none"> Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot.
<p>5D.2. Select up to nine agencies, and provide orientation</p>	<ul style="list-style-type: none"> Site visits were made to all 10 ALOE agencies. Received all end-of-year reports and processed quarterly invoices for the agencies participating in ALOE. End-of-year reports from agencies included data compiled by CASAS, task accomplishment, and lessons learned.
<p>5D.3. Monitor work of selected agencies and provide support</p>	<ul style="list-style-type: none"> Provided telephone and e-mail technical support to three clients of the ALOE project.
<p>5E: Respond to technical requests from CDE, Leadership Projects, and the field for Web sites and digital collaboration tools</p>	

OTAN/SCOE PROGRESS REPORT 04/1/13 – 06/30/13 - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5E.1. Develop and host Web sites for specific projects as requested by CDE	<ul style="list-style-type: none"> • Adobe Connect server was maintained, serving OTAN and CALPRO. • The combined professional development calendar was maintained in collaboration with CASAS and CALPRO.

Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
 July 1, 2012 – September 30, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1. <i>Provide professional development for distance and blended instruction.</i></p> <p>1A. Continue to develop a professional corps of teachers through the Online Teaching Academy</p> <p>1B. Provide professional development opportunities on distance learning, including a series of webinars</p> <p>1C. Make presentations at professional conference on distance learning topics</p> <p>1D. Host one (1) California Technology and Distance Learning Symposium</p> <p>1E. Organize Administrative Planning for Online/Blended Delivery (APOD) Advisory Group (AG) to plan focused technology professional development for administrators</p>	<ul style="list-style-type: none"> • OTAC applications were reviewed and 11 participants were initially chosen, and one participant was not re-assigned to adult education and was therefore no longer eligible • Application was reopened at the end of September and 1 more participant was selected. • OTAC coordinator provided two online planning meetings for mentors • OTAN facilitated two online meetings with all ALOE participants • 22 online webinars on distance learning topics were offered during this period with 161 participants. • OTAN staff select the site and coordinated logistics for the Technology and Distance Learning Symposium 2013(TDLS). • Created Web site with call for presenters and online registration for TDLS • Initial information was disseminated about registration and call for presenters for TDLS
<p>2. <i>Establish a statewide mechanism for obtaining, sharing and supporting online courses.</i></p> <p>2A. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content</p> <p>2B. Support the implementation of online and blended courses developed by OTAN and others.</p> <p>2C. Update Moodle software to latest version.</p>	<ul style="list-style-type: none"> • The development, implementation and set up of a new version of Moodle was completed. • 13 online workshops with 109 participants were offered to help transition teachers to the new version of Moodle. • OTAN successfully transitioned over 250 courses from the old Moodle server to the new California Adult Education Courses web site. • Over 1300 users are active on the new California Adult Education Courses site. • Revisions and modifications were completed on the College Transition and Career Development course (ABE Transition course) and released to the field. • A series of webinars to orient teachers to the College Transition and Career Development course was planned throughout year. The first orientation was offered in September 2012. • OTAN continues to support teachers using the College Transition and Career Development course through an online course specifically for teachers using the course. Over 15 teachers are currently enrolled. In September (when the course was created) there were over 1000 logged events on this support course. • Work is continuing to offer additional online shared courses from National Repository of Online Courses (NROC) and other resources. Examples of courses include Algebra – an Open Course, Developmental Math, OTAN's Advanced ESL and USA Learns Wrap Around Course, College Transition and Career Development. • Potential additional shared courses include Tech Tools for Teachers and Digital Literacy. Initial plans for review criteria and selection of course reviewers are in progress. • An online request form for available OTAN shared courses is maintained on the California Adult Education Courses web site. • There were multiple requests for copies of OTAN's shared courses: 3 for USA

OTAN/SCOE **PROGRESS REPORT (4/1/12 – 6/30/12) - CONTRACT OBJECTIVES AND MAJOR TASKS**

OBJECTIVES AND MAJOR TASKS	STATUS
	Learns, 3 for Advanced ESL and 9 for the College Transition and Career Development course.
3. <i>Host and support the online reviewing process for Innovation and Alternative Instructional Delivery Programs applications</i>	
3A. Maintain an online reviewing Web site for Innovation and Alternative Instructional Delivery applications.	<ul style="list-style-type: none"> • Web site for Innovation and Alternative Instructional Delivery Application was posted and made available • 23 agencies received technical support while filling out the Innovation and Alternative Instructional Delivery Application.
3B. Hire and train reviewers, and review applications.	
4. <i>Evaluate the Distance Learning program</i>	
4A. Retrieve data on distance learning outcomes	
4B. Publish and disseminate distance learning report	<ul style="list-style-type: none"> • Distance Learning Report for 2010-11 was published and distributed.

Outreach and Technical Assistance Network – Distance Learning Project
Sacramento County Office of Education
Progress Report, Contract # CN100220
 October 1, 2012 – December 31, 2012

OBJECTIVES AND MAJOR TASKS	STATUS
<p>1. <i>Provide professional development for distance and blended instruction.</i></p> <p>1A. Continue to develop a professional corps of teachers through the Online Teaching Academy</p> <p>1B. Provide professional development opportunities on distance learning, including a series of webinars</p> <p>1C. Make presentations at professional conference on distance learning topics</p> <p>1D. Host one (1) California Technology and Distance Learning Symposium</p> <p>1E. Organize Administrative Planning for Online/Blended Delivery (APOD) Advisory Group (AG) to plan focused technology professional development for administrators</p>	<ul style="list-style-type: none"> • OTAC held at Sacramento County Office of Education on January 17-18, 2013 for 10 participants and four mentor teachers. • OTAC coordinator provided four online planning meetings for mentors. • OTAC mentor teachers scheduled. • OTAN facilitated two online meetings with all ALOE participants. • No additional online webinars on distance learning topics were offered during this quarter (four webinars were offered to help develop online teaching Creating a High Quality Online Course, 11/01/12 and 12/13/12; Orienting Students to Online Learning. Provided an Orientation to College Transition and Career Development course). • OTAN staff selected the site and coordinated logistics for the Technology and Distance Learning Symposium 2013 (TDLS). • Created Web site with call for presenters and online registration for TDLS. • Initial information was disseminated about registration and call for presenters for TDLS.
<p>2. <i>Establish a statewide mechanism for obtaining, sharing and supporting online courses.</i></p> <p>2A. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content</p> <p>2B. Support the implementation of online and blended courses developed by OTAN and others.</p> <p>2C. Update Moodle software to latest version.</p>	<ul style="list-style-type: none"> • The development, implementation and set up of a new version of Moodle was completed. • Fifteen (15) online workshops with 96 participants were offered to help transition teachers to the new version of Moodle. • OTAN successfully transitioned over 250 courses from the old Moodle server to the new California Adult Education Courses web site. • Over 1,300 users are active on the new California Adult Education Courses site. • Revisions and modifications were completed on the College Transition and Career Development course (ABE Transition course) and released to the field. • A series of webinars to orient teachers to the College Transition and Career Development course was planned throughout year. The first orientation was offered in September 2012. • OTAN continues to support teachers using the College Transition and Career Development course through an online course specifically for teachers using the course. Over 21 teachers are currently enrolled. • Work is continuing to offer additional online shared courses from National Repository of Online Courses (NROC) and other resources. Examples of courses include Algebra – an Open Course, Developmental Math, OTAN's Advanced ESL and USA Learns Wrap around Course, College Transition and Career Development. • Potential additional shared courses include Tech Tools for Teachers and Digital Literacy. Initial plans for review criteria and selection of course reviewers are in progress. • An online request form for available OTAN shared courses is maintained on the California Adult Education Courses web site. • There were multiple requests for copies of OTAN's shared courses: five for USA

