

Annual Report

Year Nineteen

July 1, 2008 - June 30, 2009

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Submitted by:

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Outreach and Technical Assistance Network
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Challenges in California

California faces the challenges of large numbers of adults with low literacy and significant ethnic and language diversity, varied services provided by many educational agencies of different types, and the geography of a huge state. In addition, the definition of literacy is evolving to include technology and information literacy.

According to data from the 2003 National Assessment of Adult Literacy, 23 percent of California residents lack basic prose literacy.¹ This is the highest level of any state in the country, and up from 15 percent in a 1992 national survey. Latest census data indicate that 19.8 percent of Californians do not have a high school diploma, although only 11.8 percent of these potential learners are enrolled in federally-funded adult education programs.² Over 20 percent of adults without a high school diploma in California are living below the poverty line³. An additional challenge in California is that 42.3 percent of residents speak a language other than English at home.

Need for Instructional Technology

While literacy levels are a challenge, the job market continues to change and technology has become an integral component of almost every job category as well as most types of education. In the last 50 years, our economy has shifted from a predominantly manufacturing economy toward producing information and providing services. Information services alone grew from 36 percent in 1967 to 56 percent of the national economy in 1997.⁴ *Reach Higher, America*, the 2008 report from the National Commission on Adult Literacy, reminds us that “the American economy requires that most workers have at least some postsecondary education or occupational training to be ready for current and future jobs...”⁵ For adult learners to succeed personally and financially, they need technology skills that did not exist 10 years ago. Adult education programs need professional development for teachers, and demonstrations of how technology can improve classroom instruction. The Outreach and Technical Assistance Network (OTAN) has been and continues to be funded to provide this vision and professional development.

Distance Learning for Adult Learners

California has been a national leader in providing educational opportunities for adult students who are unable to attend traditional classes. Forty percent of all adult distance learners are studying in California.⁶



1 From the U. S. Department of Education Institute for Education Sciences, National Center for Education Statistics, on their Web site at <http://nces.ed.gov/naal/estimates/StateEstimates.aspx>, referenced July 28, 2009.

2 From www.census.gov and the Office of Vocational and Adult Education National Reporting System

3 From a presentation by CASAS, www.casas.org

4 21st Century Skills, Education and Competitiveness, a Resource and Policy Guide, on the 21st Century Skills Web site at www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf, p.2

5 *Reach Higher, America: Overcoming Crisis in the U.S. Workforce*, National Commission on Adult Literacy, 2008, p. v

6 Data from a presentation by Dr. Jerome Johnston of Project IDEAL, www.projectideal.org

Data from California and elsewhere has demonstrated that distance students make gains at least equal to those of traditional classroom students, and that a blended model that includes both face-to-face and distance instruction produces greater gains than either modality separately.⁷

The academic year 2008-09 marks the first year that responsibility for distance learning in adult education has been assigned to OTAN. In 2007-08, over 56,000 students were enrolled in distance courses. There is a need for professional development for distance educators, and for the dissemination of research and information on the modality of distance learning. It is also incumbent on California to move adult distance learning in the direction of online delivery.

History of OTAN

The Outreach and Technical Assistance Network (OTAN) was an outcome of California's adult education strategic planning process of the 1980's, and was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2008, has included the vision of the innovative use of technology to improve access for learners, to improve collaboration among providers, to provide resources to teachers, and ultimately to improve the quality of instruction.

The California Department of Education (CDE) Adult Education Office has funded the Outreach and Technical Assistance Network (OTAN) from July 1, 2008 through June 30, 2011 by contract CN088109. The source of the funding is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223. The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of the 2008-09 OTAN contract.

OTAN provides....

Electronic collaboration and information

Support for integrating technology into instruction

Support for distance learning

⁷ From Stiles, Richard and Porter, Dennis, *The California Adult Education 2005-2007 Innovation and Alternative Instructional Delivery Program: A Review*, 2007

OTAN BY THE NUMBERS FOR 2008-09

10	ADULT EDUCATION VIDEOS PRODUCED AND POSTED ONLINE
31	PARTICIPANTS IN THE TECHNOLOGY INTEGRATION MENTOR ACADEMY (TIMAC)
37	LOCAL, REGIONAL AND STATE WORKSHOPS BY TIMAC PARTICIPANTS
34	ADULT EDUCATION LISTSERVS HOSTED BY OTAN
57%	LARGEST MEMBER JOB CATEGORY, TEACHERS
165	AGENCIES THAT COMPLETED TECHNOLOGY PLANS IN 2008-09
168	NUMBER OF TEACHERS MENTORED BY TIMAC PARTICIPANTS
184	FORMER STUDENTS INCLUDED IN STUDENTS SUCCEED PROJECT
254	PARTICIPANTS AT TWELVE PRESENTATIONS ABOUT THE OTAN WEB SITE
365	PARTICIPANTS IN 27 HANDS-ON SESSIONS ON USING INTERNET IN THE CLASSROOM
1,006	TECHNICAL SUPPORT SERVICES TO CLIENTS
1,102	AVERAGE WEB SITE VISITS PER WEEK
1,460	ATTENDANCE AT 67 TECHNOLOGY CONFERENCE PRESENTATIONS
1,955	NUMBER OF LISTSERV MEMBERS
1,996	TITLES IN ADULT EDUCATION ARCHIVES COLLECTION
3,009	CIRCULATION OF THE QUARTERLY OTAN ONLINE CONNECTION NEWSLETTER
3,379	TEACHERS STATEWIDE COMPLETING SURVEY OF COMPUTER SKILLS
5,533	WEB SITE MEMBERS REGISTERED AS OF JUNE 2008
5,559	TOTAL OF ALL TITLES IN THE PHYSICAL LIBRARY
46,166	EMAIL NOTICES SENT TO MEMBERS REGARDING NEW INFORMATION OF INTEREST

1. A Portal for California Adult Educators

The OTAN Web site strives to be the world's largest and most active site dedicated exclusively to adult education, with over 22,000 electronic files and database records. OTAN members are part of a virtual electronic community of adult educators. New users register a sign-in name on the site and may choose to complete profile data that is used for networking.

Some members visit the site only periodically when searching for specific information. Others establish a regular pattern of usage, logging in several times a week to keep up on news from the field, locate electronic resources, network, and use the site as a gateway to other Web sites.

Since the inception of the OTAN Web site, the Web has evolved and information has become more accessible from a variety of different sources. OTAN membership has fallen slightly, probably due to these changes. Membership has dropped from around 6,300 in 2007 to about 5,500 in June 2008. Every other month, inactive members are reminded by email about the Web site and those who do not respond are deleted from the active directory. (Exhibit 1.a) 2008-09.

"OTAN is the best use of tax dollars I have witnessed in education. The services and leadership you all provide have been invaluable and key to the excellence of all our programs. Keep on...for all our sakes!"
- Portia LaFerla, Torrance Adult School

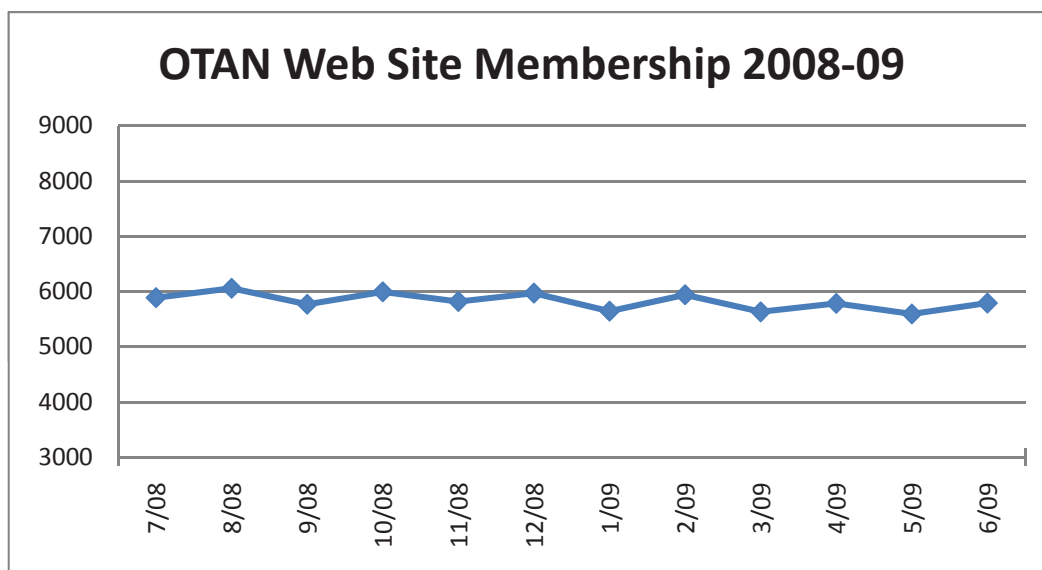


Exhibit 1.a

In addition to Web changes, users no longer need to log in to OTAN to submit applications, reports and budgets to the California Department of Education, as these functions are now located at a separate Web address, <http://adulted.otan.us>. New members continue to join, however, at the rate of about 200 a month, particularly teachers, and Exhibit 1.b shows new members by month over the year.

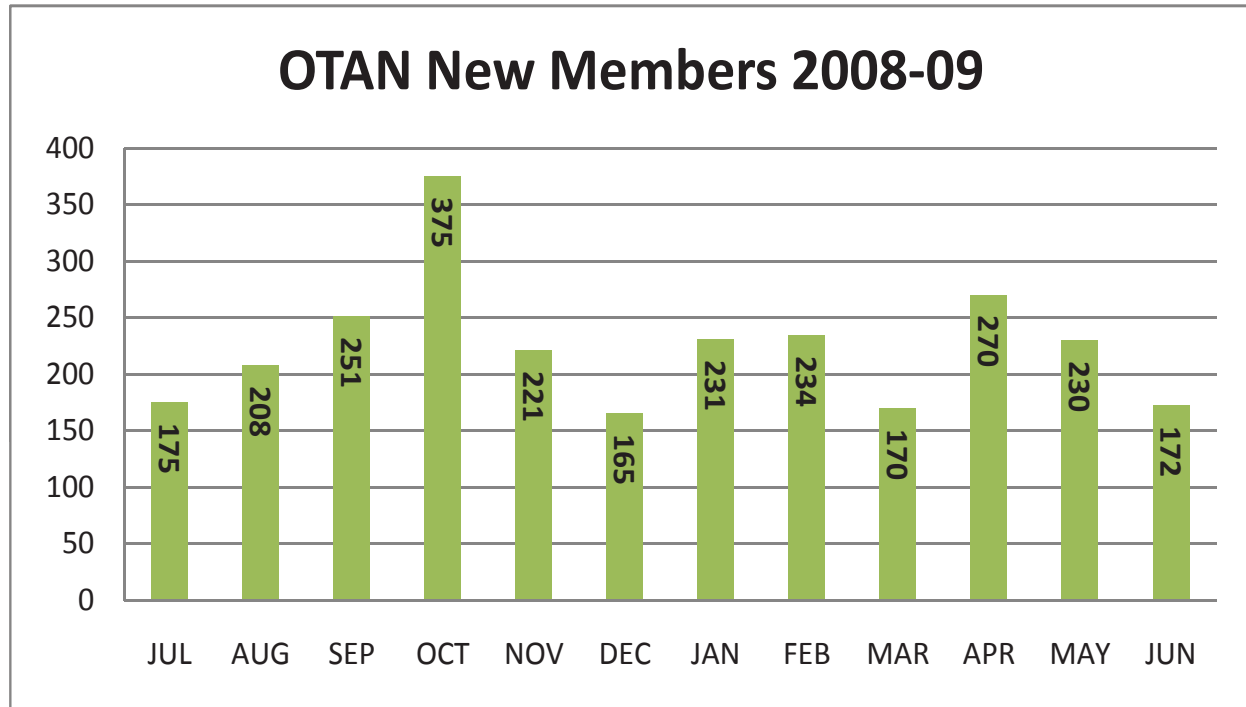


Exhibit 1.b

Tracking visitors to the main OTAN Web site, Exhibit 1.c shows a steady pattern of usage with between 1,000 and 1,500 visits per week, with a dip in December during the winter holidays.

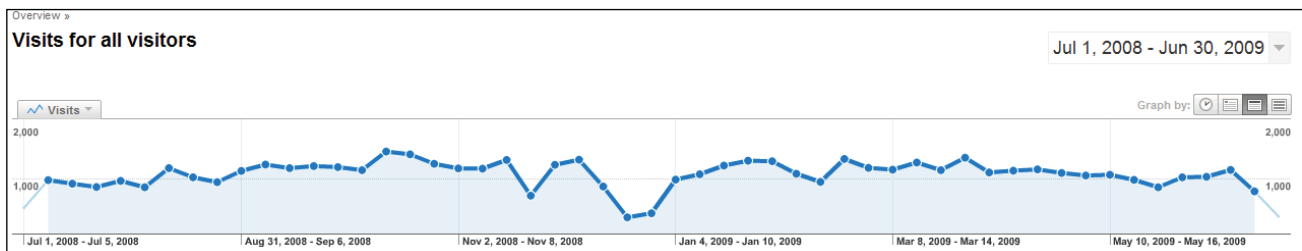


Exhibit 1.c

In the same time period, the vast majority of visitors, 87 percent, were from the United States, although users from many other countries also visited the site. (Exhibit 1.d) Seventy-four percent of all U.S. visits, 37,108, were from California. Exhibit 1.e shows visits by city as both a map and a list of the top 20 cities out of 625 total cities, which is 145 more cities than last year.

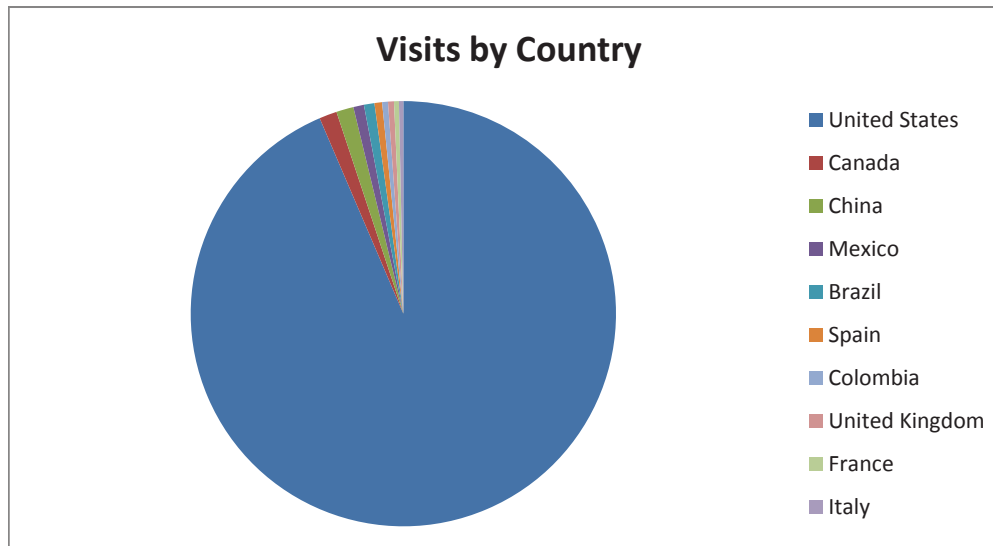


Exhibit 1.d

CITY	VISITS
Sacramento	3,333
Los Angeles	2,398
San Francisco	1,709
San Diego	1,537
South San Francisco	979
West Hollywood	822
Berkeley	693
Simi Valley	646
Piedmont	630
Fresno	617
Carmichael	583
Torrance	537
Alameda	516
San Jose	489
Hacienda Heights	435
Oxnard	417
Garden Grove	409
Riverside	392
Santa Ana	362
Rowland Heights	362

Exhibit 1.e

Visits by City



Exhibit 1.e (continued)

OTAN Membership

Looking at membership, 58 percent of members are from K-12 adult schools, 13 percent from community colleges, two percent from community-based organizations (CBOs), one percent from libraries, and 24 percent from other institutions such as private schools, universities and state and federal agencies. (Exhibit 1.f)

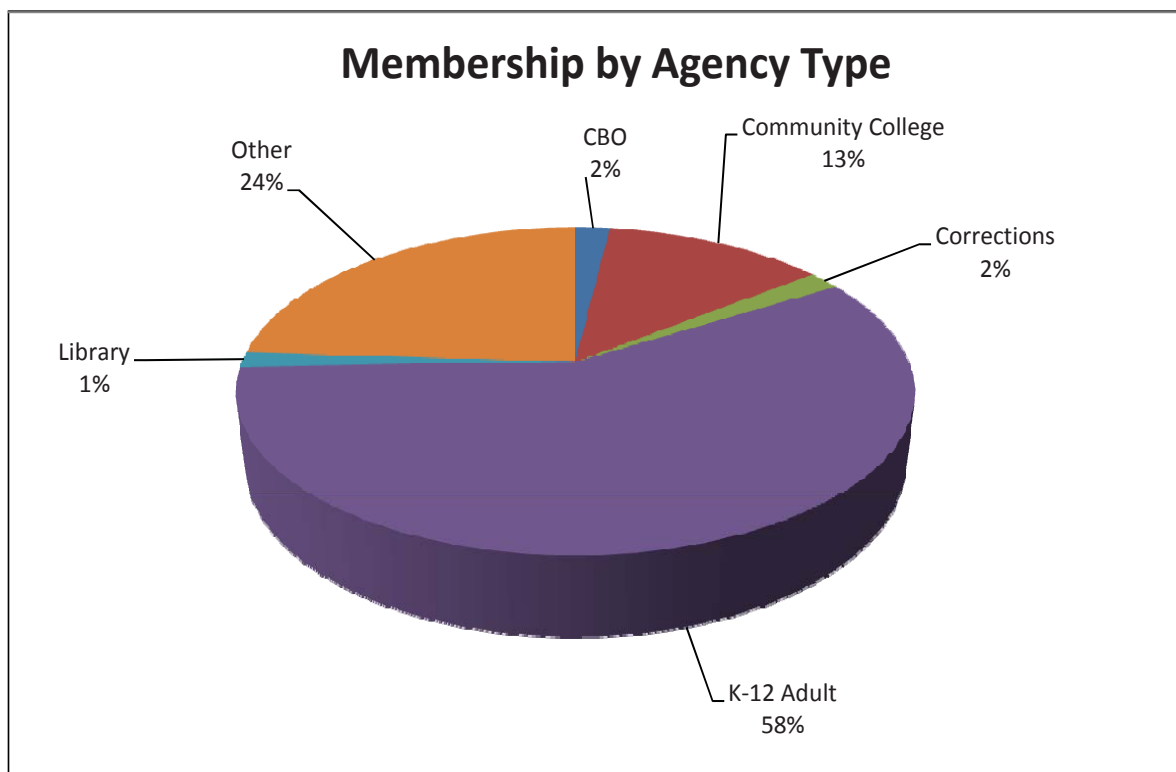


Exhibit 1.f

Almost 60 percent are teachers, 16 percent are administrators, with the remainder distributed among other job categories. (Exhibit 1.g) Job-alike networking is one of the collaborative features of the OTAN Web site. Users can search the directory by name, geographic area, agency, job category, area of interest, or any combination.

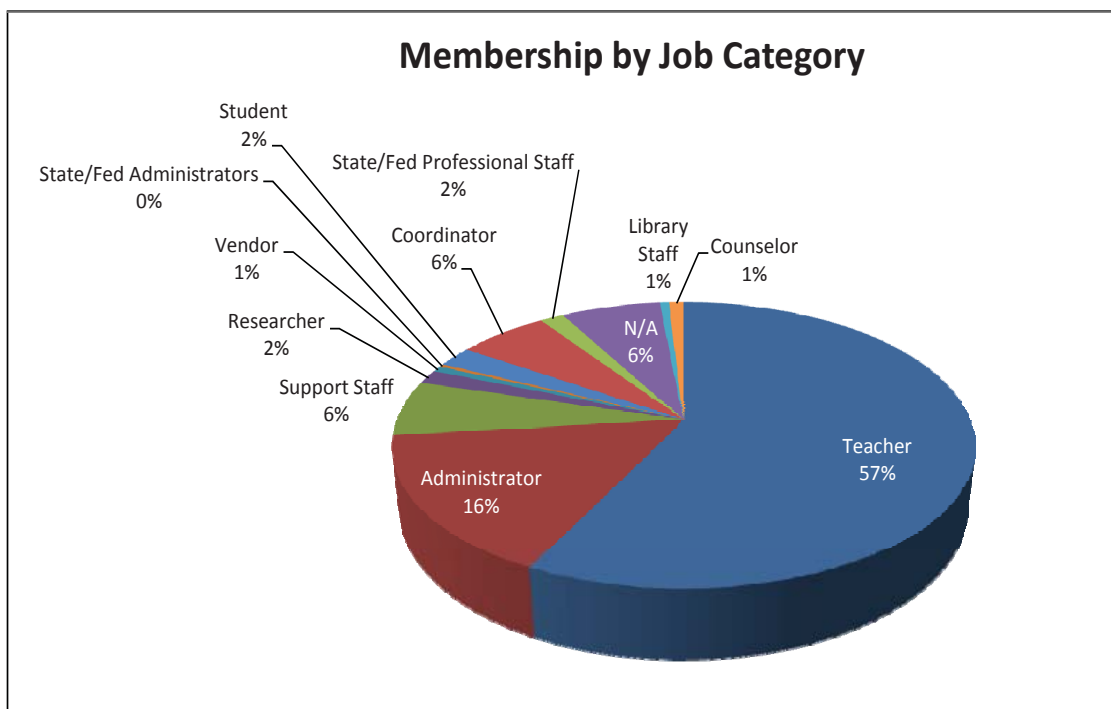


Exhibit 1.g

News Stories

News stories for California adult educators are posted on the OTAN home page. An RSS feed was added to the OTAN home page in 2007, allowing users to have OTAN news stories sent to their news aggregator. News items include announcements related to adult education in California, application and reporting deadlines, addition of new resources to the OTAN Web site, and news about adult education nationally and internationally. In 2008-09, 116 news articles were posted. Exhibit 1.h shows the 10 most frequently read news articles from the past year.

TOP 10 NEWS ARTICLES FOR 2008-09		
TITLE	TIMES READ	DATE POSTED
Update on the State Budget for Adult Education	224	2/27/09
Distance Learning Bill Signed by Governor	145	10/10/08
Adult Education Budget Forum	124	3/17/09
WIA Title I Funds Available Soon	122	3/30/09
Web Sites for Teaching about the Election	107	10/08/08
CCAIE Publishes Information to Assist Programs and Provides Discussion List	93	5/26/09
Green Jobs and Adult Education: What's the Connection?	89	4/20/09
President's Budget Increases Funding For Adult Education	88	5/22/09
New Free Web Site for Learning English: USA Learns	87	11/10/08
Budget Update from Adult Education Office	84	3/10/09

Exhibit 1.h

Digests

OTAN also produces three different monthly online digests of information, the California Adult Education Digest, produced for and sent out from CDE, the OTAN Teachers Digest, and the OTAN Administrators Digest. The California Adult Education Digest was produced 11 times in 2008-09, with no issue in January. This digest is emailed to all adult education administrators in California, and contains items contributed by CASAS, CALPRO, OTAN and CDE. The categories of items are announcements, news, professional development, and “did you know.” Monthly visits ranged from 104 to 567, and averaged 305 during the eight months for which tracking was implemented.

The OTAN Teacher Digest was produced 11 times during the year, and emailed to all teachers who were members of OTAN, with approximately 2,000 email notices sent out to announce each issue. The Teacher Digest contains links to useful Web sites for all program areas, and announces professional development opportunities from OTAN.

The OTAN Administrators Digest was implemented in June 2009 to be published in the middle of each month. An announcement was sent to over 1,000 administrators, producing more than 200 visits to the page. Items include legislative and budget updates, and an announcement about the Administrators Forum.

Resources for Teachers

The Teaching Tools & Resources section of the OTAN Web site contains many resources for teachers. Resources are divided by program area, and each program area contains lesson plan collections, links to classroom activities, Web sites appropriate for student assignments, links to media, suggestions for project-based learning activities, and professional development articles. These areas are constantly reviewed and developed, with links added and deleted as Web sites change, emerge and disappear. OTAN staff added 158 new items to the area in 2008-09.

Maintaining and Upgrading the Web Site

Most of the changes to the Web site this year have involved technical improvements invisible to the user. The Web site was entirely redesigned three years ago, and the design has been maintained. However, sections have been added, such as a section requested by the Adult Education Office (AEO) of the California Department of Education (CDE) on the strategic planning process that is scheduled to take place between January 2009 and September 2010. This section is located at www.otan.us/StrategicPlanning.



Another change has been the redesign of the online videos to make them more accessible and easily browsable. All videos are now captioned and accompanied by a script that can be read by screen reader software, making them accessible to deaf and visually impaired users. Significant effort has been invested this year into making every page on the site accessible to individuals with disabilities.

2. Electronic Collaboration

The Web site averaged 200 new members per month over the course of the year. OTAN members may include in their profile data their information interests, and they may choose to be notified by email of new postings related to their interests. About 89 percent of the members choose to participate in this service. During the 2008-09 year, 31 email notifications were sent to different groups of OTAN members to alert them to new legislative postings, information on distance learning, digest announcements, and professional development opportunities available through OTAN and other leadership projects. There were 46,166 email messages generated in 2008-09. (Exhibit 2.a) Through news items and links, OTAN also supported events conducted by CASAS and CALPRO and promoted activities conducted by the Adult Education Office of CDE.

DIRECTED EMAIL NOTIFICATION		
CATEGORY	NOTIFICATIONS	MESSAGES SENT
Administrative Digest	1	1,079
CAE Digest	1	1,008
CDE Announcements	4	260
Distance Learning	1	2,613
For Other Agencies	4	3,477
Legislative Information	3	2,196
Marketing	5	10,771
Teacher Digest	10	21,678
Training	2	3,084
TOTALS	31	46,166

Exhibit 2.a

Email Lists

The Adult Education email lists provided by OTAN continued to be an important service to the field during the 2008-09 year. OTAN hosted a total of 34 both open and closed lists during 2008-09. Examples of open lists are the Technology Mentor Network and the California Jail Educators lists, to which any interested party may subscribe. Six new lists were created in the contract year, including the Administrator's Forum list and the CALPRO Workshop Facilitators' Network list.

During 2008-09, OTAN continued to provide email list services to the CDE Adult Education Field Partnership Team with a Partnership Team list and 11 regional lists. These are closed lists, where members but be from a particular region. New Field Partnership Team representatives were trained on managing their regional list, and a total of 475 Partnership Team list messages were sent in 2008-09. (Exhibit 2.b) OTAN also began hosting a new list this year for the Adult Education Office Strategic Planning Steering Committee, the field group that supports the strategic planning process.

PARTNERSHIP TEAM LISTS 2008-09				
DESCRIPTION	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
Partnership Advisory Team	23	64	73	137
Partnership Strategic Plan Team	16	42	50	92
Partner Team - Region 1	24	16	0	16
Partner Team - Region 2	26	0	0	0
Partner Team - Region 3	28	1	0	1
Partner Team - Region 4	36	1	0	1
Partner Team - Region 5	27	0	0	0
Partner Team - Region 6	24	167	37	204
Partner Team - Region 7	49	7	4	11
Partner Team - Region 8	20	0	0	0
Partner Team - Region 9	49	0	0	0
Partner Team - Region 10	42	8	0	8
Partner Team - Region 11	50	5	0	5
Grand Totals	414	311	164	475

Exhibit 2.b

Twenty-one lists were hosted in addition to the Partnership Team lists, with a total of 1955 members and 910 messages sent. (Exhibit 2.c) Five of these lists supported CALPRO projects, including the Professional Learning Communities list and the Workshop Facilitators Network. A new professional development project this year, the Administrators Forum, which was created through a collaboration between CALPRO, CASAS, and OTAN, added participants to the Administrators Forum list in order to continue discussion after the forum events. Other lists were provided to field groups such as the Adults With Disabilities Bay Area Network, and the Hayward Adult School Professional Development list.

LISTSERVS HOSTED OTHER THAN PARTNERSHIP TEAMS FOR 2007-08					
DESCRIPTION	SERVING	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
Administrators Forum	OTAN	108	10	20	30
Bay Area Adults with Disabilities Network	Field	73	57	131	188
CA Jail Educators List	CDE	99	8	8	16
CA K-12 Adult Administrators	Field	161	4	29	33
California Distance Learning Project	Field	196	16	33	49
California Native Language Literacy Taskforce	Field	25	1	0	1
CALPRO Facilitators of Study Circles on Adult Learner Persistence	CALPRO	76	4	3	7
CALPRO Leadership Institute	CALPRO	38	7	0	7
CALPRO Professional Learning Communities	CALPRO	44	18	0	18
CALPRO Reading Study Circles	CALPRO	50	5	6	11

Exhibit 2.c

DESCRIPTION	SERVING	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
CALPRO Workshop Facilitators Network	CALPRO	184	41	117	158
CCAIE - CA Council for Adult Education	Field	88	5	13	18
CDE Leadership Projects	CDE	16	55	43	98
COABE	OTAN	27	7	34	41
English For All Discussion	Field	169	2	0	2
GED Teacher Academy	Field	57	6	0	6
Hayward Adult School	OTAN	30	3	0	3
Innovation Programs	CDE	170	1	0	1
Project STAR Discussion	CDE	41	12	8	20
Tech Mentor Network	OTAN	98	97	69	166
Technology Distance Learning Symposium	OTAN	167	11	21	32
Grand Totals		1,955	375	535	910

Exhibit 2.c (continued)

The most active of the public listservs hosted by OTAN was the Bay Area Adults with Disabilities Network, with 57 new topics and a total of 188 messages posted, followed closely by the Technology Mentor Network, with 97 new topics and a total of 166 messages sent this year. The OTAN Web site has a page featuring easy subscription to public listservs hosted by OTAN and by other agencies for non-profit professional organizations and for other user groups.

New Technologies to Support the Adult Education Office

OTAN continued to make available online meeting capacity to the Adult Education Office and to the other Leadership Projects. OTAN staff trained CALPRO, CASAS, and CDE staff on the use of Adobe Connect, and supported online meetings and trainings for these organizations.

Moodle is an online course management package that provides a shell for teachers to create and track online courses. OTAN continued to offer Moodle course shells to any adult education instructor or administrator that requested one. Due to the growth in interest in offering online instruction, OTAN agreed to install Moodle on a local server and support the service for adult educators in California. The transition from the host vendor that had been previously used will be completed by October 2009.

OTAN, in collaboration with other departments at the Sacramento County Office of Education (SCOE), has continued to pursue new technologies that simplify Webcasting and make it more accessible to the individual desktop. The CASAS Winter Consortium event was conducted as a presentation and panel discussion by several adult education leaders and then posted as streaming video.

3. Technical Support / Training

OTAN support staff provides telephone and email technical support to adult educators for the OTAN Web site and all the online applications and reports required by CDE. During 2008-09, technical support regarding the OTAN site and services was provided 343 times, most often for the main OTAN site, but also for other services such as the GED Connection streaming videos and the email lists. (Exhibit 3.a)

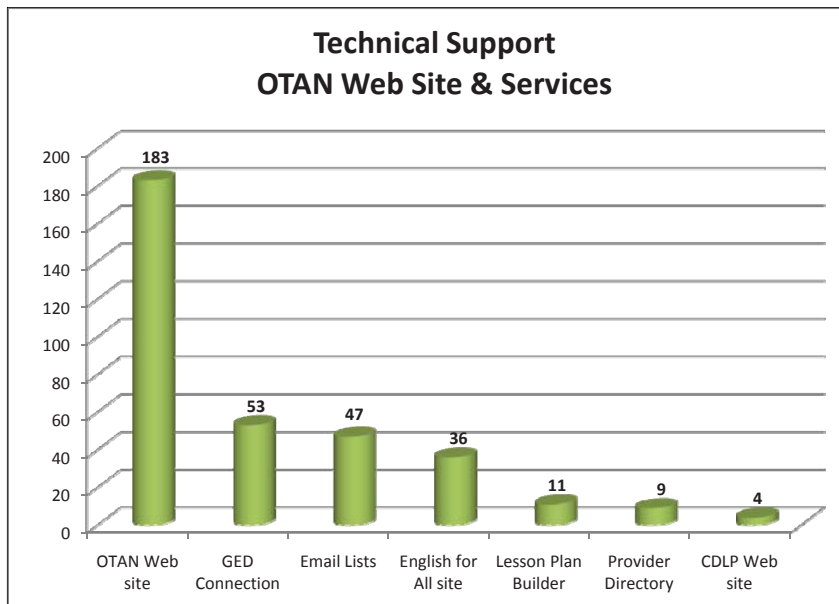


Exhibit 3.a

Technical support regarding online applications and reporting for the Adult Education Office of the California Department of Education (CDE) was provided 890 times.

The Workforce Investment Act (WIA) application and reports required the most support, but the Technology Plan, Course Approvals, and the Innovation Programs application also received a significant number of calls or emails. (Exhibit 3.b)

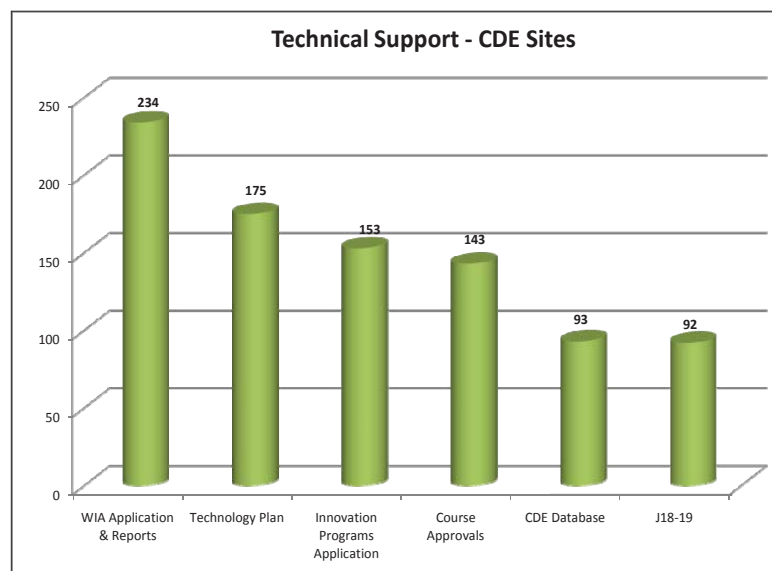
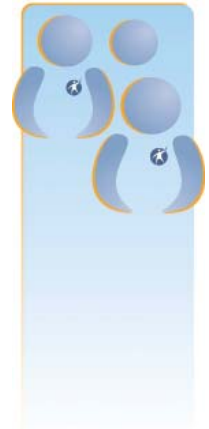


Exhibit 3.b



Client Surveys

This year OTAN implemented a new system of surveying clients to measure customer satisfaction. Each person who received assistance was sent a short two-question survey within 24 hours of the service being provided. The survey went out to those who received technical support, reference services, and other services. Of 266 surveys sent, 40 percent were returned showing a very high degree of satisfaction with service received. (Exhibit 3.c) Many added comments, and a few are included here:

- Very kind and willing to help. Thank you very much. My students will benefit with this great service.
- Any time I have requested assistance from OTAN, I have received a prompt reply. The information I receive is always useful. OTAN's excellent service reduces a lot of job related anxiety. I know someone is there and if he or she does not have the answers I need, I will get a referral to someone who can help.
- This experience epitomizes the customer service skills I try to help my students develop--prompt, friendly, and competent. Thank you.
- I was AMAZED at the quick response to my questions. I learned so much from visiting the Web site and the links suggested. Linda also suggested other options to help me enhance my Web-based learning environment.

CLIENT SURVEYS QUESTION 1			
N= 86			
	YES	No	No ANSWER
REFERENCE - Did you receive the information you were looking for?	20	0	0
TECHNICAL - Was your technical problem solved?	22	1	9
OTHER - Was your question about your online application answered?	33	1	0

CLIENT SURVEYS QUESTION 2						
How would you rate the assistance OTAN provided?						
1 = Poor 5 = Excellent						
N= 86						
RATINGS	1	2	3	4	5	No ANSWER
REFERENCE	0	0	0	1	18	1
TECHNICAL	0	0	0	2	21	9
OTHER	0	0	1	0	33	0

Exhibit 3.c

In addition to the short surveys, every six months a longer survey is sent on technical support, reference services, or other services. Because the system was newly implemented this year, for technical services only 63 surveys were sent and of those six, or ten percent, were returned. Long surveys were also sent for reference services provided, such as researching information, doing Web searches, or pulling historical information from the adult education archives. One hundred six reference surveys were sent and 27 were returned, a 25 percent return rate.

Eighty-seven percent of respondents rated the OTAN Web site as either good or excellent for ease of use. (Exhibit 3.d)

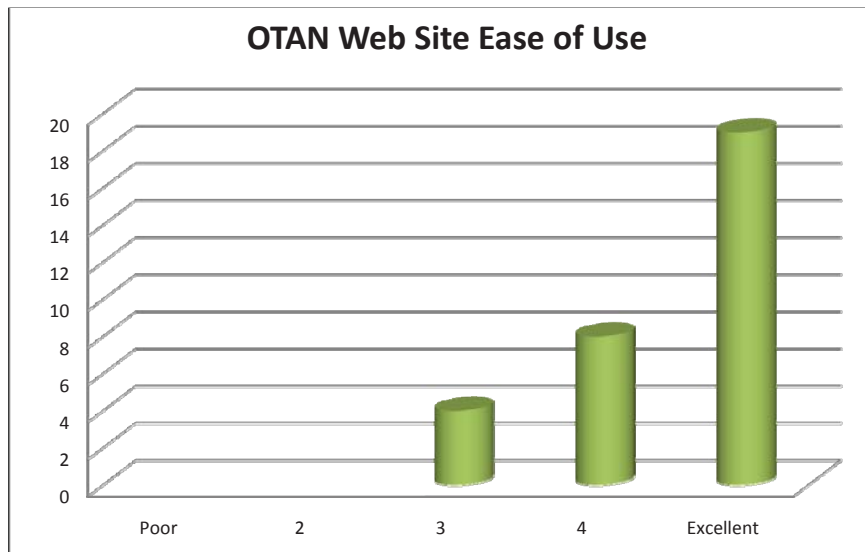


Exhibit 3.d

Respondents to the technical survey indicated the reason for contacting OTAN for help, in which half were looking for information online. (Exhibit 3.e)

REASON FOR CONTACTING OTAN	
Locate information online	3
Update personal profile on OTAN	2
Register for a workshop	1
Other	1

Exhibit 3.e

Respondents to the reference survey indicated how they used the information they received. Although the most frequent answers were for professional development and to integrate technology into instruction, there were more who answered “Other,” and noted their own reasons such as fulfilling reporting requirements or to locate curriculum resources. The majority of “Other” responses were related to completing reports required by CDE. (Exhibit 3.f)

HOW DID YOU USE THE INFORMATION YOU RECEIVED?	
ANSWERS	
For professional development	5
To integrate technology into instruction	5
For program improvement	4
To write a grant proposal	3
To use OTAN more effectively	3
To design a course	2
To make a presentation	1
To research legislation	1
To make decisions about purchases	1
To meet credential requirements	1
OTHER	
Curriculum resources	
To publicize OTAN's resources	
Fulfill program reporting requirements	
Corroboration that I had met a requirement	
To get info for centers WIA contract	
Complete the EL Civics Technology Plan	
In order to enter Tech Plan site	
Submit budget (2)	
To complete Mid-Year WIA Title II Expenditure Report	
For funding compliance	
To amend a grant proposal	

Exhibit 3.f

Another question asked how the respondent had used the OTAN Web site in the past year, and 17 answers were checked, including keeping up with developments in adult education through news items, getting workshop and conference information, and viewing technology videos. (Exhibit 3.g)

HOW HAVE YOU USED INFORMATION FROM THE OTAN WEB SITE?	
Keep up with developments in adult education through news items	21
Get workshop and conference information	19
View or show technology videos	18
Keep current on legislative information impacting programs	17
Find information about technology planning	16
Access CDE, CALPRO or CASAS	15
Get grant and funding information for writing proposals	10
Access other adult education organizations	10
Get questions answered for myself or staff	10
Order adult education products	10

Exhibit 3.g

HOW HAVE YOU USED INFORMATION FROM THE OTAN WEB SITE? (continued)	
Locate directory information on adult educators or agencies in California	10
Get research reports and articles	7
Locate online resources for teachers or students	6
Find stories of successful adult education graduates	3
Review conference presentation material	2
Announce or search for job openings	1
Find model lesson plans our course outlines	1
ANY OTHER COMMENTS AND SUGGESTIONS?	
OTAN is very responsive to any inquiries and has a wealth of materials at my fingertips. Thank you!	
Keep up the good work!	
You definitely have made useful improvements in the past several years. Thank you for your support and help. Too bad all educational agencies aren't run like yours.	
I like the site and would like to publicize to Nevada's adult educators. I requested info that would make that easy for me to do (what resources are available to educators outside of CA). I appreciated the quick response and I got what I needed but had to dig through the information to get it. It would have been more helpful if OTAN had provided a short "newsletter-ready" blurb describing resources available to non-Californians. I get similar blurbs from other organizations and it makes it easier to spread the word. Keep up the good work--I really like your adult ed dictionary!	
OTAN is a wonderful and necessary adult education resource.	
OTAN is a great resource for adult education.	
Sorry, but I don't remember the details of my problem.	
I go to the OTAN Web site when I have questions about so many topics. It is my "go-to" Web site. Thank you!	

Exhibit 3.g (continued)

Web Site Training

Hands-on training sessions were provided through classes scheduled in appropriate lab sites around the state. There were three OTAN Web site courses that focused on locating and using Internet resources by using the OTAN Web site as a portal. One was specifically for administrators, one for teachers, one that focused on EL Civics resources for teachers, and one that focused on the online Lesson Plan Builder. Handouts for the three training sessions were posted in PDF files, and there were additional specialized resources posted. During the 2008-09 year, three face-to-face training sessions on the use of the OTAN Web site were provided for 50 participants. (Exhibit 3.h)

OTAN WEB SITE TRAINING SESSIONS			
DATE	AGENCY	WORKSHOP	PARTICIPANTS
11/15/08	Rowland Adult School	Internet Resources for EL Civics Teachers	25
3/20/09	Riverside Adult School	OTAN Resources for Adult Education Teachers	12
6/8/09	Sweetwater Adult Education	OTAN's Online Lesson Plan Builder	13
TOTAL PARTICIPANTS			50

Exhibit 3.h

In addition to face-to-face workshops, three online workshops for 16 participants were offered on topics related to the OTAN Web site. The number of workshops specifically on the OTAN Web site has decreased over the years as adult educators become familiar with the Web and are able to locate information on their own, and as the navigation system on the OTAN Web site has become easier to use. In general, OTAN face-to-face workshops have decreased as a result of several factors including the discontinuation of the Professional Development Centers, and the lack of agency resources for substitutes and release time due to the state budget crisis.

"Great way to get training without taking an entire day. Looking forward to more OTAN online classes."

"I loved saving gas and travel time"
- Online workshop participants

Online Meetings

OTAN continued using the Adobe Connect online meeting system to conduct meetings and workshops online. While online meetings are often conducted on the fly and may not be tracked, at least 16 meetings were conducted on a variety of topics, making it possible for participants to share documents and Web sites without having to travel. (Exhibit 3.i)

ONLINE MEETINGS 2008-09		
DATE	TOPIC	PARTICIPANTS
7/10/08	Distance Learning Valley Network	11
7/15/08	Producing Online Course Catalog	4
7/31/08	CASAS Data for TIMAC Report	3
9/29/08	ABE Impact Report Planning	4
11/13/08	Distance Learning Valley Network	14
12/08/08	TIMAC Super Mentor Meeting: Planning the Year	6
1/26/09	Planning for Online Professional Development Panel	3
2/6/09	TIMAC Online Meeting for Cohort 4 (1st date)	9
2/13/09	TIMAC Online Meeting for Cohort 4 (2nd date)	6
3/25/09	Distance Learning Valley Network	8
3/27/09	TIMAC Regional Meeting for South Bay (5 participants present and 1 online)	1
4/1/09	Planning for joint CATESOL workshops	2
4/13/09	Lesson Plan Builder Reviewers	2
4/23/09	USA Learns Teacher Meeting	11
4/24/09	TIMAC Online Meeting for Cohorts 4 & 5	26
5/19/09	Connect Training for Presenters	2
6/8/09	Connect Training for Presenters	3
6/12/09	TIMAC Presentation by Myrna Montenegro	8
6/16/09	Distance Learning ESL Advisory	13
6/26/09	Distance Learning ESL Advisory	6
TOTAL PARTICIPANTS		142

Exhibit 3.i

Online Workshops

The online workshops have been implemented with the goal of meeting the needs of rural and remote programs, as well as all others. Because no travel is necessary to attend, and the cost of delivery is less, a lower minimum registration is needed in order to conduct the workshops. All technology plan training was conducted online, as will be described in Section 9. Fifty technology skills workshops were also held on topics such as Using Moodle to Create a Course Web Site, An Overview of Google Products, Blogging, Wikis, Podcasting, and Picasa for Classroom Photos, serving a total of 386 participants. (Exhibit 3.j) Participants may request a certificate for 1.5 professional development hours for attending a workshop, and 2.5 hours if they complete the follow-up assignment and turn it in to the instructor.

ONLINE WORKSHOPS 2008-09		
DATE	WORKSHOP	PARTICIPANTS
9/23/08	Getting Started with Wikis	4
9/24/08	Using Powerpoint to Promote the Four Language Skills Part 1	2
10/10/08	Using Powerpoint to Promote the Four Language Skills Part 2	14
10/14/08	Using Moodle to Create a Course Web Site	9
10/17/08	Getting Started with Wikis	14
10/24/08	Using Google's Picasa for Classroom Photos	5
10/24/08	Creating Podcasts for Your Courses	6
10/30/08	More Practice with Wikis	5
11/4/08	Getting Started with Blogs	2
11/17/08	Integrating Discovery Education into the ESL Classroom	9
11/18/08	Using Google's Picasa for Classroom Photos	6
11/19/08	Using Moodle to Create a Course Web Site	10
12/9/08	Getting Started with Audacity	2
12/12/08	Google It!	3
1/9/09	Easy Excel Activities for the Classroom: Bingo & Study Helpers	6
1/20/09	Using Moodle to Create a Course Web Site	10
1/20/09	Getting Started with Wikis	4
1/27/09	Orientation to Taking an Online Class	10
1/29/09	Orientation to Taking an Online Class	10
2/3/09	More Practice with Wikis	5
2/5/09	Google It!	14
2/6/09	Easy Excel Activities for the Classroom: Bingo & Study Helpers	4
2/6/09	Digital Storytelling	6
2/19/09	Using Google's Picasa for Classroom Photos	5
2/20/09	Use MS Word to Create Flyers, Newsletters and More	3
2/27/09	Using Moodle to Create a Course Web Site	10
2/27/09	Using Moodle to Create a Course Web Site	9
3/3/09	Using Moodle to Create a Course Web Site	5
3/6/09	An Overview of Google Products	9

Exhibit 3.j

DATE	WORKSHOP	PARTICIPANTS
3/16/09	Creating Activities with DES Builders	6
3/17/09	Getting Started with Audacity	6
3/18/09	Orientation to Discovery Education Streaming	8
3/18/09	Creating Moodle Assignments	11
3/20/09	Easy Excel Activities for the Classroom: Bingo & Study Helpers	6
4/3/09	Hippocampus: High School Courses Online	17
4/8/09	Google It!	2
4/10/09	Easy Excel: Create a Personal Budget	4
4/10/09	Using Powerpoint to Promote the Four Language Skills Part 1	4
4/23/09	Using Powerpoint to Promote the Four Language Skills Part 2	7
4/24/09	Creating Podcasts for Your Courses	16
4/24/09	Using Google's Picasa for Classroom Photos	8
4/24/09	Using Picture Dictionaries in the ESL Classroom	7
5/4/09	Integrating DES into the ESL Classroom	7
5/8/09	Getting Started with Blogs	17
5/20/09	An Overview of Google Products	17
5/22/09	Digital Storytelling	5
5/22/09	Easy Excel Activities for the Classroom: Create a Personal Budget	11
6/4/09	Using Moodle to Create a Course Web Site	13
6/9/09	Using Moodle to Create a Course Web Site	11
6/16/09	More Practice with Blogs	2
TOTAL PARTICIPANTS		386

Exhibit 3.j (continued)

Training Materials

Although hard copy handouts are still used for some workshops, OTAN training staff have moved more toward using wikis (editable Web pages) for presentations. A wiki has been the ideal format for information on technology, since it is constantly changing and includes links to many other sites that sometimes need to be updated. A blog and a wiki are maintained in support of the Technology Integration Mentor Academy, and the Director maintains a blog on Adult Education and Technology, with more than 20 posts during the year.

Video

Video of Debra Jones and a panel on increasing learner persistence was produced for CASAS trainings. A video on how to take an online workshop was produced the previous year and posted on the OTAN Web site to help teachers feel more comfortable with online professional development. It was shown several times in 2008-09 in conference presentations to encourage teachers to venture into the world of online workshops.

Regarding technology in the classroom, two videos were produced on using technology in the ABE classroom, in addition to five short segments to be used in workshops and presentations. During the Technology and Distance Learning Symposium, 11 videos were created of presentations and keynote speakers, and were posted on the Symposium Web site. Similarly, 30 videos of TIMAC final presentations were produced on DVD, and six of these will be captioned and posted on the TIMAC Web site.

4. CDE Adult Education Office Support

OTAN has developed and supports two databases for the nine major adult education office online systems. These CDE Adult Education Office databases maintain centralized data on California adult education agencies and allow the field to apply online for CDE grants and complete mandated reporting requirements. The applications Web site includes:

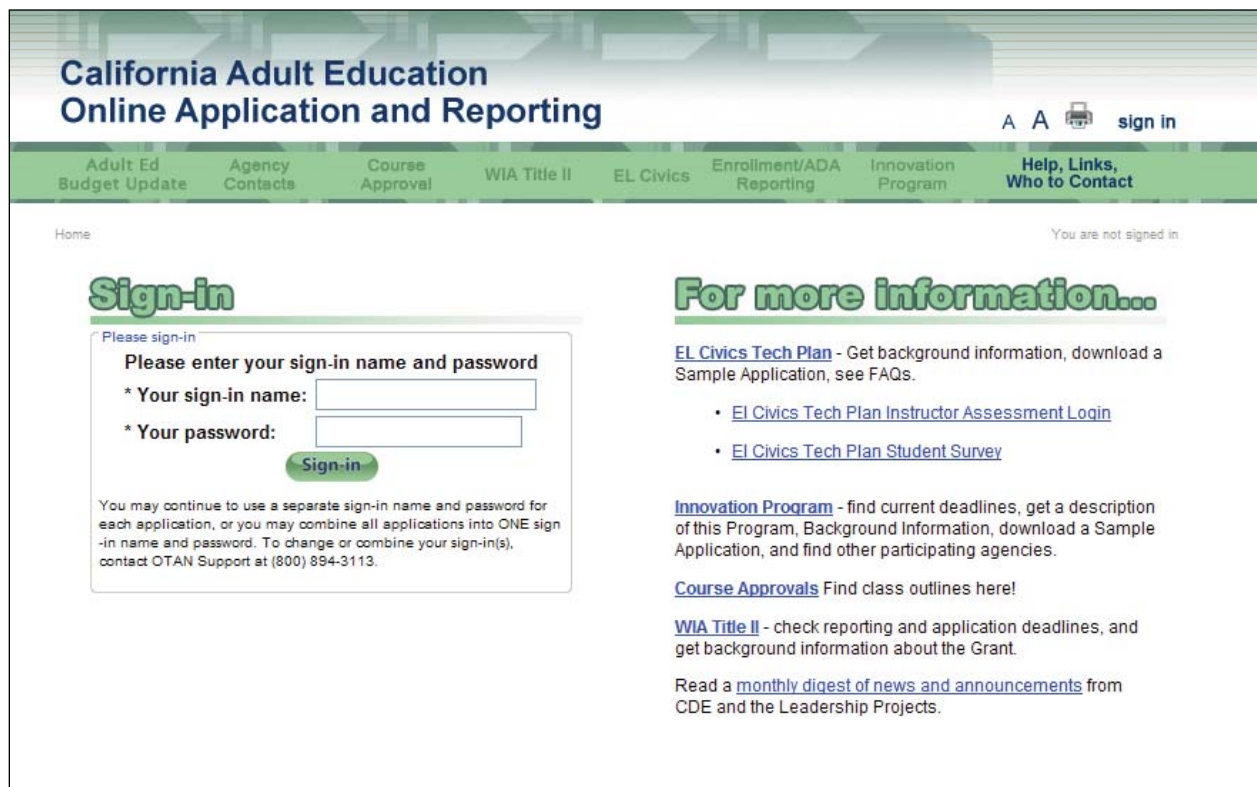
- Agency Contact Information database
- Workforce Investment Act (WIA/AEFLA) Adult Education and Family Literacy - Sections 231 and 225, and EL Civics Online Grant application
- Course Approval System (formerly A22)
- English Literacy and Civics Education Technology Plan online submission
- J-18/19A Addendum, Annual Report of Adult Education, Average Daily Attendance, Enrollment, and Enrollees
- Innovation and Alternative Instructional Delivery Program application
- Adult Education Provider Directory
- California Adult Education Training Calendar

The Adult Education Office Database 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 online grant applications for funding through the Workforce Investment Act, to approval letters for state apportionment, to J18/19-A Addendum reports, and to the Technology Plans.

In 2007-08, funding was discontinued for the California Distance Learning Project, and OTAN took over revising and updating the Innovation and Alternative Delivery program application and evaluation forms. Because of the challenge for agencies of having so many grant applications and reporting sites, and in order to make all sites more compliant with accessibility requirements, OTAN initiated the large programming project of combining all the grant application and reporting forms into one site. This project was completed in 2008 (Exhibit 4.a), and agencies now have the option of converting all forms to one sign-in name and password.



CALIFORNIA ADULT EDUCATION ONLINE APPLICATION AND REPORTING



California Adult Education Online Application and Reporting

Home You are not signed in

Sign-in

Please sign-in

Please enter your sign-in name and password

* Your sign-in name:

* Your password:

[Sign-in](#)

You may continue to use a separate sign-in name and password for each application, or you may combine all applications into ONE sign-in name and password. To change or combine your sign-in(s), contact OTAN Support at (800) 894-3113.

For more information...

[EL Civics Tech Plan](#) - Get background information, download a Sample Application, see FAQs.

- [EL Civics Tech Plan Instructor Assessment Login](#)
- [EL Civics Tech Plan Student Survey](#)

[Innovation Program](#) - find current deadlines, get a description of this Program, Background Information, download a Sample Application, and find other participating agencies.

[Course Approvals](#) Find class outlines here!

[WIA Title II](#) - check reporting and application deadlines, and get background information about the Grant.

Read a [monthly digest of news and announcements](#) from CDE and the Leadership Projects.

Exhibit 4.a

The Agency Contact form is where all agencies can update contact information for superintendents, directors, principals, and many other coordinator positions, so that CDE and the Leadership Projects may contact the correct individuals for communications regarding such things as grant deliverables and professional development opportunities. The contact pages continue to be revised with CDE and field input, and are required as a first step to all grant applications and reporting.

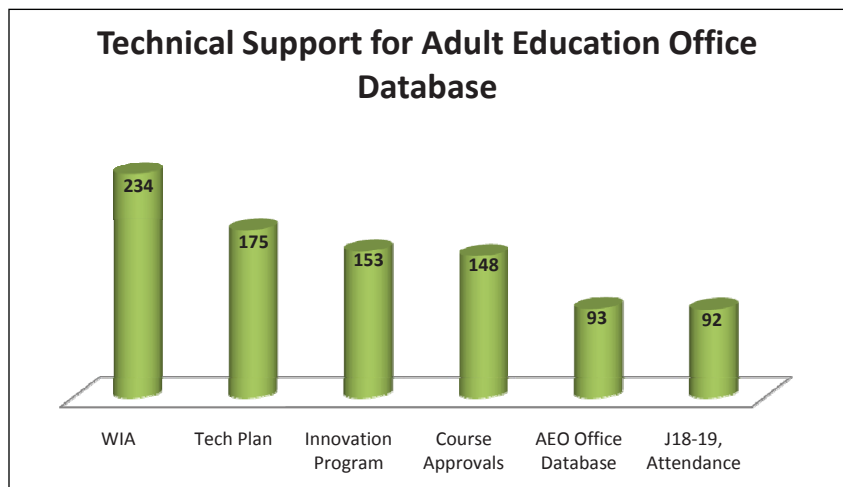


Exhibit 4.b

Data from the contact forms are used by the Adult Education Office to contact agencies, and the data is automatically sent to CASAS. All Leadership Projects also have access to the CDE office database so that they may access data and contact information. By July 2009, 84 percent of agencies had updated their information. OTAN staff provided 93 instances of technical support to users of the Adult Education Office database. (Exhibit 4.b)

Data from these pages also updates the California Adult Education Provider Directory. The online Provider Directory includes both state and federally funded agencies. 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. While the simple search finds schools by zip code, the advanced search provides results based on county, agency type, or program offered.

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics, was successfully used in 2008-09 by 246 agencies to apply online for continued grant funding, submit budget information, and report projected and final budget expenditures. 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 234 instances of technical support to clients completing WIA forms.

Continuing features of the Course Approval Request System for CDE staff included online review and approval and search functions. Continuing features for the field included real-time error checking, online access to prior approval letters, and email notification of deadlines and CDE announcements. OTAN staff provided 148 instances of technical support to clients completing WIA forms.

OTAN facilitated technology planning for 166 agencies with English Language and Civics, Civic Participation funding in 2008-09. The Technology Plan Development Web site guided agencies in creating a seven-part technology plan to submit 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. The biggest change this year was the implementation of a new staff skills self-assessment with more focus on classroom practice and more questions on newer technologies and online interactive activities. Six online training sessions were offered to 83 new and continuing agency staff. OTAN staff provided 175 instances of technical support to clients completing the technology plan.

The online system for adult schools to complete the J-18/19A Addendum (the Annual Report of Adult Education Average Daily Attendance, Enrollment, and Enrollees) provides 236 agencies with a password protected online reporting system. Current and past reports can be mailed to the agencies in PDF format. Although the submission of the J-18/19A form is not required, OTAN staff provided 92 instances of technical support to clients completing it.

In 2008, OTAN took over 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 until 2013, 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 in order to help CDE continue to track data about distance learning. Appropriate modifications were made in both forms in preparation for the 2009-10 year, and training was provided to 31 participants in two online workshops. OTAN staff provided 153 instances of technical support to clients working with the application and evaluation.

5. Publicizing OTAN



OTAN uses a variety of strategies for publicizing OTAN products and services in order to ensure optimum usage of communicative technology by adult educators, and to obtain client input. These include print materials, the Web site, promotional video, directed emails, and OTAN's newsletter.

OTAN distributes an informational folder of materials highlighting OTAN's mission and major objectives. Inserts in the folder, that are updated every year, describe OTAN's services in three major areas – electronic collaboration and information, support for instructional technology, and distance learning. Folders are distributed at

conferences and workshops, and mailed with a cover letter to new administrators in California adult schools. Nearly 250 packets were distributed in 2008-09.

OTAN promotes its Web sites and services at the conferences held by professional organizations of California educator groups. Vendor exhibits ensure that there is continuing awareness of OTAN services and to make contact with new teachers and administrators. A video about OTAN services is shown on a continuous loop. This year OTAN hosted a vendor table at seven conferences and spoke with a total of 329 attendees. (Exhibit 5.a)

"Thank you for your OTAN digests. They are very helpful to me. Last month I used the Brain Pop site to teach about the Presidential election. This month I plan to use the Eating Well, Living Well for our EL Civics unit on health. These resources are wonderful. Thank you for being a partner to adult education."
- ESL Teacher

PROFESSIONAL CONFERENCE VENDOR EXHIBITS		
DATE	CONFERENCE	CONTACTS
9/26/08	ACSA State Conference	18
10/18/08	CATESOL Regional Conference, San Diego	51
10/25/08	CATESOL Regional Conference, Los Angeles	42
11/8/08	CATESOL Regional Conference, Sacramento	63
3/7/09	CCAIE Bay Section Winter Conference	32
4/16/09	CATESOL State Conference, Pasadena	69
4/30/09	CCAIE State Conference, Pasadena, CA	54
TOTAL		329

Exhibit 5.a

During the 2008-09 year, staff made 12 conference presentations on the OTAN Web sites to 254 participants (Exhibit 5.b) Some of these presentations provided a general introduction to the resources on the OTAN Web site and related sites, and some focused on a specific audience such as new administrators or providers of health occupations programs. A particular focus this year was on demonstrating how an online workshop or Webinar works, to encourage teachers and other staff to participate.

OTAN WEB SITE PRESENTATIONS		
DATE	PRESENTATION TITLE	PARTICIPANTS
10/18/08	OTAN Online Resources for ESL Teachers	25
10/25/08	OTAN Online Resources for ESL Teachers	12
11/8/09	OTAN Online Resources for ESL Teachers	22
11/21/09	OTAN Services for New Administrators	15
1/28/09	OTAN Services for New Administrators	14
1/28/09	OTAN Services for Health Occupations Programs	17
2/18/09	OTAN Web Site Resources for Adult Educators and Demonstration of Student Response Systems	29
2/18/09	The Web: An Expanding Venue for Adult Education	31
3/9/09	OTAN Web Site	22
4/21/09	OTAN Website: Resources for Adult Educators	18
5/1/09	OTAN Web Site: Outstanding Resource for Teachers and Administrators	24
6/24/09	Professional Development at a Distance	25
TOTAL		254

Exhibit 5.b

Visitors to the OTAN Web site must register in order to go beyond the home page. Part of the registration process encourages members to provide an email address and sign up to receive specific kinds of information. If they choose, members may be included in the OTAN member directory. In order to keep the member directory updated, an email is sent periodically to members who have not logged in for six months or more, and member who do not respond to the email are deleted. In this way, membership statistics reflect active users only. These emails are sent every other month, and 12,642 of these messages were sent during the contract year. (Exhibit 5.c)

MARKETING EMAILS		
DATE POSTED	EMAIL TYPE	NUMBER SENT
8/12/08	OTAN Marketing email	1,871
10/28/08	OTAN Marketing email	2,471
12/11/08	OTAN Marketing email	2,192
2/24/09	OTAN Marketing email	2,154
4/10/09	OTAN Marketing email	1,824
6/16/09	OTAN Marketing email	2,130
TOTAL		12,642

Exhibit 5.c

Email notices were sent to announce legislative updates, new issues of the teacher and administrator digests, to promote workshops, and in support of the Adult Education Office at CDE and of the other leadership projects. A total of 26 such emails were sent this year to 35,395 recipients. (Exhibit 5.d)

MARKETING EMAILS BY CATEGORY		
DATE POSTED	EMAIL TYPE	NUMBER SENT
9/8/08	Teacher Digest	2,110
9/22/08	Teacher Digest	2,123
10/7/08	Teacher Digest	1,932
10/20/08	Teacher Digest	2,187
10/29/08	Legislative Information	667
11/20/08	Teacher Digest	2,083
11/24/08	CDE	114
12/17/08	For Other Agencies	671
1/16/09	Distance Learning	2,613
1/22/09	Teacher Digest	2,143
2/24/09	For Other Agencies	1,274
3/5/09	Teacher Digest	2,279
3/18/09	Training	1,864
3/23/09	CDE	48
3/27/09	CDE	17
4/1/09	Teacher Digest	2,330
4/3/09	Legislative Information	893
4/8/09	CAE Digest	1,008
4/8/09	CDE	81
5/4/09	Teacher Digest	2,372
5/13/09	Training	1,220
5/15/09	Legislative Information	636
5/21/09	For Other Agencies	321
6/8/09	Teacher Digest	2,119
6/15/09	Administrative Digest	1,079
6/29/09	For Other Agencies	1,211
TOTAL		35,395

Exhibit 5.d

A quarterly newsletter, *Online Connection*, is mailed to members who have provided a mailing address the directory and an electronic version is posted on the Web site. Three newsletters were mailed this year to over 3,000 Exhibit 5.d subscribers.

- The fall issue focused on the theme of learning at a distance, and featured articles on services offered by OTAN to support distance learning, as well as Web-based activities for students.

- The winter issue highlighted ways in which technology supports Adult Basic Education instruction, and showcased practices of mentor teachers, including videoconferencing with the state capitol, streaming video in the classroom, teaching students how to search effectively for information, and making budget and other math activities using spreadsheet software.
- The spring issue reported on the Technology and Distance Learning Symposium held in February, and recapped some of the highlights including keynote presentations on both technology and distance learning, using Moodle to create an online course, and the possibilities of electronic portfolios for students.

Winter 2009 Newsletter, Front Page



OTAN Online Connection

A publication for members of the Outreach and Technical Assistance Network
www.otan.us

Winter 2009
Technology for Adult Basic Education

Register Now for TDL!
February 17-19, 2009

Registration is now open for the Technology and Distance Learning Symposium to be held in Sacramento. There is no charge for the symposium, but registration is important to facilitate planning workshops and lunches. Registration is also available for two pre-conference sessions on February 17, 2009. The session on Nuts and Bolts of Distance Learning still has openings. The keynote on February 18 will focus on Distance Learning. On February 19 the focus will be on technology integration. There will be strands throughout the symposium for technology integration, distance learning, ABE, ESL, and for coordinators and administrators. [Register now at: www.otan.us/tdl-symposium](http://www.otan.us/tdl-symposium)



[Technology and Distance Learning Symposium](http://www.otan.us/tdl-symposium)
[Feb 17-19, 2009](http://www.otan.us/tdl-symposium)
[Register Now!](http://www.otan.us/tdl-symposium)

Videoconferencing with ABE Students

By Marian Thacher

Susan Gaer is teaching a reading and writing class at Santa Ana College Continuing Education that has ABE, high school subjects, and ESL students together. This class is part of the community college Basic Skills Initiative, which has the ultimate goal of helping adult education students transition to college. Last summer, Susan started experimenting with videoconferencing in her classroom. Her program purchased the necessary equipment for \$1500, and she contacted PORTS (www.ports.parks.ca.gov), a project of the California State Parks that offers videoconferences for schools that take students to different state parks and provide lesson plans and other activities to prepare students for the visit.

The first PORTS videoconference she chose was a visit to the state capitol. She spent a month emailing the host at the Capitol. They chose the vocabulary words together, and the host made a crossword puzzle that students could work on as part of vocabulary development. The videoconference was a great success. The students were engaged and excited, and they looked forward to the next videoconference with their state legislator. The second videoconference was not as successful. She set up a meeting with their state legislator, and he was waiting for them with some members of his staff, but they couldn't connect. However, PORTS sent someone up to solve the problem, and she went on to have other successful events.

Susan believes that "bringing the outside in increases reading and writing skills." She uses videoconferencing to provide a common high-interest experience for the students. They read about the subject before the videoconference and do some writing, and then write about their experience afterwards.



Susan Gaer



State of California Capitol in Sacramento

There are many organizations that offer videoconferences for education, but not all are free. The Center for Interactive Learning and Collaboration, CILC, (www.cilc.org) is a good source of information. It sends out a weekly email announcing new videoconferencing opportunities, and some are free.

Another web site is TWICE (www.twice.cc). Through Shared Classes on TWICE, Susan "met" a teacher in Mexico who wants to do videoconferencing collaboration with a class in the U.S., and they are planning this event for December.

ABE Institutes

CALPRO will host two one-day ABE Institutes this spring, one in Northern California and one in Southern California, dates and locations to be announced. CALPRO also offers a self-directed online course for new ABE teachers. Look for more information on the CALPRO Web site, www.calpro-online.org.


Inside this Issue

[Focus on ABE Programs](#) | [Streaming Video in the ABE Classroom](#) | [Using the Internet to Find Answers](#)
[ABE Teacher's Passion for Technology](#) | [ABE Resources on OTAN](#) | [Organize Your OTAN Resources](#)

Continued on page 2

Exhibit 5.e

Spring 2009 Newsletter, Front Page




A Publication for Members of the Outreach and Technical Assistance Network

www.otan.us
Report on the Symposium
Spring 2009

California Adult Education Students Succeed

The deadline is fast approaching to nominate a former California adult learner who has met their life goals, made positive contributions to their community and improved their life situation as a result of taking classes through the adult education system. If you know someone who qualifies, submit a nomination no later than April 24, 2009. Learn more at www.adultedlearners.org.



Distance Learning and Technology Are Growing!

OTAN hosted the **Technology and Distance Learning Symposium** in February with two keynote addresses, 51 workshops by 43 presenters, and a total of 169 participants. In these times of budget turmoil, this excellent turnout reflects the desire of teachers and administrators to stay current with developments in both distance learning and technology.

Keynotes

Dr. Jerome Johnston from Project IDEAL gave an overview of how other states are approaching distance learning for adult learners. Project IDEAL is a consortium of states developing distance learning programs. There are now about 30 states with distance education programs. Most are small programs with 300-1500 learners. Nationally, there are about 100,000 distance learning students, half of whom are in California. According to Dr. Johnston, predictors of learner success are that the student has ten hours a week available to study, has taken a classroom course in the last five years, has technology access at home, and does not feel the need to be in a classroom in order to learn.

Steve Hargadon, founder of the "Classroom 2.0" Online Community, addressed the Symposium on the topic of "Web 2.0 as the Future of Education." He gave many examples of how our experience with the Internet is moving from reading, receiving and researching information to contributing, collaborating and creating content. One example is blogging, which has changed the news business as well as communication and information sharing in many fields. Now anyone can publish and share information instantaneously.

Video, Audio and Materials Available Online

OTAN has made access to the Symposium information available in several ways. As a pilot, participation via online videoconferencing was available to a limited number of agencies. Teachers were able to log in and watch a session, and could type in questions that were delivered to the presenter. Many sessions, including both keynotes, were videotaped and the videos are available online. In some sessions, the audio was recorded so that you can listen online or download the file to your computer. Most handouts and slide presentations are also available, all from the symposium Web site, www.otan.us/tlds Symposium.

Inside This Issue:

- ★ Using Moodle in Adult Education CTE Courses
- ★ Parent Education via Distance Learning
- ★ ePortfolio California
- ★ Learning Circles and Technology Professional Development

Symposium Participants Learn About the OTAN Web Site




Exhibit 5.e (continued)

In order to get input from the field, two advisory committees were established this year. The Technology Integration Advisory Committee consisted of four administrators, three instructors, and representatives from the California Department of Education and from CALPRO. (Exhibit 5.f) The committee met in November 2008, and discussed topics including how to support technology in ABE programs, and what the ideal professional development program for technology integration would look like.

TECHNOLOGY INTEGRATION ADVISORY COMMITTEE				
TEACHERS	TITLE & AGENCY	REGION	ADA	PROGRAM
Susan Gaer	ESL Professor, Santa Ana Community College Continuing Education	9	6,000	ESL
Lisa Moore	Career and Technical Education, Solano State Prison	1	N/A	CTE/GED
Rhonda Koff	ABE Instructor, Elk Grove Adult and Community Education	3	722	ESL/ABE
ADMINISTRATORS				
Michael Barnes	Adult Education Coordinator, Mary Lind Foundation	11a	N/A	ABE/ASE/GED
John Kerr	Director, Baldwin Park Adult and Community Education	11b	3,919	ALL
Michele Hutchins	Principal, Eureka Adult School	1	917	ALL
Melanie Wade	Principal, Fremont Adult School	4	1,850	ALL
STAFF				
Mariann Fedele	Director, CALPRO			
John Fleischman	Assistant Superintendent, Sacramento County Office of Education			
Catherine Green	Research Analyst, CALPRO			
Debra Jones	Administrator, Adult Education Office, CA Department of Education			
Branka Marceta	Coordinator of Technology Projects, OTAN			
Karen Norton	Consultant, CA Dept of Ed, Adult Education Office			
Marian Thacher	Director, OTAN			

Exhibit 5.f

Regarding support for ABE, specific suggestions included:

- TIMAC could have an ABE focus - mentoring approach
- Specific training for ABE teachers on Technology (SMARTboards)
- Best Practices Web Site for ABE
- Build up ABE presence on the Technology Mentor Network listserv
- Leverage NIFL resources, NIFL could do an online training about using the Learning Disabilities list, and help promote awareness of STAR Project resources online
- Lesson Plan Builder – adding ABE lessons
- Pursue a state level partnership between CDE and Corrections (CDCR)

Several of these recommendations are in the planning stages to be implemented in 2009-10 and in future years.

The discussion on professional development for technology integration had several different parts. One discussion was about OTAN's online workshops and why attendance has been low. The outcome of the discussion was the recommendation that OTAN continue on the same path for another year and see if attendance builds as educators become more comfortable with online learning, and as budget constraints make travel more difficult.

Another part of the discussion was about the upcoming Technology and Distance Learning Symposium, and specific suggestions were made about the draft workshop schedule, including:

- Have video conferencing for selected sessions for educators in Southern California
- Susan Gaer's ABE class will videoconference with participants during lunch
- Web-cast keynote speakers and archive for later viewing
- Web 2.0 hands-on session to follow up the keynote speaker
- Include a session on reading and technology
- Include a session on ABE and technology

The Distance Learning Advisory Committee (DLAC) met twice, in October and March. Membership consisted of six instructors, eight administrators, and eleven staff of leadership projects and the Adult Education Office at CDE, although not all members attended both meetings. (Exhibit 5.g)

DISTANCE LEARNING ADVISORY COMMITTEE				
TEACHERS	TITLE & AGENCY	REGION	ADA	PROGRAM
Katherine Crawford	ESL and Distance Learning Instructor, Elk Grove Adult and Community Education	3	722	ESL
Wayne Fiser*	Distance Learning Coordinator, Fresno Adult School	7	4,747	ALL
Elizabeth Gibb*	ESL Distance Learning Instructor, Castro Valley Adult School	4	1,103	ESL
Deborah Gordon*	Distance Learning Coordinator, Oakland Adult School	4	5,435	ABE/ASE/GED
Ella Lowery**	ESL Distance Learning Instructor, Castro Valley Adult School	4	1,103	ESL
George Reinheimer	Distance Learning Coordinator, Hayward Adult School	4	3,199	ALL
ADMINISTRATORS				
Lynn Bartlett**	Distance Learning Coordinator, San Juan Unified Adult Education	3	1,103	ALL
Paula Evans**	Distance Learning Coordinator, Castro Valley Adult School	4	1,406	ESL

Exhibit 5.g

ADMINISTRATORS	TITLE & AGENCY	REGION	ADA	PROGRAM
Kay Hartley	Principal, Vallejo Adult School	1	1,406	ALL
Trish Kerns	Distance Learning Coordinator, Sacramento City School Adult Education	3	5,956	ALL
Barbara Lehman*	Distance Learning Coordinator (retiring), Fresno Adult School	7	4,747	ESL/ABE/ASE
Chris Nelson**	Assistance Principal, Oakland Adult School	4	5,435	ALL
Julie Whitemore*	Distance Learning Coordinator, Alhambra Adult School	11b	2,758	ALL
Paul Yung**	Distance Learning Coordinator, Los Angeles Unified School District	11a	74,461	ALL
STAFF				
Sheila Bollenbach**	Consultant, Adult Education Office, CA Department of Education			
Mariann Fedele	Director, CALPRO			
John Fleischman	Assistant Superintendent, Sacramento County Office of Education			
Catherine Green	Research Analyst, CALPRO			
Debra Jones	Administrator, Adult Education Office, CA Department of Education			
Karen Norton	Consultant, Adult Education Office, CA Department of Education/ Administrator, Tamalpais Adult School			
Penny Pearson	Program Specialist II, OTAN			
Pat Rickard**	Executive Director, CASAS			
Margaret Rogers	Consultant, formerly California Distance Learning Project, ABE/ASE/GED			
Marian Thacher	Director, OTAN			
Mindi Yates	Consultant, Adult Education Office, CA Department of Education			
* October only ** March Only				

Exhibit 5.g (continued)

The discussion first focused on what support from the state level is needed for distance learning. Suggestions included the following, with each committee member having three dots to assign to priority items:

- Learning community with a Web presence for distance learning staff (teachers, coordinators, etc.) (14 dots)
- Helping teachers learn how to facilitate in an online course, including time management (9 dots)
- Enhancing learner persistence in distance learning; what does the research say? (8 dots)
- Field experts (mentors) (5 dots)
- Promote AALPD has a matrix of models for DL delivery (5 dots)

- Focus existing professional development for distance learning teachers (2 dots)
- GLADLI - Greater Learning Achieved through Distance Learning Innovation Group (1 dot)
- Online workshops regarding regulations and application process (0 dots)
- Preventing burn-out in the distance learning teacher (0 dots)

The learning community for distance learning staff was rated as the highest priority, and is initially being implemented through the distance learning email list. Plans are also being made to continue and expand the second priority, training for teachers on how to facilitate an online course.

The second major discussion focused on how to increase the amount of online instruction, and identify the barriers that make it difficult to achieve. A long list of suggestions was created, including:

Needs

- Huge need for staff development
- What does a successful online course look like? There is a need for a roadmap.
- An online course for development of online courses for our populations (lower level language learners)
- How to adapt curriculum to the online environment
- Students themselves need basic technology skills to feel successful in taking an online class. (4 week introduction “bridging” course? Pre-online technology skills) Need for basic computer troubleshooting skills, or provide support to help new online students.
- Time management for students (I have no time to watch the video...)
- A way to share developed DL courses

Barriers

- Lack of access by students to necessary technology – can AE agencies have “open labs?”
- Student “technology literacy” skills
- Shyness of students to participate
- Teachers lack computer literacy skills (basic computer)
- Teachers need to be online learners first. Teachers are reluctant to try online teaching because their own learning styles are not aligned with online learning. They need to step in to those shoes in order to be more empathetic with their own online students (and their learning styles)
- District level barriers – IT support, no paid teacher prep time, union agreements, blocked resources (i.e. wikis, blogs video)
- Teachers’ fear of being replaced

The committee met a second time in March in response to the request from the federal Office of Vocational and Adult Education for a state assessment policy that included language on distance learning requirements. Language was developed and submitted to CDE and CASAS for inclusion in the state policy.

6. Adult Education Collections

The electronic resources that members access on the OTAN Web site include over 22,000 electronic files and database records which are managed by a database system for efficient storage and searching. (Exhibit 6.a)

OTAN INFORMATION SERVICES	
WEB SITE/SECTION	NUMBER OF FILES/RECORDS
Adult Education Dictionary	627
Adult Education Links	189
Adult Education Products	101
CA Adult Education History	426
CDE Adult Education Links	31
Course Outlines	325
Document Library	944
Education Grants	591
Expert Knowledge	125
Legislative Information	410
Lesson Plan Builder	8,116
Lesson Plans	335
Master Calendar	604
News Items	479
PDC Documents	703
Presentations	173
Reference Libraries	5,773
Students Succeed	371
Teaching Tools	1,785
Want Ads	88
TOTAL	22,701

Exhibit 6.a

Information is acquired from a national network of education clearinghouses and agencies. An Information Specialist evaluates and catalogs new documents. Exhibit 6.b shows the categories of information and number of total documents in the online collection. During the project year, 52 new documents were added to the online collection. For example, a number of research briefs from the Center for Adult English Language Acquisition (CAELA) on topics like teaching grammar and supervising teachers were cataloged and posted. Documents were added on a variety of other topics including adult programs to develop 21st century workforce readiness and the use of technology in adult literacy programs.



DOCUMENT LIBRARY COLLECTION - ALL			
Adult Basic Education	32	Homeless	19
Adult Education	81	Migrant	9
Adult Literacy	55	Model Programs	4
Adult Secondary Education	8	Older Adults	15
Assessment	49	Parent Education	13
At Risk Persons	10	School Effectiveness	24
CBE	5	School-To-Work	1
Citizenship	8	Staff Development	40
Community Colleges	13	Standards & Assessment	1
Correctional Education	29	Student Leadership	5
Culture	14	Technology	57
Disabled Populations	39	Telecommunications	15
Distance Education	37	Vocational Education	42
Educational Research	19	Vocational ESL	8
Employability Skills	37	Volunteers	14
English (Second Language)	89	Welfare Reform	10
ESL Literacy	6	Women's Issues	9
Family Literacy	33	Workplace Education	83
Health Education	11		
Total Items In Collection: 944			

Exhibit 6.b

Major information areas of OTAN Resources include:

- **Teaching Tools and Resources** – Information to assist adult education teachers to implement technology in the classroom, find and create lesson plans, locate classroom activities, and pursue professional development. This area also includes the online Lesson Plan Builder, a tool allowing teachers to create and share lesson plans online.
- **Training Calendar** – This was the second year of implementation of the new combined training calendar, www.caadultedtraining.org. California adult educators may register for any California workshop or training from this site. Users may search by date, region, or sponsoring organization. A brief description of each event is provided with a link to online registration. Conferences and other professional development events are also listed with links to further information, presenter calls, programs, registration forms, or Web sites as appropriate.
- **Course Outlines** – Sample course outlines (325) donated by California adult schools are displayed in relation to the online Course Approval system.
- **Adult Education Dictionary** – Over 600 adult education terms and acronyms can be searched alphabetically or by keyword or category.

- **Educational Grants** – Database of information about funding opportunities available to adult education service providers and educators. The Federal Register and selected professional publications are regularly monitored for grant information. The grant information is accessible by topic areas.
- **Legislative Information** – Updates on California and federal legislation in process and budget negotiations of interest to adult educators. Advice is posted here on how to influence the legislative process, and links to government Web sites.
- **Presentations** – Presentations created by CDE, OTAN, or field agencies, and now available on the Web in PDF format. Currently 173 handouts are available.
- **California Adult Education History** – Excerpts from a book and video on California adult education history along with searchable indexes, photos, audio clips from the adult education oral history project at www.caadultedhistory.org
- **Links to Staff Directories** – Searchable databases of California adult education providers, State Directors of Adult Education, and the U.S. Department of Education
- **CA Adult Ed Products** – Online shopping for products of previous and current California leadership projects designed to assist the adult educator in making decisions about managing programs and improving classroom instruction. These resources are available through OTAN on a cost-recovery basis.
- **Reference Libraries** – Searchable catalogs of three specialized libraries. Included are Adult Education Reference, California Adult Education Archives, and VESL Workplace Clearinghouse. Approximately one-third of the California Adult Education Archives materials are available online as PDF documents.
- **Document Library** – Documents in 37 topic areas of adult education, including the latest research and information for adult program management and instructional improvement, with 52 new documents this year.
- **CA Adult Education Information** – Reports of surveys and state plans, funding, enrollment, as well as student progress data files from the CDE Adult Education Office.
- **Codes and Regulations** – Excerpts of some state and federal laws and regulations of particular interest to California adult educators.

The OTAN Web site is also a gateway to other Web sites of interest to California adult educators including a searchable database of links. OTAN staff monitors other Web sites and selects the best. Members may select a category of interest, and a list of sites, annotated, with live links, is returned.

The OTAN Information Specialist provides customized research for California adult educators upon request. Twenty-eight requests for research were completed this year. Requests included such topics as:

- Samples of Vocational ESL curriculum for machine shop
- Instruments for assessing vocation interests and aptitude
- History of adult education strategic planning in the state
- Start date of adult education in Campbell
- Legislation concerning authorization to serve 17-year-olds

One hundred six clients received the longer biannual client services survey, and there were 27 responses (25 percent). (See pp. 17 - 18)

OTAN Products

OTAN is responsible for making available at cost of distribution the products of CDE Adult Education Office professional and curriculum development, as well as other grant-funded curriculum products. These items are available in the Products section of the OTAN Web site and can be ordered online. This year 261 items were shipped, with English for All CDs and DVDs continuing to be the most popular items. The VESL/Workplace Clearinghouse curriculum items are also ordered regularly. (Exhibits 6.c and 6.d)

PRODUCT SALES 2008-09	
PRODUCT	NUMBER OF SALES
English For All Video DVD Collection	83
VESL Workplace Clearinghouse	78
English For All Video CD Collection	46
California EL Civics Products	45
Putting English to Work	6
English For All Videocassette Collection	2
California Adult Education History Videos	1
TOTAL	261

Exhibit 6.c

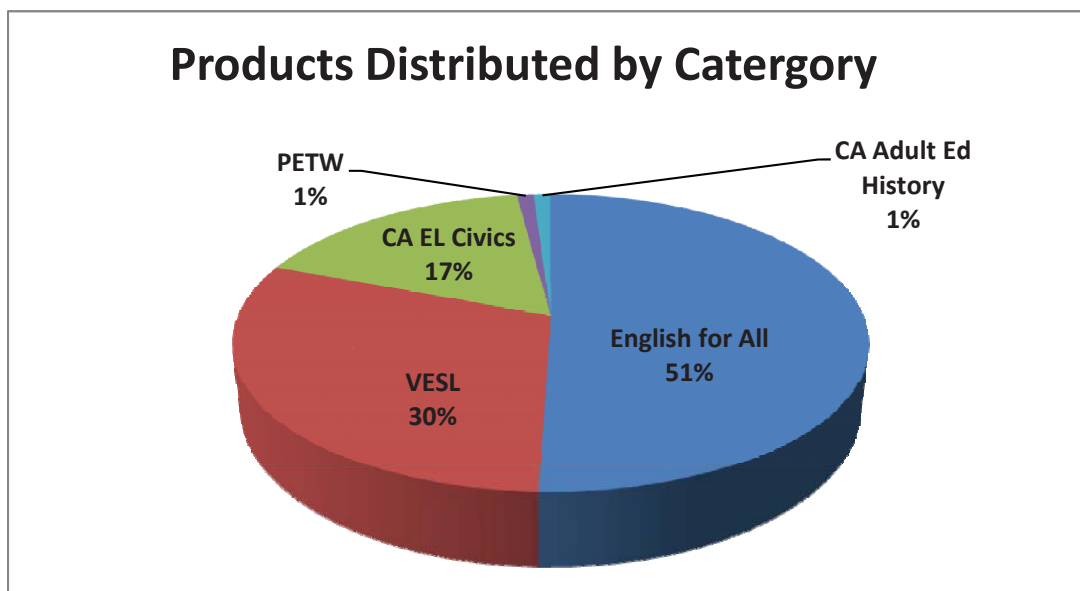


Exhibit 6.d

7. Electronic Resources for Improving Instruction

Adult education teachers and teacher/coordinators make up the largest group of Web site members with 63 percent of the membership. To meet the needs of this client group, OTAN maintains a section of the Web site called Teaching Tools & Resources.

Online Resources for Teachers

The instructor resources area is organized around six program clusters:

- Adult Basic Education / Adult Secondary Education / GED
- Adults with Disabilities
- English as a Second Language / Citizenship / English Literacy Civics
- Older Adults
- Parent and Consumer Education
- Career Technical Education

In addition, there is a special educational setting, Corrections.

"What a gold mine of resources you have. I am interested in most of these topics and will check them out."
- Adult School Teacher

Resources in the program areas include lesson plans, classroom activities, Web sites to use with students in the classroom, articles and references on classroom

instruction, media (graphics, photos, sounds & video clips), project-based learning, and program specific software and software reviews.

Full text resources and annotated links to other sites that teachers will find in Teaching Tools & Resources include tips for using the Internet in instruction, how to create a Web site, links to online tools, hardware reviews, software tutorials, and information about online courses. One area that was again popular in 2008-09 was Web-based Class Activities, written by Kristi Reyes of MiraCosta College, and highlighting numerous Web 2.0 tools that teachers can use as part of language and basic skills instruction. Topics have included online tools for building vocabulary, a site for adding captions to videos, sites where students can create many different kinds of timelines and make comments on each other's timelines, and places to create calendars with custom graphics and information.

Lesson Plan Builder

The online Lesson Plan Builder, at www.adultedlessons.org, is a tool that allows teachers to create complete and detailed lesson plans, store them online, and share them with colleagues. All three leadership projects, OTAN, CALPRO, and CASAS provide workshops on lesson planning. The online training calendar now contains a searchable course list where these workshops appear together in response to a search for lesson planning.

There are currently 10,295 registered users on the Lesson Plan Builder, up from 8,357 last year. Some 2,259 users logged in during the year, an average of 188 per month, and 1,018 actually worked on a lesson plan.



Some adult schools promoted the tool internally to their teachers, and there were 47 programs that had 10 or more teachers registered by the end of the year, up from 32 last year. Los Angeles USD led with 151 teachers registered, followed by Burbank with 45, and Hacienda La Puente and Mt. Diablo with 37. (Exhibit 7.a)

LESSON PLAN BUILDER REPORT	
Agencies with 10 or More Lesson Plans	
Los Angeles Unified School District (151)	Stockton School for Adults (18)
Burbank Adult School (45)	Fresno Adult School (17)
Hacienda La Puente Adult Education (37)	Milpitas Adult Education (17)
Mt. Diablo Adult Education (37)	New Haven Adult School (17)
Oakland Unified School District (36)	Vallejo Adult School (17)
Downey Adult School (33)	Fremont Adult School (16)
Santa Ana College (33)	Monterey Adult School (15)
San Diego Community College District (28)	Ventura Adult Education (15)
El Monte-Rosemead Adult School (27)	Long Beach School for Adults (14)
Norwalk-La Mirada Adult School (24)	Santa Clara Adult Education (14)
Eureka Adult School (23)	Centennial Education Center (12)
Merced Adult School (23)	Garden Grove Unified School District (12)
Sweetwater Union High School District (22)	Old Marshall Adult School (12)
Palm Springs Adult School (21)	Baldwin Park Adult & Community Education (11)
Rowland Adult and Community Education (21)	Berkeley Adult School (11)
Simi Valley Adult School (21)	Hanford Adult School (11)
Sacramento City USD (20)	Hemet Adult School (11)
Bakersfield Adult School (19)	Pleasant Valley Adult School (11)
CALPRO (19)	South San Francisco Adult Education (11)
Hayward Adult School (19)	Azusa Adult School (10)
Vista Adult School (19)	East Side Adult Education (10)
Chaffey Adult School (18)	Martinez Adult Education (10)
Elk Grove Adult and Community Education (18)	Rancho Santiago Community College District (10)
San Bernardino Adult School (18)	

Exhibit 7.a

In addition to high numbers of users, there are programs like Elk Grove Adult and Community Education that have created one account to be shared by all instructors. Elk Grove made a decision to put all their EL Civics lesson plans online, and currently lists 76 lesson plans in the Lesson Plan Builder account. OTAN reviewers began reviewing lessons on the Lesson Plan Builder in order to add new lessons to the public lesson plan collection.

Course Outline Builder

A new project initiated this year was the construction of an online Course Outline Builder. A focus group of five field experts along with CDE and OTAN staff was convened in the fall to review the possibilities and decide on a structure and design. One of the OTAN database programmers worked on this project for over six months and completed it in June 2009. One of the greatest challenges was to include standards and competencies for each program area. English as a Second Language courses can choose from CASAS competencies and SCANS competencies. Adult Basic Education classes can choose from ABE standards and also from K-12 first through eighth grade competencies. Adult Secondary Education courses can choose from the California High School Standards for different subject areas.



Exhibit 7.b

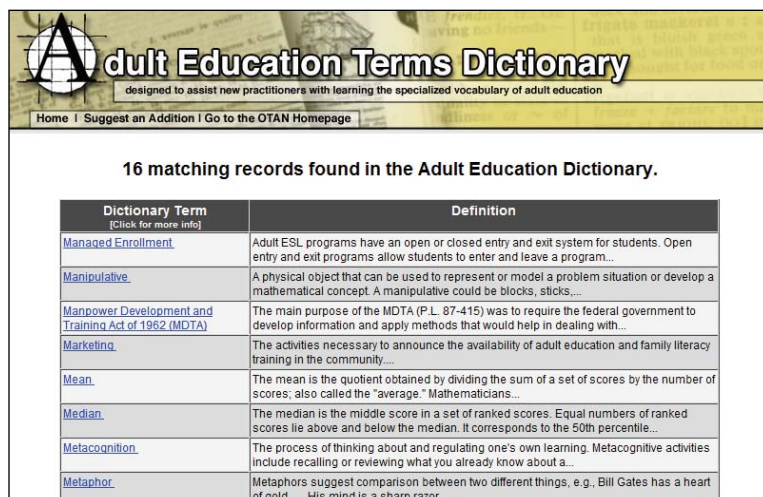
Although programming was completed, some graphic work remains to be implemented, and in 2009-10 the site will be reviewed again by the focus group and launched publicly. (Exhibit 7b)

My Resources

"My Resources" is a feature of the OTAN site that allows teachers to bookmark links that they find interesting and want to visit again by clicking on a checkbox next to that item. Users can add notes about the item. To review selections, the user chooses Preferences from the top menu bar, and then My Resources. Over 900 clients have used My Resources to bookmark items, and more than 200 have organized their bookmarks into personalized folders.

Adult Education Dictionary

OTAN continued to maintain and expand the online dictionary for adult education. It is located in the OTAN Resources area of the Web site. Adult education has a specialized vocabulary (including acronyms) in common use. An annual turnover of 30 percent is typical of adult education staff in California, and the dictionary is directed at the needs of new personnel. Users can search by keyword or category. There is also a feature that allows the field to suggest terms and provide definitions. The dictionary now contains 627 terms, and can be viewed via the OTAN Web site, or independently at www.adultedterms.org. (Exhibit 7.c)



Dictionary Term <small>(Click for more info)</small>	Definition
Managed Enrollment	Adult ESL programs have an open or closed entry and exit system for students. Open entry and exit programs allow students to enter and leave a program...
Manipulative	A physical object that can be used to represent or model a problem situation or develop a mathematical concept. A manipulative could be blocks, sticks,...
Manpower Development and Training Act of 1962 (MDTA)	The main purpose of the MDTA (P.L. 87-415) was to require the federal government to develop information and apply methods that would help in dealing with...
Marketing	The activities necessary to announce the availability of adult education and family literacy training in the community...
Mean	The mean is the quotient obtained by dividing the sum of a set of scores by the number of scores; also called the "average." Mathematicians...
Median	The median is the middle score in a set of ranked scores. Equal numbers of ranked scores lie above and below the median. It corresponds to the 50th percentile...
Metacognition	The process of thinking about and regulating one's own learning. Metacognitive activities include recalling or reviewing what you already know about a...
Metaphor	Metaphors suggest comparison between two different things, e.g., Bill Gates has a heart of gold... His mind is a sharp razor...


Exhibit 7.c

8. Students Succeed Project

Adult education in California serves over two million students annually through a multiple provider system of public adult schools, community colleges, libraries, community and faith-based organizations, and correctional institutions. OTAN's California Adult Education Students Succeed project identifies learners who have reached their life goals as a result of their participation in the adult education system and disseminates the stories of the students and the exemplary programs that serve them (www.adultedlearners.org).

In 2008-09, there were two nomination deadlines, and a total of five individuals were accepted and added to the Web site. At the end of the year, the stories of 184 successful students were posted on the project Web site representing 90 agencies.

At the Association of California School Administrators (ACSA) conference in September 2008, three Students Succeed awardees were recognized at general sessions. OTAN produced a short video about each individual, highlighting their history, challenges overcome, participation in adult education classes, and current successes. One recipient was Linda Bailey, who dropped out of high school to get married. Several years later she walked into the Vallejo Adult School and took the GED test, passing on the first try. She continued her education and became a Home Health Aide and then a Certified Nursing Assistant. While she raised her three sons, she pursued even more adult education and became a Licensed Vocational Nurse and then became the Nursing Assistant instructor at Fairfield Adult School (Exhibit 8.a)



Adult Education Students Succeed

Home Schools Programs Students About Nominate Search [Print-friendly version](#)

Linda Bailey

Vallejo Adult School

See a video of Linda Bailey's story

[WindowsMedia Version](#) [Video Script](#) [Audio/Video Help](#)

Linda Bailey is 57 years old and loves adult education! She dropped out of Hogan High School in Vallejo in the sixties to get married. When she tried to go back to finish, Linda found that married women could take classes to earn a diploma but could not participate in any school activities and she declined. Linda went to Vallejo Adult School in 1973 and took the GED tests. She passed on the spot without the help of any classes.

In 1977 when her son was five, she had part-time work taking care of elderly people. This work made her think about health care as a career path. With this new self discovery, Linda enrolled in Vallejo Adult School and took their new Home Health Aide classes. She completed the program and was certified by state exam, which allowed her to work as a Home Health Aide or Certified Nurse Assistant (CNA). Soon after, she began her work in health care.

Linda and her family moved to Ventura County where her life was filled with ups and downs. She was in a dysfunctional and abusive marriage and was now mother to three boys. She went to work in her most rewarding position as a CNA at Raleigh Hills Hospital, a facility for the treatment of alcoholism. There, Linda thrived and made a positive contribution for others while



Exhibit 8.a

The next recipient, Carmen Navarro, found herself a young widow in Mexico with a son to raise. Her father encouraged her to move to the United States and get an education. In the U.S., she met the man who would be her new husband, married, and had another son. She studied English at New Haven Adult School, and then

completed her GED. She continued her education at the local community college and eventually earned her BA and an adult education teaching credential. She is currently working as a Vocational ESL teacher, and pursuing her Master's Degree in Sociology. (Exhibit 8.b)



Adult Education Students Succeed

Home Schools Programs Students About Nominate Search [Print-friendly version](#)

Carmen Navarro

New Haven Adult School

See a video of Carmen Navarro's story
[WindowsMedia Version](#)
[Video Script](#)
[Audio/Video Help](#)

When Carmen Navarro left Mexico for the United States, she knew she was not choosing the easy path in life. It certainly would not be as comfortable as remaining in her hometown of Juchipila, Zacatecas, Mexico, where her loving father, younger brother and six sisters lived their middle-class life. But education, her father insisted, was what was best and what would prepare her for any of life's circumstances. In her town, Carmen had already availed herself of the limited educational offerings: typing shorthand, writing, cooking, arts, crafts, and sewing. After graduation, she had worked as an attorney's secretary and as a warehouse assistant accountant. Now it was time to move ahead, and emigrating seemed to hold the most promise for this young widow and her two-year-old son.

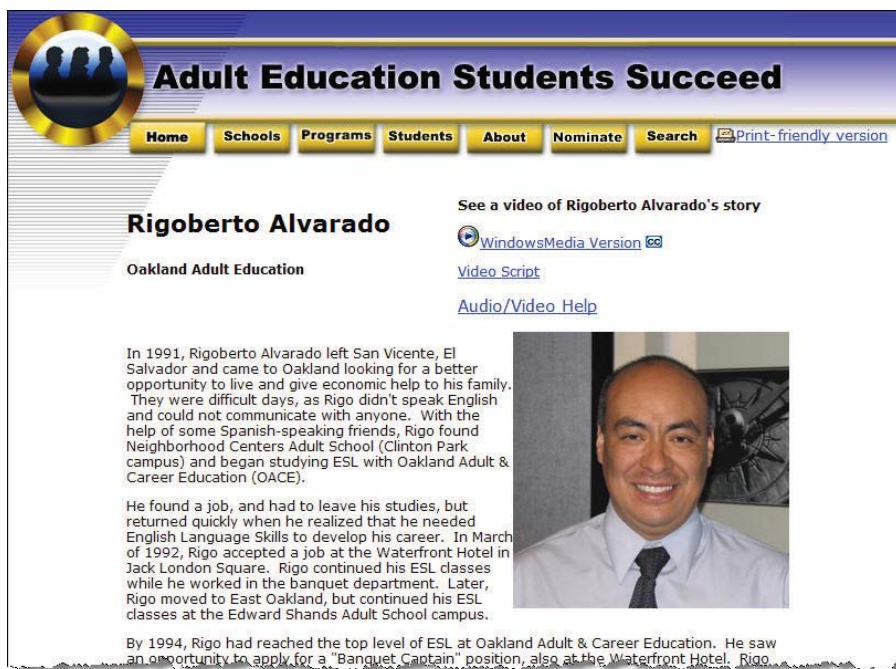
Once in the US, living in Union City, California, the promise of a better life began to take shape, as she met the man who would become her second husband. Together they began to build a neighborhood restaurant as their means of livelihood, and there Carmen spent all her hours working when she was not busy caring for her home, son, and new baby. Fortunately, as her older son reached school age, bilingual education became available at Decoto School; this was a blessing as he spoke only Spanish at that time. However, Carmen herself still lacked English proficiency and felt that her lack of English would preclude her from any satisfactory future advancement. So into her busy life came the memory of her father's counsel - education - and she began ESL classes at New Haven Adult School, with the goal of taking every class offered to help her achieve fluency in English.

Exhibit 8.b

"I have made my career in the hospitality industry, and I'm very pleased that Oakland Adult and Career Education offers programs for people like me, so that they may have the opportunity to make dreams come true." (Exhibit 8.c)

To publicize the project, OTAN maintains the California Adult Education Students Succeed Web page at www.adultedlearners.org. The site contains the learner success stories with photos and videos as well as information about the adult education agencies that nominated them. The site may be searched by agency, by program area, and learner name.

Nominations may be submitted by any California adult education agency at any time. At six month intervals, all nominations are reviewed for completeness and for how closely they address the criteria stated on the nomination form.



Adult Education Students Succeed

Home Schools Programs Students About Nominate Search [Print-friendly version](#)

Rigoberto Alvarado

Oakland Adult Education

See a video of Rigoberto Alvarado's story
[WindowsMedia Version](#)
[Video Script](#)
[Audio/Video Help](#)

In 1991, Rigoberto Alvarado left San Vicente, El Salvador and came to Oakland looking for a better opportunity to live and give economic help to his family. They were difficult days, as Rigo didn't speak English and could not communicate with anyone. With the help of some Spanish-speaking friends, Rigo found Neighborhood Centers Adult School (Clinton Park campus) and began studying ESL with Oakland Adult & Career Education (OACE).

He found a job, and had to leave his studies, but returned quickly when he realized that he needed English Language Skills to develop his career. In March of 1992, Rigo accepted a job at the Waterfront Hotel in Jack London Square. Rigo continued his ESL classes while he worked in the banquet department. Later, Rigo moved to East Oakland, but continued his ESL classes at the Edward Shands Adult School campus.

By 1994, Rigo had reached the top level of ESL at Oakland Adult & Career Education. He saw an opportunity to apply for a "Banquet Captain" position, also at the Waterfront Hotel. Rigo

Exhibit 8.c

9. Technology Planning Support

During 2008-09, 165 EL Civics agencies were required to submit a technology plan online. Training was provided to 83 participants on how to proceed with the technology planning process via six online workshops. There were several significant changes to the technology plan this year, including the implementation of a new instructor skills self-assessment, so experienced technology planners attended the training along with staff new to the project.

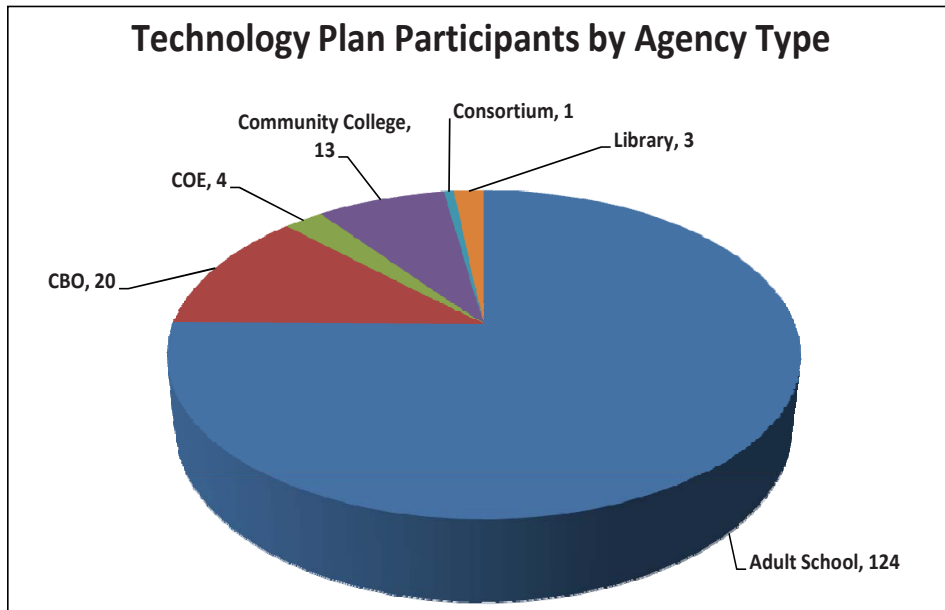


Exhibit 9.a

Technical support regarding submitting the online technology plan was provided by 175 phone and email contacts. Each technology plan was reviewed by two readers, and the 25 agencies that did not pass the review were offered assistance until all agencies had completed an appropriate plan. Contacts with agencies to provide

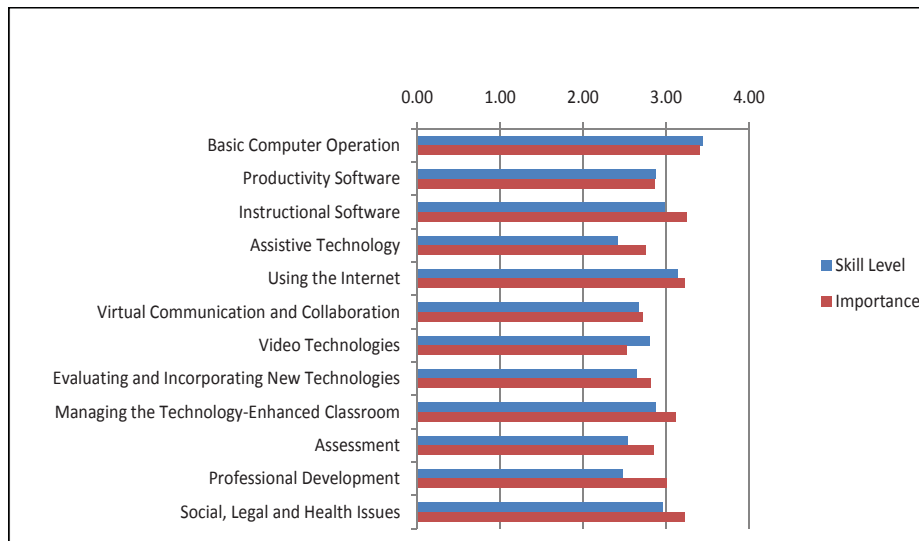


Exhibit 9.b



technology planning support totaled 39. Exhibit 9.a shows the kinds of agencies that completed technology plans. Although all agency types are represented, adult schools are by far the most numerous.

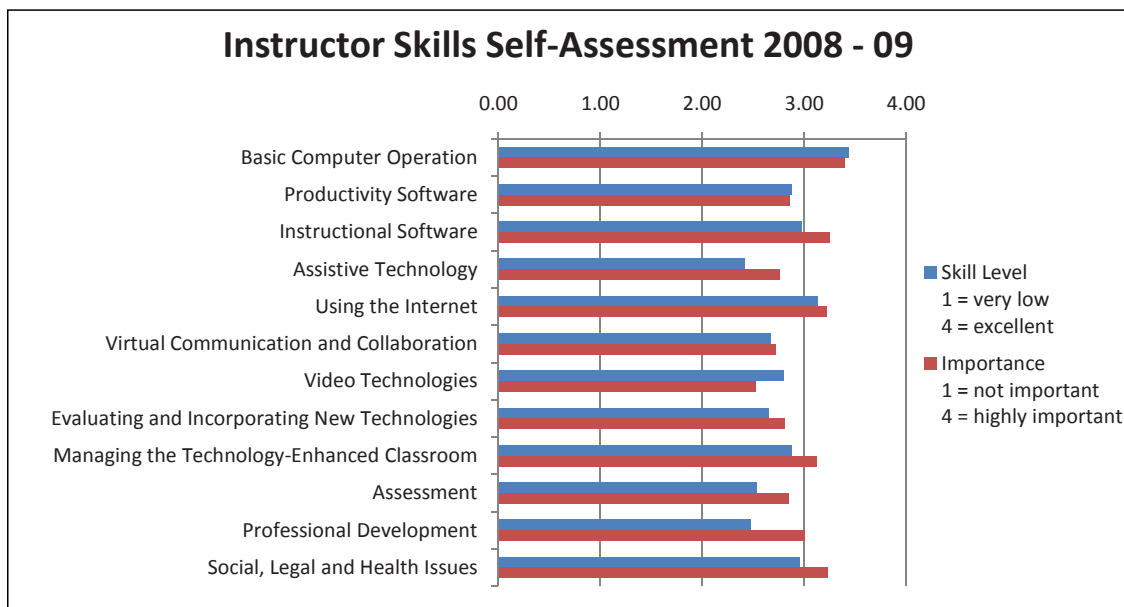


Exhibit 9.c

Exhibit 9.b shows the use by agencies of technology other than computers, and indicates that more than 90 percent of agencies are using LCD or data projectors, and even more have digital cameras. Interestingly, all classroom technologies had a slight drop this year except for the implementation of wireless Internet access, which over 60 percent of agencies are now providing. The drop could be due to the economic situation and the cuts to education. Although the technology plans were submitted January 31, 2009, before the state budget was passed, it was already clear that the state was financially in trouble. Data on staff skills was collected on 3,348 instructors in 2008-09. A new technology integration self-assessment was implemented this year, based on the federally funded AdultEd Online project. The new assessment focuses less on technical skills and more on integrating the skills into classroom activities.

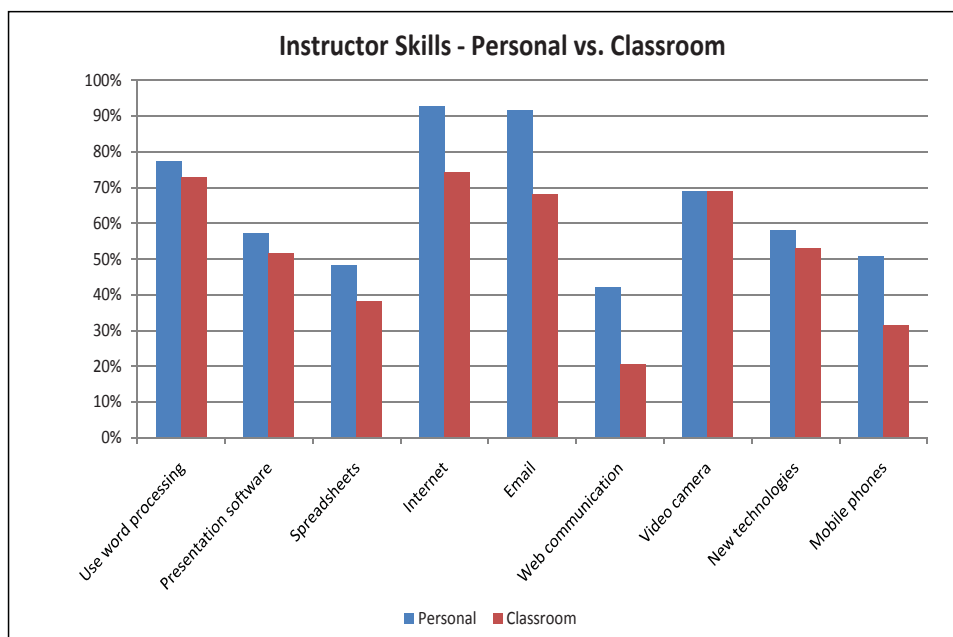


Exhibit 9.d

Because it is new this year, data does not provide a direct comparison with previous years. Exhibit 9.c shows the overall results of the survey for all teachers by category. Instructors indicated both their

current skill level and their estimation of the importance of each item for their teaching either in the present or in the future. On average, instructors do not see a big disparity between their skill level and the importance of a particular skill, but in the majority of the areas, nine out of twelve, teachers felt that the importance of a topic was higher than their current skill level, indicating areas where professional development would be useful. The area of greatest disparity is professional development, where instructors feel that technology-based professional development such as online workshops and courses are very important, but their ability to make use of such offerings is not as high.

The new technology integration self-assessment asks about personal skills as well as classroom skills, assuming that teachers develop personal technology skills before they introduce those skills to their students. Exhibit 9.d confirms this, comparing personal and classroom skills in nine areas and showing the percent of teachers who rated their skills as three or four on a four point scale that goes from 1 to 4, where 3 = good, but would like to improve more, and 4 = excellent. Personal skills are rated higher than classroom skills for all items except the use of video cameras. Particular disparities are noted in the use of the Internet and email. These are two aspects of technology that are used regularly in many teachers' personal lives, but may not have been translated into classroom activities. For example, almost all teachers now have email accounts, but many are not communicating with students via email. Another area of greater disparity is the use of mobile phones, a tool we are at the very beginning of exploring as a platform for instruction.

For many skills there is not a personal/classroom comparison. Exhibit 9.e shows the baseline for some of the skills on the survey, for which comparison data will be available next year, displaying the percent of instructors who rated their skills as three or four on the same scale as used in Exhibit 9.d. A majority of instructors rate themselves high on the aptitude for integrating technology, such as being willing to

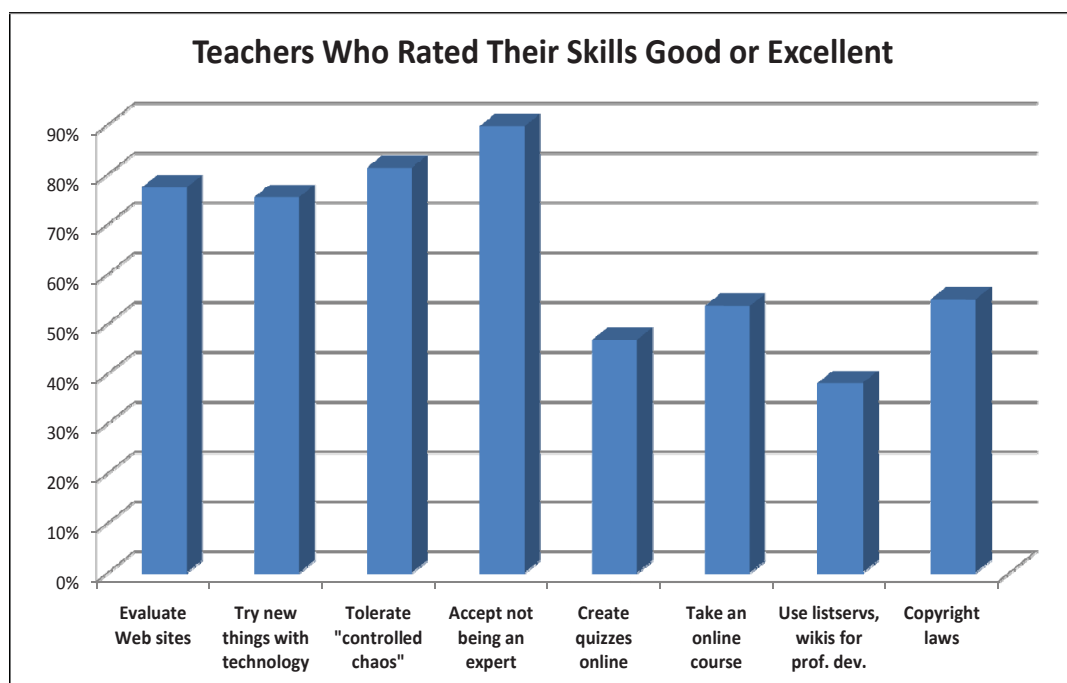


Exhibit 9.e

try new things or being able to tolerate controlled chaos, but less than half feel content with their ability to create quizzes online or use the many new ways to communicate and post information such as wikis and listservs.

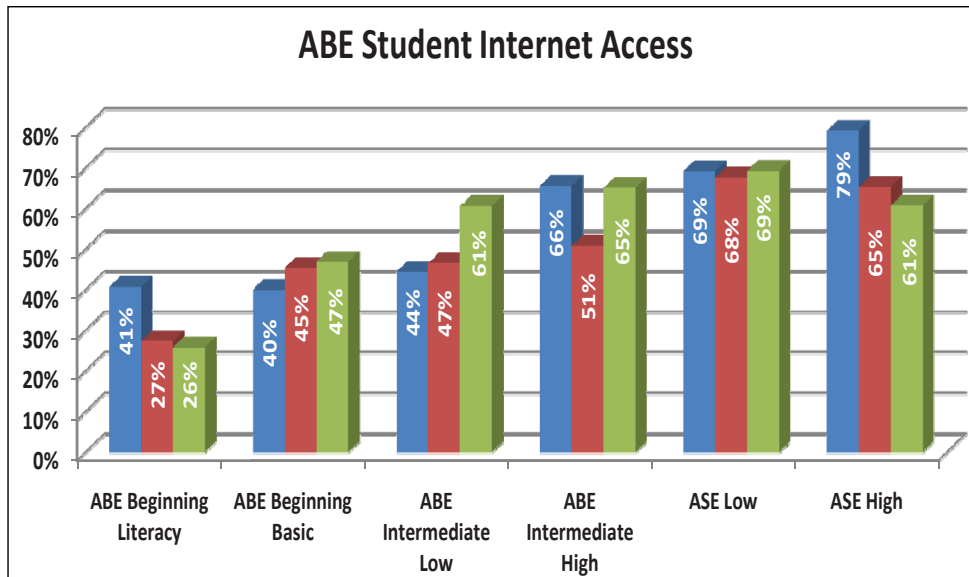


Exhibit 9.f

Student Access to the Internet

For the third year, an optional student computer survey was provided as part of the technology plan. Forty-one agencies surveyed their students in 2008-09, with a total of 6,449 students responding. One of the questions on the survey is "Do you have Internet access at home?" Data for ABE students shows that over the three years for Beginning Basic and Intermediate Low, progressively more students have Internet access each year. For literacy level students, this appears not to be true, nor for adult secondary students, especially those in the higher level. However, these differences could be a reflection of which student populations took the survey this year. (Exhibit 9.f)

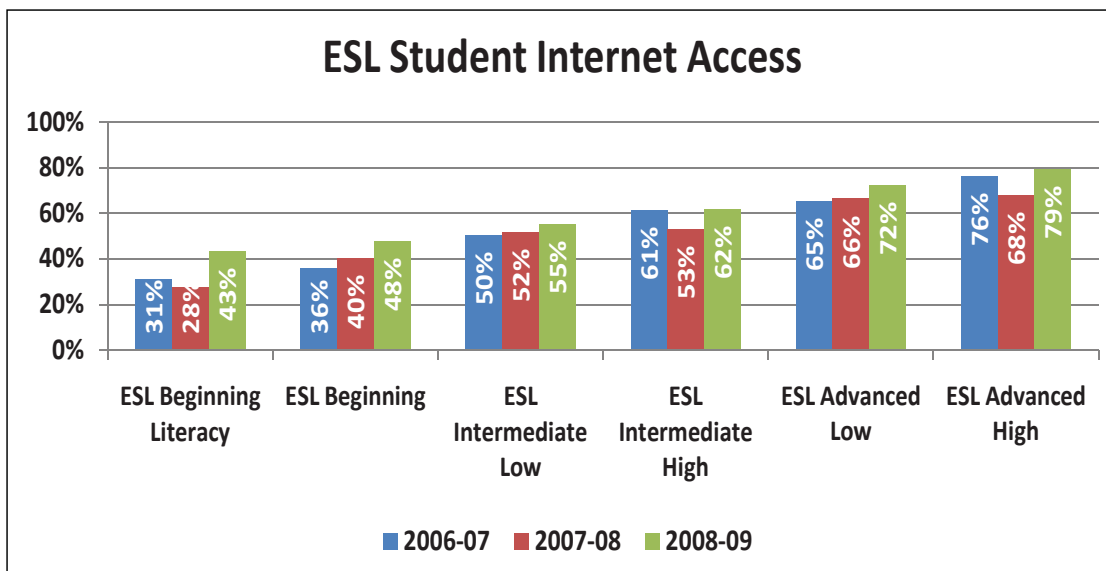


Exhibit 9.g

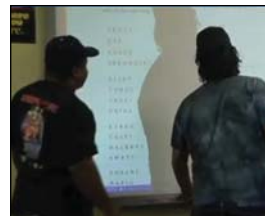
Data on ESL students shows that at all levels more students have Internet access at home than two years ago. The increase is particularly striking at the lower levels although it is consistent for every level. The fact that 45 percent of beginning literacy students have Internet access at home suggests that the introduction of more online instruction is appropriate and will be received well by students. (Exhibit 9.g)

10. New and Emerging Technologies

OTAN staff research, collect, and distribute information regarding new and emerging technologies and available learning resources. Web sites, listservs, and journals are monitored for current information, and a collection of print and non-print cataloged titles is maintained.

OTAN produces videos of best practices in technology integration, which are made available online and on DVD. In 2008-09, the following videos were produced and posted online with complete scripts and closed captioning:

- Ways to Integrate Technology into ABE - Baldwin Park Adult and Community Education** ABE teachers and learners use technology effectively in various fun and relevant ways. In this segment, ABE teachers talk about using Plato software, interactive whiteboards, wireless slates, creating Web sites, and their view of technology integration. ABE learners talk about the value of using technology in classes.
- Interactive Whiteboards in ABE:** Baldwin Park Adult and Community Education ABE teachers make the most of the features available on their interactive whiteboards. They annotate Web sites and software programs, have learners manipulate elements of an exercise and even collaborate in real time between two locations.

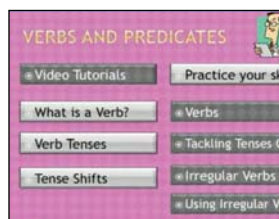


Additionally, OTAN produced a number of short video clips that will be used for the Adult Basic Education Initiative, a project of the Adult Education Office at CDE. The clips have been uploaded into the Initiative's social networking Web site. The five video shorts are:

- Memorizing Medical Terminology with the Help of Audio Files -** ABE learners who are also enrolled in a Certified Nursing Assistant course use iPods to listen to mp3 files created by their teachers in order to practice vocabulary.
- Using PowerPoint for an ABE Open House -** Baldwin Park Adult and Community Education ABE learners create slide shows about themselves.



- **Technology Infused Research Paper Project** - Baldwin Park Adult and Community Education ABE learners create a video as a culminating product of their Internet research project.
- **Managing Technology Projects in the ABE Classroom** - "Break it into manageable chunks and count on the project taking a long time. Your learners will pick up a lot of skills and knowledge along the way." This is Susan Coulter's experience from years of implementing technology effectively in her ABE classes.
- **High School English Composition Resource CD** - Teachers create a resource CD with instructional activities, videos and links to useful Web sites for the English Composition class in a High School Diploma preparation program at Baldwin Park Adult and Community Education Program.



During the 2009 Technology and Distance Learning Symposium, OTAN videotaped 11 sessions and made the videos available on the Symposium Web site, <http://www.otan.us/tlds Symposium/materials.html> . (Exhibit 10.a)

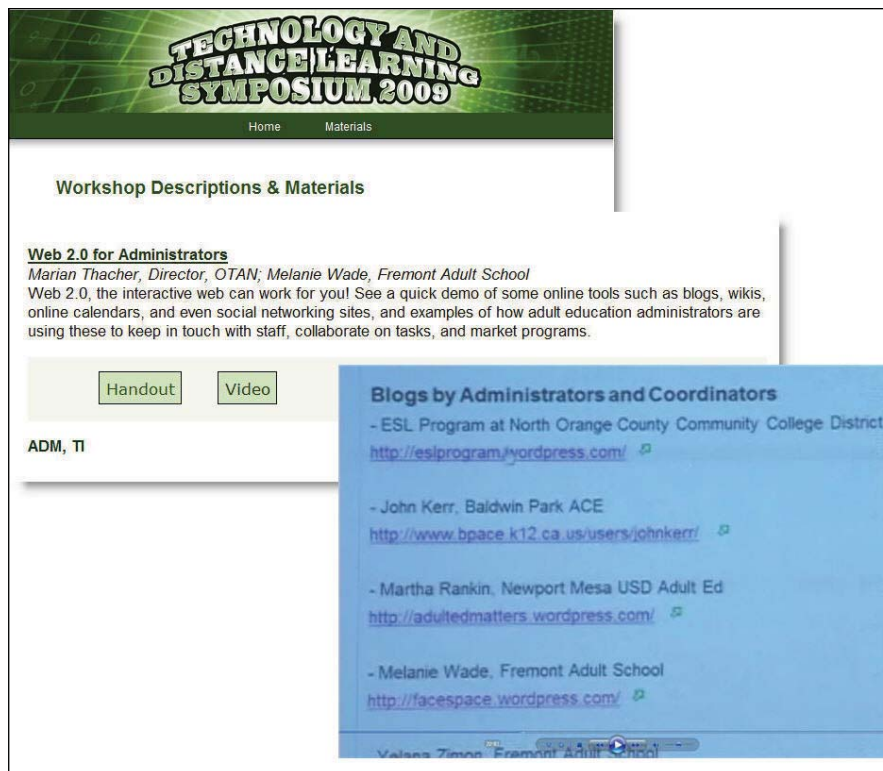
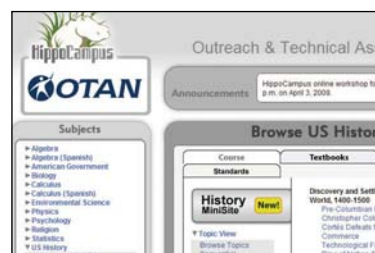


Exhibit 10.a

Videos with the topic of emerging and new technologies include:

- **Using Hippocampus for Teaching** - Gary Lopez, Ph.D., Director, Monterey Institute for Technology and Education

HippoCampus is an online library of multi-media rich, general education high school courses provided by UC College Prep and Monterey Institute for Technology and Education. The content in HippoCampus is organized as a collection of modules that can be customized by an instructor for either classroom or online instruction.



- **Web 2.0 is the Future of Education** - Steve Hargadon, Educational Consultant

Steve Hargadon believes that the read/write Web, or also called Web 2.0, will culturally, socially, intellectually, and politically have a greater impact than the advent of the printing press. In a world of unlimited content, our relationship with information changes, and because of this we're about to have the biggest public discussion about education that we've had in decades. Who produces information? How is information distributed, filtered, and managed? How is learning changing, and what will be the role of formal education? Steve defines 10 trends in the use of Web 2.0 as an educational imperative, and then outlines seven important steps educators can take now to prepare themselves and their students for the changes ahead.



- **Web 2.0 for Administrators** - Marian Thacher, Director, OTAN; Melanie Wade, Fremont Adult School

A quick demo of some online tools such as blogs, wikis, online calendars, and even social networking sites, and examples of how adult education administrators are using these to keep in touch with staff, collaborate on tasks, and market programs.



- **Google Tools** - Melinda Holt, OTAN

Showcases a wide variety of services offered by Google that are free and ready to use, with "mini-explorations" into several different Google products such as iGoogle, Google Documents, Maps, Earth, Sites, and Picasa.



During the 2008-09 school year, OTAN staff reached 1,524 participants in 73 conference presentations, speeches, keynote addresses and vendor tables. In almost all of these instances, new and emerging technologies have been introduced to the field and discussed in further detail.

Some of these presentations included explanations and sometimes demonstrations of the following emerging technologies and new uses of the existing ones:

- Open-source Software for Education
- Free Online Tools for Document Sharing and Collaboration (Google Tools)
- Free Online Services for Meetings and Collaboration
- Open-source Course/Learning Management System - Moodle
- Audience/Student Response Systems for Formative and Summative Evaluation
- Smart Phones – Numerous Potentials for Educational Uses
- Interactive Whiteboards for an Engaged Classroom
- Online Social Networking for Building a Community
- Using Blogs and Wikis in Education
- Web 2.0 Tools for Administrators
- Podcasting – Use of Audio in Adult Education
- Excel to Teach Budgeting and Charts
- Free Software for Creating Video Projects
- Free Software for Photo Editing

The Technology Integration Mentor Academy (TIMAC) afforded participants opportunities to sample new technologies including student response systems, interactive whiteboards, and Web 2.0 tools such as Google Docs. Use of cell phones in education was also the topic during the training. Additionally, academy members participated in several online meetings, with video and audio feeds, sharing files and Web site links, and broadcasting individual online demonstrations. The members of the TIMAC community, current participants and alumni, who attended adult education events and conferences throughout the year also used texting to communicate and organize social events, and thus explored the potential applications of SMS (short messaging service) and MMS (multimedia messaging service) in education.



Exhibit 10.b

For the purpose of exploring potential uses of social networking in the adult education community, OTAN established both Facebook and Twitter accounts with followers amongst individual adult educators and adult school accounts. (Exhibits 10.b and 10.c)



Exhibit 10.c

11. Professional Development on Emerging Technologies

One of the main areas of responsibility for OTAN is keeping up with developments in the area of educational technology, and sharing new possibilities and instructional strategies with the field. Professional development is offered through online workshops as well as face-to-face lab training sessions.

Hands-On Workshops

OTAN made available face-to-face training on 14 different topics:

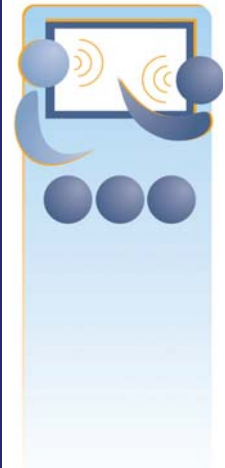
- Advanced PowerPoint 2003 for Adult Education
- Beginning PowerPoint 2003 for Adult Education
- Beginning PowerPoint 2007 for Adult Education
- Creating Lesson Plans Online
- Creating Web Pages with WordPress
- Creative Classroom & Activity Ideas Using MS Word 2003
- Internet Resources for Adult Education Teachers
- Internet Resources for ESL/EI Civics Teachers
- OTAN's Online Lesson Plan Builder
- Teaching Critical Thinking for the Internet
- Using Moodle to Create a Course Web Site
- Using Movie Maker in Adult Education
- Using Web Sites to Teach Math

"I just want to thank you for coming and putting on the Movie Maker and Web site workshops. This was especially valuable to our agency during these challenging economic times."
- Adult School Coordinator

Over the course of the year, OTAN trainers offered 32 hands-on training sessions in labs to 468 participants. Topics covered included Teaching Critical Thinking for the Internet, Using Moodle to Create a Course Web Site, Beginning PowerPoint for Adult Education, and more. (Exhibit 11.a)

2008-09 Hands-on Workshops				
Date	Location	Workshop Title	Trainer	#
7/11/08	Santa Clara Adult Education	Creating Web Pages Using Google Pages Creator	Linda Swanson	16
7/19/08	Downey Adult School	Orientation to Discovery Education Streaming	Penny Pearson	15
8/7/08	Old Marshall Adult School	Using Moodle to Create A Course Web Site	Penny Pearson	10
8/12/08	CDE Adult Education Office	Using Moodle to Create A Course Web Site	Penny Pearson	9
8/21/08	Elk Grove Adult and Community Education	Orientation to Discovery Education Streaming	Penny Pearson	12
9/5/08	Burbank Adult School	Orientation to Discovery Education Streaming	Penny Pearson	17
9/9/08	Porterville Adult School	Orientation to Discovery Education Streaming	Penny Pearson	10
9/19/08	Castro Valley Adult School	Using Moodle to Create A Course Web Site	Penny Pearson	12

Exhibit 11.a



Date	Location	Workshop Title	Trainer	#
10/1/08	Bakersfield Adult School	Orientation to Discovery Education Streaming	Penny Pearson	14
10/24/08	Sweetwater - Chula Vista Adult School	Orientation to Discovery Education Streaming	Penny Pearson	36
11/7/08	Winterstein Adult Center	Beginning PowerPoint 2007 for Adult Education	Penny Pearson	15
11/14/08	California Department of Education	Connect Training	Penny Pearson	11
11/15/08	Rowland Adult School	Internet Resources for ESL/EL Civics Teachers	Linda Swanson	25
12/6/08	Whittier Adult School	Orientation to Discovery Education Streaming	Penny Pearson	16
12/12/08	Downey Adult School	Using Moodle to Create A Course Web Site	Penny Pearson	15
12/18/08	Oroville Adult School	Using Moodle to Create A Course Web Site	Penny Pearson	12
1/15/09	San Diego Community College	Creating Web Pages with Edublogs	Linda Swanson	19
1/30/09	Torrance Adult School	Using Movie Maker in Adult Education	Branka Marceta	12
1/30/09	Tulare Adult School	Using Moodle to Create a Course Web Site	Penny Pearson	14
2/12/09	El Monte-Rosemead Adult School	Beginning Powerpoint 2003 for Adult Education	Linda Swanson	19
2/13/09	Fremont Adult School	Using Moodle to Create A Course Web Site	Penny Pearson	17
2/17/09	Technology & Distance Learning Symposium	Course Management Using Moodle	Penny Pearson	16
3/06/09	Torrance Adult School	Creating Web Pages with Edublogs	Linda Swanson	14
3/20/09	Riverside Adult School	Internet Resources for Adult Education Teachers	Linda Swanson	12
3/27/09	Mountain View - Los Altos Adult School	Using Moodle to Create A Course Web Site	Penny Pearson	10
5/4/09	Martinez Adult School	Using Moodle to Create A Course Web Site	Penny Pearson	10
5/14/09	El Monte - Rosemead Adult School	Advanced Powerpoint 2003 for Adult Education	Linda Swanson	17

Exhibit 11.a (continued)

Date	Location	Workshop Title	Trainer	#
5/28/09	Riverside Adult School	Creative Classroom & Activity Ideas using MS Word 2003	Linda Swanson	12
6/8/09	Sweetwater – Chula Vista Adult School	OTAN's Online Lesson Plan Builder	Diana Batista	36
6/9/09	Sweetwater – Chula Vista Adult School	Creating Class Web Sites with Edublogs	Branka Marceta	15
6/10/09	Sweetwater – Chula Vista Adult School	Teaching Critical Thinking for the Internet	Branka Marceta	11
6/10/09	Sweetwater – Chula Vista Adult School	MovieMaker in Adult Education	Branka Marceta	25
	32 Workshops		TOTAL	468

Exhibit 11.a (continued)

Online Workshops

OTAN continues to offer a wide variety of online workshops, or Webinars, for adult education teachers using the online platform, Adobe Connect, which allows sharing of desktops, documents and Web sites, audio for presenter and participants, and other interactivity. Twenty-four different online Webinar titles were offered this year. Most titles were offered three times over the course of the year. A total of 74 workshops were scheduled. Of that total, 25 were cancelled due to insufficient enrollment. (Minimum enrollment for an online workshop is eight participants.) In total, over 600 participants registered for workshops, of that 373 attended. This is a 62 percent ratio of enrollment to attendance, a figure that is average for online events, but one we hope to increase in the future through more concerted marketing efforts in addition to a greater awareness of the convenience and ease of accessing online professional development by the field. (Exhibit 11.b)

2008-09 Online Workshops			
Date	Workshop Title	Presenter	#
9/23/08	Getting Started with Wikis	Barry Bakin	4
9/24/08	Using PowerPoint to Promote the Four Language Skills (Part I)	Eli Clarke	2
10/10/08	Using PowerPoint to Promote the Four Language Skills (Part II)	Eli Clark	14
10/14/08	Using Moodle to Create a Course Web Site	Penny Pearson	9
10/17/08	Getting Started with Wikis (rescheduled from 10/7)	Barry Bakin	14
10/24/08	Using Google's Picasa for Classroom Photos	Susan Gaer	5
10/24/08	Creating Podcasts for your Courses	Kristi Reyes	6

Exhibit 11.b

Date	Workshop Title	Presenter	#
10/30/08	More Practice with Wikis	Barry Bakin	5
11/4/08	Getting Started with Blogs	Barry Bakin	2
11/17/08	Integrating DES into the ESL Classroom	Blair Roy	9
11/18/08	Using Google's Picasa for Classroom Photos	Susan Gaer	6
11/19/08	Using Moodle to Create a Course Web Site	Penny Pearson	10
11/19/08	OTAN Services for Teachers	Linda Swanson	6
12/09/08	Getting Started with Audacity	Barry Bakin	2
12/12/08	Google It!	Melinda Holt	3
1/9/09	Easy Excel Activities for the Classroom: Bingo & Study Helpers	Susan Coulter	6
1/20/09	Getting Started with Wikis	Barry Bakin	4
1/20/09	Using Moodle to Create a Class Web Site	Penny Pearson	10
2/3/08	More Practice with Wikis	Barry Bakin	5
2/5/09	Google It!	Melinda Holt	14
2/6/09	Digital Storytelling	Kristi Reyes	6
2/6/09	Easy Excel Activities for the Classroom: Bingo & Study Helpers	Susan Coulter	4
2/19/09	Using Google's Picasa for Classroom Photos	Susan Gaer	5
2/20/09	Use Microsoft Word to Create Flyers, Newsletters, and More!	Eli Clarke	3
2/27/09	Using Moodle to Create A Course Web Site (CASAS)	Penny Pearson	10
2/27/09	Using Moodle to Create a Course Web Site	Penny Pearson	9
3/3/09	Using Moodle to Create a Course Web Site	Penny Pearson	5
3/6/09	An Overview of Google Products	Melinda Holt	9
3/16/09	Creating Activities with Discovery Education Streaming Builders	Blair Roy	6
3/17/09	Getting Started with Audacity	Barry Bakin	6
3/18/09	Orientation to Discovery Education Streaming	Blair Roy	8
3/18/09	Creating Moodle Assignments	Penny Pearson	11

Exhibit 11.b (continued)

Date	Workshop Title	Presenter	#
3/20/09	Easy Excel Activities for the Classroom: Bingo & Study Helpers	Susan Coulter	6
4/3/09	HippoCampus Free Online Secondary Courses	Marian Thacher	17
4/8/09	Google It!	Melinda Holt	2
4/10/09	Using PowerPoint to Promote the Four Language Skills (Part I)	Eli Clark	4
4/10/09	Create a Personal Budget	Susan Coulter	4
4/23/09	Using PowerPoint to Promote the Four Language Skills (Part II)	Eli Clark	7
4/24/09	Using Picture Dictionaries in the ESL Classroom	Jayme Goldstein	7
4/24/09	Using Google's Picasa for Classroom Photos	Susan Gaer	8
4/24/09	Creating Podcasts for Your Courses	Kristi Reyes	16
5/4/09	Integrating DES into the ESL Classroom	Blair Roy	7
5/8/09	Getting Started with Blogs	Barry Bakin	17
5/20/09	An Overview of Google Products	Melinda Holt	17
5/22/09	Digital Storytelling	Kristi Reyes	5
5/22/09	Create a Personal Budget	Susan Coulter	11
6/4/09	Using Moodle to Create Class Web Sites	Penny Pearson	13
6/9/09	Using Moodle to Create Class Web Sites	Penny Pearson	11
6/16/09	More Practice with Blogs	Barry Bakin	2
	49 Workshops	TOTAL	373

Exhibit 11.b (continued)

Six of these online workshops were in-service trainings requested by six different agencies. In one case, a face-to-face session was quickly reconfigured into an online workshop when the OTAN trainer was grounded in Sacramento due to bad weather. The participants were happy with the training and the administrator was impressed that the time dedicated to professional development was not lost.

As the field becomes aware of and comfortable with online collaboration technologies like Connect, it is likely that more teachers will find this form of professional development meets their needs. Additionally, more administrators will embrace the 'in-service' model that allows them to bring their teachers together into a local classroom and receive training using the Webinar format of delivery.

Overall, online Webinar evaluations show slightly lower overall scores than our face-to-face training. Some of the difference may be attributable to technical difficulties by the participant or simply because this environment is so new to teachers. Below is a sample of comments from our evaluation that we ask online participants to complete after each Webinar:

- "I love saving gas and travel time."
- "I enjoyed the Webinar - there were so many fewer distractions than in other types of professional training. Why, that proves the value of distance learning right there! Thanks also for making the downloadable organizer available to help me use what I learned today."
- "Great way to get training without taking an entire day."
- "Excellent instructor. Paid attention to questions and comments by students. Was successful in keeping everyone on the same page. Thank you."

In addition to hosting meetings and workshops using Connect, OTAN also provided online meeting rooms to fellow leadership projects, CASAS and CALPRO, and to CDE. CALPRO used online meetings to supplement longer online courses, and to conduct other meetings. CDE has used Connect to conduct regional meetings with some consultants.

Moodle: An Online Course Management System

Moodle is an open-source course management system that allows teachers to provide online materials to students in either a full online course or through blended classes. Through a hosting agreement with a vendor, OTAN supported over 300 courses and 1,000 users on Moodle. During the course of the 2008-2009 instructional year, OTAN provided 10 face-to-face workshops on using Moodle to 130 participants, and nine online Moodle workshops to 85 participants, with the result that more than 200 people participated in Moodle training. (Exhibit 11.c)

"I would like to send you this 'standing ovation' via email and thank you once again for facilitating the Moodle workshop yesterday. I appreciate your kindness, patience, and professionalism and definitely look forward to working with you again in the realm of instructional development."
- Adult School Coordinator

2008-09 Moodle Workshops				
Date	Location	Workshop Title	Trainer	#
8/7/08	Old Marshall Adult School	Using Moodle to Create a Course Web Site	Penny	10
8/12/08	SCOE (for CDE Adult Ed Staff)	Using Moodle to Create a Course Web Site	Penny	9
9/19/08	Castro Valley Adult School	Using Moodle to Create a Course Web Site	Penny	12
10/14/08	Web-based	Using Moodle to Create a Course Web Site	Penny	9
11/19/08	Web-based	Using Moodle to Create a Course Web Site	Penny	10
12/12/08	Downey Adult School	Using Moodle to Create a Course Web Site	Penny	17
12/18/08	Oroville Adult Education	Using Moodle to Create a Course Web Site	Penny	15
1/20/09	Web-based	Using Moodle to Create a Course Web Site	Penny	10
1/30/09	Tulare Adult School	Using Moodle to Create a Course Web Site	Penny	14
2/13/09	Fremont Adult and Continuation School	Using Moodle to Create a Course Web Site	Penny	17
2/17/09	Technology & Distance Learning Symposium	Course Management Using Moodle	Penny	16
2/27/09	Web-based (In-service)	Using Moodle to Create a Course Web Site	Penny	10
2/27/09	Web-based (In-service)	Using Moodle to Create a Course Web Site	Penny	9
3/3/09	Web-based	Using Moodle to Create a Course Web Site	Penny	5
3/18/09	Web-based	Creating Moodle Assignments	Penny	8
3/27/09	Mountain View - Los Altos Adult School	Using Moodle to Create a Course Web Site	Penny	10
5/4/09	Martinez Adult School	Using Moodle to Create a Course Web Site	Penny	10
6/4/09	Web-based (In-service)	Using Moodle to Create a Course Web Site	Penny	13
6/9/09	Web-based (In-service)	Using Moodle to Create a Course Web Site	Penny	11
	19 Training Sessions		TOTAL	215

Exhibit 11.c

OTAN gave four conference presentations during the year to 106 attendees on how Moodle can be used within the Adult Education classroom. (Exhibit 11.d) As the year progressed, more schools began offering both fully online courses as well as ‘hybrid’ courses created to support a traditional face-to-face classroom. The exact number is difficult to determine, as the software has no way to distinguish between teacher experiments and actual courses.

2008-09 Moodle Conference Presentations				
Date	Location	Presentation Title	Presenter	#
9/25/08	ACSA	Moodle: Your Course Management System in the Adult Education Classroom	Penny	35
4/17/09	CATESOL State Conference	Using Moodle to Supplement Instruction in the ESL classroom	Penny	13
4/20/09	COABE 2009 National Conference	Using Moodle: An Online Course Management System	Penny	18
6/25/09	CASAS Summer Institute	Using Moodle in the Adult Education Classroom	Penny	40
	4 Presentations		TOTAL	106

Exhibit 11.d

The most active courses have been vocational classes, specifically medical terminology, paramedic and EMT courses, and a computer programming course. ESL and Older Adult classes have also been active.

With the growing popularity of Moodle, OTAN determined that it could better serve agencies as well as other statewide leadership projects by providing them with their own customized Moodle interface. This will be accomplished by moving the Moodle site from Remote-Learner to a server at the Sacramento County Office of Education, OTAN’s host and fiscal agent. It is anticipated that the new OTAN Moodle server will be up and running by October 1, 2009.

One benefit of moving to an OTAN server is that the server space and number of users will no longer be limited. Additionally, leadership projects or adult education agencies that want to have their own customized Moodle have the ability to “brand” their Moodle sites using their respective agency names, logos and specific administrative tools. Currently, those adult education agencies using the OTAN Moodle server access their course through a site with the OTAN logo. This causes confusion to students in finding their correct course when they are unfamiliar with navigating the OTAN Moodle site.

Facilitated Online Meetings and In-Service Trainings

At least 20 online meetings were conducted or hosted by OTAN for 142 participants during the contract year (see Exhibit 3.i, p. 20). Most were related to OTAN projects such as the online Lesson Plan Builder or TIMAC, although some were for other groups such as the Distance Learning Valley Network.

OTAN received several requests for online in-service sessions for several topic areas including *Using Moodle to Create a Course Web Site*, *Orientation to Discovery Education Streaming*, and *Getting Started with Wikis*. The format for these sessions allows teachers to gather at their school in a

computer lab. The facilitator presents information and instruction at a distance through the computer lab speakers and overhead projector. Participants can ask questions through online chat, or through VoIP (Voice Over Internet Protocol) where participants speak into a microphone attached to the computer. In most cases, participants remain in the computer lab for another hour beyond the workshop time frame to practice the new skills they learned, or to explore new sites and new skills taught in the workshop.

Discovery Education Streaming Training Offered

In 2007, OTAN negotiated a license with Discovery Education to provide their online video services to adult education programs in California at a reduced subscription rate. OTAN continued to support Discovery Education Streaming (DES) throughout 2008-09 by offering training and other support for subscribers. The subscription for this service will expire on 3/31/10 and at that point agencies will decide whether they want to renew on their own.

*"I use Discovery Education Streaming frequently in my ESL class and it really adds to our learning experience."
- ESL Teacher*

OTAN currently supports 51 sites using Discovery Education Streaming with 1,030 users. Yearly usage reports show over 4,420 logins across all sites with over 16,400 video segments streamed (Exhibit 11.e). Overall, about 15 schools are the most active, with over 100 logins over the course of the year.

OTAN offered seven face-to-face workshops, "Orientation to Discovery Education Streaming" (fall 2008) to 120 teachers and four online workshops ("Integrating DES into the ESL curriculum," "Orientation to DES," and "Creating Activities with DES Builders") to 30 teachers.

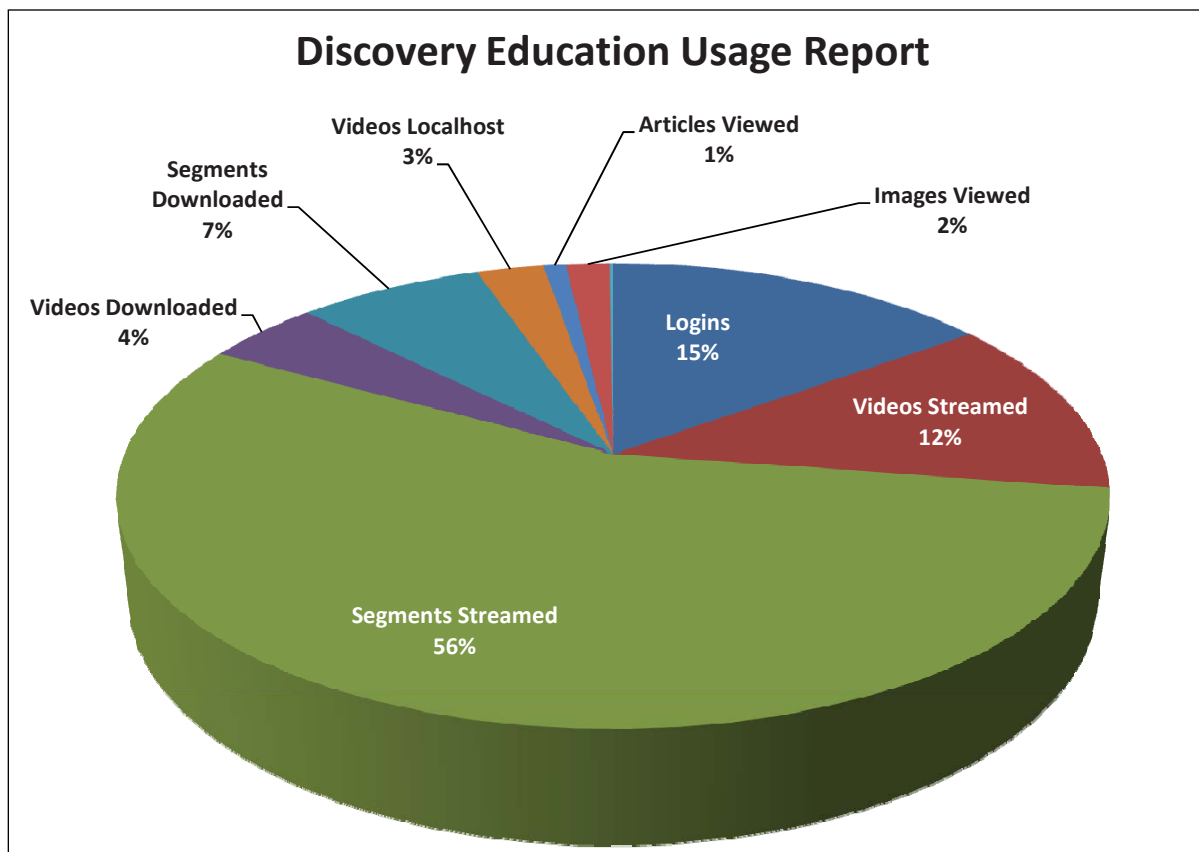


Exhibit 11.e

12. The Technology Integration Mentor Academy

Research has determined that mentoring is a particularly effective approach in assisting teachers to obtain the skills required to effectively implement instructional technology. Programs need support to develop a local technology mentor who can assist teachers in using technology in a variety of ways in the classroom, including making appropriate software choices, using digital still and video cameras for class projects, using interactive whiteboards for classroom activities, communicating online, and integrating Internet resources into instruction. In its fifth year, the Technology Integration Mentor Academy (TIMAC) offered this type of support to 31 agencies overseen by the Adult Education Office of CDE.

Exhibit 12.a shows the participants for 2008 - 09. There were 16 returning second-year participants in Cohort 4, shown below in green, and 15 participants in Cohort 5, shown below in orange. (Exhibit 12.a).

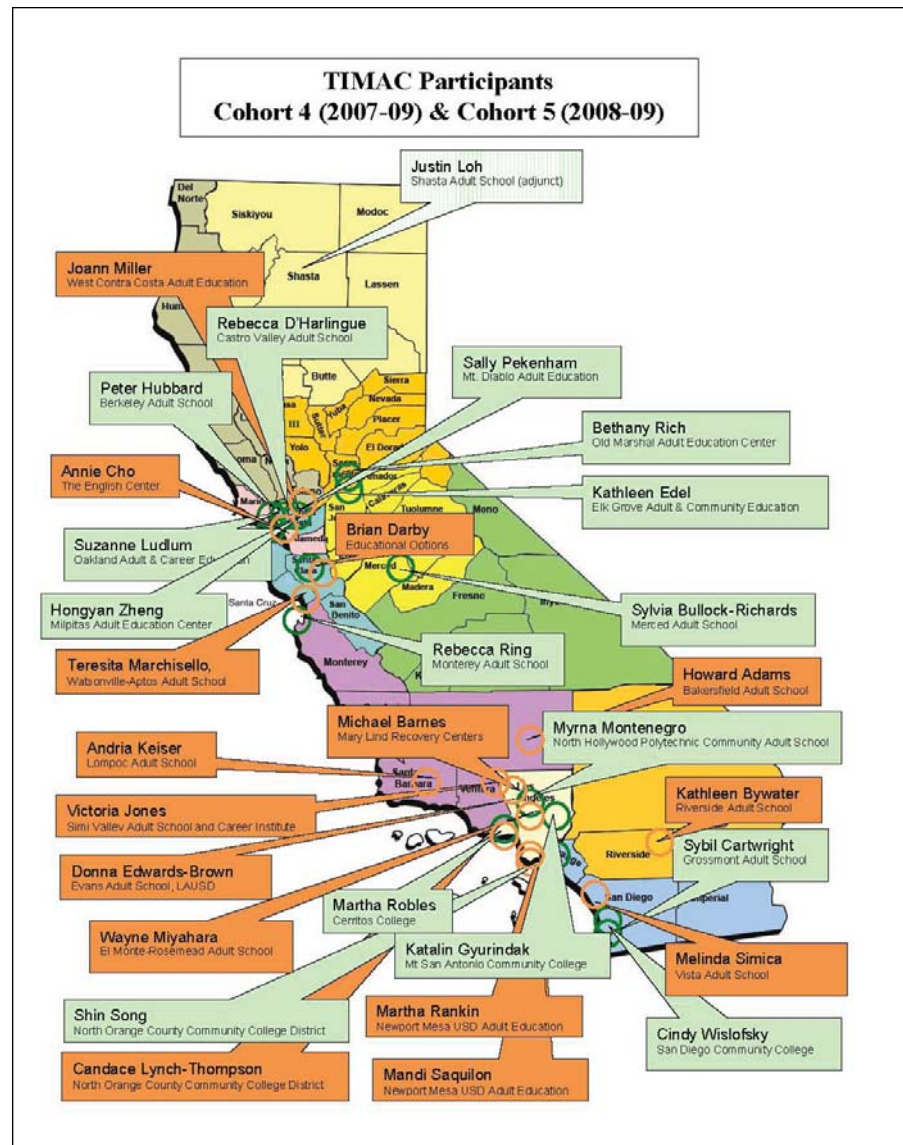


Exhibit 12.a

One member in Cohort 4 was an adjunct. Shasta Adult School funded Justin Loh's participation in TIMAC and in turn implemented a similar project within Shasta Unified School District. Cohort 5 participated for one year only, due to budget cuts. Following last year's successful example, five participants in this cohort were funded by their agencies. Two community-based organizations were served in this group and another new model was the participation of a teacher-administrator team from Newport-Mesa Unified School District Adult School. Participants represented Adult Basic Education (ABE), Adult Secondary Education (ASE), Adults with Disabilities, Career and Technical Education (CTE), English as a Second Language (ESL), and Community Based English Tutoring (CBET).

Academy trainings were provided in Sacramento on October 9 and 10, 2008, and January 23 and May 7 and 8, 2009. Participants developed project plans with a goal of integrating technology effectively into instruction. Throughout the year, the participants, also known as Technology Integration Mentors (TIMs), experienced sustained support through a series of online and face-to-face meetings.

In May 2009, both first-year and second-year participants reported on the outcomes of their projects. Videos of selected presentations are available at OTAN's Web site. What follows is a sampling of projects undertaken by selected Technology Integration Mentors (TIMs) from both cohorts. (Exhibit 12.b)

"In regards to technology, my mentees have taken on a life of their own... Teachers are creating new curriculum, integrating technology within each unit and students are eagerly working on them. Many of the teachers continue to mentor each other as well as request help from me with confidence."
- TIMAC participant


	NAME: HOWARD ADAMS, COHORT 5
	AGENCY: BAKERSFIELD ADULT SCHOOL
	ADMINISTRATOR: SUSAN HANDY
	PROGRAM AREA: HIGH SCHOOL DIPLOMA
	SUPPORT MENTOR: PENNY PEARSON
MENTEE(S)	Bonnie Vaughn, Nancy Frazier
DESCRIBE YOUR PROJECT	My project was to support two to three instructors at Bakersfield Adult School who had a strong desire to infuse their classroom curriculum with new technologies. I was able to locate these instructors by utilizing our school site technology survey that our instructors completed for the BAS technology plan. Bonnie Vaughn and I collaborated on a video PSA "starring" her ESL- 6 class. Nancy and I worked together on an art lesson, deconstructing Guernica which she presented to her Diploma students using the Smartboard™.

Exhibit 12.b


	NAME: MICHAEL BARNES, COHORT 5
	AGENCY: MARY LIND RECOVERY CENTER
	ADMINISTRATOR: ED WOODHULL
	PROGRAM AREA: VOCATIONAL EDUCATION, GED
	SUPPORT MENTOR: MARIAN THACHER
MENTEE(S)	Kirin Naulls, Kengee Bostic, Michael McIntyre, Sonna Chavez, David Brown
DESCRIBE YOUR PROJECT	<p>My project involved the creation of a social networking site (www.mlfbcasii.ning.com), designed specifically for adult education students, alumni, their families and friends, teachers and administrators. The purpose of this online community is three-fold:</p> <p>First - Integrate and further enhance the use of technology in our classroom learning centers through the daily use of email, hand-outs in the form of file-attachments and PowerPoint presentations through online group meetings for assigned class projects.</p> <p>Second - To informally keep track of the students who have attended classes in our Adult Education Program, whether they graduated from the Computer Operator Literacy curriculum or successfully completed/passed the California G.E.D. Examination.</p> <p>Third – It serves as an unofficial measurement of real “student outcomes”, similar to the goals of the WIA CORE Performance Surveys, which is a reporting requirement of the California Department of Education. However, through the MLF-BCAS site, student gains and outcomes are continuously updated by the students, themselves, rather than a formal quarterly report.</p> <p>To be able to make a formal announcement to Los Angeles Unified School District and the Mary Lind Foundation that the Social Networking Site is operable and available for uploads, i.e. videos, pictures, messages, announcements, discussions.</p>

Exhibit 12.b (continued)




	NAME: MANDI SPOTTSVILLE, COHORT 5
	AGENCY: NEWPORT-MESA USD ADULT EDUCATION
	ADMINISTRATOR: MARTHA RANKIN AND MIKE MURPHY
	PROGRAM AREA: ESL
	SUPPORT MENTOR: MARIAN THACHER
MENTEE(S)	Rebecca Spohr, Suzette Mascarenas, Megan Brown, Tony Magana, Alida Labiosa
DESCRIBE YOUR PROJECT	<p>PROJECT GOAL:</p> <ul style="list-style-type: none"> • Increase school-wide participation on our blog • Collect resources from teachers to include in project • Recruit a few other teachers to learn the “inner-workings” of Wordpress in order to be authors and contributors. <p>RESULT:</p> <ul style="list-style-type: none"> • Developed, organized, and launched a new blog page, “Teacher Resources” which includes PPTs, tests, activities and tech tips that teachers have created • Trained teachers how to use the new page and how to post to the page • Increased participation on the blog by 55% • Gained more interest from staff on how to contribute to the page and more confidence in using the blog • More participation from staff
	NAME: SUZANNE LUDLUM, COHORT 4
	AGENCY: OAKLAND ADULT AND CAREER EDUCATION
	ADMINISTRATOR: JACQUES LACOUR AND SUE PON
	PROGRAM AREA: ESL, CBET, ABE/GED, CTE
	SUPPORT MENTOR: BRANKA MARCETA
MENTEE(S)	25 teachers
DESCRIBE YOUR PROJECT IN THE FIRST YEAR	<p>Building a Professional Learning Community Through Multi-Dimensional Technology Professional Development</p> <p>This project was designed to provide ongoing technology integration training and mentoring to teachers in OACE. Using a multi-dimensional approach (based on research of best practices), I facilitated over 20 technology-learning circles from October to April. In these circles, faculty worked together to learn new technology integration strategies and shared their successes and challenges.</p>
MENTEE(S)	4 Facilitators, 50 Teachers, 2 IAs
DESCRIBE YOUR PROJECT IN THE SECOND YEAR	<p>Building a Professional Learning Community Through Multi-Dimensional Technology Professional Development (continued)</p> <p>This project is designed to provide ongoing technology integration training and mentoring to teachers in OACE. This year’s focus is on “growing” the learning circle model by identifying additional facilitators and providing direct feedback to teachers as they experiment with new technology practices. So far this year I have work with four new facilitators and over 50 teachers in our learning circle model.</p>

Exhibit 12.b (continued)

	NAME: JUSTIN LOH, COHORT 4
	AGENCY: SHASTA ADULT SCHOOL
	ADMINISTRATOR: JIM NEWELL, PRINCIPAL
	PROGRAM AREA: HIGH SCHOOL
	SUPPORT MENTOR: BRANKA MARCETA
MENTEE(S)	Susan McGrath, Matt Clarke, Len Massaro, Amy Garrett, Laura Carlisle, Doug Roberts, Tara Meyer, Louinda McLean, Chris Dell, Hillari Freeman, Dave Peek, Susan Hanifl, Jim Jordan, Robin Jack, Leslie Ellingson, Justin Jordan, Sierra Ruiz, Tracy Goschke, Monica Havelka, Lisa Pullen, Teresa Alexander
DESCRIBE YOUR PROJECT IN THE FIRST YEAR	<ol style="list-style-type: none"> 1. To establish a technology integration and mentorship academy within the Shasta Union High School District (SUHSD) using the state's own TIMAC as a framework. 2. To create a Moodle-based Web site for Shasta Adult School enabling the staff to become more efficient in communicating and delivering curriculum.
MENTEE(S)	Laura Carlisle, Matt Clarke, Doug Roberts, Hillari Freeman, Dave Peek, Jim Jordan, Leslie Ellingson, Sierra Ruiz, Tracy Goschke, Monica Havelka, Teresa Alexander, Michelle Saelee, Louinda McLean
DESCRIBE YOUR PROJECT IN THE SECOND YEAR	<ol style="list-style-type: none"> 1. To finish the second year of the inaugural cohort group for the SUHSD TIMAC. 2. To continue using Moodle at Shasta Adult School and to further integrate it into the staff's daily tasks.


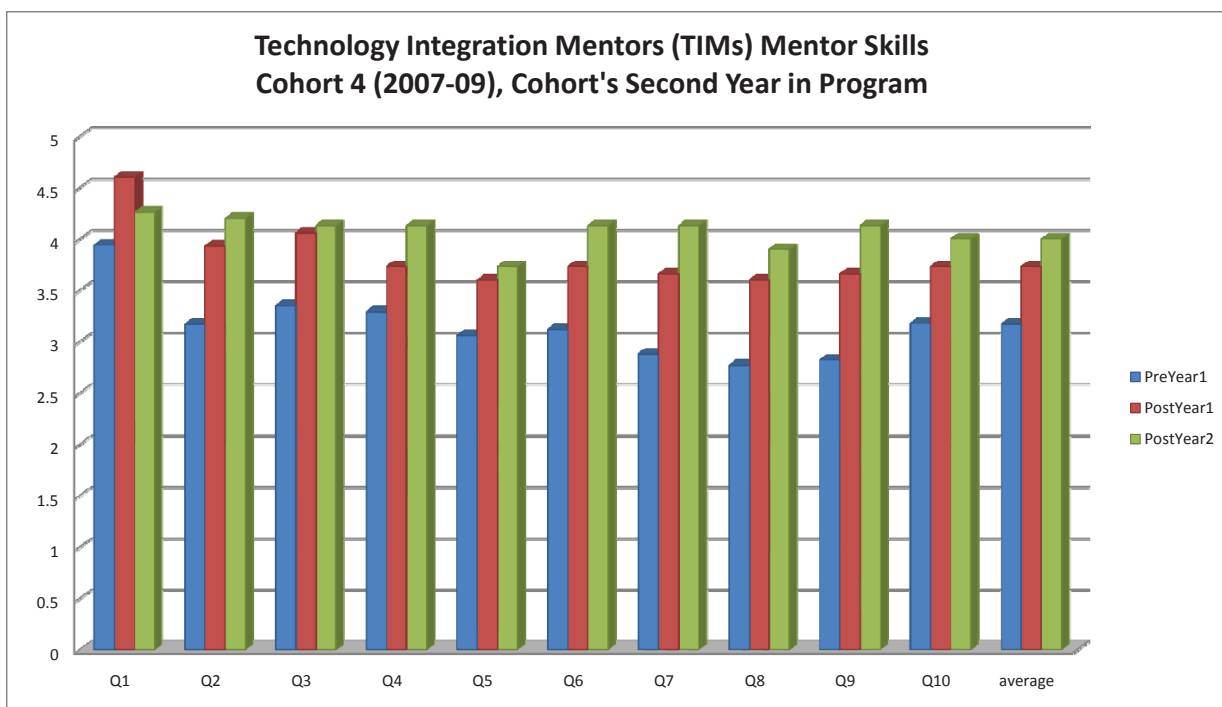
	NAME: CINDY WISLOFSKY, COHORT 4
	AGENCY: CONTINUING EDUCATION, SAN DIEGO COMMUNITY COLLEGE DISTRICT
	ADMINISTRATOR: GRETCHEN BITTERLIN
	PROGRAM AREA: ESL
	SUPPORT MENTOR: BLAIR ROY
MENTEE(S)	Jane Uhle, Valerie Long, Continuing Education's Faculty/Staff/Administrators
DESCRIBE YOUR PROJECT IN THE FIRST YEAR	<p>My first year project took me in three directions:</p> <ol style="list-style-type: none"> 1. Mentor one teacher in creating a class Web page. 2. Mentor another teacher on how to create a class syllabus on the computer. 3. In collaboration with a colleague, disseminate short weekly technology tips over our Continuing Education email distribution list.
MENTEE(S)	Steve Gwynne, Beth Bogage, Continuing Education's Faculty/Staff/Administrators
DESCRIBE YOUR PROJECT IN THE SECOND YEAR	<ol style="list-style-type: none"> 1. Train two teachers on how to use Google's online presentation program in their classrooms for student projects. 2. Continue to disseminate weekly technology tips over email to our Continuing Education family. 3. Conduct several faculty training workshops on using Word, PowerPoint, and our district's online recordkeeping system.

Exhibit 12.b (continued)

The TIMAC professional development model offers training in three major areas: mentoring theory and practice, technology integration philosophy, and technology skills. A number of evaluation instruments are used to assess the effectiveness of the training and systematic support. These instruments consist of online surveys and questionnaires filled out by the participants throughout the year, combined with observation and product development in the format of finalized and implemented teacher lesson plans and student projects. The surveys are the following:

1. Mentoring Skills Pre-Survey (completed in October of the first year)
2. Project Planning Form (initiated in October and revised throughout the year)
3. Mentee Feedback Form (completed in April/May)
4. Mentor Feedback Form (completed in April/May)
5. Mentoring Skills Post-Survey (completed in April/May)
6. Looking Back on Your Plan – Goal Attainment (completed in April/May)

In the area of mentoring, every year TIMAC participants have consistently self-reported a significant increase in mentoring skills. Similarly in 2008-09, based on the Mentoring Skills Pre- and Post-survey, all mentors scored themselves higher on mentoring skills at the end of the year than they had at the beginning. (Exhibit 12.c)



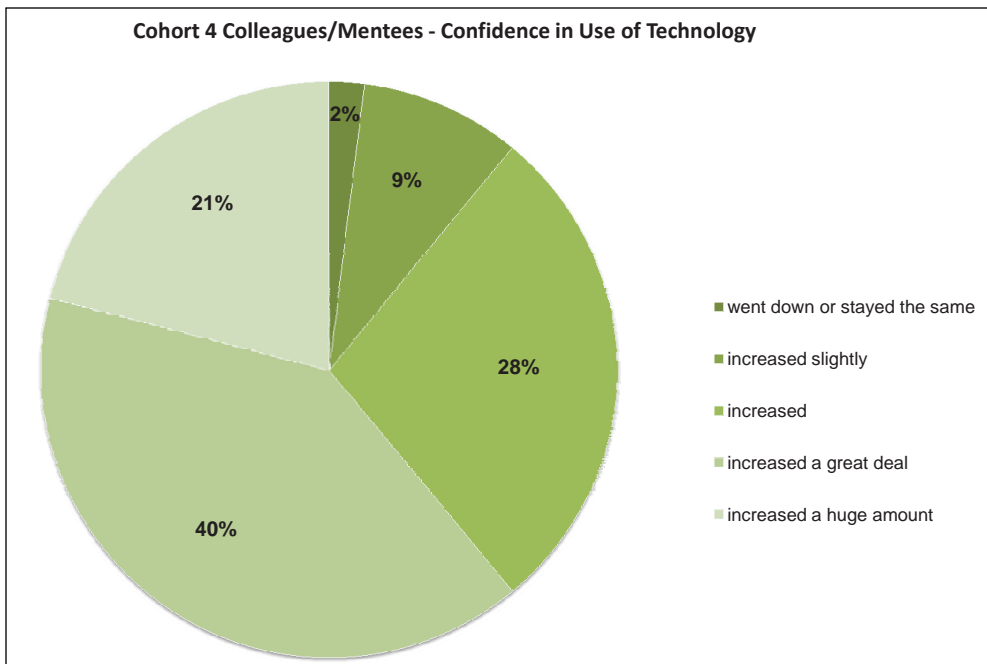
Items rated on the above chart:

1. LISTENING AND COMMUNICATION SKILLS	6. SKILLS IN EFFECTIVELY GIVING FEEDBACK TO YOUR MENTEE
2. ABILITY TO ASSESS OTHERS' TECHNOLOGY SKILLS	7. ABILITY TO MATCH DIFFERENT MENTORING LEADERSHIP STYLES WITH DIFFERENT MENTEE NEEDS
3. PROBLEM SOLVING SKILLS WITH OTHERS	8. KNOWLEDGE OF THE STAGES OF MENTORING
4. KNOWLEDGE OF WHAT MAKES A PRODUCTIVE MENTOR/MENTEE RELATIONSHIP	9. ABILITY TO ASSESS THE NEEDS OF YOUR MENTEE AND WRITE A MENTOR/MENTEE PLAN
5. KNOWLEDGE OF HOW PEOPLE CHANGE AND HOW TO OVERCOME RESISTANCE	10. YOUR OVERALL RATING OF YOUR MENTORING SKILLS

Exhibit 12.c

TIMs in Cohort 4 reported their mentoring skills increased in all 10 areas measured. The average increase in skills on a five-point Likert scale between pre-year one and year two was 0.92 (3.15 to 4.07) or an 18 percent increase. The greatest increases were in ability to assess mentee needs and write a plan, ability to match mentoring leadership styles with mentee needs, and knowledge of mentoring stages.

Benefiting from the program were the colleagues of the TIMs who were mentored at school sites and for whom TIMs facilitated a technology integration project. For Cohort 4, 43 colleagues/mentees evaluated the project and for Cohort 5, 26 did. When asked to describe the level of confidence to use technology in their classroom, 98 percent reported slight to huge increase in confidence as a result of this project. (Exhibit 12.d)



How much do you think your confidence to use technology in your classroom has increased as a result of this project?

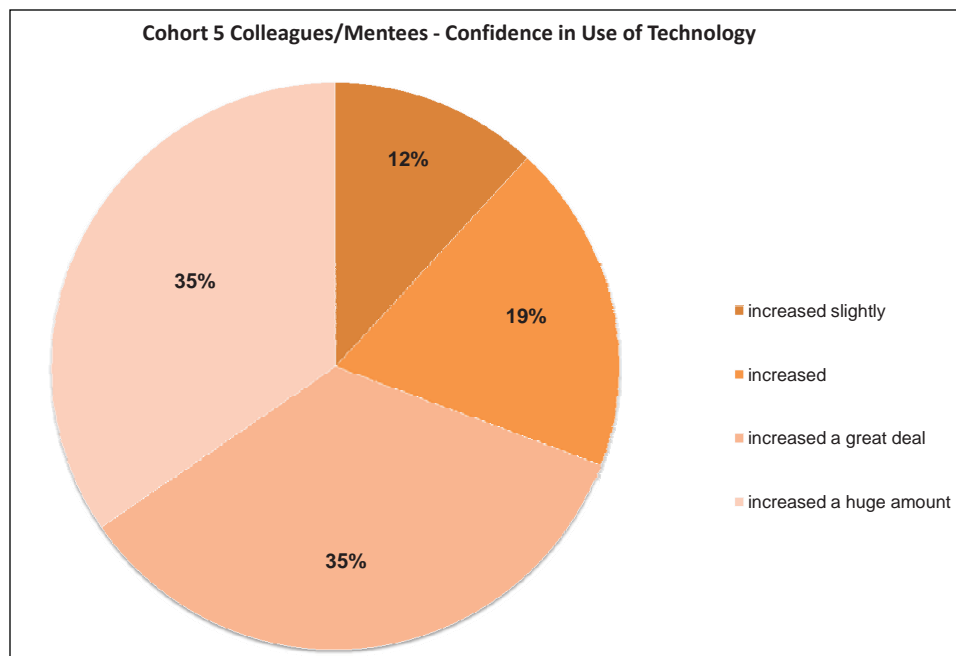


Exhibit 12.d

Another benefit to the field of the Academy is that many TIMAC participants attended and presented at regional and state conferences, some for the first time. These presentations fulfill another TIMAC goal, that of encouraging TIMAC participants to share and learn in the setting of adult education professional development events. (Exhibit 12.e)

Name of Participant	Agency	Cohort	Presentation/ Workshop Title	Event	#
Martha Rankin	Newport Mesa USD Adult Education	5	Adult Education Matters! Building Professional Learning Community in a Web 2.0 World	ACSA 2008	20
Justin Loh	Shasta Adult School	4	Engaging Independent Study Students in Extracurricular Activities	CA Consortium for Independent Study, Spring 2009 Conference	*
Justin Loh	Shasta Adult School	4	Education Online – Synthesizing the Latest in Available Technologies with Effective Instruction	CA Consortium for Independent Study, Spring 2009 Conference	25
Susan Coulter	Baldwin Park Adult and Career Education	1	Easy Excel Activities for the Classroom: Bingo and Study Helpers	CASAS Summer Institute 2009	*
Hongyan Zheng	Milpitas Adult Education	4	How to Create and Use a Collaborative Web Site	CATESOL Northern Regional	25
Kristi Reyes	MiraCosta Community College	2	Web 2.0 Tools for Student Literacy Projects	CATESOL San Diego Regional	25
Cindy Wislofsky	San Diego CCD, Continuing Education	4	Time-Saving Tips for Word 03/07 and the Internet	CATESOL San Diego Regional	7
Francisca Wentworth Ryan de la Vega	Jefferson HSD Adult Division Long Beach School for Adults	1	Electronic Village Internet Fair	CATESOL State Conference 2009	14
Shin Song Katalin Gyurindak	North Orange County CC District Mt. San Antonio CC	4	Introduction and Demonstration of Open Source (Free) Software Programs for Educators!	CATESOL State Conference 2009	25
Martha Robles	Cerritos College	4	Electronic Village Software Fair, Picasa	CATESOL State Conference 2009	20

Exhibit 12.e

Name of Participant	Agency	Cohort	Presentation/ Workshop Title	Event	#
Suzanne Ludlum	Oakland Adult & Career Education	4	Electronic Village Software Fair, Smart Moves, Fablevision Software	CATESOL State Conference 2009	20
Katalin Gyurindak	Mt. San Antonio Community College	4	Electronic Village Software Fair, Skype	CATESOL State Conference 2009	20
Shin Song Katalin Gyurindak	North Orange County CC District Mt. San Antonio CC	4	Electronic Village Software Fair, Organizers	CATESOL State Conference 2009	20
Kristi Reyes	MiraCosta Community College	2	20 Web 2.0 Tools for Student Literacy Projects	CATESOL State Conference 2009	20
Kristi Reyes	MiraCosta Community College	2	Web Tools Tech-Loving Teachers Can't Live Without	CATESOL State Conference 2009	*
Kristi Reyes	MiraCosta Community College	2	Digital Storytelling: Projects That Engage the Whole Learner	CATESOL State Conference 2009	*
Kristi Reyes	MiraCosta Community College	2	Using Videos in PowerPoint – Pre-conference Institute	CATESOL State Conference 2009	15
Tatiana Roganova	Hayward Adult School	3	Technology Enhanced Language Learning Interest Group Networking and Business Meeting - organizer	CATESOL State Conference 2009	15
Tatiana Roganova	Hayward Adult School	3	Using Technology to Encourage Holistic Learner Growth: Blogs vs. Wikis - TELL-IG Colloquium	CATESOL State Conference 2009	10
Suzanne Ludlum	Oakland Adult & Career Education	4	Hollywood – Here We Come!	CATESOL State Conference 2009	*
Francisca Wentworth	Jefferson HSD Adult Division	1	Electronic Village Software Fair, Spelling City	CATESOL State Conference 2009	14

Exhibit 12.e (continued)

Name of Participant	Agency	Cohort	Presentation/ Workshop Title	Event	#
Jim Brice	San Diego CCD	1	Into, Through, and Beyond the ESL Computer Lab	CATESOL State Conference 2009	10
Cindy Wislofsky	San Diego CCD	4	OTAN Online Resources for Teachers	CATESOL State Conference 2009	*
Cindy Wislofsky	San Diego CCD	4	Time-Saving Tips for Word 03/07 and the Internet	CATESOL State Conference 2009	*
Suzanne Ludlum	Oakland Adult & Career Education	4	Greening Our Classrooms – Yes We Can!	CATESOL State Conference 2009	*
Suzanne Ludlum	Oakland Adult & Career Education	4	Know What Your Students Know	CATESOL State Conference 2009	*
Kathleen Bywater	Riverside Adult School	5	Seizing the Middle Ground: Cultural Accommodation Dialogues That Resist Assimilation	CATESOL State Conference 2009	*
Tina Sander	Santa Cruz Adult School	1	Out and About in the World of Computers	CATESOL State Conference 2009	*
Donna Edwards-Brown	Evans CAS, LAUSD/DACE,	5	Teachers as Technology Mentors	CATESOL State Conference 2009	14
Mia Reed	Downey Adult School	3			
Martha Rankin	Newport Mesa USD, Adult Education	5	PLC 2.0 on a Budget	CATESOL State Conference 2009	*
Alison Vinande (K. Bywater's mentee)	Riverside Adult School		Simple Ways to Integrate Technology in ESL Classes	CATESOL State Conference 2009	20
Andria Keiser	Lompoc Adult School	5	Lompoc Unified Adult School ESL Chalkblog Community	Classroom Technology Showcase	*
Shin Song	North Orange County CC District	4	Intro and Demo to Open Source (Free) Software Programs for Educators!	CUE 2009	23
Katalin Gyurindak	Mt. San Antonio CC				
Susan Coulter	Baldwin Park Adult and Career Education	1	Easy Excel Activities for the Classroom: Bingo and Study Helpers	CUE 2009	40

Exhibit 12.e (continued)

* Attendance numbers not available

13. Professional Development for Distance Learning

When OTAN assumed responsibility for distance learning in 2008, providing professional development to the field was an important new area of training. Professional resources are offered through a variety of delivery models.

Web Resources

California provides distance instruction to more learners than any other state in the country. Until January 2008, the California Distance Learning Project hosted a Web site, www.cdlponline.org, with many reading and vocabulary lessons based on news stories for Adult Basic Education students. The site also contained a section for distance learning practitioners with information about curriculum products, research, and professional development resources. OTAN now maintains the learner part of the CDLP site, and the professional resources have been added to the OTAN Web site in a section on Distance Learning under Teaching Tools & Resources.

The Distance Learning section is divided into five areas:

- **Online Curriculum** – Links to Web-based curriculum resources, mostly free, that can be used for online or other distance instruction, such as CAHSEE – Stepping Into Your Future, HippoCampus for online high school courses, English for All, USA Learns, and GED Connection. There are currently 23 such links.
- **Distance Teaching** – Twenty-seven links to professional development resources for teachers such as the distance teaching self-assessment created by AdultEdOnline. All research reports on California distance learning are linked here. Also hosted here is a video created by the California Distance Learning Project on the Nuts and Bolts of Distance Learning in Adult Education. The video was updated to contain current contact and application information for 2008-09. Another video, Computing ADA for Innovation Programs, is still being edited, and the content now needs to be revised to fit with the newly legislated flexibility of adult education state funding.

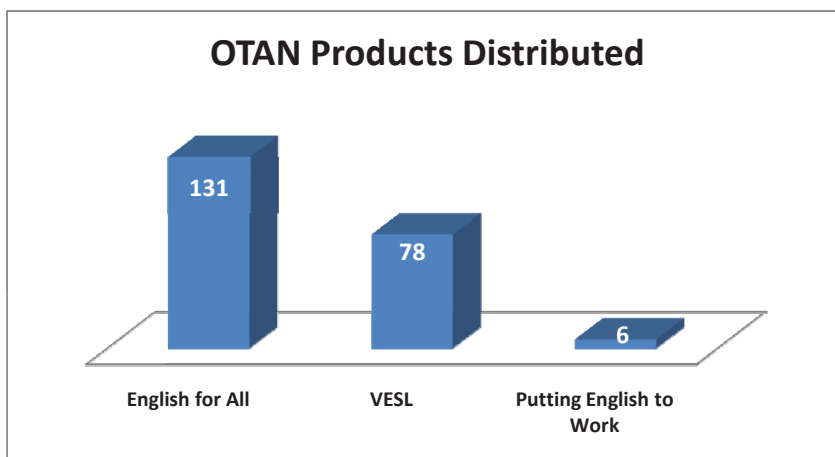


Exhibit 13.a



- **Distance Learning Products** – OTAN provides duplication and shipping services for some distance learning products that were produced with grant funding or for which California holds a state license, including English for All, GED Connection, On Common Ground, and Putting English to Work 1. Exhibit 13.a shows the number of items shipped, and includes curriculum distributed from the VESL/Workplace Clearinghouse in addition to distance learning and other products. The total items shipped was 255.
- **Distance Learning Email List** – This discussion list has 169 members. It had been only an information-out list, functioning as a way to get information to the field about application deadlines and professional development opportunities. This year it was switched to a discussion list so that members could share information and have discussions. A discussion on fees and deposits for distance learning classes was initiated at the end of the year as programs prepared for a new year in a new budget landscape.
- **Innovation Application** – Links to the application site, where agencies may log in and complete the application for the Innovation and Alternative Instructional Delivery Program as well as the annual program evaluation form.

Workshops and Presentations

Seventeen conference presentations were made on distance learning topics to 339 attendees. Topics included Nuts and Bolts of Distance Learning, Teaching on Television, Using USA Learns, Using Moodle, and more. Conferences included California Council on Adult Education (CCAEE), CATESOL, and the CASAS Summer Institute. (Exhibit 13.b)

Date	Location	Presentation Title	Presenter	#
11/13/08	Valley Distance Learning Network	U.S.A. Learns	Marian Thacher	16
11/19/08	ESL Network Meeting	U.S.A. Learns Overview	Marian Thacher	18
2/17/09	TDL Symposium, SCOE	Teaching on Television	Lynn Bartlett	8
2/17/09	TDL Symposium, SCOE	Distance Learning Nuts & Bolts	Lynn Bartlett	37
2/18/09	TDL Symposium, SCOE	Professional Development at a Distance	Marian Thacher and others	13
2/18/09	TDL Symposium, SCOE	Training and Supporting Distance Learning Teachers	Marian Thacher	48
2/18/09	TDL Symposium, SCOE	Distance Learning Nuts & Bolts	Lynn Bartlett	23
2/19/09	TDL Symposium, SCOE	U.S.A. Learns - A New Web Site for Learning English at a Distance	John Fleischman	17
2/19/09	TDL Symposium, SCOE	English for All	Marian Thacher	5
4/17/09	CATESOL	Using Moodle to Supplement Instruction in the ESL Classroom	Penny Pearson	13
4/20/09	COABE 2009	Using Moodle: An Online Course Management System	Penny Pearson	18

Exhibit 13.b

Date	Location	Presentation Title	Presenter	#
5/1/09	CCAIE Conference, Pasadena	Professional Development Resources Available at your Site	Marian Thacher and others	3
5/1/09	CCAIE Conference, Pasadena	Distance Learning Nuts and Bolts	Lynn Bartlett	8
5/2/09	CCAIE Conference, Pasadena	Distance Learning Information and Resources	John Fleischman	15
6/23/09	CASAS Summer Institute	Tools to Support Adlt Learners at a Distance	John Fleischman	25
6/24/09	CASAS Summer Institute	English Language Learning Via the Web	John Fleischman	32
6/25/09	CASAS Summer Institute	Using Moodle in the Adult Education Classroom	Penny Pearson	40
TOTAL				339

Exhibit 13.b (continued)

Two online workshops were offered in June to 31 participants on the new realities of distance learning and new requirements for the application and evaluation forms to be submitted online.

Technology and Distance Learning Symposium

In February 2009, OTAN hosted a three-day Technology and Distance Learning Symposium in Sacramento. The Symposium was planned by a committee composed of OTAN staff and field representatives who met regularly between September 2008 and February 2009. When online registration closed there were 195 registered participants.

"I want to thank you for such a wonderful symposium! I learned so much and many ideas I am now using in my class."
- Francisco Pinedo, Soledad Adult School

An effort was made to increase participation and to provide opportunities for those who could not travel to the symposium.

- An email list was created for pre- and post-symposium discussion, and registrants were added to the list and oriented to list etiquette. A total of 32 messages were sent to the list.
- Videoconferencing was offered to a limited number of agencies for workshops held in the largest conference room, and on the third day during lunch, participants were able to videoconference with students at Santa Ana College Continuing Education in an Adult Basic Skills class, and talk with them about how they had been using videoconferencing in their classroom.
- Handouts were posted online before and after the symposium, available to all for download
- Eleven videos were produced and posted online at the same site as above, including the two keynote speakers, the pre-session on Nuts and Bolts of Distance Learning, and workshops on Learning Circles, HippoCampus (online high school courses), Professional Development at a Distance, and more.
- Audio was recorded of six sessions, and the audio recordings are available for download as podcasts.

OTAN staff managed logistics, catering and room set-up, and produced 400 snack bags for participants.
(Exhibit 13.c)

"I was sitting in the airport last night and as I looked around at the other passengers, I noticed a familiar looking white bag. I recognized the owner of the snack bag as a fellow TDL participant. We both agreed how wonderful it was to have the snacks."
- Blair Roy, Garden Grove Adult School



Exhibit 13.c

Two pre-symposium workshops were offered. Course Management Using Moodle was limited to 24 participants because of lab capacity. Distance Learning Nuts and Bolts accommodated 37 participants. There were also two keynote speakers, Dr. Jerome Johnston from the University of Michigan discussing Distance Learning in Adult Education, the National Picture, and Steve Hargadon speaking on Web 2.0 and the Future of Education.

Fifty-one workshop sessions were offered as shown in the program (Exhibit 13.d). They were divided into seven strands:

- Adult Basic Education
- Administrators
- Adult Secondary Education
- Career and Technical Education
- Distance Learning
- English as a Second Language
- Technology Integration

TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM 2009

SYMPOSIUM SCHEDULE

Sacramento County Office of Education

February 17 - 19, 2009

Tuesday, February 17

8:00 - 9:00a	Pre-Session Check In -- Participants must be pre-registered					
	Mather Room			Computer Lab		
Pre-Session 9:00a - 12:00p	Distance Learning Nuts and Bolts - Bartlett, Norton			Course Management Using Moodle: An Introduction - Pearson		
	Mather Room	Board Room	Computer Lab	Room A	Room B	Room C
Session 1 1:30p - 2:30p	Learning Circles and Technology Prof. Development - LaCour, Ludlum	Developing Your Distance Learning Program w/ Moodle - Gordon	Blogging for Instruction - Bakin	Tech Skills Learners Need for Successful Online Studying - Fedele	Ocean Sciences and Math Collaborative Project - Rogers	Streaming Media in the Adult Education Classroom - Roy
Session 2 2:45p - 3:45p	Using Hippocampus for Teaching - Lopez, Granados	Teaching on Television - Bartlett, Marlowe		Collecting Benchmarks for Distance Instruction - Wright, LaFeria, Wade, Yung	Google Tools - Holt	Room Available for Networking

Wednesday, February 18

	Mather Room					
Keynote 9:00a - 10:00a	Distance Learning in Adult Education: The National Picture - Jerome Johnston, PhD., Project IDEAL					
	Mather Room	Board Room	Computer Lab	Room A	Room B	Room C
Session 3 10:15a - 11:15a	Update on Innovation Programs Requirements and Application - Jones	Conversation with Jere - Johnston	Easy Excel Activities for the Classroom - Coulter	Using a Learning Management System - Prather, Parker, Oaks, Messoline, Viramontes	Promethean Activclassroom - Warner	Training and Supporting Online DL Teachers - Green, Thacher
Session 4 11:30a - 12:30p	Distance Learning Nuts and Bolts - Bartlett	Secrets of Proxy Contact Hours in Distance Education - Johnston	Using Web Sites to Teach Math - Rosenberg	Distance Learning in Parent Education, How to Get It Started - Trame	Promethean in ESL - Roy	Resources for Adult Educators on the OTAN Web Site - Marceta
Networking Lunch 12:30a - 2:00p	ESL - Marceta	ABE/ASE/GED - Rogers, Crawford	Closed	Parent Ed. - Trame	Career Tech Ed. - Pearson	DL Administrators and Coordinators - Bartlett, Norton

Exhibit 13.d

TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM 2009

SYMPOSIUM SCHEDULE

Sacramento County Office of Education
February 17 - 19, 2009

Wednesday, February 18 (continued)

	Mather Room	Board Room	Computer Lab	Room A	Room B	Room C
Session 5 2:15p - 3:15p	Putting English to Work - Yung	The Web: An Expanding Venue for Adult Education - Fleischman	So What's a Wiki? - Bakin	GED Online - Rogers, Crawford	U.S.A. Learns – Learning English at a Distance - Holt	Using TOPSpro for Distance Learning - Wright
Session 6 3:30p - 4:30p	Professional Development at a Distance - Green, Thacher, Wright	CAHSEE Steps - Thompson		Make the GED Connection! - Rogers, Crawford	Implementing Distance Learning for Low-Beginning Spanish Speakers - Prather, Bartlett, Jain	CASAS eTest - Montgomery

Thursday, February 19

	Mather Room					
Keynote 9:00a - 10:00a	Web 2.0 Is the Future of Education - Steve Hargadon, Educational Technology Consultant					
	Mather Room	Board Room	Computer Lab	Room A	Room B	Room C
Session 7 10:15a - 11:15a	Web 2.0 for Administrators - Thacher, Wade	Conversation with Steve - Hargadon	Video for Teachers and Learners – Editing in Movie Maker – Marceta	Web-Based Class Projects - Reyes	SMART Board Interactive Whiteboard Classroom Fundamentals & Potential - Tortora	Advanced PowerPoint 2003 for Adult Educators - Bring Your Own Laptop! - Swanson
Session 8 11:30a - 12:30p	How to Organize your DL Program - Kerns	Electronic Portfolios for Adult Learners – Ittelson, Whitmer		Streaming Media in the Adult Education Classroom - Roy, Pearson	Interactive Whiteboards in ESL - Roganova, Kanakis	
Lunch 12:30p - 1:30p	Materials Swap in the Mather Room. Bring a lesson plan or handout to share and see what others are doing. Materials will also be available after the event on the Symposium Web site.					
	Mather Room	Board Room	Computer Lab	Room A	Room B	Room C
Session 9 1:30p - 2:30p	Google Tools - Holt	U.S.A. Learns – Learning English at a Distance – Fleischman	Easy Excel Activities for the Classroom: Bingo & Study Helper – Coulter	Podcasting in Adult Education - Marceta	Room Available for Networking	English for All: What Teachers Need to Know - Thacher

Exhibit 13.d (continued)

Although only 18 overall conference evaluations were turned in, 100 percent of respondents rated the content of the symposium excellent. Asked what they liked best about the symposium, some of the responses were:

- “I learned something in every session I attended. It was difficult to get permission to attend because of the budget. I feel I gained information that will help us confront the difficult times ahead so we can more efficiently fulfill our mission.”
- “Everything – content great, lots of great info to bring back to my school, upbeat in spite of scary times”
- “Professional development online tips”
- “Variety of technology for a variety of uses, e.g., teaching or administration – so glad it was FREE!! Quality of presenters was excellent.”
- “Hands-on tech sessions”
- “Wiki Web-based projects – I’m jazzed. I’m ready to go home and begin to use some of these tools immediately”
- “Networking with statewide colleagues; innovative ideas; good review, at times”

“I want to thank you for providing the opportunity to attend. We were very pleased with the conference and felt that we both got a lot out of the sessions. That can’t always be said when you go to a conference. I’ve attended more than one conference where I felt very short-changed by the sessions and speakers. OTAN knows how to put on a great conference. I would attend again.”
- TDL participant, Sacramento State University

14. Increase Online Distance Learning

Historically, California has offered distance learning via the video checkout delivery model. However, online learning has become more and more common as part of higher education, job training, and K-12 education, and as the field grows, adult students must not be left behind. Therefore, OTAN supports online instruction in a variety of ways.

California Distance Learning Project Web Site

The basic skills reading Web site www.cdplonline.org was built by the California Distance Learning Project (CDLP) and, as mentioned in Section 13, is now supported by OTAN. While some professional development resources remain on the site, most have been moved to the OTAN site, and www.cdplonline.org is primarily a student learning site. The site is used by both ABE and intermediate ESL students, and received 1,079,564 visits during the year, which is an average of more than 20,000 visits per week. (Exhibit 14.a) Users average about 20 pages per visit, reflecting the fact that they are using the site for learning, not just finding it through a search engine and leaving after viewing one or two pages. The usage pattern also reflects that most

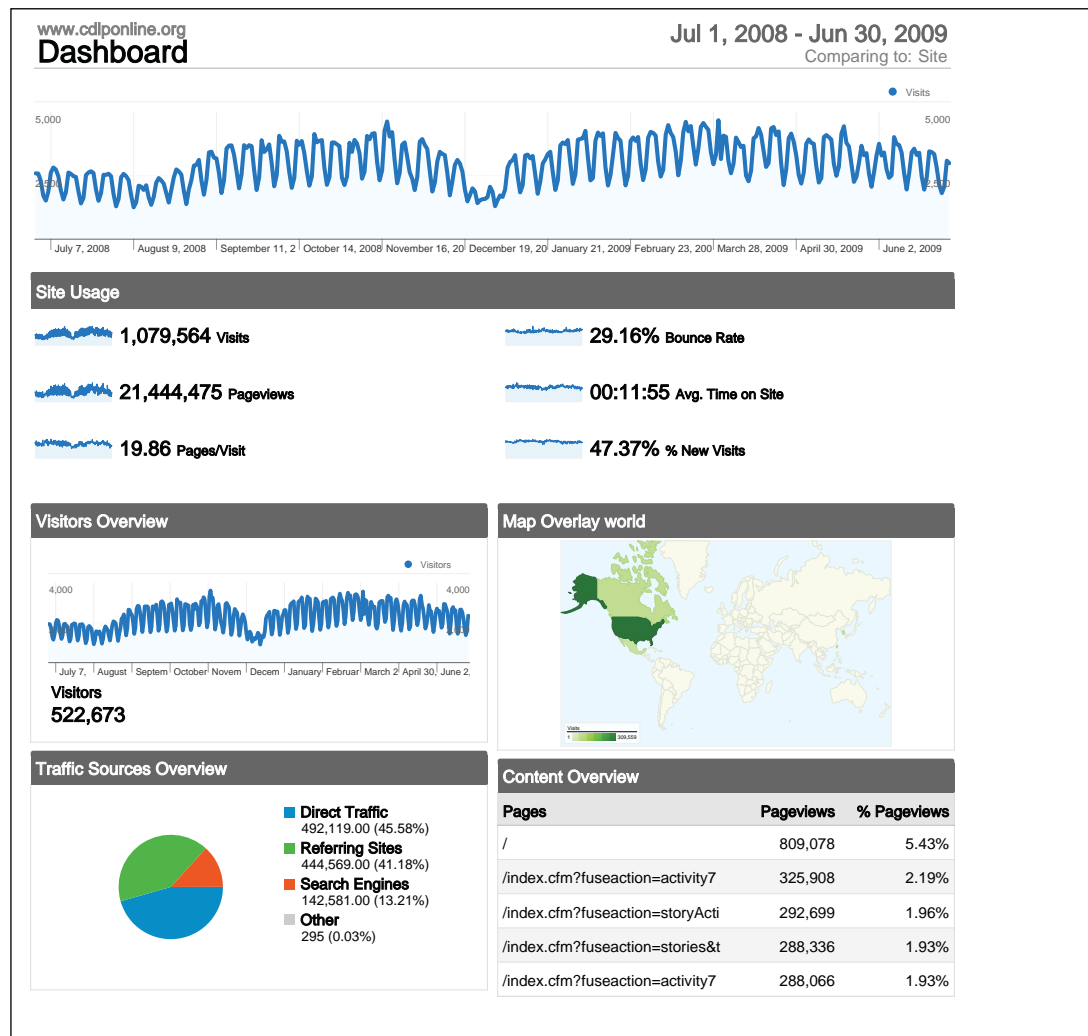


Exhibit 14.a

visitors are accessing the site from schools, since usage drops on the weekends and was also low over the winter holidays.

Twenty-nine percent of visitors come from the United States, and 27 percent of those are from California. The more than 83,000 visits from California represent 663 cities, with the top cities being San Francisco, Los Angeles, Sacramento and San Jose. (Exhibit 14.b) OTAN staff provided only four instances of technical support to CDLP site users, and replied to four requests for project information, reflecting the stability of the site.

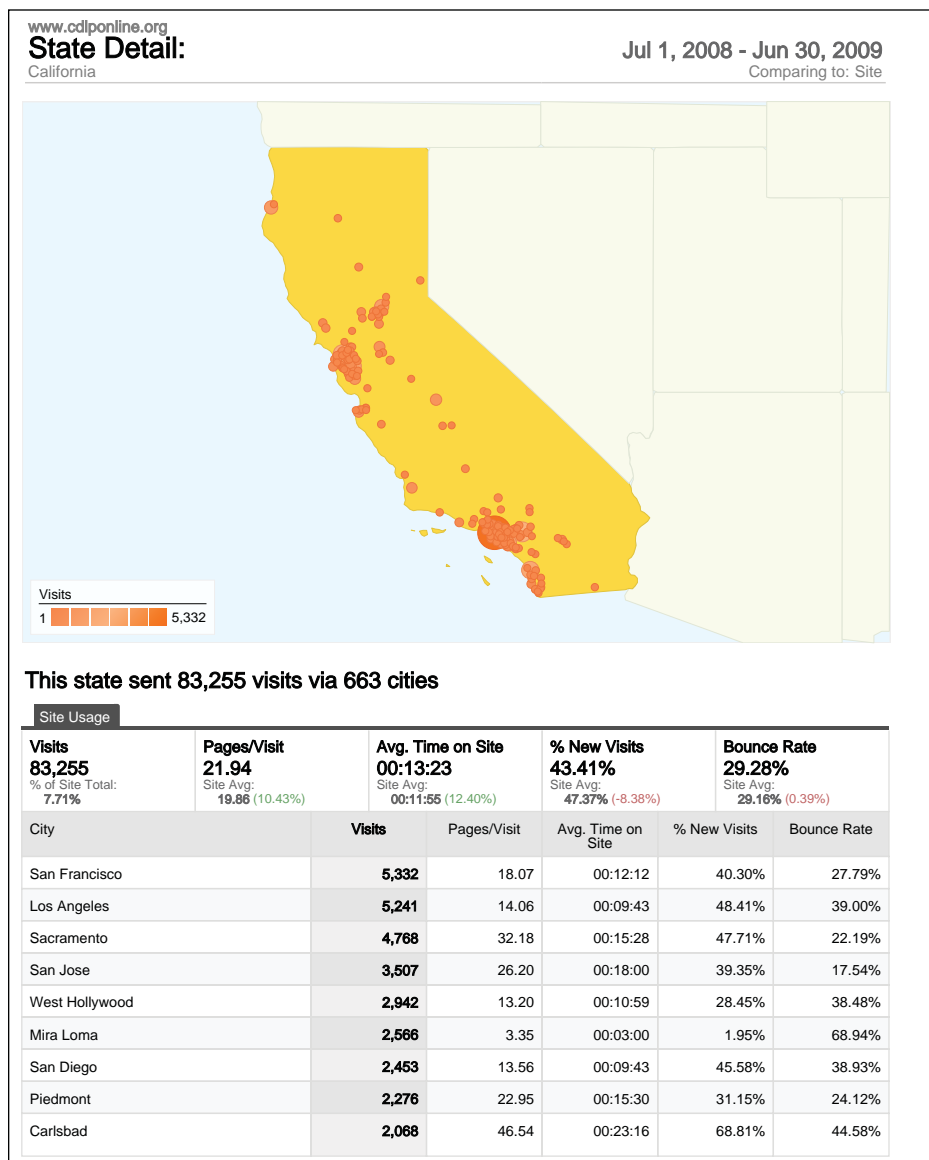


Exhibit 14.b

English for All

English for All, www.myefa.org, is a free online English course originally created with federal funding through the Cyberstep grant. Since the Cyberstep funding ended, OTAN has supported the site for classroom teachers and their students in lab settings, and distance courses in California. The site requires minimal support at this point. During 2008-09, the site received 232,595 visits, or an average of 637 visits per day. Users viewed an average of 20.25 pages per visit. Like the CDLP site, the usage pattern also reflects that most visitors are accessing the site from schools, since usage drops on the weekends and was also low over the winter holidays. (Exhibit 14.c) Only 15 percent of visitors find the site through a search engine. Most are coming directly to the site via a book mark (61 percent) or a link from a referring site (23 percent).

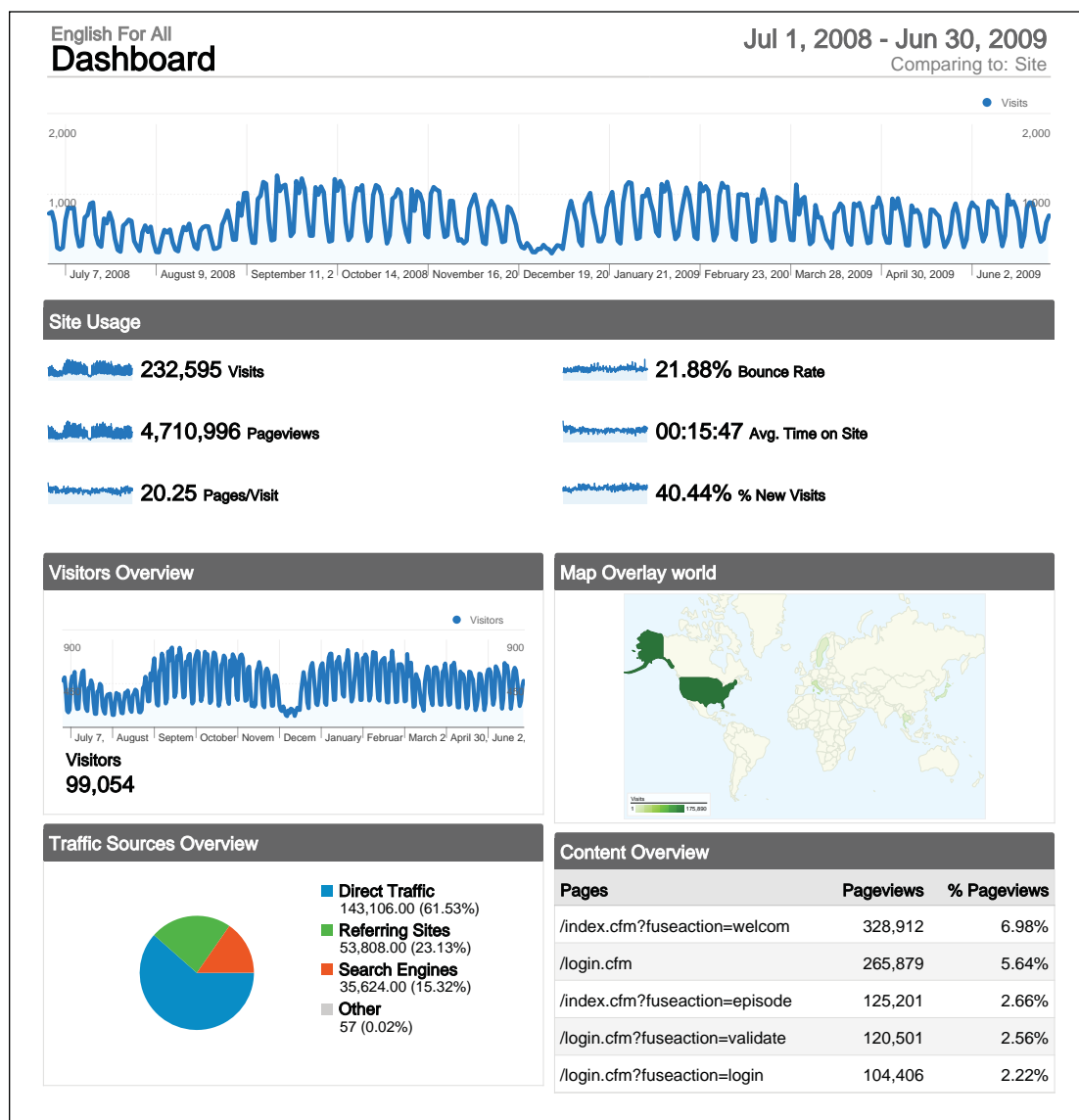


Exhibit 14.c

Although visitors came from 172 countries, over 75 percent were from the US, and almost 30 percent of those are from California. The 51,703 visits from California came from 461 cities, the top cities being San Diego, San Francisco, Los Angeles, and Sacramento. (Exhibit 14.d) OTAN staff provided only 36 instances of technical support to users of English for All.

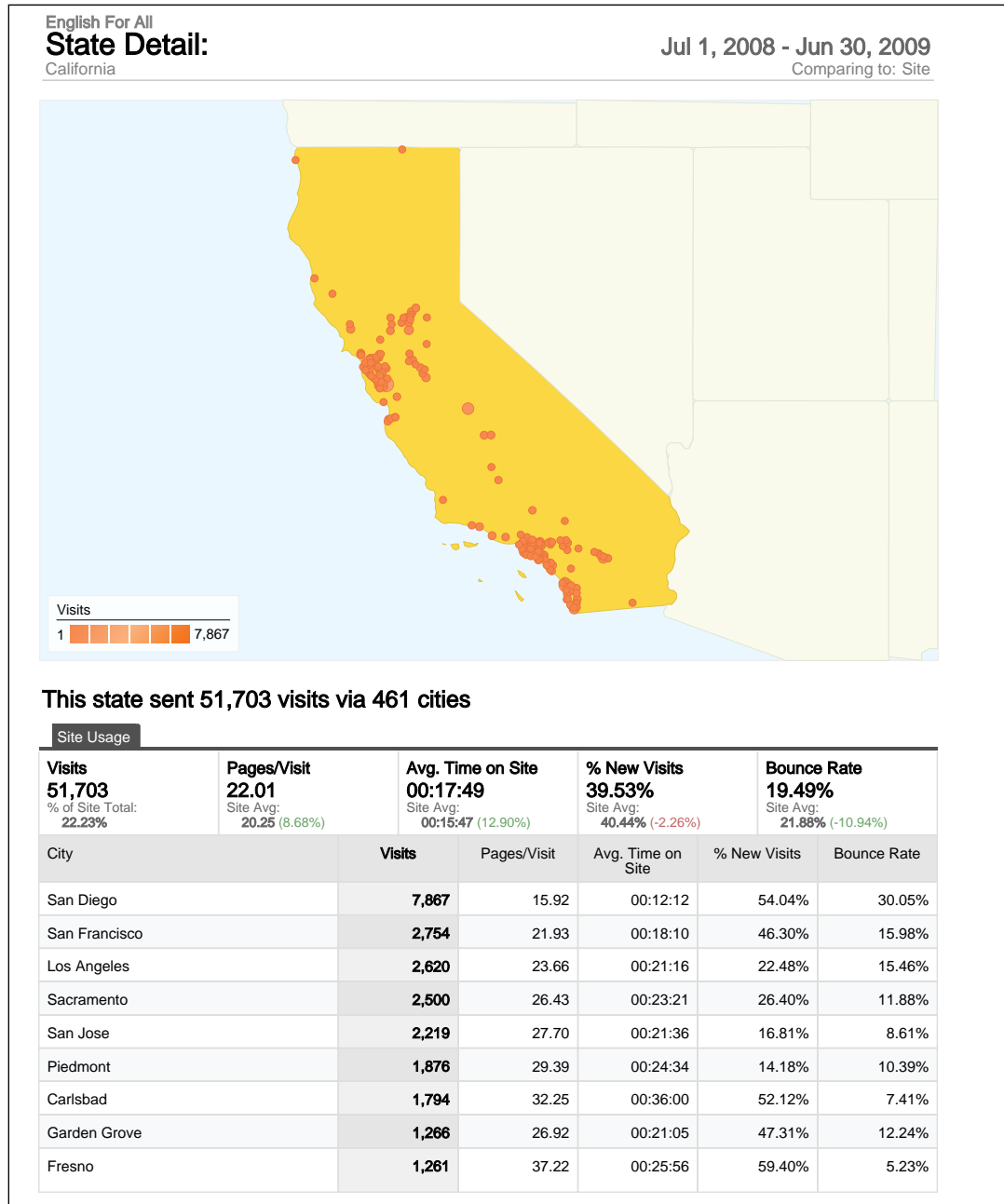


Exhibit 14.d

USA Learns

The USA Learns site, www.usalearns.org, was developed through a federal project with funding from the Office of Vocational and Adult Education, and launched in November 2008. It contains three courses, a Beginning English Course (ESL) based on the materials from Putting English to Work 1, an Intermediate English Course based on materials from English for All, and a Practice English and Reading course based on materials from the CDLP Web site. The site proved very popular with learners, and received 1.7 million visits over the course of the year, or 52,733 visits per week on average. The United States accounted for 1.3 million of those visits, or 76 percent, and California represented only about 15 percent of visits from the US. (Exhibit 14.e)

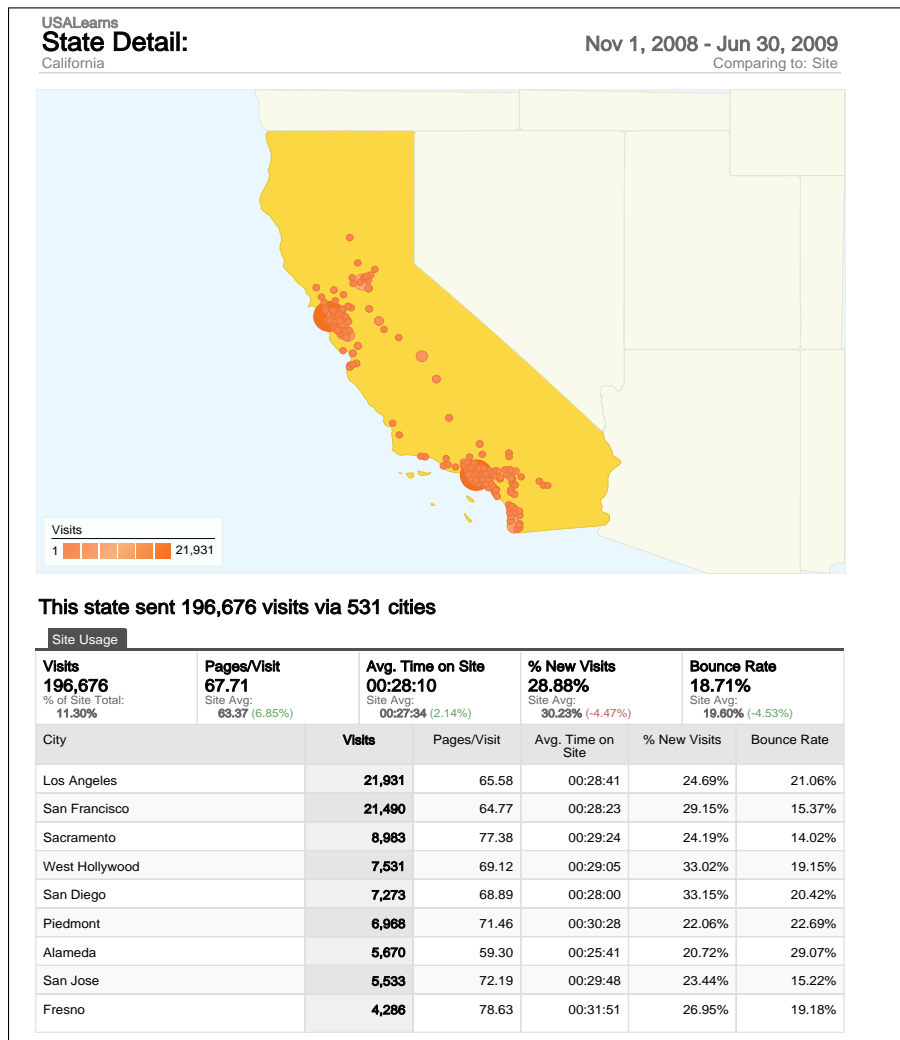


Exhibit 14.e

OTAN promoted the use of USA Learns to California agencies engaged in distance learning, and advertised the process by which agencies could amend their Innovation Programs application to add USA Learns to an ESL course. Twenty agencies added USA Learns, and each was contacted by OTAN and added to an email distribution list. Student time logs were created and disseminated in order to study that actual time students spend on each lesson with the goal of recommending a number of proxy attendance hours per lesson. Although twenty agencies added the program, far fewer actually began using it with students in the spring semester. Only two programs, Fremont Adult School and Metro Ed in San Jose, returned completed forms to OTAN at the end of the semester.

Results of the survey were tabulated, and student hours were found to be less than expected, which led to discussion about professional development for teachers about how to support adult learners to be effective online learners using such strategies as keeping a vocabulary notebook, taking notes, and viewing videos more than once. Two online meetings were conducted with teachers implementing USA Learns to discuss implementation issues, and teachers were able to share instruction sheets that they had created for both students and fellow teachers.

GED Connection

GED Connection is a set of 39 videos produced by Kentucky Educational Television (KET), for which California, through CDLP, produced downloadable print materials. CDLP negotiated a statewide license for the digital rights to the videos, and when CDLP ended, it was recommended that the license for GED Connection videos be continued. OTAN secured a two-year statewide license for the videos, allowing programs to make copies of the DVDs. Programs are also allowed to broadcast the 39 episodes on cable or educational television. CDLP had previously developed print materials to accompany each video, and these continued to be available for free by download from the Web site.

In the fall of 2008, the 39 videos were also converted to streaming video and posted on a password-protected site within the OTAN site to ensure access only by publicly-funded programs in California. An announcement was sent to all adult education agencies, and so far 107 agencies or individuals have responded.

A teacher or agency may create an account and share it with all students and teachers at a site if they wish, so the number of users is likely to be much higher than 107.

Web site tracking data shows 3,813 visits during the year to the video site by 1,513 visitors. Seventy-three percent are direct traffic and are not referred by another site or a search engine. Exhibit 14.f, showing the Web traffic for GED Connection streaming videos, reflects that programs offering GED instruction are often different than those heavily focused on ESL as in Exhibit 14.e. While ESL is concentrated in the urban centers and the central valley, GED programs are scattered throughout the state, especially in rural and agrarian areas. The top five cities of highest use are Hanford, Redding, Los Angeles, Modesto and Oxnard.

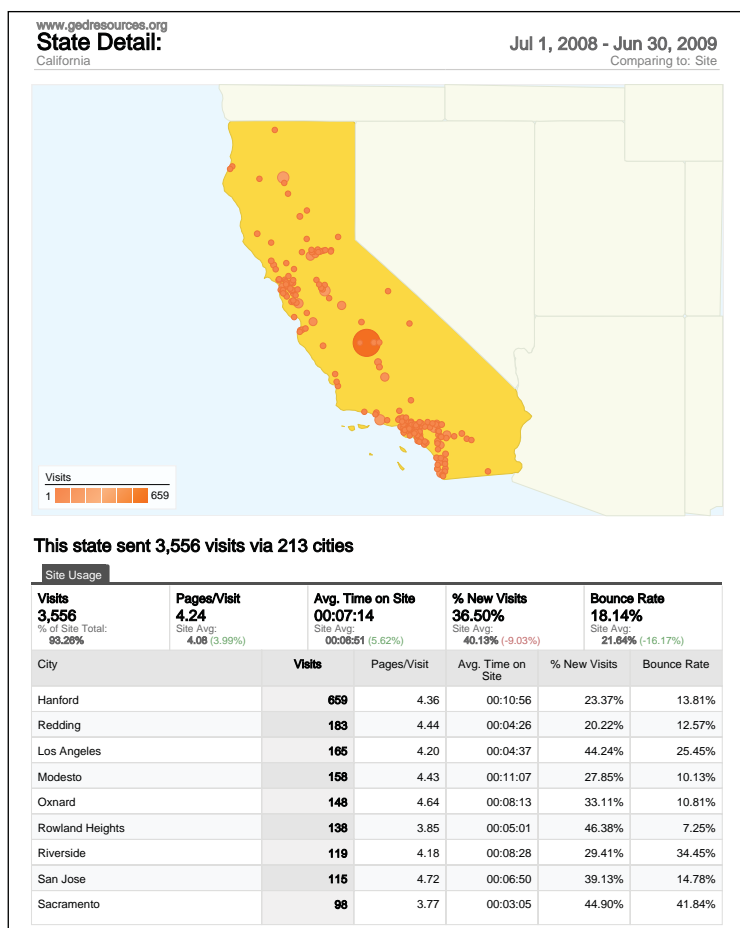


Exhibit 14.f

OTAN staff responded to 53 requests for technical support related to the GED Connection videos during the year, and three requests for project information. The videos and print materials were promoted in the GED Academy, sponsored by the California Council on Adult Education.

Other Online Curriculum Promoted

There were two other projects that OTAN helped to disseminate to adult education programs during the year. The first was a set of online courses designed to assist students who did not pass the California High School Exit Exam in 2006 or 2007. The project sought education partners to help get the materials into the hands of the students that needed it, and OTAN participated in promoting the courses to adult education programs.

Initially, an online meeting was held with project staff and a group of Adult Secondary teachers from around the state. The teachers responded very positively to the course materials demonstrated, and agreed that it would be productive for OTAN to promote the courses. Through news items, newsletter articles, digests and emails, OTAN advertised the courses, called **CAHSEE – Stepping into Your Future**, and referred interested schools to the project coordinator who set up site or online orientation sessions for teachers, and created teacher accounts.

OTAN received 42 requests for an orientation to the course from 37 agencies. Other adult schools contacted the project independently. Data is not yet available on pass rates for the CAHSEE, but Exhibit 14.g shows the adult education programs with students enrolled in either the Math or English Language Arts courses as of June 2009. There were 440 adult students enrolled in the Math course at some point during the year, and 336 enrolled in English.

CAHSEE Steps Enrollment as of June 15, 2009			
Agency	Instructor	Math	English
Alpine Adult School	Tina Miranda	21	13
Alpine Adult School	Vivian Crowe	28	10
Baldwin Park/Azusa Adult School	Susan Coulter	5	3
Clovis Adult School	Renee Smith	8	16
Culver City Adult School	Leila Rosemberg	15	11
El Dorado County Office of Education	Carolyn Zachry	26	18
Elk Grove Adult & Community Education	Brandee Howard	17	36
Elk Grove Adult & Community Education	Deitra Perry	35	8
Elk Grove Adult & Community Education	Rhonda Koff	13	9
Garden Grove Adult School	Tracey Niizawa	6	9
Hanford Adult School	Jeff Alexander	74	38
Hanford Adult School	Jeff Alexander	27	28
Merced Adult School	Charles Jolly	11	5
Merced Adult School	Pat Lange	3	1

Exhibit 14.g

Agency	Instructor	Math	English
North Humboldt Adult School	Julia Thompson	11	8
Oakhurst-Yosemite Adult School	Dana Hall	2	2
Pacoima Skills Center	Jean Beaurgaard	3	4
Pacoima-LA Unified School District	Stephanie Gilliards	12	13
Pacoima-LA Unified School District	Tony Serano	26	13
Porterville Adult School	Staci Phipps	6	9
San Juan Capistrano Adult School	Nancy McPhillips	23	25
Sutter County Adult Education-Yuba	Vicky Katten-Perez	8	5
Sweetwater Unified School District	LiAnne Lish	4	0
Sweetwater Unified School District	L. Franger	1	1
Tulare Adult School	Anthony Bray	8	10
Tulare Adult School	Jerome Roullard	6	5
Tulare Adult School	Roy Ludwig	16	18
Ukiah Adult School	D. Bigelman	2	0
Ukiah Adult School	Melissa Scott	4	0
Ukiah Adult School	Michael Shea	1	3
Ukiah Adult School	Nancy Primrose	3	1
Vallejo Adult School	Cher Sheldon	6	6
Vallejo Adult School	Michelle Winnett	8	7
Visalia Adult School	Lori McClintock	1	1
	TOTAL	440	336

Exhibit 14.g (continued)

The second curriculum product promoted by a partnership with OTAN was **HippoCampus**, a site containing high school courses that can be customized for specific sites, and teachers may create their own course menus within the site. A representative from HippoCampus gave a presentation at the Technology and Distance Learning Symposium, and teachers were quite interested in having access to the site. (Exhibit 14.h) HippoCampus created an account for OTAN, and offered an online workshop promoted by OTAN for ASE teachers looking for online curriculum. Seventeen teachers attended the workshop. Through communication with teachers using HippoCampus, plans were made for OTAN to offer adult education online workshops on using HippoCampus in the following year.

Other Promotion of Online Learning

In addition to promotion of specific sites, the Distance Learning Advisory Committee indicated a high need for professional development for teachers on how to be an online instructor. In response, OTAN offered the following services:

- Several workshops were offered in which the Distance Teaching Self-Assessment (www.adultedonline.org) was demonstrated and the qualities and skills of a good online teacher were discussed.
- As discussed previously, OTAN increased the number of online professional development workshops offered on a variety of topics throughout the year

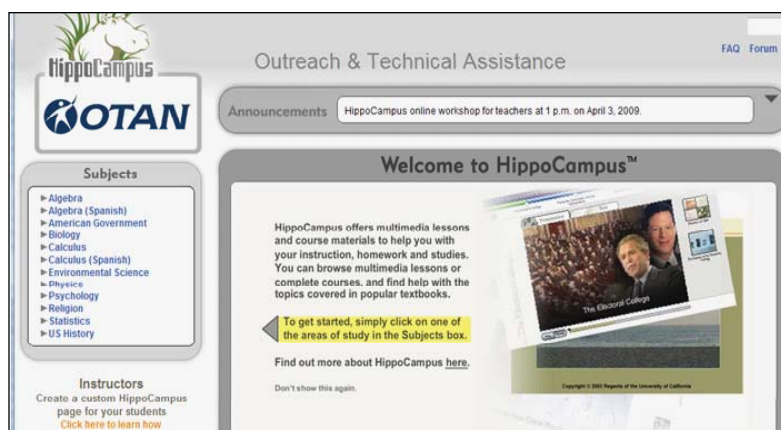


Exhibit 14.h

- A major project for this year has been the promotion of Moodle as an online course management system, and the training of teachers in how to use Moodle and how to create or import course content. A decision was made to implement a Moodle server at the Sacramento County Office of Education so that OTAN will have greater control over the ability to offer Moodle courses and even customized Moodle sites to adult education programs in California.

15. Statewide Infrastructure for Distance Learning

Distance learning is experiencing rapid development in areas of education other than adult education. It has been a challenge to keep state and federal regulations current with the realities of what is possible in distance and especially online instruction. OTAN has been able to support the Adult Education Office of CDE in providing some structure to the field via the distance learning application and evaluation forms, and in giving input at the federal level regarding reporting requirements for distance learning.

Distance Learning Application and Evaluation

In the spring of 2008, responsibility for the programming and support of the Innovation and Alternative Instructional Delivery Programs was moved from CDLP to OTAN. This year deadlines were extended into the next year to give programs time to plan and adjust their program offerings in consideration of the severe budget cuts initiated by the state legislature. The application was revised to reflect new requirements, and an option was created to request a one year extension

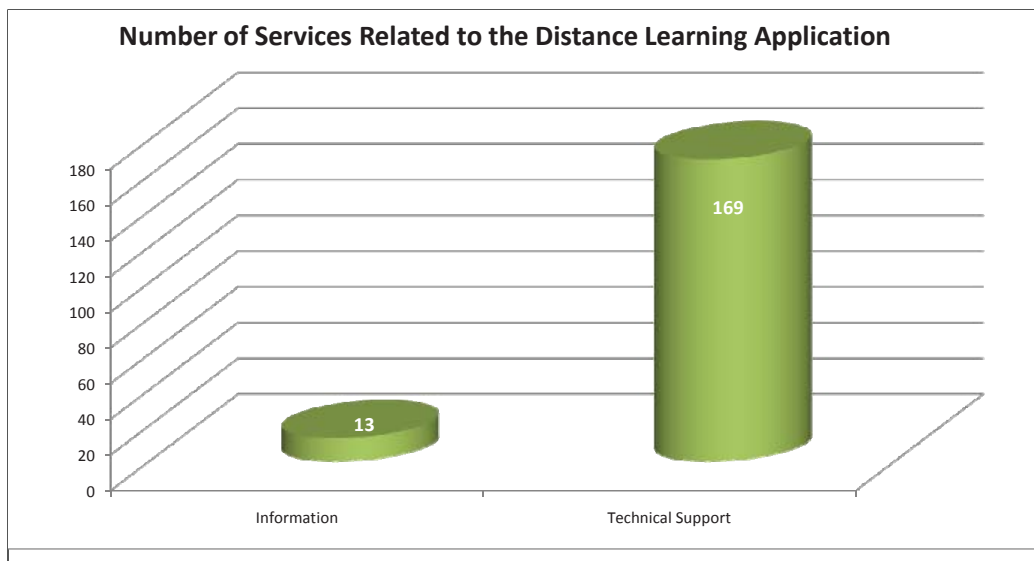


Exhibit 15.a

without completing the entire application. OTAN worked with field experts and the CDE consultant in charge of distance learning to make appropriate modifications to the application and evaluation forms. The possibility of moving from narratives to more drop-down boxes for curriculum and proxy hours to more easily extract data was explored. It was determined that the changes were too extensive to be undertaken at this time, and they were postponed until 2009-10. OTAN responded to 29 requests for project information from the field, and 169 requests for technical support. (Exhibit 15.a)

The evaluation form was also revised to reflect the new realities, and the deadline for submission was extended until October 16, 2009, due to the closing of many programs for the summer in response to budget cuts.

Distance Learning Policy

The main policy work this year was on the state assessment policy, newly required by the federal Office of Vocational and Adult Education. Several sections of the policy concerned distance learning. Specifically, the federal Office of Vocational and Adult Education initiated a requirement for inclusion of distance learning in the state assessment policy, with a description of the process for approving distance learning curriculum, the process by which hours of attendance ("proxy hours") are assigned to particular curricula, and the method by which completion of course material is determined.

The Distance Learning Advisory Committee met twice in the contract year. In October, the discussion focused on the new legislation that allows for up to 15 percent of an agency's block entitlement to be spent on distance learning, a development that was later made irrelevant by the legislature's decision to make all state adult education funds flexible, and to suspend the education code for four years as it applies to adult education apportionment and reporting requirements.

A second topic of discussion in October was on how to support the development of more online instruction, and identify the existing barriers to moving in this direction. Participants identified an extensive need for professional development in the area of online instruction, as well as support for learners to develop the needed technology skills, and for adaptation of existing courses to an online environment. Discussion was also begun on what process to use for determining proxy hours to assign to curricula.

A second meeting was held in March in which the language for the state assessment policy as it relates to distance learning was hammered out. It was decided that CDE would recommend a list of curricula, leaving open the option for agencies to submit for review additional curricula that would meet the needs of their population. After much discussion, it was also agreed that based on a process of field input, CDE will recommend a range of proxy hours for each approved curriculum, and that agencies can submit a different number of hours for a particular curriculum with justification. There was general agreement that student progress in California is based on the mastery model, with completion of unit tests at 75 percent or better documenting completion of a unit of study.

In June, an online meeting of ESL distance learning practitioners was convened to review the 20 most widely used curricula and to determine the appropriate number of attendance hours to assign to each. This discussion resulted in a document submitted to CDE for review, with plans to post it and to make it a part of the application process for 2010-11. The same process will be followed for determining attendance hours for high school completion and adult basic education courses.

At the federal level, the OTAN Executive Director represented California's interests related to distance learning by participating at several policy meetings convened at the Council for the Advancement of Adult Literacy (CAAL). The purpose of these meetings has been two-fold: 1) to advise congressional staffers on the needs of the field in regards to making greater use of technology, and 2) to pull together detailed recommendations for a key action item in the report, *Reach Higher America*. That action item indicated, "Strong national leadership must be provided to develop and deploy technology-assisted learning, including creation of a national Web portal for adult learners."

Through the efforts of CAAL, two separate bills, collectively known as the Adult Education and Economic Growth Act (AEEG), are moving through the U.S. Congress, one in the Senate and one in the House of Representatives. Language included in both bills is similar and focuses on creating incentives for states and local service providers to increase their use of technology, fund development of a national adult education and workforce skills training Web portal, and create incentives for states to use the portal and other technology as tools for better integrating their workforce skills training and adult education programs. If the AEEG bill is chaptered, it will become an amendment to the Workforce Investment Act, which currently is up for reauthorization.

Appendices

OTAN 2008-09

Quarterly Progress Reports

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN088109
July 1, 2008 - September 30, 2008

OBJECTIVES AND MAJOR TASKS		STATUS
A. Electronic Communication and Information		
1. <i>Provide a Web Portal for California Adult Educators with news, information, and links</i>		
1.1. Provide news and information to the adult education community		• 24 news items posted on the OTAN Web site
1.2. Research, abstract, and index Web sites related to adult education		• Produced three editions of the CA Adult Education Digest, sent by CDE to all adult education administrators
1.3. Maintain and improve search systems that provide access to Web site resources		• Maintained OTAN Quick Search and advanced search capacity on Web site
1.4. Maintain and upgrade OTAN Web site based on user input using latest technology		• Posted state budget update
1.5. Explore and implement personalized access to Web resources		• Continued to add Web site abstracts to teaching tools by program area
2. <i>Improve the electronic collaborative environment for adult educators</i>		
2.1. Maintain a searchable directory of registered users		• OTAN member directory updated on a regular basis, with 632 new members this quarter
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources		• Back-to-school issue of teacher digest emailed to members, in addition to four directed emails about workshops
2.3. Host list servers that encourage networking for program improvement		• Continued hosting 39 listservs, and coordinated online meetings using Connect for CDE Adult Education Office
3. <i>Provide technical support and training to administrators and teachers</i>		
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases		• Provided telephone and email technical support to 313 clients, of which 229 were in support of CDE databases such as the tech plan or Innovation Programs application
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking		• Six hands-on workshops were offered at adult schools to 79 participants
3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)		• Produced a video about how to take an online workshop and posted it on the Web site
3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations		• Continued to promote access to online workshops for remote locations
4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i>		
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California		• Continued to improve agency contact information which feeds the Provider Directory
4.2. Support CDE's development of adult education online grant applications		• Programmed and made live the WIA Final Expenditure Report and the EL Civics Technology Plan
4.3. Support CDE's development of adult education online reporting systems		• Completed programming for automatic data exchange with CASAS so that CASAS no longer has to collect separate agency contact information
4.4. Support CDE's goal of coordinating databases of adult education program information		• Initiated programming of an online course search page linked to the training and registration calendar
4.5. Support efforts to make leadership activities seamless to the field		
5. <i>Maximize client access to OTAN products and services and obtain client input</i>		
5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings		• Produced Fall newsletter which will be mailed in October to 3,210 subscribers
5.2. Use video and other media for marketing OTAN's Web site and services		• Distributed flyers and brochures at ACSA Conference
5.3. Present workshops and host vendor tables at adult education conferences		• Presented four workshops at the ACSA Conference and the Leadership Institute to 101 participants
5.4. Implement electronic notification strategies and online surveys		

OTAN/SCOE PROGRESS REPORT (7/1/2008 – 9/30/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS		STATUS
5.5. Establish an advisory group to provide input on the grant		<ul style="list-style-type: none"> Used online survey to survey teachers regarding software versions for workshop planning for this year
6. <i>Maintain and improve electronic resource collections on adult education practice and research</i>		
6.1. Maintain and improve linkages to the national adult education information network		<ul style="list-style-type: none"> Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible, posted documents to the OTAN online document collection in accessible format
6.2. Obtain pertinent data and prepare it for electronic access		<ul style="list-style-type: none"> Posted seven documents to the online document library
7. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i>		
7.1. Improve and expand teacher resources on the OTAN Web site		<ul style="list-style-type: none"> Continued to add to and edit resources for teachers on the Web site
7.2. Survey usage of the online lesson plan builder and add features as indicated by field input		<ul style="list-style-type: none"> There were 681 logins to the online Lesson Plan Builder during the quarter
7.3. Review lesson plans and maintain lesson plan collection		<ul style="list-style-type: none"> Lesson plan collection was maintained, and plans developed for improving the backend database for improved support to users
7.4. Develop an online course outline builder		<ul style="list-style-type: none"> Work not yet begun on the course outline builder
8. <i>Document and publicize California Adult Education successful students and programs</i>		
8.1. Research and publicize the stories of successful adult learners and programs		<ul style="list-style-type: none"> Three videos about Students Succeed recipients were produced and shown at the ACSA conference
8.2. Videotape stories of successful adult learners and programs		<ul style="list-style-type: none"> Three new nominations were received in September
8.3. Digitize videotape collections and use to publicize California adult programs		<ul style="list-style-type: none"> New videos and stories posted on the Students Succeed Web site
8.4. Assess value and utilization of successful students and exemplary programs project.		
B. Instructional Technology Support		
9. <i>Provide planning support to agencies implementing new technology</i>		
9.1. Assist local agencies with the technology planning process		<ul style="list-style-type: none"> New technology plan form posted on August 1 that reflects changes recommended by a field focus group, and the implementation of a new teacher technology integration skills self-assessment
9.2. Maintain and improve online technology planner		<ul style="list-style-type: none"> Online training provided to 83 participants in six workshops
10. <i>Research and make available information regarding new and emerging technologies and available learning resources</i>		
10.1. Research and acquire information regarding new technologies and resources		<ul style="list-style-type: none"> Posted new videos on mobile labs, online workshops, using Moodle to manage online course content, and using streaming media in the classroom
10.2. Identify and collect information about best practices in the use of instructional technology		<ul style="list-style-type: none"> Staff continued to stay current with developments in educational technology, and to plan for ways to communicate new information to the field via workshops, OTAN newsletter, videos, and conference presentations
10.3. Provide opportunities for adult educators to sample new technologies		
10.4. Produce and make available online video-based demonstrations of technology integration		
11. <i>Provide professional development related to new possibilities in educational technology</i>		
11.1. Offer online and face-to-face workshops on new technologies		<ul style="list-style-type: none"> Six hands-on workshops and four conference presentations on technology topics reached 180 participants, covering topics such as streaming media, using Moodle for online course management, and Web 2.0 tools for administrators
11.2. Disseminate information on new technologies via state and regional conference presentations		<ul style="list-style-type: none"> Six online technology plan trainings were offered to 83 participants

OTAN/SCOPE PROGRESS REPORT (7/1/2008 – 9/30/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
12. Facilitate Technology Integration Mentor Academy (TIMAC)	
12.1. Recruit and select participants, trainers and mentors	
12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration	<ul style="list-style-type: none"> 15 new participants for this year were selected in June, and during this quarter participants received information about the coming year, travel arrangements were made for training in October, and training materials were developed
12.3. Evaluate and report on TIMAC outcomes	<ul style="list-style-type: none"> The annual TIMAC report on 2007-08 was published and disseminated to current and past participants and administrators, in addition to CDE and Leadership Projects
12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration	
C. Distance Learning	
13.. Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning	
13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site	<ul style="list-style-type: none"> Most of the professional development resources from the California Distance Learning Project Web site were moved to the OTAN Web site
13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"	<ul style="list-style-type: none"> Online tutorials were maintained Planning was begun for the Technology and Distance Learning Symposium in February 2009.
13.3. Host one (1) California Technology and Distance Learning Symposium	
13.4. Conduct distance learning workshops at state and regional conferences	
14.. Increase and support implementation of Web-base distance learning opportunities for adult learners	
14.1. Support existing CDLP Adult Learning Activities and English for All Web sites	<ul style="list-style-type: none"> English for All and CDLP sites were maintained, and technical support provided to users
14.2. Continue licensing curriculum products to be used at a distance	<ul style="list-style-type: none"> A two-year license to continue California agency digital rights to the GED Connection videos was secured, through June 2010. 39 GED Connection videos were digitized and posted online, email invitations were sent to 772 adult education staff, and so far 69 accounts have been created for viewing the videos
15.. Support statewide infrastructure for implementing and expanding distance learning	
15.1. Support Innovation Programs online application and reporting system	<ul style="list-style-type: none"> Innovation Programs online application and evaluation forms went live in June, and were supported until they closed in September
15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements	<ul style="list-style-type: none"> Planning was initiated to convene a distance learning advisory committee in October 2008

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN088109
October 1, 2008 - December 31, 2008

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication and Information	
1. <i>Provide a Web Portal for California Adult Educators with news, information, and links</i>	
1.1. Provide news and information to the adult education community	• 22 news items posted on the OTAN Web site
1.2. Research, abstract, and index Web sites related to adult education	• Produced two editions of the CA Adult Education Digest, sent by CDE to all adult education administrators
1.3. Maintain and improve search systems that provide access to Web site resources	• Maintained OTAN Quick Search and advanced search capacity on Web site
1.4. Maintain and upgrade OTAN Web site based on user input using latest technology	• Completed new distance learning section of Web site
1.5. Explore and implement personalized access to Web resources	• Continued to add Web sites abstracts to the teaching tools by program area
2. <i>Improve the electronic collaborative environment for adult educators</i>	
2.1. Maintain a searchable directory of registered users	• OTAN member directory updated on a regular basis, with 761 new members this quarter
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources	• Four issues of teacher digest emailed to members and posted, in addition to two directed emails about workshops
2.3. Host list servers that encourage networking for program improvement	• Continued hosting 39 listservs, and coordinated online meetings using Connect for the field and CDE Adult Education Office
2.4. Use new technologies to support CDE Adult Education Office initiatives	
3. <i>Provide technical support and training to administrators and teachers</i>	
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases	• Provided telephone and email technical support to 292 clients, of which 217 were in support of CDE databases such as the tech plan or Innovation Programs application
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking	• Six hands-on workshops were offered at adult schools to 92 participants
3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)	• Four online hands-on trainings were provided to 38 participants
3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations	• Showed technology integration videos produced by OTAN to conference participants at CCAE South
3.5. Continued to promote access to online workshops for remote locations	• Continued to promote access to online workshops for remote locations
4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i>	
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California	• Continued to improve agency contact information which feeds the Provider Directory
4.2. Support CDE's development of adult education online grant applications	• Programmed and made live the WIA Midyear Expenditure Report and sent a mass email regarding Innovation Programs amendment due in December
4.3. Support CDE's development of adult education online reporting systems	• Made live an online course search page linked to the training and registration calendar, part of combining all leadership professional development offerings in one place
4.4. Support CDE's goal of coordinating databases of adult education program information	
4.5. Support efforts to make leadership activities seamless to the field	
5. <i>Maximize client access to OTAN products and services and obtain client input</i>	
5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings	• Produced Winter newsletter with focus on technology in the ABE classroom (mailed in January)
5.2. Use video and other media for marketing OTAN's Web site and services	• Distributed flyers and brochures at three regional CATESOL Conferences and CCAE South
5.3. Present workshops and host vendor tables at adult education conferences	• Presented four workshops at CATESOL and CCAE Regionals to 64 participants
5.4. Implement electronic notification strategies and online surveys	

OTAN/SCOE PROGRESS REPORT (10/1/2008 - 12/31/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS		STATUS
5.5. Establish an advisory group to provide input on the grant		<ul style="list-style-type: none"> Hosted the Technology Integration Advisory Committee in November to give input on online workshops, supporting ABE, TIMAC, and other topics Hosted the Distance Learning Advisory Committee in October to give input on
6. <i>Maintain and improve electronic resource collections on adult education practice and research</i>		
6.1. Maintain and improve linkages to the national adult education information network		<ul style="list-style-type: none"> Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible, posted documents to the OTAN online document collection in accessible format Posted seven documents to the online document library
6.2. Obtain pertinent data and prepare it for electronic access		
7. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i>		
7.1. Improve and expand teacher resources on the OTAN Web site		<ul style="list-style-type: none"> Continued to add to and edit resources for teachers on the Web site
7.2. Survey usage of the online lesson plan builder and add features as indicated by field input		<ul style="list-style-type: none"> There were 652 logins to the online Lesson Plan Builder during the quarter Lesson plan collection was maintained
7.3. Review lesson plans and maintain lesson plan collection		<ul style="list-style-type: none"> A focus group of field colleagues was convened to review plans for the online Course Outline Builder and programming was initiated based on their input
7.4. Develop an online course outline builder		
8. <i>Document and publicize California Adult Education successful students and programs</i>		
8.1. Research and publicize the stories of successful adult learners and programs		<ul style="list-style-type: none"> Students Succeed project promoted at CATESOL and CCAE Regional conferences
8.2. Videotape stories of successful adult learners and programs		<ul style="list-style-type: none"> Students Succeed Web site received 9,901 visits from 8,903 visitors during the quarter
8.3. Digitize videotape collections and use to publicize California adult programs		<ul style="list-style-type: none"> Next due date for nominations is April 24, 2009
8.4. Assess value and utilization of successful students and exemplary programs project.		
B. Instructional Technology Support		
9. <i>Provide planning support to agencies implementing new technology</i>		
9.1. Assist local agencies with the technology planning process		<ul style="list-style-type: none"> Staff responded to 46 requests for technical assistance with the technology plan
9.2. Maintain and improve online technology planner		<ul style="list-style-type: none"> 14 clients received information on technology planning Programming completed on the reviewing site for seven reviewers
10. <i>Research and make available information regarding new and emerging technologies and available learning resources</i>		
10.1. Research and acquire information regarding new technologies and resources		<ul style="list-style-type: none"> Researched and experimented with student response systems (clickers) and used Quizdom clickers with TIMAC in October
10.2. Identify and collect information about best practices in the use of instructional technology		<ul style="list-style-type: none"> Trained staff on free polling by cell phone
10.3. Provide opportunities for adult educators to sample new technologies		<ul style="list-style-type: none"> Wrote and produced winter newsletter with articles on technology in the ABE classroom, and references to resources available on the OTAN Web site
10.4. Produce and make available online video-based demonstrations of technology integration		
11. <i>Provide professional development related to new possibilities in educational technology</i>		
11.1. Offer online and face-to-face workshops on new technologies		<ul style="list-style-type: none"> Five hands-on workshops and two conference presentations on technology topics reached 125 participants, covering topics such as using Moodle for online course management, using PowerPoint to promote the four language skills, and Web tools for administrators
11.2. Disseminate information on new technologies via state and regional conference presentations		<ul style="list-style-type: none"> Seven online workshops on technology topics were offered to 65 participants

PROGRESS REPORT (10/1/2008 - 12/31/2008) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
12. Facilitate Technology Integration Mentor Academy (TIMAC)	
12.1. Recruit and select participants, trainers and mentors	
12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration	<ul style="list-style-type: none"> 15 new participants came to Sacramento for a two-day orientation and training 15 second-year participants attended one day of the training Training topics included Google Docs, Web-based activities from the OTAN Web site, SMART Goal Setting, and the Role of the Technology Mentor
12.3. Evaluate and report on TIMAC outcomes	
12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration	<ul style="list-style-type: none"> Site visits were conducted by TIMAC mentors to the 15 new participants, and each began developing their project plan Resources added to the TIMAC blog, wiki and Web site
C. Distance Learning	
13. Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning	
13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site	<ul style="list-style-type: none"> Most of the professional development resources from the California Distance Learning Project Web site were moved to the OTAN Web site
13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"	<ul style="list-style-type: none"> Planning was continued for the Technology and Distance Learning Symposium in February 2009 with a planning committee consisting of staff and field colleagues Proposal submitted for a distance learning pre-conference session at state CCAE conference
13.3. Host one (1) California Technology and Distance Learning Symposium	
13.4. Conduct distance learning workshops at state and regional conferences	<ul style="list-style-type: none"> Support provided for online meeting of the Valley Distance Learning Network
14. Increase and support implementation of Web-base distance learning opportunities for adult learners	
14.1. Support existing CDLP Adult Learning Activities and English for All Web sites	<ul style="list-style-type: none"> English for All and CDLP Web sites were maintained, and technical support provided to users
14.2. Continue licensing curriculum products to be used at a distance	<ul style="list-style-type: none"> The USA Learns Web site was launched in November, and 20 agencies added it to their Innovation Programs application Plans were made to track student hours on USA Learns in order to develop recommendations for proxy hours A two-year license to continue California agency digital rights to the GED Connection videos was maintained 39 GED Connection videos are being streamed online, and so far 97 agencies and teachers have created an account, and there were 1,009 visits to the video site by 488 visitors during the quarter
15. Support statewide infrastructure for implementing and expanding distance learning	
15.1. Support Innovation Programs online application and reporting system	<ul style="list-style-type: none"> Innovation Programs amendment deadline was extended to December 19, and staff provided 17 instances of technical support to the field
15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements	<ul style="list-style-type: none"> A Distance Learning Advisory Group was convened in October and provided input on issues related to distance learning policy and curriculum

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN088109
January 1, 2009 - March 31, 2009

OBJECTIVES AND MAJOR TASKS		STATUS
A. Electronic Communication and Information		
1. <i>Provide a Web Portal for California Adult Educators with news, information, and links</i>		
1.1. Provide news and information to the adult education community		• 32 news items posted on the OTAN Web site
1.2. Research, abstract, and index Web sites related to adult education		• Produced two editions of the CA Adult Education Digest, sent by CDE to all adult education administrators
1.3. Maintain and improve search systems that provide access to Web site resources		• Maintained OTAN Quick Search and advanced search capacity on Web site
1.4. Maintain and upgrade OTAN Web site based on user input using latest technology		• Continued to add Web site abstracts to the teaching tools by program area
1.5. Explore and implement personalized access to Web resources		
2. <i>Improve the electronic collaborative environment for adult educators</i>		
2.1. Maintain a searchable directory of registered users		• OTAN member directory updated on a regular basis, with 635 new members this quarter
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources		• Two issues of the teacher digest emailed to members and posted, in addition to three directed emails about workshops
2.3. Host list servers that encourage networking for program improvement		• Continued hosting 39 listservs, added a listserv for the CDE strategic planning advisory group, and coordinated online meetings using Connect for the field
2.4. Use new technologies to support CDE Adult Education Office initiatives		
3. <i>Provide technical support and training to administrators and teachers</i>		
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases		• Provided 335 instances of telephone and email technical support to clients, of which 236 were in support of CDE databases such as the tech plan or Innovation Programs application
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking		• Initiated a new form of client satisfaction survey that is sent within 24 hours of service
3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)		• Eight hands-on workshops on OTAN resources were offered at adult schools to 115 participants
3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations		• 20 online hands-on trainings were provided to 145 participants
		• Showed technology integration videos produced by OTAN to conference participants at CCAE South
		• Continued to promote access to online workshops for remote locations
4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i>		
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California		• Programmed and posted WIA grant application
4.2. Support CDE's development of adult education online grant applications		• Added telephone area code search to the Adult Education Provider Directory
4.3. Support CDE's development of adult education online reporting systems		• Updated WIA Deliverables report in CDE database
4.4. Support CDE's goal of coordinating databases of adult education program information		• Collected input on changes to Innovation Programs Application and initiated programming for next year's application (to go live May 15)
4.5. Support efforts to make leadership activities seamless to the field		• Worked with CASAS to update exchange of data on the training calendar
5. <i>Maximize client access to OTAN products and services and obtain client input</i>		• Added adult school Web site to contact information collected on application site
5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings		
5.2. Use video and other media for marketing OTAN's Web site and services		• Mailed the winter newsletter to 3,211 members and produced spring newsletter which reported on the Technology and Distance Learning (TDL) Symposium (mailed in April)

OTAN/SCOE PROGRESS REPORT (1/1/09 – 3/31/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5.3. Present workshops and host vendor tables at adult education conferences	<ul style="list-style-type: none"> Distributed flyers and brochures to 169 attendees at the TDL Symposium Presented 31 conference workshops to 557 participants, 22 of which were at the TDL Symposium Hosted the Distance Learning Advisory Committee in March to give input on the state assessment policy for distance learning
5.4. Implement electronic notification strategies and online surveys	
5.5. Establish an advisory group to provide input on the grant	
6. <i>Maintain and improve electronic resource collections on adult education practice and research</i>	
6.1. Maintain and improve linkages to the national adult education information network	<ul style="list-style-type: none"> Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible, posted documents to the OTAN online document collection in accessible format Posted 17 documents to the online document library
6.2. Obtain pertinent data and prepare it for electronic access	
7. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i>	
7.1. Improve and expand teacher resources on the OTAN Web site	<ul style="list-style-type: none"> Continued to add to and edit resources for teachers on the Web site Posted three new articles on Web-based classroom activities for teachers The online Lesson Plan Builder was accessed by 686 users during the quarter Lesson plan collection was maintained and plans to hire help to review and expand the collection were initiated Programming continued on the Course Outline Builder
7.2. Survey usage of the online lesson plan builder and add features as indicated by field input	
7.3. Review lesson plans and maintain lesson plan collection	
7.4. Develop an online course outline builder	
8. <i>Document and publicize California Adult Education successful students and programs</i>	
8.1. Research and publicize the stories of successful adult learners and programs	<ul style="list-style-type: none"> Students Succeed project promoted through news items on the OTAN Web site Students Succeed Web site received 12,133 visits from 10,952 visitors during the quarter Next due date for nominations is April 24, 2009
8.2. Videotape stories of successful adult learners and programs	
8.3. Digitize videotape collections and use to publicize California adult programs	
8.4. Assess value and utilization of successful students and exemplary programs project.	
B. Instructional Technology Support	
9. <i>Provide planning support to agencies implementing new technology</i>	
9.1. Assist local agencies with the technology planning process	<ul style="list-style-type: none"> Staff responded to 84 requests for technical assistance with the technology plan Nine clients received information on technology planning Seven reviewers reviewed 158 agency technology plans, and staff worked with agencies that needed to make corrections or modifications
9.2. Maintain and improve online technology planner	
10. <i>Research and make available information regarding new and emerging technologies and available learning resources</i>	
10.1. Research and acquire information regarding new technologies and resources	<ul style="list-style-type: none"> Researched and experimented with student response systems (clickers) and decided which type to order Demonstrated free polling by cell phone in TDL Symposium workshops Used texting to communicate with adult educators
10.2. Identify and collect information about best practices in the use of instructional technology	
10.3. Provide opportunities for adult educators to sample new technologies	

PROGRESS REPORT (1/1/09 – 3/31/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

OTAN/SCOE

OBJECTIVES AND MAJOR TASKS		STATUS
10.4. Produce and make available online video-based demonstrations of technology integration		<ul style="list-style-type: none"> Offered multiple workshops at the Symposium on how to use new technologies such as wikis, blogs, online documents, and more Wrote and produced Spring newsletter with articles on information from the TDL Symposium, including use of ePortfolios and using Moodle for CTE courses Produced video of Baldwin Park ABE teacher demonstrating use of the interactive whiteboard, various web-based student projects, using excel with students, and general use of technology in ABE classes
11. <i>Provide professional development related to new possibilities in educational technology</i>		
11.1. Offer online and face-to-face workshops on new technologies		<ul style="list-style-type: none"> Gave 17 conference presentations on technology topics to 246 participants, covering topics such as using Picasa as a classroom photo resource, open source software for educators, video editing for teachers and learners, and Web tools for administrators
11.2. Disseminate information on new technologies via state and regional conference presentations		<ul style="list-style-type: none"> Provided 20 online workshops on technology topics to 145 participants, covering topics such as digital storytelling, creating assignments in Moodle, Google products for the classroom, and practice with wikis Offered three face-to-face workshops at agencies on technology topics including creating Web pages with WordPress and beginning PowerPoint for teachers
12. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i>		
12.1. Recruit and select participants, trainers and mentors		<ul style="list-style-type: none"> Fifteen Cohort 5 participants came to Sacramento for a training day in January
12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration		<ul style="list-style-type: none"> Two online meetings were held for Cohort 4 participants to discuss projects, progress and technology tips
12.3. Evaluate and report on TIMAC outcomes		<ul style="list-style-type: none"> Four regional TIMAC meetings were held in March, where participants visited a colleague's program, discussed progress and challenges with their projects, and shared Web sites
12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration		
C. Distance Learning		
13. <i>Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning</i>		
13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site		<ul style="list-style-type: none"> All professional development resources from the California Distance Learning Project Web site have been moved to the OTAN Web site
13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"		<ul style="list-style-type: none"> Hosted Technology and Distance Learning Symposium for 169 participants at the Sacramento County Office of Education, with two keynote addresses, two pre-conference sessions, and 46 workshops by 41 presenters
13.3. Host one (1) California Technology and Distance Learning Symposium		<ul style="list-style-type: none"> Eight of the TDL Symposium workshops presented by OTAN staff were on distance learning-related topics
13.4. Conduct distance learning workshops at state and regional conferences		<ul style="list-style-type: none"> Six clients received specific information about distance learning by phone
14. <i>Increase and support implementation of Web-base distance learning opportunities for adult learners</i>		
14.1. Support existing CDLP Adult Learning Activities and English for All Web sites		<ul style="list-style-type: none"> English for All and CDLP Web sites were maintained

OTAN/SCOE PROGRESS REPORT (1/1/09 – 3/31/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
14.2. Continue licensing curriculum products to be used at a distance	<ul style="list-style-type: none"> 27 technical support were provided to users of English for All, and 3 to users of the CDLP site Communicated with agencies using USA Learns regarding tracking student hours Promoted HippoCampus as a source for free online high school diploma curriculum, and arranged online training for interested agencies A two-year license to continue California agency digital rights to the GED Connection videos was maintained Thirty-nine GED Connection videos are being streamed online, and so far 107 agencies and teachers have created an account, and there were 1,416 visits to the video site by 535 visitors during the quarter
15.. <i>Support statewide infrastructure for implementing and expanding distance learning</i>	
15.1. Support Innovation Programs online application and reporting system	<ul style="list-style-type: none"> Programming initiated for revised Innovation Programs application and annual evaluation form
15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements	<ul style="list-style-type: none"> Convened the Distance Learning Advisory Group in March to develop language on distance learning for the state assessment policy required by OVAE Worked with CASAS and the Adult Education Office at CDE to craft language for the final draft of the assessment policy

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN088109
 April 1, 2009 - June 30, 2009

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication and Information	
1. <i>Provide a Web Portal for California Adult Educators with news, information, and links</i>	
1.1. Provide news and information to the adult education community	<ul style="list-style-type: none"> 38 news items posted on the OTAN Web site
1.2. Research, abstract, and index Web sites related to adult education	<ul style="list-style-type: none"> Produced three editions of the CA Adult Education Digest, sent by CDE to all adult education administrators
1.3. Maintain and improve search systems that provide access to Web site resources	<ul style="list-style-type: none"> Maintained OTAN Quick Search and advanced search capacity on Web site
1.4. Maintain and upgrade OTAN Web site based on user input using latest technology	<ul style="list-style-type: none"> Continued to add Web sites abstracts to the teaching tools by program area
1.5. Explore and implement personalized access to Web resources	
2. <i>Improve the electronic collaborative environment for adult educators</i>	
2.1. Maintain a searchable directory of registered users	<ul style="list-style-type: none"> OTAN member directory updated on a regular basis, with 667 new members this quarter
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources	<ul style="list-style-type: none"> Three issues of teacher digest and one issue of the administrator digest emailed to members and posted, in addition to two directed emails about workshops and six other directed email messages for a total of 14,894 emails sent
2.3. Host list servers that encourage networking for program improvement	<ul style="list-style-type: none"> Hosted 40 email lists, adding one list for the new Administrators Forum
2.4. Use new technologies to support CDE Adult Education Office initiatives	
3. <i>Provide technical support and training to administrators and teachers</i>	
3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases	<ul style="list-style-type: none"> Provided 306 instances of telephone and email technical support to clients, of which 126 were in support of CDE databases such as the WIA application
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking	<ul style="list-style-type: none"> Sent client satisfaction survey that is sent within 24 hours of service, with a 38 percent return rate
3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)	<ul style="list-style-type: none"> Sent new, longer client satisfaction surveys, with a 90 percent return rate
3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations	<ul style="list-style-type: none"> 19 online trainings were provided to 196 participants Showed technology integration videos produced by OTAN to conference participants at CATESOL, CCAE and CASAS Summer Institute Continued to promote access to online workshops for remote locations
4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i>	
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California	<ul style="list-style-type: none"> Programmed and posted Innovation Programs application and evaluation forms
4.2. Support CDE's development of adult education online grant applications	<ul style="list-style-type: none"> Completed programming for WIA Final Expenditure Report for 2008-09
4.3. Support CDE's development of adult education online reporting systems	<ul style="list-style-type: none"> Updated CDE staff access pages with state for WIA and Innovation Programs for 2009-10
4.4. Support CDE's goal of coordinating databases of adult education program information	<ul style="list-style-type: none"> Created Strategic Planning Web site to support CDE's strategic planning initiative
4.5. Support efforts to make leadership activities seamless to the field	<ul style="list-style-type: none"> Supported CDE staff to create a wiki site for Career and Technical Education information
5. <i>Maximize client access to OTAN products and services and obtain client input</i>	
5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings	<ul style="list-style-type: none"> Mailed the spring newsletter to 3,009 members
5.2. Use video and other media for marketing OTAN's Web site and services	<ul style="list-style-type: none"> Distributed flyers and brochures at vendor tables at CATESOL and CCAE conferences, with 49 and 47 contacts made, respectively
5.3. Present workshops and host vendor tables at adult education conferences	<ul style="list-style-type: none"> Presented 25 conference workshops to 514 participants
5.4. Implement electronic notification strategies and online surveys	

OTAN/SCOPE PROGRESS REPORT (4/1/09 – 6/30/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
5.5. Establish an advisory group to provide input on the grant	
6. <i>Maintain and improve electronic resource collections on adult education practice and research</i>	
6.1. Maintain and improve linkages to the national adult education information network	<ul style="list-style-type: none"> Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible, posted documents to the OTAN online document collection in accessible format Posted 16 documents to the online document library
6.2. Obtain pertinent data and prepare it for electronic access	
7. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i>	
7.1. Improve and expand teacher resources on the OTAN Web site	<ul style="list-style-type: none"> Continued to add to and edit resources for teachers on the Web site
7.2. Survey usage of the online lesson plan builder and add features as indicated by field input	<ul style="list-style-type: none"> Posted three new articles on Web-based classroom activities for teachers
7.3. Review lesson plans and maintain lesson plan collection	<ul style="list-style-type: none"> The online Lesson Plan Builder was accessed by 240 users during the quarter
7.4. Develop an online course outline builder	<ul style="list-style-type: none"> Lesson plan collection was maintained and lesson planning experts hired help to review and expand the collection Programming completed on the Course Outline Builder
8. <i>Document and publicize California Adult Education successful students and programs</i>	
8.1. Research and publicize the stories of successful adult learners and programs	<ul style="list-style-type: none"> Students Succeed project promoted through news items on the OTAN Web site
8.2. Videotape stories of successful adult learners and programs	<ul style="list-style-type: none"> Students Succeed Web site received 11,984 visits from 10,749 visitors during the quarter
8.3. Digitize videotape collections and use to publicize California adult programs	<ul style="list-style-type: none"> Next due date for nominations is October 2, 2009
8.4. Assess value and utilization of successful students and exemplary programs project.	
B. <i>Instructional Technology Support</i>	
9. <i>Provide planning support to agencies implementing new technology</i>	
9.1. Assist local agencies with the technology planning process	<ul style="list-style-type: none"> Staff supported agencies to complete tech plans, and 165 plans were submitted and reviewed, 25 had to be resubmitted but then were approved
9.2. Maintain and improve online technology planner	<ul style="list-style-type: none"> Seven clients received information on technology planning
10. <i>Research and make available information regarding new and emerging technologies and available learning resources</i>	
10.1. Research and acquire information regarding new technologies and resources	<ul style="list-style-type: none"> Purchased student response systems (clickers) and demonstrated them at TIMAC, CCAE and CASAS Summer Institute
10.2. Identify and collect information about best practices in the use of instructional technology	<ul style="list-style-type: none"> Developed and offered workshop on Free Web Tools for Administrators
10.3. Provide opportunities for adult educators to sample new technologies	<ul style="list-style-type: none"> Edited video of Baldwin Park ABE teacher demonstrating use of the interactive whiteboard, various Web-based student projects, using Excel with students, and general use of technology in ABE classes
10.4. Produce and make available online video-based demonstrations of technology integration	
11. <i>Provide professional development related to new possibilities in educational technology</i>	
11.1. Offer online and face-to-face workshops on new technologies	<ul style="list-style-type: none"> Gave 15 conference presentations on technology topics to 290 participants, covering topics such as using Picasa as a photo resource and using wikis

OTAN/SCOPE PROGRESS REPORT (4/1/09 – 6/30/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
11.2. Disseminate information on new technologies via state and regional conference presentations	<ul style="list-style-type: none"> Provided 13 online workshops on technology topics to 192 participants, covering topics such as critical thinking and the Internet, creating podcasts and using Google products Offered five face-to-face workshops to 70 participants at agencies on technology topics including creating Web pages with WordPress and classroom activities using Word
12. Facilitate Technology Integration Mentor Academy (TIMAC)	
12.1. Recruit and select participants, trainers and mentors	<ul style="list-style-type: none"> 30 TIMAC participants came to Sacramento in May to present their final projects
12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration	<ul style="list-style-type: none"> Online debrief meeting with super mentors was held in June A video was produced of each presentation, and the double DVD set was distributed to all participants and administrators
12.3. Evaluate and report on TIMAC outcomes	<ul style="list-style-type: none"> Data on goal completion, skill increases, and academy evaluation was collected to be used in the TIMAC annual report
12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration	
C. Distance Learning	
13. Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning	<ul style="list-style-type: none"> Professional development resources have been relocated to the OTAN Web site
13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site	<ul style="list-style-type: none"> Six distance learning presentations were given at conferences to 143 participants Five online distance learning workshop were offered on how to run a distance learning program and on the new application, to 69 participants
13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"	
13.3. Host one (1) California Technology and Distance Learning Symposium	
13.4. Conduct distance learning workshops at state and regional conferences	
14. Increase and support implementation of Web-base distance learning opportunities for adult learners	
14.1. Support existing CDLP Adult Learning Activities and English for All Web sites	<ul style="list-style-type: none"> The CDLP site for ABE students continues to be supported, and received 292,882 visits during the quarter from 146,317 visitors
14.2. Continue licensing curriculum products to be used at a distance	<ul style="list-style-type: none"> English for All site was supported and received 55,674 visits from 26,511 visitors during the quarter Worked with agencies using USA Learns to determine recommendations for student hours for each of three courses Offered an online workshop on HippoCampus as a source for free, online high school diploma curriculum A two-year license to continue California agency digital rights to the GED Connection videos was maintained GED Connection videos are being streamed online, and there were 960 visits to the video site by 478 visitors during the quarter
15. Support statewide infrastructure for implementing and expanding distance learning	
15.1. Support Innovation Programs online application and reporting system	<ul style="list-style-type: none"> Innovation Programs application and annual evaluation form programmed and posted
15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements	<ul style="list-style-type: none"> Seven clients received specific information about distance learning by phone, and 17 received tech support on the Innovation Programs application and evaluation

