

# Annual Report

Seventeenth Year

July 1, 2006 - June 30, 2007

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Adult Education Office

Submitted by:

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The California adult education delivery system works to increase learner outcomes by improving teacher competency and program quality and accountability. California faces the challenges of large numbers of adults who have 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.

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 2000, 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 refunded the Outreach and Technical Assistance Network (OTAN) from July 1, 2005 through June 30, 2008 by contract #5000. 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 2006-07 OTAN contract.

With the development and improvement of its services, OTAN has become an ever more essential component in the improvement of California's adult education system.

OTAN is....

Electronic collaboration

Access to information services

Research, development and assistance in utilizing technology



109,381	Average Web site user sessions (visits) per month
76,073	Email notices sent to members regarding new information of interest
25,222	Downloads of OTAN news items
24,277	Electronic files and databases on the OTAN Web site
7,370	Total of all physical collections
7,010	Total Web site members registered
3,785	Staff statewide completed survey of computer skills
3,596	Web site user sessions (visits) per day
3,301	Circulation of the quarterly OTAN Online newsletter
2,310	Titles in Adult Education Professional Reference Library
1,673	Attendance at 51 technology conference presentations
1,645	Total number of listserv members
1,463	Titles in Adult Education Archives collection
1,448	Technical support services to clients
484	Titles in VESL/Workplace Clearinghouse
224	Total participants at 11 conference presentations about the OTAN Web site
162	Number of former adult education students included in Students Succeed project
172	Agencies completed technology plans
128	Total participants in 9 hands-on training sessions regarding Internet resources
128	Participants in 9 hands-on training sessions on using Internet in the classroom
61	Number of teachers mentored by TIMAC participants
61%	Largest member job category, teachers
34	Number of local, regional and state workshops by TIMAC participants
31	Number of adult education listservs hosted by OTAN
30	Participants in the Technology Integration Mentor Academy (TIMAC)
8	Number of adult education videos produced

## 1. The OTAN Web site

The OTAN Web site is widely recognized as one of the world's largest and most active site dedicated exclusively to adult education, with over 23,000 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. A password is no longer required.

Some members visit the site only periodically when they perceive a need for certain information. Others establish a regular pattern of usage, logging on every day to keep up on the "news" and to use the OTAN Web site for electronic resources, electronic networking, and a gateway to other Web sites.

An analysis of Web site statistics shows heavy usage and a pattern of stability.

Total user sessions per month averaged about 109,000. (Exhibit 1.a)

*"I just wanted to say how impressed I am with your new Web site. It's easy to navigate and has a much more open feel than the older site. I'll be surfing around for quite some time to see all the it contains."*

*-University Researcher*



Exhibit 1.a

Usage varied by month in a pattern related to school schedules and grant funding cycles. Registered membership has established a steady state of about 7,000 active users. (Exhibit 1.b)



Exhibit 1.b

Periodically, inactive members are reminded by email about the Web site and those who do not respond are deleted from the active directory. A breakdown of OTAN’s members shows that 76 percent are from California, 21 percent from other areas of the United States, and three percent from other countries. (Exhibit 1.c)

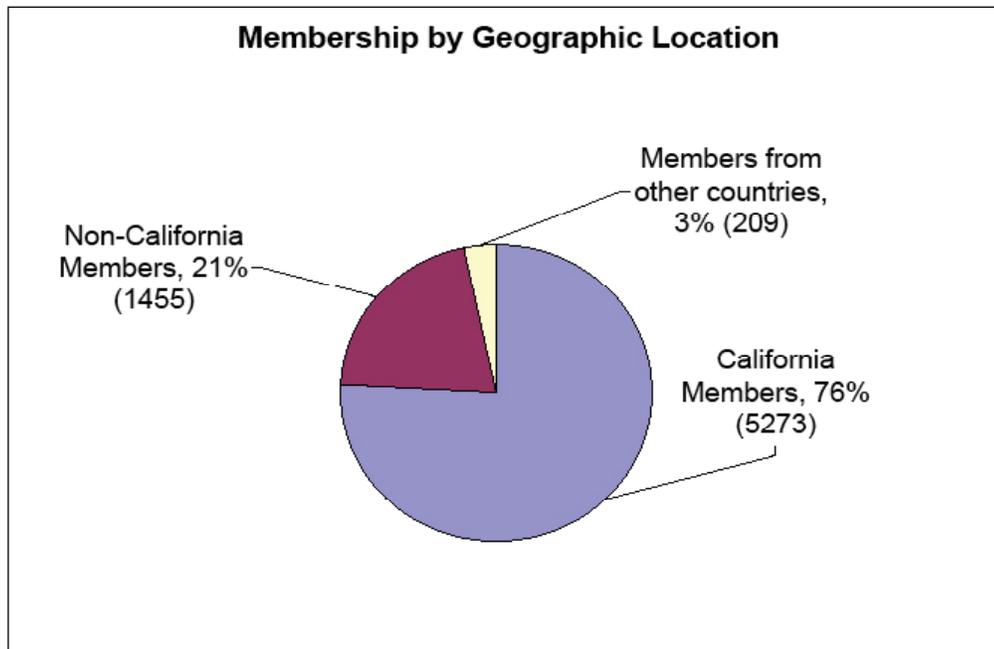
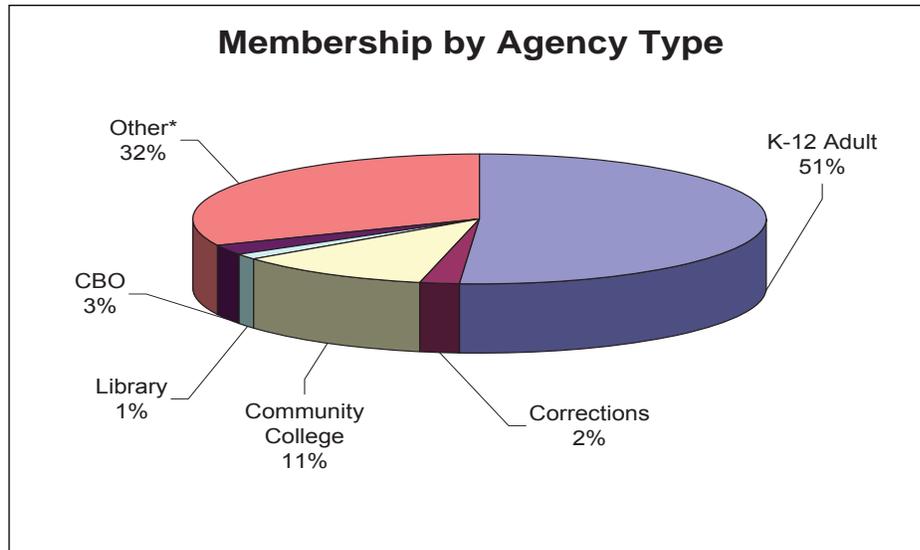


Exhibit 1.c

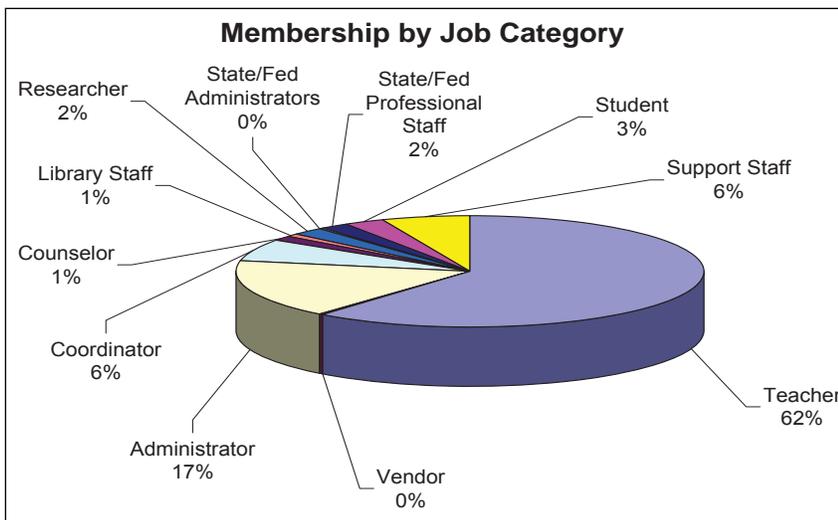
Analysis of the 2006-07 membership data on agency type indicates that 51 percent are employed by K-12 adult schools, 11 percent are community college employees, four percent are from CBO's and libraries, two percent from corrections facilities, and the others are divided among US/State/County agencies, universities, workplace development programs, county offices of education, and private schools. (Exhibit 1.d)



\*Other includes Private, University, Us/State/Co Agency, Workplace Development Program, COE  
Exhibit 1.d

While the OTAN Web site has held steady in all job categories, teachers continue to be the largest client group (62 percent). Data on job categories of members show that 17 percent of the members identify themselves primarily as administrators, six percent as coordinators, six percent support staff, three percent students, two percent as state or federal professional staff, two percent as researchers, and one percent each are counselors and library staff. (Exhibit 1.e)

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.



The My Resources feature of the former Adult Ed Teachers Web site has now been extended to other areas of the OTAN Web site, as Adult Ed Teachers was folded in to the main site. This feature allows users to bookmark, organize and make notes about resources they find on the site. OTAN provided training on this feature in various workshops, and so far 989 members made use of

Exhibit 1.e

this capacity, bookmarking a total of 4,118 resources. Over 100 users have created 436 folders to organize their bookmarks.

News stories for California adult educators are posted on the OTAN home page. An RSS feed was added to the OTAN home page last year, allowing users to have OTAN news stories fed to their news aggregator. Seventy-seven news stories were posted on the home page, and these can be fed to a personalized Yahoo or Google home page, or some other news aggregator. News stories have been downloaded 25,222 times from March, when the feed was created, to the end of June.

In FY 2005-06, OTAN initiated a total redesign of the Web site, including new menus, navigation, information architecture and graphic design. The new Web site went live as planned in January 2007. Feedback on the new site has been generally positive. Comments included:

- “The new Web design for OTAN is great! It is much easier to use than the old Web site. I particularly like the Question & Answer section” -From a teacher
- “I just wanted to say how impressed I am with your new Web site. It’s easy to navigate and has a much more open feel than the older site. I’ll be surfing around for quite some time to see all that it contains.” -From a state project staff person

Some users have had a bit of trouble getting used to the new layout, as might be expected, but one of the most notable improvements is that now almost all information on the site can be reached from the home page in one click. This is a big improvement from the previous site, where users might have to open four or five folders before finding what they were looking for. In addition to new menus and navigation, the site has new graphics and colors. A graphic designer created original graphics to represent each area of information contained on the site.



## 2. Electronic Collaboration

The Web site averaged 333 new members per month in 2006-07. OTAN members may include their information interests in their profile data as well as choosing to be notified by email of new postings related to their interests. About 51 percent of the members choose to participate in this service. During the 2006-07 year, 67 email notifications were sent to different groups of OTAN members to alert them to new legislative postings, full-text document postings, opportunities available through OTAN and other leadership projects, and educational grant postings. A total of 76,073 email messages were generated in 2006-07. (Exhibit 2.a) Through news items and links, OTAN also facilitated surveys conducted by CASAS and CALPRO.

*"Thank you for the Web site which infuses all of the professional development areas AND searches! Fabulous!"*  
*-Carol Hirota, Principal, Stockton School for Adults*



DIRECTED EMAIL NOTIFICATION		
CATEGORY	NOTIFICATIONS	MESSAGES SENT
Calendar Information	1	845
Classroom Activities	1	907
Elementary Basic Skills	5	8,697
ESL	8	12,396
Full Text Documents	8	5,600
GED	2	2,999
General Announcements	18	8,683
High School Subjects	1	184
Legislative Information	12	12,389
Lesson Plans	1	907
Marketing Email	4	9,937
Research Summaries	6	3,185
<b>Totals</b>	<b>67</b>	<b>76,073</b>

Exhibit 2.a

The Adult Education listservs (electronic discussion groups) services provided by OTAN continued to be important to the field during the 2006-07 year. OTAN hosts both open and closed lists. Examples of open lists are the Technology Mentor Network and the California Adult Education Administrators list, to which any interested party may subscribe. 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. The most active of the public listservs hosted by OTAN continued to be the Technology Mentor Network, with 166 new topics and a total of 451 messages sent this year.

During 2006-07, OTAN continued to provide email list services to the CDE Adult Education and Field Partnership Team with 16 regional listservs and three sub-group lists for the use of representatives. These are closed lists, where members must be from the particular region. New Field Partnership Team representatives were trained on managing their regional list, and a total of 931 Partnership Team list messages were sent in 2006-07. (Exhibit 2.b)

<b>PARTNERSHIP TEAM LISTS 2006-07</b>			
<b>DESCRIPTION</b>	<b>MEMBERS</b>	<b>NEW TOPICS</b>	<b>MESSAGES SENT</b>
Adult Education Office and Field Partnership Team	44	77	148
Region 1 - CDE Partner Team	22	86	89
Region 2 - CDE Partner Team	25	4	4
Region 3 - CDE Partner Team	27	0	0
Region 4 - CDE Partner Team	34	20	45
Region 5 - CDE Partner Team	24	0	0
Region 6 - CDE Partner Team	24	314	333
Region 7 - CDE Partner Team	51	26	33
Region 8 - CDE Partner Team	20	50	58
Region 9 - CDE Partner Team	48	32	40
Region 10 - CDE Partner Team	40	62	67
Region 11 - CDE Partner Team	39	60	67
CAAEP Programs - CDE Partner Team	19	14	14
CBO & FBO - CDE Partner Team	89	0	0
Community College - CDE Partner Team	42	14	18
Library & Literacy Programs - CDE Partner Team	25	0	0
Partnership Team - Advocacy*	7	6	10
Partnership Team - Data*	11	1	1
Partnership Team - Funding*	7	3	4
<b>Grand Totals</b>	<b>598</b>	<b>769</b>	<b>931</b>
*New this year			

Exhibit 2.b

OTAN also began hosting five new private listservs during the year, including a list for reading study circles, one on persistence, and the three subgroups for the Partnership Team. A total of 13 lists were hosted this year outside of the Partnership Team lists, with a total of 1,046 members and 976 messages sent. (Exhibit 2.c)

LISTSERVS HOSTED OTHER THAN PARTNERSHIP TEAMS FOR 2006-07					
DESCRIPTION	SERVING	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
Adults with Disabilities Bay Area Network	Field	46	64	104	168
CA K12 Adult Administrators	Field	152	2	0	2
English for All Discussion	Field	356	8	18	26
Field Research Initiative	CALPRO	12	9	51	60
Jail Educators	CDE	102	14	34	48
Leadership Projects	CDE	15	18	23	41
Learner Persistence*	CALPRO	16	9	2	11
LPRP Connection	CALPRO	128	15	3	18
Native Language Literacy	Field	25	8	7	15
Project STAR	CDE	23	21	27	48
Reading Study Circles*	CALPRO	36	22	19	41
Site Based Professional Development Pilot	CALPRO	28	12	35	47
Tech Mentor Network	OTAN	107	166	285	451
<b>Grand Totals</b>		<b>1046</b>	<b>368</b>	<b>608</b>	<b>976</b>

Exhibit 2.c

The Question and Answer areas in the main OTAN Web site and in Adult Ed Teachers are designed as places where adult educators can get information about any adult education topic. Members use a “send a question” form to query OTAN’s adult education experts. Members may also answer questions posed by others. OTAN staff persons monitor the questions and consult field experts so no questions go unanswered. There is a browse feature and a keyword search to locate information already posted on a topic. There are currently 28 topics on these bulletin boards.

### 3. Technical Support / Training

**O**TAN has support staff that provides telephone, email and onsite technical support to new and continuing users. During 2006-07, direct technical support was provided to 978 clients. (Exhibit 3.a)

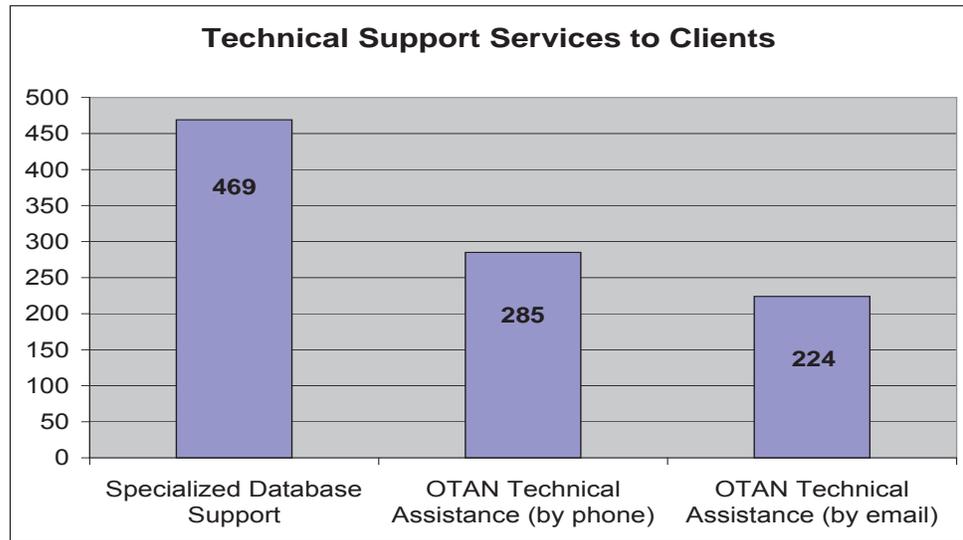


Exhibit 3.a

Clients used technical services to resolve password problems, locate information on the Web site, interpret error messages, troubleshoot difficulties with browsers or other software, and download and/or upgrade browsers or other software. The number of technical support contacts is slightly higher than last year, reflecting increased use of the CDE office database, and the launch of the online Final Expenditure Report for federally-funded agencies. A high degree of satisfaction with technical support services is indicated by electronic client surveys. (Exhibit 3.b)

Parts of the client surveys asked how the OTAN Web site has changed communication with other adult educators. Users noted that they were able to submit reports, surveys, and course approvals online, that they had better access to and response from CDE and Leadership Project staff, and that they were able to share more ideas and opinions through workgroups, conferences, and listservs. (Exhibit 3.c)

In the same client surveys, users indicated how they have used the information in OTAN Resources. The largest number used the system to access workshop and conference information, as well as to find course outlines to use as models. Other high usage included keeping current on legislative information impacting programs, locating information for improving instruction (best practices), looking up California and federal regulations, finding adult education program requirements, and getting information to support technology integration. Other uses that were recorded included locating funding information for writing grant proposals, locating directory information about individuals, finding data to include in a presentation, and finding articles for writing reports. (Exhibit 3.d)





Participant evaluations indicated a high degree of client satisfaction with the training. (Exhibit 3.g)

OTAN WEB SITE TRAINING EVALUATION SUMMARY	
Each item rated on a scale of 1 to 5	<b>Average Score</b>
1. The workshop objectives were clearly stated.	4.86
2. The overall workshop was easy to follow and understand.	4.88
3. The trainer spent ample time answering questions.	4.90
4. The workshop handouts and visual presentations were used effectively.	4.84
5. There was enough time to complete each section of the workshop without feeling rushed.	4.75
6. The hands-on portion of the workshop made the information easier to learn.	4.89
7. I feel comfortable enough with the OTAN Web site to begin exploring other features on my own. (only applicable for some workshops)	4.88
8. I would highly recommend this workshop to a friend or colleague.	4.82
<b>Overall Rating Average</b>	4.85
<b>Total Number of Responses</b>	73

Exhibit 3.g

Although surveys at the conclusion of workshops give us important information about client satisfaction, OTAN also is committed to tracking the outcomes of training. Since 2004-05, the effort to get feedback has included encouraging participants to complete a brief homework assignment. Those participants who submitted a homework assignment to OTAN received an extra hour of credit for continuing education and a certificate. In 2006-07, 18 participants in OTAN Web site courses completed the homework.

With the goal of piloting new technologies to improve access to users in remote locations, OTAN continued using the Breeze online meeting system to conduct meetings and workshops online. All technology plan training was conducted online, as will be described in Chapter 14. Workshops were also held on Basic Computer Troubleshooting, Technology Planning for Administrators, Using the Online Lesson Plan Builder, Using Moodle for Online Course Management, and Orientation to UnitedStreaming. Online workshops served a total of 183 participants. (Exhibit 3.h) In addition, 11 online meetings were held for participants in the Technology Integration Mentor Academy (TIMAC), the Leadership Projects, Programs of Excellence, and Partnership Team workgroups, serving 84 participants.

ONLINE MEETINGS					
DATE	COURSE TITLE	PARTICIPANTS	DATE	COURSE TITLE	PARTICIPANTS
3/6/07	CALPRO PoE Training	3	12/12/06	Lesson Plan Builder Call	2
3/15/07	Leadership Mtg	11	10/31/06	Pteam Advocacy Group	6
3/2/07	CALPRO PoE Training	3	10/23/06	Pteam Advocacy Group	5
2/26/07	BADLEG Conference Call	13	7/28/06	Leadership Mtg re Shared Training	8
1/4/07	CAETP Online Mtg	15	7/11/06	TIMAC Mentor Call	9
12/14/06	Leadership Conference Call	9			
<b>Total Online Meetings: 11</b>			<b>Total Participants: 84</b>		

OTAN ONLINE WORKSHOPS		
DATE	COURSE TITLE	PARTICIPANTS
5/25/07	Moodle Training	10
4/20/07	Moodle Training	3
3/23/07	Moodle Training	4
2/23/07	Moodle Training	4
2/9/07	OTAN/Unitedstreaming Pilot participants	8
1/26/07	OTAN/Unitedstreaming Pilot participants	10
1/12/07	OTAN/Unitedstreaming Pilot participants	23
1/11/07	Project STAR LPB Training	3
1/9/07	OTAN/Unitedstreaming Pilot participants	18
1/5/07	Project STAR LPB Training	6
1/5/07	Project STAR LPB Training	4
12/7/06	Adult Education Administrators	8
12/9/06	Online Basic Computer Troubleshooting	6
11/27/06	Online Basic Computer Troubleshooting	9
11/7/06	Online Basic Computer Troubleshooting	9
11/2/06	Adult Education Administrators	9
10/31/06	Online Basic Computer Troubleshooting	5
10/5/06	Online Tech Plan Training	6
9/20/06	Online Basic Computer Troubleshooting	14
9/28/06	Online Tech Plan Training	5
9/14/06	Online Tech Plan Training	14
9/14/06	Online Tech Plan Training	5
	<b>Total Training Sessions: 18</b>	<b>183</b>

Exhibit 3.h

TIMAC hosted a videoconference for first year participants, featuring a visit to Año Nuevo State Park to see a live webcam of the elephant seals and to discuss with the host ranger the possibilities for bringing videoconferencing opportunities to adult schools. This event was a collaboration with the state parks PORTS project, Parks Online Resources for Teachers and Students, at <http://www.ports.parks.ca.gov>.

Another approach to offering training for remote regions is to provide workshops on a CD. OTAN's PowerPoint for Adult Educators workshop was created on a CD as a series of tutorials, and was disseminated to 47 individuals. The same tutorials are also available on the Web site.

OTAN responded to the need for technology integration in the corrections field by hosting a listserv for jail educators through which programs were able to more easily network with each other, share information and plan events. One participant in the Technology Integration Mentor Academy is an adult educator at the California State Prison at Solano. She was able to implement some new technologies in her classroom and that of a colleague at the prison, and then presented a workshop on technology integration in a prison setting at the CCAE state conference in Fresno in May 2007.

## 4. CDE Adult Education Office Support

**O**TAN has developed and supports six major Adult Education Office online systems. These systems are seamlessly linked from the CDE Adult Education Office Web site and allow the field to submit online CDE grant applications and complete mandated reporting requirements. The largest project in 2006-07 was the continuing development of the Combined Adult Education Office Database that allows CDE office and field staff online access to CDE data. Online databases that support the CDE Adult Education Office include:

- Combined Adult Education Office Database (Exhibit 4.a)
- Workforce Investment Act (WIA/AEFLA) Adult Education and Family Literacy - Sections 231 and 225, and EL Civics Online Grant application (Exhibit 4.b)
- Course Approval System (formerly A22) (Exhibit 4.c)
- English Literacy and Civics Education Technology Plan online submission (Exhibit 4.d)
- J-18/19A Addendum, Annual Report of Adult Education, Average Daily Attendance, Enrollment, and Enrollees (Exhibit 4.e)
- Adult Education Provider Directory (Exhibit 4.f)

California adult educators and CDE staff benefit from time and cost-efficient data entry and electronic systems that are evaluated and improved every year. All of the Web sites provide password-protected web access to a wide variety of field agencies as well as CDE staff. Field agencies enter information directly into a web-enabled database that is transmitted directly to CDE for staff use. The Web sites also provide CDE field staff with access to live data.

*“Thank you, thank you, thank you, to the brilliant minds who revised the budget process. It was so easy - figuring for me which categories needed explanations. With this kind of help, we will have more time to be adult educators!!!”*

*-Administrator*

The Combined Adult Education Office Database has been developed to provide online access to CDE data by CDE office and field staff. The system 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. Updates to agency information on this site are immediately reflected on the Adult Education Provider Directory. (Exhibit 4.a)



Combined Adult Education Office Database

**CDE STAFF DATA ACCESS**

HOME AGENCY LIST TECH PLAN STATE PROGRAM CARL PERKINS WIA/AEFLA REPORTS FIELD CONTACT

[Home](#) > [Agency List](#) > [Agency Detail](#) > [Summary](#)

### Agency Detail: ABC Unified School District

Summary	Contacts, Address, Email	Adult School(s)	Region(s)	A22	J18/19-A	Tech Plan	WIA	Analyst Use	Field Contact																
<b>District or Headquarters:</b> ABC Unified School District																									
<b>C-D-S:</b> 19-64212																									
<b>Agency Type:</b> District																									
<b>Consultant:</b> Karen Allen																									
<b>Active/Inactive:</b>																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>OVERALL</b></td> <td><input checked="" type="checkbox"/> Active</td> <td><input type="checkbox"/> Inactive</td> <td></td> </tr> <tr> <td><b>WIA/AEFLA</b></td> <td><input checked="" type="checkbox"/> Active</td> <td><input type="checkbox"/> Inactive</td> <td><input type="checkbox"/> Declined</td> </tr> <tr> <td><b>State Program</b></td> <td><input checked="" type="checkbox"/> Active</td> <td><input type="checkbox"/> Inactive</td> <td><input type="checkbox"/> Not eligible</td> </tr> <tr> <td><b>Innovation Program</b></td> <td><input checked="" type="checkbox"/> Active</td> <td><input type="checkbox"/> Inactive</td> <td><input type="checkbox"/> Not participating</td> </tr> </table>										<b>OVERALL</b>	<input checked="" type="checkbox"/> Active	<input type="checkbox"/> Inactive		<b>WIA/AEFLA</b>	<input checked="" type="checkbox"/> Active	<input type="checkbox"/> Inactive	<input type="checkbox"/> Declined	<b>State Program</b>	<input checked="" type="checkbox"/> Active	<input type="checkbox"/> Inactive	<input type="checkbox"/> Not eligible	<b>Innovation Program</b>	<input checked="" type="checkbox"/> Active	<input type="checkbox"/> Inactive	<input type="checkbox"/> Not participating
<b>OVERALL</b>	<input checked="" type="checkbox"/> Active	<input type="checkbox"/> Inactive																							
<b>WIA/AEFLA</b>	<input checked="" type="checkbox"/> Active	<input type="checkbox"/> Inactive	<input type="checkbox"/> Declined																						
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<b>Innovation Program</b>	<input checked="" type="checkbox"/> Active	<input type="checkbox"/> Inactive	<input type="checkbox"/> Not participating																						

**CDE STAFF DATA ACCESS**

HOME AGENCY LIST TECH PLAN STATE PROGRAM CARL PERKINS WIA/AEFLA REPORTS FIELD CONTACT

[Home](#) > [Reports](#) > [Create a Report by Region](#)

### WIA DELIVERABLES SEARCH FORM

CREATE A REPORT FOR ONE OR MORE REGIONS, AGENCY TYPES, and/or DELIVERABLES

<b>Select a fiscal year for your report:</b>		<input type="radio"/> 2007-08 <input checked="" type="radio"/> 2006-07 <input type="radio"/> 2005-06
<b>Regions:</b>		<input checked="" type="checkbox"/> All Regions
<input type="checkbox"/> Region 1. Northcoast <input type="checkbox"/> Region 2. Northeastern <input type="checkbox"/> Region 3. Capitol <input type="checkbox"/> Region 4. Bay	<input type="checkbox"/> Region 5. South Bay <input type="checkbox"/> Region 6. Delta Sierra <input type="checkbox"/> Region 7. Central Valley <input type="checkbox"/> Region 8. Costa Del Sur	<input type="checkbox"/> Region 9. Southern <input type="checkbox"/> Region 10. Rims <input type="checkbox"/> Region 11a. Los Angeles and CBOs FBOs <input type="checkbox"/> Region 11b. Los Angeles
<b>Agency Types:</b>		<input checked="" type="checkbox"/> All Agency Type
<input type="checkbox"/> Adult School <input type="checkbox"/> CAAEP <input type="checkbox"/> CBO/FBO	<input type="checkbox"/> Community College <input type="checkbox"/> County Agency <input type="checkbox"/> District	<input type="checkbox"/> Library <input type="checkbox"/> State Agency

- Provides online data access to CDE office and field staff
- Maintains agency and site level data
- During 2006-07, reporting and data export were greatly expanded, with reports for WIA/AEFLA deliverables, and year-by-year summaries of agency participation for WIA/AEFLA, Course Approvals, and J18/19-A
- Links to online grant applications for Workforce Investment Act, Approval Letters for State Apportionment, and J18/19-A Addendum Reports, and Technology Plans
- Updates made on this site are immediately reflected on the Adult Education Provider Directory

Exhibit 4.a

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics, was successfully used in 2006-07 by 258 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. (Exhibit 4.b)

## Workforce Investment Act Application

**CDE STAFF DATA ACCESS**

HOME AGENCY LIST TECH PLAN STATE PROGRAM CARL PERKINS WIA/AEFLA REPORTS FIELD CONTACT SIGN OUT

Home > WIA/AEFLA Main

### Workforce Investment Act/Adult Education and Family Literacy Act

Section 225, Section 231 and English Literacy/Civics Education

**Fiscal Year 2006-07**

Statistics	
No. Agencies	258
Submitted Online Application:	256
Submitted Budget Worksheet:	255
Submitted Mid Year Expenditure Report:	255
Submitted Final Expenditure Report:	119

AASC Form is now completed online by agencies. Also, quick view summary statistics were added.

Agency	Agency Type	Grant Application	Budget Worksheet	Mid-Year Report	Final Expenditure	AASC Form	225 ABE/ ASE/ ESL	231 ABE/ ESL/ VESL	ESL/ Cit	ASE	Fam Lit	Civics Part	EL Civics Cit Prep
1 AAA Test Account	CBO/FBO	03/23/2006 [PDF]	02/22/2007	07/03/2007	---	08/20/2007	X		X	X	X	X	X
2 ABC Unified School District	District	04/03/2006 [PDF]	03/23/2007	04/03/2007	08/27/2007	---		X		X		X	X
3 Acalanes Union High School District	District	04/20/2006 [PDF]	02/20/2007	04/30/2007	---	---		X					
4 Alameda City Unified School District	District	04/07/2006 [PDF]	03/07/2007	04/27/2007	---	---		X		X	X	X	
5 Alameda County Office of Education	CAAEP	04/27/2006 [PDF]	02/27/2007	04/27/2007	---	---						X	
6 Alhambra Unified School District	District	04/21/2006 [PDF]	03/08/2007	05/30/2007	08/02/2007	---		X		X		X	X

Exhibit 4.b

[Home](#) > [VMA/WEFL Main](#)

**Workforce Investment Act/Adult Education and Family Literacy Act  
Section 225, Section 231 and English Literacy/Civics Education**

**All currently and previously funded agencies  
(272 agencies)**

Year by year summary of agencies that have participated since FY 2001-02. Includes links to Grant Application on file for any year.

**Notes:**

1. Prior to FY 2003-04, only the 231 and 225 applications were web-based. The 231 and 225 applications were not combined. EL Civics applications were not web-based.
2. Clicking on a link such as "Comb. App.", "231", or "225" will open the stored PDF application for that year and application type (if not Combined). A grayed out area indicates the agency did not participate, or did not apply online during that year.
3. This data reflects applications made, it does not reflect approved agencies and funding. Further, if an agency applied and received funding without filling out an online application, that information is not reflected here.

	Agency	Agency Type	Fiscal year						
			2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
1	ABC Unified School District	2861	<a href="#">Comb. App.</a>	<a href="#">231</a>	<a href="#">231</a>				
2	Acalanes Union High School District	2862	<a href="#">Comb. App.</a>	<a href="#">231</a>	<a href="#">231</a>				
3	African Community Resource Center	3152			<a href="#">Comb. App.</a>	<a href="#">Comb. App.</a>	<a href="#">Comb. App.</a>		
4	Alameda County Office of Education	3170		<a href="#">Comb. App.</a>	<a href="#">Comb. App.</a>	<a href="#">Comb. App.</a>	<a href="#">Comb. App.</a>		
5	Alameda Unified School District	2863	<a href="#">Comb. App.</a>	<a href="#">231</a>					
6	Alhambra Unified School District	3048	<a href="#">Comb. App.</a>						
7	Alum Rock Educational Foundation	3248	<a href="#">Comb. App.</a>	<a href="#">Comb. App.</a>	<a href="#">Comb. App.</a>				
8	Anaheim Union High School District	2865	<a href="#">Comb. App.</a>	<a href="#">231</a>	<a href="#">231</a>				
9	Anderson Union High School District	2866	<a href="#">Comb. App.</a>	<a href="#">225 231</a>	<a href="#">231</a>				
10	Anderson Valley Unified School District	2867	<a href="#">Comb. App.</a>	<a href="#">231</a>	<a href="#">231</a>				
11	Antelope Valley Union High School District	2868	<a href="#">Comb. App.</a>	<a href="#">231</a>					

- Provided online grant application system to 258 applicant agencies
- Real-time online statistics for CDE staff, including number of applicants by grant type, number of new applicant agencies, number of agencies signing in each day, applicant agencies by agency type, agencies requesting funding in new areas, historical review of agency participation, and continuing agencies that did not apply
- Online access to agency grant applications, Budget Worksheets, Mid-Year Expenditure Reports, Final Expenditure Reports, and AASC form for CDE staff
- Provided "Visitor" access for anyone wishing to preview the Web site without signing in.

Exhibit 4.b (continued)

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.

(Exhibit 4.c)

# Course Approval Request System

**CDE STAFF DATA ACCESS**

HOME AGENCY LIST TECH PLAN STATE PROGRAM CARL PERKINS WIA/AEFLA REPORTS FIELD CONTACT SIGN OUT

Home > State Program > Agency List

**Course Approvals**

New this year:  
Historical perspective of agency participation

**Year-by-Year Summary**  
377 agencies

	CDS Code	District Name	Active in A22?	Active overall?	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-2000	1998-99	1997-98
1	34-99999	<a href="#">AAA My Test Account</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	19-64212	<a href="#">ABC Unified School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	07-61630	<a href="#">Acalanes Union High School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	01-61119	<a href="#">Alameda Unified School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
5	01-61127	<a href="#">Albany Unified School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
6	19-75713	<a href="#">Alhambra Unified School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	54-71803	<a href="#">Alpaugh Unified School District</a>	Inactive	Inactive		✗	✗	✓	✓	✓	✓	✓	✓	✓	✓
8	33-66977	<a href="#">Alvord Unified School District</a>	Active	Active		✓	✓	✓	✓	✗	✓	✓	✓	✓	✓
9	03-73981	<a href="#">Amador County Unified School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	30-66431	<a href="#">Anaheim Union High School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	45-69856	<a href="#">Anderson Union High School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	23-65540	<a href="#">Anderson Valley Unified School District</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
13	19-64246	<a href="#">Antelope Valley Union High School</a>	Active	Active		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

California Adult Education

**Course Approval Request System** Sign Out

Home Agency Contact FY 2006-07 FY 2007-08 Wrap-Up Help

Currently signed in as: AAA My Test Account

**Agency Contact Information**

Additional contact information added this year to all online reporting and applications. This contact information is available to CDE staff for download to use in mail merges and bulk emails.

Please fill out as many as possible. The CDE will use this information to contact your agency with important announcements regarding training, events, and grants.

If you wish to list multiple email addresses, please separate them with a comma.

Be sure to press "Save" at the page bottom to record your information.

Title	First name	Last name	Email	Area Code	Phone Number	Extension
Superintendent/Director/CEO	Bob	Underwood	bunderwood@yahoo.com			
Principal/Director	Mary	Teasdale	tdale@yahoo.com	916	228-2594	1234
Vice/Asst Principal						
CASAS Coordinator						
TOPSPro Coordinator						
ESL Coordinator						
ABE Coordinator						
ASE Coordinator						
EL Civics Coordinator						
231 Coordinator						
225 Coordinator						
CTE Coordinator						
Innovation Program Coordinator						

- Provided 377 agencies with a password-protected request system
- Extensive statistics, past course approval letters, search, and bulk email functions for CDE staff use
- Online CDE staff review and approval
- Extensive real-time error checking allowed agencies to enter information right the first time
- Agencies received email notification of deadlines and CDE announcements

Exhibit 4.c

OTAN facilitated technology planning for 172 agencies in 2006-07. A Technology Plan Development Web site guided agencies to create a seven-part technology plan and submit it for review by Technology Field Colleagues. Over 3,785 teachers and other staff used the online computer skills assessment; and programs could view results in a chart that allowed them to identify areas of training need. (Exhibit 4.d)

Training on how to create and submit the technology plan was provided to the field through online meetings (conference call with shared online viewing). Fewer staff required training this year as no new agencies were admitted to the program. Four online trainings were offered to 30 new and continuing agency staff.

### Technology Plan Staff Skills Assessment



California Adult Education  
2006-07

[Home](#) x [Current Status](#) x [Staff Skills Assessment](#) [Logout](#)

You are signed in as [CDEA Learning Test Agency](#)

#### Staff Skills Self Assessment - Part 1 of 3

Be sure to press "Save" at the page bottom to record your information

[Continue](#)

	Beginner	Novice	Independent	Expert
<b>Computer Usage</b>				
No Experience	Can use a computer that is turned on with an application running to do specific tasks	Can turn computer on & safely launch and quit application; type, use mouse and interface (windows, menus)	Can connect/disconnect basic components (mouse, keyboard, monitor, printer); perform basic maintenance (e.g. clear mouse)	Can install cards, drivers, perform intermediate maintenance/troubleshooting (e.g. examine cards for secure connections to components & peripherals)
<b>Computer Integration into Instruction</b>				
No Experience	Does not use computer based techniques in the classroom	Learning about programs and strategies to use	Uses computer based technology three or four times a semester and encourage students to use it for assignments	Models and teaches students to employ computer-based technologies for communication, problem solving, and data analysis

- One hundred seventy-two (172) agencies submitted technology plans online
- The plan includes an online computer skills assessment as the basis for planning staff development activities – 3,785 teachers and other staff completed the assessment
- Programs can see results in a chart to quickly identify areas of training need
- Technology Field Colleagues review the plans online
- Real-time error checking allows agencies to enter information right the first time
- Agencies received email notification of deadlines and CDE announcements
- Other features included tracking progress of Technology Plan and displaying status of completed sections

Exhibit 4.d

The online system for adult schools to complete the J18-19A Addendum (the Annual Report of Adult Education Average Daily Attendance, Enrollment, and Enrollees) provides 350 agencies with a password protected online reporting system. Current and past reports can be mailed to the agencies in PDF format. (Exhibit 4.e)

## J18/19 Addendum

California Adult Education

### J-18/19A Addendum

Annual Report of Adult Education  
Average Daily Attendance, Enrollment and Enrollees

[Sign Out](#)

< Home

Step ONE
Step TWO
Step THREE

Currently signed in as: AAA My new agency name!

Your agency has submitted a J-18/19A Addendum for the current fiscal year.  
 If you need a copy of your submittal for your records, you may click on the link(s) below. For submittals from previous years, go to "Step THREE --> View/Print Previous Submittals".

To revise your previous submittal, jump to "Step TWO", make any needed revisions, and submit your Addendum again.

Fiscal Year	Submitted?	Date Submitted	
2006-07	Yes	08/16/2007	<a href="#">Download a PDF copy</a> <a href="#">Get via Email</a>
2005-06	Yes	08/30/2007	<a href="#">Download a PDF copy</a> <a href="#">Get via Email</a>

You will need the latest version of Adobe Reader to view PDF documents on this Web site. If you are having difficulty printing this document, uninstall your Adobe Reader and install the newest version, available at Adobe.com. WindowsXP users may want to review Adobe's special instructions at <http://www.adobe.com/products/XPinstallnotes.html>.

If you continue to experience difficult downloading your application, we can email it to you as an attachment. Just click on the links in the table above.

Copies of previous J-18/19A submittals are available. Click on "View/Print Previous Submittals" under "Step Three", above.

---

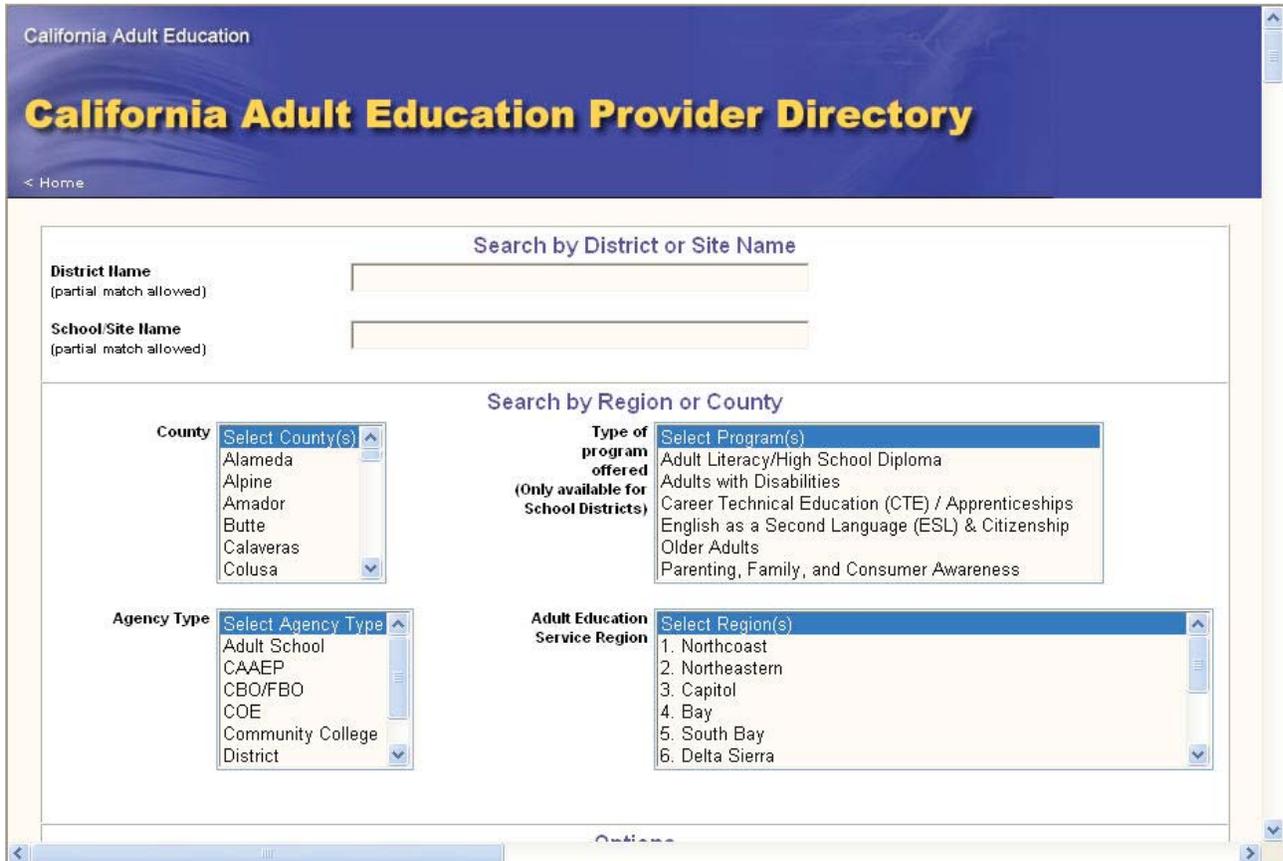
For technical support please use our [support form](#).  
 Support is also available by telephone at 800-894-3113, from 8:30 a.m.- 4:30 p.m., Monday through Friday.

- Provided 350 agencies with a password-protected reporting system
- Extensive statistics, previous J18/19A report archive, and search functions for CDE staff and adult school use
- J-18/19A current and previous reports can be emailed to agencies in PDF format
- Provides "visitor" access for anyone wishing to preview the system
- Extensive real-time error checking allows agencies to enter information right the first time

Exhibit 4.e

The online California Adult Education 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. (Exhibit 4.f)

## California Adult Education Provider Directory



- CA Adult Education Provider Directory ([www.otan.us/caaeproviders](http://www.otan.us/caaeproviders)) is a searchable directory of schools and agencies offering adult education programs
- 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
- Simple search finds schools in requested zip code areas
- Advanced search provides results based on county, agency type, or program offered
- Schools and agencies can submit changes and corrections so that directory information is continually updated

Exhibit 4.f

OTAN staff provides telephone technical support to adult educators using the online systems. During the 2006-07 contract year, OTAN staff logged 131 services related to the Technology Plan, 191 services related to the Combined Federal Grant, while the Course Approval Request System and J18/19-A Addendum reporting support logged 99 and 27 services respectively. (Exhibit 4.g)

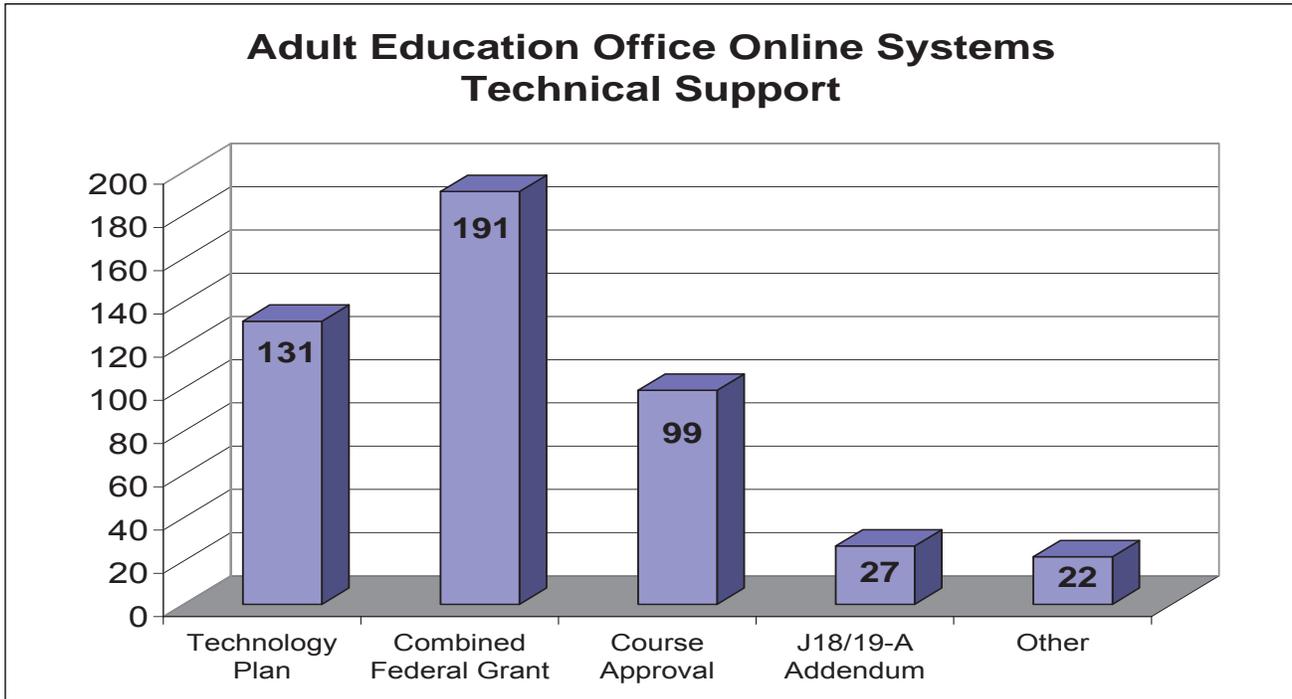


Exhibit 4.g

## 5. Publicizing OTAN

**O**TAN uses a variety of strategies for publicizing our products and services to ensure optimum usage of communicative technology by adult educators, and to obtain client input. This year all print materials were redesigned to match the new graphic design of the Web site.



OTAN produces a colorful folder of materials highlighting our mission and major objectives. Inserts in the folder, that are updated every year, describe OTAN's services in four major areas – electronic collaboration, access to information sources, technology training for staff, and use of instructional technology. Folders are used to hold agendas for meetings and handouts for workshops. They are also mailed with a cover letter to new administrators in California adult schools.

OTAN markets its Web sites and other services at the conferences held by professional organizations of California educator groups. Workshop presentations concentrate on new features of the Web site and vendor exhibits aim to make sure there is continuing awareness of OTAN services and to make contact with new teachers and administrators. New this year, OTAN trainers offered a day-long series of "Tech Tips" sessions at the ACSA conference.

A new promotional video was produced this year to highlight all of the OTAN services available to agencies. The video was produced in several versions. The version with narrative was shown at the national Commission on Adult Basic Education (COABE) conference, and several versions with music only were shown at the OTAN vendor table at state conferences.

During the 2006-07 year, staff made a total of 11 presentations on the OTAN Web site with a total of 244 participants (Exhibit 5.a)

OTAN WEB SITE PRESENTATIONS			
DATE	PRESENTATION TITLE	LOCATION	PARTICIPANTS
11/4/06	Internet Resources for Adult Ed Teachers	Northern CA CATESOL, Las Positas Community College	26
1/31/07	Update from OTAN for Medical and Jail Ed	CAEAA, San Francisco	62
1/31/07	Update from OTAN for New Administrators	CAEAA, San Francisco	27
2/21/07	Unveiling the New OTAN Website	SCOE	6
3/21/07	MyEFA.org	TESOL, Seattle	15
3/23/07	MyEFA.org	TESOL, Seattle	5
3/24/07	Unveiling the New OTAN Website	COABE, Philadelphia	18
4/14/07	OTAN Web Resources	CATESOL, San Diego	28
4/14/07	Lesson Plans Online	CATESOL, San Diego	22
5/4/07	Create Your Lesson Plans Online	CCAEE, Fresno	14
5/4/07	Unveiling the New OTAN Website	CCAEE, Fresno	22
<b>TOTAL</b>			<b>244</b>

Exhibit 5.a

OTAN had vendor exhibits at five professional conferences and logged contacts with 236 individuals. (Exhibit 5.b)

PROFESSIONAL CONFERENCE VENDOR EXHIBITS		
DATE	EXHIBIT LOCATION	EXHIBIT CONTACTS
9/27/06	Sacramento	30
10/21/06	LAUSD DACE Fall Conference	29
10/28/06	Hilton, Palm Springs	47
11/4/06	Northern CA CATESOL, Los Positas Community College	32
4/12/07	Town & Country Hotel, San Diego	98
<b>TOTAL</b>		<b>236</b>

Exhibit 5.b

OTAN has a system to stimulate interest among inactive members and to keep the Web site directory current. Members who are inactive several months receive email reminders about the site before they are deleted. The reminders include their user IDs. An analysis of statistics shows that about 8.17 percent of inactive members who receive a marketing email respond by logging into the site. (Exhibit 5.c)

MARKETING EMAIL TOTALS			
DATE POSTED	NUMBER EMAILS	LOGGED IN	RESULTS
6/12/07	2,603	363	14%
4/16/07	2,393	206	9%
2/9/07	2,188	150	7%
11/21/06	2,753	102	4%
9/15/06	2,294	81	4%
7/26/06	2,661	285	11%
<b>AVERAGE</b>	<b>2,482</b>	<b>197.8</b>	<b>8.17%</b>

Exhibit 5.c

A comparison of inactive and deleted users over the years has indicated that the number of inactive users in the directory increases and decreases proportionately to the membership growth, indicating a consistent pattern of attracting “surfers” and of meeting the information needs of primary clients.

Print marketing materials are developed and distributed at conferences and workshops within California. Services such as technology training classes and California Adult Education Products distribution are highlighted.

The trifold color brochure is updated annually and widely distributed. A quarterly newsletter, *Online Connection*, is mailed to members who have provided a mailing address for the directory and an electronic version is also posted on the Web site. Four newsletters were mailed this year to over 3,300 members. (Exhibit 5.d)

OTAN Tri-fold Brochure



**OTAN**  
Outreach and Technical Assistance Network

**Providing support for technology integration, and electronic collaboration, and access to information for literacy and adult education providers.**



**www.otan.us**

**John Fleischman, Executive Director**  
jfleischman@scoe.net

**Marian Thacher, Director**  
mthacher@otan.us

**Jerry Jones, Director, Technology Projects**  
jjones@scoe.net

**Branka Marceta, Coordinator, Technology Projects**  
bmarceta@otan.us

**To request internet searches and reference services:**  
Lynnda Lincoln, Library Media Specialist  
llincoln@otan.us  
916-228-2349

**To borrow books and videos from the Employment Training and the Adult Education Reference Collections:**  
Shelley Shaver, Abstractor  
sshaver@otan.us  
916-228-2752

**To order copies of VESL, VABE and Workplace curriculum:**  
Jeanine Eberhardt (vesiwkp@otan.us)  
VESL/Workplace Clearinghouse, ECC  
San Diego Community College District  
4343 OceanView Blvd.  
San Diego, CA 92113-1998  
Phone: (619) 388-4941  
Fax: (619) 388-4989

Outreach and Technical Assistance Network  
Sacramento County Office of Education  
P.O. Box 269003  
Sacramento, CA 95826-9003  
UPS/FedEx: 10150 Missile Way, Mather, CA 95655

Telephone: 800-894-3113 (California Only)  
916-228-2580  
Fax: 916-228-2563



www.otan.us



www.adultedlessons.org



www.adultlearners.org

OTAN activities are funded by contract #5000 of the Federal PL, 105-220, Section 223, from the Adult Education Office, Secondary, Postsecondary and Adult Leadership Division, California Department of Education. However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

OTAN Tri-fold Brochure

**The Outreach and Technical Assistance Network provides support for technology integration, electronic collaboration, and access to information for adult educators**

**Technology Integration**

OTAN supports adult education programs that are initiating or expanding the use of instructional technology by:

- \* Providing information and support for planning and implementing new technologies in adult education classrooms
- \* Conducting the Technology Integration Mentor Academy (TIMAC) to train and support site-based technology mentors
- \* Demonstrating technology products and best practices to teachers and administrators throughout California
- \* Maintaining an online, searchable vendor database of hardware, software, and print materials
- \* Piloting models for in-service training on integrating technology into instruction



**OTAN Staff**

**Electronic Collaboration and Resources**

OTAN Online Communication System is meeting the communication needs of adult educators by:

- \* Maintaining the OTAN Web site, a virtual adult education knowledge base and a jump-off point to the world of adult education and literacy resources
- \* Supporting an electronic forum for information exchange
- \* Providing technical support to users through telephone support and regional training
- \* Coordinating the online information exchange of specialized focus groups
- \* Continuing to develop and improve electronic services to best meet the needs of California adult educator

**Reference Services and Special Information Collections**

OTAN provides a system for the storage, retrieval and dissemination of current and historical adult education resources by:

- \* Maintaining a national network of information sources
- \* Providing reference services for California adult educators
- \* Maintaining electronic and physical collections on the latest innovations in adult education practice and research
- \* Maintaining a California VESL/Workplace Clearinghouse and an Employment Training Collection
- \* Housing the California Adult Education Archives, an historical collection benefiting practitioners



Fall 2006 Newsletter, Front Page



# Online Connection

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

Fall  
2006

## Students Succeed Awards Presented at ACSA Conference

The California Adult Education Students Succeed project continues to grow as more agencies nominate successful former students to be recognized and included on the Web site at [www.adultedlearners.org](http://www.adultedlearners.org). There are now 142 successful graduates nominated by 53 adult schools, 3 community college non-credit programs, 2 library literacy programs, and 1 community-based organization. Our goal of identifying 150 successful graduates by the end of 2006, adult education's sesquicentennial year, is within reach.

This year four award recipients were recognized at the ACSA conference. OTAN created a short video about each recipient, which may be viewed on the OTAN Web site.



**Mariza Rivas** came to California at age 19 to get married. She spoke no English. Her husband was attending college at the time and encouraged Mariza to continue her education. They moved to Watsonville where Mariza studied English and received her GED at Watsonville-Aptos Adult School. She is now a Registered Nurse and mentor/trainer to the new medical staff at Watsonville Community Hospital. Mariza participates in community activities with her husband, Antonio, who is currently the mayor of Watsonville.

**Reynaldo Espinosa** came from Nicaragua to seek economic stability and a better life. He studied English at Mt. Diablo Adult Education for six months before finding employment in a bakery. While getting up at 3 a.m. to work in the bakery, Reynaldo returned every night to volunteer in the computer lab at the adult school, helping other immigrants like himself learn new skills. Reynaldo is now a Senior Instructional Assistant at Mt. Diablo, working with some of his former ESL teachers.



**Ruth Rosa**, pictured here with her daughter, overcame many challenges in her life to be where she is today, an Instructional Aide in the Medical/Clinical Assisting Program at Charles A. Jones Skills and Business Education Center in Sacramento. She says the most important thing about returning to school was that she modeled the importance of education for her children, and maybe even kept them from dropping out of school. By pitching in and being a team player in her Medical Assistant's class, she developed an important relationship with her instructor, Patricia Bradshaw, which comes across clearly in her video.



**Masami Suruki** runs a successful shiatsu massage business in Oakland. She participated in the program at C.E.O. Women (Creating Economic Opportunities for Women), an Oakland Community-Based Organization (CBO). She received support and encouragement to start her own business, as well as English instruction from Oakland Adult School teacher, Suzanne Ludlum. The video tells Masami's story of courage and persistence in her own words.



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Sprina 2007 Newsletter. Front Page



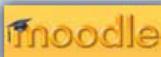
# OTAN Online Connection

A publication for members of the  
Outreach and Technical Assistance Network  
[www.otan.us](http://www.otan.us)

## Digital Media in the Classroom Spring 2007

### Moodle Training

OTAN is now offering educators the opportunity to experiment with Moodle. Moodle and Blackboard are both course management systems (CMS) designed for distance or blended learning (a combination of face-to-face and distance learning). They can also be used by teachers who would like a simple way to upload handouts and list links to various Web sites.



Creating a course in a CMS initially requires a significant time commitment, but this new medium will open up numerous possibilities for extending teaching and learning in adult education.

Contact Branka Marceta at [bmarceta@otan.us](mailto:bmarceta@otan.us) to sign up for one of the online training sessions required in order to apply for a course on OTAN's Moodle server.

### United Streaming

UnitedStreaming is a Web-based service offering digital video clips, audio files and photos, to enhance classroom instruction [[unitedstreaming.com](http://unitedstreaming.com)]. OTAN contracted with Discovery Education to offer the service to 50 California adult education teachers for one year. The goal of the pilot is to determine whether UnitedStreaming is a useful resource for adult educators.

Participants in the pilot attended online orientation sessions in January 2007. After the orientation they explored the resources that would best fit into their programs and instruction. Videos can be downloaded on a local computer and played in the classroom. Using LCD projectors and interactive whiteboards can make these classroom videos even more engaging.

In an online forum created for the exchange of ideas and experiences, the pilot participants are reporting both challenges and successes in the use of UnitedStreaming resources.

### Technology Mentors Support Teachers

by Branka Marceta, OTAN

Is technology used efficiently by teachers at your school? If you think that this area may need improvement, OTAN's Technology Integration Mentor Academy (TIMAC) offers an excellent avenue for learning from and networking with other technology enthusiasts in adult education. Applications may be submitted online until May 18, 2007.



**Dr. Paul Porter helps Ronda Rafidi of CLASS with her project plan**

The purpose of TIMAC is to support individual adult educators in becoming technology mentors for their colleagues. The training emphasizes technology skills and mentoring skills equally. Each year, 15 new participants are accepted and commit to TIMAC for two years. During this time, they complete a project designed to help one or more colleagues more effectively implement the use of technology in their classrooms. Projects might focus on offering more training in productivity applications (word processing, slideshows), to using new technologies (interactive whiteboards, document cameras, LCD projectors), or establishing online resources by creating Web sites.

The new group this year, Cohort 3, has already met in Sacramento for three days of training and networking. They continue to communicate with their mentors and meet together online. They will be presenting their projects to the full Academy in May.

Many TIMAC participants will be presenting at upcoming adult education conferences and other professional development events. Another TIMAC objective is to create a community of practice, with members willing to share and lead the field in infusing technology into instruction. The most important goal of TIMAC, however, is that our learners benefit from the opportunities that technology makes possible by upgrading their technology skills, now considered a part of basic literacy.

Interested? Apply yourself or nominate someone from your program. May 18, 2007 is the deadline for applications for TIMAC 2007-09. Apply online at <http://www.otan.us/timac/applyonline>. If you have any questions, contact Branka Marceta at [bmarceta@otan.us](mailto:bmarceta@otan.us) or 916-228-2587.

### Cohort 3 Participants

1. Justin Bush, Ceres Adult School
2. Sharon Dansereau, Santa Barbara City College
3. Susan Guzzetta, Fresno Adult & Comm. Education
4. Elliot Jordan, Burbank Adult School
5. Catherine McNally, Eureka Adult School
6. Lisa Moore, Corrections, Vaca Valley Adult School
7. Larry Peté, San Bernardino Adult School
8. Margaret Pinto, Azusa Adult School
9. Ronda Rafidi, Central Learning Adult School Site
10. Mia Reed, Downey Adult School
11. Tatiana Roganova, Hayward Adult School
12. Blair Roy, Garden Grove Adult Education
13. Kathleen Rutherford, Glenn Adult Program
14. Diane Wallis, City College of San Francisco
15. Shirley Zentmire-Salas, Bakersfield Adult School

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## 6. Adult Education Collections

**O**TAN's second role is to provide access to information resources. The electronic resources that members access on the OTAN Web site include over 23,000 electronic files and database records. The resources 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	615
Adult Education Links	189
Adult Education Products	99
CA Adult Education History	427
CDE Information	305
Codes and Regulations	715
Course Outlines	326
Document Library	6,243
Education Grants	385
Expert Knowledge	10
Teaching Tools	2,460
Legislative Information	333
Lesson Plan Builder	2,652
Lesson Plans	354
Master Calendar	576
PDC Documents	318
Presentations	95
Reference Libraries	7,416
Students Succeed	265
<b>TOTAL</b>	<b>23,927</b>

Exhibit 6.a

Information is acquired from a national network of education clearinghouses and agencies. Content specialists and librarians evaluate and catalog the data, and technical staff persons process the files for online posting. During the project year, nine new documents were added to the online collection, including current documents and archival digital files. (Exhibit 6.b)



<b>DOCUMENT LIBRARY COLLECTION - NEW</b>			
Adult Basic Education	1	English (Second Language)	3
Adult Literacy	1	Health Education	1
Employability Skills	1	Technology	2
<b>DOCUMENT LIBRARY COLLECTION - ALL</b>			
Adult Basic Education	26	Health Education	9
Adult Education	64	Homeless	19
Adult Literacy	42	Migrant	9
Adult Secondary Education	7	Model Programs	4
Assessment	45	Older Adults	15
At Risk Persons	10	Parent Education	13
CBE	5	School Effectiveness	24
Citizenship	6	School-To-Work	1
Community Colleges	4	Staff Development	25
Correctional Education	28	Student Leadership	5
Culture	12	Technology	50
Disabled Populations	39	Telecommunications	15
Distance Education	30	Vocational Education	40
Educational Research	14	Vocational ESL	8
Employability Skills	36	Volunteers	14
English (Second Language)	84	Welfare Reform	10
ESL Literacy	5	Women's Issues	9
Family Literacy	32	Workplace Education	79
<b>Total Items In Collection: 838</b>			

Exhibit 6.b

Major information areas of OTAN Resources in order of size include:

- **Reference Libraries** – Searchable catalogs of five specialized libraries. Included are Adult Education Reference, CA Adult Education Archives, CA Professional Development Centers, Employment Training Library, and VESL Workplace Clearinghouse. This year the Educational Technology collection was reviewed, old materials discarded, and the remaining collection was integrated with Adult Education Reference.
- **Document Library** – Full text documents in 35 topic areas of adult education, including the latest research and information for adult program management and instructional improvement.
- **CA Adult Education Information** – Funding, enrollment, and student progress data files from the CDE Adult Education Office, as well as reports of surveys and state plans.

- **Teaching Tools and Resources** – Information to assist adult education teachers to implement technology in the classroom, find and create lesson plans, locate classroom activities, find vendors, 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 first year of implementation of the new combined training calendar, [www.caadultedtraining.org](http://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 (228) donated by California adult schools are displayed in relation to the online Course Approval system.
- **Codes and Regulations** – Excerpts of some state and federal laws and regulations of particular interest to California adult educators.
- **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.
- **California Adult Education History** – Revised and updated in 2005 in coordination with the California Adult Education Sesquicentennial. Excerpts from a new book and new video on California adult education history along with searchable indexes, photos, audio clips from the adult education oral history project.
- **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, are now available on the Web in PDF format. Currently 94 handouts are available.
- **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 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.

Directed emails are sent to members when documents are posted in their indicated areas of interest. This year 67 emails were sent for a total of 76,073 messages announcing new postings.

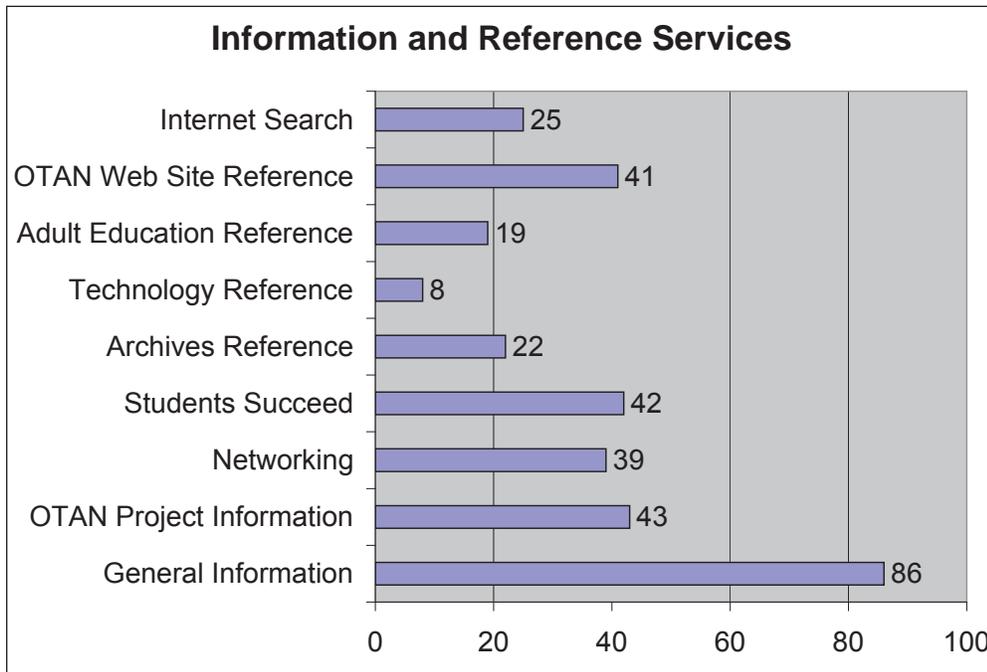
OTAN solicits user input and implements suggestions for improvement. As the depth of information on the site has grown, a variety of navigation aids have been developed – a keyword search, specialized fielded searches, a site outline (or map) and a site index (alphabetical). A popular navigation aid is the search box on the home page.

The OTAN Web site is also a gateway or portal to other Web sites of interest to California adult educators. Featured on the site is 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, will be returned.

In addition to electronic resources, OTAN sponsors five physical collections which contain print and non-print materials. They are Adult Education Reference, CA Adult Education Archives, CA Professional Development Centers, Employment Training Library, and the VESL Workplace Clearinghouse.

## 7. Reference Services

**O**TAN is both a repository and collector of adult education resources and an active provider of client services. Responding to client needs for information communicated by phone or email, staff provides general information, researches the reference collections, and performs custom electronic searches of the OTAN Web site and other Internet information resources. The total number of direct queries answered was 325. (Exhibit 7.a)



### General Information

Provide potential and existing clients with general information regarding various topics (e.g., referrals to other entities or consultants, miscellaneous technical questions, etc.).

### OTAN Project Information (Brochures, Fliers, Marketing Items)

Provide general information about the OTAN Project and what services are offered through the OTAN Project. Provide interested parties with OTAN brochures, fliers, and marketing items, via mail or fax, explaining what the OTAN Project has to offer.

### Networking

Facilitate electronic collaboration of clients via online postings (news items, OTAN Exchange, etc.).

### Students Succeed

Questions related to the CA Adult Education Students Succeed Project.

### Technology Reference

Utilizing the Technology Reference Collection to assist in addressing client inquiries.

### Archives Reference

Utilizing the Archives Reference Collection to assist in addressing client inquiries.

### Adult Education Reference

Utilizing the Adult Education Reference Collection to assist in addressing client inquiries.

### OTAN Web Site Reference

Retrieve information within the OTAN Web site to address client inquiries.

### Internet Search

Entering various databases (other than those on the OTAN Web site) via Internet to provide online searches to address client inquiries.

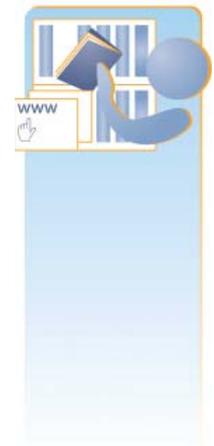


Exhibit 7.a

Depending on the client profile and the type of need, clients may receive any one of several levels of service: suggestions for further research, referral to another information provider, bibliographic references, complete electronic version of a document, loan of a circulating hard copy of an item, photocopies of pages of materials (within copyright restrictions), order information, or the opportunity to purchase a complete photocopy, CD-ROM, or duplicated cassette tape (California Adult Education Products, California Adult Education Archives, or VESL/Workplace Clearinghouse items). A total of 2,380 items were distributed by fax, email or U.S. mail to California adult educators in 2006-07.

In 2006-07, visitors drilled down on the OTAN Web site to find information 160,572 times, averaging 13,381 browses for information per month. Web tracking data showed an average of 109,271 visits to the Web site per month.

Client surveys conducted during the year showed a high degree of satisfaction with OTAN reference services. Clients used OTAN as a portal to link to other Web sites that have good adult education resources, for support in integrating technology into instruction, to model on sample course outlines and lesson plans, to locate directory information about individuals and programs, for quick access to workshop and conference information, to locate information for improving instruction (best practices), to find adult education program requirements, to keep current on legislative information impacting programs, to find data for making a presentation, to look up California or federal regulations governing adult education, to find references or full text articles for writing a report, and to find stories of successful graduates to motivate current students and/or market adult education. (See Exhibit 7.b)

**REFERENCE SERVICES SURVEY RESULTS**

**A. How completely was your information need answered?**

<i>5=completely</i>		<i>1=not answered</i>	
Answer	No. of times answered	Percentage	
5	6	75%	
4	0	0%	
3	0	0%	
2	0	0%	
1	2	25%	

**B. How would you rate the OTAN Reference Services?**

<i>5=excellent</i>		<i>1=poor</i>	
Answer	No. of times answered	Percentage	
5	6	75%	
4	0	0%	
3	0	0%	
2	0	0%	
1	2	25%	

Exhibit 7.b

**C. How did you use the information you received?**

Task	No. of times answered	Percentage
Other	3	38%
For program improvement	2	25%
For professional development	2	25%
To verify program requirements	1	13%
To design a course	1	13%

**Other:**

- WASC report
- To help a client

**D. How have the use of the services on the OTAN Web sites helped you?**

Task	Number of times answered	Percentage
Able to submit other data online (reports, surveys)	2	25%
Able to access CDE & Leadership Projects (CASAS, CALPRO, CDLP) staff	2	25%
Able to submit Course Approvals (A22) online	1	13%
Able to submit applications online	1	13%
Able to share ideas and opinions through Q&A and/or listservs	1	13%

Exhibit 7.b (continued)

**F. How have you used information in the OTAN Web sites?**

Task	Number of times answered	Percentage
For quick access to workshop and conference information	2	25%
To keep current on legislative information impacting programs	2	25%
To model on sample course outlines/lesson plans	2	25%
To locate information for improving instruction (best practices)	2	25%
To locate or link to other web sites that have good adult education resources	2	25%
To locate directory information about individuals and programs	1	13%
To look up California or federal regulations governing adult education	1	13%
To locate vendors of adult education materials	1	13%
For support in integrating technology into instruction	1	13%
To find adult education program requirements	1	13%
To develop a local agency Technology Plan	1	13%
To find stories of successful graduates to motivate current students and/or market adult education	1	13%
To order CA adult education products	1	13%

**G. How would you rate the OTAN Web sites for ease of use?**

Answer	Number of times answered	Percentage
5	4	50%
4	2	25%
3	0	0%
2	0	0%
1	0	0%

Exhibit 7.b (continued)

OTAN is responsible for making available at cost of distribution the products of CDE Adult Education Office professional development and curriculum development efforts. The items are publicized on the OTAN Web site in the Adult Education Products section of OTAN Resources and by presentations at professional conferences. An online order system is available. English for All CDs and DVDs continued to be the most popular with 213 items shipped this year. (Exhibit 7.c)

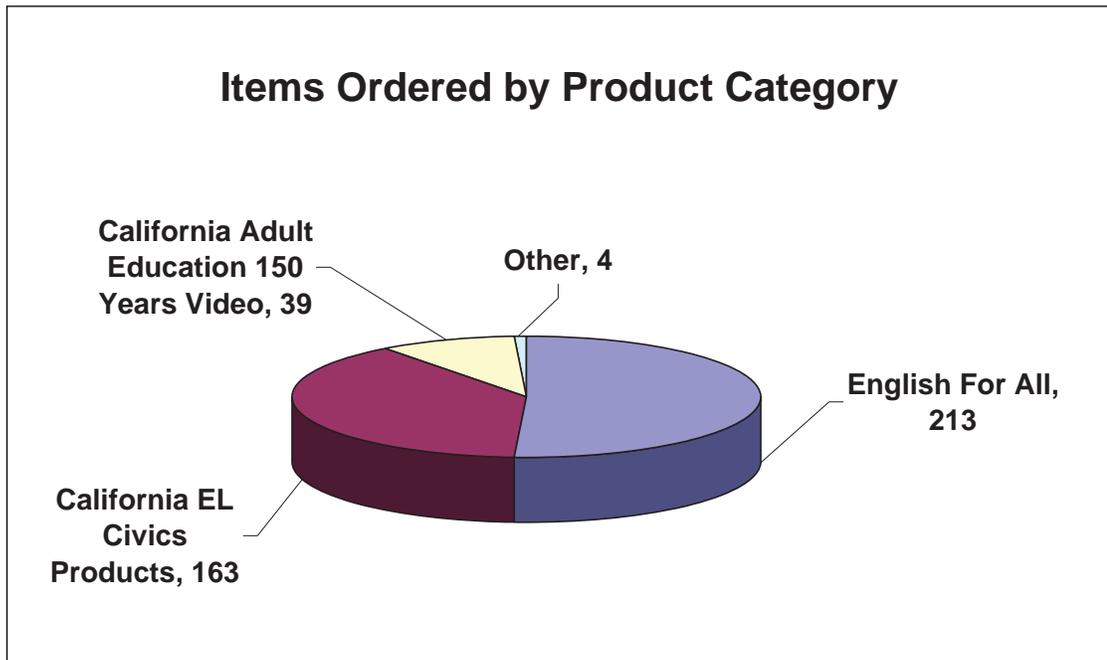
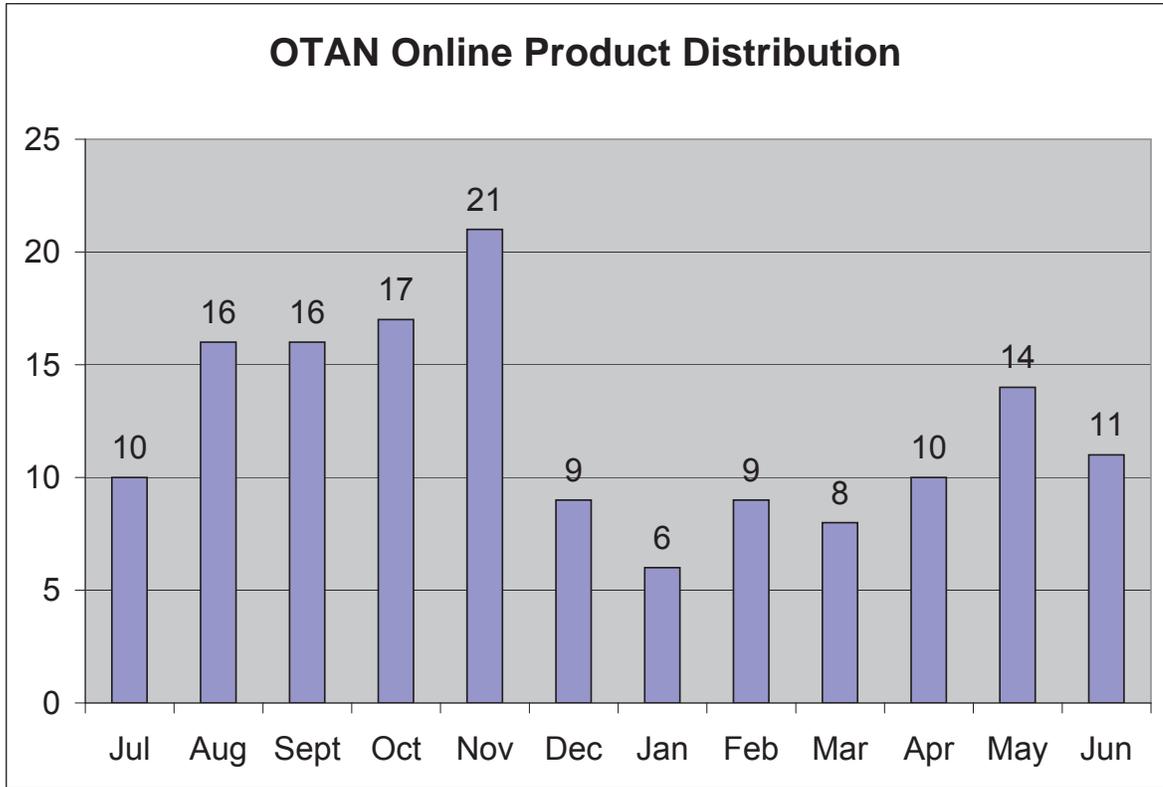


Exhibit 7.c

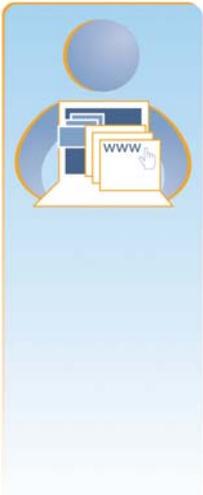
## 8. Innovative Systems

OTAN provides a host of services and resources for adult education teachers to assist with implementing technology-based instructional strategies. One of these is the online Lesson Plan Builder, at [www.adultedlessons.org](http://www.adultedlessons.org). This online tool allows teachers to create complete and detailed lesson plans, store them online, and share them with colleagues.

The Lesson Plan Builder was completed and went live in the final quarter of 2004-05. (Exhibit 8.a) Following the launch of the site, OTAN collaborated with CALPRO to develop a workshop on lesson planning that integrated use of the Lesson Plan Builder into the curriculum. During 2005-06, this workshop was offered a number of times, and it was found that there was so much content in the workshop that frequently time ran out before the online Lesson Plan Builder could be presented. As a result, it was agreed that OTAN would hire a lesson planning expert to create a separate, follow-up workshop to train teachers on using the online tool. This year the new workshop will be developed and offered four times.

*"I was one of five or six teachers who attended your Lesson Plan Builder session. I have to tell you that I'm glad I did. Thank you so much for making my life easier - so much easier."*

*- Workshop participant from Clovis*



### Lesson Plan Builder Objectives Screen

**THE LESSON PLAN BUILDER** **OBJECTIVES**

My Home | Create a rubric at Rubistar | Upload an attachment | Find Assessments | Make Lesson Plan Public | Get Help Here! | Sign Out

**Lesson Preparation**

- Basic Info
- Objectives**
- Resources

1. Warm-up/ Review

2. Introduction

3. Presentation

4. Practice

5. Evaluation

6. Application/ Extension

**PURPOSE:** Determine what learners will be able to do upon completion of the lesson, specify California Content Standards and CASAS Competencies addressed by the lesson.

Lesson goal based on student need:

Lesson Objective(s) - Students will be able to:

Option: Backward Design ?

Be sure to press "Save Changes" to save your above changes!

Save Changes

Exhibit 8.a

Both OTAN trainers and CALPRO trainers promoted the Lesson Plan Builder in 2006-07, and there are currently 3,167 registered users. Some 2,638 users logged in during the year, an average of 219 per month, and 1,532 actually worked on a lesson plan. Some adult schools promoted the tool internally to their teachers, and there

were 21 programs that had ten or more teachers registered by the end of the year. Los Angeles USD led with 101 teachers registered, followed by Santa Ana College (28) and Downey Adult School (26). 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 boasts 53 lesson plans in the Lesson Plan Builder account. (Exhibit 8.b)

<b>LESSON PLAN BUILDER REPORT</b>	
<b>Approximately 3,167 unduplicated users as of July 1, 2006</b>	
<b>Agencies with at least 10 people registered</b>	
LAUSD (101)	El Monte-Rosemead Adult School (15)
Santa Ana College (28)	Simi Valley Adult School (15)
Downey Adult School (26)	Vista Adult School (14)
Mt. Diablo Adult Education (25)	Chaffey Adult School (14)
Hacienda La Puente Adult Education (20)	Garden Grove Unified School District (12)
Sacramento City USD (20)	Monterey Adult School (12)
Palm Springs Adult School (19)	Hanford Adult School (11)
Oakland Unified School District (19)	Long Beach School for Adults (10)
Stockton School for Adults (18)	Bakersfield Adult School (10)
San Diego Community College District (17)	San Bernardino Adult School (10)
CALPRO (16)	

<b>LESSON PLAN BUILDER REPORT</b>	
<b>Agencies with at least 10 Lesson Plans (CA only)</b>	
Los Angeles Unified School District (71)	Oakland Unified School District (22)
Downey Adult School (64)	Palm Springs Adult School (19)
Vallejo Adult School (64)	CALPRO (17)
Elk Grove Adult and Community Education (55)	San Diego Community College District (16)
Sacramento City USD (50)	TDC (15)
Simi Valley Adult School (49)	Chaffey Adult School (13)
Vista Adult School (36)	Hanford Adult School (13)
Santa Ana College (33)	Long Beach School for Adults (13)
Mt. Diablo Adult Education (31)	Sacramento High School (12)
ProjectSTAR (27)	Stockton School for Adults (12)
Garden Grove Unified School District (24)	Beaumont Adult School (11)
Fremont Adult School (23)	New Haven Adult School (10)
Hacienda La Puente Adult Education (22)	

Exhibit 8.b

Lesson plans can now also be submitted for publication. Submitted lesson plans are reviewed by two field experts, and the author receives feedback on possible improvements. Once the author has made required changes, the lesson plan is made public. This year, 34 lesson plans were submitted for review, but only seven lesson plans were made public. As the process is streamlined, it can be expected that many more will be added.

Adult education teachers and teacher/coordinators make up the largest group of Web site members. To meet the needs of this client group, OTAN maintains a section of the Web site called Teaching Tools & Resources. The 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, Corrections is included as a special educational setting.

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.

Other kinds of full text resources and annotated links to other sites that teachers will find in Teaching Tools & Resources include tips for using the Internet, how to create a Web site, links to online tools, hardware reviews, software tutorials, and information about online courses.

“My Resources” is a feature that allows teachers to bookmark links that they find interesting and want to visit again. Users can also add notes about the item. To review selections, the user chooses Preferences from the top menu bar, and then My Resources. Four hundred thirty three clients used the My Resources feature to bookmark items, and 141 organized their bookmarks into personalized folders.

OTAN also continued to maintain and expand the online dictionary for adult education that 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 newly hired 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 615 terms, and can be viewed via the OTAN Web site, or independently at [www.adultedterms.org](http://www.adultedterms.org). (Exhibit 8.c)

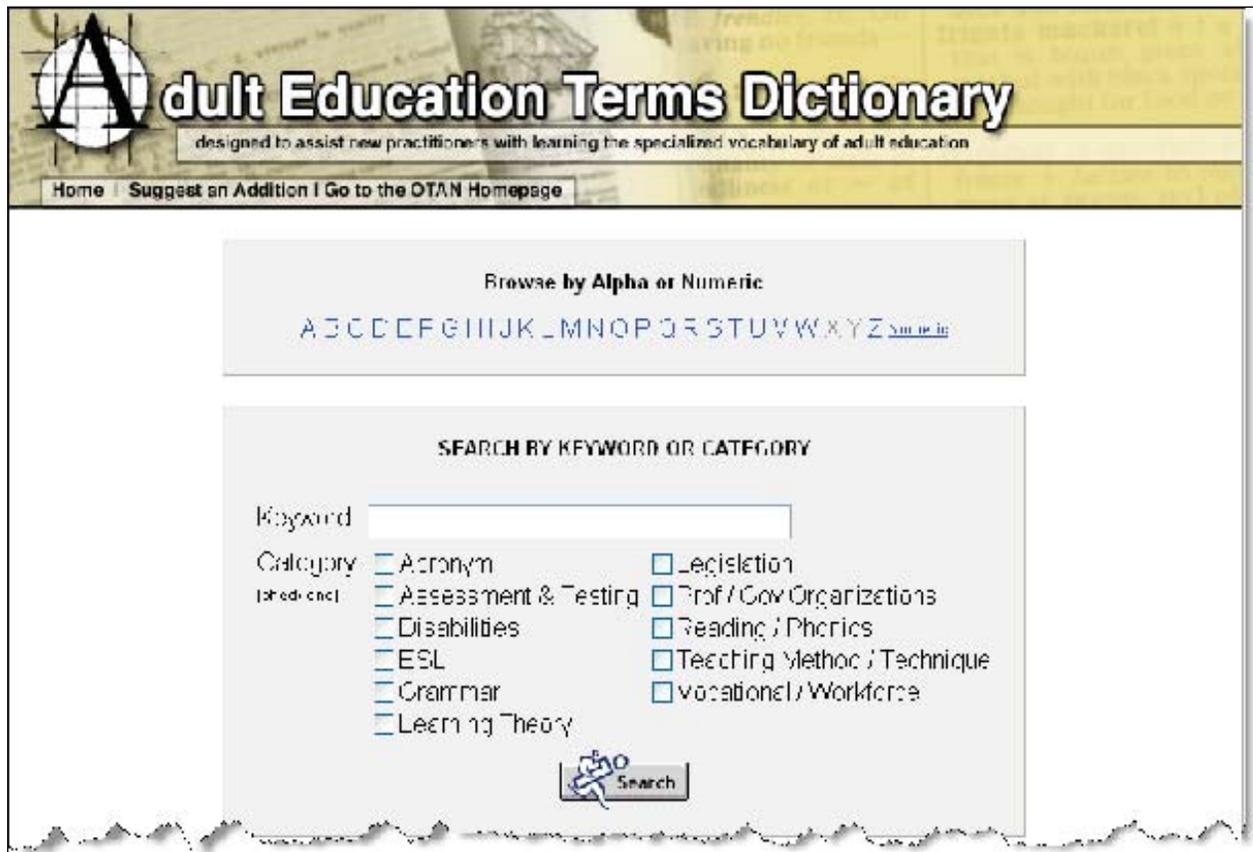


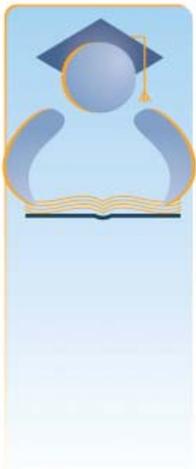
Exhibit 8.c

## 9. Students Succeed Project

**A**dult 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](http://www.adultedlearners.org)).

In 2006-07, there were two nomination deadlines, and a total 21 individuals were accepted and added to the Web site. At the end of the year, the stories of 161 successful students were posted on the project Web site.

At the ACSA conference in September, four 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 Masami Suruki, a woman of Korean decent, who came from Japan to New York City. Several years later she found herself in Oakland, divorced, with three young sons. She attended Oakland Adult School to improve her English and a community-based program that helps women start their own businesses, CEO Women. Ms. Suruki now runs a successful massage therapy business. (Exhibit 9.a)




**Adult Education Students Succeed**

Home Schools Programs Students About Nominate Search  Print-friendly version

**Masami Suruki**

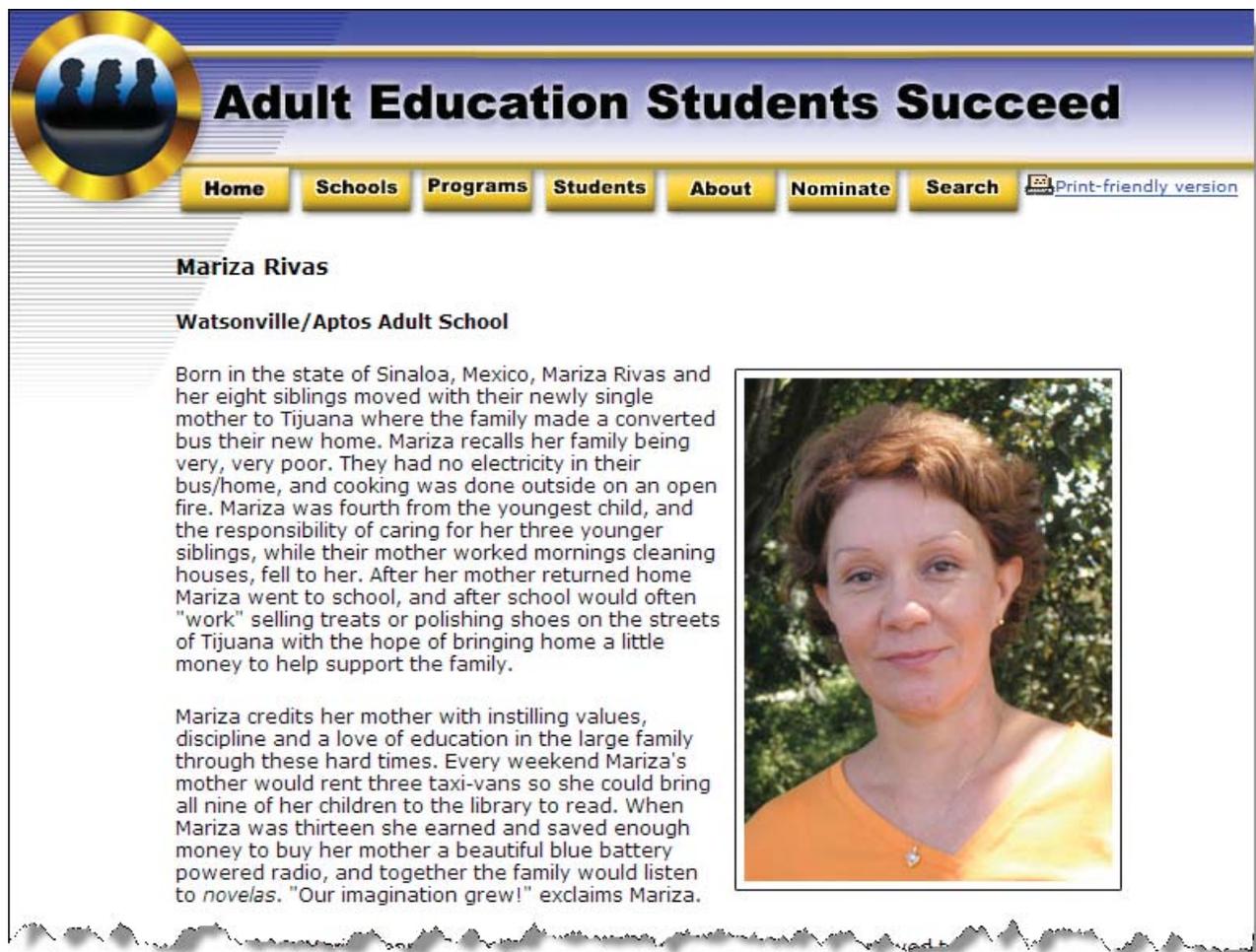
**C.E.O. Women**

Masami Suruki was born in Japan to a Korean family. She was able to uphold some of her Korean culture and tradition in spite of the persecution leveled against Koreans by many Japanese. Practicing some aspects of her culture was strictly forbidden. Her parents would tell her, "Korean people were below Japanese people." In her mid-twenties, Masami started working three jobs, at a travel agency, in a restaurant, and as a dishwasher at a nightclub, so she could save money to go to the United States. She wanted to come to the United States "for freedom."

Masami was 27 years old when she finally arrived in New York City. She graduated from a dental technician school, but quickly realized it was not for her. She had formal training in massage therapy, a skill her parents had encouraged her to pursue. After some time in the country, Masami married a restaurant owner. Masami talks about her marriage: "I was very young and I didn't understand about love. He was very strict. He would come home at 4:30 in the morning even though we had three children. I did all the work. He never takes me any money. He saw other women in the

Exhibit 9.a

Another recipient, Mariza Rivas, came from a poor family in Sinaloa, Mexico. At age 19, she was married and moved to San Diego where her husband was earning his bachelor's degree. Maria attended ESL and sewing classes in San Diego, and continued her studies when the family moved to Escondido and then Watsonville. She completed her GED and went on to Cabrillo College, eventually achieving her lifelong dream of becoming a nurse. Her husband was a successful school administrator and eventually was elected mayor of Watsonville. Maria considers herself a lifelong learner, and continues to take computer classes at Watsonville Adult School. (Exhibit 9.b)



The screenshot shows a website titled "Adult Education Students Succeed". It features a navigation menu with buttons for Home, Schools, Programs, Students, About, Nominate, and Search, along with a "Print-friendly version" link. The main content area is dedicated to Mariza Rivas, with her name and school listed. A paragraph describes her background in Sinaloa, Mexico, and her journey to becoming a nurse. A photograph of Mariza Rivas is included on the right side of the text.

Exhibit 9.b

To publicize the project, OTAN maintains the California Adult Education Students Succeed Web site, accessible in the OTAN People and Organizations area and through the URL [www.adultedlearners.org](http://www.adultedlearners.org). The page contains learner success stories with photos and information about the adult education agencies that nominated them. The site may be searched by agency, program area, and learner name.

Nominations may be submitted by any California adult education agency at any time. All nominations are reviewed for completeness and for how closely they address the criteria stated on the nomination form. The database now totals 161 successful graduates nominated by 88 adult education agencies.

## 10. Support for Professional Development Centers

OTAN has supported the regional network of adult education resource centers with technical assistance and professional assistance for 16 years. In 2006-07 the centers continued to be managed by the California Adult Literacy Professional Development Project (CALPRO). Ten centers and two satellite centers are supported. The resource centers have small depository collections of archival materials for which OTAN provides centralized cataloging and distribution. An online searchable database of materials can also be accessed through the OTAN Web site and through the Web pages of the individual centers.

OTAN continuously updates a user manual for the PDC managers and provides a hands-on training for any new PDC Managers and support staff who need to review the features of the depository library system. Included in the manual are the depository cataloging and distribution system, the online searchable database, the optional feature for centers to enter their local materials in the online database, and a Web-based library circulation system. (Exhibit 10.a) In July 2006, five PDC managers and staff were trained on the library system.



Exhibit 10.a

A survey was done of PDC usage of training modules previously developed by the Staff Development Institute (SDI). OTAN initiated a project of scanning the print masters of the older training modules still in use in order to create PDF files for distribution to PDC managers on the CALPRO Intranet. This year, 14 SDI modules and facilitator guides were recreated and the project is now complete.

The OTAN Director and/or other key staff usually attend the Professional Development Center Managers quarterly meetings to update the managers on OTAN initiatives and to coordinate the delivery of OTAN staff development in the regions.

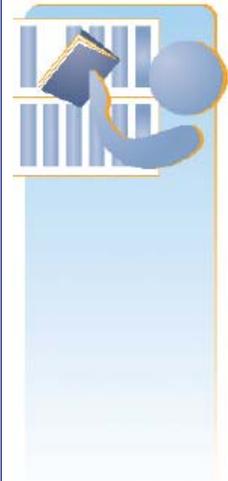
Since this was the final year of the CALPRO contract, OTAN generated inventory lists for all the PDCs, and the PDCs inventoried their library materials. After receiving updated inventories, OTAN mailed 169 replacement items to the PDCs to replace missing materials. In all, 256 items were sent to the PDC libraries this year.

## 11. CA Adult Education Archives

OTAN maintains the only Archives of California Adult Education information. Included are books, reports (e.g. researchers and contractors), newsletters, other types of print documents (e.g. testimony, letters, and notes), files of adult educators and projects, videocassettes, audiocassettes, slides, and photographs. Newly donated items were cataloged into the collection and some California items formerly located in an education technology collection were archived for a total of 1,868 cataloged titles. (Exhibit 11.a)

OTAN ADULT EDUCATION ARCHIVES COLLECTION			
TOPIC	ITEMS	TOPIC	ITEMS
Archives (by Title)	89	CLASS Level 2	9
309 Projects	16	Community Colleges	13
310 Projects	9	Competency Based Ed. (A-K)	21
Adult Ed. 1950's	11	Competency Based Ed. (L-Z)	15
Adult Ed. 1960's	21	Correctional Education	6
Adult Ed. 1970's	22	Crossroads Café	53
Adult Ed. 1980's	22	Disabled Populations	35
Adult Ed. 1990's	35	Distance Learning	25
Adult Ed. Handbook	16	DNAE	14
Adult Ed. Institute (By Title) A-H	8	English for All	30
Adult Ed. Institute (By Title) I-Z	10	GAIN	24
Adult Ed. Institute Policy Options	18	LA CAPS Citizen	10
Adult Ed. Statistics	11	LA CAPS Consumer	10
Adult Ed. Two-Thousands	21	LA CAPS Family	6
Adult English (Second Language)	113	LA CAPS Health	6
Adult Leadership 1979	10	LA CAPS Worker	8
Adult Literacy	75	LAES	2
Adult Performance Level	6	Lifelines	22
Adult Schools	10	Madison Heights	20
Adult Secondary Education	19	NOMOS Projects	13
Amnesty/IRCA	20	Older Adults	9
CA State ABE Plans	20	On Common Ground	34
CACE	8	One Stop Centers	25
CalWORKS	4	Oral History	56
CASAS (By Title) A-B	18	OTAN	82
CASAS (By Title) C-C	32	Parent Education	26
CASAS (By Title) D-Z	49	School Effectiveness	15

Exhibit 11.a



CASAS Curric Index	19	Slides	15
CASAS Disabled Populations	3	Staff Development	156
CASAS Final Report	13	Technology	1
CASAS IRCA	14	Videos	66
CASAS Summer Inst.	24	Vocational Ed.	19
CBE Staff Devel	38	Vocational ESL	76
CDE State and Federal Reports	42	Welfare Reform	2
Citizenship	58	Workforce Development	18
CLASS Level 1	11	Workplace Education	10
<b>TOTAL ITEMS IN COLLECTION 1,867</b>			

Exhibit 11.a (continued)

During the contract year, OTAN staff completed the upgrade of the combined library database from MS Access to an entirely Web-based cataloging system in Cold Fusion.

Preservation of significant California adult education archival material through digitization is an ongoing project. To date approximately 35 percent of the print titles in the Archives are also available electronically. During the year, PDF documents on the Web site were accessed 120,543 times.

While the Archives do not circulate, they are accessible to adult educators through the database of bibliographic records that is electronically available on the OTAN Web site, through room-use in Sacramento or the regional PDC libraries, and through copies of items made for legitimate researchers (free of charge to those in California). Two professional librarians are available to interpret the collection to users, and it is used as a resource for OTAN's reference services.

During 2006-07, California adult educators used the Archives collection to locate information on adult program enrollment statistics from the 1980s and 1990s, vocational English as a second language and workplace training models, employment related vocabulary, changes in California adult class offerings since the 1940s, reports to the California Legislature on adult education, and California EL Civics products for use in ESL classes. Leadership Project and CDE Adult Education Office staff used the Archives for background on initiatives for small schools, resources related to model standards, sample RFPs for project contractors, and lists of graduates of leadership programs.

At the request of the Adult Education Office, OTAN maintains a process for sending CDE Adult Education Office documents to the California State Library to comply with government depository regulations. In 2006-07, OTAN forwarded two reports and related Machine Readable Cataloging (MARC) records to the State Library on behalf of the Adult Education Office and also submitted two reports to all 17 full depositories. (Exhibit 11.b )

STATE LIBRARY SUBMISSION OF ADULT EDUCATION MATERIAL Interim Report 7/1/06 – 6/30/07						
CATEGORY/DOCUMENT TITLE	REFERENCE ID	DATE PUBLISHED	DATE SENT	SUBMIT FORMAT	COPIES TO STATE LIBRARY	COPIES TO FULL DEPOSITORY
<b>CDE State and Federal Reports</b>						
California Annual Performance Report: Federally Funded Adult Education Workforce Investment Act Title II Programs: Program Year 2006, July 1, 2005 - June 30, 2006	5776	2007	4/19/07	PDF Print	2	1
End-of-Year Progress Report to the California Legislature: Implementation of the Workforce Investment Act (WIA) Title II, Program Year 2006, July 1, 2005 - June 30, 2006	5775	2007	4/19/07	PDF Print	2	1
<b>OTAN</b>						
Technology Integration Mentor Academy, Report on the First Year, 2004-05	5740	2006	10/30/06	PDF Print	2	
Technology Integration Mentor Academy, Report on the Second Year, 2005-06	5747	2006	10/30/06	PDF Print	2	

Exhibit 11.b

Processing and developing finding aids for archival collections continued in 2006-07. Collections completed included Adult Education Conference Catalog Collection (five boxes), California Staff Development Institute Collection (eight boxes), and the Adult Education Leadership Training Program Collection (two boxes). As a part of the processing, over 50 photos representing California Programs of Excellence were scanned into a database for future use. A standards-based archiving template will be added to the OTAN cataloging system in the 2007-08 year so that finding aids can be shared with the Online Archive of California.

## 12. Workplace

**O**TAN supports the efforts of local providers of literacy skills in a workplace context through two initiatives, the VESL Workplace Clearinghouse and the Employment Training Library.

The VESL Workplace Clearinghouse provides a response to the need that many agencies have for workplace learning and vocational English as a Second Language materials. Publicly funded curriculum development projects whose products are not commercially published deposit them in the VESL Workplace Clearinghouse. These materials were catalogued and publicized, and single copies made available for the cost of duplication. A print catalog is distributed at appropriate adult education conferences and by mail, and an electronic version of the Clearinghouse catalog is available for searching on the OTAN Web site. (Exhibit 12.a)



VESL SUMMARY OF MATERIALS & SERVICES	
SUMMARY ITEMS	TOTAL
Cataloged Titles	458
Requests Received	102
Materials Sent	182
Total Number of Catalogs Distributed	392

Exhibit 12.a

During 2006-07, the Clearinghouse catalog contained 458 items, and 182 items were distributed in response to 102 requests. Since the catalogue was converted to a CD in the previous year, OTAN copies and distributes the CD as requested, or it can be downloaded from the OTAN Web site as a PDF document.

The Employment Training Library that was originally developed with Joint Training Partnership Act (JTPA) funding has been even more utilized through marketing to the adult education community. The collection consists of 1,185 print and video items. In 2006-07, 765 items were loaned to 402 patrons, and research using the collection was done for an additional 73 patrons. (Exhibit12.b)

ETL SUMMARY OF MATERIALS & SERVICES	
SUMMARY ITEMS	TOTAL
Print and Video Items	1,185
Materials Loaned	765
Patrons Requesting Material	89
Patrons Requesting Research	73

Exhibit 12.b

### 13. Technology Integration Advisory Group

The Field Technology Integration Advisory Group decides which emerging technologies to focus on and how OTAN can best provide these services to adult educators in California. This year, the group consisted of five instructors and four administrators who are leaders in technology integration, and represented small, medium and large programs, as well as the basic skills areas of both ESL and ABE/GED/ASE. (Exhibit 13.a)

OTAN TECHNOLOGY INTEGRATION ADVISORY COMMITTEE 2006-07	
Barry Bakin, Instruction Leader, ESL	Division of Adult and Continuing Education, Los Angeles Unified School District
Michael Barnes, Education Coordinator, ABE and GED	Mary Lind Foundation
Richard Crane, Principal	Vista Adult School
Ron Fujihara, ESL and Lab Instructor	Long Beach School for Adults
Susan Gaer, Instructional Leader, ESL	Santa Ana College
John Kerr, Director	Baldwin Park Adult and Community Education
Penny Pearson, Vocational Instructor	Winterstein Adult School
Sheila Shaw, Instructional Leader, ABE/ASE	Continuing Education, San Diego Community College District
Melanie Wade, Principal	Fremont Adult School
Dave Williams, Instructional Leader, ABE/ASE	Beaumont Adult School

Exhibit 13.a



The group met in January 2007. After reviewing the accomplishments of the previous year, participants went to the lab for an interactive tour of the newly re-designed OTAN Web site and an overview of Moodle, the online course management program that OTAN has made available to the field for teachers who would like to try it out. There were four topics.

**TOPIC 1: What is the best way to get technology integration skills to the classroom level?**

- Require a professional development plan that includes at least one technology goal
- Present data to teachers on effectiveness of using technology – could include student evaluations of classes, assessments, and attendance data
- Tie professional development to salary increases, step advancement
- Revise curriculum and standards to include technology
- One program dropped the seat time requirement for high school classes if they do their work online, or to compensate for more time spent on projects
- Invite administrators in to see technology-based activities
- Assign mentor role to some teachers as part of their contract
- Build a culture of professional development
- Provide administrative support for the use of technology
- Administrators model use of technology

**TOPIC 2: What should we do with all the data we have from the agency technology plans?**

This discussion led to considering what data might truly demonstrate the results of technology integration in the classroom. Some of the suggestions that were made are listed here.

1. Case studies will be more effective than CASAS data
2. Anecdotal data will show more, such as students knowing how to dial 911
3. Student surveys about their perceptions of outcomes
4. Investigate how technology has changed teaching practices
5. Contact Mark Warschauer about qualitative research
6. Regarding teacher skills and tech support data
  - i. Aggregate data by small, medium, large agencies, because otherwise not comparable
  - ii. Look for common strands in the needs, goals, objectives – how did they change year to year?

Based on this discussion, OTAN formulated a strategy to pursue more research on the use of technology in the classroom, and initiated research projects with CASAS and with Dr. Mark Warschauer at the University of California at Irvine, an international expert on technology integration and social inclusion.

**TOPIC 3: What technologies should we focus on?**

Through a process of adding to four lists and then prioritizing items on each list, we came up with the following list of 15 topics, in order of priority.

1. Moodle
2. Web pages for classes
3. Podcasting
4. MovieMaker
5. UnitedStreaming
6. Basic computer maintenance
7. Professional Development Videos
8. Teacher-made videos
9. PowerPoint
10. Web Resources (updated, annotated, reviewed and easy to use list)
11. Interactive whiteboard
12. Cell phones
13. Digital camera/Photoshop
14. Scanners
15. Audio card reader

OTAN provides Moodle sites for interested teachers. Moodle is an online course management shell that teachers can use as a class Web page or to teach completely online. Workshops on various free and easy ways to create class Web pages are also offered. Producing professional development videos is included as a contract deliverable, and reported in Section 15 of this report. Most of the other topics are covered in workshops offered by OTAN trainers, conference presentations, and training for TIMAC participants.

Because of advisory group recommendations, a project was initiated with Unitedstreaming and piloted with 50 teachers in the spring of 2007.

The Technology Integration Advisory Committee met via online meeting in June 2007.

One interesting question discussed in that meeting was:

**TOPIC 4: If you could request researchers to answer one question about technology in adult education, what would it be?**

- How is technology facilitating opportunities for adults to learn who would not otherwise have the opportunity?
- We know that it engages learners, but does it increase learning?
- Is technology worth the investment we make in it?
- Does the use of technology increase persistence of students in the classroom?
- What technology skills are public and private employers looking for at the entry level?
- As a classroom instructor, is there a way to match the technology with the student's learning style?

## 14. Technology Planning Support

**D**uring the 2006-07, 172 EL Civics agencies were required to submit a technology plan online. Training was provided to 28 participants from 24 agencies on how to proceed with the technology planning process via five online workshops. There were fewer participants than in previous years because there were no changes in the technology plan submission form and no new agencies were allowed to apply, so only staff new to the technology planning process or those wishing for a refresher were encouraged to attend. Feedback on delivering the information via teleconference was generally favorable, with numerous comments appreciating the convenience of not having to travel to training.

Technical support regarding the online technology plan submission was provided by 67 phone and email contacts. Each technology plan was reviewed by two readers, and agencies that did not pass the review were offered assistance until all agencies had completed an appropriate plan. Contacts with agencies to provide technology planning support totaled 68 in 2006-07.

Although 26 agencies were not initially approved, all 172 agencies eventually successfully completed technology plans as a result of these efforts. Agency types include adult schools of all sizes, community college adult education programs, libraries, county offices of education, and CBOs. (Exhibit 14.a)

*“Training was excellent. Access and preparation was complete. Presentation met agency needs. Have awareness of requirements, procedures, and due date as well as suggestion for successful presentation of the plan.”*

*-Participant*

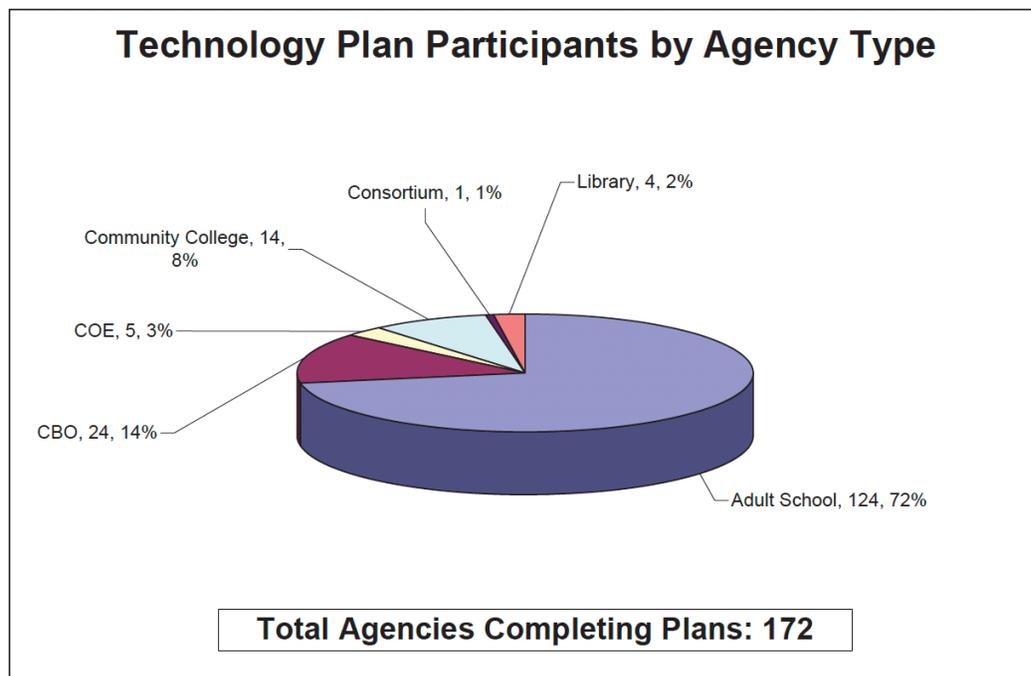


Exhibit 14.a

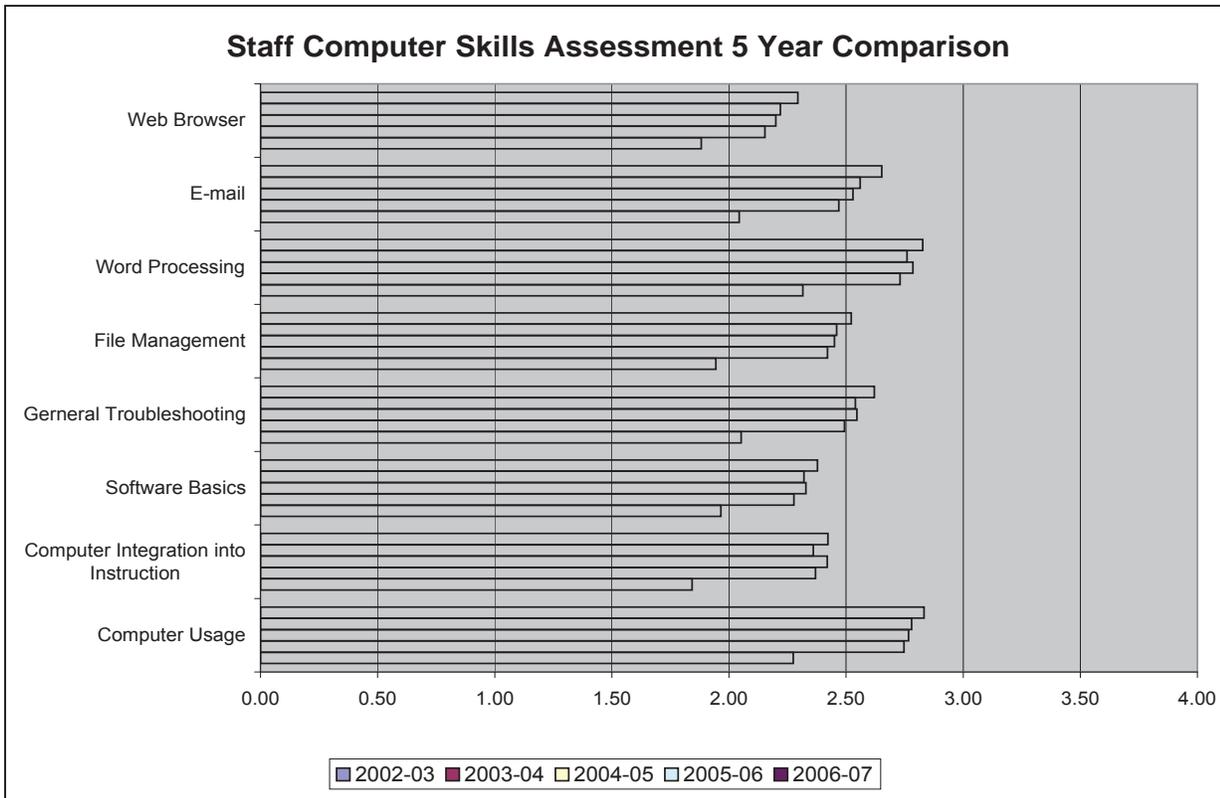


Exhibit 14.b

Data on staff skills was collected from 3,785 instructors, administrators and support staff in 2006-07. A five-year comparison of staff computer skills assessment shows improved self-perception of computer skills in each year. (Exhibit 14.b) The data shows a steady increase in the statewide average on the eight technology skills shown in the chart. The survey asks staff to rate themselves in these areas on a scale from 0 (no experience) to 4 (expert). For example, the average rating for using a Web browser in 2002-03 was 1.88, while in 2006-07 it rose to 2.29. In addition, for the last three years, data has been collected on classroom practices. (Exhibit 14.c)

These questions were asked only of teachers. In 2006-07, five percent of teachers used a word processing program to create classroom materials once a week or more. Forty-eight percent used the Internet to find lesson materials once a week or more. But only four percent maintained a class Web page.

In 2005-06 a process was initiated for revising the state adult education technology plan, and this process continued throughout 2006-07. A planning group was convened in December representing adult schools, community college non-credit programs, library literacy programs, community-based organizations, and the Department of Corrections. (Exhibit 14.d)

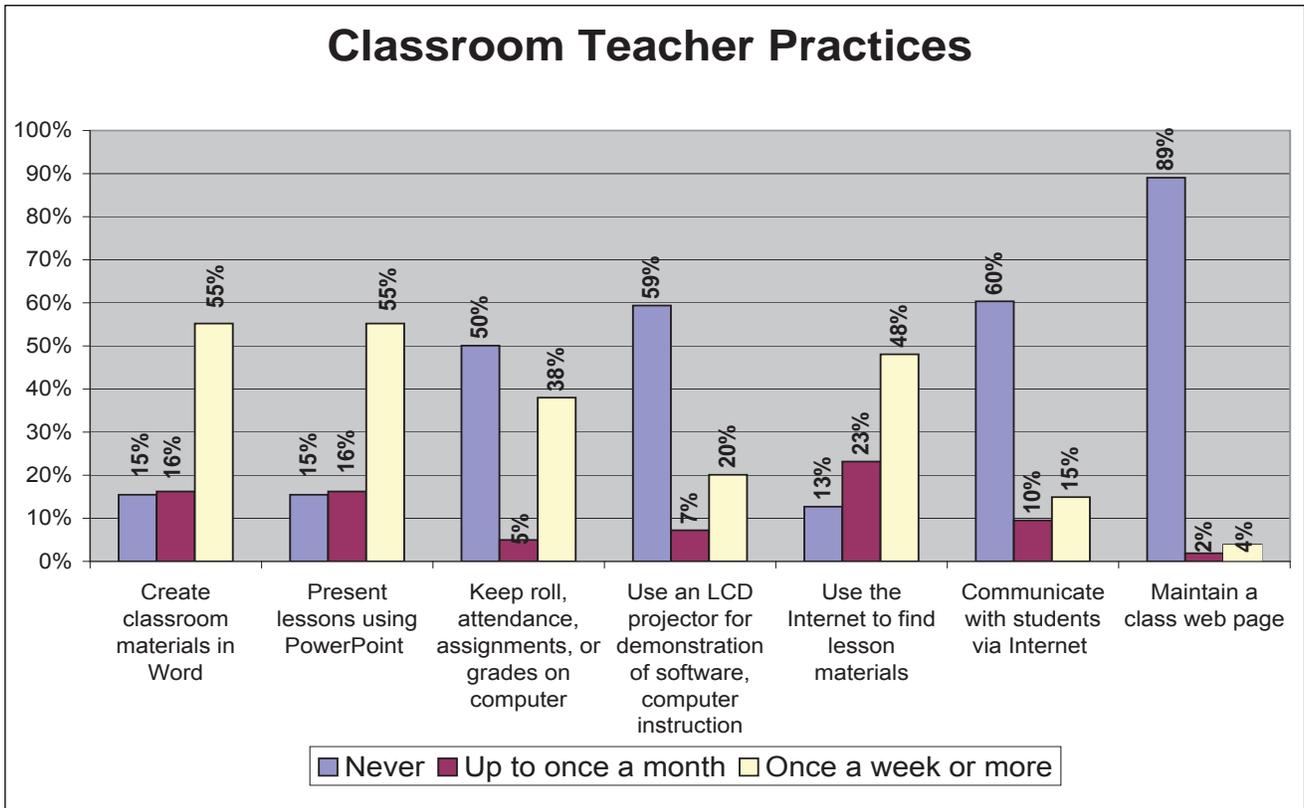


Exhibit 14.c

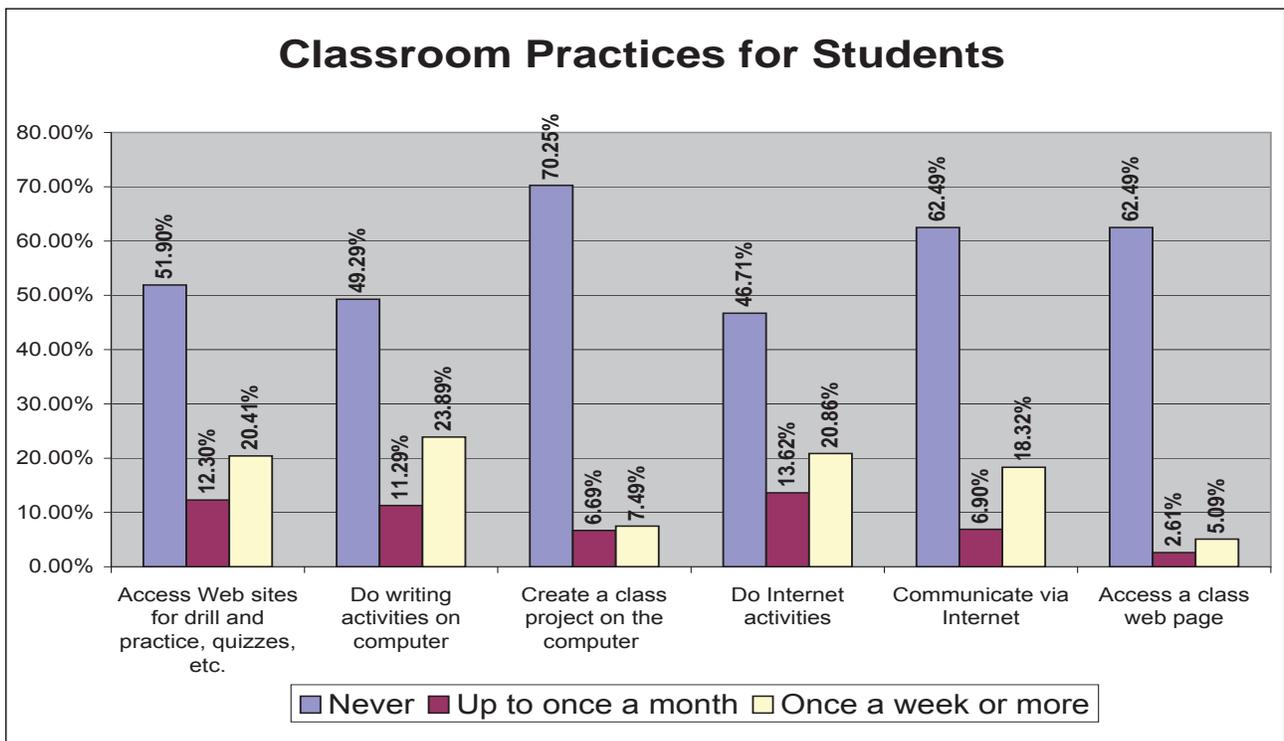


Exhibit 14.d

An initial meeting was held in December 2005, which all but two of the working group members were able to attend. (Exhibit 14.e) Dr. Paul Porter was engaged as a consultant to write the actual plan based on the input from the working group.

<b>California Adult Education Technology Plan Working Group</b>	
Traci Dobronravova, Director	Self Help for the Elderly
Bob Harper, Principal	Watsonville/Aptos Adult School
John Kerr, Director	Baldwin Park Adult and Community Education
Anthony Moss, Coordinator	International Institute of San Francisco
Nancy Primrose, ASE/GED Instructor	Ukiah Adult School
Dennis Porter, Director	California Distance Learning Project
Sam Powers, Division Coordinator	Division of Adult and Continuing Education, Los Angeles Unified School District
Carrie Scott, Director	Carlsbad Library Literacy Program
Sheila Shaw, Instructional Leader and ABE Instructor	Continuing Education, San Diego Community College District
Gary Sutherland	Office of Correctional Education, California Department of Corrections and Rehabilitation

Exhibit 14.e

A draft was developed in January 2006, but at that point the process was suspended because of staffing changes and other issues. In the fall of 2006, work on the plan was resumed. An updated draft was prepared to cover the years 2007-11, and presented to the working group. An online meeting was held in January 2007 to review the draft and get further input. The draft was then posted on the OTAN Web site for public comment until May 2007. Input was also solicited from stakeholders such as the California Department of Corrections and Rehabilitation, whose staff had not been able to attend the meeting, and input was incorporated into the final draft, which was then prepared for review by CDE. The draft was finalized, reviewed by CDE and approved in August 2007, and published.

An additional goal for the current contract is to pilot strategies for meeting the technical support needs of small agencies. OTAN initiated an “Ask the Techie” column in the OTAN newsletter, and “Ask the Techie” topic area on both the OTAN and the Web site Q and A areas. In addition, OTAN promoted a workshop on the subject of Basic Computer Literacy and Troubleshooting which was offered five times in 2006-07 as an online workshop.

## 15. New and Emerging Technologies

OTAN staff research and make available information regarding new and emerging technologies and available learning resources. Newsletters and Web sites are monitored for current information, and a collection of print and non-print cataloged titles related to educational technology is maintained. The collection is a resource for reference services and for technology presentations by staff.

OTAN produces videos of best practices in technology integration, which are made available online and on DVD. This year five video segments and an overview were produced and disseminated on using the document camera/digital presenter in ESL instruction. In addition to the overview, segments included using image prompts to practice English Language skills such as writing, listening and speaking through creating a story or describing a process. Technical features of the document cameras/digital presenters were described in the context of instructional strategies where real life objects such as cans of food or medicine bottles can be used to discuss life-skills such as interpreting nutritional information or understanding medicine labels. These videos are available online by searching for "Document Cameras/Digital Presenters" on [www.otan.us](http://www.otan.us).

Another technology integration video project was on using the audio card reader in language teaching. This video was shot in the spring of 2006 and released in the fall of 2007. The videos have been shown at numerous conference presentations in order to disseminate models of practice. In addition, many adult education programs in California are creating their own digital video materials. (Exhibit 15.a)

*"There are SO MANY applications for digital video in the classroom - teachers could show videos on specific topic areas, create 'template' projects that students could finish with their own title slides, pronunciation guides - this is just too cool."*

- Participant

### Videos: Best Practices Using Technology in the Adult Education Classroom

New in 2006-07

#### **Audio Card Readers – Creative Activities for the ESL Classroom: Supplemental Activities**

Running Time: 4:05 min. Production date: July 2006

Audio card readers can be used by individuals or pairs to practice vocabulary and pronunciation. Beth Bogage, ESL and VESL instructor at San Diego Community College District, demonstrates how.

#### **Audio Card Readers – Creative Activities for the ESL Classroom: Sequencing Activities**

Running Time: 3:56 min. Production date: July 2006

Students listen to parts of a conversation on audio cards, and put the conversation into a sequence and then practice. Steve Gwynne, Vocational ESL instructor at San Diego Community College District, demonstrates how.

Exhibit 15.a

<p><b>New in 2006-07</b></p>
<p><b>Audio Card Readers – Creative Activities for the ESL Classroom: Following Instructions and Filling Out Forms</b></p> <p>Running Time: 8:26 min. Production date: July 2006</p> <p>Audio cards can be used to teach following instructions in a variety of contexts as well as listening for information in order to fill out a form. Barry Bakin, ESL Instructor in the Los Angeles Unified School District adult education program and a pioneer of using audio card readers for instruction and practice, demonstrates.</p>
<p><b>Document Camera/Digital Presenter Uses in Adult Education – General Use</b></p> <p>Running Time: 1:29 min. Production date: November 2006</p> <p>Similarly to traditional overhead projectors Document Cameras/Digital Presenters are used to project an image onto a bigger area on the wall. This equipment eliminates the need for transparencies, and allows for projecting color images and three-dimensional objects. Teachers at Milpitas Adult Education Program talk about their favorite features.</p>
<p><b>Document Camera/Digital Presenter Uses in Adult Education – Picture Matching</b></p> <p>Running Time: 1:52 min. Production date: November 2006</p> <p>Hongyan Zheng, an ESL teacher at Milpitas Adult Education, shares an activity with the document camera/digital presenter. Beginning English Language learners cut out and organize story strips, and by doing that practice language skills and demonstrate understanding of content.</p>
<p><b>Document Camera/Digital Presenter Uses in Adult Education – Magazine Group Story</b></p> <p>Running Time: 2:23 min. Production date: November 2006</p> <p>Ann Taguchi, an ESL teacher at Milpitas Adult Education, shares an activity with the document camera/digital presenter. Using a magazine image as a prompt, students collaboratively write a story and tell it to the whole class.</p>
<p><b>Document Camera/Digital Presenter Uses in Adult Education – Magazine Description</b></p> <p>Running Time: 1:37 min. Production date: November 2006</p> <p>Reva Larson, an ESL teacher at Milpitas Adult Education, shares an activity with the document camera/digital presenter. The teacher displays a photo and has students working in pairs. One student is facing the image and describing it to the other student who does not see the photo.</p>
<p><b>Document Camera/Digital Presenter Uses in Adult Education – Idiom Cards</b></p> <p>Running Time: 1:37 min. Production date: November 2006</p> <p>Ann Taguchi, an ESL teacher at Milpitas Adult Education, shares an activity with the document camera/digital presenter. Using a magazine image as a prompt, students create dialogs using newly learned vocabulary and idioms.</p>
<p><b>Document Camera/Digital Presenter Uses in Adult Education – How do you...?</b></p> <p>Running Time: 0:55 min. Production date: November 2006</p> <p>Reva Larson, an ESL teacher at Milpitas Adult Education, shares an activity with the document camera/digital presenter. The teacher displays a photo of an action or process and has students working in pairs. One student is facing the image and describing it to the other student who does not see the photo.</p>
<p><b>Pixley Connect</b></p> <p>Running Time: 5:00 min. approximately Production date: Filmed in May 2007; still being edited</p> <p>Pixley Connect [<a href="http://www.pixleyconnect.org">http://www.pixleyconnect.org</a>], a project of the Great Valley Center in partnership with the AT&amp;T Foundation and Tulare Adult School, is an effort to narrow the digital divide in rural California. The Pixley Connect project brings telecommunication access, education and training to the underserved, predominantly Spanish-speaking community of Pixley, located in the Central Valley of California.</p> <p>This OTAN-produced video contains interviews with the adult learners in this program, their teachers, and the representatives of all the organizations involved in this innovative and promising program. The video also documents the graduation ceremony of the first generation of graduates from the program.</p>

Exhibit 15.a (continued)

**In Collaboration with CALPRO*****Programs of Excellence - Introduction***

Running Time: TBA Production date: Filmed in April and May 2007, still being edited

Programs of Excellence is a program that promotes continuous improvement and honors exemplary adult education providers in California. In 1997, the Adult Education Office of the California Department of Education first invited agencies to apply for Programs of Excellence awards. Since then, 57 programs across the state have received this honor. The designation of Programs of Excellence denotes a program that provides outstanding service to adult learners.

To earn the award, programs undergo a challenging certification process involving self-assessment and review of five program components: curriculum and instruction, learner support services, leadership and planning, learner outcomes, and community involvement and collaboration.

These OTAN-produced video clips illustrate the process and reflections of one of the 2006 Award Recipients – Adult Basic Education Program at Metropolitan Adult Education Program.

***Programs of Excellence - Learner Outcomes***

Running Time: TBA Production date: Filmed in April and May 2007, still being edited

Metro Ed ABE teachers, administrators, staff and learners describe Learner Goal Setting, Skills Attainment, and Learner Advancement aspects of their program and offer examples of promising practices.

***Programs of Excellence - Learner Support Services***

Running Time: TBA Production date: Filmed in April and May 2007, still being edited

Metro Ed ABE teachers, administrators, staff and learners describe Assessment and Placement, Educational Options, and Advisement and Counseling aspects of their program and offer examples of promising practices.

***Programs of Excellence - Leadership and Planning***

Running Time: TBA Production date: Filmed in April and May 2007, still being edited

Metro Ed ABE teachers, administrators, staff and learners describe Assessment and Placement, Educational Options, and Advisement and Counseling aspects of their program and offer examples of promising practices.

***Programs of Excellence - Community Involvement and Collaboration***

Running Time: TBA Production date: Filmed in April and May 2007, still being edited

Metro Ed ABE teachers, administrators, staff and learners describe Assessing and Meeting Community Needs, Learner Community Experience, and Promoting the Agency Mission aspects of their program and offer examples of promising practices.

Exhibit 15.a (continued)

During the contract period, OTAN staff made 51 technology presentations to 1,673 participants. (Exhibit 15.b) Technology presentations include conference presentations, OTAN workshops, and speeches and keynote addresses. John Fleischman was the keynote speaker on the effect of technology on our future at the ACSA conference in September 2006, the CCAE South chapter conference in October 2006, and the Tech Forum in May 2007.

<b>TECHNOLOGY PRESENTATIONS</b>			
Date	Presentation Title	Location	#
7/18/06	Technology Planning	Leadership Institute, Sacramento	25
9/28/06	Technology Projects for Teachers	ACSA, Sacramento	10
9/28/06	Teaching ESL Using Online Delivery	ACSA, Sacramento	19
9/28/06	Education and Technology: Images of the Future	ACSA, Sacramento	280
9/29/06	New Technology for the Classroom	ACSA, Sacramento	13
9/29/06	New Ways to Deliver Professional Development	ACSA, Sacramento	16
10/21/06	New Tools for Web 2.0 in Adult Ed ESL	San Diego, CATESOL	30
10/21/06	Internet Resources for Adult Education	LAUSD DACE Fall Conference	58
10/28/06	New Tools for Web 2.0 in Adult Ed ESL	LA CATESOL, Fullerton	15
10/28/06	Tune in to Technology: Past, Present and Future	CCAIE South, Palm Springs	230
11/2/06	Online Learning - What Works?	Nutrition Grant Adv Bd, San Diego	13
12/1/06	AdultEd Online, Planning for a Learner Portal	Meeting of the Minds, Sacramento	42
2/20/07	Web 2.0 - What Every Adult Educator Should Know	Tech and DL Symposium, Sacramento	4
2/20/07	Distance Teaching Self Assessment	Tech and DL Symposium, Sacramento	8
2/20/07	Exploring Moodle	Tech and DL Symposium, Sacramento	22
2/20/07	Technology Mentors Support Teachers	Tech and DL Symposium, Sacramento	3
2/21/07	Technology and Distance Learning - State of the State	Tech and DL Symposium, Sacramento	90
2/21/07	New Ways of Delivering Professional Development	Tech and DL Symposium, Sacramento	12
2/21/07	Tech and DL Symposium, Sacramento	Tech and DL Symposium, Sacramento	15
2/21/07	Podcasting – Bringing More Audio into Adult Ed Instruction	Tech and DL Symposium, Sacramento	15
2/22/07	Technology Integration - how do you know what you know	Tech and DL Symposium, Sacramento	5
2/22/07	Websites for Your Class	Tech and DL Symposium, Sacramento	10
3/9/07	Web 2.0: What Every Adult Educator Needs to Know	Tech and DL Symposium, Los Angeles	30
3/9/07	Technology and Distance Learning - State of the State	Tech and DL Symposium, Los Angeles	88
3/9/07	Podcasting	Tech and DL Symposium, Los Angeles	14
3/9/07	Technology Mentors Support Teachers	Tech and DL Symposium, Los Angeles	10
3/10/07	Free Website for your Class	Tech and DL Symposium, Los Angeles	11

Exhibit 15.b

3/10/07	Using Tech in the Classroom - How do you know what you	Tech and DL Symposium, Los Angeles	14
3/10/07	What Qualities Make a Good Online Teacher	Tech and DL Symposium, Los Angeles	7
3/10/07	Using Blogs in Educations	Tech and DL Symposium, Los Angeles	8
3/23/07	MyEFA.org	TESOL, Seattle	19
3/24/07	MyEFA.org	TESOL, Seattle	3
3/26/07	New Web-Based resources for AE, Part 1	COABE, Philadelphia	20
3/27/07	OTAN Unveiled	COABE, Philadelphia	18
3/28/07	Products and Web Resources for DL	COABE, Philadelphia	21
3/29/07	New Tech-Based Ways to Deliver Prof Dev	COABE, Philadelphia	27
4/13/07	Using Technology to Transcend Borders	CATESOL, San Diego	57
4/13/07	CATESOL Workshop - TELL-IG Colloquium	CATESOL, San Diego	15
4/13/07	ESL Teachers as Technology Integration Mentors	CATESOL, San Diego	25
4/14/07	New Tools for Web 2.0 in Adult Ed ESL?	CATESOL, San Diego	20
5/4/07	Technology Mentors Supporting Teachers	CCAIE, Fresno	14
5/4/07	Excel to Teach Budgeting, Charts and More	CCAIE, Fresno	30
5/4/07	Basic Computer Troubleshooting	CCAIE, Fresno	31
5/5/07	The Online	CCAIE, Fresno	12
5/8/07	Moodle: An Online Course Management System	CCAIE , Fresno	12
5/18/07	New Technologies that are Changing Education	Tech Forum, Long Beach	120
5/24/07	New Ways of Delivering Professional Development	CDE Regional Mtg, Oroville	10
6/26/07	Technology in the Classroom - What do Teachers Need to	CASAS Summer Institute, San Diego	35
6/26/07	Tools to Support Adult Learners Working at a Distance	CASAS Summer Institute, San Diego	24
6/27/07	Digital Video Projects for Students	CASAS Summer Institute, San Diego	23
6/27/07	Excel to Teach Budgeting, Charts and More	CASAS Summer Institute, San Diego	20
<b>Technology Presentations: 51 Total Participants: 1673</b>			

Exhibit 15.b continued

Some of the other presentations included explanations and sometimes demonstrations of new technologies. Technologies featured included:

- Podcasting
- Websites for Your Class
- Using Blogs in Education
- New Ways to Deliver Professional Development
- Web 2.0
- Excel to Teach Budgeting and Charts
- Digital Video Projects for Students

The Technology Integration Mentor Academy afforded participants opportunities to sample new technologies including digital cameras, portable keyboards and interactive whiteboards. Additionally, academy members participated in a videoconference that included a virtual visit to Año Nuevo State Park that included viewing the elephant seals on the beach via live webcam, and discussions with the park ranger about the possibility of bringing videoconferencing with state parks to adult education classrooms.

In the spring of 2007, OTAN collaborated with the California Distance Learning Project to host two Technology and Distance Learning Symposia, one in Sacramento in February, and one in Los Angeles in March. Both Symposia were well-attended, with a total of almost 300 attendees. OTAN staff presented numerous workshops, and TIMAC participants also provided some technology presentations. Evaluations of the Symposia were positive, with many requests for it to become an annual event. (Exhibit 15.c)

*“Congratulations on a superb, stimulating symposium!”*

*- CASAS program specialist*

*“Thanks for the Web 2.0 workshop. It was all the things you’d been mentioning but I hadn’t had time to figure out.”*

*- ESL teacher*

The Unitedstreaming project was also initiated in this contract year. OTAN negotiated a very favorable contract with Discovery Education’s Unitedstreaming Web site, which provides over 10,000 educational videos for classroom and student use. The purpose of the pilot was to determine whether there was enough content on the site appropriate for adults to make agency subscriptions worthwhile. Stipends were offered for up to 50 teachers to participate in the pilot. They kept a log of their activity on the site, and shared it with their colleagues.

Based on the pilot, a decision was made to pursue a statewide agreement with Discovery Education and continue the project. Teachers were enthusiastic, and teachers in many different program areas found uses for the videos. While 61 percent of the usage during the project was attributed to ESL, other programs also participated, including Adult Basic Education, Career and Technical Education, and Adults with Disabilities. (Exhibit 15.d) One AWD teacher commented, “My colleague loved the measurement and other math videos (good alignment with CASAS Competencies)...” The Unitedstreaming report is included here in Appendix B.

The OTAN Web site also provides resources for implementing technology. A searchable catalog of the bibliographic records for the Education Technology Collection was combined with the Adult Education Reference collection and is available in the Reference Libraries area. Technology conferences are



## SYMPOSIUM SCHEDULE

Sacramento County Office of Education  
February 20 – 22, 2007

### Tuesday, February 20

8:00 - 8:55a	<b>PreSession Check In - Participants MUST be preregistered</b>
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#### Computer Lab

PreSession 9:00a - 2:30p	<b>GED Teacher Training</b> – <i>Pertler</i>
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12:30 - 1:00p	<b>General Session Check In / Networking</b>
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	Mather Room	Board Room	Lab	Library	Room A	Room C	Room B
<b>Session 1</b> 1:30 - 2:30p	Images of the Future – <i>Fleischman</i>	Online ASE Pilot Test – <i>Locci, Johnson, Norton, Porter</i>	GED Teacher Training – <i>Pertler</i>	Interactive Whiteboard – <i>McNally</i>	Web 2.0 – <i>Thacher</i>	English For All – <i>Richmond, Bjorklund</i>	Teaching World Language in Virtual Environment – <i>Quenzer, Larsen</i>
<b>Session 2</b> 2:45 - 3:45p	Putting English to Work – <i>Powers</i>		Google It! – <i>Holt</i>	Technology Integration Mentor Academy – <i>Marceta</i>	Images of the Future – <i>Fleischman</i>	No Session – Available for Networking	Intro to New ABE and PreGED Web-base Software – <i>Pertler</i>

### Wednesday, February 21

8:00 - 8:50a	<b>Continental Breakfast / Check In / Networking</b>
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#### Mather Room

9:00 - 10:00a	<b>Keynote: Technology and Distance Learning -- State of the State!</b> – <i>Porter, Thacher, Fleischman</i>
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Exhibit 15.c

## Wednesday, February 21

	Mather Room	Board Room	Lab	Library	Room A	Room C	Room B
<b>Session 3</b> 10:15 - 11:15a	Parks Online Resources for Teachers (PORTS) - von Hermann	Nuts and Bolts of Distance Learning - Bartlett, Kerns, Powers	GED Teacher Training - Pertler	The New OTAN - Swanson	Basic Computer Maintenance - Dowell	Audio Card Reader - Bakin	Digital Learning and Distance Learning - Cooper, Kung, White
<b>Session 4</b> 11:30 - 12:30p	Make the GED Connection - Rogers		Using Moodle - Pearson	Interactive Whiteboard - McNally	ESL Distance Learning Techniques - Carter, Bjorklund	No Session - Available for Networking	Technology and Distance Learning Solutions - Ger, Kates

<b>12:35 - 1:40p</b>	<b>Networking Lunch</b> Lunch provided for registrants who ordered online when registering
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	Mather Room	Board Room	Lab	Library	Room A	Room C	Room B
<b>Session 5</b> 1:45 - 2:45p	New Ways of Delivering Professional Development - Thacher	Creating Education Television Partnerships - Bartlett, Rhodes	Websites for Classes - Doneff	Distance Learning and Student Persistence - P. Porter, Stiles, D. Porter	Video Tips and Tricks - Fulmer	United Streaming - Pearson	Using Technology in Distance Learning - Sutton
<b>Session 6</b> 3:00 - 4:00p	Computing ADA For Distance Learning - Powers	Integrating Technology into the Classroom - Kya	Podcasting - Marceta	Using the EFA & CDLP Websites - Holt	Photoshop in the Classroom - Fox	Sharing English - Pon	No Session - Available for Networking

## Thursday, February 22

<b>8:00 - 8:50a</b>	<b>Continental Breakfast / Check In / Networking</b>
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	Mather Room	Board Room	Lab	Library	Room A	Room C	Room B
<b>Session 7</b> 9:00 - 10:00a	Learner Portal - Fleischman	Innovation Programs - Bartlett	Where is Distance Learning Headed? - Porter, Powers	Using PowerPoint for Adult Education - Dowell	No Session - Available for Networking	Technology Self Assessment - Thacher	Fostering Engagement in the 21st Century Classroom - Warner
<b>Session 8</b> 10:15 - 11:15a	CASAS eTest and TOPSpro Enterprise - Bounds			Websites for Classrooms - Swanson		Google It! - Holt	Lesson Plan Builder - Kerns
<b>Session 9</b> 11:30a - 12:30p	Evaluating Distance Learning - P. Porter	Using TOPSPro with Distance Learning - Bounds	Using MovieMaker in the Classroom - Marceta	Basic Computer Maintenance - Dowell	Innovative Web Resources for Teaching and Learning - Fleischman	No Session - Available for Networking	No Session - Available for Networking

<b>12:35p</b>	<b>Networking Lunch</b> Turn in an Evaluation for Lunch!
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advertised on the OTAN Web site in the Master Calendar, and technology funding opportunities in the Educational Grants section.

In the Teaching Tools and Resources area of the OTAN Web site, there are extensive resources to support teachers who want to integrate the Internet into instruction in adult education classrooms.

OTAN is also a liaison between publishers and practitioners. During the 2006-07 year, 31 contacts were made with vendors to identify adult appropriate materials and arrange demonstrations. Input and insights on the needs of the adult education field were provided to several publishers engaged in software development.

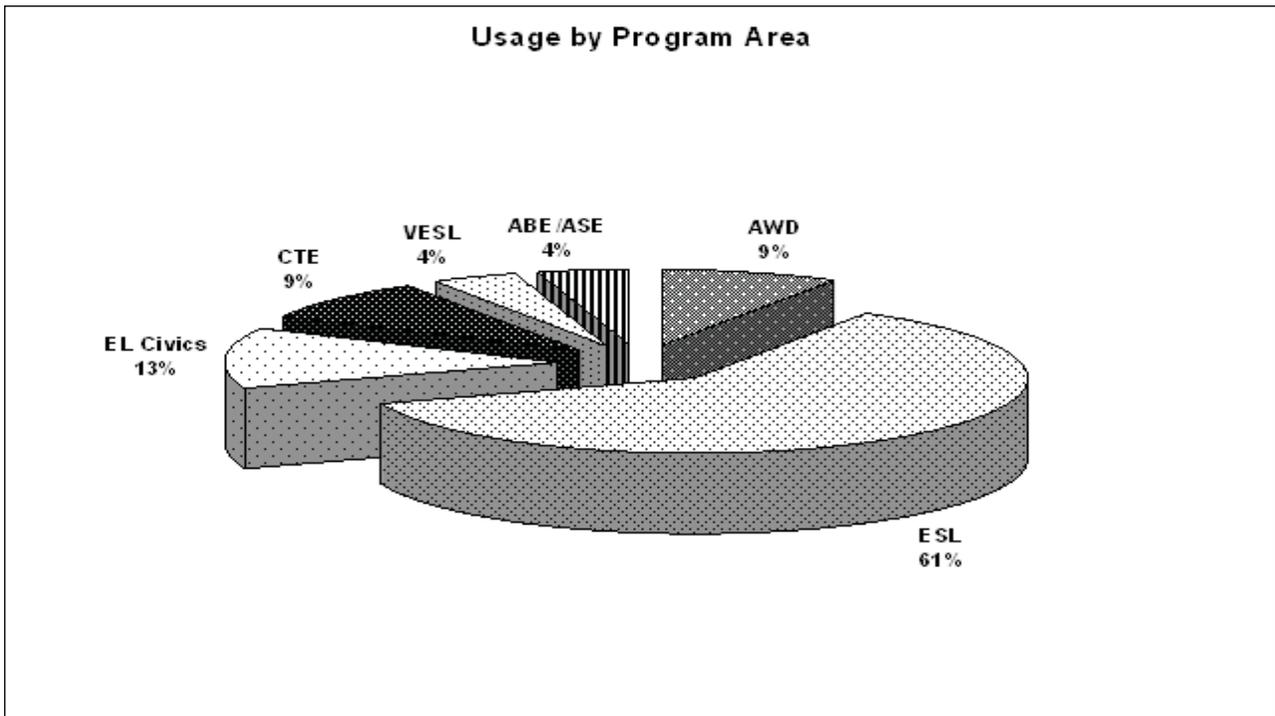


Exhibit 15.d

## 16. Best Practices in Instructional Technology Professional Development

Responding to the need for California’s adult educators to integrate more technology into their classrooms, OTAN initiated the Technology Integration Mentor Academy (TIMAC) in 2004. During the end-of-year presentations in May 2007 the guests and attendees witnessed the graduation of Cohort 2, the second group of fifteen adult educators to go through the complete TIMAC program. The goals of TIMAC are to build a professional corps of technology mentors who will help the field of adult education in California use technology creatively and effectively in the classroom to meet the varied needs of learners.

*“Where are tomorrow’s leaders? I think TIMAC has solved this crisis. Their mentoring skills, technology skills, and sense of understanding the new world in which our students must live, make them stand out.”*  
 - Adult Education Administrator

TIMAC requires a two-year commitment, and fifteen participants are accepted each year through a competitive application process. For 2006-07 there were 15 returning second year participants (Exhibit 16.a) and 15 newly selected first year participants. (Exhibit 16.b)

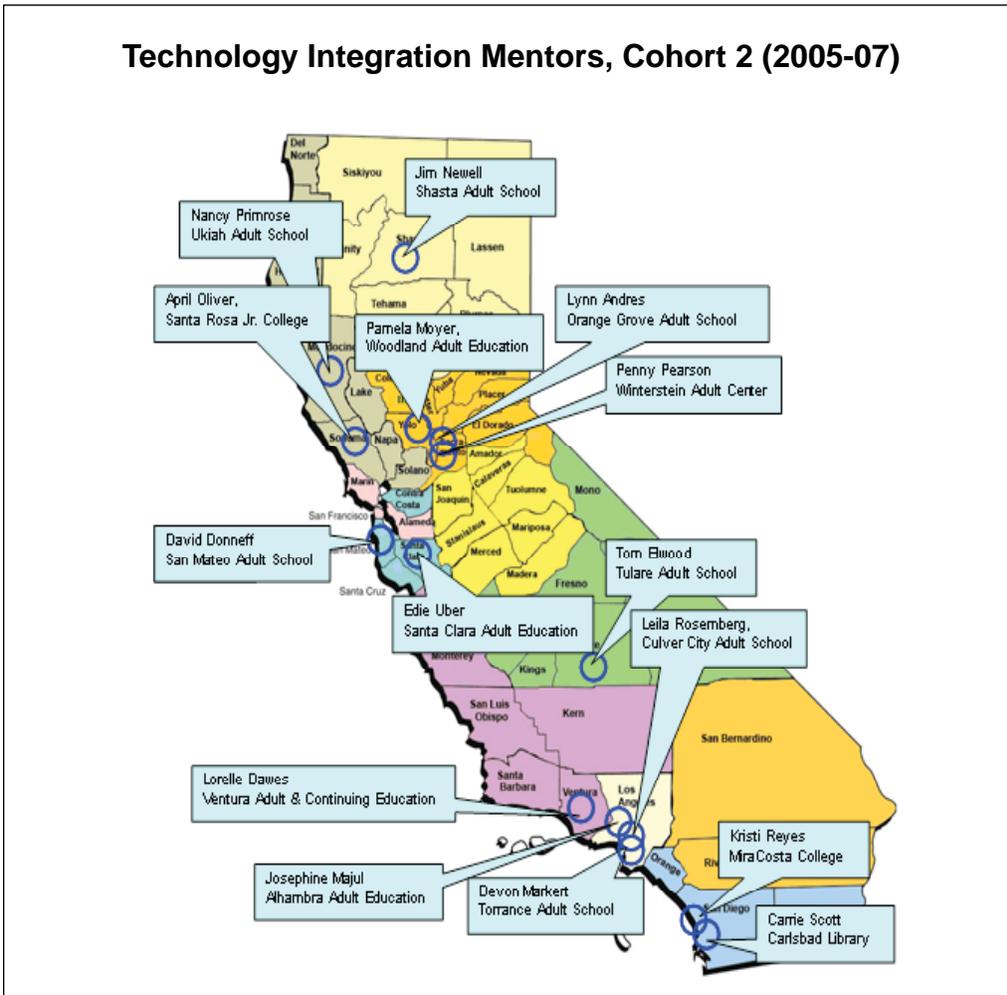
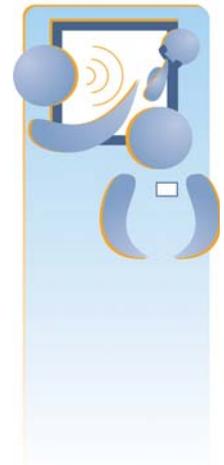


Exhibit 16.a

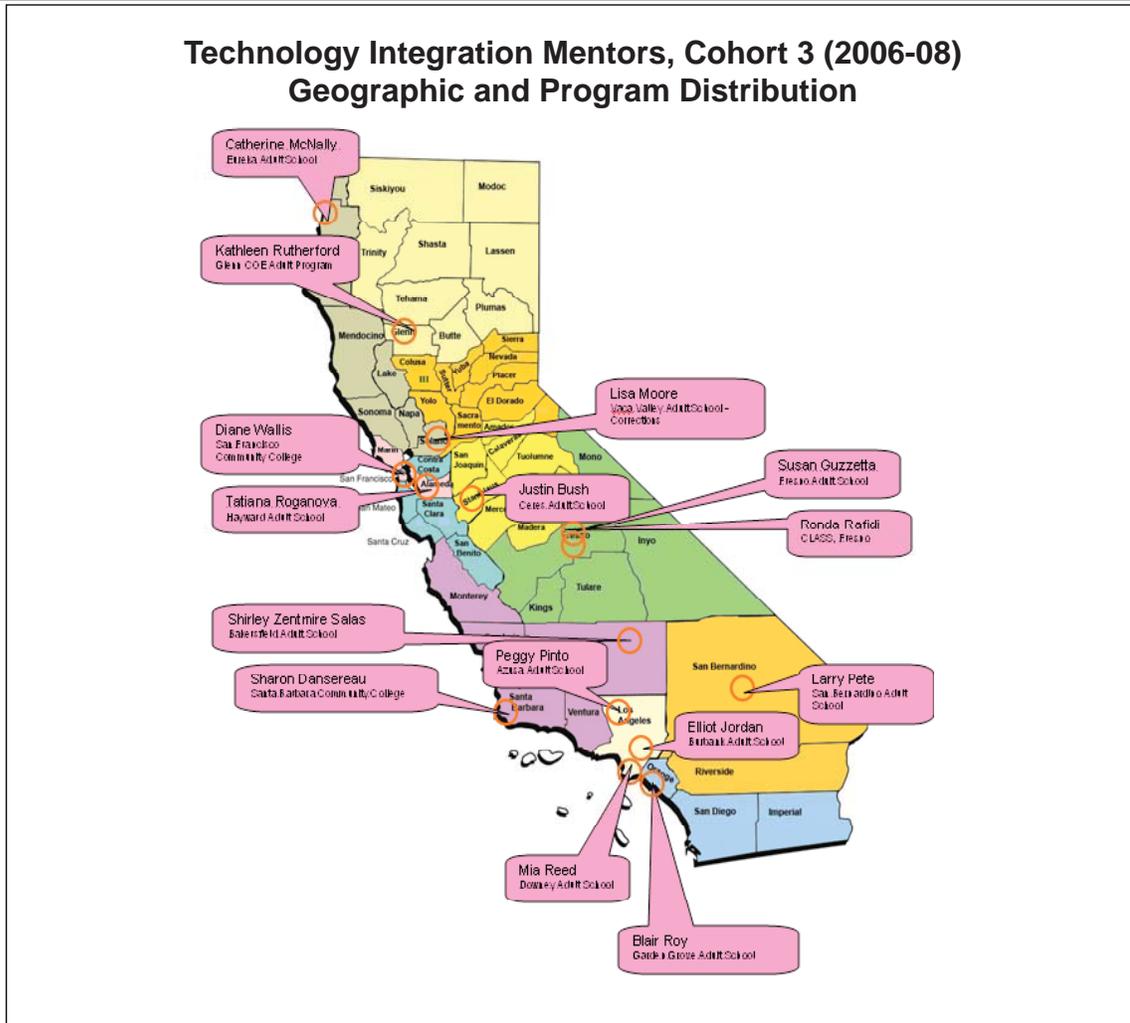


Exhibit 16.b

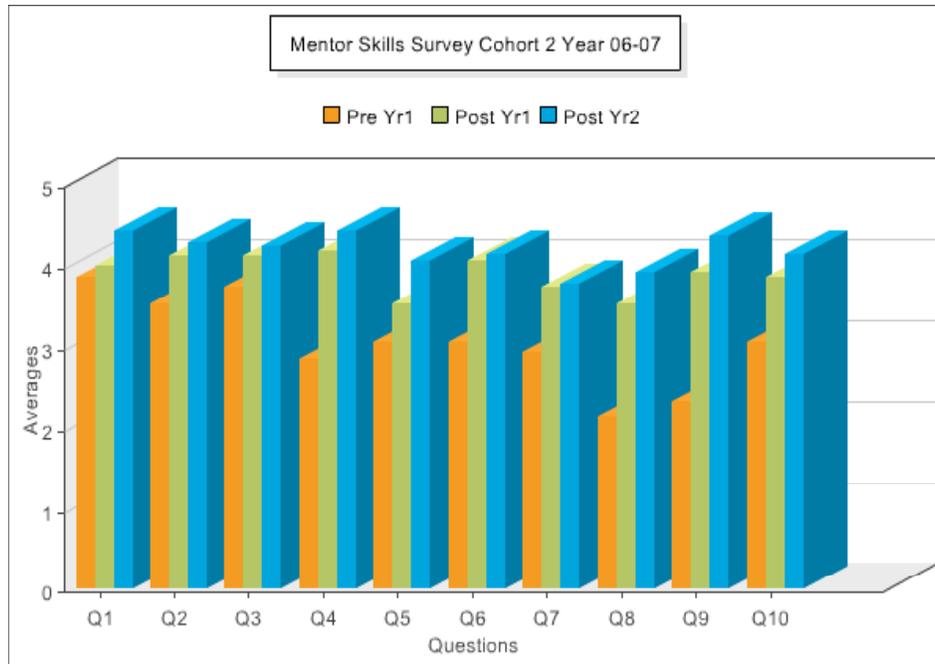
Participants represented English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), Career and Technical Education (CTE, formerly Vocational Education), Adults with Disabilities (AWD), and Correctional Education. All program sizes and all CDE regions were represented.

Academy trainings were provided in Sacramento on October 12 - 13, 2006, January 19, 2007, and May 10 - 11, 2007. Participants developed project plans with a five-year timeframe. They also received training on the following topics:

- Philosophy of Technology Integration
- The Mentoring Process
- Mentoring Skills
- Setting Measurable Goals
- Project Planning
- Presentation Software
- Portable Keyboards
- Creating Course Web Pages
- Online Course Management
- Creating Digital Movies Using Free Software

In May 2007, both first-year and second-year participants reported on the outcomes of their projects. Videos of these presentations are available at OTAN's Web site under the following path: Home | Educational Technology and Media | TIMAC | Participants | Individual Participant's Page. All mentors scored themselves higher on mentoring skills at the end of the year than they had at the beginning. (Exhibits 16.c & 16.d)

### Technology Integration Mentors (TIMs) Mentoring Skills Cohort 2 (2005-07) – Cohort's Second Year in Program



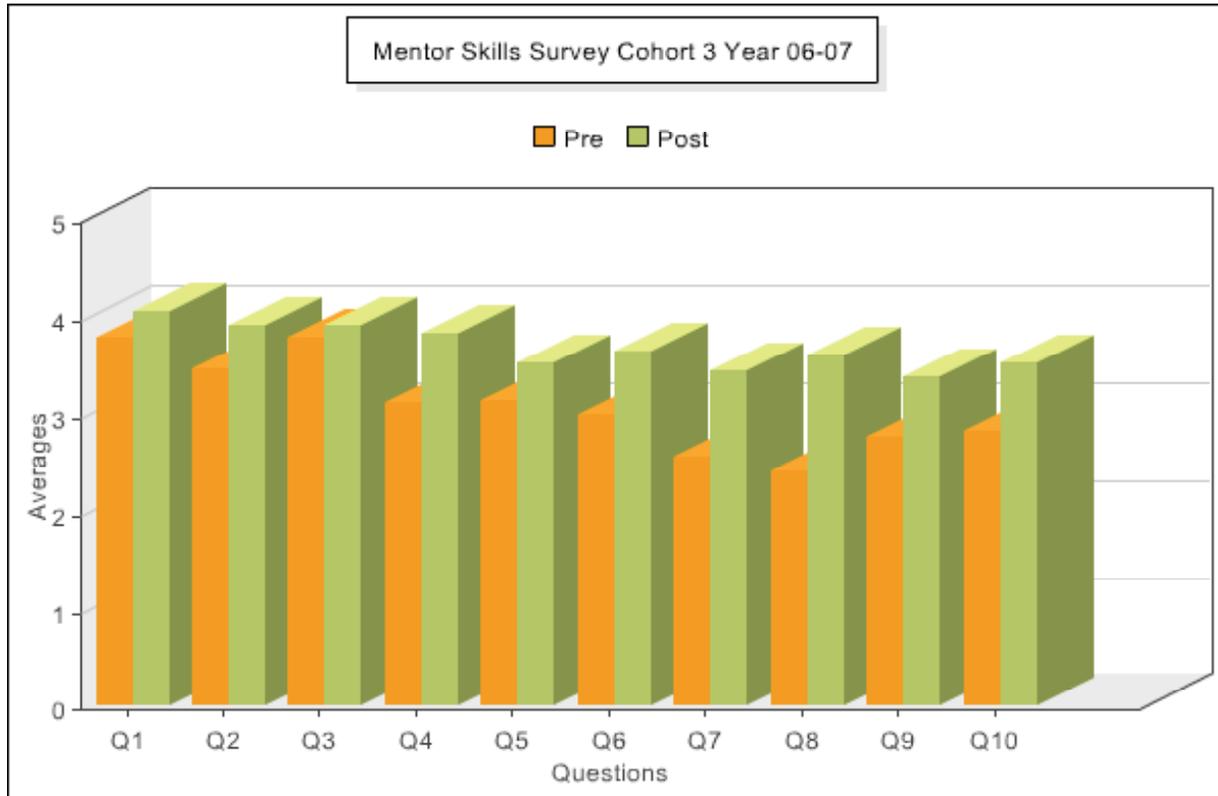
Items rated on the above chart:

1. Listening and communication skills
2. Ability to assess others' technological skills
3. Problem solving skills with others
4. Knowledge of what makes a productive mentor/mentee relationship
5. Knowledge of how people change and how to overcome resistance
6. Skills in effectively giving feedback to your mentee
7. Ability to match different mentoring leadership styles with different mentee needs
8. Knowledge of the stages of mentoring
9. Ability to assess the needs of your mentee and write a mentor/mentee plan
10. Your overall rating of your mentoring skills

Mentors (TIMs) 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 1.13 (3.06 to 4.19) or a 37 percent increase. The greatest increases were in: ability to assess mentee needs and write a plan, knowledge of mentoring stages and what makes a productive relationship, and feedback skills. It is interesting to note that the majority of the increases in mentoring skills occurred in the first year of their experience as a mentor.

Exhibit 16.c

**Technology Integration Mentors (TIMs) Mentoring Skills Cohort 3 (2006-08) – Cohort’s First Year in the Program**



Items rated on the above chart:

1. Listening and communication skills
2. Ability to assess others’ technological skills
3. Problem solving skills with others
4. Knowledge of what makes a productive mentor/mentee relationship
5. Knowledge of how people change and how to overcome resistance
6. Skills in effectively giving feedback to your mentee
7. Ability to match different mentoring leadership styles with different mentee needs
8. Knowledge of the stages of mentoring
9. Ability to assess the needs of your mentee and write a mentor/mentee plan
10. Your overall rating of your mentoring skills

Mentors (TIMs) reported their mentoring skills increased in all 10 areas measured. The average increase in skills on a five-point Likert scale was 0.61 or (3.01 to 3.71) or a 20 percent increase. The greatest increases were in: knowledge of the stages of mentoring, knowledge of what makes a productive mentor/mentee relationship, overall rating of mentoring skills and skills in giving feedback.

Exhibit 16.d

Regarding project goals across both Cohort 2 and 3, 57.5 percent of all project goals were met, 34.4 percent were partially met, and 8 percent changed or dropped. This completion rate represents a very positive outcome for the academy, considering that participants are encouraged to plan at least five years out, and taking into account unavoidable program, staff and administrative changes. (Exhibit 16.e & 16.f)

**Technology Integration Mentors (TIMs) Goal Completion and Skill Increase  
Cohort 2 (2005-07)  
Cohort’s Second Year in Program**

All TIMs formulated goals for their project. A total of 40 goals were formulated by the 14 TIMs participating in the project.

- 55 percent (22) were completed
- 43 percent (17) were partially completed
- 2 percent (1) was not completed or changed

TIMs in the project identified a total of 17 technology-based activities that they began using for the first time. In addition, there were 29 technology-based classroom activities that were done more often or better as a result of their participation in this project. When using technology with students, TIMs in the project identified 28 technology-based activities they began using with students for the first time. In addition, there were 57 technology-based classroom activities that were done with students more often or better as a result of their participation in this project.

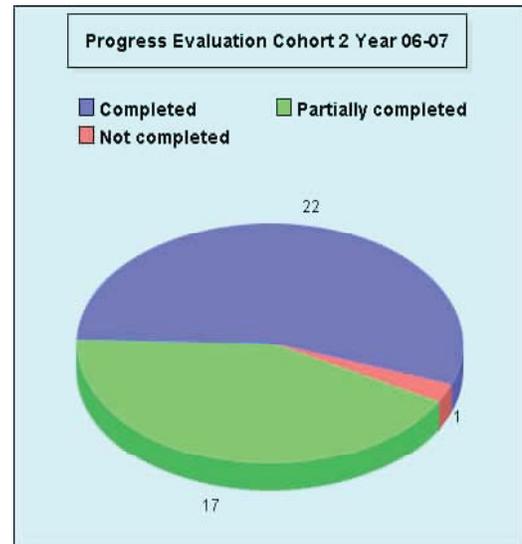


Exhibit 16.e

**Technology Integration Mentors (TIMs) Goal Completion and Skill Increase  
Cohort 3 (2006-08)  
Cohort’s First Year in Program**

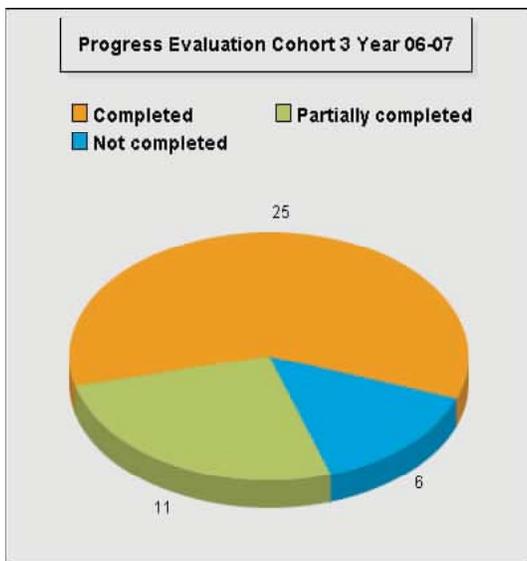


Exhibit 16.f

All TIMs formulated goals for their project. A total of 42 goals were formulated by the 14 TIMs participating in the project.

- 60 percent (25) were completed
- 26 percent (11) were partially completed
- 14 percent (6) were not completed or changed

TIMs in the project identified a total of 24 technology-based activities that they began using for the first time. In addition, there were 23 technology-based classroom activities that were done more often or better as a result of their participation in this project.

When using technology with students, TIMs in the project identified 27 technology-based activities they began using with students for the first time. In addition, there were 31 technology-based classroom activities that were done with students more often or better as a result of their participation in this project.

To guide participants in carrying out their projects, each individual is assigned to a support mentor, an adult educator with experience in mentoring and technology integration. The support mentor made at least one site visit to each mentee, and held one regional face-to-face meeting. TIMAC also hosted two online meetings and one videoconference during the year. Furthermore, many TIMAC participants attended and presented at regional and state conferences, thus fulfilling another TIMAC goal – to encourage TIMAC participants to share and learn in the setting of adult education professional development events. (Exhibit 16.g)

<b>Name of TIMAC participant(s)</b>	<b>Agency</b>	<b>Cohort</b>	<b>Name of presentation/ workshop</b>	<b>Name of the Event</b>	<b>Number of Participants</b>
Devon Markert	Torrance Adult School	2	The T3 Program: Training Teachers to Use Technology	Los Angeles/Orange County Regional CATESOL - E3: Engage\, Educate\, Empower	Not Available
David Doneff	San Mateo Adult and Community Education	2	Teacher-Made Web Sites	Technology and Distance Learning Symposium North	Not Available
Lorelle Dawes, Susan Coulter, Leila Rosemberg	Ventura ACE Baldwin Park ACE Culver City Adult School	2 1 1	Technology Integration Mentor Academy - Panel	Technology and Distance Learning Symposium South	9
Penny Pearson	Winterstein Adult School	2	Moodle - Introduction	Technology and Distance Learning Symposium South	21
Penny Pearson	Winterstein Adult School	2	Unitedstreaming	Technology and Distance Learning Symposium North	10
Penny Pearson	Winterstein Adult School	2	Moodle - Introduction	Technology and Distance Learning Symposium North	22
Penny Pearson	Winterstein Adult School	2	Unitedstreaming	Technology and Distance Learning Symposium South	10
Elliot Jordan	Burbank Adult School	3	Open Source Software for Education	Technology and Distance Learning Symposium South	14
Mia Reed	Downey Adult School	3	Interactive Whiteboards and the ESL Classroom	Technology and Distance Learning Symposium South	27
Kristi Reyes	MiraCosta College	2	Integrating Internet-Based Video in English Language Instruction	Technology and Distance Learning Symposium South	12
Elliot Jordan	Burbank Adult School	3	Open Source Software for Education	CCAIE State 2007	14

Exhibit 16.g

Name of TIMAC participant(s)	Agency	Cohort	Name of presentation/ workshop	Name of the Event	Number of Participants
Marian Thacher, Penny Pearson, David Doneff	Winterstein Adult School, Sacramento San Mateo ACE	2	Technology Projects for Teachers	ACSA 2006	28
Susan Coulter	Baldwin Park ACE	2	Excel to Teach Budgeting, Charts and More	CCAIE State 2007	Not Available
Tom Elwood Josie Majul Susan Guzzetta	Tulare AE, Alhambra AE Fresno Adult School	2 2 3	Technology Integration Mentor Academy - Panel	CCAIE State 2007	14
Penny Pearson	Winterstein Adult School	2	Moodle – An Online Course Management System	CCAIE State 2007	12
Francisca Wentworth  Fernanda Carrera	Jefferson HSU, Adult Education Division	1  Support Mentor	Mini Webquests for ESL Students: Using Technology to Reinforce Lessons	CUE - California Computer Using Educators	Not Available
Lisa Moore	Vacaville Adult School - Solano SP	3	Waking Up Correctional Education	CCAIE State 2007	16
Devon Markert	Torrance Adult School	2	The T3 Project: Training Teachers to Use Technology	CATESOL 2007 San Diego	Not Available
Blair Roy Devon Markert Kristi Reyes	Garden Grove Adult School Torrance Adult School MiraCosta College	1 2 2	ESL Teachers as Technology Integration Mentors	CATESOL 2007	25
Diane Wallis	City College of San Francisco	3	Easy ESL Podcasting: Creating Instant and Effective Listening Task	TESOL 2007	50
Carrie Scott	Adult Learning Program, Carlsbad City Library	2	Taking and Leaving Quality Phone Messages	Southern California Library Literacy Network Conference	Not Available
Kristi Reyes	MiraCosta College	2	Using Video to Develop Fluency	San Diego Regional CATESOL - Raising the Bar	32
Kristi Reyes	MiraCosta College	2	Integrating Video Clips for Fluency–Building and Fun	CATESOL State 2007 - Transcending Borders	65

Exhibit 16.g (continued)

Name of TIMAC participant(s)	Agency	Cohort	Name of presentation/ workshop	Name of the Event	Number of Participants
Laurie Cozzolino	San Diego Community College District	Support Mentor	Integrating Nutrition Education with Adult ESL Instruction	CATESOL State 2007 - Transcending Borders	15
Jim Brice	San Diego Community College District	1	Using Power Point for Speaking Practice	CATESOL State 2007 - Transcending Borders	15
Diana Batista	Simi Valley Adult School	1	Create Your Lesson Plans Online!	CATESOL State 2007 - Transcending Borders	30
Tina Sander	Santa Cruz Adult School/ Alta Book Center Publishers	1	Connecting Computers and ESL With the New Out & About	CATESOL State 2007 - Transcending Borders	Not Available
Susan Coulter	Baldwin Park ACE	1	Using Excel to Teach Budgeting\, Charts\, and More - Advanced	CASAS 2007, Summer Institute	20
Jim Brice	SDCCD	1	Using Power Point for Speaking Practice	San Diego Regional CATESOL - Raising the Bar	10
Jennifer Gaudet	Santa Ana College School of Continuing Education	1	Portable Word Processors in the ESL Classroom	Los Angeles/Orange County Regional CATESOL - E3: Engage, Educate, Empower	Not Available
Tina Sander	Santa Cruz Adult School, Alta Book Center Publishers	1	Developing Computer Skills with the New 'Out & About'	Northern Regional CATESOL - Bridging Borders of Language and Learning	5
Mia Reed	Downey Adult School	3	Interactive Whiteboards and the ESL Classroom	CATESOL 2007	37
David Doneff Nancy Primrose Francisca Wentworth	San Mateo ACE Ukiah Adult School Jefferson HSD - Adult Division	2 2 1	Technology Integration Mentor Academy - Panel	Technology and Distance Learning Symposium North	3
Catherine McNally	Eureka AS	3	Creating Interactive Activities for the Digital Whiteboard	Technology and Distance Learning Symposium North	Not Available

Exhibit 16.g (continued)

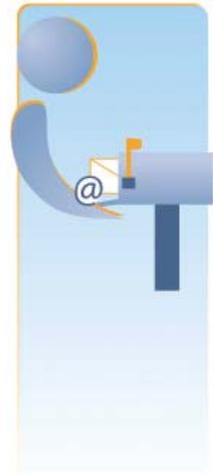
In June 2007, an additional 15 applicants, Cohort 4, were accepted for 2007-08. These participants will attend their first training in October 2007.

## 17. Technology Mentor Network

The Technology Mentor Network, an email list for adult education professionals serving as either official or de facto technology mentors for teachers and others in their programs, increased its membership this year from 80 members to 107, with 166 topics and a total of 451 messages posted this year. The Technology Mentor Network is a place for members to seek information and advice, and to share their experience and expertise with others throughout the state. Discussion topics have included online courses, Google Teacher Academy, Web sites for creating student comics, purchasing equipment, good listening Web sites for ESL, and more.

In addition, the list is used for those attending statewide conferences, particularly CATESOL, to propose technology-related workshop topics and recruit co-presenters. Out of 22 technology workshops for the adult level at the state conference in April, 16 of them, or 73 percent, were presented by adult educators who were associated either with the Technology Mentor Network or with TIMAC, or both.

Regarding the goal of developing the Technology Mentor Network into a statewide organization with goals and objectives, one competing development was TIMAC. The TIMAC participants have their own list, and have tended to post messages to the TIMAC list rather than to the Network. However, we are slowly migrating everyone onto the TMN list, where Academy alumni, now two cohorts, can use the Technology Mentoring Network to collaborate with their colleagues and network with new, interested staff.



## 18. Training on Implementing Instructional Technology

OTAN offered workshops on eight different technology topics to California adult educators during the 2006-07 year. Topics included basic computer literacy and troubleshooting, creating Web pages, and beginning and advanced PowerPoint. (Exhibit 18.a)

*“The most beneficial aspect of the session was its clarity and pacing. I would like to learn more.”*

*-Workshop participant*



### Technology Training Course Descriptions

**Basic Computer Literacy and Troubleshooting - 3 hours:** This workshop is designed for adult educators and staff not familiar with using computers and do not have access to district or agency-based classes that are similar in nature. It includes topics like: computer terms and components, an overview of the operating system, customizing the Desktop, creating and finding files and folders, and basic computer maintenance. The workshop also briefly discusses basic troubleshooting techniques, where participants learn to fix minor computer problems that occur in a classroom or lab setting.

**Prerequisites:** Must be an OTAN member **prior to the workshop.**

**Easy Ways to Build Class Websites – 3 hours:** Have you thought about creating a Web page for your class? In this workshop you will be shown ways to post assignments and student work, and have a class discussion board or chat room. You will see several free possibilities for creating a class Web page, and get started creating your own using SchoolNotes, NiceNet and Yahoo! groups. We will also introduce you to using Wikis and Blogs for your classroom. This is a beginning level workshop but it is designed for those comfortable using the Internet and computers.

**Prerequisites:** Must be an OTAN member **prior to the workshop.**

**Beginning Word 2003 for Adult Educators- 3 hours:** This is a beginning level workshop and is designed for those with little or no previous experience using Microsoft Word 2003. In this three hour, hands-on workshop, participants will learn the basics of using Word to create classroom handouts for student activities. Participants will be introduced to working with text, adding bullets, text boxes and tables, doing screen captures and adding pictures or clip art. If time permits, we will also look at spelling, grammar and automatic correction settings.

**Prerequisites:** Participants must be registered members of OTAN **prior to the workshop** and familiar with computers. The lab we will be using must have **Microsoft Word 2003** installed on **all** machines.

**Beginning PowerPoint 2003 for Adult Education- 3 hours:** In this 3 hour, hands-on workshop, participants will learn techniques they can use while creating PowerPoint presentations for their classroom or the marketing of their school site. They will learn about: creating and running basic presentations; adding and working with clip art; using design templates; and formatting text.

**Prerequisites:** Participants must be registered members of OTAN **prior to the workshop** and familiar with computers. The lab to be used must have PowerPoint 2003 installed on **all** machines

Exhibit 18.a

**Advanced PowerPoint 2003 for Adult Education- 3 hours:** In this 3 hour, hands-on workshop, participants will learn about some of the more advanced features of PowerPoint, such as adding sounds, music and video, creating self-timed presentations, and some advanced animation techniques for creating games and other classroom activities. **Prerequisites:** Participants must be registered members of OTAN prior to the workshop and familiar with computers. The lab to be used must have PowerPoint 2003 installed on all machines.

**Using Web Sites to Teach Math** – This workshop will walk participants through a number of Web sites appropriate for both instruction and reinforcement of math concepts. Participants will review and critique Web sites, and participate in several sample activities. This workshop supports the CALPRO Algebra workshops, but can be offered separately.

**Prerequisites:** Participants should be comfortable using computers and the Internet and must be a registered member of OTAN prior to the workshop.

**Creating Lesson Plans Online** – This is a companion workshop to the CALPRO module on lesson planning. Participants will create an account for the Online Lesson Plan Builder at [www.adultedlessons.org](http://www.adultedlessons.org) and begin to create a lesson plan. All features of the Online Lesson Plan Builder will be demonstrated and practiced, including uploading a worksheet, creating an evaluation rubric, sharing lesson plans with a group and sharing lesson plans in a public collection.

**Prerequisites:** Participants should be comfortable using computers and the Internet.

**Using Blackboard to Create a Course Web Site – 3 hours** Co-sponsored by OTAN and CDLP  
Have you thought about using Blackboard to create a Web site for your class, or teach an online class? Blackboard is an online course management system where you can post assignments, have an online discussion, and organize documents for your students. You can also create quizzes and track student results. This workshop will introduce you to the Blackboard system and offer you the chance to create a site for your class. If interested, you should have basic computer skills and some ideas of what kind of Blackboard site you would like to create, and why.

Exhibit 18.a continued

During the year, 24 hands-on training sessions were provided for 366 teachers. (Exhibit 18.b)

<b>TECHNOLOGY TRAINING SESSIONS</b>			
<b>Date</b>	<b>Course Title</b>	<b>Location</b>	<b>#</b>
8/15/06	Internet Resources for Adult Ed Teachers	Sutter One Stop	11
9/22/06	Beginning Word 2003 for Adult Education	Hamilton Adult School	22
10/13/06	Beginning PowerPoint for Adult Education	Hacienda La Puente Adult Education Hudson Center	12
10/13/06	Online Lesson Plan Builder	Santa Ana College	25
10/20/06	Creating Lesson Plans Online	Shasta Adult School, Redding	7
10/21/06	Easy Ways to Build Class Websites	Shasta Adult School, Redding	2
10/27/06	Basic Computer Literacy and Troubleshooting	Santa Ana College	10
11/15/06	Beginning PowerPoint 2003 for Adult Education	San Mateo	10
11/15/06	Advanced PowerPoint 2003 for Adult Education	San Mateo	15
11/17/06	Online Lesson Plan Builder	LAUSD	25
11/17/06	Beginning PowerPoint 2003 for Adult Education	La Puente	15
11/17/06	Beginning PowerPoint 2003 for Adult Education	Old Marshall School, Sacramento	8
1/11/07	Using Web Sites to Teach Math	San Bernardino Adult School	15
1/19/07	TIMAC - Moodle	OTAN, Sacramento	14
1/26/07	Online Lesson Plan Builder	Old Marshall School, Sacramento	16
2/2/07	Beginning PowerPoint 2003 for Adult Education	Mt. San Antonio College, Walnut	16
2/9/07	Advanced PowerPoint 2003 for Adult Education	Old Marshall School, Sacramento	18
3/2/07	Advanced PowerPoint 2003 for Adult Education	Mt. San Antonio College, Walnut	18
3/17/07	Beginning PowerPoint 2003 for Adult Education	Coachella Valley Adult School	15
4/13/07	Using Web Sites to Teach Math	Shasta Adult School	7
4/20/07	Integrating the Internet into the Classroom	Santa Ana College	16
5/11/07	Google It!	Sacramento County Office of Education	30
5/13/07	Digital Media Resources Online	Sacramento County Office of Education	25
5/17/07	Advanced PowerPoint 2003 for Adult Education	San Bernardino Adult School	14
<b>Total Training Sessions: 24    Total Participants: 366</b>			

Exhibit 18.b

Evaluations completed by participants at the end of the sessions indicated a high level of satisfaction with the training, with an overall average score of 4.78 out of 5.

OTAN encourages trainees to use the skills learned in their training on implementing instructional technology. Following the sessions, trainees are given the opportunity to practice skills learned through homework assignments that they access through a special Web site. Those who successfully do the homework receive a certificate of completion. In 2006-07, 18 of the participants completed the homework.

This year OTAN again hosted a videoconference for TIMAC participants to demonstrate the instructional capabilities of videoconferencing. Participants were able to discuss issues with each other, participate in a virtual field trip to Año Nuevo State Park, and discuss with the host ranger the possibility of bringing videoconferencing to local adult programs. Response to this event from

participants was enthusiastic. However, there are still significant barriers to adult education programs accessing videoconferencing for students. The equipment and bandwidth is available at all county offices of education in California, but not necessarily at adult school sites, so travel would be involved for the students. Some community colleges, such as San Diego Community College District, are using videoconferencing to reach several sites at once within their program, but are not yet able to include sites outside the district. Logistics remain a significant barrier to general implementation.

OTAN also offered 22 online workshops this year to a total of 186 participants. (Exhibit 18.c)

ONLINE TECHNOLOGY WORKSHOPS		
Date	Course Title	Participants
5/25/07	Moodle Training	10
4/20/07	Moodle Training	3
3/23/07	Moodle Training	4
2/23/07	Moodle Training	4
2/9/07	OTAN/Unitedstreaming Pilot Participants	8
1/26/07	OTAN/Unitedstreaming Pilot Participants	10
1/12/07	OTAN/Unitedstreaming Pilot Participants	23
1/11/07	Project STAR Lesson Plan Builder Training	6
1/9/07	OTAN/Unitedstreaming Pilot Participants	18
1/5/07	Project STAR Lesson Plan Builder Training	6
1/5/07	Project STAR Lesson Plan Builder Training	4
12/7/06	Adult Education Administrators	8
12/6/06	Online Basic Computer Troubleshooting	6
11/27/06	Online Basic Computer Troubleshooting	9
11/7/06	Online Basic Computer Troubleshooting	9
11/2/06	Adult Education Administrators	9
10/31/06	Online Basic Computer Troubleshooting	5
10/5/06	Online Tech Plan Training	6
9/20/06	Online Basic Computer Troubleshooting	14
9/18/06	Online Tech Plan Training	5
9/14/06	Online Tech Plan Training	14
9/14/06	Online Tech Plan Training	5
<b>Total Training Sessions: 22</b>		<b>Total Participants: 186</b>

Exhibit 18.c

The project experimented with topics, including training for the Unitedstreaming pilot, a required training in order to receive a Moodle online course site, and a collaboration with CDE to support Project STAR reading teachers.

These workshops were offered using an Internet bridge for the voice portion, and Breeze software for the Web-based sharing of documents and programs. Participants were able to interact with the presenter verbally, and to see the programs that she was demonstrating on her computer from their homes or offices. The results were encouraging, and more online workshops are planned for 2007-08. Presenters will be recruited and trained on using the Breeze system. The capacity to put an animated tutorial workshop on using PowerPoint in the adult education classroom was initiated in the spring, with release to the field expected this year.



**Appendices**

**OTAN 2006-07**

**Quarterly Progress Reports**

**UnitedStreaming Pilot Project Report**

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract #5000**  
 July 1, 2006 - September 30, 2006

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>A. Electronic Communication</b></p>	
<p>1. <i>Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site</i></p> <p>1.1. Research, abstract, and index Web sites related to adult education</p> <p>1.2. Maintain and improve search systems that provide access to Web site resources</p> <p>1.3. Upgrade OTAN Web site based on user input using latest technology</p> <p>1.4. Explore and implement personalized access to Web resources</p>	<ul style="list-style-type: none"> <li>• Web team continued work on redesign of Web site, including improved search function. New design and navigation system are complete.</li> <li>• Posted 14 news stories on the OTAN home page.</li> <li>• Continued to add teacher resources to <a href="http://www.adultedteachers.org">www.adultedteachers.org</a>.</li> <li>• Continued to promote and train users on how to personalize AdultEdTeachers.org using My Resources feature.</li> </ul>
<p>2. <i>Improve the electronic collaborative environment for adult educators</i></p> <p>2.1. Maintain and expand user registration system and searchable directory of registered users</p> <p>2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources</p> <p>2.3. Host list servers that encourage networking for program improvement</p> <p>2.4. Manage Q &amp; A areas to facilitate sharing of best practices</p> <p>2.5. Use new technologies to support CDE Adult Education Office initiatives</p>	<ul style="list-style-type: none"> <li>• Web site averaged 100,261 user sessions (visits) per month.</li> <li>• The Web site directory averaged 344 new members per month for the quarter. The membership total of 7,639 indicates a slight increase.</li> <li>• Managed Leadership Projects and Partnership Team listservs.</li> <li>• Managed listservs for K-12 Adult Ed Administrators, regional CA North Coast Administrators, Project Star, and Jail Educators.</li> <li>• Managed Q &amp; A areas on the main OTAN and For Teachers Web sites including new "Ask the Techie" strand to each discussion board.</li> </ul>
<p>3. <i>Provide technical support and training to OTAN Web site users</i></p> <p>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</p> <p>3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking</p> <p>3.3. Provide training materials in a variety of modalities (print and electronic)</p> <p>3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions</p> <p>3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations</p> <p>3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources</p>	<ul style="list-style-type: none"> <li>• Staff provided telephone and email technical support to 199 clients.</li> <li>• Staff provided specialized online database support to 158 clients.</li> <li>• Staff provided 13 services regarding training set-up and follow-up.</li> <li>• Staff provided 1 training class on the use of OTAN electronic resources at a Professional Development Center.</li> <li>• Continued to use Breeze server to host online meetings and workgroups as well as one online workshop</li> <li>• Completed development of Beginning PowerPoint workshop on CD and previewed it at the ACSA Conference.</li> </ul>
<p>4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i></p> <p>4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California</p> <p>4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials</p> <p>4.3. Support CDE's development of adult education online reporting systems</p> <p>4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site</p> <p>4.5. Support CDE's goal of coordinating databases of adult education program information</p> <p>4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites</p>	<ul style="list-style-type: none"> <li>• Maintained online directory of providers of adult education in California.</li> <li>• Met with Adult Education Office staff to continue improving the combined database, and made additions and improvements based on CDE staff input.</li> <li>• Completed development of a combined online training registration system where the user can register for any adult education training in the state.</li> </ul>



OTAN/SCOE PROGRESS REPORT (7/1/2006 - 9/30/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>10. Support the regional network of adult education resource centers with technical assistance and professional services</p> <p>10.1. Provide assistance to CA Professional Development Center staff on usage of technology</p> <p>10.2. Acquire materials, catalog, &amp; distribute print and non-print resources</p> <p>10.3. Provide technical assistance to support PDC libraries</p>	<ul style="list-style-type: none"> <li>• Met with PDC managers and provided information on new workshops and on new training registration site.</li> <li>• 46 items distributed to 10 PDC libraries.</li> <li>• Continued project of scanning print masters of older training modules and created PDF files for distribution on the CALPRO intranet.</li> <li>• Book, video, and DVD titles deposited in PDC libraries now total 675.</li> </ul>
<p>11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers</p> <p>11.1. Acquire and catalog additional items</p> <p>11.2. Make database of bibliographic records available electronically</p> <p>11.3. Implement policy and procedures of digitizing prioritized archival items</p> <p>11.4. Research preservation issues and implement migration of resources to newer formats</p> <p>11.5. Deposit with the CA State Library adult education products as required by statute</p> <p>11.6. Contribute to the Online Archive of California standardized archival "finding aids"</p>	<ul style="list-style-type: none"> <li>• The CA Adult Ed Archives now totals 1,755 cataloged print, video, &amp; slide/tapes.</li> <li>• During the quarter, PDF documents on the Web site were accessed 22,502 times.</li> <li>• Completed upgrade of the combined library database from MS Access to an entirely Web-based cataloging system in Cold Fusion.</li> <li>• Entered finding aid for a collection of professional conference catalogs into the beta version of a template for submission to the Online Archive of CA.</li> </ul>
<p>12. Support provision of local providers of literacy skills in a workplace context</p> <p>12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds</p> <p>12.2. Maintain online database of VESL/VABE/workplace materials</p> <p>12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field</p> <p>12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis</p> <p>12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.</p>	<ul style="list-style-type: none"> <li>• The VESL/VABE Clearinghouse collection totals 457 titles cataloged.</li> <li>• Responded to 11 inquiries.</li> <li>• Distributed 3 copies of the 2006 CD-ROM catalog.</li> <li>• Sent 41 VESL/VABE materials to 8 agencies.</li> <li>• Continued revision and upgrade of VESL Workplace Clearinghouse database.</li> <li>• The Employment Training Library now totals 1,211 print and video items.</li> <li>• Researched pre-employment work maturity and job search skills for 28 patrons.</li> <li>• Loaned 181 Employment Training items to 73 patrons.</li> </ul>
<p><b>C. Instructional Technology</b></p>	
<p>13. Obtain Instructional Technology Input from Field Advisory Group</p>	
<p>13.1 Identify and recruit members</p>	<ul style="list-style-type: none"> <li>• Work was begun on United Streaming license for adult educators, as recommended by advisory group.</li> </ul>
<p>13.2 Develop input process and hold periodic meetings</p>	
<p>13.3 Implement suggestions from the advisory group</p>	
<p>14. Provide planning support to agencies implementing new technology</p>	
<p>14.1. Assist local agencies with the technology planning process</p>	<ul style="list-style-type: none"> <li>• Completed update of technology plan submission form for 2006-07.</li> </ul>
<p>14.2. Maintain and improve online technology planner</p>	<ul style="list-style-type: none"> <li>• Provided online training on technology planning process and plan submission to 24 participants in 3 sessions.</li> </ul>
<p>14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009</p>	<ul style="list-style-type: none"> <li>• Continued "Ask the Techie" column in the OTAN newsletter.</li> </ul>
<p>14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support</p>	
<p>15. Research and make available information regarding new and emerging technologies and available learning resources</p>	
<p>15.1. Research and acquire information regarding new technologies and resources</p>	<ul style="list-style-type: none"> <li>• Monitored newsletters and Web sites for current information on new technologies.</li> </ul>

OTAN/SCOPE      PROGRESS REPORT (7/1/2006 - 9/30/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>15.2. Identify and collect information about best practices in the use of instructional technology</p> <p>15.3. Provide opportunities for adult educators to sample new technologies</p> <p>15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects</p> <p>15.5. Produce and make available online video-based demonstrations of technology integration</p> <p>15.6. Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom</p> <p>15.7. Promote with publishers the development of adult appropriate mediated materials</p>	<p>podcasting, sharing photos and video and other Web 2.0 developments.</p> <ul style="list-style-type: none"> <li>• Publicized conferences with technology sessions in "Master Calendar" on Web site.</li> <li>• Edited and did final production of 3 video segments on using audio card readers in the classroom.</li> <li>• Demonstrated at professional conferences the educational use of new technologies by presenting 9 workshops for 388 participants.</li> <li>• Provided information on distance learning to 3 agencies.</li> <li>• Promoted development of adult appropriate materials with 13 vendors.</li> <li>• The print and non-print Educational Technology library now totals 1,419 titles.</li> <li>• Produced 200 copies of EI Civics DVD/CD set for CDE to mail to California legislators including those at the federal level</li> </ul>
<p>16. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i></p> <p>16.1. Recruit and select participants and trainers</p> <p>16.2. Provide training and follow-up support</p> <p>16.3. Evaluate Academy outcomes and make improvements</p> <p>16.4. Support network of Academy graduates to provide statewide leadership in technology integration</p>	<ul style="list-style-type: none"> <li>• Communicated with 15 returning and 15 new TIMAC participants regarding homework assignments and preparations for first training in October.</li> <li>• Monitored and contributed to TIMAC discussion board</li> <li>• Completed annual report of year 2 and submitted to CDE for approval.</li> </ul>
<p>17. <i>Support Technology Mentor Network</i></p> <p>17.1. Publicize Network and recruit members</p> <p>17.2. Provide activities aimed at developing a sense of professional community</p> <p>17.3. Collaborate to provide technology-based workshops and activities at state conferences</p> <p>17.4. Encourage the Technology Mentor Network to grow as an organization with goals and objectives</p>	<ul style="list-style-type: none"> <li>• Continued to support the Technology Mentor Network email list, which hosted 106 messages in this quarter.</li> <li>• Discussions occurred on topics such as learning styles assessments, student internet access from home, student blogs, and more</li> </ul>
<p>18. <i>Provide training on planning and implementing instructional technologies</i></p> <p>18.1. Provide training for instructors on various types of instructional technologies</p> <p>18.2. Track and evaluate role and effectiveness of different modes of training</p>	<ul style="list-style-type: none"> <li>• Provided 4 trainings on the use of technology in instruction for a total of 47 participants.</li> <li>• Encouraged experimentation with blogging, podcasting and posting video and photos online via listservs and conference presentations.</li> </ul>

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract #5000**  
 October 1, 2006 - December 30, 2006

OBJECTIVES AND MAJOR TASKS	STATUS
<b>A. Electronic Communication</b>	
<ol style="list-style-type: none"> <li>1. <i>Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site</i> <ol style="list-style-type: none"> <li>1.1. Research, abstract, and index Web sites related to adult education</li> <li>1.2. Maintain and improve search systems that provide access to Web site resources</li> <li>1.3. Upgrade OTAN Web site based on user input using latest technology</li> <li>1.4. Explore and implement personalized access to Web resources</li> </ol> </li> <li>2. <i>Improve the electronic collaborative environment for adult educators</i> <ol style="list-style-type: none"> <li>2.1. Maintain and expand user registration system and searchable directory of registered users</li> <li>2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources</li> <li>2.3. Host list servers that encourage networking for program improvement</li> <li>2.4. Manage Q &amp; A areas to facilitate sharing of best practices</li> <li>2.5. Use new technologies to support CDE Adult Education Office initiatives</li> </ol> </li> <li>3. <i>Provide technical support and training to OTAN Web site users</i> <ol style="list-style-type: none"> <li>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</li> <li>3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking</li> <li>3.3. Provide training materials in a variety of modalities (print and electronic)</li> <li>3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions</li> <li>3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations</li> <li>3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources</li> </ol> </li> <li>4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i> <ol style="list-style-type: none"> <li>4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California</li> <li>4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials</li> <li>4.3. Support CDE's development of adult education online reporting systems</li> <li>4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site</li> <li>4.5. Support CDE's goal of coordinating databases of adult education program information</li> <li>4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Web team continued work on redesign of Web site, including new graphics, an validating every page for accessibility</li> <li>• Posted 16 news stories on the OTAN home page.</li> <li>• Redesigned access to teacher resources to <a href="http://www.adultedteachers.org">www.adultedteachers.org</a>.</li> <li>• Web team worked on implementing the My Resources feature currently on <a href="http://www.adultedteachers.org">www.adultedteachers.org</a> for the entire Web site.</li> </ul> <ul style="list-style-type: none"> <li>• Web site averaged 117,440 user sessions (visits) per month.</li> <li>• The Web site directory averaged 363 new members per month for the quarter. The membership total of 7,226 indicates a slight decrease.</li> <li>• Managed Leadership Projects and Partnership Team listservs.</li> <li>• Managed listservs for K-12 Adult Ed Administrators, regional CA North Coast Administrators, Project Star, and Jail Educators.</li> <li>• Managed Q &amp; A areas on the main OTAN and For Teachers Web sites.</li> </ul> <ul style="list-style-type: none"> <li>• Staff provided telephone and email technical support to 110 clients.</li> <li>• Staff provided specialized online database support to 62 clients.</li> <li>• Staff provided 88 services regarding training set-up and follow-up.</li> <li>• Staff provided 3 training classes on the use of OTAN electronic resources for 43 participants.</li> <li>• Continued to use Breeze server to host online meetings and workgroups as well as four online workshops</li> <li>• Implemented 3 sessions of a new workshop on online lesson planning with regional trainers in Santa Ana, Redding and Los Angeles.</li> </ul> <ul style="list-style-type: none"> <li>• Maintained online directory of providers of adult education in California.</li> <li>• Met with Adult Education Office staff to continue improving the combined database, and made additions and improvements based on CDE staff input.</li> <li>• Met with CDE staff to initiate work on the online submission form for the WIA budget worksheet and application, and agency contact information page</li> <li>• Continued to support the combined online training registration system where the user can register for any adult education training in the state.</li> </ul>

OTAN/SCOE PROGRESS REPORT (10/1/2006 - 12/30/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>5. Maximize client access to OTAN products and services and obtain client input</p> <p>5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings</p> <p>5.2. Develop CD-ROMs for marketing OTAN's Web site and services</p> <p>5.3. Present workshops and host vendor tables at adult education conferences</p> <p>5.4. Implement electronic notification strategies and online surveys for feedback</p> <p>5.5. Identify client categories and solicit input and feedback from representative focus groups</p>	<ul style="list-style-type: none"> <li>• Initiated complete re-design of all OTAN print materials to incorporate new logo and site design, including tri-fold flyer, folders, business cards and training materials</li> <li>• Content for winter 2007 newsletter was written and laid out in new design</li> <li>• Users were notified by email of postings in the areas selected in their user profiles or asked to participate in online surveys: 19 directed email messages were sent for a total of 13,209 messages.</li> <li>• Electronic satisfaction surveys from clients were logged and analyzed.</li> <li>• Workshops on OTAN services were presented at 1 conference to 26 participants.</li> <li>• Initiated production of OTAN promotional video</li> </ul>
<p><b>B. Information and Reference Services</b></p> <p>6. Maintain and improve electronic and print resource collections on adult education practice and research</p> <p>6.1. Maintain and improve linkages to the national adult education information network</p> <p>6.2. Obtain pertinent data and prepare it for electronic access</p> <p>6.3. Catalog materials and maintain bibliographic databases</p>	<ul style="list-style-type: none"> <li>• All linkages to the national adult education information network were maintained.</li> <li>• The number of new documents posted in the electronic forum totaled 94.</li> <li>• Users were notified by email of postings in the areas selected in their user profiles: 19 directed email messages were sent for a total of 13,209 messages.</li> <li>• The Adult Education Reference Library collection totals 1,752.</li> </ul>
<p>7. Provide an information reference service for California adult educators</p> <p>7.1. Provide electronically searchable databases of bibliographic records and full text documents</p> <p>7.2. Respond to online, mail and telephone (800#) requests</p> <p>7.3. Customized searches of online databases</p> <p>7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax</p>	<ul style="list-style-type: none"> <li>• Web site statistics show 37,765 searches by users.</li> <li>• Staff responded directly to 19 requests for adult education and general information.</li> <li>• Staff responded directly to 4 requests for archival information.</li> <li>• Customized searches of online databases totaled 17.</li> <li>• Staff distributed a total of 961 items by fax, email or U.S. mail.</li> </ul>
<p>8. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</p> <p>8.1. Improve and expand For Teachers Web site</p> <p>8.2. Survey usage of the online lesson plan builder and add features as indicated by field input</p>	<ul style="list-style-type: none"> <li>• Continued to monitor activity on the AdultEdTeachers Web site.</li> <li>• During the quarter, monthly AdultEdTeachers visits averaged 1,296. The new member total for the quarter was 472.</li> <li>• Process for reviewing lessons submitted for publication via the online Lesson Plan Builder was finalized, and 15 lesson plans were reviewed</li> <li>• Three Lesson Plan Builder workshops offered by external trainers.</li> <li>• 649 users logged in to the Lesson Plan Builder in this quarter, and 337 worked on a lesson plan.</li> </ul>
<p>9. Document and publicize CA Adult Education successful students and programs</p> <p>9.1. Research and publicize the stories of successful adult learners and programs</p> <p>9.2. Videotape stories of successful adult learners and programs</p> <p>9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs</p> <p>9.4. Assess value and utilization of successful students and exemplary programs project</p>	<ul style="list-style-type: none"> <li>• Accepted 14 nominations of adult education graduates in the 12th cycle of the CA Adult Education Students Succeed project that ended December 8, 2006.</li> <li>• Staff recorded 6 client services regarding the Students Succeed program.</li> <li>• Updated information and student stories on the Students Succeed Web site at <a href="http://www.adultedlearners.org">www.adultedlearners.org</a>, which now contains 146 student stories</li> </ul>

OTAN/SCOE	PROGRESS REPORT (10/11/2006 - 12/30/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS	STATUS
<b>OBJECTIVES AND MAJOR TASKS</b>		
10. Support the regional network of adult education resource centers with technical assistance and professional services		
10.1. Provide assistance to CA Professional Development Center staff on usage of technology		<ul style="list-style-type: none"> <li>Coordinated with CALPRO regarding sign-in sheets, evaluation forms and participant certificates for workshops by external trainers.,</li> </ul>
10.2. Acquire materials, catalog, & distribute print and non-print resources		<ul style="list-style-type: none"> <li>1 item distributed to 10 PDC libraries.</li> </ul>
10.3. Provide technical assistance to support PDC libraries		<ul style="list-style-type: none"> <li>Continued project of scanning print masters of older training modules and created PDF files for distribution on the CALPRO intranet.</li> <li>Book, video, and DVD titles deposited in PDC libraries now total 676.</li> </ul>
11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers		
11.1. Acquire and catalog additional items		<ul style="list-style-type: none"> <li>The CA Adult Ed Archives now totals 1,757 cataloged print, video, &amp; slide/tapes.</li> </ul>
11.2. Make database of bibliographic records available electronically		<ul style="list-style-type: none"> <li>During the quarter, PDF documents on the Web site were accessed 24,475 times.</li> </ul>
11.3. Implement policy and procedures of digitizing prioritized archival items		<ul style="list-style-type: none"> <li>Deposited with the CA State Library two products, Technology Integration Mentor Academy, reports on the first and second years.</li> </ul>
11.4. Research preservation issues and implement migration of resources to newer formats		<ul style="list-style-type: none"> <li>Entered finding aid for the California Staff Development Institute collection into the beta version of a template for submission to the Online Archive of CA, and completed the organization and indexing of half of the collection.</li> </ul>
11.5. Deposit with the CA State Library adult education products as required by statute		
11.6. Contribute to the Online Archive of California standardized archival "finding aids"		
12. Support provision of local providers of literacy skills in a workplace context		
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds		<ul style="list-style-type: none"> <li>The VESL/VABE Clearinghouse collection totals 457 titles cataloged.</li> </ul>
12.2. Maintain online database of VESL/VABE/workplace materials		<ul style="list-style-type: none"> <li>Responded to 37 inquiries.</li> </ul>
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field		<ul style="list-style-type: none"> <li>Distributed 105 copies of the 2006 CD-ROM catalog.</li> <li>Sent 49 VESL/VABE materials to 7 agencies.</li> </ul>
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis		<ul style="list-style-type: none"> <li>Continued revision and upgrade of VESL Workplace Clearinghouse database.</li> </ul>
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.		<ul style="list-style-type: none"> <li>The Employment Training Library now totals 1,146 print and video items.</li> <li>Researched pre-employment work maturity and job search skills for 16 patrons.</li> <li>Loaned 196 Employment Training items to 110 patrons.</li> </ul>
<b>C. Instructional Technology</b>		
13. Obtain Instructional Technology Input from Field Advisory Group		
13.1 Identify and recruit members		<ul style="list-style-type: none"> <li>Work continued on United Streaming license for adult educators, as recommended by advisory group.</li> </ul>
13.2 Develop input process and hold periodic meetings		<ul style="list-style-type: none"> <li>Technology Integration Advisory Committee meeting planned for early January, and 3 new members recruited</li> </ul>
13.3 Implement suggestions from the advisory group		
14. Provide planning support to agencies implementing new technology		
14.1. Assist local agencies with the technology planning process		<ul style="list-style-type: none"> <li>Provided online training on technology planning process and plan submission to 18 participants in 2 sessions.</li> </ul>
14.2. Maintain and improve online technology planner		<ul style="list-style-type: none"> <li>Prepared updated draft of the California Adult Education Technology Plan for 2007-11.</li> </ul>
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009		<ul style="list-style-type: none"> <li>Emailed draft to work group members, and scheduled meeting for 1/4/07.</li> </ul>
14.4. Identify and pilot strategies for meeting needs of small agencies for local technical support		
15. Research and make available information regarding new and emerging technologies and available learning resources		
15.1. Research and acquire information regarding new technologies and resources		<ul style="list-style-type: none"> <li>Collaborated with CDLP on planning and publicizing two Technology and Distance Learning Symposia, with a Web site at <a href="http://www.scoe.net/fdisymposia">www.scoe.net/fdisymposia</a></li> </ul>
15.2. Identify and collect information about best practices in the use of instructional technology		<ul style="list-style-type: none"> <li>Publicized conferences with technology sessions on combined training registration</li> </ul>

OTAN/SCOE      PROGRESS REPORT (10/1/2006 - 12/30/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>15.3. Provide opportunities for adult educators to sample new technologies</p> <p>15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects</p> <p>15.5 Produce and make available online video-based demonstrations of technology integration</p> <p>15.6 Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom</p> <p>15.7 Promote with publishers the development of adult appropriate mediated materials</p>	<ul style="list-style-type: none"> <li>• and calendar Web site.</li> <li>• Shot video on site for a video on using the document camera in the classroom</li> <li>• Shot video on the ABE Program of Excellence, to be used to disseminate information on excellence in ABE instruction</li> <li>• Demonstrated at professional conferences the educational use of new technologies by presenting 8 workshops for 407 participants.</li> <li>• Provided information on distance learning to 7 agencies.</li> <li>• Promoted development of adult appropriate materials with 8 vendors.</li> <li>• Updated holdings in the Educational Technology library in preparation for combining it with the Adult Ed Reference collection. Old print materials and software were deleted.</li> <li>• Supported CDE is showing the EICivics DVD/CD at the State Directors' Conference, and subsequently disseminated 10 copies to other states.</li> <li>• Monitored listservs, Web sites and periodicals for current information on new educational technologies</li> <li>• Finalized contract with Discovery Education for 50 licenses for United Streaming, and recruited 50 teachers from different agencies to participate in a pilot project to determine if United Streaming online video and other media resources will meet the needs of adult learners.</li> <li>• Initiated contract with vendor to host online course management system Moodle, and developed workshop materials to train teachers on Moodle for online course Web sites.</li> <li>• Continued to support Blackboard as an alternative way to create a Web presence for a class, or a complete online course.</li> </ul>
<p>16. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i></p>	<ul style="list-style-type: none"> <li>• Hosted two-day training for 15 returning and 15 new TIMAC participants in October, including training on PhotoStory digital storytelling software, mentoring skills, and project planning.</li> <li>• Monitored and contributed to TIMAC discussion board</li> <li>• Scheduled site visits to new cohort by staff mentors</li> </ul>
<p>17. <i>Support Technology Mentor Network</i></p>	<ul style="list-style-type: none"> <li>• Continued to support the Technology Mentor Network email list, which hosted 52 messages in this quarter sent to 90 members.</li> <li>• Discussions occurred on topics such as Google literacy project, wikis for professional development, using portable keyboards, OTAN's United Streaming project, and more</li> </ul>
<p>17.1. Publicize Network and recruit members</p> <p>17.2. Provide activities aimed at developing a sense of professional community</p> <p>17.3. Collaborate to provide technology-based workshops and activities at state conferences</p> <p>17.4 Encourage the Technology Mentor Network to grow as an organization with goals and objectives</p>	<ul style="list-style-type: none"> <li>• Provided 10 trainings on the use of technology in instruction for a total of 197 participants.</li> <li>• Encouraged experimentation with online course building, podcasting and other technologies via listservs and conference presentations.</li> </ul>
<p>18. <i>Provide training on planning and implementing instructional technologies</i></p> <p>18.1. Provide training for instructors on various types of instructional technologies</p> <p>18.2. Track and evaluate role and effectiveness of different modes of training</p>	

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract #5000**  
 January 1, 2007 - March 31, 2007

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>A. Electronic Communication</b></p>	
<p>1. <i>Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site</i></p> <p>1.1. Research, abstract, and index Web sites related to adult education</p> <p>1.2. Maintain and improve search systems that provide access to Web site resources</p> <p>1.3. Upgrade OTAN Web site based on user input using latest technology</p> <p>1.4. Explore and implement personalized access to Web resources</p>	<ul style="list-style-type: none"> <li>• New OTAN Web site went live on January 19, 2007, with new graphic design and navigation</li> <li>• Site search was upgraded to a Verity word search for improved speed, more accurate results, and added functionality including spelling suggestions and percent match.</li> <li>• My Resources, a way of bookmarking resources within the site, is now available for teacher resources and library documents</li> <li>• Posted 19 news stories on the OTAN home page.</li> </ul>
<p>2. <i>Improve the electronic collaborative environment for adult educators</i></p> <p>2.1. Maintain and expand user registration system and searchable directory of registered users</p> <p>2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources</p> <p>2.3. Host list servers that encourage networking for program improvement</p> <p>2.4. Manage Q &amp; A areas to facilitate sharing of best practices</p> <p>2.5. Use new technologies to support CDE Adult Education Office initiatives</p>	<ul style="list-style-type: none"> <li>• Web site averaged 169,140 user sessions (visits) per month.</li> <li>• The Web site directory averaged 355 new members per month for the quarter, with a membership total of 7,104.</li> <li>• Managed Leadership Projects and Partnership Team listservs.</li> <li>• Managed listservs for K-12 Adult Ed Administrators, regional CA North Coast Administrators, Project Star, and Jail Educators, and OTAN Q &amp; A site.</li> <li>• Provided Breeze online meeting software and tech support to CALPRO for Programs of Excellence online meeting</li> </ul>
<p>3. <i>Provide technical support and training to OTAN Web site users</i></p> <p>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</p> <p>3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking</p> <p>3.3. Provide training materials in a variety of modalities (print and electronic)</p> <p>3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions</p> <p>3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations</p> <p>3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources</p>	<ul style="list-style-type: none"> <li>• Staff provided telephone and email technical support to 92 clients.</li> <li>• Staff provided specialized online database support to 139 clients.</li> <li>• Staff provided 88 services regarding training set-up and follow-up.</li> <li>• Staff provided 1 training class on the use of OTAN electronic resources for 13 participants.</li> <li>• Continued to host online meetings and workshops and four online workshops</li> <li>• Offered 3 workshops by external trainers, one on Lesson Plan Builder in Sacramento and two on Web Sites to Teach Math in San Bernardino and Eureka.</li> <li>• Held conversations with CDCR regarding possibilities for using technology to serve incarcerated adult learners, to be included in the California adult education state technology plan</li> </ul>
<p>4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i></p> <p>4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California</p> <p>4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials</p> <p>4.3. Support CDE's development of adult education online reporting systems</p> <p>4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site</p> <p>4.5. Support CDE's goal of coordinating databases of adult education program information</p>	<ul style="list-style-type: none"> <li>• Made additions and improvements to CDE combined database.</li> <li>• Created "Contacts" data entry screen for agencies to complete with all online applications.</li> <li>• Completed and made available online application for WIA, and WIA budget worksheet and mid-year report.</li> <li>• Initiated revision of A22 and J18/19 online forms for new year.</li> <li>• Continued to support the combined online training registration system where the user can register for any adult education training in the state.</li> </ul>

OTAN/SCOE      PROGRESS REPORT (1/1/2007 - 3/31/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites</p>	<ul style="list-style-type: none"> <li>Maintained online directory of providers of adult education in California.</li> </ul>
<p>5. <i>Maximize client access to OTAN products and services and obtain client input</i></p>	
<p>5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings</p>	<ul style="list-style-type: none"> <li>All OTAN print materials have been redesigned to incorporate new logo and site design, including tri-fold flyer, folders, business cards and training materials</li> </ul>
<p>5.2. Develop CD-ROMs for marketing OTAN's Web site and services</p>	<ul style="list-style-type: none"> <li>Winter 2007 news</li> </ul>
<p>5.3. Present workshops and host vendor tables at adult education conferences</p>	<ul style="list-style-type: none"> <li>Completed production of OTAN promotional video and showed it at COABE conference.</li> </ul>
<p>5.4. Implement electronic notification strategies and online surveys for feedback</p>	
<p>5.5. Identify client categories and solicit input and feedback from representative focus groups</p>	
<p><b>B. Information and Reference Services</b></p>	
<p>6. <i>Maintain and improve electronic and print resource collections on adult education practice and research</i></p>	
<p>6.1. Maintain and improve linkages to the national adult education information network</p>	<ul style="list-style-type: none"> <li>Information and reports gathered from national email lists, newsletters and Web sites.</li> </ul>
<p>6.2. Obtain pertinent data and prepare it for electronic access</p>	<ul style="list-style-type: none"> <li>The number of new documents posted on the Web site totaled 123.</li> </ul>
<p>6.3. Catalog materials and maintain bibliographic databases</p>	<ul style="list-style-type: none"> <li>The Adult Education Reference Library collection totals 2,003 items, a large increase because the Educational Technology collection is being combined with the Reference Library.</li> </ul>
<p>7. <i>Provide an information reference service for California adult educators</i></p>	
<p>7.1. Provide electronically searchable databases of bibliographic records and full text documents</p>	<ul style="list-style-type: none"> <li>Web site statistics show 41,346 searches by users.</li> </ul>
<p>7.2. Respond to online, mail and telephone (800#) requests</p>	<ul style="list-style-type: none"> <li>Staff responded directly to 31 requests for archival information and general information.</li> </ul>
<p>7.3. Customized searches of online databases</p>	<ul style="list-style-type: none"> <li>Staff responded directly to 6 requests for archival information.</li> </ul>
<p>7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax</p>	<ul style="list-style-type: none"> <li>Customized searches of online databases totaled 17.</li> </ul>
<p>7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax</p>	<ul style="list-style-type: none"> <li>Staff distributed a total of 601 items by fax, email or U.S. mail.</li> </ul>
<p>8. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i></p>	
<p>8.1. Improve and expand For Teachers Web site</p>	<ul style="list-style-type: none"> <li>For Teachers is now incorporated into the main Web site and does not have a separate identity for tracking.</li> </ul>
<p>8.2. Survey usage of the online lesson plan builder and add features as indicated by field input</p>	<ul style="list-style-type: none"> <li>14 lesson plans were submitted for publication via Lesson Plan Builder, and reviewed by two experts.</li> </ul>
	<ul style="list-style-type: none"> <li>One Lesson Plan Builder workshop was offered by an external trainer.</li> </ul>
	<ul style="list-style-type: none"> <li>732 users logged in to the Lesson Plan Builder in this quarter, and 334 worked on a lesson plan.</li> </ul>
<p>9. <i>Document and publicize CA Adult Education successful students and programs</i></p>	
<p>9.1. Research and publicize the stories of successful adult learners and programs</p>	<ul style="list-style-type: none"> <li>Accepted four nominations of adult education graduates in the 13th cycle of the CA Adult Education Students Succeed project that ended March 23, 2007.</li> </ul>
<p>9.2. Videotape stories of successful adult learners and programs</p>	<ul style="list-style-type: none"> <li>Staff recorded 16 client services regarding the Students Succeed program.</li> </ul>
<p>9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs</p>	<ul style="list-style-type: none"> <li>Updated information and student stories on the Students Succeed Web site at <a href="http://www.adultedlearners.org">www.adultedlearners.org</a>, which now contains 157 student stories representing 88 agencies.</li> </ul>
<p>9.4. Assess value and utilization of successful students and exemplary programs project</p>	

OTAN/SCOE      PROGRESS REPORT (1/1/2007 - 3/31/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>10. Support the regional network of adult education resource centers with technical assistance and professional services</p> <p>10.1. Provide assistance to CA Professional Development Center staff on usage of technology</p> <p>10.2. Acquire materials, catalog, &amp; distribute print and non-print resources</p> <p>10.3. Provide technical assistance to support PDC libraries</p>	<ul style="list-style-type: none"> <li>• Coordinated with CALPRO regarding sign-in sheets, evaluation forms and participant certificates for workshops by external trainers.</li> <li>• 40 items distributed to 10 PDC libraries.</li> <li>• Coordinated inventory of all PDC libraries, and mailed replacements for 169 missing material items.</li> <li>• Continued project of scanning print masters of older training modules and created PDF files for distribution on the CALPRO intranet.</li> <li>• Book, video, and DVD titles deposited in PDC libraries now total 676.</li> </ul>
<p>11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers</p> <p>11.1. Acquire and catalog additional items</p> <p>11.2. Make database of bibliographic records available electronically</p> <p>11.3. Implement policy and procedures of digitizing prioritized archival items</p> <p>11.4. Research preservation issues and implement migration of resources to newer formats</p> <p>11.5. Deposit with the CA State Library adult education products as required by statute</p> <p>11.6. Contribute to the Online Archive of California standardized archival "finding aids"</p>	<ul style="list-style-type: none"> <li>• The CA Adult Ed Archives now totals 1,775 cataloged print, video, &amp; slide/tapes.</li> <li>• During the quarter, PDF documents on the Web site were accessed 31,195 times.</li> <li>• Completed the organization and indexing of 90% of the "CA Staff Development Institute" archival collection.</li> <li>• Added materials to archival collections of "Conference Catalogs" and "CA GED Academy" records.</li> <li>• Scanned photos representing CA Programs of Excellence into database for future use.</li> <li>• Converted 417 old online documents to new format to meet accessibility standards</li> </ul>
<p>12. Support provision of local providers of literacy skills in a workplace context</p> <p>12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds</p> <p>12.2. Maintain online database of VESL/VABE/workplace materials</p> <p>12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field</p> <p>12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis</p> <p>12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.</p>	<ul style="list-style-type: none"> <li>• The VESL/VABE Clearinghouse collection totals 458 titles cataloged.</li> <li>• Responded to 33 inquiries.</li> <li>• Distributed 79 copies of the CD-ROM catalog.</li> <li>• Sent 35 VESL/VABE materials to 7 agencies.</li> <li>• VESL Workplace Clearinghouse database is now updated.</li> <li>• The Employment Training Library now totals 1,140 print and video items.</li> <li>• Researched pre-employment work maturity and job search skills for 10 patrons.</li> <li>• Loaned 234 Employment Training items to 136 patrons.</li> </ul>
<p><b>C. Instructional Technology</b></p>	
<p>13. Obtain Instructional Technology Input from Field Advisory Group</p>	
<p>13.1 Identify and recruit members</p>	<ul style="list-style-type: none"> <li>• Technology Integration Advisory Committee met in January, including five instructors and three administrators.</li> </ul>
<p>13.2 Develop input process and hold periodic meetings</p>	<ul style="list-style-type: none"> <li>• Input gathered, and will be reviewed at online meeting in June.</li> </ul>
<p>13.3 Implement suggestions from the advisory group</p>	
<p>14. Provide planning support to agencies implementing new technology</p>	
<p>14.1. Assist local agencies with the technology planning process</p>	<ul style="list-style-type: none"> <li>• Work group for the California Adult Education Technology Plan for 2007-11 met on January 4.</li> </ul>
<p>14.2. Maintain and improve online technology planner</p>	<ul style="list-style-type: none"> <li>• Draft of state technology plan revised based on work group input and phone conversations with CASAS and CDCR, and posted for public comment.</li> </ul>
<p>14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009</p>	<ul style="list-style-type: none"> <li>• 168 agency technology plans submitted and reviewed as part of EL Civics Civic Participation funding.</li> </ul>
<p>14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support</p>	<ul style="list-style-type: none"> <li>• 19 agencies that did not pass the review have resubmitted their plan.</li> <li>• 32 client contacts were made regarding help with technology plans.</li> </ul>

OTAN/SCOE      PROGRESS REPORT (1/1/2007 - 3/31/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
15. Research and make available information regarding new and emerging technologies and available learning resources	
15.1. Research and acquire information regarding new technologies and resources	
15.2. Identify and collect information about best practices in the use of instructional technology	
15.3. Provide opportunities for adult educators to sample new technologies	
15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects	
15.5. Produce and make available online video-based demonstrations of technology integration	
15.6. Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom	
15.7. Promote with publishers the development of adult appropriate mediated materials	<ul style="list-style-type: none"> <li>• Collaborated with CDLP to host two Technology and Distance Learning Symposia with a total of almost 300 attendees.</li> <li>• Initiated pilot use of UnitedStreaming online video collection with 35 teachers</li> <li>• Provided UnitedStreaming training to 59 teachers</li> <li>• Trained 10 teachers online and approximately 50 teachers in hands-on and lecture-style presentations on using Moodle for online course presence, and set up 60 Moodle courses for adult education teachers.</li> <li>• Continued to support Blackboard as an alternative way to create a Web presence for a class, or a complete online course.</li> <li>• Worked on editing video on using the document camera in the classroom</li> <li>• Worked on editing video on on the ABE Program of Excellence.</li> <li>• Demonstrated at professional conferences the educational use of new technologies by presenting 24 workshops for 452 participants.</li> <li>• Continued work on updating Educational Technology collection and combining it with the Adult Ed Reference collection.</li> <li>• Monitored listservs, Web sites and periodicals for current information on new educational technologies.</li> </ul>
16. Facilitate Technology Integration Mentor Academy (TIMAC)	
16.1. Recruit and select participants and trainers	
16.2. Provide training and follow-up support	
16.3. Evaluate Academy outcomes and make improvements	
16.4. Support network of Academy graduates to provide statewide leadership in technology integration	<ul style="list-style-type: none"> <li>• Hosted January training day for Cohort 3.</li> <li>• Organized four regional meetings of TIMAC participants.</li> <li>• Conducting planning and logistics for TIMAC videoconference in April.</li> <li>• Posted online application for next year, due May 18, 2007</li> <li>• Promoted TIMAC through panel presentations at three adult education conferences</li> <li>• Designed and posted content TIMAC Web site, <a href="http://www.otant.us/timac">www.otant.us/timac</a>.</li> </ul>
17. Support Technology Mentor Network	
17.1. Publicize Network and recruit members	
17.2. Provide activities aimed at developing a sense of professional community	
17.3. Collaborate to provide technology-based workshops and activities at state conferences	<ul style="list-style-type: none"> <li>• Continued to support the Technology Mentor Network email list, which hosted 95 messages in this quarter sent to 88 members.</li> <li>• Discussions occurred on topics such as digital presenters, buying new computers, podcasting, posting videos online, conference information, and more.</li> <li>• All TIMAC participants were subscribed as list members if they weren't already subscribed.</li> </ul>
17.4. Encourage the Technology Mentor Network to grow as an organization with goals and objectives	
18. Provide training on planning and implementing instructional technologies	
18.1. Provide training for instructors on various types of instructional technologies	
18.2. Track and evaluate role and effectiveness of different modes of training	<ul style="list-style-type: none"> <li>• Provided nine trainings on the use of technology in instruction for a total of 105 participants.</li> <li>• Encouraged experimentation with online course building, podcasting and other technologies via listservs and conference presentations.</li> </ul>

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract #5000**  
 April 1, 2007 - June 30, 2007

OBJECTIVES AND MAJOR TASKS	STATUS
<p><b>A. Electronic Communication</b></p>	
<p>1. <i>Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site</i></p> <p>1.1. Research, abstract, and index Web sites related to adult education</p> <p>1.2. Maintain and improve search systems that provide access to Web site resources</p> <p>1.3. Upgrade OTAN Web site based on user input using latest technology</p> <p>1.4. Explore and implement personalized access to Web resources</p>	<ul style="list-style-type: none"> <li>• Continued to make changes to the newly designed Web site based on observation and user suggestions.</li> <li>• Revised the search function to highlight the terms searched for</li> <li>• Posted 9 news stories on the OTAN home page.</li> <li>• Continued to promote and train users on how to personalize their OTAN online experience using the My Resources feature.</li> </ul>
<p>2. <i>Improve the electronic collaborative environment for adult educators</i></p> <p>2.1. Maintain and expand user registration system and searchable directory of registered users</p> <p>2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources</p> <p>2.3. Host list servers that encourage networking for program improvement</p> <p>2.4. Manage Q &amp; A areas to facilitate sharing of best practices</p> <p>2.5. Use new technologies to support CDE Adult Education Office initiatives</p>	<ul style="list-style-type: none"> <li>• Web site averaged 193,829 user sessions (visits) per month.</li> <li>• The Web site directory averaged 262 new members per month for the quarter, with a membership total of 7,010.</li> <li>• Managed Leadership Projects and Partnership Team listservs.</li> <li>• Managed listservs for K-12 Adult Ed Administrators, regional CA North Coast Administrators, Project Star, and Jail Educators, and OTAN Q &amp; A site.</li> <li>• Participated in CALPRO Alternative Delivery Taskforce</li> </ul>
<p>3. <i>Provide technical support and training to OTAN Web site users</i></p> <p>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</p> <p>3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking</p> <p>3.3. Provide training materials in a variety of modalities (print and electronic)</p> <p>3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions</p> <p>3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations</p> <p>3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources</p>	<ul style="list-style-type: none"> <li>• Staff provided telephone and email technical support to 80 clients.</li> <li>• Staff provided specialized online database support to 79 clients.</li> <li>• Staff provided 42 services regarding training set-up and follow-up.</li> <li>• Continued to host online meetings and workgroups and two online workshops</li> <li>• Communicated with CEA conference organizer about offering workshops at the CEA regional conference in November.</li> </ul>
<p>4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i></p> <p>4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California</p> <p>4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials</p> <p>4.3. Support CDE's development of adult education online reporting systems</p> <p>4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site</p> <p>4.5. Support CDE's goal of coordinating databases of adult education program information</p>	<ul style="list-style-type: none"> <li>• Continued to make additions and improvements to CDE combined database.</li> <li>• Added ability for CDE staff to send directed emails to various groups in the field</li> <li>• Began work on online WIA Final Expenditure report and created AASC audit report.</li> <li>• Complete revision of A22 and J18/19 online forms for the new year.</li> <li>• Continued to support the combined online training registration system.</li> <li>• Maintained online directory of providers of adult education in California.</li> </ul>

OTAN/SCOE      PROGRESS REPORT (4/1/2007 - 6/30/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites	
5. Maximize client access to OTAN products and services and obtain client input	
5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings	<ul style="list-style-type: none"> <li>Completed redesign of OTAN folders and New Administrator packets</li> <li>Spring 2007 newsletter mailed to 3,495 OTAN members.</li> </ul>
5.2. Develop CD-ROMs for marketing OTAN's Web site and services	<ul style="list-style-type: none"> <li>Began work on OTAN promotional DVD, continuing to revise OTAN promotional video</li> </ul>
5.3. Present workshops and host vendor tables at adult education conferences	<ul style="list-style-type: none"> <li>Hosted one vendor tables at conferences</li> </ul>
5.4. Implement electronic notification strategies and online surveys for feedback	<ul style="list-style-type: none"> <li>Presented four workshops at conferences on OTAN resources and services for 86 participants</li> </ul>
5.5. Identify client categories and solicit input and feedback from representative focus groups	
<b>B. Information and Reference Services</b>	
6. Maintain and improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	<ul style="list-style-type: none"> <li>Information and reports gathered from national email lists, newsletters and Web sites.</li> </ul>
6.2. Obtain pertinent data and prepare it for electronic access	<ul style="list-style-type: none"> <li>The number of new documents posted on the Web site totaled 48.</li> </ul>
6.3. Catalog materials and maintain bibliographic databases	<ul style="list-style-type: none"> <li>13 items were added to the online document collection.</li> </ul>
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records and full text documents	<ul style="list-style-type: none"> <li>Web site statistics show 64,428 searches by users.</li> </ul>
7.2. Respond to online, mail and telephone (800#) requests	<ul style="list-style-type: none"> <li>Staff responded directly to 39 requests for adult education and general information.</li> </ul>
7.3. Customized searches of online databases	<ul style="list-style-type: none"> <li>Staff responded directly to 7 requests for archival information.</li> <li>Customized searches of online databases totaled 19.</li> </ul>
7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax	<ul style="list-style-type: none"> <li>Staff distributed a total of 544 items by fax, email or U.S. mail.</li> </ul>
8. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources	
8.1. Improve and expand For Teachers Web site	<ul style="list-style-type: none"> <li>For Teachers is now incorporated into the main Web site and does not have a separate identity for tracking, but work has continued to add resources in this area.</li> </ul>
8.2. Survey usage of the online lesson plan builder and add features as indicated by field input	<ul style="list-style-type: none"> <li>Five lesson plans were submitted for publication via Lesson Plan Builder, and reviewed by two experts.</li> <li>653 users logged in to the Lesson Plan Builder in this quarter, and 281 worked on a lesson plan.</li> </ul>
9. Document and publicize CA Adult Education successful students and programs	
9.1. Research and publicize the stories of successful adult learners and programs	<ul style="list-style-type: none"> <li>Students Succeed project now contains 161 stories of former adult education students representing 88 agencies.</li> </ul>
9.2. Videotape stories of successful adult learners and programs	<ul style="list-style-type: none"> <li>Staff recorded 7 client services regarding the Students Succeed program.</li> </ul>
9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs	<ul style="list-style-type: none"> <li>Planning begun for 3 additional Students Succeed videos to be produced over the summer.</li> </ul>
9.4. Assess value and utilization of successful students and exemplary programs project	

OTAN/SCOE      PROGRESS REPORT (4/1/2007 - 6/30/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>10. Support the regional network of adult education resource centers with technical assistance and professional services</p> <p>10.1. Provide assistance to CA Professional Development Center staff on usage of technology</p> <p>10.2. Acquire materials, catalog, &amp; distribute print and non-print resources</p> <p>10.3. Provide technical assistance to support PDC libraries</p>	<ul style="list-style-type: none"> <li>• 169 items distributed to 10 PDC libraries.</li> <li>• Completed inventory of all PDC libraries.</li> <li>• Completed the project of scanning print masters of older training modules and created PDF files for distribution on the CALPRO intranet.</li> <li>• Book, video, and DVD titles deposited in PDC libraries now total 678.</li> </ul>
<p>11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers</p> <p>11.1. Acquire and catalog additional items</p> <p>11.2. Make database of bibliographic records available electronically</p> <p>11.3. Implement policy and procedures of digitizing prioritized archival items</p> <p>11.4. Research preservation issues and implement migration of resources to newer formats</p> <p>11.5. Deposit with the CA State Library adult education products as required by statute</p> <p>11.6. Contribute to the Online Archive of California standardized archival "finding aids"</p>	<ul style="list-style-type: none"> <li>• The CA Adult Ed Archives now totals 1,868 cataloged print, video, &amp; slide/tapes.</li> <li>• During the quarter, PDF documents on the Web site were accessed 33,007 times.</li> <li>• Completed the organization and indexing of the "Adult Education Leadership Training Program" archival collection.</li> <li>• Added materials to archival collections of "Conference Catalogs" records.</li> <li>• Converted 66 old online documents to new format to meet accessibility standards</li> </ul>
<p>12. Support provision of local providers of literacy skills in a workplace context</p> <p>12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds</p> <p>12.2. Maintain online database of VESL/VABE/workplace materials</p> <p>12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field</p> <p>12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis</p> <p>12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.</p>	<ul style="list-style-type: none"> <li>• The VESL/VABE Clearinghouse collection totals 458 titles cataloged.</li> <li>• Responded to 21 inquiries.</li> <li>• Distributed 205 copies of the CD-ROM catalog.</li> <li>• Sent 57 VESL /VABE materials to 11 agencies.</li> <li>• VESL Workplace Clearinghouse database is now updated.</li> <li>• The Employment Training Library now totals 1,168 print and video items.</li> <li>• Researched pre-employment work maturity and job search skills for 19 patrons.</li> <li>• Loaned 152 Employment Training items to 83 patrons.</li> </ul>
<p><b>C. Instructional Technology</b></p> <p>13. Obtain Instructional Technology Input from Field Advisory Group</p> <p>13.1 Identify and recruit members</p> <p>13.2 Develop input process and hold periodic meetings</p> <p>13.3 Implement suggestions from the advisory group</p>	<ul style="list-style-type: none"> <li>• Technology Integration Advisory Committee met via online meeting in June to review earlier recommendations and progress.</li> <li>• Suggestions from the advisory committee are on hold pending budget revisions.</li> </ul>
<p>14. Provide planning support to agencies implementing new technology</p> <p>14.1. Assist local agencies with the technology planning process</p> <p>14.2. Maintain and improve online technology planner</p> <p>14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009</p> <p>14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support</p>	<ul style="list-style-type: none"> <li>• Input on the California Adult Education Technology Plan for 2007-11 gathered from public comment, as well as from corrections staff, and from CASAS, and final draft completed.</li> <li>• All agencies that did not pass the review resubmitted their plans and were recommended for funding.</li> <li>• 29 client contacts were made regarding help with technology plans.</li> <li>• Provided online training on Moodle to 13 participants in two sessions</li> </ul>
<p>15. Research and make available information regarding new and emerging technologies and available learning resources</p> <p>15.1. Research and acquire information regarding new technologies and resources</p>	<ul style="list-style-type: none"> <li>• Completed pilot study of UnitedStreaming online video collection with 35 teachers</li> </ul>

OTAN/SCOE PROGRESS REPORT (4/1/2007 - 6/30/2007) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
15.2. Identify and collect information about best practices in the use of instructional technology	<ul style="list-style-type: none"> <li>for a class, or a complete online course.</li> </ul>
15.3. Provide opportunities for adult educators to sample new technologies	<ul style="list-style-type: none"> <li>Completed video on using the document camera in the classroom</li> <li>Submitted video on the ABE Program of Excellence to CALPRO and CDE for review.</li> </ul>
15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects	<ul style="list-style-type: none"> <li>Demonstrated at professional conferences the educational use of new technologies by presenting 17 workshops for 448 participants.</li> </ul>
15.5. Produce and make available online video-based demonstrations of technology integration	<ul style="list-style-type: none"> <li>Provided information on distance learning to four agencies</li> <li>Promoted development of adult appropriate materials with nine vendors</li> </ul>
15.6. Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom	<ul style="list-style-type: none"> <li>Monitored listservs, Web sites and periodicals for current information on new educational technologies.</li> </ul>
15.7. Promote with publishers the development of adult appropriate mediated materials	
16. Facilitate Technology Integration Mentor Academy (TIMAC)	
16.1. Recruit and select participants and trainers	<ul style="list-style-type: none"> <li>Conducting TIMAC videoconference in April.</li> </ul>
16.2. Provide training and follow-up support	<ul style="list-style-type: none"> <li>Hosted 2-day training in May for Cohorts 2 and 3.</li> </ul>
16.3. Evaluate Academy outcomes and make improvements	<ul style="list-style-type: none"> <li>Reviewed online applications and selected 15 new participants for next year.</li> </ul>
16.4. Support network of Academy graduates to provide statewide leadership in technology integration	<ul style="list-style-type: none"> <li>Promoted TIMAC through a panel presentation at CATESOL and CCAE conferences</li> <li>Continued to develop TIMAC Web site, <a href="http://www.otan.us/timac">www.otan.us/timac</a>.</li> </ul>
17. Support Technology Mentor Network	
17.1. Publicize Network and recruit members	<ul style="list-style-type: none"> <li>Continued to support the Technology Mentor Network email list, which hosted 185 messages in this quarter sent to 107 members.</li> </ul>
17.2. Provide activities aimed at developing a sense of professional community	<ul style="list-style-type: none"> <li>Discussions occurred on topics such as the Google Teacher Academy, posting videos online, student contests, blogging, acceptable use policies, and more.</li> </ul>
17.3. Collaborate to provide technology-based workshops and activities at state conferences	
17.4. Encourage the Technology Mentor Network to grow as an organization with goals and objectives	
18. Provide training on planning and implementing instructional technologies	
18.1. Provide training for instructors on various types of instructional technologies	<ul style="list-style-type: none"> <li>Provided five trainings on the use of technology in instruction for a total of 92 participants.</li> </ul>
18.2. Track and evaluate role and effectiveness of different modes of training	<ul style="list-style-type: none"> <li>Encouraged experimentation with online course building, podcasting and other technologies via listservs and conference presentations.</li> </ul>



## OTAN/UNITEDSTREAMING PILOT PROJECT REPORT

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### **Scope of the Project**

In the fall of 2006 the Outreach Technical Assistance Network (OTAN) Leadership entered into an agreement with Discovery Education to offer the unitedstreaming Web site offering online video and other multimedia resources to adult education teachers. The objective was to offer interested teachers and Technology Integration Mentor Academy (TIMAC) members access to this resource with the understanding that they would report back to OTAN their uses and application of the resource in the classroom (or lack thereof). (See appendix titled "OTAN unitedstreaming Purpose Goals and Requirements.") In addition, OTAN wanted to determine how this resource could enhance current adult education curriculum.

### **Negotiated License Agreement with Discovery Education**

Discovery Education typically services the K-12 education segment. When they were approached to partner with OTAN and California adult educators, the request was met with enthusiasm. Costs for the 50 license passcode were reduced significantly for this pilot project.

The service agreement with Discovery Education was for one year, and that was the timeframe for this pilot project. By the time the details were worked out, the timeframe for teachers to participate in the project ranged from December 2006 through November 2007.

Future agreements may be negotiated at the end of this contract period after a determination is made regarding the value of this service for adult educators.

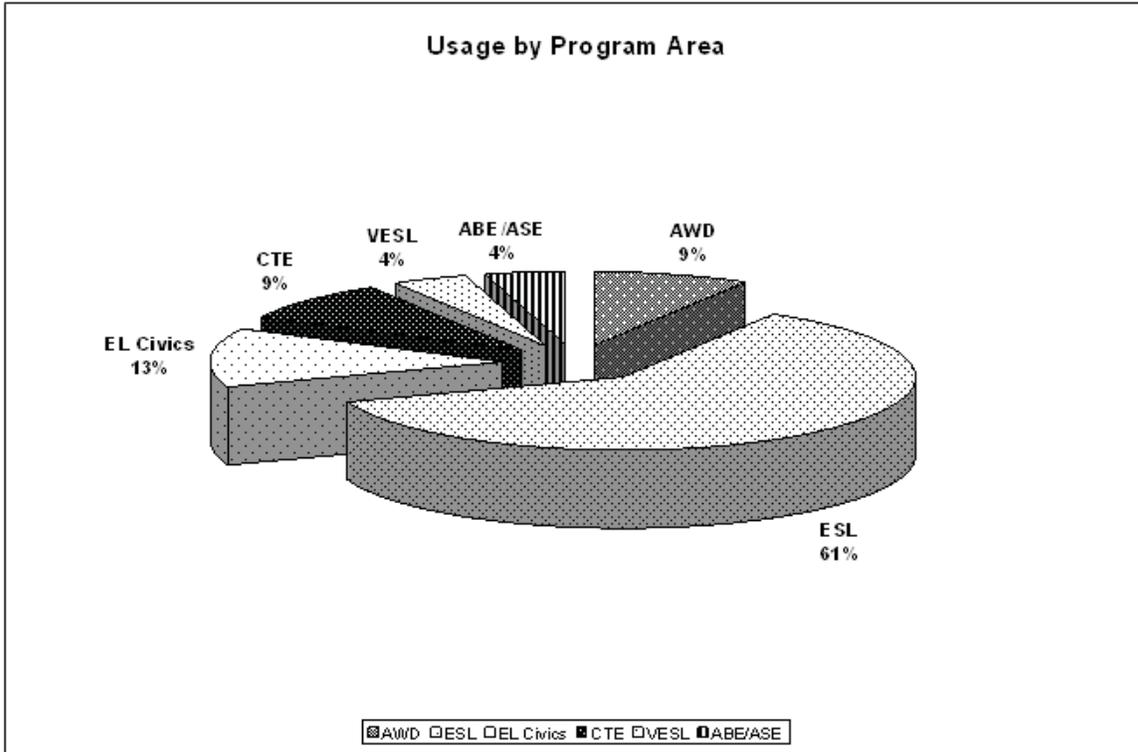
### **Recruit 50 OTAN Pilot Participants**

OTAN received 50 passcodes to be distributed to adult education teachers across the state. OTAN sought to place these passcodes in the hands of teachers who were most likely to share this resource with fellow teachers and administrators.

The pilot project asked participants to provide data regarding their use of unitedstreaming including: what did they use (video, graphics, audio); was it used in the classroom; were the materials edited in any way; and what was their opinion on the value of this service to their teaching. Participants were offered a small stipend of \$480 as an OTAN contracted exempt employee for their efforts.

**Target Area**

In general, OTAN made no effort to limit the passcode distribution by subject areas or teacher, but it was generally agreed that ESL would more than likely make up the majority of the curriculum areas represented. Sixty-one percent of usage of the unitedstreaming service is attributed to ESL teachers. If the numbers are combined for VESL, EL Civics and ESL that figure jumps to 78%!



**TIMAC Mentors**

The current cohort (2006/2007) of TIMAC mentors were offered “first shot” at participating in the pilot project announced at a regularly scheduled training session in early October 2006. Approximately 30 mentors signed up for the project at that time, leaving 20 spots available for other interested adult education teachers within California. A mass email was sent through OTAN’s Technology Mentor Network, which is comprised of past TIMAC participants and other technology-integration interested individuals, inviting their application for the last 20 available passcodes. (See Appendix “Application for unitedstreaming.”) Teachers were given the passcode once all necessary paperwork was completed.

## ***Timeline***

### **January 2007 through June 2007**

Although the initial contract period was from October 2006 through November 2007, it took more time than anticipated to get contract documents returned from the participants. However, by the end of January most participants had received their passcodes and started sharing the resource with their fellow teachers and exploring the site on their own.

Although monthly data could be retrieved from the unitedstreaming administrative Web site, it only offered the most basic information including the number of streams from the site, the number of actual downloads the total number of views and the number of logins. (See Appendix titled “Monthly unitedstreaming Usage Data with Graphics.”)

### **Implementation**

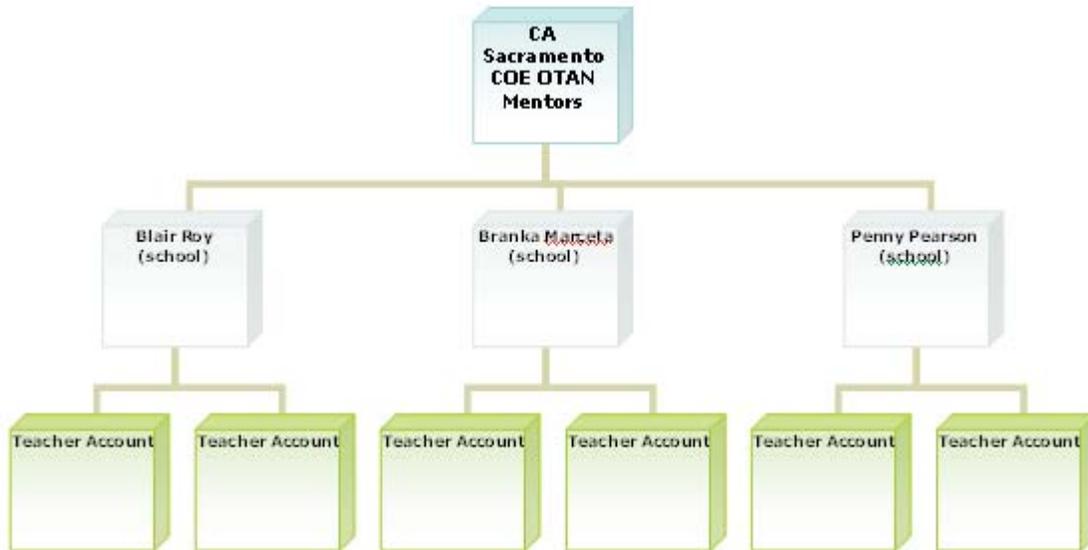
The majority of the activity occurred between February 2007 and May 2007. It was during this time period that usage data was collected from our participants. Since the original 50 were the only teachers asked to keep track of what they did, the additional 221 teachers who created new accounts under the pilot project did not keep track of their usage, since the collection and management of their data wasn’t feasible within the timeframe of the project.

### **Distribution of Passcodes**

Each passcode was assigned to one teacher. Each teacher was allowed to share that passcode with their colleagues in their school or institution. For each new teacher who used the passcode, they were prompted by unitedstreaming to create a new account. From the initial 50 issued passcodes, over 271 individual accounts were created.

A passcode was assigned per school site, and all teachers could share their materials with either their “school” (everyone who signed up under the passcode) or the “district” which was assigned as the CA\_SacramentoCOE\_OTAN\_Mentors which encompassed all 50 OTAN Mentors.

As the project progressed, it became apparent that as teachers learned how to use this resource, a method would need to be created to help manage all the materials being shared from teachers across the state. Ideally, if a teacher within the OTAN District wanted to find an EL Civics lesson on health care, it was likely another teacher had created such an activity and could share it with everyone in the district, which encompassed all pilot project participants across the state.



### Training of Pilot Participants

In partnership with unitedstreaming, OTAN worked closely with their Implementation Representative to offer four (4) two-hour online training opportunities for all the Pilot Project participants in January and February 2007. These sessions covered all the basics of navigation, finding resources, saving resources, creating writing activities, quizzes and assignments as well as available staff development opportunities offered through the unitedstreaming Web site.

In addition to these training sessions, OTAN established an online presence through the unitedstreaming Pilot Café Web site. Here there were examples of different activities, administrative help with filling out forms etc., as well as a discussion board where teachers could get help, suggestions, and support from other unitedstreaming participants.

### Communication and Feedback

Primary communication with participants was mostly through electronic mail or through discussion group postings on the unitedstreaming Pilot Café. Adult educators work all hours, so this method of contacting others proved to be the most effective.

The Pilot Café Web site also offered the opportunity for teachers to share technical and other issues with the rest of the group and seek help to resolve them. Links were created for other resources as well, such as directions for enabling closed captioning, viewing grade reports, and filling out forms.

## Technical Issues Experienced

### ***Closed captioning***

This was a critical issue with many teachers, and not easily or consistently resolved. By working with unitedstreamings Implementation Blog, users could find solutions or workarounds. See [http://discoveryeducation.typepad.com/implementation/2007/02/help\\_i\\_need\\_to\\_.html](http://discoveryeducation.typepad.com/implementation/2007/02/help_i_need_to_.html) for examples.

### ***Multi-streams Within One Classroom***

It was quickly discovered that a teacher within a computer lab or classroom with more than 5 or 6 computers could not “stream” video content from unitedstreaming without suffering through stops and starts and other delays. Most teachers found the best way around this was to simply play the video through an overhead projector. This was not a good solution for ESL students who wanted or needed to repeat the video several times in order to understand the content.

Another option was for the teacher to download the video clip and either save it to each computer’s hard drive, or to a separate network drive. As this takes quite a bit of time, most teachers opted for using the overhead projector to present video and other multimedia materials to students.

### ***Other General Observations***

In reviewing the general comments and notes made in the usage log a few items rise to the surface. The majority of users had positive comments on the services offered, including positive comments from students in the classroom. Teachers repeatedly expressed concern about the time commitment required to prepare lessons and activities through unitedstreaming, and in particular the longevity of unitedstreaming as a resource available through OTAN. They were reluctant to spend a lot of time creating lessons and activities if they no longer had access to the service in the future.

Teachers also reported they experienced difficulty with creating quizzes for their lessons. This issue related to the first concern about spending a lot of time creating materials when they may not be available in the future. However, this particular issue can be easily resolved through additional training either using unitedstreaming staff development materials or through future OTAN online training sessions and/or workshops.

**End of Year Results (2006/2007)**

All in all, the pilot project was a great success. Teachers were enthusiastic and motivated to use these resources in the course of their instruction. Teachers expressed concern over whether or not unitedstreaming would remain a teaching resource for them in the future. This was especially a concern for teachers who invested a significant amount of time creating lessons, quizzes, and other activities for their classes.

## Appendix

### ***Examples of unitedstreaming Uses in the Classroom***

Many teachers were willing to share how they used unitedstreaming within their program area and within their classrooms. The short descriptions below show the diversity and creativity of adult education teachers within this project.

#### **ABE/ASE:**

Lynn Starks of San Juan Unified Adult Education created assignments for her ABE students teaching different math concepts including decimals and fractions. In addition, she recruited students to view potential videos for other lessons (social studies, language arts and history) to gauge the students' interest. In all cases, the students loved the use of video to enhance their lessons.

#### **ESL:**

Many ESL teachers are using unitedstreaming resources in very creative ways. Not only are they downloading and viewing files related to American Culture (clips about holidays, American customs etc.) they are also using unitedstreaming content to teach reading, writing and vocabulary. Susan Gaer in Santa Ana has taken a video regarding health care (someone has gone to the hospital for help) and had students write a new script, record it, and then it was 'overdubbed' on the original unitedstreaming video. A very clever and fun exercise!

#### **Adults with Disabilities:**

Lynn Andres at Orange Grove Adult School found unitedstreaming a valuable resource for her students to learn about the traditions surrounding different American holidays. Other teachers within Orange Grove used movie and other resources to present information about sounds and take a virtual field trip to learn about our founding fathers.

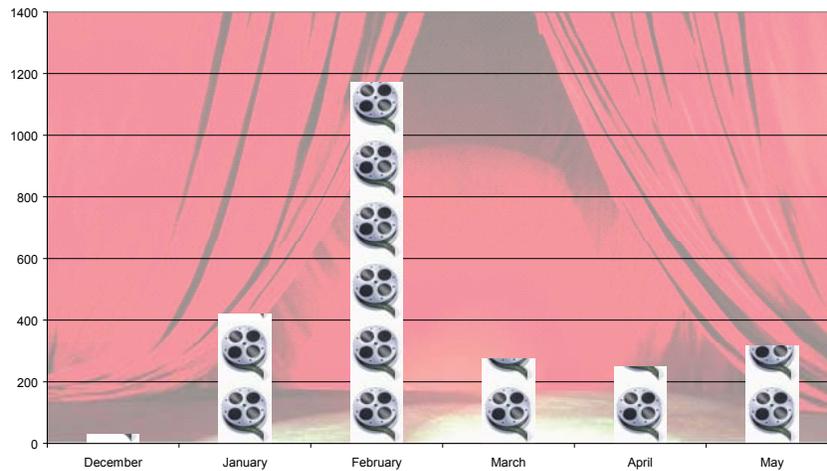
#### **Vocational Education:**

Penny Pearson at Winterstein Adult Center teaches digital photography and digital storytelling. Through unitedstreaming she used a series titled LIGHTS, CAMERA, EDUCATION! to teach students fundamentals of movie making.

## How our Participants Used unitedstreaming

Data from the unitedstreaming administrative site gives information regarding activity by the pilot project group. Between December 2006 and May 2007 project participants heavily used streaming in February 2007. This activity dropped significantly in March 2007, the most likely cause was technical difficulties of streaming several video segments within a computer lab. Conversely, total views and downloads increased sharply in the same month. Teachers found it was much easier to manage the material if it was downloaded first.

**Total Pilot Streams**



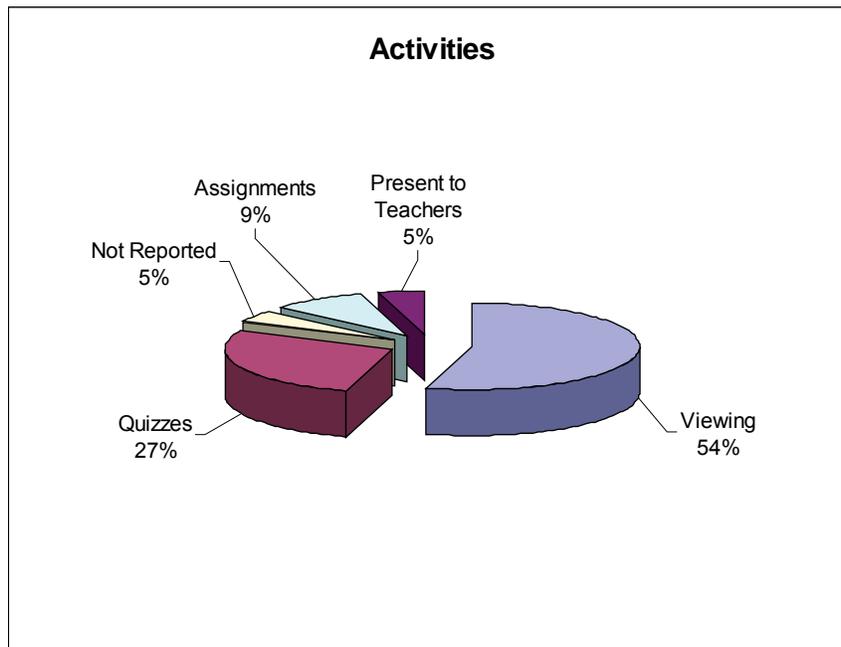
**Total Views\* for Pilot Project**



Pilot participants were asked to submit a usage log that provided information on how they used the unitedstreaming materials. They were asked to report on the following:

- What was the purpose of their visit to the unitedstreaming Web site?
- What were they searching for? (Lesson materials, presenting information to colleagues, presenting information to students, or other)
- What was their program area?
- What was their lesson topic?
- What materials were used (video, photos, audio etc)?
- Was the material edited?
- Would the teacher use the materials again?
- Any notes or observations regarding their experience.

Although the information is anecdotal (no statistical analysis was possible) a simple tally revealed that the predominate program that used the service was English as a Second Language, though Adult Basic Education (ABE), Adult Secondary Education (ASE), Adults with Disabilities (AWD), Career Technical Education (CTE), Vocational English as a Second Language (VESL) and EL Civics were all represented within the pilot.



***Selected Comments from unitedstreaming Usage Logs:***

“My colleague loved the Measurement and other math videos (good alignment with CASAS competencies), but did not have a good setup in her classroom to show to students (no LCD projector or movie screen). The TV screen or a computer monitor are too small to adequately present the material.” (Lynn Andres)

“General impression: I think that having unitedstreaming as a resource to be available when needed would be extremely valuable to teachers who are trying to integrate technology in various forms into the ESL curriculum, but the general process of previewing and selecting videos and creating supplementary material like quizzes remains very time-consuming. I would definitely use unitedstreaming if it were to be made available. Students reported that they did like the combination of watching a video and taking a quiz afterwards.” (Barry Bakin)

“I used the movie and the script to create a reading and listening jigsaw. I uploaded the reading jigsaw as an assignment through the assignment builder. It was not easy. Since I created the jigsaw in Word, I just created a link to the document on my Web site. My students took half of the class completing the reading jigsaw, then we watched the movie together. The first time the students just watched the movie, then I had them complete a listening jigsaw I also had created. We spent 3 hours total on the first night, then another hour and a half the second night as students rewatched the video and continued to work on their listening jigsaws.” (April Oliver)

“Used the video ‘The Sky’s the Limit: Women Overcoming the Odds’ as a way to integrate Women’s History Month theme in the class. I created a quiz in which students had to respond to questions in writing. This was great practice for them.” (Steve Gwynne)

“Students love the video clip on job interviews, it is very helpful and is performed with humor.” (Tatiana Roganova)

“Very well received by teachers - administrator came by next morning - teachers were using in class day after workshop!” (Blair Roy)

## Purpose, Goals and Requirements for OTAN/unitedstreaming Pilot 2006/07

### Purpose

The purpose of this Pilot is to determine whether the use of Discovery unitedstreaming resources in adult education programs in California proves to be frequent and helpful enough to support negotiations for a state-wide license in the future.

- The 50 California Adult Education practitioners participating in this project will have access to unitedstreaming service
  - o for free,
  - o for a period of one year (December 2006 to November 2007).
- The participants can use the videos, photos, sounds and other unitedstreaming resources to supplement instruction in their adult education programs.
- The participants can share their PASSCODE with colleagues at their program, after which the colleagues can create their own USER ID & PASSWORD under the given PASSCODE.

### Goals

The main goal is to collect data about the frequency and manner in which the 50 participants and their colleagues use unitedstreaming resources to supplement instruction in their adult education classes.

The additional goal is to collect anecdotal data about the effectiveness of supplementing instruction with multimedia (video clips, photos, sounds, etc.) – through online discussions and observations by the participants.

### Requirements

- The participants will
  - o attend an initial online training session on how to use the resources on unitedstreaming.com,
  - o share with their colleagues what they learned in the orientation.
- The participants will join an OTAN/Unitedstreaming Café Web site to continue to attend and participate in online training/collaboration sessions about
  - o how to establish a sustained interest in the service
  - o how to support effective use of the service

- The participants will be required to keep detailed record of the way they use their unitedstreaming service
  - o a standardized log will be provided,
  - o the participants will be required to keep the log only for the time period from late January to May 2006 (approximately 5 months),
  - o the participants will not be required to keep the log for the rest of their free subscription (May to November 2007).
  
- The log will keep track of the following:
  1. Date used
  2. The purpose of your visit; i.e.
    - a. exploring the site
    - b. searching for supplemental classroom materials
    - c. using the materials
  3. If you demonstrated the unitedstreaming resources to colleagues
    - a. how many (actual number)
  4. If you used the unitedstreaming resources with students
    - a. how many
    - b. program area (ABE, GED, Voc, ESL)
    - c. lesson topic (ex. Health, Occupations,...)
    - d. What did you use? (video, photo, quiz, survey)
    - e. Did you edit the materials?
    - f. Would you use this material again?
  
- The participants will be encouraged to create and share activities they implement in their classes by using the resources from unitedstreaming. They may use a Lesson Plan Builder Online to create and post a lesson plan. <<<http://www.adultedlessons.org>>>
  
- The participants will be required to fill out monthly timesheets from January to May to record 12 hours they will be paid for participating in the Pilot. In order to receive the payment, the participants will submit the required paperwork as Temporary employees of OTAN. After successfully submitting detailed logs, participating in training, and sharing their activities, the participants will be paid no later than June 2006. (Only the 50 participants with the assigned PASSCODES will be paid.)

**Application for a  
Free Account in  
Discovery Education  
Unitedstreaming Pilot  
Project 2006-07 by  
OTAN**

Discover the most  
comprehensive tool  
for bringing video  
into your classroom



Please read the information below before you fill out the form.

1. First and last name (correct spellings)
2. Valid Email address - one that you check periodically
3. Agency name
4. Address
5. Phone

<http://www.unitedstreaming.com> | Home > Product Overview > Benefits

More than a digital media library, Discovery Education *unitedstreaming* provides teachers with the tools to incorporate fresh, vibrant digital media into student learning environments - quickly and easily. With Discovery Education *unitedstreaming*, Teachers gain access to a rich collection of more than 50,000 video segments from among 5,000 full-length educational videos from Discovery School and other award-winning producers -- with more than 1,000 new titles added every year.

By sending this application you acknowledge that you understand that you are member of a pilot group for Adult Education community in California. In return for providing you with a free account, we ask you to keep a log of how many times you use this resource in your classroom and demo it to your fellow teachers.

Based on the data we collect from your logs, a decision will be made if a statewide license for the whole of California Adult Education would be a viable option for the future. You will be contacted 3 times in this school year and asked to submit your logs (Jan 31st, March 31st, May 30th, 2007). As a thank you for your time and effort, you will receive a stipend of \$480 for turning in a thorough and detailed log of your activities related to Unitedstreaming over the period of one school year. Please note that you would be asked to provide your personal identification information and sign a contract in order to receive the stipend.

If you have any questions and comments, please contact Branka Marceta, [bmarceta@otan.us](mailto:bmarceta@otan.us), 916 228 2587

***Usage Logs from Pilot Participants:***

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