

# Annual Report

Year Twenty  
July 1, 2009 - June 30, 2010

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## Challenges in California

The year 2009-10 saw the deepening of the global economic crisis, with California being particularly hard hit. In the spring of 2009, as part of across-the-board statewide budget cuts, the California legislature placed adult education into Tier 3 of the school funding budget. This means that each year districts will receive the amount of state apportionment funds for adult education that they received in 2007-08, but will not be required to use these funds for adult education. Adult education funds were made flexible, and districts now have the option of redirecting those funds. Many programs had reserve funds in the spring of 2009, and federal money was made available to school districts through the American Recovery and Reinvestment Act, so in most cases drastic cuts did not occur immediately. However, the 2009-10 year has seen widespread cuts to adult education as districts find themselves strapped and unable to pay teacher salaries and basic maintenance costs.

The Outreach and Technical Assistance Network (OTAN) has maintained a wiki page throughout the year linking to news stories about cuts to local programs at <http://adulthoodbudgetcuts.wikispaces.com>. Although there is as yet no final count of programs that have closed, there are currently news items about cuts to 84 agencies. Some large programs like Oakland Adult and Community Education and Sacramento City Schools Adult Education are facing major cuts of up to 80 percent of their funding.

At the same time, according to the Adult Education Needs Assessment prepared for the California Department of Education Adult Education Office by WestEd, the need for increasing the basic skills of the working population in the state has become more critical than ever. "Because the annual number of high school graduates replaces a very small fraction of the workforce, California must increase the educational attainment of adults currently in the workforce to maintain its economic vitality."<sup>1</sup> A large number of baby boomers are retiring, and consequently there will not be enough workers with the skills required to maintain the tax base to pay for needed services and to pay into the retirement system.

Data shows that California's workforce is becoming older, more diverse, and less educated. While the national immigration rate in 2004 was 14 percent, in California it was much higher at 33 percent. There are over three million people in California age 18-64 who speak English "less than well."<sup>2</sup> In fact, a third of those in the U.S. who do not speak English at all, live in California.<sup>3</sup> Many immigrants come with low levels of education in their native language and need basic skills in addition to learning English. The job market, however, is requiring ever more education and skills. Nationally, adult education is focusing on the need to transition adult learners to college and careers.

<sup>1</sup> Darche, S., Nayar, N., Downs, P., Adult Education in California: Strategic Planning Needs Assessment, WestEd, November 2009, p.7.

<sup>2</sup> *Ibid.*, p. 20.

<sup>3</sup> U.S. Census 2000 data from a presentation by Debra Jones at the California Council on Adult Education conference, May 2010.



Along with immigrants, native speakers often need support for increasing basic skill levels. Almost one-third of all California students fail to graduate from public high schools within four years. All told, 5.3 million people lack a high school diploma.<sup>4</sup> All of these people need to be familiar with the technology needed to communicate and manage information.

### **Adult Education Leadership Projects**

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

- California Adult Literacy Professional Development Project (CALPRO) provides regional and statewide professional development
- Comprehensive Adult Student Assessment System (CASAS) provides assessment and accountability tools and training
- OTAN provides support for technology integration and online collaboration, and support for the implementation of distance learning

### **Need for Instructional Technology**

While literacy levels are a challenge, the job market continues to change and technology has become an integral component of almost every job category as well as most types of education. In the last 50 years, our economy has shifted from predominantly manufacturing to predominantly producing information and providing services. Information services alone grew from 36 percent in 1967 to 56 percent of the national economy in 1997.<sup>5</sup> *Reach Higher, America*, the 2008 report from the National Commission on Adult Literacy, reminds us that “the American economy requires that most workers have at least some post-secondary education or occupational training to be ready for current and future jobs...”<sup>6</sup> For adult learners to succeed personally and financially, they need technology skills that did not exist 10 years ago. Adult education programs need professional development for teachers, and demonstrations of how technology can improve classroom instruction. OTAN has been and continues to be funded to provide this vision and professional development.

### **Distance Learning**

California has been a national leader in providing educational opportunities for adult students who are unable to attend traditional classes. Forty percent of all adult distance learners are studying in California.<sup>7</sup> Data from California and elsewhere has demonstrated that distance students make gains at least equal to those of traditional classroom students, and that a blended model that includes both face-to-face and distance instruction produces greater gains than either modality separately.<sup>8</sup> The academic year 2009-10 marks the second year that responsibility for distance learning in adult education has

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4 *Ibid.*, p. 16.

5 21<sup>st</sup> Century Skills, Education and Competitiveness, a Resource and Policy Guide, on the 21<sup>st</sup> Century Skills Web site [www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_education\\_and\\_competitiveness\\_guide.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf), p.2

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

7 Data from a presentation by Dr. Jerome Johnston of Project IDEAL, [www.projectideal.org](http://www.projectideal.org)

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



been assigned to OTAN. In 2008-09, over 73,000 adult learners participated in distance learning, up from 56,000 in 2007-08. There is a need for professional development for distance educators, and for the dissemination of research and information on the modality of distance learning. It is also incumbent on California to move adult distance learning in the direction of online delivery.

### **History of OTAN**

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

The California Department of Education (CDE) Adult Education Office (AEO) has funded the OTAN from July 1, 2008 through June 30, 2011 by contract CN088109. The source of the funding is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223. The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of the 2009-10 OTAN contract.

OTAN provides....

- Electronic collaboration and information

- Support for integrating technology into instruction

- Support for distance learning

## OTAN BY THE NUMBERS FOR 2009-10

|        |  |
|--------|--|
| 29     | TECHNOLOGY INTEGRATION VIDEOS ON THE OTAN SITE               |
| 36     | ADULT EDUCATION LISTSERVS HOSTED BY OTAN                     |
| 37     | FACE-TO-FACE WORKSHOPS PROVIDED                              |
| 76     | ONLINE WORKSHOPS PRESENTED                                   |
| 120    | PRODUCTS SOLD  |
| 152    | NEWS STORIES POSTED ON THE OTAN WEB SITE                     |
| 159    | AGENCIES COMPLETED TECHNOLOGY PLANS IN 2009-10               |
| 180    | FORMER STUDENTS INCLUDED IN STUDENTS SUCCEED PROJECT         |
| 200    | AVERAGE NUMBER OF NEW OTAN MEMBERS PER MONTH                 |
| 229    | PARTICIPANTS AT 12 PRESENTATIONS ABOUT TECHNOLOGY            |
| 459    | PARTICIPANTS AT FACE-TO-FACE WORKSHOPS                       |
| 512    | TECHNICAL SUPPORT CONTACTS FOR CDE APPLICATIONS AND REPORTS  |
| 757    | PARTICIPANTS IN WEBINARS                                     |
| 984    | TECHNICAL SUPPORT SERVICES TO CLIENTS                        |
| 2,577  | TOTAL NUMBER OF LISTSERV MEMBERS                             |
| 2,875  | CIRCULATION OF THE OTAN NEWSLETTER, <i>ONLINE CONNECTION</i> |
| 3,740  | AVERAGE WEB SITE VISITS PER MONTH                            |
| 5,304  | WEB SITE MEMBERS REGISTERED AS OF JUNE 2010                  |
| 24,414 | FILES ON THE OTAN WEB SITE                                   |
| 44,882 | VISITS TO THE OTAN WEB SITE                                  |

## 1. A Portal for California Adult Educators

The OTAN Web site strives to be the world's largest and most active site dedicated exclusively to adult education, with over 24,000 electronic files and database records. OTAN members are part of a virtual electronic community of adult educators. New users register a sign-in name on the site and may choose to complete profile data that is used for networking.

Some members visit the site only periodically when searching for specific information. Others establish a regular pattern of usage, logging in several times a week to keep up on news from the field, locate electronic resources, network with colleagues, and to use the site as a gateway to other Web sites. Many users visit one or more of the specialized Web sites hosted by OTAN, such as the Students Succeed Project, the Lesson Plan Builder, the Moodle course hosting site, and the Technology Integration Mentor Academy, TIMAC, all discussed later in this report.

The main OTAN Web site at [www.otan.us](http://www.otan.us) receives an average of 3,740 visits per month. (Exhibit 1.a) A typical pattern shows higher usage at the beginning of the school year, dropping off over the winter holidays, and remaining steady throughout the spring.

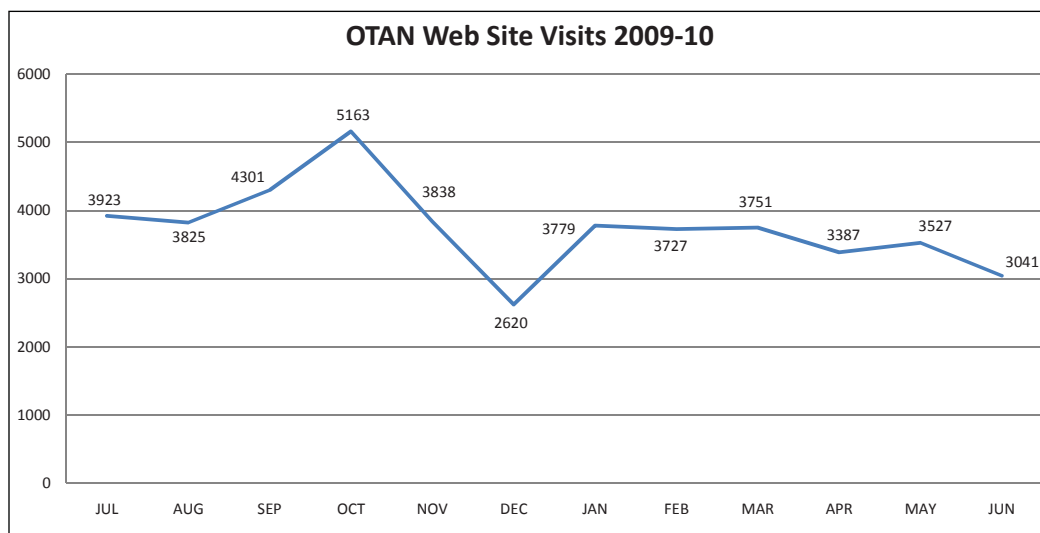


Exhibit 1.a

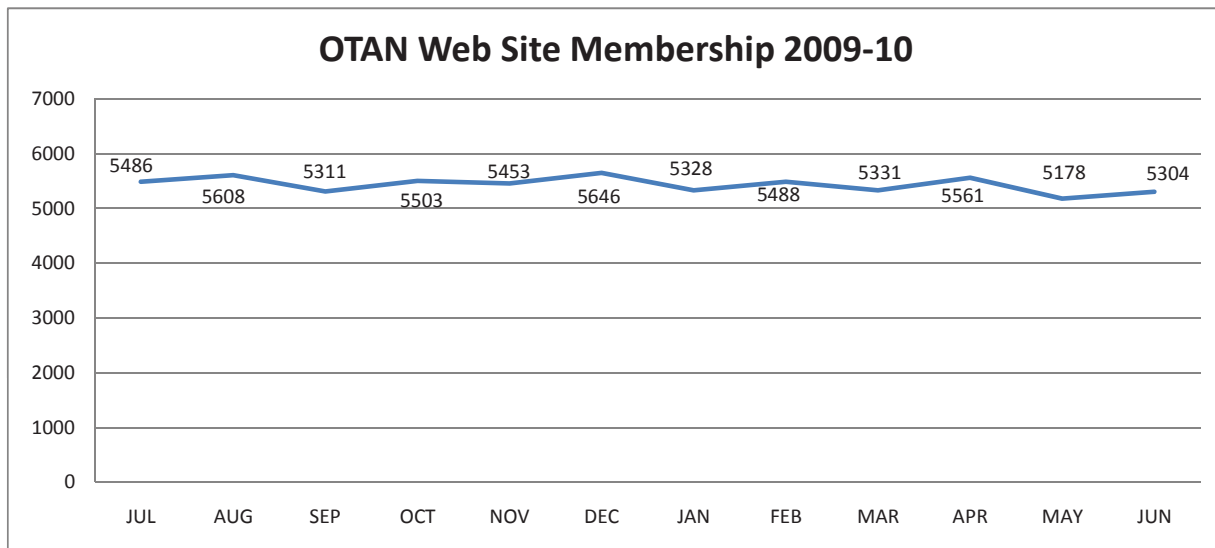


Exhibit 1.b

Membership on the site has maintained a level of about 5,400 throughout the year. (Exhibit 1.b) Every other month, inactive members are reminded by email about the Web site and those who do not respond are deleted from the active directory. However, new members have been joining at about the same rate, 200 per month, which has kept membership steady. (Exhibit 1.c)

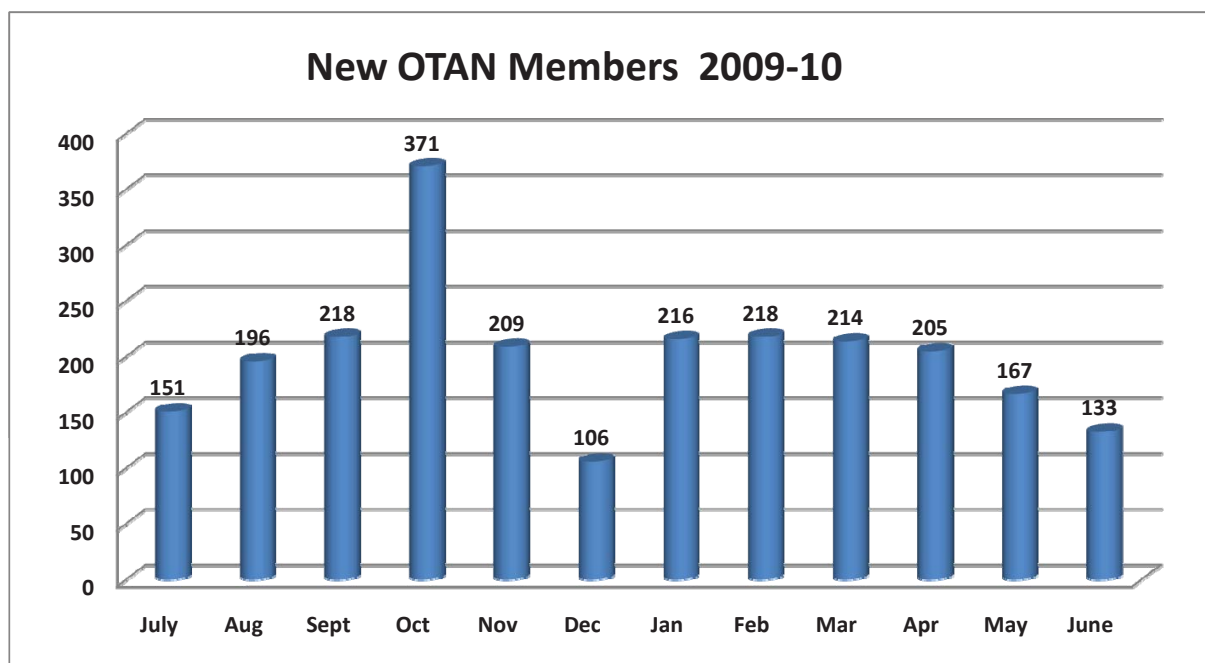


Exhibit 1.c

The vast majority of visitors to the site, 93 percent, were from the United States, although users from many other countries also visited the site. (Exhibit 1.d) Sixty-three percent of all U.S. visits, 28,115, were from California. Exhibit 1.e shows visits by city as both a map and a list of the top 20 cities out of 823 total cities, which are 200 more cities than last year.

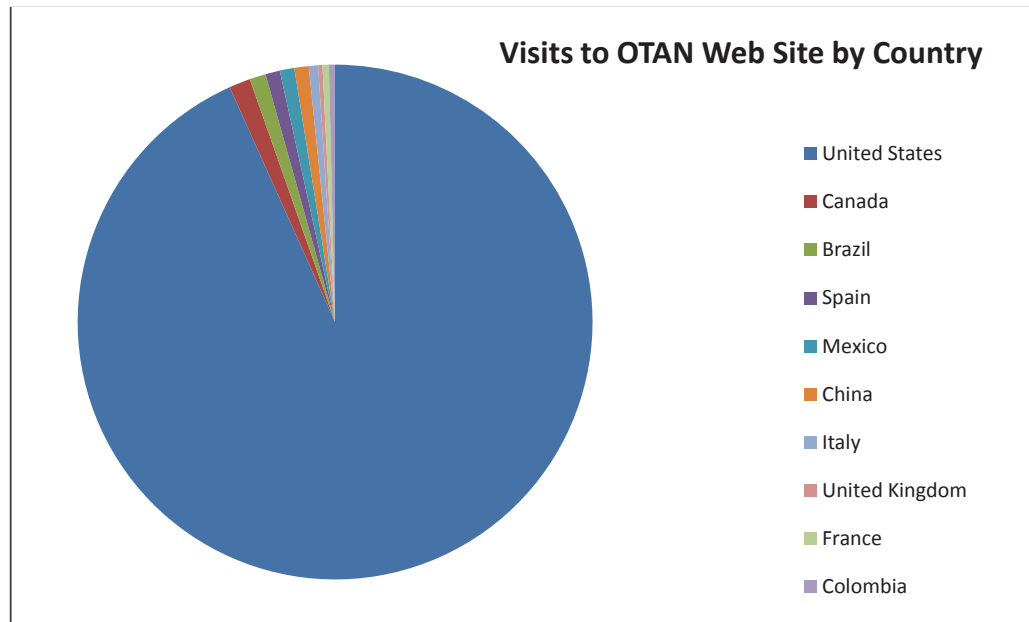


Exhibit 1.d

| CITY                | VISITS |
|---------------------|--------|
| Sacramento          | 2,976  |
| Los Angeles         | 2,820  |
| Oxnard              | 1,114  |
| San Diego           | 998    |
| San Francisco       | 847    |
| Hacienda Heights    | 624    |
| Santa Ana           | 622    |
| Oakland             | 573    |
| San Jose            | 471    |
| Fresno              | 395    |
| South San Francisco | 393    |
| Paramount           | 377    |
| San Francisco       | 372    |
| Piedmont            | 331    |
| Torrance            | 291    |
| Salinas             | 252    |
| Bellflower          | 234    |
| Elk Grove           | 225    |
| Bakersfield         | 202    |
| Alameda             | 194    |



Exhibit 1.e

## OTAN Membership

Looking at membership, 59 percent of members are from K-12 adult schools, 13 percent from community colleges, three percent from community-based organizations, two percent from libraries, and 21 percent from other institutions such as private schools, universities and state and federal agencies. (Exhibit 1.f) Almost 60 percent are teachers, 16 percent are administrators, with the remainder distributed among other job categories. (Exhibit 1.g) Job-alike networking is one of the collaborative features of the OTAN Web site. Users can search the directory by name, geographic area, agency, job category, and area of interest or any combination.

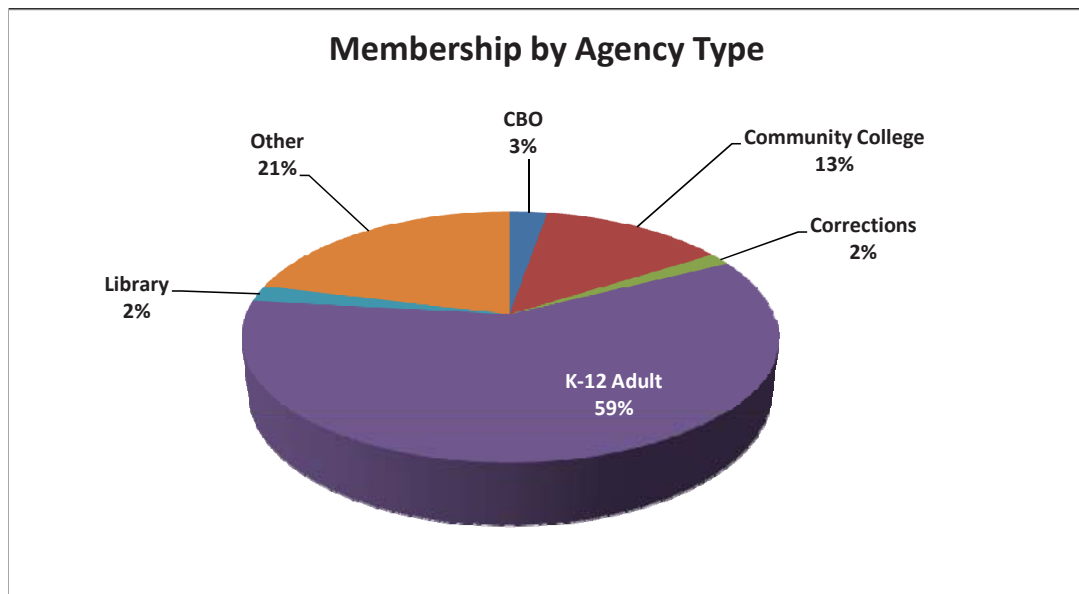


Exhibit 1.f

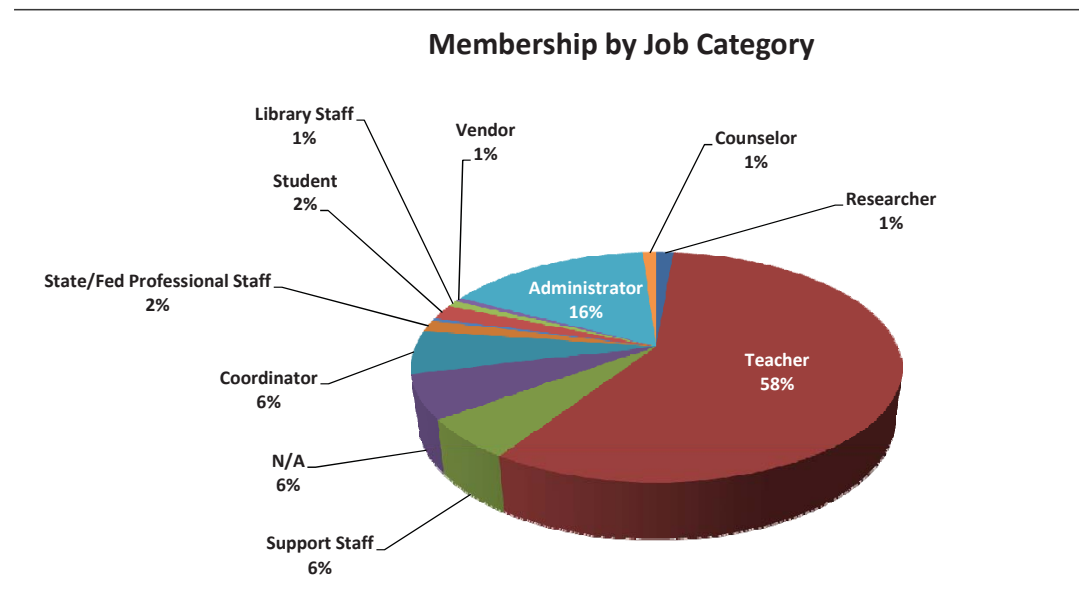


Exhibit 1.g

**News Stories**

News stories for California adult educators are posted on the OTAN home page. A Really Simple Syndication, RSS, feed allows users to have OTAN news stories fed to their news aggregator. News items include announcements related to adult education in California, posting of applications and reporting sites, addition of new resources to the OTAN Web site, and national and international news about adult education. In 2009-10, 152 news items were posted. Exhibit 1.h shows the 10 most frequently read news items from the past year. The "Times Read" column shows the number of times a reader clicked to read more or see the full story. Many more read the first part of each story simply by visiting the home page. About 150 people a day view the home page.

| TOP 10 NEWS ARTICLES FOR 2009-10                               |            |             |
|--|------------|-------------|
| TITLE  | TIMES READ | DATE POSTED |
| Two New Consultants Join the Adult Education Office            | 127        | 10/30/09    |
| OTAN is Now Accepting Applications for TIMAC 2010-11           | 120        | 3/2/10      |
| Adult Education in California: New Models and New Partnerships | 119        | 5/12/10     |
| Distance Learning Forum Series                                 | 101        | 9/4/09      |
| Plan for a New GED Test Changing                               | 84         | 10/9/09     |
| Administrators' Forum Fall Webinar Series                      | 79         | 9/1/09      |
| California Selected for Transition Policy Grant                | 69         | 1/13/10     |
| Reaction to State Budget Deal                                  | 65         | 7/23/09     |
| Preliminary WIA, Title II Grant Awards for 2009-10             | 64         | 9/2/09      |
| Would You Like Fries with That? Workplace ESL at McDonald's    | 61         | 7/13/09     |

Exhibit 1.h

## Digests

OTAN also produces three different monthly online digests of information: the California Adult Education Digest, produced for and sent out from CDE; the OTAN Teachers Digest; and the OTAN Administrators' Digest. The California Adult Education Digest was produced 11 times in 2009-10, with no issue after the holidays in January. This digest is emailed to all adult education administrators in California, and contains items contributed by CASAS, CALPRO, OTAN, and CDE. The categories of items are announcements, news, professional development, and "did you know." Monthly visits ranged from 167 to 526, and averaged 310 per month.

The OTAN Teacher Digest was produced 11 times during the year, and emailed to all teachers who were members of OTAN, with approximately 2,000 email notices sent out to announce each issue. The Teacher Digest contains links to useful Web sites for all program areas, and announces professional development opportunities available from OTAN. Monthly views of this digest ranged from 105 to 337 and averaged 240 views per month. The Teacher Digest is an important communication tool for statewide communication directly with teachers. Because there is a lot of turnover among adult education teachers, OTAN is constantly promoting Web site membership via workshops and conference presentations. Teacher membership gives OTAN a way to contact teachers at a specific agency or in a specific region regarding face-to-face workshops and other opportunities.

The OTAN Administrators' Digest, Exhibit 1.i, was implemented in June 2009, and sent out in the middle of each month so as not to conflict with the Adult Education Digest. Nine issues were produced, with an average of 227 visits per issue. Items included Webinar and workshop announcements, national developments related to adult education such as changes to the new GED and the confirmation of Brenda Dann-Messier as Assistant Secretary for Vocational and Adult Education, as well as opportunities available through CALPRO and CASAS.

## Resources for Teachers

One section of the OTAN Web site, Teaching Tools & Resources, contains many resources for teachers. Resources are divided by program area, and each program area contains lesson plan collections, links to classroom activities, Web sites appropriate for student assignments, links to media, suggestions for project-based learning activities, and professional development articles. These areas are constantly reviewed and developed, with links added and deleted as Web sites change, emerge and disappear. OTAN staff added 325 Web links and other items to this area in 2009-10.

## Maintaining and Upgrading the Web Site

To take advantage of the burgeoning development of social media, this year has seen some additions to the Web site. The OTAN Twitter account has been active, posting links to news items and other items of interest, and participating in some national discussions. A link to follow OTAN on Twitter has been added to the home page. It is now possible to share any news item through Twitter, email, Facebook, Blogger, and more by selecting **Share This**.



Exhibit 1.i



Pages were added for the Administrators' Forum, a joint effort of CALPRO, CASAS, and OTAN, and for the Distance Learning Forum. These pages contain links to the recordings of Webinars in each series, along with handouts, slides, and other support materials.

Videos have been produced and added to the video gallery, including three Students Succeed videos, and two Technology Integration videos focused on Adult Basic Education (ABE).

### Client Services

Adult educators call OTAN with a variety of requests for information. Seventy-two client questions were answered about general topics such as technology in the classroom, online resources and research, and other topics not specific to OTAN contract deliverables. Regarding OTAN functions, 65 services were provided, as well as 23 instances of research requested by a client. (Exhibit 1.j)

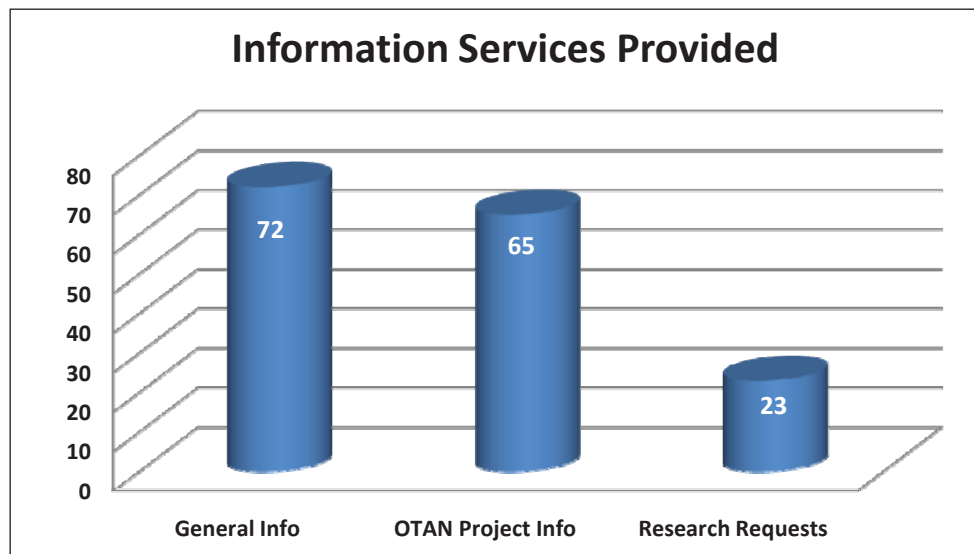


Exhibit 1.j

## 2. Electronic Collaboration



OTAN members may include in their profile data their areas of interest, and may choose to be notified of new postings related to these interests. About 89 percent of members chose to participate in this service. During the 2009-10 year, 60 email notifications were sent to different groups of OTAN members alerting them to new legislative postings, information on distance learning, digest announcements, and professional development opportunities available through OTAN and other leadership projects. A total of 68,655 email messages were generated. (Exhibit 2.a) Through news items and links, OTAN also supported events conducted by CASAS and CALPRO and promoted activities conducted by the Adult Education Office of CDE.

| DIRECTED EMAIL NOTIFICATION |               |               |
|-----------------------------|---------------|---------------|
| CATEGORY                    | NOTIFICATIONS | MESSAGES SENT |
| Administrative Digest       | 8             | 8,127         |
| Adult Education Digest      | 3             | 2,905         |
| CDE Announcements           | 2             | 388           |
| Distance Learning           | 2             | 435           |
| For Other Agencies          | 5             | 3,100         |
| Legislative Information     | 6             | 5,654         |
| Marketing                   | 5             | 9,178         |
| Teacher Digest              | 11            | 24,537        |
| TIMAC                       | 2             | 3,241         |
| Training                    | 12            | 7,506         |
| Other                       | 3             | 3,584         |
| <b>TOTAL</b>                | <b>59</b>     | <b>68,655</b> |

Exhibit 2.a

### Email Lists

The Adult Education electronic discussion group services provided by OTAN continued to be an important service to the field in 2009-10. OTAN hosted a total of 36 lists during the year, both open and closed lists. Examples of open lists are the Technology Mentor Network and the California Jail Educators lists, to which any interested party may subscribe.

During 2009-10, OTAN continued to provide email list services to the CDE Adult Education Field Partnership Team with a Partnership Team list and 11 regional lists. These are closed lists, where members must be from the particular region. A total of 530 Partnership Team list messages were sent in 2009-10. The list for the Adult Education Office Strategic Planning Steering Committee, the field group that supports the strategic planning process, continued to be one of the most active lists, with 101 topics and 93 replies.

Seventeen lists were hosted outside of the Partnership Team lists, with a total of 2,577 members and 572 messages sent. (Exhibit 2.b) Five of these lists supported CALPRO projects, including the Professional Learning Communities list and the Workshop Facilitators Network. The Administrators' Forum, which was created through collaboration between CALPRO, CASAS, and OTAN, added participants to the Administrators' Forum list in order to continue discussion after the forum events. Other lists were provided to field groups such as the Adults with Disabilities Bay Area Network, and California Jail Educators.

| LISTSERVS HOSTED OTHER THAN PARTNERSHIP TEAMS FOR 2009-10         |              |            |            |               |
|---|--------------|------------|------------|---------------|
| DESCRIPTION   | MEMBERS      | NEW TOPICS | REPLIES    | MESSAGES SENT |
| Administrators Forum  | 127          | 11         | 1          | 12            |
| Adults with Disabilities Bay Area Network                         | 73           | 20         | 72         | 92            |
| CA Jail Educators   | 100          | 2          | 1          | 3             |
| CA K-12 Adult Administrators                                      | 168          | 5          | 27         | 32            |
| CA Distance Learning Project                                      | 186          | 45         | 40         | 85            |
| CALPRO Discussion List  | 33           | 6          | 31         | 37            |
| CALPRO Facilitators of Study Circles on Adult Learner Persistence | 75           | 4          | 2          | 6             |
| CALPRO Leadership Institute                                       | 41           | 11         | 1          | 12            |
| CALPRO Professional Learning Communities                          | 68           | 3          | 0          | 3             |
| CALPRO Reading Circles  | 20           | 4          | 7          | 11            |
| CALPRO Workshop Facilitators Network                              | 304          | 8          | 4          | 12            |
| CATESOL Job List  | 998          | 92         | 9          | 101           |
| CCAIE   | 116          | 13         | 9          | 22            |
| CDE Leadership Projects   | 16           | 43         | 25         | 68            |
| GED Teacher Academy   | 76           | 8          | 0          | 8             |
| Project Star Discussion   | 60           | 4          | 0          | 4             |
| Tech Mentor Network   | 116          | 40         | 24         | 64            |
| <b>TOTAL</b>  | <b>2,577</b> | <b>319</b> | <b>253</b> | <b>572</b>    |

Exhibit 2.b

The most active of the public listservs hosted by OTAN was the California Teachers of English to Speaker of Other Languages (CATESOL ) Jobs List, with 92 topics and a total of 101 messages, followed by the Bay Area Adults with Disabilities Network, with 20 new topics and a total of 92 messages posted. The Distance Learning list was an important source of information for programs offering distance learning, providing notices about Webinars, reporting requirements, the implementation of fees, and other topics.

The OTAN Web site has a page offering easy subscription to public lists hosted by OTAN and other agencies such as the National Institute for Literacy.

### **New Technologies to Support the Adult Education Office**

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

Moodle is an online course management package that provides a shell for teachers to create and track online courses. OTAN continued to offer Moodle course shells to any adult education instructor or administrator that requested one. Due to the growth in interest in offering online instruction, hosting was moved from a vendor to the Sacramento County Office of Education (SCOE) servers.

OTAN, in collaboration with other departments at SCOE, has continued to pursue new technologies that simplify Webcasting and make it more accessible to the individual desktop. The CASAS Winter Consortium event was again conducted as a presentation and panel discussion by several adult education leaders which was then posted as a streaming video and made available on DVD.

## 3. Technical Support

**O**TAN support staff provides telephone and email technical support to adult educators for various OTAN Web sites and all online applications and reports required by CDE. During 2009-10, technical support regarding the OTAN site and services was provided 294 times, most often for the main OTAN site, but also for other services such as the GED Connection streaming videos and the email lists. (Exhibit 3.a)

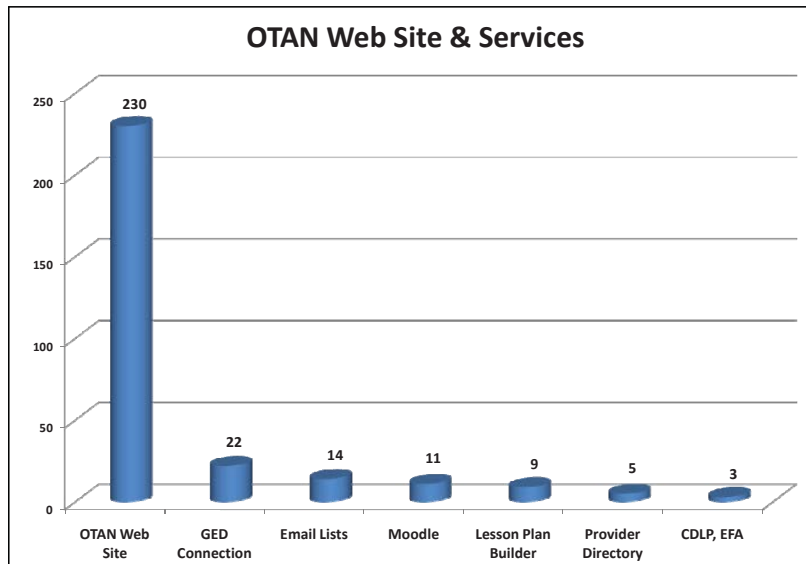


Exhibit 3.a

Technical support regarding online applications and reporting for the Adult Education Office of the California Department of Education (CDE) was provided 512 times. The Workforce Investment Act (WIA) application and reports required the most support, but the Technology Plan, Course Approvals, and the Innovation Programs application also received a significant number of calls or emails. (Exhibit 3.b)

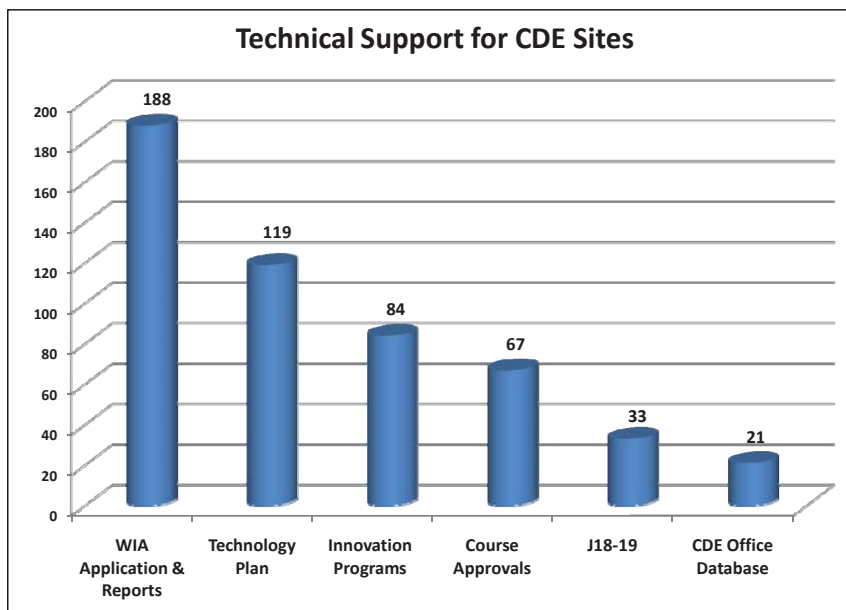


Exhibit 3.b

## Client Surveys

Clients who receive services are surveyed in two ways to measure customer satisfaction. Each person who receives assistance is sent a short two-question survey within 24 hours of the service being provided. The survey goes out to those who received technical support, reference services, and other services. Of 676 surveys sent, 27 percent were returned, and of those, 85 percent rated the assistance received as excellent. (Exhibit 3.c) Many added comments, and a few are included here:

- Very efficient. Nice to talk to a live person who immediately corrected the problem while I was online. Thanks.
- The service that I received was outstanding! Thanks so much.
- Wow, was I surprised with the fast response time and follow-up!!! Thank you!!
- My thanks to Linda Swanson for her very prompt attention to a link that wasn't active. She emailed me the new link within hours of my request. Thanks, Linda!
- Branka has always been most helpful when I call for assistance!!! THANK YOU BRANKA!!!
- In the nearly two years I have worked with Penny, she has consistently offered extremely useful advice, suggestions and guidance. I don't think I could begin to say enough good things about every single one of my interactions with this person. I consider her a role model of both professional expertise and interpersonal graciousness. A million thanks to Penny!
- With everyone up and down the state doubling and tripling up on their job descriptions and requirements, it was a mind blower that Linda Swanson was able to not only respond to me so quickly but also still include me in an already full workshop! I hope that she and the rest of the folks at OTAN don't burn out with so much that they are handling in these times---they are delivering excellent service and I know it "costs" them! Great job!

| CLIENT SURVEYS QUESTION 1   |     |    |           |
|---|-----|----|-----------|
| N= 180  |     |    |           |
|   | Yes | No | No ANSWER |
| REFERENCE - Did you receive the information you were looking for? | 45  | 0  | 3         |
| TECHNICAL - Was your technical problem solved?                    | 48  | 7  | 4         |
| OTHER - Was your question about your online application answered? | 66  | 4  | 3         |

| CLIENT SURVEYS QUESTION 2                        |   |   |   |   |    |           |
|--|---|---|---|---|----|-----------|
| How would you rate the assistance OTAN provided? |   |   |   |   |    |           |
| 1 = Poor 5 = Excellent                           |   |   |   |   |    |           |
| N= 180   |   |   |   |   |    |           |
| RATINGS  | 1 | 2 | 3 | 4 | 5  | No ANSWER |
| REFERENCE  | 0 | 0 | 1 | 5 | 40 | 2         |
| TECHNICAL  | 1 | 1 | 0 | 3 | 51 | 3         |
| OTHER  | 1 | 1 | 2 | 4 | 62 | 3         |

Exhibit 3.c

In addition to the short surveys, every six months a longer survey is sent on technical support, reference services, or other services. Reference includes services such as researching information, doing Web searches, or pulling historical information from the adult education archives. There were 212 surveys sent and 46, or 22 percent, were returned. However, surveys sent for reference services had a much higher rate of return, 56 percent, than the other two surveys which both had a 15 percent return rate. This makes sense, since reference services tend to be more involved and include more communication between clients and staff. (Exhibit 3.d)

| RETURN RATE FOR LONGER SURVEYS |      |          |         |
|--------------------------------|------|----------|---------|
|                                | SENT | RETURNED | PERCENT |
| REFERENCE                      | 36   | 20       | 56%     |
| TECH SUPPORT                   | 73   | 11       | 15%     |
| OTHER                          | 103  | 15       | 15%     |

Exhibit 3.d

Respondents to the reference survey indicated how they used the information they received. Most were using it for program improvement, although others were designing a course or writing a grant proposal. (Exhibit 3.e)

| HOW DID YOU USE THE INFORMATION YOU RECEIVED? |   |
|---|---|
| ANSWERS                                       |   |
| For program improvement                       | 9 |
| To integrate technology into instruction      | 7 |
| For professional development                  | 6 |
| To design a course                            | 5 |
| To write a grant proposal                     | 3 |
| To use OTAN more effectively                  | 3 |
| To write a professional paper                 | 2 |
| Other   | 2 |
| To research legislation                       | 1 |
| To meet credential requirements               | 1 |

Exhibit 3.e

A question for both reference and technical services asks how the respondent has used the OTAN Web site in the past year. The most frequent answers were to get workshop and conference information, and to keep up with developments in adult education by reading the news. Other answers include locating online resources for teachers, and accessing CDE, CALPRO and other adult education sites, indicating that the OTAN site is used as a true portal, providing guided access to other related sites.(Exhibit 3.f)

| HOW HAVE YOU USED INFORMATION FROM THE OTAN WEB SITE IN THE PAST YEAR?<br>N= 31 |    |
|---|----|
| Get workshop and conference information   | 22 |
| Keep up with developments in adult education through news items                 | 22 |
| Locate online resources for teachers or students                                | 18 |
| Access CDE, CALPRO or CASAS   | 17 |
| Get questions answered for myself or staff                                      | 16 |
| Keep current on legislative information impacting programs                      | 12 |
| Find information about technology planning                                      | 11 |
| Find models of lesson plans or course outlines                                  | 11 |
| Review Conference presentation materials  | 10 |
| Access other adult education organizations                                      | 9  |
| Find stories of successful adult education graduates                            | 8  |
| View or show technology videos  | 7  |
| Get research reports and articles   | 7  |
| Order adult education products  | 6  |
| Locate directory information on adult educators or agencies in California       | 5  |
| Get grant and funding information for writing proposals                         | 5  |

Exhibit 3.f

## Web Site Training

Training sessions are provided through classes scheduled in appropriate lab sites around the state as well as online. There are several OTAN Web site courses that focus on locating and using Internet resources by using the OTAN Web site as a portal. One is specifically for administrators, one generally for teachers, one that focuses on ABE and Adult Secondary Education (ASE) resources for teachers, and one that focuses on the online Lesson Plan Builder. Handouts for these trainings are posted on the Web site along with additional specialized resources. During the 2009-10 year, six face-to-face training sessions and one Webinar on the use of the OTAN Web site were provided for 88 participants. (Exhibit 3.g) The evaluations by participants were generally very favorable. (Exhibit 3.h)

*"I think your presentation was just what folks would need as an introduction to the OTAN wealth of resources. Granted, we touched on only a fraction of all that OTAN provides, but this one-hour event was a great 'teaser' for the newbies and a wonderful way to remind others of all the current and archived resources you offer to the field."*

*- Library Literacy Coordinator*



| OTAN WEB SITE TRAINING SESSIONS |                                 |  |              |
|---------------------------------|---------------------------------|--|--------------|
| DATE                            | AGENCY                          | WORKSHOP                                 | PARTICIPANTS |
| 10/22/09                        | Web-based                       | OTAN Services for ABE/ASE/GED Teachers   | 6            |
| 2/26/10                         | Rancho Santiago CCD             | Internet Resources for Adult Ed Teachers | 16           |
| 3/16/10                         | Alameda Adult School            | Internet Resources for Adult Ed Teachers | 14           |
| 4/9/10                          | N. Hollywood-Poly CAS           | OTAN's Online Lesson Plan Builder        | 4            |
| 4/16/10                         | Van Nuys Community Adult School | Internet Resources for Adult Ed Teachers | 11           |
| 4/30/10                         | Los Angeles USD - Venice        | Internet Resources for Adult Ed Teachers | 12           |
| 5/26/10                         | Sweetwater USD                  | Internet Resources for Adult Ed Teachers | 25           |
| TOTAL PARTICIPANTS              |                                 |  | 88           |

Exhibit 3.g

| SUMMARY OF WEB SITE WORKSHOP EVALUATIONS   |   |             |   |                    |    |               |
|--|---|-------------|---|--------------------|----|---------------|
| 1 = STRONGLY DISAGREE  |   | 3 = NEUTRAL |   | 5 = STRONGLY AGREE |    |               |
|  |   | N= 70       |   |                    |    |               |
|  | 1 | 2           | 3 | 4                  | 5  | AVERAGE SCORE |
| 1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED  | 0 | 0           | 0 | 3                  | 67 | 5             |
| 2. THE TRAINING WAS WELL-PACED   | 0 | 0           | 2 | 8                  | 60 | 5             |
| 3. THE TRAINING MET YOUR EXPECTATIONS  | 0 | 0           | 2 | 3                  | 65 | 5             |
| 4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN | 0 | 0           | 0 | 6                  | 64 | 5             |
| 5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE                                   | 0 | 0           | 0 | 7                  | 63 | 5             |
| OVERALL AVERAGE  |   |             |   |                    |    | 5             |

Exhibit 3.h

The number of workshops specifically on the OTAN Web site has decreased over the years as adult educators become familiar with the Web and are able to locate information on their own, and as the navigation system on the OTAN Web site has become more intuitive.

## Online Meetings

OTAN continued using the Adobe Connect online meeting system to conduct meetings and workshops online. While online meetings are often conducted spontaneously and may not be tracked, over 50 meetings were conducted on a variety of topics, mostly in pairs or small groups, making it possible for participants to share documents and Web sites without having to travel. Exhibit 3.i shows a sampling of those meetings.

| SAMPLING OF ONLINE MEETINGS 2009-10 |                                   |              |
|-------------------------------------|-----------------------------------|--------------|
| DATE                                | TOPIC                             | PARTICIPANTS |
| 7/13/09                             | Strategic Plan Results            | 14           |
| 7/13/09                             | Lesson Plan Reviewers             | 5            |
| 8/3/09                              | Admin Forum Planning              | 3            |
| 8/19/09                             | Distance Learning Forum Planning  | 3            |
| 8/19/09                             | Webcast Follow-up                 | 2            |
| 9/10/09                             | Lesson Plan Reviewers             | 4            |
| 9/29/09                             | ABE Initiative Orientation        | 15           |
| 12/4/09                             | Lesson Plan Reviewers             | 3            |
| 12/7/09                             | Planning for CAEAA Presentations  | 3            |
| 12/8/09                             | ABE Initiative Tech Group         | 5            |
| 1/15/10                             | ABE Proxy Hours Discussion        | 7            |
| 1/20/10                             | ABE Initiative Reading Group      | 4            |
| 2/2/10                              | CASAS Distance Learning Data      | 7            |
| 2/3/10                              | ABE Initiative Math Group         | 5            |
| 2/5/10                              | Tech Plan Reviewer Training       | 7            |
| 2/10/10                             | Planning Shared Online Course     | 3            |
| 2/12/10                             | GED Proxy Hours Discussion        | 8            |
| 2/19/10                             | ESL Proxy Hours Discussion        | 9            |
| 3/2/10                              | CASAS Shared Calendar Discussion  | 6            |
| 4/1/10                              | ePortfolio Project Planning       | 2            |
| 4/8/10                              | ABE Boot Camp Planning            | 2            |
| 4/14/10                             | ePortfolio Pilot Participants     | 4            |
| 4/19/10                             | Planning for CATESOL Presentation | 2            |
| 4/30/10                             | TIMAC Alumni Meeting              | 6            |
| 5/20/10                             | Field Partnership Team            | 17           |
| 5/24/10                             | Blended Learning Workgroup        | 6            |
| 5/24/10                             | TIMAC Application Readers         | 5            |
| 6/4/10                              | Tech Plan Revision Discussion     | 6            |

Exhibit 3.i

## Online Workshops

The online workshops have been implemented with the goal of meeting the needs of rural and remote programs, as well as all others, because no travel is necessary in order to attend, and because the cost of delivery is less, a lower minimum registration is needed in order to conduct the workshops. Seventy-six Webinars were offered on a variety of technology topics such as Using Moodle to Create a Course Web Site, An Overview of Google Products, Blogging,

Wikis, and Podcasting, serving a total of 757 participants. Exhibit 3.j lists a sampling of those Webinars. Participants may request a certificate for 1.5 professional development hours for attending a workshop, and 2.5 hours if they complete the follow-up assignment and turn it in to the instructor. Attendance continues to be an issue in Webinars, with 57 percent of those registered actually attending.

*"I just want to let you know that I really appreciate the OTAN online workshops. It is my only resource for learning new ways to add technology to the classroom. I wouldn't know about Aucacity, e-Portfolio, Moodle, or Hot Potato quizzes without OTAN. Especially now with all the budget cuts, finding free resources and free training is a life saver!"*

- Adult Education Teacher

| SAMPLING OF ONLINE WORKSHOPS 2009-10  |                         |              |
|---|-------------------------|--------------|
| WORKSHOP  | TRAINER                 | PARTICIPANTS |
| Distance Learning - The New Realities   | Lynn Bartlett           | 23           |
| Adult School Administrator as Business Manager  | Nancy Compton           | 34           |
| Teaching Students Effective Online Search Strategies                                    | Melinda Holt            | 10           |
| Technology Plan Training  | Branka Marceta          | 32           |
| Strategic Planning for a Sustainable Adult Education Program                            | Brigitte Marshall       | 30           |
| Show Your Slide Shows to the World!   | Melinda Holt            | 11           |
| Distance Learning Forum - Building the Skills Adults Need to Succeed as Online Learners | Heidi Silver-Pacuilla   | 18           |
| CAHSEE: Stepping Into Your Future   | Penny Pearson           | 20           |
| Using Picture Dictionaries in the Multi-level ESL Classroom                             | Jayne Adelson-Goldstein | 17           |
| The I-BEST Model for Transition to Work   | Donna Price             | 49           |
| Using Moodle to Create a Course Web Site  | Penny Pearson           | 16           |
| Using a Cell Phone to Enhance Learning  | Susan Gaer              | 14           |
| Distance Learning Offers New Solutions  | Lynn Bartlett           | 18           |
| Using Web Sites to Teach Math   | Leila Rosemberg         | 18           |
| Teaching Critical Thinking for the Internet   | Branka Marceta          | 10           |

Exhibit 3.j

### Training Materials

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

*"Thank you so much. This handout is exactly what I was looking for. It was very much appreciated."*  
- Bea Zavala, North Hollywood-Poly ECC

### Video

Video of Debra Jones, Administrator of the Adult Education Office at the California Department of Education, and a panel of field representatives discussing the use of data for student goal setting, agency outcomes, and transitioning students to the workplace and training, was produced for the CASAS Winter Consortium. Three videos were also produced about successful community members who are former adult education students. These were shown at the Association of California School Administrators (ACSA) Adult Education conference.

Regarding technology in the classroom, videos of several of the presentations at the ABE Initiative training in October were produced and posted on the OTAN site. Videos were also produced about using student response systems in the classroom, and about technology in the ABE classes

## 4. CDE Adult Education Office Support

**O**TAN has developed and supports nine major Adult Education Office online systems. These are Web sites that allow the field to submit online CDE grant applications and to complete mandated reporting requirements. These databases include:

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

The Adult Education Office Database has been developed to provide online access to CDE data by CDE Adult Education Office consultants and analysts. It maintains agency and site level data and links to: online grant applications for funding through the Workforce Investment Act; approval letters for state apportionment; J-18/19-A Addendum reports; the Innovation and Alternative Instructional Delivery Program application and evaluation; and the Technology Plans. (Exhibit 4.a) This database provides the following functions:

- Provides online access to CDE data for CDE office and field staff
- Maintains agency and site level data
- Links to online grant deliverables for Workforce Investment Act, Approval Letters for State Apportionment, and J-18/19-A Addendum Reports, and Technology Plans
- Updates made on this site are immediately reflected on the Adult Education Provider Directory



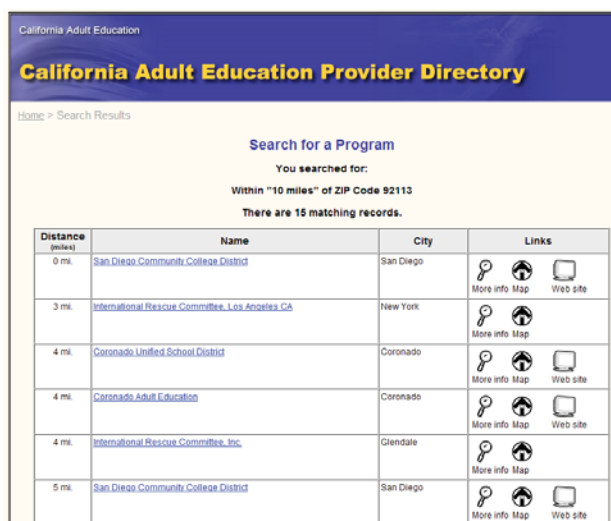
| Agency Summary              |        |                                      |       |
|-----------------------------|--------|--------------------------------------|-------|
| Quick Summary               | Active | Inactive/<br>Ineligible/<br>Declined | Total |
| Total number of agencies    |        |                                      | 534   |
| WIA Title II agencies       | 236    | 298                                  | 534   |
| Course Approval agencies    | 319    | 215                                  | 534   |
| Tech Plan agencies          | 162    | 372                                  | 534   |
| Innovation Program agencies | 117    | 417                                  | 534   |

Exhibit 4.a

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

Data from the contact forms are used by the Adult Education Office to contact agencies, and the data is automatically sent to CASAS. All Leadership Projects also have access to the CDE office database so that they may access data and contact information. OTAN staff provided 21 instances of technical support to users of the Adult Education Office database. (See Exhibit 3.b, p. 17) This is down from 93 technical support requests last year, indicating that the database is functioning well, CDE staff has become more comfortable using it, and it is meeting the need of the Adult Education Office at CDE.

Data from these pages also updates the California Adult Education Provider Directory. (Exhibit 4.b) The online Provider Directory includes both state and federally funded agencies. Limited English speakers looking for a nearby program can search the directory for a list of local programs together with links to transit information and maps to the site. While the simple search finds schools by zip code, the advanced search provides results based on county, agency type, or program offered.



| Distance (miles) | Name   | City      | Links                  |
|------------------|--|-----------|------------------------|
| 0 mi.            | San Diego Community College District           | San Diego | More info Map Web site |
| 3 mi.            | International Rescue Committee, Los Angeles CA | New York  | More info Map          |
| 4 mi.            | Coronado Unified School District               | Coronado  | More info Map Web site |
| 4 mi.            | Coronado Adult Education                       | Coronado  | More info Map Web site |
| 4 mi.            | International Rescue Committee, Inc.           | Glendale  | More info Map          |
| 5 mi.            | San Diego Community College District           | San Diego | More info Map Web site |

Exhibit 4.b

OTAN staff provided 188 instances of technical support to clients completing WIA forms.

Continuing features of the Course Approval Request System for CDE staff included online review and approval and search functions. Continuing features for the field included real-time error checking, online access to prior approval letters, and email notification of

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics, was successfully used in 2009-10 by 236 agencies to apply online for continued grant funding, submit budget information, and report projected and final budget expenditures. (Exhibit 4.c) 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.



**California Adult Education Online Application and Reporting**

Agency Contacts Course Approval **WIA Title II** EL Civics Enrollment/ADA Reporting Innovation Program Help, Links, Who to Contact

WIA Home Four Year Summary Grant Application Budget Mid-Year Final Exp. AASC

Home > WIA Home Signed in as: AAA Test Account

**WIA Title II reporting dates to remember:**

- The Final Expenditure Report and Revised Grant Budget for FY 2009-10 is now available and is due August 15, 2010.
- Grant Budget worksheets for FY 2011-12 will be available in late July, 2010.
- The Midyear Expenditure report for 2009-10 was due January 31, 2010.
- The Annual Audit Status Certification for FY 2009-10 is now available and is due September 14, 2010.
- Grant Applications for FY 2010-11 were due April 2, 2010.

**Information about your WIA Title II grant**

- Program Guidelines and Requirements for application and grant implementation for FY 2010-11 [pdf]
- Sample Grant Application for FY 2010-11 [pdf]
- General and Specific Assurances for FY 2010-11 [pdf]
- Requirements for Community-Based and other Nonprofit Organizations, FY 2010-11 [pdf]

Exhibit 4.c



*"I wanted to thank you for handling the problem today on our aggregated skills assessment. I electronically submitted the Tech Plan and can go home with the knowledge that it's complete AND in to you."*

*- Elaine Kanakis, ESL Coordinator, Hayward Adult School*

deadlines and CDE announcements. OTAN staff provided 67 instances of technical support to clients completing course approvals.

OTAN facilitated technology planning by 159 agencies with English Language and Civics, Civic Participation funding in 2009-10. The Technology Plan Development Web site guided agencies to create a seven-part technology plan and submit it for review by technology field colleagues. Training on how to create and submit

the technology plan was provided to the field through online meetings, or Webinars. This was the second year for the implementation of a new staff skills self-assessment with more focus on classroom practice and more questions on newer technologies and online interactive activities, so this year agencies were able to compare results for two years. Four online training sessions were offered to 69 new and continuing agency staff. OTAN staff provided 119 instances of technical support to clients completing the technology plan.

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 236 agencies with a password protected online reporting system. Current and past reports can be mailed to the agencies in PDF format. Although the submission of the J-18/19-A form is not required, OTAN staff provided 33 instances of technical support to clients completing it.

In 2008, OTAN took over responsibility for the Innovation and Alternative Instructional Delivery Program application and online evaluation forms. Due to the California budget crisis and legislation that suspended the education code for adult education until 2013, an application is no longer required except for agencies using federal Workforce Investment Act funds for distance learning. However, agencies have been encouraged to continue submitting their application and evaluation forms in order to help CDE continue to track data about distance learning. Extensive modifications were made in the application form in order to comply with new federal requirements, and training was provided to 41 participants in two online workshops. OTAN staff provided 84 instances of technical support to clients working with the application and evaluation.

## 5. Publicizing OTAN

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

### Print Materials

OTAN distributes an informational folder of materials highlighting OTAN's mission and major objectives. Inserts in the folder are updated every year describing OTAN's services in three major areas – electronic collaboration and information, support for instructional technology, and distance learning. Folders are distributed at conferences and workshops, and mailed with a cover letter to new administrators in California adult schools. About 450 packets were distributed in 2009-10. Three hundred were included in the conference bags for the California Council on Adult Education (CCAIE) conference.

### Vendor Tables

OTAN promotes its Web sites and services at the conferences held by professional organizations of California educator groups. Vendor exhibits aim to make sure that there is continuing awareness of OTAN services and to make contact with new teachers and administrators. A video about OTAN services is shown on a continuous loop. This year OTAN hosted a vendor table at six conferences and spoke with a total of 269 attendees. (Exhibit 5.a)

| PROFESSIONAL CONFERENCE VENDOR EXHIBITS |                              |          |
|---|------------------------------|----------|
| DATE                                    | CONFERENCE                   | CONTACTS |
| 9/24/09                                 | ACSA Conference              | 34       |
| 10/17/09                                | San Diego Regional CATESOL   | 48       |
| 11/7/09                                 | Northern CA Regional CATESOL | 46       |
| 11/21/09                                | Los Angeles Regional CATESOL | 38       |
| 4/23/10                                 | CATESOL State Conference     | 61       |
| 5/7/10                                  | CCAIE State Conference       | 42       |
| TOTAL                                   |                              | 269      |

Exhibit 5.a

### Conference Presentations

During the 2009-10 year, staff made four conference presentations on the OTAN Web sites to 49 participants (Exhibit 5.b) Three of these presentations provided a general introduction to the resources on the OTAN Web site and related sites. A particular focus this year was on demonstrating how an online workshop or Webinar works, to encourage teachers and other staff to participate. The final presentation was focused on the Students Succeed project and designed to encourage teachers and administrators to nominate former students.



| OTAN WEB SITE PRESENTATIONS |  |                            |              |
|-----------------------------|--|----------------------------|--------------|
| DATE                        | PRESENTATION TITLE                                       | LOCATION                   | PARTICIPANTS |
| 10/17/09                    | Online Resources for ESL Teachers                        | San Diego Regional CATESOL | 8            |
| 11/7/09                     | Using the Internet to Create Community in Your Classroom | Northern CA CATESOL        | 15           |
| 4/24/10                     | OTAN Online Resources for ESL Teachers                   | CATESOL State Conference   | 20           |
| 5/8/10                      | Adult Education Students Succeed                         | CCAIE State Conference     | 6            |
| TOTAL                       |  |                            | 49           |

Exhibit 5.b

## Marketing Emails

Visitors to the OTAN Web site must register to gain access beyond the home page. Part of the registration process encourages members to provide an email address and sign up to receive specific kinds of information. Members are also included, if they choose, in the OTAN member directory. To keep the member directory up-to-date, an email is sent periodically to members who have not logged in for six months or more, and members who do not respond to the email are deleted. In this way, membership statistics only reflect active users. These emails are sent every other month, and 9,178 total messages were sent during the contract year.

Email blasts are also sent to announce legislative updates posted, new issues of the teacher and administrator digests, to promote workshops, and in support of the Adult Education Office at CDE and of the other leadership projects. A total of 50 such emails were sent this year to 58,035 recipients. (Exhibit 5.c)

| INFORMATIONAL EMAILS |                         |             |
|----------------------|-------------------------|-------------|
| DATE POSTED          | EMAIL TYPE              | NUMBER SENT |
| 7/1/09               | Legislative Information | 657         |
| 7/1/09               | CDE                     | 264         |
| 7/1/09               | CA Adult Ed Digest      | 1,012       |
| 7/6/09               | Teacher Digest          | 2,107       |
| 7/15/09              | Administrators' Digest  | 1,079       |
| 7/20/09              | Legislative Information | 742         |
| 7/29/09              | Legislative Information | 644         |
| 8/4/09               | CA Adult Ed Digest      | 998         |
| 8/6/09               | Other                   | 877         |

Exhibit 5.c

| INFORMATIONAL EMAILS |                         |             |
|----------------------|-------------------------|-------------|
| DATE POSTED          | EMAIL TYPE              | NUMBER SENT |
| 8/7/09               | Other                   | 888         |
| 8/11/09              | CDE                     | 124         |
| 8/17/09              | Administrators' Digest  | 1,040       |
| 8/19/09              | Legislative Information | 2,279       |
| 9/1/09               | Teacher Digest          | 2,033       |
| 9/1/09               | CA Adult Ed Digest      | 895         |
| 9/21/09              | For Other Agencies      | 312         |
| 10/1/09              | Teacher Digest          | 1,976       |
| 10/2/09              | Training                | 1,397       |
| 10/15/09             | Administrators' Digest  | 1,088       |
| 11/3/09              | Teacher Digest          | 2,096       |
| 11/3/09              | Training                | 1,389       |
| 11/3/09              | Training                | 81          |
| 11/20/09             | Legislative Information | 658         |
| 11/20/09             | Administrators' Digest  | 1,069       |
| 12/1/09              | Legislative Information | 665         |
| 12/3/09              | Teacher Digest          | 2,012       |
| 12/17/09             | Training                | 1,191       |
| 1/11/10              | Teacher Digest          | 2,056       |
| 1/13/10              | For Other Agencies      | 1,076       |
| 1/19/10              | Administrators' Digest  | 769         |
| 1/21/10              | Other                   | 1,819       |
| 1/25/10              | For Other Agencies      | 258         |
| 2/2/10               | Teacher Digest          | 2,000       |
| 2/14/10              | Distance Learning       | 220         |
| 2/16/10              | Training                | 56          |
| 2/16/10              | Training                | 693         |
| 2/19/10              | Training                | 180         |
| 2/19/10              | Training                | 488         |
| 2/19/10              | For Other Agencies      | 252         |
| 2/22/10              | Training                | 245         |
| 2/22/10              | Training                | 228         |

Exhibit 5.c (Continued)

| INFORMATIONAL EMAILS |                        |             |
|----------------------|------------------------|-------------|
| DATE POSTED          | EMAIL TYPE             | NUMBER SENT |
| 2/22/10              | Training               | 879         |
| 3/4/10               | TIMAC                  | 1,218       |
| 3/9/10               | Teacher Digest         | 2,918       |
| 3/12/10              | Administrators' Digest | 1,021       |
| 3/31/10              | Distance Learning      | 215         |
| 4/7/10               | Teacher Digest         | 2,596       |
| 4/12/10              | For Other Agencies     | 1,202       |
| 4/15/10              | Training               | 679         |
| 4/23/10              | TIMAC                  | 2,023       |
| 4/23/10              | Administrators' Digest | 1,052       |
| 5/6/10               | Teacher Digest         | 2,659       |
| 5/24/10              | Administrators' Digest | 1,009       |
| 6/2/10               | Teacher Digest         | 2,084       |
| TOTAL                |                        | 59,468      |


Exhibit 5.c (Continued)

### Newsletter

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

- The fall issue focused on challenges and strategies, the new challenges to adult education brought about by the state budget crisis, and ways that technology can help practitioners, highlighting ways to locate information and participate in online professional development.
- The winter issue looked at the role of technology in the future of adult education. The lead articles looked at several ways that technology will change the field, such as increased online learning, and instruction delivered via mobile phones and other portable devices. (Exhibit 5.d)
- The spring issue reported on transitions to work, post-secondary education, and training, looking at new instructional models in several programs, as well as providing links with more information on transition for adult learners. (Exhibit 5.d)

## WINTER 2010 NEWSLETTER, FRONT PAGE



**OTAN Online Connection**  
A Publication for Members of the Outreach and Technical Assistance Network

www.otan.us
Technology and the Future of Adult Education
Winter 2010

### Save the Date!

With the New Year come new opportunities for increasing your technology skills and what better way than attending a free Webinar from the comfort of your home!

#### February Highlights:

- **Share, Review and Collaborate with Online Documents**  
February 10, 2010  
2:00 pm
- **Using Moodle to Create a Course Web Site**  
February 19, 2010  
3:30 pm
- **Using a Cell Phone to Enhance Learning**  
February 25, 2010  
5:00 pm
- **Easy Excel Activities: Create a Personal Budget**  
February 26, 2010  
1:00 pm

Register at [www.caadultedtraining.org](http://www.caadultedtraining.org) and look for other Webinars offered!

### Inside This Issue:

- ★ U.S.A. Learns Celebrates a Birthday
- ★ CDE's ABE Initiative: An Update
- ★ Experimenting with Blended Classes at Vallejo Adult School

### Adult Education in 2020

**H**ow will technology affect the delivery of adult education in the year 2020? Will we be delivering more or even a majority of instruction online? Will we be communicating with learners and sending curriculum via mobile phones or other handheld devices? Will our classrooms and Internet connections be wireless and available everywhere?

*"Some experts predict that half of all instruction will take place online within the next ten years."*

In October, Dr. Brenda Dann-Messier, the new Assistant Secretary of Education over the Office of Vocational and Adult Education, spoke at CALPRO's California College Transition Summit about the reauthorization of WIA, to include implementation of new technologies, increased use of existing technologies, and training of faculty in the use of these technologies. She also mentioned the importance of increasing our online offerings in order to make instruction available to adults with busy schedules and other impediments to attending class at a site.

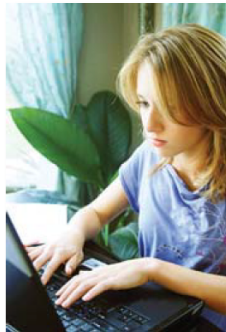
#### Online Instruction

Some experts, like Clayton Christensen of Harvard Business School and co-author of *Disrupting Class*, predict that half of all instruction will take place online within the next 10

#### Mobile Learning

At a meeting in Virginia on the topic of technology and adult education, a number of adult education teachers, administrators, and researchers examined technology trends

**Continued on Page 2**



years. He is referring to K-12 education, but adult education cannot be immune to this trend. While some of our students experience barriers to online learning, such as lack of computer skills or Internet access from home, these barriers are decreasing. According to the Pew Internet and American Life Project, among households with an annual income of \$20,000 or less, broadband adoption grew from 25 percent in 2008 to 35 percent in 2009. While 35 percent still isn't a majority, a 10 percent increase in a year demonstrates that even those with limited resources see Internet access as a basic need. Many of our students who do not have Internet access now are likely to have it in 10 years. One indicator is that the Obama administration has implemented the Broadband Technology Opportunities Project (BTOP), which provides \$7.2 billion for the development of broadband across the country.

Exhibit 5.d



## SPRING 2010 NEWSLETTER, FRONT PAGE

# OTAN *Online Connection*

*A Publication for Members of the Outreach and Technical Assistance Network*

[www.otan.us](http://www.otan.us)

Transition to Work and Post-Secondary

Spring 2010

### TIMAC

April 30 is the deadline to submit an online application for TIMAC 2010-11. The Technology Integration Mentor Academy is a peer-mentoring initiative that supports adult education agency staff in becoming technology mentors. [www.otan.us/timac/applyonline](http://www.otan.us/timac/applyonline)

### Boot Camp

The Adult Basic Education Technology Boot Camp will take place on May 13 – 14. One group of ABE teachers will identify and compile Internet resources aligned to ABE draft standards, as well as create a Web site. Another group will create an online course Web site using the Moodle learning management system.



Real Estate  
Creative Commons

### Inside This Issue:

- ★ ABE to CTE Transition
- ★ Online Professional Development
- ★ CTE Wiki
- ★ 21st Century Skills
- ★ Web Sites for College Transition
- ★ Web Sites for Transition to Work
- ★ Budget Cuts Wiki
- ★ Online Workshops

### I-BEST Model for Personal Caregiver

What is the best way to prepare non-native speakers or adults with low reading or math levels for new jobs and careers? Many career and technical education (CTE) courses require a minimum reading and math level in order to be successful in the class, but what about those who don't meet those levels but need a job or a career change?



Students at SDCCD demonstrate their skills during the Personal Care Assistant class.

### The I-BEST Model

In 2004, the I-BEST model was developed in Washington state to address the needs of these learners. I-BEST stands for Integrated Basic Education Skills Training, and the word Integrated is the key. An I-BEST classroom has two instructors, a content instructor and a basic skills instructor. Students receive instruction in their chosen skill area, such as Allied Health, Business and Computers, or Automotive Technology, while at the same time getting support in reading, speaking, listening and/or math. Although the program has not yet served great numbers of students, the results so far have been positive. A study comparing ESL students in I-BEST to those in traditional ESL found that I-BEST students were five times more likely to earn college credits and 15 times more likely to complete workforce training.

### The Personal Care Assistant Course

The latest online Administrators Forum highlighted a new course in the adult education program at San Diego Community College Continuing Education that is based on this model. The course is for Personal Care Assistants, people who provide in-home assistance for the ill and disabled, and was co-taught by Manuel Gallegos, RN, and Donna Price, Vocational ESL (VESL) Instructor. The course was designed with 162 hours of hands-on skills and 270 hours of VESL, so there are times that Donna works with the class by herself, but often the two teach together, supporting each other, and interrupting to interject either language or skills

*Continued on Page 5*

## Technology Integration Advisory Committee

To get input from the field, OTAN continued to host two advisory committees this year. The Technology Integration Advisory Committee (TIAC) consisted of four administrators, three instructors, and representatives from the California Department of Education and CALPRO. (Exhibit 5.e) The committee met in November 2009, and discussion topics included how to approach a definition of technology literacy, and whether technology literacy standards should be established statewide or even nationally. The committee recommended that there be technology standards, but that they be integrated with curriculum standards.

| TECHNOLOGY INTEGRATION ADVISORY COMMITTEE |   |        |                              |
|---|---|--------|------------------------------|
| INSTRUCTORS                               | TITLE & AGENCY  | REGION | AGENCY TYPE                  |
| Barry Bakin                               | ESL Instructor, Los Angeles Unified School District                             | 11a    | District                     |
| Susan Gaer                                | ESL Professor, Santa Ana Community College Continuing Education                 | 9      | Community College            |
| Diane Wallis                              | ESL Instructor, City College of San Francisco                                   | 4      | Community College            |
| ADMINISTRATORS                            |   |        |                              |
| Michael Barnes                            | Director, Mary Lind Foundation  | 11a    | Community-Based Organization |
| John Kerr                                 | Director, Baldwin Park Adult and Community Education                            | 11b    | District                     |
| Jacques LaCour                            | Assistant Principal, Oakland Adult and Community Education                      | 4      | District                     |
| Lynn Mackey                               | Director, Adult Correctional Education, Contra Costa County Office of Education | 4      | County Office                |
| STAFF                                     |   |        |                              |
| Sheila Bollenbach                         | Consultant, CDE, AEO  |        |                              |
| John Fleischman                           | OTAN  |        |                              |
| Catherine Green                           | CALPRO  |        |                              |
| Matthew Parsons                           | Consultant, CDE, AEO  |        |                              |
| Penny Pearson                             | OTAN  |        |                              |
| Marian Thacher                            | OTAN  |        |                              |

Exhibit 5.e

There were two hands-on sessions. The first sessions was a demonstration and discussion of the new e-Portfolio software, which helped OTAN staff scale back the anticipated e-Portfolio pilot project for the spring and plan a larger roll-out for the following year. The second session was on Moodle and the need for a course repository that programs can share. Recommendations for topics for the development of shared courses included Intermediate ESL using USA Learns and also Advanced ESL.

## Distance Learning Advisory Committee

The Distance Learning Advisory Committee (DLAC) met in November and March. Membership consisted of four instructors, eight administrators, and five staff of leadership projects and one consultant from Adult Education Office at CDE, although not all members attended both meetings. (Exhibit 5.f)

| DISTANCE LEARNING ADVISORY COMMITTEE |  |        |                   |
|--------------------------------------|--|--------|-------------------|
| INSTRUCTORS                          | TITLE & AGENCY   | REGION | AGENCY TYPE       |
| Katherine Crawford                   | ESL Instructor, Elk Grove Adult & Community Education              | 3      | District          |
| Susan Nettinga                       | ESL Instructor, Fremont Unified School District                    | 5      | District          |
| Kay Johnson                          | ESL Instructor, Jefferson Adult Education                          | 5      | District          |
| Tricia Ouellette                     | ESL Instructor, Vallejo Adult School                               | 1      | District          |
| ADMINISTRATORS                       |  |        |                   |
| Lynn Bartlett                        | Distance Learning Coordinator, San Juan Unified School District    | 3      | District          |
| Jacquie Brinkley                     | Library Program Consultant, Literacy Library Program               |        | Library           |
| Kay Hartley                          | Principal, Vallejo Adult School                                    | 1      | District          |
| Trish Kerns                          | Distance Learning Coordinator, Sacramento City Adult Education     | 3      | District          |
| Portia La Ferla                      | ESL Coordinator, Torrance Adult School                             | 11a    | District          |
| Karen Norton                         | Assistant Principal, Tamalpais Adult School                        | 1      | District          |
| Pam Thompson                         | Coordinator, CAHSEE Steps  | 2      | Community College |
| Paul Yung                            | Distance Learning Coordinator, Los Angeles Unified School District | 11c    | District          |
| STAFF                                |  |        |                   |
| Sheila Bollenbach                    | Consultant, CDE, AEO   |        |                   |
| John Fleischman                      | OTAN   |        |                   |
| Branka Marceta                       | OTAN   |        |                   |
| Penny Pearson                        | OTAN   |        |                   |
| Marian Thacher                       | OTAN   |        |                   |
| Jay Wright                           | CASAS  |        |                   |

Exhibit 5.f

In November, there was a focus on hearing from districts how things were going in the field because of all the budget cuts. Many agencies had begun charging registration fees for distance learning classes. Paul Yung reports that Los Angeles USD produced a distance learning promotional video that is available online. There were substantive discussions on record-keeping and reporting attendance hours in light of adult education having been placed in Tier 3 and the education code suspended for the next four years. The consensus was that record keeping has to be minimized since there is less support staff to handle it, but that it is still important to keep attendance records.

The committee heard presentations about the statewide Library Literacy Program from Jacquie Brinkley, and from Pam Thompson, a presentation about CAHSEE Steps Online, a course to prepare students for the California High School Exit Exam. There was then discussion about the distance learning Webinar series, and input about how to structure the open discussions. Recommendations were made for developing sharable online courses for:

- Advanced ESL for transition classes
- Vocational ESL, for transition to work and including soft skills
- Math for Basic Skills, starting at the third grade level

Throughout the year, there was a series of online meetings to discuss and agree upon recommended attendance hours for various distance learning curricula, referred to as proxy hours. There were two driving forces for this process. The first was that new agencies need guidance about what curriculum to use for various courses and levels. The second was that the National Reporting System (NRS) has implemented a number of requirements for distance learning, including a requirement that states recommend curriculum hours.

Announcements were made about online meetings on the distance learning email list, and each group met at least twice. In the first meeting, recommendations were discussed and agreed upon, and then circulated for comment. A second meeting was held to review feedback on the recommendations and make revisions. The end result was curriculum and proxy hour recommendations for ESL, ABE, and GED. Adult Secondary credit recovery and high school diploma courses were not included, as these are generally tied to district curriculum selection and requirements.

In March, agencies again reported on the status of their programs, and budget cuts continued to be significant. Jacquie Brinkley gave a report on the library distance learning project. The proxy hour recommendations were presented and discussed. Several policy issues were reviewed, including the ability to keep attendance electronically, and how to deal with blended courses. In the past, distance learning courses have been kept carefully separate from face-to-face courses, but with suspension of the education code, agencies are experimenting with courses that are blended under one course number.



## 6. Adult Education Electronic Collections

The electronic resources that members access on the OTAN Web site include over 24,000 electronic files and database records which are managed by a database system for efficient storage and searching. (Exhibit 6.a)

| OTAN INFORMATION SERVICES  |                         |
|----------------------------|-------------------------|
| WEB SITE/SECTION           | NUMBER OF FILES/RECORDS |
| Adult Education Dictionary | 656                     |
| Adult Education Links      | 177                     |
| Adult Education Products   | 101                     |
| CA Adult Education History | 426                     |
| CDE Adult Ed Links         | 31                      |
| Course Outlines            | 325                     |
| Document Library           | 940                     |
| Education Grants           | 618                     |
| Expert Knowledge           | 154                     |
| Legislative Information    | 410                     |
| Lesson Plan Builder        | 9,051                   |
| Lesson Plans               | 440                     |
| Master Calendar            | 1,151                   |
| News Items                 | 624                     |
| PDC Documents              | 703                     |
| Presentations              | 188                     |
| Reference Libraries        | 5,613                   |
| Students Succeed           | 722                     |
| Teaching Tools             | 1,978                   |
| Want Ads                   | 106                     |
| <b>TOTAL</b>               | <b>24,414</b>           |

Exhibit 6.a

Information is acquired from a national network of education clearinghouses and agencies. An Information Specialist evaluated and cataloged new documents. Exhibit 6.b shows the categories of information and number of total documents in the online collection. During the project year, 31 new documents were added to the online collection. Topics emphasized in new acquisitions included transitioning learners to post-secondary education and work, the use of technology with low-literacy adult learners, and standards-based education. A new category "Transitional Programs" was added to Online Documents.



| DOCUMENT LIBRARY COLLECTION - ALL |    |                        |    |
|-----------------------------------|----|------------------------|----|
| Adult Basic Education             | 35 | Homeless               | 19 |
| Adult Education                   | 83 | Migrant                | 9  |
| Adult Literacy                    | 56 | Model Programs         | 4  |
| Adult Secondary Education         | 8  | Older Adults           | 15 |
| Amnesty                           | 1  | Parent Education       | 13 |
| Assessment                        | 49 | School Effectiveness   | 25 |
| At Risk Persons                   | 10 | School-To-Work         | 1  |
| CBE                               | 5  | Staff Development      | 40 |
| Citizenship                       | 8  | Standards & Assessment | 1  |
| Community Colleges                | 13 | Student Leadership     | 5  |
| Correctional Education            | 29 | Technology             | 64 |
| Culture                           | 14 | Telecommunications     | 15 |
| Disabled Populations              | 40 | Transitional Programs  | 9  |
| Distance Education                | 38 | Vocational Education   | 42 |
| Educational Research              | 19 | Vocational ESL         | 8  |
| Employability Skills              | 37 | Volunteers             | 14 |
| English (Second Language)         | 90 | Welfare Reform         | 10 |
| ESL Literacy                      | 7  | Women's Issues         | 9  |
| Family Literacy                   | 35 | Workplace Education    | 84 |
| Health Education                  | 11 |                        |    |
| Total Items In Collection: 975    |    |                        |    |

Exhibit 6.b

Major information areas of OTAN Resources include:

- **Teaching Tools and Resources** – Information to assist adult education teachers to implement technology in the classroom, find and create lesson plans, locate classroom activities, and pursue professional development. This area also includes the online Lesson Plan Builder, a tool allowing teachers to create and share lesson plans online.
- **Professional Development Calendar** – An online calendar showing events by OTAN, CASAS and CALPRO, as well as regional, state and national conferences, at [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 donated by California adult schools are displayed in relation to the online Course Approval system. There are currently 325 course outlines posted.
- **Adult Education Dictionary** – There are 655 adult education terms and acronyms that can be searched alphabetically or by keyword or category. Significant updating and adding of terms occurred during the year.

- **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 and contains 618 grant possibilities.
- **Legislative Information** – Updates on California and federal legislation in process and budget negotiations of interest to adult educators. Advice is posted here on how to influence the legislative process and links to government Web sites.
- **Presentations** – Presentations created by CDE, OTAN, or field agencies, and now available on the Web in Portable Document Format (PDF). Currently 188 handouts are available.
- **California Adult Education History** – Excerpts from *Meeting the Challenge*, a book on the history of adult education in California by Linda West, and six videos on California adult education history along with searchable indexes, photos, and audio clips from the adult education oral history project.
- **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.
- **Reference Libraries** – Searchable catalogs of three specialized libraries. Included are Adult Education Reference, California Adult Education Archives, and VESL Workplace Clearinghouse. Approximately one-third of the California Adult Education Archives materials are available online as full-text PDF files. The Adult Education Reference collection is available for circulation.
- **Online Documents** – Full-text documents in 38 topic areas of adult education, including the latest research and information for adult program management and instructional improvement, with 31 new documents this year.
- **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.
- **Codes and Regulations** – Excerpts of some state and federal laws and regulations of particular interest to California adult educators.

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

OTAN provides customized research for California adult educators upon request. Thirty-six requests for research were completed this year by the Information Specialist and other staff persons. Requests included such varied topics as:

- Vocational ESL and vocational ABE curriculum for specific jobs
- Financial literacy
- California's ABE standards
- Research on learner transitions
- Resources for ABE teachers on teaching reading
- Other states with distance learning resources for adults
- Starting date of Newport-Mesa Adult School

Clients who received reference services were immediately sent a short survey, and then later a long survey that is only sent every six months. There were 36 long surveys sent, and 20 returned, which is an excellent return rate of 56 percent indicating that clients remembered and appreciated the service.

OTAN is responsible for making available at cost of distribution the products of CDE Adult Education Office professional development and curriculum development products, as well as other grant-funded curriculum products. The items are available in the Products section of the OTAN Web site and can be ordered online. This year 120 items were shipped, with English for All CDs and DVDs continuing to be the most popular items. The VESL/Workplace Clearinghouse curriculum items are also ordered regularly. A new item now available from the VESL/Workplace Clearinghouse is a set of ready-to-use materials that address the interest of ESL students in soft skills and American workplace expectations. (Exhibit 6.c)

*"What a pleasure it is to do business with someone so organized."*  
- Anne Spalasso, Livermore Adult School

| <b>2009-10 PRODUCT SALES</b>         |                        |
|--------------------------------------|------------------------|
| <b>PRODUCT</b>                       | <b># OF ITEMS SOLD</b> |
| English For All Video DVD Collection | 103                    |
| English For All Video CD Collection  | 15                     |
| VESL Products                        | 15                     |
| California EL Civics Products        | 2                      |
| <b>TOTAL</b>                         | <b>135</b>             |

Exhibit 6.c

## 7. Electronic Resources for Improving Instruction

**A**dult education teachers and teacher/coordinators make up the largest group of Web site members with 58 percent of membership. To meet the needs of this client group, OTAN maintains a section of the Web site called Teaching Tools & Resources.

### Online Resources for Teachers

The instructor resources area is organized around six program clusters:

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

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

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, sound & video clips), project-based learning, and program specific software and software reviews.

Full-text resources and annotated links to other sites that teachers will find in Teaching Tools & Resources include tips for using the Internet in instruction, how to create a Web site, links to online tools, hardware reviews, software tutorials, and information about online courses. One area that was again popular in 2009-10 was Web-based Class Activities, written by Kristi Reyes of MiraCosta College, highlighting numerous Web 2.0 tools that teachers can use as part of language and basic skills instruction. Topics this year have included classroom activities using cell phones, ways to integrate online video into curriculum, free sites for vocabulary development, and sites for career exploration.

### Lesson Plan Builder

The online Lesson Plan Builder, at [www.adultedlessons.org](http://www.adultedlessons.org), is a tool that allows teachers to create complete and detailed lesson plans, store them online, and share them with colleagues. All three leadership projects, OTAN, CALPRO and CASAS have workshops on lesson planning. The California Adult Education Professional

Development Calendar now contains a searchable online course list where these workshops appear together when searching for lesson planning. There are currently 12,449 registered users, up from 10,295 last year. Some 2,692 users logged in during the year, an average of 224 per month, and 1,155 actually worked on a lesson plan. Several adult schools have encouraged teachers to use the lesson plan builder, and

*"It is definitely the best lesson planning builder I have seen. I like the backward planning option and how you can quickly insert SCANS and CASAS competencies. I think I will be a more effective teacher by using this site."*

*- Adult Education Teacher*

there were 51 programs that had 10 or more teachers registered by the end of the year. Los Angeles USD led with 177 teachers registered, followed by Burbank with 46, Hacienda La Puente with 38 and Mt. Diablo with 37. (Exhibit 7.a)



| LESSON PLAN BUILDER REPORT                   |   |
|--|---|
| Agencies with 10 or More Lesson Plans        |   |
| Los Angeles Unified School District (177)    | Vallejo Adult School (18)                       |
| Burbank Adult School (46)                    | Milpitas Adult Education (17)                   |
| Hacienda La Puente Adult Education (38)      | New Haven Adult School (17)                     |
| Mt. Diablo Adult Education (37)              | Fremont Adult School (16)                       |
| Oakland Unified School District (36)         | Monterey Adult School (15)                      |
| Santa Ana College (34)                       | Ventura Adult Education (15)                    |
| Downey Adult School (33)                     | Long Beach School for Adults (14)               |
| San Diego Community College District (29)    | Santa Clara Adult Education (14)                |
| El Monte-Rosemead Adult School (28)          | Berkeley Adult School (13)                      |
| Sweetwater Union High School District (28)   | Baldwin Park Adult & Community Education (12)   |
| Merced Adult School (24)                     | Santa Ana College (12)                          |
| Norwalk-La Mirada Adult School (24)          | Garden Grove Adult School (12)                  |
| Eureka Adult School (23)                     | Martinez Adult Education (12)                   |
| Vista Adult School (23)                      | Old Marshall Adult School (12)                  |
| Palm Springs Adult School (21)               | South San Francisco Adult Education (12)        |
| Rowland Adult and Community Education (21)   | Hanford Adult School (11)                       |
| Simi Valley Adult School (21)                | Hemet Adult School (11)                         |
| Hayward Adult School (20)                    | Pleasant Valley Adult School (11)               |
| Sacramento City USD (20)                     | ABC Adult School (10)                           |
| Bakersfield Adult School (19)                | Alameda Adult School (10)                       |
| CALPRO (19)                                  | Azusa Adult School (10)                         |
| Chaffey Adult School (18)                    | Bassett Adult School (10)                       |
| Elk Grove Adult and Community Education (18) | East Side Adult Education (10)                  |
| Fresno Adult School (18)                     | Rancho Santiago Community College District (10) |
| San Bernardino Adult School (18)             | Visalia Adult School (10)                       |
| Stockton School for Adults (18)              |   |

Exhibit 7.a

In addition to high numbers of users, there are programs like Elk Grove Adult and Community Education that have created one account to be shared by all instructors. Elk Grove made a decision to put all their EL Civics lesson plans online, and currently lists 76 lesson plans in the Lesson Plan Builder account.



OTAN and CASAS lesson plan experts reviewed lessons on the Lesson Plan Builder in order to add new lessons to the public lesson plan collection. Over 70 lesson plans were reviewed and many revised, and 94 have been added to the lesson plan collections on the OTAN site.

## Course Outline Builder

A new project initiated with this contract year was the construction of an online Course Outline Builder. One of the greatest challenges was to include standards and competencies for each program area. English as a Second Language courses can choose from CASAS competencies and Secretary's Commission on Achieving Necessary Skills, SCANS, competencies. Adult Basic Education classes can choose from ABE standards and also from K-12 first through eighth grade competencies. Adult Secondary Education courses can choose from the California High School Standards for different subject areas. (Exhibit 7.b)

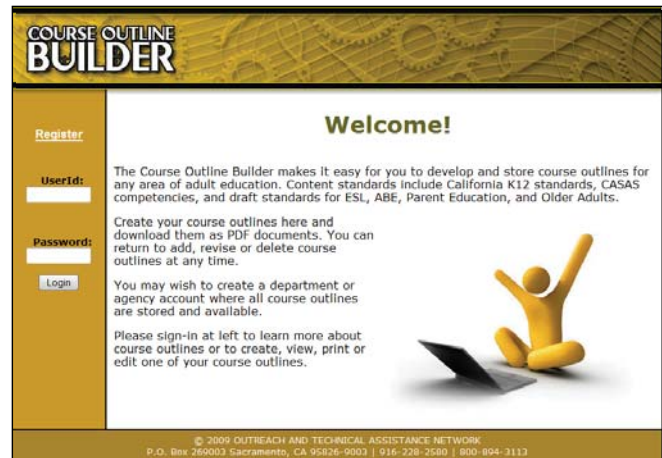


Exhibit 7.b

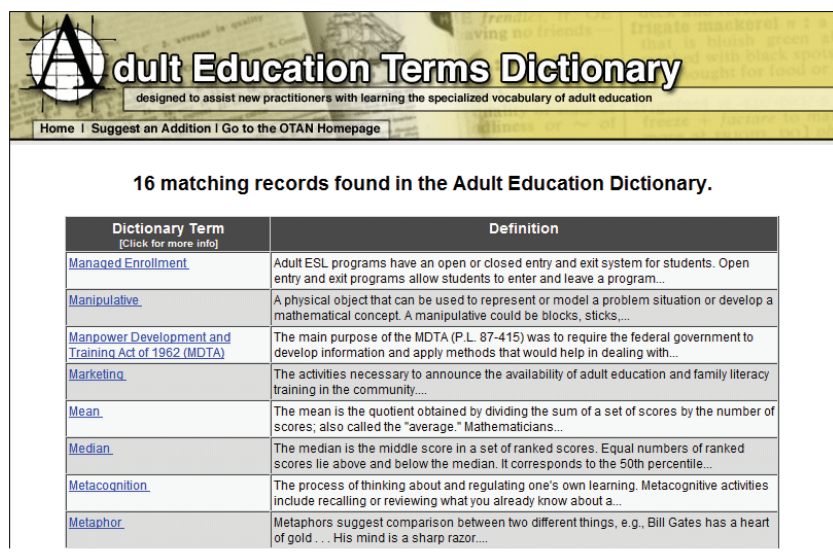
## My Resources

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

## Adult Education Dictionary

OTAN also continued to maintain and expand the online dictionary for adult education that is located in the Research and Reference 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 the new personnel. Users can search by keyword or category. There is also a feature that allows the field to suggest terms and provide definitions. The dictionary now contains 655 terms, and can be viewed via the OTAN Web site, or independently at [www.adultedterms.org](http://www.adultedterms.org).

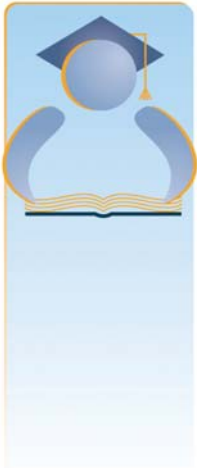
(Exhibit 7.c)



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

Exhibit 7.c

## 8. Students Succeed Project



**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 2009-10, there were two nomination deadlines, and a total of seven individuals were accepted and added to the Web site. At the end of the year, the stories of 180 successful students were posted on the project Web site representing 91 agencies.

At the ACSA conference in September, three Students Succeed awardees were recognized at general sessions. OTAN produced a short video about each individual, highlighting their history, challenges overcome, participation in adult education classes, and current successes.



***Gloria Martinez***

One recipient was Gloria Martinez, who graduated from Baldwin Park Adult and Community Education with a high school diploma in 2004. She graduated third in her class, and received scholarships from the Baldwin Park Organization of Supervisors and Administrators (BPOSA) and the California School Employees Association (CSEA). She was also one of the winners of the Baldwin Park Adult Essay Contest, winning in two separate years for the ABE and High School Diploma Programs. She went on to earn two AA degrees from Mt. San Antonio College and several scholarships. She started at Cal Poly Pomona as a Business major in the fall of 2009. Her goal is to become a Certified Public Accountant.





***Marisol Maldonado***

The next recipient, Marisol Maldonado, was born the oldest child of nine, in a small town in Cosala, Sinaloa, Mexico. She came to the United States at the age of 15 and worked to support her family still living in Mexico. When she turned 18, she registered at Bassett Adult School in ESL classes. After a few years, she entered the High School Completion Program and received her diploma in 1993. She continued to challenge herself and entered the Cosmetology Program through Bassett, completed the program in one year, and received her license in 1994. After five years working in cosmetology, Marisol returned to Bassett Adult School to work as an aide in the Adults with Disabilities Program. She wanted to receive “hands-on” training so she could become a teacher. While working in the disabled program in the mornings, Marisol attended night classes at Mt. San Antonio College, and earned the prestigious English Department “Brandon Award”. In 2006, she received a credential for Adults with Disabilities and is currently taking courses through

the University of San Diego to clear her credential. Today, Marisol is a teacher at the Sabio Group Home for Bassett Adult School.

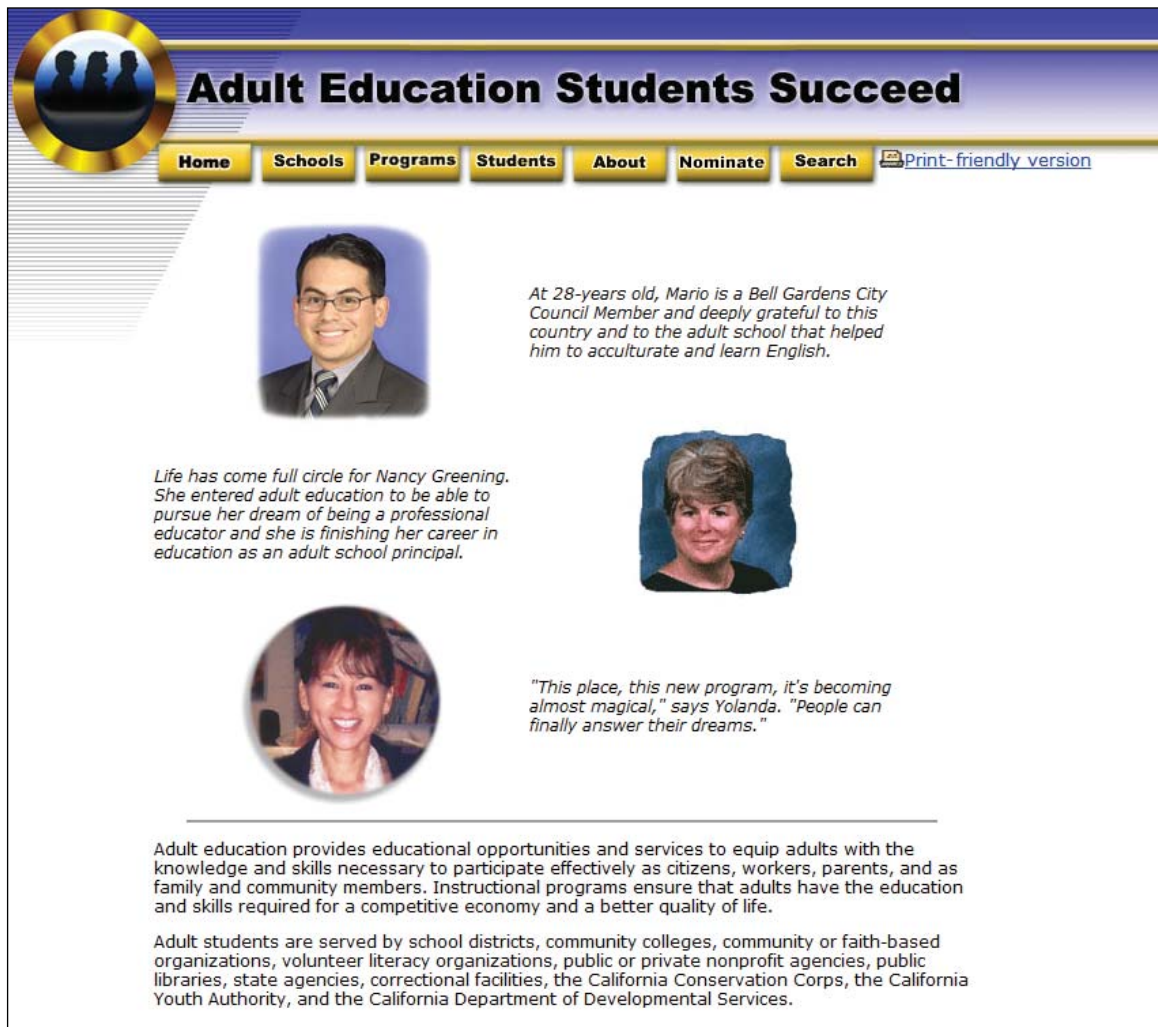
The final video production told the story of Chuong Nguyen, who came to San Diego in 2002 and immediately enrolled in the English as a Second Language program at North City Center for Continuing Education, San Diego Community College District. He moved quickly through all levels and sought advice on what he should do next. With the help of the program’s counseling services, Chuong was accepted to San Diego Mesa College where he earned an AA degree in General Education. Following the advice of a relative, he decided to apply to Mesa College’s radiology program. After being on the waiting list, he was finally accepted into the program in 2008. Chuong has always worked to help with school and family expenses. In addition to hours spent studying, he would often work 20 to 30 hours a week. When he completes the radiology program and passes the California State exam in radiology, Chuong’s goal is to work in a hospital or health care facility in his home town of San Diego.



***Chuong Nguyen***

To publicize the project, OTAN maintains the California Adult Education Students Succeed Web page at [www.adultedlearners.org](http://www.adultedlearners.org). (Exhibit 8.a) The site contains the student success stories with photos and videos as well as information about the adult education agencies that nominated them. The site may be searched by agency, by program area, and student name.

Nominations may be submitted by any California adult education agency at any time. All nominations are reviewed bi-annually for completeness and for how closely they address the criteria stated on the nomination form.



## Adult Education Students Succeed

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

*At 28-years old, Mario is a Bell Gardens City Council Member and deeply grateful to this country and to the adult school that helped him to acculturate and learn English.*

*Life has come full circle for Nancy Greening. She entered adult education to be able to pursue her dream of being a professional educator and she is finishing her career in education as an adult school principal.*

*"This place, this new program, it's becoming almost magical," says Yolanda. "People can finally answer their dreams."*

Adult education provides educational opportunities and services to equip adults with the knowledge and skills necessary to participate effectively as citizens, workers, parents, and as family and community members. Instructional programs ensure that adults have the education and skills required for a competitive economy and a better quality of life.

Adult students are served by school districts, community colleges, community or faith-based organizations, volunteer literacy organizations, public or private nonprofit agencies, public libraries, state agencies, correctional facilities, the California Conservation Corps, the California Youth Authority, and the California Department of Developmental Services.

Exhibit 8.a

## 9. Technology Planning Support

**D**uring 2009-10, 162 EL Civics agencies were required to submit a technology plan online. Training was provided to 75 participants on how to proceed with the technology planning process via four online workshops. These Webinars were directed to new staff who had not previously worked with the technology plan, but experienced technology planners attended the trainings as well.

Technical support regarding submitting the online technology plan was provided by 119 phone and email contacts, along with six more extensive consultations with agencies about technology planning in general. Each technology plan was reviewed by two readers, and the seven agencies that did not pass the review were offered assistance until all agencies had completed an appropriate plan.

*"Thank you. The presentation on the tech plan was very helpful especially since it's the first time for me to do it. Thought you should know.."*  
- Aven Magana, Fremont UHSD

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

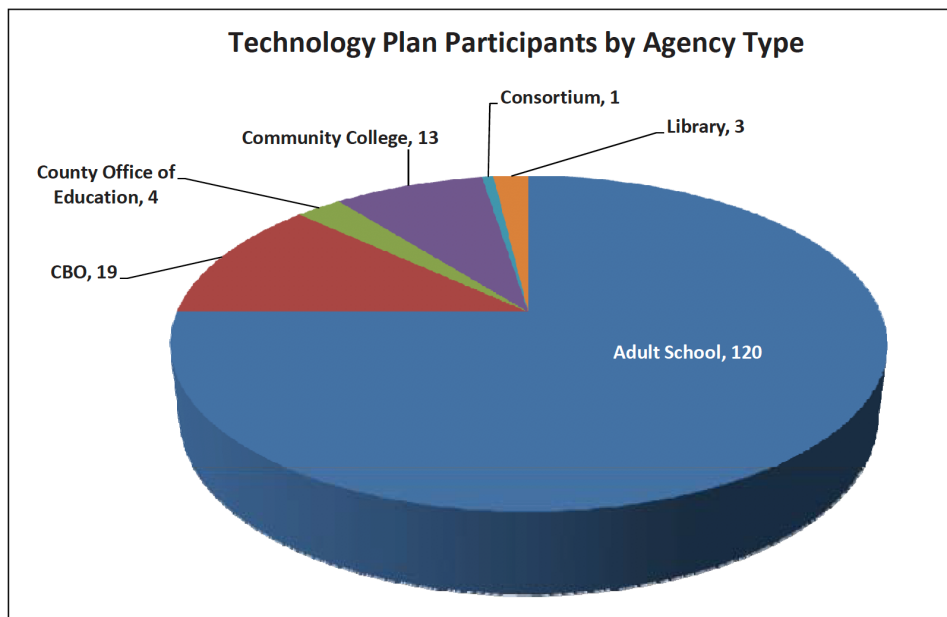
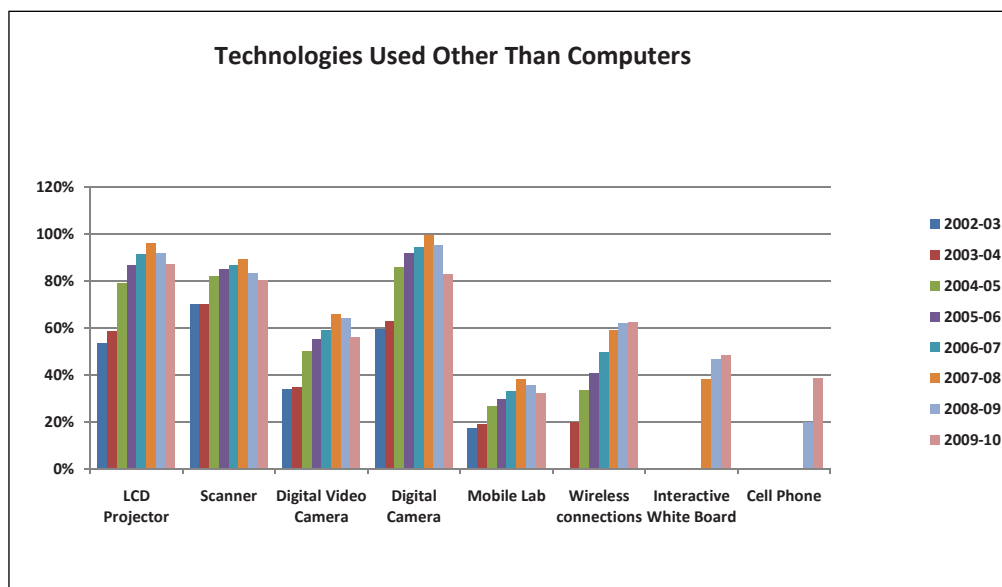


Exhibit 9.a



Exhibit 9.b shows the use by agencies of technology other than computers. While equipment such as LCD projectors and digital cameras are still widely used, there has been a decrease in the percentage of agencies using these in the last two years, presumably due to the state budget crisis. Use of LCD projectors (used to project computer screens) dropped from 96 percent in 2008-09 to 87 percent in 2009-10. Similar drops are seen for scanners, video cameras, digital cameras, and even mobile labs. However, wireless Internet access stayed stable at 62 percent, and two newer technologies, interactive whiteboards and cell phones, actually increased. Mobile phones actually went from 20 percent of agencies reporting use to 39 percent, almost doubling.



Data on staff skills was collected on 2,600 instructors in 2009-10. This is the second year for the new technology integration self-assessment based on the federally funded AdultEdOnline project. The new assessment focuses less on technical skills and more on integrating the skills into classroom activities.

Exhibit 9.b

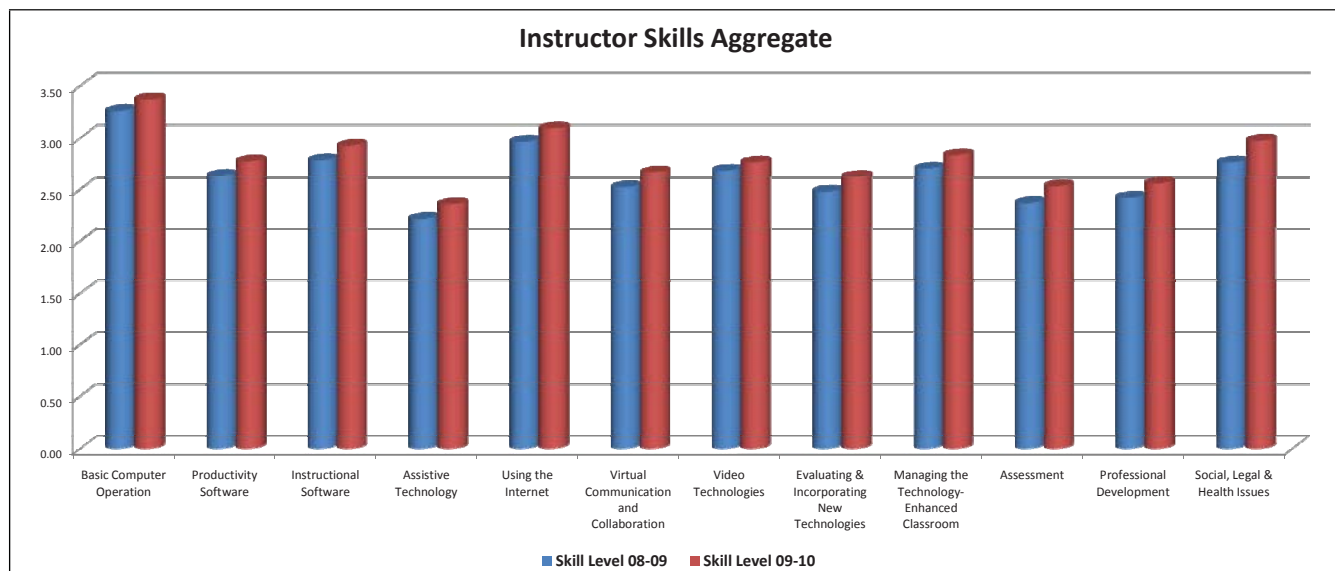


Exhibit 9.c

Exhibit 9.c shows a slight increase in self-reported skills in every area. This is attributable to both increased skills of existing staff, and turnover in which older teachers with less technology comfort, retired, and younger teachers who have grown up with technology replaced them.

The new technology integration self-assessment asks about personal skills as well as classroom skills, assuming that teachers develop personal technology skills before they introduce those skills to their students. Exhibit 9.d confirms this, comparing personal and classroom skills in nine areas and showing the percentage of teachers who rated their skills as three or four on a four-point scale that goes from one to four, where three equals good, but would like to improve

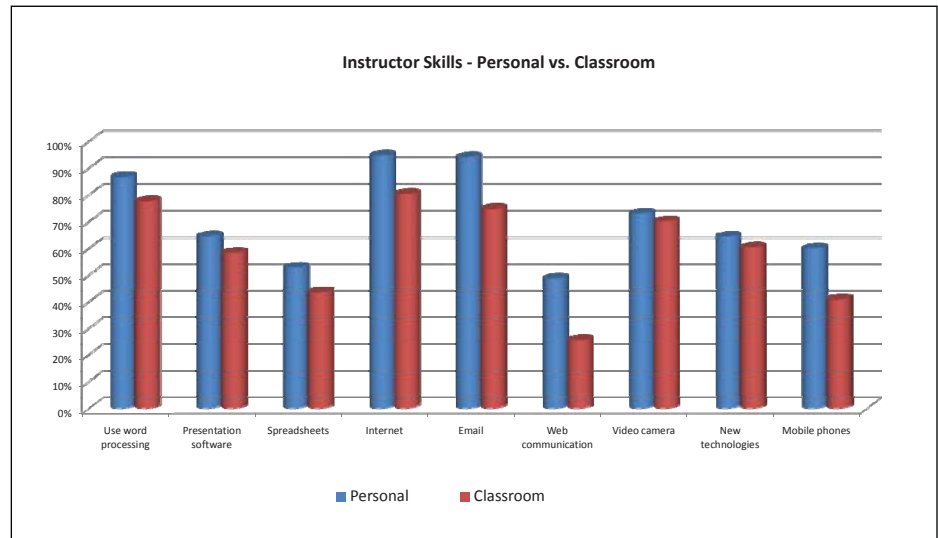


Exhibit 9.d

more and four equals excellent. Personal skills are rated as higher than classroom skills for all items. Particular disparities are noted in the use of the Internet and email, which was also noted last year.

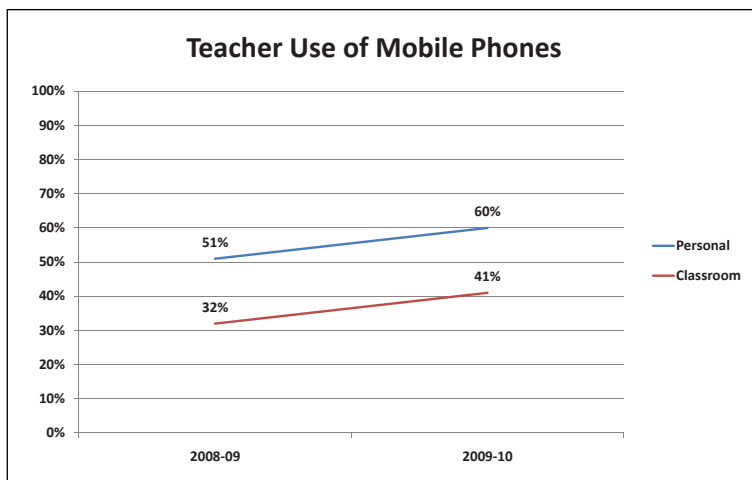


Exhibit 9.e

These are two aspects of technology that are used regularly in many teachers' personal lives, but may not have been translated into classroom activities. For example, almost all teachers now have email accounts, but many are still not communicating with students via email. Another area of greater disparity is the use of the mobile phone, a tool we are at the very beginning of exploring as a platform for instruction. The number of teachers personally comfortable with using mobile phones has increased by 10 percent, but the comparison of

personal use and classroom use has remained exactly the same, 19 percentage points. (Exhibit 9.e)

Exhibit 9.f shows a year over year comparison for some skills, displaying the percentage of instructors who rated their skills as three or four on the same scale as used in Exhibit 9.d.



Exhibit 9.f



A majority of instructors rate themselves high on the aptitude for integrating technology, such as being willing to try new things or being able to tolerate controlled chaos, but fewer feel content with their ability to create quizzes online or use the many new ways to communicate and post information such as wikis and listservs. It is heartening to see, though, that skills have increased over the previous year in all areas. For the third year, an optional student computer survey was provided as part of the technology plan. Thirty-seven agencies surveyed their students in 2009-10, with a total of 6,488 students responding, which is 1,000 more than last year. One of the questions on the survey is "Do you have Internet access at home?" Data for ABE students shows that four years ago higher-level students were much more likely to have Internet access at home than lower-level students, but that difference has now been significantly

narrowed. High-level high school students have actually dropped a bit, from 79 percent to 70 percent, while beginning literacy students, of whom three years ago only 39 percent had Internet access, have increased that number to 68 percent. The current federal administration has placed an emphasis on getting broadband access into homes in all areas, so we are likely to see these numbers increase overall in the future. This has implications for the ability of basic skills students to study partially or completely online. (Exhibit 9.g)

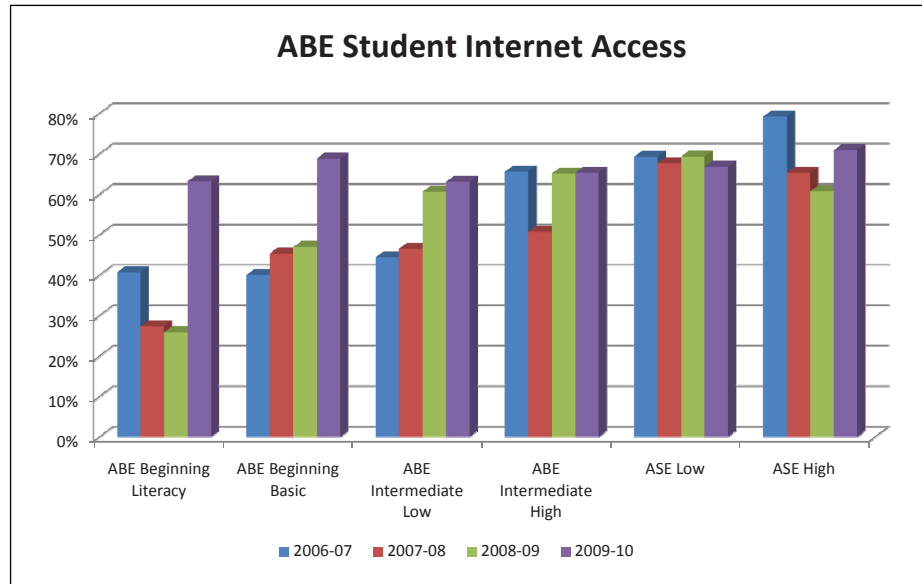


Exhibit 9.g

has now been significantly narrowed. High-level high school students have actually dropped a bit, from 79 percent to 70 percent, while beginning literacy students, of whom three years ago only 39 percent had Internet access, have increased that number to 68 percent. The current federal administration has placed an emphasis on getting broadband access into homes in all areas, so we are likely to see these numbers increase overall in the future. This has implications for the ability of basic skills students to study partially or completely online. (Exhibit 9.g)

Data on ESL students shows a different picture. While the level of Internet access has risen at all levels, it has changed least at the very lowest level. Students now are not literate in their own language. These are likely to be individuals having little or no education in their home country, and are often migrant workers or domestic workers. This group is still experiencing the digital divide; only 33 percent of learners have Internet access at home, while even at the next level, Beginning ESL, that number doubles to 66 percent. (Exhibit 9.h)

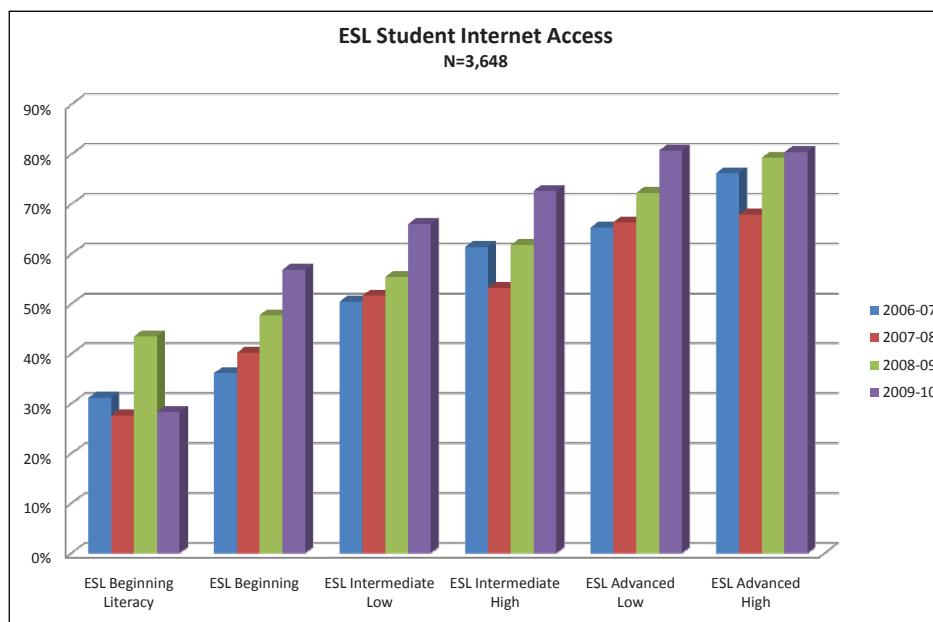


Exhibit 9.h

## 10. New and Emerging Technologies

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

### Video

OTAN produces videos of best practices in technology integration, which are made available online and on DVD. In 2009-10, a video on using audience response systems, often called clickers, was produced and posted online with complete scripts and closed captioning.

- Audience Response Systems -** Audience Response Systems, or Clickers for short, are an emerging technology that allows for immediate feedback. Teachers use it for both formative and summative evaluation. Learners get a just-in-time snapshot of their understanding and acquisition of new knowledge. Another advantage is getting participation from all the students, even the shy ones who would not necessarily respond in other traditional ways. In this OTAN-produced video, MiraCosta Community College Noncredit program's administrators, teachers, and learners talk about how 'clickers' have enhanced their classes.



In addition to producing the video, OTAN trainers demonstrated the use of clickers in several conference presentations, and at the ABE Initiative training in October. CALPRO also borrowed the clickers and used them in the STAR Project training.

### Social Media

The use of interactive media for communication and community building has grown extensively in the last few years. OTAN added a link this year to the news items that allows readers to share items via Twitter, Facebook, Blogger, and other social media sites. OTAN also continued to experiment with a presence on Facebook, and to "tweet" news items and other information relevant to adult education and literacy. At the national Council on Adult Basic Education (COABE) conference, the OTAN Director played a role in promoting the backchannel discussion of the conference on Twitter.

The ABE Initiative, which is discussed in detail in Chapter 14, used a social networking site on [ning.com](http://ning.com) to communicate and share resources between face-to-face events. Discussions took place there, photos, videos and blog posts were uploaded, and groups were formed around various topics.

### Electronic Portfolios

Over the past few years, a number of administrators and teachers from the adult education field have voiced interest in exploring electronic portfolios. There is a



need to document learner educational goals, track their progress towards the goals, and showcase the results and acquired skills. Two other complementary purposes of electronic portfolios were identified; to establish positive presence on the Web, and to create and maintain an online resume. These uses also support the transitioning of the adult learners into post-secondary education and workplace.

Initial research was conducted in the summer of 2009 to identify existing models and platforms for delivering electronic portfolios. An open source platform, Mahara, was selected. Mahara is an ePortfolio system that applies the pedagogical view of constructivism. The ePortfolio owner has the control over what is included and who can view various parts of the portfolio. At the same time a teacher/mentor can create groups and facilitate teaching, learning, and sharing through an online social network in the form of a virtual class. This platform has a number of features conducive to adult literacy learning and teaching.

- A variety of resources can be included
- Access to view the portfolio is highly customized
- Files can be uploaded in numerous formats
- Contains a blogging tool for reflection
- Supports building community
- Includes a resume builder
- The information can be made public or private
- Potential to integrate with learning management system, Moodle

In March 2010, OTAN invited a number of administrators who had previously expressed interest in electronic portfolios to participate in a two-month pilot project. Four agencies responded. The participants were:

- Chaffey Adult School: Francisco Lopez, ESL and ABE teacher
- Salinas Adult School: Bonnie Quan, ABE resource teacher
- Simi Valley Adult School and Career Institute: Victoria Jones, ESL and ABE resource teacher
- Vallejo Adult School: Tricia Ouellette, ESL and ABE teacher

The teachers received orientation and training in three online two-hour meetings with the project Coordinator. Additionally, Sheila Shaw, an ABE teacher from San Diego Community College District Continuing Education, served as a consultant while developing the training. Ms. Shaw identified several promising practices in using the Mahara platform for both electronic portfolio purposes and the expanded possibilities of creating Web sites for various education topics. She provided input on the initial framework and guidelines by tapping into her teaching experience and doing online research on electronic portfolios. Furthermore Ms. Shaw formulated valuable questions to inform further development of this project.

Orientation and training meetings were conducted online on April 14, 21, and May 5, via Adobe Connect online meeting software. Each participant formulated their own specific goals, and received training on the e-Portfolio software.

From May 5 to June 23, the four teachers recruited learners at their schools and worked with them in a variety of settings and modalities. The resulting projects also varied in format and purpose. In most cases, they were different from the initial vision. Victoria Jones at Simi Valley Adult School had four advanced ESL students create portfolios using a variety of features. She then reflected on what went well and what would benefit from a different approach in the next group.

(Exhibit 10.a)



Exhibit 10.a

Bonnie Quan and the adult learners in the Learning through Tutoring class at Salinas Adult School took a unique approach while working with the Mahara platform. They decided to create a Web page as a whole class to showcase and promote their program. There is information about the program and its history. Two participants' stories are highlighted along with their photos. Reasons are listed why this program is highly beneficial to the tutor candidates who are trained to help teachers by working with individual students under the teacher's direction. Tutors target individual students' needs for extra help and support in their studies. Photos are included of the instructor Yvonne Petersen and students graduating this year.

Tricia Ouellette's Advanced ESL and Workplace ABE classes at Vallejo Adult School had the intention of using the OTAN ePortfolio platform to create pages for the purpose of creating and maintaining an electronic briefcase. They would use the elements from the repository to create professional portfolios. Another purpose identified was to track reading fluency by recording and storing pre- and post-tests. During their regular class time the students took some time to work on the content they were going to post. This was in addition to all the coursework they needed to cover and tests they needed to take. The day they had designated to create accounts, log in and enter some of the content, there was a power outage. Soon after that, it was the end of the school year and there was no opportunity to go

back to this project. Ms. Ouellette will continue this project through the summer and fall 2010, exploring the challenges of working with a whole class, in addition to covering the regular curriculum and in the context of reduced teacher-learner contact time. (Exhibit 10.b)

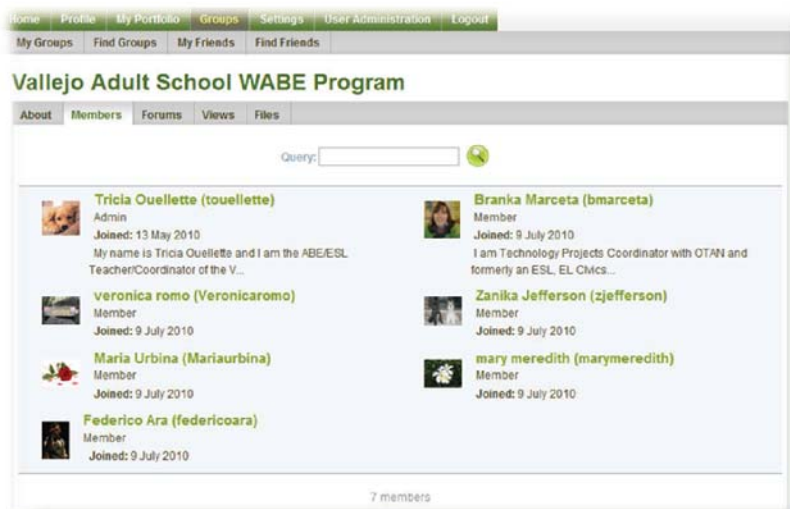


Exhibit 10.b

This project will be continued in the fall, and based on results, training will be developed and offered in the spring of 2011.

**Presentations**

During the school year 2009-10, OTAN staff reached 229 participants in 12 conference sessions presenting new and emerging technologies. (Exhibit 10.c)

| <b>2009-10 TECHNOLOGY PRESENTATIONS</b> |  |                               |                     |
|---|--|-------------------------------|---------------------|
| <b>DATE</b>                             | <b>PRESENTATION TITLE</b>                          | <b>LOCATION</b>               | <b>PARTICIPANTS</b> |
| 11/14/09                                | Free Web Tools for Administrators                  | CCAIE South Region Conference | 8                   |
| 11/14/09                                | Using Web Sites to Teach Math                      | CCAIE South Region Conference | 9                   |
| 11/14/09                                | Technology in the ABE Classroom                    | CCAIE South Region Conference | 10                  |
| 3/15/10                                 | 24/7 Professional Development                      | COABE Conference              | 30                  |
| 3/17/10                                 | Web Tools for Administrators                       | COABE Conference              | 17                  |
| 3/18/10                                 | Free Online Tools for Teachers                     | COABE Conference              | 18                  |
| 3/18/10                                 | Using Moodle: An Online Course Management System   | COABE Conference              | 27                  |
| 4/26/10                                 | Technology and Transition                          | CATESOL State Conference      | 23                  |
| 4/26/10                                 | Connecting with Picasa                             | CATESOL State Conference      | 17                  |
| 4/26/10                                 | Moodle   | CATESOL State Conference      | 24                  |
| 6/17/10                                 | Technology in the Classroom - Publish to the World | CASAS Summer Institute        | 36                  |
| 6/19/10                                 | TOPSpro + Mail Merge = MAGIC!                      | CASAS Summer Institute        | 10                  |
| <b>TOTAL PARTICIPANTS</b>               |  |                               | <b>229</b>          |

Exhibit 10.c

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

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

## 11. Professional Development on Emerging Technologies

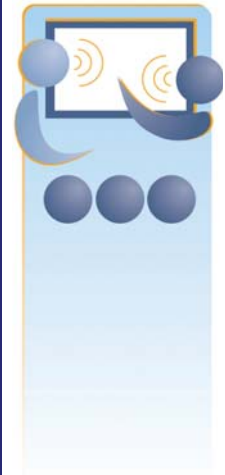
One of the main areas of responsibility for OTAN is keeping up with developments in the area of educational technology, and sharing new possibilities and instructional strategies with the field. Professional development is offered through online workshops as well as face-to-face lab training sessions.

### Hands-On Workshops

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

- Advanced PowerPoint 2003 for Adult Education
- Advanced PowerPoint 2007 for Adult Education
- Beginning PowerPoint 2003 for Adult Education
- Beginning PowerPoint 2007 for Adult Education
- Create, Share, Review and Collaborate with Online Documents
- Creating Web Pages with WordPress
- Creative Classroom & Activity Ideas Using MS Word
- Internet Resources for Adult Ed Teachers
- Internet Resources for ESL/EL Civics Teachers
- OTAN's Online Lesson Plan Builder
- Student Activities with Interactive Whiteboards (Promethean)
- Student Activities with Interactive Whiteboards (SmartBoard)
- Teaching Critical Thinking for the Internet
- Using Moodle to Create a Course Web Site
- Using Movie Maker in Adult Education
- Using Web Sites to Teach Math

*"Just wanted to thank you for the professional and very informative workshop you provided. Everyone in attendance was engaged, and I think we all walked away with new information and skills. We're so grateful to OTAN for continuing to provide training resources to adult educators. Keep up the great work!"*  
- Karla Frizler, Torrance Adult School



Over the course of the year, OTAN trainers offered 37 hands-on training sessions in labs to 459 participants. Topics covered included Teaching Critical Thinking for the Internet, Using Moodle to Create a Course Web Site, Beginning PowerPoint for Adult Education, and more. (Exhibit 11.a)

| <b>HANDS-ON WORKSHOPS 2009-10</b> |  |  |                  |          |
|-----------------------------------|--|--|------------------|----------|
| <b>DATE</b>                       | <b>TITLE</b>   | <b>LOCATION</b>                          | <b>TRAINER</b>   | <b>#</b> |
| 8/22/09                           | Using Moodle to Create a Course Web Site                     | Martinez Adult School                    | Pearson, Penny   | 15       |
| 9/18/09                           | Using Moodle to Create a Course Web Site                     | Tulare Adult School                      | Pearson, Penny   | 9        |
| 10/23/09                          | Using Web Sites to Teach Math                                | Chula Vista Adult School                 | Rosemberg, Leila | 8        |
| 11/6/09                           | Student Activities with Interactive Whiteboards (SmartBoard) | Baldwin Park Adult & Community Education | Roy, Blair       | 18       |
| 11/20/09                          | Using Moodle to Create a Course Web Site                     | Rancho Santiago CCD                      | Pearson, Penny   | 12       |
| 11/30/09                          | Orientation to Discovery Education Streaming                 | Bakersfield Adult School                 | Pearson, Penny   | 21       |
| 12/4/09                           | Beginning PowerPoint 2003 for Adult Education                | Santa Barbara City College               | Swanson, Linda   | 15       |
| 12/11/09                          | Using Moodle to Create a Course Web Site                     | Salinas Adult School                     | Pearson, Penny   | 12       |
| 1/5/10                            | Using Moodle to Create a Course Web Site                     | Rancho Santiago CCD                      | Pearson, Penny   | 36       |
| 2/19/10                           | Creating Web Pages with WordPress                            | Van Nuys Community Adult School          | Swanson, Linda   | 6        |
| 2/26/10                           | Internet Resources for Adult Ed Teachers                     | Rancho Santiago CCD                      | Swanson, Linda   | 16       |
| 2/26/10                           | Student Activities with Interactive Whiteboards (SmartBoard) | San Juan Adult School                    | Roy, Blair       | 10       |
| 3/4/10                            | Using Web Sites to Teach Math                                | Chaffey Adult School                     | Rosemberg, Leila | 19       |
| 3/5/10                            | Teaching Critical Thinking for the Internet                  | Burbank Adult School                     | Marceta, Branka  | 7        |
| 3/5/10                            | Creating Web Pages with WordPress                            | Venice - Emerson Community Adult School  | Swanson, Linda   | 6        |
| 3/5/10                            | Create, Share, Review and Collaborate with Online Documents  | Torrance Adult School                    | Holt, Melinda    | 18       |
| 3/12/10                           | Teaching Critical Thinking for the Internet                  | Rancho Santiago CCD                      | Swanson, Linda   | 9        |
| 3/12/10                           | Using Web Sites to Teach Math                                | Culver City Adult School                 | Rosemberg, Leila | 10       |
| 3/12/10                           | Using Moodle to Create a Course Web Site                     | Capistrano Adult School                  | Pearson, Penny   | 11       |
| 3/16/10                           | Internet Resources for Adult Ed Teachers                     | Alameda Adult School                     | Swanson, Linda   | 14       |
| 3/19/10                           | Student Activities with Interactive Whiteboards (SmartBoard) | Centinela Valley Adult School            | Roy, Blair       | 20       |

Exhibit 11.a



| <b>HANDS-ON WORKSHOPS 2009-10</b> |  |                                       |                 |          |
|-----------------------------------|--|---------------------------------------|-----------------|----------|
| <b>DATE</b>                       | <b>TITLE</b>   | <b>LOCATION</b>                       | <b>TRAINER</b>  | <b>#</b> |
| 3/19/10                           | Teaching Critical Thinking for the Internet                  | Abram Friedman Occupational Center    | Marceta, Branka | 7        |
| 3/26/10                           | Beginning PowerPoint 2003 for Adult Education                | Burbank Adult School                  | Swanson, Linda  | 8        |
| 4/9/10                            | Creating Web Pages with WordPress                            | San Diego Community College           | Swanson, Linda  | 12       |
| 4/9/10                            | OTAN's Online Lesson Plan Builder                            | North Hollywood Adult Learning Center | Marceta, Branka | 4        |
| 4/16/10                           | Internet Resources for ESL/ EL Civics Teachers               | Van Nuys Community Adult School       | Swanson, Linda  | 11       |
| 4/16/10                           | Using Movie Maker in Adult Ed                                | Abram Friedman Occupational Center    | Marceta, Branka | 10       |
| 4/19/10                           | Student Activities with Interactive Whiteboards (Promethean) | Riverside Adult School                | Roy, Blair      | 9        |
| 4/28/10                           | Creative Classroom & Activity Ideas Using MS Word 2003       | South San Francisco Adult Education   | Swanson, Linda  | 8        |
| 4/30/10                           | Internet Resources for Adult Ed Teachers                     | Venice - Emerson Comm. Adult School   | Swanson, Linda  | 12       |
| 4/30/10                           | Using Moodle to Create a Course Web Site                     | Vista Adult School                    | Pearson, Penny  | 10       |
| 5/7/10                            | Creative Classroom & Activity Ideas Using MS Word 2003       | Abram Friedman Occupational Center    | Marceta, Branka | 6        |
| 5/7/10                            | Student Activities with Interactive Whiteboards (SmartBoard) | Tamalpais Adult School                | Roy, Blair      | 11       |
| 5/20/10                           | Using Moodle to Create a Course Web Site                     | Abram Friedman Occupational Center    | Pearson, Penny  | 14       |
| 5/21/10                           | Beginning PowerPoint 2003 for Adult Education                | North Hollywood Adult Learning Center | Swanson, Linda  | 12       |
| 5/26/10                           | Internet Resources for Adult Ed Teachers                     | San Ysidro Adult Education            | Swanson, Linda  | 25       |
| 6/4/10                            | Advanced PowerPoint 2003 for Adult Education                 | North Hollywood Adult Learning Center | Swanson, Linda  | 8        |
| <b>TOTAL TRAININGS: 37</b>        |  | <b>TOTAL PARTICIPANTS: 459</b>        |                 |          |

Exhibit 11.a (Continued)

OTAN received 282 online evaluations of these workshops which were overall positive. Not everyone felt ready to apply the skills after three hours of instruction, which is normal, and not everyone felt that the pace was right for them, which is always a challenge in a group with widely disparate computer skills. (Exhibit 11.b)

| <b>SUMMARY OF HANDS-ON WORKSHOP EVALUATIONS</b>  |                    |          |          |                           |          |                      |
|--|--------------------|----------|----------|---------------------------|----------|----------------------|
| <b>1 = STRONGLY DISAGREE</b>   | <b>3 = NEUTRAL</b> |          |          | <b>5 = STRONGLY AGREE</b> |          |                      |
|  | <b>N= 282</b>      |          |          |                           |          |                      |
|  | <b>1</b>           | <b>2</b> | <b>3</b> | <b>4</b>                  | <b>5</b> | <b>AVERAGE SCORE</b> |
| 1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED  | 2                  | 2        | 3        | 30                        | 245      | 5                    |
| 2. THE TRAINING WAS WELL-PACED   | 3                  | 2        | 9        | 52                        | 216      | 5                    |
| 3. THE TRAINING MET YOUR EXPECTATIONS  | 1                  | 3        | 6        | 38                        | 234      | 5                    |
| 4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN | 3                  | 2        | 12       | 56                        | 209      | 5                    |
| 5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE                                   | 1                  | 6        | 7        | 39                        | 229      | 5                    |
| <b>OVERALL AVERAGE</b>   |                    |          |          |                           |          | <b>5</b>             |

Exhibit 11.b

## Webinars

OTAN continues to offer a wide variety of online workshops, or Webinars, for adult education teachers. Forty-three different online Webinar titles were offered this year. Many titles were offered three times over the course of the year. A total of 76 Webinars were presented. An additional 13 sessions were cancelled due to low enrollment. In total, 1,332 participants registered for workshops, and of those 757 attended. This is a 57 percent ratio of enrollment to attendance, a figure that is average for online events, but one we hope to increase in the future through more concerted marketing efforts in addition to a greater awareness of the convenience and ease of accessing online professional development by the field. (Exhibit 11.c)

| <b>ONLINE WORKSHOPS 2009-10</b> |   |                               |                 |
|---------------------------------|---|-------------------------------|-----------------|
| <b>DATE</b>                     | <b>TITLE</b>  | <b>NUMBER OF PARTICIPANTS</b> | <b>TRAINER</b>  |
| 8/27/09                         | Distance Learning - The New Realities                     | 23                            | Bartlett, Lynn  |
| 9/10/09                         | Technology Plan Training                                  | 8                             | Thacher, Marian |
| 9/11/09                         | Technology Plan Training                                  | 17                            | Marceta, Branka |
| 9/21/09                         | Technology Plan Training                                  | 12                            | Marceta, Branka |
| 9/23/09                         | Free Customized Class Web Site Aligned to Your Curriculum | 5                             | Holt, Melinda   |
| 9/25/09                         | Using a Cell Phone to Enhance Learning                    | 6                             | Gaer, Susan     |

Exhibit 11.c



| ONLINE WORKSHOPS 2009-10 |   |                        |                        |
|--------------------------|---|------------------------|------------------------|
| DATE                     | TITLE   | NUMBER OF PARTICIPANTS | TRAINER                |
| 9/28/09                  | Using Moodle to Create a Course Web Site  | 7                      | Pearson, Penny         |
| 9/28/09                  | Adult School Administrator as Business Manager  | 34                     | Compton, Nancy         |
| 9/29/09                  | Orientation to ABE Initiative   | 16                     | Marceta, Branka        |
| 9/30/09                  | Online Forms - Collecting, Analyzing and Sharing Data   | 6                      | Holt, Melinda          |
| 9/30/09                  | Online Forms - Collecting, Analyzing and Sharing Data   | 6                      | Holt, Melinda          |
| 10/1/09                  | Lessons in Moodle   | 5                      | Pearson, Penny         |
| 10/7/09                  | Teaching Students Effective Online Search Strategies  | 10                     | Holt, Melinda          |
| 10/8/09                  | Technology Plan Training  | 32                     | Marceta, Branka        |
| 10/9/09                  | Distance Learning Forum - What Tech Skills Do Learners Need to be Successful Studying Online? | 17                     | Silver-Pacuilla, Heidi |
| 10/13/09                 | Strategic Planning for a Sustainable Adult Education Program                                  | 30                     | Marshall, Brigitte     |
| 10/16/09                 | Show Your Slide Shows to the World!   | 11                     | Holt, Melinda          |
| 10/21/09                 | Teaching Critical Thinking for the Internet   | 4                      | Marceta, Branka        |
| 10/21/09                 | Student Activities with Interactive Whiteboards (SmartBoard)                                  | 9                      | Roy, Blair             |
| 10/22/09                 | OTAN Services for ABE/ASE/GED Teachers  | 6                      | Swanson, Linda         |
| 10/23/09                 | Easy Excel Activities for the Classroom: Bingo and Study Helpers                              | 6                      | Coulter, Susan         |
| 10/23/09                 | Distance Learning Forum - Building the Skills Adults Need to Succeed as Online Learners       | 18                     | Silver-Pacuilla, Heidi |
| 11/3/09                  | Student Activities with Interactive Whiteboards (SmartBoard)                                  | 7                      | Roy, Blair             |
| 11/6/09                  | Creative Ways to Improve Vocabulary Skills with MS Word SmartArt                              | 9                      | Molinari, Annemarie    |
| 11/13/09                 | Creating Podcasts for your Courses  | 3                      | Reyes, Kristi          |
| 11/18/09                 | CAHSEE: Stepping Into Your Future   | 20                     | Pearson, Penny         |
| 11/19/09                 | Quizzes and Assessments in Moodle   | 2                      | Pearson, Penny         |

Exhibit 11.c (Continued)

| ONLINE WORKSHOPS 2009-10 |   |                        |                          |
|--------------------------|---|------------------------|--------------------------|
| DATE                     | TITLE   | NUMBER OF PARTICIPANTS | TRAINER                  |
| 11/20/09                 | Using Picture Dictionaries in the Multilevel ESL Classroom        | 17                     | Adelson-Goldstein, Jayme |
| 12/4/09                  | Distance Learning - Open Forum 2 - What Works?                    | 20                     | Thacher, Marian          |
| 12/4/09                  | Quizzes and Assessments in Moodle                                 | 3                      | Pearson, Penny           |
| 12/9/09                  | Teaching Students Effective Online Search Strategies              | 6                      | Holt, Melinda            |
| 12/10/09                 | Lessons in Moodle   | 3                      | Pearson, Penny           |
| 12/11/09                 | Easy Excel Activities for the Classroom: Create a Personal Budget | 3                      | Coulter, Susan           |
| 12/18/09                 | Free Customized Class Web Site Aligned to Your Curriculum         | 4                      | Holt, Melinda            |
| 1/8/10                   | Easy Excel Activities for the Classroom: Bingo and Study Helpers  | 5                      | Coulter, Susan           |
| 1/8/10                   | Using Moodle to Create a Course Web Site                          | 7                      | Pearson, Penny           |
| 1/15/10                  | Teaching Critical Thinking for the Internet                       | 9                      | Marceta, Branka          |
| 1/20/10                  | Free Customized Class Web Site Aligned to Your Curriculum         | 3                      | Holt, Melinda            |
| 1/21/10                  | USALearns: A Web-Based Tool for ESL Learners                      | 14                     | Fella, Evelyn            |
| 1/22/10                  | Creating Podcasts for your Courses                                | 7                      | Reyes, Kristi            |
| 2/5/10                   | Create FREE Online Quizzes  | 13                     | Bakin, Barry             |
| 2/10/10                  | Share, Review and Collaborate with Online Documents               | 6                      | Holt, Melinda            |
| 2/12/10                  | Getting Started with Your Own Wiki Web Site                       | 7                      | Bakin, Barry             |
| 2/18/10                  | Quizzes and Assessments in Moodle                                 | 6                      | Pearson, Penny           |
| 2/18/10                  | The I-BEST Model for Transition to Work                           | 49                     | Price, Donna             |
| 2/19/10                  | Using Moodle to Create a Course Web Site                          | 16                     | Pearson, Penny           |
| 2/24/10                  | Teaching Students Effective Online Search Strategies              | 6                      | Holt, Melinda            |

Exhibit 11.c (Continued)

| ONLINE WORKSHOPS 2009-10 |   |                        |                     |
|--------------------------|---|------------------------|---------------------|
| DATE                     | TITLE   | NUMBER OF PARTICIPANTS | TRAINER             |
| 2/25/10                  | Using a Cell Phone to Enhance Learning                                  | 14                     | Gaer, Susan         |
| 2/26/10                  | Easy Excel Activities for the Classroom: Create a Personal Budget       | 7                      | Coulter, Susan      |
| 3/1/10                   | Lessons in Moodle   | 5                      | Pearson, Penny      |
| 3/2/10                   | Create FREE Online Quizzes  | 5                      | Bakin, Barry        |
| 3/5/10                   | Creating Podcasts for Your Courses                                      | 5                      | Reyes, Kristi       |
| 3/9/10                   | Getting Started with Your Own Wiki Web Site                             | 11                     | Bakin, Barry        |
| 3/12/10                  | Easy Excel Activities for the Classroom: Bingo and Study Helpers        | 4                      | Coulter, Susan      |
| 3/16/10                  | More Practice with Wikis  | 10                     | Bakin, Barry        |
| 3/22/10                  | Teaching Critical Thinking for the Internet                             | 3                      | Marceta, Branka     |
| 3/23/10                  | Getting Started with Your Own Wiki Web Site                             | 4                      | Bakin, Barry        |
| 3/26/10                  | Improve Student Comprehension Skills Using Graphic Organizers (MS Word) | 5                      | Molinari, Annemarie |
| 3/30/10                  | Lessons in Moodle   | 3                      | Pearson, Penny      |
| 4/2/10                   | Using Moodle to Create a Course Web Site                                | 10                     | Pearson, Penny      |
| 4/7/10                   | Teaching Students Effective Online Search Strategies                    | 6                      | Holt, Melinda       |
| 4/9/10                   | Create FREE Online Quizzes  | 4                      | Bakin, Barry        |
| 4/15/10                  | Using Picture Dictionaries in the Multi-level ESL Classroom             | 12                     | Goldstein, Jayme    |
| 4/23/10                  | Easy Excel Activities for the Classroom: Create a Personal Budget       | 5                      | Coulter, Susan      |
| 4/26/10                  | Lessons in Moodle   | 6                      | Pearson, Penny      |
| 4/28/10                  | Quizzes and Assessments in Moodle                                       | 2                      | Pearson, Penny      |
| 5/4/10                   | USA Learns: A Web-Based Tool for ESL Learners                           | 7                      | Fella, Evelyn       |
| 5/5/10                   | Using Moodle to Create a Course Web Site                                | 2                      | Pearson, Penny      |

Exhibit 11.c (Continued)

| ONLINE WORKSHOPS 2009-10 |   |                         |                  |
|--------------------------|---|-------------------------|------------------|
| DATE                     | TITLE   | NUMBER OF PARTICIPANTS  | TRAINER          |
| 5/7/10                   | Using a Cell Phone to Enhance Learning                | 13                      | Gaer, Susan      |
| 5/14/10                  | Getting Started with Your Own Wiki Web Site           | 8                       | Bakin, Barry     |
| 5/19/10                  | Share, Review and Collaborate with Online Documents   | 3                       | Holt, Melinda    |
| 5/21/10                  | Online Forms - Collecting, Analyzing and Sharing Data | 7                       | Holt, Melinda    |
| 5/25/10                  | Distance Learning Offers New Solutions                | 18                      | Bartlett, Lynn   |
| 5/28/10                  | Using Web Sites to Teach Math                         | 18                      | Rosemberg, Leila |
| 6/8/10                   | Teaching Critical Thinking for the Internet           | 10                      | Marceta, Branka  |
| 6/25/10                  | Using Moodle to Create a Course Web Site              | 11                      | Pearson, Penny   |
| TOTAL WORKSHOPS: 76      |   | TOTAL PARTICIPANTS: 757 |                  |

Exhibit 11.c (Continued)

Those who attended online sessions were generally pleased with the results. However, scores for these sessions are somewhat lower than for the hands-on sessions. This can be explained partly by the fact that the format is new and participants are still becoming comfortable with both the format and the technology. Also, because the technology is relatively new, and new to the trainers, there were some technical problems in some sessions. This year, OTAN made a decision to move from hosting a telephone conference call with each session to using the online chat or a microphone for voice over the Internet. This is quite new to our audience, and took some getting used to. The advantages are lower cost along with the ability to record sessions for future viewing. (Exhibit 11.d)

| SUMMARY OF ONLINE WORKSHOP EVALUATIONS   |             |    |    |                    |     |               |
|--|-------------|----|----|--------------------|-----|---------------|
| 1 = STRONGLY DISAGREE  | 3 = NEUTRAL |    |    | 5 = STRONGLY AGREE |     |               |
|  | N= 395      |    |    |                    |     |               |
|  | 1           | 2  | 3  | 4                  | 5   | AVERAGE SCORE |
| 1. THE OBJECTIVES OF THE TRAINING WERE CLEARLY STATED  | 0           | 6  | 16 | 74                 | 299 | 5             |
| 2. THE TRAINING WAS WELL-PACED   | 1           | 7  | 24 | 114                | 249 | 5             |
| 3. THE TRAINING MET YOUR EXPECTATIONS  | 2           | 4  | 30 | 103                | 256 | 5             |
| 4. YOU FEEL COMFORTABLE ENOUGH WITH SOME OF THE SKILLS YOU LEARNED TO BEGIN USING THEM ON YOUR OWN | 3           | 11 | 40 | 112                | 229 | 4             |
| 5. YOU WOULD RECOMMEND OTAN'S WORKSHOPS TO A FRIEND OR COLLEAGUE                                   | 3           | 0  | 7  | 42                 | 343 | 5             |
| OVERALL AVERAGE  |             |    |    |                    |     | 5             |

Exhibit 11.d

Below are some of the responses to the question "What was the most useful part of the training?"

- "Teacher's interaction with students, calling them by name and taking time to address each student's question(s). Teacher has great knowledge of subject material. Excellent teacher!"
- "LOVED this format! Next time I will do it from home! And I'll get a microphone."
- "Being able to practice the skills in my own course, but also having the ability to switch back to Penny's page if I felt confused."
- "Actually setting up a wiki on pbworks"
- "Collaboration with other participants, great ideas across the board. Also, the presenter had very concrete strategies and activities that were very useful!"
- "Kristi was very organized and clear. She gave great suggestions and ideas (pronunciation practice, telephone messages, Citizen Pod, stories, posting to telephone messages for those without Internet access, flip video, and more). The demos were also great."
- "Very practical. Practical workshops in which we have a high probability of using what we learned is not a squander of our time."

## Moodle: An Online Course Management System

Moodle is an open-source course management system that allows teachers to provide online materials to students in either a full online course or through blended classes. In October 2009, OTAN completed the move of its Moodle hosting from a vendor to the SCOE servers. This move gave OTAN more control over assigning courses, adding and deleting courses, and adding features to the server to allow new types of student activities to be included. During 2009-10, OTAN supported over 300 courses and 1,500 users on Moodle.

Professional development is needed in order for instructors to feel comfortable with Moodle and to be able to create the kinds of course content and activities their students need. OTAN provided eight face-to-face workshops on using Moodle to 119 participants, and 16 online Moodle workshops to 100 participants, with the result that 219 people participated in Moodle training. (Exhibit 11.e)

*"Thanks for the wonderful Moodle training - I was impressed and overwhelmed with the capabilities of the program."*  
- Virginia Burrows, Capistrano Adult & Community Education

| MOODLE TRAINING 2009-10 |  |                       |    |                |
|-------------------------|--|-----------------------|----|----------------|
| DATE                    | TITLE                                    | SITE                  | #  | TRAINER        |
| 8/22/09                 | Using Moodle to Create a Course Web Site | Martinez Adult School | 15 | Pearson, Penny |
| 9/18/09                 | Using Moodle to Create a Course Web Site | Tulare Adult School   | 9  | Pearson, Penny |
| 9/28/09                 | Using Moodle to Create a Course Web Site | Web-based             | 7  | Pearson, Penny |
| 10/1/09                 | Lessons in Moodle                        | Web-based             | 5  | Pearson, Penny |
| 11/17/09                | Using Moodle to Create a Course Web Site | Web-based             | 12 | Pearson, Penny |
| 11/19/09                | Quizzes and Assessments in Moodle        | Web-based             | 2  | Pearson, Penny |
| 11/20/09                | Using Moodle to Create a Course Web Site | Rancho Santiago CCD   | 12 | Pearson, Penny |
| 12/4/09                 | Quizzes and Assessments in Moodle        | Web-based             | 3  | Pearson, Penny |

Exhibit 11.e

| MOODLE TRAINING 2009-10 |  |                                    |    |                |
|-------------------------|--|------------------------------------|----|----------------|
| DATE                    | TITLE                                      | SITE                               | #  | TRAINER        |
| 12/10/09                | Lessons in Moodle                          | Web-based                          | 3  | Pearson, Penny |
| 12/11/09                | Using Moodle to Create a Course Web Site   | Salinas Adult School               | 12 | Pearson, Penny |
| 1/5/10                  | Using Moodle to Create a Course Web Site   | Rancho Santiago CCD                | 36 | Pearson, Penny |
| 1/8/10                  | Using Moodle to Create a Course Web Site   | Web-based                          | 7  | Pearson, Penny |
| 2/18/10                 | Quizzes and Assessments in Moodle          | Web-based                          | 6  | Pearson, Penny |
| 2/19/10                 | Using Moodle to Create a Course Web Site   | Web-based                          | 16 | Pearson, Penny |
| 3/1/10                  | Lessons in Moodle                          | Web-based                          | 5  | Pearson, Penny |
| 3/12/10                 | Using Moodle to Create a Course Web Site   | Capistrano Adult School            | 11 | Pearson, Penny |
| 3/30/10                 | Lessons in Moodle                          | Web-based                          | 3  | Pearson, Penny |
| 4/2/10                  | Using Moodle to Create a Course Web Site   | Web-based                          | 6  | Pearson, Penny |
| 4/26/10                 | Using Moodle to Create a Course Web Site   | Web-based                          | 10 | Pearson, Penny |
| 4/28/10                 | Using the Quiz Activity to Access Students | Web-based                          | 2  | Pearson, Penny |
| 5/5/10                  | Using Moodle to Create a Course Web Site   | Web-based                          | 2  | Pearson, Penny |
| 4/30/10                 | Using Moodle to Create a Course Web Site   | Web-based                          | 10 | Pearson, Penny |
| 5/20/10                 | Using Moodle to Create a Course Web Site   | Abram Friedman Occupational Center | 14 | Pearson, Penny |
| 6/25/10                 | Using Moodle to Create a Course Web Site   | Web-based                          | 11 | Pearson, Penny |
| TOTAL WORKSHOPS: 24     |  | TOTAL PARTICIPANTS: 219            |    |                |

Exhibit 11.e (Continued)

OTAN staff also gave five conference presentations during the year to 112 attendees on how Moodle can be used within the Adult Education classroom. As the year progressed, more schools began offering both fully online courses as well as 'hybrid' courses with a Web presence created to support a traditional face-to-face classroom. The exact number of active courses is difficult to determine, as the software has no way to distinguish between teacher experiments and actual courses.

The last year has seen a shift in active courses. Last year the most active courses were vocational and computer courses. In 2009-10 there were active employment development courses, but also basic computer usage and writing (for English language learners), computer programming, multi-level ESL, and software courses such as spreadsheets and word processing.

## 12. Adult Basic Education Initiative

At the request of several CDE Consultants, OTAN agreed to suspend the Technology Integration Mentor Academy for this year and focus resources to support the Adult Education Office's Adult Basic Education Initiative. The purpose of the ABE Initiative (ABEI) was to enhance services to ABE students resulting in increased learning gains and enhanced student success. Findings from the ABE Initiative will be used to inform ABE programs throughout the state.

OTAN hosts a Web page about the Initiative at [www.otan.us/abeinitiative](http://www.otan.us/abeinitiative). Additionally, OTAN created and maintains an online social network for the ABEI at <http://californiaabe.ning.com> and a repository of documents and links to resources on a wiki at <http://californiaabe.wikispaces.com>.

The the initial meeting for the ABE initiative, hosted by CALPRO in May 2009, focused on identifying goals and developing a work plan. Over 30 people attended this kick-off event. Vicki Prater, a CDE consultant and ABEI Team Leader, presented the ABE Initiative Starter Tools. Participants spent the afternoon in small work groups, discussing and developing their work plan for the year.

### October Professional Development Days

Hosted by OTAN, this event brought together over 50 attendees from 25 participating agencies, guest speakers, and CDE consultants. Although the allocated budget initially only accounted for one person per agency, agencies were allowed to nominate a second participant. Ultimately, accommodations were made for six additional participants.

An online orientation for the ABE Initiative project was led by Vicki Prater, CDE Consultant, on September 29, 2009. If the individual attending the October event was not at the May 28, 2009 meeting, they were required to attend this orientation. OTAN provided the hosting, technical support, and organized the registration. (Exhibit 12.a)

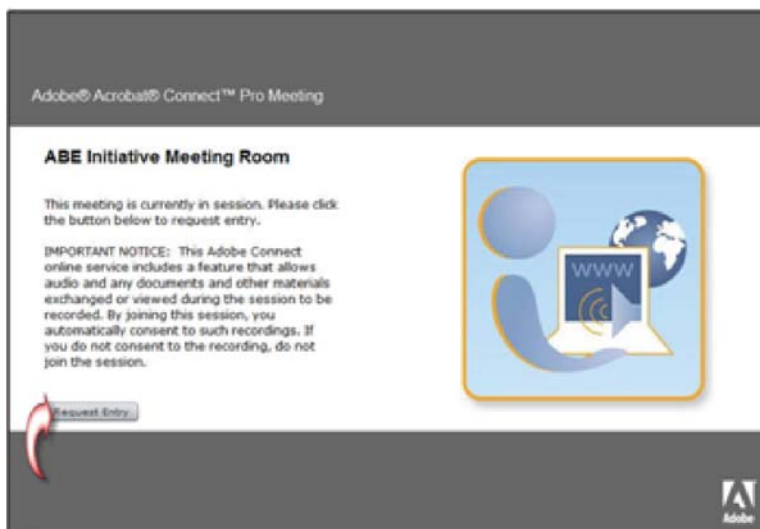


Exhibit 12.a



Over the course of two days, workshops were offered on the following topics:

- Using Learner Data to Plan and Guide Instruction
- Counseling Services and Student Orientation
- Introduction to Technology for the ABE Classroom
- Organizing and Managing ABE Instruction
- ePortfolios for Managing Student Work and Wikis for Teaching Writing
- Building Online Community
- Instructional Strategies for Math
- Instructional Strategies for Reading
- Transitioning Students from ABE to ASE, CTE and Work
- Learning Disabilities

The introduction on the first day included an activity with an Audience/Student Response System (SRS), or 'Clickers', showcasing an effective way to conduct needs assessment and formative and summative evaluations with the use of technology. (Exhibit 12.b)



Exhibit 12.b

Video recordings were made by OTAN of the following three sessions, and are available on OTAN's Web site.

**Video Recording: Counseling Services and Orientation for ABE Learners**

Robert Murio, Supervisor of ASE and ABE, and Ray Beem, ABE Instructor at Napa Valley Adult Education, talk about how they do intake and counseling for students in their ABE program.

**Video Recording: Transitioning ABE Learners into ASE**

Carol Hirota, Principal, talks about how Stockton School for Adults recently evaluated and revised their strategies for transitioning ABE students to the Adult Secondary program.

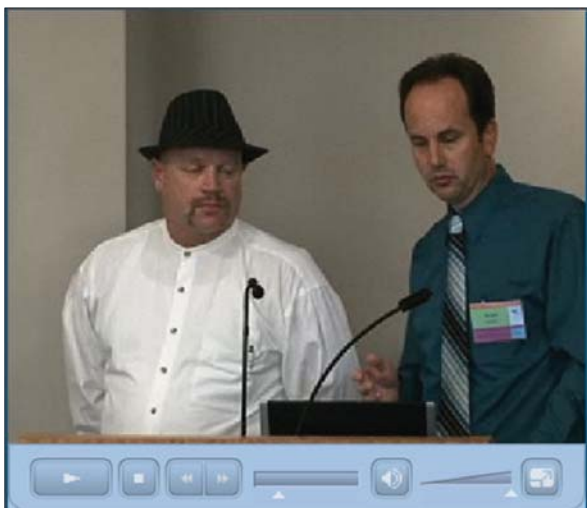


Exhibit 12.c

## Video Recording: Transitioning ABE Learners into CTE

Brant Choate, Assistant Principal, and Jerome Butler, ABE/ASE/GED teachers at Charles A. Jones Skills Center in Sacramento, talk about their 6-week managed enrollment ABE program that serves as a 'feeder' for their Career and Technical Education program. (Exhibit 12.c)

## ABE Instructional Support Groups

During and following the event, groups were formed for math instruction, reading instruction, learning disabilities, and technology integration. These groups continued to communicate with each other throughout the year via real-time online meetings and the online community Web site.

Sponsored by CALPRO, the ABEI Reading Group online meeting was held on January 20, 2010. The 10 participants engaged in a conversation about promising models for ABE reading instruction and shared resources based on the STAR model.

Sponsored by CALPRO, the ABE Initiative Math Group online meeting was held on February 3, 2010. Eleven participants engaged in a conversation discussing their programs, challenges and promising practices. Margaret Rogers provided a list of resources and described the model of *All Skills at All Levels*.

Sponsored by OTAN, the ABE Initiative Technology Integration Group held two online meetings on January 8, 2010 and January 26, 2010. The 12 participants shared promising practices and challenges related to technology integration in their ABE programs. Needs were expressed for low-cost and free online resources and software to effectively complement classroom instruction. Issues of copyright, learner persistence and technology skills were discussed. Many schools are starting Career Pathways classes, and looking for appropriate online resources to supplement instruction in the areas of resume building, job search skills, ePortfolios and transitioning to secondary and post-secondary education.

## The ABEI Online Community

As a follow up to the first meeting and as a means to facilitate continued ongoing communication and sharing, OTAN set up an online social networking Web site, hosted by the Ning platform at <http://californiaabe.ning.com>. (Exhibit 12.d)

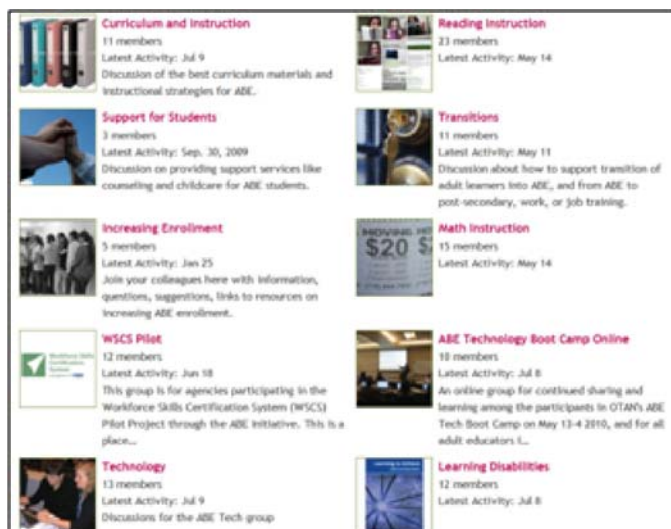


Exhibit 12.d

In the manner of the first face-to-face meeting, the online network members had the option to join one of these groups depending on the overarching ABEI goals toward improving student learning outcomes:

- Improving student transitions into and out of ABE programs
- Improving quality curriculum and instruction
- Improving support for students
- Increasing enrollment

Members of the network have the option of joining multiple groups, engaging in discussions on various relevant topics and sharing materials, promising practices, and favorite resources.

After the October event more groups were added with a focus on particular curriculum areas:

- Learning Disabilities
- Reading Instruction
- Math Instruction
- Technology Integration

Later, a group was added for the Technology Boot Camp in May 2010, and one for the CASAS Workforce Skills Certification Pilot.

By June 2010, the California ABE Initiative online social network included:

- 155 members
- 174 photos
- 8 videos
- 51 forum topics
- 14 events
- 13 blog posts
- 10 groups

The activity in the network has been moderate, as the participants are acquainting themselves with this new model of professional development and finding ways to carve out time in their already busy schedules. The long term goal is to establish and grow a professional community of practice among teachers and administrators in adult basic education programs in California.

### **ABE Technology Boot Camp**

The final event of the ABE Initiative sponsored by OTAN was the ABE Technology Boot Camp held in Sacramento on May 13-14, 2010. Twenty-nine agencies sent participants to this professional development event. The goal of this event was to assist ABE teachers in using technology effectively, support instruction, and raise awareness of the tools and models available for online teaching for distance or blended learning programs. Another purpose of the event was to bring the practitioners face-to-face and allow for the sharing of ideas and resources. Participants were selected based on their responses in the application about the ways they already integrate technology and their willingness to share what they learn with the rest of the ABE Department or at least one colleague. They chose between two strands - creating an online course site using Moodle, or creating a simple Web site with links to ABE resources.

**Moodle for ABE**

Fourteen participants in this strand created an online course Web site using Moodle. They added a variety of resources for students, as well as activities, assignments, and quizzes. Participants brought electronic versions of their class handouts and other digital resources, such as a list of favorite Web sites, or video and audio files. By the end of the training the participants had a functioning course Web site.

Rhonda Koff from Elk Grove USD Adult and Community Education had already started her Moodle course before the May training. She had a clear idea about what her course was going to look like and what it would contain. During the Boot Camp, she received clarification for many of the issues she had experienced while creating her course. Ms. Koff intends to use this Career and College Development Course in the fall 2010. She divided it in following sections:

- What job is right for you?
- Job Application
- Resume
- Cover Letter
- Thank You Letter
- Letter of Recommendation
- References for Resume
- Interview Tips
- College Information

Ms. Koff included files, links to Web sites, and assignments in each of the sections. This is the culmination of her year-long efforts to update the old district-created packet. Instead of making their way through barely legible pages of the paper-based handouts, her learners will now have access to easily downloadable electronic files and the most up-to-date information on the Web sites she links to.

Evaluations of this strand indicated that participants agreed or strongly agreed that the objectives of the training were clear, that the training was well-paced, and that they had gained enough skill to begin working on their courses on their own. Comments included:

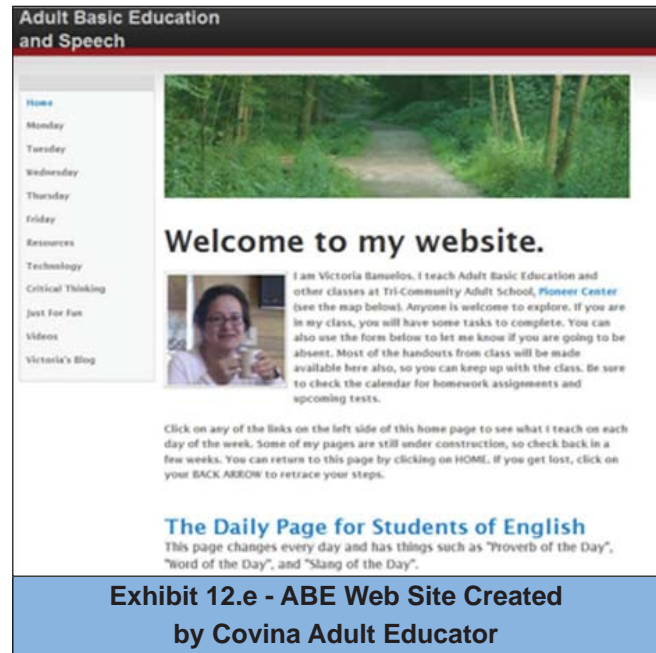
- Very useful information and excellent presentation
- This training was absolutely amazing! I wish we had a little bit more time to practice.

**Internet Resources Aligned with ABE Curriculum**

Seventeen participants in this strand identified Web sites with content that aligns with the five components of ABE draft standards. They created a Web site to organize the useful Web links and share them with learners and colleagues.



Victoria Banuelos from Pioneer Adult Center with Covina Valley Unified School District announced on June 18, 2010, a month after the training, that she had made her newly-minted Web site available to her students. There is a page with information about her and the class, and a page with an interactive calendar for the upcoming semester, summer 2010. (Exhibit 12.e) Other pages on the Web site reflect the organization of the course. Monday is the day for new vocabulary and 12 weeks of materials are posted by week. Tuesday is for idioms. Wednesday is for pronunciation practice. Thursday is reserved for grammar, reading, and writing help. Ms. Banuelos has used a variety of media to engage her learners. She uses a movie trailer as a video prompt for discussion. A Spoken Text plug-in allows the learner to read and listen to the text at the same time. A built-in dictionary look-up box makes it easy for a learner to find out the meaning of unfamiliar words. She posts worksheets in the form of downloadable Word documents. Finally, in multiple places she asks for student feedback through online forms and comment boxes. Ms. Banuelos is also keeping a blog and reflecting on the process. Additionally, Ms. Banuelos features projects and work by her students going back three years to 2007.



She posts worksheets in the form of downloadable Word documents. Finally, in multiple places she asks for student feedback through online forms and comment boxes. Ms. Banuelos is also keeping a blog and reflecting on the process. Additionally, Ms. Banuelos features projects and work by her students going back three years to 2007.

Evaluations of this strand indicated strong agreement with statements that the objectives were clear, the training was well-paced, the trainers were skilled, and the training met participant expectations.

Comments included:

- Lots of time to master steps, and lots of crisis intervention (help from presenters)
- Everything was well-organized and done very effectively. The facilitators knew how to access the site and to help all the teachers involved. It was nice that there were two facilitators.
- The excellent planning and organization of the training was evident and appreciated!

Participants in this event are required to attend an online meeting in November 2010 to describe what they have implemented and how they have shared what they learned.

## TIMAC

In March, the application for the Technology Integration Mentor Academy (TIMAC) was posted for 2010-11. At the close of the application period, 25 strong applications had been received. These were reviewed and scored by four readers. There were ten available slots sponsored by OTAN, plus five slots for agencies that could pay tuition. The top 10 applicants were selected and notified, and tuition slots were offered to others. Three applicants agreed to pay the tuition, so TIMAC will have 13 participants for 2010-11.

A report on TIMAC in 2008-09 was published this year, and four online meetings were held for TIMAC alumni to share updates and focus on a particular technology topic such as Web sites for teaching math. In addition to supporting professional development, a goal of the alumni meetings was to maintain and strengthen the network of participants. Members encourage each other to excel in their efforts to integrate technology, and to educate and support their colleagues to do the same.

### 13. Professional Development for Distance Learning

Professional development on a variety of topics in the area of distance learning has been offered by OTAN since assuming responsibility for distance learning in 2008. Professional resources are offered through a variety of delivery models.

#### Online Resources for Adult Educators

The OTAN Web site maintains a section on Distance Learning under **Teaching Tools & Resources**.

The Distance Learning section is divided into seven areas:

- **Online Curriculum** – Links to Web-based curriculum resources, mostly free, that can be used for online or other distance instruction, such as *CAHSEE – Stepping Into Your Future*, *HippoCampus* for online high school courses, *English for All*, *USA Learns*, and *GED Connections*. There are currently 23 such links.
- **Distance Teaching** – Thirty links to professional development resources for teachers such as the distance teaching self-assessment created by AdultEdOnline. All research reports on California distance learning are linked here. Also hosted here is a video created by the California Distance Learning Project on the “Nuts and Bolts of Distance Learning in Adult Education.”
- **Distance Learning Products** – OTAN provides duplication and shipping services for some distance learning products that were produced with grant funding or for which California holds a state license, including *English for All*, *GED Connection* and *Putting English to Work 1*. The total items shipped this year was 120, of which 118 were CDs or DVDs with videos and support materials for the English for All Web site.
- **Adult Education Online Programs** – Information about other distance teaching curriculum that is not full
- **Distance Learning Forum** – A new section this year, the forum offered four Webinars in the fall. Two sessions presented current information from researcher, Heidi Silver-Pacuilla from American Institutes for Research, AIR, and practitioners experienced in teaching basic skills online from the AlphaPlus Center in Toronto. Two other sessions were open discussions of distance learning issues such as charging fees, and record keeping. The Web site provides access to presenter slides as well as video recordings of the sessions.
- **Distance Learning Email List** – This discussion list has 186 members, which is 17 more than last year, indicating increased interest in offering distance learning alternatives. There were 45 new topics introduced, including discussions on the advantages of distance learning, and several discussions on the number of attendance hours that should be assigned to various distance learning curriculum materials. The list also provided a place for discussions following the Distance Learning Forum Webinars.
- **Innovation Application** – Links to the application site, where agencies may log in and complete the application for the Innovation and Alternative Instructional Delivery Program as well as the annual program evaluation form.





## Presentations and Workshops

Nine conference presentations were made on distance learning topics to 215 attendees. Topics included USA Learns, New Realities of Distance Learning, Using Moodle to Supplement Instruction, and more. Conferences included California Council on Adult Education, CATESOL, the CASAS Summer Institute, and several regional events. (Exhibit 13.a)

| DISTANCE LEARNING PRESENTATIONS 2009-10 |   |                              |                        |
|---|---|------------------------------|------------------------|
| DATE                                    | TITLE   | LOCATION                     | NUMBER OF PARTICIPANTS |
| 8/19/09                                 | USA Learns  | Webcast                      | 35                     |
| 11/7/09                                 | Using Moodle to Supplement Instruction in the ESL classroom           | Northern CA Regional CATESOL | 22                     |
| 11/14/09                                | USA Learns: Web-based Learning for ESL Students                       | CCAE Regional, South         | 9                      |
| 4/23/10                                 | Distance Learning: The Future of ESL                                  | CATESOL State Conference     | 35                     |
| 4/23/10                                 | Distance Learning Fair  | CATESOL State Conference     | 34                     |
| 4/26/10                                 | Using Moodle in the ESL Classroom                                     | CATESOL State Conference     | 24                     |
| 5/7/10                                  | Distance Learning: New Realities                                      | CCAE State Conference        | 16                     |
| 5/21/10                                 | Online Professional Development: Resources, Requirements and Results! | CCAE State conference        | 25                     |
| 6/18/10                                 | Moodle Course Management System for Adult Education                   | CASAS Summer Institute       | 15                     |
| TOTAL PRESENTATIONS: 9                  |   | TOTAL PARTICIPANTS: 215      |                        |

Exhibit 13.a

A total of 32 workshops were offered on distance learning topics in 2009-10 to a total of 356 participants. Eight of these were face-to-face sessions at agencies, and the rest were conducted online. (Exhibit 13.b) The most popular session was the basic introduction to Moodle which teachers were required to attend before being assigned their own Moodle course site. This workshop, Using Moodle to Create a Course Web Site, was offered 15 times to 184 participants. There were also nine Webinars offered on more advanced Moodle topics. These were more sparsely attended with an average attendance of four, and will be offered fewer times next year.

| <b>DISTANCE LEARNING WORKSHOPS 2009-10</b> |  |                       |                               |
|--|--|-----------------------|-------------------------------|
| <b>DATE</b>                                | <b>TITLE</b>   | <b>LOCATION</b>       | <b>NUMBER OF PARTICIPANTS</b> |
| 8/22/09                                    | Using Moodle to Create a Course Web Site   | Martinez Adult School | 15                            |
| 8/27/09                                    | Distance Learning: The New Realities   | Webinar               | 23                            |
| 9/18/09                                    | Using Moodle to Create a Course Web Site   | Tulare Adult School   | 9                             |
| 9/28/09                                    | Using Moodle to Create a Course Web Site   | Webinar               | 7                             |
| 10/1/09                                    | Lessons in Moodle  | Webinar               | 5                             |
| 10/9/09                                    | Distance Learning Forum: What Tech Skills Do Learners Need to Be Successful Studying Online? | Webinar               | 17                            |
| 10/23/09                                   | Distance Learning Forum: Building the Skills Adults Need to Succeed as Online Learners       | Webinar               | 18                            |
| 11/17/09                                   | Using Moodle to Create a Course Web Site   | Webinar               | 12                            |
| 11/18/09                                   | CAHSEE: Stepping Into Your Future  | Webinar               | 20                            |
| 11/19/09                                   | Quizzes and Assessments in Moodle  | Webinar               | 2                             |
| 11/20/09                                   | Using Moodle to Create a Course Web Site   | Rancho Santiago CCD   | 12                            |
| 12/4/09                                    | Distance Learning Forum: What Works?   | Webinar               | 20                            |
| 12/4/09                                    | Quizzes and Assessments in Moodle  | Webinar               | 3                             |
| 12/10/09                                   | Lessons in Moodle  | Webinar               | 3                             |
| 12/11/09                                   | Using Moodle to Create a Course Web Site   | Salinas Adult School  | 12                            |
| 1/5/10                                     | Using Moodle to Create a Course Web Site   | Rancho Santiago CCD   | 36                            |

Exhibit 13.b

| DISTANCE LEARNING WORKSHOPS 2009-10 |   |                         |                        |
|-------------------------------------|---|-------------------------|------------------------|
| DATE                                | TITLE   | LOCATION                | NUMBER OF PARTICIPANTS |
| 1/8/10                              | Using Moodle to Create a Course Web Site      | Webinar                 | 7                      |
| 1/21/10                             | USA Learns: A Web-Based Tool for ESL Learners | Webinar                 | 14                     |
| 2/18/10                             | Quizzes and Assessments in Moodle             | Webinar                 | 6                      |
| 2/19/10                             | Using Moodle to Create a Course Web Site      | Webinar                 | 16                     |
| 3/1/10                              | Lessons in Moodle                             | Webinar                 | 5                      |
| 3/12/10                             | Using Moodle to Create a Course Web Site      | Capistrano Adult School | 11                     |
| 3/30/10                             | Lessons in Moodle                             | Webinar                 | 3                      |
| 4/2/10                              | Using Moodle to Create a Course Web Site      | Webinar                 | 10                     |
| 4/26/10                             | Lessons in Moodle                             | Webinar                 | 6                      |
| 4/28/10                             | Quizzes and Assessments in Moodle             | Webinar                 | 2                      |
| 4/30/10                             | Using Moodle to Create a Course Web Site      | Vista Adult School      | 10                     |
| 5/4/10                              | USA Learns: A Web-Based Tool for ESL Learners | Webinar                 | 7                      |
| 5/5/10                              | Using Moodle to Create a Course Web Site      | Webinar                 | 2                      |
| 5/20/10                             | Using Moodle to Create a Course Web Site      | Los Angeles USD         | 14                     |
| 5/25/10                             | Distance Learning Offers New Solutions        | Webinar                 | 18                     |
| 6/25/10                             | Using Moodle to Create a Course Web Site      | Webinar                 | 11                     |
| TOTAL PARTICIPANTS                  |   |                         | 356                    |

Exhibit 13.b (Continued)

## Other Client Services

OTAN staff responded to 36 requests for information related to distance learning. These might be questions on curriculum products such as GED Connection or USA Learns, or how to access specific information on the OTAN Web site.

## 14. Increase Online Distance Learning

Online learning has become more and more common as part of higher education, job training, and K-12 education. As the field grows, adult students must not be left behind. OTAN supports online instruction in a variety of ways.

### Development of Sharable Online Courses

Discussions were held with both the Technology Integration Advisory Committee and the Distance Learning Advisory Committee about sharable online courses. Agencies felt that they were developing courses from scratch when they could be taking more advantage of each other's work. Both groups recommended Advanced ESL as a place to start because of the focus on transition to post-secondary education. Another recommendation was a wrap-around course for the USA Learns second course, which is based on the English for All course content.

OTAN contracted with two online instructors to begin development on these two courses. The USA Learns course was completed with 10 units available by the end of the year, and will be piloted in the summer and fall of 2010. The Advanced ESL course began later in the year, and development will continue over the summer and into the fall of 2010.

### Professional Development for Online Instructors

In addition to promoting specific sites, the Distance Learning Advisory Committee indicated a high need for professional development for teachers on how to be online instructors. In response, OTAN offered four Distance Learning Forum Webinars, and 19 Moodle workshops. The promotion of Moodle as an online course management system continued to be a major project for this year, including the training of teachers in how to use Moodle and how to create or import course content, as discussed in Chapter 11.

### CDLP Web Site

The basic skills reading Web site, [www.cdlponline.org](http://www.cdlponline.org), (Exhibit 14.a) was built by the California Distance Learning Project (CDLP) and is now supported by



Exhibit 14.a



## CDLP ONLINE WEB SITE VISITS

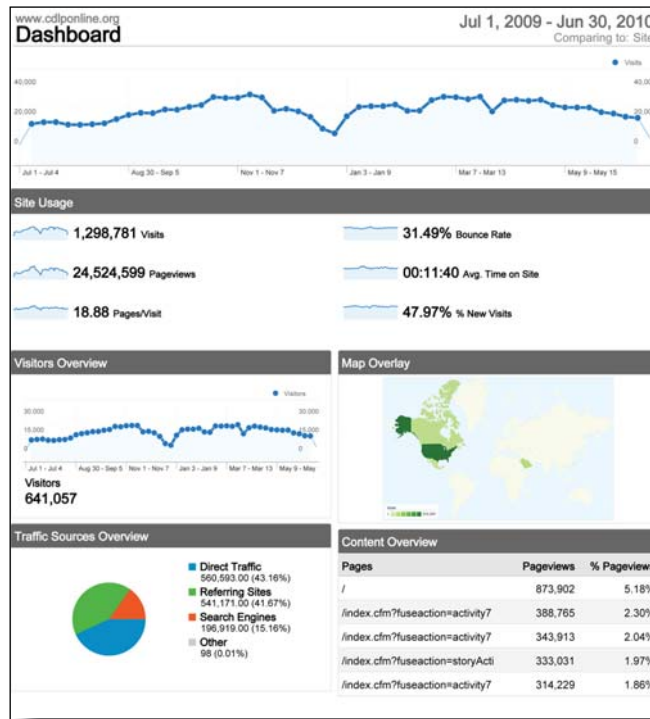


Exhibit 14.b

OTAN. The site is used by both ABE and intermediate ESL students, and received 1,298,781 visits during the year, which is an average of about 25,000 visits per week. (Exhibit 14.b) Users average about 19 pages per visit, showing that they are using the site for learning, not just finding it through a search engine and leaving after viewing one or two pages. This is also demonstrated by the fact that 43 percent of all traffic comes directly to the site, and 42 percent comes from referring sites, such as a posted link on a teacher's course Web site. The usage pattern also reflects that most visitors are accessing the site from schools, since usage drops on the weekends and was low over the winter holidays.

## CDLP ONLINE VISITS BY CITY

Although visitors came from 222 countries, 24 percent were from the United States, and 27 percent of those were from California. The more than 82,000 visits from California represent 918 cities, up from 663 cities, last year, with the top cities being San Francisco, Los Angeles, Sacramento and San Jose. (Exhibit 14.c) OTAN staff provided only two instances of technical support to CDLP site users, reflecting the stability of the site.

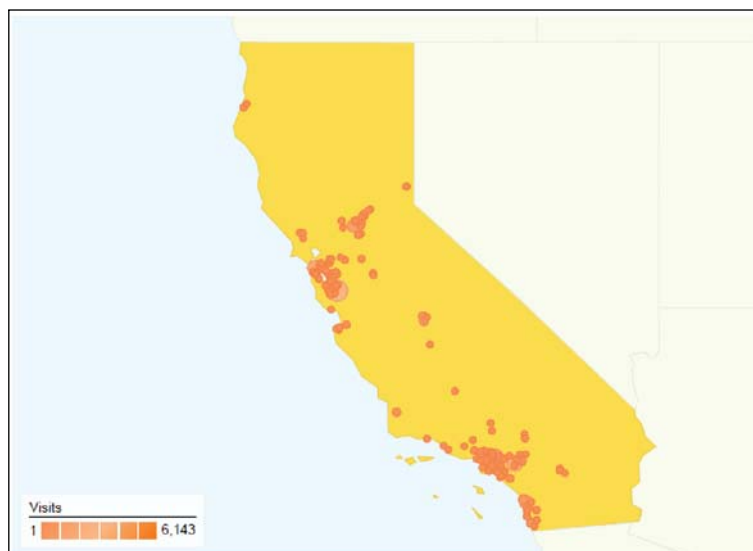


Exhibit 14.c

## English for All (EFA)

English for All, [www.myefa.org](http://www.myefa.org), is a free online English course created with federal funding through the Cyberstep grant. Since that funding ended, OTAN has supported the site for classroom teachers and their students, lab settings, and distance courses in California. The site requires minimal support at this point, with only one instance of technical support provided during the year. During 2009-10, the site received 197,314 visits, or an average of almost 4,000 visits per week. This is down 15 percent from the previous year, reflecting that many users are discovering the newer site, USA Learns, which contains the same instructional content with additional learning activities. (Exhibit 14.d) Users viewed an average of 19 pages per visit. Like the CDLP site, the usage pattern also reflects that most visitors are accessing the site from schools, since usage drops on the weekends and was also low over the winter holidays. Only 19 percent of visitors find the site through a search engine. Most are coming directly to the site via a bookmark (53 percent) or a link from a referring site (28 percent).

## ENGLISH FOR ALL WEB SITE VISITS

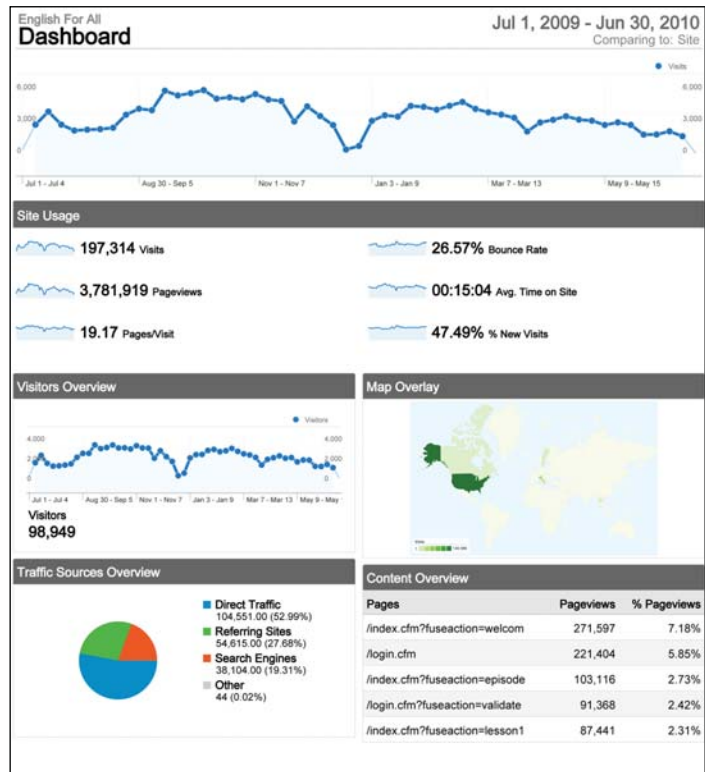


Exhibit 14.d

## EFA ONLINE VISITS BY CITY

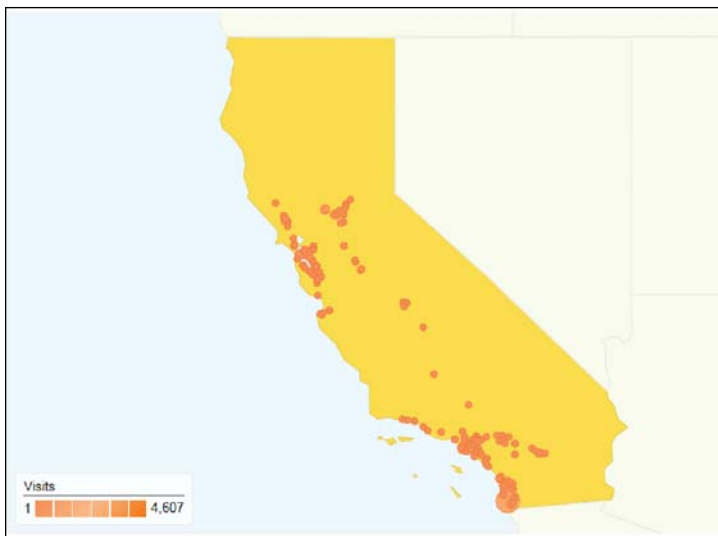


Exhibit 14.e

Although visitors came from 175 countries, over 66 percent are from the U.S., and almost 30 percent of those are from California. Texas is running a close second with 25 percent. The 35,055 visits from California came from 591 cities, the top cities being San Diego, Los Angeles, Woodland, Garden Grove, and San Francisco. (Exhibit 14.e) OTAN staff provided only 36 instances of technical support to users of English for All.



## USA Learns

The USA Learns site, [www.usalearns.org](http://www.usalearns.org), was developed through a federal project with funding from the Office of Vocational and Adult Education, and launched in November 2008. It contains three courses: a Beginning English course (ESL) based on the materials from Putting English to Work 1; an Intermediate English Course based on materials from English for All; and a Practice English and Reading course based on materials from the CDLP Web site. The site continues to be very popular with learners, and received 3.3 million visits over the course of the year, or 64,000 visits per week on average. The United States accounted for 2.2 million of those visits, or 67 percent, and California

represented about 16 percent of visits from the U.S. with 349,000 visits. (Exhibit 14.f)

## USA LEARNS VISITS BY CITY

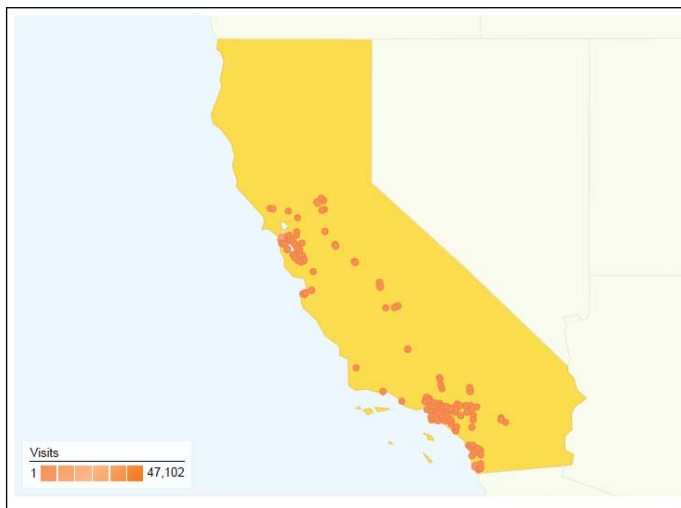


Exhibit 14.f

## GED Connection

One curriculum product licensed by CDLP was recommended by CDLP to continue the licensing, and that was GED Connection, now sold by Kentucky Educational Television. OTAN secured a two-year statewide license for the videos, allowing programs to make copies of the DVDs. Programs are also allowed to broadcast the 39 episodes on cable or educational television. CDLP had previously developed print materials to accompany each video, and these continued to be available for free by download from the Web site.

The 39 videos have also been converted to streaming video and posted on a password protected site to ensure access only by publicly funded programs in California. An announcement was sent to all adult education agencies, and so far 132 agencies or individuals have responded. A teacher or agency may create an account and share it with all students and teachers at a site if they wish, so the number of users is likely much higher than 132.

Statistics currently report 4,767 visits during the year to the video site by 2,215 visitors. Sixty-four percent are direct traffic, not referred by another site or a search engine. The GED program is not offered by all adult education programs, and is an important program for a different set of agencies than those focused primarily on ESL. The cities with the highest use for this site include more small and rural locations such as Hanford, Bakersfield, Oxnard and Ventura. (Exhibit

## GED CONNECTION VISITS BY CITY

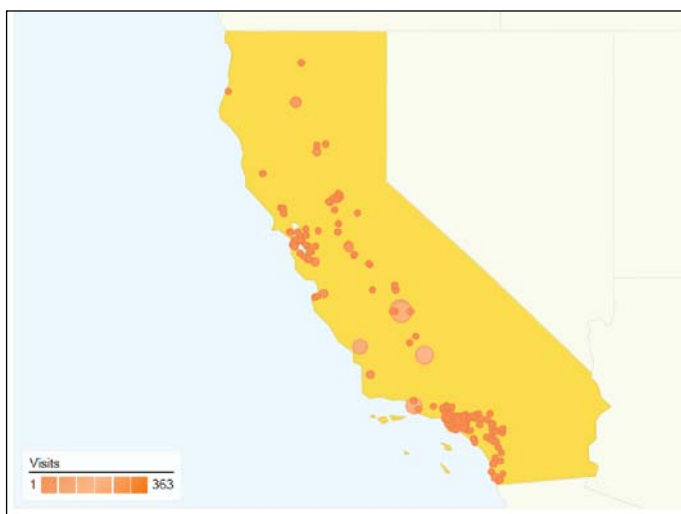


Exhibit 14.g

14.g) OTAN staff responded to 22 requests for technical support related to the GED Connection videos during the year, and six requests for project information. The videos and print materials were promoted in the GED Academy, sponsored by the California Council on Adult Education.

## 15. Statewide Infrastructure for Distance Learning

**D**istance learning is expanding rapidly in areas of education other than adult education. It has been a challenge to keep state and federal regulations current with the realities of what is possible in distance and especially online instruction. The year 2009-10 has been particularly challenging, as federal distance learning regulations have expanded at the same time as the *California Education Code* has been suspended for adult education, causing some confusion about exactly what is required. At the same time, the number of students enrolled in distance learning courses has increased almost 300 percent since 2000-01 when there were approximately 20,000 students enrolled. In 2008-09 the number of students approached 80,000. (Exhibit 15.a)

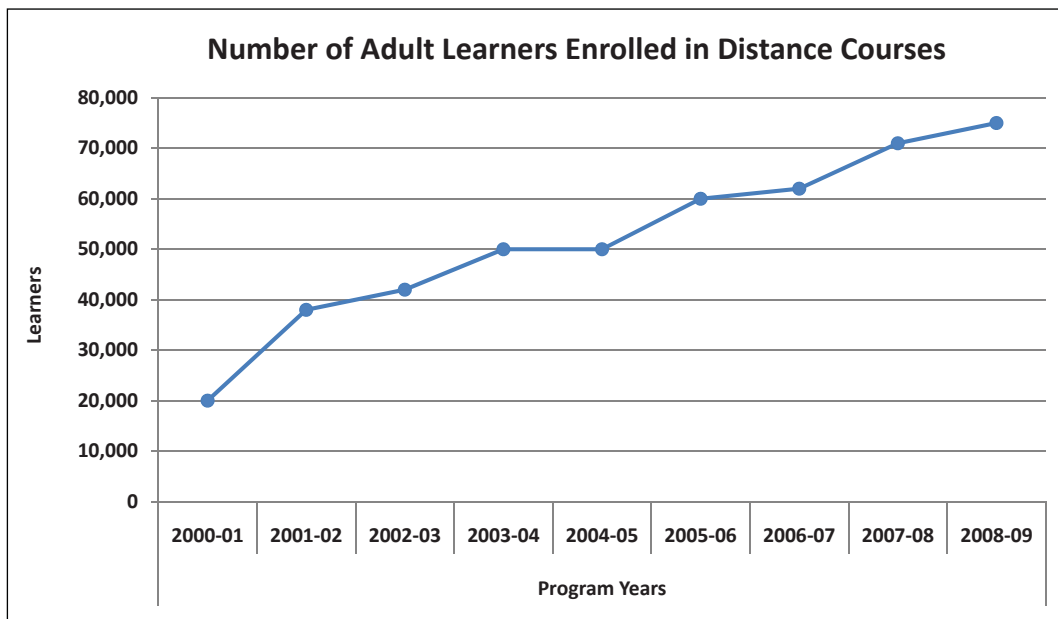


Exhibit 15.a

OTAN has supported the Adult Education Office of CDE in providing some structure to the field via the distance learning application and evaluation forms, and in giving input at the federal level regarding reporting requirements for distance learning.

### Distance Learning Application and Evaluation

Substantial improvements were made to the Innovation and Alternative Instructional Delivery Programs application for 2010-11, which was posted at the beginning of May 2010. The Office of Vocational and Adult Education in the federal Department of Education has published the *National Reporting System Guidelines for Distance Education*, and California has published *Assessment Policy Guidelines* which delineate requirements for distance learning curriculum and proxy attendance hours.

California has implemented a learner mastery model of assigning hours to curriculum, but has not had a consistent recommendation for proxy hours across programs. This year OTAN convened work groups, as part of the Distance Learning Advisory Committee, on ESL curriculum, ABE and High School curriculum, and



GED or Test Preparation curriculum. This process was begun by looking at all curricula submitted on Innovation Programs applications, and selecting those, in the case of ESL, being used by 10 or more agencies. A field group then met online to discuss the materials and assign recommended attendance hours for each. The resulting document was disseminated for comment and a second meeting was held to get further input and revise the recommendations, which were then published on the applications Web site. The same process was completed for ABE/ASE and GED curriculum, and these documents were also posted on the application site.

Based on these documents, the Innovation Programs application was revised to include drop-down lists of curriculum for each course in the basic skills areas, with the recommended hours already populated. Agencies have the option to change the hours and other aspects and justify the changes in a narrative. There is also an option to add other commercial or locally produced materials, and to assign hours and mastery levels to these. This approach makes it easier for agencies to complete the application, and helps agencies new to distance learning in selecting curriculum appropriate for each course.

A Webinar was provided in June to present the changes to the field, and another Webinar will be held in the fall of 2010. Both the application and the evaluation continue to be due September 30, 2010, giving agencies closed for the summer because of budget cuts time to complete the application.

## Distance Learning Research and Reporting

The California Distance Learning Project has published a research report on distance learning each year up until it was discontinued, so reports were available through 2006-07. OTAN has been able to fund two additional reports, for 2007-08 and 2008-09. These reports were complete in draft form by the end of June 2010, and will be published in the summer. Data continues to show that ESL learners studying through distance learning have a slightly lower rate of completing a level than classroom students, and that blended students, those enrolled in both distance and traditional classes, clearly have a higher rate of completion at every level. (Exhibit 15.b)

## Distance Learning Policy

The Distance Learning Advisory Committee met twice as a whole group. Policy issues addressed included electronic attendance, record keeping and record retention, and blended learning. There was also discussion about the increased interest of districts in offering online credit recovery courses to high school students. Curriculum options were shared, but the decision on what a district will offer for credit is the responsibility of the local school board.

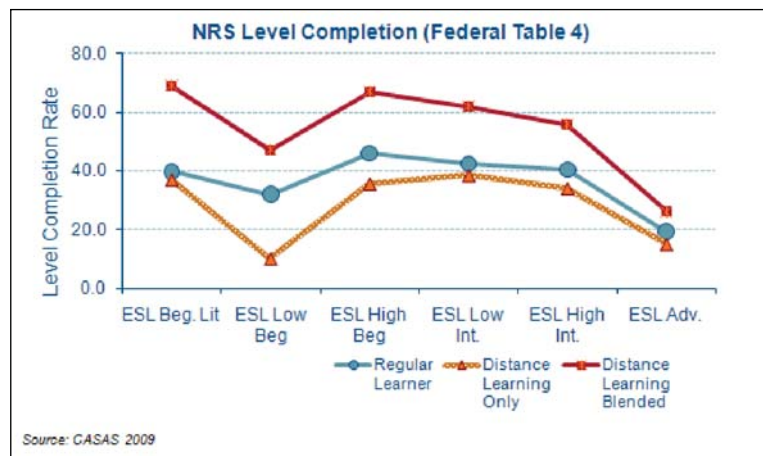


Exhibit 15.b

At the federal level, the OTAN Executive Director represented California's interests related to distance learning by continuing to participate in policy meetings convened by the Council for the Advancement of Adult Literacy (CAAL). The purpose of these meetings was two-fold: 1) to advise congressional

staffers on the needs of the field in regards to making greater use of technology, and 2) to pull together detailed recommendations for a key action item in the report, *Reach Higher America*. That action item indicated, “Strong national leadership must be provided to develop and deploy technology-assisted learning, including creation of a national Web portal for adult learners.”

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



Appendices

OTAN 2009 - 10

Quarterly Progress Reports



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

| OBJECTIVES AND MAJOR TASKS  |  | STATUS  |
|---|--|---|
| <b>A. Electronic Communication and Information</b>  |  |   |
| <i>1. Provide a Web Portal for California Adult Educators with news, information, and links</i>   |  |   |
| 1.1. Provide news and information to the adult education community  |  | • Forty-six news items posted on the OTAN Web site  |
| 1.2. Research, abstract, and index Web sites related to adult education   |  | • Produced 3 editions of the CA Adult Education Digest, sent by CDE to all adult education administrators   |
| 1.3. Maintain and improve search systems that provide access to Web site resources  |  | • Maintained OTAN Quick Search and advanced search capacity on Web site   |
| 1.4. Maintain and upgrade OTAN Web site based on user input using latest technology   |  | • Continued to add Web site abstracts to the teaching tools by program area   |
| 1.5. Explore and implement personalized access to Web resources   |  |   |
| <i>2. Improve the electronic collaborative environment for adult educators</i>  |  |   |
| 2.1. Maintain a searchable directory of registered users  |  | • OTAN member directory updated on a regular basis, with 461 new members this quarter   |
| 2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources                                   |  | • Two issues of teacher digest were emailed to over 2,000 teachers and three issues of the administrator digest emailed to over 1,000 members and posted, in addition to 12 other directed email messages for a total of 17,822 emails sent |
| 2.3. Host list servers that encourage networking for program improvement  |  | • Hosted 40 email lists, adding one list for the Strategic Planning Committee   |
| 2.4. Use new technologies to support CDE Adult Education Office initiatives   |  |   |
| <i>3. Provide technical support and training to administrators and teachers</i>   |  |   |
| 3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases                    |  | • Provided 338 instances of telephone and email technical support to clients, of which 186 were in support of CDE databases such as the WIA application   |
| 3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking |  | • Sent client satisfaction survey that is sent within 24 hrs of service, with a 41% return rate, and almost all said their question was answered  |
| 3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)  |  | • Sent new longer client satisfaction surveys, with a 26% return rate and generally high satisfaction ratings   |
| 3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations   |  | • Schedule of online workshops for the new year was developed, containing so far 70 webinars scheduled  |
|   |  | • Continued to promote access to online workshops for remote locations  |
| <i>4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i>                 |  |   |
| 4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California   |  | • Revised WIA payment points data entry screen  |
| 4.2. Support CDE's development of adult education online grant applications   |  | • Revised and posted WIA Deliverables Report  |
| 4.3. Support CDE's development of adult education online reporting systems  |  | • Revised and posted WIA Grant Budget Worksheet   |
| 4.4. Support CDE's goal of coordinating databases of adult education program information  |  | • Posted WIA grant award data   |
| 4.5. Support efforts to make leadership activities seamless to the field  |  | • Implemented new Web development protocols to make changes on test server  |
| <i>5. Maximize client access to OTAN products and services and obtain client input</i>  |  |   |
| 5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings                                 |  | • Produced Fall newsletter (mailed in October)  |
| 5.2. Use video and other media for marketing OTAN's Web site and services   |  | • Distributed flyers and brochures at vendor table at ACSA conference   |
| 5.3. Present workshops and host vendor tables at adult education conferences  |  | • Participated in group presentations and discussion at ACSA conference   |
| 5.4. Implement electronic notification strategies and online surveys  |  | • Continued to send automatic client surveys  |

# OTAN/SCOE PROGRESS REPORT (7/1/09 – 9/30/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

| OBJECTIVES AND MAJOR TASKS  |  | STATUS  |
|---|--|---|
| 5.5. Establish an advisory group to provide input on the grant  |  | <ul style="list-style-type: none"> <li>Initiated planning for Distance Learning Advisory Committee in October and Technology Integration Advisory in November</li> </ul>  |
| 6. Maintain and improve electronic 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>Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible posted documents to the OTAN online document collection in accessible format</li> </ul> |
| 6.2. Obtain pertinent data and prepare it for electronic access   |  | <ul style="list-style-type: none"> <li>Posted twelve documents to the online document library</li> </ul>  |
| 7. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources |  |   |
| 7.1. Improve and expand teacher resources on the OTAN Web site  |  | <ul style="list-style-type: none"> <li>Continued to add to and edit resources for teachers on the Web site</li> </ul>   |
| 7.2. Survey usage of the online lesson plan builder and add features as indicated by field input                                |  | <ul style="list-style-type: none"> <li>Posted two new articles on Web-based classroom activities for teachers</li> <li>There were 575 logins to the online Lesson Plan Builder during the quarter</li> </ul>  |
| 7.3. Review lesson plans and maintain lesson plan collection  |  | <ul style="list-style-type: none"> <li>Four lesson plan reviewers began reviewing lesson plans to publish in the areas of ABE, ESL, EL Civics and CTE</li> </ul>  |
| 7.4. Develop an online course outline builder   |  | <ul style="list-style-type: none"> <li>Programming was completed on the Course Outline Builder</li> </ul>   |
| 8. Document and publicize California Adult Education successful students and programs   |  |   |
| 8.1. Research and publicize the stories of successful adult learners and programs   |  | <ul style="list-style-type: none"> <li>Students Succeed project promoted through news items on the OTAN Web site</li> </ul>   |
| 8.2. Videotape stories of successful adult learners and programs  |  | <ul style="list-style-type: none"> <li>Students Succeed Web site received 16,278 visits from 14,721 visitors during the quarter</li> </ul>  |
| 8.3. Digitize videotape collections and use to publicize California adult programs  |  | <ul style="list-style-type: none"> <li>Next due date for nominations is October 31, 2009</li> </ul>   |
| 8.4. Assess value and utilization of successful students and exemplary programs project.  |  |   |
| B. Instructional Technology Support   |  |   |
| 9. Provide planning support to agencies implementing new technology   |  |   |
| 9.1. Assist local agencies with the technology planning process   |  | <ul style="list-style-type: none"> <li>Technology plan online form was revised and posted for 2009-10</li> </ul>  |
| 9.2. Maintain and improve online technology planner   |  | <ul style="list-style-type: none"> <li>43 agency staff were trained on the technology plan via online workshops</li> <li>Staff responded to 30 requests for technical assistance with the technology plan</li> </ul>  |
| 10. Research and make available information regarding new and emerging technologies and available learning resources            |  |   |
| 10.1. Research and acquire information regarding new technologies and resources   |  | <ul style="list-style-type: none"> <li>Contracted with vendor to host electronic portfolio system that will be made available to students and teachers</li> </ul>   |
| 10.2. Identify and collect information about best practices in the use of instructional technology                              |  | <ul style="list-style-type: none"> <li>Moved course management system software from vendor to SCOE servers with smooth transition</li> </ul>  |
| 10.3. Provide opportunities for adult educators to sample new technologies  |  | <ul style="list-style-type: none"> <li>Shot footage for video on using student response systems in the classroom</li> </ul>   |
| 10.4. Produce and make available online video-based demonstrations of technology integration                                    |  | <ul style="list-style-type: none"> <li>Incorporated student response system when planning ABE Initiative professional development event in October</li> </ul>   |
| 11. Provide professional development related to new possibilities in educational technology                                     |  |   |
| 11.1. Offer online and face-to-face workshops on new technologies   |  | <ul style="list-style-type: none"> <li>Provided 9 online workshops on technology topics to 160 participants, covering topics such as using cell phones in instruction, creating custom Web sites, and distance learning</li> </ul>  |
| 11.2. Disseminate information on new technologies via state and regional conference presentations                               |  | <ul style="list-style-type: none"> <li>Offered three face-to-face workshops at agencies on technology topics including Moodle (online course management) and interactive whiteboards to 43 participants</li> </ul>  |

# OTAN/SCOE PROGRESS REPORT (7/1/09 – 9/30/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

| OBJECTIVES AND MAJOR TASKS   | STATUS   |
|--|--|
| 12. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i>  |  |
| 12.1. Recruit and select participants, trainers and mentors  |  |
| 12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration   | <ul style="list-style-type: none"> <li>Initiated writing of TIMAC report for 2008-09</li> <li>Coordinated with CDE consultants to plan two training days for the ABE Initiative in October</li> <li>Hosted a Webinar for ABE Initiative participants who needed an orientation to the project</li> </ul>   |
| 12.3. Evaluate and report on TIMAC outcomes  |  |
| 12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration   |  |
| C. <b>Distance Learning</b>  |  |
| 13.. <i>Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning</i>      |  |
| 13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site  | <ul style="list-style-type: none"> <li>Two online Distance Learning Forums were hosted for 45 participants</li> <li>21 clients received specific information about distance learning by phone</li> <li>Web resources for distance learning were maintained, and links added</li> <li>Only one conference was held during this quarter (ACSA) in which the format did not allow for individual workshops</li> </ul>   |
| 13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"                         |  |
| 13.3. Host one (1) California Technology and Distance Learning Symposium   |  |
| 13.4. Conduct distance learning workshops at state and regional conferences  |  |
| 14.. <i>Increase and support implementation of Web-base distance learning opportunities for adult learners</i>   |  |
| 14.1. Support existing CDLP Adult Learning Activities and English for All/Web sites  | <ul style="list-style-type: none"> <li>English for All and CDLP Web sites were maintained</li> <li>English for All received over 50,000 visits and CDLP over 273,000 during the quarter</li> <li>A two-year license to continue California agency digital rights to the GED Connection videos was maintained</li> <li>Thirty-nine GED Connection videos are being streamed online, and so far 107 agencies and teachers have created an account, and there were 977 visits to the video site by 582 visitors during the quarter</li> </ul> |
| 14.2. Continue licensing curriculum products to be used at a distance  |  |
| 15.. <i>Support statewide infrastructure for implementing and expanding distance learning</i>  |  |
| 15.1. Support Innovation Programs online application and reporting system  | <ul style="list-style-type: none"> <li>Innovation Programs application and annual evaluation form, due in October, were supported with 39 instances of client support</li> <li>Completed work with field group on document with curriculum recommendations and proxy hours for ESL distance learning curricula</li> <li>Planned the Distance Learning Advisory Group for October</li> </ul>  |
| 15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements |  |

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

| OBJECTIVES AND MAJOR TASKS   | STATUS   |
|--|--|
| <b>A. Electronic Communication and Information</b><br>1. <i>Provide a Web Portal for California Adult Educators with news, information, and links</i>  |  |
| 1.1. Provide news and information to the adult education community<br>1.2. Research, abstract, and index Web sites related to adult education<br>1.3. Maintain and improve search systems that provide access to Web site resources<br>1.4. Maintain and upgrade OTAN Web site based on user input using latest technology<br>1.5. Explore and implement personalized access to Web resources  | <ul style="list-style-type: none"> <li>• Thirty-two news items posted on the OTAN Web site</li> <li>• Produced 3 editions of the CA Adult Education Digest, sent by CDE to all adult education administrators</li> <li>• Maintained OTAN Quick Search and advanced search capacity on Web site</li> <li>• Continued to add Web sites abstracts to the teaching tools by program area</li> </ul>  |
| 2. <i>Improve the electronic collaborative environment for adult educators</i>   |  |
| 2.1. Maintain a searchable directory of registered users<br>2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources<br>2.3. Host list servers that encourage networking for program improvement<br>2.4. Use new technologies to support CDE Adult Education Office initiatives   | <ul style="list-style-type: none"> <li>• OTAN member directory updated on a regular basis, with 689 new members this quarter</li> <li>• Three issues of teacher digest were emailed to over 2,000 teachers and two issues of the administrator digest emailed to over 1,000 members and posted, in addition to 8 other directed email messages for a total of 17,514 emails sent</li> <li>• Hosted 40 email lists</li> </ul>   |
| 3. <i>Provide technical support and training to administrators and teachers</i>  |  |
| 3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases<br>3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking<br>3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)<br>3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations | <ul style="list-style-type: none"> <li>• Provided 231 instances of telephone and email technical support to clients, of which 104 were in support of CDE databases such as the WIA application</li> <li>• Sent client satisfaction survey that is sent within 24 hrs of service, with a 42% return rate, and almost all said their question was answered</li> <li>• Sent new longer client satisfaction surveys, with a 22% return rate and generally high satisfaction ratings</li> <li>• Continued to promote access to online workshops for remote locations</li> </ul> |
| 4. <i>Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i>  |  |
| 4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California<br>4.2. Support CDE's development of adult education online grant applications<br>4.3. Support CDE's development of adult education online reporting systems<br>4.4. Support CDE's goal of coordinating databases of adult education program information<br>4.5. Support efforts to make leadership activities seamless to the field   | <ul style="list-style-type: none"> <li>• Created WIA Mid-year Expenditure Report for 2009-10</li> <li>• Made improvements to grant applications site and online reporting system</li> <li>• Made requested improvements to CDE office database</li> <li>• Initiated programming for WIA application</li> </ul>   |
| 5. <i>Maximize client access to OTAN products and services and obtain client input</i>   |  |
| 5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings<br>5.2. Use video and other media for marketing OTAN's Web site and services<br>5.3. Present workshops and host vendor tables at adult education conferences<br>5.4. Implement electronic notification strategies and online surveys<br>5.5. Establish an advisory group to provide input on the grant   | <ul style="list-style-type: none"> <li>• Mailed Fall newsletter to almost 3,000 members</li> <li>• Produced Winter newsletter (mailed in January)</li> <li>• Continued to send automatic client surveys</li> <li>• Hosted a meeting of the Distance Learning Advisory Committee in October and Technology Integration Advisory in November</li> </ul>  |



# OTAN/SCOPE PROGRESS REPORT (10/1/09 – 12/31/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

| OBJECTIVES AND MAJOR TASKS   |  | STATUS  |
|--|--|---|
| 6. <i>Maintain and improve electronic resource collections on adult education practice and research</i>                                |  |   |
| 6.1. Maintain and improve linkages to the national adult education information network   |  | <ul style="list-style-type: none"> <li>Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible posted documents to the OTAN online document collection in accessible format</li> <li>Posted 11 documents to the online document library, which totals 962 documents</li> </ul> |
| 6.2. Obtain pertinent data and prepare it for electronic access  |  |   |
| 7. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i> |  |   |
| 7.1. Improve and expand teacher resources on the OTAN Web site   |  | <ul style="list-style-type: none"> <li>Added or edited 66 resources on the teachers area of the Web site</li> </ul>   |
| 7.2. Survey usage of the online lesson plan builder and add features as indicated by field input                                       |  | <ul style="list-style-type: none"> <li>Posted three new articles on Web-based classroom activities for teachers</li> <li>There were 736 logins to the online Lesson Plan Builder during the quarter</li> <li>Work continued on reviewing lesson plans to publish in the areas of ABE, ESL, EL Civics and CTE</li> </ul>   |
| 7.3. Review lesson plans and maintain lesson plan collection   |  |   |
| 7.4. Develop an online course outline builder  |  |   |
| 8. <i>Document and publicize California Adult Education successful students and programs</i>   |  |   |
| 8.1. Research and publicize the stories of successful adult learners and programs  |  | <ul style="list-style-type: none"> <li>Students Succeed project promoted through news items on the OTAN Web site</li> </ul>   |
| 8.2. Videotape stories of successful adult learners and programs   |  | <ul style="list-style-type: none"> <li>Four new stories were added to the site after the October nomination deadline</li> </ul>   |
| 8.3. Digitize videotape collections and use to publicize California adult programs   |  | <ul style="list-style-type: none"> <li>Students Succeed Web site received 13,486 visits from 12,236 visitors during the quarter</li> </ul>  |
| 8.4. Assess value and utilization of successful students and exemplary programs project.   |  | <ul style="list-style-type: none"> <li>Next due date for nominations is May 21, 2010</li> </ul>   |
| <b>B. Instructional Technology Support</b>   |  |   |
| 9. <i>Provide planning support to agencies implementing new technology</i>   |  |   |
| 9.1. Assist local agencies with the technology planning process  |  | <ul style="list-style-type: none"> <li>Technology plan online form for 2009-10 was available</li> <li>Staff responded to 33 requests for technical assistance with the technology plan and 2 requests for information</li> <li>Trained 32 participants via webinar on using the technology planning site</li> </ul>   |
| 9.2. Maintain and improve online technology planner  |  |   |
| 10. <i>Research and make available information regarding new and emerging technologies and available learning resources</i>            |  |   |
| 10.1. Research and acquire information regarding new technologies and resources  |  | <ul style="list-style-type: none"> <li>Researched use of technology in ABE programs for ABE Initiative training in November</li> </ul>  |
| 10.2. Identify and collect information about best practices in the use of instructional technology                                     |  | <ul style="list-style-type: none"> <li>Continued to build an online social networking site for the ABE Initiative, and trained participants on how to use it</li> </ul>   |
| 10.3. Provide opportunities for adult educators to sample new technologies   |  | <ul style="list-style-type: none"> <li>Demonstrated the use of student response systems (clickers) at ABE Initiative event</li> </ul>   |
| 10.4. Produce and make available online video-based demonstrations of technology integration   |  | <ul style="list-style-type: none"> <li>Presented information on electronic portfolios to ABE Initiative participants</li> <li>Video gallery on the OTAN site now contains 26 videos</li> </ul>  |
| 11. <i>Provide professional development related to new possibilities in educational technology</i>                                     |  |   |
| 11.1. Offer online and face-to-face workshops on new technologies  |  | <ul style="list-style-type: none"> <li>Provided 24 online workshops on technology topics to 257 participants, covering topics such as Excel activities for the classroom, improving vocabulary with Word SmartArt, and creating podcasts</li> </ul>   |
| 11.2. Disseminate information on new technologies via state and regional conference presentations                                      |  | <ul style="list-style-type: none"> <li>Offered five face-to-face workshops at agencies on technology topics including PowerPoint and Moodle (online course management) to 67 participants</li> </ul>  |

# OTAN/SCOPE PROGRESS REPORT (10/1/09 – 12/31/09) - CONTRACT OBJECTIVES AND MAJOR TASKS

| OBJECTIVES AND MAJOR TASKS   | STATUS   |
|--|--|
| 12. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i>  |  |
| 12.1. Recruit and select participants, trainers and mentors  |  |
| 12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration   | <ul style="list-style-type: none"> <li>Coordinated with CDE consultants to offer two training days for the ABE Initiative in October</li> <li>Offered ten workshops over the two days of the ABE Initiative</li> <li>Planned online meetings for topic groups of the ABE Initiative, including technology math and reading</li> </ul>  |
| 12.3. Evaluate and report on TIMAC outcomes  |  |
| 12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration   |  |
| C. <b>Distance Learning</b>  |  |
| 13. <i>Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning</i>       |  |
| 13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site  | <ul style="list-style-type: none"> <li>Two online Distance Learning Forums were hosted for 35 participants, with presenters from Sacramento, Washington DC, and Ontario, Canada</li> <li>Web resources for distance learning were maintained, and links added</li> <li>No state or regional conferences were attended during this quarter</li> </ul>   |
| 13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"                         |  |
| 13.3. Host one (1) California Technology and Distance Learning Symposium   |  |
| 13.4. Conduct distance learning workshops at state and regional conferences  |  |
| 14. <i>Increase and support implementation of Web-based distance learning opportunities for adult learners</i>   |  |
| 14.1. Support existing CDLP Adult Learning Activities and English for All Web sites  | <ul style="list-style-type: none"> <li>English for All and CDLP Web sites were maintained</li> <li>English for All received over 54,000 visits and CDLP over 340,000 during the quarter</li> <li>Negotiation was initiated to extend California agency digital rights to the GED Connection videos for an additional year and a half</li> <li>Thirty-nine GED Connection videos are being streamed online, and so far 107 agencies and teachers have created an account, and there were 696 visits to the video site by 394 visitors during the quarter</li> </ul> |
| 14.2. Continue licensing curriculum products to be used at a distance  |  |
| 15. <i>Support statewide infrastructure for implementing and expanding distance learning</i>   |  |
| 15.1. Support Innovation Programs online application and reporting system  | <ul style="list-style-type: none"> <li>Innovation Programs application and annual evaluation form, due in October, were supported with 27 instances of client support</li> <li>Hosted the Distance Learning Advisory Group in October</li> <li>Posted document with curriculum recommendations and proxy hours for ESL distance learning curricula, and scheduled an online meeting in January to receive feedback</li> <li>Planned online meeting in February to create proxy hour recommendations for ABE and GED curriculum materials</li> </ul>                |
| 15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements |  |



## Outreach and Technical Assistance Network Sacramento County Office of Education Progress Report, Contract # CN088109 January 1, 2010 - March 31, 2010

| OBJECTIVES AND MAJOR TASKS  |  | STATUS   |
|---|--|--|
| <b>A. Electronic Communication and Information</b>  |  |  |
| <b>1. Provide a Web Portal for California Adult Educators with news, information, and links</b>   |  |  |
| 1.1. Provide news and information to the adult education community  |  | <ul style="list-style-type: none"> <li>• Thirty-four news items posted on the OTAN Web site</li> </ul>   |
| 1.2. Research, abstract, and index Web sites related to adult education   |  | <ul style="list-style-type: none"> <li>• Produced 2 editions of the CA Adult Education Digest, sent by CDE to all adult education administrators</li> </ul>  |
| 1.3. Maintain and improve search systems that provide access to Web site resources  |  | <ul style="list-style-type: none"> <li>• Maintained OTAN Quick Search and advanced search capacity on Web site</li> </ul>  |
| 1.4. Maintain and upgrade OTAN Web site based on user input using latest technology   |  | <ul style="list-style-type: none"> <li>• Added 67 Web sites abstracts to the teaching tools by program area</li> </ul>   |
| 1.5. Explore and implement personalized access to Web resources   |  |  |
| <b>2. Improve the electronic collaborative environment for adult educators</b>  |  |  |
| 2.1. Maintain a searchable directory of registered users  |  | <ul style="list-style-type: none"> <li>• OTAN member directory updated on a regular basis, with 496 new members this quarter, and a total of 5,663</li> </ul>  |
| 2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources                                   |  | <ul style="list-style-type: none"> <li>• Three issues of teacher digest were emailed to over 2,000 teachers and two issues of the administrator digest emailed to over 1,000 members and posted, in addition to 8 other directed email messages for a total of 19,046 emails sent</li> </ul> |
| 2.3. Host list servers that encourage networking for program improvement  |  | <ul style="list-style-type: none"> <li>• Hosted 40 email lists</li> </ul>  |
| 2.4. Use new technologies to support CDE Adult Education Office initiatives   |  | <ul style="list-style-type: none"> <li>• Produced streaming video of CASAS Winter Consortium presentations</li> </ul>  |
| <b>3. Provide technical support and training to administrators and teachers</b>   |  |  |
| 3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases                    |  | <ul style="list-style-type: none"> <li>• Provided 325 instances of telephone and email technical support to clients, of which 198 were in support of CDE databases such as the WIA application</li> </ul>  |
| 3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking |  | <ul style="list-style-type: none"> <li>• Sent client satisfaction survey that is sent within 24 hrs of service, with a 40% return rate, and almost all said their question was answered and that service was excellent</li> </ul>  |
| 3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)  |  | <ul style="list-style-type: none"> <li>• Sent new longer client satisfaction surveys, with a 56% return rate and with the majority rating the service excellent</li> </ul>   |
| 3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations   |  | <ul style="list-style-type: none"> <li>• Continued to promote access to online workshops for remote locations</li> </ul>   |
| <b>4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</b>                 |  |  |
| 4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California   |  | <ul style="list-style-type: none"> <li>• Initiated programming of major changes in the Innovation Programs application for 2010-11 and the evaluation form for 2009-10</li> </ul>  |
| 4.2. Support CDE's development of adult education online grant applications   |  | <ul style="list-style-type: none"> <li>• Made improvements to grant applications site and online reporting system</li> </ul>   |
| 4.3. Support CDE's development of adult education online reporting systems  |  | <ul style="list-style-type: none"> <li>• Made requested improvements to CDE office database</li> </ul>   |
| 4.4. Support CDE's goal of coordinating databases of adult education program information  |  | <ul style="list-style-type: none"> <li>• Updated J18-19 and A22 forms</li> </ul>   |
| 4.5. Support efforts to make leadership activities seamless to the field  |  | <ul style="list-style-type: none"> <li>• Supported the online training calendar shared by all leadership projects and CDE</li> </ul>   |
| <b>5. Maximize client access to OTAN products and services and obtain client input</b>  |  |  |
| 5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings                                 |  | <ul style="list-style-type: none"> <li>• Mailed Winter Spring newsletter to almost 3,000 members</li> </ul>  |
| 5.2. Use video and other media for marketing OTAN's Web site and services   |  | <ul style="list-style-type: none"> <li>• Produced Spring newsletter (mailed in April)</li> </ul>   |

# OTAN/SCOE PROGRESS REPORT (1/1/10 – 3/31/10) - CONTRACT OBJECTIVES AND MAJOR TASKS

| OBJECTIVES AND MAJOR TASKS   |  | STATUS   |
|--|--|--|
| 5.3. Present workshops and host vendor tables at adult education conferences   |  | <ul style="list-style-type: none"> <li>Continued to send automatic client surveys</li> <li>Hosted several working subgroups of the Distance Learning Advisory Committee to designate distance learning curricula and attendance hours</li> </ul>   |
| 5.4. Implement electronic notification strategies and online surveys   |  |  |
| 5.5. Establish an advisory group to provide input on the grant   |  |  |
| 6. <i>Maintain and improve electronic resource collections on adult education practice and research</i>                                |  |  |
| 6.1. Maintain and improve linkages to the national adult education information network   |  | <ul style="list-style-type: none"> <li>Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible posted documents to the OTAN online document collection in accessible format</li> <li>Posted 27 documents to the online document library, which totals 973 documents</li> </ul>  |
| 6.2. Obtain pertinent data and prepare it for electronic access  |  |  |
| 7. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i> |  |  |
| 7.1. Improve and expand teacher resources on the OTAN Web site   |  | <ul style="list-style-type: none"> <li>Added or edited 76 resources on the teachers area of the Web site</li> <li>Posted three new articles on Web-based classroom activities for teachers</li> <li>There were 807 logins to the online Lesson Plan Builder during the quarter</li> <li>There are currently 11,890 registered users of the Lesson Plan Builder</li> <li>Work continued on reviewing lesson plans to publish in the areas of ABE, ESL, EL Civics and CTE</li> </ul> |
| 7.2. Survey usage of the online lesson plan builder and add features as indicated by field input                                       |  |  |
| 7.3. Review lesson plans and maintain lesson plan collection   |  |  |
| 7.4. Develop an online course outline builder  |  |  |
| 8. <i>Document and publicize California Adult Education successful students and programs</i>   |  |  |
| 8.1. Research and publicize the stories of successful adult learners and programs  |  | <ul style="list-style-type: none"> <li>Planning initiated for two new videos of project recipients</li> <li>Students Succeed Web site received 19,541 visits from 17,758 visitors during the quarter</li> <li>Next due date for nominations is May 21, 2010</li> </ul>   |
| 8.2. Videotape stories of successful adult learners and programs   |  |  |
| 8.3. Digitize videotape collections and use to publicize California adult programs   |  |  |
| 8.4. Assess value and utilization of successful students and exemplary programs project.   |  |  |
| B. <i>Instructional Technology Support</i>   |  |  |
| 9. <i>Provide planning support to agencies implementing new technology</i>   |  |  |
| 9.1. Assist local agencies with the technology planning process  |  | <ul style="list-style-type: none"> <li>153 technology plans were submitted during the quarter</li> <li>Staff responded to 292 requests for technical assistance with the technology plan and 17 requests for information</li> <li>Coordinated reviewing of technology plans by 6 field colleagues</li> </ul>   |
| 9.2. Maintain and improve online technology planner  |  |  |
| 10. <i>Research and make available information regarding new and emerging technologies and available learning resources</i>            |  |  |
| 10.1. Research and acquire information regarding new technologies and resources  |  | <ul style="list-style-type: none"> <li>Continued to build an online social networking site for the ABE Initiative, which currently has 133 members</li> <li>Hosted 3 online meetings for ABE Initiative participants</li> <li>Initiated pilot project using e-portfolio software with four pilot teachers</li> <li>Completed editing of video on use of clickers in the classroom</li> <li>Video gallery on the OTAN site now contains 26 videos</li> </ul>                        |
| 10.2. Identify and collect information about best practices in the use of instructional technology                                     |  |  |
| 10.3. Provide opportunities for adult educators to sample new technologies   |  |  |
| 10.4. Produce and make available online video-based demonstrations of technology integration   |  |  |
| 11. <i>Provide professional development related to new possibilities in educational technology</i>                                     |  |  |
| 11.1. Offer online and face-to-face workshops on new technologies  |  | <ul style="list-style-type: none"> <li>Provided 25 online workshops on technology topics to 224 participants, covering</li> </ul>  |

# OTAN/SCOE PROGRESS REPORT (1/1/10 – 3/31/10) - CONTRACT OBJECTIVES AND MAJOR TASKS

| OBJECTIVES AND MAJOR TASKS   | STATUS  |
|--|---|
| 11.2. Disseminate information on new technologies via state and regional conference presentations  | <ul style="list-style-type: none"> <li>topics such as Excel activities for the classroom, collaborating with online documents, and critical thinking skills for the Internet</li> <li>Offered 14 face-to-face workshops at agencies on technology topics including PowerPoint and Moodle (online course management) to 187 participants</li> </ul>  |
| 12. Facilitate Technology Integration Mentor Academy (TIMAC)   |   |
| 12.1. Recruit and select participants, trainers and mentors  | <ul style="list-style-type: none"> <li>Hosted three online meetings for ABE Initiative participants</li> </ul>  |
| 12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration   | <ul style="list-style-type: none"> <li>Planned ABE Boot Camp for May, and posted online application form</li> <li>Accepted a total of 30 participants for the Boot Camp</li> </ul>  |
| 12.3. Evaluate and report on TIMAC outcomes  | <ul style="list-style-type: none"> <li>Planned workshop content and hired one trainer</li> </ul>  |
| 12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration   | <ul style="list-style-type: none"> <li>Posted and advertised the TIMAC application for 2010-11</li> <li>Published report on TIMAC 2008-09</li> </ul>  |
| C. Distance Learning   |   |
| 13. Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning              |   |
| 13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site  | <ul style="list-style-type: none"> <li>Presented on creating online courses for CTE at the CAEEA conference in January</li> <li>Participated in planning major distance learning presentations at the ACSA conference in September 2010</li> <li>Web resources for distance learning were maintained, and links added</li> </ul>  |
| 13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"                         |   |
| 13.3. Host one (1) California Technology and Distance Learning Symposium   |   |
| 13.4. Conduct distance learning workshops at state and regional conferences  |   |
| 14. Increase and support implementation of Web-base distance learning opportunities for adult learners   |   |
| 14.1. Support existing CDLP Adult Learning Activities and English for All Web sites  | <ul style="list-style-type: none"> <li>English for All and CDLP Web sites were maintained</li> </ul>  |
| 14.2. Continue licensing curriculum products to be used at a distance  | <ul style="list-style-type: none"> <li>English for All received over 51,000 visits and CDLP over 349,000 during the quarter</li> <li>Plan continued to extend California agency digital rights to the GED Connection videos for an additional year and a half</li> <li>Thirty-nine GED Connection videos are being streamed online, and so far 107 agencies and teachers have created an account, and there were 1,359 visits to the video site by 632 visitors during the quarter</li> </ul> |
| 15. Support statewide infrastructure for implementing and expanding distance learning  |   |
| 15.1. Support Innovation Programs online application and reporting system  | <ul style="list-style-type: none"> <li>Innovation Programs application and annual evaluation form were created for 2010-11</li> </ul>   |
| 15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements | <ul style="list-style-type: none"> <li>Convened several working subgroups of the Distance Learning Advisory Committee to designate distance learning curricula and attendance hours</li> <li>Developed document with curriculum recommendations and proxy hours for ABE and GED distance learning curricula</li> </ul>  |

**Outreach and Technical Assistance Network**  
**Sacramento County Office of Education**  
**Progress Report, Contract # CN088109**  
 April 1, 2010 – June 30, 2010

| OBJECTIVES AND MAJOR TASKS  |  | STATUS   |
|---|--|--|
| <b>A. Electronic Communication and Information</b>  |  |  |
| <i>1. Provide a Web Portal for California Adult Educators with news, information, and links</i>   |  |  |
| 1.1. Provide news and information to the adult education community  |  | <ul style="list-style-type: none"> <li>• Forty news items posted on the OTAN Web site</li> </ul>   |
| 1.2. Research, abstract, and index Web sites related to adult education   |  | <ul style="list-style-type: none"> <li>• Produced 3 editions of the CA Adult Education Digest, sent by CDE to all adult education administrators</li> </ul>  |
| 1.3. Maintain and improve search systems that provide access to Web site resources  |  | <ul style="list-style-type: none"> <li>• Maintained OTAN Quick Search and advanced search capacity on Web site</li> </ul>  |
| 1.4. Maintain and upgrade OTAN Web site based on user input using latest technology   |  | <ul style="list-style-type: none"> <li>• Added 88 Web sites abstracts to the teaching tools by program area</li> </ul>   |
| 1.5. Explore and implement personalized access to Web resources   |  |  |
| <i>2. Improve the electronic collaborative environment for adult educators</i>  |  |  |
| 2.1. Maintain a searchable directory of registered users  |  | <ul style="list-style-type: none"> <li>• OTAN member directory updated on a regular basis, with 501 new members this quarter, and a total of 5,508</li> </ul>  |
| 2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources   |  | <ul style="list-style-type: none"> <li>• Three issues of teacher digest were emailed to over 2,500 teachers and two issues of the administrator digest emailed to over 1,000 members and posted, in addition to 3 other directed email messages for a total of 14,708 emails sent</li> </ul> |
| 2.3. Host list servers that encourage networking for program improvement  |  | <ul style="list-style-type: none"> <li>• Hosted 40 email lists</li> </ul>  |
| 2.4. Use new technologies to support CDE Adult Education Office initiatives   |  |  |
| <i>3. Provide technical support and training to administrators and teachers</i>   |  |  |
| 3.1. Provide telephone and onsite technical support to users of the OTAN Web site and of the CDE Adult Education Office's electronic databases                          |  | <ul style="list-style-type: none"> <li>• Provided 167 instances of telephone and email technical support to clients, of which 30 were in support of CDE databases such as the WIA application</li> </ul>   |
| 3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking video |  | <ul style="list-style-type: none"> <li>• Sent client satisfaction survey that is sent within 24 hrs of service, with a 40% return rate, and almost all said their question was answered and that service was excellent</li> </ul>  |
| 3.3. Provide training materials in a variety of modalities (print, electronic, audio, and video)  |  | <ul style="list-style-type: none"> <li>• Sent new longer client satisfaction surveys, with a 22% return rate and with the majority rating the service excellent</li> </ul>   |
| 3.4. Pilot, evaluate, and utilize technology to improve access to users in remote locations   |  | <ul style="list-style-type: none"> <li>• Continued to promote access to online workshops for remote locations</li> </ul>   |
| <i>4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects</i>                       |  |  |
| 4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California   |  | <ul style="list-style-type: none"> <li>• Completed programming of major changes in the Innovation Programs application for 2010-11 and the evaluation form for 2009-10</li> </ul>  |
| 4.2. Support CDE's development of adult education online grant applications   |  | <ul style="list-style-type: none"> <li>• Made improvements to grant applications site and online reporting system</li> </ul>   |
| 4.3. Support CDE's development of adult education online reporting systems  |  | <ul style="list-style-type: none"> <li>• Made requested improvements to CDE office database</li> </ul>   |
| 4.4. Support CDE's goal of coordinating databases of adult education program information  |  | <ul style="list-style-type: none"> <li>• Created new model for A22 site including career pathways and course descriptions</li> </ul>   |
| 4.5. Support efforts to make leadership activities seamless to the field  |  | <ul style="list-style-type: none"> <li>• Supported the online training calendar shared by all leadership projects and CDE</li> </ul>   |
| <i>5. Maximize client access to OTAN products and services and obtain client input</i>  |  |  |
| 5.1. Produce print informational materials including newsletter, flyers, and brochures distributed by direct mail and at meetings                                       |  | <ul style="list-style-type: none"> <li>• Mailed Spring newsletter to almost 3,000 members</li> </ul>   |
| 5.2. Use video and other media for marketing OTAN's Web site and services   |  | <ul style="list-style-type: none"> <li>• Presented 13 conference workshops to 285 participants</li> </ul>  |
| 5.3. Present workshops and host vendor tables at adult education conferences  |  | <ul style="list-style-type: none"> <li>• Hosted a vendor table at the CATESOL and CCAE conferences</li> </ul>  |



## OTAN/SCOE PROGRESS REPORT (4/1/10 – 6/30/10) - CONTRACT OBJECTIVES AND MAJOR TASKS

| OBJECTIVES AND MAJOR TASKS  |  | STATUS   |
|---|--|--|
| 5.4. Implement electronic notification strategies and online surveys  |  | <ul style="list-style-type: none"> <li>Collected and organized input from field advisory groups on proxy hours for distance learning curricula</li> </ul>  |
| 5.5. Establish an advisory group to provide input on the grant  |  |  |
| 6. Maintain and improve electronic 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>Monitored national listservs and publications for announcements of pertinent publications, and posted news items, links, and where permissible posted documents to the OTAN online document collection in accessible format</li> <li>Posted three new documents to the online document library, which totals 976 documents</li> </ul>   |
| 6.2. Obtain pertinent data and prepare it for electronic access   |  |  |
| 7. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources |  |  |
| 7.1. Improve and expand teacher resources on the OTAN Web site  |  | <ul style="list-style-type: none"> <li>Added or edited 88 resources on the teachers area of the Web site</li> <li>Posted three new articles on Web-based classroom activities for teachers</li> <li>There were 664 logins to the online Lesson Plan Builder during the quarter</li> <li>There are currently 12,441 registered users of the Lesson Plan Builder</li> <li>Work continued on reviewing lesson plans to publish in the areas of ABE, ESL, EL Civics and CTE</li> </ul>             |
| 7.2. Survey usage of the online lesson plan builder and add features as indicated by field input                                |  |  |
| 7.3. Review lesson plans and maintain lesson plan collection  |  |  |
| 7.4. Develop an online course outline builder   |  |  |
| 8. Document and publicize California Adult Education successful students and programs   |  |  |
| 8.1. Research and publicize the stories of successful adult learners and programs   |  | <ul style="list-style-type: none"> <li>Added classroom activities for three of the Students Succeed stories</li> <li>Taped of graduation speech for Noelia Ramirez at Soledad in June, with additional B roll shot in the studio</li> <li>Students Succeed Web site received 19,123 visits from 17,387 visitors during the quarter</li> <li>Three new nominations were received and accepted</li> </ul>  |
| 8.2. Videotape stories of successful adult learners and programs  |  |  |
| 8.3. Digitize videotape collections and use to publicize California adult programs  |  |  |
| 8.4. Assess value and utilization of successful students and exemplary programs project.  |  |  |
| B. Instructional Technology Support   |  |  |
| 9. Provide planning support to agencies implementing new technology   |  |  |
| 9.1. Assist local agencies with the technology planning process   |  | <ul style="list-style-type: none"> <li>Staff responded to only 2 requests for technical assistance with the technology plan since almost all plans have been completed</li> <li>Held an online meeting of stakeholders to discuss revisions to technology plan for next year</li> </ul>  |
| 9.2. Maintain and improve online technology planner   |  |  |
| 10. Research and make available information regarding new and emerging technologies and available learning resources            |  |  |
| 10.1. Research and acquire information regarding new technologies and resources   |  | <ul style="list-style-type: none"> <li>Continued to build an online social networking site for the ABE Initiative, which currently has 156 members</li> <li>Hosted a two-day Technology Boot Camp for ABE Initiative participants and other ABE instructors</li> <li>Collected data from pilot project using e-portfolio software with four pilot teachers</li> <li>Posted video on use of clickers in the classroom</li> <li>Video gallery on the OTAN site now contains 29 videos</li> </ul> |
| 10.2. Identify and collect information about best practices in the use of instructional technology                              |  |  |
| 10.3. Provide opportunities for adult educators to sample new technologies  |  |  |
| 10.4. Produce and make available online video-based demonstrations of technology integration                                    |  |  |

# OTAN/SCOE PROGRESS REPORT (4/1/10 – 6/30/10) - CONTRACT OBJECTIVES AND MAJOR TASKS

| OBJECTIVES AND MAJOR TASKS   |  | STATUS   |
|--|--|--|
| 11. <i>Provide professional development related to new possibilities in educational technology</i>   |  |  |
| 11.1. Offer online and face-to-face workshops on new technologies  |  |  |
| 11.2. Disseminate information on new technologies via state and regional conference presentations  |  | <ul style="list-style-type: none"> <li>Provided 17 online workshops on technology topics to 142 participants, covering topics such as Teaching Students Effective Search Strategies, Creating and Using Online Forms, Using Moodle, and New Solutions for Distance Learning</li> <li>Offered 10 face-to-face workshops at agencies to 100 participants on technology topics including Using MovieMaker in Adult Education, Creative Classroom Activities Using Word, and Using Moodle to Create a Course Web Site</li> </ul> |
| 12. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i>  |  |  |
| 12.1. Recruit and select participants, trainers and mentors  |  | <ul style="list-style-type: none"> <li>Hosted two-day ABE Boot Camp for 30 participants</li> </ul>   |
| 12.2. Support the network of TIMAC graduates to provide statewide leadership in technology integration   |  | <ul style="list-style-type: none"> <li>Reviewed TIMAC applications and accepted 13 TIMAC applicants for 2010-11</li> </ul>   |
| 12.3. Evaluate and report on TIMAC outcomes  |  | <ul style="list-style-type: none"> <li>Worked on writing ABE Initiative report for 2009-10</li> </ul>  |
| 12.4. Support the network of TIMAC graduates to provide statewide leadership in technology integration   |  | <ul style="list-style-type: none"> <li>Held four online meetings for TIMAC alumni</li> </ul>   |
| <b>C. Distance Learning</b>  |  |  |
| 13.. <i>Enhance professional development opportunities and information resources for adult education providers regarding distance teaching and learning</i>      |  |  |
| 13.1. Incorporate the professional resources section of the existing CDLP Web site into the OTAN Web site  |  | <ul style="list-style-type: none"> <li>Presented on distance learning at the CATESOL conference in April and at the CCAE conference in May</li> </ul>  |
| 13.2. Maintain existing online self-tutorial programs on "Introduction to Distance Learning" and "Computing ADA for Innovation Programs"                         |  | <ul style="list-style-type: none"> <li>Web resources for distance learning were maintained, and links added</li> </ul>   |
| 13.3. Host one (1) California Technology and Distance Learning Symposium   |  |  |
| 13.4. Conduct distance learning workshops at state and regional conferences  |  |  |
| 14.. <i>Increase and support implementation of Web-based distance learning opportunities for adult learners</i>  |  |  |
| 14.1. Support existing CDLP Adult Learning Activities and English for All Web sites  |  | <ul style="list-style-type: none"> <li>English for All and CDLP Web sites were maintained</li> </ul>   |
| 14.2. Continue licensing curriculum products to be used at a distance  |  | <ul style="list-style-type: none"> <li>English for All received over 51,000 visits and CDLP over 349,000 during the quarter</li> <li>Plan continued to extend California agency digital rights to the GED Connection videos for an additional year and a half</li> <li>Thirty-nine GED Connection videos are being streamed online, and so far 107 agencies and teachers have created an account, and there were 1,359 visits to the video site by 632 visitors during the quarter</li> </ul>                                |
| 15.. <i>Support statewide infrastructure for implementing and expanding distance learning</i>  |  |  |
| 15.1. Support Innovation Programs online application and reporting system  |  | <ul style="list-style-type: none"> <li>Innovation Programs application and annual evaluation form were posted for 2010-11</li> </ul>   |
| 15.2. Assist CDE with distance learning policy development as it relates to federal policy, NRS reporting, and any California legislative reporting requirements |  | <ul style="list-style-type: none"> <li>Offered a webinar on the new Innovation Programs application</li> <li>Proxy hour recommendations completed and posted for ESL, ABE and GED</li> </ul>   |