

Annual Report

Sixteenth Year

July 1, 2005 - June 30, 2006

Prepared for:

California Department of Education
Secondary, Postsecondary, and Adult Leadership Division
Adult Education Office

Submitted by:

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Outreach and Technical Assistance Network
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Contract Number 5000
October 2006

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

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OTAN Annual Report – Key Staff

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INTRODUCTION

The California adult education delivery system works to increase learner outcomes by improving teacher competence and program quality and accountability. California faces the challenges of large numbers of adults who have low literacy and significant ethnic and language diversity, varied services provided by many educational agencies of different types, and the geography of a huge state.

The Outreach and Technical Assistance Network (OTAN) was an outcome of California's adult education strategic planning process of the 1980's, and was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2000, has included the vision of the innovative use of technology to improve access for learners, to improve collaboration among providers, to provide resources to teachers, and ultimately to improve the quality of instruction.

The California Department of Education (CDE) Adult Education Office refunded OTAN from July 1, 2005 through June 30, 2008 by contract #5000. The source of the funding is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223. The Sacramento County Office of Education (SCOE), the current fiscal agent, respectfully submits this report to the CDE Adult Education Office to detail the accomplishments of the 2005-06 OTAN contract.

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

OTAN is....

Electronic collaboration

Access to information services

Research, development & assistance in utilizing technology

"I find that other states look to California as a leader in adult education and are amazed at how far we have come regarding literacy and language acquisition - the OTAN Web site allows me to share information."

— Leonard Rivera



OTAN by the Numbers 2005-06

168	Total participants in 13 hands-on training sessions regarding Internet resources
362	Total participants at 13 conference presentations about the OTAN Web site
1,685	Attendance at 31 technology presentations
29	Participants in the Technology Integration Mentor Academy (TIMAC)
72	Number of teachers mentored by TIMAC participants
13	Number of local, regional and state workshops given by TIMAC participants
19	Number of adult education listservs hosted by OTAN
715	Total number of listserv members
8	Number of adult education videos produced
180	Agencies that completed technology plans
3,868	Agency staff statewide who completed the survey of computer skills
3,303	Circulation of the quarterly OTAN Online newsletter
45,048	Email notices sent to members regarding new information of interest
2,075	New members on the OTAN Web site
1,164	New members on the Adult Ed Teachers Web site
8,142	Total Web site members registered
61%	Largest member job category, teachers
24,220	Electronic files and databases on the OTAN Web site
789,490	Web site hits per month
10,431	Web site hits per day
2,339	Technical support services to clients
447	New documents on the OTAN Web site
1,558	Titles in Adult Education Professional Reference Library
1,753	Titles in Adult Education Archives collection
457	Titles in VESL/Workplace Clearinghouse
7,912	Total of all physical collections
2,336	Total number of client services



1. The OTAN Web site

The OTAN Web site is widely recognized as the world's largest and most active site dedicated exclusively to adult education with over 24,220 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. The sign-in procedure was simplified in 2005 by eliminating the password requirement.

Some members visit the site only periodically when they perceive a need for certain information. Others establish a regular pattern of usage, logging on once or twice a day to keep up on the "news" and to use the OTAN Web site for electronic resources, electronic networking, and a gateway to other Web sites. An analysis of Web site statistics shows heavy usage and a pattern of stability. Total user sessions per month averaged about 49,300. (Exhibit 1.a)

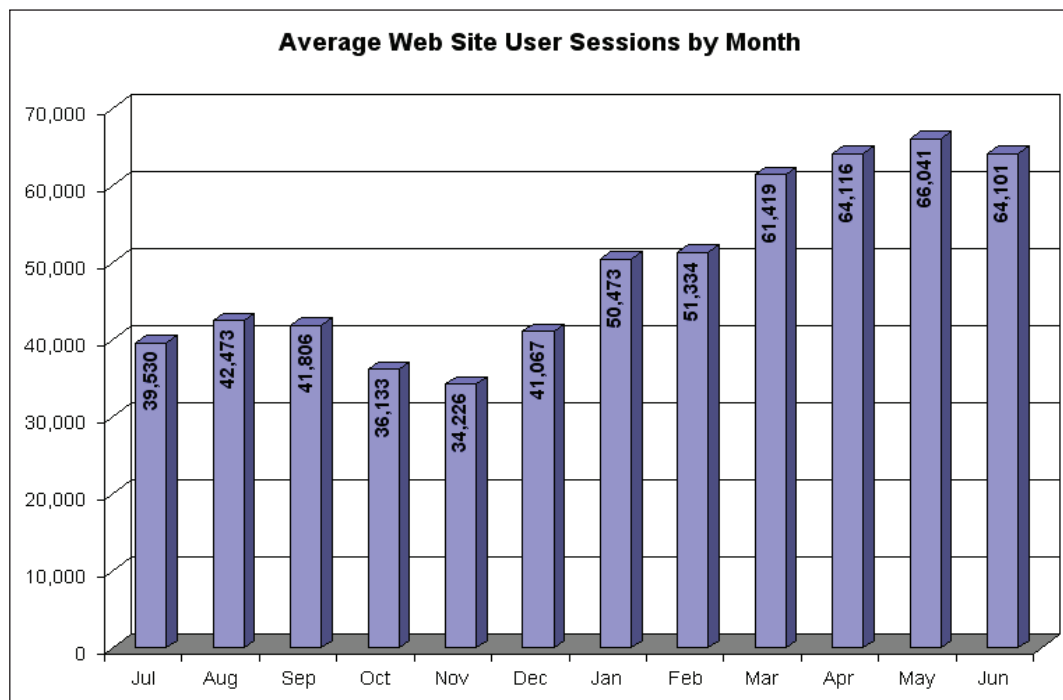


Exhibit 1.a

"It was like finding a gold mine. Right in front of me there were dozens and dozens of activities that teachers had posted. I felt like a kid in a candy store."

— F. Carrera

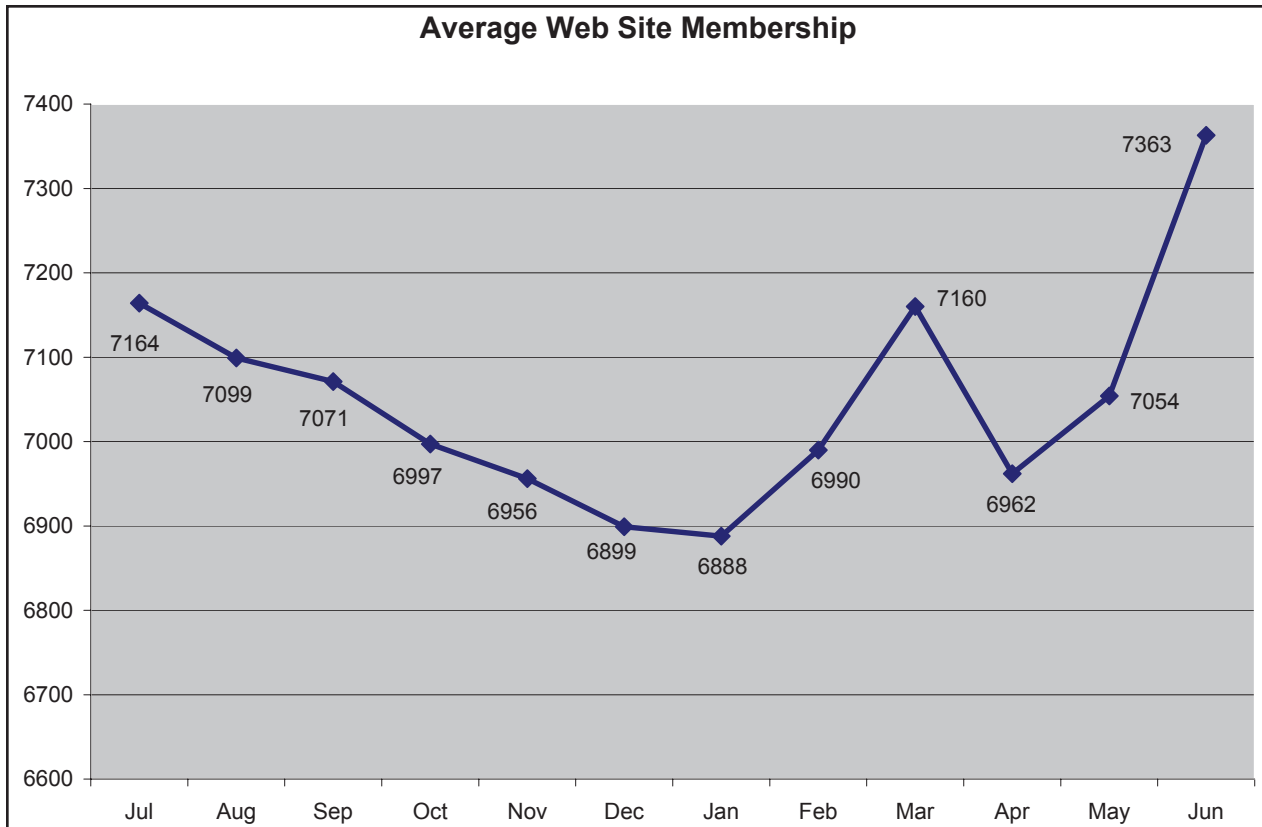


Exhibit 1.b

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

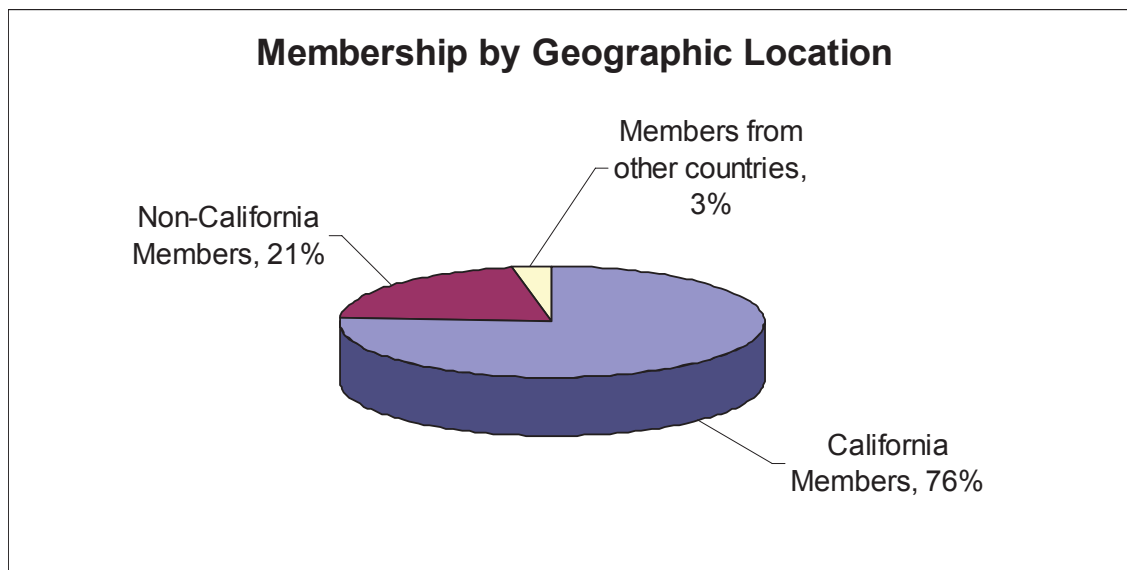


Exhibit 1.c

Periodically, inactive members are reminded by email about the Web site and those who do not respond are deleted from the active directory. 76 percent of the members are from California, 21 percent from other areas of the United States, and 3 percent from other countries. (Exhibit 1.c)



Analysis of the 2006 membership data on agency type indicates that 51 percent are employed by K-12 adult schools, 10 percent are community college employees, 4 percent are from CBO's and libraries, 2 percent from corrections facilities, and the others are divided among US/State/County agencies, universities, workplace development programs, county offices of education, and private schools. (Exhibit 1.d)

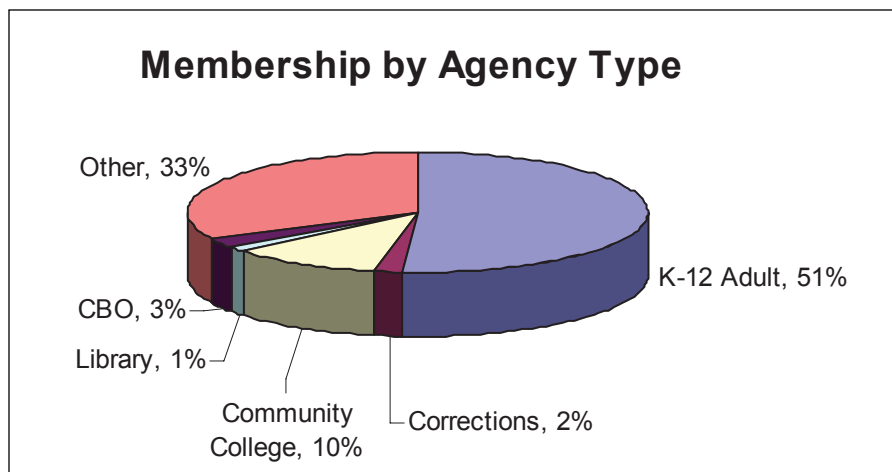


Exhibit 1.d

While the OTAN Web site gained members in all job categories, the trend for the system to serve teachers as its largest client group (61 percent) continued to grow. One can speculate that the major upgrade of the "adultedteachers.org" section in 2005 and the new content frequently added accounts for its continued attraction for instructional professionals.

Analysis of the other profile data on job category shows that 16 percent of the members identify themselves primarily as administrators, 6 percent as coordinators, 6 percent support staff, 4 percent students, 2 percent as state or federal professional staff, 2 percent as researchers, and 1 percent each are counselors, library staff, and vendors. (Exhibit 1.e)

Job-alike networking is one of the collaborative features of the OTAN Web site. Users can search the directory by name, geographic area, agency, job category, area of interest or any combination.

The "My Resources" feature of the AdultEdTeachers Web site allows users to bookmark, organize and make notes about resources they find on the site. OTAN provided training on this feature in various

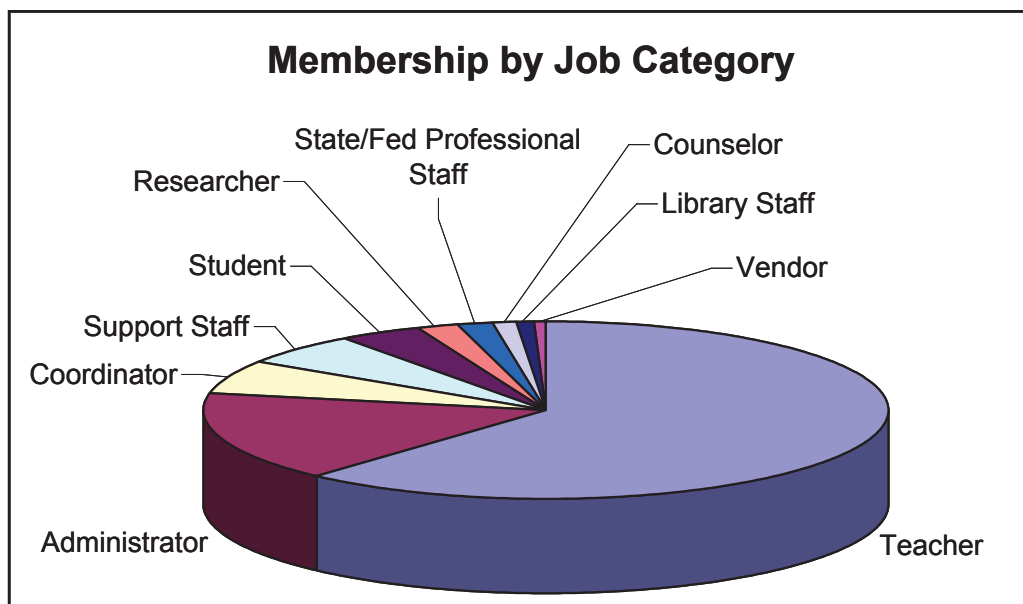


Exhibit 1.e



workshops, and from its inception at the beginning of 2005, 907 members made use of this capacity, bookmarking a total of 3,617 resources. Over a hundred users created folders to organize their bookmarks.

News stories for California adult educators are posted on the home page. An RSS feed was added to the OTAN home page this year, allowing users to have OTAN news stories fed to their news aggregator. Forty-five news stories were posted on the home page, and these can now be fed to a personalized Yahoo or Google home page, or some other news aggregator. News stories have been downloaded 8,668 times from March, when the feed was created, to the end of June.

In 2005-06, OTAN initiated a total redesign of the Web site, including new menus, navigation, information architecture and graphic design. A phone survey was conducted of frequent users of the site, moderate users and infrequent users, to determine whether the password protection is a barrier to site use, and what areas of the site would provide most incentive to become a member if password protected. As might be expected, frequent users did not find the password a barrier, but infrequent users did somewhat. Research was begun on ways to address this issue, and ways to make the site more accessible to search engines. The Web site redesign is expected to be completed by January 2007. Due to the redesign, interim efforts to modify and improve the interface were suspended.



2. Electronic Collaboration

The Web site averaged 362 new members per month in 2005-06. OTAN members may include in their profile data their information interests, and they may choose to be notified by email of new postings related to their interests. About 51 percent of the members choose to participate in this service. During the 2005-06 year, 37 email notifications were sent to different groups of OTAN members to alert them to new legislative postings, full-text document postings, opportunities available through OTAN and other leadership projects, and educational grant postings, with a total of 45,048 email messages generated in 2005-06. (Exhibit 2.a)

DIRECTED EMAIL NOTIFICATION		
CATEGORY	NOTIFICATIONS	MESSAGES SENT
Adults with Disabilities	3	3,986
Calendar Information	1	845
Classroom Activities	1	907
Elementary Basic Skills	2	3,583
ESL	5	6,242
Full Text Documents	1	1,865
GED	1	228
General Announcements	6	8,683
High School Subjects	1	228
Internet in the Classroom	2	1,206
Legislative Information	6	4,743
Lesson Plans	2	1,711
Marketing Email	4	7,807
Older Adult Programs	1	1,149
Research Summaries	1	1,865
Totals	37	45,048

Exhibit 2.a

Through news items and links, OTAN also facilitated surveys conducted by CASAS and CALPRO. The Adult Education listserv (electronic discussion group) services provided by OTAN expanded during the 2005-06 year. OTAN hosts both open and closed lists. Examples of open lists are the Technology Mentor Network and the California Adult Education Administrators list, to which any interested party may subscribe. The OTAN Web site has a page featuring easy subscription to public listservs hosted by OTAN and by other agencies for non-profit professional organizations and for other user groups. The most active of the public listservs hosted by OTAN continued to be the Technology Mentor Network, with 107 new topics and a total of 265 messages sent this year.

"I work with immigrants at a local community college and have found your site to be immensely helpful to me and my students. It is greatly appreciated."

— Diana Moll



During 2006, OTAN continued to provide email list services to the CDE Adult Education Field Partnership Team with 16 regional and agency type listservs for the use of representatives. These are closed lists, where members must be from the particular region. New Field Partnership Team representatives were trained on managing their regional list, and a total of 1,439 Partnership Team list messages were sent in 2005-06. (Exhibit 2.b)

PARTNERSHIP TEAM LISTS 2005-06			
DESCRIPTION	MEMBERS	NEW TOPICS	MESSAGES SENT
Adult Education Office and Field Partnership Team	45	239	260
Region 1 - CDE Partner Team	25	128	131
Region 2 - CDE Partner Team	25	8	9
Region 3 - CDE Partner Team	28	21	22
Region 4 - CDE Partner Team	42	125	193
Region 5 - CDE Partner Team	25	0	0
Region 6 - CDE Partner Team	27	337	362
Region 7 - CDE Partner Team	52	4	7
Region 8 - CDE Partner Team	23	265	296
Region 9 - CDE Partner Team	49	134	159
Region 10 - CDE Partner Team	42	115	127
Region 11 - CDE Partner Team	48	246	273
CAAEP Programs - CDE Partner Team	20	54	57
CBO & FBO - CDE Partner Team	90	0	0
Community College - CDE Partner Team	44	5	11
Library & Literacy Programs - CDE Partner Team	26	2	3
Grand Totals	341	1261	1439

Exhibit 2.b

OTAN also began hosting eight new private listservs during the year, including a list for California Jail Educators and one for the California Native Language Literacy Taskforce. (Exhibit 2.c)

NEW LISTSERVS HOSTED IN 2005-06				
DESCRIPTION	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
CAAEP Programs - CDE Partner Team	20	54	3	57
CALPRO Field Initiative List	12	19	46	65
CA Jail Educators List	80	11	57	68
California Native Language Literacy Taskforce	27	45	46	91
Adult Learner Persistence	4	0	0	0
Region 8 ELC Networking Group	24	0	0	0
CALPRO Site Based Professional Development Pilot	24	9	19	28
Central CA Adult Education Small Schools Network	10	1	0	1
Totals	201	139	171	310

Exhibit 2.c



A total of 18 lists were hosted this year outside of the Partnership Team lists, with a total of 994 members and 336 topics posted. (Exhibit 2.d)

LISTSERVS HOSTED OTHER THAN PARTNERSHIP TEAM FOR 2005-06				
DESCRIPTION	MEMBERS	NEW TOPICS	REPLIES	MESSAGES SENT
OTAN - Algebra Planning Committee	14	0	0	0
Adults with Disabilities Bay Area Network	48	30	50	80
California 231 Community College	24	0	0	0
CA Adult Education Sesquicentennial Committee	29	0	0	0
CA K-12 Adult Administrators	149	15	4	19
CDE AEO Data Reporting Sub-Group	9	0	0	0
English For All Discussion	152	2	1	3
CALPRO Field Initiative List	12	19	46	65
CA Jail Educators List	80	11	57	68
CDE AEO Leadership Projects	15	40	38	78
CALPRO LPRP Connections	225	43	31	74
CALPRO Mentor Task Force	23	0	0	0
California Native Language Literacy Taskforce	27	45	46	91
CA North Coast Adult Administrators	22	0	0	0
Adult Learner Persistence	4	0	0	0
Project STAR Discussion	44	14	24	38
CALPRO Site Based Professional Development Pilot	24	9	19	28
Central California Adult Education Small Schools Network	10	1	0	1
Tech Mentor Network	83	107	158	265
Grand Totals	994	336	474	810

Exhibit 2.d

The Question and Answer areas in the main OTAN Web site and in Adult Ed Teachers are designed as places that adult educators can get information about any adult education topic. Members use a “send a question” form to query OTAN’s adult education experts. Members may also answer questions posed by others.

OTAN staff persons monitor the questions and consult field experts so that no question goes unanswered. There is a browse feature and a keyword search to locate information already posted on a topic. There are currently 36 topics on these bulletin boards.



3. Technical Support / Training

OTAN has support staff that provides telephone, email and onsite technical support to new and continuing users. During 2005-06, direct technical support was provided to 872 clients. (Exhibit 3.a)

“Wonderful information, so much to learn, so much to explore...thanks for the workshop. I really hope other colleagues will catch the excitement, energy, and enthusiasm to integrate technology into their lives and classrooms. Thank you so much.”

— Participant

Technical Support Services

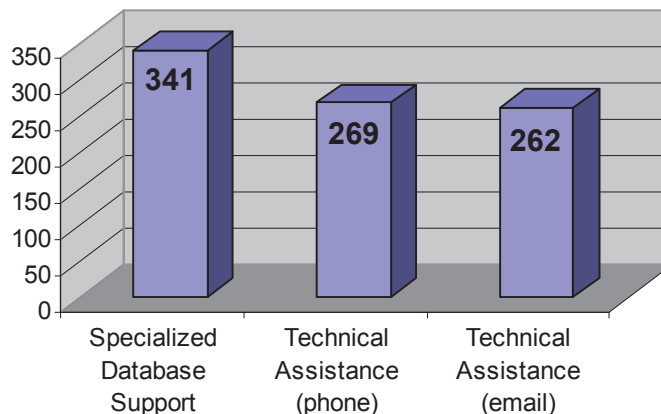


Exhibit 3.a

Clients used technical services to resolve password problems, locate information on the Web site, interpret error messages, troubleshoot difficulties with browsers or other software, and download and/or upgrade browsers or other software. The number of technical support contacts is lower than it has been in previous years, which may reflect OTAN's services becoming easier to use and/or the field becoming more comfortable with accessing online information. Part of the decline can also be attributed to the elimination of the password requirement and part to CDE developing a streamlined online grant application process for which no new agencies were allowed to apply. A high degree of satisfaction with technical support services is indicated by electronic client surveys. (Exhibit 3.b)

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

In the same client surveys, users indicated how they have used the information in OTAN Resources. The largest number used the system to access workshop and conference information, as well as find course outlines to use as models. Other high usage included keeping current on legislative information impacting programs, locating information for improving instruction (best practices), looking up California and federal regulations, finding adult education program requirements,



A. Was your technical problem solved?

Answer	No. of times answered	Percentage
Yes	64	89 %
No	4	6 %

B. How would you rate the technical assistance you received?

1=poor

5=excellent

Answer	No. of times answered	Percentage
5	55	76 %
4	10	14 %
3	1	1 %
2	0	0 %
1	0	0 %

and accessing funding information for writing proposals.

Other uses that were recorded included locating directory information about individuals, locating vendors of adult education materials, finding data for making a presentation, obtaining a multi-media presentation, and finding references or full text articles for writing a report.

(Exhibit 3.d)

Surveys of both technical services and reference services clients included a question on Web site ease of use. The majority of respondents rated the Web sites as “excellent” or “good” even though they had requested assistance.

(Exhibit 3.e)

C. Check what OTAN Technical Assistance Services helped you do:

Task	No. of times answered	Percentage
Resolve ID/password problems	24	33 %
Other	12	17 %
Locate information on the OTAN Web site	9	13 %
Interpret or explain an error message	8	11 %
Use a Web browser	3	4 %
Troubleshoot Web browser problems	2	3 %
Make hardware selections	1	3 %
Make software selections	1	1 %
Troubleshoot Firewall/Proxy Server problems	1	1 %

Exhibit 3.b

How has the use of the OTAN Web site changed the way you communicate with other adult educators?

Task	No. of times answered	Percentage
Able to submit other data online (reports, surveys)	41	47 %
Able to submit Course Approvals (A22) online	34	57 %
Provides direct access to CDE & Leadership Project (CASAS, CALPRO, CDLP) staff	31	15 %
Able to share more ideas & opinions through workgroups, conferences, & list servers	13	43 %
Other	11	18 %
Provides better response (feedback)	10	14 %

Exhibit 3.c

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

Task	No. of times answered	Percentage
For quick access to workshop and conference information	44	61 %
To model on sample course outlines/lesson plans	44	61 %
To keep current on legislative information impacting programs	37	51 %
To locate information for improving instruction (best practices)	35	49 %
To look up California or federal regulations governing adult education	33	46 %
For support in integrating technology into instruction	28	39 %
To find adult education program requirements	28	39 %
To access funding information for writing proposals	23	32 %
To locate directory information about individuals	22	31 %
To find data for making a presentation	19	26 %
To find references or full text articles for writing a report	17	24 %
To locate vendors of adult education materials	16	22 %
To obtain a multi-media presentation	9	13 %
Other	4	6 %

Exhibit 3.d



ELECTRONIC COLLABORATION

Hands-on training sessions are also provided through classes scheduled in appropriate lab sites around the state. There are three 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 for teachers, and one that focuses on EL Civics resources for teachers. Handouts for the three training sessions are posted in PDF files, and there are additional specialized resources posted. During the 2005-06 year, 13 training sessions on the use of the OTAN Web site were provided for 168 total participants. (Exhibit 3.f)

F. How would you rate the OTAN Web site for ease of use?

1=poor

5=excellent

Answer	No. of times answered	Percentage
5	36	50 %
4	25	35 %
3	5	7 %
2	0	0 %
1	0	0 %

Exhibit 3.e

OTAN WEB SITE TRAINING SESSIONS		
COURSE TITLE	TRAINING SESSIONS	PARTICIPANTS
Internet Resources for Adult Ed Teachers	11	145
PDC Workshop on OTAN Support Services	1	9
Internet Resources for ESL/EL Civics Teachers	1	14
Totals	13	168

Exhibit 3.f

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

OTAN WEB SITE TRAINING EVALUATION SUMMARY	
	Average Score
1. The workshop objectives were clearly stated.	4.88
2. The overall workshop was easy to follow and understand.	4.86
3. The trainer spent ample time answering questions.	4.93
4. The workshop handouts and visual presentations were used effectively.	4.82
5. There was enough time to complete each section of the workshop without feeling rushed.	4.74
6. The hands-on portion of the workshop made the information easier to learn.	4.90
7. I feel comfortable enough with the OTAN Web site to begin exploring other features on my own. (only applicable for some workshops)	4.83
8. I would highly recommend this workshop to a friend or colleague.	4.85
Overall Rating Average	4.85
Total Number of Responses	140

Exhibit 3.g

Although surveys at the conclusion of workshops give us important information about client satisfaction, OTAN also is committed to tracking the outcomes of training. Since 2004-05, the effort to get feedback has included encouraging participants to complete a brief homework assignment. Those participants who submitted a homework assignment to OTAN received an extra hour of credit for continuing education and a certificate. In 2005-06, 36 participants in OTAN Web site courses completed the homework.



With the goal of piloting new technologies to improve access to users in remote locations, OTAN began using the Breeze online meeting system to conduct meetings and workshops online. All technology plan training was conducted online, as will be described in Section 14. In addition, online meetings were held for participants in the Technology Integration Mentor Academy (TIMAC), and one online workshop was offered on the topic of Freeware and Shareware for Adults with Disabilities. Although only five of the 16 registered participants actually participated in the workshop, it is anticipated that as the field gets used to this new technology there will be more participation in online workshops.

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

Another approach to offering training for remote regions is to provide workshops on a CD. OTAN acquired licenses for Captivate, a software program that captures screen actions and turns them into movies, in order to demonstrate computer activities. In addition, it is possible to record narration for these movies, thus creating a workshop on a CD. The first product, PowerPoint in the Adult Education Classroom, will be available in the fall of 2006.

OTAN responded to the need for technology integration in the corrections field by attending the jail educators work group at the CAEAA conference in February, and initiating a listserv for jail educators through which programs were able to more easily network with each other, share information and plan events. Jail educators were also encouraged to have instructors apply for the Technology Integration Mentor Academy.



4. CDE Adult Education Office Support

On the SCOE server, OTAN supports five major Adult Education Office online systems, Web sites that allow the field to apply online for CDE grants and to complete mandated reporting requirements. These systems are seamlessly linked from the CDE Adult Education Office Web site. The largest project in 2005-06 year was the continuing development of the Combined Adult Education Office Database that allows CDE office and field staff online access to CDE data. Online databases that support the CDE Adult Education Office include:

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

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

The Combined Adult Education Office Database is being developed to provide online access to CDE data by CDE office and field staff. It maintains agency and site level data and links to online grant applications for funding through the Workforce Investment Act, to approval letters for state apportionment, to J18/19-A Addendum reports, and to the Technology Plans. Updates to agency information on this site are immediately reflected on the Adult Education Provider Directory. An agency contact report form, reporting system, and executive summary information area are under development. (Exhibit 4.a)

“Kudos to OTAN for making federal applications and tech plans more palatable, reasonable and do-able.”
— Gregg Ramseth



Combined Adult Education Office Database

CDE STAFF DATA ACCESS

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

Home > Agency List

Agency List

540 agencies. This list represents District or headquarters-level sites.
To view school-level record, select the parent agency record for that school.

[Download to MS Excel](#) | [View all agencies](#) | [Add new agency](#) | [See deleted agencies](#)

	Active	Agency Name	County Code	District Vendor Code	CDE Region	Consultant	Agency Type
1	Active	ABC Unified School District	19	64212	11a	Wolfgang von Sydow	District
2	Active	Acalanes Union High School District	07	61630	5	Gloria Guzman-Walker	District
3	Active	African Community Resource Center	19	V695	11b	Kimberley Garth-Lewis	CBO/FBO
4	Active	African Immigrant & Refugee Resource Center	38	V262	4	Karen Norton	CBO/FBO
5	Inactive	Alameda County Library	01	M597	4	Karen Norton	Library
6	Active	Alameda County Office of Education	01	1001	4	Karen Norton	COE
7	Active	Alameda Unified School District	01	61119	4	Karen Norton	District
8	Active	Albany Unified School District	01	61127	4	Karen Norton	District
9	Active	Alhambra City High School District	19	64238	11a	Wolfgang von Sydow	District
10	Active	Alhambra Unified School District	19	75713	11a	Wolfgang von Sydow	District

CDE STAFF DATA ACCESS

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

Home > Agency List > Agency Detail > Summary

Agency Detail: ABC Unified School District

Summary

Contacts, Address, Email

Adult School(s)

Region(s)

A22

J18/J19-A

Tech Plan

WIA

Analyst Use

Field Contact

District or Headquarters:

C-D-S:

Agency Type:

Consultant:

Currently active: Yes ☒ No ☐

WIA agencyID:

A22 agencyID:

J18 agencyID:

Tech Plan agencyID:

Be sure to press "Save and continue" to save your changes!

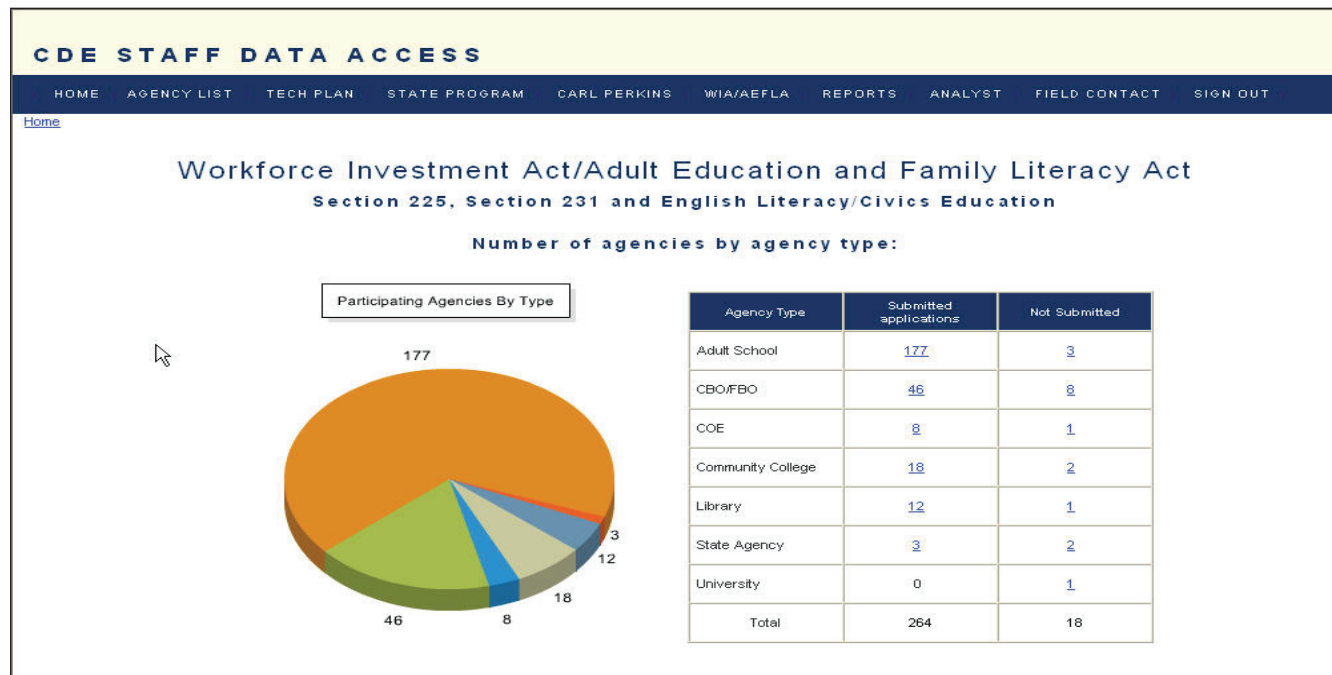
Exhibit 4.a



ELECTRONIC COLLABORATION

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics, was successfully used in 2005-06 by 271 agencies to apply online for continued grant funding, submit budget information, and report projected and final budget expenditures. Features include a user-friendly navigation system, help screens, and visitor access. In addition to real-time, online statistics during the application period, CDE staff has online access to agency grant applications, budget worksheets, mid-year expenditure reports, and final expenditure reports. (Exhibit 4.b)

Workforce Investment Act Application



Workforce Investment Act/Adult Education and Family Literacy

Section 225, Section 231, and English Literacy and Civics Education

Home Application Sign Out

Currently signed in as: Visitor

Signatures and Contacts Funding Requested Program Area Contacts Table 4 Data Wrap-Up Mid-Year Budget Worksheet Final Expenditure Help

FINAL EXPENDITURE REPORT

DUE BY: August 15, 2006

July 1, 2005 to June 30, 2006

New this year:
Budget Worksheet, Mid-Year Expenditure Report, and Final Expenditure Report

INSTRUCTIONS:

- Approved Grant award amounts by program area have been entered. Enter expenditure amounts for each Object Code. Enter numeric, whole dollar amounts. Do not enter a dollar symbol. Do not enter words or special characters.
- The expenditure amount cannot exceed the Grant Award amount by more than ten percent (10%) for a line item. Agencies adjusting budget line items by more than ten percent must have prior written approval by their California Department of Education Regional Consultant. Please submit the revised budget form on-line, if necessary. You must also send a signed original (no faxes will be accepted) no later than August 15, 2006, to the Adult Education Office.
- The total Administration for all Program Areas cannot exceed five percent (5%) of the grant award total without approval from your CDE consultant.
- To see the subtotals, click on the "Update totals" buttons either at the top or bottom of the form. Subtotals by Section 225, 231, and EL Civics will be calculated for you.

Object Code	DESCRIPTION	Section 225		Section 231			EL Civics		TOTAL EXPENDITURES (225, 231 & EL)
		Approved ABE, ESL, ASE/GED	225 Expenditures ¹	Approved ABE, ESL, ESL-Citizenship	Approved ASE/GED	Approved Family Literacy	231 Expenditures ¹	Approved Citizenship Preparation and	



CDE STAFF DATA ACCESS

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

Home > WIA/AEFLA Main

Workforce Investment Act/Adult Education and Family Literacy Act

Section 225, Section 231 and English Literacy/Civics Education

(271 agencies)

Please note: this information is updated nightly.

	Agency	Agency Type	Grant Application	Budget Worksheet	Mid-Year Report	Final Expenditure	Consultant Name
1	ABC Unified School District	District	04/03/2006 [PDF]	01/26/2006 [PDF]	06/06/2006 [PDF]		Wolfgang von Sydow
2	Acalanes Union High School District	District	04/20/2006 [PDF]	01/25/2006 [PDF]	05/31/2006 [PDF]	08/02/2006 [PDF]	Gloria Guzman-Walker
3	African Community Resource Center	CBO/FBO	04/27/2006 [PDF]	02/02/2006 [PDF]	06/01/2006 [PDF]		Kimberley Garth-Lewis
4	Alameda County Office of Education	COE	04/27/2006 [PDF]	07/31/2006 [PDF]	04/24/2006 [PDF]	08/14/2006 [PDF]	Karen Norton
5	Alameda Unified School District	District	04/07/2006 [PDF]	01/27/2006 [PDF]	04/06/2006 [PDF]	08/14/2006 [PDF]	Karen Norton
6	Alhambra City High School District	District	04/21/2006 [PDF]	01/19/2006 [PDF]	07/05/2006 [PDF]	08/14/2006 [PDF]	Wolfgang von Sydow
7	Alum Rock Educational Foundation	CBO/FBO	04/19/2006 [PDF]	02/22/2006 [PDF]	04/28/2006 [PDF]	08/31/2006 [PDF]	Gloria Guzman-Walker
8	Anaheim Union High School District	District	04/26/2006 [PDF]	04/27/2006 [PDF]	04/27/2006 [PDF]	08/15/2006 [PDF]	Steve Schwendemann
9	Anderson Union High School District	District	04/27/2006 [PDF]	08/17/2006 [PDF]	07/07/2006 [PDF]		Sheila Bollenbach
10	Anderson Valley Unified School District	District	04/27/2006 [PDF]	07/21/2006 [PDF]	04/27/2006 [PDF]	08/07/2006 [PDF]	Vicki Prater
11	Antelope Valley Union High School District	District	04/06/2006 [PDF]	01/11/2006 [PDF]	05/04/2006 [PDF]	08/09/2006 [PDF]	Wolfgang von Sydow

- Provided online grant application system to 271 applicant agencies
- Real-time online statistics for CDE staff, including number of applicants by grant type, number of new applicant agencies, number of agencies signing in each day, applicant agencies by agency type, agencies requesting funding in new areas, and continuing agencies that did not apply
- Online access to agency grant applications, budget worksheets, mid-year expenditure reports, and final expenditure reports for CDE staff
- Provided "Visitor" access for anyone wishing to preview the Web site without signing in.
- Agencies can choose to have a copy of a past report emailed to them in PDF format
- Extensive real-time error checking allows agencies to enter information right the first time

Exhibit 4.b

The Course Approval Request System: Continuing features for CDE staff include online review and approval and search functions. Continuing features for the field include real-time error checking, online access to prior approval letters, and email notification of deadlines and CDE announcements. (Exhibit 4.c)



Course Approval Request System

California Adult Education

Course Approval Request System

Sign Out

< Home

Agency Contacts

FY 2005-06

FY 2006-07

Wrap-Up

Help

Currently signed in as: AAA Test Agency

Welcome Test account!

Introduction: The goal to revamp the A-22 Course Approval List is to maintain the integrity and mission of Adult Education while streamlining, realigning, and updating the programs and courses. The course list includes approximately 130 Course Titles that your agency may select to create your school's catalogue of class offerings. It also includes "Suggested Class Titles" that are historical identifiers as a reference to be able to match your past classes with current Course Titles. Because the Course Titles include a broad list of Class Titles, you may offer your students one class or many classes under the Course Title. This allows the agency to design and create specific classes to meet local needs.

The process: The process will remain the same as in years past. You will select Course Titles that your agency will be offering this year, and submit your list for approval to the CDE. You do not need to select the "Suggested Class Titles," they are there for guidance and reference points. Upon approval, you will receive an electronic notice from the Adult Education Office and an Approval Letter that can be printed for your records. The CDE's Adult Education Office consultants and OTAN staff will be available to offer technical assistance.

Final Note: There are many "Class Outlines" that have been submitted and you may access them by using the link provided. The posted list will grow and change as agencies submit their outlines to CDE and OTAN, so we suggest you check this list regularly. We want to make this interactive statewide and expand the number of outlines so schools throughout the state can share. We urge agencies to submit them to us so that we can post them to the list. [Click here to open](#) the Class Outlines in a new window.

Your agency's status for fiscal year 2006-07 is **not approved**.

Your previous approval for fiscal year 2006-07 was on 07/19/2006, and your reapproval request dated 08/08/2006 is currently awaiting CDE action.

You may begin or continue the process for this fiscal year by selecting "Select Courses" from the "Step Two" menu. Be sure to "Request Approval" from CDE when you

CDE STAFF DATA ACCESS

HOME

AGENCY LIST

TECH PLAN

STATE PROGRAM

CARL PERKINS

WIA/AEFLA

REPORTS

ANALYST

FIELD CONTACT

SIGN OUT

Home > State Program > Course Approvals

Course Approvals

- Total number of agencies: 375 [View](#)
- Inactive agencies: 40 [View](#)
- Agencies with invalid email addresses: 19 [View](#)
- View approved course list [View](#)
- Test email system [View](#)
- Send group email reminder - course approval not yet submitted for 06-07 [View](#)

Fiscal Year 2006-07	
Approved: [Some of these may be on other lists]	208 Jump
Denied:	1 Jump
New Requests:	0 Jump
Reapprove Requests:	0 Jump
Left to do:	129 Jump
Started a reapprove list:	0 Jump

Fiscal Year 2005-06

- Provided 375 agencies with a password-protected request system
- Extensive statistics, past course approval letters, and search functions for CDE staff use
- Online CDE staff review and approval
- Extensive real-time error checking allowed agencies to enter information right the first time
- Agencies receive email notification of deadlines and CDE announcements

Exhibit 4.c



OTAN facilitated technology planning by 180 agencies in 2005-06. A Technology Plan Development Web site guided agencies to create a seven-part technology plan and submit it for review by Technology Field Colleagues. Over 3,868 teachers and other staff used the online computer skills assessment, and programs could view results in a chart that allowed them to identify areas of training need. (Exhibit 4.d) Training on how to create and submit the technology plan was provided to the field through online meetings (conference call with shared online viewing). Fewer staff required training this year as no new agencies were admitted to the program. Six online trainings were offered to 97 new and continuing agency staff.

Technology Plan Staff Skills Assessment



California Adult Education
2006-07

Path: [Home](#) » [Current Status](#) » Staff Skills Assessment [Logout](#)

You are signed in as OTAN Returning Test Agency

Staff Skills Self Assessment - Part 1 of 3

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

[Continue](#)

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

- One hundred eighty (180) agencies submitted technology plans online
- The plan included an online computer skills assessment as the basis for planning staff development activities – 3,868 teachers and other staff completed the assessment
- Programs could see results in a chart to quickly identify areas of training need
- Technology Field Colleagues reviewed the plans online
- Real-time error checking allowed agencies to enter information correctly the first time
- Agencies received email notification of deadlines and CDE announcements
- Other features included tracking progress of Technology Plan and displaying status of completed sections

Exhibit 4.d



The online system for adult schools to complete the J-18-19A Addendum (the Annual Report of Adult Education Average Daily Attendance, Enrollment, and Enrollees) provides 337 agencies with a password protected online reporting system. Current and past reports can be mailed to the agencies in PDF format. (Exhibit 4.e)

J18/19 Addendum

California Adult Education

J-18/19A Addendum

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

Sign Out

[< Home](#)

Step ONE

Step TWO

Step THREE

Currently signed in as: AAA Test Agency

Your agency has submitted a J-18/19A Addendum for the current fiscal year.

If you need a copy of your submittal for your records, you may click on the link(s) below. For submittals from previous years, go to "Step THREE --> View/Print Previous Submittals".

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

Fiscal Year	Submitted?	Date Submitted		
2005-06	Yes	08/11/2006	Download a PDF copy	Get via Email
2004-05	Yes	05/10/2006	Download a PDF copy	Get via Email

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

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

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

- Provided 337 agencies with a password-protected reporting system
- Extensive statistics, previous J18/19A report archive, and search functions for CDE staff and adult school use
- This system provides
 - J-18/19A reports emailed to agencies in PDF format
 - Agencies can choose to have a copy of past reports emailed to them in PDF format
 - "Visitor" access for anyone wishing to preview the system
- Extensive real-time error checking allows agencies to enter information right the first time

Exhibit 4.e



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

California Adult Education Provider Directory

California Adult Education

California Adult Education Provider Directory

< Home

Search by District or Site Name

District Name
(partial match allowed)

School/Site Name
(partial match allowed)

Search by Region or County

County: Select County(s)
Alameda
Alpine
Amador
Butte
Calaveras
Colusa

Agency Type: Select Agency Type
Adult School
CAAEP
CBO/FBO
COE
Community College
District

Type of program offered
(Only available for School Districts)

Select Program(s)
Adult Literacy/High School Diploma
Adults with Disabilities
Career Technical Education (CTE) / Apprenticeships
English as a Second Language (ESL) & Citizenship
Older Adults
Parenting, Family, and Consumer Awareness

Adult Education Service Region

Select Region(s)
1. Northcoast
2. Northeastern
3. Capitol
4. Bay
5. South Bay
6. Delta Sierra

Options

- CA Adult Education Provider Directory (www.otan.us/directory) is a searchable directory of schools and agencies offering adult education programs
- Limited English speakers looking for a nearby program can search the directory for a list of local programs together with links to transit information and maps to the site
- Simple search finds schools in designated zip code areas
- Advanced search provides results based on county, agency type, or program offered
- Schools and agencies can submit changes and corrections so that directory information is continually updated

Exhibit 4.f



OTAN staff provides telephone technical support to adult educators using the five online systems. During the 2005-06 contract year OTAN staff logged 91 services related to the Technology Plan, 96 services related to the Combined Federal Grant, while the Course Approval Request System and J18/19-A Addendum reporting support logged 77 and 39 services respectively. (Exhibit 4.g)

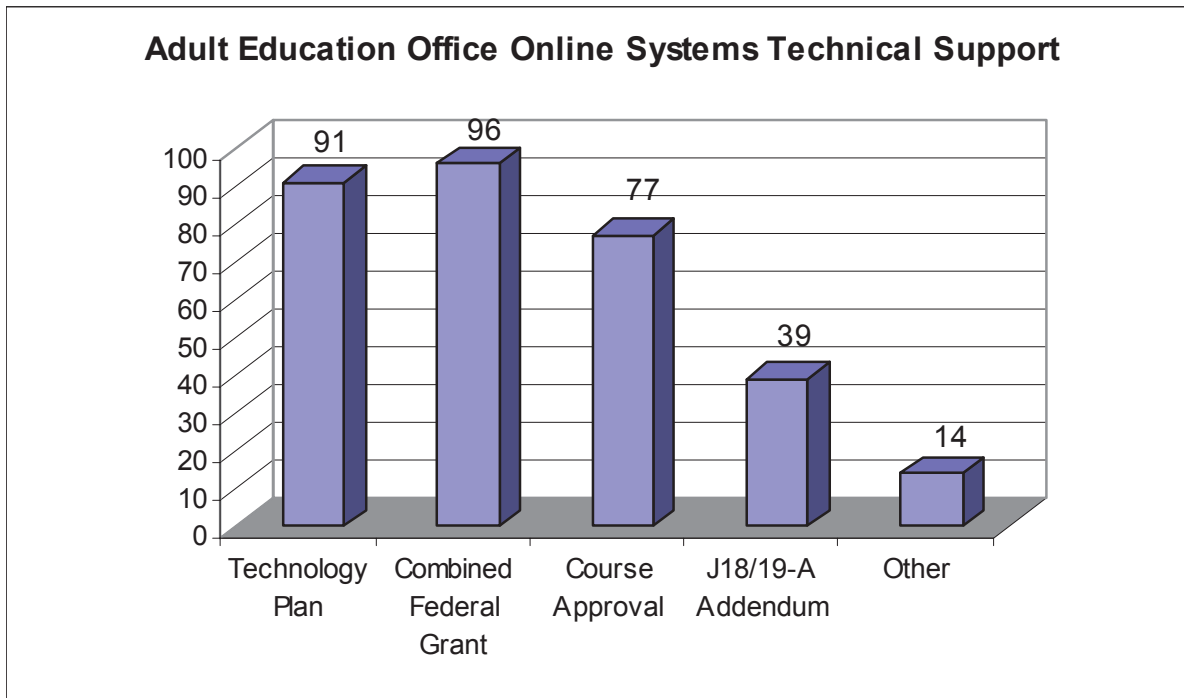


Exhibit 4.g



5. Publicizing OTAN

In order to ensure optimum usage of communicative technology by adult educators and to obtain client input, OTAN engages in a variety of strategies for publicizing OTAN products and services.

OTAN uses as a marketing tool a colorful folder with photos and graphics highlighting OTAN's mission and major objectives. Inserts in the folder, updated every year, describe OTAN's services in four major areas – electronic collaboration, technology development, access to information sources, and use of instructional technology. Folders are used to hold agendas for meetings and handouts for workshops. They are also mailed with a cover letter to all new administrators in California adult schools.

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

OTAN markets its Web sites and other services at the conferences held by professional organizations of California educator groups. A trend during the year has been toward confining workshop presentations to new features of the Web site and using vendor exhibits to be sure that there is continuing awareness of OTAN services and to make contact with new teachers and administrators.

During the 2005-06 year, staff made a total of 13 presentations on the OTAN Web site with a total of 362 participants (Exhibit 5.a)

*"I enjoy
receiving your
newsletter.
Thanks for
your dedication
and hard work
in providing
user-friendly
resources
to adult
educators."*

— Dale Hamad



ELECTRONIC COLLABORATION

OTAN PRESENTATIONS			
DATE	PRESENTATION TITLE	LOCATION	PARTICIPANTS
8/29/05	OTAN and Adult Education Teachers	West Contra Costa	83
9/8/05	Internet Resources for Adult Education	Mt. Diablo Adult School - Loma Vista Campus	15
10/15/05	Internet Resources for Adult Education	LA Convention Center	40
10/22/05	Internet Resources for Adult Education	University of Southern California	12
11/5/05	Internet Resources for Adult Education	CCAIE Central CA - Fresno Adult School	22
11/19/05	150 Years of CA Adult Ed Activities	CCAIE South Coast Conference - Wyndham Hotel	5
2/23/06	OTAN Services	Long Beach, Leadership Cohort 2	16
2/23/06	OTAN Services	Long Beach, Leadership Cohort 1	13
3/15/06	Lesson Plan Builder	TESOL, Tampa	18
3/17/06	AdultEdTeacher.org	TESOL, Tampa	10
4/7/06	TELL-IG Colloquium	CATESOL San Francisco	40
4/8/06	Create Your Lesson Plan Online and Share	CATESOL San Francisco	63
5/5/06	Keeping Our History Alive	Sacramento	25
TOTAL			362

Exhibit 5.a

During the 2005-06 year, OTAN had vendor exhibits at 9 professional conferences and logged contacts with 393 individuals. (Exhibit 5.b)

PROFESSIONAL CONFERENCE VENDOR EXHIBITS		
DATE	EXHIBIT LOCATION	EXHIBIT CONTACTS
9/29/05	ACSA Conference, Rancho Mirage	45
10/15/05	San Diego Regional CATESOL - San Diego COE	47
10/15/05	LA Convention Center	30
10/22/05	University of Southern California	30
11/5/05	Sierra College, Rocklin	55
11/5/05	Fresno Adult School	22
11/19/05	CCAIE South Coast Conference - Wyndham Hotel	27
4/7/06	CATESOL - San Francisco	84
5/5/06	CCAIE Conference - Radisson, Sacramento	53
TOTAL		393

Exhibit 5.b



OTAN has a system to stimulate interest among inactive members and to keep the Web site directory current. Members who are inactive for several months receive email reminders about the site before they are deleted. The reminders include their user IDs. An analysis of statistics shows that 12.48 percent of inactive members who receive a marketing email respond by logging into the site. (Exhibit 5.c)

MARKETING EMAIL TOTALS			
DATE POSTED	NUMBER EMAILS	LOGGED IN	% RESULTS
7/26/06	2661	285	10.7
4/14/06	2260	340	15
1/25/06	2147	239	11.1
11/30/05	2024	217	10.7
8/24/05	1376	205	14.9
AVERAGE	2093.6	257.2	12.48

Exhibit 5.c

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

Print marketing materials were developed and distributed at conferences and workshops within California. Services such as the Technology Integration Mentor Academy and the online Lesson Plan Builder are highlighted. (Exhibit 5.d)



OTAN Sample Marketing Flyers



California Adult Education

Lesson Plan Builder

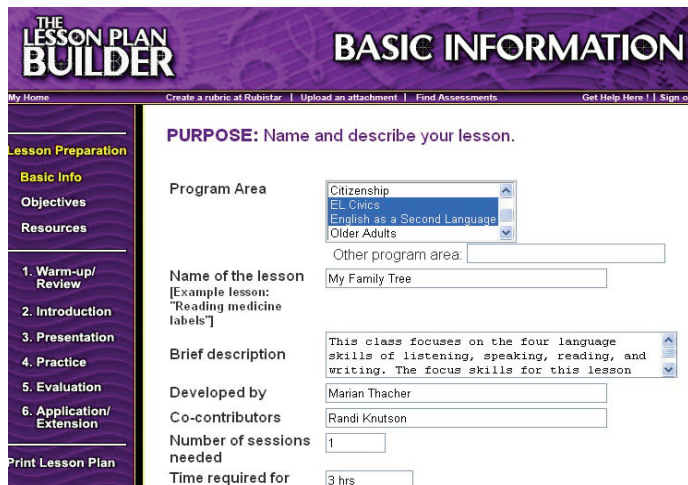
Outreach and Technical Assistance Network

The **Lesson Plan Builder** is an online tool for adult education teachers to use in creating effective lesson plans, and can be found at www.adultedlessons.org. Worksheets, quizzes, or other handouts, can be uploaded and stored with the lesson plan and are accessible from anywhere.

The **Lesson Plan Builder** is based on Madeline Hunter's lesson structure – warm-up, introduction, presentation, practice, evaluation and application. Parts of the lesson may be created and saved in any order, so if a teacher prefers to build a lesson starting with the assessment, this lesson planning tool makes it possible. After the lesson is complete, it can be saved online, downloaded as a PDF document, and printed or emailed to a colleague.

Features of the Lesson Plan Builder

- Create a lesson plan in 9 steps
- Select related CASAS and/or SCANS competencies
- Upload handouts
- Create an evaluation rubric
- Save and print
- Get help by phone or online through context sensitive help links
- Base lesson on CASAS Content Standards
- Link to CASAS QuickSearch to find relevant textbook pages



Save lesson plans online, share with a colleague, have them available for a sub, and submit lessons to the OTAN online lesson plan collection.

For more information: Marian Thacher, OTAN, mthacher@otan.us



OTAN Sample Marketing Flyers



California Adult Education Technology Integration Mentor Academy

**California Department of Education
Adult Education Office**

Technology has become an integral part of our lives and an important component of basic literacy. Adult Education students need technology skills along with other basic skills, and teachers need to upgrade their skills in order to use technology effectively in the classroom. OTAN has responded to the need for technology mentoring for teachers by offering a Technology Integration Mentor Academy (TIMAC) to train and support candidates from local programs to become the technology mentors for their programs.

TIMAC began in 2004-05 with 15 participants representing most program areas, program sizes, and regions in the state. They came to Sacramento for intensive training four times during the year, and were supported by a technology mentor as they worked on their projects at their agencies.

Participants received training in:

♦ **Mentoring theory and practice**

- Progressive mentoring skills model
- Listening, helping and problem solving skills
- Dealing with resistance
- Goal setting

♦ **Technology integration philosophy**

- Key points
- Roadblocks
- Working with program goals and priorities
- Project planning



♦ **Technology skills**

- Assessment of technology skills
- Presentation software
- Portable keyboards
- Interactive whiteboards
- Creating web pages
- Creating digital movies

Mentoring projects in the first year included building program-specific Web sites, putting quizzes online, getting teachers ready to use PowerPoint for instruction, and more. Videos of project presentations are available on a 2-DVD set from OTAN, www.otan.us and (800) 894-3113.



OTAN Sample Marketing Flyers

Welcome to AdultEdTeachers.org

The Adult Ed Teacher's Best Friend,
a collection of tools for the adult
educator, designed to:

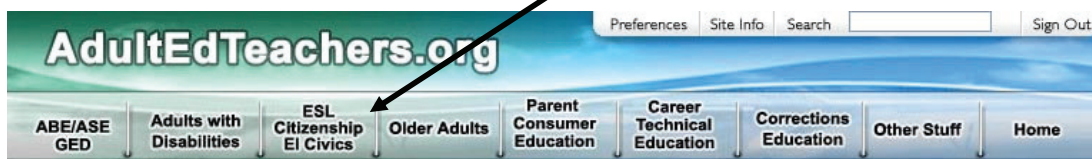
- Enhance and improve instruction
- Help integrate technology into the classroom
- Assist in activity and lesson planning

California Adult Education

AdultEdTeachers.org

**Outreach and Technical Assistance
Network**

In January 2005, OTAN introduced a new version of its Web site for adult education teachers, www.adultedteachers.org. The site is specifically designed to meet the needs of adult education instructors who want to integrate technology into their classrooms. Resources for ESOL teachers are easy to find because they are grouped under the ESL/Citizenship/EL Civics button on the top menu.

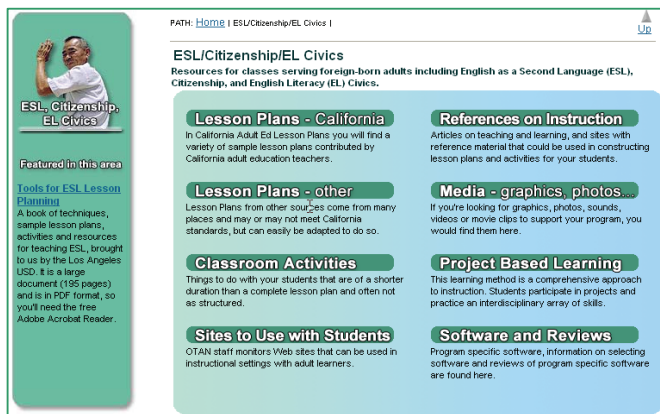


Unique Features

- My Resources page for book marking resources
- Internet in the Classroom monthly activities
- Student success stories and videos
- Online Lesson Plan Builder

Resources

- **Lesson Plans** – a searchable collection of lesson plans for all program areas
- **Classroom Activities** – ideas for using computers and other technology in the classroom
- **Sites to use with students** – Web sites to use in the classroom or lab, in a searchable database, reviewed by OTAN staff and categorized by competency
- **Articles/References on Instruction** – information for professional development for teachers
- **Media** (Graphics, photos, sounds & video clips)
- **Project-based learning tools** – Web quests and other learning projects that can be used with learners
- **Reviews** on specialized software for program use



For more information: Marian Thacher, Director of OTAN, mthacher@otan.us



OTAN Sample Marketing Flyers

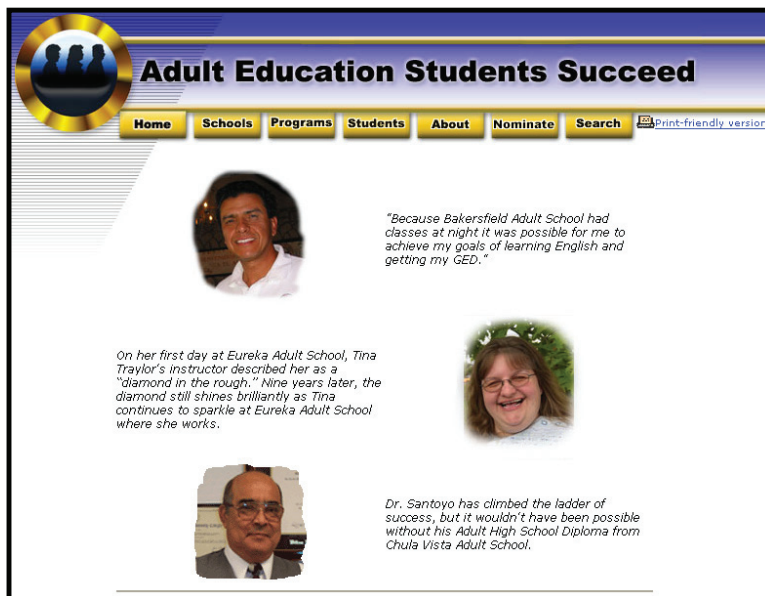


California Adult Education Students Succeed

California Department of Education, Adult Education Office

The Outreach and Technical Assistance Network (OTAN) maintains the California Adult Education Students Succeed Web page at www.adultedlearners.org. The site contains the learner success stories with a photo and information about the adult education agencies that nominated them.

Adult education in California serves over two million students annually through a multiple provider system of public adult schools, community colleges, libraries, community and faith based organizations, and correctional institutions. The 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 are now active in their communities. The project disseminates the stories of these former students and the exemplary programs that assisted them. Currently there are 93 successful graduates from 48 adult schools, 2 community college non-credit programs, 1 library literacy program, and a community-based organization.



Jamillah Kirk was determined to escape a difficult family situation. Through the support of community organizations, she entered job skills training at an adult school, is now embarked on a career as



Virginia Poe came to the U.S. from Taiwan in 1984. She studied English in adult school and eventually began working for Child Support Services in Los Angeles County, where she is now a Supervising



6. Adult Education Collections

OTAN's second role is to provide access to information resources. The electronic resources that members access on the OTAN Web site include about 24,220 electronic files and database records. The resources are managed by a database system for efficient storage and searching. (Exhibit 6.a)

FILES POSTED IN OTAN RESOURCES AREA	
FILE TYPE	NUMBER OF FILES
Adult Education Dictionary	400
Adult Education Links	177
Adult Education Products	303
CA Adult Education History	427
CDE Information	305
Codes and Regulations	715
Course Outlines	307
Document Library	6,201
Education Grants	359
For Teachers	2,459
Legislative Information	183
Master Calendar	550
Presentations	67
Reference Libraries	7,039
Who's Who	59
Lesson Plans	341
Expert Knowledge	150
PDC Documents	277
Lesson Plan Builder	2,301
Students Succeed	362
TOTAL	24,220

Exhibit 6.a

Information is acquired from a national network of education clearinghouses and agencies. Content specialists and librarians evaluate and catalog the data, and technical staff processes the files for online posting. During the project year, approximately 67MB of new information was added to the online collection, including current documents and archival digital files. (Exhibit 6.b)

"Thanks very much! I really appreciate your assistance and the resources provided by OTAN!!"

— Don Wilkins



INFORMATION AND REFERENCE SERVICES

DOCUMENTS PROCESSED AND POSTED		ARCHIVAL DIGITAL FILES PROCESSED AND POSTED	
NUMBER OF DOCUMENTS	FILE SIZE	NUMBER OF DOCUMENTS	FILE SIZE
414	67,392	33	27,611

DOCUMENT LIBRARY COLLECTION - NEW			
Adult Literacy	1	English (Second Language)	3
Distance Education	1	Family Literacy	1
Educational Research	1	Staff Development	1

DOCUMENT LIBRARY COLLECTION - ALL			
Adult Basic Education	25	Health Education	8
Adult Education	65	Homeless	19
Adult Literacy	42	Migrant	9
Adult Secondary Education	7	Model Programs	4
Assessment	45	Older Adults	15
At Risk Persons	10	Parent Education	13
CBE	5	School Effectiveness	24
Citizenship	6	School-To-Work	1
Community Colleges	4	Staff Development	25
Correctional Education	28	Student Leadership	5
Culture	12	Technology	50
Disabled Populations	39	Telecommunications	15
Distance Education	30	Vocational Education	40
Educational Research	14	Vocational ESL	8
Employability Skills	36	Volunteers	14
English (Second Language)	84	Welfare Reform	10
ESL Literacy	5	Women's Issues	9
Family Literacy	32	Workplace Education	79
Total Items In Collection: 837			

Exhibit 6.b

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

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



- **Adult Ed Teachers** – Information to assist adult education teachers to implement technology in the classroom, find and create lesson plans, locate classroom activities, find vendors, and pursue professional development. Adult Ed Teachers also includes two important online projects. The first is the California Adult Education Students Succeed site, featuring over 150 successful individuals who were formerly adult education students. The second is the online Lesson Plan Builder, a tool allowing teachers to create and share lesson plans online.
- **Master Calendar** – Event information gleaned from dozens of print and electronic sources and organized for easy retrieval. Members may search by date, region, category, organization, or keyword. A brief description of each event is provided with links to presenter calls, programs, registration forms, or Web sites as appropriate.
- **Course Outlines** – 536 sample course outlines donated by California adult schools are displayed in relation to the online Course Approval system.
- **Codes and Regulations** – Excerpts of some state and federal laws and regulations of particular interest to California adult educators.
- **Adult Education Dictionary** – Over 600 adult education terms and acronyms can be searched alphabetically or by keyword or category.
- **Educational Grants** – Database of information about funding opportunities available to adult education service providers and educators. The Federal Register and selected professional publications are regularly monitored for grant information. The grant information is accessible by topic areas.
- **California Adult Education History** – Revised and updated in 2005 in coordination with the California Adult Education Sesquicentennial. Excerpts from a new book and new video on California adult education history along with searchable indexes, photos, and audio clips from the adult education oral history project.
- **Legislative Information** – Updates on California and federal legislation in process and budget negotiations of interest to adult educators. Advice is posted here on how to influence the legislative process and links to government Web sites.
- **Presentations** – Presentations created by CDE, OTAN, or field agencies, and now available on the Web in PDF format.
- **Who's Who** – 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 as well as curriculum projects developed through mini-grants with other state and federally-funded projects. These resources are available through OTAN on a cost-recovery basis.

Directed emails are sent to members when documents are posted in their indicated areas of interest.



INFORMATION AND REFERENCE SERVICES

This year, 37 emails were sent for a total of 45,048 messages announcing new postings.

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

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

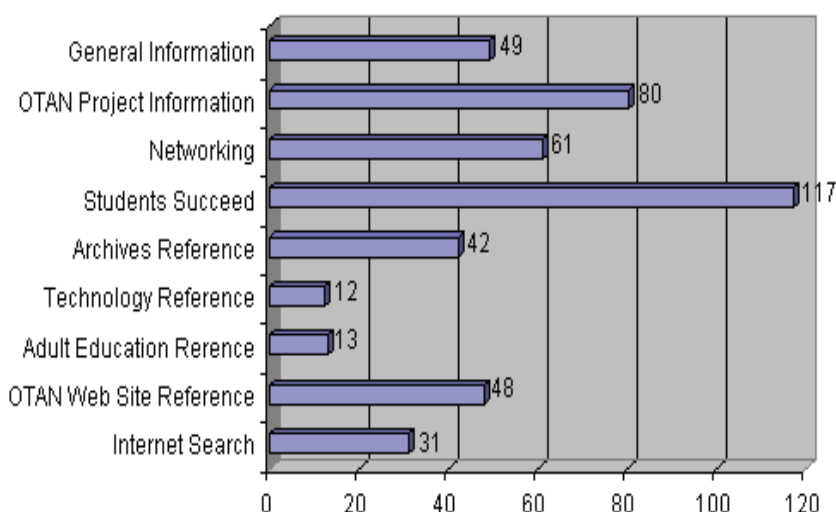
In addition to the electronic resources, OTAN maintains or sponsors six physical collections, print and non-print. They are the Adult Education Reference, Educational Technology Collection, CA Adult Education Archives, CA Regional Resource Centers, Employment Training Library, and the VESL Workplace Clearinghouse.



7. Reference Services

OTAN is both a repository and collector of adult education resources and an active provider of client services. Responding to client needs for information communicated by phone or email, staff provides general information, researches the reference collections, and performs custom electronic searches of the OTAN Web site and other Internet information resources. The total number of direct queries answered was 453. (Exhibit 7.a)

Information and Reference Services



General Information

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

OTAN Project Information (Brochures, Fliers, Marketing Items)

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

Networking

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

Students Succeed

Questions related to the CA Adult Education Students Succeed Project.

Technology Reference

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

Archives Reference

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

Adult Education Reference

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

OTAN Web Site Reference

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

Internet Search

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

"What I asked for was very difficult to find and the librarian was very helpful."

— OTAN member



Depending on the client profile and the type of need, clients may receive any one of several levels of service - suggestions for further research, referral to another information provider, bibliographic references, complete electronic version of a document, loan of a circulating hard copy of an item, photocopies of pages of materials (within copyright restrictions), order information, or the opportunity to purchase a complete photocopy, CD-ROM, or duplicated cassette tape (California Adult Education Products, California Adult Education Archives, or VESL/Workplace Clearinghouse items). In 2005-06, 3,272 items were mailed to California adult educators.

In 2005-06 there were 78,394 client queries on the OTAN Web site averaging 6,533 per month. These Web-based searches represent fielded database searches developed in Cold Fusion. An analysis of the same Web data showed an average of 49,396 sessions per month.

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

REFERENCE SERVICES SURVEY RESULTS

A. How completely was your information need answered?

<i>5=completely</i>		<i>1=not answered</i>
Answer	No. of times answered	Percentage
5	12	50%
4	4	17%
3	3	13%
2	0	0%
1	3	13%

B. How would you rate the OTAN Reference Services?

<i>5=excellent</i>		<i>1=poor</i>
Answer	No. of times answered	Percentage
5	15	63%
4	2	8%
3	3	13%
2	0	0%
1	1	4%

Exhibit 7.b



C. How did you use the information you received?

Task	No. of times answered	Percentage
To make a presentation	5	21%
For program improvement	5	21%
For professional development	2	8%
To research legislation	1	4%
To participate in a Conference	1	4%
To integrate technology into instruction	1	4%
To design a course	1	4%
To meet credential requirements	1	4%
Other	7	29%

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

Task	Number of times answered	Percentage
Able to submit Course Approvals (A22) online	8	33%
Able to access CDE & Leadership Projects (CASAS, CALPRO, CDLP) staff	7	29%
Able to submit other data online (reports, surveys)	6	25%
Able to submit applications online	5	21%
Other	5	21%
Able to access staff of other agencies for job-alike networking	4	17%
Able to share ideas and opinions through Q&A and/or listservs	4	17%
Announce job openings to other adult educators	3	13%

Exhibit 7.b (continued)



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

Task	Number of times answered	Percentage
To keep current on legislative information impacting programs	10	42%
For quick access to workshop and conference information	9	38%
To locate or link to other web sites that have good adult education resources	8	33%
To model on sample course outlines/lesson plans	7	29%
To find data for making a presentation	7	29%
To look up California or federal regulations governing adult education	6	25%
To locate information for improving instruction (best practices)	6	25%
To find adult education program requirements	6	25%
To develop a local agency Technology Plan	6	25%
To access funding information for writing proposals	5	21%
To locate directory information about individuals and programs	4	17%
To find references or full text articles for writing a report	4	17%
To order CA adult education products	4	17%
For support in integrating technology into instruction	3	13%
To obtain a multi-media presentation	2	8%
To find stories of successful graduates to motivate current students and/or market adult education	2	8%
Other	2	8%
To locate vendors of adult education materials	1	4%

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

Answer	Number of times answered	Percentage
5	9	38%
4	9	38%
3	2	8%
2	1	4%
1	0	0%

Exhibit 7.b (continued)



INFORMATION AND REFERENCE SERVICES

OTAN is responsible for making available at cost the products of CDE Adult Education Office professional development and curriculum development efforts. The items are publicized on the OTAN Web site in the Adult Education Products section of OTAN Resources and by presentations at professional conferences. An online order system is available. English for All CDs and DVDs continued to be the most popular with 186 items shipped this year. (Exhibit 7.c)

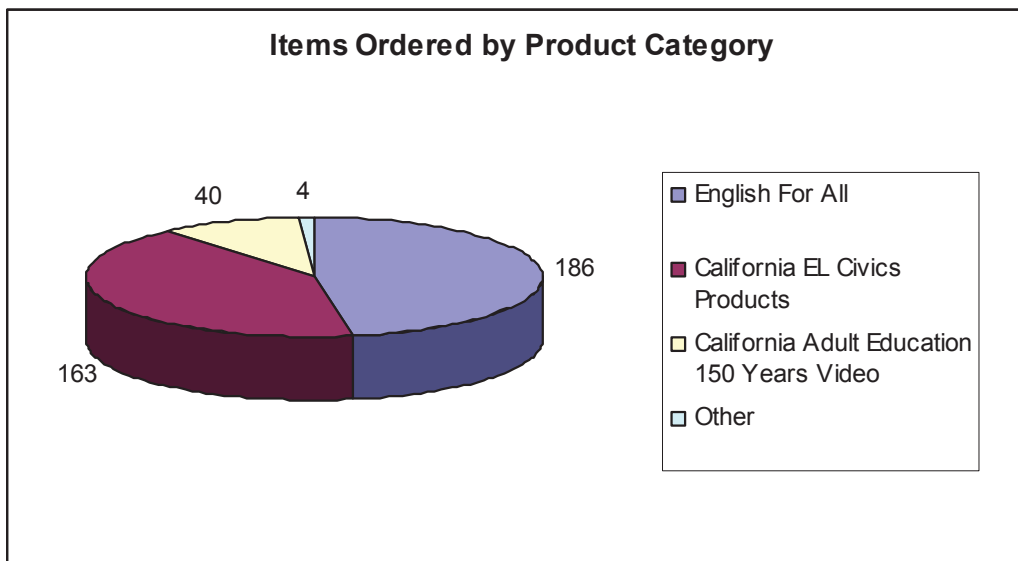
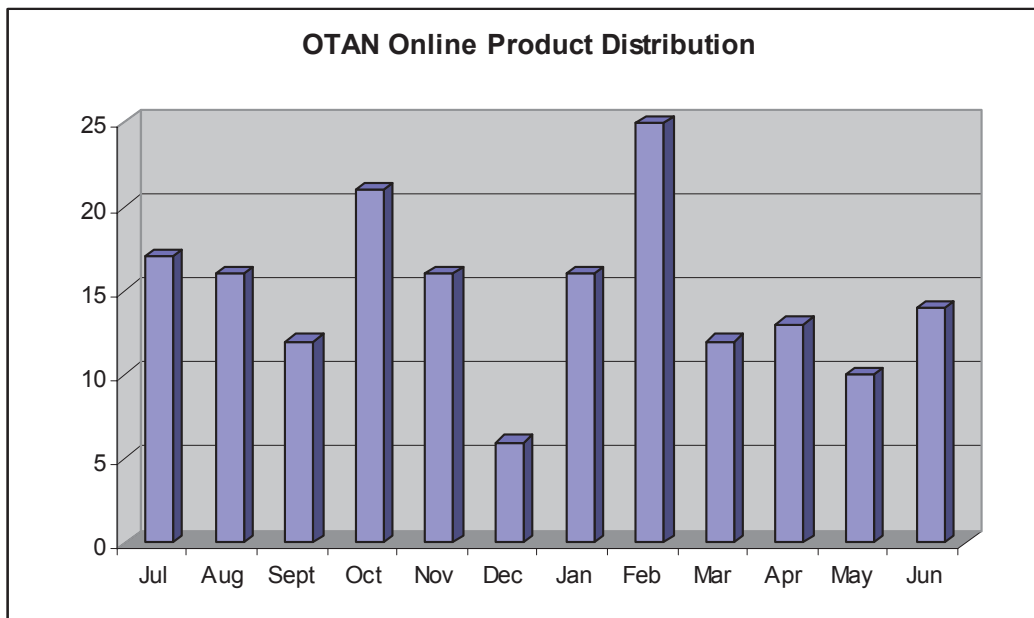


Exhibit 7.c



8. Innovative Systems

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

The Lesson Plan Builder was completed and went live in the final quarter of 2004-05. (See Exhibit 8.a) Following the launch of the site, OTAN collaborated with CALPRO to develop a workshop on lesson planning that integrated use of the Lesson Plan Builder into the curriculum. During 2005-06 this workshop was offered a number of times, and it was found that there was so much content in the workshop that time frequently ran out before the online Lesson Plan Builder could be presented. As a result, it was agreed that OTAN would hire a lesson planning expert to create a separate, follow-up workshop to train teachers on using the online tool. Work was begun on the workshop. In 2005-06, the expert added many help screens and explanations to the tool. The new workshop will be developed and offered in 2006-07.

"The Lesson Plan Builder is such a great tool! It not only provides direction in writing lesson plans, it has great resources and references, too."

— Rob Jenkins

Lesson Plan Builder Log In Screen

THE LESSON PLAN BUILDER

New to the site? Forgot your sign-in? Get Help Here !

Sign in:

Password:

Remember me: ☐

Sign in

Welcome!

The Lesson Plan Builder makes it easier for you to develop quality Lesson Plans that address adult education content standards in the context of CASAS and SCANS competencies.

The Lesson Plan Builder...

- provides a customer friendly template to develop lessons for Adult Educators
- provides sample lessons as models
- allows the user to "Backward Design" a lesson
- provides a quick link to CASAS and SCANS competencies
- stores lessons for future use

Please sign-in at left to learn more about lesson design in six simple steps or to create, view, print or edit one of your lesson plans.

Exhibit 8.a

Both OTAN trainers and CalPRO trainers promoted the Lesson Plan Builder in 2005-06, and over 1,400 individuals created accounts and logged in. Some adult schools promoted the tool internally to their teachers, and there were 30 programs that had four or more teachers registered by the end of the year. Los Angeles Unified School District led with 50 teachers registered, followed by Downey Adult School with 22 and Palm Springs with 18. (See exhibit 8.b)



LESSON PLAN BUILDER REPORT	
Approximately 1400 unduplicated users as of June 13, 2006	
Schools with more than three people registered:	
LAUSD (50)	Long Beach (6)
Downey (22)	Metro Ed (6)
Palm Springs (18)	Oakland (6)
Hacienda La Puente (12)	Old Marshall, Sac City (7)
Hanford (10)	San Bernardino (6)
El Monte-Rosemead (9)	Santa Barbara CC (5)
Mt. Diablo (9)	Shoreline CC (5)
SDCCD (8)	Fresno (5)
Ventura (8)	Roseville (4)
Baldwin, Park (7)	Rowland (4)
Fremont (7)	Santa Clara (4)
Milpitas (7)	Simi Valley (4)
Old Marshall, Sac City (7)	Sweetwater (4)
Santa Ana (7)	Vista (4)
Stockton (7)	West Contra Costa (4)
Garden Grove (6)	

Exhibit 8.b

New features were added to the site, including the ability to create a group of colleagues with which to share and edit lesson plans collaboratively. Functionality was also developed to share lesson plans publicly, and awaits putting into place a system of expert reviewers to ensure that lesson plans are complete and well-constructed enough for inclusion in the public site.

Adult education teachers and teacher/coordinators make up the largest group of Web site members. To meet the needs of this client group, OTAN maintains the Adult Ed Teachers Web site that is accessible either by linking from the main OTAN site or directly at www.adultedteachers.org. During 2005-06, 1,442 new members registered through the site.

The site is organized around six program clusters:

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

In addition, Corrections is included as a special educational setting.



INFORMATION AND REFERENCE SERVICES

Resources in the program areas include lesson plans, classroom activities, Web sites to use with students in the classroom, articles and references on classroom instruction, media (graphics, photos, sounds & video clips), project-based learning, and program specific software and software reviews.

Other kinds of full-text resources and annotated links to other sites that teachers will find on "Adult Ed Teachers" include tips for using the Internet, how to create a Web site, links to online tools, hardware reviews, software tutorials, a vendor database, and information about online courses.

"My Resources" is a feature that allows teachers to bookmark links 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 "My Resources" from the "Preferences" menu bar. More than 900 clients used "My Resources" to bookmark items, and 103 organized their bookmarks into personalized folders.

OTAN also continued to maintain and expand the online dictionary for adult education that is located in the OTAN Resources area of the Web site. Adult education has a specialized vocabulary (including acronyms) in common use. An annual turnover of 30 percent is typical of adult education staff in California, and the dictionary is directed at the needs of 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 615 terms, and can be viewed via the OTAN Web site, or independently at www.adultedterms.org. (See Exhibit 8.c)

The screenshot shows the homepage of the "Adult Education Terms Dictionary". At the top, there is a logo with a large letter 'A' and the text "Adult Education Terms Dictionary" in a bold, serif font. Below the title, a tagline reads "designed to assist new practitioners with learning the specialized vocabulary of adult education". A navigation bar contains links: "Home", "Suggest an Addition", and "Go to the OTAN Homepage". The main content area is divided into two sections. The first section, titled "Browse by Alpha or Numeric", displays a row of letters from A to Z, with 'Z' highlighted and a link to "Numeric". The second section, titled "SEARCH BY KEYWORD OR CATEGORY", features a "Keyword:" input field and a "Category:" section with a "[check one]" instruction. The categories are listed in two columns: Acronym, Assessment & Testing, Disabilities, ESL, Grammar, Learning Theory, Legislation, Prof / Gov Organizations, Reading / Phonics, Teaching Method / Technique, and Vocational / Workforce. Each category has an associated checkbox. At the bottom of the search section is a "Search" button with a magnifying glass icon.

Exhibit 8.c



9. Students Succeed Project

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

In 2005-06, the sesquicentennial year of adult education in California, OTAN committed to double the number of nomination cycles in an effort to identify 150 successful students by 2006. As a result of offering four nomination dates throughout the year, the project has exceeded our goal of 150 successful applicants, and has posted the stories of 143 successful students on the project Web site.

At the ACSA conference in September, four Students Succeed awardees were recognized at a luncheon. OTAN produced a short video about each individual, highlighting their history, challenges overcome, participation in adult education classes, and current successes. One recipient was Wesley Farris, a young man who at the age of 18 was rendered quadriplegic by a car accident. Wesley completed his high school diploma at Redlands Adult School, attended community college, and has now graduated from California State University at San Bernardino. His goal is to eventually become a child psychologist. (Exhibit 9.a)

"I enjoyed reading about your new and very positive initiative at OTAN to help identify and recognize outstanding adult education learners. It's very refreshing to have such a positive focus on the outcomes of our programs."

— Mary Lovell

Adult Education Students Succeed

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

Wesley Farris

Redlands Adult School

Wesley Farris was driving home when the accident occurred. It was "car versus tree," and the tree won. "I woke and could hardly move," recalls Wesley, "and when I realized what happened, I didn't want to live." At age 18, the 6' 6" former high school football star who had dropped out at 17 to become a forklift operator, was left a quadriplegic.

A tragic life-change for anyone, it was especially so for the active Wesley. Of the days that followed he says, "I stayed at home and played computer games. The days were long for me."

With the support of his mother Naomia, a single parent, he worked through physical therapy, depression and adjusting to a life of dependency. Naomia has been his nurse, physical therapist, counselor, driver and cook, to sum it up, as he says, she has been his everything. "She helps me bathe, prepares my meals, gets my medications, helps me dress, lifts me into and out of bed, straps on my...

Exhibit 9.a

Another recipient, Angelica Padilla, came from a poor family in San Luis Potosi, Mexico, and worked in a fruit packing company when she first came to California. Through her participation in the Even Start program at Clovis Adult School, she



improved her English, gained confidence, and is now attending college. She is employed as a parent-liaison for the Even Start program at Clovis Adult School. Angelica was a speaker at the National Conference on Family Literacy in 2005. (Exhibit 9.b)


Adult Education Students Succeed

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

Angelica Padilla
Clovis Adult School

The following is taken from the program for the [National Conference on Family Literacy](#), held April 25-27, 2005 in Louisville, Kentucky.

When Angelica Padilla was 19, she left her mother, five brothers, and one sister to make a life for herself in the United States. She paid a "coyote," a guide for illegal immigrants, \$150 to take her from her birthplace of San Luis Potosi, Mexico to California. Eventually, she ended up in the San Joaquin Valley where she lives, as a U.S. Citizen, today. Angelica is currently attending Reedley Community College and plans to transfer to Fresno State to complete her education and obtain a teaching credential.



Angelica told her own story, which is repeated here, at the conference in a session titled, "Perseverance and Potention: In Our Own Words."

Exhibit 9.b

At the annual conference of the California Council on Adult Education in the spring, 12 recipients of Students Succeed awards were recognized at the conference luncheon. The story of each individual was recounted, and each received a plaque. Some agencies also presented the plaques at special ceremonies including school board meetings.

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

Nominations may be submitted by any California adult education agency at any time. All nominations are reviewed for completeness and for how closely they address the criteria stated on the nomination form. The database now totals 143 successful graduates nominated by 68 adult schools, two community college non-credit programs, one library literacy program, three community based organizations and a County Office of Education.



10. Support for Professional Development Centers

OTAN has supported the regional network of adult education resource centers with technical assistance and professional assistance for sixteen years. In 2005-06, the centers continued to be managed by the California Adult Literacy Professional Development Project (CALPRO). Ten centers and two satellite centers are supported. The resource centers have small depository collections of archival materials for which OTAN provides centralized cataloging and distribution and maintains an online searchable database accessed through the OTAN Web sites and through the Web pages of the individual centers.

OTAN continuously updates the manual for the PDC managers and provides a hands-on training for any new PDC Managers and support staff who need it on the features of the depository library system. Included in the manual are the depository cataloging and distribution system, the online searchable database, the optional feature for centers to enter their local materials in the online database, and a Web-based library circulation system. (Exhibit 10.a) In July 2005, eight PDC managers and staff were trained on the library system.

"We used the online address book and received a great response from our OTAN county broadcast - thanks for your help."

— Kathleen Jain



Exhibit 10.a

A survey was done of PDC usage of training modules previously developed by the Staff Development Institute. OTAN initiated a project of scanning the print masters of the older training modules still in use in order to create PDF files for distribution to PDC managers on the CALPRO Intranet. This year, two SDI modules and one facilitator guide were recreated and updated digitally.

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



11. CA Adult Education Archives

OTAN maintains the only Archives of California Adult Education information. Included are books, reports (e.g. researchers and contractors), newsletters, other types of print documents (e.g. testimony, letters, and notes), videocassettes, audiocassettes, slides, and photographs. During the contract year, 35 newly donated items were catalogued into the collection for a total of 1,728 cataloged titles. (Exhibit 11.a)

*"I received
an immediate
response and the
information was
utilized that day."*
— OTAN member

OTAN ADULT EDUCATION ARCHIVES COLLECTION			
TOPIC	ITEMS	TOPIC	ITEMS
Archives (by Title)	86	CLASS Level 2	9
309 Projects	16	Community Colleges	13
310 Projects	9	Competency Based Ed. (A-K)	21
Adult Ed. 1950's	11	Competency Based Ed. (L-Z)	15
Adult Ed. 1960's	21	Correctional Education	6
Adult Ed. 1970's	22	Crossroads Café	53
Adult Ed. 1980's	21	Disabled Populations	35
Adult Ed. 1990's	30	Distance Learning	25
Adult Ed. Handbook	16	DNAE	14
Adult Ed. Institute (By Title) A-H	8	English for All	20
Adult Ed. Institute (By Title) I-Z	10	GAIN	24
Adult Ed. Institute Policy Options	18	LA CAPS Citizen	10
Adult Ed. Statistics	12	LA CAPS Consumer	10
Adult Ed. Two-Thousands	17	LA CAPS Family	6
Adult English (Second Language)	113	LA CAPS Health	6
Adult Leadership 1979	10	LA CAPS Worker	8
Adult Literacy	61	LAES	2
Adult Performance Level	6	Lifelines	22
Adult Schools	10	Madison Heights	20
Adult Secondary Education	19	NOMOS Projects	13
Amnesty/IRCA	9	Older Adults	8
CA State ABE Plans	17	On Common Ground	34
CACE	8	One Stop Centers	24
CalWORKS	4	Oral History	56
CASAS (By Title) A-B	18	OTAN	78
CASAS (By Title) C-C	31	Parent Education	25
CASAS (By Title) D-Z	49	School Effectiveness	15
CASAS Curric Index	19	Slides	15



INFORMATION AND REFERENCE SERVICES

CASAS Disabled Populations	3	Staff Development	150
CASAS Final Report	13	Technology	1
CASAS IRCA	13	Videos	66
CASAS Summer Inst.	24	Vocational Ed.	19
CBE Staff Devel	25	Vocational ESL	19
CDE State and Federal Reports	40	Welfare Reform	2
Citizenship	58	Workforce Development	17
CLASS Level 1	11	Workplace Education	9
TOTAL ITEMS IN COLLECTION 1,728			

Exhibit 11.a

Preservation of significant California adult education archival material through digitization is an ongoing project. During the 2005-06 year, full texts of 33 additional archival documents were scanned and converted to electronic PDF format and made available on the Web site. To date approximately 17 percent of the print titles in the Archives are also available electronically. During the year, PDF documents on the Web site were accessed 120,955 times.

While the Archives do not circulate, they are accessible to adult educators through the database of bibliographic records that is electronically available on the OTAN Web site, through room-use in Sacramento, and through copies of items made for legitimate researchers (free of charge to those in California). Two professional librarians are available to interpret the collection to users, and it is used as a resource for OTAN's reference services. During 2005-06, California adult educators used the Archives collection for research related to the Sesquicentennial Celebration.

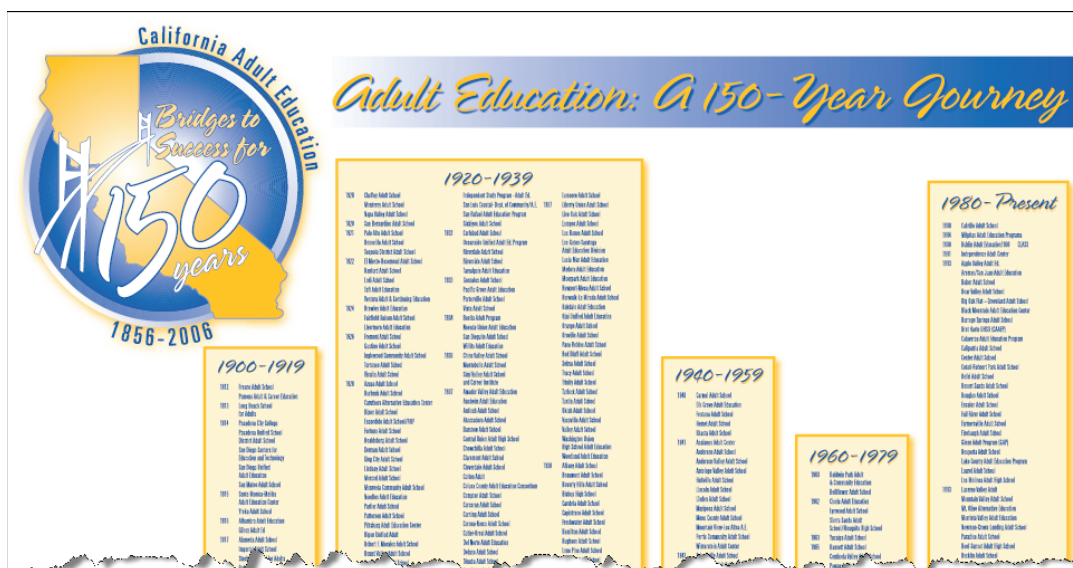


Exhibit 11.b

In connection with the Sesquicentennial, OTAN publicized events and hosted a Sesquicentennial Committee listserv. OTAN also provided electronic versions of Sesquicentennial items, including the logo, bookmark, and poster on the OTAN Web site. In coordination with the California Council for Adult



INFORMATION AND REFERENCE SERVICES

Education, OTAN facilitated a project to identify and publicize the start date of each currently active public adult program. A group of volunteers researched both key documents in the California Adult Education Archives and the California School Directory collection, years 1918-1978, which is located in the State Library. A chart posted on the OTAN Web site lists currently active adult programs, the earliest date that there is evidence adult education classes were provided, the names of those early programs, and the source of the data. The data is searchable by current adult program name, district, city, and county. (Exhibit 11.b)

At the request of the Adult Education Office, OTAN maintains a process for sending CDE Adult Education Office documents to the CA State Library to comply with government depository regulations. In 2005-06, OTAN forwarded 11 historical documents and related MARC records to the State Library on behalf of the Adult Education Office and also submitted two current reports to all 17 full depositories. (Exhibit 11.c)

STATE LIBRARY SUBMISSION OF ADULT EDUCATION MATERIAL Interim Report 7/1/05 – 6/30/06					
CATEGORY/DOCUMENT TITLE	REFERENCE ID	DATE PUBLISHED	DATE SENT	SUBMIT FORMAT	NO. OF COPIES
CDE State and Federal Reports					
Annual narrative performance report: federally-funded ABE programs in California 1995-96	2583	1996	3/17/06	Print	2
Annual narrative performance report: federally-funded ABE programs in California 1996-97	2582	1997	3/17/06	Print	2
Annual narrative performance report: federally-funded ABE programs in California 1997-98	2734	1998	3/17/06	Print	2
Annual narrative performance report: federally-funded ABE programs in California 1998-99	2897	1999	3/17/06	Print	2
Annual narrative performance report: federally-funded WIA/AEFLA programs in California 1999-2000	3090	2001	3/17/06	Print	2
Annual narrative performance report: federally-funded WIA/AEFLA programs in California 1999-2000	3797	2002	3/17/06	Print	2
Annual performance report: federally-funded WIA/AEFLA programs in California 2000-2001	3798	2002	3/17/06	Print	2
California annual narrative performance report: field study of federally funded adult education WIA/Title II programs, program year 2002, July 1, 2001 – June 30, 2002	3543	2003	3/16/06	PDF	1
California annual narrative performance report: field study of federally funded adult education WIA/Title II programs, program year 2005, July 1, 2004 – June 30, 2005	5564	2006	4/18/06	PDF Print	2
End-of-year progress report to the legislature implementation of the Workforce Investment Act (WIA) Title II, program year 2005, Jul 1, 2005 – June 30, 2005	5567	2006	4/18/06	PDF Print	2
Implementation of the Workforce Investment Act (WIA) Title II: 2001-02 End-of-Year Progress Report to the Legislature	3541	2003	3/17/06	Print	2
Implementation of the Workforce Investment Act (WIA) Title II: 2002-03 End-of-Year Progress Report to the Legislature	3718	2004	3/17/06	Print	2
Distance Learning					
California Adult Education 2003-2005 Innovation and Alternative Instructional Delivery Program, a review	4199	2005	2/14/06	PDF Print	2

Exhibit 11.c

In addition, in 2005-06 OTAN staff developed a beta version of an XML template for finding aids for archival collections and entered two finding aids into the template. The standards-based archiving template will be added to the OTAN cataloging system so that finding aids can be shared with Online Archive of California.



12. Workplace

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

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

VESL SUMMARY OF MATERIALS & SERVICES	
SUMMARY ITEMS	TOTAL
Cataloged Titles	457
Requests Received	55
Materials Sent	143
Total Number of Catalogs Distributed	538

Exhibit 12.a

During 2005-06, the Clearinghouse catalog contained 457 items, and 681 items were distributed in response to 55 requests. The consistent interest in workplace materials is probably due to CDE allowing agencies that receive supplemental federal funding (WIA Title 2, Section 231) to utilize funds for VESL/VABE classes. This year the biggest project for the Clearinghouse was to create an online front end for the Clearinghouse coordinator to keep track of the collection, replacing the previous system which was in Filemaker Pro. Now all charges and other data are automatically generated, and access is available from anywhere. Also, since the catalogue was converted to a CD, OTAN copies and distributes the CD as requested, or it can be downloaded from the OTAN Web site as a PDF document.

The Employment Training Library (ETL) that was originally developed with JTPA funding has been even more utilized with marketing to the adult education community. The collection consists of 1,211 print and video items. In 2005-06 841 items were loaned to 455 patrons. Additionally, research using the collection was done for 79 patrons. (Exhibit 12.b)

ETL SUMMARY OF MATERIALS & SERVICES	
SUMMARY ITEMS	TOTAL
Print and Video Items	1,211
Materials Loaned	841
Patrons Requesting Material	455
Patrons Requesting Research	79

Exhibit 12.b

"Materials are very accessible."
— Lynda Leonard

"Great videos and service."
— Frances Harms



13. Technology Integration Advisory Group

This year OTAN initiated the Field Technology Integration Advisory Group to give input on which emerging technologies to focus on and how OTAN can best provide services in this area to adult educators in California. The group consisted of seven instructors and one administrator who are leaders in technology integration, and represented small, medium and large programs, and the basic skills areas of both ESL and ABE/GED/ASE. (Exhibit 13.a)

Members of the Technology Integration Advisory Committee	
Barry Bakin, ESL Instructor Pacoima Skills Center, LAUSD	Author of technology integration column in Language magazine, recipient of technology integration grant from California Literacy
Linda Boice, ESL Instructor, formerly vocational computer skills instructor Elk Grove Adult and Community Education	Staff mentor for the Technology Integration Mentor Academy
Richard Crane, Principal Vista Adult School	Supported staff participation in the Technology Integration Mentor Academy, and before that OTAN's Instructional Technology Assistance Project, and a proponent of technology use
Ron Fujihara, ESL and Lab Instructor Long Beach School for Adults	Pioneer of creating and maintaining a course Web site where students receive and submit assignments, and communicate with other students and the instructor through email, document posting, and chat
Susan Gaer, ESL Instructor Centennial Education Center, Santa Ana College	Pioneer in technology integration since 1980s, used email with students before the Web, continues to implement a variety of projects such as the International Classroom Virtual Visit, and is the recipient of the Sadae Iwataki Award from CATESOL and the David R. Pierce Faculty Technology Award from the American Association of Community Colleges
Branka Marceta, ESL Instructor Milpitas Adult School	Implementer of technology in the classroom and site-based technology mentor, Webmaster for CATESOL's Technology-Enhanced Language Learning Interest Group
Sheila Shaw, ABE Instructor, ABE/ASE Department Chair and Instructional Leader San Diego Community College District	Technology specialist and advocate, and national consultant on technology topics
Dave Williams, GED/ASE Instructor Beaumont Adult School	Former engineer, GED and High School Subjects instructor, technology integrator

"I'm proud to be a member of the advisory committee and have the opportunity to add my voice to the great work that OTAN is doing to help teachers take advantage of all the possibilities that technology now affords us."

— Susan Gaer

Exhibit 13.a



The group met in December 2005 and discussed the following five topics. The list includes some of the ideas that were expressed, and OTAN's response.

TOPIC 1: What would be ideal support from a state-level organization for effective integration of technology into instruction?

- o ***Better integration of OTAN and CALPRO*** – OTAN has made a particular effort this year to attend CALPRO Professional Development Center meetings, respond to requests for the development of new workshops, participate in CALPRO projects such as the Mentor Taskforce and the Algebra Taskforce in order to share ideas and resources. The result has been two new workshops in the process of development, improved communication between the two projects, and collaboration on projects including the creation of an online training registration page that includes offerings from all the leadership projects.
- o ***More focus on supporting the professional development plans of sites and less on one or two-shot workshops*** – OTAN's Technology Integration Mentor Academy (TIMAC) is the best example of OTAN's response to this need. TIMAC supports individuals to become technology site mentors, to participate in site technology planning, and to work on professional development for the site on technology topics.
- o ***Demonstration grants at the classroom level***, i.e. funds to create one technology-enhanced classroom and support that teacher to do technology projects with students – this idea awaits further funding.
- o ***Expand distance learning, encourage more online courses and other experimentation*** – In collaboration with the California Distance Learning Project (CDLP), OTAN has promoted the idea of "blended learning," a traditional classroom with a Web presence that encourages learners to begin becoming online learners. In addition, four workshops were offered on Free and Easy Ways to Create a Web Site for your Class. Also in collaboration with CDLP, OTAN has supported and promoted workshops on using Blackboard, an online course management system which CDLP holds a license for. The first Blackboard workshop was offered in the spring of 2006, and more are planned for 2006-07. In addition, OTAN developed plans to license Moodle, another course management system that is open-source and has become quite popular as a shell for offering online courses.

TOPIC 2: What classroom technologies are out there that need attention, experimentation, nurturing, professional development?

- o ***Web pages for teachers and students*** – As above, four presentations made on this topic, and Blackboard sites offered to interested teachers, along with training and support, in conjunction with CDLP.
- o ***Message board*** – teachers wanted to be able to have an online message/discussion board for students to use in online discussions. This is a feature of NiceNet and Yahoo Groups, two of the Web sites promoted for creating a free class site. It is also available through Blackboard. In addition, a free site that does only discussion boards was posted to the Technology Mentor Network (TMN) list.



- **Podcasting** – this topic was featured in the summer newsletter, and examples of adult education podcasts have been promoted through the TMN list.
- **Using PowerPoint with students** – this is the topic of two OTAN workshops, as well as a training CD on which development was initiated in the spring.
- **Voice over IP** – as free Internet telephony has proliferated, OTAN has watched for creative uses in the classroom that should be promoted statewide. Although some experimentation has taken place, we are still in the infancy of integrating this technology into the classroom. One promising practice is the use of VoIP in student projects such as the International Classroom Virtual Visit.
- **Audio Card Readers** – OTAN produced videos of several instructors using these machines in a variety of ways. The final DVD and online versions of the videos will be released in fall 2006.
- **MovieMaker and other programs that come free with Windows XP or the Mac operating system** – Two hands-on workshops on using MovieMaker for adult education projects were offered in the spring, one at COABE and the other at the CASAS Summer Institute.

TOPIC 3: How can we best make use of the OTAN video collection?

- Feedback was given about recommended topics for future videos, and to keep posted examples short, three to four minutes maximum, and to include lesson plans and handouts on the Web site with the videos. Although the video collection is available online through the Adult Ed Teachers Web site and also at <http://www.otan.us/ltap/index.cfm?fuseaction=videogallery>, the site needs development, and will be included in development of the TIMAC Web site in the fall of 2006.

TOPIC 4: What are the best ways to deliver training to remote areas?

- **Online meetings and workshops** – Breeze and Tapped In were mentioned as vehicles for online training. OTAN has access to Breeze through CTAP, a sister project at the Sacramento County Office of Education. A workshop on Freeware and Shareware for Adults with Disabilities was offered via Breeze in June, with plans to offer more in the coming year.
- **Training CD or DVD** – Development was begun on a CD that contains animated tutorials on using PowerPoint in the adult education classroom
- **Online tutorials** – not yet available, but planned for the future

TOPIC 5: Should OTAN facilitate statewide licensing for electronic learning resources?

- UnitedStreaming was the most common example of leveraged licensing. Several participants already had access to this online video collection through their district's license. OTAN was encouraged to watch for opportunities to negotiate statewide licenses for resources that would benefit adult education teachers and learners.



14. Technology Planning Support

During the 2005-06, 180 EL Civics agencies were required to submit a technology plan online. Training was provided to 63 participants from 58 agencies on how to proceed with the technology planning process via seven online meetings. There were fewer participants than in previous years because there were no changes in the technology plan submission form and no new agencies were allowed to apply. Only staff new to the technology planning process or those wishing for a refresher were encouraged to attend. Feedback on delivering the information via teleconference was generally favorable, with numerous comments appreciating the convenience of not having to travel to training.

“The technology plan presentation was well paced, each section was fully explained and there was plenty of time for questions.”

— Participant

Technical support regarding submitting the online technology plan was provided by 91 phone and email contacts. Each technology plan was reviewed by two readers, and agencies not passing the review were offered assistance until all agencies had completed an appropriate plan. Contacts with agencies to provide technology planning support totaled 44 in 2005-06.

As a result of these efforts, all 180 agencies successfully completed technology plans. Agency types include adult schools of all sizes, community college adult education programs, libraries, county offices of education, and CBOs. (Exhibit 14.a)

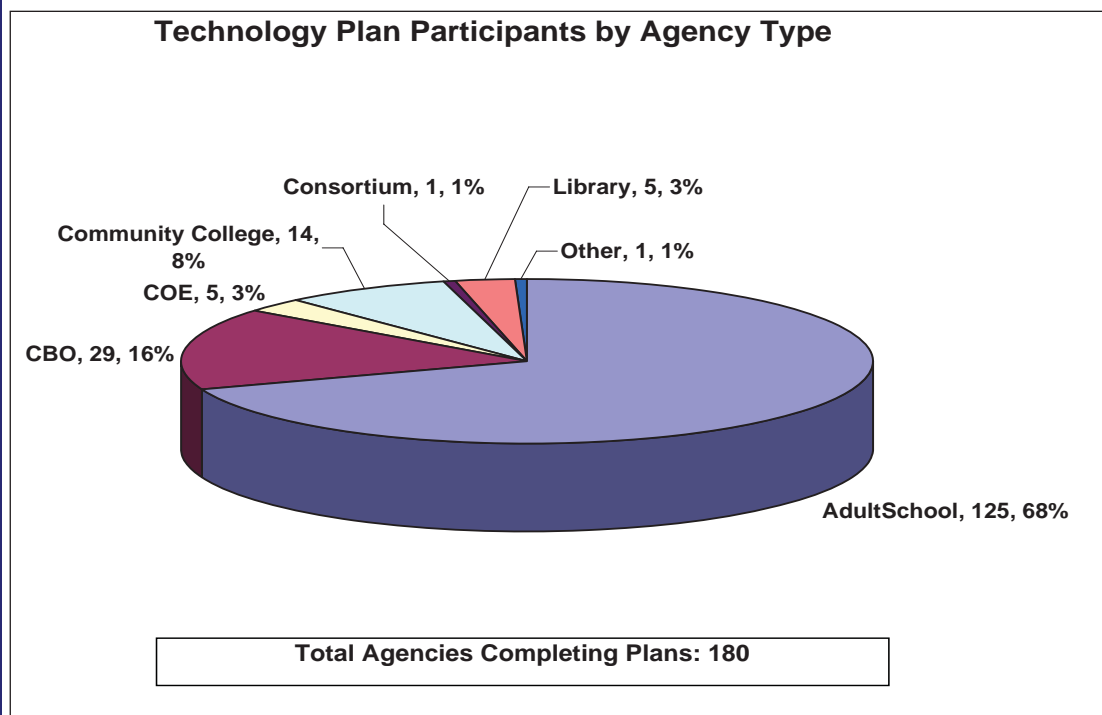


Exhibit 14.a



Data on staff skills was collected on 3,868 instructors, administrators and support staff in 2005-06. A four year comparison of staff computer skills assessment shows improved self-perception of computer skills in each of the first three years, with a leveling off this year. (Exhibit 14.b) In addition, for the last two years data has been collected on classroom practices. Regarding teacher practices, the responses for this year indicate that most of the teachers responding (84 percent) use word processing to produce classroom materials once a month or more, and 86 percent use the Internet to find lesson materials once a month or more. On the other hand, 64 percent never use PowerPoint or other presentation software to present lessons, and 90 percent don't have a class Web page. (Exhibit 14.c)

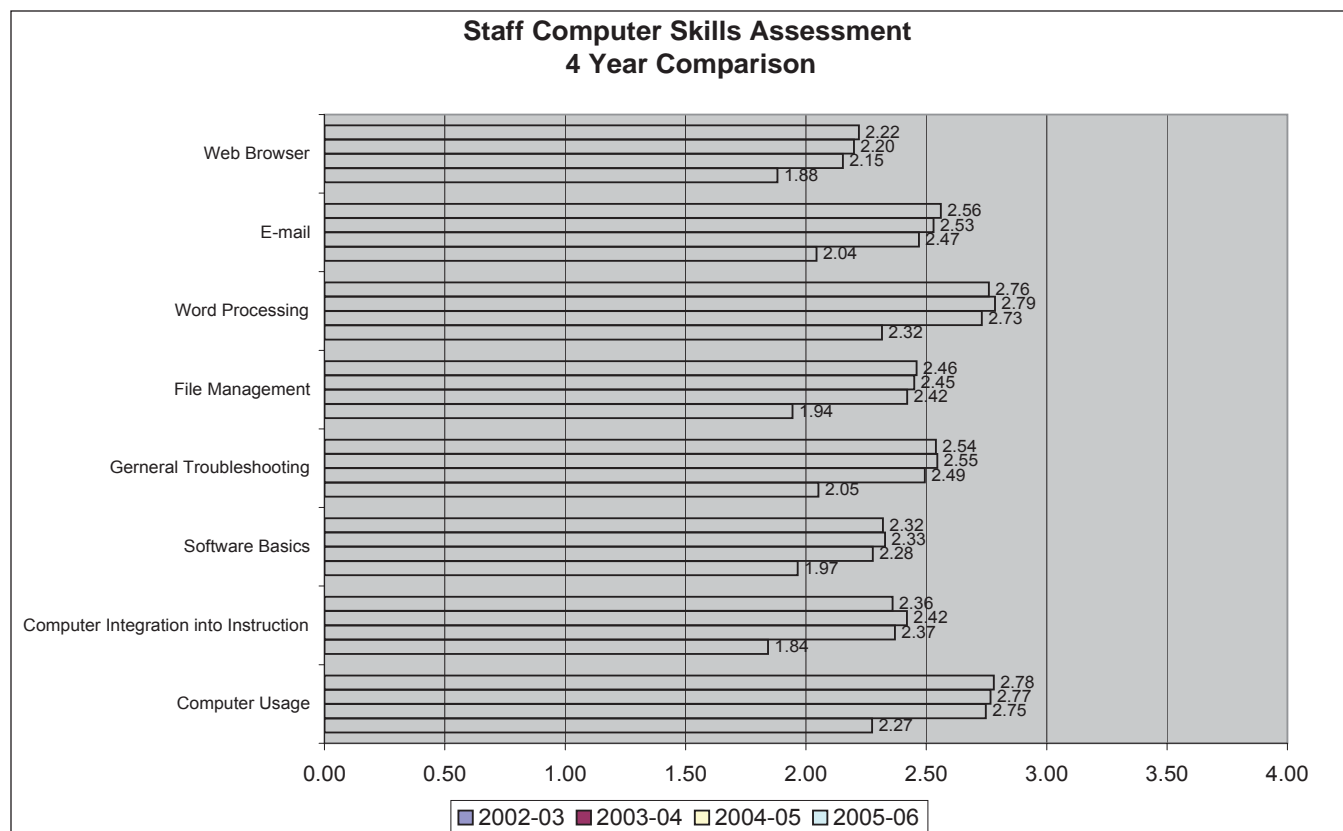


Exhibit 14.b

Regarding activities that teachers have their students do, almost half do some kind of Internet-based activity once a month or more, including drill and practice sites and online quizzes. A little less than half have students writing on the computer, although fewer are actually creating class projects on the computer. Fifty-nine percent of teachers never communicate with their students via the Internet. (Exhibit 14.d)

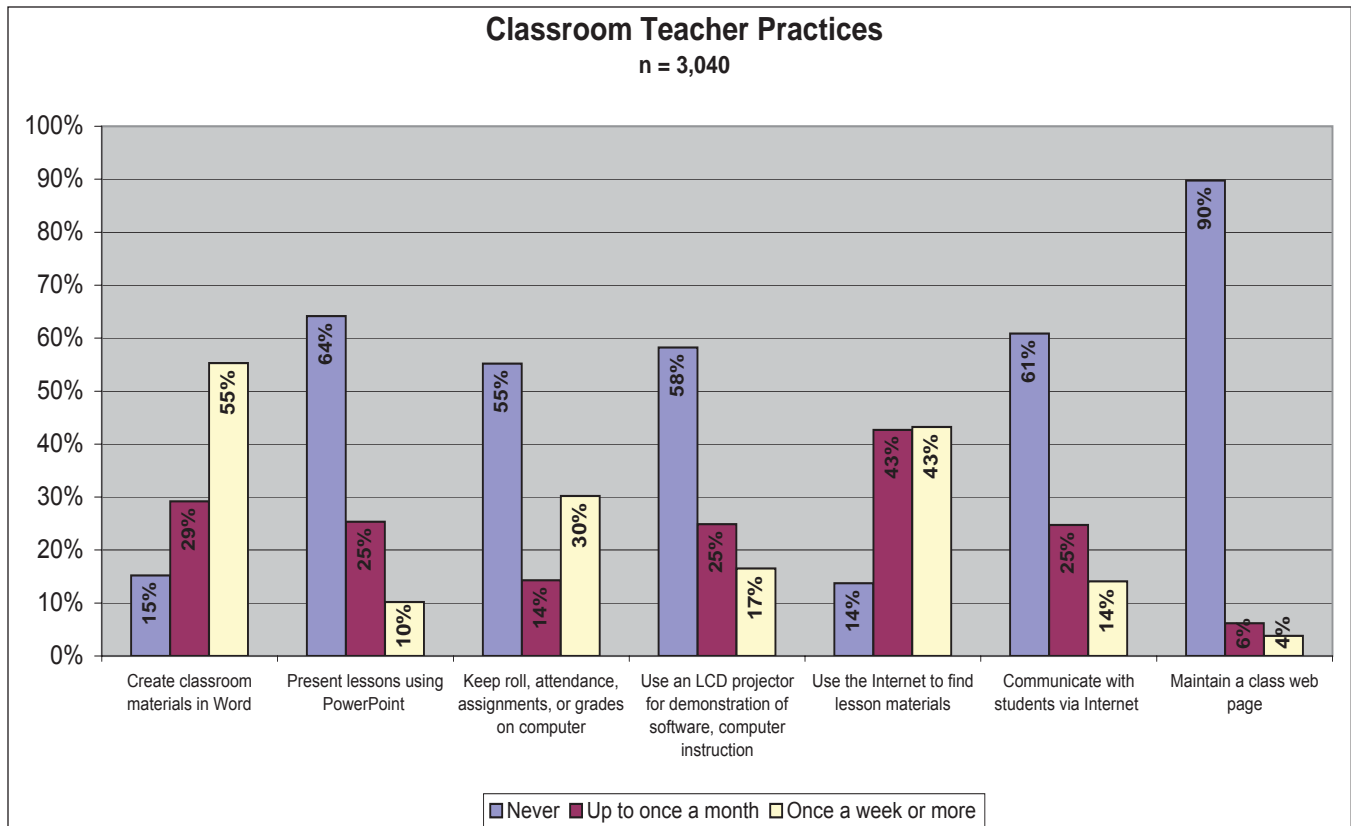


Exhibit 14.c

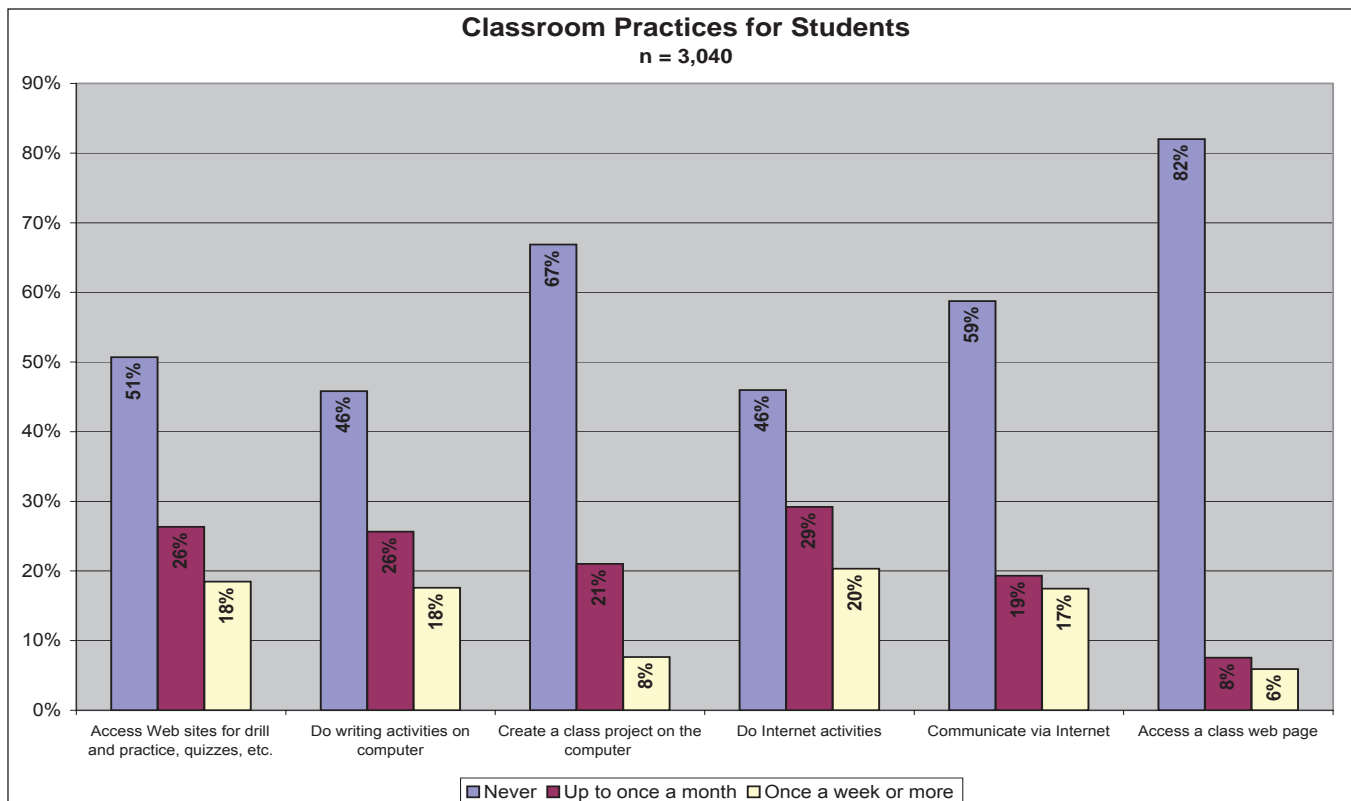


Exhibit 14.d



INSTRUCTIONAL TECHNOLOGY

In 2005-06 a process was initiated for revising the state adult education technology plan. A planning group was convened in December representing adult schools, community college non-credit programs, library literacy programs, community-based organizations, and the Department of Corrections. (Exhibit 14.e) An initial meeting was held in December 2005, which all but two of the working group members were able to attend.

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

Exhibit 14.e

Dr. Paul Porter was engaged as a consultant to write the actual plan, and based on the input from the working group, a draft was developed in January 2006. At this point the process was suspended because of staffing changes and other issues, and is planned to resume in the fall of 2006 in preparation for contributions to the new state adult education plan required when federal adult education funding is reauthorized. The draft plan will be reviewed by the working group and made available for public comment before the final plan is submitted to CDE for approval.

An additional goal for the current contract is to pilot strategies for meeting the needs of small agencies for local technical support. A model for providing centralized technical support either statewide or regionally was investigated but abandoned as too unwieldy. An email list for discussion of technical support problems was initiated in 2004-05 but was not utilized very much by members and was eventually discontinued. Smaller initiatives to assist with technical support have included the initiation of an "Ask the Techie" column in the OTAN newsletter, and an "Ask the Techie" topic area on both the OTAN and the Adult Ed Teachers Web site Q and A areas, and the promotion of an OTAN workshop on the subject of Basic Computer Literacy and Troubleshooting which was offered twice in 2005-06.



15. New and Emerging Technologies

OTAN produces videos of exemplary practices in technology integration, which are made available online and on DVD. This year three video segments and an overview were produced and disseminated on using the interactive whiteboard in ESL instruction. In addition to the overview, segments included dragging objects, making instructional software a whole-group activity, and using Web sites to capture, manipulate and save. These videos are available online by searching for “Interactive Whiteboard” on www.adultedteachers.org.

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

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

— Participant

Videos: Best Practices Using Technology in the Adult Education Classroom

Interactive Whiteboard in ESL: Overview

Running Time: 4:10 min.

Catherine McNally of Eureka Adult School in California explains and demonstrates how she used the interactive whiteboard, along with a document camera, for a variety of ESL classroom activities. 7/05

Interactive Whiteboard in ESL: Using Web Sites

Running Time: 3:38 min.

Projecting Web sites on the interactive whiteboard allows for capturing screens, capturing and dragging parts of a page or image, writing on the image and saving it, and more. See a demonstration. 7/05

Interactive Whiteboard in ESL: Dragging Objects

Running Time: 3:30 min.

One of the features of an interactive whiteboard is that text and pictures can be selected and dragged around on the screen. See a demonstration of activities that involve dragging objects. 7/05

Interactive Whiteboard in ESL: Instructional Software as a Whole Class Activity

Running Time: 1:34 min.

In this demonstration, Catherine McNally projects the program Live Action English onto the interactive whiteboard, and her students drag tools to the workspace in order to build a table. 7/05

Exhibit 15.a



From Previous Years:

Portable Keyboards for Writing Projects

Running Time: 17:28 min.

Susan Gaer, a beginning Low ESOL instructor at Santa Ana College, introduces portable keyboards to her students and has them do a couple of writing activities. 6/30/05

English for All: Online Class

Running Time: 7:05 min.

Marisol Richmond, an ESOL instructor in the San Juan Unified School District, talks about using English for All to teach an online course for Intermediate ESL students. Students also comment on various aspects of the course, what they liked and what they found difficult about studying online. 6/30/04

English for All: TV Broadcast Model

Running Time: 4:48 min.

Caroline Bjorklund, an ESOL instructor in the San Juan Unified School District, talks about using the English for All videos in a TV wrap-around format, where students watch, call in for oral practice, and mail in assignments. 6/30/04

English for All: Using Videos in the Classroom

Running Time: 3:42 min.

Caroline Bjorklund, an ESOL instructor in the San Juan Unified School District, talks about using the English for All videos in a traditional Beginning High classroom. She also demonstrates a variety of instructional strategies for incorporating video into a classroom lesson. 6/30/04

ABE: Making a Calendar

Running Time: 3:05 min.

Debbie Kerr at Baldwin Park does an ABE lesson on time management by having her students work in groups to find calendar information, and then to make their own calendar for the month. 1/30/02

Using Computers in a Beginning ESL Class

Running Time: 3:02 min.

Sharon McMarr at Harbor Adult School in the Los Angeles area uses laptops with her multilevel ESL/Family Literacy class. This short video shows a lesson that included using the digital camera and a beginning writing activity using Word. 1/29/02

Computer-Based Projects for Adult Secondary Students

Running Time: 3:48 min.

Instructors in the High School Lab in Chula Vista have their students using the computer in a variety of ways, including using PowerPoint for chapter notes, and creating text and graphics for projects in a variety of subject areas. 1/31/02

ESL: Making a Business Card

Running Time: 13:44 min

Susan Gaer at Santa Ana College Adult Education teaches her beginning ESL students to create a business card for themselves. The lesson includes warm-up, presentation, practice activities, the dictation of computer instructions, grouping strategies for creating the business card on the computer, printing, and an application activity. 2/03

Exhibit 15.a (continued)



INSTRUCTIONAL TECHNOLOGY

In 2005-06, there were 31 technology presentations and 1,685 participants. (Exhibit 15.b) Technology presentations include conferences, workshops and speeches.

Technology Presentations			
Date	Presentation Title	Location	No.
9/6/05	Technology in the Classroom	City of Industry	320
9/29/05	Introduce Video for John Swett Award	ACSA, Rancho Mirage	300
9/30/05	Supporting Technology In The Classroom	ACSA, Rancho Mirage	28
9/30/05	Students Succeed Awards	ACSA, Rancho Mirage	275
10/15/05	Technology Rap Session	CATESOL, San Diego	12
10/15/05	Easy and Free Ways to Create a Web Site for your Class	CATESOL, San Diego	32
10/15/05	Troubleshooting Computers	LAUSD DACE Fall Conference	80
10/21/05	Technology in the Classroom	Oakland Adult School	21
10/22/05	Easy and Free Ways to Create a Web Site for your Class	LA CATESOL, USC,	53
10/24/05	High-Speed Education Networks	Ctr for Digital Education, Sacramento	42
11/7/05	Free Website for your Class	No CA CATESOL, Sierra College	19
11/18/05	Technology: A Hands-on Approach	CCAE SCS, Palm Springs	18
1/26/06	Web-based Resources for Teaching and Learning	TRLD, San Francisco	18
1/27/06	Distance Learning: Extending the Reach	TRLD, San Francisco	38
1/28/06	Technology in the Classroom - What's New	CCAE, Santa Clara Adult School	28
1/28/06	Trends in Mobile Technology for K-Adult Education	TRLD, San Francisco	42
3/11/06	Technology Mentoring: Share the Wealth	CUE, Palm Springs	3
3/18/06	Technology Mentoring	TESOL, Tampa, FL	25
4/7/06	Internet Fair - Podomatic.com	CATESOL, San Francisco	35
4/8/06	Technology in the Adult Classroom	CATESOL, San Francisco	47
4/8/06	The Latest Technology for the Classroom	CATESOL, San Francisco	41
4/26/06	Creative Ways to Use PowerPoint in your Teaching	COABE, Houston, TX	8
4/26/06	Using MovieMaker	COABE, Houston, TX	8
4/26/06	New Technologies for Adult Learning	COABE, Houston, TX	35
4/29/06	Defining Competencies of a Technology Using Educator	COABE, Houston, TX	8
5/4/06	Tools to Support Adult Learners Working at a Distance	Sacramento	32
6/9/06	Distance Learning Trends	Oakland	16
6/13/06	Technology in the Classroom	CASAS Summer Institute, San Diego	40
6/13/06	Tools to Support Adult Learners Working at a Distance	CASAS Summer Institute, San Diego	42
6/15/06	Technology Mentors	CASAS Summer Institute, San Diego	14
6/21/06	Freeware and Shareware for Adults with Disabilities	Online workshop by Lynn Andres	5
Total Technology Presentations: 31 Total Participants: 1,685			

Exhibit 15.b



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

- Interactive White Boards
- Audio Card Readers
- Digital Audio Players (such as iPod and video iPod)
- Handheld Computers
- Portable Keyboards
- Video Conferencing
- Tablet PCs
- Digital Video
- Wireless networking

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

During the contract year, staff logged 33 cases of assistance with developing initiatives to deliver instruction over distances.

The OTAN Web site also provides resources for implementing technology. A searchable catalog of the bibliographic records for the Education Technology Collection is available in the Reference Libraries area. Technology conferences are advertised on the OTAN Web site in the Master Calendar, and technology funding opportunities in the Educational Grants section. Monthly updates of the "Internet in the Classroom" feature and other Internet teaching ideas were provided on adult education technology, where there are extensive resources to support teachers who want to integrate the Internet into instruction in adult education classrooms.

OTAN is also a liaison between publishers and practitioners. During the 2005-06 year, 42 contacts were made with vendors to identify adult appropriate materials and arrange demonstrations. Input and insights on the needs of the adult education field were provided to nine publishers engaged in software development.

Finally, OTAN staff research and make available information regarding new and emerging technologies and available learning resources. Newsletters and Web sites are monitored for current information, and an Educational Technology Collection of print (408) and non-print (1,011) cataloged titles is maintained. The collection is a resource for reference services and for technology presentations by staff.



16. Best Practices in Instructional Technology Professional Development

Responding to the need for California's adult educators to integrate more technology into their classrooms, OTAN initiated the Technology Integration Mentor Academy (TIMAC), which completed its first year in 2004-05. The goals of TIMAC are to build a professional corps of technology mentors who will help the field of adult education in California use technology creatively and effectively in the classroom and to meet the varied needs of learners.

TIMAC is a two-year commitment, and 15 participants are accepted each year through a competitive application process. For 2005-06, there were 14 returning second-year participants (Exhibit 16.a) and 15 newly selected first-year participants. (Exhibit 16.b) Participants represented English as a Second Language, Community-Based English Tutoring (CBET), Adult Basic Education, Adult Secondary Education, and Adults with Disabilities. All program sizes and all CDE regions were represented.

"TIMAC Workshops were well planned, well organized, and fast moving. Participants' and presenters' enthusiasm was contagious."
— Participant



Exhibit 16.a



Exhibit 16.b

Academy trainings were provided in Sacramento on October 14 and November 4, 2005, and January 20, and May 11 - 12, 2006. Participants developed project plans with a five-year time frame. They also received training on the following topics:

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



In May, first-year participants reported on the outcomes of their projects. Video of these presentations are available from OTAN on DVD. All mentors scored themselves higher on mentoring skills at the end of the year than they had at the beginning and remained at a steady level by the end of year 2. (Exhibit 16.c)

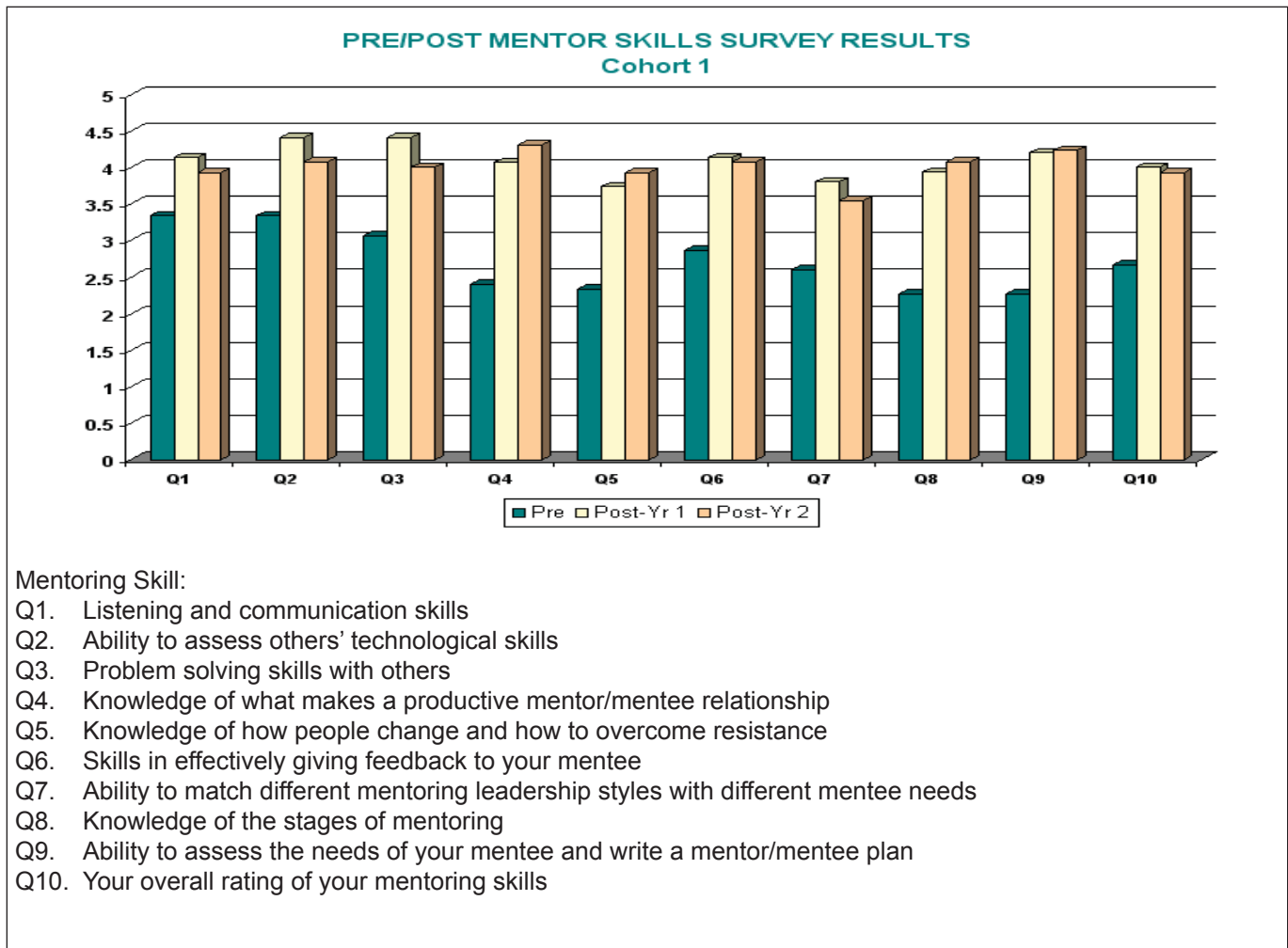


Exhibit 16.c

Regarding project goals, two-thirds of all project goals were met. Others were partially met, or changed or dropped. This completion rate represents a very positive outcome for the academy, considering that participants are encouraged to plan at least five years out, and considering unavoidable program, staff and administrative changes. (Exhibit 16.d & e)

Each participant is assigned to a staff mentor to guide them in carrying out their project. Their mentor made at least one site visit, held one regional face-to-face meeting, and TIMAC also hosted two online meetings and one videoconference during the year.

In June, an additional 15 applicants were accepted for 2006-07. These participants will attend their first training in October 2006.

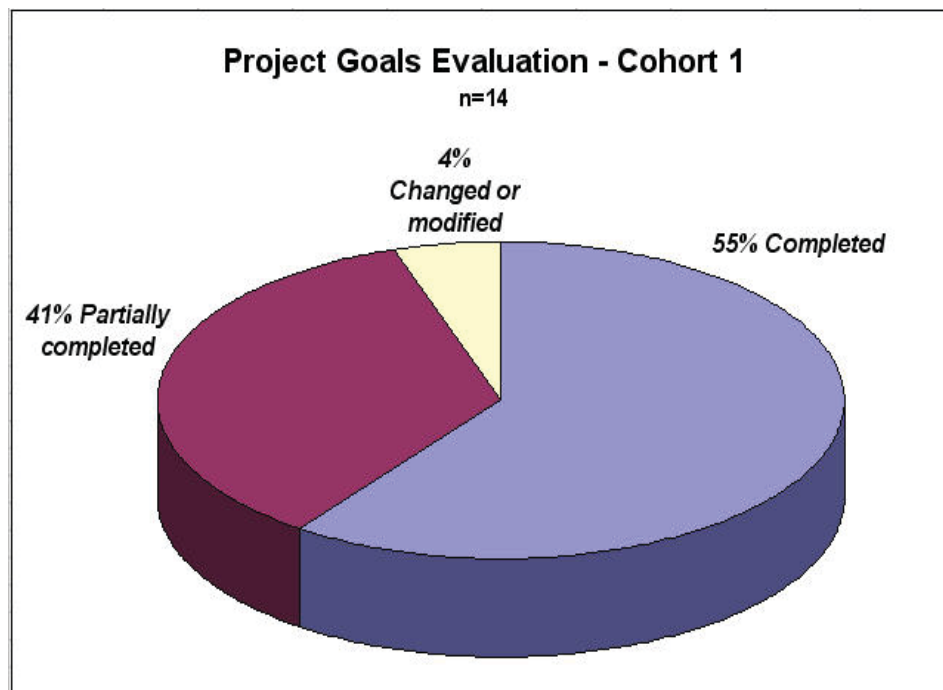


Exhibit 16.d

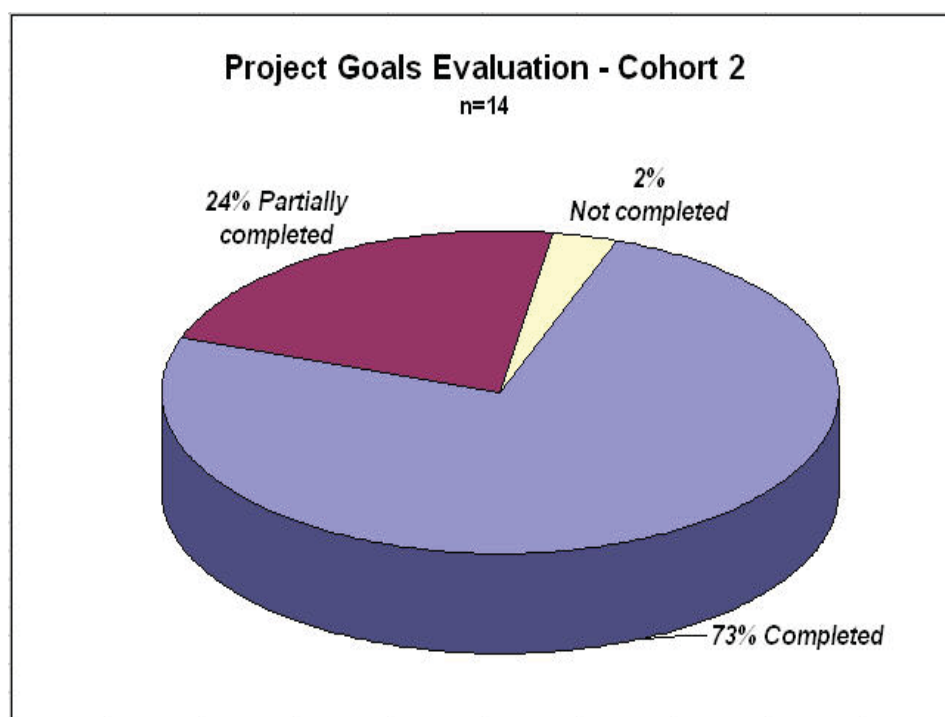


Exhibit 16.e



17. Technology Mentor Network

The Technology Mentor Network, an email list for adult education professionals who are serving as either official or de facto technology mentors for teachers and others in their programs, has held steady at about 80 members, with 107 topics and 265 total messages posted this year. The Technology Mentor Network is a place for members to seek information and advice, and to share their experience and expertise with others throughout the state. Discussion topics have included voice over IP, digital storytelling projects, Webquests, classroom virtual visits, podcasting, instructional software, among others.

In addition, the list is used for those attending statewide conferences, particularly California Teachers of English to Speakers of Other Languages (CATESOL), to propose technology-related workshop topics and recruit co-presenters. Out of 36 technology workshops at the state conference in April, 19 of them, or 53 percent, were presented by adult educators who were associated either with the Technology Mentor Network or with TIMAC, or both. (Exhibit 17.a)

“I get the best information from this list. It’s great to know there are others out there like me, enthusiastic about using technology in the classroom”

— Technology Mentor List Member

Technology-related workshops at CATESOL 2006

□ TMN or TIMAC Presenters

Friday, April 7th		
Presentation, Presenters	Time	Room
Internet Fair Marian Thacher, Donna Price-Machado et al	8:00-9:30	301
Be More Productive with Tables in MS Word Kimberly Grogan-Donner	8:00-9:30	302
Teaching Basic Computer Skills and Beyond Jennifer Barber	8:00-8:45	304
Introduction to Basic Digital Whiteboard Techniques Catherine McNally	8:00-9:30	305
Integrating On-Line Chatting for Optimal Foreign Language Oral Proficiency Carolyne Crolotte	8:00-8:45	306
Teaching Lifeskills with Internet Activities: Health Drug Labels; Employment G. Carrera, F.Wentworth	9:00-9:45	303
Integrating Technology for Adult Beginning Students Barry Bakin, Susan Gaer,	9:00-9:45	304
I Google You Google; We All Google! Gwendalina Carrera	10:00-10:45	302
Connecting Technology to the Curriculum Barry Bakin, Susan Gaer	10:00-10:45	304
Into Through; and Beyond the ESL Computer Lab Jim Brice	10:30-12:00	301
Creating Interactive Activities for a Digital Whiteboard Catherine McNally	10:30-12:00	305
ESL Multi-level Lab Lessons Using Microsoft Office Ryan de la Vega, Colleen Sasaki	11:00-12:00	302
Use PowerPoint to Capture Students’ Stories Suzanne Ludlum	3:00-4:30	301
Time Saving Tips & Tricks in MS Word Kimberly Grogan-Donner	3:00-4:30	302
Tools and Resources for Technology Enhanced Language Learning /Teaching (TELL-IG Colloquium)	3:00-4:30	308
The Why What and How-tos of Keyboarding in ESL Judy Schieber, Kelley Keith	3:00-3:45	



■ TMN or TIMAC Presenters

Saturday, April 8th		
Presentation, Presenters	Time	Room
Multimedia Classroom Management Software for Interactive Learning (Publishers) Marsha Chan, Jim Brady	8:00-8:45	301
Create Great Handouts with Screen Capture Jessica Buchsbaum	8:00-9:30	302
Language Master Machines: Using Old Technology in New Ways D. Price, S. Gwynne, B. Bakin	8:00-8:45	304
Give your Online Classes a Voice! Matt Wasowski	8:00-8:45	305
How to Edit Students' Essays Via Computer Stephanie Cross, Jim Davis	8:00-8:45	308
Increasing Communicative Competence Through Effective use of Technology Deborah Blackburn	9:00-9:45	202
Computer Software Fair Robert Wachman et al	9:00-10:30	301
Digital Movie Projects in the Adult ESL Classroom Kathleen Slattery, Alan McEwen	9:00-9:45	305
Create Your Lesson Plans Online and Share! Marian Thacher, Cherita Stevens	9:45-10:30	302
Start Using Those Computers Linda Boice	1:30-3:00	302
Speaking with Audacity Marsha Chan	1:30-2:15	303
Using Technology to Enhance Lower Level Citizenship Classes M. Chan, T. Lee, T. Chin, S. Tsang	1:30-2:15	305
Using News Websites to Create Classroom Activities Leifur Sigurdsson	1:30-2:15	306
Computer Activities for Beginning Level Adult English Learners Tina Sander, Amy Hemmert	2:30-3:15	303
Technology in the Adult Classroom – Some Possibilities Marian Thacher, Diana Batista, Ana Solomon	2:30-3:15	305
Distance Learning Fair Britta Burton et al	3:30-5:00	301
Design Great Worksheets Using MS Word Linda Boice	3:30-5:00	302
Web Activities for Desperate Teachers Gwendalina Carrera	3:30-4:15	303
Video Online Resources & Lessons Elizabeth Hanson-Smith	3:30-4:15	304
The Latest Technology for the Classroom Marian Thacher	3:30-4:15	305

Exhibit 17.a

Regarding the goal of developing the Technology Mentor Network into a statewide organization with goals and objectives, one competing development was TIMAC. The TIMAC participants have their own list, and have tended to post messages to the TIMAC list rather than to the Network. However, now that there is at least one graduated class from the Academy, OTAN's strategy is to encourage alumni of the Academy to use the Technology Mentor Network to stay in touch with their colleagues and to network with new interested staff. In this way it is hoped that the Network will grow into a more active organization.



18. Training on Implementing Instructional Technology

OTAN offered workshops on five different technology training classes to California adult educators during the 2005-06 year. Topics included basic computer literacy and troubleshooting, creating Web pages, beginning and advanced PowerPoint. (Exhibit 18.a)

“The trainer presented the information in a clear and simple manner. Learning to build a Web site sounds complicated but the trainer gave us easy step-by-step instructions. Excellent workshop!”

— Participant

Technology Training Course Descriptions

Basic Computer Literacy and Troubleshooting - 3 hours (minimum)

This workshop is designed for adult educators and staff not familiar with using computers and do not have access to district or agency-based classes that are similar in nature. It includes topics like: computer terms and components, an overview of the operating system, customizing the Desktop, creating and finding files and folders, and basic computer maintenance. The workshop also briefly discusses basic troubleshooting techniques, where participants learn to fix minor computer problems that occur in a classroom or lab setting. Prerequisites: None

Creating Web Pages for Adult Education - Session Length: 3 hours (minimum)

Participants will be shown how to develop Web pages using tools from GeoCities. These Web pages can be used in the classroom for their students or as an advertising tool for their agency. By the end of the workshop, all participants will know how to: add and modify text, set color options, add graphics, create hyperlinks and configure additional Web page add-ons. Prerequisites: Participants must be registered members of OTAN prior to the workshop and familiar with the Internet.

Email Basics and Creating Web Pages for Instruction - 3 hours (minimum)

In this workshop, participants will become familiar with the process of setting-up and using free online email for themselves and their students. They will also be shown how to create and publish Web pages that can be used in class and for their students. At the end of the workshop all participants will have knowledge of basic email functions, will have created their own free email account, and designed and created an online Web page. Prerequisites: A basic knowledge of computers and the Internet. Must be an OTAN member prior to the workshop.

Integrating the Internet into the Adult Education Classroom - 4 hours (minimum)

This is an intermediate workshop that is designed to provide ABE, ESL, and GED/High School teachers guidelines for integrating the Internet into their classroom instruction. Topics to be covered include: Why Use the Internet?, Barriers in Using the Internet in the Classroom, Evaluating Existing Sites for Usefulness, How the Internet can be Used, Getting Started, and Available Resources. Teachers will participate in two hands-on projects, time permitting. The first is an exercise on evaluating Web sites for usefulness, and the second will be to develop an activity to take home to use. Prerequisites: Participants should be very comfortable using the Internet, must have an email address, and must be a registered member of OTAN prior to the workshop. They should also have Internet access for their students and come prepared with a lesson in which they would like to use the Internet.

PowerPoint for Adult Education - Session Length: 3 hours (minimum)

In this three-hour, hands-on workshop, participants will learn techniques they can utilize while creating PowerPoint presentations for their classroom or the marketing of their school site. They will learn about: the different types of PowerPoint files; the PowerPoint viewer; creating and using hyperlinks; using animations; and converting a presentation into a web site. Prerequisites: Participants must be registered members of OTAN prior to the workshop and familiar with PowerPoint - this workshop will not teach the basics of using PowerPoint in general.

Exhibit 18.a



INSTRUCTIONAL TECHNOLOGY

During the year, 18 hands-on training sessions were provided for 232 teachers. (Exhibit 18.b)
Evaluations completed by participants at the end of the sessions indicated a high level of satisfaction with the training, with an overall average score of 4.78 out of 5.

Technology Training Sessions			
Date	Course Title	Location	Participants
08/25/05	Creating Web pages for Adult Education	Lucia Mar Adult Shool	10
09/30/05	Beginning PowerPoint 2003 for Adult Education	Hacienda La Puente	18
10/21/05	Creating Web Sites for Adult Education	Baldwin Park Adult School	14
10/26/05	Creating Web Pages for Adult Education	Rowland Adult School	10
11/18/05	Create a Web Site for your Class	Winterstein Adult School	10
11/28/05	Beginning PowerPoint 2003 for Adult Education	Hanford Adult School	14
12/06/05	Beginning PowerPoint 2003 for Adult Education	Ventura Adult School	7
12/07/05	Beginning PowerPoint 2003 for Adult Education	Simi Valley Adult School	14
01/06/06	Beginning PowerPoint 2003 for Adult Education	San Bernardino Adult School	10
01/06/06	Creating Web Pages for Adult Education	San Bernardino Adult School	10
01/13/06	Beg. PP 2003 for AE	Santa Ana College School of Continuing Education	11
01/27/06	Basic Computer Literacy and Troubleshooting	Redlands Adult School	16
02/10/06	Basic Computer Literacy and Troubleshooting	El Monte-Rosemead Adult School	15
02/28/06	Free Ways to Create a Web Site for your Class	San Leandro Adult School	8
03/09/06	Using Excel to Teach Numeric Concepts	CUE Conference, Palm Springs	27
03/17/06	Beginning PowerPoint 2003 for Adult Educators	Old Marshall Adult School	17
05/12/06	Creating Web Pages for Adult Education	Riverside Adult School	10
05/12/06	Advanced PowerPoint for Adult Education	Riverside Adutl School	11
Total Training Sessions: 18		Total Participants: 232	

Exhibit 18.b

OTAN encourages trainees to use the skills learned in its training to implement instructional technology. Following the sessions, trainees are given the opportunity to practice skills learned through homework assignments accessed through a special Web site. Those who successfully do the homework receive a certificate of completion. In 2005-06, three of the participants in two technical training classes completed the homework.

This year OTAN also hosted a videoconference for TIMAC participants to demonstrate the instructional capabilities of videoconferencing. Participants were able to discuss issues with each other, participate in a virtual field trip to Año Nuevo State Park, and discuss with the host ranger the possibility of bringing videoconferencing to local adult programs. Locations for this videoconference included four county offices of education and two community colleges. Response to this event from participants was very enthusiastic. However, there are still significant barriers to adult education programs accessing videoconferencing for students. The equipment and bandwidth is available at all county offices of education in California, but not necessarily at adult school sites, so travel would be involved for the students. Some community colleges, such as San Diego Community College District, are using videoconferencing to reach several sites at a time within their program, but are not yet able to include



sites outside the district. Logistics remain a significant barrier to general implementation.

OTAN also offered an online workshop this year on Freeware and Shareware for Adults with Disabilities. This workshop was offered using an Internet bridge for the voice portion, and Breeze software for the Web-based sharing of documents and programs. Participants were able to interact with the presenter verbally, and to see the programs that she was demonstrating on her computer from their homes or offices. The results were encouraging, and more online workshops are planned for 2006-07. Presenters will be recruited and trained on using the Breeze system.

The capacity to put an animated tutorial workshop on using PowerPoint in the adult education classroom was initiated in the spring, with release to the field expected in the fall of 2006.

Appendices

OTAN 2005-06

Quarterly Progress Reports



APPENDIX A

Outreach and Technical Assistance Network Sacramento County Office of Education Progress Report, Contract #5000 July 1, 2005 - September 30, 2005

OBJECTIVES AND MAJOR TASKS		STATUS
A. Electronic Communication		
1. <i>Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site</i>		
1.1. Research, abstract, and index Web sites related to adult education		• Continued to add teacher resources to www.adultedteachers.org
1.2. Maintain and improve search systems that provide access to Web site resources		• Continued to support and train people on using "My Resources" personalized section of www.adultedteachers.org
1.3. Upgrade OTAN Web site based on user input using latest technology		• Staff researched possible upgrades to search system on Web site
1.4. Explore and implement personalized access to Web resources		
2. <i>Improve the electronic collaborative environment for adult educators</i>		
2.1. Maintain and expand user registration system and searchable directory of registered users		• Web site stats showed high levels of usage. General hits for the quarter totaled 3,015,281 with an average of 135,353 user sessions (visits) per month.
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources		• The Web site directory averaged 460 new members/month. The membership total of 7,112 indicates a steady state. Inactive members were encouraged to participate and inactive accounts eliminated.
2.3. Host list servers that encourage networking for program improvement		• Managed Leadership Projects and Partnership Team and committee listservs.
2.4. Manage Q & A areas to facilitate sharing of best practices		• Managed individual listservs for Partnership Team members to communicate with their regions and a listserv for the STAR project.
2.5. Use new technologies to support CDE Adult Education Office initiatives		• Managed K-12 Adult Ed and regional CA North Coast Administrators listservs.
		• Managed Q & A areas on the main OTAN and For Teachers Web sites.
3. <i>Provide technical support and training to OTAN Web site users</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		• Staff provided telephone and email technical support to 172 clients.
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking		• Staff provided specialized online database support to 84 clients.
3.3. Provide training materials in a variety of modalities (print and electronic)		• Staff provided 9 services regarding training set-up and 6 services regarding training follow-up.
3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions		• Staff provided 5 training classes on the use of OTAN electronic resources at PDCs and local agencies for a total of 61 participants.
3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations		• Initiated development of animated help screens to replace traditional help screens on the OTAN Web site.
3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources		
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		• Developed new Web site at request of CDE to support the Persistence project.
4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials		• Maintained online directory of providers of adult education in California.
4.3. Support CDE's development of adult education online reporting systems		• Continued development of Adult Education Office staff combined database.
4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site		
4.5. Support CDE's goal of coordinating databases of adult education program information		
4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites		
5. <i>Maximize client access to OTAN products and services and obtain client input</i>		



APPENDIX A

OTAN/SCOPE		PROGRESS REPORT (7/1/2005 - 9/30/2005) - CONTRACT OBJECTIVES AND MAJOR TASKS	
OBJECTIVES AND MAJOR TASKS		STATUS	
5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings 5.2. Develop CD-ROMs for marketing OTAN's Web site and services 5.3. Present workshops and host vendor tables at adult education conferences 5.4. Implement electronic notification strategies and online surveys for feedback 5.5. Identify client categories and solicit input and feedback from representative focus groups		<ul style="list-style-type: none"> The <i>Online Connection</i> newsletter was mailed to 3,163 members in July. Users were notified by email of postings in the areas selected in their user profiles or asked to participate in online surveys; 8 directed email messages were sent for a total of 6,137 messages. Electronic satisfaction surveys from clients were logged and analyzed. A vendor table was hosted at 1 conference and 45 contacts were made. 	
B. Information and Reference Services			
6. <i>Maintain and improve electronic and print resource collections on adult education practice and research</i> 6.1. Maintain and improve linkages to the national adult education information network 6.2. Obtain pertinent data and prepare it for electronic access 6.3. Catalog materials and maintain bibliographic databases		<ul style="list-style-type: none"> All linkages to the national adult education information network were maintained. The number of new documents posted in the electronic forum totaled 155 (17 mb). Users were notified by email of postings in the areas selected in their user profiles; 8 directed email messages were sent for a total of 6,137 messages. The Adult Education Reference Library collection totals 1,523. 	
7. <i>Provide an information reference service for California adult educators</i> 7.1. Provide electronically searchable databases of bibliographic records and full text documents 7.2. Respond to online, mail and telephone (800#) requests 7.3. Customized searches of online databases 7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax		<ul style="list-style-type: none"> Web site stats show 12,702 searches by users. Staff responded directly to 71 requests for adult education and general information. Staff responded directly to 20 requests for archival information. Activities related to the Sesquicentennial have resulted in increased demand for historical information. Staff responded directly to 2 technology reference questions. Customized searches of online databases totaled 22. Staff distributed a total of 1,024 items by fax or U.S. mail. 	
8. <i>Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</i> 8.1. Improve and expand For Teachers Web site 8.2. Survey usage of the online lesson plan builder and add features as indicated by field input		<ul style="list-style-type: none"> The upgraded and reorganized adultedteachers.org Web site continued to show a high level of activity. During the quarter, monthly For Teachers visits totaled 3,277. The new member total for the quarter was 312. Continued to support and develop online Lesson Plan Builder. 486 users logged in to the Lesson Plan Builder in this quarter, and 276 worked on a lesson plan 	
9. <i>Document and publicize CA Adult Education successful students and programs</i> 9.1. Research and publicize the stories of successful adult learners and programs 9.2. Videotape stories of successful adult learners and programs 9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs 9.4. Assess value and utilization of successful students and exemplary programs project		<ul style="list-style-type: none"> Accepted thirteen nominations of adult education graduates in the sixth cycle of the CA Adult Education Students Succeed project that ended September 16, 2005. Staff recorded 57 client services regarding the CA Adult Education Students Succeed program. Videotaped four Student Succeed award winners, along with their teachers and colleagues, and showed videos at presentation of awards at ACSA Conference. Videos posted to the CAESS Web site. 	
10. <i>Support the regional network of adult education resource centers with technical assistance and professional services</i>			



APPENDIX A

OTAN/SCOPE PROGRESS REPORT (7/1/2005 - 9/30/2005) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS		STATUS
10.1. Provide assistance to CA Professional Development Center staff on usage of technology		<ul style="list-style-type: none"> Provided training to PDC managers on use of Web based templates to circulate depository materials within their regions and to enter local materials in the online catalog of library records, and the online catalog and address book systems. Collaborated with CALPRO on numbering new modules and distribution of copies to PDC libraries. Continued project of scanning print masters of older training modules and create PDF files for distribution on the CALPRO intranet. Book, video, and DVD titles deposited in PDC libraries now total 684.
10.2. Acquire materials, catalog, & distribute print and non-print resources		
10.3. Provide technical assistance to support PDC libraries		
11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers		<ul style="list-style-type: none"> The CA Adult Ed Archives now totals 1,673 cataloged print, video, & slide/tapes. During the quarter, PDF files on the Web site were accessed 27,053 times. Researched start dates of CA adult education programs, published database on history Web site, invited agencies to do local research and contribute data. Publicized Sesquicentennial events; hosted Sesquicentennial Committee listserv.
11.1. Acquire and catalog additional items		
11.2. Make database of bibliographic records available electronically		
11.3. Implement policy and procedures of digitizing prioritized archival items		
11.4. Research preservation issues and implement migration of resources to newer formats		
11.5. Deposit with the CA State Library adult education products as required by statute		
11.6. Contribute to the Online Archive of California standardized archival "finding aids"		<ul style="list-style-type: none"> The VESL/VABE Clearinghouse collection totals 439 titles cataloged. Responded to 21 inquiries. Distributed 308 copies of the 2005 CD-ROM catalog and 78 flyers at 2 conferences. Sent 94 VESL/VABE materials to 14 agencies. Continued revision and upgrade of VESL Workplace Clearinghouse database. The Employment Training Library now totals 1,134 print and video items. Researched pre-employment work maturity and job search skills for 12 patrons. Loaned 177 Employment Training items to 74 patrons.
12. Support provision of local providers of literacy skills in a workplace context		
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds		
12.2. Maintain online database of VESL/VABE/workplace materials		
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field		
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis		
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs		<ul style="list-style-type: none"> Initiated development of the Instructional Technology advisory group, in preparation for first meeting in December.
C. Instructional Technology		
13. Obtain Instructional Technology Input from Field Advisory Group		
13.1 Identify and recruit members		<ul style="list-style-type: none"> Developed and hosted technology plan online submission form for current year Coordinated with CASAS regarding technology planning information on CASAS EL Civics Web site. Provided online training for 44 individuals from 41 agencies on technology planning Provided support for technology planning to 2 individuals. Initiated planning for workgroup to revise the CA Adult Education Technology Plan
13.2 Develop input process and hold periodic meetings		
13.3 Implement suggestions from the advisory group		
14. Provide planning support to agencies implementing new technology		<ul style="list-style-type: none"> Developed and hosted technology plan online submission form for current year Coordinated with CASAS regarding technology planning information on CASAS EL Civics Web site. Provided online training for 44 individuals from 41 agencies on technology planning Provided support for technology planning to 2 individuals. Initiated planning for workgroup to revise the CA Adult Education Technology Plan
14.1. Assist local agencies with the technology planning process		
14.2. Maintain and improve online technology planner		
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 - 2009		
14.4. Identify and pilot strategies for meeting needs of small agencies for local technical support		
15. Research and make available information regarding new and emerging technologies and available learning resources		



APPENDIX A

OTAN/SCOE		PROGRESS REPORT (7/1/2005 - 9/30/2005) - CONTRACT OBJECTIVES AND MAJOR TASKS	
OBJECTIVES AND MAJOR TASKS		STATUS	
15.1. Research and acquire information regarding new technologies and resources		<ul style="list-style-type: none">• Monitored newsletters and Web sites for current information on new technologies.• Provided monthly update of the "Internet in the Classroom" Web site features.• Publicized technology conferences in "Master Calendar" on Web site.• Created a video on the use of the interactive whiteboard in ESOL instruction• The print and non-print Educational Technology library now totals 1,108 titles.• Demonstrated at professional conferences the educational use of new technologies by presenting 4 workshops for 923 participants.• Provided information on distance learning to 10 agencies.• Promoted development of adult appropriate materials with 18 vendors.	
15.2. Identify and collect information about best practices in the use of instructional technology			
15.3. Provide opportunities for adult educators to sample new technologies			
15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects			
15.5. Produce and make available online video-based demonstrations of technology integration			
15.6. Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom			
15.7. Promote with publishers the development of adult appropriate mediated materials			
16. Facilitate Technology Integration Mentor Academy (TIMAC)			
16.1. Recruit and select participants and trainers		<ul style="list-style-type: none">• Conducted 3 online meetings to plan curriculum for the Technology Integration Mentor Academy (TIMAC).• Communicated with first and second-year participants regarding Academy plans for current year• Offered 1 conference workshop with a panel of administrators to provide information about TIMAC to the field	
16.2. Provide training and follow-up support			
16.3. Evaluate Academy outcomes and make improvements			
16.4. Support network of Academy graduates to provide statewide leadership in technology integration			
17. Support Technology Mentor Network			
17.1. Publicize Network and recruit members		<ul style="list-style-type: none">• Continued to support the Technology Mentor Network email list, which hosted 76 messages in this quarter.• Five members joined the Technology Mentor Network in this period.	
17.2. Provide activities aimed at developing a sense of professional community			
17.3. Collaborate to provide technology-based workshops and activities at state conferences			
17.4. Encourage the Technology Mentor Network to grow as an organization with goals and objectives			
18. Provide training on planning and implementing instructional technologies			
18.1. Provide training for instructors on various types of instructional technologies		<ul style="list-style-type: none">• Provided 2 trainings on the use of technology in instruction for a total of 28 participants.• Planned training of TIMAC participants in use of Voice over IP, Webcams and podcasting	
18.2. Track and evaluate role and effectiveness of different modes of training			



APPENDIX B

Outreach and Technical Assistance Network Sacramento County Office of Education Progress Report, Contract #5000 October 1, 2005 - December 31, 2005

OBJECTIVES AND MAJOR TASKS		STATUS
A. Electronic Communication		
1. Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site		
1.1. Research, abstract, and index Web sites related to adult education		
1.2. Maintain and improve search systems that provide access to Web site resources		
1.3. Upgrade OTAN Web site based on user input using latest technology		<ul style="list-style-type: none"> Continued to add teacher resources to www.adultteachers.org Continued to support and train people on using "My Resources" personalized section of www.adultteachers.org Initiated process of adding an RSS feed to OTAN News Web team continued meeting to plan revise of main OTAN Web site, planned and wrote script for user phone survey
1.4. Explore and implement personalized access to Web resources		
2. Improve the electronic collaborative environment for adult educators		
2.1. Maintain and expand user registration system and searchable directory of registered users		<ul style="list-style-type: none"> Web site averaged 166,997 user sessions (visits) per month. The Web site directory averaged 306 new members/month for the quarter. The membership total of 6,892 indicates a steady state.
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources		<ul style="list-style-type: none"> Managed Leadership Projects and Partnership Team listservs. Managed individual listservs for Partnership Team members to communicate with their regions and a listserv for the STAR project.
2.3. Host list servers that encourage networking for program improvement		<ul style="list-style-type: none"> Managed K-12 Adult Ed and regional CA North Coast Administrators listservs.
2.4. Manage Q & A areas to facilitate sharing of best practices		<ul style="list-style-type: none"> Managed Q & A areas on the main OTAN and For Teachers Web sites.
2.5. Use new technologies to support CDE Adult Education Office initiatives		
3. Provide technical support and training to OTAN Web site users		
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"> Staff provided telephone and email technical support to 69 clients.
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"> Staff provided 61 services regarding training set-up and follow-up.
3.3. Provide training materials in a variety of modalities (print and electronic)		<ul style="list-style-type: none"> Staff provided 4 training classes on the use of OTAN electronic resources at PDCs and local agencies for a total of 49 participants.
3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions		<ul style="list-style-type: none"> Conducted first online meeting using new Breeze server.
3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations		
3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources		
4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects		
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"> Continued development of Persistence Project Web site for CDE.
4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials		<ul style="list-style-type: none"> Maintained online directory of providers of adult education in California.
4.3. Support CDE's development of adult education online reporting systems		<ul style="list-style-type: none"> Created an online budget submission page for WIA/AEFL applications
4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site		<ul style="list-style-type: none"> Continued development of Adult Education Office staff combined database.
4.5. Support CDE's goal of coordinating databases of adult education program information		
4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites		



APPENDIX B

OTAN/SCOPE PROGRESS REPORT (10/1/2005 - 12/31/2005) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS		STATUS
5. Maximize client access to OTAN products and services and obtain client input 5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings 5.2. Develop CD-ROMs for marketing OTAN's Web site and services 5.3. Present workshops and host vendor tables at adult education conferences 5.4. Implement electronic notification strategies and online surveys for feedback 5.5. Identify client categories and solicit input and feedback from representative focus groups		<ul style="list-style-type: none"> The <i>Online Connection</i> newsletter was produced in December, to be mailed to 3,089 members. Users were notified by email of postings in the areas selected in their user profiles or asked to participate in online surveys: 9 directed email messages were sent for a total of 9,550 messages. Electronic satisfaction surveys from clients were logged and analyzed. Workshops on OTAN services were presented at 4 conferences to 79 participants. A vendor table was hosted at 8 conferences and 269 contacts were made. Hosted Technology Integration Advisory Committee to get field input on OTAN's current and future services to support technology integration Hosted CA Adult Education Technology Plan work group, and collected research and data to be included in first draft of the new technology Plan.
B. Information and Reference Services 6. Maintain and improve electronic and print resource collections on adult education practice and research 6.1. Maintain and improve linkages to the national adult education information network 6.2. Obtain pertinent data and prepare it for electronic access 6.3. Catalog materials and maintain bibliographic databases		<ul style="list-style-type: none"> All linkages to the national adult education information network were maintained. The number of new documents posted in the electronic forum totaled 63 (6 mb). Users were notified by email of postings in the areas selected in their user profiles: 9 directed email messages were sent for a total of 9,550 messages. The Adult Education Reference Library collection totals 1,525.
7. Provide an information reference service for California adult educators 7.1. Provide electronically searchable databases of bibliographic records and full text documents 7.2. Respond to online, mail and telephone (800#) requests 7.3. Customized searches of online databases 7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax		<ul style="list-style-type: none"> Web site stats show 12,557 searches by users. Staff responded directly to 38 requests for adult education and general information, and 2 technology reference questions. Staff responded directly to 3 requests for archival information. Activities related to the Sesquicentennial have resulted in increased demand for historical information. Customized searches of online databases totaled 8. Staff distributed a total of 849 items by fax or U.S. mail.
8. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources 8.1. Improve and expand For Teachers Web site 8.2. Survey usage of the online lesson plan builder and add features as indicated by field input		<ul style="list-style-type: none"> Continued to monitor activity on the AdultEdTeachers Web site. During the quarter, monthly AdultEdTeachers visits averaged 2,520. The new member total for the quarter was 311. Met with Professional Development Center managers and CALPRO to coordinate training and find ways to support the online part of the Lesson Planning and Teaching Math modules offered by CALPRO 421 users logged in to the Lesson Plan Builder in this quarter, and 259 worked on a lesson plan
9. Document and publicize CA Adult Education successful students and programs 9.1. Research and publicize the stories of successful adult learners and programs 9.2. Videotape stories of successful adult learners and programs 9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs		<ul style="list-style-type: none"> Accepted 21 nominations of adult education graduates in the eighth cycle of the CA Adult Education Students Succeed project that ended December 16, 2005. Staff recorded 16 client services regarding the Students Succeed program. Updated information and student stories on the Students Succeed Web site at www.adultedlearners.org.



APPENDIX B

OTAN/SCOPE		PROGRESS REPORT (10/1/2005 - 12/31/2005) - CONTRACT OBJECTIVES AND MAJOR TASKS	
OBJECTIVES AND MAJOR TASKS		STATUS	
9.4. Assess value and utilization of successful students and exemplary programs project			
10. Support the regional network of adult education resource centers with technical assistance and professional services			
10.1. Provide assistance to CA Professional Development Center staff on usage of technology			
10.2. Acquire materials, catalog, & distribute print and non-print resources			
10.3. Provide technical assistance to support PDC libraries			
11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers			
11.1. Acquire and catalog additional items			
11.2. Make database of bibliographic records available electronically			
11.3. Implement policy and procedures of digitizing prioritized archival items			
11.4. Research preservation issues and implement migration of resources to newer formats			
11.5. Deposit with the CA State Library adult education products as required by statute			
11.6. Contribute to the Online Archive of California standardized archival "finding aids"			
12. Support provision of local providers of literacy skills in a workplace context			
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds			
12.2. Maintain online database of VESL/VABE/workplace materials			
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field			
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis			
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs			
C. Instructional Technology			
13. Obtain Instructional Technology Input from Field Advisory Group			
13.1 Identify and recruit members			
13.2 Develop input process and hold periodic meetings			
13.3 Implement suggestions from the advisory group			
14. Provide planning support to agencies implementing new technology			
14.1. Assist local agencies with the technology planning process			
14.2. Maintain and improve online technology planner			



APPENDIX B

OTAN/SCOE PROGRESS REPORT (10/1/2005 - 12/31/2005) - CONTRACT OBJECTIVES AND MAJOR TASKS		
OBJECTIVES AND MAJOR TASKS	STATUS	
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009	<ul style="list-style-type: none"> on technology planning Provided support for technology planning to 27 individuals. Recruited 9 members for the CA Adult Education Technology Plan work group representing different agency sizes and types. Hosted work group to initiate the process of creating an updated technology plan for adult education in the state 	
14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support		
15. <i>Research and make available information regarding new and emerging technologies and available learning resources</i>		
15.1. Research and acquire information regarding new technologies and resources	<ul style="list-style-type: none"> Monitored newsletters and Web sites for current information on new technologies. Provided monthly update of the "Internet in the Classroom" Web site features. Publicized technology conferences in "Master Calendar" on Web site. Disseminated a video on the use of the interactive whiteboard in ESOL instruction Based on input from Technology Integration Advisory Committee, initiated development of a list of future priorities and activities in this area. The print and non-print Educational Technology library now totals 1,112 titles. Demonstrated at professional conferences the educational use of new technologies by presenting 9 workshops for 302 participants. Provided information on distance learning to 8 agencies. Promoted development of adult appropriate materials with 11 vendors. 	
15.2. Identify and collect information about best practices in the use of instructional technology		
15.3. Provide opportunities for adult educators to sample new technologies		
15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects		
15.5 Produce and make available online video-based demonstrations of technology integration		
15.6 Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom		
15.7 Promote with publishers the development of adult appropriate mediated materials		
16. <i>Facilitate Technology Integration Mentor Academy (TIMAC)</i>	<ul style="list-style-type: none"> Conducted two 1-day TIMAC training sessions for a total of 29 TIMAC members. Conducted 4 online meetings to plan curriculum for the Technology Integration Mentor Academy (TIMAC). Monitored and contributed to TIMAC discussion board Communicated with first and second-year participants regarding Academy plans for current year Created online evaluation form for TIMAC training days 	
16.1. Recruit and select participants and trainers		
16.2. Provide training and follow-up support		
16.3. Evaluate Academy outcomes and make improvements		
16.4 Support network of Academy graduates to provide statewide leadership in technology integration		
17. <i>Support Technology Mentor Network</i>	<ul style="list-style-type: none"> Continued to support the Technology Mentor Network email list, which has 78 members and hosted 89 messages in this quarter. Eight members joined the Technology Mentor Network in this period. 	
17.1. Publicize Network and recruit members		
17.2. Provide activities aimed at developing a sense of professional community		
17.3. Collaborate to provide technology-based workshops and activities at state conferences		
17.4 Encourage the Technology Mentor Network to grow as an organization with goals and objectives	<ul style="list-style-type: none"> Provided 7 trainings on the use of technology in instruction for a total of 81 participants. Trained TIMAC participants in use of Voice over IP, Webcams and podcasting Created a podcasting account for TIMAC participants to experiment with. 	
18. <i>Provide training on planning and implementing instructional technologies</i>		
18.1. Provide training for instructors on various types of instructional technologies		
18.2. Track and evaluate role and effectiveness of different modes of training		



APPENDIX C

Outreach and Technical Assistance Network Sacramento County Office of Education Progress Report, Contract #5000 January 1, 2006 - March 31, 2006

OBJECTIVES AND MAJOR TASKS		STATUS
A. Electronic Communication		
1. Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site		
1.1. Research, abstract, and index Web sites related to adult education		Continued to add teacher resources to www.adultteachers.org .
1.2. Maintain and improve search systems that provide access to Web site resources		Continued to support and train people on using "My Resources" personalized section of www.adultteachers.org .
1.3. Upgrade OTAN Web site based on user input using latest technology		Initiated process of adding an RSS feed to OTAN News.
1.4. Explore and implement personalized access to Web resources		Web team continued meeting to plan new look and navigation of main OTAN Web site, reviewed several versions of design document, considering programming options for personalized OTAN home page.
2. Improve the electronic collaborative environment for adult educators		
2.1. Maintain and expand user registration system and searchable directory of registered users		Web site averaged 63410 user sessions (visits) per month.
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources		The Web site directory averaged 378 new members/month for the quarter. The membership total of 7,160 indicates a steady state.
2.3. Host list servers that encourage networking for program improvement		Managed Leadership Projects and Partnership Team listservs.
2.4. Manage Q & A areas to facilitate sharing of best practices		Initiated CA Jail Educators listserv. And managed individual listservs for Partnership Team members and a listserv for the STAR project.
2.5. Use new technologies to support CDE Adult Education Office initiatives		Managed K-12 Adult Ed and regional CA North Coast Administrators listservs.
3. Provide technical support and training to OTAN Web site users		
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		Managed Q & A areas on the main OTAN and For Teachers Web sites.
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking		
3.3. Provide training materials in a variety of modalities (print and electronic)		Staff provided telephone and email technical support to 189 clients.
3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions		Staff provided specialized online database support to 167 clients.
3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations		Staff provided 46 services regarding training set-up and follow-up.
3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources		Staff provided 3 training classes on the use of OTAN electronic resources at PDCs and local agencies for a total of 46 participants.
4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects		
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California		Conducted 3 online meetings using Breeze server.
4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials		Began planning to create Beginning PowerPoint workshop on CD
4.3. Support CDE's development of adult education online reporting systems		Attended and presented at Jail Educators session at CAEEA Conference, agreed to host listserv for jail educators
4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site		Encouraged jail educators to apply for the Technology Integration Mentor Academy
4.5. Support CDE's goal of coordinating databases of adult education program information		
4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites		
		Added resources to Persistence Project Web site for CDE.
		Maintained online directory of providers of adult education in California.
		Supported online budget submission page for WIA/AEFL applications
		Provided kick-off training for Adult Education Office staff on the combined database.
		Gathered feedback and got CDE staff started using the database, and created a short- and long-range plan for additions and improvements.
		Participated in discussions with Leadership Projects regarding a combined online training registration database, and agreed to take the lead in development.



APPENDIX C

OTAN/SCOPE PROGRESS REPORT (1/1/2006 - 3/31/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>5. Maximize client access to OTAN products and services and obtain client input</p> <p>5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings</p> <p>5.2. Develop CD-ROMs for marketing OTAN's Web site and services</p> <p>5.3. Present workshops and host vendor tables at adult education conferences</p> <p>5.4. Implement electronic notification strategies and online surveys for feedback</p> <p>5.5. Identify client categories and solicit input and feedback from representative focus groups</p> <p>B. Information and Reference Services</p> <p>6. <i>Maintain and improve electronic and print resource collections on adult education practice and research</i></p> <p>6.1. Maintain and improve linkages to the national adult education information network</p> <p>6.2. Obtain pertinent data and prepare it for electronic access</p> <p>6.3. Catalog materials and maintain bibliographic databases</p> <p>7. Provide an information reference service for California adult educators</p> <p>7.1. Provide electronically searchable databases of bibliographic records and full text documents</p> <p>7.2. Respond to online, mail and telephone (800#) requests</p> <p>7.3. Customized searches of online databases</p> <p>7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax</p> <p>8. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources</p> <p>8.1. Improve and expand For Teachers Web site</p> <p>8.2. Survey usage of the online lesson plan builder and add features as indicated by field input</p> <p>9. Document and publicize CA Adult Education successful students and programs</p> <p>9.1. Research and publicize the stories of successful adult learners and programs</p> <p>9.2. Videotape stories of successful adult learners and programs</p> <p>9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs</p> <p>9.4. Assess value and utilization of successful students and exemplary programs project</p>	<ul style="list-style-type: none"> • Users were notified by email of postings in the areas selected in their user profiles or asked to participate in online surveys: 10 directed email messages were sent for a total of 13,935 messages. • Electronic satisfaction surveys from clients were logged and analyzed. • Workshops on OTAN services were presented at 4 conferences to 57 participants. <ul style="list-style-type: none"> • All linkages to the national adult education information network were maintained. • The number of new documents posted in the electronic forum totaled 91 (12 mb). • Users were notified by email of postings in the areas selected in their user profiles: 10 directed email messages were sent for a total of 13,935 messages. • The Adult Education Reference Library collection totals 1,539. <ul style="list-style-type: none"> • Web site stats show 22,140 searches by users. • Staff responded directly to 57 requests for adult education and general information, and 4 technology reference question. • Staff responded directly to 15 requests for archival information. Activities related to the Sesquicentennial have resulted in increased demand for historical information. • Customized searches of online databases totaled 40. • Staff distributed a total of 566 items by fax, email or U.S. mail. <ul style="list-style-type: none"> • Continued to monitor activity on the AdultEdTeachers Web site. • During the quarter, monthly AdultEdTeachers visits averaged 3,271. The new member total for the quarter was 437. • Met with Professional Development Center managers and CALPRO to coordinate training and find ways to support the online part of the Lesson Planning and Teaching Math modules offered by CALPRO • 527 users logged in to the Lesson Plan Builder in this quarter, and 329 worked on a lesson plan <ul style="list-style-type: none"> • Accepted 25 nominations of adult education graduates in the eighth cycle of the CA Adult Education Students Succeed project that ended March 16, 2006. • Staff recorded 44 client services regarding the Students Succeed program. • Updated information and student stories on the Students Succeed Web site at www.adultedlearners.org. • Began development of multimedia presentation to accompany awarding plaques to 12 Students Succeed recipients at CCAE Conference in May.

OTAN/SCOPE PROGRESS REPORT (1/1/2006 - 3/31/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS		STATUS
10. Support the regional network of adult education resource centers with technical assistance and professional services		
10.1. Provide assistance to CA Professional Development Center staff on usage of technology		<ul style="list-style-type: none"> • Worked with 2 PDC managers on using the online address book to send group emails.
10.2. Acquire materials, catalog, & distribute print and non-print resources		<ul style="list-style-type: none"> • Collaborated with CALPRO on numbering new modules and distribution of copies to PDC libraries.
10.3. Provide technical assistance to support PDC libraries		<ul style="list-style-type: none"> • 66 items distributed to 10 PDC libraries. • Continued project of scanning print masters of older training modules and create PDF files for distribution on the CALPRO intranet. • Book, video, and DVD titles deposited in PDC libraries now total 698.
11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers		
11.1. Acquire and catalog additional items		<ul style="list-style-type: none"> • The CA Adult Ed Archives now totals 1,712 cataloged print, video, & slide/tapes.
11.2. Make database of bibliographic records available electronically		<ul style="list-style-type: none"> • During the quarter, PDF documents on the Web site were accessed 39,193 times.
11.3. Implement policy and procedures of digitizing prioritized archival items		<ul style="list-style-type: none"> • Improved State Library Depository Submittal System and wrote detailed procedures.
11.4. Research preservation issues and implement migration of resources to newer formats		<ul style="list-style-type: none"> • Submitted 13 CA Adult Education annual reports to the CA State Library; and the most recent two reports to all 17 "complete" depositories
11.5. Deposit with the CA State Library adult education products as required by statute		<ul style="list-style-type: none"> • Provided start dates of CA Adult Education programs for Sesquicentennial poster, and publicized Sesquicentennial events on OTAN Web site.
11.6. Contribute to the Online Archive of California standardized archival "finding aids"		<ul style="list-style-type: none"> • Developed a beta version of a template for submitting standardized finding aids to the Online Archive of CA.
12. Support provision of local providers of literacy skills in a workplace context		
12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds		<ul style="list-style-type: none"> • The VESL/VABE Clearinghouse collection totals 449 titles cataloged. • Responded to 18 inquiries.
12.2. Maintain online database of VESL/VABE/workplace materials		<ul style="list-style-type: none"> • Distributed 25 copies of the 2006 CD-ROM catalog.
12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field		<ul style="list-style-type: none"> • Sent 21 VESL /VABE materials to 6 agencies. • Continued revision and upgrade of VESL Workplace Clearinghouse database.
12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis		<ul style="list-style-type: none"> • The Employment Training Library now totals 1,133 print and video items.
12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.		<ul style="list-style-type: none"> • Researched pre-employment work maturity and job search skills for 12 patrons. • Loaned 254 Employment Training items to 150 patrons.
C. Instructional Technology		
13. Obtain Instructional Technology Input from Field Advisory Group		
13.1. Identify and recruit members		<ul style="list-style-type: none"> • Advisory group meeting was held in second quarter, and some suggestions have been implemented, such as closer collaboration between CALPRO and OTAN in providing workshops and other training to the field.
13.2. Develop input process and hold periodic meetings		
13.3. Implement suggestions from the advisory group		
14. Provide planning support to agencies implementing new technology		
14.1. Assist local agencies with the technology planning process		<ul style="list-style-type: none"> • Continued to support technology plan online submission form for current year, which was due on January 31
14.2. Maintain and improve online technology planner		<ul style="list-style-type: none"> • Followed up on 23 agencies that did not initially pass the review
14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 - 2009		<ul style="list-style-type: none"> • Provided one-on-one training to 1 new administrator on technology planning
14.4. Identify and pilot strategies for meeting needs of small agencies for local technical support		<ul style="list-style-type: none"> • Provided support for technology planning to 26 individuals.



APPENDIX C

OTAN/SCOE PROGRESS REPORT (1/1/2006 - 3/31/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>15. Research and make available information regarding new and emerging technologies and available learning resources</p> <p>15.1. Research and acquire information regarding new technologies and resources</p> <p>15.2. Identify and collect information about best practices in the use of instructional technology</p> <p>15.3. Provide opportunities for adult educators to sample new technologies</p> <p>15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects</p> <p>15.5. Produce and make available online video-based demonstrations of technology integration</p> <p>15.6. Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom</p> <p>15.7. Promote with publishers the development of adult appropriate mediated materials</p>	<ul style="list-style-type: none"> Monitored newsletters and Web sites for current information on new technologies. Provided information to the field via listservs and workshops on blogging, podcasting, and other Web 2.0 developments. Provided monthly update of the "Internet in the Classroom" Web site features. Publicized conferences with technology sessions in "Master Calendar" on Web site. Videotaped two classrooms in San Diego where students were using audio card reader machines, and began editing this video for dissemination Demonstrated at professional conferences the educational use of new technologies by presenting 6 workshops for 154 participants. Provided information on distance learning to 2 agencies. Promoted development of adult appropriate materials with 8 vendors. The print and non-print Educational Technology library now totals 1,112 titles.
<p>16. Facilitate Technology Integration Mentor Academy (TIMAC)</p> <p>16.1. Recruit and select participants and trainers</p> <p>16.2. Provide training and follow-up support</p> <p>16.3. Evaluate Academy outcomes and make improvements</p> <p>16.4. Support network of Academy graduates to provide statewide leadership in technology integration</p>	<ul style="list-style-type: none"> Conducted a 1-day TIMAC training for 15 TIMAC mentors on project evaluation. Organized 3 face-to-face and one online regional meeting for TIMAC mentors. Conducted 2 online meetings to plan curriculum for the Technology Integration Mentor Academy (TIMAC). Monitored and contributed to TIMAC discussion board Communicated with first and second-year participants regarding Academy plans for current year Updated online data collection tools for TIMAC participants and their mentees.
<p>17. Support Technology Mentor Network</p> <p>17.1. Publicize Network and recruit members</p> <p>17.2. Provide activities aimed at developing a sense of professional community</p> <p>17.3. Collaborate to provide technology-based workshops and activities at state conferences</p> <p>17.4. Encourage the Technology Mentor Network to grow as an organization with goals and objectives</p>	<ul style="list-style-type: none"> Continued to support the Technology Mentor Network email list, which has 79 members and hosted 62 messages in this quarter. Discussions occurred on topics such as Web sites for low literacy ESL, digital storytelling, games in powerpoint, Google video, and more Some planning for statewide conferences took place on the list.
<p>18. Provide training on planning and implementing instructional technologies</p> <p>18.1. Provide training for instructors on various types of instructional technologies</p> <p>18.2. Track and evaluate role and effectiveness of different modes of training</p>	<ul style="list-style-type: none"> Provided 8 trainings on the use of technology in instruction for a total of 114 participants. Trained TIMAC participants in use of online meeting software Encouraged experimentation with blogging and podcasting via listservs and conference presentations.



APPENDIX D

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

OBJECTIVES AND MAJOR TASKS		STATUS
A. Electronic Communication		
1. Provide a CA Adult Ed Web portal linked to the CDE Adult Ed Web site		
1.1. Research, abstract, and index Web sites related to adult education		• Web team continued meeting to plan new look and navigation of main OTAN Web site, work plan developed with timelines, began work on improving site search function
1.2. Maintain and improve search systems that provide access to Web site resources		• Posted 12 news stories on the OTAN home page
1.3. Upgrade OTAN Web site based on user input using latest technology		• Continued to add teacher resources to www.adultedteachers.org .
1.4. Explore and implement personalized access to Web resources		• Continued to promote and train users on how to personalize AdultEdTeachers.org using My Resources feature
2. Improve the electronic collaborative environment for adult educators		
2.1. Maintain and expand user registration system and searchable directory of registered users		• Web site averaged 64,753 user sessions (visits) per month.
2.2. Provide directed email to notify subscribers of funding and professional development opportunities and available resources		• The Web site directory averaged 305 new members per month for the quarter. The membership total of 7,363 indicates a steady state.
2.3. Host list servers that encourage networking for program improvement		• Managed Leadership Projects and Partnership Team listservs.
2.4. Manage Q & A areas to facilitate sharing of best practices		• Managed K-12 Adult Ed and regional CA North Coast Administrators listservs, Project Star list
2.5. Use new technologies to support CDE Adult Education Office initiatives		• Managed Q & A areas on the main OTAN and For Teachers Web sites and added new "Ask the Techie" strand to each discussion board.
3. Provide technical support and training to OTAN Web site users		
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		• Staff provided telephone and email technical support to 96 clients.
3.2. Provide hands-on training to users through classes at Professional Development Centers (PDCs) and local agencies, follow-up activities, and outcome tracking		• Staff provided specialized online database support to 62 clients.
3.3. Provide training materials in a variety of modalities (print and electronic)		• Staff provided 25 services regarding training set-up and follow-up.
3.4. Develop regional capacity for technical support and training by identifying, certifying and supporting trainers in the 10 PDC regions		• Staff provided 1 training class on the use of OTAN electronic resources at PDCs and local agencies for a total of 12 participants.
3.5. Pilot, evaluate, and utilize technology to improve access to users in remote locations		• Continued to use Breeze server to host online meetings and workgroups as well as one online workshop
3.6. Pilot and evaluate an initiative to address how educators of incarcerated adults can use electronic resources		• Initiated development of Beginning PowerPoint workshop on CD
4. Provide technical support to further the electronic communication initiatives of the CDE Adult Education Office and Leadership Projects		• Continued to host Jail Educators listserv
4.1. Support CDE's maintenance and improvement of an online directory of providers of adult education in California		• Maintained online directory of providers of adult education in California.
4.2. Support CDE's development of adult education online grant applications and surveys, including online tutorials		• Supported online budget submission page for WIA/AEFL applications
4.3. Support CDE's development of adult education online reporting systems		• Continued to develop and support Adult Education Office combined database, making additions and improvements based on CDE staff input, including creating a WIA Table 4 comparison table for use by CDE staff, adding ADA data to the J18/19-A Addendum pages, and modifying the consultant contact report
4.4. Provide technical support to prepare files for posting to CDE's Adult Education Office Web site		• Initiated development of a combined online training registration system where the user can register for any adult education training in the state
4.5. Support CDE's goal of coordinating databases of adult education program information		



APPENDIX D

OTAN/SCOPE PROGRESS REPORT (1/1/2006 - 3/31/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS		STATUS
4.6. Develop crosswalk to improve access from the CDE Adult Education Web site to the Leadership Project Web sites		<ul style="list-style-type: none"> Opened online course approvals for FY 2006-07 on April 15 Opened J18/19-A Addendum for FY 2006-07 on April 15
5. Maximize client access to OTAN products and services and obtain client input		
5.1. Produce print informational materials including quarterly newsletter, flyers, and brochures distributed by direct mail and at meetings		<ul style="list-style-type: none"> Users were notified by email of postings in the areas selected in their user profiles or asked to participate in online surveys: 15 directed email messages were sent for a total of 10,171 messages.
5.2. Develop CD-ROMs for marketing OTAN's Web site and services		<ul style="list-style-type: none"> Spring newsletter was produced and mailed to 3033 clients, featuring Podcasting
5.3. Present workshops and host vendor tables at adult education conferences		<ul style="list-style-type: none"> Electronic satisfaction surveys from clients were logged and analyzed.
5.4. Implement electronic notification strategies and online surveys for feedback		<ul style="list-style-type: none"> Workshops on OTAN services were presented at 3 conferences to 128 participants.
5.5. Identify client categories and solicit input and feedback from representative focus groups		
B. Information and Reference Services		
6. Maintain and improve electronic and print resource collections on adult education practice and research		
6.1. Maintain and improve linkages to the national adult education information network		<ul style="list-style-type: none"> All linkages to the national adult education information network were maintained.
6.2. Obtain pertinent data and prepare it for electronic access		<ul style="list-style-type: none"> The number of new documents posted in the electronic forum totaled 107.
6.3. Catalog materials and maintain bibliographic databases		<ul style="list-style-type: none"> Users were notified by email of postings in the areas selected in their user profiles: 15 directed email messages were sent for a total of 10,171 messages. The Adult Education Reference Library collection totals 1,557.
7. Provide an information reference service for California adult educators		
7.1. Provide electronically searchable databases of bibliographic records and full text documents		<ul style="list-style-type: none"> Web site stats show 29,802 searches by users.
7.2. Respond to online, mail and telephone (800#) requests		<ul style="list-style-type: none"> Staff responded directly to 42 requests for adult education and general information, and 4 technology reference questions.
7.3. Customized searches of online databases		<ul style="list-style-type: none"> Staff responded directly to 4 requests for archival information.
7.4. Duplicate materials and distribute by U.S. mail, or distribute electronically by email, electronic file transfer, or fax		<ul style="list-style-type: none"> Customized searches of online databases totaled 10. Staff distributed a total of 831 items by fax, email or U.S. mail.
8. Stimulate improvement of instructional practice by developing innovative systems to link educators with electronic resources		
8.1. Improve and expand For Teachers Web site		<ul style="list-style-type: none"> Continued to monitor activity on the AdultEdTeachers Web site.
8.2. Survey usage of the online lesson plan builder and add features as indicated by field input		<ul style="list-style-type: none"> During the quarter, monthly AdultEdTeachers visits averaged 3,045. The new member total for the quarter was 405. Completed programming within the Lesson Plan Builder to allow creating a group, sharing lesson plans with a group, and submitting lesson plans for publication. 517 users logged in to the Lesson Plan Builder in this quarter, and 270 worked on a lesson plan.
9. Document and publicize CA Adult Education successful students and programs		
9.1. Research and publicize the stories of successful adult learners and programs		<ul style="list-style-type: none"> Accepted 10 nominations of adult education graduates in the tenth cycle of the CA Adult Education Students Succeed project that ended May 26, 2006.
9.2. Videotape stories of successful adult learners and programs		<ul style="list-style-type: none"> Staff recorded 8 client services regarding the Students Succeed program.
9.3. Catalog, edit, and digitize videotape collections and use to publicize California adult programs		<ul style="list-style-type: none"> Updated information and student stories on the Students Succeed Web site at www.adultedlearners.org.

OTAN/SCOE PROGRESS REPORT (1/1/2006 - 3/31/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS	STATUS
<p>9.4. Assess value and utilization of successful students and exemplary programs project</p>	<ul style="list-style-type: none"> 12 Students Succeed recipients received recognition and a plaque at the CCAE Conference in May, accompanied by a multimedia slideshow. Online nomination form developed and initiated
<p>10. Support the regional network of adult education resource centers with technical assistance and professional services</p> <p>10.1. Provide assistance to CA Professional Development Center staff on usage of technology</p> <p>10.2. Acquire materials, catalog, & distribute print and non-print resources</p> <p>10.3. Provide technical assistance to support PDC libraries</p>	<ul style="list-style-type: none"> 390 items distributed to 10 PDC libraries. Continued project of scanning print masters of older training modules and create PDF files for distribution on the CALPRO intranet. Book, video, and DVD titles deposited in PDC libraries now total 675.
<p>11. Maintain and expand adult education archives for the benefit of practitioners, researchers and policymakers</p> <p>11.1. Acquire and catalog additional items</p> <p>11.2. Make database of bibliographic records available electronically</p> <p>11.3. Implement policy and procedures of digitizing prioritized archival items</p> <p>11.4. Research preservation issues and implement migration of resources to newer formats</p> <p>11.5. Deposit with the CA State Library adult education products as required by statute</p> <p>11.6. Contribute to the Online Archive of California standardized archival "finding aids"</p>	<ul style="list-style-type: none"> The CA Adult Ed Archives now totals 1,723 cataloged print, video, & slide/tapes. During the quarter, PDF documents on the Web site were accessed 23,138 times. Submitted 2 CA Adult Education annual reports to the CA State Library and all 17 "complete" depositories. Provided start dates of CA Adult Education programs, publicized Sesquicentennial events, and provided electronic versions of Sesquicentennial items on OTAN Web site. Entered finding aids for two archival collections into the beta version of a template for submission to the Online Archive of CA.
<p>12. Support provision of local providers of literacy skills in a workplace context</p> <p>12.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds</p> <p>12.2. Maintain online database of VESL/VABE/workplace materials</p> <p>12.3. Publicize availability of VESL/VABE/workplace materials and maintain database of requests from the field</p> <p>12.4. Distribute copies of VESL/VABE Workplace materials on a cost recovery basis</p> <p>12.5. Publicize availability of commercial and government produced employment training materials and loan items to CA adult programs.</p>	<ul style="list-style-type: none"> The VESL/VABE Clearinghouse collection totals 449 titles cataloged. Responded to 4 inquiries. Distributed 203 copies of the 2006 CD-ROM catalog. Sent 28 VESL/VABE materials to 8 agencies. Continued revision and upgrade of VESL Workplace Clearinghouse database. The Employment Training Library now totals 1,206 print and video items. Researched pre-employment work maturity and job search skills for 12 patrons. Loaned 241 Employment Training items to 145 patrons.
<p>C. Instructional Technology</p>	
<p>13. Obtain Instructional Technology Input from Field Advisory Group</p> <p>13.1 Identify and recruit members</p> <p>13.2 Develop input process and hold periodic meetings</p> <p>13.3 Implement suggestions from the advisory group</p>	<ul style="list-style-type: none"> Individual contacts with advisory group members resulted in discussion on the Technology Mentor Network list of several classroom technologies such as podcasting and video projects
<p>14. Provide planning support to agencies implementing new technology</p> <p>14.1. Assist local agencies with the technology planning process</p> <p>14.2. Maintain and improve online technology planner</p> <p>14.3. Coordinate a field-based process to update the California Adult Education Technology Plan for the years 2006 – 2009</p>	<ul style="list-style-type: none"> Continued to support technology plan online submission form for current year Followed up on 21 agencies that did not initially pass the review Succeeded in getting all required agency technology plans reviewed and approved Provided support for technology planning to 2 individuals.



APPENDIX D

OTAN/SCOE PROGRESS REPORT (1/1/2006 - 3/31/2006) - CONTRACT OBJECTIVES AND MAJOR TASKS

OBJECTIVES AND MAJOR TASKS		STATUS
14.4 Identify and pilot strategies for meeting needs of small agencies for local technical support		<ul style="list-style-type: none"> Initiated and publicized an "Ask the Techie" strand of the Q&A discussion boards on both www.otan.us and www.adultedteachers.org Initiated an "Ask the Techie" column in the OTAN newsletter
15. Research and make available information regarding new and emerging technologies and available learning resources		
15.1. Research and acquire information regarding new technologies and resources		<ul style="list-style-type: none"> Monitored newsletters and Web sites for current information on new technologies.
15.2. Identify and collect information about best practices in the use of instructional technology		<ul style="list-style-type: none"> Provided information to the field via listservs and workshops on blogging, podcasting, sharing photos and video and other Web 2.0 developments.
15.3. Provide opportunities for adult educators to sample new technologies		<ul style="list-style-type: none"> Provided monthly update of the "Internet in the Classroom" Web site features.
15.4. Develop and archive a videotape library of exemplary classroom practice and reflections by teachers and administrators, for use in multiple professional development projects		<ul style="list-style-type: none"> Publicized conferences with technology sessions in "Master Calendar" on Web site.
15.5 Produce and make available online video-based demonstrations of technology integration		<ul style="list-style-type: none"> Videotaped one classroom in Pacoima where students were using audio card reader machines, and continued editing this video for dissemination
15.6 Collaborate with CDLP to host a Distance Learning and Technology Symposium to showcase new technologies for the classroom		<ul style="list-style-type: none"> Demonstrated at professional conferences the educational use of new technologies by presenting 14 workshops for 331 participants.
15.7 Promote with publishers the development of adult appropriate mediated materials		<ul style="list-style-type: none"> Provided information on distance learning to 13 agencies. Promoted development of adult appropriate materials with 10 vendors. The print and non-print Educational Technology library now totals 1,419 titles.
16. Facilitate Technology Integration Mentor Academy (TIMAC)		
16.1. Recruit and select participants and trainers		<ul style="list-style-type: none"> Conducted a 2-day TIMAC training for 29 TIMAC mentors on digital video editing, interactive whiteboards in the classroom, and year-end evaluation activities
16.2. Provide training and follow-up support		<ul style="list-style-type: none"> Conducted one videoconference with Año Nuevo State Park for TIMAC mentors.
16.3. Evaluate Academy outcomes and make improvements		<ul style="list-style-type: none"> Conducted 2 online and 2 face-to-face meetings to plan curriculum for the Technology Integration Mentor Academy (TIMAC).
16.4 Support network of Academy graduates to provide statewide leadership in technology integration		<ul style="list-style-type: none"> Monitored and contributed to TIMAC discussion board Communicated with first and second-year participants regarding Academy plans for current year Conducted review of applications, and selected and notified 15 new participants for 2006-08 Updated online data collection tools for TIMAC participants and their mentees.
17. Support Technology Mentor Network		
17.1. Publicize Network and recruit members		<ul style="list-style-type: none"> Continued to support the Technology Mentor Network email list, which has 76 members and hosted 72 messages in this quarter.
17.2. Provide activities aimed at developing a sense of professional community		<ul style="list-style-type: none"> Discussions occurred on topics such as Web sites for low literacy ESL, digital storytelling, games in PowerPoint, Google video, and more
17.3. Collaborate to provide technology-based workshops and activities at state conferences		<ul style="list-style-type: none"> Hosted dinner for technology mentors at CATESOL conference in April
17.4 Encourage the Technology Mentor Network to grow as an organization with goals and objectives		
18. Provide training on planning and implementing instructional technologies		
18.1. Provide training for instructors on various types of instructional technologies		<ul style="list-style-type: none"> Provided 4 trainings on the use of technology in instruction for a total of 98 participants.
18.2. Track and evaluate role and effectiveness of different modes of training		<ul style="list-style-type: none"> Trained TIMAC participants in use of videoconferencing equipment Encouraged experimentation with blogging and podcasting via listservs and conference presentations. Offered one online workshop via Breeze to 5 participants