Technology and Distance Learning for California Adult Education

Annual Report 2013-14

Prepared for:
California Department of Education
Coordinated Student Support and Adult Education Division
Adult Education Office

Submitted by:
Sacramento County Office of Education

Contract Number CN130103
November 2014

John Fleischman, Executive Director

Joyce Hinkson, Director

Jerry Jones, Computer Networks Director

Branka Marceta, Technology Projects Coordinator

Randi Knutson, Database Projects Coordinator

Penny Pearson, Distance Learning Projects Coordinator

Yolanda O'Shea, Database Designer

John Burge, Project Specialist II

Blair Roy, Project Specialist II

Melinda Holt, Project Specialist I

Linda Swanson, Computer Technology Support and Trainer

Randy Bayne, Senior Management Information Systems Specialist

Douglas Rennie, Video Production Specialist

Linda West, Archivist and Information Specialist

Charlotte Barcellos, Executive Assistant

Patricia Black, Staff Secretary

OTAN Annual Report – Table of Contents

Introduction

Adult Education in California

The Governor's May 2013 Revision was a mix of good and bad news for adult education. There were no significant changes to plans for adult education and the status quo will remain for existing K-12 and community college adult education programs for two years. The proposal allows school districts to retain authority to independently continue existing adult education programs. However, over time, these programs will need to join a regional adult education consortium. This will allow access to additional dedicated adult education funding as well as to ensure coordination with other local adult education providers.

The May Revision includes $30 million in 2013-14 for two-year planning and implementation grants. It also conveys the Administration's intent to provide $500 million in Proposition 98 funds effective 2015-16 to fund adult education schools jointly operated by regional consortia of K-12 and community college districts.[i] The planning grant applications must identify how the consortia will integrate existing programs with the new partnership program. The California Department of Education and the Chancellor's Office are charged with jointly reviewing the plans and allocating future funding. At least $350 million of the proposed $500 million must be apportioned to existing adult education providers. Priority for funding will be focused on English as a Second Language, citizenship, high school diploma, general education development, and workplace education. The proposal requires districts in each consortium to maintain their current level of adult education spending in 2013-14, 2014-15, and into the future to be eligible for the new funding.

The Education Finance omnibus trailer bill in the form of AB 86, was approved by Governor Brown on July 1, 2013. The bill revised the role of the State Department of Education and established standards for the provision of state funding and reimbursements for adult schools for 2013-15. The intent of the legislation is to work toward developing common policies on fees and funding structures as well as to provide additional future funding to expand regional consortia to improve adult education.

The Community College Chancellor's Office and Superintendent of Public Instruction will jointly provide two-year planning and implementation grants to regional consortia of community college districts for the purpose of developing regional plans to serve the educational needs of adults. Consortium must include an adult school and a community college district

---

[i] The Fiscal Report, School Services of California, Inc. V.33, No. 10, May 17, 2013

and may include other adult education providers as partners. Partnership examples are community-based organizations, correctional facilities, library literacy programs, and other similar entities. California will provide a $25 million planning grant to build the consortiums. Regional plans will be developed for adult education in the following areas:

- Elementary and basic skills;
- Immigrant education (ESL, citizenship, workforce preparation);
- Adults with disabilities;
- Short term career technical education programs with high employment potential;
- Programs for apprentices.

Several AB 86 collaboration opportunities were held throughout the state to provide information and guidance as consortia were forming. The first report on consortia progress was submitted to the Governor's Office by the Chancellor and Superintendent in March 2014 and included information on consortia development status as well as the status and allocation of grant awards to regional consortia. Results indicated that some regional consortia were much slower to start and become fully functioning than others.

An AB 86 Web site was established to provide general information as well as updates from both the California Community Colleges Chancellor's Office and the California Department of Education (http://ab86.cccco.edu).

Adult Education Leadership Projects

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

- The Outreach and Technical Assistance Network (OTAN) provides support and training for classroom technology integration and online collaboration, as well as support for the implementation of distance learning.
- Comprehensive Adult Student Assessment Systems (CASAS) provides assessment and accountability tools and training.
- California Adult Literacy Professional Development Project (CALPRO) provides regional and statewide professional development on adult education teaching methods and curricula.

Need for Instructional Technology

Technology is an important and integral component of almost every job category as well as most types of education. Many jobs now require an online application process, putting those who are not tech savvy at a disadvantage. Technology is also becoming an increasingly popular on-demand tool to provide the content for life-long learning. Research has shown that adult learners, when properly trained on how to use technology, are highly motivated learners that are capable of absorbing both the content and technological skills necessary to succeed. Making the skills training in technology available and useful to adult learners will help ensure they take advantage of both the formal and informal learning opportunities online. When adult learners have gained confidence in their ability to use technology efficiently, they will be more likely to also effectively use technology as a tool for learning.

State Superintendent of Public Instruction, Tom Torlakson, led a Technology Task Force with a charge of preparing a California Education Blueprint. Task Force members reiterated the importance of instructional technology along with recommendations that included:

- Promoting the use of online instructional materials;
- Supporting "any time, any place, any pace" learning
- Encouraging and rewarding teachers' and administrators' use of technology to support current and emerging paradigms of learning;
- Developing guidance for 21st century competencies

OTAN is funded to make these and other goals related to technology and distance learning a reality for adult learners in California.

Distance Learning for Adult Learners

Many of our state's adult learners, for a variety of reasons, are unable to attend traditional classes in a brick and mortar facility. California has historically been a national leader in providing an alternative through distance learning. Data from California and elsewhere has shown that distance learning students make academic gains at least equal to learners in traditional classrooms, and learners participating in a blended model that includes both face-to-face and distance instruction produces even greater gains than either modality separately.

OTAN has undertaken the responsibility for distance learning in adult education consecutively since 2007-08.With flex funding, enrollment in distance learning has shown a sharp decline. However, the need for distance learning still exists as is the need for professional development for distance educators and the dissemination of research and information on the modality of distance learning. OTAN is helping to move adult distance learning in the direction of online delivery.

Mission and History of OTAN

OTAN's goal is to lead California adult education in the integration of technology into the educational process, ultimately empowering learners to meet their academic, employment and civic goals.

OTAN was created through 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 2013, 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.

This Report

The California Department of Education, Adult Education Office has funded OTAN via contract CN130103 from July 1, 2013 through June 30, 2015. This contract includes the original OTAN work as well as incorporates a previously separate contract for the Distance Learning Project, also from the California Department of Education, Adult Education Office. 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 OTAN work completed during the 2013-14 contract year.

Promote 21st Century Skills

Research and Share Information on Emerging Technologies

The role of OTAN is to provide timely information to California adult educators and administrators, and to provide professional development related to effective use and integration of educational technologies to improve instruction. In 2013-14, OTAN employed a variety of strategies to provide these services.

In order to provide pertinent information related to adult education and technology integration into the classroom, OTAN staff members subscribed to a variety of professional organizations including California Teachers of English to Speakers of Other Languages (CATESOL), Commission on Adult Basic Education (COABE), California Council for Adult Education (CCAE), California Adult Education Administration Association (CAEAA), International Association for K-12 Online Learning (iNACOL), International Society for Technology in Education (ISTE), the National Repository of Online Courses Project (NROC), and Computer Using Educators (CUE). Information gleaned from these organizations was passed on to the field via news stories, meetings, workshops, and conferences throughout the year.

OTAN also subscribed to a variety of journals and magazines related to educational technology and OTAN staff members read and shared information gleaned from these publications. In addition, OTAN subscribed to the national adult education e-mail lists hosted by the federal LINCs adult education system, and frequently participated in national discussions on adult education topics such as the use of social media and online instruction in adult education. OTAN staff members scoured the Web to discover what new technologies were appearing in education and tried to determine how they could best be used in adult education. And finally, this past year several OTAN staff attended conferences including the CTAP Summer Technology Conference in Sacramento; the National Repository of Online Courses (NROC) Conference in Monterey; the Lead 3.0 Symposium in San Mateo; the Computer Using Educators (CUE) Conference in Palm Springs; and the International Society for Technology in Education (ISTE) Conference in Atlanta. At these conferences, OTAN staff attended workshops on various technology integration topics with the goal of learning about emerging technologies in the field of education.

Data was collected on the *Access to Learning through Online Education (ALOE)* project, which began in 2011 and concluded in June 2013. The project funded 10 agencies during the first year, which included:

- Berkeley Adult School
- Fairfield-Suisun Adult School
- Fremont Adult & Continuing Education
- Jewish Vocational and Career Counseling Service
- Learning Quest – Stanislaus Literacy Center
- Pittsburg Adult Education Center
- Riverside Adult School
- San Bernardino Adult School
- San Juan Adult Education
- Torrance Adult School

Just before the start of the second year of the project, Riverside Adult School's adult education funding was flexed and the decision was made by the school district not to continue with ALOE. Funds designated for Riverside Adult School were equally distributed among the remaining nine project sites. More detail, including adult learner assessment results and anecdotal information regarding ALOE is provided in the "Promote and Support Blended Distance Learning" section.

OTAN used its Web site, listservs, and newsletters to share pertinent research and relevant information related to adult education, technology integration into the classroom, newly available curriculum, and other Web resources. Since more current methods of sharing information now include Facebook and Twitter, OTAN also used their Facebook page and Twitter account to disseminate information. During the year, 153 news items were posted to the OTAN Web site, three newsletters were published, and either mailed or e-mailed to 2,207 members with relevant information. The same newsletters were also distributed at various meetings, conferences, and workshops. Ten new online documents were posted to the OTAN site. More than 30 topics were posted to our Facebook page on topics which included: online teaching and learning; open education resources; technology tips; professional development opportunities; teaching strategies; and employment opportunities. Twitter was used to share insights and tips from conference sessions, legislative updates, and information pertinent to adult education teachers and administrators.

During the year, OTAN Staff presented research and emerging technology information to other adult educators at a wide range of conferences, meetings, and workshops including CASAS Summer Institute, CCAE State and Section Conferences, CATESOL State and Section Conferences, Adult Education Office Field Partnership meetings, and our very own Technology and Distance Learning Symposium (TDLS). (See the section on Professional Development Opportunities for more detail on conference presentations.)

Research, Develop, and Share Information on Mobile Technologies

OTAN hired a content expert with knowledge of both andragogy and vocabulary relevant to the advanced level of English as a Second Language (ESL), and created a new mobile application (app) with vocabulary from selected Advanced ESL courses called Words4U². The simple vocabulary-building app has three categories of words related to Technology, Government and Law, and Health and the Body. The app was submitted to both iTunes and GooglePlay and is now available for free download for Android or iOS devices. Previous apps developed by OTAN include the original *Words4U* (vocabulary practice), *What's Next?* (School) (transitioning to college) and *What's Next?* (employment - interview and resume writing tips). With the exception of *Words4U²*, all other apps are iOS compatible only.

Other areas of need that could be addressed by using new mobile technologies were identified (digital literacy, soft skills, and CAHSEE prep), and OTAN intends to pursue some of these in the future.
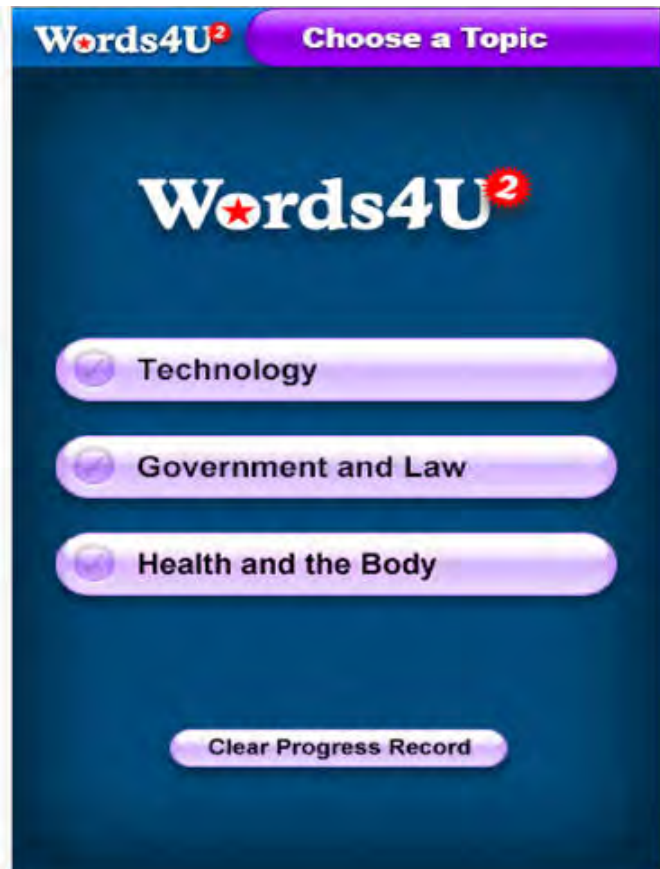
Those attending the Field Partnership Team meeting in December 2013 shared two apps currently in use by some agencies: *Socrative* (a student response system) and *Splashtop* (a remote desktop access app). In addition, the Teaching with Technology team is identifying currently available apps that teachers could use with students, and those will be added to the Teaching with Technology section of the OTAN Web site in the days ahead.

OTAN offered a face-to-face workshop this year titled *Mobile Devices in Education*. Only the Fremont Adult & Continuing Education program in Fremont chose to schedule that workshop, but it was well attended and the participants were very excited about the possibilities for using mobile devices with their students.

Provide Professional Development Opportunities

At the beginning of the year, OTAN identified 20 external trainers who were hired to share their expertise in both face-to-face and online workshops throughout the year. They were provided with an orientation on OTAN and the goals that we hoped to achieve in providing professional development to the field. During the year our external trainers presented 23 conference sessions, 38 online and three face-to-face workshops.

OTAN staff took advantage of the opportunity to attend online workshops and conferences during the course of the year to keep up-to-date on both national and international developments in online learning and other technology developments. Conferences hosted by NROC, ISTE, CUE, and Lead 3 Symposium were attended by several staff members as well as the Google in Education Conference in Roseville and Los Altos Hills, the Google Apps Summit in Watsonville, the HSE Conference in Sacramento, and the Maker Faire in San Mateo. A number of online workshops were attended by several staff members. These workshops were provided through Educational Technology Leaders Online, iNACOL, NROC, Global Education Conference, and @One.

Online Workshops on Distance Teaching Topics

After learning about new developments in technology, particularly on distance teaching topics that included a focus on 21st Century skills, 30 online workshops were presented to 206 participants on a variety of topics. We conducted a number of workshops on the basics of using Moodle as a learning management system for online courses. We also added a number of new titles in our Moodle series on topics such as using glossaries, rubrics, wikis, books, forums, Adobe Connect, and Learn 360 in a Moodle course. In addition to these, we offered more general topics on what it takes to be a good online teacher and how to create a high-quality online course. (See Exhibit 1.2)

> *"What I learned from the OTAN training will make my job much easier. Thank you!"*
>
> **-Workshop participant**

Exhibit 1.2

2013-14 ONLINE WORKSHOPS ON DISTANCE TEACHING TOPICS

DATE	TITLE	TRAINER	Attending
6/3/14	Moodle v2: Communication in Your Online Course	Evelyn Lenton	5
5/27/14	Distance Learning - Open Forum	Penny Pearson	11
5/9/14	Online Curriculum Series, Part 3	Penny Pearson	25
4/23/14	Distance/Blended Learning - Guest Speaker	Penny Pearson	12
4/17/14	Moodle v2: Communication in Your Online Course	Evelyn Lenton	8
4/16/14	Moodle v2: Create a Course Web Site	Blair Roy	6
4/9/14	Online Curriculum Series, Part 2	Penny Pearson	14
3/26/14	Online Curriculum Series, Part 1	Penny Pearson	26
3/25/14	Creating a High Quality Online Course	Penny Pearson	3
3/24/14	Moodle v2: Add a Synchronous Meeting Activity	Francisca Wentworth	2
3/14/14	Moodle v2: Wikis to Increase Student Collaboration	Susan Coulter	3
3/5/14	Moodle v2: Glossaries: More Than Just Definitions!	Donna Edwards-Brown	1
2/25/14	So You Want to Teach Online?	Penny Pearson	14
2/21/14	Moodle v2: Creating Rubrics for Criteria-based Assessment	Debbie Jensen	3
2/19/14	Moodle v2: Creating Workshops for Peer Assessment	Donna Edwards-Brown	2
2/6/14	Moodle v2: Integrate Learn360 Media into Moodle	Susan Coulter	5
1/29/14	Moodle v2: Create a Course Web Site	Blair Roy	12
11/21/13	Moodle v2: Wikis to Increase Student Collaboration	Susan Coulter	3
11/19/13	Orienting Students to Online Learning	Penny Pearson	5
11/14/13	Moodle v2: Integrate Learn360 Media into Moodle	Susan Coulter	4
11/13/13	Moodle v2: Creating Workshops for Peer Assessment	Donna Edwards-Brown	2
11/12/13	Moodle v2: Create a Course Web Site	Blair Roy	2
10/11/13	Moodle v2: Creating Rubrics for Criteria-based Assessment	Debbie Jensen	5
10/10/13	Moodle v2: Glossaries: More Than Just Definitions!	Donna Edwards-Brown	7
10/7/13	Creating a High Quality Online Course	Penny Pearson	3
10/3/13	Moodle v2: Create a Course Web Site	Blair Roy	1
9/27/13	Moodle v2: Add a Synchronous Meeting Activity	Francisca Wentworth	5
9/26/13	So You Want to Teach Online?	Penny Pearson	2
9/13/13	Moodle v2: Create a Course Web Site	Blair Roy	5
9/6/13	Moodle v2: Creating Books to Organize Content	Francisca Wentworth	10
Total Distance Teaching Online Workshops: 30		Total Attendees: 206	

OTAN also offered the three-hour face-to-face version of using Moodle for distance teaching. It was presented at three different agencies for a total of five workshops. (One agency requested three different sessions to accommodate their large and varied staff.) There is a growing interest in teaching online and OTAN is ready to offer help and assistance to those ready to move into this method of teaching.

Face-to-face Workshops on Technology Topics

In addition to distance teaching topics, this year OTAN staff offered 10 face-to-face workshop topics which resulted in another 34 face-to-face workshops with a total of 491 participants in attendance. The workshops were hosted by 18 different agencies across the state. (See Exhibit 1.3) This, too, was a significant increase over the past year. One instructor was hired as an external trainer to present workshops on interactive whiteboards, a topic that is specialized for schools that own whiteboards.

The titles for the face-to-face workshops (other than distance teaching) offered this year included the following 10 topics. While these are the titles that we offered, we also advise agencies that if there is a technology topic not represented in our list, to make those known to us, so we can consider adding it to our list of topics:

- Be Productive and Create Classroom Activities Using Word 2007/2010
- Creating Web Pages with Weebly
- Creating Web Sites with Wix and Google Sites
- Google Tools and Drive
- Interactive Whiteboards – Creating Student Activities (any brand)
- Internet Resources for Adult Education Teachers
- Internet Resources for ESL/EL Civics Teachers
- Mobile Devices in Adult Education
- PowerPoint for Adult Education (Beginning and Advanced on 2007 or 2010)
- Social Media for Adult Education

Exhibit 1.3   **2013-14 FACE-TO-FACE WORKSHOPS ON TECHNOLOGY TOPICS**

DATE	TITLE	LOCATION	TRAINER	ATTENDING
7/19/13	Online Documents and Tools - Create and Share on the Cloud!	Stanislaus Literacy Center - Learning Quest	Holt, Melinda	11
6/5/14	Interactive Whiteboards - Creating Student Activities	Monterey Adult School - Martin Luther King Jr. School Campus	Pinedo, Francisco Xavier	11
6/4/14	Creating Web Sites - Wix and Google Sites	Sweetwater - National City Adult School	Holt, Melinda	24
6/3/14	Google Tools and Drive I	Sweetwater - National City Adult School	Holt, Melinda	26
5/16/14	Advanced PowerPoint 2010 for Adult Education	Glendale Community College - Garfield Campus	Swanson, Linda	14
5/16/14	Google Tools and Drive I	South San Francisco Adult Education	Holt, Melinda	11
5/9/14	Google Tools and Drive I	South San Francisco Adult Education	Holt, Melinda	13
5/1/14	Google Tools and Drive I	Capistrano Adult School	Holt, Melinda	6
4/10/14	Internet Resources for ESL/EL Civics Teachers	Santa Barbara City College	Swanson, Linda	20
4/4/14	Beginning PowerPoint 2010 for Adult Education	Glendale Community College - Garfield Campus	Swanson, Linda	9
3/28/14	Interactive Whiteboards - Creating Student Activities	Los Angeles USD - Manual Arts Service Area	Pinedo, Francisco Xavier	12
3/15/14	Interactive Whiteboards - Creating Student Activities	San Leandro Adult School	Pinedo, Francisco Xavier	11
3/13/14	Google Tools and Drive	Capistrano Adult School	Holt, Melinda	20
2/28/14	Mobile Devices in Adult Education - Part 1	Fremont Adult and Cont. Education	Marceta, Branka	19
2/21/14	Google Tools and Drive I	Fresno Adult School - Cesar Chavez Campus	Holt, Melinda	22
2/14/14	Google Tools and Drive I	El Monte-Rosemead Adult School - Ramona	Holt, Melinda	12
2/7/14	Google Tools and Drive I	Fresno Adult School - Cesar Chavez Campus	Holt, Melinda	26
1/24/14	Creating Web Pages with Weebly - Part 1	Fremont Adult and Cont. Education	Swanson, Linda	7
1/21/14	Internet Resources for ESL/EL Civics Teachers	Alameda Adult School	Swanson, Linda	16
12/19/13	Interactive Whiteboards - Creating Student Activities	Rowland Adult School - Adult Ed Ctr #1 - Lerona	Pinedo, Francisco Xavier	10
12/17/13	Google Tools and Drive I	Rowland Adult School - Adult Ed Ctr #1 - Lerona	Holt, Melinda	12
12/6/13	Google Tools and Drive I	El Monte-Rosemead Adult School - Ramona	Holt, Melinda	12
10/28/13	Google Tools and Drive I	Downey Adult School	Holt, Melinda	13

10/18/13	Internet Resources for ESL/EL Civics Teachers	Glendale Community College - Garfield Campus	Swanson, Linda	14
10/11/13	Be Productive and Create Classroom Activities Using Word 2010	Fremont Adult and Cont. Education	Swanson, Linda	15
9/27/13	Internet Resources for Adult Ed Teachers	Fremont Adult and Cont. Education	Swanson, Linda	20
9/19/13	Online Documents - Create and Share on the Cloud! Part 2	Petaluma Adult Learning Center	Holt, Melinda	13
8/28/13	Google Tools and Drive I	Vista Adult School	Holt, Melinda	13
8/28/13	Google Tools and Drive I	Vista Adult School	Holt, Melinda	17
8/28/13	Internet Resources for Adult Ed Teachers	Vista Adult School	Swanson, Linda	16
8/28/13	Google Tools and Drive I	Vista Adult School	Holt, Melinda	5
8/28/13	Internet Resources for Adult Ed Teachers	Vista Adult School	Swanson, Linda	15
8/28/13	Internet Resources for Adult Ed Teachers	Vista Adult School	Swanson, Linda	5
8/27/13	Social Media for Adult Education	Sunnyvale-Cupertino Adult School, Fremont Union High School District	Marceta, Branka	21
Total Workshops: 34			Total Participants: 491	

Participants have continued to respond positively in their evaluations of face-to-face workshops. (See Exhibit 1.4) As with prior years' evaluations, the highest average score continues to be for recommending the OTAN workshop to colleagues, and the lowest was for feeling comfortable enough to start using the new skills learned. Since new skills take time to learn, this is expected. Many workshops assign homework for participants to practice their skills, and instructors follow up and respond to homework submissions. Participants who complete the homework assignment receive an additional hour of professional development credit.

Exhibit 1.4   **SUMMARY OF 2013-14 FACE-TO-FACE WORKSHOP EVALUATIONS**

5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree n = 391						
	5	4	3	2	1	Average Score
1. The objectives of the training were clearly stated.	311	60	15	1	4	5
2. The training was well-paced.	266	92	21	8	4	5
3. The training met your expectations.	264	95	22	5	5	5
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	245	107	30	4	5	4
5. You would recommend OTAN's workshops to a friend or colleague.	331	47	6	3	4	5
					Overall Average:	5

Online Workshops on Technology Topics

OTAN offered a total of 47 online workshops or Webinars on technology topics (not including distance teaching topics) in 2013-14 for 328 participants. Fourteen instructors were hired as temporary staff to present these workshops. Attendance ranged from 1 to 25, with an average of 7 participants per session. The 34 available workshop or online Webinar topics included:

Social Media, Privacy and Safety for Adult Education

- Digital Literacy & Citizenship Toolkit
- El Civics: Internet Safety & Digital Literacy
- Privacy, Practice, Presence, and You
- Social Media for Adult Education

Mobile Technology in Adult Education

- Apps for Administrators & Teachers: How Your Phone or Tablet Can Make You More Productive
- iPads in the Adult Ed Classroom: An Affordable Teacher Resource
- Mobile Devices in Adult Education Part 1: Basics to Use in the Classroom
- Mobile Devices in Adult Education Part 2: Mobile Apps

Moodle Series

- Moodle v2: Create a Course Web Site
- Moodle v2: Add a Synchronous Meeting Activity
- Moodle v2: Communication in Your Online Course
- Moodle v2: Creating Books to Organize Content
- Moodle v2: Creating Rubrics for Criteria-based Assessment
- Moodle v2: Creating Workshops for Peer Assessment
- Moodle v2: Glossaries - More Than Just Definitions!
- Moodle v2: Integrate Learn360 Media into Moodle
- Moodle v2: Wikis to Increase Student Collaboration

Online/Blended Teaching

- Creating a High Quality Online Course
- Orienting Students to Online Learning
- So You Want To Teach Online?

Productivity Tools

- Create Quick and Easy PowerPoint Slide Shows for Instruction
- Data + Mail Merge = Magic!
- Interactive Quizzing Part 1
- Interactive Quizzing Part 2
- Interactive Whiteboards - Creating Student Activities

Online Tools

- An Online Presence for Teachers
- Beyond PowerPoint®
- Creating Web Sites - Wix and Google Sites
- ePortfolios for Empowered Students and Happy Teachers
- Google Tools and Drive
- Simple Free Web Tools to Use with Your Students
- Technology Skills for the 2014 HSE Exam
- Using the New "Teaching with Technology" Search Tool to Enhance Your Lessons

Support for Online Workshops

- Speak Up Online

Exhibit 1.5 shows the non-distance learning online workshops delivered. Many sessions provided digital handouts for participants, but due to the nature of constantly changing technology and improved help features for some sites/software, it was determined that handouts for some workshops would not be necessary. Some workshop handouts were revised at least once this year. A few handouts, such as those based on constantly changing Web sites/software, required more frequent revisions.

Exhibit 1.5

2013-14 ONLINE WORKSHOPS ON TECHNOLOGY TOPICS

DATE	TITLE	TRAINER	ATTENDING
6/13/2014	Privacy, Practice, Presence, and You	Branka Marceta	4
6/12/2014	ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN	Patricia Oliva	5
6/9/2014	ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN	Victoria Jones	4
6/6/2014	Mobile Devices in Adult Education Part 2: Mobile Apps	Susan Gaer	4
5/22/2014	Create Quick and Easy PowerPoint Slide Shows for Instruction	Barry Bakin	3
5/9/2014	iPads in the Adult Ed Classroom: An Affordable Teacher Resource	Peggy Raun-Linde	25
5/8/2014	Google Tools and Drive	Melinda Holt	7
5/7/2014	Speak Up Online!	Blair Roy	1
5/6/2014	Data + Mail Merge = Magic!	Penny Pearson	4
4/23/2014	An Online Presence for Teachers	Linda Swanson	1
4/18/2014	Simple Free Web Tools to Use with Your Students	Kristi Reyes	4
4/9/2014	Social Media for Adult Education	Branka Marceta	7
4/8/2014	Creating Web Sites - Wix and Google Sites	Melinda Holt	3
4/8/2014	ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN	Suzanne Murphy	3

Exhibit 1.5 (cont.)

4/4/2014	Apps for Administrators & Teachers: How Your Phone or Tablet Can Make You More Productive	Marian Thacher	7
4/4/2014	EL Civics: Digital Literacy & Internet Safety	Karla Frizler	14
3/28/2014	Digital Literacy and Citizenship Toolkit	Barry Bakin	7
3/26/2014	To PowerPoint and Beyond	Sherri Watkins	8
3/21/2014	Mobile Devices in Adult Education Part 1: Basics to Use in the Classroom	Susan Gaer	1
2/20/2014	Digital Literacy and Citizenship Toolkit	Barry Bakin	2
2/19/2014	Interactive Quizzing with PowerPoint - Part 2	Linda Swanson	5
2/13/2014	Create Quick and Easy PowerPoint Slide Shows for Instruction	Barry Bakin	6
2/12/2014	Google Tools and Drive	Melinda Holt	9
2/12/2014	Privacy, Practice, Presence, and You	Branka Marceta	7
2/5/2014	Interactive Quizzing with PowerPoint - Part 1	Linda Swanson	9
2/5/2014	Speak Up Online!	Blair Roy	2
1/31/2014	EL Civics: Digital Literacy & Internet Safety	Karla Frizler	2
1/30/2014	Technology Skills for the 2014 GED Exam	Evelyn Lenton	18
1/28/2014	Social Media for Adult Education	Branka Marceta	5
1/22/2014	Creating Web Sites - Wix and Google Sites	Melinda Holt	5
1/17/2014	Using the Teaching with Technology Search Tool to Enhance Your Lessons	Bethany Ely	3
1/16/2014	Speak Up Online!	Blair Roy	5
12/17/2013	Data + Mail Merge = Magic!	Penny Pearson	3
12/13/2013	Simple Free Web Tools to Use with Your Students	Kristi Reyes	11
11/21/2013	Google Tools and Drive	Melinda Holt	5
11/15/2013	Mobile Devices in Adult Education Part 2: Mobile Apps	Susan Gaer	3
11/8/2013	Mobile Devices in Adult Education Part 1: Basics to Use in the Classroom	Susan Gaer	5
11/6/2013	Interactive Whiteboards - Creating Student Activities	Francisco Xavier Pinedo	7
11/1/2013	Technology Skills for the 2014 GED Exam	Evelyn Lenton	23
10/18/2013	Apps for Administrators & Teachers: How Your Phone or Tablet Can Make You More Productive	Marian Thacher	12
10/15/2013	Creating Web Sites - Wix and Google Sites	Melinda Holt	15
10/11/2013	iPads in the Adult Ed Classroom: An Affordable Teacher Resource	Peggy Raun-Linde	16
10/2/2013	Speak Up Online! (New!)	Blair Roy	3
9/25/2013	Google Tools and Drive	Melinda Holt	8
9/25/2013	Technology Plan Training for Returning Tech Team Leaders	Branka Marceta	13
9/20/2013	Using the Teaching with Technology Search Tool to Enhance Your Lessons	Bethany Ely	6
9/18/2013	Technology Plan Training for New Tech Team Leaders	Branka Marceta	8
	Total Online Workshops: 47	Total Attendees: 328	

A total of 303 evaluations were received regarding online workshops. Participants continue to respond very positively to the workshops. (See Exhibit 1.6) In the evaluations, 92 percent either agreed or strongly agreed that the training was well paced compared to 87 percent last year, and 87 percent agreed or strongly agreed that they were ready to implement the new skill (which is exactly the same as last year). Both of these numbers may mean that participants are becoming more comfortable with online workshops and technology in general. Eighty-eight percent either agreed or strongly agreed that their training expectations were met which would indicate we are describing our workshops correctly and reaching the people who want to learn a particular skill or topic. Ninety-five percent of participants either agreed or strongly agreed that they would recommend the workshop to colleagues, which is a good sign that we are meeting the needs of the participants.

Exhibit 1.6

SUMMARY OF 2013-14 ONLINE WORKSHOP EVALUATIONS 5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree n = 303						
	5	**4**	**3**	**2**	**1**	**Average Score**
1. The objectives of the training were clearly stated.	230	53	13	2	5	5
2. The training was well-paced.	207	72	8	9	7	5
3. The training met your expectations.	188	79	21	9	6	5
4. You feel comfortable enough with some of the skills you learned to begin using them on your own.	187	76	33	4	3	5
5. You would recommend OTAN's workshops to a friend or colleague.	260	28	5	3	7	5
					Overall Average:	5

OTAN trainers, both internal and external, also provide information on new educational technologies to the field through conference presentations. In 2013-14, 55 presentations were made at 10 different conferences to 1,421 attendees. (See Exhibit 1.7) This is a significant increase over the number of conference presentations and the number of attendees participating in our presentations last year.

Exhibit 1.7

2013-14 TECHNOLOGY PRESENTATION TOPICS				
DATE	TITLE	PRESENTER	LOCATION	ATTENDING
6/17/14	Technology in Adult Education: Promising Practices and New Directions	Joyce Hinkson	CASAS Summer Institute, San Diego, CA	75
4/25/14	Getting Started with Twitter	Joyce Hinkson	CCAE State Conference 2014, San Diego, CA	42
4/25/14	Adding an Online Component to your Classroom	Blair Roy	CCAE State Conference 2014, San Diego, CA	36
4/25/14	USA Learns: Online Learning for ESL Students	EvelynFella	CCAE State Conference 2014, San Diego, CA	32
4/25/14	ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN	Suzanne Murphy	CCAE State Conference 2014, San Diego, CA	34
4/25/14	Winds of Change: Are you Ready?	Penny Pearson	CCAE State Conference 2014, San Diego, CA	32
4/25/14	Leeward or Windward: Charting Students for Success!	Penny Pearson	CCAE State Conference 2014, San Diego, CA	22
4/25/14	CCAE 2014 State Conference	Linda Swanson	CCAE State Conference 2014, San Diego, CA	78
4/19/14	TIMAC and OTAC - Professional Development Opportunities Curriculum and Instruction, Professional Development	Penny Pearson	CCAE State Conference 2014, San Diego, CA	25
3/19/14	Using the Cloud in Adult Education	Melinda Holt	COABE, Pittsburgh PA	45
3/18/14	Resources for Adult Education Teachers & Administrators	Joyce Hinkson	COABE, Pittsburgh, PA	30
3/18/14	Future Shock: It's not your Grandma's Correspondence Course!	Penny Pearson	COABE, Pittsburgh, PA	28
3/8/14	TwitterCamp - Part 2 Use Twitter with Confidence!	Joyce Hinkson	TDLS - Baldwin Park	23
3/8/14	Citizenship Preparation Resources for Adult Education	Jennifer Gagliardi	TDLS - Baldwin Park	9
3/8/14	Create a Weebly Web Site for Your Class	Susan Coulter	TDLS - Baldwin Park	9
3/8/14	National and State Trends with Adult Education and Technology	John Fleischman	TDLS - Baldwin Park	23
3/8/14	Using the Cloud in Adult Education	Melinda Holt	TDLS - Baldwin Park	17
3/8/14	San Juan Adult Education: Access to Learning ESL Online	Marisol Richmond	TDLS - Baldwin Park	10
3/8/14	TIMAC: Sustained Professional Development for Technology Integration	Branka Marceta	TDLS - Baldwin Park	5
3/8/14	U.S.A. Learns: Overview and New Resources	Evelyn Fella	TDLS - Baldwin Park	19

Exhibit 1.7 (cont.)

3/8/14	CommonsenseMedia.Org: Digital Literacy and Citizenship Tools	Barry Bakin	TDLS - Baldwin Park	3
3/8/14	Collaborate in the Classroom Using ePortfolios and Google Drive	Victoria Jones	TDLS - Baldwin Park	21
3/8/14	Simple Free Web Tools to Use with Your Students	Kristi Reyes	TDLS - Baldwin Park	17
3/8/14	OERs, OTAN and You	Penny Pearson	TDLS - Baldwin Park	14
3/7/14	Using OTAN's Teaching with Technology Search Tool	Bethany Ely	TDLS - Baldwin Park	30
3/7/14	OTAN - OTAC - Online & OUTSTANDING!	Penny Pearson	TDLS - Baldwin Park	23
3/7/14	Moodle: Create a Course Web Site	Blair Roy	TDLS - Baldwin Park	27
3/7/14	Improve Your PowerPoint Skills	Linda Swanson	TDLS - Baldwin Park	25
3/7/14	Using Your Tablet as an Interactive Whiteboard	Francisco Xavier Pinedo	TDLS - Baldwin Park	25
3/7/14	iPads in the Classroom: An Affordable Teaching Tool	Peggy Raun-Linde	TDLS - Baldwin Park	34
3/7/14	Mobile Devices 1	Susan Gaer	TDLS - Baldwin Park	12
3/7/14	Data+Mail Merge = MAGIC!	Penny Pearson	TDLS - Baldwin Park	12
3/7/14	To PowerPoint and Beyond!	Branka Marceta	TDLS - Baldwin Park	13
3/7/14	What's New in Blended Learning?	Diana Batista	TDLS - Baldwin Park	18
3/7/14	Moodle v2: Books for Content and Rubrics for Assessments	Francisca Wentworth	TDLS - Baldwin Park	20
3/7/14	Moodle v2: Wikis and Workshops to Increase Student Collaboration	Susan Coulter	TDLS - Baldwin Park	15
3/7/14	Social Media for Adult Education	Branka Marceta	TDLS - Baldwin Park	32
3/7/14	Technology Skills for the 2014 GED® Exam	Evelyn Lenton	TDLS - Baldwin Park	16
3/7/14	Moodle: Create A Course Web Site	Blair Roy	TDLS - Baldwin Park	27
3/7/14	Moodle: Books for Content and Rubrics for Assessments	Francisca Wentworth	TDLS - Baldwin Park	20
3/7/14	What's New in Blended Learning?	Diana Batista	TDLS - Baldwin Park	15
3/7/14	TwitterCamp - Getting Started	Joyce Hinkson	TDLS - Baldwin Park	35
3/1/14	OTAN - Planning for the Future	Branka Marceta	CCAE Bay Section Winter Conference, Berkeley Adult School, Berkeley, CA	20
1/27/14	OTAN Resources for Civic Participation & Technology	Branka Marceta	3rd Annual English Literacy and Civics Education Conference, Mt. San Antonio College, Walnut, CA	30

Exhibit 1.7 (cont.)

1/27/14	CALPRO and OTAN resources for programs and professional development	Branka Marceta	3rd Annual English Literacy and Civics Education Conference, Mt. San Antonio College, Walnut, CA	70
11/18/13	Using Multimedia to Engage Learners with Fun and Free Resources	Joyce Hinkson	California Consortium for Independent Study Fall 2013 Conference, Anaheim, CA	67
11/15/13	Technology Skills for the 2014 GED© Exam, presented by Evelyn Lenton	Evelyn Lenton	CCAE South Coast Section 2013 Fall Conference, Palm Springs, CA	25
11/15/13	College Transition and Career Development: A Moodle Course to Help our Students Prepare for their Future, presented by Debbie Jensen	Debbie Jensen	CCAE South Coast Section 2013 Fall Conference, Palm Springs, CA	13
11/15/13	Using Moodle to Supplement Instruction in the Classroom, presented by Susan Coulter	Susan Coulter	CCAE South Coast Section 2013 Fall Conference, Palm Springs, CA	18
10/28/13	Technology and ESL: Promising Practices and New Directions	Branka Marceta	CATESOL State Conference 2013, San Diego, CA	25
10/28/13	Vendor Exhibit Table	Linda Swanson	CATESOL State Conference 2013, San Diego, CA	42
10/26/13	Liven up Learning with Open Education Resources	Penny Pearson	Fall CUE American River Canyon High School, Napa, CA	15
10/26/13	New Resources for USA Learns	Evelyn Fella	CATESOL State Conference 2013, San Diego, CA	20
10/25/13	Adding an Online Component to Your Classroom	Blair Roy	CATESOL State Conference 2013, San Diego, CA	6
10/22/13	CNA English: Online Communication Lessons for Nursing Assistant Students by Evelyn Fella	Blair Roy	CATESOL State Conference 2013, San Diego, CA	22
Total Conference Presentations: 55			Total Participants: 1421	

OTAN Advisory Committee

This OTAN Advisory Committee (OAC), is currently comprised of 28 members and includes representation from current K-12 adult education teachers and administrators, community college, non-profit, university, library literacy, and leadership projects. (See Exhibit 1.8) The committee meets face-to-face once a year and holds an online meeting or meetings via Adobe Connect or phone conferencing as needed. The face-to-face meeting of the Advisory Committee was held on November 15, 2013 at the Sacramento County Office of Education. Three OTAN staff and 14 committee members participated in the face-to-face meeting with an additional 4 members participating via conference call. The meeting included agency updates as well as discussions about topics to be included in a planned series of OTAN Webinars for teachers and administrators, an update on the ALOE projects, and ideas for workshop topics for the TDL Symposium, and future OTAN-produced videos.

Exhibit 1.8

2013-14 OTAN Advisory Committee Members

	Name	Agency	Region	Agency type
	TEACHERS			
1.	Cindy Wislofsky	San Diego Community College Continuing Ed	9	Community College
2.	Kay Johnson	Jefferson Adult Education (Daly City)	4	District
3.	Anthony Burik	Mt. Diablo Adult Education	4	District
4.	Jhan Dunn	Glenn County Office of Education/CAAEP	2	COE
5.	Evelyn Lenton	Antelope Valley Adult School	11b	District
6.	Crystal Robinson	Sweetwater UHSD: Division of Adult Education	9	District
7.	Cynthia Eagleton	San Mateo Adult School	5	District
8.	Jesse Golden	Jewish Vocational Services	4	CBO/FBO
9.	Leila Rosemberg	Culver City Adult School	11a	District
10.	Barry Bakin	LAUSD DACE, Evans Service Area	11c	District
	ADMINISTRATORS			
11.	Paul Yung	LAUSD Division of Adult and Career Education	11c	District
12.	Lynn Bartlett	San Juan Adult Education	3	District
13.	Portia La Ferla	Torrance Adult School	11a	District
14.	Kay Hartley	Fairfield - Suisun Adult School	1	District
15.	Burr Guthrie	Berkeley Adult School	4	District
16.	Bob Harper	Campbell Adult and Community Education	5	District
17.	John Kerr	Baldwin Park Adult and Community Education	10a	District
18.	Lynn Sanchez	Stanislaus Literacy Center	7	CBO/FBO
19.	Jodi Loeffler	Bakersfield Adult School/Kern High School	8	District
20.	David Williams	Beaumont Adult Education	10b	District
21.	Lynn Nicodemus	Pittsburg Adult Education Center	4	District
22.	Ann Ratay	Corning USD Adult School	2	District
23.	Lynn Mackey	Contra Costa County Parolee Program	4	COE
	Outside Partners			
24.	Ahrash Bissell	NROC		Non profit
25.	Carla Lehn	California State Library		Library
26.	Philip Sutton	Community Colleges, WpLRC		Workplace Learning
27.	Catherine Green	CALPRO		Leadership Project
28.	Patty Long	CASAS		Leadership Project
	STAFF & CDE			
27.	Patricia Terry	Administrator, Adult Ed Office, CDE		State
28.	Cliff Moss	OTAN Contract Monitor, Adult Ed Office, CDE		State
29.	John Fleischman	Asst. Sup. of Tech Services, SCOE		County
30.	Joyce Hinkson	Director, OTAN		Leadership Project
31.	Penny Pearson	Coordinator, Distance Learning, OTAN		Leadership Project
32.	Branka Marceta	Coordinator, Technology Projects, OTAN		Leadership Project

A follow-up electronic survey was sent to OAC committee members to determine field technology integration training needs. Approximately 60 percent of the committee members responded. Results indicated interest in the following areas: Chromebooks (roll out, apps, management), mobile learning, open educational resources, and online safety and privacy (digital footprints). An Adobe Connect online meeting was held in April 2014 with a total of 16 committee members. Based on input and discussion, OTAN is developing content for new workshops to present in online and face-to-face formats.

OTAN-produced Videos

OTAN shot two videos during the 2013-14 contract year – one based on OTAN Advisory Committee member recommendations and one based on suggestions from the Administrators Planning for Online/Blended Delivery (APOD) meeting that was held online in October. We produced a Students Succeed video, which was shown at the Association of California School Administrators (ACSA) Conference in November, on Cindy Perez, a former student from Whittier Adult School. As part of a marketing strategy, we produced a new video to introduce adult educators to OTAN and the services we offer them.

Other videos that were recorded at the TDL Symposium and are publicly available for viewing include:

- Using Free Online Video Instruction for Adult Learners – Keynote by David Rosen
- Teletutoring: Real-Time Distance Education for English Language Learners
- National and State Trends with Adult Education and Technology
- The Industry Sector Focus of Community Colleges' EWD/CTE Programs

And last, but not least…..

- CALPRO's Teaching Math Problems at Depth of Knowledge (Level 3)   - Leila Rosemberg, Math Instructor and Academic Department Chair at Culver City Adult school in Culver City, was videotaped as she introduced her students to the class on Depth of Knowledge 3 math problems. Materials included the Steck-Vaughn Mathematical Reasoning Workbook.
- TIMAC/OTAC presentation videos: TIMAC and OTAC participants presented their projects online and in front of their peers and administrators in May 2014.
- Two technology integration videos –
  - Kindle in a Culinary Arts classroom at Baldwin Park Adult and Community Education (Exhibit 1.9)
  - Integration of technology at Torrance Adult School (Exhibit 1.10)

Yearly, OTAN produces technology integration videos showcasing the innovative ways in which adult education teachers are using technology to enhance learning. One video illustrates how Baldwin Park Adult and Community Education's Professional Culinary Arts Program has introduced Kindles into their program. Both teachers and learners have incorporated Kindles into daily use for quick and easy access to resources both stored on the device and from the Internet.

Exhibit 1.9

Exhibit 1.10

Another example of technology integration in the classroom was documented at Torrance Adult School. This video demonstrates how the teacher has incorporated the use a computer system along with sound and light to transform the classroom into a vibrant, engaging learning setting.

Connect Technology to the Curriculum

Continue Development of the Teaching with Technology Site

For 25 years, OTAN has provided professional development that supports the effective integration of technology into the curriculum. One of the OTAN-created resources, Teaching with Technology (http://www.otan.us/teachwtech/), is proving to be an especially popular and useful tool for adult education teachers.

In year 2012-2013, OTAN focused on revising the vast collection of links to teacher resources on the OTAN Web site, based on Technological Pedagogical Content Knowledge (TPACK) framework by Koehler, M.J and Mishra, P (2006). Field experts, hired as technology framework developers, were trained on the TPACK model and concepts and created over 500 entries in the first year of the project. In the year 2013-2014 the group met on a monthly basis and continued to refine the process of adding resources and activities to the Teaching with Technology site. Initial planning was done to focus on mobile applications in the following year.
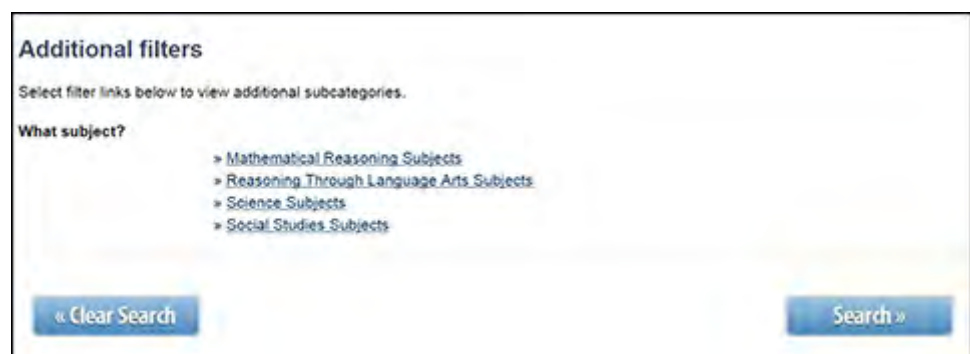
The adult educator members of the 2013-2014 technology framework developer team are:

- Bethany Ely, Elk Grove Adult and Community Education
- Kristi Reyes, Mira Costa Community College
- Debbie Jensen, Baldwin Park Adult and Community Education
- Susan Coulter, Baldwin Park Adult and Community Education

The field group entered 244 resources for all levels of ESL, ABE, ASE: General Education Development, and ASE: High School Diploma subjects. HSE subcategories were updated to reflect the content of the new HSE® 2014 test. (Exhibit 2.1).

Users may search the site using multiple filters such as program area, level, skill and competency, or they may search using keywords such as "life skills" or "fractions."

Exhibit 2.1

Provide Professional Development on Ways to Use the Teaching with Technology Site

Bethany Ely, OTAN's external trainer and project lead for Teaching with Technology, offered two online workshops in September 2013 and January 2014. Titled "Using the Teaching with Technology Search Tool to Enhance Your Lessons", the presentation attracted attendees from all program areas who learned how to use the site.

Participants provided the following answers to the question in online evaluation: "How will you use what you learned?"

- I will use the Teach with Tech site to look for resources. I will share this with teachers at my school.

- I will be covering areas in all the HSE requirements: Social Studies, Science, Writing, and Math.

- We will put it on a staff meeting agenda to get all teachers accessing this great tool. Thank you.

Additionally, Ms. Ely presented on the Teaching with Technology project at two conferences: the Technology and Distance Learning Symposium in March 2014 and the CATESOL 2014 Northern Regional in April 2014.

Exhibit 2.2

> *"I will use the Teach with Tech site to look for resources. I will share this with teachers at my school"*

Host the Technology Integration Mentor Academy (TIMAC)

Entering its tenth year, TIMAC continued to focus on integrating technology into classroom instruction. Participants in Cohort 10 were teachers from seven adult education programs throughout California (Exhibit 2.3).Teachers wishing to become mentors were required to submit a written application explaining their interest in the program and their ability to provide active leadership at their respective sites as well as statewide. All selected participants were also required to display their commitment to the integration of technology into instruction in their own classrooms and in their program. It was not necessary that TIMAC Mentors be "experts" in the field of technology. It was, however, essential that each applicant be able to take a leadership role in their program in relation to technology.
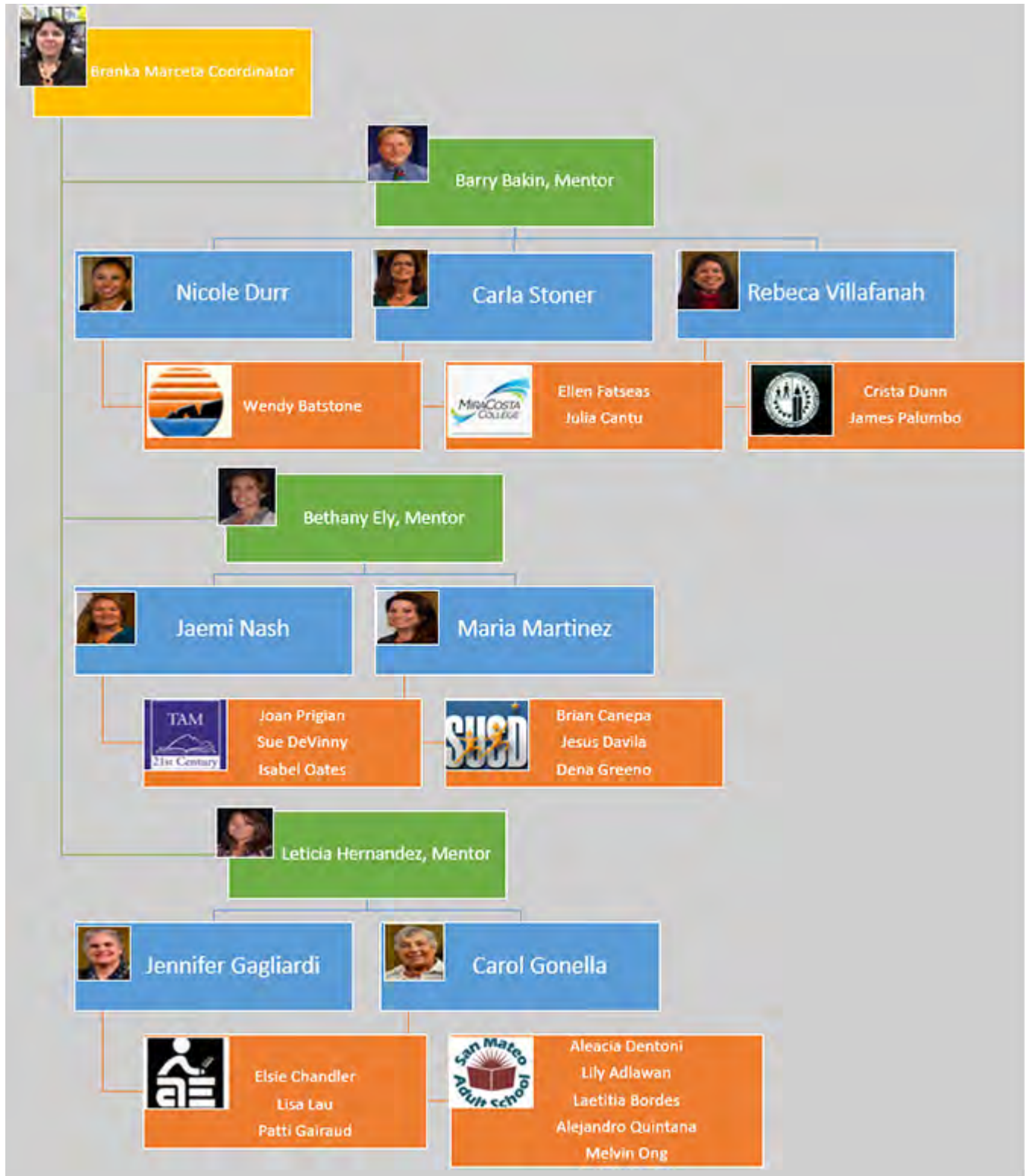
Exhibit 2.3 TIMAC Cohort 10 Participants

First Name	Last Name	Agency	CDE Region	County
Nicole	Durr	Oxnard Adult School	11c	Los Angeles
Jennifer	Gagliardi	Milipitas Adult School	5	Santa Clara
Carol	Gonella	San Mateo Adult School	5	San Mateo
Maria	Martinez	Stockton Adult School	3	San Joaquin
Jaemi	Naish	Tamalpais Adult School	1	Marin
Carla	Stoner	Mira Costa College	9	San Diego
Rebekah	Villafana	LAUSD DACE, Van Nuys Service Center	11c	Los Angeles

Projects for 2013-14 included:
- Setting up mini computer-based learning centers in ABE class
- Incorporating interactive whiteboards in ESL
- Establishing a school Web site
- Providing professional development to volunteers for an off-site literacy class
- Upgrading teacher and learner technology skill in ASE classes to prepare for computer-based testing
- Incorporating Chromebooks and new Windows 8 computers in instruction
- Curating most useful Web-based resources for learners
- Creating and posting publicly-accessible videos of teaching lectures and activities
- Increasing use of technology tools in teaching and learning

As self-reported by the participants, over 19 colleagues/mentees/adult education teachers were engaged in increased technology use over the course of the school year (Exhibit 2.4).

Exhibit 2.4

These are some comments adult education teachers made about TIMAC Cohort 10 participants:

- My mentor was very creative, respectful of my students' needs, my ideas. We communicated easily.
- My mentor helped me articulate and focus my project's concerns, objectives, and goals.
- My mentor helped me sort through the various staffing issues to focus my project
- My mentor provided excellent technology support and troubleshooting skills for the duration of this project.

Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning

In order to provide more quality open source resources, OTAN has maintained a membership with the NROC Project, a community-guided effort focused on new models of digital content development, distribution, and use. The cornerstone project of The Monterey Institute for Technology and Education (MITE), NROC has been funded by The William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation, and by NROC member institutions nationwide. The NROC membership is united by a belief in open and equal access to high-quality education and the power of media to personalize learning. It was founded in 2003, with the goal to create a repository of high-quality courses and make them open and accessible to everyone.

HippoCampu is a repository of high-quality multimedia learning objects from The NROC Project and from Khan Academy, PhET, SIATech, and others. Students can access free, multimedia content created and curated by NROC to learn subjects such as math, English and social studies. Teachers can build custom playlists to mix and match content from HippoCampus and anywhere on the Web, creating a virtual lesson plan. Institutions get a custom version of the site, standards correlations, and tech support with membership.

EdReady (made available in 2014) is a solution to help students avoid the time and cost of remedial courses in higher education. Students can test for college readiness, see study options, and get a personalized study path to fill in their knowledge gaps. Educators and institutions can drive college completion, improve retention, and generate data to impact student success.

OTAN provides NROC's Developmental Math course on the http://adultedcourses.org/ server so that teachers can modify the content, based on their learner population.

Leverage Statewide Licensing of Technology-Based Content

OTAN seeks input from the OTAN Advisory Committee, the CDE, and administrators and teachers at adult education agencies about what activities are the most helpful to the field. Leveraging statewide licensing of technology-based content has been at the top of the list of priorities considering the diminished budgets for purchasing instructional materials.

HSE Academy Seat License Pilot Project

In response to the expressed need and recommendation by the OTAN Advisory Committee and the field, 1,000 seat licenses and 500 practice tests were made available to Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (AEFLA) funded Adult Education agencies for the purpose of helping Adult Secondary Education (ASE) students prepare for successful completion of the High School Equivalency (HSE) test.

Information about the availability of the seat licenses was disseminated through the Outreach and Technical Assistance Network (OTAN) Website and distribution lists. Licenses were provided based on interest, location (urban vs. rural), and number of enrolled ASE students. Twenty percent of the licenses were reserved for agencies operating within counties considered to be "rural" as part of our distance learning focus. Application was posted online for interested agencies to receive up to 50 (fifty) seat licenses.

The seat licenses and practice tests were purchased by a negotiated agreement with OTAN and provided to agencies at no cost. Essential Education was selected as the vendor based on OTAN Advisory Committee recommendation, best negotiated price package, and CDE approval. Essential Education provided online and on-site training and assigned a field representative to support the pilot project sites.

Students learn skills to help them acquire new knowledge and abilities: ways to set goals, ways to study, and ways to track and understand their own learning. The HSE Academy serves as a broad literacy program, containing scaffolding to help students in all these areas as they acquire the basic literacy skills that they need. A database built into the HSE Academy allows teachers to quickly monitor student progress and quickly modify or change assignments, based on student progress.

Exhibit 2.5
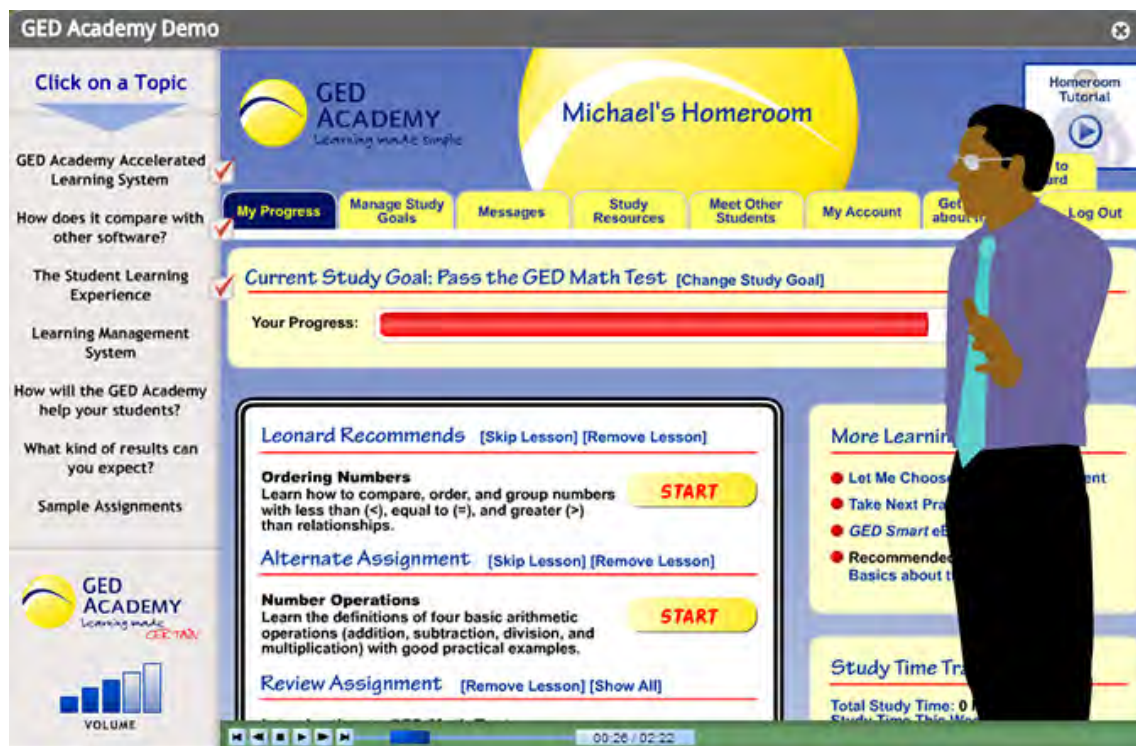
Agencies participating in the two-year pilot agreed to provide the following information at the end of the time period:

- Number of students who were provided a seat license
- Number of students who completed teacher-assigned academy modules
- Mode of student access (online at home, online at the agency, combination)
- Anecdotal information that may assist with future pilots of a similar nature

OTAN staff will share the results of the data with the Advisory Committee and determine next steps. This information will be helpful to OTAN and CDE in future decisions regarding online and blended learning environments.

Connect the Dots Pilot

One of the challenges reported over the past few years by adult education practitioners is that adult learners often are unable to fully participate in Web-based learning, partly because of having to remember multiple logon credentials for various digital curriculum sites.

OTAN initiated a pilot to explore the possibility of implementing a single sign-on in adult education programs. Connect the Dots for Education, CTD4ED, provides a platform, integration services, and synchronization services for a single sign-on for most Web-based software. Additionally, there is professional development and mentoring through onsite training, Webinars, and unlimited e-mail support.

The pilot was initiated towards the end of the school year 2013-14, and it will be reported on in the following annual report.

Crossroads Café DVDs

One hundred boxed sets of Crossroads Café, Lessons 1-26, were purchased through a negotiated agreement and sent to OTAN for distribution to sites having large numbers of English learners and limited broadband access for students to watch streaming video. Selection of this ESL supplemental resource was in response to OTAN Advisory Committee recommendation. Availability was announced through the OTAN listserv, OTAN newsletter, and posted on the OTAN Web. Interest for the DVDs was high and all 100 boxed sets were claimed by WIA II, AEFLA-funded adult education agencies within the first 36 hours of the announcement.

Feedback received from adult educators regarding the distribution of licensed content from OTAN has been extremely positive. Many administrators stated that students at their sites benefited from the content and were grateful because the adult education agency would not have been able to provide it within their budgets.

Support Transition of Adult Learners to Work, Training, and Postsecondary Education

Federal policy for adult education emphasizes the importance of encouraging adults with basic skills deficits to see adult education as one step in their educational journey, not as an end in itself. Learners are thus encouraged to consider and plan for either finding or improving their job situation, or continuing on to skills training or college courses. OTAN plays a role in guiding programs to focus on the skills learners will need to make these transitions successfully.

Online Transition Skills Course

"Writing, College Transitions and Career Development" (also known as the "ABE Transition course") was developed for Moodle in 2011/2012. OTAN continued to support it. The course is aimed at helping intermediate high ABE students to explore transitioning into a higher paying job or further education. Created by two experienced ABE teachers, the course provides a "Personal Success through Writing" review topic as well as two exploratory paths of seven study units in "Success in School" and 11 study units in "Job Preparation." The course was piloted by five teachers and their students. Their feedback and suggestions refined the course by incorporating new teacher resources, activities, and new student completion features to help learners see their progress through the course. Teachers have the flexibility to use one path or all paths in their instruction as well as edit the course to best suit their instructional needs.

Embedded within the course are materials and resources from "Integrating Career Awareness into the ABE & ESOL Classroom," a publication from the National College Transition Network, and providing teachers with additional student activities. There is also a Jeopardy™-like interactive game called "What's Next?!" that is a fun classroom activity teaching skills needed to transition to college or the work force. There is also a companion vocabulary app "Words4U" that gives students the ability to study words and play matching games to help build their vocabulary.
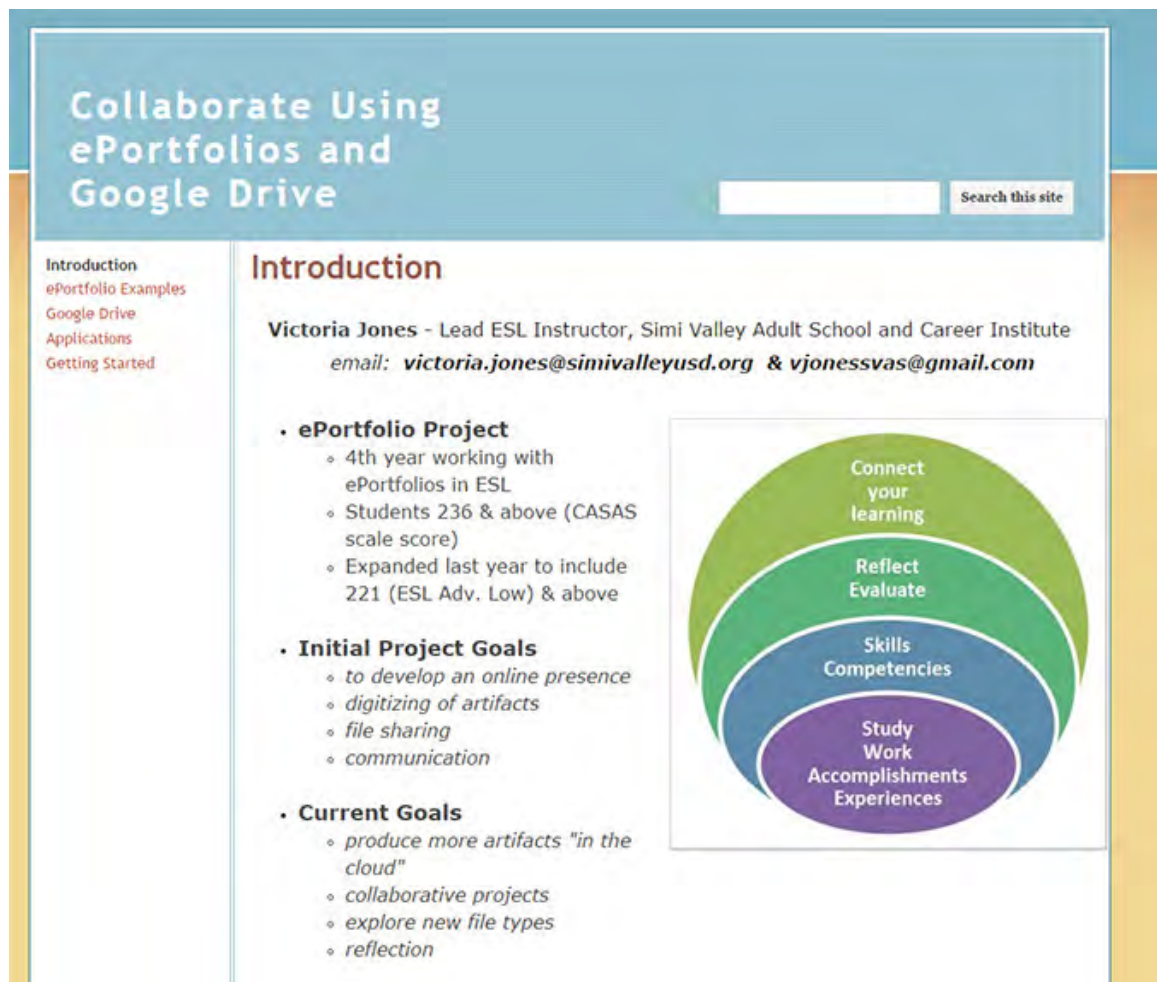
Any teacher from WIA Title II funded can request a copy of the course and will receive an orientation and continued technical support.

Provide Professional development and Support for Student ePortfolios

In Webinars and conference presentations, adult education teachers who participated in the OTAN pilot in 2013-14 and earlier shared how they were exploring the use of Google Drive for the purpose of creating electronic portfolios for adult learners. The goal is for the adult learner to gain understanding that she can have a collection of documents and other files online. These can be private or can be shared with individuals and/or public for the purpose of showcasing and reflecting on the process and the outcomes of her learning. By creating a personal Google account the learner is the owner of her online documents and will be able to share them with future teachers and employers. The participating teachers also shared how they were using Google Voice and Google Calendar to increase the intensity, frequency, and effectiveness of communication with the learners.

During the Technology and Distance Learning Symposium Victoria Jones, Lead ESL Instructor, and Diana Batista, Assistant Principal at Simi Valley Adult School and Career Institute, presented about how ePortfolios are being used at their agency (Exhibit 3.1). Victoria developed a resource Web site as a reference at https://sites.google.com/site/tdls2014session7demo33/.

Exhibit 3.1

Webinars were held at the end of the school year on the following dates and by the following presenters.

04/08/2014 - Suzanne Murphy, Pittsburg Adult Education Center

05/30/2014 - Gurjeet Barayah, Elk Grove Adult and Community Education

06/09/2014 - Victoria Jones, Simi Valley Adult School and Career Institute

06/12/2014 - Patricia Oliva, Elk Grove Adult and Community Education

Participants provided the following answers in the evaluations:

What was the most useful part of the training?

- Trying out Google Voice during the Webinar. I like hands-on opportunities. I also highly value the examples of how the presenter used Drive with her students.
- Particularly applicable to my situation - gave ideas for using Google Docs.
- The embedded visuals- although you couldn't see student work- it was helpful to see it implemented into the classroom and final student results.
- Using the Google Voice feature as a learning tool.

How will you use what you learned?

- Helping students use Google Docs; using the forms to survey and tally outcomes for SLO measurement in lieu of creating them from scratch.
- To begin with, I'll set up folders for students for homework and eportfolios (Exhibit 3.2). I also plan to use Google Voice as a means of communication.
- I will start implementing Google Voice first and then implement the use of portfolios through Drive. I have a low-level ESL class so I have to design appropriate activities that they can use with Drive.
- I'm going to try to change my career classes to put their portfolios on Drive, and think about using Drive in other classes.
- I will implement the Google Docs into classroom assignments and creating real time/ collaborative portfolios.

Exhibit 3.2
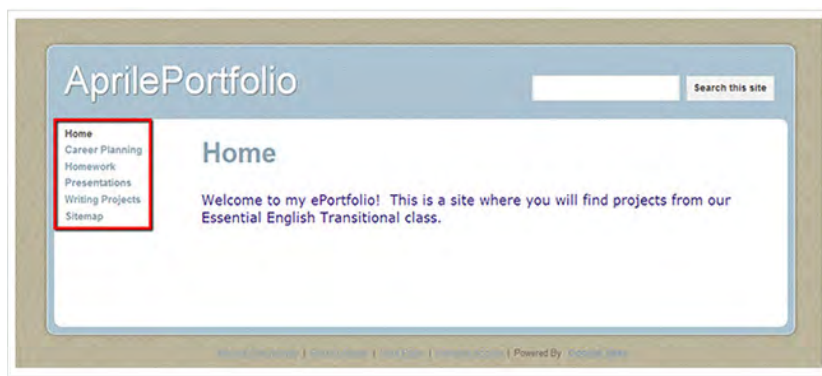
Support Transitioning Goals and Tracking for Core Performance Follow-Up with Social Media

In May 2013, the U.S. Department of Education sponsored a study that reported that "state and local education agencies (participating in Race to the Top) are leveraging and quickly expanding upon the communications opportunities presented by social media, informing and engaging key audiences in broad discussions about ongoing reform efforts." This is another report validating the endeavors of many adult education programs in the use of social media. Online and conference presentations by OTAN demonstrated examples of how adult education programs, individual administrators, and teachers use Facebook and Twitter.

Online workshops were held in January and April 2014. One face-to-face workshop was held at Sunnyvale-Cupertino Adult School in the Fremont Union High School District in August 2013. One conference presentation was held during the Technology and Distance Learning Symposium in March 2014.

The 2013-2014 workshop covers both Facebook and Twitter. For a number of years, OTAN staff have been curating resources on the topic of social media in adult education in the form of an Electronic handout at http://webtwopointohinadulted.wikispaces.com/Social+Networking.

The presentation identifies three main reasons why Facebook is being used in adult education:

1. Using social networking media carries the promise of more exposure for adult schools to potential learners not currently being served.
2. It also reinforces and deepens communication with the existing alumni population. Additionally, it may help collect the Core Performance Follow-up data that is the requirement for the National Reporting System for Adult Education Programs.
3. Educators use these tools to create personal professional development networks and model lifelong learning and civic participation.

List of commonly used strategies is developed from the examples:

- Post regular news updates
- Offer information about classes
- Provide link to current catalog
- Feature work by individual teachers/classes
- Link to useful resources
- Encourage discussion, sharing and learning among members
- Spotlight successful stories
- Post photos and videos
- Ask fans/members to share/recommend to others and run contests
- Ask fans/members to post testimonials about the program

The presentation then identifies three types of presences on Facebook and describes in more detail the settings for each.

- **Timeline (individual/personal profile page)** - Must create this to work with the other two.
- **Page** - Official presence by an organization or institution or celebrity. Maintained by authorized representative.
- **Group** - Allows you to communicate directly with other people on Facebook about a specific subject. Anyone can create and administrate a group.

Furthermore, the presentation and workshop offers resources regarding the topics of safety, privacy and ideas for use in education.

In the last part of the presentation, Twitter basics are covered and examples provided of current uses in adult education for:

- Creating a personal learning network;
- Staying in touch with national level adult education circles;
- Using as a backchannel to encourage richer learner participation in lectures.

OTAN has a robust presence on Facebook and Twitter models the appropriate use for the field.

Exhibit 3.3
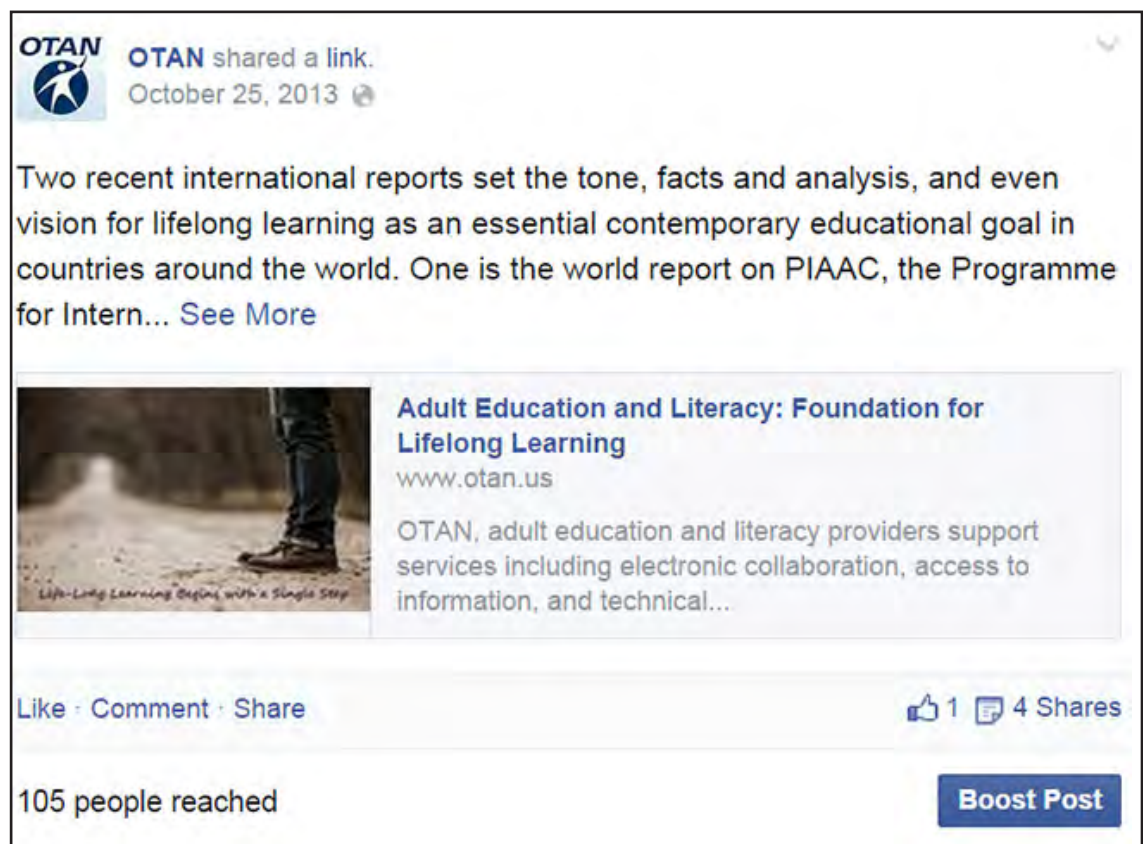
Promote and Support Blended Distance Learning

Competitive Selection for Grant Extensions to Access to Learning through Online Education (ALOE) Projects

Grant funding for the original ten ALOE projects was accomplished through a Request for Applications process. Awardees received funding for a period of 16 months, which ended on June 1, 2013. Based on the success shown at all ALOE sites, a one-year extension with remuneration of $10,000 was offered. Nine of the ten original sites accepted; Riverside Adult School declined the extension due to a severe budget cut to the entire adult education program at that agency. The remaining nine ALOE projects divided the amount that would have funded Riverside Adult School, with each receiving an additional amount of approximately $1,000.

All projects were deemed to be replicable and supported the California Adult Education Strategic Plan. Key project staff met online twice during the year-long extension period to provide updates, share information and best practices, network with other ALOE sites and ask questions. Site visits were conducted at all nine projects and paired pre and post-test data was collected and analyzed by CASAS. ALOE project best practices were shared at conferences and at the March 2014 Technology and Distance Learning Symposium.

The first analysis of ALOE, after the 16-month implementation, showed that over one thousand adult learners were served through the project. Students ranged in age from 16 years to over 60 years, with an almost even split between male and female students. Students came from a variety of educational backgrounds; almost half selected English as the language in which they were most fluent, with Spanish being the second most spoken language.

The extension allowed an additional 845 students to be served. Curriculum ranged from Adult Basic Education and English as a Second Language to transition to community college. Over 25 percent of the adult learners served at the nine agencies were over 45 years of age. Of the students served, approximately 70 percent were female and 30 percent were male.

The following agencies participated in the ALOE project extension:

Berkeley Adult School   **$11,000**

The ALOE extension was used to focus on increasing learners' self-reliance in finding and using appropriate information from the Internet to better meet their individual learning needs. Instead of viewing assigned videos or completing online practice assignments solely as directed by a teacher, learners became comfortable seeking out auxiliary information, such as definitions of mathematical terms or examples of operations and learning to define and follow a productive path through practice materials that aligns with their specific remediation needs. The focus supports and enhances the Common Core mathematical practices, particularly:

CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP5 Use appropriate tools strategically.

Seventy adult learners were served through the ALOE extension at Berkeley Adult School. Of this number 59 had paired scores: 31 in reading and 28 in math. Approximately 80 percent did not have a high school diploma and over 75 percent spoke English as their native language.

Berkeley	Modality	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average Gain
	Reading	31	215.65	222.00	6.29*
	Math	28	207.14	209.57	2.43

* CASAS considers a gain of 3 points "significant"

Fairfield-Suisun Adult School   **$11,100**

The extension allowed Fairfield-Suisun Adult School to develop a video-based Adult Basic Education language arts course on the Moodle platform. The video lessons mirrored lessons that were taught by the adult education instructor. The course included the video presentations and activities designed for adult learners to practice what they learned in the video lessons. Over 350 students participated in the ALOE-project classes, with 224 having paired scores: 117 in reading and 107 in math. Over 25% completed a high school diploma or HSE; just over half of the students spoke English as their native language.

Fairfield-Suisun	Modality	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average Gain
	Reading	117	224.73	230.53	5.74*
	Math	107	214.68	220.86	6.08*

* CASAS considers a gain of 3 points "significant"

Fremont Adult School   **$11,111**

Fremont Adult School's extension included creating an Advanced ESL – Part 2 to leverage the success experienced from the first ALOE grant's Advanced ESL – Part 1 course. In addition to converting ESL classes to blended classes, USA Learns was incorporated into the curriculum. The extension also focused on student orientation and retention for online course completion. A mini-lab was incorporated at the school site for convenience of access to assist online learners. The predominant language spoken by Fremont's adult learner population is Chinese. About 25 percent of the adult learners had a high school diploma or HSE.

Fremont	Modality	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average gain
	Reading		227.30	235.00	7.64*
	Listening		221.00	221.92	0.92^

*CASAS considers a gain of 3 points "significant"   ^N too low to report

Jewish Vocational Services   **$11,100**

Jewish Vocational Services (JVS) created a 90-minute online workshop based on their face-to-face workshop on the topic of "Identifying Transferrable Skills" with the first grant. The extension was used to enhance work on the course in the area of resume building. JVS served 37 adult learners who were seeking job skills to return to the workforce. Just over 25 percent of the students had a high school diploma or HSE. Over 80 percent of adult learners at this site spoke English as their native language.

Jewish Vocational Services	Modality	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average gain
	Reading	21	246.33	250.10	3.67

Pittsburg Adult School $11,100

One of the Pittsburg Adult Education Center's (PAEC's) original ALOE Grant Projects was to incorporate the English for the Nursing Assistant online program into the VESL Medical English class. The extension supported Medical English students by providing further extended access to learning opportunities outside of class to develop their knowledge and skills through a blended online learning course Moodle.

Curriculum Development: The Medical English Course included:
1. Moodle Orientation and Guide
2. Materials relating to the current textbook used for the class
3. Links to English for the Nursing Assistant online program
4. Links to materials identified through Learn 360
5. Links to other online programs and/or materials relevant to the Medical English course
6. ESL software from Burlington English Career Extension curriculum for ESL students
7. Assignments and evaluations related to the above materials

Adult learners in the ALOE extension class at Pittsburg Adult School predominantly spoke Spanish as their first language. About 40 percent of the students had a high school diploma or HSE.

Pittsburg	Modality	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average Gain
	Reading	177	222.60	228.06	5.44*

*CASAS considers a gain of 3 points "significant"

San Bernardino Adult School $10,000

The extension allowed San Bernardino Adult School to design and offer a new online course titled, "Transition to Success," for students who wanted to enter into postsecondary education or training program that may include apprenticeship. The course addressed areas that included goal setting, soft skills, academic or career advising and tutoring, preparation for college entrance exams and high-quality resumes or work applications, and financial aid advice. Students learned how to navigate the community college system due to a unique partnership between the local community college and San Bernardino Adult School that paired a teacher from each agency to teach the same course. Over 50 percent of the enrolled students were native Spanish speakers. Less than 15 percent of the students had either a high school diploma or HSE.

San Bernardino	Modality	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average Gain
	Reading	18	240.22	245.06	4.22
	Math	26	228.96	230.69	1.73

San Juan Adult Education $11,100

San Juan Adult Education offered a multi-level ESL blended instruction class in partnership with an elementary school site. The focus of the class was to enable adult learners and parents how to help their children do better in school. The curriculum included:

- English vocabulary, grammar and pronunciation
- Computer literacy
- English as a Second Language

Students were provided with access to computers on site in the Family Resource Center and a limited number of Chromebook computers were available for check out.

San Juan	Modality	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average Gain
	Reading	24	198.46	209.13	10.67*

*CASAS considers a gain of 3 points "significant"

Learning Quest, Stanislaus Literacy Center $11,100

The ALOE extension grant helped leverage the online advanced English as a Second Language course created during the first round of ALOE funding. The course offered additional opportunities for students to practice and improve their listening, reading, writing, vocabulary development and grammar practice to improve their English skills.

Stanislaus	Modality	# of Students with Paired Scores	Pretest Average Score	Posttest Average Score	Average Gain
	Reading	4	232.00	241.50	9.50^
	Listening	3	239.33	239.67	0.33^

^N too low to report

Torrance Adult School   **$11,100**

Torrance Adult School offered three courses as part of the grant extension. The courses included: Advanced ESL – Part 1, Advanced ESL – Part 2, and College Pre/Transition for Advanced ESL. Advanced ESL topics were created to complement the existing OTAN-shared Advance ESL course. These topics were made available to other agencies via OTAN. All student reference guides and supporting documentation was updated. Students received registration and technical support assistance during course orientations.

Torrance	Modality	# of Students with Paired Scores	Pre-test Average Score	Post-test Average Score	Average gain
	Reading	25	231.76	238.40	6.64*
	Listening	24	233.42	240.38	6.96*

*CASAS considers a gain of 3 points "significant"

Outcomes

An unduplicated count of 794 learners were served as a result of the one-year ALOE extension. Every agency reported an increase from pre to post test results, with San Juan leading the way with an outstanding double-digit gain. Some sites included student surveys (Exhibit 4.1) that went beyond the required CASAS assessments, such as Berkeley Adult School's Learner self-reporting of math and technology use before and after they completed the course. Directions for the survey read: Please mark ALL the things you regularly do on your own. (Check all that apply.)

Exhibit 4.1 Results of Pre and Post Learner Self-Reporting of Math and Technology Use

Pre (F+S)*	Post (F+S)	Total Change	
14+13=27	17+14=31	+4	Use money to buy things
12+11=23	15+10=25	+2	Read a schedule (for bus, BART, classes, etc.)
8+11=19	17+11=29	+9	Use a calculator
11+7=18	9+9=18	0	Check store receipts, bills, or pay stubs for mistakes
11+5=16	13+3=16	0	Find best deals from ads
4+2=6	7+1=8	+2	Measure things (cooking, sewing, carpentry, construction)
5+4=9	9+7=16	+7	Use a map to plan trips or find places
4+3=7	8+3=11	+4	Estimate costs of services or income per month or per year
3+4=7	9+4=13	+6	Know how to figure out prices when sales use percent (%) off
3+4=7	3+2=5	-2	Figure tips or sales tax

*(F+S) = Fall and Spring

Teacher-created Web resources, including Web sites (Exhibit 4.2), were shared with their students, colleagues, and other ALOE project participants.

Exhibit 4.2

Teacher-created materials and content such as a Place Value Guide (Exhibit 4.3), Exhibit 4.4a Online Student Reference Guide (Cover), and Exhibit 4.4b Online Student Reference Guide (Table of Contents) were added to the OTAN repository.

Exhibit 4.3

Place Value

Here is a list of math skills for the "Place value" topic on the Math Topics checklist. These skills are organized by level, and you can hold down the Ctrl key and click on a skill name to go to it.

Remember to put in your IXL username and password in the upper right corner of the IXL window so that it will keep track of your scores and so I can give you credit for completing fractions practice in IXL.

You can mark a topic as "Done" on your checklist when you have mastered related skills listed here with a level of Good or Excellent in level E or F.

Level-B skills

C.3 Count blocks - up to 10
D.14 Count blocks - up to 20
D.15 Count tens and ones - up to 20
D.16 Write tens and ones - up to 20
E.5 Count blocks - up to 30
E.6 Count tens and ones - up to 30
E.7 Write tens and ones - up to 30
E.8 Count blocks - up to 100

Level-C skills

A.3 Counting tens and ones - up to 20
A.6 Counting by tens - up to 100
A.7 Counting tens and ones - up to 99
B.23 Regrouping tens and ones I
B.24 Regrouping tens and ones II
I.1 Place value models up to 20
I.2 Write numbers as tens and ones up to 20
I.3 Place value models up to 100
I.4 Convert between tens and ones
I.5 Write numbers as tens and ones

Level-D skills

M.1 Place value models - tens and ones
M.2 Place value models - up to hundreds
M.3 Place value models - up to thousands
M.5 Value of underlined digit - up to hundreds
M.6 Value of underlined digit - up to thousands
M.7 Regrouping tens and ones I
M.8 Regrouping tens and ones II
M.15 Identify the digit in the ones, tens, hundreds, or thousands place

Level-E skills

B.1 Place value models
B.2 Place value names
B.3 Value of a digit
B.4 Identify the digit with a particular place value
B.5 Convert to/from a number
B.6 Convert between place values
B.7 Convert from expanded form
B.8 Convert between standard and expanded form
B.9 Place value word problems

Level-F skills

A.1 Place values
A.2 Convert between place values
T.3 Place values in decimal numbers (for those who've done decimals)

Torrance Adult School | TAS

adultedcourses.org

Online Student Reference Guide:
Advanced ESL (Chon)
Winter 2014

Exhibit 4.4a

Exhibit 4.4b

These resources will benefit not only ALOE participants, but all California adult educators.

Although most of the agencies chose to focus on reading, three projects concentrated on math. Each agency posted gains from pre to post test scores (Exhibit 4.5).

Exhibit 4.5

ALOE Math Learning Gains

Legend:
- 1146 - Berkeley Unified School District Math
- 1331 - San Bernardino Adult School Math
- 1490 - Fairfield-Suisun Adult School Math
- All Agencies Math
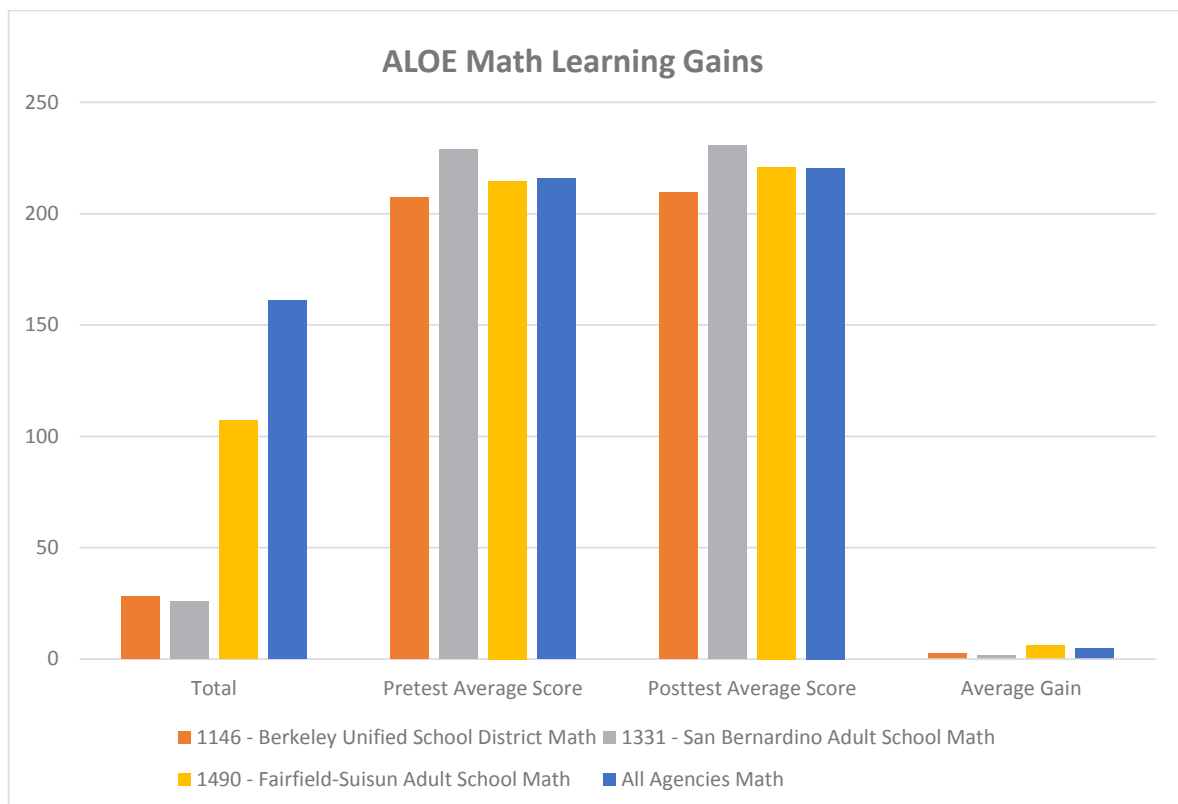
Lessons learned through the ALOE project and extension will be valuable beyond the life of either project and serve the interests of future online and blended course paths.

Host One Technology and Distance Learning Symposium (South)

March 8, 2014 was the culmination of another successful OTAN Technology and Distance Learning Symposium (TDLS). The event was held on the campus of Baldwin Park Adult and Community Education. The event was targeted to administrators, coordinators, and teachers planning for or already implementing distance, blended, or online instruction as well as those integrating technology in the classroom. Participants from Sacramento to San Bernardino were able to select from over 30 workshops, covering a variety of technology topics related to online, distance and blended learning, social media, and educational resources on the Web. In addition to workshops, Symposium participants networked with peers and contributed to technology conversations with support from facilitated lunchtime discussions. Keynote speaker, David Rosen, presented "Using Free Online Video Instruction for Adult Learners" to an engaged audience who enjoyed the video clips he shared. Dr. Rosen also shared many strategies for teachers to help their low-income adult learners acquire and keep affordable broadband Internet at home.

The success of TDLS was apparent by the many compliments given by attendees such as these:

"Thank you for the conference. It was wonderful! People were so excited to go back and use what they had learned."

"Can't wait to start using the resources I learned about."

"This is my favorite technology conference!"

"There's too many great workshop sessions offered at the same time - I want to go to all of them!"

Support Administrators on Planning for Online Instruction

Three forums to support administrators on planning for online instruction were hosted by OTAN. The first forum was a chance to connect administrators with their colleagues around the state and hear what is happening in the area of distance and blended learning. It also provided a venue for adult education community partners to share what they are doing of interest to the adult education field.

The second forum explored EdReady by The NROC Project. School and college administrators were invited to explore the potential for EdReady to serve each organization's specific efforts to accelerate and personalize student pathways to college readiness in mathematics. The presenter demonstrated the administrative side of the EdReady application, including the data available to member institutions and the potential for customization. Examples and use cases from current NROC member EdReady sites were shared.

EDREADY IS A VERY EXCITING PROGRAM! I WANT TO BEGIN USING IT WITH OUR STUDENTS TO ENCOURAGE SUCCESSFUL TRANSITION TO COLLEGE AND I THINK IT WILL HELP WITH CAHSEE PREP. THANKS!

Webinar Participant

The final forum featured distance and blended learning expert, Barbara Treacy, Director of EdTech Leaders Online (ETLO) with the Education Development Center. ETLO is an award winning program that provides online courses and programs for educational organizations across the country. Currently they are working with HSE instructors in Massachusetts to provide online professional development focused on the Common Core State Standards and they offer an online course for adult educators, "Teaching Students in a Blended Classroom." The forum included a discussion around using online and blended teaching practices for professional development. Barbara shared ETLO's experience with online professional development for adult educators and talked with participants about strategies, resources, and suggestions for professional development for agency instructors.

Support Blended/Online Courses Developed by OTAN

Since OTAN staff works with agencies submitting Innovation and Alternative Instructional Delivery Programs applications and evaluations, they are aware of how agencies are using blended instruction to meet adult learners' academic needs. Blended learning is defined as any time a student learns at least in part, at a supervised brick-and-mortar location away from home and at least in part, through online delivery with some element of student control over time, place, path, and/or pace. It is used synonymously with "hybrid learning."

Blended learning is the most frequently used model for providing adult learners with experience in online learning. Adult education programs generally begin with supplemental Web sites that provide learners with extra materials to enhance their traditional classroom learning. Over time, and with professional development, teachers begin to explore other ways to help students learn at any time and at their own pace.

Through OTAN's effort to support and develop teachers in using a course management system (Moodle), more and more adult education teachers are using Moodle as an online component to their face-to-face instruction. Students are introduced to the courses by their face-to-face teachers and provided continuous support throughout the term.

Support Blended/Online Courses Developed by Other Entities

OTAN supports hundreds of online courses through its Moodle server. With over 145 teachers using this resource, the demands for current resources to enhance online teaching and learning has grown. Providing engaging content and synchronous communication tools for teachers and learners were missing elements to the online teaching environment. OTAN added two new Moodle activities for teachers who have online courses hosted on the OTAN Moodle site adultedcourses.org. The first, Learn360, provides teachers with thousands of online content titles they can easily embed into their courses. The second, using the Web conferencing tool Adobe Connect, allows teachers to create real-time synchronous discussion, tutoring sessions or online lectures for learners. Each activity provides ease of use with a single sign-on feature, allowing teachers and students to move from Moodle to Learn360 or Adobe Connect without additional login requirements.

What is Learn360?

Learn360 is an online media and content service providing over 80,000 multimedia clips and resources on a variety of topics. Teachers can seamlessly integrate Learn360 media into their Moodle course. Content is provided from more than 80 educational producers including; A&E History, National Geographic, National Science Foundation, and more. Also available are popular series such as; Math Mastery, Get a Life-Career Options, Health Care and Technology: STEM Careers in Two Years, and Harold Syntax Guide. There are new videos on Career and Technical Education, Trade and Industrial Skills, Health, Guidance, Nutrition, Government, Science, and Literature.

What is Adobe Connect?

Adobe Connect is a live, interactive online meeting room where teachers can share audio, video, presentations, or their computer screen with their students. Teachers create meetings and students attend all from within their online course. The meeting sessions can be recorded and viewed at any time. This new activity is as close to in-person teaching as one can get for an online/blended-learning environment.

By adding these two components to the OTAN Moodle server, there are now all the necessary tools available for teachers and learners alike to continue their learning and collaboration from anywhere, at any pace and at any time. OTAN will continue to explore new services and activities that would benefit the adult education teachers and learners that use the OTAN Moodle server.

Conduct Focus Groups to Review Distance Learning Curriculum Recommendations

The purpose of the focus groups and subsequent distance learning product Webinars was to inform the adult education field about future distance learning curriculum purchases. Based on interest, need, and recommendation of surveyed OTAN Advisory Committee members, several vendors were contacted and asked if they would be interested in presenting product solutions to address the needs of adult education agencies. Three dates were scheduled for the presentations with a total of nine vendors (Exhibit 4.6).

Exhibit 4.6

Vendor	Product	Date of Presentation
APEX Learning	HSE courses	March 26, 2014
Aztec	HSE Prep	March 26, 2014
Edmentum	Online courses for HSE	March 26, 2014
Cyber High	Credit recovery	April 6, 2014
Ascend Math	ESL math tutorials	April 6, 2014
Burlington English	ESL courses	April 6, 2014
The Write Stuff	Writing to support transition	May 9, 2014
McGraw Hill	HSE exam prep	May 9, 2014
Career Ready 101	Workforce curriculum	May 9, 2014

Each Webinar was one hour in length and featured three curriculum providers. Each curriculum provider was allotted five PowerPoint slides and was given 15 minutes to provide a presentation which included:

- Resource logo and product name/screenshot
- Adult education target audience(s)
- Information about the curriculum or resource
- Names of California agencies that currently use the curriculum or resource
- Quotes, data, or other supporting information
- Contact information, Web or demo site URL(s)

The Webinar recordings were posted on the OTAN site along with the PowerPoint presentations. Additional information provided by the vendors was disseminated to the Webinar participants.

Produce Annual Distance Learning Report

OTAN produced the twelfth in a series of research papers on the California Innovation and Alternative Instructional Delivery Program.[i] The purpose is to provide current information on the implementation of distance learning (DL) and offer comparative information on adult education DL in California.[ii] For ease of reading, the program will be referred to as "Innovation Programs" throughout this section.

Prior to the flex funding of adult education, data used to develop this annual report came from three data sources: Innovation Programs Application submitted by local adult schools; annual adult school program data reports; and data collected from local adult education provider agencies submitting data to the National Reporting System (NRS) to satisfy their data collection requirements in receiving funding from the Workforce Investment Act, Title II (WIA II). Since flex funding sets aside Education Code requirements for adult education and makes both the application and reporting requirements for participation in the Innovation Programs optional, this current report used information from the only existing data source available—WIA II NRS data collected and reported by CASAS.[iii iv]

The Legislation
On July 1, 1993, AB 1943 became law (Education Code Section 52522), which allowed adult education programs the option, after approval by California Department of Education, to use up to five percent of their block entitlement for innovative techniques and nontraditional instructional methods with new technologies. According to the Education Code, participation in this option was permissive, by application only. Adult schools were required to submit an application and receive approval before program implementation. All proposed instruction was intended and designed for adult populations. All criteria specified in Education Code Section 52523 applied to all instruction provided. Expenditures used to implement this option were not to exceed five percent of each district's adult education block entitlement. The five percent, or any part thereof, was not additional funding for adult schools but were funds already allocated and contained within the district's State adult education block entitlement. Reimbursement for instructional expenses were to be computed on other than seat time accounting.

In 2008, legislation expanded the permission to use block entitlement funding from 5 to 15 percent for Innovation Programs, based on specific requirements. The resulting Innovation Programs continued to grow while overall adult education remained relatively static. However in the 2009-10 program year, flex funding was legislated for school districts in California, allowing funds allocated for adult education to be used for any purpose local school boards of education deemed necessary. School districts were no longer bound by the California Education Code to serve adult learners, and State reporting requirements were no longer required. This action impacted the reported number of adult learners participating in the Innovation Programs during the following four years of flex funding implementation (2009-10 to the current reporting program year 2012-13), resulting in an 88 percent drop in unduplicated enrollment (70,472 in 2008-09 to 9,151 in 2012-13). Some school districts have persisted, continued, and even expanded their delivery of instruction via DL despite the costs for data collection and reporting. Many others made major cuts to DL programs, in some cases eliminating them entirely. Still others ceased offering instruction to adults all together.

Under current conditions that include flexing of adult education state funding, the provisions and requirements of Education Code Section 52522 are optional for local agencies to follow and will remain so until flex funding is discontinued. There currently is no legislated floor or ceiling limit on the amount of budget local school districts could or should spend on adult education and its programs. Like DL, there was no requirement for adult schools participating in the Innovation Programs to submit an annual application nor annual evaluation. Adult schools have been encouraged to submit applications and maintain the same records as before because accountability would remain critical to the furtherance of DL in the future. Preparing applications and maintaining records incur costs that have deterred many adult schools from submitting applications and completing thorough accountability documentation. However, with state requirements optional through flex funding, the federal NRS reporting requirements continue to be in force for participating WIA II agencies. Data reported through the NRS was used in this report to document the current status of DL in California.

In prior years, the availability of the federal NRS data along with reports and applications required of state funded adult schools enabled more in depth descriptions and examinations of DL program characteristics, learner characteristics, learner progress, and learner outcomes. The current lack of a State requirement with supportive fiscal resources for systematic statewide adult student data collection and reporting has diminished the complexity and diversity of the educational gains adult learners are making through their involvement in a variety of adult education settings including the Innovation Programs of DL.

Innovation Programs participation was, and continues to be, available only to state-funded adult schools in the K12 system. In 2008-09 the federal Office of Vocational and Adult Education issued assessment requirements and guidelines for programs seeking WIA II reimbursement for learner gains in DL courses; California began requiring all WIA II funded agencies to submit an Innovation Programs application if any of their federal fund reimbursements were generated from use of DL instruction. To date no additional agencies have applied, since no additional funding was attached to DL.

Through seven years (2005-2012), this report compared and contrasted key outcome data between classroom learning, distance learning only (DL Only), and a blend of classroom and distance learning (DL Blended). The importance of DL Blended as an effective intervention whenever possible was clearly documented. This had major program implications at the state and national levels. When classroom and the Innovation Programs data were compared, it was clear that the DL Blended approach provided consistently superior results than either classroom or DL Only by themselves in increasing student learning outcomes. However, due to the inherent limitations associated with an operational change in the definition of Blended Learning along with the lag time of local adult schools implementing these changes and the procedures for collecting data migrating from student based to class based, the scope of this current report was extensively limited as well as the scope of data analyses and the resultant reporting.

In California, the adult education DL Blended model had a very specific description. It referred to adult schools with Innovation Programs that offered somewhat simultaneous classroom and DL courses in which learners could dual enroll. The key considerations were that each course must have its own approved course outline, course number, assigned instructor, separate student roster, and distinctive and different full-length course materials. The courses could share the same course outline (A22), meaning the courses covered the same designated competencies, but the course materials must be different, and each course had its own course number.

N.B. Prior annual reports of the Innovation Programs charted enrollments of all state funded instructional programs from all adult school programs offering DL instruction as an option in addition to adult literacy providers receiving WIA II Federal Funding. Over the past 12 years, enrollment from state-funded-only adult schools accounted for an average of five percent, but ranged between four and nine percent. Data collection and reporting has become optional for state funded programs due to flex funding, and many adult schools have chosen not to collect and submit program data voluntarily. Only the federal program requires data collection and reporting from adult literacy providers participating in WIA II Funding. As a result, data sources used in this report came from only the adult schools that were part of the WIA II data base and its funded programs of English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE), exclusively. Historical and trend data have been adjusted in this report to reflect only the WIA II data for ESL, ABE, and ASE.

Changes in Participation Since 2000
Chart 1 displays the growth and change in the Innovation Programs from 2000-01 to 2012-13 when standardized student enrollment data was available. Since 2004-05, these student enrollments were also unduplicated counts. In 2012-13, there were 9,151 learners participating in Innovation Programs and qualifying for inclusion in the National Reporting System (NRS) Tables for federal WIA II accountability. The chart displays the growth of DL over the initial nine years (2000 through 2008-09) as well as the dramatic drop in reported enrollments for the ensuing four years of flex funding (2009 through 2013). Overall, Exhibit 4.7 (Source: CASAS 2013) shows a steady growth in student participation in DL over a nine-year period until the implementation of flex funding that occurred in 2009-10. From 2000-01 to 2008-09 the program grew in enrollment 239 percent (20,812 to 70,472). With the implementation of flex funding, enrollment plummeted during the next four years to only 9,151 for an 88 percent drop in enrollment from the enrollment

high point in program year 2008-09. This presented a denial of educational access for 66,910 least-educated, most-in-need learners and their families who were previously engaged in critical core curriculum programs of adult literacy that were assisting them to become more independent and more economically self- sufficient. Flex funding is currently extended through 2014-15. *Note: The data for 2012-13 only includes distance learners that qualified for Federal Table 4. Previous years used all*

Exhibit 4.7

---
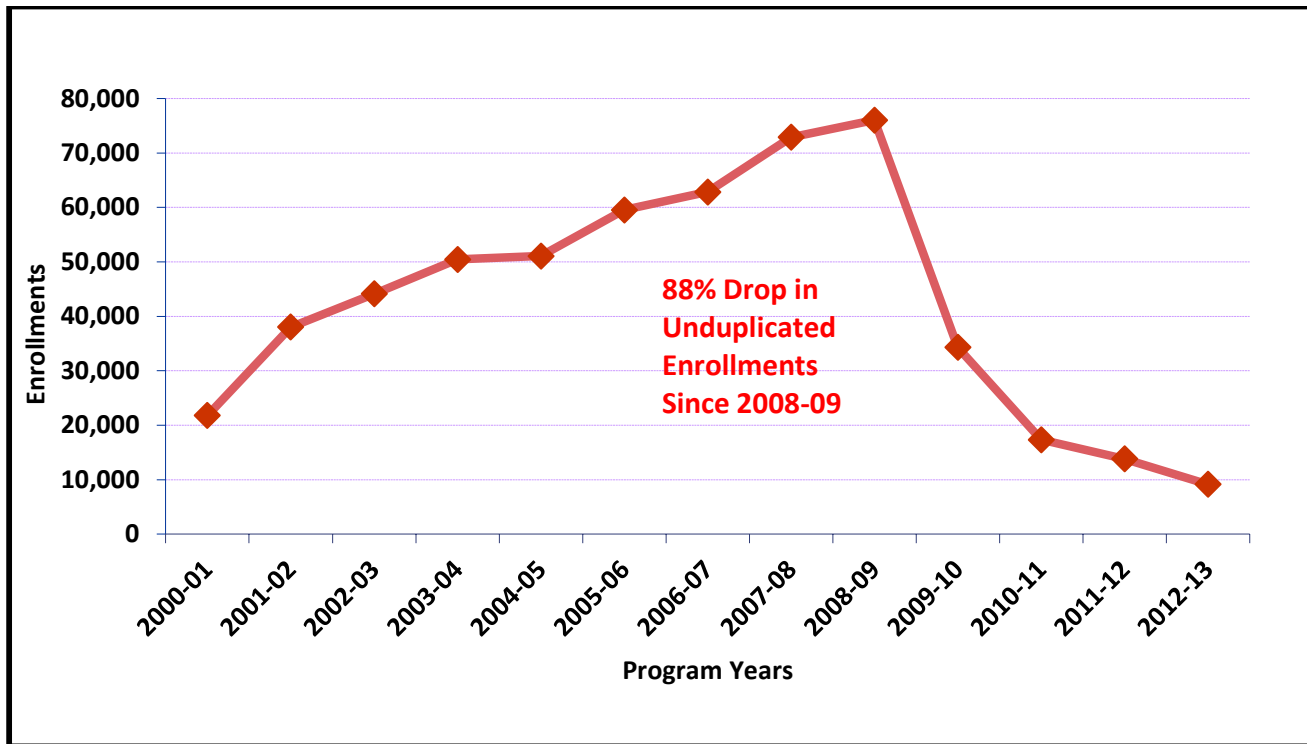
i The research papers can be found on the OTAN Web site at http://www.otan.us/browse/index.cfm?fuseaction=view_ ft&catid=31483&recno=4478

ii In the fall of 2008 Assembly Bill 1163 was passed authorizing school districts to claim and expend up to five percent of their adult block entitlement for those innovation programs and more than five percent, but no more than 15 percent of its adult block entitlement if the program is approved by the Superintendent under the bill. The bill requires a school district to maintain specified accountability mechanisms for those programs, including maintaining documentation of the hours of student attendance required for apportionment purposes.

The legislation amended Education Code Section 52522. It includes a specific definition of distance learning as follows:

"'Distance learning' means instruction in which the pupil and instructor are in different locations and interact through the use of computer and communications technology. Distance learning may include video or audio instruction in which the primary mode of communication between pupil and instructor is instructional television, video, tele courses, or any other instruction that relies on computer or communications technology."

The authorization began in January 2009, but there is little indication that it changed the nature of program participation for the 2008–09 fiscal year.

iii The research and data collection for this paper are funded by Federal P.L., 105-220, Section 223, from the Adult Education Office, Coordinated Student Support and Adult Education Division, California Department of Education. However, the conclusions and opinions expressed do not necessarily represent the position of that department or the U.S. Department of Education.

iv The Comprehensive Adult Student Assessment Systems (CASAS) is a nonprofit organization that "partners with a national consortium of state and local agencies to provide valid competency and standards–based assessment systems, research services, and professional development." See http://www.casas.org/.

Promote Online Learning

Supporting California adult education distance learning programs and instructors is needed to move the field in the direction of offering more online and blended learning opportunities. Throughout the year OTAN offers continuous support of this effort through personal telephone support, online communication and support, online instructional Webinars on a variety of online learning topics including using a learning management system to create online courses used by adult learners, as well as face-to-face training upon request. OTAN continues to provide support to the adult education online community by hosting, supporting and providing professional development on the use of the learning management system Moodle. Additionally, OTAN provided presentations at adult education professional conferences within California as well as nationally. Furthermore, OTAN hosted the Technology and Distance Learning Symposium providing two days of workshops and information on a variety of technology and online learning/teaching subjects.

Online Teaching Academy

The Online Teaching Academy (OTAC) continued into its fourth year in 2013-14 providing participants with instruction, training, and practice in online teaching for adult instruction. The Academy accepted 10 teachers from across the state (Exhibit 5.1) and participated in training and support for the initiation or further development of their online teaching goals.

Exhibit 5.1
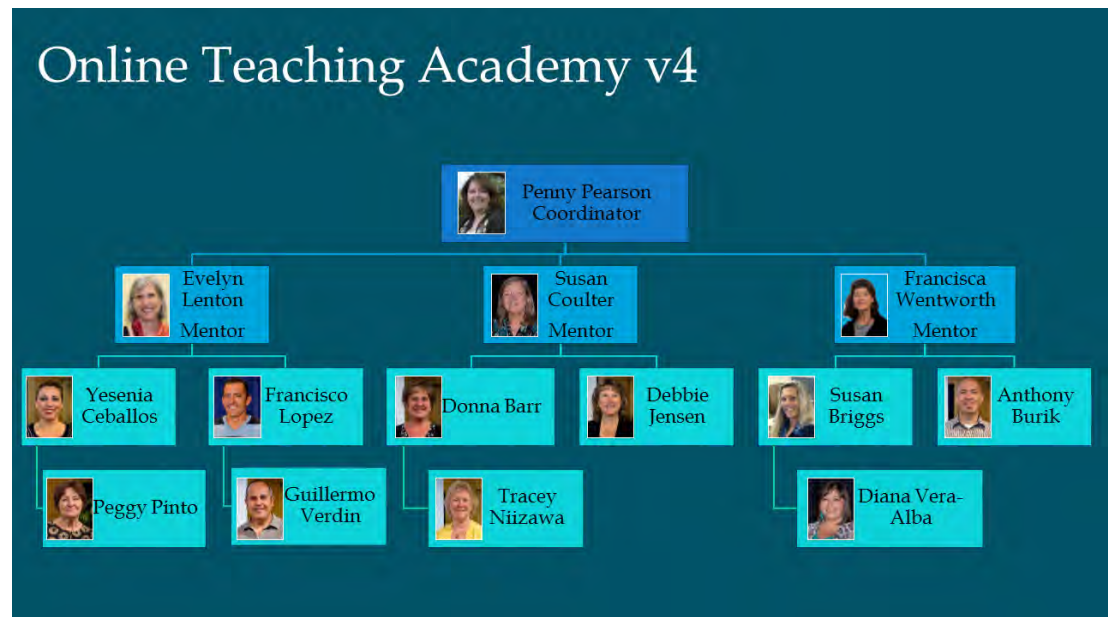
Participants could choose subject areas of interest including ESL, ABE, ASE, and GED curriculum. Or they could develop their own customized online projects focused on transition to employment, job training postsecondary education, as well as CTE courses with basic skills and/or work skills integrated into the curriculum. OTAC provided an environment of open sharing, collaboration, and personal and professional growth in the area of online instruction. Participants were guided in the process to create their own online or blended course presence using Moodle as a course management system. Projects could include stand-alone courses complete with assignments, assessments and other resources, supplemental materials to support classroom instruction, or projects could be developed to support existing online curriculum.

Exhibit 5.2 OTAC v4 (Version 4) Participants and Mentor Teachers

First Name	Last Name	Agency	CDE Region	County
Guillermo	Verdin	Belmont Service Area	11c	Los Angeles
Debbie	Jensen	Baldwin Park Adult and Community Education	11b	Los Angeles
Yesenia	Ceballos	San Bernardino Adult School	10a	San Bernardino
Peggy	Pinto	Azusa Adult School	11b	Los Angeles
Susan	Briggs	Pasadena City College	11b	Los Angeles
Donna	Barr	Lincoln Education Center	9	Southern
Tracey	Nizawa	Lincoln Education Center	9	Southern
Francisco	Lopez	Chaffey Adult School	10a	RIMS
Anthony	Burik	Mt. Diablo Adult Education	4	Bay
Diana	Vera-Alba	SUHSD Division of Adult Education	9	Southern

OTAN provided OTAC participants with an online learning experience through a facilitated course offered through EdTech Leaders Online (ETLO) from World Education titled "Teaching Students in Blended Classrooms." This course is designed to prepare educators to teach in a blended classroom environment. Participants learned effective strategies for managing and teaching students in blended environments and explored the ways blended learning can effectively support standards-based teaching and learning in all subject areas. Participants learned techniques to foster learner collaboration in an online learning community through online discussion and group projects and to asses student work. Participants also learned to meet the learning needs of all students by selecting and using a variety of teaching strategies that aid in personalizing learning for students. During the course, participants learned about and practiced using tools to teach critical thinking skills, explored student academic integrity issues, and the safe and legal use of online resources. Additionally, participants learned about and practiced using instructor tools in the Moodle course management system. Course content included online readings, Web-based and multimedia activities, and facilitated online discussions.

The online course ran from October 2013 through December 2013. During that time, course statistics show the course was viewed thousands of times in each month, and participants posted hundreds of discussions. With over 16,000 views it was clear the content, resources, and facilitation kept learners interested and engaged in the materials provided in the course. Also considering the fact there were 14 participants (including the facilitator and the support mentors) there were over 1200 online posts to several different discussion forums. There was a consistent effort of sharing and supporting each other within the course with each participant providing over 300 posts each.

Exhibit 5.3 Statistics for Online Course Participation by OTAC Participants

Month	Views	Posts
October 30, 2013	4539	343
November 30, 2013	7772	617
December 30, 2013	4326	306

The online course continues to remain active with OTAC participants continuing to visit the course and review course resources as well as past discussion forums.

Participants in OTAC were expected to dedicate a significant amount of time to the project. Not only through their activity participation in the online course, but also in the planning, development, and implementation of a blended learning activity or course by the end of the project year. Through course surveys, participants reported they spent an average of six (6) hours per week working on the materials in the online course. From January 2014 through May participants reported that although their number of dedicated hours per week working specifically on OTAC tasks was reduced, they found they spent more time in their planning and implementation of their teaching materials in order to transition to a more robust blended learning experience for their students.

Participants were required to develop an online/blended teaching project related to their program area of instruction. They were offered the opportunity to use course materials developed by OTAN or other adult educators willing to share their course materials, or to develop a unique project of their own. Each participant created their plan as part of their online course. Those projects were reviewed and modified both by the course instructor as well as through peer feedback and mentor support. Appendix E provides descriptions of each project in the program booklet for the OTAC and TIMAC final reports held in May 2014.

Although there were differing levels of self-reported completions of OTAC projects, all participants were committed to continuing their efforts to further develop their online/blended learning efforts and to implement them with their learners. Many have shared their successes and future plans to keep their projects continuing into the future.

Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning

OTAN continues to provide opportunities for the adult education field to participate in online workshops and forums related to online/distance and blended learning. These workshops are promoted through the California Adult Education Professional Development calendar, various newsletters including the *OTAN Newsletter*, the *Teachers' Digest,* and the *Administrators' Digest.* Each publication gives OTAN an opportunity to inform the field about all OTAN online and face-to-face offerings as well as highlight activities and events for online/distance learning. In addition to these services to the adult education field, OTAN also provides frequent communications to the field through social media including Twitter and special FaceBook groups. For example, in the Online Teaching Academy FaceBook group there were an estimated 75 postings regarding online and blended teaching as well as other resources and research to support distance learning and related issues (Exhibit 5.4).

Exhibit 5.4
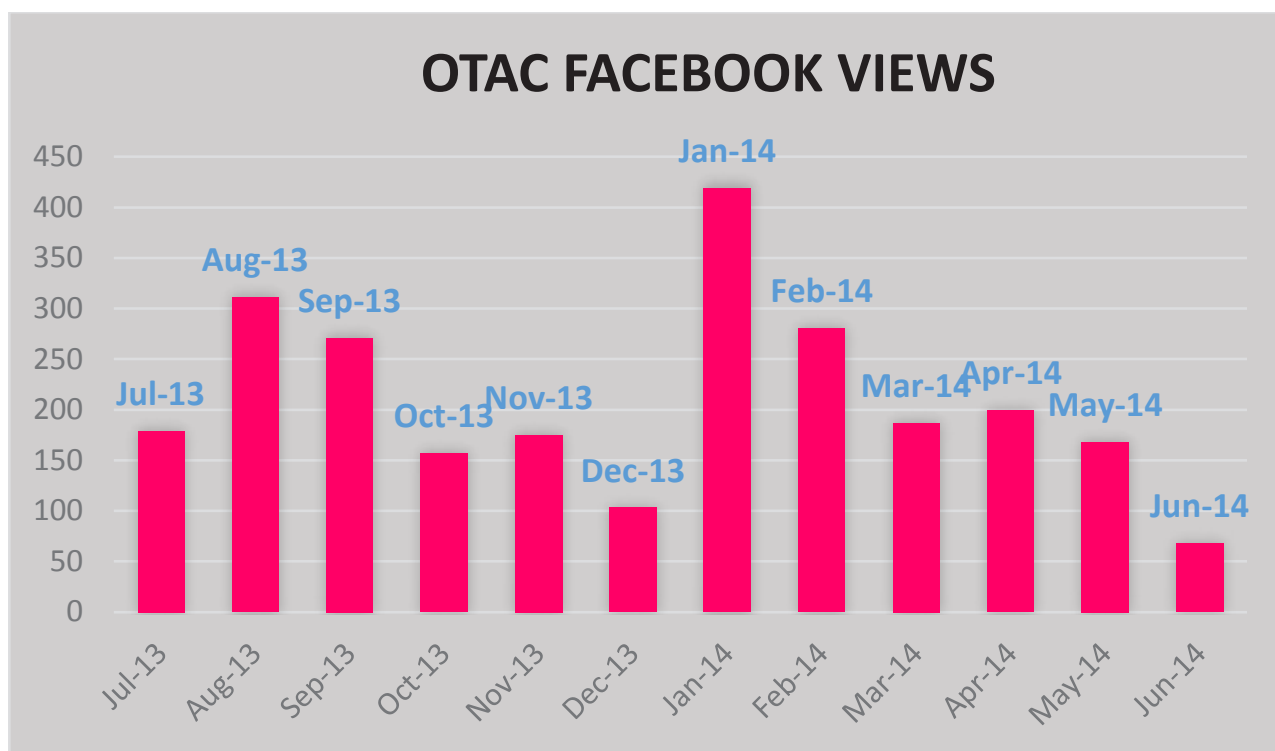
As the use of Moodle as a course management system grows within the adult education community, there is more opportunity to find courses developed by other teachers and share them with the field. Three additional courses were selected to share during this past year. The table below (Exhibit 5.5) gives details about the courses. Through the next year, OTAN will help to promote and give access to these courses through the online workshops, Moodle training sessions, and the OTAC and TIMAC projects.

Exhibit 5.5 New Shared Courses Offered by OTAN

Course Title	Description	Developer	Agency
The Write Stuff	This is a writing course for Intermediate and Advanced ESL students interested in improving their writing skills for career or college.	Francisca Wentworth	Jefferson Adult School
Citizenship Preparation	This course provides materials and support for learners to pass the USCIS Naturalization Exam.	Kay Johnson	Jefferson Adult School
E. L. Civics through Distance Learning	This course provides materials and resources for 9 Civic Objectives.	Susan Escobar	Elk Grove Adult School

OTAN provided a course review of the "E.L. Civics through Distance Learning" course. The course includes glossaries, assignments, discussion forums, quizzes, interactive lessons, and other activities as well as many resources for learners. Two English language teachers were selected to review the course against the iNACOL National Standards for Quality Online Courses[1]. These standards are divided into five (5) sections including: Content, instructional design, student assessment, technology, course evaluation, and support. Each reviewer received an evaluation rubric for each section and scored the course independently. Once initial scores were recorded, the reviewers met together online to discuss their scores and to record joint comments about the course as it aligned to different sections. The reviewers and the course developer met together and where appropriate, suggestions for improvements were made.

---

1 National Standards for Quality Online Courses: Version 2. (CC-BY 2007)

The course reviewers provided an overview of how the course aligned to the iNACOL standards in an online meeting where they were lead through the five review areas and provided commentary, suggestions, and praise for the course. The recorded session is available for teachers to review within a sample copy of the course housed on the OTAN Moodle server.

Support Online Curriculum Sites

OTAN continues to provide support and professional development on using USA Learns, including the availability of a supplemental Moodle course aligned to the USA Learns second course through conference presentations and online workshops. The USA Learns site is very popular and is supported by staff at the Sacramento County Office of Education. Other sites OTAN oversees include the California Distance Learning Project that still receives significant Internet traffic from throughout the world. A third site, English for All, will be retired in the next year and those curriculum materials will be available through the USA Learns Web site.

As reported in the previous section, the Access to Learning through Online Education (ALOE) grant will also provide additional resources and materials to be shared with the field. Preliminary reviews show that agencies will provide documentation on their projects, share created resources such as online courses, orientation materials, video tutorials and more. OTAN is working to develop an online resource page where these materials can be permanently housed.

OTAN staff provides technical assistance through e-mail and phone support each workday from 8:30 A.M. to 4:30 P.M. The chart below (Exhibit 5.6) shows the number of requests for assistance, by category.

Exhibit 5.6 OTAN Client Services Statistics

Number of Requests	Project Name
26	Access to Learning through Online Education (ALOE)
	Connect Workshops Support
	ePortfolios
	Lesson Plan Builder
	ListServs
212	Moodle projects (inclusive of Advanced ESL, Transition Course, USA Learns wrap around course, and all other Moodle courses developed and shared by teachers)
193	Provide current research and information to the field
14	Support online curriculum sites and statewide licensing (inclusive of CDLP site, English for All, GED Academy, GED Connection, and USA Learns)

Provide Synchronous Online Support and Technical Assistance via Online Chat, Discussion Boards, Posted Frequently Asked Questions, Phone, and Tutorials

With changing technology and means and methods of communication, OTAN is staying current with the field by providing alternative means to communication. As mentioned earlier in the report, OTAN has a greater presence through social media including a Facebook page and Twitter account. OTAN leverages these tools to disseminate information via multiple channels to gain the greatest coverage of our membership and those interested in adult education in California.

Professional development projects like TIMAC and OTAC created specific Facebook Groups to provide additional resources and information to current and past participants in those projects. Not only does OTAN initiate communication with these groups, but members also share information and resources with each other. Social media tools like this are fostering a greater sense of community within California's adult education agencies. By connecting with these agencies, OTAN extends the reach of their work because posts are visible on multiple agency Facebook pages.

In conjunction with office OTAN Twitter posts, several staff have their own Twitter accounts and frequently post resources, interesting sites and new research. OTAN frequently "re-tweets" these posts to further disseminate the information. Again, using the power of networking permits OTAN to reach beyond our membership to other adult education networks and interested principle individuals and agencies.

OTAN continues to provide technical assistance via phone, e-mail, and other communication services. Most support requests are received through the OTAN support e-mail service. Messages are resolved immediately or are forwarded to the correct personnel to provide any additional support as needed.

Provide Current Research and Information to the Field

Maintain, Expand and Update the OTAN Web Site and Physical Archives

An important and ongoing task for OTAN is to provide current and critical information on all areas of adult education at the local, regional, state, and national levels through the OTAN Web site at http://www.otan.us. The Web site is continually being updated with new content gleaned from state and federal sources as well as from a variety of print and online resources focused on adult education.

The OTAN Web site location and content is shared at face-to-face trainings, conferences, through electronic newsletters and digests, and via OTAN social media accounts such as Facebook and Twitter.

Google Analytics is used as a way to track the number of visitors as well as certain geographic information. According to Google Analytics, the OTAN Web site had 42,989 visits during 2013/14. New visitors to the site represent 55.4% of the total and returning visitors 44.6%, a shift of 4.8% from 2013/14, which was an almost even split of new visitors (50.6%) and returning visitors (49.4%).

From July 1, 2013 through June 30, 2014, there were a reported 144,900 page views, an increase of 1,794 (1.25%) over the previous year. The OTAN home page received an average of 397 'hits' per day. Visitors from more than 170 countries accessed the OTAN Web site, compared with 150 countries in 2013/13. People from the United States, Mexico, Canada, Spain, and India were the most active users. The most popular method of accessing the OTAN Web site is still the desktop or laptop computer; however; this method of access dropped from 93 percent in 2012/13 to 88 percent in 2013/14 while access by cell phone or tablet almost doubled. This statistic supports OTAN's charge to make Web content mobile device accessible.

The Web site is continually monitored and updated with new content as necessary. During 2013/14, 108 library documents were updated, archived, or deleted, depending on the age and content of the document. Four new acronyms were added to the online dictionary. As discovered, broken links were either fixed or an alternate site found. News writers posted 124 news items and ten Web activities for classroom teachers. Physical archives were expanded with documents related to PIACC, immigration, the curriculum publications clearinghouse, consortium model, CTE, AB 86, and WIA II.

Programmers increased their knowledge of ASP.NET programming language by attending workshops and enrolling in an online professional development site. Progress continues to be made on the OTAN Web redesign. (Exhibit 6.1)

Server space was designated for the database team to try out what they had learned and to experiment with ASP.NET. A new color scheme was selected and a page layout has been developed, with input from a core of temp exempt employees who serve the adult education field as OTAN trainers. A review team identified outdated files, which were archived or purged from the site. The Teaching with Technology (TwT) tool was updated and enhanced and is now an easy-to-use option for teachers searching for classroom resources.
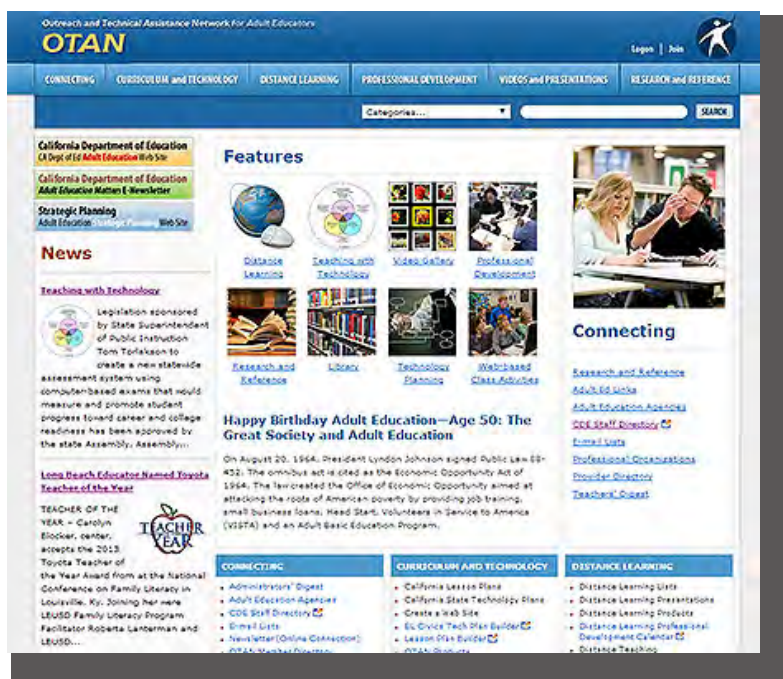

Exhibit 6.1

OTAN maintains several online libraries, including: Adult Ed Archives (Exhibit 6.2), Adult Ed Reference, Online Documents, and VESL Workplace Clearinghouse. All online libraries are accessible through the OTAN main Web page. Each online library is described separately below.

Exhibit 6.2

Adult Ed Archives: This extensive historical collection of California adult education materials consists of curriculum, staff development, assessment materials, CDE handbooks, working notebooks of adult education leaders, sample products from local education agencies, and much more. Many items are available in Adobe PDF format.

Adult Ed Reference: This online library includes bibliographic records of a collection of over 1,200 print materials on a variety of adult education topics with an emphasis on aspects of adult literacy. The professional collection of print, video, and media materials on adult education topics circulates to California adult educators.

Online Documents: Full-text documents featuring research and promising practices for adult education program management, instructional improvement, and proposal writing. The document library houses relevant adult education research and reports from many sources and currently contains over 1,000 items on a variety of topics.

VESL/Workplace Clearinghouse: Here you can search for public domain vocational ESL (VESL), vocational ABE (VABE), and workplace curriculum.

Another feature of the OTAN Web site is news of particular interest to the adult education community. Different, selected news items are posted two to three times per week on the OTAN home page.

Exhibit 6.3

Original content is posted monthly on the Web-based Class Activities page and shared through OTAN's social media channels on Twitter and Facebook. Each article highlights a Web site or collection of sites for teachers to use with their students. Topics this year included multimedia learning materials, family literacy resources, how to create, share, and find free learning resources, how to use cloud storage, competitive review games, classroom management tools, organization tools, learning and teaching styles, Common Core, basic literacy activities, and financial literacy ideas that help students become smart consumers.

Exhibit 6.4

Market the OTAN Services

One of the ways new adult education teachers and administrators learn about OTAN services is through direct contact at selected conferences and leadership summits focused on adult learning. An OTAN staff member shares printed materials about OTAN training and resources and answers any questions related to reserving a trainer to deliver face-to-face, personalized professional development at agency sites. During 2013/14, OTAN rented vendor table space at two venues: the CATESOL 2013 Annual Conference in San Diego during the second quarter and the 2014 CCAE State Conference in San Diego during the fourth quarter. CCAE attendance was approximately 400; 78 of whom stopped by the OTAN table. CATESOL drew a smaller attendance, with 42 participants coming to the OTAN table.

Exhibit 6.5

Another way OTAN markets services is through OTAN's *Online Connection* (Exhibit 6.5), a four to eight-page newsletter for subscribers. Electronic and print copies are produced three times per year. Themes for 2013/14 included: using digital tools to acquire and evaluate information, online assessment and Open Educational Resources. To save on postage and printing costs, newsletters are sent via e-mail only unless specifically requested by a recipient to have a hard copy mailed instead. Each of the three newsletter mailings were sent electronically to 2,181 subscribers; only 24 hard copies were sent via the postal service. This is a significant reduction from 2012/13, when over 700 hard copies were mailed. Printed copies of the newsletter are used as part of the content included in new administrator packets and are distributed at targeted workshops and conferences, including the Technology and Distance Learning Symposium.

Two digests are produced and e-mailed each month. The first is for teachers (Exhibit 6.6), and highlights news of interest to teachers as well as several Web sites useful in the classroom. Links to registration for upcoming workshops and Webinar is a part of each digest. Nine issues of the digest were created and posted in 2013/14 (http://www.otan.us/digest/archive/index.html).
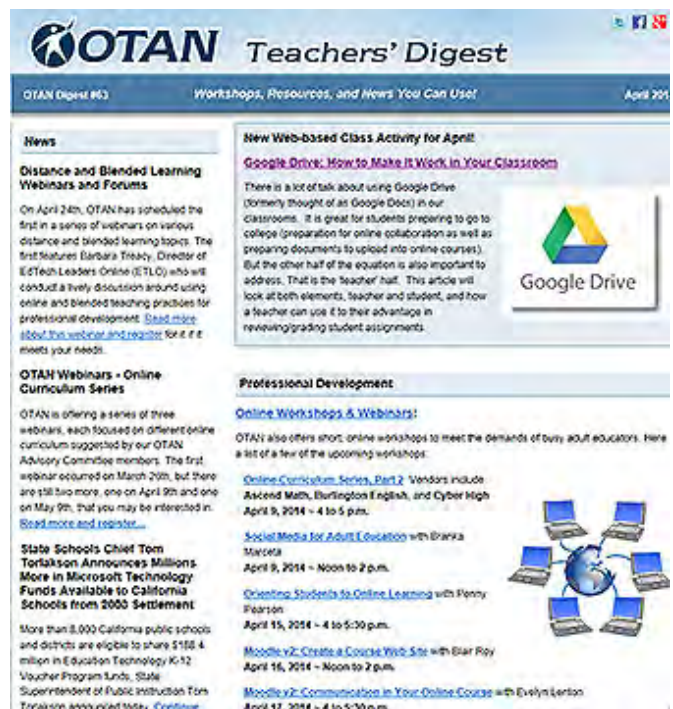
Exhibit 6.6

The second digest is the Administrators' Digest (Exhibit 6.7), which contains a recap of news particularly relevant to administrators and links to more in-depth news articles on the OTAN site. Topics included information on the new Workforce Innovation and Opportunity Act, college and career readiness, district technology planning, AB 86 collaboration, and many more. Nine issues of the Administrators' Digest were created and produced and then e-mailed to OTAN-subscribed administrators each month. In addition to subscribers, information promoting both digests were sent to leadership projects and to social media outlets.

Exhibit 6.7
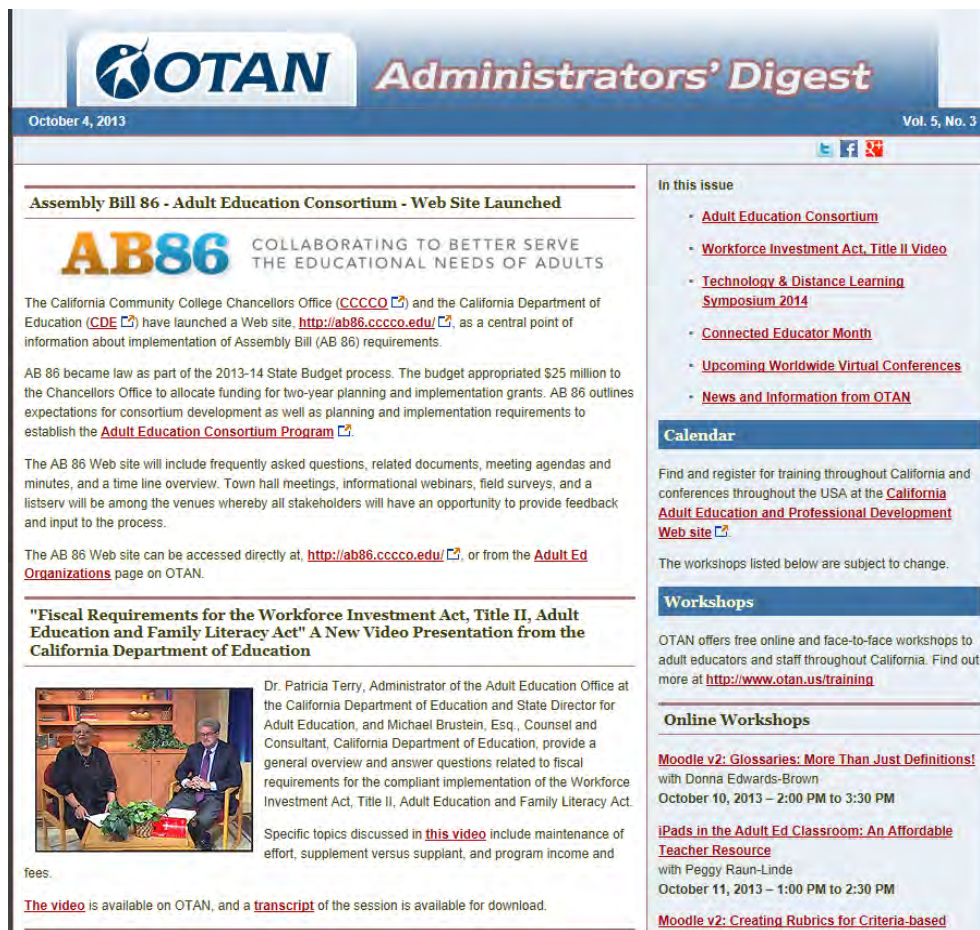
Provide Training and Technical Services to the CDE and State Leadership Projects

OTAN provides server-based Adobe Connect online meeting software to offer online meeting services to CDE as well as OTAN and Leadership projects. This year OTAN hosted 25 formal online meetings, including the TIMAC and OTAC online meetings for current participants and alumni, ALOE project participants, and the OTAN Advisory Committee meetings. CALPRO used Adobe Connect to host a total of 12 online meetings and Webinars. Some of the meeting and Webinar titles included: the Administrators' Forum, EBRI Administrator's Webinar, Instructors Forum, Understanding the Adult Learner, and Integrated Education and Training.

Review training for new and returning meeting hosts for online meetings was provided at the Training of Trainers face-to-face meeting in September 2013 and through monthly online meetings. Technical support to online meeting attendees is provided at the beginning of each online session.

OTAN has historically hosted e-mail lists for CDE, other leadership projects, and the field. In general, there seemed to be less demand for e-mail lists compared to previous years, perhaps as agencies and individuals find other ways, such as groups within e-mail and Google Groups, to communicate. E-mail lists (Exhibit 6.8a) were used to send announcements regarding a CDE AEO Webinar and subsequent posted video, the Request for Application, Innovation Application, quarterly updates, information related to monitoring, and legislation. Regional e-mail lists were created and used to send information targeted to agencies in specific areas of the state (Exhibit 6.8b). E-mail messages were also sent on behalf of CALPRO and CASAS to advertise trainings and to request constituent feedback. This year OTAN created a weekly e-mail that was sent to each CDE AEO consultant with any contact changes to superintendents, adult education administrators, and WIA coordinators in his or her own region.

Exhibit 6.8a
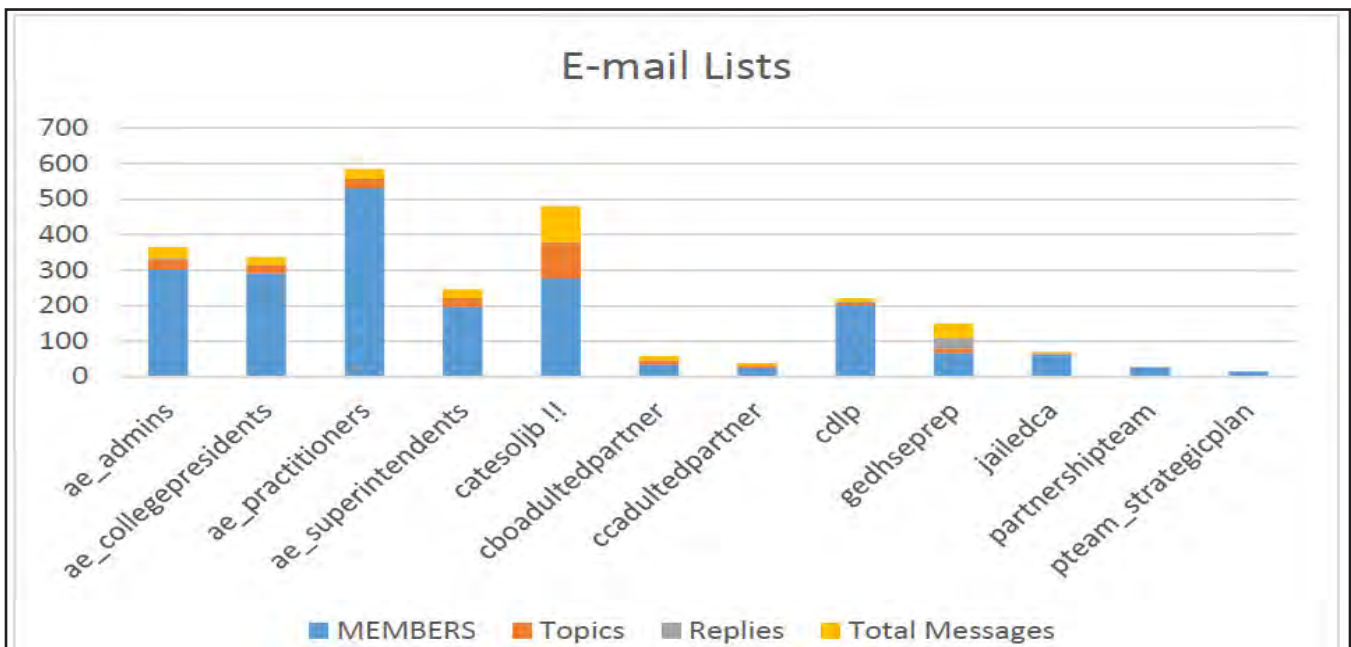
Regional E-mail Lists
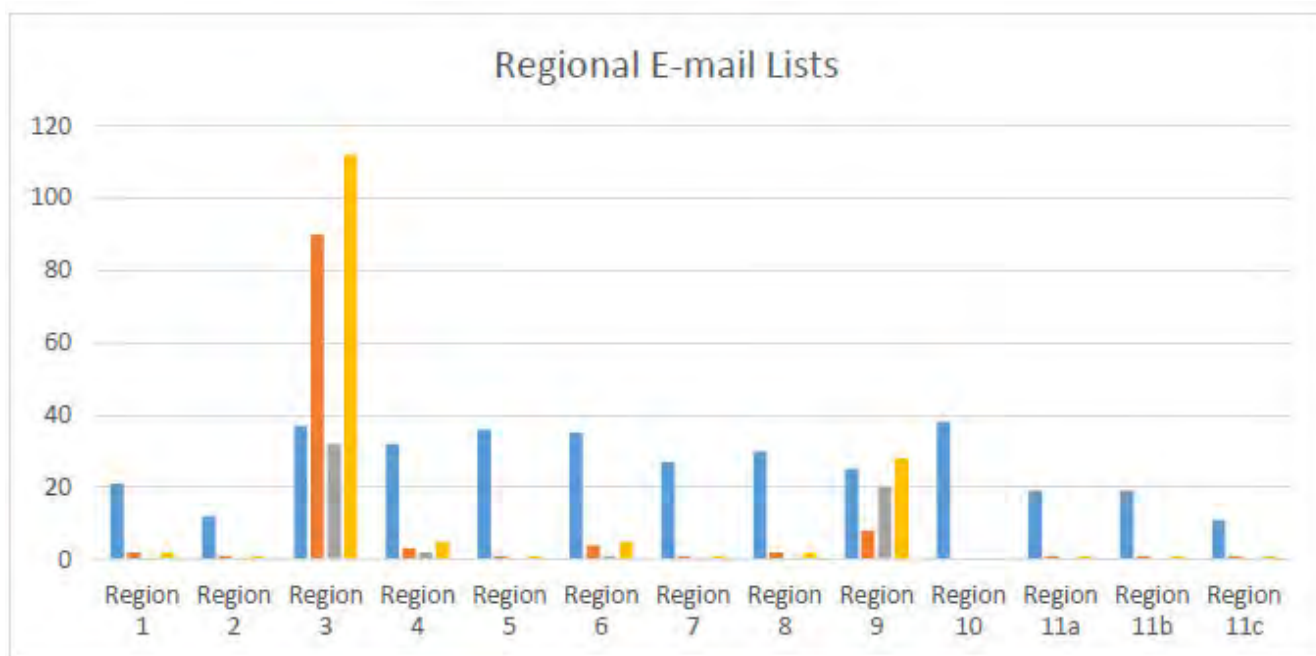
Exhibit 6.8b

In addition to hosting online meetings and e-mail lists, OTAN provides videography services to CDE, other leadership projects and adult education professional organizations. This year, video was recorded and streamed online for the following events:

- A total of 17 teacher demonstration videos were recorded, edited and posted to the CALPRO Video Gallery in 2013/14.
- Staff worked with ACSA to produce a video on secondary through adult Students Succeed recipients. The video was showcased at the November 2013 ACSA Leadership Summit.
- Winter Consortium video was produced for CDE (Exhibit 6.9).
- Fiscal Requirements for the Workforce Investment Act, Title II, Adult Education and Family Literacy Act professional development event was videotaped for CDE.
- Selected Technology and Distance Learning Symposium presentations were recorded and streamed from the 2014 TDLS.

Exhibit 6.9

Coordinate with the CDE and State Leadership Projects

Provide Support and Hosting of Online Grant Applications and Reporting Systems for the AEO at the CDE

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

OTAN hosts an online data management system that consists of a database and three separate Web applications:

- California Adult Education Online Application and Reporting site (http://adulted.otan.us) – for agencies
- CDE Staff Data Access administration area (http://cde.otan.us) – for CDE staff
- California Adult Education Provider Directory (http://www.otan.us/caaeproviders/) – for the public

By using the same dataset to present data in all three Web sites, data administration is greatly reduced and data quality is enhanced.

The California Adult Education Online Application and Reporting (CA-OAR) site allows agencies to update their agency, site, and staff contact information in one area. Updates to this information are immediately available to CDE staff and the leadership projects. This area also provides agencies access to online reporting and deliverables for the following CDE programs:
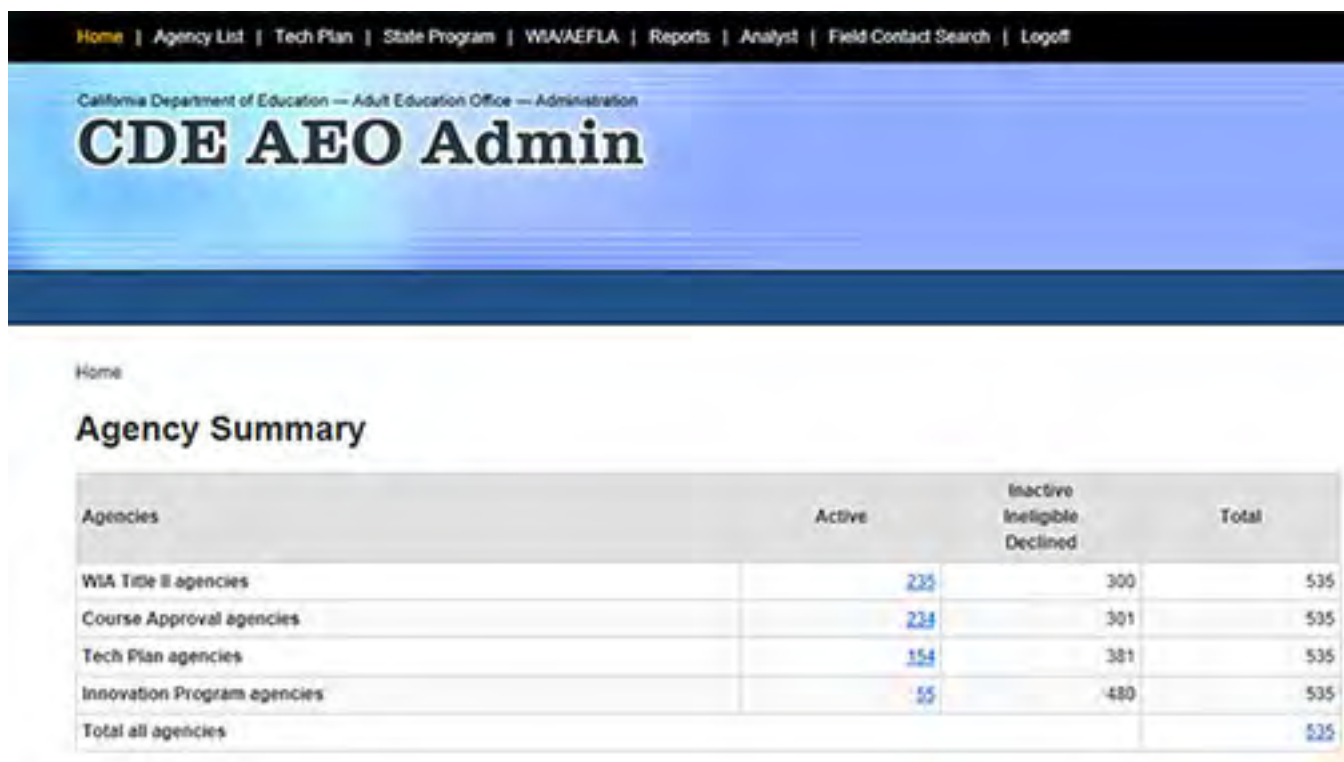
- The Workforce Investment Act (WIA) Title II grant application and online deliverables
- Innovation and Alternative Instructional Delivery Program Application and year-end program evaluation
- Course Approvals
- The Year-End Attendance Report
- EL Civics Technology Plans

The CDE AEO Admin site (Exhibit 7.1) was developed to provide online access to CDE data by CDE Adult Education Office consultants and analysts. It maintains agency and site-level data and links to statistics and online grant applications for funding through the Workforce Investment Act, to approval letters for state apportionment, to Year-End Attendance reports, and to the Technology Plans (Exhibit 7.1a). This database provides the following functions:

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

Exhibit 7.1 CDE AEO Admin Login
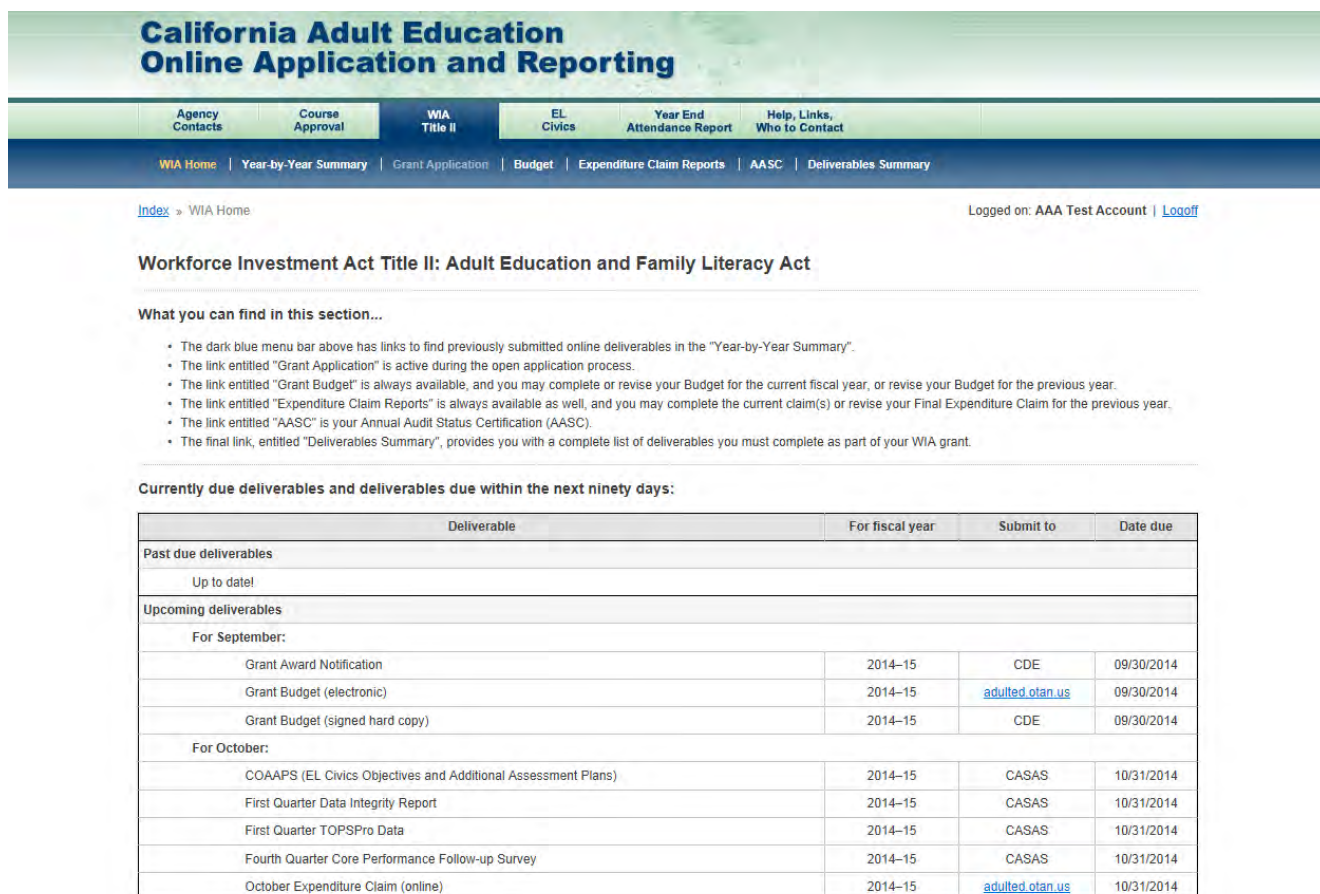
Exhibit 7.1a CDE AEO Admin Agency Summary

Since this site is built upon the same database used for all three Web applications as previously noted, changes made on this site are immediately reflected on the CA Providers and CA-OAR Web sites as well. OTAN staff provided 33 instances of technical support to users of the Adult Education Office database in 2013/14. This is up from only five technical support requests the previous year. This difference may be due to the new format that now collects more information.

The combined WIA/AEFLA supplemental funding application, Section 225, Section 231, and EL Civics was successfully used in 2013/14 by 337 agencies to apply online for continued grant funding, submit budget information, and submit expenditure claim reports. This number represents a large increase over the 216 submissions the previous year. Features of the CA-OAR include a user-friendly navigation system, help screens, and visitor access. In addition to real-time online statistics during the application period, CDE staff has online access to agency grant applications, budget worksheets, mid-year expenditure reports, final expenditure reports, and the annual audit status certification form for Community and Faith-Based Organizations. OTAN staff provided 239 instances of technical support to clients completing WIA forms.

Exhibit 7.2 - California Adult Education Online Application and Reporting Site

The California Adult Education Provider Directory (Exhibit 7.3) leverages the self-reported agency contact information and combines this information with online mapping and program information from WIA, State apportionment, and Innovation Program data to provide the public with information on programs of interest in their neighborhood. The public can search by ZIP Code and distance from the main page or use the 'advanced search' for more options that include a search by telephone area code, district or site name, county, or agency type. Once a site is located, information provided includes the physical address and city, a map to the address, phone number, and the Web site link. The Directory may be accessed from the OTAN site or directly at: http://www.otan.us/caaeproviders/. Since this data is agency-reported, the cost to provide this valuable public service is minimal.

Exhibit 7.3 Adult Education Provider Directory

During 2013/14, 154 EL Civics funded agencies were required to submit a technology plan online. Resources posted to help staff complete the technology plan included an Implementation Guide with step-by-step instructions, PowerPoint slides providing an overview of each section, Frequently Asked Questions, a sample Instructor Skills Assessment, and model technology plans from previous years representing large, medium, and small agencies as well as community colleges and community-based organizations.

Technical support for submitting the online technology plan was provided through 30 phone and e-mail contacts, a few less than the technical support requests we received in 2012/13. Each technology plan was reviewed by two readers, and the 11 agencies that did not pass the review were offered assistance until all agencies had completed an appropriate plan. In 2012/13, 17 agencies did not pass the review.

Exhibit 7.4 shows the types of agencies that completed technology plans. Although all types of providers are represented, adult schools are by far the most numerous. Exhibit 7.5 shows the use by agencies of technology other than computers over a period of ten years. The use of mobile labs and interactive white boards has remained fairly stable over the years while implementation of wireless Internet access has continued to increase, despite tight budget times. The use of cell phones as a classroom technology tool showed a slight increase from 2012/13, moving from 52 percent to 58 percent.
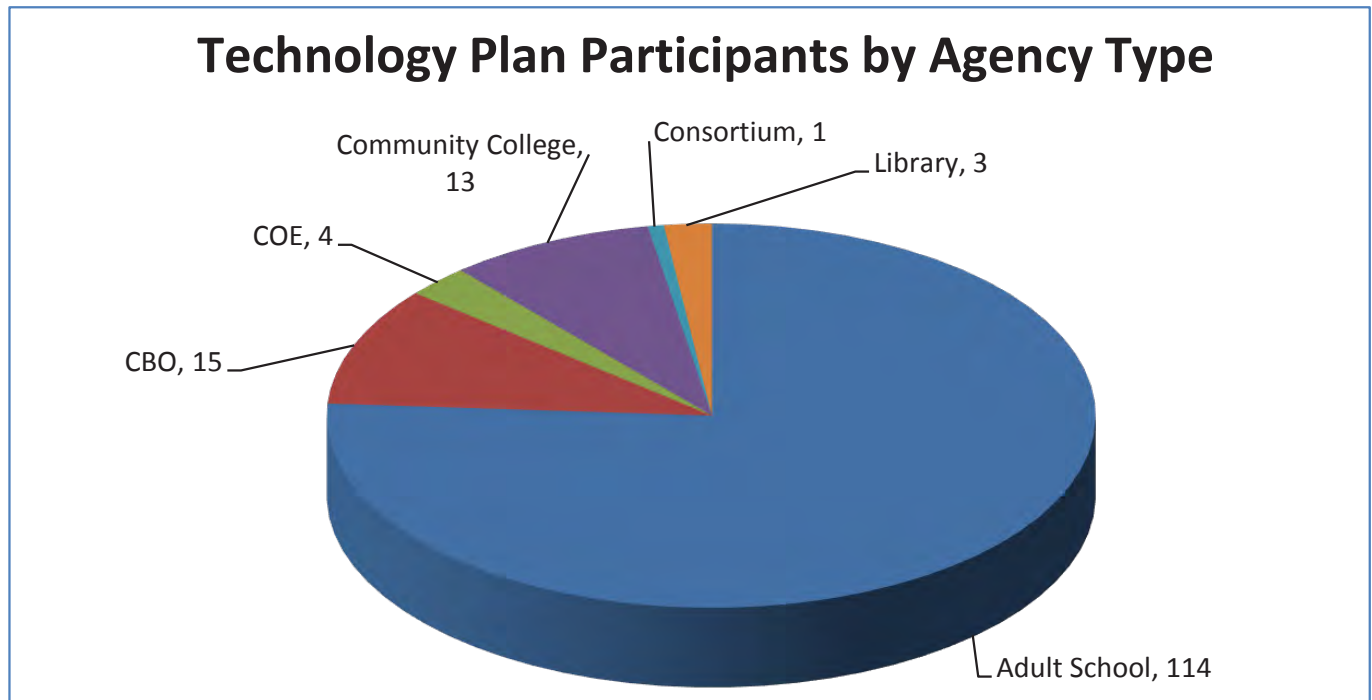
Exhibit 7.4 Tech Plan Participants by Agency Type
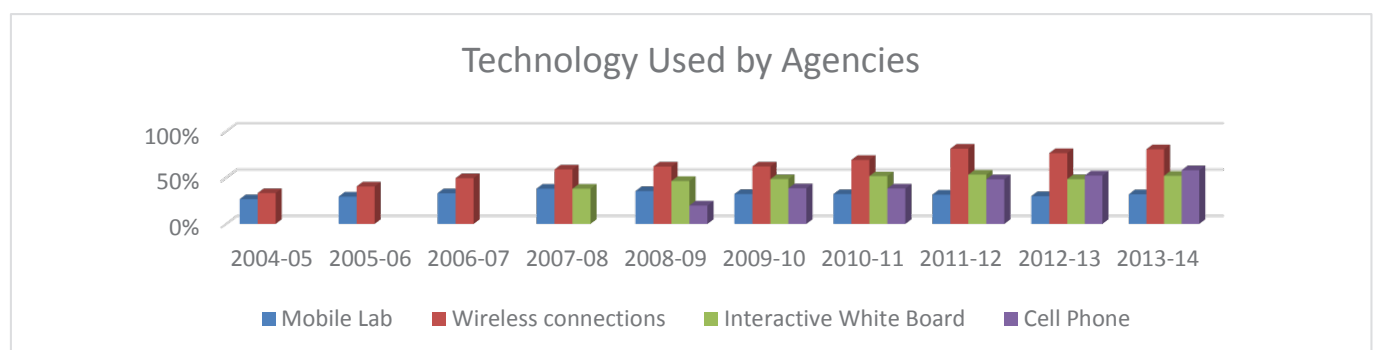
Exhibit 7.5 Technology Used by Agencies

Specific programming tasks completed for 2013/14 include:

- Updating and posting WIA grant budget form
- Updating and posting the WIA Expenditure Claim Report form
- WIA online RFA was programmed, tested and posted
- Updating and posting Innovation Program evaluation form
- Updating EL Civics technology plan database
- Updating and posting the EL Civics Technology Plan submission form
- Updating and posting public technology plan

Provide Technology Support for the OTAN's Web, Online Application, and Reporting Site

Technical support is requested by phone or through OTAN's e-mail system at support@otan. us. During 2013/14, OTAN staff provided technical support to 213 constituents. A total of 1,450 teachers logged in to the Lesson Plan Builder and OTAN provided technical assistance to 30 of those teachers. Eighteen constituents requested and received assistance related to library resources.

Develop and Support the Technology and Distance Learning Plan

OTAN staff provided assistance to 90 agencies through telephone or e-mail support to complete their technology plans. Two orientation trainings were held -- one for new technology team leaders and the second for returning technology team leaders.

In addition to telephone and e-mail assistance, OTAN created tutorials for adult education constituents charged with completing the CDE's AEFLA application and provided technical support for the CDE to provide information to AEFLA applicants.

Contract with Adult Education Centers to Provide Technical Support for Technology and Online Instruction

OTAN provided the following opportunities for local agencies to use hosted e-mail lists and online meeting software:

- Online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot;
- Created HSE listserv for teacher discussion board (response to constituent request);
- Provided and maintained a blog (Exhibit 7.6) for the Field Partnership Team (FPT). Notes and handouts are posted for FTP meetings dating back to April 2012. Blog is located at http//:partnershipteam.wordpress.com/.

Exhibit 7.6 Adult Education Office Field Partnership Team Blog

Respond to Technical Requests from the CDE and State Leadership Projects for Data and Reports

This task includes developing and hosting Web sites for specific projects as requested and providing technical assistance related to Web sites and digital collaboration tools.

During 2013/14, OTAN provided the following services in this category:

- Updated the strategic plan Web site with the Implementation Guide
- Maintained the Adobe Connect server
- Hosted and maintained the combined professional development calendar in collaboration with CALPRO and CASAS (Exhibit 7.7)
- Created a CDE landing page for WIA-II Webinar archives and documents
- Posted the CDE Fall Update

Exhibit 7.7 California Adult Education Professional Development Calendar

Respond to Requests from the CDE and State Leadership Projects for Data and Reports

OTAN provided the following requested data and reports to the CDE and State Leadership Projects during 2013/14:

- Distance Learning Report with data for 2012-13
- Quarterly progress reports
- OTAN annual report
- ALOE Pilot progress report
- Project information for the CASAS 2012-13 California Annual Performance Report
- WIA deliverables data exchange
- Adult education training calendar data
- Adult education agencies contact data for CASAS and CALPRO

Appendix A

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN130103
July 1, 2013 – September 30, 2013

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN130103
July 1, 2013 – September 30, 2013

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Research and Share Information on Emerging Technologies	
1A.1. Subscribe to selected professional organizations that provide pertinent information related to adult education and to the integration of curriculum, technology, and teaching.	LRP Publications (Education Grants Alert), Adult Education Quarterly, Wired Magazine, Digital Learning Now!, Leading and Learning with Technology, were ordered in July 2013
1A.2. Read, review, and research information relevant to adult education and to the integration of curriculum, technology, and teaching provided through professional organization subscriptions.	Routing process developed and staff assigned to review specific publications
1A.3. Collect data on implementation of blended learning models whether through the Innovation and Alternative Instructional Delivery Programs application, or through focusing on promising practices and data by agencies participating in the OTAN's ALOE project and evaluation.	ALOE data was entered in CASAS database for end-of project year review analysis. Information is contained in the OTAN annual report, which will be provided to CDE and to the other leadership projects.
1A.4. Post pertinent research and relevant information related to adult education and to the integration of curriculum, technology, and teaching on the OTAN Web site and disseminate through OTAN listserves and newsletters to adult education constituents.	Pertinent research and relevant adult education topics are posted on a regular basis to the OTAN front page and shared via listserve as appropriate. OTAN has disseminated listserve messages to 7,287 recipients this quarter.

Posted CDE's Fall edition of Adult Education Matters E-Newsletter to OTAN front page. The total number of newsletters disseminated for this quarter was 1,049 (344 hard copies mailed and 705 emails).

OTAN currently hosts four listserves for CDE (AE admins, AE college presidents, AE practitioners, and AE superintendents). |
1A.5. Share research and emerging technology information with adult education constituents at conference presentations, face-to-face meetings, and relevant workshops.	Relevant research will be shared with the adult education community during the OTAN presentation at ACSA in November 2013.
1B: Research, Develop, and Share Mobile Technologies	
1B.1. Expand mobile technology application, "Words4U", to include vocabulary from selected Advanced English as a Second Language (ESL) course to support English acquisition to prepare adult students for transition to work.	Temp exempt contractors selected; orientation provided at Training of Trainers Meeting on August 16, 2013.
1B.2. Hire content expert with andragogy and vocabulary knowledge of Advanced ESL.	In progress.
1B.3. Develop "Words4U" mobile application through incorporation of vocabulary, graphics, and audio. Test application and make any corrections.	In progress.
1B.4. Submit mobile application to iTunes for approval.	
1B.5. Research and identify other areas of need that could be addressed by using new mobile technologies.	This will be an agenda topic at OTAN Advisory Committee meeting in November.
1B.6. Coordinate with State Leadership Projects, CDE State Leadership Contract Monitors, and Statewide Education Technology Projects to identify and share mobile applications appropriate for adult education constituents.	In progress.
1B.7. Identify target audience(s) that would benefit from the mobile technologies and identify strategies to meet the target audience's needs while maximizing existing mobile resources.	This will be an agenda topic at the first OAC meeting in November 2013.

OBJECTIVES AND MAJOR TASKS	STATUS
1C: Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars, and Other Delivery Models	
1C.1. Identify a pool of up to 20 potential External Trainers to offer online and face-to-face workshops based on subject matter expertise and the technology integration needs of the field.	External Trainers identified
1C.2. Provide face-to-face orientation and the OTAN goals overview to external trainers.	Training of Trainers meeting held on August 16, 2013. In addition a Moodle course was created to support 24/7 access to relevant training materials for OTAN external trainers on the use of Adobe Connect and other OTAN resources.Online orientation was provided to three temp exempt employees who did not attend the face-to-face training.
1C.3. Provide online orientation and the OTAN goals overview to any external trainers who were unable to attend face-to-face training.	
1C.4. Provide professional development for the OTAN staff via distance learning conferences and organizational memberships, to keep up-to-date regarding national and international developments in online learning, and to provide new information to the field.	Association memberships purchased for California Adult Education Administration Association, Commission on Adult Basic Education, International Association for K-12 Online Learning, International Society for Technology in Education Professional development related to teaching online secured through Education Technology Leaders Online for all OTAN PD coordinators
1C.5. Develop and revise professional development materials as necessary.	Training meeting held to identify new workshops. Each trainer will create or update his or her handouts and other necessary materials. All materials and handouts will be reviewed prior to dissemination.
1C.6. Schedule a minimum of five Webinars on distance learning topics that include a focus on 21st Century skills for teachers, administrators, or adult learners.	One distance learning focused Webinar was completed this quarter.
1C.7. Schedule a minimum of three face-to-face workshops on distance learning topics that include a focus on 21st Century skills for adult learners.	The OTAN training team provided four different face-to-face workshops for a staff development day for all adult educators at Vista Unified in August 2013.
1C.8. Deliver up to 25 Webinars or face-to-face workshops for adult schools and other adult education agencies.	Four webinars and 14 workshops were provided this quarter.
1C.9. Plan conference schedule for the year, including regional, state, and out-of-state as warranted.	Training team meeting held August 6, 2013 to plan conference schedule.
1C.10. Write proposals, develop handouts and presentation slides.	Proposal submitted for November 2013 ACSA Leadership Summit
1C.11. Present workshops at regional, state, and out-of-state adult education and selected technology conferences as warranted.	Proposals submitted for COABE conference. Other submissions will occur as conference 'call for proposals' are released.
1C.12. Review presentation evaluations and revise presentations as necessary.	Evaluations were reviewed for each training session. Comments were noted and adjustments to future sessions will be made as appropriate.
1C.13. Collaborate with State Leadership projects and Statewide Education Technology Services to share information related to 21st Century skills and emerging technologies that can be disseminated to respective constituent groups.	OTAN participates in every CDE-initiated Leadership Team meeting and will continue to collaborate and to share information related to 21st Century skills and emerging technologies.
1D: Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners	
1D.1. Create agenda and send meeting invitations electronically to field colleagues representing a range of regions, program sizes, and positions, including administrators, coordinators, and instructors.	Information on blended models is collected primarily via Innovation Applications due later in the year and via ALOE – Access to Learning through Online Education, which was extended to June 2014.
1D.2. Disseminate advisory committee meeting notes electronically to attendees and any advisors who were unable to attend. Ask for clarification, additional ideas, and resources, as necessary.	

OBJECTIVES AND MAJOR TASKS	STATUS
1D.3. Share relevant information from the OAC with the OTAN staff and adult education constituents at meetings or electronically.	First advisory committee will be held November 15, 2013. Notes will be disseminated to all attendees and to those unable to attend. All committee members will be asked to provide additions, correction, or updates to the notes before they are finalized. Information gleaned from the OAC committee will be shared with OTAN staff at face-to-face staff meetings.
1D.4. Based on the OAC recommendations, determine what content should be incorporated into planned Webinars, videoconferences, or future video productions for adult education constituents.	In progress.
1D.5. Hold additional ad hoc online or phone conferences with Technology Integration Advisory Committee as needed. Inform advisory group members of information dissemination efforts.	Will be determined by members or events.
1E: Special Projects Related to 21st Century Skills	
1E.1. Use information, research, and resources identified by OTAN Advisory Committee and other adult education constituents to plan and shoot content for three short online videos focused on 21st Century skills to support teachers and adult learners.	Administrators Planning for Online/Blended Delivery meeting invitations sent. This will be the first group to provide input on online video content. This meeting is set for October 8, 2013.
Task #2 – Connect Technology to the Curriculum	
2A: Continue Development of the Teaching with Technology Site	
2A.1. Hire four Tech Framework Developers to connect technology integration strategies to teaching content in the areas of ESL, Adult Basic Education, Adult Secondary Education and the General Educational Development Test.	Four Tech Framework Developers were hired as temp exempt contractors in August 2013.
2A.2. Research, review, and select content appropriate for inclusion on the Teaching with Technology site to continue population of the database, expanding to all instructional areas.	In progress.
2B: Provide Professional Development on Ways to Use the Teaching with Technology Site	
2B.1. Provide information on how to use the Teaching with Technology site as part of regularly-scheduled Webinar, workshop, and conference presentations.	This topic was incorporated into the Vista Adult School all day staff development workshop and will be included in other presentations throughout the year.
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Identify and recruit a maximum of 10 adult education providers to participate in the TIMAC.	TIMAC information and application posted on OTAN Web site July 2013
2C.2. Prepare and print training materials for face-to-face TIMAC training in Sacramento.	Training materials were prepared for initial TIMAC meeting in October 2013
2C.3. Hire one expert trainer for TIMAC and three support mentors for the TIMAC based on geographic location of participants, and assign participants to mentors.	Mentors were hired to support TIMAC participants; expert trainer's contract was initiated in August 2013
2C.4. Meet with the TIMAC participants for five days in Sacramento (two days in October 2013, one day in January 2014, and two days in May 2014).	Planning and preparation was completed for the first TIMAC meeting scheduled in October 2013
2C.5. The TIMAC support mentors make at least one site visit to each mentee and stay in contact by phone, Web conferencing, and e-mail as participants develop their projects.	Plans are currently being undertaken for the initial meeting in October 2013.
2C.6. Collect pre and post data on the TIMAC participant skills and projects via online forms.	To be done.

OBJECTIVES AND MAJOR TASKS	STATUS
2C.7. Participants attend several online meetings and communicate with their mentor as they execute their project.	To be done.
2C.8. Participants meet in Sacramento to present their projects, debrief and receive additional technology training.	To be done.
2C.9. Produce final written report on the TIMAC and disseminate to participants and their administrators in meetings or electronically, and post on the OTAN Web site.	To be done. TIMAC report for period ending June 30, 2013 is completed and is being reviewed. The TIMAC report for the period ending June 30, 2014 will be provided at the end of the fiscal year when data is available.
2C.10. Review application process and number of the TIMAC applicants. Based on findings, develop application for following year or re-visit training time line.	To be done.
2D: Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	
2D.1. Leverage services and resources for California adult education providers through collaboration efforts in face-to-face and through electronic communication.	Initial phone conference set with NROC in September 2013 to discuss curriculum that is appropriate for adult learners.
2E: *Leverage Statewide Licensing of Technology-Based Content*	
2E.1. Review commercial adult learning online curriculum products, and negotiate state licensing options as appropriate.	Commercial content (based on Advisory Committee and field input) was purchased for state adult education agencies, including GED academy and Learn360. One hundred sets of Crossroads Café was purchased to be disseminated to AEFLA-funded agencies based on site interest and ESL program needs.
Task #3 – Support Transition of Adult Education Students to Work, Training, and Postsecondary Education	
3A: Provide and Support Online Transition Skills Course	
3A.1. Use information gleaned from previously piloted online transition skills course to edit or revise as necessary. Continue to provide online and phone support to teachers using the course.	Online and phone support are provided. Using information from previously-piloted transition skills course still to be done. Course requests are gathered through an online form and submitted to OTAN for processing.
3A.2. Continue to market the online transition skills course via the OTAN newsletters, Web site, and at conferences.	Online transition skills class feature will be highlighted in October 2013 posting for teacher and administrator digests.
3B: Provide Professional Development and Support for Student ePortfolios	
3B.1. Continue to promote ePortfolios via the OTAN Web site, newsletters, and Webinars. Provide information in technology trainings and at scheduled conference presentations.	ePortfolios are promoted via the OTAN Web site and were a feature of the fall 2013 OTAN newsletter. This topic is included in technology trainings and will be included at scheduled conference presentations, beginning October 2013.
3B.2. Provide technical support to teachers using ePortfolios via phone and online.	Technical support is available from two trainers via phone and online.
3B.3. Provide professional development to adult educators on how to effectively use ePortfolios. The professional development will be delivered via Webinars, videoconferences, or other online venues.	A Webinar on this topic has been developed but has not yet been delivered at this time.
3C: Support Transitioning Goals and racking for Core Performance Follow Up with Social Media	
3C.1. Provide information and support for teachers who want to find out if their exiting students transitioned to work, other training, or postsecondary using social media as the medium.	At this time, there have not been any telephoned field inquiries about this subject. An article in the fall 2013 OTAN newsletter did provide information on this topic.
3C.2. Provide at least two Webinars on different ways social media can be used to track existing students, such as social groups, forums, or discussion areas.	At this time, one Webinar on the topic of social media to help with tracking existing students was provided for 22 registered attendees.
Task #4 – Promote and Support Blended Distance Learning	
4A: Competitive Selection for Grant Extensions to the ALOE Projects	

OBJECTIVES AND MAJOR TASKS	STATUS
4A.1. Provide Webinar with information to applicants providing funding details, process, and expectations.	Webinar delivered July 2013.
4A.2. Create application form and Memorandum of Understanding detailing expectations to agencies applying for continued ALOE funding and send to ALOE agencies.	Application form and Memorandum of Understanding completed and emailed to existing agencies.
4A.3. Receive signed MOUs and notify agencies.	Applications were reviewed and 9 of the 10 previously-funded agencies were selected for the grant extension. List approved by CDE monitor August 2013. ALOE extensions were granted for: Berkeley Adult School, Fairfield-Suisun Adult School, Fremont Adult School, Jewish Vocational Services, LearningQuest (formerly known as Stanislaus Literacy Center), Pittsburg Adult School, San Bernardino Adult School, San Juan Adult Education, and Torrance Adult School.
4A.4. Provide project support and technical assistance for continuing ALOE grantees.	Project support has been provided this quarter by phone or email to: San Juan Adult School and Berkeley Adult School.
4A.5. Site visitations to each ALOE project to check progress and provide technical support.	To be done.
4A.6. Collect project data and monitor project implementation.	In progress for 2013-14. Data previously collected and analyzed for 2012-13. ALOE report is included in OTAN's Annual Report.
4A.7. Face-to-face meeting with ALOE grantees to share and leverage projects.	To be done.
4A.8. Disseminate the ALOE projects and data via the OTAN newsletters, Web site, listserves, and conference presentations.	ALOE project administrators will be invited to participate as a panel member at TDL Symposium in March 2014.
4A.9. Evaluation report on completed ALOE projects.	Data will be collected for 2013-14 report. The previous ALOE report was included in the Annual Report (Section 5, Programming and Support).
4B: Host One Technology and Distance Learning Symposium	
4B.1. Form planning team for the Symposium, including field participants.	Initial planning meeting held with OTAN team July 2013. Field participants identified.
4B.2. Select site and coordinate logistics.	South area site selected August 2013. OTAN planning team meeting held September 16, 2013. Tasks assigned.
4B.3. Create updated Web page with call for presenters and online registration for Symposium.	Updated Web page being created – September 2013
4B.4. Disseminate information about registration and call for presenters at meetings, electronically and via OTAN Web site.	Information will be posted October 2013
4B.5. Select and schedule workshop presenters and keynote speaker.	Keynote speaker was suggested by planning team and will be invited to present by OTAN.
4B.6. Publish program book and other print materials.	Scheduled for November 2013
4B. 7. Host the Technology and Distance Learning Symposium	TDLS will be held at Baldwin Park Adult School on March 7-8, 2014.
4B.8. Review Symposium Evaluations, debrief with staff, create planning document for future events.	To be done.
4C: Support Administrators on Planning for Online Instruction	
4C.1. Add members to existing APOD Advisory Group from ALOE constituents.	Kay Hartley and Sharon Ram from ALOE were added to the APOD group. CDE Monitor approved selection. Electronic survey was disseminated to determine online meeting date and time. October 8, 2013 date selected based on survey results.
4C.2. Hold online meeting to update APOD Advisory Group members on progress and solicit input and ideas regarding topics for planned Webinar series for administrators.	

OBJECTIVES AND MAJOR TASKS	STATUS
4C.3. Develop schedule and content for Webinar series for administrators, based on APOD Advisory Group recommendations.	To be done after initial APOD meeting.
4C.4. Advertise and register participants for administrator Webinars and deliver Webinars.	To be done after Webinar series has been determined.
4D: Support Blended/Online Courses Developed by OTAN	
4D.1. Hire Moodle Programmer to install specialized modules and to assist with troubleshooting.	Temp exempt contractor paperwork for Moodle Programmer was processed August 2013.
4D.2. Add specialized Moodle modules as requested. Provide technical expertise to maintain efficient functionality.	Learn360 module installed August 2013 to allow access to over 8,000 video clips that can be embedded in lessons. Moodle-to-Connect module was also installed to allow teachers synchronous online meetings with students. There is a Learning 2.3 course for all Moodle teachers to learn specific functions, resources and activities available in the learning management system.
4D.3. Hire three online program development/ALOE mentors for teachers and programs wishing to implement online instruction using a sharable OTAN-developed course, including agencies with ALOE projects.	Three online program development/ALOE mentors were hired.
4D.4. Orient online program development/ALOE Mentors to courses and mentoring tasks.	Orientation completed September 2013.
4D.5. Provide individual support for teachers implementing the OTAN online and blended courses and course materials.	Ongoing. OTAN database tracks support calls.
4D.6. Staff and mentor site visits to the continuing ALOE sites implementing the OTAN online and blended courses and course materials.	Site visits to be done.
4D.7. Work with CASAS and the ALOE agencies to collect student outcome data on ALOE online and blended courses.	CASAS assessment requirements were included in all ALOE contracts. The data will be used in the final project report.
4D.8. Report on number of courses implemented, teacher training/mentoring, and student outcomes in the OTAN Annual Report.	This information was included in the last report. OTAN database was redesigned to coincide with task items in #CN130103, including the number of courses implemented, teacher training/mentoring, and student outcomes.
4E: Support Blended/Online Courses Developed by Other Entities	
4E.1. Host approved, sharable courses developed by entities other than OTAN on the OTAN Moodle Server	On track.
4E.2. Provide technical support and assistance to teachers using posted sharable courses.	Technical support provided on as needed, ongoing basis.
4E.3. Contact administrators of adult education schools electronically or face-to-face and encourage sharing of courses to the OTAN Moodle server.	On track and ongoing.
4E.4. Disseminate information regarding the availability of additional courses on the OTAN Moodle server through newsletter articles, OTAN Web posting, Webinar, and conference presentations.	Courses advertised in Fall 2013 OTAN newsletter.
4E.5. Track agencies that request a copy of online courses, provide support and course orientation.	On track and ongoing.
4F: Conduct Focus Groups to Review Distance Learning Curriculum Recommendations	
4F.1. Recruit volunteer focus group members from adult education constituents, Webinar, and conference attendees.	Some focus group members are suggested by OAC committee members. The next meeting will be held on November 15, 2013. Focus group members are also solicited after Webinar presentations. The first OTAN conference presentation will take place in October 2013.
4F.2. Hold a minimum of two focus groups that will act as a clearinghouse to provide feedback and any recommendations on distance learning curriculum.	To be done. Group members will be solicited at APOD meeting, OAC meeting, and ACSA conference.

OBJECTIVES AND MAJOR TASKS	STATUS
4F.3. Update or modify materials and suggested level and attendance hours for selected curricula for distance learning, based on focus group feedback.	To be done after focus group input.
4F.4. Share any implemented changes to distance learning curriculum with adult education constituents and State Leadership Projects (as necessary) through the OTAN listserves, newsletter articles, and Webinars or conference presentations.	Information about Crossroads Café, Learn360, and GED Academy pilot project was disseminated through OTAN listserves, news articles and Webinars. OTAN will continue to share such information in a variety of ways.
4G: Produce Annual Distance Learning Report	
4G.1. Hire data analyst.	To be done.
4G.2. Contract with CASAS to retrieve and organize distance learning data for 2012-13.	Contract has been initiated.
4G.3. Review data and work with data analyst to write report.	To be done.
4G.4. Finalize and publish distance learning report.	Report finalized and published for 2011-12 data.
4G.5. Disseminate report by posting on the OTAN Web site, announcing in news items and other communication venues.	Report will be provided in hard copy to CDE, state leadership projects, OTAN repository, and state library archives. The report will also be electronically disseminated.
Task #5 – Promote Online Learning	
5A: The Online Teaching Academy (OTAC)	
5A.1. Create and post an updated online application to recruit a maximum of 10 participants for the OTAC and manage applications.	OTAC online application posted July 2013. Applications were reviewed and applicants selected in September 2013
5A.2. Review applications, select and notify participants.	Applications were reviewed and participants were notified of acceptance September 2013.
5A.3. Prepare and print training materials for face-to-face OTAC training days in Sacramento.	Materials were reviewed and updated as necessary. These will be used at the first OTAC meeting in October 2013.
5A.4. Hire three OTAC mentors and assign participants to mentors.	Temp exempt contractors selected; general orientation provided at Training of Trainers Meeting on August 16, 2013.
5A.5. Meet with the OTAC participants and mentors for six days in Sacramento. Provide orientation and hands-on technical skills and project development.	First OTAC meeting will be held at the Sacramento County Office of Education on October 17-18, 2013.
5A.6. Contract with Education Development Center to provide certified training in Blended and Online instruction for three OTAC mentors and up to 10 OTAC participants.	Contract initiated July 2013.
5A.7. Participants take eight-week online course "*Teaching Students in Blended Classrooms*	Fall cohort scheduled.
5A.8. The OTAC mentors stay in contact by phone and e-mail as participants develop their projects.	October 2013 and ongoing throughout project.
5A.9. Participants attend several online meetings and communicate with their mentor as they execute their online course project.	October 2013 and ongoing throughout the project.
5A.10. Participants present their projects online and debrief about their experience.	To be done at end of project.
5A.11. Produce final report on the OTAC and disseminate to participants and their administrators, and post on the OTAN Web site.	OTAC final report for period ending June 30, 2013 is in progress. 2013-14 project report to be done.
5B: Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	
5B.1. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content.	OTAN continues to support and maintain a Moodle server where shared courses are publicized and made available for review. Course request forms are embedded in all OTAN shared courses.
5B.2. Host and support Moodle courses for adult education teachers.	Ongoing.

OBJECTIVES AND MAJOR TASKS	STATUS
5B.3. Hire two course reviewers with specific expertise. One course reviewer will be responsible for ESL courses and one will be responsible for ABE and ASE courses.	Temp exempt contractors selected; orientation provided at Training of Trainers Meeting on August 16, 2013.
5B.4. Review available online shared courses, choose those appropriate and adaptable for adult education, and post with permission.	OTAN staff are looking at two possible courses for review this year – an ESL course and an EL Civics course.
5B.5. Install courses on Moodle server, maintain courses, and provide technical support to teachers and programs.	On track and ongoing.
5B.6. Promote sharable courses on Moodle.	Sharable online courses are promoted at conferences, workshops, in news items, and via listserve messages.
5B.7. Share results of implementation through conference presentations, Webinars, and publications.	On track and ongoing.
5B.8. Hire four external trainers for distance learning Webinars and face-to-face workshops.	Temp exempt contractors selected; orientation provided at Training of Trainers Meeting on August 16, 2013.
5B.9. Present at least 20 Webinars on Moodle tools and other online and distance teaching topics, and record participation.	Four webinars were presented this quarter.
5B.10. Present at least two Webinars by distance learning experts within and beyond California and record participation.	To be done. OAC members will help to identify possible presenters.
5B.11. Present at least two open forum online meetings of distance learning practitioners to discuss topics of their choice, and record participation.	To be done.
5C: Support Online Curriculum Sites	
5C.1. Provide programming and technical support to maintain and promote free online curriculum sites for learning English, such as USA Learns, English for All, and California Distance Learning Project.	Work on English for All and California Distance Learning Project is on track. USA Learns is a little behind schedule due to a personnel transfer. Advertising is in progress to hire a new coder.
5D: Provide Synchronous Online Support and Technical Assistance	
5D.1. Provide synchronous online support and technical assistance via online chat, discussion boards, posted frequently asked questions, phone, and tutorials.	Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot. Monthly webinar sessions are scheduled to support Connect VoIP technical assistance and any other Connect-related technology support as needed.
Task #6 – Provide Current Research and Information to the Field	
6A: Maintain, expand, and Update the OTAN Web Site and Physical Archives	
6A.1. Complete the OTAN Web site redesign, based on research and user input, including navigation, graphics, and content management.	Training of Trainer participants provided feedback on demo of redesigned site This project is slightly behind schedule due to Randi's time being devoted to the Expenditure Claim Report and updates to the Innovation Application.
6A.2. Update Web site to include compatibility with mobile technology.	Mobile technology compatibility will be inherent in the updated Web site. Progress continues to be made in this area.
6A.3. Complete review of all content in the current OTAN site, deleting or updating content as necessary.	OTAN documents library was reviewed; 108 documents were updated, archived, or deleted, depending on the age and content of the document.
6A.4. Provide or make available professional development and training to programmers to learn and understand ASP.NET programming that will be used when moving the OTAN Web content to the new format.	Programmers enrolled in Lynda.com training July 2013 to learn ASP.NET basics.
6A.5. Begin conversion of the OTAN Web site from ColdFusion to ASP.NET	In progress.
6A.6. Hire two news writers to write news items for the Web site home page, and information specialist to keep adult education research and documents current.	Temp exempt contractors were hired July 2013.
6A.7. News writers will write news items for the OTAN Web site home page and provide other articles as necessary.	Twelve news items and one classroom activity have been posted this quarter by news writers.

OBJECTIVES AND MAJOR TASKS	STATUS
6A.8. Maintain and expand physical archives related to adult education.	Documents related to consortium model, CTE, and AB 86 were included in the archives this quarter.
6B: Market the OTAN Services	
6B.1. Host vendor tables at up to 10 state and regional conferences to inform adult educators about the OTAN services.	No vendor tables were hosted this quarter. Conferences begin second quarter and OTAN will have a vendor presence.
6B.2. Produce three issues of the OTAN Online Connection, the OTAN newsletter, print and mail to members, and distribute at conferences and workshops.	Fall 2013 newsletter created and will be distributed at the end of September 2013. Winter and spring newsletters will be created and distributed at a later time.
6B.3. Produce and distribute two monthly online digests of relevant adult education information, one for administrators and one for teachers.	Teacher and administrator digests were produced and disseminated for July, August, and September 2013
6B.4. Network with State Leadership Projects, Statewide Education Technology Projects, and selected professional organizations to glean information for the OTAN constituents and to share the OTAN projects with other entities.	OTAN projects and information were presented at the Field Partnership Team meeting on September 12, 2013
6C: Provide training and Technical Services to the CDE and State Leadership Projects	
6C.1. Host Adobe Connect online meeting software, and provide online meeting services to other leadership projects as requested.	OTAN uses Adobe Connect online meeting software to provide online meeting services to other leadership projects as requested.
6C.2. Provide training and support to new and returning meeting hosts for online meetings in Adobe Connect, and ongoing technical support to attendees in online meetings and trainings.	Review training was provided at the Training of Trainers meeting. Technical support to online meeting attendees is provided at the beginning of each session.
6C.3. Host e-mail lists for the AEO at the CDE, and for other leadership projects as requested.	E-mail lists were previously established and continue to be hosted by OTAN. E-mails were sent to four separate listserves to announce posting of the CDE video and to send out information related to monitoring.
6C.4. Videotape conferences and other professional development events and provide streaming video of these events as requested by the CDE and other leadership projects.	Videotaped "Fiscal Requirements for the Workforce Investment Act, Title II, Adult Education and Family Literacy Act" professional development event for CDE on September 19, 2013. Staff worked with ACSA to produce a video on secondary through adult Students Succeed recipients to be shown at the November 2013 ACSA conference
Task #7 – Coordinate with the CDE and State Leadership Projects	
7A: Provide Support and Hosting of Online Grant Applications and Reporting Systems for the AEO at the CDE	
7A.1. Update and post online submission forms and modify as requested by the CDE.	The WIA grant budget form was updated for 2013-14. The Innovation Program evaluation form was updated and posted. WIA Expenditure Claim Report form for 2013-14 update is in progress.
7A.2. Update and post EL Civics technology plan submission forms.	The EL Civics Technology Plan submission form for 2013-14 was updated and open to agencies on August 1, 2013.
7B: Provide Technology Support for the OTAN's Web, Online Application, and Reporting Site	
7B.1. Provide telephone assistance and online technical support for OTAN-authored Web sites and databases, including the adult education history site, the California Students Succeed project, the Lesson Plan Builder, and others.	OTAN provided telephone or email support for 24 users logged in to the Lesson Plan Builder during this quarter. There were two requests for information from the OTAN education history site this quarter.
7C: Develop and Support the Technology and Distance Learning Plan	
7C.1. Assist local agencies with technology planning via online video recordings, synchronous online instruction, and one-to-one support.	Twenty-eight agencies were assisted through telephone or email support to complete their technology plans. Two orientation trainings were held – one for new tech team leaders on 9/18/13, and the second on 9/25/13 for returning tech team leaders.

OBJECTIVES AND MAJOR TASKS	STATUS
7C.2. Hire two External Trainers to create online tutorials and Webinars with the CDE information for agencies about completing the application process to apply for AEFLA funds.	External trainers were hired July 2013.
7C.3. Provide telephone assistance, Webinars, updated tutorials, and other online technical support for adult education constituents completing the CDE's AEFLA application posted on the OTAN Web site.	In progress.
7C.4. Provide technical support for the CDE to provide information to AEFLA applicants.	Videotaped CDE session on Fiscal Requirements for the Workforce Investment Act, Title II, Adult Education and Family Literacy Act to support AEFLA applicants.
7C.5. Hire and train 10 reviewers for technology plans required for AEFLA, Title II funding.	Reviewers hired for technology plans July 2013.
7C.6. All technology plans to be reviewed by two reviewers and feedback to be provided to the CDE.	On track.
7C.7. Create updated technology plan database to track agencies submitting technology plans, and process of submission, review, and approval of electronic technology plans.	The EL Civics technology plan database was updated and the updated site was live August 1, 2013. Submissions are due January 30, 2012.
7C.8. Follow-up with the CDE and agencies regarding review findings as necessary.	On track.
7C.9. Maintain a public technology plan, available to any agency wishing to use it. Update the public technology plan as needed to be current and to meet accessibility standards.	Public technology plan is posted; updates have been completed.
7D: *Contract with adult education centers to provide technical support for technology and online instruction*	
7D.1. Provide opportunities for local agencies to use hosted e-mail lists and online meeting software.	Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot.
7D.2. Provide opportunities for local agencies wishing to use such Web 2.0 tools as Wikis, Blogs, Google Docs, discussion boards and others, as requested.	OTAN provided and maintains a blog for the field partnership team (FTP) at http://partnershipteam.wordpress.com/ Notes and handouts are posted for FTP meetings dating to April 2012.
7E: *Respond to technical requests from the CDE and State Leadership Projects for Web sites and Digital Collaboration Tools as Needed*	
7E.1. Develop and host Web sites for specific projects as requested by the CDE and State Leadership Projects. Web sites may be new or revised based on client instructions.	Updated the strategic plan Web site with the Implementation Guide. Adobe Connect server was maintained. The combined professional development calendar will continue to be maintained in collaboration with CASAS and CALPRO.
7E.2. Provide technical assistance, as requested, to the CDE and State Leadership Projects related to Web sites and digital collaboration tools.	Assisted with technology set up for CASAS presentation at the Sacramento County Office of Education on September 25, 2013.
7F: *Respond to requests from the CDE and State Leadership Projects for Data and Reports*	
7F.1. Provide requested data and reports to the CDE and State Leadership Projects as needed.	Distance Learning Report with data for 2011-12 was provided to CDE and State Leadership Projects.

Appendix B

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN130103
October 1, 2013 – December 31, 2013

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Research and Share Information on Emerging Technologies	
1A.1. Subscribe to selected professional organizations that provide pertinent information related to adult education and to the integration of curriculum, technology, and teaching.	LRP Publications (Education Grants Alert), Adult Education Quarterly, Wired Magazine, Digital Learning Now!, Leading and Learning with Technology, were ordered in July 2013
1A.2. Read, review, and research information relevant to adult education and to the integration of curriculum, technology, and teaching provided through professional organization subscriptions.	Routing process developed and staff assigned to review specific publications
1A.3. Collect data on implementation of blended learning models whether through the Innovation and Alternative Instructional Delivery Programs application, or through focusing on promising practices and data by agencies participating in the OTAN's ALOE project and evaluation.	ALOE data was entered in CASAS database for end-of project year review analysis. Information is contained in the OTAN annual report, which was provided to CDE and to the other leadership projects.
1A.4. Post pertinent research and relevant information related to adult education and to the integration of curriculum, technology, and teaching on the OTAN Web site and disseminate through OTAN listserves and newsletters to adult education constituents.	Pertinent research and relevant adult education topics were posted on a regular basis to the OTAN front page and shared via listserve as appropriate.

This quarter, OTAN posted the Adult Education Program Fall 2013 Update, the Request for Applications Webinar, and Questions and Answers Regarding the WIA, Title II: AEFLA Request for Application Process on the OTAN Web site. Screencasts were created and posted on the https://adulted.otan.us site to guide potential grantees through the online RFA process.

OTAN currently hosts four listserves for CDE (AE admins, AE college presidents, AE practitioners, and AE superintendents). |
| 1A.5. Share research and emerging technology information with adult education constituents at conference presentations, face-to-face meetings, and relevant workshops. | Research and emerging technology information with adult education was shared with constituents at the following conferences during this quarter: CATESOL (October 2013), ACSA (November 2013), and CSIS (November 2013). Information regarding these topics was also shared with members of the OTAN Advisory Committee (November 15, 2013). |
| *1B: Research, Develop, and Share Mobile Technologies* | |
| 1B.1. Expand mobile technology application, "Words4U", to include vocabulary from selected Advanced English as a Second Language (ESL) course to support English acquisition to prepare adult students for transition to work. | In progress.

Content expert identified, December 2013. |
1B.2. Hire content expert with andragogy and vocabulary knowledge of Advanced ESL.	
1B.3. Develop "Words4U" mobile application through incorporation of vocabulary, graphics, and audio. Test application and make any corrections.	In progress. Scope of work completed for content expert, budget allocated, and developer time secured.
1B.4. Submit mobile application to iTunes for approval.	
1B.5. Research and identify other areas of need that could be addressed by using new mobile technologies.	OTAN Advisors identified other areas of need that could be addressed by mobile technology including: digital literacy, soft skills, and CAHSEE prep.
1B.6. Coordinate with State Leadership Projects, CDE State Leadership Contract Monitors, and Statewide Education Technology Projects to identify and share mobile applications appropriate for adult education constituents.	This topic was included as an OTAN agenda item at the Field Partnership Team meeting held on December 5, 2013. Two apps currently being used by FPT members are "Socrative" and "Splashtop", a student response system and a remote desktop access app, respectively.

OBJECTIVES AND MAJOR TASKS	STATUS
1B.7. Identify target audience(s) that would benefit from the mobile technologies and identify strategies to meet the target audience's needs while maximizing existing mobile resources.	OTAN Advisors identified the following AE audiences that could benefit from mobile technologies: ESL, GED, CAHSEE prep, ABE and ASE. Expansion of Words4U could help with several of these targeted groups.
1C: Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars, and Other Delivery Models	
1C.1. Identify a pool of up to 20 potential External Trainers to offer online and face-to-face workshops based on subject matter expertise and the technology integration needs of the field.	External Trainers identified
1C.2. Provide face-to-face orientation and the OTAN goals overview to external trainers.	A Moodle course was created to support 24/7 access to relevant training materials for OTAN external trainers on the use of Adobe Connect and other OTAN resources.Online orientation was provided to three temp exempt employees who did not attend the face-to-face training.
1C.3. Provide online orientation and the OTAN goals overview to any external trainers who were unable to attend face-to-face training.	
1C.4. Provide professional development for the OTAN staff via distance learning conferences and organizational memberships, to keep up-to-date regarding national and international developments in online learning, and to provide new information to the field.	Association memberships purchased for California Adult Education Administration Association, Commission on Adult Basic Education, International Association for K-12 Online Learning, International Society for Technology in Education. NROC license purchased December 2013 for access to HippoCampus and other content for adult education community. Professional development related to teaching online secured through Education Technology Leaders Online for all OTAN PD coordinators.
1C.5. Develop and revise professional development materials as necessary.	Training meeting held to identify new workshops. Each trainer will create or update his or her handouts and other necessary materials. All materials and handouts will be reviewed prior to dissemination. OTAN training team members meet quarterly to develop and revise PD materials and update workshops based on constituent feedback.
1C.6. Schedule a minimum of five webinars on distance learning topics that include a focus on 21st Century skills for teachers, administrators, or adult learners.	Three distance learning focused webinars were completed this quarter, for a total of four this year.
1C.7. Schedule a minimum of three face-to-face workshops on distance learning topics that include a focus on 21st Century skills for adult learners.	Completed
1C.8. Deliver up to 25 webinars or face-to-face workshops for adult schools and other adult education agencies.	Twenty-three webinars and six workshops were provided this quarter, for a total of 27 webinars and 10 face-to-face workshops this year.
1C.9. Plan conference schedule for the year, including regional, state, and out-of-state as warranted.	A training team meeting was held on December 10, 2013 to update workshops, incorporate participant feedback and revise materials.
1C.10. Write proposals, develop handouts and presentation slides.	Presentations and handouts are currently being developed for TDLS.
1C.11. Present workshops at regional, state, and out-of-state adult education and selected technology conferences as warranted.	Workshops were presented at three conferences this quarter: CATESOL Annual Conference in San Diego, ACSA Summit in San Jose, and CCIS in Anaheim.
1C.12. Review presentation evaluations and revise presentations as necessary.	Evaluations were reviewed for each training session. Comments were noted and adjustments to future sessions will be made as appropriate.
1C.13. Collaborate with State Leadership projects and Statewide Education Technology Services to share information related to 21st Century skills and emerging technologies that can be disseminated to respective constituent groups.	OTAN participates in every CDE-initiated Leadership Team meeting and will continue to collaborate and to share information related to 21st Century skills and emerging technologies.
1D: Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners	

OBJECTIVES AND MAJOR TASKS	STATUS
1D.1. Create agenda and send meeting invitations electronically to field colleagues representing a range of regions, program sizes, and positions, including administrators, coordinators, and instructors.	Information on blended models is collected primarily via Innovation Applications due later in the year and via ALOE – Access to Learning through Online Education, which was extended to June 2014.
1D.2. Disseminate advisory committee meeting notes electronically to attendees and any advisors who were unable to attend. Ask for clarification, additional ideas, and resources, as necessary.	OTAN Advisory committee was held November 15, 2013. Notes were disseminated to all attendees and to those unable to attend. All committee members were asked to provide additions, correction, or updates to the notes before they were finalized.
1D.3. Share relevant information from the OAC with the OTAN staff and adult education constituents at meetings or electronically.	Information gleaned from the OAC committee was shared with OTAN staff at the November face-to-face staff meeting.
1D.4. Based on the OAC recommendations, determine what content should be incorporated into planned webinars, videoconferences, or future video productions for adult education constituents.	OAC members provided suggestions for future online and video productions. Suggestions included: GED test preparation, soft skills (for employment opportunities), importance of education, learning readiness, digital badges, and social media.
1D.5. Hold additional ad hoc online or phone conferences with Technology Integration Advisory Committee as needed. Inform advisory group members of information dissemination efforts.	On track.
1E: Special Projects Related to 21st Century Skills	
1E.1. Use information, research, and resources identified by OTAN Advisory Committee and other adult education constituents to plan and shoot content for three short online videos focused on 21st Century skills to support teachers and adult learners.	Administrators Planning for Online/Blended Delivery (APOD) meeting was held on October 8, 2013 from 3-4:00 P.M. This time slot was selected based on a survey to determine the most convenient time and date. Fourteen APOD members and OTAN staff participated in the Webinar. Members suggested digital literacy skills (what it means), how to use iPads in the classroom, digital skills needed for computer-based testing, and short, single-topic videos, such as how to access and us iTunes content in the classroom as possibilities for online video content.
Task #2 – Connect Technology to the Curriculum	
2A: Continue Development of the Teaching with Technology Site	
2A.1. Hire four Tech Framework Developers to connect technology integration strategies to teaching content in the areas of ESL, Adult Basic Education, Adult Secondary Education and the General Educational Development Test.	Four Tech Framework Developers were hired as temp exempt contractors in August 2013.
2A.2. Research, review, and select content appropriate for inclusion on the Teaching with Technology site to continue population of the database, expanding to all instructional areas.	In progress. TwT group meets via monthly online meetings to discuss content for inclusion on the site.
2B: Provide Professional Development on Ways to Use the Teaching with Technology	
2B.1. Provide information on how to use the Teaching with Technology (TwT) site as part of regularly-scheduled Webinar, workshop, and conference presentations.	This topic was included in a face-to-face workshop at Glendale Adult School and was provided along with other OTAN services during conference presentations at CATESOL in October 2013 and at the ACSA Summit in November 2013.

TwT teachers meet online for an hour at least once per month; meetings started on October 7, 2013. |
| 2C: Host the Technology Integration Mentor Academy (TIMAC) | |
| 2C.1. Identify and recruit a maximum of 10 adult education providers to participate in the TIMAC. | TIMAC information and application posted on OTAN Web site July 2013 |

OBJECTIVES AND MAJOR TASKS	STATUS
2C.2. Prepare and print training materials for face-to-face TIMAC training in Sacramento.	Training materials were prepared for initial TIMAC meeting in October 2013
2C.3. Hire one expert trainer for TIMAC and three support mentors for the TIMAC based on geographic location of participants, and assign participants to mentors.	Mentors were hired to support TIMAC participants; expert trainer's contract was initiated in August 2013
2C.4. Meet with the TIMAC participants for five days in Sacramento (two days in October 2013, one day in January 2014, and two days in May 2014).	Planning and preparation was completed for the first TIMAC meeting on October 17-18, 2013. TIMAC planning for January meeting is underway.
2C.5. The TIMAC support mentors make at least one site visit to each mentee and stay in contact by phone, Web conferencing, and e-mail as participants develop their projects.	Initial TIMAC meeting was held at OTAN on October 17-18, 2013. This year's cohort includes 10 participants.
2C.6. Collect pre and post data on the TIMAC participant skills and projects via online forms.	In progress.
2C.7. Participants attend several online meetings and communicate with their mentor as they execute their project.	On track.
2C.8. Participants meet in Sacramento to present their projects, debrief and receive additional technology training.	In progress.
2C.9. Produce final written report on the TIMAC and disseminate to participants and their administrators in meetings or electronically, and post on the OTAN Web site.	TIMAC annual report for period ending June 30, 2013 was completed and disseminated to participants and their administrators in November. The TIMAC report for the period ending June 30, 2014 will be provided at the end of the fiscal year when data is available.
2C.10. Review application process and number of the TIMAC applicants. Based on findings, develop application for following year or re-visit training time line.	
2D: Collaborate with Local, State, and National Projects Related to Technology,	
2D.1. Leverage services and resources for California adult education providers through collaboration efforts in face-to-face and through electronic communication.	A conversation has been started with TICAL to leverage regional technology training opportunities and share online resources with our respective constituents.
2E: Leverage Statewide Licensing of Technology-Based Content	
2E.1. Review commercial adult learning online curriculum products, and negotiate	Commercial content has been purchased and disseminated. New options are being reviewed.
Task #3 – Support Transition of Adult Education Students to Work, Training, and Postsecondary Education	
3A: Provide and Support Online Transition Skills Course	
3A.1. Use information gleaned from previously piloted online transition skills course to edit or revise as necessary. Continue to provide online and phone support to teachers using the course.	Online and phone support are provided. Using information from previously-piloted transition skills course still to be done. Course requests are gathered through an online form and submitted to OTAN for processing.
3A.2. Continue to market the online transition skills course via the OTAN newsletters, Web site, and at conferences.	October admin digest featured AB 86 information and the CDE video on this topic.
3B: Provide Professional Development and Support for Student ePortfolios	
3B.1. Continue to promote ePortfolios via the OTAN Web site, newsletters, and webinars. Provide information in technology trainings and at scheduled conference presentations.	ePortfolios were promoted via the OTAN Web site and were a feature of the fall 2013 OTAN newsletter. This topic is included in technology trainings and will be included at scheduled conference presentations, beginning October 2013. The National MakerEd
3B.2. Provide technical support to teachers using ePortfolios via phone and online.	project contacted OTAN and may be interested in sharing our ePortfolios with a larger audience across the nation.

OBJECTIVES AND MAJOR TASKS	STATUS
3B.3. Provide professional development to adult educators on how to effectively use ePortfolios. The professional development will be delivered via webinars, videoconferences, or other online venues.	Technical support is available from two trainers via phone and online. A Webinar on this topic has been developed but has not yet been delivered at this time.
3C: Support Transitioning Goals and racking for Core Performance Follow Up with Social Media	
3C.1. Provide information and support for teachers who want to find out if their exiting students transitioned to work, other training, or postsecondary using social media as the medium.	There were no telephoned field inquiries during this quarter regarding this subject. An article in the fall 2013 OTAN newsletter did provide information on this topic.
3C.2. Provide at least two webinars on different ways social media can be used to track existing students, such as social groups, forums, or discussion areas.	No webinars were offered on this topic during Quarter 2, leaving a total of one webinar completed this year on the use of social media to help track exiting students.
Task #4 – Promote and Support Blended Distance Learning	
4A: Competitive Selection for Grant Extensions to the ALOE Projects	
4A.1. Provide Webinar with information to applicants providing funding details, process, and expectations.	Completed.
4A.2. Create application form and Memorandum of Understanding detailing expectations to agencies applying for continued ALOE funding and send to ALOE agencies.	Completed.
4A.3. Receive signed MOUs and notify agencies.	Completed.
4A.4. Provide project support and technical assistance for continuing ALOE grantees.	Project support was provided by phone or e-mail this quarter to: LearnQuest (formerly known as Stanislaus Literacy Center)
4A.5. Site visitations to each ALOE project to check progress and provide technical support.	To be done.
4A.6. Collect project data and monitor project implementation.	In progress for 2013-14. Data previously collected and analyzed for 2012-13. ALOE report was included in OTAN's Annual Report.
4A.7. Face-to-face or online meeting with ALOE grantees to share and leverage projects.	To be done.
4A.8. Disseminate the ALOE projects and data via the OTAN newsletters, Web site, listserves, and conference presentations.	ALOE project administrators were invited to participate as a panel member at TDL Symposium in March 2014. Winter 2014 OTAN newsletter featured two ALOE projects: San Juan Adult School and Berkeley Adult School.
4A.9. Evaluation report on completed ALOE projects.	Data will be collected for 2013-14 report. The previous ALOE report was included in the Annual Report (Section 5, Programming and Support).
4B: Host One Technology and Distance Learning Symposium	
4B.1. Form planning team for the Symposium, including field participants.	Completed.
4B.2. Select site and coordinate logistics.	Completed.
4B.3. Create updated Web page with call for presenters and online registration for Symposium.	TDLS Web page has been created and is available at: www.otan.us/tdlsymposium/
4B.4. Disseminate information about registration and call for presenters at meetings, electronically and via OTAN Web site.	Information was posted November 1, 2013
4B.5. Select and schedule workshop presenters and keynote speaker.	TDLS keynote speaker was selected and has agreed to present. Workshop presentation proposals are being reviewed and scheduled as they are accepted.

OBJECTIVES AND MAJOR TASKS	STATUS
4B.6. Publish program book and other print materials.	In progress.
4B. 7. Host the Technology and Distance Learning Symposium	TDLS will be held at Baldwin Park Adult School on March 7-8, 2014.
4B.8. Review Symposium Evaluations, debrief with staff, create planning document for future events.	To be done.
4C: Support Administrators on Planning for Online Instruction	
4C.1. Add members to existing APOD Advisory Group from ALOE constituents.	Kay Hartley and Sharon Ram from ALOE were previously added to the APOD group.
4C.2. Hold online meeting to update APOD Advisory Group members on progress and solicit input and ideas regarding topics for planned Webinar series for administrators.	First online APOD meeting was held on October 8, 2013. 14 out of 23 members attended. Meeting notes were disseminated to all APOD members on October 11, 2013.

Workshop suggestions included: digital literacy, soft skills, iPads in the classroom, digital skills needed for GED. |
4C.3. Develop schedule and content for Webinar series for administrators, based on APOD Advisory Group recommendations.	
4C.4. Advertise and register participants for administrator webinars and deliver webinars.	Doodle Poll was disseminated to all advisory committee members to determine dates and best times of day to hold the webinars. Results indicate participation would be highest from noon to 1:00 P.M. or from 4:00 P.M. to 5:00 P.M. These will be the time slots we use for the webinars.
4D: Support Blended/Online Courses Developed by OTAN	
4D.1. Hire Moodle Programmer to install specialized modules and to assist with troubleshooting.	Moodle Programmer was hired.
4D.2. Add specialized Moodle modules as requested. Provide technical expertise to maintain efficient functionality.	Two specialized modules were added, based on constituent needs. Technical expertise is provided on an ongoing basis.
4D.3. Hire three online program development/ALOE mentors for teachers and programs wishing to implement online instruction using a sharable OTAN-developed course, including agencies with ALOE projects.	Completed.
4D.4. Orient online program development/ALOE Mentors to courses and mentoring tasks.	Completed.
4D.5. Provide individual support for teachers implementing the OTAN online and blended courses and course materials.	Ongoing. OTAN database tracks support calls.
4D.6. Staff and mentor site visits to the continuing ALOE sites implementing the OTAN online and blended courses and course materials.	Site visits to be done.
4D.7. Work with CASAS and the ALOE agencies to collect student outcome data on ALOE online and blended courses.	CASAS assessment requirements were included in all ALOE contracts. The data will be used in the final project report to CDE.
4D.8. Report on number of courses implemented, teacher training/mentoring, and student outcomes in the OTAN Annual Report.	This information was included in the last report. OTAN database was redesigned to coincide with task items in #CN130103, including the number of courses implemented, teacher training/mentoring, and student outcomes.
4E: Support Blended/Online Courses Developed by Other Entities	
4E.1. Host approved, sharable courses developed by entities other than OTAN on the OTAN Moodle Server	On track.
4E.2. Provide technical support and assistance to teachers using posted sharable courses.	Technical support provided on as needed, ongoing basis. Twenty-one instances of client support were provided this quarter.

OBJECTIVES AND MAJOR TASKS	STATUS
4E.3. Contact administrators of adult education schools electronically or face-to-face and encourage sharing of courses to the OTAN Moodle server.	On track and ongoing.
4E.4. Disseminate information regarding the availability of additional courses on the OTAN Moodle server through newsletter articles, OTAN Web posting, Webinar, and conference presentations.	Courses advertised in Winter 2014 OTAN newsletter and mentioned at all conference presentations.
4E.5. Track agencies that request a copy of online courses, provide support and course orientation.	On track and ongoing.
4F: Conduct Focus Groups to Review Distance Learning Curriculum Recommendations	
4F.1. Recruit volunteer focus group members from adult education constituents, Webinar, and conference attendees.	Some focus group members were suggested by OAC committee members. Focus group members are also solicited after Webinar presentations.
4F.2. Hold a minimum of two focus groups that will act as a clearinghouse to provide feedback and any recommendations on distance learning curriculum.	To be done.
4F.3. Update or modify materials and suggested level and attendance hours for selected curricula for distance learning, based on focus group feedback.	To be done after focus group input.
4F.4. Share any implemented changes to distance learning curriculum with adult education constituents and State Leadership Projects (as necessary) through the OTAN listserves, newsletter articles, and webinars or conference presentations.	Information about Crossroads Café, Learn360, and GED Academy pilot project was disseminated through OTAN listserves, news articles and webinars. OTAN will continue to share such information in a variety of ways.
4G: Produce Annual Distance Learning Report	
4G.1. Hire data analyst.	To be done.
4G.2. Contract with CASAS to retrieve and organize distance learning data for 2012-13.	Contract has been initiated.
4G.3. Review data and work with data analyst to write report.	To be done.
4G.4. Finalize and publish distance learning report.	Report was finalized and published for 2011-12 data. Next report will be delivered to CDE when the 2012-13 data is available via CASAS.
4G.5. Disseminate report by posting on the OTAN Web site, announcing in news items and other communication venues.	Report was provided in hard copy to CDE, state leadership projects, OTAN repository, and state library archives. The report has also been electronically disseminated.
Task #5 – Promote Online Learning	
5A: The Online Teaching Academy (OTAC)	
5A.1. Create and post an updated online application to recruit a maximum of 10 participants for the OTAC and manage applications.	Completed.
5A.2. Review applications, select and notify participants.	Completed.
5A.3. Prepare and print training materials for face-to-face OTAC training days in Sacramento.	Completed for October 2013 and January 2014. In progress for May 2014 meeting.
5A.4. Hire three OTAC mentors and assign participants to mentors.	Completed.
5A.5. Meet with the OTAC participants and mentors for six days in Sacramento. Provide orientation and hands-on technical skills and project development.	First OTAC meeting was held at OTAN on October 17-18, 2013.
5A.6. Contract with Education Development Center to provide certified training in Blended and Online instruction for three OTAC mentors and up to 10 OTAC participants.	Completed.
5A.7. Participants take eight-week online course "*Teaching Students in Blended Classrooms*	Fall cohort scheduled and course is in progress.
5A.8. The OTAC mentors stay in contact by phone and e-mail as participants develop their projects.	October 2013 and ongoing throughout project.
5A.9. Participants attend several online meetings and communicate with their mentor as they execute their online course project.	October 2013 and ongoing throughout the project.

OBJECTIVES AND MAJOR TASKS	STATUS
5A.10. Participants present their projects online and debrief about their experience.	To be done at end of project.
5A.11. Produce final report on the OTAC and disseminate to participants and their administrators, and post on the OTAN Web site.	OTAC final report for period ending June 30, 2013 was completed and submitted to CDE. 2013-14 project report to be done.
5B: Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	
5B.1. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content.	OTAN continues to support and maintain a Moodle server where shared courses are publicized and made available for review. Course request forms are embedded in all OTAN shared courses.
5B.2. Host and support Moodle courses for adult education teachers.	Ongoing.
5B.3. Hire two course reviewers with specific expertise. One course reviewer will be responsible for ESL courses and one will be responsible for ABE and ASE courses.	Completed.
5B.4. Review available online shared courses, choose those appropriate and adaptable for adult education, and post with permission.	OTAN staff is looking at two possible courses for review this year – an ESL course and an EL Civics course. Course reviewers are being contacted.
5B.5. Install courses on Moodle server, maintain courses, and provide technical support to teachers and programs.	On track and ongoing.
5B.6. Promote sharable courses on Moodle.	Sharable online courses are promoted at conferences, workshops, in news items, and via listserve messages.
5B.7. Share results of implementation through conference presentations, webinars, and publications.	On track and ongoing.
5B.8. Hire four external trainers for distance learning webinars and face-to-face workshops.	Completed.
5B.9. Present at least 20 webinars on Moodle tools and other online and distance teaching topics, and record participation.	Twenty-three webinars were presented this quarter.
5B.10. Present at least two webinars by distance learning experts within and beyond California and record participation.	Two Distance Learning experts have been identified and have accepted the invitation to present. Paperwork is being processed. Presentation dates are currently being reviewed.
5B.11. Present at least two open forum online meetings of distance learning practitioners to discuss topics of their choice, and record participation.	To be done.
5C: Support Online Curriculum Sites	
5C.1. Provide programming and technical support to maintain and promote free online curriculum sites for learning English, such as USA Learns, English for All, and California Distance Learning Project.	Programming team is working on the Web redesign which includes moving from Cold Fusion to .ASP. A coder was hired to work on the USA Learns update.
5D: Provide Synchronous Online Support and Technical Assistance	
5D.1. Provide synchronous online support and technical assistance via online chat, discussion boards, posted frequently asked questions, phone, and tutorials.	Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot. Monthly webinar sessions are scheduled to support Connect VoIP technical assistance and any other Connect-related technology support as needed.
Task #6 – Provide Current Research and Information to the Field	
6A: Maintain, expand, and Update the OTAN Web Site and Physical Archives	
6A.1. Complete the OTAN Web site redesign, based on research and user input, including navigation, graphics, and content management.	Training of Trainer participants provided feedback on demo of redesigned site This project is slightly behind schedule due to Randi's time being devoted to the Expenditure Claim Report, RFA, and updates to the Innovation Application and John's time being devoted to the RFA.

OBJECTIVES AND MAJOR TASKS	STATUS
6A.2. Update Web site to include compatibility with mobile technology.	Mobile technology compatibility will be inherent in the updated Web site. Progress continues to be made in this area.
6A.3. Complete review of all content in the current OTAN site, deleting or updating content as necessary.	OTAN documents library was reviewed; 108 documents were updated, archived, or deleted, depending on the age and content of the document.
6A.4. Provide or make available professional development and training to programmers to learn and understand ASP.NET programming that will be used when moving the OTAN Web content to the new format.	Programmers completed training through Lynda.com to learn ASP.NET basics.
6A.5. Begin conversion of the OTAN Web site from ColdFusion to ASP.NET	In progress.
6A.6. Hire two news writers to write news items for the Web site home page, and information specialist to keep adult education research and documents current.	Completed.
6A.7. News writers will write news items for the OTAN Web site home page and provide other articles as necessary.	Thirty-six news items and three classroom activities were posted this quarter by news writers.
6A.8. Maintain and expand physical archives related to adult education.	Documents related to PIACC, immigration, and the curriculum publications clearinghouse were included in the adult education archives this quarter.
6B: Market the OTAN Services	
6B.1. Host vendor tables at up to 10 state and regional conferences to inform adult educators about the OTAN services.	A vendor table was hosted at the CATESOL Annual Conference in San Diego this quarter.
6B.2. Produce three issues of the OTAN Online Connection, the OTAN newsletter, print and mail to members, and distribute at conferences and workshops.	Fall 2013 newsletter was distributed at the end of September 2013. Winter newsletter is in progress at this time.
6B.3. Produce and distribute two monthly online digests of relevant adult education information, one for administrators and one for teachers.	Teacher and administrator digests were produced and disseminated for October, November, and December 2013
6B.4. Network with State Leadership Projects, Statewide Education Technology Projects, and selected professional organizations to glean information for the OTAN constituents and to share the OTAN projects with other entities.	OTAN projects and information were presented at the Field Partnership Team meeting on December 5, 2013.
6C: Provide training and Technical Services to the CDE and State Leadership Projects	
6C.1. Host Adobe Connect online meeting software, and provide online meeting services to other leadership projects as requested.	OTAN uses Adobe Connect online meeting software to provide online meeting services to other leadership projects as requested.
6C.2. Provide training and support to new and returning meeting hosts for online meetings in Adobe Connect, and ongoing technical support to attendees in online meetings and trainings.	Review training was provided at the Training of Trainers meeting. Technical support to online meeting attendees is provided at the beginning of each session.
6C.3. Host e-mail lists for the AEO at the CDE, and for other leadership projects as requested.	E-mail lists were previously established and continue to be hosted by OTAN. E-mails were sent to four separate listserves to announce the CDE Webinar, RFA, Innovation Application, Fall Update and legislation this quarter. OTAN created a weekly e-mail sent to each consultant with any changes to superintendents, AE admins, and WIA coordinators, only for agencies within that consultant's own region.
6C.4. Videotape conferences and other professional development events and provide streaming video of these events as requested by the CDE and other leadership projects.	Staff worked with ACSA to produce a video on secondary through adult Students Succeed recipients shown at the November 2013 ACSA conference. No requests for conference videotaping or other professional development events were received for this quarter.
Task #7 – Coordinate with the CDE and State Leadership Projects	
7A: Provide Support and Hosting of Online Grant Applications and Reporting Systems for the AEO at the CDE	

OBJECTIVES AND MAJOR TASKS	STATUS
7A.1. Update and post online submission forms and modify as requested by the CDE.	The WIA grant budget form was updated for 2013-14. The Innovation Program evaluation form was updated and posted. WIA Expenditure Claim Report form for 2013-14 was updated and posted. WIA online RFA application was programmed and tested. Application was posted on December 6, 2013.
7A.2. Update and post EL Civics technology plan submission forms.	Completed.
7B: Provide Technology Support for the OTAN's Web, Online Application, and Reporting Site	
7B.1. Provide telephone assistance and online technical support for OTAN-authored Web sites and databases, including the adult education history site, the California Students Succeed project, the Lesson Plan Builder, and others.	OTAN provided telephone or e-mail support for three users logged in to the Lesson Plan Builder during this quarter. There were no requests for information from the OTAN education history site this quarter. Nine requests for assistance were provided related to library resources.
7C: *Develop and Support the Technology and Distance Learning Plan*	
7C.1. Assist local agencies with technology planning via online video recordings, synchronous online instruction, and one-to-one support.	Forty-seven instances of telephone or e-mail support to complete the technology plan for individual agencies was provided.
7C.2. Hire two External Trainers to create online tutorials and webinars with the CDE information for agencies about completing the application process to apply for AEFLA funds.	Completed.
7C.3. Provide telephone assistance, webinars, updated tutorials, and other online technical support for adult education constituents completing the CDE's AEFLA application posted on the OTAN Web site.	Screencasts to guide new and returning agencies through the online grant application process were created and posted in December 2013.
7C.4. Provide technical support for the CDE to provide information to AEFLA applicants.	Videotaped CDE session on Fiscal Requirements for the Workforce Investment Act, Title II, Adult Education and Family Literacy Act to support AEFLA applicants. WIA-II RFA Webinar was recorded on December 9, 2013 and archived on December 13, 2013 with downloadable .PDF PowerPoint file. CDE/AEO Fall Update was recorded, posted and archived with downloadable .PDF PowerPoint file.
7C.5. Hire and train 10 reviewers for technology plans required for AEFLA, Title II funding.	Completed.
7C.6. All technology plans to be reviewed by two reviewers and feedback to be provided to the CDE.	On track.
7C.7. Create updated technology plan database to track agencies submitting technology plans, and process of submission, review, and approval of electronic technology plans.	Completed.
7C.8. Follow-up with the CDE and agencies regarding review findings as necessary.	On track.
7C.9. Maintain a public technology plan, available to any agency wishing to use it. Update the public technology plan as needed to be current and to meet accessibility standards.	Public technology plan is posted; updates have been completed.
7D: *Contract with adult education centers to provide technical support for technology and online instruction*	
7D.1. Provide opportunities for local agencies to use hosted e-mail lists and online meeting software.	Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot. Others?

OBJECTIVES AND MAJOR TASKS	STATUS
7D.2. Provide opportunities for local agencies wishing to use such Web 2.0 tools as Wikis, Blogs, Google Docs, discussion boards and others, as requested.	OTAN provided and maintains a blog for the field partnership team (FTP) at http://partnershipteam.wordpress.com/ Notes and handouts are posted for FTP meetings dating to April 2012.
7E: *Respond to technical requests from the CDE and State Leadership Projects for Web sites and Digital Collaboration Tools as Needed*	
7E.1. Develop and host Web sites for specific projects as requested by the CDE and State Leadership Projects. Web sites may be new or revised based on client instructions.	Updated the strategic plan Web site with the Implementation Guide. Adobe Connect server was maintained. The combined professional development calendar will continue to be maintained in collaboration with CASAS and CALPRO. CDE landing page created on OTAN Web site for WIA-II Webinar archive and documents and the Fall Update – December 2013.
7E.2. Provide technical assistance, as requested, to the CDE and State Leadership Projects related to Web sites and digital collaboration tools.	There were seven requests for technical assistance this quarter.
7F: *Respond to requests from the CDE and State Leadership Projects for Data and Reports*	
7F.1. Provide requested data and reports to the CDE and State Leadership Projects as needed.	Distance Learning Report with data for 2011-12 was provided to CDE and State Leadership Projects.

Appendix C

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN130103
January 1, 2014 – March 31, 2014

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN130103
January 1, 2014 – March 31, 2014

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Research and Share Information on Emerging Technologies	
1A.1. Subscribe to selected professional organizations that provide pertinent information related to adult education and to the integration of curriculum, technology, and teaching.	LRP Publications (Education Grants Alert), Adult Education Quarterly, Wired Magazine, Digital Learning Now!, Leading and Learning with Technology, were ordered in July 2013
1A.2. Read, review, and research information relevant to adult education and to the integration of curriculum, technology, and teaching provided through professional organization subscriptions.	Ongoing
1A.3. Collect data on implementation of blended learning models whether through the Innovation and Alternative Instructional Delivery Programs application, or through focusing on promising practices and data by agencies participating in the OTAN's ALOE project and evaluation.	ALOE data was previously entered in CASAS database for end-of project year review analysis. Information is contained in the OTAN annual report, which was provided to CDE and to the other leadership projects.
1A.4. Post pertinent research and relevant information related to adult education and to the integration of curriculum, technology, and teaching on the OTAN Web site and disseminate through OTAN listserves and newsletters to adult education constituents.	Pertinent research and relevant adult education topics are posted on a regular basis to the OTAN front page and shared via listserve as appropriate. The Winter edition of the OTAN newsletter was posted in January 2014. (http://www.otan.us/Training/pdfs/newsltr2014/winter2014.pdf) This quarter, OTAN posted the AEFLA Request for Applications on the OTAN Web site. The grant reading process was held at SCOE, with support from OTAN staff. OTAN continues to host four listserves for CDE (AE admins, AE college presidents, AE practitioners, and AE superintendents. A new listserve for GED teachers was created this quarter.
1A.5. Share research and emerging technology information with adult education constituents at conference presentations, face-to-face meetings, and relevant workshops.	Research and emerging technology information with adult education was shared with constituents at the following conferences during this quarter: CAEAA (January 2014), CATESOL Bay Area (March 2014), NROC (March 2014) and COABE/PIAAC Conference (March 2014). Information was also shared with TIMAC and OTAC participants.
1B: Research, Develop, and Share Mobile Technologies	
1B.1. Expand mobile technology application, "Words4U", to include vocabulary from selected Advanced English as a Second Language (ESL) course to support English acquisition to prepare adult students for transition to work.	In progress.
1B.2. Hire content expert with andragogy and vocabulary knowledge of Advanced ESL.	Completed.
1B.3. Develop "Words4U" mobile application through incorporation of vocabulary, graphics, and audio. Test application and make any corrections.	Words will be chosen based on content alignment and the ease with which each word can be rendered into a graphic. Initial meeting with graphic design artist completed.

OBJECTIVES AND MAJOR TASKS	STATUS
1B.4. Submit mobile application to iTunes for approval.	To be done.
1B.5. Research and identify other areas of need that could be addressed by using new mobile technologies.	OTAN Advisors previously identified areas of need as: digital literacy, soft skills, and CAHSEE prep.
1B.6. Coordinate with State Leadership Projects, CDE State Leadership Contract Monitors, and Statewide Education Technology Projects to identify and share mobile applications appropriate for adult education constituents.	Ongoing.
1B.7. Identify target audience(s) that would benefit from the mobile technologies and identify strategies to meet the target audience's needs while maximizing existing mobile resources.	Completed.
1C: Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars, and Other Delivery Models	
1C.1. Identify a pool of up to 20 potential External Trainers to offer online and face-to-face workshops based on subject matter expertise and the technology integration needs of the field.	Completed.
1C.2. Provide face-to-face orientation and the OTAN goals overview to external trainers.	Completed.
1C.3. Provide online orientation and the OTAN goals overview to any external trainers who were unable to attend face-to-face training.	Completed.
1C.4. Provide professional development for the OTAN staff via distance learning conferences and organizational memberships, to keep up-to-date regarding national and international developments in online learning, and to provide new information to the field.	Association memberships purchased. Professional development related to teaching online secured through Education Technology Leaders Online for all OTAN PD coordinators, Lynda.com licenses purchased for Web and programming team.
1C.5. Develop and revise professional development materials as necessary.	Ongoing and based on constituent feedback.
1C.6. Schedule a minimum of five webinars on distance learning topics that include a focus on 21st Century skills for teachers, administrators, or adult learners.	Seven distance learning focused webinars were completed this quarter, for a total of 11 this year.
1C.7. Schedule a minimum of three face-to-face workshops on distance learning topics that include a focus on 21st Century skills for adult learners.	Completed
1C.8. Deliver up to 25 webinars or face-to-face workshops for adult schools and other adult education agencies.	Thirty-one webinars and nine workshops were provided this quarter, for a total of 54 webinars and 15 face-to-face workshops this year.
1C.9. Plan conference schedule for the year, including regional, state, and out-of-state as warranted.	Completed.
1C.10. Write proposals, develop handouts and presentation slides.	Ongoing.

OBJECTIVES AND MAJOR TASKS	STATUS
1C.11. Present workshops at regional, state, and out-of-state adult education and selected technology conferences as warranted.	Workshops were presented at the following conferences this quarter: CATESOL Bay Area in San Francisco, CAEAA in Long Beach, Technology and Distance Learning Symposium (TDLS) in Baldwin Park, NROC in Monterey, COABE/PIAAC Conference in Pittsburg, PA, CUE in Palm Springs.
1C.12. Review presentation evaluations and revise presentations as necessary.	Evaluations are reviewed for each training session and conference presentation. Comments are noted and adjustments to future sessions are made as appropriate.
1C.13. Collaborate with State Leadership projects and Statewide Education Technology Services to share information related to 21st Century skills and emerging technologies that can be disseminated to respective constituent groups.	OTAN participates in every CDE-initiated Leadership Team meeting and will continue to collaborate and share information related to 21st Century skills and emerging technologies. TICAL and OTAN exchange information on technology trends and hot topics of specific interest to education administrators. Information on blended models is collected primarily via the Innovation Applications and via ALOE – Access to Learning through Online Education, which was extended to June 2014.
1D: Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners	
1D.1. Create agenda and send meeting invitations electronically to field colleagues representing a range of regions, program sizes, and positions, including administrators, coordinators, and instructors.	Completed.
1D.2. Disseminate advisory committee meeting notes electronically to attendees and any advisors who were unable to attend. Ask for clarification, additional ideas, and resources, as necessary.	Completed.
1D.3. Share relevant information from the OAC with the OTAN staff and adult education constituents at meetings or electronically.	Information gleaned from the OAC committee was shared with OTAN staff at staff meetings and in OTAN newsletter.
1D.4. Based on the OAC recommendations, determine what content should be incorporated into planned webinars, videoconferences, or future video productions for adult education constituents.	OAC members provided suggestions for future online and video productions. Suggestions included: GED test preparation, soft skills (for employment opportunities), importance of education, learning readiness, digital badges, and social media.
1D.5. Hold additional ad hoc online or phone conferences with Technology Integration Advisory Committee as needed. Inform advisory group members of information dissemination efforts.	On track.
1E: Special Projects Related to 21st Century Skills	
1E.1. Use information, research, and resources identified by OTAN Advisory Committee and other adult education constituents to plan and shoot content for three short online videos focused on 21st Century skills to support teachers and adult learners.	Taping and interviewing of the Culinary Arts Program at Baldwin Park Adult School and their use of iPads and Kindle Fires technology has been completed. Editing and video creation will be completed by end of June 2014. This will be the third video focused on 21st Century skills to support teachers and adult learners. OTAN intro video completed March 2014 and debuted at TDLS.
Task #2 – Connect Technology to the Curriculum	
2A: Continue Development of the Teaching with Technology Site	

OBJECTIVES AND MAJOR TASKS	STATUS
2A.1. Hire four Tech Framework Developers to connect technology integration strategies to teaching content in the areas of ESL, Adult Basic Education, Adult Secondary Education and the General Educational Development Test.	Four Tech Framework Developers were hired and are working to connect technology integration strategies to identified content areas.
2A.2. Research, review, and select content appropriate for inclusion on the Teaching with Technology site to continue population of the database, expanding to all instructional areas.	On track.
2B: Provide Professional Development on Ways to Use the Teaching with Technology Site	
2B.1. Provide information on how to use the Teaching with Technology (TwT) site as part of regularly-scheduled Webinar, workshop, and conference presentations.	This topic is routinely included in OTAN's face-to-face and online workshops and was presented at COABE this quarter. TwT teachers meet online for an hour at least once per month; meetings started on October 7, 2013.
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Identify and recruit a maximum of 10 adult education providers to participate in the TIMAC.	Completed. This year's cohort includes 10 participants.
2C.2. Prepare and print training materials for face-to-face TIMAC training in Sacramento.	Training materials were prepared for October 2013 and January 2014 meetings.
2C.3. Hire one expert trainer for TIMAC and three support mentors for the TIMAC based on geographic location of participants, and assign participants to mentors.	Completed.
2C.4. Meet with the TIMAC participants for five days in Sacramento (two days in October 2013, one day in January 2014, and two days in May 2014).	TIMAC cohort successfully met for the October 2013 and January 2014 meetings. Planning for May 2014 meeting has begun.
2C.5. The TIMAC support mentors make at least one site visit to each mentee and stay in contact by phone, Web conferencing, and e-mail as participants develop their projects.	On track.
2C.6. Collect pre and post data on the TIMAC participant skills and projects via online forms.	In progress.
2C.7. Participants attend several online meetings and communicate with their mentor as they execute their project.	On track.
2C.8. Participants meet in Sacramento to present their projects, debrief and receive additional technology training.	In progress.
2C.9. Produce final written report on the TIMAC and disseminate to participants and their administrators in meetings or electronically, and post on the OTAN Web site.	The TIMAC report for the period ending June 30, 2014 will be provided at the end of the fiscal year when data is available.
2C.10. Review application process and number of the TIMAC applicants. Based on findings, develop application for following year or re-visit training time line.	In progress.
2D: Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	
2D.1. Leverage services and resources for California adult education providers through collaboration efforts in face-to-face and through electronic communication.	Collaboration efforts with NROC and TICAL leverage regional technology training opportunities and sharing of online resources with our respective constituents.

OBJECTIVES AND MAJOR TASKS	STATUS
2E: *Leverage Statewide Licensing of Technology-Based Content*	
2E.1. Review commercial adult learning online curriculum products, and negotiate	Commercial content has been purchased and disseminated. New options are being reviewed.
Task #3 – Support Transition of Adult Education Students to Work, Training, and Postsecondary Education	
3A: *Provide and Support Online Transition Skills Course*	
3A.1. Use information gleaned from previously piloted online transition skills course to edit or revise as necessary. Continue to provide online and phone support to teachers using the course.	Online and phone support were provided. Using information from previously-piloted transition skills course is in progress. Course requests are gathered through an online form and submitted to OTAN for processing.
3A.2. Continue to market the online transition skills course via the OTAN newsletters, Web site, and at conferences.	Ongoing.
3B: *Provide Professional Development and Support for Student ePortfolios*	
3B.1. Continue to promote ePortfolios via the OTAN Web site, newsletters, and webinars. Provide information in technology trainings and at scheduled conference presentations.	ePortfolios are promoted via the OTAN Web site. This topic is included in technology trainings and will be included at scheduled conference presentations.
3B.2. Provide technical support to teachers using ePortfolios via phone and online.	Technical support is available from two trainers via phone and online. No technical support calls for ePortfolios were received this quarter.
3B.3. Provide professional development to adult educators on how to effectively use ePortfolios. The professional development will be delivered via webinars, videoconferences, or other online venues.	Four Webinars on this topic have been scheduled and will be delivered in the fourth quarter.
3C: *Support Transitioning Goals and Tracking for Core Performance Follow Up with Social Media*	
3C.1. Provide information and support for teachers who want to find out if their exiting students transitioned to work, other training, or postsecondary using social media as the medium.	There was one telephone field inquiry during this quarter on this subject.
3C.2. Provide at least two webinars on different ways social media can be used to track existing students, such as social groups, forums, or discussion areas.	One webinar was offered on this topic during Quarter 3, for a total of two completed this year on the use of social media to help track exiting students.
Task #4 – Promote and Support Blended Distance Learning	
4A: *Competitive Selection for Grant Extensions to the ALOE Projects*	
4A.1. Provide Webinar with information to applicants providing funding details, process, and expectations.	Completed.
4A.2. Create application form and Memorandum of Understanding detailing expectations to agencies applying for continued ALOE funding and send to ALOE agencies.	Completed.
4A.3. Receive signed MOUs and notify agencies.	Completed.

OBJECTIVES AND MAJOR TASKS	STATUS
4A.4. Provide project support and technical assistance for continuing ALOE grantees.	Project support was provided by phone or e-mail this quarter to: LearnQuest (formerly known as Stanislaus Literacy Center, Torrance Adult School, and twice to San Juan Adult School.)
4A.5. Site visitations to each ALOE project to check progress and provide technical support.	Two site visits were completed: one to San Juan Unified, and one to San Bernardino Unified. An additional four site visits have been scheduled.
4A.6. Collect project data and monitor project implementation.	In progress for 2013-14. Data previously collected and analyzed for 2012-13. ALOE report was included in OTAN's Annual Report.
4A.7. Face-to-face or online meeting with ALOE grantees to share and leverage projects.	Based on online polling results, the date and time selected for an online meeting with ALOE extension recipients will be Thursday, May 1, 2014 from 12-1:00 P.M.
4A.8. Disseminate the ALOE projects and data via the OTAN newsletters, Web site, listserves, and conference presentations.	ALOE projects were shared at COABE/PIAAC Conference and TDLS this quarter.
4A.9. Evaluation report on completed ALOE projects.	Data will be collected for 2013-14 report. The previous ALOE report was included in the Annual Report (Section 5, Programming and Support). Observation reports are completed after each site visit.
4B: Host One Technology and Distance Learning Symposium	
4B.1. Form planning team for the Symposium, including field participants.	Completed.
4B.2. Select site and coordinate logistics.	Completed.
4B.3. Create updated Web page with call for presenters and online registration for Symposium.	TDLS Web page was created and is available at: www.otan.us/tdlsymposium/
4B.4. Disseminate information about registration and call for presenters at meetings, electronically and via OTAN Web site.	Completed.
4B.5. Select and schedule workshop presenters and keynote speaker.	Completed. Keynote speaker was David Rosen.
4B.6. Publish program book and other print materials.	Completed.
4B. 7. Host the Technology and Distance Learning Symposium	TDLS was held at Baldwin Park Adult School on March 7-8, 2014.
4B.8. Review Symposium Evaluations, debrief with staff, create planning document for future events.	In progress.
4C: Support Administrators on Planning for Online Instruction	
4C.1. Add members to existing APOD Advisory Group from ALOE constituents.	Kay Hartley and Sharon Ram from ALOE were previously added to the APOD group.
4C.2. Hold online meeting to update APOD Advisory Group members on progress and solicit input and ideas regarding topics for planned Webinar series for administrators.	Completed.

OBJECTIVES AND MAJOR TASKS	STATUS
4C.3. Develop schedule and content for Webinar series for administrators, based on APOD Advisory Group recommendations.	Online Curriculum webinar series scheduled. First webinar was delivered on March 26, 2014 and featured OTAC-selected presenters representing APEX, Aztec, and Edmentum.
4C.4. Advertise and register participants for administrator webinars and deliver webinars.	First webinar in series of three delivered.
4D: Support Blended/Online Courses Developed by OTAN	
4D.1. Hire Moodle Programmer to install specialized modules and to assist with troubleshooting.	Completed.
4D.2. Add specialized Moodle modules as requested. Provide technical expertise to maintain efficient functionality.	Two specialized modules were added, based on constituent needs. Technical expertise is provided on an ongoing basis. Online workshops have also been added to OTAN's line up of online training to provide technical assistance for the adult education field in using the modules.
4D.3. Hire three online program development/ALOE mentors for teachers and programs wishing to implement online instruction using a sharable OTAN-developed course, including agencies with ALOE projects.	Completed.
4D.4. Orient online program development/ALOE Mentors to courses and mentoring tasks.	Completed.
4D.5. Provide individual support for teachers implementing the OTAN online and blended courses and course materials.	Ongoing. OTAN database tracks support calls.
4D.6. Staff and mentor site visits to the continuing ALOE sites implementing the OTAN online and blended courses and course materials.	Two of nine site visits completed.
4D.7. Work with CASAS and the ALOE agencies to collect student outcome data on ALOE online and blended courses.	CASAS assessment requirements were included in all ALOE contracts. The data will be used in the final project report to CDE.
4D.8. Report on number of courses implemented, teacher training/mentoring, and student outcomes in the OTAN Annual Report.	In progress.
4E: Support Blended/Online Courses Developed by Other Entities	
4E.1. Host approved, sharable courses developed by entities other than OTAN on the OTAN Moodle Server	On track.
4E.2. Provide technical support and assistance to teachers using posted sharable courses.	Technical support provided on an as-needed, ongoing basis. Forty-six instances of client support were provided this quarter.
4E.3. Contact administrators of adult education schools electronically or face-to-face and encourage sharing of courses to the OTAN Moodle server.	On track and ongoing.
4E.4. Disseminate information regarding the availability of additional courses on the OTAN Moodle server through newsletter articles, OTAN Web posting, Webinar, and conference presentations.	Courses advertised in newsletter, on listserves, and mentioned at all conference presentations.

OBJECTIVES AND MAJOR TASKS	STATUS
4E.5. Track agencies that request a copy of online courses, provide support and course orientation.	On track and ongoing.
4F: Conduct Focus Groups to Review Distance Learning Curriculum Recommendations	
4F.1. Recruit volunteer focus group members from adult education constituents,	Ongoing.
4F.2. Hold a minimum of two focus groups that will act as a clearinghouse to provide feedback and any recommendations on distance learning curriculum.	Completed.
4F.3. Update or modify materials and suggested level and attendance hours for selected curricula for distance learning, based on focus group feedback.	Course reviewers are looking at feedback and will make modifications as needed.
4F.4. Share any implemented changes to distance learning curriculum with adult education constituents and State Leadership Projects (as necessary) through the OTAN listserves, newsletter articles, and webinars or conference presentations.	Information about Crossroads Café, Learn360, and GED Academy pilot project was disseminated through OTAN listserves, news articles and webinars. OTAN will continue to share such information in a variety of ways.
4G: Produce Annual Distance Learning Report	
4G.1. Hire data analyst.	To be done.
4G.2. Contract with CASAS to retrieve and organize distance learning data for 2012-13.	Contract has been initiated.
4G.3. Review data and work with data analyst to write report.	To be done.
4G.4. Finalize and publish distance learning report.	To be done when data is available via CASAS.
4G.5. Disseminate report by posting on the OTAN Web site, announcing in news items and other communication venues.	Once report is completed, it will be provided in hard copy to CDE, state leadership projects, OTAN repository, and state library archives. The report will also be electronically disseminated.
Task #5 – Promote Online Learning	
5A: The Online Teaching Academy (OTAC)	
5A.1. Create and post an updated online application to recruit a maximum of 10 participants for the OTAC and manage applications.	Completed.
5A.2. Review applications, select and notify participants.	Completed.
5A.3. Prepare and print training materials for face-to-face OTAC training days in Sacramento.	Completed for October 2013 and January 2014. In progress for May 2014 meeting.
5A.4. Hire three OTAC mentors and assign participants to mentors.	Completed.
5A.5. Meet with the OTAC participants and mentors for six days in Sacramento. Provide orientation and hands-on technical skills and project development.	Two of three OTAN trainings have been completed. Last training will be held in May 2014.
5A.6. Contract with Education Development Center to provide certified training in Blended and Online instruction for three OTAC mentors and up to 10 OTAC participants.	Completed.

OBJECTIVES AND MAJOR TASKS	STATUS
5A.7. Participants take eight-week online course "*Teaching Students in Blended Classrooms*	Completed. All participants successfully passed the course.
5A.8. The OTAC mentors stay in contact by phone and e-mail as participants develop their projects.	Ongoing throughout project.
5A.9. Participants attend several online meetings and communicate with their mentor as they execute their online course project.	Monthly online meetings and ongoing mentor support throughout the project.
5A.10. Participants present their projects online and debrief about their experience.	To be done at end of project.
5A.11. Produce final report on the OTAC and disseminate to participants and their administrators, and post on the OTAN Web site.	OTAC final report for period ending June 30, 2014 will be completed and submitted to CDE.
5B: Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	
5B.1. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content.	OTAN continues to support and maintain a Moodle server where shared courses are publicized and made available for review. Course request forms are embedded in all OTAN shared courses.
5B.2. Host and support Moodle courses for adult education teachers.	Ongoing.
5B.3. Hire two course reviewers with specific expertise. One course reviewer will be responsible for ESL courses and one will be responsible for ABE and ASE courses.	Completed.
5B.4. Review available online shared courses, choose those appropriate and adaptable for adult education, and post with permission.	OTAN is in the process of reviewing a teacher-created course "EL Civics at a Distance" against the iNACOL Online Course Standards. Results will be reported via a short narrative document to be included within the course. Course reviewers will also present an online report via online video conferencing. Date to be determined.
5B.5. Install courses on Moodle server, maintain courses, and provide technical support to teachers and programs.	On track and ongoing.
5B.6. Promote sharable courses on Moodle.	Sharable online courses are promoted at conferences, workshops, in news items, and via listserve messages.
5B.7. Share results of implementation through conference presentations, webinars, and publications.	On track and ongoing.
5B.8. Hire four external trainers for distance learning webinars and face-to-face workshops.	Completed.
5B.9. Present at least 20 webinars on Moodle tools and other online and distance teaching topics, and record participation.	Thirty-one webinars on Moodle tools and other online and distance teaching topics were presented this quarter for a total of 54 webinars this year.
5B.10. Present at least two webinars by distance learning experts within and beyond California and record participation.	The first webinar is scheduled for April 26, by Barbara Treacy, Director of EdTech Leaders Online. ETLO is nationally recognized for their online professional development program. The second webinar presenter is Ms Kim Harrison, a Leading Edge Certified online teacher and trainer. Date to be determined.

OBJECTIVES AND MAJOR TASKS	STATUS
5B.11. Present at least two open forum online meetings of distance learning practitioners to discuss topics of their choice, and record participation.	To be done.
5C: Support Online Curriculum Sites	
5C.1. Provide programming and technical support to maintain and promote free online curriculum sites for learning English, such as USA Learns, English for All, and California Distance Learning Project.	Programming team is working on the Web redesign which includes moving from Cold Fusion to .ASP. A coder was hired to work on the USA Learns update.
5D: Provide Synchronous Online Support and Technical Assistance	
5D.1. Provide synchronous online support and technical assistance via online chat, discussion boards, posted frequently asked questions, phone, and tutorials.	Monthly webinar sessions are scheduled to support Connect VoIP technical assistance and any other Connect-related technology support as needed.
Task #6 – Provide Current Research and Information to the Field	
6A: Maintain, expand, and Update the OTAN Web Site and Physical Archives	
6A.1. Complete the OTAN Web site redesign, based on research and user input, including navigation, graphics, and content management.	On track.
6A.2. Update Web site to include compatibility with mobile technology.	Mobile technology compatibility will be inherent in the updated Web site. Progress continues to be made in this area.
6A.3. Complete review of all content in the current OTAN site, deleting or updating content as necessary.	In progress. One new acronym was added to the OTAN dictionary and 14 broken links were either fixed or an alternate site found.
6A.4. Provide or make available professional development and training to programmers to learn and understand ASP.NET programming that will be used when moving the OTAN Web content to the new format.	Programmers completed training through Lynda.com to learn ASP.NET basics.
6A.5. Begin conversion of the OTAN Web site from ColdFusion to ASP.NET	In progress.
6A.6. Hire two news writers to write news items for the Web site home page, and information specialist to keep adult education research and documents current.	Completed.
6A.7. News writers will write news items for the OTAN Web site home page and provide other articles as necessary.	Thirty-nine news items and three classroom activities were posted this quarter by news writers.
6A.8. Maintain and expand physical archives related to adult education.	Documents related to PIACC, immigration, and the curriculum publications clearinghouse were included in the adult education archives this quarter.
6B: Market the OTAN Services	
6B.1. Host vendor tables at up to 10 state and regional conferences to inform adult educators about the OTAN services.	No vendor table was hosted this quarter.
6B.2. Produce three issues of the OTAN Online Connection, the OTAN newsletter, print and mail to members, and distribute at conferences and workshops.	Winter newsletter was disseminated in January 2014. The spring issue is being printed and will be disseminated in April 2014.

OBJECTIVES AND MAJOR TASKS	STATUS
6B.3. Produce and distribute two monthly online digests of relevant adult education information, one for administrators and one for teachers.	Teacher and administrator digests were produced and disseminated for January 2014, February 2014 and March 2014.
6B.4. Network with State Leadership Projects, Statewide Education Technology Projects, and selected professional organizations to glean information for the OTAN constituents and to share the OTAN projects with other entities.	OTAN projects and information were presented at the Field Partnership Team meeting at the ACSA Adult Education Council meeting on January 9, 2014 and the Field Partnership Team meeting on March 6, 2014.
6C: Provide training and Technical Services to the CDE and State Leadership Projects	
6C.1. Host Adobe Connect online meeting software, and provide online meeting services to other leadership projects as requested.	OTAN uses Adobe Connect online meeting software to provide online meeting services to other leadership projects as requested.
6C.2. Provide training and support to new and returning meeting hosts for online meetings in Adobe Connect, and ongoing technical support to attendees in online meetings and trainings.	Review training was provided at the Training of Trainers meeting. Technical support to online meeting attendees is provided at the beginning of each session.
6C.3. Host e-mail lists for the AEO at the CDE, and for other leadership projects as requested.	E-mail lists were established and continue to be hosted by OTAN. E-mails were sent to four separate listserves to announce the CDE Webinar, RFA, Innovation Application, Fall Update and legislation this quarter. OTAN created a weekly e-mail sent to each consultant with any changes to superintendents, AE admins, and WIA coordinators, only for agencies within that consultant's own region.
6C.4. Videotape conferences and other professional development events and provide streaming video of these events as requested by the CDE and other leadership projects.	No requests for conference videotaping or other professional development events were received for this quarter.
Task #7 – Coordinate with the CDE and State Leadership Projects	
7A: Provide Support and Hosting of Online Grant Applications and Reporting Systems for the AEO at the CDE	
7A.1. Update and post online submission forms and modify as requested by the CDE.	The WIA grant budget form was updated for 2013-14. The Innovation Program evaluation form was updated and posted. WIA Expenditure Claim Report form for 2013-14 was updated and posted. WIA online RFA application was programmed and tested. Application was posted on December 6, 2013. Online submissions were monitored through submission deadline date in January 2014.
7A.2. Update and post EL Civics technology plan submission forms.	Completed.
7B: Provide Technology Support for the OTAN's Web, Online Application, and Reporting Site	
7B.1. Provide telephone assistance and online technical support for OTAN-authored Web sites and databases, including the adult education history site, the California Students Succeed project, the Lesson Plan Builder, and others.	OTAN provided telephone or e-mail support for a total of 84 constituents. Three teachers logged in to the Lesson Plan Builder during this quarter. There was one request for information from the OTAN education history site this quarter. Five requests for assistance were provided related to library resources.
7C: Develop and Support the Technology and Distance Learning Plan	
7C.1. Assist local agencies with technology planning via online video recordings, synchronous online instruction, and one-to-one support.	Eleven instances of telephone or e-mail support to complete the technology plan for individual agencies was provided.

OBJECTIVES AND MAJOR TASKS	STATUS
7C.2. Hire two External Trainers to create online tutorials and webinars with the CDE information for agencies about completing the application process to apply for AEFLA funds.	Completed.
7C.3. Provide telephone assistance, webinars, updated tutorials, and other online technical support for adult education constituents completing the CDE's AEFLA application posted on the OTAN Web site.	Completed.
7C.4. Provide technical support for the CDE to provide information to AEFLA applicants.	Completed.
7C.5. Hire and train 10 reviewers for technology plans required for AEFLA, Title II funding.	Completed.
7C.6. All technology plans to be reviewed by two reviewers and feedback to be provided to the CDE.	On track.
7C.7. Create updated technology plan database to track agencies submitting technology plans, and process of submission, review, and approval of electronic technology plans.	Completed.
7C.8. Follow-up with the CDE and agencies regarding review findings as necessary.	On track.
7C.9. Maintain a public technology plan, available to any agency wishing to use it. Update the public technology plan as needed to be current and to meet accessibility standards.	Public technology plan is posted; updates have been completed.
7D: *Contract with adult education centers to provide technical support for technology and online instruction*	
7D.1. Provide opportunities for local agencies to use hosted e-mail lists and online meeting software.	Held online meeting to connect with the agencies participating in Access to Learning through Online Education (ALOE) pilot. Created GED listserve for teacher discussion board.
7D.2. Provide opportunities for local agencies wishing to use such Web 2.0 tools as Wikis, Blogs, Google Docs, discussion boards and others, as requested.	OTAN provided and maintains a blog for the field partnership team (FTP) at http://partnershipteam.wordpress.com/ Notes and handouts are posted for FTP meetings dating back to April 2012.
7E: *Respond to technical requests from the CDE and State Leadership Projects for Web sites and Digital Collaboration Tools as Needed*	
7E.1. Develop and host Web sites for specific projects as requested by the CDE and State Leadership Projects. Web sites may be new or revised based on client instructions.	Updated the strategic plan Web site with the Implementation Guide. Adobe Connect server was maintained. The combined professional development calendar will continue to be maintained in collaboration with CASAS and CALPRO. CDE landing page created on OTAN Web site for WIA-II Webinar archive and documents and the Fall Update – December 2013.
7E.2. Provide technical assistance, as requested, to the CDE and State Leadership Projects related to Web sites and digital collaboration tools.	There was one request for technical assistance this quarter.
7F: *Respond to requests from the CDE and State Leadership Projects for Data and Reports*	
7F.1. Provide requested data and reports to the CDE and State Leadership Projects as needed.	Ongoing.

Appendix D

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN130103
April 1, 2014 – June 30, 2014

Outreach and Technical Assistance Network
Sacramento County Office of Education
Progress Report, Contract # CN130103
April 1, 2014 – June 30, 2014

OBJECTIVES AND MAJOR TASKS	STATUS
Task #1 – Promote 21st Century Skills	
1A: Research and Share Information on Emerging Technologies	
1A.1. Subscribe to selected professional organizations that provide pertinent information related to adult education and to the integration of curriculum, technology, and teaching.	LRP Publications (Education Grants Alert), Adult Education Quarterly, Wired Magazine, Digital Learning Now!, Leading and Learning with Technology, were ordered in July 2013
1A.2. Read, review, and research information relevant to adult education and to the integration of curriculum, technology, and teaching provided through professional organization subscriptions.	Ongoing
1A.3. Collect data on implementation of blended learning models whether through the Innovation and Alternative Instructional Delivery Programs application, or through focusing on promising practices and data by agencies participating in the OTAN's ALOE project and evaluation.	ALOE data was previously entered in CASAS database for end-of project year review analysis. Information is contained in the OTAN annual report, which was provided to CDE and to the other leadership projects.
1A.4. Post pertinent research and relevant information related to adult education and to the integration of curriculum, technology, and teaching on the OTAN Web site and disseminate through OTAN listserves and newsletters to adult education constituents.	Pertinent research and relevant adult education topics are posted on a regular basis to the OTAN front page and shared via listserve as appropriate.

The Spring edition of the OTAN newsletter was posted in April 2014. (http://www.otan.us/Training/pdfs/newsltr2014/spring2014.pdf)

This quarter, the course approval site was updated and activated to accept 2014-15 course submissions for approval.

OTAN continues to host four listserves for CDE (AE admins, AE college presidents, AE practitioners, and AE superintendents. A new listserve for GED teachers was created this quarter. |
1A.5. Share research and emerging technology information with adult education constituents at conference presentations, face-to-face meetings, and relevant workshops.	Research and emerging technology information with adult education was shared with constituents at the following events during this quarter: Lead 3.0 (San Mateo), CCAE (San Diego), CATESOL (Sacramento), NROC (Monterey), ACSA Adult Education Council (Sacramento), OTAC/TIMAC participants (Sacramento), CALPRO Leadership Institute (Sacramento), CASAS Summer Institute (Sacramento), ISTE (Atlanta).
1B: Research, Develop, and Share Mobile Technologies	
1B.1. Expand mobile technology application, "Words4U", to include vocabulary from selected Advanced English as a Second Language (ESL) course to support English acquisition to prepare adult students for transition to work.	Completed.
1B.2. Hire content expert with andragogy and vocabulary knowledge of Advanced ESL.	Completed.
1B.3. Develop "Words4U" mobile application through incorporation of vocabulary, graphics, and audio. Test application and make any corrections.	Completed.

OBJECTIVES AND MAJOR TASKS	STATUS
1B.4. Submit mobile application to iTunes for approval.	Completed.
1B.5. Research and identify other areas of need that could be addressed by using new mobile technologies.	Completed.
1B.6. Coordinate with State Leadership Projects, CDE State Leadership Contract Monitors, and Statewide Education Technology Projects to identify and share mobile applications appropriate for adult education constituents.	Ongoing.
1B.7. Identify target audience(s) that would benefit from the mobile technologies and identify strategies to meet the target audience's needs while maximizing existing mobile resources.	Completed.
1C: Provide Professional Development Opportunities Online and Face-to-Face Via Workshops, Webinars, and Other Delivery Models	
1C.1. Identify a pool of up to 20 potential External Trainers to offer online and face-to-face workshops based on subject matter expertise and the technology integration needs of the field.	Completed.
1C.2. Provide face-to-face orientation and the OTAN goals overview to external trainers.	Completed.
1C.3. Provide online orientation and the OTAN goals overview to any external trainers who were unable to attend face-to-face training.	Completed.
1C.4. Provide professional development for the OTAN staff via distance learning conferences and organizational memberships, to keep up-to-date regarding national and international developments in online learning, and to provide new information to the field.	Association memberships purchased. Professional development related to teaching online secured through Education Technology Leaders Online for all OTAN PD coordinators, Lynda.com licenses purchased for Web and programming team.
1C.5. Develop and revise professional development materials as necessary.	Ongoing and based on constituent feedback.
1C.6. Schedule a minimum of five webinars on distance learning topics that include a focus on 21st Century skills for teachers, administrators, or adult learners.	Four distance learning focused webinars were completed this quarter, for a total of 15 this year.
1C.7. Schedule a minimum of three face-to-face workshops on distance learning topics that include a focus on 21st Century skills for adult learners.	Completed
1C.8. Deliver up to 25 webinars or face-to-face workshops for adult schools and other adult education agencies.	Twenty-one webinars and 10 face-to-face workshops were provided this quarter, for a total of 77 webinars and 39 face-to-face workshops this year.
1C.9. Plan conference schedule for the year, including regional, state, and out-of-state as warranted.	Completed.
1C.10. Write proposals, develop handouts and presentation slides.	Ongoing.
1C.11. Present workshops at regional, state, and out-of-state adult education and selected technology conferences as warranted.	Workshops were presented at the following conferences this quarter: CATESOL Capitol Area CAEAA in Sacramento, NROC in Monterey, Lead 3.0 in San Mateo, CCAE in San Diego, CASAS Summer Institute in San Diego, ISTE in Atlanta.

OBJECTIVES AND MAJOR TASKS	STATUS
1C.12. Review presentation evaluations and revise presentations as necessary.	Evaluations are reviewed for each training session and conference presentation. Comments are noted and adjustments to future sessions are made as appropriate.
1C.13. Collaborate with State Leadership projects and Statewide Education Technology Services to share information related to 21st Century skills and emerging technologies that can be disseminated to respective constituent groups.	OTAN participates in every CDE-initiated Leadership Team meeting and will continue to collaborate and share information related to 21st Century skills and emerging technologies. TICAL and OTAN exchange information on technology trends and hot topics of specific interest to education administrators. Information on blended models is collected primarily via the Innovation Applications and via ALOE – Access to Learning through Online Education, which was extended to June 2014. OTAN Director presented at CALPRO's Leadership Institute and OTAN team presented at CASAS' Summer Institute.
1D: Conduct One Face-to-Face OTAN Advisory Committee (OAC) Meeting and Additional Ad Hoc Meetings Online as Needed to Focus on Promotion of 21st Century Skills Crucial to the Success of Adult Learners	
1D.1. Create agenda and send meeting invitations electronically to field colleagues representing a range of regions, program sizes, and positions, including administrators, coordinators, and instructors.	Completed.
1D.2. Disseminate advisory committee meeting notes electronically to attendees and any advisors who were unable to attend. Ask for clarification, additional ideas, and resources, as necessary.	Completed.
1D.3. Share relevant information from the OAC with the OTAN staff and adult education constituents at meetings or electronically.	Information gleaned from the OAC committee was shared with OTAN staff at staff meetings and in OTAN newsletter.
1D.4. Based on the OAC recommendations, determine what content should be incorporated into planned webinars, videoconferences, or future video productions for adult education constituents.	Recommendations incorporated into two webinars and one video.
1D.5. Hold additional ad hoc online or phone conferences with Technology Integration Advisory Committee as needed. Inform advisory group members of information dissemination efforts.	Completed.
1E: Special Projects Related to 21st Century Skills	
1E.1. Use information, research, and resources identified by OTAN Advisory Committee and other adult education constituents to plan and shoot content for three short online videos focused on 21st Century skills to support teachers and adult learners.	Completed.
Task #2 – Connect Technology to the Curriculum	
2A: Continue Development of the Teaching with Technology Site	
2A.1. Hire four Tech Framework Developers to connect technology integration strategies to teaching content in the areas of ESL, Adult Basic Education, Adult Secondary Education and the General Educational Development Test.	Completed.
2A.2. Research, review, and select content appropriate for inclusion on the Teaching with Technology site to continue population of the database, expanding to all instructional areas.	109 new entries were researched and added to Teaching with Technology during this fiscal year; 24 for ABE, 8 each for GED and HSD, and 69 for ESL.

OBJECTIVES AND MAJOR TASKS	STATUS
2B: Provide Professional Development on Ways to Use the Teaching with Technology Site	
2B.1. Provide information on how to use the Teaching with Technology (TwT) site as part of regularly-scheduled Webinar, workshop, and conference presentations.	Ongoing. TwT teachers meet online for an hour at least once per month; meetings started on October 7, 2013. Three monthly meetings were conducted in the 4th quarter.
2C: Host the Technology Integration Mentor Academy (TIMAC)	
2C.1. Identify and recruit a maximum of 10 adult education providers to participate in the TIMAC.	Completed.
2C.2. Prepare and print training materials for face-to-face TIMAC training in Sacramento.	Completed.
2C.3. Hire one expert trainer for TIMAC and three support mentors for the TIMAC based on geographic location of participants, and assign participants to mentors.	Completed. Completed.
2C.4. Meet with the TIMAC participants for five days in Sacramento (two days in October 2013, one day in January 2014, and two days in May 2014).	Completed.
2C.5. The TIMAC support mentors make at least one site visit to each mentee and stay in contact by phone, Web conferencing, and e-mail as participants develop their projects.	Completed.
2C.6. Collect pre and post data on the TIMAC participant skills and projects via online forms.	Completed.
2C.7. Participants attend several online meetings and communicate with their mentor as they execute their project.	Completed May 30, 2014.
2C.8. Participants meet in Sacramento to present their projects, debrief and receive additional technology training.	
2C.9. Produce final written report on the TIMAC and disseminate to participants and their administrators in meetings or electronically, and post on the OTAN Web site.	On track.
2C.10. Review application process and number of the TIMAC applicants. Based on findings, develop application for following year or re-visit training time line.	In progress.
2D: Collaborate with Local, State, and National Projects Related to Technology, Distance, and Online Learning	
2D.1. Leverage services and resources for California adult education providers through collaboration efforts in face-to-face and through electronic communication.	Collaboration efforts with NROC and TICAL leverage regional technology training opportunities and sharing of online resources with our respective constituents.
2E: Leverage Statewide Licensing of Technology-Based Content	

OBJECTIVES AND MAJOR TASKS	STATUS
2E.1. Review commercial adult learning online curriculum products, and negotiate state licensing options as appropriate.	Commercial content was purchased and disseminated. New options are being reviewed.
Task #3 – Support Transition of Adult Education Students to Work, Training, and Postsecondary Education	
3A: Provide and Support Online Transition Skills Course	
3A.1. Use information gleaned from previously piloted online transition skills course to edit or revise as necessary. Continue to provide online and phone support to teachers using the course.	Online and phone support were provided throughout the year. Transition course was revised and re-posted.
3A.2. Continue to market the online transition skills course via the OTAN newsletters, Web site, and at conferences.	Ongoing.
3B: Provide Professional Development and Support for Student ePortfolios	
3B.1. Continue to promote ePortfolios via the OTAN Web site, newsletters, and webinars. Provide information in technology trainings and at scheduled conference presentations.	ePortfolios are promoted via the OTAN Web site. This topic is included in technology trainings and will be included at scheduled conference presentations.
3B.2. Provide technical support to teachers using ePortfolios via phone and online.	Technical support is available from two trainers via phone and online. Two technical support calls for ePortfolios were received this quarter.
3B.3. Provide professional development to adult educators on how to effectively use ePortfolios. The professional development will be delivered via webinars, videoconferences, or other online venues.	Four Webinars on this topic were delivered this quarter.
3C: Support Transitioning Goals and Tracking for Core Performance Follow Up with Social Media	
3C.1. Provide information and support for teachers who want to find out if their exiting students transitioned to work, other training, or postsecondary using social media as the medium.	There was one telephone field inquiry during this quarter on this subject.
3C.2. Provide at least two webinars on different ways social media can be used to track existing students, such as social groups, forums, or discussion areas.	Completed.
Task #4 – Promote and Support Blended Distance Learning	
4A: Competitive Selection for Grant Extensions to the ALOE Projects	
4A.1. Provide Webinar with information to applicants providing funding details, process, and expectations.	Completed.
4A.2. Create application form and Memorandum of Understanding detailing expectations to agencies applying for continued ALOE funding and send to ALOE agencies.	Completed.
4A.3. Receive signed MOUs and notify agencies.	Completed.

OBJECTIVES AND MAJOR TASKS	STATUS
4A.4. Provide project support and technical assistance for continuing ALOE grantees.	Project support was provided by phone or e-mail this quarter to: Berkeley Adult School, Torrance Adult School, San Juan Adult Education, Fremont Adult School, and Jewish Vocational Services.
4A.5. Site visitations to each ALOE project to check progress and provide technical support.	Site visits to all nine ALOE agencies completed.
4A.6. Collect project data and monitor project implementation.	Completed. ALOE report will be included in OTAN's end-of-year report.
4A.7. Face-to-face or online meeting with ALOE grantees to share and leverage projects.	Online meeting held on May 1, 2014. Information was disseminated throughout the year via distribution lists and phone calls to individual sites.
4A.8. Disseminate the ALOE projects and data via the OTAN newsletters, Web site, listservs, and conference presentations.	ALOE projects were shared at Lead 3.0, CCAE, and CASAS Summer Institute this quarter. Information was disseminated throughout the year via distribution lists.
4A.9. Evaluation report on completed ALOE projects.	Data will be collected for 2013-14 report and analyzed via CASAS. The final report will be included as part of the end-of-year report to CDE. Observation reports are completed after each site visit.
4B: Host One Technology and Distance Learning Symposium	
4B.1. Form planning team for the Symposium, including field participants.	Completed.
4B.2. Select site and coordinate logistics.	Completed.
4B.3. Create updated Web page with call for presenters and online registration for Symposium.	Completed.
4B.4. Disseminate information about registration and call for presenters at meetings, electronically and via OTAN Web site.	Completed.
4B.5. Select and schedule workshop presenters and keynote speaker.	Completed.
4B.6. Publish program book and other print materials.	Completed.
4B. 7. Host the Technology and Distance Learning Symposium	Completed.
4B.8. Review Symposium Evaluations, debrief with staff, create planning document for future events.	Completed.
4C: Support Administrators on Planning for Online Instruction	
4C.1. Add members to existing APOD Advisory Group from ALOE constituents.	Completed for 2013-14.
4C.2. Hold online meeting to update APOD Advisory Group members on progress and solicit input and ideas regarding topics for planned Webinar series for administrators.	Completed.
4C.3. Develop schedule and content for Webinar series for administrators, based on APOD Advisory Group recommendations.	Completed.

OBJECTIVES AND MAJOR TASKS	STATUS
4C.4. Advertise and register participants for administrator webinars and deliver webinars.	Completed webinar series; nine presentations recorded and disseminated.
4D: Support Blended/Online Courses Developed by OTAN	
4D.1. Hire Moodle Programmer to install specialized modules and to assist with troubleshooting.	Completed.
4D.2. Add specialized Moodle modules as requested. Provide technical expertise to maintain efficient functionality.	Two specialized modules were added, based on constituent needs. Technical expertise is provided on an ongoing basis
4D.3. Hire three online program development/ALOE mentors for teachers and programs wishing to implement online instruction using a sharable OTAN-developed course, including agencies with ALOE projects.	Completed.
4D.4. Orient online program development/ALOE Mentors to courses and mentoring tasks.	Completed.
4D.5. Provide individual support for teachers implementing the OTAN online and blended courses and course materials.	Ongoing. OTAN database tracks support calls.
4D.6. Staff and mentor site visits to the continuing ALOE sites implementing the OTAN online and blended courses and course materials.	Completed.
4D.7. Work with CASAS and the ALOE agencies to collect student outcome data on ALOE online and blended courses.	CASAS assessment requirements were included in all ALOE contracts. The data will be used in the final project report to CDE.
4D.8. Report on number of courses implemented, teacher training/mentoring, and student outcomes in the OTAN Annual Report.	In progress.
4E: Support Blended/Online Courses Developed by Other Entities	
4E.1. Host approved, sharable courses developed by entities other than OTAN on the OTAN Moodle Server	Courses shared by OTAN include: **The Write Stuff** (teacher developed); **EL Civics for Distance Learning** (teacher developed); **ESL Citizenship Preparation** (teacher developed); and **Developmental Math** (NROC developed).
4E.2. Provide technical support and assistance to teachers using posted sharable courses.	Technical support provided on an as-needed, ongoing basis. One hundred and nine (109) instances of client support were provided this quarter.
4E.3. Contact administrators of adult education schools electronically or face-to-face and encourage sharing of courses to the OTAN Moodle server.	On track and ongoing.
4E.4. Disseminate information regarding the availability of additional courses on the OTAN Moodle server through newsletter articles, OTAN Web posting, Webinar, and conference presentations.	Completed. Courses advertised in newsletter, on listservs, and mentioned at all conference presentations.
4E.5. Track agencies that request a copy of online courses, provide support and course orientation.	On track and ongoing.
4F: Conduct Focus Groups to Review Distance Learning Curriculum Recommendations	

OBJECTIVES AND MAJOR TASKS	STATUS
4F.1. Recruit volunteer focus group members from adult education constituents, Webinar, and conference attendees.	Ongoing.
4F.2. Hold a minimum of two focus groups that will act as a clearinghouse to provide feedback and any recommendations on distance learning curriculum.	Completed.
4F.3. Update or modify materials and suggested level and attendance hours for selected curricula for distance learning, based on focus group feedback.	Completed for 2013-14.
4F.4. Share any implemented changes to distance learning curriculum with adult education constituents and State Leadership Projects (as necessary) through the OTAN listservs, newsletter articles, and webinars or conference presentations.	Completed for 2013-14.
4G: Produce Annual Distance Learning Report	
4G.1. Hire data analyst.	In progress.
4G.2. Contract with CASAS to retrieve and organize distance learning data for 2012-13.	Process completed.
4G.3. Review data and work with data analyst to write report.	In progress.
4G.4. Finalize and publish distance learning report.	In progress.
4G.5. Disseminate report by posting on the OTAN Web site, announcing in news items and other communication venues.	Once report is completed, it will be provided in hard copy to CDE, state leadership projects, OTAN repository, and state library archives. The report will also be electronically disseminated.
Task #5 – Promote Online Learning	
5A: The Online Teaching Academy (OTAC)	
5A.1. Create and post an updated online application to recruit a maximum of 10 participants for the OTAC and manage applications.	Completed.
5A.2. Review applications, select and notify participants.	Completed.
5A.3. Prepare and print training materials for face-to-face OTAC training days in Sacramento.	Completed for all meetings.
5A.4. Hire three OTAC mentors and assign participants to mentors.	Completed.
5A.5. Meet with the OTAC participants and mentors for six days in Sacramento. Provide orientation and hands-on technical skills and project development.	All OTAN trainings have been completed. Last training was held in May 2014.
5A.6. Contract with Education Development Center to provide certified training in Blended and Online instruction for three OTAC mentors and up to 10 OTAC participants.	Completed.
5A.7. Participants take eight-week online course "*Teaching Students in Blended Classrooms*	Completed. All participants successfully passed the course.
5A.8. The OTAC mentors stay in contact by phone and e-mail as participants develop their projects.	Ongoing throughout project.

OBJECTIVES AND MAJOR TASKS	STATUS
5A.9. Participants attend several online meetings and communicate with their mentor as they execute their online course project.	Monthly online meetings and ongoing mentor support throughout the project.
5A.10. Participants present their projects online and debrief about their experience.	Completed.
5A.11. Produce final report on the OTAC and disseminate to participants and their administrators, and post on the OTAN Web site.	OTAC final report for period ending June 30, 2014 will be completed and submitted to CDE.
5B: Provide Professional Development Opportunities and Other Options to Support California Adult Educators in the Area of Online Learning	
5B.1. Maintain and expand a Web site for collecting and sharing online courses developed using Moodle or other open education content.	OTAN continues to support and maintain a Moodle server where shared courses are publicized and made available for review. Course request forms are embedded in all OTAN shared courses.
5B.2. Host and support Moodle courses for adult education teachers.	Ongoing.
5B.3. Hire two course reviewers with specific expertise. One course reviewer will be responsible for ESL courses and one will be responsible for ABE and ASE courses.	Completed.
5B.4. Review available online shared courses, choose those appropriate and adaptable for adult education, and post with permission.	OTAN is currently reviewing a teacher-created course "EL Civics for Distance Learning" against the iNACOL Online Course Standards. Results will be reported via a short narrative document to be included within the course. Course reviewers will also present an online report via online video conferencing. The recording will be posted in the sample course to be available to potential teachers for review.
5B.5. Install courses on Moodle server, maintain courses, and provide technical support to teachers and programs.	On track and ongoing.
5B.6. Promote sharable courses on Moodle.	Sharable online courses are promoted at conferences, workshops, in news items, and via listserve messages.
5B.7. Share results of implementation through conference presentations, webinars, and publications.	On track and ongoing.
5B.8. Hire four external trainers for distance learning webinars and face-to-face workshops.	Completed.
5B.9. Present at least 20 webinars on Moodle tools and other online and distance teaching topics, and record participation.	Twenty-six webinars on Moodle tools and other online and distance teaching topics were presented this quarter for a total of 80 webinars this year.
5B.10. Present at least two webinars by distance learning experts within and beyond California and record participation.	Completed.
5B.11. Present at least two open forum online meetings of distance learning practitioners to discuss topics of their choice, and record participation.	Completed.
5C: Support Online Curriculum Sites	

OBJECTIVES AND MAJOR TASKS	STATUS
5C.1. Provide programming and technical support to maintain and promote free online curriculum sites for learning English, such as USA Learns, English for All, and California Distance Learning Project.	Programming team is working on the Web redesign which includes moving from Cold Fusion to .ASP. A coder was hired to work on the USA Learns update.
5D: Provide Synchronous Online Support and Technical Assistance	
5D.1. Provide synchronous online support and technical assistance via online chat, discussion boards, posted frequently asked questions, phone, and tutorials.	Monthly webinar sessions are scheduled to support Connect VoIP technical assistance and any other Connect-related technology support as needed.
Task #6 – Provide Current Research and Information to the Field	
6A: Maintain, expand, and Update the OTAN Web Site and Physical Archives	
6A.1. Complete the OTAN Web site redesign, based on research and user input, including navigation, graphics, and content management.	On track.
6A.2. Update Web site to include compatibility with mobile technology.	Mobile technology compatibility will be inherent in the updated Web site. Progress continues to be made in this area.
6A.3. Complete review of all content in the current OTAN site, deleting or updating content as necessary.	In progress. New content added related to AB 86; broken links were identified and fixed or alternative sites were substituted.
6A.4. Provide or make available professional development and training to programmers to learn and understand ASP.NET programming that will be used when moving the OTAN Web content to the new format.	Programmers completed training through Lynda.com to learn ASP.NET basics.
6A.5. Begin conversion of the OTAN Web site from ColdFusion to ASP.NET	In progress.
6A.6. Hire two news writers to write news items for the Web site home page, and information specialist to keep adult education research and documents current.	Completed.
6A.7. News writers will write news items for the OTAN Web site home page and provide other articles as necessary.	Thirty-seven news items and three classroom activities were posted this quarter by news writers.
6A.8. Maintain and expand physical archives related to adult education.	Documents related to PIACC, immigration, WIA II, and the curriculum publications clearinghouse were included in the adult education archives this quarter.
6B: Market the OTAN Services	
6B.1. Host vendor tables at up to 10 state and regional conferences to inform adult educators about the OTAN services.	One vendor table was hosted this quarter at the CCAE State Conference in San Diego.
6B.2. Produce three issues of the OTAN Online Connection, the OTAN newsletter, print and mail to members, and distribute at conferences and workshops.	Completed.
6B.3. Produce and distribute two monthly online digests of relevant adult education information, one for administrators and one for teachers.	Completed.

OBJECTIVES AND MAJOR TASKS	STATUS
6B.4. Network with State Leadership Projects, Statewide Education Technology Projects, and selected professional organizations to glean information for the OTAN constituents and to share the OTAN projects with other entities.	OTAN projects and information were presented at the ACSA Adult Education Council meeting on May 15, 2014, the Field Partnership Team meeting on June 5, 2014, the CALPRO Leadership Institute on June 10, 2014, and the CASAS Summer Institute on June 17, 2014.
6C: Provide training and Technical Services to the CDE and State Leadership Projects	
6C.1. Host Adobe Connect online meeting software, and provide online meeting services to other leadership projects as requested.	OTAN hosted a total of 25 meeting sessions this year.
6C.2. Provide training and support to new and returning meeting hosts for online meetings in Adobe Connect, and ongoing technical support to attendees in online meetings and trainings.	OTAN provided monthly trainings for online meeting hosts.
6C.3. Host e-mail lists for the AEO at the CDE, and for other leadership projects as requested.	Email messages were sent to constituents by request of CALPRO and CASAS this quarter to advertise trainings and to request constituent feedback. Four separate email lists were hosted for CDE.
6C.4. Videotape conferences and other professional development events and provide streaming video of these events as requested by the CDE and other leadership projects.	17 CalPro demo videos were filmed, edited and posted by OTAN.
Task #7 – Coordinate with the CDE and State Leadership Projects	
7A: Provide Support and Hosting of Online Grant Applications and Reporting Systems for the AEO at the CDE	
7A.1. Update and post online submission forms and modify as requested by the CDE.	WIA Expenditure Claim Report form for 2013-14 was modified and posted.
7A.2. Update and post EL Civics technology plan submission forms.	Completed.
7B: Provide Technology Support for the OTAN's Web, Online Application, and Reporting Site	
7B.1. Provide telephone assistance and online technical support for OTAN-authored Web sites and databases, including the adult education history site, the California Students Succeed project, the Lesson Plan Builder, and others.	OTAN provided telephone or e-mail support for 64 constituents this quarter, adding to a total of 213 constituents assisted this year. Fourteen hundred and fifty (1,450) teachers logged in to the Lesson Plan Builder during this quarter. There were 14 Two requests for assistance related to library resources.
7C: Develop and Support the Technology and Distance Learning Plan	
7C.1. Assist local agencies with technology planning via online video recordings, synchronous online instruction, and one-to-one support.	Four instances of telephone or e-mail support to complete the technology plan for individual agencies was provided this quarter.
7C.2. Hire two External Trainers to create online tutorials and webinars with the CDE information for agencies about completing the application process to apply for AEFLA funds.	Completed.
7C.3. Provide telephone assistance, webinars, updated tutorials, and other online technical support for adult education constituents completing the CDE's AEFLA application posted on the OTAN Web site.	Completed.
7C.4. Provide technical support for the CDE to provide information to AEFLA applicants.	Completed.

OBJECTIVES AND MAJOR TASKS	STATUS
7C.5. Hire and train 10 reviewers for technology plans required for AEFLA, Title II funding.	Completed.
7C.6. All technology plans to be reviewed by two reviewers and feedback to be provided to the CDE.	Completed.
7C.7. Create updated technology plan database to track agencies submitting technology plans, and process of submission, review, and approval of electronic technology plans.	Completed.
7C.8. Follow-up with the CDE and agencies regarding review findings as necessary.	Completed.
7C.9. Maintain a public technology plan, available to any agency wishing to use it. Update the public technology plan as needed to be current and to meet accessibility standards.	Public technology plan is posted; updates have been completed.
7D: *Contract with adult education centers to provide technical support for technology and online instruction*	
7D.1. Provide opportunities for local agencies to use hosted e-mail lists and online meeting software.	Completed.
7D.2. Provide opportunities for local agencies wishing to use such Web 2.0 tools as Wikis, Blogs, Google Docs, discussion boards and others, as requested.	OTAN provided and maintains a blog for the field partnership team (FTP) at http://partnershipteam.wordpress.com/ Notes and handouts are posted for each FTP meeting dating back to April 2012.
7E: *Respond to technical requests from the CDE and State Leadership Projects for Web sites and Digital Collaboration Tools as Needed*	
7E.1. Develop and host Web sites for specific projects as requested by the CDE and State Leadership Projects. Web sites may be new or revised based on client instructions.	Updated the strategic plan Web site with the Implementation Guide. The combined professional development calendar will continue to be maintained in collaboration with CASAS and CALPRO. CDE landing page created on OTAN Web site for CDE AEO news and information.
7E.2. Provide technical assistance, as requested, to the CDE and State Leadership Projects related to Web sites and digital collaboration tools.	There were three requests for technical assistance this quarter.
7F: *Respond to requests from the CDE and State Leadership Projects for Data and Reports*	
7F.1. Provide requested data and reports to the CDE and State Leadership Projects as needed.	Ongoing.

Appendix E

Online Teacher Academy and
Technology Integration Mentor Academy
(OTAC/TIMAC)

Presentations
May 29-30, 2014

Online Teacher Academy and Technology Integration Mentor Academy (OTAC/TIMAC)

by OTAN

Presentations
May 29-30, 2014
Sacramento County Office of Education

OTAN Vision
To lead California adult education in the integration of technology into the educational process, ultimately empowering learners to meet their academic, employment and civic goals.

TIMAC Thursday, May 29 2014

1:45	Rebekah Villafana	LAUSD DACE, Van Nuys Service Center
1:55	Nicolle Durr	Oxnard Adult School
2:15	Jaeimi Naish	Tamalpais Adult School
2:25	Jennifer Gagliardi	Milpitas Adult Education
2:35	Maria Martinez	Stockton School for Adults
2:45	Carol Gonnela	San Mateo UHSD Adult School
2:55	Carla Stoner	MiraCosta Community College

OTAC Friday, May 30, 2014

11:10	Guillermo Verdin	LAUSD DACE, Belmont Service Area
11:20	Yesenia Ceballos	San Bernardino Adult School
11:30	Susan Briggs	Pasadena City College
11:40	Donna Barr	Garden Grove, Lincoln Education Center
11:50	Debra Jensen	Baldwin Park Adult and Community Education
1:20	Tracey Niizawa	Garden Grove, Lincoln Education Center
1:30	Margaret Pinto	Azusa Adult School
1:40	Diana Vera-Alba	Sweetwater UHSD Division of Adult Education
1:50	Francisco Lopez	Chaffey Adult School
2:00	Anthony Burik	Mt. Diablo Adult Education

	Name: **Rebekah Villafana**
	Agency: **LAUSD Division of Adult and Career Education**
	Administrator: **Poi Wong**
	Program Area: **ABE**
	Support Mentor: **Barry Bakin**

Project description

One ABE teacher created a mini computer-based learning center, one ABE teacher and one ESL teacher incorporated Interactive Whiteboards in weekly lesson plans, one ASE teacher started design on a branch location website, and one ASE teacher hosted two "Technology Skills for the new GED" workshops.	Who was/were your mentee(s)? **Crista Dunn** **James Palumbo**

Name: **Nicole Durr**	
Agency: **Oxnard Adult School**	
Administrator: **Judy Perkins**	
Program Area: **ESL**	
Support Mentor: **Barry Bakin**	

Project description	
	Who was/were your mentee(s)?
My participation in TIMAC, cohort 10, has provided a newfound appreciation for technology, collaboration, mentoring, and e-learning. This year I have had the pleasure to work with Wendy Batstone, a colleague of mine who has mentored me throughout my teaching career at Oxnard Adult School. I approached Wendy to be my TIMAC mentee for two reasons – she is an early adopter of technology and passionate about literacy. Wendy is the Adult Literacy Center Coordinator for the Camarillo Public Library. Her chief role as coordinator is to provide training to volunteer literacy tutors from the community before, during, and after they sign-up. After a needs assessment, we determined that the knowledge and resources acquired from TIMAC would best service tutors at the Adult Literacy Center. Hence, our project focus was to create "just-in-time" training for tutors in a format that best accommodated their schedules – completely online. Our specific goals were to create 10 online training modules for tutor's using ProLiterarcy.org website resources, and to increase tutors positive attitude toward using technology by 100%. We administered a pre and post attitudinal survey to measure tutor's attitude and receive feedback. Our results were excellent! Not only did the tutors want the online training – they actually found them to be useful and immediately applicable. For this reason, I would like to whole-heartedly thank OTAN and TIMAC for their support and guidance. This has been a rewarding and positive experience for both Wendy and me.	**Wendy Batstone**

	Name: **Jaemi Naish**
	Agency: **Tamalpais Adult School**
	Administrator: **Corbett Elsen**
	Program Area: **ASE**
	Support Mentor: **Bethany Ely**

Project description	
	Who was/were your mentee(s)?
Increasing technology use across all programs and staff members at Tamalpais Adult School was one of three important projects in 2013-14. A secondary project was for GED/HSD teachers to provide access and exposure to technology to their students by identifying and using at least 3 websites and/or online learning platforms in their teaching on a bimonthly basis. The final project was to mentor Joan Prigian, ESL Coordinator, to improve her computer skills from the beginning level to an intermediate level. Additionally, several unofficial projects were implemented as a result of the goal to increase technology use at Tamalpais Adult School.	**Joan Prigian** **Sue DeVinny** **Isabel Oates**

	Name: **Jennifer Gagliardi**
	Agency: **Milpitas Adult Education**
	Administrator: **Kathleen Pearson/Dan Kreuzer**
	Program Area: **ESL/Citizenship**
	Support Mentor: **Leticia Hernandez**

Project description	
	Who was/were your mentee(s)?
1) Develop procedures to use ChromeBooks and Windows 8 computers 2) Help teachers to create class websites via social media, blogs, SchoolLoop, or "class-subscription" sites. 3) Create/post materials based on the USCIS Revised N-400 & the 100 Questions (mp3, mp4, ppt, pdf) to the citizenship class website 4) Identify appropriate Computer Literacy skills per ESL Level.	**Elsie Chandler** **Lisa Lau** **Patti Gairaud**

Name: **Maria Martinez**	
Agency: **Stockton School for Adults**	
Administrator: **Carol Hirota**	
Program Area: **ASE**	
Support Mentor: **Bethany Ely**	

Project description	
ASE teachers use online curriculum to prepare adult learners for the new GED 2014 test My goal was a paperless classroom. My first project was creating a Weebly Web site as a resource for student lessons. My second project was mentoring teachers and helping them increase technology integration into teacher's lessons and student's learning process. Brian Canepa created online lessons using a Learning Management System for his courses. He developed and completed five courses using a commercial LMS. Jesus Davila incorporated technology in his classroom to prepare students for the new GED Test by using an online GED preparation program and online keyboarding lessons. Dena Greeno's goal was to integrate technology daily in her beginning-high ESL class. She is using Otan's Teaching with Technology, Englishclub.com, and USAlearns.org for various lessons.	Who was/were your mentee(s)? **Brian Canepa** **Jesus Davila** **Dena Greeno**

Name: **Carol Gonella**	
Agency: **San Mateo UHSD Adult School**	
Administrator: **Tim Doyle**	
Program Area: **ESL**	
Support Mentor: **Leticia Hernandez**	

Project description

	Who was/were your mentee(s)?
ESL teachers record their teaching practices to contribute to the professional development video library. Ten videos are posted on a shared Web site.	**Aleacia Dentoni** **Lily Adlawan** **Laetitia Bordes** **Alejandro Quintana** **Melvin Ong**

Name: **Carla Stoner**	
Agency: **MiraCosta Community College**	
Administrator: **Ruth Gay**	
Program Area: **ESL**	
Support Mentor: **Barry Bakin**	

Project description

	Who was/were your mentee(s)?
Beginning ESL teachers integrate technology in their classes using word processors, web cams, PPT , web based sites and social media platforms. Our work environment has become one of encouragement and learning. Teachers outside the mentee group are increasingly interested in and have used new forms of technology in their classes.	**Ellen Fatseas** **Julia Cantu**

TIMAC Support Mentors:

Barry Bakin, Pacoima Skills Center, LAUSD DACE

Barry has served in many roles in the Division of Adult and Career Education of the Los Angeles Unified School District. First and foremost, he has been a classroom teacher of ESL for adult immigrant students at Pacoima Skills Center and more recently the East LA Occupational Center. He was also the ESL Coordinator for the night program at the Main Campus of South Gate Community Adult School. For many years he served as a technology adviser for DACE. Being a classroom teacher gives him the opportunity to experiment with the technologies that he learns about with his own students. Barry also acted as a group leader in PBworks summer boot camps. For many years Barry has shared his experiences and expertise with other teachers through numerous conference presentations and trainings, sponsored by CATESOL, CUE, OTAN, CALPRO and others.

Bethany Ely, Elk Grove Adult and Community Education

Bethany has held positions as an adult ESL teacher and counselor at Sacramento City Unified School District and Elk Grove Adult and Community Education, as well as CSUS College of Continuing Education. She is an active technology user and has been involved in OTAN's Teaching with Technology project - to redesign its online resources for teachers to make them more directly connected to curriculum standards in an online search tool. This project involves contributing to the new design of the site, and reviewing Web links to designate where they should be placed on the site. She was a Cohort 4 participant in OTAN's Technology Integration Mentor Academy in 2007-09.

Leticia Hernandez, Castro Valley Adult and Career Education

Leticia is a career and technical education teacher, a chief GED examiner and office support staff at Castro Valley Adult School. She was a Cohort 9 participant in 2012-13. Her project plan was to implement new technology in the classrooms that would not only keep students engaged but make learning fun and interactive. Leticia introduced Interactive White Boards (IWB) in the classrooms and trained over 20 instructors over two sessions on how to use them. She also introduced the MimioVote, as an assessment tool. Over the last few years, Ms. Hernandez has taught classes on creating Web sites and using electronic tablets.

Name: **Guillermo Verdin**	
Agency: **Belmond Service Area, LAUSD**	
Administrator: **Ellen Baker**	
Program Area: **ABE**	
Support Mentor: **Evelyn Lenton**	

Project description

"Mr. Verdin's Active Reading Class" is a blended course with two major components. The first part focuses on evidence-based strategy lessons and activities designed to strengthen assessed weaknesses in the four components of reading: Alphabetics, Fluency, Vocabulary, Comprehension. Students will learn and practice applying reading strategies in an online Moodle format. To facilitate this online instruction, the second component will focus on helping students become comfortable and proficient with the Moodle format by offering video tutorials, such as how to post introductions, respond to other classmates, send/receive messages, etc., and support in accessing the online lessons.

Name: **Yesenia Ceballos**	
Agency: **San Bernardino Adult School**	
Administrator: **Leticia Villa**	
Program Area: **ASE,** Academics/ College Transition	
Support Mentor: **Evelyn Lenton**	

Project description

The primary purpose was to use the existing OTAN provided College Transition and Career Development Course for ABE and modify it for the use of our GED/HS diploma completers desiring to move on to community college.

The course on Moodle was intended to incorporate blended lessons, mentorship, within the hybrid online class. Additions to the course such as:
- Accuplacer tutorials and practice questions directly on class Moodle site instead of emailing a PDF version.
- Links to FAFSA, San Bernardino Valley College application page and California Student Aid Commission websites along with instructions on how to apply.
- Time management, goal setting, effective study skills, schedule creations and learning to navigate college life.
- Discussion forums in regards to career guidance, college entrance exams, financial aid, support services, and registrations.

Name: **Dr. Susan Leilani Briggs**	
Agency: **Pasadena City College**	
Administrator: **Dean of Distance Education, Dr. Leslie Tirapelli**	
Program Area: **ESL**	
Support Mentor: **Francisca Wentworth**	

Project description

Have you heard the expression, "This is not a diet, it's a lifestyle!"? My OTAC project has taught me that using blended learning is not a new fad, but a better lifestyle! My goal was to motivate students from my ESL Grammar class to continue their learning outside the classroom. I created a class wiki, added using a course management system, and used websites in our lab class setting to engage students. Students were motivated, enthusiastic, and extended their studying at home! This experience was so powerful to me that I now incorporate blended learning in all of my classes!

Name: **Donna Barr**	
Agency: **Garden Grove Adult Education**	
Administrator: **Dr. Nancy Fyson**	
Program Area: **ESL/Citizenship**	
Support Mentor: **Susan Coulter**	

Project description

My project was to create a Beginning High ESL Preparation for U.S. Citizenship blended learning course. I first needed to learn all about the naturalization process since I have never taught a citizenship class. Furthermore, there have been recent changes in the application form, which I wanted the course to reflect. Next, I needed to learn how to organize and build this course in Moodle. I discovered that the naturalization process is better suited to intermediate level students and above.

Name: **Debbie Jensen**	
Agency: **Baldwin Park Adult and Community Education**	
Administrator: **John Kerr**	
Program Area: **ABE**	
Support Mentor: **Susan Coulter**	

Project description

My project integrates the College and Career Readiness standards into an online ABE writing course. Through participation in the OTAC course, Teaching Students in Blended Classrooms, I learned that online learning is difficult. To address two of those difficulties, my course has two introductory blocks, first, how to use an online course including navigation and communication and second, how to succeed in online learning with tutorials in note-taking, summary writing, study habits and time management. I used writing videos from LearnZillion directed at three reading levels. Finally I included lots of critical writing practice using our class text, Read It, Write It.

	Name: **Tracey Niizawa**
	Agency: **Lincoln Education Center – Garden Grove Adult Education**
	Administrator: **Nancy Fyson**
	Program Area: **ASE**
	Support Mentor: **Susan Coulter**

Project description

SUCCESS: Specific Understanding of College & Career Education to Skillfully Soar

By integrating the California Career Café website, created by the California Community Colleges Chancellor's Office; EdReady, powered by NROC; the O*Net Interest Profiler and other websites such as GCFLearnFree.org, College Board and CalJOBS, I have created a blended learning course to help students discover their career direction, determine their next steps for education and/or training by setting SMART goals, effectively using social media for their job search, enrolling in college/training programs, and organizing their career portfolio, while developing the necessary communication skills and work ethic to achieve success.

|	Name: **Peggy Pinto**
	Agency: **Azusa Adult School**
	Administrator: **Mary Ketza**
	Program Area: **ABE/ASE**
	Support Mentor: **Evelyn Lenton**

Project description

Initially, my plans for using Moodle in class were to focus on the computer and typing skills that is needed for the new GED test. As I was putting together lessons, I discovered Moodle would be a vehicle that could be used throughout the year with other class assignments.

Hence, I added reading, writing, and math assignments to this course. Since class is open entry, using Moodle gives the students an opportunity to capture the lessons given throughout the school year. It also gives them access to communicate with their fellow students and/or me through the writing assignments.
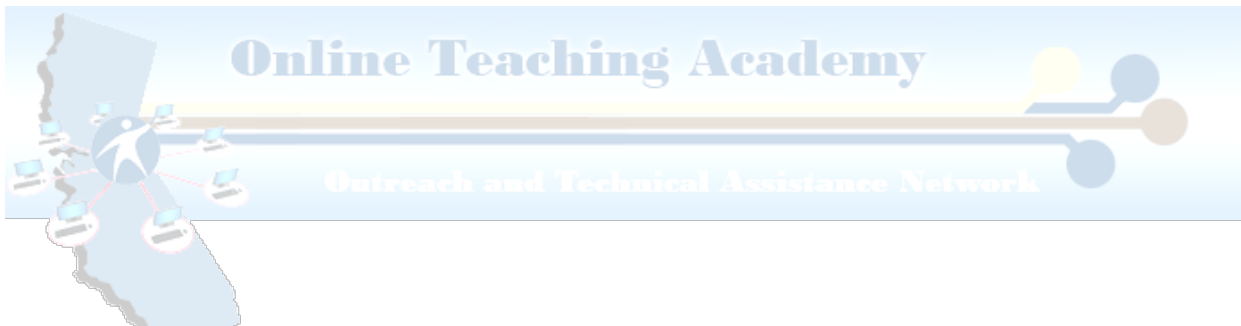
Name: **Diana Vera-Alba**	
Agency: **Sweetwater Union High School District**	
Administrator: **Bernard Balanay**	
Program Area: **ESL**	
Support Mentor: **Francisca Wentworth**	

Project description

My OTAC Project consisted of creating curriculum to be used in a blended learning environment while using an existing website program that was accessible to my students both on-campus and off-campus. I chose to use the USA Learns website (www.usalearns.org) along with the Wrap Around course that was created by OTAN. The wrap around course has many useful lessons that are ready-to-use. When teaching in the classroom with my existing curriculum, I noticed that students have a greater understanding of the material and perform a lot better on their assessments when the material is presented using multiple strategies, including technology, and especially when vocabulary is the focus. My experience this past year with OTAN has been a phenomenal working experience with all the OTAC staff, fellow "OTAC'ers", and ESPECIALLY my resourceful mentor Francisca Wentworth. It has been a worth-while experience collaborating and learning technology focused instruction from each other. My hope is that this program continues and evolves for many years to come and that I am fortunate enough to be part of it. Thank you to all who were part of this extraordinary year.

Online Teaching Academy

Name: **Francisco L. Lopez**	
Agency: **Chaffey Adult School**	
Administrator: **Todd Haag**	
Program Area: **ASE**	
Support Mentor: **Evelyn Lenton**	

Project description

My initial OTAC project was to implement the GED Academy into my GED course. As I began to learn more about blended learning, I realized that just using the GED Academy was not sufficient for my blended course. My goal for my OTAC project was to create an online course that would prepare my students for the new 2014 GED testing. Thus during December of 2013, I managed with the help of OTAN and my mentor Evelyn Lenton to kick off the new year with a different approach. My course transitioned from a traditional direct explicit instruction to a blended course which includes a face-to-face (direct explicit instruction) and the online component. In this blended course students can take quizzes, reflect on the forum, and write extended responses (essay). My overall objective was to equip my students with many tools that may be helpful when taking the new online GED test.

Name: **Anthony Burik**	
Agency: **Mt. Diablo Adult Education**	
Administrator: **Vittoria Abbate-Maghsoudi**	
Program Area: **ESL Distance Learning**	
Support Mentor: **Francisca Wentworth**	

Project description

I have chosen the Enriched-Virtual model as a guide for my blended learning project. Our ESL Distance Learning students will continue to work at home with print materials we currently use. In the meantime, I have been developing an online component to the program – a modified version of OTAN's USA Learns shared course (which corresponds to our Distance Learning third level course) – which will include extra content for students to work with that fills in the gaps in the print materials, and a mechanism for students at home to communicate with me at the school outside of scheduled program hours.

OTAC Support Mentors:

Susan Coulter, Baldwin Park Adult and Community Education

Susan Coulter was a part of OTAC and TIMAC before they even had their names. In 2003 she was one of the participants in ITAP, out of which came TIMAC as we know it. Susan integrates technology into her class every day and believes that technology projects build students' self-esteem and pride. As a Technology Integration Mentor, Susan helped her colleague, Debbie Jensen, create an interactive Web site which includes links to search engines, dictionaries, translators, bus schedules, online maps, and the county library system. Students used their Web site both in class and at home to study vocabulary words or to practice skills they learn in class. When that free hosting service was discontinued, Susan single-handedly moved the content to another platform, and has been teaching others how to use it. Susan has been featured in OTAN newsletters and OTAN videos describing how she effectively uses technology in her teaching. She is also a presenter and online trainer for OTAN and other professional organizations.

Francisca Wentworth, Jefferson Adult School

Francisca Wentworth has been an ESL teacher for many years and has taught ESL at Jefferson Adult Division for the last 22 years. She is also the Instructional Technology Coordinator and webmaster for Jefferson Adult School. She provides professional development for teachers and developed and maintains an extensive resource website for teachers and students to integrate technology into their classes. She has been a leader in online learning and has developed three ESL online courses in Moodle. Two of her courses are available on the OTAN California Adult Education Courses website. She has been an OTAC mentor since 2011 and is an OTAN trainer. In addition to her work with Jefferson and OTAN, Francisca currently teaches German online. Francisca holds a Bachelor and Master of Arts degree in German from the University of California, Irvine and California State University, Long Beach and a Master's Degree in Educational Administration from California State University, San Francisco. She participated in ITAP and the first TIMAC Cohort and was a support mentor for TIMAC. In addition to technology, she loves languages and speaks Spanish, German and some Mandarin. Her other love is music. She plays flute, South American ethnic flutes and guitar and performs locally in the San Francisco Bay Area.

Evelyn Lenton, Antelope Valley Adult School

Evelyn Lenton is program coordinator for ASE - high school diploma, GED prep, CAHSEE prep, and ABE, as well as the GED chief examiner at Antelope Valley Adult Education. In their GED preparation program, Evelyn has led efforts to introduce and sustain computer and web-based delivery of curriculum. She was a member of the first OTAC class and has been a support mentor for OTAC for the past two years. Additionally she presents at conferences and online workshops for OTAN on topics of Technology Skills for the 2014 GED Exam and Moodle v2 Advanced Features.