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# TECHNOLOGY AND DISTANCE LEARNING PLAN

CALIFORNIA DEPARTMENT OF EDUCATION WORKFORCE INNOVATION AND OPPORTUNITY ACT, TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT, SECTIONS 201–243 OF PUBLIC LAW 113–128,

**PROGRAM YEAR 2018-19**

<https://caadulthoodreporting.org/adulthood/>

The California Department of Education’s (CDE) Adult Education Office contracts with the Outreach and Technical Assistance Network (OTAN), Comprehensive Adult Student Assessment Systems (CASAS), and California Adult Literacy Professional Development Project (CALPRO) to provide technical assistance, professional development, online applications and reports; and collect information and data for the grants under the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (AEFLA) Sections 201–243 of Public Law 113–128, Program Year 2018-19. This Technology and Distance Learning Plan (TDLP) is one of the Program and Accountability requirements.

All agencies are required to submit a TDLP for their programs funded through WIOA Title II/ AEFLA Grant.

The National Education Technology Plan (NETP) 2016 sets a national vision and plan for learning enabled by technology through building on the work of leading education researchers; district, school, and higher education leaders; classroom teachers; developers; entrepreneurs; and nonprofit organizations. It states that “Technology enables personalized pathways for student learning through active and collaborative learning activities. Clearly defined sets of learning outcomes guide instruction. The outcomes, and the aligned curriculum, instruction, and assessment, reflect the multidisciplinary nature of knowledge; prepare students for our participatory culture through attention to digital literacy and citizenship; and attend to general skills and dispositions, such as reflection, critical thinking, persistence, and perseverance.”

The goal of the planning process for adult education agencies is to make the most effective use of available funds to achieve learning with the help of technology tools and resources. The most important aspect of the planning process is to start with learner outcomes in mind. In order to accomplish the best possible results, agencies plan for program structure, professional development and instructional materials. Finally, planning is a tool for making decisions about what technology to buy, where to put it, how to use it, how to maintain it, and how to teach others to use it. Planning increases awareness of particular needs, such as the need to budget for technical support and replacement cost once equipment has been purchased or scheduling and budgeting for sustained professional development. The act of planning also raises awareness of possible solutions.

**The deadline for receiving online submission of the new Technology and Distance Learning Plan is midnight, January 31, 2019.**

If you need help with your user name, password, or other technical problems, contact OTAN technical support at [support@otan.us](mailto:support@otan.us) or 916-228-2580. If you have questions about the content of your plan, or need help developing a section, review the resources linked to each section of the plan. If your question is not answered there, contact Neda Anasseri, 916-228-2008, [nanasseri@otan.us](mailto:nanasseri@otan.us) or Penny Pearson, 916-228-2753, [ppearson@otan.us](mailto:ppearson@otan.us)

If you have questions about policy regarding the technology plan, please contact your CDE regional consultant at the Adult Education Office, <http://www.cde.ca.gov/sp/ae/po/directory.asp>.

## AGENCY CONTACTS IN THE TOP MENU

**Your Contact Information:** When you log in to the California Adult Education Online Application and Reporting Site, <https://caadulthoodreporting.org/adulted/>, you will have the option to update your agency contacts by selecting Agency Contacts. Select Program Level Contacts, and scroll down to WIOA, Title II Coordinator, and be sure this section is completed. You can make changes here and then choose “Save and Continue” at the bottom of the page. This will take you back to the same page, but you can now select Tech and DL Plan from the top menu to begin work on your plan.

*Please note that if the Technology and Distance Learning team leaders are different from the WIOA Title II Coordinator, you can add the other person's name and e-mail address in the same box, separated by commas. This will ensure that the Tech and DL Plan leaders receives email notifications about the Tech and DL Plan.*

## TO DO FIRST

**Teacher Skills Self-assessment:** The technology plan requires that instructors take a technology integration skills self-assessment. The number of required self-assessments is 25% of teaching staff, total number of full- and part-time. This assessment is focused on teaching with technology and delivery of blended/distance learning classes. Teachers will rate their skills in 13 different areas of technology integration, and will also indicate the importance of each item to their teaching. Individual results will be immediately available, with areas of focus highlighted.

Link for teachers: <https://caadulthoodreporting.org/tp/teacherAssessment>

**Individual Professional Development Plan (Optional):** Instructors will have the option of creating a personal professional development plan. This plan is not a requirement, but may be a useful option for many teachers. To create the plan, the user selects the competencies they wish to work on in the coming year, no more than four. For each of those competencies, learning strategies and a list of objectives are created with a timeline. The plan can be saved, downloaded, and printed. Administrators may request teachers to e-mail a copy of their professional development plan.

**Learner Computer Survey:** The technology plan includes a survey regarding use of computers, mobile devices and the internet by adult learners. Agencies are now required to use this survey with a sample of learner population to gather information for planning classroom technology, online homework assignments, and blended/distance learning. The number of required learners surveyed is 10% of what was the total amount of learners in the most recent report to CASAS.

Link for adult learners: <https://caadulthoodreporting.org/tp/studentsurvey>

**Teacher and Student Login Information:** Please create passwords unique to your agency. Examples of passwords that are too generic are: ESLstudents, adultSchool, adulted. Examples of good passwords can be your school's address or an abbreviation that both learners and teachers can remember, a combination of letters and numbers: 4547abcschool, 311glendorast, bpaceesl2017.

## SECTIONS I THROUGH III

These are informational sections containing the Implementation Guide, Sample Teacher Skills Self-Assessment, Sample Learner Survey and details about the submission process.

## SECTION IV

This is where you set up passwords for Teacher Skills Self-Assessment and Learner Survey.

## SECTION V –2018-2019 TECHNOLOGY AND DISTANCE LEARNING PLAN

**The technology plan must address all of the requested questions in a complete, accurate, in-depth, and thoughtful manner.** Each section must be completed but may be completed during separate sessions and in the order most convenient for you.

**NEW in 2018:** Before entering data on the Technology and Distance Learning Plan, the agency must certify that the implementation guide has been downloaded and read.

The plan is divided as follows:

### A. PROGRESS REPORT

This is the phase in the process where you look back at last year's TDLP. Last year your planning team articulated a number of goals. This section asks that you look back at those goals and indicate whether they have been completed or not. If not, you will be asked to provide a short narrative about the challenges faced. Agencies do not get penalized for not completing the goals. This is a way to collectively gain insight in the most common obstacles to implementing our technology and distance and blended learning goals. It is also possible to continue with the goal from last year, with or without modifying it. Another optional field is provided for your team to share with the reviewers and larger adult education audience, the challenges, successes, suggestions and comments. (Please note that this is limited to 5000 characters)

### B. VISION STATEMENT

A vision statement conveys a compelling picture of how your program will look in the future in regards to technology. A vision statement will provide your agency with a foundation from which you will later develop your specific goals. It should reflect your dreams for how things might look different in the future. A powerful, succinct vision statement will be an important tool for communicating to your staff, the public, and funders the intent of your technology and distance learning plan. Everyone on the technology committee should be involved in creation of the vision to ensure that every person supports the final version. It should be focused on outcomes, not just technology. In other words, how will using **technology** help your learners meet their goals?

#### Sample vision statement #1:

“All learners will have engaging and empowering learning experiences in both formal and informal setting that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.”

Source: National Education Technology Plan 2016, <http://tech.ed.gov/netp/>

#### Sample vision statement #2:

“EGACE will promote student use of technology to enhance employability, improve business and interpersonal communication skills, and facilitate achievement of personal and professional goals.”

Source: Elk Grove Adult and Community Education EL Civics Tech Plan 2013-14

**Sample vision statement #3:**

“The Division of Adult and Career Education provides our diverse learners access to innovative learning through technology, including digital devices, in order to enhance employability, improve communication skills and increase civic participation.”

Source: LAUSD DACE, Technology and Distance Learning Plan 2015-16

**C. TECHNOLOGY AND DISTANCE LEARNING PLANNING TEAM**

Your planning team is at the heart of your technology planning process. This is your opportunity to bring everyone who has a stake in your program’s technology to the table. Your team may be large or small depending on the size of your program, but it should be as inclusive as possible, and should meet on a regular schedule. Consider including administrators, instructors, support staff, technology experts, students, community members and board members. It is important that at least one or two of these people have a good grasp of the current availability and possibilities of technology. Choose the people appropriate for your agency. Be sure they know what will be asked of them, and why it is important for them to attend. In addition to attending meetings, team members may be involved in collecting information, researching technology solutions, and communicating with others about the plan. A team approach ensures that each group will have its concerns heard and will take ownership of the plan. This process will make the implementation phase easier, because someone from each area can play a role in educating his or her peers.

An agency may choose to have two different persons leading technology integration and blended/distance learning efforts.

**D. FUNDING CONSIDERATIONS**

The funding section asks you to answer questions on how you plan to provide technical support for your program, provide teacher development on the use of technology, and replace equipment

Total cost of ownership, sometimes referred to as TCO, is an important consideration in technology planning. When buying computers and other technology, staff is needed to support the new equipment and the common replacement schedule is 3 to 5 years, and professional development is necessary. So, the total cost of each technology is significantly more than its purchase cost.

**E. LEARNER NEEDS ASSESSMENT**

Also known as the student survey: Use of Computers, Mobile Devices and internet for Adult Learners, this tool will provide insight in what types of technologies are already available to the students and where and how they use them, including the use of the internet and mobile devices. On this page you will find a link to a Lesson Plan to help you/your instructors prepare your learners to take the survey.

In this section you will decide and describe what group of learners will take the survey. Please note that the number is at least 10% of your agency’s ESL, ABE and ASE learner population. It is preferred that the populations surveyed will be the learners in the classes where goals will be implemented that year, however it is not a requirement.

In section VI of the Tech and DL Plan, you will be able to view the results of the Learner Survey, presented in charts and for questions. You will also be able to download the results in a form of a spreadsheet with answers to all questions.

**F. TEACHERS NEEDS ASSESSMENT**

Technology Integration Skills Self-assessment, this tool provides insight in what skills instructors are already comfortable with and what skills they find important for their current teaching assignment, and the related skills gap.

In this section you will decide and describe what group of teachers will take the survey. Please note that the number of teachers to take the assessment must be at least 25% of your agency's ESL, ABE and ASE full-time and part-time teaching staff.

In section VII of the Tech and DL Plan, you will be able to view the results, presented in bar graphs.

Each teacher and administrator is encouraged to take look at the [ISTE STANDARDS FOR EDUCATORS](#) - to use as a guide or resources for integrating or maintaining the use of technology.

## **G. GOALS, OUTCOMES, EVALUATION**

### LEARNING OUTCOMES

This section is the heart of your plan. Here you will define the learning outcomes of this planned technology integration. Separate outcomes can be defined for your new or existing blended/distance learning delivery models. You will be asked to classify your goals under the [ISTE STANDARDS FOR STUDENTS](#) or students. Agencies are encouraged to set at least one goal for each program area (ABE, ASE, ESL) but may also start small and work with one learner population at a time. There is a maximum of five goals. Your agency does not have share everything you do in this arena, but only highlight the initiatives that are top priority. Your agency is encouraged not to articulate too many goals and focus on a few, relative to the size of your programs.

NOTE: sample goals and further instructions can be found in the goals, outcomes, and evaluations section. Select the "expand for samples and instructions" for details and other helpful information.

### LEARNER POPULATION

Articulate goals for one learner population at a time. Even if you have the same goal for ABE and ESL, your instructional and learning materials may be different.

### LWBAT

Learners will be able to..... is what our goal is in adult education. Please define your goals with learning outcomes in mind. Make your goals SMART – Specific, Measurable, Achievable, Relevant to your learner's needs, and within a defined Time frame. Contact OTAN for help in articulating your goals.

*SAMPLE GOAL FOR ASE:*

By the end of the school year, 65% of ASE learners on the High School Diploma track will finish 5 credits of credit recovery toward their diplomas by using the online learning tools and as measured by teacher-given tests and grades.

By the end of the school year, 50% of ASE learners in High School Equivalency Diploma track will pass the High School Equivalency test as measured by GED, TASC or HiSET tools and by preparing with the online curriculum and individual teacher support.

1. Students record/document hours of online study
2. Students complete self-progress/checklists and time logs
3. Students complete a survey regarding their use of online learning tools
4. An assessment (by a teacher or self-assessment by students) of student understanding of technology and use for critical thinking, research, problem solving
5. An end project (a written report, for example) in which students demonstrate their learning
6. Students pass the official test by GED, TASC or HiSET.

*SAMPLE GOAL FOR ESL:*

By the end of the school year 2015-16, 70% of ESL learners will apply prior and existing knowledge of content areas to generate new ideas, products, or processes as evidenced by technology-based original works and presentations in a variety of groupings. Content areas include life skills in the literacy to advanced-low ESL level curriculum and approved EL Civics objectives. This will be measured by EL Civics assessments, CASAS tests, assessment tools built in curriculum, and by teacher observation.

### *SAMPLE GOAL FOR ABE:*

As a result of this technology integration project, by the end of the school year 70% of ABE learners will demonstrate developed career readiness skills and improved literacy skills in math, as documented by the assessment built in the online curriculum, by teacher observation and by CASAS tests. While using a combination of commercial online curriculum and teacher-created online assignments, learners will meet the academic standards of the course. Learners will utilize both in-class assessments and a program-tracker to establish a checklist plan for continuous improvement.

#### Program structure

The purpose of the program structure question is to help you decide how much time and what mode of delivery will be needed to achieve the goal, whether the instruction will be delivered in a face-to-face environment, a distance learning format or a variation of a [blended model](#). This is just an approximation. Please provide at least one CASAS ID for those classes where you will be implementing the articulated goals. For additional information on the definition of distance learning, please refer to the [NRS Guidelines for Distance Education](#).

#### TECHNOLOGY

A checklist is provided to identify the technology tools needed to achieve the goal. This may be the technology you already have in place or something you may need to purchase.

#### PROFESSIONAL DEVELOPMENT

The results of both learner survey and teacher self-assessment are available immediately under sections VI and VII. The results will help you identify areas for professional development, aligned with the learner outcome goals you define. Consider taking advantage of the professional development offered by [CALPRO](#) and [OTAN](#).

#### INSTRUCTIONAL MATERIALS

Another important piece for achieving the desired learner outcome is selecting appropriate instructional materials. Please be aware that this information will be available for other agencies to view. Contact information is listed for teachers and coordinators to network and share successes and challenges regarding various textbooks, online resources, digital curricula, and specific technology. There is a maximum of three instructional materials per goal, so please list the ones that will be used the most.

#### EVALUATION

This section contains your strategies for reviewing and evaluating your technology plan on an ongoing basis to see where you have progressed, which goals have not been met, whether learners are benefiting from technology

implementation, and how the plan will be reviewed and revised. Ensure that evaluation specifically reflects your goals. Refer to example evaluations for additional guidance. There is a maximum of ten evaluation strategies per goal.

#### ASK OTAN FOR HELP

If your agency would like to take advantage of additional support via workshops, or two-year Digital Literacy Academy project, or possible customized support you have the option to check off a box at the bottom of each goal.

NOTE: OTAN will not be notified until you submit your TDLP. If you'd like the support sooner please call 916 228 2580)

### H. WRAP-UP AND SUBMIT

This is where you will be able to view whether information is missing and what you may need to revise. You will also be able to print a draft copy of your technology and distance learning plan under this section.

### SECTION VII

This is an informational section where adult learner Survey Results can be viewed, presented in charts and for select questions. You will also be able to download the results in a form of a spreadsheet with answers to all questions. If the graphs are not showing when you select to print that page, adjust your browser settings to view graphs or call OTAN for support.

### SECTION VIII

This is an informational section where you will be able to view the results of the teacher skills self-assessment, presented in bar graphs and for all questions. Links to previous years will be available here for comparison if agencies submitted Tech Plans for EL Civics from 2002-2014 and WIOA Title II TDLP from 2014-2017.

### SECTION IX

This is where you can access your agency's previous Technology Plans in PDF format.

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All sections must be completed and submitted by the deadline. Plans will be reviewed, scored, and recommended for approval.

**The technology plan update must be submitted online.** The submission site becomes available in the fall, at <https://caadultedreporting.org/>. Please refer to this web site for specific opening dates.