

California Department of Education Technology and Distance Learning Plan Program Year 2014–15 Rancho Santiago Community College District

The California Department of Education (CDE) Adult Education Office contracts with the Comprehensive Adult Student Assessment Systems (CASAS), Outreach and Technical Assistance Network (OTAN), and California Adult Literacy Professional Development Project (CALPRO) to provide technical assistance and collect information and data for the Adult Education and Family Literacy Act (AEFLA) grants. This Technology and Distance Learning Plan is one of the Program and Accountability requirements.

Agencies Participating in WIA Title II EL Civics, Civic Participation that are funded in 2014-2015 and submitted their technology plan in 2013-14 will not need to update the progress narratives from last year.

The goal is to make the most effective use of available funds. 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.

Vision Statement

A vision statement features a compelling picture of what your program can become in the future. 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 plan. Everyone on the technology committee should be involved in creation of the vision to ensure that every person supports the final version.

Narrative Response:

Rancho Santiago Community College District encourages and supports use of technology to support students' employability, business and interpersonal communication skills and facilitate achievement of personal, academic and other professional goals.

Technology and Distance Learning Planning Team

Why do you need a team?

Implementing your technology plan will affect everyone in your agency as well as your clients. 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 colleagues. Be wary of having one staff member, or an outside consultant, develop your technology plan. If that one person leaves, you lose the history and knowledge behind the plan.

Who should be on the team?

Depending on the size and scope of your agency, your team may be as large as 7 or 8, and as small as 2 or 3. Think about including an administrator, a coordinator, a teacher, a support staff person, a technical support person, a student, a community member, and a board member. It's 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.

Team Members

Leader	Name	Position	E-mail	Representing
X	James Kennedy	Vice-President	kennedy_james@sac.edu	Administrators
X	Jose Vargas	Vice-President	vargas_jose@sccollege.edu	Administrators
X	Christine Kosko	Associate Dean	kosko_christine@sac.edu	Administrators
X	Mary Walker	Dean	walker_mary@sac.edu	Administrators
X	Jarek Janio	EL Civics Coordinator	janio_jarek@sac.edu	Coordinators
X	Susan Gaer	ESL Professor	gaer_susan@sac.edu	Teachers
X	Eden Quimzon	ESL Professor	quimzon_eden@sccollege.edu	Teachers
	Sergio Sotelo	Dean of Student Services	sotelo_sergio@sac.edu	Administrators

Funding Considerations

You should have already created an agency budget that hopefully includes the purchase of new technology in a planned way. In this section of the plan, you are required to review the information presented, and to consider and respond to the three questions below.

Total Cost of Ownership

Total cost of ownership, sometimes referred to as TCO, is an important consideration in technology planning. It is easy to forget when you are buying computers that you will have to have staff to support those computers, that they will need to be replaced in 3 to 5 years, and that you will need to train your staff to use them. So, the total cost of each computer is significantly more than its purchase cost.

How do you provide technical support for this equipment and your network?

District provides tech support

Who primarily provides technical support?

District IT person

Who provides additional technical support?

District IT person

How many full-time technical support people do you have? 4.00000

What are your goals for improving technical support for your program?

Goal 1: Hire additional technical support personnel Goal 2: Provide ongoing IT training as technology changes for faculty and support staff. Goal 3: Evaluate success of the program on an ongoing basis.

How are you planning to pay for staff training on the technology you have or will purchase?

Staff workshops will be funded using 231 dollars. Staff will attend workshops during regularly scheduled Flex activities during the year.

How will you replace existing technology on a planned schedule?

The planned schedule for replacement of technology is a part of the RSCCD Continuing Education Master Plan. Computers are purchased as the budget allows with an intent to upgrade every three years.

Learner Needs Assessment

How many of your adult learners will take the survey? 200

Describe why you have selected this group of students to take the assessment.

All learners in WIA-funded programs have been chosen to participate in the survey. The reason this population has been chosen is because these are the students who directly benefit from WIA Title II funding. This information will be used to make future decisions about the agency's technology needs.

Teacher Needs Assessment

Group selected to take the assessment: A select group

How many of your teachers will take the survey? 50

Describe why you have selected this group of teachers to take the assessment.

Faculty in the WIA-funded programs are the ones who directly benefit from the funding and their comments will help inform discussions about future technology needs at the agency.

Goals, Outcomes, Evaluation

Goal 1

What learner population does this goal apply to? ABE

What will learners be able to do as a result of this technology integration and/or blended/distance learning delivery model?

Learners in the ABE Program will be able to use computers, laptops and other portable devices to advance their learning, to enhance their employability skills and to communicate with others for the purposes of achieving their personal and professional goals. Through the use of available technology students will utilize just-in-time learning on site and at home or other community facility.

What ISTE-S Standard does this fall under?

Communication and collaboration

Critical thinking, problem solving, and decision making

Technology operations and concepts

What program structure will be used?

Face-to-Face

What technology will be needed?

Overhead Projector

LCD projector for computer

Document Camera (e.g., ELMO)

TV Monitor attached to computer

Interactive Whiteboards (e.g., Smart Board, Promethean)

Digital camera

Mobile computer lab

Laptops

CD Player/Burner

DVD Player/Burner

What professional development will be needed?

RSCCD provides ongoing professional development for all faculty twice a year at the beginning of the fall and spring semesters.

What materials will be needed?

Title	Lexia
Units	n/a
Average hours per unit as projected and self-reported	varies
Link to publisher's Web page or teacher's compilations of resources online	http://lexialearning.com/product/core5/

Short description of curriculum	Students work independently to develop reading skills in a structured, sequential manner with a focus on: Foundational skills to develop automaticity and fluency Listening and reading comprehension with complex text Academic and domain-specific vocabulary to improve comprehension
Name and email of person at your agency who can answer questions about the curriculum (will be public information)	Adriana Gonzalez gonzalez_adriana@sac.edu

Title	Reading Horizons
Units	n/a
Average hours per unit as projected and self-reported	varies
Link to publisher's Web page or teacher's compilations of resources online	http://www.readinghorizons.com/
Short description of curriculum	The program engages students engage students in high-engagement reading instruction that helps them make new brain connections that allow them to make sense of reading.
Name and email of person at your agency who can answer questions about the curriculum (will be public information)	Adriana Gonzalez gonzalez_adriana@sac.edu

Evaluation

	Action	Timeline	Person Responsible
1	Monthly review meetings to review goals and objectives.	Monthly, throughout the academic year.	Program coordinator

Goal 2

What learner population does this goal apply to? ASE

What will learners be able to do as a result of this technology integration and/or blended/distance learning delivery model?

Learners in the ASE Program will be able to use computers, laptops and other portable devices to advance their learning, to enhance their employability skills and to communicate with others for the purposes of achieving their personal and professional goals. Through the use of available technology students will utilize just-in-time learning on site and at home or other community facility.

What ISTE-S Standard does this fall under?

Communication and collaboration

Critical thinking, problem solving, and decision making

Digital citizenship

Technology operations and concepts

What program structure will be used?

Face-to-Face

What technology will be needed?

Overhead Projector

LCD projector for computer

Document Camera (e.g., ELMO)

TV Monitor attached to computer

Interactive Whiteboards (e.g., Smart Board, Promethean)

Mobile computer lab

Laptops

CD Player/Burner

DVD Player/Burner

Mobile Phone

What professional development will be needed?

RSCCD provides ongoing professional development for all faculty twice a year at the beginning of the fall and spring semesters.

What materials will be needed?

Title	Plato Courseware
Units	n/a
Average hours per unit as projected and self-reported	varies
Link to publisher's Web page or teacher's compilations of resources online	http://www.edmentum.com/products-services/plato-courseware

Short description of curriculum	Courses consist of integrated assessments, including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery.
Name and email of person at your agency who can answer questions about the curriculum (will be public information)	Carrie Patton patton_carrie@sac.edu

Evaluation

	Action	Timeline	Person Responsible
1	Monthly program review meetings to review goals and objectives of the program	Throughout the academic year	Program Coordinator

Goal 3

What learner population does this goal apply to? ESL

What will learners be able to do as a result of this technology integration and/or blended/distance learning delivery model?

Learners in the ESL Program will be able to use computers, laptops and other portable devices to advance their learning, to enhance their employability skills and to communicate with others for the purposes of achieving their personal and professional goals. Through the use of available technology students will utilize just-in-time learning on site and at home or other community facility.

What ISTE-S Standard does this fall under?

Communication and collaboration

Research and information fluency

Critical thinking, problem solving, and decision making

Digital citizenship

Technology operations and concepts

What program structure will be used?

Face-to-Face

What technology will be needed?

Overhead Projector

LCD projector for computer

Document Camera (e.g., ELMO)

TV Monitor attached to computer

Interactive Whiteboards (e.g., Smart Board, Promethean)

Digital camera

CD Player/Burner

DVD Player/Burner

What professional development will be needed?

RSCCD provides ongoing professional development for all faculty twice a year at the beginning of the fall and spring semesters.

What materials will be needed?

Title	Rosetta Stone
Units	n/a
Average hours per unit as projected and self-reported	varies
Link to publisher's Web page or teacher's compilations of resources online	http://www.rosettastone.com/highereducation
Short description of curriculum	The program is designed for beginner to intermediate language learners. Through context-based, immersion methodology, learners build fundamental English language

	SKILLS.
Name and email of person at your agency who can answer questions about the curriculum (will be public information)	Karen Dennis dennis_karen@sac.edu

Evaluation

	Action	Timeline	Person Responsible
1	Monthly program review meetings to review student progress.	Monthly, September through completion	Program coordinator