



## TDLS 2022

Building on the success of our first-ever virtual Technology and Distance Learning Symposium, TDLS will once again be online in March 2022! Please hold March 2, 3, and 4 on your calendar!

TDLS 2022 is free to attend. We know our adult education colleagues are always looking for distance and blended learning strategies, innovative resources, impactful practices, and other tools to use. TDLS will fit your learner and educator needs!

If you enjoy learning from fellow adult educators, TDLS is for you. Consider presenting this year – the Call for Proposals is now open. Please check the TDLS website at <https://tdls.otan.us/> for information on registration, the schedule, and more.



### Inside This Issue:

- ★ Innovation in the Time of COVID
- ★ Students Succeed Stories
- ★ Accessibility Tip



## The Future of Adult Education Is... ?

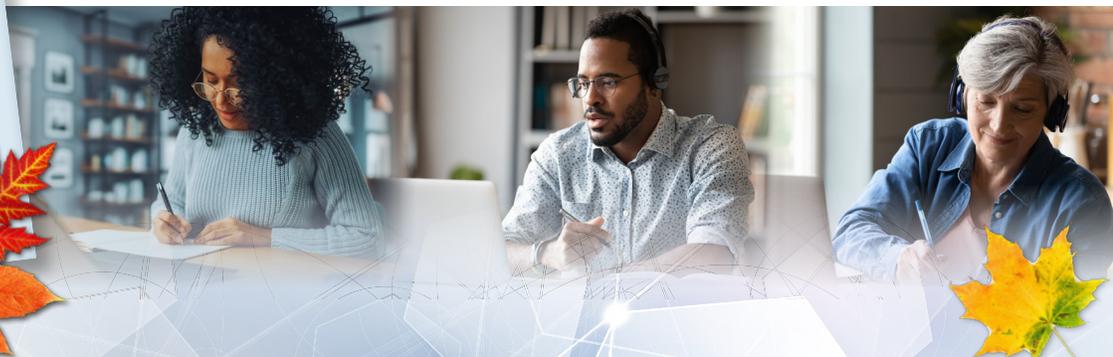
Adult Education in California is 165 years old and has been through many momentous events. The last 18 months prove once again the ability of adult education providers to be flexible, seek out and implement innovative solutions, and work through the challenges of providing quality education to our adult learners. California adult education agencies should celebrate these qualities and share them with our supporters and stakeholders. But we can't rest on our laurels just yet.

The adult education field finds itself at a crossroads as we return to...what? Are we going to ease back into pre-COVID, face-to-face education, or are we going to take the lessons and insights learned in the last year and a half and blend them into something new? Consider some of the benefits that we've discovered as we plan for the future:

- Online learning has negated barriers for many students, such as transportation, childcare, schedules, and finances.
- Students (and teachers!) have developed new digital skills that they can use for school as well as for work, family, and community.

- By using a teacher website or an LMS like Google Classroom, Canvas, or Moodle, students have had the opportunity for more self-paced and independent learning.
- Some students are less anxious in a virtual environment. Face-to-face interaction can be intimidating for some, so this provides a more engaging option for them.
- Online learning brings digital resources and information into the learning space that might be difficult to do in a face-to-face setting.

Although these past months have been challenging, there are also great things that have happened. These include the number of Adult Secondary Education learners earning their high school diplomas, shifting High School Equivalency testing to meet the online need, and persistence of English Language Learners who need a blended learning offering for life at home and their children. For sure, California adult education should wear these successes proudly. We should also continue to envision a future of adult education that encompasses flexibility, innovation, and grit to help all lifelong learners. 🌐



# Innovation in the Time of COVID

The twelve adult education agencies in the third cohort of OTAN's Digital Leadership Academy (DLAC) have used their time during COVID to rethink their operations and put new practices into place that stem from the changeover to remote teaching, learning, and work. DLAC teams have



been working on technology developments with students, teachers, and staff, as well as new and different ways of managing work, leveraging the strengths of staff members, and doing business in ways that better serve students and stakeholders.

## Technology developments

Many DLAC agencies have been exploring video for a range of applications. For example, Martinez Adult Education has made videos welcoming students back to campus and showing students how to join Zoom classes for remote testing. Rowland Adult and Community Education has developed videos to share with prospective students which provide overviews of



online courses. San Diego College of Continuing Education has continued to produce video how-to tutorials on Canvas and Zoom tasks.

Agencies have helped students develop digital literacy skills for

school, family, work, and community life. Pittsburg Adult Education Center has added an online orientation before students are enrolled. All students participate in a Digital Boot Camp which covers digital basics and practice for Zoom, Canvas, email, and devices. PAEC also provides daily tech support that students and staff can attend.

## Doing work differently

One of the initial DLAC activities is a Gallup assessment where each member learns about their top strengths. They then meet with team members to compare strengths and see in which areas people shine. There are a number of benefits, as the Campbell Adult and Community Education members report. The group can delegate tasks to those whose strengths will best get the work done. Team members grow to trust each other more because they are confident that work is getting done with the right people assigned to tasks.

The Placer School for Adults has been exploring how to help ESL students transition into secondary education, employment, or career pathways. A big part of this plan has been to help ESL students develop digital skills and make sure that they have the

technology necessary to succeed. One of the most important steps was surveying students on technology usage and needs. This helped the Placer team plan fall classes that would best serve ESL students.

Staff also brought students to CTE classes so the students could see what the classes require and the preparation necessary to transition.



COVID-19 gave the San Diego Adult School the opportunity to move to online registration and assessment and centralize the process across its campuses by creating an online enrollment form, adopting CASAS remote eTests, and enrolling students centrally. SDAS reports that the changes have been efficient, and students have reported that the enrollment process was quick and seamless.

Our DLAC teams have been fearlessly experimenting with new practices to best serve their communities. We appreciate their leadership moving the adult education field forward and hope to see even more innovation and discovery in the coming weeks and months. 🌐



**O**TAN offers technology integration presentations and workshops\* at no cost. Presentations offer information on tech-related topics in a 1 to 2 hour format (like a conference or professional development meeting).

Workshops are generally 2 to 3 hours with breaks led by OTAN Subject Matter Experts (SMEs) and can be delivered in one or more parts as a series where one workshop builds upon the last. Every session can be customized to fit the needs of the requesting agency.

*\*Guidance from health and education officials precludes OTAN from providing in-person workshops and presentations at this time. Once restrictions are lifted, OTAN will be able to provide all workshops and presentations as either in-person or online.*

## Sample Topics for Workshops and Presentations

- Accessible Documents
- Applied Digital Skills Courses
- CK12 - Digital Textbooks
- Canvas Basics to Advanced
- Chromebooks - Basics to Advanced
- EL Civics Online
- Engaging Remote Instruction
- Formative Assessment Tools Online
- Free Apps for Adult Education
- Google Apps, Drive, Tools, and More
- Internet and Digital Safety
- Microsoft Office Apps
- OERs: Open Education Resources
- Offline Internet Options
- Online Curriculum Options
- OTAN Resources for Adult Education
- Social Media for Adult Education
- Teaching Vocabulary with Technology
- Tech Troubleshooting Sites, Devices, and Apps
- Triple E Framework
- ... or request your own! We are always adding new topics!

## Workshop Requirements

- All online and virtual workshops will take place using the Zoom platform. All participants should have the Zoom application installed and updated ahead of the workshop.
- Computer, laptop, or smart device with current browser (i.e., Chrome, Edge, Firefox, Safari) and the appropriate apps or plugins (see workshop description).
- Internet connection must be of sufficient bandwidth to support audio and video.
- Device speaker or headphones with volume control.
- Optional: microphone with mute setting or button.
- Eight participants must be registered two business days prior to the workshop date.



Visit the OTAN site at [www.otan.us/training](http://www.otan.us/training) and follow the links for session descriptions. For questions or to schedule a workshop or presentation for your site, contact OTAN training staff at [support@otan.us](mailto:support@otan.us).

The Outreach and Technical Assistance Network (OTAN) provides electronic collaboration, information, and support for instructional technology and distance learning to adult education and literacy providers in California. Here is a list of some resources and the path to locate them on the OTAN website:

### Teaching Tools and Resources

**Accessibility Resources** - OTAN is committed to sharing information about accessibility. You will find OTAN-developed resources as well as resources you can use to learn more about accessibility and create your own accessible content and presentations.

**Teaching with Technology** - A robust searchable database to help adult education teachers and staff locate websites and other technology related to a specific lesson topic. You can filter your search by level, subject, and standards.

**Web-based Class Activities** - Web-based activities are monthly technology-based activities organized around instructional themes and topics as well as edtech tools, with ideas on how to get started and how to use in the classroom.

**Curriculum Offers** - OTAN works to negotiate the best free or reduced-cost special offers for online curriculum licenses and professional development resources suggested by our OTAN Advisory Committee and adult educators in the field.

**California EL Civics Exchange** - The California EL Civics Exchange is a repository for original EL Civics instructional materials created by California WIOA, Title II: AEFLA/EL Civics agencies which can be used to teach EL Civics content to English language learners.

**California Adult Education Courses** - OTAN has developed and procured a number of online courses listed on our hosted and supported Moodle learning management system (LMS) site which can be administered and adapted to meet the needs of learners. An educator can also request an empty course shell to build their own online course.

**Lesson Plan Builder** - Create, share, and publish lesson plans that address adult education content standards.

### Video Presentations

Watch our recordings on the following topics:

- Teaching and Working Online, Academic and Workforce Training, and Equity and Inclusion
- Google Tools, Microsoft Tools, and Digital Tools
- Devices and Using Video
- OTAN Tech Talks
- And more!

### Stay Connected

**Adult Education News** - Catch up on recent and past OTAN news items about OTAN events and services as well as issues of interest to the field regarding technology and tech integration.

**OTAN Digests** - Items of interest to administrators and teachers, including new resources, training opportunities, and recent news, published monthly.

**Newsletter** - OTAN's Newsletter is full of news, stories, tips, and helpful information for adult educators, published three times a year.

**Social media** - Keep in touch and follow us on Twitter, Facebook, LinkedIn, and our YouTube channel.

### Other Items of Interest

**Adult Education Students Succeed** - Every year, OTAN invites field nominations of adult education learners who are successful as a result of the education received at California WIOA funded adult education agencies.

**Technology and Distance Learning Symposium** - OTAN's annual conference with presentations that show participants how to integrate technology to enhance the learner experience, extend the classroom to learners through blended/distance learning, and help adult education programs be more effective and efficient.

**Digital Leadership Academy** - DLAC is a two-year program designed to be flexible in how agencies can best use the resources offered by OTAN to support their technology integration, distance learning, or blended teaching agency goals.



## Students Succeed Story - Miami Abdulal

**M**iami Abdulal moved to the USA in 2011, fleeing the Syrian crisis with dashed hopes and trepidation. As a child, Miami was often caught holding a hairbrush as her microphone and play-acting as a TV journalist. With limited English and having to adapt to a new culture, Miami started ESL classes at Corona-Norco Adult School. She eventually transitioned to Norco College, but she was afraid that her dreams of becoming a TV journalist would need to be adjusted because of her language barriers.



**Miami Abdulal**  
Corona-Norco Adult School

Today, Miami is an Assignment Editor at ABC 7. She started her journalism career as a reporter for a local Arabic FM station that caters to the immigrant community in Southern California. Her work focused on helping families navigate

the US system with show themes such as filling out forms, understanding the education system, figuring out the health care system, and others. Some topics were inspired by the ESL EL Civics objectives at the adult school, with one EL Civics project in particular that helped her plan a long-term goal. The school also provided transition support to the local college; the college tour and application services set her up for success.

After fleeing a war-torn country, Miami's family had to start from scratch. Despite her life struggles and the initial language barriers, Miami is a

TV professional. She continues to freelance for multiple Arabic channels in the Middle East and support the Arabic diaspora in the US. 🌍

## Students Succeed Story - America Moreno

**A**merica Moreno came to the US at 18 to escape the violence in Nicaragua. Her mother brought her to Torrance Adult School to enroll. America clearly remembers her first day. While her mother was speaking with a teacher, America was crying. She could not understand what was being said. Her mother was about to return to Nicaragua; the teacher assured mom that her daughter would be in good hands.



**America Moreno**  
Torrance Adult School

America began working from 8am to 5pm and then going to school from 5pm to 10pm. Her co-workers at the store spoke Spanish so America would know what to do in the stock room. As her English skills improved, America became a fitting room attendant, then a sales floor assistant, and then a cashier. America changed her schedule to study all day and work

evenings and weekends. In her spare time, she read books and watched movies to increase her vocabulary.

America earned her High School Equivalency certificate, enrolled in Harbor College, and is presently completing her last high school diploma course. She has been friendly and polite as well as a hard worker who wants to make her parents and teachers proud. America has even assisted TAS by making marketing videos. She is focused on attending university and choosing a career to help others.

America faced numerous difficult situations simultaneously: moving to a new country, learning a new language, working full time, and attending school. She has mastered all these and is moving on to her future goals. 🌍

## Accessibility Tip

Meet Billy, the Accessibility Elephant. Billy reminds us not to forget to make our materials accessible for all learners.



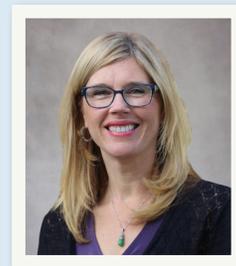
In today's world of adult education, we are using digital resources more and more each day. Documents and course materials should be accessible in order to provide equal access and opportunity for people with diverse abilities. Using some standard accessibility tools supports inclusion for students with disabilities, as well as others who benefit from accessible content. And, accessibility is required by law in many situations.

OTAN is committed to sharing information about accessibility with the adult education field. You can visit the [Accessibility Resources page](#) on the OTAN website for more information. Use the QR code below to go directly to the page.

It's easy to forget to make sure your stuff is accessible, but elephants don't forget. Be like Billy and make accessibility a regular part of your practice! 🐘

## From the Adult Education Director

Asynchronous, synchronous, hybrid, blended, distance, online, remote, and in-person are just some of the types of learning your programs may be offering students this fall. It's definitely not life as we know it; instead, these types of learning are inviting us to reengineer how we engage with and help students to meet their academic, career, and life goals.



The recent pandemic presented an opportunity to rethink how we address the needs of each learner and educator. For example, OTAN and CAEP TAP have partnered with Instructure to help districts provide equitable access to distance, blended, and in-person learning through the Canvas Learning Management System (LMS). We titled the partnership California Distance Learning Cooperative (CDLC) and have 25 agencies actively participating in a pilot of the LMS. Our vision is to include all adult education agencies across the state in the CDLC, making alignment with our community colleges much more of a reality.

OTAN can offer a unique learning environment or *Canvas Instance*, 50 licenses, and individualized support at no cost to WIOA II funded agencies interested in joining the CDLC in Winter/Spring 2022. Get on the waiting list now by reaching out to [support@otan.us](mailto:support@otan.us). This is a cost savings of \$2,875.

Flexibility, innovation, perseverance...this is our call as adult leaders and practitioners for the betterment of our students and their families. 🐘

*Renee Collins*

Adult Education Director



Scan these QR codes to learn more about these exciting OTAN resources!



Visit our Accessibility Resources page to learn more about accessibility and create your own accessible content and presentations!



The California EL Civics Exchange is a repository for original EL Civics instructional materials created by California WIOA, Title II: AEFLA/EL Civics agencies which can be used to teach EL Civics content to English language learners.

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