

TDLs—Save the Dates

The Technology and Distance Learning Symposium will take place on March 9–10, 2018 at Napa Valley Adult Education.

This premier adult education event will offer relevant and new information, dynamic presentations, and hands-on skill development to start or grow your blended/distance learning programs and enhance technology integration in the classroom. Topics include: Open Education Resources, Digital Badges and Micro-credentialing, Mobile Devices, iPads, Chromebooks, Online and Blended Instruction Delivery Models, Moodle—Your Learning Management System, and much more.



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AEBG TAP: OTAN Increases Services to the Field

The Adult Education Block Grant (AEBG) is a unique system for educators in California. It brings together a collaboration of K–12 Adult Education agencies and Community Colleges with local service delivery partners to form consortia. For many years, adult education has provided classes for low-skilled adults and immigrants. Recently, the adult education field struggled with funding in flexibility. In 2013–14, AB 86 provided funds for consortia to develop coordinated plans within designated regional consortia boundaries. In 2015, Assembly Bill 104 provided the designated AEBG funds, based on a needs formula, to 71 consortia to improve and expand adult education and to coordinate services that address the educational needs of adults.

In 2016–17, funding was made available for assistance to consortia to help transition to the new adult education system. The Technical Assistance Project (AEBG TAP), housed at the Sacramento County Office of Education, provides technical assistance, professional develop-

ment, and resources to California adult education agencies. The training and tools provided for success and the emphasis on working creatively and collaboratively will ensure that California's adult education students are well prepared.

With this partnership, OTAN expanded services for all AEBG members. There are additional opportunities for professional development on delivery of instruction and enhanced materials to use in your region. This is a great time to implement new tools that will engage and benefit your learners. Planning for the future? This is the time to dive deeper with educational technology. Why not get in the habit of using social media, mobile devices and blended learning? Would the use of these services be advantageous to your programs? Research shows that the use of educational technology increases student progress with accelerated learning. Contact OTAN (916) 228-2580 or support@otan.us for ideas for implementation at your agency. 🌐



AEBG TAP? What is That?

The Adult Education Block Grant (AEBG) is a partnership between the California Community College Chancellor's Office (CCCCO) and the California Department of Education to allocate funding to eligible adult education consortia for the purpose of expanding and improving the provision of adult education via those consortia.

The Technical Assistance Project (TAP) in connection with the AEBG office, provides professional development and technical assistance to all 71 consortia. The AEBG TAP partners include: American Institute for Research (AIR), Comprehensive Adult Student Assessment Systems (CASAS), the Outreach and Technical Assistance Network (OTAN), and subcontractor Full Capacity Marketing (FCM).

Services TAP provides include technical support, needs assessments, webinars, technology training, professional development, and more. All of TAP's

services are provided at no cost to CA Adult Education Consortia!

AEBG TAP has facilitated numerous weekly webinars including: "Data Integrity Report Clean-Up" (by CASAS) and "Working Effectively with the News Media" (by FCM).

Hands-on workshops are coordinated through TAP for consortia events. "Increasing Rigor across Adult Education Instruction" is a three-part professional development series (by AIR) to be held regionally. OTAN presented at several

different consortia events including the Solano Adult Education Consortium Summit in August and is scheduled to present "Digital Badges in Adult Education" at Mt. San Antonio Consortium in November.

More information about AEBG and AEBG TAP can be found at <http://aebg.org> – where all CA Adult Education Consortia can "tap" the AEBG TAP for resources and support! 🌐



Open Digital Badges and Micro-credentials 101



Have you considered new ways to acknowledge your learners' achievements? Have you heard about digital badges or micro-credentials? For the sake of brevity, the terms badge, digital badge, and micro-credential will be used interchangeably.

Let us look at what digital badges represent. They document learners' accomplishments, usually through project-based completion which demonstrates mastery. Most badgers agree these digital awards should be meaningful so educational institutions and employers will acknowledge and respect the achievements they represent.

The involved parties are: the **earner**, who has demonstrated mastery; the **issuer**, who upon mastery verification, issues the badge to the earner; and the **consumer**, an educational institution or employer, who accepts the value of the badge. All parties must have confidence in the value of the badges for the system to create pathways for the learners.

Open badges give the earner the ability to collect,

organize, and display badges in an online **digital backpack**. Open allows the earner to export badges from the issuing system. Some badges can be **stacked** to build up to a mastered competency. The process of badging lends itself to a type of gamification where learners work to earn rewards in the form of badges. Badges help connect learning to outcomes.

Digital badges contain information-rich **metadata** which includes badge name, criteria, issuer, date, and more. Badges which are not **baked** with metadata are simply online digital stickers.

Digital Promise (<http://digitalpromise.org/initiative/educator-micro-credentials/>)

and BloomBoard (<https://bloomboard.com/>) have been at the forefront of issuing micro-credentials for professional development for educators. As they develop their skills, educators earn micro-credentials to document their success.

To put a badge on it - contact OTAN to schedule a face-to-face workshop at your site soon. 🌐



What's inside an Open Badge by @bryanMMathers is licenced under CC-BY-ND

OTAN offers free online workshops to meet the demands of busy adult educators. The sessions last from one to two hours. Visit our Web site at <http://www.otan.us/training> or find **Training** at the bottom of the OTAN homepage and follow the links for descriptions, schedules, and registration. If you do not see the professional development workshop you need, contact us at support@otan.us with your request for a customized online workshop.

- Citizenship Prep: EdTech and Other Resources for Adult Ed
- Creating Accessible Documents
- Creating Open Educational Resources
- Digital Badges in Adult Education
- Digital Badges With/Without Moodle
- Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 1
- Easy to Make Quizzes and Flashcards for Tablets and Mobile Phones Part 2
- Easy to Make Quizzes for Web Sites and Blogs
- EL Civics: Digital Literacy & Internet Safety
- Excel Tips
- Go to the Cloud with Office 365: OneDrive, Word, and Excel
- Google Tools and Drive
- Learn360 Resources for Adult Education
- Licensing Your Creations (Copyright & Creative Commons)
- Mobile Digital Literacy
- Open Educational Resources and Adult Education
- Privacy, Practice, Presence, and You
- Social Media for Adult Education
- Using the OTAN Teaching with Technology Search Tool

Online Workshop Requirements

- Smart device with current, up-to-date browser (i.e., Chrome, Edge, Explorer, Firefox, Safari) and/or 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 button/setting.



OTAN *Face-to-Face Workshops*

2017-2018

Outreach and Technical Assistance Network: www.otan.us/training

OTAN offers free face-to-face, hands-on technology-integration workshops. Many of these workshops can be offered in two parts (three hours each) for a more in-depth approach on a topic. To schedule a face-to-face workshop for your school, contact us at support@otan.us or call 1-916-228-2580. If you do not see the professional development workshop you need, contact us with your request for a customized face-to-face session.

Visit our website at <http://www.otan.us/training> or find **Training** at the bottom of the OTAN home page and follow the links for detailed descriptions.

- Chromebooks for Adult Education
- Communicating with Google
- Custom Google
- Customizing Your Moodle Course
- Digital Badges in Adult Education
- Google Classroom for Adult Education
- Google Sites
- Google Tools and Drive
- Interactive Whiteboards - Creating Student Activities
- Internet Resources for Adult Ed Teachers
- iPads in Adult Education
- Mobile Devices in Adult Education Part 1
- Mobile Devices in Adult Education Part 2
- Mobile Devices: Formative Assessment
- Mobile Digital Literacy
- Moodle: Create a Course Web Site
- Office 365 for Adult Education
- Open Education Resources and Adult Education
- Privacy, Practice, Presence and You
- RACHEL Reaches All Your Learners
- Social Media for Adult Education
- Teaching Vocabulary with Technology

Face-to-Face Workshop Requirements

- There must be one device (i.e., PC, laptop, Chromebook) for every individual registered in a workshop.
- The site's network and bandwidth must be open and of sufficient speed to allow all registrants access to workshop dependent apps, content, and Web sites at the same time.
- All devices must have a current, up-to-date browser version installed (i.e., Chrome, Explorer, Edge, Firefox, Safari) and all other applications as applicable to the individual workshop.
- The trainer must be able to use the teacher station or connect their own device to the site network and LCD projector. There should be a screen for class viewing.
- Ten participants must be registered seven business days prior to the workshop date.



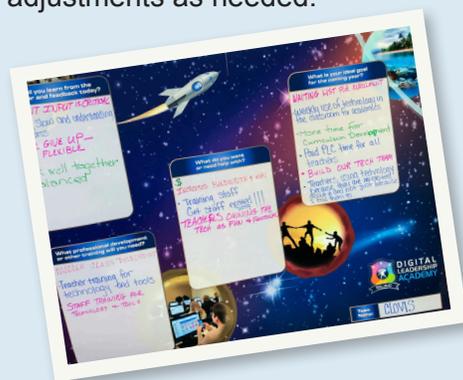
Year 2: Digital Leadership Academy Begins

This October will bring back the eight agencies participating in the Digital Leadership Academy (DLAC) for a second year of staff development, project, and program planning. Each agency outlined project goals that align to their annual Technology and Distance Learning Plan during the first year.



These plans included developing or enhancing current distance learning programs and other educational technology integration projects. Each agency will continue to work on their project goals throughout this second year of DLAC.

In addition, agency teams will receive training and practice in integrating technology with project-based learning. One requirement is creating and presenting a lesson that integrates technology with project-based learning principles within the classroom. Teams will evaluate the effectiveness of their lesson and make adjustments as needed.



Applications for the second round of DLAC (for years 2018–2020) will open in the spring of 2018. Now is the time to talk to fellow

teachers, your administrator, or anyone else who would like to receive the benefits of the Digital Leadership Academy. Watch for an announcement on the OTAN homepage. You can watch mid-project reports from participating agencies through the OTAN YouTube Channel and the DLAC playlist: <https://goo.gl/PRX54Z>

Putting English to Work Available in an Online Course

Putting English to Work (PETW), a popular program to learn English, is now available through online courses available on OTAN's learning management system, MOODLE, located at <https://adulthoodcourses.org>.

OTAN partnered with the Los Angeles Unified School District, Division of Adult and Community Education, to upload and maintain three courses:

1. Putting English to Work 1 with 20 units covering topics such as *Where do you live? Applying for a Job, and The Job Interview.*
2. Putting English to Work 2 has 24 units such as *Making an Agreement, Reading Job Bulletins, and Worker's Rights.*
3. The final course Putting English to Work 3 also offers 24 units including *Setting up Interviews, Arranging a Work Schedule and Solving Problems.*

Teachers can review the courses by going to the OTAN website at <http://www.otan.us> and selecting the button on the upper right side of the home page "CA Adult Ed Online Courses" to open the Web site. Teachers can look at a sample of each course by selecting the category *OTAN Other Shared Courses* and then choosing one of the Putting English to Work courses. If a teacher would like to use one of the courses as part of their instruction, they can request a copy of the course through the "Course Request" block on the right side of the screen.

Putting English to Work is a popular program used in adult education for years and OTAN is pleased to be able to bring these courses to the California adult educators.

In memory of Sharon Ram



May 31, 1973 – September 2, 2017
Fremont Adult and Continuing Education
Fremont, CA

Tech Tips

There are several online tools for sharing information with your audience. These three free resources will have you quickly “Putting the Pieces Together” to create an engaging presentation for your audience.



1. SlideDog (<https://slidedog.com/>) is a multimedia tool that lets you create playlists with any kind of presentation media which can then be moved around and presented in a seamless way. Although this tool is **not** used for creating presentations, it can be shared across multiple devices and it does make transitioning smooth.
2. PowToon (<https://www.powtoon.com/>) is animation presentation software that is both fun and easy to use to create animated videos and slideshows.
3. Polldaddy (<https://polldaddy.com/>) allows you to create surveys and polls for quick audience feedback. 🌐

Joyce Hinkson
Director, OTAN

From the Adult Education Director

In consideration of recent mandates and activities regarding accountability measures, here are my thoughts:



In the 1850's when low-skilled workers and immigrants were in need, Adult Education classes were developed. Then 100 years later, services for adults were enriched to provide for local communities. We have prepared adults with high school, vocational programs, and English or citizenship classes. In the 90's, Adult Education strengthened job training systems addressing barriers of low literacy skills. These are the same challenges we have today.

Schools focus on literacy, high school or post-secondary completion, job placement and advancement. We should measure progress and its local impact. Look for measureable skills, such as attainment of driver licenses, bank accounts and improved access to healthy food and safer housing.

Report when students increase family activities at school or in community engagement by volunteering. This will demonstrate the power of adult education. 🌐

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