***Instructions: Your online session with the application will time-out after 60 minutes of inactivity. This could cause loss of information in your application. Please make a copy of this document to help you complete the application. You may want to save it and share it with your team to ensure each part is completed. Note: Both the participant and administrator questions are provided, as well as the scoring rubric.***

Digital Leadership Academy 2024-2026

The Outreach and Technical Assistance Network (OTAN), for nearly three decades, has been at the forefront, empowering adult education agencies and educators with a dynamic blend of professional development, cutting-edge resources, and top-notch technical support.

We offer online workshops that spark innovation, face-to-face training that dives deep into the latest technology integration practices, and resources for both online, in person, and blended learning. But that's not all – electronic collaboration, educational resources, and a plethora of other exciting offerings.

Our Digital Leadership Academy (DLAC) is a game-changer in the professional development arena! This is not your ordinary program – it's a two-year long term professional development opportunity that combines the best of OTAN's previous academies, namely the Technology Integration Mentoring Academy and the Online Teaching Academy.

The Digital Leadership Academy is your golden ticket to mastering technology integration, conquering digital learning challenges, and mastering the power of blended teaching. Flexibility is the name of the game – we understand that each agency is unique. That's why DLAC is tailored to fit seamlessly with your agency's continuous improvement goals, strategic/3-year/WIOA plans, and applications, overall need to achieve progress toward student and school outcomes.

Participant: This can include teachers, counselors, support staff, etc.

As you answer the questions, keep these items in mind. Work with your team to ensure you present consistent information for each question. You can also “save” your application without losing the information you provided. You can return to this application page and make changes and modifications. Once you “submit” your application, ***you will no longer be able to make changes to any of your answers.***Once you and all other team members have completed this application, your administrator must review the team, select a team leader, and make the final submission for the entire team. Your administrator cannot submit for the team until all team applications are finished and are submitted. The administrator has the final say on who is on the team, who the team leader is, and makes the commitment to support you and the entire team. Each question has a character limit of 1500 characters (not words, characters). You can check your answer by selecting the text, choosing the Review tab in Office 365 Word, and then selecting Word Count.

1. Please describe your current role at your agency. Be sure to include your program area if applicable (ESL, ABE, ASE, etc.). Include a description of how you currently integrate technology into your class or work. If you do not currently use technology, describe how you would like to use technology in the future.

{Write your text here to copy/paste into the application.}

**Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Needs improvement**  | **Meets requirements**  | **Exceeds requirements**  | **Exceptional**  |
| **No evidence of a plan for future technology integration.**  | **Currently integrates technology into class/work on an irregular basis but in effective ways, or has a strong plan about how s/he would use it effectively**  | **Currently integrates technology into class/work on a regular basis and in effective ways to enhance student learning and/or digital literacy skills; names specific apps and/or resources**  | **Currently integrates technology into class/work on a regular basis, and effective ways, and seeks new and innovative models to incorporate into their class/work and program wide.**  |

1. As a team, identify one technology integration or Digital, Distance, Blended, or Online Learning goal for continuous program improvement and learner success. We encourage you to work with your team to provide a unified goal for your DLAC project. It is understood goals and priorities may change over the course of the initial first few months, especially to focus on a specific need or equity gap at your agency. Some resources that may help guide your project goals include your current agency’s Continuous Improvement Plan (CIP) and if applicable; your IET/IELCE plan. Contact your administrator for copies of each plan (located on the California Adult Education Online Application & Reporting site: <https://caadultedreporting.org/>).

{Write your text here to copy/paste into the application.}

**Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Needs improvement**  | **Meets requirements**  | **Exceeds requirements**  | **Exceptional**  |
| **No evidence of goal selection, collaboration with team members.**  | **Provides acceptable educational technology goals but does not clearly connect what she/he wants to accomplish toward these goals as a member of this team and may not provide alignment to the agency's priority goal(s).**  | **Provides evidence they reviewed or selected a goal and provides acceptable educational technology goals; clearly connects what she/he wants to accomplish toward these goals as a member of this team and provides alignment to the agency’s priority goal(s).**  | **Provides evidence they reviewed available resources and selected a goal, collaborated with other team members and clearly connects what she/he wants to accomplish toward these goal(s) as a member of this team, and provides alignment to the agency's priority goal(s), and goes above and beyond by articulating a vision and mission for the program.**   |

1. This project requires a considerable commitment for two years; the full schedule is posted on the [DLAC home page](https://otan.us/Training/Dlac). It includes monthly online meetings, several face-to-face meetings, completion of two online courses, and participation in the annual Technology and Digital Learning Symposium (TDLS) for both years of the project. Please share your strategies with time management, managing multiple projects, and deadlines. These strategies can be related to personal growth, education, or community ventures. Note: you are expected to attend all meetings (meeting dates and times are posted on the DLAC site and discussed at the meetings).

{Write your text here to copy/paste into the application.}

**Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Needs improvement**  | **Meets requirements**  | **Exceeds requirements**  | **Exceptional**  |
| **Describes no time management strategies.**  | **Describes 1 or more strategies for time and/or project management. Can include professional development commitments or long-term projects.**  | **Describes more than 2 past projects or professional development commitments, and demonstrates good time management, leadership role, or long-term involvement.**  | **Describes more than 2 past projects or professional development commitments, and demonstrates good time management, leadership role, or long-term involvement. The examples show significant contributions to the community.**  |

1. Describe professional (or personal) projects where you have taken a leadership role or that required long term commitments. Were you part of a team? What role did you assume? What was your overall experience being part of a team? Team position and leadership roles are not confined to education. Feel free to provide examples from community, volunteer, or other experiences.

{Write your text here to copy/paste into the application.}

**Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Needs improvement**  | **Meets requirements**  | **Exceeds requirements**  | **Exceptional**  |
| **Provides no professional development past commitments.**  | **Provides 1 or more examples of professional development involvement.**   | **Provides multiple examples (2 or more) of participation in PD events and reports a leadership role or team membership. Extra points if they report using educational technology both as a teacher and as a learner.**   | **Provides multiple examples (3 or more) of participating coordination and planning of specific events/projects. Additional considerations for EdTech projects, both as a teacher and as a learner. Examples show leadership and innovation.**  |

1. Your participation in this project will require on-going team collaboration, communication, problem solving, and planning. Describe your strengths as a team member using these skills.

{Write your text here to copy/paste into the application.}

**Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Needs improvement**  | **Meets requirements**  | **Exceeds requirements**  | **Exceptional**  |
| **Provides examples of one or more of the skills. Does not show strong team collaboration.**  | **Provides good examples of team collaboration using 1 or more of the skills listed. Shows efforts or strategies of incorporating those skills in a team environment.**  | **Describes and provides examples of effective communication, collaboration, and interpersonal strategies. Demonstrates development of good team collaboration/planning/communication strategies.**  | **Describes and provides examples of effective communication, collaboration, and interpersonal strategies. Demonstrates leadership and a unique strategy for team problem solving, participation, and planning.**  |

1. (Optional) Teachers using educational technology have many types of professional online presence. List yours below (if any). Examples include a teacher website, LinkedIn, Twitter/X handle, Facebook groups or pages for learners, Pinterest, Instagram, Tik Tok, SnapChat, etc.

Agree box –

* I will attend all scheduled face to face and online meetings as well as attend TDLS.

Administrator:

The application process for your Digital Leadership Academy team is summarized and submitted by you, the agency administrator. Please communicate with all your team members to ensure they complete and submit their applications when you are ready to finalize the complete team application. You cannot submit the team application if all your team members have not completed this step.

The administrator role is important in the DLAC application process. As the administrator, you choose the team members (under section 2) and assign a team leader. When you make changes for a team member or team leader, be sure to save the changes by using the button at the end of the row. As team members complete their applications, you will be able to select their names and see what they wrote in their application. The green checkmark next to their names indicates the application is complete and submitted by that team member.  If all the team members have not completed their application, you cannot assign them as a team member; please be sure to coordinate that all team members have completed and submitted their participant applications. This must be done before you can submit your administrator/agency application for your team to participate in the Digital Leadership Academy. The questions below are meant to determine your commitment to your team participating in this academy and provide the necessary support to ensure team success. Additionally, please limit your team to 2 or 3 participants.

1. Administrators are welcome and encouraged to be actively involved in the DLAC project as a team member. This is not a requirement. If you choose to be a team member, you agree to attend all required DLAC Meetings—both in-person and online—and be a full contributing member to the team. Your participation is at no cost to your agency as OTAN will cover the cost of travel, room, and board. Please indicate your commitment to participate using the options below. Note: If you choose not to be directly involved, you will still have minimum involvement in areas such as brief reports, site visits, calls, and other communications with OTAN and OTAN coaches.
* Yes, I plan to participate as a full team member and WILL attend all meetings and complete other team tasks.
* No, I will not participate directly. My team rocks!
1. Choosing "Yes" to Question 1 above will not automatically make you the "Team Leader" for your agency. You may, of course, assign yourself. If you do not, you must assign a Team Leader from the list below. The Team Leader is responsible for communicating with you, the administrator, the rest of the team, and the team leader is responsible for making the final submission of the team's application for review.

(Select from a list of team members)

1. In your own words, please tell us about the team members you are approving to be a part of DLAC. Include their current assignment, technology experience, leadership qualities, or other strengths that will enhance the project’s success. Describe what you want your team to accomplish during their participation in the Academy. You must talk with your team to identify this goal. Note: This does not mean that your team cannot work on more than one goal. Depending on the scope, you and the team can elect to accomplish multiple goals. You are encouraged to review your current Continuous Improvement Plan (CIP) and if applicable; your IET/IELCE plan. You have access to copies of each plan located on the California Adult Education Online Application & Reporting site: <https://caadultedreporting.org.>

{Write your text here to copy/paste into the application.}

**Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Needs improvement**  | **Meets requirements**  | **Exceeds requirements**  | **Exceptional**  |
| **Does not address all items (assignment, tech experience, and/or leadership qualities).**  | **Describes at least 2 topics: team member's current assignment, technology experience, or leadership qualities.**   | **Describes in detail all three topics: team member's current assignment, technology experience, and leadership qualities.**  | **Describes in detail all three topics: team member's current assignment, technology experience, and leadership qualities and shows enthusiasm for team member's participation.**  |

1. This project requires interaction between coaches, you as the administrator, the project coordinators, and other DLAC participants. Significant time and effort are required. OTAN encourages administrators to discuss and plan time for project success and compensation (if applicable) for this effort. This commitment may mean conflicts with schedules. It is important that your participants attend ALL required meetings and have your full support to do so (which may or may not impact on your budget). Their release to attend events/meetings for this project should not affect either their personnel leave or vacation leave. Please confirm your agreement to the following:
* Internet access, equipment, and technical support for your team.
* Release time (with no adverse impact to the participants' personal or vacation leave) to attend 10 days (over the course of 2 years) of training at Sacramento County Office of Education. All dates are listed on the DLAC web site.
* Release time (with no adverse impact to the participants' personal or vacation leave) for participants to attend required bi-monthly online DLAC project meetings. All dates are listed on the DLAC web site.
* Release time (with no adverse impact to the participants' personal or vacation leave) to attend and present at OTAN's Technology and Digital Learning Symposium currently scheduled for March 2025 and 2026. Dates and location are to be determined.
* Host Digital Leadership Academy Coaches, Coordinators, and consultants at your site when scheduled.

**Scoring Rubric**

|  |  |
| --- | --- |
| **Agrees to all**  | **Does not agree to all**  |

OTAN serves WIOA funded agencies across the state. Applicants for this academy will be representative of the entire geographic state including underserved, remote locations, and new WIOA Title II AEFLA grant recipients. OTAN activities are funded by the Adult Education Office, in the Career & College Transition Division, California Department of Education, with funds provided through Federal P.L., 105-220, Section 223.