MVLA Adult Education

Board Presentation
December 9, 2013

MVLA Adult School Mission Statement

The Adult School is committed to serving adult learners who will gain the knowledge, skills, and proficiency necessary to achieve personal goals in employment, secondary education, and English language skills in order to become self-reliant and productive members of the community.

WASC Student Learning Outcomes

Students will*:*
- *Set goals and progress towards them.*
- *Achieve a measurable increase in knowledge, skills and proficiency in their goal area.*
- *Be able to apply knowledge, skills and proficiency to employment and continuing education.*

MVLA Adult Education
School-Wide Goals 2013-2014

1.   Align curriculum with state standards and apply best practices.

2.   Improve academic achievement for all students through data-driven instruction.

> *WASC Action Item #1: Apply demographic data and test data to target instruction.*
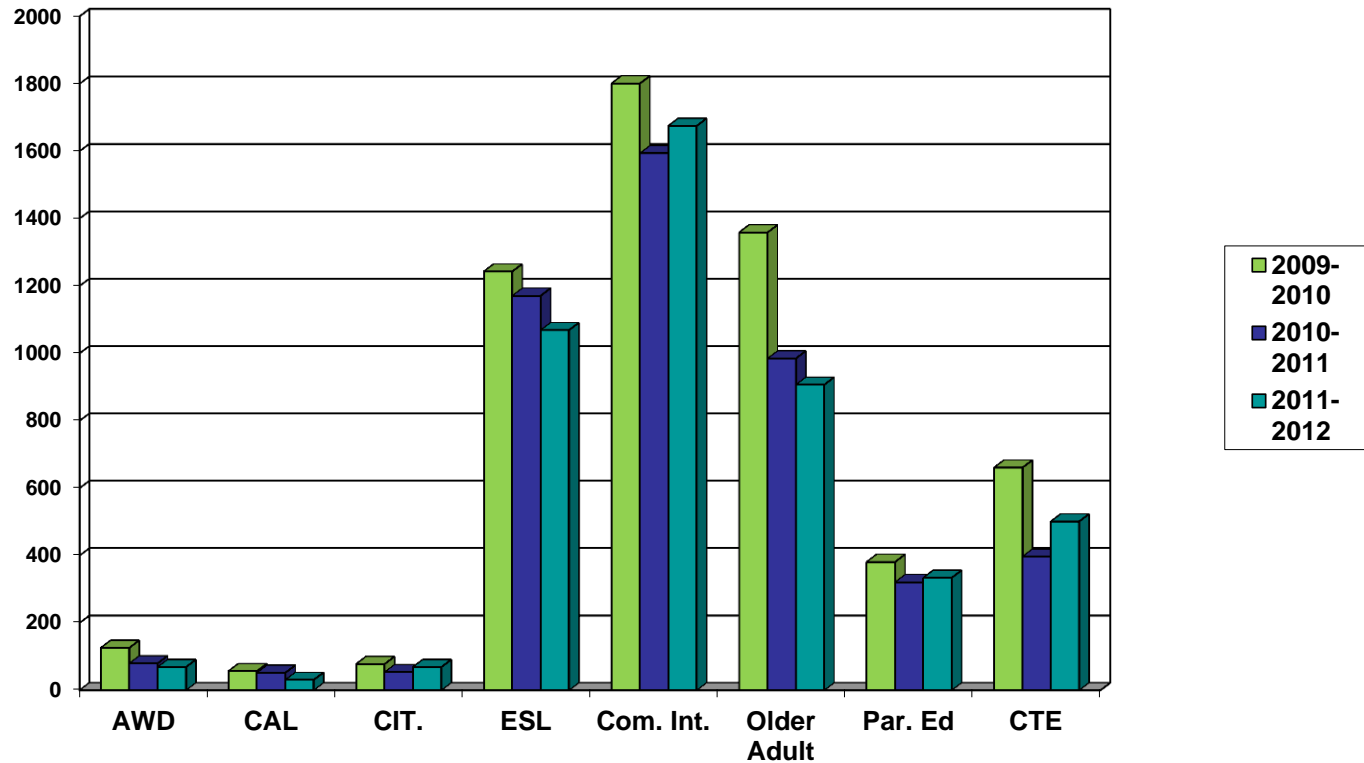> *WASC Action Item #2: Use test results to assess student performance and progress*.

3.   Integrate technology-based instruction into core programs and teach students how to better develop their own technological skills.

> *WASC Action Item #3: Systematically train all core program teachers to integrate technology-based instruction into the curriculum.*

4.   Continue to provide quality instruction and services to district students and parents.

MVLA Adult Education Programs Enrollment Trends

Unduplicated Enrollment by Program: 2011-2012 shows an increase in unduplicated enrollment in community interest, parent education, citizenship, and CTE classes over the previous year. Slight decreases in all other programs compared to previous year.

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# School-Wide Goals & High School Diploma/GED

Goals

1. Align curriculum with state standards and apply best practices.

2. Improve academic achievement for all students through data-driven instruction

3. Integrate technology-based instruction into core program and teach students how to better develop their own technology skills.

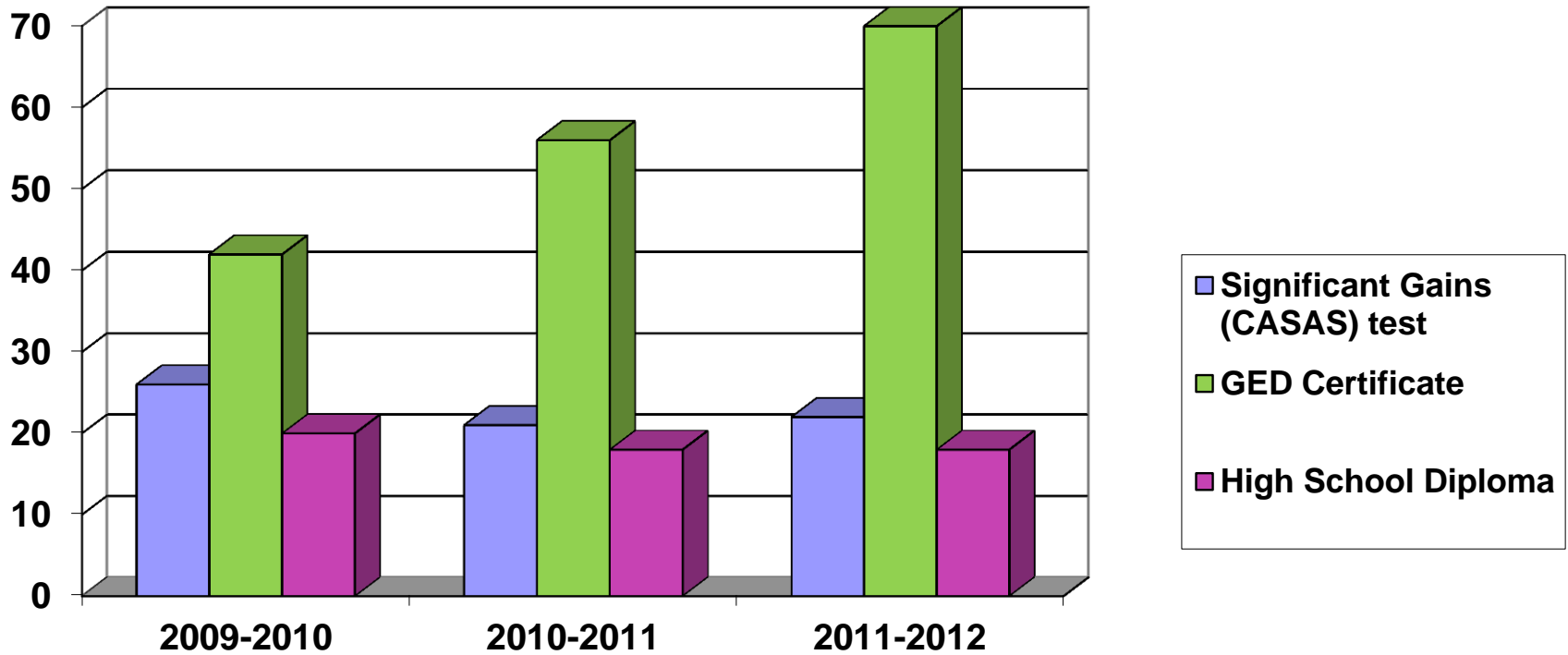4. Continue to provide quality instruction and services to district students and parents

Evidence

1A. HSD implements curriculum that is aligned to state standards via approved online courseware, shared course outlines, assignment rubrics, and blended model approach.

1B. GED staff integrates technology into classroom instruction and students take online remedial courses.

2. Targeted instruction implemented in HS and GED prep courses through web-based diagnostics. Assessment results drive instruction. GED pre-post tests are used to assess real test readiness.

3. All HS staff are trained on online courseware, web-based instruction, online diagnostic tools, and use of webcam/document reader. GED interactive software has been introduced and several staff use it.

4. In 2012, served over 280 HS students in summer school online courses in addition to meeting the needs of concurrent and Moffett students during the regular school year.

Home/hospital and young teen parents in the district continue to receive instruction and services.

MVLA Adult Education
# HSD/GED Unduplicated Served
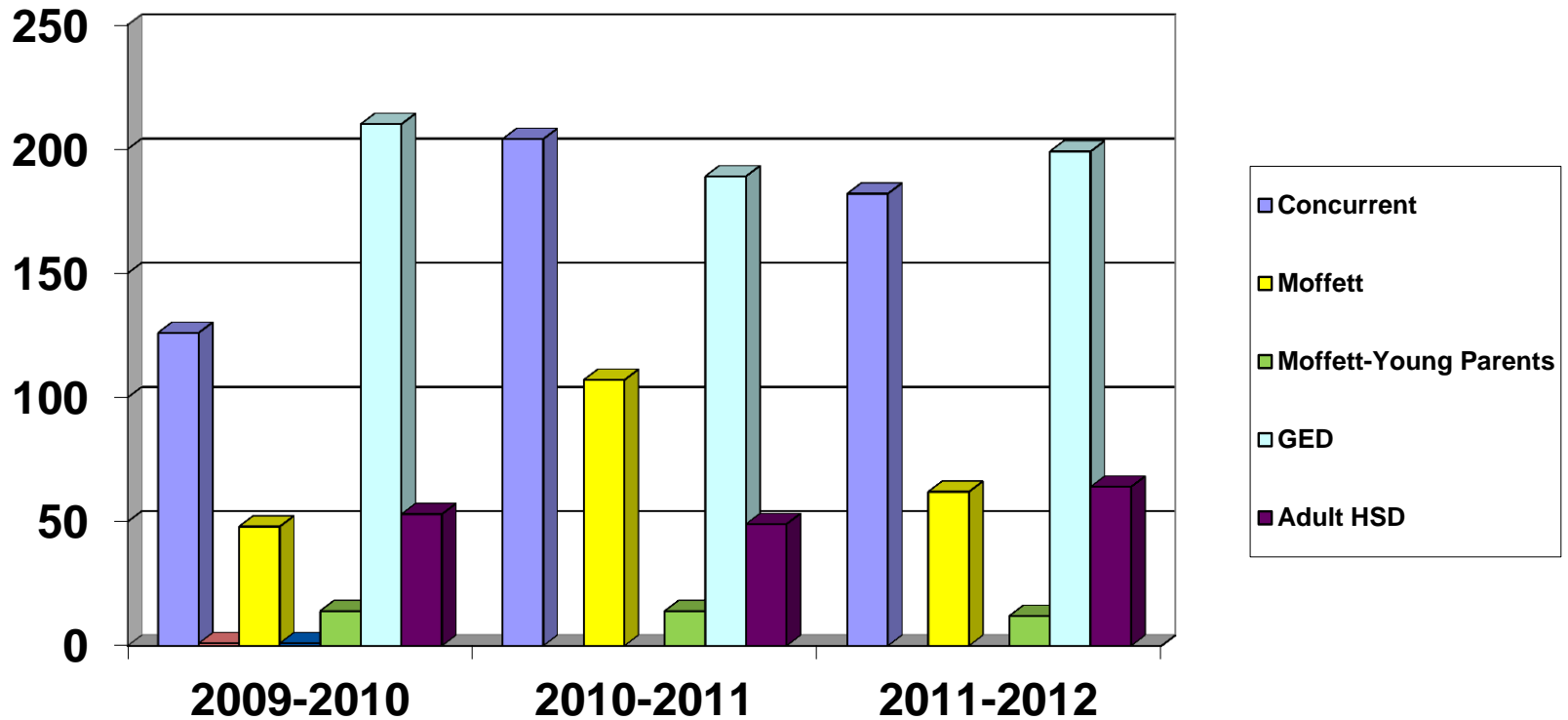
Total concurrent and Moffett student enrollment includes freshman, sophomores, juniors, and seniors from MVHS, LAHS and AVHS. In 2011-2012 there was a decrease in concurrently enrolled and Moffett students. About the same number of young parents were served and there was an increase in GED and Adult HSD students.

MVLA Adult Education HSD/GED Benchmarks

Chart legend:
- Significant Gains (CASAS) test
- GED Certificate
- High School Diploma

Years: 2009-2010, 2010-2011, 2011-2012

In 2011-2012, 27 GED students made significant gains and 70 achieved a GED certificate. Eighteen adults received their HS diploma. Compared to the previous year, there were increases in significant gains and GED completions with a slight decrease in high school diplomas earned by adults.

MVLA Adult Education
HS Seniors Who Earned Diplomas
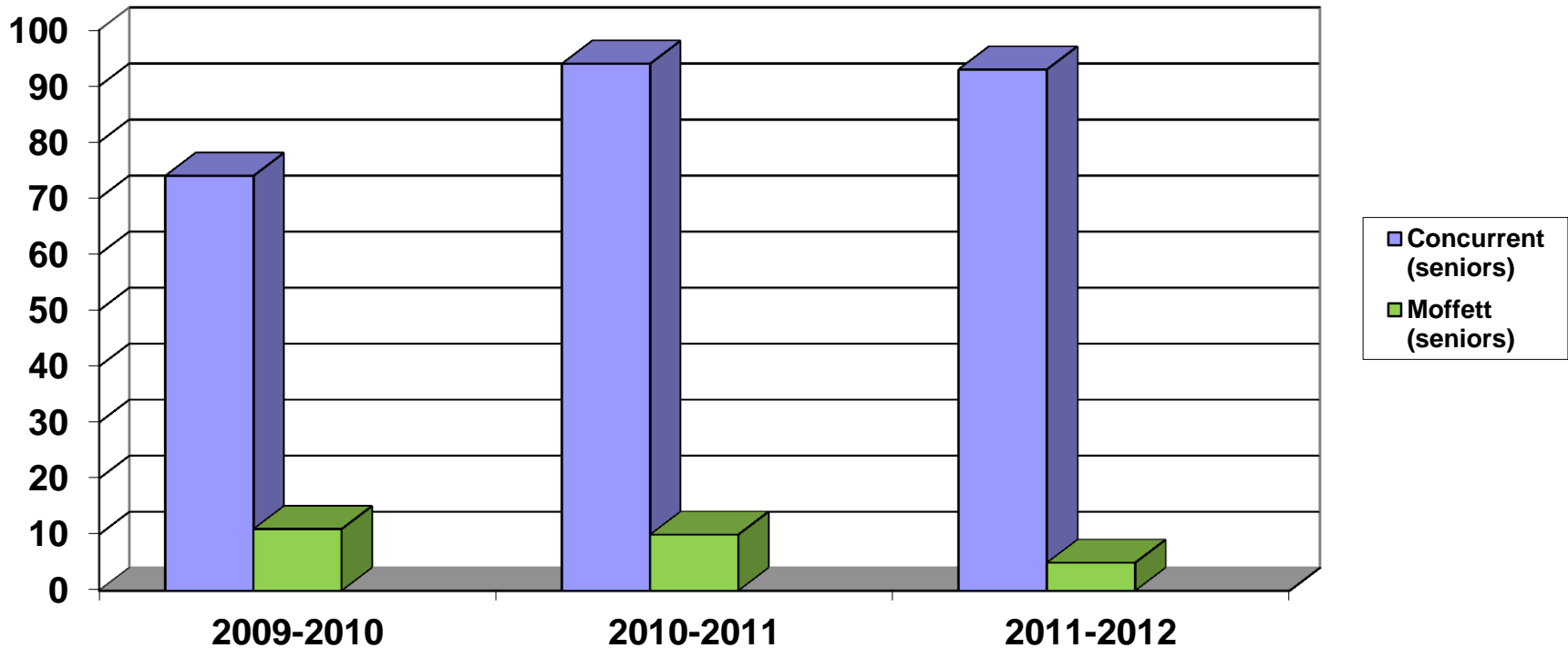
Concurrent and Moffett completions refer to high school seniors receiving their diplomas from their home schools while having taken at least one class in their senior year at the Adult School. In 2011-2012, the number of concurrently enrolled seniors remained nearly the same as the previous year. Fewer Moffett seniors were referred to the AE HSD program in 2011-12.

MVLA Adult Education
Online Summer School Data

Legend:
- # of students enrolled
- # of students completed
- Completion rate
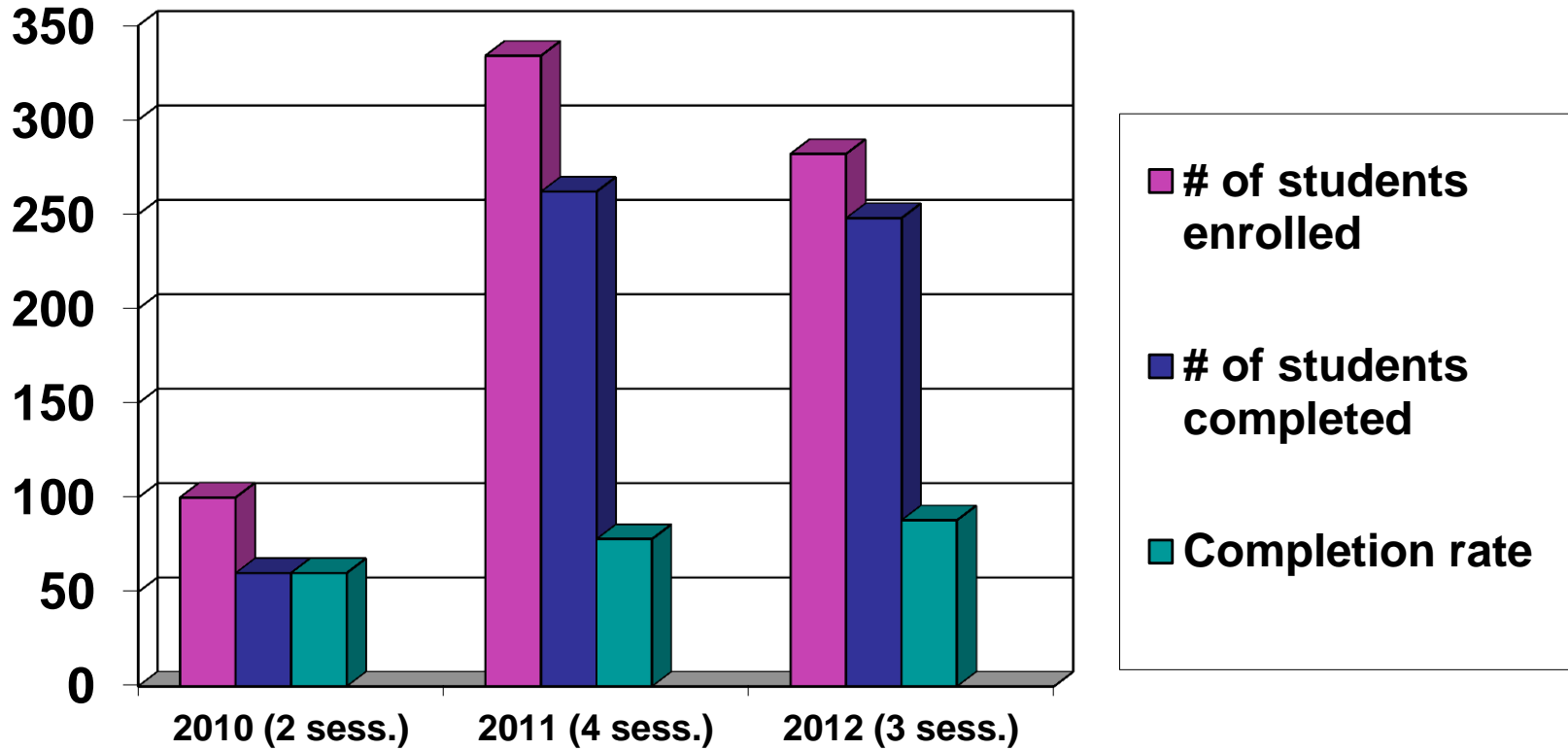
MVLA Adult Ed has greatly expanded its online summer school offerings. In 2011, 334 students were served (across 4 sessions) with a completion rate of 78%. In 2012, 282 students were served (across 3 sessions) with a completion rate of 88%.

School-Wide Goals &
Career Technical Programs

Goals

1. Align curriculum with state standards and apply best practices.

2. Improve academic achievement for all students through data-driven instruction

3. Integrate technology-based instruction into core program and teach students how to better develop their own technology skills.

4. Continue to provide quality instruction and services to district students and parents.

Evidence

1. CTE classes have been aligned with CTE model standards and articulated with various community colleges. High pass rates reflect best practices in instruction.

2A Use of students' state and national test results as a measure of student success and high #s of state and national certification.

2B Teachers assess students weekly and use results to re-teach as needed. Also they look at student demographic data to identify any educational and economic barriers so support can be provided.

3. All CTE teachers use technology for classroom instruction in programs: healthcare, business/finance, and computer applications.

4. CTE is working with district high school college and career counselors, participating in college and career days, and promoting CTE classes – at community events and career fairs.

MVLA Adult Education
Career Tech Student Duplicated Enrollment
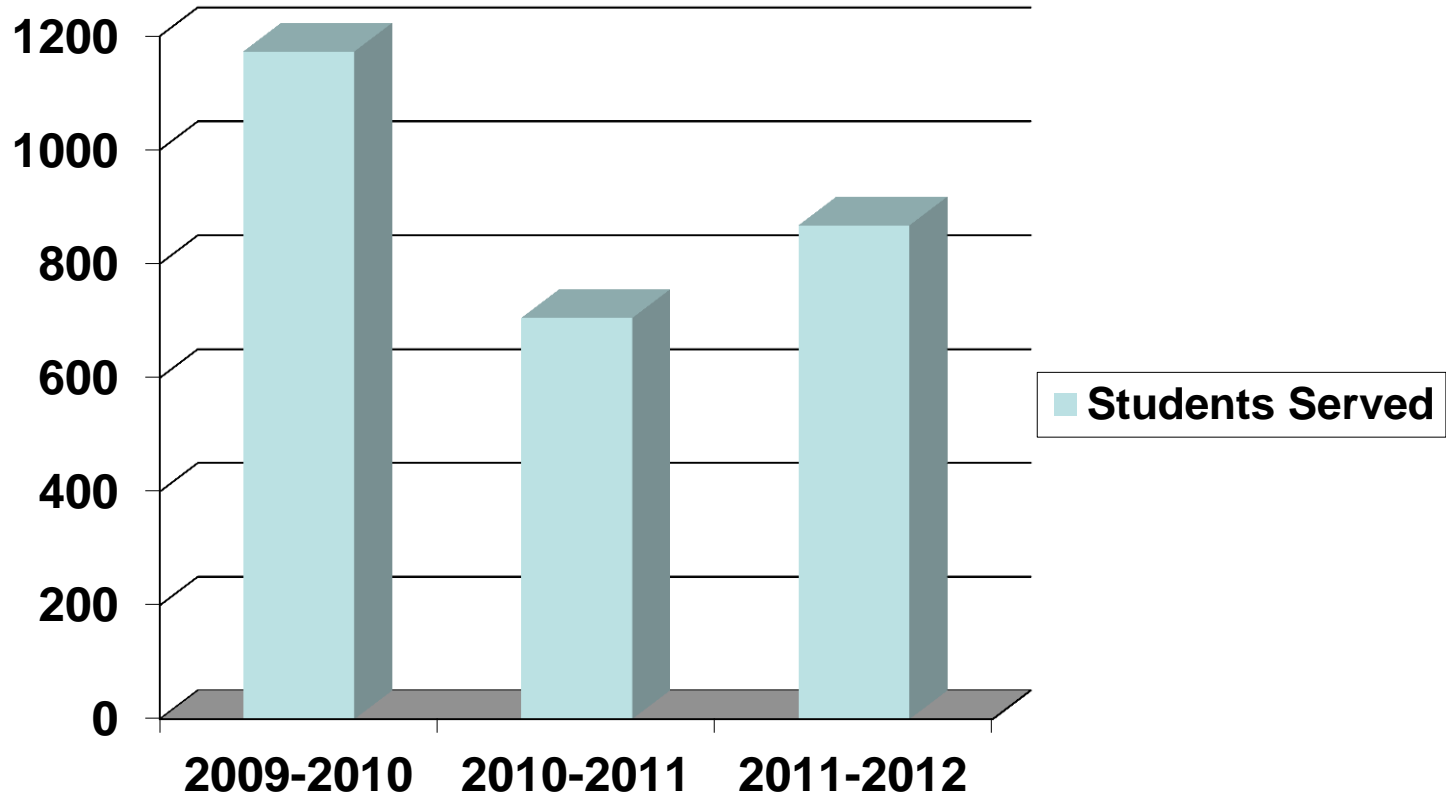
In 2011-2012, there was a 19% increase in CTE duplicated enrollment compared to the previous year.
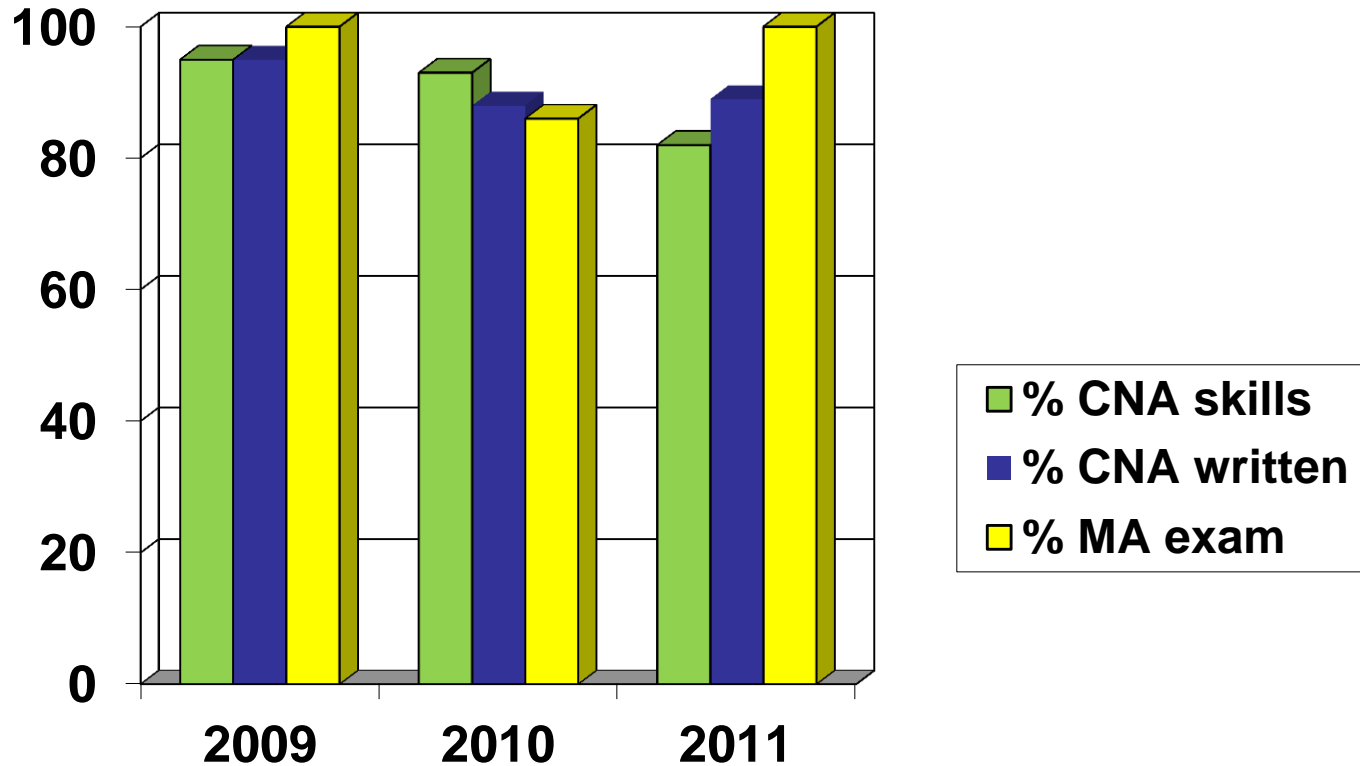
MVLA Adult Education
Transition of Students within the CTE program
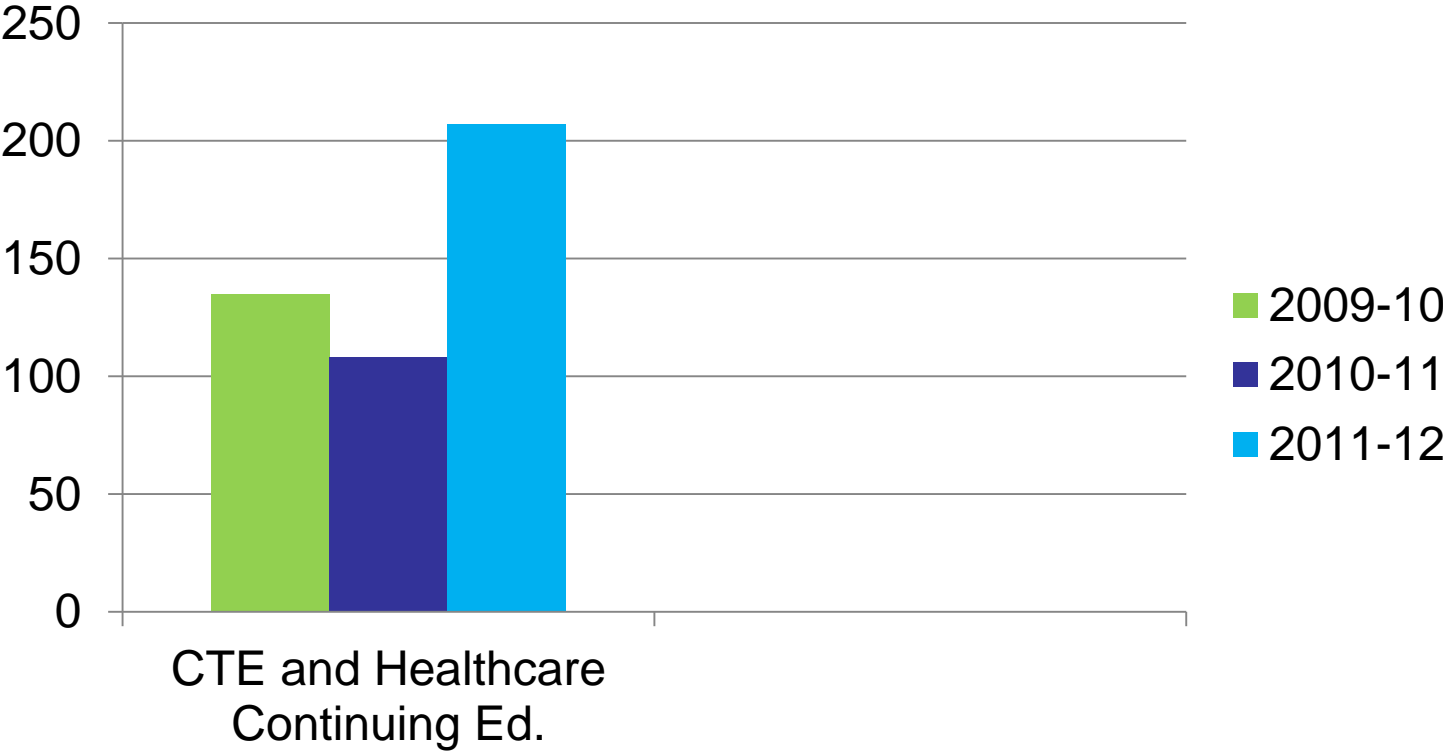
There is an increased number of CTE students completing more than one CTE class or program to satisfy employability requirements and expand career opportunities.

MVLA Adult Education
Certified Nursing Assistant/Medical Assistant Exam Rates

Legend:
- % CNA skills
- % CNA written
- % MA exam

Adult school students who complete our CNA/MA programs have a pass rate significantly higher than state and national exam pass rates. This is due to support services provided to students who need extra help in class and for preparing for their final state exams.

MVLA Adult Education
Students Who Earned a Certificate in a CTE Program
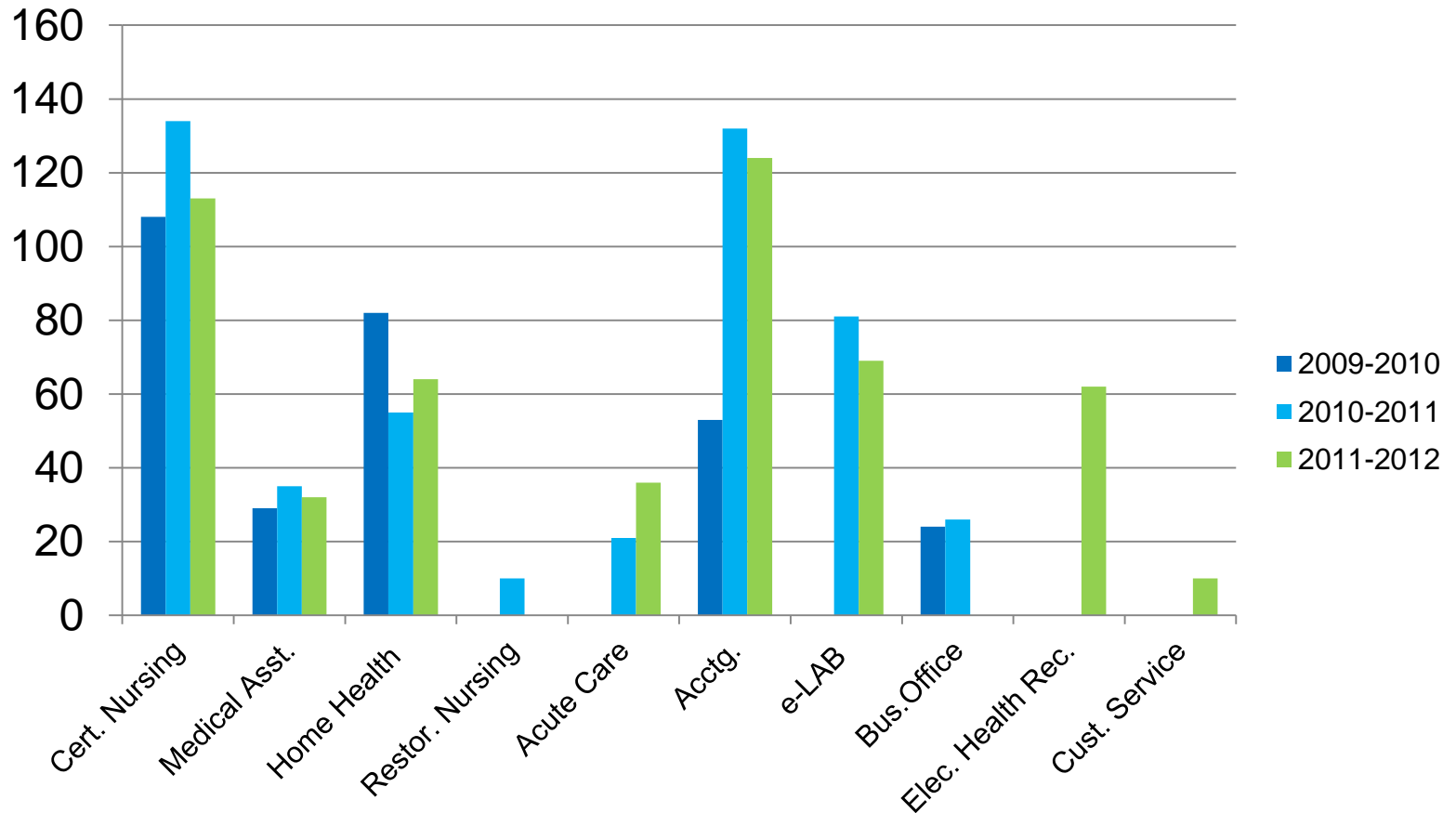
In 2011-2012, Home Health Aide and Acute Care certificates increased and many of these students enrolled in these classes for continuing education credits. Overall # of certificates slightly increased in 2011-2012 over the previous year.

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MVLA Adult School – CTE Healthcare Job Placement Data

Students Placed in Jobs
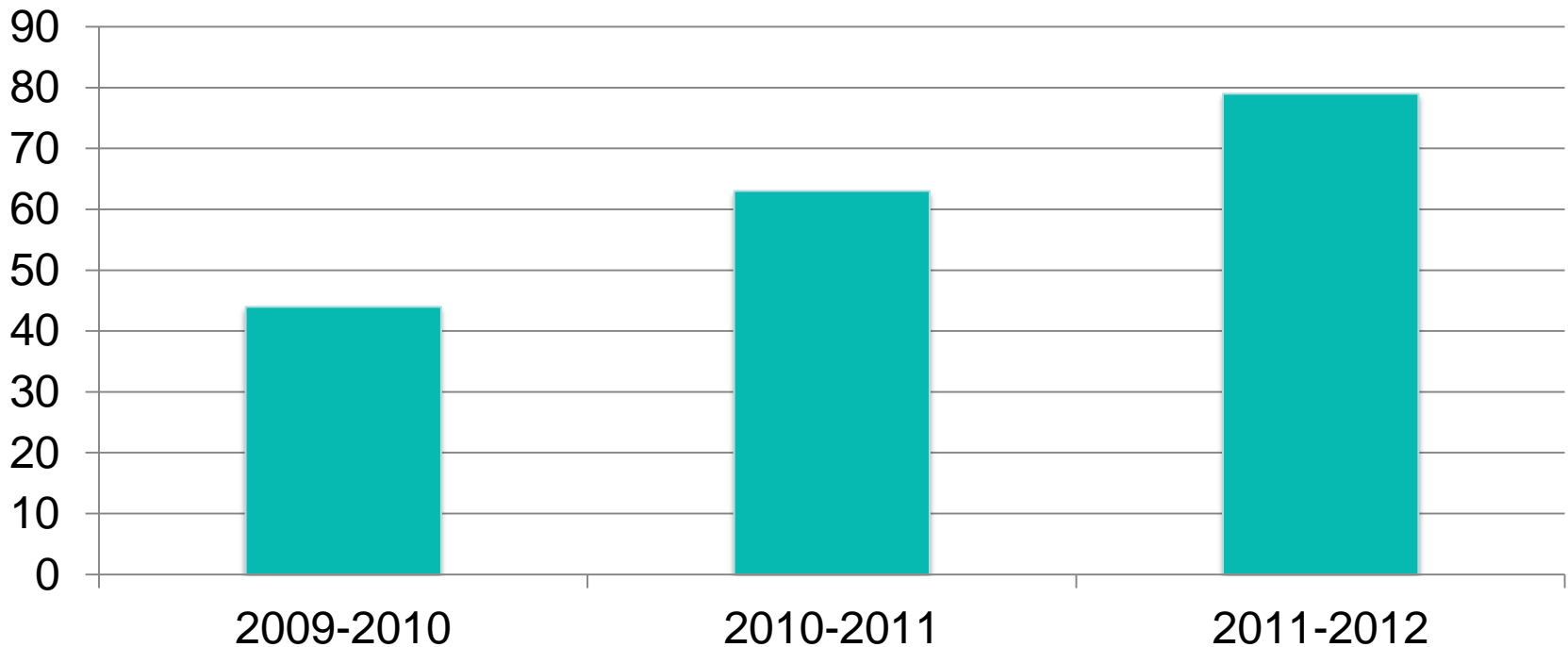
In 2011-2012, there was a 20% increase in the number of students placed in jobs over the previous year.

# School-Wide Goals & English as a Second Language

Goals

1. Align curriculum with state standards and apply best practices.

2. Improve academic achievement for all students through data-driven instruction

3. Integrate technology-based instruction into core program and teach students how to better develop their own technology skills.

4. Continue to provide quality instruction and services to district students and parents.

Evidence

1. ESL teachers use correlated texts aligned with CASAS competencies, EFF, 21st century skills, and SCANS competencies. Professional development and teacher's guides offer best teaching practices.

2A. ESL teachers review CASAS test results to identify areas where students needed additional instruction and to assist in promoting students to the next class level.

2B. Computer-competency checklist developed and piloted to help ESL students attain basic computer literacy competencies.

3. All ESL teachers participated in classroom technology training at the beginning of the school year including the use of the ESL language lab. Additional tech training is ongoing. New ESL hires are required to possess strong technology skills.

4. ESL Coordinator attends various events for parents of EL students at the comprehensive high schools to provide support and inform parents of adult education services available to them. ESL classes are provided for MVWhisman parents at Castro School and the MV Community Center.

MVLA Adult Education
# ESL/Citizenship Unduplicated Enrollment
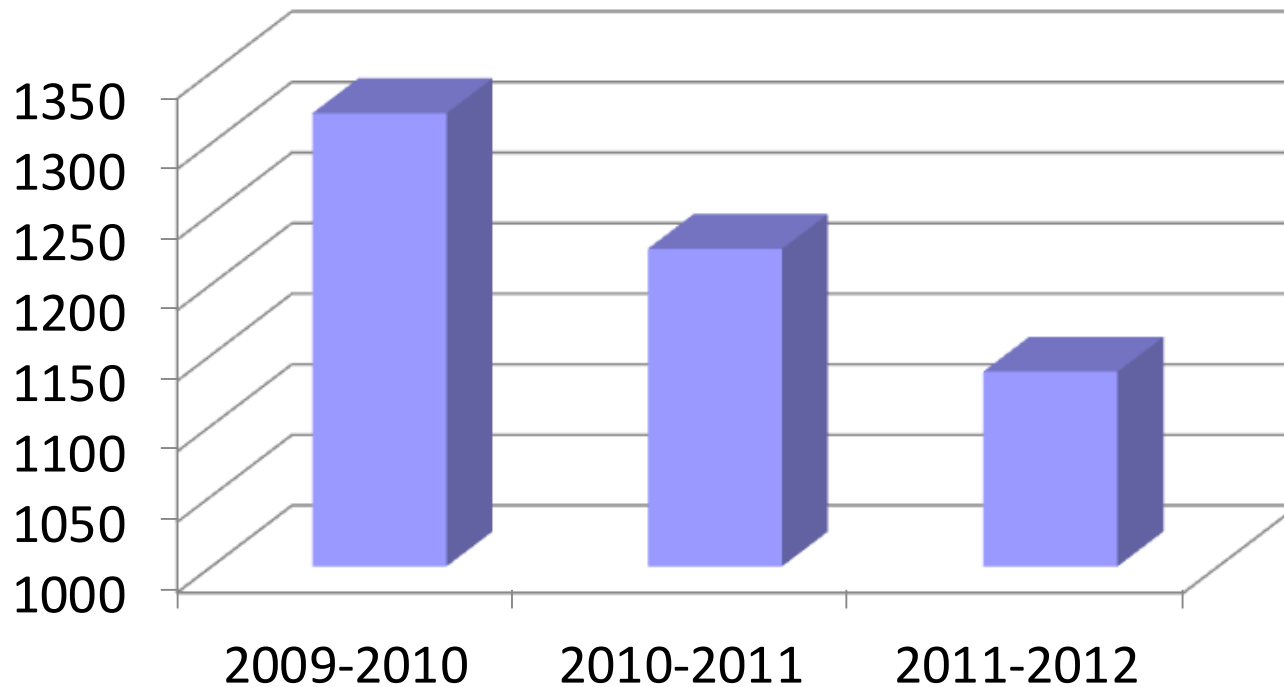
Reduction in ESL student enrollment continued through 2011-2012 partially due to economic uncertainty and the high cost of living in this area.

MVLA Adult Education ESL Benchmarks

Legend:
- # ESL students
- # Paired Scores
- # Significant Gains
- # Completed 2 ESL Levels
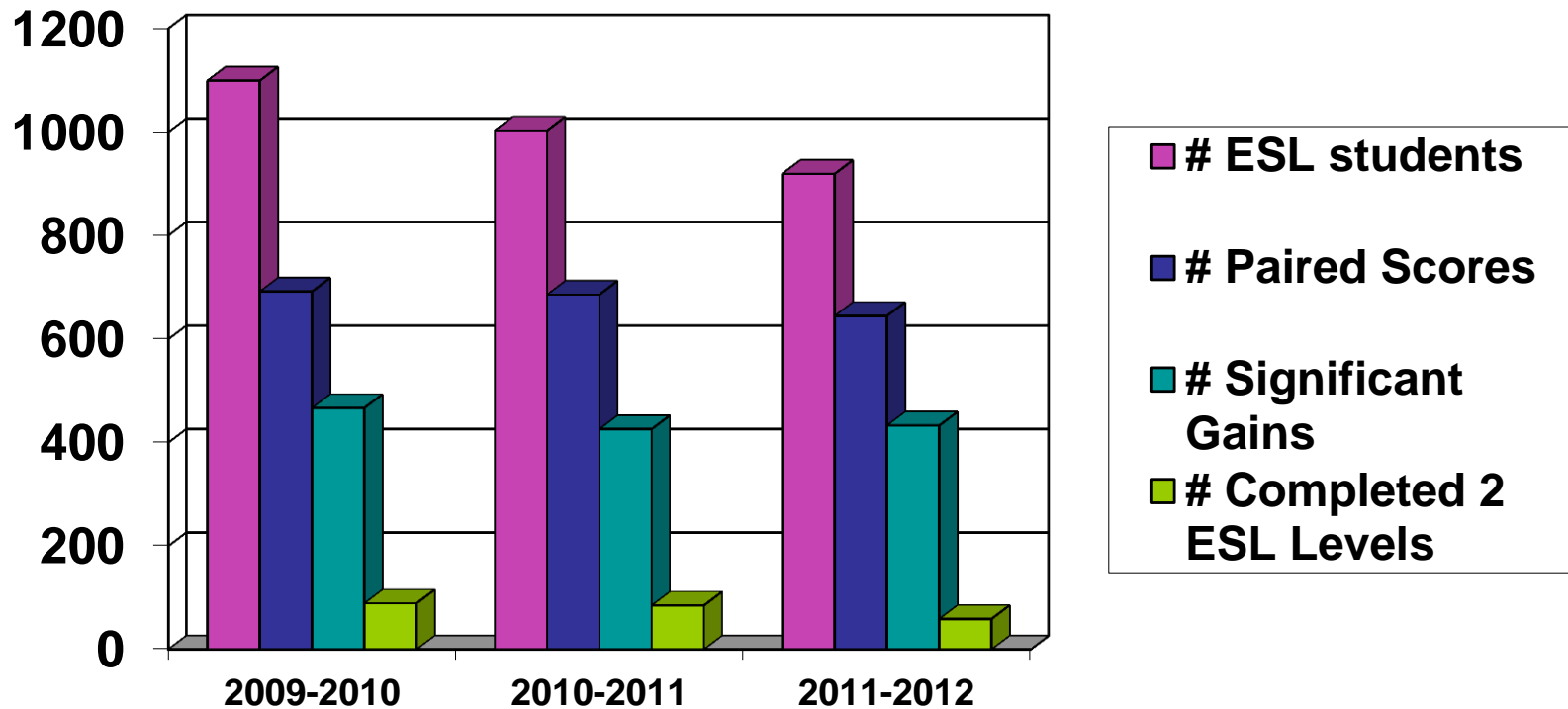
In 2011-2012, the percentage of students with paired scores who made significant gains increased compared to the previous year, while those who completed 2 ESL levels decreased in number.

MVLA Adult Education
Successful Transition of Students from ESL to GED Prep
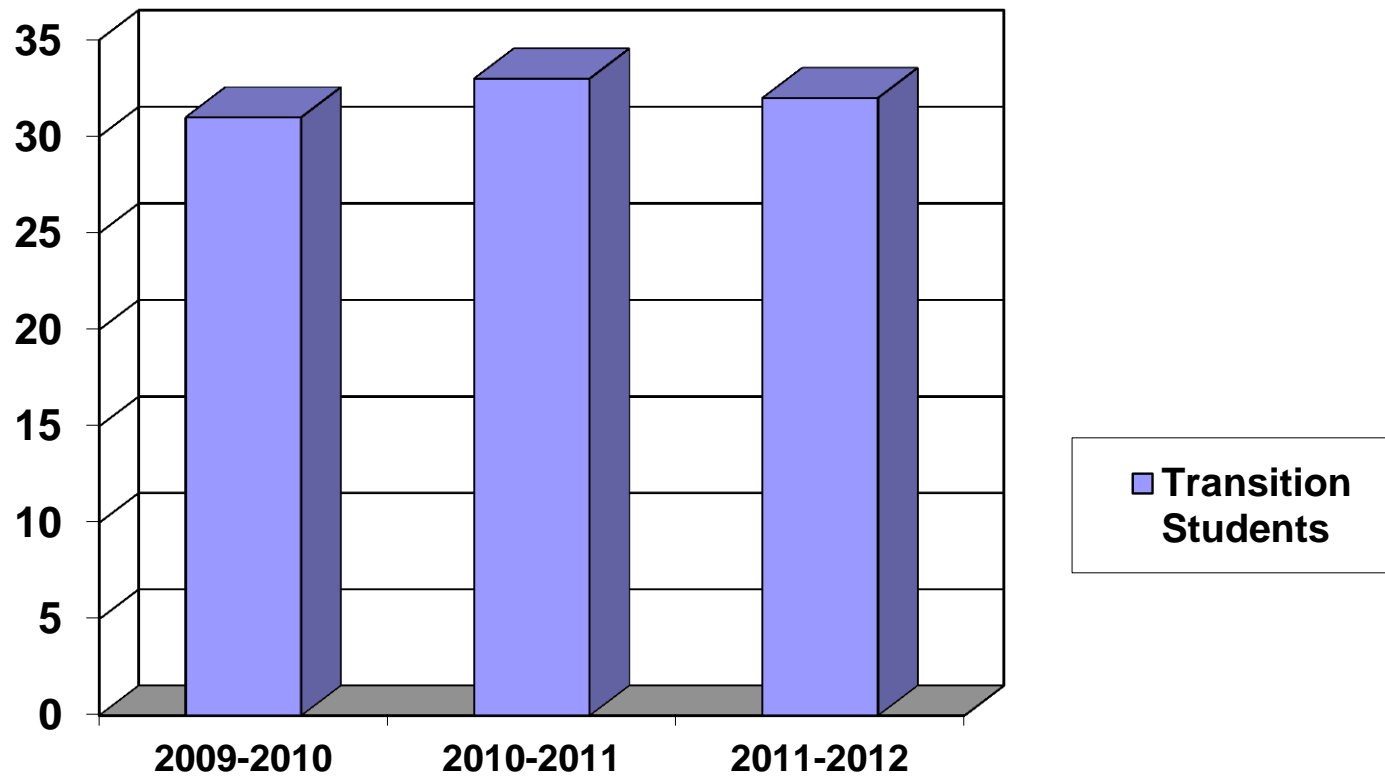
The number of students who transitioned from ESL to GED preparation classes has remained constant for each of the last 3 school years (31 students, 33 students, and 32 students).

MVLA Adult Education
Non-Core Programs Enrollment
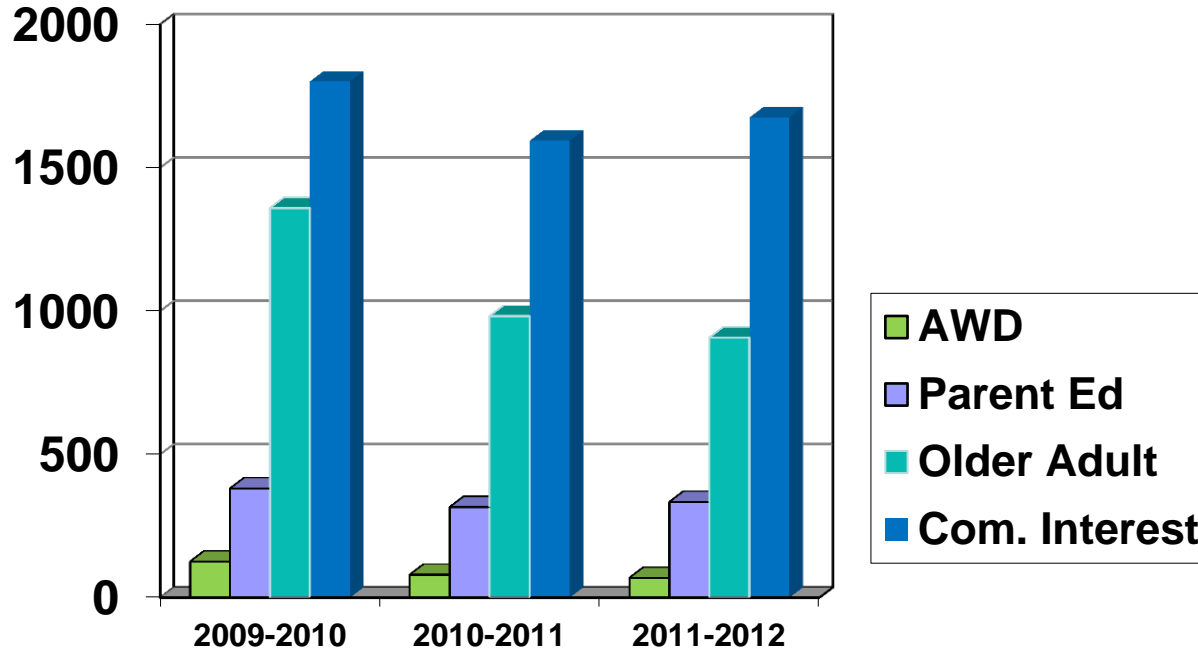
	AWD	Parent Ed	Older Adult		Community Interest
2009-2010	126	381	1359	(dup.3345)	1801
2010-2011	80	321	985	(dup.2476)	1594
2011-2012	69	334	907	(dup.2455)	1675

Future Goals and Trends

CORE PROGRAMS/SERVICES

❑ Provide additional support to district CTE programs, especially summer offerings
❑ Offer (2) new CTE blended learning, online courses
❑ Continue with developing an LVN program
❑ Provide additional support for EL HS students and parents as needed
❑ Develop an ESL module for basic computer competencies to be incorporated into all ESL levels as a function of the regular ESL classroom
❑ Develop and implement more blended learning options for ESL adult students
❑ Prepare for common core standards in HS program and adult core classes
❑ Prepare students to transition into new computerized GED test for January 2014.
❑ Explore new online HS programs that provide a rich, common experience for all students (including teacher face time)
❑ Respond to immigration reform/student needs

NON-CORE PROGRAMS/SERVICES

❑ Replace outgoing Older Adults and Community Interest teachers with qualified instructors and continue to grow the program
❑ Continue utilizing social media to promote the Adult School and its programs and services (FB, MV Patch, LA Patch, and Yelp)
❑ Support relocation of parent education programs
❑ Maintain on-site childcare services for high-need, low income adults and teen parents
❑ Maintain a strong Career Center that focuses on job prep, job development and job placement.

Adult Education
Consortium Planning

According to AB 86 (September 16, 2013), the consortia will use funding to develop regional plans for the education of adults in the following areas:

A. Elementary and basic skills;
B. Classes for immigrants (English as a Second Language, citizenship, and workforce preparation);
C. Programs for adults with disabilities;
D. Short term Career Technical Education (CTE) programs with high employment potential; and
E. Programs for apprentices.

AB 86 also specifies that consortia plans must include:

- Evaluation of level and types and needs of adult education programs within the region and plans to address gaps.
- Plans to integrate programs to create seamless transition for students into postsecondary education or the workforce.
- Plans to employ approaches to accelerate a student's progress toward academic or career goal; for example, contextualized basic skills and CTE, and other joint programming strategies between adult education and CTE.
- Plans to collaborate with partners on the provision of ongoing professional development for faculty and other staff.
- Plans to leverage existing regional structures, including local workforce investment areas.

The CCCCO and CDE will provide progress reports to the Legislature and Governor in March of 2014 and again in March of 2015.

AB86 Regional Consortium