

MVLA Adult School Board Presentation Annual Review 2020-2021



English as a
Second Language



Career Technical
Education



High School/GED

Presented by
MVLA Adult School Leadership Team
May 9, 2022

Agenda



- MVLA Adult School Overview
- WASC Schoolwide Goals
- Review of 2020-21 Enrollment Data
- Student Performance Data and Current Progress & Priorities by Program
- Student Support Services
- Student Success Stories
- Lessons Learned and Looking Ahead

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.

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 School

WASC Schoolwide Goals

Improve the systematic integration of instructional technology in the classroom



To provide program-specific equipment, software, training and instructional support to improve student learning outcomes

Increase schoolwide professional development opportunities



To provide teachers with increased instructional strategies to improve student learning outcomes

Increase tutoring opportunities for ESL, ABE, and CTE students



To provide struggling students with more individualized instructional support to improve student learning outcomes



2020-2021 –

“We survived and thrived!”

Guiding Principles:

- Safety
- Connection
- High Quality Education
- Communication
- Wellness
- Equity/ Access



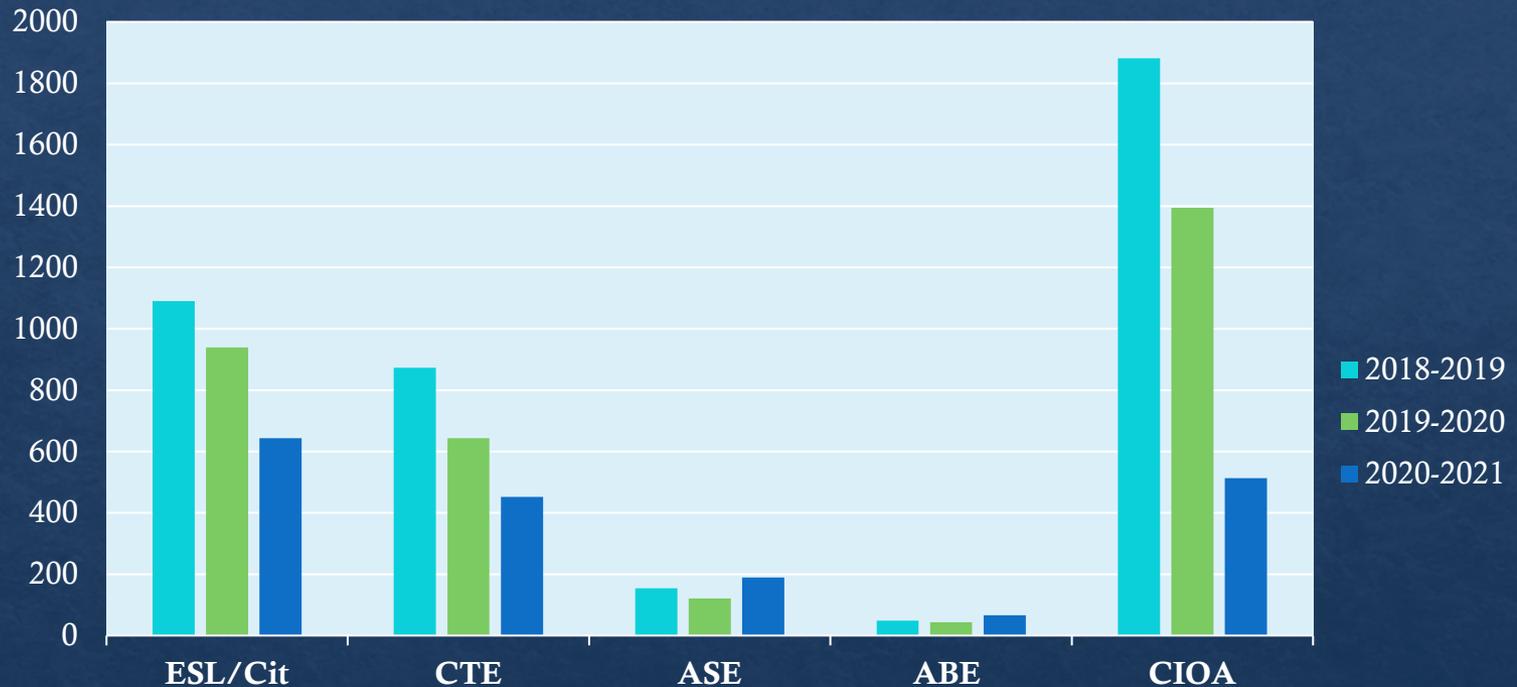
Fall 2021

Full Return to In-person Learning



MVLA Adult School Programs

2020-2021 Enrollment Trends (unduplicated)



Total Unduplicated enrollment for 2020-21 was 3,823 compared to 5,344 during prior year. Enrollments by program show an overall decrease of about 31% in ESL & 30% in CTE due to the full transition to distance learning during the pandemic. Lack of student access to technology/devices/stable WiFi and technological literacy created barriers that affected enrollment. ABE and ASE enrollments slightly increased due to the convenience of Distance Learning for working adults and families with children.



ESL

Fall 2021

Full Return to In-person Learning

English as a Second Language (ESL) / Citizenship Highlights (2020-2021)

- **Strong student retention with distance learning** – reflected in attendance data
- **Teacher support and PD** - Offered technology training and collaboration time for staff; asynchronous practice and LMS for students
- **Student access to technology** - Checked out iPads to students who needed them; provided online textbooks and practice materials to all
- **Innovative and safe testing model** - Redesigned ESL online placement testing and orientation sessions
- **Connection** - Systematized outreach to previous students; streamlined class placement for returners



ESL Testing Outdoors

ESL Current Priorities and Progress (2021-2022)



Current Priorities	Progress
<p>Instructional Technology</p> <ul style="list-style-type: none"> • Continue to expand professional development opportunities and 1-on-1 assistance to support teachers with integration of instructional technology • Increase systematic use of technology to improve student learning outcomes (Includes e-books, Padlet, Quizlet, and Google Classroom [inter/adv only]) 	<ul style="list-style-type: none"> • All classes working to meet newly established leveled technology skill exit goals and master related vocabulary • EL Civics unit in Fall 2021 included email writing skills (inter/adv only) • New Chromebooks purchased for higher-level classes to allow classroom use of collaborative Google tools
<p>Professional Development</p> <ul style="list-style-type: none"> • Provide regular and frequent opportunities to collaborate with staff to improve questioning strategies and technology integration. This effort will assist students in meeting level-appropriate technology goals and reading benchmarks. 	<ul style="list-style-type: none"> • Coordinators and teacher representatives trained in effective instructional questioning strategies through CALPRO to use and share with colleagues • In-Service PD days in August, October, January and March focusing on questioning strategies and technology integration
<p>Tutoring</p> <ul style="list-style-type: none"> • Rebuild in-person tutoring program in writing for all time periods • Improve recordkeeping, attendance, and program evaluation to improve Student Learning Outcomes 	<ul style="list-style-type: none"> • Recruiting and training new tutors to work with higher-level classes to improve writing skills • Tech advocates assisting students 1-on-1 to overcome tech barriers to learning



GED

Fall 2021

Full Return to In-person Learning

High School Diploma/GED Highlights (2020-2021)

- ❖ **Student Achievement** – Slight increase in the number of HS diplomas earned, 13 HSD graduates in 2020-2021 compared to 12 HSD graduates in 2019-2020
- ❖ **DL increased student access to education** – increased enrollment in Adult HSD, Pre-GED, and GED programs. Online learning provided access to students who were working from home or not able to work due to pandemic
- ❖ **Access to technology** – Adopted new standards-aligned online curriculum Edgenuity, opened onsite learning lab, device check out
- ❖ **87% completion** for the 2021 Online Summer School compared to 74% the prior summer



ASE Current Priorities and Progress (2021-2022)



Current Priorities	Progress
<p>Instructional Technology</p> <ul style="list-style-type: none"> • Incorporate more interactive online resources to promote student engagement and foster deeper understanding • Continue using Edgenuity as the core standards-aligned curriculum for HSD program to improve student learning outcomes 	<ul style="list-style-type: none"> • Incorporate IXL to supplement Google Classroom in GED classes • Working toward building teacher proficiency in utilizing Edgenuity assessments to better address student needs
<p>Professional Development</p> <ul style="list-style-type: none"> • Provide ongoing professional development/trainings on educational software to improve student learning outcomes • Improve teacher and student questioning strategies to increase student engagement and comprehension 	<ul style="list-style-type: none"> • Train new staff on Newsela, Google Classroom, and IXL • Implement “Train-the Trainer” model for instructors who participate in regional PD conferences and webinars • Build in opportunities for instructors to incorporate and model different questioning strategies into lessons and report back on outcome
<p>Tutoring</p> <ul style="list-style-type: none"> • Continue to improve communication between teachers, students, and tutors to build a learning team that will optimize student learning gains • Re-establish in-person tutoring for GED Math and expand tutoring hours 	<ul style="list-style-type: none"> • Maintain student log after each tutoring session where tutor can report on student progress • GED teacher dedicates specific time to check in with tutor and student tutee • Students work with GED math tutor Mon-Wed nights



CTE

**Full In-person Return for Fall 2021
Certified Nursing Assistant Program**

Career Technical Education (CTE) Highlights (20-21)

- **Student Achievement** - NCCT Pass rates for MA and ICS *far exceeded* national rates
- **CTE completion rates remain high at 80%** - Increase of 2% from prior year despite being in full DL mode
- **American Red Cross CNA written test pass rate of 95%** - 2% increase from prior year
- **American Red Cross CNA skills test pass rate of 71%** - indicates learning loss from limited opportunities to practice in person
- **Innovative Clinical Skills Practice Model** – utilized parking lot and well-ventilated student lounge for clinical practice



Outdoor Skills Practice



Drive-by Textbook Distribution

CTE Current Priorities and Progress (2021-2022)



Current Priorities	Progress
<p>Instructional Technology</p> <ul style="list-style-type: none"> • Provide ongoing training to instructors to enhance their knowledge of available resources to effectively integrate instructional technology in order to increase student engagement and comprehension • Increase systematic use of technology to improve student learning outcomes • Increase instructor access to tech support and online resources in order to support student learning through differentiated instruction 	<ul style="list-style-type: none"> • All CTE classes have integrated instructional technology in the form of e-textbooks, industry specific software applications and technology (e.g., MindTap, QuickBooks, Google Classroom, e-Connect, Zoom, Kahoot)
<p>Professional Development</p> <ul style="list-style-type: none"> • Provide instructors with regular opportunities to analyze assessment results in order to identify learning gaps, and use the analysis to adjust instruction in improving learning outcomes 	<ul style="list-style-type: none"> • Instructors attended back to school in-service and staff development workshops • Instructors participated in regular PD on student learning outcome analysis and questioning strategies to improve SLOs • Continue mentoring of teachers to ensure alignment of instruction with CTE model standards
<p>Tutoring</p> <ul style="list-style-type: none"> • Continue to offer embedded tutoring in order to improve student learning 	<ul style="list-style-type: none"> • Ongoing tutorial services for healthcare classes and exploring the idea to expand in-person and online tutoring for more CTE programs in the form of peer tutoring

MVLA Adult School

Transition Highlights (2020-2021)

- **Online transition presentations** from Career Tech, GED, and MVLA Transition Adviser
- **Community college joint online presentation** from Foothill College and De Anza College
- **GED online classroom visits during Spring 2021** semester and special orientation targeted for Advanced ESL students ready to transition
- **Dual enrollment process** established for adult school students attending FHDA classes waiving tuition/fees for adult students
- **NSCCC Transition Adviser Group collaboration**
- **Online Job Fair**



Transition Adviser meets with students to work on individual Student Transition Plans (STPs) in line with their personal academic and career goals.

Student Support Services

Academic Support – Tutoring Center

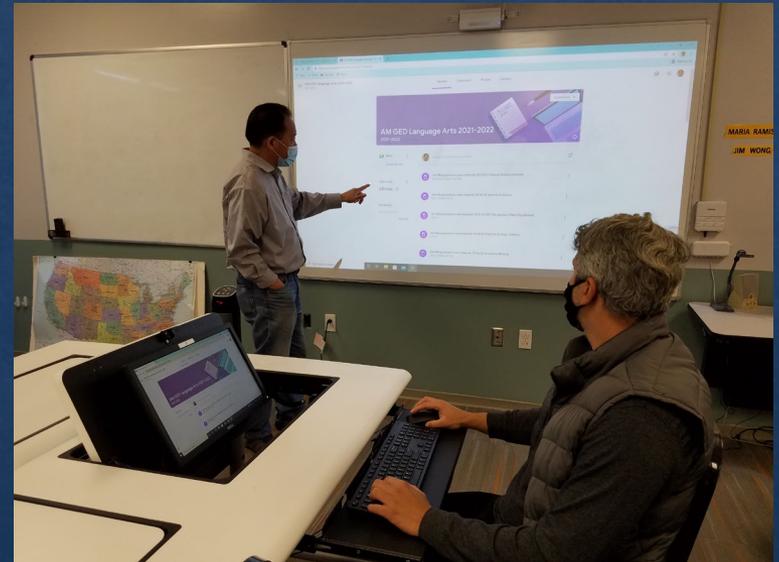
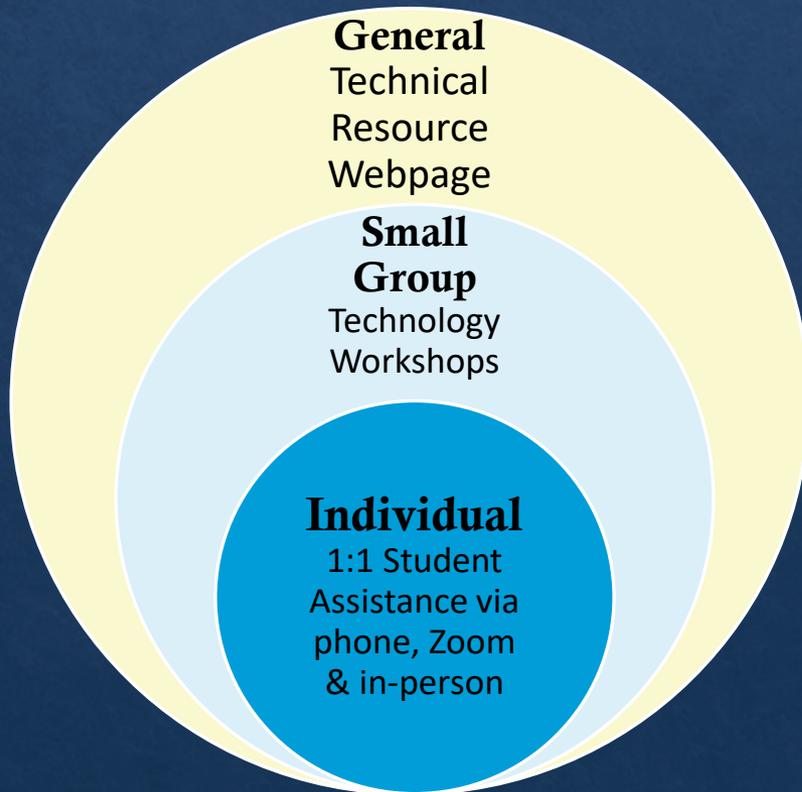
- **ESL Conversation Groups** - supplement ESL instruction
- **ESL Online Volunteers (2)** – Provide academic support for 2 morning classes and 1 evening class
- **GED Online Volunteers (2)** - Provide math support for morning and evening classes
- **CTE Embedded Online Tutor** – Provide test prep and academic support for healthcare classes
- **Teacher Online Office Hours** - provide additional academic support to students



Volunteer tutors assist with supplemental writing practice for ESL students

Technology Advocate Model

3 Tiers of Technology Support for Students



Tech Workshops support students with how to use internet, various devices, email, Zoom, Google Classroom and e-books



Fiscal Solvency 2020-2021

Consortium Dedicated Funding **\$8,723,152**

Total Member Allocation: MVLA Adult School (CAEP)
\$3,667,770

Cost of Living Adjustment (COLA)
\$ 83,898

Carry-over from 20-21: **\$202,966**

Additional AE Income:

\$249,380 Grants

\$ 83,388 Revenue from Fees



Silver Linings & Lessons Learned

- Building capacity
- Resilience
- Innovation
- Using new lessons to enrich our practice
- Redesign and expand offerings with hybrid/distance learning using data





Looking Ahead

1. Continue using Safety, Connection, High Quality Education, Communication, Wellness and Equity/Access as our guiding principles
2. 3 Rs - Continue to *Rebuild*, *Recover* learning loss and *Reboot* for future
 - *Rebuild* and expand our current offerings, building upon successful distance learning/hybrid models to *Recover* learning loss and increase access/equity
 - *Reboot* - Redesign classes and processes, transition to e-testing next fall for federal and state assessment & accountability
 - Continue to provide high quality PD and support to teachers to ensure equity in education for students
3. Maintain Fiscal Stability
4. *WASC Visit confirmed for March 13-15, 2023*

MEET OUR STAR STUDENTS



TATIANA
ESL STUDENT



VERA
GED STUDENT



MICHELLE
CTE MA STUDENT

Student Success Stories

[Watch Video](#)

Questions?

